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Федеральное государственное бюджетное образовательное учреждение
высшего профессионального образования
«Владимирский государственный университет
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Гуманитарный Институт

Кафедра ИЯПК

УТВЕРЖДАЮ

Заведующий кафедрой



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« 03 » 06 2015

Основание:

решение кафедры

от « 07 » 06 2015

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ
ПРИ ИЗУЧЕНИИ УЧЕБНОЙ ДИСЦИПЛИНЫ

Иностранный язык (английский)

(наименование дисциплины)

Направление подготовки 47.06.01 Философия, этика и религиоведение

Направленность (профиль) подготовки Эстетика

Уровень высшего образования Подготовка кадров высшей квалификации

Квалификация выпускника «Исследователь. Преподаватель-исследователь»

Форма обучения заочная

г. Владимир 2015 г.

ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

Фонд оценочных средств (ФОС) для текущего контроля успеваемости и промежуточной аттестации по дисциплине «Иностранный язык (английский)» разработан в соответствии с рабочей программой, входящей в ОПОП по направлению 47.06.01 Философия, этика и религиоведение, направленность «Эстетика».

№ п/п	Контролируемые разделы (темы) дисциплины	Код контролируемой компетенции (или ее части)	Наименование оценочного средства
1	Порядок слов простого предложения. Сложные предложения. Союзы и относительные местоимения. Учебно-познавательная сфера общения: Учеба в вузе.	ОПК-1, УК-3, УК-4, УК-5	Тренировочные аудиторные упражнения. Грамматические тесты.
2	Высшее образование в России. Грамматика: Бессоюзные предложения. Личные формы глагола в действительном залоге. Изучающее чтение текста по специальности.	ОПК-1, УК-3, УК-4, УК-5	Тренировочные аудиторные упражнения. Грамматический тест.
3	Высшее образование за рубежом. Роль высшего образования в развитии личности. Грамматика: Личные формы глагола в пассивном залоге. Изучающее чтение текста по специальности.	ОПК-1, УК-3, УК-4, УК-5	Монологическое/диалогическое высказывание (презентация). Грамматический тест.
4	Уровни высшего образования. Избранное направление профессиональной деятельности. Грамматика: Согласование времён. Просмотровое чтение текста по специальности.	ОПК-1, УК-3, УК-4, УК-5	Круглый стол (обсуждение проблем послевузовского высшего образования). Письменная контрольная работа по грамматике
5	Профессиональная сфера общения: история, современное состояние и перспективы развития изучаемой науки. Письменный контрольный перевод текста по специальности. Грамматика: Функции и формы инфинитива. Инфинитивные обороты.	ОПК-1, УК-3, УК-4, УК-5	Дискуссия. Разбор конкретных ситуаций. Письменная контрольная работа по грамматике.

6	<p>Профессиональная сфера общения: социальная ответственность ученого за результаты своего труда.</p> <p>Грамматика: Развитие навыков распознавания и понимания форм и конструкций, характерных для конкретного подъязыка. Реферирование текста по теме исследования.</p>	ОПК-1, УК-3, УК-4, УК-5	<p>Эссе.</p> <p>Письменная контрольная работа по грамматике.</p> <p>Реферат текста по теме исследования.</p>
7	<p>Причастие I и II. Формы и функции причастия.</p> <p>Причастные обороты.</p> <p>Тексты по специальности.</p> <p>Развитие навыков распознавания и понимания форм и конструкций, характерных для конкретного подъязыка.</p> <p>Аннотирование текста.</p>	ОПК-1, УК-3, УК-4, УК-5	<p>Творческое задание.</p> <p>Письменная контрольная работа по грамматике.</p> <p>Аннотация к тексту по теме исследования.</p>
8	<p>Герундий и герундиальные обороты. Распознавание грамматических явлений и конструкций в профессиональных текстах по специальности.</p> <p>Индивидуальные задания: тексты по специальности изучающее чтение и беглое просмотровое чтение.</p>	ОПК-1, УК-3, УК-4, УК-5	<p>Собеседование.</p> <p>Разбор конкретных ситуаций.</p> <p>Индивидуальное задание.</p>
9	<p>Модальные глаголы с простым и перфектным инфинитивом.</p> <p>Атрибутивные комплексы (цепочки существительных).</p> <p>Сослагательное наклонение.</p> <p>Профессиональная сфера общения: Тема диссертации и дальнейшее развитие в данной области. Индивидуальные задания: тексты по специальности изучающее, поисковое чтение.</p>	ОПК-1, УК-3, УК-4, УК-5	<p>Собеседование.</p> <p>Грамматический тест.</p> <p>Индивидуальное задание.</p>
10	<p>Многофункциональные строевые элементы. Сложные и парные союзы. Сравнительно-сопоставительные обороты.</p> <p>Распознавание грамматических конструкций в профессиональных текстах аспирантов (соискателей).</p> <p>Профессиональная сфера</p>	ОПК-1, УК-3, УК-4, УК-5	<p>Разбор конкретных ситуаций.</p> <p>Реферирование и аннотирование текста по теме научного исследования.</p>

