ГАОУ ВО «ДАГЕСТАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ НАРОДНОГО ХОЗЯЙСТВА»

Утверждены решением
Ученого совета ДГУНХ,
протокол № 11
от 06 июня 2023 г.

КАФЕДРА «АНГЛИЙСКОГО ЯЗЫКА»

ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

ПО ДИСЦИПЛИНЕ «ПРОФЕССИОНАЛЬНЫЙ ИНОСТРАННЫЙ ЯЗЫК»

НАПРАВЛЕНИЕ ПОДГОТОВКИ 10.04.01 ИНФОРМАЦИОННАЯ БЕЗОПАСНОСТЬ, ПРОФИЛЬ «УПРАВЛЕНИЕ ИНФОРМАЦИОННОЙ БЕЗОПАСНОСТЬЮ И ТЕХНОЛОГИИ ЗАЩИТЫ ИНФОРМАЦИИ»

УРОВЕНЬ ВЫСШЕГО ОБРАЗОВАНИЯ – МАГИСТРАТУРА

Махачкала – 2023

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Оценочные материалы дисциплины «Профессиональный иностранный язык» разработаны в соответствии с требованиями федерального государственного образовательного стандарта высшего образования – бакалавриат по направлению подготовки 10.04.01 Информационная безопасность утвержденного приказом Министерства науки и высшего образования Российской Федерации от 26 ноября 2020 г., № 1455, в соответствии с приказом Министерства науки и высшего образования от 6.04.2021 г., № 245 «Об утверждении Порядка организации и осуществления образовательной деятельности по образовательным программам высшего образования – программам магистратуры, программам специалитета, программам магистратуры»

Оценочные материалы дисциплины «Профессиональный иностранный язык» размещена на официальном сайте www.dgunh.ru

Мухудадаева Р. А. Оценочные материалы дисциплины «Профессиональный иностранный язык» для направления подготовки 10.04.01 Информационная безопасность, профиль «Управление информационной безопасностью и технологии защиты информации». – Махачкала: ДГУНХ, 2023, 110 с.

Рекомендованы к утверждению Учебно-методическим советом ДГУНХ 05 июня 2023 г.

Рекомендованы к утверждению руководителем основной профессиональной образовательной программы высшего образования – программы магистратуры по направлению подготовки 10.04.01 Информационная безопасность, профиль «Управление информационной безопасностью и технологии защиты информации», к.пед.н., Гасановой З.А.

Одобрены на заседании кафедры английского и русского языков 31 мая 2023 г., протокол № 10

СОДЕРЖАНИЕ

Назначение оценочных материалов

Оценочные материалы составляется для текущего контроля успеваемости (оценивания хода освоения дисциплины), для проведения промежуточной аттестации (оценивания промежуточных и окончательных результатов обучения по дисциплине) обучающихся по дисциплине «Профессиональный иностранный язык» на соответствие их учебных достижений поэтапным требованиям образовательной программы высшего образования 10.04.01 Информационная безопасность, профиль «Управление информационной безопасностью и технологии защиты информации».

Оценочные материалы по дисциплине «Профессиональный иностранный язык» включает в себя: перечень компетенций с указанием видов оценочных средств в процессе освоения дисциплины; описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания; типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения ОПОП; методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций.

Оценочные материалы сформированы на основе ключевых принципов оценивания:

-валидности: объекты оценки должны соответствовать поставленным целям обучения;

-надежности**:** использование единообразных стандартов и критериев для оценивания достижений;

-объективности: разные обучающиеся должны иметь равные возможности для достижения успеха. Основными параметрами и свойствами оценочных материалов являются:

-предметная направленность (соответствие предмету изучения конкретной дисциплины);

-содержание (состав и взаимосвязь структурных единиц, образующих содержание теоретической и практической составляющих дисциплины);

-объем (количественный состав оценочных материалов);

-качество оценочных материалов в целом, обеспечивающее получение объективных и достоверных результатов при проведении контроля с различными целями**.**

РАЗДЕЛ 1. ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ С УКАЗАНИЕМ ВИДОВ ОЦЕНОЧНЫХ СРЕДСТВ В ПРОЦЕССЕ ОСВОЕНИЯ ДИСЦИПЛИНЫ

1.1 Перечень формируемых компетенций

код компетенции	***Наименование компетенции***
УК	**Универсальные компетенции**
УК-4.	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах).

1.2. Перечень компетенций с указанием индикаторов и видов оценочных средств

Код и формулировка компетенции	***Код и наименование индикатора достижения компетенции***	***Планируемые результаты обучения по дисциплине (модулю)***	***Уровни освоения компетенций***	***Критерии оценивания сформированности компетенций***	***Виды оценочных средств***

УК -4. Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	**ИУК-4.1.** Выбирает на иностранном(ых) языке(ах) коммуникативно приемлемые стили делового общения	**Знать:** – основные фонетические, лексические и грамматические явления иностранного языка, позволяющие использовать его как средство коммуникации в профессионально-деловой сфере на иностранном языке; – переводческие приемы и трансформации.	Пороговый уровень	Обучающийся частично знает - основные положения в грамматической системе английского языка и лексический минимум, обеспечивающие возможность осуществлять общение профессионально-деловой сфере на иностранном языке; - переводческие приемы и трансформации	**Блок А –**задания репродуктивного уровня -письменная работа –тестовые задания;
			Базовый уровень	Обучающийся в целом успешно, но с небольшими затруднениями знает - основные положения в грамматической системе английского языка и лексический минимум, обеспечивающие возможность осуществлять общение профессионально-деловой сфере на иностранном языке; - переводческие приемы и трансформации	
			Продвинутый уровень	Обучающийся в полном объёме знает - основные положения в грамматической системе английского языка и лексический минимум, обеспечивающие возможность осуществлять общение профессионально-деловой сфе-	

				ре на иностранном языке; - переводческие приемы и трансформации	
		<u>Уметь:</u> – распознавать и продуктивно использовать основные лексико-грамматические средства в коммуникативных ситуациях делового общения; - вести деловую переписку	Пороговый уровень	Обучающийся частично умеет - применять на практике устную и письменную деловую коммуникацию на иностранном языке; -вести деловую переписку;	**Блок В -** задания реконструктивного уровня - письменная работа
			Базовый уровень	Обучающийся умеет с незначительными затруднениями - применять на практике устную и письменную деловую коммуникацию на иностранном языке; -вести деловую переписку;	
			Продвинутый уровень	Обучающийся свободно умеет применять на практике устную и письменную деловую коммуникацию на иностранном языке; вести деловую переписку на высоком уровне.	
		<u>Владеть:</u> - иностранным языком на уровне, позволяющем осуществлять основные виды речевой деятельности;	Пороговый уровень	Обучающийся частично владеет навыками чтения и перевода текстов на иностранном языке в профессиональном общении; -навыками деловых коммуникаций в устной и письменной форме	**Блок С -** задания практико-ориентированного уровня: - ролевая игра;

		- различными способами устной и письменной коммуника-ции для реше-ния задач де-лового взаи-модействия.		на русском и иностранном языках;	
			Базовый уровень	Обучающийся в целом успешно, но с небольшими затруднениями владеет навыками чтения и перевода текстов на иностранном языке в профессиональном общении; - навыками деловых коммуникаций в устной и письменной форме на русском и иностранном языках;	
			Продви-нутый уровень	Обучающийся свободно владеет навыками чтения и перевода текстов на иностранном языке в профессиональном общении; -навыками деловых коммуникаций в устной и письменной форме на русском и иностранном языках	
	ИУК-4.2 Осу-ществляет устную и письмен-ную де-ловую коммуни-кацию с учётом соци-окультур-ных разли-чий в	**<u>Знать:</u>** **-** принципы по-строения уст-ного и письмен-ного высказыва-ния на иностран-ном языке; – основные формулы и клише для практического осуществления групповой коммуникации	Порого-вый уровень	Обучающийся частично знает принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации; информационно-коммуникационные технологии при	**Блок А** **–**задания репродуктивного уровня - письменная работа – вопросы для устного опроса

	процессе профессионального взаимодействия на иностранном(ых) языке(ах)	на иностранном языке - основные правила речевого этикета в деловой сфере общения; - культуру и традиции стран изучаемого языка в сравнении с культурой и традициями своего родного края;		поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках.	
			Базовый уровень	Обучающийся в целом успешно, но с небольшими затруднениями знает принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации; информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках.	
			Продвинутый уровень	Обучающийся в полном объёме знает принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации; информационно-коммуникационные технологии	

				при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках.	
		Уметь: - использовать знание иностранного языка в профессиональной деятельности, в сфере официально-деловой коммуникации и межличностном общении; - понимать содержание различного типа текстов на иностранном языке при межличностном и межкультурном взаимодействии;	Пороговый уровень	Обучающийся частично умеет использовать знание иностранного языка в профессиональной деятельности, сфере официально-деловой коммуникации и межличностном общении; выполнять перевод академических текстов с иностранного (-ых) языка (-ов) на государственный язык	**Блок В –** задания реконструктивного уровня - письменная работа - подготовка реферата - подготовка презентаций
			Базовый уровень	Обучающийся умеет с незначительными затруднениями использовать знание иностранного языка в профессиональной деятельности, сфере официально-деловой коммуникации и межличностном общении; выполнять перевод академических текстов с иностранного (-ых) языка (-ов) на государственный язык	
			Продвинутый уровень	Обучающийся свободно умеет использовать знание иностранного языка	

				в профессиональной деятельности, сфере официально-деловой коммуникации и межличностном общении; выполнять перевод академических текстов с иностранного (-ых) языка (-ов) на государственный язык	
		<u>Владеть:</u> - методикой составления суждения в межличностном деловом общении на иностранном языке, с применением адекватных языковых форм и средств; - навыками деловой переписки с учетом особенностей стилистики официальных писем и социокультурных различий и ведения деловых переговоров на иностранном языке	Пороговый уровень	Обучающийся частично владеет - методикой составления суждения в межличностном деловом общении на государственном и иностранном языках, с применением адекватных языковых форм и средств; -навыками деловой переписки с учетом особенностей стилистики официальных писем и социокультурных различий и ведения деловых переговоров;	**Блок С -** задания практико-ориентированного уровня: - дискуссия; – кейсы
			Базовый уровень	Обучающийся в целом успешно, но с небольшими затруднениями владеет - методикой составления суждения в межличностном деловом общении на государственном и иностранном языках, с применением адекватных языковых форм и средств; -навыками	

				деловой переписки с учетом особенностей стилистики официальных писем и социокультурных различий, испытывает трудности при ведения деловых переговоров.	
			Продви-нутый уровень	Обучающийся свободно владеет - методикой составления суждения в межличностном деловом общении на государственном и иностранном языках, с применением адекватных языковых форм и средств; -навыками деловой переписки с учетом особенностей стилистики официальных писем и социокультурных различий и ведения деловых переговоров;	

Раздел II. ЗАДАНИЯ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ ПЛАНИРУЕМЫХ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ

Для проверки сформированности компетенции УК

-4. Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия

ИУК-4.1. Выбирает на иностранном(ых) языке(ах) коммуникативно приемлемые стили делового общения

Блок А. Задания репродуктивного уровня («знать»)
<u>А.1 Фонд тестовых заданий по дисциплине</u>

1.Установите последовательность слов в предложении
1)forms 2)Rootkits 3)one of 4)malware 5)the worst 6)of 7)are
Установите последовательность слов в предложении
1)currently2)billions of dollars 3)cause
4)each year 5)damage 6)computer viruses 7)worth of economic

2. Установите последовательность слов в предложении
1)information2)The range 3)is 4)impressive 5)available 6)of
Установите последовательность слов в предложении
1)The value 2)from 3)possesses 4)information 5)it 6)characteristics 7)of
8)comes

3. Установите последовательность действий в диалоге
1) Thanks very much.
2) I'm sorry she's in a meeting.
3) I'll transfer you to Silva.
4)) Is there someone I can speak to about applying for the cours?
5) Hello, is Martha there?

4. Установите соответствие
1)software
2)periphirals
3)main memory
4)hard drive(hard disk)
5)hardware
6)input
7)ports
8)output
9)central processing unit (CPU)
A)the brain of the computer
B)physical parts that make up a computer system
C)programs which can be used on a particular computer system
D)the information which is presented to the computer
E) results produced by a computer
F)input devices attached to the CPU
G)section that holds programs and data while they are executed or processed
H) magnetic device used to store information
I) sockets into which an external device may be connected

5. Установите соответствие образуйте словосочетания
1)give
2)keep
3)access
4)enter
5)transfer
A)money
B)a PIN

C)databases
D)presentations
E)records

6. Установите соответствие
1)ежедневный
2)большая вероятность
3)углубленный
4)четкое планирование
5)штатные сотрудники
6)совместная команда
7)мгновенно
A)clear planning
B)in-depth
C)personnel
D) overnight
E) day-to-day
F) high probability
G) joint team

7. Установите соответствие
1)information
2)asset
3)security
4)system
5)technology
A) freedom from risk and threat of change for the worse, freedom from danger.
B) a set of connected items or devices that operate together
C)knowledge obtained from investigation, study or instruction
D) the methods for using scientific discoveries for practical purposes especially in industry.
E) something having value, such as a possession or property, that is owned by a person, business, or organization.

8. Установите соответствие
1)database

2)report
3)analysis
A) an investigation of the component parts of a whole and their relations in making up the whole
B) a visual representation of something
C) a usually large collection of data organized especially for rapid search an retrieval (as by a computer)

9. Выберите правильный ответ
This network typically consists of two or more local area networks, covering a large geographical area.
1)LAN
2)WAN
3)Intranet
Выберите правильный ответ
My company has a training program that offers career … to
students who have just graduated from university
1) opportunities
2) breaks

10. Выберите правильный ответ
I went on the course________how to be a better programmer
1)for to learn
2)to learn

11. Выберите правильный ответ
Vulnerable network component
1)kind of specially directed generated attack
2)building into a program
3)network component that is subject to risk

12. Выберите правильный ответ
The language used by computers to communicate with each other on the Internet is called
1)Ethernet
2) ADSL

3)TCP\IP

13. Выберите правильный вариант
We use high-level languages because machine code is too difficult ________un-derstand and debug
1)read
2)to read

14. Установите соответствие:
A: My cousin 1) … speak French and German by the time she was five, and now she 2) … speak Russian and Greek as well.
B: Do you think she 3) … 1ike to learn any more languages?
A) can
B) could
C) would

15. Подберите глаголы к существительным по образцу Survival-survive
Replacement-
Competition-
Answer-
Negotiations-
Improvement-

<u>A2.Вопросы для устного опроса</u>

1. What are computers aimed to?
2. How does "Microsoft Word" program help using our work?
3. How can computer help you to do shopping online?
4. How do you pay if you do shopping online?
5. What is another useful computer function?
6. What may save the time for mail carriers?
7. What does the term "synopsis' mean?
8. What kinds of viruses do you know?
9. How do we can detect our computer from the virus?
10. What do you know about computers machine?
11. What kinds of computers exist?
12. Is the role of telecommunication in banking extremely important? Why?
13. Why do people want to be "on the Internet"?

14. Do students use the Internet for their educational purposes?
15. What operations can the computer do?
16. Why are computers used more and more often today?
17. What functions does the microprocessor carry out?
18 What about famous programmers do you know?
19. How many computer languages do you know?
20. What will modern technologies promise us in future?

2. Name the main computer units and its function

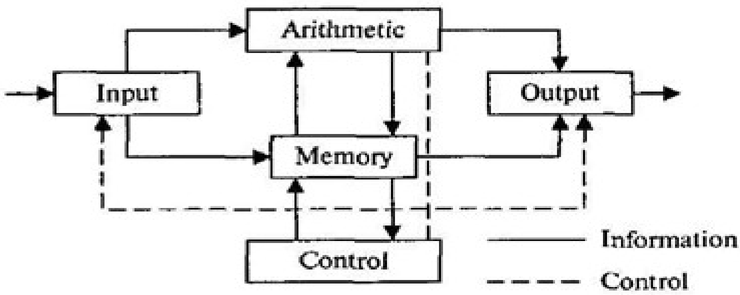
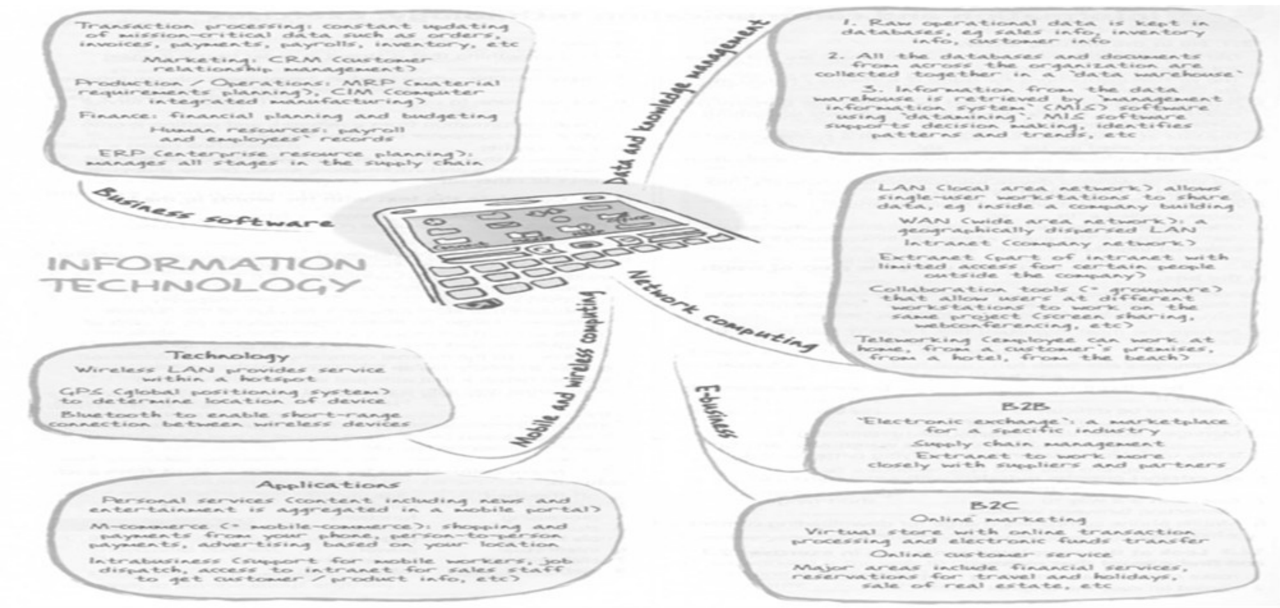


Fig. 5

Задание 4.Mind-map

Look at the map and explane what is the relationship between IT and business.



