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Должность: Ректор  
Дата подписания: 05.12.2023 11:25:29  
Уникальный программный ключ:  
7708e3a47e66a8ee02711b298d7e78bd1e40bf88

Приложение  
к рабочей программе дисциплины

**ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ**  
**ПО ДИСЦИПЛИНЕ (МОДУЛЮ)**  
**Иностранный язык**

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*(наименование дисциплины(модуля))*

**09.04.01 Информатика и вычислительная техника**

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*(код и наименование)*

**АСОИУ на транспорте**

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*(наименование)*

## Содержание

1. Пояснительная записка.
2. Типовые контрольные задания или иные материалы для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих уровень сформированности компетенций.
3. Методические материалы, определяющие процедуру и критерии оценивания сформированности компетенций при проведении промежуточной аттестации.

## 1. Пояснительная записка

Цель промежуточной аттестации – оценивание промежуточных и окончательных результатов обучения по дисциплине, обеспечивающих достижение планируемых результатов освоения образовательной программы.

Формы промежуточной аттестации: 1 семестр - зачет, 2 семестр – зачет с оценкой

### Перечень компетенций, формируемых в процессе освоения дисциплины

Код и наименование компетенции	Код индикатора достижения компетенции
УК-4: Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	УК-4.1 УК-4.2
УК-5: Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия	УК -5.1 УК – 5.2

### Результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы

Код и наименование индикатора достижения компетенции	Результаты обучения по дисциплине	Оценочные материалы 1 семестр
УК-4.1 Применяет современные коммуникативные технологии для академического взаимодействия на иностранном(ых) языке(ах)	Обучающийся знает: академическую лексику и грамматические модели на иностранном языке (по соответствующим разделам дисциплины)	Лексико-грамматический тест
	Обучающийся умеет: строить диалогические высказывания на академические и профессиональные темы (по соответствующим разделам дисциплины)	Собеседование (перечень тем и вопросов)
	Обучающийся владеет навыками извлекать необходимую текстовую информацию, анализировать и обобщать ее в целях академического взаимодействия в устной и письменной формах;	Задания
УК-4.2 Применяет современные коммуникативные технологии для профессионального взаимодействия на иностранном(ых) языке(ах).	Обучающийся знает: профессиональную лексику и терминологию, а также грамматику иностранного языка (по соответствующим разделам дисциплины).	Лексико-грамматический тест
	Обучающийся умеет: строить монологические сообщения на профессиональные темы (по соответствующим разделам дисциплины).	Предварительно подготовленное сообщение или презентация
	Обучающийся владеет навыками извлекать необходимую текстовую информацию, анализировать и обобщать ее в целях профессионального взаимодействия в устной и письменной формах.	Задание
УК-5.1: Учитывает разнообразие и особенности различных культур, их соотношение и взаимосвязь	Обучающийся знает: грамматические правила и стилистические нормы русского и изучаемого языка	Лексико-грамматический тест
	Обучающийся умеет: вести коммуникацию в мире культурного многообразия	Предварительно подготовленное сообщение или презентация
	Обучающийся владеет навыками «информационной экономии», допускающей при обсуждении сложных вопросов как на родном, так и на иностранном языке только одну единицу информации на одно	Задание

		предложение по принципу: «Одно предложение – одна единица информации»	
УК-5.2: Поддерживает взаимопонимание между обучающимися-представителями различных культур навыки общения в мире культурного многообразия		Обучающийся знает: коммуникативные стратегии, приёмы взаимодействия, учитывающие проксемические, кинесические, просодические и иные невербальные средства	Лексико-грамматический тест
		Обучающийся умеет: демонстрировать взаимопонимание между обучающимися – представителями различных культур с соблюдением этических и межкультурных норм	Предварительно подготовленное сообщение или презентация
		Обучающийся владеет способами объединения отдельных предложений, используя полный набор лексических, грамматических, синтаксических и логических средств, в связный текст, объём которого определяется необходимостью описания предмета познания	Задание
Код и наименование индикатора достижения компетенции		Результаты обучения по дисциплине	Оценочные материалы 2 семестр
УК-4.1 Применяет современные коммуникативные технологии для академического взаимодействия на иностранном(ых) языке(ах)		Обучающийся знает: академическую лексику и грамматические модели на иностранном языке (по соответствующим разделам дисциплины)	Лексико-грамматический тест
		Обучающийся умеет: строить диалогические высказывания на академические и профессиональные темы (по соответствующим разделам дисциплины)	Собеседование (перечень тем и вопросов)
		Обучающийся владеет навыками извлекать необходимую текстовую информацию, анализировать и обобщать ее в целях академического взаимодействия в устной и письменной формах;	Задания
УК-4.2 Применяет современные коммуникативные технологии для профессионального взаимодействия на иностранном(ых) языке(ах).		Обучающийся знает: профессиональную лексику и терминологию, а также грамматику иностранного языка (по соответствующим разделам дисциплины).	Лексико-грамматический тест
		Обучающийся умеет: строить монологические сообщения на профессиональные темы (по соответствующим разделам дисциплины).	Предварительно подготовленное сообщение или презентация
		Обучающийся владеет навыками извлекать необходимую текстовую информацию, анализировать и обобщать ее в целях профессионального взаимодействия в устной и письменной формах.	Задание
УК-5.1: Учитывает разнообразие и особенности различных культур, их соотношение и взаимосвязь		Обучающийся знает: грамматические правила и стилистические нормы русского и изучаемого языка	Лексико-грамматический тест
		Обучающийся умеет: вести коммуникацию в мире культурного многообразия	Предварительно подготовленное сообщение или презентация
		Обучающийся владеет навыками «информационной экономии», допускающей при обсуждении сложных вопросов как на родном, так и на иностранном языке только одну единицу информации на одно предложение по принципу: «Одно предложение – одна единица информации»	Задание
УК-5.2: Поддерживает взаимопонимание между обучающимися-представителями различных культур навыки общения в мире культурного многообразия		Обучающийся знает: коммуникативные стратегии, приёмы взаимодействия, учитывающие проксемические, кинесические, просодические и иные невербальные средства	Лексико-грамматический тест
		Обучающийся умеет: демонстрировать взаимопонимание между обучающимися – представителями различных культур с соблюдением этических и межкультурных норм	Предварительно подготовленное сообщение или презентация

	Обучающийся владеет способами объединения отдельных предложений, используя полный набор лексических, грамматических, синтаксических и логических средств, в связный текст, объем которого определяется необходимостью описания предмета познания	Задание
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Промежуточная аттестация (зачет с оценкой) проводится в одной из следующих форм:

- 1) ответ на билет, состоящий из теоретических вопросов и практических заданий;
- 2) выполнение заданий в ЭИОС СамГУПС.

Промежуточная аттестация (зачет) проводится в одной из следующих форм:

- 1) собеседование;
- 2) выполнение заданий в ЭИОС СамГУПС.

