

**ОЦЕНОЧНЫЕ МАТЕРИАЛЫ
ПО ДИСЦИПЛИНЕ**
Иностранный язык в профессиональной среде

Код модуля
1157353(1)

Модуль
Основы профессиональной коммуникации

Екатеринбург

Оценочные материалы составлены автором(ами):

№ п/п	Фамилия, имя, отчество	Ученая степень, ученое звание	Должность	Подразделение
1	Иванова Светлана Александровна	без ученой степени, без ученого звания	Старший преподаватель	иностраннных языков и образовательных технологий
2	Сазонова Наталья Владимировна	кандидат филологических наук, без ученого звания	Доцент	иностраннных языков и образовательных технологий

Согласовано:

Управление образовательных программ

Р.Х. Токарева

Авторы:

- Иванова Светлана Александровна, Старший преподаватель, иностранных языков и образовательных технологий
- Сазонова Наталья Владимировна, Доцент, иностранных языков и образовательных технологий

1. СТРУКТУРА И ОБЪЕМ ДИСЦИПЛИНЫ **Иностранный язык в профессиональной среде**

1.	Объем дисциплины в зачетных единицах	6	
2.	Виды аудиторных занятий	Практические/семинарские занятия	
3.	Промежуточная аттестация	Зачет Экзамен	
4.	Текущая аттестация	Контрольная работа	4
		Домашняя работа	6
		Перевод иноязычной литературы	2

2. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ (ИНДИКАТОРЫ) ПО ДИСЦИПЛИНЕ МОДУЛЯ **Иностранный язык в профессиональной среде**

Индикатор – это признак / сигнал/ маркер, который показывает, на каком уровне обучающийся должен освоить результаты обучения и их предъявление должно подтвердить факт освоения предметного содержания данной дисциплины, указанного в табл. 1.3 РПМ-РПД.

Таблица 1

Код и наименование компетенции	Планируемые результаты обучения (индикаторы)	Контрольно-оценочные средства для оценивания достижения результата обучения по дисциплине
1	2	3
УК-4 -Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	З-1 - Демонстрировать знания лексических и грамматических единиц (лексико-фразеологического материала) в объеме достаточном для письменного и устного общения по различной тематике в повседневных и профессиональных ситуациях на государственном и иностранном (-ых) языках З-2 - Демонстрировать знание оценочной лексики и реплик-клише речевого этикета на	Домашняя работа № 1 Домашняя работа № 2 Домашняя работа № 3 Домашняя работа № 4 Домашняя работа № 5 Домашняя работа № 6 Зачет Контрольная работа № 1 Контрольная работа № 2 Контрольная работа № 3 Контрольная работа № 4 Перевод иноязычной литературы № 1

	<p>уровне освоения языка в соответствии с уровневой шкалой оценивания (CEFR)</p> <p>З-3 - Изложить структуру делового письма, правила составления деловых документов, используя профессиональную терминологию и реплики-клише речевого этикета на государственном и иностранном (-ых) языках</p> <p>З-4 - Характеризовать лексическую и грамматическую структуры языка оригинала текста</p> <p>З-5 - Сделать обзор переводческих закономерностей</p> <p>З-6 - Сделать обзор коммуникативных стратегий и тактик делового взаимодействия, средств и способов установления контактов для гармоничного общения</p> <p>П-1 - Составлять письменные тексты с использованием освоенных лексических и грамматических единиц (лексико-фразеологического материала) и проводить устные диалоги по различной повседневной или профессиональной тематике на государственном языке Российской Федерации или иностранном языке</p> <p>П-2 - Составлять в электронном виде презентации докладов и сообщений по различной тематике и публично представлять их в устной форме на государственном языке Российской Федерации и иностранном языке</p> <p>П-3 - Составлять и структурировать деловые письма и документы в соответствии с правилами, используя профессиональную терминологию и реплики-</p>	<p>Перевод иноязычной литературы № 2</p> <p>Практические/семинарские занятия</p> <p>Экзамен</p>
--	--	---

	<p>клише речевого этикета на государственном и иностранном языках</p> <p>П-4 - Выполнять последовательный адекватный по форме, содержанию и структуре перевод аутентичного текста в определенной области профессиональной деятельности</p> <p>П-5 - Работая в команде, планировать процесс речеповеденческой коммуникации в зависимости от конкретной ситуации делового взаимодействия, используя коммуникативные стратегии и тактики и оптимальные способы общения</p> <p>У-1 - Воспринимать на слух развернутые устные сообщения собеседников в повседневных и профессиональных ситуациях общения на государственном и иностранном(-ых) языках и правильно распознавать их смысловые содержания</p> <p>У-2 - Самостоятельно оценивать достаточность освоенного объема лексико-фразеологического материала для письменного и устного общения по различной тематике в повседневных и деловых ситуациях и определять необходимость в совершенствовании устной и письменной речи и пополнении словарного запаса</p> <p>У-3 - Оценивать структуру деловых писем и правильность оформления деловых документов, составленных на государственном и иностранном(-ых) языках, и корректировать их</p> <p>У-4 - Выбирать профессиональную терминологию, наиболее употребительные реплики-клише речевого этикета для</p>	
--	--	--

	<p>формулирования связных, законченных в смысловом отношении текстов деловых писем и документов на государственном и иностранном (-ых) языках</p> <p>У-5 - Устанавливать соответствие формы, содержания, структуры исходного текста на языке оригинала конструкциям языка перевода и определять эквивалентность перевода для решения сходных информационно-коммуникативных задач</p>	
--	--	--

