Федеральное государственное бюджетное образовательное учреждение высшего образования
«Новосибирский государственный технический университет»
Кафедра иностранных языков технических факультетов

Паспорт экзамена

по дисциплине «Иностранный язык в профессиональной деятельности»,

2 семестр

1. Структура экзамена

Письменная часть

1. Лексико-грамматический тест
2. Письменный перевод с иностранного на русский язык со словарем

Устная часть (билет)

1. Монологическое высказывание
2. Устное реферирование на иностранном языке

2. Методика оценки

Экзамен проводится в письменной и устной форме.

Письменная часть включает:

- выполнение письменного тестирования с использованием электронной информационно-образовательной среды НГТУ (http:// www.nstu.ru/sveden/eos); тестовые задания охватывают лексико-грамматический материал содержания дисциплины «Иностранный язык» за два семестра, тест состоит из вопросов, позволяющих проверить уровень сформированности лексических и грамматических навыков, а также направлен на оценку сформированности результатов обучения по дисциплине, соотнесенных с установленными в программе индикаторами достижения компетенций и соотнесенных с ними индикаторов (п.6);
- выполнение письменного перевода с иностранного на русский язык со словарем профессионально-ориентированного текста объемом 1500 печатных знаков (п. 7).

Устная часть включает ответы на вопросы билета.

Билет состоит из 2 вопросов и формируется по следующему правилу:

- первый вопрос включает монологическое высказывание по одной из 8-х тем, изученным в течение двух семестров (п. 5);
- второй вопрос включает устное реферирование на иностранном языке профессионально-ориентированного текста объемом 2000 печатных знаков (п. 8).

Таким образом, проверяются результаты обучения по дисциплине, соотнесенные с установленными в программе индикаторами достижения компетенций.

На экзамене преподаватель вправе задавать студенту уточняющие и дополнительные вопросы по темам (п. 5).

Форма экзаменационного билета

НОВОСИБИРСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ
Факультет ФЭН
Билет № _____
к экзамену по дисциплине «Иностранный язык в профессиональной деятельности»

Вопрос 1. Подготовьте монологическое высказывание по теме _____.
Вопрос 2. Прочитайте текст и подготовьте устный реферат на иностранном языке.

Утверждаю: зав. кафедрой _____ доцент, Бочкарев А. И.
(подпись)

(дата)

3. **Критерии оценки результатов обучения, соотнесенных с уровнями освоения индикаторов достижения компетенций**

Вид задания	**Уровень (в баллах)**			
	Неудовлетвори-тельный	**Пороговый**	**Базовый**	**Продвинутый**
Письменная часть				
«Лексико-грамматический тест»	< 6	8	10	12
«Письменный перевод со словарем»	< 4	6	7	8
Устная часть (билет)				
Вопрос 1 «Беседа по теме»	< 6	8	10	12
Вопрос 2 «Устное реферирование»	< 4	6	7	8
Итого по всем заданиям	**< 20**	**28**	**34**	**40**

Ответ на экзамене засчитывается на **продвинутом** уровне, если студент:
- правильно выполняет от 87% до 100% заданий теста;
- выполняет письменный перевод, который адекватен смысловому содержанию первоисточника;
- при устном ответе на первый вопрос экзаменационного билета демонстрирует умение в подготовленной речи в форме монологического высказывания, характеризующегося четкой логикой, связностью и последовательностью, и позволяющего понять развитие темы; приводит достаточное количество фактов и аргументов для доказательства тезисов, использует широкий диапазон грамматических и лексических структур, использует

данные языковые средства корректно;
- при устном ответе на второй вопрос экзаменационного билета демонстрирует умение в реферировании, представляя устный реферат, содержание и структура которого полностью соответствуют жанру информативного реферата, использует языковые средства соответствующие стилю научной речи и устной разновидности жанра, употребляет грамматические, лексические и синтаксические трансформации, общенаучную лексику и адекватную терминологию, использует широкий диапазон средств связи, употребляет лексико-грамматических единицы корректно;
- сумма баллов по всем заданиям (письменная и устная часть) составляет от 35 до 40 баллов.

Совокупность результатов обучения по дисциплине и соотнесенных с ними индикаторов достижения компетенций не содержит пробелов. Установленные в программе компетенции сформированы в полном объеме. Оценка составляет *от 35 до 40 баллов.*

Ответ на экзамене засчитывается на **базовом** уровне, если студент:
- правильно выполняет от 74% до 86% заданий теста;
- выполняет письменный перевод, который полный, адекватен смысловому содержанию первоисточника и содержит 2–3 смысловые неточности;
- при устном ответе на первый вопрос экзаменационного билета демонстрирует умение в подготовленной речи в форме монологического высказывания, характеризующегося четкой логикой, связностью и последовательностью, позволяющей понять развитие темы, не приводит достаточное количество фактов и аргументов для доказательства тезисов, использует простой и ясный язык изложения, использует приемы обобщения и перефразирования, но допускает незначительные ошибки в выборе лексических и грамматических единиц, допускает коммуникативно не значимые ошибки;
- при устном ответе на второй вопрос экзаменационного билета демонстрирует умение в реферировании, представляя устный реферат содержание и структура которого в основном соответствуют жанру информативного реферата, и адекватно отражающего основную идею первоисточника, студент использует клишированные конструкции, не соответствующие стилю устной научной речи или данному жанру, использует приемы обобщения и перефразирования, допускает небольшое количество лексических, грамматических ошибок, не влияющих на понимание содержания;
- сумма баллов по всем заданиям (письменная и устная часть) составляет от 29 до 34 баллов включительно.

Совокупность результатов обучения по дисциплине и соотнесенных с ними индикаторов достижения компетенций содержит несущественные пробелы. Установленные в программе компетенции сформированы на базовом уровне. Оценка составляет *от 29 до 34 баллов* включительно.

Ответ на экзамене засчитывается на **пороговом** уровне, если студент:
- правильно выполняет от 50% до 72% заданий теста;
- выполняет неполный (2/3 – 1/2 всего текста) письменный перевод, допускает 2–3 ошибки в передаче смыслового содержания;
- при устном ответе на первый вопрос экзаменационного билета демонстрирует умение в подготовленной речи в форме монологического высказывания цель и тема которого раскрыта частично, и характеризуется нечеткой логикой; студент не приводит достаточное количество фактов и аргументов для доказательства тезисов, допускает ошибки в выборе лексических и грамматических единиц, допускает не значимые ошибки, испытывает трудности, отвечая на вопросы;
- при устном ответе на второй вопрос экзаменационного билета демонстрирует умение в реферировании, представляя устный реферат содержание и структура которого частично соответствуют жанру информативного реферата, и частично отражающего основную

идею первоисточника, наблюдается не значительное нарушение логики первоисточника, в речи студента использует в речи лексических и грамматических единицы, не соответствующие стилю устной научной речи, использует ограниченный диапазон лексических и грамматических единиц, студент употребляет заученные фрагменты текста первоисточника, не использует приемы обобщения и перефразирования, допускает небольшое количество лексических и грамматических ошибок, влияющих на понимание содержания;
- сумма баллов по всем заданиям (письменная и устная часть) составляет от 20 до 28 баллов включительно.

Совокупность результатов обучения по дисциплине и соотнесенных с ними индикаторов достижения компетенций содержит пробелы. Установленные в программе компетенции сформированы на пороговом уровне. Оценка составляет *от 20 до 28 баллов* включительно.

