МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«РЯЗАНСКИЙ ГОСУДАРСТВЕННЫЙ РАДИОТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ ИМЕНИ В.Ф. УТКИНА»

Кафедра «Телекоммуникации и основы радиотехники»

ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ПО ДИСЦИПЛИНЕ Б1.О.01 «ИНОСТРАННЫЙ ЯЗЫК»

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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 обучающимися 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.

Уровень освоения компетенций, формируемых дисциплиной:
Описание критериев и шкалы оценивания ответа:

Шкала оценивания	**Критерий**
5 баллов, «отлично» (эталонный уровень)	Выставляется студенту, который выполнил задание полностью с высоким качеством. Монологическое высказывание логично, выдержан объем, не содержит погрешностей, темп речи высокий.
4 балла, «хорошо» (продвинутый уровень)	Выставляется студенту, который выполнил задание полностью, но допустил незначительные ошибки в понимании текста. Монологическое высказывание логично, выдержан объем, но допущены незначительные погрешности и темп речи недостаточно высокий.
3 балла, «удовлетворительно» (пороговый уровень)	Выставляется студенту, который выполнил задание, но допустил погрешности в языке перевода. Монологическое высказывание логично, но не выдержан объем (менее 50%), допущены грамматические и лексические ошибки, затрудняющие понимание сообщения.
2 балла, «неудовлетворительн	Задание не выполнено.

о»	

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

На промежуточную аттестацию (зачет) выносится письменный перевод текста с иностранного языка на государственный язык РФ объемом 1500 п.з., устный перевод текста общенаучного характера без использования словаря (объемом 1800 п.з.), устное высказывание на тему избранной профессии. Максимально студент может набрать 15 баллов. Итоговый суммарный балл студента, полученный при прохождении промежуточной аттестации, переводится в традиционную форму по системе «зачтено», «не 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».

Экзамен

Описание критериев и шкалы оценивания ответа:

Шкала оценивания	**Критерий**
5 баллов, «отлично» (эталонный уровень)	Выставляется студенту, который выполнил задание полностью с высоким качеством. Монологическое высказывание логично, выдержан объем, не содержит погрешностей, темп речи высокий.
4 балла, «хорошо» (продвинутый уровень)	Выставляется студенту, который выполнил задание полностью, но допустил незначительные ошибки в понимании текста. Монологическое высказывание логично, выдержан объем, но допущены незначительные погрешности и темп речи недостаточно высокий.
3 балла, «удовлетворительно» (пороговый уровень)	Выставляется студенту, который выполнил задание, но допустил погрешности в языке перевода. Монологическое высказывание логично, но не выдержан объем (менее 50%), допущены грамматические и лексические ошибки, затрудняющие понимание сообщения.
2 балла, «неудовлетворительно»	Задание не выполнено.

На экзамен выносится письменный перевод текста с иностранного языка на государственный язык РФ объемом 1500 п.з., время выполнения – 35 минут, без использования словаря; написание реферата общенаучного характера без использования словаря (объемом 5000 п.з, время выполнения – 1 час), устное высказывание на тему избранной профессии. Максимально студент может набрать 20 баллов. Итоговый суммарный балл студента, полученный при прохождении экзамена, переводится в традиционную форму по системе «отлично» (18-20 баллов), «хорошо» (15-17 баллов), «удовлетворительно» (9-14 баллов), «неудовлетворительно» (6- 8 баллов).

При оценке ответа обучающегося учитываются следующие аспекты

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%.

3 ПАСПОРТ ОЦЕНОЧНЫХ МАТЕРИАЛОВ ПО ДИСЦИПЛИНЕ *(МОДУЛЮ)*

Контролируемые разделы (темы) дисциплины (результаты по разделам)	**Код контролируемой компетенции (или её части)**	**Вид, метод, форма оценочного мероприятия**
Раздел 1 Обобщение и систематизация сведений о грамматическом и лексическом строе языка. Тема 1 История компьютера.	УК-4.1 УК-4.2	Зачёт
Тема 2 Компьютерные сети	УК-4.1 УК-4.2	Зачёт
Раздел 2 Практика чтения и перевода текста по специальности. Тема 1 Достижения в сфере ИТ	УК-4.1 УК-4.2	Зачёт
Тема 2 Перспективы ИТ	УК-4.1 УК-4.2	Экзамен

4. ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ ИЛИ ИНЫЕ МАТЕРИАЛЫ

4.1. Промежуточная аттестация в форме зачета

Код компетенции	Результаты освоения ОПОП Содержание компетенций
УК-4	Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах) для академического и профессионального взаимодействия.

УК-4.1 Выполняет перевод профессиональных текстов с иностранного языка на государственный язык РФ и с государственного языка РФ на иностранный, владеет различными способами анализа иноязычных текстов.

УК-4.2 Устно представляет результаты своей деятельности на иностранном языке, может поддержать разговор в ходе их обсуждения.

	Задание
	Выполнить письменный перевод статьи с иностранного языка на русский (с использованием словаря). Объем 1500 знаков за 35 мин.
	Прочитать профильный текст и передать его содержание на русском языке (без использования словаря). Объем текста 2000 знаков.
	Подготовить монологическое сообщение на тему своей будущей профессии. Время выступления – 2-7 минут.

