РАБОЧАЯ ПРОГРАММА
УЧЕБНОЙ ДИСЦИПЛИНЫ

ОГСЭ.03 Иностранный язык

09.02.01 Компьютерные системы и комплексы

Базовая подготовка

Очная форма обучения

Владивосток 2021

Рабочая программа учебной дисциплины разработана на основе Федерального государственного образовательного стандарта по специальности среднего профессионального образования программы подготовки специалистов среднего звена 09.02.01 Компьютерные системы и комплексы, 28.07.2014, № 849

Разработана:

Исраелян Т.И. – преподаватель Колледжа сервиса и дизайна
Марфина И.В. – преподаватель Колледжа сервиса и дизайна

Рассмотрена на заседании ЦМК направления Информационные системы и комплексы

Протокол № 9 от «12» 05 2021 г.

Председатель ЦМК _____ Е.А. Стефанович

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СОДЕРЖАНИЕ

1 ОБЩИЕ СВЕДЕНИЯ ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК

1.1 Место дисциплины в структуре основной образовательной программы

Учебная дисциплина ОГСЭ.03 Иностранный язык является частью общего гуманитарного и социально-экономического цикла основной образовательной программы (далее ООП) в соответствии с ФГОС СПО по специальности 09.02.01 Компьютерные системы и комплексы

1.2 Требования к результатам освоения учебной дисциплины

В результате освоения дисциплины студент должен уметь:
- общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; переводить (со словарем) иностранные тексты профессиональной направленности;
- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

В результате изучения учебной дисциплины «Английский язык» обучающийся должен знать:
- лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

В процессе освоения дисциплины у студентов должны быть сформированы общие компетенции:

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

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

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

ОК 4. Осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития.

ОК 5. Использовать информационно-коммуникационные технологии для совершенствования профессиональной деятельности.

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

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

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

ОК 9 Ориентироваться в условиях частой смены технологий в профессиональной деятельности

1.3 Объем учебной дисциплины и виды учебной работы

Вид учебной работы	Объем часов
Максимальная учебная нагрузка (всего)	**193**
Обязательная аудиторная учебная нагрузка (всего)	168
в том числе:	
практические занятия	168
самостоятельная работа студента (всего)	**25**
Итоговая аттестация в форме **дифференцированного зачета**	

2.2 Тематический план и содержание учебной дисциплины «Иностранный язык»

Наименование разделов и тем	Содержание учебного материала, лабораторные и практические работы, самостоятельная работа обучающихся	Объем часов	Уровень освоения
1	*2*	*3*	*4*
Раздел 1	Вводно-коррективный курс	**20**	
Тема 1.1. Описание людей: друзей, родных и близких и т.д.(внешность, характер, личностные качества)	**Содержание учебного материала** **Практические занятия**	8	
	1. Введение. Входной контроль, тест		2
	2. Фонетический материал - основные звуки и интонемы английского языка; - основные способы написания слов на основе знания правил правописания; - совершенствование орфографических навыков.		2
	3. Лексический материал по теме.		2
	4. Грамматический материал: - простые нераспространенные предложения с глагольным, составным именным и составным глагольным сказуемым (с инфинитивом); - простые предложения, распространенные за счет однородных членов предложения и/или второстепенных членов предложения; - предложения утвердительные, вопросительные, отрицательные, побудительные и порядок слов в них; - безличные предложения; - понятие глагола-связки .		2
Тема **1.2.** Межличностные отношения дома, в учебном заведении, на работе. Повседневная жизнь, условия жизни, учебный день, выходной день	**Содержание учебного материала** **Практические занятия**	**12**	
	5. Лексический материал по теме: - расширение потенциального словаря за счет овладения интернациональной лексикой, новыми значениями известных слов и новых слов, образованных на основе продуктивных способов словообразования		2
	6. Грамматический материал: - модальные глаголы, их эквиваленты; - предложения с оборотом there is/are;		2

	- сложносочиненные предложения: бессоюзные и с союзами and, but. - образование и употребление глаголов в Present, Past, Future Simple/Indefinite		
	7. Лексический материал по теме, расширение потенциального словаря		2
	8. Грамматический материал: - имя существительное: его основные функции в предложении; имена существительные во множественном числе, образованные по правилу, а также исключения. - артикль: определенный, неопределенный, нулевой. Основные случаи употребления определенного и неопределенного артикля. Употребление существительных без артикля.		2
	9. Грамматический материал: - числительные; - система модальности.; - образование и употребление глаголов в Past, Future Simple/Indefinite.		2
	10. Контрольная работа по грамматическому материалу		3
Раздел 2.	Развивающий курс	**148**	
Тема2.1 PERSONAL COMPUTER	**Содержание учебного материала** **Практические занятия**	12	
	11. What is a Computer		2
	12. What is a Computer		2
	13. A Computer System Грамматика и лексика: временные формы глагола; глагол to be с инфинитивом; оборот to be + of + существительное; существительное в функции определения; числительные		2
	14. Graphical User Interface (GUI)		2
	15. What does My Computer do When I Switch it on		2
	16. What does My Computer do When I Switch it on		2
	Самостоятельная работа Портфолио или учебно-контрольный файл обучающегося.	22	
Тема 2.2 PC SOFTWARE	**Содержание учебного материала**	**12**	

	Практические занятия		
	17. Bill Gates		2
	18. IBM		2
	19. Business World – Company of the Month: Microsoft Грамматика и лексика: причастие I, II; слова some, the same; значения слова as и сочетаний с ним; степени сравнения прилагательных и наречий, сравнительные конструкции		2
	20. General Features Of Operating Systems		2
	21. General Features Of Operating Systems		2
	22. Windows 2000		2
Тема 2.3 COMPUTER APPLICA-TIONS	**Содержание учебного материала** **Практические занятия**	**12**	
	23. Robots and Androids		2
	24. Virtual Reality		2
	25. Virtual Reality Грамматика и лексика: причастие II в постпозиции; глаголы, выражающие долженствование; временные формы глаголов и причастий I и II		2
	26. Computer Games		2
	27. Music For An Electronic Generation		2
	28. Revision		2
Тема 2.4 FROM THE HISTORY OF COMPUTERS	**Содержание учебного материала** **Практические занятия**	**16**	
	29. From The History Of Computers		2
	30. From The History Of Computers		2
	31. First Electronic Computer		2
	32. First Electronic Computer		2
	33. Computer Mouse Грамматика и лексика: ; временные формы глаголов и причастий I и II; бессоюзное присоединение определительных придаточных предложений		2

	34. Revision		3
	Самостоятельная работа Catherine Bull Investigates This Week: Software	**14**	
Тема 2.5 MODERN MEANS OF COMMUNICATION	**Содержание учебного материала** **Практические занятия**	**10**	
	35. E-Mail, Telephones And The Post		2
	36. Mobiles ─ Useful Or Dangerous?		2
	37. Mobile Phones Грамматика и лексика: инфинитив в функции подлежащего, обстоятельств цели и следствия; оборот «for + существительное + инфинитив»; значения слов one, it		2
	38. Computers In The Office		2
	39. Computers In The Office		2
Тема 2.6 INTERNET ISSUES	**Содержание учебного материала** **Практические занятия**	**10**	
	40. The Internet: FAQs (Frequently Asked Questions)		2
	41. The Pros and Cons of Using the Internet		2
	42. The Pros and Cons of Using the Internet		2
	43. Online Services		2
	44. Interactivity Грамматика и лексика: сложное дополнение; значения слов и сочетаний due, which		2
Тема 2.7 NETIQUETTE	**Содержание учебного материала** **Практические занятия**	**8**	
	45. Netiquette		2
	46. E-Mail		2
	47. Effective E-Mail ─ How to Communicate Powerfully by E-Mail Грамматика и лексика: инфинитив в функции определения, вводное слово there		2
	48. The Methods of Mailing Lists		2
Тема 2.8 SCIENCE AND TECHNOLOGY	**Содержание учебного материала** **Практические занятия**	**10**	
	49. The Problems Of Inventors		2

	50. How To Be A Successful Inventor		2
	51. Why The Last Shall Be First Грамматика и лексика: сложное дополнение; значение слова result и сочетаний с ним; значения слов most, that, those		2
	52. Technology In Our Lives		2
	53. The Menace Of The Micro		2
Тема 2.9 CAREERS IN IT	**Содержание учебного материала** **Практические занятия**	**8**	
	54. Careers in It		2
	55. The Rules of the Resume Game		2
	56. Resume and CV Грамматика и лексика: сложные формы инфинитива; неполное предложение; сравнительная конструкция the…the; значение слова for		2
	57. Job Interview		2
Тема 2.10 BIRTH OF THE NET	**Содержание учебного материала** **Практические занятия**	**10**	
	58. Birth Of The Net		2
	59. Birth Of The Net		2
	60. Internet 2 ─The Next Step Грамматика и лексика: сложное дополнение, инфинитив		2
	61. A New Kind Of Web		2
	62. Revision		3
	Самостоятельная работа составить ЛСС	**15**	
Тема 2.11 SECURITY ISSUES	**Содержание учебного материала** **Практические занятия**	**12**	
	63. Computer Crime		2
	64. Computer Viruses		2
	65. Computer Viruses Грамматика и лексика: простые и сложные формы причастий		2
	66. Computer Virus Classification		2
	67. Computer Virus Classification		2
	68. NSA Consultant's Son Is Computer Saboteur		2

	Содержание учебного материала		
Тема 2.12 FUTURE TRENDS	**Содержание учебного материала** **Практические занятия**	**18**	
	69. What Is Next?		2
	70. Glossary		2
	71. Wearable Computers Грамматика и лексика: независимый причастный оборот; союз whether; значение существительного means и глагола to mean; значение слова any		2
	72. The Lucky Generation		2
	73. The Look of Screens to Come		2
	74. The Internet on TV		2
	75. The Internet on TV		2
	76. Language focus		2
	77. Language focus		2
Тема 2.13 SHAPING THE INTERNET AGE	**Содержание учебного материала** **Практические занятия**	**10**	
	78. Shaping The Internet Age		2
	79. Breaking Down Barriers		2
	80. What's Next? Грамматика и лексика: конверсия; предложения типа It is necessary that		2
	81. Opportunities and Challenges		2

Для характеристики уровня освоения учебного материала используются следующие обозначения:

1. – ознакомительный (узнавание ранее изученных объектов, свойств);

2. – репродуктивный (выполнение деятельности по образцу, инструкции или под руководством)

3. – продуктивный (планирование и самостоятельное выполнение деятельности, решение проблемных задач)

3 УСЛОВИЯ РЕАЛИЗАЦИИ ПРОГРАММЫ ДИСЦИПЛИНЫ

3.1. Требования к минимальному материально-техническому обеспечению

Реализация учебной дисциплины требует наличия учебных кабинетов: «Кабинет иностранного языка», «Лингафонный кабинет».

