МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

«РЯЗАНСКИЙ ГОСУДАРСТВЕННЫЙ РАДИОТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ

ИМЕНИ В.Ф. УТКИНА»

Кафедра «Вычислительная и прикладная математика»

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**ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ПО ДИСЦИПЛИНЕ**

**Б1.О.01 «ИНОСТРАННЫЙ ЯЗЫК»**

Направление подготовки

09.03.04 «Программная инженерия»

Направленность (профиль) подготовки

09.03.04 «Программная инженерия»

Квалификация (степень) выпускника – бакалавр

Форма обучения – очная

Рязань 2020

1. ОБЩИЕ ПОЛОЖЕНИЯ

Оценочные материалы – это совокупность учебно-методических материалов (контрольных заданий, описаний форм и процедур), предназначенных для оценки качества освоения обучающимися данной дисциплины как части основной образовательной программы.

Цель – оценить соответствие знаний, умений и уровня приобретенных компетенций, обучающихся целям и требованиям основной образовательной программы в ходе проведения текущего контроля и промежуточной аттестации.

Основная задача – обеспечить оценку уровня сформированности общекультурных и профессиональных компетенций, приобретаемых обучающимся в соответствии с этими требованиями.

Контроль знаний обучающихся проводится в форме текущего контроля и промежуточной аттестации. При оценивании (определении) результатов освоения дисциплины применяется система зачтено – не зачтено.

**2.** **ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ**

Сформированность каждой компетенции в рамках освоения данной дисциплины оценивается по трехуровневой шкале:

1. пороговый уровень является обязательным для всех обучающихся по завершении освоения дисциплины;
2. продвинутый уровень характеризуется превышением минимальных характеристик сформированности компетенций по завершении освоения дисциплины;
3. эталонный уровень характеризуется максимально возможной выраженностью компетенций и является важным качественным ориентиром для самосовершенствования.

Критерии оценки знаний, умений, навыков на текущих и промежуточной аттестациях:

**Письменный перевод текста (с использованием словаря):**

– правильность перевода лексических единиц;

– соблюдение грамматических, синтаксических, орфографических правил при переводе с изучаемого иностранного языка на родной;

– соблюдение языковой нормы и стиля при переводе с изучаемого иностранного языка на родной;

– адекватность перевода текста-оригинала на родной язык.

**Передача на русском или иностранном языке основного содержания иноязычного текста общенаучного характера (без использования словаря):**

– Полнота и точность передачи основной информации;

– Знание нейтральной лексики;

– Знание терминов;

– Социокультурные знания, необходимые для понимания текста;

– Связность передачи содержания;

– Логичность построения сообщения (раскрытие причинно-следственных связей).

**Устное монологическое сообщение по теме:**

– объём лексического запаса;

– грамотность оформления высказывания;

– логичность высказывания;

– наличие выводов и заключения.

В конце каждого семестра студенты получают оценку **«зачтено»** за задания, качество выполнения которых должно составлять не менее 50%.

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| **Шкала оценивания** | 1. **Критерий** |
| **5 баллов, «отлично»**  **(эталонный уровень)** | Задание выполнено полностью с высоким качеством (три задания) |
| **4 балла, «хорошо» (продвинутый уровень)** | Задание выполнено полностью, но допущены незначительные ошибки в понимании текста. |
| **3 балла, «удовлетворительно» (пороговый уровень)** | Задание выполнено, допущены незначительные погрешности в языке перевода. Монологическое высказывание логично, но не выдержан объем (менее 50%), допущены грамматические и лексические ошибки, затрудняющие понимание сообщения. |
| **2 балла, «неудовлетворительно»** | Не выполнено одно и больше из заданий. Допущены значительные ошибки в понимании материала. |

1. На основании полученного суммарного балла студенту выставляется итоговая оценка по дисциплине по шкале «не зачтено», «зачтено».

