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ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕЙ И ПРОМЕЖУТОЧНОЙ
АТТЕСТАЦИИ ПО ДИСЦИПЛИНЕ
Б1.Б1.Иностранный язык (английский)
(Приложение к рабочей программе дисциплины)

Уровень образования:	Высшее образование – бакалавриат	
Направленность (профиль):	09.03.02 Информационные системы и технологии	
Язык обучения:	Русский	
Кафедра:	Гуманитарных и социальных наук	
Форма обучения:	Очная	Заочная
Курс:	1, 2	1, 2
Составитель:	Письменная В. В.	

ВОРОНЕЖ 2019 г.

СОДЕРЖАНИЕ

1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

1.1 Перечень компетенций и этапы их формирования в процессе освоения дисциплины

В результате освоения ОПОП бакалавриата обучающийся должен овладеть следующими результатами обучения по дисциплине:

Код компетенции	Содержание компетенции	Планируемые результаты освоения дисциплины
ОК-1	владение культурой мышления, способность к обобщению, анализу, восприятию информации, постановке цели и выбору путей ее достижения, умение логически верно, аргументированно и ясно строить устную и письменную речь	**Знать:** основные грамматические явления английского языка, базовую лексику, общеупотребительные выражения. **Уметь:** относительно полно и точно понимать высказывания собеседника в распространенных стандартных ситуациях повседневного общения, понимать основное содержание и извлекать необходимую информацию из различных аудио- и видеотекстов: прагматических (объявления, прогноз погоды), публицистических (интервью, репортаж), соответствующих тематике данной ступени обучения - вести диалог в ситуациях формального и неформального общения; читать аутентичные тексты различных стилей: публицистические, художественные, научно-популярные, прагматические, - используя основные виды чтения (ознакомительное, изучающее, поисковое/просмотровое) в зависимости от коммуникативной задачи. **Владеть:** навыками работы с оригинальной литературой; навыками библиографического поиска с использованием современных информационных технологий.
ОК-10	способность к письменной, устной и электронной коммуникации на государственном языке и необходимое знание иностранного языка	**Знать:** основную терминологию своей специальности, наиболее общеупотребительные слова и выражения. **Уметь:** использовать иностранный язык в межличностном общении и профессиональной деятельности. **Владеть:** навыками работы с оригинальной литературой по специальности.

1.2 Паспорт фонда оценочных средств для проведения текущей и промежуточной аттестации обучающихся

№ п/п	Контролируемые темы дисциплины	Код контролируемой компетенции	Наименование оценочного средства
1	Тема 1. Основы	ОК-1,	чтение диалога, чтение текста с

	фонетики английского языка	ОК-10	пропусками, зачет, экзамен.
2	Тема 2. Порядок слов в простом предложении английского языка.	ОК-1, ОК-10	Лексико-грамматические упражнения, чтение текста и выполнение лексико-грамматических заданий к нему, зачет, экзамен.
3	Тема 3. Learning foreign language	ОК-1, ОК-10	Чтение текста и выполнение лексико-грамматических задания к нему, перевод с русского на английский, лексико-грамматические упражнения, зачет, экзамен
4	Тема 4. «Lifelong learning»	ОК-1, ОК-10	Чтение текста «по ролям», групповой проект, тестирование, зачет, экзамен.
5	Тема 5. Education in Great Britain	ОК-1, ОК-10	Лексический диктант, лексико-грамматические упражнения, перевод с русского на английский, лексико-грамматический тест, чтение текста «по ролям», проект на основе работы с литературой, зачет, экзамен.
6	Тема 6. Some aspects of the English history and language	ОК-1, ОК-10	Подробный пересказ текста, лексический диктант, перевод с русского на английский, лексико-грамматические упражнения, чтение текста с пропусками, чтение текста с заполнением пропусков, чтение текста «по ролям», краткий пересказ текста, лексико-грамматический тест, зачет, экзамен.
7	Тема 7. The profession of a programmer	ОК-1, ОК-10	Подробный пересказ текста, перевод с английского на русский, лексико-грамматические упражнения, краткий пересказ, чтение текста и выполнение лексико-грамматических заданий к тексту, лексический диктант, проект с поиском информации, групповой проект зачет, экзамен.
8	Тема 8. History of Computer.	ОК-1, ОК-10	подробный пересказ текста, перевод с английского на русский, лексико-грамматические упражнения, чтение текста «по ролям», лексический диктант, проект с поиском информации, зачет, экзамен.
9	Тема 9. Computer Security.	ОК-1, ОК-10	Краткий пересказ текста, перевод с русского на английский, лексико-грамматические упражнения, лексический диктант, лексико-грамматический тест, проект с поиском информации, чтение текста с пропусками, зачет, экзамен
10	Тема 10. Internet application	ОК-1, ОК-10	Подробный пересказ текста, краткий пересказ текста, перевод с русского на английский, чтение текста с пропусками, чтение текста и выполнение лексико-грамматических заданий к нему,

			индивидуальный проект, зачет, экзамен
11	Тема 11. Computer tomorrow.	ОК-1, ОК-10	Подробный пересказ текста, лексический диктант, перевод с русского на английский, чтение текста «по ролям», чтение текста и выполнение лексико-грамматических заданий к нему, лексико-грамматические упражнения, групповой проект, зачет, экзамен
12	Тема 12. Jobs in computing.	ОК-1, ОК-10	Подробный пересказ текста, перевод с русского на английский, лексико-грамматические упражнения, чтение текста «по ролям», написание автобиографии, лексический диктант, написание резюме, лексико-грамматический тест, зачет, экзамен
13	Тема 13. Programming languages**.**	ОК-1, ОК-10	Подробный пересказ текста, перевод с русского на английский, лексический диктант, чтение текста с пропусками, лексико-грамматические упражнения, лексико-грамматический тест, краткий пересказ текста, проект с поиском информации, зачет, экзамен
14	Тема 14. Famous people in computing.	ОК-1, ОК-10	Подробный пересказ текста, чтение текста «по ролям», перевод с русского на английский, чтение текста и выполнение лексико-грамматических заданий к нему, лексико-грамматические упражнения, зачет, экзамен
15	Тема 15. Apple VS Microsoft	ОК-1, ОК-10	Подробный пересказ текста, перевод с русского на английский, чтение текста и выполнение лексико-грамматических заданий к нему, лексико-грамматические упражнения, зачет, экзамен
16	Тема 16. Cloud technology.	ОК-1, ОК-10	Подробный пересказ текста, чтение текста «по ролям», перевод с русского на английский, чтение текста и выполнение лексико-грамматических заданий к нему, лексико-грамматические упражнения, краткий пересказ текста, зачет, экзамен
17	Тема 17. Concept of a computer drawing	ОК-1, ОК-10	Подробный пересказ текста, чтение текста и выполнение лексико-грамматических заданий к нему, чтение текста «по ролям», краткие пересказ текста, лексико-грамматические упражнения. зачет, экзамен

1.3 Критерии оценивания результата обучения по дисциплине и шкала оценивания

Уровни сформированности компетенции	Основные признаки уровня
Пороговый (базовый) уровень (Оценка «3», Зачтено)	- Неполное представление о грамматических формах и конструкциях английского языка; недостаточное

(обязательный по отношению ко всем выпускникам к моменту завершения ими обучения по ОПОП)	знание лексики в рамках обозначенной тематики и проблематики. - Недостаточно сформированные коммуникативные умения в области рецептивных (аудирование и чтение) и продуктивных (говорение и письмо) видов речевой деятельности. - Недостаточно сформированное владение языковыми и речевыми умениями и навыками, необходимыми в бытовой, социально-культурной, учебно-познавательной и профессиональной сферах общения.
Повышенный (продвинутый) уровень (Оценка «4», Зачтено) (превосходит пороговый (базовый) уровень по одному или нескольким существенным признакам)	- Сформированные, но содержащие отдельные пробелы знания грамматических форм и конструкций английского языка; лексики в рамках обозначенной тематики и проблематики общения. - Сформированные, но имеющие отдельные недостатки коммуникативные умения в области рецептивных (аудирование и чтение) и продуктивных (говорение и письмо) видов речевой деятельности. - Сформированное, но имеющее отдельные недостатки владение языковыми и речевыми умениями и навыками, необходимыми в бытовой, социально-культурной, учебно-познавательной и профессиональной сферах общения.
Высокий (превосходный) уровень (Оценка «5», Зачтено) (превосходит пороговый (базовый) уровень по всем существенным признакам, предполагает максимально возможную выраженность компетенции)	- Сформированные знания грамматических форм и конструкций английского языка; лексики в рамках обозначенной тематики и проблематики общения. - Сформированное владение языковыми и речевыми умениями и навыками, необходимыми в бытовой, социально-культурной, учебно-познавательной и профессиональной сферах общения. - Сформированные коммуникативные умения в области рецептивных (аудирование и чтение) и продуктивных (говорение и письмо) видов речевой деятельности

2. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕГО КОНТРОЛЯ

2.1 Текущий контроль

Тема 1. Основы фонетики английского языка.

1)Чтение диалога.
⟍ Hello, John! ⟋ Hello! `How⟍ are you? Thank ⟋ you, I'm all ⟍ right; ⟍ Thank ⟋ you, very ⟍ well; ⟍ Thank you, `not so ⟍ well. `How are you ⟍ doing? `How is ⟍ business? `Not ⟍ bad. `How's ⟍ life? ⟍Fine, `thanks. `How do you ⟋ do? `Good ⟍ morning! ⟍Morning!`Good after⟍noon! Good ⟍ evening! ⟍ Evening! Glad to ⟍ meet you! `Haven't `seen you for ⟍ ages! It's `good to `see you a⟍gain! How `nice to see you a⟍gain!

2)Чтение текста с пропусками.

Текст А

William Shakespeare

__ April 23, 1564 William Shakespeare was born __Stratford - upon - Avon. ___mother was ___ daughter of a_____. His _____ was a glove - maker. _____ attended a _____ school __ Stratford and had quite a good_____ . There __ learned to _____ reading.

_____ he was a_____ , he married a _____ some years older _____ himself. ___ had _____ children: the _____ is the _____ and ____ twins – a son and another_____ . ___ 1587 William ____ to work in London leaving ___ family at home. _____ people say that the reason was his love of _____ and_____.

__ London Shakespeare began ___write plays and become an important _____ of a well - known acting company. _____ of his plays were _____ in the new Globe Theatre built __ the bank ___ the river Thames. In 1613 he stopped writing ___ went to live in Stratford when he _____ in 1616. _____ plays are well - known _____ still acted not only __ England but in the _____ world.

Текст В

William Shakespeare

On April 23, 1564 _____ was born in Stratford - upon - Avon. His ___ was the _____ of a farmer. ____ father was a_____. William _____ a grammar school in _____ and had quite a _____ education. There he _____ to love _____.

While he _____ a teenager, _____ married a woman some years _____ than himself. He ____ three _____ : ___ eldest is __ daughter and then ____ – a son and _____ girl. In 1587 William went _____ in London leaving his family __ home. Some people ____ that the reason was his love ___ poetry ___ theatre.

In London _____ began to _____ plays and become an _____ member of a well - known acting company. Most __ his plays ____ performed in ___ new Globe Theatre built on the bank of ___ river Thames. __ 1613 he stopped writing and went to live in Stratford when he died __ 1616. His plays ___ well - known and still acted ___ only in England ___ in the whole world.

Тема 2. Порядок слов в простом предложении английского языка.

1)Лексико-грамматические упражнения

1. Составьте из указанных слов предложение.