Оборудование учебного кабинета иностранного языка:

количество посадочных мест - 30, стол для преподавателя 1 шт., стул для преподавателя 1 шт., монитор облачный 23" LG, проектор Casio XJ 1 шт., звуковые колонки Microlab 2.0 1 шт., экран 180*180 см 1 шт., наглядные материалы и CD, доска маркерная меловая комбинированная 1 шт., дидактические пособия.

ПО:1. Microsoft WIN VDA PerDevice AllLng, (ООО "Акцент", Договор №764 от 14.10.19, лицензия № V8953642 , срок с 01.11.19 по 31.10.20);

2. Microsoft Office Pro Plus Educational AllLng (ООО "Акцент", Договор №765 от 14.10.19, лицензия № V8953642 , срок с 01.11.19 по 31.10.20);

3. Visual Studio 2017 (свободное);

4. Google Chrome (свободное);

5. Internet Explorer (свободное)

Оборудование лингафонного кабинета:

количества посадочных мест - 16, рабочее место преподавателя 1 шт., персональные компьютер: intel G860/500Gb 16 шт., проектор Casio 1 шт, экран1 шт., звуковые колонки USB 1 шт., наушники - 16 шт., доска маркерная меловая комбинированная 1 шт., дидактические пособия

ПО:

1. Windows 7(профессиональная лицензия, ООО "Битроникс Владивосток"

Контракт№ 0320100030814000018-45081 от 09.09.14 № 48609744, №62096196, № 48958910, № 45829305, бессрочно);

2. MS Office 2010 pro (лицензия № 48958910, № 47774898 , бессрочно);

3. Диалог NIBELUNG версия 2.3 (ООО"Пасифик Компьютер Груп" ГПД№0320100030813000091_45081 от 05.07.13, лицензия 1008 от 15.07.13,);

4. Google Chrome (свободное);

5. Internet Explorer (свободное)

3.2. Информационное обеспечение обучения

Перечень рекомендуемых учебных изданий, Интернет-ресурсов, дополнительной литературы

Основные источники:

1.Байдикова, Н. Л. Английский язык для технических направлений (В1–В2) : учебное пособие для среднего профессионального образования / Н. Л. Байдикова, Е. С. Давиденко. — Москва : Издательство Юрайт, 2017. — 171 с. — (Профессиональное образование). — ISBN 978-5-534-10078-5. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: https://urait.ru/bcode/455909

2.Бутенко, Е. Ю. Английский язык для ИТ-специальностей. IT-English : учебное пособие для среднего профессионального образования / Е. Ю. Бутенко. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2017. — 119 с. — (Профессиональное образование). — ISBN 978-5-534-07790-2. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: https://urait.ru/bcode/452590

3.Кузьменкова, Ю. Б. Английский язык для технических колледжей (А1) : учебное пособие для среднего профессионального образования / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2017. — 207 с. — (Профессиональное образование). — ISBN 978-5-534-12346-3. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: https://urait.ru/bcode/463497

4.Куряева, Р. И. Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 1 : учебное пособие для среднего профессионального образования / Р. И. Куряева. — 8-е изд., испр. и доп. — Москва : Издательство Юрайт, 2016. — 264 с. — (Профессиональное образование). — ISBN 978-5-534-09890-7. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: https://urait.ru/bcode/452245

5.Стогниева, О. Н. Английский язык для ИТ-специальностей : учебное пособие для среднего профессионального образования / О. Н. Стогниева. — Москва : Издательство Юрайт, 2016. — 143 с. — (Профессиональное образование). — ISBN 978-5-534-07972-2. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: https://urait.ru/bcode/449184

Дополнительные источники:

1.Куряева, Р. И. Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 1 : учебное пособие для среднего профессионального образования / Р. И. Куряева. — 8-е изд., испр. и доп. — Москва : Издательство Юрайт, 2017. — 264 с. — (Профессиональное образование). — ISBN 978-5-534-09890-7. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: https://urait.ru/bcode/452245

2.Куряева, Р. И. Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 2 : учебное пособие для среднего профессионального образования / Р. И. Куряева. — 8-е изд., испр. и доп. — Москва : Издательство Юрайт, 2017. — 254 с. — (Профессиональное образование). — ISBN 978-5-534-09927-0. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: https://urait.ru/bcode/452246

3.Нужнова, Е. Е. Английский язык. Professional Reading: Law, Economics, Management : учебное пособие для среднего профессионального образования / Е. Е. Нужнова. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2016. — 149 с. — (Профессиональное образование). — ISBN 978-5-534-12993-9. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: https://urait.ru/bcode/448712

1. http://www.learnthenet.com.
2. http://www.longman-elt.com.
3. TechDictionary [Electronic resource]. – http://www.techdictionary.com/.
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5. Иностранные языки в школе 2015-2020 г. - Текст : электронный // ЭБС eLIBRARY [сайт]. - URL: :https://elibrary.ru/contents.asp?titleid=8730 (дата обращения 28.09.2020).

4 КОНТРОЛЬ И ОЦЕНКА РЕЗУЛЬТАТОВ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ

Контроль и оценка результатов освоения учебной дисциплины осуществляется преподавателем в процессе проведения практических занятий и тестирования, а также выполнения обучающимися индивидуальных заданий, презентаций.

Результаты обучения (освоенные умения, усвоенные знания)	Формы и методы контроля и оценки результатов обучения
1	*2*
Умения:	
говорение: – вести диалог (диалог–расспрос, диалог–обмен мнениями/суждениями, диалог–побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию, эмоционально-оценочные средства;	практические занятия, беседа\дискуссия
– рассказывать, рассуждать в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов; описывать события, излагать факты, делать сообщения;	практические занятия, реферат, презентация
–создавать словесный социокультурный портрет своей страны и страны/стран изучаемого языка на основе разнообразной страноведческой и культуроведческой информации;	практические занятия, реферат, презентация
аудирование: – понимать относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения;	практические занятия, просмотр учебных фильмов
– понимать основное содержание аутентичных аудио- или видеотекстов познавательного характера на темы, предлагаемые в рамках курса, выборочно извлекать из них необходимую информацию;	практические занятия, просмотр видеофильмов
– оценивать важность/новизну информации, определять свое отношение к ней;	практические занятия ситуативная беседа
чтение – читать аутентичные тексты разных стилей (публицистические, художественные, научно-популярные и технические), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи;	практические занятия, просмотровое и поисковое чтение газетных, журнальных статей (со словарём, без словаря)
письменная речь – описывать явления, события, излагать факты в письме личного и делового характера;	практические занятия реферат, презентация
– заполнять различные виды анкет, сообщать сведения о себе в форме, принятой в стране/странах изучаемого языка;	практические занятия

Знания:	
– значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;	практические занятия, монологическая речь, диалогическая речь
– языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета и обслуживающие ситуации общения в рамках изучаемых тем;	практические занятия, диалогическая речь, полилог
– новые значения изученных глагольных форм (видо-временных, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию;	практические занятия, тестирование
– лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения;	практические занятия, монологическая речь, диалогическая речь, полилог
– тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по профессиям и специальностям СПО	практические занятия, письмо
	По всем темам программы осуществляется текущий контроль, рубежный и итоговый. Оценка результатов обучения производится при помощи бально-рейтинговой системы

Приложение 1

ТЕХНОЛОГИИ ФОРМИРОВАНИЯ ОК

Код ОК	Результаты обучения (освоенные умения, усвоенные знания)		Формы и методы контроля и оценки результатов обучения
1	2		3
	Умения:	Знания:	
ОК 1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.	говорение: – вести диалог (диалог–расспрос, диалог–обмен мнениями/суждениями, диалог–побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию, эмоционально-оценочные средства;	– значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;	практические занятия, беседа\дискуссия
ОК 2. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.	– рассказывать, рассуждать в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов; описывать события, излагать факты, делать сообщения; выполнение заданий по решению проблемы в группе, подготовка проектов по изучаемым темам, перевод документации, проведение оценки выполнения заданий одногруппников и самооценки	– языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета и обслуживающие ситуации общения в рамках изучаемых тем;	практические занятия, реферат, презентация, проект, портфолио
ОК 3. Принимать решения в стандартных нестандартных ситуациях и нести за них ответственность.	- выполнение проектного задания, руководство проектным заданием, решение кейс-задач	– лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения;	практические занятия, реферат, презентация, проект, решение кейс-задач
ОК 4. Осуществлять поиск, анализ и оценку информации, необходимой для постановки и	- выполнение проектов по темам, поиск информации по проблеме, работа с профессиональными текстами	- лексические единицы профессиональной лексики	проекты, презентации, портфолио, критический анализ информации