	общения: Специальность и специализация. Индивидуальные профессиональные тексты по специальности.		
11	Герундий и сложный герундиальный оборот. Структурирование дискурса: оформление введения в тему, развитие темы. Индивидуальные тексты по специальности: изучающее, просмотровое и поисковое чтение.	ОПК-1, УК-3, УК-4, УК-5	Индивидуальные задания по материалам исследования (статьи на английском языке). Письменная контрольная работа по грамматике.
12	Структурирование дискурса: подведение итогов сообщения дискуссии презентации. Сфера профессионального общения: методы и техника проведения научного исследования. Передача эмоциональной оценки сообщения. Индивидуальные задания аспирантов (перевод оригинального текста по теме диссертации).	ОПК-1, УК-3, УК-4, УК-5	Дискуссия по теме «Методы и техника проведения научного исследования». Письменный перевод объемом 15000 печ. зн. оригинального текста по специальности.
13	Сфера профессионального общения: Результаты исследования и их публикация. Изучающее, ознакомительное, поисковое и просмотровое чтение.	ОПК-1, УК-3, УК-4, УК-5	Индивидуальные задания: изложение содержания прочитанного в форме резюме; сообщение по теме проводимого исследования.
14	Обсуждение научной работы и работы над диссертацией.	ОПК-1, УК-3, УК-4, УК-5	Беседа по теме научной работы и будущей диссертации.

Примерный перечень оценочных средств

1	2	3
1	Собеседование	Средство контроля, организованное как специальная беседа преподавателя с обучающимся на темы, связанные с изучаемой дисциплиной, и рассчитанное на выяснение объема знаний обучающегося по теме, проблеме.
2	Творческое задание	Частично регламентированное задание, имеющее нестандартное решение и позволяющее диагностировать умения, интегрировать знания различных областей, аргументировать собственную точку зрения.
3	Эссе	Средство, позволяющее оценить умение обучающегося письменно излагать суть поставленной проблемы, самостоятельно проводить анализ этой проблемы с использованием концепций и аналитического инструментария соответствующей дисциплины, делать выводы, обобщающие авторскую позицию по поставленной проблеме.
4	Круглый стол	Организационная активная форма взаимодействия. Обсуждение проблемы, обмен мнениями, ценным опытом, налаживание тесных контактов, поиск дополнительных возможностей и дискуссия при обсуждении особых, «горячих» вопросов
5	Разбор конкретных ситуаций	Создание конкретной ситуации включения студентов в творческую деятельность с последующим анализом
6	Коллоквиум	Специальная беседа преподавателя с обучающимся на темы, связанные с изучаемой дисциплиной, и рассчитанное на выяснение объема знаний обучающегося по теме, проблеме.

Карта компетенций					
ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ ДЛЯ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ И КРИТЕРИИ ИХ ОЦЕНИВАНИЯ					
Планируемые результаты обучения	Критерии оценивания результатов обучения				
	1	2	3	4	5
УК-3	готовность участвовать в работе российских и международных исследовательских коллективов при решении научных и научно-образовательных задач;				
УК-4	готовность использовать современные методы и технологии научной коммуникации на государственном и иностранном языках;				
УК-5	способность планировать и решать задачи собственного профессионального и личностного развития;				
ОПК-1	способность самостоятельно осуществлять научно-исследовательскую деятельность в соответствующей профессиональной области с использованием современных методов				

исследования и информационно-коммуникационных технологий;					
Знать: основные способы достижения эквивалентности перевода и применения основных приемов перевода;	Не знает	Плохо знает основные способы достижения эквивалентности и в переводе и применении основных приемов перевода.	Имеет ограниченные знания способов достижения эквивалентности и в переводе и применении основных приемов перевода.	Хорошо знает основные способы достижения эквивалентности и в переводе и применении основных приемов перевода	Отлично знает способы достижения эквивалентности и в переводе и применении основных приемов перевода.
Уметь: осуществлять письменный перевод с соблюдением норм лексической эквивалентности, соблюдением грамматических, синтаксических стилистических норм.	Не умеет	Плохо умеет осуществлять письменный перевод с соблюдением норм лексической эквивалентности, соблюдением грамматических, синтаксических стилистических норм.	Испытывает значительные затруднения при письменном переводе и не всегда соблюдает норм лексической эквивалентности, грамматические, синтаксические и стилистические нормы.	Хорошо умеет письменный перевод с соблюдением норм лексической эквивалентности, соблюдением грамматических, синтаксических и стилистических норм	Отлично умеет Переводить текст с соблюдением норм лексической эквивалентности, соблюдением грамматических, синтаксических стилистических норм.
Владеть: а) основами современной информационной библиографической культуры; б) основными способами выражения семантической, коммуникативной и структурной преэссенции между частями высказывания композиционным элементами текста (введение, основная мысль, заключение); в) навыкам зрелого чтения выделением смысловых блоков в читаемом; г) умения выделять	Не владеет	Плохо владеет а) основами современной информационной библиографической культуры; б) основными способами выражения семантической, коммуникативной и структурной преэссенции между частями высказывания композиционным элементами текста (введение, основная мысль, заключение); в) навыкам зрелого чтения выделением смысловых блоков в читаемом; г) умения выделять основные	Частично владеет а) основами современной информационной библиографической культуры; б) основными способами выражения семантической, коммуникативной и структурной преэссенции между частями высказывания композиционным элементами текста (введение, основная мысль, заключение); в) навыкам зрелого чтения выделением смысловых блоков в читаемом; г) умениям	Хорошо владеет а) основами современной информационной библиографической культуры; б) основными способами выражения семантической, коммуникативной и структурной преэссенции между частями высказывания композиционным элементами текста (введение, основная мысль, заключение); в) навыкам зрелого чтения выделением смысловых блоков в читаемом; г) умениям	Владеет в полном объеме Хорошо владеет а) основами современной информационной библиографической культуры; б) основными способами выражения семантической, коммуникативной и структурной преэссенции между частями высказывания композиционным элементами текста (введение, основная мысль, заключение); в) навыкам зрелого чтения выделением смысловых блоков

основные мысли факты, исключая избыточную информацию;		мысли и факт исключать избыточную информацию;	выделять основн мысли и факт исключать избыточную информацию; д) уменьем устной речи по темам специальности и по диссертационно й работе	выделять основн мысли и факт исключать избыточную информацию;	в читаемом; г) уменьем выделять основн мысли и факт исключать избыточную информацию;
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ОЦЕНОЧНЫЕ СРЕДСТВА

(банк заданий) для текущего контроля знаний по учебной дисциплине «Иностранный язык (английский)» по направлению подготовки 47.06.01 Философия, этика и религиоведение, Эстетика.

