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«ПЕРМСКИЙ ГУМАНИТАРНО-ТЕХНОЛОГИЧЕСКИЙ КОЛЛЕДЖ»
(АНО ПО «ПГТК»)



ФРНД ОЦЕНОЧНЫХ СРЕДСТВ
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ
ОГСЭ.03 «ИНОСТРАННЫЙ ЯЗЫК»

для специальности

09.02.03 Программирование в компьютерных системах

(код и наименование специальности)

Квалификация выпускника
Техник-программист
(базовая подготовка)

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Фонд оценочных средств предназначен для студентов и преподавателей АНО ПО «ПГТК».

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1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

1.1. Общие положения

Фонд оценочных средств (ФОС) предназначен для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины «Иностранный язык (английский)».

ФОС включают контрольные материалы для проведения текущей и промежуточной аттестаций.

1.2. Требования к результатам освоения дисциплины

В результате освоения дисциплины обучающийся должен:

Результаты обучения (освоенные умения, усвоенные знания)	Основные показатели оценки результатов
Уметь —общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; —переводить (со словарем) иностранные тексты профессиональной направленности;	<ul style="list-style-type: none">- понимание партнера, правильное реагирование на реплики партнера, разнообразие своих реплик;- понимание в прослушиваемом тексте запрашиваемой информации или определение в нем ее отсутствия;- создание связного письменного высказывания в жанре личного и делового письма (развернутое сообщение в соответствии с коммуникативной целью, запрос информации, соблюдение принятых в иностранном языке норм вежливости); заполнение различных видов анкет, сообщение сведений о себе в форме, принятой в стране/странах изучаемого языка <ul style="list-style-type: none">- использование двуязычного словаря, адекватный выбор контекстуального значения слова;- использование контекстуальной и языковой догадки при переводе текста с иностранного языка на русский;

<p>—самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.</p>	<ul style="list-style-type: none"> - чтение текстов разных стилей (публицистические, профессиональные, научно-популярные и технические), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи; - полнота и точность передачи содержания текста при переводе с иностранного языка; - распознавание лексических единиц и грамматических явлений в иноязычном тексте; - понимание структурно-смысловых связей текста; - ориентация в различных источниках информации, критическое оценивание и интерпретация информации, получаемой из различных источников; - составление словаря новой лексики; - употребление новой лексики в устной и письменной речи; - выполнение творческих заданий и заданий по внеаудиторной самостоятельной работе - применение изученных лексических единиц и грамматических конструкций в устной и письменной речи - понимание смысла высказывания на изучаемом иностранном языке в различных ситуациях общения;
<p>Знать:</p> <p>—лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.</p>	<ul style="list-style-type: none"> - составление словаря новой лексики; - употребление новой лексики в устной и письменной речи; - понимание основного содержания аутентичных аудио- или видеотекстов познавательного характера на темы, предлагаемые в рамках курса, извлечение из них необходимой информации; - понимание основного содержания письменных текстов; - понимание структурно-смысловых связей текста.

2. РЕЗУЛЬТАТЫ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ, ПОДЛЕЖАЩИЕ ПРОВЕРКЕ

В результате контроля и оценки по УД осуществляется проверка следующих умений и знаний:

Результаты освоения (объекты оценивания)	Основные показатели оценки результата и их критерии	Тип задания; № задания	Форма аттестации (в соответствии с учебным планом)	
У1. Умение аудировать	<ul style="list-style-type: none"> - воспринимать на слух речь учителя и диктора в звукозаписи, построенную в основном на изученном материале и включающую до 3% незнакомых слов, о значении которых можно догадываться и незнание которых не влияет на понимание прослушанного. - выделять ключевые слова и основную идею звучащей речи; - распознавать смысл монологической и диалогической речи; - воспринимать на слух материалы по тематике специальности средней трудности. 	ПЗ*№1	Текущий контроль: Задания по аудированию; контрольная работа;	Дифф. зачет
У2. Умение говорить	<ul style="list-style-type: none"> - правильно артикулировать и произносить гласные и согласные звуки; - правильно употреблять разговорные формулы (клише) в коммуникативных ситуациях; - составлять связный текст с 	ПЗ*№2	Текущий контроль: Собеседование; защита проекта; устный перевод	Дифф. зачет

	<p>использованием ключевых слов на бытовые и профессиональные темы;</p> <ul style="list-style-type: none"> - представить устное сообщение на заданную тему (с предварительной подготовкой); - воспроизвести краткий или подробный пересказ прослушанного или прочитанного текста; - беседовать, используя элементы описания, повествования и рассуждения по тематике текущего года обучения и предыдущих лет обучения - обсуждать прочитанные и прослушанные тексты, выражая свое мнение и отношение к изложенному. 		<p>текстов;</p> <p>контрольная работа</p>	
<p>У3.</p> <p>Умение читать</p>	<ul style="list-style-type: none"> - грамотно читать новые тексты общекультурного, общенаучного характера и тексты по специальности; - определять содержание текста по знакомым словам, интернациональным словам, географическим названиям и т.п.; - распознавать значение слов по контексту; - выделять главную и второстепенную информацию; - переводить (со словарем) бытовые, литературные и специальные тексты с иностранного на русский и с русского на иностранный язык; 	ПЗ*№3	<p>Текущий контроль:</p> <p>Собеседование; защита проекта; устный и письменный перевод текстов; контрольная работа</p>	<p>Дифф. зачет</p>
<p>У4.</p> <p>Умение писать</p>	<ul style="list-style-type: none"> - правильно писать текст под диктовку; - письменно излагать содержание 	ПЗ*№4	<p>Текущий</p>	<p>Дифф. зачет</p>

	<p>прочитанного текста</p> <p>- письменно переводить текст на иностранный язык;</p>		<p>контроль:</p> <p>защита проекта;</p> <p>письменный перевод текстов;</p> <p>контрольная работа</p>	
<p>У5.</p> <p>Знание фонетики</p> <p>31.</p> <p>Знание фонетических обозначений английского языка</p>	<p>- различать характерные особенности иностранной языковой речи</p> <p>- воспроизводить все звуки иностранного языка, интонацию повелительных, повествовательных (утвердительных и отрицательных) и вопросительных предложений.</p>	ПЗ*№5	<p>Текущий контроль:</p> <p>Устное чтение текстов;</p> <p>контрольная работа</p>	Дифф. зачет
<p>У6.</p> <p>Знание грамматики, лексики и фразеологии</p> <p>32.</p> <p>- лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессионал</p>	<p>Систематизировать, объяснить и дать примеры грамматических правил и явлений. Правильно применять в речи грамматические конструкции и структуры.</p> <p>Систематизировать по темам 2000 слов для рецептивного усвоения</p> <p>Систематизировать и представить 600 слов для продуктивного усвоения.</p>	ПЗ*№6	<p>Текущий контроль:</p> <p>Собеседование;</p> <p>защита проекта;</p> <p>устный и письменный перевод текстов;</p> <p>контрольная работа</p>	Дифф. зачет

ьной направленност и.				
У7. Уметь использовать приобретенны е знания и умения в практической деятельности и повседневной жизни	Представить рефераты, доклады, сообщения, презентации, научно- практические работы.	ПЗ*№7	Текущий контроль: Собеседование; защита проекта; устный и письменный перевод текстов; контрольная работа	Дифф. зачет

ПЗ* – Практическое задание

В результате контроля и оценки по УД осуществляется проверка следующих компетенций:

ОК 1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.

ОК 2. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.

ОК 3. Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность.

ОК 4. Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития.

ОК 5. Использовать информационно-коммуникационные технологии в профессиональной деятельности.

ОК 6. Работать в коллективе и в команде, эффективно общаться с коллегами, руководством, потребителями.

ОК 7. Брать на себя ответственность за работу членов команды (подчиненных), за результат выполнения заданий.

ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.

ОК 9. Ориентироваться в условиях частой смены технологий в профессиональной деятельности.

3. ОЦЕНКА ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ

3.1. Формы и методы оценивания по разделам дисциплины

Раздел 1. Вводно-коррективный

- тестирование (входной контроль);
- проверка навыков чтения слов на иностранном языке;
- письменная речевая работа (включает грамматические упражнения по темам: настоящее длительное и простое время, прошедшее простое время);
- проверка навыков аудирования;
- проверка навыков монологической речи (высказывания по устной разговорной теме «Автобиография»).

Раздел 2. Социокультурная сфера

Проверка умений чтения и понимания содержания текстов:

- проверка навыков чтения текста на иностранном языке;
- лексический / терминологический диктант;
- проверка навыков аудирования;
- проверка навыков диалогической речи:
- проведение беседы по теме;
- проверка проектной работы;
- проверка навыков монологической речи (высказывания по устной разговорной теме);
- письменная речевая работа (включает грамматические и лексические упражнения);
- контрольная работа.
- собеседование по разделу 2.

Раздел 3. Профессионально ориентированный

Проверка умений чтения и понимания содержания текстов:

- проверка навыков чтения и перевода текстов на иностранном языке;
- лексический / терминологический диктант;
- письменная речевая работа (включает грамматические и лексические упражнения);
- составление официального письма;
- составление резюме;
- проверка умений чтения и перевода оригинального текста профессионально-ориентированного характера;
- контрольная работа;
- защита проекта по разделу 3.

В процессе контроля оцениваются результаты обучения на уровнях: знания, понимания, умения, применения.

В процессе защиты практических работ оцениваются результаты обучения на уровнях: знания, применения.

3. 2 Критерии оценивания

3.2.1 Контрольные работы

Оценка «5» - Все контрольные работы выполнены с оценкой отлично. Обучающийся логично строит монологическое высказывание в соответствии с коммуникативной задачей, сформулированной в задании. Лексические единицы и грамматические структуры используются уместно. Ошибки практически отсутствуют. Речь понятна: практически все звуки произносятся правильно, соблюдается правильная интонация. Учащийся логично строит диалогическое общение в соответствии с коммуникативной задачей; демонстрирует умения речевого взаимодействия с партнёром: способен начать, поддержать и закончить разговор. Лексические единицы и грамматические структуры соответствуют поставленной коммуникативной

задаче. Ошибки практически отсутствуют. Речь понятна: практически все звуки произносятся правильно, соблюдается правильная интонация.