решения профессиональных задач, профессионального и личностного развития.			
ОК 5. Использовать информационно-коммуникационные технологии для совершенствования профессиональной деятельности.	- выполнение проектов по темам, поиск информации по проблеме, работа с профессиональными текстами - оценивать важность/новизну информации, определять свое отношение к ней; - рассказывать, рассуждать в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов; описывать события, излагать факты, делать сообщения;	— языковой материал: идиоматические выражения, оценочную лексику, тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по специальности	практические занятия, реферат, презентация, проект, портфолио, критический анализ информации
ОК 6. Работать в коллективе, обеспечивать его сплочение, эффективно общаться с коллегами, руководством, потребителями.	— понимать относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения; работать в группе по решению проблемы, выполнение проектов, составление ситуативных диалогов, проведение оценки выполнения заданий одногруппников и самооценки	— значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;	практические занятия, просмотр учебных фильмов, выполнение проектов
ОК 7. Брать на себя ответственность за работу членов команды (подчиненных), результат выполнения заданий.	руководить работой в группе, вносить предложения по решению ситуаций, проблем.	— языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета и обслуживающие ситуации общения в рамках изучаемых тем;	практические занятия, работа над проектами, портфолио
ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.	- оценивать важность/новизну информации, определять свое отношение к ней;	- тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по специальности	проекты, презентации, портфолио, критический анализ информации, составление карты личного роста

ОК 9. Ориентироваться в условиях частой смены технологий в профессиональной деятельности.	– читать аутентичные тексты разных стилей (публицистические, художественные, научно-популярные и технические), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи;	– тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по специальности	практические занятия, просмотровое и поисковое чтение газетных, журнальных статей (со словарём, без словаря),

	МИНОБРНАУКИ РОССИИ
	Федеральное государственное бюджетное образовательное учреждение высшего образования «Владивостокский государственный университет экономики и сервиса»

КОМПЛЕКТ
КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ

ОГСЭ.03 Иностранный язык

09.02.01 Компьютерные системы и комплексы

Базовая подготовка

Форма обучения очная

Владивосток 2021

Комплект контрольно-оценочных средств разработан на основе Федерального государственного образовательного стандарта по специальности среднего профессионального образования программы подготовки специалистов среднего звена 09.02.01 Компьютерные системы и комплексы, 28.07.2014, № 849.

Разработана:

Исраелян Т.И. – преподаватель Колледжа сервиса и дизайна

Марфина И.В. – преподаватель Колледжа сервиса и дизайна

Рассмотрена на заседании ЦМК направления Информационные системы и комплексы

Протокол № 9 от «12» 05 2021 г.

Председатель ЦМК _____ Е.А. Стефанович

1 Общие сведения

Контрольно-оценочные средства (далее – КОС) предназначен для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины ОГСЭ.03 Иностранный язык.

КОС разработаны на основании:

– основной образовательной программы СПО по специальностям 09.02.01 Компьютерные системы и комплексы, 28.07.2014, № 849;

– рабочей программы учебной дисциплины ОГСЭ.03 Иностранный язык.

Формой промежуточной аттестации является дифференцированный зачет.

Код ОК, ПК	Код результата обучения	Наименование
ОК 1	У 1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы
ОК 2	У2	переводить (со словарем) иностранные тексты профессиональной направленности
ОК 3		
ОК 4		
ОК 5	У3	самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас
ОК 6	З1	
ОК 7		лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности
ОК 8		
ОК 9		

2 Распределение типов контрольных заданий по элементам знаний и умений, контролируемых в процессе изучения

Код результата обучения	Содержание учебного материала (темы)	Тип оценочного средства	
		Текущий контроль	Промежуточная аттестация
З1	Тема2.1 PERSONAL COMPUTER Тема 2.2 PC SOFTWARE Тема 2.3 COMPUTER APPLICATIONS Тема 2.4 FROM THE HISTORY OF COMPUTERS Тема 2.5 MODERN MEANS OF COMMUNICATION Тема 2.6 INTERNET ISSUES Тема 2.7 NETIQUETTE Тема 2.8 SCIENCE AND TECHNOLOGY	практические занятия, беседа\дискуссия; реферат, презентация; просмотровое и поисковое чтение газетных, журнальных статей (со словарём, без словаря); монологическая речь, те-	дифференцированный зачет

Код результата обучения	Содержание учебного материала (темы)	Тип оценочного средства	
		Текущий контроль	Промежуточная аттестация
	Тема 2.10 BIRTH OF THE NET Тема 2.11 SECURITY ISSUES	стирование; диало-гическая речь; по-лилог.	
У1	Тема 1.1. Описание людей: друзей, родных и близких и т.д.(внешность, характер, личностные качества) Тема 1.2. Межличностные отношения дома, в учебном заведении, на работе. Повседневная жизнь, условия жизни, учебный день, выходной день	практические заня-тия, беседа\дискус-сия; реферат, пре-зентация; просмот-ровое и поисковое чтение газетных, журнальных статей (со словарём, без словаря); моноло-гическая речь, те-стирование; диало-гическая речь; по-лилог.	дифференциро-ванный зачет
У2	Тема2.1 PERSONAL COMPUTER Тема 2.2 PC SOFTWARE Тема 2.3 COMPUTER APPLICA-TIONS Тема 2.4 FROM THE HISTORY OF COMPUTERS Тема 2.5 MODERN MEANS OF COMMUNICATION Тема 2.6 INTERNET ISSUES Тема 2.7 NETIQUETTE Тема 2.8 SCIENCE AND TECHNOL-OGY Тема 2.10 BIRTH OF THE NET Тема 2.11 SECURITY ISSUES	практические заня-тия, беседа\дискус-сия; реферат, пре-зентация; просмот-ровое и поисковое чтение газетных, журнальных статей (со словарём, без словаря); моноло-гическая речь, те-стирование; диало-гическая речь; по-слелог.	дифференциро-ванный зачет
У3	Тема 2.9 CAREERS IN IT Тема 2.12 FUTURE TRENDS Тема 2.13 SHAPING THE INTERNET AGE	практические заня-тия, беседа\дискус-сия; реферат, пре-зентация; просмот-ровое и поисковое чтение газетных, журнальных статей (со словарём, без словаря); моноло-гическая речь, те-стирование; диало-гическая речь; по-лилог.	дифференциро-ванный зачет

3 Структура банка контрольных заданий для текущего контроля и промежуточной аттестации

Тип контрольного задания	Количество контрольных заданий (вариантов)	Общее время выполнения обучающимся контрольный заданий
Текущий контроль		
Тестовое задание №1, Choose the right variant.	20 заданий	20 минут
Тестовое задание №2, Choose the right variant.	20 заданий	20 минут
Тестовое задание №3, Choose the right variant.	20 заданий	20 минут
Тестовое задание №4, Choose the right variant.	20 заданий	20 минут
Тестовое задание №5, Choose the right variant.	20 заданий	20 минут
Тестовое задание №6, Choose the right variant.	20 заданий	20 минут
Тестовое задание №7, Choose the right variant.	20 заданий	20 минут
Тестовое задание №8, Choose the right variant.	20 заданий	20 минут
Тестовое задание №9, Choose the right variant.	20 заданий	20 минут
Тестовое задание №10, Choose the right variant.	20 заданий	20 минут
Task 1 This is the summary of the section. Render it in English	2 задание	90 минут
Task 2This is the summary of the section. Render it in English	1 задание	40 минут
Task 3 This is the summary of the section. Render it in English	3 задания	90 минут
Task 4 This is the summary of the section. Render it in English	1 задание	40 минут
Task 5 This is the summary of the section. Render it in English	1 задание	40 минут
Task 6 This is the summary of the section. Render it in English	1 задание	40 минут
Task 7 This is the summary of the section. Render it in English	1 задание	40 минут
Task 8 This is the summary of the section. Render it in English	1 задание	40 минут
Task 9 This is the summary of the section. Render it in English	1 задание	40 минут
Task 10 This is the summary of the section. Render it in English	1 задание	40 минут
Промежуточная аттестация		
Грамматический тест для дифференцированного зачета		
Вариант 1	21 задание	40 минут
Вариант 2	21 задание	40 минут

Тип контрольного задания	Количество контрольных заданий (вариантов)	Общее время выполнения обучающимся контрольный заданий
Устный ответ		
Тема 1 About myself		30 минут
Тема 2 My friends		30 минут
Тема 3 My working day		30 минут
Тема 4 Our university/college		30 минут
Тема 5 My home town		30 минут

4 Структура контрольных заданий

4.1 Тестовое задание

Test 1

Choose the right variant.

1. Have you ever visited other countries? - Yes, I... to Italy and France.

a) was   c) had been

b) have been   d) would be

2. I feel really tired. We ... to the party last night and have just returned home.

a) went   c) had seen

b) has gone   d) was going

3. At the beginning of the film I realized that I ... it before.

a) see   c) had seen

b) saw   d) have seen

4. When the bus stopped in the small square, Helen ... her magazine and didn't realized at first that she had arrived at her destination.

a) read   c) was reading

b) reads   d) had read

5. My sister's son ... in tomorrow's race, because he is too young. They do not allow riders under sixteen.

a) won't ride   c) wouldn't ride

b) shan't ride   d) doesn't ride

6. A beautiful bridge ... in our city. It will be finished next year.

a) builds   c) is being built

b) is built   d) has been built

7. It has been raining for two hours. I hope it ... raining soon.

a) stops   c) would stop

b) shall stop   d) stop

8. Television has many advantages. It keeps us informed about the latest news, and also ... entertainment at home.

a) provide   c) is provided

b) provides   d) provided

9. On the other hand television ... for the violent behavior of some young people, and for encouraging children to sit indoors, instead of doing sports.

a) blames   c) is blamed

b) blamed   d) would blame

10. Some millionaires have lots of money and ... what to do with it.

a) don't know   c) won't know

b) didn't   d) knows

11. How ... at college? You didn't say much about it in your last letter.

a) do you get on   c) will you get on

b) are you get on   d) are you getting on

12. When you ... in this city again? - In a month.

a) arrive   c) have you arrived

b) arrived   d) will you arrive

13. Every time that I miss the bus, it means that I ... walk to work.

a) has to   c) had to

b) have to   d) could

14. Every time when I missed the bus, I ... to return home late.

a) must   c) can

b) had   d) may

15. That was great! It was ... meal you have ever cooked.

a) good   c) best

b) better   d) the best

16. This exhibition is ... interesting than the previous one.

a) little   c) least

b) less   d) the least

17. We saw ... good film last night. The film was about the love of a girl to her cat and dog.

a) a   c) -

b)the   d) an

18. Everybody agrees that ... happiness is very important in the life of people.

a) -   c) a

b) the   d) many

19. In the past people lived in ... harmony with the environment.

a) a   c) the

b) an   d) -

20. When they arrived ... the station, they rushed to the platform not to miss the train.

a)to   c)in

b) at   d) for

Test 2

Choose the right variant.

