ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАТЕЛЬНОЕ
ЧАСТНОЕ УЧРЕЖДЕНИЕ
«ГУМАНИТАРНО-ПЕДАГОГИЧЕСКИЙ КОЛЛЕДЖ»

Адрес: РД. г. Махачкала ул. Аскерханова 13 «А» /; Тел: 8-(988)-784-51-56;
Сайт: www.gpk-college.ru /; E-mail: gpk-college@mail.ru

УТВЕРЖДАЮ
Заместитель директора
по учебно-методической работе
_____Х.М.Нуцачалиева
«30» 08 2024г.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

для оценки результатов освоения учебной дисциплины

СГ.02 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Специальность: *09.01.03. Оператор информационных систем и ресурсов*
Квалификация выпускника: *Оператор информационных систем и ресурсов*

Махачкала, 2024

Фонд оценочных средств учебной дисциплины разработан на основе ФГОС СПО по профессии 09.01.03 Оператор информационных систем и ресурсов (утвержденного приказом Минпросвещения России от 11.11.2022 № 974.

Организация-разработчик: Профессиональное образовательное частное учреждение «Гуманитарно-педагогический колледж»

Разработчик: Рамазанова С.А., преподаватель ПОЧУ «ГПК».

Содержание

Назначение фонда оценочных средств 5
I. ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ С УКАЗАНИЕМ ЭТАПОВ ИХ ФОРМИРОВАНИЯ ВПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ 6
1.1.Перечень формируемых компетенций.....6
1.2. Компонентный состав компетенций 6
II.ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ НА РАЗЛИЧНЫХ ЭТАПАХ ИХ ФОРМИРОВАНИЯ, ОПИСАНИЕ ШКАЛ ОЦЕНИВАНИЯ.....10
2.1 Структура фонда оценочных средств для текущего контроля и промежуточной аттестации 10
2.2 Критерии оценивания компетенций на различных этапах их формирования по видам оценочных средств 16
2.3. Критерии и шкала оценивания результатов обучения по дисциплине при экзамене / зачете / дифференцированном зачете 27
III ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ ИЛИ ИНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ ЗНАНИЙ, УМЕНИЙ, ПРАКТИЧЕСКОГО ОПЫТА, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ.....30
IV. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ОПРЕДЕЛЯЮЩИЕ ПРОЦЕДУРЫ ОЦЕНИВАНИЯ ЗНАНИЙ, УМЕНИЙ, ПРАКТИЧЕСКОГО ОПЫТА, ХАРАКТЕРИЗУЮЩИЕ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ 149

Назначение фонда оценочных средств

Фонд оценочных средств (ФОС) составляется в соответствии с требованиями ФГОС СПО для проведения промежуточной аттестации обучающихся по дисциплине на соответствие их учебных достижений поэтапным требованиям соответствующей программе подготовке специалистов среднего звена (ППССЗ).

Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине включает в себя: перечень компетенций с указанием этапов их формирования в процессе освоения ППССЗ; описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания; типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения ППССЗ; методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций.

Фонд оценочных средств сформирован на основе ключевых принципов оценивания:

- валидности: объекты оценки должны соответствовать поставленным целямобучения;
- надежности: использование единообразных стандартов и критериев дляоценивания достижений;
- объективности: разные студенты должны иметь равные возможностидобиться успеха.

Основными параметрами и свойствами ФОС являются:

- предметная направленность (соответствие предмету изучения конкретной учебной дисциплины);
- содержание (состав и взаимосвязь структурных единиц, образующих содержание теоретической и практической составляющих учебной дисциплины);
- объем (количественный состав оценочных средств, входящих в ФОС);
- качество оценочных средств и ФОС в целом, обеспечивающее получение объективных и достоверных результатов при проведении контроля с различнымицелями.

I.ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ С УКАЗАНИЕМ ЭТАПОВ ИХ ФОРМИРОВАНИЯ ВПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

1.1.Перечень формируемых компетенций

код компетенции	формулировка компетенции
ОК	**ОБЩИЕ КОМПЕТЕНЦИИ**
ОК-1	ОК 01. Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам.
ОК-2	ОК 02. Осуществлять поиск, анализ и интерпретацию информации, необходимой для выполнения задач профессиональной деятельности.
ОК-3	ОК 03. Планировать и реализовывать собственное профессиональное и личностное развитие.
ОК-4	ОК 04. Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.
ОК-5	ОК 05. Осуществлять устную и письменную коммуникацию на государственном языке с учетом особенностей социального и культурного контекста.
ОК-6	ОК 06. Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей.

1.2. КОМПОНЕНТНЫЙ СОСТАВ КОМПЕТЕНЦИЙ

Код и формулировка компетенции	**Компонентный состав компетенции**		
	умеет:	**знает:**	**Имеет практический опыт:**
ОК 01. Выбир	-**У1**:общаться (устно и	-**З1**:Системно анализировать	-**ПО 1**:владение иностранной терминологией;

ать способы решения задач профессиональной деятельности, применительно к различным контекстам.	письменно) на иностранном языке на профессиональные и повседневные темы; -**У2**:Проявляет серьезную мотивацию к профессии; - **У3:**Стремиться разобраться и быстро освоить необходимые знания и умения; - **У4:**Проявляет сообразительность, аналитические способности, системное мышление, эрудицию.	информацию; -**З2:**использовать теоретические знания для генерации новых идей; - **З3:** пополнить багаж новыми профессиональным и знаниями и умениями.	- **ПО 2:** лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности; - **ПО 3:** тщательная подготовка по основам профессиональных знаний
ОК 02. Осуществлять поиск, анализ и интерпретацию информации, необходимой для выполнения задач профессиональной деятельности.	**-У1:** Стремиться самостоятельно искать, извлекать, систематизировать, анализировать и отбирать необходимую для решения учебных задач информацию, организовывать, преобразовывать, сохранять и передавать ее **-У2:** Умеет осознано воспринимать информацию, распространяемую по каналам СМИ	**-З1:** Склонен ориентироваться в информационных потоках, умеет выделять в них главное и необходимое **-З2:** Стремится критически осмысливать полученные сведения, применять их для расширения своих знаний	**-ПО 1:** формулирует вопросы, нацеленные на получение недостающей информации; **-ПО 2:** характеризует произвольно заданный источник информации в соответствии с задачей **-ПО 3:** Владеет письменной и устной коммуникацией на родном языке
ОК 03. Планировать и реализовывать	**-У1:** Имеет способность к анализу и синтезу **-У2:** Способен применять знания на практике **--У3:** Способен	**-З1**: планирует деятельность по решению задачи в рамках заданных (известных) технологий	**-ПО 1:** Способен оценивать качество выполненной работы **-ПО 2:** Способен самостоятельно решать возникающие проблемы **-ПО 3:** Анализирует нормативные правовые

собственное профессиональное и личностное развитие.	ставить цели **-У4:** Проявляет организаторские способности **-У5:** Стремиться к планированию при выполнении поставленных задач		документы **-ПО 4:** Классифицирует нормативные правовые документы **-ПО 5:** Избирает нормативные правовые документы, необходимые для профессиональной деятельности **-ПО 6:** Использует на практике нормативные правовые документы, необходимые для профессиональной деятельности
ОК 04. Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.	**-У1:** Умеет слушать собеседников Проявляет умение работать в команде на общий результат **-У2:** Умеет проявлять справедливость, доброжелательность	**-З1:** Проявляет навыки межличностного общения **-З2:** Демонстрирует организаторские способности	**-ПО 1:** Вдохновляет всех членов команды вносить полезный вклад в работу **-ПО 2:** Организует работу малой группы **-ПО 3:** Определяет, какая поддержка требуется членам команды, и оказывает такую поддержку **-ПО 4:** Положительно реагирует на вклад в команду коллег
ОК 05. Осуществлять устную и письменную коммуникацию на государственном языке с учетом особенностей	**-У1:** Стремиться освоить работу с разными видами информации: диаграммами, символами, графиками, текстами, таблицами и т.д.	**-З1:** Проявляет желание работать с книгами, учебниками, справочниками, атласами, картами, определителями, энциклопедиями, каталогами, словарями, CD-Rom, Интернет	**-ПО 1:** Владеет современными средствами получения и передачи информации (факс, сканер, компьютер, принтер, модем, копир и т.д.) и информационными и телекоммуникационными технологиями (аудио-, видеозапись, электронная почта, СМИ, Интернет). **-ПО 2:** Результативность и широта использования информационно-коммуникационных технологий при решении профессиональных задач.

социального и культурного контекста.			
ОК 06. Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей.	**-У1:** Проявляет ответственность за выполняемую работу	**-З1:** Рационально организовывать деятельность и проявление инициативы в условиях командной работы; **-З2:** Рационально организовывать работу подчиненных, своевременность контроля и коррекции (при необходимости) процесса и результатов выполнения ими заданий.	**-ПО 1:** Берет ответственность за принятие решений на себя, если необходимо продвинуть дело вперед

II.ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ НА РАЗЛИЧНЫХ ЭТАПАХ ИХ ФОРМИРОВАНИЯ, ОПИСАНИЕ ШКАЛ ОЦЕНИВАНИЯ

2.1 Структура фонда оценочных средств для текущего контроля и промежуточной аттестации

№ п/п	контролируемые темы дисциплины	код контролируемой компетенции	планируемые результаты обучения, характеризующие этапы формирования компетенций	Наименование оценочного средства	
				текущий контроль успеваемости	промежуточная аттестация
1.	Тема: Information Technology	ОК-2 ОК-3 ОК-4 ОК-10	ОК-2 Знать: З1, З2,З3, З4,З5 Уметь: У1 ОК-3 Знать: З1, З2, З3, З4,З5 Уметь: У1, У2, У3, У4, У5, У6, У7. ОК-4 Знать: З1, З2 Уметь: У1, У2 ОК-10 Знать: З1 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; тесты
2.	Тема 2: What is new media? Developing of Telecommunications	ОК-4 ОК-6 ОК-10	ОК-4 Знать: З1,З2 Уметь: У1, У2 ОК-6 Знать: З1,З2,З3. Уметь: У1, У2, У3, У4. ОК-10 Знать: З1 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; тесты
3.	Тема 3: Computer. The history of computers. Types of computers. Computer Applications	ОК-4 ОК-5 ОК-10	ОК-4 Знать: З1,З2 Уметь: У1, У2 ОК-5 Знать: З1 Уметь: У1 ОК-10	-Тестовые задания; -вопросы для обсуждения; - грамматичес	Теоретические вопросы; Тесты; Устные разговорные темы

			Знать: З1 Уметь: У1, У2, У3.	кие и лексические упражнения.	
4.	Тема 4: The main parts of the system	ОК-4 ОК-5 ОК-10	ОК-4 Знать: З1,З2 Уметь: У1, У2 ОК-5 Знать: З1 Уметь: У1 ОК-10 Знать: З1 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; Тесты; Устные разговорные темы
5.	Тема 5: Types of Software	ОК-4 ОК-5 ОК-10	ОК-4 Знать: З1,З2 Уметь: У1, У2 ОК-5 Знать: З1 Уметь: У1 ОК-10 Знать: З1 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; Тесты; Устные разговорные темы
6.	Тема 6: Programming languages	ОК-2 ОК-3 ОК-4 ОК-6 ОК-10	ОК-2 Знать: З1,З2,З3, З4,З5 Уметь: У1 ОК-3 Знать: З1,З2,З3, З4,З5 Уметь: У1, У2, У3, У4, У5, У6, У7. ОК-4 Знать: З1,З2 Уметь: У1, У2 ОК-6 Знать: З1,З2,З3. Уметь: У1, У2, У3, У4. ОК-10 Знать: З1 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; тесты
7.	Тема 7: Data Processing and Data Processing	ОК-4 ОК-6	ОК-4 Знать: З1,З2	-Тестовые задания;	Теоретические вопросы;

	Systems	ОК-10	Уметь: У1, У2 ОК-6 Знать: З1,З2,З3. Уметь: У1, У2, У3, У4. ОК-10 Знать: З1 Уметь: У1, У2, У3.	-вопросы для обсуждения; - грамматические и лексические упражнения.	тесты
8.	Тема 8: Career in Information Technology	ОК-4 ОК-6 ОК-10	ОК-4 Знать: З1,З2 Уметь: У1, У2 ОК-5 Знать: З1 Уметь: У1 ОК-10 Знать: З1 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; Тесты; Устные разговорные темы
9.	Тема 9: Introduction to the WWW and the Internet /Internet Security	ОК-4 ОК6 ОК-10	ОК-4 Знать: З1,З2 Уметь: У1, У2 ОК-5 Знать: З1 Уметь: У1 ОК-10 Знать: З1 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; Тесты; Устные разговорные темы
10.	Тема 10: Email	ОК-2 ОК-3 ОК-4 ОК-6 ОК-10	ОК-2 Знать: З1,З2,З3, З4,З5 Уметь: У1 ОК-3 Знать: З1,З2,З3, З4,З5 Уметь: У1, У2, У3, У4, У5, У6, У7. ОК-4 Знать: З1,З2 Уметь: У1, У2 ОК-8 Знать: З1,З2 Уметь: У1, У2 ОК-10 Знать: З1 Уметь: У1,	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; Тесты; Устные разговорные темы

			У2, У3.		
11.	Тема 11: Internet and modern life	ОК-4 ОК-6 ОК-10	ОК-4 Знать: З1,З2 Уметь: У1, У2 ОК-5 Знать: З1 Уметь: У1 ОК-10 Знать: З1 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; Тесты; Устные разговорные темы
12.	Тема 12: Computer Security	ОК-2 ОК-3 ОК-4 ОК-6 ОК-10	ОК-2 Знать: З1,З2,З3, З4,З5 Уметь: У1 ОК-3 Знать: З1,З2,З3, З4,З5 Уметь: У1, У2, У3, У4, У5, У6, У7. ОК-4 Знать: З1,З2 Уметь: У1, У2 ОК-6 Знать: З1,З2,З3. Уметь: У1, У2, У3, У4. ОК-10 Знать: З1 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; Тесты; Устные разговорные темы
13.	Тема 13: What is a computer	ОК-4 ОК-6 ОК-10	ОК-4 Знать: З1,З2 Уметь: У1, У2 ОК-5 Знать: З1 Уметь: У1 ОК-10 Знать: З1 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; Тесты; Устные разговорные темы
14.	Тема 14: Opportunities for computer professionals	ОК-4 ОК-5 ОК-10	ОК-4 Знать: З1,З2 Уметь: У1, У2 ОК-5 Знать: З1	-Тестовые задания; -вопросы для обсуждения;	Теоретические вопросы; Тесты; Устные разговорные

			Уметь: У1 ОК-9 Знать: З1 Уметь: У1, У2, У3.	-грамматические и лексические упражнения.	темы
15.	Тема 15: Computer in education	ОК-4 ОК-5 ОК-10	ОК-4 Знать: З1,32 Уметь: У1, У2 ОК-5 Знать: З1 Уметь: У1 ОК-10 Знать: З1 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; -грамматические и лексические упражнения.	Теоретические вопросы; Тесты; Устные разговорные темы
16.	Тема 16: Computers in medicine	ОК-4 ОК-6 ОК10	ОК-4 Знать: З1,32 Уметь: У1, У2 ОК-8 Знать: З1,32,33. Уметь: У1, У2, У3, У4. ОК-10 Знать: З1 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; -грамматические и лексические упражнения.	Теоретические вопросы; Тесты; Устные разговорные темы
17.	Тема 17: Telecommunication Industry	ОК-4 ОК-5 ОК-10	ОК-4 Знать: З1,32 Уметь: У1, У2 ОК-5 Знать: З1 Уметь: У1 ОК-10 Знать: З1 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; -грамматические и лексические упражнения.	Теоретические вопросы; Тесты; Устные разговорные темы
18.	Тема 18: Personal Web page	ОК-4 ОК-5 ОК-10	ОК-4 Знать: З1,32 Уметь: У1, У2 ОК-5 Знать: З1 Уметь: У1 ОК-10 Знать: З1 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; -грамматические и лексические упражнения.	Теоретические вопросы; Тесты; Устные разговорные темы
19.	Тема 19: Internet Security	ОК-4 ОК-6 ОК-10	ОК-4 Знать: З1,32 Уметь: У1, У2	-Тестовые задания; -вопросы	Теоретические вопросы; Тесты;

			ОК-6 Знать: З1,З2,З3. Уметь: У1, У2, У3, У4. ОК-10 Знать: З1 Уметь: У1, У2, У3.	для обсуждения; - грамматические и лексические упражнения.	Устные разговорные темы

2.2 КРИТЕРИИ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ НА РАЗЛИЧНЫХ ЭТАПАХ ИХ ФОРМИРОВАНИЯ ПО ВИДАМ ОЦЕНОЧНЫХ СРЕДСТВ

Балльно-рейтинговая система является базовой системой оценивания сформированности компетенций обучающихся.

Итоговая оценка сформированности компетенции(й) обучающихся в рамках балльно-рейтинговой системы осуществляется в ходе текущего контроля успеваемости, промежуточной аттестации и определяется как сумма баллов, полученных обучающимися в результате прохождения всех форм контроля.

Оценка сформированности компетенции(й) по дисциплине складывается из двух составляющих:

✓ первая составляющая – оценка преподавателем сформированности компетенции(й) в течение семестра в ходе текущего контроля успеваемости (максимум 100 баллов). Структура первой составляющей определяется технологической картой дисциплины, которая в начале семестра доводится до сведения обучающихся;

вторая составляющая – оценка сформированности компетенции(й) обучающихся на экзамене (максимум – 30 баллов) или на зачете (максимум – 20 баллов).

4 – балльная шкала	***«отлично»***	***«хорошо»***	***«удовлетворительно»***	***«неудовлетворительно»***
100-балльная шкала	85 и ≥	70 – 84	51 – 69	0 – 50
Бинарная шкала	Зачтено			Не зачтено

ПЕРЕЧЕНЬ ОЦЕНОЧНЫХ СРЕДСТВ

№ п/п	**наименование оценочного средства**	**характеристика оценочного средства**	**Представление оценочного средства в фонде**
УСТНЫЕ ОЦЕНОЧНЫЕ СРЕДСТВА			
1	собеседование, устный опрос	Средство контроля, организованное как специальная беседа преподавателя с обучающимся на темы, связанные с изучаемой дисциплиной, и рассчитанное на выяснение объема знаний обучающегося по определенному разделу, теме, проблеме и т.п.	Вопросы по темам/разделам дисциплины
2	Коллоквиум	Средство контроля усвоения учебного материала темы, раздела или разделов дисциплины, организованное как учебное занятие в виде собеседования преподавателя с обучающимися.	Вопросы по темам/разделам дисциплины

3	Круглый стол, дискуссия, полемика, диспут, дебаты	Оценочные средства, позволяющие включить обучающихся в процесс обсуждения спорного вопроса, проблемы и оценить их умение аргументировать собственную точку зрения.	Перечень дискуссионных тем для проведения круглого стола, дискуссии, полемики, диспута, дебатов
4.	Деловая игра	Совместная деятельность группы обучающихся под управление преподавателя с целью решения учебных и профессионально-ориентированных задач путем игрового моделирования реальной проблемной ситуации. Позволяет оценивать умение анализировать и решать типичные профессиональные задачи	Тема (проблема), концепция, роли и ожидаемый результат по каждой игре
ПИСЬМЕННЫЕ ОЦЕНОЧНЫЕ СРЕДСТВА			
5	Эссе	Средство, позволяющее оценить умение обучающегося письменно излагать суть поставленной проблемы, самостоятельно проводить анализ этой проблемы с использованием концепций и аналитического инструментария соответствующей дисциплины, делать выводы, обобщающие авторскую позицию по поставленной проблеме.	Тематика эссе
6	Реферат	Продукт самостоятельной работы аспиранта, представляющий собой краткое изложение в письменном виде полученных результатов теоретического анализа определенной научной (учебно-исследовательской) темы, где автор раскрывает суть исследуемой проблемы, приводит различные точки зрения, а также собственные взгляды на нее.	Темы рефератов
7	Тест	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося.	Фонд тестовых заданий
8	Контрольная работа	Средство проверки умений применять полученные знания для решения задач определенного типа по теме или разделу	комплект контрольных заданий по вариантам

А) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ОТВЕТОВ НА УСТНЫЕ ВОПРОСЫ

№ п/п	**критерии оценивания**	**количество баллов**	**оценка/ зачет**
1.	1) полно и аргументированно отвечает по содержанию задания; 2) обнаруживает понимание материала, может обосновать свои суждения, применить знания на	10	отлично

	практике, привести необходимые примеры не только по учебнику, но и самостоятельно составленные; 3) излагает материал последовательно и правильно.		
2.	студент дает ответ, удовлетворяющий тем же требованиям, что и для оценки «5», но допускает 1-2 ошибки, которые сам же исправляет.	8	хорошо
3.	ставится, если студент обнаруживает знание и понимание основных положений данного задания, но: 1) излагает материал неполно и допускает неточности в определении понятий или формулировке правил; 2) не умеет достаточно глубоко и доказательно обосновать свои суждения и привести свои примеры; 3) излагает материал непоследовательно и допускает ошибки.	5	удовлетворительно
4.	студент обнаруживает незнание ответа на соответствующее задание, допускает ошибки в формулировке определений и правил, искажающие их смысл, беспорядочно и неуверенно излагает материал; отмечаются такие недостатки в подготовке студента, которые являются серьезным препятствием к успешному овладению последующим материалом.	0	неудовлетворительно

Б) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ТЕСТИРОВАНИЯ

№ п/п	тестовые нормы:% правильных ответов	количество баллов	оценка/зачет
1	90-100 %	29-30	
2	80-89%	25-26	
3	70-79%	20-21	
4	60-69%	17-18	
5	50-59%	14-15	
6	менее 50%	0	

В) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РЕФЕРАТОВ

№ п/п	критерии оценивания	количество баллов	оценка/зачет
1	выполнены все требования к написанию и защите реферата: обозначена проблема и обоснована её актуальность, сделан краткий анализ различных точек зрения на рассматриваемую проблему и логично изложена собственная позиция, сформулированы выводы, тема раскрыта полностью, выдержан объём, соблюдены требования к внешнему оформлению, даны правильные ответы на дополнительные вопросы.	*4 балла*	
2	основные требования к реферату и его защите выполнены, но при этом допущены недочеты. В частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объем реферата; имеются упущения в оформлении; на дополнительные вопросы	*3 балла*	

	при защите даны неполные ответы.		
3	имеются существенные отступления от требований к реферированию. В частности: тема освещена лишь частично; допущены фактические ошибки в содержании реферата или при ответе на дополнительные вопросы.	*2 балла*	
4	тема освоена лишь частично; допущены грубые ошибки в содержании реферата или при ответе на дополнительные вопросы; во время защиты отсутствует вывод.	1 балл	
5	тема реферата не раскрыта, обнаруживается существенное непонимание проблемы.	*0 баллов*	

Г) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ, ВЫЯВЛЕННЫХ В ХОДЕ ДЕЛОВОЙ ИГРЫ

	1-2 балла	***3-4 балла***	***5 баллов***
Содержательность выступлений	Содержание выступления не полное, используются абстрактные факты, осознанность темы игры	Содержание выступления полное, используются абстрактные факты, осознанность темы игры	Содержание выступления полное, используются конкретные факты, осознанность темы игры
Структурированность	Логичность, нерациональное использование времени	Логичность, рациональность использования времени	Системность, логичность, рациональность использования времени
Формулировка вопросов: проблемность, конкретность и четкость	Отсутствуют все критерии	Присутствует только конкретность и четкость	Присутствуют все критерии
Культура общения	Выразительность речи	Выразительность речи, свободное владение материалом	Выразительность речи, умение уважительно отвечать собеседникам, свободное владение материалом

Д) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ПИСЬМЕННЫХ ЗАДАНИЙ ТРЕНИРОВОЧНОГО ХАРАКТЕРА

(лексико-грамматические упражнения, работа по карточкам, домашнее задание)

№ п/п	критерии оценивания	количество баллов
1	Задание выполнено полностью: цель домашнего задания успешно достигнута; основные понятия выделены; наличие схем, графическое выделение особо значимой информации; работа выполнена в полном объёме.	5

2	Задание выполнено: цель выполнения домашнего задания достигнута; наличие правильных эталонных ответов; однако работа выполнена не в полном объёме.	4
3	Задание выполнено частично: цель выполнения домашнего задания достигнута не полностью; многочисленные ошибки снижают качество выполненной работы.	3
4	Задание не выполнено, цель выполнения домашнего задания не достигнута.	менее 2

Е) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ КОНТРОЛЬНЫХ РАБОТ

№ п/п	критерии оценивания	количество баллов	оценка
1	исключительные знания, абсолютное понимание сути вопросов, безукоризненное знание основных понятий и положений, логически и лексически грамотно изложенные, содержательные, аргументированные и исчерпывающие ответы	29-30	Отлично
2	глубокие знания материала, отличное понимание сути вопросов, твердое знание основных понятий и положений по вопросам, структурированные, последовательные, полные, правильные ответы	24-25	Хорошо
3	глубокие знания материала, правильное понимание сути вопросов, знание основных понятий и положений по вопросам, содержательные, полные и конкретные ответ на вопросы. Наличие несущественных или технических ошибок	22-23	Хорошо
4	твердые, достаточно полные знания, хорошее понимание сути вопросов, правильные ответы на вопросы, минимальное количество неточностей, небрежное оформление	19-20	удовлетворительно
5	твердые, но недостаточно полные знания, по сути верное понимание вопросов, в целом правильные ответы на вопросы, наличие неточностей, небрежное оформление	15-16	удовлетворительно
6	общие знания, недостаточное понимание сути вопросов, наличие большого числа неточностей, небрежное оформление	11-12	удовлетворительно
7	относительные знания, наличие ошибок, небрежное оформление	8-9	неудовлетворительно
8	поверхностные знания, наличие грубых ошибок, отсутствие логики изложения материала	5-6	неудовлетворительно
9	непонимание сути, большое количество грубых ошибок, отсутствие логики изложения материала	3-4	неудовлетворительно
10	не дан ответ на поставленные вопросы	1-2	неудовлетворительно
11	отсутствие ответа, дан ответ на другие вопросы, списывание в ходе выполнения работы, наличие на рабочем месте технических средств, в том числе телефона	0	неудовлетворительно

Ж) КРИТЕРИИ И ШКАЛА ОЦЕНКИ ПРЕЗЕНТАЦИЙ

Критерий	***Минимальный ответ***	***Изложенный, раскрытый ответ***	***Законченный, полный ответ***	***Образцовый, примерный ответ,***	***Оценка***

				достойный подражания	
Раскрытие темы	Проблема не раскрыта. Отсутствуют выводы	Проблема раскрыта не полностью. Выводы не сделаны и/или выводы необоснованны	Проблема раскрыта. Проведен анализ проблемы без привлечения дополнительной литературы. Не все выводы сделаны и/или обоснованы	Проблема раскрыта полностью. Проведен анализ проблемы с привлечением дополнительной литературы. Выводы обоснованы	
Представление	Представляемая информация логически не связана. Не использованы профессиональные термины	Представленная информация не систематизирована и/или не последовательна. Использован 1-2 профессиональных термина	Представленная информация систематизирована и последовательна. Использован более 2 профессиональных терминов	Представленная информация систематизирована, последовательно и логически связана. Использовано более 5 профессиональных терминов	
Оформление	Не использованы информационные технологии. Более 4-х ошибок в представленной информации	Использованы информационные технологии частично. 3-4 ошибки в представленной информации	Использованы информационные технологии. Не более 2-х ошибок в представленной информации	Широко использованы информационные технологии. Отсутствуют ошибки в представленной информации	
Ответы на вопросы	Нет ответов на вопросы	Только ответы на элементарные вопросы	Ответы на вопросы полные и/или частично полные	Ответы на вопросы полные с приведением примеров и/или пояснений	
Итоговая оценка	1	2	3	4	

3) КРИТЕРИИ И ШКАЛА ОЦЕНКИ ДИСКУССИИ

БАЛЛЫ за содержание	***СОДЕРЖАНИЕ (Монолог)***	***Взаимодействие с собеседником и оформление речи (максимум 5 баллов)***			
		Взаимодействие с собеседником (максимум 2 балла)	***Лексическое оформление речи (максимум 1 балла)***	***Грамматическое оформление речи (максимум 1 балла)***	***Фонетическое оформление речи (максимум 1 балла)***
5	Коммуникативная	**2 балла**	**1 балл**	**1 балл**	**1 балл**

	задача полностью выполнена: цель общения успешно достигнута, тема раскрыта в заданном объеме. Участник демонстрирует умение развернуто, логично и точно высказываться на заданную тему. Участник высказывает интересные и оригинальные мысли, относящиеся к обсуждаемой теме. Грамотно ставит проблему, анализирует, сравнивает и обобщает данные представленные в задании, аргументирует свою точку зрения, делает выводы.	Участник способен логично и связно задавать интересные вопросы по теме мини презентации. Все три вопроса заданы. Участник правильно и оригинально отвечает на все вопросы собеседника, показывая, что он является очевидцем событий.	В речи участника нет лексических ошибок; словарный запас участника богат, разнообразен и адекватен поставленной задаче.	В речи участника нет грамматических ошибок; речь участника богата разнообразными грамматическими конструкциями.	В речи участника нет фонетических ошибок. Беглый темп речи.
4	Коммуникативная задача выполнена не полностью: цель общения в основном достигнута, однако тема раскрыта не в полном объеме. Выделена проблема, есть вывод.	**2 балла** В целом участник способен логично и связно задавать вопросы и давать правильные ответы. Все три вопроса заданы. Однако вопросы и 3 ответа на них не отличаются оригинальностью, в ответах нет живости и нет указаний на то, что корреспондент находится на месте событий.	**1 балл** В речи участника нет лексических ошибок; словарный запас участника богат, разнообразен и адекватен поставленной задаче.	**1 балл** В речи участника нет грамматических ошибок; речь участника богата разнообразными грамматическими конструкциями.	**1 балл** В речи участника нет фонетических ошибок. Беглый темп речи.
3	Коммуникативная задача выполнена частично: цель общения достигнута не полностью, тема раскрыта в ограниченном	**1 балл** Участник способен задать 3 вопроса и ответить на 3 вопроса собеседника,	**0 баллов** В речи участника присутствуют лексические ошибки	**0 баллов** В речи участника присутствуют грамматические ошибки (больше 3х).	**0 баллов** В речи участника присутствуют фонематические

	объеме: проблема не поставлена.	однако задает вопросы, ответы на которые прозвучали в речи собеседника либо при поддержании беседы дает не вполне соответствующие содержанию и логике ответы. Или допускает отдельные фактические ошибки.	(больше 3х). Словарного запаса не хватает для общения в соответствии с заданием.		ошибки (больше 3х).
2	Коммуникативная задача не выполнена: цель общения не достигнута, содержание не соответствует коммуникативной задаче. Заметно отклонение от темы.	**0,5 балл** Участник задает не 3 вопроса, а меньше. Не может ответить на все вопросы собеседника. ИЛИ: Участник не способен самостоятельно задавать вопросы и отвечать на вопросы партнера адекватно. В значительной степени зависит от помощи со стороны собеседника.	**0 баллов** В речи участника присутствуют многочисленные лексические ошибки (больше 3х), в том числе затрудняющие понимание. Словарного запаса не хватает для общения в соответствии с заданием.	**0 баллов** В речи участника присутствуют многочисленные грамматические ошибки (больше 3х), в том числе затрудняющие понимание.	**0 баллов** Понимание речи участника затруднено из-за большого количества фонематических ошибок, медленный темп речи.
1	Отказ от ответа	**0 баллов** Отказ от выполнения задания по диалогу.	**0 баллов** В речи участника присутствуют многочисленные лексические ошибки (больше 3х), в том числе затрудняющие понимание. Словарного запаса не	**0 баллов** В речи участника присутствуют многочисленные грамматические ошибки (больше 3х), в том числе затрудняющие понимание.	**0 баллов** Понимание речи участника затруднено из-за большого количества фонематических ошибок, медленный темп речи.