<u>**А3. Задания для письменных работ**</u>

Задание 1. Use the words and expressions from the box to complete the sentences.

vulnerability-assessment connectivity e-business firewall LAN public network authorization application authentication access

1. Before connecting to a ______________, make sure your system is fully up to date with the latest patches.
2. End users have great difficulty using this file permission system to create security policies for file ______________.
3. ______________ is the process of determining whether someone or something is, in fact, who or what it is declared to be.
4. ______________ is the process used in verifying that someone who has requested or initiated an action has the right to do so.
5. ______________ is capable of transmitting data at very fast rates, much faster than data can be transmitted over a telephone line; but the distances are limited and there is also a limit on the number of computers that can be attached to it.
6. Sometimes a new and popular ______________ arises which only runs on one platform, increasing the desirability of that platform.
7. If security holes are found as a result of ______________, a vulnerability disclosure may be required.
8. When organizations go online, they have to decide which ______________ models best suit their goals.
9. Persistent ______________ is impossible in a mobile world, which means it is also impossible for employees to access their enterprise applications when they need them most—when they're in the field doing their jobs.
10. When a packet passes through a ______________, it filters the packet on a protocol/port number basis.

Задание 2. Make collocations by matching a word from each column.

1	off-the-shelf	capacity
2	wireless	connectivity
3	processing	functions
4	storage	package
5	back-office	page
6	intellectual	power
7	click-through	property

Задание 3. Fill in the gaps in this paragraph with a/an or the where necessary.

The Smith family have (1) … computer at home. Their son uses (2) … computer to help with (3) … homework and to play (4) … computer games. Their student daughter uses (5) … computer for (6) … projects and for (7) … email. All (8) … family use it to get (9) … information from (10) … Internet.

Задание 4. Use the words and expressions from the box to complete the sentences.

mark, cut, edit, copy, save, paste, delete

Today, I'm going to tell you about a few basic computer commands, which you can use for different applications. The most typical is when users want to ____ some text or graphics, I mean to make some changes in those, you should ____ a piece of information you would like to change for a start. If you want to get rid of it you can either ____ it or just ____ it. If you want to add the same piece of text or image to another file, you should click such commands as ____ and then to a new file. Then if you are happy with the redactions you have made not to lose them you need to_____ the file under some name. Thank you for your attention! If you have further questions I will be glad to answer them all!

Задание 5. Put the verbs in brackets into the correct passive or active tense.

Coffee 1) ... (say) to originate from Kaffa in Ethiopia and most species of coffee plant 2) … (find) in the tropics of the Eastern Hemisphere. The species which 3) …. (think) to be the earliest coffee plant 4) ….(ever/cultivate) by man is Coffee arabica. Today it 5) …. (grow) mostly in Latin America. The coffee shrub 6) …. (reach) a height of 8-10 metres and 7) …. (have) white scented flowers. It 8) …. (produce) a red fruit which 9) …. (call) a cherry. The cherry 10) …. (contain) two seeds which 11) …. (join) together. These seeds, which 12) …. (also/know) as beans, 13) …. (first/roast) and then they 14) ….(grind) to make coffee. The grounds 15) ….. (then/process) in a variety of different ways.

Задание 6. **Put the verbs in brackets into the correct Passive tense**

A1 A: That's a lovely shirt. Is it new?
B: Yes. It ...... (buy) for me by my grandmother.
A2 A: When do you have to have this report ready?
B: Well, it ...... (must/hand in) by Tuesday.
A3 A: Did you read the newspaper this morning?
B: No. It …… (not/deliver) by the time I left for work.
A4 A: Where is your car?
B: At the garage. It …… (repair).
A5 A: Do you know your exam results yet?
B: No. They ……(not/announce) yet.
A6 A: Are you going to make dinner tonight?

B: No. It …… (make) by Simon. He promised to do it.
A7A: Have you finished your homework yet?
B: No, but it …… (finish) by eight o'clock.
A8 A: Who waters your plants for you when you're away?
B: They …… (water) by my neighbour.

Задание 7.Match the verbs and the nouns. Sometimes, more than one option is possible.

1. deny	a. a hard drive
2. type	b. a payload
3. map	c. a username
4. erase	d. a service
5. deploy	e. a system

Задание 7. Choose the best word from the box to fill each of the gaps.

conflicting	*crucial*	*define*	*discern*	*engaging*
heated	*interim*	*maintaining*	*practical*	*proper*
	publish	*random*	*taking*	

1 She obtained her results by …….. a ……..sample of the population.
2 Before we go any further we must ……… each of our roles more precisely.
3 We must decide what is the ……… way to proceed, in ……… terms.
4 The group succeeded in ……… contact long after they had all left college.
5 My trip to Africa was the ……….element in my decision to work in conservation.
6 Specialists in the field of bio-engineering have been ………… in …….. debate on this issue for some time.
7 I am told that Smith is about to ……… some ……. results.
8 Professor Powell was able to …….. some ………. elements in different accounts of the incident.

Задание 8. Put the verbs into the correct form (be going to, Future Simple, Future Continuous, Present Simple, Present Continuous).

1) We (install) this software shortly after the coming holidays.
2) “Oh, I’ve just realized – I haven’t got any money.” “Don’t worry – that’s no problem. I (lend) you some.”
3) “Look! There is smoke coming out of that house. It’s on fire!” “Good heavens! I(call) the fire-brigade immediately.”
4) I think they (become) the leading database software developers.
5) The plane to Minneapolis (leave) at 15.05 and arrives at 18.15.
6) What time they (arrive)? – At 12.
7) The company (be) 50 years old next Monday.
8) It’s really a good program but it’s not the best design, so in the next version of this program we (change) the design.

Задание 9. Choose the most appropriate noun to complete each sentence.

1 Environmental *topics / issues / principles* should be at the top of today's political agenda.

2 In the exam students had to choose three from a choice of ten essay *subjects / theories / topics.*

3 There are still people who are reluctant to accept Darwin's *model / topic / theory* of evolution.

4 The professor decided to take moral courage as the *issue / theme / model* for his inaugural lecture.

5 The London underground map is best understood as a *model / principle / topic* showing how the different stations relate to one another rather than a precise representation of their distances from each other.

The Peter *Issue / Principle / Theme* states that members of a hierarchical group will usually end up being promoted to the point at which they become incompetent

Задание 10. Find the best verb in the box to complete each of the sentences.

process contribute take (2) distribute apply make run access involve

1. Many schools don‘t _______ full advantage of the Internet. 2. The database allows you to _______ the sales figures in a number of ways. 3. Computers _______ data as it is received. 4. She managed to _______ a significant contribution to scientific knowledge. 5. It is important to ________ the exact dimensions of the room. 6. The job will _______ working with a software development team. 7. It was a real team effort — everyone managed to _______ something to the success of the project. 8. He wants a job in which he can _______ his foreign languages. 9. There are different ways you can use to _______ any program or application as an administrator in Windows. 10. They will _______ copies of the book free to each school in the district

Задание 11. Match the verbs and the nouns. Sometimes, more than one option is possible.

1. enforce	a. access
2. fix	b. a policy
3. gain	c. a script
4. develop	d. a website
5. hack	e. a vulnerability

Задание 12. Fill in the blanks with the correct word:

storage, SaaS, applications, IaaS, spam filtering, PaaS, subscription

- Cloud technology delivers cloud-based …………. and ………… services.
- Public cloud gives businesses access to enterprise-level ………………. .
- …………….. functions like storage and computing.
- …………….. is used to develop and run a website in the cloud or build applications.
- …………….. is used for office productivity like email, work processing, number crunching, and online file sharing.
- Cloud computing provides ……………… based service.

Задание 13. Define the following words and give good Russian equivalents to them:

Social-networking sites, interoperable, ASCII, metadata, to establish an account on a site, e-mail forwarding, locally stored archive.

Задание 14.Match the words in the box with their definitions 1-10.

bill	*misuse*	*associate*	*fraud*	*mayor*
kickback	*wrongdoing*	*scam*	*inquiry*	*wrangle*

1 It is a head of the city.
2 It is when someone breaks the law.
3 It is a case of cheating.
4 It is when somebody abuses something.
5 It is an investigation.
6 It is money or things, which are given to an official as a payment for some illegal activities.
7 It is an ally of somebody.
8 It is a dishonest action.
9 It is a controversy.
10 It is when someone brings an action against somebody.

Задание 4. *Look at the statements below and at the five summaries of articles about strategic change from a journal. Which article* ***(A, B, C, D*** *or* ***E)*** *does each statement* ***(1-8)*** *refer to? For each statement* ***(1-8),*** *mark one letter* ***(A, B, C, D*** *or* ***E)****. You will need to use some of these letters more than once. There is an example at the beginning* ***(0).***

Example:

0 It advises against the use of technology for communication within a company. **E**

1 It proposes some views on management that the editors feel might be considered controversial by readers. ________

2 It explains who the communicators of initiatives within a company should be. ________

3 It makes reference to the fact that some people may try to hinder innovations. ________

4 It considers the need to streamline commercial activities in order to have a clearer focus. ________

5 It criticises the control of policy-making by certain key personnel. ________

6 It questions the validity of certain accepted management-training approaches. ________

7 It includes practical, real-world examples of the ideas being put forward. ________

8 It stresses that it is vital to exclude obsolete views when drawing up company policy. ________

A

Those serving in industry today have two options: they can surrender the future to revolutionary companies or they can revolutionize the way their companies create strategy. In *Revolution and Strategy,* Gary Heath argues that any approach that does not challenge the status quo is not a strategy at all. In too many companies, the strategy-planning process is monopolized by senior managers, and what passes for strategy is sterile and uninspiring. To create truly revolutionary strategies, a strategy-making process must be demanding and inclusive; it must rid itself of tired, outdated perspectives and uncover the revolutionary ideas that are lying deep in an organization.

B

Companies often attempt to implement a major change in strategy. Determined managers go forth with the plans, and they expect enthusiasm and commitment from their subordinates. But instead, employees drag their feet and figure out ways to undermine the process. The change effort gets bogged down, and results fall short. In *Why Resist Change?* Paul Strong explains how corporate leaders can overcome employees' concerns about change by revising the mutual obligations and commitments, both stated and implied, that exist between them. The author presents two case studies of his ideas in action.

C

Business units often take charge of formulating strategy in today's environment, but they can easily get lost in a thicket of weeds - too many customers, products and services. In *Strategic Business Unit Renewal,* John White provides a method for business units to prune their gardens and regain perspective. His strategy-renewal process leads managers through the undergrowth of a business unit's complexity and compels them to ask whether all of the unit's customers, products and services are truly strategically important, significant and profitable. Units that do not meet these criteria must cut back to allow a greater concentration on cultivating their most worthy projects.

D

Which came first, Harry J. Mindenberg wonders in *Musings on Management Strategy:* our misguided ideas of what makes a good manager and a good organisation, or the programmes that claim to create them? A professor of management himself at McGill University in Canada and at INSEAD in France, Mindenberg takes on management fads, management education and the worship of management gurus - and offers some provocative alternatives.

E

The next time you are planning a major change effort, forget the huge meeting, the speeches relayed by satellite, the videos and special publications. J.K. and Sandra Parkin argue that *Changing Frontline Employees* requires giving up the image of the charismatic executive rousing the troops. Frontline employees may accept change, but they won't accept empty words delivered impersonally. If you need to convey a major strategic change, remember that frontline supervisors - not senior managers - are the people whom employees trust the most.

Блок В. Типовые задания реконструктивного уровня («уметь»)

<u>B1. Тестовые задания</u>

Установите последовательность:

1)that 2)source of information 3)A primary 4)provides data 5) an original source document 6)one 7)from 8)that 9) is 10)data

Установите соответствие

1)Robert Stivenson
Baisy Clifford Inc
3400 Chelsey Road
Houston, TX 78451
2)Faithfully yours,
3) R.Stivenson
Export-Import Manager
4) We have seen your advertisement in the Business Weekly Journal, and we shall appreciate it if you send us more detailed description of your cameras. We would also like to know the discounts that you provide.
5) Dear Sirs:
6) We are looking forward to hearing your reply.
7) Stenley Brothers Inc 6539, 71th Street Los Angeles, LA 84733
8) Our company specializes in distributing cameras in Italy. For your information we may add that our company was established five years ago. If your goods meet our requirements, and we receive a favourable offer, we will be able to represent your cameras in Eatsern Europe.
9) 15 March 2015
A) main paragraph

B) salutation
C) closing salutation
D) sender's address
E) receiver's address
F) introductory paragraph
G) date
H) closing paragraph
I) Signature (sender's information)

Прочитайте текст и закончите предложения

Computers do all calculations using a code made of just two numbers -0 and 1. This system is called binary code. The electronic circuits in a digital computer detect the difference between two states: ON or OFF and represent these states as 1 or 0. Each 1 or 0 called a binary digit or bit.

Bits are grouped into eight digit codes that typically represent characters.

Eight bits together are called a byte. Thus, each character on a keyboard has its own arrangement of eight bits.

Computers use a standard code for the binary representation of characters. This is the American Standard Code for Information Interchange ASCII. In order to avoid complex calculations of bytes, we use bigger units such as kilobytes, megabytes and gigabytes.

1)A ______is about one trillion bytes about as much text as the books and magazines in a huge library.

2) A______is about one million bytes about as much text as a 300-page novel

3)A____is about one thousand bytes equivalent to one sheet of A4

Прочитайте текст и ответьте на вопрос

Dear. Mr. Scott

I am writing to apply for the position of Senior Programmer, which was advertised on 28th March in The Times.

I graduated in May 2002 and did a work placement with British Gas as part of my degree. Before taking my present job I worked for a year with NCR. I Stayed in this job until March 2004.

For the last three years I have been working as a software engineer for Intelligent Software. I have designed four programs in COBOL for commercial use and since January I have been writing programs in C+ for use in large retail chains. These have been very successful and we have won several new contracts in the UK and European the strength of me team's success

Two years ago I spent three months I Spain testing our programs and also made several visits to Italy, so I have a basic knowledge of Spanish and Italian, I

now feel ready for more responsibility and more challenging work, and would welcome the opportunity to learn about a new industry.
I enclose my curriculum vitae. I will be available for an Interview at any time.
I look forward to hearing from you Sarah Brown.
Which job is Sarah brown applying for?

Прочитайте текст и назовите тип письма
Dear. Mr. Scott
I am writing to apply for the position of Senior Programmer, which was advertised on 28th March in The Times.
I graduated in May 2002 and did a work placement with British Gas as part of my degree. Before taking my present job I worked for a year with NCR. I Stayed in this job until March 2004.
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I look forward to hearing from you Sarah Brown.

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I enclose my curriculum vitae. I will be available for an Interview at any time.
I look forward to hearing from you Sarah Brown.
What type of programs has Sarah Brown written?

B2. Задания для письменной работы

Задание 1. Read and translate the text.

The Need for Network Security

The Internet continues to grow exponentially. Personal, government, and business applications continue to multiply on the Internet, with immediate benefits to end users. However, network-based applications and services can pose security risks to individuals and to the information resources of companies and governments. Information is an asset that must be protected.

Security has one purpose: to protect assets. For most of history, this meant building strong walls to stop the enemy and establishing small, well-guarded doors to provide secure access for friends. This strategy worked well for the centralized, fortress-like world of mainframe computers and closed networks.

The closed network typically consists of a network designed and implemented in a corporate environment and provides connectivity only to known parties and sites without connecting to public networks. Networks were designed this way in the past and thought to be reasonably secure because of no outside connectivity.

With the advent of personal computers, LANs, and the wide-open world of the Internet, the networks of today are more open. As e-business and Internet applications continue to grow, the key to network security lies in defining the balance between a closed and open network and differentiating the good guys from the bad guys.

With the increased number of LANs and personal computers, the Internet began to create untold numbers of security risks. Firewall devices, which are software or hardware that enforce an access control policy between two or more networks, were introduced. This technology gave users a balance between security and simple outbound access to the Internet, which was mostly used for e-mail and web surfing. This balance was short-lived as the use of extranets began to grow, which connected internal and external business processes. Businesses were soon realizing tremendous cost savings by connecting supply-chain management and enterprise resource planning systems to their business partners, and by connecting sales-force automation systems to mobile employees, and by providing electronic commerce connections to business customers and consumers. The firewall began to include intrusion detection, authentication, authorization, and vulnerability-assessment systems. Today, successful companies have again struck a balance by keeping the enemies out with increasingly complex ways of letting friends in.

Most people expect security measures to ensure the following:

•Users can perform only authorized tasks.

•Users can obtain only authorized information.

•Users cannot cause damage to the data*, applications, or operating environment of a system.

a). Answer the questions using the information from the text.

1. Who can be put at risk by network-based applications? 2. What strategy was effective in the period of mainframe computers and closed networks? 3. What is a closed network? 4. What is considered to be the key to network security nowadays? 5. How do firewall devices benefit users? 6. What advantages does connecting internal and external business processes give to companies? 7. What functions do firewall devices need as a result of growing use of extranets? 8. What do most people expect from security measures? 9. What does network security involve except for protection against malicious attacks?

b). True or false?

1. The firewall device is used to prevent connecting to public networks. 2. The use of extranets gave businesses a lot of new opportunities. 3. The Internet became more secure when the number of personal computers increased. 4. Vulnerability-assessment systems cannot be included into firewall devices. 5. Networks are more often attacked by insiders than by outsiders.

Задание 2. Translate the word combinations with a) Participle 1; b) Participle 2 into Russian.

A) Computers using vacuum tubes; the machine calculating mathematical problems; the computer keeping instructions in its memory; binary code storing data and instructions; the vacuum tube controlling and amplifying electronic signals; computers performing computations in milliseconds; electronic pulses moving at the speed of light; students coding the information by using a binary code; devices printing the information; keyboard terminals replacing vacuum tubes.

B) The given information; the name given to the machine; the coded data; the device used in World War II; the invention named EN I AC; the machine called EDVAC; instructions kept in the memory; the engine designed for storing data; data stored in a binary code; vacuum tubes invented by J. Neumann; the general-purpose machine proposed by Ch. Babbage; the machine provided with the necessary facts.

Задание 3. Make up pairs of synonyms from the given words.

Verbs: to name, to complete, to calculate, to develop, to keep, to interpret, to communicate, to fulfill, to apply, to translate, to improve, to build, to call, to store, to communicate, to figure out, to perform, to use, to finish, to construct, to connect.

Nouns: speed, aim, storage, information, machine, significance, computation, data, device, rate, calculation, purpose, memory, importance

Задание 4. Read and translate the text.

Attacks

Four primary classes of attacks exist: (1) reconnaissance, (2) access, (3) denial of service, and (4) worms, viruses, and Trojan horses.

Reconnaissance is an unauthorized discovery and mapping of systems, services, or vulnerabilities. It is also known as information gathering and, in most cases, it precedes an actual access or denial-of-service attack. Reconnaissance is somewhat analogous to a thief casing a neighborhood for vulnerable homes to break into, such as an unoccupied residence, easy-to-open doors, or open windows.

System access is the ability for an unauthorized intruder to gain access to a device for which the intruder does not have an account or a password. Entering or accessing systems to which one does not have authority to access usually involves running a hack, script, or tool that exploits a known vulnerability of the system or application being attacked.