4.1.1. Задание 1: **Письменный перевод текста по специальности 1500 печ. знаков (УК-4.1, УК-4.2).**

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 create the architecture or develop a piece of code.

4.1.2. Задание 2. Чтение и устный перевод текста общенаучного характера (без использования словаря) без предварительного ознакомления. Объем текста 2 000 (УК-4.1, УК-4.2**).**

Пример:

THE WAY COMPUTERS INFLUENCE OUR LIVES

Operating systems are a vital component of computer technology. They help in the management of a variety of computer operations and in the sharing of computer resources. They handle the scheduling and execution of computer programs, help in the management of files, and handle interrupts. They manage multiple user profiles and user accounts, thus playing a major role in maintaining computer security. Certain types of operating systems offer distributed processing capabilities and support multitasking and multi-user operations. The most important role of an operating system is to provide the users with an interactive interface.

Computers, as we know, can perform complex mathematical operations and process large amounts of information. Thanks to their computational powers, long and complex calculations can be performed within seconds. They can be programmed to execute complex instruction sequences through the use of programming languages. Computer technology gave rise to this industry and changed the face of the globe.

The multimedia capabilities possessed by computers make them ideal audio-visual media. They offer support to a variety of storage media like CDs, DVDs, floppy disks, and USB drives. Computer hard discs are also capable of storing and playing audio and video. And how has this affected our lives? Well, it is due to these storage and audiovisual media, that we can maintain soft-copies of data. Gone are the days, when we used to document on paper. Gone are the days when students maintained traditional notebooks. Many of them possess notebook computers today. Today's education is about PowerPoint presentations and e-homework assignments. TVs and radios were once, the only means of entertainment, but not anymore. Today's entertainment is about the computer and Internet technology.

Perhaps one of the major advantages of computer technology is its ability to provide us with Internet access. Computers possess networking capabilities, which makes it possible to connect multiple computers and achieve exchange of information between them. Network communication is possible, thanks to the networking features offered by computers.

These were some of the important effects of computer technology on our lives. The list can go on. However, the very fact that you are on a computer reading about the effects of computer technology, which were typed into a computer, speaks a lot about how this technology has affected our lives. Don't you think so?

4.1.3 Задание 3. Представить монологическое высказывание на тему «Будущая профессия», ответить на вопросы преподавателя (УК-4.1, УК-4.2).

SOFTWARE ENGINEERING

Software Engineering is the profession that creates and maintains software applications by applying technologies and practices from computer science, project management, computer engineering, application domains, and other fields. Software is the set of directions that enables computer hardware to perform useful work. In the last decades of the twentieth century, cost reductions in computer hardware led to software becoming a ubiquitous component of the devices used by industrialized societies. Software engineering, like traditional engineering disciplines, deals with issues of cost and reliability. Some software applications contain millions of lines of code that are expected to perform properly in the face of changing conditions. As of 2010, the U.S. Bureau of Labor Statistics counts over 600,000 computer software engineers in the U.S., and there are estimated to be about one – and – a – half million practitioners in Europe, Asia, and elsewhere; these figures are about 60% of the number of practitioners engaged in traditional engineering. There is extensive debate about what Software Engineering is, who qualifies as a Software Engineer, who sets the standards, etc.

4.2. Экзамен по дисциплине

4.2.1 Задание 1: Выполнить письменный перевод по специальности с иностранного языка на государственный язык РФ (с использованием словаря). Объем 1500 печатных знаков, время выполнения – 30 минут (УК-4.1, УК-4.2).

HOW HAS COMPUTER TECHNOLOGY AFFECTED OUR LIVES?

Computer technology has brought about a dramatic change in our daily life. How? Read on to find out.

Using a computer to write about computers is like searching for 'Google' on Google! Computer technology is so much a part of our lives, that we cannot imagine living without it. Computers serve as efficient data storage systems and excellent information processors. They can store, organize, and manage huge amounts of data. Moreover, they operate at incomparable speeds, thus saving human time and effort to a large extent. True, they are an integral part of our lives. It is said that inventions change the way we live. Computer technology is a classic example of this adage. It has indeed changed our way of living.

Computer technology that is in daily use today finds its roots in the oldest computing systems like Abacus and slide rules. The evolution of computers can be traced back to calculators and punched cards, which were some of the earliest computing devices. Analog computing devices evolved into digital information processors and from then on, there was no looking back! For a closer look at the major events in the computer history, you must go through the full timeline of computers.

For many years after 1960, when the third generation computers were created, desktops remained to be popular for personal and business use. Research in this field continued, giving rise to the development of laptops, palmtops, miniature tablet PCs, and PDAs. As we see today, they serve as 'personal digital assistants' in the literal sense of the term. Their small size endows them with portability, thus adding to user convenience. As they can be operated on batteries, they provide computer users with mobile computing capabilities.

4.2.2 Задание 2. Выполнить реферативный перевод объемом 5000 печ. символов (УК-4.1, УК-4.2).

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.

4.2.3 Задание 3. Выполнить устный перевод текста без использования словаря объемом 2000 печ. символов (УК-4.1, УК-4.2).

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.

4.2.4 Задание 4. Устное монологического высказывания по общепознавательной теме, пример (УК-4.1, УК-4.2).

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 9^{th} 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.

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