**Оценка «зачтено»** выставляется студенту, если все за все три вопроса задания выставляется оценка не менее «удовлетворительно»

**Оценка «не зачтено»** выставляется студенту, если на один и больше вопросов выставлена оценка «не удовлетворительно».

**3. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ (МОДУЛЮ)**

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| **Контролируемые разделы (темы) дисциплины** (результаты по разделам) | **Код контролируемой компетенции (или её части)** | **Этап формирования контролируемой компетенции (или её части)** | **Вид, метод,**  **форма**  **оценочного**  **мероприятия** |
| 1. Обобщение и систематизация сведений о грамматическом и лексическом строе языка. | УК-4 | Практические и самостоятельные занятия обучающихся в течение учебного семестра | Выполнение  тестовых  заданий. |
| 2. Практика чтения и перевода текста по специальности. | УК-4 | Практические и самостоятельные занятия обучающихся в течение учебного семестра | Выполнение  тестовых заданий. |

**4. ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ ИЛИ ИНЫЕ МАТЕРИАЛЫ**

4.1. Контрольные задания

**4.1.1. Задание**: **Письменный перевод текста по специальности 1500 печ. знаков**

**(УК-4).**

**Пример:**

Introduction to Computer Software

For as long as there has been computer hardware, there has also been computer software. But what is software? Software is just instructions written by a programmer which tell the computer what to do. Programmers are also known as 'software developers', or just plain 'developers'. Nothing much is simple about software. Software programs can have millions of lines of code. If one line doesn't work, the whole program could break! Even the process of starting software goes by many different names in English. Perhaps the most correct technical term is 'execute', as in "a man executed the computer program." Be careful, because the term 'execute' also means (in another context) to put someone to death! Some other common verbs used to start a software program which you will hear are 'run', 'launch, and even 'boot' (when the software in question is an operating system).

Software normally has both features and bugs. Hopefully more of the former than the latter! When software has a bug there are a few things that can happen. The program can crash and terminate with a confusing message. This is not good. End users do not like confusing error messages. Sometimes when software stops responding you are forced to manually abort the program yourself by pressing some strange combination of keys such as ctrl-alt-delete. Because of poor usability, documentation, and strange error messages, programming still seems very mysterious to most people. That is too bad, because it can be quite fun and rewarding to write software. To succeed, you just have to take everything in small steps, think very hard, and never give up.

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| **Шкала оценивания** | 1. **Критерий** |
| **5 баллов, «отлично»**  **(эталонный уровень)** | 1. Перевод текста передает полно и точно содержащуюся информацию, соответствует нормам литературного родного языка и языка оригинала, переведен весь объем текста. |
| 4 балла, «хорошо» (продвинутый уровень) | 1. Перевод передает полно и точно содержащуюся информацию, но допущены незначительные ошибки смыслового и стилистического характера. |
| **3 балла, «удовлетворительно» (пороговый уровень)** | 1. Перевод передает основную информацию, но утеряны незначительные второстепенные детали, не нарушающие логику исходного текста; текст переведен не до конца. Обучающийся допускает незначительные погрешности в языке перевода. |
| **2 балла, «неудовлетворительно»** | 1. Переведена только часть текста (менее 75 %), допущены грубые логические, смысловые, грамматические и лексические ошибки. |

**4.1.2. Задание 2. Чтение и устный перевод текста общенаучного характера (без использования словаря) без предварительного ознакомления. Объем текста 1800 знаков (УК-4). Пример:**

[The Importance of Technology in our Century](http://www.importanceoftechnology.info/the-importance-of-technology-in-our-century/)

The 21 century is century of the new technologies. Humanity created a lot of new things which changed our life. Only 10 years ago we hardly could believe we would have mobile phones, such modern personal computers, notebooks, international net without we cannot image our life. They have become a part life.

I think nowadays we need new technologies such as mobile phones, because people use phones, it has become not the thing of luxury and has become thing of necessity. Some years ago we lived without mobile phones, could find each other, but know we cannot. Mobile phones make life easier due to them we opened possibilities which could not even image. Holding on hand phones we are able to do everything: to call everywhere to everyone and to know everything as technology in telephones there is all what we need. You want to listen music – please, there is mp3 player with big memory for music; you want make a photo of lovely place – phones have cameras; there is radio, even internet and so on. Industry does not stop on one place it is always in movement.

To my mind the greatest creation of humanity is internet. Internet is a place where we can find impossibility. People have learnt internet perfectly and now they can use for jobs, education and etc. if anybody wants to know, for example, about Africa he can to click and just read all about it or we need picture of beautiful nature of Asia internet momentary gives information. We have chance to see and read about everything sitting at home without difficulties.

Also the important role in humanity life plays computers. If some years ago people write by pen but now people use computer for studying and working. On computers we make projects, print books, keep documents and a lot possibility.