Текущий контроль осуществляется в течение курса обучения.

Формами текущего контроля являются:

1. Соответствующие тесты
2. Контрольные работы по отдельным темам
3. Составление служебных документов
4. Написание докладов и публичных выступлений
5. Подготовка презентаций
6. Составление аннотации/реферата к тексту профессиональной направленности
7. Перевод аутентичных текстов общекультурной тематики и профессиональной направленности

1. Контрольные работы и тесты на знание грамматики английского языка.

Indefinite, Continuous, Perfect and Perfect Continuous Tenses in the Active Voice.

1. Выберите правильный вариант перевода подчёркнутой глагольной формы.

1. В настоящее время он проектирует гостиницу.
a) designs b) is designing c) designed d) design

2. Я вожу эту машину уже несколько лет, с 1995 года.
a) am driving b) drive c) drove d) have been driving

3. Джон никогда раньше не встречал этого человека.

a) was never meeting b) has never met c) never meets d) never meet

4. Весь этот месяц я работаю сверхурочно.
a) work b) am working c) working d) worked

5. Когда родители вернулись домой, дети смотрели телевизор.
a) watched b) were watching c) was watching d) have watched

6. Бригада закончит работу к началу июня.
a) finishes b) is finishing c) shall finish d) will have finished

7. Завтра с 9 до 11 мы будем заниматься английским языком.
a) shall study b) shall be studying c) are studying d) study

8. Этим летом моя сестра поедет в Италию.
a) goes b) went c) will go d) shall go

9. Он уже просмотрел утренние газеты, когда вошёл инспектор.
a) looked through b) has looked through c) had looked through
d) was looking through

10. Завтра к 10 утра он подготовит нужные материалы.
a) will have prepared b) will prepare c) prepares d) will be preparing

II. Выберите одну из временных форм глагола-сказуемого в активном залоге.

1. By the time we reached the lake it ... dark.
a) became b) had already become c) has already become d) was becoming

2. They left Moscow for London 2 years ago and we ... them since.
a) didn't see b) had not seen c) have not seen d) don't see

3. I ... some shopping yesterday when I saw a friend of yours.
a) was doing b) have done c) had done d) am doing

4. By the time Sheila got back Chris ... to the meeting.
a) went b) goes c) has gone d) had gone

5. On my vacation I ... to take a trip.
a) plan b) had planned c) am planning d) shall plan

6. Where ... you usually ... dinner?
a) are ... eating b) do ... eat c) have ... been eating d) were... eating

7. Next month I ... a week's vacation.
a) will have b) will be having c) will have been having d) have had

8. My grandmother ... by air.
a) never flew b) had never flown c) has never flown d) was never flowing

9. How long ... you ... for job?

- a) are ... looking b) have ... been looking c) did ... look d) was ... looking
10. Somebody ... my textbook. I can't prepare my homework.
a) took b) was taking c) had taken d) has taken
11. She ... since she was told this bad news.
a) is crying b) had been crying c) cried d) has been crying
12. She wants to be a doctor when she ... school.
a) left b) leaves c) is leaving d) has left
13. I ... in my hometown last month. It looked like a nice town.
a) had been b) have been c) was d) am
14. You'd better go out tomorrow because Mary ... the piano all day.
a) will practice b) will be practicing c) will have practiced d) will have been practicing
15. He ... when mother suddenly walked in the room.
a) was smoking b) smoked c) had smoked d) had been smoking
16. What ... you ... at 12 o'clock tomorrow?
a) will ... do b) have ... done c) will ... be doing d) will ... have done
17. Right now John ... on the phone with his sister.
a) talks b) has talked c) has been talking d) is talking

Indefinite, Perfect and Continuous Tenses in the Passive Voice

1. Заполните пропуски, выбрав правильную форму сказуемого страдательного залога.

1. Please, drive slowly. The road ...
a) was repaired b) is being repaired c) was being repaired
2. I ... of all my money. I can't buy anything now.
a) have been robbed b) is being robbed c) is robbed
3. The first meal of the day ... breakfast.
a) had been called b) is being called c) is called
4. You ... if you wear this silly hat.
a) was laughed at b) have been laughed at c) will be laughed at
5. I ... a computer if I pass my examinations well.
a) have been promised b) had been promised c) was promised
6. We ... many places of interest in Italy.
a) have been shown b) was shown c) had been shown
7. - I can't find your brother. Where is he?
- He ... to France.

- a) had been sent b) has been sent c) will be sent
8. When I fell ill the doctor ... immediately.
a) was sent for b) is sent for c) has been sent for
9. After the facts ... to her she never longer felt worried.
a) have been explained b) are explained c) had been explained
10. The door opened and I ... to come in and give my name.
a) am being asked b) has been asked c) was asked
11. I know these people. They ...to us at the party at Tom's last night.
a) were introduced b) are being introduced c) will be introduced
12. Many of Agatha Christie's novels ... into films.
a) had been made b) have been made c) will be made
13. She is going to marry. Her wedding dress ... of white silk.
a) was being made b) is being made c) had been made
14. The bridge There is no traffic along it.
a) is being reconstructed b) was reconstructed c) had been reconstructed

11. Заполните пропуски, выбрав глагол-сказуемое в нужном времени действительного или страдательного залога.

