Министерство образования и науки Российской Федерации
федеральное государственное бюджетное образовательное учреждение высшего образования «Казанский национальный исследовательский технический университет им. А.Н. Туполева-КАИ»

(КНИТУ-КАИ)

Институт **Компьютерных технологий и защиты информации**

Кафедра **Компьютерных систем**

УТВЕРЖДАЮ

Ответственный за ОП
Верш И.С.Вершинин

«31» 08 2017г.

Регистрационный № 4010-17/б-006

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

для проведения промежуточной аттестации обучающихся по дисциплине

«Иностранный язык»

Индекс по учебному плану: **Б.1. Б.03**
Направление: **09.03.01 «Информатика и вычислительная техника»**
Квалификация: **бакалавр**

Профиль: **Вычислительные машины, комплексы, системы и сети**
Автоматизированные системы обработки информации и управления
Программное обеспечение средств вычислительной техники и автоматизированных систем
Системы автоматизированного проектирования (электронные средства)
Системы автоматизированного проектирования машиностроения

Виды профессиональной деятельности: **научно-исследовательская, проектно-конструкторская**

Заведующий кафедрой иностранных языков Н.А. Константинова

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Казань 2017 г.

Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине «Иностранный язык»

Содержание фонда оценочных средств (ФОС) соответствует требованиям Федерального государственного образовательного стандарта высшего образования (ФГОС ВО) по направлению подготовки 09.03.01 «Информатика и вычислительная техника», учебному плану направления подготовки 09.03.01 «Информатика и вычислительная техника».

Оценочные средства являются актуальными и представлены в полном объеме. Оценочные средства соответствуют задачам будущей профессиональной деятельностиобучающихся, установленных ФГОС ВО.

Оценочные средства могут быть использованы для проведения различных форм контроля – в форме тестирования, в форме устного ответа, в форме письменного задания.

Задания, включенные в оценочные средства, представлены в различных формах и позволяют оценивать все основные виды речевой деятельности, предусмотренные дисциплиной «Иностранный язык» - аудирование, грамматику, чтение, письмо. Контекст заданий соответствует сфере общения каждого из разделов, задания представлены на различных уровнях сложности.

Оценочные средства приближены к задачам будущей профессиональной деятельности обучающихся.

Замечаний нет.

Предложений, рекомендаций нет.

Заключение. Учебно-методическая комиссия делает вывод о том, что представленные материалы соответствуют требованиям ФГОС ВО по направлению подготовки 09.03.01 «Информатика и вычислительная техника» и рекомендуются для использования в учебном процессе.

Рассмотрено на заседании учебно-методической комиссии ИТКиЗИ от «31» августа 2017г. протокол №8.

Председатель УМК ИТКиЗИ _____В.В. Родионов

Содержание

Введение

Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине «Иностранный язык» – это комплект методических и контрольно-измерительных материалов, предназначенных для определения уровня сформированности компетенций, оценивания знаний, умений, владений на разных этапах освоения дисциплины для проведения промежуточной аттестации обучающихся по дисциплине.

ФОС ПА является составной частью учебного и методического обеспечения программы специалитета по специальности 09.03.01 «Информатика и вычислительная техника».

Задачи ФОС по дисциплине «Иностранный язык»:

– оценка запланированных результатов освоения дисциплины обучающимися в процессе изучения дисциплины, в соответствии с разработанными и принятыми критериями по каждому виду контроля;

– контроль и управление процессом приобретения обучающимися необходимых знаний, умений, навыков и формирования компетенций, определенных в ФГОС ВО по направлению подготовки 09.03.01 «Информатика и вычислительная техника»

ФОС ПА по дисциплине «Иностранный язык» сформирован на основе следующих основных принципов оценивания:

– пригодности (валидности) (объекты оценки соответствуют поставленным целям обучения);

– надежности (использования единообразных стандартов и критериев для оценивания запланированных результатов);

– эффективности (соответствия результатов деятельности поставленным задачам).

ФОС ПА по дисциплине «Иностранный язык» разработан в соответствии с требованиями ФГОС ВО по специальности 09.03.01 «Информатика и вычислительная техника» для аттестации обучающихся на соответствие их персональных достижений требованиям поэтапного формирования соответствующих составляющих компетенций и включает контрольные вопросы (или тесты) и типовые задания, необходимые для оценки знаний, умений и навыков, характеризующих этапы формирования компетенций.

1 Формы промежуточной аттестации по дисциплине

Дисциплина «*Иностранный язык*» изучается в 1-4 семестре при очной/заочной форме обучения и завершается следующими формами промежуточной аттестации: зачет (1-3 семестр)/ экзамен (4 семестр).

2 Оценочные средства для промежуточной аттестации

Оценочные средства для промежуточной аттестации по дисциплине «*Иностранный язык*» при очной/заочной формам обучения.

Таблица 1

Оценочные средств для промежуточной аттестации
(очная / заочная форма обучения)

№ п/п	Семестр	Форма промежуточной аттестации	Оценочные Средства
1.	1 / 1	зачет	ФОС ПА 1
2.	2 / 2	зачет	ФОС ПА 2
3	3 / 3	зачет	ФОС ПА 3
4	4 / 4	экзамен	ФОС ПА 4

3 Перечень компетенций с указанием этапов их формирования в процессе освоения дисциплины

Перечень компетенций и их составляющих, которые должны быть сформированы при изучении темы соответствующего раздела дисциплины «*Иностранный язык*», представлен в таблице 2.

Таблица 2

Перечень компетенций и этапы их формирования
в процессе освоения дисциплины

№ п/п	Этап формирования (семестр)	Наименование раздела	Код формируемой компетенции (составляющей компетенции)		Форма промежуточной аттестации
1.	1/1	Раздел 1. Повседневно-бытовая сфера общения	ОК-5, ОК-6	ОК-5 З,ОК-5 У; ОК-5 В; ОК-6 З, ОК-6 В, ОК-6 У	Зачет

2.	2/2	Раздел 2. Социокультурная сфера общения	ОК-5, ОК-6	ОК-5 З,ОК-5 У; ОК-5 В; ОК-6 З, ОК-6 В, ОК-6 У	Зачет
3.	3/3	Раздел 3. Учебно-познавательная сфера общения	ОК-5, ОК-6	ОК-5 З,ОК-5 У; ОК-5 В; ОК-6 З, ОК-6 В, ОК-6 У	Зачет
4.	4/4	Раздел 4. Профессиональная сфера общения	ОК-5, ОК-6	ОК-5 З,ОК-5 У; ОК-5 В; ОК-6 З, ОК-6 В, ОК-6 У	Экзамен

4 Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описания шкалы оценивания

Показатели и критерии оценивания сформированности компетенций на зачете / экзамене, приведены в таблице 3.

Таблица 3

Показатели и критерии оценивания сформированности компетенций на зачете/экзамене

№ п/п	Этап формирования (семестр)	Код формируемой компетенции (составляющей компетенции)		Критерии оценивания	Показатели оценивания (планируемые результаты обучения)		
					Пороговый уровень	Продвинутый уровень	Превосходный уровень
1.	1/1	ОК-5, ОК-6	ОК-5 З, ОК-5 У; ОК-5 В; ОК-6 З; ОК-6 У; ОК-6 В.	Практические навыки	**Знать** лексический и грамматический минимум иностранного языка общего и профессионального характера, обслуживающий повседневно-бытовую сферу общения, на уровне узнавания и применения в стандартных (учебных) ситуациях (ОК-5 З) **Уметь** работать с аутентичными текстами различного характера, относящимися к повседневно-бытовой сфере общения, для получения необходимой информации в стандартных (учебных) ситуациях. (ОК-5 У) **Владеть** коммуникативными стратегиями, необходимыми для межличностного и межкультурного взаимодействия в повседневно-бытовой сфере общения в стандартных (учебных) ситуациях. (ОК-5 В)	**Знать** лексический и грамматический минимум иностранного языка общего и профессионального характера, обслуживающий повседневно-бытовую сферу общения, на уровне узнавания и применения в типичных ситуациях (ОК-5 З) **Уметь** работать с аутентичными текстами различного характера, относящимися к повседневно-бытовой сфере общения, для получения необходимой информации в типичных ситуациях. (ОК-5 У) **Владеть** коммуникативными стратегиями, необходимыми для межличностного и межкультурного взаимодействия в повседневно-бытовой сфере общения в типичных ситуациях. (ОК-5 В)	**Знать** лексический и грамматический минимум иностранного языка общего и профессионального характера, обслуживающий повседневно-бытовую сферу общения, на уровне узнавания и применения в новых ситуациях (ОК-5 З) **Уметь** работать с аутентичными текстами различного характера, относящимися к повседневно-бытовой сфере общения, для получения необходимой информации в новых ситуациях. (ОК-5 У) **Владеть** коммуникативными стратегиями, необходимыми для межличностного и межкультурного взаимодействия в повседневно-бытовой сфере общения в новых ситуациях. (ОК-5 В)

