

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

Код модуля
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Управление образовательных программ

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

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

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

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

Таблица 1

Код и наименование компетенции	Планируемые результаты обучения (индикаторы)	Контрольно-оценочные средства для оценивания достижения результата обучения по дисциплине
1	2	3
УК-4 -Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	Д-1 - Демонстрировать логическое мышление и память, устойчивое внимание Д-2 - Проявлять способность к расширению лексического запаса, совершенствованию устной и письменной речи, развитию общего кругозора и культуры З-1 - Демонстрировать знания лексических и грамматических единиц (лексико-фразеологического материала) в объеме достаточном для	Домашняя работа № 1 Домашняя работа № 2 Зачет Контрольная работа № 1 Контрольная работа № 2 Перевод иноязычной литературы № 1 Перевод иноязычной литературы № 2 Практические/семинарские занятия Экзамен

	<p>письменного и устного общения по различной тематике в повседневных и профессиональных ситуациях на государственном и иностранном (-ых) языках</p> <p>З-2 - Демонстрировать знание оценочной лексики и реплик-клише речевого этикета на уровне освоения языка в соответствии с уровневой шкалой оценивания (CEFR)</p> <p>З-3 - Изложить структуру делового письма, правила составления деловых документов, используя профессиональную терминологию и реплик-клише речевого этикета на государственном и иностранном (-ых) языках</p> <p>З-4 - Характеризовать лексическую и грамматическую структуры языка оригинала текста</p> <p>З-5 - Сделать обзор переводческих закономерностей</p> <p>З-6 - Сделать обзор коммуникативных стратегий и тактик делового взаимодействия, средств и способов установления контактов для гармоничного общения</p> <p>П-1 - Составлять письменные тексты с использованием освоенных лексических и грамматических единиц (лексико-фразеологического материала) и проводить устные диалоги по различной повседневной или профессиональной тематике на государственном языке Российской Федерации или иностранном языке</p> <p>П-2 - Составлять в электронном виде презентации докладов и сообщений по различной тематике и публично представлять их в устной форме</p>	
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	<p>на государственном языке Российской Федерации и иностранном языке</p> <p>П-3 - Составлять и структурировать деловые письма и документы в соответствии с правилами, используя профессиональную терминологию и реплики-клише речевого этикета на государственном и иностранном языках</p> <p>П-4 - Выполнять последовательный адекватный по форме, содержанию и структуре перевод аутентичного текста в определенной области профессиональной деятельности</p> <p>П-5 - Работая в команде, планировать процесс речеповеденческой коммуникации в зависимости от конкретной ситуации делового взаимодействия, используя коммуникативные стратегии и тактики и оптимальные способы общения</p> <p>У-1 - Воспринимать на слух развернутые устные сообщения собеседников в повседневных и профессиональных ситуациях общения на государственном и иностранном(-ых) языках и правильно распознавать их смысловые содержания</p> <p>У-2 - Самостоятельно оценивать достаточность освоенного объема лексико-фразеологического материала для письменного и устного общения по различной тематике в повседневных и деловых ситуациях и определять необходимость в совершенствовании устной и письменной речи и пополнении словарного запаса</p> <p>У-3 - Оценивать структуру деловых писем и правильность оформления деловых</p>	
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	<p>документов, составленных на государственном и иностранном(-ых) языках, и корректировать их</p> <p>У-4 - Выбирать профессиональную терминологию, наиболее употребительные реплики-клише речевого этикета для формулирования связных, законченных в смысловом отношении текстов деловых писем и документов на государственном и иностранном (-ых) языках</p> <p>У-5 - Устанавливать соответствие формы, содержания, структуры исходного текста на языке оригинала конструкциям языка перевода и определять эквивалентность перевода для решения сходных информационно-коммуникативных задач</p>	
<p>ОПК-6 -Способен представлять результаты профессиональной деятельности в устной и письменной формах в соответствии с нормами и правилами, принятыми в профессиональном сообществе</p>	<p>Д-1 - Проявлять коммуникабельность и корректность в общении</p> <p>З-1 - Демонстрировать понимание норм и правил русского и английского языка в применении к профилю деятельности</p> <p>З-2 - Демонстрировать понимание правил оформления научных и научно-технических отчетов и других форм представления результатов профессиональной деятельности</p> <p>П-1 - Иметь опыт представления результатов научно-исследовательской /научно-технической работы на русском и английском языках в устной речи и письменных документах</p> <p>П-2 - Иметь опыт написания и оформления отчетов, тезисов, подготовки презентаций по результатам собственной</p>	<p>Домашняя работа № 3 Домашняя работа № 4 Зачет Контрольная работа № 3 Контрольная работа № 4 Перевод иноязычной литературы № 3 Перевод иноязычной литературы № 4 Практические/семинарские занятия Экзамен</p>

