

ДЕПАРТАМЕНТ ОБРАЗОВАНИЯ БЕЛГОРОДСКОЙ ОБЛАСТИ
Областное государственное автономное профессиональное образовательное учреждение
«СТАРООСКОЛЬСКИЙ ПЕДАГОГИЧЕСКИЙ КОЛЛЕДЖ»
(ОГАПОУ СПК)

УТВЕРЖДАЮ
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КОМПЛЕКТ
КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ
ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК
(АНГЛИЙСКИЙ)

для студентов специальности 09.02.05 Прикладная информатика
(по отраслям)

Старый Оскол

Комплект контрольно-оценочных средств разработан на основе Федерального государственного образовательного стандарта (далее ФГОС) по специальности 09.02.05 Прикладная информатика (по отраслям) среднего профессионального образования (далее СПО) и программы учебной дисциплины «Иностранный язык (английский)».

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1. ОБЩИЕ ПОЛОЖЕНИЯ

Контрольно-оценочные средства (КОС) предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины «Иностранный язык (английский)».

КОС включают контрольные материалы для проведения текущего и промежуточного контроля в форме зачетов и дифференцированных зачетов.

КОС разработаны в соответствии с основной профессиональной образовательной программой по специальности СПО 09.02.05 Прикладная информатика (по отраслям) и программой учебной дисциплины «Иностранный язык (английский)».

2. ПАСПОРТ КОМПЛЕКТА КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

В результате аттестации по учебной дисциплине «Иностранный язык (английский)» осуществляется комплексная проверка следующих умений и знаний, а также динамика формирования общих компетенций:

Таблица 1

Результаты обучения: умения, знания и общие компетенции в соответствии с таблицей 2 ФГОС по УД	Показатели оценки результата	Форма контроля и оценивания
Уметь:		
У 1. Умение вести диалог, беседовать о себе, своих планах; участвовать в обсуждении проблем в связи с прочитанным/ прослушанным иноязычным текстом, соблюдая правила речевого этикета; ОК 2. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.	Соблюдение этических норм общения при взаимодействии с учащимися, преподавателями, нахождение и использование информации для эффективного выполнения профессиональных задач;	Практические занятия Индивидуальные задания Групповые задания Тестирование Самостоятельная работа
У 2. Умение читать аутентичные тексты различных жанров: публицистические, художественные, научно-популярные, функциональные, используя основные виды чтения (ознакомительное, изучающее, поисковое/просмотровое), в зависимости от коммуникативной задачи; ОК 5. Использовать информационно-коммуникационные технологии в профессиональной деятельности.	Грамотное решение ситуационных задач с применением профессиональных знаний и умений; умение пользоваться основной и дополнительной литературой.	Практические занятия Индивидуальные задания Групповые задания Тестирование Самостоятельная работа
У 3. Перевод со словарем иностранных текстов профессиональной направленности. ОК 4. Осуществлять поиск информации, необходимой для эффективного выполнения профессиональных задач.		Практические занятия Индивидуальные задания Групповые задания Тестирование Самостоятельная работа
У 4. Умение, обеспечивающее самостоятельное приобретение знаний: ориентироваться в иноязычном письменном тексте, выделять, обобщать и фиксировать необходимую информацию из различных источни-	Самостоятельность при поиске необходимой информации; использование информационных технологий в процессе обучения; эффективный поиск необходимой информации, исполь-	Практические занятия Индивидуальные задания Групповые задания

ков, в том числе из разных областей знаний; ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием	зую различные виды источников, в т.ч. электронные;	Тестирование Самостоятельная работа
Знать:		
31. Знание значений новых лексических единиц, связанных с тематикой данного этапа обучения и соответствующими ситуациями общения, в том числе оценочной лексики, реплик-клише речевого этикета, отражающих особенности культуры страны/стран изучаемого языка;	Активное использование и распознавание различных лексических единиц, клише для решения профессиональных задач	Практические занятия Индивидуальные задания Групповые задания Тестирование Самостоятельная работа
32. Знание лексического (1200-1400 лексических единиц) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности. ОК 3. Анализировать рабочую ситуацию, осуществлять текущий и итоговый контроль, оценку и коррекцию собственной деятельности, нести ответственность за результаты своей работы.	Распознавание в текстах знаковых лексических единиц, самостоятельность при поиске необходимой информации; применение на практике грамматических правил	Практические занятия Индивидуальные задания Групповые задания Тестирование Самостоятельная работа
33. Знание основ делового общения, расширенной за счет новой тематики и проблематики речевого общения. ОК 6. Работать в коллективе и команде, эффективно общаться с коллегами	Умение проявлять деловую культуру;	Практические занятия Индивидуальные задания Групповые задания Тестирование Самостоятельная работа

Контроль и оценка освоения учебной дисциплины по темам (разделам)
Таблица 2

Элемент учебной дисциплины	Формы и методы контроля					
	Текущий контроль				Промежуточная аттестация	
	Форма контроля	Проверяемые ОК, У, З	Форма контроля	Проверяемые ОК, У, З	Форма контроля	Проверяемые ОК, У, З
Раздел 1. Вводно-фонетический курс.			Контрольная работа №1	У1, У2, 31, 32, ОК 3, ОК 5	Зачет	У1, У2, У3, У4 31, 32, ОК 3, ОК 5
Тема 1.1. Фонетика.	Фронтальный опрос Самостоятельная работа	У1, У2, 31, 32, ОК 3, ОК 5				
Тема 1.2 Интонация английского предложения	Индивидуальный опрос Фронтальный опрос Устный опрос Самостоятельная работа	У1, У2, 31, 32, ОК 3, ОК 5				
Раздел 2. Образование			Контрольная работа №2 Контрольная работа №3 Контрольная работа №4	У1, У2, 31, 32, ОК 2, ОК 5	Зачет	У1, У2, У3, У4 31, 32, ОК 2, ОК 5, ОК 8
Тема 2.1. Образование в Великобритании	Индивидуальный опрос Фронтальный опрос Самостоятельная работа	У1, У2, У4, 31, 32, ОК 2, ОК 5, ОК 8				
Тема 2.2 Простые времена английского глагола	Парный опрос Устный опрос Фронтальный опрос Самостоятельная работа	У1, У2, У4, 31, 32, ОК 2, ОК 5, ОК 8				
Тема 2.3 Образование в США	Фронтальный опрос Индивидуальный опрос Парный опрос Самостоятельная работа	У1, У2, 31, ОК 4, ОК 6				
Тема 2.4 Повторение: Дли-	Фронтальный опрос	У1, 31, ОК 4, ОК 5				

тельные времена английского глагола	Индивидуаль- ный опрос					
Тема 2.5 Образование в Рос- сии	Индивидуаль- ный опрос Самостоятель- ная работа	У1, У2, З1, ОК 4, ОК 8				
Тема 2.6 Образовательные учреждения в Белго- родской области.	Фронтальный опрос Выборочный опрос Письменный опрос Самостоятель- ная работа	У1, У2, З1, ОК 5, ОК 6				
Тема 2.7 Повторение совер- шенные времена ан- глийского глагола	Индивидуаль- ный опрос Фронтальный опрос Письменный опрос	У3, У2, З1, ОК 4, ОК 8				
Раздел 3. Средства массовой информации			Контроль работа №5 Контроль работа №6	У1, У2, З1, З2, З3, ОК 3, ОК 5	Зачёт	У1, У2, У3, У4 З1, З2, З3 ОК 3, ОК 5, ОК8
Тема 3.1. Средства массовой информации	Устный опрос	У1, У2, З1, ОК 3, ОК 8				
Тема 3.2. Интернет: за и про- тив	Тестирование Самостоят. ра- бота	У1, З1, ОК 6, ОК 8				
Тема 3.3 Повторение страда- тельного залога ан- глийского глагола	Тестирование Самостоят. ра- бота	У1, У2, З1, ОК 4, ОК 8				
Тема3.4 Модальные глаголы.	Тестирование Самостоят. ра- бота	У1, У2, З1, ОК 4, ОК 8				
Тема3.5 Заменители модаль- ных глаголов.	Тестирование Самостоят. ра- бота	У1, З1, ОК 3, ОК 6				
Раздел 4 Защита окружаю- щей среды			Контроль- ная рабо- та №7	У1, У2, У3, З1,З3, ОК 4, ОК 8	Зачёт	У1, У2, У3, З1, З3, ОК 4, ОК 8
Тема 4.1 Защита окружающей среды	Устный опрос Самостоят. ра- бота	У1, У2, З1,З3, ОК 2, ОК 8				
Тема 4.2 Защита окружающей среды в Белгород- ской области (Ста- рый Оскол)	Устный опрос Самостоят. ра- бота	У1, З1, ОК 5, ОК 6				

