

УТВЕРЖДЕНО:

**Педагогическим советом Колледжа
ФГБОУ ВО «РГУТИС»
Протокол № 4 от «17» января 2025 г.**

**РАБОЧАЯ ПРОГРАММА
ДИСЦИПЛИНЫ**

ОГСЭ.03. Иностранный язык в профессиональной деятельности

**основной профессиональной образовательной программы среднего
профессионального образования – программы подготовки специалистов среднего
звена**

по специальности: 54.02.01 Дизайн (по отраслям)

Квалификация: дизайнер

год начала подготовки: 2025

Разработчики:

| | |
|----------------------|------------------------------|
| должность | ученая степень и звание, ФИО |
| <i>преподаватель</i> | <i>Петрова М.В.</i> |

Рабочая программа согласована и одобрена руководителем ППСЗ:

| | |
|--|------------------------------|
| должность | ученая степень и звание, ФИО |
| <i>Руководитель ОПОП 54.02.01.Дизайн (по отраслям)</i> | <i>Кириченко А.А.</i> |

| | | |
|--|---|----------------------|
|  | <p>ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ «РОССИЙСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ТУРИЗМА И СЕРВИСА»</p> | <p>СК РГУТИС</p> |
| | | <p>Лист 2</p> |

СОДЕРЖАНИЕ

- 1 **Общая характеристика рабочей программы дисциплины**
- 2 **Структура и содержание учебной дисциплины**
- 3 *Методические указания по проведению практических занятий/лабораторных работ/семинаров, занятий в форме практической подготовки (при наличии), и самостоятельной работе*
- 4 *Фонд оценочных средств дисциплины*
- 5 **Условия реализации программы дисциплины**
- 6 **Информационное обеспечение реализации программы**

1. ОБЩАЯ ХАРАКТЕРИСТИКА РАБОЧЕЙ ПРОГРАММЫ ДИСЦИПЛИНЫ

«Иностранный язык в профессиональной деятельности»

1.1. Место дисциплины в структуре основной образовательной программы:

Учебная дисциплина «Иностранный язык в профессиональной деятельности» является обязательной частью программы общего гуманитарного и социально-экономического цикла основной профессиональной образовательной программы в соответствии с ФГОС по специальности 54.02.01 Дизайн (по отраслям).

Особое значение дисциплина имеет при формировании и развитии ОК: ОК 02, ОК 09.

1.2. Цель и планируемые результаты освоения дисциплины:

В рамках программы учебной дисциплины обучающимися осваиваются умения и знания

| Код ПК, ОК | Умения | Знания |
|----------------|--|---|
| ОК 02 ОК 09 | <p>определять задачи для поиска информации; определять необходимые источники информации; планировать процесс поиска; структурировать получаемую информацию; выделять наиболее значимое в перечне информации; оценивать практическую значимость результатов поиска; оформлять результаты поиска, применять средства информационных технологий для решения профессиональных задач; использовать современное программное обеспечение;</p> <p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы; участвовать в диалогах на знакомые общие и профессиональные темы; строить простые высказывания о себе и о своей профессиональной деятельности; кратко обосновывать и объяснить свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы.</p> | <p>номенклатура информационных источников применяемых в профессиональной деятельности; приемы структурирования информации; формат оформления результатов поиска информации, современные средства и устройства информатизации; порядок их применения и программное обеспечение в профессиональной деятельности;</p> <p>правила построения простых и сложных предложений на профессиональные темы; основные общеупотребительные глаголы (бытовая и профессиональная лексика); лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; особенности произношения; правила чтения текстов профессиональной направленности.</p> |



2. СТРУКТУРА И СОДЕРЖАНИЕ УЧЕБНОЙ ДИСЦИПЛИНЫ

Объем учебной дисциплины и виды учебной работы

| Вид учебной работы | Объем в часах |
|--|---------------|
| Объем образовательной программы учебной дисциплины | 269 |
| <i>в т.ч. в форме практической подготовки (если предусмотрено)</i> | * |
| в т. ч.: | |
| теоретическое обучение | * |
| практические занятия | 255 |
| контрольная работа | * |
| <i>Самостоятельная работа</i> | * |
| консультации | 2 |
| Промежуточная аттестация | |
| <i>Другие формы контроля (3,4,5,6,7 семестр)</i> | 2 |
| <i>Экзамен (8 семестр)</i> | 12 |

2.2. Тематический план и содержание учебной дисциплины «Иностранный язык в профессиональной деятельности»

| Наименование разделов и тем | Содержание учебного материала, лабораторные и практические работы, самостоятельная работа обучающихся, курсовая работа (проект) (если предусмотрены) | Объем часов | Коды компетенций, формированию которых способствует элемент программы |
|--|--|-------------|---|
| 1 | 2 | 3 | 4 |
| Раздел 1. Вводно-коррективный курс (повторение материала первого года обучения) | | 28 | |
| Тема 1.1. Описание людей: друзей, родных и близких и т.д. (внешность, характер, личностные качества) | Тематика практических занятий Фонетический материал - основные звуки и интонаемы английского языка; - основные способы написания слов на основе знания правил правописания; -совершенствование орфографических навыков. Лексический материал по теме. Грамматический материал: - простые нераспространенные предложения с глагольным, составным именным и составным глагольным сказуемым (с инфинитивом); - простые предложения, распространенные за счет однородных членов предложения и/или второстепенных членов предложения; - предложения утвердительные, вопросительные, отрицательные, побудительные и порядок слов в них; - безличные предложения; - понятие глагола-связки. | 14 | ОК 02 ОК 09 |
| Тема 1.2. Межличностные отношения дома, в учебном заведении, на работе | Тематика практических занятий Лексический материал по теме: - расширение потенциального словаря за счет овладения интернациональной лексикой, новыми значениями известных слов и новых слов, образованных на основе продуктивных способов словообразования. Грамматический материал: - модальные глаголы, их эквиваленты; - предложения с оборотом there is/are; - сложносочиненные предложения: бессоюзные и с союзами and, but. - образование и употребление глаголов в Present, Past, Future Simple/Indefinite | 14 | ОК 02 ОК 09 |
| Раздел 2. Развивающий курс | | 98 | |