3. ПРОЦЕДУРЫ КОНТРОЛЯ И ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ В РАМКАХ ТЕКУЩЕЙ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ДИСЦИПЛИНЕ МОДУЛЯ В БАЛЬНО-РЕЙТИНГОВОЙ СИСТЕМЕ (ТЕХНОЛОГИЧЕСКАЯ КАРТА БРС)

3.1. Процедуры текущей и промежуточной аттестации по дисциплине

1. Лекции: коэффициент значимости совокупных результатов лекционных занятий – не предусмотрено		
Текущая аттестация на лекциях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
Весовой коэффициент значимости результатов текущей аттестации по лекциям – не предусмотрено		
Промежуточная аттестация по лекциям – нет		
Весовой коэффициент значимости результатов промежуточной аттестации по лекциям – не предусмотрено		
2. Практические/семинарские занятия: коэффициент значимости совокупных результатов практических/семинарских занятий – 1.00		
Текущая аттестация на практических/семинарских занятиях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
<i>академическая активность</i>	3,16	10
<i>домашняя работа</i>	3,4	10
<i>домашняя работа</i>	3,6	10
<i>домашняя работа</i>	3,10	10
<i>контрольная работа</i>	3,8	20
<i>контрольная работа</i>	3,14	20
<i>перевод иностранного текста</i>	3,12	20

Весовой коэффициент значимости результатов текущей аттестации по практическим/семинарским занятиям – 0.60		
Промежуточная аттестация по практическим/семинарским занятиям – зачет		
Весовой коэффициент значимости результатов промежуточной аттестации по практическим/семинарским занятиям – 0.40		
3. Лабораторные занятия: коэффициент значимости совокупных результатов лабораторных занятий – не предусмотрено		
Текущая аттестация на лабораторных занятиях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
Весовой коэффициент значимости результатов текущей аттестации по лабораторным занятиям – не предусмотрено		
Промежуточная аттестация по лабораторным занятиям – нет		
Весовой коэффициент значимости результатов промежуточной аттестации по лабораторным занятиям – не предусмотрено		
4. Онлайн-занятия: коэффициент значимости совокупных результатов онлайн-занятий – не предусмотрено		
Текущая аттестация на онлайн-занятиях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
Весовой коэффициент значимости результатов текущей аттестации по онлайн-занятиям – не предусмотрено		
Промежуточная аттестация по онлайн-занятиям – нет		
Весовой коэффициент значимости результатов промежуточной аттестации по онлайн-занятиям – не предусмотрено		

3.2. Процедуры текущей и промежуточной аттестации курсовой работы/проекта

Текущая аттестация выполнения курсовой работы/проекта	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
Весовой коэффициент текущей аттестации выполнения курсовой работы/проекта – не предусмотрено		
Весовой коэффициент промежуточной аттестации выполнения курсовой работы/проекта – защиты – не предусмотрено		

3.1. Процедуры текущей и промежуточной аттестации по дисциплине

2. Лекции: коэффициент значимости совокупных результатов лекционных занятий – не предусмотрено		
Текущая аттестация на лекциях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
Весовой коэффициент значимости результатов текущей аттестации по лекциям – не предусмотрено		
Промежуточная аттестация по лекциям – нет		

Весовой коэффициент значимости результатов промежуточной аттестации по лекциям – не предусмотрено		
2. Практические/семинарские занятия: коэффициент значимости совокупных результатов практических/семинарских занятий – 1		
Текущая аттестация на практических/семинарских занятиях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
<i>домашняя работа</i>	4,4	10
<i>домашняя работа</i>	4,6	10
<i>домашняя работа</i>	4,10	10
<i>контрольная работа</i>	4,8	20
<i>контрольная работа</i>	4,14	20
<i>перевод иностранного текста</i>	4,12	20
<i>академическая активность</i>	4,16	10
Весовой коэффициент значимости результатов текущей аттестации по практическим/семинарским занятиям– 0.6		
Промежуточная аттестация по практическим/семинарским занятиям–экзамен		
Весовой коэффициент значимости результатов промежуточной аттестации по практическим/семинарским занятиям– 0.4		
3. Лабораторные занятия: коэффициент значимости совокупных результатов лабораторных занятий –не предусмотрено		
Текущая аттестация на лабораторных занятиях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
Весовой коэффициент значимости результатов текущей аттестации по лабораторным занятиям -не предусмотрено		
Промежуточная аттестация по лабораторным занятиям –нет		
Весовой коэффициент значимости результатов промежуточной аттестации по лабораторным занятиям – не предусмотрено		
4. Онлайн-занятия: коэффициент значимости совокупных результатов онлайн-занятий –не предусмотрено		
Текущая аттестация на онлайн-занятиях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
Весовой коэффициент значимости результатов текущей аттестации по онлайн-занятиям -не предусмотрено		
Промежуточная аттестация по онлайн-занятиям –нет		
Весовой коэффициент значимости результатов промежуточной аттестации по онлайн-занятиям – не предусмотрено		

3.2. Процедуры текущей и промежуточной аттестации курсовой работы/проекта

Текущая аттестация выполнения курсовой работы/проекта	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
Весовой коэффициент текущей аттестации выполнения курсовой работы/проекта– не предусмотрено		

Весовой коэффициент промежуточной аттестации выполнения курсовой работы/проекта– защиты – не предусмотрено

4. КРИТЕРИИ И УРОВНИ ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ МОДУЛЯ

4.1. В рамках БРС применяются утвержденные на кафедре/институте критерии (признаки) оценивания достижений студентов по дисциплине модуля (табл. 4) в рамках контрольно-оценочных мероприятий на соответствие указанным в табл.1 результатам обучения (индикаторам).

