**МИНИСТЕРСТВО** **НАУКИ** **И** **ВЫСШЕГО** **ОБРАЗОВАНИЯ**

**РОССИЙСКОЙ** **ФЕДЕРАЦИИ**

федеральное государственное бюджетное образовательное учреждение высшего образования «Казанский национальный исследовательский технический университет им. А.Н. Туполева-КАИ»

(КНИТУ-КАИ)

Чистопольский филиал «Восток»

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ**

по дисциплине

**ИНОСТРАННЫЙ ЯЗЫК ПРОФЕССИОНАЛЬНОЙ НАПРАВЛЕННОСТИ (ТЕХНИЧЕСКИЙ ПЕРЕВОД)**

Индекс по учебному плану: **Б1.О.02**

Направление подготовки: **27.04.05 Инноватика**

Квалификация: **Магистр**

Профиль: **Цифровое производство**

Вид профессиональной деятельности: **организационно-управленческая, научно-исследовательская**

Рекомендовано УМК ЧФ КНИТУ-КАИ

Чистополь

2022 г.

**Unit 1.** Лексика: Самопрезентация. Квалификация «Магистр» в мировом образовательном пространстве. Специальная лексика.

Грамматика: времена английского глагола в действительном залоге.

Язык специальности: технический текст по профилю подготовки

Работа с текстом: чтение и перевод, отработка и активизация лексики в упражнениях, развитие коммуникативных навыков.

Создание правдоподобного контекста, «конкретного случая» (case study), способствующего обсуждению проблемы, принятия решения, достижения соглашения. Активизация лексики и совершенствование коммуникативных навыков при обсуждении данной проблемы.

**Unit 2.** Лексика: Образовательная и научно-исследовательская деятельность (Academic and scientific research background). Изучающее, аналитическое чтение

Грамматика: времена английского глагола в страдательном залоге. Язык специальности: технический текст по профилю подготовки

Работа с текстом: чтение и перевод, отработка и активизация лексики в упражнениях, развитие коммуникативных навыков.

Создание правдоподобного контекста, «конкретного случая» (case study), способствующего обсуждению проблемы, принятия решения, достижения соглашения. Активизация лексики и совершенствование коммуникативных навыков при обсуждении данной проблемы.

**Unit 3.** Лексика: Магистерская диссертация. Научно-исследовательская работа: цели, задачи, перспективы. Выдвижение гипотез, аргументация. Специальная лексика. Аннотация текста профессиональной направленности

Грамматика: Согласование времен.

Язык специальности: Аннотация текста профессиональной направленности

Работа с текстом: чтение и перевод, отработка и активизация лексики в упражнениях, развитие коммуникативных навыков.

Создание правдоподобного контекста, «конкретного случая» (case study), способствующего обсуждению проблемы, принятия решения, достижения соглашения. Активизация лексики и совершенствование коммуникативных навыков при обсуждении данной проблемы.

**Unit 4** Лексика: Магистерская диссертация. Проведение научного исследования: результаты и обобщения. Специальная лексика. Грамматика: перевод предложений из прямой речи в косвенную.

Язык специальности: Аннотация текстов профессиональной направленности.

Работа с текстом: чтение и перевод, отработка и активизация лексики в упражнениях, развитие коммуникативных навыков.

Создание правдоподобного контекста, «конкретного случая» (case study), способствующего обсуждению проблемы, принятия решения, достижения соглашения. Активизация лексики и совершенствование коммуникативных навыков при обсуждении данной проблемы.

**Unit 5** Лексика: Презентация собственной научно-исследовательской работы по магистерской программе.

Грамматика: модальные глаголы, их эквиваленты

Язык специальности: технический текст по профилю подготовки

Работа с текстом: чтение и перевод, отработка и активизация лексики в упражнениях, развитие коммуникативных навыков.

Создание правдоподобного контекста, «конкретного случая» (case study), способствующего обсуждению проблемы, принятия решения, достижения соглашения. Активизация лексики и совершенствование коммуникативных навыков при обсуждении данной проблемы.

**Unit 6** Дискуссия «Смежные отрасли: взаимодействие и противоречия».

Грамматика: неличные формы глагола, их обороты и конструкции

Язык специальности: технический текст по профилю подготовки

Работа с текстом: чтение и перевод, отработка и активизация лексики в упражнениях, развитие коммуникативных навыков.

Создание правдоподобного контекста, «конкретного случая» (case study), способствующего обсуждению проблемы, принятия решения, достижения соглашения. Активизация лексики и совершенствование коммуникативных навыков при обсуждении данной проблемы.