| | | | |
|--|--|----|----------------|
| Тема 2.1 Повседневная жизнь условия жизни, учебный день, выходной день | Тематика практических занятий | 14 | ОК 02 ОК 09 |
| | Лексический материал по теме. Грамматический материал: - имя существительное: его основные функции в предложении; имена существительные во множественном числе, образованные по правилу, а также исключения. - артикль: определенный, неопределенный, нулевой. Основные случаи употребления определенного и неопределенного артикля. Употребление существительных без артикля. | | |
| Тема 2.2. Новости, средства массовой информации | Тематика практических занятий | 14 | ОК 02 ОК 09 |
| | Лексический материал по теме. Грамматический материал: - числительные; - система модальности. - образование и употребление глаголов в Past, Future Simple/Indefinite. | | |
| Тема 2.3. Российская Федерация. Государственное устройство, правовые институты. Столица (Москва). Достопримечательности. | Тематика практических занятий | 14 | ОК 02 ОК 09 |
| | Лексический материал по теме. Грамматический материал: - образование и употребление глаголов в Present, Past, Future Simple/Indefinite. | | |
| Тема 2.4. Великобритания. Лондон. Государственное устройство. Культурные и национальные традиции, обычаи и праздники. | Тематика практических занятий | 14 | ОК 02 ОК 09 |
| | Лексический материал по теме. Грамматический материал: - образование и употребление глаголов в Present, Past, Future Simple/Indefinite, - использование глаголов в Present Simple/Indefinite для выражения действий в будущем - придаточные предложения времени и условия (if, when). | | |
| Тема 2.5. США. Вашингтон. Государственное устройство. Культурные и национальные традиции, обычаи и праздники | Тематика практических занятий | 14 | ОК 02 ОК 09 |
| | Лексический материал по теме. Грамматический материал: - образование и употребление глаголов в Present Continuous/Progressive, Present Perfect; - местоимения: указательные (this/these, that/those) с существительными и без них, личные, притяжательные, вопросительные, объектные; | | |
| Тема 2.6. Образование в России и за рубежом, среднее профессиональное | Тематика практических занятий | 14 | ОК 02 ОК 09 |
| | Лексический материал по теме. Грамматический материал: - сложноподчиненные предложения с союзами because, so, if, when, that, that | | |



| | | | |
|---|---|------------|----------------|
| образование | is why; - понятие согласования времен и косвенная речь. - неопределенные местоимения, производные от some, any, no, every. - имена прилагательные в положительной, сравнительной и превосходной степенях, образованные по правилу, а также исключения. - наречия в сравнительной и превосходной степенях, неопределенные наречия, производные от some, any, every | | |
| Тема 2.7. Компьютер. Интернет. | Тематика практических занятий | | ОК 02 ОК 09 |
| | Лексический материал по теме. Грамматический материал: - глаголы в страдательном залоге, преимущественно в Indefinite Passive. | 14 | |
| Раздел 3. Развивающий курс | | 129 | |
| Тема 3.1 Иностранный язык в сфере профессиональных коммуникаций | Тематика практических занятий | | ОК 02 ОК 09 |
| | История искусства и дизайн. Профессии в дизайне. Основные термины в сфере дизайна. Основы перевода в сфере профессиональной коммуникации. | 65 | |
| Тема 3.2 Будущая профессия. | Тематика практических занятий | | |
| | Основные направления в дизайне. Графический дизайн. Составление резюме и сопроводительного письма. Подготовка к собеседованию. | 64 | |
| | Практические | 255 | |
| | консультации | 2 | |
| | экзамен | 12 | |
| ВСЕГО | | 269 | |

1. – ознакомительный (узнавание ранее изученных объектов, свойств);
2. – репродуктивный (выполнение деятельности по образцу, инструкции или под руководством)
3. – продуктивный (планирование и самостоятельное выполнение деятельности, решение проблемных задач).



3. Методические указания по проведению практических занятий/лабораторных работ/семинаров, занятий в форме практической подготовки (при наличии), и самостоятельной работе

Методические указания предназначены для обучающихся по ОПОП СПО по специальности 54.02.01 Дизайн (по отраслям), изучающих учебную дисциплину «Иностранный язык в профессиональной деятельности», и могут использоваться как на учебных занятиях, которые проводятся под руководством преподавателя, так и для самостоятельного выполнения практических занятий, предусмотренных рабочей программой во внеаудиторное время.

3.1. Тематика и содержание практических занятий

Раздел 1. Вводно-коррективный курс (повторение материала первого года обучения)

Практические занятия:

Тема 1.1. Описание людей: друзей, родных и близких и т.д. (внешность, характер, личностные качества)

Содержание: Фонетический материал

- основные звуки и интонации английского языка;
- основные способы написания слов на основе знания правил правописания;
- совершенствование орфографических навыков.

Грамматический материал:

- простые нераспространенные предложения с глагольным, составным именным и составным глагольным сказуемым (с инфинитивом);
- простые предложения, распространенные за счет однородных членов предложения и/или второстепенных членов предложения;
- предложения утвердительные, вопросительные, отрицательные, побудительные и порядок слов в них;
- безличные предложения;
- понятие глагола-связки.

Практические занятия:

Тема 1.2. Межличностные отношения дома, в учебном заведении, на работе

Содержание: лексический материал по теме:

- расширение потенциального словаря за счет овладения интернациональной лексикой, новыми значениями известных слов и новых слов, образованных на основе продуктивных способов словообразования.

Грамматический материал:

- модальные глаголы, их эквиваленты;
- предложения с оборотом *there is/are*;
- образование и употребление глаголов в Present, Past, Future Simple/Indefinite
- сложносочиненные предложения: бессоюзные и с союзами *and, but*.

Раздел 2. Развивающий курс

Практические занятия:

Тема 2.1 Повседневная жизнь условия жизни, учебный день, выходной день

Содержание: Грамматический материал:



- имя существительное: его основные функции в предложении; имена существительные во множественном числе, образованные по правилу, а также исключения.
- артикль: определенный, неопределенный, нулевой. Основные случаи употребления определенного и неопределенного артикля. Употребление существительных без артикля.

Практические занятия:

Тема 2.2. Новости, средства массовой информации

Содержание:

Грамматический материал:

- числительные;
- система модальности.
- образование и употребление глаголов в Past, Future Simple/Indefinite.

Практические занятия:

Тема 2.3. Российская Федерация. Государственное устройство, правовые институты. Столица (Москва). Достопримечательности.

Содержание:

Грамматический материал:

- образование и употребление глаголов в Present, Past, Future Simple/Indefinite.

Практические занятия:

Тема 2.4. Великобритания. Лондон. Государственное устройство. Культурные и национальные традиции, обычаи и праздники

Содержание:

Грамматический материал:

- образование и употребление глаголов в Present, Past, Future Simple/Indefinite,
- использование глаголов в Present Simple/Indefinite для выражения действий в будущем
- придаточные предложения времени и условия (if, when).

Практические занятия:

Тема 2.5. США. Вашингтон. Государственное устройство. Культурные и национальные традиции, обычаи и праздники

Содержание:

Грамматический материал:

- образование и употребление глаголов в Present Continuous/Progressive, Present Perfect;
- местоимения: указательные (this/these, that/those) с существительными и без них, личные, притяжательные, вопросительные, объектные;

Практические занятия:

Тема 2.6. Образование в России и за рубежом, среднее профессиональное образование

Содержание:

Грамматический материал:

- сложноподчиненные предложения с союзами because, so, if, when, that, that is why;
- понятие согласования времен и косвенная речь. - неопределенные местоимения, производные от some, any, no, every.
- имена прилагательные в положительной, сравнительной и превосходной степенях, образованные по правилу, а также исключения.