Оценка «4» - Контрольные работы выполнены на оценку не ниже «Хорошо». Обучающийся логично строит монологическое высказывание в соответствии с коммуникативной задачей, сформулированной в задании. Лексические единицы и грамматические структуры соответствуют поставленной коммуникативной задаче. Учащийся допускает отдельные лексические или грамматические ошибки, которые не препятствуют пониманию его речи. Речь понятна, учащийся не допускает фонематических ошибок. Учащийся логично строит диалогическое общение в соответствии с коммуникативной задачей. Учащийся в целом демонстрирует умения речевого взаимодействия с партнёром: способен начать, поддержать и закончить разговор. Используемый словарный запас и грамматические структуры соответствуют поставленной коммуникативной задаче. Могут допускаться некоторые лексико-грамматические ошибки, не препятствующие пониманию. Речь понятна: практически все звуки произносятся правильно, в основном соблюдается правильная интонация.

Оценка «3» - Все контрольные работы выполнены не ниже, чем «Удовлетворительно». Обучающийся логично строит монологическое высказывание в соответствии с коммуникативной задачей, сформулированной в задании, но высказывание не всегда логично, имеются повторы. Допускаются лексические и грамматические ошибки, которые затрудняют понимание. Речь в целом понятна, учащийся в основном соблюдает правильную интонацию. Учащийся логично строит диалогическое общение в соответствии с коммуникативной задачей. Однако учащийся не стремится поддерживать беседу. Используемые лексические единицы и грамматические структуры соответствуют поставленной коммуникативной задаче. Фонематические, лексические и грамматические ошибки не затрудняют общение. Но встречаются нарушения в использовании лексики. Допускаются отдельные грубые грамматические ошибки.

Оценка «2» - В остальных случаях.

3.2.2 Проверка умений чтения и понимание содержания текста

- *Оценка «5»* ставится студенту, когда он полностью понял несложный оригинальный текст (публицистический, научно-популярный; инструкцию или отрывок из туристического проспекта). Он использовал при этом все известные приемы, направленные на понимание читаемого (смысловую догадку, анализ).

- *Оценка «4»* выставляется студенту, если он полностью понял текст, но многократно обращался к словарю.

- *Оценка «3»* ставится, если студент понял текст не полностью, не владеет приемами смысловой переработки информации.

- *Оценка «2»* ставится в том случае, когда текст не понят студентом. Он с трудом ищет незнакомые слова в словаре.

3.2.3 Аудирование (Проверка понимания речи на слух)

- *Оценка «5»* ставится студенту, который понял основные факты, сумел выделить значимую информацию, догадался о значении незнакомых слов по контексту, сумел использовать значимую информацию для решения поставленной задачи.

- *Оценка «4»* ставится студенту, который понял не все основные факты. При решении коммуникативной задачи он использовал только 2/3 информации.

- *Оценка «3»* свидетельствует, что студент понял только 50% текста. Отдельные моменты понял неправильно. Не сумел полностью решить поставленную перед ним коммуникативную задачу.

- **Оценка «2»** ставится, если студент понял менее 50% текста и выделил из него менее половины основных фактов. Он не смог решить поставленную перед ним коммуникативную задачу.

3.2.4 Собеседование. Проверка навыков монологической /диалогической речи

- **Оценка «5»** ставится студенту, который сумел решить речевую задачу, правильно употребив при этом языковые средства. В ходе диалога студент умело использовал активные реплики, в речи отсутствовали ошибки, нарушающие коммуникацию.

- **Оценка «4»** ставится студенту, который решил речевую задачу, но произносимые в ходе диалога реплики были несколько сбивчивыми. В речи были паузы, связанные с поиском средств выражения нужного значения. Практически отсутствовали ошибки, нарушающие коммуникацию.

- **Оценка «3»** выставляется студенту, если он решил речевую задачу не полностью. Некоторые реплики преподавателя вызывали у него затруднения. Наблюдались паузы, мешающие речевому общению.

- **Оценка «2»** выставляется студенту, если он не справился с решением речевой задачи. Затруднялся ответить на побуждающие к говорению речевые реплики преподавателя. Коммуникация не состоялась.

3.2.5 Критерии оценки проекта

- **Оценка «5»** ставится студенту, который сумел решить речевую задачу, правильно употребив при этом языковые средства. В презентации проекта присутствует стилевое единство, уместно использован активный словарь. Представлены выводы, обоснованные с научной точки зрения. Фактические ошибки отсутствуют. Допускается 1-2 недочета.

- **Оценка «4»** ставится студенту, который решил речевую задачу, но произносимые в ходе защиты проекта реплики были несколько сбивчивыми.

В речи были паузы, связанные с поиском средств выражения нужного значения. Допущена фактическая ошибка. Допускается 3-4 речевых недочета. Допускается незначительная перегрузка наглядного материала информацией.

- **Оценка «3»** выставляется студенту, если в проекте допущены существенные отклонения от темы. Имеются отдельные фактические неточности. Допущены нарушения в последовательности изложения наглядного материала. Беден словарь. Встречается неправильное словоупотребление. Стиль наглядного материала работы не отличается единством. Речь недостаточна выразительна. Единый стиль оформления проекта нарушен.

- **Оценка «2»** выставляется студенту, если он не справился с решением поставленной задачи. Высказывание было небольшим по объему (не соответствовало требованиям программы). Наблюдалась узость активного словаря. Студент допускал большое количество языковых и фонетических ошибок. Стиль наглядного материала работы не отличается единством.

3.2.6. Критерии оценивания внеаудиторной самостоятельной работы

Внеаудиторной самостоятельной работы являются:

уровень усвоения студентом учебного материала;

умение использовать теоретические знания при выполнении практических задач;

сформированность общенаучных умений, обоснованность и четкость изложения ответа;

оформление материала в соответствии с требованиями.

Оценка «5» - работа выполнена по установленному заданию, тема актуальна и раскрыта полностью, содержание соответствует теме, приведены необходимые пояснения, все вопросы логически связаны. Обучающийся проявил самостоятельность. Работа сдана в срок, выполнена аккуратно, имеет приложения в виде иллюстраций, таблиц, схем.

Оценка «4» - работа имеет несущественное несоответствие заданию, тема раскрыта полностью, однако приведены не все необходимые пояснения, логика в раскрытии вопроса частично нарушена. Работа сдана в установленный срок, имеет приложения.

Оценка «3» - работа имеет существенное несоответствие заданию, тема раскрыта частично, нет необходимых пояснений, логическая связь между вопросами нарушена. Степень самостоятельности невысокая. Приложения имеются, но выполнены неаккуратно.

Оценка «2» - работа выполнена не полностью, не в срок, обучающийся не понимает содержания работы, оформление небрежно

Перечень внеаудиторной самостоятельной работы

Сообщение – это один из видов монологической речи, публичное, развёрнутое, официальное, сообщение по определённому вопросу, основанное на привлечении документальных данных. Цель доклада – сообщение информации на определённую тему.

Электронная презентация – это набор слайдов, призванных быстро и эффективно донести до аудитории некоторую информацию или в чём-либо её убедить. Презентация позволяет дополнять информацию изображениями и спецэффектами: различные виды представления изображений или информации, а также анимация. Всё это повышает интерес слушателей к представляемой информации и эффективность её восприятия. Количество слайдов в презентации может варьироваться, но не должно быть менее 10 и более 20.

Диалог — форма устного или письменного обмена высказываниями (репликами) в разговоре между двумя и более людьми. Это творческая работа, в которой студент составляет диалог между двумя собеседниками, указанными в задании или выбранными студентом самостоятельно в соответствии с предложенной темой. Диалог состоит не менее чем из 5 и не более чем из 10 реплик со стороны каждого участника.

Резюме – краткое изложение биографии человека, информация об образовании и квалификации, о предыдущих местах работы, о владении иностранными языками, описание навыков и способностей, личные данные. Как правило, резюме занимает одну печатную страницу.

4. КОНТРОЛЬНО-ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

4.1 Тесты к входному контролю

Вариант №1

Выберите правильный вариант ответа.

1 The Browns ... a nice house in the country.

- a. have got
- b. has got
- c. are
- d. is

2 ... Smiths have a son and a daughter..

- a. —
- b. The
- c. A
- d. An

3 Выберите вопрос к выделенному тексту. Mrs. Laura is in her office.

- a. Where
- b. How
- c. When
- d. What

4 We'll go for a walk if ... sun comes out.

- a. a
- b. —
- c. the
- d. this

5 The weather is (good) ... it was last month.

- a. the best than
- b. as better as
- c. the better than
- d. better than

6 There was nobody at home, ... ?

- a. were they
- b. weren't they
- c. was there
- d. wasn't there

7 You (sing) a lovely song when I entered the room.

- a. had sung
- b. was singing
- c. sang
- d. were singing

8 Run downstairs. Your sister (wait) for you.

- a. has waited
- b. waits
- c. is waiting
- d. was waiting

9 He (sleep) when you come back tonight.

- a. had slept
- b. sleeps
- c. will sleep
- d. will be sleeping

10 We (not/ have) a holiday last year.

- a. haven't have
- b. hadn't have
- c. didn't have
- d. weren't have

11 ... it (stop) raining yet?

- a. has it stopped
- b. does it stop
- c. is it stopped
- d. did it stop

12 After I (write) all my letters, I went to the kitchen to make coffee.

- a. was writing
- b. has written
- c. had written
- d. wrote

13 By the time I come they (go).

- a. will be going
- b. will be gone
- c. will have gone
- d. will go

14 Listen! Somebody (sing) a lovely song.

- a. has been sung
- b. sang
- c. sings
- d. is singing

15 Kate ... concerts once or twice a week.

- a. is giving usually
- b is usually giving
- c. usually gives
- d. gives usually

16 While my son (wait) for my call, somebody knocked at the door.

- a. was waiting
- b. has been waited
- c. waited
- d. had waited

17 We were late. The meeting (start) an hour before.

- a. had started
- b. was starting
- c. starts
- d. started

18 I ... some photos to be developed. Are they ready?

- a. had left
- b. am leaving
- c. leave
- d. have left

19 He (come) at eight in the evening.

- a. will have come
- b. will come
- c. will be coming
- d. will comes

20 Mr. Smith ... for me when I arrived.

- a. waited
- b. has waited
- c. was waiting
- d. waits

21 We expected the Harrisons (arrive) later than usual.

- a. arrive
- b. to arrive
- c. arrived
- d. arrives

22 ... I speak to Jane, please?