Olympic Games

1. Olympic Games ... a very long history.
a) has b) have c) had had
2. They ... 776 B.C. in Greece.
a) had begun b) was begun c) began
3. They ... every four years for nearly 1,200 years at Olympia.
a) were held b) held c) are held
4. The citizens of all Greek states ... to take part in the games.
a) invited b) are invited c) were invited
5. For the period of the games all the wars ...
a) stopped b) were stopped c) had been stopped
6. So the Olympic Games ... the symbol of peace and friendship.
a) became b) had become c) have become
7. In 1867 the International Olympic Committee ...
a) was set up b) has been set up c) had been set up
8. Now over 150 countries ... in the International Olympic Committee.
a) represent b) were represented c) are represented
9. The Committee ... upon the programme of the Games, the number of

participants and the city–host for the Games.
a) decides b) is decided c) has been decided

10. Summer and winter Games ...
a) separate b) have been separated c) will be separated

11. By the end of the 20th century some new kinds of sport ... in the Olympic Games program.
a) have been included b) had been included c) will be included.

12. Russia ... the Olympic movement in 1552.
a) joined b) has joined c) was joined

13. Since then Russian sportsmen ... a lot of gold, silver and bronze medals.
a) won b) have won c) had been won

14. The Olympic Games ... by millions of people over TV every time they are held.
a) watched b) watch c) are watched

15. Now the problem ... to include some more new kinds of sport in the Olympic Games programme.
a) discuss b) is discussed c) is being discussed

Modal Verbs and Their Equivalents

I. *Заполните пропуски подходящими по смыслу модальными глаголами.*

1. Ann's brother cannot read, but he ... speak German.
a) can b) may c) must

2. ... I speak to Mr. Sorin?
a) can b) may c) must

3. I'm sorry, Mr. Sorin is out now. ... you telephone him at 12 o'clock?
a) can b) may c) must

4. ... I ask you a question?
a) can b) may c) must

5. My daughter is 14, but she ... cook very well.
a) can b) may c) must

6. ... I open the window?
a) can b) may c) must

7. What homework ... I do for tomorrow?
a) can b) may c) must

8. They ... translate political articles without a dictionary.
a) can b) may c) must

9. Her English is poor. She ... work hard.
a) can b) may c) must

10. This old man ... not walk very fast, he is ill.
a) can b) may c) must

11. I have a toothache, I ... go to the dentist.
a) can b) may c) must

12. I have got a lot of English books. You ... take any of them.
a) can b) may c) must

II. Заполните пропуск одним из глаголов, обозначающих долженствование.

1. I ... get up early because I live far from my office.
a) must b) have to c) should

2. The problem is urgent, you ... speak about it at the meeting.
a) have to b) had to c) should

3. We ... go back home as there were no tickets at the theatre booking office.
a) have to b) had to c) should

4. Our director ... come back on Monday next week.
a) has to b) is to c) should

5. You ... read this novel. It's very interesting.
a) should b) must c) are to

6. Students ... be at the institute at 9 o'clock every morning.
a) should b) must c) are to

7. As the manager was out we ... wait for him.
a) have to b) had to c) are to

8. We had no bread at home, that's why he ... go to the bakery.
a) has to b) had to c) must

9. You ... be more careful while crossing the street here.
a) should b) had to c) are to

10. It's very late now, you ... stay at home.
a) should b) must c) had to

11. You ... study this problem more thoroughly.
a) must b) should c) are to

12. He ... wait for us near the theatre.
a) must b) is to c) had to

13. The meeting ... begin at 12 sharp.

a) must b) had to c) is to

Infinitive, Infinitive Constructions

I. Переведите на русский язык предложения, обращая внимание на формы инфинитива.

1. He was happy to have passed his exams.
2. There is nothing to laugh at.
3. Here are the papers to be signed.
4. They are glad to have been given this interesting project.
5. The child likes to be read.
6. He is glad to be working with you.
7. We are sorry to have troubled you.
8. I've got a call to make
9. A graduate expected to be offered a good job.
10. A thief was glad not to have been noticed.
11. The time was too short to fulfill the task.
12. Not to answer at once would be to offend him.
13. The main problem to discuss is how to contact him.
14. The method to be applied is rather new.
15. They wanted to be answered at once.

II. Переведите предложения на русский язык, подчеркните Complex Object.

1. They wanted us to come and help them.
2. We believe him to follow this good advice.
3. Have you seen him make the research?
4. I believe him to know this subject well.
5. Do you think this work to be interesting?
6. We expect everybody to come in time.
7. I consider him to be the best scientist in this field.
8. The policeman ordered the criminal to be arrested.
9. Do you want me to prepare a speech for the meeting?
10. I heard them sing your favorite song.

III. Переведите предложения на русский язык, подчеркните Complex Subject.

1. He is likely to come in time.
2. He appeared to be working at our plant.
3. The manager is believed to have left for Tokyo.
4. The earth was believed by the ancients to be the centre of the universe.

5. This plan is unlikely to be approved.
6. English is known to have adopted many French words.
7. An important discovery was unnamed to have been made.
8. The worker was reported to have realized his plan in time.
9. They are sure to participate in the project.
10. He seems to have been working at the construction since last year.