- наречия в сравнительной и превосходной степенях, неопределенные наречия, производные от some, any, every

Практические занятия:

Тема 2.7 Компьютер. Интернет.

Содержание:

Грамматический материал:

- глаголы в страдательном залоге, преимущественно в Indefinite Passive.

Тема 3.1 Иностранный язык в сфере профессиональных коммуникаций.

Содержание:

Лексический материал:

- The industrial revolution;
- Profession of a designer;

Тема 3.2. Будущая профессия

Содержание:

Лексический материал:

- Why do You Want to Be A Designer? – Advice for Young Designers;
- Creative careers in the design field;
- Graphic Design;
- Практика составления резюме для собеседования.

4. Фонд оценочных средств дисциплины

4.1. Результаты освоения учебной дисциплины, подлежащие проверке

Формы промежуточной аттестации по семестрам:

| № семестра | Форма контроля |
|------------|-----------------------|
| 3,4,5,6,7 | другие формы контроля |
| 8 | экзамен |

В результате промежуточной аттестации по учебной дисциплине осуществляется комплексная проверка следующих умений и знаний, а также формирования компетенций:

| Результаты обучения: умения, знания | Показатели оценки результата | Форма контроля и оценивания |
|--|---|---|
| Уметь: - понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые); - понимать тексты на базовые профессиональные темы; - участвовать в диалогах на знакомые общие и профессиональные темы; - строить простые высказывания о себе и о своей профессиональной деятельности; - кратко обосновывать и объяснить | Понимает общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые) Понимает тексты на базовые профессиональные темы Участвует в диалогах на знакомые общие и профессиональные темы Строит простые высказывания о себе и о своей профессиональной деятельности Кратко обосновывает и объясняет свои действия (текущие и планируемые); писать простые | Текущий контроль в форме: - участие в диалогах, ситуационных и творческих заданиях; - практическая работа, выполнение |



| | | |
|---|--|--|
| свои действия (текущие и планируемые); - писать простые связные сообщения на знакомые или интересующие профессиональные темы. | связные сообщения на знакомые или интересующие профессиональные темы. Знает правила построения простых и сложных предложений на профессиональные темы. Знает основные общеупотребительные глаголы (бытовая и профессиональная лексика); Владеет лексическим минимумом, относящийся к описанию предметов, средств и процессов профессиональной деятельности; Характеризует особенности произношения; правила чтения текстов профессиональной направленности | упражнений; - выполнение упражнений, тестирование Промежуточная аттестация в форме диф.зачета и экзамена |
| Знать: - правила построения простых и сложных предложений на профессиональные темы; - основные общеупотребительные глаголы (бытовая и профессиональная лексика); - лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; - особенности произношения; правила чтения текстов профессиональной направленности | | |

Формируемые компетенции:

| Код формируемой компетенции | Наименование компетенции | Формы и методы контроля и оценки результатов обучения |
|-----------------------------|--|--|
| ОК 02 | Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности; | Текущий контроль в форме: - участие в диалогах, ситуационных и творческих заданиях; - практическая работа, выполнение упражнений; - выполнение упражнений, тестирование Промежуточная аттестация в форме: диф.зачета и экзамена |
| 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 и межрелигиозных отношений, применять стандарты антикоррупционного поведения; | |
| ОК 09 | Пользоваться профессиональной документацией на государственном и иностранном языках | |



4.2. Методика применения контрольно-измерительных материалов

Контроль знаний обучающихся включает:

Текущий контроль в форме индивидуальных заданий

Промежуточную аттестацию в форме дифференцированного зачета и экзамена

4.3. Контрольно-измерительные материалы включают:

4.3.1. Типовые задания для оценки знаний и умений текущего контроля

Контроль и оценка результатов освоения тем осуществляется преподавателем в процессе выполнения обучающимися заданий

- 1) Задания в тестовой форме
- 2) Кейс-задания
- 3) Компетентностно-ориентированные задания
- 4) Комплексные практические задания

Контрольно - измерительные материалы для текущего контроля по учебной дисциплине

Примерные задания

Практические задания.

Grammar - Articles Var.

Var 1.

Поставьте артикли a/an или the там, где необходимо.

1. When can you usually see ... moon, in the morning, or at night?
2. I saw ... very bright star in the sky a few nights ago.
3. I forgot to bring my pen. Do you have ... pen I could borrow?
4. I have a new car; ... car is red.
5. What is ... capital city of Australia? Is it Sydney or Canberra?
6. For breakfast I usually have ... egg, toast, and some coffee.
7. I have ... two younger brothers and an older sister.
8. My mother saw a nice dress in a store. She decided to buy ... dress.
9. What is ... first month of the year? Is it January or February?
10. I saw ... old man walking in the park.
11. My brother always exercises for ... hour in the morning.
12. I drank ... cup of coffee, but the coffee was cold.
13. Help! Somebody please call ... police!
14. Last summer, my friends and I travelled to ... Spain.
15. My little brother drew a picture of a chicken, a cow, and ... horse.
16. ... Amazon Rain Forest is located in South America.

2. Заполните пропуски в тексте, используя a/an, the или нулевой артикль.

Moving to _____ United States was _____ most exciting thing I have ever done. I moved last year to _____ New York. New York is _____ exciting city, full of adventure. In fact, I saw _____ famous actor in _____ street yesterday! Today, I have _____ job interview at _____ financial company. _____ company has offices all over _____ world. I'm not sure that I have _____ skills to get hired. I hope so. (C)company's office is on _____ Main Street. That's _____ same street my friend works on. If I get hired, I could meet him after _____ work for drinks. That would be great. He's from _____ Scotland. He works 8 hours _____ day, 5 days _____ week.



Grammar - Articles

Var. II

Поставьте артикли a/an или the там, где необходимо.

1. When can you usually see ... moon, in the morning, or at night?
2. I saw ... very bright star in the sky a few nights ago.
3. I forgot to bring my pen. Do you have ... pen I could borrow?
4. I have a new car; ... car is red.
5. What is ... capital city of Australia? Is it Sydney or Canberra?
6. For breakfast I usually have ... egg, toast, and some coffee.
7. I have ... two younger brothers and an older sister.
8. My mother saw a nice dress in a store. She decided to buy ... dress.
9. What is ... first month of the year? Is it January or February?
10. I saw ... old man walking in the park.
11. My brother always exercises for ... hour in the morning.
12. I drank ... cup of coffee, but the coffee was cold.
13. Help! Somebody please call ... police!
14. Last summer, my friends and I travelled to ... Spain.
15. My little brother drew a picture of a chicken, a cow, and ... horse.
16. ... Amazon Rain Forest is located in South America.

2. Заполните пропуски в тексте, используя a/an, the или нулевой артикль.

I have two brothers. One, Greg, is still in _____ college, and _____ other, Mike, has already graduated. Mike is _____ very serious chap. He's always at _____ work. I don't remember _____ last time I saw him. It may have been in _____ August. He was wearing _____ red sweater. It matched his _____ red hair. He visited us after _____ his business trip. After _____ dinner, he helped me to wash _____ dishes. My _____ wife hates doing it. And I waste a lot of _____ water when I do it. That's bad for _____ environment, I think. Mike does it _____ right way. He's _____ very economical.

