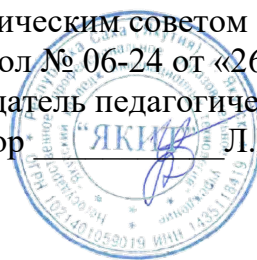


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## НПОУ «ЯКУТСКИЙ КОЛЛЕДЖ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ»

УТВЕРЖДЕНО  
педагогическим советом  
(протокол № 06-24 от «26» июня 2024)  
Председатель педагогического совета  
Директор Л.Н. Цой



### **ФОНД ОЦЕНОЧНЫХ СРЕДСТВ** **по учебной дисциплине СГЦ.02 Иностранный язык в профессиональной** **деятельности**

**программы подготовки квалифицированных рабочих, служащих**  
**среднего профессионального образования**

**09.01.05 Оператор технической поддержки**

Якутск 2024

Комплект ФОС включен в учебно-методическую документацию для аттестации обучающихся на соответствие требованиям образовательной программы по профессии 09.01.05 Оператор технической поддержки.

Рассмотрено и одобрено на заседании отделения юриспруденции и правоохранительной деятельности. Протокол заседания № 62-24 от «01» июня 2024 г. Председатель: Зайцева Д.А.

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## СОДЕРЖАНИЕ

|                                                                                         |           |
|-----------------------------------------------------------------------------------------|-----------|
| <b>1. Паспорт комплекта фондов оценочных средств .....</b>                              | <b>4</b>  |
| 1.1. Область применения.....                                                            | 4         |
| 1.2. Объекты оценивания – результаты освоения учебной дисциплине.....                   | 4         |
| 1.3. Формы контроля и оценки результатов освоения учебной дисциплине.....               | 4         |
| 1.4. Система оценивания комплекта ФОС текущего контроля и промежуточной аттестации..... | 8         |
| <b>2. Текущий контроль и оценка результатов обучения учебной дисциплины.....</b>        | <b>9</b>  |
| <b>3. Промежуточная аттестация по учебной дисциплине.....</b>                           | <b>35</b> |

## **1. Паспорт комплекта фонда оценочных средств**

### **1.1 Область применения**

Комплект фонда оценочных средств (ФОС) предназначен для проверки результатов освоения учебной дисциплины СГЦ.02 Иностранный язык в профессиональной деятельности, по профессии 09.01.05 Оператор технической поддержки.

### **1.2. Объекты оценивания – результаты освоения учебной дисциплины СГЦ.02 Иностранный язык в профессиональной деятельности**

Комплекс ФОС позволяет оценивать следующие результаты освоения учебной дисциплины СГЦ.02 Иностранный язык в профессиональной деятельности в соответствии с ФГОС по профессии 09.01.05 Оператор технической поддержки.

Особое знание дисциплина имеет при формировании и развитии общих компетенций:

ОК 02. Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности;

ОК 04. Эффективно взаимодействовать и работать в коллективе и команде;

ОК 06. Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных российских духовно-нравственных ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения;

ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

### **1.3 Формы контроля и оценки результатов освоения учебной дисциплины СГЦ.02 Иностранный язык в профессиональной деятельности.**

Контроль и оценка результатов освоения – это выявление, измерение и оценивание знаний, умений и формирующихся общих и профессиональных компетенций в рамках освоения учебной дисциплины СГЦ.02 Иностранный язык в профессиональной деятельности.

В соответствии с учебным планом профессии 09.01.05 Оператор технической поддержки, рабочей программой дисциплины учебной

дисциплины СГЦ.02 Иностранный язык в профессиональной деятельности предусматривает текущий и промежуточный контроль результатов освоения.

### **1.3.1 Формы текущего контроля**

Текущий контроль успеваемости представляет собой проверку усвоения учебного материала, регулярно осуществляемую на протяжении курса обучения.

Текущий контроль результатов освоения учебной дисциплины СГЦ.02 Иностранный язык в профессиональной деятельности в соответствии с рабочей программой и календарно-тематическим планом происходит при использовании следующих обязательных форм контроля:

- выполнение практических работ,
- проверка выполнения самостоятельной работы студентов,
- проверка выполнения контрольных работ.

**Выполнение и защита практических работ.** Практические работы проводятся с целью усвоения и закрепления практических умений и знаний, овладения профессиональными компетенциями. В ходе практической работы студенты приобретают умения, предусмотренные рабочей программой учебной дисциплины СГЦ.02 Иностранный язык в профессиональной деятельности, учатся использовать на практике изученный лексико-грамматический материал в устной и письменной речи.

Список практических работ:

1. Практическая работа №1 «Тема 1.1 Прошлое и настоящее страны изучаемого языка».
2. Практическая работа №2 «Тема 1.2 Система образования в России и за рубежом».
3. Практическая работа №3 «Тема 1.3 Здоровый образ жизни».
4. Практическая работа №4 «Тема 1.4 Мое хобби»
5. Практическая работа №5 «Тема 2.1 Моя будущая профессия, карьера».
6. Практическая работа №6 «Тема 2.2. Компьютеры и их функции»
7. Практическая работа №7 «Тема 2.3 Служебные телефонные переговоры и переписка».
8. Практическая работа №8 «Тема 3.1 Инструкции по эксплуатации и обслуживанию»
9. Практическая работа №9 «Тема 3.2 Работа с материалами производителей устройств».

Содержание, этапы проведения и критерии оценивания практических работ представлены в ФОС.

**Проверка выполнения самостоятельной работы.** Самостоятельная работа направлена на самостоятельное освоение и закрепление студентами практических умений и знаний, овладение профессиональными компетенциями.

Самостоятельная подготовка студентов по учебной дисциплине СГЦ.02 Иностранный язык в профессиональной деятельности предполагает следующие виды и формы работы:

- написание и защита доклада (презентации);
- подготовка к сообщению или беседе на занятии по заданной преподавателем теме.

#### **Темы презентаций**

1. Презентация «Достопримечательности и места отдыха в Великобритании»;
2. Презентация «Жизнь и работа студентов в России»;
3. Презентация «Здоровый образ жизни»;
4. Презентация «Шедевры мирового кинематографа»;
5. Презентация «Моя будущая профессия, карьера»;
6. Презентация «Компьютеры и их функции»;
7. Презентация «Служебные телефонные переговоры и переписка»;
8. Презентация «Инструкции по эксплуатации и обслуживанию»;
9. Презентация «Работа с материалами производителей устройств».

Задания для выполнения самостоятельной работы, методические рекомендации по выполнению и критерии их оценивания представлены в ФОС.

**Проверка выполнения контрольных работ.** Контрольная работа проводится с целью контроля усвоенных умений и знаний и последующего анализа типичных ошибок и затруднений студентов в конце изучения темы или раздела. Согласно календарно-тематическому плану учебной дисциплины СГЦ.02 Иностранный язык в профессиональной деятельности:

- контрольная работа Тема 1.1-1.4
- контрольная работа Тема 2.1 – 3.2

**Сводная таблица по применяемым формам и методам текущего контроля и оценки результатов обучения**

| Результаты обучения<br>(освоенные умения, усвоенные знания) | Формы и методы контроля и<br>оценки результатов обучения |
|-------------------------------------------------------------|----------------------------------------------------------|
| Освоение умения:                                            |                                                          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>– общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;</li> <li>– переводить (со словарем) иностранные тексты профессиональной направленности;</li> <li>– самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.</li> </ul>                                                                                                                                                                                                                                                                                                                               | <p>Оценка правильности выполнения фонетических, лексических и грамматических заданий. Правильность составления монологических и диалогических высказываний</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Усвоенные знания:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>– наличие коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире;</li> <li>– владение знаниями о социокультурной специфике англоговорящих стран и умение строить свое речевое и неречевое поведение адекватно этой специфике; умение выделять общее и различное в культуре родной страны и англоговорящих стран;</li> <li>– сформированность умения использовать английский язык как средство для получения информации из англоязычных источников в образовательных и самообразовательных целях.</li> </ul> | <ul style="list-style-type: none"> <li>- оценка устных высказываний студентов (беседа, рассказ, монологическое и диалогическое высказывание, ситуационная и ролевая игра, интервью, «мозговой штурм»). Оценка индивидуальной, парной и групповой работы.</li> <li>- Оценка письменных работ (составление интеллект-карт, написание сочинения, письма).</li> <li>- Оценка владения навыками чтения разных видов и перевода текстов разных жанров.</li> <li>- Оценка создания и защиты мультимедийных презентаций и проектов. По всем разделам и темам курса.</li> <li>- оценка владения навыками чтения разных видов страноведческой направленности.</li> <li>- оценка владения навыками перевода текстов разных жанров (по всем разделам и темам курса).</li> <li>- Оценка диалогических высказываний, ролевых игр, интервью.</li> <li>- Оценка создания мультимедийных презентаций и проектов.</li> <li>- оценка чтения и перевода текстов в соответствии с тематикой курса.</li> <li>- Оценка создания и защиты мультимедийных презентаций и проектов</li> </ul> |

