Областное государственное образовательное учреждение среднего профессионального образования «Иркутский авиационный техникум»

«УТВЕРЖДАЮ»
Директор
ОГБОУ СПО "ИАТ"
_____ В.Г. Семенов
«31» августа 2013 г.

Фонд оценочных средств
по дисциплине

ОГСЭ.03 Иностранный язык

образовательной программы
по специальности СПО

09.02.03 Программирование в компьютерных системах
базовой подготовки

г.Иркутск

Рассмотрена
цикловой комиссией
_____
Протокол № _____
от «___» ____ 20__ г.

Председатель ЦК
_____ /_____ /

№	Разработчик ФИО (полностью)
1	Бондаренко Ольга Андреевна

1. ОБЩИЕ ПОЛОЖЕНИЯ

1.1. Область применения фонда оценочных средств (ФОС)
ФОС по дисциплине является частью образовательной программы в соответствии с ФГОС СПО по специальности
09.02.03 Программирование в компьютерных системах

1.2. Место дисциплины в структуре ОПОП:
ОГСЭ.00 Общий гуманитарный и социально-экономический цикл

1.3 Цели и задачи дисциплины – требования к результатам освоения дисциплины

В результате освоения дисциплины обучающийся должен	№ дидактической единицы	Формируемая дидактическая единица
Знать	1.1	лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности
Уметь	2.1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;
	2.2	переводить (со словарем) иностранные тексты профессиональной направленности;
	2.3	самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;

1.4. Формируемые компетенции:

ОК.1 Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.
ОК.2 Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.
ОК.3 Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность.
ОК.4 Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и

личностного развития.
ОК.5 Использовать информационно-коммуникационные технологии в профессиональной деятельности.
ОК.6 Работать в коллективе и в команде, эффективно общаться с коллегами, руководством, потребителями.
ОК.7 Брать на себя ответственность за работу членов команды (подчиненных), за результат выполнения заданий.
ОК.8 Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.
ОК.9 Ориентироваться в условиях частой смены технологий в профессиональной деятельности.
ОК.10 Исполнять воинскую обязанность, в том числе с применением полученных профессиональных знаний (для юношей).

2. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДИСЦИПЛИНЫ, ИСПОЛЬЗУЕМЫЙ ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ

2.1 Текущий контроль (ТК) № 1

Тема занятия: (1.3.7.Обсуждение текста «Интернет: за и против».)

Дидактические единицы	Основные показатели оценивания результата	№ задания относящийся к показателю оценивания	Метод контроля	Форма контроля	Вид контроля	Индексы занятий ранее изученных связанные с контролируемыми дидактическими единицами
1.1	1.1.1, 1.1.2	1.1, 1.2	Опрос	Письменный опрос	проверочная работа	1.1.3, 1.2.1, 1.2.5, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6

Перечень заданий текущего контроля

Номер задания	Задания
1.1	**Переведите на русский язык** **1.** The computer is already on the desk, but the keyboard has not been packed yet. **2.** Usually it takes some time to learn to use a mouse. **3**.Thanks to computers we can process information millions times quicker.

	4. People waste a lot of time playing computer games.
1.2	Вставьте подходящий глагол в нужной форме. To contain, to send, to invent, to write, to travel, to receive, to choose. 1. Operations of a Host can _____ Internet service. 2. Information _____ over the Internet in many languages. 3. Web document can _____ graphics, sounds, texts and video. 4. Information can be _____ and _____ over the Internet. 5. Tim Berners-Lee _____ the World Wide Web. 6. Berners Lee _____ the language HTML.

Перечень показателей текущего контроля

Номер показателя	Значение показателя
1.1.1	Соответствие перевода лексических единиц по изученной тематике
1.1.2	Нахождение и использование верной видовременной формы глагола в предложении

2.2 Текущий контроль (ТК) № 2
Тема занятия: (2.1.3.Лексико-грамматические упражнения по теме «Степени сравнения прилагательных и наречий».)

Дидактические единицы	Основные показатели оценивания результата	№ задания относящийся к показателю оценивания	Метод контроля	Форма контроля	Вид контроля	Индексы занятий ранее изученных связанные с контролируемыми дидактическими единицами
1.1	1.1.1, 1.1.2	2.1, 2.2, 2.3	Опрос	Самостоятельная работа	Самостоятельная работа с использованием ИКТ	1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.4.6, 1.4.8, 2.1.2

Перечень заданий текущего контроля

Номер задания	Задания
2.1	Агабекян И.П. Английский язык / И.П. Агабекян. – Изд. 14-е. - Ростов н/Д:Феникс, 2009. -318с. – (Среднее

	профессиональное образование).стр.70-71, упр.4.7., 8
2.2	Составить описание-сравнение себя и своего друга
2.3	Выполнение презентации «Степени сравнения прилагательных и наречий»

Перечень показателей текущего контроля

Номер показателя	Значение показателя
1.1.1	Знание лексических единиц, по теме «Степени сравнения прилагательных и наречий»
1.1.2	Систематизация полученных знаний, составление презентацию по заданной теме

2.3 Текущий контроль (ТК) № 3
Тема занятия: (2.3.3.Работа с текстом «Иркутск». Составление плана-конспекта.)

Дидактические единицы	Основные показатели оценивания результата	№ задания относящийся к показателю оценивания	Метод контроля	Форма контроля	Вид контроля	Индексы занятий ранее изученных связанные с контролируемыми дидактическими единицами
1.1	1.1.1	3.1	Опрос	Домашняя работа	Домашняя работа на закрепление материала изученного на	2.1.3, 2.1.4, 2.1.5, 2.1.7, 2.1.8, 2.2.6, 2.2.7, 2.3.1, 2.3.2

					занятии;	
2.2	2.2.1, 2.2.2	3.1, 3.2, 3.3	Сравнение с аналогом	Домашняя работа	Домашняя работа с использованием новой информации	1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.3.2, 1.3.3, 1.3.4, 2.2.2, 2.2.5

Перечень заданий текущего контроля

Номер задания	Задания
3.1	Агабекян И.П. Английский язык / И.П. Агабекян. – Изд. 14-е. - Ростов н/Д:Феникс, 2009. -318с. – (Среднее профессиональное образование). стр.84-87 ответить на вопросы после текстов
3.2	Агабекян И.П. Английский язык / И.П. Агабекян. – Изд. 14-е. - Ростов н/Д:Феникс, 2009. -318с. – (Среднее профессиональное образование). стр.88, упр.6.1;
3.3	*Прочитать текст, письменно перевести. Подготовить план-конспект пересказа текста "Irkutsk"* This amazing city is located in the south-east of Russia and is a capital of East Siberia. Irkutsk is situated near the lake Baikal and a lot of tourists visit it every year. If you would like to stay in Irkutsk you can stay in The Angara Hotel or in The Gornyak Hotel. They are lovely places to stay in Irkutsk. They are both really friendly places. These two hotels are in the centre of the city and not far away from bus and tram stops. For sightseeing, you should go to the centre. There are a lot of different historical buildings and museums. For example, you can visit The White House, which was the residence of the Governor of East Siberia in the nineteenth century and after that it was a centre of Soviet Power. Now it is the scientific library of Irkutsk State University and it is quite beautiful building and is worth going there. Also you can visit Okhlopkov's Drama Theatre, different

	churches such as Catholic Cathedral or Spasskaya church. There are different museum as I've told before. For example, Irkutsk Museum of Regional studies. The building looks like a castle with four towers at the corners. The museum contains about three hundred thousand objects and represents a collection of minerals, stuffed animals and birds, samples of clothing and handicrafts. There are some fantastic restaurants in Irkutsk. Or you can have lunch at one of the many cafes in the centre of the City. The food is usually very good and cost not really much as in restaurants. Irkutsk is a rather big city, but the nightlife isn't as crazy as in Moscow, but there are some good night clubs. Also you can spend your evening at the Okhlopkov's Theatre or at one of the good pubs of Irkutsk. Irkutsk is the good place to have an interesting holiday and it is worth visiting.

Перечень показателей текущего контроля

Номер показателя	Значение показателя
1.1.1	Выполнение задания с использованием лексических единиц по изученной тематике
2.2.1	Понимание общего смысла прочитанного, умение работать со словарем
2.2.2	Использование теоретических знаний при письменном переводе текста, выделение основной идеи текста и анализ прочитанного.

2.4 Текущий контроль (ТК) № 4
Тема занятия: (2.3.6.Защита проектов: создание проспектов родного города, села.)

Дидактические единицы	Основные показатели оценивания результата	№ задания относящийся к показателю оценивания	Метод контроля	Форма контроля	Вид контроля	Индексы занятий ранее изученных связанные с контролируемыми дидактическими единицами
1.1	1.1.1	4.1, 4.2	Опрос	Домашняя работа	Домашняя работа на усвоение новых знаний	2.3.4
2.3	2.3.1, 2.3.2	4.5, 4.1, 4.2, 4.3, 4.4	Информационно-аналитический	Проект	Индивидуальный проект	1.1.1, 1.1.2, 1.4.7, 2.1.1, 2.2.1, 2.2.4, 2.3.1

Перечень заданий текущего контроля

Номер задания	Задания
4.1	Изучить теоретический материал о своём родном городе/селе (на английском языке), выделить самую интересную и важную информацию
4.2	Оформить теоретический материал в форму плана проспекта
4.5	Выступить на занятии с защитой выполненного проспекта
4.3	Подобрать изображения (в Интернете, собственные фотографии)
4.4	Оформить проспект в программе Microsoft Publisher/ Microsoft Word

Перечень показателей текущего контроля

Номер показателя	Значение показателя
1.1.1	Нахождение и использование лексических единиц по заданной теме, правильное использование видо-временных конструкций в предложениях
2.3.1	Рассказ, рассуждение в связи с изученной тематикой, текст рассказа последовательный, логически выстроенный;
2.3.2	Выполнение мини-проекта, оформление проспекта родного города, села.

