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образования «Новгородский государственный университет имени Ярослава Мудрого»
Институт электронных и информационных систем

ИНОСТРАННЫЙ ЯЗЫК В СФЕРЕ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ

Дисциплина по направлению подготовки

11.03.03 - Конструирование и технология электронных средств

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

Принято на заседании ученого совета
ИЭИС

Протокол № 40 от
« 20 » 04 2017г.

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Паспорт фонда оценочных средств
по дисциплине «Иностранный язык в сфере профессиональной коммуникации»
для направления подготовки 11.03.03 – Конструирование и технология электронных
средств

Раздел дисциплины (в соответствии с РП)	ФОС		Контролируемые компетенции (или их части)
	Вид оценочного средства	Количество вариантов заданий	
1.1 Язык как средство межкультурного общения. Знакомство с нормами речевого и неречевого поведения, принятыми в англоязычных странах. Работа в сотрудничестве.	собеседование разноуровневые задания контрольная работа	5 5 5	ОК-5, ОПК-6
1.2 Постановка/улучшение произношения. Использование способов словообразования, фразовых глаголов и устойчивых словосочетаний, реплик-клише этикетного характера. Повторение изученных грамматических структур в новом контексте. Обогащение имеющегося словарного запаса за счет лексических единиц делового языка и фраз речевого этикета. Работа со словарем и справочной литературой, а также с Интернет-ресурсами.	собеседование коллективные упражнения	5 5	ОК-5, ОПК-6
2.1 Ситуации делового общения – переговоры и соглашения, презентации, деловая корреспонденция и др.	опрос разноуровневые задания	5 5	ОК-5, ОПК-6
2.2 Ситуации семиделового общения – e-mail, телефонные звонки, Curriculum Vitae и др.	опрос групповая работа деловая игра	5 5 5	ОК-5, ОПК-6
	ДЗ	10	ОК-5, ОПК-6

Характеристики оценочных средств

1 Собеседование

Собеседование проводится на практических занятиях в устной форме по разделам 1.1 и 1.2. Вопросы для проведения собеседования хранятся в приложении А к рабочей программе модуля.

Таблица 1 – Параметры оценочного средства (собеседование)

Предел длительности контроля	не более 20 минут на одно собеседование
Предлагаемое количество вопросов из одного раздела	все
Критерии оценки:	
5 баллов, если	даны правильные ответы на 90-100% вопросов
4 балла, если	даны правильные ответы на 70-89% вопросов
3 балла, если	даны правильные ответы на 50-69% вопросов

2 Опрос

Опросы проводятся на практических занятиях в устной форме по разделам 2.1 и 2.2. Вопросы для проведения опросов хранятся в приложении А к рабочей программе модуля.

Таблица 1 – Параметры оценочного средства (опрос)

Предел длительности контроля	не более 20 минут на один опрос
Предлагаемое количество вопросов из одного раздела	все
Критерии оценки:	
5 баллов, если	даны правильные ответы на 90-100% вопросов
4 балла, если	даны правильные ответы на 70-89% вопросов
3 балла, если	даны правильные ответы на 50-69% вопросов

3 Разноуровневые задания

Разноуровневые задания студенты выполняют индивидуально на практических занятиях по 1.1 и 2.1. Пример разноуровневого задания приведен в приложении А к рабочей программе модуля. Описание заданий содержится в источниках (1-5).

Таблица 2 – Параметры оценочного средства (разноуровневые задания)

Источник (1)	1. David Bonamy. Technical English, Level 1, Course book, Longman, 2009. - 127 p.
Источник (2)	2. David Bonamy. Technical English, part 2, Course book, Longman, 2008. - 127 p.
Источник (3)	3. John Eastwood. Oxford Practice Grammar. - Intermediate: Oxford University Press., NewYork, 2006. - 439 с.
Источник (4)	4. Yule.George. Oxford Practice Grammar, Advanced, New York: Oxford University Press., 2006, - 280 с.
Источник (5)	5. Агабекян И.П. Английский для технических вузов. - Изд. 7-е - Ростов на Дону: Феникс, 2006. - 349 [1] с. - (Высшее образование).
Предел длительности контроля	не более одного часа на одно задание
Предлагаемое количество заданий из одного раздела	1-3

Последовательность выборки заданий из каждого раздела	случайная
Критерии оценки:	
9-10 баллов, если	- РЗ полностью правильно выполнено;
7-8 баллов, если	- РЗ выполнено правильно, имеются небольшие неточности;
5-6 баллов, если	- РЗ выполнено с небольшими ошибками;

4 Деловая игра

Темы деловых игр предлагаются студентами и утверждаются после беседы с преподавателем по разделу 2.2. Деловая игра проводится на 17-18 неделе. Критерии оценивания представления деловой игры:

- уверенное владение терминологией – 10 баллов максимум;
- логичное и четкое выступление – 10 баллов максимум;
- аргументированность ответов при обсуждении – 5 баллов максимум;
- умение задавать вопросы по существу – 5 баллов максимум;
- выдерживание регламента – 5 баллов максимум.

