

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ**

**ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ**

**«ВОРОНЕЖСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
ИНЖЕНЕРНЫХ ТЕХНОЛОГИЙ»**

УТВЕРЖДАЮ

Проректор по учебной работе

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«25» мая 2023 г.»

**РАБОЧАЯ ПРОГРАММА
ДИСЦИПЛИНЫ**

ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Специальность/профессия

09.02.01 Компьютерные системы и комплексы

Квалификация выпускника

Специалист по компьютерным системам

Разработчик _____ 25.05.2023 Сидельникова И.В.
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1. Цели и задачи дисциплины

Целью освоения дисциплины «Иностранный язык в профессиональной деятельности» является подготовка выпускника к выполнению и решению профессиональных задач в области профессиональной деятельности: 06 Связь, информационные и коммуникационные технологии.

Выпускник, освоивший образовательную программу, должен быть готов к выполнению основных видов деятельности:

- проектирование цифровых систем;
- проектирование управляющих программ компьютерных систем и комплексов;
- техническое обслуживание и ремонт компьютерных систем и комплексов.

Программа составлена в соответствии с требованиями федерального государственного образовательного стандарта высшего образования по направлению подготовки/специальности 09.02.01 «Компьютерные системы и комплексы»

2. Перечень планируемых результатов обучения, соотнесенных с планируемыми результатами освоения образовательной программы

В результате освоения дисциплины в соответствии с предусмотренными компетенциями обучающийся должен:

Знать

- общая и профессиональная лексика;
- грамматические нормы современного английского языка;
- факты англоязычной культуры;
- основные ресурсы, с помощью которых можно компенсировать недостающие знания.
- лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;*
- профессиональные термины, разговорные штампы, нормы делового этикета и языкового «поведения».*

Уметь

в области аудирования:

- воспринимать на слух высказывания на общую и профессиональную тематику и извлекать общую и детальную информацию из услышанного;

в области чтения:

- понимать содержание текстов общей и профессиональной тематики и извлекать общую и детальную информацию из прочитанного;

в речи:

- поддерживать диалог на общую и профессиональную тематику, соблюдать нормы речевого этикета.
- общаться устно и письменно на иностранном языке на профессиональные и повседневные темы;*
- переводить со словарем иностранные тексты профессиональной направленности;*
- использовать иностранный язык как средство для получения информации из иноязычных источников в профессиональных целях описывать события, излагать факты, делать сообщения, оценивать важность, новизну информации, определять отношение к ней;*

-*правильно выбирать языковые средства в зависимости от ситуации и личности собеседника;*

-*самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.*

Код компетенции	Наименование компетенции	Наименование индикатора достижения компетенции
ОК 02	Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности	<p>Умения: определять задачи для поиска информации; определять необходимые источники информации; планировать процесс поиска; структурировать получаемую информацию; выделять наиболее значимое в перечне информации; оценивать практическую значимость результатов поиска; оформлять результаты поиска, применять средства информационных технологий для решения профессиональных задач; использовать современное программное обеспечение; использовать различные цифровые средства для решения профессиональных задач.</p> <p>Знания: номенклатура информационных источников, применяемых в профессиональной деятельности; приемы структурирования информации; формат оформления результатов поиска информации, современные средства и устройства информатизации; порядок их применения и программное обеспечение в профессиональной деятельности в том числе с использованием цифровых средств.</p>
ОК 04	Эффективно взаимодействовать и работать в коллективе и команде.	<p>Умения: организовывать работу коллектива и команды; взаимодействовать с коллегами, руководством, клиентами в ходе профессиональной деятельности</p> <p>Знания: психологические основы деятельности коллектива, психологические особенности личности; основы проектной деятельности</p>
ОК 06	Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации	<p>Умения: описывать значимость своей специальности; применять стандарты антикоррупционного поведения</p> <p>Знания: сущность гражданско-патриотической позиции, общечеловеческих ценностей;</p>

	межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения	значимость профессиональной деятельности по специальности; стандарты антикоррупционного поведения и последствия его нарушения
ОК 09	Пользоваться профессиональной документацией на государственном и иностранном языках	<p>Умения: понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы; участвовать в диалогах на знакомые общие и профессиональные темы; строить простые высказывания о себе и о своей профессиональной деятельности; кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы</p> <p>Знания: правила построения простых и сложных предложений на профессиональные темы; основные общеупотребительные глаголы (бытовая и профессиональная лексика); лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; особенности произношения; правила чтения текстов профессиональной направленности</p>

3. Место дисциплины (модуля) в структуре СПО

Дисциплина относится к обязательной части общегуманитарного и социально-экономического цикла и изучается в 3, 4, 5, 6, 7, 8 семестрах.

Изучение дисциплины основано на знаниях, умениях и навыках, полученных при изучении обучающимися учебного предмета Иностранный язык на 1 курсе.

Дисциплина является предшествующей для изучения профессиональных модулей: «Проектирование цифровых систем», «Применение микропроцессорных систем, установка и настройка периферийного оборудования», «Техническое обслуживание и ремонт компьютерных систем и комплексов», «Выполнение работ по одной или нескольким профессиям рабочих, должностям служащих».

4. Объем дисциплины и виды учебной работы

Общая трудоемкость дисциплины (модуля) составляет 169 ак. ч.

Виды учебной работы	Всего академических часов	Распределение трудоемкости по семестрам, ак. ч					
		3 сем	4 сем	5 сем	6 сем	7 сем	8 сем
Общая трудоемкость дисциплины (модуля)	169	32	32	24	34	27	20
Контактная работа в т. ч. аудиторные занятия:	169	32	32	24	34	27	20
Лекции	-	-	-	-	-	-	-
в том числе в форме практической подготовки	-	-	-	-	-	-	-
Практические занятия	169	32	32	24	34	27	20
в том числе в форме практической подготовки	-	-	-	-	-	-	-
Консультации текущие	-	-	-	-	-	-	-
Вид аттестации		Контрольная работа	Дифференцированный зачет	Дифференцированный зачет	Дифференцированный зачет	Дифференцированный зачет	Дифференцированный зачет
Самостоятельная работа		-	-	-	-	-	-

5. Содержание дисциплины, структурированное по темам (разделам) с указанием отведенного на них количества академических часов и видов учебных занятий

5.1 Содержание разделов дисциплины

№ п/п	Наименование раздела дисциплины	Содержание раздела (указываются темы и дидактические единицы)	Трудоемкость раздела, ак.ч
1.	Повседневное общение	Повседневное общение. Прошлое и настоящее страны изучаемого языка. Система образования в России и за рубежом. Жизнь и работа студентов в России и за рубежом. Здоровый образ жизни. Проблемы экологии. Свободное время. Хобби.	88

		<p>Местоимения. Неопределенные местоимения. Притяжательный падеж существительных. Множественное число существительных. Степени сравнения прилагательных и наречий. Сравнительные конструкции. Образование числительных. Даты и время.</p>	
2.	Профессиональное общение	<p>Моя будущая профессия. Молодые профессионалы WorldSkills. Компьютерное оборудование. Компьютерные операции. Типы программ. Основные неисправности персональных компьютеров ИКТ и общество. Компьютеры в повседневной жизни. Подготовка к трудоустройству. В поисках работы. Составление и заполнение документов. Резюме. Собеседование при приеме на работу. Разговор по телефону и переписка. Клише телефонных разговоров. Деловой этикет. Иностраный язык как инструмент общения. Инструкции по эксплуатации и обслуживанию компьютерного оборудования. Работа с материалами производителей устройств. Перевод инструкций по эксплуатации на устройства информационно-коммуникационных систем. Перевод новых публикаций по профессиональной тематике, в том числе материалов с сайтов производителей устройств информационно-коммуникационных систем.</p> <p>Артикль. Глагол to be. Глагол to have, have got. Оборот there is are. Наречия. Порядок слов в английском предложении. Видовременные формы глагола. Действительный залог. Страдательный залог. Неличные формы глагола. Типы вопросов. Члены предложения. Безличные предложения. Модальные глаголы.</p>	81

	Словообразование. Предлоги и союзы. Сложные предложения. Вводные слова и обороты	
	<i>Консультации текущие</i>	-
	<i>Дифференцированный зачет</i>	-

5.2 Разделы дисциплины и виды занятий

№ п/п	Наименование раздела дисциплины	Лекции, ак. час	Практические занятия, ак. час	СРО, ак. час
1	Повседневное общение	-	88	-
2	Профессиональное общение	-	81	-
	<i>Консультации текущие</i>		-	
	<i>Дифференцированный зачет</i>		-	

5.2.1. Лекции не предусмотрены.

5.2.2. Практические занятия.

№ п/п	Наименование раздела дисциплины	Тематика практических занятий	Трудоемкость, ак. час
1.	Повседневное общение	3 семестр	
		Лексический материал: Повседневное общение. Фразы, клише необходимые для повседневного общения	4
		Лексический материал: Прошлое и настоящее России Грамматический материал: Местоимения	4
		Лексический материал: Прошлое и настоящее стран изучаемого языка. Грамматический материал: Неопределенные местоимения	4
		Лексический материал: Система образования в России Грамматический материал: Притяжательный падеж существительных	4
		Лексический материал: Система образования за рубежом Грамматический материал: Множественное число существительных	4
		Лексический материал: Жизнь и работа студентов в России Грамматический материал: Степени сравнения прилагательных и наречий	4

	Лексический материал: Жизнь и работа студентов Великобритании Грамматический материал: Сравнительные конструкции	4
	Обобщение лексико-грамматического материала	2
	Итоговая контрольная работа за семестр	2
	4 семестр	
	Лексический материал: Здоровый образ жизни Грамматический материал: Образование числительных	4
	Лексический материал: Спорт в нашей жизни. Фитнес Грамматический материал: Даты и время	4
	Лексический материал: Правильное питание. Диета Грамматический материал: Временные отрезки	4
	Лексический материал: Борьба со стрессом Грамматический материал: Нулевой артикль	4
	Лексический материал: Проблемы экологии Грамматический материал: Неопределенный артикль	4
	Лексический материал: Глобальное потепление Грамматический материал: Определенный артикль	4
	Лексический материал: Вымирающие животные Грамматический материал: Артикль с географическими названиями	4
	Обобщение лексико-грамматического материала	2
	Дифференцированный зачет	2
	5 семестр	
	Лексический материал Свободное время. Хобби Грамматический материал: Глагол to be	4
	Лексический материал: Хобби популярные в России Грамматический материал Глагол to have, have got	4
	Лексический материал: Хобби популярные за рубежом Грамматический материал	4

		Оборот there is are	
		Лексический материал: Мое хобби Грамматический материал Наречия	4
		Лексический материал: Мои любимые каникулы Грамматический материал Порядок слов в английском предложении	4
		Обобщение лексико-грамматического материала	2
		Дифференцированный зачет	2
2.	Профессиональное общение	6 семестр	
		Лексический материал: Моя будущая профессия Грамматический материал Времена группы Simple	4
		Лексический материал: Хочу быть профессионалом Грамматический материал Времена группы Continuous	4
		Лексический материал: WorldSkills Грамматический материал Времена группы Perfect	4
		Лексический материал: Молодые профессионалы WorldSkills Грамматический материал Причастие 1,2	4
		Лексический материал: Компьютерное оборудование. Грамматический материал Герундий	4
		Лексический материал: Компьютерные операции. Типы программ Грамматический материал Страдательный залог (Simple)	4
		Лексический материал: Основные неисправности персональных компьютеров Грамматический материал Страдательный залог (Continuous)	4
		Лексический материал: ИКТ и общество. Компьютеры в повседневной жизни. . Грамматический материал Страдательный залог (Perfect)	2
		Обобщение лексико-грамматического материала	2
		Дифференцированный зачет	2

	7 семестр	
	Лексический материал: Подготовка к трудоустройству. В поисках работы Грамматический материал Типы вопросов	4
	Лексический материал: Составление и заполнение документов. Резюме. Грамматический материал Члены предложения	4
	Лексический материал: Собеседование при приеме на работу. Грамматический материал Безличные предложения	4
	Лексический материал: Разговор по телефону и переписка. Клише телефонных разговоров. Грамматический материал Модальные глаголы	4
	Лексический материал: Деловой этикет. Грамматический материал Заменители модальных глаголов	4
	Лексический материал: Иностранный язык как инструмент общения Грамматический материал Словообразование	4
	Обобщение лексико-грамматического материала	2
	Дифференцированный зачет	1
	8 семестр	
	Лексический материал: Инструкции по эксплуатации и обслуживанию компьютерного оборудования Грамматический материал: Предлоги и союзы	4
	Лексический материал: Работа с материалами производителей устройств. Грамматический материал: Сложные предложения	4
	Лексический материал: Перевод инструкций по эксплуатации на устройства информационно-коммуникационных систем. Грамматический материал: Условные предложения	4
	Лексический материал: Перевод новых публикаций по профессиональной тематике, в том числе материалов с сайтов производителей	4

	устройств информационно-коммуникационных систем. Грамматический материал: Вводные слова и обороты	
	Обобщение лексико - грамматического материала.	2
	Дифференцированный зачет	2

5.2.3. Лабораторный практикум не предусмотрен

5.2.4 Самостоятельная работа обучающихся не предусмотрена

6. Учебно-методическое и информационное обеспечение дисциплины

Для освоения дисциплины обучающийся может использовать:

6.1. Основная литература

Английский язык

Куряева, Р. И. Английский язык. Лексика и грамматика : учебник для среднего профессионального образования — Москва : Издательство Юрайт, 2023 <https://urait.ru/viewer/angliyskiy-yazyk-leksika-i-grammatika-531289#page/1>

Кузьменкова, Ю. Б. Английский язык (А2–В2) : учебник и практикум для среднего профессионального образования — Москва : Издательство Юрайт, 2023 <https://urait.ru/viewer/angliyskiy-yazyk-a2-b2-511594#page/1>

Краснова, Т. И. Английский язык для специалистов в области интернет-технологий. English for Internet Technologies : учебное пособие для среднего профессионального образования — Москва : Издательство Юрайт, 2023 <https://urait.ru/viewer/angliyskiy-yazyk-dlya-specialistov-v-oblasti-internet-tehnologiy-english-for-internet-technologies-516047#page/1>

Немецкий язык

Миляева, Н. Н. Немецкий язык для колледжей (А1—А2) : учебник и практикум для СПО / Н. Н. Миляева, Н. В. Кукина. — Москва : Издательство Юрайт, 2023 <https://urait.ru/viewer/nemeckiy-yazyk-dlya-kolledzhey-a1-a2-517173#page/1>

Ивлева, Г. Г. Справочник по грамматике немецкого языка : учебное пособие для среднего профессионального образования — Москва : Издательство Юрайт, 2023 <https://urait.ru/viewer/spravochnik-po-grammatike-nemeckogo-yazyka-515038#page/1>

Периодические издания:

- Журнал для изучающих английский язык "Speak out"

6.2. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся

6.3. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения учебного предмета

Наименование ресурса сети «Интернет»	Электронный адрес ресурса
«Российское образование» - федеральный портал	https://www.edu.ru/
Научная электронная библиотека	https://elibrary.ru/defaultx.asp?
Национальная исследовательская компьютерная сеть России	https://niks.su/
Информационная система «Единое окно»	http://window.edu.ru/

доступа к образовательным ресурсам»	
Электронная библиотека ВГУИТ	http://biblos.vsuet.ru/megapro/web
Сайт Министерства науки и высшего образования РФ	https://minobrnauki.gov.ru/
Портал открытого on-line образования	https://npoed.ru/
Электронная информационно-образовательная среда ФГБОУ ВО «ВГУИТ»	https://education.vsuet.ru/

6.4. Перечень информационных технологий, используемых при осуществлении образовательного процесса по учебному предмету, включая перечень программного обеспечения и информационных справочных систем

При изучении дисциплины используется программное обеспечение, современные профессиональные базы данных и информационные справочные системы: ЭИОС университета, в том числе на базе программной платформы «Среда электронного обучения ЗКЛ», автоматизированная информационная база «Интернет-тренажеры», «Интернет-экзамен».

При освоении дисциплины используется лицензионное и открытое программное обеспечение – н-р, ОС Windows, ОС ALT Linux.

7. Материально-техническое обеспечение учебного предмета:

Обеспеченность процесса обучения техническими средствами полностью соответствует требованиям ФГОС по направлению подготовки. Материально-техническая база приведена в лицензионных формах и расположена во внутренней сети по адресу <http://education.vsuet.ru>.

При чтении лекций, проведении практических занятий и контроле знаний обучающихся по дисциплине используется:

Кабинет иностранного языка (ауд. 4а)	Мультимедиа проектор SANYOPLC –XU 50 – 1 шт.; Экран переносной – 1 шт.; Ноутбук ASUS K 73 E I5-2410 M CPU\4096\500\DVD-RW \Intel(R) HD Graphics 3000– 1 шт.; Магнитофон Panasonic; Лингафонное оснащение; Маркерная доска; Информационные стенды, справочные материалы; Комплект учебной мебели.	ПО нет
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Аудитория для самостоятельной работы студентов:

Компьютерный класс для самостоятельной работы, в т.ч. для проведения групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации (ауд.19)	Локальная сеть, коммутатор D-Link DES-1016 с выходом в «Интернет»; Компьютер в сборе в составе: Intel Core i3-540/4096/500/DVD-RW/GeForce GT220 – 8 шт.; Принтер лазерный HP Laser jet P-2035 A4 30 стр.в мин. – 1 шт.; Сканер HP Scan jet- 3110-1шт.; Мультимедиа проектор	Microsoft Windows7 ; Adobe Reader XI; Microsoft Office 2007 Standart; GIMP; Pascal ABC; Inkscape; Free Pascal; Paint.NET; Oracle VM Virtual Box; Microsoft Visual Studio 2010; Лицензия № AAA.0217.00 с 21.12.2017 г. по «Бессрочно»
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	SANVO PLC –XU 50 – 1 шт.; Экран переносной – 1 шт.; Ноутбук ASUS K 73 E I5-2410 M CPU\4096\500\DVD-RW \Intel(R) HD Graphics 3000 – 1 шт.; Маркерная доска; Плакаты, наглядные пособия, схемы; Комплект учебной мебели.	
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Дополнительно, самостоятельная работа обучающихся, может осуществляться при использовании:

Ресурсный центр	Компьютеры со свободным доступом в сеть Интернет и Электронными библиотечными и информационно справочными системами.	Альт Образование 8.2 + LibreOffice 6.2+Maxima Лицензия № AAA.0217.00 с 21.12.2017 г. по «Бессрочно»
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8. Оценочные материалы для промежуточной аттестации обучающихся по дисциплине (модулю)

Оценочные материалы (ОМ) для дисциплины (модуля) включают в себя:

- перечень компетенций с указанием индикаторов достижения компетенций, этапов их формирования в процессе освоения образовательной программы;
- описание шкал оценивания;
- типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков;
- методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности.

ОМ представляются отдельным комплектом и **входят в состав рабочей программы дисциплины (модуля)**.

Оценочные материалы формируются в соответствии с П ВГУИТ «Положение об оценочных материалах».

**АННОТАЦИЯ
К РАБОЧЕЙ ПРОГРАММЕ
ДИСЦИПЛИНЫ
«ОГСЭ. 03 Иностранный язык»**

Процесс изучения дисциплины направлен на формирование следующих компетенций:

Код компетенции	Наименование компетенции	Наименование индикатора достижения компетенции
ОК 02	Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности	<p>Умения: определять задачи для поиска информации; определять необходимые источники информации; планировать процесс поиска; структурировать получаемую информацию; выделять наиболее значимое в перечне информации; оценивать практическую значимость результатов поиска; оформлять результаты поиска, применять средства информационных технологий для решения профессиональных задач; использовать современное программное обеспечение; использовать различные цифровые средства для решения профессиональных задач.</p> <p>Знания: номенклатура информационных источников, применяемых в профессиональной деятельности; приемы структурирования информации; формат оформления результатов поиска информации, современные средства и устройства информатизации; порядок их применения и программное обеспечение в профессиональной деятельности в том числе с использованием цифровых средств.</p>
ОК 04	Эффективно взаимодействовать и работать в коллективе и команде.	<p>Умения: организовывать работу коллектива и команды; взаимодействовать с коллегами, руководством, клиентами в ходе профессиональной деятельности</p> <p>Знания: психологические основы деятельности коллектива, психологические особенности личности; основы проектной деятельности</p>

ОК 06	Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения	<p>Умения: описывать значимость своей специальности; применять стандарты антикоррупционного поведения</p> <p>Знания: сущность гражданско-патриотической позиции, общечеловеческих ценностей; значимость профессиональной деятельности по специальности; стандарты антикоррупционного поведения и последствия его нарушения</p>
ОК 09	Пользоваться профессиональной документацией на государственном и иностранном языках	<p>Умения: понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы; участвовать в диалогах на знакомые общие и профессиональные темы; строить простые высказывания о себе и о своей профессиональной деятельности; кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы</p> <p>Знания: правила построения простых и сложных предложений на профессиональные темы; основные общеупотребительные глаголы (бытовая и профессиональная лексика); лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; особенности произношения; правила чтения текстов профессиональной направленности</p>

В результате освоения дисциплины в соответствии с предусмотренными компетенциями обучающийся должен:

Знать

- общая и профессиональная лексика;
 - грамматические нормы современного английского языка;
 - факты англоязычной культуры;
 - основные ресурсы, с помощью которых можно компенсировать недостающие знания.
- лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;*

-профессиональные термины, разговорные штампы, нормы делового этикета и языкового «поведения».

Уметь

в области аудирования:

-воспринимать на слух высказывания на общую и профессиональную тематику и извлекать общую и детальную информацию из услышанного;

в области чтения:

-понимать содержание текстов общей и профессиональной тематики и извлекать общую и детальную информацию из прочитанного;

в речи:

-поддерживать диалог на общую и профессиональную тематику, соблюдать нормы речевого этикета.

-общаться устно и письменно на иностранном языке на профессиональные и повседневные темы;

-переводить со словарем иностранные тексты профессиональной направленности;

-использовать иностранный язык как средство для получения информации из иноязычных источников в профессиональных целях описывать события, излагать факты, делать сообщения, оценивать важность, новизну информации, определять отношение к ней;

-правильно выбирать языковые средства в зависимости от ситуации и личности собеседника;

-самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

Содержание разделов дисциплины.

Повседневное общение. Фразы, клише необходимые для повседневного общения.

