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**МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ**  
**ИРКУТСКИЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ**  
**имени А.А. ЕЖЕВСКОГО**  
**Колледж автомобильного транспорта и агротехнологий**

УТВЕРЖДАЮ:  
Директор



Н.Н. Бельков

«31» марта 2023 г.

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**  
**ДЛЯ ПРОВЕДЕНИЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ**  
**ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

**ОГСЭ.04 ИНОСТРАННЫЙ ЯЗЫК**  
**В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ**

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Специальность 09.02.07 Информационные системы и программирование

(программа подготовки специалистов среднего звена)

Форма обучения: очная (база 11 классов)

1-3 курс - 1, 2, 3, 4, 5 семестр

## 1. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Фонд оценочных средств для промежуточной аттестации по дисциплине **ОГСЭ.04 Иностранный язык в профессиональной деятельности** включает:

- перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы;
- описание шкал оценивания;
- типовые контрольные задания или иные материалы, необходимые для оценки результатов обучения (промежуточной аттестации) по дисциплине, характеризующих этапы формирования компетенций и (или) для итогового контроля сформированности компетенций.

## 2. ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ С УКАЗАНИЕМ ЭТАПОВ ИХ ФОРМИРОВАНИЯ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Рабочая программа дисциплины ОГСЭ.04 Иностранный язык в профессиональной деятельности определяет перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения образовательной программы.

Код	Наименование компетенции (планируемые результаты освоения ОП)	Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенции
<b>Общие компетенции</b>		<b>В области знания и понимания (А)</b>
ОК 01	Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам.	<b>Знать:</b> лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.
ОК 02	Использовать современные средства поиска, анализа и интерпретации, информации и информационные технологии для выполнения задач профессиональной деятельности.	
ОК 04	Эффективно взаимодействовать и работать в коллективе и команде.	<b>В области интеллектуальных навыков (В)</b>
ОК 05	Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста.	<b>Уметь:</b> общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; переводить (со словарем) иностранные тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.
ОК 09	Пользоваться профессиональной документацией на государственном и иностранном языках.	

В рабочей программе дисциплины ОГСЭ.04 Иностранный язык в профессиональной деятельности **ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ** определены тематическим планом.

### 3. ОПИСАНИЕ ШКАЛ ОЦЕНИВАНИЯ

При проведении промежуточной аттестации в колледже используются традиционные формы аттестации:

Форма промежуточной аттестации	Шкала оценивания
Контрольная работа	"зачтено", "незачтено"
ЗАЧЕТ	"зачтено", "незачтено"
ЭКЗАМЕН	"отлично", "хорошо", "удовлетворительно", "неудовлетворительно"

### 4. ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ ИЛИ ИНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ (ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ) ПО ДИСЦИПЛИНЕ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ И (ИЛИ) ДЛЯ ИТОГОВОГО КОНТРОЛЯ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИИ

4.1. Примерный перечень вопросов к зачету для оценивания результатов обучения в виде ЗНАНИЙ (ОК 02, ОК 05).

#### III СЕМЕСТР

Безличные и неопределенно-личные предложения.

Побудительные предложения (Imperative Sentences).

Причастие первое (Participle I).

Причастие второе (Participle II).

Страдательный залог (Passive Voice).

Условные придаточные предложения реального и нереального действия (Conditional Clauses).

#### IV СЕМЕСТР

Инфинитив (The Infinitive)

Герундий (The Gerund).

Сложное подлежащее (Complex Subject).

Сложное дополнение (Complex Object).

Прямая речь (Direct Speech).

Косвенная речь (Indirect Speech).

#### V СЕМЕСТР

What is IBM (International Business Machines).

From the History of Computers.

IBM PC architecture.

#### VI СЕМЕСТР

Constants and Operands. Константы и Операнды.

Extensible Markup Language. Расширяемый язык.

Hyper Text Markup Language. Язык гипертекстовой разметки.