2.5 Текущий контроль (ТК) № 5
Тема занятия: (3.1.4.Тест по грамматике)

Дидактические единицы	Основные показатели оценивания результата	№ задания относящийся к показателю оценивания	Метод контроля	Форма контроля	Вид контроля	Индексы занятий ранее изученных связанные с контролируемыми дидактическими единицами
1.1	1.1.1, 1.1.2	5.1, 5.1	Опрос	Тестирование	письменно	2.3.7, 2.3.9, 3.1.2, 3.1.3

Перечень заданий текущего контроля

Номер задания	Задания
5.1	***Choose the correct variant:*** 1. **What time _____ for dinner tonight?** is Nick and Rosa coming Nick and Rosa are coming do Nick and Rosa come are Nick and Rosa coming 2. **I _____ in the car now.** am waiting wait is waiting 3. **Take your umbrella. It _____ cats and dogs.** rained are raining is raining 4. **My Dad _____ overtime this week.** works are working is working

5. **I really _____ snakes after that case.**
am detesting
detest

6. **At the moment we _____ over the desert.**
have flying
flied
are flying

7. **I _____ what you said.**
am thinking about
am thinking
think about
think

8. **Look! David and Max _____ home.**
come
are coming
have come

9. **My dog Charlie _____ to the park.**
is running
run
does run

10. **People _____ in gods from the earliest times.**
believe

	are believe

Перечень показателей текущего контроля

Номер показателя	Значение показателя
1.1.1	Знание лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения
1.1.2	Владение грамматическим материалом по изученным тематикам, применение знания на практике

2.6 Текущий контроль (ТК) № 6
Тема занятия: (3.2.3.Работа с текстом «Типы компьютеров».)

Дидактические единицы	Основные показатели оценивания результата	№ задания относящийся к показателю оценивания	Метод контроля	Форма контроля	Вид контроля	Индексы занятий ранее изученных связанные с контролируемыми дидактическими единицами
1.1	1.1.1, 1.1.2	6.1, 6.2, 6.3	Опрос	Самостоятельная работа	Письменная самостоятельная работа	3.1.4, 3.1.5, 3.1.6, 3.2.2

Перечень заданий текущего контроля

Номер задания	Задания
6.1	Агабекян И.П. Английский язык / И.П. Агабекян. – Изд. 14-е. - Ростов н/Д:Феникс, 2009. -318с. – (Среднее профессиональное образование).стр.182 Выучить лексику по теме «Типы компьютеров»
6.2	Подготовить план сообщения по теме«Типы компьютеров»
6.3	Выступить с сообщением на занятии

Перечень показателей текущего контроля

Номер показателя	Значение показателя
1.1.1	Знание лексических единиц, по изученной теме
1.1.2	Планирование формы и структуры сообщения, результативное применение изученных лексических единиц

2.7 Текущий контроль (ТК) № 7
Тема занятия: (3.2.10.«Операционные системы». Лексика по теме.)

Дидактические единицы	Основные показатели оценивания результата	№ задания относящийся к показателю оценивания	Метод контроля	Форма контроля	Вид контроля	Индексы занятий ранее изученных связанные с контролируемыми

						дидактическими единицами
1.1	1.1.1, 1.1.2	7.1, 7.2	Опрос	Самостоятельная работа	Самостоятельная работа с использованием ИКТ	3.2.3, 3.2.6, 3.2.7, 3.2.9
2.1	2.1.1	7.1	Информационно-аналитический	Самостоятельная работа	Самостоятельная работа с использованием ИКТ	1.3.7, 2.1.3, 2.1.6, 2.2.1, 2.2.3, 2.2.4, 2.3.1, 3.2.2

Перечень заданий текущего контроля

Номер задания	Задания
7.1	Агабекян И.П. Английский язык / И.П. Агабекян. – Изд. 14-е. - Ростов н/Д:Феникс, 2009. -318с. – (Среднее профессиональное образование). стр.187, выучить слова после текста
7.2	Выполнение презентации «Степени сравнения прилагательных и наречий»

Перечень показателей текущего контроля

Номер показател	Значение показателя

я	
1.1.1	Знание лексических единиц по изученной теме
1.1.2	Создание презентации по изученной теме с применением ИКТ
2.1.1	Владение новыми лексическими единицами по изученной теме и использование их в речи

2.8 Текущий контроль (ТК) № 8
Тема занятия: (4.1.8.Тест на времена Perfect)

Дидактические единицы	Основные показатели оценивания результата	№ задания относящийся к показателю оценивания	Метод контроля	Форма контроля	Вид контроля	Индексы занятий ранее изученных связанные с контролируемыми дидактическими единицами
1.1	1.1.1	8.1	Опрос	Тестирование	Письменное тестирование	3.2.10, 3.2.13, 3.2.14, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7

Перечень заданий текущего контроля

Номер задания	Задания
8.1	

Выберите правильный вариант

Задание 1.

The soap opera star Jessica Bilges ... of cancer. She ... only 65.

- had died / was being
- has died / was

Задание 2.

She ... to play tennis since she ... her arm.

- hasn’t been able / broke
- has been able / broke

Задание 3.

This is the first time I ... Jack ashamed.

- saw
- have seen

Задание 4.

It won’t be the first time she ... me down.

· let

· has let

Задание 5.

After she ... hospital, she had a long holiday.

· left

· has left

Задание 6.

After Sam ..., he will be spending 5 month abroad.

· left

· has left

Задание 7.

I’ll contact you the minute I ... my exam results.

· got

· have got

Задание 8.

I ... a lot this week, but I have to give the book back this week, so I am determined to read it till the end.

· have read

· read

Задание 9.

I ... to the dentist yesterday.

· have gone

· went

Задание 10.

I ... three lectures today and I still have two more later this afternoon.

· have had

· had

Задание 11.

My friends ... in Spain last year.

· have been to

· were

Задание 12.

I ... Prague, but I'd love to go!

· haven't ever been to

· wasn't in

Задание 13.

Since I ... to drive I ... much more independent.

· was able / have felt

· have been able / have felt

Задание 14.

By the time Sarah ... to work, the meeting had finished.

· have got

· got

Задание 15.

I recognized her the moment I ... her laugh.

· have heard

· heard

Задание 16.

Finally! We ... our homework! We are free!

· did

· have done

Задание 17.

We ... the pizza. It will be delivered soon.

· have already ordered

· ordered already

Задание 18.

I can’t wait! We ... the pizza two hours ago!

· have ordered

· ordered

Задание 19.

Joe ... to America in 1999.

· went

· have been

Задание 20.

I ... dancing!

· always loved

· have always loved

Критерии оценки:

Тестовая работа

Оценка «2»

	59% и менее Оценка «3» От 60% до 74% Оценка «4» От 75% до 94% Оценка «5» От 95% до 100%

Перечень показателей текущего контроля

Номер показателя	Значение показателя
1.1.1	Знание значения лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения

2.9 Текущий контроль (ТК) № 9
Тема занятия: (4.3.10.Лексико - грамматические упражнения на причастия)

Дидактические единицы	Основные показатели оценивания результата	№ задания относящийся к показателю оценивания	Метод контроля	Форма контроля	Вид контроля	Индексы занятий ранее изученных связанные с контролируемыми дидактическими единицами
1.1	1.1.1, 1.1.2	9.1, 9.2, 9.3	Опрос	Письменный опрос	Проверочная работа	4.1.8, 4.2.1, 4.2.4, 4.2.6, 4.3.1, 4.3.2, 4.3.4, 4.3.5, 4.3.7, 4.3.8, 4.3.9
2.2	2.2.1	9.4	Сравнение с аналогом	Домашняя работа	Домашняя работа с отработкой умений и навыков	2.3.3, 2.3.5, 3.2.5, 3.2.8, 3.2.11, 3.2.12, 4.2.2, 4.2.5, 4.3.3, 4.3.6, 4.3.7

Перечень заданий текущего контроля

Номер задания	Задания
9.1	Перепишите предложения, употребив страдательный залог. Например: His parents gave him some money. He was given some money by his parents. 1. They told him the truth. – He_____. 2. He showed me his books. His books_____.

	3. They build new houses every month. – New houses_____. 4. They asked him some questions. He_____. 5. She has typed all the letters. All the letters_____.
9.2	Укажите, какое время употреблено в следующих предложениях: 1. Since she was eleven months old Florence has been able to recite the alphabet. 2. He had been sent by the company abroad for a year. 3. The sentence can be translated into Russian in the following way. 4. The letters have been opened. 5. He was being examined by the doctor.
9.3	Переведите на русский язык и подчеркните союзы. 1. My friend translating a difficult text, I helped her to find some words in the dictionary. 2. The lesson being over many students went to the reading hall. 3. All the work having, been done, we could have a rest.