					Знать когнитивные стратегии для автономного изучения ИЯ в повседневно-бытовой сфере общения на уровне применения в стандартных (учебных) ситуациях (ОК-6 З) **Уметь** работать с иноязычными источниками различного характера, относящимися к повседневно-бытовой сфере общения, на уровне применения в стандартных (учебных) ситуациях (ОК-6 У) **Владеть** коммуникативными приемами для аргументации своей точки зрения на иностранном языке в рамках повседневно-бытовой сферы общения на уровне применения в стандартных (учебных) ситуациях (ОК-6 В)	**Знать** когнитивные стратегии для автономного изучения ИЯ в повседневно-бытовой сфере общения на уровне в типичных ситуациях. (ОК-6 З) **Уметь** работать с иноязычными источниками различного характера, относящимися к повседневно-бытовой сфере общения, на уровне применения в типичных ситуациях. (ОК-6 У) **Владеть** коммуникативными приемами для аргументации своей точки зрения на иностранном языке в рамках повседневно-бытовой сферы общения на уровне применения в типичных ситуациях. (ОК-6 В)	**Знать** когнитивные стратегии для автономного изучения ИЯ в повседневно-бытовой сфере общения на уровне применения в новых ситуациях (ОК-6 З) **Уметь** работать с иноязычными источниками различного характера, относящимися к повседневно-бытовой сфере общения, на уровне применения в новых ситуациях (ОК-6 У) **Владеть** коммуникативными приемами для аргументации своей точки зрения на иностранном языке в рамках повседневно-бытовой сферы общения на уровне применения в новых ситуациях (ОК-6 В)

2.	2/2	ОК-5, ОК-6	ОК-5 З, ОК-5 У; ОК-5 В; ОК- 6 З; ОК-6 У; ОК-6 В	Практические навыки	**Знать** лексический и грамматический минимум иностранного языка общего и профессионального характера, обслуживающий социолингвистическую сферу общения, на уровне узнавания и применения в стандартных (учебных) ситуациях (ОК-5 З) **Уметь** работать с аутентичными текстами различного характера, относящимися к социолингвистической сфере общения, для получения необходимой информации в стандартных (учебных) ситуациях. (ОК-5 У) **Владеть** коммуникативными стратегиями, необходимыми для межличностного и межкультурного взаимодействия в социолингвистической сфере общения в стандартных (учебных) ситуациях. (ОК-5 В)	**Знать** лексический и грамматический минимум иностранного языка общего и профессионального характера, обслуживающий социолингвистическую сферу общения, на уровне узнавания и применения в типичных ситуациях (ОК-5 З) **Уметь** работать с аутентичными текстами различного характера, относящимися к социолингвистической сфере общения, для получения необходимой информации в типичных ситуациях. (ОК-5 У) **Владеть** коммуникативными стратегиями, необходимыми для межличностного и межкультурного взаимодействия в социолингвистической сфере общения в типичных ситуациях. (ОК-5 В)	**Знать** лексический и грамматический минимума иностранного языка, обслуживающий социолингвистическую сферу общения на уровне узнавания и применения в новых ситуациях (ОК-5 З) **Уметь** извлекать необходимую информацию из аутентичных текстов, характерных для социолингвистической сферы общения в новых ситуациях. (ОК-5 У) **Владеть** коммуникативными стратегиями, необходимыми для межличностного и межкультурного взаимодействия в социолингвистической сфере общения в новых ситуациях. (ОК-5 В)

					Знать когнитивные стратегии для автономного изучения ИЯ в социолингвистической сфере общения на уровне применения в стандартных (учебных) ситуациях (ОК-6 З) **Уметь** работать с иноязычными источниками различного характера, относящимися к социолингвистической сфере общения, на уровне применения в стандартных (учебных) ситуациях (ОК-6 У) **Владеть** коммуникативными приемами для аргументации своей точки зрения на иностранном языке в рамках социолингвистической сферы общения на уровне применения в стандартных (учебных) ситуациях (ОК-6 В)	**Знать** когнитивные стратегии для автономного изучения ИЯ в социолингвистической сфере общения на уровне применения в типичных ситуациях. (ОК-6 З) **Уметь** работать с иноязычными источниками различного характера, относящимися к социолингвистической сфере общения, на уровне применения в типичных ситуациях. (ОК-6 У) **Владеть** коммуникативными приемами для аргументации своей точки зрения на иностранном языке в рамках социолингвистической сферы общения на уровне применения в типичных ситуациях. (ОК-6 В)	**Знать** когнитивные стратегии для автономного изучения ИЯ в социолингвистической сфере общения на уровне применения в новых ситуациях (ОК-6 З) **Уметь** работать с иноязычными источниками различного характера, относящимися к социолингвистической сфере общения, на уровне применения в новых ситуациях (ОК-6 У) **Владеть** коммуникативными приемами для аргументации своей точки зрения на иностранном языке в рамках социолингвистической сферы общения на уровне применения в новых ситуациях (ОК-6 В)

3.	3/3	ОК-5, ОК-6	ОК-5 З, ОК-5 У; ОК-5 В; ОК-6 З; ОК-6 У; ОК-6 В.	Практические навыки	**Знать** лексический и грамматический минимум иностранного языка общего и профессионального характера, обслуживающий учебно-познавательную сферу общения, на уровне узнавания и применения в стандартных (учебных) ситуациях (ОК-5 З) **Уметь** работать с аутентичными текстами различного характера, относящимися к учебно-познавательной сфере общения, для получения необходимой информации в стандартных (учебных) ситуациях. (ОК-5 У) **Владеть** коммуникативными стратегиями, необходимыми для межличностного и межкультурного взаимодействия в учебно-познавательной сфере общения в стандартных (учебных) ситуациях. (ОК-5 В)	**Знать** лексический и грамматический минимум иностранного языка общего и профессионального характера, обслуживающий учебно-познавательную сферу общения, на уровне узнавания и применения в типичных ситуациях (ОК-5 З) **Уметь** работать с аутентичными текстами различного характера, относящимися к учебно-познавательной сфере общения, для получения необходимой информации в типичных ситуациях. (ОК-5 У) **Владеть** коммуникативными стратегиями, необходимыми для межличностного и межкультурного взаимодействия в учебно-познавательной сфере общения в типичных ситуациях. (ОК-5 В)	**Знать** лексический и грамматический минимума иностранного языка, обслуживающий учебно-познавательную сферу общения на уровне узнавания и применения в новых ситуациях (ОК-5 З) **Уметь** извлекать необходимую информацию из аутентичных текстов, характерных для учебно-познавательной сферы общения в новых ситуациях. (ОК-5 У) **Владеть** коммуникативными стратегиями, необходимыми для межличностного и межкультурного взаимодействия в учебно-познавательной сфере общения в новых ситуациях. (ОК-5 В)

					Знать когнитивные стратегии для автономного изучения ИЯ в учебно-познавательной сфере общения на уровне применения в стандартных (учебных) ситуациях (ОК-6 З) **Уметь** работать с иноязычными источниками различного характера, относящимися к учебно-познавательной сфере общения, на уровне применения в стандартных (учебных) ситуациях (ОК-6 У) **Владеть** коммуникативными приемами для аргументации своей точки зрения на иностранном языке в рамках учебно-познавательной сферы общения на уровне применения в стандартных (учебных) ситуациях (ОК-6 В)	**Знать** когнитивные стратегии для автономного изучения ИЯ в учебно-познавательной сфере общения на уровне применения в типичных ситуациях (ОК-6 З) **Уметь** работать с иноязычными источниками различного характера, относящимися к учебно-познавательной сфере общения, на уровне применения в типичных ситуациях (ОК-6 У) **Владеть** коммуникативными приемами для аргументации своей точки зрения на иностранном языке в рамках учебно-познавательной сферы общения на уровне применения в типичных ситуациях (ОК-6 В)	**Знать** когнитивные стратегии для автономного изучения ИЯ в учебно-познавательной сфере общения на уровне применения в новых ситуациях (ОК-6 З) **Уметь** работать с иноязычными источниками различного характера, относящимися к учебно-познавательной сфере общения, на уровне применения в новых ситуациях (ОК-6 У) **Владеть** коммуникативными приемами для аргументации своей точки зрения на иностранном языке в рамках учебно-познавательной сферы общения на уровне применения в новых ситуациях (ОК-6 В)

4	4/4	ОК-5, ОК-6	ОК-5 З, ОК-5 У; ОК-5 В; ОК-6 З; ОК-6 У; ОК-6 В.	Практические навыки	**Знать** лексический и грамматический минимум иностранного языка общего и профессионального характера, обслуживающий профессиональную сферу общения, на уровне узнавания и применения в стандартных (учебных) ситуациях (ОК-5 З) **Уметь** работать с аутентичными текстами различного характера, относящимися к профессиональной сфере общения, для получения необходимой информации в стандартных (учебных) ситуациях. (ОК-5 У) **Владеть** коммуникативными стратегиями, необходимыми для межличностного и межкультурного взаимодействия в профессиональной сфере общения в стандартных (учебных) ситуациях. (ОК-5 В)	**Знать** лексический и грамматический минимум иностранного языка общего и профессионального характера, обслуживающий профессиональную сферу общения, на уровне узнавания и применения в типичных ситуациях (ОК-5 З) **Уметь** работать с аутентичными текстами различного характера, относящимися к профессиональной сфере общения, для получения необходимой информации в типичных ситуациях. (ОК-5 У) **Владеть** коммуникативными стратегиями, необходимыми для межличностного и межкультурного взаимодействия в профессиональной сфере общения в типичных ситуациях. (ОК-5 В)	**Знать** лексический и грамматический минимума иностранного языка, обслуживающий профессиональную сферу общения на уровне узнавания и применения в новых ситуациях (ОК-5 З) **Уметь** извлекать необходимую информацию из аутентичных текстов, характерных для профессиональной сферы общения в новых ситуациях. (ОК-5 У) **Владеть** коммуникативными стратегиями, необходимыми для межличностного и межкультурного взаимодействия в профессиональной сфере общения в новых ситуациях. (ОК-5 В)