- a. shall
- b. could
- c. must
- d. ought

23 I am afraid I (forget) my book at home.

- a. forgot
- b. have been forgotten
- c. have forgotten
- d. has forgotten

24 Bad news (travel) fast.

- a. is traveling
- b. travel
- c. travels
- d. has traveled

25 Three weeks later I (leave) for Moscow.

- a. had left
- b. leaved
- c. left
- d. was leaving

ANSWERS:

1.a	8.c	15.c	22.b
2.b	9.d	16.a	23.c
3.a	10.c	17.a	24.c
4.c	11.a	18.d	25.c
5.d	12.c	19.b	
6.d	13.c	20.c	
7.d	14.d	21.c	

Вариант №2

1.Are you a student ?

- a)Yes, I am
- b)No, I am not

2.Are you from Russia?

- a)Yes, I am
- b)No, I'm not

3. Mary has an

- a) Gucci bag

- b) passport
- c) Ericsson mobile phone
- d) HP computer

4. Where... you from?

- a) is
- b) are
- c) am
- d) do

5. This is ... profile.

- a) of Ann's
- b) Ann
- c) Anns'
- d) Ann's

6. How many ... are there on the table?

- a) cans of cola
- b) cheese
- c) cup
- d) bread

7. There is a ... in the fridge.

- a) milk
- b) apple
- c) butter
- d) sandwich

8. My Mum ... shopping every day.

- a) is going

- b) go
- c) goes
- d) don't go

9. Do you live in Madrid?

- a) Yes, I live
- b) Yes, I do
- c) Yes, I am
- d) Yes, I did

10. My uncle ... a new car yesterday.

- a) did buy
- b) bought
- c) buys
- d) buy

11 Закончите предложение (правильный ответ оценивается в 1 балл)

- 1. A person who build a house is called a....
- 2. A person who mends cars is called a ...
- 3. If we want to buy some meat we go to the...
- 4. A room where you cook food is called... .

12 Укажите предложения содержащие ошибку, поставив галочку.

(Правильный ответ оценивается в 1 балл)

- 1. He not lives in Madrid.
- 2. What's your job? I'm a policeman.
- 3. My uncle has 25 years old.

13 Установите соответствие:

Irregular verbs:

- | | |
|---------|---------|
| a)do | 1)went |
| b)have | 2)had |
| c)go | 3)wrote |
| d)write | 4)made |
| e)make | 5)did |

14. Questions and answers.

- | | |
|--|------------------------------|
| a) How much is this? | 1) Oh, good luck! |
| b) Would you like a cup of tea? | 2) Twenty dollars. |
| c) It's my English exam today. | 3) It's 9.00 in the morning. |
| d) What time is it in London? | 4) No, thanks. |
| e) Can I have a glass of cola, please? | 5) Small or large? |

15. The times.

- | | |
|--------------------------|-------------------------------|
| a) It's six thirty-five. | 1) It's quarter to six. |
| b) It's four ten. | 2) It's twenty past eleven. |
| c) It's eleven twenty. | 3) It's ten past four. |
| d) It's five forty-five | 4) It's twenty-five to seven. |

16. Vocabulary: describing people.

- | | |
|--|------------------|
| a) Craig always says please and thank you. | 1) trendy |
| b) Alison always wears cool and fashionable clothes. | 2) communicative |
| c) Samantha loves meeting new people. | 3) handsome |
| d) Eric is a really good-looking guy, isn't he? | 4) polite |

ANSWERS:

- | | | | |
|-----|-----|-------------------------------|--------------------|
| 1.a | 5.d | 9.b | 13. a-5, b-2, c- |
| 2.a | 6.a | 10.b | 1, d-3, e-4 |
| 3.c | 7.d | 11. builder, mender\mechanic, | 14. a-2, b-4, c-1, |
| 4.b | 8.c | butcher's, kitchen | d-3, e-5 |
| | | 12. 1- doesn't live, 3 -is | 15. a-4, b-3, c-2, |
| | | | d-1 |

4.2 Контрольно-оценочные материалы для промежуточной аттестации по учебной дисциплине

Практическое задание №1

Вариант 1

1. Listen to two people at an IT conference. Complete this dialogue.

- Hi, Don. (1)_____ are you?
- I'm (2)_____ thanks, Penelope. And you?
- I'm OK. Bit tired from the flight.
- Right.
- _____ (3) workshop _____ (4) you want to attend today, Don?
- I want to go to the CISCO network security workshop.
- Sounds interesting. What time does it start?
- It (5)_____ at 9.15.
- And (6)_____ does it finish?
- It (7)_____ at 4.00 in the afternoon.
- Well, I (8)_____ to attend the Microsoft Windows Applications workshop. It (9)_____ at 8.30 am and (10)_____ at 6.00 pm. But they have two breaks, at 10.30 and 12.45.
- That's good.
- Hope you enjoy your session.
- You too. See y ou around.

[P = Penelope; D = Don]

D: It starts at 9.15.

P: And when does it finish?

D: It finishes at 4.00 in the afternoon.

P: Well, I want to attend the Microsoft Windows Applications workshop. It begins at 8.30 am and ends at 6.00 pm. But they have two breaks, at 10.30 and 12.45.

D: That's good.

P: Hope you enjoy your session.

D: You too. See you around.

Вариант 2

1. Listen and complete this dialogue.

-Bob, can you (1)_____ me, please?

- Sure.

- I don't understand this acronym. What does it (2)_____ for?

- Let me see. 'W3'. I 'm not sure. Maybe WWW, the World Wide Web.

- OK. What does P2P stand for?

- _____(3) stands for person-to-person.

- OK. What does IP (4)_____ ?

- It means Internet Protocol.

- How do you (5)_____ 'Protocol'?

- p - r - o - t - o - c - o - l.

- Thanks.

- You're welcome.

Audioscript

[A = Andrei ; B = Bob]

A: Bob, can you help me, please?

B: Sure.

A: I don ' t understand this acronym. What does it stand for?
B: Let me see. W3. I 'm not sure. Maybe WWW, the World Wide Web.
A: OK. What does P2P stand for?
B: It stands for person-to-person.
A: OK. What does IP mean?
B: It means Internet Protocol.
A: How do y o u spell 'Protocol'?
B: p - r - o - t - o - c - o - l.
A: Thanks.
B: You're welcome.

Вариант 3

1. Listen to two colleagues and complete this dialogue.

Bob: What do you think? Which (1)_____ is better for the sales team?
Daisy: I'm not sure. This computer has a (2)_____ memory and I think it has a
(3)_____ processor.
Bob: And the other one?
Daisy: Well, it is (4)_____
Bob: And (5)_____
Daisy: Yes, you're right. Lighter and smaller.
Bob: But the bigger one is (6)_____
Daisy: So what is our decision?
Bob: I'm not sure. Let's go for a coffee and discuss this again.

Audioscript

[B = Bob; D = Daisy]

B: What do you think? Which laptop is better for the sales team?
D: I'm not sure. This computer has a bigger memory and I think it has a better
processor.
B: And the other one?

D: Well, it is smaller.

B: And lighter.

D: Yes, you're right. Lighter and smaller.

B: But the bigger one is cheaper.

D: So what is our decision?

B: I'm not sure. Let's go for a coffee and discuss this again.

Вариант 4

1. Listen to two colleagues discussing software and complete this dialogue.

- What do you think about these three photo imaging packages?
- It's a difficult choice. All three are very good but they have different strengths.
- I agree.
- Serif Image Plus has (1)_____ image (2)_____
- OK.
- But Magic Extreme has the (3)_____ processing of images.
- You're right. Also, Serif has (4)_____ special(5)_____ But what about Snap Pro?
- Well, it has the (6)_____ dubbing options.
- And Snap Pro is the best for (7)_____.
- I'm not sure. Serif has (8)_____ (9)_____
- Which is the most expensive?
- Oh, Serif Image Plus.
- And the cheapest?
- Snap Pro.
- Let's get Snap Pro then.
- I'm still not sure!

Audioscript

[T = Tim ; S = Simone]

T: What do you think about these three photo imaging packages?

S: It's a difficult choice. All three are very good but they have different strengths.

T: I agree.

S: Serif Image Plus has the best image correction .

T: OK.

S: But Magic Extreme has the fastest processing of images.

T: You're right. Also, Serif has the best special effects. But what about Snap Pro?

S: Well, it has the best dubbing options .

T: And Snap Pro is the best for burning photos.

S: I'm not sure. Serif has the most efficient compression.

T: Which is the most expensive?

S: Oh, Serif Image Plus.

T: And the cheapest?

S: Snap Pro.

T: Let's get Snap Pro then.

S: I'm still not sure!

Практическое задание № 2

Составить монолог по теме:

1. Система образования в Великобритании
2. Система образования в США
3. Политическая система Великобритании
4. Политическая система США
5. Наука и технология
6. Выдающиеся изобретатели и их изобретения
7. Проблемы экологии
8. Средства массовой информации
9. Путешествие
- 10.Поездка за границу

- 11.Профессии.
- 12.Профессиональные качества
- 13.История создания компьютера
- 14.Персональный компьютер
- 15.Аппаратное обеспечение
- 16.Программное обеспечение
- 17.Виды данных
- 18.Компьютерные языки
- 19.Языки программирования
- 20.Виды ошибок в программировании
- 21.Интернет
22. Будущее компьютерных технологий

Составить диалог по теме:

1. Система образования в Великобритании
2. Система образования в США
3. Политическая система Великобритании
4. Политическая система США
5. Наука и технология
6. Выдающиеся изобретатели и их изобретения
7. Проблемы экологии
8. Средства массовой информации
9. Путешествие
- 10.Поездка за границу
- 11.Профессии.
- 12.Профессиональные качества
- 13.История создания компьютера
- 14.Персональный компьютер
- 15.Аппаратное обеспечение
- 16.Программное обеспечение

- 17.Виды данных
- 18.Компьютерные языки
- 19.Языки программирования
- 20.Виды ошибок в программировании
- 21.Интернет
- 22. Будущее компьютерных технологий

Практическое задание № 3

Вариант 1

THE FIVE GENERATIONS OF COMPUTERS

The history of computer development is often referred to the different generations of computing devices. Each generation of computer is characterized by a major technological development that fundamentally changed the way computers operate, resulting in increasingly smaller, cheaper, more powerful and more efficient and reliable devices.

Read about each generation and the developments that led to the current devices that we use today.