			хватает для общения в соответствии с заданием.		

И) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РОЛЕВОЙ ИГРЫ

	1-2 балла	*3-4 балла*	*5 баллов*
Содержательность выступлений	Содержание выступления не полное, используются абстрактные факты, осознанность темы игры	Содержание выступления полное, используются абстрактные факты, осознанность темы игры	Содержание выступления полное, используются конкретные факты, осознанность темы игры
Структурированность	Логичность, нерациональное использование времени	Логичность, рациональность использования времени	Системность, логичность, рациональность использования времени
Формулировка вопросов: проблемность, конкретность и четкость	Отсутствуют все критерии	Присутствует только конкретность и четкость	Присутствуют все критерии
Культура общения	Выразительность речи	Выразительность речи, свободное владение материалом	Выразительность речи, умение уважительно отвечать собеседникам, свободное владение материалом

К) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ЗАДАНИЙ НА ЧТЕНИЕ И АУДИРОВАНИЕ

№п/п	Критерии оценивания	Количество баллов	Оценка/зачет
1.	1) понимает основное содержание прочитанного и услышанного материала, почти все детали и смысловые связи между содержательными компонентами и частями текста; 2) свободно оперирует программным учебным материалом в незнакомой ситуации по аспектам языка при непосредственном общении; 3) содержание высказывания отличается связностью, полнотой, спонтанностью, беглостью, аргументированностью, выражением собственной точки зрения,	*10 баллов*	

	привлечением сведений из других учебных курсов; 4) речь лексически и грамматически разнообразна, допускаются 1-3 ошибки (единичные ошибки, исправляемые путем самокоррекции, не учитываются).		
2.	1) понимает основное содержание прочитанного и услышанного материала, значительную часть деталей и основные смысловые связи между содержательными компонентами и частями текста; 2) свободно оперирует программным учебным материалом в частично измененной ситуации; 3) содержание высказывания соответствует ситуации общения, отличается связностью, полнотой, спонтанностью, беглостью, хорошо аргументировано; 4) речь лексически и грамматически разнообразна, допускаются 4-5 ошибки (единичные ошибки, исправляемые путем самокоррекции, не учитываются).	*9 баллов*	
3.	1) понимает основное содержание прочитанного и услышанного материала и половину деталей; 2) коммуникативная задача решается в пределах знакомой ситуации; 3) речь лексически и грамматически разнообразна; 4) высказывания логичны, аргументированы и построены на основе известных алгоритмов, допускаются ошибки на изученный программный учебный материал (6-7 ошибок).	*8 баллов*	
4.	1) понимает основное содержание прочитанного и услышанного материала и некоторые детали; 2) коммуникативная задача решается в пределах знакомой ситуации; 3) речь лексически и грамматически разнообразна; 4) высказывания логичны, построены на основе известных алгоритмов, допускаются ошибки на изученный программный учебный материал (8-9 ошибок).	*7 баллов*	
5.	1) достаточно полно понимает основного содержания прочитанного и услышанного, но без деталей;	*6 баллов*	

	2) коммуникативная задача решается по образцу в знакомой ситуации; 3) речь лексически и грамматически разнообразна; 4) допускаются ошибки языкового характера на изученный программный учебный материал (10-11 ошибок).		
6.	1) понимает значительную часть основного содержания прочитанного и услышанного, но без деталей; 2) коммуникативная задача решается по образцу в знакомой ситуации; 3) осознанно воспроизводит программный учебный материал по образцу; 4) допускаются ошибки, не препятствующие пониманию смысла высказывания (до 12 ошибок).	*5 баллов*	
7.	1) воспроизводит большую часть общего содержания прочитанного и услышанного материала; 2) говорит на уровне механического воспроизведения большей части текста, образца; 3) многочисленные фонетические и грамматические ошибки затрудняют понимание смысла высказывания.	*4 балла*	
8.	1) частично воспроизводит содержание прочитанного и услышанного материала, состоящего из простейших слов и предложений; 2) говорит на уровне механического воспроизведения отдельных предложений; 3) выполняет простые инструкции; 4) многочисленные ошибки затрудняют понимание смысла высказывания.	*1 балла*	
9.	1) различает отдельные слова и фразы при чтении и аудировании; 2) говорит на уровне отдельных слов и словосочетаний; 3) выполняет простейшие инструкции.	*2 балла*	
10.	1) узнает отдельные слова при чтении, аудировании и говорении с помощью преподавателя.	*1 балл*	

Л) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ЭССЕ (СОЧИНЕНИЯ)

***Ф.И.О. студента*_____**

Возможное число баллов	***2***	***1***	***Возможное число баллов***
Структура			
Соответствует теме			***Не соответствует теме***
Тема раскрыта глубоко			***Тема раскрыта поверхностно***

Аргументация			
Аргументы логически структурированы			***Аргументы разбросаны, непоследовательны***
Факты представлены точно			***Много сомнительных или неточных фактов***
Строгий критический анализ ключевых понятий (концепций)			***Недостаточное использование ключевых понятий***
Новизна			
Оригинально и творчески			***Не совсем оригинально***
Стиль			
Аккуратное письмо			***Неуклюжее письмо***
Концентрированный текст			***Излишние повторения***
Оформление			
Четко и хорошо оформленная работа			***Неопрятная и трудно читаемая работа***
Разумный объем			***Слишком длинная/короткая работа***
Грамотность			
Грамматически правильные предложения			***Много грамматических ошибок***
Нет орфографических ошибок			***Есть орфографические ошибки***
Эффективное использование схем/таблиц для подтверждения аргументов			***Неэффективное использование схем/таблиц для подтверждения аргументов***
Источники			
Адекватное использование источников			***Плагиат***

Сумма баллов _____.

2.3. Критерии и шкала оценивания результатов обучения по дисциплине при экзамене / зачете / дифференцированном зачете

При экзамене:

№ п/п	***Критерии оценивания***	***Шкала оценок***	
		Сумма баллов по дисциплине / междисциплинарному курсу	***Оценка***
1.	Обучающийся глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал различной литературы, правильно обосновывает принятое нестандартное решение, владеет разносторонними навыками и приемами выполнения практических задач по формированию компетенций.	85 и выше	Отлично (высокий уровень сформированности компетенции)

2.	Обучающийся твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения, а также имеет достаточно полное представление о значимости знаний по дисциплине.	75 - 84	Хорошо (достаточный уровень сформированности компетенции)
3.	Обучающийся имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает сложности при выполнении практических работ и затрудняется связать теорию вопроса с практикой.	51 – 74	Удовлетворительно (приемлемый уровень сформированности компетенции)
4.	Обучающийся не знает значительной части программного материала, неуверенно отвечает, допускает серьезные ошибки, не имеет представлений по методике выполнения практической работы, не может продолжить обучение без дополнительных занятий по данной дисциплине.	менее 51	Неудовлетворительно (недостаточный уровень сформированности компетенции)

При зачете:

№ п/п	***Критерии оценивания***	***Шкала оценок***	
		Сумма баллов по дисциплине / междисциплинарному курсу	***Оценка***
1.	Обучающийся глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал различной литературы, правильно обосновывает принятое нестандартное решение, владеет разносторонними навыками и приемами выполнения практических задач по формированию компетенций. Обучающийся твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения, а также имеет достаточно полное представление о значимости знаний по дисциплине. Обучающийся имеет знания только основного	51 и выше	Зачтено (достаточный уровень сформированности компетенции)

	материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает сложности при выполнении практических работ и затрудняется связать теорию вопроса с практикой.		
2.	Обучающийся не знает значительной части программного материала, неуверенно отвечает, допускает серьезные ошибки, не имеет представлений по методике выполнения практической работы, не может продолжить обучение без дополнительных занятий по данной дисциплине.	менее 51	Не зачтено (недостаточный уровень сформированности компетенции)

При дифференцированном зачете:

№ п/п	***Критерии оценивания***	***Шкала оценок***	
		Сумма баллов по дисциплине / междисциплинарному курсу	***Оценка***
1.	Обучающийся глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал различной литературы, правильно обосновывает принятое нестандартное решение, владеет разносторонними навыками и приемами выполнения практических задач по формированию компетенций.	51 и выше	Отлично (зачтено) (высокий уровень сформированности компетенции)
2.	Обучающийся твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения, а также имеет достаточно полное представление о значимости знаний по дисциплине.		Хорошо (зачтено) (достаточный уровень сформированности компетенции)
3.	Обучающийся имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает сложности при выполнении практических работ и затрудняется связать теорию вопроса с практикой.		Удовлетворительно (зачтено) (приемлемый уровень сформированности компетенции)
4.	Обучающийся не знает значительной части программного материала, неуверенно отвечает, допускает серьезные ошибки, не имеет представлений по методике выполнения практической работы, не может продолжить обучение без дополнительных	менее 51	Неудовлетворительно (не зачтно) (недостаточный уровень

	занятий по данной дисциплине.		сформированности компетенции)

III ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ ИЛИ ИНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ ЗНАНИЙ, УМЕНИЙ, ПРАКТИЧЕСКОГО ОПЫТА, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

3.1. Типовые контрольные задания для текущего контроля успеваемости обучающихся

Раздел I. Входной контроль

Цель входного контроля - определить начальный уровень подготовленности обучающихся и выстроить индивидуальную траекторию обучения. В условиях личностно-ориентированной образовательной среды результаты входного оценивания студента используются как начальные значения в индивидуальном профиле академической успешности студента.

Форма проведения – тестирование.

Длительность тестирования – 45 минут.

Задание для входного тестирования

Section A

Task: ***Choose the right variant.***

A1) Mr.Smith stayed at his office very late because he … a lot of work.
- a) has
- b) have
- c) will have
- d) had

A2) We usually drink … water in hot weather.
- a) few
- b) much
- c) many
- d) little

A3) This text is easy, there are … new words in it.
- a) few
- b) much
- c) many
- d) little

A4) We have … bread, please, go and buy some.
- a) few
- b) much

c) many
d) little

A5) We … five days a week.
a) work
b) works
c) are working
d) working

A6) We … them next weekend.
a) visited
b) visit
c) shall visit
d) had to visit

A7) I … writing a letter.
a) is
b) am
c) are

A8) The sun … in the East.
a) will rise
b) rises
c) is rising
d) was rising

A9) When he came, they … dinner.
a) will have
b) have
c) were having
d) are having

A10) You … this text now.
a) will write
b) write
c) were writing
d) are writing

A11) I was looking … the gloves everywhere but could not find them.
a) out
b) at
c) for
d) after

A12) You must put … your coat, it is cold outside.
a) out
b) at
c) on
d) off

A13) The letter … by me yesterday.
a) wrote
b) was written
c) were written
d) writed

A14) This bag … for all occasions.
a) is used
b) used
c) is using
d) using
A15) Newspapers … only in the evening today.
a) are brought
b) will be brought
c) have brought
d) will bring
A16) The shop … at 6 in the morning yesterday.
a) is opened
b) was opened
c) will be opened
d) would be opened
A17) … Mississippi is the longest river in the USA.
a) a
b) the
c) –
A18) … Jack London is a well-known American writer.
a) a
b) the
c) –
A19) …Tuesday we get up rather early
a) on
b) in
c) at
d) -
A20) She wanted to tell me … interesting.
a) somebody
b) something
c) some
d) somewhere
A21) I invited my friend to … place.
a) me
b) his
c) my
d) mine
A22) It is easy, you can do it … .
a) you
b) your
c) yours
d) yourself
A23) The Volga is longer … the Thames.
a) as
b) than

c) from
d) of

A24) This is the … street in our town.

a) more dirty
b) most dirty
c) dirtier
d) dirtiest

A25) На этой улице есть банк

a) On this street is a bank
b) There is a bank on this street
c) The bank is on this street
d) There is the bank on this street

Section B

Task 1. Read the text. **For questions 1-2, choose the answer (A, B, C or D) whichyou think fits best according to the text.**

The case of the runaway trolley

There was nothing particularly interesting about the story of an empty supermarket trolley in York that, driven by high winds, collided with a car. But it was nonetheless reported in detail in the city's Evening Press newspaper. Incredibly, however, this report has led to a record 323 responses on the newspaper's website. The level of debate has been high, with readers attempting to negotiate the moral maze of apportioning blame for the incident.

Was it the supermarket, legal owner of the trolley, or was it Julie Bearing, 46, whose newish Citroen suffered a dented wing? Mrs. Bearing told the Press that, although unhurt in the collision, she had been wounded by the supermarket's refusal to pay for the damage.

Initial responses were of disdain that the press should descend to such trivia; but it soon became apparent that the reporter, Matthew Woodcock, who had written a story of commendable detail and balance, had also in the process touched on matters that went to the very roots of society.

"The supermarket has a duty to control those trolleys,' said one respondent, claiming it should make customers pay a deposit of £1 for a trolley, which is refunded when it is returned. Mrs Bearing did not, on the whole, draw a great deal of support, several people telling her to calm down, shut up, and claim on her insurance. Yet many people blamed neither Mrs Bearing nor the supermarket, but the trolleys themselves, which appear to be ganging up on humanity. 'These things are becoming a menace to society. Can't you see they want revenge for their dreary life?' one respondent wrote.

B1. In the writer's opinion, the original story about the trolley

a) was justly criticized on the newspaper‘s website

b) was an example of well-written piece of journalism
c) was not worthy of the amount of attention it received
d) was designed to begin a public debate on a serious issue

B2. In the final paragraph, the writer is

a) explaining why the topic became so popular
b) commenting on the likely outcome of the dispute
c) reviewing the various contributions to the website
d) ridiculing the opinions of some of those responding

Задание для входного тестирования

Section A

Длительность тестирования – 45 минChoose the right variant:

A 1. Does Lena usually … her homework at the institute?
a) prepare
b) preparing
c) prepares
d) prepared

A 2. They … return to their native town in five years.
a) will
b) are going
c) does
d) did

A 3. Why have you sold your car? – I … buy a new one.
a) am going
b) will
c) am
d) do

A 4. I will graduate from my institute … next year.
a) in
b) on
c) at
d) from

A 5. I always go … bed at eleven o‘clock.
a) to
b) in
c) into
d) from

A 6. There aren‘t … hotels in our town.
a) much
b) many
c) a lot of

A 7. How … books do you have?

a) much
b) little
c) many
d) a lot

A 8. Nobody … Charlie Chaplin completely.
a) knew
b) has known
c) was know
d) is knowing

A 9. They met him yesterday,…?
a) did they
b) didn‘t they
c) they did
d) do tey

A 10. … of the students failed the examination.
a) no
b) any
c) none
d) little

A 11. I‘ve got … idea where the man is.
a) some
b) any
c) something
d) every

A 12. We haven‘t got … stamps. Would you like to lend me …?
a) any; some
b) any; any
c) no; any
d) some, no

A 13. My mother has … money, so she can‘t give me …
a) –; any
b) some; any
c) no; any
d) any, some

A 14. … late, we must hurry.
a) there is
b) it is
c) there are
d) they are

A 15. … much snow in winter.
a) there is
b) it is
c) there are
d) they are

A 16. What … on the table.
a) is there

b) there is
c) is it
d) it is

A 17. Our teacher … speak three languages.
a) can
b) may
c) must
d) ought to

A 18. You coat is quite new. You … to buy another one.
a) mustn‘t
b) needn‘t
c) can‘t
d) will not

A 19. I think I … go and explain it to them.
a) must
b) will
c) may
d) shall

A 20. You … touch it because it is poisonous.
a) can‘t
b) may
c) mustn‘t
d) need

A 21. My aunt … with us for a week.
a) stayed
b) stays
c) has stayed
d) is staying

A 22. Come quickly! There … an accident.
a) is
b) was
c) were
d) has been

A 23. Oh, close the window! It … so cold here.
a) be
b) is
c) was
d) been

A 24. … is a story about an author‘s life and work.
a) poetry
b) biography
c) love stories
d) detective

A 25. In the next few years‘ telephone system of all main states were connected witheach other by radio.
a) chief countries

b) poor countries
c) rich countries
d) Developed countries

A 26. After people will find out what is freedom they will develop … in their country.
a) peace
b) democracy
c) educational level
d) skills

A 27. When you have free time you can watch a nice … together with children.
a) thrillers
b) family comedy
c) documentary films
d) horror films

A 28. Each user has one‘s own e-mail addresses, …?
a) doesn‘t he
b) doesn‘t she
c) don‘t they
d) don't we

A 29. One of the … services on the Internet is the World Wide Web.
a) new
b) newer
c) newest
d) newing

A 30. Compiled programs are … than interpreted programs.
a) fast
b) faster
c) the fastest
d) fasting

Section B

B1. READING

Read the text. Divide it into five paragraphs. Match each paragraph with one of the headings A-F below. There is only one paragraph to one of the headings. One heading is extra.

Television unifies us

The press, television and radio (mass media) play an important part in the life of the society. They influence the way people look at the world and make them change theirviews. Some people say, ‖News is not what happens – it is what you see or read in mass media.‖ In other words, mass media shapes public opinion. (Sometimes it is good, but sometimes terribly bad. It depends.)

Millions of people in their spare time watch TV and read newspapers and magazines. Television dominates one`s life if the family watches it most of the time. Television informs, educates, and entertains

people. It is also a habit-forming drug impossible to resist.

Various TV games, such as quiz shows, and music programmes attract a large audience. During TV quiz programmes the questions are answered by the viewers.

Then there are daily TV serials known as soap operas. Some people find them boring, others consider them to be good entertainment and relaxation.

There is also a lot of advertising on TV. A lot of commercial firms buy the time to advertise their goods.

Advertising often annoys the general public. A film, a good basketball or football match may be interrupted several times with advertisements for the soap powder or new perfume.

To convince the viewers that a certain product is the best and to persuade him to buy it takes not only a lot of imagination but also a lot of time. The same advertisements are repeated dozens of time every day, which bores the viewers.

Some people say there is too much violence on television, which has a bad influence on viewers, especially young people. Television often shows scenes of violence.

But it is hardly fair to say that TV doesn`t try to raise the cultural level of the people or develop their artistic taste. Many of TV programmes are excellent: they are made in good taste and with great professional skill. Television brings into millions of homes not only news and entertainment, but also cultural and educational programmes.

Good or bad, television brings the world into our home and makes us closer to other people.

Besides, it is a good company for people who live alone.

A. Promoting hate

B. A pleasant way to relax and spend our free time

C. Not only entertainment

D. Time is money

B 2. Match expressions from list A with single word equivalents from list B.A B

1) made to sell for profit	a) effect
2) from the time that	b) affect
3) influence	c) avoid
4) of the present time	d) gossip
5) to influence or change	e) confidential
6) even, yet	f) violent
7) to keep away from	g) still
8) to dislike greatly	h) contemporary
9) to talk about other people	i) since
10) intended to be treated as private	j) society
11) characterized by or acting with	k) commercial
12) extremely rough physical force	l) hate

B 3. Complete these sentences using the correct form of one of the word from list B.

1. Television shows_____society.
2. The Internet_____our lives.
3. The most negative_____of the Internet might be addiction to it.
4. Though the Internet has already revolutionized the way we live and work, these are
5. _____early days for the Internet.
6. A lot of_____firms buy the time to advertise their goods.
7. Don`t believe all the_____you hear on TV.

Тема 1. Information Technology

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Are you an early adopter of new technologies?
2. What's the most advanced piece of technology that you own?
3. Are you frightened or worried about using any new technology?
4. What modern gadget couldn't you live without?
5. Do people work more or less nowadays than 50 years ago?
6. What kind of jobs might disappear in the future?
7. Are people healthier or unhealthier now than 50 years ago?
8. Will your job be the same in 10 years?
9. What's the most important invention of your lifetime?
10. How has your home changed since your childhood?
11. How will homes change in the next 20 years?
12. What might your mobile phone do in 10 years?
13. How will cars change in the next 20 years?
14. Would you like a car that drives itself?
15. When will we get flying cars?
16. What time saving gadget do you wish someone would invent?
17. Will humans make contacts with intelligent life from another planet?
18. What do you want to see in your lifetime?

Задание 2. Перечень контрольных вопросов по теме:

1. Do you think that it is important for schools to have Internet access? Why?
2. If you give personal information to a Website do you think that they will always keep this private? Sometimes they sell this information. Is this a good or bad thing?
3. How do we stop young children from looking at Internet sites that have inappropriate content?
4. How often do you use the internet?
5. Do you think that it is a good or bad habit for young people to play computer games?
6. Do you think that the Internet will replace Libraries?
7. Do you have a mobile phone?
8. Do you access the Internet from your mobile phone?
9. Do you think that the Internet is the good or the evil?
10. What were their inventions?
11. What is good and bad about human cloning?
12. Do you think time machine will ever be invented?
13. Do you feel any addiction to the Internet?
14. When did you buy or get your first mobile phone?
15. What do you know about cloning?
16. What are the best and the most useful inventions of the mankind in the 20th and 21st centuries?
17. Who is Dolly (sheep)?

18. How much do you spend on the Internet a month?
19. How does it work?
20. What is the use of space exploration?
21. Do you think you can live without your mobile or is it now an important part of your daily life?
22. What famous inventors do you know?
23. What do scientists say about the influence of mobile phones on our health?
24. Why isn't it possible today?
25. What discoveries and inventions has been made recently to fight aging?
26. Do you believe that one day people will live on the moon and on other planets?
27. How often do you watch it?
28. Do you think it should be prohibited?
29. Would you like to do some time traveling?
30. What would you invent if you're a scientist?
31. Can you name some inventions are you looking forward to? (human cloning, time traveling, eternal-life-pill, AIDS\cancer vaccine, teleportation)
32. Who invented it?
33. Do you believe that the elixir of life will ever be discovered?
34. How did the invention of television change people's life?
35. What do you think is the worst invention of the mankind? (weapon, atomic energy, cigarettes, television, mobile phones, cars, genetically modified products etc)
36. What technologies has space exploration brought to our daily life?
37. What is your attitude to human cloning?
38. Would you like to be immortal or would you just prefer to remain young throughout your life and die in the end?
39. Are you anxious when the battery is flat or you are out of reach?
40. Do you use the Internet?
41. Do you know anything about the inventions of Leonardo da Vinci?
42. What Internet services do you use?
43. Do you think it is a useful invention?
44. What is the role of television in your life?
45. How did the Internet influence such things as communication, correspondence, access to information?
46. What time would you like to visit, what event would you like to witness?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.
Test 1.

Употребление пассивного залога

1. I hope that the truth ___ very soon.
   - A) will find out
     B) will be finding out
     C) is found out
     D) will be found out
     E) shall find out
2. The sports competitions which ___ on Sunday ___ by a lot of people.
   - A) are held / will be visited
     B) was held / will visit
     C) will held / will visit
     D) have been held / have visited
     E) will be held / will be visited
3. The business letter ___ just ___ .
   - A) is / written
     B) has / been written
     C) was / written

D) were / written
E) is / going to write

4. All the business letters ___ yesterday. They ___ to the post office immediately.
- A) answered / take
B) were answered / took
C) are answered / were taken
D) answered / took
E) were answered / were taken

5. I ___ that I ___ at the station at 5.
- A) was told / should be met
B) told / is being met
C) tells / am met
D) am told / was met
E) will be told / would be met

6. By the time we came to the bookshop all books ___
- A) are sold
B) were sold
C) had been sold
D) are being sold
E) is being sold

7. New schools ___ in our city every year.
- A) is built
B) are to be built
C) will build
D) are built
E) have built

8. This year a very beautiful theatre ___ in our city.
- A) built
B) was built
C) has been built
D) had been built
E) has built

9. This school ___ next year.
- A) will close
B) is closed
C) will be closed
D) was closed
E) would be closed

10. It is winter. Everything ___ with snow.
- A) is covered
B) covered
C) were covered
D) will cover
E) are covered

Test 2.

1. A lady … red-handed (на месте преступления) yesterday in the shop.
a) is caught
b) caught
c) was caught
d) is caugh

2. This marvelous poem … by Tom today, i.e. my son.

a) is written
b) was written
c) be written
d) will be written

3. A doctor … for by the time I entered my house.

a) had been sent
b) have been sent
c) has been sent
d) will be sent

4. My children … by nanny last week from 5 to 6 o'clock.

a) was being looked after
b) were being looking after
c) was looked after
d) were being looked after

5. My new invention … tomorrow at this time.

a) will be spoken about
b) will speak about
c) will be speaking about
d) will being speaked about

6. At this moment your task … .

a) is being done
b) is done
c) are done
d) are being doing

7. This person can't be … . He's very fickle (ненадежный).

a) relying upon
b) relied upon
c) to rely upon
d) rely upon

8. Your dress … by a customer recently. So you're late.

a) have been bought
b) were bought
c) has been bought
d) will be bought

9. I … to wait for several hours! That filled me with indignation (возмутило).

a) were told
b) was told
c) is told
d) are told

10. He … a cut (ограненный) diamond at the cost of 10 million dollars.

a) was shown
b) is show
c) were shown
d) will show

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

1. Употребите правильную форму глагола в пассивном залоге.

1. The roads (cover) with the snow. – Дороги покрыты снегом.
2. Chocolate (make) from cocoa. – Шоколад изготавливается из какао.
3. The Pyramids (build) in Egypt. – Пирамиды были построены в Египте.
4. This coat (buy) four years ago. – Это пальто было куплено 4 года назад.
5. The stadium (open) next month. – Стадион будет открыт в следующем месяце.
6. Your parents (invite) to a meeting. – Твои родители будут приглашены на собрание.

7. Where is your car? – It (mend) at the moment. – Где твоя машина? – В данный момент она ремонтируется.
8. The books already (pack). – Книги уже упакованы.
9. The castle can (see) from a long distance. – Замок можно увидеть издалека.
10. The guests must (meet) at noon. - Гости должны быть встречены в полдень.

2. Измените предложения по образцу:

Н-р: Shakespeare wrote "Romeo and Juliet". (Шекспир написал «Ромео и Джульетту».) – "Romeo and Juliet" was written by Shakespeare. («Ромео и Джульетта» была написана Шекспиром.)

1. Popov invented radio in Russia. (Попов изобрел радио в России.)
2. Every four years people elect a new president in the USA. (Каждые 4 года народ выбирает нового президента в США.)
3. The police caught a bank robber last night. (Полиция поймала грабителя банка прошлой ночью.)
4. Sorry, we don't allow dogs in our safari park. (Извините, но мы не допускаем собак в наш сафари парк.)
5. The postman will leave my letter by the door. (Почтальон оставит мое письмо у двери.)
6. My mum has made a delicious cherry pie for dinner. (Мама приготовила вкусный вишневый пирог на ужин.)
7. George didn't repair my clock. (Джордж не отремонтировал мои часы.)
8. Wait a little, my neighbor is telling an interesting story. (Подожди немного, мой сосед рассказывает интересную историю.)
9. My son can write some more articles about football. (Мой сын может написать еще немного статей о футболе.)
10. You must clean your bedroom tonight. (Ты должен убраться в своей спальне сегодня вечером.)

3. Превратите предложения в отрицательные и переведите.

1. Ann was bitten by a homeless dog.
2. The zoo is being reconstructed at the moment.
3. The luggage must be checked at the customs.
4. Souvenirs are sold everywhere.
5. The job will be finished at 3 o'clock.

4. Дайте полные ответы на следующие вопросы.

1. Are the Olympic Games held every 10 years? (Олимпийские игры проводятся каждые 10 лет?)
2. Is bread made from flour or potatoes? (Хлеб готовят из муки или картофеля?)
3. Was the Eifel Tower built in Moscow? (Эйфелева башня была построена в Москве?)
4. Will the final exams be taken in summer or in winter? (Выпускные экзамены будут сдаваться летом или зимой?)
5. When is Christmas celebrated in Europe? (Когда празднуется Рождество в Европе?)

Read and translate the text

Inventors and their inventions

- People all over the world are proud of scientists and inventors who made all-round progress in our life. The inventors have achieved great successes in the development of physics, especially atomic physics, chemistry, biology, engineering, etc. Among famous inventors we can name such scientists as Alfred Nobel, Alexander Graham Bell, Albert Einstein, Isaac Newton, Michael Faradey and many others.
- Alfred Nobel, the Swedish chemical experimenter and businessman who invented dynamite and other explosive compounds, was a person of many paradoxes and contradictions. He wrote a considerable number of plays, novels and poems, only one of which was published. He turned to a career in chemistry.
- Nobel had an excellent scientific mind and loved to tackle problems in his chemical laboratories. By 1859 he had begun the experiment with one of his explosives (nitroglycerin). His new explosive was named «dynamite» and patented in 1867. Although he was often called Lord of Dynamite Nobel was strongly opposed to the military uses of his

inventions. His new explosive found such spectacular uses as in the construction of tunnels, canals, railroads and roads. Dynamite was also a factor in oil drilling in the Baku fields.

- When Alfred Nobel died he left the major portion of his fortune which brought him lasting fame for the establishment of annual awards. There are six classifications to reward people who have made outstanding contributions for the benefit of mankind in physiology or medicine, physics, literature, chemistry, peace and economics. The awards are usually presented in Stockholm at a sumptuous ceremony with the King of Sweden as the host on December 10, the anniversary of Alfred Nobel's death. Each prize includes a gold medal, a diploma and a gift of money.
- Isaac Newton is a well-known English scientist and inventor. He was a student of Cambridge University where he made his first researches. Telescopes had been known by people before Newton, but they were not satisfactory. They based on glass lenses which produced false colour. Newton made a telescope based on curved mirror, so that it became known as a reflector. Some years later he became a member of the Royal Society of Britain. He got acquainted with the famous people of that time Christopher Wren and Edmund Halley. These scientists were not good mathematicians and they asked Newton to help them to make a new star catalogue for sailors. So, in some days the catalogue was published because Newton had already made it.

