

Фонд оценочных средств по учебной дисциплине
ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК
основной профессиональной образовательной программы
54.02.01 ДИЗАЙН (ПО ОТРАСЛЯМ)

УТВЕРЖДЕНО:

Приказ директора

№ 2 от 01 сентября 2022 г.

Протокол Педагогического совета

№ 1 от 01 сентября 2022 г.

СОГЛАСОВАНО:

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№ 1 от 01 сентября 2022 г.

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1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

1.1 Область применения

Фонд оценочных средств (ФОС) предназначен для контроля и оценки образовательных достижений обучающихся по учебной дисциплине ОГСЭ.03 Иностранный язык.

ФОС включает материалы для текущего контроля образовательных результатов и промежуточной аттестации обучающихся.

ФОС разработан в соответствии с требованиями ФГОС СПО 54.02.01 Дизайн (по отраслям) к образовательным результатам специалиста среднего звена «Дизайнер», Примерной основной образовательной программой и рабочей программой учебной дисциплины ОГСЭ.03 Иностранный язык.

1.2 Требования к результатам обучения

Оценка качества подготовки обучающихся по специальности СПО 54.02.01 Дизайн (по отраслям) осуществляется в двух основных направлениях:

- контроль и оценка образовательных достижений обучающихся по учебным дисциплинам, МДК;
- оценка уровня сформированности компетенций обучающихся.

В результате изучения дисциплины обучающийся должен:

знать:

- лексический (1200 – 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарём) иностранных текстов профессиональной направленности;
- лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности;
- правила чтения текстов (особенности произношения) профессиональной направленности

уметь:

- общаться устно и письменно на иностранном языке на профессиональные и повседневные темы;
- переводить (со словарём) иностранные тексты профессиональной направленности;
- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;

Контролируемые компетенции:

ОК 02. Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности;

ОК 04. Эффективно взаимодействовать и работать в коллективе и команде;

ОК 05. Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста;

ОК 06. Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных межрелигиозных отношений, применять стандарты антикоррупционного поведения.

общечеловеческих ценностей, применять стандарты антикоррупционного поведения.

Форма промежуточной (итоговой) аттестации освоения учебной дисциплины – дифференцированный зачет.

1.3 Система контроля и оценки результатов освоения обучающимися программы учебной дисциплины

Контроль и оценка результатов освоения дисциплины, курса, модуля включает оценочные средства для текущего контроля и промежуточной аттестации.

Формы оценочных средств, рекомендуемых к применению при проведении текущего контроля и промежуточной аттестации (по выбору)

№ п/п	Наименование оценочного средства	Краткая характеристика оценочного средства	Представление оценочного средства в ФОС
1.	Задания для самостоятельной работы	Средство проверки умений применять полученные знания по заранее определенной методике для решения задач или заданий по модулю или дисциплине в целом.	Комплект заданий
2.	Разноуровневые задачи и задания	Различают задачи и задания: 1. Ознакомительного, позволяющие оценивать и диагностировать знание фактического материала (базовые понятия, алгоритмы, факты) и умение правильно использовать специальные термины и понятия, узнавание объектов изучения в рамках определенного раздела дисциплины; 2. Репродуктивного уровня, позволяющие оценивать и диагностировать умения синтезировать, анализировать, обобщать фактический и теоретический материал с формулированием конкретных выводов, установлением причинно-следственных связей; 3. Продуктивного уровня,	Комплект разноуровневых задач и заданий

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		позволяющие оценивать и диагностировать умения, интегрировать знания различных областей, аргументировать собственную точку зрения, выполнять проблемные задания.	
3.	Реферат	Продукт самостоятельной работы студента, представляющий собой краткое изложение в письменном виде полученных результатов теоретического анализа определенной научной (учебно-исследовательской) темы, где автор раскрывает суть исследуемой проблемы, приводит различные точки зрения, а также собственные взгляды на нее.	Темы рефератов
4.	Сообщение Доклад	Продукт самостоятельной работы студента, представляющий собой публичное выступление по представлению полученных результатов решения определенной учебно-практической, учебно-исследовательской или научной темы.	Темы докладов, сообщений
5.	Творческое задание	Частично регламентированное задание, имеющее нестандартное решение и позволяющее диагностировать умения, интегрировать знания различных областей, аргументировать собственную точку зрения. Может выполняться индивидуально или группой обучающихся.	Темы групповых и/или индивидуальных творческих заданий.
6.	Тест	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося.	Комплект тестовых заданий.
7.	Эссе	Средство, позволяющее оценить умение обучающегося письменно излагать суть поставленной проблемы, самостоятельно проводить анализ этой проблемы с использованием концепций и аналитического инструментария соответствующей дисциплины, делать выводы, обобщающие авторскую позицию по поставленной проблеме.	Тематика эссе.
8.	Ролевая игра	Средство оценки способности обучающихся к выполнению реальных производственных задач, но в смоделированных условиях, приближенных к реальным	Сценарий, план игры
9.	Деловая игра, круглый стол	Средство оценки индивидуальных достижений обучающихся, позволяющее диагностировать уровень теоретических знаний и овладение практическими	Сценарий, план игры

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		навыками деятельности в нестандартных ситуациях	
10.	Кейс-задачи	Ситуация, представляемая в форме профессионально смоделированной задачи, в процессе решения которой у обучающего оценивается навык анализа профессиональных ситуаций, критического оценивания различных точек зрения, умение работать с информацией, способность моделировать решение профессиональной задачи	Комплект кейс-задач

Соотношение типов заданий и критериев оценки

№	Тип (вид) задания	Критерии оценки
1.	Практическая работа	Критерии и нормы оценки практических работ.
2.	Тесты	Шкала оценки образовательных достижений.
3.	Устные ответы	Критерии и нормы оценки устных ответов.
4.	Ситуационная задача	Критерии и нормы оценки ситуационной задачи.
5.	Ролевая игра, деловая игра, круглый стол	Критерии и нормы оценки к деловой игре (ролевой игре, дискуссии, круглому столу, конференции и т.п.)
6.	Проверка конспектов, рефератов, творческих работ, презентаций	Соответствие содержания работы заявленной теме; правилам оформления работы.

Критерии и нормы оценки практических работ

«5»	сформированность терминологического аппарата; владение системой знаний на уровне осознанного применения при выполнении учебных/ учебно-профессиональных действий; оригинальность решения, в том числе при решении нестандартных задач; гибкость, системность, глубину мышления; применение методов, адекватных поставленной цели и задачам; выполнение работы в логической последовательности; грамотное использование символики и графических средств; проявление высокого уровня самостоятельности; от 90 до 100% правильность выполнения практической работы
«4»	сформированность терминологического аппарата; владение программным материалом для выполнения учебных/ учебно-профессиональных действий, применение освоенных алгоритмов в типовой (знакомой) ситуации; применение методов, адекватных поставленной цели и задачам; выполнение работы в логической последовательности; грамотное использование символики и графических средств; выполнение практической работы самостоятельное; правильность выполнения – от 70 до 89%.
«3»	недостаточную сформированность терминологического аппарата; недостаточное владение программным материалом для выполнения учебных/ учебно-профессиональных действий; применение освоенных алгоритмов в типовой (знакомой) ситуации с незначительными нарушениями; применение нерациональных методов для выполнения

	практической работы; отступление от логической последовательности при выполнении работы; неточность использования символики и графических средств; проявление недостаточного уровня самостоятельности (выполнение работы с помощью преподавателя); правильность выполнения – от 51 % до 69%
«2»	недостаточную сформированность либо несформированность терминологического аппарата; недостаточное владение программным материалом для выполнения учебных/ учебно-профессиональных действий; применение освоенных алгоритмов в типовой (знакомой) ситуации со значительными нарушениями; применение нерациональных методов для выполнения практической работы; нарушение логической последовательности при выполнении работы; неточность использования символики и графических средств; проявление недостаточного уровня самостоятельности (выполнение работы с помощью преподавателя); правильность выполнения – менее 50 %
«1»	за полное незнание и непонимание учебного материала или отказ отвечать

Шкала оценки образовательных достижений (тестов)

Процент результативности (правильных ответов)	Оценка уровня подготовки	
	балл (отметка)	вербальный аналог
90 ÷ 100	5	отлично
89 ÷ 70	4	хорошо
69 ÷ 51	3	удовлетворительно
менее 50	2	неудовлетворительно

Критерии и нормы оценки устных ответов

«5»	за глубокое и полное овладение содержанием учебного материала, в котором обучающиеся легко ориентируются, за умение связывать теорию с практикой, высказывать и обосновывать свои суждения. Отличная отметка предполагает грамотное, логическое изложение ответа
«4»	если обучающийся полно освоил материал, владеет понятийным аппаратом, ориентируется в изученном материале, грамотно излагает ответ, но содержание, форма ответа имеют отдельные недостатки
«3»	если обучающийся обнаруживает знание и понимание основных положений учебного материала, но излагает его неполно, непоследовательно, допускает неточности в определении понятий, не умеет доказательно обосновывать свои суждения

«2»	если обучающийся имеет разрозненные, бессистемные знания, не умеет выделять главное и второстепенное, допускает ошибки в определении понятий, искажающие их смысл, беспорядочно и неуверенно излагает материал
«1»	за полное незнание и непонимание учебного материала или отказ отвечать

Критерии и нормы оценки ситуационной задачи

«5»	Ответ на вопрос задачи дан правильный. Объяснение хода ее решения подробное, последовательное, грамотное, с теоретическими обоснованиями, с использованием демонстрационного материала (при необходимости), с правильным и свободным владением профессиональной терминологией; ответы на дополнительные вопросы верные, четкие
«4»	Ответ на вопрос задачи дан правильный. Объяснение хода ее решения подробное, но недостаточно логичное, с единичными ошибками в деталях, некоторыми затруднениями в теоретическом обосновании, а также при пояснении демонстрационного материала (при необходимости); ответы на дополнительные вопросы верные, но недостаточно четкие
«3»	Ответ на вопрос задачи дан правильный. Объяснение хода ее решения недостаточно полное, непоследовательное, с ошибками, слабым теоретическим обоснованием, со значительными затруднениями и ошибками в пояснении использованного (при необходимости) демонстрационного материала; ответы на дополнительные вопросы недостаточно четкие, с ошибками в деталях
«2»	Ответ на вопрос задачи дан неправильный. Объяснение хода ее решения представлено неполное, непоследовательное, с грубыми ошибками, без теоретического обоснования, без умения пояснять демонстрационный материал (при необходимости); ответы на дополнительные вопросы неправильные или отсутствуют

Критерии и нормы оценки подготовки к деловой игре (ролевой игре, дискуссии, круглому столу, конференции и т.п.)

«5»	обучающийся представил подготовленный материал, отвечающий заявленным требованиям; качество подготовленных материалов соответствует всем перечисленным критериям: <ul style="list-style-type: none"> – соответствие подготовленного материала заявленной теме; – качество подготовленных материалов; – групповой характер работы;
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	– упорядоченный и направляемый обмен мнениями с соответствующей организацией места и времени работы, но на основе самоорганизации участников; направленность на достижение учебных целей
«4»	обучающийся представил подготовленный материал, отвечающий заявленным требованиям; качество подготовленных материалов не соответствует одному из критериев: – соответствие подготовленного материала заявленной теме; – качество подготовленных материалов: – групповой характер работы; – упорядоченный и направляемый обмен мнениями с соответствующей организацией места и времени работы, но на основе самоорганизации участников; направленность на достижение учебных целей
«3»	обучающийся представил подготовленный материал, отвечающий заявленным требованиям; качество подготовленных материалов не соответствует двум-трем из критериев: – соответствие подготовленного материала заявленной теме; – качество подготовленных материалов: – групповой характер работы; – упорядоченный и направляемый обмен мнениями с соответствующей организацией места и времени работы, но на основе самоорганизации участников; направленность на достижение учебных целей
«2»	обучающийся не подготовил материал

Критерии и нормы оценки промежуточной аттестации

Оценки **«отлично»** заслуживает обучающийся, обнаруживший всестороннее, систематическое и глубокое знание учебно-программного материала, умение свободно выполнять практическое задание, усвоивший общие и профессиональные компетенции, соответствующие ФГОС, усвоивший взаимосвязь основных понятий тем и их значение для приобретаемой специальности, проявивший творческие способности. Обучающийся освещает различные вопросы программного материала, делает содержательные выводы, демонстрирует знание специальной литературы в рамках учебного методического комплекса и дополнительных источников информации, в том числе Интернет-ресурсов.