	4. You have many illustrations in the text-book some of them being the pictures by famous painters.
9.4	**Прочитайте текст, переведите со словарем** **Advantages and Disadvantages of Modern Technology** From day to day, our world has been changed gradually form one condition to another. The revolution of new ideas always comes up to the minds of every person, especially the idea to improve technology which people need to make the living better. As the result, modern technology has been bringing people certain advantages such as ways for fast communication, the improvement of traveling, and good health care medical treatment. However, loneliness, world destruction weapons, pollution, and sameness of lifestyle are brought by modern technology, too. For the plus side, we can get the fast ways of communication through modern technology, without it everything will be the same. Nowadays, people can get hot news from any parts of the world very quickly by using E-mail and Internet. Moreover, telephone-local or/and oversea is playing a key role for people to communicate to with each other. Next, modern technology brings us the convenience of traveling form one place to the other faster than before. Now, we have aircraft that can make journey shorter, for example, before if you wanted to go to France (form Cambodia), you could not go by train or plane. But now people spend only 10 hours to travel from, Cambodia to France by direct flight these days. So, all transportation means invented with the support of technology really brings people easiness

	of traveling. Moreover, medical treatment has been going well for a long period of time with the help of modern technology. These days, most of the hospitals are using modern technology as the assistance for the operation, for example. Some doctors use new machines to produce medicine which effectively cures people and prolongs the life expectancy around the world. In addition, the discovery of x-ray enables doctors to treat some kinds of diseases. However, modern technology doesn't automatically bring the good things but some bad points. The booming of industrialization and development causes pollution to our world. For example, the smoke for all kinds of vehicles affects the air, especially ozone layer. As the result, people suffer illness like cancers. Next, some people use modern technology to create the negative things of the mankind. They create world destruction weapons such as nuclear and atomic bombs. These weapons cause a huge ruin for human beings if we use them in the wrong ways/ For example, the terrorists use grenades to attack honest people who have different tendency from their groups. Furthermore, modern technology brings loneliness to old people in some countries. In England, old people are left at the government homes that make them feel isolated from their off-springs. This is because.their sons and daughters are busy with their works in new world and forget them. Last, sameness of lifestyle becomes to the mind of all people. Before people had different cultures and traditions like the way wearing the clothes or building. But people, now tend to build the same models of house and wear the same fashion of clothes. To conclude, although modern technology brings us some goods benefits, it also gives a lot of bad results. So, to make our world prosperous, we should use the modern technology in the good ways and find the effective solutions to the bad result.

Перечень показателей текущего контроля

Номер показателя	Значение показателя
1.1.1	Соответствие видовременных форм глагола в связи с изученной тематикой
1.1.2	Выполнение перевода, нахождение требуемых лексических единиц в предложениях
2.2.1	Выполнение перевода текста с использованием словаря, соответствие аналогу перевода изученных лексических единиц

2.10 Текущий контроль (ТК) № 10
Тема занятия: (5.1.13.Ролевая игра «Прием на работу»)

Дидактические единицы	Основные показатели оценивания результата	№ задания относящийся к показателю оценивания	Метод контроля	Форма контроля	Вид контроля	Индексы занятий ранее изученных связанные с контролируемыми дидактическими единицами
1.1	1.1.1	10.1	Опрос	Устный опрос	Фронтальный	4.3.10, 4.3.13, 4.3.14, 5.1.1, 5.1.2, 5.1.3, 5.1.6, 5.1.7, 5.1.8, 5.1.10, 5.1.11
2.1	2.1.1, 2.1.2	10.1, 10.2	Информационно-аналитический	Индивидуальное задание	Индивидуальные задания с применением ИКТ	5.1.5, 5.1.9, 5.1.12

2.3	2.3.1	10.3	Сравнение с аналогом	Индивидуальные задания	Устные индивидуальные задания	2.3.6, 2.3.8, 3.1.1, 3.2.1, 3.2.2, 3.2.4, 4.1.1, 4.2.3, 4.3.12, 5.1.2

Перечень заданий текущего контроля

Номер задания	Задания
10.1	Используя ранее изученный лексический материал по теме и поисковые системы сети Интернет составить в тетради словарь по теме «Профессиональные качества» (минимальный объем 50 лексических единиц).
10.2	Представить выполненный словарь в формате диалога при участии в ролевой игре «Прием на работу».
10.3	Выступить в заданной роли в игре "Прием на работу"

Перечень показателей текущего контроля

Номер показателя	Значение показателя
1.1.1	Владение лексическими единицами по изученной теме
2.1.1	Знание лексических единиц по изученной тематике
2.1.2	Умение вести диалог, обосновывать собственную точку зрения, применяя новые языковые знания, следуя правилам выполнения речевых поступков

2.3.1	Владение лексическим материалом по теме, свободное использование изученных лексических единиц в речи

3. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДИСЦИПЛИНЫ, ИСПОЛЬЗУЕМЫЙ ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

№ семестра	**Вид промежуточной аттестации**
4	**Зачет**

Дидактические единицы	Основные показатели оценивания результата	№ задания относящийся к показателю оценивания	Метод контроля	Форма контроля	Вид контроля	Индексы занятий ранее изученных связанные с контролируемыми дидактическими единицами
1.1	1.1.1, 1.1.2, 1.1.3	1, 2, 3	Опрос	Контрольная работа	Письменная контрольная работа	1.1.3, 1.2.1, 1.2.5, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.4.6, 1.4.8, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.7, 2.1.8, 2.2.6, 2.2.7, 2.3.1, 2.3.2, 2.3.4, 2.3.7, 2.3.9
2.1	2.1.1	4	Сравнение с аналогом	Индивидуальные задания	Устные индивидуальные	1.3.7, 2.1.3, 2.1.6, 2.2.1, 2.2.3, 2.2.4,

					задания	2.3.1

Перечень заданий текущего контроля

Номер задания	Задания
1	Группа времен: - Present Simple - Present Continuous - Present Perfect Подберите глагол, подходящий по смыслу, поставив его в нужную форму Настоящего времени: 1. Paul isn't a very honest person. That is why when he speaks nobody ... him. 2. He ... sports cars. 3. Bill, you hair looks wet. What ... all morning in the rain? 4. Gill can't do the dishes right now because she ... now. 5. Don't mess with that liquid! It ... some poisonous acid! 6. ... it difficult to concentrate on your work with this music on? 7. I ... English much better now that we have a new teacher. 8. Can she ... with me, please? 9. He denied having broken the vase, but I still ... to believe him.

10. He found a new job in China. He ... to move to China because he is fond of their lifestyle.
11. ... you ever ... to LA?
12. Where have you been? I ... from you for ages!
13. I think you ... silly! You should take all the medicine the doctor has prescribed.
14. I ... what you are talking about.
15. They sent me two postcards; neither of which ... .
16. I have just sent my application form, now I ... for their answer.
17. I ... to getting up early.
18. Their flat looks so modern! – They ... twice a year.
19. You ... about my handwriting! Stop it!
20. The US space shuttle Atlantis ... safely to earth.
21. This is the first time I ... him ashamed.
22. After Margery ..., she will be spending six month in Europe.
23. He's confused. He ... to solve the problem all morning.
24. I ... she is Russian.
25. Jim ... 20 essays so far.
26. Your perfume ... nice! What is it?
27. Mary ... to the life in the city. She has just moved from her native village.
28. The soup ... delicious!
29. I used to work in a shop, but now I ... in an office.
30. They ... friends for 10 years.
31. He is so dirty! He ... football.
32. They ... since last April.
33. I ... to Paris 3 times.
34. Where do you want to go this summer? – I ... about Italy.
35. I ... my GP today. I can't go with you.
36. It ... for hours! I wish it would stop.

	37. He ... lunch now. 38. Cathy ... detective stories. 39. More wild animals ... extinct these days. 40. Emily never ... horror films. 41. Merry ... her son's forehead. 42. Jim ... vegetables for 2 hours. 43. She ... three letters this morning. 44. Who ... my personal letters all the time? 45. ... you ... for a long time? No, I just came here. 46. He is tired. He ... hard. 47. You must always ... yourself at school! 48. Water ... at 100□C. 49. She ... three foreign languages. 50. That dog ... its bowl with dog's food.
2	Степени сравнения прилагательных: -сравнительная -превосходная -исключения

1. Напишите сравнительную и превосходную степень для следующих прилагательных:

happy\ young\ shallow \difficult\ dirty \patient \hot \comfortable\ brave\ wise \friendly \ridiculous\ late\little

2. Вставьте подходящее прилагательное в нужной степени.

1. A train is _____ than a bus.
2. This text is the _____ of all.
3. I was ill last week but today I am_____ Park Street is _____ than Market Street.
4. This jacket is small for me. Show me a _____ one.
5. What is the _____ thing in life?
6. A crocodile is _____ than a water snake.
7. Helen is the _____ girl in our class.