Пример: *a bargain / really / going / I / enjoy / markets / the shops / looking / and / for / round. – I really enjoy going round the shops and markets looking for a bargain.*

1. common / gardening / house / have / is / a very / hobby / for / their / who / people / own.
2. day / should / you / a couple / eat / per / of / vegetables.
3. life / and / would / our / without / rest / difficult / be / recreation.
4. on / spend / you / money / clothes /a lot of / music / and.
5. free / have / to / different / people / how /their /of / ideas / time / spend.

2. Ниже приведены ответы на вопросы. Восстановите первоначальные вопросы, используя слова, указанные в скобках

1. My friends and I like going to the cinema and do it every weekend. (often)
2. Ice-cream tastes very sweet, it is smooth, creamy and very cold. (taste like)
3. A nice cup of green tea with some biscuits is the best way to start a new day. (for breakfast)
4. I don't spend a lot of time in the shops and I choose things very fast. (clothes shops)
5. I always look for the lowest price. (different shops)
6. I like to see what's new, and there's a really good atmosphere there. (mall)
7. You can play games in the arcade at the mall. (coin-operated machines)
8. Yes, I always check prices in different shops. (careful)
9. Well, I get the weekly groceries. (regularly)
10. Farmers sell their products directly to the customers and provide them with "real" food. (profits)

2) **Чтение текста и выполнение лексико-грамматических заданий к нему**

THE STORY OF MY TROUBLES

From my childhood I was an easily taught and obedient boy. My kindness was so noticeable that my friends made fun of me. I was especially fond of animals and had a great number of pets. With these I spent most of my time, and never was so happy as when feeding and playing with them. My character did not change much when I grew up.

I married early, and was happy to find in my wife a character very much like my own. Seeing my love for pets she never lost a chance of getting the most pleasant animals. We had birds, gold-fish, a fine dog, rabbits, a small monkey, and a cat.

This cat was a remarkably large and beautiful animal, quite black and surprisingly clever. In speaking of his cleverness, my wife, who was a superstitious woman, often mentioned the old popular belief, which considered all black cats to be in disguise.

Pluto - this was the cat's name was my favourite pet and playmate. I alone fed him, and he followed me everywhere about the house. It was even with difficulty that I could prevent him following me through the streets.

Our friendship lasted for several years, during which my character (I blush to confess it) had changed for the worse. I became day by day more moody and irritable. It often happened that I hurt the feelings of others; I suffered myself as I was rude to my wife. At last I even hit her.

My pets, of course, could feel the change in my character. In fact, I began to treat them cruelly. As for Pluto, I held back from cruelty as I did treat cruelly the rabbits, the monkey, or even the dog when they came in my way. But my illness took hold of me for what other illness is like alcohol!- and at last even Pluto ,who was now becoming old, even Pluto began to feel the effects of my temper.

1. Прочитайте текст.

2. Ответьте на вопросы к тексту:

   a. What kind of pets do they have?

   b. What was the cat's name?

   c. What illness had the author?

   d. Was he a kind man?

   e. How long did their friendship last?

3. Составьте к тексту по два вопроса каждого вида.

4. Переведите с английского на русский:

a. I married early, and was happy to find in my wife a character very much like my own.

b. Our friendship lasted for several years, during which my character (I blush to confess it) had changed for the worse.

c. In speaking of his cleverness, my wife, who was a superstitious woman, often mentioned the old popular belief, which considered all black cats to be in disguise.

5. Подберите противоположности к следующим словам из текста:

happy

beautiful

kind

black

begin.

Тема 3. Learning foreign language.

1) Чтение текста и выполнение лексико-грамматических заданий к нему.

1. Прочитайте текст.

Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and effort. Nowadays it is especially important to know foreign languages.

English is one of the most speaking languages in the world. Over 300 million people speak English as a mother tongue. It is the national language of Great Britain, the United States of America, Australia and New Zealand. It is also one of the official languages in Canada, the Irish Republic and the Republic of South Africa. As a second language it is spoken in India, Singapore, Pakistan and many other former British and US colonies in Africa and Asia.

Millions of people speak English as a foreign language. It is the major international language of communication in politics, science, business, education, mass entertainment and international tourism. Half of the world's scientific literature is in English. It is also the language of computer technology. English is one of the official languages of the United Nations Organization.

English is a wonderful language. It is the language of William Shakespeare, Jonathan Swift, Walter Scott, Charles Dickens.The great German poet Goethe said, "He, who knows no foreign language, does not know his own one".

To know English today is absolutely necessary for every educated man, for every good specialist.

2. Составьте и запишите 5 вопросов, раскрывающих общий смысл содержания текста.
3. Выпишите из текста предложение с глаголом-сказуемым в форме Past Simple.
4. Выпишите из текста предложение с глаголом to be.
5. Найдите в тексте и выпишите эквиваленты следующих слов и словосочетаний: государственный язык

           родной язык
           наука
           научный
           важный
           необходимый

6. Ответьте на вопросы к тексту:

1. Is it easy for you to learn a foreign language ?
2. Why do people learn foreign languages ?
3. Why do you learn exactly English ?
4. Do many people in the world speak English as a mother tongue ?
5. What language is used by scientists ?
6. Do you like English? (Are you fond of English?)

2) Переведите с русского на английский, употребляя глаголы to be и to have.

1. Я голоден. Ты голоден. Он голоден. Она голодна. Мы голодны. Вы голодны. Они голодны.

2. Я счастливый? Ты счастливый? Он счастливый? Она счастливая? Мы счастливые? Вы счастливые? Они счастливые?

3. Мне не холодно. Тебе не холодно? Ему не холодно. Ей не холодно? Нам не холодно. Вам не холодно? Им не холодно.

4. Он редко опаздывает на работу.

5. Я интересуюсь биологией и химией.

6. Ты увлекаешься музыкой?

7. У него хорошие способности к математике.

8. Вы гордитесь вашими родителями?

9. Ты иногда сомневаешься?

10. Каждый вечер после спортзала я испытываю сильную жажду.

3) Лексико-грамматические упражнения.

1.Перефразируйте следующие утвердительные предложения в отрицательные и вопросительные. Дайте краткие ответы на вопросы.

Образец: I was ill last week. / I was not ill last week.
Were you ill last week ? – Yes, I was. / No, I wasn't.

1. Pete is at work now. 2. My friend is good at geography. 3. It was wonderful at the party. 4. They were at the cinema yesterday. 5. The temperature will be above zero tomorrow. 6. I'm sure they will be late for the meeting. 7. They will be back tomorrow. 8. The teacher was pleased with the student's answer. 9. We'll be busy next Sunday. 10. The sportsmen are ready for the competition. 11. Bob is a famous football player. 12. Relationships within the family are different now. 13. Christmas is the traditional time for presents.

2. *Переведите предложения. Обратите внимание на устойчивые сочетания с глаголом to be.*

1. I'm afraid of dogs. 2. What are you particularly interested in ? 3.I'm not hungry, I'm thirsty. 4. Are you ready for the lesson ? 5. A new film is on. Are you going to see it ? 6. He was about to leave London. 7. Is she in ? – No, she is out. 8. I'm afraid you are wrong. 9. Are you through with your work?

3. *Употребите глагол to have в нужном времени.*
1. Yesterday we .... a lecture on history and group 1074 .... a lecture on mathematics. 2. Tomorrow I .... an English lesson, my friend .... an English lesson too. 3. Now our University .... 13 faculties. 4. At the end of each term students .... four or five exams. Last January we .... five exams. This

summer our group .... five exams too. 5. My mother always .... much work to do. 6. My parents usually .... little free time. 7. Each faculty of our University .... scientific laboratory. These laboratories .... modern equipment. 8. I hope all our graduates .... interesting work in the future.

4. *Составьте вопросы, используя глаголы **to be**, **to have** в нужной форме.*

Образец: Your brother/young.
Is your brother young ?

1) Jane/brothers.
2) George/nine years old.
3) Mrs. Brown/a large family.
4) Your sister/pretty.
5) Why/they/absent.
6) Where/Betty/now.
7) They/relatives/here.
8) It / the right answer.
9) Your neighbour / any pets.
10) You / any problems / with your parents.
11) Why / it / great / to have a brother or a sister.
12) You / an only child / in the family.

5. *Вставьте глагол **to have** в нужной форме.*

1. My friend .... not many children. He .... two sons. 2. I .... no paper to write a letter. 3. Jack .... not got that Spanish magazine. 4. We .... got an interesting article about Moscow. 5. .... you got enough time to discuss this question with me ? 6. How many English lessons .... you .... last week ? – We .... three lessons. 7. We .... much work to do at the office yesterday. 8. What time .... you usually .... breakfast ? – I usually .... breakfast at 9 o'clock in the morning. 9. I .... little money, but now I .... much. 10. The girl .... no cat, but soon she .... a black kitten. 11. They .... a house in the suburbs. 12. .... you got anything new to tell me? 13. We .... a good time next weekend. 14. .... we .... a lecture tomorrow? – No, we ..... We .... no lectures tomorrow.

4) Переведите с русского языка на английский, употребляя глаголы to be и to have.

1. Его рабочий день очень длинный. Он всегда занят.
2. У меня два брата, один – студент, другой – школьник.
3. Она хорошо разбирается в математике.
4. Нам очень нравится современная музыка.
5. Мы гордимся своими родителями.
6. Вы боитесь собак ? - Нет.
7. Никто не был готов к уроку.
8. Братья были очень похожи друг на друга.
9. У меня болит голова.
10. Не беспокойтесь, я сделаю это сама.
11. Вы нервничаете? Вы чувствуете себя хорошо ?
12. Сам фильм не был интересным, но музыка была замечательная.
13. В следующем месяце ей будет 18 лет.
14. Кто самый старший в вашей семье ?
15. Что у вас обычно на завтрак?
16. Он очень приятный человек. Как его зовут?

Тема 4. «Lifelong learning»

1) Чтение текста «по ролям»

Часть 1. Lifelong learning is the concept that it's never too soon or too late for learning, a way of thinking that many different organizations now believe in. Albert Einstein, the famous scientist, summed up this way of thinking when he said, 'Learning is not a product of schooling, but the lifelong attempt to acquire it.'

Часть 2. Lifelong learning provides adults with learning opportunities at all ages and in various contexts: at work, at home and through leisure activities, not just through formal channels such as school and higher education. In recent years, participation in adult education has increased in most European countries. In Britain, for example, 44 percent of adults participated in adult education programmes in 2004, compared with 40 percent in the year 2000. Lifelong education is a form of teaching often carried out through distance learning or e-learning, continuing education, home schooling or correspondence courses. It includes postgraduate programmes for those who want to improve their qualifications, bring their skills up to date or retrain for a new line of work. Internal corporate training has similar goals.

Часть 3. One of the reasons why lifelong education has become important is the acceleration in the progress of science and technology. Despite the increased length of primary, secondary and higher education, the knowledge and skills gained there are usually not sufficient for a professional career over three or four decades. As an American educator has said, 'Learning prepares us for change.' More importantly, lifelong learning is about an attitude - that you can and should be open to new ideas, decisions, skills or behaviours. Lifelong learning does not accept the saying 'You can't teach an old dog new tricks.'

№1. Составьте как можно больше (но не меньше двух) вопросов к прочитанной части текста.

№2. Найдите в тексте новые слова, переведите их при помощи словаря, и попытайтесь их объяснить по-английски

№3. кратко изложите содержание и основную мысль прочитанной части текста.

2) Групповой проект на тему «Lifelong learning»

1) What opportunities are there for lifelong education in your country?
2)What are the advantages and disadvantages of distance learning?
3) What do you think the saying 'you can't teach an old dog new tricks' means? Do you agree?

