

Департамент внутренней и кадровой политики
Областное государственное автономное образовательное
профессиональное учреждение
«Белгородский индустриальный колледж»

**КОМПЛЕКТ КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ
ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

ОГСЭ. 03 Иностранный язык в профессиональной деятельности

по специальности

**10.02.04 Обеспечение информационной безопасности
телекоммуникационных систем**

Белгород 2020 г.

Комплект контрольно-оценочных средств по учебной дисциплине ОГСЭ. 03 Иностранный язык в профессиональной деятельности разработан на основе Федерального государственного образовательного стандарта по специальности среднего профессионального образования (далее - СПО) 10.02.04 Обеспечение информационной безопасности телекоммуникационных систем, утвержденного приказом Министерства образования и науки Российской Федерации №1551 от 9 декабря 2016 г.

Рассмотрено
цикловой комиссией
Протокол заседания № 1
от « 31 » августа 2020 г.
Председатель цикловой комиссии
_____ / _____

Согласовано
Зам.директора по УМР

/Е.Е.Бакалова
« 31 » августа 2020 г.

Утверждаю
Зам.директора по УР

/Выручаева Н.В.
« 31 » августа 2020 г.

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Протокол заседания № 1
от « 31 » августа 2023 г.
Председатель цикловой комиссии
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1. Паспорт комплекта контрольно-оценочных средств

Контрольно-оценочные средства (КОС) предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины **ОГСЭ.03 «Иностранный язык в профессиональной деятельности»**.

1.1. Система контроля и оценки освоения программы учебной дисциплины.

В соответствии с рабочим учебным планом по специальности СПО **10.02.04 Обеспечение информационной безопасности телекоммуникационных систем** формой промежуточной аттестации по учебной дисциплине является дифференцированный зачет.

1.2. Требования к результатам освоения учебной дисциплины

В результате изучения иностранного языка студент должен **уметь**:

У1 - понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые);

У2 - понимать тексты на базовые профессиональные темы;

У3 - участвовать в диалогах на знакомые общие и профессиональные темы;

У4 - строить простые высказывания о себе и о своей профессиональной деятельности; кратко обосновывать и объяснить свои действия (текущие и планируемые);

У5 - писать простые связные сообщения на знакомые или интересующие профессиональные темы.

Студент должен **знать**:

З1 - правила построения простых и сложных предложений на профессиональные темы;

З2 - основные общеупотребительные глаголы (бытовая и профессиональная лексика);

З3 - лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности;

З4 - особенности произношения; правила чтения текстов профессиональной направленности.

Студент должен овладеть **общими компетенциями**:

ОК 01. Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам.

ОК 02. Осуществлять поиск, анализ и интерпретацию информации, необходимой для выполнения задач профессиональной деятельности.

ОК 03. Планировать и реализовывать свое собственное профессиональное и личностное развитие.

- ОК 04. Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.
- ОК 05. Осуществлять устную и письменную коммуникацию на государственном языке с учетом особенностей социального и культурного контекста.
- ОК 06. Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей.
- ОК 07. Содействовать сохранению окружающей среды, ресурсосбережению, эффективно действовать в чрезвычайных ситуациях.
- ОК 08. Использовать средства физической культуры для сохранения и укрепления здоровья в процессе профессиональной деятельности и поддержания необходимого уровня физической подготовленности.
- ОК 09. Использовать информационные технологии в профессиональной деятельности.
- ОК 10. Пользоваться профессиональной документацией на государственном и иностранном языке.

2. Результаты освоения дисциплины, подлежащие проверке

2.1. В результате аттестации по учебной дисциплине осуществляется комплексная проверка следующих умений и знаний:

| Результаты обучения (освоенные умения, усвоенные знания) | Основные показатели оценки результатов | Форма контроля и оценивания |
|---|---|--------------------------------|
| Уметь: | | |
| У1. Понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые) | Выражение своего мнения и отношения к прочитанным и прослушанным текстам с использованием клише. | УО |
| У2. Понимать тексты на базовые профессиональные темы | Пользование словарями, работа в Интернете при чтении и переводе текстов разных стилей. | УО ПО |
| У3. Участвовать в диалогах на знакомые общие и профессиональные темы | Драматизация диалогов в рамках изученной темы. | УО ПО |
| У4. Строить простые высказывания о себе и о своей профессиональной деятельности. Кратко обосновывать и объяснить свои действия (текущие и планируемые) | Составление монологов и сообщений. | УО ПО СР |
| У5. Писать простые связные сообщения на знакомые или интересные профессиональные темы | Выполнение самостоятельной работы по заполнению анкеты и написанию личного письма. | ПО |
| Знать: | | |
| З1 правила построения простых и сложных предложений на профессиональные темы | Составление монологов и сообщений. | ПО КР |
| З2 основные общеупотребительные глаголы (бытовая и профессиональная лексика) | Составление монологов и сообщений. | ПО УО СР |
| З3 лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности | Выполнение тестовых заданий, сообщений по теме, драматизация диалогов. Выполнение самостоятельных и контрольных работ. | КР ТЗ СР |
| З4 особенности произношения; правила чтения текстов профессиональной направленности | Чтение текстов на закрепление фонетических навыков | УО СР |

Условные обозначения

УО – устный ответ; **СР** – самостоятельная работа; **КР** – контрольная работа; **ТЗ** – тестовые задания; **ПК** – проверка конспектов **ПО** – письменный опрос

3. Оценка освоения учебной дисциплины

3.1. Формы и методы оценивания

Предметом оценки служат умения и знания, предусмотренные ФГОС по дисциплине **ОГСЭ. 03 Иностранный язык**, направленные на формирование общих и профессиональных компетенций.

| № | Тип (вид) задания | Проверяемые знания и умения | Критерии оценки |
|----|--|--|--|
| 1. | Контрольная (самостоятельная работа) | Знание лексического и грамматического материала по пройденной теме | Контрольная (самостоятельная работа) состоит из 3-х заданий «5»- 3 правильных ответа «4» - 2 правильных ответа «3» - 1 правильный ответ «2» - ни одного правильного ответа |
| 2. | Устные ответы | Знание лексического и грамматического материала по пройденной теме | Устные ответы предполагают конкретный ответ на соответствующий вопрос |
| 3. | Тесты | Знание материала по пройденной теме | «5» - 86% -100% правильных ответов «4»- 70% - 85% правильных ответов «3»- 51 % -75% правильных ответов «2» - 50% и менее правильных ответов |
| 4. | Проверка конспектов, творческих работ, презентаций | Умение составлять конспект. Знание правил оформления творческих работ, презентаций. | Соответствие содержания работы заявленной теме, правилам оформления |

3.2. Типовые задания для оценки освоения учебной дисциплины

3.2.1. Типовые задания для оценки знаний/умений (текущий контроль)

1. Работа в парах. Разыграйте диалог по выбранной теме.

A: Excuse me, you must be Tom.

B: Sorry?

A: You are Tom, aren't you? You've just come from London, haven't you?

B: Yes, that's right. I'm Tom Anderson.

A: Good, and I'm Ted Royal.

B: How do you do.

A: How do you do. That's Mrs Royal and our son. Liz, Allan, come and say hello to Tom.

C: Hello, Tom, did you have a good flight?

B: Oh, yes, very nice, thank you. Hello, Allan.

D: Hello.

A: Come on, Tom, we've got the car outside. Liz, did you find a baggage trolley for Tom?

C: I'm afraid, I didn't. I couldn't find one anywhere.

A: Never mind, give me one of your bags, Tom.

B: Oh, thank you Mr Royal.

A: By the way, I hope you don't mind me calling you Tom?

B: No, of course not.

C: And Ted, don't you think it would be better if Tom called us by our first names?

A: Yes, of course. "Mr Royal" makes me feel like a grandfather.

2. Составьте сообщение/монолог/презентацию по выбранной теме.

GREAT BRITAIN

The official name of the country we usually call England is the United Kingdom of Great Britain and Northern Ireland. The U K is situated on the group of islands lying to the west of the continent of Europe. The UK consists of England, Scotland, Wales and Northern Ireland. The total land area of the United Kingdom is 244,000 square kilometres. The population of the country according to the 2011 census is about 63,182,000. The mountains are in the west and the north of the country. There are lowlands in the south and the east. Great Britain officially includes England, Scotland and Wales.

The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea. The eastern coast is washed by the waters of the North Sea. The English Channel, which is 32 kilometres wide, separates the south-east of Great Britain from France the

narrower part of which is called the Strait of Dover. So Great Britain is surrounded by water. Not far from the British Isles there is warm Gulf Stream. So, the climate in Great Britain is generally mild, humid and temperate due to the influence of the Gulf Stream. This humid and mild climate is good for plants. The trees and flowers begin to blossom early in spring. In January average temperature is from 3 to 7 degrees below zero and in July it is from 16-17 degrees above zero.

British people say: "Other countries have a climate, in England we have weather." The weather in Britain changes very quickly. One day may be fine and the next day may be wet. The morning may be warm and the evening may be cool. The English also say that they have three variants of weather: when it rains in the morning, when it rains in the afternoon or when it rains all day long. Every daily paper publishes a weather forecast. Both the radio and television give the weather forecast several times each day.

There are many rivers in Great Britain but they are not long. The longest of them is the Thames, which is a little over 200 miles. Britain's principal ports are London, Liverpool, Manchester, Hull, Glasgow.

The capital city of England is London. The capital city of Scotland is Edinburgh. The capital city of Wales is Cardiff. Belfast is the capital of Northern Ireland.

The national emblem of England is a red rose. The national emblem of Scotland is a thistle. The national emblem of Wales is a daffodil. The national emblem of Northern Ireland is a shamrock.

Great Britain is not rich in mineral resources, except coal, mined mostly in Wales. But it is a highly developed country.

The UK is the parliamentary monarchy. Legislative power belongs to her Majesty Queen Elizabeth II, and the Parliament, which consists of the House of Commons and the House of Lords. Officially the Head of the State is the Queen.

3. Самостоятельно заполните анкету/ напишите письмо другу.

Specimen of a CV

PERSONAL INFORMATION

Ivan Ivanov

198, Zelenaya Street, apt. 85

St Petersburg, 191194, Russia

Phone: +7 812 273 10 50

Date of Birth: 25.08.1972

Marital Status: married

OBJECTIVE

Obtain employment in the field of public relations that will allow me to use my ability to work with people and take advantage of my knowledge of English.

EDUCATION

St.Petersburg State University

1988-1995 Diploma in English and French. Qualified as English interpreter.

WORK

Assistant, Interpreter of Director General

EXPERIENCE

Insurance Co.Rodina Ros.

April 1995-till now

Duties: schedules of meetings, appointments and recording of the personnel, interpreting and translation of documents.

January - March 1993

Personal assistant and secretary to Mr. Ron Black at the office of Operation Carelift. Mr. Black, a former member of the Pennsylvania House of Representatives supervised the activities of this NGO in distributing humanitarian assistance in St. Petersburg. Duties: interviewing and screening Russian organization which applied for humanitarian assistance, arranging and supervising of deliveries of children's shoes and boots in St.Petersburg, scheduling of the drivers and Russian personnel.

LANGUAGES

ENGLISH Fluent reading, writing and speaking ability. Qualified as interpreter and translator. FRENCH Good reading and translating ability. GERMAN Rudimentary conversation German acquired during several visits to Germany.

OTHER SKILLS HOBBIES & ACTIVITIES

Computers, Microsoft Word and Excel Typing, fax, Xerox. Theatre, music, tourism, tennis.

REFERENCES

Mrs. Elena Sidorova, Associate Mr.Homer Green, Manager

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4. Прочитайте и переведите текст по профилю специальности с использованием словаря, выполните лексические и грамматические задания, используйте дополнительный материал.

TYPES OF DATA ENCRYPTION

The data transferred from one system to another over the public network can be protected by the method of encryption. On encryption the data is encrypted / scrambled

by any encryption algorithm using the key. Only a user having access to the same key can decrypt / descramble the encrypted data. A single secret cryptographic key is used for both encryption and decryption. This method is known as **private key** or **symmetric key cryptography**.