Таблица 4

Критерии оценивания учебных достижений обучающихся

Результаты обучения	Критерии оценивания учебных достижений, обучающихся на соответствие результатам обучения/индикаторам
Знания	Студент демонстрирует знания и понимание в области изучения на уровне указанных индикаторов и необходимые для продолжения обучения и/или выполнения трудовых функций и действий, связанных с профессиональной деятельностью.
Умения	Студент может применять свои знания и понимание в контекстах, представленных в оценочных заданиях, демонстрирует освоение умений на уровне указанных индикаторов и необходимых для продолжения обучения и/или выполнения трудовых функций и действий, связанных с профессиональной деятельностью.
Опыт /владение	Студент демонстрирует опыт в области изучения на уровне указанных индикаторов.
Другие результаты	Студент демонстрирует ответственность в освоении результатов обучения на уровне запланированных индикаторов. Студент способен выносить суждения, делать оценки и формулировать выводы в области изучения. Студент может сообщать преподавателю и коллегам своего уровня собственное понимание и умения в области изучения.

4.2 Для оценивания уровня выполнения критериев (уровня достижений обучающихся при проведении контрольно-оценочных мероприятий по дисциплине модуля) используется универсальная шкала (табл. 5).

Таблица 5

Шкала оценивания достижения результатов обучения (индикаторов) по уровням

Характеристика уровней достижения результатов обучения (индикаторов)			
№ п/п	Содержание уровня выполнения критерия оценивания результатов обучения (выполненное оценочное задание)	Шкала оценивания	
		Традиционная характеристика уровня	Качественная характеристика уровня

1.	Результаты обучения (индикаторы) достигнуты в полном объеме, замечаний нет	Отлично (80-100 баллов)	Зачтено	Высокий (В)
2.	Результаты обучения (индикаторы) в целом достигнуты, имеются замечания, которые не требуют обязательного устранения	Хорошо (60-79 баллов)		Средний (С)
3.	Результаты обучения (индикаторы) достигнуты не в полной мере, есть замечания	Удовлетворительно (40-59 баллов)		Пороговый (П)
4.	Освоение результатов обучения не соответствует индикаторам, имеются существенные ошибки и замечания, требуется доработка	Неудовлетворительно (менее 40 баллов)	Не зачтено	Недостаточный (Н)
5.	Результат обучения не достигнут, задание не выполнено	Недостаточно свидетельств для оценивания		Нет результата

5. СОДЕРЖАНИЕ КОНТРОЛЬНО-ОЦЕНОЧНЫХ МЕРОПРИЯТИЙ ПО ДИСЦИПЛИНЕ МОДУЛЯ

5.1. Описание аудиторных контрольно-оценочных мероприятий по дисциплине модуля

5.1.1. Практически/семинарские занятия

Примерный перечень тем

1. Участие в конференции
2. Установление социальных связей
3. Обучение и исследование
4. Научные публикации
5. Резюме статьи
6. Официально-деловая переписка
7. Язык как средство межкультурного общения.
8. Общее и различное в национальных культурах.
9. Информационные технологии 21 века.
10. Глобальные проблемы человечества и пути их решения.

Примерные задания

Сопоставьте подзаголовки А-Ф с разделами резюме, один подзаголовок лишний

Curriculum vitae

(1) _____

Name: Maria Quintana

Address: Avda Seneca, 5. Madrid 28040

Telephone: 00 34 91 5435201

Email: mquintana0782@telefonica.net

Date of birth: 28/07/82

(2) _____

2006 Online diploma in web-based technology for business, www.elearnbusiness.com

2005 Course in web design at the Cybernetics College, London: HTML, Java and Macromedia Dreamweaver

2004 Course in computer hardware and networking at the Cybernetics College. London

1999-2004 Degree in Computer Science and Engineering, University of Madrid

(3) _____

January 2006 - present

Part-time Webmaster at www.keo.es; responsible for updating the site and using Adobe Flash to create animations

May 2005 - December 2006

IT consultant at Media Market, specializing in e-commerce and IT strategies

(4) _____

Knowledge of multiple computer platforms (Windows, Mac and Linux); strong database skills (including the popular open source MySQL database); complete understanding of graphics formats and Cascading Style Sheets

(5) _____

Social and organizational skills

Good communication skills

Languages

Spanish mother tongue; English (Cambridge CAE); Arabic (fluent)

(A) IT skills

(B) Hobbies and Interests

(C) Education and Training

(D) Work experience

(E) Personal information

(F) Personal skills

1E 2C 3D 4A 5F

Read the article and tick (v) A, B, or C.

THE SCIENCE OF PERSUASION

A

Persuasion is key to business and to much more besides. In many walks of life and in many situations, persuading people to do what you want them to do is the key to success. Is persuasion a science with rules that can be taught and learnt, or is it simply a matter of instinct and personal experience? Researchers have looked into different aspects of persuasion and come up with some interesting results.