Тема 4.3 Глобальное потепление. Парниковый эффект	Устный опрос	У1, У2, 31, ОК 4, ОК 8				
Тема 4.4 Сложносочинённые предложения	Тестирование Самостоят. работа	У1, 31, ОК 5, ОК 6				
Тема 4.5 Сложноподчинённые предложения	Тестирование Самостоят. работа	У1, У2, 31,33, ОК2, ОК8				
Раздел 5 Англоговорящие страны			Контрольная работа №8 Контрольная работа №9 Контрольная работа №10	У1, У2, У3, 31,33, ОК 4, ОК 8	Зачёт	У1, У2, У3, 31, 33, ОК 4, ОК 8
Тема 5.1 Канада	Устный опрос Самостоят. работа	У1, У2, 31, 32, ОК 3, ОК 5				
Тема 5.2 Австралия	Устный опрос Самостоят. работа	У1, У2, 31, 32, ОК 3, ОК 5				
Тема 5.3 Новая Зеландия	Тестирование Самостоят. работа	У1, У2, 31, ОК 4, ОК 8				
Тема 5.4 Согласование времён. Будущее в прошлом	Тестирование	У1, 31, ОК 5, ОК 6				
Тема 5.5 Прямая и косвенная речь	Тестирование	У1, У2, 31,33, ОК2, ОК8				
Раздел 6 Английский язык в мире профессий			Контрольная работа №11 Контрольная работа №12	У1, У2, У3, 31,33, ОК 4, ОК 8	зачет	У1, У2, У3, 31, 32, 33, ОК 3, ОК 8
Тема 6.1 Английский язык – язык глобального общения	Индивидуальный опрос Фронтальный опрос	У1, У2, У4, 31, 32, ОК 2, ОК 5, ОК 8				
Тема 6.2 Деловое общение в профессии «Программист»	Выборочный опрос Фронтальный опрос Самостоятельная работа	У1, У2, У4, 31, 32, ОК 2, ОК 5, ОК 8				
Тема 6.3 История английского языка	Индивидуальный опрос	У1, 31, ОК 4, ОК 5				

	Парный опрос Фронтальный опрос Самостоятельная работа					
Раздел 7 Профессиональный блок			Контрольная работа №13 Контрольная работа №14 Контрольная работа №15 Контрольная работа №16	У1, У2, У3, 31,33, ОК 4, ОК 8	зачет	У1, У2, У3, 31, 33, ОК 4, ОК5, ОК 8
Тема 7.1 Наука и технологии	Фронтальный опрос Индивидуальный опрос Устный опрос	У1, У2, 31, ОК 3, ОК 8				
Тема 7.2 Развитие электроники	Фронтальный опрос Выборочный опрос Индивидуальный опрос Самостоятельная работа	У1, 31, ОК 6, ОК 8				
Тема 7.3 Неличные формы глагола.	Индивидуальный опрос Самостоятельная работа	У1, У2, 31, ОК 4, ОК 8				
Тема 7.4 Первые компьютеры	Индивидуальный опрос Фронтальный опрос	У1, У2, 31, ОК 4, ОК 8				
Тема 7.5 Словообразование.	Фронтальный опрос	У1, У2, 31, ОК 4, ОК 6				
Тема 7.6 4 поколения компьютеров	Фронтальный опрос Парный опрос Письменный опрос Устный опрос	У1, У2, 31, ОК 4, ОК 8				
Тема 7.7 Инфинитив	Самостоятельная работа	У1, У2, 31, ОК 5, ОК 6				
Тема 7.8 Герундий	Самостоятельная работа	У1, У2, 31, 32, ОК 3, ОК 8				
Тема 7.9	Самостоятельная	У1, У2,				

Причастие I. Причастие II.	ная работа	3 1, 32, ОК 3, ОК 5				
Тема 7.10 Фразеологизмы.	Устный опрос Письменный опрос Самостоятельная работа	У1, У2, 31, 32, ОК 4, ОК 8				
Тема 7.11 Инфинитивные обороты	Письменный опрос	У1, У2, 3 1, 32, ОК 4, ОК 5				
Раздел 8 Архитектура компьютерной системы			Контроль работа №17 Контроль работа №18	У1, У2, У3, 31,33, ОК 4, ОК 8	Дифференцированный зачет	У1, У2, У3, 31, 32, 33, ОК 4, ОК5, ОК 8
Тема 8.1 Виды компьютеров	Устный опрос Тестирование Самостоят. работа	У1, У2, 3 1, ОК 3, ОК 8				
Тема 8.2 Аппаратное обеспечение	Устный опрос Тестирование	У1, 3 1, ОК 6, ОК 8				
Тема 8.3 Память	Устный опрос Тестирование Самостоят. работа	У1, У2, 3 1, ОК 4, ОК 8				
Раздел 9 Периферийные устройства			Контрольная работа №19 Контрольная работа №20 Контрольная работа №21(2ч)	У1, У2, У3, 31,33, ОК 4, ОК 8	Дифференцированный зачет	У1, У2, У3, 31, 33, ОК 2, ОК 4, ОК 8
Тема 9.1 Дополнительное оборудование компьютера	Устный опрос Тестирование Самостоят. работа	У1, У2, 3 1, ОК 5, ОК 6				
Тема 9.2 Способы хранения информации	Устный опрос Тестирование Самостоят. работа	У1, У2, 31, 32, ОК 3, ОК 8				
Тема 9.3 Перевод (со словарем) профессионально-ориентированных текстов	Устный опрос Тестирование	У1, У2, 3 1, 32, ОК 3, ОК 5				
Раздел 10 Операционные системы			Контрольная работа №22 Контрольная работа №23 Контроль-	У1, У2, У3, 31,33, ОК 4, ОК 8	Дифференцированный зачет	У1, У2, У3, 31, 33, ОК 4, ОК 8

			ная работа №24 Контроль- ная работа №25			
Тема 10.1 Функции операци- онной системы	Устный опрос Тестирование	У1, У2, У4, З1, З2, ОК 2, ОК 5, ОК 8				
Тема 10.2 Неличные формы глагола в роли опре- деления	Устный опрос Тестирование	У1, У2, З1, ОК 4, ОК 6				
Тема 10.3 Виды операционных систем	Устный опрос Тестирование Самостоят. ра- бота	У1, З1, ОК 4, ОК 5				
Раздел 11 Интернет			Контроль- ная рабо- та №26 Контроль- ная работа №27(2ч)			
Тема 11.1 История создания Интернет	Устный опрос Самостоят. ра- бота					
Тема 11.2 Поиск информации	Устный опрос Тестирование Самостоят. ра- бота	У1, У2, З1, ОК 5, ОК 6				
Тема 11.3 Сетевые технологии	Устный опрос Самостоят. ра- бота	У1, З1, ОК 4, ОК 5		У1, У2, У3, З1, З3, ОК 4, ОК 8	Диф- ферен- циро- ван- ный зачет	У1, У2, У3, З1, З2, З3, ОК 4, ОК 5
Раздел 12 Устройство на ра- боту			Контроль- ная работа №28 Контроль- ная работа №29			
Тема 12.1 Заявление о приеме на работу.	Устный опрос Самостоят. ра- бота	У1, У2, З1, З2, ОК 4, ОК 5				
Тема 12.2 Интервью и резюме	Устный опрос Самостоят. ра- бота	У1, У2, З1, ОК 4, ОК 6				
Раздел 13 Телефонные пере- говоры			Контроль- ная работа №30	У1, У2, У3, З1, З3, ОК 4, ОК 8	Диф- ферен- циро- ван- ный	У1, У2, У3, З1, З3, ОК 5, ОК 8

					зачет	
Тема 13.1 Этика телефонных разговоров	Устный опрос	У1, У2, 3 1, 3 3, ОК 4, ОК 6				
Тема 13.2 Этика деловых отношений	Устный опрос Самостоят. работа	У1, 3 1, ОК 4, ОК 5				
Раздел 14 Деловое общение			Контрольная работа №31	У1, У2, У3, 31,33, ОК 4, ОК 8	Дифференцированный зачет	У1, У2, У3, 31, 33, ОК 2, ОК 8
Тема 14.1 Этика делового общения	Устный опрос Самостоят. работа	У1, У2, 3 1, 32, ОК 4, ОК 6				
Тема 14.2 Поиск работы через Интернет	Устный опрос	У1, 3 1, 3 3, ОК 4, ОК 8				

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

Перечень вопросов к дифференцированному зачету (3 курс)

№ п/п	Раздел Тема	Перечень вопросов	Семестр, в котором изучался программный материал
1	Programmer.	1. Is it easy to be a real good program? 2. Education is the only way to a prosperous life, isn't it? 3. Programmer's career: pros and cons. 4. An ideal programmer.	5
2	English language in a world of profession.	5. English as a language of global communication. 6. The history of the English language. 7. Business English in programmer's profession. 8. Language-learning nowadays. 9. Language-learning: pros and cons.	5
3	English in profession.	10. Computers are everywhere nowadays 11. What can computers do? 12. Everyday uses of computers	6
4	Basic hardware.	13. A computer mouse 14. The monitor 15. Types of drives. 16. Technical details	6
Всего разделов: 4		Всего выносимых на экзамен практических заданий: 16	

Перечень вопросов к дифференцированному зачету (4 курс)

№ п/п			Перечень вопросов	Семестр, в котором изучался программ- ный мате- риал
	Раздел	Тема		
1	Programmers' profession.	1. Basic software. 2. Operating systems. 3. MAC OS 4. WINDOWS 5. LINUX	7	
2	Translating of professions' texts.	6. The best world programmers. 7. Bill Gates	7	
3	Employment.	8. Outplacement firm. 9. Announcements of vacancies. 10. Job application. 11. Resume. 12. Interview.	8	
4	Telephone talks.	13. Telephone talks' manners. 14. Business relations' manners. 15. Business talks. 16. Business world and me.	8	
5	Business communication.	17. Business communication. 18. Daily communication. 19. Informal communication.	8	
Всего разделов: 5		Всего выносимых на экзамен практических за- даний: 19		

Критерии оценки

В результате освоения данного курса студенты должны уметь составлять письменные высказывания, оформленные в соответствии с различными жанрами (эссе, рассказ, краткое изложение, развернутый план, деловое письмо и т.д.), а также уметь составлять различные по цели написания письменные тексты (публицистический, информационный, литературный и т.п.).

