МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ

ВЫСШЕГО ОБРАЗОВАНИЯ

«ОРЛОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

имени И.С. ТУРГЕНЕВА»

Кафедра иностранных языков в сфере профессиональной коммуникации

Контрольная работа

по дисциплине «Иностранный язык»

( 2 курс, 4 семестр)

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2 курс 4 семестр **Контрольная работа**

**1. Заполните пропуски**

1) We \_\_ television very often.

a) not watch b) doesn’t watch c) don’t watch

2) Look, there’s Emily! \_\_ .

a) Where she is going? b) Where she go? c) Where’s she going?

3) “\_\_\_?” “No, she’s out.”

a) Is at home your mother b) Does your mother at home? c) Is you mother at home?

4) Tom \_\_ in politics.

a) isn’t interested b) not interested c) doesn’t interested

5) I don’t understand this sentence. What \_\_?

a) this word mean b) does this word mean c) means this word

6) He \_\_ in a bank from 1996 to 2003.

a) was work b) working c) worked

7) What \_\_ at 11.30 yesterday?

a) were you doing b) you were doing c) was you doing

8) “How long \_\_ married?” “Since 1998”.

a) are you b) have you been c) you have been

9) Richard has been in Canada \_\_ .

a) for six months b) since six months c) six months ago

10) This house \_\_ 100 years ago.

a) is built b) was built c) built

11) My car is at the garage. It \_\_ .

a) is being repaired b) is repairing c) have been repaired

12) Somebody \_\_ this window.

a) have broken b) has broken c) have been broken

13) Excuse me, \_\_ a hotel near hear?

a) has there b) is there c) there is

14) \_\_ true that you are going away?

a) Is there b) Is it c) Is

15) You shouldn’t \_\_ so hard.

a) working b) work c) to work

16) She has decided \_\_ her car.

a) sell b) to sell c) selling

17) I don’t mind \_\_ early.

a) get up b) to get up c) getting up

18) There \_\_ a lecture and two seminars today.

a) was b) is c) are

19) The news \_\_ not very good.

a) is b) are c) were

20) Billiards \_\_ his favorite game.

a) are b) were c) is

1)c

2)

3)

4)

5)

6)

7)

8)

9)

10)

11)

12)

13)

14)

15)

16)

17)

18)

19)

20)

**2. Прочитайте текст (ознакомительное чтение) и определите, соответствуют ли следующие утверждения содержанию текста**

1) The text highlights pros of using computer games for educational purposes.

2) Incorporation of educational games into classrooms is provided by a group of teachers.

3) Some educators are for games because they value their high potential in career choice.

4) Games and simulations are invaluable as visualization means.

5) Games are not widely used in the USA because their graphics resolution is not high.

**Mobile Computing**

Increasing access, growing acceptance, and decreasing cost are all helping to make the use of mobile devices a popular and increasing trend within the world of educational technology.  
While the digital divide between the affluent and disadvantaged still exists, mobile devices appear to have the potential to close it, at least in terms of access.