Прошлое и настоящее России и настоящее стран изучаемого языка. Система образования в России и за рубежом. Здоровый образ жизни. Проблемы экологии. Свободное время. Хобби. Моя будущая профессия. Молодые профессионалы WorldSkills .Компьютерное оборудование. Компьютерные операции. Типы программ Основные неисправности персональных компьютеров ИКТ и общество. Компьютеры в повседневной жизни. Подготовка к трудоустройству. В поисках работы Составление и заполнение документов. Резюме. Собеседование при приеме на работу. Разговор по телефону и переписка. Клише телефонных разговоров. Деловой этикет. Иностранный язык как инструмент общения Инструкции по эксплуатации и обслуживанию компьютерного оборудования. Работа с материалами производителей устройств. Перевод инструкций по эксплуатации на устройства информационно-коммуникационных систем. Перевод новых публикаций по профессиональной тематике, в том числе материалов с сайтов производителей устройств информационно-коммуникационных систем.

Местоимения. Неопределенные местоимения. Притяжательный падеж существительных. Множественное число существительных. Степени сравнения прилагательных и наречий. Сравнительные конструкции. Образование числительных. Даты и время Артикль. Глагол to be. Глагол to have,have got.Оборот there is|are. Наречия. Порядок слов в английском предложении. Видовременные формы глагола. Действительный залог. Страдательный залог.

Неличные формы глагола. Типы вопросов. Члены предложения. Безличные предложения. Модальные глаголы. Словообразование. Предлоги и союзы.

Сложные предложения. Вводные слова и обороты

**ОЦЕНОЧНЫЕ МАТЕРИАЛЫ
ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ**

по дисциплине

Иностранный язык в профессиональной деятельности

1. Перечень компетенций с указанием этапов их формирования

Код компетенции	Наименование компетенции	Наименование индикатора достижения компетенции
ОК 02	Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности	<p>Умения: определять задачи для поиска информации; определять необходимые источники информации; планировать процесс поиска; структурировать получаемую информацию; выделять наиболее значимое в перечне информации; оценивать практическую значимость результатов поиска; оформлять результаты поиска, применять средства информационных технологий для решения профессиональных задач; использовать современное программное обеспечение; использовать различные цифровые средства для решения профессиональных задач.</p> <p>Знания: номенклатура информационных источников, применяемых в профессиональной деятельности; приемы структурирования информации; формат оформления результатов поиска информации, современные средства и устройства информатизации; порядок их применения и программное обеспечение в профессиональной деятельности в том числе с использованием цифровых средств.</p>
ОК 04	Эффективно взаимодействовать и работать в коллективе и команде.	<p>Умения: организовывать работу коллектива и команды; взаимодействовать с коллегами, руководством, клиентами в ходе профессиональной деятельности</p> <p>Знания: психологические основы деятельности коллектива, психологические особенности личности; основы проектной деятельности</p>
ОК 06	Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом	<p>Умения: описывать значимость своей специальности; применять стандарты антикоррупционного поведения</p> <p>Знания: сущность гражданско-патриотической позиции, общечеловеческих ценностей;</p>

	гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения	значимость профессиональной деятельности по специальности; стандарты антикоррупционного поведения и последствия его нарушения
ОК 09	Пользоваться профессиональной документацией на государственном и иностранном языках	<p>Умения: понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы; участвовать в диалогах на знакомые общие и профессиональные темы; строить простые высказывания о себе и о своей профессиональной деятельности; кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы</p> <p>Знания: правила построения простых и сложных предложений на профессиональные темы; основные общеупотребительные глаголы (бытовая и профессиональная лексика); лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; особенности произношения; правила чтения текстов профессиональной направленности</p>

2. Паспорт оценочных материалов по дисциплине

№ п/п	Разделы дисциплины	Индекс контролируемой компетенции (или ее части)	Оценочные материалы		Технология/ процедура оценивания (способ контроля)
			наименование	№ заданий	
1	2	3	4	5	6
1.	Повседневное общение	ОК 02, ОК 04	<i>Практическая работа (упражнения для работы в аудитории)</i>	1	Контроль преподавателем
			<i>Домашнее задание</i>	2	Проверка преподавателем

			<i>Домашняя контрольная работа</i>	4-13	Защита контрольной работы
			<i>Самостоятельное внеаудиторное/ аудиторное чтение</i>	3,19-27	Контроль преподавателем
			<i>Банк тестовых заданий (зачет)</i>	14-23	Бланочное тестирование
			<i>Собеседование (дифзачет)</i>	1-50	Контроль преподавателем
2	Профессиональное общение	ОК 06, ОК 09	<i>Практическая работа (упражнения для работы в аудитории)</i>	1	Контроль преподавателем
			<i>Домашнее задание</i>	2	Проверка преподавателем
			<i>Самостоятельное внеаудиторное/аудиторное чтение</i>	3, 28-44	Контроль преподавателем
			<i>Домашняя контрольная работа</i>	4-13	Защита контрольной работы
			<i>Банк тестовых заданий (зачет)</i>	24-39	Бланочное тестирование
			<i>Собеседование (дифзачет)</i>	51-110	Контроль преподавателем

3. Оценочные материалы для промежуточной аттестации

Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

3.1 Практическая работа (Упражнения для работы в аудитории)

ОК 02 Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности

ОК 04 Эффективно взаимодействовать и работать в коллективе и команде.

ОК 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения

ОК 09 Пользоваться профессиональной документацией на государственном и иностранном языках

3.1.1 Типовое упражнение для работы в аудитории по английскому языку

Номер задания	Прочитайте диалог, вставьте соответствующие вопросы в пробелы, а затем разыграйте диалог по ролям.	Правильный ответ
1.	<p>Nick: Do you have a best friend, Ben? Ben: Sure. 1)..... He is my best mate. We started school together. Nick: Do you trust him? Ben: Yes. I trust him absolutely and I know 2)..... Nick: You are lucky to have such a friend. You should cherish your friendship. Ben: Well. I will support him in any situation too. Nick: 3).....? Ben: Yes, we have. Sometimes we quarrel about some silly things but I'm sure we don't mean to hurt each other. Besides, Tony is very calm and he usually tries to avoid conflicts. Nick: Ben, you are so much success with girls. Doesn't your friend envy you? Ben: Oh, I didn't even think about it. I think it's nonsense. Nick: OK. And how about your secrets? 4)..... Ben: Certainly. Tony knows all my secrets because he is my real friend. 5).....</p> <p>Варианты ответов: a)And I'm glad we have so much in common. b)he will never betray me. c)Can you share them with Tony? d)Have you ever quarreled with each other? e)It's Tony.</p>	<p>1 - e 2 - b 3 - d 4 - c 5 - a</p>

3.2 Домашнее задание

ОК 02 Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности

ОК 04 Эффективно взаимодействовать и работать в коллективе и команде.

ОК 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения

ОК 09 Пользоваться профессиональной документацией на государственном и иностранном языках

3.2.1 Типовое домашнее задание по английскому языку

Номер задания	Раскройте скобки, поставив глагол в соответствующей видо-временной форме.	Правильный ответ
2.	<p>1. Maria_____ (to study) German at evening classes this term. 2. I _____ (not/to go) out last night. I was too tired. 3. _____ (to phone) my cousine 4 times today but her number's always engaged. 4. _____ (to visit) the dentist after school so I can't play tennis with you 5. Where _____ (to live) ?” “In a village near London. 6. Lisa was driving into town when she_____ (to run) out of petrol</p>	<p>1 – Is studying 2 – didn't go 3 - have phoned 4 - am visiting 5 – does your uncle live</p>

7. I'll write to you as soon as _____ (to know) my exam results	6 – ran 7 – know
8. The builders _____ (to finish) the house by the end of this week	8 - will have finished
9. 'Can you drive?' 'No, _____ (to drive) a car but I want to learn.'	9 – have never driven
10. My friend _____ (to wait) for me when I arrived.	10 – was waiting

3.3 Самостоятельное внеаудиторное чтение

ОК 02 Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности

ОК 04 Эффективно взаимодействовать и работать в коллективе и команде.

ОК 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения

ОК 09 Пользоваться профессиональной документацией на государственном и иностранном языках

3.3.1 Типовой текст для самостоятельного внеаудиторного чтения по английскому языку

Номер задания	Текст задания
3.	<p>Прочитайте текст и переведите его устно со словарем.</p> <p><i>History of Computers</i></p> <p>Let us take a look at the history of the computers that we know today. The very first calculating device used was the ten fingers of a man's hands. This, in fact, is why today we count in tens and multiply of tens. Then the abacus was invented, a bead frame in which the beads are moved from left to right. People went on using some form of abacus well into the 16th century, it is being used in some parts of the world because it can be understood without knowing how to read.</p> <p>During the 17th and 18th centuries many people tried to find easy ways of calculating. J. Napier, a Scotsman, devised a mechanical way of multiplying and dividing, which is how the modern slide rule works. Henry Briggs used Napier's ideas to produce logarithm which all mathematicians used today.</p> <p>Calculus, another branch of mathematics, was independently invented by both Sir Isaac Newton, an Englishman, and Leibnitz, a German mathematician. The first real calculating machine appeared in 1820 as the result of several people's experiments. This type of machine, which saves a great deal of time and reduces the possibility of making mistakes, depends on a ten-toothed gear wheels.</p> <p>In 1830 Charles Babbage, an Englishman, designed a machine that was called 'The Analytical Engine'. This machine, which Babbage showed at the Paris Exhibition in 1855, was an attempt to cut out the human being altogether, expert for providing the machine with the necessary facts the problem to be solved. He never finished this work, but many of his ideas were the basis for building today's computers.</p> <p>In 1930, the first analog computer was built by American named Vannevar Bush. The device was used in World War II to help aim guns. Mark I, the name given to the first digital computer, was completed in 1944. The men responsible for this invention were Professor Howard Aiken and some people from IBM. This was the first machine that could figure out long of mathematical problems all at a very</p>

fast speed.

In 1946 two engineers at the University of Pennsylvania, J. Eckert and J. Mayshly, built the first digital computer using parts called vacuum tubes. They named their new invention UNIAc. The first generation of computers, which used vacuum tubes, came out in 1950. UNIAc I was an example of these computers which could perform thousand of calculations per second.

In 1960, the second generation of computers was developed and could perform work ten times faster than their predecessors. The reason for this extra speed was the use of transistors instead of vacuum tubes. Second generation computers were smaller, faster and more dependable than first generation computers.

The third-generation computers appeared on the market in 1965. These computers could do a million calculations a second, which is 1000 times faster than the first generation computers. Unlike second-generation computers, these are controlled by tiny integrated circuits and are consequently smaller and more dependable.

Fourth-generation computers have now arrived, and the integrated circuits that are being developed have been greatly reduced in size. This is due to microminuturization, which means that the circuits are much smaller than before; as many as 1000 tiny circuits now fit onto a single chip. A chip is a square or rectangular piece of silicon, usually from 1/10 to ¼ inch, upon which several layers of an integrated circuit are attached or imprinted, after which the circuit is encapsulated in plastic metal. Fourth generation computers are 50 times faster than third-generation computers and can complete approximately 1.000.000 instructions per second.

What is a Computer?

A computer is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores. The switches, like the cores, are capable of being in one of two possible states, that is, on or off; magnetized.

The machine is capable of storing and manipulating numbers, letters and characters.

The basic idea of a computer is that we can make the machine do what we want by inputting signals that turn certain switches on and turn others off, or that magnetize or do not magnetize the cores.

The basic job of computers is the processing of information. For this reason, computers can be defined as devices which accept information in the form of instructions called a program and characters called data performing mathematical and logical operations on the information, and then supply results of these operations.

The program or a part of it, which tells the computers what to do and the data, which provide the information needed to solve the problem, are kept inside the computer in a place called memory.

Computers are thought to have many remarkable powers. Most computers, whether large or small have three basic capabilities.

First, computers have circuits for performing arithmetical operations, such as: addition, subtraction, division, multiplication and exponentiation. Second, computers have means of communicating with the user. If we couldn't feed information in and get results back these machine wouldn't be of much use.

However, certain computers (commonly minicomputers and microcomputers) are used to control directly things such as robots, aircraft navigation systems, medical instruments, etc. Some of the most common methods of inputting

information are to use terminals, diskettes, disks and magnetic tapes.

The computer's input device (which might be a disk drive depending on the medium used in inputting information) reads the information into the computer. For outputting information, two common devices are used a printer which prints the new information on paper, or a cathode-raytube (CRT) display screen which shows the results on a TV-like a screen. Third, computers have circuits which can make decisions. The kinds of decisions which computer circuits can make are not of the type: 'Who would win a war between two countries?' or 'Who is the richest person in the world?' Unfortunately, the computer can only decide three things, namely: 'Is one number use more often than another?' 'Are two numbers equal?' and, 'Is one number greater than another?'

A computer can solve a series of problems and make hundreds even thousands of logical operations without becoming tired or bored. It can find the solution to a problem in a fraction that it takes a human being to do the job. A computer can replace people in dull routine, but it has no originality, it works according to the instructions given to it and cannot exercise value judgements.

There are times when a computer seems to operate like a mechanical «brain», but its achievement are limited by the minds of human beings. A computer cannot do anything unless a person tells it what to do and gives the appropriate information, but because of electric pulses can move at the speed of light, a computer can carry out vast numbers of arithmetical-logical operations almost instantaneously.

A person can do the same, but in many cases that person would be deal long before the job was finished.

Computer Applications

Many people have or will have had some experience of 'conversing' with computers. They may have their own micro-computer, they may use a terminal from the main company at work or they may have a television set with a view data facility. Those who do not have this experience may observe the staff at, for example, an airline check-in or a local bank branch office sitting at their desks, pressing keys on a typewriter like a keyboard and reading information presented on a television type screen. In such a situation the check-in clerk or the branch cashier is using the computer to obtain information (e.g. to find out if a seat is booked) or to amend information (e.g. to change a customer's name and address).

The word computer conjures up different images and thoughts in people's mind depending upon their experiences. Some view computers as powerful, intelligent machines that can maintain a 'big brother' watch over everyone. Others are staggered and fascinated by the marvels achieved by the space programs of the superpowers, where computers play an important part.

Numerous factories use computers to control machines that make products. A computer turns the machines on and off and adjusts their operations when necessary. Without computers, it would be impossible for engineers to perform the enormous number of calculations needed to solve many advanced technological problems. Computers help in the building of spacecraft, and they assist flight engineers in launching, controlling and tracking the vehicles. Computers also are used to develop equipment for exploring the moon and planets. They enable architectural and civil engineers to design complicated bridges and other structures with relative ease.

Computers have been of tremendous help to researchers in the biological, physical and social sciences. Chemists and physicists rely on computers to control and check sensitive laboratory instruments and to analyze experimental data. Astronomers use computers to guide telescopes and to process photographic

images of planets and other objects in space.

Computers can be used to compose music, write poems and produce drawings and paintings. A work generated by a computer may resemble that of a certain artist in birth style and form, or it may appear abstract or random. Computers are also used in the study of the fine arts, particularly, literature. They have also been programmed to help scholars identify paintings and sculptures from ancient civilizations.

But computers do not have intelligence in the way humans do. They cannot think for themselves. What they are good at is carrying out arithmetical operations and making logical decisions at phenomenally fast speed. But they only do what humans program gives them to do.

Apart from the speed at which computers execute instruction, two developments in particular have contributed to the growth in the use of computers – efficient storage of large amounts of data and diminishing cost. Today, computers can store huge amount of information on magnetic media and any item of this information can be obtained in a few milliseconds and displayed or printed for the user.

Kinds of Computers

All computer systems, regardless of their size, have the same four hardware components:

1. A processor or CPU, where the data input is processed according to the program.
2. Input/output devices or peripherals such as the keyboard and printer, which receive data from people and enter it into the computer for processing, then send it back to people so it can be used.
3. Storage components such as disk drives or tape drives keep data for later use.
4. Routing and control components, which direct the instructions and/or data from one component to the next making sure each does its task properly.

Computers are generally classified as general-purpose or special purpose machine. A general-purpose computer is one used for a variety of tasks without the need to modify or change it as the tasks change. A common example is a computer used in business that runs many different application.

A special-purpose computer is designed and used solely for one application. The machine may need to be redesigned and certainly reprogrammed, if, it is to perform another task. Special-purpose computers can be used in a factory to monitor a manufacturing process; in research to monitor seismological, meteorological and other natural occurrences; and in the office.

So all computers have in common, but certain computers differ from one another. These differences often have to do with the way a particular computer is used. That is why we can say there are different types of computers that are suited for different kinds of work or problem solving.

Personal computer is a computer system that fits on a desktop, that an individual can afford to buy for personal use, and that is intended for a single use.

Personal computers include desktops, laptops and workstation. Each type of a personal computer shares many characteristics in common with its counterparts, but people use them in different ways.

The Desktop Personal computer is a computer that:

- fits on a desktop
- is designed for a single user
- is affordable for an individual to buy for personal use.

Desktop personal computers are used for education, running a small business, or in large corporation, to help office workers be more productive. There are some common desktop personal computers:

- The IBM PC and PC-compatible
- The Compaq Deskpro 386
- The IBM PS/2
- The Apple Macintosh

The Laptop Personal Computer is a computer that people can take with them, laptop is used by a single individual but can be used in many different places, it is not confined by its size or weight to a desktop. It has the same components as a desktop machine but in most cases the monitor is built in. The printer is usually separate.

Laptops fall into the same general categories as desktop personal computers:

- PC-compatibles
- IBM PC/2
- Apple Macintosh portable

Managers and employees who travel frequently use laptops to keep in touch with their office. Sales representatives keep company information on their laptops to show prospective clients, and send electronic orders into the company computers. Writers use laptops so they can work on their manuscript no matter where they are.

There are many portables available today, some weigh as much as 15 pounds, while others weigh as little as 3 pounds. There are laptops so small they fit in the palm of your hand. There are laptops that fit in a briefcase, called notebook computers.

The Workstation is a computer that fits on a desktop, but is more powerful than a desktop computer. The workstation has a more powerful microprocessor, is able to service more than one user, has an easy to use interface and is capable of multitasking. While these three characteristics used to be unique to workstation, they are being adapted to the more powerful 386 and 486 personal computers over time.

Workstations are designed for three major tasks: scientific and engineering, office automation and education.

The Minicomputer, or mini, is a versatile special or general-purpose computer designed so that many people can use it at the same time. Minis operate in ordinary indoor environments; some require air conditioning while others do not. Minis also can operate in less hospitable places such as on ships and planes.

Like all computers, the minicomputer is designed as a system. CPUs, terminals, printers and storage devices can be purchased separately. Mini systems are more mobile, easier to set up and install. A minicomputer system combined with specialized equipment and peripherals is designed to perform a specific task. A popular minicomputer is the Digital VAX Computer.

Mainframe is the largest general-purpose computer. It is designed to be used by hundreds even thousands of people. A mainframe uses the same basic building blocks of a computer system: the CPU, various I/O devices and external memory.

Most mainframe computers are general-purpose machines. In 1964 introduced the System/360 mainframe computer. It became the most popular mainframe in the computer history.

A Supercomputer is a very fast special-purpose computer designed to perform highly sophisticated or complex scientific calculations. For example calculating a prime number (one that is divisible only by 1 and itself), or the distance between planets. But computers permit turning many other problems into numbers, such as molecular modeling, geographic modeling and image processing.

Cray is a leading supercomputer maker, with IBM and Fujitsu as major competitors.

A Cray X-MP Supercomputer was used to help to make a movie called 'The

last starfighter' Computer animation isn't new but using the X-MP added a whole new dimension of sophistication. Its most remarkable accomplishment was creating the entire bridge of the alien's starship, complete with animated aliens walking around next to real actors. Because the Cray could process the image in incredibly fine detail, the average viewer would think it looked absolutely real. The X-MP allowed animators to make illusion as convincing as reality itself.

It is interesting to know that ...

PCs and PC-compatibles are used in organization of all sizes. PCs are an office time saver, allowing the staff to write press releases and legislative testimony, performs accounting tasks, and prepares mailing lists more quickly. It is also paves the way for organization to complete more effectively with other public interest groups. Today, over 80 percent of Public Citizen's employees use PC-compatibles. Word processing has replaced typewriters, hard disk drive storage has reduced the amount of paper kept in filing cabinets, and laser printing has cut their outside printing costs dramatically.

Banks have traditionally used the latest computer technology to automate their own operations, but First Banks for Business found a way to use personal computers to improve customer service. In the past, when a customer wanted to cash a check, the signature card had to be compared to verify identity. That meant looking through a card file or containing central book-keeping, which could take as long as 30 minutes.

Now Banks for Business installed PC-2s with special graphics capabilities and software called Signet to perform the task. When the letters retrieve customer account information from the computer, they see the authorized signatures appear right on the screen. The system also tells them what other signatories are permitted on the account or if two signatures are required to cash a check. The banks say the main reason customers change banks is due to bad service. Using the powerful PS-2s signet, they can cash a customer's check in a minute or less.

People use laptops for many of the same tasks that they use desktops and more.

Astrophysicists use Sun Microsystems workstations for their engineering work. They routinely sketch graphs and diagrams on the screen using computer-aided drafting software, as well as sophisticated calculation software to test mathematical equations. They also exchange ideas and information with each other in electronic messages. One project they have worked on in cooperation with NASA is the Advanced X-Ray Astrophysic Facility. It is an observatory in space that will measure cosmic Xrays, which are invisible an earth. The astrophysicists hope that the information provided will help them understand better how the universe was formed and what is eventual fate will be.

The Sun workstation performed an additionally important task: helping gather visual and textual information into a comprehensive report for NASA to explain how an X-ray telescope would function abroad the observatory. Using electronic publishing software, they combined graphics screens, mathematical equations, and textual explanations into a document that took just six hours to prepare. Previously, it would have taken two days.

Input and Output Devices

A peripheral is a device performs input, output or storage functions and is connected to CPU. In order for the computer to be of use to us, there must be some types of mechanism for entering data into the computer for processing. Devices which allow the task of data entry to be performed are called input devices.

Input we use to perform the two basic computational tasks: data entry and issuing commands. The most widely used input device is the keyboard, which was

adapted from the typewriter. The keyboard is the standard mean for the user to input data into the computer. Unfortunately, it is not a very satisfactory means of input because most people have little or no knowledge of the layout of a typewriter keyboard.

The keyboard itself doesn't contain any mechanism for creating printed pages. Each time a key on the keyboard is pressed, an electronic signal is sent to the system unit indicating which key was pressed. The system unit and the software interpret this signal and take the appropriate action.