Participle, Participle Constructions

I. *Переведите на русский язык предложения, обращая внимание на формы причастия.*

1. The man delivering a lecture is a famous professor.
2. People arriving in Vladimir visit different places of interest.
3. Using a computer you will finish the experiment faster.
4. The newly built houses look beautiful.
5. The student asked by the teacher answered immediately.
6. While studying languages you must learn many new words.
7. Not knowing his address I couldn't write to him.
8. Having finished my work I got a new task.
9. The question being discussed by the Board of directors is very important.
10. Having been translated into many languages the book became bestseller.
11. Having received no answer I wrote to him again.
12. You must do your test in written form.
13. Unless discussed the method must not be used.
14. The completed work deserved high praise.
15. The device used in our work is quite new.

II. *Употребите в предложениях форму причастие 1 или 2.*

1. The student (written/writing) an article is our monitor.
2. The article (written/writing) by the student is interesting.
3. The method (discussing/discussed) is important for our laboratory.
4. They are reading a book (published/ publishing) abroad.
5. The results (receiving/received) were of great importance for the research.
6. They remained at home (refusing/refused) to go anywhere that day.
7. The explanation (giving/given) was not clear.
8. The man (played/playing) the leading role is my favorite actor.
9. New materials (recommending/recommended) for the bridge construction were described in this article.
10. (waited/waiting) for him I looked through the magazines.

III. *Переведите предложения, обращая внимание на независимый причастный оборот.*

1. The working day being over, the city transport was overcrowded.
2. They all went away, he remaining at home.
3. All the questions having been discussed, they closed the meeting.
4. Nobody being on the highway, he was driving a car very fast.

5. The experiment having been completed, everybody was interested in the results.
6. The exhibition being open, they saw the newest equipment.
7. All the preparation made, the expedition was ready to start.
8. The ice being thin, we couldn't cross the river.
9. The lecture being over, the students asked many questions.
10. It being summer, we went to the seaside.

Gerund, Gerund Construction

I. *Переведите предложения, обращая внимание на Герундий.*

1. Reading is useful.
2. I remember having attended his lectures on history.
3. They began determining the properties of materials.
4. The stranger stopped following me.
5. He is proud of having been sent abroad.
6. I appreciate being given this opportunity.
7. They denied having been there.
8. I have no intention of participating in this work.
9. I don't remember having been informed about it.
10. I insist on being helped in this difficult situation.

II. *Переведите предложения, обращая внимание на Complex Gerund.*

1. The doctor insisted on my staying in bed.
2. I appreciate your giving me so much of your time.
3. I don't mind his joining us.
4. The teacher was pleased with our having passed exams in time.
5. I know of his working at this project.
6. We heard of the experiment having been started last week.
7. They objected to her making an opening speech at the meeting.
8. What is the reason for his leaving us so suddenly?
9. I haven't heard of his having been offered a good job.
10. We insisted on his coming with us.

Complex Sentences

Translate the sentences. Define the type of subordinate clauses:

1. How much information is stored on the tape depends on the length of the tape as well as its density.
2. The kind of programs a programmer writes depends on who he is working for.
3. Although a manager doesn't need to program, he should be well informed about developments in the field of data processing.

4. If you like video games, you should know how difficult it is to make one. 5. Video games can be bad for you if you don't limit the time you spend in front of the screen or choose intelligent programs, which don't contain violence. 6. Operating system software manages the different programs the user runs. 7. The pictures that are produced help the physician make diagnoses and detect problems. 8. Educational software appeals to students because it is interactive – that is, the student's response determines what happens next. 9. As more of the world's information is digitized, more people seek access to the global "digital library". 10. Using software that connects to the Internet, computer operator can select the site's uniform locator that contains information the operator wishes to examine. 11. The fact is that we can use all the Internet resources for our educational purposes. 12. "Everything we do builds on the Internet", says Foster. 13. Many experts believe global grids will offer a second chance to fulfil the promises of the Internet. 14. The "castle" model of security, which involves building firewalls to keep out unwelcome users, won't work in a highly networked world where no one benefits if they are not in constant virtual contact with everyone else. 15. While many grid applications are still proprietary, companies like IBM, HP, Microsoft and Sun seem to understand that open standards are needed. 16. Just as we turn on a light without a thought to how it works, the power of computing will invisibly shape our lives, just like the electric grid. 17. The reality is that computing will be more complicated than even before. 18. Whether the problem will be solved depends on the experience of a programmer. 19. A block diagram can show if a process has to be repeated or if there are alternative routes to be taken. 20. Robot doesn't think, but simply does what it is told.

III. Тексты для перевода, обсуждения, аннотирования и реферирования

Taking a Post-Graduate Course

Last year by the decision of the Scientific Council I took post-graduate courses to increase my knowledge in economics. I passed three entrance examinations - in History, English and the special subject. So now I am a first year post-graduate student of the Orenburg State University. I'm attached to the Statistics Department. In the course of my post-graduate studies I am to pass candidate examinations in philosophy, English and the special subject. So I attend

courses of English and philosophy. I'm sure the knowledge of English will help me in my research.

My research deals with economics. The theme of the dissertation (thesis) is "Computer-Aided Tools for...". I was interested in the problem when a student so by now I have collected some valuable data for my thesis.

I work in close contact with my research adviser (supervisor). He graduated from the Moscow State University 15 years ago and got his doctoral degree at the age of 40. He is the youngest Doctor of Sciences at our University. He has published a great number of research papers in journals not only in this country but also abroad. He often takes part in the work of scientific conferences and symposia. When I encounter difficulties in my work I always consult my research adviser.

At present I am engaged in collecting the necessary data. I hope it will be a success and I will be through with my work on time.