There are several standard symmetric key algorithms defined. Examples are AES, 3DES and Blowfish. These standard symmetric algorithms are proven to be highly secured and time tested. But the problem with these algorithms is the key exchange. The communicating parties require a shared secret, key, to be exchanged between them to have a secured communication. The security of the symmetric key algorithm depends on the secrecy of the key. Keys are typically hundreds of bits in length, depending on the algorithm used. Since there may be a number of intermediate points between the communicating parties through which the data passes, these keys cannot be exchanged online in a secured manner. In a large network, where there are hundreds of systems connected, offline key exchange seems too difficult and even unrealistic.

This is where **public key cryptography**, also known as **asymmetric cryptography**, is a help. Using public key algorithm a shared secret can be established online between communicating parties without the need for exchanging any secret key. In public key cryptography, each user has a pair of cryptographic keys – a **public key** and a **private key**. Only the particular user / device knows the private key whereas the public key is distributed to all users / devices taking part in the communication. The sender encrypts / scrambles the message in such a way that only the recipient will be able to decrypt / descramble the message. A disadvantage of using public-key cryptography for encryption is speed. Asymmetric key algorithms are hundreds to thousands times slower than symmetric key algorithms.

Consider a device B whose private key and public key are PB and UB respectively. Since UB is public key all devices will be able to use it. For any device that needs to send the message 'Msg' in a secured way to device B, it will encrypt the data using B's public key to obtain the cipher text 'Ctx'. The encrypted message, cipher text, can only be decrypted using B's private key. On receiving the message B decrypts it using the private key PB. Since only B knows the private key PB none other including A can decrypt the message. It is important that device A receives the correct public key from device B, i.e. no middleman must tamper or change the public key to its public key. Digital Certificate helps to deliver the public key in an authenticated method. The Digital Certificate is an electronic document that uses a digital signature to bind a public key with an identity – information such as the name of a person or an organization, their address, and so forth.

A digital signature is a mathematical scheme for demonstrating the authenticity of an electronic message or document. A valid digital signature gives a recipient reason to believe that the message was created by a known sender, and that it was not altered in

transit. If any the data or signature is modified, the signature verification fails.

The digital signature is simply a small block of data that is attached to documents you sign. It is generated from your digital ID (цифровой идентификатор), which includes both a private and public key. The private key is used to apply the signature to the document, while the public key is sent with the file. The public key contains encrypted code, also called a “**hash**”, that verifies your identity.

Translate the phrases from the text into English.

1. данные, передаваемые от одной системы к другой
2. по сети общего пользования
3. любой алгоритм шифрования
4. единственный секретный криптографический ключ
5. криптография с секретным ключом (одноключевая криптография)
6. криптография с открытым ключом или асимметричная криптография
7. стандартные алгоритмы с симметричным ключом
8. быть на высоком уровне безопасности и проверенными временем
9. обмен ключа
10. взаимодействующие стороны

Open the brackets using complex object. Translate the sentences.

1. I want (she) to be my wife.
2. My brother taught (I) to swim and dive.
3. They would like (we) to read aloud.
4. Bob advised (she) to stay for another week.
5. We expect (he) to arrive at noon.
6. I heard (you) open the door.
7. Dad always makes (I) go fishing with him every weekend.
8. Our parents expect (we) to stop quarreling.
9. Sara never lets (he) drive her car.
10. I saw (you) cross the street.

Fill in the gaps with «to».

1. We heard the lorry ... stop near the house.
2. I want my elder sister ... take me to the zoo.
3. I believe the Internet ... be the greatest invention ever.
4. The teacher doesn't let us ... use our mobile phones.
5. They didn't expect her ... be late.
6. The police officer made him ... tell the truth.
7. I would like you ... admit your fault.
8. Swan believes Vicky ... be the best manager in our store.

9. Nick persuaded me ... go in for sports.

10. We saw Jacob ... break the window.

5. Ответьте на вопросы к тексту.

PROTECTING INFORMATION SYSTEMS: COMPUTER CRIME

As information systems become increasingly important business assets, they also become progressively harder to replace. When computers are connected to a network, a problem at any location can affect the entire work. Perhaps the most significant problem businesses face as a result of computer technology is information security. **Information security** means protecting information and information systems from unauthorized access, use, disclosure, disruption, modification, inspection, recording or destruction. There are three important security threats that may damage information systems: **computer crime**, **viruses**, and **disasters**.

COMPUTER CRIME

Computers provide efficient ways for people to share information. But they may also allow people with more malicious intentions to access information. Or they may allow **crackers**, or **black hat hackers** – computer criminals who use technology to perform a variety of crimes – to gain access to classified information. Common computer crimes involve stealing or altering data in several ways: Employees or outsiders may change or invent data to produce inaccurate or misleading information. Employees or outsiders may modify computer programs to create false information or illegal transactions or to insert viruses. Unauthorized people can access computer systems for their own illicit benefit or knowledge or just to see if they can get it.

Computer crime is on the rise. The number of violations of Internet security as reported to the Computer Emergency Response Team Coordination Center, located on the Web at <http://www.cert.org>, has risen sharply in recent years. In 1990, only six incidents were reported. Recently, the number of reported incidents soared to over 82,000. Of course, the statistics don't include the number of incidents that were not reported, so the total is probably much higher.

Internet-based crimes include **scam**, email fraud to obtain money or valuables, and **phishing**, bank fraud, to get banking information such as passwords of Internet bank accounts or credit card details. Both crimes use emails or websites that look like those of real organizations. **Piracy**, the illegal copying and distribution of copyrighted software, information, music, and video files, is widespread.

Individuals, businesses, and government agencies are all vulnerable to computer crime. Computer hackers sometimes work alone and sometimes in groups. One pair of

hackers, nicknamed the “Deceptive Duo”, once claimed that they hacked into Midwest Express Airlines’ intranet. In an email to several news organizations, the hackers said that their goal was to embarrass the airline and show how easy it is to gain access to supposedly secure networks. The hackers even posted evidence of their break-in on the Web site of the U.S. Space and Naval War Systems Command. In one recent case, Russian hackers broke into Citibank’s network and electronically stole \$10 million.

Companies with valuable or sensitive information stored in a computer worry about competitors or thieves raiding the database simply by dialing in through a modem. Even firms that don’t share their databases are subject to security breaches. In recent years U.S. corporations have spent more than \$10 billion annually on network security. Even so, the estimated annual cost of computer crime is as high as \$15 billion. The entire U.S. electronic infrastructure, including banks, financial markets, transportation systems, power grids, and telecommunication systems, could be vulnerable to attack. Companies and organizations must take strong precautions to protect themselves.

System administrators implement two basic protections against computer crime: They try to prevent access to their systems by unauthorized users and the viewing of data by unauthorized system users. To prevent access, the simplest method requires authorized users to enter passwords. An intranet blocks outsiders without valid passwords from entering its network by incorporating software known as a **firewall**. Firewalls limit data transfers to certain locations and log system use so managers can identify attempts to log on with invalid passwords and other threats to system security.

To prevent system users from reading sensitive information, the company may use encryption software, which encodes, or scrambles, messages. Information security uses **cryptography** to transform information into a form that renders it unusable by anyone other than an authorized user; this process is called **encryption**. To read encrypted messages, users must use a key to convert them to regular text. Information that has been encrypted (rendered unusable) can be transformed back into its original usable form by an authorized user, who possesses the cryptographic key, through the process of **decryption**. The length and strength of the cryptographic key is an important consideration. A key that is weak or too short will produce weak encryption. More than one key can be used to encrypt and decrypt sensitive information. The keys used for encryption and decryption must be protected from disclosure and destruction and they must be available when needed. Cryptography is used in information security to protect information from unauthorized or accidental disclosure while the information is in transit and while information is in storage. But as fast as software developers invent new and more elaborate protective measures, hackers seem to break through their defenses. So security is an ongoing battle.

Answer the questions.

1. Name the most significant problem that businesses and organizations face as a result of computer technology.
2. What is information security?
3. Identify the three important threats that may damage information systems.
4. Explain the term “black hat hacker”.
5. What do common computer crimes involve?
6. What do Internet-based crimes include? Explain the terms “scam”, “phishing” and “piracy”.
7. Why must companies and organizations take strong precautions to protect themselves?
8. What basic protections do system administrators implement against computer crime?
9. Explain how firewalls work.
10. What is cryptography used for? Describe the processes of encryption and decryption.
11. Why is it said that security is an ongoing battle

6. Прочитайте/прослушайте текст и выразите свое отношение к нему с использованием клише.

The text is about ...

It covers the problem ...

I think ...

It seems to me ...

In my opinion ...

I disagree that ...

THE INTERNET, THE INTRANET, AND NETWORKS

We live in a rapidly changing information society – that is, a society in which large groups of workers generate or depend on information to perform their jobs. The need for more and better information will only continue to grow. Information technology (IT) relates to processes and applications that create new methods to solve problems, perform tasks, and manage communication. Simply put, Information technology is the use of computers and software to manage information. Information technology plays a major role in the 21st century world; today, our economic productivity is based more on technology than on any other advance. IT has resulted in social issues related to privacy, intellectual property, and quality of life. Just a few decades ago computers were considered exotic curiosities, used only by scientists and the military. Today,

they have become indispensable not only to businesses but to common people as well. Who can imagine daily life without sending e-mails to friends, booking airline tickets over the Internet, or preparing reports with word processing program?

The Internet has profoundly changed the way people communicate, learn, do business, and find entertainment. Although many people believe the Internet began in the early 1990s, its origins can actually be traced to the late 1950s. Over the past decades, the network evolved from a system for government and university researchers into a tool used by millions around the globe for communication, information, entertainment, and e-business.

The Internet is an International computer Network made up of thousands of networks linked together. All these computers communicate with one another; they share data, resources, transfer information, etc. To do it they need to use the same language or protocol: TCP / IP (Transmission Control Protocol / Internet Protocol) and every computer is given an address or IP number. This number is a way to identify the computer on the Internet.

The Internet's most commonly used network for finding information is the World Wide Web (or more simply, the Web. The Web is a collection of interconnected Web sites or "pages" of text, graphics, audio and video within the Internet. To get on the Internet, you need a computer, a modem, and an Internet service provider (ISP). The modem (modulator-demodulator) converts the digital signals that can be transmitted over telephone lines. Internet service providers provide customers with a connection to the Internet through various phone plugs and cables. Today, connections to the Internet include simple telephone lines (a dial-up telephone connection) or faster digital subscriber lines (DSLs) and cable broadband that carry larger amounts of data at quicker transfer speeds.

Broadband technology is a general term referring to higher speed Internet connections that deliver data, voice, and video material. Broadband technology combines digital, fiber-optic, and wireless network technologies that compress data and transmit them at blinding speeds. And with new wireless technology, it is possible to access the Internet by using your laptop computer, cellular phone, and other wireless communications devices.

The most popular wireless network currently is Wi-Fi. Wi-Fi – short for *wireless fidelity* – is a wireless network that connects various devices and allows them to communicate with one another through radio waves. Wi-Fi allows high-speed wireless Internet connections when linked to a specially equipped modem. In the not-too-distant future, experts expect Wi-Fi to link all sorts of devices – not just computers, but lamps, stereos, appliances, and more – and to fully integrate the Internet into our lives. The basic equipment has changed drastically in the last few years. You may no longer need a computer to use the Internet. New Generation mobile phones and PDAs, personal digital assistants, also allow you to go online with wireless connections,

without cables. Telephone lines are not essential either. Satellites orbiting the Earth enable your computer to send and receive Internet files. Finally, the power-line Internet, still under development, provides access via a power plug.

An intranet is a smaller version of the Internet for use within an organization. Using a series of customized Web pages, employees can quickly find information about their firm as well as connect to external sources. Intranets limit access only to employees or other authorized users. Generally, intranet sites are protected, and users must supply both a user name and a password to gain access to a company's intranet site. Some firms open up their intranets to other selected users through an extranet, a network of computers that permits selected companies and organizations to access the same information. An extranet allows users to share data, process orders, and manage information.

Both the Internet and intranets are examples of a computer network. Today, two basic types of networks affect the way people obtain data and information. A wide-area network (WAN) is a network that connects computers over a large geographic area. The world's most popular WAN is the Internet. A local-area network (LAN) is a network that connects computers that are in close proximity to each other, such as an office building or a college campus.

Most networks are linked with cables or wires but new Wi-Fi, wireless fidelity, technologies allow the creation of WLANs, where cables or wires are replaced by radio waves.

8. Составьте тематический словарь к тексту.