Ответ на экзамене считается **неудовлетворительным (ниже порогового уровня)**, если студент:
- правильно выполняет менее 50% заданий теста;
- выполняет неполный (менее 1/2 всего текста) письменный перевод, частично адекватный смысловому содержанию первоисточника, допустил более 3 ошибок при передаче смыслового содержания;
- при устном ответе на первый вопрос экзаменационного билета не демонстрирует умение в подготовленной речи в форме монологического высказывания, поскольку цель высказывания не обозначена, высказывание не структурировано, содержание частично соответствует заявленной теме; студент не приводит факты и аргументы для доказательства тезисов, использует заученные простые лексические и грамматические структуры, допускает большое количество лексических и грамматических ошибок, не может ответить на вопросы;
- при устном ответе на второй вопрос экзаменационного билета не демонстрирует умение в реферировании, поскольку содержание и структура представленного устного реферата лишь частично соответствуют жанру информативного реферата, не отражена основная идея первоисточника, наблюдается нарушение логики первоисточника; студент в речи использует лексические и грамматические единицы, не характерные для стиля устной научной речи, использует ограниченный диапазон лексических и грамматических единиц, не использует приемы обобщения и перефразирования, употребляет заученные фрагменты текста первоисточника, допускает большое количество лексических и грамматических ошибок, негативно влияющих на понимание;
- сумма баллов по всем заданиям (письменная и устная часть) составляет *менее 20 баллов*

Совокупность результатов обучения по дисциплине и соотнесенных с ними индикаторов достижения компетенций содержит существенные пробелы. Установленные в программе компетенции не сформированы. Оценка составляет *менее 20 баллов.*

4. Шкала оценки

Экзамен считается сданным, если сумма баллов по всем заданиям билета составляет от 20 до 40 баллов включительно. Сумма менее 20 баллов признается неудовлетворительным результатом промежуточной аттестации по дисциплине.

В общей оценке по дисциплине экзаменационные баллы учитываются в соответствии с правилами балльно-рейтинговой системы, установленными в НГТУ.

5. **Вопросы к экзамену по дисциплине «Иностранный язык** в профессиональной деятельности»

   Темы по дисциплине «Иностранный язык в профессиональной деятельности» **(2 семестр)**
   1. “History of science”
   2. “My field of research”
   3. “MSc program at NSTU”
   4 “MSc program abroad”
   5. “My research work”
   6. “International academic conference”
   7. “Academic Event I have attended recently”
   8. “Upcoming conference”

2. **Примерный тест для письменного тестирования** с использованием электронной информационно-образовательной среды НГТУ (http:// www.nstu.ru/sveden/eos)

«Иностранный язык в профессиональной деятельности**, 22.04.01, 12776, 1»**

Вопрос 1 Выберите верный вариант грамматической формы
The 17th century saw many instruments that _____(use) to examine the world

- was used
- were used ✔
- use
- used

(один вариант)

Вопрос 2 Выберите верный вариант грамматической формы
Microelectronics was founded on the invention of the transistor, which _____ (replace) vacuum tubes with something both smaller and more effective in the late 1940.

- replaced ✔
- was replaced
- has replaced
- will replace

(один вариант)

Вопрос 3 Выберите верный вариант грамматической формы
The 19th century _____ (see) some of the great names of science.

- saw ✔
- was seen
- has seen
- is seen

(один вариант)

Вопрос 4 Выберите верный вариант грамматической формы

Aristotle and Plato developed logical methods for _____ (examine) the world around them

- examine
- examining ✔
- having examined
- being examined

(один вариант)

Вопрос 5 Выберите верный вариант грамматической формы

It was the Greeks who first suggested that matter _____ (make up) of atoms.

- was made up ✔
- were made
- has been made
- is made up

(один вариант)

Вопрос 6 Выберите верный вариант грамматической формы

In about 4000 BC, the Mesopotamians tried to explain their observations by _____ (suggest) that the Earth was at the centre of the Universe

- suggesting ✔
- suggested
- suggest
- having suggested

(один вариант)

Вопрос 7 Сформулируйте и напишите два вопроса на английском языке к студенту магистерской программы Вашего направления относительного того: 1) в какой научной области он/она проводит исследование; 2) какова тема его магистерской диссертации.

Ответ: 1. What field of knowledge are you doing/conducting/carrying out research in?
2. What is the title of your master's thesis ?

Вопрос 8 Сформулируйте и напишите два вопроса на английском языке к студенту магистерской программы Вашего направления относительного того: 1) к какой кафедре он/ она относится; 2) кто его / ее научный руководитель.

Ответ: **1. What department do you belong to?**

2. Who is your research/ academic adviser/ supervisor ?

Вопрос 9 Сформулируйте и напишите два вопроса на английском языке к студенту магистерской программы относительного того: 1) какие методы он/она планирует использовать в своем исследовании; 2) какова теоретическая основа его/ее исследования.

Ответ: **1) What methods are you going to use in your study?**
2) What is a theoretical basis / the background of your study?

Вопрос 10 Сформулируйте и напишите два вопроса на английском языке к студенту магистерской программы относительного того: 1) завершил ли он/она экспериментальную

часть исследования; 2) какие результаты планирует получить.
Ответ: **1) Have you completed the experimental part of your study/research?**
2) What results/outcomes are you planning/expecting to get/obtain?

Вопрос 11 Запишите на английском языке субжанры жанра «Научная статья» (Scientific Article) в соответствии со структурой: 1.Заголовок, 2.автор(ы), 3.аннотация, 4. введение, 5. описание методов, 6. описание результатов, 7. обсуждение результатов, 8. заключение, 9. благодарность, 10 библиография
Ответ:
1. Title
2. Author(s)
3. Abstract
4. Introduction
5. Methods
6. Results
7. Discussion
8. Conclusion
9. Acknowledgment
10.References

Вопрос 12 Запишите на английском языке субжанры жанра « Краткое описание научного исследования» (Project Summary) для заявки на грант (порядок не важен).
Ответ:
Topicality, problem, solution, limitations, procedure, expected results.

Вопрос 13 Заполните пропуски в тексте, сравнивающем два вторичных жанра - аннотацию и реферат:
"Whereas an abstract merely enumerates the issues discussed in the primary text and answers the question a) " ... ?", a summary does not just enumerate those issues but reveals their content by answering the question b) " ... ?"
Ответ:

Ответ: a) What is the primary text about?
б) What is said in the primary text ?

Вопрос 14 Переведите аннотацию на английский язык

Аннотация. В статье рассматривается история развития отечественной микроэлектронной отрасли. Кратко перечислены основные разработки отечественной потребительской микроэлектроники с начала ее возникновения (1960-е годы). Приведена справочная информация о развитии Центра микроэлектроники в Зеленограде.

Ответ:

Abstract: The article considers the history of development of the domestic microelectronic industry. The main developments of domestic consumer microelectronics since its emergence (1960s) are listed briefly. The background information on the development of the Center of Microelectronics in Zelenograd is given.

Вопрос 15 Прочитайте образец «Кратного описания планируемого исследования» (Project Summary), найдите и запишите предложения из текста, соответствующие субжанру «Problem»

A 3-D odour-compass for odour-detecting robots

Odour-sensing robots offer many benefits over the current use of animals in similar roles, including safety, efficiency and durability. However, the robots which have been developed to date are limited by the fact that they can only accurately detect and navigate toward odour plumes if they are within direct 'sight' of the chemical source. Clearly, in real world situations, obstacles may well impede the robot's detection ability, and at present, odour-sensing robots are therefore only of limited use. The proposed research will concentrate on developing a robot which is able to gather readings in three dimensions and therefore overcome the limitations of current models in odour-detection. This technology will make robots more effective substitute for animals.

This research aims to develop existing robotic technology to create a three-dimensional odour compass to be used as a navigation tool in searching for an odour source.This will then be tested experimentally in simulated environments where wind detection is not stable or where obstacles interfere with odour distribution. A second stage in the research will be to develop the robot's environmental sensors, thus, allowing it to safely negotiate the terrain to reach the source of the odour.This should produce a robot which is able to both detect and move to the source of an odour, even on difficult terrain.