Some keys are added to terminal keyboards to fulfill special functions. The most important of these is the RETURN or ENTRY key. This is pressed by the user to indicate to the computer, by the sending of a special code, that the typed line is complete and that the computer can now analyze it. Other keys that may be present include a delete key which when pressed deletes the character just typed, special function keys that can be used for special purpose by different programs and one marked CONTROL or CTRL which also has a particular function when used with other keys. Some keyboards may also have a numeric keypad to the right of the typewriter keyboard. This may be of help when entering numeric data.

There are three keyboard layouts. The first is the standard IBM-PC keyboard. The central portion of the keyboard consists of the alphanumeric keys, that there are ten function keys (labeled F1 – F10) on the top side of the keyboard, and there is a numeric keypad, much like that found on a calculator, on the right side of the keyboard.

The function keys are keys which send special signals to the system unit. The effect of pressing a given function key will depend on the software which is currently in use.

The numeric keypad is useful when numeric data must be entered into the computer. The numeric keypad serves two roles. The 1st role is the digits, decimal points and addition and subtraction signs are active. The 2nd role is the key of the keypad are used to control the small blinking box or line on the screen which shows the user where the next typed character will be displayed. This line is known as the cursor. The cursor control keys are the arrows (left, right, up and down), PgUp, PgDn, Insert and Delete. But there are several types of pointing device that are used to move the cursor and usually work in conjunction with the keyboard. The most common pointing device is the mouse, so called because it slides over the desktop and has a wire or 'tail' attached to the computer.

So a mouse is a hand-held device with a small rotating ball embedded in the bottom. The mouse is an opto-mechanical input device. It has three or two buttons which control the cursor movement across the screen. Each software program uses those buttons differently. The Mouse's primary functions are to help users to draw, point and select images on the computer display by moving the mouse across the screen. In general software programs require to press one or more buttons, sometimes keeping them depressed or double-click them to issue changed in commands and to draw or to erase images.

The Mouse slopes gently towards the front, so fingers rest comfortably on the three (or two) buttons which respond easily, and click when pressed. Especially this feature is helpful when user must «double-click» the buttons to activate commands. Hardware installation is required to utilize the mouse.

Another pointing device is a trackball, which performs like a stationary upside-down mouse. A joystick is another pointing device, one that is usually associated with playing computer games. A light-pen is used to draw, write or issue commands when it touches the specially designed monitor or screen. It is a pen-shaped device connected by a cable to the terminal and a thin beam of light shines from the end.

When the pen is pressed on the screen, the co-ordinates of the point are fed to the computer.

A scanner permits entering text into a computer. There are flat-bed scanners and hand-held scanners.

Perhaps the easiest way to enter data into a computer is by speaking, called Voice Recognition. Source data input refers to data fed directly into the computer without human intervention.

If the result of the processing is to be any use to us, the system unit must somehow convey these results to us. Devices which are used for this purpose are called output devices. Today, most outputs are visual in nature, produced by two devices: a video display screen monitor or a printer. Most computer outputs come in two forms: text and graphics. A monitor may be referred to as a cathode Ray Tube (CRT) – a vacuum tube such as the picture tube on a television set – that is used to generate the display on most monitors. Portable computers usually rely on other, less bulky, technologies, such as liquid crystal diode (LCD) or gas plasma displays. Each monitor has either a color or a monochrome display and has varying degrees of picture sharpness. The sharpness or resolution of a video display is often stated in term of the number individual dots which can be displayed on the screen. These individual dots are called pixels (picture elements). The typical display will allow 25 rows and 80 columns of textual material.

Printers are output devices which produce hardcopy. Printers come in all kinds of shapes and sizes, with varying capabilities and mechanisms for printing. The important thing is the user must be sure that the printer is appropriate to the type of output that he wishes to produce. There are three main types of printers: a dot-matrix printer, a letter quality printer and a laser printer.

A dot-matrix printer produced output by having small pins strike a ribbon, producing a pattern of dots on the paper. A letter quality printer uses the same technology as a typewriter, with type holding the reserved images of fully formed characters striking the ribbon. Dot matrix printers can also produce both characters and graphics by building a pattern of dots.

A laser printer provides high-quality non-impact printing and offers the highest quality texts and graphics printing for the desktop. A laser printer is like a dot-matrix printer is produced by generating patterns of dots; this is done electronically, so that the pattern can be extremely fine, making the individual dots indistinguishable to the naked eye.

A letter quality printer is unable to produce both characters and graphics by building a pattern of dots, because a dot pattern is not used to produce characters. A letter quality printer allows the production of documents with a high quality of printing at a relatively low cost.

There are another types of printers. Inkjet printers transfer characters and images to paper by spraying a fine jet of ink. Like lasers, they are able to print many different types of fonts and graphics.

Other printers include plotters, that use colored pens for scientific and engineering drawing and thermal printers that use heat to form a nonimpact image on paper.

Computer output can also be sent to another machine, device or computer. Computer output task involved micrographics. Micrographics is a way to store output on a film. Output is sent to a special machine that reduces its size and records it 10 to 20 times faster than printing.

There are two methods of storing and accessing instructions or data in auxiliary storage. One is direct access and the other is sequential access.

Direct access, called random access, means the data is stored in a particular

memory location. Direct access storage devices or DASD are magnetic disk drives use for auxiliary storage. There are two types of DASD: floppy disks and hard disks. Floppy disks are divided into two sizes of portable magnetic disks, which are commonly in use. The first of these is the 5.25 floppy disk. The second of these is the 3.5 floppy disk. Both these disks are called diskettes, because the disk material itself is a strong, flexible (floppy) plastic. The 5.25 disk has a heavy, but flexible, plastic envelope that protects the actual disk. The 3.5 disk has a rigid plastic casing to protect the disk.

The capacity of disks is determined by the density with which the metallic particles are placed on the disk; so the capacity of a disk is expressed in terms of this density. A 5.25 double density disk can hold approximately 360K bytes, a 5.25 high density disk can hold 1.2 megabytes. A 3.5 double density disk can hold 720K bytes, a 3.5 high density disk can hold 1.44 megabytes.

Hard disks operate in a similar fashion to floppy disks, but the disk itself is made from a rigid material – often aluminum. In most personal computers the hard disk and the hard disk drive are single unit that is permanently installed. The hard disk is a sealed unit manufactured to fine tolerance, it can operate at higher speed and store more data and information than floppy disk systems. A common size for a hard disk is 40 megabytes, which can hold as much data as over double density 5.25 floppies.

On disk type storage, data is magnetically laid out in tracks and sectors. Tracks are concentric circles on which data is recorded. Sectors are pie-shaped wedges that compartmentalize the data into the addresses for the head to locate. Multiple head disks drives organize tracks into cylinders, a vertical stack of tracks that make it easier for the head to locate the data.

3.4 Домашняя контрольная работа

ОК 02 Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности

ОК 04 Эффективно взаимодействовать и работать в коллективе и команде.

ОК 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения

ОК 09 Пользоваться профессиональной документацией на государственном и иностранном языках

3.4.1 Типовая домашняя контрольная работа по английскому языку

Номер задания	Текст задания
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4.	<p>Запомните следующие слова и словосочетания и составьте с любыми из них 5 предложений.</p> <table border="1" data-bbox="448 259 1401 869"> <tr> <td>curriculum</td> <td>учебный план, программа обучения</td> </tr> <tr> <td>visual aids</td> <td>наглядные пособия</td> </tr> <tr> <td>workshops</td> <td>мастерские</td> </tr> <tr> <td>tutorial</td> <td>консультация</td> </tr> <tr> <td>definition</td> <td>определение</td> </tr> <tr> <td>to provide</td> <td>обеспечивать</td> </tr> <tr> <td>skill</td> <td>навык, умение</td> </tr> <tr> <td>tutorial</td> <td>консультация</td> </tr> <tr> <td>to invent</td> <td>изобретать</td> </tr> <tr> <td>to record</td> <td>записывать</td> </tr> <tr> <td>make a mistake</td> <td>сделать ошибку</td> </tr> <tr> <td>to predict</td> <td>предсказывать</td> </tr> <tr> <td>research</td> <td>исследование</td> </tr> <tr> <td>graduate</td> <td>выпускник</td> </tr> <tr> <td>entrance examination</td> <td>вступительные экзамены</td> </tr> </table>	curriculum	учебный план, программа обучения	visual aids	наглядные пособия	workshops	мастерские	tutorial	консультация	definition	определение	to provide	обеспечивать	skill	навык, умение	tutorial	консультация	to invent	изобретать	to record	записывать	make a mistake	сделать ошибку	to predict	предсказывать	research	исследование	graduate	выпускник	entrance examination	вступительные экзамены
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5.	<p>Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки</p> <table border="1" data-bbox="582 981 1267 1285"> <tr> <td>1. to bring</td> <td>A. beforehand</td> </tr> <tr> <td>2. to receive</td> <td>B. all in all</td> </tr> <tr> <td>3. to allow</td> <td>C. to perform</td> </tr> <tr> <td>4. to aid</td> <td>D. to permit</td> </tr> <tr> <td>5. in advance</td> <td>E. to assist</td> </tr> <tr> <td>6. to execute</td> <td>F. to accept</td> </tr> <tr> <td>7. in total</td> <td>G. error</td> </tr> <tr> <td>8. mistake,</td> <td>H. to fetch</td> </tr> </table>	1. to bring	A. beforehand	2. to receive	B. all in all	3. to allow	C. to perform	4. to aid	D. to permit	5. in advance	E. to assist	6. to execute	F. to accept	7. in total	G. error	8. mistake,	H. to fetch														
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6.	<p>Подберите слова, имеющие схожее значение.</p> <table data-bbox="485 1397 1059 1688"> <tr> <td>1.To vary</td> <td>a. Income</td> </tr> <tr> <td>2.Profit</td> <td>b. Vital</td> </tr> <tr> <td>3.To contain</td> <td>c. To reduce</td> </tr> <tr> <td>4.To decrease</td> <td>d. To alter</td> </tr> <tr> <td>5.Important</td> <td>e. To include</td> </tr> <tr> <td>6.To design</td> <td>f. To create</td> </tr> <tr> <td>7.To refer</td> <td>g. Group</td> </tr> <tr> <td>8.Set</td> <td>h. To elate</td> </tr> </table>	1.To vary	a. Income	2.Profit	b. Vital	3.To contain	c. To reduce	4.To decrease	d. To alter	5.Important	e. To include	6.To design	f. To create	7.To refer	g. Group	8.Set	h. To elate														
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7.	<p>Дополните текст следующими словами: mark, cut, edit, copy, save, paste, delete</p> <p>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</p>																														

	<p>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!</p>
8.	<p><i>Прочитайте и переведите текст. Выполните задания</i> <i>The Central Processing Unit and Arithmetical Logical Unit (CPU and ALU)</i></p> <p>It is common practice in computer science for the words ‘computer’ and ‘processor’ to be used interchangeably. More precisely, ‘computer’ refers to the central processing unit (CPU) together with an internal memory. The internal memory, control and processing components make up the heart of the computer system. Manufactures design the CPU to control and carry out basic instructions for their particular computer.</p> <p>In digital computers the CPU can be divided into two functional units called the control unit (CU) and the arithmetical-logical unit (ALU). These two units are made up of electronic circuits with millions of switches that can be one of two states, either on or off.</p> <p>The function of the control unit within the central processor is to transmit coordinating control signals and commands. The control unit is that portion of the computer that directs the sequence or step-by-step operation of the system, selects instructions and data from memory, interprets the program instructions, and controls the flow between main storage and the arithmetical-logical unit.</p> <p>A control unit has the following components:</p> <ol style="list-style-type: none"> a) a counter that selects the instructions, one at a time, from the memory; b) a register that temporarily holds the instruction read from memory while it is being executed; c) a decoder that takes the called instruction and breaks it down into individual commands necessary to carry it out; d) a clock, which while not a clock in the sense of a time-keeping device, does produce marks at regular intervals. <p>This timing marks are electronic and very rapid.</p> <p>The arithmetical-logical unit (ALU) is that portion of the computer in which the arithmetical operations, namely, addition, subtraction, multiplication, division and exponentiation, called for in the instructions are performed.</p> <p>Programs and the data on which the control unit and the ALU operate, must be in internal memory in order to be processed. Thus, if located on secondary memory devices such as disks or tapes, programs and data are first loaded into internal memory.</p> <p>The primary components of the ALU are banks of bistable devices, which are called register. Their purpose is to hold the numbers involved in the calculation and hold the result temporarily unit they can be transferred to memory.</p> <p>At the core of the arithmetical-logical unit is a very high-speed binary adder, which is used to carry out at last the four basic arithmetical functions (addition, subtraction, multiplication and division).</p> <p>Typical modern computers can perform as many as one hundred thousand additions of pairs of thirty-two binary numbers within a second.</p> <p>The logical unit consists of electronic circuitry, which compares information and makes decisions based upon the result of the comparison. The decisions that can be made are whether a number is greater than, equal to, or less than another number.</p>
9	<p>Find English equivalents in the text:</p> <ol style="list-style-type: none"> 1. более точно 2. внутренняя память

	<ul style="list-style-type: none"> 3. управлять и обрабатывать 4. сердце компьютерной системы 5. выполнять основные инструкции 6. миллионы переключателей 7. передавать контрольные сигналы 8. часть компьютера 9. счетчик, который выбирает инструкции 10. временно удерживать 11. переделывать (переводить) инструкции в индивидуальные команды 12. устройство, которое показывает время 13. возведение в степень 14. загружать 15. сравнение
10	<p>Fill in the blanks necessary words and prepositions:</p> <ul style="list-style-type: none"> 1. More precisely, 'computer' refers the central processing unit. 2. The CPU can also information from memory and can the result of manipulations back into unit later reference. 3. The control unit is that portion of the computer that the sequence operations of the system, selects and data memory and controls the flow main storage and the ALU. 4. Programs and the data on which the control unit and the ALU operate, must be in to be processed. 5. At the core of the arithmetical-logical unit is a very high-speed. 6. Modern computers can more than one hundred thousand additions thirty-two bits within a second. 7. It is common practice in computer science the words 'computer' and 'processor' to be used.
11.	<p>Answer the following questions:</p> <ul style="list-style-type: none"> 1. Where does the word 'computer' refer to? 2. How can the CPU in digital computers be divided? 3. What is the function of the control unit? 4. What components has a control unit? 5. What is the arithmetical-logical unit? 6. Where are programs and data first loaded? 7. What are the primary components of the ALU? 8. What can modern computers perform?
12.	<p>Выполните тест.</p> <ul style="list-style-type: none"> 1.....it cold in England every winter? - No, it ...very cold and rainy this winter. a. was, is b. was, was c. is, is d. is, was 2. It was an interesting film, ...? a. isn't it b. wasn't it c. doesn't it d. didn't it 3. Theystay with their grandmother next August, ...not they? a. will, won't b. won't, won't c will, will 4. He is responsible for a social programme, ...? a. isn't it b. isn't he c. doesn't it d. didn't it 5. Who..... a dog at home? – John and Mary ...a white poodle. a. have, has b. has, have c. have, have d. has, has 6. She ... some problems with her parents. a. has b. am having c. have 7. How many aunts and uncles ...? a. have you b. do you have c. are you having 8.it rain much in New York in spring? - Yes, it....

	<p>a. is, does b. does, do c. do, do d. does, does</p> <p>9.students.....two classes of English every week? a. does, has b. do, have c. do, has d. are, having</p> <p>10. He knows this businessman, doesn't he? -, he does. a.yes b.no</p>
13.	<p>Выберите один правильный вариант ответа.</p> <p>1. He is....than his brother. a) successful b) as successful c) more successful d) most successful</p> <p>2. This meal is...the one we had here last week. a) not so good as b) good as c) not as good d) not good as</p> <p>3. That was...book I've ever read. a) the worser b) the worse c) the worstest d) the worst</p> <p>4. The Pluto is... of all the planets. a) the coldest b) the most cold c) colder d) more colder</p> <p>5. It is very...to do this test. a) easy b) easier c) easily d) more easily</p> <p>6. Prices are rising....and higher. a) as high b) highest c) highly d) higher</p> <p>7. Go to the library if you need...information. a) farther b) further c) the furthest d) far</p> <p>8. Let's go by train. It's much.... a) cheap b) cheaper c) the d) cheapest</p> <p>9. Jack... my younger brother. a) - b) is c) are d) be</p> <p>10. everybody here? a) are b) were c) is d) -</p> <p>11. That day.... one of the happiest in my life. a) is b) are c) were d) was</p> <p>12. I promise I.....a good student! a) am b) will am c) will d) will be</p> <p>13. My parents....always together. a) - b) are c) is d) am</p> <p>14 It's Sunday today,.... it? a) is b) does c) doesn't d) isn't</p> <p>15. There.... many mistakes in the last test. a) are b) were c) was d) is</p> <p>16. your father have a Ford Focus? a) is b) does c) - d) was</p> <p>17. What day..... tomorrow? a) is b) are c) will d) will be</p> <p>18. My friend ...a very good library. a) have b) have got c) has d) had</p> <p>19. There.... a big party every weekend at "Night Flight". a) are b) - c) were d) is</p> <p>20. I..... any other way at that moment. a) haven't got b) didn't have c) hadn't d) hadn't got</p>

3.5 Тесты (Банк тестовых заданий к дифзачету)

ОК 02 Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности

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ОК 09 Пользоваться профессиональной документацией на государственном и иностранном языках

3.5.1 Типовые тестовые задания по английскому языку (3-й семестр)

№ задания	Тестовое задание	Правильный ответ
14	Тест №1	
	1. Выберите правильный вариант предлога: She has been waiting ... the bus for two hours. A) up B) for C) on	b
	2. Выберите правильный вариант местоимения: Is there ----- at home? A) somebody B) anybody C) nobody	b
	3. Употребите нужную форму глагола to be There ... not much furniture in this room. A) is B) are C) am	a
	4. Употребите нужную форму сравнения прилагательных: This summer was ----- summer of the decade. A) the hottest B) hot C) hotter	a
	5. Подберите нужную форму смыслового глагола: When _____ you last _____ tennis? A) did/play B) do/play C) did/played	a
	6. Назовите глагол to see в Past Simple: A) see B) saw C) sees	b
	7. Употребите нужную форму артикля: My mother likes ----- coffee, and I like ----- milk. A) a B) the C) –	c
	8. Выберите тот вариант ответа, который считаете правильным. I don't know these girls. Do you know? A) them B) they C) their	a
	9. Составьте вопрос в Present Perfect: _____ you ever _____ Mexican food? A) Have / eat	c

	B) Have / ate C) Have / eaten	
	10.Подберите нужную форму смыслового глагола Anna and Kate _____ to the cinema last Sunday. A) didn't went B) don't go C) didn't go	c
	11. Выберите английские эквиваленты для предложений: Как поживают ваши родители? A) Are your parents well? B) Where are your parents? C) How are your parents?	c
	12.Выберите правильный вариант второй части разделительного вопроса: My cat has not kittens, -----? A) isn't B) hasn't it C) has it D) does it	c
	13. Выберите тот вариант ответа, который считаете правильным: invited her to stay with us in our house. A) us B) our C) we	c
	14. Исключите «лишнее» слово : A) Softwear B) hardware C) warm wea	c
	15.Выберите правильную форму числительного: On the ----- of September all children in Russia go to school. A) one B) second C) first	c
15	Тест № 2.Выберите правильный ответ	
	1.Give me ... cigarette. a) a b) the c) -	a
	2. Yesterday I found ... wallet in the street a) a b) the c) -	a
	3. Look out of ... window! What is going on outside? a) a b) the c) -	b
	4. What is ... longest river in the world? a) a b) the c) -	b
	5 ... apple a day keeps the doctor away. (Proverb)	a

	<p>a) An b) The c) -</p>	
	<p>6. I love ... oranges. a) a b) the c) -</p>	c
	<p>7. There is a red pen on the table. Give me ... pen. a) a b) the c) -</p>	b
	<p>8. I am going to ... countryside tomorrow. a) a b) the c) -</p>	b
	<p>9. Would you like ... cup of coffee? a) a b) the c) -</p>	a
	<p>10. Where is ... Everest situated? a) a b) the c) -</p>	c
	<p>11. Jane is ... tallest girl in our class. a) a b) the c) -</p>	b
	<p>12. Marilyn Monroe was ... actress. a) an b) the c) -</p>	a
	<p>13. ... British Isles comprise a lot of small islands. a) A b) The c) -</p>	b
	<p>14. Moscow is ... capital of Russia. a) a b) the c) -</p>	b
	<p>15. Suddenly we saw ... house over there. a) a b) the c) -</p>	a
	<p>16. ... tigers are wild animals. a) A b) The c) -</p>	c
	<p>17. It is 5 o'clock in ... morning. a) a b) the c) -</p>	b
	<p>18. This table is made of ... wood.</p>	c

	a) a b) the c) -	
	19. ... early bird catches the worm. (Proverb) a) An b) The c) -	b
	20. Nick's brother is ... writer. a) a b) the c) -	a
16	Тест № 3. Выберите правильный вариант ответа	
	1. Our two ... are crying all the time. a) babies b) babys c) babyes	a
	2. No news ... good news. a) is b) are c) -	a
	3. ... usually fly not very high. a) flyes b) flys c) flies	c
	4. These potatoes weigh five a) kiloes b) kilos c) kilo	b
	5. I don't like going by car. If I have a chance, I always go on a) foot b) feet c) foots	a
	6. What do you need these ... for? a) boxs b) boxes c) boxe	b
	7. My new Swiss watch ... 3 minutes slow. a) is b) are c) -	a
	8. Those were the happiest days of our a) lifes b) lives c) lifees	b
	9. Leaves usually ... trees in autumn. a) leaf b) leave c) leafs d) leaves	b
	10. Rock music of the 1970s is an extremely interesting cultural a) phenomen	c

	b) phenomena c) phenomenon	
	11. Big ... don't cry. a) boys b) boyes c) boye	a
	12. I prefer natural ... when I want to change my hair style. a) dies b) dyes c) dys	b
	13. It is rather dangerous to walk on ... after the rain. a) roofs b) roofes c) rooves	a
	14. Dentists recommend using ... twice a day: in the morning and in the evening. a) tooth`s paste b) toothpaste c) teethpaste	b
	15. ... are flowers of life. a) Childs b) Children c) Childrens	b
	16. The naughty kid likes throwing rotten ... at passers-by. a) tomatos b) tomatoes c) tomatoe	b
	17. 50 ... of oil leaked out of the tanker into the sea. a) Tones b) Tons c) Tonns	b
	18. There is no piano in the ... a) bushes b) bushs c) bushy	a
	19. ... in our house are so annoying. We definitely need a cat. a) Mouses b) Mices c) Mice	c
	20. My little son is afraid of grey ... (волчков) that come at night. a) wolfys b) wolvies c) wolves	c
17	Тест № 4. Выберите правильный вариант ответа.	
	1) Kate is ... than Ann. a) beautiful b) beautifuler c) more beautiful	c
	2) Monkeys are ... than cats. a) funny b) funnier c) more funnier	b