					Знать когнитивные стратегии для автономного изучения ИЯ в профессиональной сфере общения на уровне применения в стандартных (учебных) ситуациях (ОК-6 З) **Уметь** работать с иноязычными источниками различного характера, относящимися к профессиональной сфере общения, на уровне применения в стандартных (учебных) ситуациях (ОК-6 У) **Владеть** коммуникативными приемами для аргументации своей точки зрения на иностранном языке в рамках профессиональной сферы общения на уровне применения в стандартных (учебных) ситуациях (ОК-6 В)	**Знать** когнитивные стратегии для автономного изучения ИЯ в профессиональной сфере общения на уровне применения в типичных ситуациях (ОК-6 З) **Уметь** работать с иноязычными источниками различного характера, относящимися к профессиональной сфере общения, на уровне применения в типичных ситуациях (ОК-6 У) **Владеть** коммуникативными приемами для аргументации своей точки зрения на иностранном языке в рамках профессиональной сферы общения на уровне применения в типичных ситуациях (ОК-6 В)	**Знать** когнитивные стратегии для автономного изучения ИЯ в профессиональной сфере общения на уровне применения в новых ситуациях (ОК-6 З) **Уметь** работать с иноязычными источниками различного характера, относящимися к профессиональной сфере общения, на уровне применения в новых ситуациях (ОК-6 У) **Владеть** коммуникативными приемами для аргументации своей точки зрения на иностранном языке в рамках профессиональной сферы общения на уровне применения в новых ситуациях (ОК-6 В)

Формирование оценки при промежуточной аттестации по итогам освоения дисциплины зависит от уровня освоения компетенций, которые обучающийся должен освоить по данной дисциплине. Связь между итоговой оценкой и уровнем освоения компетенций (шкала оценивания) представлена в таблице 4.

Таблица 4

Описание шкалы оценивания

Шкала оценивания		Описание оценки в требованиях к уровню и объему компетенций
Словесное выражение	Выражение в баллах	
Отлично (Зачтено)	от 86 до 100	Освоен **превосходный** уровень всех компетенций (составляющих компетенций)
Хорошо (Зачтено)	от 71 до 85	Освоен **продвинутый** уровень всех компетенций (составляющих компетенций)
Удовлетворительно (Зачтено)	от 51 до 70	Освоен **пороговый** уровень всех компетенций (составляющих компетенций)
Неудовлетворительно (Не зачтено)	до 51	Не освоен **пороговый** уровень всех компетенций (составляющих компетенций)

5 Методические материалы, определяющие процедуру оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

Формирование оценки по результатам текущего контроля успеваемости и промежуточной аттестации по итогам освоения дисциплины «*Иностранный язык*» приведено в таблице 5.

Таблица 5

Формирование оценки по итогам освоения дисциплины (модуля) или практики*

Наименование контрольного мероприятия	Рейтинговые показатели				
	I аттестация	II аттестация	III аттестация	по результатам текущего контроля	по итогам промежуточной аттестации (зачета /экзамена)
Раздел 1 «*Повседневно-бытовая сфера общения*»	**16**	**16**	**16**	**48**	**52**
Тест текущего контроля по разделу	2	2	2	6	
Контрольные вопросы	2	2	2	6	
Творческое задание (Презентация /Эссе/ Блог)	4	4	4	12	
Академическое/домашнее чтение	4	4	4	12	
Выполнение заданий на занятии/ в ВВ	4	4	4	12	
Промежуточная аттестация (зачет):					
– тест промежуточной аттестации по Разделу 1*					17
– текст на чтение, перевод, краткую передачу содержания					18
- темы для устного высказывания					17
Раздел 2 «*Социокультурная сфера общения*»	**16**	**16**	**16**	**48**	**52**
Тест текущего контроля по разделу	2	2	2	6	
Контрольные вопросы	2	2	2	6	
Творческое задание (Презентация /Эссе/Блог)	4	4	4	12	
Академическое/домашнее чтение	4	4	4	12	
Выполнение заданий на занятии/ в ВВ	4	4	4	12	
Промежуточная аттестация (зачет):					
– тест промежуточной аттестации по Разделу 2*					17
– текст на чтение, перевод, краткую передачу содержания					18
- темы для устного высказывания					17
Раздел 3 «*Учебно-познавательная сфера общения*»	**16**	**16**	**16**	**48**	**52**
Тест текущего контроля по разделу	2	2	2	6	
Контрольные вопросы	2	2	2	6	

Творческое задание (Презентация /Эссе/Блог)	4	4	4	12	
Академическое/домашнее чтение	4	4	4	12	
Выполнение заданий на занятии/ в ВВ	4	4	4	12	
Промежуточная аттестация (зачет):					
– тест промежуточной аттестации по Разделу 3*					17
– текст на чтение, перевод, краткую передачу содержания					18
- темы для устного высказывания					17
Раздел 4 «*Профессиональная сфера общения*»	**16**	**16**	**16**	**48**	**52**
Тест текущего контроля по разделу	2	2	2	6	
Контрольные вопросы	2	2	2	6	
Творческое задание (Презентация /Эссе/ Блог)	4	4	4	12	
Академическое/домашнее чтение	4	4	4	12	
Выполнение заданий на занятии/ в ВВ	4	4	4	12	
Промежуточная аттестация (зачет):					
– тест промежуточной аттестации по Разделу 4*					17
– текст на чтение, перевод, краткую передачу содержания, составление аннотации					18
- темы для устного высказывания					17

6 Контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения дисциплины

ТЕСТ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ 1 (ТПА-1)
Раздел 1. Повседневно-бытовая сфера общения

ТЕСТ ФОС ПА-1

Grammar

Choose the correct answer

1. ____ do you do with your friends?
   a. What b. When c. Where
2. A: What's your last name?
   B: _ ------- Green.
   a. I'm b. I have c. It's
3. A: Where does your family live?
   B: They ____ in Los Angeles.
   a. live b. do c. can
4. My best friend can't ____.
   a. whistle b. to whistle c. whistling
5. Are you interested in ___ poetry?
   a. write b. to write c. writing
6. ____ you good at swimming?

a. Do b. Are c. Can

7. ____ you get regular exercise?
   a. Do b. Are c. What do
8. A: How____ with stress?
   B: I take a lot of hot baths.
   a. you cope b. you are coping c. do you cope
9. A: What are you doing to stay in shape?
   B: I'm ____ a karate class.
   a. taking b. take c. takes
10. Are you ____ send Nicole a Valentine's Day card?
    a. going b. going to c. go
11. A: Are you going to invite a lot of people?
    B:No, ____.
    a. we're not b. we don't go c. we're not going
12. A: Are you going to send anyone a gift this year?
    B: Yes, ____.
    a. I'm b. I'm going c. I am
13. When I ____ little, I spoke both Chinese and English at home.
    a. were b. am c. was
14. When ____ you born?
    a. did b. was c. were
15. Ray - on the bus when he fell and hurt his 1eg.
    a. got b. was getting c. didn't get

Vocabulary

Choose the correct answer.

16. A: Do you have any pets?
    B: Yes, I have a
    a. TV b. fan c. cat.
17. A: What do you do for a ____?
    B: I'm a full - time student.
    a. living b. family c. weekend
18. I'm ____. I can't afford anything.
    a. alone b. late c. broke
19. I can't stand dogs. They're too noisy, and they ___ things.
    a. hate b. wear c. wreck
20. Joan ____ at the gym every day.
    a. draws b. works out c. crochets
21. The ____ of that band sounds like Shakira.
    a. fan b. lead singer c. piano
22. I need to ____. So I'm starting a special diet.
    a. a lose weight b. relax c. exercise.
23. I generally go to the doctor once a year. In fact, I need to ___ soon.
    a. take a course b. make an appointment c. take medicine
24. _____ is on December thirty-first. That's the last day of the year.
    a. Halloween b. New Year's Eve c. Valentine's Day
25. Halloween is a fun holiday for kids. They wear costumes and _____ .
    a. blow out candles on a cake b. go to see fireworks c. go trick-or-treating
26. Some people wait several years after their ____ before they get married.
    a. wedding b. anniversary c. engagement
27. Gary loves reading books. _____ is his favorite subject.
    a. Choir b. Literature c. Drama
28. My sister always ____ with people. She is friendly, and she never fights.
    a. copes b. gets along c. gets into trouble
29. I was drinking coffee when I spilled it all over my shirt. How!

a. nervous b. embarrassing c. cool

30. My classmate can't write today. She hurt her ____ .

a. wrist b. ankle c. neck

Conversation Strategies

Complete the conversation. Choose the correct answer.

31. A: So, you're new here?
B: Actually, ____.
a. I am b. I don't know anyone here c. I'm from here

32. A: Do you live around here?
B: Actually, _____.
a. I live right around the corner b. I'm not sure c. I'm originally from Canada

33. A: Do you enjoy collecting stamps?
B: Um, no. _____ .
a. I don't really have much time for a hobby.
b. I don't enjoy writing letters. c. I really like collecting the.

34. A: My friend says that he only sleeps four hours a night.
B: _____ Does he feel tired during the day?
a. That's cool. b. You poor thing. c. Are you serious?

35. A: I have a lot of trouble falling sleeps, and I wake up several times during the night.
B: Gosh! _____ .
a. so you're only getting a few hours' sleep? b. So, how much sleeps do you need?
c. So, do you wake up early?

36 A: Does your family celebrate birthdays, anniversaries, ____?
B: Yeah, we're always together for family events and holidays.
a. and something special b. and things like that c. or something

37 A: Can you come to the festival with us? They're having traditional music, crafts, _____ .
B: Well, it depends.
a. and something like that b. or anything c. and everything

38 A: Did you live in this town when you were little?
B: Will, actually, ____.
a. My family lives in another town b. I spent several years with my grandparents in Mexico
c. I don't have many childhood memories

39 A: What do you want to eat tonight?
B: Let's have Thai food, I mean, ____.
a. a snack b. dinner c. Mexican food

40. A: What was the first science class you took?
B: Chemistry. ____ … It was biology.
a. No, wait. b. It depends. c. Really?