PROTECTING INFORMATION SYSTEMS: COMPUTER VIRUSES

Another critical security challenge is presented by **computer viruses**, hidden programs that can work their way into computer systems and erase or corrupt data and programs. Viruses are programs that secretly attach themselves to other programs or files, known as the **host**, and change them or destroy data. Viruses can be programmed to become active immediately or to remain dormant for a period of time, after which the infections suddenly activate themselves and cause problems.

A virus can reproduce by copying itself onto other programs stored in the same drive. It spreads as users install infected software on their systems or exchange files with others, usually by exchanging email, accessing electronic bulletin boards, trading disks, or downloading programs or data from unknown sources on the Internet. Because so many computers are interconnected, viruses can spread quickly, infecting all the computers linked on a local area network and then spreading over the Internet to other computers and networks. The Melissa virus infected 350,000 computers in the United States and Europe. The Mydoom virus infected a quarter-million computers in a

single day in January 2004. The so-called “Love Bug” virus alone caused an estimated \$15 billion in damage. Viruses can do more damage today than ever before and cost organizations billions of dollars each year. Most viruses are created by black-hat hackers and involve outright vandalism or crime.

Each virus is given a name e.g. “Love Bug” or “Melissa” and can be classified as a particular type of virus. The main virus types include:

logic bombs that destroy data when triggered

boot sector viruses that store themselves in the boot sector of a disk

file viruses that attach themselves to COM files (programs that have a COM extension e.g. command.com)

macro viruses, often written in the scripting languages for Microsoft programs such as Word or Excel, are spread in Microsoft Office by infecting documents and spreadsheets

email viruses which use email messages as a mode of transport and copy themselves by automatically mailing copies to hundreds of people in the victim’s address book

companion viruses that instead of modifying an existing file, create a new program which is executed instead of the intended program

cross-site scripting viruses that utilize cross-site scripting vulnerabilities to replicate

polymorphic viruses that not only replicate themselves by creating multiple files of themselves, but also change their digital signature every time they replicate

Two other types of malware – **Trojan horses** and **worms** – are often classified as viruses, but are actually forms of distributing malware.

Trojan horses are impostor files that claim to be something desirable but, in fact, are malicious. A Trojan horse appears to do one thing (install a screen saver, or show a picture inside an email for example) when in fact it does something entirely different, and potentially malicious, such as erase files. Trojans can also open backdoors so that computer hackers can gain access to passwords and other personal information stored on a computer. Trojans don’t copy themselves or reproduce by infecting other files.

Worms are self-copying programs that have the capacity to move from one computer to another without human help, by exploiting security flaws in computer networks. Worms are self-contained and don’t need to be attached to a document or program the way viruses do. It is note-worthy that different types of malicious software (worms, Trojan horses, adware, spyware, etc.) are generally referred to as viruses though true computer viruses make up only a small subset of malware. For example, “ILOVEYOU” (“Love Bug”) or “Melissa” are two examples of worms.

As viruses become more complex, the technology to fight them must increase in sophistication as well. The simplest way to protect against computer viruses is to install one of the many available antivirus software programs, such as Norton Anti-Virus and

McAfee Virus Scan. There is no way to entirely stop the spread of computer viruses, because new ones are created all the time. However, a number of excellent “vaccine” programs exist that search for and destroy viruses and prevent new ones from infecting your computer system.

These programs continuously monitor systems for viruses and automatically eliminate any they spot. Anti-virus and anti-malware programs can provide real-time protection against the installation of malware on a computer. The software scans disk files at download time, and blocks the activity of components known to represent malware. Users should regularly update antivirus software programs by going online to download the latest virus definitions.

But management must begin to emphasize security at a deeper level: in software design, corporate servers, Web gateways, and Internet service providers. Because around 80 percent of the world’s PCs run on Microsoft operating systems, a single virus can spread quickly among them. Computer users should carefully choose the files they load onto their systems, scan their systems regularly, make sure their antivirus software is up-to-date, and install software only from known sources. They should also be very careful when opening attachments to emails, since this is the way many viruses are spread.

9. Выполните тестовое задание на основе пройденного лексического/грамматического материала.

1. Выберите нужную форму инфинитива или причастия:

We can't help laughing looking at them

- a) не можем не смеяться
- b) не можем не улыбаться
- c) не можем не насмеяться

2. Выберите нужную форму инфинитива или причастия:

They were happy ... in our expedition

- a) take part
- b) to take part
- c) be taking
- d) to taken part

3. Выберите нужную форму инфинитива Simple Active or Passive:

The letter was ... at once.

- a) to send
- b) to sent
- c) sended
- d) to be sent

4. Измените местоимение в общем падеже на местоимение в объективном

падеже:

He made (we) do the work again.

5. Отметьте правильные ответы:

Укажите номера предложений, где необходимо поставить частицу -to- перед инфинитивом:

- 1) I like ... play the piano.
- 2) They wanted to cross the river.
- 3) He did want... play in the street.
- 4) I shall ...do all.
- 5) I saw him ... enter the room.
- 6) She was planning ... do a lot of things yesterday.
- 7) Do you like ... listen to good music?
- 8) Her brother can ... speak French.
- 9) It is time ... go to bed.
- 10) May I ... use your telephone?

6. Выберите правильный вариант перевода предложения:

She heard him open the door.

- a) она слышала, как он отпирал дверь
- b) она услышала его шаги
- c) она слышит, как он открывает дверь

7. Выберите нужную форму инфинитива Simple Active or Passive:

Mother was too tired to ... supper

- a) to cook
- b) to be cook
- c) to be cooked
- d) to be cooking

8. Выберите правильный вариант перевода предложения:

He made us do the work again.

- a) он попросил нас сделать работу
- b) он заставил нас сделать работу снова
- c) он заставляет нас сделать работу снова

9. Измените местоимение в общем падеже на местоимение в объективном падеже:

I would like (you) to offer Pete your help.

10. Выберите правильный вариант перевода предложения:

I would like you to offer Pete your help.

- a) мне бы хотелось помочь Петру
- b) мне нравится помогать Петру
- c) мне бы хотелось, чтобы вы предложили Петру свою помощь

11. Выберите нужную форму инфинитива или причастия:

He made me ... it. .

- a) did
- b) do
- c) to do
- d) doing

12. Измените местоимение в общем падеже на местоимение в объективном падеже:

Let (he) smoke here.

13. Выберите нужную форму инфинитива Simple Active or Passive:

He was the first ... to the finish.

- a) to came
- b) to come
- c) to be come
- d) to have been come

14. Выберите нужную форму инфинитива или причастия:

It's very different ... a car in a big city

- a) driven
- b) drove
- c) to be driven
- d) to drive

15. Выберите нужную форму инфинитива Simple Active or Passive:

They were happy ... at home.

- a) to leave
- b) to be leave
- c) to be left
- d) to leaving

16. Выберите нужную форму инфинитива Simple Active or Passive:

I have come here to ... to you.

- a) to be talked
- b) to talk
- c) to talked
- d) to be talking

17. Выберите нужную форму инфинитива или причастия:

Would you like me ... now?

- a) read
- b) to read
- c) to reading

18. Выберите нужную форму инфинитива или причастия

I let him ... late

- a) go
- b) going
- c) went
- d) to go

19. Измените местоимение в общем падеже на местоимение в объектном падеже:

I want (he) to go to food fair.

20. Измените местоимение в общем падеже на местоимение в объектном падеже:

He would like (she) to play with him.

21. Выберите правильный вариант перевода предложения:

We expect him to sign the contract on Monday.

- a) мы рассчитываем подписать контракт в понедельник
- b) мы хотим, чтобы он подписал контракт в понедельник
- c) мы ожидаем, что он подпишет контракт в понедельник

22. Измените местоимение в общем падеже на местоимение в объектном падеже:

We expect (he) to do It.

23. Выберите нужную форму инфинитива или причастия:

The child wanted ... seriously

- a) to be taken
- b) to take
- c) to took
- d) to be take

24. Измените местоимение в общем падеже на местоимение в объектном падеже:

Let (we) read.

25. Измените местоимение в общем падеже на местоимение в объектном падеже:

Bad weather made (they) return home.

26. Выберите правильный вариант перевода предложения:

They would like us to learn English.

- a) им нравится учить английский
- b) они хотели бы, чтобы мы учили английский
- c) они любят учить нас английскому

27. Выберите правильный вариант перевода предложения:

Let him smoke.

- a) пусть он курит

b) пусть она курит

c) заставьте его курить

28. Выберите правильный вариант перевода предложения:

She saw the postman climbing up the stairs.

a) она видела почтальона

b) она видела, как почтальон поднимался по лестнице

4. Контроль и оценка освоения учебной дисциплины по темам

| Элемент учебной дисциплины | Текущий контроль | |
|--|--|----------------------|
| | Форма контроля | Проверяемые ОК, У, З |
| Раздел 1. Вводно-коррективный курс | | |
| Тема 1.1. Речевой этикет. Благодарность, извинение, прием гостей. Местоимения, глаголы to be, to have. | Устный опрос Письменный опрос | ОК4, ОК5, У3, У4 |
| Раздел 2. Страноведение | | |
| Тема 2.1. Географическое положение Великобритании. Present Simple. | Устный опрос Письменный опрос | ОК4, ОК5, У3, У4 |
| Тема 2.2. Лондон. Past Simple. | Устный опрос Письменный опрос | ОК4, ОК5, У3, У4 |
| Раздел 3. Поездка за границу | | |
| Тема 3.1. В аэропорту. На вокзале. Страдательный залог времен Simple. | Устный опрос Письменный опрос | ОК4, ОК5, У3, У4 |
| Тема 3.2. На таможне. Подготовка к контрольной работе. | Устный опрос Письменный опрос Самостоятельная работа | ОК4, ОК5, У3, У4 |
| | Промежуточная аттестация | |
| | Контрольная работа Аттестация | 31, 33 У3, У4 |
| Раздел 4. Профессиональная деятельность специалиста | | |
| Тема 4.1 Официальная и неофициальная переписка. Виды писем. Правила оформления писем. Present Continuous. | Устный опрос Письменный опрос | ОК9, ОК10, У3, У4 |
| Тема 4.2 Телефонные звонки. Деловые встречи. Переговоры. Составление и заполнение документов. Present Continuous/Present Simple. | Устный опрос Письменный опрос | ОК9, ОК10, У3, У4 |
| Тема 4.3 Что такое компьютер? Применение компьютеров. Past Continuous | Устный опрос Письменный опрос | ОК9, ОК10, У2, У5 |
| Тема 4.4 Обработка данных. Present Perfect. | Устный опрос Письменный опрос | ОК9, ОК10, У2, У5 |
| Тема 4.5 Архитектура ЭВМ. Present Perfect/Past Simple. | Устный опрос Письменный опрос | ОК9, ОК10, У2, У5 |
| Тема 4.6 Программное обеспечение. Past Perfect/Future Perfect | Устный опрос Письменный опрос Самостоятельная работа | ОК9, ОК10, У2, У5 |
| Тема 4.7 Цифровые компьютеры. Подготовка к контрольной работе. | Устный опрос Письменный опрос Проверка конспектов | ОК9, ОК10, У2, У5 |

| | | |
|--|---|-----------------------|
| | Промежуточная аттестация | |
| | Контрольная работа Аттестация | 31, 33 У3, У4 |
| Раздел 5. Хранение и передача информации | | |
| Тема 5.1 Запоминающее устройство. Страдательный залог времен Continuous | Устный опрос Письменный опрос | OK9, OK10, У2, У5 |
| Тема 5.2 Устройства хранения информации. Страдательный залог времен Perfect. | Устный опрос Письменный опрос | OK9, OK10, У2, У5 |
| Тема 5.3. Компьютерная сеть. Интернет. Страдательный залог. Вопросительные и отрицательные формы. | Устный опрос Письменный опрос | OK9, OK10, У2, У5 |
| Тема 5.4. Система Wi-fi. Страдательный залог. Повторение | Устный опрос Письменный опрос | OK9, OK10, У2, У3, У5 |
| Тема 5.5. Система Bluetooth. Подготовка к контрольной работе. | Устный опрос Письменный опрос Проверка конспектов | OK9, OK10, У2, У4, У5 |
| | Промежуточная аттестация | |
| | Контрольная работа Аттестация | 31, 33 У3, У4 |
| Раздел 6. Защита информационных систем | | |
| Тема 6.1. Компьютерные преступления Инфинитив. | Устный опрос Письменный опрос | OK9, OK10, У2, У5 |
| Тема 6.2. Шифрование данных. Сложное дополнение. | Устный опрос Письменный опрос | OK9, OK10, У2, У3, У5 |
| Тема 6.3. Хищение персональных данных. Защита. Сложное подлежащее. | Устный опрос Письменный опрос | OK9, OK10, У2, У4, У5 |
| | Промежуточная аттестация | |
| | Контрольная работа Аттестация | 31, 33 У3, У4 |
| Раздел 7. Вирусы | | |
| Тема 7.1 Вирусы Герундий. | Устный опрос Письменный опрос | OK9, OK10, У2, У5 |
| Тема 7.2 Заражение вирусами Инфинитив и герундий. | Устный опрос Письменный опрос | OK9, OK10, У2, У5 |
| Тема 7.3 Хакеры. Причастие I | Устный опрос Письменный опрос | OK9, OK10, У2, У5 |
| Тема 7.4 Терминология в области информационной безопасности. Причастие II | Устный опрос Письменный опрос Самостоятельная работа Проверка конспектов | OK9, OK10, У2, У3, У5 |
| | Промежуточная аттестация | |
| | Контрольная работа Аттестация | 31, 33 У3, У4 |
| Раздел 8. Восстановление данных | | |

| | | |
|---|---|-----------------------|
| Тема 8.1 Восстановление данных. Неличные формы глагола. Повторение. | Устный опрос Письменный опрос | ОК9, ОК10, У2, У5 |
| Тема 8.2 Виды восстановления данных Подготовка к зачету. | Устный опрос Письменный опрос Проверка конспектов | ОК9, ОК10, У2, У3, У5 |
| | Промежуточная аттестация | |
| | Контрольная работа Дифференцированный зачет | 31, 33 У3, У4 |