Таблица 3 – Параметры оценочного средства (доклад)

Предел длительности контроля	не более 30 минут с обсуждением
Предлагаемое количество тем из одного раздела	1
Критерии оценки:	
10-15 баллов, если	владеет осмысленным пониманием материала, умеет отстаивать и доказывать свою точку зрения, задает вопросы по существу. Регламент выдерживает
6-9 балла, если	грамотно и четко излагает свои мысли в устной форме, но испытывает затруднения при ответе на вопросы. Выдерживает регламент, активно участвует в обсуждении
3-5 баллов, если	формально воспроизводит материал, испытывает затруднения при ответе на вопросы. Не выдерживает регламент, не участвует в обсуждении

5 Коллективные упражнения

Коллективные упражнения студенты выполняют на практических занятиях по 1.2. Пример задания приведен в приложении А к рабочей программе модуля. Описание заданий содержится в источниках (1-5).

Таблица 2 – Параметры оценочного средства (разноуровневые задания)

Источник (1)	1. David Bonamy. Technical English, Level 1, Course book, Longman, 2009. - 127 p.
Источник (2)	2. David Bonamy. Technical English, part 2, Course book, Longman, 2008. - 127 p.
Источник (3)	3. John Eastwood. Oxford Practice Grammar. - Intermediate: Oxford University Press., New York, 2006. - 439 c.
Источник (4)	4. Yule. George. Oxford Practice Grammar, Advanced, New York: Oxford University Press., 2006, - 280 c.
Источник (5)	5. Агабекян И.П. Английский для технических вузов. - Изд. 7-е - Ростов на Дону: Феникс, 2006. - 349 [1] с. - (Высшее образование).
Предел длительности контроля	не более одного часа на одно задание

Предлагаемое количество заданий из одного раздела	1-3
Последовательность выборки заданий из каждого раздела	случайная
Критерии оценки:	
9-10 баллов, если	- задание полностью и правильно выполнено;
7-8 баллов, если	- задание выполнено правильно, имеются небольшие неточности;
5-6 баллов, если	- задание выполнено с небольшими ошибками;

6 Групповая работа

Групповую работу студенты выполняют на практических занятиях по 2.2. Пример задания приведен в приложении А к рабочей программе модуля. Описание заданий содержится в источниках (1-5).

Таблица 2 – Параметры оценочного средства (разноуровневые задания)

Источник (1)	1. David Bonamy. Technical English, Level 1, Course book, Longman, 2009. - 127 p.
Источник (2)	2. David Bonamy. Technical English, part 2, Course book, Longman, 2008. - 127 p.
Источник (3)	3. John Eastwood. Oxford Practice Grammar. - Intermediate: Oxford University Press., New York, 2006. - 439 с.
Источник (4)	4. Yule. George. Oxford Practice Grammar, Advanced, New York: Oxford University Press., 2006, - 280 с.
Источник (5)	5. Агабекян И.П. Английский для технических вузов. - Изд. 7-е - Ростов на Дону: Феникс, 2006. - 349 [1] с. - (Высшее образование).
Предел длительности контроля	не более одного часа на одно задание
Предлагаемое количество заданий из одного раздела	1-3
Последовательность выборки заданий из каждого раздела	случайная
Критерии оценки:	
9-10 баллов, если	- задание полностью и правильно выполнено;
7-8 баллов, если	- РЗ выполнено правильно, имеются небольшие неточности;
5-6 баллов, если	- РЗ выполнено с небольшими ошибками;

7 Контрольная работа

Комплект контрольных заданий

Для решения студентам предлагаются задания по вариантам.

Пример задания приведен в приложении А к рабочей программе модуля.

8 Дифференцированный зачет

ДЗ проводится в зачетную неделю перед сессией. Оценка выставляется по сумме набранных баллов в течение семестра.

Комплект контрольных заданий

1) Контрольная работа

Вариант 1

I. Прочтите и переведите текст (письменно).

A MACHINE SHOULD WORK, AND A MAN SHOULD THINK

The robots of our time resemble humans very little. According to specialists, the main thing for them is not to look like people, but to do their work for them. Factories which are equipped with automatic machine-tools, transfer lines and management information systems place a lot of hope in them.

Automation sought out areas where a robot can operate as well as a person but where people don't like working. In other words the man has created the robot so as not to become a robot himself.

The first generation of robots appeared in the 60s and they were complex and capricious in maintenance. They could perform operations of the type «take off- put on» or «pick up-bring».

They could pick up items only from definite positions determined by a rigid programme.

Today, to avoid errors, robots are supplied with vision (TV camera) and hearing (microphone). They can perform more complex production and operations – painting, soldering, welding and assembly work. A more complex task lies ahead – to remove people completely from production areas where there are harmful fumes, excessively high or low temperatures and pressure. People should not work in conditions that are dangerous. Let the robots replace them there – and the sooner, the better. That is how Soviet scientists understand one of the main humanistic tasks of robotics of our time.