Denial of service (DoS) implies that an attacker disables or corrupts networks, systems, or services with the intent to deny services to intended users. DoS attacks involve either crashing the system or slowing it down to the point that it is unusable. But DoS can also be as simple as deleting or corrupting information. In most cases, performing the attack simply involves running a hack or script. The attacker does not need prior access to the target because a way to access it is all that is usually required. For these reasons, DoS attacks are the most feared.

Malicious software (worms, viruses, and Trojan horses) is inserted onto a host to damage a system; corrupt a system; replicate itself; or deny services or access to networks, systems or services. They can also allow sensitive information to be copied or echoed to other systems.

Trojan horses can be used to ask the user to enter sensitive information in a commonly trusted screen. For example, an attacker might log in to a Windows box and run a program that looks like the true Windows logon screen, prompting a user to type his username and password. The program would then send the information to the attacker and then give the Windows error for bad password. The user would then log out, and the correct Windows logon screen would appear; the user is none the wiser that his password has just been stolen. **a)**

Answer the questions using the information from the text.

1. What is a common classification of attacks? 2. What are the objectives of reconnaissance? 3. When can accessing a system be considered an attack? 4. What do DoS attacks usually involve? 5. What examples of malicious software exist? 6. What damage is malicious software able to cause to a system? 7. How can Trojan horses be used to steal passwords? 8. How are attacks changing over the time?

b). True or false?

1. Reconnaissance is often used as the first step of a major attack. 2. DoS attacks are dangerous because most of them are very simple to perform. 3. Viruses spread considerably faster nowadays than before. 4. Self-spreading blended worms originate from the 1980s.

Задание 5.Translate into English the following sentences.

1. Электронная почта представляет собой эффективный способ быстрого обмена текстовыми сообщениями и хранения их в электронном формате.
2. Компьютерные преступления включают широкий спектр незаконных действий, которые могут привести к потере права пользователя на личную жизнь.
3. Стремительное развитие технологии является причиной быстрого устаревания электронных устройств, избавление от которых вызывает проблему утилизации электронных отходов.
4. Беспроводные сети предоставляют возможности поиска в сети Интернет, а также скачивания и просмотра музыки и видео в цифровом формате в любой точке планеты.

Задание 6.Read and translate the text

Building Usable Security

Building Usable Security One of the most overlooked aspects of application security is usability. Users are often the weakest link in a software system. If security controls embedded in software systems hinder users' ability to accomplish their tasks, users will ignore or try to bypass such controls, a common occurrence in today's systems. Building usable security functions is a significant component of building secure systems.

Security engineers generally lack experience in usability engineering. One of the main reasons why application security violations continue to rise is the fact that many deployed security mechanisms are not user friendly, limiting their effectiveness. Unless engineers start thinking more about how to make security more usable, progress in securing systems will be limited.

Many people believe that there is an inherent tradeoff between security and usability. However, that does not have to be the case, since today most security pop-ups are overlooked, most scan reminders are ignored and most updates are automated or not taken care of. In such a situation, it becomes important for the developers to come up with workable solutions. These could be by making security more understandable and usable through the following ways:

•Invisibly strengthening security i.e. working behind the scenes; strengthening the spam filters and various algorithms used to scan attachments, emails and downloads i.e. strengthening the anti-virus software algorithms and training them to work better.

•Making security understandable. Various tools may be helpful in making the user realize when he/she faces a threat. Security pop-ups when a malicious script is executed or the browser address bar turning red in case of an insecure website being accessed are some possible ways.

a). Answer the questions using the information from the text. 1. What aspect of application security is ignored the most, according to the author? 2. Why might users be the weakest link in a software system? 3. What are the consequences of security mechanisms not being user friendly? 4. How do users usually deal with security notifications? 5. What are the three ways to raise the effectiveness of security mechanisms? 6. How can security be invisibly strengthened? 7. How can developers make security more understandable? 8. What example of training the user do you know? 9. What is crucial to provide the user with the control of their systems?

b). True or false?

1. Users cannot bypass security controls, which prevent them from accomplishing their tasks. 2. Progress in securing systems depends on raising their usability. 3. Some security attacks may be used to educate the user. 4. It is useless for an unprofessional user to understand the security measures. 5. Changing file permissions should be as complicated as possible so that the user cannot cause any damage.

c). Write a short summary of the text

Задание 7. Translate the words and word combinations:

Уменьшаться; декада; промышленный выпуск; экран; сопроцессор; занимать; вычитание; оставаться; немного истории; возможность; умножение; появляться; превышать; улучшение; обыкновенный счет.

Задание 8. Translate the phrases with the key words.

Direction: backward direction; clockwise direction; counterclockwise direction; data direction; forward direction; inverse / reverse direction; negative direction; positive direction; printing direction; transmission direction.

Level: access level; application level; data level; device level; difficulty level; error level; function level; hardware level; high level; input level; output level; performance level;

presentation level; program level; protection level; resource level; security level; software level; structural level; system level; transmisson level.

Processor: arithmetic processor; central processor; command processor; control processor; data processor; error processor; general-purpose processor; special-purpose processor; image processor; language processor; mail processor; message processor; numeric processor; parallel processor; peripheral processor; text processor.

Switch: to switch between programs; to switch between windows; to switch disks; to switch on; to switch off; to switch over; binary switch; command switch.

Step: conversion step; final step; procedure step; program step; programming step; step by step; one step at a time; to step down; to step out; to step up; to take steps.

Задание 9. Convert into indirect speech.

1.'I think he is a clever man', says Elisabeth.2.'Mary never seems angry or irritated', remarks Alistair.3.'Barny is in the garage', says Norma.4. 'When he came I was on the terrace watering my begonias', says George. 5.'He was born in Chicago', he says. 6. 'What you have just told me is very surprising', John says to Constance. 7. 'I can't understand what the professor is talking about', says Flora. 8.'My mother will be glad to have you over for dinner', says Maurice.9. 'We have lived here long time', says Monica.

Задание 10. Translate the following sentences.

1. Почти все о нем слышали, и им пользуется все большее число людей. 2. Сеть является одним из лучших источников информации. 3. Сеть основана на системе гипертекстов, при помощи которой можно перемещаться по сети. 4. Интернет представляет собой отличный пример глобальной сети. 5. Компьютеры соединены при помощи модема с телефонными проводами или оптиковолоконными кабелями, которые в свою очередь подключены к параболическим антеннам.

Задание 11. Read and translate the text

DATA PROCESSING AND DATA PROCESSING SYSTEMS

A computer to become useful information processes the necessary data. In fact this is the definition of data processing. *Data* are a collection of facts — unorganized but able to be-organized into useful information. *Processing* is a series of actions or operations that convert inputs into outputs. When we speak of data processing, the input is data, and the output is useful information. So, we can define *data processing* as a series of actions or operations that converts data into useful information.

We use the term *data processing system* to include the resources that are used to accomplish the processing of data. There are four types of resources: people, materials, facilities, and equipment. People provide input to computers, operate them, and use their output. Materials, such as boxes of paper and printer ribbons, are consumed in great quantity. Facilities are required to house the computer equipment, people and materials.

The need for converting facts into useful information is not a phenomenon of modern life. Throughout history, and even prehistory, people have found it necessary to sort data into forms that were easier to understand. For example, the ancient Egyptians recorded the ebb and flow of the Nile River and used this information to predict yearly crop yields.*Today computers convert data about land and water into recommendations to farmers on crop planting. Mechanical aids to computation were developed and improved upon in Europe, Asia, and America throughout the seventeenth, eighteenth, and nineteenth centuries. Modern computers are marvels of an electronics technology that continues to produce smaller, cheaper, and more powerful components.

Basic data processing operations

Five basic operations are characteristic of all data processing systems: inputting, storing, processing, outputting, and controlling. They are defined as follows.

Inputting is the process of entering data, which are collected facts, into a data processing system. *Storing* is saving data or information so that they are available for initial or for additional processing. *Processing* represents performing arithmetic or logical operations on data in order to convert them into useful information. *Outputting* is the process of producing useful information, such as a printed report or visual display.

a) Translate the following word combinations:

Data resource; storage resource; network resource; security resource; system resource.

Communication facilities; data base facilities; display facilities; management facilities.

Distance control; device control; keyboard control; position control; program control.

Computer storage; laser storage; file storage; disk storage; data storage hierarchy.

Character sequence; instruction sequence; message sequence; pulse sequence.

Batch file; catalog file; data file; help file; input file; output file; menu file; user file.

b).Complete the sentences.

1. The necessary data are processed by…..
2. We can define *data processing* as……
3. There are four types of resources: ……
4. Five basic operations are characteristic of all data processing systems:….
5. *Inputting* is….
6. *Outputting* is….

Задание 12. Analyze the forms of verbs and translate the sentences.

1. Data are processed to become useful information. 2. We use the term data processing to include the resources applied for processing of information. 3. Resources required for accomplishing the processing of data are called data processing system. 4. Processing is a series of operations converting inputs into outputs. 5. Facilities are required to house the computer equipment. 6. Egyptians used the information to predict crop yields. 7. Information to be put into the computer for processing should be coded into ones and zeroes. 8. Processing is operations on data to convert them into useful information. 9. The first machines designed to manipulate punched card data were widely used for business data processing. 10. Hollerith built one machine to punch the holes and the other to tabulate the collected data.

Задание 13. Read and translate the text.

IT Security Policy Information

Technology (IT) Security Policy identifies the rules and procedures for all individuals accessing and using an organization's IT assets and resources. An effective IT security policy is a unique document for each organization, cultivated from its people’s perspectives on risk tolerance, how they see and value their information, and the resulting availability that they maintain of that information.

The objectives of an IT security policy is the preservation of confidentiality, integrity, and availability of systems and information used by an organization’s members. Confidentiality involves the protection of assets from unauthorized entities. Integrity ensures the modification of assets is handled in a specified and authorized manner. Availability is a state of the system in which authorized users have continuous access to said assets. Which policy topics should make up an IT security plan? Most full IT security plans would include the following nine policies:

Acceptable Use Policy. Since inappropriate use of corporate systems exposes a company to risk, it is important to specify exactly what is permitted and what is prohibited. The purpose of this policy is to detail the acceptable use of corporate information technology resources for the protection of all parties involved.

Confidential Data Policy. Confidential data is typically the data that holds the most value to a company. Often, confidential data is valuable to others as well, and thus can carry greater risk than general company data. For these reasons, it is good practice to dictate security standards that relate specifically to confidential data. This policy would detail how confidential data should be handled, and examples of what the organization deems confidential.

Email Policy. Email is an essential component of business communication; however it does present challenges due to its potential to introduce security threats to the network. Email can also have an effect on the company's liability by providing a written record of communications. The scope of this policy includes the company's email system in its entirety, including desktop and/or web-based email applications, server-side applications, mail relays, and associated hardware. It covers all electronic mail sent from the system, as well as any external email accounts accessed from the company network.

Mobile Device Policy. Business use of mobile devices is growing, and as these devices become vital tools to conduct business, more and more sensitive data is stored on them, and thus the risk associated with their use is growing. This policy covers any mobile device capable of coming into contact with the company's data.

A) Answer the questions using the information from the text. 1. What are the three main principles of an IT Security Policy? 2. What is the purpose of Acceptable Use Policy? 3. Why is it important to introduce specific security standards for confidential data? 4. What is the scope of Email Policy? 5. Why should mobile devices be also subject to security policies? 6. What are some possible examples of a security incident?

б). **True or false?**

1. IT Security Policy applies only to the company’s employees. 2. Integrity ensures the company’s information assets are not modified. 3. Availability means that authorized users have access to the company’s information assets. 4. Incident Response Policy provides instructions in case of a security incident. 5. Hardware is only subject to Physical Security Policy.

Задание 14. Translate the following word combinations:

Data resource; storage resource; network resource; security resource; system resource.

Communication facilities; data base facilities; display facilities; management facilities.
Distance control; device control; keyboard control; position control; program control.
Computer storage; laser storage; file storage; disk storage; data storage hierarchy.
Character sequence; instruction sequence; message sequence; pulse sequence.
Batch file; catalog file; data file; help file; input file; output file; menu file; user file.

Задание 15. Change the following sentences into the Passive Voice

Example: Tom gave her a book.
— She was given a book. The book was given to her.
1. He broke my watch. 2. The teacher explained the rule to the students. 3. He often asks me to help them. 4. They usually do written exercises in class. 5. She will make a new discovery soon. 6. Steve will make a report at the conference. 7. They play tennis all year round. 8. His friends never forgave his betrayal. 9. The manager offers me several jobs. 10. They will promise you much, but don't imagine they will give you everything. 11. His parents regularly sent him parcels with fruit from their garden. 12. They will give me a leave in JoJy if there is no urgent work. 13. The Spanish government offered Columbus three ships. 14. They usually send their children to camp for summer. 15. The officer charged him with a very important mission

Задание 16. Read and translate the text.

The Binary Number System

Early digital computers inspired by Howard Aiken's Mark were huge, sometimes filling an entire room. That was because thousands of switches were needed to compute his binary number system.

In the binary number system, only two digits are recognized by the computer: 0 when a switch is off, and 1 when the switch is on. Different combinations of those two digits can represent thousands of letters and numbers.

The binary number system is still used in today's computers. The difference is that the thousands of electrical switches have been replaced by one tiny, solid-state chip that does the translations electronically. That's why your computer only fills up part of your desk, not your whole bedroom.

A) Answer the questions using the information from the text
1. Which size were the first digital computers?
2. How many digits does the binary number system have?
3. How many letters and numbers can different combinations of those two digits represent?
4. Is the binary number system still used in today's computers?
5. Why do modern computers smaller than early digital computers?

б)Translate words and phrases based on the text.

Digital computer
Binary number system
Switch on
Switch off
Solid-state chip

в). True or false?

1. Binary number system has only two digits.
2. The binary number system is not used in today's computers.

Задание 17.Match the words to make up sentences about internet application:

1. dish ....access
2. to be connected .... information
3. electromagnetic .... through
4. worldwide ....markup language
5. wide area ....information
6. to get … ....via
7. hypertext ....communications
8. to navigate ....interference
9. up-to-date ....network
10. to get .... aerial
11. smart ……………………………card

Задание18.Find English equivalents to the following Russian words. Use them in the sentences of your own describing the responsibilities of these candidates:

Выявление неисправностей

Кандидат на должность

Тщательное исследование

Устанавливать очередность

Осуществлять стратегию

Под руководством

Соответствующий опыт работы

Следить за общим развитием

Задание19.Match the highlighted words in the texts with their synonyms below. Use them to describe responsibilities of people working on computer.

cooperate, decide, help, carry out, support, contrive, utilize, manage, have

Задание 20. Read and translate the text. **INFORMATION TECHNOLOGY**

The definition of information technology (IT) is as follows: the use of technology to provide the capture, storage, retrieval, analysis and communication of information, which can be done either in the form of data, text, image or voice.
With the invention and exploitation of the integrated circuit or ‘chip’ since the 1960s, the growth of applications using electronics has been phenomenal. Modern electronic computers can process data, graphics and speech at extremely fast rates. The microprocessor is at the heart of what is known as the IT revolution.

Information and communications technologies are changing the way we work, study, do research, and educate our children and ourselves. They are influencing the way we do our banking, pay our bills, entertain ourselves and do business. New options (choices) are being provided for us in the field of health care, education, environmental protection, culture, and business. Computers control washing machines, cookers, televisions, telephones, home computers, cameras, video games, digital watches and many other devices.

Offices and factories now use microprocessors in the everyday life, as do cars, fax machines, aircraft fly control, railway signaling, police computer databases, etc.

The aim of the IT revolution has been to transform labour-intensive work, such as mining, agriculture, iron, steel and cotton industries, hardware manufacturing, etc., into an industry where a few highly-skilled workers manage large factories with mainly automated labour.

The influence of the Multimedia is part of the IT revolution. The change from analogue to digital television made it possible to develop special effects, such as the original full screen television image which could be shrunk (уменьшить) to occupy a small portion of the screen.

Compact discs can record complete encyclopedias, as well as provide sound and pictures.

a) Answer the questions on the text

1. What is Information Technology? 2. When was the integrated circuit invented? 3. What can modern electronic computers do? 4. What is the heart of the Information Technology revolution? 5. In what way (how) are information and communication technologies changing our life? 6. In what fields are information and communication technologies used nowadays? 7. What is the aim of the Information Technology revolution? 8. What was the result of the change from analogue to digital television? 9. Is it possible to record large books on compact disks?

Задание 21. Find synonyms. Make sentences with the words.

Rate, choice, great, fast, impact, speed, speech, image, picture, use, exploitation, growth, sound, rapid, voice, option, influence, considerable, increase

Задание 22. We often use the terms below to speak about different Internet applications. Put the appropriate terms in the table

English equivalent	Russian equivalent
	сеть
	поисковая система
browse	
	поиск
chat	
	доступ
link	
hit	
	Загружать

Задание 23. Make up a dialogue using the following words and word combinations

Secretary: What are my tasks for today?

Boss: You should…

Secretary: And should I…?

Boss: Yes, you should. And you should ….

Secretary: Should I…?

Boss: Yes, you should. And you should…

Secretary: And what are your responsibilities?

Задание 24. What do you think will have happened on Earth by 2000? 2010? 2050? Make up sentences according to the pattern.

Pattern: By 2050 people won't have found cure against AIDS.

Use some of the ideas from the list given below, but think of your own ideas, too; find a cure against cancer; learn to grow food on the sea-bed; learn to live on the sea-bed; construct colonies on the Moon/Mars/Venus; design a common language; solve hunger problem; improve medical care system; improve education system; solve the Loch-Ness mystery; find extra-terrestrial intelligence; stop global heating; learn to predict earthquakes; invent time-travel.

Задание 25.Write down how computers can be used in the following areas.

Work in small groups. Speak for three minutes.

Area	**Useful words**
Industry	production line, robot, computer-aided manufacturing, machinery
Entertainment	multimedia, game, music, animated image, encyclopedia
Automobile design	software car, car body, design, mechanical parts, electronic components, engine speed
Medicine	medical personnel, patients, disease, database program, records, scanner, diagnose, robot, surgery

Задание 8.Write a summary on the following subjects: "Social Networking Sites Don't Deepen Friendship", "Joined-up Thinking", "Facebook Kills Your Memories" (400-450 words).