5. Задания для оценки освоения дисциплины (промежуточная аттестация)

Контрольные задания для промежуточной аттестации

II курс

Вариант I

1. Прочитайте и переведите текст.

Topical vocabulary

equation — уравнение, приравнивание

list of instructions — перечень команд

guard ['ga:d] — защищать; предохранять; завершать; заканчивать

appropriate sequence — необходимая (требуемая) последовательность

program logic — логическая последовательность выполнения программы

flowchart — блок-схема; составлять блок-схему

flowcharting — построение блок-схемы

pictorial representation — наглядное представление

predefined symbols — заранее заданные символы

specifics — специальные черты; характерные особенности

emplate — шаблон; маска; образец; эталон

pseudocode ['psju:doukoud] — псевдокод; псевдопрограмма

burden — издержки; затраты

programming rules — правила программирования

consume — потреблять; расходовать

emphasize — выделять; подчеркивать

top-down approach — принцип нисходящей разработки

looping logic — логическая схема выполнения (операций) в цикле

COMPUTER PROGRAMMING

Programming is the process of preparing a set of coded instructions which enables the computer to solve specific problems or to perform specific functions. The essence of computer programming is the encoding of the program for the computer by means of algorithms. The thing is that any problem is expressed in mathematical terms, it contains formulae, equations and calculations. But the computer cannot manipulate formulae, equations and calculations. Any problem must be specially processed for the computer to understand it, that is — coded or programmed.

The phase in which the system's computer programs are written is called the development phase. The programs are lists of instructions that will be followed by the

control unit of the central processing unit (CPU). The instructions of the program must be complete and in the appropriate sequence, or else the wrong answers will result. To guard against these errors in logic and to document the program's logical approach, logic plans should be developed.

There are two common techniques for planning the logic of a program. The first technique is flowcharting. A flowchart is a plan in the form of a graphic or pictorial representation that uses predefined symbols to illustrate the program logic. It is, therefore, a "picture" of the logical steps to be performed by the computer. Each of the predefined symbol shapes stands for a general operation. The symbol shape communicates the nature of the general operation, and the specifics are written within the symbol. A plastic or metal guide called a template is used to make drawing the symbols easier.

The second technique for planning program logic is called pseudocode. Pseudocode is an imitation of actual program instructions. It allows a program-like structure without the burden of programming rules to follow. Pseudocode has three basic structures: sequence, decision, and looping logic. With these three structures, any required logic can be expressed.

2. Ответьте на вопросы, используя информацию текста.

1. What is programming? 2. What is the essence of programming? 3. What should be done with the problem before processing by the computer? 4. What is a program? 5? What are instructions? 6. What are the main techniques for planning the program logic? 7. What is a flowchart? 8. What is a template and what is it used for? 9. What do you understand by "pseudocode"? 10. What are the basic structures of pseudocode?

3. Найдите в тексте английские эквиваленты следующих словосочетаний:

Совокупность закодированных команд; суть компьютерного программирования; кодирование посредством алгоритма; формулы, уравнения, вычисления; обработать особым образом; перечень команд; необходимая последовательность; защищать от ошибок; составлять план логической последовательности; общепринятая методика; логическая последовательность выполнения программы; построение блок-схемы; наглядное представление; заранее заданные символы; шаблон; псевдопрограмма; без издержек; выделять принцип нисходящей обработки; расходовать меньше времени; логическая схема выполнения операций в цикле; необходимая последовательность операций.

4. Подберите из предложенных ниже русских словосочетаний значения следующих терминов на английском языке:

Program: access program; application program; archived program; binary program;

common program; compatible / in compatible program; control / management program; database program; debugging program; educational / teaching / training program; free program; general-purpose program; high-performance program; off-line program; on-line program; operating (-system) program; processing program; protected-mode program; remote program; running program; self-loading program, simulation program; support program; utility program; virus- detection program; watch-dog program.

Программа в двоичном коде; прикладная программа; (не) совместимая программа; бесплатная программа; программа отладки; сторожевая программа; дистанционная программа; программа моделирования; сервисная программа; вспомогательная программа; программа для доступа (к данным); заархивированная программа; программа, работающая с базой данных; обучающая программа; программа, выполняемая с большой скоростью; универсальная программа; программа, выполняемая в защищенном режиме; программа обработки данных; программа операционной системы (системная программа); выполняемая программа; сетевая /несетевая программа; самозагружающаяся программа; часто используемая (распространенная) программа; программа управления; программа обнаружения вирусов.

5. Поставьте предложения в Present Perfect:

1. She.....(just break) a vase.
2. We.....(already clean) the room.
3. I.....(just make) the bed.
4. He.....(phone) his friend.
5. It.....(start) raining.
6. A little girl.....(cut) her finger.

6. Что обозначает '-s— (has или is)? Напишите предложения без сокращений:

1. She's gone to the shop.
2. She's very angry.
3. I think Emily's right.
4. He's lived here for ten years.
5. He's always hungry.
6. What's happened?

Вариант II

1. Прочитайте и переведите текст.

Topical vocabulary

hardware — аппаратное обеспечение; аппаратура; оборудование

software — программное обеспечение; программные средства
system software — системное программное обеспечение
application software — прикладное программное обеспечение
firmware — встроенное /микропроцессорное программное обеспечение
visible units — видимый блок, устройство
procedure — процедура, процесс; метод, методика; алгоритм
to associate — соединять; объединять; связывать
associated documentation — соответствующая документация
to execute applications programs — выполнять прикладные программы
payroll — платежная ведомость
inventory control — инвентаризация; переучет
investment analyses — анализ инвестиций (капиталовложений)
to protect — защищать
read only memory (ROM) — постоянное запоминающее устройство (ПЗУ)
to refer to — относиться к; ссылаться на
to substitute — заменять; замещать
to cause — заставлять, вынуждать; причина, основание
to accomplish — завершать, заканчивать; выполнять, осуществлять
performance — производительность; быстродействие; рабочая характеристика

HARDWARE, SOFTWARE, AND FIRMWARE

The units that are visible in any computer are the physical components of a data processing system, or *hardware*. Thus, the input, storage, processing and control devices are hardware. Not visible is the *software* — the set of computer programs, procedures, and associated documentation that make possible the effective operation of the computer system. Software programs are of two types: systems software and applications software.

Systems software are the programs designed to control the operation of a computer system. They do not solve specific problems. They are written to assist people in the use of the computer system by performing tasks, such as controlling all of the operations required, to move data into and out of a computer and all of the steps in executing an application program. The person who prepares systems software is referred to as a systems programmer. Systems programmers are highly trained specialists and important members of the architectural team.

Applications software are the programs written to solve specific problems (applications), such as payroll, inventory control, and investment analysis. The word program usually refers to an application program, and the word programmer is usually a person who prepares applications software.

Often programs, particularly systems software, are stored in an area of memory not used

for applications software. These protected programs are stored in an area of memory called read-only memory (ROM), which can be read from but not written on.

Firmware is a term that is commonly used to describe certain programs that are stored in ROM. Firmware often refers to a sequence of instructions (software) that is substituted for hardware. For example, in an instance where cost is more important than performance, the computer system architect might decide not to use special electronic circuits (hardware) to multiply two numbers, but instead write instructions (software) to cause the machine to accomplish the same function by repeated use of circuits already designed to perform addition.

2. Ответьте на вопросы, используя информацию текста.

1. What is hardware? 2. Give the definition of software. 3. What are the types of software? 4. What are systems software? 5. What kind of tasks do systems software perform? 6. Who prepares systems software? 7. What are applications software? 8. What problems do applications software solve? 9. What is firmware? 10. How can a computer system architect use firmware?

3. Найдите в тексте английские эквиваленты следующих словосочетаний:

Видимые устройства; система обработки данных; аппаратное обеспечение; набор компьютерных программ; соответствующая документация; эффективная работа; системное программное обеспечение; прикладное программное обеспечение; системный программист; платежная ведомость; переучет; анализ инвестиций; прикладная программа; работающий только в режиме чтения; постоянное запоминающее устройство; последовательность команд; в случае; производительность; электронная цепь; умножать числа; заставить машину выполнять ту же функцию; выполнять сложение.

4. Раскройте скобки, поставив глаголы в Past Perfect:

Образец: Mr And Mrs Davis were in an airplane.

They were very nervous as the plane took off because they had never flown before (fly).

1. My best friend, Kevin, was no longer there. He ... (go) away.
2. The local cinema was no longer open. It ... (close) down.
3. Mr Johnson was no longer alive. He ... (die).
4. I didn't recognize Mrs Johnson. She ... (change) a lot.
5. Bill no longer had his car. He ... (sell) it.
6. The woman was a complete stranger to me. I ... (see) before.

5. Раскройте скобки, употребляя глаголы в Past Simple или Past Perfect:

1. Tom (to return) from the cinema at five o'clock.
2. Tom (to return) from the cinema by five o'clock.
3. I (to finish) my homework at seven o'clock.
4. I (to finish) my homework by seven o'clock.
5. He (to think) that he (to lose) the money.
6. Ann (to tell) me that she (to see) an interesting film.

Контрольные задания для промежуточной аттестации III курс

Вариант I

1. Прочитайте и переведите текст.

Topical vocabulary

network – (вычислительная, компьютерная) сеть

society – общество

to depend on – зависеть от чего-либо

application – приложение, прикладная программа

software – программное обеспечение; «софт»

productivity – производительность; продуктивность

to result in – кончатся, иметь результатом

privacy – индивидуальная сфера жизни

exotic curiosities – экзотическая редкость, диковинка

indispensable – незаменимый

business – (зд.) предприятие, фирма

origin – начало; происхождение

word processing program – программа обработки текстов

computer network – компьютерная сеть

to link – соединять, связывать

to share data – совместно использовать ресурс; делиться данными

to transfer – передавать, переносить

Transmission Control Protocol (TCP) – протокол управления передачей

IP number (Internet Protocol Number) – IP-номер, IP-адрес

World Wide Web – всемирная паутина, сеть

interconnected – взаимосвязанный

to convert – преобразовывать

to transmit – передавать

Internet service provider – провайдер услуг Интернета

phone plugs – телефонные разъёмы
dial-up telephone connection – (коммутируемое) соединение по телефонной линии
digital subscriber line (DSL) – цифровая абонентская линия
cable broadband – кабельные широкополосные соединения
broadband technology – широкополосная технология;
технология широкополосных передач
fiber-optic – волоконно-оптический
wireless – беспроводной
to compress data – сжимать (уплотнять) данные
to access the Internet – иметь доступ в Интернет
Wi-Fi (wireless fidelity) – беспроводная точность
radio waves – радиоволны
appliances – бытовые электроприборы
to integrate – объединять
personal digital assistant (PDA) – персональный цифровой секретарь (тип сверхлёгкого миниатюрного ПК)
to enable – давать возможность
power-line Internet – Интернет по линиям электропередач
intranet – интранет
customized Web pages – настроенные (заказные) Web страницы
external source – внешний источник
extranet – экстранет
employee – служащий; работник
authorized user – авторизованный (полномочный) пользователь
password – пароль
to gain access – получать доступ
a wide-area network (WAN) – глобальная компьютерная сеть
a local area network (LAN) – локальная вычислительная сеть, ЛВС
in a close proximity – в тесной близости, вблизи
WLAN – беспроводная ЛВС

THE INTERNET, THE INTRANET, AND NETWORKS

We live in a rapidly changing information society – that is, a society in which large groups of workers generate or depend on information to perform their jobs. The need for more and better information will only continue to grow. Information technology (IT) relates to processes and applications that create new methods to solve problems, perform tasks, and manage communication. Simply put, Information technology is the use of computers and software to manage information. Information

technology plays a major role in the 21st century world; today, our economic productivity is based more on technology than on any other advance. IT has resulted in social issues related to privacy, intellectual property, and quality of life. Just a few decades ago computers were considered exotic curiosities, used only by scientists and the military. Today, they have become indispensable not only to businesses but to common people as well. Who can imagine daily life without sending e-mails to friends, booking airline tickets over the Internet, or preparing reports with word processing program?