На оценку **«хорошо»** оценивается ответ, если обучающийся при ответе продемонстрировал системные знания и умения по поставленным вопросам. Содержание вопроса изложил связно, грамотным языком, раскрыл последовательно суть изученного материала, демонстрируя прочность полученных знаний и умений, но при ответе были допущены незначительные

ошибки, нарушалась последовательность изложения или отсутствовали некоторые несущественные элементы содержания тем.

Оценки **«удовлетворительно»** заслуживает обучающийся, обнаруживший знания основного учебно-программного материала в объеме, необходимом для дальнейшей учебы и предстоящей работы по специальности/профессии, справляющийся с выполнением заданий, предусмотренных программой, знакомый с основной литературой, рекомендованной программой, но, у обучающегося обнаружены неточности в развернутом раскрытии понятий, терминов, определений, план ответа выстроен непоследовательно, в ответе допущены погрешности, исправленные под руководством преподавателя.

Оценка **«неудовлетворительно»** выставляется обучающемуся, если в ответе обнаружены пробелы в знаниях основного учебно-программного материала, недостаточно раскрыты понятия, термины, допущены принципиальные ошибки в выполнении практических заданий. Ответ содержит ряд серьезных неточностей. Выводы поверхностны.

Результаты оценки уровня освоения дисциплины (модуля) и компетенций обучающимися при текущем контроле успеваемости

Код и наименование компетенции	Формы текущего контроля успеваемости*	Показатели	Уровень освоения	Результаты оценки
ОК 02, ОК04, ОК 05, ОК 06	Практические работы, тестирование	обучающийся овладел необходимыми компетенциями, приобрёл знания, умения; выполнил 100% заданий, подлежащего текущему контролю успеваемости самостоятельно и в требуемом объеме; обучающийся проявил умение обобщать, систематизировать и научно классифицировать материал, анализировать показатели с подробными пояснениями и аргументированными выводами	освоил	отлично

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		<p>обучающийся приобрел знания, умения; овладел компетенциями (сформировал полностью или частично (не менее 70% компетенций)), закрепленные рабочей программой учебного предмета, курса, дисциплины (модуля), практической подготовкой, обучающийся выполнил 75% экзаменационных испытаний, или при выполнении допущены незначительные ошибки; обучающийся показал владение навыками систематизации материала; проявил умение обобщать, систематизировать и научно классифицировать материал; задания выполнил по стандартной методике без ошибок; сделал выводы по анализу показателей, но даны недостаточно полные пояснения</p>	<p>освоил</p>	<p>хорошо</p>
		<p>обучающийся овладел необходимыми компетенциями (сформировал частично (не менее 50% компетенций), приобрел знания, умения; не менее 50% задания, подлежащего текущему контролю успеваемости, выполнил по стандартной методике без существенных ошибок; сделал выводы по анализу показателей, но даны недостаточно полные пояснения</p>	<p>частично освоил</p>	<p>удовлетворительно</p>
		<p>обучающийся не приобрел знания, умения и не овладел компетенциями в объеме или выполнил менее чем на 50% с грубыми ошибками</p>	<p>не освоил</p>	<p>неудовлетворительно</p>

Результаты оценки уровня освоения дисциплины (модуля) и компетенций обучающимися при промежуточной аттестации

Код и наименование компетенции	Формы промежуточной аттестации (зачет, дифференцированный зачет, экзамен, защита курсовой работы)	Показатели	Уровень освоения	Результаты оценки
ОК 02, ОК04, ОК 05, ОК 06	Зачет – 7 семестр, Дифференцированный зачет – 5, 8 семестр	обучающийся овладел необходимыми компетенциями, приобрёл знания, умения; выполнил 100% заданий, подлежащего текущему контролю успеваемости самостоятельно и в требуемом объеме; обучающийся проявил умение обобщать, систематизировать и научно классифицировать материал, анализировать показатели с подробными пояснениями и аргументированными выводами	освоил	отлично

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		<p>обучающийся приобрел знания, умения; овладел компетенциями (сформировал полностью или частично (не менее 70% компетенций)), закрепленные рабочей программой учебного предмета, курса, дисциплины (модуля), практической подготовкой, обучающийся выполнил 75% экзаменационных испытаний, или при выполнении допущены незначительные ошибки; обучающийся показал владение навыками систематизации материала; проявил умение обобщать, систематизировать и научно классифицировать материал; задания выполнил по стандартной методике без ошибок; сделал выводы по анализу показателей, но даны недостаточно полные пояснения</p>	<p>освоил</p>	<p>хорошо</p>
		<p>обучающийся овладел необходимыми компетенциями (сформировал частично (не менее 50% компетенций), приобрел знания, умения; не менее 50% задания, подлежащего текущему контролю успеваемости, выполнил по стандартной методике без существенных ошибок; сделал выводы по анализу показателей, но даны недостаточно полные пояснения</p>	<p>частично освоил</p>	<p>удовлетворительно</p>
		<p>обучающийся не приобрел знания, умения и не овладел компетенциями в объеме или выполнил менее чем на 50% с грубыми ошибками</p>	<p>не освоил</p>	<p>неудовлетворительно</p>

2. КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА

2.1 Оценочные средства для текущего контроля образовательных результатов обучающихся

Практические задания

Введение

Типовое задание: Выполните упражнение по грамматике.

Exercise 1. Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Continuous, Present Simple, Past Simple* или *Future Simple*

1. Various kinds of sports (to be) popular in Russia. 2. Both children and grown-ups (to be) fond of sports. 3. What (to be) the matter with her? She (to be) so excited. – I (not to know). 4. Where you (to go)? – I (to go) to the Dynamo stadium to see the match which (to take) place there today. 5. You (to know) that very interesting match (to take) place last Sunday? 6. He (to go) to the south a week ago. 7. When I (to be) about fifteen years old, I (to enjoy) playing football. 8. Our football team (to win) many games last year. 9. Where (to be) Boris? – He (to play) chess with his friend. 10. I (to be) sorry I (to miss) the match yesterday. But I (to know) the score. It (to be) 4 to 2 in favour of the Spartak team. 11. Nellie (to leave) for Moscow tomorrow, 12. I (to be) in a hurry. My friends (to wait) for me. 13. You (to be) at the theatre yesterday. You (to like) the opera? — Oh yes, I (to enjoy) it greatly. 14. You (to go) to London next summer?

Exercise 2. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*

1. They (to translate) a difficult text yesterday. 2. I (to open) the window at six o'clock yesterday,
3. You (to go) to the cinema yesterday? 4. I (not to see) Mike last week. 5. When I (to open) the door, my friends (to sit) around the table. 6. When you (to begin) doing your homework yesterday? 7. We (to discuss) the latest news from three till four yesterday. 8. When I (to read) the newspaper yesterday, I (to find) an interesting article on UFOs, 9. Lena (to sweep) the floor on Sunday. 10. Lena (to sweep) the floor from eleven till twelve on Sunday. 11. They (to go) to the wood last Sunday? 12. We (to work) the whole morning yesterday. 13. Mother (to cook) dinner at three o'clock yesterday. 14. She (to finish) cooking at four o'clock yesterday. 15. At half past four yesterday we (to have) dinner. 16. You (to watch) TV yesterday? – Yes, we (to watch) TV the whole evening yesterday. 17. When you (to go) to bed yesterday? 18. I (to go) to bed at ten o'clock yesterday. 19. At half past ten yesterday I (to sleep). 20. When I (to come) home from school yesterday, my little brother (to sit) on the floor with all his toys around him. He (to play) with them. I (to tell) him to put his toys into the box as he (to make) too much noise.

Exercise 3. Раскройте скобки, употребляя глаголы в *Present Perfect*, *Present Simple*, *Present Continuous*, *Past Simple* или *Past Continuous*

1. They (to go) to the Hermitage last week. 2. They (to be) to the Hermitage twice this week. 3. After school yesterday he (to come) home, (to have) dinner, (to read) an article from the latest magazine and (to begin) doing his homework. 4. When your friend (to return) from the south? — She (to return) yesterday. — You (to go) to the station to meet her? — No, I..., I (to be) too busy. 5. With whom you (to discuss) this question yesterday? 6. I (to see) this film this week. I like it very much. 7. When I (to enter) the kitchen, I (to see) that my mother (to stand) at the table and (to cut) some cabbage. She (to cook) dinner. 8. As soon as I (to hear) a cry, I (to run) out of the room and (to see) that a child (to lie) on the ground and (to cry). "What (to happen)? Why you (to cry)? You (to hurt) yourself?" I asked. 9. As soon as I (to see) him, I (to understand) that he (to work) hard. He (to write) something and (not to notice) anything. 10. When I (to come) home yesterday, the children (to run) and (to sing) merrily. "We (to learn) a new song!" they cried. 11. When the young man (to enter) the room, she (to look) at him in surprise. "What you (to want) to tell me?" she (to say). "Why you (to come)?" 12. It (to rain) hard when I (to leave) home yesterday, so I (to return), (to put) on my raincoat and (to start) again. 13. Your brother (to return) from the north? — Yes, he (to come) a few days ago. 14. You (to be) to the Crimea? When you (to be) there? — I (to be) there in 1993. 15. Where (to be) your brother? — He just (to come) home. He (to take) a shower in the bathroom now.

Exercise 4. Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present*, *Past*, *Future Simple*; *Present*, *Past Continuous*; *Present*, *Past Perfect*

It was eight o'clock in the morning and time for me to go to work. I (to look) out of the window. It (to rain) hard. "You (to get) wet through if you (to go) out now," said my mother. "No, I ... ," I answered, "I (to take) an umbrella." We (to have) five umbrellas in the house, but when I (to want) to take one, I (to find) that there (to be) not one that I could use: they all (to be) torn or broken. So I (to take) them all and (to carry) them to the umbrella-maker, saying that I would call for the umbrellas on my way home in the evening. When I (to go) to have lunch in the afternoon, it still (to rain) very hard. I (to go) to the nearest cafe, and (to sit) down at a table. A few minutes later a young woman (to come) in and (to sit) down at the same table with me. When I (to finish) my lunch and (to be) ready to leave, I absent-mindedly (to take) her umbrella and (to start) for the exit. She (to stop) me saying that I (to take) her umbrella. I (to return) the umbrella with many apologies. In the evening I (to go) to the umbrella-maker, (to take) my five umbrellas and (to get) on the tram to go home. It so happened that the woman I (to meet) at the cafe (to ride) in the same tram. When she (to see) me with my five umbrellas, she (to say): "You (to have) a successful day today, (to have not) you?"

Типовое задание: Расскажите в виде монологической речи основное содержание темы. Можно использовать план или вербальные опоры в виде отдельных слов (но не предложений).

Взаимоотношения с людьми

1. Лексическая тема «Моя семья».
2. Лексическая тема «Родственные отношения».
3. Лексическая тема «Мои взаимоотношения в семье, с друзьями.

Характер, внешность человека».

Дом, в котором я живу

1. Лексическая тема «Моя квартира/мой дом».
2. Лексическая тема «Интерьер комнат».

Рабочий день студента

1. Лексическая тема «Рабочий день студента».
2. Лексическая тема «Мой распорядок дня».

