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ОЦЕНОЧНЫЕ И МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ ДЛЯ КОНТРОЛЯ ОСВОЕНИЯ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ ДОПОЛНИТЕЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

повышения квалификации
«Английский язык для академических и научных целей для специалистов в области информационных технологий и автоматизации (Часть1)»,

Текущий контроль

Текущий контроль проводится в соответствии с характеристиками контрольных заданий и представлен в табл. 1.

Таблица 1

Характеристика заданий текущего контроля

Наименование дисциплины (модуля)	Форма контроля/ наименование контрольной точки	Пример задания	Критерии оценки
Английский язык для академических и научных целей для специалистов в области информационных технологий и автоматизации (Часть1)			
Грамматика технического текста	Тестирование	**Test 1** **Present Tenses.** **Active Voice** ***Choose the correct item.*** 1. Wow, your house _____ great! **A** is looking **B** looked **C** looks 2. Nowadays, people _____ more hours than before. **A** works **B** are working **C** have been working 3. My dad _____ for work early every	*Оценка:* 5 *Нижний порог выполнения задания в процентах:* 70 *Описание характеристики выполнения знания:* Оценка "отлично" выставляется если задание выполнено в полном объеме или выполнено преимущественно верно. *Оценка:* 4 *Нижний порог выполнения задания в процентах:* 60 *Описание характеристики выполнения знания:* Оценка "хорошо" выставляется если большинство вопросов раскрыто, выбрано верное направление для решения задач. *Оценка:* 3

| | | morning.
A is leaving   **B** leaves   **C** has left

4.   Colin isn't here; he _____ to football practice.
A has gone **B** has been **C** goes

5.   The show _____ at 9 o'clock.
A is ending   **B** will end   **C** ends

6.   I have lived in Spain _____ I was ten.
A ever   **B** for   **C** since

7.   Tracy seldom _____ to the cinema.
A has gone   **B** goes   **C** has been

8.   Jason _____still_____ in the garden.
A is/working
B has / worked
C has / been working

9.   We _____ a party tomorrow.
A have
B are having
C have been having

10. This soup _____ awful!
A is tasting   **B** taste   **C** tastes

11. I _____with what you are saying.
A agree
B am agreeing | |

		C have agreed
		
		12 Ken _____ twenty emails since this morning.
		   A has send **B** has been sending
		C has sent
		
		13. John has _____finished his homework.
		A yet **B** already **C** since
		
		14. I _____Joan is very nice.
		A am thinking
		B have thought
		C think
		
		15. I never _____ George at school.
		A see **B** have seen **C** am seeing
		
		16. The baby _____ often at night.
		A is crying **B** cry **C** cries
		
		17. The boys _____ to CDs in their bedroom now.
		   A listen **B** are listening **C** listens
		
		18. How long _____ you _____the piano?
		A are/playing
		B has/played
		C have / been playing
		
		19. I have _____ been to the theatre before.
		A never **B** ever **C** seldom	

		20. Joe is _____ on time for school. She's never late. **A** usually **B** rarely **C** always 21. Craig has been a doctor _____ ten years. **A** since **B** for **C** yet 22. _____ have you been working as a teacher? **A** When **B** How long ago **C** How long 23. Candice sometimes _____ TV in the evening. **A** watch **B** is watching **C** watches 24. Who _____ my shoes? They're dirty! **A** is wearing **B** has been wearing **C** wears 25. Charlie _____recently _____ to the dentist. **A** has / been **B** is / going **C** has / been going ***Underline the correct variant and explain your choice (at one point both variants are correct).*** 1. Beginner researchers usually need *much/many*	

| | | advice. 2. I want to know *what is research/what research is*. 3. Much research in nanotechnology *has been/was done* recently. 4. I can't say much about *a/the* recent research on intelligence. 5. There are two *focuses/foci* in this research. 6. We want to do a research *in/into* this problem. 7. More than a half of the papers published *proves/prove* this view. 8. A great number of authors *disagree/disagrees* on the point. 9. Statistics *say/says* that there is little connection between the variables. 10. 75% *are/is* a very strong indication. 11. None of the methods *works/work* as well as a laboratory test. 12. There *are/is* a positive and a negative evidence in this study. 13. Research *does/is done* by researchers. 14. There are three *hypotheses/hypothesis* in this research. | |

Промежуточная аттестация

Промежуточная аттестация по программе проводится в форме зачета, экзамена или отчета о стажировке в соответствии с учебным планом. Характеристика заданий представлена в табл. 2.