B

One advertising copywriter, for example, came up with an approach to selling a product on a TV shopping channel via phone sales that differed from the norm for such advertising. Instead of being instructed: 'Operators are waiting, please call now', viewers were told 'If operators are busy, please call again'. This might appear to have been a risky tactic – putting potential buyers off by suggesting that they would have to waste their time calling repeatedly until they finally got through to someone to take their order. But the results were extraordinary and an unprecedented number of sales resulted. The advert suggested that instead of there being lots of operators sitting there and hoping people

would call, there were so many people who wanted the product that people might have to wait until they could get it. This showed just how desirable the product was. Potential customers decided that if so many other people wanted it, they definitely wanted it, too.

C

What role does choice have in persuading people to buy or get something? One study looked at the choices employees made when offered different retirement programmes. This showed that the more choices people were given, the less likely they were to choose anything at all. Another study in a supermarket revealed a similar effect of choice. A particular supermarket displayed either 6 or 24 different kinds of jam. When there were 24 jams to choose from, 3% of customers went to the display and bought one of the jams. When there were 6 jams on display, 30% of customers did so.

D

To what extent can fear play a part in persuasion? One experiment involved public health leaflets on the dangers of tetanus infection. Some of the leaflets consisted almost entirely of frightening images of infected people, with a bit of information about infection, while some contained no images at all, only information about infection. Some included information on where people should go to get tetanus injections to protect themselves, while others only gave this information and nothing else. The outcome was that the greatest number of people who went for injections were those who had been given the leaflet with both frightening images and instructions on where to go for injections. People who had been given the leaflets dealing only with infection did nothing. The conclusion was that fear paralyses people if no solution is offered, but if people are frightened and offered a solution they are motivated to take action.

E

Research has also looked into the issue of restaurants persuading people who have booked to let them know if they are not going to turn up. This shows that getting people to promise to do something makes them more likely to do it than simply asking them to do it. If the restaurant asks people to call if they can't make it, 30% of them simply don't turn up and don't tell the restaurant. If, however, the restaurant asks them to call if they have to cancel and they reply that they will do so, only 10% fail to notify the restaurant in advance that they will not be coming.

F

Another aspect of persuasion concerns getting someone to change their mind. Everyone knows how hard this can be. It's hard to prove to someone that a previous decision was wrong, and as people get older they get less and less willing to change their minds. This is because people want things to be consistent; they want their attitudes, statements, values and actions to follow a set pattern. The only way to persuade them to change is to acknowledge this by agreeing that the previous decision they made was a perfectly understandable one. This allows them to focus on your suggestion without feeling that their previous decision was wrong in any way. As a result, they may be persuaded to break out of their established pattern without feeling uncomfortable about doing so.

1 In section A, the writer raises the question of whether or not _____.

- A business is different from other walks of life with regard to persuasion
- B persuasion is as important as people say it is
- C it is possible to generalize about how persuasion works

2 The writer says that the instruction mentioned in section B _____.

- A sounds like a bad idea
- B was given by mistake
- C was necessary in the circumstances

3 How did some people react to the instruction mentioned in section B?

- A Many of them bought more than one of the product.
 B Their interest in the product increased.
 C They bought something they didn't want.
- 4 In both of the studies mentioned in section C, _____.
 A some of the choices proved more attractive than others
 B the number of choices affected what people did
 C only a few people selected any of the choices
- 5 What is said about the leaflets mentioned in section D?
 A Some of them contained images that were not frightening.
 B Some of them contained images and information.
 C Some of them contained only images.
- 6 What did the experiment described in section D show?
 A Fear alone can prevent people from taking action.
 B Fear always causes people to take action.
 C Fear persuades people to take action more than information does.
- 7 The research described in section E involved _____.
 A asking people to do different things
 B making the same request more than once
 C people agreeing to a request
- 8 In section F, the writer says that trying to persuade people to change their minds can _____.
 A take longer with some people than with others
 B seem like a challenge to ordinary behaviour
 C fail for reasons that do not seem logical
- 9 The writer advises in section F that you should not _____.
 A discuss the other person's attitude in general
 B make your suggestion too strongly
 C criticize a previous decision
- 10 The writer's purpose in the article as a whole is to _____.
 A discuss a number of different forms of persuasion
 B advise the reader on how to get better at persuasion
 C compare the results of various research into persuasion

2 In which section of the article (A–F) are the following mentioned?

- 1 the effect of too much thinking being required ___
 2 the number of people who don't take a certain action ___
 3 the importance of telling people how to deal with a problem ___
 4 the possibility that being good at persuasion is a natural skill that some people have ___
 5 the way that people are usually invited to do something ___

Key: 1) 1C 2A 3B 4B 5B 6A 7C 8B 9C 10A 2) 1C 2E 3D 4A 5B

LMS-платформа – не предусмотрена

5.2. Описание внеаудиторных контрольно-оценочных мероприятий и средств текущего контроля по дисциплине модуля

Разноуровневое (дифференцированное) обучение.

Базовый

5.2.1. Контрольная работа № 1

Примерный перечень тем

1. Язык как средство межкультурного общения.

Примерные задания

Complete the sentences with the correct form of the verb in brackets.

Example: If I'd been watching (be watching) the game properly, I would have seen Sven score the goal.