41. A: My boss said hello to me, but I wasn't paying attention, and I didn't answer him.
B: ____
a. I bet you freaked! b. I bet he realized you just weren't paying attention.
c. I bet that was boring.

42. A: I called my new girlfriend, but when she answered the phone, I forgot why I called. I couldn't think of anything to say!
B: ____
a. How embarrassing! b. I bet! c. You're kidding. He answered?

Listening

I can't dance very well

Listen to the conversation. Choose the correct answer.

43. What kind of music does Carla like?
a. country music b. hip-hop c. rap

44. What's Carla's main hobby?
a. dancing b. playing golf c. doing jigsaw puzzles

45. What do Carla and Garret both enjoy?

a. dancing b. playing golf c. doing jigsaw puzzles

Reading

Fall Celebrations in New England

Read the letter. Choose the correct answer.

Dear Yumi,

It's fall in New England, and I'm so happy to be here. There are two important American holidays in the fall: Halloween and Thanksgiving Day. We're going to celebrate both.

Halloween is on October 31st. Everyone puts up black and orange decorations – like pictures of black cats and things like that. In the evening children in the neighborhood are going to wear different costumes. They're going to go trick-or-treating to house sin the neighborhood I'm not going to go trick-or-treating but I'm going wear a costume and give candy to the children. And I'm going to rat some, too!

Thanksgiving Day is on the fourth Thursday in November .In the morning, my friends and I are going to go to an American football game in the town's stadium. Then, in the afternoon, we're going to have a really big dinner. We're going to make a lot of food - meat, vegetables, fresh bread, and stuff like that. And we're going to have three different things for dessert cakes, cookies, and pies! It's going to be delicious!

Write me soon!

Your friend,

Hikaru

46. Why is Hikaru writing this letter to Yumi?
    a. to teach her English b. to tell her about two American holidays
    c. to ask her to come to New England d. to tell her about American food
47. What's one thing Hikaru is not going to do for Halloween?
    a. make a lot of food b. give candy to the children
    c. wear a costume d. eat candy

My mom grew up in the 1970s

Read the Web page. Choose the correct answer.

Hi, I'm Jill! I want to tell you about my mom. She was born in 1962, and she grew up in the 1970s' in a small Italian neighborhood in New York City. Sometimes she tells me about her life growing up, and 1bout how different things were then.

First of all, she didn't have a computer! Most people didn't have computers until the 1980s. My mom took many literature classes in high school, and she wrote most of her school papers by hand! I'm so glad I have a computer! I write all my papers with it.

Another interesting thing - my mom speaks French really well. French was the number one language to study at her high school in the 1970s, and Spanish was number three or four. That surprised me. French is OK, but for most of my friends, Spanish is really popular, because there are lots of Spanish speakers in the United States now.

Things looked really different then, too. In my mom's old photos, all of her friends had long hair - the guys, too - and it usually looked messy. Plus, all of the clothes had flowers on them, and the colors didn't match. I love my mom, but I'm really happy I grew up in the 1990s!

48. Why did Jill write this Web page?
    a. to show that the 1970s were wonderful
    b. to tell people her opinions about the 1970s
    c. to tell her mothor how she feels about the 1970s
    d. to tell people about her mom's life in the 1970s
49. What language did Jill's mom study?
    a. Spanish b. French c. English d. Italian
50. What was not true about Jill's mother and her friends?
    a. They had long hair. b. Their clothes had flowers on them.
    c. All of them studied French. d. The colors of their clothes didn't match.

КОНТРОЛЬНЫЕ ВОПРОСЫ И ЗАДАНИЯ
ФОС ПА-1

Задание 1. Прочитайте предложенный текст и передайте его основное содержание на английском языке.

Пример текста

Someone you can look up to: Christina Morin

Christina Morin is an amazing young woman with an inspiring story. When she was 17, Christina went on a safari to Kenya with her parents. During her trip, she spent four days with the local Samburu tribespeople, who were suffering from a devastating drought after several months without rain and had very little food. Christina wanted to help. She started by teaching art classes to the Samburu children, who had never painted before. Christina was amazed at their wonderful drawings, and began to think. If she made their pictures into note cards, would she be able to sell them when she went home and raise money for food? She bought samples of the children's artwork with her own vacation money, which paid for two weeks' worth of food for the tribe. Soon after she got home, the Samburu Project was born. Christina has been selling tribal arts and crafts for several years now, with all profits going to the tribespeople in Kenya. So far, she has been able to build a dam, which was her original goal, as well as build several wells, buy animals and food, pay medical bills, and build a crafts center.

Задание 2. Составьте высказывание по теме. Ответьте на вопросы преподавателя

1. Speak about yourself, your family members and your friends. What do you have in common?
2. What do you enjoy doing in your free time? What are you good at?
3. Speak about your student's life and your new friends/ or activities.
4. Speak about your favourite Web site. What is interesting about it?
5. Do you ever use Web sites for shopping/ banking/ doing research? Speak about it.
6. Is your lifestyle healthy? What do you do to stay in shape?
7. What do you do if you feel sick? How do you cope with stress?
8. What special days are you going to celebrate this year? What are you going to do?
9. Speak about one of the celebrations in your country.
10. How did you spend your free time when you were a child? What did you enjoy doing?

ТЕСТ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ 2 (ТПА-2)
Раздел 2. Социокультурная сфера общения

ТЕСТ ФОС ПА 2

Grammar

Choose the correct answer.

l. A: Is there a French restaurant on this block?
B: Yes, ____. It's next to the bookstore.
a. there's b. is there c. there is

2. ____ a jewelry store on First Avenue.
a. There are b. There's c. There

3. There are ____ gas stations around here.
a. some b. any c. a

4. I'm going to go online ____ a travel book.
a. to buy b. buy c. buying

5. ____ good to take sandals when you go to the beach.
a. You are b. They are c. It's

6. I want to buy a phrase book ____ some words in Spanish before my trip.
a. learn b. to learn c. learn to
7. Don't ____ to pack some sandals.
a. forgot b. forget c. forgets
8. Allison should ____ her camera for the trip.
a. to pack b. pack c. packs
9. That man ____ into a tree when he was driving.
a. ran b. was running c. run
10. I'm sorry I walked into you. I ____.
a. weren't looking b. didn't look c. wasn't looking
11. Text messages can be less ____ e-mail.
a. clear b. clearer c.clear than
12. It's ____ to buy a new computer than a cell phone.
a. more expensive than b. more expensive c. expensive
13. I have a video conference at 3:00. It's very ____ for my project.
a. important b. more important c. more important than
14. It _____ be easy to find a better job.
a. wasn't b. won't c. weren't
15. ____ be 27 on December 5th.
a. She'll probably b. She'll c. She might not

Vocabulary

Choose the correct answer.

16. A: Excuse me. Is there a parking lot across from the bank?
B: Yes, it's just ____ the bank.
a. next to b. from c. opposite
17. A: Is the bank on First Street or Water Street?
B: Actually, both. It's ____ First and Water streets.
a. on the corner of b. in front of c. next to
18. A: I want to buy my mother a necklace for her birthday.
B: oh, there's a good ____ in the mall.
a. museum. b. electronics store c. jewelry store
19. You can find ____ - cheap travel prices - on the Internet.
a. credit cards b. bargains c. Web sites
20. Before your trip, you should go to the bank to ____ .
a. pay online b. change money c. get a visa
21. Tourists should buy ____ to find their way around cities.
a. flashlight b. guidebooks c. phrase books
22. We need some new ____ for the window in the living room.
a. curtains b. cushions c. lamps
23. I was drinking coffee when I spilled it all over my shirt. How ____!
a. nervous b. embarrassing c. cool
24. My classmate can't write today. She hurt the ____.
a. wrist b. ankle c. neck
25. A: Did you break your elbow?
B: No, I just ____ it.
a. touched. b. sprained c. deleted
26. Your ____ are between your hips and your feet.
a. knees b. fingers c. toes
27. When I fly, I never get ____. I can always sleep on the plane.
a. a nap b. a headache c. jetlag
28. I'm sorry,Ms. Sato is out of the office. Do you want to ____?
a. get a wrong number b. leave a message c. make a phone call
29. Kim is going to - from her company in2033. She'll be 65.
a. retire b. look for a job c. graduate

30. Andrew's_____. He helps people connect to the Internet and stuff like that.
a. an electrician b. a carpenter c. a computer specialist

Conversation Strategies

Complete the conversation. Choose the correct answer.

31. A: Could you tell me how to get to the deli?
B: Excuse me? ____
a. I'm sorry, it's what? b. Tell me what? c. Tell deli, did you say?

32. A: For a bank, go out the door, turn right, and go two blocks.
B: ____ did you say right or left?
a. I mean b. Sorry. c. Maybe

33. A: We should go to the beach this weekend.
B: ____ It's kind of oold.
a. Oh, I'd love to. b. That sounds great. c. I don't know.

34. A: Why don't we have a party tonight?
B: ____ I can invite Sarah and Mei-ling from work.
a. That sounds like fun. b. It depends on my schedule.
c. I'd like to, but I'm too busy.

35. A: Let's go camping next summer.
B: I guess we could, but ____
a. I don't really like backpacking. b. let's go to the beach instead.
c. how many days do you want to go?

36. A: Can I use your umbrella?
B: ____ I need it myself.
a. Not at all. b. Oh, sorry. c. Go right ahead.

37. A: ____
B: Sure, no problem. How much do you nred?
a. Would you mind helping me in the bank? b. Could I use your cell phone? c. Could I borrow some money?