Задание 9. You will listen to four people talking about how they use computers at work. Before you listen make a list of professions that need computers. Compare with other students in class. Now listen and write each speaker's job in the chart.

electrical engineer secretary librarian composer

Speaker	**Job**	**What they use computers for**
1		
2		
3		
4		

B. Now listen again and write in the third column of the chart what each speaker uses the computer for.

General nouns referring to ideas

example	*comment*
She wrote an article **on the subject of** class.	thing which is being discussed, considered or studied
The theme of the poem is emigration.	main subject of a talk, book, etc.
The students were given a list of **essay top-**	used to refer to what one is studying or

ics.	writing about
There was a lively debate on **the issue of** globalization in the seminar yesterday.	subject/problem which people are thinking/talking about
Political **theory** is a popular undergraduate subject Einstein's **theory of** gravitation has been questioned recently.	statement of the rules on which a subject of study is based or, more generally, an opinion or explanation
The **model of** climate change presented in the Stern Review seems to be becoming a reality.	a representation of something as a simple description which might be used in calculations
The book is called **'The Nature of** Intelligence'.	main characteristic of something
Human behaviour is based on **the principle of** least effort.	basic idea or rule that explains how something happens or works

Задание 26. Find synonyms for the following words. Use them in the sentence of your own:

Accuse, convict, contravene, crime, guarantee, avail oneself, get in

Задание 27. Look through your list of computer offences and write which are major and which are minor. Think of appropriate punishment for each offence.

Punishments:

- to be sentenced to 1/5/10 years imprisonment
- to be sent to prison
- to be fined a large/small amount of money
- to be given a suspended sentence
- to do community service
- to be given a warning
- to be on probation
- to provide with psychiatric treatment

Задание 28. WRITING. Study these notes, which describe the advantages and disadvantages of radio and television. Use the notes to complete the paragraphs below.

Television

but:

- more entertaining, wider variety of programs?
- more educational (for example, documentaries)?
- more exciting (for example, live programs, films)?
- waste more time? talk to others less?

Radio - easier to do other things at same time?

portable?
- more relaxing?
- news more interesting?
17
but: - too much music?
In some ways radio is better that television because

____
____
____
____
____

On the other hand, television has some advantages

____
____
____
____

Задание 29.**Match the words from two columns to create a phrase and use the phrase in the sentence of your own to speak about cloud technology**.

increase	host
benefit	of network technology
deploy	capability
offer	from cloud computing
deliver	technology
mainstream	pay-per-use service
encompass	as a subscription
plethora	infrastructu

Задание 30. Highlight all the verb phrases above, eg. *talking to you about, making a few observations about.* Notice it is not the verb alone, but the whole phrase you need to learn.

TASK

Look at the statements below and at the five summaries of articles about strategic change from a journal. Which article ***(A, B, C, D*** *or* ***E)*** *does each statement* ***(1-8)*** *refer to? For each statement* ***(1-8),*** *mark one letter* ***(A, B, C, D*** *or* ***E)****. You will need to use some of these letters more than once. There is an example at the beginning* ***(0).***

Example:

0 It advises against the use of technology for communication within a company. **E**

1 It proposes some views on management that the editors feel might be considered controversial by readers. ________

2 It explains who the communicators of initiatives within a company should be. ________
3 It makes reference to the fact that some people may try to hinder innovations. ________
4 It considers the need to streamline commercial activities in order to have a clearer focus. ________
5 It criticises the control of policy-making by certain key personnel. ________
6 It questions the validity of certain accepted management-training approaches. ________
7 It includes practical, real-world examples of the ideas being put forward. ________
8 It stresses that it is vital to exclude obsolete views when drawing up company policy. ________

A

Those serving in industry today have two options: they can surrender the future to revolutionary companies or they can revolutionise the way their companies create strategy. In *Revolution and Strategy,* Gary Heath argues that any approach that does not challenge the status quo is not a strategy at all. In too many companies, the strategy-planning process is monopolised by senior managers, and what passes for strategy is sterile and uninspiring. To create truly revolutionary strategies, a strategy-making process must be demanding and inclusive; it must rid itself of tired, outdated perspectives and uncover the revolutionary ideas that are lying deep in an organisation.

B

Companies often attempt to implement a major change in strategy. Determined managers go forth with the plans, and they expect enthusiasm and commitment from their subordinates. But instead, employees drag their feet and figure out ways to undermine the process. The change effort gets bogged down, and results fall short. In *Why Resist Change?* Paul Strong explains how corporate leaders can overcome employees' concerns about change by revising the mutual obligations and commitments, both stated and implied, that exist between them. The author presents two case studies of his ideas in action.

C

Business units often take charge of formulating strategy in today's environment, but they can easily get lost in a thicket of weeds - too many customers, products and services. In *Strategic Business Unit Renewal,* John White provides a method for business units to prune their gardens and regain perspective. His strategy-renewal process leads managers through the undergrowth of a business unit's complexity and compels them to ask whether all of the unit's customers, products and services are truly strategically important, significant and profitable. Units that do not meet these criteria must cut back to allow a greater concentration on cultivating their most worthy projects.

D

Which came first, Harry J. Mindenberg wonders in *Musings on Management Strategy:* our misguided ideas of what makes a good manager and a good organisation, or the programmes that claim to create them? A professor of management himself at McGill University in Canada and at INSEAD in France, Mindenberg takes on management fads, management education and the worship of management gurus - and offers some provocative alternatives.

E

The next time you are planning a major change effort, forget the huge meeting, the speeches relayed by satellite, the videos and special publications. J.K. and Sandra Parkin argue that *Changing Frontline Employees* requires giving up the image of the charismatic executive rousing the troops. Frontline employees may accept change, but they won't accept empty words delivered impersonally. If you need to convey a major strategic change, remember that frontline supervisors - not senior managers - are the people whom employees trust the most.

Задание 31.Lead in What can disturb your work on computer? In groups make a list of problems.

Latest Press Releases

• Former Antelope Man Sentenced to 20 Months in Prison for Fraudulently Obtaining Microsoft Software: Defendant Cracked Code Needed to Activate Software Causing More than $500,000 in Losses (January 25, 2014)

• Anderson Man Charged with Criminal Copyright Infringement (December 28, 2013) • Defendant Sentenced in Online Piracy Crackdown (December 19, 2013)

• Two Michigan Residents Plead Guilty to Criminal Copyright Infringement (December 15, 2013)

• Former Chinese National Charged with Stealing Military Application Trade Secrets from Silicon Valley Firm to Benefit Governments of Thailand, Malaysia, and China: Third Foreign Economic Espionage Indictment in the United States Since the Enactment of Economic Espionage Act of 1996; Source Code Used for Military Combat Simulation and Banned for Export Without License (December 14, 2012)

• Utah Man Sentenced to 24 Months in Prison for Bringing Down Wireless Internet Services (December 14, 2012)

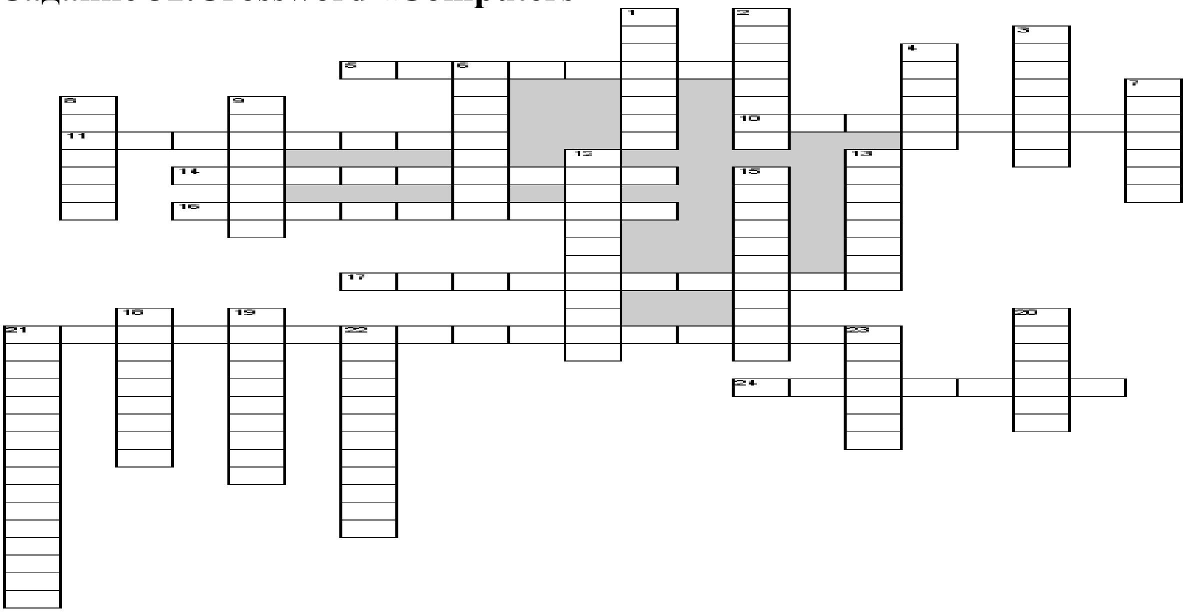
• Vermilion, Ohio Man Charged with Wire Fraud (December 14, 2013) • Hollywood Movie Pirate Sentenced to 7 Years in Prison for Copyright Infringement and Escape (December 1, 2012)

• Former Vancouver Area Man Sentenced to Five Years in Prison for Conspiracy Involving Counterfeit Software and Money Laundering: Web of Companies Sold up to $20 million of Microsoft Software with Altered Licenses (November 29, 2013)

Look at the latest press releases. What type of site were they taken from? What types of crimes are mentioned? Give definition of these crimes.

• Fraud
• Copyright infringement
• Piracy crackdown
• Stealing
• Espionage
• Money laundering
• Movie piracy

Задание 32.Crossword «Computers"



5. Which means of communication is the oldest
10. The memory cells
11. Program parts that make up a computer system
14. calculations with the necessary …
16. People used a special code to send words over the …
17. Data storage device with big capacity
21. System software that allows your computer to work
24. A device used to transfer information to paper

По вертикали

1. Primary text input device
2. When you want to congratulate smb you send him or her a…
3. Machine that processes data
4. A way to communicate with your partner who might be a thousand miles away using the computer
6. Same as cpu
7. CPU is …
8. We use sms to send……
9. Global network

12. A memory portable device with capacity of 700mb
13. Physical parts that make up a computer system
15. To speak to smb means to…
18. To ring up , to call up means to…
19. Data storage device with big capacity
20. We use sms to send……
21. System software that allows your computer to work
22. devices that can not work together
23. Visual display unit

B3. Темы рефератов

1. Microsoft
2. History of the Computer
3. Apple
4. IBM
5. Famous programmers
6. Internet . The main services of the Internet.
7. Computer viruses
8. Computer security
9. Information security in the Internet
10. Text document preparation software
11. Microcomputers
12. Software preparation and database maintenance.
13. The development of PC hardware
14. Computer crimes.
15. Analogue and Digital Computers
16. Qualitative and quantitative estimation of economic information.
17. Crimes in the global network/
18. Informatization of education.

B4.Подготовка презентаций на тему:
«Types of computers», «World top computer programs», «Famous programmers»
Make the presentation on the theme "Cryptography"

2. Stating the Purpose of the Presentation.

Below you will find a number of ways of stating the purpose of your presentation. Complete them using the words given.

OK, let's get started. Good morning, everyone. Thanks for coming. I'm (your name). **This morning I'm going to be:**

showing talking taking reporting telling

1..................... to you about the videophone project.

2..................... you about the collapse of the housing market in the early 90s.
3..................... you how to deal with late payers.
4..................... a look at the recent boom in virtual reality software companies.
5..................... on the results of the market study we carried out in Austria.

. . . **so, I'll begin by:**

making outlining bringing giving filling

1.................... you in on the background to the project.
2.................... a few observations about the events leading up to that collapse.
3.................... company policy on bad debt.
4.................... you an overview of the history of VR.
5.................... you up-to-date on the latest findings of the study.

. . . **and then I'll go on to:**

put discuss make highlight talk

1.................... what I see as the main advantages of the new system.
2.................... the situation into some kind of perspective.
3..................... you through our basic debt management procedure.
4..................... detailed recommendations regarding our own R&D.
5..................... in more depth the implications of the data in the files in front of you.

Блок С. Задания практикоориентированного уровня для диагностирования сформированности компетенций («владеть»)

<u>С1. Тестовые задания</u>

1. Установите соответствие
1) perform
2) word processor
3) online
4) download
5) built-in
6) digital
7) store
8) financial
9) monitor
10) data

A)keep, save
B)execute, do
C)monetary
D)screen
E)integrated
F)connected to the internet
G)collection of facts or figures
H) describes information that is recorded or broadcast using computers
I) program used for text manipulation
J)copy files from a server to your PC or mobile

2. Установите соответствие
1)national security
2) sovereignty
3) integrity
4) awareness
5) exposure
A)the power of a country to control its own government
B) knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience
C)a situation or condition that makes someone likely to be harmed, esp. because the person has not been protected from something dangerous
D) The safety of a nation against threats such as terrorism, war, or espionage. 'an imminent threat to national security'
E) the quality of being whole and complete
Поставьте глагол в скобках в нужной форме
A: Did you read the newspaper this morning?
B: No. It … (not/deliver) by the time I left for work.

3. Назовите деятеля, о котором идет речь
The most famous programmer with Finnish and American roots. It was he who created the Linux OS, which is actively used by developers of various applications, coders, and data centers operate on it.

4. Назовите деятеля, о котором идет речь
He is the creator of the HTTP protocol, the one on which the entire Internet network is based and operates. He is the only programmer in the world who has been elevated to the title of knight.

5. Назовите деятеля, о котором идет речь

A professional programmer, the creator of Java, a strongly typed object-oriented programming language.

6. Ответьте на вопрос
Government hired some highly skilled hackers for providing cyber security for the country or state. How these types of hackers are termed?

7. Прочитайте и ответьте на вопрос
Who is maintained and handled by IT Security in any firm or organization?

8. Ответьте на вопрос
What is existence of weakness in a system or network is known as?

9. Ответьте на вопрос
What is a Stuxnet?

10. Назовите деятеля
American entrepreneur, inventor and industrial designer, widely recognized as a pioneer of the information technology era.

11. Назовите деятеля
The world first computer programmer and famous mathematician

12. Напишите какому понятию соответствуют следующее определение
computer program that is typically stored in EPROM and used by the CPU to perform start-up procedures when the computer is turned on.

13. Напишите какому понятию соответствуют следующее Operating environment made by Microsoft that places a graphical user interface shell around the MS-DOS and PC-DOS operating systems.

<u>С2. Перечень дискуссионных тем для проведения дебатов, дискуссий</u>

Задание1. Arrange short debates on the following questions.

1. In what respect does computer memory differ from human memory?
2. What are the advantages of solid-state storage?

Задание 2. Arrange short debates on the following questions.

1. Do you think a computer can bring us happiness? In what way?
2. What are some good things about having a computer?
3. Why can computer be dangerous for you and your kids?

4. Give a few examples of how computers have an educational or an entertainment value.

Задание 3.Discussion: «Types of viruses. How we can protect our computer»

Задание 4. Give a detailed answer to the question: Why do you proud of your profession?

Задание 5. Arrange short debate: How does the operating system affect the user interface?

Задание 6. **Discussion**: «Will robots substitute human beings in future?»

Задание 7. **Discussion**: What is the database security? What is the security architect?

<u>С3. Ролевые игры</u>

Задание 1. Role-play: «Foreign delegation in Moscow
Use the following as a guide line
Длительность выполнения задания – 25 мин

Imagine, you are a reporter
- Find out the organizer of this conference
- Clear up the membership of a delegation
- Ask about their plans
- Tell him about your interview and ask about the most suitable hour for it

Задание 2.Ролевая игра на тему: «Meeting with famous programmers»
Imagine, you are a reporter:
- Find a manager and thank him for this talking
- Ask about his chief manager and the place and year of company's foundation
- Find out about company's staff
- Ask him about his annual revenue
- Clear up what distribution services they provide
- Inquire what type of products this company sell / manufacture / pro-duce?

Задание 3. What are the most important computers or technical skills needed in the following jobs: (1) teacher, (2) auto mechanic, (3) engineer, (4) doctor, (5) store manager, and (6) architect. Explain your reasons.

2. Suppose you are applying to work for a computer software company. What qualifications and skills would be needed in different positions within a company? What

kinds of questions do you think you would be asked in a job interview for such positions?

Задание 4. Role- play «Creating a web-page».

You want to create your own web- page. Try to imagine and describe what would it be like.

Задание 5. Role- playing.

Read the information how to write a program, and make a dialogue between the software developer and the students of the group of preparatory courses on working with a computer, using this information.

I'd like to begin the course by giving you a very basic overview of the programming process. We'll then move to the details. So, to write a program, we normally follow these steps:

A program usually provides a solution to a given problem - for example, how to calculate wages and income tax in a big company. First of all, you have to understand exactly what the problem is and define it clearly. This means you have to decide, in a general way, how to solve the problem. The next step is to design a step-by-step plan of instructions. This usually takes the form of a flowchart, a diagram that uses special symbols to show how the computer works through the program - where it makes decisions, where it starts and ends, where data is input, things like that.

Next, you write the instructions in a programming language, like BASIC, Pascal or C. These computer instructions are called source code. Then you have to use a compiler, a special program that converts the source code into machine code - the only language understood by the processor, which consists of 1 s and Os.

Once you've written the program, you have to test it with sample data to see if there are any bugs or errors. The process of correcting these errors is called debugging. Computer programmers have to find the origin of each error, write the correct instruction, compile the program again, and test it until it works correctly.

Finally, you have to write program documentation, a detailed description of how to use the program. A great program is not much good unless people know how to use it

C4. Case-study

1. What can we do to stop computer crimes? What other threats can a computer user encounter? Group work: Divide in groups and find possible ways of solution to the problems of computer security. Mosaic of problems

2. Imagine that you should take part in National Computer Security Project. You are an expert in computer security. Write an article with your solutions to this problem. Make a list of suggestions and explain their advantages.

Case-study "Computer games teach nothing, and young people should avoid them. What is your opinion on this? ―Are computer games good for you?‖

Preparation. The teacher prepares the problem that reflects the particular situation.

T e a c h e r. Tell me, what is your hobby? (The students answer) You see the most popular hobby is playing computer games. I think computer games or video games are popular not only with children. A lot of adults play video games with pleasure too. Many people spend their free time (or their work time) at computers playing games. Let‘s discuss: Is it healthy? May be, is it useful? We will read some information about it; we will discuss advantages and disadvantages of playing video games and draw conclusions. So, ARE COMPUTER GAMES GOOD FOR YOU? In this case there are several solutions. As a rule the pupils read the case beforehand, study and analyze the material.

2. Activity. (Dialogical speech.) At the lesson the pupils discuss the case in groups and solve several

solutions. Some students from a group present their solutions. The teacher speaks in support, of a proposal, asks some questions, fixes some answers, help evaluate the solutions. V. The conclusion of the lesson The teacher and the students sum up the discussion in short statements together and select the most effective solution.

A USEFUL LANGUAGE BANK FOR COMMUNICATION

Asking for opinion. What’s your opinion on...? How do you feel about....? What do you think about....? What’s your view on...?

Expressing opinion. My point of view is that... Well, as far as I’m concerned... Well, if you ask me... It seems\ appears to me that... I think\ believe...\ must...\ In my opinion\ view... To me...\ may\ might From my point of view... To my mind/ way of thinking... As far as I am concerned... I am totally against... I (do not) agree that \ with... I (completely) agree \ disagree that \ with...