Мой выходной день»

1. Лексическая тема «Мой выходной день. Мир моих увлечений».
2. Летние и зимние каникулы студентов».

Колледж. Учебный процесс»

1. Лексическая тема «Мой колледж. Урок английского языка».
2. Лексическая тема «Моя профессия среди других профессий».
3. Лексическая тема «Речевой этикет for socializing: приветствия,

обращения, прощания, контакты, приглашения, выражения благодарности, сочувствия».

В помощь студентам для пересказа примерные темы:

My Working Day

I usually get up at 6 o'clock on my week days.

After doing my morning exercise and visiting the bathroom I have a sandwich with tea for breakfast. My working day begins at 8 o'clock at the college.

My classes usually last about 6 hours.

It takes me three hours to get ready for my lessons at home.

I go to bed at 10 or 11.

My Day off

I am a student, so I have only one day off. It is Sunday.

On this day I wake up later than usual.

We make plans for the week-end

My friends often come to my place.

I like to spend time out of my town, in the park or on the sea-front.

Reading/ cycling/ mountaineering/painting/ walking/ surfing the net

..... is my hobby.

Do you help at home? Make a short story like this one:

I often help at home. I take a dog for a walk in the evenings and on my days off. I don't mind doing it.

Use such words below to make true sentences about yourself:

Make, hate, enjoy, can't stand, don't mind, want, like, go shopping, listening to music, tidy the room.

Fill in the necessary verb: make, do, clean, mop, keep, wash, have, take, dust, sweep instead of dots into expressions:

- | | |
|---|---------------------------------|
| 1 ... my room tidy | 9 ... carpets |
| 2 ... the washing-up, the ironing, chores | 10 ... breakfast, lunch, dinner |
| 3 ... the beds | |
| 4 ... the rubbish out, the dog for a walk | |
| 5 ... the floor | |
| 6 ... the dishes, the clothes | |
| 7 ... the washing | |
| 8 ... the furniture | |

Напишите рассказ **My Routine Day** о своем типичном учебном дне, ответив на вопросы:

1. When do you usually get up? Do you get up early?
2. Is it easy for you to get up early?
3. Does your alarm-clock wake you up or do you wake up yourself?
4. Who usually makes breakfast for you?
5. What do you usually have for breakfast?
6. When do you usually leave your house?
7. How long does it take you to get to your college?
8. Do you go there by bus/car/local train or walk?
9. How many lectures do you usually have every day?
10. Where do you usually have your lunch?
11. What time do you come back home?
12. How long does it take you to do your homework?
13. How do you usually spend your evenings?
14. Do you have your dinner at home with your family?
15. What time do you usually go to bed?

Составьте рассказ **About Myself** – о себе, переписав текст и заполнив пропуски в нем:

My full name is ... I am ... years old. I was born on ... in...

We have... people in our family. I live with ...

My father's name is... He is ... years old. He is a ... and he works...

My mother's name is ... She is ... years old. She is a ...

I have a (younger/elder sister/brother). He/she is a ...

We live in a... There are ... rooms in our flat and a ... We have all modern conveniences

I have my duties about the house. I must I always help my ... about the house.

I finished school number ... My favourite subjects at school were and ... Now I'm a ...

I like reading. I like to read... and I also like to read ...

I like to listen to modern music. I like to listen to ...

I like to watch TV. My favourite programmes on TV are

Now I'm a student of

We have many subjects at ... My favourite subjects are...

The room of my dream

I live with my parents. They do their best to provide me with comfortable and convenient conditions. As we live in 3rooms flat I have my own room. I like to have my personal space very much as thus I have a possibility to be alone for some time. Everyone from time to time needs some quiet place to think about life and certain things that excite person. I'm happy to have such an opportunity.

Nevertheless my room is far from the image of my ideal room. I imagine it quite light with modern design and full of modern gadgets.

Unfortunately some pieces of my ideal room are impossible to realize. For example, my room isn't too light and airy as the windows are facing north. Regarding airiness the scheme of house building consists of flats of small area so all the rooms are not so big with low ceiling.

Concerning the design of my ideal room I consider it to be modern and extraordinary. It should underline my personality and express my inner world. I'm keen on graphics so I have the posters on the walls.

I do not like a lot of furniture in the room. I think that big number of its pieces make the space dusty and rather limited. So in order to bring my room to the ideal I only left cozy brown sofa, a wardrobe and computer table with a plenty of shelves where I keep all necessary books and magazines. Besides this I have stylish chandelier and two additional lamps for night readings.

I'm sure that we are able to realize all our dreams. But I'm also a realistic person so I try to make my room as closer to the ideal as possible using all available means. In spite that there are a lot of things to do yet I can say that I'm a happy owner of the room of my dreams due to the understanding and help of my parents.

My college

Last summer I finished school number __ in Sochi and entered the University economic -technological college. Now I am a full-time first-year student. There are three departments at the college: the technical department, the department of tourism and service and the department of economics and law. I am in the ... department/ the department of

The college was established as a polytechnic school in 1961 in Sochi. It is not far from the town centre and we can get here by buses, by local train. Our college occupies two buildings. In the third building there is a student's hostel with a canteen for students on the ground floor.

The academic year began in September and will end in July. Our studies begin at 8 o'clock as usual but last in two shifts till 6 p.m. for some groups. We have lectures, practical studies and seminars. At the end of winter and summer term we take exams. Some students get state grants at the college.

The college trains lawyers, bankers, accountants, managers in tourism and hotel service, programmers, technologists and technicians. There are enough classrooms and computer laboratories with modern equipment, a gym, an assembly hall, a library and a reading-hall. The library contains a lot of textbooks and fiction.

I want to be a I understand it is not easy to get a diploma without my efforts in studies.

Комплект лексическо-грамматических заданий

Деловая поездка за границу

Типовое задание: Выполните лексико-грамматический тест, отмечая правильный ответ.

I

1. Insert the right verb: *is, am, are, isn't, aren't* into the sentences

a). How long ... you planning to stay in the country?

b). It ... forbidden to bring more than 2 bottles of vodka?

2. Find equivalents

Baggage ticket общегражданский паспорт -

Civilian passport свободный от пошлин

transit visa багажный талон

customs declaration транзитная виза

duty free таможенная декларация

3. Make a question:

_____ - I am married.

4. Make a sentence

hotel /too/this/ expensive/is

5. Make the sentence interrogative and negative:

The room has got an air conditioner.

-

-

6. Insert the right preposition

I go ... Great Britain. The purpose ... my trip is tourism. I go there ... a week.

7. Choose the right answer:

I have a ... passport.

a) diplomatic b) service c) civilian

8. Translate from English into Russian

Sex -

Passport number -

Airline -

Flight -

City where visa was issued -

9. Translate into Russian

- a). Please, reserve two single rooms in the hotel Zhemchuzhina for us.
- b). I am very hungry.
- c). Excuse my being late.
- d). My shirt needs washing and ironing.

II

1. Insert the right verb: *is, am, are, isn't, aren't* into the sentences

- a). I ... sorry.
- b). The purpose of my trip ... business.

2. Find equivalents:

occupation	чемодан
signature	багаж
suitcase	род занятий
invitation	подпись
luggage	приглашение

3. Make a question

_____ - It is 50\$ per night.

4. Make a sentence

another/ I/ room/ want

5. Make the sentence interrogative and negative

I have got a reservation for one person.

-

-

6. Insert the right prepositions

Your room is ... the 6th floor ... the left. The room is ... a balcony.

7. Choose the right answer:

- What is your marital status?

- I am

a) married b) single c) divorced

8. Translate from English into Russian

First name -

Surname -

Date of birth -

Place of permanent stay -

Country of citizenship -

9. Translate into Russian

- a). I have a very pressing appointment with our partners from Canada.
- b). Mr. Smith is out. Will you wait for him or leave a message?
- c). Can I rent a car in your hotel?
- d). Waiter, will you take our order?

III

1. Insert the right verb: *is, am, are, isn't, aren't* into the sentences

- a). Unfortunately, there air conditioners in every room, only in suites.
b). Here ... my passport.

2. Find equivalents

guide book	страхование
accommodation	путеводитель
insurance	лекарство
foreign	размещение
medicine	иностранный

3. Make a question

_____ - I'm here on a business trip.

4. Make a sentence

no/ I / currency/ have /enough/ now

5. Make the sentence interrogative and negative

We are from Russia.

-

-

6. Insert the right prepositions

You must know the traditions ... the country where you go

7. Choose the right answer

The currency of Great Britain is a

- a) pound b) dollar c) yen

8. Translate from English into Russian

The purpose of your trip is

Occupation -

Educational level -

Marital status -

Signature -

9. Translate into Russian

- a). I must be at the airport at 4 p.m. Please call a taxi for me.
b). My wife wants to rent a car for the whole day.
c). Here is an urgent message for you.
d). Hello, operator. I want to make a long distance call to San Fransisco.

Комплект заданий для перевода общеобразовательного текста

Типовое задание: Выполните перевод двух общеобразовательных текстов, пользуясь любой справочной литературой, кроме прямого перевода всего текста из Интернета (объем текста: 150 – 300 знаков)

Знакомство с Великобританией
LONDON
Text

London, the capital of Great Britain, is a very old town. It is two thousand years old. Many years ago London was a small town on the Thames. There were a lot of villages round it and after many year London and three hundred villages grew into a very large city. Some of the names of those villages you can find in the names of the streets in modern London – Kensington, Westminster and others.

There were many wars in those days and people from other countries came to Great Britain and destroyed London, but new houses of stone grew up.

London stands not far from the sea and many ships from other countries came to the port of London and other cities. Many shops were opened in the centre of London. In 1863 the first underground railway began to work. It was very short in those days.

Now London is a beautiful city with large squares and parks. London is one of the biggest cities in the world.

capital – столица	sea - море
Great Britain – Великобритания	ship - корабль
Thames – река Темза	foot – продовольствие
to grow - расти; становиться	were opened – были открыты
city – город	underground - подземная железная дорога, метро
war – война	(the) biggest – самый большой
to destroy – разрушать	world – мир

THE TOWER OF LONDON

Text

The Tower of London is a very old building in London. It is nine hundred years old. The Tower of London stands on the Thames.

In the early days of the history of England the English kings lived in the Tower. Then it was a prison where many people died, black ravens had much food near the Tower in those years.

The black ravens live in the gardens of the Tower now. The English people like them very much. A man looks after the ravens and gives them meat in the morning and in the evening.

Now the tower of London is a museum and many people from other countries come to see it. They see the dark stone halls with small windows and thick doors. The walls of the Tower are five metres thick. In the museum they see many old guns.

At ten o'clock every evening the guards lock the big doors of the Tower for the night.

tower – башня	raven - ворон
Tower – Тауэр	gun – ружьё, пушка
king – Король	guards - стража
prison – тюрьма	to lock – закрывать на замок
to die - умирать	

PARLIAMENT

Text

Great Britain is a monarchy. But the power of the Queen is limited by Parliament.

Parliament consists of the House of Commons and the House of Lords. Members are elected only to the House of Commons. The House of Lords is hereditary. Members of one House may not enter the other. The exception is the day of the State Opening of Parliament.

In the House of Lords before the throne there is the Woolsack upon which the Lord Chancellor presides over the lords.

The Speaker presides over the members of the House of Commons.

The Party which obtained the majority of seats in the House is called responsible for the policy conducted by Parliament. Ministry is formed from the party in power.

The House of Lords has 850 members. The House of Commons has 630 members who are elected. The electing is held every 5 years.

When Parliament sits, a flag (Union Jack) flies over Victoria Tower day by day and a light in the Clock Tower burns above the Big Ben – by night.