38. A: Do you mind helping me with my homework?
B: ____What are you studying?
a. Go right ahead. b. Yes, I do.
c. Oh, no. No problem. I'm happy to help.

39. A: ____ I just need to check on dinner. . . . So,where were we?
B: I have tickets to the basketball game. Do you want to go?
a. Excuse me just a minute. b. What were we talking about?
c. Guess what?

40. A: Oh, there's someone at the door. . . . _____
B: Well, I got a new job this week.
a. I just need to switch phones. b. So, what were you saying?
c. I just have to finish something.

41. A: So here's the address: 1787 East . . .
B: Oh, sorry. Hold on a second. ____
a. I just need to get a pen. b. I need to call my friend. c. Are you kidding?

42. A: I hope I don't forget to bring the map.
B: ____
a. If you want, I'll call you and remind you. b. Don't worry. I won't forget.
c. All right. I have an extra one.

Listening

The suitcases are full!

Listen to the conversation. Choose the correct answer.

43. What are the man and the woman doing?
a. packing for a trip b. unpacking their suitcases c. planning a trip

44. Which activity is the couple not going to do?
a. swimming b. camping c. skiing

45.Why don't they bring their bicycle helmets?
a. They don't really need them. b. There is too much stuff in the suitcases.
c. They can buy them in Australia.

Reading

Walk with us in Washington, D.C.!

Read the advertisement. Choose the correct answer.

What's the best way to enjoy Washington, D.C.? Take a walking history tour of the National Mall with our history club. It's not a shopping mall; it's a large park in the center of the city with beautiful buildings. But don't take our word for it - read what one tourist, Miki, wrote:

We started our tour at the Lincoln Memorial. Wow! It's a huge building, and there's an awesome statue of Abraham Lincoln in it. He was the 16th president of the United States.

Next, we made a right on Constitution Avenue and – on, wow – there was the Washington Monument – it's I69.3 meters tall. It's really tall!

Across 14th Street from the Washington Monument is a part of the National Matt with fabulous museums - the world-famous Smithsonian Museums with the Freer Gallery and its excellent collection of Asian art, and the NationaI Gallery of Art, to name just a few of the museums.

You need one week to see everything in the NationaI Mall area, but you can see a lot in one day. It was really fun! But I was so tired from walking all day - I needed a nap before dinner!

There's so much to see in Washington, D.C. Try our tour soon!

46. Where's this advertisement from?
a. a history club b. a museum c. a health club d. a tourist company

47.Can you seeeverything in the National Mall area in one day?
a. Yes' you can. You can see a lot. b. No, you can't. But you can seea lot.
c. No, you can't. You can't see anything. d. Yes, you can. You can see everything.

48. Why did Miki need a nap?
a. The sun was hot. b. She was hungry.
c. The walking tour was one week. d. She walked a lot.

Our Beach House

Read the Web page. Choose the correct answer.

Hi! My name's Anne. My last day of school this year is next week. Then I'm going on summer vacation to our beach house with my family. Let me tell you why I prefer our beach house to our apartment in the city. The living room in the beach house has two armchairs and a big blue sofa with nice soft cushions.We only have one chair and a small sofa in our apartment. In the beach house, there are long blue curtains in the windows, and you can see the ocean when you look out of the windows. We can't see the ocean in the city.

My sister and I have nice bedrooms in our beach house. My sister's room has a big Turkish beautiful rug. Mine doesn't have a rug, but it has an old wooden dresser, desk, and nightstand. They're about 100 years old - real antiques! We don't have many old things in our apartment.

In my bedroom in our beach house, there's also a really nice stereo. My stereo at home only holds one CD, but this one can hold five. I love to listen to one or two CDs before I go to sleep. With this stereo, I don't have to get out of bed and put in another CD. I'm lazy, so this is great!

49. Where is Anne going on summer vacation?
a. her family's apartment b. school c. the city d. her family's beach house

50. What's true about the stereo in Anne's bedroom?
a. It holds one CD. b. It's on the dresser. c. It can hold five CDs. d. It's really old.

КОНТРОЛЬНЫЕ ВОПРОСЫ И ЗАДАНИЯ
ФОС ПА-2

Задание 1. Прочитайте предложенный текст и передайте его основное содержание на английском языке.

Пример текста

Someone you can look up to: Ashley Mulroy

Ashley Mulroy was always curious about science, even as a small child. Since sixth grade, she has been winning prize money at science fairs, which she has saved to pay for college. But it's not just her keen interest

in science that makes Ashley stand out from the crowd. Her interest in the quality of local rivers brought her a lot of attention. It started when Ashley was reading an article in a science magazine about antibiotics and other drugs in rivers and tap water in Europe. Ashley wondered about the water in her local area and decided to test it. If she found drugs in the water, she could do something useful to help people. She taught herself how to test the water by reading science journals. Her chemistry teacher was amazed because Ashley's experiment was the first of its kind in the U.S. In fact, Ashley did find low levels of antibiotics in the water, and her study won an international junior science prize. Since then, an Ohio university has continued the tests. Ashley is now studying medicine. And she has been using a filter for her drinking water ever since that project!

Задание 2. Составьте высказывание по теме. Ответьте на вопросы преподавателя

1. Speak about your neighbourhood. What do you like/don't like about it?
2. Are there any interesting places to walk around your city? Can you go on a walking tour? Give directions and explain why they are worth a visit?
3. Your friend is going to a hiking trip in the Urals. Give him a piece of advice about things he could need and the reasons. Use different ways to make your suggestions.
4. Speak about a hotel you'd like to stay in or stayed in. What are the advantages and disadvantages of staying in a hotel.
5. Speak about an accident that happened to you (or someone else) last month (year), how it happened? What were you doing?
6. Speak about different ways of communication. Compare their advantages and disadvantages.
7. How do you keep in touch with people? Did you do the same five years ago? Compare what you do now and five years ago.
8. Speak about advantages and disadvantages of text messaging (or cell phones, or etc.)
9. Speak about your plans for the future. What are your goals for the next five years?
10. What will life be like in the future? Will it be better or worse?

ТЕСТ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ 3 (ТПА-3)

Раздел 3. Учебно-познавательная сфера общения

ТЕСТ ФОС ПА 3

1) Translate the following Russian words and phrases into English:

- Система обработки информации
- Преобразование вводных данных в полезную информацию
- Последовательность действий
- Размещать компьютерное оборудование
- Напечатанное сообщение
- Механические средства вычисления
- Сочетать возможности человека и машины
- Получить мгновенный ответ
- Вспомогательные устройства
- Прикладной программист
- Цифровое вычисление
- Домашние бытовые приборы
- Разработчик компьютерной системы
- Видимые устройства
- Работающий только в режиме чтения
- Аппаратное обеспечение

2) Translate the following phrases into Russian. Make 3 sentences with these phrases and write them down in English

- Application software
- To execute application programs
- To substitute
- To accomplish
- Accessory equipment
- Voltage in an integrated circuit
- Continuous quantity
- Invalid data
- Capacity of storage
- Cost-effective
- Value
- Challenge
- To file
- Comprehensive groupings
- Available

3) Open the brackets using the appropriate form of the verb and translate these English sentences into Russian.

1. The transistor (invent) in 1948 has completely changed the world
2. Computing is a concept (embrace) not only Arithmetics, but also computer literacy
3. In general, programs (write) to help people use the computer system properly
4. When data (enter) correctly into the data processing system, the possibility of error (reduce).
5. (Surf) the Internet, I always find a lot of interesting information.
6. When (use) correctly, this machine can perform up to 1 mln. calculations per second.

4) Sort the following words into 3 groups – Nouns, Verbs and Adjectives. Write them into 3 columns and translate them into Russian. Some words can belong to several parts of speech at the same time.

Compute, combination, accomplishment, examine, manufacture, responsible, extra, process, applied.

5) Finish these sentences with any suitable words or phrases.

1. A system _____ designs software and other computer instructions in a company or office.
2. Computers can _____, organize and retrieve large amounts of _____.
3. Digital computers use _____ instead of analogous physical symbols.
4. The invention of a vacuum _____ led to the creation of third- _____ computers.
5. _____ memory is a place for storing system software.

6) Unscramble the letters to make words connected with the topic of computers and use them to make your own sentences.

1. umacvu beut
2. birdyh pecrumot
3. secrosyac tempuqein
4. aadt trasego
5. tomurpec messty dainmitsarrot

7) Translate into English using modal verbs

1. Вчера вы должны были принести мне этот отчет!
2. Нам не разрешают курить в институте
3. Ему необязательно было врать нам – мы и так все поняли.
4. Все программисты должны владеть основами программирования
5. Когда я был в армии, нам разрешалось спать только по 6 часов в сутки
6. Ты позволишь мне взять эти книги с собой?
7. Как же он смог сдать экзамен, не готовясь?

КОНТРОЛЬНЫЕ ВОПРОСЫ И ЗАДАНИЯ
ФОС ПА-3

Задание 1. Прочитайте предложенный текст и передайте его основное содержание на английском языке.

Пример текста

Choosing a Course

Deciding what to study and where to study it is a big decision, both in terms of time and money, and so it is vital that you choose the right course and the right university. To make the right decision you have to take account of many different factors, as outlined below.

Looking at the lists of courses available, it is easy to be confused by the wide choice, ranging from straightforward Electronic Engineering to more specialist courses, such as communications, semiconductor devices or microelectronics. There is also a wide range of joint courses, combining electronics with computer science or language studies, for instance.