	<p>научно-исследовательской / научно-технической работы на русском и английском языках в соответствии со сформированной информационной и библиографической культурой</p> <p>У-1 - Грамотно формулировать результаты деятельности в профессиональной области на русском и английском языках в соответствии с нормами и правилами</p> <p>У-2 - Выбирать стиль оформления научных и научно-технических отчетов, тезисов докладов на русском и английском языке в соответствии с нормами и правилами, принятыми в профессиональном сообществе</p>	
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3. ПРОЦЕДУРЫ КОНТРОЛЯ И ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ В РАМКАХ ТЕКУЩЕЙ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ДИСЦИПЛИНЕ МОДУЛЯ В БАЛЬНО-РЕЙТИНГОВОЙ СИСТЕМЕ (ТЕХНОЛОГИЧЕСКАЯ КАРТА БРС)

3.1. Процедуры текущей и промежуточной аттестации по дисциплине

1. Лекции: коэффициент значимости совокупных результатов лекционных занятий – не предусмотрено		
Текущая аттестация на лекциях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
Весовой коэффициент значимости результатов текущей аттестации по лекциям – не предусмотрено		
Промежуточная аттестация по лекциям – нет		
Весовой коэффициент значимости результатов промежуточной аттестации по лекциям – не предусмотрено		
2. Практические/семинарские занятия: коэффициент значимости совокупных результатов практических/семинарских занятий – 1		
Текущая аттестация на практических/семинарских занятиях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
<i>домашняя работа</i>	3,6	15
<i>домашняя работа</i>	3,10	15
<i>контрольная работа</i>	3,8	20

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

3.2. Процедуры текущей и промежуточной аттестации курсовой работы/проекта

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

3.1. Процедуры текущей и промежуточной аттестации по дисциплине

2. Лекции: коэффициент значимости совокупных результатов лекционных занятий – не предусмотрено		
Текущая аттестация на лекциях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах

Весовой коэффициент значимости результатов текущей аттестации по лекциям – не предусмотрено		
Промежуточная аттестация по лекциям – Весовой коэффициент значимости результатов промежуточной аттестации по лекциям – не предусмотрено		
2. Практические/семинарские занятия: коэффициент значимости совокупных результатов практических/семинарских занятий – 1		
Текущая аттестация на практических/семинарских занятиях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
<i>домашняя работа</i>	4,6	15
<i>домашняя работа</i>	4,10	15
<i>контрольная работа</i>	4,8	20
<i>контрольная работа</i>	4,14	20
<i>перевод иностранного текста</i>	4,4	10
<i>перевод иностранного текста</i>	4,12	10
<i>академическая активность</i>	4,16	10
Весовой коэффициент значимости результатов текущей аттестации по практическим/семинарским занятиям– 0.6		
Промежуточная аттестация по практическим/семинарским занятиям–экзамен		
Весовой коэффициент значимости результатов промежуточной аттестации по практическим/семинарским занятиям– 0.4		
3. Лабораторные занятия: коэффициент значимости совокупных результатов лабораторных занятий –не предусмотрено		
Текущая аттестация на лабораторных занятиях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
Весовой коэффициент значимости результатов текущей аттестации по лабораторным занятиям -не предусмотрено		
Промежуточная аттестация по лабораторным занятиям –нет		
Весовой коэффициент значимости результатов промежуточной аттестации по лабораторным занятиям – не предусмотрено		
4. Онлайн-занятия: коэффициент значимости совокупных результатов онлайн-занятий –не предусмотрено		
Текущая аттестация на онлайн-занятиях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
Весовой коэффициент значимости результатов текущей аттестации по онлайн-занятиям -не предусмотрено		
Промежуточная аттестация по онлайн-занятиям –нет		
Весовой коэффициент значимости результатов промежуточной аттестации по онлайн-занятиям – не предусмотрено		

3.2. Процедуры текущей и промежуточной аттестации курсовой работы/проекта

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

4. КРИТЕРИИ И УРОВНИ ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ МОДУЛЯ