Ответ: **However, the robots which have been developed to date are limited by the fact that they can only accurately detect and navigate toward odour plumes if they are within direct 'sight' of the chemical source. Clearly, in real world situations, obstacles may well impede the robot's detection ability, and at present, odour-sensing robots are therefore only of limited use.**

Вопрос 16 Прочитайте образец «Кратного описания планируемого исследования» (Project Summary), найдите и запишите предложения из текста, соответствующие субжанру «Procedure»

A 3-D odour-compass for odour-detecting robots

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Ответ: **This will then be tested experimentally in simulated environments where wind detection is not stable or where obstacles interfere with odour distribution. A second stage in the research will be to develop the robot's environmental sensors, thus, allowing it to safely negotiate the terrain to reach the source of the odour**

7753802Вопрос 17. Вопрос 17
Прочитайте образец «Кратного описания планируемого исследования» (Project Summary), найдите и запишите предложения из текста, соответствующие субжанрам 1) « Solution», 2) «Expected results»

A 3-D odour-compass for odour-detecting robots

Odour-sensing robots offer many benefits over the current use of animals in similar roles, including safety, efficiency and durability. However, the robots which have been developed to date are limited by the fact that they can only accurately detect and navigate toward odour plumes if they are within direct 'sight' of the chemical source. Clearly, in real world situations, obstacles may well impede the robot's detection ability, and at present, odour-sensing robots are therefore only of limited use. The proposed research will concentrate on developing a robot which is able to gather readings in three dimensions and therefore overcome the limitations of current models in odour-detection. This technology will make robots more effective substitute for animals.

This research aims to develop existing robotic technology to create a three-dimensional odour compass to be used as a navigation tool in searching for an odour source.This will then be tested experimentally in simulated environments where wind detection is not stable or where obstacles interfere with odour distribution. A second stage in the research will be to develop the robot's environmental sensors, thus, allowing it to safely negotiate the terrain to reach the source of the odour.This should produce a robot which is able to both detect and move to the source of an odour, even on difficult terrain.

Ответ: **1) « Solution»- This research aims to develop existing robotic technology to create a three-dimensional odour compass to be used as a navigation tool in searching for an odour source;**

2)) «Expected results»- This should produce a robot which is able to both detect and move to the source of an odour, even on difficult terrain.

Вопрос 18 Прочитайте образец «Кратного описания планируемого исследования» (Project Summary), найдите и запишите предложения из текста, соответствующие субжанрам 1) « Topicality», 2) «Limitations»

A 3-D odour-compass for odour-detecting robots

Odour-sensing robots offer many benefits over the current use of animals in similar roles, including safety, efficiency and durability. However, the robots which have been developed to date are limited by the fact that they can only accurately detect and navigate toward odour plumes if they are within direct 'sight' of the chemical source. Clearly, in real world situations, obstacles may well impede the robot's detection ability, and at present, odour-sensing robots are therefore only of limited use. The proposed research will concentrate on developing a robot which is able to gather readings in three dimensions and therefore overcome the limitations of current models in odour-detection. This technology will make robots more effective substitute for animals.

This research aims to develop existing robotic technology to create a three-dimensional odour compass to be used as a navigation tool in searching for an odour source.This will then be tested experimentally in simulated environments where wind detection is not stable or where obstacles interfere with odour distribution. A second stage in the research will be to develop the robot's environmental sensors, thus, allowing it to safely negotiate the terrain to reach the source of the odour.This should produce a robot which is able to both detect and move to the source of an odour, even on difficult terrain.

Ответ:

1) « Topicality» - This technology will make robots more effective substitute for animals.
2) «Limitations»- The proposed research will concentrate on developing a robot which is able to gather readings in three dimensions and therefore overcome the limitations of current models in odour-detection.

Вопрос 19 Прочитайте текст и ответьте на вопрос после текста. Для ответа используйте предложения из текста

What goes in an abstract?

The abstract should convey to the reader concisely and accurately within the space of a few sentences, the claim to knowledge that the authors are making. It should indicate the boundaries of space and time within which the experiment had occurred. If there is a claim to generality beyond the boundaries of the experiment the basis on that claim should be given, for example that a random sample is thought to be representative of a larger number of experiments. There also should be a hint of the method of the experiment. The boundaries of the enquiry are important - and are unfortunately often omitted from abstracts. This is due to regrettable tendency for researchers to generalize their results for example a few experiments to all experiments, and to imply that what is true at a particular time, is true for all time. Also, the period in which the data was collected should be stated. The abstract should be a condensation of the substance of the paper, not a trailer, nor an introduction. Journals and thesis regulations usually put a limit of around 200 to 300 words to the length of an abstract. “Trailer” is a term borrowed from the cinema industry to describe a showing of a few highlights to win an audience. An “Introduction” tells that something is coming, but doesn't reveal the substance. These are not what needed. Abstracts are recycled in abstract journals and electronic networks and provide the main vehicle for other researchers to become aware of particular studies. Hence the more clearly they convey the claim to knowledge of the original paper the more useful they are in helping the reader to decide whether it is worth taking trouble to obtain the original and possibly site it in his/her own writing. (http://www.writersblock.ca/tips/index.htm)

Вопрос 1

Why are boundaries of the enquiry omitted from abstracts?

Ответ:

This is due to regrettable tendency for researchers to generalize their results for example a few experiments to all experiments, and to imply that what is true at a particular time, is true for all time.

Вопрос 20 Прочитайте текст и ответьте на вопрос после текста. Для ответа используйте предложения из текста.

What goes in an abstract?

The abstract should convey to the reader concisely and accurately within the space of a few sentences, the claim to knowledge that the authors are making. It should indicate the boundaries of space and time within which the experiment had occurred. If there is a claim to generality beyond the boundaries of the experiment the basis on that claim should be given, for example that a random sample is thought to be representative of a larger number of experiments. There also should be a hint of the method of the experiment. The boundaries of the enquiry are important - and are unfortunately often omitted from abstracts. This is due to regrettable tendency for researchers to generalize their results for example a few experiments to all experiments, and to imply that what is true at a particular time, is true for all time. Also, the period in which the data was collected should be stated. The abstract should be a condensation of the substance of the paper, not a trailer, nor an introduction. Journals and thesis regulations

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Вопрос 2

What limit to the length of an abstract do journals and thesis regulations usually put?

Ответ: Journals and thesis regulations usually put a limit of around 200 to 300 words to the length of an abstract.

Вопрос 21 Прочитайте текст и ответьте на вопрос после текста. Для ответа используйте предложения из текста.

What goes in an abstract?

The abstract should convey to the reader concisely and accurately within the space of a few sentences, the claim to knowledge that the authors are making. It should indicate the boundaries of space and time within which the experiment had occurred. If there is a claim to generality beyond the boundaries of the experiment the basis on that claim should be given, for example that a random sample is thought to be representative of a larger number of experiments. There also should be a hint of the method of the experiment. The boundaries of the enquiry are important - and are unfortunately often omitted from abstracts. This is due to regrettable tendency for researchers to generalize their results for example a few experiments to all experiments, and to imply that what is true at a particular time, is true for all time. Also, the period in which the data was collected should be stated. The abstract should be a condensation of the substance of the paper, not a trailer, nor an introduction. Journals and thesis regulations usually put a limit of around 200 to 300 words to the length of an abstract. “Trailer” is a term borrowed from the cinema industry to describe a showing of a few highlights to win an audience. An “Introduction” tells that something is coming, but doesn't reveal the substance. These are not what needed. Abstracts are recycled in abstract journals and electronic networks and provide the main vehicle for other researchers to become aware of particular studies. Hence the more clearly they convey the claim to knowledge of the original paper the more useful they are in helping the reader to decide whether it is worth taking trouble to obtain the original and possibly site it in his/her own writing. (http://www.writersblock.ca/tips/index.htm)

Вопрос 3

Why is an abstract not the same as “Introduction”?

Ответ: **An "Introduction" tells that something is coming, but doesn't reveal the substance. These are not what needed.**

Вопрос 22 Прочитайте текст и ответьте на вопрос после текста. Для ответа используйте предложения из текста.

What goes in an abstract?