Grammar Quiz – Future Tenses

1) Вставьте глагол во времени Future Perfect.

1. I _____ a Londoner for five and a half years by next September. (be)
2. By Tuesday Jill _____ these novels by O'Henry. (finish)
3. Next year is Fred and Kate's 10th wedding anniversary. They _____ happily married for ten years. (be)
4. Molly thinks the film _____ by the time she gets to Fred's. (to start)
5. They _____ the plans by then. (to finish)
6. Before his holiday Tom _____ all his money. (to spend)
7. The train _____ by the time the couple get to the station. (to leave)
8. I _____ dinner by then. (cook)
9. I _____ my chemistry homework before Jillian comes home. (finish)
10. Fernando _____ his operation by August and should be much fitter. (have)

2) Составьте предложения во времени Future Perfect.

1. have / Jill / she / perfected / will / from / her / by the time / Japanese / comes / Tokyo.
2. promotion / Melody / have / By December / will / her / received.
3. gets home / Helen's / cleaned / By the time / relatives / she / will / the house / have.



4. to communicate / Steven / he / learned / Will / have / well / Chinese / before / enough / flies to Beijing?

5. finishes / have / By the time / twenty / taken / Jillian's father / that course / he / will / online tests.

3) Вставьте *Future Continuous*.

1. This time next Monday, I _____ in a huge office in New York. (work)
2. This time on Tuesday, Mary _____ on a beach in Italy. (sunbathe)
3. Don't make noise after midnight – I _____ soundly, I hope. (sleep)
4. Jackeline _____ to Kenya tomorrow at this time. (fly)
5. Students _____ copies while he _____ the report. (make/ finish)
6. I _____ in my study library at 6pm tomorrow. (work).
7. This time next year we _____ the Pacific Ocean. (cross)
8. I _____ the dinner table while my mother _____ the meat. (lay / prepare)
9. You'll recognize Molly! She _____ a pink hat. (wear)
10. From 7 till 12 I _____ classes. (have)

4) Write in *I'll, we'll, he'll, she'll, they'll, it'll*.

1. I'd like to see animals. I think _____ go to the zoo today.
2. Wendy likes dinosaurs. I think _____ go to the Natural History Museum.
3. We like dancing. I think _____ go to the disco.
4. My parents want to buy presents. I think _____ go to the gift shop. '
5. Jim likes walking. I think _____ go to the park.
6. Put on your scarf and hat. I think _____ be cold today.
7. I want to watch a cartoon. I think _____ go to the cinema tomorrow.
8. Mike is ill. I don't think _____ go for a walk with him.

5) Fill the gaps with the correct variant.

1. I _____ the Star Wars films. A) have never seen B) have ever seen C) have never saw
2. They _____ for Google _____ 2004. A) worked / for B) 've worked / since C) 're working / since
3. _____ Neil _____ that he didn't get the job?
A) Did / tell B) Have / told C) Has / been told
4. If you _____ that expensive car, you _____ enough money to go on holiday.
A) buy / won't have B) bought / don't have C) don't buy / won't have
5. What _____ if you _____ a mobile phone?
A) will you do / haven't B) would you did / had C) would you do / didn't have
6. Alison has worked for a month without a day off — she _____ be exhausted.
A) might B) must C) can't
7. I know he speaks French, German and Italian so he _____ be Swiss.
A) can't B) could C) should
8. Hundreds of trees were blown over in the night so the wind _____ have been very strong.
A) can't B) could C) must
9. "I'm not very sociable. _____."
A) I don't B) So am I C) Neither am I
10. "Sorry I'm late. _____ for a long time?"



A) Have you waited B) Are you waiting C

Типовые задания для оценки знаний и умений промежуточной аттестации

Group _____

Name _____

**Final Quiz
(Year 2, Term 1)**

Ключи к заданиям:

Grammar - Articles

Var. I 1.

Поставьте артикли a/an или the там, где необходимо.

1. When can you usually see **the** moon, in the morning, or at night?
2. I saw **a** very bright star in the sky a few nights ago.
3. I forgot to bring my pen. Do you have **a** pen I could borrow?
4. I have a new car; **the** car is red.
5. What is **the** capital city of Australia? Is it Sydney or Canberra?
6. For breakfast I usually have **an** egg, toast, and some coffee.
7. I have **_** two younger brothers and an older sister.
8. My mother saw a nice dress in a store. She decided to buy **the** dress.
9. What is **the** first month of the year? Is it January or February?
10. I saw **an** old man walking in the park.
11. My brother always exercises for **an** hour in the morning.
12. I drank **a** cup of coffee, but the coffee was cold.
13. Help! Somebody please call **the** police!
14. Last summer, my friends and I travelled to **_** Spain.
15. My little brother drew a picture of a chicken, a cow, and **a** horse.
16. **The** Amazon Rain Forest is located in South America

2. Заполните пропуски в тексте, используя a/an, the или нулевой артикль.

Moving to **the** United States was **the** most exciting thing I have ever done. I moved last year to **-** New York. New York is **an** exciting city, full of adventure. In fact, I saw **a** famous actor in **the** street yesterday! Today, I have **a** job interview at **a** financial company. **The** company has offices all over **the** world. I'm not sure that I have **the** skills to get hired. I hope **The** (C)company's office is on **-** Main Street. That's **the** same street my friend works on. If I get hired, I could meet him after **-** work for drinks. That would be great. He's from **-** Scotland. He works 8 hours **a** day, 5 days **a** week.

Grammar - Articles

Var. II

1. Поставьте артикли a/an или the там, где необходимо.

1. When can you usually see the moon, in the morning, or at night?
2. I saw **a** very bright star in the sky a few nights ago.
3. I forgot to bring my pen. Do you have **a** pen I could borrow?
4. I have a new car; **the** car is red.
5. What is **the** capital city of Australia? Is it Sydney or Canberra?
6. For breakfast I usually have **an** egg, toast, and some coffee.
7. I have **_** two younger brothers and an older sister.
8. My mother saw a nice dress in a store. She decided to buy **the** dress.



9. What is **the** first month of the year? Is it January or February?
10. I saw **an** old man walking in the park.
11. My brother always exercises for **an** hour in the morning.
12. I drank **a** cup of coffee, but the coffee was cold.
13. Help! Somebody please call **the** police!
14. Last summer, my friends and I travelled to **_** Spain.
15. My little brother drew a picture of a chicken, a cow, and **a** horse.
16. **The** Amazon Rain Forest is located in South America.

2. Заполните пропуски в тексте, используя a/an, the или нулевой артикль.

Grammar Quiz – Future Tenses

1) Вставьте глагол во времени Future Perfect.