| Контролируемые<br>разделы / темы                                | Код и этапы<br>формирования<br>компетенции (или ее<br>части) | Оценочные средства  |                             |                 |
|-----------------------------------------------------------------|--------------------------------------------------------------|---------------------|-----------------------------|-----------------|
|                                                                 |                                                              | текущий<br>контроль | промежуточная<br>аттестация |                 |
| Раздел 1. Повседневное общение                                  |                                                              |                     |                             |                 |
| Тема 1.1<br>Прошлое и настоящее<br>страны изучаемого языка      | ОК 02, ОК 04, ОК 06,<br>ОК 09                                | Тесты,<br>опрос.    | Устный                      | Зачет с оценкой |
| Тема 1.2<br>Система образования в<br>России и за рубежом        | ОК 02, ОК 04, ОК 06,<br>ОК 09                                | Тесты,<br>опрос.    | Устный                      | Зачет с оценкой |
| Тема 1.3<br>Здоровый образ жизни                                | ОК 02, ОК 04, ОК 06,<br>ОК 09                                | Тесты,<br>опрос.    | Устный                      | Зачет с оценкой |
| Тема 1.4<br>Мое хобби                                           | ОК 02, ОК 04, ОК 06,<br>ОК 09                                | Тесты,<br>опрос.    | Устный                      | Зачет с оценкой |
| Раздел 2. Профессиональное общение                              |                                                              |                     |                             |                 |
| Тема 2.1<br>Моя будущая профессия,<br>карьера                   | ОК 02, ОК 04, ОК 06,<br>ОК 09                                | Тесты,<br>опрос.    | Устный                      | Зачет с оценкой |
| Тема 2.2.<br>Компьютеры и их<br>функции                         | ОК 02, ОК 04, ОК 06,<br>ОК 09                                | Тесты,<br>опрос.    | Устный                      | Зачет с оценкой |
| Тема 2.3<br>Служебные телефонные<br>переговоры и переписка      | ОК 02, ОК 04, ОК 06,<br>ОК 09                                | Тесты,<br>опрос.    | Устный                      | Зачет с оценкой |
| Раздел 3. Перевод профессиональной литературы                   |                                                              |                     |                             |                 |
| Тема 3.1<br>Инструкции по<br>эксплуатации и<br>обслуживанию     | ОК 02, ОК 04, ОК 06,<br>ОК 09                                | Тесты,<br>опрос.    | Устный                      | Зачет с оценкой |
| Тема 3.2<br>Работа с материалами<br>производителей<br>устройств | ОК 02, ОК 04, ОК 06,<br>ОК 09                                | Тесты,<br>опрос.    | Устный                      | Зачет с оценкой |

### 1.3.2 Форма промежуточной аттестации

Промежуточная аттестация по учебной дисциплине – зачет с оценкой, спецификация которого содержится в данном комплекте ФОС.

### 1.4 Система оценивания комплекта ФОС текущего контроля и

### **промежуточной аттестации**

При оценивании лабораторной, практической и самостоятельной работы студента учитывается следующее:

- качество выполнения практической части работы;
- качество устных ответов на контрольные вопросы.

Каждый вид работы оценивается по пяти бальной шкале.

| <b>Оценка</b>       | <b>Кол-во баллов</b> | <b>Критерии оценки</b>                                                                                                                                                                                                                                                                                                                     |
|---------------------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| отлично             | 91 - 100             | студент должен: продемонстрировать глубокое и прочное усвоение знаний материала; исчерпывающе, последовательно, грамотно и логически стройно изложить теоретический материал; правильно формулировать определения; продемонстрировать умения самостоятельной работы с литературой; уметь сделать выводы по излагаемому материалу           |
| хорошо              | 71 - 90              | студент должен: продемонстрировать достаточно полное знание материала; продемонстрировать знание основных теоретических понятий; достаточно последовательно, грамотно и логически стройно излагать материал; продемонстрировать умение ориентироваться в литературе; уметь сделать достаточно обоснованные выводы по излагаемому материалу |
| удовлетворительно   | 51 - 70              | студент должен: продемонстрировать общее знание изучаемого материала; знать основную рекомендуемую программой дисциплины учебную литературу; уметь строить ответ в соответствии со структурой излагаемого вопроса; показать общее владение понятийным аппаратом дисциплины.                                                                |
| неудовлетворительно | Менее 51             | ставится в случае: незнания значительной части программного материала; не владения понятийным аппаратом дисциплины; существенных ошибок при изложении учебного материала; неумения строить ответ в соответствии со структурой излагаемого вопроса; неумения делать выводы по излагаемому материалу.                                        |

## **2. Текущий контроль и оценка результатов обучения учебной дисциплины СГЦ.02 Иностранный язык.**

### **Входной контроль**

**Назначение входного контроля** – оценить уровень первичных знаний для выстраивания индивидуальной траектории обучения студентов при получении профессии 09.01.05 Оператор технической поддержки, по программе базовой подготовки.

На выполнение входного контроля (тестирования) отводится 40 минут.

Тестирования

English Placement test (English Unlimited)

- Choose the best answer for each question.
- Stop when the questions become too difficult.
- Spend no more than 40 minutes on the test.

1. Where \_\_\_\_ from? - I'm from Russia.

A you are B you C are you

2. We have \_\_\_\_ house in Moscow.

A any B a C an

3. I have two \_\_\_\_: a boy and a girl.

A sons B daughters C children

4. I work in a \_\_\_\_\_. I'm a doctor.

A hospital B hotel C supermarket

5. This is my brother. \_\_\_\_ name's Paul.

A Her B His C He's

6. \_\_\_\_ five people in my family.

A They are B There is C There are

7. I get up \_\_\_\_ 7 o'clock in the morning.

A for B at C in

8. I like apples, but I \_\_\_\_ bananas.

A don't like B like C do like

9. Excuse me, \_\_\_\_ speak French?

A do you B you do C you

10. How much are \_\_\_\_ shoes?

A this B these C that

11. Where are my glasses? - They're \_\_\_\_ the table.

A at B on C in

12. My sister \_\_\_\_ tennis very well.

A plays B play C playing

13. I usually go to work \_\_\_\_ train.

A on B with C by

14. I don't see my parents very often \_\_\_\_ they live in South Africa.

A so B but C because

15. Rosie stayed \_\_\_\_ home yesterday afternoon.

A in B at C to

16. Last night I \_\_\_\_ to the cinema.

A went B did go C was

17. The \_\_\_\_ is quite expensive but the food there is excellent.

A film B restaurant C book

18. Do you want to listen to music or \_\_\_\_ TV?

A see B look C watch

19. I was in Scotland. \_\_\_\_ were you at the weekend?

A When B Where C What

20. Yes, it was fun. \_\_\_\_ you have a good time at the party?

A Did B Were C Had

21. Are you \_\_\_\_ English teacher?

A Maria B Marias' C Maria's

22. Bob will meet \_\_\_\_ at the airport.

A us B we C our

23. I'm going to a concert tonight. \_\_\_\_ you like to come?

A Do B Are C Would

24. \_\_\_\_ use your dictionary? - Sure. Here you are.

A Could I B Could you C Do I

25. I like this apartment but the \_\_\_\_ is too expensive for me.

A money B rent C cost

26. Excuse me, how do I \_\_\_\_ to the bus station?

A come B get C arrive

27. Do you sell stamps? - Yes, we do. How \_\_\_\_ do you want?

A any B many C much

28. Sorry I'm so late. - That's \_\_\_\_.

A OK B great C right

29. I'd like \_\_\_\_ milk in my coffee, please.

A some B any C a

30. \_\_\_\_ a bus stop near my flat.

A It's B Here's C There's

31. Is this a good time to talk? - Sorry, no. I \_\_\_\_ dinner.

A cook B am cooking C cooking

32. I think cycling is more dangerous \_\_\_\_ driving.

A As B like C than

33. We \_\_\_\_ going to the theatre next Saturday.

A will B do C are

34. \_\_\_\_ meet for coffee some time soon.  
A Let's B Do you C Shall they
35. Kamal has got a holiday home near \_\_\_\_ sea.  
A a B the C some
36. If you've got a headache, you \_\_\_\_ go home.  
A should B did C had
37. \_\_\_\_ ever been to New York?  
A Have you B Are you C Did you
38. I only get about five hours' sleep a night. - That's not \_\_\_\_.  
A enough B lot C too much
39. Did Amina finish the report? - No. She \_\_\_\_ it tomorrow.  
A finishes B is going to finish C finished
40. Paula \_\_\_\_ loves working with children.  
A very B really C much
41. Is Ottawa the capital of Canada? I think \_\_\_\_.  
A is B yes C so D right
42. We never \_\_\_\_ a television when I was a child.  
A have had B hadn't C had D didn't have
43. We paid the restaurant bill \_\_\_\_ credit card.  
A to B with C on D by
44. The last time I \_\_\_\_ Joanna was in Paris.  
A have seen B saw C see D was seeing
45. If you \_\_\_\_ money from a friend, you should always pay it back promptly.  
A borrow B earn C spend D lend
46. Can I make myself a cup of coffee? - Of course. You \_\_\_\_ to ask.  
A haven't B mustn't C needn't D don't have
47. I \_\_\_\_ a lot of sport in my free time.  
A do B practise C make D exercise
48. \_\_\_\_ anywhere interesting recently?  
A Do you go B Have you been C Are you going D Will you go
49. It's Walter's birthday on Friday. He \_\_\_\_ be 30, I think.  
A should B can C will D shall
50. Learning the piano isn't as difficult \_\_\_\_ learning the violin.  
A like B so C than D as
51. If the weather \_\_\_\_ bad tomorrow, we can go to a museum.  
A will be B was C is D would be
52. About a billion cans of Coca-Cola \_\_\_\_ drunk around the world every day.  
A is B are C was D were
53. My mum's not very well. - Oh, \_\_\_\_

A it doesn't matter B I do apologise C sorry to hear that D not bad, thanks.