	3) Who is the ... pupil in your class? a) good b) goodest c) best	c
	4) Tom is the ... pupil in the class. a) bad b) worst c) baddest	b
	5) This is a very ... story. a) good b) gooder c) better	a
	6) Summer is ... than autumn. a) good b) gooder c) better	c
	7) Mrs Smith is the ... teacher. a) best b) badder c) worse	a
	8) Is Tom ... than his brother? a) clever b) cleverer c) more cleverer	b
	9) This test is the a) difficulties b) most difficult c) difficult	b
	10) This street is ... than that street. a) noisier b) more noisier c) noisiest	a
	11) Who is the ... runner in the class? a) best b) goodest c) most good	a
	12) Are frogs ... than snakes. a) more ugly b) uglier c) ugly	b
	13) The car is ... than the bike. a) better b) badder c) gooder	a
	14) This film is ... than that film. a) interestinger b) more interesting c) interesting	b
	15) Bob is ... than Tom. a) healthy b) more healthy c) healthier	c

	16) This story is ... than that story. a) worse b) badder c) worst	a
	17) Rats are ... than mice. a) biggerer b) bigger c) more bigger	b
	18) Ann is than Jane. a) politer b) polite c) more polite	a
	19) This street is the ... in the city. a) widest b) widerest c) wider	a
	20) July is ... than May. a) nice b) nicerer c) nicer	c
18	Тест №5. Выберите правильный вариант ответа	
	1.145 _____ live in the Russian Federation. a) millions people b) million of people c) million people	d
	2. _____ are starving in the world today. a) Thousands people b) Thousands of people c) Thousand of people	b
	3.You are _____ who asks me this stupid question. a) fifth b) the fifth c) five	c
	4.Two _____ of my income I spend on my pet's food. a) twelve b) twelfth c) twelves	d
	5.Every _____ person in our company is not satisfied with his salary. a) three b) the third c) third	c
	6.Ok! See you on _____ of April. a) the twentyth-seventh b) twenty-seven c) the twenty-seventh	c
	7.It is _____ hit. I like such songs. a) his the third b) his third c) the third his	b
	8. _____ of the territory is covered with ice. a) one thirds	b

	<p>b) one third c) one thirdth</p>	
	<p>9.This bouquet costs _____ dollars! a) two hundreds b) two hundred c) two hundred of</p>	b
	<p>10.Two thirds of my work _____ dedicated to the theory of the subject. a) are b) is c) am</p>	a
	<p>11.Two _____ two is four. a) on b) to c) by</p>	c
	<p>12.I need _____ of your annual turnover. a) three-nineths b) three-ninths c) three-nine</p>	b
	<p>13.So, this will be two _____ five. a) point b) comma c) dot</p>	a
	<p>14._____ can save the situation. a) ten percent b) ten percents c) ten percentsth</p>	a
	<p>15.A fortnight means _____ weeks. a) two b) three c) four</p>	a
	<p>16._____ we need to think this problem over. a) the first of all b) first of all c) all</p>	b
	<p>17.Have you ever experienced love _____ ? a) first sight b) at the first sight c) at first sight</p>	c
	<p>18.The length of this avenue is 5 kilometers _____ four hundred _____ fifty meters. a) and ... and b) and ... c) ... and</p>	c
	<p>19.I wonder what the world will be at the end of _____ century? a) twenty one b) the twentieth-first c) the twenty-first</p>	c
	<p>20.Personally, I prefer music of _____ . a) nineteen seventys b) the nineteen seventies c) the nineteen seventeens</p>	b

Прочитайте текст и выполните задание**Computer Memory**

Software gives instructions that tell computers what to do. There are two kinds of software. The first is System Software and includes programs that run the computer system or that aid programmers in performing their work. The second kind of software is Application Software, which directs the computer to perform specific tasks that often involve the user.

Memory is the general term used to describe a computer system's storage facilities. Memory's job is to store the instruction or programs and data in the computer. Memory can be divided into two major categories: 1. main memory, 2 auxiliary storage. Main memory is also called main storage, internal storage or primary storage and is a part of the CPU. Main memory is usually on chips or a circuit board with the other two components of the CPU. RAM for Random Access Memory, is the storage area directly controlled by the computer's CPU. Main Memory assists the control unit and the ALU by serving as a repository for the program being executed and for data as it passes through. RAM or Volatile memory so called because its contents are replaced when new instructions and data are added, or when electrical power to the computer is shut off. RAM is read-write memory, in that it can receive or read data and instructions from other sources such as auxiliary storage.

Another type of memory is ROM or Read Only Memory. ROM holds instructions that can be read by the computer but no written over. ROM is sometimes called firmware because it holds instructions from the firm or manufacturer.

Auxiliary storage, also called auxiliary memory or secondary storage, is memory that supplements main storage. This type of memory is long-term, Nonvolatile Memory. Nonvolatile means that computer is turned off or on.

Fill in the blanks necessary words:

1. gives instructions that tell computers what to do.
2. directs the computer to perform specific tasks that often involve the user.
3. Memory's job is to store
4. can be divided into two main categories.
5. Main memory is usually on
6. is read-write memory.
7. holds instructions that can be read by the computer but no written over.
8. is memory that supplements main storage.
9. means that the computer is turned off or on.

Fill in the prepositions:

1. Memory can store instructions, programs, data the computer.
2. Main memory is usually chips or a circuit board the other two components of the CPU.
3. RAM random access memory is the storage area controlled the computer's CPU.
4. Memory so called because its contents are replaced, when instructions are added or when electrical power is shut
5. ROM holds instructions that can be read, but no written

	<p>Find the synonyms to the following words: a storage device, to perform, to handle, to process, a portion to transmit, to store, a routing</p> <p><i>VI. Find the antonyms to the following words:</i> to take away, to break down, secondary, external old instructions, switch on, short-term</p> <p><i>VII. Which sentences don't correspond to the sense of the text?</i></p> <ol style="list-style-type: none"> 1. CMOS is used in PCs to store information such as the amount of installed memory. 2. Software gives instructions that tell computers what to do. 3. CMOS also contains a wonderful clock with a built-in-alarm, which we don't get to use. 4. The Software as most intangible products is not always capable of being readily evaluated. 5. Volatile memory is replaced when new instructions and data are added. 6. Firmware holds instructions from the firm or manufacturer. 7. CMOS memory is used on IBM compatible machines to store system information that needs to be preserved even when the computer is turned off. <p>Give the definition to the following terms:</p> <table border="0"> <tr> <td>1. software</td> <td>5. RAM</td> </tr> <tr> <td>2. memory</td> <td>6. ROM</td> </tr> <tr> <td>3. main memory</td> <td>7. volatile memory</td> </tr> <tr> <td>4. auxiliary memory</td> <td>8. nonvolatile memory</td> </tr> </table> <p>Answer the questions:</p> <ol style="list-style-type: none"> 1. Does software give instructions that tell computers what to do? 2. How many kinds of software do you know? What are they? 3. When do you use the term 'memory'? 4. What is the job of memory? 5. Can you name two major categories of memory? 	1. software	5. RAM	2. memory	6. ROM	3. main memory	7. volatile memory	4. auxiliary memory	8. nonvolatile memory	
1. software	5. RAM									
2. memory	6. ROM									
3. main memory	7. volatile memory									
4. auxiliary memory	8. nonvolatile memory									
20	<p>Прочитайте текст, переведите его и выполните задания. <i>Application Programs</i></p> <p>An Application Program is a software program that performs a specific function, such as accounting, word processing or drafting. There are some categories of application program to choose from spreadsheet, Database Management, Computer Aided Design (CAD), Communications, Graphic presentations, desktop Publishing, Integrated Programs, Window and Windows – based Programs. Within each category, there are several software programs which have gained industry-wide acceptance.</p> <p>Word processing: is the most common application for a personal computer. Most word processing software programs allow us to create, edit, and save documents, along with changing the position of the text in a document, inserting new information in the middle of the text, or removing words and sections no longer needed. With a typewriter, you would have to re-type the entire document after a few major changes. Given a computer, a document can be stored electronically and retrieved at any time for modification.</p> <p>Examples of word processing programs include: – Word Perfect; –MS-Word; –Multimate; –Wordstar; –Displaywrite; –Word</p>									

for Windows; –Word Perfect for Windows.

Accounting and spreadsheets: One of the primary functions of the first mainframe computers was to store and calculate volumes of financial data for banks and large businesses. Nowadays, a personal computer is capable of handling the accounting and finances of almost any small to medium-sized business. Many different programs are available for plotting financial trends and performing everyday bookkeeping functions. One of the most popular financial tools is called a spreadsheet. An electronic spreadsheet is a software program, which performs mathematical calculations and 'what – if' analysis. Besides replacing your pencil and calculator for solving financial and statistical problems, spreadsheets can display line graphics, bar charts, and scatter plot diagrams. Often accounting and spreadsheet programs are designed to work together, in efforts to provide the financial solution.

Examples of accounting programs include: ACCPAC Simply Accounting, ACCPAC plus, Business Vision Turbo, New Views Accounting, Great Plains, Dac Easy, Peach Tree, Abacus II.

Examples of spreadsheet programs include: Lotus 1-2-3, MS-Excel, Quatro Pro, Supercalc.

Database Management. A database is a simply collection of related information. Some common examples are a phone book, an inventory list, a personal file. A Database Management Software program assists in manipulating and organizing the information in a database. A database application is any task ordinarily handled by a filing cabinet, multiply file folders, or some other information storage system. In a manual system, for example, each drawer in filing cabinet is reserved for a specific purpose, such as maintaining profile sheets on customers. Each profile is written on a standard form and a clerk places the file folder in the drawer. This manual process is identical to a computerized database, where the database software performs the function of the filing clerk. Rather than placing the customer profiles in the filing cabinet drawer, a computerized database stores each profile electronically on a disk.

Some examples of a database management programs: Dbase, R:BASE, Paradox, FoxPro, Q&A, Oracle.

Computer Aided Design. Computers are the perfect tools for creating drawing or architectural plans. Because the drawings can be saved, it is easy to incorporate modifications, design improvements and corrections. Computers are often used on the final process of converting a computer drawing into a physical product. One such example is the manufacturing of electronic circuit boards. First, the electronic circuit drafting program produces the schematic design, then a second program tests the design by simulating the circuit's operation, and finally a third program constructs the circuit board from the design layout.

Computer Aided Design programs are: AutoCAD, TANGO, PCAD, Generic CAD.

Communications: Computers can communicate with each other via regular telephone lines and modems. Communication software programs enable different types of computers to exchange data using a common language. The IBM PC can actually emulate

various types of equipment, around the world, with the help of software. Communication programs are: Smartcom, Kermit, Crosstalk, PC Talk, Pro Comm, PC Anywhere, CloseUp.

Graphic Presentations: There are actually some people, who prefer to look at 14 columns of numbers across several pages for analyzing a business' performance. These people are called accountants. However, most people are visual learners of diagrams, graphs and charts for representing numerical trends. There are a variety of programs for displaying information graphically: –Lotus 1-2-3, Exel, Quatro Pro, Chartmaster, Chart, Harvard Graphics, Micrografix Powerpoint, DrawPerfect.

Desktop Publishing is the process of taking a document and inserting graphics and applying enhanced formatting options. These programs take text from the more common word processor and produce print-shop quality output. Desktop publishing programs are used to create newsletters, brochures, reports, book and other publications.

Desktop publishing programs include: Aldus PageMaker, Ventura Publisher, AMI Professional. Integrated Programs: they unite one or more of the primary computer applications, whether word processing, spreadsheet or database into a single package. These programs allow people to experiment with the major computer applications, while only investing in a single product. The most popular integrated programs are: –MS-Works, Q&A, Eight in one, Symphony, Framework.

Microsoft Windows. Windows is a program, which enhances many aspects of using a microcomputer. It provides a graphical user interface (GUI and pronounced «Gooney») for programs running under the Windows environment. In other words, Windows allows a person to use a mouse and choose special symbols to point at and select desired functions, rather than having to remember commands. As well Windows' products allow a WYSIWYG ('what you see is, what you get') screen display, especially important for word processing and desktop publishing programs.

Here are some examples of Window – based products:

1. Word Perfect for Windows (word processing).
2. MS-Word for Windows (word processing).
3. MS-Exel for Windows (spreadsheet).
4. Aldus Page Maker (desktop publishing).
5. AMI Professional (word processing).
6. ACCPAC Simply Accounting (accounting).

Translate these into your own language:

1. software program
2. application program
3. industry-wide acceptance
4. along with changing the position
5. no longer needed
6. to re-type the entire document
7. calculate volumes of financial data
8. bookkeeping functions
9. to assist in manipulating and organizing the information
10. perfect tools

11. program tests the design
12. emulate various types
13. select desired functions

Find English equivalents to the following words and expressions in the text:

1. выполнять специфическую функцию
2. самая распространенная прикладная программа
3. создавать, редактировать, сохранять документы
4. вставлять новую информацию
5. удалять слова, которые больше не нужны
6. может сохраниться электронно
7. получить в любое время
8. быть способным, быть в состоянии что-либо выполнять
9. ручной процесс
10. пласт
11. используется, чтобы создать
12. позволяет людям экспериментировать
13. выбрать

Finish the sentences according to the text.

1. An application program is a software
2. Word processing software programs allow us
3. An electronic spreadsheet is a
4. A data base application is any task
5. Computers are perfect tools for
6. Communication programs enable different types of computers
7. There are some people who prefer to look at 14 columns of numbers across several pages for
8. These programs take text from the more common word processor and
9. Windows allows a person

Give appropriate definitions and examples of the following application programs:

- | | |
|--------------------------------|--------------------------|
| 1. word-processing | 5. communications |
| 2. accounting and spreadsheets | 6. graphic presentations |
| 3. database management | 7. desktop publishing |
| 4. computer aided design | 8. Microsoft Windows |

What kind of programs do you choose to perform the following tasks:

1. to create, edit and save documents;
2. to make a phone book, inventory list, a personal file;
3. to store and calculate volumes of financial data for banks;
4. to use a mouse and choose special symbols to point at and select desired functions;
5. to create drawings or architectural plans;
6. to communicate with other persons via regular telephone to exchange data using a common language;
7. to unite one or more of the primary computer applications.

Answer the questions:

1. What is an application program?
2. What does word processing software program allow to do?
3. What was one of the primary functions of the first mainframe computers?

	<p>4. What is a personal computer capable doing now? 5. What is spreadsheet? 6. What is database? 7. What are the perfect tools for creating drawings? 8. What are desktop publishing programs used to? 9. What is windows?</p>	
21	<p>Прочитайте текст, переведите его и выполните задания. INTERNET The Internet is a huge network of computers spanning this planet and is now started to bring in the surrounding area like space. Some computers like servers share data, others just surf the web as clients downloading the data. Public Internet began in the late 70's. In the 70's web users used an interface called telnet, but now that program is mainly obsolete. Telnet is most widely deployed in accessing college email accounts. The Internet is very helpful, because it's a huge database of knowledge, from the pictures of family trips to an analysis of quantum mechanics. Everyone should have the Internet because of its near instantaneous communication and huge wealth of knowledge. But how to go on the Internet and do a search for information we need. There are two ways to do it. The first is when you know an internet address of data you need and the second one is when you try to find information you need by using a search program. In the beginning we have got to enter any browser you like. It could be an Internet Explorer, Netscape Navigator or Opera, etc. If we have a broadband connection, we connect to the Internet at once. If not, we have to set up and connect to our dial-up service. Finally, if we want to find some information in the Internet, we are to type an address of this data in the browser we use or simply use the existing search-programs such as the google search program, rambler search program, yandex search program or yahoo search program. They are very simple and popular networks of sites. In these programs we can just type the word or name of thing, we would like to find and then press enter. A search program solves this problem. We get our results in the same window. After we get our results, we simply choose whatever site best matches our query or keep searching. Besides data, one can get from the Internet, we can also send and receive e-mail or electronic mail. This internet service is cheaper than ordinary mail and much quicker. It is becoming popular day by day. We can get some news from the Internet, because there are many informational servers in the web. Find English equivalents in the text: огромная сеть компьютеров, обмениваются данными, заняться поиском нужной нам информации, использовать существующие поисковые программы, популярные сети сайтов, соответствует нашему запросу, мы также можем отправлять и получать электронную почту. Fill in the gaps with the following words:</p>	

	<p>explorer, e-mail, network, cheaper, knowledge.</p> <p>1. The Internet is a huge ... of computers spanning this planet.</p> <p>2. In the beginning we have got to enter any browser you like. It could be an Internet ... , Netscape Navigator or Opera, etc.</p> <p>3. The Internet is very helpful, because it's a huge database of ... , from the pictures of family trips to an analysis of quantum mechanics.</p> <p>4. Besides data, one can get from the Internet, we can also send and receive ... or electronic mail.</p> <p>5. This internet service is ... than ordinary mail and much quicker.</p> <p>Write a short summary of the text (15-20 sentences).</p> <p>Write a short opinion on the problem of how the internet influences modern life.</p>	
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3.5.2 Типовые тестовые задания по английскому языку (4-й семестр)

ОК 02 Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности

ОК 04 Эффективно взаимодействовать и работать в коллективе и команде.

ОК 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения

ОК 09 Пользоваться профессиональной документацией на государственном и иностранном языках

№ задания	Тестовое задание	Правильный ответ
22	Тест № 6. Выберите правильный вариант ответа	
	1. We got lost. We need someone to help ____. a) their б) us в) ours	b
	2. All the cups have been sold. There is _____ left. a) no of them б) nothing в) not any	b
	3. She closed the window behind _____. a) her б) – в) herself	a
	4. You should not blame _____ for it. a) ourselves б) yourself в) yourselv	b
	5. I've been trying to phone his all day but _____ I phone his the line is engaged. a) every time б) the every time в) all the time	a
	6. He is invited to lots of charity parties and he goes to _____. a) everyone б) every one в) everything	b

	7. ___ all can be active at times. a) Our b) We B) Us	b
	8. My mother is not home, but I can give you ___ phone number. a) his b) her B) him	b
	9. – I haven't got a drawing album. – Don't worry, you can use ____. a) mine b) me B) my	a
	10. Jacob was a good friend of ____ . a) my b) mine B) me	b
	11. These are ____ organizations operating in our market. a) little b) some B) few	c
	12. Riley is in hospital. Let's visit ____ . a) his b) he B) him	c
	13. Charlie and Sam are so noisy. ___ behavior is awful. a) Them b) They B) Their	c
	14. Are these ____ pencils? a) you b) your B) yours	b
	15. If there are ____ books for me? a) any b) some B) the	a
	16. ____ came to visit him while he was in the building. a) nobody b) any one B) none	a
	17. I would like to have a room of ___ own. a) mire b) my B) me	b
	18. If we hadn't taken the same bus, we might have never met ____ . a) ours b) each other B) ourselves	b
	19. I gave him my telephone number and he gave ____ his. a) my	c

	б) mine в) me	
	20. Jessica was exhausted after four hours in a gym. _____ could hardly move a finger. а) She б) Her в) His	a
23	Тест № 7. Выберите правильный вариант	
	1. There ... twenty cars in the street. а) is б) are в) was	b
	2. There ... a big bus in the street. а) were б) is в) are	b
	3. There ... a TV set, two armchairs and a table in the living room. а) are б) is в) were	b
	4. There ... ten pupils in the class yesterday. а) are б) were в) was	b
	5. There ... a lot of flowers and a picture in my room. а) is б) are в) was	b
	6. There ... a beautiful vase on the table last month. а) is б) are в) was	c
	7. There ... five windows and a door in the room. а) were б) was в) is	a
	8. There ... a telephone and pencils on the table. а) was б) were в) are	a
	9. There ... a pencil and a pen on the desk a minute ago. а) are б) were в) was	c
	10. There are ... posters there. а) some б) any	a
	11. Are there ... pictures in your room? а) some б) any	b
	12. There weren't ... posters in my room. а) some	b

	b) any	
	13. Is there a bathroom near the kitchen? a) Yes, there is b) Yes, there are c) No, there is	a
	14. Were there four rooms in the house? a) No, there were b) No, there weren't c) Yes, there was	b
	15. There ... a fridge and a cupboard in the kitchen yesterday. a) wasn't b) weren't c) aren't	a
	Выберите верный перевод предложения.	
	16. There is a big living room in my flat. a) В моей квартире большая гостиная. b) Большая гостиная в моей квартире.	a
	17. There were two posters and a picture on the wall. a) На стене два плаката и картина. b) На стене были два плаката и картина	b
	Из данных слов было составлено предложение. Какое а) или б) ?	
	18. five, there, in the park, are, children. a) Are there five children in the park? b) There are five children in the park.	b
	Выберите перевод предлогов	
	19. under, opposite, in front of a) позади, над, напротив b) под, напротив, перед c) под, перед, напротив	b
	20. between, above, behind a) позади, между, над b) над, между, позади c) между, над, позади	c
24	Прочитайте и переведите текст. Выполните задания. INFORMATION SECURITY A For centuries people have been collecting and storing different types of information for various reasons. Today, thanks to the new information technologies the process of collecting and providing information throughout the world is as easy as never before. Though technologies made this process digital, convenient, and dynamic, still information security should be the main concern for those who own and control any type of information, especially when it concerns public, business and government sectors. Why Information needs security? We all make use at least of one modern technology in our everyday, business, and public life – computers, laptops, mobile devices, interactive terminals etc. Many people register their personal information to Internet, some for employment, and others for business and social communication purposes. And while we, the users are running through this, we want to be assured that our	

information would be used and secured in a proper way since we never lose the sense of private life and security.

Information Security is the protection of the confidentiality, integrity and availability of information and information systems from unauthorized access, use, disclosure, disruption, modification, perusal, inspection, recording or destruction. It is based on the principles of the consumers' interests and human rights. In many countries it is a legal requirement. Protecting information is critical for business and governmental institutions which deal with huge volumes of confidential information about their employees, customers, products, research, and financial status. Most of this information is now collected, processed and stored on electronic computers and transmitted across networks. So now, we can imagine what could happen if this kind of information would be available to everyone – it will cause an incredible damage like lost business, law suits or even bankruptcy of the business.