Тема 5. Education in Great Britain

1)Лексический диктант

1. grant
2. scholarship
3. award
4. fee
5. college of education
6. secondary school
7. new entrants
8. first-year students
9. graduates

10. university

2)Лексико-грамматические упражнения.
1. Поставьте артикль там, где это необходимо.

1. This is ... tree. ... tree is green. 2. I can see three ... boys. ... boys are playing. 3. I have ... bicycle. ... bicycle is black. My ... friend has no ... bicycle. 4. Our ... room is large. 5. We wrote ... dictation yesterday. ... dictation was long. 6. She has two ... daughters and one ... son. Her ... son is ... pupil. 7. My ... brother's ... friend has no ... dog. 8. This ... pencil is broken. Give me that ... pencil, please. 9. She has ... ball. ... ball is ... big. 10. I got ... letter from my ... friend yesterday. ... letter was interesting.

2) Поставьте артикль там, где это необходимо.

1. This is ... pen. ... pen is red. 2. These are pencils. ... pencils are black. 3. This is ... soup. ... soup is tasty. 4. In the morning I eat ... sandwich and drink ... tea. 5. She gave me ... coffee and ... cake. ... coffee was hot. ... cake was tasty. 6. Do you like ... ice-cream? 7. I see ... book in your ... hand. Is ... book interesting? 8. She bought... meat, ... butter and ... potatoes yesterday. She also bought ... cake. ... cake was very ... tasty. We ate ... cake with ... tea. 9. This is my ... table. On ... table I have ... book, two ... pencils, ... pen and ... paper. 10. This is ... bag. ... bag is brown. It is my sis-ter's ... bag. And this is my ... bag. It is ... yellow.

3) Выберите правильный вариант ответа

I could teil by (*a/the*) town hall clock that I was late, so I decided to catch (*a/the*) bus. It was (*a/the*) beautiful day; (*a/the*) sun was shining and there was (*a/the*) very little wind. I turned (*a/the*) corner, and walked down (*a/the*) main street. (*A/the*) couple of minutes later, I heard (*a/the*) noise, and (*a/the*) man wearing (*a/the*) grey leather jacket ran past me. At first, I thought he was trying to catch (*a/the*) bus which was waiting at (*a/the*) bus stop, but then (*a/the*) policeman appeared, running at (*a/the*) some speed. He was obviously chasing (*a/the*) man in (*a/the*) leather jacket, and he was joined by another policeman, who was talking rapidly into (*a/the*) hand-held radio. All three disappeared into (*a/the*) crowd of people, my bus arrived, and I got on. As (*a/the*) bus drove down (*a/the*) road, I saw (*a/the*) man again. Walking casually through (*a/the*) crowd with his (*a/the*) coat over his Shoulder. I could also see (*a/the*) second policeman, still talking into his radio. He was describing (*a/the*) man who no longer existed, (*a/the*) man wearing a jacket and running furiously: while (*a/the*) real criminal (if he was (*a/the*) criminal) walked slowly and casually into the Station.

3) Переведите на английский язык, обращая внимание на употребление определенных и неопределённых артиклей.

1. Я очень умная девочка. У меня большая умная книжка
2. Мы очень сильные сыновья. У нас счастливые отцы.
3. Ты очень старательный студент. У тебя большая тетрадь.
4. У меня есть собака
5. Два кофе и апельсиновый сок, пожалуйста.
6. У неё есть писанино.
7. У него есть информация.
8. Это мальнькое. Это кошка. Эта маленькая кошка.
9. Это быстрое. Это поезд. Это быстрый поезд.
10. Это медленное. Это автобус. Это медченый автобус.
11. Это холодное. Это окно. Это холодное окно.
12. Это горячее. Это суп. Это грячий суп.

13. О старый. Он друг. Он старый друг.

14. Какой чудесный день! Какая чудесная погода!

15. На столе сахар, апельсины, чашка с черным кофе и кусок сыра.

16. Новости – интересные, но я не знаю, как их интерпретировать.

17. В комнате Анны, на стене, её фотография.

18. Ивановы и Брауны не едят мясо.

19. Я прочитала сегодня в газете, что десятиминутный перерыв между парами в университете не даёт студентам как следует отдохнуть.

20. Я не большой любитель фильмов, но музыка из фильма об истоии «Битлз» мне понравилась.

4)Лексический диктант.

1. chapel
2. medieval
3. a delight
4. undergraduates
5. open greens
6. sundials
7. glimpses
8. is very much a part
9. residents
10. the key to mystery

5) Переведите с английского на русский, используя Present Simple.

1. Я всегда читаю газеты по утрам.
2. Летом ты играешь в теннис.
3. Она иногда готовит обед.
4. Осенью обычно идут дожди.
5. Я каждый день хожу на работу.
6. Ты часто мешаешь мне по ночам.
7. Я больше не играю в хоккей.
8. Ты больше не учишь испанский?
9. Я больше не пью кофе по утрам.

6) Лексико-грамматические упражнения.

1. Переведите с английского на русский.

1. She dislikes it when the music is too loud.
2. I start every day with washing my face and brushing my teeth.
3. He longs to be accepted into that group, but the guys do not trust him enough.
4. My friend sings beautifully.
5. I like reading science fiction.
6. Who sends me e-mails every evening? I doubt that I know this nickname.
7. Nick lives next door.
8. Brian hums absent-mindedly every time the teacher explains boring things.
9. She often writes letters to her friends in Romania.

2. Поставьте глагол в правильной форме в Present Simple.

1.Kate (to drink) tea every morning.
2.We (to play) football every day.
3.He (to be) a pupil.
4. My sister (to get up) at 7 o'clock.
5.They (to leave) home at 8.30 every morning.
6. My mother (to be) busy on Sunday.

7) Переведите с русского на английский, используя Past Simple .

1. Ты не интересовалась модой два года назад.
2. Он не опоздал на занятия вчера.
3. В тот день вас не было на работе.
4. Я пошел вчера в кино.
5. Она вернулась домой 10 минут назад.

8) Лексико-грамматические упражнения.

1. *Раскройте скобки, употребляя глаголы в **Past Simple.***

Two people (to die) in a fire in Ellis Street, Oldport yesterday morning. They (to be) Herbert and Molly Paynter, a couple in their seventies. The fire (to start) at 3.20 a.m. A neighbour, Mr Aziz, (to see) the flames and (to call) the fire brigade. He also (to try) to get into the house and rescue his neighbours, but the heat (to be) too great. The fire brigade (to arrive) in five minutes. Twenty fire-fighters (to fight) the fire and finally (to bring) it under control. Two fire-fighters (to enter) the burning building but (to find) the couple dead.

2. *Ответьте на вопросы в **Past Simple**, используя «last» или «ago» и слова, указанные в скобках.*

1. When did you speak to Peter? (week)
2. When did they buy that car? (two years)
3. When did we clean the windows? (six months)
4. When did the film start? (five minutes)
5. When did you see your cousin? (three years)
6. When did she stop smoking? (month)
7. When did it stop raining? (two hours)
8. When did they go to Australia? (year)
9. When did Max phone? (night)
10. When did you find your wallet? (half an hour)

3.*Выберите верный вариант ответа.*

1.We (not/have) a holiday last year.
a) didn't have b) haven't had
2. I (buy) a new dress last week, but I (not/wear) it yet.
a) have bought/didn't wear b) bought/haven't worn
3. Don't worry about your letter. I (send) it the day before yesterday.
a) sended b) sent
4. I (lose) my glasses. I (have) them when I came to the college this morning.
 a) have lost/have had b) lost/had
5. When Jill (finish) school?

a) When has Jill finished b) When did Jill finish

6. When I was a child, I (always/be) late for school.

a) have always been b) was always

7. We (not/see) Peter this week, but we (see) him a couple of weeks ago.

a) didn't see/saw b) haven't seen/have seen

8. My husband (work) in the bank for three years since 1990 to 1993.

a) has worked b) worked

9. One of the passengers (die) in that accident.

a) has died b) died

10. Now my brother smokes a lot, but he (not/smoke) before.

a) hasn't smoked b) didn't smoke

9) Переведите с русского на английский, употребляя Future Simple

1. Я поздравлю тебя завтра с днём рождения.
2. Он заплатит за еду в следующий раз.
3. Такой стиль одежды будет в моде в следующем сезоне.
4. В походе вы не будете страдать от укусов комаров.
5. В следующем году я не буду делать домашнее задание.

10)Лексико-грамматические упражнения.

1. *Раскройте скобки, употребляя глаголы в* **Future Simple**.

1.I (to know) the result in a day.
2. They (to remember) you well.
3. She (to recognize) his pictures anywhere.
4. He (to become) a lawyer in four years.
5. We (to play) football after the classes.
6. In 4 years I (to graduate) from the University.
7. We (to have) two seminars next week.
8. I (to be) a second-year student next year.

2. *Дополните диалог.*

Rachel: What … we do today?
Vicky: It would be nice to go out somewhere. The forecast says temperatures … rise to thirty degrees.
Jessica: … we go for a walk?
Rachel: That sounds a bit boring. What about the seaside? We could get a bus.
Jessica: How much … it cost? I haven't got very much money.
Vicky: It isn't far. It doesn't cost much.
Jessica: It … be so crowded everywhere today because it's a holiday. The journey … take ages.
Rachel: Come on, Vicky. … we leave Jessica behind if she's going to be so miserable?

11) Лексико-грамматический тест.

1. *Раскройте скобки, употребляя глаголы в* **Present Simple, Past Simple или Future Simple**.

1. I (to go) to bed at ten o'clock every day. I (to go) to bed at ten o'clock yesterday. I (to go) to bed at ten o'clock tomorrow.
2. You (to watch) TV every day? You (to watch) TV yesterday? You (to watch) TV tomorrow?

3. When you (to leave) home for work every day? When you (to leave) home for work yesterday? When you (to leave) home for work tomorrow?
4. My brother (to go) to work every day. He (to leave) home at eight o'clock. As his office (to be) near our house, he (to walk) there. He (not to take) a bus. Yesterday he (not to go) to work. Yesterday he (to get) up at nine o'clock.
5. You (to have) time yesterday? — No, I … .
6. What you (to buy) at the shop yesterday? — I (to buy) a book.
7. Yesterday my father (not to read) newspapers because he (to be) very busy. He (to read) newspapers tomorrow.

2. Выберите правильный вариант ответа.

1. He drink/drinks milk every day.
2. I read/readed that article a week ago.
3. We will be see/will see him in 5 minutes.
4. I doesn't trust/don't trust this kind of people.
5. My son didn't go/didn't went swimming yesterday.

3. Переведите с русского на английский.

1. Мы фотографируем каждые 5 минут. Пару мирут назад я фотографировал птиц. Я обязательно сфотографирую этих двух милых котят.
2. Я никогда не делал домашнее задание. Я не делал его в прошлом году и не буду делать его в следуещем.
3. Как часто Вы ходите на занятия английского языка? У вас была лекция по английскому вчера? Ты пойдешь на лекцию завтра?
4. В Санкт-Петербурге летом часто идет дождь. В прошлом году в Москве дождь шел постоянно. Надеюсь, в следующем году в Воронеже не будет идти дождь слишком часто.

12) Лексико-грамматические упражнения.

1. Поставьте глаголы в Present, Past, Future Simple Active /Passive.