First Generation - 1940-1956: Vacuum Tubes

The first computers used vacuum tubes for circuitry and magnetic drums for memory, and were often enormous, taking up entire rooms. They were very expensive to operate and in addition to using a great deal of electricity, generated a lot of heat, which was often the cause of malfunctions. First generation computers relied on machine language to perform operations, and they could only solve one problem at a time. Input was based on punched cards and paper tape, and output was displayed on printouts.

The UNIVAC and ENIAC computers are examples of first-generation computing devices. The UNIVAC was the first commercial computer delivered to a business client, the U.S. Census Bureau in 1951.

Second Generation - 1956-1963: Transistors

Transistors replaced vacuum tubes and ushered in the second generation of computers. The transistor was invented in 1947 but did not see widespread use in computers until the late 50s. The transistor was far superior to the vacuum tube, allowing computers to become smaller, faster, cheaper, more energy-efficient and more reliable than their first-generation predecessors. Though the transistor still generated a great deal of heat that subjected the computer to damage, it was a vast improvement over the vacuum tube. Second-generation computers still relied on punched cards for in-put and printouts for output.

High-level programming languages were developed at this time, such as early versions of COBOL and FORTRAN. These were also the first computers that stored their instructions in their memory, which moved from a magnetic drum to magnetic core technology.

The first computers of this generation were developed for the atomic energy industry.

Third Generation - 1964-1971: Integrated Circuits

The development of the integrated circuit was the hallmark of the third generation of computers. Transistors were miniaturized and placed on silicon chips, called semiconductors, which drastically increased the speed and efficiency of computers. Instead of punched cards and printouts, users interacted with third generation computers through keyboards and monitors and interfaced with an operating system, which allowed the device to run many different applications at one time with a central program that monitored the memory. Computers for the first time became accessible to a mass audience because they were smaller and cheaper than their predecessors.

Fourth Generation - 1971-Present: Microprocessors

The microprocessor brought the fourth generation of computers, as thousands of integrated circuits were built onto a single silicon chip. What in the first generation filled an entire room could now fit in the palm of the hand. The Intel 4004 chip, developed in 1971, located all the components of the computer - from the central processing unit and memory to input/output controls - on a single chip.

In 1981 IBM introduced its first computer for the home user, and in 1984 Apple introduced the Macintosh. Microprocessors also **moved out** of the realm of desktop computers and **moved into** many areas of life as more and more everyday products began to use microprocessors.

As these small computers became more powerful, they could be linked together to form net-works, which eventually led to the development of the Internet. Fourth generation computers also saw the development of GUIs, the mouse and handheld devices.

Fifth Generation - Present and Beyond: Artificial Intelligence

Fifth generation computing devices, based on artificial intelligence, are still in development, though there are some applications, such as voice recognition, that are being used today. The use of parallel processing and superconductors is helping to make artificial intelligence a reality. Quantum computation and molecular and nanotechnology will radically change the face of computers in years to come. The goal of fifth-generation computing is to develop devices that respond to natural lan-guage input and are capable of learning and self-organization.

1. Answer the following questions:

What caused the malfunctions in the first computers?

What are the advantages of transistors?

What was the main distinctive feature of the third generation of computers?

What advanced IBM to introduce first home computer?

What is the goal of the fifth-generation computing?

2. Find in the text the equivalents to the following words and phrases :

совершенствование технологии

эффективные и надежные устройства

занимать целую комнату

причины сбоя

транзисторы значительно превосходят вакуумные лампы

подвергать компьютер повреждениям

отличительная черта третьего поколения компьютеров

взаимодействовать с компьютером

посредством клавиатуры и монитора

находиться в стадии развития

искусственный интеллект

Вариант 2

SECURITY: PLAYING IT SAFE

The computer industry has been extremely vulnerable in the matter of security. Computer security once meant the physical security of the computer itself — guarded and locked doors. Computer screens were given dark filters so others could not easily see the data on the screen. But filters and locks by no means prevented access. More sophisticated security means safeguarding the computer system against such threats as burglary, vandalism, fire, natural disasters, theft of data for ransom, industrial espionage, and various forms of white-collar crime.

Emphasis on Access and Throughput. For the last decade or so, computer programmers have concentrated on making it easy for people to use computer systems. Unfortunately, in some situations the systems are all too easy to use; they don't impose nearly enough restrictions to safeguard confidential information or to prevent unauthorized persons from changing the information in a file.

It's as if a bank concentrated all its efforts on handing out money as fast as it could and did very little to see that the persons who requested the money were entitled to it. Of course, a real bank works just the opposite way, checking very carefully before handing out any money. Computer systems that handle sensitive personal and financial data should be designed with the same philosophy in mind.

Positive Identification of Users. A computer system needs a sure way of identifying the people who are authorized to use it. The identification procedure has to be quick, simple, and convenient. It should be so thorough that there is little chance of the computer being fooled by a clever imposter. At the same time, the computer must not reject legitimate users. Unfortunately, no identification system currently in use meets all these requirements.

At present, signatures are widely used to identify credit-card holders, but it takes an expert to detect a good forgery. Sometimes even a human expert is fooled, and there is no reason to believe that a computer could do any better.

A variation is to have the computer analyze a person's hand movements as he signs his name instead of analyzing the signature itself. Advocates of this method claim that different persons' hand movements are sufficiently distinct to identify them. And while a forger might learn to duplicate another person's signature, he probably would not move his hand exactly the way the person whose signature he was forging did.

Photographs are also sometimes used for identification. But, people find it inconvenient to stop by a bank or credit card company and be photographed. Companies might lose business if they made the pictures an absolute requirement. Also, photographs are less useful these days, when people frequently change their appearance by changing the way they wear their hair. Finally, computer programs for analyzing photographs are still highly experimental.

Cash-dispensing systems often use two identification numbers: one is recorded on a magnetic stripe on the identification card, and the other is given to the

cardholder. When the user inserts his card into the cash-dispensing terminal, he keys in the identification number he has been given. The computer checks to see that the number recorded on the card and the one keyed in by the user both refer to the same person. Someone who stole the card would not know what number had to be keyed in to use it. This method currently is the one most widely used for identifying computer users.

For a long time, fingerprints have provided a method of positive identification. But they suffer from two problems, one technical and one psychological.

The technical problem is that there is no simple system for comparing fingerprints electronically. Also, most methods of taking fingerprints are messy. The psychological problem is that fingerprints are strongly associated in the public mind with police procedures. Because most people associate being fingerprinted with being arrested, they almost surely would resist being fingerprinted for routine identification.

Voiceprints may be more promising. With these, the user has only to speak a few words into a microphone for the computer to analyze his voice. There are no psychological problems here. And technically it's easier to take and analyze voiceprints than fingerprints. Also, for remote computer users, the identifying words could be transmitted over the telephone. However, voiceprints still require more research. It has yet to be proved that the computer cannot be fooled by mimics. Also, technical difficulties arise when the voice is subjected to the noise and distortion of a telephone line.

Data Encryption. When sensitive data is transmitted to and from remote terminals, it must be encrypted (translated into a secret code) at one end and decrypted (translated back into plain text) at the other. Files also can be protected by encrypting the data before storing it and decrypting it after it has been retrieved.

Since it is impractical to keep secret the algorithms that are used to encrypt and decrypt data, these algorithms are designed so that their operation depends on a

certain data item called the key. It is the key that is kept secret. Even if you know all the details of the encrypting and decrypting algorithms, you cannot decrypt any messages unless you know the key that was used when they were encrypted. For instance, the National Bureau of Standards has adopted an algorithm for encrypting and decrypting the data processed by federal agencies. The details of the algorithm have been published in the Federal Register. Plans are under way to incorporate the algorithm in special purpose microprocessors, which anyone can purchase and install in his computer.

A recent important development involves what are called public-key cryptosystems. In a public-key cryptosystem, each person using the system has two keys, a public key and a private key. Each person's public key is published in a directory for all to see; each person's private key is kept secret. Messages encrypted with a person's public key can be decrypted with that person's (but no one else's) private key. Messages encrypted with a person's private key can be decrypted with that person's (but no one else's) public key.

1. Answer the questions:

What is computer security?

What is the most serious problem: the loss of hardware, software, or the loss of data?

How does a computer system detect whether you are the person who should be granted access to it?

What are the shortcomings of each biometric means?

What is to prevent any user from copying PC software onto diskettes?

What steps can be taken to prevent theft or alteration of data?

What is the weakest link in any computer system?

Should a programmer also be a computer operator?

What is a security matrix?

Can the computer industry risk being without safeguards for security and privacy?

2. Give antonyms to:

Convenient, advocate, to reject, to encrypt, legitimate, messy, authorized, white-collar crime, to safeguard info, sensitive, to retrieve data, practical, by chance, private.

Вариант 3

THE FIRST HACKERS

The first “hackers” were students at the Massachusetts Institute of Technology (MIT) who belonged to the TMRC (Tech Model Railroad Club). Some of the members really built model trains. But many were more interested in the wires and circuits underneath the track platform. Spending hours at TMRC creating better circuitry was called “a mere hack.” Those members who were interested in creating innovative, stylistic, and technically clever circuits called themselves (with pride) *hackers*.

During the spring of 1959, a new course was offered at MIT, a freshman programming class. Soon the hackers of the railroad club were spending days, hours, and nights hacking away at their computer, an IBM 704. Instead of creating a better circuit, their hack became creating faster, more efficient program — with the number of lines of code. Eventually they formed a group and created the first set of hacker’s rules, called the Hacker’s Ethic.

Steven Levy, in his book *Hackers*, presented the rules:

These rules made programming at MIT’s Artificial Intelligence Laboratory a challenging, all encompassing endeavor. Just for the exhilaration of programming,

students in the AI Lab would write a new program to perform even the smallest tasks. The program would be made available to others who would try to perform the same task with fewer instructions. The act of making the computer work more elegantly was, to a bonafide hacker, awe-inspiring.

Hackers were given free reign on the computer by two AI Lab professors, “Uncle” John McCarthy and Marvin Minsky, who realized that hacking created new insights. Over the years, the AI Lab created many innovations: LIFE, a game about survival; LISP, a new kind of programming language; the first computer chess game; The CAVE, the first computer adventure; and SPACEWAR, the first video game.

1. True or false?

Those who can, do. Those who cannot, teach. Those who cannot teach, HACK!

The first hackers were interested in railroad circuitry.

The first hackers studied at MIT.

The point of a hacker’s work was to create a faster and smaller code.