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

Таблица 4

Критерии оценивания учебных достижений обучающихся

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

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

Таблица 5

Шкала оценивания достижения результатов обучения (индикаторов) по уровням

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

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

5. СОДЕРЖАНИЕ КОНТРОЛЬНО-ОЦЕНОЧНЫХ МЕРОПРИЯТИЙ ПО ДИСЦИПЛИНЕ МОДУЛЯ

5.1. Описание аудиторных контрольно-оценочных мероприятий по дисциплине модуля

5.1.1. Практические/семинарские занятия

Примерный перечень тем

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

Примерные задания

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

Curriculum vitae

(1) _____

Name: Maria Quintana

Address: Avda Seneca, 5. Madrid 28040

Telephone: 00 34 91 5435201

Email: mquintana0782@telefonica.net

Date of birth: 28/07/82

(2) _____

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

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

Dreamweaver

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

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

(3) _____

January 2006 - present

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

May 2005 - December 2006

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

(4) _____

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

(5) _____

Social and organizational skills

Good communication skills

Languages

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

(A) IT skills

(B) Hobbies and Interests

(C) Education and Training

(D) Work experience

(E) Personal information

(F) Personal skills

1E 2C 3D 4A 5F

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

THE SCIENCE OF PERSUASION

A

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

B

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

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

C

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

D

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

E

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

F

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

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

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

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

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

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

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

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

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

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

Underline the correct word.

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

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

- 2 The door made a mumble / click when it closed.
- 3 The troops captured / withdrew more than 500 enemy soldiers.
- 4 Each guard standing outside of the building held a machine cannon / gun and stood very still and straight.
- 5 I don't like modern art, but I quite like abstract / still paintings
- 6 Could you please take some money outside / out of my wallet and go to the shop for some teabags?
- 7 There's no harm in telling a grey / white lie every now and again.
- 8 Our dog always roars / barks furiously at anyone who walks past the gate.
- 9 Look, here's some chopped / sliced bread. Let's make sandwiches.
- 10 For dessert, I plan to serve ice cream with melted / poached chocolate on top.

Key

- 1 by
- 2 click
- 3 captured
- 4 gun
- 5 abstract
- 6 out
- 7 white
- 8 barks
- 9 sliced
- 10 melted

Complete the sentences with the correct word(s).

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

owing because due to

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

you yourself one

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

are thought may understood to

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

sure must bound to

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

I will will I I'll

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

saying said to say

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

to help helping help

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

as if that though

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

our have gone that we go

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

What It's The reason

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

doesn't is does

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

more than more and the

12 Could you wash these _____ cups, please?

coffee's coffee coffee of

Key

1 by

2 click

3 captured

4 gun

5 abstract

6 out

7 white

8 barks

9 sliced

10 melted

LMS-платформа – не предусмотрена

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

Разноуровневое (дифференцированное) обучение.

Базовый

5.2.1. Контрольная работа № 1

Примерный перечень тем

1. Язык как средство межкультурного общения.

Примерные задания

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Key

1 have...been going out

2 had to

3 rang

4 didn't use to

5 has been / was

6 to help

7 hadn't given

8 waited

9 have planned

10 'd / had woken up

11 playing

12 to be / to have been

13 was living

14 saw

LMS-платформа – не предусмотрена

5.2.2. Контрольная работа № 2

Примерный перечень тем

1. Язык как средство межкультурного общения.

2. Информационные технологии 21 века.

Примерные задания

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

1. What did you think of that article?

A I forgot to bring it.

B It isn't mine.

C I enjoyed it

2. This is my colleague Richard.

A That was nice of him.

B Pleased to meet you.

C I think you should.

3. Would you like a cup of tea?

A Yes, I'd love to, thanks.

B It was cold.

C I like it a lot.

4. Where do you prefer to sit?

A Is it on this side?

- B Yes, I think we should.
C Near the window, please.

5. Suzy doesn't like her new job.
A That's a shame.
B No, it isn't.
C Oh, I do!

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

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

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

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

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

Сопоставьте термины и определения

6) ALGORITHM

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

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

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

LMS-платформа – не предусмотрена

5.2.3. Контрольная работа № 3

Примерный перечень тем

1. Язык как средство межкультурного общения.

Примерные задания

Choose the correct alternatives.

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

had been

were

would be

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

it stops

it'd stopped

it'd stop

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

could be

had been

would be

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

I'd know

I'd known

I knew

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

couldn't

don't

didn't

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

had been

would be

would have been

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

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

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

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

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

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

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

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

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

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

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

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

Key:

1 had listened

2 would switch

3 would stop

4 could dance

5 were

6 could buy

7 had complained

8 wasn't / weren't

9 had met

10 had

LMS-платформа – не предусмотрена

5.2.4. Контрольная работа № 4

Примерный перечень тем

1. Международное сотрудничество

2. Участие в конференции

3. Установление социальных связей

4. Язык как средство межкультурного общения.