54. Hans isn't here. He \_\_\_\_ to see his grandmother. He'll be back tomorrow.

A has gone B had been C has been D had gone

55. Would you mind changing my appointment? \_\_\_\_ time on Friday is fine.

A Next B All the C Every D Any

56. When I was a child, I \_\_\_\_ climb the wall and jump into our neighbours' garden.

A would B did C have D used

57. Have you finished \_\_\_\_ the wall yet?

A paint B to paint C painting D painted

58. Lena used to find work boring \_\_\_\_ she became a nurse.

A unless B until C if D since

59. Can you help me? I've tried \_\_\_\_ hotel in the city and can't find a room.

A many B any C every D all

60. If I \_\_\_\_ closer to my office, I could walk to work.

A lived B would live C had lived D live

61. I \_\_\_\_ outside the cinema when suddenly a police car arrived.

A stood B was standing C have stood D am standing

62. Shall we go to The Riceboat for dinner? - It \_\_\_\_ be fully booked. They're sometimes busy on Monday.

A will B may C can D must

63. We've \_\_\_\_ come back from a trip to India. It was amazing.

A already B yet C just D only

64. I've got to be at work in five minutes. - Don't worry, I \_\_\_\_ you a lift if you want.

A give B am giving C 'll give D 'm going to give

65. My doctor advised me \_\_\_\_ more exercise.

A take B taking C having taken D to take

66. I couldn't \_\_\_\_ up with the noise in the city, so we moved to the countryside.

A put B live C set D take

67. There's no name on this dictionary. - It \_\_\_\_ be mine then. Mine's got my name on the front.

A might not B mustn't C won't D can't

68. Julia \_\_\_\_ married since she was 20.

A is B was C has been D is being

69. Don't worry if I \_\_\_\_ late tonight. I'm going to the gym after work.

A am B will be C would be D was

70. I've got a terrible headache, and it won't go away. - Have you tried \_\_\_\_ some aspirin?

A to take B take C took D taking

71. Boxing is a sport \_\_\_\_ requires a lot of speed and fitness.

A it B that C what D where

72. Jon \_\_\_\_ working on this project for a couple of months so he hasn't made much progress yet.

A is only B has only been C was only D had only been

73. I was wondering \_\_\_\_ I could ask you some questions. - Sure, go ahead.

A what B if C that D how

74. What clothes should I pack for a trip to Boston? - Well, it depends \_\_\_\_ the time of year that you go.

A on B with C up D to

75. Do you ever ask your neighbours to do favours \_\_\_\_ you?

A for B to C with D about

76. Some married couples seem to get more \_\_\_\_ over time.

A alike B same C like D equal

77. I don't know how much this card costs. The price label's \_\_\_\_ off.

A gone B taken C done D come

78. I've finished this salad and I'm still hungry. I \_\_\_\_ ordered something more filling.

A must have B would have C should have \_\_\_\_ D may have

79. Ben got the job because he \_\_\_\_ a very good impression at his interview.

A made B did C put D took

80. Salsa music always \_\_\_\_ me of my trip to Cuba.

A remembers B realises C recognizes D reminds

81. I \_\_\_\_ to be picking Tom up at the station but I've lost my keys.

A am supposed B am requested C am intended D am obliged

82. How about going to Colours nightclub? - There's no \_\_\_\_ I'm going there. It's awful!

A hope B way C time D opportunity

83. By the age of 18, I \_\_\_\_ not to go to university.

A had decided B decided C have decided D was deciding

84. I'm afraid your car \_\_\_\_ repaired before next week.

A hasn't been B wasn't C wouldn't be D can't be

85. The amount of organically grown food on sale has \_\_\_\_ enormously in recent years.

A raised B lifted C increased D built

86. Can you believe it? A woman has been \_\_\_\_ for hacking into the computer of her online virtual husband.

A accused B suspended C arrested D suspected

87. You may borrow my laptop \_\_\_\_ you promise to look after it.  
A unless B in case C As long as D Although
88. It's a huge painting. It \_\_\_\_ taken ages to complete.  
A must have B can't have C should have D won't have
89. Pierre tends to put \_\_\_\_ dealing with problems, rather than dealing with them immediately.  
A down B off C over D away
90. If the taxi hadn't stopped for us, we \_\_\_\_ standing in the rain.  
A were still B would still be C are still D will still be
91. My mother's Italian, so \_\_\_\_ the language has been quite easy for me.  
A to learn B learn C having learned D learning
92. \_\_\_\_ I had the talent, I still wouldn't want to be a movie star.  
A In case B Even if C Provided that D However much
93. The factory workers threatened \_\_\_\_ on strike if they didn't get a pay rise.  
A going B to go C that they go D to have gone
94. I was about to go to sleep when it \_\_\_\_ to me where the missing keys might be.  
A remembered B happened C appeared D occurred
95. There's going to be a new department at work. They've asked me to \_\_\_\_ it up.  
A take B set C put D bring
96. If the film is a \_\_\_\_ success, the director will get most of the credit.  
A big B high C large D good
97. By the end of today's seminar I will \_\_\_\_ to each of you individually.  
A speak B have spoken C be speaking D have been speaking
98. This is a photo of my little sister \_\_\_\_ ice cream on the beach.  
A eat B eating C was eating D having eaten
99. Our students take their responsibilities very \_\_\_\_.  
A considerably B thoroughly C seriously D strongly
100. Pia was \_\_\_\_ delighted with the birthday present.  
A very B completely C fairly D absolutely

Ответы и интерпретация результатов

|   | Starter |    | Elementary |    | Pre-int. |    | Intermediate |    | Upper Int. |
|---|---------|----|------------|----|----------|----|--------------|----|------------|
| 1 | C       | 21 | C          | 41 | C        | 61 | B            | 81 | A          |

|    |   |    |   |    |   |    |   |     |   |
|----|---|----|---|----|---|----|---|-----|---|
| 2  | B | 22 | A | 42 | C | 62 | B | 82  | B |
| 3  | C | 23 | C | 43 | D | 63 | C | 83  | A |
| 4  | A | 24 | A | 44 | B | 64 | C | 84  | D |
| 5  | B | 25 | B | 45 | A | 65 | D | 85  | C |
| 6  | C | 26 | B | 46 | D | 66 | A | 86  | C |
| 7  | B | 27 | B | 47 | A | 67 | D | 87  | C |
| 8  | A | 28 | A | 48 | B | 68 | C | 88  | A |
| 9  | A | 29 | A | 49 | C | 69 | A | 89  | B |
| 10 | B | 30 | C | 50 | D | 70 | D | 90  | B |
| 11 | B | 31 | B | 51 | C | 71 | B | 91  | D |
| 12 | A | 32 | C | 52 | B | 72 | B | 92  | B |
| 13 | C | 33 | C | 53 | C | 73 | B | 93  | B |
| 14 | C | 34 | A | 54 | A | 74 | A | 94  | D |
| 15 | B | 35 | B | 55 | D | 75 | C | 95  | B |
| 16 | A | 36 | A | 56 | A | 76 | A | 96  | A |
| 17 | B | 37 | A | 57 | C | 77 | A | 97  | B |
| 18 | C | 38 | A | 58 | C | 78 | D | 98  | B |
| 19 | B | 39 | B | 59 | B | 79 | A | 99  | C |
| 20 | A | 40 | B | 60 | A | 80 | D | 100 | D |

## Практическая работа № 1

*Тема 1.1 Прошлое и настоящее страны изучаемого языка*

**Инструкция для обучающихся:** Внимательно прочитайте задание.

**Время выполнения задания – 25 минут.**

### 1. Поставьте существительные в притяжательном падеже.

- 1.The (girl) hat is blue
- 2.Do you know my (friends) wife?
- 3.This is the (ladies) room.
- 4.The (babies) toys are on the shelves.
5. Have you read (today) newspaper?
6. My (children) rooms are cozy.
7. That woman is my (mother) sister.
8. All of my (uncles) homes are abroad.
9. These stores sell (women) clothes.
10. My (husband) relatives are rich, too.

## **2. Отметьте ошибки и исправьте.**

- 1.I heard the mans' voice.
2. Have you met Toms' friends?
- 3.Their husbands' names are nick and Bob.
4. Do they sell the womans' clothes?
5. She won't spend a month's salary to buy that dress.
6. Ted's aunt's daughter is a doctor.
7. Sandy husband is a millionaire.
8. I can't find Tomas' book.

## **3. Прочитайте и переведите текст.**

The climate in the UK is generally mild because of the Gulf Stream and it is usually described as cool, humid and changeable.

The weather is so changeable indeed that the English often say that they have no climate but only weather. The English also say that they have three kinds of weather: when it rains in the morning, when it rains in the afternoon or when it rains all day long. The weather is never too hot or too cold. Winters are very mild. Sometimes it snows and snow melts quickly and the English seldom have "white Christmas". In fact in the South of England grass remains green all the year round.

This humid mild climate is good for plants. The trees and flowers begin to blossom early in spring.

Some of them have become symbols in the UK. You may know that poppy is the symbol of peace, the red rose is the national emblem of England, the thistle

is the national emblem of Scotland. The daffodils and the leek are the emblems of Wales and the shamrock is the emblem of Ireland. The UK used to be a land of big forests, mainly oaks, elms and beeches in England, while Scotland had mainly pines and birches. But nowadays a lot of these territories are cultivated.

The animal life of the UK is much like that of Europe, to which it was once joined. Many animals are now protected by law. About 50 land animals are found in the UK: foxes, hares, rabbits, and deer among them.

Some 230 kinds of birds live in the UK. The most numerous are blackbirds, sparrows and starlings. Robin is the national bird of the UK.

But wildlife in Britain is in great danger, because of pollution. Many British rivers have become “biologically” dead. There is no fish in them and wildlife around them is not growing the way it should.

#### **4. Найдите ответы на вопросы в тексте .**

1. The emblem of England is

- a) leek
- b) poppy
- c) rose

2. The emblem of Ireland is\_\_\_\_\_.

- a) daffodil
- b) rose
- c) shamrock

3. The emblem of Scotland is\_\_\_\_\_.

- a) rose
- b) thistle
- c) poppy

4. The emblems of Wales are\_\_\_\_\_.

- a) poppy and leek
- b) leek and rose
- c) leek and daffodil

5. The symbol of peace is\_\_\_\_\_.

- a) birch
- b) poppy
- c) rose

## **Практическая работа № 2**

### **Тема 1.2 Система образования в России и за рубежом**

**Инструкция для обучающихся:** Внимательно прочитайте задание.

**Время выполнения задания – 25 минут.**

#### **1. Подставьте прилагательное в правильной форме.**

1. I am \_\_\_\_\_ (tall) my sister.
2. My mum thinks that cats are \_\_\_\_\_ (good) pets than dogs.
3. Cycling is one of \_\_\_\_\_ (dangerous) sports.
4. I want to have \_\_\_\_\_ (big) car.
5. A blue whale is \_\_\_\_\_ (heavy) twenty-five elephants.
6. You look \_\_\_\_\_ (thin) last month. Have you lost weight?
7. Bicycles are \_\_\_\_\_ (slow) cars.
8. She is \_\_\_\_\_ (nice) person I know.
9. What is \_\_\_\_\_ (good) film you've seen?
10. Computers are \_\_\_\_\_ (cheap) mobile phones.
11. Is your brother \_\_\_\_\_ (tall) you?
12. I think Spanish is \_\_\_\_\_ (easy) Japanese.
13. Our dog is \_\_\_\_\_ (nice) your dog.
14. Glass bottles are \_\_\_\_\_ (good) plastic bottles.
15. I think Rafael Nadal is \_\_\_\_\_ (good) tennis player in Spain.
16. Sharks are \_\_\_\_\_ (dangerous) other fish.
17. This situation is \_\_\_\_\_ (serious) the last one.
18. He is \_\_\_\_\_ (smart) his brother.
19. My brother wanted \_\_\_\_\_ (expensive) trainers in the shop.
20. Today is \_\_\_\_\_ (good) day of the year.