## VII СЕМЕСТР

The main areas of application of computers.

Computers of Tomorrow.

Computer and Humanity.

Computer Security.

**4.2. Примерный перечень простых практических контрольных заданий к зачету для оценивания результатов обучения в виде УМЕНИЙ (ОК 01, ОК 02, ОК 04, ОК 05, ОК 09).**

## III СЕМЕСТР ОК 02, ОК 05

### I. Grammar and Vocabulary

#### 1. Заполните пропуски подходящим артиклем *a /the*

- 1) Do you have ... sister?
- 2) .... flat is spacious.
- 3) Where are ... jeans?
- 4) There is ... piece of cake on ... plate.

#### 2. Составьте из слов предложения

- 1) Например: Madrid Jorge from comes *Jorge comes from Madrid.*
- 2) a policeman from is John a New York
- 3) b married sister is your ?
- 4) c isn't coffee nice English very

#### 3. Напишите следующие существительные во множественном числе:

a potato, a life, a way, a sock, a kettle, a discovery, a woman, a child, a box.

#### 4. Выберите правильную форму притяжательного падежа

- 1) ..... dad is a teacher.  
A Sarah's    B Sarah    C Sarahs'
- 2) This is ..... dog.  
A I    B my    C mine
- 3) That car is .....  
A they    B their    C theirs
- 4) Is this ..... ball?  
A your    B you    C yours

#### 5. Выберите правильный ответ:

Example

- Where she from?                    X  
Where does she from?            X  
Where is she from?                •

- 1    a   Sally is a nice girl, and I like.
- b   Sally is a nice girl, and I like her.
- c   Sally is a nice girl, and I like him.
- 2    a   Peter works with his father.

b Peter works with he's father.

c Peter works with him father.

3 a Sally and Tim live in Madrid.  
They're flat is lovely,

b Sally and Tim live in Madrid. Their flat  
is lovely.

c Sally and Tim live in Madrid. There flat  
is lovely.

4 a She lives in a house or a flat?

b Does she lives in a house or a flat?

c. Does she live in a house or a flat?

**6. Заполните пропуски нужной формой глагола to be**

1). There \_\_\_\_ two books on the sofa.

2). There \_\_\_\_ a lamp next to the television.

3). Is there a table? Yes, there \_\_\_\_.

4). How many chairs \_\_\_\_\_ there in the living room?

**7. Заполните пропуски подходящими по смыслу предлогами места (on, behind, in front of, near)**

1). There is a magazine \_\_\_\_ the table.

2). There is a wall \_\_\_\_\_ the TV set.

3). There is a table \_\_\_\_ \_\_\_\_ the sofa.

4). There is a lamp \_\_\_\_\_ an arm-chair.

**8. Заполните пропуски местоимениями much/many/few/little “little” or “few”.**

1). There is ....money in the wallet.

2). I've got a ..... books.

3). There is ..... butter left. We need to buy some.

4). There is a ..... pizza in the fridge if you are hungry.

**“much” or “many”.**

1). Do you drink ... tea?

2). There isn't .... milk in the fridge.

3). Most of the town is modern – there aren't ... old buildings.

4). He hasn't got ... friends.

**9. Употребите прилагательное, данное в скобках, в подходящей степени сравнения.**

1). I don't like this house. I prefer (modern) houses.

2). My chair isn't very comfortable. Yours is (comfortable) than mine.

3). This building is very old. It's (old) in the town.

4). The weather wasn't very good yesterday but it's (good) today.

**10. Заполните пропуски подходящими предлогами времени (in, at, on,at).**

- 1). Goodbye! See you ... Friday.
- 2). I start work ... 8 o'clock.
- 3). I can't sleep ... night.
- 4). Do you often go out .... the evening?

**11. Заполните пропуски подходящей формой глагола have или has.**

- 1) Tim ... two sisters.
- 2) ... you got a camera?
- 3) It's a nice house but it ... not got a garden.
- 4) I .... blue eyes.

