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Дата подписания: 06.04.2019 15:25:20

Уникальный программный ключ:

d85fa2f259a0913da9b0829998589173640187

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«Национальный исследовательский ядерный университет «МИФИ»
Снежинский физико-технический институт –
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«Национальный исследовательский ядерный университет «МИФИ»
(СФТИ НИЯУ МИФИ)

УТВЕРЖДАЮ

Зам. руководителя по учебной
и научно-методической работе

П.О. Румянцев

« 08 / » 04 2019 г



ФОНД ОЦЕНОЧНЫХ СРЕДСТВ УЧЕБНОЙ ДИСЦИПЛИНЫ

ОГСЭ.03 Иностраный язык в профессиональной деятельности

Специальность 11.02.16 «Монтаж, техническое обслуживание и ремонт
электронных приборов и устройств»

Квалификация выпускника Специалист по электронным приборам и
устройствам

Форма обучения очная

Снежинск
2019

Фонд оценочных средств (ФОС) предназначен для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины ОГСЭ.03 «Иностранный язык в профессиональной деятельности». ФОС включает контрольные материалы для проведения текущего контроля и промежуточной аттестации в форме дифференцированного зачета. ФОСЫ разработаны на основании рабочей программы учебной дисциплины «Иностранный язык в профессиональной деятельности».

Организация-разработчик: Снежинский физико-технический институт – филиал Федерального государственного автономного образовательного учреждения высшего образования «Национальный исследовательский ядерный университет «МИФИ».

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1. Паспорт фонда оценочных средств

В результате освоения учебной дисциплины ОГСЭ.03 Иностранный язык в профессиональной деятельности обучающийся должен обладать предусмотренными ФГОС по специальности СПО 11.02.16 Монтаж, техническое обслуживание и ремонт электронных приборов и устройств следующими общими компетенциями:

ОК 10. Пользоваться профессиональной документацией на государственном и иностранном языках.

1.3. Цель и планируемые результаты освоения дисциплины:

Код ПК, ОК	Умения	Знания
ОК 10	<ul style="list-style-type: none">- понимать общий смысл воспроизведённых высказываний в пределах литературной нормы на бытовые и профессиональные темы;- понимать содержание текста, как на базовые, так и на профессиональные темы;- осуществлять высказывания (устно и письменно) на иностранном языке на профессиональные и повседневные темы;- осуществлять переводы (со словарем и без словаря)	<ul style="list-style-type: none">- особенности произношения интернациональных слов и правила чтения технической терминологии и лексики профессиональной направленности;- основные общеупотребительные глаголы бытовой и профессиональной лексики;- лексический (1000 - 1200 лексических единиц) минимум, относящийся к

	<p>иностранных текстов профессиональной направленности;</p> <p>- строить простые высказывания о себе и своей профессий деятельности;</p> <p>- производить краткое обоснование и объяснение своих текущих и планируемых действий;</p> <p>- выполнять письменные простые связные сообщения на интересующие профессиональные темы;</p> <p>- разрабатывать планы к самостоятельным работам для подготовки проектов и устных сообщений.</p>	<p>описанию предметов, средств и процессов профессиональной деятельности;</p> <p>- основные грамматические правила, необходимые для построения простых и сложных предложений на профессиональные темы.</p>
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Формы промежуточной аттестации по дисциплине

Учебный семестр	Формы промежуточной аттестации
4, 6-9	Дифференцированный зачет
3, 5	Проверочные работы

2. Задания для оценки освоения учебной дисциплины

Раздел 1. Основное содержание

Контрольный срез знаний

Задание 1. Поставьте следующие существительные во множественное число.

Lady, tragedy, cat, book, information, glasses, peach, boy, country, mouse, ox, sheep, dog, secretary, crowd, pencil, leaf, tomato, tooth, man, eye, sugar, money, lemon.

Задание 2. Раскройте скобки, употребляя глаголы в Present, Past или Future Simple.

1. I (to go) to bed at ten o'clock every day.
2. I (to go) to bed at ten o'clock yesterday.
3. I (to go) to bed at ten o'clock tomorrow.
4. She (to do) all the washing in their house.
5. He even (not to know) how to use the washing machine.
6. Two years ago they (to be) rich and money (to be) never a problem.
7. You (to think) you (to be) happy in your new neighborhood?
8. When the cabbage soup (to be) ready?

Задание 3. Поставьте предложения в вопросительную и отрицательную формы.

1. He studies at the college.
2. He will visit us some day.
3. We usually watched TV in the evening.

Задание 4. Выберите правильный вариант ответа с конструкцией there is / there are.