**2. Напишите сравнительную и превосходную степень для следующих прилагательных:**

|             |       |       |
|-------------|-------|-------|
| happy       | _____ | _____ |
| young       | _____ | _____ |
| shallow     | _____ | _____ |
| difficult   | _____ | _____ |
| dirty       | _____ | _____ |
| patient     | _____ | _____ |
| hot         | _____ | _____ |
| comfortable | _____ | _____ |
| brave       | _____ | _____ |
| wise        | _____ | _____ |
| friendly    | _____ | _____ |
| ridiculous  | _____ | _____ |
| late        | _____ | _____ |
| little      | _____ | _____ |

**2. Поставьте прилагательное в правильной форме.**

good –  
little –  
bad –  
old –  
far -

**3. Read and translate the text.**

The UK is home to some of the world's most prestigious universities, including the University of Oxford, the University of Cambridge, and Imperial College London. These institutions are renowned for their academic excellence, with many of them consistently ranking among the top universities in the world.

However, the UK also has a wealth of other universities and colleges that offer high-quality education across a wide range of disciplines.

One of the unique aspects of the UK's education system is its emphasis on independent study and research. Unlike some other countries where lectures dominate the learning experience, UK universities place a lot of importance on self-directed learning. Students are expected to take responsibility for their own learning, conduct research, and engage in critical thinking. This approach not only helps students develop valuable skills for their future careers but also fosters a culture of academic curiosity and creativity.

The academic calendar in the UK typically runs from September to June, with breaks for Christmas and Easter. Most universities operate on a modular system, where students take a series of modules over the course of the academic year. This allows for flexibility in choosing subjects and allows students to build a diverse range of skills and knowledge.

Another unique aspect of the UK's education system is the tutorial system, which is prevalent in universities such as Oxford and Cambridge. In this system, students meet regularly with a tutor to discuss their work and receive feedback. This one-on-one approach helps students develop a deeper understanding of their subject matter and encourages them to think critically about their work.

### Практическая работа № 3

*Тема 1.3 Здоровый образ жизни*

**Инструкция для обучающихся:** Внимательно прочитайте задание.

**Время выполнения задания** – 25 минут.

#### 1. Напишите словами

Например:  $13 + 45 = 58$  (Thirteen plus forty-five is fifty-eight).

$50 - 31 = 19$  (Fifty minus thirty-one is nineteen).

$15 \times 2 = 30$  (Fifteen multiplied by two is thirty).

$30 : 2 = 15$  (Thirty divided by two is fifteen).

|                |                   |
|----------------|-------------------|
| $46 + 18 = 64$ | $10 + 8 = 18$     |
| $4 + 40 = 44$  | $5 \times 5 = 25$ |

|              |                   |
|--------------|-------------------|
| $30 : 5 = 6$ | $6 \times 8 = 48$ |
| $10 : 5 = 2$ | $80 - 30 = 50$    |
| $15 - 8 = 7$ | $79 - 50 = 29$    |

## 2. Переведите следующие сочетания, используя глаголы времени.

1. в пять часов, к пяти часам, с пяти часов.
2. в полдень, к полудню, с полудня.
3. с полуночи, к полуночи, в полночь.
4. с прошлого года, в прошлом году, в этом году.
5. к 20 февраля, 20 февраля.

## 3. Прочитайте текст и оставьте 5 вопросов к нему.

### *Sports and a healthy way of life*

Sport is very important in our life. It is popular among young and old people. Many people do morning exercises, jog in the morning, train themselves in clubs, in different sections and take part in sport competitions. Other people like sports too, but they only watch sports games, listen to sports news. They prefer reading interesting stories about sportsmen. But they don't go in for sports.

Physical training is an important subject at school. Pupils have got physical training lessons twice a week. Boys and girls play volley-ball and basket-ball at the lessons. There is a sportsground near our school and school-children go in for sports in the open air. A lot of different competitions are held at schools, a great number of pupils take part in them. All participants try to get good results and become winners.

Sport helps people to keep in good health. If you go in for sports, you have good health and don't catch cold. Children and grown-ups must take care of their health and do morning exercises regularly.

There are some popular kinds of sports in our country: football, volley-ball, hockey, gymnastics, skiing, skating. Athletics is one of the most popular kinds of sports. It includes such kinds of sports as running, jumping and others. Everybody may choose the sport he (or she) is interested in.

My favourite sport is swimming. I go to the swimming-pool twice a week. But I prefer to rest by the lake or the river and swim there. My friend Kostya goes in for boxing. He is a good boxer and he is a brave and courageous boy. His hobby helps him in his everyday life.

#### Тема 1.4 Мое хобби

**Инструкция для обучающихся:** Внимательно прочитайте задание.

**Время выполнения задания** – 20 минут.

#### 1. Соедините начало и конец предложений

|                        |                            |
|------------------------|----------------------------|
| If I run out of money, | unless the weather is bad. |
| We'll go for a walk,   | I'll go to the bank.       |
| I'll be home late,     | if he's late.              |
| As soon as I get paid, | if I miss the train.       |
| He'll phone us,        | I'll buy a CD.             |

#### 2. Переведите предложения

1. If the weather is fine tomorrow, we'll go to the country.
2. I'll give you this video cassette if you return it next week.
3. They won't return in time unless they hurry.
4. If you interrupt again, you will have to go outside.
5. If I promise to give you the letter, will you come back?
6. The whole matter be forgotten if manage to produce the letter.
7. If you see Dave tomorrow, tell him I'd like to have a word with him.
8. What will he do, if he doesn't ret their answer?
9. If they want to come to our party, we'll be upset.
10. If they want to come, there's nothing we can do

#### 3.Прочитайте текст и оставьте 5 вопросов к нему.

Thomas Edison invented the motion picture camera, and the first cinematographer was the person who first used Edison's device—possibly Edison himself—to make the first motion picture shot.

The first professional cinematography may go back to what is supposed to have been the world's first film, *Roundhay Garden Scene*, featuring dancers. It was a sequence directed by Louis Le Prince, French inventor and showman, on October 14, 1888, in Leeds, Yorkshire. This groundbreaking event happened seven years before the Lumière Brothers' *Sortie de l'usine Lumière à Lyon* became the world's

first commercial exploitation of cinematography, in Paris, France. That European city soon became the motion picture capital of the world until about 1919.

In the infancy of motion pictures, the cinematographer was usually also the director and the camera operator. As the art form and technology evolved, a separation between director and camera operator emerged. With the advent of artificial lighting and faster (more light sensitive) film stocks, in addition to technological advancements in optics and various techniques such as color film and wider aspect ratios, the technical aspects of cinematography necessitated a specialist in that area. Some directors, however, are still noted for operating their own camera and shooting some or all of their scenes themselves—the late Stanley Kubrick was one such example.

In 1919, in Hollywood, the new motion picture capital of the world, one of the first (and still existing) trade societies was formed: the American Society of Cinematographers (ASC), which stood to recognize the cinematographer's contribution to the art and science of motion picture making. Similar trade associations have been established in other countries, too.

## **Практическая работа № 5**

**Тема 2.1** Моя будущая профессия, карьера

**Инструкция для обучающихся:** Внимательно прочитайте задание.

**Время выполнения задания** – 25 минут.

### **1. Заполните пропуски, используя some/any/no.**

1. There is \_\_\_\_\_ milk in the cup, but it is very cold.
2. There is \_\_\_\_\_ bread on the table. I can't make sandwiches.
3. Are there \_\_\_\_\_ oranges in the bag?
4. There isn't \_\_\_\_\_ cheese in the fridge.
5. There are \_\_\_\_\_ flowers in the vase. They are red.
6. There are \_\_\_\_\_ carrots in the fridge. I can't make soup.
7. There is \_\_\_\_\_ coffee in the cup, but it is very hot.
8. Is there \_\_\_\_\_ cheese in the fridge?
9. There isn't \_\_\_\_\_ juice in the glass.
10. There are \_\_\_\_\_ grapes on the plate. They are green.

## 2. Раскройте скобки, употребляя глаголы в Past Continuous.

1. Around me, people (to talk) German, Italian and English.
2. Robert (to talk) to some of the other guests on the terrace when Hardy came.
3. Michal (to look) at his watch.
4. All night long the stars (to glitter).
5. Lizzie (to eat) and didn't raise her head.

3. Прочитайте текст. Определите, какие из приведённых утверждений 1-7 соответствуют содержанию текста (1-True), какие не соответствуют (2-False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3-Not stated).

### Second Career

**Jeff Statham:** This is my car that I've had for years now, made in Canada. I worked in the automotive industry for about the last 12 or 13 years, a plant in Whitby. We produced the seats for the cars built here in Oshawa. Continuous layoffs - and eventually I got hit by them - and now I'm here. I'm currently in the Second Careers program here at Durham College. I'm in the law and security administration program and my ultimate goal is to become a police officer. It's been great. I love the program.

**Ted Dionne** (*Instructor, Durham College*): It gives someone like Jeff an opportunity to do something that he may have wanted to do. He probably had it in the back of his mind that he wanted to do something different visualizing what you want to do in the future ...

**Jeff Statham:** I've wanted to go back to school for years but with shifts it's hard to do. Money is not always there to do it so this Second Careers covers my schooling and it's a perfect opportunity for me.