Таблица 2

Характеристика заданий промежуточной аттестации

Наименование дисциплины (модуля)	Пример задания	Критерии оценки
Английский язык для академических и научных целей для специалистов в области информационных технологий и автоматизации (Часть1)	Не предусмотрено	Не предусмотрено

Итоговая аттестация

Итоговая аттестация по программе проводится в форме *итогового зачета*. Характеристика заданий представлена в табл. 3.

Таблица 3

Характеристика заданий итоговой аттестации

Вид контроля	Краткая характеристика задания	Критерии оценки
Итоговая аттестация	**1.1. Fill in the blanks with the suitable words** **oscilloscope, integrated circuit, latency time, redundancy, embedded systems** 1. Check the_____ to see if this machine is working correctly. 2. A(n)_____ is very small but has several devices attached to it. 3. If the_____ on the machine is too long, it might need a new processor. 4. This factory has low_____ , so it doesn't replace machines quickly. 5. The_____ uses the newest software and hardware.	*Оценка:* зачтено *Описание характеристики выполнения знания:* Оценки «зачтено» заслуживает слушатель, обнаруживший всестороннее, систематическое и глубокое знание учебного и нормативного материала, умеющий свободно выполнять задания, предусмотренные программой. *Оценка:* не зачтено *Описание характеристики выполнения знания:* Оценка «не зачтено» выставляется слушателю, обнаружившему пробелы в знаниях основного учебного материала, допускающему принципиальные ошибки в выполнении предусмотренных программой заданий.

1.2. Read the sentence pairs.
Choose which word or phrase best fits
each blank

1. ***integral / derivative***
a. A(n)_____ action keeps increasing its effort until the error is zero.
b. A(n)_____ action measures the change in error over time.

2. ***oscillation / PID control***
a. _____ uses mathematical functions to increase efficiency.
b. A(n)_____ is a repeated variation in signal.

3. ***logic control / negative feedback***
a. _____ uses binary inputs and outputs.
b. Common thermostats operate on the principle of _____.

2. Choose the correct item.

1. This monument was built …..... the Aztecs.
A with **B** by **C** from

2. The kitchen table ……... yet.
A hasn't been cleaned **B** isn't being cleaned **C** wasn't being cleaned

3. A new shopping centre ...... in the city centre last Saturday.
A has been opened **B** is opened **C** was opened

4. She ...... her teeth checked yesterday morning.
A has had **B** had **C** was having

5. The celebrity ……… at the moment.
A is interviewed **B** is being interviewed **C** has been interviewed

6. America ...... by Christopher Columbus in 1492.
A was discovered **B** has been

discovered   **C** was being discovered

7. The students ……... their exam results next week.

A will be given   **B** are given   **C** will have been given

8. The lock was cut ……… a special tool.

A by   **B** from   **C** with

9. A large amount of goods .... from an electrical shop last night.

A are stolen   **B** were stolen   **C** are being stolen

10. Their Internet connection …....... yesterday afternoon.

A was installed   **B** is installed   **C** is being installed

11. The walls were decorated ……... posters of her favourite pop stars.

A with   **B** from   **C** by

12. The robbery ……... to have been carried out by a single person.

A is being believed   **B** is believed   **C** will be believed

13. The race was won ...... a French athlete.

A with   **B** from   **C** by

14. The student's excuse may .... by the teacher.

A not be believed   **B** not believe   **C** not be believing

15. The football team for the cup final ……... by next week.

A is being selected   **B** is selected   **C** will have been selected

16. A 24-hour strike ……... by civil servants tomorrow.

A will be held   **B** is held   **C** has been held

17. Karl ……... his car serviced once a year.

A has   **B** was having   **C** is having

18. The sculpture ……… by a group of conservationists.

A has restored   **B** is restored   **C** has been restored

19. *Wuthering Heights* was written

……... Emily Bronte.