The Internet has profoundly changed the way people communicate, learn, do business, and find entertainment. Although many people believe the Internet began in the early 1990s, its origins can actually be traced to the late 1950s. Over the past decades, the network evolved from a system for government and university researchers into a tool used by millions around the globe for communication, information, entertainment, and e-business.

The Internet is an International computer Network made up of thousands of networks linked together. All these computers communicate with one another; they share data, resources, transfer information, etc. To do it they need to use the same language or protocol: TCP / IP (Transmission Control Protocol / Internet Protocol) and every computer is given an address or IP number. This number is a way to identify the computer on the Internet.

The Internet's most commonly used network for finding information is the World Wide Web (or more simply, the Web. The Web is a collection of interconnected Web sites or "pages" of text, graphics, audio and video within the Internet. To get on the Internet, you need a computer, a modem, and an Internet service provider (ISP). The modem (modulator-demodulator) converts the digital signals that can be transmitted over telephone lines. Internet service providers provide customers with a connection to the Internet through various phone plugs and cables. Today, connections to the Internet include simple telephone lines (a dial-up telephone connection) or faster digital subscriber lines (DSLs) and cable broadband that carry larger amounts of data at quicker transfer speeds.

Broadband technology is a general term referring to higher speed Internet connections that deliver data, voice, and video material. Broadband technology combines digital, fiber-optic, and wireless network technologies that compress data and transmit them at blinding speeds. And with new wireless technology, it is possible to access the Internet by using your laptop computer, cellular phone, and other wireless communications devices.

The most popular wireless network currently is Wi-Fi. Wi-Fi – short for *wireless fidelity* – is a wireless network that connects various devices and allows them to communicate with one another through radio waves. Wi-Fi allows high-speed wireless

Internet connections when linked to a specially equipped modem. In the not-too-distant future, experts expect Wi-Fi to link all sorts of devices – not just computers, but lamps, stereos, appliances, and more – and to fully integrate the Internet into our lives. The basic equipment has changed drastically in the last few years. You may no longer need a computer to use the Internet. New Generation mobile phones and PDAs, personal digital assistants, also allow you to go online with wireless connections, without cables. Telephone lines are not essential either. Satellites orbiting the Earth enable your computer to send and receive Internet files. Finally, the power-line Internet, still under development, provides access via a power plug.

An intranet is a smaller version of the Internet for use within an organization. Using a series of customized Web pages, employees can quickly find information about their firm as well as connect to external sources. Intranets limit access only to employees or other authorized users. Generally, intranet sites are protected, and users must supply both a user name and a password to gain access to a company's intranet site. Some firms open up their intranets to other selected users through an extranet, a network of computers that permits selected companies and organizations to access the same information. An extranet allows users to share data, process orders, and manage information.

Both the Internet and intranets are examples of a computer network. Today, two basic types of networks affect the way people obtain data and information. A wide-area network (WAN) is a network that connects computers over a large geographic area. The world's most popular WAN is the Internet. A local-area network (LAN) is a network that connects computers that are in close proximity to each other, such as an office building or a college campus.

Most networks are linked with cables or wires but new Wi-Fi, wireless fidelity, technologies allow the creation of WLANs, where cables or wires are replaced by radio waves.

2. Выберите правильный вариант ответа:

1. Information technology relates to processes and applications that create new methods *to send sounds and signals through space by means of electromagnetic waves / to solve problems, perform tasks, and manage communication.*
2. Simply put, Information technology is the use of computers and software to manage *the information society / information systems / information.*
3. IT plays a *major / secondary* role in the 21st century world; our economic productivity is based *less / more* on technology than on any other advance.
4. The IP number is the abbreviation for *Internet Provider number / Internet Protocol number / Intel Processor number.*

5. Although most of us think that the Internet began in the early 1990s, its origins can actually be traced to *the late 1930s / the late 1940s / the late 1950s*.
6. *The Internet / the World Wide Web* is the global information system that links many computer networks together.
7. A collection of interconnected files or pages of audio, visual, and text data within the Internet is known as *Telnet / DSL / the Web*.
8. The modem *converts the different sounds / digital signals* that can be *transported / transmitted* over *telephone lines / TV cables*.
9. Simple telephone lines carry *smaller / larger* amounts of data at *quicker / slower* transfer speeds than DSLs and cable broadband.
10. Wi-Fi – short for *wired fidelity / wireless fidelity* – is a *wireless / wired* network that connects various devices and allows them to communicate with one another through *radio waves / telephone lines*.

3. Ответьте на вопросы.

1. What is information technology? What role does information technology play in the 21st century world?
2. How has the evolution of the Internet affected the world?
3. What connections to the Internet are available nowadays?
3. Characterize broadband technology.
4. What is Wi-Fi?
5. What is an intranet? An extranet? How are they used?
6. Distinguish between WAN and LAN.
7. Explain what WLANS are.

4. Вставьте частицу to где это необходимо:

1. I like ... play the guitar.
2. My brother can ... speak French.
3. We had ... put on our overcoats because it was cold.
4. They wanted ... cross the river.
5. It is high time for you ... go to bed.
6. May I ... use your, telephone?
7. They heard the girl ... cry out with joy.

5. Замените выделенные части предложений инфинитивными оборотами:

*Образец: The boy had many toys **which he could play with**.*

*The boy had many toys **to play with**.*

1. I have no books **which I can read**.
2. Is there anybody **who will help you with your spelling**?

3. Don't forget that she has a baby **which she must take care of**.
4. Have you got nothing **that you want to say** on this subject?
5. There was nothing **that he could do** except go home.
6. I have only a few minutes **in which I can explain these words to you**.
7. I have an examination **which I must take soon**, so I can't go the theatre with you

Вариант II

1. Прочитайте и переведите текст.

Topical vocabulary

business assets – бизнес-активы; капитал; достояние деловой жизни
 information security – информационная безопасность, обеспечение информационной безопасности
 unauthorized user – несанкционированный; полномочный пользователь
 disclosure – раскрытие
 disruption – срыв; нарушение
 modification – модификация, видоизменение
 inspection – инспекция: проверка
 destruction – уничтожение, разрушение
 threat – угроза
 computer crime – компьютерная преступность (преступление)
 disaster – бедствие; авария; катастрофа
 malicious intentions – вредоносные (преступные) намерения
 cracker – “крэкер”; взломщик компьютерных систем
 black hat hacker – “чёрный” хакер
 classified information – засекреченная информация;
 sensitive information секретные сведения
 outsider – постороннее лицо
 to alter data – изменять данные
 inaccurate – неточный
 misleading – вводящий в заблуждение; обманный
 illegal transactions – незаконные сделки
 illicit benefit – незаконная выгода
 violation – нарушение; преступление
 the Computer Emergency – координационный центр реагирования Response Team Center на чрезвычайные компьютерные происшествия (США)
 to soar – резко возрасть
 scam – надувательство, обман

fraud – мошенничество

phishing – фишинг (рассылка электронных сообщений по Интернету от имени солидных компаний с целью получения их личных данных)

piracy – компьютерное пиратство

copyrighted software – программы, охраняемые авторским правом

vulnerable – уязвимый

to hack into – взламывать; проникать

to embarrass – приводить в замешательство

supposedly – предположительно

to post evidence – отправить доказательства

(to) break-in – взлом; взламывать

the U.S. Space and Naval War Systems Command – командование военными космическими и морскими системами (США)

competitor – конкурент

thief – вор

to raid – рейдерски захватывать; грабить

database – база данных

security breach – (зд) взлом системы безопасности

annually – ежегодно

estimated cost – подсчитанные затраты

system administrator – системный администратор

to implement – выполнять, осуществлять, проводить

to prevent – предотвращать, предупреждать

firewall – межсетевой защитный экран, брандмауэр

to log system use – регистрировать пользование системой

to log on with invalid password – входить в систему с недействительным паролем

PROTECTING INFORMATION SYSTEMS: COMPUTER CRIME

As information systems become increasingly important business assets, they also become progressively harder to replace. When computers are connected to a network, a problem at any location can affect the entire work. Perhaps the most significant problem businesses face as a result of computer technology is information security. **Information security** means protecting information and information systems from unauthorized access, use, disclosure, disruption, modification, inspection, recording or destruction. There are three important security threats that may damage information systems: **computer crime**, **viruses**, and **disasters**.

COMPUTER CRIME

Computers provide efficient ways for people to share information. But they may also allow people with more malicious intentions to access information. Or they may allow **crackers**, or **black hat hackers** – computer criminals who use technology to perform a variety of crimes – to gain access to classified information. Common computer crimes involve stealing or altering data in several ways:

Employees or outsiders may change or invent data to produce inaccurate or misleading information.

Employees or outsiders may modify computer programs to create false information or illegal transactions or to insert viruses.

Unauthorized people can access computer systems for their own illicit benefit or knowledge or just to see if they can get it.

Computer crime is on the rise. The number of violations of Internet security as reported to the Computer Emergency Response Team Coordination Center, located on the Web at <http://www.cert.org>, has risen sharply in recent years. In 1990, only six incidents were reported. Recently, the number of reported incidents soared to over 82,000. Of course, the statistics don't include the number of incidents that were not reported, so the total is probably much higher.

Internet-based crimes include **scam**, email fraud to obtain money or valuables, and **phishing**, bank fraud, to get banking information such as passwords of Internet bank accounts or credit card details. Both crimes use emails or websites that look like those of real organizations. **Piracy**, the illegal copying and distribution of copyrighted software, information, music, and video files, is widespread.

Individuals, businesses, and government agencies are all vulnerable to computer crime. Computer hackers sometimes work alone and sometimes in groups. One pair of hackers, nicknamed the “Deceptive Duo”, once claimed that they hacked into Midwest Express Airlines’ intranet. In an email to several news organizations, the hackers said that their goal was to embarrass the airline and show how easy it is to gain access to supposedly secure networks. The hackers even posted evidence of their break-in on the Web site of the U.S. Space and Naval War Systems Command. In one recent case, Russian hackers broke into Citibank’s network and electronically stole \$10 million.

Companies with valuable or sensitive information stored in a computer worry about competitors or thieves raiding the database simply by dialing in through a modem. Even firms that don't share their databases are subject to security breaches. In recent years U.S. corporations have spent more than \$10 billion annually on network security. Even so, the estimated annual cost of computer crime is as high as \$15 billion. The entire U.S. electronic infrastructure, including banks, financial markets, transportation systems, power grids, and telecommunication systems, could be vulnerable to attack. Companies and organizations must take strong precautions to protect themselves.

System administrators implement two basic protections against computer crime: They try to prevent access to their systems by unauthorized users and the viewing of data by unauthorized system users. To prevent access, the simplest method requires authorized users to enter passwords. An intranet blocks outsiders without valid passwords from entering its network by incorporating software known as a **firewall**. Firewalls limit data transfers to certain locations and log system use so managers can identify attempts to log on with invalid passwords and other threats to system security.