Примерные задания

Complete each word. The first letter is given.

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

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

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

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

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

People love talking about themselves.

A: Except me, apparently!

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

Complete the conversation using the prompts.

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

B: Oh, 1_____ (not / mind). Please 2_____ (carry).

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

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

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

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

Key:

1 don't mind me

2 (do) carry on

3 I'd love to join (in) this/the conversation

4 I once sent an email to a client

5 A similar thing happened to me

Complete the conversation with phrases a-f.

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

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

A: Oh! 2 _____?

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

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

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

A: Melika. 5 _____?

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

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

a I'm not very good with names

b What brings you to this conference

c Do you mind if I join you

d And you are

e I'd love to pick your brains.

f Would you like me to leave you in peace

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

LMS-платформа – не предусмотрена

5.2.5. Домашняя работа № 1

Примерный перечень тем

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

Примерные задания

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

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

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

DRAFT your email.

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

LMS-платформа – не предусмотрена

5.2.6. Домашняя работа № 2

Примерный перечень тем

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

Примерные задания

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

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

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

LMS-платформа – не предусмотрена

5.2.7. Домашняя работа № 3

Примерный перечень тем

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

Примерные задания

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

Think of an irritating experience and make notes about:

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

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

Paragraph 1: description of the problem

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

Final paragraph: your conclusion and/or advice to readers

LMS-платформа – не предусмотрена

5.2.8. Домашняя работа № 4

Примерный перечень тем

1. Общее и различное в национальных культурах.
2. Глобальные проблемы человечества и пути их решения.
3. Образ жизни современного человека в России и за рубежом.

Примерные задания

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

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

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

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

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

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

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

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

LMS-платформа – не предусмотрена

5.2.9. Перевод иноязычной литературы № 1

Примерный перечень тем

1. История и современное состояние математики.

2. Достижения и перспективы развития математики и информационных технологий.

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

Примерные задания

Прочитайте и переведите статью.

Can AI Make Art More Human?

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

But his well had run dry.

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

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

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

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

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

Working with Dohmann, Lipski created nine paintings of the same image — a winding hillside street bathed in streetlights and surrounded by shadowed trees — each with different colors and elements. At first, he thought it would come up with a perfect evolution of his own art. Instead, the abstract images the robot produced showed him a new way forward.

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

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

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

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

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

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

LMS-платформа – не предусмотрена

5.2.10. Перевод иноязычной литературы № 2

Примерный перечень тем

1. История и современное состояние математики.
2. Достижения и перспективы развития математики и информационных технологий.
3. Новинки математических исследований и их значение в рамках развития

естественных наук.

Примерные задания

Прочитайте и переведите статью.

Artificial intelligence is helping scientists decode animal languages

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

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

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

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

But analyzing animal language is a different beast from just analyzing human language. Computer scientists have to instruct software programs on what to look for, and how to organize the data. This process, for the most part, depends not only on accruing a good number of vocal recordings, but also on matching these vocal recordings with the visual social behaviors of

animals. A group studying Egyptian fruit bats, for example, also used video cameras to record the bats themselves to provide context for the calls. And the group that's studying whales plans to use video, audio, as well as tags that can record animal movements to decipher the syntax, semantics, and ultimately the meaning behind what whales are communicating and why. Of course, several groups have also proposed testing their animal dictionaries by playing recordings back to animals and seeing how they react.

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

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

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

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

To this end of not being able to know the data parameters ahead of time, there are proposals for using self-supervised learning algorithms to analyze audio data, according to a report earlier this year in the Wall Street Journal, in which the computer tells the researchers what patterns it's seeing in the data—patterns that might unveil connections that are missed by the human eye. Ultimately, how far humans go down the rabbit hole of trying to understand animal communications depends on human goals for this type of research, and for that purpose it may be enough to get a handle on the basics. For example, a translator that can reliably interpret whether animals that we're often in close contact with are happy, sad, or in danger could be both useful and more practical to create.

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

LMS-платформа – не предусмотрена

5.2.11. Перевод иноязычной литературы № 3

Примерный перечень тем

1. История и современное состояние математики.
2. Достижения и перспективы развития математики и информационных технологий.
3. Новинки математических исследований и их значение в рамках развития

естественных наук.

Примерные задания

Прочитайте и переведите статью.