All our jobs depend on new technologies. With them we are powerful and confident. It is so important to have new technology nowadays, because we depend on them and education, jobs connect with technologies. They made our life comfortable and easy and humanity has already got used to technology.

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| **4 балла, «хорошо» (продвинутый уровень)** | Перевод передает полно и точно содержащуюся информацию, но допущены незначительные ошибки смыслового и стилистического характера. |
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| **2 балла, «неудовлетворительно»** | Переведена только часть текста (менее 75 %), допущены грубые логические, смысловые, грамматические и лексические ошибки. |

**4.1.3. Задание 3. Рассказать о своей профессии. Время выступления – 5-7 мин. (УК-4).**

**Пример:**

Speak on the following.

My future professional activities

1. What your future specialty is and what profession software engineering is;

2. If software engineering affects economies and societies in many ways nowadays;

3. What you are supposed to deal with after graduation;

4. If you are a computer professional with strong programming, systems analysis, interpersonal, and business skills employers will continue to seek for;

5. Where you are planning to work in as a computer software engineer;

6. If you are able to meet the requirements of most joint-stock, state, insurance, holding companies;

7. What industrial premises computer software engineers normally work in;

8. How many hours a week you are expected to work;

9. Whether you, as a software engineer, also have to work evenings or weekends to meet deadlines or solve unexpected technical problems;

10. If job prospects for computer software engineers are excellent for businesses have the insistent need to manage, upgrade, and customize their increasingly complicated computer systems.

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| **Шкала оценивания** | 1. **Критерий** |
| **5 баллов, «отлично»**  **(эталонный уровень)** | Монологическое сообщение логично, следует языковой норме, выдержан объем сообщения. |
| **4 балла, «хорошо» (продвинутый уровень)** | Монологическое сообщение логично, объем сообщения достаточен, но допущены незначительные ошибки, не влияющие на понимание высказывания. |
| **3 балла, «удовлетворительно» (пороговый уровень)** | Монологическое высказывание логично, но не выдержан объем (менее 50%), допущены грамматические и лексические ошибки, затрудняющие понимание сообщения. |
| **2 балла, «неудовлетворительно»** | Монологическое высказывание нелогично, содержит значительное количество ошибок, затрудняющих понимание высказывания, объем сообщения занимает менее 50% бюджета времени. |

**4.2. Текущее тестирование**

Для проведения текущей аттестации, позволяющей провести проверку освоения компетенций при изучении тем дисциплины, предусмотрены контрольные задания в форме практического задания.

Текущий контроль успеваемости проводится с целью определения степени усвоения учебного материала, своевременного выявления и устранения недостатков в подготовке обучающихся и принятия необходимых мер по совершенствованию методики преподавания учебной дисциплины, организации работы обучающихся в ходе учебных занятий и оказания им индивидуальной помощи.

К контролю текущей успеваемости относятся проверка знаний, умений и навыков обучающихся: на занятиях, по результатам выполнения обучающимися индивидуальных заданий.

Текущая аттестация по дисциплине «Иностранный язык» проводится в виде тестовых опросов по отдельным темам дисциплины, проверки заданий, выполняемых самостоятельно и на практических занятиях. Учебные пособия, рекомендуемые для самостоятельной работы и подготовки к практическим занятиям обучающихся по дисциплине «Иностранный язык», содержат необходимый теоретический материал в краткой форме, задания для перевода и подготовки устного и письменного высказывания. Результаты выполнения заданий контролируются преподавателем.

а) типовые контрольные вопросы по темам дисциплины:

**Раздел 1.**

1. **Модуль 1.1** История персональных компьютеров.
2. 1. When was the first suggestion about computers made?
3. 2. When did Babbage demonstrate a small working model?
4. 3. Who continued his work?
5. 4. Why was Babbage outstanding among his contemporaries?
6. 5. Who wrote on the economic advantages of mass productions?
7. 6. Who built apart of an arithmetic unit after his death?
8. 7. Did he finish his work?
9. **Модуль 1.2.** Компоненты компьютерных систем. Аппаратное обеспечение.
10. 1. Were computers always things you could carry around with you? Why?
11. 2. Why did more and more companies want computers, even if they didn't always have a good reason to own one?
12. 3. How did computers become to look like?
13. 4. What is a PC?
14. 5. What types of PC are recognized?
15. 6. How are other kinds of computers that fit inside of other devices known as?
16. 7. What phenomenon is known as convergence?
17. **Модуль 1.3** Программное обеспечение.
18. 1. What is software?
19. 2. Who is also known as 'software developer', or just plain 'developer'?
20. 3. What names does the process of starting software go by in English?
21. 4. For what reason does programming still seem very mysterious to most people?
22. 5. What should everyone studying Information Technology at least learn?
23. 6. What basic kinds of software do you need to learn about as an IT professional?
24. 7. What is the real difference between open source and closed source software?
25. **Модуль 1.4** Операционная система.
26. 1. What does software engineering create?
27. 2. What is software engineering?
28. 3. What issues does software engineering deal with?
29. 4. What meanings is the term software engineering commonly used with?
30. 5. What is a more appropriate term for a process of creating software?
31. 6. How does software engineering affect economies and societies?
32. 7. What is the best way to make more and better software?
33. **Модуль 1.5** Запоминающее устройство
34. 1. What kind of memory is RAM? What is ROM?
35. 2. Why the two terms – storage and memory – are sometimes used interchangeably?
36. 3. What is a key difference between memory and storage?
37. 4. What nature does memory typically have?
38. 5. What types does storage come in?
39. 6. What nature does storage typically have?
40. 7. What is the most popular example today of magnetic storage? Are there any other examples?

**Модуль 1.6** Компьютерные сети

1. What is called the World Wide Web?

2. Was the Web the first attempt at building a worldwide online community? If not, can you specify the previous ones?

3. What is the difference between the Internet and the World Wide Web?

4. What is the original backbone the Internet is based on?

5. What made ARPANET so successful?

6. What application do people view the World Wide Web through?

7. What will be the future of the Web?

**Раздел 2.**

**Модуль 2.1** Достижения мировой науки и технологии в сфере ИКТ.

1. What technological predictions have come true?

2. What technological predictions will come true sooner than expected?

3. What other predictions would you make about the future of hardware, software, telecoms and IT?

4. What is the potential of cloud computing?

5. Is Skype now the biggest telecoms company in the world?

6. How will users access the Gdrive?

7. What are the latest examples of technology companies converging?

**Модуль 2.2.** Основные средства: сети

1. What is a neural network?

2. Who studied networks?

3. When did cognitive and computer scientists start to study networks?

4. Where can specialists use the networks? What are artificial neural network and biological neural networks?

5. What is « synapses»?

6. What is continuous neurons?

7. What neurons are more commonly used in actual artificial neural networks?

**Модуль 2.3.** Сети: сотовая связь

1. How do you understand the word “convergence”?

2. What is the difference between 3G and 4 G?

3. What is Ethernet?

4. What do GSM and MPLS mean?

5. What is the difference between Wi-Fi and Wi-Max?

6. What are the functions of SaaS?

7. What mobile hardware manufactures do you know?

**Модуль 2.4** Реферирование и реферативный перевод

1.Объясните особенность реферативного перевода.

2. Объясните разницу между рефератом и реферативным переводом.

3. Какова примерная структура реферативного перевода?

4. Каковы принципы оформления данного вида работы?

5. В чем цель выполнения реферативного перевода?

6. Что такое речевые клише? Приведите пример.

7.Согласно какому документу оформляется список литературы?

**Модуль 2.5** Аппаратное обеспечение

1. What are the main components of processing hardware?

2. Who distinguished four classes of processor architecture?

3. What is Single Data Stream architecture?

4. What does MISD processor replicate?

5. What has SIMD?

6. How do processors communicate with each other?

7. What is an alternative method?

**Модуль 2.6** Интернет

1. How do computers “talk” to each other?

2. What reasons do networks exist for?

3. What are the types of networks you deal with on a daily basis?

4. Do considerations play a large role when designing networks?

5. What technology can both block and filter unwanted network traffic?

6. What are Virtual private networks (VPNs) used for?

7. What other kinds of networking do you know?

**Модуль 2.7** Адаптация технологий в обществе

1. What principals do computer software engineers apply to the design, development, testing, and evaluation of the software?