**12. Замените существительные с предлогом of существительными в притяжательном падеже:**

a meeting of students, the house of his parents, the children of my sister Mary.

**13. Употребите нужную форму личных местоимений:**

- 1) I often see (they, them) in the bus.
- 2) She lives near (we, us).
- 3) (We, us) always walk to school together.
- 4) He teaches (we, us) English.
- 5) She sits near (I, me) during the lesson.

**14. Заполните пропуски "some" или "any"**

1 I can see a house, a lake and.... trees. 2 There aren't .... banana trees in Scotland. 3. Are there ... messages for me? 4. Would you like ... grapes?

**15. Запишите словами следующие количественные числительные:**

5, 3, 7, 8, 10, 11, 12, 14, 16, 18, 20, 21, 22, 34, 100.

**II. Reading and comprehension**

**Прочитайте текст. Ответьте на вопросы.**

The Brenners

The Brenner family has a mom, a dad, three boys, two dogs, a hamster and four frogs. They are very happy. Their house is very small. Mom and Dad share one bedroom. The three boys share one bedroom. Their names are Billy, Bobby, and Brad. All the pets sleep in the living room.

Mr. and Mrs. Brenner came home today from the doctor with news. It is very big news. "There are going to be two more of us," Mrs. Brenner says with a smile. "I am pregnant." Billy, Bobby, and Brad cheer. "We will have a basketball team," Billy says. "And do you know what Dad and I have decided we need?" asks Mrs. Brenner. "A coach?" asks Bobby. "No," Mr. Brenner says

with a laugh. "A bigger house. "Over the next week, the Brenner family starts looking for a new house. On Monday, they see a brick house with a big front porch. It has three bedrooms.

Mr. Brenner likes this one. On Thursday, they see a wooden house with a big backyard. It has four bedrooms. Mrs. Brenner thinks this house is great. On Saturday, they see a house with four bedrooms and a pool. The boys like this house a lot. They dream of having their friends over for a swim. "But it's smaller than the house we live in now!" Mrs. Brenner says. All of the houses cost a lot of money. "I think we need to save more money before we buy a bigger house," says Mr. Brenner. Mrs. Brenner agrees. Soon, two new babies arrive in their very small house. Their names are Brandi and Brooke. The two baby girls sleep in a crib by their parents' bed. Mr. Brenner buys a basketball hoop and puts it in the driveway.

**1. What is the Brenner house like?**

I. crowded

II. small

III. dirty

**2. Who shares a bedroom?**

I. Billy and Mom

II. Mom and Dad

III. Billy, Bobby, and Brad

**3. What pets do the Brenners have?**

I. two dogs

II. a parrot

III. four cats

**4. Why does Bobby say the Brenners need a coach?**

I. because Mr. Brenner is too busy to coach

II. because they need help buying a house

III. because they will soon have enough kids for a basketball team

**5. Which house does Mr. Brenner like?**

I. the one with a pool

II. the one with a big backyard

III. the one with a big front porch

**6. Which house does Mrs. Brenner like?**

I. the one with a big front porch

II. the one with a big backyard

III. the one with a swimming pool

**7. What must Mr. and Mrs. Brenner do before buying a new house?**

I. get new jobs

II. have the babies

III. save more money

**IV CЕМЕСТР OK 02, OK 05**

**1. Translate into English using the construction “to be going to”:**

1. Ее племянник собирается пробежаться трусцой утром.
2. Его племянница собирается повязать вечером.
3. Они намереваются пойти в пеший поход на каникулах?
4. – Да. Они намереваются пойти в пеший поход на каникулах.
5. Вы намереваетесь сходить в кино сегодня вечером?
6. - Да. Я намереваюсь пойти в кино сегодня вечером.

**2. Replace modal verbs with their equivalents:**

1. My mother-in-law **can** sew.
2. Their cats **may** sleep on the sofa.
3. He **must** attend this lecture.
4. You **must** pass your exam.
5. The lesson **must** begin at half past eight.
6. We **must** visit our grandparents.