Generally speaking a single robot by itself is hardly of any use in production. It must be coupled in design with other equipment, with a system of machines, machine-tools and other devices. We must set up robotized complexes and flexible productions capable of transferring easily and quickly to an output of new goods.

Flexible production systems consist, as a rule of several machine-tools with numerical programmed control or of processing centres-machine-tools equipped with microprocessors. An all-purpose computer controls the entire cycle, including the storage facilities. One hundred per cent automated production is no longer a dream. Today Soviet enterprises produce over 1,000 robots every month.

There is already talk of making thinking robots. Apparently, robots will appear which will be able to discourse, understand and acquire the ability to study. May be they will be able to enrich our concepts about the world around us. But one thing is certain – a robot will never be able to grasp even the semblance of such emotions as love, honour, pride, pity, courage and selflessness.

II. Выберите правильный вариант ответов на вопросы по тексту.

1. *When did the first generation of robots appear?*
a) last year b) some years ago c) more than 40 years ago
2. *For what purpose has the man created the robot?*
a) for no purpose
b) to work in the areas where people can't work or don't like working
c) to get free from work
3. *How many robots do our enterprises produce every month?*
a) over 1000 robots b) about 100 robots c) 10000 robots

III. Закончите предложения по содержанию прочитанного текста.

4. *The main thing for robots is to....*
a) look like people
b) being no use

- c) do men's work for them
- 5. *First robots*
 - a) were simple and easy in maintenance
 - b) could perform any operation
 - c) performed only definite kind of operations
- 6. *Robots appeared*
 - a) to replace people completely
 - b) to remove people from dangerous production areas
 - c) to perform the easiest operations
- 7. *A single robot*
 - a) must be included into robotized complexes
 - b) is quite possible in production
 - c) should not be coupled with other equipment
- 8. *Future robots*
 - a) will be able to grasp such emotions as love, honour, pride and pity
 - b) will be able to enrich our concepts about the world around us
 - c) won't be able to understand or acquire the ability to study

IV. Подберите эквивалент к данному русскому слову.

- 9. *тех. обслуживание (эксплуатация)*
 - a) maintenance
 - b) mainly
 - c) maintain
- 10. *автоматизация*
 - a) automation
 - b) automatic
 - c) automatically
- 11. *гуманный*
 - a) humanity
 - b) humanitarian
 - c) humanistic
- 12. *вредный*
 - a) harmonious
 - b) harmful
 - c) harmless
- 13. *оборудование*
 - a) equipment
 - b) equip
 - c) equipage
- 14. *цифровой*
 - a) numeral
 - b) numeration
 - c) numerical
- 15. *производство*
 - a) production
 - b) productive
 - c) productivity

V. Выберите русское предложение, наиболее точно передающее содержание предъявленного.

- 16. *Today to avoid errors robots are supplied with vision (TV-camera) and hearing (microphone).*
 - a) В наше время для того, чтобы избежать ошибок в работе роботов, их наделяют зрением (телекамерой) и слухом (микрофоном).
 - b) В наше время роботы для того, чтобы избежать ошибок, снабжают нас зрением и слухом.
 - c) Сегодня роботы наделяются слухом и зрением, избегая ошибок.
- 17. *Let the robots replace them (people) – and the sooner the better.*
 - a) Позвольте роботам заменить людей как можно скорее.
 - b) Пусть же роботы заменят людей – и чем скорее, тем лучше.
 - c) Давайте заменим людей роботами – и чем скорее, тем лучше.
- 18. *People should not work in conditions that are dangerous for their life.*
 - a) Люди не должны работать в опасных условиях.
 - b) Людям не следует работать в опасных для жизни условиях.
 - c) Люди не могут работать в условиях, опасных для жизни.

VI. Выберите английское предложение, наиболее точно передающее содержание предъявленного.

19. *Automation sought out areas where a robot can operate as well as a person but where people don't like working.*
a) Automation found out areas where a robot can't work as well as a person.
b) Automation tries to find out areas where a robot can replace a person.
c) Automation managed to find out areas where a robot can successfully work instead of people.
20. *First robots were very complex and capricious in maintenance.*
a) First robots could be run without any problems.
b) First robots were not so flexible and easy in repair and assembly as modern ones.
c) First robots were very complex but certain in maintenance.
21. *One hundred per cent automated production is no longer a dream.*
a) One hundred per cent automated production is still a dream.
b) One hundred per cent automated production is not a dream already.
c) One hundred per cent automated production will come true.

