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Информация о владельце:

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Должность: Проректор по образовательной деятельности

Дата подписания: 16.07.2024 08:59:41

Уникальный программный код:

43ba42f5deae4116bbfcb9ac98e39108031227e81add207cbee4149f2098d7a

**Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Омский государственный аграрный университет имени  
П.А.Столыпина»**

**Университетский колледж агробизнеса**

**40.02.04 Юриспруденция**

**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ**

**САМОСТОЯТЕЛЬНАЯ РАБОТА СТУДЕНТОВ**

**по дисциплине**

**СГ.02 Иностранный язык**

Ведущий преподаватель

О.Д. Литвинова

**Омск 2024**

## Пояснительная записка

Методические рекомендации по дисциплине СГ.02 Иностранный язык предназначены для выполнения самостоятельной работы обучающимися по специальности 40.02.04 Юриспруденция. Самостоятельная работа выполняется по заданию и при методическом руководстве преподавателя, но без его непосредственного участия.

Целью самостоятельной работы является овладение обучающимся умениями работать с источниками, обобщения и анализа лексического и грамматического материала, включая фонетический аспект изучаемой дисциплины.

Методические рекомендации по самостоятельной работе студентов содержат материалы для подготовки к практическим занятиям, к формам текущего и промежуточного контроля.

Предложенные в рекомендациях задания позволят успешно овладеть профессиональными знаниями, умениями и навыками, и направлены на формирование общих компетенций:

ОК4 Эффективно взаимодействовать и работать в коллективе и команде;

ОК6 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения;

ОК9 Пользоваться профессиональной документацией на государственном и иностранном языках.

При выполнении самостоятельной работы обучающийся самостоятельно осуществляет сбор, изучение, систематизацию и анализ информации, а затем оформляет информацию и представляет на оценку преподавателя или группы.

### Виды самостоятельной подготовки

№ п/п	Вид самостоятельной работы	Форма контроля	Макс. кол-во баллов
1.	Работа с источниками	Устный ответ на занятии Работа с лексическим, грамматическим материалом (выполнение лексико-грамматических упражнений).	5
2.	Составление опорного конспекта в виде грамматического комментария по определенной теме.	Опорный конспект	5

3.	Работа с лексикой (ведение личного словаря с целью повышения уровня вокабуляра).	Наличие тетради – словаря.	5
4.	Работа с текстами (перевод, аналитический перевод).	Письменный и устный ответ.	5
5.	Лексический минимум (заучивание лексики наизусть).	Письменный и устный ответ.	5
6.	Участие в научно-исследовательской деятельности.	Выступление на конференции	5

### **Методические рекомендации по работе с источниками**

Работа с источниками осуществляется с целью приобретения обучающимся навыков самостоятельного изучения учебного грамматического и лексического материала. Работа с источниками является важной составляющей при подготовке к занятиям.

Для подготовки к устному опросу необходимо прочитать текст источника, выделить главное, выполнить выборку ключевых лексических, грамматических единиц, составить план высказывания, повторить изучаемый материал несколько раз. На учебном занятии полно, точно, доступно, правильно, взаимосвязано и логично изложить материал, иллюстрируя при необходимости примерами.

Работа с источником может быть предложена в форме выполнения лексико-грамматических упражнений. Выполнение тренировочных упражнений нацелено на овладение определенным лексическим запасом и грамматическим минимумом, необходимым для профессионального и повседневного иноязычного общения. Для самостоятельной работы обычно предлагаются упражнения, требующие внимания и времени, необходимого для осмысления задания. Различают следующие виды лексико-грамматических упражнений: репродуктивные (для закрепления лексико-грамматических навыков); частично-поисковые (для выявления уровня усвоения изученного материала); творческие (для развития навыков устной и письменной речи).

Примеры лексико-грамматических заданий разного уровня:

*Репродуктивные упражнения:*

1. выполните упражнение по образцу;
2. образуйте грамматическую форму в соответствии с правилом;
3. поставьте вопрос к выделенным словам;
4. определите видо-временную форму глагола или тип предложения.