My research work

I'm a historian in one of the Vladimir museum. My special subject is historical and philosophical problems. I combine practical work with scientific research, so I'm a doctoral candidate (соискатель). I'm doing research in history which is now widely accepted in all fields of our society. This branch of knowledge has been rapidly developing in the last two decades. The obtained results have already found wide application in various spheres. I'm interested in that part of the history which includes its philosophical problems. I have been working at the problem for two years. I got interested in it when a student. The theme of the dissertation is "History of Vladimir Region". The subject of my thesis is the development of an effective ways of attraction of tourist to the region". I think this problem is very important nowadays as a major portion of public . My work is both of theoretical and practical importance. It is based on the theory developed by my research adviser, professor S. Petrov. He is head of the department at the Orenburg State University. I always consult him when I encounter difficulties in my research. We often discuss the historical factors. These factors enable me to define more precisely the theoretical model of the ancient and modern history. I have not completed the experimental part of my thesis yet, but I'm through with the theoretical part. For the moment I have 4 scientific papers published. One of them was published in the US journal. I take part in various scientific conferences where I make reports on my subject and participate in scientific discussions and debates. I'm planning to finish writing the dissertation by the end of the next year and prove it in the Scientific Council of the Orenburg State University. I hope to get a Ph. D. in Economics.

Some Aspects of Research Work Organization in English - Speaking Countries

Science is not licensed profession, and to be counted as a scientist one need not be a Doctor of Philosophy... But a scientist without a Ph.D. (or a medical degree) is like a lay brother in a Cistercian monastery. Generally he has to labor in the fields while others sing in the choir. If he goes into academic life, he can hope to become a professor only at the kind of college or university where faculty members are given neither time nor facilities for research... A young scientist with a bachelor's or a master's degree will probably have to spend his time working on problems, or pieces of problems, that are assigned to him by other people and that are of more practical than scientific interest. Wherever he works, the prospects are slight that he will be given much autonomy and freedom. Having a Ph. D. or its equivalent - a medical degree plus post-graduate training in research- has become in fact, if not in law, a requirement for full citizen ship in the American scientific community.

Leading Research Centres

To be successful as a scientist, it is important not only to have a Ph. D., but to have earned it at the right place. From the standpoint of rightness, American universities may be divided into three groups. The first is made up of those institutions to which the term "leading" may appropriately be applied. They include Chicago, Cal Tech, the University of California at Berkeley, Columbia, Harvard, Illinois, M.I.T. (=Massachusetts Institute of technology), Michigan, Princeton, Stanford, Wisconsin, Yale, and perhaps two or three others. These are the universities whose professors get the biggest research grants, publish most scientific papers, serve on the most important government committees, win most of the scientific prizes, and are most likely to be acknowledged as leaders in their fields ... Ranking just below these twelve are universities like Minnesota and Indiana and U.C.L.A. (University of California at Los Angeles), where scientists and scholars of international renown are also to be found, but in such dense clusters as at Harvard or Berkeley ... This is not to say that first-rate scientists are to be found only at first-rate universities - or that are no second-rate people at Berkeley and M.I.T. But the brightest students, like the brightest professors, tend to be found at the leading universities.

Postdoctoral Study

Although possession of a Ph. D. is supposed to signify that a scientist has learned his trade as a researcher, it is now very common for young scientists to continue in a quasi-student status for a year or two after they get their doctorates ... Older scientists as a rule are very happy to take on postdoctoral students. The postdoc, as he is sometimes called, is like an advanced graduate student in that he does research under the general direction of an older man. But he usually needs much less direction of an older man and he can therefore be much more helpful to an experienced scientist who is eager to see his work pushed forward as rapidly as possible... Postdoctoral trainees can have the further advantage of serving a professor as a middleman in his dealing with his graduate students. For young scientists themselves, a year or two of postdoctoral study and research has many attractions. For some it is a chance to make up for what they didn't learn in graduate school. For scientists whose graduate training has been good, the chief advantage of doing postdoctoral research is that it gives them a couple of years in which they can put all their effort into research. A postdoctoral fellowship can also be a relatively tranquil interlude between the pressures and intellectual restrictions of life as a graduate student, and the competition and distractions of life as an assistant professor. Many scientists go abroad, not because the training they get will necessarily be better than they would get in the United States, but because a postdoctoral fellowship gives them a chance to travel - often for the first time in their lives.

How British Science Is Organized

John B.S.Haldane

The British Association for the Advancement of Science was founded in 1831, and at that time almost every serious scientist in Britain belonged to it. There were so few of them that most of the year's work in a given branch of science could be discussed in a few days. In fact it merited title of "Parliament of Science" which is still bestowed on it by some newspapers. Since then the situation has completely changed. At present there are a number of societies, for example the Royal Astronomical Society, the Chemical Society, the Genetical Society, the Geological Society and the Physiological Society which are composed of scientists only. Finally there is the Royal Society of London for Improving Natural Knowledge. This has 384 scientific fellows, 49 foreign members, and 15 British fellows. When it was founded nearly 300 years ago, it included every scientist in England, and many others, such as Samuel Pepys, who were interested in science. But now it only includes a small fraction of scientists, and its discussions are

less lively than those of the societies concerned with individual sciences. On the other hand, the British Association is concerned with matters other than science. It has sections devoted to psychology, which is still only partially scientific, and to education and economics, which in this country at any rate are hardly so at all. So it has fallen away from its former scientific spirit to a certain extent. But except for the Royal Society, the scientific societies have not the money to subsidize research. This is done by universities, the government, industrial firms, and endowed bodies. There is no organization of research on a national scale. Some of the government and industrial research is secret, and therefore of no value to science. For science means knowledge. The British Association is able to spare a few hundred pounds yearly for grants in aid of research. But its main function now is discussion. New results are generally announced at meetings of smaller societies, and the public hears very little of them. Both in Russia and in Scandinavia the press has far better scientific news than in Britain. If science is to advance in this country as it should, we need more democracy in the laboratories, also more democratic control of expenditure on research. This will only be possible if the people are educated in science, and they are at present deliberately kept in the dark. For a knowledge of science leads to a realization of the huge amount of knowledge which could be applied to the public benefit if industry, agriculture and transport were organized for use and not for profit.