**Unit 7** Лексика: «Молодой специалист в научно-профессиональной среде: приоритеты, задачи, проблемы».

Грамматика: логико-смысловые связи: союзы, союзные слова, клишированные словосочетания, вводные обороты и конструкции, слова-сигналы ретроспективной и перспективной связи

Язык специальности: технический текст по профилю подготовки

Работа с текстом: чтение и перевод, отработка и активизация лексики в упражнениях, развитие коммуникативных навыков.

Создание правдоподобного контекста, «конкретного случая» (case study), способствующего обсуждению проблемы, принятия решения, достижения соглашения. Активизация лексики и совершенствование коммуникативных навыков при обсуждении данной проблемы.

**Unit 8** Лексика: Выбранная отрасль, (изучаемая в магистратуре), ее развитие и значение.

Грамматика: условные предложения

Язык специальности: технический текст по профилю подготовки

Работа с текстом: чтение и перевод, отработка и активизация лексики в упражнениях, развитие коммуникативных навыков.

Создание правдоподобного контекста, «конкретного случая» (case study), способствующего обсуждению проблемы, принятия решения, достижения соглашения. Активизация лексики и совершенствование коммуникативных навыков при обсуждении данной проблемы.

**Unit 9** Лексика: Устройство на работу. Работа и обязанности. Названия должностей. Описание структуры организации (компании).

Грамматика: эмфатические конструкции. Инфинитив. Инфинитивные конструкции.

Язык специальности: технический текст по профилю подготовки. Инфинитив. Инфинитивные конструкции

Работа с текстом: чтение и перевод, отработка и активизация лексики в упражнениях, развитие коммуникативных навыков.

Создание правдоподобного контекста, «конкретного случая» (case study), способствующего обсуждению проблемы, принятия решения, достижения соглашения. Активизация лексики и совершенствование коммуникативных навыков при обсуждении данной проблемы.

Образец тестовых заданий по формированию и развитию теоретических и практических знаний, предусмотренных компетенциями, закрепленными за дисциплиной:

1. Read the text "Television" and decide which statements after it are true or false.

**Television**

Television is the electronic transmission of moving images with accompanying sound, sent from a central source or sources to home television screens.

From the 1950s, when television viewing first became common, until the mid-1970s the technology available to the television audience was rather simple and consisted essentially of a TV set. The 1980s, however, witnessed an explosion of new devices for home entertainment. The entire field, including television itself, is now known under the name of video.

Television images can be relayed from one point to another by several transmission systems. One of them uses electromagnetic radiation, or waves, that are sent over the air. Another is cable television using a community antenna or a receiving dish and distributing the signals by cable to subscribers. Yet another method of bringing television signals to the home issatellite transmission. Communications satellites receive signals from the Earth, change signal

frequency, and transmit them back to the Earth.

Nowadays we can speak about two types of television: commercial and noncommercial. Commercial television gets money from advertising when noncommercial television is financed by other sources as well. Probably the best-known noncommercial television system is the British Broadcasting Corporation (BBC), created by royal charter in 1927. The BBC was formed to "educate and enlighten", a philosophy diametrically opposed to the US system, in which commercial broadcasters try to foresee and fulfil viewer preferences.

1. Television sends out electronic signals.

2. The 1970s saw a revolution in TV technologies.

3. Nowadays the name of video is equivalent to the word television.

4. There are at least three ways of sending out moving images.

5. TV signals can't travel in the air.

6. Subscribers to cable television get signals not directly from the transmitter but from a powerful receiving device.

7. Communications satellites are launched to receive and send information.

8. Advertising raises money only for commercial television.

9. The BBC was formed according to the monarch's order.

10. Both American commercial broadcasters and the BBC believe that their aim lies in educating and enlightening.

2. Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами. В4–В13 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию В4–В13.

|  |  |  |
| --- | --- | --- |
| **В4**  **В5**  **В6**  **В7**  **В8**  **В9**  **В10**  **В11**  **В12**  **В13** | I’d like to say that I do look forward to \_\_\_ my favourite film on TV.  In Mike’s view talk shows are the best programmes \_\_\_\_\_\_\_ on a Saturday evening.  Do you mind \_\_\_\_\_ opening the window?  How many times a week do you have to go \_\_\_\_\_?  When we were at the seaside we \_\_\_\_\_ to spend a lot of time on the beach.  If it \_\_\_\_\_ tomorrow, we won’t stay at home and watch TV the whole day. We’ll visit our relatives in the village. What \_\_\_\_\_\_, if you had a lot of money?  He realized that the thief \_\_\_\_\_\_ to him yesterday evening.  They \_\_\_\_\_\_\_ to go out on Sundays.  It was one of \_\_\_\_\_\_ golden sunsets which make the water another sky. | WATCH  SEE  HE  SHOP  USE  NOT RAIN  DO  LIE  NOT ALLOW  THAT |

3. Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В14 —В20, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию В14 —В20

|  |  |  |
| --- | --- | --- |
| **В14**  **В15**  **В16**  **В17**  **В18**  **В19**  **В20** | My elder brother is an astronomer. He is studying the \_\_\_\_\_\_\_\_\_\_\_ stars.  My end-of-term reports contained only \_\_\_\_\_\_\_\_ words about my \_\_\_\_\_\_\_\_\_ in the subjects called English Composition.  It depends where there is a \_\_\_\_\_\_\_\_.  It is \_\_\_\_\_\_\_ to throw these things away, we might be able to use them one day.  My younger sister is very \_\_\_\_\_\_ at foreign languages.  There are a lot of \_\_\_\_\_\_\_ people in Africa. | DISTANCE  COMPLIMENT  ABILITY  VACANT  WASTE  GIFT  LITERATE |

4. Прочитайте тексты и установите соответствие между заголовками 1–5и текстами А–F. Используйте каждую букву только один раз. В задании есть один лишний заголовок.

A. Attracted by the Moon forever

B. A sickle Moon a sign of good fortune

C. Life regulated by the Moon

D. Supersticious beliefs

E. Lunatics and their behaviour

F. Real life not dependent on the Moon

1. Today most of us are pretty used to the moon. There it is in the sky —crescent or half or full... Years ago people lived by the changing phases of the moon. They kept calendars and holidays by the moon. They planted seed in the spring's new moon and harvested in the autumn's full moon. And fishermen all over the world told the morrow's weather by the moon.

2. For many people the moon long remained a mysterious heavenly body that could bring good fortune or ill. It could bring good luck if it was a new moon and you had silver coins in your pocket to jingle. A new moon was also the time to make a wish, take a trip, go a-courting, or cut your hair.

3. But the moon could bring bad luck, too. If you saw a woman combing her hair in the light of the full moon, or you planted seed during the full moon, you would have bad luck. Almost everyone believed that if you slept with moonlight on your face, you'd go crazy. Indeed, so many people believe this that we get the word lunatic from the Latin word for moon, luna.

4. Today, of course, we know that none to these things is true. You can sleep in the moonlight and wake up as normal as you were yesterday. You might harvest your crops in the full moon with poor results or harvest in a sickle moon and do well. You might start your vacation during the new moon and have a flat tire right away.

5. Nevertheless, there it is... the moon, hanging up there in the sky, seeming to change its shape before our very eyes. No wonder people continue to be fascinated by it. Since the beginning of time, they have tried to explain how it got there and why it behaves the way it does. The first people to try to explain the creation and behaviour of the moon were tribal poets and storytellers. There are hundreds of folktales about the moon.

5. Образец текста для анализа.

Science and Society

Young people need to understand how our society depends upon scientific and technological advancement and to realize that science is a basic part of modern living. The scientific process and the knowledge produced cannot be considered to be ends in themselves, except for the classical scientist. A student should understand the relation of basic research to applied research, and the connection between technological developments and human affairs. More of technology than science will be involved in social decisions, but both are important in public policy.

The knowledge and methods of science are of little importance if there is no inclination to use them properly. An open mind, a desire for accurate knowledge, confidence in the procedures for seeking knowledge, and the expectation that the solution of problems will come from the use of tested and proven knowledge –these are among the «scientific attitudes». Science instruction should acquaint students with career possibilities in technical fields and science teaching. A continuous effort should be made to identify and encourage those who develop special interests. They should be given opportunities for some direct experience of a professional nature; they should also learn about the extent of the various science fields and how these fields are related to each other. But it is even more important for young people to acquire those skills and abilities that will enable them to take the responsibilities for expanding their own learning

**TEST**

**Mark the right variant:**

1. Can you come **…** our office at eleven o’clock?

**a.** to **b.** in **c.** at

2. I have an appointment… Mr Brown at ten.

**a.** to **b.** with **c.** by

3. The manager will be along … a few minutes.

**a.** at **b.** in **c.** with

4. The secretary will take you … the office.

**a.** at **b.** in **c.** to

5. Is ten o’clock convenient … you?

**a.** at **b.** on **c.** to

6. Here is … elevator.

**a.** a **b.** an **c.** the

7. Have you got … appointment?

**a.** the **b.** a **c.** an

8. I could come at … quarter past eleven.

**a.** the **b.** an **c.** a

9. … plane arrives at 9.10 a.m.