*Частично-поисковые упражнения:*

1. найдите предложения, содержащие ошибку, и исправьте её;
2. выберите слово (грамматическую форму) для заполнения пропуска;
3. подберите синоним к подчеркнутым словам;
4. соотнесите слова (словосочетания, фразы);

5. трансформируйте активное предложение в пассивное.

*Творческие упражнения:*

1. разыграйте диалог по предложенной ситуации;
2. прокомментируйте высказывание /цитату;
3. сгруппируйте тематическую лексику в виде понятийного поля.

### **Методические рекомендации по работе с текстом.**

1. Прочтение всего текста с погружением в информационное поле.
2. Письменная выборка ключевых лексических единиц.
3. Составление плана текста на русском языке (письменно).
4. Интерпретация текста по плану на иностранный язык, используя лаконичные предложения и фразы (письменно).

### **Методические рекомендации по составлению опорного конспекта (грамматического комментария).**

При изучении иностранного языка грамматический комментарий составляется с целью обобщения, систематизации и краткого изложения информации. Составление опорного конспекта способствует более быстрому запоминанию учебного материала по грамматическим аспектам.

Составление опорного конспекта включает следующие действия:

1. Изучение текста учебного материала.
2. Определение главного и второстепенного в анализируемом тексте.
3. Установление логической последовательности между элементами.
4. Составление характеристики элементов учебного материала в краткой форме.
5. Оформление опорного конспекта.

Опорный конспект может быть представлен в виде схемы с использованием стрелок для определения связи между элементами; системы геометрических фигур; логической лестницы и т.д.

Оценкой опорного конспекта может служить качество ответа, как самого студента, так и других студентов, его использовавших. Преподаватель также может проверить опорные конспекты, сданные в письменной форме. Допускается проведение конкурса на самый лучший конспект по следующим критериям: краткость формы; логичность изложения; наглядность выполнения; универсальность содержания.

### **Методические рекомендации по развитию фонетических навыков и техники чтения.**

1. Изучить правила чтения гласных, согласных звуков, включая дифтонги.
2. Изучить правила ударения фонем.
3. Изучить правила транскрибирования звуков.
4. Изучить понятие фразового ударения.
5. Выполнять фонетические аудио упражнения после диктора всегда вслух.

6. Заучивать наизусть лексику с правильным произношением.

**Методические рекомендации по работе со словарем (лексические навыки).**

1. Составление собственного словаря в отдельной тетради.
2. Составление списка незнакомой лексики по темам.
3. Выполнять анализ отдельных лексических единиц для лучшего их понимания.
4. Выполнять подбор синонимов и антонимов к активной лексике.

**Методические рекомендации по подготовке устных высказываний**

Формы самостоятельной работы над устной речью:

1. фонетические упражнения по определенной теме;
2. лексические упражнения по определенной теме;
3. фонетическое чтение текста-образца;
4. перевод текста-образца;
5. пересказ текста;
6. подготовка устного монологического высказывания по определенной теме (объем высказывания – от 15 до 25 предложений).

Работу по подготовке устного монологического высказывания по определенной теме следует начать с изучения тематических текстов-образцов. В первую очередь необходимо выполнить упражнения по изучаемой теме, усвоить предлагаемый лексический материал, прочитав и перевести тексты-образцы, выполнить речевые упражнения по теме. Затем на основе изученных текстов нужно подготовить связное изложение, включающее наиболее важную и интересную информацию.

Методические рекомендации:

1. Сформулируйте тему сообщения, правильно озаглавьте свое сообщение.
2. Составьте краткий или развернутый план сообщения.
3. В соответствии с планом проанализируйте необходимую литературу: тексты, статьи. Подберите цитаты, иллюстративный материал.
4. Выпишите необходимые термины, ключевые слова, речевые обороты.
5. Начните сообщение с фраз: я хочу рассказать о ..., речь идет о ... .
6. Обозначьте во вступлении основные положения, тезисы своего сообщения. Обоснуйте, докажите фактами, проиллюстрируйте эти тезисы.

## **Задания для самостоятельной работы**

### **Самостоятельная работа №1**

**Тема:** «Система образования в России и за рубежом»

**1. Прочтите текст и заполните сравнительную таблицу систем образования.**

#### **The education system in the UK**

The System of education in Great Britain is rather complicated. By law, children in G.B. go to school at the age of 5. They go to Infant school for two years. At the age of 7 they go to Junior school. So, English children get their Primary education during 6 years.