Hackers had their own Ethic Code.

TMRC stands for Toy Machinery Railroad Car.

Hackers sabotaged the work of the AI Lab.

An elegant computer was, to a real hacker, awe-inspiring.

At AI Lab hackers wrote a computer program for every other task.

Hackers were quite prolific in innovations.

Hackers were given free reign on the two AI Lab professors.

2. Put the proper words into sentences:

programming, insights, innovation, ethic, instructions, exhilaration, endeavor, awe-inspiring, encompass, freshmen, authority, bogus, mistrust.

- Decentralization results in ... to the chief.
- Holding the door for a lady is the question of...
- This still life isn't Picasso's; it's a...
- The report you've presented doesn't ... some of the problems.
- If you can survive both in the jungle and the desert, a ... Indian you are.
- The ... in how hardware works is obligatory for a good programmer.
- Each ... is another step to a new technological revolution.
- In 1961 the Soviet Scientists'... to conquer the space was a success.
- ... without any reason proves one's carelessness.
- Iron grip boss expects you to carry out all his ...
- Annually MIT gains over 5000 ...
- ... should cause ... terror in your heart.

Вариант 4

COMPUTER CRIMES

More and more, the operations of our businesses, governments, and financial institutions are controlled by information that exists only inside computer memories. Anyone clever enough to modify this information for his own purposes can reap substantial rewards. Even worse, a number of people who have done this and been caught at it have managed to get away without punishment.

These facts have not been lost on criminals or would-be criminals. A recent Stanford Research Institute study of computer abuse was based on 160 case histories, which probably are just the proverbial tip of the iceberg. After all, we only know about the unsuccessful crime. How many successful ones have gone undetected is anybody's guff.

Here are a few areas in which computer criminals have found pickings all too easy.

Banking. All but the smallest banks now keep their accounts on computer files. Someone who knows how to change the numbers in the files can transfer funds at will. For instance, one programmer was caught having the computer transfer funds from other people's accounts to his wife's checking account. Often, traditionally trained auditors don't know enough about the workings of computers to catch what is taking place right under their noses.

Business. A company that uses computers extensively offers many opportunities to both dishonest employees and clever outsiders. For instance, a thief can have the computer ship the company's products to addresses of his own choosing. Or he can have it issue checks to him or his confederates for imaginary supplies or services. People have been caught doing both.

Credit Cards. There is a trend toward using cards similar to credit cards to gain access to funds through cash-dispensing terminals.

Yet, in the past, organized crime has used stolen or counterfeit credit cards to finance its operations. Banks that offer after-hours or remote banking through cash-dispensing terminals may find themselves unwillingly subsidizing organized crime.

Theft of Information. Much personal information about individuals is now stored in computer files. An unauthorized person with access to this information could use it for blackmail. Also, confidential information about a company's products or operations can be stolen and sold to unscrupulous competitors. (One attempt at the latter came to light when the competitor turned out to be scrupulous and turned in the people who were trying to sell him stolen information.)

Software Theft. The software for a computer system is often more expensive than the hardware. Yet this expensive software is all too easy to copy. Crooked

computer experts have devised a variety of tricks for getting these expensive programs primed out, punched on cards, recorded on tape, or otherwise delivered into their hands. This crime has even been perpetrated from remote terminals that access the computer over the telephone.

Theft of Time-Sharing Services. When the public is given access to a system, some members of the public often discover how to use the system in unauthorized ways. For example, there are the “phone freakers” who avoid long distance telephone charges by sending over their phones control signals that are identical to those used by the telephone company.

Since time-sharing systems often are accessible to anyone who dials the right telephone number, they are subject to the same kinds of manipulation.

Of course, most systems use account numbers and passwords to restrict access to authorized users. But unauthorized persons have proved to be adept at obtaining this information and using it for their own benefit. For instance, when a police computer system was demonstrated to a school class, a precocious student noted the access codes being used; later, all the student’s teachers turned up on a list of wanted criminals.

Perfect Crimes. It’s easy for computer crimes to go undetected if no one checks up on what the computer is doing. But even if the crime is detected, the criminal may walk away not only unpunished but with a glowing recommendation from his former employers. Of course, we have no statistics on crimes that go undetected. But it’s unsettling to note how many of the crimes we do know about were detected by accident, not by systematic audits or other security procedures. The computer criminals who have been caught may have been the victims of uncommonly bad luck.

For example, a certain keypunch operator complained of having to stay overtime to punch extra cards. Investigation revealed that the extra cards she was being asked

to punch were for fraudulent transactions. In another case, disgruntled employees of the thief tipped off the company that was being robbed. An undercover narcotics agent stumbled on still another case. An employee was selling the company's merchandise on the side and using the computer to get it shipped to the buyers. While negotiating for LSD, the narcotics agent was offered a good deal on a stereo!

Unlike other embezzlers, who must leave the country, commit suicide, or go to jail, computer criminals sometimes brazen it out, demanding not only that they not be prosecuted but also that they be given good recommendations and perhaps other benefits, such as severance pay. All too often, their demands have been met. -

Why? Because company executives are afraid of the bad publicity that would result if the public found out that their computer had been misused. They cringe at the thought of a criminal boasting in open court of how he juggled the most confidential records right under the noses of the company's executives, accountants, and security staff. And so another computer criminal departs with just the recommendations he needs to continue his exploits elsewhere.

1. Find in the text the English equivalents to:

избежать наказания;

потенциальные преступники;

злоупотребление компьютером;

пресловутая верхушка айсберга;

остаться необнаруженным;

можно только догадываться;

хранить счета; переводить по желанию;

воображаемые поставки; получить доступ к;

обналичивание (денег);

фальшивые электронные карточки;

субсидировать организованную преступность;

кража информации;

шантаж;

*нещепетильные конкуренты;
разработать множество трюков;
телефонные мошенники;
плата за междугородние звонки;
набрать телефонный номер;
ограничить доступ;
лица без права доступа;
разыскиваемые преступники;
случайно;
проверки;
меры безопасности;
тайный агент.*

2. True or false?

1. A person is innocent until proven guilty.
2. Computer-related crime has diminished.
3. A thief can transfer funds from other people's accounts.
4. Dishonest employees can't ship the company's products to addresses of their choosing.
5. It is impossible to counterfeit credit cards.
6. Phone freaks can be found out.
7. Personal information should not be stored in computer files.
8. A real bank checks very carefully before handling out any money.
9. Unauthorized persons have proved to be inefficient laymen.
10. Hardware is less expensive than software.
11. Computer criminals will never be caught.
12. Companies don't punish some criminals because they don't want bad publicity.

Практическое задание № 4

Выполнение упражнений открытого и закрытого типа, опираясь на пройденный материал и теоретическую часть практической работы.

Теоретическая часть № 1

Formal letters are written for a variety of reasons: to present information, to make an application, to recommend someone or something, to complain, to apologies, etc... The main difference between formal and informal letters is the language that you use. In all cases, it is essential that the style of the letter is appropriate for the target reader.

Formal letters

Name

Dear Mr (Mrs / Ms / Dr) Akritov,

Reason for writing

I am writing in connection with...

I am writing with regard to...

In reply to your e-mail, here are...

Your name was given to me by...

We would like to point out that..

Giving information

I am writing to let you know that...

We are able to confirm that...

I am delighted to tell you that...

We regret to inform you that..

Attachments

Please find attached my report.

I am sending you ... as a pdf file.

Asking for information

Could you give me some information about...

I would like to know...

I am interested in receiving/finding out...

Requests

I would be grateful if you could...

I wonder if you could...

Do you think I could have...?

Thank you in advance for your help in this matter. I'd appreciate your help on this.

Note: avoid saying too much for any given point. Practise being clear, direct and efficient in your writing, with correct grammar and sentence structure.

Informal letters

Dear Nikolay,

Just a short note about...

I'm writing about...

Here's the... you wanted.

I got your name from...

Please note that...

Just a note to say...

We can confirm that...

Good news!

Unfortunately,...

I've attached...

Here is the... you wanted.

Can you tell me a little more about...

I'd like to know...

Please send me...

Please could you...

Could you...?

Can I have...?

Практическая часть
Read the formal letter below.

The Manager
The Royal Grill,
45 Newland Street,
Chelmsford,
Essex.

44 Cedar Avenue,
Ravensfield,
Dunmow,
Essex.

January 16th 2019

Dear Sir,

I am writing in regards to a meal I had at your restaurant on Tuesday, January 14th. I had made a reservation for three people several weeks in advance. However, upon arrival at your restaurant, there was no record of my reservation. We were forced to wait nearly forty-five minutes for a vacant table, and your staff did not seem very apologetic.

The meal we ordered was a total disgrace. The vegetables were overcooked, and my roast duck was so tough that I could hardly eat it. Furthermore, the service was shockingly slow. Considering the price of a meal at your restaurant, your customers deserve much better.

I had made the reservation at your restaurant in order to celebrate my mother's birthday. We were looking forward to an enjoyable meal. However, we were left thoroughly disappointed. I was unable to complain at the time, because we were running late for a theatre performance. However, I would like to request a refund for the meal.

I have enclosed a copy of the receipt. If you have any questions, I can be contacted by telephone on (045) 445-8734 or by email at p_thompson@rczk.com.

I look forward to hearing from you at the earliest opportunity.

Yours faithfully,

Peter Thompson

Enc. Copy of receipt for meal

Task 1 Change these sentences to make them more formal.

1. The manager was very sorry.
2. Please contact me as soon as you can.
3. I made a reservation three days before.
4. I am writing about our phone call yesterday.
5. Johnny's exam results were really bad.
6. I am putting a copy of the report in the envelope with this letter.

Task 2 Write your own short letter (of complaint) to the mail order company. Send the CD back, and ask for a refund.

Situation: You bought a music CD by mail order. However, the CD arrived scratched, and you can't play it.

Purchase Information:

CD Title: *Classic Hits of the 60s*

Cost: £12.99

Bought from: *Direct CDs, 24 Tottenham Court Road, London, W1T 4JG*

Теоретическая часть № 2

A curriculum vitae, commonly referred to as CV, is a longer (two or more pages), more detailed synopsis than a resume. Your CV should be clear, concise, complete, and up-to-date with current employment and educational information.

The following are examples of information that can be included in your curriculum vitae. The elements that you include will depend on what you are applying for, so be sure to incorporate the most relevant information to support your candidacy in your CV.