По окончании данного курса студенты должны уметь составлять монологические высказывания на пройденные темы, вести по этим темам дискуссии и применять в ходе этих дискуссий полученные в ходе курса знания.

В рамках промежуточного контроля необходимо успешно выполнить тестовые задания по отдельным видам речевой деятельности по тематике, пройденной в последнем семестре.

Чтение с пониманием основного содержания прочитанного (ознакомительное)

Оценка «отлично» ставится студенту, если он понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста, либо по словообразовательным элементам, либо по сходству с родным языком.

Оценка «хорошо» ставится студенту, если он понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю, а темп чтения более замедлен.

Оценка «удовлетворительно» ставится студенту, который не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка.

Оценка «неудовлетворительно» выставляется в том случае, если он не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать незнакомую лексику.

Чтение с полным пониманием содержания (изучающее)

Оценка «отлично» ставится, 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 «хорошо» выставляется, если он полностью понял текст, но многократно обращался к словарю.

Оценка «удовлетворительно» ставится, если студент понял текст не полностью, не владеет приемами его смысловой переработки.

Оценка «неудовлетворительно» ставится в том случае, когда текст студентом не понят. Он с трудом может найти незнакомые слова в словаре.

Чтение с нахождением интересующей или нужной информации (просмотровое)

Оценка «отлично» ставится студенту, если он может достаточно быстро просмотреть несложный оригинальный текст (типа расписания поездов, меню, программы телепередач) или несколько небольших текстов и выбрать правильно запрашиваемую информацию.

Оценка «хорошо» ставится студенту при достаточно быстром просмотре текста, но при этом он находит примерно 2/3 за данной информации.

Оценка «удовлетворительно» выставляется, если студент находит в данном тексте (или данных текстах) примерно 1/3 заданной информации.

Оценка «неудовлетворительно» выставляется в том случае, если студент практически не ориентируется в тексте.

Понимание речи на слух

Оценка «отлично» ставится студенту, который понял основные факты, сумел выделить отдельную, значимую для себя информацию (например, из прогноза погоды, объявления, программы радио и телепередач), догадался о значении части незнакомых слов по контексту, сумел использовать информацию для решения поставленной задачи (например, найти ту или иную радиопередачу).

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

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

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

Говорение

Оценка «отлично» ставится студенту, если он в целом справился с поставленными речевыми задачами. Его высказывание было связным и логически последовательным. Диапазон используемых языковых средств достаточно широк. Языковые средства были правильно употреблены, практически отсутствовали ошибки, нарушающие коммуникацию, или они были незначительны. Объем высказывания соответствовал тому, что задано программой на данном году обучения. Наблюдалась легкость речи и достаточно правильное произношение. Речь ученика была эмоционально окрашена, в ней имели место не только передача отдельных фактов (отдельной информации), но и элементы их оценки, выражения собственного мнения.

Оценка «хорошо» выставляется студенту, если он в целом справился с поставленными речевыми задачами. Его высказывание было связным и последовательным. Использовался довольно большой объем языковых средств, которые были употреблены правильно. Однако были сделаны отдельные ошибки, нарушающие коммуникацию. Темп речи был несколько замедлен. Отмечалось произношение, страдающее сильным влиянием родного языка. Речь была недостаточно эмоционально окрашена. Элементы оценки имели место, но в большей степени высказывание содержало информацию и отражало конкретные факты.

Оценка «удовлетворительно» ставится студенту, если он сумел в основном решить поставленную речевую задачу, но диапазон языковых средств был ограничен, объем высказывания не достигал нормы. Ученик допускал языковые ошибки. В некоторых местах нарушалась последовательность высказывания. Практически отсутствовали элементы оценки и выражения собственного мнения. Речь не была эмоционально окрашенной. Темп речи был замедленным.

Оценка «неудовлетворительно» ставится студенту, если он только частично справился с решением коммуникативной задачи. Высказывание было небольшим по объему (не соответствовало требованиям программы). Наблюдалась узость вокабуляра. Отсутствовали элементы собственной оценки. Студент допускал большое количество ошибок, как языковых, так и фонетических. Многие ошибки нарушали общение, в результате чего возникало непонимание между речевыми партнерами.

Письмо

Оценка «отлично». Коммуникативная задача решена, соблюдены основные правила оформления текста, очень незначительное количество орфографических и лексико-грамматических погрешностей. Логичное и последовательное изложение материала с делением текста на абзацы. Правильное использование различных средств передачи логической связи между отдельными частями текста. Студент показал знание большого запаса лексики и успешно использовал ее с учетом норм иностранного языка. Практически нет ошибок. Соблюдается правильный порядок слов. При использовании более сложных конструкций допустимо небольшое количество ошибок, которые не нарушают понимание текста. Почти нет орфографических ошибок. Соблюдается деление текста на предложения. Имеющиеся неточности не мешают пониманию текста.

Оценка «хорошо». Коммуникативная задача решена, но лексико-грамматические погрешности, в том числе выходящих за базовый уровень, препятствуют пониманию. Мысли изложены в основном логично. Допустимы отдельные недостатки при делении текста на абзацы и при использовании средств передачи логической связи между отдельными частями текста или в формате письма. Студент использовал достаточный объем лексики, допуская отдельные неточности в употреблении слов или ограниченный запас слов, но эффективно и правильно, с учетом норм иностранного языка. В работе имеется ряд грамматических ошибок, не препятствующих пониманию текста. Допустимо несколько орфографических ошибок, которые не затрудняют понимание текста.

Оценка «удовлетворительно». Коммуникативная задача решена, но языковые погрешности, в том числе при применении языковых средств, составляющих базовый уровень, препятствуют пониманию текста. Мысли не всегда изложены логично. Деление текста на абзацы недостаточно последо-

вательно или вообще отсутствует. Ошибки в использовании средств передачи логической связи между отдельными частями текста. Много ошибок в формате письма. Студент использовал ограниченный запас слов, не всегда соблюдая нормы иностранного языка. В работе либо часто встречаются грамматические ошибки элементарного уровня, либо ошибки немногочисленны, но так серьезны, что затрудняют понимание текста. Имеются многие ошибки, орфографические и пунктуационные, некоторые из них могут приводить к непониманию текста.

Оценка «неудовлетворительно». Коммуникативная задача не решена. Отсутствует логика в построении высказывания. Не используются средства передачи логической связи между частями текста. Формат письма не соблюдается. Студент не смог правильно использовать свой лексический запас для выражения своих мыслей или не обладает необходимым запасом слов. Грамматические правила не соблюдаются. Правила орфографии и пунктуации не соблюдаются.

Критерии оценки результатов тестирования

Доля правильных ответов, %	Оценка
Менее 55%	Неудовлетворительно
От 55 до 70%	Удовлетворительно
От 71 до 85%	Хорошо
Свыше 85%	Отлично

4. ФОРМЫ ОЦЕНИВАНИЯ УМЕНИЙ, ЗНАНИЙ И СФОРМИРОВАННОСТИ КОМПЕТЕНЦИЙ ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ

Комплект заданий для контрольных работ

Контрольная работа №1 (контроль навыков чтения)

Variant 1 Graffiti

You can travel almost anywhere in the world, and you will probably see graffiti. Although graffiti is more common in big cities, today you may find it in almost any region or district, big or small. It's everywhere: on trains, walls, bridges and buildings. Love it or hate it but graffiti is part of the everyday urban world. Some people consider it art while others think it's vandalism. However, few of them really know how old graffiti is.

The word graffiti itself probably comes from the old Greek verb which means "to write". Writings on walls already existed in ancient Rome. The Romans cut graffiti on walls and monuments. It showed phrases of love, political ideas, simple thoughts, magic spells, alphabets, and famous quotations from literature. Modern graffiti dates back to the US of the 1960s. At that time for young people it was a form of self-expression and a political protest. Teenage groups in New York, for example, painted graffiti to mark their territory. Later, there started competitions between different groups. That meant that the quality of graffiti became more important than just the amount of it.

Today graffiti has travelled all over the world. However, it is still an illegal art. It has been always painted on private or public property, like cars, trains, fences and house walls. As a result most people see it as vandalism. Besides, it's rather hard to clean graffiti paints, and cities spend millions every year on it. So, in most countries graffiti is forbidden.

On the other hand, modern graffiti is, by its nature, a form of painting. After all, the artists use the same methods and materials. However, instead of paints a graffiti artist prefers sprays, markers, and crayons. Some of their works are really impressive and fascinating, they are powerful and have a deep meaning. Graffiti often makes grey walls look cheerful.

The purpose of some graffiti is to spread and declare social ideas. That's why a lot of graffiti paintings have political topics. Some cities have special places where the walls of different buildings can be used to create pieces of graffiti art.

Probably, the most famous graffiti artist is Banksy, who comes from Bristol, England. He strongly believes that writing graffiti on buildings is an effective way to communicate with people. His works are very often aggressive, provocative and even rude. In his graffiti he expresses personal political and social views, which are against war and capitalism.

1. Is graffiti an old or modern art?
2. When and where did modern graffiti begin?
3. Why is it considered to be an illegal art?
4. What is the purpose of graffiti?
5. Who is the most famous graffiti artist?