3. Сравните по образцу. ***Maths and English. (difficult) Maths is as difficult as English. History and Russian, (difficult) History is not so difficult as Russian.***

	1. Weather in autumn and weather in summer. (pleasant) 2. A bike and a motor-bike, (comfortable) 3. A snake and a crocodile, (dangerous) 4. Shoes and coats, (expensive) 5. Holidays and week-ends, (wonderful) 6. Ann and Nell, (beautiful)
3	Артикли: -неопределенный -определенный -нулевой -Артикли с географическими названиями **1.Заполните пропуски артиклями (если это необходимо):** 1. “Is this your ... friend?” — “No, it isn’t my ... friend, it is my sister”. 2. I have ... sister. My ... sister is ... teacher. My sister’s ... husband is ... pilot. 3. I have no ... car. 4. She has got ... terrible … headache. 5. They have ... dog and two ... cats. 6. My ... cousin says he is going to be ... manager one ... day.

	7. Would you like ... apple? 8. This is ... tree. ... tree is green. 9. I can see three ... children. ... children are playing in … yard. 10. I have ... car. ... car is white. My ... friend has no ... car. **2. Вставьте подходящий артикль в предложения.** ***Interesting facts about waterspaces.*** ___ BermudaTriangle is located in ___ Atlantic Ocean. The longest river of the world is ___ Nile River. The lowest lake of the world is ___ Dead Sea, the deepest lake is ___ Lake Baikal, the longest lake is ___ Tanganyika. ___ Lake Superior is the largest of ___ Great Lakes. In ___ Atlantic Ocean, ___ American Mediterranean Sea is the combination of the seas of ___ Gulf of Mexico and ___ Caribbean Sea. ___ Victoria Falls is the largest waterfall in the world. ___Tugela Falls is the world's second tallest. Europe's highest waterfall is ___ Utigard in Norway.
4	Ответьте на заданные вопросы к тексту, аргументируйте свой ответ. **The Russian Federation (Russia)**

The vast territory of Russia lies in the eastern part of Europe and in the northern part of Asia. In area, it is one of the largest countries in the world.

Airlines service many cities throughout the country. A flight from Moscow to Magadan takes eight hours. Russia is washed by twelve seas and three oceans. The oceans are: the Atlantic, the Arctic, the Pacific. The northern and eastern coasts of Russia are washed by the White Sea, the Barents Sea and by the Okhotsk Sea.

The land of Russia varies a lot from heavy forests to bare deserts, from high peaked mountains to deep valleys. Russia is located on two plains. They are: the Great Russian Plain and the West Siberian Plain. There are three main mountain chains in Russia. The Urals, the longest mountain chain, separates Europe from Asia. There are various types of climate on the territory of Russia. But the temperate zone with four distinct seasons prevails. Russia is a land of long rivers and deep lakes. The broad Volga River system is of great historic, economic and cultural importance to Russia. It became the cradle of such ancient towns as Vladimir, Tver, Yaroslavl, Kazan, Nizhny Novgorod.

Numerous canals join all the rivers in the European part of Russia, making it the European's largest inland water transportation route.

The Volga River runs in the Caspian Sea, which is in reality, the largest lake in the world. The Baikal is the deepest lake in the world.

The European part of Russia is densely populated. There are a lot of cities, towns and villages there.
Russia is rich in natural resources. It has deposits of coal, oil, natural gas, iron ore, gold, nickel, etc.
Russia boarders on fourteen countries, including the former Republics of the USSA, which are now independent states.

The history of Russia dates back to the year 862. Now Russia is a Presidential Republic. Russia has always played

an important role in the world. It is one of its leading Powerses.

Questions:
1. Where does the territory of Russia lie?
2. What is the surface of Russia?
3. What is the role of the Volga River in the history of Russia?
4. What natural resources are deposited there in Russia?
5. What countries does Russia boarder on?

Moskow places of interest

Moscow is the capital of Russia. It was first mentioned in the records dated back to the year 1147. At that time it was a small frontier post. The history of Moscow is inseparably connected with the history of Russia. In 1237 Moscow fell under the yoke of the Tatars. And it was Moscow Prince Dmitry Donskoy who led the Russian troops to a decisive victory over the invaders in the battle of Kulikovo field in 1380.

By the 15-th century Moscow turned into a wealthy city. It was under Ivan III that Moscow became the capita) of the state of Moscovy. At that time the Kremlin was rebuilt and the largest Kremlin Cathedrals were erected. Dung the Troubled Times Moscow was occupied by the Polish invaders. The fight to set Moscow free was identified in the people's mind with the struggle for the national independence. The Polish invaders were routed by the popular levy headed by Minin and Pozharsky.

In 1812 the Napoleonic army entered Moscow. The city was set ablaze. The army had to retreat. That was a-'poor substitute for the military triumph in Russia, su much desired by Napoleon.

Nowadays Moscow is the largest city of Russia. It is a political, administrative, economic, educational and cultural

centre of the country. There are many places of interst in Moscow. The city is famous for its historical monuments, museums, art galleries and theatres. The Historical Museum, the Pushkin Museum of Fine Arts, the Tretyakov State Picture Gallery is world famous. Moscow is proud of the Bolshoi, Maty and Art theatres. Moscow is an industrial centre with highly developed engineering, electric, light and chemical industries.

Moscow is a scientific centre too. The Academy of sciences of Russia, the oldest university, many schools of higher learning, colleges and scientific institutions are located here.

Moscow is the country's largest sports centre. It often becomes a scene of international sports festivals.

About Irkutsk

Irkutsk is one of the oldest cities of Siberia. It is situated almost in the centre of Asia not far from Lake Baikal. The city stands on the banks of the Angara river at the mouth of the Irkut river. The Angara is wide, deep and swift. Its waters are cold even in summer. One can drink its water without boiling it. There are many poetic legends about Lake Baikal, the Angara and the Yenissei. In the legends, the beautiful Angara is called the only daughter of old man Baikal who ran away from her father to her bridegroom Yenissei. Irkutsk was named after the river of Irkut, the Angara's first great tributary. More than three hundred years ago, in 1661, Russian Cossacks built on the Angara bank opposite the mouth of the Irkut river a wooden fortress that was called the Irkutsk Fort or ostrog. Geographically it was situated in the centre of the Great Trading Way which crossed the continent of Asia from the Pacific Ocean to the Urals. Thanks to its favorable position Irkutsk quickly developed from a small settlement into a big trading, administrative, industrial, agricultural and military centre. In 1686, a quarter of a century after the building of the fort, it received the status of a town and its own coat of arms: a Siberian tiger (symbol of the power of this land) holding in its teeth a sable (symbol of its wealth). The prosperity of the town came from furs, semiprecious stones, wood and trade with Mongolia and China. Nowadays Irkutsk is the administrative, economic and cultural centre of the Irkutsk region which is almost as large as England and France combined (768 sq. km). The population

of Irkutsk is more than 600,000 people. 90% of them are Russian. Buryars, tatars, Jews and other nationalities also live here. The average life expectancy is 68.7 years old for women, 54.4 years old for men. Irkutsk is a student town. There are many colleges, technical and vocational schools, higher educational institutions such as the State University, the Techni-62 cal University, the Baikal University of Economics and Law, the Agricultural Academy, the Teachers Training University, the Linguistic University, the Medical University and many others. Baikal, the deepest lake on the planet, attracts a lot of tourists from all over the world. Irkutsk offers to the visitors a number of monuments, memorials, museums and other places of interest.

Answer the question:

1. How old is Irkutsk?

2. Where is it situated?

3. What legends do you know about Baikal and the Angara?

4. What can you say about Irkutsk water?

5. What is the origin of the name of Irkutsk?

6. Where did the Cossacks build the Irkutsk Fort?

7. When did the Cossacks build it?

8. Why did Irkutsk quickly develop into a large trading centre?

	9. When did it receive the status of a town? 10.What is the coat of arms? 11.What did the wealth of Irkutsk come from? 12.What is the population of Irkutsk? 13.Which nationalities live in Irkutsk? 14.What is the average life expectancy in Irkutsk? 15.What can you say about Irkutsk as educational centre? 16.What universities are situated in Irkutsk? 17.What attracts people from all over the world to Irkutsk?

Перечень показателей текущего контроля

Номер показателя	Значение показателя
1.1.1	Правильное употребление видовременных конструкций в предложениях
1.1.2	Выбор необходимых степеней сравнения прилагательных
1.1.3	Правильное определение артикля в предложении

2.1.1	Обоснование своей точки зрения по заданной проблеме с использованием лексических единиц по изученным темам

№ семестра	**Вид промежуточной аттестации**
6	**Зачет**

Дидактические единицы	Основные показатели оценивания результата	№ задания относящийся к показателю оценивания	Метод контроля	Форма контроля	Вид контроля	Индексы занятий ранее изученных связанные с контролируемыми дидактическими единицами
1.1	1.1.1, 1.1.2, 1.1.3	1, 3, 4	Опрос	Контрольная работа	Письменная контрольная работа	3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.2, 3.2.3, 3.2.6, 3.2.7, 3.2.9, 3.2.10, 3.2.13, 3.2.14, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.4, 4.2.6, 4.3.1, 4.3.2, 4.3.4, 4.3.5, 4.3.7, 4.3.8, 4.3.9, 4.3.10, 4.3.13
2.3	2.3.1	2	Информационно-аналитический	Самостоятельная работа	Письменная самостоятельная работа	3.1.1, 3.2.1, 3.2.2, 3.2.4, 4.1.1, 4.2.3, 4.3.12

Перечень заданий текущего контроля

Номер задания	Задания
1	Страдательный залог 1. Определите залог каждого предложения, выбрав A (=active) или P (= passive). I'm paid twice a month. She opened the door. Renault cars are made in France. Are any classes taught at weekends? Do you study at weekends? The policeman helped us. We were helped by the policeman. The President was photographed by the journalists. The journalists photographed the President.