1. They (to be) in the reading room yesterday. 2. We (to have) some English magazines at the last lesson. 3. There (to be) a large reading room in our university. 4. The project (to finish) by them next week. 5. Strength of materials, mechanics, elements of machines (to study) at technological institutes. 6. That problem (to discuss) at the meeting last week. 7. The exams (to take) next January. 8. Water and air (to become) more and more polluted. 9. Measures (to take) to save Lake Baikal in our days. 10. Report (to prepare) by John all day yesterday. 11. They (to translate) a very difficult text the whole evening yesterday. 12. In June the exams were being taken by the students (for) the whole month.

2. Выберите правильную форму.

1. The (interesting/ interested) tennis match caused a great deal of excitement. 2. When James noticed the (burning/burnt) building, he called the fire department immediately. 3. Our representative presented the (approving/approved) plan to the public. 4. The (blowing/blown) wind damaged the trees in the garden. 5. We were going to see the movie but our friends told us it was a (boring/bored) movie.

*3. Поставьте глаголы в **Present, Past, Future Simple Active / Passive**.*

1. They (to be) in the reading room yesterday. 2. We (to have) some English magazines at the last lesson. 3. There (to be) a large reading room in our university. 4. The project (to finish) by them next week. 5. Strength of materials, mechanics, elements of machines (to study) at technological institutes. 6. That problem (to discuss) at the meeting last week. 7. The exams (to take) next January.

4. Перефразируйте предложения действительного залога в предложения страдательного залога.

1.We export this Computer to seventy different countries.
2. We opened the factory at nine o'clock.
3. They send two million books to America every year.
4. They posted all the letters yesterday.
5. The machine wraps the bread automatically.
6. Fortunately, they didn't damage the machinery.
7. I will talk the children about the party.
8. Someone will blow a whistle if there is an emergency.

13) Переведите с русского на английский, используя Present, Past, Future Simple Passive.
1. Вам редко платят вовремя.
2. Пожилых людей часто обманывают в магазинах.
3. Её часто показывают по телефизору.
4. Дипломные работы обычно распечатываются.
5. Я редко покупаю мясо в супермаркете.
6. Новые правила обычно объясняют студентам в начале занятия.
7. Он часто показывал нам свою коллекцию старинных монет.
8. Меня завтра не накажут.
9. Им вчера дали много денег.
10. Им не посоветуют ничего плохого.
11. Три тысячи человек наняты на работу этой компанией.
12. В сентябре её купят новую флейту.
13. Прошлой ночью здание городской администрации было рарушено ударом молнии.
14. Я аккуратно плачу налоги.

14) Чтение текста «по ролям».

RUSSIA'S EDUCATIONAL SYSTEM

(1) Russian education system was originally inherited from the Soviet Union without any significant changes. In the Soviet Union, education of all levels was free for anybody who could pass entrance exams; students were provided with small scholarships and free housing. It has produced nearly 100 % literacy. In the Soviet Union institutions were funded entirely from the federal and regional budgets. After the collapse of the Soviet Union, institutions found themselves unable to provide adequate teachers' salaries, students' scholarships, and to maintain their facilities. Many state institutions started to open commercial positions. The number of those positions has been growing steadily since then. Many private higher education institutions have emerged, too. In 2004, 35 % of all first-year students were paying for their own education in state institutions and 20% were enrolled in private universities.

(2) Education in Russia may be arranged into three major groups: secondary education, higher education**,** and postgraduate education**.** Secondary education in Russia usually takes eleven years to complete. After graduation from the 9th grade, which is compulsory, a pupil obtains a Certificate of Incomplete Secondary Education. After that a pupil has can either continue education for two more years at the secondary school, or to go to a Community College**.** The latter variant usually takes three to four years to complete and provides a pupil with qualification sufficient for most blue-collar jobs. After obtaining a Certificate of Complete Secondary Education a student can enter a University or a Community College. Nowadays, the country has 685 governmental higher education institutions and 619 non-governmental higher education establishments (1,162 of which are state-accredited). In 2003-2004, the total number of students of higher education institutions was 5,947,500.

(3) There are three different degrees that are conferred by Russian universities: Bachelor's Degree (4 years), Specialist's Degree (5-6 years), and Master's Degree (6 years). Bachelor's degrees were introduced relatively recently and are not offered by many six-year institutions. After obtaining a Specialist's or Master's Degree**,** a student may pursue postgraduate education**.** The first level of postgraduate education is "aspirantura" that usually results in the Candidate of Sciences Degree**,** roughly equivalent to the Ph. D. in the United States. The second stage would result in the Doctor's Degree. A Candidate of Sciences Degree may be accompanied by honorary degree of assistant professor and a Doctor's Degree may be accompanied by honorary degree of professor.

№1. Составьте как можно больше (но не меньше двух) вопросов к прочитанной части текста.

№2. Найдите в тексте новые слова, переведите их при помощи словаря, и попытайтесь их объяснить по-английски.

№3. кратко изложите содержание и основную мысль прочитанной части текста.

15) Проект на основе работы с литературой по теме: «Education in Russia»

Тема 6. Some aspects of the English history and language

1) Подробный пересказ текста «English today»

2)Лексический диктант.

1.to inhabit
2.to invade
3.to survive
4.to develop
5. similar
6. drama
7. to conquer
8. to differ
9 to print
10. science

3) Переведите, используя Present Continuous.

1. Я сейчас работаю.
2. Ты спишь?
3. Он сейчас не курит.
4. Вы сейчас не смотрите телевизор.

5. Вы сейчас заняты?

6. Я обычно езжу на работу на машине, но сейчас тепло, и поэтому я иду пешком и болтаю с вами о всякой ерунде.

7. Я обычно необедаю дома, но сегодня обедаю.

8. Я обычно не читаю по вечерам, но сейчас читаю.

9. Я звоню тебе из отеля. У меня чудная комната, ялюбуюсь закатом и ужанию.

10. Хочешь попробовать этот сок? Посмотри, твой брат пробует, и, по-моему, ему очень нравится.

4) Лексико-грамматические упражнения.

*1. Дополните диалог формами в **Present Continuous***

Andrew: What … (you/do)?

Rachel: … (I/write) a letter to a friend. He's a disc jockey. Vicky and I … (try) to organize a disco.

Andrew: That sounds a lot of work. How … (you/find) time for your studies?

Rachel: Well, as I said, Vicky … (help) me. … (we/get) on all right. … (we/not/spend) too much time on it. … (it/not/take) me away from my studies, don't worry about that. Oh, sorry, … (you/wait) for this computer?

Andrew: Yes, but there's no hurry.

Rachel: … (I/correct) the last bit of the letter. I've nearly finished.

*2. Раскройте скобки, употребляя **Present Simple** или **Present Continuous**.*

Are you hungry? _____ you_____ something to eat? (you/want) 2. Jill is interested in politics but she _____ to a political party. (not/belong) 3. Don't put the dictionary away. I _____ it. (use) 4. Don't put the dictionary away. I _____ it. (need) 5. Who is that man? What _____? (he/want) 6. Who is that man? Why _____ at us? (he/look) 7. George says he's 80 years old but nobody _____ him. (believe) 8. She told me her name but I _____ it now. (not/remember) 9. I _____ of selling my car. (think) Would you be interested in buying it? 10. I _____ you should sell your car. (think) You _____ it very often. (not/use) 11. I used to drink a lot of coffee but these days I _____ tea. (prefer) 12. Air _____ mainly of nitrogen and oxygen. (consist)

3. Выберите правильный вариант ответа.

1. It often (rain) in this part of the world.
a) is often raining b) often rains
2. Take your umbrella. It (rain) cats and dogs.
a) rains b) is raining
3. Granny is in the kitchen. She (make) a plum-cake.
 a) is making b) makes
4. My wife often (make) plum-cakes.
a) is often making b) often makes
5. Can you phone a bit later, please? Jane (have a bath).
a) is having a bath b) has a bath
6. Run downstairs. Your sister (wait) for you.
a) is waiting b) waits
7. I don't know Spanish, but I (learn) it now.
a) am learning b) learn
8. John (still/work) in the garden.

a) is still working b) still works
9. Dad usually (work) on Saturdays.
a) is usually working b) usually works
10. Usually I (have coffee) in the morning, but now I (drink) tea.
a) am having coffee/drink b) have coffee/am drinking.

4. *Раскройте скобки, употребив глаголы в правильной форме.*
1.She…………………………….. to me every week. (write)
2'Where's Kevin?'
3.'He football with his friends.' (play)
4. My boss to New York every month. (fly)
5. Can you answer the phone? I (cook)
6. Look! That man to get into our car. (try)
7. to school every morning? (you walk)
8 The bank on Sundays. (not open)
9 Her son her very often. (not visit)
10 He his car every weekend. (wash)
11 Sorry, you can't talk to him. He a shower. (have)
12 'What …………………………?'My homework.' (do)

5. Чтение текста с пропусками.

Текст А.

Taking our diet more seriously

Most people _____ that health is very _____ and, because of this, many ___ trying to ____ more healthily. For example, people __ the UK are eating ____ salt and more low fat _____ and _____ ; fruit is now America's _____ snack and Japan __ currently promoting cocoa because it is __ healthy alternative __ soft drinks like Coca Cola. These changes __ eating habits are also having __ effect on the _____ market. _____ sales are increasing ___ soy drinks and drinkable yoghurts _____ than ___ other food and sales of_____, _____, and cereals are growing much more slowly. _____ are also becoming _____ interested in fresh fruit and _____ and 'farmers' markets' ____ getting more popular _____ Europe. _____they can, people often opt ____ 'natural_____ ', and they're buying _____ products that are_____ , like fruit, salads, and____ . They are ____ buying products that help __ protect the environment, like organic vegetables. __ it's clear that things in __ food world will never __ the same again.

Текст В.
Taking our diet more seriously

____ people believe that health ___ very important and, because __ this, many are _____ to eat more _____ . For example, people in ___ UK are eating less salt and ____ low fat margarine ___ milk; fruit ___ now America's second-favourite _____ and Japan is currently _____ cocoa because __ is a healthy alternative to soft _____ like Coca Cola. _____ changes in eating habits ___ also having an effect __ the food market. Global _____ are increasing for soy drinks ___ drinkable _____ more than any ___ food and _____of bread, pasta, and cereals are growing _____ more slowly. People ____ also becoming more interested __ fresh _____ and vegetables and 'farmers' markets' are getting _____ popular throughout Europe. When ____ can, people _____ opt for 'natural goodness', and they're _____ more products that are healthy, like fruit, salads, and nuts. _____ are also buying _____ that help to protect ___

environment, like _____ vegetables. So it's clear _____ things in the food world ___ never be the same_____.

6) Лексико-грамматические упражнения

1. Дополните предложения, образовав форму множественного числа от существительного в скобках

1. Would you bring the bottle and some….. please? (glass)
2 We cut the cake into ………………. (half).
3 We bought some …………………. to eat with our (tomato/sandwich)
4 They caught several …………………. that afternoon. (fish)
5 It was a shop selling ……… and ……………… .(stereo/video)
6 Would you like some of these ………………? (potato)

2. Выберите верную форму глагола (единственного или множественного числа)

1. Fortunately the news wasn't/weren't as bad as we expected.
2. Where does/do your family live?
3. Three days isn't/aren't long enough for a good holiday.
4. I can't find my binoculars. Do you know where it is / they are?
5. Do you think the people is/are happy with the government?
6. Does/Do the police know how the accident happened?
7. I don't like very hot weather. Thirty degrees is/are too warm for me.

7) Чтение текста с заполнением пропусков

Прочитайте текст, вставьте подходящее по смыслу слово.

Chess champion

Arthur was a chess champion who was so far undefeated in any tournament he'd entered. He was also someone his entire country could take great (HOPE / STRENGTH / FAITH / PRIDE) in, as he had been much talked about in the press as a chess genius.