## 2. Типовые<sup>1</sup> контрольные задания или иные материалы для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих уровень сформированности компетенций

### 2.1 Типовые вопросы (тестовые задания) для оценки знаниевого образовательного результата

Проверяемый образовательный результат (1 семестр):

Код и наименование индикатора достижения компетенции	Образовательный результат
УК-4.1: Применяет современные коммуникативные технологии для академического взаимодействия на иностранном(ых) языке(ах)	Обучающийся знает: академическую лексику и грамматические модели на иностранном языке (по соответствующим разделам дисциплины);
<i>Примеры вопросов/заданий</i>	
<b>Test</b>	
<ol style="list-style-type: none"> <li>1. The computer ___ data, i.e. performs specific mathematical and logical operations on the data. a) processes      b) stores      c) calculates      d) outputs</li> <li>2. Is software a set of application programs installed on the computer? a) No, it isn't.      b) Yes, they are.      c) Yes, it is.      d) No, it doesn't.</li> <li>3. An error code will be ___ if any invalid information has been entered. a) displayed      b) determined      c) deleted      d) developed</li> <li>4. According to Sun Microsystems' estimation, ___ more than 700,000 developers using Java technology today. a) there are      b) there is      c) there were      d) there was</li> <li>5. <i>Подберите слова, подходящие по контексту.</i> convert    attached    determined    access    predictions    accept a) The copies of the documents are ___ to the e-mail. b) I can't ___ my Yahoo email because someone has changed my password. c) To digitize means to ___ information into a digital form. d) It is too early to make any precise ___ about the results of the experiment. e) Before installing the program, the user must ___ the terms of the license agreement. f) The programmer has quickly ___ the cause of the system crash.</li> </ol>	
УК-4.2 Применяет современные коммуникативные технологии для профессионального взаимодействия на иностранном(ых) языке(ах).	Обучающийся знает: профессиональную лексику и терминологию, а также грамматику иностранного языка (по соответствующим разделам дисциплины).
<i>Примеры вопросов/заданий</i>	
<b>Test</b>	
<ol style="list-style-type: none"> <li>1. The term "softcopy" refers to ____. (Choose all that apply)</li> </ol>	

<sup>1</sup> Приводятся типовые вопросы и задания. Оценочные средства, предназначенные для проведения аттестационного мероприятия, хранятся на кафедре в достаточном для проведения оценочных процедур количестве вариантов. Оценочные средства подлежат актуализации с учетом развития науки, образования, культуры, экономики, техники, технологий и социальной сферы. Ответственность за нераспространение содержания оценочных средств среди обучающихся университета несет заведующий кафедрой и преподаватель – разработчик оценочных средств.

- a) information displayed on a monitor screen
  - b) sound produced by a speaker
  - c) text documents stored on the flash drive
  - d) handwritten reports and essays
2. The most important hardware component is a tiny integrated circuit called the \_\_\_\_.
  3. Central Processing Unit    c) CRU
  4. Central Processed Unit    d) Center Process Unit
  5. The physical parts of the computer system, which you can't see and touch, are called hardware.
    - a) TRUE    b) FALSE
  6. \_\_\_\_ makes it easier for the user to control the computer.
    - a) advanced features                      c) proprietary operating system
    - b) rechargeable battery                  d) an operating system with a graphical user interface
  7. Programmable computers differ greatly in their \_\_\_\_\_. (Choose all that apply)
    - a) processing power                      c) memory capacity
    - b) performance                          d) physical size

УК-5.1: Учитывает разнообразие и особенности различных культур, их соотношение и взаимосвязь

Обучающийся знает: грамматические правила и стилистические нормы русского и изучаемого языка

*Примеры вопросов/заданий*

Подставьте слова из предложенного списка. a) aerospace b) ambitious c) controversy d) coordinating e) liaison f) mission g) probe h) stepping-stone i) to foster j) venture

Dennis: What do you do for a living, Frank?

Frank: I am an \_\_\_\_\_ (1) engineer. I have been working for NASA for over fifteen years.

Dennis: Wow, that sounds fascinating. What projects have you been involved in?

Frank: Well, until recently, I was heavily involved in the Cassini \_\_\_\_\_ (2). I don't know if you're familiar with it or not - it's one of NASA's most expensive and \_\_\_\_\_ (3) projects. We are sending a \_\_\_\_\_ (4) to explore Saturn and its moons.

Dennis: That sounds really interesting. Are you in any way involved in the construction of the International Space Station?

Frank: Actually, that's what I'm working on now. I'm currently a technical \_\_\_\_\_ (5) between NASA and several European space agencies. It's an interesting job, but it can be a bit too much at times. The International Space Station is probably the largest international \_\_\_\_\_ (6) ever attempted, and I am constantly dealing with technical difficulties, budget problems, and delays. It's not easy \_\_\_\_\_ (7) the efforts of all those countries. I have been to Europe three times in the last month, and I have to go to Kazakhstan next week.

Dennis: I understand there's some \_\_\_\_\_ (8) surrounding the space station. Don't some people worry that NASA is spending too much money on the project?

Frank: Many experts have complained that the project has grown out of control and become far too expensive. But I look at it as more than a space station; I believe it's helping \_\_\_\_\_ (9) international scientific cooperation. It's nice to see the scientists of the world working together to create a \_\_\_\_\_ (10) to the future.

УК-5.2: Поддерживает взаимопонимание между обучающимися-представителями различных культур навыки общения в мире культурного многообразия

Обучающийся знает: коммуникативные стратегии, приёмы взаимодействия, учитывающие проксемические, кинесические, просодические и иные невербальные средства

*Примеры вопросов/заданий*

**Задание. Переведите следующий текст без опоры на словарь.**

### Learning Vocabulary

A new study shows that we could learn vocabulary while we are sleeping. This is great news for students struggling to learn a new language. It is also good for anyone who is trying to expand their knowledge of words. Researchers from the University of Bern in Switzerland have shown that it is possible to learn new information while we are sleeping deeply, and then recall this information when we need it after we wake up. This new information includes foreign language vocabulary. The researchers conducted tests on whether or not a person can remember new words and their translations while they were asleep. They said our sleeping brain is much more aware of the outside world than we thought.

Researcher Marc Züst said, "language areas of the brain and the hippocampus - the brain's essential memory hub - were activated" after a person woke up. He said these areas of the brain allow us to remember vocabulary during deep sleep. The researchers said that during deep sleep, our brain cells are active for a short period of time - about half a second. The cells then enter into a period of inactivity - again, about half a second. The active state is called "up-state" and the inactive state is called "down-state." The "up-state" period is the time when our brain could learn new vocabulary. The researchers say more research is needed to be 100 per cent sure that we can learn vocabulary while asleep.

**Задание. Выполните задания на понимание содержания прочитанного текста.**

**(a) True / False**

1. This story is great news for people struggling to learn a language. T / F
2. The research was conducted by researchers from a Swiss university. T / F
3. Researchers tested language translations while people were asleep. T / F
4. Our sleeping brain may be more aware of things than we thought. T / F
5. The hippocampus is the part of the brain used to forget things. T / F
6. In deep sleep, our brains are active for half-a-second at a time. T / F
7. A sleeping period called "up-state" allows us to learn vocabulary. T / F
8. The researchers are 100% sure we can learn vocabulary while we sleep. T / F

**(b) Multiple choice quiz**

1. When did researchers say we recall information learnt while we sleep?  
a) just after breakfast b) in dreamland c) at 6am d) when we wake up
2. What did researchers say they tested besides new words?  
a) sleep b) translations c) dreams d) grammar
3. What did the researchers say the sleeping brain was more aware of?  
a) the outside world b) pillows c) light d) phrasal verbs
4. What is the hippocampus?  
a) the brain's essential memory hub b) an animal c) a grammar term d) a place where hippos study
5. How long is each period of brain activity and inactivity?  
a) 30 seconds b) one night c) two seconds d) half a second
6. What is the inactive state of our brain while we sleep called?  
a) the "inter-state" b) the "up-state" c) the "down-state" d) the "dream-state"
7. What can we do in the "up-state" period of our sleep?  
a) sleepwalk b) speak English c) see with our eyes shut d) learn new vocabulary

**(c) Discussion**

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'learn'?
3. How important is sleeping?
4. What is the best way to learn vocabulary?
5. What do you think of learning vocabulary while sleeping?
6. Is sleeping only for sleeping?
7. Could there be any dangers to learning while asleep?
8. How happy are you with your vocabulary?
9. What are your three favourite English words?
10. What else could we learn while we are asleep?