The abstract should convey to the reader concisely and accurately within the space of a few sentences, the claim to knowledge that the authors are making. It should indicate the boundaries of space and time within which the experiment had occurred. If there is a claim to generality beyond the boundaries of the experiment the basis on that claim should be given, for example that a random sample is thought to be representative of a larger number of experiments. There also should be a hint of the method of the experiment. The boundaries of the enquiry are

important - and are unfortunately often omitted from abstracts. This is due to regrettable tendency for researchers to generalize their results for example a few experiments to all experiments, and to imply that what is true at a particular time, is true for all time. Also, the period in which the data was collected should be stated. The abstract should be a condensation of the substance of the paper, not a trailer, nor an introduction. Journals and thesis regulations usually put a limit of around 200 to 300 words to the length of an abstract. “Trailer” is a term borrowed from the cinema industry to describe a showing of a few highlights to win an audience. An “Introduction” tells that something is coming, but doesn't reveal the substance. These are not what needed. Abstracts are recycled in abstract journals and electronic networks and provide the main vehicle for other researchers to become aware of particular studies. Hence the more clearly they convey the claim to knowledge of the original paper the more useful they are in helping the reader to decide whether it is worth taking trouble to obtain the original and possibly site it in his/her own writing. (http://www.writersblock.ca/tips/index.htm)

Вопрос 4

Why should an abstract be as clear as possible to convey the claim to knowledge of the original paper?

Ответ: Abstracts are recycled in abstract journals and electronic networks and provide the main vehicle for other researchers to become aware of particular studies. Hence the more clearly they convey the claim to knowledge of the original paper the more useful they are in helping the reader to decide whether it is worth taking trouble to obtain the original and possibly site it in his/her own writing.

Вопрос 23 При написании каких субжанров в соответствии со структурой жанра “Abstract for a Conference” («Тезисы конференции») рекомендуется использовать данные клише:

1) Several previous studies have documented that …?
2) One of the greatest challenges …

Ответ: **1) Субжанр “Background of study; 2) субжанр “Lack of knowledge”**

Вопрос 24 При написании каких субжанров в соответствии со структурой жанра “Abstract for a Conference” («Тезисы конференции») рекомендуется использовать данные клише:

1. An interest in … has increased significantly in the last few years.
2. This method is particularly useful in studying…

Ответ 1. Субжанр “Topic of paper/Importance of study”
2.Субжанр “Description of methods”

Вопрос 25 При написании каких субжанров в соответствии со структурой жанра “Abstract for a Conference” («Тезисы конференции») рекомендуется использовать данные клише: 1) This study has found that …?
2)The aim of the study is to clarify several aspects of …

Ответ: **1) Субжанр “Results”, 2) Focus/Purpose of study**

Вопрос 26 Запишите клише из Письма-ответа на приглашение к участию в конференции (a-f) в порядке их использования при написании письма (1-6)

a) Thank you, Yours Sincerely, Nikolay Ivanov

b) Please, provide me with further information regarding …

c) Thank you for your invitation to be the chief guest and speak at …

d) Dear Sir, e) I am happy to inform you that I shall be pleased to accept your invitation…

f) I look forward to your response.

Ответ:

1. **Dear Sir,**
2. **Thank you for your invitation to be the chief guest and speak at …**
3. **I am happy to inform you that I shall be pleased to accept your invitation to …**
4. **Please, provide me with further information regarding …**
5. **I look forward to your response.**
6. **Thank you, Yours Sincerely, Nikolay Ivanov**

Вопрос 27 Из каких трех основных частей состоит доклад (речь доклада) на научной конференции?

Ответ: **Introduction (Введение) , Main body/Main part (Основная часть), Conclusion (Заключение)**

Вопрос 28

Распределите клише, используемые при написании речи доклада (a-l), на три группы, соответствующие разделам доклада Introduction, Main part, Conclusion a) With this I would like to finish.; b) Figure 4 shows that …; c) I would like to go on by showing some slides.; d) So, the aim of this work is to …; e) Dear colleagues, I am happy to have this opportunity to present my paper …; f) Thank you for your attention! Any questions?; g) In conclusion, I'd like to say that ….; h) Let's turn to the methods used …; i) Let's consider this in more detail …; j) I'm going to divide my talk into …; k) Take a look at this table, please.; l) The purpose of the study is …

Ответ:

Introduction
So, the aim of this work is to …
Dear colleagues, I am happy to have this opportunity to present my paper …
The purpose of the study is …
I'm going to divide my talk into …
Main part
Figure 4 shows that …
I would like to go on by showing some slides.
Let's turn to the methods used …
Let's consider this in more detail …
Take a look at this table, please.
Conclusion
With this I would like to finish.
Thank you for your attention! Any questions?
In conclusion, I'd like to say that…

Вопрос 29 Сформулируйте и напишите вопрос на английском языке к воображаемому докладчику относительно 1) практического применения полученных результатов; 2) выбора определенного метода исследования.

Ответ: **1)What is the practical application of the results obtained?**
2)Why did you choose this method of study?

Вопрос 30 Сформулируйте и напишите вопросы на английском языке к воображаемому докладчику относительно того, 1) какое оборудование было использовано во время эксперимента ; 2) совпали ли полученные результаты с ожидаемыми.
Ответ: 1) What equipment did you use in the experiment?; 2) Did the obtained results match the expected ones?

Вопрос 31 Прочитайте текст и ответьте на вопрос после текста, используя предложения из текста.

Nicolaus Copernicus

In 1543, as he lay on his deathbed, Copernicus finished reading the proofs of his great work; he died just as it was published. His De revolutionibus orbium coelestium libri VI (“Six Books Concerning the Revolutions of the Heavenly Orbs”) was the opening shot in a revolution whose consequences were greater than those of any other intellectual event in the history of humankind. The scientific revolution radically altered the conditions of thought and of material existence in which the human race lives, and its effects are not yet exhausted. Nicolaus Copernicus: heliocentric system All this was caused by Copernicus daring to place the Sun, not the Earth, at the centre of the cosmos. Copernicus actually cited Hermes Trismegistos to justify this idea, and his language was thoroughly Platonic. But he meant his work as a serious work in astronomy, not philosophy, so he set out to justify it observationally and mathematically. The results were impressive. At one stroke, Copernicus reduced a complexity verging on chaos to elegant simplicity. The apparent back-and-forth movements of the planets, which required prodigious ingenuity to accommodate within the Ptolemaic system, could be accounted for just in terms of the Earth’s own orbital motion added to or subtracted from the motions of the planets. Variation in planetary brightness was also explained by this combination of motions. https://www.britannica.com/science/history-of-science/The-rise-of-modern-science

Вопрос 1

What was the role of the scientific revolution?

Ответ: **The scientific revolution radically altered the conditions of thought and of material existence in which the human race lives, and its effects are not yet exhausted.**

Вопрос 32 Прочитайте текст и ответьте на вопрос после текста, используя предложения из текста.

Nicolaus Copernicus

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https://www.britannica.com/science/history-of-science/The-rise-of-modern-science

Вопрос 2

What methods did Copernicus use?

Ответ: **But he meant his work as a serious work in astronomy, not philosophy, so he set out to justify it observationally and mathematically.**

Вопрос 33 Прочитайте текст и ответьте на вопрос после текста, используя предложения из текста.

Nicolaus Copernicus

In 1543, as he lay on his deathbed, Copernicus finished reading the proofs of his great work; he died just as it was published. His De revolutionibus orbium coelestium libri VI ("Six Books Concerning the Revolutions of the Heavenly Orbs") was the opening shot in a revolution whose consequences were greater than those of any other intellectual event in the history of humankind. The scientific revolution radically altered the conditions of thought and of material existence in which the human race lives, and its effects are not yet exhausted. Nicolaus Copernicus: heliocentric system All this was caused by Copernicus daring to place the Sun, not the Earth, at the centre of the cosmos. Copernicus actually cited Hermes Trismegistos to justify this idea, and his language was thoroughly Platonic. But he meant his work as a serious work in astronomy, not philosophy, so he set out to justify it observationally and mathematically. The results were impressive. At one stroke, Copernicus reduced a complexity verging on chaos to elegant simplicity. The apparent back-and-forth movements of the planets, which required prodigious ingenuity to accommodate within the Ptolemaic system, could be accounted for just in terms of the Earth's own orbital motion added to or subtracted from the motions of the planets. Variation in planetary brightness was also explained by this combination of motions. https://www.britannica.com/science/history-of-science/The-rise-of-modern-science

Вопрос 3

What contribution did Copernicus make to science?