Variant 2

Tea

Everybody knows that Britain is a tea-drinking nation. Tea is more than just a drink to the British – it is a way of life. Many people drink it first with breakfast, then mid-morning, with lunch, at tea-time (around 5 o'clock), with dinner and finally just before bed. As a nation, they go through 185 million cups per day! No less than 77% of British people are regular tea drinkers; they drink more than twice as much tea as coffee.

A legend says that tea was discovered in China in the third millennium BC. When a Chinese Emperor was having breakfast in his garden, a tea leaf fell into his cup with hot water. The water became coloured and the Emperor was delighted with the taste of the new drink. To Britain, tea came much later. It happened in the 17th century, when the British ships landed on the shore of China and came back with a load of tea.

Tea drinking became fashionable in England after Charles II married the Portuguese princess Catherine of Braganza. She adored tea, and introduced it to the royal court. Just as people today will copy celebrities, people in the 17th and 18th centuries copied the royal family. Tea drinking spread like wildfire, starting first among the nobles and then spreading to wealthy businessmen who liked to sit down for a nice “cuppa” in coffee houses. Tea was an expensive product. It was only for the rich and often kept under lock and key.

In the 17th century the British really had two daily meals – breakfast and dinner. Dinner was the heaviest meal of the day, and was usually served in the afternoon. The custom of eating a regular “afternoon tea” began during the 1700's, as people began serving dinner later and later in the evening. For the aristocracy, or at least for the Duchess Anna Maria of Bedford, 6 hours between meals was simply too long. She began to ask for a cup of tea and light snacks to be served around 5 pm, and then began to invite guests to join her. The custom of “afternoon tea” was born, and it spread among the upper classes and then among the workers, for whom this late afternoon meal became the main of the day.

The first tea shop for ladies was opened by Thomas Twining in 1717 and slowly tea shops began to appear throughout England making the drinking of tea available to everyone. The British appreciated the new drink for its taste. It was also believed that tea cured lots of diseases. However, the most important thing was that drinking tea prevented lots of diseases – to make the drink people used boiled water and drank less raw water.

Tea has worked its way into language too. Nowadays people have tea breaks at work. Many people call the main evening meal tea, even if they drink beer with it. When there is a lot of trouble about something very unimportant, it is called a storm in a tea cup. When someone is upset or depressed, people say they need tea and sympathy. In fact, tea is the best treatment for all sorts of problems and troubles.

1. Why is tea considered to be a way of life for an Englishman?
2. Who brought tea to Britain first?
3. Why was tea often kept under lock and key?
4. How could tea prevent diseases in the past?
5. What does it mean “a storm in a tea cup”?

Контрольная работа №2
на тему: «Education»
(Контроль монологических навыков говорения)

Составить монологическое высказывание по теме «Образование в США».

Контрольная работа №3
на тему: «Education»
(Контроль навыков письма)

Написать сочинение-рассуждение об образовании в педагогическом колледже, используя изученную лексику.

Контрольная работа №4
на тему: «Education»
(контроль навыков аудирования)

Задания по аудированию

Вариант 1.

Listen to a teenager talking about how to choose a profession and tick a, b, c for statements 1 - 5:

1. Tim's father wants him to be a businessman.
a) True b) False c) Not stated

2. Tim's family supports his decision.
a) True b) False c) Not stated
3. Tim's friends don't agree with his choice.
a) True b) False c) Not stated
4. Tim doesn't think there are any set jobs for just men or just women.
a) True b) False c) Not stated
5. Having enjoyable job is more important for Tim than earning a lot of money.
a) True b) False c) Not stated

Вариант 2.

Listen to a teenager talking about how to choose a profession and tick a, b, c for statements 1 - 5:

1. Mary's father is a military man.
a) True b) False c) Not stated
2. Her male friends are quite supportive.
a) True b) False c) Not stated
3. Mary worries about what people think.
a) True b) False c) Not stated
4. Mary thinks there are jobs that only men should do.
a) True b) False c) Not stated
5. She wouldn't like to have law-paid job.
a) True b) False c) Not stated

Вариант 3. Listen to a teenager talking about how to choose a profession and tick a, b or c for statements 1 - 5:

1. Kate has a good voice
a) True b) False c) Not stated
2. Kate would like to be a doctor.
a) True b) False c) Not stated
3. Kate wants to earn lots of money.
a) True b) False c) Not stated
4. Kate would like to work flexible hours.
a) True b) False c) Not stated
5. She doesn't mind cleaning toilets if it is well-paid.
a) True b) False c) Not stated

Тексты аудиозаписей к заданиям по аудированию.

Вариант 1.

Tim: I want to be a dancer. I have always liked dancing and it has come naturally to me. My father is a self-employed businessman but I don't fancy going in for the same job, mostly because it doesn't really appeal to me and it's not right for me. I don't think I'd be very good at it. I'm lucky that my family and friends support my decision to become a dancer. They've seen me dance and always say I'm quite good. They are very supportive and that's important to me. I think people still believe that there is a difference between male and female jobs, and sometimes men still get more money than women for doing the same job. I don't think this is fair, because everyone should be treated equally. Many people also still think that men should work and women should stay in the home. I think that men and women are good at different things. Men are often good at things like building and engineering while women are better at communicating and doing many things at once.

Вариант 2.

Mary: I want to be a soldier and hope I'll pass the entry exam. When I was 13, I started the Army Cadets and I learnt about the army and handling weapons and all that. I enjoyed the life. A lot of my friends went in and said I was good. My parents haven't affected my choice, but it's fine by them, if it's what I want to do. My male friends didn't think I would have the guts to go through with it as it is mainly a male job, but they are quite supportive. My female friends are really amazed. I am sure, if I were male, my male friends would be a bit more supportive, but the girls think that's great. But I don't really care what people think, it's just what I want to do. I don't think there are any jobs that should be just for men or just for women. Men and women should be able to do every job the same. I wouldn't like to do anything with low pay. But having a job I enjoy is more important for me because there's no point in being in it for the money if you don't enjoy it.

Вариант 3.

Kate: I am dreaming of becoming a pop star. My mom thinks I've got a good voice so maybe I could do it, but my friends don't really care. I don't think there's any set job just for men or just women. Sometimes men get more money than women for doing the same job. I don't think it's fair. I believe if you do the same job, then you should get the same money. I wouldn't like to be a doctor because I don't like blood and I don't like seeing the insides of people. But I do want to earn lots of money! Did you see in the newspapers about Jennifer Lopez getting two million dollars for a two-hour show? I'd like to be on that sort of money. Of course, I would feel more comfortable with a job that I enjoy, but for me, the money's more important, so I would have to go with that, even if it was cleaning toilets!

**Контрольная работа №5
на тему: «The Internet»
(Контроль навыков аудирования)**

1. Listen to the song and fill in the gaps

When you've got a
Or you think a has gone
When your 's crashing Or you just can't turn it on
When you've disconnected
And you just can't get online
Call me on my.....
And soon things will all be fine
I'm a techno wizard You can call me day or night I fix techno troubles And
make everything all right If you've got a problem And you don't know what to do
Call the techno wizard and I'll make things work for you
When a file won'tor your PC'sslow
Just ask me to it and you know I won't say no
When your is frozen and it just won't work at all
Don't get or
Cause there's someone you can call

file , virus, laptop, download, mobile, screen, running, fix, stressed, worried

**Контрольная работа №6
на тему: «The Internet»**

TEST

1. The "http" you type at the beginning of any site's address stands for
 - a) HTML Transfer Technology Process
 - b) Hyper Text Transfer Protocol
 - c) Hyperspace Techniques and Technology Progress
 - d) Hyperspace Terms and Technology Protocol
2. "www" stands for
 - a) World Wide Wait
 - b) World Wide Web
 - c) World Wide War
 - d) World Wide Wares
3. Google (www.google.com) is a
 - a)Number in Math
 - b)Chat service on the web
 - c) Search Engine

- d) Directory of images
- 4. Internet Explorer is a
 - a) News Reader
 - b) Graphing Package
 - c) Web Browser
 - d) Any person browsing the net
- 5. Modem stands for
 - a) Memory Demagnetization
 - b) Monetary Devaluation Exchange Mechanism
 - c) Monetary Demarkation
 - d) Modulator Demodulator
- 6. The speed of your net access is defined in terms of
 - a) MHz
 - b) Megabytes
 - c) RAM
 - d) Kbps
- 7. Yahoo (www.yahoo.com) is a
 - a) Portal
 - b) Super Computer
 - c) Organization that allocates web addresses
 - d) Website for Consumers
- 8. A computer on the Internet that hosts data, that can be accessed by web browsers using HTTP is known as:
 - a) Web Server
 - b) Web Rack
 - c) Web Space
 - d) Web Computer
- 9. Linux is
 - a) An Operating System
 - b) A Web Browser
 - c) A Web Server
 - d) An non profit organization
- 10. Microsoft Windows is
 - a) A Web Browser
 - b) A Web Server
 - c) A Spreadsheet Package
 - d) An Operating System
- 11. A domain name ending with "org" is
 - a) A commercial website
 - b) An organization
 - c) A network site
 - d) A site which has very high traffic

Контрольная работа №7
на тему: «Environment protection»
(Контроль монологических навыков говорения)

Составить монологическое высказывание по теме «Защита окружающей среды», используя изученную ранее лексику.