House of Lords - Палата лордов

hereditary -наследственный

House of Commons -Палата общин
флаг Великобритании

Union Jack - национальный

Lord Chancellor – лорд-канцлер

Speaker – спикер, председатель Палаты общин, председательствующий на заседаниях Палаты общин

Woolsack – мешок с шерстью (в виде красной подушки, на которой сидит лорд-канцлер во время заседания палаты лордов)

State Opening of Parliament –официальное открытие сессии парламента; сессия открывается тронной речью

Big Ben –колокол часов-курантов на здании парламента; назван по прозвищу Бенджамина Холла, главного смотрителя работ

ENGLISH TRADITIONS

Text

English people are very fond of traditions and ancient ceremonies. Many British cities and towns have their own ceremonies and traditional festivals. Most of them are very colourful.

The colourful ceremony of Changing of the Guard before the Buckingham Palace is of great interest for a newcomer. The guardsmen are in their red coats and bearskin caps.

Many traditions are connected with the Houses of Parliament: the arrival of the Queen for the State Opening of Parliament, the Woolsack in the House of Lords upon which the Lord Chancellor sits as Speaker of the House. Before the Queen

arrives for the State Opening of Parliament the vaults of the Parliament are searched by the Yeomen of the Guard in memory of the Gunpowder Plot.

Every night at 10 p.m. the Ceremony of the Keys takes place in the Tower. The Yeomen of the Guard known as “beefeaters” in Tudor dress uniform keep watch. The Chief Warder and an escort of four beefeaters come up to the gates. The sentry calls out: “Halt, who comes there?”

“The Keys.”

“Whose keys?”

“Queen Elisabeth’s keys.”

“Advance Queen Elisabeth’s keys. All is well.”

All towers are locked and the keys are finally carried by the Chief Warder to the Queen’s House where they are secured for the night.

yeoman warder – лейб-гвардеец, страж лондонского Тауэра

Yeomen of the Guard – дворцовая стража

Gunpowder Plot - «Пороховой заговор» в 1605 году, целью которого было убийство короля Якова I. В подвал здания Парламента был подложен порох. Взрыв был назначен на 5 ноября, но заговор был раскрыт, многие его участники (в том числе Гай Фокс) были казнены. В память об этом событии и существует вышеописанная традиция.

Beefeaters – бифитеры, «мясоеды» (прозвище дворцовой стражи)

Ceremony of the Keys – церемония передачи ключей

sentry – часовой

THE THAMES

Text

The Thames is not a long river. It is three hundred and thirty kilometres long and it runs into the sea. The English people call it “the Father of London”. London began on the Thames. When we go in a ship up the Thames we pass under London Bridge, the Tower Bridge and others. There is a museum of old ships on the Thames. These ships are from the history of Great Britain. One of these ships, the “Discovery”, went to the South Pole in 1901 - 1904.

If we go down the Thames we pass the port of London and get to Greenwich – a very old town. We can see the place where the Greenwich Meridian passes.

river - река

South Pole - Южный полюс

bridge - мост

Greenwich - город

Гринвич

discovery - открытие

meridian – меридиан

BIG BEN

Text

The Houses of Parliament is a very large building which stands near the Thames. There are two tall towers at the corners of the building and one of them is the Clock Tower.

The English people built the tower and the clock in 1858. The clock has four faces and a very big loud bell. The bell weighs 13 tons. The man in charge of the building was Sir Benjamin Hall. This man was very tall, and the workers and friends called him Big Ben. So they called the bell Big Ben too. Sometimes people call the clock and the Clock Tower Big Ben.

The people of London who live near the Houses of Parliament can hear the sound of the bell every hour. Other people hear it on the radio. On New Year's night people come to the Clock Tower to see the New Year in.

The Houses of Parliament - здание парламента **weighs 13 tons** -весит 13 тонн

to build - строить
строительство

in charge of the building - отвечающий за

loud bell -громкий колокол

hour – час

LONDON BRIDGE

Text

London Bridge is two thousand years old. The first bridge was of wood. Then people built the bridge of stone and called it London Bridge. There were houses and shops on it and people paid money when they crossed the bridge.

In 1831 a new bridge rose on the place of the first bridge. But the city grew very quickly and in 1960 the people of London wanted to build a large new bridge at that place.

A very rich American bought the old London Bridge as people buy old things. He wanted to show the old bridge in America to people for money. The people of London liked their old London Bridge. But the city needed money for the new bridge.

The American brought the parts of the bridge on a ship to Arisona in the USA. Workers built the old bridge but there was no river under it now, only a street. No ships pass under it now, only people walk along the street and look at the old bridge. In 1973 the new London Bridge was opened on the place of the old bridge over the Thames.

to pay (paid) - платить

to cross - переходить

rich - богатый

to need - нуждаться

the USA - США

was opened –был открыт

Комплект заданий для перевода профессионально-ориентированной лексики и предложений

Деловая встреча

Типовое задание: Выполните перевод профессионально-ориентированной лексики и предложений, не прибегая к помощи из Интернета.

Exercise 1. Translate from English into Russian:

Meet ... ROBERTA TOMLINSON

I'm from Glasgow, in Scotland, and I'm forty-three years old. I'm married, and my husband's name is Andrew. He's a teacher in a school for blind children. We have three children – two boys and a girl. I have two brothers. They still live in Scotland. I'm a member of Parliament, so I work in London for part of the week and in Scotland for the rest. I enjoy my work very much. I like it because I meet a lot of people and it is my job to help them. I work about fifty or sixty hours a week. We have a flat in London, but my home is Glasgow, and we have a large house there. There are about twelve rooms, and the house is like a hotel. We have a garden where we grow fruit and vegetables. Well, I have very little free time, but when I can, I like having friends for dinner. We sit, eat, drink and talk for hours! I also enjoy the theatre, and I love the Edinburgh Festival, which takes place in August. I like all kinds of music but especially folk music.

Exercise 2. Complete the questions and answers in the interview with Roberta Tomlinson:

1. A What's your name?
B Roberta Tomlinson.
2. A _____?
B T-O-M-L-I-N-S-O-N
3. A Where are you from?
B _____.
4. A _____?
B I'm forty-three.
5. A. Are you married?
B. _____.
6. A _____?
B Andrew.
7. A What does your husband do?
B _____.
8. A Do you have any children?
B _____.
9. A _____?
B Yes. I have two brothers.
10. A Do you enjoy your work?
B _____.
11. A _____?
B Because I meet a lot of people.
12. A Where do you live?
B _____.
1. A Do you have a garden?
B _____.
2. A _____ in your free time?

B Having friends for dinner, going to the theatre, and listening to music.

Exercise 3. Put the above-mentioned 15 articles of the Contract of Sale into the proper order

Legal Addresses of the Parties-	Prices and Total Value of the Contract-
Technical Documentation-	Subject of the Contract-
Terms of Payment-	Arbitration-
Packing-	Guarantee of the Quality of the Equipment-
Marking-	Shipping Instructions and Notifications-
Insurance-	Sanctions-
Force-Majeure-	Other Terms-
Time of Delivery-	

Exercise 4. Give the English equivalents to the following expressions

Соглашение между двумя сторонами-
Именуемые в дальнейшем-
Статьи контракта-
Заключили контракт-
Общая стоимость-
Техническая документация-
Цены не подлежат изменению-
Дата поставки-
Дата получения-
Оборудование-
Запасные части-
Платежи должны производиться в течение 30 дней-
Упаковка должна обеспечивать полную стоимость груза-
Маркировка должна быть нанесена несмываемой краской-
В полном соответствии-
Срок гарантии-
Бесперебойная работа-
Стороны освобождаются от ответственности-
Обстоятельства непреодолимой силы-
Сроки, указанные в настоящем контракте-
Товары, не поставленные в срок-
Путем переговоров-
Контракт вступает в силу-

Комплект заданий: грамматические упражнения

Типовое задание: Выполните грамматическое упражнение, раскрывая скобки, выбирая необходимые слова.

Деловая документация

Exercise 1. Mark the right variant

1. The bill of lading is to be issued (in, at, by) the name of the Buyers.
2. The date of the bill of lading is considered (by, in, __) the date of delivery.
3. Payment for the chemicals is to be made (in, on, by) a letter of credit.
4. The letter of credit is to be opened (with, to, __) Vneshtorgbank.
5. Payment (in, under, by) the present Contract is to be made in English pound sterling.
6. We did so in accordance with (a, __, the) Clause 3.3 of the Contract.
7. We have sent all (a, __, the) relevant documents to the Bank.
8. The goods (meet, meets, is meeting) all our requirements.
9. I just wanted to thank you for the goods we (have received, were receiving, received) last month.
10. We are interested in (do, done, doing) business with your company.

Exercise 2. Write the sentences using the words in the right order

1. What question you like would discuss to now.
2. This big contract is not enough.
3. We all the shipping sent documents to 4 October 2015 the Bank on.
4. Please enclosed the following find documents shipping.
5. We sending Clause 5 you this are accordance document in with.

Exercise 3. Make the sentences negative

Model: I will have the drawings prepared very soon.

I won't have the drawings prepared very soon.

1. It will take much time to catch on.
2. I am sure this thing will be the biggest selling point.
3. They will run a good advertising company.
4. They will make a new modification of electronic watch.
5. This price will be inadequate.

Комплект заданий для перевода профессионально-ориентированного текста

Типовое задание: Выполните с помощью словаря перевод профессионально-ориентированного текста, включая данные в скобках. Подготовьтесь к чтению текста, содержащего целые, простые и десятичные дроби.

Основные единицы измерения, математические действия, технические сокращения и условные обозначения

Text

The project, which is expected to cost more than \$200 million to complete, includes excavation of more than 35 million cu yd (26.8 million m³) of material in cuts as deep as 600 ft (183m), more than 100,000 ft (30,480m) of drainage pipe, and

200 ft (61m) tall embankment fills. Engineers must dispose of more than 8 million cu yd (6.1 million m³) of waste material.

The larger part of the route involves more than 25 million cu yd (19.1 million m³) of excavated material, approximately 79,000 linear ft (24,080 m) of drainage pipe, 470 ft (143m) deep cuts through mountains, and 200 ft (61m)high embankment fills.

Note: m³ – to the third power

Exercise: Read the following numerals out loud:

^{2/5}	^{1/4}	^{7/8}
45 ^{6/7}	105 ^{5/6}	8
^{3/4}		
200.22ft	55miles (90km)	3
million miles		
40,000 volts	220,000-volt line	
345,000 volts		
5.05 in	75,45 million m ³	
4.8 million km		

Комплект лексическо-грамматический заданий профессионально-ориентированной направленности

Дизайн: определение и характеристика

Типовое задание: выполните лексико-грамматический тест, указывая правильный ответ.

Время выполнения: 60 минут.

Variant I

Exercise 1. Match the translation

- | | |
|-----------------|--------------------------|
| 1) to design | a) рисовать (карандашом) |
| 2) to delineate | b) проектировать |
| 3) to sketch | c) создавать |
| 4) to draw | d) украшать |
| 5) to create | e) чертить, набрасывать |
| 6) to decorate | f) рисовать эскиз |

Exercise 2. Match the verbs with their definitions

- | | |
|-----------------|--|
| 1) to design | a) to make a picture of something with a pen or pencil |
| 2) to delineate | b) to make a quickly-made simple drawing |
| 3) to sketch | c) to work out the structure or form of something |
| 4) to draw | d) to make more attractive by adding some ornament |
| 5) to create | e) to produce something new |

6) to decorate

f) to show by drawing

Exercise 3. Fill in the gaps with the verbs in the appropriate form. Some of the verbs can be used twice: *to design, to delineate, to sketch, to draw, to create, to decorate*

- 1) Some people believe that God ... the world.
- 2) Who ... the Sydney Opera House?
- 3) It took him a few days to ... the design drawing of the shopping centre.
- 4) This building ... by a famous architect.
- 5) At Christmas we ... the living rooms with coloured paper and lights.
- 6) The assignment at the lesson was to ... a horse in motion.
- 7) He decided not to draw the picture but to ... that landscape.
- 8) That outstanding artist managed to ... a real masterpiece of art.
- 9) We made up our mind to ... the bedroom with blue paint and a gold paper.