VII. Выберите правильную видовременную форму глагола.

22. *People... the robots so as not to become robots themselves.*
a) were created b) have been created c) have created
23. *Today our enterprises... over 1000 robots every month.*
a) produce b) will produce c) are producing
24. *Evidently robots... which will be able to understand and study.*
a) are appearing b) will appear c) have been appeared
25. *Nowadays robots... with vision and hearing.*
a) are supplied b) are supplying c) were supplied
26. *Factories which... with automatic machine-tools place a lot of hope in robots.*
a) had equipped b) have equipped c) are equipped

VIII. Заполните пропуски правильными модальными глаголами или их эквивалентами.

27. *In the 60s robots... pick up items only from definite positions.*
a) could b) are able to c) can
28. *People... not work in conditions that are dangerous.*
a) were to b) need c) should
29. *It... be coupled in design with other equipment.*
a) were to b) must c) have to
30. *May be robots of future... to enrich our concepts about the world around us.*
a) could b) will be able c) allowed to
31. *We... set up robotized complexes and flexible productions.*
a) must b) need c) may

IX. Заполните пропуски прилагательными в нужной форме.

32. *Let the robots replace them there and the sooner – the....*
a) best b) good c) better
33. *Robots can perform... production operations.*
a) complexer b) the complexest c) more complex
34. *People should not work in conditions that are....*
a) dangerous b) most dangerous c) more dangerous

Вариант 2

I. Прочитайте и переведите текст (письменно).

A GREAT INVENTION OF A GREAT SCIENTIST

Radio occupies one of the leading places among the greatest achievements of modern engineering. It was invented by Professor A. S. Popov, the talented Russian scientist, who demonstrated the first radio-receiving set in the world on May 7, 1895. And it is on this day that we mark the anniversary of the radio.

By this invention Popov made a priceless contribution to the development of the world science.

Nearly at the same time an Italian inventor G. Marconi, who moved to Great Britain in 1896, got an English patent on using electromagnetic waves for communication without wires. As A. S. Popov had not patented his invention by that time yet, the world considered Marconi to be the inventor of the radio. But in our country it is A. S. Popov who we by right call the inventor of radio.

A. S. Popov was born in the Urals on March 16, 1859. For some years he had been studying at the seminary in Perm and then went to the University of St. Petersburg. In his student days he worked as a mechanic at one of the first electric power-plants in St. Petersburg which was producing electric lights for Nevsky prospect.

After graduating from the University in 1882, A. S. Popov remained there as a post-graduate at the Physics Department. A year later he became a lecturer on Physics and Electrical Engineering in Kronstadt. By that time he had already won recognition among specialists as an authority in this field.

After Hertz had published his experiments proving the existence of electromagnetic waves, A. S. Popov thought of a possibility of using Hertz waves for transmitting signals over a distance. Thus the first wireless (radio) receiving set was created. Then Popov developed his device and on March 24, 1896 he demonstrated the transmission and reception of a radiogram consisting of two words: Heinrich Hertz. On that day the radio-telegraphy was converted from an abstract theoretical problem into a real fact. A. S. Popov did not live to see the great progress of his invention.

Popov's invention laid the foundation for further inventions and improvements in the field of radio engineering. Since that time, scientists all over the world have been developing the modern system of radio-telegraphy, broadcasting, television, radiolocation, radio navigation and other branches of radio electronics.

II. Выберите правильный вариант ответа на вопрос.

1. *Why did the world consider Marconi to be the inventor of radio?*

- a) because he got an English patent on using electromagnetic waves for communication without wire connection
- b) because A. S. Popov had not patented his invention by that time yet
- c) because Marconi demonstrated the transmission and reception of radiograms

2. *Why do we mark the anniversary of the radio birth on May 7?*

- a) because A. S. Popov demonstrated the first radio-receiving set in the world on May 7, 1895
- b) because A. S. Popov patented his invention that day
- c) because A. S. Popov demonstrated the transmission and reception of a radio telegram this day

3. *What results of the experiment did Hertz publish?*

- a) the experiments connected with the waves usage for transmitting signals over a distance
- b) the experiments proving the existence of electromagnetic waves
- c) the experiments on the transmission and reception of radiograms

III. Закончите предложения по содержанию текста.

4. *In his student's days A. S. Popov worked as*

- a) a driver b) a mechanic c) an engineer

5. *A. S. Popov had not patented ...yet.*

- a) his discovery b) his invention c) his creation

6. *By that time the world considered Marconi*

- a) the greatest physicist
b) the inventor of radio
c) the inventor of radio-telegraphy

7. *A. S. Popov, the talented Russian scientist demonstrated the first radio-receiving set in the world*

- a) in the 19th century
b) on May 7, 1895
c) on March 8, 1896

8. *He worked as a mechanic at*

- a) the plant
b) one of the first electric power plants
c) the power station

IV. Подберите эквивалент к данному русскому слову.

9. *изобретение*

- a) invent b) inventor c) invention

10. *развитие*

- a) developed b) development c) developing

11. *производство*

- a) producer b) production c) productive

12. *использование*

- a) user b) use c) used

13. *создание*

- a) creator b) creation c) created

14. *ученый*

- a) science b) scientific c) scientist

15. *техника*

- a) engineer b) engineering c) engine

V. Выберите русское предложение, наиболее точно передающее содержание предъявленного.

16. *Popov's invention laid the foundation for further improvement in the field of radio-engineering.*

- a) Изобретение Попова связано с дальнейшим усовершенствованием в области радиотехники.
b) Изобретение Попова заложило основы для дальнейших усовершенствований в области радиотехники.
c) Изобретение Попова будет иметь большое значение для дальнейших изобретений в области радиотехники.