1. When you ... older, you'll change your mind about this.

a) will grow   c) have grown

b) grow   d) grew

2. By the time the police get there, the burglars ... .

a) vanish   c) will have vanished

b) will vanish   d) vanished

3. As soon as the taxi arrives, I ... you know.

a) let   c) had let

b) have let   d) will let

4. My friend has been writing to me for years already, but he never ... a photo.

a) sends   c) will send

b) has sent   d) sent

5. Why are you busy packing? - My train ... in two hours, so we'll leave the house in an hour.

a) is leaving   c) leaves

b) will be leaving   d) left

6. When was this building finished? - They say it ... by the end of last year.

a) had been finished   c) will be finished

b) was finished   d) finishes

7. I thought that I ... my key and was very glad when I found it.

a) lose   c) had lost

b) lost   d) was losing

8. What's the matter? You look upset. Last week I lost my scarf and now I just ... my gloves.

a) lost   c) had lost

b) have lost   d) lose

9.1 ... for this bank for five years already but I have decided to change my job.

a) am working   c) have been working

b) has worked   d) worked

10. Martin said that he ... the tickets the next day.

a) bought   c) will buy

b) had bought   d) would buy

11. The house opposite our college .,., that's why we are using the back entrance at present.

a) pulls down   c) is being pulled down

b) is pulled down   d) pulled down

12. You ... an umbrella when you left the house, didn't you?

a) have   c) had had

b) was having   d) had

13. By the time we got to the cinema the film ... .

a) will begin   c) had begun

b) would begin   d) began

14. Is there anything I ... do to help you?

a) can   c) am to

b) may   d) as to

15. The last film I saw was ... frightening than this one.

a) little   c) least

b) less   d) the least

16. Someone is calling you. Will you answer ... phone?

a) a   c) -

b) the   d) these

17. To tell the truth I don't like ... pair of trousers that I bought last month.

a) those   c) that

b) this   d) a

18. Whose house is it? - It's ... .

a) my   c) her

b) mine   d) our

19. Today is ... cold than yesterday. So, I'm wearing my

shorts.

a) little   c) least

b) less   d) the least

20. "Come home ... Christmas Day, we'll be waiting for you", my mother always says to me.

a)in   c) -

b) on   d) at

Test 3

Choose the right variant.

1. Excuse me, do you speak English? I ... for a hotel.
a) look   c) was looking
b) am looking   d) have been looking

2. Last summer we wanted a relaxing holiday, so we ... to stay on a small island.
a) choose   c) had chosen
b) have chosen   d) chose

3. Mathematics ... hard. I don't understand it.
a) are   c) was
b) is   d) were

4. While we ... for the train, it started to rain.
a) waited   c) was waiting
b) are waiting   d) were waiting

5. The police officer said that every house in that street ... already by the police.
a) search   c) had been searched
b) were searched   d) searched

6. There is going to be a big art exhibition. It... a lot of visitors.
a) attracts   c) has attracted
b) will attract   d) attracted

7. The result of his investigation ... in the newspaper soon.
a) publish   c) will be published
b) be published   d) is published

8. When they arrived home, their children ... outside the door waiting for them.
a) sit   c) was sitting
b) are sitting   d) were sitting

9. We ... a new computer not long ago. Now the job will be done much more quickly.
a) had bought   c) bought
b) was bought   d) have bought

10. He was sorry that he ... to me for so long.
a) didn't write   c) hadn't been writing
b) haven't been writing   d) hasn't been writing

11. The ring you found ... be returned to an old lady who had lost it.
a) can   c) have to
b) must   d) are to

12. Everybody in our team played ... except the captain.
a) bad   c) worst
b) badly   d) the worst

13. You know much, but you know ... than your teacher.
a) little   c) least
b) less   d) much

14. Small shops are not as ... as supermarkets.
a) more convenient   c) most convenient
b) convenient   d) the most convenient

15. Sarah is a very good pianist. She plays ... piano very well.
a) a   c) the
b)an   d)-

16. We had five phone calls, but there were ... for you.
a) no   c) either

b) none   d) neither

17. I didn't have much time, but I ... visit a lot of places of interest in London.

a) can   c) must

b) was able to   d) had to

18. That's an easy question! ... knows the answer!

a) All   c) Each

b) Everybody   d) Every

19. The comic told silly jokes, but nobody laughed ... him.

a) on   c) at

b) under   d)about

20. We feel sorry ... Sam because he hasn't got any friends.

a) for   c) with

b)about   d) by

Test 4

Choose the right variant.

1. If I ... some fish, will you cook it for me?

a) will catch   c) caught

b) catch   d) am catching

2. She said that she ... her present flat. She tried to find
another one.

a) doesn't like   c) didn't like

b) won't like   d) likes

3.1 saw you yesterday from the bus. Where ... you ... at that
time?

a) was hurrying   c) had hurried

b) were hurrying   d) did hurry

4.1 found that everything I said on the phone ... to the police.

a) report   c) was reported

b) is reported   d) had been reported

5. When I speak Italian, all the others in the class ... at me as I don't know the language well.

a) laughed   c) will laugh

b) was laughing   d) laugh

6. He ... in the Army for eighteen months. This is his last month.

a) serves   c) has been serving

b) is serving   d) have served

7. Don't make noise: the children ... to sleep.

a) try   c) will try

b) is trying   d) are trying

8. A new museum ... in the city. What a beautiful building it will be!

a) was being built   c) is built

b) is being built   d) builds

9. Two terrorists ... in New York some days ago.

a) are arrested   c) were arrested

b) have been arrested   d) will be arrested

10.1 ... understand this letter. Will you translate it for me?

a) mustn't   c) may not

b) can't   d) shouldn't

11. Diana's parents don't let her go to late-night disco. She ... be at home at 9 o'clock in the evening.

a) must   c) may

b) can   d) have to

12. Henry ... apologize for his bad behaviour yesterday.

a) have to   c) had to

b) may   d) is to

13. The children studied hard, and as a result they passed the exams ... of all.

a) good   c) best

b) better   d) the best

14. This is ... film I've ever seen.

a) more interesting   c) most interesting

b) the most interesting   d) not interesting

15. ... old, ... sick, ... unemployed need our special care.

a) -   c) the

b) an   d)everybody

16. Someone who saw ... robbery called the-police.

a) -   c)the

b) a   d)those

17. According to this song ... we need is love.

a) all   c) each

b) every   d) some

18. We wished the bride and groom happiness in ... new life together.

a) there   c) theirs

b) their   d) these

19. Excuse me, but does this umbrella belong ... you?

a) to   c) at

b) for   d) with

20. I listened to the radio every day to know the weather forecast but I can never rely ... it.

a) at   c) in

b) to   d) on

Test 5

Choose the right variant.

1. I knew that I ... her somewhere before.

a) saw   c) would see

b) had seen   d) has seen

2. When I finally found the house, I knocked at the door but ... the answer.

a) don't hear   c) didn't hear

b) hasn't heard   d) heard

3. I went out into the garden to fetch my bike, but found that someone ... it.

a) stole it   c) has stolen

b) would steal   d) had stolen

4. When I... for the keys, I remembered that I had left them at home.

a) looked   c) had been looking

b) was looking   d) look

5. I have been working for the bank for a year already, but I ... to change my job.

a) decided   c) has decided

b) have decided   d) decide

6. They spoke so quickly that I ... what they were speaking about.

a) not understand   c) didn't understand

b) don't understand   d) hadn't understood

7. Yesterday our flight ... because of the fog.

a) cancelled   c) had been cancelled

b) was cancelled   d) has been cancelled

8. I couldn't open the office door because someone ... it.

a) lock   c) had locked

b)locked   d)would lock

9. As soon as you ... me, I will contact you.

a) calls   c) called

b) will call   d) call

10.1 ... him since he started working here.

a) have never trusted   c) trusted

b) had never trusted   d) trust

11. Mary will be ready soon. She ... coffee at the moment.

a) has   c) was having

b) have   d) is having

12. If we ... late for the class, our teacher will be angry with us.

a) is   c) will be

b) were   d) are

13. We ... in the sunshine for about half an hour when I suddenly felt sick.

a) have been sitting   c) sat

b) were sitting   d) had been sitting

14. We were disappointed as the film was ... than we expected.

a) entertaining   c) most entertaining

b) less entertaining   d) entertaining

15. We usually ask our teacher to explain ... difficult problems to us.

a) the   c) a

b) -   d) this

16. Playing ... guitar is an interesting hobby.

a) -   c) the

b) a   d) mine

17. Our city is famous for ... beautiful ancient buildings.

a) its   c) it's

b) it   d) his

18. Her hair is long and fair. Everybody admires ... .

a) them   c) they

b) it   d) its

19. You are very good ... dealing with people.

a) in   c) on

b) at   d) about

20. Last summer our neighbours decided to drive to Scotland ... a short holiday.

a) at   c) on

b) to   d) for

Test 6

Choose the right variant.