2. What can software engineers be involved in?

3. What may computer software engineers be responsible for?

4. What do software engineers coordinate working with the organization?

5. What are the functions of any organization`s intranet?

6. What functions can a core team comprise?

7. How do the tasks performed by software developers evolve?

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| **5 баллов, «отлично»**  **(эталонный уровень)** | * студент демонстрирует высокий уровень знаний по темам дисциплины |
| **4 балла,**  **«хорошо»**  **(продвинутый уровень)** | * студент демонстрирует достаточный уровень знаний по темам дисциплины |
| **3 балла,**  **«удовлетворительно»**  **(пороговый уровень)** | * студент демонстрирует допустимый уровень знаний по темам дисциплины |
| **0-2 балла,**  **«неудовлетворительно»** | * студент показал недостаточный уровень знаний по темам дисциплины |

4.3. Промежуточная аттестация (зачет)

Формой промежуточного контроля по дисциплине является зачет. Форма проведения зачета – письменный и устный ответы, по утвержденным билетам, сформулированным с учетом содержания учебной дисциплины. В билет включается два задания на перевод текста и одно устное высказывание.

**4.4. Вопросы к зачету по дисциплине**

|  |  |
| --- | --- |
| **№** | **Задание** |
| 1 | Выполнить письменный перевод статьи с иностранного языка на русский (с использованием словаря). Объем 1500 знаков за 35 мин. |
| 2 | Прочитать профильный текст и передать его содержание на русском языке (без использования словаря). Объем текста 2000 знаков. |
| 3 | Подготовить монологическое сообщение на тему своей будущей профессии. Время выступления – 2-7 минут. |

**Задание 1. Прочитать текст, перевести, ответить на вопросы преподавателя и пересказать (объем 1500 печатных символов).(УК-4).**

Пример:

IS THERE AN END TO THE COMPUTER RACE?

Today the word «electronics» is in general usage. There are a lot of various radio and TV sets, video cassette recorders and CD players in our houses. In factories and plants we are surrounded with electronically controlled machines and instruments, we are carried by airplanes, ships, trains and cars with built-in electronic devices, and satellites circle the globe. In other words, we are living in an electronic world.

And the center of this world is a tiny silicon plate of a few square millimeters, an integrated circuit, or a chip, as it is more commonly known. The integrated circuit is undoubtedly one of the most sophisticated inventions of man, science and technology.

When we speak about a further development of computers we mean not only quantity, but also high technology and high speed. As the operation of an integrated circuit depends on microscopic «components», the purity of all materials and the cleanness at the plant they are produced at must be of the highest quality. A continuous search is going on in laboratories throughout the world for more perfect, reliable and high speed electronic circuits.

In the past it took scientists and researchers a whole lifetime to make a few thousand calculations, whereas for a modern computer this task is a matter of a few seconds. At present computers capable of performing billions of operations a second are required. Supercomputers are different from ordinary computers. The ordinary computer does the computations operation by operation, while the supercomputer operates like a brain: all operations are being done simultaneously.

In the next few years engineers will complete the work on computers of above 2 billion operations a second. It will take a few more years to produce a 10-billion operations computer. The fifth-generation computers performing 100 billion operations a second will become available in the near future. Is there an end to this race?

According to some researchers, we are close to what can be regarded as a true physical limit. But other specialists think that photons will make the operation a thousand times faster. This means that in the future it will be possible to expect the appearance of photon computers and that computations will be done by means of light. In a few decades a new age of light may replace the still youthful electronic age. The race is going on.

**Задание 2. Выполнить устный перевод текста объемом 2 000 печатных знаков (УК-4).**

**Пример:**

A terminology survival kit

A program is software that works on a computer. Windows, the operating system, is a program. So are computer games, Microsoft Office, Microsoft Word (the word processor part of Office), Internet Explorer (the Web browser in Windows), Windows Media Player. A special kind of program called a driver makes specific pieces of hardware work with the operating system. When you stick a program on your computer — and set it up so that it works — you install the program. When you crank up a program — that is, get it going on your computer — you can say you started it, launched it, ran it, or executed it.

If the program quits the way it’s supposed to, you can say it stopped, finished, ended, exited, or terminated. If the program stops with some sort of weird error message, you can say it crashed, died, cratered, croaked, went belly up, or GPFed (techspeak for “generated a General Protection Fault”). If the program just sits there and you can’t get it to do anything, you can say the program froze, hung, stopped responding, or went into a loop.

And then you have wizards. Wizards guide you through complex procedures, moving one step at a time. Typically, wizards have three directional buttons on each screen: Back, Next (or Finish), and Cancel. Wizards remember what you’ve chosen as you move from step to step. A bug is something that doesn’t work right. (A bug is not a virus!)