- More than that Isaac Newton was a great physicist. He discovered the law of gravitation. It happened when he sat in the garden and the apple fall down on him. At that moment he realized that the force pulling on the apple was the same as the force which keeps the Moon in its path round the Earth. Soon Newton wrote a book where he told people about the law he had discovered: «Every particle of matter in the Universe attracts every other particle with a force which becomes weaker with increasing distance».
- Another famous scientist and inventor is Michael Faradey. He found that his main interest in science was electricity. He studied a lot and made many experiments. Faradey was wondering whether a magnet could in some way give electric current. He got a bright idea. He thought of moving the magnet near the wire and then got what he wanted – an electric current was produced in the wire. This was a great invention in the history of man's experiments. But Faradey didn't stop at this. He tried different ways of producing electric current even when he moved the wire near the magnet. This was the beginning of all machines that produce electricity today.
- Albert Einstein is one of the greatest scientists of our age. The Theory of Relativity brought him fame on five continents. Einstein's Theory of Relativity, which seemed a flight of imagination to many at first, is now the cornerstone of modern physics. Many physical phenomena could never be explained without the Theory of Relativity. Einstein said that there were only twelve people living who understood his Theory of Relativity, although more than nine hundred books had been written trying to explain it. He himself explained relativity by this very simple illustration: «When you sit with a nice girl for an hour, you think it is only a minute; but when you sit on a hot stove for a minute, you think it is an hour. Well, well – so that's relativity. It sounds all right to me; but if you don't believe me and would like to try it out, I'll be glad to sit with the girl if you'll sit on the stove».

ТЕМАТИКА ЭССЕ

1. Internet in my life
2. Mass media
3. Modern technology

ТЕМАТИКА РЕФЕРАТОВ

1. Violence of TV
2. Famous inventors
3. Mass Media in England
4. Radio And TV In My Life

Тема 2: What is new media? Developing of Telecommunications

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. What is your busiest day of the week?
2. Do you schedule out what you have to do every week? Do you make a schedule for every day?
3. If you are late, what message does this send to the person who is waiting for you?
4. Which time of day do you feel you are most productive in your work or study?
5. What time do you take a bath in the evening?
6. What time do you like to go to bed at night?
7. When do you do your homework?
8. Do you think time moves slowly or quickly?
9. Can you do without a watch or a clock? For how long?
10. Does waiting for something bother you?
11. If you had the power to stop and restart time, when would you use it?
12. What do you do if you show up too early for something?
13. Do you like to be busy, or do you like to have an easy schedule?
14. What time does your work end?
15. What time is it?
16. In your culture, is it polite to always show up on time, or to show up a little late?
17. Do you get bored easily?
18. Are you on time?
19. What time does school start?
20. What's the most significant time of your life? (Significant for any reason: because you liked it or hated it; because of your profession; because of a relationship; or because it was a turning point in your life)
21. What time do you think high school students should go to bed?
22. Would you rather have more time or more money?
23. Do you spend a lot of time when preparing for something?
24. What time do you go to bed?
25. What would you do if you had a few extra hours in a day?
26. How important is time in your culture?
27. Do you prefer to show up late or early?
28. Do you manage time, or does time manage you?
29. Are you good at getting things done on time?
30. How much time do you spend sleeping?
31. What time does your work begin?
32. What do you do if you show up too late for something?
33. If you could stop time, what would you do and why?
34. Do you think you manage your time wisely?
35. Do you wish you could sleep more?
36. What time do you go to work?
37. Do you show up early or late in your home country verses in the United States?
38. Do you show up early or late for work? Class? Meeting a friend for lunch? English conversation class?
39. Are you a "night owl" or an "early bird"?
40. What time do you like to get up?
41. What's your perception of time now? Does it go by slowly or quickly? What does this depend on?
42. What time do you get up in the morning?
43. Do you think people in America are too concerned with time?
44. If you are a punctual person and your mate is not, how do you resolve conflicts that arise?
45. What takes up most of your time?

Задание 2. Перечень контрольных вопросов по теме:

1. What is your busiest day of the week?
2. Do you schedule out what you have to do every week? Do you make a schedule for every day?
3. If you are late, what message does this send to the person who is waiting for you?
4. Which time of day do you feel you are most productive in your work or study?
5. What time do you take a bath in the evening?
6. What time do you like to go to bed at night?
7. When do you do your homework?
8. Do you think time moves slowly or quickly?
9. Can you do without a watch or a clock? For how long?
10. Does waiting for something bother you?
11. If you had the power to stop and restart time, when would you use it?
12. What do you do if you show up too early for something?
13. Do you like to be busy, or do you like to have an easy schedule?
14. What time does your work end?
15. What time is it?
16. In your culture, is it polite to always show up on time, or to show up a little late?
17. Do you get bored easily?
18. Are you on time?
19. What time does school start?
20. What's the most significant time of your life? (Significant for any reason: because you liked it or hated it; because of your profession; because of a relationship; or because it was a turning point in your life)
21. What time do you think high school students should go to bed?
22. Would you rather have more time or more money?
23. Do you spend a lot of time when preparing for something?
24. What time do you go to bed?
25. What would you do if you had a few extra hours in a day?
26. How important is time in your culture?
27. Do you prefer to show up late or early?
28. Do you manage time, or does time manage you?
29. Are you good at getting things done on time?
30. How much time do you spend sleeping?
31. What time does your work begin?
32. What do you do if you show up too late for something?
33. If you could stop time, what would you do and why?
34. Do you think you manage your time wisely?
35. Do you wish you could sleep more?
36. What time do you go to work?
37. Do you show up early or late in your home country verses in the United States?
38. Do you show up early or late for work? Class? Meeting a friend for lunch? English conversation class?
39. Are you a "night owl" or an "early bird"?
40. What time do you like to get up?
41. What's your perception of time now? Does it go by slowly or quickly? What does this depend on?
42. What time do you get up in the morning?
43. Do you think people in America are too concerned with time?
44. If you are a punctual person and your mate is not, how do you resolve conflicts that arise?
45. What takes up most of your time?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test .

1. What___this weekend?

a. you are going to do

b. are you going to do
c. your gonna do

2. What___this weekend?
a. you are going to do
b. are you going to do
c. your gonna do

3. I'm not sure.___anything special?
a. Are you going to do
b. You are going to do
c. Is going to do

4. My friend Melissa and I___a party. Would you like to come?
a. am going to
b. are going to go to
c. go to

5. I'd love to!___?
a. What's it going to be
b. Who's go to be
c. Where's it going to be

6. It is___to be at Ruth's house.
a. go
b. going
c. gonna

7. What time___start?
a. is it going to
b. it's going to
c. it

8. At 10 P.M. ___invite?
a. Who are you going to
b. What you're going to
c. When you going to

9. I don't know. I think___anyone.
a. I'm going invite
b. I'm not go invite
c. I'm not going to invite

10. I'm not sure.___anything special?
a. Are you going to do
b. You are going to do
c. Is going to do

11. My friend Melissa and I___a party. Would you like to come?
a. am going to
b. are going to go to
c. go to

12. I'd love to! ___?
a. What's it going to be
b. Who's go to be
c. Where's it going to be

13. It is___to be at Ruth's house.
a. go
b. going
c. gonna

14. What time___start?
a. is it going to
b. it's going to
c. it

15. At 10 P.M. ___invite?
    a. Who are you going to
    b. What you're going to
    c. When you going to
16. I don't know. I think___anyone.
    a. I'm going invite
    b. I'm not go invite
    c. I'm not going to invite

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

1. Павел мечтает о будущем. Напишите о его планах, используя конструкцию to be going to.

Н-р: I … (study) astronomy at university. – I'm going to study astronomy at university. (Я собираюсь изучать астрономию в университете.)

1. I … (move) to London.
2. I … (fly) to the Moon.
3. I … (marry) at 25.
4. We … (have) three kids.
5. My wife … (become) a famous actress.
6. My wife and children … (travel) all over the world.
7. We … (eat) in restaurants every day.
8. I … (open) a flying school in England.

2. Напишите отрицательные предложения, используя конструкцию to be going to.

1. We – not – catch – that train.
2. He – not – buy – a new sofa.
3. They – not – watch – a football match tonight.
4. I – not – tell – your secret to anyone.
5. Anna – not – stay – at home.

3. Карла собирается провести отпуск у моря. Задайте ей вопросы с конструкцией to be going to. Используйте данные словосочетания.

speak Spanish there, play beach volleyball, stay in a good hotel, eat lobsters, go windsurfing

4. Задайте вопросы к предложениям, начиная со слов в скобках.

1. I am going to phone him tomorrow. (When …?)
2. That tower is going to collapse soon. (Why …?)
3. My friends are going to arrive today. (How many friends …?)
4. We are going to pay for her. (How much …?)
5. Mum is going to see her dentist on Monday. (When…?)
6. I am going to wear a white dress tonight. (Why…?)

- **5. Раскройте скобки, используя оборот be going to.**

1. I (finish) it next week. 2. He (go) there tomorrow. 3. We (be) at the meeting. 4. I (return) and (ask) him. 5. The teacher (explain) the next lesson to us tomorrow. 6. We (attend) that conference in St Louis next month. 7. I (study) my English lesson with my friends tonight. 8. Mr Wilson and Mr Johnson (be) in the office all afternoon. 9. The men (repair) the roof of the house the day after tomorrow. 10. There (be) an important meeting here next Thursday evening.

Read and translate the text

Leisure-Time Activities (My days off) and Holidays

On weekdays I usually go to school, but on my days off I prefer to rest. I think it is important for us to rest. I think it is important for us to rest after hard work. That's why our weekends are more attractive than weekdays. At our leisure time we go in for sports, read books, go to the library, the cinema, the theatre, the park, the museum, the exhibition. Sometimes we go to the zoo or the circus and enjoy ourselves watching animals.

As a rule, we try to spend most of time outdoors. Some people prefer to go to the country to see their relatives and friends. In winter we like to go to the winter forest to ski and skate. After having such a pleasant rest in the open air, you are always happy to return home and have a rest sitting near the TV-set and watching an interesting an interesting TV programme. In summer and spring picnics are popular with schoolchildren and their parents.

They are fond of picnics chiefly because they have an excellent opportunity to admire the beauty of nature, to run on the grass and to play interesting games, to have a bite without observing table manners. But the most exciting event is making a fire. The children are fond of collecting wood in the forest and sitting round the fire. And again, they like to return home after a picnic. And now they think that "there is no place like home" as saying goes.

Many people like to go to the cinema and theatre on weekends and holidays and enjoy seeing an interesting film or performance.

As for me, my days off are normally like this. I hate getting up early and on weekends I can afford to wake up later than usual. As a rule, I get up at 8 o'clock. Then I do my morning exercises, wash my face and hands and brush my teeth. After having breakfast I relax a little: listen to a lovely music and try to forget about all my problems. Then I can visit my friends and have a chat with them about our life.

Sometimes my friends and I go to the museum or art exhibition. As a rule, my activities on weekends depend on my plans, but in any case I manage to do a lot of things and to have a rest. I always try to do my best to have a really good time. But unfortunately time flies very quickly on weekends, and the next Monday morning comes, and I am looking forward to my next days off.

ТЕМАТИКА ЭССЕ

1. My hobby
2. Books in my life
3. Going abroad for holidays

ТЕМАТИКА РЕФЕРАТОВ

1. Leisure Time and Hobby
2. Holidays in Great Britain
3. Travelling is my hobby

Тема 3. Computer. The history of computers. Types of computers. Computer Applications

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. How do you study English with your computer?
2. What operating system do you use?
3. What do you do when your computer doesn't work properly?
4. Can your parents operate a computer?
5. What kind of computer do you have?
6. Did you make your own webpage?
7. Do you still have it?
8. Does your family have a computer?
9. How often do you access it?
10. How powerful is your computer?
11. How fast can you type?
12. If you had lots of money, what kind of computer system would you like to buy?
13. What's the least expensive computer?
14. What company made your computer?
15. Why did you buy your computer?
16. Which do you think are not so interesting?
17. How many times have you upgraded your computer?
18. How many hours a day do you spend looking at it?
19. Do you have a webpage?

20. Do you use e mail every day?
21. Do you chat with your parents?
22. How many computer programming languages do you know?
23. Do they enjoy using their computer?
24. When did you first start using a computer?

Задание 2. Перечень контрольных вопросов по теме:

1. Do you have a computer?
2. Do you use your computer when you do homework for school?
3. What kind of computer was it?
4. Do you have a computer?
5. Have you ever studied English using your computer?
6. Can your mother and father use a computer?
7. Why do you think people have webpages?
8. Do you know what a blog is?
9. Who taught you to use a computer?
10. Do you want a more powerful computer? If so, what computer do you want?
11. Could you do without them?
12. Do you have a laptop or a desktop computer? Do you have both?
13. Where do you use your computer?
14. What is multimedia?
15. Do you send photos by email?
16. Can your children use a computer?
17. Do you think our lives have been improved by computer technology?
18. Do you have more than one computer?
19. Do you know how to type well?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Предлоги (Prepositions)

1. Mozart was born in Salzburg ... 1756.
   - a) on
     b) at
     c) in
     d) during
2. It has been raining ... two days without stopping.
   - a) on
     b) for
     c) during
     d) at
3. Many interesting suggestions were made ... the meeting.
   - a) into
     b) onto
     c) for
     d) during
4. My English courses begin ... 7 January and end ... 10 March.
   - a) on / in
     b) at / at
     c) in / in
     d) on / on
5. I'm just going out to do some shopping. I'll be back ... half an hour.
   - a) at
     b) for

c) while
d) in

6. Kate works hard during the week, so she likes to relax ... the weekends.

- a) in
  b) at
  c) for
  d) with

7. Our family always gets together ... Christmas Day.

- a) at
  b) in
  c) on
  d) while

8. I haven't seen Ann ... a few days. I last saw her ... Tuesday.

- a) during / on
  b) during / at
  c) for / on
  d) for / at

9. We met a lot of people ... we were on holiday. ... that time, we also visited a lot of museums and galleries.

- a) while / During
  b) during / While
  c) for / At
  d) at / For

10. Tom doesn't see his parents very often – usually only ... the New Year and sometimes ... the summer for a few days.

- a) on / in
  b) on / at
  c) at / in
  d) at / on

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

Read the text:

What is a Computer?

Computers are electronic machines which can accept data in a certain form, process the data and give the results of processing in a specified format as information.

Three basic steps are involved in the process: First, data is fed into the computer's memory. Then, when the program is run, the computer performs a set of instructions and processes the data. Finally, we can see the results (the output) on the screen or in printed form.

Information in the form of data and program is known as **software**, and the electronic and mechanical parts that make up a computer system are called **hardware**. A standard computer system consists of three main sections: the Central Processing Unit (CPU), the main memory and the peripherals.

Perhaps the most influential component is the **Central Processing Unit**. It is to execute program functions and to coordinate the activities of all the other units. In a way, it is the 'brain' of the computer. The **main memory** holds the instructions and data which are currently being processed by the CPU. The **peripherals** are the physical units attached to the computer. They include storage devices and input/ output devices.

Storage devices (**floppy** or **hard disks**) provide a permanent storage of both data and programs. **Input devices** enable data to go into the computer's memory. The most common input devices are the **mouse** and the **keyboard. Output devices** enable us to extract the finished product from the system. For

example, the computer shows the output on the **monitor** or prints the results onto paper by means of a **printer.**

On the rear panel of the computer there are several ports into which we can plug a wide range of peripherals – modems, fax machines, optical drives and scanners.

These are the main physical units of a computer system, generally known as the **configuration.**

b) Use the information in the text to help you match the terms hi the box with the appropriate explanation or definition below:

a) software;	*d) peripheral devices;*	*g) monitor;*
b) floppy disk;	*e) hardware;*	*h) input;*
c) output;	*f) Central Processing Unit*	*i) port.*

1. The brain of the computer.
2. Physical parts that make up a computer system.
3. Programs which can be used on particular computer system.
4. The information which is presented to the computer.
5. Results produced by a computer.
6. Hardware equipment attached to the CPU.
7. Visual display unit.
8. Small device used to store information. Same as 'diskette'.
9. Any socket or channel in a computer system into which an input/output device may be connected.

c) Complete the sentences with the words from the box:

software	*process*	*type*	*hardware*	*output*	*operate*

1) Computers are electronic machines that … information.
2) Computers … quickly and accurately in solving problems.
3) After processing the information, they … the results.
4) You can … and print any kind of document – letters, memos, or legal documents.
5) … is a set of devices and … is a set of programs.

3 Summing-up

1. What do we mean when we say "a computer"?
2. What parts make up a computer system?
3. What are the main units of measurement in computer science?
4. What is hardware?
5. What is software?
6. Why is the central processor called "a brain of a computer"?
7. What do we use to input data?

4 Speaking: Now you can tell what a computer is.

2 When You Turn on your Computer

Desktop

1 Vocabulary

desktop		background picture
	icon	
to appear		colour\color

number
a number of

to include

recycle bin

control panel

to turn on\off

to boot up

to click
to double-click

folder

file

to contain

to add

to delete

box

to save
screen saver

person
to personalize

to restore

to allow

to locate
location

a) Chose the correct translation:

1) to include
a) включать b) выключать c) появляться d) включать (в себя)

2) a number of
a) номер b) несколько c) пиктограмма d) заставка

3) to turn off
a) включать b) выключать c) появляться d) включать (в себя)

4) folder
a) рабочий стол b) заставка c) обои d) папка

5) background picture
a) рабочий стол b) заставка c) обои d) папка

6) to turn on
a) включать b) выключать c) появляться d) включать (в себя)

7) to add
a) включать b) удалять c) добавлять d) выключать

8) desktop
a) рабочий стол b) заставка c) обои d) папка

9) to appear
a) включать b) выключать c) появляться d) включать (в себя)

10) screen saver
a) рабочий стол b) заставка c) обои d) папка

b) Match the words with their meanings:

1) control	a) рабочий стол
2) number	b) человек
3) person	c) складывать
4) boot up	d) содержать
5) appear	e) управлять
6) add	f) папка
7) include	g) загружать
8) folder	h) число
9) contain	i) включать в себя
10) desktop	j) появляться

c) Match the words with their definitions:

1) background	a) to remove smth that has been stored on a computer
1) delete	b) a place where a number of computer files or documents can be stored together
2) double-click	c) a program that runs a moving image on a computer screen when the keyboard and the mouse are not being used

3) file	d) to design or change smth so that it is suitable for the needs of one particular person
4) folder	e) the first screen that appears when you turn on your computer and which displays icons that represent files, folders, documents, etc
5) icon	f) picture or colour on the first screen that appears when you turn on the computer
6) Recycle Bin	g) the folder in Microsoft Windows where files or programs that have been deleted or removed are stored
7) Screensaver	h) to press one of the buttons on a mouse twice quickly in order to start an action on screen
8) personalize	i) a small symbol on a computer screen which represents a program, or a file
9) desktop	j) a collection of information, such as a Word document or a picture, which is stored in a computer, under a particular name

d) Make up two-word expressions:

1. background	a) the icon
2. screen	b) document
3. control	c) screen
4. recycle	d) picture
5. to double-click	e) the desktop
6. to press	f) saver
7. to run	g) a program
8. computer	h) bin
9. to personalize	i) the button
10. Word	j) panel

2 Speaking

What do you see first when you turn on a computer? How do you open a program?

3 Reading

a) Read the text quickly and match the headings (a-d) with the paragraphs (1-4):

a The control panel **b** The drives **c** The desktop **d** Using icons

1. The desktop is the screen that appears after you boot up, or turn on, your computer. It shows a number of icons on a background picture or colour. When you buy a new computer and boot up for the first time, the desktop will only show a small number of icons. In the Windows operating system,

these usually include My Computer and the Recycle Bin.
2. Double-clicking on an icon with the mouse opens a computer program, a folder or a file. Folders usually contain other files. You can move icons around the desktop, add new ones or remove them by deleting them. Deleted files go to the Recycle Bin. People usually put the programs they use most often on the desktop to find them quickly.
3. When you double-click on My Computer another screen appears. This screen shows the A: drive icon, for floppy disks; the C: drive icon, which usually contains all of the main programs and folders on your computer; the D: drive icon, which is usually the CD-ROM drive, and the Control Panel folder.
4. When you double-click on Control Panel, another screen appears that shows many other icons, such as the Display icon and the Date/Time icon. Double-clicking on Display opens a box that lets you personalize your desktop by changing the screen saver (the moving image that appears when no one is using the computer) or the background picture.
Decide if the sentences are true (T) or false (F):
1 The desktop appears before you boot up.
2 Files are usually inside folders.
3 People usually put their favourite programs on the desktop.
4 Use the C: drive to open floppy disks.
5 You cannot change the background picture of the desktop.
6 The Control Panel folder contains the Date/Time icon.

c) Find the words in the text that mean:

1 comes into view so you can see it (paragraph 1)
2 the picture or colour on your screen (1)
3 clicking the mouse two times quickly (2)
4 something that holds documents or files (2)
5 most important (3)
6 make something the way you want it (4)

d) Match the icons with their descriptions:

Common icons on the Microsoft Windows desktop include:

1) Microsoft Outlook	a) a feature that stores deleted files and allows the user to restore them to their original location i.e. the equivalent to the trashcan on an Apple Mac system
2) Network Neighbourhood or My Network Places	b) a messaging program
3) My Computer	c) a browser program that allows the user to view webpages on the Internet
4) Internet Explorer	d) a feature that displays the names of other computers networked with yours
5) Recycle Bin	e) a feature that lets you see the resources on your computer

ТЕМАТИКА КРУГЛЫХ ДИСКУССИЙ

1. What icons do you have on your desktop? Explain your choice.
2. Think of a few examples of how computers have an educational or an entertainment value.

ТЕМАТИКА КРУГЛЫХ СТОЛОВ

In pairs, discuss these questions.

1. Have you got a computer at home, school or work? What kind is it?
2. How often do you use it? What do you use it for?
3. What are the main components and features of your computer system?
4. In pairs, label the elements of this computer system.

Тема 4. The main parts of the system /Computer Users

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Do you have a webpage?
2. How powerful is your computer?
3. Which computer magazines do you read?
4. What is on this webpage?
5. Do you still have it?
6. Who taught you to use a computer?
7. Do you think our lives have been improved by computer technology?
8. Do you have a Facebook account?
9. How often do you update it?
10. Why do people have blogs?
11. How fast can you type?
12. Does having a computer make life more complicated or less complicated?
13. What kind of scanner do you have?
14. What's your e mail address?
15. What software do you use the most often?
16. Are you still using your first computer?
17. What's the least expensive computer?
18. What Internet sites do you visit regularly?
19. What size is your computer screen?
20. Can you do everything you need to do when your computer is broken?
21. Is it a good or a bad thing? Why?

Задание 2. Перечень контрольных вопросов по теме:

1. How many hours a day do you spend looking at it?
2. Have you tried Mac-OS, Windows and Linux?
3. Why do you use them?
4. Do you have a laptop or a desktop computer? Do you have both?
5. What is configuration of your PC?
6. How much does your Internet service provider cost?
7. How much did your first computer cost? How much did you last computer cost?
8. Do you access the Internet with your computer?
9. When did you start it?
10. Why do you think people have webpages?
11. Why did you buy your computer?
12. Are your computer literate?
13. How many e mail addresses do you have?
14. What is your favorite "news" site?
15. How does email work?
16. What are some things to think about when using them?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test 1. Модальный глагол SHOULD

1. Your clothes smell, and you've got a cough. You _____ smoke.
   - A) don't have to
   - B) should
   - C) shouldn't
   - D) have to
2. I'm going to bed. I _____ be up early tomorrow.
   - A) should
   - B) shouldn't
   - C) don't have to
   - D) have to
3. If you need some help with your homework, you _____ go to the library.
   - A) should
   - B) mustn't
   - C) have to
   - D) shouldn't
4. If you've got a ticket, you _____ queue. You can go straight in."
   - A) shouldn't
   - B) don't have to
   - C) have to
   - D) should
5. You _____ tell lies. It's wrong.
   - A) don't have to
   - B) should
   - C) have to
   - D) shouldn't
6. Geoff works too much. I think he _____ take it easy.
   - A) must
   - B) have to
   - C) should
   - D) don't have to
7. My bedroom is a real mess. I _____ clean it.
   - A) have to
   - B) must
   - C) don't have to
   - D) should
8. There's a wonderful new restaurant opened in town. You _____ go there.
   - A) shouldn't
   - B) must
   - C) don't have to
   - D) should
9. You _____ have a driving license if you want to drive a car.
   - A) should
   - B) have to
   - C) have
   - D) had to
10. You _____ sit so close to the TV. It's bad for your eyes.
    - A) don't have to
    - B) have to
    - C) shouldn't
    - D) can

11. “I’m working 16 hours a day.”
“I think you _____ talk to your boss.”
- A) have to
  B) can
  C) mustn’t
  D) should

12. “I’ve had a terrible toothache for weeks.”
“You _____ go to the dentist.”
- A) have to
  B) would
  C) shouldn’t
  D) should

13. If you want to do well in life you _____ believe in yourself.
- A) can
  B) don’t have to
  C) have to
  D) should

14. If you want to keep fit, you _____ do some sport.
- A) shouldn’t
  B) have to
  C) should
  D) don’t have to

15. If you want to learn English, you _____ speak your language in English lessons.
- A) should
  B) don’t have to
  C) must
  D) shouldn’t

Test 2. Модальный глагол NEED

1. _____ you help me with my homework?
- A) Are
  B) May
  C) Can
  D) Need

2. Take a sweater with you. It_____ get cold later.
- A) won’t
  B) might
  C) would
  D) need

3. I _____ to study for tomorrow’s exam.
- A) don’t need
  B) may not
  C) couldn’t
  D) will not

4. We have got plenty of time. We _____ hurry.
- A) needn’t
  B) didn’t use to
  C) mustn’t
  D) didn’t need to

5. A: I’m putting on weight.
   B: You _____ go on a diet
   - A) ought
     B) had to
     C) needed to
     D) should
6. You _____ to write and thank him.
   - A) has
     B) must
     C) ought
     D) needed
7. You _____ do it now. You can do it this afternoon.
   - A) mustn’t
     B) had better
     C) needn’t
     D) should
8. Joe ran all the way. It wasn’t necessary. Joe _____ run all the way.
   - A) needn’t have
     B) need have
     C) didn’t need to
     D) doesn’t need to
9. You _____ any more aspirins; you’ve had four already.
   - A) mustn’t take
     B) needn’t have taken
     C) shouldn’t have taken
     D) had better not take
10. A: How much do you weigh?
    B: _____.
    - A) I needn’t have told you
      B) I’d rather not tell you
      C) I couldn’t have told you
      D) I’d better not be told

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

Упр. 1. Вставьте модальные глаголы *may* или *can.*

1. I ... finish the work tomorrow if no one bothers me anymore. 2. ... we come and see you next Sunday at three o'clock in the afternoon? 3. What time is it? — It ... be about six o'clock, but I am not sure. 4. Only a person who knows the language very well ... answer such a question. 5. ... I come in? 6. Let me look at your exercises. I ... be able to help you. 7. I ... not swim, because until this year the doctor did not allow me to be more than two minutes in the water. But this year he says I ... stay in for fifteen minutes if I like, so I am going to learn to swim. 8. Libraries are quite free, and anyone who likes ... get books there. 9. I ... come and see you tomorrow if I have time. 10. Take your raincoat with you: it ... rain today. 11. Do you think you ... do that?

Упр. 2. Вставьте модальные глаголы *may* или *can.*

1. You ... come in when you have taken off your boots. 2. Be careful: you ... spill the milk if you carry it like that. 3. Most children ... slide on the ice very well. 4. I don't think I ... be here by eleven o'clock tomorrow, but I ... be. 5. ... you see anything in this inky darkness? 6. You ... go when you have finished your compositions. 7. What shall we do if the train is late? It ... be late, you know, after the terrible snowstorms we've had. 8. When ... you come arid see me? — Let me see: I ... not come tomorrow, for I must be at the meeting, but on Sunday I'll find time. Yes, you ... expect me on Sunday about three o'clock. Will that be all right?

Упр. 3. Вставьте модальные глаголы *may (might)* или *can (could).*

1. ... I use your pen? 2. ... I find a pen on that table? 3. You ... read this book: you know the language well enough. 4. You ... take this book: I don't need it. 5. ... I help you? 6. ... I ask you to help me? 7. ... you help me? 8. I ... not imagine her speaking in public: I knew that she was so shy. 9. Something was wrong with the car: he ... not start it. 10. A fool ... ask more questions than a wise man ... answer. 11. She asked me if she ... use my telephone. 12. The school was silent: nothing ... be heard in the long dark corridors. 13. Waiting ... be endless, you know. 14. ... you tell me the nearest way to the city museum? 15. They ... think that I am too weak to take part in the excursion, but I am strong enough to do any kind of hard work, indeed. 16. He knew this period of history very well: he had read everything on the subject he ... find in the rich university library.

MUST

Долженствование

You must respect your parents, (должны) You *must not* go there, (нельзя) *Must I* learn it by heart? (должен?)

Предположение должно быть

It *must* be cold outside, (должно быть)

Упр. 4. Переведите на русский язык.

1. You must work hard at your English. 2. You must learn the words. 3. Must we learn the poem today? 4. It must be very difficult to learn Chinese. 5. You must not talk at the lessons. 6. Everybody must come to school in time. 7. Don't ring him up: he must be very busy. 8. You must not make notes in the books. 9. I must help my mother today.

Упр. 5. Переведите на английский язык, употребляя модальный глагол *must.*

1. Я должна упорно работать над своим английским. 2. Вы должны внимательно слушать учителя на уроке. 3. Ты должен делать уроки каждый день. 4. Вы не должны забывать о своих обязанностях. 5 Вы должны быть осторожны на улице. 6. Она должна быть дома сейчас. 7. Мои друзья, должно быть, в парке. 8. Вы, должно быть, очень голодны. 9. Должно быть, очень трудно решать такие задачи. 10. Я должен сегодня повидать моего друга.

Сводные упражнения на модальные глаголы

Упр. 6. Переведете на русский язык.

1. He must have sold his piano. 2. He may have sold his piano. 3. He might have sold his piano. 4. He can't have sold his piano. 5. He should have sold his piano. 6. He shouldn't have sold his piano. 7. He needn't have sold his piano. 8. He didn't have to sell his piano. 9. He had to sell his piano. 10.He was to sell his piano.

Упр.7. Переведите на английский язык.

1. Они, должно быть, уехали в Нью-Йорк. 2. Они, возможно, уехали в Нью-Йорк. 3. Может быть, они и уехали в Нью-Йорк (хотя едва ли). 4. Не может быть, что они уехали в Нью-Йорк 5. Им следовало уехать в Нью-Йорк (а они не уехали). 6. Им не следовало уезжать в Нью-Йорк (а они уехали). 7. Они могли и не уезжать в Нью-Йорк (а они уехали). 8. Им незачем было уезжать в Нью-Йорк (они и не уехали). 9. Им пришлось уехать в Нью-Йорк. 10. Им предстояло уехать в Нью-Йорк.

Упр. 8. Вставьте подходящие модальные глаголы *(must, can, need),*

1. If you want to improve your English, you ... work very hard. 2. ... I take this book? — Certainly, but you ... not give it to anybody. 3. Mother, ... I go to the country tomorrow? — No, you ... not. The doctor says you ... stay at home for a day or two. 4. There is something wrong with your television-set. You ... call a repair-man. — Oh, we ... not do, it! My brother ... fix it himself. 5. ... we bring these text-books every day? — No, you ... not: you ... take them from the library. 6. ... you go to the country with us? — No, I am afraid I • •• not: I ... go to the library.

Упр. 9. Вставьте подходящие модальные глаголы (must, may, can, need, to have to, to be able to).