1. When the light ... I was sitting in the armchair reading a book.

a) goes out   c) go out

b) had gone out   d) went out

2. I thought I ... this film before, but I hadn't.

a) saw   c) had seen

b) seen   d) have seen

3. Why haven't you brought me the letters for signature? ... them yet?

a) Don't you type   c) Haven't you typed
b) Didn't you type   d) Will you type

4. She wasn't sure whether she ... the door of her flat.

a) locked   c) had locked
b) has locked   d) didn't lock

5. I... my homework all morning and haven't finished it yet.

a) am doing   c) have been doing
b) do   d) did

6. The inspector suspected that the thief ... a special key for opening this door.

a) uses   c) had used
b) has used   d) will use

7. I was very tired. When I ... to bed, I fell asleep immediately.

a) got   c) had got
b) has got   d) will get

8. The Vikings ... to North America a thousand years ago.

a) sail   c) had sailed
b) sailed   d) have sailed

9. Thank you for your offer, but I ... not to accept it.

a) decide   c) have decided
b) has decided   d) decided

10. You ... through your old photograph album for half an hour already.

a) look   c) have looked
b) are looking   d) have been looking

11. Nobody knows where his picture is. Perhaps, it ... .

a) was stolen   c) has been stolen
b) will be stolen   d) stolen

12. I agree. You ... apologize for not inviting him to your birthday party.

a) can't   c) shouldn't
b) mustn't   d) may not

13. Actually, today I feel ... than I did yesterday.

a) bad   c) worst
b) worse   d) the worst

14. ... people who are unemployed often feel depressed.

a) The   c) A
b) -   d) That

15. Who was the first astronaut who landed on ... Moon?

a) the   c) a
b) -   d) those

16. What happened at the end of the film? - I'm sorry to say, but I haven't seen ... film.

a) a   c) -
b) the   d) those

17. This is ... interesting exhibition I've ever visited.

a) more   c) less
b) most   d) the most

18. Would you mind waiting ... minutes?

a) few   c) little
b) a few   d) a little

19. I'm ... interested in languages than in mathematics,

a) much   c) little
b) many   d) less

20. The students often translate English texts ... Russian.

a) to   c) into

b) in   d) on

Test 7

Choose the right variant.

1. My mother ... strawberries for years but she has never had such a good crop before.

a) grow   c) has been growing

b) grew   d) had grown

2. Helen got off the bus and walked into the bank when she realized that she ... her handbag on the bus.

a) left   c) has left

b) had left   d) leaves

3. You are a great cook! This cake ... wonderful as usual.

a) taste   c) will taste

b) tasted   d) tastes

4. I cut my finger when I ... the potatoes.

a) am peeling   c) was peeling

b) have peeled   d) will peel

5. The students ... not to be late for their classes.

a) ask   c) are asked

b) asked   d) are asking

6. Yesterday, while Jane ... she broke two cups.

a) wash up   c) was washing up

b) washes up   d) has washed up

7. Be attentive and more serious. You always ... something!

a) lose   c) have lost

b) are losing   d) have been loosing

8. What ... you ... when I phoned you last night?

a) did do   c) had done

b) were doing   d) had been doing

9. Our flat ... at the moment, so it doesn't look its best.

a) paints   c) is being painted

b) is painted   d) has been painted

10. My brother will be absent. He ... for his exam at this time tomorrow.

a) will prepare   c) will have prepared

b) will be preparing   d) will have been preparing

11. ... you give me some advice about the language courses?

a) Have   c) Should

b) May   d) Could

12. Why didn't you give me a call yesterday? We ... discuss everything together.

a) can   c) may

b) must   d) could

13. At college the work is harder than the work we did at school, but it is much ... interesting.

a) more   c) many

b) most   d) a few

14. A person with a good education usually gets ... better job.

a) -   c) the

b) a   d) an

15. ... poor people need help from the government.

a)-   c)A

b) The   d) This

16. The government should help ... poor.

a) -   c) a

b) the   d)that

17. You can do ... you want, but don't bother me now.

a) anything   c) some

b) something   d) any

18. The government is going to provide ... houses for homeless people.

a) much   c) most

b) more   d) least

19.1 think of coming to Moscow ... a few days to visit my sister.

a) of   c) for

b)on   d)over

20. I think we should ask ... some information about this case.

a) about   c) for

b) -   d) on

Test 8

Choose the right variant.1

1.The train stopped at all the stations, and long before we got to London every seat ... and people were standing in the corridors.

a) has been taken   c) had been taken

b) was taken   d) is taken

2. Most of the young people left this village a long time ago and nobody ... yet.

a) returned   c) had returned

b) has returned   d) was returned

3. The police suspected that Bill himself had broken the window at his house because he wanted to make them think that a burglar ... his valuable stamp collection.

a) stole   c) was stealing

b) had stolen   d) has stolen

4. The police thought that he ... it because he needed money.

a) did   c) was doing

b) had done   d) has done

5. If you work a bit harder, I'm sure you ... the exam.

a) pass   c) have passed

b) will pass   d) would pass

6. Where are you going? I ... speaking with you yet.

a) not finished   c) haven't finished

b) didn't finish   d) don't finish

7.I didn't see where the bus stop was, so I... the bus yesterday.

a) miss   c) has missed

b) missed   d) had missed

8. Last week a burglar broke into the house while we ... television.

a) watch   c) watched

b) have watched   d) were watching

9. When are you going to finish this translation? - I... this translation today.

a) finish   c) have finished

b) finished   d) had finished

10. I felt really tired. We ... for two hours before we reached the nearest hotel.

a) walked   c) have been walking

b) were walking   d) had been walking

11. My father is sure that most people ... bicycles to work in twenty years' time.

a) shall ride   c) ride

b) will be riding   d) are riding

12. The plane ... take off after the fog had lifted.

a) must   c) can

b) was able to   d) may

13. Finally we ... stop: we were tired and it was dark.

a) can   c) must

b) may   d) had to

14. In the past most of the population lived in ... country.

a) the   c) -

b) a   d) this

15. The judge sent our neighbor to ... prison for a month.

a) the   c) -

b) a   d) an

16. ... English are proud of their country and that the English language is spoken all over the world.

a) the   c) an

b) -   d) few

17. Why have you done it? Oh, there are ... reasons for it.

a) much   c) a little

b) little   d) many

18. Sorry, but I can't hear ... of you properly.

a) neither   c) nobody

b) either   d) none

19. We were looking forward ... a quiet rest near the forest.

a) for   c) on

b) to   d) at

20. Our city is famous ... its beautiful ancient buildings.

a) of   c) by

b) for   d) with

Test 9

Choose the right variant.

1. My passport ... last month, and nobody has found it yet .

a) lost   c) has been lost

b) was lost   d) had been lost

2. There's going to be an interesting art exhibition. It ... a lot of visitors.

a) attracts   c) will attract

b) attract   d) would attract

3. Have you head the news? He ... all his exams this week.

a) passed   c) had passed

b) has passed   d) pass

4. By the time we get to the cinema the film ... .

a) will begin   c) will have begun

b)begins   d)began

5. He says his train ... at 8 a.m. He's packing his things at the moment.

a) leave   c) has left

b) leaves   d) would leave

 6.1 was quite ... to see Ben behaving like that.

a)shocked   c) being shocked
b)shocking   d)shock
7. I ... on the phone when the postman knocked on the door and entered the room.
a) speak   c) was speaking
b) am speaking   d) have spoken
8. We first came to this town more than twenty years ago. Everything ... in the town since that time.
a)change   c) has changed
b)changed   d)is changed
9. We didn't know that Bill ... to Brazil the week before, and he was abroad when the burglary took place.
a) flew   c) has flown
b) had flown   d) would flow
10. I arrived in Prague in September last year. So I ... here for six months.
a) live   c) have lived
b) lived   d) will live
11. While I was wondering whether to buy the shoes or not, they ... by someone else.
a) buy   c) were bought
b) bought   d) had been bought
12. He was happy. He ... pass his driving test at the first attempt.
a) should   c) had to
b) must   d) was able to
13. At present I ... afford to go to the cinema twice a week.
a) can't   c) must not
b) couldn't   d) might not
14. We didn't think you were ... in ancient history.
a) interested   c) not interesting
b) interesting   d) less interesting
15. Every morning I listen to ... radio, but I don't like to watch TV so early.
a) the   c) -
b) a   d) these
16. ... English is the world language and the English language spoken in the USA or Australia differs from the English language spoken in Britain.
a)the   c) an
b) -   d)a
17. You are always quarreling! Stop it, ... of you!
a)everybody   c) both
b) some   d) every
18. Mr. Smith was accused of spying and put ... prison.
a) in   c) at
b) of   d) to
19. Our city succeeded ... collecting a large sum of money for charity.
a) on   c) with
b) in   d) at
20. I'm sorry ... your difficulties. Can I help?
a)for   c) about
b) at   d)on

Test 10
Choose the right variant.
1. It's 11 o'clock so I ... to bed now.

a) go   c) will go

b) am going   d) have gone

2. The tickets to the football match usually ... and checked at the entrance.

a) sell   c) are sold

b) was sold   d) won't be sold

3. We ... to the party today.

a) have been invited   c) have invited

b) are invited   d) had been invited

4. The baby ... because it is hungry now.

a) crying   c) cries

b) is crying   d) cried

5. There ... a lot of people waiting in the station yesterday evening.

a) is   c) was

b) are   d) were

6. Some people ... on the benches waiting for their trains.

a) was sleeping   c) have slept

b) were sleeping   d) had slept

7. By the time the train arrived, Susan ... to push her way to the front of the crowd.

a) managed   c) had managed

b) has managed   d) would manage

8. ... you ... my English book anywhere? I can find it nowhere.

a) Did ... see   c) Will ... see

b) Have ... seen   d) Had ... seen

9. He ... the text before I decided to help him.

a) translated   c) has translated

b) had translated   d) will translate

10. It ... in London this morning that the British Oil Corporation had discovered oil under the sea near the Welsh coast.

a) announced   c) had been announced

b) would be announced   d) was announced

11. If he ... when I come, I won't wake him up.

a) sleep   c) will sleep

b) will be sleeping   d) is sleeping

12. ... they leave before supper or have they time to stay until my friends come?

a) must   c) might

b) may   d) should

13. My ... brother studies at college.

a) old   c) older

b) elder   d) the eldest

14. This is ...film I have ever seen.

a) good   c) worse

b) the best   d) better

15. ... Hyde Park is a very large park in central London.

a) -   c) a

b) the   d) an

16. My friends tell me that professors are people who think a lot, but say ... .

a) little   c) a few

b) few   d) some

17. These books cost ... than my friend wants to pay.

a) more   c) most

b) much   d) the most

18. He has earned so ... money that he has decided to help the poor.

a) much   c) little

b) many   d) few

19. They go to work by car and come home ... foot.

a) by   c) with

b) on   d) in

20. The bus from Glasgow arrives ... the Central bus station.

a) at   c) in

b) to   d) for

Ключи к заданиям:

Test 1
1) b; 2) a; 3) c; 4) c; 5) a; 6) c; 7) a; 8) b; 9) c; 10) a; 11) d; 12) d; 13) b; 14) b; 15) d; 16) b; 17) a; 18) a; 19) d; 20) b.