If you send something from your computer to the Internet, you’re uploading. If you take something off the Internet and put it on your computer, you’re downloading.

When you put computers together, you network them, and if your network doesn’t use wires, it’s wireless. At the heart of a network sits a box, commonly called a hub or a router that computers can plug into. If the hub has rabbit ears on top, for wireless connections, it’s usually called a wireless router.

If your Internet connection runs faster than a tortoise, you probably have broadband, which may run via DSL or ADSL over the phone lines or via cable (as in cable TV) or satellite. The DSL, cable, or satellite box is commonly called a modem, although it’s really a router.

The distinctions among viruses, worms, and Trojans grow more blurry every day. In general, they’re programs that replicate and can be harmful. Spyware gather information about you and then phones home with all the juicy details. Adware gets in your face, all too frequently installing itself on your computer without your knowledge or consent. Two last terms can be lumped together and called scumware or crapware.

**Задание 3. Представить монологическое высказывание на тему «Будущая профессия» (УК-4).**

Примерный ответ может включать следующую информацию.

Примерный ответ может включать следующую информацию.

1. What your future specialty is. 2. What software engineering is. 3. What fields of activity software engineers might be involved in. 4. Depending on the type of organization, what specialists software engineers can become. 5. What knowledge they increasingly need to have.

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| **Шкала оценивания** | **Критерий** |
| **5 баллов, «отлично»**  **(эталонный уровень)** | * студент демонстрирует высокий уровень знаний по темам дисциплины |
| **4 балла,**  **«хорошо»**  **(продвинутый уровень)** | * студент демонстрирует достаточный уровень знаний по темам дисциплины |
| **3 балла,**  **«удовлетворительно»**  **(пороговый уровень)** | * студент демонстрирует допустимый уровень знаний по темам дисциплины |
| **0-2 балла,**  **«неудовлетворительно»** | * студент показал недостаточный уровень знаний по темам дисциплины |

**4.5. Задания к экзамену по дисциплине**

|  |  |
| --- | --- |
| **№** | **Задание** |
| 1 | Выполнить письменный перевод статьи с иностранного языка на русский (с использованием словаря). Объем 1500 знаков за 35 мин. |
| 2 | Выполнить реферативный перевод. Объем 5000 печ. символов за 1 час. |
| 3 | Прочитать профильный текст и передать его содержание на русском языке (без использования словаря). Объем текста 2000 знаков. |
| 4 | Подготовить монологическое сообщение по общепознавательной теме. Время выступления – 2-7 минут. |

**Задание 1: Выполнить письменный перевод по специальности с иностранного языка на русский (с использованием словаря.. Объем 1500 печатных знаков, время выполнения – 30 минут (УК-4).**

**Пример:**

Nature of Software

Engineering Software engineering resembles many different fields. Programs have many mathematical properties. For example, the correctness and complexity of many algorithms are mathematical concepts that can be rigorously proven. Programs are finite, so developers could know many things about a program in a rigorous mathematical way. The use of mathematics within software engineering is often called formal methods. However, computability theory shows that not everything useful about a program can be proven. Mathematics works best for small pieces of code and has difficulty scaling up. Science programs have many scientific properties that can be measured. The effectiveness of caches, bigger processors, faster networks, newer databases is scientific issue. Software Engineering is considered by many to be an engineering discipline. Proper analysis, documentation, and commented code are signs of an engineer. Programs are built in as a sequence of steps. By properly defining and carrying out those steps, much like a manufacturing assembly line, a software engineer advocates hope to improve the productivity and the quality of final programs. This approach inspires many different processes and methodologies. Commercial software projects require management. There are budgets and schedules to set, people to hire, resources to acquire. All of this fit more appropriately within the purview of management. Art Programs contain many artistic elements, akin to writing or painting. User interfaces should be aesthetically pleasing to users. The act of writing software requires that developers summon the energy to find the answers they need while they are at the keyboard. Sometimes a creative spark is really needed to c create the architecture or develop a piece of code.

**Задание 2. Выполнить реферативный перевод объемом 5000 печ. символов**

**(УК-4).**

**Пример:**

The Rise of the World Wide Web

By the early 1990's, people were using computers in many different ways. Computers were already installed in most schools, offices, and homes and used for writing papers, playing games, financial accounting, and business productivity applications. But very few people used them for communication, research, and shopping the way we do now. A man named Tim Berners-Lee changed all that. In 1990, Lee added an exciting hypertext and multimedia layer to the Internet and called it the World Wide Web. The rest, as they say, is history.