1. You ... not come to help them tomorrow: the work is done. 2. You ... not change the whole text as the beginning is all right. You ... only rewrite the second part of it. 3. ... you help me now? — I am afraid not: I am in a great hurry. I shall be free in the evening. Come to my place at about eight, and I ... help you. 4. John ... not tell us the rules of the game: we know them. 5. ... I return the book to you on Friday? I am afraid I ... not finish it before. — No, that is too late. You ... bring it to me not

later than Wednesday. 6. It is already six o'clock. We ... hurry if we don't want to be late. 7. ... you translate this text into English? — I think I ... 8. They spent all the morning on the river bank. Only Ann ... return home as she ... not stay in the sun for such a long time.

Упр. 10. Переведите на английский язык, употребляя подходящие по смыслу модальные глаголы *(can, may, needn't).*

1. Можете сегодня туда пойти. 2. Можете сегодня туда не ходить. 3. Можете не переписывать сочинение. 4. Можете остаться: ведь у вас есть время. 5. Можете остаться, если хотите. 6. Можете не оставаться, если не хотите. 7. Можете не говорить ему об этом. 8. Можете сказать ему об этом. 9. Нам можно не повторять эти правила: мы их знаем. 10. Можно было и не писать сочинение. 11. Он мог и не приходить: все было Уже сделано. 12. Вы можете взять эту книгу, если хотите. 13. Вы можете взять эту книгу: она
не тяжелая. 14. Вы можете и не брать эту книгу. 15. Я не могу взять эту книгу. 16. Подумай толь ко: можно было и не ходить туда. 17. Можешь сразу не соглашаться: подумай несколько дней.

Упр. 11. Переведите на английский язык, употребляя подходящие по смыслу модальные глаголы *(can, can't, may, mast, needn't, shouldn't).*

1. Она, должно быть, дома сейчас. 2. Она, должно быть, была дома вчера. 3. Мы, может быть, придем к вам завтра. 4. Они, может быть, приходили к нам вчера, но нас не было дома. 5. Он, должно быть, видел этот памятник, когда был в вашем городе. 6. Он, может быть, видел этот памятник, когда был в вашем городе. 7. Не может быть, что он знает эту картину. 8. Не может быть, что он видел эту картину. 9. Ты можешь пойти туда: я не возражаю. 10. Ты можешь пойти туда: это совсем близко. 11. Ты не можешь пойти туда: ты не знаешь адреса. 12. Ты можешь не ходить туда: я могу им позвонить. 13. Ты не должен идти туда: они очень плохие люди. 14. Ты мог и не ходить туда вчера. 15. Тебе следует пойти туда: они тебя ждут. 16. Тебе следовало пойти туда вчера. 17. Тебе не следовало ходить туда вчера.

Упр. 12. Переведите на английский язык, употребляя подходящие по смыслу модальные глаголы и выражения *(can, can't, may, must, to have to, to be able to),*

1. Я должна купить торт сегодня. 2. Мой брат не умеет говорить по-английски. 3. Моя сестра умеет говорить по-немецки. 4. Можно, я посмотрю вашу фотографию? 5. Вы можете показать мне свою фотографию? 6. Не может быть, что сорок лет: он выглядит гораздо моложе. 7. Не может быть, что он забыл прийти. Он, должно быть, был очень занят. 8. Мы, может быть, доедем за город, если будет хорошая погода. 9. Если сестра не купит мне кофе, мне придется идти в магазин самой. 10. Я не могу найти свои часы. — Может быть, вы оставили их на работе. — Нет, я не могла оставить их на работе: я никогда не снимаю их с руки. 11. Вы сможете поговорить с ним завтра? 12. Я, должно быть, заблудилась. Вы не можете мне сказать, как пройти к Эрмитажу? 13. Мне пришлось прочесть массу книг, когда я готовилась к докладу. 14. Я не мог вспомнить последние строчки сонета, и мне пришлось специально звонить своему другу.

Read and translate the text

The digital age

We are now living in what some people call the digital age, meaning that computers have become an essential part of our lives. Young people who have grown up with PCs and mobile phones are often called the digital generation. Computers help students to perform mathematical operations and improve their maths skills. They are used to access the Internet, to do basic research and to communicate with other students around the world. Teachers use projectors and interactive whiteboards to give presentations and teach sciences, history or language courses. PCs are also used for administrative purposes - schools use word processors to write letters, and databases to keep records of students and teachers. A school website allows teachers to publish exercises for students to complete online. Students can also enroll for courses via the website and parents can download official reports. Mobiles let you make voice calls, send texts, email people and download logos, ringtones or games. With a built-in camera you can send pictures and make video calls in face-to-face mode. New smartphones combine a telephone with web access, video, a games console, an

MP3 player, a personal digital assistant (PDA) and a GPS navigation system, all in one.

In banks, computers store information about the money held by each customer and enable staff to access large databases and to carry out financial transactions at high speed. They also control the cashpoints, or ATMs (automatic teller machines), which dispense money to customers by the use of a PIN-protected card. People use a Chip and PIN card to pay for goods and services. Instead of using a signature to verify payments, customers are asked to enter a four-digit personal identification number (PIN), the same number used at cashpoints; this system makes transactions more secure. With online banking, clients can easily pay bills and transfer money from the comfort of their homes.

Airline pilots use computers to help them control the plane. For example, monitors display data about fuel consumption and weather conditions. In airport control towers, computers are used to manage radar systems and regulate air traffic. On the ground, airlines are connected to travel agencies by computer. Travel agents use computers to find out about the availability of flights, prices, times, stopovers and many other details.

Task 1. When you read a text, you will often see a new word that you don't recognize. If you can identify what type of word it is (noun, verb, adjective, etc.) it can help you guess the meaning.

Find the words (1-10) in the text above. Can you guess the meaning from context? Are they nouns, verbs, adjectives or adverbs? Write ***n, v, adj*** or ***adv*** next to each word.

1 perform (line 6).....
2 word processor (line 13).....
3 online (line 16).....
4 download (line 18).....
6 built-in (line 21).....
5 digital (line 25).....
7 store (line 27).....
8 financial (line 29).....
9 monitor (line 42).....
10 data (line 42).....

Task 2. Match the words in Task 1 (1 -10) with the correct meanings (a-j).

a keep, save.....
b execute, do.....
c monetary.....
d screen.....
e integrated.....
f connected to the Internet.....
g collection of facts or figures.....
h describes information that is recorded or broadcast using computers.....
i program used for text manipulation.....
j copy files from a server to your PC or mobile

Task 3. In pairs, discuss these questions.

2. How are/were computers used in your school?
3. How do you think computers will be used in school in the future?

5 Other applications

A In small groups, choose one of the areas in the diagram below and discuss what you can do with computers in that area. Look at the *Useful language* box below to help you.

Useful language
Formula 1 cars: *design and build the car, test virtual models, control electronic components, monitor engine speed, store (vital) information, display data, analyse and communicate data*
Entertainment: *download music, bum CDs, play games, take photos, edit photos, make video clips, watch movies on a DVD player, watch TV on the computer, listen to MP3s, listen to the radio via the Web*
Factories and industrial processes: *design products, do calculations, control industrial robots, control assembly lines, keep record of stocks (materials and equipment)*
School/University: *access the Internet, enroll online, search the Web, prepare exams, write documents, complete exercises online, do research, prepare presentations*
Computers are used to ...
A PC can also be used for...
People use computers to ...
Task. Write a short presentation summarizing your discussion. Then ask one person from your group to give a summary of the group's ideas to the rest of the class.

ТЕМАТИКА РЕФЕРАТОВ

20. Types of computers
21. First computers
22. The history of computer revolution

ТЕМАТИКА ДИСКУССИЙ

23. On the Internet, you can say whatever you want. Is that true?
24. If you could buy a new computer, what would you like to buy?

ТЕМАТИКА КРУГЛЫХ СТОЛОВ

1. If you had lots of money, what kind of computer system would you like to buy?
Think of a few examples of how computers have an educational or an entertainment value.

Тема 5: Computers in all spheres/ Types of Software

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. What is the difference between software and hardware?
2. How many times have you upgraded your computer?

3. When did the average person start using a computer?
4. When did you first get a computer?
5. How many e mails do you send a day?
6. Do you use chat rooms and instant messaging?
7. What are the components and the element of multimedia?
8. Have you ever taken a course at school where you used a computer?
9. What kind of computer do you have?
10. Do you use e mail every day?
11. Which do you think are not so interesting?
12. Did you make your own webpage?
13. Do you remember the first time you used a computer or the Internet?
14. What do you think is the best size to have?
15. How many friends do you have?

Задание 2. Перечень контрольных вопросов по теме:

1. Do you have more than one computer?
2. Do you chat with your parents?
3. Do you know how to type well?
4. Can your children use a computer?
5. Where do you use your computer?
6. Does your family have a computer?
7. What would you like to add to your webpage?
8. How long have there been personal computers in your country?
9. What are some good things about having a computer?
10. Do you have a computer?
11. Can your mother and father use a computer?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test 1. Употребление Much, Many, A lot of

1. Emma ate too ... apples yesterday and she had a stomachache.
   - a) much
     b) lots of
     c) many
     d) little
2. There isn't ... juice in the bottle.
   - a) much
     b) many
     c) a few
     d) a lots of
3. The museum was very crowded. There were too ... people.
   - a) most
     b) a lot of
     c) much
     d) many
4. She couldn't understand how her son managed to get so ... good marks.
   - a) a lot of
     b) many
     c) little
     d) much
5. A lot of people want to have stylish cars very ... but they don't have enough money to buy them.
   - a) many
     b) much

c) well
d) strong

6. He looks ... like my favorite actor.
- a) plenty
b) many
c) much
d) badly

7. The little boy tried to eat as ... sweets as he possibly could.
- a) much
b) plenty
c) a lot of
d) many

8. Выберите верный перевод предложения: У меня немного работы сегодня.
- a) I haven't much work to do today.
b) I haven't many work to do today.
c) I haven't a much work to do today.
d) I haven't most work to do today.

9. My attitude towards him remained ... the same.
- a) more
b) much
c) not
d) many

10. Nowadays, the ... are against monarchy but in the XVII century most people approved of such form of government.
- a) many
b) most
c) much
d) person

Test 2. Употребление No, None, Nothing

1. I couldn't make an omelette because I had ... eggs.
- a) no
b) none
c) no one
d) nothing

2. I took a few photographs but ... of them were very good.
- a) no
b) none
c) nothing
d) nobody

3. I cancelled the party because ... of the friends I invited could come.
- a) no
b) none
c) nothing
d) nowhere

4. I can't buy this T-shirt. I have ... money.
- a) no
b) none
c) no one
d) nothing

5. Where are you going?
- a) I'm going nothing.
  b) I'm going none.
  c) I'm going nowhere.
  d) I'm going no one.

6. What did you tell them?
- a) I told them none.
  b) I tell them nothing.
  c) I told them nowhere.
  d) I told them nothing.

7. How much of that money was yours?
- a) None of that money is mine.
  b) No of that money is mine.
  c) None of that money was mine.
  d) No of that money were mine.

8. Is there any water in the jug?
- a) Yes, there is no water.
  b) No, there is none.
  c) No, there is nobody.
  d) No, there are none.

9. There was complete silence in the room. ... said ... .
- a) No / nothing
  b) Anybody / anything
  c) Nobody / nothing
  d) Nobody / anything

10. We wanted to go to the cinema but we couldn't because ... of us had ... money.
- a) no / any
  b) none / any
  c) nothing / anything
  d) nobody / nothing

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

Read and translate the text

Computer – Application

Following list demonstrates various applications of computers in today's arena.

Business

A computer has high speed of calculation, diligence, accuracy, reliability, or versatility which made it an integrated part in all business organisations.

Computer is used in business organisations for:

Payroll calculations

Budgeting

Sales analysis

Financial forecasting

Managing employees database

Maintenance of stocks etc.

Banking

Today banking is almost totally dependent on computer.

Banks provide following facilities:

Banks provide online accounting facility, which includes current balances, deposits, overdrafts, interest charges, shares, and trustee records.

ATM machines are making it even easier for customers to deal with banks.

Insurance

Insurance companies are keeping all records up-to-date with the help of computers. The insurance companies, finance houses and stock broking firms are widely using computers for their concerns. Insurance companies are maintaining a database of all clients with information showing procedure to continue with policies
starting date of the policies
next due installment of a policy
maturity date
interests due
survival benefits
bonus

Education

The computer has provided a lot of facilities in the education system.
The computer provides a tool in the education system known as CBE *ComputerBasedEducation*.
CBE involves control, delivery, and evaluation of learning.
The computer education is rapidly increasing the graph of number of computer students.
There are number of methods in which educational institutions can use computer to educate the students.
It is used to prepare a database about performance of a student and analysis is carried out on this basis.

Marketing

In marketing, uses of computer are following:
Advertising - With computers, advertising professionals create art and graphics, write and revise copy, and print and disseminate ads with the goal of selling more products.
At Home Shopping - Home shopping has been made possible through use of computerized catalogues that provide access to product information and permit direct entry of orders to be filled by the customers.

Health Care

Computers have become important part in hospitals, labs, and dispensaries. The computers are being used in hospitals to keep the record of patients and medicines. It is also used in scanning and diagnosing different diseases. ECG, EEG, Ultrasounds and CT Scans etc., are also done by computerised machines.
Some major fields of health care in which computers are used are:
Diagnostic System - Computers are used to collect data and identify cause of illness.
Lab-diagnostic System - All tests can be done and reports are prepared by computer.
Patient Monitoring System - These are used to check patient's signs for abnormality such as in Cardiac Arrest, ECG etc.
Pharma Information System - Computer checks Drug-Labels, Expiry dates, harmful drug's side effects etc.
Surgery : Nowadays, computers are also used in performing surgery.

Engineering Design

Computers are widely used in Engineering purpose.
One of major areas is CAD *Computeraideddesign*. That provides creation and modification of images.
Some fields are:
Structural Engineering - Requires stress and strain analysis for design of Ships, Buildings, Budgets, Airplanes etc.
Industrial Engineering - Computers deal with design, implementation and improvement of integrated systems of people, materials and equipment.
Architectural Engineering - Computers help in planning towns, designing buildings, determining a range of buildings on a site using both 2D and 3D drawings.

Military

Computers are largely used in defence. Modern tanks, missiles, weapons etc. Military also employs computerised control systems. Some military areas where a computer has been used are:

Missile Control
Military Communication
Military Operation and Planning
Smart Weapons

Communication

Communication means to convey a message, an idea, a picture or speech that is received and understood clearly and correctly by the person for whom it is meant for. Some main areas in this category are:
E-mail
Chatting
Usenet
FTP
Telnet
Video-conferencing

Government

Computers play an important role in government. Some major fields in this category are:
Budgets
Sales tax department
Income tax department
Male/Female ratio
Computerization of voters lists
Computerization of driving licensing system
Computerization of PAN card

- ***Exercise 1. Computers have many applications in great variety of fields. Read the text below and fill in the table which follows***.

Computers

- A computer is an electronic device. It makes calculations and processes information. Complicated problems can be solved very quickly. Millions of pieces of information can be processed in seconds.
- Nowadays, computers are used for many different purposes.
  - In education, computers can help students perform mathematical operations and solve difficult questions. They can be used to access the Internet, teach courses such as computer-aided design, language learning, programming, mathematics, etc. PCs (personal computers) are also used for administrative purposes: for example, schools use databases and word processors to keep records of students, teachers and materials.
  - Race organizers and journalists rely on computers to provide them with the current positions of riders and teams in both the particular stages of the race and in the overall competition. Workstations in the race buses provide the timing system and give up-to-the-minute timing information to TV stations. In the press room several PCs give real time information on the state of the race. Computer databases are also used in the drug-detecting tests for competitors.
  - Businesses use their computers not only to bill their customers and to keep track of their inventories, but also to send information to customers and to communicate with other businesses.
- In supermarkets, computers read the prices of food.
  - Computers also store information about the amount of money held by each client and enable staff to access large databases and to carry out financial transactions at high speed. They also control the automatic cash dispensers which, by the use of a personal coded card, dispense money to clients.
  - In transportation, airplanes, ships, and even spacecraft are guided by computers. Airline pilots use computers to help them control the plane. For example, monitors display data about fuel consumption and weather conditions.

- In airport control towers, computers are used to manage radar systems and regulate air traffic.
- On the ground, airlines are connected to travel agencies by computer. Travel agents use computers to find out about the availability of flights, prices, times, stopovers and many other details.
- In industry, many complicated machines are controlled by computers. Machines that produce chemicals, steel, and hundreds of other products are connected to computers.
- In science, complicated problems and scientific data almost are almost always analysed by computers. Even earthquakes and hurricanes can be predicted by computers.
- In home, people are buying computers to help them manage their households more efficiently. People can shop, make travel arrangements, and pay their bills using computers right in their own homes.

• ***Field***	• ***Application***

- **Exercise 2.** Think and answer.

1. How are/were computers used in your university?
2. What other areas of study would benefit from the introduction of computers?
3. What do you use the computer for?

- **Exercise 3.** When you read the text like the one above, you don't always need to understand every word. But there are words which you can guess from the context. Look at these words. Are they nouns (n), verbs (v) or adjectives (adj)?
- 1 workstation..... 2 data..... 3 perform..... 4 automatic.....
- 5 monitor..... 6 financial..... 7 store..... 8 connected.....
- 9 word processor..... 10 large.....
- **Exercise 4.** Now find the words in the text above and match them with the meanings below.
- a) information f) linked
- b) execute (do) g) self-acting, mechanical
- c) connected with money h) screen
- d) keep (save) i) powerful computer usually connected to a network
- e) massive j) program used for text manipulation
- **Exercise 5.** Speaking
- Think and tell the class how these people use computers at work.

- **electrical engineer secretary librarian**
- **composer teacher singer shop-assistant**

- **Exercise 6.** Reading
- Look at the table you filled in in Exercise 1. Add as many fields and uses of the computer, or computer applications, as you can think of.
- Now read the text below and write down any applications that are not in your list.

ТЕМАТИКА РЕФЕРАТОВ

1. Computers in education
2. Computers in medicine
3. Computers in banking system

Тема 6. Programming languages /Famous programmers/ Career in Information Technology

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. What are the qualities or characteristics that every leader should have?
2. Would you like to be a leader in China? Why or why not?
3. What characteristics does a bad leader have?
4. What is a leader?
5. What makes those people great leaders?
6. Why do some people think it's a bad thing to always follow other people?
7. If you were the leader of your school, what changes would you make?
8. What are some of the biggest challenges of leading a country like China?
9. Are some people natural leaders and other people natural followers? Why?
10. Who are the first leaders who come to your mind?

Задание 2. Перечень контрольных вопросов по теме:

1. Do you feel motivated when you are at school?
2. Have you ever tried to quit smoking?
3. Have you ever tried to motivate someone else to do something? How did you feel after?
4. Do you find that motivated people are more successful than unmotivated people?
5. Under what conditions can motivation be influenced by ambition?
6. What is something a boss can do to motivate his workers?
7. Who is the most important person in your life?
8. Can motivation influence competitive behavior?
9. Is your goal specific, measurable, with a deadline?
10. Is competition good?
11. How do you maintain your motivation when you fail?
12. Do you feel motivated when learning something new?
13. How do you define motivation?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

Read and translate the text

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. Theiessence of computer programmingjis the encoding of the program for the computer by means of algorythms. 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 is less time-consuming for the professional programmer than is flowcharting. It also emphasizes a top-down approach to program structure.

1. Просмотрите текст еще раз и 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?

2. 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.

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

4. Program: access program; application program; archived program; binary program; common program; compatible / incompatible 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.

Reading Comprehension - Steve Jobs Biography

- **Steve Jobs**, the American businessman and technology visionary who is best known as the co-founder, chairman, and chief executive officer of *Apple Inc*, was born on February 24, 1955. His parents were two University of Wisconsin graduate students, Joanne Carole Schieble and Syrian-born Abdulfattah Jandali. They were both unmarried at the time. Jandali, who was teaching in Wisconsin when Steve was born, said he had no choice but to put the baby up for adoption because his girlfriend's family objected to their relationship.
- The baby was adopted at birth by Paul Reinhold Jobs (1922–1993) and Clara Jobs (1924–1986). Later, when asked about his "adoptive parents," Jobs replied emphatically that Paul and Clara Jobs "were my parents." He stated in his authorized biography that they "were my parents 1,000%." Unknown to him, his biological parents would subsequently marry (December 1955), have a second child, novelist Mona Simpson, in 1957, and divorce in 1962.

- The Jobs family moved from San Francisco to Mountain View, California when Steve was five years old. The parents later adopted a daughter, Patti. Paul was a machinist for a company that made lasers, and taught his son rudimentary electronics and how to work with his hands. The father showed Steve how to work on electronics in the family garage, demonstrating to his son how to take apart and rebuild electronics such as radios and televisions. As a result, Steve became interested in and developed a hobby of technical tinkering. Clara was an accountant who taught him to read before he went to school.
- Jobs's youth was riddled with frustrations over formal schooling. At Monta Loma Elementary school in Mountain View, he was a prankster whose fourth-grade teacher needed to bribe him to study. Jobs tested so well, however, that administrators wanted to skip him ahead to high school—a proposal his parents declined. Jobs then attended Cupertino Junior High and Homestead High School in Cupertino, California. During the following years Jobs met Bill Fernandez and *Steve Wozniak*, a computer whiz kid.
- Following high school graduation in 1972, Jobs enrolled at Reed College in Portland, Oregon. Reed was an expensive college which Paul and Clara could ill afford. They were spending much of their life savings on their son's higher education. Jobs dropped out of college after six months and spent the next 18 months dropping in on creative classes, including a course on calligraphy. He continued auditing classes at Reed while sleeping on the floor in friends' dorm rooms, returning Coke bottles for food money, and getting weekly free meals at the local *Hare Krishna* temple
- In 1976, Wozniak invented the *Apple I* computer. Jobs, Wozniak, and Ronald Wayne, an electronics industry worker, founded Apple computer in the garage of Jobs's parents in order to sell it. They received funding from a then-semi-retired Intel product-marketing manager and engineer Mike Markkula.
- Through Apple, Jobs was widely recognized as a charismatic pioneer of the personal computer revolution and for his influential career in the computer and consumer electronics fields. Jobs also co-founded and served as chief executive of *Pixar Animation Studios*; he became a member of the board of directors of *The Walt Disney Company* in 2006, when Disney acquired Pixar.
    - Jobs died at his California home around 3 p.m. on October 5, 2011, due to complications from a relapse of his previously treated pancreatic cancer.

ТЕМАТИКА РЕФЕРАТОВ

1. Bill Gates
2. Alan Turing
3. Larry Page
4. Computer programs
5. Computer languages

ТЕМАТИКА ДИСКУССИЙ

1. Tell three things that make you to be motivated
2. Speak about famous programmer

Тема 7. Advanced Technologies. Data processing

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. What are the main parts of the CPU?
2. What does ALU stand for? What does it do?
3. What is the function of the system clock?
4. How much is one gigahertz?
5. What type of memory is temporary?
6. What type of memory is permanent and includes instructions needed by the CPU?
7. How can RAM be increased?
8. What term is used to refer to the main printed circuit board?

9. What is a *bus*?
10. What is the benefit of having expansion slots?

Задание 2. Перечень контрольных вопросов по теме:

1. What is Computer Definition?
2. What do you know about computer sizes and power?
3. What are Supercomputer and Mainframe?
4. What do you know about Minicomputer?
5. What do you know about Workstation?
6. What do you know about Personal computer?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test 1. Составление специальных вопросов

- **Выберите подходящее по смыслу слово**
  1. … could you know that was pregnant?
  a) why
  b) how
  c) when
  d) what
- 2. … were you doing last Monday at 6 o'clock?
  a) what
  b) why
  c) when
  d) who
- 3. … was my dog in the evening? W… is he so muddy (грязный)?
  a) when/what
  b) where/why
  c) whom/when
  d) who/where
- 4. … do you go for a trip? – Twice a year.
  a) how much
  b) how long
  c) how often
  d) how
- 5. … mansion is it? – It's mine.
  a) who
  b) whom
  c) how
  d) whose
- 6. W… of you (ПОДСКАЗКА: кого из вас) should I reprimand (делать выговор)? W… is to blame?
  a) what/whose
  b) which/who
  c) what/whose
  d) when/who
- 7. For … are you going to purchase it? – For my little son.
  a) whose
  b) whom
  c) which
  d) what
- 8. At … do you aim? – I aim at money and power.
  a) why
  b) which

c) what
d) who

- 9. How … do you earn? W… is your salary?
  a) many/which
  b) much/what
  c) much/why
  d) many/whose
- 10. W… doctor do you like most of all? – Dr. Christina or Dr. Juliet?
  a) which
  b) when
  c) why
  d) whom

Test 2. Составление разделительных вопросов

- 1. Will you come along with us, … you?
  a) will
  b) won't
  c) are
  d) aren't
- 2. Linda knows five languages, … she?
  a) does
  b) doesn't
  c) do
  d) is
- 3. He can jump for 60 minutes without a break, … he?
  a) can
  b) is
  c) isn't
  d) can't
- 4. We haven't got a chair, … we?
  a) have
  b) haven't
  c) have not
  d) are
- 5. I didn't send a letter, … I?
  a) didn't
  b) do
  c) am
  d) did
- 6. We are happy together, … we?
  a) are
  b) do
  c) does
  d) aren't
- 7. She isn't nice and amiable, … she?
  a) Is
  b) does
  c) do
  d) isn't
- 8. I'm tall and pretty, … I?
  a) are
  b) am
  c) am not
  d) aren't

- 9. Let's change the subject, … we?
  a) should
  b) shall
  c) are
  d) do
- 10. Nobody answered me, …they?
  a) did
  b) do
  c) didn't
  d) are

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

2. ***Read the text, make notes of the main facts of the history of computers:***

History of Computers.

Let us look at the history of the computers that we know today. The very first calculating device used was the ten fingers of a man's hands. This, in fact, is why today we still count in tens and multiples of tens. Then the abacus was invented, a bead frame in which the beads are moved from left to right.

During the 17th and 18th centuries many people tried to find easy ways of calculating. J. Napier, a Scotsman, devised a mechanical way of multiplying and dividing, which is how the modern slide rule works. Henry Briggs and Napier's ideas were to produce logarithm tables which all mathematicians use today. Calculus, another branch of mathematics, was independently invented by both Sir Isaac Newton, an Englishman, and Leibnitz, a German mathematician.

The first real calculating machine appeared in 1820 as a result of several people's experiments. This type of machine, which saves a great deal of time and reduces the possibility of making mistakes, depends on series (ряд) of ten-toothed gear wheels (зубчатые колеса). In 1830 Charles Babbage, an Englishman, designed a machine that was called "The Analytical Engine". This machine, which Babbage showed at the Paris Exhibition in 1855, was an attempt to cut out the human being altogether, except for providing the machine with the necessary facts about the problem to be solved. He never finished this work, but many of his ideas were the basis for building today's computers.

In 1930, the first analog computer was built by an American named Vannevar Bush. This device was used in World War II to help aim guns. Mark I, the name given to the first digital computer, was completed in 1944. The men responsible for this invention were Professor Howard Aiken and some people from IBM. This was the first machine that could figure out long lists of mathematical problems, all at a very fast rate.

In 1946 two engineers at the University of Pennsylvania, J.Eckert and J.Mauchly, built the first digital computer using parts called vacuum tubes. They named their new invention ENIAC. Another important advancement in computers came in 1947, when John von Newmann developed the idea of keeping instructions for the computer inside the computer's memory.

The first generation of computers, which used vacuum tubes, came out in 1950. Univac I is an example of this computers which could perform thousands of calculations per second. In 1960, the second generation of computers was developed and these could perform work ten times faster than their predecessors (предшественники). The reason for this extra speed was the use of transistors instead of vacuum tubes. Second-generation computers were smaller, faster and more dependable than first-generation computers. The third-generation computers appeared on the market in 1965. These computers could do a million calculations a second, which is 1000 times as many as first-generation computers. Unlike second-generation computers, these are controlled by tiny integrated circuits and are consequently smaller and more dependable. Fourth-generation computers have now arrived, and the integrated circuits that are being developed have been greatly reduced in size. This is due to microminiaturization, which means that the circuits are much smaller than before; as many as 1000 tiny circuits now fit onto a single chip. A chip is a square or

rectangular piece of silicon, usually from 1/10 to 1/4 inch, upon which several layers of an integrated circuit are etched or imprinted, after which the circuit is encapsulated in plastic, ceramic or metal. Fourth-generation computers are 50 times faster than third-generation computers and can complete approximately 1,000,000 instructions per second.

At the rate computer technology is growing, today's computers might be obsolete in a couple of years. It has been said that if transport technology had developed as rapidly as computer technology, a trip across the Atlantic Ocean today would take a few seconds.

2) Look through the text and decide if the sentences are true (T) or false (F). Change the false sentences to make them true:

1. The slide rule was invented hundreds of years ago.
2. During the early 1880s, many people worked on inventing a mechanical calculating machine.
3. Charles Babbage, an Englishman, can well be called the father of computers.
4. The first computer was invented and built in the USA.
5. Instructions used by computers have always been kept inside the computer's memory.
6. Using transistors instead of vacuum tubes did nothing to increase the speed at which calculations were done.
7. As computers evolved, their size decreased and their dependability increased.
8. Today's computers have more circuits than previous computers.
9. Computer technology has developed to a point from which new developments in the field will take a long time to come.

4. Find synonyms:

machine
designed
a lot of
errors
solve

5. Find antonyms:

old
a few
to include
contemporaries
still in use

6. Match the words from A with the statements from B:

A	B
1) abacus	a) instrument used for doing multiplication and division
2) calculus	b) used in the first digital computers
3) analog	c) an instrument used for counting
4) digital computer	d) used in mathematics
5) vacuum tubes	e) circuitry of fourth-generation computers
6) transistors	f) invented by Americans in 1944
7) chip	g) made computers smaller and faster
8) microminiaturization	h) used to help aim guns
9) slide rule	i) the reduction of circuitry onto a chip
10) logarithm tables	j) a branch of mathematics.

7. *Complete the table using the information from the text* «History of Computers»:

Time	***Event***
Primitive times	

	Abacus invented
17th and 18th centuries	Henry Briggs produced logarithm tables
	Charles Babbage designed
1930	
	First use of vacuum tubes in
1947	
	Second-generation computers using
Now	
Future	

Speaking

There are some more facts about the development of computing:

Computer generation	**Dates**	**Technology**
First	1951-58	vacuum tubes (valves)
second	1958-64	transistors
third	1965-70	integrated circuits (ICs)
fourth	1971-	microprocessors

1942 First electronic computer built
1947 transistor invented
1954 First commercial computer out on sale
1960 First minicomputer
1965 ICs introduced
1971
1981
1984
1993
.
.
.