Making Suggestions. If I were ... I would... Perhaps they should.... Why don’t we/ they... How/ what about...? A good idea would be... If they..., then.

Задание 3. Here you can find extracts from different Internet articles: Look through these announcements and add other types of crimes to the table given above.

Protect yourself against identity theft

Jan 20, 2013

Identity theft is when someone uses, without permission, your personal information in order to commit any frauds or crimes. Identity theft is a felony that is becoming more and more common. That is because some of us are not very careful with personal...

Credit Card Security

Jan 10, 2012

This is the age of plastic money. It's not uncommon for the typical consumer in the western world to go weeks at a time without ever handling a coin or bill. Everything we need is available to us with the simple "swik-swik' sound of a credit card sliding...

FTC vs spammers

by : JIM PUZZANGHERA Dec 26, 2013

It's the start of an Interpol for the Internet. The Federal Trade Commission soon will go global in its hunt for spammers, phishers and other online scammers. President Bush signed a bill Friday that gives the commission broader authority to pursue... Taking on windows security by :

AHMED ASHIFUL HAQUE Dec 24, 2013

Ensuring security on your computer that runs Windows is a delicate and complicated business. The ever-menacing threats of viruses, spyware, phishing is always on the rise. Your valuable data is always at risk. So, how do you keep yourself safe? Here's a...

Thieves in the Internet

Dec 13, 2013

MARK COLVIN: Millions worldwide have embraced internet banking, but so have virtual bank robbers. Financial institutions are dealing with more cyberattacks than ever before. The scams are known as phishing, or sometimes spearfishing, and they're...

Metasploit publishes hacker tools, Q&A

by : LARRY GREENEMEIER Oct 24, 2013

The Metasploit Project takes penetration testing to a whole new level, not only finding vulnerabilities in applications, but also providing exploit code that socalled white hat and black hat hackers alike can use to test the real-world implications of...

Задание 4. Lead in 1. What do people do with the help of the Internet? Make a list of the typical Internet applications. 2. Read the website descriptions. To which website does each sentence 1-7 refer?

a) paralegal.com Fed up with paying exorbitant legal fees? Get leading-edge legal services at a fraction of the cost of going to a law firm. E-mail our legal team for low-cost advice on all aspects of company and tax law. Download specialist upto-the-minute documents for a small charge. Conduct your own court cases with our help and save thousands of euros! No win, no fee!

b)bespontaneous.com Be spontaneous! Do something on the spur of the moment. Book otherwise impossible-to-get tickets to theatre and sports events. Ready to fly tomorrow? Take a break to one of our popular destinations: beach or city. Worry-free booking by credit card on our secure server. Next-day courier delivery of tickets to your door.

c) worldweather.com Want to see what the weather's like anywhere in the world? Come to worldweather.com! Consult free forecasts for 100 world cities. Download stunning satellite pictures of the world's increasingly unpredictable weather for free. Deluxe, framed versions of these pictures make beautiful gifts. Order on-line. Delivery within 48 hours.

d) goinggoinggone.com Consumer electronics products auctioned daily: computers, TVs, washing machines, you name it. It's so simple: put in your bid and we'll notify you by e-mail of the competing bids. You can raise your bid as many times as you like over a three-day period. If your bid is the highest at the end of three days, pay by credit card and goods are delivered to you within 24 hours.

1. You consult this site if you are not sure what clothes to take with you on a trip.
2. This site tries to reassure users who may be worried about giving their credit card details on-line.
3. This site mentions a delivery method that does not use the ordinary post office service.
4. This site does not mention physical delivery of goods or documents.
5. On this site, you can order a picture to put on your wall.
6. On this site, you can offer a price for something, but you won't necessarily get it.
7. On this site, there is a service that you may have to pay for or that may be free, depending on the results. 17

Блок Д. Задания для использования в рамках промежуточной аттестации
1.Контроль устной речи
Вопросы к зачету:
Give the right answers to the questions below.

1. What does "a computer-literate" person mean?
2. What is the role of computers in our society?
3. What is electronics?
4. Where are electronic devices used?
5. What invention contributed to the appearance of electronics?
6. When and where was the transistor invented?
7. What advantages did the transistor have over the vacuum tube?
8. When was the integrated circuit discovered?
9. What is the essence of the integrated circuit?
10. What is microelectronics?

11. What techniques does microelectronics use?
12. What scales of integration are known to you?
13. What do you understand by microminiaturization?
14. What was the very first calculating device?
15. Who gave the ideas for producing logarithm tables?
16. Who invented the first calculating machine?
17. How was the first calculating machine called?
18. What was the first means of coding data?
19. What Business Corporation was the first to produce computers?
20. In what fields were the first computers used?
21. When was the first analog computer build?
22. What was the name of the first digital computer?
23. Who built the first digital computer?
25. Who contributed the idea of storing data and instructions in binary code?
26. What does binary code mean?
27. What were computers of the first generation based on?
28. What invention contributed to the appearance of the second generation computers?
29. What was the essence of the third computer generation?
30. What is the basis of the fourth computer generation?
31. What is a computer?
32. What are the main junction of the computers?
33. What is a program?
34. What are data?
35. What is data processing?
36. Name four advantages of computer data processing.
37. What is capacity storage?
38. What is hardware?
39. What is software?
40. Who designs computers?
41. What do you know about computers machine?
42. What kinds of computers exist?
43. Why do people want to be “on the Internet”?
44. Do students use the Internet for their educational purposes?
45. What operations can the computer do?
46. Why are computers used more and more often today?
47. What functions does the microprocessor carry out?
48. What about famous programmers do you know?
49. How many computer languages do you know?

50. What will modern technologies promise us in future?

Д2. Практические задания

1. Put the verbs in brackets into the correct tense

Kate Teale 1) *...has decided...* (decide) to open her own restaurant. Yesterday, she 2) ……. (have) a meeting with her bank manager and she 3) … (ask) him for a loan. He agreed, so Kate 4) ……. (be able) to start making plans. In fact, she 5)…….(already/ find) a building for her restaurant and she 6) ……. (look) at tables and chairs next week. By the end of the month, work on the restaurant 7) …. (begin) and by the summer, everything will be ready. Kate 8)…. (hope) that her business will be a success. At the moment she 9) …….. (interview) people to be chefs and waiters.

2. Поставьте глаголы, данные в скобках, в Present Perfect Tense.

1. Mary _____ (study) hard this year, so she'll pass her exams. Oh no! 2. She _____ (drop) the plate! 3. The garden is very green. It _____ (rain) a lot this month. 4. Tom's my best friend. I _____ (know) him for three years. 5, They _____ (live) in Miami for two years. Brad _____ (live) in Chicago since 1998. 6. We just _____(to see) a very interesting film. 7. My parents just____ (to leave).

3. Вставьте необходимые слова вместо пропусков.

1. Information is given into the computer in the form of ________.

a) ideas; **b)** characters; **c)** rules

2. The basic function of a computer is __________ information.

a) to switch; **b)** to keep; **c)** to process

3. The data needed for solving problems are kept in the ________.

a) memory; **b)** input device; **c)** output device

4. Inputting information into the computer is realized by means of _________.

a) a printer; **b)** letters; **c)** diskettes

5. A computer can carry out arithmetic-logical operations __________.

a) quickly; **b)** instantaneously; **c)** during some minutes

6. Computers have become _________ in homes, offices, research institutes.

a) commonwealth; **b)** commonplace; **c)** common room
7. Space uses computers widely.

a) information; **b)** production; **c)** exploration

8. Computers are used for image _________.

a) processing; **b)** operating; **c)** producing

9. Computers help in of economy----------------.

a) environment; **b)** management; **c)** government

10. Air traffic control depends on computer- _________ information.

a) generated; **b)** instructed; **c)** combined

4. Подберите к терминам, данным в левой колонке, определения, представленные справа.

1. Computer	**a)** a machine by which information is received from the computer;
2. Data	**b)** a device capable of storing and manipulating numbers, letters and characters;
3. Input device	**c)** an electronic machine that processes data under the control of a stored program;
4. Memory	**d)** a disk drive reading the information into the computer;
5. Output device	**e)** information given in the form of characters.

5. Раскройте скобки и выберите глагол в требуемом залоге: действительном или страдательном.

1. Electronic devices *(help; are helped)* people discover new phenomena of nature.

2. The transistor *(replaced; was replaced)* by vacuum tubes thanks to its numerous advantages.

3. Due to transistors all circuit functions *(carried out; were carried out)* inside semi-conductors.

4. Electronic devices *(use; are used)* in scientific research.

5. Before the invention of the transistor its function *(performed; was performed)* by vacuum tubes.

6. The reliability of electronic systems *(connect; is connected)* with the number of discrete components.

7. Semiconductor integrated circuits *(helped; were helped)* to increase reliability of devices.

6. **Look at the information. Use the words to make five questions.**

Holiday in Ibiza!

Things to do before the trip

finish packing	☐	*tomorrow evening?*
collect euros	√	
check in	☐	*do online*
directions to hotel	☐	*ask Tom for address!*
weather on Internet	√	*sunny, 32ºC!*

1 packing ?
2 collect money ?
3 how / check in ?
4 know / where / hotel ?
5 weather in Ibiza ?

7. Insert the missing words:

Put the verbs in brackets into the correct tense

Kate Teale 1) *...has decided...* (decide) to open her own restaurant. Yesterday, she 2) ……. (have) a meeting with her bank manager and she 3) … (ask) him for a loan. He agreed, so Kate 4) ……. (be able) to start making plans. In fact, she 5)…….(already/

find) a building for her restaurant and she 6) ……. (look) at tables and chairs next week. By the end of the month, work on the restaurant 7) …. (begin) and by the summer, everything will be ready. Kate 8)…. (hope) that her business will be a success. At the moment she 9) …….. (interview) people to be chefs and waiters.

8. Complete this conversation with the words in the box. You do not need all the words.

buy cost expensive much send

A: How much does the new laptop (6) ____________?
B: £449.
A: That's very (7) ____________ . My new one was only £349. Are you going to
(8) ____________ it?
B: I don't know. Perhaps I need to (9) ____________ George an email and ask him.
He's an expert.
A: Good idea.

9. Choose the correct answer, A, B or C.

John (1) _____ from the USA (2) _____works for a big computer company. The company
(3) _____ 2,000 employees. He's based in the London office but he often (4) _____ around Europe. He is (5) _____. He (6) _____ work on Mondays and Tuesdays but he works at the weekend. (7) _____ are six people in his team. He likes (8) _____ job because it's very interesting.

1	A does	B is	C come
2	A and	B so	C or
3	A has got	B got	C gets
4	A travels	B travelling	C is travelling
5	A system analyst	B a system analyst	C an system analyst
6	A isn't	B don't	C doesn't
7	A They	B There	C Their
8	A he	B him	C his

10 Skills development

1. Complete this conversation with a–g.

Sacha: Hi, my name's Sacha.
Faris: (1) _____ . I'm Faris.
Sacha: Do you work for IBM?
Faris: (2) _____ .
Sacha: Which company do you work for?
Faris: (3) _____ . I'm the new Chief Systems Analyst.
Sacha: (4) _____! Do you like your job?
Faris: (5) _____ .

Sacha: Where are you based?

Faris: (6) _____ .

Sacha: Would you like to join me for lunch?

Faris: (7) _____, thanks.

a Absolutely – it's very interesting

b Pleased to meet you

c In San Francisco

d Oh, congratulations

e I'd love to

f No, I don't

g GF Systems

11. Reading

Read these emails and complete the booking form.

From: Carla Lang, Training Officer

To: All staff

Subject: Workshops in May

Hi everyone

Please let me know which workshop you'd like to attend next month and which day you would like to go. Places are limited, so please contact me before 30th April.

Workshops available:

Security procedures: 1 day, 13th or 14th May

Website design: 1 day, 15th or 16th May

Setting up a network: 1 day, 20th or 21st May

Best wishes

Carla

From: Guy Danvers, Head of IT Department

To: Carla Lang, Training Officer

Subject: Workshops in May

Hi Carla

Two people in my department would like to participate in a workshop. The first is Mansoor Khan, one of our web designers. He wants to do the network workshop but he's away 16th–20th May. I hope there's a place for him on the second day. The second person is me. I'd like to do the 14th May workshop as I'm away on the 15th and 16th. I did the website design last month and it was excellent.

Kind regards

Guy

Booking form for workshops

Department: (1) ________________

PERSON 1 **PERSON 2**

Name: (2) ________________ (6) ________________

Job: (3) ________________ (7) ________________

Course: (4) ________________ (8) ________________

Preferred date: (5) ________________ (9) ________________

Для проверки сформированности компетенции

УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия **ИУК-4.2**

Осуществляет устную и письменную деловую коммуникацию с учётом социокультурных различий в процессе профессионального взаимодействия на иностранном(ых) языке(ах)

2.2.1. Блок А. Типовые задания репродуктивного уровня («знать»)

<u>А1. Тестовые задания</u>

Вставьте пропущенный предлог
We're really looking … to the Tokyo trip. (await with pleasure)

Вставьте пропущенный предлог
Seventy staff took … in our fundraising events. (get involved in)

Вставьте пропущенный предлог
As we had another engagement, we had to turn … their invitation.

Поставьте глагол в скобках в нужной форме
At the moment, eBay … (work) with brand owners to remove fake items

Поставьте глагол в скобках в нужной форме
Louis Vuitton usually … (sell) its products through authentic Louis Vuitton boutiques

Поставьте глагол в скобках в нужной форме
We … (have) a successful negotiation when suddenly they made new demands.

Поставьте глагол в скобках в нужной форме
The advertising agency … (start) in 1982

Поставьте глагол в скобках в нужной форме
When I saw him, he … (have) negotiations with his partners

Дополните предложение
Computer trojans are an example of:

Дайте ответ на следующий вопрос
What coding issue was projected to create havoc in computer networks around the world in 2000?

Дайте ответ на следующий вопрос
What technology helps make telephone calls over the Internet Possible?

Дайте ответ на следующий вопрос
What feature is often used to identify whether a visitor to a Web site is human or not?

Дайте ответ на следующий вопрос
What part of URL is unique and assigned by a registrar accredited by ICANN?

Дайте термин к определению
A number that uniquely identifies each computer on the internet is called……

Дайте термин подходящий к описанию
Computer trojans are an example of:

Ответьте на вопрос
What does the acronym FTP stand for?

Дайте термин на английском
Cryptocurrency, a form of electronic cash created by Satoshi Nakamoto.

Дайте термин на английском
Programs that automatically execute tasks as ordered by the creator of the program that has infected them.

A2. Вопросы для устного опроса

Задание 1. Answer the following questions.
1. How old are you?
2. Have you got a family?
3. Are your parents very old?
4. How old is your father (mother)?
5. Where do they live?
6. When were you born?
7. When did you leave school?
8. How many subjects do you at the Institute?
9. When did you last have a dictation? How many mistakes did you make?
10. Did you spend the summer in the country or in town? Where are you going to spend the summer?

Задание 2. Answer the following questions.

1. Who's your favourite person in your family? Why?
2. What's your ideal job? Why?
3. How do you spend your free time?
4. What's a typical day for you?
5. What's your room like?
6. Do you want to be famous? Why? Why not?
7. What can you do at weekends in your town? What do you usually do?
8. Is there anything you can't do that you want to learn? Why? What is it?
9. What happened around the world in the year when you were born?
10. What do you always take with you when you go out (e.g. iPod, mobile phone)? Do you take them with you when you leave the house? Why? Why not?
11. What was the last film you saw? Did you enjoy it? Why? Why not?
12. What sports can you do well? What sports can't you do at all?
13. What do/did your grandparents do for a living?
14. What is your favourite food and drink? Why?
15. What was the best day of your life? Why?

Задание 3. Compare and contrast the two photos. Which restaurant would you prefer to eat at? Give reasons. Think about these things:

1. the food
2. the cost
3. the atmosphere
4. the services

Задание 4. Ask your partner if he will do the following thing, after the lessons. Give answers.

Example:

Will you stay at school after the lessons?

Yes, I think I will. I'll go to the library.

sleep in the afternoon, have lunch at home, listen to music, invite somebody home, do his (her) homework, play in the yard, help his (her) parents, go shopping, do nothing.

2.2.2. Блок B. Типовые задания реконструктивного уровня («уметь»)

<u>B 1. Задания для письменных работ</u>

Задание1. Write a paragraph about your family and your home. Write about:

- who is in your family.
- what they do.
- where you live.
- what your home is like.

Задание 2. Read and translate the dialogue. Make up the dialogue with your partner by analogy

.«В магазине одежды»

Salesman: Hello! Can I help you?

Woman: Yes, I was looking at that sweater in the window.

Salesman: The gray and pink one?

Woman: No, the blue one.

Salesman: Oh! The man's sweater.

Woman: That's right. It's for my husband. What colours does it come in?

Salesman: We have navy blue, light green and pale blue.

Woman: Do you have a navy blue one in extra large?

Salesman: Let's see … small, medium, large … oh yes, here you are. Extra large. It's a good quality sweater. 100% wool, made in Italy.

Woman: Sure. I'll take it. How much is that?

Salesman: Eighty-nine dollars and ninety-five cents.

Задание 3. Make short stories using the following words and expressions.

1. a day off, weather, fine, to wake up, to get up, to decide, to stay over the week-end, to go to the country, to return, late, after supper, not to want, to play chess, at once, to go to bed

2. to like, to go to the theatre, after a day's work, often, to see, interesting, a play, very much, once, to get home, late, before supper, to be over, then, to go to bed, at once.

3. in the afternoon, to decide, to the park, to walk, two hours, to go back, to have dinner, after dinner, to play chess, to go to the cinema, to finish

4. to like, to play chess, often, in the evening, to come to see, to be glad, last night, to have supper, together, to discuss, to go to bed, late

Задание 4. Make dialogues using these words and phrases.

1. to be going, to the country, to stay there over the week-end, to want, I'd love to
2. to play chess, to want, to play a game of, I'd love to
3. to be glad to see, to be going to the cinema, to want to see the film, I'd love to
4. What's the weather like..., fine (nice, bad), to go to the country, to stay in town

Задание 5. Look at the information. Use the words to make five questions.

Workout City

New sports and leisure complex in the centre of town.

Opening times 7 a.m. – 10 p.m daily:

- Outdoor swimming pool
- Modern, fully-equipped gym
- Indoor and outdoor tennis courts
- Jogging track

Spa, massage treatments

Café (snacks and refreshments available during opening hours)

Membership: €450 year, €150 month

1 what time / Workout City / open ?
2 what / activities / do ?
3 indoor / swimming pool ?
4 how much / membership / cost ?
5 where / eat and drink ?