17. *Nearly at the same time an Italian inventor Marconi got an English patent on using electromagnetic waves for communication without wires.*

- a) Итальянский ученый изобрел радио.
b) В то же время итальянский изобретатель Маркони получил английский патент на использование электромагнитных волн для передачи сообщения без проводов.
c) Маркони использовал волны для передачи сигналов на расстояние.

18. *A. S. Popov thought of a possibility of using waves for transmitting signals over a distance.*

- a) А. С. Попов демонстрировал передачу и прием радиogramм.
b) А. С. Попов использовал радиоволны для передачи на расстояние.

с) А. С. Попов думал о возможности использования радиоволны для передачи сигналов на расстояние.

VI. Выберите английское предложение, наиболее точно передающее содержание предъявленного.

19. *Popov's invention laid the foundation for further inventions in the field of radio engineering.*

a) By his invention A. S. Popov made a priceless contribution to the development of world science.

b) Popov's laid the foundation for the invention of television.

c) A. S. Popov made a great contribution to the development of radio.

20. *The talented Russian scientist demonstrated the first radio receiving set in the world on May 7, 1895.*

a) A. S. Popov, the talented Russian scientist created the first wireless receiving set.

b) A. S. Popov, the talented Russian scientist invented radio-telegraphy.

c) A. S. Popov, the talented Russian scientist invented radio on May 7, 1895.

21. *A. S. Popov has won recognition among specialists in the field of radio-engineering.*

a) In our country A. S. Popov, by right, is called the inventor of radio.

b) Popov's invention laid the foundation for further inventions in the field of radio-engineering.

c) Since Popov's invention scientists all over the world have been developing modern systems of radio-telegraphy, broadcasting, television and etc.

VII. Выберите правильную видовременную форму глагола.

22. *Radio ... one of the leading places in modern engineering.*

a) occupied

b) will occupy

c) occupies

23. *Radio ... by A. S. Popov.*

a) invents

b) invented

c) was invented

24. *As A. S. Popov ... his invention by that time yet, the world considered Marcony to be the inventor of radio.*

a) didn't patent

b) doesn't patent

c) hadn't patented

25. *For some years he ... at the seminary.*

a) had been studying

b) studies

c) studied

26. *The first receiver set ... by Popov.*

a) creates

b) created

c) was created

VIII. Заполните пропуски правильными модальными глаголами и их эквивалентами.

27. *The scientist...patent his invention.*

a) was to

b) must

c) had to

28. *He ... the first radio-receiving set.*

a) may demonstrate

b) had to demonstrate

c) can demonstrate

29. *His experiments ... the existence of electromagnetic waves.*

a) may prove

b) were able to prove

c) were to prove

30. *In student days A. S. Popov ... as a mechanic at one of the first electric power-plants.*

a) must work

b) can work

c) had to work

31. *A. S. Popov ... his device.*

a) can develop

b) must develop

c) had to develop

IX. Заполните пропуски прилагательными в нужной форме.

32. *Radio occupies one of the leading places among ... achievements of modern engineering.*

a) greater

b) the greatest

c) great

33. *A. S. Popov is one of ... Russian scientists.*

a) talented

b) more talented

c) the most talented

34. *A. S. Popov didn't live to see ... progress of his invention.*

a) greater

b) the greatest

c) the great

Вариант 3

I. Прочитайте текст и ответьте на вопросы:

1. Where could the text come from?
2. What is 'lifelong learning'?
3. Do you think that the text will be interesting?

II. Просмотрите текст и найдите в нём следующую информацию:

1. three quotes about lifelong learning and teaching.
2. the percentage of adults in Britain following adult education in 2000 and 2004.
3. a reason why lifelong education is increasing in Europe.

Lifelong learning is the concept that it's never too soon or too late for learning, a way of thinking that many different organisations now believe in. Albert Einstein, the famous scientist, summed up this way of thinking when he said, 'Learning is not a product of schooling, but the lifelong attempt to acquire it'.

Lifelong learning provides adults with learning opportunities at all ages and in various contexts: at work, at home and through leisure activities, not just through formal channels such as school and higher education. In recent years, participation in adult education has increased in most European countries. In Britain, for example, 44 percent of adults participated in adult education programmes in 2004, compared with 40 percent in the year 2000.

Lifelong education is a form of teaching often carried out through distance learning or e-learning, continuing education, home schooling or correspondence courses. It includes postgraduate programmes for those who want to improve their qualifications, bring their skills up to date or retrain for a new line of work. Internal corporate training has similar goals.

One of the reasons why lifelong education has become important is the acceleration in the progress of science and technology. Despite the increased length of primary, secondary and higher education, the knowledge and skills gained there are usually not sufficient for a professional career over three or four decades. As an American educator has said, 'Learning prepares us for change.'