Patterns and structures

"A mathematician, like a painter or a poet, is a maker of patterns. If his patterns are more permanent than theirs, it is because they are made with ideas." This much quoted line is from British mathematician G. H. Hardy's famous book, A mathematician's apology, written in 1940. And any mathematician, from the ancient Greeks to those working today, would agree.

Patterns and structures are fundamental to mathematics. They allow mathematicians to spot when something interesting is going on, to identify the core of a problem and to generalise from a specific example to a more general understanding.

Spotting patterns

Can you spot the pattern in this list of numbers?

1, 1, 2, 3, 5, 8, 13, 21, 34, 55, ...

This is one of the most famous patterns in mathematics: the Fibonacci sequence. It was spotted by Leonardo Pisano, now better known as Fibonacci, in his book Liber Abaci in the thirteenth century. One of the problems he investigated in his book was how fast rabbits could breed in ideal circumstances.

Suppose a newly-born pair of rabbits, one male, one female, are put in a field. Rabbits are able to mate at the age of one month so that at the end of its second month a female can produce another pair of rabbits. Suppose that our rabbits never die and that the female always produces one new pair (one male, one female) every month from the second month on. The puzzle that Fibonacci posed was... How many pairs will there be in one year?

At the end of the first month, they mate, but there is still only 1 pair.

At the end of the second month the female produces a new pair, so now there are 2 pairs of rabbits.

At the end of the third month, the original female produces a second pair, making 3 pairs in all.

At the end of the fourth month, the original female has produced yet another new pair, the female born two months ago produced her first pair also, making 5 pairs.

Fibonacci quickly realised a pattern was emerging: the number of adult pairs in a given month was the total number of rabbits (both adults and babies) in the previous month

Adults n th month = Rabbits $(n-1)$ th month

and the number of baby pairs in a given month was the number of adult pairs in the previous month

Babies n th month = Adults $(n-1)$ th month = Rabbits $(n-2)$ th month ,

so the total number of pairs of rabbits in a particular month was the sum of the total pairs of rabbits in the previous two months:

Rabbits n th month = Adults n th month + Babies n th month = Rabbits $(n-1)$ th month + Rabbits $(n-2)$ th month.

By spotting this pattern Fibonacci could quickly calculate the answer to his question: after a year there would be 144 pairs of rabbits. Indeed Fibonacci's pattern has emerged in a huge number of places both mathematical and natural – you can find out much more in our article [The life and numbers of Fibonacci](#).

Often spotting a pattern in a problem is the first step to understanding the underlying structure involved. And here lies the strength of mathematics: the same mathematical structures can appear in wildly different settings. One common mathematical structure, called a group, arises in almost every area of maths. In the 19th century people were separately studying the symmetry of shapes, trying to solve quintic equations (an equation involving a variable x , where the highest power of x is x^5), and investigating a deeper understanding of arithmetic. The same structure emerged in all these settings, and has since appeared everywhere from crystallography in chemistry to encoding data on CDs and hard drives.

Group theory is a very well understood area of mathematics and a subject of ongoing research. By identifying this underlying structure in each of these settings, the powerful mathematical machinery that has been developed to understand groups in one setting, can be used to better understand another setting. (You can read more in our [package on group theory](#) package.) Revealing the underlying mathematical structure is like the story of the emperor stepping out in his new, non-existent, clothes, it reveals that all these settings are actually examples of the same thing.

Patterns of meaning

People love to spot patterns, it is something that we are intuitively good at. But this sometimes can lead us up the garden path, particularly as we will try to find patterns in anything, even in the random digits of the number π , which will contain each and every pattern of numbers that you could ever think of.

A similarly fruitless search might be in searching for a pattern within the prime numbers. Prime numbers, those whole numbers whose only factors are 1 and themselves, are the building blocks of the numbers. Any whole number can be uniquely written as a product of prime numbers. Mathematicians have been fascinated by the prime numbers for thousands of years, but

they still contain many mysteries. There are infinitely many of them, but there is no discernable pattern for how they are sprinkled throughout the other numbers. They can be close together (in fact it is believed there are infinitely many pairs of prime numbers which differ by just 2, these twin primes are as close together as primes can be) or there can be very far apart (in fact there are arbitrarily long gaps between prime numbers).