Ответ: **Copernicus reduced a complexity verging on chaos to elegant simplicity. The apparent back-and-forth movements of the planets, which required prodigious ingenuity to accommodate within the Ptolemaic system, could be accounted for just in terms of the Earth's own orbital motion added to or subtracted from the motions of the planets. Variation in planetary brightness was also explained by this combination of motions.**

Вопрос 34

Прочитайте текст и определите «верно» или «неверно» утверждение после текста, подтвердите вашу версию фрагментом из текста.

Can quantum physics make the internet more secure? Associate Professor Jacquiline (Jacq) Romero, a quantum physicist at the University of Queensland in Australia, is conducting experiments with photons to investigate quantum entanglement. Her research is helping to develop the quantum internet – the internet of the future will be very different from the internet today. Most of us use the internet every day. Whether to message our friends on social media, research a topic we want to know more about, or do some online shopping, the internet has become an integral part of our lives. The current version of the internet, however, is liable to being attacked. News reports tell stories of hackers who reveal individuals' credit card details, health records or other sensitive information. This is why Associate Professor Jacquiline (Jacq) Romero at the University of Queensland is helping to develop the quantum internet – a new version of the internet that will provide the most secure kind of communication possible within

the laws of physics. How is the quantum internet different to the regular internet? The current internet works by using ‘bits’ that are always in one of two physical states, like the on/off switch of a light or TV. The state of these bits is usually represented by a single binary value, either 0 or 1. “The quantum internet differs from the regular internet because it will transmit quantum information (‘qubits’) instead of classical information (‘bits’),” says Jacq. “Quantum states are very different.” Compared to regular bits, quantum bits (known as qubits) can take on superpositions. Because the qubits are neither 0 nor 1 before measurement, qubits represent multiple combinations of 0 and 1 at the same time. By using these qubits and entangling them, Jacq and her team have been working towards developing the quantum internet.

Утверждение 1

The researcher tries to develop the quantum internet.

Ответ: **Верно. Her research is helping to develop the quantum internet – the internet of the future will be very different from the internet today**

Вопрос 35

Прочитайте текст и определите «верно» или «неверно» утверждение после текста, подтвердите вашу версию фрагментом из текста.

Can quantum physics make the internet more secure? Associate Professor Jacquiline (Jacq) Romero, a quantum physicist at the University of Queensland in Australia, is conducting experiments with photons to investigate quantum entanglement. Her research is helping to develop the quantum internet – the internet of the future will be very different from the internet today. Most of us use the internet every day. Whether to message our friends on social media, research a topic we want to know more about, or do some online shopping, the internet has become an integral part of our lives. The current version of the internet, however, is liable to being attacked. News reports tell stories of hackers who reveal individuals’ credit card details, health records or other sensitive information. This is why Associate Professor Jacquiline (Jacq) Romero at the University of Queensland is helping to develop the quantum internet – a new version of the internet that will provide the most secure kind of communication possible within the laws of physics. How is the quantum internet different to the regular internet? The current internet works by using ‘bits’ that are always in one of two physical states, like the on/off switch of a light or TV. The state of these bits is usually represented by a single binary value, either 0 or 1. “The quantum internet differs from the regular internet because it will transmit quantum information (‘qubits’) instead of classical information (‘bits’),” says Jacq. “Quantum states are very different.” Compared to regular bits, quantum bits (known as qubits) can take on superpositions. Because the qubits are neither 0 nor 1 before measurement, qubits represent multiple combinations of 0 and 1 at the same time. By using these qubits and entangling them, Jacq and her team have been working towards developing the quantum internet.

Утверждение 2

The current version of the internet is very reliable.

Ответ: **Неверно. The current version of the internet, however, is liable to being attacked. News reports tell stories of hackers who reveal individuals’ credit card details, health records or other sensitive information.**

Вопрос 36

Прочитайте текст и определите «верно» или «неверно» утверждение после текста, подтвердите фрагментом из текста.

Can quantum physics make the internet more secure? Associate Professor Jacquiline (Jacq) Romero, a quantum physicist at the University of Queensland in Australia, is conducting experiments with photons to investigate quantum entanglement. Her research is helping to develop the quantum internet – the internet of the future will be very different from the internet today. Most of us use the internet every day. Whether to message our friends on social media, research a topic we want to know more about, or do some online shopping, the internet has become an integral part of our lives. The current version of the internet, however, is liable to being attacked. News reports tell stories of hackers who reveal individuals' credit card details, health records or other sensitive information. This is why Associate Professor Jacquiline (Jacq) Romero at the University of Queensland is helping to develop the quantum internet – a new version of the internet that will provide the most secure kind of communication possible within the laws of physics. How is the quantum internet different to the regular internet? The current internet works by using 'bits' that are always in one of two physical states, like the on/off switch of a light or TV. The state of these bits is usually represented by a single binary value, either 0 or 1. "The quantum internet differs from the regular internet because it will transmit quantum information ('qubits') instead of classical information ('bits')," says Jacq. "Quantum states are very different." Compared to regular bits, quantum bits (known as qubits) can take on superpositions. Because the qubits are neither 0 nor 1 before measurement, qubits represent multiple combinations of 0 and 1 at the same time. By using these qubits and entangling them, Jacq and her team have been working towards developing the quantum internet.

Утверждение 3 The proposed research can help develop a new version of the internet that will provide the most secure kind of communication

Ответ: **Верно. This is why Associate Professor Jacquiline (Jacq) Romero at the University of Queensland is helping to develop the quantum internet – a new version of the internet that will provide the most secure kind of communication possible within the laws of physics.**

Вопрос 37 Выберите верный вариант грамматической формы

Last semester I _____ (assign) an academic advisor from the department of Information security of automated systems.

- ○ was assigned ✔ □
- ○ assigned
- ○ has been assigned
- ○ is assigned

(один вариант)

Вопрос 38 Выберите верный вариант грамматической формы

I _____already _____(work out) all the details of my program with my advisors.

- ○ have worked out ✔ □
- ○ has worked out
- ○ work out
- ○ worked out

(один вариант)

Вопрос 39 Выберите верный вариант грамматической формы

An applicant for MS program____ often _____ (rank) according to the grade point average.

- ○ is ranked ✔ □
- ○ ranks

○ has ranked
○ has been ranked
(один вариант)

Вопрос 40 Выберите верный вариант грамматической формы
In our previous study, these figures _____(apply) to the period from June to September.

○ apply
○ were applied ✔ □
○ have applied
○ is applied
(один вариант)

Вопрос41 Выберите верный вариант грамматической формы

The experiment in our laboratory _____(conduct) last month.

○ has conducted
○ conducted
○ was conducted ✔ □
○ has been conducted
(один вариант)

Вопрос 42
Выберите верный вариант грамматической формы

The project on developing more appropriate stamping methods _____(present) next week.

○ will be presented ✔ □
○ was presented
○ presents
○ is presenting
(один вариант)

Вопрос 43 Прочитайте текст и определите «верно» или «неверно» утверждение, подтвердите вашу версию фрагментом из текста.

The Massachusetts Institute of Technology is an academic community devoted to undergraduate education, graduate education, and research. We have fostered graduate study and research and have awarded advanced degrees since 1872. MIT has been a consistent national leader in the number of master's and doctoral degrees awarded, and ranks highly in the sciences and engineering. In addition, other graduate programs in the social sciences, humanities, management, architecture, and urban studies have gained significant prominence. Admission to MIT for the master's degree does not necessarily imply an automatic commitment by MIT beyond that level of study. In the School of Engineering, students may be awarded the engineer's degree. This degree program requires two years of study and provides a higher level of professional competence than is required by a master's degree program, but less emphasis is placed on creative research than in the doctoral program.

Утверждение

MIT is one of the top universities in America awarding master's and doctoral degrees.