**a.** A **b.** An **c.** The

10. I’ll pick you up at the hotel … twenty to two.

**a.** at **b.** in **c.** on

11. He is coming to Moscow … 2 January.

**a.** at **b.** in **c.** on

12. She is leaving to New York … February 3.

**a.** in **b.** on **c.** at

13. I’d like you … Mr Chaney.

**a.** to meet **b.** to have met **c.** to be met

14. How do you like … here?

**a.** it **b.** this **c.** ---

15. I … to go, I’m afraid.

**a.** have **b.** must **c.** should

**TEST**

**Mark the right variant:**

1. Could I speak … Mr Stenley?

**a.** to **b.** at **c.** for

2. I am putting you through … Mr Neil.

**a.** to **b.** for **c.** by

3. Would you like to leave a message … Mrs Cart?

**a.** to **b.** for **c.** at

4. This is John Stevenson…

**a.** saying **b.** speaking **c.** telling

5. Mrs Groffey is away … business now.

**a.** at **b.** in **c.** on

6. He isn’t … his office now, I’m afraid.

**a.** to **b.** in **c.** of

7. Do you think you could find him … me?

**a.** by **b.** for **c.** with

8. I’ll hold on if it … take too long.

**a.** doesn’t **b.** don’t **c.** does

9. He isn’t available … the moment.

**a.** in **b.** at **c.** to

10. Hold … line, please.

**a.** a **b.** the **c.** on

11. Just … moment, please.

**a.** a **b.** an **c.** the

12. Sorry to have … you waiting.

**a.** keep **b.** kept **c.** keeping

13. Who is that …, please?

**a.** call **b.** calls **c.** calling

14. Will you repeat …, please?

**a.** it **b.** so **c.** again

15. Just … him I’m in London.

**a.** say **b.** tell **c.** speak

**TEST**

**Mark the right variant:**

1. These administrative questions come … the sphere of the company secretary.

**a.** in **b.** into **c.** to

2. What letters stand … the end of the name of this company?

**a.** in **b.** to **c.** at

3. The company is owned … shareholders.

**a.** by **b.** to **c.** of

4. The companies are divided … two groups.

**a.** to **b.** into **c.** in

5. This company may offer its shares … the public.

**a.** with **b.** to **c.** into

6. This is not … limited liability company.

**a.** a **b.** an **c.** ---

7. Most probably it is not … very big company.

**a.** the **b.** --- **c.** a

8. It is absolutely clear this is … English company.

**a.** --- **b.** an **c.** a

9. We do not know who … the company.

**a.** heads **b.** head **c.** is headed

10. The company secretary is the chief administrative … of the company.

**a.** office **b.** offices **c.** officer

11. When was he … Sales Manager?

**a.** appointment **b.** appoint **c.** appointed

12. It is a joint - … company, isn't it?

**a.** stocks **b.** stock **c.** stocked

13. The head of the company is Chairman of … Board of Directors.

a) the b) a c) an

14. What is the structure… the corporation?

**a.** by **b.** to **c.** of

15. The broad of Directors is … by the President of the corporation.

**a.** head **b.** headed **c.** heads

**TEST**

**Mark the right variant:**

1.I don’t want … much of your time.