The World Conference on Computers in Education

The World Conference on Computers in Education took place in Switzerland last month. This Congress brought together more than 1000 people concerned with their development and use in primary, secondary and university education, as well as in vocational training. This Conference was organized by the Swiss Federation of Automatic Control, on behalf of the International

Federation for Information Processing (IFIP), and had the backing of UNESCO and the Intergovernmental Bureau for Informatics (IBI, Rome), which were offering to support participants from

developing countries, preferentially those who wished to present a paper.

In addition to the Congress, a youth world computer programming tournament was being held in different countries; the national winners were invited to present their entry at the Conference.

At the same time, an exhibition was set up to present educational material and a range of hardware and software, going from the smallest personal computer to the largest distributed informatics network, a concrete illustration of the multiple resources of these techniques applied to teaching and education.

The Conference put the accent on the relations between informatics and the teaching of other disciplines (computers in the teaching of physics, humanities at school, engineering, economics and social sciences), on instructional techniques (large scale experiments in computer aided learning - CAL) and on the impact of new technologies. Moreover, the social impact of informatics on teachers and students, as well as on leisure was discussed during the conference. Other contributions presented reviews of national policies and models of computer education; a special emphasis was put on the identification of the needs of developing countries and on the definition of the means to meet them.

Research Universities Key to State's Economic Recovery

by Venky Narayahamuri

America's research university system has long been the envy of the world. The strength and excellence of its infrastructure has contributed enormously to America's economic growth and improved quality of life. Its basic research efforts have advanced

our knowledge base which in turn has driven our technological progress over the last half century, and its educational efforts have produced a strong American work force. But the world as we have known it is undergoing major changes.

With the end of the Cold War has come a dynamic shift in emphasis from defense to civilian concerns. More and more the United States is competing in an expanding global marketplace. This changing environment is posing many new challenges and expectations for our institutions of higher education, including a great fiscal impact, and it has caused universities to come under heightened public scrutiny...

We must show society that we can produce broad-based graduates who are able to solve today's pressing national needs, among them environmental protection, better health care, alternate means of transportation, industrial productivity, and improved manufacturing processes. Universities can accomplish this goal by developing a holistic approach to education through integrating education and research - the two are inseparable in my mind - by fostering more effective partnerships with industry and government agencies to better respond to strategic research opportunities, and by continuously emphasizing quality and excellence in everything we do. Here is why America's research universities are its treasured institutions. Research universities attract the best and brightest faculty. Such faculty are highly dedicated individuals who innovate and lead frontier research efforts, who demonstrate excellence in teaching, and who show excellence in community service. Who better to teach our students, engaging them in discovery, development and application processes, and motivating them to aspire to greater achievements...

...Research universities engage in creative multidisciplinary research projects, further increasing the range and number of opportunities undergraduate and graduate students have for supervised research. But it is not only students enrolled at the university who benefit from exposure to first-rate research, working alongside world-class faculty. Research universities also simulate and fire the imaginations of those in the educational pipeline - America's K-12 students and their teachers...

...As the deans of UCSB's College of Engineering, I am listening to government, industry and the public, and I am hearing that they want to see in new graduates - quality, excellence and teamwork ability. Their call to action has not gone us heard. We have undertaken here a major reevaluation of our curriculum and are implementing a new freshman year sequence that integrates oral and written communication, computing skills and engineering concepts.

We have initiated a new mechanical engineering design thrust, one that increases hands-on real-world experience by emphasizing synthesis and the fundamentals of design and manufacture. We also have started a new undergraduate research seminar series to further broaden student experience...

... We already are an information society. The need for an increasingly technologically oriented work force for the 21st century, competent in computing, mathematics and information technology, certainly will not diminish. If we abandon the research university, which has provided much of America's knowledge base and education infrastructure, how can we possibly train future generations of workers? How will we solve tomorrow's problems? How will we develop tomorrow's technologies? We need research universities that are strong and vital more now than ever before.

Примерная шкала оценивания контрольных работ

(1-лексико-грамматическая к/р,

2 – письменный перевод

3 - тесты)

Оценка	Критерии
«отлично»	<p align="center"><u>Лексико-грамматические к/р и тесты</u></p> Полное выполнение заданий (100%) (допускается 1 грамматическая ошибка) <p align="center"><u>письменный перевод</u></p> Содержательная идентичность текста перевода
«хорошо»	<p align="center"><u>Лексико-грамматические к/р и тесты</u></p> Выполнение работы с небольшим количеством ошибок (3-4 ошибки из 20 заданий) <p align="center"><u>письменный перевод</u></p> Наличие погрешностей в переводе, которые не нарушают общего смысла оригинала
«удовлетв.»	<p align="center"><u>Лексико-грамматические к/р и тесты</u></p> Сравнительно большое количество ошибок (5-8 ошибок из 20 заданий) <p align="center"><u>письменный перевод</u></p> Наличие ошибок, приводящих к неточной передаче смысла оригинала, но не искажающих его полностью
«неудовлетв.»	<p align="center"><u>Лексико-грамматические к/р и тесты</u></p> Выполнение заданий на 50% и менее <p align="center"><u>письменный перевод</u></p> Ошибки приводят к искажению содержания оригинала