**Проверяемый образовательный результат (2 семестр):**

Код и наименование индикатора достижения компетенции	Образовательный результат
УК-4.1: Применяет современные коммуникативные технологии для академического взаимодействия на иностранном(ых) языке(ах)	Обучающийся знает: академическую лексику и грамматические модели на иностранном языке (по соответствующим разделам дисциплины);
<p><i>Примеры вопросов/заданий</i></p> <p style="text-align: center;"><b>Test</b></p> <ol style="list-style-type: none"> <li>1. All data in the RAM is ___ when a computer is restarted or turned off. a) rewritten b) deleted c) stored d) converted</li> <li>2. <i>Напишите краткий ответ на общий вопрос.</i> Does the PSU receive direct current from an external source, and convert it into the alternating current? _____</li> <li>3. All components of a computer ___ electricity to operate. a) replace b) prevent c) require d) respond</li> <li>4. RAM holds data while your PC ___ it, but loses this data when the power is switched off. a) is processing b) processes c) will process d) has processed</li> <li>5. <i>Подберите слова, подходящие по контексту.</i> respond reliability assess capacity considerable generate</li> <li>a) If your tablet has a frozen screen and doesn't ___ to touch, you need to restart the device.</li> <li>b) Semiconductor integrated circuits helped to improve the ___ of electronic devices.</li> <li>c) There are various utilities used to ___ the performance of the CPU.</li> <li>d) In 1986, the most high-end hard disk drives had only 40 MB in ___.</li> </ol>	

- e) The overheating can cause \_\_\_ damage to the internal components of the computer.  
 f) The faster disks consume more power, make more noise, and \_\_\_ more heat.

УК-4.2 Применяет современные коммуникативные технологии для профессионального взаимодействия на иностранном(ых) языке(ах).

Обучающийся знает: профессиональную лексику и терминологию, а также грамматику иностранного языка (по соответствующим разделам дисциплины).

*Примеры вопросов/заданий*

### Test

13. Two main characteristics determine the performance of the processor: \_\_\_\_.  
 a) the clock rate    c) the number of cores  
 b) the form factor    d) revolutions per minute
14. Which device allows several computers on a local network to share the Internet connection?  
 a) adapter    b) amplifier    c) router    d) mail server
15. *Сопоставьте две части предложения.*
- |  |  |
|--|--|
| 1) Low or high temperature in the computer system may cause                              | A. SSDs will most likely replace hard disks.                             |
| 2) Motherboards usually contain a number of expansion slots                              | B. they don't contain any moving parts.                                  |
| 3) A video card can either be integrated into a computer's motherboard, or               | C. the amount of heat generated by them has increased as well.           |
| 4) USB flash drives are more reliable than external hard drives because                  | D. unexpected malfunctions during the operation of computers.            |
| 5) Due to their advantages and constantly lowering prices,                               | E. plugged into one of the slots on the motherboard.                     |
| 6) As internal components of the computer have increased in speed and power consumption, | F. used to attach additional components like video cards or sound cards. |
16. You can change the \_\_\_\_ of the screen to make text and other items larger or smaller.  
 a) resolution    b) brightness    c) capacity    d) surface
17. If the touchpad is not working properly, you can try \_\_\_\_.  
 a) to update the drivers    c) to press it harder  
 b) to reinstall the operating system    d) to sell the laptop

УК-5.1: Учитывает разнообразие и особенности различных культур, их соотношение и взаимосвязь

Обучающийся знает: грамматические правила и стилистические нормы русского и изучаемого языка

*Примеры заданий*

**Задание. Переведите следующий текст без опоры на словарь.**

### Online Learning

The year 2020 has been difficult for hundreds of thousands of teachers across the globe. They have had to learn to deliver their lessons using online platforms. Millions of students have done their lessons via websites like Zoom. This has caused a major transformation in education as technology has taken centre stage. The quality of education differs according to Internet speeds, and the levels of teacher preparedness and teachers' competence in using technology. It also depends on the devices students have. Many students had no lessons because they had no computer.

The Education Ministry in Malaysia has started a new initiative to help underprivileged children. Around 150,000 eligible pupils will receive a device so they can participate in online lessons. Malaysia hopes to build on the success of this to expand the programme. It wants to assist pupils and schools in need and find the best implementation method to expand it. There are plans to enhance educational TV shows for students with no Internet access. Malaysia will also employ sign language interpreters to help the hard of hearing. It wants to focus on students' needs.

**Задание. Выполните задания на понимание содержания прочитанного текста.**

#### (a) True / False

- The article says millions of teachers got to grips with online platforms. T / F
- The article says online lessons have transformed education. T / F
- The article says the level of teacher competence in technology differs. T / F
- Many students could not learn online because they had no computer. T / F
- Malaysia will help up to 150,000 students to learn online. T / F
- Malaysia said it wants to help students become pilots. T / F
- Malaysia will use sign language interpreters online. T / F
- A teacher said Malaysia was not considering the needs of students. T / F

#### (b) Multiple choice quiz

- What kind of year does the article say teachers have had?  
 a) an educational one    b) a crazy one    c) a tumultuous one    d) a good one
- What did teachers have to get to grips with?



- a) online platforms b) their hands c) tests d) homework
3. Who has been stuck at home?
    - a) students b) an education minister c) engineers d) teachers
  4. What has taken centre stage?
    - a) English b) technology c) tests d) homework
  5. Why were some students deprived of lessons?
    - a) not enough teachers b) power cuts
    - c) they had the wrong platform d) no computers, tablets and smartphones
  6. What has Malaysia's Education Ministry rolled out?
    - a) a new curriculum b) a new initiative c) a homework plan d) new tests
  7. What will Malaysia's government enhance?
    - a) test security b) software c) educational TV programming d) Internet speeds

**(c) Discussion**

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'online'?
3. What do you think of online learning?
4. Would you prefer face-to-face or online learning?
5. What are the advantages of online learning?
6. What experiences do you have of online learning?
7. Why might teachers like teaching online?
8. What is the best platform for online learning?
9. Who is online learning good for?
10. Should all students be learning online in the future?

УК-5.2: Поддерживает взаимопонимание между обучающимися-представителями различных культур навыки общения в мире культурного многообразия

Обучающийся знает: коммуникативные стратегии, приёмы взаимодействия, учитывающие проксемические, кинесические, просодические и иные невербальные средства

*Примеры вопросов/заданий*

**Задание. Переведите следующий текст без опоры на словарь.**

**Exam Security**

Algeria has turned off its Internet all over the country to stop students cheating in high school exams. Algeria's government said it wanted to do something to stop students secretly going online during nationwide school tests. All Internet service was stopped for an hour after the start of each of the exams. The government will shut the Internet down during the whole exam season, between June 20 and June 25. In addition, all electronic devices with Internet access have been banned from the country's 2,000 exam centers. Even teachers cannot take phones into the exam halls. There were many problems in 2016 when test questions were leaked online both before and during exams.

Algeria's Education Minister Nouria Benghabrit told the Algerian newspaper Annahar that Facebook would also be blocked across the country for the six days the exams were taking place. She said she did not like doing this but she could not do nothing and give opportunities to students to cheat in tests. As an added security measure, metal detectors will be placed in all exam halls, and security cameras and mobile-phone blockers have been set up at the printing companies where the exams are printed. Many students thought the government was doing the right thing. Rania Salim, 16, said it wasn't fair that students who didn't study could get help in exams by using their mobile phone to cheat.