Контрольная работа №8
на тему: «English-speaking countries»
(Контроль навыков чтения)

1. Прочитать текст, перевести предложения на английский язык.

English is the third most spoken native language worldwide, after Chinese and Hindi, with some 380 million speakers. It is the official language in 71 sovereign states and territories with the total population of 2,135 million people. Among them are the UK, the USA, Australia, New Zealand, Singapore, Canada, India, Pakistan, the Philippines, South Africa and many others. In the UK and the USA there is no law about the official language, and English is the official language there de facto. There are some countries, too, where English is the major language, that is, it is the native language of the overwhelming majority of the population; these countries include the UK, the USA, Australia, New Zealand and some others. The two most important English-speaking countries are, of course, the UK and the USA.

(a) The United Kingdom of Great Britain and Northern Ireland

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles, off the northern coast of Europe. The British Isles consist of two large islands: Great Britain and Ireland, and about five thousand small islands. Their total area is about 244,000 square kilometers.

The British Isles are separated from the Continent by the North Sea, the English Channel and the Strait of Dover. The western coast of the country is washed by the Atlantic Ocean and the Irish Sea; the eastern coast is washed by the North Sea.

The population of the country is over 57 million people. The United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland. Their capitals are London, Edinburgh, Cardiff and Belfast respectively. In everyday speech 'Great Britain' is used in the meaning of 'the United Kingdom of Great Britain and Northern Ireland'. The country is also referred to as Britain, England or the UK. The capital of the UK is London, with the population of about 7.5 million people (about 13 million people in Greater London, that is London with the suburbs).

The surface of the country varies very much. The north of Scotland is mountainous and is called Highlands. The south, which abounds in beautiful valleys and plains, is called Lowlands. The north of England is mountainous, while the eastern,

central and south-eastern parts of England are a vast plain. Mountains are not very high, with Ben Nevis in Scotland as the highest mountain (1,343 m). There are a lot of rivers in the UK, but they are not very long. The Severn is the longest river, while the Thames is the deepest and the most important one. The mountains, the Atlantic Ocean and the warm waters of the Gulf Stream influence the climate of the British Isles which is mild the whole year round.

The UK is a constitutional monarchy. This means that the country is governed by the Parliament and the Queen is Head of State. The legislative power in the country is exercised by the Houses of Parliament which consist of two chambers: the House of Lords and the House of Commons. The House of Lords is composed of hereditary peers and peeresses. The members of the House of Commons are elected by people from the constituencies in the four parts of the country. The House of Commons is the real governing body of the country. The executive power is exercised by Prime Minister and his Cabinet. The government is usually formed by the political party which has the majority in the House of Commons. Prime Minister is the majority party leader appointed by the Queen. Prime Minister chooses a team of ministers; 20 of them form the Cabinet. The most important parties in the UK are the Conservative and the Labour Party.

The judicial branch of the government is represented by the system of courts. There is no written Constitution in Great Britain, only precedents and traditions. The national flag of the country is Union Jack.

The UK is a highly developed industrial and agrarian country. It produces and exports machinery, electronics, railroad equipment, aircraft, textile. One of the chief industries is shipbuilding. Though the country is not rich in mineral resources, it is one of the world's leading economies. The country also must import about 40 % of its food supplies. Financial sector is the most important one in the economy of the country, 70 % of the country's population work there. Britain's most important agricultural products include wool and dairy products. The main industrial and commercial areas are cities.

When I think about British people, I normally recollect two things: British national character and British holidays and traditions.

The British are famous for being conservative, reserved, punctual, friendly to strangers and polite. They are famous for their love to compromise, too. I think some of these traits may be explained by the island location — for example, their conservatism, friendliness to strangers and politeness. Partially due to this location, the British Isles have not been invaded since the Norman Conquest in the 11th century, and the British people were not afraid of strangers. The influence of foreign lifestyles was very small, too, that is probably why they are conservative.

The British have a lot of holidays and celebrations. Many of them are celebrated throughout the world because of their Christian origin. Christmas Day and Boxing Day, Shrove Tuesday (Pancake Day), Good Friday and Easter are all Christian holidays, or are based on a combination of pagan and Christian traditions. Another group of British holidays include holidays celebrated in English-

speaking countries — Mothering Sunday, April Fool's Day, May Day, Hallowe'en, the New Year.

British people are known to keep up a lot of traditions in their daily routines. For example, they prefer living in their own houses, they are fond of gardening, keeping pet animals, spending holidays on the seaside and playing cricket, darts and golf. They like going to pubs, being members of all sorts of clubs and having five o'clock tea. I believe the pub is the most peculiarly British tradition, as the pub is still the centre of social life in towns and city suburbs. Though television at home is a strong competitor in spending leisure time, many people still go to pubs to communicate with their neighbours and friends. Nevertheless, the importance of the pub as the centre of social life in a locality is decreasing.

Translate the following sentences into English.

1. Английский — официальный язык 71 суверенного государства и территории; это основной язык в некоторых странах, то есть язык подавляющего большинства населения.

2. Великобритания расположена на Британских островах рядом с северным побережьем Европы, отделена от континента Северным морем, проливом Ла-Манш и проливом Па-де-Кале и омывается Атлантическим океаном, Ирландским морем и Северным морем.

3. Рельеф (поверхность) страны очень разнообразен — гористый на севере и с многочисленными долинами и обширными равнинами на юге.

4. Гольфстрим влияет на климат страны, умеренный круглый год.

5. Великобритания — конституционная монархия, то есть она управляется парламентом, состоящим из двух палат, а королева является главой государства.

6. Палата лордов состоит из наследственных пэров и пэресс; члены палаты общин, которая является реальным правящим органом, избираются от избирательных округов.

7. Исполнительная власть осуществляется премьер-министром, являющимся лидером партии большинства и назначаемым королевой, и кабинетом министров.

8. Судебная власть представлена системой судов; письменной конституции не существует, только прецеденты и традиции.

9. Великобритания — это высокоразвитая промышленная и аграрная страна, производящая станки, электронику, железнодорожное оборудование, самолеты, текстиль, суда.

10. Страна не богата полезными ископаемыми, но является одной из ведущих в экономическом отношении стран мира, причем финансовый сектор является одним из самых важных секторов ее экономики.

11. Британцы сдержаны, пунктуальны, консервативны и известны своей любовью к компромиссам, что, вероятно, можно объяснить тем фактом, что Великобритания не завоевывалась со времен Нормандского завоевания.

12. У британцев много праздников и празднований, в том числе многочисленные праздники, имеющие христианское происхождение, такие как Рождество, День подарков, Маслений вторник, Страстная пятница и Пасха, другие праздники, которые справляются во всех англоговорящих странах.

13. Британцы соблюдают массу традиций в повседневной жизни, таких как игра в крикет, дротики (дартс) и гольф или посещение пабов.

Контрольная работа №9
на тему: «English-speaking countries»
(Защита проектов по разделу «Англоговорящие страны»)

Подготовить групповые проекты по теме «Англоговорящие страны», защитить свои проекты.

Контрольная работа №10
на тему: «English-speaking countries»
(Контроль диалогических навыков говорения)

Составить диалог по теме «Поездка в Америку», используя изученную ранее лексику.

Контрольная работа №11
на тему: «Business English in programmer's profession»
(Защита проектов по теме «Деловое общение»)

Подготовить групповые проекты по теме «Деловое общение», защитить свои проекты.

Контрольная работа №12
на тему: «The history of English language»
(Контроль навыков аудирования)

1. Прослушать текст, выполнить задания.

The Origins of English

English is basically a Germanic language with a lot of Latin words in it. In simple terms, that means that the grammar and many of the most frequent words are Germanic, and the more formal or technical vocabulary is Latinate. There is so much of this Latinate vocabulary that English is sometimes called a semi-Romance language. This linguistic mixture is a result of historical events. But the simple historical facts appear not to explain everything about the development of the language. There is at least one interesting question. Why did not the British learn Latin from

the Romans? After all, France, Spain, Portugal and Romania all kept the imperial language after the end of the Roman Empire. The answer may be the distance from Rome; the province of Britannia was on the wild and uncooperative margins of Europe. Although the Romans were here for 400 years, they did not leave very much behind them. It is hard to know how much the Celtic language of the Britons took on a Latin flavour. Actually its living descendant, Welsh, has a lot of Latin roots in it, so perhaps in the 3rd th and 4 centuries AD, they were on their way to creating another great Romance language. But it was not to be. The Anglo-Saxons who took over from the Romans in Britain were relatively untouched by Latin influences, so Celtic was replaced by Germanic, and the British romance with Romance was, temporarily, over. In 1066, the French-speaking Normans invaded England. Over the next 300 years, their French merged with Anglo-Saxon to create a new language: the writing of Chaucer (1343-1400) is not very far from modern English. As in the rest of Europe, Latin, especially in its written form, remained for a long time the language of science, philosophy and the Church. But English was growing stronger; it was soon not only the language of everyday life but also that of a flowering literature. Caxton introduced printing into the country in 1476, and that did much to standardise forms – spelling was very inconsistent at that time. Latin and Greek classics and the Bible were translated into English. By the time of Shakespeare (1564-1616), the language was highly developed and very healthy indeed.

1. Найдите в тексте, зачитайте и переведите предложения, в которых употреблены следующие слова и выражения:

a lot of Latin words, technical vocabulary, linguistic mixture, the development of the language, to leave much behind, to take a flavour, to create a language, temporarily, in written form, to grow stronger, flowering literature, highly developed and healthy language.