More importantly, lifelong learning is about an attitude – that you can and should be open to new ideas, decisions, skills or behaviours. Lifelong learning does not accept the saying 'You can't teach an old dog new tricks.'

I. Ответьте на вопросы:

1. What opportunities are there for lifelong education in your country?
2. What are the advantages and disadvantages of distance learning?
3. What do you think the saying 'you can't teach an old dog new tricks' means? Do you agree?

II. Перескажите текст на английском языке.

III. Напишите аннотацию текста.

Choose the correct item.

1. How long.....here?

- A)you live B) do you live
C)have you lived D) are you living

2.....I help you with the cooking?

- A)Will B)Am

the end of

- C)Shall D)Have

work

3.He denied...the money.

working

- A)to take B)to have taken
C)take D)having taken

15."Have you ever been to China?"

"Yes, I.....there in 1990."

- A)have gone B)went
C)have been going C)have been

16."How long have you worked here?" "By

- A)'ll work B)I'm going to

C)'ll have been working D)'ll be

17."We'll need some cola for the party."

"I.....some."

4. She.....for 12 hours before she finished bought Everything.
 A) had been working B) has been working
 C) is working D) has worked
5. When I was a child I.....running every day.
 A) have gone B) used to go
 C) was going D) had gone
6. What....at 10 o'clock last night?
 A) have you done B) were you going
 C) have you been doing D) had you done meeting
7. He hasn't left the office.....
 A) yet B) before
 C) just D) already
8. They will have finished....8 o'clock
 A) until B) by the time
 C) since D) by
9. I'm afraid I...to come to the party.
 A) don't go B) won't
 C) won't be able D) can't
10. We went into town...some new clothes.
 A) to buy B) for buying
 C) to have bought D) buying
11. We'd rather...to bed early last night.
 A) to have gone B) to go
 C) going D) have gone
12. Remember...the door when you leave.
 A) to lock B) lock
 C) locking D) have locked
13. "You look slimmer." "Yes, I...12 kilos."
 A) had lost B) lost
 C) have been losing D) have lost
14. "I'm having trouble with this exercise."
 working
 "Don't worry. I.....you."
 work
 A) have helped B) am going to help
 C) helped D) ll help
- A) buy B) will have
 C) ve already bought D) had bought
18. "I need to give a message to Susan."
 "I...her at the office this afternoon."
 A) see B) have seen
 C) ll have seen D) ll be seeing
19. "Have you ever met a famous person?"
 "Yes, I...Maria Callas once."
 A) have met B) met
 C) meet D) have been
20. "These shoes aren't at all comfortable."
 "You shouldn't....them."
 A) have bought B) to buy
 C) bought C) buying
21. "What's wrong with Lynda?"
 "She.....problems at work lately."
 A) has been having B) will
 C) was having C) ll be having
22. "What's Pam doing?" "She seems....."
 A) to be working B) working
 C) to have worked D) to work
23. "How long have you been working here?"
 ".....6 months."
 A) Since B) For
 C) From C) Ago
24. "I can't stand this any longer!"
 "Calm down. There's no point....upset."
 A) to get B) get
 C) in getting D) to getting
25. "how long does it take you to write a
 "By December I.....on this one for 3 years."
 A) will work B) will have been
 C) will be working D) am going to

2) Самостоятельная работа

Вариант 1

I. Прочитайте и переведите текст.

GRAVITATION

Gravitation is a very important force in the universe. Every object has a gravitational pull which is like magnetism. But, unlike magnetism, gravitation is not only in iron and steel. It is in every object large or small; but large objects, such as the earth, have a stronger pull than small ones.

Isaac Newton, the great scientist of the seventeenth century, first studied gravitation. When he was a boy, he often saw how apples fell to the ground. He wondered why they fell towards the earth and why they did not fly up into the sky.

According to the law which he later produced everything in the universe attracts everything towards itself. The sun attracts the earth and the earth attracts the sun. The earth attracts the moon and the moon attracts the sun. Although the bigger object has the stronger attraction, all objects, in fact, have some attraction too but we do not notice the gravitational pull of a book because the pull of the earth is much greater.

Why does the earth always move round the sun, and not fly off into the cold space? The sun's gravitation gives the answer. The earth always tries to move away in a straight line, but the sun always pulls it back. So it continues on its journey round and round the sun.

The sun is one of the stars in the galaxy, in which there are about 100,000 million stars. It is not in the middle of the galaxy, but rather near one edge.

There are millions of galaxies in the universe and so there are thousands of millions of suns. Many astronomers believe that some of these suns have planets as our sun does.

Gravitation is the force which holds all the atoms of a star together. It holds the sun together and it holds the atoms of the earth together. It holds us on the earth.

Einstein produced a new law of gravitation. Its main results are the same as the results of Newton's law; but in very small and fine matters Einstein's law gives different results. One of these is that gravitation bends light a little; but according to Newton's law gravitation has very little effect on light. Einstein showed this fact by means of mathematics and not by experiment. And astronomers later proved by experiments that Einstein was right.