Test 2
1) b; 2) c; 3) d; 4) b; 5) c; 6) a; 7) c; 8) b; 9) c; 10) d; 11) c; 12) d; 13) c; 14) a; 15) b; 16) b; 17) c; 18) b; 19) b; 20) b.

Test 3
1) b; 2) d; 3) b; 4) d; 5) c; 6) b; 7) c; 8) d; 9) c; 10) c; 11) b; 12) b; 13) b; 14) b; 15) c; 16) b; 17) b; 18) b; 19) c; 20) a.

Test 4
1) b; 2) c; 3) b; 4) c; 5) d; 6) c; 7) d; 8) b; 9) c; 10) b; 11) a; 12) c; 13) c; 14) b; 15) c; 16) c; 17) a; 18) b; 19) a; 20) d.

Test 5
1) b; 2) c; 3) d; 4) b; 5) b; 6) c; 7) b; 8) c; 9) d; 10) a; 11) d; 12) d; 13) d; 14) b; 15) b; 16) c; 17) a; 18) b; 19) b; 20) d.

Test 6
1) d; 2) c; 3) c; 4) c; 5) c; 6) c; 7) a; 8) Ь; 9) c; 10) d; 11) c; 12) c; 13) Ь; 14) Ь; 15) a; 16) Ь; 17) d; 18) b; 19) d; 20) c.

Test 7
1) c; 2) b; 3) d; 4) c; 5) c; 6) c; 7) b; 8) b; 9) c; 10) b; 11) d; 12) d; 13) a; 14) b; 15) a; 16) b; 17) a; 18) b; 19) c; 20) c.

Test 8
1) c; 2) b; 3) b; 4) b; 5) b; 6) c; 7) b; 8) d; 9) c; 10) d; 11) b; 12) b; 13) d; 14) a; 15) c; 16) a; 17) d; 18) b; 19) b; 20) b.

Test 9
1) b; 2) c; 3) b; 4) c; 5) b; 6) a; 7) c; 8) c; 9) b; 10) c; 11) c; 12) d; 13) a; 14) a; 15) a; 16) b; 17) c; 18) d; 19) b; 20) c

Test 10 1) b; 2) c; 3) a; 4)b; 5) d; 6) b; 7) c; 8) b; 9) b; 10) d; 11) d; 12) a; 13) b; 14) b; 15) a;   16) a; 17) a; 18) a; 19) b; 20) a;

Критерии оценки

- оценка «отлично» выставляется обучающемуся, если студент выполнил задание от 91% до 100%

- оценка «хорошо», если студент выполнил задание от 70% до 90%

-оценка «удовлетворительно», если студент выполнил задание от 50% до 69%

-оценка «неудовлетворительно», если студент выполнил задание менее 50%

Task 1

This is the summary of the section. Render it in English
Computers

Generally, any device that can perform numerical calculations, even an adding machine, may be called a computer but nowadays this term is used especially for digital computers. Computers that once weighed 30 tons now may weigh as little as 1.8 kilograms. Microchips and microprocessors have considerably reduced the cost of the electronic components required in a computer. Computers come in many sizes and shapes such as special-purpose, laptop, desktop, mini-computers, supercomputers.

Special-purpose computers can perform specific tasks and their operations are limited to the programmes built into their microchips. There computers are the basis for electronic calculators and can be found in thousands of electronic products, including digital watches and automobiles. Basically, these computers do the ordinary arithmetic operations such as addition, subtraction, multiplication and division.

General-purpose computers are much more powerful because they can accept new sets of instructions. The smallest fully functional computers are called laptop computers. Most of the general-purpose computers known as personal or desktop computers can perform almost 5 million operations per second.

Today's personal computers are know to be used for different purposes: for testing new theories or models that cannot be examined with experiments, as valuable educational tools due to various encyclopedias, dictionaries, educational programmes, in book-keeping, accounting and management. Proper application of computing equipment in different industries is likely to result in proper management, effective distribution of materials and resources, more efficient production and trade.

Minicomputers are high-speed computers that have greater data manipulating capabilities than personal computers do and that can be used simultaneously by many users. These machines are primarily used by larger businesses or by large research and university centers. The speed and power of supercomputers, the highest class of computers, are almost beyond comprehension, and their capabilities are continually being improved. The most complex of these machines can perform nearly 32 billion calculations per second and store 1 billion characters in memory at one time, and can do in one hour what a desktop computer would take 40 years to do. They are used commonly by government agencies and large research centers. Linking together networks of several small computer centers and programming them to use a common language has enabled engineers to create the supercomputer. The aim of this technology is to elaborate a machine that could perform a trillion calculations per second.

1. What are the main types of computers?
2. How do the computers differ in size and methods of their application?
3. What are the main trends in the development of the computer technology?

Task 2

This is the summary of the section. Render it in English

Digital computers

There are two fundamentally different types of computers: analog and digital. The former type solver problems by using continuously changing data such as voltage. In current usage, the term "computer" usually refers to high-speed digital computers. These computers are playing an increasing role in all branches of the economy.

Digital computers based on manipulating discrete binary digits (1s and 0s). They are generally more effective than analog computers for four principal reasons: they are faster; they are not so susceptible to signal interference; they can transfer huge data bases more accurately; and their coded binary data are easier to store and retrieve than the analog signals.

For all their apparent complexity, digital computers are considered to be simple machines. Digital computers are able to recognize only two states in each of its millions of switches, "on" or "off", or high voltage or low voltage. By assigning binary numbers to there states, 1 for "on" and 0 for "off", and linking many switches together, a computer can represent any type of data from numbers to letters and musical notes. It is this process of recognizing signals that is known as digitization. The real power of a computer depends on the speed with which it checks switches per second. The more switches a computer checks in each cycle, the more data it can recognize at one time and the faster it can operate, each switch being called a binary digit or bit.

A digital computer is a complex system of four functionally different elements: 1) the central processing unit (CPU), 2) input devices, 3) memory-storage devices called disk drives, 4) output devices. These physical parts and all their physical components are called hardware.

The power of computers greatly on the characteristics of memory-storage devices. Most digital computers store data both internally, in what is called main memory, and externally, on auxiliary storage units. As a computer processes data and instructions, it temporarily stores information internally on special memory microchips. Auxiliary storage units supplement the main memory when programmes are too large and they also offer a more reliable method for storing data. There exist different kinds of auxiliary storage devices, removable magnetic disks being the most widely used. They can store up to 100 megabytes of data on one disk, a byte being known as the basic unit of data storage.

Output devices let the user see the results of the computer's data processing. Being the most commonly used output device, the monitor accepts video signals from a computer and shows different kinds of information such as text, formulas and graphics on its screen. With the help of various printers information stored in one of the computer's memory systems can be easily printed on paper in a desired number of copies.

Programmes, also called software, are detailed sequences of instructions that direct the computer hardware to perform useful operations. Due to a computer's operating system hardware and software systems can work simultaneously. An operating system consists of a number of programmes coordinating operations, translating the data from different input and output devices, regulating data storage in memory, transferring tasks to different processors, and providing functions that help programmers to write software. In large corporations software is often written by groups of experienced programmers, each person focusing on a specific aspect of the total project. For this reason, scientific and industrial software sometimes costs much more than do the computers on which the programmes run.

Task 3
This is the summary of the section. Render it in English
Prehistory
(1) Tools are any objects other than the parts of our own bodies that we use to help us do our work. Technology is nothing more than the use of tools. When you use a screwdriver, a hammer, or an axe, you are using technology just as much as when you use an automobile, a television set, or a computer.

(2) We tend to think of technology as a human invention. But the reverse is closer to the truth. Stone tools found along with fossils show that our ape-like ancestors were already putting technology to use. Anthropologists speculate that using tools may have helped these creatures evolve into human beings; in a tool-using society, manual dexterity and intelligence count for more than brute strength. The clever rather than the strong inherited the earth.

(3) Most of the tools we have invented have aided our bodies rather than our minds. These tools help us lift and move and cut and shape. Only quite recently, for the most part, have we developed tools to aid our minds as well.

(4) The tools of communication, from pencil and paper to television, are designed to serve our minds. These devices transmit information or preserve it, but the do no modify it in any way (If the information is modified, this is considered a defect rather than a virtue, as when a defective radio distorts the music we're trying to hear.)

(5) Our interest lies with machines that classify and modify information rather than merely transmitting it or preserving it. The machines that do this are the computers and the calculators, the so-called mind tools. The widespread use of machines for information processing is a modern development. But simple examples of information-processing machines can be traced back to ancient times. The following are some of the more important forerunners of the computer.