1 How long _____ you and Stan _____ (be going out)?

2 Darren _____ (have to) work late last Friday night.

3 I was watching TV when the telephone _____ (ring).

4 We _____ (not used to) see many people at this beach, but now it's very crowded.

5 It _____ (be) announced by a company spokesman that the new factory will not open until next year.

6 Could you get someone _____ (help) us with some work in the office?

7 I wish that I _____ (not give) Peter my phone number.

8 I'd rather you _____ (wait) here for Jan to come back.

9 I would _____ (plan) a party if I had known it was your birthday.

10 You wouldn't be in a rush now if you _____ (wake up) earlier this morning.

11 Did you see some kids _____ (play) football in the park yesterday afternoon?

12 You seem _____ (be) working really hard lately. Don't you think you should have a holiday?

13 I started listening to this kind of music while I _____ (live) in Cambodia.

14 I felt really angry when I _____ (see) the email that Ruth had sent.

Key

1 have...been going out

2 had to

3 rang

4 didn't use to

5 has been / was

6 to help

7 hadn't given

8 waited

9 have planned

10 'd / had woken up

11 playing

12 to be / to have been

13 was living

14 saw

LMS-платформа – не предусмотрена

5.2.2. Контрольная работа № 2

Примерный перечень тем

1. Информационные технологии 21 века.

Примерные задания

Продолжите диалог. Выберите наиболее подходящий вариант А, В или С.

1. What did you think of that article?

A I forgot to bring it.

B It isn't mine.

C I enjoyed it

2. This is my colleague Richard.

A That was nice of him.

B Pleased to meet you.

C I think you should.

3. Would you like a cup of tea?

A Yes, I'd love to, thanks.

B It was cold.

C I like it a lot.

4. Where do you prefer to sit?

A Is it on this side?

B Yes, I think we should.

C Near the window, please.

5. Suzy doesn't like her new job.

A That's a shame.

B No, it isn't.

C Oh, I do!

Key: 1C 2B 3A 4C 5A

Прочитай текст, ответьте TRUE (правда) или FALSE (ложь).

An algorithm is an explicit, precise, unambiguous, mechanically-executable sequence of elementary instructions. The word “algorithm” does not derive, as algorithmophobic classicists might guess, from the Greek roots arithmos (αριθμος), meaning “number”, and algos (αλγος), meaning “pain”. Rather, it is a corruption of the name of the 9th century Persian mathematician Abu 'Abd Allah Muh ammad ibn Musa al-Khwarizm. Al-Khwarizm is perhaps best known as the writer of the treatise Al-Kitab al-mukhtasar fihisab al-abr wa'l-muqabala, from which the modern word algebra derives. In another treatise, al-Khwarizm popularized the modern decimal system for writing and manipulating numbers—in particular, the use of a small circle or sifr to

represent a missing quantity—which had originated in India several centuries earlier. This system later became known in Europe as algorism, and its figures became known in English as ciphers.

Thanks to the efforts of the medieval Italian mathematician Leonardo of Pisa, better known as Fibonacci, algorism began to replace the abacus as the preferred system of commercial calculation in Europe in the late 12th century. (Indeed, the word calculate derives from the Latin word calculus, meaning “small rock”, referring to the stones on a counting board, or abacus.) Ciphers became truly ubiquitous in Western Europe only after the French revolution 600 years after Fibonacci. The more modern word algorithm is a false cognate with the Greek word arithmos (αριθμος), meaning ‘number’ (and perhaps the previously mentioned αλγος). Thus, until very recently, the word algorithm referred exclusively to pencil-and-paper methods for numerical calculations. People trained in the reliable execution of these methods were called—you guessed it—computers.

- 1 An algorithm is a sequence of elementary instructions.
- 2 The word “algorithm” comes from the combination of words “number” and “pain”.
- 3 The book about modern decimal system for writing and manipulating numbers was written by Fibonacci.
- 4 In the late 12th century algorism got more popularity than the abacus as the preferred system of commercial calculation.
- 5 The term "computers" first referred to people who were taught to work with numbers

Сопоставьте термины и определения

- 6) ALGORITHM
- 7) NUMBER
- 8) ABACUS
- 9) FIGURE
- 10) DECIMAL SYSTEM

- A the symbol for a number or an amount expressed in numbers
- B a set of rules for solving mathematical problems
- C a system of counting based on the number ten, with numbers from 0 to 9
- D a symbol or word that represents an amount or quantity, e.g. ‘one’, ‘two’, ‘three’.
- E a device used for counting and calculating by sliding small balls or beads along rods

Key: 1T 2F 3F 4T 5T 6B 7D 9E 9A 10C

LMS-платформа – не предусмотрена

5.2.3. Контрольная работа № 3

Примерный перечень тем

1. Глобальные проблемы человечества и пути их решения.

Примерные задания

Choose the correct alternatives.

- 1 Don't you think it's about time you _____ getting a job?

had been

were

would be

2 I wish _____ raining. I'm sick of this bad weather.

it stops

it'd stopped

it'd stop

3 I wish I _____ there for you on your big day, but it's just not possible.

could be

had been

would be

4 If only _____ you were coming! Then I could have bought some extra food.

I'd know

I'd known

I knew

5 I'd rather you _____ wear your shoes in the house. I've just washed the floors.

couldn't

don't

didn't

6 The other driver yelled at me as though the accident _____ my fault!

had been

would be

would have been

Key: 1 were 2 it'd stop 3 could be 4 I'd known 5 didn't 6 had been

1 Complete the sentences with the correct form of the verbs in brackets. Use would or could whenever possible.

1 My regrets? Well, I wish I _____ (listen) to my friends when they told me not to go out with Roger.

2 I wish you _____ (switch) that radio off. Why do we have to listen to football commentaries all afternoon?

3 I wish Paul _____ (stop) going on about his trip to Brazil. It's all he ever talks about.

4 I wish I _____ (dance) a bit. I always find it embarrassing whenever I have to dance.

5 Most of the students wish they _____ (be) somewhere else right now.

6 If only I _____ (buy) that dress. I want it more than anything, but it's much too expensive for me.

7 I wish I _____ (complain) about the terrible service, but my wife told me not to bother. Frankly, I regret not doing so.