His next tournament was unlike any other h
e had faced. With much reservation, he had finally decided to (AGREE / ACCEPT / ADMIT / APPROACH) a match where his opponent was a computer. Although Arthur had a reputation for beating his opponents quickly, he knew this time would be different.

Arthur wouldn't be the first chess player to do battle with a computer. There was Garry Kasparov, who competed (AGAINST / OVER / AROUND / ASIDE) the computer Deep Blue in 1996. He ultimately won that tournament, but lost a year later.

Arthur had not lost a single tournament yet, so to choose to battle a computer could be a big mistake. But, considering he had (SEEN / TAKEN / WON / MADE) off so many human competitors, Arthur imagined it was about (TIME / HOUR / MOMENT / POINT) he turned up the pressure.

The day of the tournament came, and Arthur suffered huge disappointment. He lost both matches that day, which upset him greatly, and he almost felt like throwing in the (RAG / CLOTH / TOWEL / SHIRT) and not finishing the rest of the tournament. Rather than be a (SAD / BAD / POOR / ILL) loser, however, Arthur got back out there the next day. He lost three matches, but won the very last one. Although this victory was bittersweet, Arthur was happy that he'd won at least one match.

8) Переведите, используя Past Continuous.

1. Я спал вчера с 9 до 12.
2. Ты обедала, когда зазвонил телефон?
3. Я обжег руку, когда готовил обед.
4. Ты пытался найти хорошо оплачиваемую работу, когда я видел тебя в последний раз?
5. Она смотрела в другую сторону, когда я заметил её.
6. Он шел по улице, когда внезапно услышал позади себя чьи-то шаги.
7. Вчера с 5 до 9 я гладил и пылесосил.
8. Вчера мы целый день гуляли в парке и играли в прятки.
9. Вчера в 9 вечера я работал, сейчас уже 9:30, а я все ещё работаю. Уверен, что завтра в это же время я буду работать.

9)Лексико-грамматические упражнения.

1. Перефразируйте утвердительные предложения в отрицательные.

1. They were playing tennis at 10.30. 2. Ann was cooking dinner at 6 o'clock. 3. He was sitting on the grass and reading a book. 4. Tom was having a bath when the telephone rang. 5. When Tom arrived they were having dinner. 6. Mary was writing a letter in her room. 7. Tom was making a telephone call. 8. They were waiting for the bus. 9. I was painting the wall. 10. She was wearing a really beautiful dress.

*2. Раскройте скобки, употребив **Past Simple** или **Past Continuous***

1. I (to write) an English exercise now. 2. I (to write) an English exercise at this time yesterday. 3. My little sister (to sleep) now. 4 My little sister (to sleep) at this time yesterday. 5. My friends (not to do) their homework now. They (to play) volleyball. 6. My friends (not to do) their homework at seven o'clock yesterday. They (to play) volleyball. 7. You (to eat) ice-cream now? 8. You (to eat) ice-cream when I rang you up yesterday? 9. What your father (to do) now? 10. What your father (to do) from eight till nine yesterday?

*3. Раскройте скобки, употребив **Present Simple, Past Simple, Present Continuous** или **Past Continuous.***

1. Nina (to celebrate) her birthday yesterday. Her room looked beautiful, there (to be) many flowers in it. When I (to come) in, somebody (to play) the piano, two or three pairs (to dance). 2. Listen! Somebody (to play) the piano. 3. I (to like) music very much. 4. When I (to look) out of the window, it (to rain) heavily and people (to hurry) along the streets. 5. What you (to do) at seven o'clock yesterday? - I (to have) supper. 6. When I (to come) home yesterday, I (to see) that all my family (to sit) round the table. Father (to read) a letter from my uncle who (to live) in Kiev. 7. Where you (to be) yesterday? - I (to be) at home the whole day. - How strange. I (to ring) you up at two o'clock, but nobody (to answer). - Oh, I (to be) in the garden. I (to read) your book and (not to hear) the telephone.

4. Выберите правильный вариант ответа.

1. I (see) a light in your window as I (pass) by.
a) saw / was passing b) was seeing / passed
2. Yesterday as I (walk) down Cherry Lane, I (meet) Thomas, an old friend of mine.
a) walked / was meeting b) was walking / met

3. While my son (wait) for my call, somebody (knock) at the door.
a) waited / was knocking b) was waiting / knocked
4. We (just/talk) about him when he suddenly (come) in.
a) just talked / was coming in b) were just talking / came in
5. Yesterday while Dad (shave), he (cut) himself slightly.
a) shaved / was cutting b) was shaving / cut

10) Переведите предложения, используя Furure Continuous.

1. Завтра я буду работать весь вечер.
2. Завтра днем мы будем играть в теннис с 2 до 4 часов.
3. На следующей неделе в это время я буду купаться в море.
4. Что Вы будете делать в это время в следующую пятницу? – Как всегда, буду работать в саду.
5. Мы будем переводить текст, когда ты вернешься.
6. Когда мы приедем в лабораторию, они будут показывать свои опыты.
7. Что вы будете делать завтра в 10 вечера?

11) Лексико-грамматические упражнения.

1. Дополните диалог:

Danial: I'm going to go into business when I leave college. Five years from now (I/run) a big company. I expect (I/earn) lots of money.
Vicky: I don't know what (I/do). What about you, Natasha? What (you/do), do you think?
Natasha: I'm too lazy to do any work. I intend to marry someone very rich. (I/give) dinner parties all the time. We'll have a cook (who/do) all the work, of course. And you'll both get invitations.
Vicky: You're joking, aren't you, Natasha? I expect (you/play) in an orchestra. That's what you really want to do, isn't it?
2. Ответьте на вопросы, употреляя Future Continuous

1. What will you be doing at 3 o'clock tomorrow? (have an English class)
2. What will she be doing after supper? (do her homework)
3. What will he be doing at the University for five years? (study law)
4. What will they be doing at this time tomorrow? (fly to Kiev)
5. What will she be doing on Sunday? (make a dress)
6. What will you be doing at this time next week? (bathe in the Black Sea)
7. What will he be doing when we arrive? (work in the garden)
8. What will she be doing at the concert tonight? (sing folk songs)
9. What will he be doing at this time the day after tomorrow? (interview a foreign delegation)
10. What will she be doing next term? (deliver lectures at the Institute of Foreign Languages)

12) Чтение «по ролям».
Growing Trends.

(1) What will our world be like in the next century? Scientists today are analysing statistics that show how the world has changed in previous years and using them to try to predict the future. They want to know what sort of jobs we will be doing, what technology we will be using in our daily lives, what kind of homes we will be living in and what our world will look like in the 21st century. We have sketched in outline some of the growing trends and the scientists' predictions below.

(2) The environment in the 21st century we will almost certainly be living in a warmer world. The world will continue to use fossil fuels which release carbon dioxide, the main cause of global warming. Damage done to the ozone layer by man-made chemicals will mean that our children will have an increased risk of developing skin cancer. We will be living in a world with less energy available and we will be forced to reduce our energy consumption.

(3) Technology in the 21st century most families will be using computers in the home to do a wide variety of tasks. The vast bulk of the technology we will be using a generation from now already exists in some form. Over 3 million British households have personal computers today and a further 650,000 are expected to acquire them in the next year. In 25 years' time computers will be a million times faster than they are today and will work in a way that resembles the human brain. They will have become easier to use, but anyone who has not learnt how to use the new technology will be seriously disadvantaged, particularly in the field of employment.

№1. Составьте как можно больше (но не меньше двух) вопросов к прочитанной части текста.

№2. Найдите в тексте новые слова, переведите их при помощи словаря, и попытайтесь их объяснить по-английски.

№3. кратко изложите содержание и основную мысль прочитанной части текста.

13) Краткий пересказ текста «The future of English»

14) Переведите, используя Present, Past, Future Continuous Passive.

1. Меня сейчас кормят отвратительной молочной кашей.
2. Вам будут посвящать стихи, пока я буду за Вас работать?
3. Костёр разжигали как раз в тот момент, когда лесник появился на поляне.
4. Нам сейчас не предлагают пойти в кино.
5. Наше предложение обсуждалось с раннего утра и до позднего вечера.
6. Статью как раз переводили на английский язык, когда кто0то позвонил в дверь.
7.Спортсменов будут награждать вечером, часов в 11.
8. В то время, пока вопрос о налогах рассматривался на заседании правительства, в городе начались беспорядки.
9. Мне сейчас задают каверзные вопросы?

15) Лексико-грамматический тест.

1. Трансформируйте предложения из действительного залога в страдательный.

1. Kate is writing an essay right now
2. My father is washing the car.
3. Farmer Joe is milking the cows
4. Yesterday at 9 p.m., I was writing the letter to my.
5. He is not wearing a tie.
6. Is she watering the flowers?
7. I will be cooking dinner while will be reading the book.

*2. Заполните пропуски предлогами **with, by**.*

1. The hall was decorating … pink balloons.
2. The roof of the church will be repairing … local people.
3. The house was built … money that he had borrowed from the bank.

4. When the the accident happened, the car was brought … police.

3. Разделите следующие слова на две группы(исчисляемые и неисчисляемые), запишите их в две колонки и переведите.

Furniture, coffee, leaf, food, computer, list, blood, job, work, language, country, advice, information, money, progress, permit, permission, baggage, luggage, beach, traffic, weather, window, knowledge, air, water, holiday, damage, accommodation, scenery, scene, pigeon, bread, mountain, luck, news, accident, laugh, flour, laugher.

*4. Поставьте глаголы в **Present, Past Continuous Active / Passive.***

1. Water and air (to become) more and more polluted.
2. Measures (to take) to save Lake Baikal in our days.
3. Report (to prepare) by John all day yesterday.
4. They (to translate) a very difficult text the whole evening yesterday.
5. Last June the exams (to take) by the students (for) the whole month.

5. Выберите верную форму глагола (единственного или множественного числа)

1. Gymnastics is/are my favorite sport.
2. The trousers you bought for me doesn't/don't fit me.
3. The police want/wants to interview two men about the robbery last week.
4. Physics was/were my best subject at school.
5. Can I borrow your scissors? Mine isn't/aren't sharp enough.

6. Выберите верный вариант ответа.

1. What she (do)? – She is a secretary at our college.
a) is she doing b) does she do
2. Why you (sit) at my desk? Could you take your place, please?
a) Why you are sitting? b) Why are you sitting?
3. We've got tickets, and tomorrow evening we (go) to the cinema.
a) go b) are going
4. I (sit) by the window when I (hear) the noise.
a) sat / was hearing b) was sitting / heard
5. … you (do) anything tomorrow afternoon? – I (play) tennis with my friend.
a) Are you doing/am playing b) Do you do/play
6. When you (ring) me yesterday, I (have) a bath.
a) was ringing / had b) rang / was having
7. At six o'clock I (wait) for Jennie at the station.
a) waited b) was waiting
8. Mrs. Clay (to go) shopping today if she (to finish) her work earlier than usual.
a)goes, will finish b) will go, will finish c) will go, finishes
9. Watch the football match on TV at 11 p.m. if you (to stay) at home tonight.
 a) will stay b) stay c) would stay
10. I'm tired, but if you (to make) me strong coffee, I (to go on) working.
a) will make, go on b) will make, will go on c) make, will go on

Тема 7. The profession of a programmer

1) Подробный пересказ текста «The profession of a programmer».

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2) Переведите, употребляя Present Perfect или Present Perfect Continuous.