(6) The Abacus. The abacus is the counting frame that was the most widely used device for doing arithmetic in ancient times and whose use persisted into modern times in the Orient. Early versions of the abacus consisted of a board with grooves I which pebbles could slide. The Latin word for pebbles is calculus, from which we get the words abacus and calculate.

(7) Mechanical Calculators. In the seventeenth century, calculators more sophisticated than the abacus began to appear. Although a number of people contributed to their development, Blaise Pascal (French mathematician and philosopher) and Wilhelm von Leibniz (German mathematician, philosopher, and diplomat) usually are singled out as pioneers. The calculators Pascal and Leibniz built were unreliable, since the mechanical technology of the time was not capable of manufacturing the parts with sufficient precision. As manufacturing techniques improved, mechanical calculators eventually were perfected; they were used widely until they were replaced by electronic calculators in recent times.

(8) The Jacquard Loom. Until modern times, most information-processing machines were designed to do arithmetic. An outstanding exception, however, was Jacquard's automated loom, a machine designed not for hard figures but beautiful patterns. A Jacquard loom weaves cloth containing a decorative patterns; the woven pattern is controlled by punched cards. Changing the punched cards changes the pattern the loom weaves. Jacquard loom came into widespread use in the early nineteenth century, and their descendants are still used today. The Jacquard loom is the ancestor not only of modern automated machine tools but of the player piano as well.

EXERCISES

I. True or false
1. The strong will inherit the earth.
2. In the beginning was the abacus.
3. The forerunner of the computer is the mechanical calculator.
4. The punched card is still very important for computers today.
5. The calculators Pascal and Leibniz built were reliable.
6. The mechanical calculator could multiply and divide as well as add and subtract.
7. Babbage invented the Jacquard loom.
8. "Beware of programmers who carry screwdrivers".

II. Give synonyms to:
To aid, strength, to speculate, nothing more than, to lift, ancestors, to manufacture, to single out, precision, to perfect, in recent times, pattern, to develop, information-processing machine.

III. Give antonyms to:

Descendants, automated machine, exception, virtue, intelligence, to transmit, reliable, sufficient, in the early 10th century, in modern times.

Pre-reading Discussion
1. What are tools?
2. What was the first tool?
3. What helped ape-like creatures evolve into human beings?
4. What is technology?
5. What tools of communication do you know?
6. What machines classify and modify information?
7. What do you know about Babbage, Pascal, Leibniz, and Jacquard?

Task 4
This is the summary of the section. Render it in English
THE FIRST HACKERS"
(1) The first "hackers" were students at the Massachusetts Institute of Technology (MIT) who belonged to the TMRC (Tech Model Railroad Club). Some of the members really built model trains. But many were more interested in the wires and circuits underneath the track platform. Spending hours at TMRC creating better circuitry was called "a mere hack." Those members who were interested in creating innovative, stylistic, and technically clever circuits called themselves (with pride) hackers.
(2) During the spring of 1959, a new course was offered at MIT, a freshman programming class. Soon the hackers of the railroad club were spending days, hours, and nights hacking away at their computer, an IBM 704. Instead of creating a better circuit, their hack became creating faster, more efficient program - with the least
number of lines of code. Eventually they formed a group and created the first set of hacker's rules, called the Hacker's Ethic.
(3) Steven Levy, in his book Hackers, presented the rules:
Rule 1: Access to computers - and anything, which might teach you, something about the way the world works - should be unlimited and total.
Rule 2: All information should be free.
Rule 3: Mistrust authority - promote decentralization.
Rule 4: Hackers should be judged by their hacking, not bogus criteria such as degrees, race, or position.
Rule 5: You can create art and beauty on a computer.
Rule 6: Computers can change your life for the better.
(4) These rules made programming at MIT's Artificial Intelligence Laboratory a challenging, all encompassing endeavor. Just for the exhilaration of programming, students in the Al Lab would write a new program to perform even the smallest tasks. The program would be made available to others who would try to perform the same task with fewer instructions. The act of making the computer work more elegantly was, to a bonafide hacker, awe-inspiring.
(5) Hackers were given free reign on the computer by two AI Lab professors, "Uncle" John McCarthy and Marvin Minsky, who realized that hacking created new insights. Over the years, the AI Lab created many innovations: LIFE, a game about survival; LISP, a new kind of programming language; the first computer chess game; The CAVE, the first computer adventure; and SPACE-WAR, the first video game.

Task 5
This is the summary of the section. Render it in English
COMPUTER CRIMES"
(1) More and more, the operations of our businesses, governments, and financial institutions are controlled by information that exists only inside computer memories. Anyone clever enough to

modify this information for his own purposes can reap substantial re wards. Even worse, a number of people who have done this and been caught at it have managed to get away without punishment.

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

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

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

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

(6) Credit Cards. There is a trend toward using cards similar to credit cards to gain access to funds through cash-dispensing terminals. Yet, in the past, organized crime has used stolen or counterfeit credit cards to finance its operations. Banks that offer after-hours or remote banking through cash-dispensing terminals may find themselves unwillingly subsidizing organized crime.

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

(8) Software Theft. The software for a computer system is often more expensive than the hardware. Yet this expensive software is all too easy to copy. Crooked computer experts have devised a variety of tricks for getting these expensive programs printed out, punched on cards, recorded on tape, or otherwise delivered into their hands. This crime has even been perpetrated from remote terminals that access the computer over the telephone.

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

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

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

(12) Perfect Crimes. It's easy for computer crimes to go undetected if no one checks up on what the computer is doing. But even if the crime is detected, the criminal may walk away not only unpunished but with a glowing recommendation from his former employers.

(13) Of course, we have no statistics on crimes that go undetected. But it's unsettling to note how many of the crimes we do know about were detected by accident, not by systematic audits or other security procedures. The computer criminals who have been caught may have been the victims of uncommonly bad luck.

(14) For example, a certain keypunch operator complained of having to stay overtime to punch extra cards. Investigation revealed that the extra cards she was being asked to punch were for fraudulent transactions. In another case, disgruntled employees of the thief tipped off the company that was being robbed. An undercover narcotics agent stumbled on still another case. An employee

was selling the company's merchandise on the side and using the computer to get it shipped to the buyers. While negotiating for LSD, the narcotics agent was offered a good deal on a stereo!

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

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

Task 6
This is the summary of the section. Render it in English
Computers

Computer is an electronic device that can receive a set of instructions called program and then carry out them. The modern world of high technology could not be possible without computers. Different types and sizes of computers find uses throughout our society. They are used for the storage and handling of data, secret governmental files, information about banking transactions and so on.

Computers have opened up a new era in manufacturing and they have enhanced modern communication systems. They are essential tools in almost every field of research, from constructing models of the universe to producing tomorrow's weather reports. Using of different databases and computer networks make available a great variety of information sources.

There are two main types of computers, analog and digital, although the term computer is often used to mean only the digital type, because this type of computer is widely used today. That is why I am going to tell you about digital computers.

Everything that a digital computer does is based on one operation: the ability to determine: on or off, high voltage or low voltage or — in the case of numbers — 0 or 1 or do-called binary code. The speed at which the computer performs this simple act is called computer speed. Computer speeds are measured in Hertz or cycles per second. A computer with a «clock speed» of 2000 MHz is a fairly representative microcomputer today. It is capable of executing 2000 million discrete operations per second. Nowadays microcomputers can perform from 800 to over 3000 million operations per second and supercomputers used in research and defense applications attain speeds of many billions of cycles per second.

Digital computer speed and calculating power are further enhanced by the amount of data handled during each cycle. Except two main types of computers, analog and digital there are eight generations of digital computers or processing units. 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. The third generation is 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. They are much more powerful and can perform from 2000 to over 3000 million operations per second.

Task 7
This is the summary of the section. Render it in English
Cyberterrorism

Defined broadly, the term "computer crime" could reasonably include a wide variety of criminal offenses, activities, or issues. The potential scope is even larger when using the frequent

companion or substitute term «computer-related crime." Given the pervasiveness of computers in everyday life, even in the lives of those who have never operated a computer, there is almost always some nontrivial nexus between crime and computers.

By the FBI's definition, cyberterrorism is well beyond the scope of this paper. With increasing frequency this term is being used by the mass media. Absent any evidence of activity, we'll leave it in the "eye of the beholder" to determine whether cyberterrorism is currently being deterred, is a phantom menace…or somewhere in between.

A key distinction between electronic civil disobedience and politicized hacking is anonymity. The motive for remaining secret is simple: the majority of politically motivated hacks are clearly illegal. Most institutions recognize that breaking into an opponent's computer and adding, changing or deleting (HTML) code, even if it is juvenile graffiti, violates some other's rights. Attitudes and opinions begin to diverge markedly around this point however. One person's activist is another's terrorist.

"A lot of groups are claiming that they're hacking into sites for a higher moral purpose, but they're hiding beyond anonymity or pseudonymity. Taking responsibility is not something we see happening."

At the heart of this discussion is the question of motive. Opinions differ just as much within the hacker community as outside over the efficacy of certain actions. The spate of (zombie) DDoS attacks against prominent e-commerce sites that occurred in February 2000 sparked a debate between two prominent hacker collectives. The Electro hippies Collective claims the Internet as a public space liable to be used by groups and individuals as a means of protest. As activists, they admit no practical difference between how cyberspace and the street are used by society.

Recent actions on the Internet against e-commerce sites represent a fundamental disagreement about the purposes of the Internet, and the increasing emphasis on the use of the 'Net as a vehicle for profitable trade rather than of knowledge and discussion.
The cDc says, the targeted sites were selected for their name recognition and prestige value, not for their commercial attributes or activities.

You may make yourself feel good and get a lot of attention, but when you crack a Web site, you are violating another person's rights. …what does that mean? CRIME!