1. I **_will have been_** a Londoner for five and a half years by next September. (be)
2. By Tuesday Jill **_will have finished_** these novels by O'Henry. (finish)
3. Next year is Fred and Kate's 10th wedding anniversary. They **_will have been_** happily married for ten years. (be)
4. Molly thinks the film **_will have started_** by the time she gets to Fred's. (to start)
5. They **_will have finished_** the plans by then. (to finish)
6. Before his holiday Tom **_will have spent_** all his money. (to spend)
7. The train **_will have left_** by the time the couple get to the station. (to leave)
8. I **_will have cooked_** dinner by then. (cook)
9. I **_will have finished_** my chemistry homework before Jillian comes home. (finish)
10. Fernando **_will have had_** his operation by August and should be much fitter. (have)

2) Составьте предложения во времени Future Perfect.

1. have / Jill / she / perfected / will / from / her / by the time / Japanese / comes / Tokyo.
Jill will have perfected her Japanese by the time she comes from Tokyo.
2. promotion / Melody / have / By December / will / her / received.
By December Melody will have received her promotion.
3. gets home / Helen's / cleaned / By the time / relatives / she / will / the house / have By the time she gets home Helen's relatives will have cleaned the house.
4. to communicate / Steven / he / learned / Will / have / well / Chinese / before / enough / flies to Beijing?
Will Steven have learned Chinese well enough to communicate before he flies to Beijing?
5. finishes / have / By the time / twenty / taken / Jillian's father / that course / he / will / online tests.
By the time Jillian's father finishes that course he will have taken twenty online tests.

3) Вставьте Future Continuous.

1. This time next Monday, I **_will be working_** in a huge office in New York. (work)
2. This time on Tuesday, Mary **_will be sunbathing_** on a beach in Italy. (sunbathe)
3. Don't make noise after midnight – I **_will be sleeping_** soundly, I hope. (sleep)
4. Jackeline **_will be flying_** to Kenya tomorrow at this time. (fly)
5. Students **_will be making_** copies while he **_will be finishing_** the report. (make/finish)



6. I will be working in my study library at 6pm tomorrow. (work).
7. This time next year we will be crossing the Pacific Ocean. (cross)
8. I will be laying the dinner table while my mother will be preparing the meat. (lay / prepare)
9. You'll recognize Molly! She will be wearing a pink hat. (wear)
10. From 7 till 12 I will be having classes. (have)

4) Write in I'll, we'll, he'll, she'll, they'll, it'll.

1. I'd like to see animals. I think I'll go to the zoo today.
2. Wendy likes dinosaurs. I think she'll go to the Natural History Museum.
3. We like dancing. I think we'll go to the disco.
4. My parents want to buy presents. I think they'll go to the gift shop. '
5. Jim likes walking. I think he'll go to the park.
6. Put on your scarf and hat. I think it'll be cold today.
7. I want to watch a cartoon. I think I'll go to the cinema tomorrow.
8. Mike is ill. I don't think I'll go for a walk with him.

5) Fill the gaps with the correct variant.

1. I _____ the Star Wars films. A) have never seen B) have ever seen C) have never saw
2. They _____ for Google _____ 2004. A) worked / for B) 've worked / since C) 're working / since
3. _____ Neil _____ that he didn't get the job? A) Did / tell B) Have / told C) Has / been told
4. If you _____ that expensive car, you _____ enough money to go on holiday. A) buy / won't have B) bought / don't have C) don't buy / won't have
5. What _____ if you _____ a mobile phone? A) will you do / haven't B) would you did / had C) would you do / didn't have
6. Alison has worked for a month without a day off — she _____ be exhausted. A) might B) must C) can't
7. I know he speaks French, German and Italian so he _____ be Swiss. A) can't B) could C) should
8. Hundreds of trees were blown over in the night so the wind _____ have been very strong. A) can't B) could C) must
9. "I'm not very sociable. _____." A) I don't B) So am I C) Neither am I
10. "Sorry I'm late. _____ for a long time?" A) Have you waited B) Are you waiting C) Did you wait


Final Quiz

Professional tasks

- 1) Look at the following international words, guess their meaning and check the pronunciation:

Phenomenon, industrialization, product, stylistic, designer, individual, aesthetic, modern, revolution, standard.

- 2) Translate the following adjectives with suffixes -al; -able, -ic. Analyze their word-formation model:

| | | |
|--|---|---------------------------------------|
|  | ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ «РОССИЙСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ТУРИЗМА И СЕРВИСА» | СК РГУТСиС ... <hr/> Лист 18 |
|--|---|---------------------------------------|

Industrial, technological, traditional, practical, ornamental, mechanical, available, suitable, artistic, symptomatic.

3) Guess the meaning of the words in bold type:

To work — worker; to produce — producer; noble — nobility; design — designer; change — unchangeable; to manufacture — manufacturer; expensive — inexpensive; beauty — to beautify; possible — impossible; to reflect — reflection; to train — trainer; to discover — to rediscover.

4) Read the text below to understand the Industrial Revolution's impact on design's development:

The Industrial Revolution

Up until the Industrial Revolution objects were made by craftsmen, either working on their own, collectively in rural cottage industries or in Guilds or Societies in the towns. The majority worked at a low level of skill and design, producing simple buildings, furniture, plates etc. This resulted in localized designs often produced by generations of one family with no technological or design style changes. It was as if time stood still. There were a few craftsmen who worked for the nobility and the rich merchants producing objects based on designs and technology taken from other countries. They formed their own design styles, but they still could only make a limited number of objects at a high price. These objects can now be seen in museums.

The dates given for design style movements can only be approximate. Nothing suddenly happens. In many cases two styles overlap, one was fading away and one coming in. The reasons why these new movements occur are a complex mix of historical, political and social facts, but that's history. The time between 1914 and 1950 was a period of great upheaval, loss of life and world depression. However new technologies still steadily improved and design went through different styles. (First World War 1914—1918, Second World War 1939—1945). The history of Industrial

Design really began with the start of the Industrial Revolution that took place during the early part of the 1700's with the invention of mechanical processes of production. Everything changed, for the first time it was possible to produce large quantities of a product cheap enough for most people to own. The design of the product came out of the technology available at the time. Ceramic manufacturers found it easy to mass-produce plain white plates but still had to paint on the pattern by hand — too expensive. They developed a method of transfer printing but only blue ink would withstand the high temperatures used during the glazing process. This is why all the plates of the early period are blue, the most famous being the Willow Pattern. As ink technology improved, so did the colour and complexity of the patterns.

Design was led by its technology and was of a very low standard with very little thought for the user. Manufacturers spent no money on beautifying their products as they had little competition and were out to make as much money as possible. In those days designers were either architects or artists and manufacturers felt no need to use them.

In the early part of the 1800's, people began to realize that there was a problem. The architect, Charles Cockerel said "the attempt to supersede the work of the mind and the hand by mechanical process for the sake of economy will always have the effect of degrading and ultimately ruining art". Many years later, the Bauhaus used technological processes as the basis of their designs. In 1833, a Parliamentary Select Committee was set up to examine the problem of a low standard of product design. The morality of the country was felt to be reflected through its art. This feeling is still held today by many academics. In 1837, a government School of Art was set up with the aim to train designers for working with industry but it failed. It took the Great Exhibition of 1851 and the Arts and Crafts Movement to change things.