Задание 6. **Read the article. Write true (T) or false (F).**

1 Lionel Messi says he's the best footballer in the world. F
2 His parents have a daughter and two sons.

3 He wasn't ten when he started playing for Newell's Old Boys football team.
4 Doctors discovered his medical problem when he was eleven.
5 FC Barcelona thought Messi played football very well.
6 He scored his first goal for FC Barcelona in 2005.
7 He scored a hundred goals for Barcelona before he was 21 years old.
8 Argentina won a World Cup with Messi.
9 He's an Olympic champion.
10 His charity helps poor children play football professionally.
11 He started working for UNICEF in 2007.

Задание 7. Circle the best phrase for an informal email.

1 Dear Mr Jones / Hi Mike
2 It was an amazing party! / I enjoyed the party very much.
3 Good weekend? / Did you enjoy your weekend?
4 I was very pleased to be invited. / Thanks a lot for inviting me.
5 Do you want to meet up tomorrow? / I hope to see you again tomorrow.
6 Lots of love / With very best wishes

Задание 8. Your friend invited you to lunch last weekend. You really enjoyed it, and now decide to send her a thank-you email. You should:

- use a suitable greeting.
- thank her and say you enjoyed lunch.
- say what you liked about it.
- tell her about the rest of your weekend.
- ask her about her weekend.
- say when you want to see her again.
- use a suitable ending.

Задание 9.Read the text and answer these questions.

- What type of house is being described?
- What are the key features of this type of house?
- Where can you find these homes?

Look at a house from the outside, and you can guess what type of people live in it. Well, perhaps this is not always true. Some people can live in unusual houses. Some people live on boats, in tree houses or in tents.For example, imagine you are in an old part of an industrial city in the UK. Cities like London, Manchester, Liverpool or Newcastle. There is a river, or a canal, which was important for transport in the past, before the railways were built. There are a lot of enormous buildings near the water.They were built in the 19th century. They must be industrial places to store things for import or export.But…look more closely! There are expensive cars parked outside some of these buildings. And on the corner of the street there is a French restaurant, with a wine bar opposite. And just round the corner there is a shop with beautiful furniture. And here are more shops…Who buys these things?

Answer: the people who now live in these old buildings. Old warehouses like these offer two things that are difficult to find in modern houses: space, and a view.Over the past 10 years, more and more architects have converted buildings like this into apartments, which have big rooms, high ceilings… and often a terrace which looks onto the water.

So, the old parts of many of Britain's industrial cities now have a new life. They are not dead anymore, with empty warehouses and disused factories. You can buy factory space and make yourself a home in it. And the people who live in them can walk or cycle to work. Or…with so much space. They work from home with a computer and a modem! Buildings don't always tell us about lifestyles immediately. So, next time you see an old station, a deserted church or a village school in Britain, look carefully for the clues. You may get a surprise. Is this true in your town too?

B. Are these sentences true or false, according to the text?

- These buildings were built recently
- They are very spacious
- Britain's city centres do not have people living in them
- Some people in Britain live and work in the same place
- Some people in Britain live in churches.

Задание 10.Make up dialogues asking someone to help you about the house or in some other job.

Model A: - Can I help you?

- There's nothing left to do now. You can give me a hand with the vegetables later.

Model B: - Could you help me lay the table, please? / Help me lay the table, will you? - Yes, sure. - How nice of you!

Use: a) cook dinner, make breakfast, do the room, make the bed, do the ironing, prepare meals, listen to music, work on the computer, surf the net, check e-mail, read messages, go shopping, buy a new PC, make a telephone call.

b) make the report, feed the dog, meet Mr. Brown at the airport, unplug the Hi-Fi, find your friend's house, write an envelope correctly, fill in the form, help with your language.

Задание 11. Make a situation using these words and phrases.

1. *My Father*

to be ... years old, a Communist, to Work, in the country, in the summer, to like, in the winter, to come to see

2. *My Little Daughter*

to be born, to be ... years old, a nursery-school, to take smb. out, to go to the country, the week-end, one's grandmother, to stay

3. *My Friend's Studies*

to have got a good friend, to go to college, to take subjects, interesting, to help, to want, to work hard, not to make mistakes, to do well

4. *My Friend's Son*

to be born in, to go to school, to do a lot of subjects, to do well, to help, parents, to leave school, to want, to begin working, a factory, late in the evening, to graduate from an evening institute, to be an engineer

Задание 12.Make up dialogues asking someone to help you about the house or in some other job.

Model A: - Can I help you?

- There's nothing left to do now. You can give me a hand with the vegetables later.

Model B: - Could you help me lay the table, please? / Help me lay the table, will you? - Yes, sure. - How nice of you!

Use: a) cook dinner, make breakfast, do the room, make the bed, do the ironing, prepare meals, listen to music, work on the computer, surf the net, check e-mail, read messages, go shopping, buy a new PC, make a telephone call.

b) make the report, feed the dog, meet Mr. Brown at the airport, unplug the Hi-Fi, find your friend's house, write an envelope correctly, fill in the form, help with your language.

Задание 13. Read the interview with Bill Thomson, the developer of the Windows Vista program, and answer the questions.

Interviewer: There is no doubt that Windows has revolutionized the way we use computers today. Bill, can you explain just why it's so popular?

Bill: Well, very simply, people find Windows very easy to use because everything is presented in graphic images. It's also compatible with thousands of programs.

Interviewer: there are several versions of Windows Vista available. Could you give us some advice on which one to get?

Bill: Yes, you're right - there are four main editions HomeBasic, Home Premium, Business and Ultimate. Home Basic is designed for users with basic needs, such as email and internet access. Home Premium is for more advanced home computing and entertainment. It includes a DVD maker, a movie maker and a Media Centre, which lets you listen to music, watch video and record TV programs on your PC. The Business edition is ideal for business organizations of all sizes. It offers new backup technologies and advanced networking capabilities. Finally, the Ultimate edition combines all the features of the other editions, making it the most complete. It has everything you need to enjoy the latest in music games, digital photography and high-definition TV.

Interviewer: What about internet connections? Have they been improved?

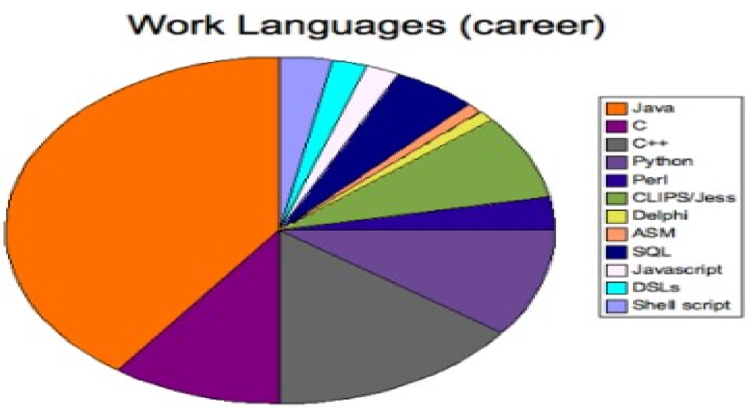
Bill: Yes, Internet Explorer is more reliable and secure. ГheSecurity Centre includes an anti-spyware program called Windows Defender anda firewall that protects your computer from internet attacks.

Interviewer: And what sort of application software can you use with Windows?

Bill: The most popular is still Microsoft Office, a suite that includes the word processor, Word, an email program, the Excel spreadsheet program, and the presentation graphics program, PowerPoint.

Mind map

Задание 14. Give the explanation of the usefulness and importance level of different computer languages according to the map:



Задание 15 Make a situation, using the following words and phrases.
1. poor health, at the seaside, to swim, not to sunbathe, to feel quite well
2. to have an examination, to prepare for, to work hard so as (not) to
3. to be away on holiday, (not) to hear from, to be busy, not to write to ... either

Задание 16. Write your New School Year resolutions. Choose ideas from the box. Use *Be going to*.

read a book in English, help my friends, help Mum about the house, write letters to my pen-friends, remember my friends birthdays, be nice to my little brother / sister, visit my Granny, do my homework every day, go on a trip, play board games with my family, not to watch TV a lot.

Задание 17. Imagine you are writing a letter to a friend giving news about people you both know. Make up sentences using the words given below.

Pattern: Mark/go to Canada —- Mark has gone to Canada.

1. Ann/pass her exams
2. Mary/take up jogging
3. Larry and Monica/decide/to get divorced
4. Barry/go to England
5. Dinny/lose her job/find a new one
6. Margie/buy a new car
7. Antony/break his arm
8. Milly/fall in love
9. Tony/give up smoking
10. Lucy and Cavin/decide to get married.

18. Write a description of your neighbours. Write about:

- how many people live next door and what their names are.
- what (you think) they do for a living.
- what they are like.
- what your relationship with them is like.

19. Imagine your ideal holiday. Imagine you are writing a postcard to your English friend from this holiday. Write about:

- where you are.
- what the place and the weather are like.
- how you're feeling.
- what activities you do.

Write in the present tense. Write your postcard in 60–100 words.
20. A Look at the information. Use the words to make five questions.

Summer part-time work: Tourist Information

Officers wanted!
From mid-July to end-August.
Help tourists at outdoor information stands at major tourist sights.
You must speak one foreign language, be good at working with people and willing to work outdoors.
Flexible working hours: 4 hours/day (from 8 to 16 hours/week)
Pay: £10/hour. 50% higher pay for weekend work (Saturdays and Sundays)

1 when / need part-time workers ?
2 what / will do ?
3 what skills / need ?
4 how many hours / a day or a week / can work ?
5 what / pay / for weekends ?

21. Write the story of how your parents met each other. Write about:

• when and where it happened.
• how old they were.
• where they worked or what they studied.
• what activities they did together.
• an interesting episode in their life together.
• what (you think) brought them together

Задание 22. Write a resume about yourself.

Резюме должно включать следующие сведения: 1. Имя, фамилия, адрес, телефон, факс, электронная почта. 2. Возраст. 3. Семейное положение. 4. Образование. 5. Трудовой стаж с указанием места и времени работы. 6. Знание иностранных языков. 7. Компьютерные навыки.

Образец

1. Name/Surname Mr. John Simpson The Highlander, 234 W. Gilman st. Madison WI 73504, USA E-mail: john@sip.ru 2. Age 17 June, 1978 3. Marital status Single 4. Education London University, England 1996–2000
72
5. Work experience American Computer Corp., Sales manager, 2000–2003. 6. Languages English (native), French (fluent) 7. Computer skills WORD, LINEX.

Задание 23 Read, translate and complete two letters about the advertisement for the position of Accountant with the words from the box below

as form position enclose calls further take enquires available in to favourably consider opportunity with for

Dear Sir, With reference 1) _____ your advertisement in today's "Morning News", I am in- terested 2) _____ applying for the 3) _____ of Accountant with your com- pany. Could you please send me 4) _____ details and an application 5) _____. Yours faithfully Daniela Norton

Dear Sir or Madam, I would like to apply 6) _____ the position of Accountant with your company. I 7) _____ my application form. I am at present working 8) _____ a secretary in the Accounting Department at LTV Universals. My duties include 9) _____ and copy typing and dealing 10) _____ correspondence and telephone 11) _____. Twice a week I have been going to evening classes in bookkeeping and I intend to 12) _____ an examination in three months. I am applying for the position because I would like an 13) _____ to make more use of my training. I would be 14) _____ for interview at any time. I hope that you will 15) _____ my application 16) _____. Yours sincerely Felicity Hart

<u>B2. Тематика рефератов</u>

Write an abstract on the following topics:

Темы рефератов

№ п/п	**Тема реферата**	**План реферата**	**Список литературы**	**Срок выполнения, процедура защиты**
1.	**Scientific and technological progress**	**1.** The first inventions of XX century **2.** Computer and another technical devices as progress engine **3.** Our life without technical inventions	**1.** Anthony Hyman, Charles Babbage, pioneer of the computer, 1982 **2.** Betty Alexandra Toole Ed.D., A Selection and Adaptation From Ada's Notes found in "Ada, The Enchantress of Numbers," by Strawberry Press, Mill Valley, CA", 2005 **3.** Collins, Graham. Claude E. Shannon: Founder of Information Theory. Scientific American, Inc., 2000 **4.** Peter Naur. The science of datalogy, 1966 **5.** Tedre, M. Computing as a Science: A Survey of Competing Viewpoints, 2011	2 недели
2.	**Achievement of science**	Introduction **1.** The most important inventions which we can consider as achievement of science **2.** The role of science in our life **3.** Modern devices as essential things of our life **4.** Top 50 Science Achievements	**1.** Ancient and Medieval City Technology Brush, S. G. The History of Modern Science: A Guide to the Second Scientific Revolution 1800-1950. Ames: Iowa State University Press, 1988 **2.** CBF Walker. Astronomy before the telescope, British Museum Press, 1996 **3.** Derry, Thomas Kingston and Williams, Trevor I. A Short History of Technology: From the Earliest Times to A.D. 1900. New York: Dover Publications, 1993 **4.** Oleson, John Peter Oleson. Water-Lifting. In Wikander, Örjan. Handbook of Ancient Water Technology. Technology and Change in History, 2000	2 недели

		Conclusion	**5.** S Dalley. The Mystery of the Hanging Gardens of Babylon, Oxford University Press, 2013	
3.	**History of technology**	**1.** Measuring technological progress **2.** Industrial revolution **3.** Biotechnology **4.** Civil engineering **4.** Communication **5.** Computing	**1.** Bunch, Bryan and Hellemans, Alexander. The Timetables of Technology, New York, Simon & Schuster, 1993 **2.** Greenwood, Jeremy. The Third Industrial Revolution: Technology, Productivity and Income Inequality AEI Press, 1997 **3.** Griffin, Emma. 'The Mechanical Age': technology, innovation and industrialization. Short History of the British Industrial Revolution. Palgrave, 2013 **4.** Kranzberg, Melvin and Pursell, Carroll W. Jr. Technology in Western Civilization: Technology in the Twentieth Century, New York: Oxford University Press, 1967 **5.** Landa, Manuel de. War in the Age of Intelligent Machines, 2001. **6.** McNeil, Ian. An Encyclopedia of the History of Technology, London, 2000 **7.** Routledge. Companion to the History of Modern Science, New York,1996 **8.** Singer, C., Holmyard, E.J., Hall, A. R and Williams. A History of Technology, Oxford, Clarendon Press, 1978 **9.** T Jacobsen and S Lloyd. Sennacherib's Aqueduct at Jerwan, Chicago University Press,1935	2 недели
4.	**Types of computers**	**1.** Microcom- **2.** Minicom- **3.** Mainframe computers **4.** Supercom-	**1.** Fuegi, J. and Francis, J. Lovelace & Babbage and the creation of the 1843 'notes. IEEE Annals of the History of Computing, 1998 **2.** Kempf, Karl. Historical Monograph: Electronic Computers Within the Ordnance Corps., 1961 **3.** Phillips, Tony. The Antikythera	

			Mechanism I. American Mathematical Society, 2006. **4.** Shannon, Claude Elwood. A symbolic analysis of relay and switching circuits. Massachusetts Institute of Technology, 1940 **5.** Doron D. Swade. Redeeming Charles Babbage's Mechanical Computer, 1993 **6.** Lavington, Simon. A History of Manchester Computers, 1998 **7.** Swindon. The British Computer Society, 2001	

В3. **Подготовка презентаций на тему:**

«Types of computers», «World top computer programs», «Famous programmers», «Cryptography».

Make the presentation on the theme "Cryptography"

2. Stating the Purpose of the Presentation.

Below you will find a number of ways of stating the purpose of your presentation. Complete them using the words given.

OK, let's get started. Good morning, everyone. Thanks for coming. I'm (your name). **This morning I'm going to be:**

showing talking taking reporting telling

1...................... to you about the videophone project.
2...................... you about the collapse of the housing market in the early 90s.
3...................... you how to deal with late payers.
4...................... a look at the recent boom in virtual reality software companies.
5...................... on the results of the market study we carried out in Austria.

. . . **so, I'll begin by:**

making outlining bringing giving filling

1..................... you in on the background to the project.
2..................... a few observations about the events leading up to that collapse.
3..................... company policy on bad debt.
4..................... you an overview of the history of VR.
5..................... you up-to-date on the latest findings of the study.

. . . **and then I'll go on to:**

put discuss make highlight talk

1..................... what I see as the main advantages of the new system.
2..................... the situation into some kind of perspective.
3...................... you through our basic debt management procedure.
4...................... detailed recommendations regarding our own R&D.
5...................... in more depth the implications of the data in the files in front of you.

2. 2. 3. Блок С. Типовые задания практико-ориентированного уровня для диагностирования сформированности компетенций («владеть»)

С1. Дискуссия: Задание 1. Discuss the advantages and disadvantages of analog and digital computers

Задание 2. Arrange short debate on the following question.

1. How does the operating system affect the user interface?

Задание 3 Teamwork. Choose an operating system and speak about its usability. Use the prompts below: usability, interface, advantages and disadvantages, most common applications, ease of use and prospects of developing**. Share your opinion with the group mates.**

Expressions for discussions

Discussion.	**Agreeing. Disagreeing.**
I would like to begin the discussion on the subject by saying that… First of all I must say… I'd just like to say… I think (suppose, guess, believe, dare say)… In my opinion… Well, my opinion is… If you ask me… As I see it… My point of view is… There is one more thing to be noted. In addition… You may be right, but… I wouldn't say that… On the one hand… On the other hand… Generally speaking… It depends.	I quite agree here. I'm of the same opinion. It goes without saying that… I'm not sure. I doubt it. I'm afraid I don't agree. I object to it. I generally disagree I can't agree with you. Don't you agree that…? I think you're mistaken. I don't think you are right. Nothing of the kind. On the contrary! Certainly not. Certainly. Exactly. Definitely. Absolutely. Beyond all doubt. I'm afraid I don't know much about… Well I don't think… I don't quite see what you mean, I'm afraid.

Задание 4. Work in two groups, A and B. Think of advantages and possible disadvantages of dataspaces in information management field. Then together consider how the disadvantages can be minimized. Use the Notes below. Group A. Advantages of dataspaces Group B. Disadvantages of dataspaces

Notes:

CLARIFICATION –

I'm afraid it's not quite clear what you mean by... - I'm sorry I didn't quite follow what you said about... - I'm afraid I don't understand what... mean(s). - When you say..., do you mean that...?

ASKING QUESTIONS - I'd like to know what/when/why/how/who/if... - Could you tell me what/when/why/how/who/if...? - I wonder what/when/why/how/who/ if... - Would you tell me what/when/why/how/who/if...? - It's interesting to know (to find out) what/when/why/how/who/if...

Задание 5. Arrange short debates on the following questions.

1. In what respect does computer memory differ from human memory?
2. What are the advantages of solid state storage?

Задание 6. Work in groups. Say which of the following ideas about the Internet may be considered as advantages and disadvantages. Think of any other pros and cons of the Internet.

Public facility ■ worldwide ■ expensive to buy computers ■ the in-formation may not be true or correct ■ spend too much time playing games ■ make free calls ■ visit many interesting websites ■ wait for a long time to download web pages ■ make new friends ■ downloading software may contain viruses.