**3. Insert “many”, “much”, “a few”, “a little”, “few”, “little”:**

1. I'm good at Russian. There are only ... mistakes in my essays.
2. He has ... money. He is a rich businessman.
3. We have spent ... dollars. We have to find a job and to work hard now.
4. There were ... students in the classroom. It was too early.
5. “The sauce is very dense. Add ... water please!” – asked she him.
6. I am not a sweet tooth. I would like to drink a cup of tea with ... sugar.

#### **4. Translate into English paying attention to the Tenses:**

1. Он обычно обедает в столовой. (**Present Simple**)
2. Он вчера обедал в столовой. (**Past Simple**)
3. Он завтра пообедает в столовой. (**Future Simple**)
4. Он сейчас обедает в столовой. (**Present Continuous**)
5. Когда я пришел в колледж, он обедал в столовой. (**Past Simple, Past Continuous**)
6. Он будет обедать завтра в столовой с двенадцати до полпервого. (**Future Continuous**)
7. Он только что пообедал в столовой. (**Present Perfect**)
8. Когда я пришел в колледж, он уже пообедал в столовой. (**Past Simple, Past Perfect**)
9. К тому времени, когда я доберусь до колледжа, он уже пообедает в столовой. (**Future Simple, Future Perfect**)

#### **5. Transform the Reported Speech into the Direct Speech:**

I asked him why he was tired.

We wanted to know if Kate had broken the car.

He asked if they could meet on Tuesday.

I wondered how often she used the washing-machine.

Mother wanted to know if we would invite him to the party.

#### **V СЕМЕСТР ОК 02, ОК 05**

##### **Grammar and Vocabulary**

##### **1. Заполните пропуски глаголом be в форме Present Simple.**

- 1) We .... full-time students.
- 2) Ned Blackmore ... a part-time student.
- 3) Peter and I ... the only boys in our class.
- 4) I ... a first year student.

##### **2. Поставьте глаголы в скобках в форму Present Simple.**

- 1) As a rule, I (get up) early.
- 2) He (attend) classes every day.
- 3) She (have) a lesson of History on Monday.
- 4) Eric and Jim (study) English.

##### **3. Ниже даны предложения в Present Simple. Прочитайте и напишите их а) в Past Simple б) в Future Simple**

- 1) He teaches us English.
- 2) The lesson is over.
- 3) I get scholarship.
- 4) We study by correspondence.

##### **4. Выберите правильную форму глагола (Simple или Continuous)**

- 1) I *studied/was studying* physics at the university.
- 2) I *'m taking a course/take a course* in Philosophy now.
- 3) I hope, they will go/will be going to the library on Friday.
- 4) She *entered/ was entering* Academy last year.

##### **5. Поставьте глаголы в скобках в форму Present Perfect (have/has + V ed/en).**

1. We just (plan) our work with my tutor.
2. I already (write) my essay.
3. The Harvard University (educate) a lot of famous people.
4. She (read) the book.



**6. Перепишите предложения, заменив форму Continuous на форму Perfect. Обратите внимание на изменение смысла предложения.**

- 1) Joan's writing an essay.
- 2) Her brother's graduating from Academy this year.
- 3) Her little sister is reading a lot

**7. Не меняя временной формы, измените форму Continuous на форму Perfect Continuous, добавив обстоятельство времени.**

Пример: She's dancing (for an hour).

***She has been dancing for an hour.***

- 1) They are working in the laboratory (the whole day).
- 2) I'm waiting for you (since 10 o'clock).
- 3) They were arguing for (a long time).