2. Составьте предложения с данными выражениями о вашем родном языке.

3. Опираясь на материал текста, закончите следующие предложения.

1) English might be called a Semi-Romance language, because _____.

2) English could have learnt Latin from the Romans, but _____.

3) Welsh, a living descendant of the Celtic language, might have _____ in the 3rd and 4th centuries AD.

4) A lot of French words appeared in the English language after _____.

5) Latin was the language of science, philosophy and the Church, especially _____.

6) English was growing stronger and very quickly it _____.

7) Introducing printing can be called an important event of the 15th century because _____.

8) The English language in 16 – 17th centuries can be characterized as _____.

Контрольная работа №13
на тему: «Science and Technology»
(Контроль диалогических навыков чтения)

What is a computer?

A computer is an electronic machine which can accept data in a certain form, process the data, and give the results of the processing in a specified format as information. First, data is fed into the computer's memory. Then, when the program is run, the computer performs a set of instructions and processes the data. Finally, we can see the results (the output) on the screen or in printed form. A computer system consists of two parts: hardware and software. Hardware is any electronic or mechanical part you can see or touch. Software is a set of instructions, called a program, which tells the computer what to do. There are three basic hardware sections: the central processing unit (CPU), main memory and peripherals. Perhaps the most influential component is the central processing unit. Its function is to execute program instructions and coordinate the activities of all the other units. In a way, it is the 'brain' of the computer. The main memory (a collection of RAM chips) holds the instructions and data which are being processed by the CPU. Peripherals are the physical units attached to the computer. They include storage devices and input/output devices. Storage devices (hard drives, DVD drives or flash drives) provide a permanent storage of both data and programs. Disk drives are used to read and write data on disks. Input devices enable data to go into the computer's memory. The most common input devices are the mouse and the keyboard. Output devices enable us to extract the finished product from the system. For example, the computer shows the output on the monitor or prints the results onto paper by means of a printer. On the rear panel of the computer there are several ports into which we can plug a wide range of peripherals - a modem, a 41 digital camera, a scanner, etc. They allow communication between the computer and the devices.

Match these words from the text with the correct meanings.

<ol style="list-style-type: none"> 1. software 2. peripherals 3. main memory 4. hard drive (also known as hard disk) 5. hardware 6. input 7. ports 8. output 9. central processing unit (CPU) 	<ol style="list-style-type: none"> A the brain of the computer B physical parts that make up a computer system C programs which can be used on a particular computer system D the information which is presented to the computer E results produced by a computer F input devices attached to the CPU G section that holds programs and data while they are executed or processed H magnetic device used to store information I sockets into which an external device may be connected
--	---

Sue BTW, where r u going for ur holiday? By the way, where are you going for your holiday?

Abby Girona. Have u been?

Sue Yes. I went 2 Girona last summer.

Abby Did u have a good time?

Sue It's great, IMO. How r u going 2 travel? Abby We're flying.

Sue Where r u staying?

Abby In a youth hostel.

Sue IC. IOW, the cheapest place possible!

Abby LOL! Yes. BTW, any recommendations?

Sue Let me think. I'll send u amsg ASAP.

Abby TIA!

Sue Got2go.BFN!

Paulo By the way, are you free on Saturday?

Emma Sure - it would be good to meet face to face. Shall we go for a coffee?

Paulo Good plan. Cafe Moka makes the best coffee, in my opinion.

Emma It's the closest to your house in other words!

Paulo Laughing out loud! Yes, you're right! But the coffee really is good.30

Emma See you at 4?

Paulo Great. Bye for now.

Контрольная работа №14

на тему: «First Computers»

(Контроль диалогических навыков говорения)

Составить диалог по теме «Первые компьютеры», используя изученную ранее лексику.

Контрольная работа №15

на тему: «Different types of computers»

(Контроль монологических навыков говорения)

Составить монологическое высказывание по теме «Различные типы компьютеров».

Контрольная работа №16

на тему: «English as a language of global communication»

(Контроль лексико-грамматических навыков письма)

Написать сочинение-рассуждение на тему «English as a language of global communication», используя в речи инфинитив, герундий, причастие I, причастие II (не менее 5 единиц каждой формы).

Контрольная работа №17
на тему: «Types of Computer»
(Контроль навыков чтения)



1. Read the text and match these names to the different types of computer.

- | | | |
|-------------|------------|----------------|
| 1 mainframe | 3 notebook | 5 PC |
| 2 laptop | 4 handheld | 6 minicomputer |

Digital computers can be divided into six main types, depending on their size and power: they are mainframes, minicomputers, desktop PCs, laptops, notebooks and handheld computers.

‘Mainframes’ are the largest and most powerful computers. The basic configuration of a mainframe consists of a central system which processes immense amounts of data very quickly. This central system provides data information and computing facilities for hundreds of terminals connected together in a network. Mainframes are used by large companies, factories and universities.

‘Minicomputers’ are smaller and less powerful than mainframes. They can handle multi-tasking, that is, they can perform more than one task at the same time. Minicomputers are mainly used as file servers for terminals. Typical applications include academic computing, software engineering and other sophisticated applications in which many users share resources.

PCs carry out their processing on a single microchip. They are used as personal computers in the home or as workstations for a group. Typical examples are the IBM PC, or the Apple Macintosh. Broadly speaking, there are two classes of personal computer: (a) desktop PCs, which are designed to be placed on your desk, and (b) portable PCs, which can be used as a tiny notebook. This is why they are called ‘notebooks’ and ‘laptops’. The latest models can run as fast as similar desktop computers and have similar configurations. They are ideal for business executives who travel a lot.

The smallest computers can be held in one hand. They are called handheld computers or palmtops. They are used as PC companions or as electronic organizers for storing notes, reminders and addresses.

2. Read the text again and say if these sentences true or false? Correct the false ones.

1. Mainframes are multi-user systems – they can be used by many people at the same time.
2. Mainframes are not used for processing large amounts of data.
3. Minicomputers are bigger and more powerful than mainframes.
4. ‘Multitasking’ means doing a number of tasks at the same time.
5. The most suitable computers for home use are minicomputers.
6. Notebooks and laptops are less powerful than desktop computers.
7. Handheld computers are small enough to fit into the palm of one hand.

3. Work in groups. One person chooses a type of computer, the other ask questions trying to find out what type it is. Finally describe each sort of computer.

**Контрольная работа №18
на тему: «Computer equipment»
(Контроль монологических навыков говорения)**

Составить монологическое высказывание по теме «Компьютерное оборудование», используя изученную ранее лексику.

**Контрольная работа №19
на тему: «Модальные глаголы can, may, must»
(Контроль лексико-грамматических навыков письма)**

1. Вставьте модальные глаголы may (might) или can (could).

1. ... you help me? 2. I ... imagine her speaking in public: I knew that she was so shy. 3. Something was wrong with the car: he ... not start it. 4. A fool ... ask more questions than a wise man ... answer. 5. She asked me if she ... use my telephone. 6. ... I use your pen? 7. ... I find a pen on that table? 8. You ... read this book: you know the language well enough. 9. You ... take this book: I don't need it. 10. ... help you? 11. ... I ask you to help me? 12. The school was silent: nothing ... be heard in the long dark corridors. 13. Waiting ... be endless, you know. 14. ... you tell me the nearest way to the city museum? 15. They ... think that I am too weak to take part in the excursion, but I am strong enough to do any kind of hard work, indeed. 16. He knew this period of history very well: he had read everything on the subject he ... find in the rich university library.

2. Переведите на английский язык, употребляя модальный глагол must.

1. Я должна упорно работать над своим английским. 2. Вы должны внимательно слушать учителя на уроке. 3. Ты должен делать уроки каждый день. 4. Вы не должны забывать о своих обязанностях. 5. Вы должны быть

осторожны на улице. 6. Она должна быть дома сейчас. 7. Мои друзья, должно быть, в парке. 8. Вы, должно быть, очень голодны. 9. Должно быть, трудно решать такие задачи. 10. Я должен сегодня повидать моего друга. 11. Он, должно быть, очень устал. 12. У них даже есть яхта. Они, должно быть, очень богаты. 13. Ты должен уехать завтра утром? 14. Вы не должны опаздывать. 15. Я не должен забывать о своей матери. Я не писал ей целую вечность. Сегодня вечером я должен написать ей письмо. 16. Эта книга очень ценная. Вы не должны ее терять. 17. Неужели вам надо уже уходить? 18. Я должен признать, что я неправ.

Контрольная работа №20
на тему: «The development of computers»
(Контроль диалогических навыков говорения)

Составить диалог по теме «Техник-программист», используя изученную ранее лексику.

Контрольная работа №21
на тему: «Basic software»
(Контрольный перевод профессионального текста)

1. Read the text below and complete it with the phrases in the box.

applications software operating system software system software

Information provided by programs and data is known as (1) _____. Programs _____ are sets of instructions that make the computer execute operations and tasks. There _____ are two main types of software:

- The (2) _____ refers to all the programs which control the basic functions of a computer. They include operating systems, system utilities (e.g. an anti-virus program, a back-up utility) and language translators (e.g. a compiler – the software _____ that translates instructions into machine code).
- The (3) _____ refers to all those applications – such as word processors and spreadsheets – which are used for specific purposes. Applications are usually stored _____ on disks loaded into the RAM memory when activated by the user.
- The (4) _____ is the most important type of system software. It is usually supplied by the manufactures and comprises a set of programs and files that control the hardware and software resources of a computer system. It controls all the elements that the user sees, and it communicates directly with the computer. In most configurations, the OS is automatically loaded into the RAM section when the computer is started up.