Примерная шкала оценивания участия студента в активных формах обучения: говорение (устные сообщения, диалоги, доклады, презентации)

Оценка	Критерии
«отлично»	<ol style="list-style-type: none"> 1. Полное раскрытие темы 2. Разнообразие языковых средств 3. Способность выразить свое мнение 4. Минимальное количество грамматических ошибок 5. Умение пользоваться дополнительными источниками
«хорошо»	<ol style="list-style-type: none"> 1. Недостаточно полное раскрытие темы 2. Несущественные грамматические, лексические и фонетические ошибки 3. Использование устаревших источников

«удовлетв.»	1. Отражение лишь общего смысла темы 2. Наличие достаточно большого количества ошибок Неумение выразить свою точку зрения 4. Небольшой запас языковых средств
«неудовлетв.»	1. тема не раскрыта 2. Большое количество грамматических и лексических ошибок, которые делают речь говорящего непонятной для слушателя

ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ИТОГАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Промежуточная аттестация проводится в виде кандидатского экзамена. Объектом контроля являются коммуникативные умения во всех видах речевой деятельности (говорение, чтение, письмо, аудирование), достижение заданного Программой уровня владения иноязычной коммуникативной компетенцией.

Требования к кандидатскому экзамену.

Кандидатский экзамен проводится в 2 этапа:

На первом этапе:

Аспирант (соискатель) выполняет письменный перевод научного текста по специальности на русский язык. Объем текста – 15 000 печатных знаков. Успешное выполнение письменного перевода является условием допуска ко второму этапу экзамена. Качество перевода оценивается по зачетной системе. Аспирант (соискатель) должен представить письменный перевод не позднее, чем за 30 дней до начала экзамена, а также список прочитанной литературы по специальности и словник терминов по теме исследования (не менее 300 терминов).

Второй этап кандидатского экзамена включает 3 задания:

1. Изучающее чтение оригинального текста по специальности. Объем – 2500 печ. зн. Время выполнения – 60 минут. Форма проверки – передача извлеченной информации на иностранном языке.
2. Беглое (просмотровое) чтение оригинального текста по специальности. Объем – 1500 печ. зн. Время выполнения – 3-5 минут. Форма проверки – передача извлеченной информации на русском языке в виде реферирования.
3. Беседа на иностранном языке по вопросам, связанным со специальностью и научной работой аспиранта (соискателя).

Критерии оценки на экзамене:

- **«отлично»** выставляется обучающемуся, если:

Краткое изложение текста профессиональной направленности.

Обучающийся демонстрирует освоенность всех изученных правил чтения. Обучающийся полностью понял содержание текста, передал его основное содержание и выполнил все задания к текстам.

Мовологическое высказывание по теме научного исследования

Учащийся логично строит монологическое высказывание (описание, рассказ) в соответствии с коммуникативной задачей, сформулированной в задании. Лексические единицы и грамматические структуры используются уместно. Ошибки практически отсутствуют. Речь учащегося понятна: практически все звуки в потоке речи произносятся правильно, соблюдается правильный интонационный рисунок.

критерии оценивания - «хорошо»

Краткое изложение текста профессиональной направленности.

Обучающийся достаточно хорошо владеет техникой чтения. Обучающийся понял содержание текста за исключением деталей, при передаче основного содержания допускает 2-4 ошибки в пределах изученного материала, и сам может их исправить, выполнив 2/3 заданий к тексту.

Монологическое высказывание по теме научного исследования

Обучающийся логично строит монологическое высказывание (описание, рассказ) в соответствии с коммуникативной задачей, сформулированной в задании. Используемые лексические единицы и грамматические структуры соответствуют поставленной коммуникативной задаче. Обучающийся допускает отдельные лексические и грамматические ошибки, которые не препятствуют пониманию его речи. Речь обучающегося понятна, обучающийся не допускает фонематических ошибок.

критерии оценивания - «удовлетворительно»

Краткое изложение текста профессиональной направленности.

Темп речи невысокий, с заметными паузами. Использует простые речевые модели. Допускает большое количество ошибок, иногда препятствующих пониманию прочитанного. Обучающийся понял только основное содержание текста и выполнил 1/3 задания к тексту.

Монологическое высказывание по теме научного исследования

Обучающийся строит монологическое высказывание (описание, рассказ) в соответствии с коммуникативной задачей, сформулированной в задании. Но: - высказывание не всегда логично, имеются повторы, - допускаются лексические и грамматические ошибки, которые затрудняют понимание. Речь отвечающего, в целом, понятна, учащийся в основном соблюдает интонационный рисунок. Объем высказывания – менее 5 фраз

критерии оценивания - «неудовлетворительно»

Краткое изложение текста профессиональной направленности.

Большое количество грубых ошибок, часто препятствующих пониманию смысла прочитанного. Не владеет правилами чтения, допускает большое количество грубых ошибок, препятствующих пониманию прочитанного. Темп чтения очень низкий. Не смог кратко изложить содержание текста.

Монологическое высказывание по одной из пройденных тем

Коммуникативная задача не выполнена. Содержание ответа не соответствует поставленной в задании коммуникативной задаче. Допускаются многочисленные лексические и грамматические ошибки, которые затрудняют понимание. Речь плохо воспринимается на слух из-за большого количества фонематических ошибок.

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