Of course, securing information is about securing the system or network that the information is stored in. But apart from all this there should be a concise understanding of information security core aspects in order to plan, implement and maintain an effective security policy. That policy should be compliant with local laws and industry standards.

B

Information Classification.

Information value needs to be assessed to have appropriate security requirements for different types of information. Not all information is equal and so not all information requires the same level of protection. This requires information to be classified due to its value. So a thorough risk management should be realized. Obviously, the more sensitive or valuable the information the stronger the security control needs to be.

Access Control.

The protected information should be available only to those people who are authorized to access that information and to control its development. That is why all the computers, software and networks which process the information, should be set up with access control and provide authorization mechanisms.

Cryptography.

Cryptography is a main asset in information security. It is the process of converting the secured data into unusable form while the information is in transmission or just is in storage. This is done for preventing unauthorized users from reading and interpreting the sensitive data they could accidentally get or access. Unusable information could be transformed back to the usable one by an authorized user, who has the cryptographic key. This converse process is decryption.

Defense-In-Depth.

Information security assumes not only the protection of stored data but also its protection on the stages of creation, development and disposal. In other words, it is "responsible" for the whole life-time of the information. During its life-time information may "travel" through different processes and systems and even change its format and

value. Defense-in-depth allows controlling information life-time and adequately reacts on information transformations and external threats. It is a comprehensive and detailed approach to information security. It is a multi-layered defense system where each component of the information has its own protection mechanisms.

Backups and Disaster Recovery.

These days nobody and nothing is insured from unexpected and unprecedented cases. So does the information. To provide the business continuity and information completeness companies and other institutions of high significance employ disaster recovery planning (DRP) and back-ups policy.

Information back up is the periodical reservation of data copy on extra systems to have at least one reserved copy in case of data loss or destruction.

DRP is focused on taking the necessary steps to resume normal business operations as quickly as possible. It is executed immediately after the disaster occurs and details what steps are to be taken in order to recover critical information.

Hardware and Software.

An effective information security system incorporates a set of policies, security products, hardware and software technologies and procedures. The correct and targeted deployment of all those components should make up an effective information security.

A

Answer the following questions:

Why has the process of collecting and providing information throughout the world become easy?

Why do people register their personal information?

What is the purpose of information security?

What principles is information security based?

Why is protecting information sometimes critical for business?

What could happen if personal information would be available to everyone?

What should security policy be compliant with?

Translate the following sentences into Russian:

Though technologies made this process digital, convenient, and dynamic, still information security should be the main concern for those who own and control any type of information, especially when it concerns public, business and government sectors.

Protecting information is critical for business and governmental institutions which deal with huge volumes of confidential information about their employees, customers, products, research, and financial status.

Of course, securing information is about securing the system or network that the information is stored in.

And while we, the users are running through this, we want to be assured that our information would be used and secured in a proper way since we never lose the sense of private life and security.

B

Answer the questions:

What does information security system incorporate?

What is information back-up?

	<p>What is DRP focused on? Why should computers be set up with access control? What does information security assume? What is cryptography? What is decryption? What does defense-in-depth allow? Why should the information be classified? Say if the following statements are True or False. If the statement is false transform it according to the text: The simplest the information the stronger the security control needs to be. Only security products and hardware technologies make up an effective information security. The protected information should be available only to people with an authorized access. Disaster recovery planning is focused on taking the necessary steps to resume normal business operations as quickly as possible. These days everyone is insured from unexpected cases. Information may travel through different processes and systems but can't change its format and value. Information is not equal but it requires the same level of protection. Unusable information can be transformed back to the usable one. Cryptography is an important part of information security. Match the following terms to its definitions: information back-up; cryptography; decryption; DRP; defense-in-depth; access control; unusable information; usable information. information available only to an authorized person; transformation of unusable information into usable; the periodical reservation of data copy on extra systems; information available to everyone; is the process of converting the secured data into unusable form; the necessary steps to resume normal business operations as quickly as possible; allows controlling information life-time and adequately reacts on information transformations; a way of limiting access to a system or to information.</p>	
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3.5.3 Типовые тестовые задания по английскому языку (5-й семестр)

ОК 02 Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности

ОК 04 Эффективно взаимодействовать и работать в коллективе и команде.

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ОК 09 Пользоваться профессиональной документацией на государственном и иностранном языках

№ задания	Тестовое задание	Правильный ответ
25	Тест №8. Выберите правильный вариант	
	1. Jack _____ down on his sofa and _____ about the day. What a busy day it _____. a) sat, thought, had been b) was sitting, thought, had been c) sat, thought, was d) sat, was thinking, had been	a
	2. This is the first time I _____ bread with honey. a) ate b) eat c) am eating d) have eaten	c
	3. No wonder he was tired. He _____ up since six o'clock in the morning. a) is b) has been c) had been d) was	c
	4. What _____ you _____ last night? a) have done b) did do c) were doing d) had done	b
	5. She was nervous because she _____ never _____ before. a) has flown b) hasn't flown c) had flown d) hadn't flown	c
	6. Mary is disappointed because her son _____ exams. a) failed b) has failed c) fails d) had failed	b
	7. I didn't know his name. But I was sure I _____ him before. a) saw b) have seen c) haven't seen d) had seen	d
	8. Mike is a beggar now but he _____ always _____ poor. a) was not b) hadn't been c) hasn't been d) has been	c
	9. When I got home I was hungry. I _____ anything to eat all day. a) haven't had b) hadn't had c) have had d) had had	b

	10. Jack wants a new job. He _____ in the same job for three years. a) has been b) was c) is d) is being	a
	11. He is broke. He _____ all his money on entertainment. a) spent b) has spent c) had spent d) spend	b
	12. How much money _____ you _____ for your retirement? a) do save b) are saving c) have saved d) had saved	c
	13. How long _____ he _____ his friend? a) has known b) had known c) do know d) is knowing	a
	14. This was his first night in his own flat. He _____ his entire life in his parents' home. a) lived b) was living c) has lived d) had lived	d
	15. I was furious because I _____ and missed the train. a) had overslept b) overslept c) have overslept d) haven't overslept	a
26	Тест № 9. Выберите соответствующую форму глагола для перевода на английский язык сказуемого:	
	1. Этот дом был построен в прошлом году. a) was being built b) has been built c) was built	c
	2. Сейчас здесь строится новый супермаркет. a) is being built b) is building c) is built	a
	3. Студентов экзаменуют два раза в год. a) are being examined b) is examined c) are examined	c
	4. Вы были невнимательны, когда объяснялось это правило. a) was explained b) had been explained c) was being explained	c
	5. Цветы уже политы. a) are watered	b

	b) have been watered c) were watered	
	6. Столы делают из дерева. a) are being made b) have been made c) are made	c
	7. Этот фильм никогда не показывали по телевизору. a) has never been shown b) was never shown c) had never been shown	a
	8. Мою квартиру отремонтируют к субботе. a) will be repaired b) will have been repaired c) is being repaired	b
	9. Списки все еще печатаются. a) are typed b) are being typed c) have been typed	b
	10. Их еще не пригласили. a) were not invited b) had not been invited c) have not been invited	c
	11. This theatre ... (build) over 100 years ago. a. had been built b. has been built c. was built	c
	12. Is your car still for sale? – No. It ... already (sell). a. has been sold b. had been sold c. was sold	a
	13. Sometimes mistakes ... (make). a. are made b. are being made. c. have been made	a
	14. For the past few days I (work) in Jack's office, as my own ... (decorate). a. have been working/ is being decorated b. worked/ decorated c. am worked/ is being decorated.	a
	15. While my friend ... (talk) to me, his wallet .. (steal). a. was being talked/ was being stolen b. was talking/ was stolen c. talked/stole	b
27	Прочитайте текст, переведите и выполните задания. Scientific and technical progress The basis of scientific and technical progress of today is new informational technology which is very different from all the previous technologies. Thanks to up-to-date software and robots new informational technologies can make many processes much faster and transmit information more quickly. It is important today because the quantity of information grows rapidly. New informational society has its peculiarities. Firstly, more and	

more employees work in the sphere of service and information. Secondly, more and more huge databases appear to collect and store the information. And finally, information and IT become goods and start playing important part in the country's economy. These processes affect social structures and values.

It becomes important to learn to get new knowledge quickly and sometimes to change your qualification. IT can first lead to unemployment, but later create even more workplaces especially for highly qualified professionals. While the hardest work can be performed by robots and routine calculations by computers, in the future people with the most creative mind and numerous fresh ideas will get better career chances.

On one hand technology development gives more access to professional and cultural information and leads to new forms of individual enterprises. But on the other hand there is a danger of total control of private life unless special laws are enforced by the government.

Another danger is «intellectual terrorism» when computer viruses block important programs.

There are other directions of technical and scientific progress of today.

One of them is the development of new ecologically clean sources of energy using sun, gravitation, winds or rain. New kind of transports and new agricultural methods that do not harm our nature are being developed today.

Breakthroughs in science have led to creation of artificial viruses for new medicines and products, body organs for transplantation and productive soils for growing vegetables and crops. Many new materials and technologies are being used in our everyday life.

All these innovations may have influence on our life, social relations and globally on our Earth.

The influence can be very different: from psychological and health problems of children who spend too much time online to an opportunity to prevent genetic diseases for future generations.

But the most difficult problems the humanity faces are global problems.

The first and foremost is ecological problem: pollution of air, water and soil, exhaustion of natural resources. Renewable natural resources such as oxygen, forests, flora and fauna do not have enough time to regenerate. This leads to different changes in climate and nature such as depletion of ozone layer and other things that has not been properly studied by scientists yet.

Other crucial problems include wars, epidemics, and demographic problems.

The only way to solve them is to work globally and in cooperation with other countries. And here the humanity should find a way to use new technologies for the common good. The solution of these problems cannot be postponed because otherwise people will have fewer chances to survive on this planet.

Answer the questions

1. Why is IT progress different from other progresses?
2. What are the peculiarities of information society?

	<p>3. What is the role of information in this society?</p> <p>4. According to the text who will have better career chances in the near future and why?</p> <p>5. What are the possible dangers of wide access to information?</p> <p>6. What ecologically clean sources of energy do you know?</p> <p>7. How can scientific innovations influence our everyday life?</p> <p>8. What are the key problems that humanity faces today?</p> <p>9. How can these problems be solved?</p> <p>10. What ecological problems are mentioned in the text?</p> <p>11. What are the benefits of the scientific and technical progress?</p> <p>12. What are the drawbacks of the scientific and technical progress?</p> <p>13. Find in the text synonyms to the words «new», «fast», «important» and «to send». Can you think of other synonyms to these words?</p>	
28	<p>Прочитайте текст, переведите и выполните задания.</p> <p>Nanotechnology, shortened to “nanotech”, is the study of the controlling of matter on an atomic and molecular scale. Nanotechnology deals with structures of the size 100 nanometers or smaller in at least one dimension, and involves developing materials or devices within that size. Nanostructures are assembled a single atom, molecule, or atomic layer at a time, as part of a vast new field of research in nanomaterials synthesis and assembly.</p> <p>Generally, structures smaller than a nanometer tend to behave much like individual atoms, while materials that are hundreds of nanometers or greater in size exhibit properties of the continuum. Nanoscale properties and behaviors can be quite different as the result of unique physical and chemical interactions. The preponderance of surfaces and interfaces, and the physical confinement of matter and energy, can alter nearly all properties of materials (physical, chemical, optical, etc.), and thus produce extraordinary new behaviors. Examples include generating light from dark materials, improving efficiencies of catalysts by orders of magnitude, and turning soft and ductile materials like gold into solids with hardness equivalent to bearing steel.</p> <p>The final ingredient to nanotechnology is the ability to characterize and predict nanoscale properties and behavior. New experimental tools that are able to “see”, “touch”, and measure the behavior of individual nanostructures allow scientists and engineers to identify subtle differences in structure and properties that control nanoscale properties. By coupling new experimental techniques with advanced computational tools, researchers can develop, verify, and refine models and simulations that will allow the full potential for nanotechnology to be explored. There has been much debate on the future implications of nanotechnology. Nanotechnology has the potential to create many new materials and devices with a vast range of applications, such as in medicine, electronics and energy production. On the other hand, nanotechnology raises many of the same issues as with any introduction of new technology, including concerns about the toxicity and environmental impact of nanomaterials, and their potential effects on global economics, as well as speculation about various doomsday scenarios. These</p>	

	<p>concerns have led to a debate among advocacy groups and governments on whether special regulation of nanotechnology is warranted.</p> <p>Say whether the following statements are true or false:</p> <ol style="list-style-type: none"> 1) Nanotechnology is creating an entirely new class of materials and devices with unique and potentially very useful properties. 2) The physical dimensions of nanotechnology are small, spanning from just a few to tens of nanometers. 3) Nanotechnology is very diverse, ranging from extensions of conventional device physics to completely new approaches based upon molecular self-assembly, from developing new materials with dimensions on the nanoscale to investigating whether we can directly control matter on the atomic scale. 4) Nowadays current interest in nanotechnology is not high. 5) The field of nanotechnology is developing slowly as are its practical application. 6) Unique nanoscale properties are already being used to increase energy efficiency and improve healthcare. <p>Answer the following questions:</p> <ol style="list-style-type: none"> 1) What is nanotechnology? 2) What does nanotechnology deal with? 3) Which properties do materials hundreds of nanometers in size exhibit? 4) What is the final ingredient to nanotechnology? 5) What is the application of nanotechnology? 	
29	<p>Прочитайте текст, переведите и выполните задания.</p> <p>COMPUTER NETWORKS</p> <p>A computer network is a series of connections and associated devices through which computers can communicate with other computers. A computer network consists of two or more computers that are interconnected in order to share resources (such as printers), exchange files, or allow electronic communications. In a computer network the individual stations, called "nodes", may be computers, terminals, or communication units of various kinds. The computers on a network may be linked through cables, telephone lines, radio waves, satellites, or infrared light beams. In addition to physically connecting computers and communication devices, a network system has the function of establishing a cohesive architecture that allows almost seamless data transmission while using various equipment types. Open System Interconnection (OSI) and IBM's System Network Architecture are two popular architectures used at present.</p> <p>Local-area networks and wide-area networks are two basic network types.</p> <p>A local-area network (LAN) is a computer network that covers a local area. It may be a home, office or small group of buildings such as a college or factory. The topology of a network dictates its physical structure. The generally accepted maximum size for a LAN is 1 square km. At present, there are two common wiring technologies for a LAN, Ethernet and Token Ring. A LAN typically includes two or more PCs, printers, CD-ROMs and high-capacity</p>	

storage devices, called file servers, which enable each computer on the network to access a common set of files. A LAN is controlled by LAN operating system software. LAN users may also have access to other LANs or tap into wide-area networks. LANs with similar architectures are linked by transfer points, called "bridges", and LANs with different architectures use "gateways" to convert data as it passes between systems. A router is used to make the connection between LANs.

A wide-area network (WAN) is a computer network that covers a wide geographical area, involving a large number of computers. Computer networks may link the computers by means of cables, optical fibres, or satellites and modems. Typically, WANs are used to connect LANs together. Many WANs are built for one particular organization and are private, others, built by Internet service providers, provide connections from an organization's LAN to the Internet. WANs are most often built of leased lines. At each end of the leased line, a router is used to connect to the LAN on one side and a hub within the WAN on the other.

The best example of a WAN is the Internet, a collection of networks and gateways linking millions of computer users on every continent. Networks within the Internet are linked by common communication programs and protocols. A protocol is a set of established standards that enable computers to communicate with each other. A number of network protocols such as TCP/IP, X.25, ATM and Frame relay can be used for WANs. By means of the Internet, users can obtain a variety of information browsing via buttons, highlighted text, or sophisticated searching software known as search engines.

Answer the questions.

1. What is a computer network?
2. What does a computer network consist of?
3. What are computers on a network connected for?
4. What is a "node" in a computer network?
5. How may the computers on a network be linked?
6. What function does a network system have in addition to physically connecting computers and communication devices?
7. What are the two popular architectures used at present?
8. What is a local-area network?
9. What dictates the physical structure of a network?
10. What is the generally accepted maximum size for a LAN?
11. What wiring technologies for a LAN are there at present?
12. What does a LAN typically include?
13. What is a LAN controlled by?
14. What may LAN users have access to?
15. What is a "bridge"?
16. What is a "gateway"?
17. What is a router used for?
18. What is a wide-area network?
19. How may computer networks be linked?
20. What are WANs typically used for?
21. What do WANs built by Internet providers provide?
22. What are WANs most often built of?

	<p>23. What is the Internet? 24. What are networks within the Internet linked by? 25. What is a network protocol? Give Russian equivalents of the following English word-groups: to consist of two or more computers; in order to share resources; to exchange files; to allow electronic communications; individual stations; communication units of various kinds; computers on a network; infrared light beams; in addition to physically connecting computers; the function of establishing a cohesive architecture; to allow almost seamless data transmission; various equipment types; at present; to cover a local area; file server; the generally accepted maximum size for a LAN; two common wiring technologies; to access a common set of files; to tap into wide-area networks; LANs with similar/different architectures; particular organization; Internet service providers; to provide connections from an organization's LAN to the Internet; to be built of leased lines; a collection of networks and gateways; millions of computer users on every continent; networks within the Internet; established standards; to enable computers to communicate with each other; a number of network protocols; by means of the Internet; a variety of information; to browse via buttons and highlighted text; sophisticated searching software known as search engines. Make up all possible questions to the sentences below. 1. A computer network consists of two or more computers. 2. A local-area network covers a local area. 3. The topology of a network dictates its physical structure. 4. At present, there are two common wiring technologies for a LAN. 5. File servers enable each computer on the network to access a common set of files. 6. A LAN is controlled by LAN operating system software. 7. LAN users may also have access to other LANs or tap into wide-area networks. 8. "Gateways" convert data as it passes between systems. 9. A router is used to make the connection between LANs. 10. WANs are most often built of leased lines.</p>	
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3.5.3 Типовые тестовые задания по английскому языку (6 семестр)

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№ задания	Тестовое задание	Правильный ответ
30	Тест № 10. Выберите правильный вариант	
	1. This gorgeous cake _____ by my sister! She's a culinary genius! a) will be made	c

	б) was being made в) has just been made г) was made	
	2. This church _____ in the center of the city. а) are located б) is located в) am located г) have been located	b
	3. I suddenly remembered that the book _____ at home. а) had been left б) had left в) was left г) has been left	a
	4. The flat _____ into before you arrived. а) had moved б) isn't moved в) hadn't been moved г) was moved	c
	5. I wanted to watch TV but it _____ at that time. а) was fixed б) was being fixed в) is being fixed г) will have been fixed	b
	6. Don't cry! The dog _____. There's nothing serious with it. а) will be cured б) is cured в) was being cured г) will have been cured	a
	7. A lot of harm _____ by this hurricane. Many people have suffered. а) have been done б) has been done в) is done г) was done	b
	8. The children _____ to bed early yesterday. а) had been put б) are put в) put г) were put	d
	9. I haven't got a large appetite and when I _____ my favourite food, I leave half of it on the plate. а) was given б) have given в) gave г) am given	d
	10. My father _____ that roast meat is not healthy. а) persuaded б) has persuaded в) has been persuaded г) persuades	c
	11. She stood in the shadows of the jungle, knowing that she _____ by the Indians. а) must follow	b

	б) must have been followed в) must have followed г) followed	
	12. She thought the arrow _____ poisoned. а) is б) can be в) may be г) could be	d
	13. Many new houses _____ in our street by next year. а) will build б) are building в) have built г) '11 have been built	d
	14. The questions _____ by the teacher now. а) are asked б) are being asked в) are asking г) have been asked	b
	15. Some of the rice _____ plain to enable us to eat it with other dishes. а) is left б) is leaving в) left г) is being left	b
	16. The cake smells so nice. It _____. а) is just baked б) will just be baked в) has just been baked	c
	17. The story of the first Thanksgiving feast _____ among the Americans. а) is well-known б) have been well-known в) would have been well-known г) was well-known	a
	18. The students _____ on the topic «Industrial Revolution» at the end of the term. а) will be tested б) will have been tested в) are being tested г) were tested	b
	19. Now London's councilmen _____ to approve the erection of a life-size statue of Charlie Chaplain in the costume that the British-born comedian made famous in his films. а) being asked б) are being asked в) asked г) was asked	b
	20. An old woman ____ while she was living with her children. а) is being looked after б) was being looked after в) will be looked after	b
	21. The famous actress _____ now for the «HELLO» magazine.	b

	a) is interview б) is being interviewed в) interview г) was interviewed	
	22. All tickets _____ before we got in the theatre. a) were sold б) are sold в) have sold г) had been sold	d
	23. Students _____ next Thursday. a) will be examined б) are examined в) will examine г) have been examined	a
	24. «A Farewell to Arms» _____ in 1929. a) was published б) published в) were published г) has published	a
	25. The dinner _____ by five o'clock tomorrow. a) will be served б) will have been served в) is served г) will serve	b
	26. The documents ____ by 8 p.m. a) will be signed б) are signed в) will have been signed	
	27. My computer ____ at the moment. a) has been repaired б) was being repaired в) is being repaired	c
	28. The exams ____ by 3 in the afternoon. a) are being finished б) were being finished в) will have been finished	c
	29. Over 50 million students _____ in American schools which range from kindergartens to high school. a) were enrolled б) has enrolled в) are enrolled г) was enrolled	c
	30. America's first college, Harvard, _____ in Massachusetts in the 17th century. a) is being founded б) was founded в) had been founded г) has been founded	b
31	Тест № 11. Выберите правильный вариант	
	1. Maria _____ German at evening classes this term. a. Is studying b. studies	a

	c. study d. does study	
	2. I _____ out last night. I was too tired. a. didn't go b. wasn't going c. didn't went d. haven't gone.	a
	3. _____ my cousine 4 times today but her number's always engaged. a. phoned b. I'd phoned c. I've phoned d. I've been phoning	c
	4. _____ the dentist after school so I can't play tennis with you a. I'll visit b. I'm going to visit c. I'm visiting d. I visit	c
	5. Where _____?" "In a village near London." a. lives your uncle b. have your uncle lived c. does your uncle live d. is your uncle living	c
	6. Lisa was driving into town when she _____ out of petrol a. Was running b. run c ran d. had run	c
	7. I'll write to you as soon as _____ my exam results a. I know b. I'll know C I'm going to know d. I've known my exams	a
	8. The builders _____ the house by the end of this week a. have finished b. will have finished c. will have been finishing d are finishing	b
	9. I don't like action films now, but I _____ like them when I was younger. a. was used to b. used to c. would d. would use to	b
	10. Liz is from Edinburgh. She _____ there all her life. a. is living b has lived c lives d lived	b
	11. 'Can you drive?' 'No, _____ a car but I want to learn.' a. I never drove	c