To prevent system users from reading sensitive information, the company may use encryption software, which encodes, or scrambles, messages. Information security uses **cryptology** to transform information into a form that renders it unusable by anyone other than an authorized user; this process is called **encryption**. To read encrypted messages, users must use a key to convert them to regular text. Information that has been encrypted (rendered unusable) can be transformed back into its original usable form by an authorized user, who possesses the cryptographic key, through the process of **decryption**. The length and strength of the cryptographic key is an important consideration. A key that is weak or too short will produce weak encryption. More than one key can be used to encrypt and decrypt sensitive information. The keys used for encryption and decryption must be protected from disclosure and destruction and they must be available when needed. Cryptology is used in information security to protect information from unauthorized or accidental disclosure while the information is in transit and while information is in storage. But as fast as software developers invent new and more elaborate protective measures, hackers seem to break through their defenses. So security is an ongoing battle.

2. Верно или неверно?

Пример: In my opinion it is true that... / To my mind it is false that ... because...

1. The growth of information technology and the Internet has resulted in such a significant problem as information security.
2. There are two important security threats that may damage information systems: computer crime and viruses.
3. Crackers, or black hat hackers, are computer criminals who use technology to perform various crimes.
4. The number of violations of Internet security has fallen sharply in recent years.
5. Internet-based crimes include phishing, email fraud to obtain money or valuables, and scam, bank fraud, to get banking information.
6. Computer technology is widely used to pirate copyrighted works such as films and music.
7. Nowadays all organizations are vulnerable to computer crime.

8. Sometimes hackers want to show how easy it is to gain access to supposedly secure networks.
9. The firms that don't share their databases are completely protected against security breaches.
10. U.S. corporations seldom spend money on network security though the estimated annual cost of computer crime is as high as \$15 billion.

3. Ответьте на вопросы.

1. Name the most significant problem that businesses and organizations face as a result of computer technology.
2. What is information security?
3. Identify the three important threats that may damage information systems.
4. Explain the term "black hat hacker".
5. What do common computer crimes involve?
6. What do Internet-based crimes include? Explain the terms "scam", "phishing" and "piracy".
7. Why must companies and organizations take strong precautions to protect themselves?
8. What basic protections do system administrators implement against computer crime?
9. Explain how firewalls work.
10. What is cryptography used for? Describe the processes of encryption and decryption.
11. Why is it said that security is an ongoing battle

4. Переведите на русский язык:

1. Everybody expected her to marry Nick.
2. I would-like them to come as soon as possible.
3. I expect you t join us.
4. I don't want to see you in this company
5. We would like you to visit us.
6. I hate you to play the piano.
7. My mother wants me to study better.

5. Перефразируйте предложения по образцу:

*Образец: The boy was playing football in the yard (see).
 We saw the boy play football in the yard.*

1. They came back at once (make).
2. You must do it yourself (want).

3. The boy said something in a low voice (hear).
4. She is waiting for Mary (believe).
5. He is a very talented actor (know).
6. My son is going to become a surgeon (want).
7. The girl was singing a very lovely song (hear).

Контрольные задания к дифференцированному зачету

IV курс

Вариант I

Topical vocabulary

computer virus – компьютерный вирус

hidden program – скрытая программа

to erase data – стереть данные

to corrupt data – повреждать данные

to attach – прикреплять; подключать

host – хост – общий термин, описывающий нечто, содержащее ресурс и предоставляющее к нему доступ

host program – главная (основная) программа

dormant – бездействующий, неактивный

infection – заражение

to infect – заражать, инфицировать

to reproduce – воспроизводить

to copy – копировать

electronic bulletin board – электронная доска объявлений

to download programs or data – загружать (скачивать) программы или данные

logic bomb – логическая бомба

to trigger – запускать, приводить в действие

boot sector virus – вирус сектора загрузки

file virus – вирус, заражающий файл (добавляющий себя к содержимому файла)

macro virus – макровирус (распространяемый через макрокоманды)

scripting language – скриптовый язык, язык подготовки сценариев

email virus – почтовый вирус (передаваемый по электронной почте)

spreadsheet – электронная таблица

victim – жертва

companion virus – сопутствующий вирус, вирус-компаньон

to execute a program – выполнять программу

cross-site scripting virus – межсайтовый скриптинг-вирус

to replicate – тиражировать, копировать

polymorphic virus – полиморфный (самоизменяющийся) вирус

Trojan horse – троянский конь, троянская программа

worm – червь

impostor files – обманные файлы

to insert a code – вставлять программу

backdoor – «чёрный ход», доступ с чёрного хода

by exploiting security flaws – используя изъяны в системе безопасности

true computer viruses – истинные вирусы

self-contained – самостоятельный; самодостаточный

adware – адвэр; бесплатный программный продукт с размещённой в нём рекламой

subset – подгруппа

malware – вредоносная программа

sophistication – изощрённость; сложность

antivirus software program – антивирусная программа

to eliminate – устранять, ликвидировать

to spot – опознавать, обнаруживать

to update – обновлять

to emphasize security – придавать особое значение обеспечению безопасности

Web gateways – Интернет-шлюзы

attachments to email – вложения в электронном письме

PROTECTING INFORMATION SYSTEMS: COMPUTER VIRUSES

Another critical security challenge is presented by **computer viruses**, hidden programs that can work their way into computer systems and erase or corrupt data and programs. Viruses are programs that secretly attach themselves to other programs or files, known as the **host**, and change them or destroy data. Viruses can be programmed to become active immediately or to remain dormant for a period of time, after which their infections suddenly activate themselves and cause problems.

A virus can reproduce by copying itself onto other programs stored in the same drive. It spreads as users install infected software on their systems or exchange files with others, usually by exchanging email, accessing electronic bulletin boards, trading disks, or downloading programs or data from unknown sources on the Internet. Because so many computers are interconnected, viruses can spread quickly, infecting all the computers linked on a local area network and then spreading over the Internet to other computers and networks. The Melissa virus infected 350,000 computers in the United States and Europe. The Mydoom virus infected a quarter-million computers in a single day in January 2004. The so-called “Love Bug” virus alone caused an estimated \$1 billion in damage. Viruses can do more damage today than ever before and could

organizations billions of dollars each year. Most viruses are created by black-hat hackers and involve outright vandalism or crime.

Each virus is given a name e.g. “Love Bug” or “Melissa” and can be classified as a particular type of virus. The main virus types include:

logic bombs that destroy data when triggered

boot sector viruses that store themselves in the boot sector of a disk

file viruses that attach themselves to COM files (programs that have a COM extension e.g. command.com)

macro viruses, often written in the scripting languages for Microsoft programs such as Word or Excel, are spread in Microsoft Office by infecting documents and spreadsheets

email viruses which use email messages as a mode of transport and copy themselves by automatically mailing copies to hundreds of people in the victim’s address book

companion viruses that instead of modifying an existing file, create a new program which is executed instead of the intended program

cross-site scripting viruses that utilize cross-site scripting vulnerabilities to replicate

polymorphic viruses that not only replicate themselves by creating multiple files, but also change their digital signature every time they replicate

Two other types of malware – **Trojan horses** and **worms** – are often classified as viruses, but are actually forms of distributing malware.

Trojan horses are impostor files that claim to be something desirable but, in fact, are malicious. A Trojan horse appears to do one thing (install a screen saver, show a picture inside an email for example) when in fact it does something entirely different, and potentially malicious, such as erase files. Trojans can also open backdoors so that computer hackers can gain access to passwords and other personal information stored on a computer. Trojans don’t copy themselves or reproduce by infecting other files.

Worms are self-copying programs that have the capacity to move from one computer to another without human help, by exploiting security flaws in computer networks. Worms are self-contained and don’t need to be attached to a document or program the way viruses do. It is noteworthy that different types of malicious software (worms, Trojan horses, adware, spyware, etc.) are generally referred to as viruses though true computer viruses make up only a small subset of malware. For example, “ILOVEYOU” (“Love Bug”) or “Melissa” are two examples of worms.

As viruses become more complex, the technology to fight them must increase in sophistication as well. The simplest way to protect against computer viruses is to install one of the many available antivirus software programs, such as Norton Anti-Virus and McAfee Virus Scan. There is no way to entirely stop the spread of computer viruses, because new ones are created all the time. However, a number of excellent “vaccine” programs exist that search for and destroy viruses and prevent

new ones from infecting your computer system.

These programs continuously monitor systems for viruses and automatically eliminate any they spot. Anti-virus and anti-malware programs can provide real-time protection against the installation of malware on a computer. The software scans disk files at download time, and blocks the activity of components known to represent malware. Users should regularly update antivirus software programs by going online to download the latest virus definitions.

But management must begin to emphasize security at a deeper level: in software design, corporate servers, Web gateways, and Internet service providers. Because around 80 percent of the world's PCs run on Microsoft operating systems, a single virus can spread quickly among them. Computer users should carefully choose the files they load onto their systems, scan their systems regularly, make sure their antivirus software is up-to-date, and install software only from known sources. They should also be very careful when opening attachments to emails, since this is the way many viruses are spread.

1. Выберите правильный вариант ответа.

1. *A computer virus is*

- a) the name given to unwanted messages, mainly commercial advertising
- b) a visible program which accidentally attaches itself to other programs and can be easily deleted by the user
- c) a hidden program which secretly attaches itself to other programs and changes them or destroys data

2. *Viruses are programmed*

- a) to activate themselves immediately after the infected software has been installed
- b) to remain dormant for a certain period of time
- c) either to become active immediately or to remain dormant for a period of time

3. *True computer viruses include*

- a) macro viruses, email viruses, and worms
- b) macro viruses, email viruses, and logic bombs
- c) Trojans and worms

4. *A logic bomb is a virus*

- a) which is set to trigger when specific conditions are met
- b) which is spread in Microsoft Office by infecting documents and spreadsheets
- c) which uses email messages as a mode of transport

5. *One of the most dangerous viruses is a virus that changes its digital signature every time it replicates. Such viruses are very difficult to detect. They are called*
- a) macro viruses
 - b) micro viruses
 - c) polymorphic viruses
6. *A program that can open a backdoor to the computer so that crackers can gain access to sensitive information is known as*
- a) a worm
 - b) a Trojan horse
 - c) an adware
7. *Programs that replicate themselves from system to system without the use of a host file are known as*
- a) worms
 - b) Trojans
 - c) true viruses
8. *Unlike viruses, worms don't need to be attached to a document or program as they are*
- a) self-confident
 - b) self-controlled
 - c) self-contained
9. *Love Bug, Mydoom and Melissa are the examples of*
- a) true viruses
 - b) worms
 - c) Trojans
10. *The main difference between the terms "viruses" and "malware" is that*
- a) viruses are much more dangerous than other types of malware
 - b) all other types of malware are much more dangerous than viruses
 - c) all viruses are malwares but not all malwares are viruses
11. *The simplest way to protect against computer viruses is*
- a) to have no computer at all
 - b) to monitor access 24 hours a day
 - c) to use reliable and up-to-date anti-virus and anti-malware software

2. Ответьте на вопросы.

1. What is a computer virus? How does a computer virus work?
2. What are the ways viruses spread? Why can viruses spread so quickly?
3. Name some of the famous viruses used to spread worldwide.
4. Enumerate the main types of true viruses. Which of the virus types given in the text do you think to be the most dangerous and why?
5. Describe a malicious program called “a Trojan horse”. 6. Explain what a computer worm is.
7. How do Trojans and worms differ from true viruses?
8. How do “vaccine” anti-virus programs work?
9. What is real-time protection provided by anti-virus and anti-malware programs?
10. Name the main steps individuals and organizations should take to prevent viruses.

3. Выберите из скобок требующуюся форму причастия:

1. a) The girl (writing, written) on the blackboard is our best pupil.
b) Everything (writing, written) here is quite right.
2. a) The house (surrounding, surrounded) by tall trees is very beautiful.
b) The wall (surrounding, surrounded) the house was very high.
3. a) Who is that boy (doing, done) his homework at that table?
b) The exercises (doing, done) by the pupils were easy.
4. a) The girl (washing, washed) the floor is my sister.
b) The floor (washing, washed) by Helen looked very clean.

4. Замените придаточные определительные предложения причастными оборотами:

*Образец: All the people who live in this house are students.
All the people living in this house are students.*

1. The woman who is speaking now is our secretary.
2. The apparatus that stands on the table in the corner of the laboratory is quite new.
3. The young man who helps the professor in his experiments studies at an evening school for laboratory workers.
4. People who take books from the library must return them in time.
5. There are many pupils in our class who take part in all kinds of extra-curricular activities.