Finding a pattern in the primes seemed hopeless. They seemed to be scattered randomly along the number line. But a 14-year-old German boy called Carl Friedrich Gauss had a brilliant idea: instead of asking where the primes were, instead ask how many numbers are prime. By asking a slightly different question, Gauss was able to come up with his first estimate: that the number of prime numbers below some number N was about $N/\ln(N)$ (where $\ln(N)$ is called the natural logarithm of N). This first estimate was good, but Gauss's next estimate was even better, and it worked no matter how far along the number line you looked. (You can read more about primes and Gauss's estimate in *The prime number lottery*.)

Gauss's idea of counting the primes eventually lead to what is perhaps the hardest open problem in mathematics: the Riemann hypothesis, named after the 19th century mathematician Bernhard Riemann. The mathematics is complex, but essentially in trying to construct an accurate count of the prime numbers, Riemann spotted a pattern in their distribution. (You can read more about the Riemann hypothesis in *The music of the primes*.) A proof of the Riemann hypothesis would reveal much about the ebb and flow of primes on the number line. Just another example of the power of patterns in mathematics.

<https://plus.maths.org/content/patterns-and-structures>

LMS-платформа – не предусмотрена

5.2.12. Перевод иноязычной литературы № 4

Примерный перечень тем

1. История и современное состояние математики.
2. Достижения и перспективы развития математики и информационных технологий.
3. Новинки математических исследований и их значение в рамках развития

естественных наук.

Примерные задания

Прочитайте и переведите статью.

Q&A: For UST's CTO, AI is 'a necessary evil'

Niranjan Ramsunder, CTO of UST, has been learning how generative AI can create efficiencies and reduce costs for the IT services firm's clients, while at the same time navigating the technology's considerable risks.

UST is a digital transformation services company with more than 35,000 employees around the globe. The company's services run the gamut of IT, from cybersecurity and data analytics to supply-chain management and next-gen cloud infrastructure, and its clients run across seven vertical industries.

Like every other company, UST has had to deal with a dramatically different workplace compared to what existed prior to the onset of COVID-19. It has moved from fully remote at the beginning of pandemic to requiring IT employees to be in the office two to three days a week.

The company is also in the midst of creating a more flexible, blended workforce to meet its own and customers' needs more effectively. UST's Open Talent strategy leverages the freelancer talent ecosystem. Its IT team has also had to adjust to the fact that technology automation is here to stay and will only continue to grow.

[Keep up on the latest thought leadership, insights, how-to, and analysis on IT through Computerworld's newsletters.]

Part of that automation includes generative AI technologies such as ChatGPT, which can perform myriad business tasks, from uncovering software defects and data mapping to automating supplier invoices.

UST's clients have also become more conscious of costs at a time when global economic security is in question and economists continue to warn of a possible impending recession.

naranjan ramsunder headshot

USTUST CTO Niranjan Ramsunder

UST CTO Niranjan Ramsunder joined the California-based company in 2006 as a technical solutions manager. Since that time, he's also held roles as UST's director of technical solutions and global head of solutions before being named CTO in 2019.

Since becoming the CTO, Ramsunder has been focused on data, AI, and how to identify client problems — what he calls "the left side" of the service role, or discovering for the customer why they're in the fix they're in.

Ramsunder spoke to Computerworld about the technology industry and the future of work, IT project costs and challenges, IT culture and trends, how generative AI will change the way technology problems get solved, and how the IT workforce can prepare for the future.

The following are excerpts from that interview, lightly edited for clarity.

How has your role as CTO changed over time? "My role has been to push that envelope to the left — getting to the problem. Why do we have that problem in the first place? For example, we had one customer who was using AI to do reporting for analysis. We realized very quickly they couldn't state what wanted to do in terms of the number of critical data they were analyzing. Then we ended up very quickly with a new build on AWS Cloud. Sometimes problems and solutions have to go together in terms of what can be solved. What technology choices are they making? Is it cost effective?"

AI has become a kind of necessary evil. Without it, we can't survive. With it, there are too many risks.

What are the biggest IT trends? "Obviously, everybody is looking at ChatGPT. Generative AI is showing up everywhere. Normally, I'm hesitant to jump on the buzzwords because they really don't translate to business very quickly.

"Seven or eight years back, we had a buzzword for moving to the cloud. One of the first jobs we had with that was with a company called G4S, which delivers cash to ATMs with trucks. The trucks needed to get updates on where to go next for the day. They had a device that got updated at the center where they collect the cash and then distribute it. They wanted to use Azure. That project really suffered because Azure was not mature yet. It was 2010 or 2011. So, the cloud was more of a buzzword. Now cloud is taken for granted.

"There's a lot of discussion about... blockchains. But none of them translated into business. Right now, generative AI and large language models [LLMs] is definitely a place where we find the buzz and the reality are matching. So, that's the number one trend in my mind for customers.