5) Find in the text words or phrases which mean the same as:

- низкий уровень мастерства
- высокая цена



- приблизительно
- совершенствовать технологическое мастерство
- низкий стандарт
- раскрашивать узор вручную
- переводить оттиск, рисунок

6) Read the text and see if you were right or wrong:

Profession of a Designer

The positive thing of this profession is that it gives you challenges, gives you possibilities to create and get satisfaction from the task fulfilled seeing the results of your work. However, design industry is growing in great paces worldwide. Competition is number one in this sphere and you are to be the best to become successful and get the job. Besides, the advertisement influences our lives greatly. Another fact is that a designer can use it in an ethical way or visa versa. Indeed, the design profession has a high under-employment rate. That is why it is really difficult to find a good job with decent salary at a design company, to make up a good advertisement.

In fact, profession of a designer consists of several ones as it demands communicative, technical, analytical, artistic and advertisement skills. You must be really a good designer having necessary qualifications and most importantly necessary skills to obtain a good job. There are no regulations in designer sphere and everyone can say he is a designer and use unethical advertisement programs. Such designers can perform their work bad making company directors paying lower salaries to others. He will not pay you a good salary being unsure in the quality of your work. In addition universities accept many people who want to become designers overcrowding the designer market.

A designer is a craftsman of his affair. He must have talent and an understanding of the today's world. He is a professional in 'visual communication'. The role of a designer consists in the creation of images, languages to display some messages and to reach his purposes. It is a pity that all the above mentioned things can be nothing without good advertisement. He needs to use some advertisement programs to find a work. A designer is a craftsman who operates in a completely new way mastering language and image means, mixing traditional knowledge of a subject and personal ideas, realizing communication tools. Communication and sales skills are significant for this profession if you want to be successful.

Designers work many hours and to meet a deadline they have to work overtime. This work requires hard work with deadlines. You must be sure you can work this way to take up the designer career. If you still want to become a designer you should decide what type of a designer you want to choose. A designer requires much more than just the talent in drawing. This profession requires attention to technical side of a matter, communication with clients and directors, and surely advertisements.

Nowadays, visual communication professionals possessing technological and managerial skills issue the challenge to perform not only designers' tasks but also fulfilling the role of art directors and managers, advertising own projects in order to take root to international markets. Today, designers must solve difficult designers' tasks – planning team activities, managing public relations, clients' problems and producing ethical advertisement.

Thus, a profession of a designer is the combination of personal creative abilities and technical knowledge of a subject. It is a mix of cultural knowledge with analytical abilities. A real designer is a person who understands the dynamics and the inner context of his affair. He is the one who generates the visual presentation and design of goods. Designers usually work on a project under great time pressure and defined financial and design limits. To perform work of a high quality a designer must unite the best parts of different sources into some image.

Besides, this work assumes the use of research material and price specifications, the ability to meet deadlines, financial restrictions, creation of a number of work samples and sketches displaying several work models from different points of view.



It is not so easy to be a designer, to take a note of comments concerning own projects, to have a good understanding of today's world and its demands, to create several sketches of the same work. Also, the work of a designer assumes some amount of project rejects, period of success and failures. The work of designers means understanding your clients' wishes, helping them in achieving their goals by focusing on things that can be fulfilled, translating these purposes into work projects. A designer must value tradition as well as creativity, change, improvement, and relevance to the modern time. This work can be compared to the work of an artist: you fully depend on your talent, your abilities and fortune. Sometimes it is an exhausting work: working long time on a project, endless meeting with people and collaborators. The life of a designer is unpredictable and can change suddenly both in good and bad way. Sometimes you are successful and earn great money having the opportunity to choose client, sometimes you have failures and cannot find a single client.

7) Read the text again and answer the following questions:

- Why is advertisement so important in design?
- What skills and qualifications are needed to be a good designer?
- Why is a designer a craftsman of his affair?
- What fields should be a designer good at?
- What must a designer do to perform work of a high quality?
- What can be this work compared to and why?
- Why is the life of a designer unpredictable?
-

8) Read the text and see if you were right or wrong:

Why do You Want to Be A Designer? – Advice for Young Designers

When choosing a design career, one of the first things to ask yourself is, —Why do I want to be a designer? Everyone has different influences in their life to for their opinions about choosing a career. My advice for young designers is to think about what inspires you into a field of designing? Whether you want to be an architect, fashion/jewelry designer or culinary chef – all these careers require a mindset to enjoy what you do, even though it will require years of hard work, research, and tenacity.

Here are tips to consider for young designers today:

One of the hardest areas for young designers to understand is that knowledge and skills don't only come from a formal education, but can be soaked up from life around you. From traveling, reading, listening to music, learning other cultures lifestyles, these are the best ways to prepare for a design career. Choose the design profession you like and learn what tools, resources, and background you need to be successful in this career before pouring your life and soul into it.

Shadow a designer or follow in their steps:

Another tip for young designers is to find a veteran designer in your career field and follow in their steps for your life path. While you don't have to take step-for- step of a veteran designer, it will help determine if this career path is for you.

Many high-profile design jobs look like all glitz and glam until you see the behind scenes' and grunt work of hours of preparation and resource gathering. Look to your favorite design blogs and professional networks to link to and follow those who are influential in the design career path you'd like to pursue.

Try it out – before you agree to it:

For many young designers the options of interning at a design firm or online design blog can be a great way to get your hands dirty` before you have to commit to a full lifetime of being a designer. If you want to be a designer, look for summer internships or apprenticeships that are short term to help you decide.

Lastly, love design for the sheer joy of enjoyment and not the monetary means it could lead to. There is no guarantee in any design career that you will succeed immediately or that you will be



blissfully happy the first few years. Enjoy your new career of design for being able to solve a challenge or a need, and then create a solution that is beautifully designed. If you focus purely on making more money or being a high profile designer, you may experience burnout before you even get started. If you are a young designer trying to start out, look to these helpful tips to help guide you in many of your important decisions. Careers can change and you don't have to stay planted in one area. Enjoy yourself as you plan your life as a young designer.

9) Read the text again and answer the following questions:

- Why is it so important to think what inspires you in the profession of a designer?
- What do you need to know not only from formal education and why?
- Why is it necessary to find a veteran designer?
- Why should you look for internships or apprenticeships?
- What should you focus on when you are thinking to become a designer and why?

10) Read the text and find out what you have already known and what information is new to you.

Creative careers in the design field

This list will help introduce you to the different types of design jobs so you're well-informed about the professions that cater to your creativity. Take a look and see which creative careers interest you most.

Advertising & promotions manager

Professionals in these positions often work in agencies to organize campaigns for clients. They may also be responsible for selling advertising space or time for media firms. They work with sales staff to develop concepts for campaigns, partner with creative teams to produce layouts, negotiate contracts and prepare overall campaign budgets.