1. There ... many children in the park.
A. are

B. is

2. There ... many ways of solving such a problem.

A. is

B. are

3. There ... a man outside the building.

A. weren't

B. wasn't

4. How many children ... there in your class?

A. is

B. are

5. There ... much sugar left.

A. isn't

B. aren't

Задание 5. Выберите правильный вариант ответа, содержащий притяжательный падеж существительного.

1. I'm going to spend the night at my aunt house.

A. my aunt' house

B. my aunts' house

C. my aunt's house

D. my aunts house

2. These are children books.

A. children's books

B. children' books

C. childrens books

D. childrens' books

3. What's the name this street?

A. the names' street

B. the names street

- C. the name's street
D. the name of this street
4. Your father has gone to the butcher.
- A. the butcher
B. the butcher's
C. the butchers
D. the butcher'
5. This is the roof house.
- A. the roof house
B. the roof of the house
C. the roof's house
D. the roof' house

Контрольная работа № 1

Дифференцированный зачет

Задание 1. Переведите часть текста письменно.

A computer is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores. The switches, like the cores, are capable of being in one of two possible states, that is on or off; magnetized or demagnetized. The machine is capable of storing and manipulating numbers, letters, and characters (symbols). The basic idea of a computer is that we can make the machine do what we want by inputting signals that turn certain switches on and turn other off, or magnetize or don't magnetize the cores.

Задание 2. Составьте пары или группы близких по значению слов из перечня.

To turn on, to provide, to type, to accept, to help, to learn, to observe, to call, to tell, to keep, to feed, to solve, to relate, to switch off, to communicate, to receive, to supply, to switch on, to assist, to print, to study, to input, to turn off, to decide, to store, to say, to name, to watch.

Задание 3. Назовите три формы следующих неправильных глаголов.

To be, to have, to mean, to learn, to become, to bring, to know, to think, to buy, to take.

Задание 4. Найдите эквиваленты.

1. Intricate
 2. Electronic circuit
 3. To operate switches
 4. To store numbers
 5. To manipulate
 6. To switch on
 7. To turn off
 8. To process data
 9. To supply
 10. Addition
- A. Сложение
B. Сложный, запутанный
C. Обрабатывать данные
D. Приводить в действие переключатели
E. Включать
F. Снабжать, обеспечивать
G. Управлять
H. Запоминать числа
I. Выключать

Раздел 3. Профессиональный модуль

Лексико-грамматические упражнения

1. Translate the five major functional units of a digital computer.

- 1) Input— to insert outside information into the machine;
- 2) Storage or memory — to store information and make it available at the appropriate time;
- 3) Arithmetic-logical unit — to perform the calculations;
- 4) Output — to remove data from the machine to the outside world;
- 5) Control unit — to cause all parts of a computer to act as a team.

2. Вспомните значение новых слов и попытайтесь перевести словосочетания, употребляемые с этими словами.

Computer, analog computer; digital computer; hybrid computer; all-purpose computer; general-purpose computer; fifth-generation computer; game computer; handheld computer; mobile computer; multimedia computer; notebook computer; pocket computer; portable computer.

Unit: unit of memory; unit of data; unit of measurement; arithmetic unit; arithmeticlogical unit; central processing unit; computing unit; control unit; functional unit; input unit; output unit; network unit; system unit.

Function: arithmetic function; checking function; complex function; computer function; continuous function; conversion function; distribution function; encoding function; logical function; numeric function; output function; program function; search function; software function; support function; utility function; variable function.

Control: access control; batch control; coding control; distance / remote control; error control; execution control; hardware control; input/output control; memory

control; power control; production control; program control; rate control; self-acting control; software control; system control.

Контрольная работа №2

1. Подберите вместо пропусков подходящие по смыслу слова.

1. The method of ... all functional categories to one another represents the functional

organization of a computer,

a) showing; b) relating; c) performing

2. Instructions and data are fed through the equipment to the

a) output; b) memory; c) input; d) control

3. The main units of the computer communicate with each other ... a machine language.

a) in spite of; b) because of; c) by means of

4. The input also ... the information into the pulse — no-pulse combinations understandable to the computer.

a) converts; b) removes; c) accomplishes

5. The four ... are used to perform basic operations in a computer.

a) basics; b) circuits; c) equipment

6. A computer can solve very complex numerical

a) communication; b) computations; c) instructions

7. Numbers and instructions forming the program are ... in the memory.

a) solved; b) stored; c) simulated

8. The control unit serves for ... orders.

a) reading; b) interpreting; c) inputting

9. The function of memory is to store ... the original input data the partial results.

a) not only ... but also; b) either ... or; c) no sooner ... than

10. The ... includes the control and arithmetic-logical units.

a) flip-flop; b) digital computer; c) central processor

2. Заполните пропуски, выбрав правильную грамматическую форму.