Вариант II

Topical vocabulary

natural disaster – стихийное бедствие
man-made disaster – техногенная авария (катастрофа)
power failure – нарушение электроснабжения
software glitch – сбой программного обеспечения
to disrupt – нарушать, приводить к срыву
equipment malfunction – неисправность оборудования
deliberate attempt – преднамеренная попытка
data loss – потеря данных
power outage – отключение электроэнергии
unpredictable – непредсказуемый
to respond to – реагировать, отвечать (на что-либо)
to ensure – обеспечивать, гарантировать
continued operation – непрерывная работа
vital – жизненно важный
recovery – восстановление
disaster recovery – восстановление после бедствия
computer system failure – авария компьютерных систем
data safety – безопасность данных
... of paramount importance – первостепенной важности
backup – резервная копия
to back up – делать резервные копии
at least – по меньшей мере
location – (определённое) место;
место размещения
archiving – архивирование; сохранение
hard image – резервный образ диска; образ дисковой памяти
hard disk imaging – создание резервного образа диска (запись образа диска на запоминающем устройстве)
mirror image – зеркальный образ
to recreate – воссоздавать
actual content – действительный (текущий) контент (информационное наполнение)
In its entirety – во всей полноте; полностью
partition – раздел (диска)
to restore – восстанавливать
online data backup – резервное копирование в системе online
external storage device – устройство внешней памяти, внешнее запоминающее устройство
affordable – недорогой, доступный

backup site – резервный узел; резервное производственное помещение (для размещения вычислительных средств в случае стихийного бедствия)
cold (warm, hot) backup site – «холодный» («тёплый», «горячий») резервный узел
data center – вычислительный центр
accessible – доступный
...it involves downtime – происходит время простоя (потеря машинного времени)
remote storage facility =
off-site storage facility – удалённое хранилище данных
efficient – эффективный
replica – точная копия
...the only item that needs
to be added – единственное, что нужно добавить.

PROTECTING INFORMATION SYSTEMS: DISASTER RECOVERY AND BACKUP

Natural disasters, power failures, equipment malfunctions, software glitches, human error, and terrorist attacks can disrupt even the most sophisticated computer systems. Man-made disasters can range from a catastrophic operator error to a deliberate attempt to cause damage. Mistakes can cause data loss, power outages, and a wide variety of other problems. We can often stop disasters caused by man, but there is nothing we can do that can stop the natural disasters. These natural disasters such as floods, earthquakes, hurricanes, volcanoes, tsunamis, or wildfire are unpredictable and within a short span of time can destroy information and communication systems. Whether a disaster is natural or man-made, companies and organizations must be ready to respond to it quickly and effectively. As IT systems have become increasingly critical to the smooth operation of a company, the importance of ensuring the continued operation of those systems, and their rapid recovery, has increased.

One of the most important aspects of disaster recovery is to have a solid disaster recovery plan. Disaster recovery means bringing IT systems and functions back online after a disruption. A disaster recovery plan is intended to keep a company as functional as possible during a disaster and to help the company recover quickly in the event of a disaster. This plan also includes disaster prevention programs – decisions on how to prevent computer system failures.

Data safety is a problem of paramount importance. For example, of companies that had a major loss of business data, 43% never reopen and 29% close within two years.

The most effective way to avoid the loss of data is to create frequent backups of your files. If this data is really sensitive, it is important to store at least two copies of it and keep at least one copy in a secure, remote location. In IT, a backup, or the process of backing up, refers to the copying and archiving of computer data so it may be used to restore the original after a data loss event. Some methods of backup are more reliable than others, while others may be more convenient than some. In order to protect your business data, it is important to have a solution that is both reliable and convenient.

Hard disk imaging, often referred to as cloning, is one of the most popular and efficient methods of storing important data. This type of system saves every piece of data on your hard drive. This unique process allows you to create a mirror image of a disk at a specific point of time. A disk image can be compared to a photo image. It is capable of being recreated into the actual contents, just as a photograph can be used to recreate a specific scene at a specific point in the past. In the event of a complete system failure, the data on your hard disk can be easily recreated in its entirety, even your partitions and file system. It is also the fastest and easiest method of data backup, enabling you to quickly restore data following an unexpected catastrophe.

Online data backup is a solution growing in popularity. This type of solution calls for your data to be stored on a secure server in a remote location. With online data backup, your data is safe; the computer encrypts your files before sending them, and files are secured with password protection. Backups can be done automatically and data is available anywhere in the world at any time.

Another good option for backing up your business data are **external storage devices**. These are simple, affordable and come in many different forms. The most common devices are external hard drives and modern inventions, such as encrypted flash drives.

One of the most critical aspects of network security is to have a location from which the recovery can take place. This location is known as a **backup site**. In the event of a disaster, a backup site is where your data center will be recreated, and where you will operate from, during the disaster. There are three basic types of backup sites: cold, warm, and hot. (These terms do not refer to the temperature of the backup site; instead, they refer to the effort required to begin operations at the backup site in the event of a disaster).

A **cold backup site** is an offline database that is not accessible for updates and is generally a space that has been reserved within a building. With a cold backup site, everything that is required to restore service must be delivered to the site. Although cold backup sites are the least expensive way of backing up data, they involve downtime to restore service to the users since they cannot access the database during the recovery process.

A **warm backup site** is a site that is already equipped with hardware that contains a backup of the information that is contained in the data center. Before you can use a warm backup site to restore service, the most recent backups from the remote storage facility must be delivered before recovery can begin. Although a warm backup site contains backups, the information may be incomplete due to the fact that the backup may have been sent to the facility as much as one week ago.

A **hot backup site** is the most efficient and expensive means of disaster recovery. With a hot backup site, users can continue to access the database while restoration is in process. Recovery can take place within a few hours due to the fact that the hot backup contains a replica of the current data in the data center. The only item that needs to be added is the latest backups from the off-site storage facility.

Offsite backup sites can be provided by organizations that specialize in disaster recovery, a location within your own organization, or a shared facility by multiple organizations.

1. Выберите правильный вариант ответа.

1. *Can people stop disasters?*

- a) We can often stop natural disasters, but there is nothing we can do that can stop disasters caused by man.
- b) We can often stop disasters caused by man, but there is nothing we can do that can stop the natural disasters.
- c) We can stop any disaster regardless of whether it is natural or man-made.

2. *A disaster recovery plan is intended*

- a) to estimate the cost of damage in the event of a disaster
- b) to ensure psychological recovery of people in the event of a disaster
- c) to decide how to prevent system failures and continue operations if computer systems fail

3. *One of the most important aspects of disaster recovery is*

- a) data verification
- b) data transmission
- c) data safety

4. *In order to avoid an untimely disaster, the best insurance policy involves frequently*

- a) scrambling all important data
- b) backing up all important data
- c) compressing all important data

5. *The fastest and easiest method of data backup is*

- a) hard disk imaging
- b) online data backup
- c) the use of external storage devices

6. *Hard disk imaging is often referred to as*

- a) online backup
- b) offsite backup
- c) cloning

7. *There are many advantages to online backup, including:*

- a) The data can be easily recreated in its entirety, even partitions and the file system.
- b) The device is very small so you can carry it with you and it plugs into any PC with a USB port.
- c) By having your data stored on a remote hard drive, you run little or no risk of losing your data as a result of fire, theft, or any other disaster

8. *A location where a business can easily relocate following a disaster, such as a fire, flood, or terrorist attack, is known as*

- a) a backup host
- b) a backup file
- c) a backup site

9. *What do the terms “cold”, “warm” and “hot” refer to when describing the backup site?*

- a) These terms refer to the temperature of the backup site.
- b) These terms refer to the season at which the backup site begins to function (is made operational).
- c) These terms refer to the effort required to begin operations in the event of a disaster.

10. *With a hot backup site,*

- a) users cannot access the database during the recovery process
- b) users can continue to access the database while restoration is in process
- c) users have access to the database but the information is incomplete

11. *A backup site where the most recent backups from the remote storage facility must be delivered before recovery can begin is called*

- a) a cold backup site
- b) a warm backup site
- c) a hot backup site

12. *Offsite backup sites can be provided*

- a) exclusively by organizations that specialize in disaster recovery
- b) by organizations that specialize in disaster recovery, or a shared facility by multiple organizations
- c) by organizations that specialize in disaster recovery, a location within your own organization, or a facility shared by multiple organizations

2. ОТВЕТЬТЕ НА ВОПРОСЫ.

1. What disastrous events can disrupt even the most sophisticated computer systems?
2. Differentiate between natural and man-made disasters.
3. What is a disaster recovery plan? Why is it so important for companies and organizations?
4. Assess the importance of data safety to network security.
5. What is the most effective way to avoid data loss?
6. Describe the process of hard disk imaging.
7. What are the advantages of online data backup?
8. Name the most common external storage devices.
9. What is a backup site? What are the three basic types of backup sites?

10. Characterize a cold backup site. Why does it involve downtime to restore service to the users?

3. Переведите на русский язык, обращая внимание на разные формы герундия:

1. Watching football matches may be exciting enough, but of course it is more exciting playing football. 2. She stopped coming to see us, and I wondered what had happened to her. 3. Can you remember having seen the man before? 4. She was terrified of having to speak to anybody, and even more, of being spoken to. 5. He was on the point of leaving the club, as the porter stopped him. 6. After being corrected by the teacher, the students' papers were returned to them.

4. В следующих предложениях замените придаточные дополнительные герундием с предлогом of:

Образец: She thought she would go to the country for the week-end.

She thought of going to the country for the week-end.

1. I thought I would come and see you tomorrow. 2. I am thinking that I shall go out to the country tomorrow to see my mother. 3. What do you think you will do tomorrow? 4. I don't know now; I thought I would go to the zoo, but the weather is so bad that probably I shan't go. 5. I hear there are some English books at our institute book-stall now. - So you are thinking that you will buy some, aren't you? 6. I thought I would work in the library this evening, but as you have come, I won't go to the library.

Контрольная работа

2 курс 3 семестр.

Вариант 1

1. Совместите слова и словосочетания из двух колонок:

| | |
|---------------------|------------------------|
| Темза | to carry luggage |
| Здание парламента | Buckingham palace |
| Билет | hand luggage |
| Упаковывать вещи | the Thames |
| Британский музей | the Houses of Parliame |
| Нести багаж | to pack bags |
| Букингемский дворец | a ticket |
| Ручная кладь | the British Museum |

| | |
|--------------------|--------------------|
| Достопримечательно | a window seat |
| Место у окна | places of interest |

2. Дополните предложения и переведите их:

1. Great Britain consists of... parts.
2. The capital of Wales is... .
3. The official head of the United Kingdom is... .

3. Образуйте отрицательную и вопросительную формы от данного предложения:

The Queen lives in Buckingham palace.

4. Исправьте ошибки, если таковые имеются:

1. He doesn't likes studying.
2. She drive a car very fast.
3. They have many friends.
4. After dinner he listens to the music or watch TV

Вариант II

1. Совместите слова и словосочетания из двух колонок:

| | |
|---------------------------|--------------------------|
| Посадочный билет | passengers |
| Трафальгарская площадь | Westminster Abbey |
| Регистрация | a window seat |
| Номер рейса | a boarding card |
| Вестминстерское Аббатство | to be situated on |
| Место в центре | Trafalgar Square |
| Располагаться на | flight number |
| Пассажиры | check-in desk |
| Здание парламента | the United Kingdom |
| Соединенное Королевство | the Houses of Parliament |

2. Дополните предложения и переведите их:

1. The climate of Great Britain is
2. The Houses of Parliament is famous for its big hour bell known as
3. The capital of Northern Ireland is

3. Образуйте отрицательную и вопросительную формы от данного предложения:

He bought the ticket two days ago.

4. Исправьте ошибки, если таковые имеются:

1. They didn't visited their granny last week.
2. We maked many mistakes in the test.
3. When were you born?
4. Did you like the film? – No I not.

Контрольная работа

2 курс 4 семестр

Вариант I

1. Вставьте глаголы в Present Simple:

1. We _____ (not/speak) French.
2. A lot of teenagers _____ (play) computer games.
3. _____ (you/study) English every day?
4. He _____ (visit) his grandmother twice a year.