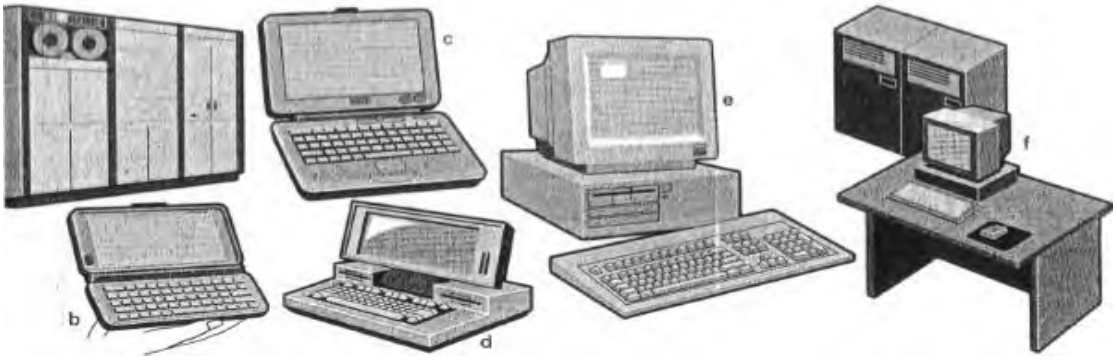
Add some more facts to this table and speak on the topic "History of Computing".

2 Comparing Computer Types

a) Match these names to the different types of computer:

1 mainframe
2 laptop
3 notebook
4 handheld
5 PC
6 minicomputer

a



b) Study these details of different types of computer. Find the answers to these questions:

Which type of computer is:
1 the most common?
2 small enough for a pocket?
3 the most common portable?
4 used by many people at the same time?
5 used like mainframes?
6 also called a handheld computer?
7 the most powerful?
8 not suitable for a lot of typing?

Types of computer	Notes
Mainframes	Large, powerful, expensive. Multi-user systems – used by many people at the same time. Used for processing very large amounts of data. The most powerful mainframes are called *supercomputers.*
Minicomputers	Used like mainframes. Not as big, powerful, or expensive as mainframes. Less common now because microcomputers have improved.
Microcomputers or Personal computers (PCs)	The most common type of computer. Smaller, cheaper, and less powerful than mainframes and minicomputers.

Types of portable	Notes
Laptop	About the size of a small typewriter. Less common now because smaller and lighter portables are available.
Notebook	About the size of a piece of writing paper. The most common type of portable.
Subnotebook	Not quite as big as notebooks. Can fit into a jacket pocket.
Handheld or Palmtop	Small enough to fit into the palm of one hand. Not easy to type with because of their size. Specialized handheld computers known as PDAs are used as personal organizers.

c) Grammar Revision: Comparison

Study this comparison of three types of computer.

	Mainframes	Minicomputers	Microcomputers
Size	+++	++	+
Power	+++	++	+
Cost	+++	++	+

1 We can compare one type of computer with another:

Minicomputers are bigger than microcomputers.
Mainframes are more expensive than microcomputers.
For negative comparisons, we can say:
Microcomputers are not as big as minicomputers.
Microcomputers are not as powerful as mainframes.
2 We can compare mainframes to all other types of computer:
Mainframes are the biggest computers.
Mainframes are the most powerful computers.
Mainframes are the most expensive computers.
With short adjectives *(big, small, fast),* we add *-er* and *-est (faster, fastest).*
With longer adjectives *(powerful, expensive),* we use *more/less* and *the most/the least* before the adjective *(more powerful, the most powerful).*
Remember these two exceptions:
good - better - the best *bad - worse - the worst*

d) Choose the correct adjective. Then fill in the gaps with the correct form of the adjective:

1 *light/heavy*
Laptops are 1___ than desktop computers, but 2___ than notebooks.
2 *large/small*
The mainframe is the 3___type of computer. A minicomputer is 4___ than a microcomputer.
3 *common/good*
Personal computers are 5___ than mainframes but mainframes are 6___ than personal computers at processing very large amounts of data.
4 *powerful/expensive*
Minicomputers are 7___than mainframes but they are also 8___.
5 *fast/cheap*
New computers are 9___ and sometimes 10___than older machines.
6 *powerful/expensive*
Laptops are often 11___ than PCs but they are not as 12___.

a) In pairs, decide what sort of computer is best for each of these users:

1 John Wilmott is a salesperson and he spends a lot of time visiting customers. He wants a computer to carry with him so he can access data about his customers and record his sales.
2 Pat Nye is a personnel officer. She needs a computer to keep staff records and to keep a diary of appointments. She also needs a computer for writing letters.
3 The University of the North needs a computer to look after its accounts, its network, the records of all students and staff, and to help with scientific research.
4 The James family want a computer for entertainment, writing letters, the Internet, and for calculating tax.

f) Put the words in brackets into the correct form to make an accurate description of sizes of computers:

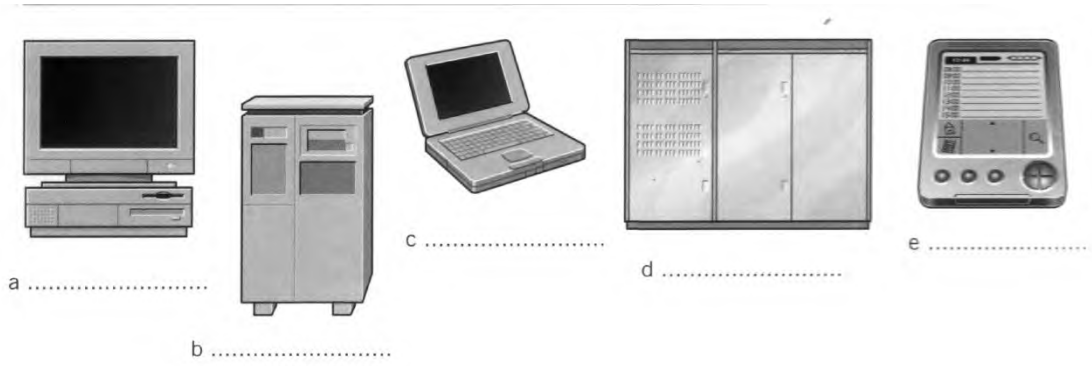
There are different types of computer. The *(large)1*___ and *(powerful) 2*___ are mainframe computers. Minicomputers are *(small) 3*___ than mainframes but are still very powerful. Microcomputers are small enough to sit on a desk. They are the *(common) 4*___ type of computer. They are usually *(powerful) 5*___ than minicomputers.
Portable computers are *(small) 6*___ than desktops. The *(large) 7*___ portable is a laptop. *(Small) 8*___ portables, about the size of a piece of writing paper, are called notebook computers.

Subnotebooks are *(small) 9*___ than notebooks. You can hold the *(small)10*___ computers in one hand. They are called handheld computers or palmtop computers.

3 Listening

a) Listen to a short lecture given by John Griffiths, an expert on computer systems. As you listen, label the pictures below with the words in the box:

laptop, desktop PC, handheld, mainframe, minicomputer



b) Listen again and chose the correct answer:

1 According to the speaker,
a a mainframe computer is less powerful than a minicomputer,
b a mainframe is more powerful than a minicomputer.
2 Mainframe computers are used by:
a executives and businessmen.
b large organizations that need to process enormous amounts of data.
3 'Multi-tasking' means:
a doing a number of tasks at the same time,
b access to a minicomputer through terminals.
4 The most suitable computers for home use are
a minicomputers,
b desktop PCs.
5 Handheld computers are
a small enough to fit into the palm of one hand,
b bigger than laptops.

4 Reading

Read the extract from Dan Gooking's book 'Buying a Computer for Dummies'. Give a good translation of the extract; try to keep to the style of the author:

The traditional desktop computer

The original IBM PC is the prototype for all *desktop* computers. The main box, the *console*, sits flat and square on the desktop. The monitor perches on top of the console, and the keyboard sits in front. Despite this historical tradition, most PCs no longer resemble the IBM desktop original.

The most popular computer configuration now is the minitower model, which is like a desktop model turned on its side (see Figure 3-2). The minitower is more versatile than the old desktop style; you can set the console right next to the keyboard and monitor (as shown in Figure 3-2), or you can set the minitower on the floor and out of view.

PC is an acronym for *personal computer*. This name comes from the first IBM model, the IBM PC (International Business Machines Personal Computer).

- Before the IBM PC, personal computers were called *microcomputers.* It was a disparaging term because other computers of the day were much larger. They were called minicomputers and mainframes. Powerful things.
- The minitower is named that way because the original on-its-side PC was dubbed the *tower* model. Minitowers are more compact than full-size towers, and they lack much of the internal expansion room in larger models.
- Smaller desktop models are still available. They're usually called *smallfootprint* computers. The footprint in this case is the amount of space the computer occupies on your desk.
- Small-footprint computers lack expandability options. For example, if you want AGP graphics, you may not find that expansion option in a small-footprint computer case.
- Some new-model PCs have both the console and the monitor in the same box. These systems don't yet have an official nickname.

Mainframes

The final computer category I describe is the most ancient, but not gone or forgotten: the mainframe, or "big iron," that used to do all the computing work before personal computers became popular in the late 1970s — and again at the turn of the 21st century.

Though mainframe computers were once thought to be doomed relics of the past, they're now in high demand and selling better than some home-model computers.

Of course, as with high-end workstations and file servers, you probably won't be purchasing a mainframe to help you send e-mail or balance your checkbook.

But, it's a category of computer, so I had to list it here. Consider the term fodder for your next cocktail party.
- Actually, it would be kind of cool to have a mainframe, although I don't know anyone on my street whom I could impress with the thing.
- Mainframes are also known as *big iron*.
- Supercomputer is another classification of computer, although it's really like a mainframe. A *supercomputer* is specifically designed to do many tasks quickly. To create a supercomputer, a series of desktop computers are linked together so that they operate as one unit.

a) Listen to Part 1 of this conversation between a shop assistant and a customer. Tick (√) the correct the correct answers to these questions:

Buying a computer

1) The customer wants a computer for:
[ ] writing
[ ] graphics
[ ] games
[ ] Internet
[ ] video

2) A multimedia computer provides:
[ ] sound
[ ] graphics
[ ] animation
[ ] telephone
[ ] video

b) Listen to Part 2 of the conversation. In column A, tick the hardware items named:

A	B	Device
		Multimedia computer
		Multimedia notebook

		Subnotebook
		Laptop
		Handheld
		Printer
		Monitor
		modem

c) Listen again to the conversation. In column B, Tick the items the assistant recommends.

Portable Computers
a) Chose the correct translation:

1) advice
a) заряд b) совет c) запуск d) обзор

2) charge
a) заряд b) совет c) запуск d) обзор

3) to convert
a) вырезать b) преобразовать c) относиться d) советовать

4) to clip
a) вырезать b) преобразовать c) относиться d) советовать

5) reference book
a) заряд b) обзор c) справочник d) образец

6) primary
a) обзор b) первичный c) справочный d) распознавание

7) pattern
a) заряд b) обзор c) справочник d) образец

8) recognition
a) распознавание b) заряд c) совет d) запуск

9) launch
a) заряд b) совет c) запуск d) обзор

10) survey
a) заряд b) совет c) запуск d) обзор

b) Match the words with their meanings:

1. to recognize	a) ссылаться
2. to convert	b) запустить
3. to launch	c) зарядить
4. to advise	d) подобный
5. to refer	e) первичный
6. to recharge	f) преобразовать
7. template	g) шаблон
8. similar	h) черта
9. feature	i) распознать
10. primary	j) советовать

c) Match the words with their definitions:

1) clipboard	a) the smallest single point on a visual display screen
2) feature	b) wise, sensible, recommended
3) template	c) a file or memory area where computer data is kept for a short time while the user cuts or copies sth from an open document
4) transmission	d) something important, interesting or typical of a place or thing
5) pixel	e) like, of the same sort
6) reference	f) a data item that contains information such as an address or index which shows where another data item may be found
7) conversion	g) a change, especially from one system to another, or from one form to another
8) rechargeable	h) the action of sending sth out from one person, machine or thing to another
9) advisable	i) that is able to be filled with electricity each time the electricity it contains is used
10) similar	j) a plan of sth that is used as a model for producing other similar examples

2 Reading

a) Before reading the text, match the words with their definitions:

a clipboard	l surface on which pictures or data are shown
b stylus	2 electrical force
c screen	3 pattern used as a guide for creating letters
d grid	4 individual dot on a computer screen
e voltage	5 network of lines crossing at right angles
f pixel	6 pointed implement for drawing or writing
g template	7 portable board with a clip at the top for holding papers

b) Read the text and try to explain the heading:

Delete Keys – Clipboard Technology

FOR THE LAST GENERATION, Silicon Valley and Tokyo have been working to design computers that are ever easier to use. There is one thing, however, that has prevented the machines from becoming their user-friendliest: you still have to input data with a keyboard, and that can require you to do a lot of typing and to memorize a lot of elaborate commands.

Enter the clipboard computer, a technology that has been in development for the last 20 years but took hold in the mass market only this year. Clipboard PCs - which, as their name suggests, are not much bigger than an actual clipboard - replace the keyboard with a liquid crystal display (LCD) screen and an electronic stylus. Users input data by printing individual letters directly on the screen.

There are two technologies at work in a clipboard PC: one allows raw data to get into the computer and the other allows the computer to figure out what that data means. The first technology relies principally on hardware and varies depending on the particular computer. In one system, marketed under the name GRIDPad, the computer's LCD screen is covered by a sheet of glass with a transparent conductive coating. Voltage is sent across the glass in horizontal and vertical lines forming a fine grid; at any point on the grid, the voltage is slightly different. When the stylus - which is essentially a voltmeter – touches the screen, it informs the computer of the voltage at that point. The computer uses this information to determine where the stylus is and causes a liquid crystal pixel to appear at those coordinates. The position of the stylus is monitored several hundred times a second, so as the stylus moves across the glass, whole strings of pixels are activated.

'What we do is sort of connect the dots,' says Jeff Hawkins, the creator of GRIDPad. `Users can then write whatever they want on the screen with a kind of electronic ink.'

Making that writing comprehensible to the computer, however, requires the help of some powerful software. When the stylus is being used, the computer is programmed to look for moments when the tip does not touch the screen for a third of a second or more. Every time this happens - and it happens a lot when somebody is printing - the software assumes that one letter or number has been written. The pixel positions of this fresh character are then passed on to the computer's pattern recognition software, which instantly identifies the letter or number written.

The software does this by first cleaning up the character - smoothing out crooked lines and removing errant dots. The remaining lines and curves are then compared with a series of templates in the computer's memory that represent hundreds of thousands of different versions of every letter in the English alphabet and all ten numerals. When the computer finds the closest match, it encodes the character in memory and displays it on the screen as if it had been typed. The entire process takes just a fraction of a second. To delete a word, you simply draw a line through it. To move to the next page, you flick the stylus at the bottom of the screen as if you're flicking the page of a book.

There are a handful of clipboard computers now on the market, including GRIDPad, which is sold in the US; Penvision, manufactured by NCR and sold around the world; and Sony's Palmtop and Canon's Al Note, both sold only in Japan. IBM and Apple are also pouring millions of dollars into the technology.

In addition to this hardware, a variety of software is also making its way to the market. Depending on the power of the computer and the sophistication of the software, clipboard systems can be programmed to understand the particular quirks of a particular user's printing[1]; this is an especially useful feature in Japan, where elaborate kanji[2] characters make up most of the written language. Improvements in software may soon allow machines sold in the US to understand not only printing but continuous script as well.

Given such flexibility, the designers of clipboard computers are predicting big things – and a big market – for their products. 'There's no doubt about it,' says an optimistic Hawkins. `You're going to own one of these things in the not-too-distant future'.

Notes:

[1]printing - (in this case) writing separated letters or numbers by hand

[2]kanji - Japanese script which uses Chinese characters

c) Look through the text and decide if the sentences are true (T) or false (F). Change the false sentences to make them true:

☐ 1 The Americans and the Japanese are working together to produce user-friendlier computers.

☐ 2 The clipboard computer was first sold twenty years ago.

☐ 3 On a clipboard, an electronic pen replaces the traditional keyboard.

☐ 4 In the GRIDPad system, when the pen touches the screen, it informs the computer and a liquid crystal pixel appears at that point.

☐ 5 The software decides that one character or number is complete if the tip of the stylus is not in contact with the screen for more than half a second.

☐ 6 The whole process of recognizing letters or numbers and printing them on the screen takes very little time.

☐ 7 There are many clipboard computers sold today which are all available everywhere in the world.

☐ 8 Clipboard systems can be made to understand any kind of writing.

Laptops for every kind of lap

Portable computers are available for people on the go or anyone who wants a smaller computer than the traditional desktop model. For example, if you take your work home with you, it's just easier to have a laptop you can lug back and forth than to try to share information between home and office computers.

Laptops have the same features as desktop computers, but they're smaller. Figure 3-4 shows a typical PC laptop, which has everything a desktop computer has, but all shoved into the space of a typical three-ring binder. Because of laptops' smaller components, they usually run more than twice the cost of a comparable desktop system.

Be mindful of the case design!

Although some computer boxes look sleeker than others — and that's a purchase decision — you have to make more practical decisions in choosing a case — noise, for example.

Some case designs are quieter than others. Computers do make noise, mostly from their internal fans. Some manufacturers take care with their designs to make their computers quieter.

For example, most Macintoshes make hardly a sound, whereas some mom-'n'-pop custom computers tend to be noisier than a room full of 8-year-olds playing video games.

Another consideration is those translucent cases and colorful computers. You pay a premium for buying those types of cases with your computer. However, many after-market dealers sell fancy computer case upgrades, similar to the aftersale market for car accessories.

On the Macintosh side, the PowerBook G4 is the laptop of choice (see Figure 3-5). It's essentially a desktop Macintosh all crammed into a tiny space. Also, the iMac type of laptop is a lower-end model named the iBook.

Unlike desktop Macintoshes, the laptop versions are price-competitive with PC laptops.

- Laptop computers are also known as *notebooks.* (In the olden days, the term *notebook* implied a lightweight laptop, but all laptops are now light enough to be notebooks.)
- I don't generally recommend a laptop as your first computer purchase. Even so, in some circumstances, a laptop suits you far better than a desktop can.
- Also see Chapter 14, which covers the issues involved with buying a laptop computer.

The Tablet PC

The newest thing in computers is the Tablet PC, which mostly resembles a laptop computer minus the keyboard, as shown in Figure 3-6. The *Tablet PC* is basically one large monitor on which

you write directly using a special pen, or stylus. The *stylus* controls the graphical gizmos displayed on the screen, and the Tablet PC's software translates your chicken scratches into readable text.

Though they've been available for some time now, Tablet computers really haven't taken off. Their relatively high price is an issue, and I believe that the lack of a keyboard is also holding back these unique and fun devices.

- Tablet PCs have an option to allow you to plug in an external keyboard, if you want.
- Some Tablet PCs are merely laptops where the flip-top screen can bend all the way around and the unit can be held like a clipboard.

Palmtop and handheld computers

A *palmtop,* or *handheld,* computer isn't really as much a computer as it is a data-gathering device. Basically, the system is about the size of a pad of paper, with a large screen and a few handy buttons, as shown in Figure 3-7. A stylus is used to write directly on the screen, which serves as both the display and the input device.

The palmtop computer is more ideally a replacement for the old organizer.

It's good for taking notes, scheduling, doodling, and playing games, plus some versions can play music or even take digital pictures. But, overall, this type of computer works best as an on-the-go extension of a desktop computer system.

- The most popular palmtop device is the Palm handheld computer. This fact leads some folks to refer to this category as "Palm" computers, although many other handheld computer brands, makes, and models are available.
- Unlike other, earlier small computers, the modern handheld system is revolutionary because it doesn't pretend to be a smaller version of a fullon computer. It serves as a notepad, address book, and scheduler, and it has lots of unique software. The handheld system does specialized tasks and does them well.
- Handheld computers can work with both Macintosh and PC computers, making them an ideal supplement to a desktop system.

a) Listen to this interview with Tom Bryant, a writer with a computer magazine. Are these sentences true or false?

1. Palmtops are a type of handheld computers.
2. Palmtops have a mouse and a keyboard as input devices.
3. Handheld computers run Windows XP.
4. Some pen computers come with operating systems that can recognize handwriting.
5. Handhelds are primarily designed to organize and communicate personal information.
6. You cannot transmit data from handheld computers to desktop PCs and peripherals.
7. Business people will make up a large section of the handheld market.

b) Read the extract from the interview and fill in the missing words. The first letter of each missing word is given:

Interviewer: Some portable computers are referred to as laptops and others as (1)p___. Can you explain the difference?
Tom: Sure. Laptops are simply smaller versions of desktop PCs, but they can run similar applications. However, palmtops are (2)h___ computers and weigh less than 2 pounds; they are used as PC companions or as personal (3)d___ assistants.
Interviewer: And what are the basic features of palmtops?
Tom: Well, these handheld devices run on rechargeable alkaline batteries and have small (4)k___ and high-contrast LCD (5)s___. Sometimes they have buttons for launching applications and a stylus or (6)p___, which is used for interacting with a touch-sensitive screen.
Interviewer: Do they need special operating (7)s___?
Tom: Yes. They usually run Palm OS, from Palm Computing or Pocket PC OS, the system

developed by Microsoft for mobile-computing devices. Some pen-based systems can also (8)r___ hand-written characters and convert them into editable text.
Interviewer: Right. What sort of things can you do with handheld computers?
Tom: They are usually designed to store personal (9)i___, for example, a calendar, an address book, a note pad, a calculator and a voice recorder. They can also come with built-in (10)m___ and Internet software, which lets you send and receive e-mail from a payphone, a hotel or even a plane.

6 Summing- Up

a) Read the extract from Dan Gooking's book 'Buying a Computer for Dummies'. Give a good translation of the extract, try to keep to the style of the author:

"Just Tell Me Which Type of Computer I Need!"

Sorry — can't do that. Everyone is different, so everyone needs something a little different in their computers. Although it's true that you could get by with just about any computer, why settle for something less than what you need? This book shows you how to find a computer especially for you.

Think of it like a car. You may say "I want a new car." Which type of car? A sedan? A truck? How big of an engine do you want? What about good gas mileage? Do you want to pay extra for power seats or heated outside mirrors? And — most important — what *color* do you want? Computers are more complex than cars, so you have even more personal decisions to make.

Figure out what you want to do with your computer

Believe it or not, knowing what you want to do with the computer before you buy it is really helpful. Even if your only reason for buying one is that it would match the décor of your high-tech office, that's a good enough reason. Other folks, though, usually have some inkling in mind about why the Emperor of All Gadgets would be useful to them.

The first step toward buying your own computer is to decide what you want to do with it. As with other handy devices you own — a telephone, a car, a refrigerator, and that lava lamp — you need a reason to have a computer. Well? What do you see yourself doing on a computer?

- The number-one reason to buy a computer now is "to do the Internet." With your computer, you can exchange e-mail, browse the Web, view news and sports, entertain yourself, chat, shop, trade stocks, mind your finances, or just plain goof off. Hey! That's a *great* reason to own a computer! If that's you, bravo!
- Some people know instantly what they want a computer to do. I want a computer to help me write. My son is into film, and he wants a digital video studio. My younger kids want to play games and send e-mail.
- If you ever work with lists, numbers, 3-x-5 cards, home finances, stocks, bonds, or Swiss bank accounts, or if you trade in plutonium from the former Soviet Union, you need a computer.
- If you're buying a computer to complement the one at your office, you probably need something similar at home.
- If you're buying a computer for your kids in school, ask their teachers what types of computers best run the software the school uses. Buy something similar for home.
- A survey was taken a while back to find out why some people do not yet own a computer. The number-one reason? (Can you guess?) No, it wasn't that computers are too expensive. The number-one reason that people don't buy computers is that they haven't yet figured out what to do with one!
- If you're really stuck, it helps to picture yourself in the future, working on a computer. What are you doing (besides swearing at it)?

a) You are going to buy a computer and you have already made your choice. Explain why this particular type of computer would be the best for you.

b) Make up a dialog between a computer salesperson and a customer choosing a computer.

ТЕМАТИКА РЕФЕРАТОВ

1. Computer: Definition
2. Computer sizes and power
3. Supercomputer and Mainframe
4. Minicomputer
5. Workstation
6. Personal computer

ТЕМАТИКА ДИСКУССИЙ

1. Personal Computer Types
2. Tower model
3. Desktop model
4. Notebook computer
5. Laptop computer
6. Subnotebook computer
7. Hand-held computer
8. Palmtop
9. PDA

Тема 9. Introduction to the WWW and the Internet /Internet Security

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Many sites require you to have ID's and passwords. Why do we need to keep these safe?
2. What computer do you use to access the Internet?
3. What problems does the Internet create? What problems does it solve?
4. Do you have any ideas or ambitions to start an Internet company?
5. Do you think the Internet is making people more impatient and that we are becoming a society were we all want instant satisfaction?
6. Why is it a good idea to have books and magazines published on the Internet?
7. How can the internet help you learn English? Do you take advantage of this?
8. How do we stop young children from looking at Internet sites that have inappropriate content?
9. How can we stop students from "cutting and pasting" from the Internet when they do their assignments?
10. To be current, that is to be up-to-date, is an important feature of the Internet. Why is this important and what impact is this having on society?
11. Why is it very important not to give out personal information on the Internet?
12. Would you consider going out with someone that you met on the Internet?
13. What are some security issues you must think about when you access the Internet?
14. Do you think governments have the right to censor the Internet?
15. If you want reliable and good information from the Internet, then you should look for sites operated by which types of organizations?
16. Do you use the Internet for fun or education?
17. What are some of the ways the Internet can be used for entertainment?
18. Copyright? How do we break
19. What is the best thing about the Internet?
20. Have you ever chatted on the Internet?
21. Can you believe all the information that is published (available) on the Internet?

22. Copyright law on the Internet?
23. Do you think that people should put photos of their friends onto the Internet?
24. Would you like to go on a date with someone you meet on the Internet?
25. Is there too much sex on the Internet?
26. Does your family have wireless Internet access in your home?
27. Do you think that it is a good or bad habit for young people to play computer games?
28. Do you think that working at home using the Internet is good or bad?
29. Do you access the Internet from your mobile phone?
30. Is it dangerous to meet people on the Internet?
31. Is it better to buy online or to go to a shop? Why?
32. Why did you choose this company?
33. Do you think the Internet favors men or women?
34. Who uses the Internet the most in your family?
35. How does the Internet help people from different countries to communicate with each other?

Задание 2. Перечень контрольных вопросов по теме:

1. Is it expensive to access the Internet by mobile phone in your country?
2. Have you ever bought something using the Internet?
3. How can the Internet help you learn English? Do you take advantage of this?
4. Information on the Internet is linked together; it is not just single documents. Why is this important?
5. Do you think that it is important for schools to have Internet access? Why?
6. Many Universities are now offering online courses. Give me some reasons why this is a bad thing.
7. When you buy something on the Internet, trust is very important. Why?
8. Do you often use the Internet?
9. Do you think that the Internet safe for children? Why
10. What is a computer virus and how do we protect our computers from being infected?
11. What type of pages do you access with your phone?
12. When did you first use the Internet?
13. Which company is your Internet provider?
14. How much does it cost you?
15. Why is it illegal to download movies and music from the Internet?
16. In some countries you can sell personal items on the Internet (E-Bay). Do you think this is a good idea?
17. Do you think that meeting people is easier than meeting people face to face?
18. What are the sites you most commonly access?
19. Do you think that the Internet usage is an anti-social activity?
20. Why do you need more than one e-mail address?
21. What are some of the ways the Internet can be used for education?
22. Many disreputable companies get personal information from your computer when you visit their web site. Why is this bad?
23. Do you think that some people spend too much time on the Internet and does this stop them from seeing their friends? Why?
24. If you give personal information to a Website do you think that they will always keep this private? Sometimes they sell this information. Is this a good or bad thing?
25. Why should you be careful about giving out personal information to people that you meet in chat rooms?
26. Do you think that having Internet access is mainly for rich people? Will poor people be disadvantaged?
27. About how many hours a week do you use the Internet?
28. About how many hours a day do you use the Internet?
29. Are old people disadvantaged by today's usage of the Internet? How?

30. Search engine are used to find information. Do you think that they always give you the best sites or do they give you sites that pay money in order to be on the top of the list?
31. How has the Internet changed society?
32. Are you satisfied with their service?
33. Do you have more many e-mail addresses?
34. If you employ someone via the Internet, how do you check if the person is giving you truthful information?
35. E-commerce (buying and selling things on the Internet) has become very popular. Give a reason for this?
36. Do men and women use the internet for different purposes?
37. Do you think our lives have been improved by the Internet?
38. How often do you use the internet?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Употребление Complex Object

1. Jim said the switch was dangerous and warned me ..... touch it.

- A) do not
  B) not
  C) not to
  D) no

2. She said the letter was personal and didn't let me ..... it.

- A) reading
  B) read
  C) to read
  D) read to

3. She didn't want ..... to go.

- A) they
  B) I
  C) his
  D) me

4. I know him ..... a good student.

- A) is
  B) has been
  C) to be
  D) was

5. Carol's parents always encouraged her ..... hard at school.

- A) to study
  B) studied
  C) studying
  D) studies

6. When did you ..... him to check the timetable?

- A) asked
  B) to ask
  C) ask
  D) ask to

7. He saw two girls ..... on the stage.

- A) to dance
  B) dancing
  C) dances
  D) are dancing

8. She made her brother ..... into the water.
- A) to jump
  B) jump
  C) jumps
  D) jump to

9. She didn't want her child ..... to hospital.
- A) to take
  B) take
  C) to taken
  D) to be taken

10. Who ..... you to drive?
- A) taught
  B) teach
  C) does teaches
  D) to teach

Test 2. Present Simple или Past Simple?

1. _____ a good time last night?
- A) Did you have
- B) Were you having
- C) Will you have
- D) Are you having

2. Where _____ on holidays?
- A) you go
- B) do you go
- C) do you going
- D) are you go

3. We all _____ a terrible shock.
- A) were getting
- B) gets
- C) getting
- D) got

4. I _____ lots of books every year.
- A) will read
- B) am reading
- C) read
- D) am going to read

5. I _____ a new flat a few months ago.
- A) bought
- B) have been buying
- C) have bought
- D) buy

6. Nurses _____ after people in hospital.
- A) looks
- B) is looking
- C) will look

- D) look
-

7. _____ to go out tonight?

- A) Do you want
- B) Are you wanting
- C) Is you want
- D) Would you want
-

8. He _____ some new shoes last month.

- A) bought
- B) buying
- C) buy
- D) buys
-

9. I _____ four languages.

- A) am speaking
- B) speak
- C) speaks
- D) am speak
-

10. Every morning Tessa _____ at 7.30.

- A) is getting up
- B) got up
- C) get up
- D) gets up
-

11. The sun _____ in the day time.

- A) shine
- B) shone
- C) is shining
- D) shines
-

12. I _____ a very good program on TV last night.

- A) was seeing
- B) see
- C) am seeing
- D) saw
-

13. In Britain people _____ on the right.

- A) are driving
- B) drives
- C) drive
- D) drove
-

14. Jack's a policeman but he _____ a uniform.

- A) doesn't wear
- B) isn't wearing
- C) no wear
- D) wears
-

15. How many children _____?

- A) are you having
- B) do you have
- C) do you have got
- D) are you have
-

16. We _____ to have a cup of coffee.

- A) decided
- B) were deciding
- C) decides
- D) will deciding
-

17. How _____ your finger?

- A) are you cutting
- B) were you cutting
- C) did you cut
- D) you cut
-

18. I _____ the champion last week.

- A) saw
- B) have seen
- C) see
- D) seen
-

19. The Flash's concert _____ fantastic 3 years ago.

- A) was
- B) has been
- C) have been
- D) are

20. A: _____ you _____ Jane last month?

- B: No, I _____ .
- A) * / saw / didn't
- B) Did / see / didn't
- C) Did / saw / didn't
- D) Did / see / did

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

Упр. 1. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous.*

1. When I (to come) home, my little sister (to sleep). 2. When Nick (to come) home, his brother (to play) with his toys. 3. When mother (to come) home, I (to do) my homework. 4. When father (to come) home, Pete (to sleep). 5. When mother (to come) home, the children (to play) on the carpet. 6. When I (to get) up, my mother and father (to drink) tea. 7. When I (to come) to my friend's place, he (to watch) TV. 8. When I (to see) my friends , they (to play) football. 9. When I (to open) the door, the cat (to sit) on the table. 10. When Kate (to open) the door, the children (to dance) round the fir-tree. 11. When Tom (to cross) the street, he (to fall). 12. When I (to go) to school, I (to meet) my friend. 43. When we (to go) to the cinema, we (to meet) grandmother. 14. When grandmother (to go) home, she (to see) many children in the yard. 15. When Henry (to walk) about in the forest, he (to find) a bear cub. 16. When we (to walk) about in the forest, we (to see) a hare.