8 If only it _____ (not be) so late. I'd love to stay longer.

9 We wish we _____ (meet) Joe while he was staying in London.

10 If only I _____ (have) my guitar with me. I'd love to play you a tune.

Key:

- 1 had listened
- 2 would switch
- 3 would stop
- 4 could dance
- 5 were
- 6 could buy
- 7 had complained
- 8 wasn't / weren't
- 9 had met
- 10 had

LMS-платформа – не предусмотрена

5.2.4. Контрольная работа № 4

Примерный перечень тем

1. Международное сотрудничество
2. Участие в конференции
3. Установление социальных связей

Примерные задания

Complete each word. The first letter is given.

A: I'm going to one of those business networking events later and I'm dreading it.

B: Why? All you have to do is (1) e_____ a few pleasantries with people. If you're lucky, you might be able to pick someone's (2) b_____ about the shop idea you've got.

A: I know, that's why I'm going, but I'm useless at making (3) s_____ talk. I try to (4) m_____ with other people, but I always seem to end up (5) h_____ on the edge of a conversation looking uncomfortable.

When the conversation ends and they look at me, prompting me to say something about myself, my mind just goes (6) b_____.

B: Look, it's not that hard. Go up to someone, introduce yourself and ask them what they do. Then ask follow-up questions. It's the best (7) i_____ (8) b_____.

People love talking about themselves.

A: Except me, apparently!

Key: 1 exchange 2 brain(s) 3 small 4 mingle 5 hovering 6 blank 7 ice 8 breaker

Complete the conversation using the prompts.

A: So, obviously I was shocked ... oh hi there, welcome.

B: Oh, I _____ (not / mind). Please 2 _____ (carry).

A: I was just telling everyone that this morning I emailed my boss about a client, but I sent it to the client by mistake.

C: Hi, 3 _____ (love / join / conversation).

B: Please do! We're swapping bad email stories. 4 _____ (once / send / email / client) from home. My cat had walked across the keyboard and typed all kinds of rubbish!

D: 5 _____ (similar thing / happen / me), only it was my six-year-old daughter. She thought it'd be funny to take a selfie and email it to someone. It was a potential client...

Key:

- 1 don't mind me
- 2 (do) carry on
- 3 I'd love to join (in) this/the conversation
- 4 I once sent an email to a client
- 5 A similar thing happened to me

Complete the conversation with phrases a-f.

A: Hi, I'm Melika and I work at a small tech start-up here in the city. 1 _____?

B: Not at all. We're just talking about a new idea.

A: Oh! 2 _____?

B: Actually, it's in the area of technology. 3 _____.

A: Please do! I'm happy to help if I can.

C: Sorry, 4 _____. What did you say yours was again?

A: Melika. 5 _____?

C: I'm Brad and this is Gael. 6 _____?

A: I'm one of the speakers, actually. I'm talking later.

- a I'm not very good with names
- b What brings you to this conference
- c Do you mind if I join you
- d And you are
- e I'd love to pick your brains.
- f Would you like me to leave you in peace

Key: 1c 2f 3e 4a 5d 6b

LMS-платформа – не предусмотрена

5.2.5. Домашняя работа № 1

Примерный перечень тем

1. Официально-деловая переписка
2. Путешествия. Туризм.

Примерные задания

Write a formal email of complaint of between 220 and 260 words.

- Introduction: Explain why you are writing.
- Main paragraphs: Say what the complaint relates to and give the details politely.
- Summary paragraph: Restate your complaints briefly.
- Closing sentences: Ask for some action from the hotel.

LMS-платформа – не предусмотрена

5.2.6. Домашняя работа № 2

Примерный перечень тем

1. Образ жизни современного человека в России и за рубежом.

2. Здоровье, здоровый образ жизни.

Примерные задания

Underline the correct word.

Example: It's the summer holidays, so I've got time on my hands / head.

1 I've lost my job, so for a few months we'll have to get by / back on my wife's salary.

2 The door made a mumble / click when it closed.

3 The troops captured / withdrew more than 500 enemy soldiers.

4 Each guard standing outside of the building held a machine cannon / gun and stood very still and straight.

5 I don't like modern art, but I quite like abstract / still paintings

6 Could you please take some money outside / out of my wallet and go to the shop for some teabags?

7 There's no harm in telling a grey / white lie every now and again.

8 Our dog always roars / barks furiously at anyone who walks past the gate.

9 Look, here's some chopped / sliced bread. Let's make sandwiches.

10 For dessert, I plan to serve ice cream with melted / poached chocolate on top.

Key

1 by

2 click

3 captured

4 gun

5 abstract

6 out

7 white

8 barks

9 sliced

10 melted

Complete the sentences with the correct word(s).

Example: I've started running every day because I want to enter the London marathon.

owing because due to

1 You've got such a bad cold – you really need to look after _____.

you yourself one

2 The villagers _____ have left the area because they had difficulty growing food.

are thought may understood to

3 We're _____ find a petrol station soon. We've been driving for three hours.

sure must bound to

4 Not until I've saved enough money _____ leave home and try to find my own flat.

I will will I I'll

5 As I was _____, if we can borrow a DVD player, we'll be able to watch the film.

saying said to say

6 Please let me _____! I'm sure you have more work to do than I have.

to help helping help

7 It looks _____ Myron has finally learned to play the violin.

as if that though

8 We would rather _____ on holiday in August, but we had to wait until September. In the end, we had a great time.

our have gone that we go

9 _____ I need is four extra hours in the day.