Skills in demand:

- Sales management
- Digital advertising
- Account management

Answer the following questions:

1. What are advertising and promotions managers responsible for?
2. What skills do you need to have to be an advertising and promotions manager?

Art director

Art directors work in a variety of settings such as magazines, newspapers, Internet-based publications and advertising or public relations agencies. They communicate with clients while overseeing project budgets and timelines. They manage a team of design professionals, reviewing and approving all creative materials before being presented to clients.

Skills in demand:

- Adobe Photoshop
- Concept development
- Graphic design

Answer the following questions:

1. Where do art directors work?
2. What are their responsibilities?
3. What skills do you need to be an art director?

Fashion designer

Professionals in this field design new clothing and accessories. Designs are sketched on paper and then colors, materials and textures of the final product are determined. They study fashion trends



by reviewing magazines and attending fashion shows. They provide sample garments to sales representatives and agents in hopes of selling their collections.

Skills in demand:

- Merchandising
- Product development
- Sketching

Answer the following questions:

1. What are the functions of fashion designers?
2. What skills do you need to have to be a fashion designer?
3. Film & video editor

Film and video editors use technical software to construct promotional or artistic productions from excess footage shot by camera operators. They work with directors and producers to determine which material is most captivating for their audience and piece together scenes. They edit film by trimming segments, marking frames for audio and organizing raw footage into a continuous and seamless final product.

Skills in demand:

- Final Cut Pro
- Adobe Aftereffects
- Adobe Premiere

Answer the following questions:

1. What are film and video designer in charge of?
- 2 What skills do you need to have to be a film and video editor?

Graphic designer

Graphic designers develop designs for marketing collateral, product illustrations, brand identities and websites using computer software. They are skilled at merging technical skill with artistic ability to create a design that communicates with its desired audience. Graphic designers may work independently or in an agency setting.

Skills in demand:

- Adobe Photoshop
- Adobe InDesign
- Adobe Illustrator

Answer the following questions:

1. What are graphic designers skilled at?
2. What differences in skills of a fashion designer and a graphic designer can you name?

Interior designer

Professionals in this occupation work with interior spaces to improve the safety, functionality and aesthetic appeal of the area. They select color schemes, furniture, flooring, lighting and all other elements of a room or building. They sketch their ideas or use design software to communicate their plans with the architects, structural engineers and builders who bring their designs to life.

Skills in demand:

- Space planning
- Computer Aided Drafting/Design (CAD) Software
- Adobe Photoshop

Answer the following questions:

1. What are the main functions of interior designers?
- 2 Are the skills you need to an interior designer different from the skills you need to be a graphic designer?

Multimedia artist & animator

These professionals create animation and special effects for movies, television, video games and other forms of media—both two-dimensional and three- dimensional. They work with teams of



animators and artists to bring ideas to life using computer software or by writing their own computer code. Some work in studios or offices, but many are self-employed and work from home.

Skills in demand:

- Adobe Acrobat
- Graphic design
- JavaScript

Answer the following questions:

1. What form of media are multimedia artists and animators involved in?
2. Describe in details the skills you need to be a multimedia artist and animator.

Photographer

Photographers utilize their creativity and composition skills alongside their technical expertise to capture photographs that tell a story or document an event. The majority work with digital cameras and editing software to capture subjects in commercial-quality images. Some travel to a location to shoot an event or scenery, while others have their own studio for portraits, commercial or artistic work.

Skills in demand:

- Photo editing
- Marketing
- Product sale and delivery

Answer the following questions:

1. Why do the majority of photographers work with digital cameras and editing software?
2. In your opinion, why do photographers need a skill in marketing?

User experience (UX) designer

UX designers are devoted to making websites, mobile application, software or video games easier and more intuitive for users. They study and evaluate how people feel about a particular system and design their product to cater to the needs of the user. They also analyze the specific components of the system such as usefulness, value, credibility and accessibility.

Skills in demand:

- Adobe Photoshop
- JavaScript
- Prototyping

Answer the following questions:

1. What are user experience designers devoted to?
2. What skills are necessary to be a UX designer?

11) Read the text and see if you were right or wrong:

Graphic Design

Suppose you want to announce or sell something, amuse or persuade someone, explain a complicated system or demonstrate a process. In other words, you have a message you want to communicate. How do you —send it? You could tell people one by one or broadcast by radio or loudspeaker. That's verbal communication. But if you use any visual medium at all — if you make a poster; type a letter; create a business logo, a magazine ad, or an album cover; even make a computer printout — you are using a form of visual communication called graphic design.

Graphic designers work with drawn, painted, photographed, or computer-generated images (pictures), but they also design the letterforms that make up various typefaces found in movie credits and TV ads; in books, magazines, and menus; and even on computer screens. Designers create, choose, and organize these elements — typography, images, and the so-called —white space around them — to communicate a message. Graphic design is a part of your daily life.



From humble things like gum wrappers to huge things like billboards to the T- shirt you're wearing, graphic design informs, persuades, organizes, stimulates, locates, identifies, attracts attention and provides pleasure.

Graphic design is a creative process that combines art and technology to communicate ideas. The designer works with a variety of communication tools in order to convey a message from a client to a particular audience. The main tools are image and typography.

Image-based design

Designers develop images to represent the ideas their clients want to communicate. Images can be incredibly powerful and compelling tools of communication, conveying not only information but also moods and emotions. People respond to images instinctively based on their personalities, associations, and previous experience. For example, you know that a chili pepper is hot, and this knowledge in combination with the image creates a visual pun.

In the case of image-based design, the images must carry the entire message; there are few if any words to help. These images may be photographic, painted, drawn, or graphically rendered in many different ways. Image-based design is employed when the designer determines that, in a particular case, a picture is indeed worth a thousand words.

Type-based design

In some cases, designers rely on words to convey a message, but they use words differently from the ways writers do. To designers, what the words look like is as important as their meaning. The visual forms whether (communication designed by means of the printed word) or handmade lettering, perform many communication functions. They can arrest your attention on a poster, identify the product name on a package or a truck, and present running text as the typography in a book does. Designers are experts at presenting information in a visual form in print or on film, packaging, or signs. When you look at an —ordinary printed page of running text, what is involved in designing such a seemingly simple page? Think about what you would do if you were asked to redesign the page. Would you change the typeface or type size?

Would you divide the text into two narrower columns? What about the margins and the spacing between the paragraphs and lines? Would you indent the paragraphs or begin them with decorative lettering? What other kinds of treatment might you give the page number? Would you change the boldface terms, perhaps using italic or underlining? What other changes might you consider, and how would they affect the way the reader reacts to the content? Designers evaluate the message and the audience for type-based design in order to make these kinds of decisions.