II. Выберите правильный вариант ответа на вопросы по тексту.

1. *Who studied gravitation first?*
 - a) Isaac Newton
 - b) Albert Einstein
 - c) Ernest Rutherford
2. *What did he observe when he was a boy?*
 - a) stars in the sky
 - b) apples, falling to the ground
 - c) two magnets attracting each other
3. *How many stars are there in the galaxy?*
 - a) about 50,000 million
 - b) about 100,000 million
 - c) about 200,000 million

III. Закончите предложение по содержанию прочитанного текста.

4. *Gravitation exists...*
 - a) only in large objects
 - b) in every object
 - c) only in small objects
5. *All objects on the Earth...*
 - a) have strong attraction
 - b) have no attraction

- c) have some attraction
- 6. *The Earth always moves round the sun because of...*
 - a) magnetism
 - b) the sun's gravitation
 - c) the moon's gravitation
- 7. *According to Newton's law gravitation...*
 - a) has a strong effect on light
 - b) does not bend light
 - c) has very little effect on light
- 8. *Gravitation holds...*
 - a) the atoms of the earth together
 - b) the molecules of air together
 - c) the electrons of elements together

Вариант 2

I. Прочтите и переведите текст.

PLANET EARTH – OUR COMMON HOME

Ecology is a science which is concerned with the interrelations of organisms and their environment, that is with everything that surrounds them.

The ecologists are faced with a lot of problems in the modern world – the air we breathe, the water we drink, the food we eat, the soil we stand on, the great projects we construct...

There are about 6 billion people in the world at present. The population is growing very fast and scientists believe that in a few decades it will be too big for the earth to support.

The Earth is being constantly damaged in different ways. Speaking about the growth of population we have to admit the increase of industries and their harmful effects on the environment – the pollution of air from choking factory chimneys and the pollution of water because of industrial wastes.

Among the other serious problems which our planet is facing are: the increasing consumption of energy and water, the pollution of air by car exhausts, the increasing hole in the atmospheric ozone layer, the rivers that are poisoned with industrial and agricultural chemicals, the forests that are felled and vast forest territories that are devastated by fire and acid rains.

Besides, armed conflicts and local wars add to the critical situation on the planet.

The Earth is just a huge spaceship and mankind is its crew. Can quarrels and killing among the crew be permitted? What will then happen to the spaceship? What will happen to mankind?

If we realize the coming danger, we'll see that we should find solutions to all the problems to survive.

What should be done to change the situation for the better?

- We must change people's attitude towards the environment.
- We should stop the pollution of the air and water.
- We must save more energy and water and try to use other sources of energy (solar and tidal energy of the wind, subterranean hot waters, etc).
- We must protect the ozone layer from harmful industrial products.
- We should prevent animals from extinction.

These and many other steps should be taken already now to make our planet a safer and better place to live in. We, human beings, must act.

II. Выберите правильный вариант ответа на вопросы по тексту.

1. *What problems are the ecologists faced with?*
 - a) The ecologists are faced with many problems.
 - b) The ecologists are faced with some problems.

c) The ecologists are faced with a lot of problems – the air, we breath, the water we drink, the food we eat...

2. *How is the population growing?*

- a) The population is growing slowly.
- b) The population is growing very fast.
- c) The population is not growing.

3. *What shall we see if we realize the coming danger?*

- a) We should find solutions to all the problems to survive.
- b) Nothing can be changed.
- c) We shall not change people's attitude towards the environment.

III. Закончите предложения по содержанию прочитанного текста.

4. *Ecology is a science which is concerned with...*

- a) organisms
- b) the environment
- c) the interrelations of organisms and their environment

5. *The ecologists are faced with a lot of problems...*

- a) always
- b) seldom
- c) in the modern world

6. *The earth is being constantly damaged...*

- a) in some ways
- b) in different ways
- c) in many ways

7. *Speaking about the growth of population we have to admit...*

- a) effects on the environment
- b) harmful effects on the environment
- c) useful effects on the environment

8. *Our planet is facing...*

- a) the decreasing consumption of energy and water
- b) the consumption of energy and water
- c) the increasing consumption of energy and water

Вариант 3

I. Прочитайте и переведите текст.

SIMULATING – A NEW WAY OF CREATING MATERIALS

Mankind waited for bronze quite a long time. But when it arrived, it brought a revolution that changed civilization for ever. Then iron came with its hard edge for swords and, later still, steel brought the Industrial Revolution. During the 20th century the pace quickened, in less than a hundred years several entirely new classes of material appeared and quite new ones will certainly make an impression on the 21st century.

Until recently, most new materials were discovered by complete accident, or by trial and error. The latter strategy involves taking a few metals, mixing them together in certain ratios and watching what comes out. The process of studying a material's behavior under pressure, at high and low temperature, in and out of magnetic and electric fields and in countless other conditions can take years or decades.