The Discovery Civilization channel is watched by millions of people.

Russian people also watch it.

2. Подставьте нужный глагол в правильной форме

Shakespeare … "Hamlet".

"Hamlet" … by Shakespeare.

The Chinese …paper.

Paper … by the Chinese.

Butter … from milk.

A kettle … to boil water.

We …a kettle to boil water.

My new car …yesterday.

I … to the cinema every weekend.

Времена группы Continuous,

Переведите на английский язык:

Они читают газету.

Я очень хочу в Италию, поэтому я учу Итальянский.

Я еду в Лондон.

Алексей играет в футбол лучше всех.

Мы едем на пикник всей семьей.

Когда они накрывали на стол, я пил чай.

Я пошел в музей, а они сидели в кафе.

Он водил машину в течении 2-х часов.

Когда он зашел, я смотрел телевизор.

Я делал домашние задание в 5 часов вчера.

Завтра в это время я буду готовиться к семинару.

Мы будем ждать вас в 5 часов.

Они будут ждать нас там?

Я буду слушать последние известия по радио.

Он не будет работать в саду.

Времена группы Perfect;

Поставьте глагол в нужную форму Perfect:

1. By the time you recieve this letter I *(finish)* my final exams.
2. He *(write)* 3 reports on an accident when his mother called.
3. I don't think I *(do)* these exercises by 3 o'clock.
4. He was looking forward to a good meal at home, but Jill *(go)* out.
5. Your house looks nice. You *(paint*) it?
6. After we *(discuss)* all details on the phone I wrote a letter about it.
7. Before my 18th birthday I *(not/be)* out of England.
8. It is the easiest job I *(ever/have)*.
9. I fell better after I *(take)* the medicine.
10. I *(not/be)* there for ages.
11. She *(tidy up)* the flat before he comes.
12. I was late. The teacher already *(give)* a quiz when I came into the classroom.
13. The workers *(ship)* the goods before the telegram arrives.
14. I am here for an hour. Where you *(be)*?
15. When I got to the station, the 9 o'clock train *(already/leave)*.

3	Образовать требуемую форму существительного, используя правила аффиксации 1. Образуйте от данных глаголов существительные с помощью суффикса —er или -or. Переведите на русский язык. To act, to conduct, to compose, to direct, to drive, to fight, to found, to invent, to lead, to mine, to read, to report, to speak, to teach. 2. Образуйте от данных слов существительные при помощи суффиксов -ist, -ism, -ian. Переведите на русский язык. Art, social, type, capital, music, international, piano, electric, Canada, Russia. 3. Образуйте от данных глаголов существительные с помощью суффикса —ment. Переведите на русский язык. To improve, to measure, to disappoint, to pave, to announce, to agree, to state, to govern, to require, to arrange, to move, to develop, to achieve. 4. Образуйте от данных глаголов существительные с помощью суффиксов —ion, -ation, -sion, -ssion, -tion. Переведите на русский язык. To collect, to combine, to connect, to dictate, to include, to introduce, to produce, to restrict, to submit. 5. Образуйте от данных прилагательных существительные с помощью суффикса —ness. Переведите на русский язык.

	Bitter, absolute, damp, cold, dark, kind, happy, weak.
4	Перевести предложенный отрывок из текста по специальности, соблюдая правила перевода технического текста **Opportunities and Challenges** Whenever a new technology emerges with the potential to change the way people live and work, it sparks lively debate about its impact on our world and concern over how widely it should be adopted. Some people will view the technology with tremendous optimism, while others will view it as threatening and disruptive. When the telephone was first introduced, many critics thought it would disrupt society, dissolve communities, erode privacy, and encourage selfish, destructive behavior. Others thought the telephone was a liberating and democratizing force that would create new business opportunities and bring society closer together. The Internet

brings many of these arguments back to life. Some optimists view the Internet as humanity's greatest invention—an invention on the scale of the printing press. They believe the Internet will bring about unprecedented economic and political empowerment, richer communication between people, a cultural renaissance, and a new era of economic prosperity and world peace. At the other extreme, pessimists think the Internet will result in economic and cultural exploitation, the death of privacy, and a decline in values and social standards.

If history is any guide, neither side of these arguments will be proved right. Just as the telephone, electricity, the automobile, and the airplane shaped our world in the 20th century, the Internet will shape the early years of the 21st, and it will have a profound—and overwhelmingly positive — impact on the way we work and live. But

it will not change the fundamental aspects of business and society—companies will still need to make a profit, people will still need their social framework, education will still require great teachers.

However, the current debate over how widely we should adopt this technology does raise some serious issues that must be addressed to make the most of the Internet's vast potential.

Protecting intellectual property. The Internet makes it possible to distribute any kind of digital information, from software to books, music, and video, instantly and at virtually no cost. The software industry has struggled with piracy since the advent of the personal computer, but as recent controversy over file*sharing systems such as Napster and Gnutella demonstrates, piracy is now a serious issue for any individual or business that wants to be compensated for the works they create. And since the Internet knows no borders, piracy

is now a serious global problem. Strong legislation such as the Digital Millennium Copyright Act (DMCA), cooperation between nations to ensure strong enforcement of international copyright laws, innovative collaboration between content producers and the technology industry, and standards developed by organizations like the Secure Digital Music Initiative (SDMI) that can prevent or deter piracy have already made an impact on addressing this problem. But as more and more digital media becomes easy to distribute over the Internet, the government and private sector must work together to find appropriate ways to protect the rights of information consumers and producers around the world.

Regulating global commerce. Hal Varian and Michael Armstrong's contributions to this project detail another major challenge the Internet poses to governments around the world: how can we

regulate Internet commerce — or should we do it at all? Because the Internet offers people an easy way to purchase goods and services across state and national borders — generating tremendous economic growth in the process — it makes global commerce even more challenging to tax or regulate effectively. But since the Internet's economic effects result largely from the "friction*free" commerce it enables, any regulation that gets in the way comes at a price: lost economic growth. As more and more business transactions take place on the Internet, governments and businesses must cooperate to find innovative ways to regulate and derive tax revenue from Internet commerce without interfering with the economic benefits it can provide.

Protecting individual privacy. In the coming years, people will increasingly rely on the Internet to share sensitive information with

trusted parties about their finances, medical history, personal habits, and buying preferences. At the same time, many will wish to safeguard this information, and use the Internet anonymously. Although technology has placed individual privacy at risk for decades — most consumers regularly use credit cards and exchange sensitive information with merchants over the telephone — privacy will become a far more pressing issue as the Internet becomes the primary way for people to manage their finances or keep in touch with their physician. The use of personal information by retailers wishing to provide personalized service and advertisers that want to target very specific audiences — some of whom have resorted to gathering information from consumers without notifying them — has greatly increased public concern over the safety of personal information. It has also left many people reluctant to trust the Internet with their data.

Private industry and many in government currently favor self*
regulatory tools and privacy — enhancing technologies as the best way to protect privacy. Today, several independent organizations enforce commonly accepted "fair information practices" that ensure honesty and accountability among companies that gather and use personal information. But as Ellen Alderman and Caroline Kennedy's contribution to this project explains, it is still unclear whether this approach is fully effective. Nonetheless, protecting individual privacy is a major barrier that must be overcome — as soon as possible — in order to keep the Internet moving forward.

Keeping the Internet secure. Security has always been a major issue for businesses and governments that rely on information technology, and it always will be. Much the same is true for individual security — long before the Internet, people were happily handing

their credit cards to restaurant waiters they had never met before, and that too is unlikely to change. But as our economy increasingly depends on the Internet, security is of even greater concern. Widely publicized incidents of Web site hacking, credit card fraud and identity theft have given the Internet a largely unjustified "Wild West" reputation. In order to keep the Internet a safe place to do business, software companies have a responsibility to work together to ensure that their products always offer the highest levels of security. And the judicial system and the law enforcement community must keep pace with technological advancements and enforce criminal laws effectively and thoroughly.

Protecting our children. The Internet can revolutionize education, giving children the opportunity to indulge their intellectual curiosity and explore their world. But while it helps them to learn about

dinosaurs or world history, it can also expose them to obscene, violent or inappropriate content. And since the Internet is an unregulated global medium, it is hard to “censor” in any traditional way. The private sector has already made great strides in giving parents and teachers more control over what children can see and do on the Internet, through filtering software that blocks access to objectionable Web sites; industry standards such as the still*evolving Platform for Internet Content Selection (PICS) that enable helpful rating systems; and Internet Service Providers (ISPs) that voluntarily regulate the activities of their customers. Government has also played a part, encouraging the growth of the market for child*safety tools, and increasing law enforcement’s role in policing and prosecuting online predators. So far, the issue of protecting children on the Inter* net has served as an excellent example of how governments and

the private sector can work together to tackle problems on the Internet.