Image and type

Designers often combine images and typography to communicate a client's message to an audience. They explore the creative possibilities presented by words (typography) and images (photography, illustration, and fine art). It is up to the designer not only to find or create appropriate letterforms and images but also to establish the best balance between them. Designers are the link between the client and the audience. On the one hand, a client is often too close to the message to understand various ways in which it can be presented. The audience, on the other hand, is often too broad to have any direct impact on how a communication is presented. What's more, it is usually difficult to make the audience a part of the creative process. Unlike client and audience, graphic designers learn how to construct a message and how to present it successfully. They work with the client to understand the content and the purpose of the message. They often collaborate with market researchers and other specialists to understand the nature of the audience. Once a design concept is chosen, the designers work with illustrators and photographers as well as with typesetters and printers or other production specialists to create the final design product.

Symbols, logos and logotypes

Symbols and logos are special, highly condensed information forms or identifiers. Symbols are abstract representation of a particular idea or identity. The CBS —eyel and the active —television are symbolic forms, which we learn to recognize as representing a particular concept or company. Logotypes are corporate identifications based on a special typographical word treatment.



Some identifiers are hybrid, or combinations of symbol and logotype. In order to create these identifiers, the designer must have a clear vision of the corporation or idea to be represented and of the audience to which the message is directed.

12) Read the text again and answer the following questions:

1. What do graphic designers use for communication?
2. What is the difference between the type based design and image-based design?
3. Why are designers the link between the client and the audience?
4. Why are logos and symbols so important?

4.4. Критерии и показатели оценивания

Для текущего контроля

| Оценка | Форма контроля | Критерии оценивания | Показатели оценивания |
|--------|---------------------|---|---|
| «5» | Контрольное задание | полнота и правильность выполнения работы- | работа выполнена полностью и правильно; сделаны правильные выводы. 12 верных ответов и более - отлично |
| «4» | Контрольное задание | полнота и правильность выполнения работы | работа выполнена правильно с учетом несущественных ошибок 9 - 11 верных ответов - хорошо |
| «3» | Контрольное задание | полнота и правильность выполнения работы | работа выполнена правильно, но допущены существенные ошибки 6 – 8 верных ответов - удовлетворительно |
| «2» | Контрольное задание | полнота и правильность выполнения работы | 5 верных ответов и менее - неудовлетворительно |

Для промежуточной аттестации

| Оценка | Форма контроля | Критерии оценивания | Показатели оценивания |
|--------|-------------------|---|--|
| «5» | Тест устный ответ | полнота и правильность ответа, степень осознанности, понимания изученного материала, четкость и грамотность речи. | ответ полный и правильный; материал изложен в определенной логической последовательности, студент уверенно владеет лексическим минимумом, грамматические структуры выбраны и использованы правильно, ответ самостоятельный. Задания выполнены без ошибок (90% и более объема заданий выполнены верно) |
| «4» | Тест устный ответ | полнота и правильность ответа, степень осознанности, понимания изученного материала, четкость и грамотность речи. | ответ полный и правильный; материал изложен в определенной логической последовательности, при этом допущены две-три несущественные лексических и/или грамматических ошибки, исправленные по требованию преподавателя. Задания выполнены верно (75% и более объема заданий выполнены верно) |



| | | | |
|-----|-------------------------|--|---|
| «3» | Тест устный ответ | полнота и правильность ответа, степень осознанности, понимания изученного материала, четкость и грамотность речи. | ответ полный, но при этом допущена существенная ошибка, или неполный, несвязный. В ответе присутствуют грубые грамматические ошибки. Лексический запас бедный и не соответствует уровню соответствующего курса. Задания выполнены с целом верно (50% и более объема заданий выполнены верно) |
| «2» | Тест устный ответ | полнота и правильность ответа, степень осознанности, понимания изученного материала, четкость и грамотность речи. | при ответе обнаружено непонимание учащимся основного содержания учебного материала или допущены существенные ошибки, которые учащийся не смог исправить при наводящих вопросах преподавателя. Студент не понимает смысл высказывания и не может передать общий смысл текста. Перевод/пересказ не выполнен. Студент не может ответить на вопросы по текстам, заданные преподавателем. Задания не выполнены (выполнено менее 50% заданий) |

5. УСЛОВИЯ РЕАЛИЗАЦИИ ПРОГРАММЫ ДИСЦИПЛИНЫ

5.1. Для реализации программы учебной дисциплины должны быть предусмотрены следующие специальные помещения: *иностранного языка*

Оснащенный оборудованием: учебная мебель, плакаты, доска.

6. Информационное обеспечение реализации программы

Для реализации программы библиотечный фонд образовательной организации должен иметь печатные и/или электронные образовательные и информационные ресурсы, рекомендованные ФУМО, для использования в образовательном процессе. При формировании библиотечного фонда образовательной организацией выбирается не менее одного издания из перечисленных ниже печатных изданий и (или) электронных изданий в качестве основного, при этом список, может быть дополнен новыми изданиями.

6.1. Основные печатные издания:

1. Гарагуля, С. И., Английский язык для дизайнеров : учебник / С. И. Гарагуля. — Москва : КноРус, 2024. — 415 с. — ISBN 978-5-406-12864-0. — URL: <https://book.ru/book/952838>
2. Маньковская, З. В. Английский язык : учебное пособие / З. В. Маньковская. — Москва : ИНФРА-М, 2024. — 200 с. — (Среднее профессиональное образование). — DOI 10.12737/22856. - ISBN 978-5-16-012363-9. - Текст : электронный. - URL: <https://znanium.ru/catalog/product/2128443>



3. Голубев, А. П., Английский язык для всех специальностей + eПриложение : учебник / А. П. Голубев, Н. В. Балюк, И. Б. Смирнова. — Москва : КноРус, 2025. — 385 с. — ISBN 978-5-406-13994-3. — URL: <https://book.ru/book/957484>

6.2. Дополнительные источники:

1. Мини-грамматика английского языка: Справочное пособие / И.Е. Торбан. - 3-е изд., перераб. и испр. - Москва: НИЦ ИНФРА-М, 2020. - 112 с. - ISBN 978-5-16-100935-2. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1048334>
 2. Маньковская, З. В. Английский язык : учебное пособие / З. В. Маньковская. — Москва : ИНФРА-М, 2024. — 200 с. — (Среднее профессиональное образование). — DOI 10.12737/22856. - ISBN 978-5-16-012363-9. - Текст : электронный. - URL: <https://znanium.ru/catalog/product/2128443>
- Гаврилова, Е. А., Английский язык в профессиональной деятельности:
Графический дизайнер : учебник / Е. А. Гаврилова, К. В. Тростина. — Москва : КноРус, 2025. — 183 с. — ISBN 978-5-406-14536-4. — URL: <https://book.ru/book/957441>

6.3. Основные электронные издания

1. <http://www.eslcafe.com> - портал для студентов и преподавателей: грамматика, тесты, идиомы, сленг;
2. <https://my.1september.ru/> - личные кабинеты наиболее активных педагогов на сайте "1 сентября";
3. www.znanium.ru (ЭБС)
4. www.openclass.ru/ - сообщество "Открытый класс";
5. <http://click.email.livemocha.com> обучающий сайт Livemocha;
6. www.angloforum.ru - специализированный Англофорум;