- **Personal details and contact information.** Most CVs start with contact information and personal data but take care to avoid superfluous details, such as religious affiliation, children's names and so on.

- **Education and qualifications.** Take care to include the names of institutions and dates attended in reverse order; PhD, Masters, Undergraduate.

- **Work experience/employment history.** The most widely accepted style of employment record is the chronological curriculum vitae. Your career history is presented in reverse date order starting with most recent. Achievements and responsibilities are listed for each role. More emphasis/information should be put on more recent jobs.

- **Skills.** Include computer skills, foreign language skills, and any other recent training that is relevant to the role applied for.

- Brief biography
- Scholarships
- Training
- Study abroad
- Dissertations
- Theses
- Bibliography
- Research experience
- Graduate fieldwork
- Teaching experience
- Publications
- Presentations and lectures
- Awards and honors
- Grants, fellowships, and assistantships
- Technical, computer, and language skills
- Professional licenses and certifications
- Hobbies and Interests

What Not to Include

There is no need to include your photo, your salary history, the reason you left your previous position, or references in your CV. References should be listed separately and given to employers upon request.

Практическая часть

Read the Curriculum vitae below.

Name: Susanna J. Pattrick

Home address: 1 The Lane Liverpool M16 2PT

Date of birth: 22 March 1979

Place of birth: Liverpool

Nationality: British

Marital status: Single

Education: Stonebroom Comprehensive School

West Park

Liverpool September 1990-July 1995 *Qualifications:* July 1995

GCSE Mathematics (B)

English (C)

Business Studies (A)

French (C)

Art and Design (D)

Objective: A traineeship in trading

Work experience: Work on a market stall on Saturday

Interest & activities: Swimming

Reading

Horse riding

Referees: Mr Mills Rev. G. Brown

The Headmaster Stonebroom St. Michael le Belfrey Comprehensive School

Church Street West Park Urmstow

Liverpool Liverpool

Task 1 Give the translation of following personal qualities.

Neat - _____

Calm - _____

Polite - _____

Attentive - _____

Successful - _____

Task 2 Write down your own curriculum vitae.

Практическое задание № 5

Вариант 1

Прочитайте текст сначала по транскрипции, затем по буквам

wʌn ɒv ðə məʊst ə'laɪmɪŋ fɔ:mz ɒv eə pə'lu:ʃən ɪz 'æsaɪd reɪn. ɪt rɪ'zʌlts frəm ðə rɪ'li:s 'ɪntu: ði 'ætmosfɪər ɒv 'sʌlfə ənd 'naɪtrədʒən 'ɒksaɪdz ðæt rɪ(:)'ækt wɪð 'wɔ:tə 'drɒplɪts ənd rɪ'tɜ:n tu: ɜ:θ ɪn ðə fɔ:m ɒv 'æsaɪd reɪn, mɪst ɔ: snəʊ. 'æsaɪd reɪn ɪz 'kɪl ɪŋ 'fɒrɪsts ɪn 'kænədə, ðə ju:-es-eɪ, ənd 'sentrəl ənd 'nɔ:ðən 'jʊərəp. ('nɜ:li 'evri 'spi:ʃi:z ɒv tri: ɪz ə'fektɪd.) ɪt hæz ə'saɪdɪfaɪd leɪks ənd stri:mz ənd ðeɪ kɑ:nt sə'pɔ:t fɪʃ, 'waɪldlaɪf, plɑ:nts ɔ:r 'ɪnsɛkts. (ɪn ðə ju:-es-eɪ wʌn ɪn faɪv leɪks 'sʌfə frəm ðɪs taɪp ɒv pə'lu:ʃən).

One of the most alarming forms of air pollution is acid rain. It results from the release into the atmosphere of sulphur and nitrogen oxides that react with water droplets and return to earth in the form of acid rain, mist or snow. Acid rain is killing forests in Canada, the USA, and central and northern Europe. (Nearly every species of tree is affected.) It has acidified lakes and streams and they can't support fish, wildlife, plants or insects. (In the USA 1 in 5 lakes suffer from this type of pollution).

Вариант 2

Прочитайте текст сначала по транскрипции, затем по буквам

'ædvətaɪzɪŋ 'kʌmpənɪz seɪ 'ædvətaɪzɪŋ ɪz 'nɛsɪsəri ænd ɪm'pɔ:tənt. ɪt ɪn'fɔ:mz 'pi:pl ə'baʊt nju: 'prɒdʌkts. 'ædvətaɪzɪŋ 'hɔ:dɪŋz ɪn ðə stri:t meɪk 'aʊər ɪn'vaɪərənmənt 'kʌləfʊl. ænd əd'vɜ:ts ɒn ,ti:'vi: ɑ:r 'ɒf(ə)n 'fʌni. 'sʌmtaɪmz ðeɪ ɑ: 'mɪni-'drɑ:məz ænd wi: weɪt fɔ: ðə nekst 'prəʊgræm ɪn ðə 'mɪni-'drɑ:mə. 'ædvətaɪzɪŋ kæn 'edju(:)keɪt, tu:. əd'vɜ:ts tel ʌs ə'baʊt nju:, 'helθi 'prɒdʌkts. ænd əd'vɜ:ts ɪn ,mægə'zi:nz gɪv ʌs aɪ'dɪəz fɔ: haʊ tu: lʊk 'prɪtə, bi: 'fæʃnəbl ænd bi: sək'sesfʊl. wɪ'ðəʊt 'ædvətaɪzɪŋ laɪf ɪz 'bɔ:ɪŋ ænd 'kʌlələs.

bʌt sʌm kən'sju:məz 'ɑ:gju: ðæt 'ædvətaɪzɪŋ ɪz ə bæd θɪŋ. ðeɪ seɪ ðæt 'ædvətaɪzɪŋ ɪz bæd fɔ: 'ʃɪldrən. əd'vɜ:ts meɪk 'ʃɪldrən 'pestə ðeə 'peərənts tu: baɪ θɪŋz fɔ: ðeɪm. 'ædvətaɪzəz nəʊ wi: lʌv 'aʊə 'ʃɪldrən ænd wɒnt tu: gɪv ðeɪm 'evrɪθɪŋ. səʊ ðeɪ ju:z 'ʃɪldrənz 'pestə 'paʊə tu: sel ðeə 'prɒdʌkts. 'fʌməli, kən'sju:məz seɪ, ɪf ðeər ɪz 'ædvətaɪzɪŋ ðeə mʌst bi: ru:lz. sʌm əd'vɜ:ts 'ædvətaɪz ʌn'helθi θɪŋz laɪk ,sɪgə'rets ænd meɪk 'pi:pl weɪst ðeə 'mʌni.

Advertising companies say advertising is necessary and important. It informs people about new products. Advertising hoardings in the street make our environment colourful. And adverts on TV are often funny. Sometimes they are mini-dramas and we wait for the next programme in the mini-drama. Advertising can educate, too. Adverts tell us about new, healthy products. And adverts in magazines give us ideas for how to look prettier, be fashionable and be successful. Without advertising life is boring and colourless.

But some consumers argue that advertising is a bad thing. They say that advertising is bad for children. Adverts make children ‘pester’ their parents to buy things for them. Advertisers know we love our children and want to give them everything. So they use children’s ‘pester power’ to sell their products. Finally, consumers say, if there is advertising there must be rules. Some adverts advertise unhealthy things like cigarettes and make people waste their money.

Вариант 3

Прочитайте текст сначала по транскрипции, затем по буквам

'æniməlz a:r in 'deindəʒər ɔ:l 'əʊvə ðə wɜ:ld. sʌm 'æniməlz a:r in 'deindəʒə bi'kɒz
'pi:pl wɒnt tu: weə ðeə fɜ:. 'ʌðəz, laɪk 'elɪfənts, a: kɪld fɔ: ðeə tʌks wɪθ bi'kʌm
'neklɪsɪz ænd ,dekə'reɪʃənz. bʌt 'meni 'æniməlz a:r in 'deindəʒə bi'kɒz mən ɪz
dɪs'trɔɪɪŋ ðeər in'vaɪərənmənt — 'kʌtɪŋ daʊn 'fɒrɪsts, 'bɪldɪŋ rəʊdz ænd 'haʊzɪz ɔ:
pə'lʊtɪŋ ðə 'pleɪsɪz weə ði:z 'æniməlz lɪv.

Animals are in danger all over the world. Some animals are in danger because people want to wear their fur. Others, like elephants, are killed for their tusks which become necklaces and decorations. But many animals are in danger because man is destroying their environment — cutting down forests, building roads and houses or polluting the places where these animals live.

Вариант 4

Прочитайте текст сначала по транскрипции, затем по буквам

ðə 'ju:nɪvɜ:s ɪz ɪ'no:məs, səʊ ðə 'ʃɑ:nsɪz ɒv ʌs 'bi:ɪŋ ði 'əʊnli 'lɪvɪŋ 'kri:tʃəz a:
smɔ:l. ɔ:l'ðəʊ wi: θɪŋk wi: a:r in'telɪdʒənt ænd ðæt wi: nəʊ ə lɒt ə'baʊt speɪs, wi:
hæv 'əʊnli ɪks'plɔ:d ə 'veri smɔ:l 'eəriə. wi: mʌt bi: ði 'əʊnli 'kri:tʃəz ðæt kæn
'trævl ɪn speɪs, bʌt ɪt ɪz ʌn'lʌɪkli.

ɪn fækt, sʌm 'pi:pl sei ðæt wi: mʌt hæv bi:n 'vɪzɪtɪd baɪ 'eɪliənz. ði:z 'pi:pl pɔɪnt
tu: 'wʌndəz sʌtʃ æz 'stəʊnhendʒ ɪn 'brɪtn ænd ðə Nazca lʌɪnz ɪn pə'ru: æz pru:f ðæt
'eɪliənz hæv bi:n hɪə.

səʊ, wɒt a: ðə 'ʃɑ:nsɪz ðæt ðeər ɪz laɪf aʊt ðeə?

The universe is enormous, so the chances of us being the only living creatures are small. Although we think we are intelligent and that we know a lot about Space,

we have only explored a very small area. We might be the only creatures that can travel in Space, but it is unlikely.

In fact, some people say that we might have been visited by aliens. These people point to ‘wonders’ such as Stonehenge in Britain and the Nazca lines in Peru as proof that aliens have been here. So, what are the chances that there is life out there?