**Задание. Выполните задания на понимание содержания прочитанного текста.**

**(a) True / False**

1. Algeria has turned off the Internet in high schools but not universities. T / F
2. Algeria's Internet is being cut off for 24 hours on exam days. T / F
3. Students can take smartphones into exam halls but must turn them off. T / F
4. Many exam questions were leaked online in 2016. T / F
5. Algeria's education minister has blocked Facebook for six days. T / F
6. The government has put metal detectors in all exam halls. T / F
7. The government has put security cameras in test-printing companies. T / F
8. A 16-year-old student disagreed with the government's actions. T / F

**(b) Multiple choice quiz**

1. What exams did the government want to stop people cheating in?
  - a) IELTS b) university entrance exams c) high school exams d) law exams
2. How long will the Internet shut down for after each exam starts?
  - a) an hour b) 90 minutes c) 3 hours d) 12 hours
3. What did the education minister say would be blocked for six days?
  - a) school gates b) Facebook c) Twitter d) roads
4. What will be put in all exam halls for extra security?
  - a) anti-cheating robots b) lasers c) guards d) metal detectors
5. Where has the government put security cameras?

a) student desks b) printing companies c) on school rooftops d) in libraries

**(c) Discussion**

1. Did you like reading this article? Why/not?
2. What do you think of when you hear the word 'security'?
3. What do you think about what you read?
4. Would you report someone you saw cheating?
5. Should all exams have metal detectors and security cameras?
6. Where else should mobile phone blockers be installed?
7. What else could the government have done?
8. What advice do you have for cheating students?
9. Is there a better way to assess students than exams?
10. What questions would you like to ask the education minister?

## 2.2 Типовые задания для оценки навыкового образовательного результата

Проверяемый образовательный результат (1 семестр):

Код и наименование индикатора достижения компетенции	Образовательный результат
УК-4.1: Применяет современные коммуникативные технологии для академического взаимодействия на иностранном(ых) языке(ах)	Обучающийся умеет: строить диалогические высказывания на академические и профессиональные темы (по соответствующим разделам дисциплины);

**Задание. Собеседование проводится по следующим темам:**

1. Which rules of email etiquette are relevant to your professional life?
2. What is the purpose of a partnership proposal?
3. What is a reference letter? What are the rules of writing it?
4. What is the purpose of a covering letter?
5. What are the rule of writing a covering letter for a grant proposal?

**Примеры вопросов для собеседования:**

1. Have you ever written a summary?
2. Why do we write them?
3. How long should a summary be?
4. What is a topic sentence? Where do you find it in a paragraph?
5. How often do you write articles? What else do you have to write when you submit an article?
6. What is an abstract?
7. Have you ever applied for a grant? If yes, was it an international or an internal grant? If it was an international grant, did you need any help to fill in the application forms? Have you ever had to write a grant application or proposal in English? What do you think helps to get funding for an academic project?
8. What are the rules of writing an executive summary of a grant proposal in order to get funding?
9. What visuals are usually used by scientists in your field to present data? If you use visuals in research papers, do you use them extensively or only for certain aspects? Why? / Why not?
10. In which fields of study do researchers need to describe trends or changes? What type of visual would you choose if you had to describe trends and changes in your field?
11. What is the structure of an article?
12. When are you likely to write an abstract for an article: before you write your article, after you have written it or at the same time you write it? Why? How long is an abstract in your field of research? What does its length depend on? Which abstracts do you usually write: informative (they give the main results) or indicative (they only indicate what kind of research has been conducted)?
13. Do you regularly read reviews of books in your field? In which ways might they be useful to you? Have you ever written a book review? Was it positive or negative?
14. Where in a journal article can you often find references to other authors' work? Where are they unlikely to appear? Why?
15. Do you find writing the Introduction section of an academic article easy or difficult? Why? What is the main purpose of the Introduction section? What kind of information do you always include in this section?

16. How can the Method section of an article be helpful for researchers? What other names for this section are used in journals from your field?
17. Do journals in your field of study allow a separate Discussion section? If not, is it combined with the Results section or the Conclusion section? Which section of an article might be less objective, in your opinion?
18. You have written an article for publication. How long does it usually take to get it published? What are the steps towards this goal? Present your ideas in a diagram or a flow chart.

УК-4.1: Применяет современные коммуникативные технологии для академического взаимодействия на иностранном(ых) языке(ах)

Обучающийся владеет: навыками извлекать необходимую текстовую информацию, анализировать и обобщать ее в целях академического взаимодействия в устной и письменной формах;

*Примеры заданий*

**Задание. Переведите следующий текст без опоры на словарь.**

### Online Lectures

A university professor in Singapore gave a two-hour online lecture but didn't realize he was on mute. Professor Wang, who teaches Maths, was not aware that throughout his online presentation, the microphone on his computer was switched off. This meant that none of the students attending his online class heard what professor Wang was talking about. His university switched his classes online to help reduce the spread of COVID-19. His lecture started well but then it froze. The video came back but the mic was off and professor Wang did not notice. One of his students says it might have been because the professor was using an iPad and not a computer.

Students tried many times to contact professor Wang during the lesson but could not get through to him. They waved their arms and even tried calling him on his personal phone. A video of the moment he understood his mic was off has gone viral on the Internet. It has received more than 653,000 views. After realizing what happened, professor Wang appeared shocked and stressed. He said he was upset at the thought of wasting two hours of his students' time. He has offered to redo the lecture at a different time so his students do not miss that class. One of his students posted on social media about the professor's mishap. She wrote: "I took a class under him before and he teaches well. I feel bad for him."

**Задание. Выполните задания на понимание содержания прочитанного текста.**

**(a) True / False**

1. The professor in the article teaches computer coding. T / F
2. Not a single student heard what the professor was saying. T / F
3. The article said the professor froze. T / F
4. A student blamed the mishap on an iPad. T / F
5. Students waved their phones at the professor. T / F
6. A video of the professor has gone viral on the Internet. T / F
7. The professor is sad because he wasted his students' time. T / F
8. The professor said he would not redo the lecture. T / F

**(b) Comprehension questions**

1. In which country was the professor teaching online?
2. What does the professor teach?
3. What did the university want to stop the spread of?
4. What happened to the professor's lecture after it started?
5. What did a student say the problem might have been?
6. What did students wave?

**(c) Multiple choice quiz**

1. In which country was the professor teaching online?  
a) South Africa b) Singapore c) Sierra Leone d) Slovakia
  2. What does the professor teach?  
a) coding b) English c) architecture d) maths
  3. What did the university want to stop the spread of?  
a) COVID-19 b) disinformation c) fake news d) gossip
  4. What happened to the professor's lecture after it started?  
a) it went viral b) it got lots of views c) it froze d) it was full
  5. What did a student say the problem might have been?  
a) a glitch b) an iPad c) a virus d) a power cut
- 9.

УК-4.2: Применяет современные коммуникативные технологии для профессионального

Обучающийся умеет: демонстрировать взаимопонимание между обучающимися – представителями различных культур с соблюдением этических и межкультурных норм

взаимодействия на русском и иностранном(ых) языке(ах)

**Задание. Собеседование проводится по следующим темам:**

- Cybersecurity (Кибербезопасность)
- Data protection (Защита информации)
- Hackers and Cyberattacks (Хакеры и кибератаки)

**Примеры вопросов для собеседования:**

1. Is there a method to protect computer systems, networks, and data from cyber threats?
2. What questions does a lot of security boil down to?
3. Should access be given to the wrong people, but refused to the right people?
4. What method is used to differentiate between the right and wrong people?
5. How many types of authentication are there? Could you list these types?
6. What "what you know" authentication based on?
7. What can be done to prevent brute-force attacks?
8. What is "what you have" authentication based on?
9. What is "what you are" authentication based on?
10. What are classic examples of the third type of authentication?
11. Which type of authentication is the easiest to implement?
12. Which type of authentication do you consider the most reliable one?