Bridging the "digital divide". The Internet can empower and enrich the lives of disadvantaged people around the world — but only if they have access to it. Robert Knowling and Ernest Wilson's contributions to this project clearly show that the digital divide is a global problem. In the United States, where a large percentage of the population has access to the Internet, it's easy to forget that most of the world has never made a phone call, much less browsed theWeb. In the 1930s, the United States government helped bridge the "electrical divide" by forming the Rural Electrification Administra* tion, which brought power to rural areas that could benefit most from electrification. Similarly, "universal service" programs have helped some remote areas and disadvantaged communities have access to

inexpensive telephone service. These efforts have been largely successful in the United States, but on a worldwide scale there's still plenty of work to be done before the Internet can make a real difference. It's important to remember that much of the world is still without adequate electrical power, telephone service, or even quality healthcare and education. Bridging the digital divide is but one of the many ways we can improve the quality of life worldwide.

However, the benefits of widespread access to the Internet and communications technology are clear enough that governments now need to decide whether a similar principle should be applied to ensure that nobody is left behind in the Internet Age. What is government's role? The Internet is a constantly changing global network that knows no borders, presenting a unique problem for governments that need to address the many challenges it presents. In the coming years,

governments will have the opportunity to develop thoughtful and innovative approaches to policies that protect their citizens while nurturing the openness, flexibility, and economic opportunities that make the Internet such a compelling technology.

The light hand of government regulation has created an environment that has encouraged the Internet to flourish, and enabled companies to bring their innovations to consumers at breathtaking speed. Over the next few years, governments worldwide will find it rewarding to pursue policies that speed the building of the infrastructure that will make it possible to bring the benefits of the Internet to more people. This includes finding ways to speed the implementation of broadband technologies, deregulate where necessary to stimulate competition, resist the temptation to enact new regulations, and redouble our efforts to protect content on

the Internet by strengthening and enforcing intellectual*property rights.

The Internet gives people the opportunity to put their knowledge to work and take advantage of greater opportunities to lead productive and fulfilling lives. It is the gateway to vast amounts of knowledge, art and culture. It provides equal access to information and communications, allowing the formation of rich communities and forging real connections between people. It breaks down barriers between (and within) nations, opening up economies and democratizing societies. And as cheap computing power becomes more pervasive, the Internet can bring all these benefits to more and more people around the world.

Ensuring that the Internet can have the broadest and most positive impact on the greatest possible number of people will be

	a tremendous challenge for our political and business leaders. There are some key issues that need to be overcome to realize the Internet’s full potential, but although they are challenging, they are not entirely new and definitely not insurmountable. And it’s clear that these are challenges worth facing — like the printing press, the telephone, electricity or the automobile, the Internet is a revolutionary technology that is transforming our world.
2	Составить глоссарий по темам: «Персональный компьютер», «Аппаратное оборудование», «Программное обеспечение»

Перечень показателей текущего контроля

Номер показателя	Значение показателя
1.1.1	Правильное употребление видовременных форм глаголов в предложениях
1.1.2	Выбор словообразовательных форм в соответствии с правилами аффиксации существительных

1.1.3	Выполнение перевода технического текста с соблюдением техники перевода
2.3.1	Соответствие лексического материала по заданным темам

№ семестра	**Вид промежуточной аттестации**
7	**Дифференцированный зачет**

Дидактические единицы	Основные показатели оценивания результата	№ задания относящийся к показателю оценивания	Метод контроля	Форма контроля	Вид контроля	Индексы занятий ранее изученных связанные с контролируемыми дидактическими единицами
1.1	1.1.1	1	Опрос	Устный опрос	индивидуальный	4.3.14, 5.1.1, 5.1.2, 5.1.3, 5.1.6, 5.1.7, 5.1.8, 5.1.10, 5.1.11, 5.1.13, 5.2.1, 5.2.2, 5.2.4, 5.3.3, 5.3.5
2.1	2.1.1	2	Сравнение с аналогом	Индивидуальные задания	Устные индивидуальные задания	5.1.5, 5.1.9, 5.1.12, 5.1.13, 5.3.6
2.2	2.2.1	2	Сравнение с аналогом	Индивидуальные задания	Письменные индивидуальные задания	5.1.4, 5.2.3, 5.3.1, 5.3.2, 5.3.4, 5.3.6

Перечень заданий текущего контроля

Номер задания	Задания
1	1. Грамматические времена английского языка. Форма ***настоящего (Present), прошедшего (Past)*** и ***будущего (Future)*** времени группы ***Indefinite*** действительного залога изъявительного наклонения. Спряжение глаголов ***to be, to have*** в Present, Past and Future Indefinite. 2. Типы вопросов в английском языке. 3. Модальные глаголы и их эквиваленты. а) модальные глаголы, выражающие возможность: ***can (could), may*** и эквивалент глагола ***can - to be able***; б) модальные глаголы, выражающие долженствование: ***must*** и его эквиваленты ***to have to*** и ***to be to***. 4. Степени сравнения прилагательных и наречий (сравнительная, превосходная). 5. Артикли в английском языке (определенный, неопределенный, нулевой). 6. Дифференциация Причастия I и Причастия II в функции определения и обстоятельства. 7. Пассивный залог - формы ***Indefinite (Present, Past, Future)***. Особенности перевода пассивных конструкций на русский язык. 8. Повелительное наклонение и его отрицательная форма в инструкциях. 9. Определительные и дополнительные придаточные предложения (союзные); придаточные обстоятельственные предложения условия.

2	Перевод и чтение предложенного отрывка текста, беседа с преподавателем по содержанию текста **Bill Gates – the founder of Microsoft** William Henry Gates was born in Seattle» Washington in 1955. He is an American business executive, chairman and chief executive officer of the Microsoft Corporation. Gates was the founder of Microsoft in 1975 together with Paul Allen, his partner in computer language development. While attending Harvard in 1975, Gates together with Allen developed a version of the BASIC computer programming language for the first personal computer. In the early 1980s, Gates led Microsoft's evolution from the developer of computer programming languages to a large computer software company. This transition began with the introduction of MS-DOS, the operating system for the new IBM Personal Computer in 1981. Gates also led Microsoft towards the introduction of application software such as the Microsoft Word processor. Much of Gates' success is based on his ability to translate technical visions into market strategy. Although Gates has accumulated great wealth from his holdings of Microsoft stock, he has been known as a tough competitor who seems to value winning in a competitive environment over money. Gates still continues to work personally in product development at Microsoft. Windows 98 is an operational system with an easy interface based on the expanding windows principle which uses icons to graphically represent files and their types. Windows 98 is the enhanced version of Windows 95. Windows 98 makes the way you and your computer interact easy. Most everyday tasks are now easier to accomplish than ever before. For example, the second mouse button has become a powerful weapon. The old Windows 3.0

Programme Manager and File Manager have been replaced. The desktop tools that replace them are very like those found on a Macintosh. For example, there is a Recycle Bin that makes it easier to recover accidentally deleted files.

Software

A computer to complete a job requires more than just the actual equipment or hardware we see and touch. It requires Software - programs for directing the operation of a computer or electronic data.

Software is the final computer system component. These computer programs instruct the hardware how to conduct processing. The computer is merely a general-purpose machine which requires specific software to perform a given task. Computers can input, calculate, compare, and output data as information. Software determines the order in which these operations are performed.

Programs usually fall in one of two categories: system software and applications software.

System software controls standard internal computer activities. An operating system, for example, is a collection of system programs that aid in the operation of a computer regardless of the application software being used. When a computer is first turned on, one of the system programmes is booted or loaded into the computers memory. This software contains information about memory capacity, the model of the processor, the disk drives to be used, and more. Once the system software is loaded, the applications software can be brought in.

System programmes are designed for the specific pieces of hardware. These programmes are called drivers and

coordinate peripheral hardware and computer activities. User needs to install a specific driver in order to activate a peripheral device. For example, if you intend to buy a printer or a scanner you need to worry in advance about the driver programme which, though, commonly goes along with your device. By installing the driver you «teach» your mamboard to «understand» the newly attached part. However, in modern computer systems the drivers are usually installed in the operating system.

Applications software satisfies your specific need. The developers of application software rely mostly on marketing research strategies trying to do their best to attract more users (buyers) to their software. As the productivity of the hardware has increased greatly in recent years, the programmers nowadays tend to include as much as possible in one programme to make software interface look more attractive to the user. These class of programmes is the most numerous and perspective from the marketing point of view.

What is hardware?

What is hardware? Webster's dictionary gives us the following definition of the hardware — the mechanical, magnetic, electronic, and electrical devices composing a computer system.

Computer hardware can be divided into four categories: input hardware, processing hardware, storage hardware, output hardware.

The purpose of the input hardware is to collect data and convert it into a form suitable for computer processing. The most common input device is a keyboard. It looks very much like a typewriter. The mouse is a hand held device connected to the computer by small cable. As the mouse is rolled across the mouse pad, the cursor moves across the

screen. When the cursor reaches the desired location, the user usually pushes a button on the mouse once or twice to signal a menu selection or a command to the computer.

The light pen uses a light sensitive photoelectric cell to signal screen position to the computer. Another type of input hardware is optic-electronic scanner that is used to input graphics as well as typeset characters. Microphone and digital camera can be also used to input data into the computer.