An Electronic Engineering course will cover all of the key knowledge and skills required to become a successful engineer, including the skills required to rapidly become familiar with new developments, while a more specialist course may neglect some of these topics in order to cover the more specialist subjects. This can be an advantage for those wanting to follow a career in the particular specialisation, but if you do not know which specialisation would suit you best, then a more general course may be more appropriate.
Fortunately, many courses begin by covering general Electronic Engineering, but allow specialisation in later stages of the course. A typical course may be fairly general for the first two years, with specialisation available in the third and fourth years. While following a joint course will give additional skills, it will allow less time for the core electronics knowledge, and so choosing an unrelated subject can leave the graduate not fully qualified in either of the subjects contributing to the degree.

Задание 2. Составьте высказывание по теме. Ответьте на вопросы преподавателя

1. Speak on the topic “My future profession”
2. Speak on the topic “The role of your profession today”
3. Speak on the topic “Your profession and its main branches”
4. Speak on the topic “The historical aspects of your profession”
5. Speak on the topic “The connection of your profession with other scientific disciplines”
6. Speak on the topic “Choosing a course or a job”
7. Speak on the topic “The importance of your personality in the process of choosing a job”
8. Speak on the topic “The role of professional disciplines at University for your future job”
9. Speak on the topic “The process of getting a job: CV, interview”
10. Speak on the topic “The importance of an interview in the process of getting a job”

ТЕСТ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ 4 (ТПА-4)

Раздел 4. Профессиональная сфера общения

ТЕСТ ФОС ПА-4

1) Put in the words from the list into the blank spaces to complete the sentences

Burn, capacity, card, drawer, eject, free space, hard drive, stick

1. The data and applications on your computer are stored on the _____.
2. To run this application you need at least 50MB of _____ on your hard drive.
3. My computer's hard drive has a _____ of 120GB.
4. Do you like this CD? I can _____ you a copy if you want.
5. The opposite of "Insert the DVD" is "_____ the DVD".
6. I can't eject the CD. I think the _____'s stuck.
7. Digital cameras usually store pictures on a memory _____ or a memory _____.

2) Translate these words into Russian. Make 3 sentences using any of these words in English and translate them into Russian.

8. primary / secondary storage
9. main storage
10. internal/external storage
11. sequence of actions
12. intermediate results
13. ongoing process
14. similarity
15. to retain
16. to locate
17. value
18. binary digit
19. magnetic tape
20. punched cards

3) Read the text about computer memory and answer the questions about its main content

MEMORY

It is interesting to note that memory, one of the basic components of the computer, is often called storage. It stores calculation program, the calculation formulae, initial data, intermediate and final results. Therefore, the functions of the computer memory may be classified in the following way. Firstly, the computer memory must store the information transmitted from the input and other devices. Secondly, memory should produce the information needed for the computation process to all other devices of the computer

Generally, memory consists of two main parts called the main, primary or internal, memory and the secondary, or external memory. The advantage of the primary memory is an extremely high speed. The secondary memory has a comparatively low speed, but it is capable of storing far greater amount of information than the main memory. The primary storage takes a direct part in the computational process. The secondary storage provides the information necessary for a single step in the sequence of computation steps.

The most important performance characteristics of a storage unit are speed, capacity and reliability. Its speed is measured in cycle time. Its capacity is measured by the number of machine words or binary digits. Its reliability is measured by the number of failures (отказ) per unit of time.

21. What is memory?
22. What is the function of memory?
23. What are the main parts of memory?
24. What are advantages and disadvantages of a storage unit?
25. What are their functions?
26. What are performance characteristics of the main and secondary memory?
27. What units are performance characteristics measured by?

4) Translate these sentences into Russian paying special attention to Participles.

28. Computers using vacuum tubes;
29. mathematical problems calculated by the first computing machines;
30. the computer keeping instructions in its memory;
31. data and instructions stored in binary code;
32. computers performing calculations in milliseconds;
33. vacuum tube controlling electronic signals;
34. students coding their information by using a binary code;
35. devices printing the information;

36. The time required for the computer to locate and transfer data to and from a storage medium is called access time.
37. Being not visible software makes possible the effective operation of computer system.
38. Having invented magnetic tapes, the Germans used them as the secondary storage medium.
39. When properly programmed computers don't make computational errors.
40. Having been introduced in the early 1960s, magnetic disc storage has replaced magnetic tape storage.
41. The control unit interpreting instructions is one of the important parts of any computer system.
42. Data recorded in the form of magnetized dots can be arranged to represent coded patterns of bits.
43. As contrasted with magnetic tapes, magnetic discs can perform both sequential and random processing.

5. Match the words and their definitions

44. Punched card	A a thin plastic disk coated with magnetic material, on which computer data and programs can be stored for later retrieval
45. Memory card	B a ribbon of material, usually with a plastic base, coated on one or both sides with a substance containing iron oxide, to make it sensitive to impulses from an electromagnet: used to record sound, images, data, etc.
46. Magnetic tape	C a disk drive containing a hard disk.
47. Floppy disc	D any parts of the Internet that allow online processing and storage of documents and data as well as electronic access to software and other resources
48. Internal storage	E a piece of cardboard with holes in it used for inputting data and instructions into a computer
49. Hard drive	F capacity or space for storing data inside the computer’s hardware
50. Cloud storage	G a very small, portable electronic device for flash-memory data storage, as in a digital camera, cell phone, or digital media player.

КОНТРОЛЬНЫЕ ВОПРОСЫ И ЗАДАНИЯ
ФОС ПА-4

Задание 1. Прочитайте и переведите предложенный текст. Передайте краткое содержание текста на иностранном языке. Составьте письменную аннотацию текста на иностранном языке.

1. THE WORLD OF MICROELECTRONICS

Switching on a portable radio transistor, a low wave TV-set, looking at an electronic watch or counting on a micro-calculator, we hardly give thought to the idea of how these devices work – so common are they in our lives. What has brought them into being? How do miniature apparatus perform complicated operations in general? These miniature devices, one of the greatest achievements of scientific and technological progress, are functioning on the basis of microelectronic circuits. Microelectronics, a section of semiconductor electronics, is developing at a rapid pace. It de-

fines the technical and elemental base of cybernetics, instrument engineering as well as the efficiency of research and thus influences the scientific and technological potential of the country.

A great role belongs to microelectronics in our national economy. Its appearance and intensive development was caused by the necessity of using a great quantity of active elements: diodes, transistors, variable capacitors.

Semiconductor elements are usually presented in a microminiaturized form: they are arranged in a single crystal though their quantity sometimes exceeds hundreds of thousands. But this is a unique apparatus, a very complicated circuit which performs quite a number of processes. Such devices have acquired the name of complicated operation of processing information. They have been called microprocessors.

At the base of modern microelectronic devices lie semiconductor elements. Microelectronics itself is based on planar technology and photolithography. Integral circuit is a complicated structure with its ways, sluices and quick-working gates for the flows of electrons which are carriers of information. They are able to act at command just as to work independently. And that means that the electrons can create a new process, direct operations, think over and carry out such complicated calculations that are inaccessible even to a great number of qualified specialists.

The history of microelectronics is not so long: 1947 saw the creation of the first semiconductor transistor on which applied semiconductor electronics is based. Ten years later, in 1958, the first integrated circuit appeared. Industrial production of integrated circuits began in 1960s. First, they consisted of several elements, later the count went by the hundred, at present supergreat integrated circuits count several hundreds of thousands of elements in one crystal.

No branch in the history of technology has ever lived through such a rapid growth. The level of the development of microelectronics defines the level of all computers and data processing as well as diverse complicated systems of electronic automation.

There is a great social demand for creating automata of wide application (up to robotics), for constructing new computers and complexes facilitating the work of people.

2. Microelectronics and microminiaturization

The intensive effort of electronics to increase the reliability and performance of its products while reducing their size and cost let to the results that hardly anyone could predict. The evolution of electronic technology is sometimes called a revolution: a quantitative change in technology gave rise to qualitative change in human capabilities. There appeared a new branch of science – microelectronics.

Microelectronics embraces electronics connected with the realization of electronic circuits, systems and subsystems from very small electronic devices. Microelectronics is a name for extremely small electronic components and circuit assemblies, made by film of semiconductor techniques. A microelectronic technology reduced transistors and other circuit elements to dimension almost invisible to unaided eye. The point of this extraordinary miniaturization is to make circuits long-lasting, low in cost, and capable of performing electronic functions at extremely high speed. It is known that the speed of response depends on the size of transistor: the smaller the transistor, the faster it is. The smaller the computer, the faster it can work.

One more advantage of microelectronics is that smaller devices consume less power. In space satellites and spaceships this is very important factor.

Another benefit resulting from microelectronics is the reduction of distances between circuit components. Packing density increased with the appearance of small-scale integrated circuit, medium-scale IC, large-scale IC and very-large-scale IC. The change in scale was measured by the number of transistors on a chip. There appeared a new type of integrated circuits, microwave integrated circuit. The evolution of microwave IC began with the development of planar transmission lines. Then new IC components in a fine line transmission line appeared. Other more exotic techniques, such as dielectric waveguide integrated circuits emerged.

Microelectronics technique is continuing to displace other modes. Circuit patterns are being formed with radiation having wavelength shorter than those of light.

Electronics has extended man's intellectual power. Microelectronics extends that power still further.

3. HISTORY OF COMPUTERS

Let us take a look at the history of the computers that we know today. The very first calculating device used was the ten fingers of a man's hands. This, in fact, is why today we still count in tens and multiples of tens. Then the abacus was invented, a bead frame in which the beads are moved from left to right. People went on using some form of abacus well into the 16th century, and it is still being used in some parts of the world because it can be understood without knowing how to read.