Why do security experts suggest using multi-factor authentication for important accounts?

УК-4.2: Применяет современные коммуникативные технологии для профессионального взаимодействия на иностранном(ых) языке(ах)

Обучающийся владеет навыками объединения отдельных предложений, используя полный набор лексических, грамматических, синтаксических и логических средств, в связный текст, объём которого определяется необходимостью описания предмета познания

*Примеры заданий*

**Задание. Переведите следующий текст без опоры на словарь.**

### Companies still fixing Heartbleed bug

Many companies are trying to make their websites safe from a new Internet bug called Heartbleed. It is like a hole in the security of websites that hackers can use to get private information. The bug was in security software used by most Internet sites. Millions of sites used the software after it became available on New Year's Eve, 2011. The bug was in it then but was only found last week. The big sites, like Google, Yahoo, YouTube, Amazon, etc., quickly made a patch to fix the bug. However, many small sites and thousands of apps are still at risk. It is still possible for hackers to access passwords and other confidential information. Hackers already broke into Canada's tax system and stole 900 passwords.

Internet security experts say more than a third of people who use the Android Jelly Bean OS are still waiting for a patch. Google has made all of its other services safe, such as Search, Gmail, YouTube and Play, but is working with its partners to create a fix for Jelly Bean. BlackBerry is also working to release a patch to its users later this week. Meanwhile, the man who accidentally created the bug spoke to reporters. He said: "I am responsible for the error because I wrote the code." He added: "Unfortunately, this mistake also slipped through the review process and therefore made its way into the released version." He said it was a "simple programming error".

**Выполните задания на понимание содержания прочитанного текста.**

**(a) Multiple Choice**

1. What did the article say HEARTBLEED was like?  
a) a hurricane    b) a hole    c) a monster    d) a headache
2. What did many sites quickly make after HEARTBLEED had been identified?  
a) money    b) excuses    c) a patch    d) mistakes
3. Who is Google working with to create a patch?  
a) the World Wide Web    b) the US Government    c) Facebook    d) its partners
4. When will BlackBerry's patch be available?  
a) later this week    b) next month    c) tomorrow    d) when the manager comes back
5. Why does the man who created the bug say he is responsible?  
a) he wrote the code    c) he was the chief bug-spotter  
b) he did not report it    d) he knew it would be a problem
6. What kind of mistake did the man say he made?  
a) a huge one    b) an unforgivable one    c) a simple one    d) the kind anyone could make

**(b) Comprehension questions**

1. What did the article say Heartbleed was like?
2. How many sites used the infected software?
3. In what year did Heartbleed appear?
4. What did many sites quickly make?
5. How many passwords did hackers steal?
6. How many Jelly Bean users are waiting for a patch?

<p>7. Who is Google working with to create a patch?</p> <p>8. When will BlackBerry's patch be available?</p> <p>9. Why does the man who created the big say he is responsible?</p> <p>10. What kind of mistake did the man say he made?</p> <p>(c) <b>True / False</b></p> <p>1. The Heartbleed bug is five years old. <b>T / F</b></p> <p>2. Hackers can use the bug to get private information from websites. <b>T / F</b></p> <p>3. Heartbleed first appeared on the Internet on New Year's Eve, 2011. <b>T / F</b></p> <p>4. Hackers stole 9,000 passwords from Britain's tax system. <b>T / F</b></p> <p>5. Over a third of Android users are waiting for a patch to fix the bug. <b>T / F</b></p> <p>6. Google said the bug is not a danger to all of its online services. <b>T / F</b></p> <p>7. BlackBerry has sent a patch to all of its users. <b>T / F</b></p> <p>8. The man whose mistake created the bug said it was not a simple error. <b>T / F</b></p>	
УК-5.1: Учитывает разнообразие и особенности различных культур, их соотношение и взаимосвязь	Обучающийся умеет: вести коммуникацию в мире культурного многообразия
<p><i>Примеры вопросов/заданий</i></p> <p><b>Задание. Подготовьте устное сообщение или презентацию на следующие темы:</b></p> <ul style="list-style-type: none"> <li>- How the Internet works</li> <li>- Communications and Networks</li> <li>- World Wide Web</li> </ul>	
УК-5.1: Учитывает разнообразие и особенности различных культур, их соотношение и взаимосвязь	Обучающийся владеет навыками «информационной экономики», допускающей при обсуждении сложных вопросов как на родном, так и на иностранном языке только одну единицу информации на одно предложение по принципу: «Одно предложение – одна единица информации»
<p><i>Примеры вопросов/заданий</i></p> <p><b>Задание. Переведите следующую статью с опорой на словарь.</b></p> <p style="text-align: center;"><b>Can the Internet Break From Overuse?</b></p> <p style="text-align: right;"><i>By: Nathan Chandler</i></p> <p>The coronavirus pandemic (and its self-quarantine measures) is keeping adults and kids at home and on their computers and smartphones for work, school or recreation, making unprecedented demands on the internet. In fact, Netflix and YouTube are reducing streaming quality in Europe to prevent internet overload. The changes came after EU officials asked streaming services and individual users to stop using high-definition video "to prevent the internet from breaking," as CNN put it on March 20. This news has a lot of us asking: With so many people at home using huge amounts of data, could the internet suddenly just stop working?</p> <p>You can rest easy. Outright internet failure is possible but unlikely, say experts who observe technology and internet usage around the world. Cyberattacks or the physical cutting of cables under the sea that carry enormous amounts of internet traffic are more likely to disrupt the internet than too much activity.</p> <p>"Nothing, including the internet, is invulnerable to overload. But the internet has an enormous amount of redundancy and backup in its systems," says Paul Levinson, professor of communications and media studies at Fordham University. "This means that although one app or system can go down, it's unlikely that the whole system will collapse. Also, given that the people who work on the internet are used to working from home, many of them are already in place to work [this way], even in this time of crisis."</p> <p>Ookla chief technology officer Luke Deryckx says the real concerns are not the internet infrastructure but rather the increased numbers of end users all sharing the same WiFi system (such as family members). His company analyzes internet traffic patterns and provides speed tests to people who want to understand how fast (or slow) their online connections really are.</p>	
УК-5.2: Поддерживает взаимопонимание между обучающимися-представителями различных культур навыки общения в мире культурного многообразия	Обучающийся умеет: демонстрировать взаимопонимание между обучающимися – представителями различных культур с соблюдением этических и межкультурных норм
<p><i>Примеры вопросов/заданий</i></p> <p><b>Примеры вопросов для собеседования:</b></p> <ol style="list-style-type: none"> <li>1. Is there a method to protect computer systems, networks, and data from cyber threats?</li> <li>2. What questions does a lot of security boil down to?</li> <li>3. Should access be given to the wrong people, but refused to the right people?</li> <li>4. What method is used to differentiate between the right and wrong people?</li> <li>5. How many types of authentication are there? Could you list these types?</li> <li>6. What "what you know" authentication based on?</li> <li>7. What can be done to prevent brute-force attacks?</li> <li>8. What is "what you have" authentication based on?</li> </ol>	