**a.** take **b.** to take **c.** takes

2. Let’s … to business.

**a.** sit **b.** get **c.** get down

3. What question would you like … first?

**a.** to discuss **b.** discuss **c.** discussion

4. We are satisfied … the goods we have received.

**a.** of **b.** on **c.** with

5. We are prepared to place a substantial order … you.

**a.** with **b.** by **c.** on

6. If the order … big enough we can give you a discount.

**a.** was **b.** will be **c.** is

7. If you … us a discount we will place a big order.

**a.** grant **b.** will grant **c.** shall grant

8. We hope you will grant us … discount.

**a.** an **b.** a **c. --**

9. They gave us a 5 % discount … the price.

**a.** off **b.** in **c.** at

10. We would like to know … about your goods.

**a.** many **b.** any **c.** more

11. If the samples are of … standard we require we will place a big order.

**a.** the **b.** a **c.** an

12. Our goods are of … high quality.

**a.** the **b.** an **c. ---**

13. It would be helpful if you send us … samples.

**a.** any **b.** no **c.** some

14. They usually sell the goods at very … prices.

**a.** compete **b.** competing **c.** competitive

15. We hope to hear from you in … near future.

**a.** a **b.** the **c.** an

**TEST**

**Mark the right variant:**

**1.** Output of cars is rising, with … increase of 6 per cent.

**a.** a **b.** an **c. ---**

2. Sales are increasing as a result … higher sales in Asia.

**a. --- b.** of **c.** to

3. The production is constantly …

**a.** rise  **b.** rose **c.** rising

4. Now the production is running more … 10 % above last year.

**a.** than  **b.** then **c.** that

5. Output for export continues …

**a.** climb  **b.** climbs **c.** climbing

6. At the start of the year the radio … was slow.

**a.** product  **b.** products **c.** production

7. The production figures for the year are very …

**a.** disappoint  **b.** disappointing **c.** disappointed

8. The production fell for reasons … our control.

**a.** of  **b.** off **c.** beyond

9. The outstanding sum is three … dollars.

**a.** thousand  **b.** thousands **c.** thousandth

10. We remember payment was … in September.

**a.** duely  **b.** due **c.** due to

11. The fire which occurred at our warehouse caused … losses.

**a.** excessively **b.** excessive **c.** exceed

12. We have not been compensated for our loses … full.

**a.** to  **b.** for **c.** in

13. May we ask you … to our payment in June?

**a.** agree **b.** agreed **c.** to agree

14. We need to point out that these circumstances are …

**a.** except **b.** exceptional **c.** exceptionally

15. We trust you will understand our… position.

**a.** present **b.** at present **c.** presence

**TEST**

**Mark the right variant:**

1. PR is a notion widely … in many languages.

**a.** use **b.** using **c.** used

2. The letters MPR stand for ‘marketing public … ‘

**a.** relate **b.** relates **c.** relations

3. Companies use MPR to convey information … potential customers.

**a.** to **b.** in **c.** by

4. Professionals in public relations use … methods of work.

**a.** differ **b.** different **c.** differently

5. They arrange press conferences, issue press releases … packs, etc.

**a.** media **b.** midi **c.** medium

6. We are writing to ask you … our guest on 2 September.

**a.** is **b.** to be **c.** to have been

7. We are sure our clients will be glad to listen … your talk.

**a.** for **b.** into **c.** to

8. We hope you will agree to answer … the questions of those present.

**a.** to **b.** on **c. ---**

9. It would be useful if you could come … the hotel an hour earlier.

**a.** to **b.** at **c.** in

10. We hope the meeting will bring the operations of our company to the attention … an interested group of businessmen.

**a.** by **b.** of **c.** with

11. We are planning … a new product in three months’ time.

**a.** to launch **b.** launch **c.** launched

12. We stopped … that model a few months ago.

**a.** produced **b.** producing **c.** production

13. Let me say a few words about the … price.

**a.** sell **b.** sold **c.** selling

14. We are sure this product will … well with existing brands.

**a.** compete **b.** competed **c.** competing

15. Thank you for …

**a.** listen **b.** listener **c.** listening

**Вопросы для самопроверки**

1. How often do you have meetings in English?

2. Which of the meetings (team, board, kick-off, progress, shareholder) do you attend?

3. What other types of meetings do you have?

4. Are your meetings with colleagues from your company or with contacts from other companies?

5. Are the meetings you attend formal or informal?

6. What are the ways to make a meeting more effective?

7. What are the advantages and disadvantages of formal and informal meetings?

8. What pieces of advice can you give to chair people?

9. In which order of importance would you put the five golden rules?

10. What are the advantages and disadvantages of video conferencing?

11. What problems can users have with video conferencing?

12. How could these problems be overcome?

13. Have you ever participated in a video conference? If so, what did you like or dislike? If not, would you like to?

14. Are there more similarities than differences in the way that people from different cultures behave in meetings?

15. What cultural differences have you encountered when doing business with people from abroad?

16. What advice about business meetings in your country would you offer to someone from another culture?

17. After a meeting is finished, do you prefer to socialize with your business partners over a drink in a pub, or would you rather take them to a cultural event such as the theatre?

18. Can you offer advice about socializing with people from other cultures that you have worked with?

19. What advice would you offer a visitor to your country about the after-hours business culture?