17. When I (to wash) the floor, I (to find) my old toy under the sofa. 18. When granny (to read) a book on the sofa, she (to fall) asleep. 19. When I (to play) in the yard, I suddenly (to see) my old friend. 20. When Nick (to run) about in the yard, he (to fall).

Упр.2. Раскройте скобки, употребляя глаголы в Past *Simple* или Past *Continuous.*

1. They (to drink) tea when I (to come) home. 2. He (to walk) along the river when a boat (to pass). 3. The old man (to think) about his plan when he (to fall) asleep. 4. We (to listen) to an interesting lecture yesterday. 5. When I (to enter) the classroom, the teacher (to write) words on the blackboard and the pupils (to copy) them into their exercise-books. 6. They (to get) ready to go out when it (to begin) raining. 7. Yesterday at one o'clock I (to have) lunch at the canteen. 8. When he (to come) in, I (to do) my exercises. 9. What you (to do) at eight o'clock yesterday? 10. At this time yesterday I (to go) home. 11, You (to sleep) when I (to go) out. 12. He (to read) on the sofa when I (to come) in and (to sit) down beside him. 13. I (to walk) along the street with my friend when a tram (to pass). 14. She (to look) out of the window when I (to see) her. 15. We (to answer) the teacher's questions when the headmistress (to enter) the classroom.

Упр. 3. Раскройте скобки, употребляя глаголы в Past *Simple* или Past *Continuous.*

1. When I (to ring) up my friend, he (to sleep). 2. When grandfather (to watch) TV, he (to fall) asleep. 3. When my friend (to come) to see me, I (to do) my homework. 4. When I (to go) to the stadium, I (to meet) Kate and Ann. 5. When Nick (to ring[1]) me up yesterday, I (to help) mother. 6. When the children (to walk) through the wood, they (to see) a fox. 7. When I (to come) home, my sister (to wash) the floor. 8. When Mike (to play) in the yard, he (to find) a ball. 9. When I (to draw) yesterday, I (to break) two pencils. 10. When I (to meet) Tom, he (to go) to the shop. 11. When I (to look) out of the window, the children (to play) hide-and-seek. 12. I (to go) to the theatre yesterday. 13. At seven o'clock yesterday I (to go) to the theatre. 14. What you (to do) at 5 o'clock yesterday? -I (to play) the piano. 15. When I (to come) to ' school, the children (to stand) near the classroom. 16. We (to play) in the yard the whole evening yesterday. 17. When I (to prepare) breakfast in the morning, I (to cut) my finger. 18. Last year I (to go) to the United States. 19, You (to go) to Great Britain last year? -- No, I (to go) to France. 20. What you (to do) yesterday? — I (to translate) a very long article.

Обратите внимание на следующие предложения:

Father was reading at 7 o'clock yesterday.

действие в процессе -- Past Continuous

Father came home at 7 o'clock yesterday.

однократное действие -- Past Simple

Упр. 4. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous.*

I. He (to get) up at seven o'clock yesterday. 2. Father (to come) home at six o'clock yesterday. 3. I (to read) a book at six o'clock yesterday. 4. She (to fall) asleep at eleven o'clock yesterday. 5. Mother (to drink) tea at eleven o'clock yesterday. 6. Father (to watch) TV at ten o'clock yesterday. 7. I (to go) to bed at nine o'clock yesterday. 8. I (to finish) my homework at nine o'clock yesterday. 9. I (to play) the piano at five o'clock yesterday. 10. He (to begin) to do his homework at four o'clock yesterday. 11. She (to wash) the floor at four o'clock yesterday. 12. I (to meet) Nick at three o'clock yesterday. 13. When I (to come) home, Kate (to play) the piano. 14. When I (to meet) John, he (to go) to the railway station. 15. When I (to go) to the museum, I (to see) a big crowd of people in the street. 18. They (to play) in the yard in the evening yesterday. 17. They (to play) in the yard the whole evening yesterday. 18. I (to clean) my teeth at eight o'clock in the morning yesterday. 19. We (to go) to the wood in summer. 20. When the teacher (to open) the door of the classroom, the pupils (to sit) at their desks.

Упр. 5. Раскройте скобки, употребляя глаголы в *Past Simple* или Past *Continuous.*

1. At this time yesterday I (to sit) at the theatre. 2. He (to come) back to St. Petersburg on the 15th of January. 3. I (to go) to the institute when I (to see) him. 4. At this time yesterday we (to have) dinner. 5. He (to write) a letter when I (to come) in. 6. He (to make) a report when I (to leave) the meeting. 7. Yesterday he (to write) a letter to
his friend. 8. When I (to look) at them, they (to smile) at me. 9. What you (to do) at six o'clock yesterday? 10. I (to go) to bed at half past eleven. 11. Yesterday the lesson (to begin) at nine

o'clock. 12. The cat (to take) a piece of fish 'and then (to run) away. 13. He (to read) a newspaper when I (to come) in. 14. Yesterday I (to get) up at seven o'clock. 15. The train (to start) at fifteen minutes to ten. 16. He (to put) on his coat and cap, (to open) the door and (to go) out.

Упр. 6. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous.*

1.1 (to feed) my cat with fish yesterday. 2. What you (to do) at four o'clock yesterday? — I (to feed) my cat. 3. What your brother (to do) yesterday? -He (to play) computer games. 4. I (to begin) repairing my camera at six o'clock yesterday. 5. At five o'clock yesterday Helen (to cook) soup. 6. We (to play) badminton from nine till eleven yesterday. 7. Kate (not to go) for a walk yesterday. She (to write) a composition the whole day yesterday. 8. When your father (to come) home yesterday? He (to come) home at seven o'clock. 9. When my father (to come) home yesterday, my mother (to make) supper. 10. We (not to go) on a tramp last summer. 11. What you (to do) when your sister (to come) home yesterday? 12. You (to have) supper at nine o'clock yesterday? 13. He (not to go) to the shop yesterday. 14. Nick (to go) to bed at ten o'clock yesterday. 15. Rick (to sleep) at eleven o'clock yesterday. 16. When we (to play) in the yard yesterday, it suddenly (to start) raining heavily. 17, I fto see) Mike when he (to cross) the street. 18. He (to begin) repairing his bicycle in the morning yesterday. 19. He (to repair) his bicycle the whole day yesterday. 20. He (to finish) repairing[1] his bicycle in the evening yesterday,

Упр. 7. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous.*

I. They (to meet) at the station two hours ago, 2. Where you (to spend) last Sunday? 3. We (to be) in a hurry because only twenty minutes (to be) left before the beginning of the performance. 4. I (to play) the violin when my friend (to come) in. He (to invite) me to the theatre and I (to accept) the invitation with pleasure. 5. He (to ring) up his friend and (to ask) him about the homework, 6, When I (to come) to the theatre, my friend already (to wait) for me. 7. Last Sunday we (to go) skiing in the country. There (to be) already a lot of snow in the fields and we (to enjoy) ourselves. We (to ski) for two hours and a half.

Упр. 8. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous.*

I. They (to translate) a difficult text yesterday, 2. I (to open) the window at six o'clock yesterday, *3.* You (to go) to the cinema yesterday? 4. I (not to sec) Mike last week. 5, When I (to open) the door, my friends (to sit) around the table. 6. When you (tu begin) doing your homework yesterday? 7. We (to discuss) the latest news from three till four yesterday. 8. When I (to read) the newspaper yesterday, I (to find) an interesting article on UFOs, 9. Lena (to sweep) the floor on Sunday. 10. Lena (t sweep) the floor from eleven till twelve on Sunday. 11. They (to go) to the wood last Sunday? 12, When they (to sail) down the river they (to see) a little island. 13. We (to work) the whole morning yesterday, 14. Mother (to cook) dinner at three o'clock yesterday. 15. She (to finish) cooking at four o'clock yesterday. 16. At half past four yesterday we (to have) dinner. 17. You (to watch) I TV yesterday? - - Yes, we (to watch) TV the whole evening yesterday. 18. When you (to go) to bed yesterday? 19. 1 (to go) to bed at ten o'clock yesterday. 20. At half past ten yesterday I (to sleep). 21. When I (to come) home from school yesterday, r little brother (to sit) on the floor with all his toys around him. He (to play) with them. I (to tell) him to put his toys into the box as he (to make) too much noise.

Упр. 9. Раскройте скобки, употребляя глаголы в *Past Simple* или Past *Continuous.*

The sun (to go) down behind the hills when I (to reach) a village which (to be) only a few miles from the sea. The working day (to be) over, and the villagers (to come) home from the fields. Along the road two boys (to drive) cows and sheep in the direction of the village. I (to approach) a group of people standing near the road and (to ask) them if I could find a place in the village to spend the night. An old man (to say) he would help me. He (to take) me to his small cottage at the far end of the street. A fire (to burn) in the stove when we (to enter) the house. One girl of about eighteen (to prepare) supper in the kitchen while two other girls still (to do) something in the kitchen garden near the house. The old man (to invite) me to have supper with them. They all (to seem) to be nice people and we (to have) a friendly talk. After supper my 'new friends and I (to go) out into the garden. The moon (to shine) high in the sky, and the night (to be) warm and beautiful. That evening (to be) very pleasant, and I shall remember it a long time.

Упр. 10. Раскройте скобки, употребляя глаголы в *Past Simple* или Past *Continuous.*

We (to walk) down the street in the direction of , Mike's house, when we (to see) him in the window of a bus that (to pass) by. He (to recognize) us, too, I but he could not get off as the bus (to be) overcrowded. We (to be) very sorry that we (to have) no ; chance to speak to him. But we could do nothing j and (to decide) to go back. At that very moment we I (to hear) Mike's voice behind us. "How funny," he f (to say), "I (to go) to your place when I suddenly (to I see) you here. I am so glad to see you."

Read ant translate the text

Internet – Интернет

Who uses Internet?

- There is hardly anyone who has never heard about Internet. A lot of people use Internet every day, among those students and teachers, children and businesspeople, housewives and pensioners.

What is Internet for?

- Internet is a storehouse of every sort and kind of information and possibilities. With the help of Internet, we can communicate with those, who are far away, we can read books, watch films, shop without leaving the house. Some people work on the Internet, others treat it as a source of inspiration and personal development.

Positive and negative

- Internet helps us keep up to date. However, there are not only positive things to say about Internet.
- Unfortunately, some people become incredibly dependent on it. They live in the, so-called, virtual reality, forgetting about their everyday responsibilities. Choosing to have Internet in our life, we must remember that too much pudding will choke the dog.

Future of Internet

- It is difficult to imagine what else Internet can surprise us with, however, one can be sure that its potential has not been fully discovered yet. Whether it will be something useful and necessary will depend on us.
-

ТЕМАТИКА РЕФЕРАТОВ

1. Famous programmers
2. Internet
3. Company “Apple”
4. Bill Gates
5. Steven Paul «**Steve**» **Jobs**

ТЕМАТИКА ДИСКУССИЙ

1. Do you think that online banking (being able to do most of your banking by the Internet and ATM machines) will become popular in all countries? What is a disadvantage of this.
2. In your opinion, what is the most important feature of the Internet?
3. Some web sites hold very dangerous information, for example how to make a bomb. How can we control these Web sites?
4. We can use the Internet to find jobs overseas. How can the Internet be improved?

ТЕМАТИКА КРУГЛЫХ СТОЛОВ

1. Give me a reason why you think that email is a good way for people to communicate.
2. Many Universities are now offering online courses. Give me some reasons why this is a good thing.
3. In many big cities it is possible to buy your groceries online and have them delivered to your home. Why has this become popular?
4. Many people download MP3 music without paying any money for it. Do you think that this is a problem?

Тема 10. Letter-writing/Email

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Where can envelopes and stamps be bought?
2. Do you need to go to the post-office again if you want to send a letter which you wrote at home?
3. What do you need to do to send a telegram?
4. How can you send a parcel?
5. Is it possible that your favourite newspapers and magazines were delivered directly to your home?
6. What is a P.O. box?
7. How far is the local post office from your place?
8. When did you last go to the local post office? What did you do there?
9. What can you do there?
10. Do you like to write letters or chatting?
11. How is texting similar to chatting and how is it different?
12. What are the positive and negative effects of texting?
13. Should there be a limit to how many texts a child or adult should send? Why?
14. What "textese" do you use, for example, u2, b4, g2do?
15. Why do you do it if you know it's dangerous?
16. What is texting similar to?
17. How many texts do you send a month?
18. Do you text when you drive?
19. Do you prefer to text or talk on the phone? Why?
20. How many texts are included in your phone plan?
21. Do you usually write letters, or emails?
22. When did you first send someone an email?
23. Do you think people will still use a pen and paper to write with in the future?
24. What can you say about the structure of formal letter?
25. What can you say about the structure of informal letter?

Задание 2. Перечень контрольных вопросов по теме:

1. What can you say about letter writing in the UK?
2. What can you say about letter writing in the USA?
3. What can you say about letter writing in Russia?
4. What do you know about the structure of business letters?
5. Can you give an example of resume?
6. Can you give an example of CV?
7. Can you give an example of enquiry?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test

1. Обращение Messrs в адресе получателя обозначает обращение по отношению к:

a. замужней женщине
b. двум или более мужчинам
c. женщине, о которой неизвестно, замужем она или нет

2. Сокращение … указывает, что к письму приложены документы.

a. Enc(s)
b. cc:
c. p.p.

3. Сокращение … используется в неофициальных письмах для того, чтобы добавить то, что было упущено в основной части письма.

a. p.p.
b. PS:
c. cc:

4. Сокращение … означает фамилии тех, кто должен получить копию письма.
a. Enc(s)
b. cc:
c. Ref:
5. Примечания типа To whom it may concern находятся:
a. после адреса получателя
b. после адреса отправителя
c. в конце письма
6. Пометки типа Urgent, To be called for, Private делаются:
a. в верхнем правом углу
b. в верхнем левом углу
c. в нижнем правом углу
7. Вы пишите письмо подруге, обращаясь Dear Sarah, и заключительной формулой будет:
a. Best wishes
b. Sincerely
c. Yours truly
8. Вы пишите официальное письмо деловому партнеру, обращаясь Dear Mr Shaw, и заключительной формулой будет:
a. Yours sincerely
b. Regards
c. All the best
9. Вы пишите неофициальное письмо деловому партнеру, обращаясь Dear David, и заключительной формулой будет:
a. Regards
b. Yours faithfully
c. All the best
10. Вы пишите официальное письмо лицу, чья фамилия и пол вам неизвестны, обращаясь Dear Sir/Madam, и заключительной формулой будет:
a. Sincerely
b. Yours faithfully
c. Best wishes

Резюме

11. В Великобритании при написании резюме в пункте, где говорится о профессиональном опыте работы, первым указывается:
a. Первое место работы
b. Последнее место работы
c. Не имеет значения

Пунктуация

Пунктуация имеет первостепенное значение, особенно если вам диктуют письмо или адрес.
12. Каким знаком обозначается термин semi-colon:
a. :
b. ;
c. .
13. Каким знаком обозначается термин inverted commas:
a. “…”
b. ,
c. ;
14. Каким знаком обозначается термин brackets:
a. “…”
b. (…)
c. :

Электронное сообщение

15. Выберите правильное определение. E- business:

a. economic business
b. electronic business

16. Выберите правильное определение. IMO:
a. international monetary organization
b. in my opinion

17. Выберите правильное определение. SPAM:
a. unwanted mail
b. compacted meat

18. Выберите правильное определение. TTYL:
a. talk to you later
b. the time you left

19. Выберите правильное определение. HSIK:
a. how should I know
b. have something in kit

20. Выберите правильное определение. C2B:
a. customer to business
b. client to boss

Задание 4. ***Задания, направленные на развитие лексико-грамматических навыков и навыков письма***

1. You have received a letter from your English-speaking pen-friend Tom who writes:

... My tennis coach says I'm a natural. My elder brother thinks I can play tennis professionally. But I like tennis as much as football or volleyball. I think, sport's just my hobby, the best way to spend free time. I'm not sure I want to make it my profession. Which sports do you prefer to play? Are you a sport fan and if yes, which sport do you prefer? Do you think sport is OK for a career? By the way, next week we're going to the theatre with our class.

Write a letter to Tom.
In your letter answer his questions ask 3 questions about his summer plans
Write 100–140 words.
Remember the rules of letter writing.

2. You have received a letter from your English-speaking pen-friend Todd who writes:

... In July I'm going to a science youth summer camp. It's an international camp, but the working language is English. My elder brother went to this camp last year and liked it there a lot. He could also practice his French.

By the way, is science your favourite subject? Would you like to join me? What kind of youth summer camps do you have in Russia? ... As for the latest news, I've passed my driving test and my elder brother said he'll let me use his car!

Write a letter to Todd.
In your letter answer his questions ask 3 questions about his summer plans
Write 100–140 words.
Remember the rules of letter writing.

3. You have received a letter from your English-speaking pen-friend who writes

... We moved to a new house a few weeks ago and I changed school. At first I was a bit afraid but I made new friends sooner than I expected. The teachers are nice and everything seems to be working out well. And what about you? Have you made any friends in your new school? Do you enjoy studying there? Have you got any new subjects this year? I've got to go now! It's time for my

music lesson. Drop me a line when you can. Lots of love, Emily

Write a letter to Emily.
In your letter — answer her questions and tell her about your new school —ask 3 Questions about her preferences in music
Write 100-140 words
Remember the rules of letter writing.

4. **You have seen the following advertisement in *The Moscow Times*.**
World Aid is looking for volunteers to work in our camp in Tanzania:
• to work in the local wildlife reserve;
• to help look after elderly people;
• to teach basic Maths to primary children. Write to us saying what kind of work you are interested in and why. Give details about yourself and say why you think you are suitable for the work. Successful applicants will receive free transportation, accommodation and board.
Contact: Michael Cartwright, World Aid, 23 Market Street, Ludford, BN537S, UK
Write a letter to answer the advertisement. In your letter — explain why you decided to write — describe your appearance and character — ask about the accommodation and the time required to do this work.
Write 100-140 words.
Remember the rules of letter writing.

5. **You have seen the following advertisement in *The Moscow News*.**
Burger King are looking for new team members we are looking for Team Members who are motivated, friendly and ready to provide excellent guest service! Applicants should be prepared to work in a team and on a part-time or possibly casual basis. Previous experience would be an advantage. Apply for the job now! Tell us more about you and why you think you would make a great addition to our winning team. If your letter is chosen, we will invite you to an interview to discuss your application further.
Send your letters of application to Burger King Corporation, 5 Leninsky Avenue, Moscow 115645
Write a letter to answer the advertisement.
In your letter — explain why you decided to write — describe your education and experience —ask about the pay and the time required to do this work.
Write 100-140 words.
Remember the rules of letter writing.

6. **You have seen the following advertisement in *The St. Petersburg Times*.**
SPARTA ADVENTURES
International Summer Camp
Group leaders wanted Athens, Attica, Greece
1-14 July/ 15-30 July/ 1-15 August
• Do you speak English?
• Do you play sports?
• Are you friendly and easy to get on with?
• Do you think you would make a good leader?
The job:
to be responsible for a group of 15 children
The salary:
100 euro per week and free food and accommodation
All applicants must be fit and healthy!
Write to:
5 Zalokosta Street, Athens, Attica, 10671 Greece Write a letter to answer the advertisement. In your

letter — describe your qualifications and experience — explain why you would make a good leader —ask about the accommodation and the period of work.
Write 100-140 words.
Remember the rules of letter writing.

7. **This is part of a letter from your English-speaking pen-friend.**
...Do you often have arguments with your parents? I do. My mother thinks that I spend too much time hanging around with my friends. Do you often meet your friends? What do you usually do together? And what do you do when you disagree with your parents about how you spend your free time? Write back soon. Love, Ann
Write back to Ann.
In your letter — answer her questions —ask 3 questions about her relations with her younger sister
Write 100-140 words.
Remember the rules of letter writing.

8. **Translate the following letters from English into Russian:**

1. *My dear friend,*

You will probably be surprised to receive a *letter from a person whom you have never met, so I will first of all introduce myself to you.*

I am a second year student at St. Petersburg University, I am majoring in the English language and literature and I also listen to lectures on history, philosophy, linguistics, etc. After my lectures I like to play volleyball and tennis, lama member of our University volleyball team, in the evenings I read books or go out for a walk, or go to a movie for relaxation.

I would like very much to hear about your studies and about your interests. I am enclosing some snap-shots which I have taken.

Yours sincerely,
Peter

---

2. *Dear friend,*

My English professor has told me that you would like to correspond with a guy from Russia. He has also given me your address and told me that I could write to you and suggest we correspond. I am doing this with great pleasure.

As I understand we are both studying foreign languages: you at a college and I at the university. That means that we should have a lot In common.
Please let me know soon if you are interested in my suggestion. If yes, please, write me about yourself, your family, your interests and hobbies.

I am looking forward to receive your letter.
Your pen friend,

---

1. *Dear Matthew,*

My English professor has given me your name and address and told me you would like to exchange visits with someone of the same age in my country.

How would you like to spend June or July with us at our country house on the river? Then I could visit you in August or September. Would that be possible?

We are both studying foreign languages at universities, and we should have a lot in common. I think you would enjoy your holiday, because we have a boat, and we would be able to swim and sunbathe. The weather here is usually marvelous at this time of the year.

Please let me know soon if you are interested.
Yours sincerely,
Leonid

Ex.1. Текст письма разбит произвольным образом. Составьте буквенную формулу письма-предложения.

Dear Mr Heathrow

d. If you are interested in being represented in Russia, I am confident that you would be satisfied with our services.
b. Our company "Soft-System" has been working in the software field for more than 10 years, and we are very interested in representing you and selling your system software in Russia. Please let us know if you are interested in distributing your software in Russia.
a. We received your address from the Moscow branch of the American Chamber of Commerce.
e. We enclose a brochure and further details of our organization for your information.
f. I look forward to hearing from you soon,
c. We currently represent two American and one French company of great renown here in Russia. I would like to point out that we enjoy above average sales results. We employ a well-trained and efficient sales staff, and also have adequate facilities and means of transportation.

Sincerely yours,

M. Popov
President and CEO,
Soft- System

Ex.2. Составьте правильную формулу положительного ответа на запрос.

Dear Mrs Knowing

a. Once again, thank you for your interest in our company. Please do not hesitate to contact us if you require further information.
b. We produce our jewellery using the highest quality materials and natural stones. It is all fully guaranteed for three years.
c. We are not in a position to allow credit terms. We are however prepared to allow a discount of three percent for payment within two weeks.
d. Many thanks for your letter of April 21 inquiring about our range of traditional Russian jewellery and souvenirs. I am enclosing a catalogue together with a price-list.

Ex.3. Составьте буквенную формулу ответа на запрос (отказ из-за отсутствия товара).

Dear Mr Hopkins

b. We are very sorry to inform you these CD-ROMs are not available at the moment.
c. However, we are in the process of publishing a new series in the end of September.
Please find attached our current catalogue and price list.
d. Yours sincerely,
a. Thank you for your order from August 20, 2000 for the software "Business Letters".

Rony Chang,
Managing Director

Ex.4. Переведите ответ на письмо-запрос

Vitabiotics Ltd.
1 Apsley Way
London NW2 7HF,
United Kingdom

Tel: +44 20 8955 2600
Fax: +44 20 8955 2601

PharmaLinc Co.
6 Velizhskaya St.
Ivanovo 153022, Russia

28 th November 2017

Dear Ms
Thank you for your letter of October 25 inquiring about our products.

I am enclosing our catalogue with prices covering insurance and delivery.
We allow quantity discounts: 5% for 100 drug packages, 10% for 300 drug packages, 15% for 500 drug packages. Our usual method of payments is by letter of credit. All our products can be delivered at the shortest possible time by air freight.
Please do not hesitate to contact us if you require further information.
With hope for future cooperation.
Yours sincerely,
PROFESSOR A.H.BECKETT,
CHAIRMAN, VITABIOTICS
Encl.: Catalogue of Pharmaceutical Products

Read and translate the text.

At the Post-Office

- The Post-office does the tremendous job in getting our mail and morning papers to us. Nowadays we can send a letter to the most out-of-the way places and it will get there.
- If we visit our local post-office, we will see a number of windows there, with a notice in big letters showing the operations handled. The first one is called Parcel Post; the next one is Money Orders. Then there is one, marked General Delivery. Going down the line, you will see Stamps, Post Cards, Envelopes, Registered Letters, and Air Mail. In some conspicuous place, you will find the board with the postal rates. This will give you all information about how many stamps are needed for inland or foreign letters that is how much postage should be paid on those letters. Then somewhere near the entrance, you will see a notice, giving the hours of delivery. If you want to send printed matter (newspapers, magazines or books), you will have to go to the window, marked "Book Post". The "General Delivery'' window keeps mail, until called for.

- Nowadays it is difficult to imagine our life without postal services which are constantly developing and extending. Nobody is surprised receiving a letter sent some days ago. We know that millions of letters travel by trains, by sea and air all over the world, however, this huge machine works perfectly.
- But there were times, when the things were different. Two hundred years ago kings and governors had a service of messengers, which connected the kingdom capital with provinces. In China, for example, in a high antiquity the mail service was surprisingly well organized. Post offices were located on all main roads with an interval of 50 kilometers, but they were accessible only for aristocracy.
- In 1840 the postage stamp was invented. It improved considerably the quality of mail services. It should be noted that the first stamps appeared in Great Britain. It is the unique country, which does not specify its name on post stamps. Now there are some post offices in every town, which offer various services to citizens. You can send a simple or a registered letter, a telegram, a printed matter or a post parcel. One can purchase mail paper, stamps, envelopes, postcards there.
- If you want to send a letter, you should purchase an envelope. The number of post stamps will depend on what kind of letter you send: a simple one, par avian or registered, inside the country or an international one .If you send any important documents, it is better to send them by certified mail.

- If you want a telegram be sent, firstly you should fill in a form, then the employee will calculate the amount of words and tell you, how much the service is. There are various kinds of telegrams, but all of them will be handed to the recipient this day. Nowadays to send a telegram you don't need to go to a post-office because it can be made by telephone.
    - On the telegraph office it is possible to book a trunk-call practically to any town of our country and of the world**.** A post-office proposes also other services, for example, one can pay municipal services there, get subscriptions to newspapers and magazines, make a photocopy, send or receive a fax.
    - When Internet appeared a new kind of services is presented at the post-office and it is called Electronic Mail. E-mail at present is the most reliable communication facility and it is in great demand.

ТЕМАТИКА ЭССЕ

1. Letter writing
2. Business letters
3. Formal letter
4. Informal letters

Тема №11. Internet and modern life

Тема №12. Computer security

Задания, направленные на развитие лексико-грамматических навыков инавыков письма

Задание 1. Put the verbs in the brackets into the Present Indefinite or the Future Indefinite Tense.

1) If Peter_____(come) to my place, we_____(go) to play in theyard.
2) If Peter_____(not come) to my place, I_____(watch) TV.
3) If Frank‘s parents_____(have) their holidays in summer, they _____(go) to the seaside.
4) If they_____(have) their holidays in winter, they_____(stay) athome.
5) If the fog_____(thicken), Harold_____(put up) the tent for the night.
6) When I_____(finish) my work, I____(go) to the cinema. We_____ (buy) this book as soon as our mother____(give) us some money.
7) When we_____(come) to your place you_____(show) us your present.
8) I_____(return) you your ring when you____(ask) me.
9) I_____(wait) for my friend until he____(come) from the shop.
10) My father_____(start) writing before the sun_____(rise).
11) As soon as you_____(finish) your study I_____(present) you with anew flat.

Задание 2. Put the verb in the brackets in the correct tense to form the FirstConditional.

Maria is a girl from your country. She is studying English and she'd like to visit anEnglish-speaking country.

1) If Maria_____(go) abroad, she_____(go) to England or America.
2) She_____(visit) London if she_____(go) to England.
3) If she_____(stay) in London, she_____(spend) muchmoney.
4) She_____(not be able) to stay for long if she_____(spend) allher money.
5) If her holiday_____(be) very short, she_____(not practice) herEnglish.
6) It_____(be) a pity if she_____(not try) to speak English.

Задание 3. Connect the sentences with when or if to form the firstconditional.

Jack will come. We shall play chess. — When Jack comes, we shall play chess.

1) All the pupils will come to school tomorrow. We shall write a test then.

_____

2) I‘ll meet Ann after school. I‘ll give her my album.

_____

3) You‘ll not do your homework. The teacher will be angry.

_____

4) Mike won‘t come today. We‘ll play football without him.

_____

5) I‘ll finish school with good marks. My father will take me to the seaside.

_____

6) My school record may not be very good. Mom will be very upset.

_____

Задание 4. Make conditional sentences.

1) I‘ll buy a colour film and take a lot of pictures if _____
2) I‘ll have a party and we can dance to music if_____
3) I‘ll go camping in the Lake District if _____
4) Molly‘ll learn a lot of things if_____
5) I shan‘t sit with you at the same desk unless_____
6) I‘ll send her a letter as soon as_____
7) If he does his homework every day he_____
8) If he comes in the afternoon we _____
9) If you live in a big city what_____?
10) If Milly gives me her address, I _____
11) If you don‘t stop talking, the teacher_____

Задание 5. Раскройте скобки в условных предложениях I типа и поставьтеглаголы в правильную форму.

Ex: If it … (rain), we … (stay) at home. (Если пойдет дождь, мы останемся дома.) – If itrains, we shall stay at home.

1) If he … (practice) every day, he … (become) a champion. (Если он будеттренироваться каждый день, он станет чемпионом.)

_____

2) She … (help) us if we … (ask). (Она поможет нам, если мы попросим.)

_____

3) If they … (have) enough money, they … (open) a restaurant next year. (Еслиу них будет достаточно денег, они откроют ресторан в следующем году.)

_____

4) I … (not talk) to you anymore if you … (insult) me. (Я не буду с тобойбольше разговаривать, если ты обидишь меня.)

_____

5) If Bob … (not keep) his word, Anna … (be angry) with him. (Если Боб несдержит слово, Анна разозлится на него.)

_____

Задание 6. Раскройте скобки в условных предложениях II типа и поставьте глаголы в правильную форму.