"The number two trend is a constant focus on costs. Particularly because of the expected recession from an economy point of view. From a client point of view, they're all very conscience about spending cash. They'll only spend cash if they're able to see results in three to nine months — no longer than that. Every dollar they spend, they want to see it result in something valuable. Our client jobs are linked to that: spend and results.

"Those are the two trends that inform everything we do. How do we talk to the customers? How do we get funding for those projects?"

How do you see AI affecting the workplace of the future? "The reality is, for companies like us — people who work with customers to find solutions for them — we're finding AI has become a kind of necessary evil. Without it, we can't survive. With it, there are too many risks.

"For example, AI may give you a wrong conclusion; it may be biased in its conclusions; it may give you things you're not able to track and audit backwards very clearly. At the same time, not using it puts you in a hole, because you're not that productive compared to someone else using it.

"So, the use of AI is getting more targeted toward [specific use] areas where there is less confusion about hallucinations and wrong decisions, but more about, 'Can it improve productivity with less risk?'"

How do you see AI affecting jobs? Will it eliminate more than it creates, and what jobs do you see going away or being created? "That's a question that bothers all of us. It's a very subjective answer. From my point of view, I believe we at UST are focused on providing solutions for customers, and so AI will create more jobs there.

"[On the other hand], the overall number jobs will I think reduce by, say, 20% or 10%. At the same time, the kinds of jobs coming to the marketplace [because of AI] will not be the same. And not all jobs are going to go through this crush. Knowledge jobs — white-collar positions — that kind of work is going [to be reduced].

"One fundamental change, though, is the skill level that we have today will change. The kinds of jobs going away and the kinds of jobs coming in are definitely not the same. You may not [need to] be an expert in AI to use AI today, but when you get into the next level of the job change, you need to understand the implications of it. You have to understand, 'What can I do with AI that I cannot do today without it?'"

"So, for example, if you're someone [managing] invoices and making sure payments are being made correctly to a supplier, you're going to have to change the way you look at your work. You cannot be [manually] looking at matching invoices and paying suppliers. You can look at AI and say, 'Can I get some ideas on which [invoice] to look for first?' That thinking then will drive the way they act and what their jobs look like."

How important a skill is generative AI prompt engineering to yours and other orgs? "I think prompt engineering is the key to using AI well. The way that it's designed and the way it's tracked is where the success or failure of whole area is going to be. That's absolutely crucial."

"If you look at the kinds of jobs I want to prepare my child for today, I would say go for prompt engineering. The model's deployed on hardware. What are the most efficient ways of doing it? Those are the two areas you're going to find the most opportunity to save money and make money for an organization."

"So, when looking at jobs for [which high school students should prepare], I'd say look for understanding the implications of cost while working with AI. And look for the costs of prompt engineering, hardware engineering. They all link to the same problem: how can I use AI in a way that's cost effective, gives me quick results, but doesn't take me in the wrong direction?"

"That's where all of them are tending to go toward. Effective use of AI."

I understand tailoring some of these LLMs for specific business use can be very expensive — even cost millions of dollars. Have you tailored an LLM for use at UST? What was your experience? "Yeah, we've been doing a lot of work with AI over the last seven or eight months, ever since OpenAI released ChatGPT and it became much more visible."

"To answer your question, yes, we're using it for problems like if I want to generate a test score to test my software. I can do that automatically. I can look for security violations in my code. I can do it with ChatGPT frameworks — large language models. Instead of going through every line of code to find defects, I can run it through this program. Again, the risk of not getting it right is not as much as the risk of not doing it."

"Also, more mapping activities — for example, when you have data mapping activities between your source system and target for analysis. That process [normally] takes a lot of people. When data flows in large volumes, you get too many errors if it's not done well. That process can be automated with AI."

"So, a lot of this work is where we're spending a lot of our time in terms of using AI for productive work and reducing errors in other work. That's really where the opportunity is. Can I be more accurate? Can I be faster? And at the same time, can it be cheaper than doing it any other way?"

Needing to learn [new skills] used to be a requirement for the ambitious, but now even to survive you'll have to have that future-proofing mindset for your skillset.

Who's going to take on the task of prompt engineering — IT workers or business-side workers? "The easy answer is both. But you need to appreciate what prompt engineering does. What kind of prompts make sense? You need to have domain knowledge but also need to have an IT framework in your mindset to understand how AI works.