The purpose of processing hardware is retrieve, interpret and direct the execution of software instructions provided to the computer. The most common components of processing hardware are the Central Processing Unit and main memory.

The Central Processing Unit (CPU) is the brain of the computer. It reads and interprets software instructions and coordinates the processing activities that must take place. The design of the CPU affects the processing power and the speed of the computer, as well as the amount of main memory it can use effectively. With a weli-de-signed CPU in your computer, you can perform highly sophisticated tasks in a very short time.

Memory is the system of component of the computer in which information is stored. There are two types of computer memory: RAM and ROM.

RAM (random access memory) is the volatile computer memory, used for creating1 loading, and running programs and for manipulating and temporarily storing data;

ROM (read only memory) is nonvolatile, nonmodifiable computer memory, used to hold programmed instructions to the system.

The more memory you have in your computer, the more operations you can perform that is the faster it works.

Output hardware and storage hardware

The purpose of storage hardware is to store computer instructions and data in a form that is relatively permanent and. Storage hardware serves the same basic functions as do office filing systems except that it stores data as electromagnetic signals. The most common ways of storing data are Hard disk (HDD), floppy disk and CD-ROM.

Hard disk is a rigid disk coated with magnetic material, for storing programs and relatively large amounts of data.

Floppy disk (diskette) - thin, usually flexible plastic disk coated with magnetic material, for storing computer data and programs. There are two formats for floppy disks: 5.25" and 3.5". 5.25" is not used in modern computer systems because of it relatively large size, flexibility and small capacity. 3,5" disks are formatted 1.44 megabytes and are widely used.

CD-ROM (compact disc read only memory) is a compact disc on which a large amount of digitized read-only data can be stored. CD-ROMs are very popular now because of the growing speed which CD-ROM drives can provide nowadays.

The purpose of output hardware is to provide the user with the means to view information produced by the computer system. Information is output in either hardcopy or softcopy form. Hardcopy output can be held in your hand, such as paper with text (word or numbers) or graphics printed on it. Softcopy output is displayed on a monitor.

Monitor is a component with a display screen for viewing computer data, television programs, etc. Printer is a

computer output device that produces a paper copy of data or graphics. Modem is an example of communication hardware — an electronic device that makes possible the transmission of data to or from computer via telephone or other communication lines.

Hardware comes in many configurations, depending on what the computer system is designed to do. Hardware can fill several floors of a large office building or can fit on your lap.

What is a computer?

The term computer is used to describe a device made up of a combination of electronic and electromechanical (part electronic and part mechanical) components. Computer has no intelligence by itself and is referred to as hardware. A computer system is a combination of five elements:

Hardware

Software

People

Procedures

Data/information

When one computer system is set up to communicate with another computer system, connectivity becomes the sixth system element. In other words, the manner in which the various individual systems are connected — for example, by phone lines, microwave transmission, or satellite — is an element of the total computer system.

Software is the term used to describe the instructions that tell the hardware how to perform a task. Without software instructions, the hardware doesn't know what to do. People, however, are the most important component of the computer system: they create the computer software instructions and respond to the procedures that those instructions present.

The basic job of computer is processing information. Computers accept information in the form of instruction called a programme and characters called data to perform mathematical and logical operations, and then give the results. The data is raw material while information is organized, processed, refined and useful for decision making. Computer is used to convert data into information.

Data communication within and between computers systems is handled by system software. Communications software transfers data from one computer system to another. These programmes usually provide users with data security and error checking along physically transferring data between the two computer's memories. During the past five years the developing electronic network communication has stimulated more and more companies to produce various communication software, such as Web-Browsers for Internet.

Robots in industry

Today most robots are used in manufacturing operations. The applications of robots can be divided into three categories:

material handling

processing operations

assembly and inspection.

Material-handling is the transfer of material and loading and unloading of machines. Material-transfer applications require the robot to move materials or work parts from one to another. Many of these tasks are relatively simple: robots pick up parts from one conveyor and place them on another. Other transfer operations are more complex, such as placing parts in an arrangement that can be calculated by the robot. Machine loading and unloading operations utilize a robot to load and unload parts. This requires the robot to be equipped with a gripper that can grasp parts. Usually the gripper must be designed specifically for the particular part geometry.

In processing operations robot manipulates a tool to perform a process on the work part. Examples of such applications include spot welding, continuous arc welding and spray painting. Spot welding of automobile bodies is one of the most common applications of industrial robots. The robot positions a spot welder against the automobile panels and frames to join them. Arc welding1 is a continuous process in which robot moves the welding rod along the welding seam. Spray painting is the manipulation of a spray-painting gun over the surface of the object to be coated. Other operations in this category include grinding and polishing in which a rotating spindle serves as the robot's tool.

The third application area of industrial robots is assembly and inspection. The use of robots in assembly is expected to increase because of the high cost of manual labour. But the design of the product is an important aspect of robotic assembly. Assembly methods that are satisfactory for humans are not always suitable for robots. Screws and nuts are

widely used for fastening in manual assembly, but the same operations are extremely difficult for a one-armed robot.

Inspection is another area of factory operations in which the utilization of robots is growing. In a typical inspection job, the robot positions a sensor with respect to the work part and determines whether the part answers the quality specifications. In nearly all industrial robotic applications, the robot provides a substitute for human labour.

Internet

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

The World Wide Web (WWW) is a part of the Internet. But it's not a collection of networks. Rather, it is information that is connected or linked together like a web. You access this information through one interface or tool called a Web browser. The number of resources and services that are part of the World Wide Web is growing extremely fast. In 1996 there were more than 20 million users of the WWW, and more than half the information that is transferred across the Internet is accessed through the WWW.

By using a computer terminal (hardware) connected to a network that is a part of the Internet, and by using a programme (software) to browse or retrieve information that is a part of the World Wide Web, the people connected to the Internet and World Wide Web through the local providers have access to a variety of information.

Each browser provides a graphical interface. You move from place to place, from site to site on the Web by using a mouse to click on a portion of text, icon or region of a map. These items are called hyperlinks or links. Each link you select represents a document, an image, a video clip or an audio file somewhere on the Internet. The user doesn't need to know where it is, the browser follows the link.

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

Windows 98

Windows 98 is an operational system with an easy interface based on the expanding windows principle which uses icons to graphically represent files and their types. Windows 98 is the enhanced version of Windows95.

Windows 98 makes the way you and your computer interact easy. Most everyday tasks are now easier to accomplish than ever before. For example, the second mouse button has become a powerful weapon. The old Windows 3.0 Programme Manager and File Manager have been replaced. The desktop tools that replace them are very like those found on a Macintosh. For example, there is a Recycle Bin that makes it easier to recover accidentally deleted files.

Your computer probably will crash and buzz less running Windows 98 than it did with Windows 3.1 and 3.0 or even DOS. Most memory related problems have been removed. Built-in networking features make it easy to reliably share files with co-workers across the room or across the world. Still you can run DOS programmes and older Windows

applications but most users will probably want to spend most of their time using Windows 98 applications instead.

Microsoft says that it is moving forward to the time when we'll all think more about our data and less about the specific name-brand programmes used to create them.

Window 98 plug-and-play capability makes it easy to upgrade your computer hardware. And portable computer users will like what Microsoft has done to make their lives calmer.

The founder of Microsoft is Bill Gates. He is an American business executive, chairman and chief executive officer of the Microsoft Corporation. Gates was the founder of Microsoft in 1975 together with Paul Allen, his partner in computer language development. While attending Harvard in 1975, Gates together with Allen developed a version of the BASIC computer programming language for the first personal computer. In the early 1980s, Gates led Microsoft's evolution from the developer of computer programming languages to a large computer software company. This transition began with the introduction of MS-DOS, the operating system for the new IBM Personal Computer in 1981. Gates also led Microsoft towards the introduction of application software such as the Microsoft Word processor.

Operating systems

When computers were first introduced in the 1940's and 50's, every programme written had to provide instructions that told the computer how to use devices such as the printer, how to store information on a disk, as well as how to perform several other tasks not necessarily related to the programme.

The additional programme instructions for working with hardware devices were very complex and time-consuming".

Programmers soon realized it would be smarter to develop one programme that could control the computer's hardware, which others programmes could have used when they needed it. They created the first operating system.

Today, operating systems control and manage the use of hardware devices such as the printer or mouse. They also provide disk management by letting you store information in files. The operating system also lets you run programmes such as the basic word processor. Lastly, the operating system provides several of its own commands that help you to use the computer.

DOS is the most commonly used PC operating system. DOS is an abbreviation for disk operating system. DOS was developed by a company named Microsoft. MS-DOS is an abbreviation for «Microsoft DOS». When IBM first released the IBM PC in 1981, IBM licensed DOS from Microsoft for use on the PC and called it PC-DOS. From the users perspective, PC-DOS and MS-DOS are the same, each providing the same capabilities and commands.

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Automation

Automation is performing certain tasks, previously done by people, by machines only. The sequences of operations are controlled automatically. The most familiar example of a highly automated system is an assembly plant for automobiles or other complex products.

The term automation is also used to describe nonmanufacturing systems in which automatic devices can

operate independently of human control. Such devices as automatic pilots, automatic telephone equipment and automated control systems are used to perform various operations much faster and better than could be done by people.