According to the [“Horizon” report](http://pewresearch.org/pubs/1572/teens-cell-phones-text-messages%3EPew%20Internet%20&%20American%20Life%20Project%3C/a%3E,%20an%20ongoing%20project%20from%20the%20Washington-based%20Pew%20Research%20Center,%20more%20than%20three%20quarters%20of%20American%20youths%20age%2012-17%20owned%20cellphones%20in%202010,%20a%20ratio%20that%20generally%20holds%20true%20across%20socioeconomic%20divides.%20And%20it%20found%20many%20youths%20from%20less%20affluent%20backgrounds%20are%20more%20likely%20to%20gain%20Internet%20access%20via%20cellphone%20use,%20in%20part%20because%20the%20evolution%20of%20multifunctional%20smartphones%20has%20reached%20the%20point%20where%20affordability%20outweighs%20usability%20limitations.%20It%20should%20be%20noted,%20however,%20that%20expense%20is%20still%20a%20factor%20for%20many%20in%20terms%20of%20how%20often%20they%20search%20online%20via%20a%20cellphone%20(Pew,%202010).%20%3C/p%3E%3Cp%3EMeanwhile,%20some%20schools,%20districts%20and%20even%20states%20have%20looked%20to%20mobile%20devices,%20and%20particularly%20those%20developed%20in%20the%20latter%20half%20of%20the%20last%20decade,%20as%20a%20way%20to%20achieve%20and%20embrace%20a%20one%20student%20to%20one%20device,%20or%201-to-1,%20computing%20ratio%20in%20classrooms.%20The%20concept%20grew%20slowly%20at%20first,%20with%20some%20districts%20establishing%201-to-1%20laptop%20initiatives%20in%20the%20early%20part%20of%20the%20last%20decade.%20Maine%20even%20established%20the%20first%20statewide%20laptop%20initiative%20of%20its%20kind%20in%202002,%20a%20program%20which%20started%20with%20middle%20school%20students%20and%20is%20expanding%20to%20high%20school%20students%20despite%20tightening%20budgets.%20The%20lesser%20cost%20of%20recently%20developed%20netbook%20computers,%20smartphones,%20and%20tablet%20computers%20has%20greatly%20boosted%20the%201-to-1%20movement.%3C/p%3E%3Cp%3EThis%20is%20not%20to%20say%20all%20educators%20agree%20that%20the%20benefits%20of%201-to-1%20computing,%20using%20mobile%20devices%20or%20otherwise,%20are%20worth%20the%20investment.%20Some%20quest) game-based learning will be widely adopted by mainstream classrooms within two to three years.

Instead of educational software, e.g. Math Blaster or Reader Rabbit, students and teachers are much more likely to incorporate Web-based educational games into classrooms, which are often available for free. The National Science Foundation has played a large role in providing funding for the research and development of Web-based science games such as Crystal Island - a game developed by the IntelliMedia Group at North Carolina State University where students investigate an infectious outbreak - and the River City Project - a multi-user virtual environment for science inquiry created by researchers at Harvard University.

Some educators hope that games and simulations will provide a way for students to picture themselves in career paths they may otherwise would not have chosen, especially in the STEM (science, technology, engineering, and mathematics) subjects, and some argue that games and simulations offer students a way to connect what they are learning in class to (simulated) real-world situations in a safe and low-cost environment.

Researchers have also found that games and simulations may help students learn by helping them visualize processes they otherwise could not see, such as the flow of an electron or the construction of a city. Games can also promote higher-order thinking skills, such as collaboration, communication, problem-solving, and teamwork.

However, creating a healthy marriage of an engaging and entertaining game with educational objectives and goals is a challenging process that has yet to be perfected. To create and design games with the kind of high-resolution graphics and complex situations that children are used to seeing in commercial games takes a large amount of funding and time that educators often do not have. And finding the time and resources to train teachers who may not be familiar with game-based learning is a challenge for most schools.

Despite these challenges, many educators and researchers are committed to developing educational games and incorporating game-based learning into classrooms across the United States.

**3. Прочитайте текст и переведите его письменно**

**Technology in Education**

The rapid and constant pace of change in technology is creating both opportunities and challenges for schools.

The opportunities include greater access to rich, multimedia content, the increasing use of online course-taking to offer classes not otherwise available, the widespread availability of mobile computing devices that can access the Internet, the expanding role of social networking tools for learning and professional development, and the growing interest in the power of digital games for more personalized learning.

At the same time, the pace of change creates significant challenges for schools. To begin with, schools are forever playing technological catch up as digital innovations emerge that require upgrading schools’ technological infrastructure and building new professional development programs. Some schools have been adept at keeping up with those changes, while many others are falling far behind, creating a digital divide based largely on the quality of educational technology, rather than just simple access to the Internet.

The rapid evolution of educational technologies also makes it increasingly challenging to determine what works best. Longitudinal research that takes years to do risks being irrelevant by the time it is completed because of shifts in the technological landscape. The iPad, for instance, became popular in schools soon after it was released and well before any research could be conducted about its educational effectiveness.