Believe it or not, the Web was not the first attempt at building a worldwide online community. Cutting edge geeks have been using online services such as Compuserve all the way back to the early 1980's. There were thousands of other privately run Bulletin Board Systems (BBS) as well, which served the general interest of curious nerds and researchers from around the world. Perhaps the most ambitious project was the French system Minitel, but it never caught on in the rest of the world and eventually faded into obscurity. Experiences on these BBS were poor by today's standards. There was no graphics or even color. There was no sound except of course the obnoxious beeps and gurgles a modem makes when it initiates a dial – up connection to a server. Bandwidth was also very slow compared to today's speeds. Typical operating speeds were between 300 and 1200 baud. Today, a typical broadband connection is thousands of times faster than this.

The Web was not built for geeks. It was built for everyone. It was built with very high ideals. No single company, government, or organization controls it. It was new and exciting. New ideas and words appeared almost daily. Obscure technical terms became household words overnight. First it was email. Then it was URL and domain name. Then rather quickly came spam, homepage, hyperlink, bookmark, download, upload, cookie, e-commerce, emoticon, ISP, search engine, and so on. Years later we are still making up new words to 43 describe our online world. Now we "google" for information. We "tweet" what's happening around us to others. The new words never seem to stop!

Just because the web seems so chaotic and unorganized compared to more structured companies and governments, doesn't mean it is total anarchy. In 1994, Tim Berners Lee started the W3C, a worldwide organization dedicated to setting standards for the Web. This group is probably the most respected authority for what should and should not be Web standards. W3C's mission is to lead the Web to its full potential.

As a student of English and Technology, you will hear people use the words 'Internet' and 'World Wide Web' almost interchangeably. They are, of course, not the same thing. So what is the difference between the two? Perhaps a simple answer is that the Internet is the biggest network in the world, and the World Wide Web is a collection of software and protocols on that network. I guess a more simple way to put it is: the World Wide Web is an application that runs on The Internet. The original backbone of the Internet is based on an old military network called ARPANET which was built by ARPA in the late 1960's. ARPANET was built so information could withstand a nuclear war. The idea was not to have a single point of failure. This means if part of the ARPANET was blown up in a nuclear war, the rest of it will still work! What made ARPANET so successful was its packet-switching technology, invented by Lawrence Roberts. The idea is that "packets" of information have a "from" address and a "to" address. How they get from point "a" to point "b" depends on what roads are open to them. Packet switching is a very elegant thing. Without it, the Internet would simply not work.

People view the World Wide Web through a software application called a web browser or simply a "browser" for short. Some popular examples of web browsers include Microsoft Internet Explorer, Google Chrome, Mozilla Firefox, and Apple Safari. Browsers allow people to search, view, and even add and edit data on the World Wide Web. The Web is not supposed to be a passive experience. Creating new pages for the Web is getting easier all the time. Web editing software is specially designed to work with hypertext languages such as HTML, which is the original specification for the Web. Web editing software normally allows for the WYSIWYG creation of text, images, and hyperlinks between related documents. With web applications such as wikis, MySpace and Face Book, a typical user can create his or her first online presence in a matter of hours.

In the year 1999, the Internet suffered its first financial crash. Many companies selling products and services on the Web were not living up to sales expectations. This was known as the Dot Com Bubble. There were many reasons why this happened, but perhaps the two most important reasons were a combination of slow connection speeds and too much optimism. Very few 44 people had fast internet connections and many people thought the Internet was "just a passing fad". But we know now that the Internet is not a fad. So what happened? Web 2.0 happened!

What is Web 2.0? It's very hard to say. It's just a phrase to describe a transition from the pre-existing state of 'Web 1.0', which was slow, static, and unusable, to a new, 'second web', which was faster, more dynamic, and more usable for the average person. How did these things happen? They did it easy. Broadband modems enabled sites like video-streaming YouTube to become possible. Better design and development practices enabled social media sites like MySpace and then Facebook to attract hundreds of millions of users. Finally, search engine technology improved on sites like Google where people could actually find the information they were looking for.