Exercise 4. Match the adjectives with their synonyms

- | | |
|------------------|---------------------------|
| 1) architectonic | a) ornamental |
| 2) creative | b) fashionable, smart |
| 3) stylish | c) constructive |
| 4) decorative | d) tasteful, aesthetic |
| 5) artistic | e) imaginative, ingenious |
| 6) decorated | f) embellished |

Exercise 5. Fill in the gaps with the following adjectives: *creative, inventive, constructive, decorated, decorative, ornamental, stylish*. In some of the sentences two variants are possible

- 1) This ... interior designer realizes interesting ideas in his design projects.
- 2) The ... streets looked wonderfully and everybody felt New Years' Day was coming.
- 3) They were not able to accept his ... criticism towards their architectural plans.
- 4) The last collection of that ... fashion designer left an unforgettable impression with the public.
- 5) The young man is considered to be a very ... musician.
- 6) My mother is fond of ... art very much.
- 7) His ... designs for the new college building impressed the customers greatly.
- 8) The photograph of her grandparents in a(n) ... frame stood on the dressing table.

Variant II

Exercise 1. Match the translation

- | | |
|------------------|--|
| 1) design | a) создание. творение |
| 2) decoration | b) украшение, орнамент |
| 3) décor | c) рисунок, сделанный ручкой, карандашом
или мелком |
| 4) drawing | d) стиль, манера |
| 5) painting | e) чертеж, набросок |
| 6) sketch | f) убранство, украшение дома |
| 7) creation | g) живопись, картина |
| 8) ornament | h) замысел, план; дизайн |
| 9) style | i) эскиз |
| 10) architecture | j) проектирование интерьеров помещений;
оформление |
| 11) delineation | k) архитектура |

Exercise 2. Match the nouns with their definitions

- | | |
|-----------------|---|
| 1) architecture | a) something brought into existence |
| 2) decoration | b) a quick rough drawing |
| 3) décor | c) the style in which a building is designed and built |
| 4) drawing | d) the way in which something is done |
| 5) painting | e) a picture produced by using paint |
| 6) sketch | f) an addition that makes something more attractive |
| 7) creation | g) a picture or plan made by means of lines on a surface |
| 8) style | h) a style of interior decoration and furnishings in a room or house. |

Exercise 3. Fill in the gaps with the following nouns: *sketches, paintings, drawings, architecture, design, style, décor, decoration, creation*

- 1) In St. Petersburg tourists always admire the classical style of
- 2) The success of this car shows the importance of good ... in helping to sell product.
- 3) It's very pleasant to make Christmas ... of your apartments.
- 4) It's a good restaurant but I don't like the ... there.
- 5) The experts presented the paintings in the ... of Picasso.
- 6) The artist made a few ... of the landscape.
- 7) The teacher showed us Rembrandt's ... for his paintings.
- 8) The ... of this writer produced a great impression on the public.
- 9) I've always admired Monet's early

Exercise 4. Match the adjectives with their synonyms

- | | |
|------------------|---------------------------|
| 1) architectonic | a) ornamental |
| 2) creative | b) fashionable, smart |
| 3) stylish | c) constructive |
| 4) decorative | d) tasteful, aesthetic |
| 5) artistic | e) imaginative, ingenious |

6) decorated

f) embellished

Exercise 5. Fill in the gaps with the following adjectives: *creative, inventive, constructive, decorated, decorative, ornamental, stylish*. In some of the sentences two variants are possible

- 1) This ... interior designer realizes interesting ideas in his design projects.
- 2) The ... streets looked wonderfully and everybody felt New Years' Day was coming.
- 3) They were not able to accept his ... criticism towards their architectural plans.
- 4) The last collection of that ... fashion designer left an unforgettable impression with the public.
- 5) The young man is considered to be a very ... musician.
- 6) My mother is fond of ... art very much.
- 7) His ... designs for the new college building impressed the customers greatly.
- 8) The photograph of her grandparents in a(n) ... frame stood on the dressing table.

Комплект заданий для перевода профессионально-ориентированного текста

Профессия дизайнер

Типовое задание: Выполните перевод общеобразовательного текста, пользуясь любой справочной литературой, кроме прямого перевода всего текста из Интернета (объем текста: 150 – 300 знаков)

Work environment

Text

Working conditions and places of employment vary. Graphic designers employed by large advertising, publishing, or design firms generally work regular hours in well-lighted and comfortable settings. Designers in smaller design consulting firms and those who freelance generally work on a contract, or job, basis. They frequently adjust their workday to suit their clients' schedules and deadlines. Consultants and self-employed designers tend to work longer hours and in smaller, more congested, environments.

Designers may work in their own offices or studios or in clients' offices. Designers who are paid by the assignment are under pressure to please existing clients and to find new ones to maintain a steady income. All designers sometimes face frustration when their designs are rejected or when their work is not as creative as they wish. Graphic designers may work evenings or weekends to meet production schedules, especially in the printing and publishing industries where deadlines are shorter and more frequent.

What are design Ethics?

Text

Design ethics help raise the standard for visual work by establishing behaviors and actions that are acceptable in the professional community and for clients.

While the resources section includes plenty of examples of different ethical standards for designers, the four-point ethical standards from the Academy of Design Professionals is one that is worth striving for.

Design professionals should strive to improve their professional and technical knowledge and skill.

Design professionals should continually seek to raise the standards of aesthetic and functional excellence, design education, research, training, practice and professional excellence.

Design professionals should uphold human rights in all their professional endeavors.

Design professionals should promote the profession and contribute to the knowledge and capability of the design professions as a whole.

No matter your skill level or job title, these standards exemplify the essence of design ethics. It should be quite obvious why they are important. These types of ideals are easy to stand behind; it is the practice that can be a little trickier.

Комплект лексико-грамматических упражнений профессионально-ориентированной направленности

Элементы и принципы дизайна

Типовое задание: Выполните упражнение, используя изученный лексический материал.

Exercise 1. Name in one word

(balance, rhythm, emphasis, harmony, form, line, shape)

- a) a thin mark with length but not width =
- b) appearance =
- c) shape; outward appearance =
- d) an even distribution of a weight; steadiness; not falling =
- e) special importance given to something =
- f) a repeated pattern of events, sounds in speech or music =
- g) a state of agreement, peacefulness =

Exercise 2. Make the following sentences negative

1. Rhythm supplies the discipline that controls the eye as it moves around a room.
2. Curvilinear shapes, like curved lines, express softness and fluidity.
3. An excessive use of curves can create an ornate, fussy appearance.
4. Diagonal lines imply movement and are visually active and dynamic.
5. Line can convey various feeling and emotions.
6. Visual equilibrium in a room is called balance.

7. There are many theories for harmony.
8. Choose it, if you're feeling depressed or mentally sluggish.
9. Pink blends caring and passion.
10. All other colours are derived from these 3 hues.
11. Research shows that colours can have a powerful effect on your state of mind.
12. Usually one of the three colours predominates.

Exercise 3. Make up questions

- 1) colour / what / colours / groups / theory / there / are / in / of / the / ?
- 2) circular / developed / of / when / was / diagram / the / colours / first / ?
- 3) hues / do / know / what / of / you / red / ?
- 4) colours / which / chosen / be / extroverts / by / should / ?
- 5) which / aren't / colours / introverts / for / recommended / ?

Комплект для перевода профессионально-ориентированного текста

Промышленный дизайн

Типовое задание: Выполните перевод общеобразовательного текста, пользуясь любой справочной литературой, кроме прямого перевода всего текста из Интернета (объем текста: 150 – 300 знаков)

Industrial Design Text

Industrial Design is an applied art whereby the aesthetics it improves usability of products. Design aspects specified by the industrial designer may include the overall shape of the object, the location of details with respect to one another, colour, texture, sounds, and aspects concerning the use of the product ergonomics. Additionally, the industrial designer may specify aspects concerning the production process, choice of materials and the presentation of a product to the consumer at the point of sale. Industrial designers make exclusive the visual design of objects. An industrial design consists of the creation of a shape, configuration or composition of pattern or colour, or combination of pattern and colour in three-dimensional form containing aesthetic value.

The use of industrial designers in a product development process improves usability, lowers production costs and leads to the appearance of more appealing products. It is important that in order to be an *Industrial Design* the product has to be produced in an industrial way, for example, an artisan cannot be considered an industrial designer, although he may challenge the same aspects of a product.

Industrial design in pre-industrial societies

Text

Many of the standard principles of industrial design were known to pre-industrial societies. If one looks first at the most primitive societies one sees that their tools are typified both by fitness for use, and by the way a particular problem could be solved. Paleontologists measure man's evolution partly through the changes in flint implements, the earliest of all found in the Olduvai Valley Gorge in Tanzania. These tools are roughly made, but they show a clear understanding of the nature of the substance from which they are formed, and of the way in which it can be shaped by flaking. There is a narrow range of types - hand-axes, scrapers and pounders - but each type is already adapted to do a different job. In fact, the whole of industrial design is already there in embryo.

More sophisticated flint tools show unsurpassed elegance and control of form. Standardization and even a kind of industrial production were understood by the civilizations of the Ancient World, and particularly by the Romans. A more complex example of standardization is Roman weaponry. Rome relied on the power of her armies, and her soldiers were outfitted to a series of standard patterns.

Дизайн одежды

Типовое задание: выполните грамматическое упражнение.

Exercise 1. Change the singular nouns to plural nouns

Ball, tax, talk, discover, touch, sketch, flash, blush, hall, guy, play, tray, try, mix, enemy, ferry, method, bus, orange, statesman, watch, key, tomato, box, wife, chief, loaf, grief, spy, passer-by, fisherman, text-book.

Exercise 2. Find the odd word out

Model: tea — butter — onions — meat. Остальные существительные — неисчисляемые, употребляются в форме единственного числа (без суффикса -s)

- 1) trousers — spectacles — scales — news
- 2) advice — knowledge — contents — progress
- 3) mice — men — goats — geese
- 4) police — work — weather — furniture
- 5) water — potato — milk — bread
- 6) time — business — stone — bird
- 7) means — species — crossroads — wolves
- 8) thanks — barracks — congratulations — authorities

Exercise 2. Paraphrase the word combinations using Possessive case

Model: The son of our manager — our manager's son

- 1) the house of Mr. Smith;
- 2) a doll of the girls;
- 3) the works of Rembrandt;

- 4) a toy of the baby;
- 5) a meeting of the employees;
- 6) the bags of those women;
- 7) the orders of our boss;
- 8) the books of the children;
- 9) the cottage of my parents;
- 10) a garage of her cousin.

Дизайн интерьера стили и виды

Типовое задание: Выполните перевод двух общеобразовательных текстов, пользуясь любой справочной литературой, кроме прямого перевода всего текста из Интернета (объем текста: 150 – 300 знаков)

Contemporary style of decoration

Text

You might like a contemporary style of decorating if you like to keep current with styles, enjoy things that are modern, of today, right now. While it's been thought that modern interiors

are cold and minimalistic, today's contemporary interiors are comfortable and welcoming without being cluttered and dark.

It's a style that is equally appropriate for offices and stores, lofts and homes. A contemporary style home can be a quiet and comfortable retreat. To achieve the look of a contemporary home, it's important to stick to some basic rules. Fundamentally, simplicity, subtle sophistication, texture and clean lines help to define contemporary style decorating. Interiors showcase space rather than things. By focusing on colour, space, and shape, contemporary interiors are sleek and fresh.

Keep in Mind

- Use furniture and accessories to make a bold statement in contemporary style interior. Use a basic background and shout out with your favourite colour on a piece that will stand out.

- Less is more! In a contemporary style interior, don't use ruffles, excessive carved details, fringe, or floral prints. Abolish cute and small. Go basic, bare, bold, and structural.