During the 17th and 18th centuries many people tried to find easy ways of calculating. J. Napier, a Scotsman, devised a mechanical way of multiplying and dividing, which is how the modern slide rule works. Henry Briggs used Napier's ideas to produce logarithm tables which all mathematicians use today. Calculus, another branch of mathematics, was independently invented by both Sir Isaac Newton, an Englishman, and Leibnitz, a German mathematician.

The first real calculating machine appeared in 1820 as the result of several people's experiments. This type of machine, which saves a great deal of time and reduces the possibility of making mistakes, depends on a series of ten-toothed gear wheels. In 1830 Charles Babbage, an Englishman, designed a machine that was called 'The Analytical Engine'. This machine, which Babbage showed at the Paris Exhibition in 1855, was an attempt to cut out the human being altogether, except for providing the machine with the necessary facts about the problem to be solved. He never finished this work, but many of his ideas were the basis for building today's computers.

In 1930, the first analog computer was built by an American named Vannevar Bush. This device was used in World War II to help aim guns. Mark I, the name given to the first digital computer, was completed in 1944. The men responsible for this invention were Professor Howard Aiken and some people from IBM. This was the first machine that could figure out long lists of mathematical problems, all at a very fast rate. In 1946 two engineers at the University of Pennsylvania, J. Eckert and J. Mauchly, built the first digital computer using parts called vacuum tubes. They named their new invention ENIAC. Another important advancement in computers came in 1947, when John von Newmann developed the idea of keeping instructions for the computer inside the computer's memory.

The first generation of computers, which used vacuum tubes, came out in 1950. Univac I is an example of these computers which could perform thousands of calculations per second. In 1960, the second generation of computers was developed and these could perform work ten times faster than their predecessors. The reason for this extra speed was the use of transistors instead of vacuum tubes. Second-generation computers were smaller, faster and more dependable than first-generation computers. The third-generation computers appeared on the market in 1965. These computers could do a million calculations a second, which is 1000 times as many as first-generation computers. Unlike second-generation computers, these are controlled by tiny integrated circuits and are consequently smaller and more dependable. Fourth-generation computers have now arrived, and the integrated circuits that are being developed have been greatly reduced in size. This is due to microminiaturization, which means that the circuits are much smaller than before; as many as 1000 tiny circuits now fit onto a single chip.

A chip is a square or rectangular piece of silicon, usually from to inch, upon which several layers of an integrated circuit are etched or imprinted, after which the circuit is encapsulated in plastic, ceramic or metal. Fourth-generation computers are 50 times faster than third-generation computers and can complete approximately 1,000,000 instructions per second.

4. PRACTICAL DATA PROCESSING APPLICATIONS IN BUSINESS

The following are some data processing information undertaken by commercial organizations.

1. Process Control:

In the production process, a computer is directly connected to some plant to control and monitor it. Here, the computer receives the data directly from the plant. It analyses the input data and initiates action to control the on-going process.

2. Accounting:

The Data Processing System can be used to maintain the accounting records and in preparation of final accounts. The general ledger, Accounts Payable, Accounts Receivable, etc. are the examples for the computerized accounting systems followed in most business organizations.

3. Payroll preparation:

In personnel department the data processing system is used to record the operations of the number of employees of different departments in each shifts, leave taken, deductions such as ESI, PF and finally in the preparation of Pay Slips.

4. Sales Analysis:

The Data Processing system is highly useful in sales analysis. The sales manager can prepare the sales forecast on the basis of per month's sales reports and subsequent fture actions can be taken.

5. Inventory Management:

Actually the Data Processing System is a boon to every organization, in respect of inventory management. Data Processing is used to maintain up-to-date information about stock, their costs and to initiate orders when the times are about to be exhaused.

6. Office Automation:

The modem offices and business organizations are dependent upon computer based office automation for their competitiveness and better management.

7. Banking and Insurance:

Data Processing Systems are highly needed in the Banking sector where the customer satisfaction is the main criteria. To provide quick and perfect service, data processing system is used. Automatic Teller machines are places in big cities and linked to central computers. Hence, the delay in processing is completely avoided.

8. Insurance and stock broking:

Insurance companies and stock broking firms also use the computerized data processing systems. Large volume of data have to be processed for the preparation of policy statements, interest calculations, renewal notices and in dealing with the securities.

9. Managerial aid:

The Data Processing System is used as a managerial aid in decision-making for solving business problems. It is also very useful in the areas of linear programming, PERT, CPM etc. Today it appears that the computer is everywhere. Not only the business organization, the other institutions are also using data processing system for their regular use. We cannot think about a situation without a computer. Robotics and Artificial Intelligence are the two promising areas of applications.

5. COMPUTER-RELATED JOBS

The fast spread of IT has generated a need for highly trained workers to design and develop new information systems and to integrate new technologies in them. It is creating the need for professional workers who can fulfill the high performance standards in the technology-based industries. The IT professional plan, design, develops, support, and manage the strategies and adopt them to fulfill basic objectives of them firm. The rapidly changing technology requires the employees to have more skills and education. The companies look out for IT professionals who not only have sound technical knowledge of the subject but also have sound interpersonal and communication skills.

1. Programmer:

A programmer is a person who writes the code for a computer program. Computer programs are the instructions given to the computer, telling the computer what to do, which information to identify,

access and process. The programmers write programs, depending on the specifications given by the systems' analysts and software engineers. After the completion of the design process, the programmer's job is to convert that design into a series of instructions that the computer can follow. These instructions are coded in a programming language such as C, C++, and Java, and then tested to ensure that the instructions are correct and produce the required result. Programmers perform functions such as system designing, and its related services. They are involved in coding of a project and the successful implementation of the developed system.

There are two types of programmers – application programmers and system programmers. The application programmers code programs for a specific task (application) in the organization. On the other hand, the systems programmers code programs for controlling and maintaining the computer system software.

2. System analyst:

A systems analyst plans, designs, develops, and implements new systems or applies the existing system resources to perform additional operations. Most of the systems analysts work with specific type of system like business, accounting, finance, science or engineering and so on. Some systems analysts are also known as system developers or system architects. A system analyst determines the problem in the system by discussing it with the managers and users before starting an assignment. They study the information needs of the organization to determine the changes that are required to deliver a solution to the problems of users. To design a system, the systems analysts specify the inputs required by the system, plan the processing steps and finalize the output to meet the user's requirements. Next, the systems
analyst determines the hardware and software needed to set up the system.

Systems analysts prepare the specifications, flowcharts, and process diagrams for the computer programmers to follow, and then work with the programmers to debut, and to rectify and errors in the system. They also check the initial use of the system and organize tests to check the working of the system to ensure that it works as required of planned. Systems analysts who perform more intricate testing of products are referred to as software equality assurance analysts. They not only perform tests but also diagnose the problems, suggest solutions and checks whether the program requirements have been met or not. The analysts, who design, test and evaluate the Internet, Intranet, local area network (LAN), wide area network (WAN) and other data communications system are called network and data communications analysts.

6. LAN Components

The components of LAN are File server, workstation, network operating system, LAN cable, Active and Passive hubs etc.

a) Workstation

It is a single-user microcomputer with high power communication facilities. It can exchange message with other workstations or fileserver.

Workstations can be of two types: user workstation and server workstation. User workstation is a microcomputer on the network, which is used to access the network. Service workstation performs service to process other workstations on the network. User workstation normally does not process requests from other workstations. Server workstation makes available all sharable network resources to other workstations. More than one server workstations may be added to the network such as printer server and fileserver. Normally the server workstation is the most powerful workstation. Server workstation may be dedicated or non-dedicated. In case of dedicated workstation, it is not available for other user applications. Non-dedicated server workstation doubles as an individual workstation and at the same time performs network-related functions.

b) File Server

File server is actually a process running on a computer that provides the clients access to files on that computer. The term is loosely applied to mean computer that runs file server software. In this sense, it is a powerful computer with special software to serve files to other workstations on the network. The files, which may be program files or data files, are simultaneously shared by a number of workstations. Novell Netware is a popular network operating system.

c) Gateway

The gateway assists in communicating between LANs. A workstation may be dedicated to serve as gateway. This is required particularly when two networks with different technologies have to communicate with each other. Gateway may also be used to connect LAN with a mainframe computer.

d) Network Interface Unit

The network interface is a printed circuit board installed in the microcomputer. It may be called network card, network adapter or network interface unit. It connects the workstations functionally and physically with the network.

e) Active Hub

Hub is an electronic device to which multiple computers are attached usually using twisted pair cables. Active hub is a powered distribution point with active devices that drive distant nodes up to one kilometer away. It can connect up to eight nodes on the network. The maximum distance carried by an active hub is about 2000 ft.

f) Passive Hub

This hub is a distribution point that does not use power or active devices in a network to connect up to four nodes within a short distance. The maximum distance covered by a passive hub is nearly 300 ft.

g) LAN Cable

LAN requires superior cable capable of transferring data at high speed. Coaxial cables or fiber-optic cables may be used for networking computer.

7. GENERATIONS OF COMPUTERS

The history of computer development is often discussed with reference to different generations of computing devices. In computer terminology, the word generation is described as a stage of technological development or innovation. A major technological development that fundamentally changed the way computers operate resulting in increasingly smaller, cheaper, more powerful and more efficient and reliable devices characterize each generation of computers.

1. First Generation (1940-1956):Vacuum Tubes

First generation computers were vacuum tube / thermionic valves-based machines. These computers used vacuum tubes for circuitry and magnetic drums for memory. A magnetic drum is a metal cylinder coated with magnetic iron-oxide material on which data and programs can be stored. Input was based on punched cards and paper tape, and output was displayed on printouts. First generation computers relied on binary-coded language (language of 0s and 1s) to perform operations and were able to solve only one problem at a time. Each machine was fed with different binary codes and hence were difficult to program. This resulted in lack of versatility and speed. In addition, to run on different types of computers, instructions must be rewritten or recompiled.