	<p>b. I was never driving c. I've never driven d I've never be driving</p>	
	<p>12. My friend _____ for me when I arrived. a. a. waited b. has waited c. was waiting d. has been waiting</p>	c
	<p>13. Let's take a break soon, _____? a. is it b. do we c. shall we d. will we</p>	c
	<p>14. I hear you're having your house repainted. How _____? a. is it looking b. does it look c. it looks d. will it look?</p>	a
	<p>15. David has been practicing the song for days. It _____ quite good, but he doesn't think he's ready to perform it in public. a. is sounding b. sounds c. has sounded d. has been sounding</p>	b
	<p>16. 'I can't come over during the day.' 'I _____ you tomorrow, then.' a. I'm seeing b. I'll see c. I'm going to see d. I'll have seen</p>	b
	<p>17. Diana _____ her hair cut short when she left college. a. had b. had had c. has had d. was having</p>	a
	<p>18. Brad would have saved a lot of money if he _____ to my advice a. would listen b. was listening c. had listened d. would have listened</p>	c
	<p>19. 'Did you get the theater tickets?' 'No, I forgot all about them. I _____ them tomorrow.' a. will book b. am going to book c. will have booked d. am booking</p>	a
	<p>20. If you listen carefully, you _____ an owl in the trees over there. a. would hear b. will hear c. hear</p>	b

	d. will have heard	
32	Тест № 12. Выберите правильный вариант	
	1. You must ... it at once. a) to do; b) do; c) doing; d) done	1-b
	2. The man told me not ... on the grass. a) to walk; b) walk; c) walking; d) walked	2-a
	3. He is interested in stamps. a) to collect; b) collect; c) collecting; d) collected	3-c
	4. Seeing is a) to believe; b) believe; c) believing d) believed	4-c
	5. The vegetables ... were fresh. a) to buy; b) buy; c) buying; d) bought	5-d
	6. The girl ... on the sofa is my sister. a) to sit; b) sit; c) sitting; d) sat	6-c
	7. You'd better ... my advice. a) to follow; b) follow; c) following; d) followed	7-b
	8. The work ... is not difficult. a) to do; b) be done; c) to be done; d) do	8-c
	9. My hobby is a) swimming; b) swim; c) swam; d) все варианты подходят	9-a
	10. The book ... by me was interesting. a) read; b) reading; c) to read; d) to be read	10-a

	11.He must have left. a) Он должен уйти. b) Он должен был уйти. c) Он, должно быть, ушел.	11-c
	12.I saw her dancing. a) Я видел, как она танцует. b) Она видела, что я танцую. c) Я видел ее танец.	12-a
	13.She spent all day shopping. a) Она провела весь день в магазине. b) Она провела весь день, делая покупки. c) Она ходит за покупками каждый день.	13-b
	14.He was lying on the bed reading a book. a) Он лежал на кровати и читал книгу. b) Он лежал на кровати, читая книгу. c) Он читал книгу, лежа на кровати.	14-b
	15.He broke his arm playing football. a) Он сломал руку, играя в футбол. b) Он играл в футбол и сломал руку. c) Играя в футбол, можно сломать руку.	15-a
33	Тест № 13.Выберите правильный вариант	
	1.What tomorrow morning? a) will you be doing b) you will be doing c) will be you doing	1-a
	2.It took Felix to repair his car. a) so much time b) such much time c) much so time	2-a
	3. I think Ron is a) either at the cinema or at the theatre b) at the cinema either or at the theatre c) at the cinema or either at the theatre	3-a
	4. I heard you talk over the phone late last night. I wonder a) who you spoke with b) who did you speak with c) with whom did you speak	4-a
	5. They would like to buy chalet house. a) not very old, wooden, nice, four-bedroom Swiss b) a wooden, Swiss, not very old, nice, four-bedroom c) a nice, four-bedroom, not very old, wooden Swiss	5-c
	6. The picture was very beautiful; a) I very much liked it b) I it liked very much c) I liked it very much	6-c
	7. Dana has such a pretty face and a) is her hair so long and beautiful b) her hair so long and beautiful is c) her hair is so long and beautiful	7-c
	8. Sheila isn't a good driver; she is a) not careful enough b) careful not enough	8-a

	c) enough not careful	
	9. It's getting late. Are in the park a) still the children playing b) the children still playing c) the children playing still	9-b
	10. when I come home from work. a) I am usually very tired b) Usually I am very tired c) I am very tired usually	10-a
	11. When the light is bad, a) I very well can't see b) I can't very well see c) I can't see very well	11-c
	12. Look at your watch and tell me what a) time it is b) time is it c) time it be	12-a
	13. on the shelf over there? a) I shall put your books b) Shall I put your books c) Shall I your books put	13-b
	14. Nick plays football well;, but not as well as Nick. a) his brother also plays football b) also his brother plays football c) his brother plays football also	14-a
	15. at work after office hours? a) Do you often have to stay b) Have you often to stay c) Do you have often to stay	15-a
34	Прочитайте текст и письменно переведите абзацы 4, 6,8,10 и 12. Information technology. 1.It is hard to imagine the modern world without information technology. At home, at work, and at play, mobile phones, e-mails, and computers have become part of daily life. 2.Computer is the most important thing in our lives. Some people say that they have never used a computer, but they probably use computers every day - they just do not realize it. There are computers in so many things: cars, televisions, radios, washing machines, etc. 3.The word 'computer' used to mean a person, not a machine. In the nineteenth century, the people who did the calculations and wrote the books were called computers. Nowadays, software programmers have even 'taught' computers to do many different things which need imagination, e.g. write music, play chess, etc. 4.The rapid development of modern technology has brought us unprecedented changes in the world. Modern technology makes life convenient. It changed our lifestyle and the way we live. With modern technology we can work harder, longer and we can carry on working when we get home. 5.The Internet is a great way for people all over the world to share their information and ideas. Before the Internet, information about	

the world came from places like newspapers, TV programs, and books. The companies that made the newspapers, books, and programs controlled the information that people could get. Of course, those companies are still very powerful, but the Internet is getting more and more powerful, and nobody controls it. People can find information for themselves from places all over the world. The same is true for music. If you are a band and want to make and sell music, you do not need a music company. You can put the music on your own website and people can pay to copy it. Millions of people around the world use the Internet to give information about themselves, and to read about other people and make friends. They do this on websites like MySpace. Most information on the Internet is free. For many people the first place to look is the Wikipedia website.

6.The Internet is still young and it is still growing fast. It has already changed our world in a lot of different ways, and the changes will continue. Although the Internet can make problems in some ways, it can also bring people around the world closer together, and make them more powerful. Millions of people make business using the Internet.

7.Today, you can make calls and send texts with the help of mobile phones. You can do a lot of other things with mobile phones too. Nearly all phones now have a camera, and you can take pictures, listen to music, play computer games, and go on the Internet. Modern phones small and beautiful - and for many people, it's important to have the newest and best one. Mobile phones have changed the lives of people all over the world. In the past, you could only phone friends and family when they were at home, but now they can be in any place when you speak to them. Many people who travel alone feel safer with a mobile phone.

8.Mobile phones can also help the police to fight crime. Every time somebody makes a call on a mobile phone, the phone company keeps information about the time and place of the call. The police can sometimes get this information about calls from the phone companies if it helps them with a serious crime.

9.Still there are some problems with mobile phones, too. Some people are worried that phones have a bad influence on people's health, and they are unhappy that more and more young children are using them. Mobile phones also make the roads more dangerous, because people use them while they are driving.

10.A lot of computer scientists are working now on Artificial Intelligence. This is software which makes computers think more like humans. There are still many things which are very easy for humans but very difficult for computers: for example, understanding language. Some computers can understand words when a person speaks, but they cannot really have a conversation. But soon we will probably be able to talk to a computer in the same way that we talk to a friend.

11.Computer scientists are also trying to build computers which can see. It is easy to make a computer with 'eyes', but very difficult for the computer to understand what it sees.

12.At the moment, scientists are building the first quantum

computers. In the future, these will be much faster and more powerful than any computer that we have now. Or perhaps a different kind of computer will appear before then. That is why it is difficult to make predictions about the future of computing: the future is often closer than you think it is.

Fill in the gaps with these words.

advertise blogs eBay free Google MySpace Napster pixel search Wik

1. A program that helps you to find information on the Web is called a _____ engine. The best known is _____ , which is used a billion times a day.
2. You can buy or sell almost anything on the _____ website.
3. Companies who wanted to _____ on the Million Dollar Homepage paid one dollar for each _____ .
4. When _____ first started, people could visit it to get free music.
5. The singer Lily Allen put her songs on _____ , and thousands of people listened to them. A lot of people write _____ on this website, telling everyone what they are doing.
6. There is information about more than 6 million subjects on the _____ website, and it is all _____

35

Прочитайте текст и переведите его. Выполните задания
OPERATING SYSTEMS

When computers were first introduced in the 1940's and 50's, every program written had to provide instructions that told the computer how to use devices such as the printer, how to store information on a disk, as well as how to perform several other tasks not necessarily related to the program. The additional program instructions for working with hardware devices were very complex, and time-consuming. Programmers soon realized it would be smarter to develop one program that could control the computer's hardware, which others programs could have used when they needed it. With that, the first operating system was born.

Today, operating systems control and manage the use of hardware devices such as the printer or mouse. They also provide disk management by letting you store information in files. The operating system also lets you run programs such as the basic word processor. Lastly, the operating system provides several of its own commands that help you to use the computer.

DOS is the most commonly used PC operating system. DOS is an abbreviation for disk operating system. DOS was developed by a company named Microsoft. MS-DOS is an abbreviation for «Microsoft DOS». When IBM first released the IBM PC in 1981, IBM licensed DOS from Microsoft for use on the PC and called it PC-DOS. From the users perspective, PC-DOS and MS-DOS are the same, each providing the same capabilities and commands.

The version of DOS release in 1981 was 1.0. Over the past decade, DOS has undergone several changes. Each time the DOS developers release a new version, they increase the version number.

Windows NT (new technology) is an operating system developed by Microsoft. NT is an enhanced version of the popular Microsoft

Windows 3.0, 3.1 programs. NT requires a 386 processor or greater and 8 Mb of RAM. For the best NT performance, you have to use a 486 processor with about 16 Mb or higher. Unlike the Windows, which runs on top of DOS, Windows NT is an operating system itself. However, NT is DOS compatible. The advantage of using NT over Windows is that NT makes better use of the PC's memory management capabilities.

OS/2 is a PC operating system created by IBM. Like NT, OS/2 is DOS compatible and provides a graphical user interface that lets you run programs with a click of a mouse. Also like NT, OS/2 performs best when you are using a powerful system. Many IBM-based PCs are shipped with OS/2 preinstalled.

UNIX is a multi-user operating system that allows multiple users to access the system. Traditionally, UNIX was run on a larger mini computers to which users accessed the systems using terminals and not PC's. UNIX allowed each user to simultaneously run the programs they desired. Unlike NT and OS/2, UNIX is not DOS compatible. Most users would not purchase UNIX for their own use.

Windows 95 & 98 (Windows 2000) are the most popular user-oriented operating systems with a friendly interface and multitasking capabilities. The usage of Windows 95 and its enhanced version Windows 98 is so simple that even little kids learn how to use it very quickly. Windows 95 and 98 are DOS compatible, so all programs written for DOS may work under the new operating system.

Windows 95 requires 486 processor with 16 megabytes of RAM or Pentium 75-90 with 40 megabytes of free hard disk space.

General understanding:

- 1) What problems faced programmers in the 1940's and 1950's?
- 2) Why were the first programs «complex» and «time-consuming»?
- 3) What are the basic functions of operating system?
- 4) What does the abbreviation DOS mean?
- 5) What company developed the first version of **DOS** operating system? For what purpose was it done? Was the new operational system successful?
- 6) What is the difference between the PC-DOS and MS-DOS
- 7) What does the abbreviation NT stand for? Is NT DOS-compatible? What are the basic requirements for NT?
- 8) Who is the developer of OS/2?
- 9) What makes UNIX so different from the other operational systems?
- 10) What are the special features of Windows 95, Windows 98, Windows 2000?

Translate into English:

- 1) Современная операционные системы контролируют использование системного оборудования, например, принтера и мыши.
- 2) С точки зрения пользователя, операционные системы PC-DOS и MS-DOS идентичны, с равными возможностями и набором системных команд.
- 3) OS/2 является DOS -совместимой операционной системой,

	<p>позволяющей запускать программы при помощи графического интерфейса пользователя.</p> <p>4) Дополнительные программы для работы с устройствами системного оборудования были очень сложны и поглощали много времени.</p> <p>5) Операционная система также позволяет запускать программы, такие как простейший текстовый редактор.</p> <p>6) DOS — наиболее распространенная операционная система для персонального компьютера.</p>	
36	<p>Прочитайте текст и переведите часть текста под цифрой 2.</p> <p>1.Design is the process of collecting ideas, and aesthetically arranging and implementing them, guided by certain principles for a specific purpose. Web design is a similar process of creation, with the intention of presenting the content on electronic web pages, which the end-users can access through the internet with the help of a web browser.</p> <p>Elements of Web Design</p> <p>2.Web design uses many of the same key visual elements as all types of design such as:</p> <ul style="list-style-type: none"> • <u>Layout</u>: This is the way the graphics, ads and text are arranged. In the web world, a key goal is to help the view find the information they seek at a glance. This includes maintaining the balance, consistency, and integrity of the design. • <u>Colour</u>: The choice of colours depends on the purpose and clientele; it could be simple black-and-white to multi-coloured design, conveying the personality of a person or the brand of an organization, using web-safe colours. • <u>Graphics</u>: Graphics can include logos, photos, clipart or icons, all of which enhance the web design. For user friendliness, these need to be placed appropriately, working with the colour and content of the web page, while not making it too congested or slow to load. • <u>Fonts</u>: The use of various fonts can enhance a website design. Most web browsers can only read a select number of fonts, known as "web-safe fonts", so your designer will generally work within this widely accepted group. • <u>Content</u>: Content and design can work together to enhance the message of the site through visuals and text. Written text should always be relevant and useful, so as not to confuse the reader and to give them what they want so they will remain on the site. Content should be optimized for search engines and be of a suitable length, incorporating relevant keywords. <p>Creating User-Friendly Web Design</p> <p>3.Besides the basic elements of web design that make a site beautiful and visually compelling, a website must also always consider the end user. User-friendliness can be achieved by paying attention to the following factors.</p> <ul style="list-style-type: none"> • <u>Navigation</u>: Site architecture, menus and other navigation tools in the web design must be created with consideration of how users browse and search. The goal is to help the user to move around the site with ease, efficiently finding the information they require. • <u>Multimedia</u>: Relevant video and audio stimuli in the design can help users to grasp the information, developing understanding in an 	

	<p>easy and quick manner. This can encourage visitors to spend more time on the webpage.</p> <ul style="list-style-type: none"> • <u>Compatibility</u>: Design the webpage, to perform equally well on different browsers and operating systems, to increase its viewing. • <u>Technology</u>: Advancements in technology give designers the freedom to add movement and innovation, allowing for web design that is always fresh, dynamic and professional. • <u>Interactive</u>: Increase active user participation and involvement, by adding comment boxes and opinion polls in the design. Convert users from visitors to clients with email forms and newsletter sign-ups. <p>4. Toronto web design professionals create excellent User Interface (UI) Design for a satisfying web experience. They use critical planning and analysis for the design and they pay attention to individual client specifications, converting the intricate process into a simple and elegant piece of art.</p>	
37	<p>Прочитайте текст, переведите его и составьте 10 вопросов по тексту</p> <p>Modern life is easy and fun. We have all the amenities. We do not need to go to the movies, because we have big TVs at home. The children have cell phones with large displays. Modern technology is useful and convenient. In my opinion, Internet is the most comfortable thing. Computers are also an important invention, but Internet is better than any other type of information. Originally, Internet was a military experiment in the USA of 60-s. But soon it became clear that everyone in the world can use it.</p> <p>Everybody knows that the Internet is a global computer network, which embraces hundreds of millions of users all over the world. The Internet has already entered our ordinary life. It's hard to imagine our lives without Internet nowadays. It has become an important part of every person's life. It is clear that the accurate number of users can be counted fairly approximately, nobody knows exactly how many people use the Internet today, because there are hundreds of millions of users and their number is growing.</p> <p>Nowadays, no one can deny the importance of the Internet. Sitting in front of a computer, clicking a mouse, you can shop, download many interesting films, books, read news about subject which is interesting for you, play computer games with other players, chat and send mails to your friends. Internet has drastically changed everything. Since the time of Internet appearance, many other media sources became unnecessary. You can find the information you're looking for in 5 seconds. It is very convenient for students, professionals, experts and all other people. From one side, it's great to have everything right here online, from the other side, it's a shame that people have stopped reading paper books and newspapers. Nowadays the most popular Internet service is e-mail. Most of the people use the network only for sending and receiving e-mail messages. They can do it either they are at home or in the internet clubs or at work. With the help of the internet people from different parts of the planet can communicate with each other and share information without leaving their home. It has become easier to meet like-minded people from all over the world and become friends with</p>	

	<p>them.</p> <p>There are many different Internet competitions for different subjects which give students the opportunity to participate even in international competitions. Thanks to the Internet, people can quickly sell, advertise and share knowledge, idea, and personal feelings. People enter the world of virtual reality to avoid everyday problems. In spite of all the good sides that Internet has, there are some drawbacks. First of all, they are viruses, which can be very dangerous for any computer. That's why it's good to have reliable anti-virus software installed. Other minus is the violent content. There is a lot of violence and cruelty online. People are suffering from inappropriate information on the Internet, because it is very hard to control information from the Internet. Although the Internet offers us large amount of information, its reliability is dubious because many untrue news stories can be posted and cause confusions to many people. It is very difficult for us to find out what websites are reliable and what are not. Also you can get blackmail or spam. I think that the Internet becomes a way of a person life and it is very harmful for our health. Many teenagers spend a long of time sitting at the computers and spoiling their eyes. I don't mean that I am against the Internet, but it should have reasonable limits.</p>	
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3.5.5 Типовые тестовые задания по английскому языку (7-й семестр)

ОК 02 Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности

ОК 04 Эффективно взаимодействовать и работать в коллективе и команде.

ОК 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения

ОК 09 Пользоваться профессиональной документацией на государственном и иностранном языках

№ задания	Тестовое задание	Правильный ответ
38	Итоговый лексико-грамматический тест	
	<p style="text-align: center;">Вариант 1</p> <p>I. Поставьте предложения в вопросительную и отрицательную формы.</p> <p>1. Engineer Ordner invented a special counter wheel.</p> <p>2. The second generation computers were solid-state large-powered machines.</p> <p>3. The fifth-generation computers are expected to appear in the 21st century.</p> <p>4. Modern television offers the viewers a lot of different programs.</p> <p>5. Television will be digital soon in Russia.</p> <p>II. Переведите модальные глаголы в скобках.</p> <p>1. You (можете) get a lot of useful information from the Internet.</p> <p>2. You (можете) use my computer if you like.</p> <p>3. He (пришлось) work with the new operating system.</p> <p>4. You (следует) load the program first.</p> <p>5. They (должен) go and see this new model of I-Pad.</p> <p>III. Дайте русские эквиваленты для следующих английских.</p>	

	<ol style="list-style-type: none"> 1. to complete 2. to do one's best 3. peripheral 4. compatible 5. word processor <p>IV. Переведите с русского на английский.</p> <ol style="list-style-type: none"> 1. Где вы встречали этого выдающегося академика? 2. Мы будем покупать новую версию этой операционной системы. 3. Компьютер выводит обработанные данные на дисплей. 4. Они внесли значительный вклад в науку. 5. Известная компания выпустила новую версию программного обеспечения. 	
	<p style="text-align: center;">Вариант 2</p> <p>I. Поставьте предложения в вопросительную и отрицательную формы.</p> <ol style="list-style-type: none"> 1. DOS is the most commonly used PC operating system. 2. It was designed by Microsoft. 3. Technical problems will take time to be resolved. 4. Computing engineering began the new era at the end of 1930s. 5. Lomonosov compiled a lot of calculating tables. <p>II. Переведите модальные глаголы в скобках.</p> <ol style="list-style-type: none"> 1. You (можете) send and receive e-mail messages over the Internet. 2. You (можете) choose any service provider you like . 3. They (пришлось) pay for calls across their country. 4. You (следует) not watch TV all day long. 5. They (должен) go and buy a new version of this program. <p>III. Дайте русские эквиваленты для следующих английских.</p> <ol style="list-style-type: none"> 1. to give rise 2. to appear 3. mainboard 4. to include 5. attractive <p>IV. Переведите с русского на английский.</p> <ol style="list-style-type: none"> 1. Кто изобрел специальное счетное колесико? 2. Эта операционная система совместима с ДОС. 3. Этот текстовый редактор будет претерпевать изменения. 4. Мы купили периферийное устройство вчера. 5. Завод увеличил выпуск компьютеров в прошлом году. 	
	<p style="text-align: center;">Вариант 3</p> <p>1. Дайте русские эквиваленты для следующих английских слов</p> <ol style="list-style-type: none"> 1. To retrieve 2. Path 3. To knock out 4. To go on line 5. A headline <p>2. Поставьте предложения в вопросительную и отрицательную форму.</p> <ol style="list-style-type: none"> 1. All sorts of things are available on the WWW. 2. They shared the information. 	