- Floors in a contemporary style home should be bare and smooth in wood, tile, or vinyl. If you must use carpet for sound control or warmth, choose commercial grades. Add colour and texture with plain or geometric-patterned area rugs.

Decorating in tropical style

Text

Tropical chic is one of the most popular looks today. It includes comfort, warmth, and a touch of the exotic, using jungle themes, restful colours, and natural

textural elements. It's a style that has fresh appeal with touches of traditional. This is not the multi-coloured jungle look you might choose for a child's room. Instead, it might be defined as "lush minimalism" since it mixes lots of texture and intricate pattern with simple details and a few large accessories. Common motifs include stylized palm trees, large leafed banana plants, monkeys, animal prints, rattan, leather, and grass cloth. This look is most often used in living rooms and family rooms, but can be adapted for master suites and bathrooms as well.

Here are some of the underlying elements and themes of a tropical look room.

- Comfortable upholstered furniture is a must in a tropical room.
- Long horizontal lines underscore a casual look and add to a restful mood, while taller elements such as plants, screens, or artwork add a grand scale.
- Neutral tones including ivory, beige, camel, tan, deep brown, soft gold, and pale yellows are the foundation of a tropical themed room. Greens are also a major element in shades that range from light sage to avocado and from yellow-greens to a green that is nearly black. Accents might be in dark brown, black, or even muted reds.

Физические компоненты дизайна

Типовое задание: выполните грамматическое упражнение.

Exercise 1. Make the following sentences negative

1. The amount of each material used leads to different styles of buildings.
2. The other main ingredients include more or less sand/gravel and straw/grasses.
3. Titanium can be used for structural purposes, but it is much more expensive than steel.
4. They provided humans with the ability to both let light into rooms while at the same time keeping inclement weather outside.
5. Clear windows have been used since the invention of glass to cover small openings in a building.
6. Plastics vary immensely in heat tolerance, hardness and resiliency.
7. Concrete has been the predominant building material in this modern age due to its longevity, formability, and ease of transport.

Exercise 2. Insert the right prepositions: on, above, next to, near

1. The clock ... the wall is slow.
2. There is a ceiling ... you.
3. Our flat is ... the fourth floor.
4. There is a thick carpet ... the floor and plain light-brown curtains ... the window.
5. The beds are ... the window.
6. This building is ... a subway station.

Графический дизайн

Типовое задание: Выполните упражнение, используя изученный лексический материал.

Variant I

Exercise 1. Translate from English into Russian

coin, campaign, way, art, logo, culture, production, colour.

Exercise 2. Name in one word

- a) an act of moving or being moved =
- b) an identifying symbol used as a trademark =
- c) any stimulus to creative thought or acting =
- d) the art of decorative handwriting =
- e) the act of taking pictures by means of a camera and film sensitive to light

=

Exercise 3. Make the following sentences negative

1. Henry Cole explained the importance of graphic design to his government (in Great Britain).
2. Graphic designs of the past can help enhance your own work in original ways today.
3. New styles and technologies emerged rapidly.
4. Post-modernism brought new materials, bright colours, and humour to design.
5. Frank Mason Robinson created the classic Coca Cola logotype.
6. The Bauhaus movement embraced mass production and the new machine culture.

Exercise 4. Make up questions

1. graphic today design of the past help enhance can your own work in original ways?
2. created the classic Coca who Cola logotype?
3. times advertising exist in did ancient?
4. inspiration can the history of graphic serve as an excellent design an source of?
5. Egyptians where did write sales messages?
6. Henry where to his explain did Cole the importance of graphic design to his government?

Exercise 5. Do a grammar test

1. Art and technological developments (to influence) certain designers.
2. Politicians in Pompeii and ancient Arabia (to create) campaign displays.
3. The entire history of graphic design (to be) way too long.

4. Photography (to begin) replacing illustrations in most graphic design.
5. Cole (to go on) to become influential in the growth of design education.
6. The actual term “graphic design” (not to appear) until 1922.
7. And of course with computers (to come) the digital revolution.
8. Art Nouveau (can be used not) in a digital format.
9. Art and technological developments (to influence) certain designers.
10. Computer fonts certainly (to recreate) ancient calligraphy.

Variant II

Exercise 1. Translate from English into Russian

size, equipment, business, error, arrangement, sound, artwork, target, strategy, way, layout, approval, research

Exercise 2. Name in one word

- a) the act of agreeing that smth is good =
- b) a piece of information, spoken or written, passed from one person to another =
- c) an identifying symbol used as a trademark =
- d) a large business organization =
- e) one who buys and uses goods and services =
- f) the exclusive right to reproduce, publish, and sell an original work, or any part of t, for a certain number of years =
- g) a person using the services of a lawyer, architect, or other professional person =
- h) relating to the arts of representation, decorating,, and printing on a flat surfaces =

Exercise 3. Make the following sentences negative

1. Graphic designers use specialized computer software packages.
2. They find the most effective way to get messages.
3. The first step in developing a new design is to determine the needs of the client.
4. They may create graphs and charts from data for use in publications.
5. Identifying the needs of consumers is becoming increasingly important for graphic designers.
6. Graphic designers also may produce the credits that appear before and after television programs and movies.

Exercise 4. Make up questions

1. Do develop and what graphic produce designers?
2. Gather do relevant how information designers?
3. Designers a what to time do devote considerable?
4. Graphic why use computer designers do packages software?
5. The design who designers do the present completed?

6. Sketches do how graphic or prepare designers layouts?

Exercise 5. Do a grammar test

1. A graphic designer (create) visual solutions to communications problems.
2. Sorry, but a designer (review) catalogues and (order) samples now.
3. An increasing number of graphic designers also (to be) involved in developing material for Internet Web pages, interactive media, and multimedia projects.
4. Graphic designers (take) into consideration cognitive, cultural, physical, and social factors in planning and executing designs for the target audience.
5. Identifying the needs of clients (become) increasingly important for graphic designers at present.
6. Graphic designers (use) a computer to illustrate their vision for the design.
7. Designers also may (devote) a considerable time to developing new business contacts, choosing equipment, and performing administrative tasks.
8. The need for up-to-date computer and communications equipment (to be) necessary for graphic designers.
9. They may (create) graphs and charts from data for use in publications.
10. Designers also (select) the size and arrangement of the different elements on the page or screen.

Ландшафтный дизайн

Типовое задание: выполните грамматическое упражнение.

Exercise 1. Choose the correct form of the Gerund

1. He was accused of a crime last year.
a) committing; b) being committed; c) having committed; d) having been committed
2. I can't stand her all the time.
a) grumbling; b) being grumbled; c) having grumbled; d) having been grumbled
3. He insisted on to the Motor Show.
a) taking; b) being taken; c) having taken; d) having been taken
4. Peter suggested him at the airport.
a) meeting; b) being met; c) having met; d) having been met
5. He denied the letter about the will.
a) receiving; b) being received; c) having received; d) having been received
6. You risk by a car if you keep crossing the street like that.
a) knocking; b) being knocked; c) having knocked; d) having been knocked
7. They finally acknowledged about that fact.
a) informing; b) being informed; c) having informed; d) having been informed
8. We congratulated her on a new apartment.
a) purchasing; b) being purchased; c) having purchased;
d) having been purchased

Exercise 2. Fill in the blanks with the prepositions from the box. There are some extra prepositions you don't need to use

a) of; b) about; c) for; d) at; e) in; f) with

1. Don't miss the opportunity hearing this pianist.
2. I don't like the idea leaving him alone for the whole day.
3. He improved his skills painting.
4. I can see no harm their walking for such a long time.
5. What's the use hurrying? She never comes in time.
6. He was born with the gift winning hearts.
7. I have no interest playing football.
8. Do you have any plans spending your time in Paris?

Exercise 3. Translate the underlined words using a, b, c variants

1. Я рискну пойти к ней и все рассказать.

a) to come up; b) coming up; c) for coming up

2. Мы думаем о покупке нового дома.

a) to buy; b) buying; c) of buying

3. Ему не удалось (succeed) спасти репутацию компании.

a) to save; b) saving; c) in saving

4. Мне не хочется (feel like) сегодня заниматься.

a) to study; b) studying; c) of studying

5. Спроси Дэна. Он скажет тебе, что делать.

a) what to do; b) what doing; c) of what doing

6. Когда я встретил его на улице, он притворился, что не видит меня.

a) not to see; b) not seeing; c) from seeing

7. Я всегда мечтал быть богатым.

a) to be; b) being; c) of being

8. Они отложили отгрузку наших товаров.

a) to ship; b) shipping; c) from shipping

Exercise 4. Choose the correct word according to the meaning of the sentence

1. I can't stop to you. I'm in a hurry.

a) to talk; b) talking

2. The ham must be still in the fridge. I can't remember it today.

a) to eat; b) eating

3. I'm almost sleeping, so I prefer a cup of coffee.

a) to drink; b) drinking

4. Let's not go to the dancing hall, I don't feel like

a) to dance; b) dancing

5. I regret you so late at night, but it's urgent.

a) to disturb; b) disturbing

6. Try the medicine, it may help you.

- a) to take; b) taking
 7. I won't drink cold milk. I'm afraid a cold.
 a) to catch; b) of catching
 8. Don't forget the dog.
 a) to feed; b) feeding

Трудоустройство в России и за границей

Типовое задание: Выполните упражнение, используя изученный лексический материал.

Exercise 1. Give the Russian equivalent to the following English words and expressions:

career history	technical skills	reference	advantage
qualification	manage	complete	previous
experience			
suit	apply for a job	determine	responsibility
keep records	supplementary information	employment	include
background	details	highlight	possess

Exercise 2. Give the English equivalent to the following Russian words and expressions:

указывать	краткое объяснение	краткое
изложение		
подчеркнуть, акцентировать	достижение	служебные
обязанности		
социальное страхование	цель	имеющий
отношение		
персональная база данных	приспособить для определенной цели	
работодатель	образование	обучение
семейное положение	внеаудиторная деятельность	текущий

Exercise 3. Choose the right answer:

- 1) If you possess a strong background in the work world, you should begin with first.
 a) work experience b) education c) your first work position
- 2). is essential if you are applying for a new job or for promotion.
 a) your education b) a CV c) career history
- 3) Your list of positions should be in
 a) direct chronological order b) in indifferent order c) in reverse chronological order
- 4) You should attach to your resume for more detailed information.

- a) covering letter b) a CV c) employment message
- 5) It is important to highlight your in your resume.
a) failures b) achievements c) negative information
- 6) If applying for a job where your academic record is important, list first.
a) work experience b) grades c) honors
- 7) Try and keep your CV
a) long b) relevant c) brief
- 8) Finally you should list in your resume.
a) academic record b) references c) previous employers

Exercise 4. Answer the following questions.

- 1) What information you should indicate in your resume?
- 2) What is the standard practice to begin the resume with?
- 3) What information should you give in your covering letter?
- 4) What is a ‘trick question’?
- 5) Give several key points concerning a job interview.

There is, reading-room, and, we do our there.

Тема История развития искусства.

Вариант № 1

1. Прочтите текст и переведите его с помощью словаря на русский язык письменно.

The oldest surviving art forms include small sculptures and paintings on rocks and in caves. Ancient art began when ancient civilizations developed a form of written language. The great traditions in art have a foundation in the art of one of the six great ancient civilizations: ancient Egypt, Mesopotamia, Greece, Rome, India, or China. Each of these centers of early civilization developed a unique and characteristic style in their art.

Ancient Roman art depicted gods as idealized humans. Byzantine monumental Church mosaics are one of the great achievements of medieval art. Medieval art was produced in many media, and the works that remain in large numbers include sculpture, illuminated manuscripts, stained glass, metalwork and mosaics.

1. Ответьте на вопрос:

What are the oldest surviving forms of art?