1. The simplest digital device is any device which [a) can; b) could; c) must] count.
2. In ancient days man [a) learns; b) learned; c) has learned] to substitute beads for fingers to help him count.
3. The ancient Chinese simplified the [a) counted; b) to count; c) counting] board into abacus.
4. The Japanese improved the abacus making it [a)more efficient; b)much efficient; c) efficienter].
5. The tremendous speeds of computers and the flexibility [a) building; b) built; c) to build] into them [a) because of; b) according to; c) due to] the logical control make modern computers more powerful than mechanical calculators.
6. The big problem in understanding digital computers is the logic which relates the logical elements into a unit [a) performed; b) performing; c) having performed] arithmetic and logical operations.
7. Arithmetic operations [a) converted; b) are converted; c) was converted] into a sequence of simple logical operations.
8. Any digital calculation is usually [a) breaking; b) broken; c) being broken] down into a sequence of elementary operations.
9. A computer is a device [a) to accept; b) has accepted; c) accepts] a set of instructions and [a) executes; b) executed; c) to execute] them in the appropriate sequence.
10. The flip-flop [a) is; b) was; c) has been] a storage cell with two inputs and two outputs.

Контрольная работа № 3

Лексико-грамматические упражнения

Read and write down the main directions of technological modernization of the radioelectronic industry:

1. Creation of a research and production complex with a sufficient set of technologies for the production of modern radio-electronic products.
2. Optimization of organizational, scientific, technical and industrial cooperation between enterprises for wider use of a single technological base.
3. Expanded use of innovative radio-electronic technologies through their creation, implementation, borrowing and evolutionary development.
4. Elimination of ineffective, unused and unreasonably duplicated production and technological resources.
5. Active development and production of innovative high-tech products with the priority of the civil sector.
6. Increase overall labor productivity and speed up design and production cycle of development.
7. Preservation and development of human resources.

Контрольная работа № 4

1. Подберите вместо пропусков подходящее по смыслу слово.

1. The most common _____ for planning the program logic are flowcharting and pseudocode.
a) technologies; b) technics; c) techniques
2. _____ was designed for dealing with the complicated mathematical calculations of scientists and engineers, a) COBOL; b) FORTRAN; c) PL/I
3. _____ is the foundation of any programming languages.
a) a set of rules; b) a group of numbers; c) a lot of instructions
4. I / O _____ match the physical and electrical characteristics of input-output devices.
a) interchanges; b) interfaces; c) interpretations
5. Letter-quality, dot-matrix and ink-jet printers are all _____ printers.
a) line; b) page; c) character

6. The most common device used to transfer information from the user to the computer is the _____ .

a) keyboard; b) printer; c) modem

7. Input-output units link the computer to its external _____.

a) requirement; b) development; c) environment

8. I / O devices can be classified according to their speed, visual displays being _____ devices.

a) high-speed; b) medium-speed; c) low-speed

2. Согласуйте слова в левой колонке с их интерпретацией, предложенной справа.

1. Computer	a) an electronic device accepting data processing results from the computer system;
2. Input	b) the unit performing arithmetic operations called for in the instructions;
3. Output	c) the unit coordinating all the activities of various components of the computer. It reads information, interpretes instructions, performs operations, etc.;
4. Software	d) a set of programs designed to control the operation of a computer;
5. Hardware	e) lists of instructions followed by the control unit of the CPU:
6. Storage	f) an electronic device keying information into the computer;

7. CPU	g) the unit holding all data to be processed, intermediate and final results of processing;
8. CU	h) visible units, physical components of a data processing system;
9. ALU	i) the unit that directs the sequence of system operations, selects instructions and interpretes them;
10. Program	j) a device with a complex network of electronic circuits that can process information, make decisions, and replace people in routine tasks.

3. Определите неличные формы глагола, содержащиеся в следующих предложениях. Переведите их.

1. The problems to be studied are of great importance.
2. The problem studied helped us understand many things.
3. To study the problem we must make some experiments.
4. To study the problem means to give answers to many questions.
5. Having studied the problem we could answer many questions.
6. The problem studied is unlikely to be of great interest.
7. Scientists studying the problem made a lot of experiments to get answers to the required questions.
8. The problem to have been studied last year will not help us to solve our task now.
9. Having been well prepared for the examination the pupils could answer all the questions the teacher asked them.
10. The problem to be discussed at the meeting requires careful consideration.

Задания к дифференцированному зачету по дисциплине

1. Выполните перевод грамматических предложений.

I.

1. Accuracy is one of the major items in judging a control system. The higher the accuracy of the system, the less errors the system makes.
2. The digital computer employs the principle of counting units, digits, and hence, if properly guided, gives answers which have a high degree of accuracy.
3. Electronic computers can choose which of several different operations are the right ones to make in given circumstances. Never before has mankind had such a powerful tool available.
4. In many cases man has proved to be but an imperfect controller of the machines he has created. Thus, it is natural, that wherever necessary, we should try to replace the human controller by some form of automatic controller.
5. It is necessary to draw a distinction between calculating machines and computers, the former requiring manual control for each arithmetic step and the latter having the power to solve a complete problem automatically.