Ex: If Susan … (move) to Tokyo, she … (live) near her sister. (Если бы Сюзан переехала в Токио, она бы жила рядом со своей сестрой.) – If Susan moved to Tokyo, she would live near her sister.

If you … (have) a driving license, you … (get) this job. (Если бы у тебя были водительские права, ты бы получил эту работу.)

_____

My dog … (be) 20 years old today if it … (be) alive. (Моей собаке исполнилось бы 20лет сегодня, если бы она была жива.)

_____

I … (go) to the police if I … (be) you. (Я бы обратился в полицию на твоем месте.)

_____

If people … (not buy) guns, the world … (become) safer. (Если бы люди не покупалиоружие, мир стал бы безопаснее.)

_____

Tom ... (not eat) much -fast food‖ if his wife … (cook) at home. (Том не ел бы много
«фастфуда», если бы его жена готовила дома.)

_____

7. Join two sentences into one using if.

It will rain today. We shall not go for a

walk.Don‘t move. You‘ll fall down.

The wind will change. There will be snow.

I‘ll be careful. I will not break the cups.

You have free time now. Come for a walk with me.

I‘ll go hiking in summer. I‘ll see a lot of interesting

things.He‘ll go shopping. He‘ll buy some exercise-

books for me.

Самостоятельная работа

Задание 7. Напишите реферат на одну из предложенных тем

Тема1. World LanguagesIntroduction

1.Genealogical classification of languages

2. Major language families of the worldConclusion

References

Задание 8. Ролевая игра «At the hospital»:

Task: you want to visit a doctor because you have health problems (a sore throat, a badcold, etc.). You need the doctor's ad-. The doctor will ask you some questions

Don't forget to ask the doctor:

- What you should do to be healthy;
- When you will visit the doctor again.

Remember to:

- be active and polite;
- get the needed information by asking questions;
- talk for 1,5-2 minutes.

Student

1. I suffer from a headache (quinsy, a sore throat, a broken leg an earache, a toothache). 2.I have a stomachache (a bad cold, the flu, a pain in heart, a pain in the chest, a pain in the lungs, a backache, high temperature, a pain in the neck).

1. What shall I take for to recover from my cold?
2. What should I do to get well (to be healthy)?
3. When should I visit you again?

Doctor

1. Can I help you? What's the matter?
2. Are you sneezing (coughing)?
3. Do you have a high temperature?
4. Is it difficult for you to swallow (to breathe)?
5. When did you fall ill?
6. Did you take any medicine (aspirin)?
7. Does it hurt to move? 8. Do you take regular exercises?
9. Do you have a pain in the stomach (in the chest)?
10. Do you regularly take your blood pressure?
11. It will be useful for you ... .
12. I hope .. will help you.
13. You will recover soon.

Doctor's advice: после собеседования доктор дает каждому больному необходимуюинструкцию, которую он читает вслух и говорит, что он сможет сделать, а что нет. (I can do it. I can‘t do it.)

Примерные карточкиHeadache

— take the medicine three times a day;
— have a walk outdoors;
— never smoke to be healthy;
— take regular exercises;
— get up early and go to bed early;
— take a cool (cold) shower;
— take a good medicine for headache;
— take vitamins;
— have a good rest.

Quinsy, flu, sore throat, high temperature, cough, pain in the chest (lungs)

— stay in bed for 3 days (for a week, till the next day);
— drink warm milk with butter (honey, mineral water);
— take temperature twice a day;
— take (buy) a good medicine for colds;
— take vitamins;
— visit a doctor in three days (on Monday, next week).

Toothache

— buy the medicine for a toothache;
— go to the dentist (immediately);
— clean your teeth every morning and every evening;
— eat the right (healthy) food;
— too many sweets are bad for your teeth.

Stomachache

— take (buy) a medicine for a stomachache;
— eat the right food (healthy food, dairy products);
— keep to a diet, the wrong food makes you ill;
— have a good rest;
— never smoke to keep fit.

Pain in the heart.

— have a rest;
— call a doctor if you have a strong pain in the heart;
— take the medicine (tablets) regularly;
— take vitamins, eat the healthy food (a lot of fruits and vegetables);
— take regular exercises;
— never smoke to keep fit;
— take blood pressure twice a day;
— stay in bed for two days.

Примерная таблица:

Name	Illness	Doctor's advice

Задание 9. Ответьте на вопросы, обращая внимание на употребление оборотаthere is (there are):

1. What is there on the table?
2. How many books are there on the table?
3. What kind of books are there on the table?
4. Is there a blackboard in your classroom?
5. Are there many tables in your classroom?
6. How many tables are there in your classroom?
7. Are there many chairs in this room?
8. How many chairs are there in this room?
9. What is there in your classroom?
10. How many mistakes were there in your last dictation?
11. Were there many children in the theatre yesterday?
12. Was there an institute in your home town ten years ago?
13. How many institutes are there in your home town now?
14. How many theatres are there in Moscow?
15. How many cinemas are there in the centre of Moscow?
16. How many pages are there in this book?

Тема №13. What is a computer.

Тема №14 Opportunities for computer professionals.

Задания, направленные на развитие лексико-грамматических навыков инавыков письма

Задание 1. Поставьте глаголы в скобках в Present Perfect.

He_____(finish) training. She_____(score) twenty points in the match. We_____(watch) all the Champions League matches thisseason. That's amazing! She_____(run) fifteen kilometers this morning!
She _____ (buy) some really nice rollerblades! Oh, no! I _____(lose) my money! My mum_____(write) shopping list. It's on the kitchen table. Dad, you _____ (eat) my biscuit! I‘m tired. I _____ (watch) three X-Files videos. Hurry up! They _____ (start) the film! Mary_____(study) hard this year, so she'll pass her exams. Oh no! She_____(drop) the plate! The garden is very green. It
_____ (rain) a lot this month. These are my favourite trousers. I _____(have) them for five years. Tom's my best friend. I _____ (know) him for three years. They_____
_____(live) in Miami for two years. Jo has earache. He_____

_____(have) it since 7 o'clock. Brad _____(live) in Chicago since 1998.

Задание 2. Поставьте глаголы в скобках в Present Perfect negative.

I_____(not clean) my football boots. They_____(not start) their meal. I_____ (not do) my homework. He _____ _____ (not win) all his matches this year. My brother and I___ _____(not see) any films this week. It's my birthday party today. I_ (not invite) many people. He _____ (not wash) his hands. They're very dirty. Mum's angry. We _____ really(not tidy) our room! I can't play with my friends this

evening. I_____(not finish) my homework. I_____(not visit) New York for three years. Where's Alison? We_____(not see) hersince yesterday. Dad_____(not take) a holiday since last August. John
_____(not play) the violin since he was school.

Задание 3. Complete the sentences. Use for or since.

8) lived in Washington_____1997.
9) Ben has studied English_____three years.
10) They haven't visited their grandparents_____months.
11) Julie's ill. She's been in bed_____Tuesday.
12) My dad has had his car_____sixteen.
13) It's been ten years_____we moved to Oxford.

Задание 4. Пользуясь опорными словами, а также словами for и since составьте предложения в Present Perfect Simple.

1) Kate/be/in bed/a long time.
_____
2) She / not eat / anything / this morning.
_____
3) She / not see / her friends / a week.
_____
4) She / stay / at home / Tuesday.
_____
5) She / have / a red nose / three days.
_____
6) She / not play / basketball / last weekend.
_____
14) She / not do / any school work / Monday.
_____

Задание 5. Complete Jane's letter to her American friend. Use the Present PerfectTense.

Dear Amy

I_____(1 not have) a letter from you for a long time._____(2 you lose)my address? I bought the new Steps CD at the weekend. I_(3 alreadylisten) to it._____(4 you hear) it yet? It‘s brilliant. There‘s a new video too, butI_____(5 not see) it yet.
School is going OK. I_____(6 just finish) some exams, but the holidays _____(7 not start) yet. We‘re going to Ireland. I_____(8 never be)there.

Write soon with your

news.Love

Jane

Задание 6. Поставьте глаголы из скобок в форму Present Perfect. Предложения могут быть утвердительные, отрицательные и вопросительные.

Ex: I never … (be) to Australia. – I have never been to Australia. (*Я никогда не был в*Австралии.)

He … (pass) the exam? – Has he passed the exam? (Он сдал экзамен?)

We just … (meet) an American actor. (Мы только что встретили _____ американского актера.)Your husband … (sell) the house? (Твой муж продал _____ дом?)

I … (not start) my new job yet. (*Я* еще не начала свою новую _____ работу.)You … (be) to New York before? (Вы были в Нью- _____ Йорке раньше?) Ann … (not choose) the dessert yet. (Аня еще _____ не выбрала десерт.) They … (do) the shopping today. (Они _____ сделали покупки сегодня.)

Tom … ever (visit) Disneyland? (Том когда-либо посещал _____ Диснейленд?)I just … (see) a horror film. (*Я* только что _____ посмотрела фильм ужасов.) She … (not find) her coat. (Она не _____ нашла свое пальто.)

The cat already … (eat up) the fish. (Кошка уже доела рыбу.) _____

Задание 7. Расставьте слова по порядку. Переведите получившиесяпредложения.

1. have – Britain – several – I – to – times – been

_____

2. Spain – since – she – lived – in – 1994 – has

_____

3. five – married – have – they – years – been – for

_____

4. I – coffee – made – already – for – have – you

_____

5. never – Bob – a bike – has – had

_____

Задание 8. Поставьте наречия из скобок в нужное место.

1. Have you washed your hands? (already)

_____

2. We have phoned the doctor. (just)

_____

3. Has she ridden a horse? (ever)

_____

4. I have danced the tango. (never)

_____

5. The train hasn‘t arrived. (yet)

_____

Задание 9. Составьте предложения в Present Perfect, используя for (в течение)или since (с тех пор как).

Ex: I – not – meet – George – last month. – I haven‘t met George since last month. (Я невстречала Джорджа с прошлого месяца.)

1. We – know – him – six months.

_____

2. Jack – not – play – hockey – last winter.

_____

3. Mary – be – a real friend – our childhood.

_____

4. They – live – in Tokyo – a long time.

_____

5. My Dad – work – as a builder – three years.

_____

Задание 10. Дополните предложения правильной формой Present Perfect

1. I know who your boss is. I (*work*) for him.

_____

2. Look! Somebody already (*broke*) the tree.

_____

3. Mary (*go*) to Moskow, but she‘ll be back next Monday at the latest.

_____

4. Andy is in hospital now. He (*have*) a bad crash.

_____

5. Jane is crying. She (*hurt*) her knee.

_____

Задание 11. Заполните пропуски sinse или for.

Mike left school when he was 16._____then he has had five cars. He usually keepsa car_____a year. Then he gets bored with it and buys another one. As far as hisdad, he has had the same car_____ten years. Mike can‘t understand that. He‘shad this Ford Mondeo_____2002 and it‘s still going well. He‘ll probably keep it
_____a few month.

Задание 12. В следующих предложениях измените время глагола на Present Perfect. Переведите предложения на русский язык.

1. The pupils are writing the dictation.

_____

2. My friend is helping me to solve a difficult problem.

_____

3. I am learning a poem

_____

4. She is telling them an interesting story.

_____

5. Kate is sweeping the floor.

_____

6. The waiter is putting a bottle of lemonade in front of him.

_____

7. I am eating my breakfast.

_____

8. We are drinking water.

_____

9. He is bringing them some meat and vegetables.

_____

10 You are putting the dishes on the table.

_____

Задание 13. Составьте вопросы по образцу, используя данные слова: (you /ever / be / to Italy) - Have you ever been to Italy?

1. You ever / be / to South America?

   _____
2. You / read / any English books?

   _____
3. You / live / in this town all your life?

   _____
4. How many times / you / be / in love?

   _____
5. What's / the most beautiful country / you /ever / visit?

   _____
6. You ever / speak / to a famous person?

   _____

Задание 14. Напишите эссе на тему: «How do you understand the Russian proverb: Time is money?»

Задание направлено на развитие диалогической речи

Задание 15. Задание может быть использовано как для фронтального, так и для индивидуального опроса студентов. Оно может быть также использовано для организации работы в парах

a) I. Does your father work at an office or in a factory?
   2. Does your father live far from the office (the factory)?
   3. Does he walk to the office (factory)?
   4. (On) Which days does he work?
   5. How long does his working day last?
   6. How many hours does he work a day?
   7. Who usually answers telegrams at the office?
   8. Whom does he often receive?
   9. What do they discuss?
   10. What time does he usually finish work?
   11. Where does he sometimes stay after work?
   12. When does he return home?
   13. What does he do on Sunday?
   14. What does he usually do at the week-end?
   15. Who does he often stay with over the week-end?

b) 1. Do you live far from your Institute?
2. Do you often walk to your Institute?
3. Do you like walking?
4. Do you usually go for walks in the morning or in the evening?
5. Who do you take out for a walk?
6. How long does your working day last?
7. What do you often discuss during your working day?
8. What time do you stop work and go home?
9. Do you work at the week-end?
10. What do you usually do at the week-end?
11. What are you going to do this week-end?
12. Are you going to stay at home over the week-end?
13. What are you going to do (on) Saturday evening?
14. What are you going to do on Sunday?

c) 1. Which of you reads much (doesn‘t read much)?
2. How many new English words do you usually learn in class (at your lesson)?
3. How long does your class (lesson) last?
4. What time do you get home after classes

Тема №15. Computer in education
Тема №16.. Computers in medicine.

Задания, направленные на развитие лексико-грамматических навыков инавыков письма

Задание 1.Переведите предложения на английский язык, используя данныеглаголы.

a) to make, to do

1. Этот студент сделал мало (не сделал много) ошибок в контрольной работе вчера и получил за нее хорошую оценку. 2. Кто сделал эту работу вчера? 3. Какие (какого рода) упражнения вы делаете обычно дома?

b) to tell, to speak

1. Моя сестра очень хорошо говорит по-английски и обучает своих детей говорить по- английски. 2. Мы часто говорим о нашей работе. 3. Пожалуйста, поговорите с ней об этом вечером. 4. Я не сказал ей об этом вчера.

c) to leave, to graduate

1. Когда вы окончили школу? — Я окончил школу в 1950 году. 2. Кто из вас окончил институт в 1960 году? 3. Моя сестра окончила в прошлом году Московский университет. Сейчас она преподает немецкий язык. 4. Где вы оставили свою тетрадь?

— Мне кажется, я оставил ее вчера на работе (в учреждении). 5. Он обычно оставляет здесь свои книги.

d) *to leave (for), to go*

e) три года тому назад и живут там сейчас. 5. Он уехал к своим родителям и проведет сними лето.

f) to finish, to be over

1. Фильм окончился? 2. В котором часу окончился фильм? — В пять часов. 3. Иногда наши уроки кончаются в семь часов вечера. 4. Я хотела поговорить с ним, но уроки кончились, и его уже не было в институте.

g)to be born

1. Когда родился Пушкин? — Пушкин родился а 1799 году. 2. Когда родился Толстой?

— Толстой родился в 1828 году. 3. Когда родился Ломоносов? — Ломоносов родилсяв 1711 году. 4. Когда родился Свифт? — Свифт родился в 1667 году. 5. Когда родился Чосер? — Чосер родился в 1340 году. 6. Когда родился Шекспир? — Шекспир родилсяв 1564 году.

Задание 2.Составьте небольшие рассказы, употребив следующие слова и выражения.

1. a day off, weather, fine, to wake up, to get up, to decide, to stay over the week-end, to go to the country, to return, late, after supper, not to want, to play chess, at once, to go to bed

2. to like, to go to the theatre, after a day‘s work, often, to see, interesting, a play, verymuch, once, to get home, late, before supper, to be over, then, to go to bed, at once.

3. in the afternoon, to decide, to the park, to walk, two hours, to go back, to have dinner,after dinner, to play chess, to go to the cinema, to finish

4. to like, to play chess, often, in the evening, to come to see, to be glad, last night, tohave supper, together, to discuss, to go to bed, late

5. to want, to ask for, to give, interesting, a book, to begin, at once,, to like, to read, verymuch, to give back, to thank

Задание 3. Ответьте на вопросы, обращая внимание на употреблениенастоящего времени группы Perfect.

I. *a)* 1. How many English books have you read this month?
2. When did you begin reading the last book?
3. Are you still reading it now?
4. What are you going to read next?

b) 1. Have you seen any interesting films lately?
2. What did you see last (or did you last see)?
3. How did you like it?
4. When are you going to the cinema again?

c) 1. Where‘s your friend? Has he left Moscow?
2. When did he go?
3. Where is he living (does he live) now?

d) 1. Have you had breakfast yet?
2. When did you have it?
3. Where did you have breakfast?

e) 1. Have you ever been to Sochi?

2. How many times have you been there?
3. When did you go there last?
4. Were you there in the summer or in the winter?
5. Did you see much of it?

II. *a)* 1. Is there a library at your office (in your Institute)?
2. What kind of books can you get at the library?
3. Are there any books on English History and Geography there?

b) 1. Have you read any books by Oscar Wilde?
2. Have you read them in Russian or in English?
3. How many English books have you read lately?
4. Which of them would you advise (вы бы посоветовали) your friends to read?

c) 1. What subjects did you do (have) at school?
2. What marks did you usually get in Literature (History, Geography)?
3. Were these subjects difficult or easy for you?
4. Did you learn any foreign languages in your child hood?
5. What language did you learn?
6. Who advised you to begin learning English again?
7. You don‘t know English well yet. Are you sorry? What are you going to do aboutit?

d) 1. Have you seen any interesting TV shows lately?
2. How did you like the last TV show? Can you tell us all about it?
3. What can you tell us about the last radio broadcast you heard?

Задание 4. Напишите реферат на одну из предложенных тем:

1. Books make an important part of the world culture
2. … is my favourite writer

Задание 5. Переведите на английский язык.

1. — Можно позвонить по вашему телефону?
— Пожалуйста.
2. — Это Анна?
— Да.
— Ты меня слышишь? Я сейчас выхожу.
— Хорошо.
3. — Перевести это предложение?
— Да, пожалуйста.
— *(Студент переводит):* «Вы видели эту интересную телепередачу?»
— Правильно. Спасибо.
— Мне продолжать?
— Нет, достаточно. Спасибо.

Тестовые задания

Test 1

Choose the correct version:

1. He agreed___the job as soon as possible.

A) start
B) starting
C) to start
D) starts

2. I stopped____my book and went to bed.

A) to read
B) read
C) will read
D) reading

3. My teachers always expected me_____well in exams.

A) did
B) doing
C) do
D) to do

4. Let me_for the meal. You paid last time.

A) pay
B) to pay
C) paid
D) paying

5. The dentist told me_more careful when I brush my teeth.

A) will be
B) being
C) to be
D) be

6. I never liked_to church when I was a child.

A) going
B) to do
C) went
D) go

7. You can‟t___your car outside the hospital.

A) parks
B) to park
C) park
D) parking

8. David always enjoyed___football at school.

A) to be played
B) playing
C) to play
D) play

9. My family is trying_where to go on holiday.

A) decided
B) decide
C) to decide
D) deciding

10. I‟d like___somewhere different for a change.

A) went
B) to go
C) go
D) going

11. They prefer_in a swimming pool all day.

A) playing
B) plays
C) to play
D) to playing

12. They refuse_out on trips if it‟s too hot.

A) to going
B) to go
C) going
D) go

13. Last year we managed_a holiday that suited everyone.

A) found
B) to find
C) find
D) finding

14. We decided_a house with a swimming pool.

A) renting
B) rent
C) to renting
D) to rent

15. We began_about next year‟s holiday two months ago.

A) talked
B) talking

C) talks
D) talk

Test 2

Choose the correct version

1. Jim said the switch was dangerous and warned metouch it.

A) do not
B) not
C) not to
D) no

2. She said the letter was personal and didn't let meit.

A) reading
B) read
C) to read
D) read to

3. She didn't want....to go.

A) they
B) I
C) his
D) me

4. I know him...a good student.

A) is
B) has been
C) to be
D) was

5. Carol's parents always encouraged her. hard at school.

A) to study
B) studied
C) studying
D) studies

6. When did you... him to check the timetable?

A) asked
B) to ask
C) ask

D) ask to

7. He saw two girls .. on the stage.

A) to dance
B) dancing
C) dances
D) are dancing

8. She made her brother ... into the water.

A) to jump
B) jump
C) jumps
D) jump to

9. She didn't want her child ..to hospital.

A) to take
B) take
C) to taken
D) to be taken

10. Who.....you to drive?

A) taught
B) teach
C) does teaches
D) to teach

Тема №17. Telecommunication Industry

Тема № 18. Personal Web page.

Задание 1. Read the text and see if you can understand the words and wordcombinations in bold type and give their Russian equivalents:

Длительность выполнения задания – 20 мин.

Computer

A computer is an electronic device that stores information and allows changes in it through the use of **(1) instructions.** A modern computer is capable of doing various tasks, like **(2) word processing** and **(3) accounting.** Personal computers (PCs) are widely used but working on them re-quires some techniques.

After turning on the computer a **(4)** PC **user** should **(5) log into** the **(16) network** by entering their **(7) user name** and **(8) password.** Allow some time for the **(9) operation system** to **(10) load.** Soon you'll see a **(11)** menu (or **icons)** on the monitor screen. Withthe help of the mouse or the keyboard choose the needed

icon and start the programme. The programme allows the user to type texts, draw objects and **(12)** diagrams. While drawing one can **(13) shape, (14) move, (15) transform,** (16) **copy** and **(17) fill** objects. When creating texts we **(18) format, (19)** edit and copy them. Both drawings and texts can be **(20) saved** or **(21)** deleted. If you have a printer, you can **(22) print** the information displayed on the screen. Don't forget to save your **(23) file** onto your **(24) hard** disk and **(25) back** it **up** onto the floppies.

CD-ROMs can be used to produce images on the computer screen. The user can move around the programme by **(26) clicking** on different parts of the screen with a mouse. Clicking on the text will provide a new screen with more information, either in the form of text and diagrams, or as an animated cartoon.

Computers give us **(27) access** to the Internet — an international computer network connecting other networks 'and computers from companies, universities or individuals etc. You can spend a lot of your free time **(28)** surfing the **Internet** and get all sorts of information from it. You can enter the **(29) chat room** with other Internet users and debate urgent problems **(30) on line.** If you are connectable by **(31) e-mail** (have an e-mail address), you can correspond with your friends or open your own **(32) web page (web site)** and place there information about yourself.

Задание 2. Role play

Explain to someone who doesn't know it how to work on a computer and say whatadvantages a computer gives to a user using the following sentences:

Today computers help people to do many things:

- bankers use them to keep track of money;
- telephone operators use them to put calls through;
- without computers, weather forecasters would make more mistakes.

Задание 3. Answer the following questions:

1. What is a computer?
2. Name three main categories of computers.
3. Where can you usually find mainframes?
4. What is the origin of the PC abbreviation?
5. Why did desktop become very popular among the users?
6. In what type of computer can you find CD ROM drive?
7. Portables are not very popular, are they? And why?
8. What do you know about another kind of PCs called Apple Computers?

Задание 4. Тестовые задания.

A 1. The lesson will start … 8 o‘clock.

a) by

b) of
c) at
d) in

A 2. The lecture will last … 8 … 9.30.
a) as, as
b) from, till
c) neither, nor
d) either, or

A 3. Do not do many things … the same time.
a) at
b) in
c) on
d) upon

A 4. It is small town … the south … England.
a) in, of
b) to, from
c) of, in
d) from, to

A 5. You must make … your mind.
a) to
b) above
c) behind
d) up

A 6. Are there any letters … me?
a) at
b) till
c) for
d) of

A 7. We will still be here … summer.
a) in
b) at
c) on
d) to

A 8. … the way, where are my books?
a) form
b) by
c) at
d) with

A 9. -Couldn‘t we go a little faster?‖ I‘m … a hurry.
a) on
b) at
c) in
d) of

A 10. The train leaves … a few minutes.
a) to

b) after
c) in
d) before

A 11. I‘ll see you … next Friday.
a) on
b) at
c) in
d) __

A 12. Ann and I received … the same time.
a) on
b) at
c) in
d) __

A 13. … Sunday afternoon I usually go for a walk in the country.
a) At
b) In
c) After
d) On

A 14. It has been raining … three days without stopping.
a) for
b) while
c) during
d) in

A 15. I posted the letter today so they should receive it … Monday.
a) at
b) by
c) in
d) after

A 16. Who is the woman … that photograph?
a) over
b) above
c) at
d) in

A 17. If you leave the hotel please leave your key … reception.
a) in
b) on
c) at
d) under

A 18. I saw Jack … the football match on Saturday.
a) in
b) at
c) on
d) until

A 19. We got to the station just … time to catch the train.
a) on

b) in
c) at
d) after

A 20. Children don‘t want to wait … the rain stops.

a) during
b) till
c) to
d) unt
ile)

Задание 5. Write an essay on the following topics:

1. Modern computers.
2. What is the best type of computer?
3. I like notebook it is more convenient…

Задание 6. Read the text and fill the gaps with the words from the box:

What is HTML?

visible, create, wrapped, powerful, bolded, separate, syntax, website, move, codes

HTML (Hyper Text Markup Language) is a computer language devised to allow 1)_____creation. It is relatively easy to learn, with the basics being accessible to most people in one sitting; and quite 2)____in what it allows you to create.

Hyper Text is the method by which you 3)_____around on the web – byclicking on special text called hyperlinks which bring you to the next page. The fact that it is hyper just means it is not linear – i.e. you can go to any place on the Internet whenever you want by clicking on links – there is no set order to do things in.

Markup is what HTML tags do to the text inside them. They mark it as a certain type of text (italicized text, for example).

HTML is a Language, as it has code-words and 4)_____like any other language.

HTML consists of a series of short 5)_____typed into a text-file by the site author – these are the tags. The text is then saved as a html file, and viewed through a browser. This browser reads the file and translates the text into a 6) _____form,hopefully rendering the page as the author had intended. Writing your own HTML entails using tags correctly to create your vision. You can use anything from a rudimentary text- editor to a powerful graphical editor to 7)__HTML pages.

Тема №19. Internet Security.

Задания, направленные на формирование лексико-грамматических навыков и навыков письма

Задание 1. Раскройте скобки и употребите глагол в нужном времени, лице и числе.

1. - Who usually (to do) his homework in this room? - This student (to do). 2. - Who (to do) his homework there now? - I (not to know). 3. I (to live) near my office last year. I always (to walk) there. 4. - How well your friend (to speak) English? - He (to speak) English badly. 5. - What language you (to learn) five years ago? - I (to learn) French. 6. - What language he (to learn) now? - He (to learn) German. 7. - How long your class usually (to last)? - It usually (to last) two hours. 8. - How long your class (to last) on Wednesday morning? - It only (to last) an hour. 9. - Who you (to discuss) this question with my friends. 11. - How well he usually (to know) his lesson? 12. I (not to work) at this office three years ago. 13. You (to work) there now? 14. - How long you (to stay) in Kiev last year? - I (to stay) there a month. - How long you (to be going) to stay there this year? - I (to be going) to stay there a month, too.

Задание 2. Поставьте следующие предложения в отрицательную и вопросительную формы.

1. He opened the window before classes. 2. Ann translated a lot of foreign letters at the office last week. 3. I finished work at five o'clock the day before yesterday. 4. He lived in Kiev five years ago. 5. They returned home in the evening. 6. They discussed a lot of articles from these French magazines last week-end.

Задание 3. Напишите следующие предложения в прошедшем времени, добавивк одному из них нужное по смыслу обстоятельство времени.

1. My working day lasts eight hours. 2. Do you often get letters from your friends? 3. Does he do well in French? 4. We discuss a lot of questions. 5. They don't often stay at the factory after six o'clock.

Задание 4. Установите соответствие между определением и названием профессии:

1) someone who studies or works in physics	**a** programmer
2) someone who designs clothes	**b** manager

3) someone who works at the receptiondesk of a hotel	**c** physicist
4) someone who changes spoken words from one language to another	**d** architect
5)someone whose job is to manage a company	**e** receptionist
6) someone who gets cash or pays out money in a shop	**f** interpreter
7) someone who writes computer programs	**j** cashier
8) someone who can count well and keeps the money records of a business	**h** accountant
9) someone whose job is to design buildings	**i** fashion designer

Задание 5. Составьте ситуации в прошедшем времени, используя данные словаи словосочетания.

1. *We Discussed Our Friend's New Article Yesterday*
   to discuss, an article, at my friend's to answer, to like
2. *I Translated an Article Last Week*
   in class, to look at the blackboard, to copy out the new words, to translate, very well, tolike the translation, tc thank very much
3. *I Learned German Two Years Ago*
   to stay after work for one's German, to work hard to answer the teacher's questions, totranslate, to learn a lot In class, to know the language

Задание 6.Переведите предложения на английский язык, используя данныеглаголы.

a) to make, to do

1. Этот студент сделал мало (не сделал много) ошибок в контрольной работе вчера и получил за нее хорошую оценку. 2. Кто сделал эту работу вчера? 3. Какие (какого рода) упражнения вы делаете обычно дома?

b) to tell, to speak

1. Моя сестра очень хорошо говорит по-английски и обучает своих детей говорить по- английски. 2. Мы часто говорим о нашей работе. 3. Пожалуйста, поговорите с ней об этом вечером. 4. Я не сказал ей об этом вчера.

c) to leave, to graduate

1. Когда вы окончили школу? — Я окончил школу в 1950 году. 2. Кто из вас окончил институт в 1960 году? 3. Моя сестра окончила в прошлом году Московский университет. Сейчас она преподает немецкий язык. 4. Где вы оставили свою тетрадь?

— Мне кажется, я оставил ее вчера на работе (в учреждении). 5. Он обычно оставляет здесь свои книги.

d) to leave (for), to go

1. Мне кажется, они уехали из Москвы на прошлой неделе. 2. Мне кажется, они уехали в Минск неделю назад. 3. Когда они уезжают в Киев? 4. Они уехали в Минск три года тому назад и живут там сейчас. 5. Он уехал к своим родителям и проведет с ними лето.

e) to finish, to be over

1. Фильм окончился? 2. В котором часу окончился фильм? — В пять часов. 3. Иногда наши уроки кончаются в семь часов вечера. 4. Я хотела поговорить с ним, но уроки кончились, и его уже не было в институте.

f) to be born

1. Когда родился Пушкин? — Пушкин родился а 1799 году. 2. Когда родился Толстой?

— Толстой родился в 1828 году. 3. Когда родился Ломоносов? — Ломоносов родился в 1711 году. 4. Когда родился Свифт? — Свифт родился в 1667 году. 5. Когда родился Чосер? — Чосер родился в 1340 году. 6. Когда родился Шекспир? — Шекспир родился в 1564 году.

Задание 7. Read, translate and discuss the text:

“Russian Space Science” (2h.)

On April 12 every year the Russian people celebrate Cosmonautics Day in commemoration of the first space flight in the world which was made by Russian citizen. Here are three main dates in the history of space exploration.