But all this can soon change. Recent advances in mathematics and computing are making it possible to simulate the properties of materials. This approach entirely changes the whole idea of materials testing. What's more, the work that used to take years can now be done for months. The simulations begin with rules of quantum mechanics that govern matter on the atomic and subatomic level.

Huge increases in computing power have made the simulations possible and recent developments of mathematical methods are making complex calculations much easier. Thanks to new techniques of research the number of calculations needed to solve large number of problems has fallen.

Where the simulations work, they bring a great change to materials development. Thanks to this new simulation technology the 21st century will get new materials in quantities that had never been heard before.

II. Выберите правильный вариант ответа на вопросы к тексту.

1. *What material brought the Industrial Revolution?*
a) bronze b) iron c) steel
2. *How were most new materials discovered until recently?*
a) by experience b) by trial and error c) by special program
3. *What are recent advances in mathematics and computing making it possible to do?*
a) to study a material's behavior under pressure.
b) to make a new discovery.
c) to simulate the properties of materials.

III. Закончите предложения по содержанию прочитанного текста.

4. *When bronze arrived it brought*
a) a new discovery in the electric and magnetic fields
b) a revolution that changed civilization for ever
c) a new simulation technology
5. *Most new materials were discovered*
a) by complete accident
b) at high temperatures
c) by rules of quantum mechanics
6. *To simulate the properties of materials is possible thanks to*
a) recent advances in physics and chemistry
b) recent advances in agriculture and biology
c) recent advances in mathematics and computing
7. *The simulations begin*
a) with new techniques of research
b) with rules of quantum mechanics
c) with complex calculations
8. *Where the simulations work they bring a great change*
a) to materials development
b) to the properties of materials
c) to quantum mechanics

Вариант 4

I. Прочитайте и переведите текст.

MARIE CURIE AND THE DISCOVERY OF RADIUM

Marie Curie was born in Warsaw on November 7, 1867. Her father was a teacher of science and mathematics in a school, and it was from him that little Marie Skłodowska (her Polish name) learned her first lesson of science.

In 1891 she went to Paris to continue her studies at the Sorbonne. She determined to work for two Master's degrees – one in physics, the other in mathematics. Yet she had scarcely enough money to live on. She studied night after night after her hard day's work at the University. She chose her course and nothing could turn her from it.

Among the many scientists whom Marie met and worked with in Paris was Pierre Curie. When he met Marie he was 35 years old and was famous throughout Europe for his discoveries in magnetism.

Pierre Curie and Marie, both of whom loved science more than anything else, very soon became the closest friends. After a little more than a year Marie became Madame Curie.

At that time she had already had her Master's degree in physics and mathematics and was busy in researches on steel. She wished to obtain a Doctor's degree. Pierre and Marie Curie were greatly interested in the work of the French scientist Becquerel. There is rare metal uranium which, as Becquerel discovered, emits rays very much like X-rays. The Curies wanted to discover the mystery of the rays of uranium. What caused them? How strong were they?

The research was carried out under great difficulties. Marie Curie had to use an old store-room at the University as her laboratory. There was no proper apparatus and very little space for research work. But she had to make the best of it.

Besides uranium Marie Curie began to examine every known chemical substance. She repeated her experiments time after time and found that one mineral emitted much more powerful rays than uranium. So she could only decide that this mineral must contain a new element. It was a mystery. This seemed unthinkable. Scientists declared that every element was already known to them. However, all Marie's experiments proved that the mineral contained a new and unknown element. There was no other explanation for the powerful rays which it emitted. Scientists call the property of giving out such rays «radioactivity», and Marie decided to call the new element «radium».

II. Выберите правильный вариант ответа на вопросы к тексту.

1. *Why did Marie go to Paris?*
 - a) to discover the mystery of the rays of uranium
 - b) to continue her studies
 - c) to begin her research
2. *What was the result of her numerous experiments?*
 - a) She discovered the mystery of the rays of uranium.
 - b) She found that one mineral emitted much more powerful rays than uranium.
 - c) She proved that the mineral contained some new elements.
3. *Why did little Marie learn her first lessons from her father?*
 - a) because he was a teacher
 - b) because she was a clever girl
 - c) because there were no schools in the suburbs of Warsaw

III. Закончите предложения по содержанию прочитанного текста.

4. *Pierre and Marie Curie were greatly interested*
 - a) in researches
 - b) in X-rays
 - c) in the work of the French scientist Becquerel
5. *There was no proper apparatus and very little space*
 - a) for laboratory experiments
 - b) for research work
 - c) for scientific work
6. *Pierre Curie was famous throughout Europe*
 - a) for his discovery of X-rays
 - b) for his discovery in magnetism
 - c) for his discovery of uranium
7. *In 1891 Marie went to Paris*
 - a) to discover the mystery of the rays of uranium
 - b) to obtain Doctor's degree
 - c) to continue her studies
8. *Besides uranium Marie Curie began to examine*
 - a) X-rays
 - b) the rays of uranium
 - c) every known chemical substance