"Managing AI better in terms of your prompt engineering, managing the way an AI model is built, has got to be with an IT sensitive, knowledgeable person looking at the domain capability. You can hardly do any work today without IT. You cannot understand how automation works without IT. So I would say get a domain person, train them on AI. But you need both, and they need to be trained specifically on this."

How have you adapted to hybrid work within IT? "That's been one of the big challenges, because with COVID people expected to work from wherever they were. Then after two years, suddenly COVID went away somewhat. Now, we want the workers to come back to the office, but the genie is out of bottle. We're finding it very difficult to push it back into the bottle.

"And people are either leaving or they're dissatisfied or they're not productive. There are many things that are not unique to the way different societies operate. At the same time, a lot of people hate the commute... and spending time that's not productive.

"The other side to that is why we want people to come back. We cannot collaborate. In spite of all the collaboration technologies we have, if I was meeting you face to face, I'm sure our interaction would be 10 times better because you can see things. You can look at body language, and how someone is thinking even when they're not speaking.

"So, we're finding there's a mix between some people who do well in a hybrid [or remote] environment... and then some jobs where there's more collaborative work needed — working with customers, working with larger teams. We find it makes sense to have face-to-face interactions there.

"What we're trying to mandate is at least two or three days a week in the office when people work together and then have time on your own to do stuff. Because meetings are not the only thing you do at work — a lot of what you do is thinking, cohering things into something meaningful. Those things can be done in your own comfort zone; if it's the office, it's the office. If it's home, it's home. So we're looking at a truly hybrid environment with a mix of flexibility and some days in the office."

How has IT culture changed over the past three years? "What has become more and more clear to me is automation is here to stay — even in our work. For example, a lot of the work we

were doing before was manual. Manually configuring things, setting up things, mapping things to each other, creating an environment. A lot of that is getting automated.

"So, we're as much in the same revolution as our customers are in. That is disrupting the way we imagine our jobs, imagine the people we work with, the way we interact. Everything is changing fundamentally. Our children will definitely live in a different world than we live in."

What IT skills do you believe are most important for the future of work? "I believe for people who are coming up today, for any area of enterprise work you need to learn how it will be impacted by things happening today in technology.

"You need to have a constant outward focus on what's going to impact you. You don't want to get surprised. Needing to learn [new skills] used to be a requirement for the ambitious, but now even to survive you'll have to have that future-proofing mindset for your skillset. That future-proofing is mostly technology based. It can be based on automation; it can be based on AI; it can be based on a completely new way of doing work that comes in and can replace you.

"I don't think anyone taking a job can be complacent in today's world. Every job, including that of a doctor, for example. If they're expecting to be productive throughout their career they're finding their jobs may be at risk, because even a diagnostician working on AI may be able to offer a better diagnosis for a patient. An automated system monitoring all your heart, your bloodwork, your various vital signs can give you a better diagnosis. So you're competing against that all the time.

"So, your willingness to be aware of what is going to take your job, that's a new skill you need to survive in this world."

What are the greatest IT challenges today? "I think the number one challenge today... is you're no longer just finding a solution, but you're having to find how cost effective it is to do it that way. How expensive is it to do it that way? It has to give you a result that's cheaper than it cost to bring automation into it — or AI or ChatGPT or the cloud. All of them cost money. The question is, who makes the money?

"So, for example, you have cloud providers making money. Then you have the GPU manufacturers making money. Can you decide what is the most cost-effective way for my company to survive?

"So first, be open to learning all the time. Second, be cost effective in all you do. That's going to be driving a lot of job positions tomorrow. We're not going to be having big budgeting exercises. Money is always in short supply."

<https://www.computerworld.com/article/3698470/ai-is-a-necessary-evil-interview-with-cto-of-ust.html>

LMS-платформа – не предусмотрена

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

5.3.1. Зачет

Список примерных вопросов

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

LMS-платформа – не предусмотрена

5.3.2. Экзамен

Список примерных вопросов

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

LMS-платформа – не предусмотрена

5.4 Содержание контрольно-оценочных мероприятий по направлениям воспитательной деятельности

Направление воспитательной деятельности	Вид воспитательной деятельности	Технология воспитательной деятельности	Компетенция	Результаты обучения	Контрольно-оценочные мероприятия
Формирование социально-значимых ценностей	проектная деятельность профорориентационная деятельность	Технология повышения коммуникативной компетентности Технология формирования уверенности и готовности к самостоятельной успешной профессиональной деятельности Технология проектного образования Технология самостоятельной работы	УК-4	Д-2	Зачет Экзамен