<p>9. What is "what you are" authentication based on?</p> <p>10. What are classic examples of the third type of authentication?</p> <p>11. Which type of authentication is the easiest to implement?</p> <p>12. Which type of authentication do you consider the most reliable one?</p> <p>13. Why do security experts suggest using multi-factor authentication for important accounts?</p>	
<p>УК-5.2: Поддерживает взаимопонимание между обучающимися-представителями различных культур навыки общения в мире культурного многообразия</p>	<p>Обучающийся владеет навыками объединения отдельных предложений, используя полный набор лексических, грамматических, синтаксических и логических средств, в связный текст, объём которого определяется необходимостью описания предмета познания</p>
<p><i>Примеры вопросов/заданий</i></p> <p><b>Задание. Переведите следующую статью без опоры на словарь.</b></p> <p style="text-align: center;"><b>General Hacking Skills</b></p> <p>When you build a house, you should have a strong base; it's the same if we are talking about hacking. You need a base in hacking too so there are a few hacking skills that are basic skills and I am going to present them to you.</p> <p>First of all, you should know how to program and if you don't know you should learn as fast as possible because that's in a hacker's basic package. Programming is the main skill, if you are a beginner and you don't know what a computer language is about, then start using Python. It's very good for beginners because everything in Python is so clear and it's very well documented. I'd personally say it was designed 50% for beginners due to the simplicity you can work with. You can find helpful tutorials at Python web site <a href="https://www.python.org/">https://www.python.org/</a>.</p> <p>After learning some basic programming, you will progress and I recommend learning how to work with C, the core language of UNIX. Furthermore, if you know to work with C, it would not be complicated to work with C++ because they are very close to each other.</p> <p>There are other programming languages that are important to hackers such as Perl or LISP. Perl is the best option if you love practice work. Despite this, Perl is used a lot for system administration. LISP is harder to understand. But once you get it, you will be very proud of yourself and experienced because it will definitely help you to be a better programmer.</p> <p>Actually, only knowing the programming languages is not enough because you should exercise with yourself to think about programming and solving the problems in a big way without a lot of time needed. Programming is not an easy skill so you have to write and read codes and repeat them until you get a certain meaning.</p> <p>HTML is the Web's markup language and it means Hypertext Markup Language. It's very important because you learn practically how to build a web page from zero, and it's helping a lot if you are at the start of programming because it's codes will run your mind. Writing in HTML definitely opens your horizons and makes you think even bigger than before. What I love about HTML is that you are able to create anything, you can write, you can create images and forms as you like only by knowing the codes.</p>	

Проверяемый образовательный результат (2 семестр):

Код и наименование индикатора достижения компетенции	Образовательный результат
<p>УК-4.1: Применяет современные коммуникативные технологии для академического взаимодействия на иностранном(ых) языке(ах)</p>	<p>Обучающийся умеет: строить диалогические высказывания на академические и профессиональные темы (по соответствующим разделам дисциплины);</p>
<p><b>Задание. Собеседование проводится по следующим темам:</b></p> <ol style="list-style-type: none"> <li>1. Computer Basics: What is a Computer? (Что такое компьютер?)</li> <li>2. Types of Computers: Computers for Personal Use. (Компьютеры для персонального использования)</li> <li>3. Types of Computers: Computers for Organisations. (Компьютеры для бизнеса и работы)</li> <li>4. Computer Hardware: Internal Components. (Аппаратное обеспечение: внутреннее устройство компьютера)</li> <li>5. Computer Peripherals: Input Devices. (Периферия компьютера: устройства ввода)</li> <li>6. Computer Peripherals: Output Devices. (Периферия компьютера: устройства вывода)</li> <li>7. Introduction to Computer Software. (Программное обеспечение компьютера)</li> <li>8. System Software. (Системное программное обеспечение)</li> <li>9. Application Software. (Прикладное программное обеспечение)</li> <li>10. How the Internet works. (Принципы работы Интернета)</li> <li>11. Communications and Networks. (Системы связи и коммуникационные сети)</li> <li>12. World Wide Web. (Всемирная Паутина)</li> <li>13. Cybersecurity. (Кибербезопасность)</li> <li>14. Data protection. (Защита информации)</li> </ol>	

15. Hackers and Cyberattacks. (Хакеры и кибератаки)
16. Malware (Вредоносное программное обеспечение)

**Примеры вопросов для собеседования:**

17. What is the most common way hackers get into computer systems?
18. What is social engineering?
19. What is the most common type of a social engineering attack?
20. Is the fraudulent attempt to obtain sensitive information via email called phishing or pretexting?
21. The criminal calls the victim at home, claiming to be conducting a survey. What hacking technique does he use?
22. How do Trojans commonly penetrate into a computer system?
23. What is ransomware?
24. What is a brute force attack and how do modern systems defend against it?
25. If an attacker doesn't have physical access to a device, how can he hack it?
26. What kinds of hacking attacks are you aware of?
- 27.

УК-4.1: Применяет современные коммуникативные технологии для академического взаимодействия на иностранном(ых) языке(ах)

Обучающийся владеет: навыками извлекать необходимую текстовую информацию, анализировать и обобщать ее в целях академического взаимодействия в устной и письменной формах

*Примеры заданий*

**Задание. Переведите следующий текст без опоры на словарь.**

**Microsoft blames U.S. spy agency for WannaCry**

The technology company Microsoft is angry with America's National Security Agency (NSA). Microsoft said the WannaCry ransomware cyber-attack happened because the NSA keeps lots of cyber-weapons on its computers. Ransomware is a type of harmful software that blocks access to a computer until the owner of the computer pays money (a ransom) to the hackers. The NSA is America's military intelligence organization. It helps to keep America's communications and information systems safe. It is also responsible for stopping cyber-attacks against the USA. However, experts say the WannaCry ransomware used computer spying tools originally designed by the NSA.

Microsoft President Brad Smith said governments needed to wake up to the problem of storing cyber-weapons that hackers can steal. He said it was as big a problem as someone stealing missiles from the USA. When talking about the WannaCry attack, he said: "This attack provides yet another example of why the stockpiling of [these things] by governments is such a problem." The European police agency Europol said WannaCry has affected 200,000 computers in 150 countries. In the UK, WannaCry caused many problems with the work of Britain's National Health Service. Many operations were cancelled. Experts warned people to back up their files because a second wave of attacks could come.

**Задание № 6.3. Выполните задания на понимание содержания прочитанного текста.**

**(a) Multiple Choice**

1. What does the NSA keep a lot of on its computers?  
a) names      b) cyber-weapons      c) dust      d) photos
2. What must people pay hackers to get access to their computers back?  
a) a salary      b) respect      c) costs      d) a ransom
3. What does the NSA help to do to the USA's information systems?  
a) update them      b) systematise them      c) keep them safe      d) inform them
4. Who did experts say designed the spying tools used in WannaCry?  
a) the military      b) the FBI      c) hackers      d) the NSA
5. What did Brad Smith compare the stealing of cyber-weapons to?  
a) stealing missiles      b) storing      c) stockpiling      d) waking up
6. What was cancelled in Britain's National Health Service?  
a) files      b) operations      c) back-ups      d) holidays
7. What did experts say there could be a second wave of?  
a) attacks      b) surfing      c) warnings      d) problems

**(b) True / False**

1. America's National Security Agency has cyber-weapons on its computers. **T / F**
2. Ransomware means people must pay hackers to access their files. **T / F**
3. The WannaCry hackers used spying tools first created by the NSA. **T / F**
4. Microsoft's president said governments needed to wake up. **T / F**
5. Brad Smith said governments storing cyber-weapons isn't dangerous. **T / F**
6. The WannaCry ransomware affected over 250,000 computers. **T / F**
7. Experts said the wave of attacks was now over. **T / F**

**(c) Discussion**

1. Did you like reading this article? Why/not?
2. What do you think of when you hear the word 'agency'?

3. What do you think about what you read?
4. How worried are you about cyber-attacks?
5. How much would you pay to get access to your computer files?
6. What damage can hackers do?
7. Are the hackers more intelligent than the computer security companies?
8. Can you live without a computer?
9. What would happen if hackers stopped the Internet?
10. What questions would you like to ask the boss of the NSA?

УК-4.2 Применяет современные коммуникативные технологии для академического взаимодействия на иностранном(ых) языке(ах).