2. Read the text and find:

- 1 the text-based operating system used in older PCs
- 2 the most secure and reliable version of the Windows family
- 3 the OS designed for handheld computers
- 4 the function of the Finder in Macintosh computers
- 5 the meaning of multi-tasking
- 6 the OS written in C language and used on minicomputers and workstations
- 7 the OS that is freely redistributable under the GNU general public licence
- 8 the OS originally developed to run on SPARC workstations

Контрольная работа №22 на тему: «Computer's system» (Контроль навыков аудирования)

1. Прослушай, выполни задания.

Role of Computers in Education

What is the role of computers in education? What are the benefits of introducing computers early in education? Read on to find the answers.

Advertisement

Computers have changed the way we work, be it any profession. Therefore, it is only natural that the role of computers in education has been given a lot of importance in recent years. Computers play a vital role in every field. They aid industrial processes, they find application in medicine; they are the reason why software industries developed and flourished and they play an important role in education. This is also why the education system has made computer education a part of school curriculum. Considering the use of computer technology is almost every sphere of life, it is important for everyone to have at least the basic knowledge of using computers. Let's look at what role computer technology plays in the education sector.

Computers in Education

Computer technology has had a deep impact on the education sector. Thanks to computers, imparting education has become easier and much more interesting than before. Owing to memory capacities of computers, large chunks of data can be stored in them. They enable quick processing of data with very less or no chances of errors in processing. Networked computers aid quick communication and enable web access. Storing documents on computers in the form of soft copies

instead of hard ones, helps save paper. The advantages of computers in education primarily include:

- Storage of information

- Quick data processing

- Audio-visual aids in teaching

- Better presentation of information

- Access to the Internet

- Quick communication between students, teachers and parents

Computer teaching plays a key role in the modern education system. Students find it easier to refer to the Internet than searching for information in fat books. The process of learning has gone beyond learning from prescribed textbooks. Internet is a much larger and easier-to-access storehouse of information. When it comes to storing retrieved information, it is easier done on computers than maintaining hand-written notes.

Computers are a brilliant aid in teaching.

Online education has revolutionized the education industry. Computer technology has made the dream of distance learning, a reality. Education is no longer limited to classrooms. It has reached far and wide, thanks to computers. Physically distant locations have come closer due to Internet accessibility. So, even if students and teachers are not in the same premises, they can very well communicate with one another. There are many online educational courses, whereby students are not required to attend classes or be physically present for lectures. They can learn from the comfort of their homes and adjust timings as per their convenience.

Computers have given impetus to distance education.

Computers facilitate effective presentation of information. Presentation software like PowerPoint and animation software like Flash among others can be of great help to teachers while delivering lectures. Computers facilitate audio-visual representation of information, thus making the process of learning interactive and interesting. Computer-aided teaching adds a fun element to education. Teachers hardly use chalk and board today. They bring presentations on a flash drive, plug it in to a computer in the classroom, and the teaching begins. There's color, there's sound, there's movement - the same old information comes forth in a different way and learning becomes fun. The otherwise not-so-interesting lessons become interesting due to audio-visual effects. Due to the visual aid, difficult subjects can be explained in better ways. Things become easier to follow, thanks to the use of computers in education.

Computer software help better presentation of information.

Internet can play an important role in education. As it is an enormous information base, it can be harnessed for retrieval of information on a variety of subjects. The Internet can be used to refer to information on different subjects. Both

teachers and students benefit from the Internet. Teachers can refer to it for additional information and references on the topics to be taught. Students can refer to web sources for additional information on subjects of their interest. The Internet helps teachers set test papers, frame questions for home assignments and decide project topics. And not just academics, teachers can use web sources for ideas on sports competitions, extracurricular activities, picnics, parties and more.

Computers enable access to the Internet which has information on literally everything.

Computers enable storage of data in the electronic format, thereby saving paper. Memory capacities of computer storage devices are in gigabytes. This enables them to store huge chunks of data. Moreover, these devices are compact. They occupy very less space, yet store large amounts of data. Both teachers and students benefit from the use of computer technology. Presentations, notes and test papers can be stored and transferred easily over computer storage devices. Similarly, students can submit homework and assignments as soft copies. The process becomes paperless, thus saving paper. Plus, the electronic format makes data storage more durable. Electronically erasable memory devices can be used repeatedly. They offer robust storage of data and reliable data retrieval.

Computer hard drives and storage devices are an excellent way to store data.

This was about the role of computers in education. But we know, it's not just the education sector which computers have impacted. They are of great use in every field. Today, a life without computers is unimaginable. This underlines the importance of computer education. Knowledge of computers can propel one's career in the right direction. Computers are a part of almost every industry today. They are no longer limited any specific field. They are used in networking, for information access and data storage and also in the processing and presentation of information. Computers should be introduced early in education. I don't think I am making an overstatement in saying that computer education is as fundamental as learning English. Yes, it is.

Контрольная работа №23
на тему: «Infinitive, Participle I, Participle II, Gerund»
(Контроль лексико-грамматических навыков письма)

Написать мини-сочинение, ответив на вопрос «Which qualities should you develop in yourself if you want to be a success in your chosen profession?». Использовать неличные формы глагола в роли определения (5 единиц).

**Контрольная работа №24
на тему: «Operating systems»**

(Контроль монологических навыков говорения)

Составить монологическое высказывание по теме «Операционные системы», используя изученную ранее лексику.

**Контрольная работа №25
на тему: «Internet»**

(Контроль диалогических навыков говорения)

Составить диалог по теме «Интернет», используя изученную ранее лексику.

**Контрольная работа №26
на тему: «Input-output»
(Контроль навыков чтения)**

1. Прочитать текст, выполнить задания к нему.

10 Best Programmers in the World

Programming is one of the most high-profile jobs in the world. Some of the most talented, innovative developers in the industry were just an ordinary name among developers but they have made an extra-ordinary contributions to the society.

We have listed below some of the most successful all-time programmers in the world and how they changed the way we live today not only as developers but as an ordinary citizens.

Here's the List of the Best Programmers in the World:

1. Ada Lovelace - the first programmer

Ada Lovelace was the name behind the Ada programming language which was named after her. She is a mathematician and writer credited for her work on Charles Babbage's Analytical Engine. Lovelace included a number of methods to estimate, using Babbage's machine, Bernouille numbers through a sequence of rational numbers related to number theory.

2. Alan Turing - Formalized the concepts of computation and algorithms.

Creator of the Turing machine which can be adapted to simulate the logic of any algorithm, and helps to understand the workings of a personal computer and the limits of mechanical computations.

3. Linus Torvalds - Principal architect of Linux OS

He began to develop Linux as part of his thesis after he learned UNIX at a university. Since the publication of Linux code in 1991, today millions of people use the system on their personal computers. He was also assisted by various programmers for a collective efforts of building a free and open source software.

4. Dennis Ritchie : Best known for having developed the C Language

The C Language influence almost all sorts of programming languages and operating systems. He was a former head of Lucent Technologies but retired in 2007.

The C language is one of the most used in the history of programming, and provides many things. In fact, language, developed in the early '70s, inspired other languages, like C ++, born as one of its extensions.

5. Adi Shamir : Co-inventor of the RSA Algorithm

He was one of the inventors of differential cryptanalysis, so that his work has many implications in modern computing. RSA is an algorithm used in cryptography, the first that allows signatures and encryption. It is one of the tools used in e-commerce, and one of the most secure algorithms invented in the history.

6. John George Kemeny and Thomas Eugene Kurtz : Developer of BASIC programming language.

BASIC was the first to use simple language, which allows users who were not accustomed to programming languages known to have access to campus computers. Today, BASIC in its many variants is one of the most widely used programming languages in the world.

7. Bill Gates : The man who developed the operating system used by the world's computers.

Bill Gates designed a version of BASIC first used by computer enthusiasts. He was joined by Paul Allen to develop Microsoft, the world's most popular operating system. One of his most memorable actions, at least for free software advocates, was an open letter that said you can not develop and maintain a software without a type of monetary compensation.

8. Alan Cooper : Known for his role in the “humanization” of software development and Visual Basic for Microsoft.

Started as a cell search system called Ruby, Cooper sold it to Gates and he decided to transform it into a development tool that joined QuickBASIC. With this

tool, Windows has become a key product for the development of business applications.

9. Richard Brodie : The original creator of Microsoft Word

MS Word was a program developed in less than seven months. He also wrote the first C compiler from Microsoft, the first version of Notepad, and Word for the IBM PC Jr. In fact, Brodie was so successful as a programmer named him Gates technical assistant in the early '80s, a role from which handled the release of Word for Windows. He was also project manager Omega, which led to the birth of Microsoft Access.

10. Brian Behlendorf : Main developers of Apache Web Server

Aside from being a developer of Apache Web Server, he was also member of the board of directors of the Mozilla Foundation .

The list above is just our own personal choice of the Best All-Time programmers in the world. If you have any suggestions we are willing it to add to the list, just feel free to shout out and make your suggestions through the comment box below.

Make up summary of this text.