**8. Выберите правильный вариант.**

- 1) Oxford and Cambridge are ... universities.
  - a) English
  - b) Russian
  - c) American
- 2) All students pay ... for study.
  - a) a grant
  - b) a fee
  - c) a credit
- 3) Harvard University has educated many ...
  - a) musicians
  - b) politicians
  - c) sportsmen

**9. Выберите подходящий глагол learn, teach, study:**

- 1) I don't understand German myself. I .....it at school, but forgot every word of it.  
A. studied    B. learnt    C. taught
- 2) Jane has always liked medicine; now she .....to be a doctor.  
A. is studying    B. is learning    C. is teaching
- 3) . Peter was a good teacher; he ..... Heinz everything he knew himself.  
A. studied    B. learnt    C. taught

**10. Заполните пропуски предлогами (in, at, of, on, after, by):**

- My friend graduated ... the institute ... 1995.
- His mother studied ... Moscow University.
- The institute is headed ... the director.
- Her brother studied ... correspondence.
- I like Prof. Pavlenko's lectures ... economics.
- The Economics Department was founded ... July 30, ... 1950.
- Miss Adams is a Bachelor ... Management.

## 11. Составьте предложение из следующих слов.

- 1) There/ in Russia./ are/ and/ public/ institutions/ private
- 2) monthly/My/ is/ grant/ very/ not/ big./
- 3) My/ studies/ Cambridge./ sister/ at/
- 4) a year./ Students/ examinations/ at/ end of/ have/ the/
- 5) am/ student/ of/ a/ economics./ I/

## II. Reading and comprehension

Прочитайте текст. Ответьте на вопросы.

### University of Oxford

The University of Oxford (informally referred to as Oxford University or simply Oxford) is a research university located in Oxford, England. Although its exact date of foundation is unclear, there is evidence of teaching as far back as 1096. Oxford is the oldest university in the English-speaking world, and the second-oldest surviving university in the world, after the University of Bologna.

The University of Oxford is commonly abbreviated as "Oxon.", from the Latin Universitas Oxoniensis. Since 2007, "Oxf" has been used in official university publications.


The university has a long history. It grew rapidly from 1167 when Henry II banned English students from attending the University of Paris. After disputes between students and Oxford townsfolk in 1209, some academics fled north-east to Cambridge, where they established what became the University of Cambridge.

Most teaching at Oxford is organised around weekly tutorials at self-governing colleges and halls, supported by classes, lectures. Laboratory work is organised by university faculties and departments. Oxford regularly contends (соперничает) with Cambridge for first place.

The university is home to the Clarendon Scholarships for graduate students. Around 20,000 students applied in 2012-13 for 150 scholarships. For more than a century, it has also served as the home of the Rhodes Scholarship, which brings students from a number of countries to study at Oxford as postgraduates



### Questions about the text

1. The University of Oxford is the oldest university in England.  
a. true   b. false   c. we don't know
2. Oxon is the old name of Oxford.  
a. true   b. false   c. we don't know
3. There has always been a competition between Cambridge and Oxford.  
a. true   b. false   c. we don't know
4. In 1167 Henry II banned students from attending the University of Oxford.   
a. true   b. false   c. we don't know

## **VI CEMECTP OK 02, OK 05**

### **1. Read and translate the text and answer the questions.**

#### **Computers**

Generally, any device that can perform numerical calculations, even an adding machine, may be called a computer but nowadays this term is used especially for digital computers. Computers that once weighed 30 tons now may weigh as little as 1.8 kilograms. Microchips and microprocessors have considerably reduced the cost of the electronic components required in a computer. Computers come in many sizes and shapes such as special-purpose, laptop, desktop, minicomputers, supercomputers.

Special-purpose computers can perform specific tasks and their operations are limited to the programmes built into their microchips. These computers are the basis for electronic calculators and can be found in thousands of electronic products, including digital watches and automobiles. Basically, these computers do the ordinary arithmetic operations such as addition, subtraction, multiplication and division.

General-purpose computers are much more powerful because they can accept new sets of instructions. The smallest fully functional computers are called laptop computers. Most of the general-purpose computers known as personal or desktop computers can perform almost 5 million operations per second.