At the age of 11 they take the so-called 11+ examination (Eleven plus exam). It is an examination in English and arithmetic. The 11+ examination includes intelligence testing.

Each boy or girl is given a printed test paper. On the test paper we can find 100 questions and 5 answers to each question. The pupil must choose the correct answer to each question.

Time is limited. Children who have very good results go to the Grammar school. Some children go to the Secondary Technical schools. Those who have bad results, go to the Secondary Modern school.

The Grammar school prepares pupils for University or college. Those who study at the Secondary Technical school are taught practical subjects, such as commerce, industry and agriculture.

The Secondary Modern school gives a very limited education. There pupil get instruction in woodwork, metalwork, sewing, shorthand, typing and cooking.

It is difficult to imagine the system of education in Great Britain without Independent Schools.

They are boarding schools for children from rich families. The most expensive boarding schools in Britain are exclusive public schools like Eton and Harrow colleges for boys and St. James' school for girls.

When the pupils are sixteen they take Ordinary Level ("O" level) examinations in three or four subjects.

There is also the Comprehensive School which takes children without any 11+ examinations.

At the Comprehensive School children have the opportunity to be taught according to their ability and the level of intelligence. Comprehensive Schools were introduced in 1965. The idea of comprehensive schools was supported by the Labour Party. Some pupils leave the Comprehensive school at 16 without any real qualification. They do not pass GCE (General Certificate of Education) exams and increase the ranks of unemployed people. Those who have passed their "O" level examinations enter the sixth form.

In two years they take their Advanced Level examinations ("A" level) in one or two subjects.

Those who have passed “A” level examinations can enter colleges or Universities.

Universities accept students mainly on the basis of their “A” level results. After graduating from the University a student gets a degree of Bachelor of Arts or Sciences.

Students receive grants to pay for books, accommodation and food. The most famous Universities are Oxford and Cambridge. They are called “Oxbridge”

### **The education system in the USA**

The federal government pays little attention to school education in the USA. There is neither a uniform school system nor a uniform curriculum in the USA. Each state has its own system of schools, but there are some common features in the organization of school education in the country.

Schools in the USA can be divided into state (or public) schools and private schools. State schools are free of charge and private schools are fee-paying.

One shouldn't confuse American public schools with British ones. In Great Britain private schools are traditionally called public. They are not financed by the Government and education there is not free. In the USA the money for public schools is given by each state, so education in these schools is free. The system of private schools is very popular in the USA. The cost of education in these schools is high and not each family can afford it.

Education in the USA is compulsory for children from 6 to 16—18, depending on the state.

The system of secondary education has two levels: elementary (primary) and high.

Secondary schools in the USA are usually named high school', and the pupils are called students.

The word “grade” corresponds the British word “form”. Marks given to students for their work are also called grades. Students get A, B, C, D. A — for excellent work, D — for poor work.

American children go to school at the age of 6. They study at Elementary school for six years.

At the age of 12 they go to Junior High School and at the age of 15 they become the students of Senior High School.

After finishing high school at the age of 18 young people in the USA may enter Universities or Colleges and receive higher education. The cherished desire of any U.S. school-leaver is to enter Harvard University which is located near Boston in the state of Massachusetts. This University is considered to be the most prestigious educational establishment in the USA.

### **The education system in Russia**

All citizens in Russia have the right to education. This right is guaranteed by the Constitution. According to the law nine-year education must be compulsory in our country.

There are different educational establishments in Russia: secondary schools, vocational schools, gymnasiums, lyceums , colleges, universities, academies. The road to an education is open to all.

The choice of the educational establishment depends upon various factors, such as the level of the intellectual development, plans for the future, interests and financial status of the family.

We go to school at the age of 6 or 7, happy and full of expectations. We leave school and receive a school-leaving certificate when we are grown-up persons of 17. We get our primary education for 3 or 4 years.

As far as secondary education is concerned it provides all-round intellectual development and gives us the opportunity to get higher education. Nine-year secondary education which is compulsory for every citizen of Russia is free of charge. As for the optional courses they are paid by the parents of pupils.