Контрольная работа №27 на тему: «Operating systems» (Контрольный перевод профессионального текста)

MS-DOS

This operating system was developed by Microsoft in 1981 for all IBM PC compatibles. Today it's only used in old PCs. In this text-based OS, you communicate with the computer by typing commands that exist within its library. For example, some basic DOS commands include: DIR (shows a list of all the files in a directory), COPY (makes a duplicate of a file), DEL (deletes files).

WINDOWS

Most home PCs use Windows. Here are the most recent versions:

With Windows 98, Internet access becomes part of the user interface. Its active desktop lets you find information easily with the same view of content on your

PC, network or the Web. The system includes Outlook Express for e-mail, NetMeeting conferencing software, a chat program and a Web-page editor. It offers advancements such as USB and multimedia extensions.

Windows 2000 is built upon the Windows NT architecture and designed for business uses.

Windows Millennium is designed for home use. It includes new system safeguards and support for DVD, music players and mobile computers.

Windows XP is an update to all Windows versions, with a new visual design. It's more secure and reliable. It offers support for the latest technologies.

POCKET PC (Microsoft)

This OS is developed for handheld computers (or palmtops) that use a stylus or a small keyboard for input.

MAC OS

The Mac OS combines the elegance of Macintosh and the power of UNIX.

Large parts of the Mac OS are inside the System file and the Finder, kept in the System folder. The content of the System file is loaded automatically at start-up, and contains information which modifies the routines of the OS in the ROM chips. The Finder displays the Macintosh's desktop and enables the user to work with disks, programs and files. With the new Mac OS, you can create CDs and record DVDs. It also offers Internet capabilities, support for Java, and AirPort technology for wireless connections.

OS/2 WARP (IBM)

This is the PC world's most technically sophisticated operating system.

It provides true multi-tasking, allowing a program to be divided into 'threads', many of which can run at the same time. Thus, not only can numerous programs run simultaneously, but one program can perform numerous tasks at the same time.

The IBM OS/2 Warp includes easy access to networks via modem, support for Java applications, and voice recognition technology.

UNIX

This OS, designed by Bell laboratories for minicomputers and workstations, has been widely adopted by many corporate installations. From the very first, it was designed to be a multi-tasking system. It is written in C language. It has become an operating environment for software development, available for any type of machine, from IBM PCs to Macs to Cray supercomputers. Unix is the most commonly used system for advanced CAD programs.

LINUX (Linus Torvalds)

Protected under the GNU general public licence, Linux is the open source, cooperatively-developed POSIX-based, multi-tasking operating system. Linux is used as a high value, fully-functional UNIX workstation for applications ranging from Internet Servers to reliable work group computing. Linux is available for Intel, Alpha and Sun SPARC platforms.

SOLARIS

This is a Unix-based operating system developed by Sun Microsystems.

Originally designed to run on SPARC workstations, today Solaris also runs on many Pentium servers. It supports multi-processing – many CPUs and processes on a single system. It includes Java technology, which allows Web pages to display animation, play music and interact with information.

3. Read the text and find definitions of these items.

1 menu

3 window

5 pointer

2 interface 4 active window 6 icon

Most computers have a Graphical User Interface (GUI). The interface is the connection between the user and the computer. The most common type of GUI uses a WIMP system. WIMP stands for Window, Icon, Menu (or Mouse), Pointer (or Pull-down/Pop-up menu).

A window is an area of the computer screen where you can see the contents of a folder, a file, or a program. Some systems allow several windows on the screen at the same time and windows can overlap each other. The window on the top is the one which is 'active', the one in use.

Icons are small pictures on the screen. They represent programs, folders, or files. For example, the Recycle Bin icon represents a program for deleting and restoring files. Most systems have a special area of the screen on which icons appear.

Menus give the user a list of choices. You operate the menu by pressing and releasing one or more buttons on the mouse.

The pointer is the arrow you use to select icons or to choose options from a menu. You move the pointer across the screen with the mouse. Then you click a button on the mouse to use the object selected by the pointer.

**Контрольная работа №28
на тему: «Job application»
(Контроль навыков чтения)**

1. Прочитайте и переведите текст (устно).

If you are trying to get a job, especially in today's competitive market, you need to stand out. And one way to stand out is to become an expert. Usually, we think of experts as people who have spent years in a particular profession and worked their way to the top of the career ladder, often spending years studying and gaining endless professional qualifications before reaching expert status.

But that isn't always necessary. Not everyone has the time or inclination to train for years and many jobs don't require advanced degrees. What they do require is people who can perform certain tasks efficiently. So think speed and efficiency.

Therefore, one technique which will help you get a new job is becoming an expert in one small, but important area of your career or industry, an area in which you can perform more quickly and more efficiently than most. Let's look at a concrete example.

As the world of work becomes more technical, computer skills are in demand but these days just about everyone can use a computer. Being computer literate is accepted as part of basic education in the same way that being able to read and write are. So you need to do something extra.

Ask yourself, what is the most important aspect of using a computer in my current job? It might be speed or the ability to perform certain advanced functions on a specific programmer.

If it's speed, practice your typing. Even ten to twenty minutes a day will mount up over time. You can find a touch-typing course online or borrow a course from the library. Depending on your current speed and the amount of time you can afford to spend on it, you could increase your typing speed dramatically over the next three to six months. If everyone else types with two fingers, you'll be the company typing expert.

You can apply this technique to any aspect of your job. Look at what isn't working as efficiently as it might and analyses your own performance. What could you do to improve your results? With many tasks, it's simply a matter of focus and practice. With others you may need a little help, which you could get by asking someone else for tips or training or if necessary, you could enroll in a short course.

2. Выберите правильный вариант ответа на вопросы к тексту.

1. How can a person stand out in today's competitive market?
 - a) by becoming an expert
 - b) by earning a lot of money
 - c) by doing nothing
2. How do we usually we picture experts?
 - a) as people who control us
 - b) as people who are responsible for all the work
 - c) s people who have spent years in a particular profession
3. What kind people are searched for by employers?
 - a) People who can perform certain tasks efficiently.
 - b) People who can perform only certain tasks.
 - c) People who can perform one tasks.

3. Закончите предложения по содержанию прочитанного текста.

1. Not everyone has the time or inclination _____
 - a) to work for years.
 - b) to train for years.
 - c) to live forever.
2. As the world or work becomes more technical, _____are in demand.
 - a) a lot of friends
 - b) computer skills
 - c) personal characteristics
3. If it's speed, _____your typing
 - a) practise
 - b) give up
 - c) understand
4. *Подберите эквивалент к данному русскому слову или словосочетанию .*
 1. конкурентный

a) hard	b) comfortable	c) competitive
2. лестница		
a) map	b) ladder	c) step
3. достигать		
a) bring	b) search	c) reach
4. выделяться		
a) to stand out	b) to go out	c) to find out
5. выполнять		
a) prepare	b) postpone	c) perform
6. способность		
a) quality	b) memory	c) ability
7. требование		
a) goal	b) objective	c) demand

5. Выберите соответствующее определение данным словам из текста.

a) qualification b) particular c) skills d) inclination
e) current f) literate g) advanced h) improve

1. intention
2. educated
3. highly developed
4. perfect
5. special
6. present
7. skill set
8. experience

**Контрольная работа №29
на тему: «Interview and resume»
(Контроль навыков аудирования)**

1. Посмотрите видеозапись и запишите советы, которые помогут вам при устройстве на работу.

1. You should keep the eye contact with the Hiring Manager.
2. You should keep smiling at the interview.
3. You shouldn't make a bone crushing handshake.
4. You should give only relevant information about yourself, not tell the Manager your biography.
5. You should turn off your cell phone. If you forget to do it and your phone is ringing, you should apologise and turn it off without checking up who is calling.

6. You should not wear too much perfume.
7. You should not set a stress on your weak points. On the contrary, you should concentrate on the points which can be improved.
8. You should have a copy of your CV/resume
9. You can ask for a Manager's business card.
10. You should ask right questions and answer the Manager's questions right.

Контрольная работа №30
на тему: «Business relations' manners»
(Контроль лексико-грамматических навыков письма)

1. Письменно ответьте на вопросы:

1. Do you think rules of etiquette are important? Why?
2. What do you think are some of the best rules of etiquette?
3. Are there any rules that you think are silly or unreasonable?
4. What manners were you taught as a child?
5. What's the best way to teach manners to children?
6. Do you have good manners and etiquette?
7. Do you think etiquette has deteriorated in modern society? In what ways?
8. What are some manners in your country that have disappeared over time?
9. Do you think manners can affect your success in life? How?
10. Do you think manners are affected by income and social status?
11. What are some actions that are considered good manners in your country?
12. What are some actions that are considered bad manners in your country?
13. What customs does your country have that a foreigner might not know?
14. Have you come across any rules of etiquette in other countries that are different to your own?
15. Can you think of any countries or cultures that are known for being polite?
16. What are some good manners for using a phone in public?
17. What are some good table manners?
18. What are some good manners when using public transport?
19. Do you think it is rude to eavesdrop on other people's conversations?
20. Do you think it is rude to stare at someone with a disability?
21. Why do you think some people stare?
22. Have you ever seen someone with very bad manners? What happened?
23. Can manners and etiquette ruin a person's fun at a social event?

Контрольная работа №31
на тему: «Business talks»
(Контроль монологических навыков говорения)

Составить монологическое высказывание по теме «Мои деловые переговоры с коллегами из других стран», используя изученную ранее лексику.