1.Вы ещё не пообедали?
2. Я ещё не накопил достаточного количества денег.
3. Я только что пришел.
4. Он уже приспособился к жизни за границей.
5. Вы уже получили письмо?
6. Я впервые в Лондоне.
7. Она видела этот фильм семь раз.
8. Я вчера ел яблоко. Я сегодня ел яблоко.
9. Дождь не прекратился.
10. Только представьте, я только что видел самого сера Пола Маккартни!
11. Я занимаюсь английским с детства.
12. Вы рассказываете о себе с утра.
13. Как давно вы слушаете музыку?
14. Как давно вы пользуетесь интернетом?
15. Ты читаешь эту книгу с сентября?

3) Лексико-грамматические упражнения.

*1. Раскройте скобки, употребляя **Present Perfect** или **Present Perfect Continuous**.*

Judy: How long (be) ___ in Canada? Claude: I (study) ___ here for more than three years. 2. I (have) ___ the same car for more than ten years. I'm thinking about buying a new one. 3. I (love) ___ chocolate since I was a child. You might even call me a "chocoholic." 4. Matt and Sarah (have) ___ some difficulties in their relationship lately, so they (go) ___ to a marriage counselor. I hope they work everything out. 5. John (work) ___ for the government since he graduated from Harvard University. Until recently, he (enjoy) ___ his work, but now he is talking about retiring. 6. Lately, I (think) ___ about changing my career because I (become) ___ dissatisfied with the conditions at my company.

2. Выберите верный вариант ответ.

1. - What time does the train leave? - I think it … at 2 o'clock
a) leaves b) has been leaving c) has left
2. - Where are Tom and Pauline? - They … to the supermarket.
a) have just gone b) have been going c) go
3. - What is Jill doing these days? - She … for a job for six months.
a) is looking b) has been looking c) looks
4. - Is Mandy watching TV? - No, she … her homework right now.
 a) is always doing b) is doing c) does
5. - Have you been for a walk? - Yes, I often … for walks in the evenings.
a) have gone b) am going c) go
6. - Have you seen any films lately? - Yes. Actually I … two this week.
a) have seen b) am seeing c) see
7. - What … ? - It's a piece of cherry pie. Mum made it yesterday.
a) are you eating b) do you eat c) have you eaten
8. - Are you going on holiday this summer? - Yes, I … enough money.
a) am saving b) have already saved c) save

*3. Дополните диалог, используя формы **Present perfect** или **Present perfect continuous***

Mr. Smith: So tell me a little bit about yourself, Mr. Harris. I would like to find out a little bit more about your background.

Mr. Harris: I (work) _____ in the insurance industry for over ten years. I worked for Met Life for six years and World Insurance for four and a half. During that time, I heard many good things about Hollings Life Insurance and that's why I (apply) _____ for the new sales position.

Mr. Smith: Tell me a little about your hobbies and interests.

Mr. Harris: In my spare time, I hike in the mountains outside of town, volunteer at the Sierra Club and play tennis. In fact, I (compete) _____ in a tennis tournament this weekend.

Mr. Smith: Really, how long (you, play) _____ tennis?

Mr. Harris: I (play) _____ since high school. I love the sport.

Mr. Smith: Great! We like dedication here at Hollings Life. You mentioned you volunteer at the Sierra Club. I (work, currently) _____ with them on the sea turtle project. We (try) _____ to create a wildlife sanctuary near the bay.

Mr. Harris: Do you know Frank Harris? He's my brother. He (work, presently) _____ on the same project.

Mr. Smith: I know Frank quite well. Any brother of Frank's would be a welcome addition to Hollings Life. Just one more thing, we (look) _____ for somebody who is fluent in Spanish; many of our clients are from Mexico.

Mr. Harris: No problem. I (study) _____ Spanish since elementary school. Mr. Smith: Sounds like you are the perfect candidate

4) Краткий пересказ текста «Computer science and main definitions».

5) Чтение текста и выполнение лексико-грамматических заданий к нему.

It was just a holiday, but it changed my life

Holidays can be good for your health. You lie on a beach and relax, and tensions disappear. But sometimes a holiday can change your life completely, which is what happened two years ago to Victoria Smith.

Victoria Smith, six years ago, was working as a manager at Next, a British chain store. Then she went on holiday to Borneo… 'It was a working holiday', said Victoria, 'where you could study orangutans in the wild – I have always been interested in apes, so I thought it would be fun.' The holiday was wonderful, and when Victoria came home she found it very difficult to return to her old life. 'Suddenly the problems in the store just seemed so trivial.' Although everybody told her she was mad, she decided to go back to the university and study biology. Four years later she became a chimpanzee keeper. For the last two years Victoria has been working at Monday World, a centre in south-west England which looks after apes which have been ill-treated. Many have been rescued from laboratories and circuses all over the world. She works long hours, and the pay isn't very good, but she loves it. 'Apes are like a big family, each with their own personality.' 'I'm really happy now. Since I started working here I feel that I've been doing something important, not just wasting my life.'

Ответьте на вопросы к тексту
1. What is Victoria doing now?
2. What was she doing before?
3. What made her change her life?
4. How does she feel now?

2. Найдите в тексте слова по описанию:

1. of little importance _____
2. crazy _____
3. a person who looks after animals _____
4. animals like large monkeys _____
5. not looked after well _____

3. Составьте краткий пересказ текста.

6) Лексический диктант

1. программа
2. программист
3. логический
4. технический
5. товары и услуги
6. создавать
7. публиковать
8. специалист
9. код
10. алгоритм

6) Проект с поиском информации

Surf the net and find information about the advantages of the profession of a programmer and the peculiarities of the programmers' training courses at different universities.

7) Групповой проект.

You are invited to the Opening Doors Day arranged by your faculty for future applicants. Your task is to prepare a presentation for school leavers to persuade them to enter this university

Тема 8. History of Computer.

1) Подробный пересказ текста «From the history of Computers»

2) Переведите, употребляя *Past Perfect или Past Perfect Continuous.*
1. Я приготовила потрясающее блюдо к приходу гостей.
2. Ты научился играть на слух ещё до того, как поступил в музыкальную школу.
3. Мы прочитали все рекомендованные книги к началу учебного года.
4. Этот мальчик сидел здесь до того, как мы пришли?
5. Мы не купили подарки к празднику.
6. Как только я увидела его, влюбилась без памяти.
7. Как только они покинули Москву, скразу почувтсовали себя спокойнее.
8. Не успел он оправиться от простуды, как снова заболел.
9. Дождь шел несколько дней до того, как наступила жара.
10. Она два года проработала медсестрой до того, как окончательно решила стать врачом.
11. Врач осматривал мою собаку целый час, прежде чем выписал лекарство.

3) Лексико-грамматические упражнения

1. *Раскройте скобки, употребляя глаголы в форме Past Perfect*

*Образец: When she left, she remembered that she (not to lock the kitchen window).
When she left, she remembered that she hadn't locked the kitchen window.*

1. I was very sorry to hear that he (to leave).
2. When we got to the University, the lecture (to start already)
3. When he came home after work, the family (to start watchingTV)
4. He didn't return to his work until he (to spend all his money).
5. When I met her I understood why David (to refuse to marry her).
6. I didn't know what to do when I understood that I (to leave my purse at home).
7. He didn't start watching TV until he (to walk his dog).
8. She managed to grasp the main idea of the article only after she (to read it twice).
9. She was tired because she (to walk too much).
10. They never started eating until they (to wash their hands).

2*. Раскройте скобки, употребляя глаголы в **Past Perfect** или в форме **Past Simple.**

1. They had locked the gates before I got there. (to lock / to get)
2. By the time we ………….., the party …………… (to arrive / to finish)
3. I ……………the shop as soon as I ……………the contents of the box. (to ring / to check)
4. After we ……………it on the phone, I ……….him a letter about it. (to discuss / to write)
5. We ……………a good rest when our guests ……………(to have / all leave)
6. When she ……….the office this morning, Jim……………(to ring / already / to go out)
7. Before we ……………Tim to the theater, he ………a stage play before. (to take / never / to see)

3. *Поставьте заключенные в скобках глаголы в формах **Past Simple, Past Continuous** или **Past Perfect**.*

1. Gerry (to be) at home when you arrived? – No, he (to go) on a date.
2. By 8 p.m. the boss (to sign) the documents and by 8 p.m. the secretary (to make) a report.
3. When he (to see) me, I (to read) the newspaper which I (to buy) in the street.
4. Beth just (to go home) when I (to phone) her.
5. When Alison (to enter) the house she (to see) that her son (to play) with a ball she (to buy) in the shop.
6. They (to arrive) to the theater late. The play already (to begin).
7. When I (to come) in the hall, they (to unpack) the clothes they (to receive) from their foreign friends.
8. Her brother (to be) taken to hospital because he (to have) a car accident.

4. *Дополните диалог, употребив глаголы в форме Past Perfect Continuous.*

Rachel: How was your job interview?
Vicky: Awful. I felt terribly nervous. … (I/worry) about it all week. And I was tired because … (I/work) on my project the night before. … (I/not look) forward to the interview at all.
Rachel: So what happened?
Vicky: The woman interviewing me was half an hour late because … (she/deal) with an unexpected problem, she said. … (I/wait) ages, and I'd got even more nervous.
Rachel: How did the interview go? Vicky: Well, I tried to sound confident. … (I/read) a book that said that's what you have to do in job interviews. But I don't know if I gave the right answers.

4) Чтение текста «по ролям»

Mallory and Irvine: did they make it to the top?

(1) On June 8 1924 George Mallory and Andrew Irvine began the final stage of their attempt to be the first to conquer Everest. But when they were only 267 m from the top, they vanished into the mists, never to be seen again.

For almost a decade after they were last seen, no one had a clue what had happened to them. Had they reached the top and then died on the way down, thus being the first men to climb Everest? Or did they die before getting there?

(2) In 1933 during the next British Everest expedition a climber found an ice axe high on the Northeast Ridge at 9000 m. The axe had a characteristic identification mark but at that time nobody recognized it. Thirty years later in 1962 one of Irvine's brothers found an old walking stick belonging to Irvine. It had identical markings, so the ice axe must have been Irvine's. However, his body could not be found.

In April 1999 Jochen Hemmleb, a world expert on the history of Everest expeditions, set out with a team of men to try to find out the truth about what had happened to them. Hemmleb already knew that a Chinese climber had found the body of an Englishman in 1975 but he had died in an avalanche in 1979 before he could give accurate details.

(3) Hemmleb and his team decided to climb the North Face of Everest. After about five hours, they decided to go in different directions. Some members of the group found a cemetery of frozen bodies. Another, Conrad Anker, looked in an area lower down and saw a patch of white which was whiter than the rock around it and the snow. When he got close, he saw that it was a body that had clearly been there for a long time. Most of the clothing had gone and the skin was white. The group carefully examined the few clothes left on the body and found the remains of a label which said, 'G. Mallory.' Unexpectedly, the climbers had found the body of Irvine's companion George Mallory the greatest mountain climber of his generation.

№1. Составьте как можно больше (но не меньше двух) вопросов к прочитанной части текста.

№2. Найдите в тексте новые слова, переведите их при помощи словаря, и попытайтесь их объяснить по-английски.

№3 кратко изложите содержание и основную мысль прочитанной части текста.

5) Лексический диктант.

1. щелчок
2. решающий шаг
3. механический
4. вычислять
5. различать
6. технологии
7. взаимосвязь
8. оптический фильтр
9. иметь преимущество
10. искусственный интеллект

6)Переведите на английский язык, обращая внимание на прилагательные.

1.Я знаю интересную историю.
2. Он рассказал нам о самом счастливом человеке.
3. Это были самые счастливые дни в ее жизни.
4. Это очень легкая задача. Дайте мне боле трудную задачу.
5. Летом дни длинные, а ночи короткие.