Higher education can be received in different ways: free of charge and on the commercial basis.

Those who get their higher education can study by correspondence, that is they get extra-mural education.

We should take into consideration that the curriculum of any educational establishment depends upon its specialization. The same may be said about each syllabus.

Students are admitted to Universities and Academies according to the results of the entrance examinations. In order to become a pupil of a gymnasium or a lyceum boys and girls have to take various tests. They are enrolled in a gymnasium or a lyceum in accordance with the results of these tests.

### **Differences and similarities of education systems in Russia, the United Kingdom and the United States of America**

<b>The USA</b>	<b>Russia</b>	<b>The Uk</b>
12 years of education		
Students start education at 6 and end at 18	Students start education	Students start education
The system of education has levels: -elementary -Junior High School -Senior High School -Higher Education	The system of education has levels: -elementary -Junior School - High School -Technikums, Professional Schools -Higher Education	The system of education has levels: -
The grading system: A,B,C,D. A- for excellent, D- poor.	The grading system: 5 is excellent 4 is good 3 is satisfactory 2 is unsatisfactory	The grading system:



There isn't a uniform in schools.	There is a uniform in many schools	School uniform is a tradition
Types of schools:	Types of schools:	Types of schools: -state schools -public schools -boarding schools for boys/girls -mixed schools
Children have:	Children have: -autumn holidays -winter holidays -spring holidays -summer holidays	Children have:

### **Самостоятельная работа №2**

**Тема:** «Моя будущая профессия, карьера»

**1. Составьте деловое письмо-запрос.**

**2. Ответьте на вопросы интервью при устройстве на работу:**

1. Can you share what your strengths are? – Какие у вас сильные стороны?
2. What are your weaknesses/areas where you see room for improvement? – Какие у вас слабые стороны\ стороны, которые можно улучшить?
3. What attracts you to the idea of working for (company name)? – Чем привлекает вас работа в (название компании)?
4. How do you see yourself in five years? Ten years? – Кем вы видите себя через пять лет? Десять лет?
5. Could you share a notable achievement that you are most proud of? – Могли бы вы рассказать о достижении, которым больше всего гордитесь.
6. Can you discuss a learning experience that arose from a mistake you made? – Могли бы вы рассказать о поучительном опыте, когда вы допустили ошибку в работе.
7. What would be your dream job? – Как вы видите себе работу мечты?
8. How did you come across this position? – Как вы узнали об этой вакансии?

### **Самостоятельная работа №3**

**Тема:** «Россия, ее национальные символы, государственное и политическое устройство»

#### **The state body structure**

Russia is a democratic federative law-governed state with a republican form of government. The population of Russia is about 140 million people and the territory is 17 million square kilometers. The Russian Federation consists of 89 constituent entities (republics, krays, oblasts, cities of federal significance, autonomous oblasts and autonomous okrugs, which have equal rights).

The Russian Federation consists of 89 constituent entities. These laws are valid on the territory of the appropriate federal division, but they cannot contradict the federal laws. In case of conflicts between federal and local authorities, the President uses consensual procedures to resolve the problem. In the event a consensus is not reached, the dispute is transferred to the appropriate court for its resolution. The Russian President has the right to suspend acts passed by local executive authorities in case that these acts conflict with federal laws of Russia, its international commitments, or if they violate the human and civil rights and freedoms until the issue is resolved by appropriate court.

State power in Russia is carried out by dividing power into three independent branches – legislative, executive and judicial. Legislative power belongs to the Federal Assembly (the Parliament). Executive power belongs to the central and local governments. Judicial power is provided by appropriate judicial system and by civil, administrative and criminal legislation.

The Executive power is exercised by the government which consists of the Chairman of the Government (the Prime Minister), deputy chairmen and the federal ministers. The Chairman's candidate is appointed by the President with the consent of the State Duma. Should the selected candidate be rejected three times, the President appoints the Prime Minister himself dissolves the State Duma and announces new elections. Additionally, the Chairman of the Government proposes to the President candidates for the posts of deputy chairmen and the other federal ministers.