Ответ: **Верно. MIT has been a consistent national leader in the number of master's and**

doctoral degrees awarded, ranks highly in the sciences and engineering.

Вопрос 44 Прочитайте текст и определите «верно» или «неверно» утверждение. подтвердите вашу версию фрагментом из текста.

The Massachusetts Institute of Technology is an academic community devoted to undergraduate education, graduate education, and research. We have fostered graduate study and research and have awarded advanced degrees since 1872. MIT has been a consistent national leader in the number of master's and doctoral degrees awarded, and ranks highly in the sciences and engineering. In addition, other graduate programs in the social sciences, humanities, management, architecture, and urban studies have gained significant prominence. Admission to MIT for the master's degree does not necessarily imply an automatic commitment by MIT beyond that level of study. In the School of Engineering, students may be awarded the engineer's degree. This degree program requires two years of study and provides a higher level of professional competence than is required by a master's degree program, but less emphasis is placed on creative research than in the doctoral program.

Утверждение

MIT offers graduate programs only in engineering.

Ответ: **Неверно. In addition, other graduate programs in the social sciences, humanities, management, architecture, and urban studies have gained significant prominence.**

Вопрос 45 Прочитайте текст и определите «верно» или «неверно» утверждение, подтвердите вашу версию фрагментом из текста.

The Massachusetts Institute of Technology is an academic community devoted to undergraduate education, graduate education, and research. We have fostered graduate study and research and have awarded advanced degrees since 1872. MIT has been a consistent national leader in the number of master's and doctoral degrees awarded, and ranks highly in the sciences and engineering. In addition, other graduate programs in the social sciences, humanities, management, architecture, and urban studies have gained significant prominence. Admission to MIT for the master's degree does not necessarily imply an automatic commitment by MIT beyond that level of study. In the School of Engineering, students may be awarded the engineer's degree. This degree program requires two years of study and provides a higher level of professional competence than is required by a master's degree program, but less emphasis is placed on creative research than in the doctoral program.

Утверждение

Master's degree programs at MIT provide a higher level of professional competence than engineer's degree programs

Ответ: **Неверно. In the School of Engineering, students may be awarded the engineer's degree. This degree program requires two years of study and provides a higher level of professional competence than is required by a master's degree program, but less emphasis is placed on creative research than in the doctoral program.**

Вопрос 46
Прочитайте текст и напишите аннотацию к тексту используя клише

The article is about…

It underlines …

It gives …

Artificial Intelligence

While studying artificially intelligence, you need to know what intelligence is. This chapter covers idea of intelligence, types, and components of intelligence. What is Intelligence? – It is the ability of a system to calculate, reason, perceive relationships and analogies, learn from experience, store and retrieve information from memory, solve problems, comprehend complex ideas, use natural language fluently, classify, generalize, and adapt new situations. Types of Intelligence As described by Howard Gardner, an American developmental psychologist, the Intelligence comes in multifold – Linguistic intelligence - The ability to speak, recognize, and use mechanisms of phonology speechsounds, syntax grammar, and semantics meaning. Musical intelligence - The ability to create, communicate with, and understand meanings made of sound, understanding of pitch, rhythm. Logical - mathematical intelligence - The ability of use and understand relationships in the absence of action or objects. Understanding complex and abstract ideas. Spatial intelligence - The ability to perceive visual or spatial information, change it, and recreate visual images without reference to the objects, construct 3D images, and to move and rotate them. Bodily-Kinesthetic intelligence - The ability to use complete or part of the body to solve problems or fashion products, control over fine and coarse motor skills, and manipulate the objects. Intra-personal intelligence - The ability to distinguish among one's own feelings, intentions, and motivations. Interpersonal intelligence - The ability to recognize and make distinctions among other people's feelings, beliefs, and intentions. https://www.tutorialspoint.com/artificial_intelligence/pdf/artificial_intelligent_systems.pdf

Ответ: **The text is about Artificial Intelligence**
It underlines the importance to know the definition of AI.
It also gives the definition of AI and its types.

Вопрос 47 Прочитайте текст и заполните пропуски словами-терминами в соответствии со смыслом.

Artificial Intelligence You can say a machine or a system is artificially a) _____when it is equipped with at least one and at most all intelligences in it. What is Intelligence Composed of? The intelligence is intangible. It is composed of −reasoning, learning, problem solving, perception, linguistic intelligence Let us go through all the components briefly Reasoning − It is the set of processes that enables us to provide basis for judgement, making, b) _____and prediction. There are broadly two types –Inductive and deductive reasoning c) _____ Reasoning It conducts specific observations to makes broad general statements. Even if all of the premises are true in a statement, inductive reasoning allows for the conclusion to be d) _____. Example − "Nita is a teacher. All teachers are studious. Therefore, Nita is studious Deductive Reasoning- It starts with a general statement and examines the possibilities to reach a specific, logical conclusion If something is e) _____ of a class of things in general, it is also true for all members of that class. ." Example − "All women of age above 60 years are grandmothers. Shalini is 65 years. Therefore, Shalini is a grandmother."

Ответ: **a) Intelligent**

a) **Decisions**
b) **Inductive**
c) **False**
d) **true**

Вопрос 48 Прочитайте текст и ответьте на вопрос после текста, используя предложения из текста

A mathematical model

A mathematical model is a description of a system using mathematical concepts and language. The process of developing a mathematical model is termed mathematical modeling. Mathematical models are used in the natural sciences (such as physics, biology, earth science, chemistry) and engineering disciplines (such as computer science, electrical engineering), as well as in non-physical systems such as the social sciences (such as economics, psychology, sociology, political science). Mathematical models are also used in music, linguistics and philosophy (for example, intensively in analytic philosophy). A model may help to explain a system and to study the effects of different components, and to make predictions about behavior. Elements of a mathematical model Mathematical models can take many forms, including dynamical systems, statistical models, differential equations, or game theoretic models. These and other types of models can overlap, with a given model involving a variety of abstract structures. In general, mathematical models may include logical models. In many cases, the quality of a scientific field depends on how well the mathematical models developed on the theoretical side agree with results of repeatable experiments. Lack of agreement between theoretical mathematical models and experimental measurements often leads to important advances as better theories are developed. In the physical sciences, a traditional mathematical model contains most of the following elements: 1. Governing equations 2. Supplementary sub-models 3. Assumptions and constraints

Вопрос 1

What is termed as mathematical model and mathematical modeling?

Ответ: **A mathematical model is a description of a system using mathematical concepts and language. The process of developing a mathematical model is termed mathematical modeling.**

Вопрос 49 Прочитайте текст и ответьте на вопрос после текста, используя предложения из текста

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What fields of science and disciplines are mathematical models used in?

Ответ:

Mathematical models are used in the natural sciences (such as physics, biology, earth science, chemistry) and engineering disciplines (such as computer science, electrical engineering), as well as in non-physical systems such as the social sciences (such as economics, psychology, sociology, political science). Mathematical models are also used in music, linguistics and philosophy (for example, intensively in analytic philosophy).

Вопрос 50 Прочитайте текст и ответьте на вопрос после текста, используя предложения из текста

A mathematical model

A mathematical model is a description of a system using mathematical concepts and language. The process of developing a mathematical model is termed mathematical modeling. Mathematical models are used in the natural sciences (such as physics, biology, earth science, chemistry) and engineering disciplines (such as computer science, electrical engineering), as well as in non-physical systems such as the social sciences (such as economics, psychology, sociology, political science). Mathematical models are also used in music, linguistics and philosophy (for example, intensively in analytic philosophy). A model may help to explain a system and to study the effects of different components, and to make predictions about behavior. Mathematical models can take many forms, including dynamical systems, statistical models, differential equations, or game theoretic models. These and other types of models can overlap, with a given model involving a variety of abstract structures. In general, mathematical models may include logical models. In many cases, the quality of a scientific field depends on how well the mathematical models developed on the theoretical side agree with results of repeatable experiments. Lack of agreement between theoretical mathematical models and experimental measurements often leads to important advances as better theories are developed. In the physical sciences, a traditional mathematical model contains most of the following elements: 1. Governing equations 2. Supplementary sub-models 3. Assumptions and constraints

Вопрос 3

What may a model help to do?