Практическое задание № 6

Вариант 1

1. Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 — лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

Gorky Park

Gorky Park in Moscow is one of the best recreational places. Moscow’s main city escape is not a conventional expanse of nature preserved inside the urban jungle. It is not a fun fair either, A_____. Its official name says it all — Gorky’s Central Park of Culture and Leisure. That is exactly what it provides: culture and leisure in all shapes and forms. It especially attracts those B_____. However, people who prefer peaceful places can sail boats or catamaran or take a walk to Neskuchny Garden, located nearby. Here one can always find a quiet place.

The first recreational park of Russia was opened on the 12th of August 1928. It was designed by avant-garde architect Konstantin Melnikov. There were exhibition pavilions, tennis courts, a decorative pool and attractions for kids. There was not such a place C_____. The park was given the name of famous Soviet writer Maxim Gorky in 1932. Since then it has been called Gorky Park.

Nowadays, Gorky Park is the central park of Moscow. D_____ 20 thousand people on weekdays and more than 100 thousand on weekends and holidays. Since 2011 Gorky Park has become the first world-class amusement park in Russia with space for rest, sport, dancing and games outside. The park offers free entrance, wi-fi coverage, as well as E_____. It is a perfect place for an active holiday, with many things to do. Gorky Park now serves F_____, a point of attraction for youth and families.

1. as newly designed recreational zones
2. though the park used to be one
3. who enjoys cultural events and shows
4. as a true centre of city life
5. as this park in the world at the time
6. and is attended by more than
7. who like fun and entertainment

A	B	C	D	E	F
2	7	5	6	1	4

2. Fill in the correct form of the words in bold.

The _____ I put in various magazines were extremely effective. **(ADVERTISE)**

In order to become a top concert pianist, you need both skill and _____. **(CONFIDENT)**

It wasn't easy to find a _____ for the actor Sean Connery when he stopped playing James Bond. **(REPLACE)**

Classical music is steadily gaining in _____among young people. **(POPULAR)**

R.Martin is well known for the _____and originality of his songs. **(CREATE)**

To be a good teacher, a teaching _____is not all you need. **(QUALIFY)**

Your _____plays a big part in the effectiveness of your work. **(PERSON)**

Apart from _____,you also need the ability to accept other's ideas and a willingness to learn from your own mistakes. **(PATIENT)**

_____to the needs of your students is also important. **(SENSITIVE)**

_____is not enough – who you are is much more important. **(KNOW)**

Our _____was cut off because we hadn't paid the bill.**(ELECTRIC)**

Young children need their parents' _____**(PROTECT)**

The _____of the new office block will be in central London. **(LOCATE)**

His job is very _____as it involves a lot of responsibility. **(STRESS)**

As far as I know he is very rich. He must be a _____**(MILLION)**

Just like Santa Claus at Christmas time, Grandfather Frost brings gifts to _____on New Year's Eve. **(CHILD)**

It's _____ to understand Russian culture without visiting small Russian towns. **(POSSIBLE)**

The easiest way to understand the nation is to read the books of _____ authors. **(IT)**

How can we imagine British _____ without that special humor of British writers! **(PERSON)**

This humor_____ you laugh, but smile! **(NOT\MAKE)**

Of course, the most well-known playwright of British literature _____
William Shakespeare. **(BE)**

Washington D. C. is _____ for its National Mall which includes eleven
museums and galleries which belong to the Smithsonian Institution. **(FAME)**

Five other museums and the _____ Zoo are also located in
Washington. **(NATION)**

The National Air and Space Museum holds the largest _____ of historic
aircraft and spacecraft in the world. **(COLLECT)**

It was established in 1946, as the National Air Museum and opened its main
_____ in 1976. **(BUILD)**

In high school, _____ English classes consisted of very easy listening practice
and writing an article within 150 words. **(WE)**

During my course there, I was suddenly exposed to _____ English than I had
studied before. **(ADVANCED)**

Our tutors explained to us how to be an effective reader, do critical thinking and
write academic _____ on our own. **(ESSAY)**

That was the _____ time I had to think in English. **(ONE)**

It seems everyone is learning English now. The _____ of English in children's
life can't be denied. **(IMPORTANT)**

As a school subject standard English is crucial for children to learn. For young
children it is _____ so. **(ESPECIAL)**

Learning English as soon as possible will help them with reading, _____ math
and communication skills. **(BASE)**

For older children, possessing proper English skills will enable them to understand
complex literary pieces and to write effectively. Moreover, English is vital in the
world of _____. **(BUSY)**

If you can't speak it or write it, you risk appearing ignorant and _____. (INTELLEAGENT)

So, learning English helps children considerably to _____ their true potential. (REAL)

Choosing the right career to suit your _____ and one that lives up to your expectations, can be rather difficult. (PERSON)

Вариант 2

1. Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 — лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

Starting your own business

What are the reasons for starting your own business? One of them is because you believe you are the best in that line or because you have a product or service that has never been offered to the market before. Another is that you are a person in a real hurry and cannot suffer the A _____ to reach your goals. Sometimes it is because you have an inheritance B _____ soon after you set up a business or that there already is a cash purse with loose strings and you want to make the best of this bonanza.

If your reasons are any or all of the above, abandon the thought right now and save yourself the disillusionment C _____ into the world of commerce.

Start your own business just for the sake of doing a trade, or for D _____.

Do not burden yourself with lofty notions of superiority when compared to your peers. When setting out to start your own business, be emotional about it, but not impractical; don't be led by your heart, but be dictated by your mind.

Having covered those parts that are not taught in a business school, let us look at **E** _____ your own business. You should start with a SWOT analysis – strengths, weaknesses, opportunities and threats – analyze these for yourself, for partners in your business, if any, and for the business itself.

If the result of the analysis is encouraging, then prepare a business plan. It is like a road map for actions in the near foreseeable future to achieve your business goals. Finally, execute the business plan with precision; tweak it as you go along, only so that it helps to meet the end goal of successfully **F** _____ the business.

1. the essentials of starting
2. that awaits when you step
3. trials and tribulations of employment
4. establishing and conducting
5. preparing a business plan
6. waiting to be acquired
7. undertaking the commercial activity

A	B	C	D	E	F
3	6	2	7	1	4

2. Fill in the correct form of the words in bold.

If you are really _____, you should think about your career prospects.
(AMBITION)

Hardwork _____ the key to success. **(BE)**

10 years _____ a long time to spend in prison for theft. **(BE)**

There _____ too much sugar in my tea. **(BE)**

Good looks _____ all you need to be a model. **(BE)**

The staircase _____ too steep for my grandmother to climb. **(BE)**

Mathematics _____ my favourite subject. **(BE)**

Most people _____ worried about the future. **(BE)**

_____ of surfing in Hawaii goes back to 1500 BC. **(EVIDENT)**

Most animal _____ will tell you that there are many benefits to keeping a pet. **(LOVE)**

As _____ have found, owning a pet can significantly improve your health, as pet owners are shown to have lower blood pressure than people who don't keep animals. **(RESEARCH)**

Very few people nowadays are _____ of the health hazards connected with the sun. **(AWARE)**

We are always being told that _____ from the sun's rays is necessary all year round and not just in the summer as we once thought. **(PROTECT)**

Finding a job can be one of the most _____ situations you will experience in life. **(STRESS)**

Goldman, who was the _____ of a supermarket chain, noticed that his customers had difficulty in carrying their basket when the weight of their groceries became too heavy. **(OWN)**

You've seen news reports about people who need assistance after a _____ disaster. **(NATURE)**

Maybe you've walked past _____ people. **(HOME)**

Huge _____ dinosaurs used to walk on the Earth. **(POWER)**

Long fishing nets known as “Walls of Death” are mainly to blame. Since their _____ in the 1960s, millions of dolphins have been accidentally caught up in them and killed. **(INTRODUCE)**

The nets are used by fishermen operating _____ who want to increase the size of their catch. **(LEGAL)**

I've always wanted to be a travel _____ and take pictures of exotic places. **(PHOTOGRAPH)**

None of us were sure which _____ to go in, so we got out the map. **(DIRECT)**

There's a _____ between the fashions of the 1980s and 1960s. **(SIMILAR)**

Nik was suspended from school for a week for bad _____. **(BEHAVE)**

Chocolate also contains caffeine, which is _____. **(ADDICT)**

There are many theories to explain the _____ of chocolate. **(POPULAR)**

Western _____ eat more than 2 million tons of chocolate a year.
(EUROPE)

Last week I _____ to watch a film in French! **(DECIDE)**

So we went to the cinema at PartDieu shopping centre in Lyon and prepared _____ for two hours of nonsense. **(WE)**

We chose to watch a modern-day remake of Disney's well _____ Beauty and the Beast. **(KNOW)**

As we knew the storyline by heart, we hoped that it would make the film a bit _____ to watch. **(EASY)**

I felt very happy leaving that cinema room. It was the _____ time I'd understood so much from a French film at the cinema. **(ONE)**

The film probably _____ the most difficult one, but it was still such a relief to understand nearly everything! **(BE NOT)**

All I have to do is walk inside one of _____ awful places and within minutes the artificial "day light" from a thousand "soft" lights begins to give me a headache.
(THIS)

Shopping should be exciting in _____ opinion with fresh sites and beautiful goods to buy. **(I)**

What is homework? Should it always be done in writing or can it be oral? Is it necessarily connected with the _____ and tasks from the text books?
(INFORM)

Вариант 3

- 1. Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 — лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.*

Scotland Yard

Scotland Yard is the headquarters of the Metropolitan Police in London. To most people, its name immediately brings to mind the picture of a detective — cool, efficient, ready to track down any criminal, or a helmeted police constable — A _____ and trusty helper of every traveller from overseas.

Scotland Yard is situated on the Thames Embankment close to the Houses of Parliament and the familiar clock tower of Big Ben, and its jurisdiction extends over 740 square miles with the exception of the ancient City of London, B _____.

One of the most successful developments in Scotland Yard's crime detection and emergency service has been the "999 system". On receipt of a call the 999 Room operator ascertains by electronic device the position of the nearest available police car, C _____. Almost instantly a message is also sent by teleprinter to the police station concerned so that within seconds of a call for assistance being received, a police car is on its way to the scene. An old-established section of the Metropolitan police is the Mounted Branch, with its strength of about 200 horses stabled at strategic points. These horses are particularly suited to ceremonial occasions, D _____.