Task 8
This is the summary of the section. Render it in English
Computer games

Nowadays computer games gain more and more popularity all over the world, especially among teenagers, and get increasingly available. They are a comfortable and inexpensive sort of relaxation, rest and entertainment. It sometimes costs nothing at all: after downloading slot machines to your computer for free, you can test them even without access to the Internet. Those who are fond of those games, claim that they get lots of benefits from them. Their opponents, in turn, argue that youngsters should spend leisure time in a healthier manner, such as going in for sports. So let's try and comprehensibly discuss the given phenomenon, its advantages and disadvantages.

On the one hand, computer games help to develop memory. In fact, while playing you try to remember as much information as possible, which enables to achieve better results and eventually win the victory. They also enhance rapid reaction and improve motorics. Moreover, those games develop your logical thinking, computer skills and, last but not least, your command of the English language.

During a chat you can get acquainted with new people and make virtual friends. If you like each other, you date and consequently become close friends in the real life.

On the other hand, computer games may negatively affect your health. First, your eyesight can deteriorate. Second, if you sit without moving for long periods, you may gain weight and run a risk of obesity. Addicted gamers tend to neglect regulars meals and end up with junk food, thus harming their stomach.

Furthermore, numerous people spend too much time on playing, which can ruin human relationships. Another aspect is that such games include aggressive elements, which makes participants nervous and even cruel, causing violence and other forms of anti-social behaviour.

To sum up, the issue in question has nearly as many strong points as weak ones. After all, everyone makes one's own decisions.

As to me, I prefer to spend evenings and weekends with my relatives and friends (real, not virtual ones!). Frankly speaking, from time to time I attempt to involve them into my favourite computer games, although the latter are far from being my only hobby.

Task 9

This is the summary of the section. Render it in English

Computer design

Computer is one of the inentions of the 20th century that changed the world greatly. The first computers of the 1940s were enormous. But now they are almost in every family and in every office building. Most rachides do only one job, some are multifunctional (e.g. a TV set + + DVD player). But no device is as multifunctional as computer. The parts of the marble (or its hardware) remain the same, you change only the program (software) and your computer immediately learns to do various things. A browser program is designed to look at pages on the Internet (you can also say to browse, things accounts for the word browser). A word processor program lets you to print text and then change styles of fonts and sizes of pages. A database program is used for searching and sorting records. Such program is used in shops, libraries, hospitals, accountant offices, and so on. They make work with great amounts of data much quicker.

Computers are found everywhere and used in every sphere of life. In a plant one can make a computer model of a car or plane and check its resistance to stress. Such calculations without a computer could have taken several months. Computer is used at school: children watch films, presentations and web pages. This helps them to study effectively. Computers also have some disadvantages. There is a famous joke that computers are designed to solve problems but half of the time they are the problem. As computer is a complicated device, one small breakage may stop its work. Moreover, the equipment is soon out of date

Besides, there is a problem of compatibility. First of all, there are hardware devices which can't work with the old operating systems, such as a processor, a hard disk drive, a video card, etc. Then, there are programs which need more resources than computer actually has. Thirdly, computers become more and more complicated, and much effort is required to learn how to work with

them. Fourthly, computer viruses cause a lot of trouble - they can spoil, remove or steal computer data, and every user knows it well from his experience.

And on top of all, computer is a multifunctional device, as we already know, so it can be used both to do work and to entertain oneself. Children often fall prey to computer and Internet: they play computer games, spend their free time chatting with friends on the Internet and doing practically nothing. This aspect can't be denied.

To crown it all, computer is a good device like many others, designed to help people. But it's our own free will that lets us use it in order not towaste time but to get best results.

Task 10
This is the summary of the section. Render it in English
Internet Addiction

Last week, in a private rehabilitation clinic outside Edinburgh, Leo Edwards, a sixteen-year-old schoolboy, was going through severe withdrawal symptoms. His body often shook violently and uncontrollably, and at mealtimes he regularly threw cups and plates around the dining room. The boy's addiction had nothing to do with alcohol, drugs, gambling or food. His problem was 'Net obsession'— an over-dependency on the Internet.
An international group of psychologists has recently suggested that anyone who surfs the Internet for long periods is clinically ill and needs medical treatment. According to their report, Internet addicts should be treated in the same way as alcoholics, drug addicts, compulsive gamblers and people with eating disorders.

Leo Edwards is not an isolated case. Russell Hopkins, aged fifteen, from Gateshead in north-east England, is a typical online addict.

Every day after school, and after dinner until three or four in the morning, he will be found in his room surfing the Net or playing computer games. By the end of the day he will have spent more than six hours online. Understandably, his parents are extremely worried. Not only has his school work suffered, but Russell's addiction has also destroyed his social life and his spare-time interests. For instance, he has just dropped out of his school's basketball team in order to spend more time at his computer. Instead of spending next weekend having a good time out with friends, he'll be spending it indoors surfing the Internet.

Russell has recently joined an Internet online support group. It may seem ironic that many of the support groups for Internet addicts are online but at least Russell has sought help. Not everyone does. Dr Ann Hoffman, who runs an online support group, says, "People don't realise that being online for more than four hours a day amounts to addiction and that they have a serious problem. I predict that the number of people who join online support groups will have risen dramatically within three years."

Грамматический тест для дифференцированного зачета

Вариант 1

1. He already … the rule.
a. learns   b. learned   c. has learned
2. The rain … half an hour ago.
a. has stopped   b. stops   c. stopped
3. When ... you see Mary? – I … see her next week.
a. will   b. would   c. shall
4. By 8 o'clock yesterday I … my homework.

a. was doing   b. have done   c. had done

5. When I … Tom, he … an ice cream.

a. meet, was eating   b. met, was eating   c. met ate

6. … you … this work by next Sunday ?

a. will … have done   b. shall … do   c. will do

7. Where is Boris? – He … chess with his friend.

a. plays   b. is playing   c. was playing

8. … Kate … well?

a. do … sing   b. does … sing   c. is … singing

9. His father … watching TV at the moment.

a. was not watching   b. is not watching   c. doesn't watch

10. … you … supper at 9 o'clock yesterday ?

a. Were … having   b. Did … have   c. have had

11. He … you for ages !

a. hasn't seen   b. haven't seen   c. didn't see

12. When … the boss come tomorrow?

a. shall   b. will   c. does

13. When I … home, Kate … the piano

a. come; was playing   b. came; was playing   c. comes; is playing

14. Take your raincoat with you: it … rain today

a. may   b. can   c. must

15. My friend asked me who … the piano in the sitting room.

a. played   b. plays   c. was playing

16. Granny likes … to sing songs.

a. him   b. his   c. he

17. A hare … known to run very fast.

a. is   b. are   c. were

18. The coat … last year is too small for me.

a. buying   b. buy   c. bought

19. The girl … the book on the shelf is the new librarian.

a. put   b. putting   c. having put

20. I'm really looking forward to … to New York.

a. go   b. gone   c. going

21. I knew my friend … never … to Washington.

a. had been   b. has been   c. have been

Вариант 2

1. I … to bed early yesterday.

a. was going   b. were going   c. went

2. They … at the station 2 hours ago.

a. met   b. meet   c. will meet

3. When the teacher … the door of the classroom, the pupils … at their desks.

a. opened; was sitting   b. opened; were sitting   c. opens; were sitting

4. He … just the window.

a. has opened   b. have opened   c. had opened

5. What … you prepare for breakfast tomorrow?

a. will   b. shall   c. did

6. She always … to the Altai Mountains to visit her relatives there.

a. go   b. goes   c. will go

7. I … a suit now.

a. is wearing   b. was wearing   c. am wearing

8. By 9 o'clock yesterday grand mother … the dishes.
a. had washed   b. has washed   c. will wash
9. I … my homework by 10 o'clock tomorrow.
a. will do   b. will be going   c. will have done
10. … you ever … to Moscow ?
a. have … been   b. has … been   c. do … been
11. What … your brother … now?
a. was … doing   b. am … doing   c. is … doing
12. When … you usually … dinner?
a. do … have   b. did … have   c. does … have
13. My friend … me up at 8 o'clock yesterday.
a. is ringing   b. was ringing   c. were ringing
14. Must we hand in our compositions tomorrow? No, you … not you may hand them in after Sunday.
a. should   b. need   c. must
15. I was sure he … the letter.
a. posted   b. posts   c. had posted
16. I expect … to send a letter.
a. them   b. they   c. their
17. Many new textbooks … expected to be published soon.
a. was   b. are   c. is
18. Who is that boy … his homework at that table.
a. do   b. doing   c. done
19. This is a house … many years ago.
a. built   b. building   c. build
20. Jane Eyre was fond of …
a. reader   b. reading   c. read
21. I thought that I … my work at that time.
a. shall finish   b. will finish   c. should finish

ОТВЕТЫ НА ТЕСТ

№1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
от-веты	c	c	a	c	b	a	b	b	b	a	a	b	b	a	c	a	a	c	b	c	a

№2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
от-веты	c	a	b	a	a	b	c	a	c	a	c	a	b	b	c	a	b	b	c	b	c

Шкала оценивания

ОТЛИЧНО	21
ХОРОШО	20-16
УДОВЛЕТВОРИТЕЛЬНО	15-12
ПЛОХО	11 и меньше

Устные темы для дифференцированного зачета:
1.   About myself

2.   My friends

3. My working day
4. Our university/college

5. My home town

Критерии оценок устного ответа
Оценка **ОТЛИЧНО**: при ответе используются полные распространенные предложения с правильным порядком слов. Допустима 1 ошибка, которую студент сам исправит.

Оценка **ХОРОШО**: при ответе используются полные распространенные предложения с правильным порядком слов. Допустимы 2-3 грамматические/лексические ошибки.

Оценка **УДОВЛЕТВОРИТЕЛЬНО**: :при ответе используются полные распространенные предложения. Допустимы 4-5 грамматических/лексических ошибок и/ или деформация порядка слов в предложении

Оценка **ПЛОХО**: предложения неполные, неправильный порядок слов, свыше 5