Вопрос 4

What forms can mathematical models take?

Ответ:

3) A model may help to explain a system and to study the effects of different components, and to make predictions about behavior.
4)Mathematical models can take many forms, including dynamical systems, statistical models, differential equations, or game theoretic models

Вопрос 51 Прочитайте текст и ответьте на вопрос после текста, используя предложения из текста

A mathematical model

A mathematical model is a description of a system using mathematical concepts and language. The process of developing a mathematical model is termed mathematical modeling. Mathematical models are used in the natural sciences (such as physics, biology, earth science, chemistry) and engineering disciplines (such as computer science, electrical engineering), as well as in non-physical systems such as the social sciences (such as economics, psychology, sociology, political science). Mathematical models are also used in music, linguistics and philosophy (for example, intensively in analytic philosophy). A model may help to explain a

system and to study the effects of different components, and to make predictions about behavior. Mathematical models can take many forms, including dynamical systems, statistical models, differential equations, or game theoretic models. These and other types of models can overlap, with a given model involving a variety of abstract structures. In general, mathematical models may include logical models. In many cases, the quality of a scientific field depends on how well the mathematical models developed on the theoretical side agree with results of repeatable experiments. Lack of agreement between theoretical mathematical models and experimental measurements often leads to important advances as better theories are developed. In the physical sciences, a traditional mathematical model contains most of the following elements: 1. Governing equations 2. Supplementary sub-models 3. Assumptions and constraints

Вопрос 5. What does the quality of a scientific field in many cases depend on?

Вопрос 6. What elements does a traditional mathematical model in the physical sciences contain?

Ответ:

5)In many cases, the quality of a scientific field depends on how well the mathematical models developed on the theoretical side agree with results of repeatable experiments.
6)In the physical sciences, a traditional mathematical model contains most of the following elements:

1. **Governing equations**
2. **Supplementary sub-models**

Вопрос 52
Прочитайте текст, ответьте на вопрос после текста, используйте предложения из текста.
Giving a conference talk.
Oral communication is different from written communication. Listeners have one chance to hear your talk and can't "re-read" when they are confused. Often, they have or will hear many talks on the same day. There are two well-known ways to communicate your point effectively. The first is to K.I.S.S. (keep it simple stupid). Second, repeat key insights: tell them what you're going to tell them (Forecast), tell them, and tell them what you told them (Summary).
Think about your audience. Most audiences should be addressed in layers: some are experts in your sub-area, some are experts in the general area, and others know little or nothing. Who is most important to you? Can you still leave others with something? For example, pitch the body to experts, but make the forecast and summary accessible to all.
Think about your rhetorical goals. I recommend two goals for conference talks: leave your audience with a clear picture of the gist of your contribution, and make them want to read your paper. Your presentation should not replace your paper, but rather whet the audience appetite for it. Thus, it is commonly useful to allude to information in it. Thus, it is commonly useful to allude to information in the paper that can't be covered adequately in the presentation. (The goals for an interview talk, for example, are radically different.)
Вопрос 1 What is the difference between oral and written communication?

Ответ Oral communication is different from written communication. Listeners have one chance to hear your talk and can't "re-read" when they are confused.

Вопрос 53
Прочитайте текст, ответьте на вопрос после текста, используйте предложения из текста.
Oral communication is different from written communication. Listeners have one chance to hear your talk and can't "re-read" when they are confused. Often, they have or will hear many talks

on the same day. There are two well-known ways to communicate your point effectively. The first is to K.I.S.S. (keep it simple stupid). Second, repeat key insights: tell them what you're going to tell them (Forecast), tell them, and tell them what you told them (Summary).
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Вопрос 2. What are two ways to communicate your point effectively?
Ответ
There are two well-known ways to communicate your point effectively. The first is to K.I.S.S. (keep it simple stupid). Second, repeat key insights: tell them what you're going to tell them (Forecast), tell them, and tell them what you told them (Summary).

Вопрос 54 Прочитайте текст беседы между участниками конференции и председателем секции. Выберите нужный вариант реплики в соответствии с требованиями научного этикета.

Chairman: Now I would like to open the discussion. Please feel free to ask questions and make comments. Time is rather short, so I would invite everyone to be brief and keep to the point. Please identify yourselves before asking a question.

Man: I'm John Randal of Chicago University.

Chairman: I'm afraid I can't hear you. _____

- ○ Speak up, please.
- ○ Would you kindly speak into microphone? ✔□
- ○ Speak louder.
- ○ What did you say?

(один вариант)

Вопрос 55 Прочитайте тезисы доклада и найдите в тексте предложения указывающие на проблему, решаемую в рамках исследования

RESEARCH AND DEVELOPMENT OF METHODS AND ALGORITHMS FOR LOCAL POSITIONING OF MOBILE OBJECTS

Abstract: The aim of the research is a development of an Indoor Positioning System by estimating the location using triangulation.

Keywords: indoor positioning, RSSI, Wi-Fi, triangulation, software.

In recent years, there has been an increasing interest in Location Based Services (LBSs) which in real-time determine the position of a person or an object. Positioning can be classified, according to the environment where the positioning is conducted, into two types: outdoor positioning and indoor positioning. There is a large volume of published studies describing the role of Location Based Services. A widely studied field of localization is the exploitation of WiFi signal reception. Commonly the Fine Time Measurement (FTM) or Received Signal Strength Indicator (RSSI) are used. The main disadvantage of outdoor positioning technologies such as satellite-based Global Positioning System (GPS) is that it cannot be used in an indoor environment since radio signals can't penetrate solid walls and obstacles [1]. The Indoor Positioning Systems (IPSs)

such as Cisco Hyperlocation based on the use of Wi-Fi technology can ensure the positioning of a mobile device in a room with high accuracy (2-3 meters) in almost real time [2]. The specific objective of this study is to develop a software system for indoor positioning of mobile objects with an accuracy of 1 meter. The methodological approach taken in the study is a technology based on triangulation by means of Wi-Fi signals. The triangulation method is particularly useful in the case of two-dimensional estimation of the location of a mobile device. RSSI is used for automatic measurement of the distance between the mobile device and the positions of access points in the positioning system. It is proposed to calculate the position of the mobile device four times and calculate the average value of the desired coordinates. The first stage of the research was a development of software libraries for coordinate calculation. The next stage was a display of the coordinates of mobile objects on an interactive map. The results, as shown in Fig. 1, indicate that the developed software made indoor positioning of people with the specified accuracy and projecting their position onto a map. The developed software will be implemented into the existing infrastructure of LLC called ELTEX to track the position of employees in order to control their presence in the workplace and the implementation of technological processes.

Ответ: **The main disadvantage of outdoor positioning technologies such as satellite-based Global Positioning System (GPS) is that it cannot be used in an indoor environment since radio signals can't penetrate solid walls and obstacles [1]**

Вопрос 56 Прочитайте тезисы доклада и найдите в тексте предложения указывающие на цель исследования

RESEARCH AND DEVELOPMENT OF METHODS AND ALGORITHMS FOR LOCAL POSITIONING OF MOBILE OBJECTS

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Keywords: indoor positioning, RSSI, Wi-Fi, triangulation, software.

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Ответ: **The specific objective of this study is to develop a software system for indoor positioning of mobile objects with an accuracy of 1 meter.**

Вопрос 57 Прочитайте тезисы доклада и найдите в тексте предложения указывающие на применение результатов исследования

RESEARCH AND DEVELOPMENT OF METHODS AND ALGORITHMS FOR LOCAL POSITIONING OF MOBILE OBJECTS

Abstract: The aim of the research is a development of an Indoor Positioning System by estimating the location using triangulation.

Keywords: indoor positioning, RSSI, Wi-Fi, triangulation, software.