**Jeanette Barrett** (*Second Career rep*): The Second Career provides financial support to go back to school to do up to a 2-year program. Our Second Career advisor keeps in touch with them.

**Jeff Statham:** I've never really had report cards at work worthy of putting on the fridge, but at the end of my first semester I ended up on the dean's list, so now my mother finally has a report card on her fridge.

**John Milloy** (*Minister of Training, Colleges & Universities*): For workers like Jeff, Second Career is ideal. We have a network of service providers throughout the province called Employment Ontario and they serve as an entry point for anyone who is looking for a job in the province. We work with them to find the best course of action.

**Jeff Statham:** We have two kids at home that we have to make sure get their homework done, so I'll make sure I'll get my homework done as well. Just being

in school now I feel a hundred times better, so I'm really looking forward to whatever the future holds.

1. Jeff Statham has lost his job in the car industry.  
1) True                      2) False                      3) Not stated
2. Jeff Statham has been studying to get a new profession.  
1) True                      2) False                      3) Not stated
3. Jeff Statham finds the Second Career program difficult to cope with.  
1) True                      2) False                      3) Not stated
4. The Second Career program gives a chance to take up a profession of a dream.  
1) True                      2) False                      3) Not stated
5. Jeff Statham wanted to work at school.  
1) True                      2) False                      3) Not stated
6. Jeff Statham can only cover the schooling program in the Second Career.  
1) True                      2) False                      3) Not stated
7. One should have a financial support from his company to do in the Second Career.  
1) True                      2) False                      3) Not stated

## **Практическая работа № 6**

*Тема 2.2. Компьютеры и их функции*

**Инструкция для обучающихся:** Внимательно прочитайте задание.

**Время выполнения задания** – 25 минут.

### **1. Прочитайте текст и найдите перевод с выражений в тексте**

#### **The History of Computer Development**

The rapidly advancing field of electronics led to construction of the first general-purpose electronic computer in 1946 at the University of Pennsylvania. It was Electronic Numerical Integrator And Computer or ENIAC, the device contained 18,000 vacuum tubes and had a speed of several hundred multiplications per minute. Its program was wired into the processor and had to be manually altered. Later transistors appeared. The use of the transistor in computers began in the late 1950s. It marked the advent of smaller, faster elements than it was possible to create with the use of vacuum-tube machines. Because transistors use less power

and have a much longer life, computers alone were improved a lot. They were called second-generation computers.

Components became smaller and the system became less expensive to build.

Modern digital computers are all conceptually similar, regardless of size and shape. Nevertheless, they can be divided into several categories on the basis of cost and performance.

The first one is the personal computer or microcomputer, a relatively low-cost machine, usually of desk-top size. Sometimes they are called laptops. They are small enough to fit in a briefcase. The second is the workstation, a microcomputer with enhanced graphics and communications capabilities that make it especially useful for office work. And the server computers, a large expensive machine with the capability of serving the needs of major business enterprises, government departments, scientific research establishments. The largest and fastest of these are called supercomputers.

A digital computer is not actually a single machine, in the sense that most people think of computers. Instead it is a system composed of five distinct elements: a central processing unit, input devices, memory storage devices, output devices and a communications network, called a «bus» that links all the elements of the system and connects the system itself to the external world.

Talking about a central processing unit or the heart of computer; I would like to add that there were several generations of microprocessors. The first generation was represented by processing unit Intel 8086. The second generation central processing unit was represented by processing unit Intel 80286, used in IBM PC AT 286. In the end of 80s such computer costs about 25-30 000 rubles in the former USSR. The third generation is represented by Intel 80386, used in IBM PC AT 386. The microprocessors of the fourth generation were used in computers IBM PC AT 486. There are also central processing units of the fifth generation, used in Intel Pentium 60 and Intel Pentium 66, central processing units of the sixth generation, used in computers Intel Pentium 75,90,100 and 133. Few years ago appeared central processing units of seventh and eighth generations.

Computer speeds are measured in gigahertz today. Recently, an optical central processing unit has been invented, which is capable of executing trillions discrete operations per second or it is as fast as the speed of light. No man alive can do 500000 sums in one second, but a computer can. In fact, computers can do many of the things we do, but faster and better. They can predict weather, and even play chess, write poetry or compose music. Just as television has extended human sight across the barriers of time and distance, so the computers extend the power of the human mind across the existing barriers.

So, we are at the threshold of new computer era, when artificial intelligence could be invented. There are no questions with «if», the only question is «when». And time will show us either computers become our best friends or our evil enemies as it is shown in some movies.

1. быстро развивающийся
2. использование транзисторов
3. обозначили появление
4. потребляют меньшую мощность
5. имеют более долгий срок службы
6. компьютеры второго поколения
7. составляющие стали меньше
8. система стала более дешевой
9. цифровые компьютеры
10. могут быть поделены на несколько категорий
11. продвинутая графика и коммуникационные
12. особенно удобен для офисной работы
13. возможность обслуживать нужды
14. одна (единая) машина
15. в том смысле, в котором люди думают о компьютере

## **2.Прочитайте текст и оставьте 5 вопросов к нему.**

### **Input devices**

There are several devices used for inputting information into the computer: a keyboard, a some coordinate input devices, such as manipulators (a mouse, a track ball), touch panels and graphical plotting tables, scanners, digital cameras, TV tuners, sound cards etc.

When personal computers first became popular, the most common device used to transfer information from the user to the computer was the keyboard. It enables inputting numerical and text data. A standard keyboard has 104 keys and three more ones informing about the operating mode of light indicators in the upper right corner.

Later when the more advanced graphics become to develop, user found that a keyboard did not provide the design capabilities of graphics and text representation on the display. There appeared manipulators, a mouse and a track ball, that are usually used while operating with graphical interface. Each software program uses these buttons differently.

The mouse is an optic- mechanical input device. The mouse has three or two buttons which control the cursor movement across the screen. The mouse provides the cursor control thus simplifying user's orientation on the display. The mouse's primary functions are to help the user draw, point and select images on his computer display by moving the mouse across the screen.

In general software programs require to press one more buttons, sometimes keeping them depressed or double- click them to issue changes in commands and to draw or to erase images. When you move the mouse across a flat surface, the ball located on the bottom side of the mouse turns two rollers. One is tracking the mouse's vertical movements, the other is tracking horizontal movements. The rotating ball glides easily, giving the user good control over the textual and graphical images.

In portable computers touch panels or touch pads are used instead of manipulators. Moving a finger along the surface of the touch pad is transformed into the cursor movement across the screen.

Graphical plotting tables (plotters) find applications in drawing and inputting manuscript text. You can draw, add notes and signs to electronic documents by means of a special pen. The quality of graphical plotting tables is characterized by permitting capacity, that is the number of lines per inch, and their capability to respond to the force of pen pressing.

Scanner is used for optical inputting of images (photographies, pictures, slides) and texts and converting them into the computer form.

Digital video cameras have been spread recently. They enable getting video images and photographs directly in digital computer format. Digital cameras give possibility to get high quality photos. Sound cards produce sound conversion from analog to digital form. They are able to synthesize sounds. Special game-ports and joysticks are widely used in computer games.

## **Практическая работа № 7**

*Тема 2.3 Служебные телефонные переговоры и переписка*

**Инструкция для обучающихся:** Внимательно прочитайте задание.

**Время выполнения задания** – 25 минут.

### **1. Вставьте модальные глаголы *may* или *can***

- a. ... I take it?
- b. Let me look at your exercises. I...be able to help you.
- c. I ...not swim, because until this year the doctor did not allow me to be more than two minutes in the water.
- d. Libraries are quite free, and anyone who likes ... get books there.
- e. I ...come and see you tomorrow if I have time.
- f. Take your raincoat with you: it ... rain today.
- g. Do you think you... do that?
- h. I ...finish the work tomorrow if no one bothers me anymore.
- i. ...we come and see you next Sunday at three o'clock in the afternoon?
- j. What time is it? – It...be about 6 o'clock, but I'm not sure.

## 2. Переведите предложения, используя модальные глаголы

1. Должно быть, они обсуждают очень важный вопрос.
2. Кто-то стучит в дверь. Возможно это том.
3. Ей не следовало оставлять ребенка одного.
4. Эд не пришел вчера. Может быть он и был занят. Но я не уверен.
5. Вам следует ехать туда сейчас. Возможно, они ожидают вас.
6. Сью не была дома вчера. Возможно, она занималась в библиотеке.
7. Алану следует подумать о таком шансе.
8. Вы, наверное, очень обрадовались, когда увидели своих одноклассников.
9. Она выглядит очень уставшей. Наверное, она работает с самого утра.
10. Тебе не следовало смеяться над братом, когда он сказал, что хочет быть актером.

## 3. Прочитайте и переведите текст

### Dealing With Customer Problems Via Technical Support Chat

Often times it can be extremely overwhelming for a representative to deal with an angry customer. One important thing that you need to remember when facing an upset customer is that their problem is not with you personally. This is why you need to find out what is the reason behind their anger. Are they not satisfied with the product or service they received? How can the issue be resolved? Was it truly your company's fault or a delivery mishap? What can you do to make things okay? Keep all these questions in mind when communicating with the customer for hosted live chat.

It can be a little difficult to show that you understand the problem through technical support chat. But a little empathy will take you a long way. Pay attention to what they are saying and try your best to understand why they are feeling that way. When you put yourself in their shoes, you will understand the main problem.

If you want to make sure that customers keep returning to you, you need to

treat them the way you want to be treated. Your aim shouldn't be to simply deliver, but to deliver the best of what you have to offer. Customers are quick to notice whether you are putting in an effort or not. If the chat ends on a positive note, you can be sure that the customer will return to you in the future.

## **Практическая работа № 8**

**Тема 3.1** Инструкции по эксплуатации и обслуживанию

**Инструкция для обучающихся:** Внимательно прочитайте задание.

**Время выполнения задания** – 25 минут.

### **1. Прочитайте и переведите текст-инструкцию**

#### **Guide to Operations : Keyboard**

Your keyboard is divided into three sections: the typewriter key area, the function keys, and the numeric keypad. It also has three status lights that show the status of the Capital (Caps) Lock, Numeric (Num) Lock, and the Scroll Lock keys. You can adjust your keyboard to two different positions for typing comfort. To adjust, push in on the adjustable leg handles on both sides and turn them to the desired position.