2. Вставьте глаголы в Past Simple:

1. Mary _____ (go) to school yesterday.
2. _____ (you/go) to the cinema on Sunday?
3. He _____ (not/pass) his exam last week.
4. She _____ (see) him two days ago.

3. Вставьте глаголы в Present, Past или Future Simple:

1. He _____ (to be) a student twenty years ago.
2. She _____ (call) you in a few minutes.
3. _____ (you/buy) milk yesterday?
4. I _____ (get up) at 7 am every morning.

4. Выберите соответствующую форму глагола Future Simple или to be going to:

1. I _____ (call) you. I promise.
2. _____ (you /help) me, please?
3. I think he _____ (not/pass) his driving test.
4. I have some plans for Monday. I _____ (visit) my sister.

Вариант II

1. Вставьте глаголы в Present Simple:

1. My father _____ (work) in a bank.
2. I _____ (watch) TV every day.
3. _____ (you/speak) English?
4. She _____ (not/go) to school on Sunday.

2. Вставьте глаголы в Past Simple:

1. I _____ (do) my homework in the evening.
2. He _____ (not/write) a letter to his aunt.
3. _____ (you/go) for a walk?
4. He _____ (buy) some apples for dinner.

3. Вставьте глаголы в Present, Past или Future Simple:

1. He _____ (to be) in Moscow tomorrow.
2. My sister _____ (fall) ill last week.
3. British people _____ (like) drinking tea a lot.
4. Good-bye! I _____ (call) you next week.

4. Выберите соответствующую форму глагола Future Simple или to be going to:

1. What _____ (you/do) tomorrow evening?
2. The doctor _____ (to be) here in five minutes.
3. He won't be at home. He _____ (leave) Moscow tonight.
4. Do you think she _____ (call) us tomorrow?

Контрольная работа

3 курс 5 семестр.

Вариант I

1. Заполните пропуски (*Present or Past Simple Passive*):

1. My parents (invite) to the party last week.
2. Our flat ... (clean) every week.
3. The local library (destroy) by a fire two years ago.
4. Dinner (serve) at 7 o'clock every evening.

2. Закончите предложения, подобрав глаголы по смыслу. Поставьте предложения в *Present или Past Simple Passive*:

| |
|-----------------------------------|
| damage cause invite make |
|-----------------------------------|

1. Many accidents by dangerous driving.
2. Cheese from milk.
3. The roof of the building in a storm a few days ago.
4. You to the wedding. Why didn't you go?

3. Напишите предложения в пассивном залоге *Present* или *Past Simple Passive*:

1. Somebody cleans the room every day.
2. They cancelled all flights because of fog.
3. People don't use this road much.
4. Somebody accused me of stealing money.

4. Напишите вопросы, используя пассивный залог *Present* или *Past Simple Passive*. Follow the model: *What are pencils made of?*

1. Ask about glass? (how/make?)
2. Ask about television? (when/invent?)
3. Ask about mountains. (how/form?)
4. Ask about keys. (what/make from?)

Вариант II

1. Заполните пропуски (*Present* or *Past Simple Passive*):

1. A short story competition ... (organise) every year.
2. This ring ... (give) to me as a gift.
3. Coca Cola (drink) by millions of people around the world.
4. The telephone ... (invent) by Alexander Graham Bell.

2. Закончите предложения, подобрав глаголы по смыслу. Поставьте предложения в *Present* или *Past Simple Passive*:

| | | | | |
|-------|-----|------|----------|-----------|
| write | see | hold | surround | translate |
|-------|-----|------|----------|-----------|

1. A cinema is a place where films
2. In the USA elections for president every four years.
3. Originally the book in Spanish, and a few years ago it into English.
4. You can't see the house from the road. It by trees.

3. Напишите предложения в пассивном залоге *Present* или *Past Simple Passive*:

1. Somebody accused me of stealing money.
2. How do people learn languages?

3. Somebody warned us not to go out alone.
4. My father doesn't use the computer much.

4. Напишите вопросы, используя пассивный залог *Present* или *Past Simple Passive*. Follow the model: *What are pencils made of?*

1. Ask about Pluto (*the planet*)? (when/discover?)
2. Ask about silver? (what/use for?)
3. Ask about television. (when/invent?)
4. Ask about paper. (how/make?)

Контрольная работа
3 курс 6 семестр.
Тест

1. Выберите нужную форму инфинитива или причастия:

We can't help laughing looking at them

- a) не можем не смеяться
- b) не можем не улыбаться
- c) не можем не насмеяться

2. Выберите нужную форму инфинитива или причастия:

They were happy ... in our expedition

- a) take part
- b) to take part
- c) be taking
- d) to taken part

3. Выберите нужную форму инфинитива *Simple Active or Passive*:

The letter was ... at once.

- a) to send
- b) to sent
- c) sended
- d) to be sent

4. Измените местоимение в общем падеже на местоимение в объективном падеже:

He made (we) do the work again.

5. Отметьте правильные ответы:

Укажите номера предложений, где необходимо поставить частицу *-to-* перед инфинитивом:

- 1) I like ... play the piano.

- 2) They wanted to cross the river.
- 3) He did want... play in the street.
- 4) I shall ...do all.
- 5) I saw him ... enter the room.
- 6) She was planning ... do a lot of things yesterday.
- 7) Do you like ... listen to good music?
- 8) Her brother can ... speak French.
- 9) It is time ... go to bed.
- 10) May I ... use your telephone?

6. Выберите правильный вариант перевода предложения:

She heard him open the door.

- a) она слышала, как он отпирал дверь
- b) она услышала его шаги
- c) она слышит, как он открывает дверь

7. Выберите нужную форму инфинитива Simple Active or Passive:

Mother was too tired to ... supper

- a) to cook
- b) to be cook
- c) to be cooked
- d) to be cooking

8. Выберите правильный вариант перевода предложения:

He made us do the work again.

- a) он попросил нас сделать работу
- b) он заставил нас сделать работу снова
- c) он заставляет нас сделать работу снова

9. Измените местоимение в общем падеже на местоимение в объективном падеже:

I would like (you) to offer Pete your help.

10. Выберите правильный вариант перевода предложения:

I would like you to offer Pete your help.

- a) мне бы хотелось помочь Петру
- b) мне нравится помогать Петру
- c) мне бы хотелось, чтобы вы предложили Петру свою помощь

11. Выберите нужную форму инфинитива или причастия:

He made me ... it. .

- a) did
- b) do
- c) to do
- d) doing

12. Измените местоимение в общем падеже на местоимение в объективном падеже:

Let (he) smoke here.

13. Выберите нужную форму инфинитива Simple Active or Passive:

He was the first ... to the finish.

- a) to came
- b) to come
- c) to be come
- d) to have been come

14. Выберите нужную форму инфинитива или причастия:

It's very different ... a car in a big city

- a) driven
- b) drove
- c) to be driven
- d) to drive

15. Выберите нужную форму инфинитива Simple Active or Passive:

They were happy ... at home.

- a) to leave
- b) to be leave
- c) to be left
- d) to leaving

16. Выберите нужную форму инфинитива Simple Active or Passive:

I have come here to ... to you.

- a) to be talked
- b) to talk
- c) to talked
- d) to be talking

17. Выберите нужную форму инфинитива или причастия:

Would you like me ... now?

- a) read
- b) to read
- c) to reading

18. Выберите нужную форму инфинитива или причастия

I let him ... late

- a) go
- b) going
- c) went
- d) to go

19. Измените местоимение в общем падеже на местоимение в объектном

падеже:

I want (he) to go to food fair.

20. Измените местоимение в общем падеже на местоимение в объектном падеже:

He would like (she) to play with him.

21. Выберите правильный вариант перевода предложения:

We expect him to sign the contract on Monday.

- a) мы рассчитываем подписать контракт в понедельник
- b) мы хотим, чтобы он подписал контракт в понедельник
- c) мы ожидаем, что он подпишет контракт в понедельник

22. Измените местоимение в общем падеже на местоимение в объектном падеже:

We expect (he) to do It.

23. Выберите нужную форму инфинитива или причастия:

The child wanted ... seriously

- a) to be taken
- b) to take
- c) to took
- d) to be take

24. Измените местоимение в общем падеже на местоимение в объектном падеже:

Let (we) read.

25. Измените местоимение в общем падеже на местоимение в объектном падеже:

Bad weather made (they) return home.

26. Выберите правильный вариант перевода предложения:

They would like us to learn English.

- a) им нравится учить английский
- b) они хотели бы, чтобы мы учили английский
- c) они любят учить нас английскому

27. Выберите правильный вариант перевода предложения:

Let him smoke.

- a) пусть он курит
- b) пусть она курит
- c) заставьте его курить

28. Выберите правильный вариант перевода предложения:

She saw the postman climbing up the stairs.

- a) она видела почтальона
- b) она видела, как почтальон поднимался по лестнице

Контрольная работа

4 курс 7 семестр.

Вариант I

1. Образуйте от данных глаголов причастие II и составьте с ними и с данными существительными словосочетания:

To show, to close, to translate, to cut, to ask, to send.

Article, letter, film, bread, window, question.

2. Выберите подходящую форму причастия:

1. The girl (wash, washed) the floor is my sister.
2. The (losing, lost) book was found at last.
3. I picked up the pen (lying, lain) on the floor.
4. Translate the words (writing, written) on the blackboard.

3. Раскройте скобки, употребляя глаголы в *Present Participle* or *Perfect Participle*:

1. (to do) this task, he was thinking hard.
2. (to read) the story, she closed the book and put it on the shelf.
3. (to eat) all the potatoes, she drank a cup of tea.
4. (to sit) near the fire, he felt very warm.

4. Сделайте из двух предложений одно, используя причастие I.

Пример: *Jim was playing tennis. He hurt his arm. – Jim hurt his arm playing tennis.*

1. I was watching TV. I fell asleep. I
2. The man slipped. He was getting off the bus. The man
3. I was walking home in the rain. I got wet. I
4. Margaret was driving to work yesterday. She had an accident....

Вариант II

1. Образуйте от данных глаголов причастие II и составьте с ними и с данными существительными словосочетания:

To offer, to excite, to hear, to smoke, translate, to write.

Song, student, book, pen, text, cigarette.

2. Выберите подходящую форму причастия:

1. The girl (writing, written) on the blackboard is our best student.
2. The tasks (doing, done) by the students were easy.
3. The wall (surrounding, surrounded) the house was very high.

4. I will show you a picture (painting, painted) by my brother.

3. Раскройте скобки, употребляя глаголы в *Present Participle* or *Perfect Participle*:

1. (to eat) all the potatoes, she drank a cup of tea.
2. (to sit) near the fire, he felt very warm.
3. (to do) this task, he was thinking hard.
4. (to read) the story, she closed the book and put it on the shelf.

4. Сделайте из двух предложений одно, используя причастие I.

Пример: *Jim was playing tennis. He hurt his arm. – Jim hurt his arm playing tennis.*

1. Two firemen were overcome by smoke. They were trying to put up the fire.
2. Margaret was driving to work yesterday. She had an accident....
3. I was walking home in the rain. I got wet. I
4. The man slipped. He was getting off the bus. The man

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Рецензия

на комплект контрольно-оценочных средств

преподавателя Сердюковой Н.А.

по дисциплине «Иностранный язык в профессиональной деятельности»

по специальности 10.02.04 Обеспечение информационной безопасности

телекоммуникационных систем

Комплект контрольно-оценочных средств (КОС) по учебной дисциплине «Иностранный язык» соответствует Федеральному государственному образовательному стандарту (ФГОС) по специальности среднего профессионального образования 10.02.04 Обеспечение информационной безопасности телекоммуникационных систем.

Задача данного комплекта КОС - оценить знания, умения, навыки и компетенции на разных стадиях обучения студентов.

Комплект контрольно-оценочных средств содержит паспорт, в котором указаны требования к результатам освоения учебной дисциплины (знания, умения, общие компетенции), результаты обучения (освоенные умения, усвоенные знания), основные показатели оценки результатов, формы и методы оценивания, распределение оценивания результатов обучения по видам контроля, а также задания для текущего и промежуточного контроля.

Данный комплект КОС также содержит материал к контрольным работам и дифференцированному зачету на английском и немецком языках, который включает в себя грамматический материал, необходимый для выполнения задания при самостоятельной работе.

Список основной и дополнительной литературы соответствует стандарту.

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