What It's The reason

10 I don't really like loud music, but Stephen _____.
doesn't is does

11 It's _____ more difficult to find a good job these days.
more than more and the

12 Could you wash these _____ cups, please?
coffee's coffee coffee of

Key

1 by

2 click

3 captured

4 gun

5 abstract

6 out

7 white

8 barks

9 sliced

10 melted

LMS-платформа – не предусмотрена

5.2.7. Домашняя работа № 3

Примерный перечень тем

1. Обучение и исследование
2. Установление полезных деловых связей и контактов
3. Искусство ведения презентаций

Примерные задания

Write a review of an app that you use. Think of an app and make notes on these things.

Decide if you would recommend it or not. (200 words)

- what the app does
- what it does well
- what it does less well
- cost
- ease of use
- comparison to similar tools

LMS-платформа – не предусмотрена

5.2.8. Домашняя работа № 4

Примерный перечень тем

1. Официально-деловая переписка
2. Резюме статьи
3. Написание аннотации

Примерные задания

You have decided to apply for a job to a local IT company. Write a covering email of between 220 and 260 words.

DRAFT your email.

- Write an introductory sentence to explain why you are writing.
- Paragraph 1: Give personal information including skills and qualifications
- Paragraph 2: Talk about any relevant experience you have.
- Paragraph 3: Explain why you think you would be suitable for the job.
- Finish the email appropriately

LMS-платформа – не предусмотрена

5.2.9. Домашняя работа № 5

Примерный перечень тем

1. Семья. Традиции. Уклад жизни.
2. Магазины и покупки. Досуг.
3. Отдых, развлечения
4. Дом, жилищные условия.

Примерные задания

Write an engaging blog post about an irritating experience you have had (e.g. poor customer service, rude passengers on transport). (200 words)

Think of an irritating experience and make notes about:

- what the experience was, where you were and why.
- what happened.
- what exactly irritated you and why.
- how you felt about it.

Plan your blog post. Decide what you will say in each part of the text:

Paragraph 1: description of the problem

Middle paragraphs: your experience of it and how you reacted/felt

Final paragraph: your conclusion and/or advice to readers

LMS-платформа – не предусмотрена

5.2.10. Домашняя работа № 6

Примерный перечень тем

1. Общее и различное в национальных культурах.

Примерные задания

You are going to write an article to post on the forum.

"Squatters who live in an unoccupied property should not be forced to leave it".

Plan the content. The article should have four or five paragraphs.

- 1 The introduction: Think about what the current situation and what your opinion is.

2 The main paragraphs: Try to think of at least two clear reasons to support your opinion. You could also include examples to back up your reasons.

3 The conclusion: Think of how to express your conclusion (a summary of your opinion).

Write 250-300 words, organized in four or five paragraphs (introduction, opinions and reasons, conclusion).

Use a formal style (no contractions or colloquial expressions).

LMS-платформа – не предусмотрена

5.2.11. Перевод иноязычной литературы № 1

Примерный перечень тем

1. История и современное состояние математики.
2. Достижения и перспективы развития математики и информационных технологий.

Примерные задания

Прочитайте и переведите статью.

Can AI Make Art More Human?

After nearly three decades of painting and creating art in Berlin, Roman Lipski was stuck in a loop. An artist should always be re-inventing themselves, adding new forms and techniques to tell meaningful stories. He had spent years doing just that, developing his skills as a landscape painter who told stories through architecture, nature, shadows and a monochromatic palette.

But his well had run dry.

What Lipski really wanted to do was bring abstraction and more color to his art. He'd try to add new colors and shapes to his paintings, but none of it felt right. He feared the bold colors and odd shapes would look tacky rather than professional and couldn't figure out a way to break from his old habits. At the same time, he couldn't stand painting in the same style any longer.

"I was stuck in the moment, stuck in time," Lipski said.

Then he received an invitation to teach at the Berlin University of Arts. It was there, in 2016, that he met a data scientist by the name of Florian Dohmann who introduced him to artificial intelligence and its ability to create new images thanks to style transfers. This technique involves using deep learning to process illustrations, learn its design elements and then create new images in a similar style.

Lipski always considered himself a traditional artist who didn't rely on technology. But learning about the way AI could make images piqued his interest. He couldn't deny the fact that we use tech every day to solve conundrums. Want to figure out how to remove a stain? Ask Siri. Wondering what the fastest route is from the Brandenburg Gate to a chic Kreuzberg cafe? Check Google Maps.

So, he thought, why not use it for his own art?

Working with Dohmann, Lipski created nine paintings of the same image — a winding hillside street bathed in streetlights and surrounded by shadowed trees — each with different

colors and elements. At first, he thought it would come up with a perfect evolution of his own art. Instead, the abstract images the robot produced showed him a new way forward.

“It was the solution,” Lipski said. “The way to stop my crisis was so simple. I just had to put the red, the green, the yellow in the right positions. The machine helped me to see the elements.”

Lipski’s journey reflects a growing trend of artists turning to AI to create art. The trend has coincided with increased accessibility of AI tools and open-source software. But it wasn’t until art auction house Christie’s became the first to sell an AI generated painting for \$432,500 that it captured international attention.

On the surface, this can seem like a troubling trend of automating a classically human pursuit. But painting and art is also a way of capturing a moment in time, and it’s impossible to ignore the role machine learning plays in our lives today and will play in the future.