The keys in the typewriter area are similar to those of a standard typewriter. Most of the keys are typematic. This means they will repeat as long as you hold them down. There are some additional keys that perform control functions for your IBM Personal Computer AT. These functions are controlled by the program you are using. The IBM Personal Computer AT comes with an installed program language called Beginner's All-purpose Symbolic Instruction Code (BASIC). BASIC, is a programming language that uses common English words. The descriptions and functions of individual keys on the following pages apply when you are using IBM BASIC. If you are using other programs you must refer to those program manuals for key descriptions and their functions.

The Enter key works like a carriage return by moving the cursor to the start of a new line. The Enter key is often used to tell your IBM Personal Computer AT

to start doing a job.

The Backspace key erases mistakes. Each time you press the backspace key it moves the cursor one position to the left and erases the character in that position. The Spacebar key moves the cursor one position to the right. Any character the cursor moves over is replaced by a blank.

The Tab key moves the cursor to the right, to the next available tab stop. If you press and hold the Shift key and then press the Tab key the cursor will move left, to the next available tab stop. When your system starts, the tab stops are set automatically at every eight characters.

There are two Shift keys on your keyboard. Pressing either of the Shift keys switches the letter keys, the symbol keys and the numeric keypad keys from Lower case mode to the Upper case mode.

The Capital Lock light comes on when you press the Caps Lock key, or when your program is in the capital lock mode. The light lets you know that the A through Z keys are locked in uppercase. It cannot be used to type the symbols that appear on the tops of other keys. The light goes off when you press the Caps Lock key again, or your program is no longer in the capital lock mode.

The Alternate (Alt) key is used with other keys to enter BASIC statement keywords quickly. If you press and hold the Alt key and then press any alphabetic key A through Z, the defined BASIC keyword is entered. The Alternate key is also used with the numeric keypad keys to enter ASCII codes. For more information on the use of the Alternate key, refer to the IBM BASIC reference manual.

The Control (Ctrl) key is always used with another key to perform a command or function. For more information on the use of the Control key, refer to the IBM BASIC reference manual.

When entering data into your computer, you should be aware that the zero (0) key and the letter "O" key are not interchangeable. Also the number one (1) key and the lowercase letter "L" key are not interchangeable.

## 1. Прочитайте и переведите текст

### **PC Laptops, PC Desktop & best laptop computers**

In a world fueled by digital connectivity, you want to find the right tech companion.

You need a reliable device that simplifies tasks, elevates entertainment, and catapults your productivity. PC laptops and desktops are the unsung heroes that make this possible.

At Lenovo.com, we have computer laptops and desktops that suit any lifestyle.

Picking the right laptop or PC desktop that meets your needs starts with understanding what they are.

When you choose Lenovo as your online computer shop, you have the opportunity to choose from the following PC laptop series:

**ThinkPad and ThinkStation:** These laptops are tough, dependable, and have security features to keep your work safe. They're made for business professionals who need a strong, trustworthy, and protected computer.

**Legion:** This series is perfect for gamers looking for powerful hardware and high-end graphics for an [immersive experience](#).

**Yoga:** This is a series of [2-in-1 laptops](#) that you can switch between being a laptop and a tablet. A 360-degree hinge in these laptops allows you to flip the from laptop to tablet. Great for creative professionals and students.

**Chromebook:** These laptops run on Chrome OS. They're the perfect choice if you're a student or any other user looking for an affordable and simple laptop for basic tasks.

**IdeaPad:** The laptops in this series strike the perfect balance between power, cost-effectiveness, and easy mobility. You can laptops in this series for home use, entertainment, or any other [personal use](#).

Lenovo offers a variety of PC desktop series catering to different needs and use cases. Here are some of the best series:

**ThinkCentre series:** This is a line of business-oriented [desktop computers](#). They also come in various configurations and form factors, and they're known for their durability and enterprise features.

**ThinkStation Workstation:** This line of desktops packs the processing power to run complex application with ease. They from can handle any job you need to accomplish and meet the demands of your [business or industry](#).

**IdeaCentre series:** These are general-purpose desktops suitable for home use and [small businesses](#). They come in various configurations and form factors, including all-in-ones and towers.

**Legion series:** This series is specifically designed for gaming. They often come with high-end components like [powerful processors](#), high-capacity RAM, and dedicated graphics cards.

**Yoga series:** Although the Yoga series is more commonly known for its 2-in-1 laptops, Lenovo offers Yoga [all-in-one desktops](#).

### 3. Промежуточная аттестация по учебной дисциплины СГЦ.03 Иностранный язык в профессиональной деятельности

#### Контрольная работа № 1

**Инструкция для обучающихся:** Внимательно прочитайте задание.  
**Время выполнения задания – 40 минут.**

#### 1. Вставьте артикль *the* там, где необходимо:

- |                       |                        |
|-----------------------|------------------------|
| 1. ____ Asia          | 11. ____ Black Sea     |
| 2. ____ Arctic        | 12. ____ Latin America |
| 3. ____ Moscow        | 13. ____ Nile          |
| 4. ____ USA           | 14. ____ Andes         |
| 5. ____ Caucasus      | 15. ____ Elbrus        |
| 6. ____ Pacific ocean | 16. ____ Bahamas       |

- |                       |                          |
|-----------------------|--------------------------|
| 7. ____ Niagara Falls | 17. ____ Indo-China      |
| 8. ____ Hudson Bay    | 18. ____ Sahara          |
| 9. ____ Lake Ladoga   | 19. ____ Canaries        |
| 10. ____ Ontario      | 20. ____ South-East Asia |

- |                                 |                          |
|---------------------------------|--------------------------|
| 1. ____ Fleet Street            | 11. ____ Times           |
| 2. ____ High Street             | 12. ____ Liberal Party   |
| 3. ____ Wall Street             | 13. ____ Tower           |
| 4. ____ Hyde Park               | 14. ____ Albert Hall     |
| 5. ____ Memorial Park           | 15. ____ Polish          |
| 6. ____ Snowdonia National Park | 16. ____ Opera House     |
| 7. ____ University of Moscow    | 17. ____ Lake District   |
| 8. ____ London University       | 18. ____ Kalinin Region  |
| 9. ____ Trinity College         | 19. ____ Wednesday       |
| 10. ____ London Airport         | 20. ____ Polish language |

**1. Распределите следующие слова на 4 колонки**

| Noun | Verbs | Adjectives | Adverbs |
|------|-------|------------|---------|
|      |       |            |         |

Essential, information, appearance, enormous, automatically, various, supply, realize, instruction, storage, equipment, powerful, society, special, communication, important, digital, possible, centre, tiny, quantity, process, likely.

**2. Составьте все возможные сочетания:**

|              |             |
|--------------|-------------|
| To process   | Components  |
| To supply    | Items       |
| To carry out | Chips       |
| To handle    | Information |

|             |           |
|-------------|-----------|
| To input    | Data      |
| To retrieve | Computer  |
| To store    | Tasks     |
| To perform  | Research  |
| To realize  | Products  |
| To include  | Pass-word |

### 3. Заполните пропуски, используя some/any/no.

1. There is \_\_\_\_\_ milk in the cup, but it is very cold.
2. There is \_\_\_\_\_ bread on the table. I can't make sandwiches.
3. Are there \_\_\_\_\_ oranges in the bag?
4. There isn't \_\_\_\_\_ cheese in the fridge.
5. There are \_\_\_\_\_ flowers in the vase. They are red.
6. There are \_\_\_\_\_ carrots in the fridge. I can't make soup.
7. There is \_\_\_\_\_ coffee in the cup, but it is very hot.
8. Is there \_\_\_\_\_ cheese in the fridge?
9. There isn't \_\_\_\_\_ juice in the glass.
10. There are \_\_\_\_\_ grapes on the plate. They are green.
11. They've got \_\_\_\_\_ buns in this shop.
12. I'd like \_\_\_\_\_ potatoes, please.
13. Have you got \_\_\_\_\_ ice-cream?
14. There aren't \_\_\_\_\_ boys in the team!
15. There are \_\_\_\_\_ video shops in the town!
16. This is a terrible party. There isn't \_\_\_\_\_ good music!
17. I've got \_\_\_\_\_ posters of Ricky Martin.
18. Have you got \_\_\_\_\_ posters of Britney Spears?
19. 'Sit down, please.' 'But there aren't \_\_\_\_\_ chairs!'
20. There is \_\_\_\_\_ milk in the fridge. Go to the shop and buy \_\_\_\_\_.
21. I can see \_\_\_\_\_ tomatoes in the bag. Let's make \_\_\_\_\_ salad.
22. There aren't \_\_\_\_\_ cucumbers in the fridge.
23. Would you like \_\_\_\_\_ tea?
24. Is there \_\_\_\_\_ cheese on the shelf?

### 4. Заполните пропуски словами из списка

Digital cameras don't use film. You take pictures on to solid state memory. Then you \_\_\_\_\_ them to a \_\_\_\_\_. You can \_\_\_\_\_ and improve the pictures in your PC. Then you can \_\_\_\_\_ them, add them to your \_\_\_\_\_, or display them on the screen. Digital cameras are more expensive than film cameras.

Film cameras are cheaper but each picture costs a lot because there are processing costs. The quality of film camera pictures is much \_\_\_\_\_ than

digital cameras but you have to \_\_\_\_\_ the pictures to transfer images to a PC.

|        |     |           |          |         |         |
|--------|-----|-----------|----------|---------|---------|
| scan,  | PC, | download, | website, | change, | better, |
| print. |     |           |          |         |         |

## 5. Прочитайте и отметьте утверждения (Т/Ф)

### INTRODUCTION TO THE WWW AND THE INTERNET

Millions of people around the world use the Internet to search for and retrieve information on all sorts of topics in a wide variety of areas including the arts, business, government, humanities, news, politics and recreation. People communicate through electronic mail (e-mail), discussion groups, chat channels and other means of informational exchange. They share information and make commercial and business transactions. All this activity is possible because tens of thousands of networks are connected to the Internet and exchange information in the same basic ways.