	<p>3. They have used this means of communication today.</p> <p>4. She adds the story to the electronic edition of a newspaper every day.</p> <p>3.Переведите предложения на русский язык.</p> <ol style="list-style-type: none"> 1. Each link you select represents an image, a document, a video clip. 2. If some computers on the network are knocked out the information will just route around them. 3. You can't carry a computer as easily as you can a newspaper. 4. There are more than a million news stories in our database. 5. Some American banks and companies even conduct transactions over the Internet. <p>4.Переведите предложения на английский язык</p> <ol style="list-style-type: none"> 1. Каждая ссылка, которую вы выбираете, представляет картинку, документ, видео клип. 2. Если какие-либо компьютеры в сети блокируются, информация будет обходить вокруг них. 3. Вы не можете нести компьютер также легко, как газету. 4. В нашей базе данных есть более миллиона газетных новостей. 5. Несколько американских банков и компаний даже проводят сделки по интернету. 6. Говорят, что антивирус останавливает распространение вируса. 7.. Этот человек, несомненно, знаток в компьютерной сфере. 8. Он знал, что этот компьютер заражен. 9. Казалось, что она не доверяла этому программисту. 10. Похоже, что они хакеры. 	
	<p style="text-align: center;">Вариант 4</p> <p>1.Дайте русские эквиваленты для следующих английских</p> <ol style="list-style-type: none"> 1. Hyperlink 2. Packet switching 3. To refine 4. To disappear 5. To be available <p>2.Поставьте предложения в вопросительную и отрицательную форму.</p> <ol style="list-style-type: none"> 1. Each Browser provided a graphical interface. 2. These items are called hyperlinks. 3. The most popular Internet service is e-mail. 4. He was searching the information the whole evening yesterday. <p>3.Переведите предложения на русский язык.</p> <ol style="list-style-type: none"> 1. You can play computer games through the WWW, competing with partners from other countries. 2. Online newspapers have the most up-to-date news. 3. Nearly all the information being sent over the Internet is transmitted without any form of encoding. 4. Nobody knows exactly how many people use the Internet. 5. The number of resources and services that are part of the WWW is growing extremely fast. 	

	<p>4.Переведите предложения на английский язык</p> <ol style="list-style-type: none"> 1. Вы можете играть в компьютерные игры по сети, соревнуясь с партнерами из других стран. 2. Газеты он-лайн содержат последние новости. 3. Почти вся информация передаваемая по интернету идет без какой-либо кодировки. 4. Никто не знает точно, сколько человек пользуется интернетом. 5. Количество источников и услуг, которые являются частью сети, растут очень быстро. 6. Считают, что вирус является очень разрушительным. 7. Оказалось, что конкурент очень щепетильный. 8. Мы слышали, что он выпустил новый диск. 9. Известно, что бизнес основан на здравом смысле. 10. Предполагают, что союзники получают хорошее вознаграждение. 	
	<p style="text-align: center;">Вариант 5</p> <p>1.Найдите русские эквиваленты для следующих английских</p> <ol style="list-style-type: none"> 1. Ethic 1.нацеливать 2. Confederates 2. Выписывать чеки 3. Destructive 3. союзники 4. To trigger 4. этика 5. To issue checks 5. разрушительный <p>2.Вставьте нужные слова: Upgrade, punishment, password, eradicates, virus carrier</p> <ol style="list-style-type: none"> 1. Antivirus is a computer program that stops the spread of and often... the virus. 2. You must continuously pay the price for... 3. Each newly infected disc becomes a ... 4. He has managed to get way without ... 5. Most systems use account numbers and... to restrict access to authorized users. <p>3.Переведите предложения на русский язык, обращая внимание на инфинитивные конструкции Сложное подлежащее и Сложное дополнение.</p> <ol style="list-style-type: none"> 1. A vaccine is said to stop spreading of the virus. 2. This man is certain to be an adept in computer field. 3. He knew this computer to be infected. 4. She seemed to mistrust this programmer. 5. They are likely to be hackers. <p>4.Составьте предложения.</p> <ol style="list-style-type: none"> 1. Inserts, instructions, a programmer, unauthorized, in PC. 2. On the screen, appears, message, a warning. 3. Another, the virus, has spread to, disc. 4. Computer experts, a variety, have devised, of disks. 5. Needs, his exploits, to continue, he elsewhere. 	
	<p style="text-align: center;">Вариант 6</p> <p>1.Найдите русские эквиваленты для следующих английских</p> <ol style="list-style-type: none"> 1. Exhilaration 1.искоренять 2. blackmail 2.Телефонный мошенник 3. phone freaker 3. Потерять все данные 4. to eradicate 4. оживление 	

	<p>5. To lose all the data 5. шантаж</p> <p>2. Вставьте нужные слова: Disaster, illicit, at will, counterfeit, replicating.</p> <ol style="list-style-type: none"> 1. Worm is a program that spreads by replicating itself. 2. The ... instructions lie dormant. 3. Some viruses could result in ... for your disk. 4. Organized crime has used... credit cards to finance its operations. 5. Someone knows how to change the numbers in the files can transfer funds... <p>3. Переведите предложения на русский язык, обращая внимание на инфинитивные конструкции Сложное подлежащее и Сложное дополнение.</p> <ol style="list-style-type: none"> 1. A virus is considered to be very destructive. 2. The competitor turned out to be scrupulous. 3. We heard him release a new disk. 4. Business is known to be based on common sense. 5. Confederates are supposed to reap substantial rewards. <p>4. Составьте предложения.</p> <ol style="list-style-type: none"> 1. Software, is to copy, all too easy, expensive. 2. May, the criminal, unpunished, walk away. 3. Scans, for infection, the antivirus program, the diskette. 4. The virus, all, erasers, data files. 5. Virus activity, can, vaccines, prevent. 											
	<p style="text-align: center;">Вариант 7</p> <p>1. Найдите русские эквиваленты для следующих английских</p> <table border="0"> <tr> <td>1. Interaction</td> <td>1. снижение</td> </tr> <tr> <td>2. Unrestricted</td> <td>2. взаимодействие</td> </tr> <tr> <td>3. to evaluate</td> <td>3. неограниченный</td> </tr> <tr> <td>4. slippage</td> <td>4. выполнять</td> </tr> <tr> <td>5. to accomplish</td> <td>5. оценивать</td> </tr> </table> <p>2. Вставьте нужные слова: Mice, keyboard, depository, allow, accomplished</p> <ol style="list-style-type: none"> 1. ... is a primary data entry device with buttons. 2. The drawing-board size tablets ... tracing of existing engineering drawings. 3. The data bank is simply... of data. 4. This task is usually... by controlling the position of a set of cursor cross-hairs on the screen. 5. ... are small handled puck-like devices. <p>3. Переведите предложения на русский язык, обращая внимание на употребление Причастий и Герундия.</p> <ol style="list-style-type: none"> 1. These devices can be used for positioning a cursor. 2. Light pens consist of a stylus containing a photocell. 3. The information stored in a database depends on the functions of its organization. 4. All mentioned devices are illustrated in Figure 1. 5. Digitizers can be used in CAD/CAM systems to copy existing drawings. <p>4. Переведите предложения на английский язык</p> <ol style="list-style-type: none"> 1. Эти устройства могут использоваться для установки курсора. 2. Световые перья состоят из стилуса, содержащего 	1. Interaction	1. снижение	2. Unrestricted	2. взаимодействие	3. to evaluate	3. неограниченный	4. slippage	4. выполнять	5. to accomplish	5. оценивать	
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3. to evaluate	3. неограниченный											
4. slippage	4. выполнять											
5. to accomplish	5. оценивать											

	<p>фотоэлемент.</p> <p>3. Информация, которая хранится в базе данных, зависит от функций ее организации.</p> <p>4. Все упомянутые устройства расположены на рисунке 1.</p> <p>5. Диджитайзеры могут быть использованы в системах автоматизированного проектирования и автоматизированного производства для копирования существующих рисунков.</p>											
	<p style="text-align: center;">Вариант 8</p> <p>1.Найдите русские эквиваленты для следующих английских</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Feature</td> <td style="width: 50%;">1.предполагать</td> </tr> <tr> <td>2. tablet</td> <td>2.относительный</td> </tr> <tr> <td>3. relational</td> <td>3. элемент</td> </tr> <tr> <td>4. to imply</td> <td>4. планшет</td> </tr> <tr> <td>5. item</td> <td>5. особенность</td> </tr> </table> <p>2.Вставьте нужные слова: Touchscreens, database, aids, implies, unrestricted</p> <ol style="list-style-type: none"> 1. ... is an electronic organization of data and information. 2. The DBMS is the set of programming ... providing data banks functioning. 3. Voice Data entry gives the system operator more mobility due to ... hand and eye use. 4. A database ... integration of data across the entire environment that it serves. 5. ... are used by simply touching the display with one's finger. <p>3.Переведите предложения на русский язык, обращая внимание на употребление Причастий и Герундия.</p> <ol style="list-style-type: none"> 1. Mice are small handled devices with attached wire that can be moved around by an operator. 2. Voice data entry devices are used to increase operator productivity in selecting menu items. 3. Slippage of the contacting surfaces may result in tracking errors. 4. Digitizers are used to help create a drawing using an interactive software. 5. Automated drawing entry devices permit input of an entire document without manual intervention. <p>4.Переведите предложения на английский язык</p> <ol style="list-style-type: none"> 1. Мыши –это ручные устройства небольшого размера с проводом, который может двигаться оператором. 2. Голосовые устройства введения данных используются для увеличения продуктивности оператора в выборе составляющих меню. 3. Диджитайзеры используются для создания чертежа с использованием интерактивного ПО. 4. Проскальзывание контактирующих поверхностей может вызвать ошибки слежения. 5. Автоматизированные устройства ввода чертежей позволяют внести полный документ без мануального вмешательства. 	1. Feature	1.предполагать	2. tablet	2.относительный	3. relational	3. элемент	4. to imply	4. планшет	5. item	5. особенность	
1. Feature	1.предполагать											
2. tablet	2.относительный											
3. relational	3. элемент											
4. to imply	4. планшет											
5. item	5. особенность											
39	Грамматический тест											
	<p style="text-align: center;">Вариант 1</p> <p>Выберите только один правильный ответ “а”, “b”или “с” для заданий 1-21</p>											

1. He already ... the rule.
a. learns b. learned c. has learned
2. The rain ... half an hour ago.
a. has stopped b. stops c. stopped
3. When ... you see Mary? – I ... see her next week.
a. will b. would c. shall
4. By 8 o'clock yesterday I ... my homework.
a. was doing b. have done c. had done
5. When I ... Tom, he ... an ice cream.
a. meet, was eating b. met, was eating c. met ate
6. ... you ... this work by next Sunday ?
a. will ... have done b. shall ... do c. will do
7. Where is Boris? – He ... chess with his friend.
a. plays b. is playing c. was playing
8. ... Kate ... well?
a. do ... sing b. does ... sing c. is ... singing
9. His father ... watching TV at the moment.
a. was not watching b. is not watching c. doesn't watch
10. ... you ... supper at 9 o'clock yesterday ?
a. Were ... having b. Did ... have c. have had
11. He ... you for ages !
a. hasn't seen b. haven't seen c. didn't see
12. When ... the boss come tomorrow?
a. shall b. will c. does
13. When I ... home, Kate ... the piano
a. come; was playing b. came; was playing c. comes; is playing
14. Take your raincoat with you: it ... rain today
a. may b. can c. must
15. My friend asked me who ... the piano in the sitting room.
a. played b. plays c. was playing
16. Granny likes ... to sing songs.
a. him b. his c. he
17. A hare ... known to run very fast.
a. is b. are c. were
18. The coat ... last year is too small for me.
a. buying b. buy c. bought
19. The girl ... the book on the shelf is the new librarian.
a. put b. putting c. having put
20. I'm really looking forward to ... to New York.
a. go b. gone c. going
21. I knew my friend ... never ... to Washington.
a. had been b. has been c. have been

Вариант 2

Выберите только один правильный ответ “а”, “b” или “с” для заданий 1-21 и обведите его кружком.

1. I ... to bed early yesterday.
a. was going b. were going c. went
2. They ... at the station 2 hours ago.
a. met b. meet c. will meet
3. When the teacher ... the door of the classroom, the pupils ... at their desks.
a. opened; was sitting b. opened; were sitting c. opens; were sitting

	<p>4. He ... just the window. a. has opened b. have opened c. had opened</p> <p>5. What ... you prepare for breakfast tomorrow? a. will b. shall c. did</p> <p>6. She always ... to the Altai Mountains to visit her relatives there. a. go b. goes c. will go</p> <p>7. I ... a suit now. a. is wearing b. was wearing c. am wearing</p> <p>8. By 9 o'clock yesterday grand mother ... the dishes. a. had washed b. has washed c. will wash</p> <p>9. I ... my homework by 10 o'clock tomorrow. a. will do b. will be going c. will have done</p> <p>10. ... you ever ... to Moscow ? a. have ... been b. has ... been c. do ... been</p> <p>11. What ... your brother ... now? a. was ... doing b. am ... doing c. is ... doing</p> <p>12. When ... you usually ... dinner? a. do ... have b. did ... have c. does ... have</p> <p>13. My friend ... me up at 8 o'clock yesterday. a. is ringing b. was ringing c. were ringing</p> <p>14. Must we hand in our compositions tomorrow? No, you ... not you may hand them in after Sunday. a. should b. need c. must</p> <p>15. I was sure he ... the letter. a. posted b. posts c. had posted</p> <p>16. I expect ... to send a letter. a. them b. they c. their</p> <p>17. Many new textbooks ... expected to be published soon. a. was b. are c. is</p> <p>18. Who is that boy ... his homework at that table. a. do b. doing c. done</p> <p>19. This is a house ... many years ago. a. built b. building c. build</p> <p>20. Jane Eyre was fond of ... a. reader b. reading c. read</p> <p>21. I thought that I ... my work at that time. a. shall finish b. will finish c. should finish</p>	
40	<p>Прочитайте текст, переведите его и выполните задания INFORMATION TECHNOLOGY</p> <p>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.</p> <p>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.</p> <p>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)</p>	

	<p>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.</p> <p>Offices and factories now use microprocessors in the everyday life, as do cars, fax machines, aircraft fly control, railway signaling, police computer databases, etc.</p> <p>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.</p> <p>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.</p> <p>Compact discs can record complete encyclopedias, as well as provide sound and pictures.</p> <p>The impact of this information revolution on our society cannot yet be fully measured or predicted at this time.</p> <p>III. Vocabulary focus</p> <p>1. 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</p> <p>1. Complete the sentences using the information from the text.</p> <p>1. Modern electronic computers can process data, graphics and, .</p> <p>2. Computers cannot control</p> <p>3. Offices and factories now use microprocessors in the everyday life.</p> <p>4. The influence of the Multimedia is part of</p> <p>5. The impact of this information revolution on our society cannot yet be fully measured... .</p> <p>1. Answer the questions on the text</p> <p>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?</p>	
41	<p>Прочитайте текст, переведите его и выполните задания</p> <p>WHAT IS NEW MEDIA?</p> <p>New media is a broad term that emerged in the later part of the 20th century to encompass the amalgamation of traditional media such as film, images, music, spoken and written word, with the interactive</p>	

power of computer and communications technology, computer-enabled consumer devices, and most importantly the Internet. New media holds out a possibility of on-demand access to content anytime, anywhere, on any digital device, as well as interactive user feedback, creative participation, and community formation around the media content. What distinguishes new media from traditional media is not the digitizing of media content into bits, but the dynamic life of the “new media” content and its interactive relationship with the media consumer. This dynamic life moves, breathes, and flows with pulsing excitement in real time.

Thus, a high-definition digital television broadcast of a film viewed on a digital plasma TV is still an example of traditional media, while an “analog” paper poster of a local rock band that contains a web address where fans can find information and digital music downloads is an example of new media communication.

Most technologies described as “new media” are digital, often having characteristics of being manipulated, networkable, dense, compressible, interactive, and impartial. Some examples may be the Internet, websites, computer multimedia, computer games, CD-ROMS, and DVDs. New media is not television programs, feature films, magazines, books, or paper-based publications — unless they contain technologies that enable digital interactivity, such as graphic tags containing web-links. Until the 1980s media relied primarily upon print and analog broadcast models, such as those of television and radio. The last twenty-five years have seen the rapid transformation into media which are predicated upon the use of digital computers, such as the Internet and computer.

III. Vocabulary focus

1. Find in the text English equivalents to the following Russian phrases.

Слияние традиционных средств информации с Интернетом; потребительские приборы, появившиеся благодаря компьютеру; предлагать возможность; доступ по требованию; а также; обратная связь пользователя; творческое участие; содержание средств информации; цифровое телевидение; художественные фильмы, цифровая интерактивность, опирались главным образом, быстрая трансформация, использовании цифровых компьютеров.

2. Read the text again and mark the sentences as true or false.

1. New media is a broad term that emerged in the later part of the 19th century.
2. New media holds out a possibility of on-demand access to content anytime, anywhere, on any digital device
3. This dynamic life moves, breathes, and flows with pulsing excitement in real time.
4. Until the 1970s media relied primarily upon print and analog broadcast models, such as those of television and radio.

3. Check your comprehension.

1. What do you understand by the term “new media”?
2. What distinguishes new media from traditional media?
3. Give examples of traditional media and new media communication.
4. What characteristics have most new media technologies got?
5. Can TV

	<p>be called new media of communication and in what case? 6. What were the early media relied on? 7. What helped to transform the old media into new one? 8. How will new media change according to W. Neumann? 9. What can you say about new media versus cyber culture? 10. How is new media constantly changed?</p>	
42	<p>Прочитайте текст, переведите его и выполните задания Developing of Telecommunications</p> <p>We cannot deny the role of telecommunications in our life. The Internet, phones, telegraph, cell phones, radio, television are all the means of communication or telecommunication. Nowadays we live in information era, when information is the key and engine of progress. Our society needs perfect means of information exchange that is why all types of telecommunication are under the permanent developing.</p> <p>Currently hundreds of millions of people use wireless communication means. Cell phone is no longer a symbol of prestige but a tool, which lets to use working time more effectively. Considering that the main service of a mobile connection operator is providing high quality connection, much attention in the telecommunication market is paid to the spectrum of services that cell network subscriber may receive.</p> <p>Today we can easily connect to the Internet using our cell phone or to take a picture or to take a short movie, using our video cell phone. Before the outbreak of the First World War wireless telegraphy was established as a means of regular communication with ships at sea and provided a valuable supplement to existing telegraph lines. In the next few years the telephone systems of all the chief countries were connected with each other by radio.</p> <p>Telephones are as much a part of infrastructure of our society as roads or electricity, and competition will make them cheaper.</p> <p>Lots of other new communication services — on-line film libraries, personal computers that can send video-clips and sound-bites as easily as they can be used for writing letters, terrestrial mobile-telephone systems cheap enough to replace old sets — are already technically possible.</p> <p>Vocabulary focus</p> <p>1. Find in the text English equivalents of the following words.</p> <p>роль телекоммуникаций, средства связи, информационная эпоха, в постоянном развитии, символ престижа, рабочее время, спектр услуг, абонент сотовой сети, подключиться к интернету, сделать снимок,</p> <p>1. Read the text again and decide whether the following statements are true or false.</p> <ol style="list-style-type: none"> 1. The Internet, phones, telegraph, cell phones, radio, television are all the means of communication. 2. Our society does not need perfect means of information exchange 3. Currently ten millions of people use wireless communication means. 4. Today we can easily connect to the Internet using our cell 	

	phone.	
43	<p>Переведите диалог на английский, используя следующие выражения:</p> <p>To look for (= to seek) искать To make up one's mind (= to decide) решать To decide решать To get new experience получать новый опыт Somewhere else что-либо еще To have in mind (= to think of) обдумывать I don't mind (= to have no objections) я не возражаю I'll give it a go (= I'll try) я попробую To pick up everything quickly (= to learn quickly) быстро учиться A = Andrew B = Boris A Я слышал ты в поисках новой работы? B Да, я только что решила начать поиски новой работы. Я люблю мою настоящую работу, и коллеги прекрасные, но если я хочу приобрести больший опыт, мне надо поработать где-нибудь еще. A Ты уверена, что не можешь получить этот опыт на нынешней работе? B Да, уверена. Наша компания очень маленькая. Мне нужно что-нибудь больше. A Есть идеи? B Да, у меня на примете несколько мест. A А ты уверена, что у тебя уже достаточно опыта и умений, которые необходимы для них? B Понимаешь, специальность подходит. Это как раз то, что им надо. Что касается опыта, я думаю, я очень адаптируема. Я не против работы допоздна или в выходные дни. У меня есть желание попробовать что-то новое. Я быстро учусь. A Ну что ж, желаю удачи.</p> <p>Обратите внимание в диалоге на выражения со словом "mind". Pay attention to the expressions with the word 'mind'. Составьте 3 – 4 предложения с этим словом.</p>	
44	<p>Прочитайте текст, переведите его и ответьте на вопросы.</p> <p>HOW TO WRITE A RESUME</p> <p>No matter what method of job hunting you use, inevitably somebody will ask you for a resume. Most companies require a resume before seriously considering a job candidate from the outside. Resumes are sometimes also required in order to receive a job transfer within a company. The purpose of a resume is to help you obtain a job interview, not a job. Very few people are hired without a personal interview. Effective resumes are straightforward, factual presentations of a person's experience and accomplishments. They are neither over detailed nor too sketchy. A general rule is that two or three pages in length is best. One page seems too superficial; a four-page (or longer) resume may irritate an impatient employment official. Some writers suggest that a chronological (the standard-</p>	

	<p>type) resume be used; others argue for an accomplishment resume. A useful resume should include both your experiences and key accomplishments. When sent to a prospective employer, a resume should be professionally reproduced, with particular attention to misspellings, typographical errors, and careful spacing. To attract attention, some job seekers print resumes on tinted paper, in a menu-like folder, or on unusual-sized paper. If done in a way to attract positive attention to yourself, these approaches have merit.</p> <p>VOCABULARY inevitably — неизбежно to require - требовать to hire - нанимать accomplishment - выполнение (достижение) superficial - поверхностный to irritate - раздражать tinted paper-тоновая окрашенная бумага merit – достоинство</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> 1. What is the purpose of a resume? 2. What are effective resumes? 3. What is the length of effective resumes? 4. What should a useful resume include? 5. How should a resume be reproduced? 	
	<p>Прочитайте и письменно переведите текст Never write!</p> <ul style="list-style-type: none"> • Don't use cheap paper. Don't use bright colours, if you want to look conservative and business-like. • Don't write a resume longer than 2 pages. Never write it on two sides of the same paper. • Don't forget to put your name on the second page, if you have two-page resume. • Don't handwrite your resume. The best way of typing a resume is using a computer and a printer. • Don't include personal information such as: weight, nationality, race, desired salary, the reasons why you left the previous job (sometimes personal interests and hobbies). • Don't use "I"-statements because it's a formal document but not a story. • Don't forget to give your work experience and education in reverse chronological order. • Don't avoid to use active verbs such as "managed", "provided", "directed", "coordinated", "accomplished", "maintained", "encouraged", "increased", "conducted", "participated". 	
	<p>Посмотрите на резюме и ответьте на вопросы How many parts does it consist of? What are they?</p> <p>RESUME</p> <p>PERSONAL INFORMATION Name: Viktoria Savina Address: 33716, Saint-Petersburg, Russia Bogatyrskiy avenue 53/3, app. 160 Phone: +8-812-100-38-94</p>	

	<p>E-mail: savina_vik@gmail.com Date of birth: 16 August 1994 Age: 20 Marital status: Single Nationality: Russian</p> <p>OBJECTIVE To provide advanced administrative services for your company, to carry out office management and information management tasks as an Executive Secretary</p> <p>EDUCATION 2012 — present time Teacher of History and Social Studies, Historical Department, 2nd year study, Moscow State University, Russia 2002 — 2012 Secondary school № 1, Saint-Petersburg, Russia</p> <p>WORK EXPERIENCE May 2013 – September 2013 Receptionist (LLC) “Tradecontact”, Moscow, Russia Responsibilities: answer calls; negotiations arrangement; office work; business documentary; advertising.</p> <p>SKILLS Computer skills: Microsoft Office (Word, Excel), 1C, Outlook Express Languages: Russian — native English — working knowledge French — basic knowledge Driving Licence: Category B</p> <p>INTERESTS Sport, Science, New Technologies</p> <p>REFERENCES Letter of Reference is available upon request from: Irina A.Morozova, Executive Director (LLC) “Tradecontact”, Chkalov st., 7/2b, Moscow, Russia Phone: +7(495)934-56-31 E-mail: tele_most@mail.ru</p> <p>Напишите свое резюме</p>	
	<p>Переведите предложения с русского на английский:</p> <ol style="list-style-type: none"> 1. Для начала вам следует купить газету или журнал с объявлениями о приеме на работу. 2. Потом вам придется продумать вступительную речь для интервью. 3. Затем вы должны отправить сопроводительное письмо. 4. Вам придется узнать, какой стиль одежды существует у сотрудников компании. 5. Вы должны написать резюме в правильном порядке. 6. Вам придется его тщательно обдумать. 7. Затем вам следует взвесить ваши сильные и слабые стороны для этой должности. 8. Вы должны прийти на интервью вовремя. 9. Извините, что заставил вас ждать. 10. Я раньше не отличался организованностью. 	