The government presents a draft budget to be discussed by the State Duma and it provides its implementation and realization of financial, credit and monetary policies. It carries out measures to ensure the legality, rights and freedoms of the citizens, to protect property, public order and combat crimes. It ensures state security, and the realization of foreign policy. The government ensures the implementation of a uniform state policy in the sphere of culture, science, education, social security, health, and ecology.

### **1. Исправьте ошибки.**

- 1) Russia is a parliamentary monarchy.
- 2) The Russian Federation consists of 85 cities.
- 3) The authorities of the constituent entities have the right to pass laws by approbation of the federal government.
- 4) The President uses consensual procedures in case of conflicts between the parliament and the court.
- 5) In the event a consensus is not reached, the dispute is conveyed to the appropriate court for its resolution.

### **2. Выберите правильный вариант**

The Parliament consists of ...

- (a) one branch only
- (b) two chambers
- (c) several committees

The Federation Council and the State Duma sit...

- (a) separately

- (b) together
- (c) with other governmental subcommittees).

Military forces cannot be used outside the country without the approval of...

- (a) the State Duma
- (b) the Federation Council
- (c) the President

Appointment of the Supreme body of the judicial branch is within the competence of...

- (a) the Chairman of the Government
- (b) the Federation Council
- (c) the Treasury

Charges against the President can be issued by...

- (a) the government
- (b) the deputy chairmen
- (c) the State Duma

The Chairman's candidate is appointed by...

- (a) the deputy Chairman
- (b) the Federation Council
- (c) the President

**3. Найдите соответствия**

<ul style="list-style-type: none"> <li>a) committee</li> <li>b) commission</li> <li>c) the Federal Assembly</li> <li>d) supreme body</li> <li>e) the General Prosecutor</li> <li>f) the Federation Council</li> <li>g) the deputy Chairman</li> <li>h) the Council of Ministers</li> <li>i) the Accounts Chamber</li> <li>j) the Security Council</li> </ul>	<ul style="list-style-type: none"> <li>Совет безопасности</li> <li>Федеральное Собрание</li> <li>Генеральный Прокурор</li> <li>Заместитель председателя</li> <li>Совет Федерации</li> <li>Совет Министров</li> <li>комиссия</li> <li>комитет</li> <li>Высший орган</li> <li>Счётная Палата</li> </ul>
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**Самостоятельная работа №4**

**Тема:** «Страны изучаемого языка, национальные символы, государственное и политическое устройство»

**Political System of the UK**

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. It means that the sovereign rules only symbolically. So to say the monarch reins but doesn't rule.

The power of Queen Elizabeth II is not absolute. It is limited by Parliament. Parliament is the most important authority in Britain. The legislative body, Parliament, consists of two chambers: the House of Lords and the House of Commons. The monarch serves formally as head of state. But the monarch is expected to be politically neutral and should not make political decisions. The present sovereign is Queen Elizabeth II. She was crowned in Westminster Abbey in 1953.

The House of Commons consists of Members of Parliament. There are 650 of them in the House of Commons. Almost all belong to one of the ten political parties represented in Parliament. They are elected by secret ballot. General elections are held every five years. The country is divided into 650 constituencies. All citizens aged 18 and registered in a constituency, have the right to vote. But voting is not compulsory in Britain. Only persons convicted of corrupt and certain mentally ill patients don't take part in voting.

There are few political parties in Britain thanks to the British electoral system. The main ones are: the Conservative Party, the Labour Party and the Liberal / Social Democratic Alliance.

Each political party puts up one candidate for each constituency. The one who wins the most votes is elected Member of Parliament for that area.

The party which wins the most seats in Parliament forms the Government. Its leader becomes the Prime Minister. His first job is to choose his Cabinet. The Prime Minister usually takes policy decisions with the agreement of the Cabinet.

The functions of the House of Commons are legislation and scrutiny of government activities. The House of Commons is presided over by the Speaker. The Speaker is appointed by the Government.

The House of Lords is not elected. It comprises about 1,200 peers. Some people in the House of Lords inherit their places from their fathers and grandfathers. So they are hereditary peers. But nowadays the most members in the House of Lords are life peers. They get the title "Lord" or "Lady" for their personal achievements, and their children can't inherit it. The House of Lords is presided by the Lord Chancellor. The House of Lords has no real power. It acts rather as an advisory council. It's in the House of Commons that new bills are introduced and debated. If the majority of the members are in favour of a bill, it goes to the House of Lords to be debated. The House of Lords has the right to reject a new bill twice.