The World Wide Web (WWW) is a part of the Internet. But it's not a collection of networks. Rather, it is information that is connected or linked together like a web. You access this information through one interface or tool called a Web browser. The number of resources and services that are part of the World Wide Web is growing extremely fast. In 1996 there were more than 20 million users of the WWW, and more than half the information that is transferred across the Internet is accessed through the WWW. By using a computer terminal (hardware) connected to a network that is a part of the Internet, and by using a program (software) to browse or retrieve information that is a part of the World Wide Web, the people connected to the Internet and World Wide Web through the local providers have access to a variety of information. Each browser provides a graphical interface. You move from place to place, from site to site on the Web by using a mouse to click on a portion of text, icon or region of a map. These items are called hyperlinks or links. Each link you select represents a document, an image, a video clip or an audio file somewhere on the Internet. The user doesn't need to know where it is, the browser follows the link.

All sorts of things are available on the WWW. One can use Internet for recreational purposes. Many TV and radio stations broadcast live on the WWW. Essentially, if something can be put into digital format and stored in a computer, then it's available on the WWW. You can even visit museums, gardens, cities throughout the world, learn foreign languages and meet new friends. And, of course, you can play computer games through WWW, competing with partners from other countries and continents.

1. There are still not so many users of the Internet.
2. There is information on all sorts of topics on the Internet, including education and weather forecasts.
3. People can communicate through e-mail and chat programs only.
4. Internet is tens of thousands of networks which exchange the information in the same basic way.
5. You can access information available on the World Wide Web through the Web browser.
6. You need a computer (hardware) and a special program (software) to be a WWW user.
7. You move from site to site by clicking on a portion of text only.
8. Every time the user wants to move somewhere on the web he/she needs to step by step enter links and addresses.
9. Films and pictures are not available on the Internet.
10. Radio and TV-broadcasting is a future of Internet.

## **Контрольная работа № 2**

**Инструкция для обучающихся:** Внимательно прочитайте задание.

**Время выполнения задания** – 40 минут.

### **1. Переведите, употребляя глаголы в Present, Past и Future Simple Passive.**

1. Мне рассказали. – Мне рассказывают. – Мне расскажут.
2. Мне показали. – Мне показывают. – Мне покажут.
3. Ее привели. – Ее приводят. – Ее приведут.

4. Нас спросили. – Нас спрашивают. – Нас спросят.
5. Нам ответили. – Нам отвечают. – Нам ответят.
6. Им дали. – Им дают. – Им дадут.
7. Ему помогли. – Ему помогают. – Ему помогут.
8. Его забыли. – Его забывают. – Его забудут.
9. Его вспомнили. – Его вспоминают. – Его вспомнят.
10. Нас пригласили. – Нас приглашают. – Нас пригласят.

**2. Поставьте выделенные глаголы в Passive voice, внося необходимые изменения в предложения.**

1. She took a long time to write the composition, but at last she **wrote** it.
2. Don't put the cup there: somebody will **break** it.
3. Why weren't you at the birthday party? – They didn't **invite** me.
4. We had some difficulties, but we **finished** the work on time.
5. We shall **leave** you behind if you are not quick.
6. I **spent** all my money on books last month.
7. I don't think we shall **do** all this work today: there is too much of it.
8. It's very funny thing that when I start doing this, somebody always **stops** me.
9. Don't leave these sweets on the table: somebody will **eat** them.
10. She really **broke** her mother's heart when she left home.

**3. Составьте 4 типа вопросов к каждому предложению (general, special, alternative and disjunctive)**

1. This is a nice umbrella.
2. I am a student of NEFU.
3. My favorite book is "Gone with the Wind".

**4. Прочитайте текст и переведите следующие слова и выражения**

Mobile phone

At present mobile phones have become ingrained in our everyday lives and the majority of people can hardly imagine themselves without cell phones. Is it just a tribute to fashion or a necessity of a modern person?

It isn't a secret that today many people feel quite helpless if they have left their mobile phones at home. First of all cell phones give us an opportunity to keep in touch with people in any place and in any time (it's especially important for businesspeople). Besides, modern mobile phones are multi-function: they provide access to the Internet, have various games, cameras, memory sticks, etc.

Nevertheless we can't deny that mobile phones provoke a range of problems. People have started to see each other less frequently. Mobile communication requires quite a lot of money and people have to control the amount of money on their accounts constantly otherwise at the most inappropriate moment they won't be able to phone the people they need. But the greatest disadvantage of cell phones is certainly their harmful influence on people's health.

Mobile (or cell) phones are becoming an extremely popular electronic device and sometimes they are even replacing house phones. They are also becoming more technologically advanced: most can take and send pictures and videos and connect to the Internet. Mobile phones can be used to look up weather or answers to questions on search engines. Many children are becoming mobile phone owners. But we should be aware of both the positive and negative aspects of mobiles.

Let us start with the advantages of buying a mobile for a child. First of all, many mobile phones allow access to the Internet, which can help a child to find answers to questions very quickly and easily. This can help with studies and other simple questions like daily weather or finding directions to go to some place. Secondly, some mobile phones have tracking devices. So parents can track where their child is at any moment, to know that he\she is safe. Thirdly, mobile phones can be a learning tool for children. There are many applications that can help to learn new words or simply train your memory. And last but not least, mobile phones allow parents and children to stay in touch. Mobile phones can be important in emergency situations or when a parent needs to quickly get in touch with a child or vice versa.

At the same time there are certain disadvantages in mobile phones usage. First and foremost is cheating. Students can text answers under their desks during

tests. Some students try to find answers to test questions on the Internet using their phones. Moreover, mobile phones can be very distracting from important events in a student's life such as studying, doing homework, or even crossing the street. Besides, children can receive abusive messages from other students or from strangers. And finally, mobile phones are not cheap. All in all, mobile phones have already become an important part of our daily life and communication. We just have to use them wisely.

In my opinion at the present time mobile phones are an integral part of life of any person and we can't stop it. I personally need it everyday for my work and to keep in touch with my friends and relatives, though I'm aware of its deleterious influence on my health. But I try to avoid idle talks on the phone to reduce the influence of harmful radio waves. I try to find the happy mean.

## **5.Переведите следующие слова и выражения**

Телефоны многофункциональные; мобильные телефоны; карты памяти; много денег; дань моде; различные игры; большой недостаток; связь с людьми; можем отрицать; люди должны; фотоаппараты; видеть друг друга; доступ к Интернету; ряд проблем; неподходящий момент; каждый день; золотую середину; они нуждаются; мобильная связь; стараюсь избегать.

### **3.2 Форма промежуточной аттестации: зачет с оценкой**

Типовые тестовые/контрольные задания

**Инструкция для обучающихся:** Внимательно прочитайте задание.

**Время выполнения задания** – 40 минут.

#### **1.Прочитайте и переведите текст.**

### **COMPUTER SYSTEM ARCHITECTURE**

As we know all computer systems perform the functions of inputting, storing, processing, controlling, and outputting. Now we'll get acquainted with the computer system units that perform these functions. But to begin with let's

examine computer systems from the perspective of the system designer, or architect.

It should be noted that computers and their accessory equipment are designed by a computer system architect, who usually has a strong engineering background. As contrasted with the analyst, who uses a computer to solve specific problems, the computer system architect usually designs computer that can be used for many different applications in many different business. For example, the product lines of major computer manufacturers such as IBM, Digital Equipment Corporation and many others are the result of the efforts of teams of computer system architects.

Unless you are studying engineering, you don't need to become a computer system architect. However, it is important that as a potential user, applications programmer or systems analyst you understand the functions of the major units of a computer system and how they work together.

### Types of computers

The two basic types of computers are analog and digital. Analog computers simulate physical systems. They operate on the basis of an analogy to the process that is being studied. For example, a voltage may be used to represent other physical quantities such as speed, temperature, or pressure. The response of an analog computer is based upon the measurement of signals that vary continuously with time. Hence, analog computers are used in applications that require continuous measurement and control.

Digital computers, as contrasted with analog computers, deal with discrete rather than continuous quantities. They count rather than measure. They use numbers instead of analogous physical quantities to simulate on-going, or real-time processes. Because they are discrete events, commercial transactions are in a natural form for digital computation. This is one reason that digital computers are so widely used in business data processing.

Machines that combine both analog and digital capabilities are called hybrid computers. Many business, scientific, and industrial computer applications rely on the combination of analog and digital devices. The use of combination analog devices will continue to increase with the growth in applications of microprocessors and microcomputers. An example of this growth is the trend toward installing control systems in household appliances such as microwave ovens and sewing machines. In the future we will have complete indoor climate control systems and robots to do our housecleaning. Analog sensors will provide inputs to the control centres of these systems, which will be small digital computers.

## **2. Ответьте на вопросы к тексту “COMPUTER SYSTEM ARCHITECTURE”.**

1. Who designs computers and their accessory equipment? 2. What is the role of an analyst? 3. Is it necessary for a user to become a computer system architect? 4. What functions do computer systems perform? 5. What types of computers do you know? 6. What is the principle of operation of analog computers? 7. How do digital computers differ from analog computers? 8. Where are digital and analog computers used? 9. What are hybrid computers? 10. Where do they find application?