Examples: ENIAC, EDVAC, and UNIVAC.

2. Second Generation Computers (1956-1963):Transistors

In the sixties, there was lot of development in semiconductor field - a field of materials. In vacuum tubes, a filament is heated to emit electrons,(the basic component of an atom)that carry current. In 1946,Willam Shockley and a few of his colleagues invented transistors, which do not need any heating to liberate electrons in addition to being smaller in size, they saved power due to the absence of heating and hence the cooling needed. the smaller size resulted in smaller distances that the electrons have to travel to transmit information from one part of the computer to another. Hence calculations became faster. The reliability also increased. Today you cannot see any second generation computers.

The smaller size of components saw mass production of computers which became cheaper. Many companies started buying and using them increasing the demand. Computer programming languages developed further to make programming easier and user friendly. Yet if you compare today’s computers, they were a lot behind. The increased use of computers and the consequent mass

production sent the prices crashing down. Computer scientists and electronic engineers were developing more sophisticated computers.

3. Third Generation Computers(1964 - early 1970s):Integrated circuits

In second generation computers, one could recognize the circuit components such as transistors, resistors and capacitors distinctly. There were physically separate or "discreet". Slowly scientists started integrating these components together so that they are not separate. They were fused into the circuits. People called it large scale integrated circuits (LSI). Computers using such components were called third generation computers. Since components were packed together more densely, the size of computers became smaller. Programmers also developed more sophisticated software. By 1970, engineers developed a device called microprocessor. Lot of circuits was packed into it. Intel 4004 was one such chip.

8. COMPUTERS OF THE FOURTH AND FIFTH GENERATIONS

The latest trends in computer development have been reflected in the computers termed as "fourth" and "fifth" generations. So let us see what makes these machines stand out in the long history of computer development.

Fourth Generation Computers (Early 1970s – till date): Micro processors

More and more circuits were packed in a microprocessor. The components were integrated further and very large scale integration (VLSI) technology revolutionized computer field further. Intel Corporation made chips such as 8080 and 8086 to be followed by 80286, 80386, 80486 and now the Pentium processor. These chips perform calculations faster. They are not only used in computers, but also in measuring devices and even in house hold devices such as washing machines.

Computers using such VLSI chips progressively shrunk in size. Computers using the microprocessors are termed as microcomputers. The software technology also developed further.

Programmers developed more sophisticated and user-friendly software. In course of time, the cost of these computers has come down so much that even individuals bought them so they came to be known as personal computers.

Characteristics of Fourth generation computers:

1) Fourth generation computers are microprocessor-based systems.
2) These computers are very small.
3) Fourth generation computers are the cheapest among all the other generations.
4) They are portable and quite reliable.
5) These machines generate negligible amount of heat, hence they do not require air conditioning.
6) Hardware failure is negligible so minimum maintenance is required. The production cost is very low.
7) Interconnection of computers leads to better communication and resource sharing.

Fifth Generation Computers (Present and beyond): Artificial Intelligence

Up to fourth generation, the classification was based purely on hardware. Fifth generation computers are classified based on software also. VLSI technology is used in fifth generation computers. They have large main memories. The speed is also high. In addition to all this, Fifth generation computers run software called 'expert systems'.

Characteristics of Fifth Generation computers:

1) Mega Chips:

Fifth generation computers will use Super Large Scale integrated (SLSI) chips, which will result in the production of microprocessor having millions of electronic components on a single chip. In order to store instructions and information, fifth generation computers require a great amount of storage capacity. Mega chips may enable the computer to approximate the memory capacity of the human mind.

2) Parallel Processing:

Most computers today access and execute only one instruction at a time. This is called serial processing. However, a computer using parallel processing accesses several instructions at once and works on them at the same time through use of multiple central processing units.

3) Artificial Intelligence (AI):

It refers to a series of related technologies that tries to simulate and reproduce human behaviour, including thinking, speaking and reasoning. AI comprises a group of related technologies: expert systems (ES), natural language processing (NLP), speech recognition, vision recognition, and robotics.

9. VARIOUS TYPES OF COMPUTER SYSTEMS

Analog Computers

Analog is the Greek word, which means similar. So, in analog computers, the similarities between any two quantities are measure by electrical voltages or current. The analog computers operate by measuring instead of counting.

The analog computer works on the supply of continuous electrical signals. The display is also continuous. Its output is in the form of graphs.

An analog signal is a continuous variable electromagnetic wave. It can consume an infinite number of voltage or current values.

Characteristics of analog computer. The analog computer has the following important characteristics:

a) It operates by measuring.
b) It requires physical analog.
c) It functions on continuously varying quantities.
d) The output is usually represented in the form of graph.
e) In analog, the calculations are first converted in equation and later converted into electrical signals.
f) The accuracy of the output is poor.
g) It has limited memory space.
h) It is not versatile. i.e., it has limited application.
i) The speed of analog computer is low.
j) Not suitable for business and industry.

Digital Computers

These computers work with quantities represented as digits. They operate on discrete quantities. In digital computer, both numeric and non-numeric information are represented as strings of digits. These computers use binary codes, 0's and 1's, to represent the information.

The information is given to the computer in the form of discrete electrical signals.

The basic operation performed by a digital computer is addition. Hence, the other operations such as multiplication, division, subtraction and exponentiation are first converted into "addition" and then computed.

Characteristics of digital computer. The digital computer has the following characteristics:

a) It operates by counting.
b) It functions on discrete numbers.
c) The calculations are converted into binary numbers i.e., 1s and 0s.
d) The output is represented in the form of discrete values.
e) Its accuracy is good.
f) It has large memory space
g) It is versatile in nature and is suitable for a number of applications
h) In digital computers , the numbers, words and symbols can be used.
i) Its processing speed is high.
j) It is highly suitable for business application.

Hybrid computers:

The computer which possess the features of both analog and digital computers are called hybrid computers. That is, the hybrid computers have the good qualities of both analog and digital computer.With the hybrid computer the user can process both continuous and discrete data. This computer accepts either digital or analog or both types of input and gives the results as per requirements through special devices. In the hybrid computers a converter is fixed to convert the analog data into digital data and vice versa. These are special purpose devices and are not widely used.

10. WHAT IS MULTI-PROGRAMMING?

In batch processing, programs are executed one by one. The memory and ALU (Arithmetic Logic Unit) of the machine are not being fully utilized. To get the maximum use of the machine, multiprogramming system is used. "Multi-programming enables to store and execute more than one program in the CPU at the same time". The multi-programming concept is event based. The purpose of multi-programming is to increase utilization of the computer system as whole.

Multi-programming is defined as execution of two or more program that all reside in primary storage. Since the CPU can execute only one instruction at a time, cannot simultaneously execute instructions from two or more program. However, it can execute instructions from one program then from second program then from first again, and so on. This type of processing is referred to as concurrent execution.

Using concept of concurrent execution, multi-programming operate in the following way: When processing is interrupted on our program, perhaps to attend an input or output transfer, the processor switches to another program. This enables all, parts of the system, the processor, input and output peripherals to be operated concurrently thereby utilizing the whole system more fully. When operating on one program at a time the processor or peripherals would be idle for a large proportion, if the total processing time, even though this would be reduced to some extent by buffering. Buffering enables the processor to execute another instruction while input or output is taking place rather than being idle while transfer was completed. Even then, when one program is being executed at a time, basic input and output peripherals such as floppy disk drive and line printers are slow compared with the electronic speed of the processor and this causes an imbalance in the system as a whole. However, in a multi-programming environment the CPU can execute one program's instructions while a second program is waiting for I/O operations to take place.

In a system of multi-programming storage is allocated for each program. The areas of primary storage allocated for individual programs are called 'partitions'. Each partitions must have some form of storage protection and priority protection to ensure that a program must have some form of storage protection to ensure that a program is one portion will not accidentally write over and destroy the instructions of another partition and priority (when two or more programs are residing in primary storage) because both programs will need access to the CPU's facilities (e.g.; the arithmetic and logic section) A system of priority a method that will determine which program will have first call on the computer's facilities is normally determined by locating the program in specific partitions.

Programs that have the highest priority normally are stored in an area called the 'foreground partition'. Programs with lowest priority are stored in an area called 'background partition'.

Задание 2. Составьте устное сообщение по предложенной теме на иностранном языке. Ответьте на вопросы преподавателя.

1. Speak on the topic "My future profession"
2. Speak on the topic "The history of your future profession"
3. Speak on the topic "My future profession and its main branches"
4. Speak on the topic "Choosing a course or a job"
5. Speak on the topic "The process of getting a job: CV, interview"

6. Speak on the topic “The trends of your future profession”
7. Speak on the topic “Modern technologies”
8. Speak on the topic “The role of IT in your profession”
9. Speak on the topic “Famous scientist/ inventor”
10. Speak on the topic “Scientific inventions and developments”

Задание 3. Ответьте на вопросы преподавателя в рамках беседы на темы повседневно-бытовой и социокультурной сфер общения.

1. “About myself and my family”
2. “My University and my student’s life”.
3. “My favorite Web-site”.
4. “Healthy lifestyle”.
5. “Celebrations”
6. “The city I know well”.
7. “Travelling”.
8. “Ways of keeping in touch with people.”
9. “E-communication”.
10. “My plans for future”.

Лист регистрации изменений и дополнений

№ п/п	№ страницы внесения изменений	Дата внесения изменения	Краткое содержание изменений (основание)	Ф.И.О., Подпись	«Согласовано» заве-дующий кафедрой, Иностранных языков