Задание 7. What is the background of the first development of the computers? What are the first computer applications? Make a list and discuss them:

C2. Case- study

Задание 1. Кейс «Организация питания гостей на праздновании дня рождения своего друга»

НАЗВАНИЕ КЕЙСА	«Организация питания гостей на праздновании дня рождения своего друга»
ПРЕДМЕТ	английский язык
ТИП КЕЙСА	иллюстративный; «маленький набросок» (т.к. учащиеся должны опираться еще и на собственные знания)
ЦЕЛЬ 1). образовательная 2). развивающая 3). воспитательная	 1). Отработка умений употреблять в речи слова и выражения, обозначающие упаковку продуктов питания, а также названия денежных знаков, использующихся в странах изучаемого языка 2). Выработка умения самостоятельно определять и рассчитывать, что и в каком количестве понадобится 3). Воспитание ответственности за организацию необходимого компонента вечера
ЗАДАЧИ:	1). Формирование УУД : а). личностных – самоопределение, смыслообразование,

	нравственно-этическое оценивание своей деятельности б). регулятивных - планирование, прогнозирование, контроль, коррекция, оценка; в). познавательных – логические действия, действия поиска и постановки проблем; г). коммуникативных - планирование сотрудничества, постановка вопросов, разрешение конфликтов, умение выражать свою позицию в соответствии с нормами иностранного языка. 2). Развитие умений спонтанной аргументированной устной речи, монологической и диалогической; развитие умения устно рассказывать о результатах своей работы (делать устную презентацию)
СИТУАЦИЯ	Ты и твой друг проводите каникулы в Великобритании. Твой друг собирается отпраздновать свой день рождения, пригласить гостей. Организация таких вечеров требует много времени и сил, и обычно все, что для этого нужно, придумывают и рассчитывают родители, они же распределяют, кто что будет делать. Но родителей рядом нет, они остались в России. Поэтому он просит тебя помочь ему организовать вечер. На себя он берет организацию музыкальной и мультимедийной части, а также развлечения, и просит тебя организовать питание, т.е. закупить нужное количество продуктов и накрыть на стол. Необходимо также определиться с меню, и это поможет тебе рассчитать, что именно купить и в каких количествах. Кроме того, уложиться в отведенную (заданную) сумму денег; нужно также обсудить, что считается дешево, а что дорого (расчеты ведутся в фунтах стерлингов). --- You and your friend are on holiday in the UK. Your friend is going to celebrate his birthday, invite guests. The organization of such evenings requires a lot of time and effort, and usually all that is needed for this is invented and calculated by parents, they also distribute who will do what. But parents near there is no, they remained in Russia. So he asks you to help him organize the evening. He takes over the organization of music and multimedia, as well as entertainment, and asks you to organize food, ie buy the right amount of food and set the table. It is also nec-

	essary to determine the menu, and it will help you calculate what to buy and in what quantities. In addition, to meet the allotted (given) amount of money; you also need to discuss what is considered cheap and expensive (calculations are carried out in pounds sterling).
Возможное заключение по ситуации	Так как у каждой группы задания немного отличаются (например, им предложены разные рецепты блюд, разное количество гостей на празднике), то и решение проблемы у каждой группы будет разным. Задание будет считаться выполненным, если группа представит устный отчет вида: «На нашем праздничном ужине мы собираемся подать к столу следующие блюда: … Гостей будет … человек, плюс мы с другом, поэтому мы решили приготовить … (такое-то количество) … (такого-то блюда). Для этого нам потребуется … (например, … кг …, … упаковок …, … пакетов …, … штук …). Нам также потребуется … пакетов (такого-то) сока, … банок кока-колы, … бутылок минеральной воды, … бутылок газированной воды …»
Способ представления материала	- распечатанные тексты; - фото (меню кафе с указанием цен); - электронное письмо, либо звуковой файл (запись с автоответчика); - таблица соотношения курсов возможных используемых валют (рубля, фунта стерлингов и доллара); - видеофрагмент, где детально показан процесс приготовления некоего блюда (например, фрагмент одной из передач «Поедем, поедим»)
ПРИЛОЖЕНИЯ	Совокупность различных документов: 1. меню различных блюд (на русском и английском языках) 2. несколько фото прилавков английских магазинов, где были бы видны цены на упаковках продуктов 3. выдержки из кулинарной книги с рассказом об особенностях приготовления различных блюд 4. список гостей (количество гостей меняется от группы к группе) 5. список блюд, которые любит твой друг-именинник 6. список блюд, которые обычно готовят на праздники в твоей семье

	7. электронная записка (SMS) либо запись с автоответчика звонка мамы одного из друзей устроителей вечера с напоминанием организаторам вечера, что у одного из гостей есть аллергия на какой-либо продукт питания (например, на рыбу или майонез) 8. карточка, на которой написана заданная сумма имеющихся денег в фунтах стерлингов или долларах (в зависимости от задачи); возможно также наличие некоторой суммы денег в рублях (которой можно будет поменять на используемую в данной стране валюту) 9. таблица с указанием курсов рубля, фунта стерлингов и доллара и формулой перевода одной валюты в другую (по информации Сбербанка на день проведения урока) 10. учебник английского языка, где есть необходимые слова и выражения 11. фотографии готовых блюд – из Интернета
ВОПРОСЫ И ЗАДАНИЯ	1). Какое меню ты составишь для праздничного ужина? Не забудь учесть предпочтения своего друга, а также медицинские противопоказания вашего общего друга. 2). Определи, какие продукты необходимы для приготовления этих блюд с учетом количества приглашенных гостей. Составь общий список требуемых продуктов. 3). Обсуди с другом, что дорого, что дешево. Возможно, есть несколько вариантов наборов необходимых продуктов, либо замены одних продуктов другими. 4). Рассчитай, сколько и каких упаковок продуктов вам понадобится. 5). Рассчитай необходимую сумму денег. Сравни ее с имеющейся. Если надо, то скорректируй список покупаемых продуктов и количество приготовляемых блюд. Либо рассчитай, какое количество резервных денег в другой валюте, которые у тебя есть «на всякий случай», необходимо обменять, чтобы получить недостающую сумму.

Задание 2. Case-study

The story of a typical student. Today is Tuesday. The alarm rings very loud. I wake up very fast. It is time to get up, but I can't. I want to sleep very much. I chatted in Skype with my friends all night (lucky they are, it is evening for them and night for me). I really don't want to get up, it is rainy outside. Breakfast time, but I have no time to eat. It is late. I get dressed, take my bag and leave for school. I have forgotten the umbrella, but it is late and I run very fast to underground station not to get wet. Half an hour in the underground and I am in the Famous London school of Business. I remember, that I study in a prestigious school in London and I smile. The phone rings. It is mum. It is so expensive to phone from Russia every day, but she phones anyway.

Mum: Hi, son. How are you today? Did you sleep well?

Oleg: Hi mum, I am good.

Mum: Where are you now?

Oleg: At school. It is 9 am here.

Mum: How is school?

Oleg: Good. I spoke with a paper if front of the class yesterday and answered the questions. The teacher said, it was nice.

Mum: I am so happy for you. What did you do last night?

Oleg: Kostas anвI went to the cinema. We watched a new comedy and then we were at the café. It was interesting, but the food was terrible. I miss Russian food: sushi and mashed potatoes.

Mum: It is ok. Remember, you are in one of the best cities in the world and you study in the prestigious school. Do you wear warm clothes? It is getting colder.

Oleg: Of course I do. I am not a baby anymore. It is time to go. The lesson starts in 3 minutes.

Mum: ok, talk to you later. Bye dear. Love you.

Oleg: love you too. Is

Oleg happy in London? Why?

What does Oleg like about Britain and what does he miss about Russia?

Fill in the table about the pros and cons of studying in Russia and abroad

Advantages of studying abroad	disadvantages of studying abroad
Advantages of studying in Russia	disadvantages of studying abroad

Задание 3**. Case-study**

"Computer games teach nothing, and young people should avoid them. What is Your opinion on this? "Are computer games good for you?"

Preparation.

The teacher prepares the problem that reflects the particular situation.

T e a c h e r. Tell me, what is your hobby? (The students answer)
You see the most popular hobby is playing computer games. I think computer games or video games are popular not only with children. A lot of adults play video games with pleasure too. Many people spend their free time (or their work time) at computers playing games. Let's discuss:
Is it healthy? May be, is it useful?
We will read some information about it; we will discuss advantages and disadvantages of playing video games and draw conclusions.
So, ARE COMPUTER GAMES GOOD FOR YOU?
In this case there are several solutions. As a rule the pupils read the case beforehand, study and analyze the material.
2. Activity. (Dialogical speech.)
At the lesson the pupils discuss the case in groups and solve several solutions. Some students from a group present their solutions. The teacher speaks in support, of a proposal, asks some questions, fixes some answers, help evaluate the solutions.

V. The conclusion of the lesson

he teacher and the students sum up the discussion in short statements together and select the most effective solution.

A USEFUL LANGUAGE BANK FOR COMMUNICATION
Asking for opinion.
What's your opinion on...?
What do you think about....?
What's your view on...?
Expressing opinion.
My point of view is that...
Well, as far as I'm concerned...
Well, if you ask me...
It seems\ appears to me that...
I think\ believe...\ must...
In my opinion\ view...
To me...\ may\ might
From my point of view...
To my mind/ way of thinking...
As far as I am concerned...
I am totally against...
I (do not) agree that \ with...

Making Suggestions.
If I were ... I would...
Perhaps they should....
Why don't we/ they...
How/ what about...?

2. 2. 4. Блок Д. Типовые задания для использования в рамках промежуточной аттестации

Д 1. Перечень вопросов к зачету

1Who's the happiest person you know? What do you think makes them happy?
2Do you think it is important to follow the news? Why?/Why not?
3What dishes are popular in your country? Do you like them? Why?/Why not?
4What do you think your parents were like when they were your age? In what ways were they like you and in what ways were they different?
5What would you show a first-time visitor to your country's capital city? Why? What do you think your life will be like in ten years' time?
6 In what ways do you think Britain is similar to your country?
7 In what ways is it different?
8 What is the worst job you have ever had to do? What was it like?
9 What advice would you give to a friend who wanted to be fitter and healthier? Where are you going to go and what are you going to do this weekend?

Вопросы для беседы/ устного опроса

1. Who is Charles Babbage? Name what did he invent?
2. What are the great inventions of the 20^{th} century to your mind?
3. Compare our life and life of our ancestors. Name advantages and disadvantages.
4. What can computers do nowadays?
5. What is the most popular way of getting and sending information?
6. Do you like to travel? Can travelling help you to get information about the world?
7. Do you think TV programs can help you to study? In what way?
8. How many educational TV programs do you know? Do you watch them regularly?
9. What are the main types of newspapers in Great Britain?
10. Do you like listening to the radio? Why?
11. What are the differences between American and British TV?
12. Do you think commercial or non-commercial TV is better?

13. Name the main TV Broadcasting stations on your country and describe their formats.
14. What kind of program do you want to appear on the screen of your TV set?
15. Who is the inventor of the first radio (wireless)?
16. How many channels does BBC include?
17. Tell something about our radio stations. What kind of radio stations do you want to hear in our country? How did the radio in Russia change in the last few years?
18. When did the history of computers begin?
19. Who suggested the idea of logical machine?
20. Who is a creator of the first plain machine?

Примерный перечень дополнительных контрольных вопросов по дисциплине

1. What is the origin of the PC abbreviation?
2. Where can you usually find mainframes?
3. Why did desktop become very popular among the users?
4. In what type of computer can you find CD ROM drive?
5. What standard input and output devices do you know? What are their functions?
6. What is a storage device used for? Name the types of storage devices.
7. Explain the advantages and disadvantages of floppy and hard disks.
8. Which language uses a system of tags?
9. Which languages are designed to be used inside webpages?
10. Which language was used to write the Windows operating system?
11. What computer language is called a portable one?
12. Which languages can only be used in the Windows operating system?
13. Which language cannot be used for writing programs?
14. Why do we say that we are living in the electronic world? And what is the centre of this world?
15. What is the heart of every electronic device?
16. What does the operation of an integrated circuit depend on?
17. What can you say about ordinary and supercomputers?
18. Explain such definitions as CPU, bus, port and describe its functions?
19. What is the Internet? And why do people want to be ‘on the Internet’?
20. What does the typical browser program consist of?

Д2. Практические задания

1. Write a short article about the country where you live. Write about:

- where it is, how big it is and how many people live there.
- the most important parts of the country.
- what the country is famous for.
- what you like about it.

2. A Look at the information. Use the words to make five questions.

Holiday in Ibiza!

Things to do before the trip

finish packing		*tomorrow evening?*
collect euros	√	
check in		*do online*
directions to hotel		*ask Tom for address!*
weather on Internet	√	*sunny, 32ºC!*

1 packing ?
2 collect money ?
3 how / check in ?
4 know / where / hotel ?
5 weather in Ibiza ?

3. Write a letter to your English friend about your holidays. You should:

- include a suitable greeting.
- talk about where you went on holiday last year, and what it was like.
- say where you are going to go this year, and what you want to do there.
- ask your friend about his/her plans for the holidays.
- find a suitable closing phrase.

4. A Look at the information. Use the words to make five questions.

Visit Ilford – the historical university city!

First mentioned in the Golden Chronicle, in 1562.

Population: 282,500.

Amazing architecture: stone buildings from the 16th and 17th centuries, university library from 1720, cathedral from 1780

Great transport links: 55 minutes from the capital by train, 70 minutes by coach (via M40 motorway). Ilford International Airport open all year round!

Excellent for shopping: Sterling Mall with the best selection of fashion, food, and electronic goods, Farmers' Market for your daily needs and Shrubbery Garden and Home Centre for the fans of gardening and DIY.

1 how old ?
2 how many people ?
3 see in Ilford ?
4 get to Ilford ?
5 where / go shopping / and what ?

5. Think about the best café or restaurant you know. Write a short email to your best friend telling him/her about the place. Write about:

- the name of the place and where it is.
- what the place is like.
- what kind of food they serve and what dishes you would recommend.
- why you like it and why you recommend it.

6. A Look at the information. Use the words to make five questions.

The Breakfast Club	
open 6.00 a.m. to 11.00 a.m.	
fried or scrambled eggs and toast	
small (1 eggs)	€2.00
medium (2 eggs)	€3.50
large (3 eggs)	€5.00
Continental breakfast	€2.50
(2 bread rolls, butter and jam)	
freshly-made orange juice	€1.50
tea	€1.75
espresso	€2.00
capuccino	€2.25
mineral water	€1.25

1 open / lunch or dinner ?
2 when / closed ?
3 what / hot food ?
4 how much / hot drinks ? 5.what / order / €6.5

РАЗДЕЛ 3. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

Балльно-рейтинговая система является базовой системой оценивания сформированности компетенций обучающихся.

Итоговая оценка сформированности компетенции(й) обучающихся в рамках балльно-рейтинговой системы осуществляется в ходе текущего контроля успеваемости, промежуточной аттестации и определяется как сумма баллов, полученных обучающимися в результате прохождения всех форм контроля.

Оценка сформированности компетенции(й) по дисциплине складывается из двух составляющих:

✓ первая составляющая – оценка преподавателем сформированности компетенции(й) в течение семестра в ходе текущего контроля успеваемости (максимум 100 баллов). Структура первой составляющей определяется технологической картой дисциплины, которая в начале семестра доводится до сведения обучающихся;

вторая составляющая – оценка сформированности компетенции(й) обучающихся на зачете (максимум – 20 баллов).

Для студентов очно-заочной формы обучения применятся бинарная шкалы оценивания результатов текущего контроля успеваемости и промежуточной аттестации обучающихся.

уровни освоения компетенций	продвинутый уровень	базовый уровень	пороговый уровень	допороговый уровень
Бинарная шкала	Зачтено			Не зачтено

Шкала оценок при текущем контроле успеваемости по различным показателям

Показатели оценивания сформированности компетенций	***Баллы***	***Оценка***
Выполнение письменной работы	0-20	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»
Проведение опроса	0-20	«неудовлетворительно» «удовлетворительно»

		«хорошо» «отлично»
Тестирование	0-30	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»
Проведение ролевой игры	0-10	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»…
Решение кейсов	0-20	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»
Выполнение и публичная защита реферата	0-5	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»
Участие в дискуссии при проведении «круглого стола»	0-10	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»
Выполнение и публичная защита презентации	0-5	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»

Соответствие критериев оценивания уровню освоения компетенций по текущему контролю успеваемости

Баллы	***Оценка***	***Уровень освоения компетенций***	***Критерии оценивания***
0-50	«неудовлетвор ительно»	Допороговый уровень	Обучающийся не приобрел знания, умения и не владеет компетенциями в объеме, закрепленном рабочей программой дисциплины
51-69	«удовлетворите	Пороговый	Не менее 50% заданий,

	льно»	уровень	подлежащих текущему контролю успеваемости, выполнены без существенных ошибок
70-84	«хорошо»	Базовый уровень	Обучающимся выполнено не менее 75% заданий, подлежащих текущему контролю успеваемости, или при выполнении всех заданий допущены незначительные ошибки; обучающийся показал владение навыками систематизации материала и применения его при решении практических заданий; задания выполнены без ошибок
85-100	«отлично»	Продвинутый уровень	100% заданий, подлежащих текущему контролю успеваемости, выполнены самостоятельно и в требуемом объеме; обучающийся проявляет умение обобщать, систематизировать материал и применять его при решении практических заданий; задания выполнены с подробными пояснениями и аргументированными выводами

Шкала оценок по промежуточной аттестации

Наименование формы промежуточной аттестации	***Баллы***	***Оценка***
Зачет	0-20	«зачтено» «не зачтено»

Соответствие критериев оценивания уровню освоения компетенций по промежуточной аттестации обучающихся

Баллы	***Оценка***	***Уровень освоения компетенций***	***Критерии оценивания***
0-9	«неудовлетворительно»	Допороговый уровень	Обучающийся не приобрел знания, умения и не владеет компетенциями в объеме, закрепленном рабочей программой дисциплины; обучающийся не смог ответить на вопросы
10-16	«удовлетворительно»	Пороговый уровень	Обучающийся дал неполные ответы на вопросы, с недостаточной аргументацией, практические задания выполнены не полностью, компетенции, осваиваемые в процессе изучения дисциплины сформированы не в полном объеме.
17-23	«хорошо»	Базовый уровень	Обучающийся в целом приобрел знания и умения в рамках осваиваемых в процессе обучения по дисциплине компетенций; обучающийся ответил на все вопросы, точно дал определения и понятия, но затрудняется подтвердить теоретические положения практическими примерами; обучающийся показал хорошие знания по предмету, владение навыками систематизации материала и полностью выполнил практические задания
25-30	«отлично»	Продвинутый уровень	Обучающийся приобрел знания, умения и навыки в полном объеме, закрепленном рабочей программой дисциплины; терминологический аппарат использован правильно; ответы полные, обстоятельные, аргументированные, подтверждены конкретными

			примерами; обучающийся проявляет умение обобщать, систематизировать материал и выполняет практические задания с подробными пояснениями и аргументированными выводами

Раздел 4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков, характеризующих этапы формирования компетенций

Процедура оценивания – порядок действий при подготовке и проведении аттестационных испытаний и формировании оценки.