## **3. Переведите следующие слова и выражения**

1. Функции ввода
2. Функции хранения
3. Функции обработки
4. Функции управления и вывода информации
5. системные блоки
6. для начала
7. разработчик компьютерной системы
8. хорошая компьютерная подготовка
9. различные сферы применения
10. корпорация цифрового оборудования
11. прикладной программист
12. системный разработчик
13. главные устройства компьютерной системы
14. моделировать физические величины
15. измерение сигналов
16. в отличие от

- 17. в режиме реального времени
- 18. цифровое вычисление
- 19. домашние приборы
- 20. аналого-цифровые компьютеры

#### **4. Переведите предложения, обращая внимание на Participle I и Participle II.**

1. When entering the Internet, I always find a lot of interesting information. 2. Though never built Babbage's analytical engine was the basis for designing today's computers. 3. When written in a symbolic language programs require the translation into the machine language. 4. While operating on the basis of analogy analog computers simulate physical systems. 5. When used voltage represents other physical quantities in analog computers. 6. Being discrete events commercial transactions are in a natural form for a digital computer. 7. As contrasted with the analyst, the computer system architect designs computers for many different applications. 8. While dealing with discrete quantities digital computers count rather than measure. 9. When using a microcomputer, you are constantly making choice — to open a file, to close a file, and so on. 10. As known all computer systems perform the functions of inputting, storing, processing, controlling, and outputting.

#### **5. Образуйте существительные, используя следующие суффиксы**

- 1. -er, -or

To control, to compute, to design, to use, to manufacture, to work, to simulate, to operate, to protect, to process, to deal, to perform, to examine, to program, to execute, to transmit, to convert, to print, to consume, to record.

- 2. -tion, -sion

To organize, to collect, to combine, to apply (ic), to represent, to add, to corporate, to transact, to compute, to produce, to operate, to execute, to protect, to substitute, to prepare, to invent, to decide, to eliminate, to communicate, to correct, to inform.

- 3. -ment

To require, to measure, to equip, to invest, to accomplish, to improve, to develop,

#### **Критерии оценивания практических и контрольных работ**

## Критерии оценки:

| Отметка (оценка)        | Количество правильных ответов<br>% |
|-------------------------|------------------------------------|
| 5 (отлично)             | 86 -100                            |
| 4 (хорошо)              | 76 - 85                            |
| 3 (удовлетворительно)   | 61 - 75                            |
| 2 (неудовлетворительно) | 0- 60                              |

### Раздел 1. Чтение

#### Максимальное количество баллов -4

| Чтение                                                                                                                                                                                        |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 балла                                                                                                                                                                                       | 1 балл                                                                                                                                                                                                                        | 0 баллов                                                                                                                                                                                                                                                              |
| Речь воспринимается легко: необоснованные паузы отсутствуют; фразовое ударение и интонационные контуры, произношение слов без нарушений нормы: допускается не более пяти фонетических ошибок. | Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; фразовое ударение и интонационные контуры, произношение слов без значительных нарушений нормы: допускается не более семи фонетических ошибок. | Речь воспринимается с трудом, присутствуют необоснованные паузы; фразовое ударение и интонационные контуры, произношение слов с грубыми нарушениями нормы: допущено более семи фонетических ошибок, или сделано четыре и более фонетических ошибки, искажающих смысл. |
| Ответы на вопросы                                                                                                                                                                             |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                       |
| 2 балла                                                                                                                                                                                       | 1 балл                                                                                                                                                                                                                        | 0 баллов                                                                                                                                                                                                                                                              |
| Ответ по содержанию отвечает поставленному вопросу; имеет правильную грамматическую форму прямого вопроса; возможны фонетические и лексические погрешности не затрудняющие восприятие.        | Ответ по содержанию отвечает поставленному вопросу; имеет правильную грамматическую форму прямого вопроса; возможны фонетические и лексические ошибки, не затрудняющие и не искажающие восприятие.                            | Ответ не написан или написан неверно; не имеет правильной грамматической формы и лексически не отвечает на вопросы /или фонетические и лексические ошибки препятствуют коммуникации.                                                                                  |

#### Критерии оценивания презентации:

| Что оцениваем | Фокус оценки | Критерий | Ба |
|---------------|--------------|----------|----|
|---------------|--------------|----------|----|

|                              |                                                                                                                                                                                                                          |                                                                                                                                                                                                                    | Л<br>Л |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Текст<br/>работы</b>      | <b>Содержание и<br/>соответствие теме</b><br>(соответствие<br>заявленной теме,<br>исследовательский<br>характер работы,<br>самостоятельность<br>исследования)                                                            | Текст работы соответствует<br>заявленной теме; тема раскрыта<br>полностью с привлечением<br>интересных фактов по теме,<br>приведены результаты самостоятельно<br>проведённого исследования                         | 3      |
|                              |                                                                                                                                                                                                                          | Текст работы соответствует<br>заявленной теме; но тема раскрыта не<br>до конца (недостаточное количество<br>интересных фактов, в основном уже<br>известная информация, приведены<br>результаты чужих исследований) | 2      |
|                              |                                                                                                                                                                                                                          | Текст работы соответствует<br>заявленной теме; тема раскрыта слабо<br>(мало информации, нет интересных<br>фактов, не представлены результаты<br>исследований)                                                      | 1      |
|                              |                                                                                                                                                                                                                          | Текст работы не соответствует<br>заявленной теме (при 0 за этот<br>критерий ставится 0 за всю работу)                                                                                                              | 0      |
| <b>Оформление<br/>работы</b> | <b>Структура<br/>работы</b> (наличие всех<br>структурных элементов<br>работы: актуальность<br>темы, постановка<br>проблемы, объект, цель,<br>задачи, методы<br>исследования, результат,<br>выводы, список<br>литературы. | Текст работы выстроен логично,<br>присутствуют все структурные<br>элементы работы                                                                                                                                  | 3      |
|                              |                                                                                                                                                                                                                          | Текст работы в целом выстроен<br>логично, но отсутствует вступление /<br>заключение и / или список литературы                                                                                                      | 2      |
|                              |                                                                                                                                                                                                                          | Текст работы выстроен нелогично,<br>отсутствует вступление и заключение,<br>список литературы ИЛИ два любых<br>других структурных элемента работы                                                                  | 1      |
| <b>Презентация</b>           | <b>Содержание<br/>презентации</b><br>(наличие ключевых<br>структурных элементов,<br>релевантность контента)                                                                                                              | Соблюден требуемый объем<br>презентации; используется<br>разнообразный наглядный материал<br>(фото, картинки, карты, таблицы), на<br>слайдах отсутствует избыточная<br>информация                                  | 3      |
|                              |                                                                                                                                                                                                                          | Соблюден требуемый объем<br>презентации, но недостаточно<br>используется наглядный материал или                                                                                                                    | 2      |

|                    |                                                                          |                                                                                                                                                                      |   |
|--------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|                    |                                                                          | несколько слайдов содержат избыточную информацию                                                                                                                     |   |
|                    |                                                                          | Требуемый объем презентации не соблюден или мало наглядного материала и практически все слайды перегружены информацией                                               | 1 |
| <b>Презентация</b> | <b>Визуальное оформление</b><br>(представление наглядного материала)     | Презентация красиво оформлена, хорошо подобран цвет фона и шрифта, размер используемого шрифта удобен для восприятия                                                 | 2 |
|                    |                                                                          | Презентация в целом хорошо оформлена, но имеются некоторые недостатки в подборе цвета фона и шрифта и / или размер шрифта на некоторых слайдах труден для восприятия | 1 |
|                    |                                                                          | Презентация скудно оформлена, плохо подобран цвет фона и шрифта и / или используемый на слайдах шрифт неудобен для восприятия                                        | 0 |
| <b>Презентация</b> | <b>Лексико-грамматическое оформление, орфография и пунктуация</b>        | В презентации допущено не более двух грамматических / лексических и 3 орфографических / пунктуационных ошибок                                                        | 3 |
|                    |                                                                          | В презентации допущено не более четырех грамматических / лексических и 4 орфографических / пунктуационных ошибок                                                     | 2 |
|                    |                                                                          | В презентации допущены многочисленные грамматические / лексические и орфографические / пунктуационные ошибки                                                         | 1 |
| <b>Выступление</b> | <b>Представление работы</b><br>(уровень владения материалом и регламент) | Выступающий уложился в отведенное для представления работы время; текст работы рассказывался с опорой на печатный текст                                              | 3 |
|                    |                                                                          | Выступающий уложился в отведенное для представления работы время, однако текст работы больше читался с листа, чем рассказывался                                      | 2 |

|                          |                                               |                                                                                                                                                                                                                         |   |
|--------------------------|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|                          |                                               | Выступающий не уложился в отведенное для представления проектной работы время или текст работы полностью читался с листа                                                                                                | 1 |
| <b>Выступление</b>       | <b>Лексико-грамматическое оформление речи</b> | В речи использована разнообразная лексика, понятная аудитории, допущено не более 2-х языковых ошибок, не затрудняющих понимание                                                                                         | 3 |
|                          |                                               | В речи использована разнообразная лексика, в целом понятная аудитории, допущено не более 4-х негрубых языковых ошибок                                                                                                   | 2 |
|                          |                                               | В речи использована разнообразная лексика, однако присутствует несколько слов, незнакомых для аудитории, которые затрудняют понимание сказанного, допущено не более 6-ти негрубых языковых ошибок или 2-3 грубых ошибок | 1 |
|                          |                                               | Допущены многочисленные языковые ошибки, которые затрудняют понимание сказанного                                                                                                                                        | 0 |
| <b>Выступление</b>       | <b>Фонетическое оформление речи</b>           | Речь понятна: практически все звуки в потоке речи произносятся правильно: не допускаются фонематические ошибки, меняющие значение высказывания; соблюдается правильный интонационный рисунок и темп речи                | 2 |
|                          |                                               | В целом, речь понятна, но присутствуют фонетические ошибки (не более 5) или фонематические (не более 2)                                                                                                                 | 1 |
|                          |                                               | Речь почти не воспринимается на слух из-за неправильного произношения многих звуков и многочисленных фонематических ошибок                                                                                              | 0 |
| <b>Ответы на вопросы</b> | <b>Свобода владения материалом</b>            | Выступающий четко и грамотно ответил на все заданные аудиторией вопросы                                                                                                                                                 | 3 |

|  |  |                                                                    |   |
|--|--|--------------------------------------------------------------------|---|
|  |  | Выступающий в целом справился с ответами на вопросы аудитории      | 2 |
|  |  | Выступающему не удалось ответить на большинство вопросов аудитории | 1 |