A with   **B** by   **C** from

20. That film ……... by an Australian director.

A directs   **B** was directed

C directed

21. By this time tomorrow, you ……... notified about the meeting.

A will have been   **C** should be   **B** will be

22. She ……... playing the cello throughout the evening.

A was hearing   **B** was heard   **C** heard

23. Which artist was this portrait painted ………?

A with   **B** from   **C** by

24. She had her secretary ……… her a flight to Paris.

A to book   **B** booking   **C** book

25. The goldfish ……… yet.

A has not been fed   **B** is not feed   **C** has not fed

3. Read the class handout. Then, choose the correct answers.

1. What is the handout mostly about?

A. benefits of combining control systems

B. troubleshooting steps for control systems

C. characteristics of different control systems

D. historical uses of control systems

2. Which control system can create oscillations in the value of PV?

A. proportional control

B. logic control

C. PID control

D. on/off control

3. What is NOT true about the set point of an oven?

A. It is needed to calculate the error.

B. It is used to determine the PV.

C. It is connected to the thermostat.

D. It can prompt a component to turn off.

Review of Control Systems
There are a number of different control systems. Some are very simple? While others are much more elaborate.

Logic control:
In Unit 12.3, we designed control systems using ladder logic. These were simple logic control systems. Historically, logic control systems consisted of multiple small mechanical relays. Today, most logic control systems use microcontrollers instead.

Feedback control:
Simple on/off controls are a type of feedback control. A standard electric oven is a good example. The oven thermostat uses negative feedback to control the heating elements. The thermostat monitors the temperature, or process variable (PV). The elements turn off when the PV passes the set point (SP). The difference between the PV and SP is the error.

Linear control:
Linear control produces a constant control signal. Simple proportional control changes the control signal relative to the error. However, these may produce undesirable oscillations in PV. More advanced PID control uses derivative and integral functions to increase efficiency.

4. *Listen to a conversation between two students.*
Mark the following statements as true (T) or false (F).
1. The man is confused about integral functions in PID control.
2. The woman explains the difference between logic and linear control.
3. According to the woman, logic

| | control parts are sometimes used in linear control systems.

Listen again and complete the conversation.
Student 1: Well, I'm going over my notes. And I don't quite understand the difference between **1** _____ _____ _____ and PID control.
Student 2: Okay. Well, they both respond in proportion to the **2** _____.
Student 1: Right, I knew that. But what do the derivative and integral functions do in **3**_____ _____?
Student 2: Straight proportional control creates **4** _____ in PV. Derivative and integral functions reduce the oscillations.
Student 1: I see. So they make the control signal more precise?
Student 2: Yeah, exactly.
Student 1: And they're both **5** _____ _____, right?
Student 2: Yes. But 6 _____ _____ _____, in the real world there's some overlap. Linear control systems might have some logic control parts. | |

Независимая оценка качества обучения

Независимая оценка качества обучения предполагает внутренний аудит программ ДПО и анкетирование слушателей и/или работодателей по вопросам удовлетворенности процессом и результатами обучения.

Учебно-методическое и информационное обеспечение

а) литература НТБ МЭИ:

1. Петрова, И. В. Английский язык: Информатика и вычислительная техника. Системы автоматического управления: [в 2-х ч.]. Ч. 1 : учебное пособие по курсу "Английский язык" для студентов магистратуры / И. В. Петрова, Ю. Н. Вишнякова, Н. А. Васильева, Нац. исслед. ун-т "МЭИ" (НИУ"МЭИ") . – Москва : Изд-во МЭИ, 2021 . – 168 с. - ISBN 978-5-7046-2440-0 .
http://elib.mpei.ru/elib/view.php?id=11522;
2. Петрова, И. В. Технический перевод для инженеров и исследователей : учебное пособие по курсу "Английский язык" для студентов магистратуры и аспирантов технических университетов / И. В. Петрова, Нац. исслед. ун-т "МЭИ" (НИУ"МЭИ") . – М. : Изд-во МЭИ, 2018 . – 108 с. - ISBN 978-5-7046-2107-2 .

http://elib.mpei.ru/elib/view.php?id=10650.

б) литература ЭБС и БД:

1. А. А. Стрельцов- "Практикум по переводу научно-технических текстов: English ↔ Russian", Издательство: "Инфра-Инженерия", Москва, Вологда, 2019 - (381 с.)
https://biblioclub.ru/index.php?page=book&id=564673.

в) используемые ЭБС:

Не предусмотрено

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