6. 22 июня -- самый длинный день
7. В июле дни короче.
8. В декабре дни сами короткие.
9. «Четверка» — хорошая отметка но «пятерка» лучше.
10. «Пятерка» — самая лучшая отметка.
11. Самая плохая отметка — «двойка».
12. Твое платье, конечно, очень красивое, но мое платье красивее.
13. Мой папа высокий мужчина.
14. Это более теплое пальто.

7) Лексико-грамматические упражнения.

1.*Переведите следующие прилагательные. Образуйте от каждого и запишите сравнительную и превосходные степени сравнения*

hot
long
short
simple
important
great
bad
interesting
much
green
difficult
comfortable
yellow
many
good
deep
light
serious.

2. Выберите правильную форму прилагательного.

1.Jane is the (tallest - taller) of the two girls.
2. Father was the (eldest - elder) of seven sons.
3. This pencil is the (sharpest - sharper) of the two.
4. I think your plan is the (best - better) of the two.
5.This is the (heaviest - heavier) of the five books.
6. A (worse - worst) habit could not be found.
7. This was the (most large - largest) power station I ever saw.
8. That is of the (less - least) importance of all.
9. I like your plan the (better-best) of the two.

*3. Дополните предложения, употребляя **as...as** or **so…as**.*

1. Mike is ... tall ... Pete.
2. Kate is not ... nice ... Ann.
3. My room is ... light ... this one.
4. This book is not ... thin ... that one.

5. Sergei is ... old ... Michael.
6. She is ... young ... Tom's brother.
7. This woman is ... good ... that one.
8. Nick's English is not ... good ... his friend's.
9. I am not ... tall ... Pete.
10. This woman is ... young ... that one.
11. I am ... thin ... you.
12. Kate is ... lazy ... her brother.
13. This child is not ... small ... that one.

4. Составьте предложения. Используя прилагательное в сравнительной степени.

1. Canada / Brazil (big)
2. Tessa / Deborah (pretty)
3. Driving / flying (dangerous)
4. My English / your English (bad)
5. This chair / that chair (comfortable)
6. Her husband / her brother (young)
7. Buses / trains (cheap)
8. French wine / English wine (good)

8) Проект с поиском информации

Surf the net and be ready to continue the traces of computer history. Find some additional information and facts about the computer development.

Тема 9. Computer Security.

1) Краткий пересказ текста «Protect yourself against identity theft».

2) Переведите, употребляя глаголы в Future Perfect или Future Perfect Continuous.

1. К завтрашнему дню я закончу этот отчет.
2. Мы сделаем эту работу к 3 часам дня, а потом пойдем в парк.
3. К 20 июня мы сдадим все экзамены.
4. Строители построят эту школу к 1 сентября.
5. Я напишу это письмо к тому времени, как придет секретарь.
6. Поезд уже уйдет к тому времени, когда мы придем на станцию.
7. Я переведу эту статью к понедельнику.
8. Мой сын еще школьник, но на будущий год к этому времени он уже закончит школу.
9. Я проживу там уже месяц, когда вы приедете.
10. На будущий год к этому времени она будет изучать французский уже два года.
11. Я буду писать доклад уже час, когда ты придешь.
12. Мы будем рекламировать эти товары несколько месяцев к тому времени, как они появятся на рынке.
13. В среду будет две недели, как он ремонтирует свою машину.

3) Лексико-грамматические упражнения.

1. Раскройте скобки, употребляя глаголы в форме Future Continuous or the Future Perfect

1. A: I can't come go shopping on Saturday morning because I … (work).
 B: That's a pity.
2. A: Don't phone me later than midnight because I … (sleep) then.
B: Shall I give you a call at about 10.30, then?
 3. A: Come to my house at six o'clock.
B: … (you/finish) your homework by then?
 4. A: Have you made the preparations for the party?
B: Not yet, but I … (finish) them by this evening.
5. A: … (you/go) to James' party on Saturday night?
 B: Yes. A: Would you mind giving me a lift?

2. *Дополните диалог, раскрывая скобки. Употребите глаголы в форме **Future Simple** или* ***Future Perfect.***

Margaret: Do you think everything will be finished when I get back from the store?
Jerry: Don't worry. By the time you get back, I ….. (to pick) up the living room and ….. (to finish) washing the dishes. Everything will be perfect when your parents arrive.
Margaret: I hope so. They ….. (to arrive) around 6 o'clock.
Jerry: Everything ….. (to be) spotless by the time they get here.

3. *Раскройте скобки, употребляя **Future Perfect** или **Future Perfect Continuous.***

1. The customer service department will have been operating for 2 years by then. (operate)
2. By the time I start my shift, Dr. Frazier _____ for 18 hours straight. (work)
3. Sheila ____ the scholarship by the time she starts school in September. (get)
4. By this time next month, I hope they ____building the community center. (finish)
5. Professor Adams _____ at this university for 25 years by the time he retires in June. (teach)
6. By this time tomorrow night we _____ in Australia. (arrive) _____ he _____ the message by the time your flight takes off? (receive)
7. Dana _____ the night shift by the time you get up in the morning. (not finish)
8. The team _____ at the exhibition for five hours by the time I arrive there. (work)
9. By the time we get on the plane, they ____already _____ the luggage. (load)
10. By 2025, I hope researchers _____ a cure for cancer. (find)

4)Лексический диктант

1. новичок
2. искать в интернете
3. история
4. развитие
5. безопасность
6. преступник
7. дополнительный
8. вирус
9. программа
10. проблема

5) Лексико-грамматический тест.

Выберите верный вариант ответ

1. - Is Todd reading the newspaper? - No. He … dinner at the moment.
a) has been making b) makes c) is making
2.The Browns won't be living in the same house a year from now. They _____by then.
a) will have leave b) will have left c) will have leaved
3. - Have you bought any CDs recently? - Yes. Actually, I … two this week.
a) have bought b) have been buying c) am buying
4. I needed to know what _____ to my dog.
a) has happened b) had happened c) happened
5. -What time does the play start? - I think it … at 8 o'clock.
a) has been starting b) starts c) has started
6. I was sure that I _____ her before.
a) had saw b) seen c) had seen
7. - Where is Mark? - He … to the library to return some books.
a) has gone b) has been c) is going
8. - What … ? - It's a letter to my pen-friend. I'm telling her my news.
a) have you written b) do you write c) are you writing
9. The film _____ by the time we got to the cinema.
 a) had start b) had started c) has started
10. Gloria won't be working at six o'clock. She _____by then.
a) will have went home b) will have gone home c) will have go home
11. You've been working hard all day. – Yes, at 3 o'clock I … for six hours.
a) will be studying b) will have been studying c) will have studied
12. Sarah has gone to the cinema to see that film again. – I know. After this time, she … it five times!
a) will have seen b) will have been seeing c) will be seeing

2. Дополните предложения, раскрывая скобки, употребив глаглы в формах Past Simple, Present Perfect или Past Perfect.

When I (arrive) home last night, I discovered that Jane (prepare) a beautiful candlelight dinner. 2. Since I began acting, I (perform) in two plays, a television commercial and a TV drama. However, I (speak, never even) publicly before I came to Hollywood in 1985. 3. By the time I got to the office, the meeting (begin, already) without me. My boss (be) furious with me and I (be) fired.4. When I (turn) the radio on yesterday, I (hear) a song that was popular when I was in high school. I (hear, not) the song in years, and it (bring) back some great memories. 5. Last week, I (run) into an ex-girlfriend of mine. We (see, not) each other in years, and both of us (change) a great deal. I (enjoy) talking to her so much that I (ask) her out on a date. We are getting together tonight for dinner. 6. When Jack (enter) the room, I (recognize, not) him because he (lose) so much weight and (grow) a beard. He looked totally different! 7. The Maya established a very advanced civilization in the jungles of the Yucatan; however, their culture (disappear, virtually) by the time Europeans first (arrive) in the New World. 8. I (visit) so many beautiful places since I (come) to Utah. Before moving here, I (hear, never) of Bryce Canyon, Zion, Arches or Canyon lands

6) Проект с поиском информации

Imagine that you should take part in National Computer Security Project. You are an expert in computer security. Write an article with your solutions to this problem. Make a list of suggestions and explain their advantages.

7) Чтение текста с заполнением пропусков

Прочитайте текст, заполняя пропуски, выбрав подходящее по смыслу слово.

Old photos

Carrie and her mum were looking at old photos of her mum as a university student. Her mums style was so different then, Carrie almost didn't (REMIND / RECALL / RECOGNISE / REMEMBER) her in the photos.

'I can't believe how long your hair is in the picture, Mum!' Carrie remarked, having never seen her mum with that length of hair before. 'It must have been difficult to look (THROUGH / ROUND / OVER / AFTER) it every day.'

Carrie's mum smiled at her remarks. 'It was definitely a chore, but that was the style back then, to have really long, straight hair (SPLIT / PARTED / DIVIDED / HALVED) down the middle. If you didn't wear your hair like that, you weren't considered to be cool, know what I mean?'

'Oh yeah, like, groovy, Mum,' Carrie said, lightly poking fun (AT / OF / IN / WITH) her. Joking aside. Carrie really appreciated seeing her mum with such a youthful style.

They found some photos of Carrie's dad, who looked quite different as well, dressed in green trousers that got wider as they got longer. He was sporting a full head of hair, rather than having the (BALD / THIN / BARE / FLAT) head that Carrie knew.

'Dad was so handsome back then!' Carrie exclaimed. Despite the odd styles, Carrie thought her parents looked amazing and she was inspired (FROM / BY / TO / INTO) this to be more daring with her own style.

After viewing the photos, Carrie thought she'd (FUND / FINANCE / PAY / INVEST) some time in picking out a new wardrobe. She wasn't going to let her conservative ways stop her.

Тема 10. Internet application

1) Подробный пересказ текста «Internet application».

2) Краткий пересказ текста «The Internet».

3) Переведите, употрбляя глаголы в формах Present Perfect Passive, Past Perfeckt Passive, Future Perfect Passive

1. Меня сегодня только заметили.
2. Ему поднимут зарплату к началу учебного года?
3. Их не помирят до приезда родителей.
4. Мне уже рассказали, что случилось вчера.
5. Кто разбил вазу? – Не знаю, когда я пришел, она уже была разбита.
6. Меня еще ни разу не спрашивали, сколько мне лет.
7. О пострадавших во время урагана ещё не позаботились.
8. Нас разбудили до рассвета.
9. Комнату уберут до прихода гостей?
10. Это новейшее оборудование используют впервые

4) Чтение текста с пропусками

Текст А

United Talks Break off

Chiis Isidore

Airline _____ seek mediation halt; ___ -day strike countdown could_____. New York-United Airlines and __ union representing its 15,000 _____ are both _____ to ask federal _____ to declare an impasse in negotiations between __ two sides, a ____ that could ___ the clock ticking towards a strike, _____ the airline said it is _____ there won't be ___ disruption of service __ account of the move.

The airline ___ the International Association of Machinists _____ four days of _____ Friday mediated by ____National Mediation Board, which oversees labor relations in the airline _____ without a new labor agreement.

United, the main unit of UAL Corp., issued a _____ Friday saying it ___ asking the NMB __ release the two sides from mediation. The union _____ already _____ that the NMB declare a 30-day _____ off period _____ under airline labor law must precede a strike.

_____ of UAL, the world's second largest airline holding company, _____$ 37 to $ 34.49 in trading_____ . The NMB issued a statement Friday saying that it would ___ with the two sides _____ during the week about a possible _____ of binding arbitration, the ___ that must be taken before declaring a 30-day cooling off period. ____ unless both sides agree to binding arbitration, _____ rarely happens, the clock _____ starts ticking towards a _____ strike a month later.