Technology has also always been a part of painting, from the invention of oil paints to paint tubes to cameras that capture images that the artist can paint from. Each innovation has expanded the possibilities and questions art can explore.

In that same tradition, artists using AI are able to delve deeper into how the human mind works, and in so doing, make the black box feel a little less alien.

<https://builtin.com/artificial-intelligence/AI-art>

LMS-платформа – не предусмотрена

5.2.12. Перевод иноязычной литературы № 2

Примерный перечень тем

1. Новинки математических исследований и их значение в рамках развития естественных наук.

Примерные задания

Прочитайте и переведите статью.

Artificial intelligence is helping scientists decode animal languages

A Google translate for rodents and whales doesn't exist yet, but researchers are working on it.

In the Pixar movie Up, a cartoon dog called Dug sports a magical collar of sorts that can translate his barks and whines into fluent human speech. Elsewhere in the real world, very well-trained dogs can be taught to press buttons that produce human speech for simple commands like “outside,” “walk,” and “play.” Humans have always been fascinated by the potential to communicate with the animals that they share the world with, and recently, machine learning, with its ever more advanced capabilities for parsing human speech, has presented itself as a hopeful route to animal translation.

An article in the New York Times this week documented major efforts from five groups of researchers that looked at using machine-learning algorithms to analyze the calls of rodents, lemurs, whales, chickens, pigs, bats, cats, and more.

Typically, artificial intelligence systems learn through training with labeled data (which can be supplied by the internet, or resources like e-books). For human language models, this usually involves giving computers a sentence, blocking out certain words, and asking the program to fill in the blanks. There are also more creative strategies now that want to match up speech to brain activity.

But analyzing animal language is a different beast from just analyzing human language. Computer scientists have to instruct software programs on what to look for, and how to organize the data. This process, for the most part, depends not only on accruing a good number of vocal recordings, but also on matching these vocal recordings with the visual social behaviors of animals. A group studying Egyptian fruit bats, for example, also used video cameras to record the bats themselves to provide context for the calls. And the group that's studying whales plans to use video, audio, as well as tags that can record animal movements to decipher the syntax, semantics, and ultimately the meaning behind what whales are communicating and why. Of course, several groups have also proposed testing their animal dictionaries by playing recordings back to animals and seeing how they react.

Making a Google Translate for animals has been an aspirational project that's been in the works for the better half of the last decade. Machine learning, too, has come far in terms of detecting the presence of animals and even in some cases, accurately identifying animals by call. (Cornell's Merlin app is shockingly accurate at matching bird species to their calls.) And although this type of software has shown some success in identifying the basic vocabulary of certain animals from the characteristics of their vocalizations (ie. frequency or loudness) as well as attributing calls to individuals, it's still a far cry from understanding all the intricate nuances of what animal language might encapsulate.

[Related: With new tags, researchers can track sharks into the inky depths of the ocean's Twilight Zone]

Many skeptics of this approach note both the shortcomings of current AI language models in being able to truly understand the relationships between words and the objects they may refer to in the real world, and the shortcomings in scientists' understanding of animal societies at large. Artificial-intelligence language models for humans rely on a computer mapping out the relationship between words and the contexts they could appear in (where they might go in a sentence, and what they might refer to). But these models have their own flaws, and can sometimes be a black box—researchers know what goes in and comes out, but don't quite understand how the algorithm is arriving at the conclusion.

Another factor that researchers are taking into account is the fact that animal communications might not work at all like human communications, and the tendency to anthropomorphize them could be skewing the results. There might be unique elements to animal language due to physiological and behavioral differences.

To this end of not being able to know the data parameters ahead of time, there are proposals for using self-supervised learning algorithms to analyze audio data, according to a report earlier this year in the Wall Street Journal, in which the computer tells the researchers what patterns it's

seeing in the data—patterns that might unveil connections that are missed by the human eye. Ultimately, how far humans go down the rabbit hole of trying to understand animal communications depends on human goals for this type of research, and for that purpose it may be enough to get a handle on the basics. For example, a translator that can reliably interpret whether animals that we're often in close contact with are happy, sad, or in danger could be both useful and more practical to create.

<https://www.popsci.com/technology/artificial-intelligence-animal-language/>

LMS-платформа – не предусмотрена

5.3. Описание контрольно-оценочных мероприятий промежуточного контроля по дисциплине модуля

5.3.1. Зачет

Список примерных вопросов

1. Лексико-грамматический тест
2. Чтение
3. Аудирование
4. Письмо

LMS-платформа – не предусмотрена

5.3.2. Экзамен

Список примерных вопросов

1. Лексико-грамматический тест
2. Чтение
3. Аудирование
4. Письмо

LMS-платформа – не предусмотрена

5.4 Содержание контрольно-оценочных мероприятий по направлениям воспитательной деятельности

Направление воспитательной деятельности	Вид воспитательной деятельности	Технология воспитательной деятельности	Компетенция	Результаты обучения	Контрольно-оценочные мероприятия
Воспитание навыков жизнедеятельности в условиях глобальных вызовов и неопределенностей	проектная деятельность профорориентационная деятельность	Технология повышения коммуникативной компетентности Технология формирования уверенности и готовности к самостоятельной успешной профессиональн	УК-4	З-6 У-4 П-3 П-5	Зачет Экзамен

		ой деятельности Технология проектного образования Технология самостоятельной работы			
--	--	---	--	--	--