	<p>11. Я с удовольствием рассмотрел рекламную брошюру вашей компании.</p> <p>12. Весь персонал вашего офиса был очень дружелюбным и я чувствовал себя очень комфортно.</p> <p>13. Раньше я был согласен на любую работу, а теперь у меня много опыта и я ищу работу получше.</p> <p>14. Я окончил университет пять лет назад.</p> <p>15. Раньше я писал свое резюме 10 минут, теперь мне надо часа два.</p>	
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3.6.1 Собеседование (8-й семестр)

ОК 02 Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности

ОК 04 Эффективно взаимодействовать и работать в коллективе и команде.

ОК 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения

ОК 09 Пользоваться профессиональной документацией на государственном и иностранном языках

№ задания	Формулировка вопроса
	Компьютеры
1	What was the very first calculating device?
2	What is abacus? When did people begin to use them?
3	What did Charles Babbage design?
4	How did the first generation of computers work?
5	What are the differences between the first and the second computer generations?
6	When did the third-generation computers appear?
7	What is a computer?
8	The basic job of a computer is the processing of information, isn't it?
9	How do we call a program, which tells the computer what to do?
10	What can computer solve?
11	Where does the word 'computer' refer to?
12	How can the CPU in digital computers be divided?
13	What is the function of the control unit?
14	What components has a control unit?
15	Where are programs and data first loaded?
16	What can modern computers perform?
17	Does software give instructions that tell computers what to do?
18	How many kinds of software do you know? What are they?
19	What is the job of memory?
20	Can you name two major categories of memory?
	Интернет
21	What sort of internet connection do you have? How reliable is it? Have you ever considered changing your ISP (internet service provider) at home or your data plan in your phone?
22	How many hours a day or a week do you spend on the net when you are not working?
23	Some people suggest that the internet will kill off paper newspapers. What do you think of this suggestion?

24	Do you use Google Maps or Waze to plan a route? Is it easy to follow? Which app do you prefer?
25	Do you ever download podcasts from the net? Have you ever tried listening to English podcasts?
26	Do you think that mobile devices will ever become as easy to use as printed books?
27	How much spam do you receive in a week? Have you ever answered a spam e-mail?
27	Has your computer ever been infected by a virus? What happened?
29	Do you have many passwords? Do you have any tricks for remembering them?
30	Do you think the web is a good place to check weather forecasts? Which site do you use?
31	Do you download films or music from the internet? What do you think of the morality of this?
32	Some European governments want to cut off internet access for people who regularly download films or music from the net. What do you think of this proposal?
33	If you download films, do you watch them on your computer or transfer them by some means to your TV. How do you do this?
34	Do you use Netflix? Has it replaced other forms of contents for you (TV, downloading, YouTube)?
35	Do you often buy things over the net?
36	What sort of things do you buy?
37	Do you think that some businesses, such as travel agents, could be completely replaced by the net? Which kind of businesses?
38	How does shopping over the net differ from buying things in a shop? How is it better or worse?
39	Do you think internet shopping is secure? What precautions can/do you take?
40	Do you use the internet for your banking? If so, do you just check the state of your account or do you do anything more complicated?
41	Технический прогресс
42	What is the peripheral?
43	What can input units perform? Name the input units. Give them short characteristics.
44	What can the output units perform? Name them and give them short characteristics.
45	How many methods of storing and accessing instructions or data are in the auxiliary storage?
46	How many types of disks do you know? Give the features to the floppy disks, to the hard-disks.
47	Where does the word 'computer' refer to?
48	How can the CPU in digital computers be divided?
49	What is the function of the control unit?
50	What is the arithmetical-logical unit?
51	What components has a control unit?
52	Where are programs and data first loaded?
53	What are the primary components of the ALU?
54	What can modern computers perform?
55	What is an application program?
56	What does word processing software program allow to do?
57	What was one of the primary functions of the first mainframe computers?
58	What is a personal computer capable doing now?
59	What is windows
60	What are desktop publishing programs used to?

Информационно-коммуникационные технологии	
61	What was the very first calculating device?
62	What was the main idea of Ch. Babbage's machine?
63	When did the first calculating machine appear?
64	Why do all modern technologies depend on computers?
65	Why do many people find computers dangerous?
66	What are the advantages and disadvantages of computers?
67	Do you use computer in your life?
68	For what do you use computer?
69	Can computer be dangerous?
70	What can input units perform?
71	What is data processing?
72	What basic operations does a data processing system include?
73	Does software give instructions that tell computers what to do?
74	How many kinds of software do you know? What are they?
75	What modern devices have embedded computers?
76	What is programming?
77	What is a program?
78	What are the basic functions of operating system?
79	What company developed the first version of DOS operating system? For what purpose was it done? Was the new operational system successful?
80	What is "a word processing program"?
Трудовая деятельность специалиста	
81	What is resume?
82	Why is it important to have a resume?
83	What kind of job are you going to look for?
84	What qualities and skills do you need to get a good job?
85	How to get ready for a job interview?
86	Is it easy to find a good job nowadays?
87	Do you think you need some experience to get a good job? Why?
88	What is necessary to become professionally successful?
89	What do you want to achieve in your career?
90	Is the knowledge of a foreign language is important to have a successful career? Why?
91	Is it a problem in Russia for young people to get a job? Why?
92	What is more important to have a well-paid job or an interesting and rewarding job?
93	Is it interesting to study for you?
94	What do you like most about studying at the university?
95	What professions are popular among the young people in our country?
96	What professions are prestigious in our country?
97	Do you like your future profession? Why?
98	What do you think, who helps you to choose a profession?
99	Why do people have to work?
100	What skills are necessary for different jobs?
101	What kinds of jobs do you enjoy most?
102	What do you think about working abroad?
103	Where can you find the advertisement when you are looking for the job?
104	How do you prepare for the interview with an employee?
105	How should you behave yourself while the interview?
106	What information does resume include and what is the order of it?

107	What is your objective? What kind of position do you want in the future?
108	What are your future plans?
109	Where do you see yourself in five years?
110	What are your future plans?

4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

• Процедуры оценивания в ходе изучения дисциплины знаний, умений и навыков, характеризующих этапы формирования компетенций, регламентируются положениями:

- - П ВГУИТ 2.4.03 – Положение о курсовых, экзаменах и зачетах;
- - П ВГУИТ 4.01.02 – Положение о рейтинговой оценке текущей успеваемости.

Для оценки достижений обучающихся введена балльно-рейтинговая система контроля, охватывающая их текущую и промежуточную аттестацию. Данная система предполагает:

- обязательную отчетность каждого обучающегося за освоение каждого учебного модуля/темы в срок, предусмотренный учебным планом и графиком освоения учебной дисциплины по семестрам и месяцам;
- систематичность работы каждого обучающегося;
- обеспечение обратной связи между обучающимися и преподавателем, что позволяет корректировать траекторию учебно-познавательной деятельности каждого обучающегося и способствовать повышению качества обучения;
- ответственность преподавателя за мониторинг учебной деятельности каждого обучающегося на протяжении курса.

Форма и содержание текущего контроля

Текущий контроль осуществляется в течение семестра на каждом занятии в виде проверки домашних заданий, фронтального и индивидуального опросов. Текущий контроль в рамках образовательных блоков-модулей семестра также включает:

- контроль самостоятельного внеаудиторного чтения (КСЧ);
- домашнюю контрольную работу (ДКР);
- домашние задания по различным видам речевой деятельности; в том числе задания интерактивного характера (ролевое проигрывание ситуаций, микродиалоги этикетного характера, устные презентации, в т.ч. с использованием мультимедиа и демонстративной наглядности (ИАФ), которые выполняются после изучения каждого модуля).

Форма и содержание промежуточного контроля

Промежуточный контроль (зачет, дифференцированный зачет) состоит из двух этапов: 1) выполнение многовариантных тестовых заданий по материалам, изученным в рамках модулей в течение семестра; 2) чтение и перевод текстов с последующим выполнением заданий по прочитанному. В текстах затрагивается материал по темам, которые были изучены в течение текущего и предыдущего семестров.

Промежуточный контроль (экзамен) также состоит из 3 этапов: 1) выполнение многовариантных тестовых заданий по материалам, изученным в рамках модулей в течение семестра; 2) чтение и перевод текстов с последующим выполнением заданий по прочитанному. В текстах затрагивается материал по темам, которые были изучены в течение текущего и предыдущего семестров; 2) собеседование с преподавателем, предполагающее монологическую и диалогическую речь, в рамках вопросов в соответствии с уровнем обученности обучающихся по всему объему пройденного материала в течение 8-х семестров.

Первый этап контроля (зачет/ экзамен) проводится на последнем практическом занятии и является обязательным для всех обучающихся, независимо от их успеваемости в течение семестра. Он учитывается действующей балльно-рейтинговой системой, наряду с такими видами контроля как домашнее задание, КСЧ, ДКР, и его успешное прохождение позволяет получить экзамен автоматом.

Успешность освоения семестрового материала по иностранному языку определяется по 100-балльной шкале. Всем видам контроля (текущего и промежуточного), входящим в совокупную оценку за семестр, присваивается определенное количество баллов в зависимости от их трудоёмкости и деятельностной направленности заданий.

Согласно балльно-рейтинговой системе, для получения зачета, экзамена «автоматом» достаточно набрать 60 процентов от максимально возможного балла на момент начала экзаменационной сессии (на последней неделе обучения) по результатам обучающегося в течение семестра при выполнении всех видов работ, предусмотренных рабочей программой дисциплины, при этом рейтинговый балл переводится в проценты в 5-балльную рейтинговую оценку по следующей шкале:

Проценты от максимально возможного балла	Оценка
85-100	«зачтено»/«отлично»
75-84,99	«зачтено»/«хорошо»
60-74,99	«зачтено»/«удовлетворительно»
0-59,99	«незачтено»/ «неудовлетворительно»

К зачету или экзамену допускаются только обучающиеся, набравшие в течение семестра не менее 50 баллов. Обучающийся, набравший в семестре менее 50 баллов, может заработать дополнительные баллы, отработав соответствующие разделы дисциплины или обязательные задания, для того, чтобы быть допущенным к зачету/экзамену.

На экзамене обучающиеся могут также улучшить оценку, выставленную автоматом по результатам рейтинговой аттестации.

В случае неудовлетворительной сдачи зачета/экзамена обучающемуся предоставляется право повторной сдачи в срок, установленный для ликвидации академической задолженности по итогам соответствующей сессии. При повторной сдаче экзамена и/или зачета количество набранных баллов на предыдущем экзамене и/или зачете не учитывается.

Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания для каждого результата обучения по дисциплине

Результаты обучения по этапам формирования компетенций	Предмет оценки (продукт или процесс)	Показатель оценивания	Критерии оценивания сформированности компетенций	Шкала оценивания	
				Академическая оценка или баллы	Уровень освоения компетенции
<p>ОК 02 Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности</p> <p>ОК 04 Эффективно взаимодействовать и работать в коллективе и команде.</p> <p>ОК 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения</p> <p>ОК 09 Пользоваться профессиональной документацией на государственном и иностранном языках</p>					
<p>Знать:</p> <p>-общая и профессиональная лексика;</p> <p>-грамматические нормы современного английского языка;</p> <p>-факты англоязычной культуры;</p> <p>-основные ресурсы, с помощью которых можно компенсировать недостающие знания.</p> <p>-лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной</p>	<p><i>Тест (контрольная работа, дифзачет)</i></p>	<p><i>Корректное применение теоретических и практических знаний в области лексики, грамматики, речевого этикета, страноведения, чтения и письма.</i></p>	Обучающийся выполнил правильно 100-85% заданий теста	Отлично	Освоена (повышенный)
			Обучающийся выполнил правильно 84,99-75% заданий теста	Хорошо	Освоена (повышенный)
			Обучающийся выполнил правильно 74,99-60% заданий теста	Удовлетворительно	Освоена (базовый)
			Обучающийся выполнил правильно 59,99-0% заданий теста	Неудовлетворительно	Не освоена (недостаточный)

<p>направленности; -профессиональные термины, разговорные штампы, нормы делового этикета и языкового «поведения».</p>					
<p>Уметь в области аудирования: -воспринимать на слух высказывания на общую и профессиональную тематику и извлекать общую и детальную информацию из услышанного; в области чтения: -понимать содержание текстов общей и профессиональной тематики и извлекать общую и детальную информацию из прочитанного; в речи: -поддерживать диалог на общую и профессиональную тематику, соблюдать нормы речевого этикета. -общаться устно и письменно на иностранном языке на профессиональные и</p>	<p><i>Домашнее задание</i></p>	<p><i>Корректное использование лексики и грамматических правил при работе с текстами</i></p>	<p>Обучающийся владеет материалом. Обучающийся достаточно корректно переводит изученные лексические единицы и грамматические конструкции в рамках текста, интерпретирует текстовую и графическую информацию с использованием речевых клише.</p>	<p>Отлично</p>	<p>Освоена (повышенный)</p>
			<p>Обучающийся владеет материалом. Обучающийся недостаточно корректно переводит изученные лексические единицы и грамматические конструкции в рамках текста, однако интерпретирует текстовую и графическую информацию с использованием речевых клише.</p>	<p>Хорошо</p>	<p>Освоена (повышенный)</p>
			<p>Обучающийся слабо владеет материалом. Обучающийся довольно часто некорректно переводит изученные лексические единицы и грамматические конструкции в рамках текста, с трудом интерпретирует текстовую и графическую информацию с использованием речевых клише.</p>	<p>Удовлетворительно</p>	<p>Освоена (базовый)</p>

<p>повседневные темы; -переводить со словарем иностранные тексты профессиональной направленности; -использовать иностранный язык как средство для получения информации из иноязычных источников в профессиональных целях описывать события, излагать факты, делать сообщения, оценивать важность, новизну информации, определять отношение к ней; -правильно выбирать языковые средства в зависимости от ситуации и личности собеседника; -самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.</p>	<p>Практическая работа</p>	<p>Полнота и правильность выполненного задания, связанность и логичность ответа, умение применять определения и правила в конкретных случаях</p>	<p>Обучающийся крайне слабо владеет материалом. Обучающийся некорректно переводит изученные лексические единицы и грамматические конструкции в рамках текста, не смог проинтерпретировать текстовую и графическую информацию с использованием речевых клише.</p>	<p>Неудовлетворительно</p>	<p>Не освоена (недостаточный)</p>
			<p>Устный ответ, письменная работа, практическая деятельность обучающегося в полном объеме соответствует программе, допускается один недочет. Обучающийся может обосновывать свои суждения, применяет знания на практике, приводит собственные примеры.</p>	<p>Отлично</p>	<p>Освоена (повышенный)</p>
			<p>Устный ответ, письменная работа, практическая деятельность обучающегося в общем соответствуют требованиям программы, но имеются одна или две негрубые ошибки, или три недочета.</p>	<p>Хорошо</p>	<p>Освоена (повышенный)</p>
			<p>Устный ответ, письменная работа, практическая деятельность обучающегося в основном соответствуют требованиям программы, однако имеются 2-3 грубые ошибки и несколько недочетов.</p>	<p>Удовлетворительно</p>	<p>Освоена (базовый)</p>

			Устный ответ, письменная работа, практическая деятельность обучающегося частично соответствуют требованиям программы, имеются существенные недостатки и грубые ошибки.	Неудовлетворительно	Не освоена (недостаточный)
	<i>Самостоятельное внеаудиторное чтение</i>	<i>Понимание прочитанного материала, корректность и адекватность перевода текста</i>	Обучающийся подготовил материал для чтения в полном объеме (7500 печатных знаков), который соответствует теме модуля. Демонстрирует хорошую технику чтения, может перевести текст без опоры или с опорой на самостоятельно составленный мини-словарь к тексту. Легко ориентируется в тексте и может ответить на любой вопрос по содержанию текста.	Отлично	Освоена (повышенный)
Обучающийся подготовил материал для чтения в полном объеме (7500 печатных знаков), который соответствует теме модуля. Демонстрирует достаточно хорошую технику чтения, может перевести текст без опоры или с опорой на самостоятельно составленный мини-словарь к тексту, однако испытывает некоторые затруднения при переводе. Ориентируется в тексте и может ответить почти на все вопросы по содержанию текста.			Хорошо	Освоена (повышенный)	
Обучающийся подготовил			Удовлетворительно	Освоена	

			<p>материал для чтения в неполном объеме (но не менее 2/3), который соответствует теме модуля. Демонстрирует посредственную технику чтения, может перевести текст без опоры или с опорой на самостоятельно составленный мини-словарь к тексту, однако испытывает серьезные затруднения при переводе многих моментов. Ориентируется в тексте и может ответить не на все вопросы по содержанию текста.</p>	<p>тельно</p>	<p>(базовый)</p>
			<p>Обучающийся подготовил материал для чтения в неполном объеме (менее 2/3), который не соответствует теме модуля. Демонстрирует слабую технику чтения, не может перевести текст без опоры или с опорой на самостоятельно составленный мини-словарь к тексту. Не ориентируется в тексте и не может ответить на вопросы по содержанию текста.</p>	<p>Неудовлетворительно</p>	<p>Не освоена (недостаточный)</p>
	<p><i>Домашняя контрольная работа</i></p>	<p><i>Корректное применение теоретических знаний полученных самостоятельно посредством использования учебной и справочной литературы</i></p>	<p>Обучающийся выполнил контрольную работу в полном объеме, практически не допустил при этом лексических и грамматических ошибок (допускается не более трех, но не грубых). Может объяснить любое грамматическое явление, представленное в работе для</p>	<p>Отлично</p>	<p>Освоена (повышенный)</p>

			самостоятельного изучения. Может объяснить алгоритм выполнения любого задания. Творчески подошел к выполнению проблемно-ситуативных заданий, предложенных в контрольной работе. Легко ориентируется в тексте и может ответить на любой вопрос по содержанию текста, представленного в качестве тематической основы данной контрольной работы.		
			Обучающийся выполнил контрольную работу в полном объеме, но допустил при этом несколько негрубых лексических или грамматических ошибок (в пределах пяти). Может объяснить любое грамматическое явление, представленное в работе для самостоятельного изучения. Может объяснить алгоритм выполнения любого задания. Творчески подошел к выполнению проблемно-ситуативных заданий, предложенных в контрольной работе. Ориентируется в тексте и может ответить практически на любой вопрос по содержанию текста, представленного в качестве тематической основы данной контрольной работы.	Хорошо	Освоена (повышенный)
			Обучающийся выполнил контрольную работу в неполном объеме (но не менее 2/3), но	Удовлетворительно	Освоена (базовый)

			<p>допустил при этом лексические или грамматические ошибки (в пределах семи). Затрудняется объяснить некоторые грамматические явления, представленные в работе для самостоятельного изучения. Но может объяснить алгоритм выполнения практически любого задания. При выполнении проблемно-ситуативных заданий, предложенных в контрольной работе, не использовал творческий подход. С некоторыми затруднениями ориентируется в тексте и может ответить не на все вопросы по содержанию текста, представленного в качестве тематической основы данной контрольной работы.</p>		
			<p>Обучающийся выполнил контрольную работу в неполном объеме (менее 2/3), допустил при этом лексические или грамматические ошибки (более семи), в том числе и грубые. С трудом объясняет грамматические явления, представленные в работе для самостоятельного изучения. Не может объяснить алгоритм выполнения заданий. При выполнении проблемно-ситуативных заданий, предложенных в контрольной</p>	<p>Неудовлетворительно</p>	<p>Не освоена (недостаточный)</p>

			работе, не использовал творческий подход. Не ориентируется в тексте и не может ответить на вопросы по содержанию текста, представленного в качестве тематической основы данной контрольной работы.		
	<i>Собеседование (дифзачет)</i>	<i>Логичность и корректность усной речи с целью выражения собственной точки зрения.</i>	Обучающийся полностью раскрыл содержание обозначенной темы. Темп речи нормальный. Использует речевые клише для обозначения темы. Не делает ошибок.	Зачтено	Освоена (базовый, повышенный)
Обучающийся полностью раскрыл содержание обозначенной темы. Темп речи нормальный. Использует речевые клише для обозначения темы. Однако делает ошибки (допустимы 1-3 ошибки).			Зачтено		
Обучающийся не раскрыл содержание темы. Темп речи замедленный. Не употребляет речевых клише. Допускает очень много ошибок.				Не зачтено	Не освоена (недостаточный)