But after two rejections they are obliged to accept it. And finally a bill goes to the monarch to be signed. Only then it becomes law.

Parliament is responsible for British national policy. Local governments are responsible for organizing of education, police and many others.

In Great Britain there is no written constitution, only customs and traditions.

**1. Заполните таблицу**

The parts of the political system	The Russian Federation	The United Kingdom, of Great Britain and North Ireland
Head of the state		
Head of the executive branch of power		
Parts of the executive power		
The legislative branch of		

power		
Houses of the Parliament		
Constitution		

## 2. Ответьте на вопросы.

What type of the state is in the UK?

Who is the head of the state in the UK?

Who is the head of the government in the UK?

What are the leading parties in the UK?

What Houses of the British Parliament do you know?

What House of the British Parliament is elected?

What are the members of the House of Lords called?

What are the members of the House of Commons called?

What does the Queen do in the parliament?

## Самостоятельная работа №5

Тема: «Деловое общение»

### 1. Дополните диалог глаголами *can, may, must* в положительной и отрицательной форме:

**Alice:** Good morning. I am about the ad (объявление).

**Manager:** Which ad?

**Alice:** This one. «Secretary urgently required» («Срочно требуются секретари»).

**Manager:** Oh, good morning. We do need (нам действительно нужен) a secretary. Please sit down. What's your name?

**Alice:** Alice Middleton.

**Manager:** \_\_\_\_\_<sup>1</sup> you spell it, please?

**Alice:** A-l-i-c-e M-i doubled l-e-t-o-n.

**Manager:** How old are you, Miss Middleton?

**Alice:** I'm twenty.

**Manager:** Is this your first job?

**Alice:** Yes.

**Manager:** What foreign languages \_\_\_\_\_<sup>2</sup> you speak?

**Alice:** Italian and Spanish.

**Manager:** That's good. \_\_\_\_\_<sup>3</sup> you speak German?

**Alice:** No, I'm afraid I \_\_\_\_\_<sup>4</sup>. But I \_\_\_\_\_<sup>5</sup> read it, a little.

**Manager:** \_\_\_\_\_<sup>6</sup> you operate a computer?

**Alice:** Sure. I have a computer at home.

**Manager:** \_\_\_\_\_<sup>7</sup> you start tomorrow morning? We \_\_\_\_\_<sup>8</sup> wait, you see. There is a lot of work for a secretary here.

**Alice:** Tomorrow? O.K. But \_\_\_\_\_<sup>9</sup> I ask you a question?

**Manager:** Sure. Go ahead.

**Alice:** I'd like to ask you about my pay.

**Manager:** Oh, your pay is \$ 500 a week. Is that O.K.?

**Alice:** Oh, thank you.

**Manager:** You \_\_\_\_\_<sup>10</sup> be at the office 5 or 10 minutes to 9. Goodbye, Miss Middleton. See you tomorrow.

**Alice:** Goodbye. Thank you.

### **Make your job work for you**

Your job can be a step in the direction of the rest of your life. How you feel about it, what you do with it or what it does to you helps you to decide where you go from there. If you want to get the most out of it, if you want it to lead you down the path of success, there are certain things you should do. Here are some suggestions:

*Don't let the salary be your main reason for taking the job.* Sometimes a lower paying job with the right company and the right contacts can do a lot more for you than a higher salary. Decide what is the lowest pay with which you can be satisfied. Then decide what other things can be important. How much training and/or experience can you get on this job? Some companies give their new employees priceless training. On-the-job experience can be very valuable to you when you apply for your next job. It gives you the practical experience that no school can offer. This can lead to a much higher salary later. What chances are there for advancement within the company? Sometimes accepting a lower paying job gives you a chance to show your boss how capable you are and how valuable you can be to the company. This will pay off later.