Today's personal computers are known to be used for different purposes: for testing new theories or models that cannot be examined with experiments, as valuable educational tools due to various encyclopedias, dictionaries, educational programmes, in book-keeping, accounting and management. Proper application of computing equipment in different industries is likely to result in proper management, effective distribution of materials and resources, more efficient production and trade.

Minicomputers are high-speed computers that have greater data manipulating capabilities than personal computers do and that can be used simultaneously by many users. These machines are primarily used by larger businesses or by large research and university centers. The speed and power of supercomputers, the highest class of computers, are almost beyond comprehension, and their capabilities are continually being improved. The most complex of these machines can perform nearly 32 billion calculations per second and store 1 billion characters in memory at one time, and can do in one hour what a desktop computer would take 40 years to do. They are used commonly by government agencies and large research centers. Linking together networks of several small computer centers and programming them to use a common language has enabled engineers to create the supercomputer. The aim of this technology is to elaborate a machine that could perform a trillion calculations per second.

1. What are the main types of computers?
2. How do the computers differ in size and methods of their application?
3. What are the main trends in the development of the computer technology?

## **VII CEMECTP OK 01, OK 02, OK 04, OK 05, OK 09**

- к дифференцированному зачету для оценивания результатов обучения в виде УМЕНИЙ.

### **1. Match the first half of each sentence with the most appropriate second half**

1. What distinguishes a computer from other machines	a. it is not necessary to possess all of those rare qualities.
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2. Programming is the act of writing instructions	b. for human-computer or computer-computer communication.
3. To be a good programmer	c. it took many years of intense effort for you to learn it.
4. Natural languages are not well suited	d. requires knowing the context
5. Although English may seem very simple,	e. is its programmability.
6. Understanding the intended meaning of an utterance	f. to describe the precise steps and decisions needed in a computer program.
7. Natural languages are not well-suited	g. that make the computer do something useful.

## 2. Answer the following questions:

1. What can computer do with the right program?
2. Can you explain what programmability is?
3. What is programming and why good programs can be compared with masterpieces of arts?
4. What kind of person can become a good programmer?
5. What percent of the English word stock does an average Englishman know?
6. Can you give your own examples of natural languages ambiguity?
7. What does the irregularity of natural languages mean? Try to explain on yourself.
8. Why are natural languages not able to describe precise steps and decisions needed in a computer program?
9. Can you summarize all reasons why natural languages are not well suited for programming?

## 3. Translate sentences from Russian into English:

1. Компьютерное программирование – это деятельность, результатом которой является последовательность инструкций для компьютера.
2. К счастью, чтобы быть хорошим программистом, не обязательно обладать этими редкими качествами.
3. Существует несколько причин, по которым естественные языки не подходят для общения между человеком и компьютером.
4. Изучение естественного языка может отнять несколько лет интенсивных усилий.
5. Неоднозначность естественных языков также не позволяет использовать их для программирования.
6. К сожалению, во всех естественных языках правила грамматики имеют исключения, которые нужно заучивать.
7. Естественные языки обладают тенденцией к избыточности, что не позволяет называть их экономичным средством выражения мыслей.
8. Эффективный язык программирования нуждается в средствах абстракции, с помощью которых сложные объекты можно называть и обращаться с ними как с единым целым.
9. Характеристика, которая отличает компьютер от других устройств – это программируемость.

## 4. Read and translate the text.

Make up three General, three Special and three Disjunctive (Tag Question) Questions.

## COMPUTER CRIMES

More and more, the operations of our businesses, governments, and financial institutions are controlled by information that exists only inside computer memories. Anyone clever enough to modify this information for his own purposes can reap substantial rewards. Even worse, a number of people who have done this and been caught at it have managed to get away without punishment.

These facts have not been lost on criminals or would-be criminals. A recent Stanford Research Institute study of computer abuse was based on 160 case histories, which probably are just the proverbial tip of the iceberg. After all, we only know about the unsuccessful crimes. How many successful ones have gone undetected is anybody's guess.