An interesting branch of Scotland Yard is the branch of Police Dogs, first used as an experiment in 1939. Now these dogs are an important part of the Force. One dog, for example, can search a warehouse in ten minutes, E _____.

There is also the River Police, or Thames Division, which deals with all crimes occurring within its river boundaries.

There are two other departments of Scotland Yard – the Witness Room (known as the Rogues' Gallery) where a photographic record of known and suspected criminals is kept, and the Museum, F _____.

1. which is contacted by radio
2. that familiar figure of the London scene
3. for they are accustomed to military bands
4. which possesses its own separate police force
5. which contains murder relics and forgery exhibits
6. that this policeman will bring the criminal to justice
7. whereas the same search would take six men an hour

A	B	C	D	E	F
2	4	1	3	7	5

2. Fill in the correct form of the words in bold.

Sometimes it is based on simple drill exercises, sometimes it involves highly challenging tasks, project or research work aimed at integrating skills and knowledge from _____ subject areas. **(DIFFER)**

Parents who are concerned with their kids' homework get an opportunity to become engaged in the _____ of their children. **(EDUCATE)**

When it comes to California summer camps for kids, Summer Camp is the _____. This year the camp is celebrating its 66th season. **(GOOD)**

Getting to _____ camp is easy, because we offer charter bus service from Northern and Southern California. **(WE)**

One of the oldest Russian institutions of higher education, Moscow University was established in 1755. In 1940 it was named after Academician Milhail Lomonosov,

who greatly contributed to the _____ of the university in Moscow. **(ESTABLISH)**

The best students were sent to continue their education abroad, establishing the contracts with the international _____ community. **(SCIENCE)**

_____ tuition at Moscow University was free for all students. **(ORIGIN)**

Almost everyone uses calendars. The most common use actually is to mark the passing days and seasons. Quite a few people also mark _____ as diaries or use them to remember birthdays, appointments or other important occasions. **(THEY)**

The same is true of calendars _____ on religious experience and most religions have annual festivals on different dates, to remember those things that were most important to them. **(BASE)**

“Snowdonia for All” is a project which aims to encourage disadvantaged people to visit Snowdonia and have an _____ and relaxing time. **(ENJOY)**

The project is the outcome of cooperation between the National Park Consultation Group and various environmental _____ groups. **(PROTECT)**

Social historians argue about the birth of the modern fast food restaurant. There are certainly different definitions of “fast food” which makes it tricky to be _____ sure. **(ABSOLUTE)**

At 11 p.m the same evening, to his great relief, his daughter came back home. She looked _____ than ever. **(HAPPY)**

John is very _____. Everybody likes him. **(FRIEND)**

The _____ language of the UK is English. **(OFFICE)**

After a few years, he became very _____ at drawing. **(SKILL)**

She's a very _____ person. **(CREATE)**

Students are under enormous pressure to learn huge amounts of vocabulary but they are rarely given guidance as to how to go about it. They have a _____ to try and learn long lists by heart. **(TEND)**

They should also take every opportunity to use the words in communication – there is considerable _____ evidence that learners who like using the foreign language improve their oral performance. **(PSYCHOLOGY)**

Many people, especially young people, wear things which express their ideas and feelings about life. If a boy _____ very short, almost shaven hair, people expect him to have right wing politics. **(HAVE)**

But some leaders of British fashion have enough ideas of _____ own. **(THEY)**

One of them is Jean Muir, whose designs let her be one of the _____ designers. **(GOOD)**

“it is a _____ moment” he told the journalists. **(HISTORY)**

Currently, _____ are studying the effects of air pollutants on unborn babies. **(SCIENCE)**

The professor asked the _____ to put their pens down because the exam was over. **(STUDY)**

The jury came to the _____ that the man was telling the truth. **(CONCLUDE)**

The police reported that there was no new evidence in the _____ **(INVESTIGATE)**

The clothes shop has a wide _____ of jeans and jumpers at discount prices. **(SELECT)**

Pizza Alvero offers free _____ **(DELIVER)**

Is there proof of the _____ of aliens? **(EXIST)**

Mrs Smith keeps all her _____ jewellery and important documents in a safe. **(EXPENSE)**

All the women in the beauty pageant are lovely and very _____. **(ATTRACT)**

The idea was _____, flying was still too expensive for most people. **(ATTRACT)**

The most _____ pop group in history was the Beatles. **(SUCCESS)**

The Spice Girls were unusual when they became _____ in the 1990s. **(FAME)**

Primary schools in London are trying out an ambitious plan through which young children get an introduction to serious music. The idea comes from a group of famous _____. **(MUSIC)**

Вариант 4

1. Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 — лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

Hi-Tech Brings Families Together

Technology is helping families stay in touch like never before, says a report carried out in the US.

Instead of driving people apart, mobile phones and the Internet are **A** _____. The research looked at the differences in technology use between families with children and single adults. It found that traditional families have more hi-tech gadgets in their home **B** _____. Several mobile phones were found in 89% of families and

66% had a high-speed Internet connection. The research also found that 58% of families have more **C** _____.

Many people use their mobile phone to keep in touch and communicate with parents and children. Seventy percent of couples, **D** _____, use it every day to chat or say hello. In addition, it was found that 42% of parents contact their children via their mobile every day.

The growing use of mobile phones, computers and the Internet means that families no longer gather round the TV to spend time together. 25% of those who took part in the report said they now spend less time **E** _____. Only 58% of 18—29 year olds said they watched TV every day. Instead the research found that 52% of Internet users who live with their families go online **F** _____ several times a week and 51% of parents browse the web with their children.

Some analysts have worried that new technologies hurt families, but we see that technology allows for new kinds of connectedness built around cell phones and the Internet/ said the report.

1. than any other group
2. watching television
3. in the company of someone else
4. than two computers in the home
5. communicated with their families
6. helping them communicate
7. owning a mobile

A	B	C	D	E	F
6	1	4	7	2	3

2. Fill in the correct form of the words in bold.

They see the plan as one possible _____ to the problem of declining audiences at classical concerts. **(SOLVE)**

Their argument is that an interest in classical music should be developed in early _____. **(CHILD)**

These sessions have proved so _____ that they have now become a regular feature in some schools. **(SUCCESS)**

For most teenagers, thinking about future jobs can lead to _____. **(CONFUSE)**

The stars of American journalism can build up reputations which make them _____ known than most members of the Cabinet. **(GOOD)**

A magazine recently asked people what they thought the most useful _____ of the last century was. **(INVENT)**

It was a very _____ question, since technology has transformed our lives today. **(INTEREST)**

Jackson has got a _____ collection of coins. **(PRICE)**

He was arrested because of his _____ activity. **(CRIME)**

The soup is absolutely _____. Pass me the salt, please. **(TASTE)**

Look! The _____ has just pulled a white rabbit from his hat. **(MAGIC)**

Last year, more than 3 million _____ took the language test worldwide. **(EXAMINE)**

Sally wants to become a concert _____. **(PIANO)**

A famous _____ was killed yesterday. **(REPORT)**

Everyone understands the _____ of environmental protection. **(IMPORTANT)**

A lot of money was spent on the _____ of the new hospital. **(EQUIP)**

You should see a _____ to choose a plan that's right for you. **(DIET)**

His friend was an _____ in the Canadian Theatre Company. **(ACT)**

Rogger knows how to say “thank you” and “I love you” in six
_____ languages. **(DIFFER)**

Oliver is one of the kindest and most _____ men I've ever
known. **(CONSIDER)**

Do you believe in ghosts? The Tower of London in England is _____ full of
them. **(APPARENT)**

In high and wild places the journey can be extremely _____. **(DANGER)**

The Pennine Way is full of _____ interest. **(HISTORY)**

One of the main barriers to growth, trade and integration, apart from tariffs and
_____ strategy, is language. **(ECONOMY)**

Finding an accurate _____ from one language to another is not always
easy. **(TRANSLATE)**

The most important thing is that no _____ should be lost. **(INFORM)**

Mr Piggly was a teacher at our school. He'd trained as a _____ and
usually taught history. **(HISTORY)**

He wasn't a _____, but for some strange reason he taught us chemistry for
a term. **(SCIENCE)**

I've made my _____. I'm going to buy the blue one. **(DECIDE)**

Do you think you get a good _____ at your school? **(EDUCATE)**

I think every child should get a good _____. **(EDUCATE)**

I'm not an expert. I'm only a _____. **(BEGIN)**

Actors have to _____ a lot of words when they are in a
play. **(MEMORY)**

My best friend gives me lots of help with my _____ problems. **(PERSON)**

Be _____! I've just painted the walls and they're wet. **(CARE)**

Interpreters can provide a real _____ for people who speak different languages. (CONNECT)

Практическое задание № 7

Темы рефератов, докладов, сообщений, презентаций, научно-практических работ.

1. Система образования в Великобритании
2. Система образования в США
3. Политическая система Великобритании
4. Политическая система США
5. Наука и технология
6. Выдающиеся изобретатели и их изобретения
7. Проблемы экологии
8. Средства массовой информации
9. Путешествие
10. Поездка за границу
11. Профессии.
12. Профессиональные качества
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14. Персональный компьютер
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18. Компьютерные языки
19. Языки программирования

- 20.Виды ошибок в программировании
- 21.Интернет
- 22.Будущее компьютерных технологий

Перечень рекомендуемых учебных изданий и интернет-ресурсов

1. Бочкарева, Т. С. Английский язык : учебное пособие для СПО / Т. С. Бочкарева, К. Г. Чапалда. — Саратов : Профобразование, 2020. — 99 с. — ISBN 978-5-4488-0646-9. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/91852.html> .. — Режим доступа: для авторизир. пользователей
2. Немецкий язык для IT-студентов = Deutsch für IT-Studenten : учебное пособие для СПО / составители С. В. Платонова. — 2-е изд. — Саратов, Екатеринбург : Профобразование, Уральский федеральный университет, 2019. — 113 с. — ISBN 978-5-4488-0489-2, 978-5-7996-2829-1. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. —URL: <http://www.iprbookshop.ru/87835.html> .. — Режим доступа: для авторизир. пользователей
3. Кашпарова, В. С. Английский язык : учебное пособие / В. С. Кашпарова, В. Ю. Сеницын. — 3-е изд. — Москва, Саратов : Интернет-Университет Информационных Технологий (ИНТУИТ), Ай Пи Ар Медиа, 2020. — 118а— ISBN 978-5-4497-0302-6. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/89418.html>. — Режим доступа: для авторизир. Пользователей

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