*Another very important item* for you to think about when you apply for the job is *the type of contacts you can make*. Just as a smart student chooses professors rather than just courses, a smart employee tries to meet and become friendly with the people who help him or her move ahead, either in this company or on the next job. Even if you can't do that, however, just having the opportunity to meet and develop skills that may move you ahead much faster on your next job. Learning about the job from other people, or learning what it takes to move ahead in a company by observing other people, is an extremely valuable skill.

Ok, so now you have the job and you want to make an impression – you want people to notice you. What can you do to become a valuable employee? *Do a little bit more and do it well*. It really isn't that hard to be successful in your life. It's too bad, but many people try to do as little as they can on the job. Take advantage of that – do just a little bit more. This is not to suggest that you should allow anyone to take advantage of you. However, it is suggested that you do your work faithfully and competently and to the best of your ability at all times. There is a saying: "Build a better mousetrap and the world will beat a path to your door." One way to be noticed in a company is to suggest little things that can improve the routine way that things are done. You must be careful here, however. Sometimes a way of doing things has been established that has been carefully thought through and has advantages that you don't realize. The wrong suggestion can hurt you as much as the right suggestion can help you.

*Do remember that other employees can be helpful to you.* You should at least try not to score points by being critical of a fellow employee who is also doing his or her or her best job. Ambition, jealousy, and personality differences are

encountered on any job, but the more friends you make and the fewer enemies, the better position you are in. There are times when you will need the help kind of your fellow employees. It is then that your prior actions can result in the kind of back-stabbing that hurts.

There is another important point to be made. Sometimes you may realize that you made a mistake by taking this job. *Don't feel married to it.* If it will help your career, quit it and look for another. This is the time when the friends you have made, the reputation you have earned on the job and the experience and training you have gotten will be most helpful. No job is ever a waste of time because if you have given it your best, you have learned something from it. Take all this with you to your next job and continue to move up from there.

First, of course, you have to get the job. When you do, though, it's up to you to become a valuable employee. Good luck!

### **1. Переведите на русский язык**

To get the most out of the job, a job with the right company, priceless training, on-the-job experience, chances for advancement, a capable employee, to move ahead, valuable skills, to feel married to the job, fellow employees.

### **2. Переведите на английский язык**

Путь к успеху, низкооплачиваемая работа, высокая зарплата, ценный опыт, способный, продвижение, иметь возможность, умный служащий, произвести впечатление, перехитрить вас, зарабатывать баллы, честолюбие, нуждаться в помощи, зависть, потеря времени, продолжать, меньшее количество врагов, совершил ошибку, бросить, искать, уважая других людей, мышеловка, поговорка.

### Критерии оценки внеаудиторной (самостоятельной) работы

Процент результативности	Балл (оценка)	Критерии оценивания
90-100%	5	<ul style="list-style-type: none"><li>— глубокое изучение учебного материала, знание лексики и грамматических правил, корректное произношение;</li><li>— последовательность изложения материала;</li><li>— правильность ответов на дополнительные вопросы;</li><li>— своевременность выполнения задания.</li></ul>
70-89%	4	<ul style="list-style-type: none"><li>— полнота и правильность изложения материала;</li><li>— незначительные ошибки в знании грамматического материала, произношения лексики и чтения лексического материала;</li><li>— неточности в определении понятий;</li><li>— обоснованность выводов приводимыми примерами;</li><li>— правильность ответов на дополнительные вопросы;</li><li>— своевременность выполнения задания.</li></ul>
50-69%	3	<ul style="list-style-type: none"><li>— знание и понимание основных положений учебного материала;</li><li>— наличие ошибок при изложении грамматического материала, фонетических упражнений, лексических упражнениях;</li><li>— непоследовательность изложения материала;</li><li>— несвоевременность выполнения задания.</li></ul>
0-49%	2	<ul style="list-style-type: none"><li>— незнание, невыполнение или неправильное выполнение большей части учебного материала;</li><li>— ошибки в формулировке определений, предложений, искажающие их смысл;</li><li>— низкий уровень знания лексики;</li><li>— некорректное произношение лексики;</li><li>— беспорядочное и неуверенное изложение материала;</li><li>— отсутствие ответов на дополнительные вопросы;</li><li>— отсутствие выводов и неспособность их сформулировать;</li><li>— невыполнение задания.</li></ul>