2. Составьте предложение из данных слов:

past. the relics, Modern museum, can, visitors, admire, of the remote,

Вариант № 2

1. Прочтите текст и переведите его с помощью словаря на русский язык письменно.

The earliest works of art usually seem to have had a religious or magical purpose: to represent a god for example or to bring hunter luck as he stalked animals. Egyptian artwork was very stylized and symbolic in this period, with painting and sculpture being the most popular art. The quality of Egyptian art throughout the ancient period was observed to be of high quality, and remained quite stable throughout 3000 BC to 300 AD with little influence from outside.

1. Ответьте на вопрос:

What was the purpose of the earliest works of art?

2. Составьте предложение из данных слов:

ancient, Most, survive. painting, did not

Вариант № 3

1. Прочтите текст и переведите его с помощью словаря на русский язык письменно.

Greek art mainly specialized in architecture and sculpture. Greek sculptures display a sure knowledge of human anatomy such as the Structure of bone and muscle. It also represents the human body as an ideal form at its peak of physical beauty. It is believed to be by Praxiteles the most famous ancient Greek sculptor. Greek art influenced both the West and the East. In the nineteenth century, Greek art traditions dominated the entire western art world.

1. Ответьте на вопрос:

What are the key kinds of Greek art?

2. Составьте предложение из данных слов:

decorate, pictures, Greek, pictures, decorate, the interior, houses.

Вариант № 4

1. Прочтите текст и переведите его с помощью словаря на русский язык письменно.

While Roman art is believed to have borrowed from Greek art, it also contains elements from Egyptian, and native Italic culture. After the fall of the Roman Empire, Classical Art was considered too pagan for the Christian civilization which began to develop in Europe. By the 15th century, painters, sculptors and architects began to revive a classical tradition in the arts creating highly lifelike Christian works of art. This revival is called the Renaissance from the French for rebirth.

1. Ответьте на вопрос:

What elements does Roman art consist of?

2. Составьте предложение из данных слов:

through Europe. It, began, spread, in Italy, and,

Вариант № 5

1.Прочтите текст и переведите его с помощью словаря на русский язык ПИСЬМЕННО.

In the history of Russian fine arts one can distinguish two periods. Peter the Great reforms marked the border between them. Old Russia painting appeared and developed in a close connection with icon worshipping. Alongside with Christianity the Russian masters adopted the Byzantium artistic style and technique developed through centuries. The highest flourishing of Russian medieval painting refers to the 14th-15th centuries and it is reflected in the works of Pheophan Grek and Andrey Rublev. The top of Russian icon painting is Trinity (1422-1427) by A. Rublev, which he created as a symbol of spiritual consent and unity of Russian people.

1. Ответьте на вопрос:

What is the top of Russian icon painting?

2. Составьте предложение из данных слов:

East Slavs.Russian, culture, grew, from, the culture

Дизайн и мода.

Вариант №1

1.Прочтите текст и переведите его с помощью словаря на русский язык ПИСЬМЕННО.

Fashion is completely transparent. It's fun, it's confusing, and it never dies off. Fashions from the past are still being worn by women across the country and new fashions are being designed every day. There are many different fashion styles from elegant to gothic, exotic to casual, and everything in between. There are many opinions regarding fashion. Some people say that it is something that we deal with every day while others say that fashion is about how you carry off your clothes. Fashion helps people to express their style and personality.

2.Ответьте на вопрос:

What are the opinions about fashion?

3.Составьте предложение из данных слов:

fashion , and so on. The different, styles, are: Bohemian, Classic, Romantic, Western, Traditional

Вариант №2

1.Прочтите текст и переведите его с помощью словаря на русский язык ПИСЬМЕННО.

Some people love the idea of dressing out of the ordinary. It is fun and is one of the best ways to express yourself. However, sometimes the fashions can be a little too complex, and restrictions with school/work, parents, and time limits may prevent from dressing in such a way. Remember that you don't need to decide on a label; go with what catches your eye. However, just make sure you have a pretty good idea of what you want. Print or cut our pictures from the Internet and magazines of styles you like to keep you inspired. Paste them to your wall, or create a little fashion

notebook and put them in there, if you think it would look awesome with your décor.

2. Ответьте на вопрос:

What are the opinions about fashion?

3. Составьте предложение из данных слов:

fashion, and so on. The different, styles, are: Bohemian, Classic, Romantic, Western, Traditional

Вариант №3

1. Прочтите текст и переведите его с помощью словаря на русский язык письменно.

Fashion design is a form of art. To work as a designer, you should have an artistic and creative personality. You also have to be good at drawing and able to express your ideas in sketches. You don't necessarily have to be a great artist, but you must have some special skills for combining colors, tones and shades. Fashion designers have a good visual imagination and are able to think in three-dimensions and put their ideas into garments. A good understanding of the audience's lifestyle and customer needs and requirements is also needed in fashion design.

2. Ответьте на вопрос:

What should a good designer be like?

3. Составьте предложение из данных слов:

very, learning, have to be, interested in, new things. Designers

Вариант №4

1. Прочтите текст и переведите его с помощью словаря на русский язык письменно.

Modern house designs with certain features look expensive and luxurious. Adding a few elements to modern house designs transform ordinary homes into dream homes and increase their sale prices. The house design trends and tips for decorating will help create beautiful and comfortable homes offering luxurious lifestyle and increase home values to sell homes faster for higher prices.

Modern house designs can be improved in different ways. Architectural designs and room furniture, yard landscaping and lighting ideas can change modern houses.

2. Ответьте на вопрос:

What can change modern houses?

3. Составьте предложение из данных слов:

Architectural, make, elements, homes, places. and work. very stylish, to live

Вариант №5

1.Прочтите текст и переведите его с помощью словаря на русский язык письменно.

Beautiful garden design and yard landscaping ideas, original yard decorations, extravagant solutions and creative artworks add interest, a personal touch and chic to backyard designs. Large outdoor living spaces, balconies, patios, porches and terraces provide chic places to enjoy warm and sunny days while improving and beautifying modern house designs. Infinity pools and swimming pools with waterfalls, decorated with creative and colorful LED lighting make outdoor living spaces look exciting, exclusive and amazing reflecting latest house design trends.

2.Ответьте на вопрос:

What can add interest to a house?

3.Составьте предложение из данных слов:

Modern, design, with large, more light. bathroom, windows, adds

История строительства и архитектуры.

Вариант № 1

1. Прочтите текст и переведите его с помощью словаря на русский язык письменно.

Architecture is the art which makes buildings beautiful and useful. A man who designs buildings and makes the plans for them is called an architect. He must think about appearance and usefulness of the buildings. He must not forget the sort of material to be used in the building. This may be stone, brick, wood, steel and concrete. There are many different styles of architecture today in different parts of the world.

2. Ответьте на вопрос:

Who is called an architect?

3. Составьте предложение из данных слов:

Mason, joiner, plasterer, professions, are, and, building, there, many.

Вариант № 2

1. Прочтите текст и переведите его с помощью словаря на русский язык письменно.

Man has always been a builder. The kind of house he built depended upon the climate, upon his enemies, and upon the building materials by hand. The first houses in many parts of the world were made of wood. Men tied together the tops of several trees and covered them with the skins of animals or with leaves and grass. So a tent or hut was the first house of the primitive people who lived where there was much wood. The most ancient homes on the territory of Russia were earthen houses. In other regions the most convenient building material was stone. Although they were built without cement, the remains of a few of them still exist.

2. Ответьте на вопрос:

What was the first dwelling of the primitive people?

3. Составьте предложение из данных слов:

the roof, because, there, was, very, little, in Egypt, was, flat, rain

Вариант № 3

1. Прочтите текст и переведите его с помощью словаря на русский язык письменно.

In other regions the most convenient building material was stone. The ancient Egyptians built very simple houses, by present standards. Having dried the bricks in the sun, they put up four walls, and above these they placed a flat roof. The roof was flat because there was very little rain in Egypt. Although their buildings were simple in construction, the Egyptian's art of building was very beautiful. Their pyramids and monuments, sphinxes and palaces arouse our admiration to this day. An important part in the history of building has been played by the column, and it was ancient Egypt that gave the world its first lessons in the art of making columns.

2. Ответьте на вопрос:

What were the roofs of houses in Egypt?

3. Составьте предложение из данных слов:

the kind, of house, upon, the, building, materials, depended, by hand

Вариант № 4

1.Прочтите текст и переведите его с помощью словаря на русский язык письменно.

The Greeks learned much from Egypt. But they did not borrow the flat roof. They built a slanting roof because there was much rain in their country. The Greeks made the roof slant in two directions from the middle. They also improved on Egypt's columns and soon became the teachers of the world in column making. The Romans, in turn, learned much from the Greeks. First of all they borrowed the slanting roof and the columns. But they added the arch, thus adding much strength and beauty to their buildings.

2.Отвечьте на вопрос:

What did the Romans borrow from the Greeks?

3.Составьте предложение из данных слов:

the Egyptian's, art, was, beautiful, of, building, very

Вариант № 5

1.Прочтите текст и переведите его с помощью словаря на русский язык письменно.

In Ancient Russia architecture flourished for the first time in Kiev Russ. Unfortunately only a few of the church buildings of that period have remained, among them the famous Cathedral of St Sophia, the cornerstone of which was laid in 1037 to commemorate the victory over the Pechenegs. The churches of that time were strong buildings with thick walls and small windows. They often had to serve as fortresses against enemy invasions. During the Second World War the finest ancient architectural monuments were destroyed and great effort has gone into restoring them.

2.Отвечьте на вопрос:

What were the churches of that time?

3.Составьте предложение из данных слов:

The Greeks, the roof, slant, in, two, directions, the middle, made, from

Вариант №6

1.Прочтите текст и переведите его с помощью словаря на русский язык письменно.

In the Middle Ages in Europe numerous wars between different nations caused great damages to the houses of towns. Therefore many monarchs and nobles built castles as a form of defense. Those castles had very strong walls, narrow windows and fortifications. The Renaissance, which was a European movement, lasted from the 14th to the 17th century. During this period arts and sciences underwent great changes. In architecture these changes were marked by a return to classical forms and proportions of ancient Roman buildings.

2.Отвечьте на вопрос:

What was the Renaissance?

3.Составьте предложение из данных слов:

The churches, strong, buildings, thick, walls, and, small, windows, were, with

Вариант № 7

1.Прочтите текст и переведите его с помощью словаря на русский язык письменно.

Buildings of the 19th century are characterized by the use of new materials and by great diversity of architectural styles. From the end of the 18th century iron and steel became widely used as alternatives to wood. Later the Industrial Revolution brought mass-production of building parts which were manufactured at the factory and than simply assembled at a site. The 20th century is notable for use of reinforced concrete. Architecture of the 20th century is characterized by very high buildings – skyscrapers and by great diversity of styles which completely differ from those of the past.

2.Ответьте на вопрос:

What is the 20th century notable for?

3.Составьте предложение из данных слов:

Castles, strong, walls, windows, and, narrow, fortifications, had, very

Вариант № 8

1.Прочтите текст и переведите его с помощью словаря на русский язык письменно.

Hadrian, the Roman emperor, suggested the idea of building Pantheon with a dome. Many ancient buildings in Rome were designed by emperors. In a period of 800 to 900 years the Romans developed concrete to the position of the main structural material in the empire. After the fall of the Empire much of the great knowledge has disappeared. The knowledge of how to make durable concrete has been lost for centuries.

2.Ответьте на вопрос:

What has been lost?

3.Составьте предложение из данных слов:

Builders, were, great, bridge, the Romans, road, and.

Части здания.

Вариант № 1

1.Прочтите текст и переведите его с помощью словаря на русский язык письменно.

Every building needs permanent stability. In order to have stability, buildings should have foundations. We know that the function of a foundation is to transfer the loads of buildings from direct contact with the soil. They guard the walls and the floors against the action of the weather – rain, snow, and wind. They also guard buildings against sinking that may cause cracks in the walls. Foundation design is very special. It may be either rather complex or very simple.