October 4 in 1957 the Soviet Union sends the first sputnik in the world into space. April 12 in 1961 the Russian cosmonaut Yuri Gagarin goes into space and makes one orbit round the Earth in his spaceship Vostok-1. July 21 in 1969 the American astronauts Armstrong and Alidrin land on the Moon. Since Yuri Gagarin‘s flight, Russian space science and engineering have come a long way. According to space experts in the US and Europe Russian takes the lead in almost all space exploration. Russian has launched more than 2300 space vehicles designed to perform a variety of functions. Unmanned satellites have been of great significance in the exploration and peaceful use of outer space.

They help us learn more about the relations between processes occurring on the sun and near the earth and study the structure of the upper atmosphere. These satellites are provided with scientific equipment for space navigation of civil aviation and ship, as well as exploration of the World Ocean, the earth‘s surface and it‘s natural resources. Russia is known to carry out many orbital manned flights involving over 80 cosmonauts, many of them having flown several times. It is well known that Russian cosmonauts hold the record for the longest time in space (L. Kizim has worked 375 days) and for continuous stay in space (V. Titov and M. Manarov – 365 days). When the 170 million horse power carrier- rocket

called -Energia‖ was successfully tasted in 1987, Russian has gone far ahead of the United States in the space competition. With the new -Energia‖ rocket it's possible to put into orbit a 100 ton load (One must know that the first satellite carried 83.6 kg). That is enough to put into orbit components for a space station which could be a platform for a manned flight to Mars. Russian experts believe -Energia‖ to be able to take explorers to the Moon or bring back to the Earth satellites that went out of operation. In principle this makes it possible to build in orbit large complexes from separate units not tens of meters but

kilometers across. Cosmonauts would live there permanently. And from these structures may be flights to other planets.

Задание 8. Напишите эссе на тему: "My future profession".Задание 9. Подготовьте презентацию по теме эссе.

3.2. Типовые контрольные задания для промежуточной аттестации обучающихся

ВОПРОСЫ ЗАЧЕТУ

Примерные контрольные работы

Контрольная работа 1

1. Поставьте предложения в вопросительную и отрицательную формы.

1. We are reading now.
2. That is a door.
3. He is working in the garden.
4. My mother is a teacher.
5. The dog is black.

2. Поставьте альтернативные вопросы к следующим предложениям.

1. That is a book (exercise-book).
2. Masha is reading (writing) now.
3. The map is red (yellow).
4. You are a schoolgirl (I).
5. It is a chair (table).

3. Вставьте соответствующую форму глагола to be.

1. He…driving a car.
2. My friend and I….students.
3. Her bag…black.
4. Your flat…large.
5. We … at home now.

4. Образуйте форму множественного числа, где это возможно.

Box, pen, child, wife, day, city, potato, sugar, bed, glass, ceiling, this, my, I, his

5. Заполните пропуски артиклями

1. What colour is …floor in your room?
2. I am …teacher.
3. Look at this …room.
4. Bess is my…friend

5. Read …Note five.

6. Заполните пропуски предлогами.

1. Please, go …the blackboard
2. Please, put a spoon…your cup, Ben.
3. Don‘t copy out Text Seven now, do it …home
4. Please, take that book …Tom.
5. I am sorry, I am late, May I come …?

7. Поставьте вопросы к выделенным словам.

1. It is **our classroom** (2)
2. It‘s a **yellow** room (1)
3. The table is at the **window** (1)
4. The book is **good** (1)
5. She is **seventeen** (1)

8. Переведите на английский язык.

1. Какого цвета стены нашей аудитории?
2. Не читайте страницы той книги.
3. Ваша квартира большая или маленькая?
4. Они сейчас встречают того инженера.
5. Сын моей подруги сейчас не переписывает текст 7.

9. Переведите с английского языка на русский язык.

1. The walls in our classroom are blue.
2. Write four questions at home, please.
3. The ceiling in room is white
4. What are you doing?
5. We are sitting at the table.

10. Вставьте соответствующее местоимение.

1. Send (ему, его) book.
2. Take (это) from (того) doctor.
3. Meet (нас).
4. (Его) brother is an engineer.
5. (Эти) walls are blue.

Контрольная работа 2

Задание 1. Образуйте форму множественного числа от следующих существительных, если это возможно:

Company, milk, firm, computer, envelope, money, debt, loan, creditor, administration, country, discount, telex, investment, manufacturer, strategy, shelf, box, man, doctor, key, glass, leaf, wife, child, mouse, fish, woman, day, city, potato, piano, child, bush.

Задание 2. Замените, где возможно, существительное с предлогом of существительным в форме притяжательного падежа:

The bag of my brother, the father of Nancy and Ann, the book of my younger sister, thehand of the clock, the leg of the table, the hand of the friend, the clothes

of the boys, the watch of my friend Peter, the parents of the boys.

Задание 3. Поставьте альтернативные вопросы к следующим предложениям.

1. Vera and Natasha are programmers (doctors).
2. This is a blackboard (spoon).
3. I am an economist (Sasha).
4. They are schoolboys (students).
5. Their rooms are large (small).

Задание 4. Употребите, где нужно, глагол *have или has:*

1. I usually… lunch at 2 o‘clock.
2. Excuse me, can I ..... a look at your order, please?
3. Our secretary likes to keep fit, so she ... a swim every day.
4. He...some letters. Would you like to read?
5. Do you enough experience?

Задание 5. Напишите следующие прилагательные в сравнительной и превосходной форме:

Tall, large, long, big, dirty, easy, good, bad, interesting, difficult, narrow, thin, little.

Задание 6.Закончите следующие вопросительные предложения:

1. They are already here,. ..... ?
2. It is their new catalogue,. ..... ?
3. They are already here,…?
4. There is a lot of furniture in our office, ?
5. We are right,….?
6. He has got the necessary papers,..?

Задание 7. Перепишите текст, вставляя подходящие по смыслу местоимения:

(I, me, my) work for Baker Publication Limited. *(It, its*) is an old family firm.(*We,us, our*) start(*our ,us*) work at nine. Mr.Baker is (*we, us, our*) Managing Director. (H*e, him, his*) usually comes to the office at 10 o‘clock. (*Him, his, her*) secretary Sheila is young but (*she, her, hers*) already has qualifications and (*her, she, he*) speaks several foreign languages. (*We, us, our)* company specializes in publishing biographies. Many of *(their, them, they*) have very interesting foreign versions.

Задание 8. Поставьте вопросы к выделенным словам

1. **My friend** is a **teacher**.
2. The matches are **on the table**.
3. **Her name is** Mary.
4. It is **a good** map.
5. That‘s **a bad cap**.

Задание 9. Переведите предложения с английского на русский.

1. Чем могу быть полезен?
2. Сколько стоят эти обои?- Они дорогие.
3. Позволь представить тебе моего коллегу.
4. Какого цвета еѐ юбка? – Она желтая.
5. Между прочим, я хотел бы купить рубашку.
6. Давайте начнем переговоры.
7. Приходите посмотреть мою квартиру. Она светлая и уютная.

8. Из какой вы страны?
9. Большое спасибо. Не стоит благодарности.
10. Я работаю в акционерной компании.

Задание 10. Переведите предложения с английского на русский.

1. There are kitchen, bathroom, living-room in my flat.
2. I wonder whose things they are.
3. They are discussing the terms and conditions of their new contract.
4. There are two green carpets in the living-room.
5. How many children have you?
6. The cupboard in my room is brown.
7. Where is the exchange-office? – It is behind our house.
8. He is on international conference.
9. Peter is on production meeting.
10. I work in the sales department.

Задание 11. Напишите небольшое сочинение о себе.

Контрольная работа 3

I. Fill in suitable words into the sentences given below:

1. We should_____foreign languages to travel abroad.
2. She often_____shopping in our shop.
3. We should eat in time to be_____.
4. To_____dinner we'll have to go to the shop.
5. Our friends will be economists. They will work in the___.

II.Translate the following expressions into English:

Работать усердно	To work hard
Быть свободным (занятым)	To be free (busy)
Есть дома (где-либо)	To eat in (out)
Наестся	To be full
Предпочитать мясо рыбе	To prefer meat to fish
Переедать (пересыпать)	To overeat (oversleep)
Завтракать (обедать, ужинать)	To have breakfast (dinner, supper)

III. Correct mistakes in the following sentences:

Wrong	Correct
There is many sugar in my coffee.	
There are many salt in my soup.	
There are a plate on the table.	
There is sandwich on the plate.	
There are juice in the glass.	

IV. Complete the sentences with *am, is, are, do,* or *does*.

1. I … an accountant. 2. … he like his job? 3. This bag ... heavy. 4. Where … they live? 5.
… New York exciting? 6. Why … you want to learn English? 7. Her children … at school. 8.My sister … a nurse. 9. We … American. 10. What … he do at weekends?

***V.* Complete the sentences with *had, did, was*, *or* *were*.**

1. Where … you born? Where … your mother born? 2. When … you start school? 3. Well, I … dinner with friends in an Italian restaurant. 4. When … you learn to read and write? 5. Who … your first teacher? 6. What … your favourite subject? 7. Where … you live when you … a child? 8. … you live in a house or a flat? 9. We all … pizzas. They … very good. 10. … you enjoy your birthday, then? 11. The weather … terrible. 12. … they discussthe terms of delivery with them last week?

VI. Раскройте скобки, употребляя глаголы в Present Simple, Present Continuous, Past Simple, *Future Simple*:

1. My friend (to go) to library every Wednesday.
2. He (to play) chess tomorrow.
3. He (not to go) to the country yesterday.
4. Why you (to go) to the shop yesterday?
5. What you (to do) now?
6. He (to sleep) now.
7. You (to come) to my place next Sunday.
8. Where your father (to work) last year?
9. He (to watch) TV every evening.
10. You (to be) at home tomorrow?
11. I (to be) an economist when I grow up.
12. We (to go) on a tramp last Sunday.
13. She (not to buy) this computer last Sunday.
14. His son (to go) to the nursery school last year.

VII. Write questions and make the sentences negative.

1. Jane goes to school by bus.-
2. My sister made a cake for my last birthday.-
3. They will take the bus into town tomorrow.-

Контрольная работа № 4

I. Use correct words according to the context.

Everybody knows his own language, but it is useful to know _____ languages. Some people learn languages because they need them in their work, others travel_____, for the third studying languages is a hobby. People can not read books in_, know more about different_____ _____and traditions without knowing foreign languages. If a person _____a foreign language well, he'll be able to go to the library and take and read books by English and American writers in the original. Knowledge of foreign languages helps young people of different countries to understand each other, to develop friendship_____them. But we should remember that learning a foreign language_____time and patience.

English is one of the world languages. English is_____by more than 350million people. There's a wide range of materials and tools___to help you withyour language studies, including dictionaries, grammar books, phrasebooks.

II.* Fill in *much, many, little, few, a little* or *a few.

1. I'd like to say_____words about my journey. 2. The text was difficult.

Therewere___new words in the text, and I spent___time learning them. 3. There was _____water in the pool, and they decided not to swim in it. 4. My mother reads_____ German magazines and she can help you with the translation of this article. 5. Have you got _____ ink in your pen? 6. The hall was full of people and at the conference we met _____people whom we knew well. 7. There are very___old houses left in our street.Most of them have already been pulled down. 8. If you have_____spare time, come tosee me.

III. Define the correct modal verb:

1. Are you going to read the report? No, I I already know what it says.

a)mustn‘t
b)shouldn‘t
c)needn‘t
d)can‘t

2. My grandfatherspeak six languages many years ago.

a)shoul
d
b)shall
c)could
d)need

3. It‟s a secret. You tell anyone.

a) shouldn‘t
b) wouldn‘t
c) needn‘t
d) mustn‘t

4. You look tired. You go to bed.

a) must
b) would
c) should
d) could

5. I‟ll go now. My friends are waiting.

a) must
b) have to
c) need
d) be able to

IV. Use correct forms of the verbs.

1. What (to be) the matter with her? She (to be) so excited. — I (not to know). 2. Nellie (to leave) for Moscow at this time tomorrow. 3. I (to do) all my homework yesterday and then I (to read) a book . 4. The building of the house (to begin) early in April. 5. They (to read) "Ivanhoe" by Walter Scott a month ago. What about you? You (to read) "Ivanhoe" last year? 6.When I (to enter) the kitchen, I (to see) that my mother (to stand) at the table and (to cut) some

cabbage. She (to cook) dinner. 7. When the young man (to enter) the room, she (to look) at him in surprise. "What you (to want) to tell me?" she (to say).

V. Translate from Russian into English.

1. Он знает много языков. Сейчас онизучает японский.	
2. Когда я вошел в аудиторию, студенты писали сочинение.	
3. Вам не следует пропускать занятия на	

языковых курсах.	
4. Я уверен, что знание иностранного языка помогут вам путешествовать помиру.	
5.Был вечер. Я учил английские слова, а моя сестра разговаривала по телефону.	
6. Все мои друзья уехали за границу в прошлом месяце. Я не смог уехать.	
7. Когда вы получили это письмо?	
8. Что вы делали вчера в это время? – я писал доклад.	
9. Что они переводят сейчас? – Они переводят статью о курсах иностранныхязыков.	
10.Завтра мы полетим в Лондон.	

Vl. Write about your reasons for learning English. Use only full sentences. You mustwrite at least 5 sentences.

Контрольная работа 5.

Internet

Read and translate the text:

The Internet is the largest computer informational system. The Internet is composed of many interconnected computer networks. Each network may link tens, hundreds, or even thousands of computers, enabling them to share information with one another and to share computational resources such as powerful supercomputers and databases of information. The Internet made it possible for people all over the world to effectively and inexpensively communicate with one another. It's much faster and easier to surf the net in search of information from all over the world than to travel to libraries in dozens of countries; all the latest information is available to you in your home at any hour of the day and night.

The main advantage of the Internet is that it provides freedom to its users.

But what does this freedom of the Internet include?

- Firstly it is equality. It doesn't matter you're your race, nationality or wealth is, you can post your message on the Internet and you will be heard. You will find a lot of people who will support you and who will not support you. You can find your allies or enemies there. This is the freedom to express your own opinion.
- Next is the freedom of choice. On the Internet you can choose the information according to your own tastes or needs. Nobody can make you to look at something that you don't like. If you don't like something you just type another address and in a second you are already there where you wanted to be.

- And at last it is freedom of movement. There are no borders in the Internet and you can travel all over the world. If you need some information about some foreign country you will get it. You don't need any visas to explore web sites in foreign countries. Also you can vote on the Internet. There are a lot of questionnaires where you can express your attitude towards something.

Also the Internet has brought new opportunities to government, business, and education. Government and business use the Internet for internal communication, distribution of information, and automated tax processing. In addition to it helps to offer goods and services online to customers. Many individuals use the Internet for shopping, paying bills, and online banking. Educational institutions use the Internet for research and to deliver courses to students at remote sites.

More and more people become Internet users because we can do so many things there. However, the real world of the Internet may not be as perfect as it seems. With so much information available, finding what you want can take you hours. Multimedia web pages with photographs are attractive, but they make downloading slow and boring. Besides, there is too much advertising instead of real information. But the main harmful function is that the Internet users communicate only with the people on the Internet. They stop talking to their relatives and friends, because they have only virtual friends. So the Internet destroys real human communication. Maybe someone's interpersonal communication was destroyed.

With so many modern forms of finding information, such as radio, TV and the Internet, people read fewer books, newspapers and magazines. Nowadays, most people consider television as the most important believable news source. We can't say exactly which source of information is the best. It depends on what kind of information you need.

Ex.1. ***Answer the questions:***

1. What is the Internet?
2. Why do people want to be 'on the Internet'?
3. What does the freedom of the equality include?
4. What does the freedom of the choice include?
5. What does the freedom of the movement include?
6. Do students use the Internet for their educational purpose?
7. Do you have a computer? Do you use the internet? Why?

Ex.2. ***Translate the following sentences from Russian into English:***

1. Интернет – самая большая компьютерная сеть, которая широко используется в нашей стране и во всём мире.
2. Интернет предоставляет огромные возможности своим пользователям: свобода общения, свобода выбора и свобода движения.
3. Интернет позволяет общаться с родственниками и друзьями, которые живут в разных странах и даже на разных континентах, не выходя из комнаты.
4. Отрицательным влиянием Интернета на человека является то, что его пользователи иногда слишком много времени проводят за компьютером, что отдаляются от своих родных и друзей.
5. В Интернете нет границ, и вы можете общаться с людьми из разных стран, использовать электронную почту, общаться в чате.
6. Интернет сближает людей в независимости от их возраста, расы и

благосостояния, развивает в них демократическое начало, взаимное уважение и любовь.

7. Использование Интернета позволяет улучшить языковые навыки, расширить свой словарь, лучше узнать компьютер и правильно пользоваться мышью.

Virtual Reality.

Not long ago computers were considered an amazing invention. Today they form part of our everyday lives. The latest thing today is Virtual Reality. A Virtual Reality system can transport the user to exotic locations such as a beach in Hawaii or the inside of the human body. The Virtual Reality system is still in the early stages of its development. At the moment it is necessary to put a large helmet on your head to see the simulated world and you have to wear a special glove on your hand in order to manipulate the objects you see there. Lenses and two miniature display screens inside the helmet create the illusion that the screen surrounds you on every side. You can "look behind" computer – generated objects, pick them up and examine them, walk around and see things from a different angle.

Already today Virtual Reality is used in medicine. In hospitals, surgeons could plan operations by first "travelling" through the brain, heart or lungs without damaging the body. It is also used in police training schools. In schools pupils could explore the Great Pyramid or study molecules from the inside. Developers of Virtual Reality say its potential is powerful.

The world which comes closest to describing Virtual Reality is "simulator". Virtual Reality technology resembles the flight simulators that are used to train pilots. But of course there are dangers as well as benefits. In the wrong hands Virtual Reality can be used for power fantasies and pornography.

Ex. 1. Translate these word combinations from the text. Learn them by heart:

не так давно; удивительное изобретение; повседневная жизнь; система виртуальной реальности; переносить пользователя; экзотическое место; на начальной стадии развития; надеть большой шлем; создавать иллюзию; разные углы зрения; милицейская школа; изучать молекулы; технология виртуальной реальности; стимуляторы полета; тренировка пилотов.

Ex. 2. Answer these questions.

1. What is Virtual Reality?
2. Why do you need to wear helmet and special glove?
3. What are the possible uses of Virtual Reality?
4. What are some of the disadvantages of Virtual Reality?
5. Do you think Virtual Reality is an important invention or not?

Ex. 3. Translate these nouns and verbs from the text. Use them in your own sentences:

beach	to form
body	to wear
heart	to manipulate

illusion to examine
medicine to explore
operation to describe
developer

Контрольная работа 6.

Задание 1. Прочтите и переведите устно на русский язык следующий текст.

The British Isles consists of two large islands, G.B. and Ireland, and about five thousandsmall islands. Their total area is over 244,000 square kilometers.

The UK is made up of four countries: England, Wales, Scotland and Northern Ireland. GB consists of England, Scotland and Wales and doesn't include Northern Ireland. The capital of the UK is London.

The British Isles are separated from European continent by the North Sea and the English Channel. The western coast of GB is washed by the Atlantic Ocean and the Irish Sea.

The surface of the British Isles varies very much. The north of Scotland is mountainous and is called the Highlands, while the south, which has beautiful valleys and plains, is calledthe Lowlands.

There are a lot of rivers in GB, but they are not very long. The Severn is the longest river, while the Thames is the deepest and the most important one.

The mountains, the Atlantic Ocean and the warm waters if Gulf Stream influence the climate of the British Isles. The weather in GB is very changeable. A fine morning can change into a wet afternoon and evening and the wrong side out. The English people say: "Other countries have a climate; in England we have weather." The English also say that they have three variants of weather: when it rains in the morning, when it rains in the afternoon or twhen it rains all day long.

The weather is the favorite conversational topic in GB. After they greet each other they start talking the weather.

The most unpleasant aspect of English weather is fog and smog. This is extremely bad in big cities especially in London. The fog spreads everywhere so cars move along slowly and people can't see each other. They try not to be run over by a car but still accidents are frequent in the fog.

Письменно ответьте на вопросы к тексту.

1. What two large islands does G.B. consist of?
2. How many countries is the UK made up?
3. How do they call the north of Scotland?
4. What is the capital of England?
5. What seas and oceans wash GB?
6. What is the longest river of GB?
7. What is the deepest river of GB?
8. Is the weather in GB very changeable?
9. What is the favorite conversational topic in GB?
10. What variants of weather do the English have?
11. Why are accidents so frequent in London?

Задание 2. Руководствуясь правилами чтения английского языка, напишите транскрипцию следующих слов:

had, late, fire, able, can, hare, faint, say, tram, just, human, shop, burst, lure, small, chalk, wall, type, me, ten, per, week, foot, heat, cell, price, North, few, grey, burn, use, let, make, eight, chess.

Задание 3. Выпишите в столбики из данных ниже слов те, в которых окончание -(e)s читается как [s], [z], [iz]:

tables, desks, chairs, doors, lamps, windows, matches, pages, bags, flats, notes, benches, sons, parents, holidays, studies, lessons, works.

Задание 4. Образуйте множественное число от следующих существительных:

a child, a wife, a woman, a city, a boy, a library, a photo, a dress, a man, a name? a branch.

Задание 5. Переведите следующие словосочетания на русский язык:

his brother's car, their parents' cottage, my sister's husband, these girls' duties, those boys'rights, a part of the city, the climate of the British Isles.

Задание 6. Образуйте сравнительную и превосходную степени от следующих прилагательных:

much, old, bad, far, important, pretty, early, high, beautiful, warm, big.

Задание 7. Замените подчеркнутые словаличными местоимениями:

1. Ann often meets these children.
2. Pete knows Ann.
3. Pete has a dog.
4. The pupils are in the park.
5. Ann and I are busy.
6. Pete is at home.
7. My mother gets up at six o'clock.
8. I brought Ann a new book.
9. Pete seldom sees Ann and her friend.

Задание 8. Переведите на английский язык следующие словосочетания, обращая особое внимание на предлоги:

а) вечером, в воскресенье, весной, в декабре, в 2004 году, в 10 часов, до 5 часов, после 6 часов, в течение 2 часов, около 3 часов, через 5 часов, к понедельнику;

б) на стуле, под стулом, над стулом, у стула, перед стулом, далеко от стула, со стула, между стульями; в школе, на собрании, на картине, дома, в Лондон, из Лондона, в коробку, из коробки, для них.

Задание 9. Определите, к какой части речи относятся следующие слова; подчеркните в них суффиксы и префиксы:

chemistry, chemical, farmer, cooperate, rewrite, interconnect, greenish, misunderstand,leadership, early, colourful, physics, indefinite, definition, worker.

Задание 10. Задайте общий вопрос к следующим предложениям, дайте краткий положительный и отрицательный ответы:

1. She is a teacher.
2. There are many parks in our city.
3. There will be a monument in the centre of the park.

4. I have many relatives.
5. She had some money.
6. We shall have an English lesson next Monday.

Задание 11. Определите время сказуемого в следующих предложениях; переведите их на русский язык:

1. About nine million people live in London and its suburbs.
2. He visited Moscow last month.
3. We shall graduate from the Institute soon.
4. He often reads papers.
5. She cooks at home.
6. They have much free time.
7. I said him about this film.
8. Workers will build this bridge next year.

Задание 12. Раскройте скобки и поставьте глагол-сказуемое в нужном времени:

1. I (to get up) at 8 o'clock every day.
2. He (to go) to Moscow last month.
3. They (to leave) school next year.
4. He (not to read) many books last year.
5. She (to do) it last week.
6. Mary and John (to get) a new flat next Wednesday.
7. Students seldom (to work) in the garden.
8. He (to sleep) in 5 minutes.

Задание 13. Поставьте вопросы к подчеркнутым членам предложения:

1. He went to the Institute yesterday.
2. Ann studies at school.
3. They get up at 8 o'clock.
4. I shall finish school in two years.
5. Children often play in the garden.

Пакет заданий для промежуточной аттестации

Контроль устной речи

Ответьте на вопросы.

a)
1. Are you often ill?
2. When were you ill last?
3. What was the matter with you?
4. Did you have to see the doctor?
5. How long did you have to stay at the doctor‘s?
6. What did you have to do? Did you have to stay in bed?
7. How long did you have to stay in bed?

b)
1. Why did your friend miss several lessons last week (month)?
2. Did he have a high temperature?
3. How does he feel now?
4. Did you go to see your friend when he was ill?
5. How did you get to his place?

6. How long did it take you?

c) 1. How do you usually get to your Institute?
2. Can you get home by underground?
3. How long does it take you to get to your place by underground?
4. Is there a bus (trolley-bus) stop near your place?

d) 1. Do you usually hurry to your Institute in the morning?
2. Why do you hurry?
3. Do you sometimes forget to take one of your things when you go to your Institute(to work)?
4. What must you do so as not to forget?

e) 1. Which of you usually goes to see students who are ill?
2. Do you usually ring them up before you go?
3. Why do you do so?
4. Can your friends use your notes when they are ill? Do you always make notes atthe lectures?
5. What do you do to help students who have had to miss a few lessons?

Дискуссионные вопросы:

1. What can you say about your native town?
2. How many rooms are there in your flat?
3. Where is your friend‘s flat?
4. How many shops are in your street?
5. Is there a cinema or a theatre in your street?
6. What‘s name of your district?
7. Are you usually on holiday in summer or in autumn?
8. Where were you last weekend?
9. What day of the week is it? What month is it? What‘s date is it?
10. When were you at the cinema last?
11. What‘s weather like today?

Вопросы для беседы/ устного опроса

1. Who is Charles Babbage? Name what did he invent?
2. What are the great inventions of the 20th century to your mind?
3. Compare our life and life of our ancestors. Name advantages and disadvantages.
4. What can computers do nowadays?
5. What is the most popular way of getting and sending information?
6. Do you like to travel? Can travelling help you to get information about the world?
7. Do you think TV programs can help you to study? In what way?
8. How many educational TV programs do you know? Do you watch them regularly?
9. What are the main types of newspapers in Great Britain?

10. Do you like listening to the radio? Why?
11. What are the differences between American and British TV?
12. Do you think commercial or non-commercial TV is better?
13. Name the main TV Broadcasting stations on your country and describe theirformats.
14. What kind of program do you want to appear on the screen of your TV set?
15. Who is the inventor of the first radio (wireless)?
16. How many channels does BBC include?
17. Tell something about our radio stations. What kind of radio stations do you wantto hear in our country? How did the radio in Russia change in the last few years?
18. When did the history of computers begin?
19. Who suggested the idea of logical machine?
20. Who is a creator of the first plain machine?

Устные темы (Topics)

1. About myself
2. My family
3. My institute
4. My flat
5. Learning foreign languages
6. At the library
7. My hobby
8. My future profession
9. My home town
10. My favourite season
11. What do you know about computers machine?
12. What kinds of computers exist?
13. Why do people want to be ‑On the Internet‖
14. What do you know about famous programmers?
15. Television
16. Computers machine
17. Microprocessor
18. Famous programmers
19. I want to be a computer programmer
20. What is a computer virus?
21. Mass media
22. Internet in daily life
23. How computers affect our lives

Деловые и ролевые игры:Programmer:

-Find suitable institute
-Ask about your future profession
- Find out how many subjects you would study
- Ask about entrance examinations

Business meeting

-Find a manager and thank him for his talking
-Ask about his chief manager and the place and year of company's foundation
-Find out about company's staff
-Ask him about his annual revenue

Примерная тематика рефератов по теме:

-***The man whose ideas changed the world*‖.**
-The man who made affordable cars‖.
-The heroine of the Salvation Army‖.
-Computers in our life‖
-Modern users‖
-Types of computers‖

КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ ПРИ ЗАЧЕТЕ / ЭКЗАМЕНЕ

Сумма баллов по дисциплине	Оценка /зачет	критерии оценивания
85 – 100	*«отлично» / зачтено*	Оценка «отлично» выставляется студенту, если он глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал различной литературы, правильно обосновывает принятое нестандартное решение, владеет разносторонними навыками и приемами выполнения практических задач по формированию общепрофессиональных компетенций.
70 - 84	*«хорошо» / зачтено*	Оценка «хорошо» выставляется студенту, если он твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения, а также имеет достаточно полное представление о значимости знаний по дисциплине.
51 – 69	*«удовлетво-рительно» / зачтено*	Оценка «удовлетворительно» выставляется студенту, если он имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает сложности при

		выполнении практических работ и затрудняется связать теорию вопроса с практикой.
менее 51	*«неудовлетворительно»/ незачтено*	Оценка «неудовлетворительно» выставляется студенту, который не знает значительной части программного материала, неуверенно отвечает, допускает серьезные ошибки, не имеет представлений по методике выполнения практической работы. Как правило, оценка «неудовлетворительно» ставится студентам, которые не могут продолжить обучение без дополнительных занятий по данной дисциплине.

IV. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ОПРЕДЕЛЯЮЩИЕ ПРОЦЕДУРЫ ОЦЕНИВАНИЯ ЗНАНИЙ, УМЕНИЙ, ПРАКТИЧЕСКОГО ОПЫТА, ХАРАКТЕРИЗУЮЩИЕ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ

Процедура оценивания – порядок действий при подготовке и проведении аттестационных испытаний и формировании оценки.

Процедура промежуточной аттестации проходит в соответствии с Положением о промежуточной (рубежной) аттестации знаний студентов и учащихся ДГУНХ.

- Аттестационные испытания проводятся преподавателем (или комиссией преподавателей – в случае модульной дисциплины), ведущим лекционные занятия по данной дисциплине, или преподавателями, ведущими практические и лабораторные занятия (кроме устного экзамена). Присутствие посторонних лиц в ходе проведения аттестационных испытаний без разрешения ректора или проректора не допускается (за исключением работников университета, выполняющих контролирующие функции в соответствии со своими должностными обязанностями). В случае отсутствия ведущего преподавателя аттестационные испытания проводятся преподавателем, назначенным письменным распоряжением по кафедре .
- Инвалиды и лица с ограниченными возможностями здоровья, имеющие нарушения опорно-двигательного аппарата, допускаются на аттестационные испытания в сопровождении ассистентов-сопровождающих.
- Во время аттестационных испытаний обучающиеся могут пользоваться программой учебной дисциплины, а также с разрешения преподавателя справочной и нормативной литературой, непрограммируемыми калькуляторами.
- Время подготовки ответа при сдаче зачета/экзамена в устной форме должно составлять не менее 40 минут (по желанию обучающегося ответ может быть досрочным). Время ответа – не более 15 минут.
- При подготовке к устному экзамену экзаменуемый, как правило, ведет записи в листе устного ответа, который затем (по окончании экзамена) сдается экзаменатору.
- При проведении устного экзамена экзаменационный билет выбирает сам экзаменуемый в случайном порядке.
- Экзаменатору предоставляется право задавать обучающимся дополнительные вопросы в рамках программы дисциплины текущего семестра, а также, помимо теоретических вопросов, давать задачи, которые изучались на практических занятиях.
- Оценка результатов устного аттестационного испытания объявляется обучающимся в день его проведения. При проведении письменных аттестационных испытаний или компьютерного тестирования – в день их проведения или не позднее следующего рабочего дня после их проведения.
- Результаты выполнения аттестационных испытаний, проводимых в письменной форме, форме итоговой контрольной работы или компьютерного тестирования, должны быть объявлены обучающимся и выставлены в зачётные книжки не позднее следующего рабочего дня после их проведения.