Обучающийся умеет: строить монологические сообщения на профессиональные темы (по соответствующим разделам дисциплины).

*Примеры заданий*

**Задание. Собеседование проводится по одной из следующих тем:**

- Computer Basics: What is a Computer? (Что такое компьютер?)
- Types of Computers: Computers for Personal Use. (Компьютеры для персонального использования)
- Types of Computers: Computers for Organisations. (Компьютеры для бизнеса и работы)
- Computer Hardware: Internal Components. (Аппаратное обеспечение: внутреннее устройство компьютера)
- Computer Peripherals: Input Devices. (Периферия компьютера: устройства ввода)
- Computer Peripherals: Output Devices. (Периферия компьютера: устройства вывода)
- Introduction to Computer Software. (Программное обеспечение компьютера)
- System Software. (Системное программное обеспечение)
- Application Software. (Прикладное программное обеспечение)
- How the Internet works. (Принципы работы Интернета)
- Communications and Networks. (Системы связи и коммуникационные сети)
- World Wide Web. (Всемирная Паутина)
- Cybersecurity. (Кибербезопасность)
- Data protection. (Защита информации)
- Hackers and Cyberattacks. (Хакеры и кибератаки)
- Malware (Вредоносное программное обеспечение)

**Примеры вопросов для собеседования:**

1. What is the most common way hackers get into computer systems?
2. What is social engineering?
3. What is the most common type of a social engineering attack?
4. Is the fraudulent attempt to obtain sensitive information via email called phishing or pretexting?
5. The criminal calls the victim at home, claiming to be conducting a survey. What hacking technique does he use?
6. How do Trojans commonly penetrate into a computer system?
7. What is ransomware?
8. What is a brute force attack and how do modern systems defend against it?
9. If an attacker doesn't have physical access to a device, how can he hack it?
10. What kinds of hacking attacks are you aware of?

УК-4.2 Применяет современные коммуникативные технологии для академического взаимодействия на иностранном(ых) языке(ах).

Обучающийся владеет: навыками извлекать необходимую текстовую информацию, анализировать и обобщать ее в целях профессионального взаимодействия в устной и письменной формах.

*Примеры заданий*

**Задание. Переведите следующую статью с опорой на словарь.**

### How to Avoid Spyware

*By: Peter May*

The brief history of personal computing is replete with advances in productivity, processing power and entertainment. From word processing to e-mail to the World Wide Web, computer technology has forever changed the way we work and play. As with any new technology, however, these advances have also provided new methods for criminals to separate us from our money. One of those methods is spyware.

According to a number of sources, the first use of the term spyware occurred in a 1994 posting that made light of Microsoft's business model. Later, the term was used to describe devices used for spying, such as small cameras and microphones. In 2000, a press release from security software provider Zone Labs used the current meaning of spyware for the first time and it's been used that way ever since.

Spyware is software that resides on a computer and sends information to its creator. That information may include surfing habits, system details or, in its most dangerous form, passwords and login information for critical applications such as online banking.



Many spyware programs are more annoying than dangerous, serving up pop-up ads or gathering e-mail addresses for use in spam campaigns. Even those programs, however, can cost you valuable time and computing resources.

Often, spyware comes along with a free software application, such as a game or a supposed productivity booster. Once it's downloaded to your computer, the functional element of the software works exactly as promised, while the information-gathering system sets up shop behind the scenes and begins feeding your personal data back to headquarters.

In many cases, the hidden activities of the software are clearly described in the end-user license agreement (EULA) that is displayed during the installation process. This protects the developer from potential legal action because they can prove you knew (or should have known) that the program included this functionality when you installed it. Most of us, however, don't read EULAs because they are long, boring and written in hard-to-understand legalese. As further proof that there's a software application for everything these days, you can now obtain software that will read EULAs for you and display a warning if keywords or phrases indicate there's a spyware risk.

**Задание. Выполните задания на понимание содержания прочитанного текста.**

**(d) True / False**

9. This story is great news for people struggling to learn a language. T / F
10. The research was conducted by researchers from a Swiss university. T / F
11. Researchers tested language translations while people were asleep. T / F
12. Our sleeping brain may be more aware of things than we thought. T / F
13. The hippocampus is the part of the brain used to forget things. T / F
14. In deep sleep, our brains are active for half-a-second at a time. T / F
15. A sleeping period called "up-state" allows us to learn vocabulary. T / F
16. The researchers are 100% sure we can learn vocabulary while we sleep. T / F

**(e) Multiple choice quiz**

8. When did researchers say we recall information learnt while we sleep?  
a) just after breakfast b) in dreamland c) at 6am d) when we wake up
9. What did researchers say they tested besides new words?  
a) sleep b) translations c) dreams d) grammar
10. What did the researchers say the sleeping brain was more aware of?  
a) the outside world b) pillows c) light d) phrasal verbs
11. What is the hippocampus?  
a) the brain's essential memory hub b) an animal c) a grammar term d) a place where hippos study
12. How long is each period of brain activity and inactivity?  
a) 30 seconds b) one night c) two seconds d) half a second
13. What is the inactive state of our brain while we sleep called?  
a) the "inter-state" b) the "up-state" c) the "down-state" d) the "dream-state"
14. What can we do in the "up-state" period of our sleep?  
a) sleepwalk b) speak English c) see with our eyes shut d) learn new vocabulary

**(f) Discussion**

11. What did you think when you read the headline?
12. What images are in your mind when you hear the word 'learn'?
13. How important is sleeping?
14. What is the best way to learn vocabulary?
15. What do you think of learning vocabulary while sleeping?
16. Is sleeping only for sleeping?
17. Could there be any dangers to learning while asleep?
18. How happy are you with your vocabulary?
19. What are your three favourite English words?
20. What else could we learn while we are asleep?

УК-5.1: Учитывает разнообразие и особенности различных культур, их соотношение и взаимосвязь

Обучающийся умеет: вести коммуникацию в мире культурного многообразия

*Примеры вопросов/заданий*

**Задание. Подготовьте устное сообщение или презентацию на следующие темы:**

- Introduction to Computer Software
- System Software
- Application Software

УК-5.1: Учитывает разнообразие и особенности различных культур, их соотношение и взаимосвязь

Обучающийся владеет навыками «информационной экономии», допускающей при обсуждении сложных вопросов как на родном, так и на иностранном языке только одну единицу информации на одно предложение по принципу: «Одно предложение – одна единица информации»

*Примеры вопросов/заданий*

**Задание. Переведите следующую статью с опорой на словарь.**

**Microsoft's New Operating System Won't Let Users Change Default Browser**

Microsoft launched Windows 10 S in May 2017, a slimmed-down version of its operating system. The new OS places strict limitations on what users can do. For example, you can only run programs (now called "apps") that come from the Windows Store. And by default, your web browser will always be Edge, the successor to Microsoft's Internet Explorer.

What's up with the changes? First, Windows 10 S isn't the universal replacement for Windows 10. Microsoft intends Windows 10 S for a specific audience; namely, people who want a more curated and, hypothetically, secure experience on their computers. One of the company's big target consumer groups is schools.

By limiting the programs you can run on the device, Microsoft decreases the chance you'll encounter malware or other security risks. It also helps prevent people from trying to install programs that their machines just aren't capable of running well.

But it's that default web browser that has many outlets talking, including The Verge. According to Microsoft, users will be able to download any other web browser that's available in the Windows Store, but they will not be able to switch the default to that new browser. Click on any .htm file and Edge will pop up automatically.

You also won't be able to change the default search engine from Bing to anything else, so if you want to Google something you'll have to navigate over to Google.com first.