2. Ответьте на вопрос:

What functions of a foundation do you know?

3.Составьте предложение из данных слов:

There, many, architecture, different, styles, of, today, are

Вариант № 2

1. Прочтите текст и переведите его с помощью словаря на русский язык письменно.

In a typical load bearing wall construction the main loads are transferred to the foundations via the internal load bearing wall. The external skin serves to provide weather protection and aesthetic quality. Framed construction also has a long practice. The first frames of low rise buildings were made from timber. Later appeared iron and reinforced concrete frames. Three main materials are used for low-rise developments: timber, steel and concrete. Framed construction is better suited for prefabrication and off-site manufacturing than masonry load bearing construction.

2. Ответьте на вопрос к тексту:

What does the external skin serve to?

3. Составьте предложение из данных слов:

The building, life, has, safe, to resist, gravity, and, remain, throughout, its design.

Вариант №3

1. Прочтите текст и переведите его с помощью словаря на русский язык письменно.

Classification and design of walls are divided into two categories: external and internal construction. They possess different functions. The function of external walls is to support the upper floors and roof. The units employed for construction of walls are brick, timber, or stone masonry. As to interior walls they are mostly self-supporting. Their main function is dividing the space of the construction.

2. Ответьте на вопрос: What is the function of external walls?

3. Составьте предложение из данных слов:

The, materials, framing, be, or, may, studs, steel, wood.

Вариант № 4

1. Прочтите текст и переведите его с помощью словаря на русский язык письменно.

The separate parts of the building are footing and foundation. The extra thickness where the wall rests on the ground is called a footing. The method of forming footings is to step the foundation wall out of the bottom on both sides. The footing must support the load of walls. The size of footings depends upon the load of wall and floors, as well the weight of the materials of which the floors and walls are composed. We must protect the foundation from dampness.

2. Ответьте на вопрос:

What is a footing?

3. Составьте предложение из данных слов:

Height, of, first, affect, floor, and, ceilings, heights, the, design.

2.2 Оценочные средства для промежуточной аттестации обучающихся

Перечень примерных заданий для подготовки к промежуточной аттестации

Задание 1: Вспомните для устного высказывания преподавателю значение слов, понятий в переводе на русский язык.

Variant I

- 1) to design
- 2) to delineate
- 3) to sketch
- 4) to draw
- 5) to create
- 6) to decorate
- 7) architectonic
- 8) creative
- 9) stylish
- 10) decorative
- 11) artistic
- 12) decorated

Variant II

- 1) design
- 2) decoration
- 3) décor
- 4) drawing
- 5) painting
- 6) sketch
- 7) creation
- 8) ornament
- 9) style
- 10) architecture
- 11) delineation
- 12) to design

Variant III

- 1) architectonic
- 2) creative
- 3) stylish
- 4) decorative
- 5) artistic
- 6) decorated

- 7) embellished
- 8) imaginative, ingenious
- 9) tasteful, aesthetic
- 10) constructive
- 11) fashionable, smart
- 12) ornamental

Задание 2: Выполните перевод профессионально ориентированного текста, пользуясь любой справочной литературой, кроме прямого перевода всего текста из Интернета.

Variant I

Colour theory encompasses a multitude of definitions, concepts and design applications. As an introduction, here are a few basic concepts. A colour circle, based on red, yellow and blue, is traditional in the field of art. Sir Isaac Newton developed the first circular diagram of colours in 1666.

Primary colours – red, yellow and blue. In traditional colour theory, these are the 3 pigment colours that can not be mixed or formed by any combination of other colours. All other colours are derived from these 3 hues. Secondary colours –green, orange and purple. These are the colours formed by mixing the primary colours. Tertiary colours – yellow-orange, red-orange, red-purple, blue-purple, blue-green and yellow-green. These are the colours formed by mixing one primary and one secondary colour.

Research shows that colours can have a powerful effect on your state of mind: choose the wrong colour for a room and it could make you feel depressed, sluggish, irritable or anxious every time you walk into it. To make your home work for you, it's a good idea to decide which particular feelings and activities you'd like each room to encourage, and then choose your colour schemes accordingly.

Variant II

If you're interested in becoming an interior decorator, you probably already have an idea about what good design looks like, or at least what fits your style and taste. However, you can continue to develop this by staying abreast of the trends popular in the industry and watching them change.

Every artist needs a portfolio to showcase their work, and an interior decorator is no different. The purpose of a portfolio is to convince a client or a firm to hire you, so, along with your designs, you should include any other documents (such as letters of recommendation and 'design boards', which are poster boards containing pictures and samples of materials that you use, like fabrics, flooring, wallpaper, etc.) that will convince your future employer (client or firm) of your talents. However, the majority of your portfolio should consist of pictures of work that you have

completed. On every job you should be sure to take 'before' and 'after' photos of the rooms that you design. Then, from this group, you should choose 15-20 pictures to present in your portfolio.

Variant III

Working conditions and places of employment vary. Graphic designers employed by large advertising, publishing, or design firms generally work regular hours in well-lighted and comfortable settings. Designers in smaller design consulting firms and those who freelance generally work on a contract, or job, basis. They frequently adjust their workday to suit their clients' schedules and deadlines. Consultants and self-employed designers tend to work longer hours and in smaller, more congested, environments.

Designers may work in their own offices or studios or in clients' offices. Designers who are paid by the assignment are under pressure to please existing clients and to find new ones to maintain a steady income. All designers sometimes face frustration when their designs are rejected or when their work is not as creative as they wish. Graphic designers may work evenings or weekends to meet production schedules, especially in the printing and publishing industries where deadlines are shorter

and more frequent.

Graphic designers must be familiar with computer graphics and design software. A bachelor's degree in graphic design is usually required. Creativity, communication, and problem-solving skills are important, as are a familiarity with computer graphics and design software.

Комплект примерных лексико-грамматических тестовых заданий

Типовое задание: Выполните лексико-грамматический тест, отмечая правильный ответ.

Test 1

Exercise 1. Match the translation

- | | |
|-----------------|--------------------------|
| 1) to design | a) рисовать (карандашом) |
| 2) to delineate | b) проектировать |
| 3) to sketch | c) создавать |
| 4) to draw | d) украшать |
| 5) to create | e) чертить, набрасывать |
| 6) to decorate | f) рисовать эскиз |

Exercise 2. Fill in the gaps with the verbs in the appropriate form. Some of the verbs can be used twice: *to design, to delineate, to sketch, to draw, to create, to decorate*

- 1) Some people believe that God ... the world.
- 2) Who ... the Sydney Opera House?

- 3) It took him a few days to ... the design drawing of the shopping centre.
- 4) This building ... by a famous architect.
- 5) At Christmas we ... the living rooms with coloured paper and lights.
- 6) The assignment at the lesson was to ... a horse in motion.
- 7) He decided not to draw the picture but to ... that landscape.
- 8) That outstanding artist managed to ... a real masterpiece of art.
- 9) We made up our mind to ... the bedroom with blue paint and a gold paper.

Exercise 3. Match the adjectives with their synonyms

- | | |
|------------------|---------------------------|
| 1) architectonic | a) ornamental |
| 2) creative | b) fashionable, smart |
| 3) stylish | c) constructive |
| 4) decorative | d) tasteful, aesthetic |
| 5) artistic | e) imaginative, ingenious |
| 6) decorated | f) embellished |

Exercise 4. Fill in the gaps with the following adjectives: *creative, inventive, constructive, decorated, decorative, ornamental, stylish*. In some of the sentences two variants are possible

- 1) This ... interior designer realizes interesting ideas in his design projects.
- 2) The ... streets looked wonderfully and everybody felt New Years' Day was coming.
- 3) They were not able to accept his ... criticism towards their architectural plans.
- 4) The last collection of that ... fashion designer left an unforgettable impression with the public.
- 5) The young man is considered to be a very ... musician.
- 6) My mother is fond of ... art very much.
- 7) His ... designs for the new college building impressed the customers greatly.
- 8) The photograph of her grandparents in a(n) ... frame stood on the dressing table.

Test 2

A- Make questions

Example: How old are you? - I am 16.

1. _____ ? My name is Luda.
2. _____ ? He's from Russia.
3. _____ ? I am a travel agent.
4. _____ ? She's 29.
5. _____ ? They're teachers.
7. _____ ? His name's Sasha.

8. _____ ? My bag's blue.
 9. _____ ? She's a student.
 10. _____ ? Fine , thanks and you?

B-Give short answers

Example: Are you from Spain? No, I'm not.

1. Are you from Russia? _____
 2. Are you a pupil? _____
 3. Are you married? _____
 4. Do you like tennis? _____
 5. Do you work in France? _____

C-Write sentences

Example: there/chair/a/is – There is a chair.

1. doesn't/ he/ chocolate/ like _____
 2. like/ music/ why/ do/ you? _____
 3. on/ what/ she/ does/ do/ Sundays? _____

D-Write the opposites

Examples: good - bad; early - late

1. question - _____
 2. hot - _____
 3. small - _____
 4. always - _____
 5. cheap - _____
 6. get up - _____
 7. easy - _____
 8. he - _____
 9. old - _____
 10. holiday - _____

Test 3

A. What time is it?
it?

Example: 3.00 – It's three o'clock
 white

1. 1.00
 2. 1.10
 3. 1.15
 ...
 4. 1.20
 ...
 5. 1.305.
 6. 1.35
 7. 1.40

D. What colour is

Example: Snow is

1. Jeans are usually ...
 2. Coffee is ...
 3. Salad is often
 4. Tomatoes are
 5. Bananas are ...
 6. Shoes are ...
 7. Carrot is ...

8. 1.45

8. Egg-plant is ...

B. Underline the correct verb*Example:* He live/lives in Russia

1. I like/likes playing football.
2. We work/works in a hospital.
3. Sveta live/lives in Hungary.
6. They like/likes pizza.
5. They don't/doesn't play/plays tennis at the week-end.
6. Do/does she like/likes her new job.
7. He doesn't/don't like watching television.
8. I doesn't/don't live in Magadan.

C. Prepositions

Write – at, in, for, on, to, by, from

1. I live _____ Russia.
2. I work _____ an office.
3. There's a table _____ the office.
4. _____ weekends, I don't work.
5. I don't work _____ home.
6. I go _____ work _____ bus.
7. There are photographs _____ the table.
8. I usually go _____ holiday _____ winter.

Test 4**A. Form sentences by putting the words in the correct order. Begin the sentences with the words in bold.**

1. **How** / been / you / long / living / here? / have
2. raining / **It** / just/ has / stopped
3. played / **The** / is / game / balls / black / wooden / with / small
4. than / much/ is / **This** / more / sport / it / difficult / looks
5. yet? / they / recycling / bottles / **Have** / your / in / area / started
6. you / time / tennis? / for / **Have** / enough / got / of / a / game

B. Chose the correct form of verb in each sentence.

1. Where have you gone / been all day?

2. Those unique photographs showed / were shown on television last night.
3. We have spent / spent ten wonderful days in Spain last year.
4. Nick has been using / used that old camera for years. Why doesn't he buy a new one?
5. Our plane took off / was taken off just before midnight.
6. The telephone was rung / rang just as she was leaving the office.

C. Match the questions and answers.

Questions

Answers

- | | |
|--|--------------------|
| 1. Have you ever planted a tree?
lucky. | a. No, I was |
| 2. Have you ever been hurt while climbing?
recycling bin was full. | b. No, because the |
| 3. Were you seriously injured during the football match?
expecting one. | c. No, but I'm |
| 4. Have you been sending letters to the new members?
to. | d. No, but I like |
| 5. Have you been sent an invitation to the dinner?
quite lucky so far. | e. No, I've been |
| 6. Did you throw those old newspapers away yesterday?
secretary's job. | f. No, that's the |