Automated manufacturing had several steps in its development. Mechanization was the first step necessary in the development of automation. The simplification of work made it possible to design and build machines that resembled the motions of the worker- These specialized machines were motorized and they had better production efficiency.

Industrial robots, originally designed only to perform simple tasks in environments dangerous to human workers, are now widely used to transfer, manipulate, and position both light and heavy workpieces performing all the functions of a transfer machine. In the 1920s the automobile industry for the first time used an integrated system of production. This method of production was adopted by most car manufacturers and became known as Detroit automation. ь The feedback principle is used in all automatic-control mechanisms when machines have ability to correct themselves. The feedback principle has been used for centuries. An outstanding early example is the flyball governor, invented in 1788 by James Watt to control the speed of the steam engine. The common household thermostat is another example of a feedback device.

Using feedback devices, machines can start, stop, speed up, slow down, count, inspect, test, compare, and measure. These operations are commonly applied to a wide variety of production operations.

Computers have greatly facilitated the use of feedback in manufacturing processes. Computers gave rise to the development of numerically controlled machines. The motions of these machines are controlled by punched paper or magnetic tapes. In numerically controlled machining centres machine tools can perform several different machining operations.

Bugs

In computer technology, a bug is a coding error in a computer program. (Here we consider a program to also include the microcode that is manufactured into a microprocessor.) The process of finding bugs before program users do is called debugging. Debugging starts after the code is first written and continues in successive stages as code is combined with other units of programming to form a software product, such as an operating system or an application. After a product is released or during public beta testing, bugs are still apt to be discovered. When this occurs, users have to either find a way to avoid using the "buggy" code or get a patch from the originators of the code.

Although bugs typically just cause annoying computer glitches, their impact can be much more serious. A Wired News article about the 10 worst software bugs in history, reported that bugs had caused major explosions, crippled space probes, and caused death. In 1982, for example a system controlling the trans-Siberian gas pipeline (allegedly implanted by the CIA) caused the largest non-nuclear explosion in history. Between 1985 and 1987, a bug in a radiation therapy device called a race condition resulted in the delivery of lethal doses of radiation, killing five people and injuring others. More recently, in 2005, Toyota recalled 160,000 cars (the Prius) because a bug caused warning lights to come on and engines to stall for no reason.

A bug is not the only kind of problem a program can have. A program can run bug-free and still be difficult to use or fail in some major objective. This kind of flaw is more difficult to test for (and often simply isn't). It is generally agreed that a well-designed program developed using a well-controlled process will result in fewer bugs per thousands of lines of code.

Computer Viruses

About 16.000 viruses have been encountered by various antivirus research labs, and that number is expected to continue growing rapidly.

Though it is difficult to predict what the next major class of viruses will be or when it will hit, the place it hits is likely to be the Internet. Viruses are spread due to human contacts, such as exchanging disks or posting an infected file on a server. But they move from system to system also by themselves actively seeking out new computers to infect.

IBM researchers have proposed an automated system that can identify new viruses as well as develop and disseminate the antidotes. The software will be able to identify a previously unknown virus by either analyzing changes to a file or studying the characteristics of a file for code common to viruses. When a potential virus is identified, the infected file will be sent to the virus-lab computer. If the virus is known but not recognized by the user's system because of out-of-date software, updated antivirus data will be sent back to the user.

If the virus is truly unknown, the virus-lab computers will let it spread within a secure environment and then study the way the virus behaves, extracting its signature based on the common characteristics of the infected files. The signature will be tested to ensure it didn't misidentify clean files as infected. If the signature passes, it would be sent back to the machine on which the virus was originally identified and the virus will be removed.

IBM estimates that the entire process should take only about 3 minutes. Within a day, the updated virus signature will be sent out to all computers running IBM's software, protecting them from possible infection. This automated system will be faster than the manual process used in today's antivirus software, which typically takes several weeks to a few months to send new virus signatures to all subscribers.

Most users do not understand the difference between viruses and other malicious threats. Because of this, anti-virus vendors will have to continue extending their products to address more types of security problems, as well as to better detect the rapidly increasing number of viruses.

The anatomy of a virus

A biological virus is a very small, simple organism that infects living cells, known as the host, by attaching itself to them and using them to reproduce itself. This often causes harm to the host cells.

Similarly, a computer virus is a very small program routine that infects a computer system and uses its resources to reproduce itself. It often does this by patching the operating system to enable it to detect program files, such as COM or EXE files. It then copies itself into those files. This sometimes causes harm to the host computer system.

When the user runs an infected program, it is loaded into memory carrying the virus. The virus uses a common programming technique to stay resident in memory. It can then use a reproduction routine to infect other programs. This process continues until the computer is switched off.

The virus may also contain a payload that remains dormant until a trigger event activates it, such as the user pressing a particular key. The payload can have a variety of forms. It might do something relatively harmless such as displaying a message on the monitor, screen or it might do something more destructive such as deleting files on the hard disk.

When it infects a file, the virus replaces the first instruction in the host program with a command that changes the normal execution sequence. This type of command is known as a JUMP command and causes the virus instructions to be executed before the host program. The virus then returns control to the host program which then continues with its normal sequence of instructions and is executed in the normal way.

To be a virus, a program only needs to have a reproduction routine that enables it to infect other programs. Viruses can, however, have four main parts. A misdirection routine that enables it to hide itself; a reproduction routine that allows it to copy itself to other programs; a trigger that causes the payload to be activated at a particular time or when a particular event takes place; and a payload that may be a fairly harmless joke or may be very destructive. A program that has a payload but does not have a reproduction routine is known as a Trojan.

Science and technology

We live in the fascinating and challenging world of science. It is a world that more and more over the ages, and especially in the 20th century has come to affect so much of our lives. It is involved with the way we travel, the homes we live in and the clothes we wear, how we become ill and how medicine can make us better, and has given us fantastic means of communicating and exploring.

The list of the inventations is rather long. We are on-lookers of great scientific achievements such as television and a computer. We can't imagine our life withought a notebook or a radio. I'd like to speak in details about computers.

A computer gives a lot of advantages to a user. The list of the advantages is rather long: computers give us access to the Internet- an international computer network. You can spread a lot of your free time surfing the Internet and get all sorts of information from it. You can enter the chat room with other Internet users and debate urgent problems on line. If you are connectable by e-mail, you can correspond with your own web page and place there information about yourself.

Today computers help people to do many things. Bankers use them to keep track of money. Telephone operators use them to put calls through. Without computers, weather forecasters would make more mistakes. Computers also help

scientists to solve their problems. More than that computers help police to keep order in shops. Computers also help doctors to treat patients. Computers allow users to spend their free time and relax. But computers have some disadvantages. Computers can make people lazy. People waste their time when they play different games on a computer. People forget to go to the libraries, they often find information on the Internet. Wicked games can make people, especially children aggressive and stupid.

But in my view they have more advantages, that disadvantages. It's an open secret that the computer is a source of education, entertainment and communication. And in my life the computer plays a very important role. It helps me to find information and relax. Though scientists have archived so much, scientific minds are still working at some urgent problems. I would like to mention some problems. One of them is finding and using alternative sources of energy. Scientists are also learning how to save and conserve energy. They have many problems with creating highly effective systems of communication. I can't but mention one of the main problems. It is development of life on the planet.

3D Graphics

For many of us, games on a computer or advanced game system are the most common ways we see 3D graphics. These games, or movies made with computer-generated images, have to go through three major steps to create and present a realistic 3D scene:

1. Creating a virtual 3D world.

2. Determining what part of the world will be shown on the screen.

3. Determining how every pixel on the screen will look so that the whole image appears as realistic as possible.

Creating a Virtual 3D World

A virtual 3D world isn't the same thing as one picture of that world. This is true of our real world also. Take a very small part of the real world – your hand and a desktop under it. Your hand has qualities that determine how it can move and how it can look. The finger joints bend toward the palm, not away from it. If you slap your hand on the desktop, the desktop doesn't splash – it's always solid and it's always hard. Your hand can't go through the desktop. You can't prove that these things are true by looking at any single picture. But no matter how many pictures you take, you will always see that the finger joints bend only toward the palm, and the desktop is always solid, not liquid, and hard, not soft. That's because in the real world, this is the way hands are and the way they will always behave. The objects in a virtual 3D world, though, don't exist in nature, like your hand. They are totally synthetic. The only properties they have are given to them by software. Programmers must use special tools and define a virtual 3D world with great care so that everything in it always behaves in a certain way.

At any given moment, the screen shows only a tiny part of the virtual 3D world created for a computer game. What is shown on the screen is determined by a combination of the way the world is defined, where you choose to go and which way you choose to look. No matter where you go – forward or backward, up or down, left or right – the virtual 3D world around you determines what you will see from that position looking in that direction. And what you see has to make sense from one scene to the next. If you're looking at an object from the same distance, regardless of direction, it should look the same height. Every object should look and move in such a way as to convince you that it always has the same mass, that it's just as hard or soft, as rigid or pliable, and so on.

Перечень показателей текущего контроля

Номер показателя	Значение показателя
1.1.1	Обоснование выбора грамматических структур и видовременных конструкций
2.1.1	Владение лексикой по изученным темам
2.2.1	Соответствие перевода отрывка текста по специальности