Here are a few areas in which computer criminals have found the pickings all too easy. **Banking.** All but the smallest banks now keep their accounts on computer files. Someone who knows how to change the numbers in the files can transfer funds at will. For instance, one programmer was caught having the computer transfer funds from other people's accounts to his wife's checking account. Often, tradition ally trained auditors don't know enough about the workings of computers to catch what is taking place right under their noses.

**Business.** A company that uses computers extensively offers many opportunities to both dishonest employees and clever outsiders. For instance, a thief can have the computer ship the company's products to addresses of his own choosing. Or he can have it issue checks to him or his confederates for imaginary supplies or ser vices. People have been caught doing both.

**Credit Cards.** There is a trend toward using cards similar to credit cards to gain access to funds through cash-dispensing terminals. Yet, in the past, organized crime has used stolen or counterfeit credit cards to finance its operations. Banks that offer after-hours or remote banking through cash-dispensing terminals may find themselves unwillingly subsidizing organized crime.

**Theft of Information.** Much personal information about individuals is now stored in computer files. An unauthorized person with access to this information could use it for blackmail. Also, confidential information about a company's products or operations can be stolen and sold to unscrupulous competitors. (One attempt at the latter came to light when the competitor turned out to be scrupulous and turned in the people who were trying to sell him stolen information.)

**Software Theft.** The software for a computer system is often more expensive than the hardware. Yet this expensive software is all too easy to copy. Crooked computer experts have devised a variety of tricks for getting these expensive programs printed out, punched on cards, recorded on tape, or otherwise delivered into their hands. This crime has even been perpetrated from remote terminals that access the computer over the telephone.

(9) **Theft of Time-Sharing Services.** When the public is given access to a system, some members of the public often discover how to use the system in unauthorized ways. For example, there are the "phone freakers" who avoid long distance telephone charges by sending over their phones control signals that are identical to those used by the telephone company.

Since time-sharing systems often are accessible to anyone who dials the right telephone number, they are subject to the same kinds of manipulation.

Of course, most systems use account numbers and passwords to restrict access to authorized users. But unauthorized persons have proved to be adept at obtaining this information and using it for their own benefit. For instance, when a police computer system was demonstrated to a school class, a precocious student noted the access codes being used; later, all the student's teachers turned up on a list of wanted criminals.

**Perfect Crimes.** It's easy for computer crimes to go undetected if no one checks up on what the computer is doing. But even if the crime is detected, the criminal may walk away not only unpunished but with a glowing recommendation from his former employers.

Of course, we have no statistics on crimes that go undetected. But it's unsettling to note how many of the crimes we do know about were detected by accident, not by systematic audits

or other security procedures. The computer criminals who have been caught may have been the victims of uncommonly bad luck.

For example, a certain keypunch operator complained of having to stay overtime to punch extra cards. Investigation revealed that the extra cards she was being asked to punch were for fraudulent transactions. In another case, disgruntled employees of the thief tipped off the company that was being robbed. An undercover narcotics agent stumbled on still another case. An employee was selling the company's merchandise on the side and using the computer to get it shipped to the buyers. While negotiating for LSD, the narcotics agent was offered a good deal on a stereo!

Unlike other embezzlers, who must leave the country, commit suicide, or go to jail, computer criminals sometimes brazen it out, demanding not only that they not be prosecuted but also that they be given good recommendations and perhaps other benefits, such as severance pay. All too often, their demands have been met.

Why? Because company executives are afraid of the bad publicity that would result if the public found out that their computer had been misused. They cringe at the thought of a criminal boasting in open court of how he juggled the most confidential records right under the noses of the company's executives, accountants, and security staff. And so another computer criminal departs with just the recommendations he needs to continue his exploits elsewhere.

**Разработчик:**

Преподаватель первой квалификационной категории



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Председатель ПЦК



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