The Windows 10 S operating system isn't the new standard. And although you won't have many options on a Windows 10 S machine, you can always choose to buy a different type of PC instead.

So, it's not an apples-to-apples comparison, but it is interesting to see Microsoft launch a product that explicitly follows a strategy similar to the one that could have led to the U.S. government breaking up Microsoft into smaller companies.

УК-5.2: Поддерживает взаимопонимание между обучающимися-представителями различных культур навыки общения в мире культурного многообразия

Обучающийся умеет: демонстрировать взаимопонимание между обучающимися – представителями различных культур с соблюдением этических и межкультурных норм

*Примеры вопросов/заданий*

**Примеры вопросов для собеседования:**

14. Is there a method to protect computer systems, networks, and data from cyber threats?
15. What questions does a lot of security boil down to?
16. Should access be given to the wrong people, but refused to the right people?
17. What method is used to differentiate between the right and wrong people?
18. How many types of authentication are there? Could you list these types?
19. What "what you know" authentication based on?
20. What can be done to prevent brute-force attacks?
21. What is "what you have" authentication based on?
22. What is "what you are" authentication based on?
23. What are classic examples of the third type of authentication?
24. Which type of authentication is the easiest to implement?
25. Which type of authentication do you consider the most reliable one?
26. Why do security experts suggest using multi-factor authentication for important accounts?

УК-5.2: Поддерживает взаимопонимание между обучающимися-представителями различных культур навыки общения в мире культурного многообразия

Обучающийся владеет навыками объединения отдельных предложений, используя полный набор лексических, грамматических, синтаксических и логических средств, в связный текст, объём которого определяется необходимостью описания предмета познания

*Примеры вопросов/заданий*

**Задание. Переведите следующую статью с опорой на словарь.**

**What is a Tablet?**

*By: Jonathan Strickland*

When Steve Jobs ended years of speculation in 2010 by announcing the iPad tablet device, he helped launch a new era in computer hardware. Though tablet PCs have been around for years, the iPad was the first device to use the form factor successfully in the consumer market. And Apple's success benefitted other companies as well as tech enthusiasts looked for alternatives to Apple's approach.

So what exactly is a tablet? At its most basic level, a tablet PC is a mobile computing device that's larger than a smartphone or personal digital assistant. There's not a strict cutoff size for tablet devices -- the iPad line sports a screen size of just under 10 inches but other tablets can be larger or smaller. In general, if the computing device uses an on-screen interface and doesn't include a phone, it's a tablet. To confuse matters, some manufacturers produce hybrid devices that are part tablet, part laptop computer. The device might come with an attached keyboard -- the screen swivels or folds down to cover the keyboard and voila, you have a tablet!

In 2010, Lenovo introduced a prototype device called the IdeaPad U1 at the Consumer Electronics Show in Las Vegas, Nev. At first glance, it looked like a normal laptop computer. But if you detached the screen from the base, the laptop converted to a tablet computer with its own, independent operating system. Lenovo rebranded the device, naming it the Lenovo LePad and launching it in China in 2011.

Although tablets come in a variety of shapes, sizes and feature sets, they share many similar characteristics. Nearly all have a touch-screen interface and an operating system capable of running small programs. They don't necessarily replace the need for a more robust computer, but they create a new space for computing devices.

### 2.3. Перечень вопросов для подготовки обучающихся к промежуточной аттестации 1 семестр

#### **Лексика:**

- лексика (600 лексических единиц)
- терминологическая лексика по профилю подготовки (600 лексических единиц)

#### **Грамматика:**

- Infinitive (Инфинитив).
- Формы инфинитива (Active / Passive; Simple / Continuous / Perfect). Bare Infinitive.
- Функции инфинитива в предложении. Правила перевода на русский язык.
- Семантическая разница в использовании герундия и инфинитива.
- Инфинитивная конструкция Complex Subject.
- Инфинитивная конструкция Complex Object.
- Инфинитивная конструкция с предлогом for.

### 2 семестр

#### **Лексика:**

- лексика (600 лексических единиц)
- терминологическая лексика по профилю подготовки (600 лексических единиц)

#### **Грамматика:**

- Порядок слов в утвердительном, вопросительном и отрицательном предложениях.
- Глаголы to be и to have. Их особенности и многофункциональность.
- Особенности перевода предложений с конструкцией there +to be.
- Видовременные формы глагола (Simple, Continuous, Perfect) в действительном залоге.
- Видовременные формы глагола (Simple, Continuous, Perfect) в страдательном залоге.
- Типы вопросительных предложений. Порядок слов в общих, альтернативных, специальных, разделительных вопросах.
- Степени сравнения прилагательных и наречий.
- Модальные глаголы should, must, can, may.
- Модальные конструкции have to, be to, be able to, be allowed to.
- Герундий: синтаксические функции и правила перевода.
- Причастие I: синтаксические функции и правила перевода.
- Причастие II: синтаксические функции и правила перевода.
- Инфинитив.
- Инфинитивная конструкция Complex Subject.
- Инфинитивная конструкция Complex Object.
- Инфинитивная конструкция с предлогом for.

### **3. Методические материалы, определяющие процедуру и критерии оценивания сформированности компетенций при проведении промежуточной аттестации**

#### **Критерии формирования оценок по ответам на вопросы, выполнению тестовых заданий**

- оценка «**отлично**» выставляется обучающемуся, если количество правильных ответов на вопросы составляет 100 – 90% от общего объема заданных вопросов;
- оценка «**хорошо**» выставляется обучающемуся, если количество правильных ответов на вопросы – 89 – 76% от общего объема заданных вопросов;
- оценка «**удовлетворительно**» выставляется обучающемуся, если количество правильных ответов на тестовые вопросы – 75–60 % от общего объема заданных вопросов;
- оценка «**неудовлетворительно**» выставляется обучающемуся, если количество правильных ответов – менее 60% от общего объема заданных вопросов.

## Критерии формирования оценок по результатам выполнения заданий

**«Отлично/зачтено»** – ставится за работу, выполненную полностью без ошибок и недочетов.

**«Хорошо/зачтено»** – ставится за работу, выполненную полностью, но при наличии в ней не более одной негрубой ошибки и одного недочета, не более трех недочетов.

**«Удовлетворительно/зачтено»** – ставится за работу, если обучающийся правильно выполнил не менее 2/3 всей работы или допустил не более одной грубой ошибки и двух недочетов, не более одной грубой и одной негрубой ошибки, не более трех негрубых ошибок, одной негрубой ошибки и двух недочетов.

**«Неудовлетворительно/не зачтено»** – ставится за работу, если число ошибок и недочетов превысило норму для оценки «удовлетворительно» или правильно выполнено менее 2/3 всей работы.

*Виды ошибок:*

- *грубые ошибки: незнание основных понятий, правил, норм; незнание приемов решения задач; ошибки, показывающие неправильное понимание условия предложенного задания.*

- *негрубые ошибки: неточности формулировок, определений; нерациональный выбор хода решения.*

- *недочеты: нерациональные приемы выполнения задания; отдельные погрешности в формулировке выводов; небрежное выполнение задания.*

## Критерии формирования оценок по зачету с оценкой

**«Отлично/зачтено»** – студент приобрел необходимые умения и навыки, продемонстрировал навык практического применения полученных знаний, не допустил логических и фактических ошибок

**«Хорошо/зачтено»** – студент приобрел необходимые умения и навыки, продемонстрировал навык практического применения полученных знаний; допустил незначительные ошибки и неточности.

**«Удовлетворительно/зачтено»** – студент допустил существенные ошибки.

**«Неудовлетворительно/не зачтено»** – студент демонстрирует фрагментарные знания изучаемого курса; отсутствуют необходимые умения и навыки, допущены грубые ошибки.