II.

1. Many servomechanisms and regulators are known to be composed of a number of control elements connected in series, the output of one being used as the input to the next.
2. To expect a computer to work for at least several hours without a fault; that is to say, supposing a speed of one thousand operations per second, to perform more than ten million operations.
3. Digital programming implies the preparation of a problem for a digital computer by putting it in a form which the computer can understand and then entering this program into the computer storage unit. A problem to be solved by a digital computer must be expressed in mathematical terms that the computer can work with.
4. Among all forms of magnetic storage, magnetic tapes were the first to be proposed in connection with digital computers.
5. Programming a computer involves analyzing the problem to be solved and a plan to solve it.

2. Прочтите тексты (по вариантам) и составьте короткую аннотацию на каждый из них.

1. The WORLD-WIDE WEB

People have dreamt of a universal information database since late nineteen forties. In this database, not only would the data be accessible to people around the world, but it would also easily link to other pieces of information, so that only the most important data would be quickly found by a user. Only recently the new technologies have made such systems possible. The most popular system currently in use is the World-Wide Web (WWW) which began in March 1989. The Web is an Internet-based computer network that allows users on one computer to access information stored on another through the world-wide network. As the popularity of the Internet increases, people become more aware of its colossal potential. The World-Wide Web is a product of the continuous search for innovative ways of sharing information resources. The WWW project is based on the principle of universal readership; "if information is available, then any person should be able to access it from anywhere in the world." The Web's implementation follows a standard client-server model. In this model, a user relies on a program (the client) to connect to a remote machine (the server), where the data is stored. The architecture of the WWW is the one of clients, such as Netscape, Mosaic, or Lynx, "which know how to present data but not what its origin is, and servers, which know how to extract data", but are ignorant of how it will be presented to the user. One of the main features of the WWW documents is their hypertext structure. On a graphic terminal, for instance, a particular reference can be represented by underlined text, or an icon. "The user clicks on it with the mouse, and the referenced document appears." This method makes copying of information unnecessary: data needs only to be stored once, and all referenced to it can be linked to the original document.

2. SUCCESS of the WWW

Set off in 1989, the WWW quickly gained great popularity among Internet users. What is the reason for the immense success of the World-Wide Web? Perhaps, it can be explained by CERN's* attitude towards the development of the project. As soon as the basic outline of the WWW was complete, CERN made the source code for its software publicly available. CERN has been encouraging collaboration by academic and commercial parties since the onset of the project, and by doing so it got millions of people involved in the growth of the Web. The system requirements for running a WWW server are minimal, so even administrators with limited funds had a chance to become information providers. Because of the intuitive nature of hypertext, many inexperienced computer users were able to connect to the network. Furthermore, the simplicity of the Hyper Text Markup Language, used for creating interactive documents, allowed these users to contribute to the expanding database of documents on the Web. Also, the nature of the World-Wide Web provided a way to interconnect computers running different operating systems, and display information created in a variety of existing media formats. In short, the possibilities for hypertext in the world-wide environment are endless. With the computer industry growing at today's pace, no one knows what awaits us in the 21st century.

3. A BRIEF HISTORY of the INTERNET

In 1973 the Defense Advanced Research Projects Agency (DARPA) initiated a research program to investigate techniques and technologies for interlinking packet networks of various kinds. The objective was to develop communication protocols which would allow networked computers to communicate transparently across multiple, linked packet networks. This was called the Internetworking project and the system of networks which emerged from the research was known as the "Internet" (Intercontinental Network). During the course of its evolution, particularly after 1989, the Internet system began to integrate support for other protocol suites into its basic networking fabric. By the end of 1991 the Internet has grown to include some 5000 networks in over three dozen countries, serving over 700,000 host

computers used by over 4,000,000 people. The bulk of the system today is made up of private networking facilities in education and research institutions, business and in government organizations across the globe. A secretariat has been created to manage the day-to-day function of the Internet Activities Board (IAB) and Internet Engineering Task Force (IETF). IETF meets three times a year in plenary and in approximately 50 working groups convene at intermediate times by electronic mail, teleconferencing and at face-to-face meetings. There are a number of Network Information Centres (NICs) located throughout the Internet to serve its users with documentation, guidance, advice and assistance. As the Internet continues to grow internationally, the need for high quality NIC functions increases. Although the initial community of users of the Internet were drawn from the ranks of computer science and engineering its users now comprise a wide range of disciplines in the sciences, arts, letters, business, military and government administration.