In recent years, there has been an increasing interest in Location Based Services (LBSs) which in real-time determine the position of a person or an object. Positioning can be classified, according to the environment where the positioning is conducted, into two types: outdoor positioning and indoor positioning. There is a large volume of published studies describing the role of Location Based Services. A widely studied field of localization is the exploitation of WiFi signal reception. Commonly the Fine Time Measurement (FTM) or Received Signal Strength Indicator (RSSI) are used. The main disadvantage of outdoor positioning technologies such as satellite-based Global Positioning System (GPS) is that it cannot be used in an indoor environment since radio signals can't penetrate solid walls and obstacles [1]. The Indoor Positioning Systems (IPSs) such as Cisco Hyperlocation based on the use of Wi-Fi technology can ensure the positioning of a mobile device in a room with high accuracy (2-3 meters) in almost real time [2]. The specific objective of this study is to develop a software system for indoor positioning of mobile objects with an accuracy of 1 meter. The methodological approach taken in the study is a technology based on triangulation by means of Wi-Fi signals. The triangulation method is particularly useful in the case of two-dimensional estimation of the location of a mobile device. RSSI is used for automatic measurement of the distance between the mobile device and the positions of access points in the positioning system. It is proposed to calculate the position of the mobile device four times and calculate the average value of the desired coordinates. The first stage of the research was a development of software libraries for coordinate calculation. The next stage was a display of the coordinates of mobile objects on an interactive map. The results, as shown in Fig. 1, indicate that the developed software made indoor positioning of people with the specified accuracy and projecting their position onto a map. The developed software will be implemented into the existing infrastructure of LLC called ELTEX to track the position of employees in order to control their presence in the workplace and the implementation of technological processes.

Ответ: **The developed software will be implemented into the existing infrastructure of LLC called ELTEX to track the position of employees in order to control their presence in the workplace and the implementation of technological processes**

Вопрос 58 Определите, к каким трем частям доклада относятся данные слова докладчика. Используйте названия на английском языке.

1. " I'm happy to have this opportunity to present my paper at this session"
2. " Thank you for your attention! Feel free to ask questions "
3. "Experimental results agree with the theory and …."

Ответ: **1. Introduction, 2. Conclusion. 3. Main Part**

Вопрос 59

Прочитайте текст, ответьте на вопрос после текста, используйте предложения из текста.

Giving a conference talk.

Oral communication is different from written communication. Listeners have one chance to hear your talk and can't "re-read" when they are confused. Often, they have or will hear many talks on the same day. There are two well-known ways to communicate your point effectively. The first is to K.I.S.S. (keep it simple stupid). Second, repeat key insights: tell them what you're going to tell them (Forecast), tell them, and tell them what you told them (Summary).

Think about your audience. Most audiences should be addressed in layers: some are experts in your sub-area, some are experts in the general area, and others know little or nothing. Who is most important to you? Can you still leave others with something? For example, pitch the body to experts, but make the forecast and summary accessible to all.

Think about your rhetorical goals. I recommend two goals for conference talks: leave your audience with a clear picture of the gist of your contribution, and make them want to read your paper. Your presentation should not replace your paper, but rather whet the audience appetite for it. Thus, it is commonly useful to allude to information in it. Thus, it is commonly useful to allude to information in the paper that can't be covered adequately in the presentation. (The goals for an interview talk, for example, are radically different.)

Вопрос How should a speaker address the audience?

Ответ Most audiences should be addressed in layers: some are experts in your sub-area, some are experts in the general area, and others know little or nothing. Who is most important to you?

Вопрос 60

Прочитайте текст, ответьте на вопрос после текста, используйте предложения из текста.

Giving a conference talk.

Oral communication is different from written communication. Listeners have one chance to hear your talk and can't "re-read" when they are confused. Often, they have or will hear many talks on the same day. There are two well-known ways to communicate your point effectively. The first is to K.I.S.S. (keep it simple stupid). Second, repeat key insights: tell them what you're going to tell them (Forecast), tell them, and tell them what you told them (Summary).

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Вопрос . What sort of information in the article is it useful to allude to?

Ответ Your presentation should not replace your paper, but rather whet the audience appetite for it. Thus, it is commonly useful to allude to information in it. Thus, it is commonly useful to allude to information in the paper that can't be covered adequately in the presentation. (The goals for an interview talk, for example, are radically different.)

7.Примерный текст для письменного перевода

Переведите текст на русский язык письменно со словарем

PARTICIPATING IN MARKETS FOR ELECTRICAL ENERGY
Retailers of electrical energy

Consumers whose peak demand is at least a few hundreds kilowatts may be able to save significant amounts of money by employing specialized personnel to forecast their demand and trade in the electricity markets to obtain lower prices. Such consumers can be expected to participate directly and actively in the markets. On the other hand, such active trading is not worthwhile for smaller consumers. These smaller consumers usually prefer purchasing on a tariff, that is, at a constant price per kilowatt-hour that is adjusted at most a few times per year. Electricity retailers are in business to bridge the gap between the wholesale market and these smaller consumers. The challenge for them is that they have to buy energy at a variable price on the wholesale market and sell it at a fixed price at the retail level. A retailer will typically lose money during periods of high prices because the price it has to pay for energy is higher than the price at which it resells this energy. On the other hand, during periods of low prices it makes a profit because its selling price is higher than its purchase price. To stay in business, the quantity-weighted average price at which a retailer purchases electrical energy should therefore be lower than the rate it charges its customers. This is not always easy to achieve because the retailer does not have direct control over the amount of energy that its customers consume. Each retailer is deemed to have sold to its customers the amount of energy that went through their meters. If for any period the aggregate amount over all its customers exceeds the amount that it has contracted to buy, the retailer has to purchase the difference on the spot market at whatever value the spot price reached for that period. Similarly, if the amount contracted exceeds the amount consumed by its customers, the retailer is deemed to have sold the difference on the spot market.

8.Примерный текст для устного реферирования

Прочитайте текст и подготовьте устный реферат на иностранном языке.

PARTICIPATING IN MARKETS FOR ELECTRICAL ENERGY
Scheduling

Since the demand for electrical energy changes over time, the price that a generator gets for its production varies. As we saw in the previous chapter, the price for electrical energy is usually constant for a period of time whose duration ranges from a few minutes to an hour depending on the market. Given a profile of prices extending over a day or more, the optimization described above could be repeated for each market period taken separately. Unfortunately, the resulting production schedule would not be optimal because it neglects the cost of starting up generating units. It would also often be technically infeasible because this approach ignores the constraints on the transitions that generating units can make between operating states. Other economic opportunities and environmental constraints may also affect the optimization of the sale of electrical energy. These different types of constraints are discussed below. Generating units that have large start-up costs or must obey restrictive constraints will therefore not maximize their profits if their output is optimized over each period individually. Instead, their operation must be scheduled over a horizon ranging from one day to a week or more. This problem has some

similarities with the unit commitment problem that monopoly utilities solve to determine how to meet a given load schedule at minimum cost with a given set of generating units. The essence of both problems is to balance the quasi-fixed and variable elements of the cost while satisfying the constraints. In the unit commitment problem, the production of all units is optimized together because their total output must be equal to the total load. On the other hand, if we assume that a generator is a price taker, its production can be optimized independently of the production of other generators. Even when this price-taking approximation holds, scheduling generation to maximize profits is computationally complex. The on/off nature of some of the decision variables makes the problem nonconvex and a rigorous treatment of the constraints significantly increases the dimensionality of the problem. Techniques such as dynamic or mixed-integer programming have been successfully used to solve this problem. Optimally scheduling the production of a generation unit over a time horizon requires a forecast of the price of electrical energy at each period. The error inherent in such a forecast has an effect on the a posteriori optimality of the schedule. Forecasting prices accurately is extremely complex because of the number of influential factors and the lack of information on some of these factors. Since the price of electrical energy depends on the market equilibrium, it is influenced by both load and generation factors. On the load side, all the temporal, meteorological, economic and special factors that are used in load forecasting must also be taken into account when forecasting prices. The generation side is considerably more troublesome because some events occur at random (e.g. failures of generating units) and others are not always publicly announced in advance (e.g. planned outages for maintenance).