What will be the future of the Web? It will have more speed and more power and it will likely replace all other forms of media distribution. It is one of the coolest things ever invented. It is unlikely that such another wonderful and major revolutionary invention will occur in our lifetime. But we can still dream about the Next Big Thing. And who knows? Maybe you will invent it.

**Задание 3. Выполнить устный перевод текста без использования словаря объемом 2000 печ. символов (УК-4).**

**Пример:**

THE RIBBON

The Ribbon, first introduced in Word 2007, is the all-in-one user interface gadget that replaces the menus and toolbars found in earlier versions of Word. The Ribbon is not just for Word 2010 but also for Excel 2010, PowerPoint 2010, and Access 2010.

Across the top of the Ribbon is a series of tabs. You can click one of these tabs to reveal a set of controls specific to that tab. For example, the Ribbon shows the Home tab. Initially, the Ribbon displays these seven tabs:

* Home: Basic commands for creating and formatting documents. You can find controls for working with the Clipboard, setting the font, formatting paragraphs, applying styles, and using Find and Replace.
* Insert: Commands for inserting various items into your document, including new pages, tables, pictures, shapes, and other types of illustrations, headers and footers, specially formatted text, and much more! Most of these features are covered in Book IV.
* Page Layout: Commands that let you tweak the layout of your document’s pages. You can apply a theme to your document to set the overall look of the document or control details such as the page margins and background colors.
* References: Commands that let you create tables of contents, footnotes, bibliographies, indexes, and other elements.
* Mailings: Commands for creating mail merges. Review: Commands for proofing and adding comments to your documents and tracking changes.
* View: Commands that let you change the view. You can use this tab to switch to different document views, to show or hide certain types of information (such as paragraph marks), and to zoom in for a closer look at your document.

Besides these basic tabs, additional tabs appear from time to time. For example, if you select a picture, a Picture Tools contextual tab appears with commands that let you manipulate the picture. These contextual tabs display in a different color to make them easy to spot. Also, sometimes two or more contextual tabs appear at the same time. For example, if you select a picture within a table, two contextual tabs appear: one for the table, the other for the picture.

The commands on a tab are organized into groups. Within each group, most commands are simple buttons that are similar to toolbar buttons in previous versions of Word.

One of the most important differences between Word 2007 and Word 2010 is that you can easily customize the Word 2010 user interface. In Word 2007, the Ribbon was not customizable; you could only add and remove buttons from the Quick Access toolbar. Word 2010 enables you to create your own groups and tabs on the Ribbon.

**Задание 4. Примерный вариант устного монологического высказывания по общепознавательной теме (УК-4).**

**Пример:**

EDUCATION SYSTEM IN RUSSIA

Citizens of Russia have the right to education which is guaranteed by the Constitution and ensured the broad development of compulsory secondary education, specialized secondary and higher education.

There are two levels of compulsory secondary education in Russia: a primary school and a secondary school. At the age of 7, children start a primary school for 4 years, from form 1 to form 4. They receive basic general education. Then they enter a general secondary school until age 16, from form 5 to form 9. They continue to study general knowledge until the final exams. When finishing the 9th form, students might choose to go to a vocational school or to a college where they will study and follow a training program to learn a profession. Those who want to receive higher education must go to a secondary school for another 2 years. At the end of the 11th form, all students must take an exam called Unified State Exam. With this exam, students might apply for entrance to a higher education institution, like an institute or university.

The system of education in Russia began to change over the past four to five years. Universities began transitioning to a system similar to that of Europe and of the USA.

In 2007 the government of the Russian Federation has approved the bill of transition to two-level higher education system. The bill provides introduction in Russia such levels of higher education, as a bachelor’s degree (the first level) and a master’s degree (the second level).

The first level prepares the student for work with performing functions in industrial, social, economic sphere (administrators, managers, experts in sales, etc.). Preparation at the first level passes in base directions, and profound specialization occurs at the second level. The person with master’s degree focuses on analytical, design, research activity. Training at the first level lasts 4 years, and at the second level - 2 years.

Some higher education institutions keep training of specialists. Graduates of medical, military and technical universities will receive the diploma with qualification "specialist" in 5-6 years. This is because the Russian system of a professional training for these specialties can’t keep within in 4 years.

Many Russian universities also offer a distance education and provide courses for the public and for specific professional needs. However, such systems are usually less developed than in the USA and other Western European countries.

Программу составил

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Зав. кафедрой иностранных языков

к.п.н., доцент /Н.Е. Есенина