Процедура промежуточной аттестации проходит в соответствии с Положением о промежуточной аттестации знаний студентов и учащихся ДГУНХ.

- Аттестационные испытания проводятся преподавателем, ведущим лекционные занятия по данной дисциплине, или преподавателями, ведущими практические и лабораторные занятия (кроме устного экзамена). Присутствие посторонних лиц в ходе проведения аттестационных испытаний без разрешения ректора или проректора не допускается (за исключением работников университета, выполняющих контролирующие функции в соответствии со своими должностными обязанностями). В случае отсутствия ведущего преподавателя аттестационные испытания проводятся преподавателем, назначенным письменным распоряжением по кафедре.

- Инвалиды и лица с ограниченными возможностями здоровья, имеющие нарушения опорно-двигательного аппарата, допускаются на аттестационные испытания в сопровождении ассистентов-сопровождающих.

- Во время аттестационных испытаний обучающиеся могут пользоваться программой дисциплины, а также с разрешения преподавателя справочной и нормативной литературой, непрограммируемыми калькуляторами.

- Оценка результатов устного аттестационного испытания объявляется обучающимся в день его проведения. При проведении письменных аттестационных испытаний или компьютерного тестирования – в день их проведения или не позднее следующего рабочего дня после их проведения.

- Результаты выполнения аттестационных испытаний, проводимых в письменной форме, форме итоговой контрольной работы или компьютерного тестирования, должны быть объявлены обучающимся и выставлены в зачётные книжки не позднее следующего рабочего дня после их проведения.

Порядок проведения оценивания сформированных компетенций в ходе проведения устного опроса

Устный опрос предполагает устный ответ студента на один основной и несколько дополнительных вопросов преподавателя. Ответ студента должен представлять собой развёрнутое, связанное, логически выстроенное сообщение. Устные опросы проводятся во время практических занятий, и могут использоваться в качестве дополнительного испытания при недостаточности результатов тестирования. Вопросы опроса не должны выходить за рамки объявленной для данного занятия темы.

При выставлении оценки преподаватель учитывает правильность ответа по содержанию, его последовательность, самостоятельность суждений и выводов, умение связывать теоретические положения с практикой, в том числе и с будущей профессиональной деятельностью.

Методика оценивания ответов на устные вопросы (опрос)

Баллы	**Оценка**	***Показатели***	***Критерии***
16- 20	«отлично»	1. Полнота данных ответов; 2. Аргументированность данных ответов; 3. Правильность ответов на вопросы; 4. Понимание материала	1) Полно и аргументированно отвечает по содержанию задания; 2) Обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры не только по учебнику, но и самостоятельно составленные; 3) излагает материал по-

			следовательно и правильно.
11 -15	«хорошо»		Студент дает ответ, удовлетворяющий тем же требованиям, что и для оценки «5», но допускает 1-2 ошибки, которые сам же исправляет.
6 -10	«удовлетворительно»		Студент обнаруживает знание и понимание основных положений данного задания, но: 1) излагает материал неполно и допускает неточности в определении понятий или формулировке правил; 2) не умеет достаточно глубоко и доказательно обосновать свои суждения и привести свои примеры; 3) излагает материал непоследовательно и допускает ошибки.
0 - 5	«неудовлетворительно»		Студент обнаруживает незнание ответа на соответствующее задание, допускает ошибки в формулировке определений и правил, искажающие их смысл, беспорядочно и неуверенно излагает материал; отмечаются такие недостатки

			в подготовке студента, которые являются серьезным препятствием к успешному овладению последующим материалом.

Порядок проведения оценивания сформированных компетенций в ходе проведения ролевой игры

1. Подготовка к проведению игры. Ведущий объясняет суть метода, игровые правила и задачи участников. На данном этапе излагается сценарий и организуется игровое пространство.

2. Непосредственное проведение игры. Участники в игре воплощают сценарий, происходит «проживание» участниками проблемной ситуации в ее игровом воплощении, т.е. в ролевой игре обучаемые овладевают опытом деятельности и соответствующих ему переживаний, сходных с тем, что они получили бы в действительности.

3. Подведение итогов игры. Суть данного этапа – осмысление «пережитого». Начинать желательно с вербализации участниками игры своих переживаний (описания словами своих ощущений, возникавших по ходу игры) и обмена эмоциональным опытом между участниками игры.

Методика оценивания участия в ролевой игре

Баллы	**Оценка**	**Показатели**	**Критерии**
9 -10	«отлично»	1. Полнота содержания выступления. 2. Осознанность темы игры. 3. Выразительность речи. 4. Владение материалом. 5. Рациональность ис-	Содержание выступления полное, используются конкретные факты, осознанность темы игры. Выразительность речи, умение уважительно отвечать собеседникам, свободное владение материалом

6 - 8	«хорошо»	пользования времени.	Содержание выступления полное, используются абстрактные факты, осознанность темы игры. Выразительность речи, свободное владение материалом
3 - 5	«удовлетворительно»		Содержание выступления не полное, используются абстрактные факты, осознанность темы игры. Невыразительность речи. Нерациональное использование времени.
0 - 2	«неудовлетворительно»		Неполное содержание выступления, неосознанность темы игры, нерациональное использование времени

Порядок проведения оценивания сформированных компетенций в ходе выполнения и публичной защиты реферата

Реферирование предполагает изложение какого-либо вопроса на основе классификации, обобщения, анализа и синтеза одного или нескольких источников. Специфика реферата:

1. Не содержит развернутых доказательств, сравнений, рассуждений, оценок;
2. Дает ответ на вопрос, что нового, существенного содержится в тексте.

Задачами реферата являются:

1. Формирование умений самостоятельной работы обучающихся с источниками литературы, их систематизация;
2. Развитие навыков логического мышления;
3. Углубление теоретических знаний по проблеме исследования.

Процедура защиты реферата включает в себя:

– краткое сообщение обучающегося по теме и результатам работы, характеризующее задачи работы, ее актуальность, полученные результаты, вывод и предложения. (5 мин);

– ответы обучающегося на вопросы преподавателя.

Методика оценивания рефератов

Баллы	Оценка	Показатели	Критерии
5	«отлично»	1. Полнота выполнения рефератов; 2. Своевременность выполнения; 3. Правильность ответов на вопросы; и т.д.	Выполнены все требования к написанию и защите реферата: обозначена проблема и обоснована её актуальность, сделан краткий анализ различных точек зрения на рассматриваемую проблему и логично изложена собственная позиция, сформулированы выводы, тема раскрыта полностью, выдержан объём, соблюдены требования к внешнему оформлению, даны правильные ответы на дополнительные вопросы.
3-4	«хорошо»		Основные требования к реферату и его защите выполнены, но при этом допущены недочеты. В частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объем реферата; имеются упущения в оформлении; на дополнительные вопросы при

			защите даны неполные ответы.
2	«удовлетворительно»		Имеются существенные отступления от требований к реферированию. В частности: тема освещена лишь частично; допущены фактические ошибки в содержании реферата или при ответе на дополнительные вопросы.
1	«неудовлетворительно»		Тема реферата не раскрыта, обнаруживается существенное непонимание проблемы

Порядок проведения оценивания сформированных компетенций в ходе проведения тестирования

Местом проведения компьютерного тестирования являются компьютерные классы университета. Также возможен удаленный доступ (с использованием личного компьютера) к тестам для самопроверки в **ЭИОС «Прометей»**. Графики компьютерного тестирования студентов составляются в соответствии с расписанием учебных занятий, либо в соответствии с указаниями преподавателя в разделах «Объявления» и «Форум» личного кабинета студента в **ЭИОС «Прометей».**

Содержание тестовых заданий, критерии их оценки, методические рекомендации по их выполнению разрабатываются и утверждаются кафедрами университета. При прохождении компьютерного тестирования, задания для каждого студента выбираются программой случайным образом из общего объема тестовых заданий по дисциплине.

Результат тестирования устанавливается с учетом выбора алгоритма расчета оценки. Тест сдан при условии, если набранные баллы студентом не меньше проходного балла (порога сдачи теста). По окончании работы с тестом студенту предоставляется возможность просмотреть результаты тестирования - количество набранных баллов, перечень вопросов, на которые даны правильные, неправильные и неполные ответы.

Методика оценивания результатов тестирования

Баллы	Оценка	Показатели	Критерии
25-30	«отлично»	1. Полнота выполнения тестовых заданий; 2. Своевременность выполнения; 3. Правильность ответов на вопросы; 4. Самостоятельность тестирования; 5. и т.д.	Выполнено более 85 % заданий предложенного теста, в заданиях открытого типа дан полный, развернутый ответ на поставленный вопрос
20 -24	«хорошо»		Выполнено более 70 % заданий предложенного теста, в заданиях открытого типа дан полный, развернутый ответ на поставленный вопрос; однако были допущены неточности в определении понятий, терминов и др.
15 - 19	«удовлетворительно»		Выполнено более 54 % заданий предложенного теста, в заданиях открытого типа дан неполный ответ на поставленный вопрос, в ответе не присутствуют доказательные примеры, текст со стилистическими и орфографическими ошибками.
0- 14	«неудовлетворительно»		Выполнено не более 53 % заданий предложенного теста, на поставленные вопросы ответ отсутствует или неполный, допущены существенные ошибки в теоретическом материале (терминах, понятиях).

Порядок проведения оценивания сформированных компетенций в ходе проведения кейс-задачи.

Приступая к решению кейс-задания, нужно, прежде всего, внимательно прочесть соответствующую главу (или главы) учебника и другую литературу, а также изучить рекомендованные нормативные акты. Рекомендуется использовать **электронные библиотечные системы (ЭБС) «Юрайт» и «Biblioclub», а также ЭИОС «Прометей»**

Анализ кейса должен осуществляться в определенной последовательности:

1. Выделение проблемы.

2. Поиск фактов по данной проблеме.

3. Рассмотрение альтернативных решений.

4. Выбор обоснованного решения.

Методика оценивания кейс-задач

Баллы	**Оценка**	**Показатели**	**Критерии**
9 -10	«отлично»	1. Полнота решения кейс-задач; 2. Своевременность выполнения; 3. Правильность ответов на вопросы; 4. и т.д.	Основные требования к решению кейс-задач выполнены. Продемонстрированы умение анализировать ситуацию и находить оптимальное количества решений, умение работать с информацией, в том числе умение затребовать дополнительную информацию, необходимую для уточнения ситуации, навыки четкого и точного изложения собственной точки зрения в устной и письменной форме, убедительного отстаивания своей точки зрения;
6 - 8	«хорошо»		Основные требования к

			решению кейс-задач выполнены, но при этом допущены недочеты. В частности, недостаточно раскрыты навыки критического оценивания различных точек зрения, осуществление самоанализа, самоконтроля и самооценки, креативности, нестандартности предлагаемых решений
3 - 5	«удовлетворительно»		Имеются существенные отступления от решения кейс-задач. В частности отсутствуют навыки умения моделировать решения в соответствии с заданием, представлять различные подходы к разработке планов действий, ориентированных на конечный результат
0 - 2	«неудовлетворительно»		Задача кейса не раскрыта, обнаруживается существенное непонимание проблемы

Порядок проведения оценивания сформированных компетенций в ходе проведения письменной работы

В процессе практического занятия обучающиеся выполняют одну или несколько письменных работ (заданий) под руководством преподавателя в соответствии с изучаемым содержанием учебного материала.

Письменные работы - *это* различные виды упражнений, задания разной степени сложностей, требующих решение поставленных в них задач таких как: озаглавить смысловые отрезки текста, написать вопросы к тексту ответить письменно на вопросы, составить план сообщения и т.п. Важную обучающую функцию выполняют письменные работы, связанные с прочитанным текстом.

Методика оценивания выполнения письменных работ

Баллы	Оценка	Показатели	Критерии
16-20	«отлично»	1. Решение коммуникативной задачи.. 2.Содержание и организация текста. 3. Лексика. 4. Грамматика 5. Орфография и каллиграфия	Коммуникативная задача решена полностью. Задание полностью выполнено: содержание отражает все аспекты, указанные в задании, высказывание логично. Лексические, грамматические и орфографические ошибки отсутствуют.
11 - 15	«хорошо»		Коммуникативная задача решена, немногочисленные языковые погрешности не препятствуют пониманию. Задание выполнено: некоторые аспекты, указанные в задании, раскрыты не полностью, высказывание в основном логично. Используемый словарный запас соответствует поставленной задаче, обучающий показал знание лексики и успешно использовал ее. Грамматические структуры используются в соответствии с поставленной задачей, практически отсутствуют ошибки, соблюдается правильный порядок слов. Орфографические ошибки практически отсутствуют, текст написан с соблюдением правил каллиграфии.

6 -10	«Удовлетвори-тельно»		Коммуникативная задача решена, но лексико-грамматические погрешности препятствуют пониманию. Задание выполнено не полностью: содержание отражает не все аспекты, указанные в задании, высказывание не всегда логично. Используемый словарный запас соответствует поставленной задаче, однако случаются отдельные неточности в употреблении слов, либо словарный запас ограничен, но использован правильно. Имеется ряд грамматических ошибок, не затрудняющих понимание текста. Имеется ряд орфографических ошибок и незначительное отклонение от правил каллиграфии, что не затрудняют понимание текста. Коммуникативная задача не решена
0 - 5	«Неудовлетвори-тельно»		Задание не выполнено: содержание не отражает те аспекты, которые указаны в задании, отсутствует логика в построении высказывания. Крайне ограниченный словарный запас не позволяет выполнить поставленную задачу или обучающийся не смог правильно использовать свой лексический запас для выражения своих мыслей. Грамматические правила не соблюдаются.

Порядок проведения оценивания сформированных компетенций в ходе дискуссии при проведении «круглого стола»

Круглый стол предоставляет возможность участникам обсудить проблему с целью определения возможных путей ее решения, обозначить наличие определенной позиции, теоретических знаний и практического опыта, полученного в процессе изучения дисциплины.

Круглый стол организуется с учетом обсуждения преднамеренно заложенных нескольких точек зрения на один и тот же вопрос, обсуждение которых подводит участников к приемлемым для всех позициям и решениям. Таким образом, неотъемлемым составляющим круглого стола становится: неразрешённый вопрос, равноправное участие представителей всех заинтересованных сторон, выработка приемлемых для всех участников решений по обсуждаемому вопросу.

При проведении круглого стола для достижения положительного результата и создания деловой атмосферы предусматривается:

− оптимальное количество участников и приглашенных;

− оснащение помещения мультимедийными средствами с целью поддержания деловой и творческой атмосферы;

− устанавливается регламент выступлений (3-5 мин);

− обеспечивается соответствующее оформление аудитории, коммуникации осуществляются «лицом к лицу», что способствует групповому общению и максимальной вовлеченности в дискуссию.

Методика оценивания сформированности компетенции по итогам проведения «круглого стола»

Баллы	**Оценка**	*Показатели*	*Критерии*
9 -10	«отлично»	*1.Общая культура и эрудиция* *2. Аргументированность, взвешенность и конструктивность предложений* *3. Умение вести дис-*	*Продемонстрированы умение анализировать ситуацию и работать с информацией, навыки четкого и точного изложения собственной точки зре-*

		куссию *4. Умение отстаивать своё мнение* *5. Активность в обсуждении* *6. Масштабность, глубина и оригинальность суждений*	*ния, убедительного отстаивания своей позиции; кроме того отмечен высокий уровень активности, такта, глубины и оригинальности суждений*
6 - 8	«хорошо»		*Отмечены достаточный уровень общей культуры и эрудиции, но при этом допущены пробелы в ведении дискуссии. В частности, недостаточно раскрыты навыки критического оценивания различных точек зрения, осуществление самоанализа, самоконтроля и самооценки, креативности, нестандартности предлагаемых решений*
3 - 5	«удовлетворительно»		*Участник ограничивается обозначением собственного мнения, без выраженных попыток его отстаивать, либо недостаточно активен в процессе обсуждения. Суждения не отличаются масштабностью, глубиной и*

			оригинальностью. В частности, слабо выражены навыки и умения моделировать решения в соответствии с поставленной проблематикой, представлять различные подходы к разработке планов действий, ориентированных на конечный результат
0 - 2	«неудовлетворительно»		*Участник пассивен и не демонстрирует выраженного интереса к обозначенной проблематике*

Порядок проведения оценивания сформированных компетенций в ходе защиты презентации

Процедура защиты презентации представляет собой:
1. Сочетание устного лекционного материала с демонстрацией слайдов
2. Ответы обучающегося на вопросы преподавателя.

Методика оценивания презентаций

Баллы	Оценка	Показатели	Критерии
5	«отлично»	1. <u>Полнота выполнения презентаций;</u> 2. <u>Своевременность выполнения;</u> 3. <u>Правильность ответов на вопро-</u>	Выполнены все требования к составлению презентаций: дизайн слайдов, логика изложения материала, текст хорошо написан и сформированные идеи ясно изложены и структурированы
3-4	«хорошо»		Основные требования к

			презентациям выполнены, но при этом допущены недочеты. В частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объем презентации
2	«удовлетворительно»	сы; 4. Структурированность.	Имеются существенные отступления от требований к презентациям. В частности: тема освещена лишь частично; допущены фактические ошибки в содержании презентаций или при ответе на дополнительные вопросы.
1	«неудовлетворительно»		Тема презентации не раскрыта, обнаруживается существенное непонимание проблемы

Порядок проведения оценивания сформированных компетенций при проведении зачета

Зачет может проходить в форме теста, деловой игры, ответов по билетам либо защиты проекта. Студенты, которые регулярно посещают занятия и имеют хорошую успеваемость, могут получить зачет «автоматом» на последнем занятии. В балльно-рейтинговой системе “автомат” можно получить за счет набранных баллов.

<u>Оценивание ответа на зачёте</u>

бинарная шкала	Показатели	Критерии
зачтено	Полнота выполнения заданий; Своевременность	Лексико-грамматическое задание выполнено верно. Дан развёрнутый ответ на вопрос. Коммуникативная задача

	выполнения; Правильность ответов на вопросы; Решение коммуникативной задачи; Грамматическое и лексическое оформление заданий и т.д.	решена полностью или Присутствуют грамматические и лексические погрешности при выполнении лексико-грамматического задания. Дан ответ на вопрос, но не полностью.
незачтено		Ответ на вопрос не дан. Решение лексико-грамматических заданий не выполнено. Коммуникативная задача не решена.

Лист актуализации оценочных материалов по дисциплине

«Иностранный язык»

Оценочные материалы пересмотрены,
обсуждены и одобрены на заседании кафедры

Протокол от «_____»________________ 20___ г. №_____

Зав. кафедрой _______________________

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