Текст B

Airline mechanics _____ mediation halt; 30-day ____countdown _____start.
_____ and the union _____ its 15,000 mechanics ____ both poised to ask federal officials to declare __ impasse __ negotiations between the __ sides, a move that could start the clock ticking towards a strike, although the _____ said it __ confident there _____ be any disruption of _____ on account of the move.

___ airline and the International Association of Machinists concluded ____ days of talks Friday mediated __ the National Mediation Board, _____ oversees labor relations in the airline industry without a new _____ agreement.

United, the main unit of UAL Corp., issued __ statement Friday _____ it was asking the NMB to release the ___ sides from mediation. The ____ had already requested that the NMB _____a 30-day cooling ___ period which under airline labor ____ must precede a strike.

Shares of UAL, ___ world's second _____ airline holding company, gained $ 37 to $ 34.49 in trading Friday. The NMB _____ a statement Friday saying that __ would meet with the two sides separately during the ____ about a possible offer of binding arbitration, the step that must be _____ before declaring a 30-day cooling off_____ . But unless both sides agree ___ binding arbitration, which rarely happens, __ clock then starts ticking towards a possible strike a month_____ .

5) Чтение текста, выполнение лексико-грамматических заданий к нему.

COMPUTER LITERACY

Informed citizens of our information-dependent society shoud be computer literate, which means that they should be able to use computers as everyday problem-solving devices. They should be aware of the potential of computers to influence the quality of life.

There was a time when only priviliged people had an opportunity to learn the basics, called the three Rs: reading, writing, and arithmetics. Now, as we are quickly becoming an information-dependent society, it is time to restate this right as the right to learn reading, writing, and computing. There is little doubt that computers and their many applications are among the most significant technical achievements of the century. They bring with them both economic and social changes. "Computing" is a concept that embraces not only the old third R, arithmetics, but also a new idea — computer literacy.

In an information society a person who is computer-literate need not be an expert on the design of computers. He needn't even know much about how to prepare programs, which are the instructions that direct the operations of computers. All of us are already on the way to becoming computer-literate.

Just think of your everyday life. If you receive a subscription magazine in the post office, it is probably addressed to you by a computer. If you buy something with a bank credit card or pay a bill by check, computers help you process the information. When you check out at the counter of your store, a computer assists the checkout clerk and the store manager. When you visit your doctor, your schedules and bills and special services, such as laboratory tests, are prepared by computer. Many actions that you have taken or observed have much in common. Each relates to some aspect of a data processing system.

1. Прочитайте текст.

2. Ответьте на вопросы к тексту

1. What does "a computer-literate person" mean?
2. Are you aware of the potential of computers to influence your life?
3. What do the people mean by "the basics"?
4. What is the role of computers in our society?
5. What is "computing"?
6. What is a program?
7. Prove that we all are on the way to becoming computer-literate.
8. Give examples of using computers in everyday life.

3. Назовите три формы следующих неправильных глаголов.

To be, to have, to mean, to learn, to become, to bring, to know, to think, to buy, to pay, to take, to do, to begin, to give, to make, to keep, to get, to read, to show.

6) Индивидуальный проект.

Sum up the most widely spread Internet applications. Make several groups and prepare a report about each Internet application with your own examples.
Internet news   ADVANTAGES   and   DISADVANTAGES
- What advantages has the group mentioned?
- Can you choose any news you like?
- Do you depend on time searching for news?
- What are the disadvantages?
- Is the Internet information always true?
- How about the yellow press? Is it available in the Internet?

Тема 11. Computer tomorrow.

1) Подробный пересказ текста «Predicting the future is always a hit and miss proposition».

2) Лексический диктант.

1. интеллект
2. взять на себя чью-то жизнь
3. способствовать прогрессу

4. ограничить свободу

5. неправильное использование данных

6. заменить людей

7. увеличить продолжительность жизни

8. производительность

3) Переведите на английский язык, используя конструкции there is/there are

1. В нашей библиотеке много хороших книг.

2. Завтра будет чудесный день.

3. На столе две книги и ручка.

4. Жил был человек, у которого не было семьи.

5. Под столом кот?

6. Книги не было на столе.

7. В прошлом году не было памятных моментов.

8. Были ли значительные улучшения с тех пор?

9. На столе два карандаша и книга.

10. Если мы не закончим вовремя, будет много проблем.

4) Лексико-грамматические упражнения.

1) Найдите русский эквивалент английского термина.

1. commodities	a. Товары, услуги
2. origin	b. Происхождение
3. value	c. Фон
4. background	d. Событие
5. event	e. Цена
6. profit	f. Обмен
7. turmoil	g. Прибыль
	h. бедствие
	i. подвергать

2)Составьте предложение из следующих слов.

1. five, there, in the park, children, are
2. on the, there, a cat, is sofa
3. little, balls, there, three, are, floor, on , the
4. big, a dog, in the, there, hall, is
5. a cake, in the, there, picture, is.

3) Вставьте конструкции there is/there are в правильной форме.

1. Look!_____their telephone number in the letter.

2. Chester is a very old town. _____many old buildings there.

3. Excuse me,_____ a restaurant near here?

4. How many students_____in your group?

5. I was hungry but_____anything to eat.

6. _____ a football match on TV last night.

7. _____many people at the meeting?

8. Look!_____an accident. Call the ambulance!

9. _____24 hours in a day.

10. This box is empty._____nothing in it.

11. _____somebody at the airport to meet you when you arrive tomorrow.

12. When we arrived at the cinema _____a lot of people outside.

5) Чтение текста «по ролям»

MICROCOMPUTER SYSTEM ORGANIZATION

(Часть 1.) The organization of a microcomputer system is the same as that of a larger computer system. The microprocessor unit (MPU), usually concentrated in a single chip, consists of the control unit and the arithmetic logic unit. Internal memory is made up of random access memory (RAM) and read-only memory (ROM). Because RAM is only temporary storage, all microcomputersт require some instructions to get started after they are turned on, and these are contained in ROM. A microcomputer includes both an MPU and internal memory.

The portion of the system software that is in ROM brings into RAM the additional instructions required to operate the microcomputer. Typically these instructions are stored on a magnetic disk; hence, they are called a disk operating system, or DOS. This start-up process is called bootstrapping*. ROM also contains other programs that help to make personal computers easy to use, such as a programming language. Computer games are also stored in ROM cartridges.

In addition to the MPU, RAM, ROM, and associated control circuits, other components, called peripheral devices, are needed to make a complete microcomputer system The principal peripheral units are: input devices, output devices, mass storage units, and communication components.

Like a DOS, the programs that control the flow of data between a microcomputer and its peripheral devices are a part of systems software.

(Часть 2) The most common input device used with personal computers is the keyboard. Most personal computer keyboards have extra keys that perform special functions and that can be used to control the movement of a cursor on a screen. A lever-like device, called a joystick, is also used as an input device, commonly for playing video games.

The CRT (cathode-ray tube) screen used with personal computers is called a monitor. Keyboards and monitors may be part of a single unit that also contains the microcomputer and the disk drives, or they may be separate units. Besides the monitor, the most common input units are dot-matrix and letter-quality printers. Dot-matrix printers are suitable for most microcomputer applications. Letter-quality printers are usually used for high-quality office correspondence. Both types of printers are considered to be low-speed character printers.

(Часть 3) Mass storage units are available over a range of capacities and access times. Floppy disks, or diskettes, are the most common mass storage media.

They store patterns of bits on magnetically coated, flexible plastic platters. A floppy disk platter is sealed permanently in a paper jacket with a small window for reading and writing. Hard disk storage systems are also available. They may be fixed or removable. Some mass storage units contain both floppy and hard disk devices.

Low-cost modulator-demodulator devices, called modems, that allow microcomputer systems to communicate over telephone lines have become increasingly popular. Modems permit networks of personal computer owners to exchange information or to access large data banks. These data banks may be dedicated to special applications, such as law or medicine, or they may provide a variety of consumer services.

№1. Составьте как можно больше (но не меньше двух) вопросов к прочитанной части текста.

№2. Найдите в тексте новые слова, переведите их при помощи словаря, и попытайтесь их объяснить по-английски.

№3 кратко изложите содержание и основную мысль прочитанной части текста.

6) Переведите на английский, используя конструкции to be going to do something, to be about to do something.

1. Она собирается посмотреть этот фильм?
2. Я не собираюсь покупать машину.
3. Она не собирается навестить моих друзей.
4. Он собирался сдавать экзамен, но потом передумал.
5. Я себя ужасно чувсвую, я думаю, что я заболею.
6. Посмотри на эти тучи! Кажется, дождь собирается!
7. Он собирается уходить.
8. Я собираюсь поступать в университет.

7) Лексико-грамматические упражнения.

*1. Раскройте скобки, используя оборот **be going to**/ to be about to do.*

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.

8) Групповой проект.

Discuss these problems in groups:
- Do people really need AI?
- Can machines be creative?
- How intelligent are human beings?
- Can machines match the reality?
- Is AI a friend or an enemy?

Use such conversational phrases as:

As far as I'm concerned.
I believe that…
 I'd like to point out that…
If you ask me,…
Personally I think…
Do you mean to tell me that…?
Are you seriously suggesting that…?
However,…
On the other hand,…
On the contrary…
That's not (entirely) true. I hate to disagree with you, but…
All right, but don't you think…?
That's not the same thing at all.
Well? What do you think?
What's your view on the matter?
How do you see it?
 Let's have your opinion.

Тема 12. Jobs in computing.

1) Подробный пересказ текста «Job advertisements».

2) Переведите с русского на англ́ийский.

1. Я говорю – Я умею говорить.
2. Ты говоришь? - Ты умеешь говорить?
3. Я иду. – Я должен идти туда.
4. Мне пора уходить.
5. Я вынужден остаться.
6. Мне надо поговорить с вами.
7. Тебе следует сказать правду.
8. Ты – доктор и тебе полагается разбираться в этом.
9. Вы можете мне помочь – Вы поможете мне?
10. Тебе надо поспать.
11. Я всегда должна готовить домашнее задание.
12. Я вынужден убирать комнату каждый день.
13. Лучше бы ты оделся потеплее.
14. Всем следует одеться тепло, когда на улице мороз.
15. Этот фильм могут показать по телевизору на следующей неделе.
16. Наша квартира нуждается в ремонте.
17. Этот фокус, должно быть, покажут по телевизору.

3) Выполнение лексико-грамматических упражнений.

1) *Вставьте подходящий модальный глагол: can/could, may/might, must*

1. You … keep the journal. I don't need it.
2. John said he … swim when he was three years old.
3. … I ask then, Mr. Morley, what are you doing here?
4. When he married her she … not have been more than sixteen.
5. You … change your shoes. I won't have you in here with muddy feet.
6. Jane has bought a car, but she … not drive yet. She is taking driving lessons at the moment.
7. She looked unusually pale and gloomy. I wondered what … have up-set her.
8. The man danced very well. He … have spent hours taking lessons, Jack thought.
9. They … have gone for their honeymoon. They've just married.
10. My father … be angry with me. He doesn't approve of my getting married.

2. Вставьте подходящий модальный глагол have to/had to/will have to; should, ought to

1. I'm sorry I'm late. I … go to the dentist's. I had a terrible toothache.
2. Sorry, I'm leaving. Tomorrow I … get up early.
3. They … light a fire to cook their supper.
4. He looked more than ever out of place, he … have stayed at home.
5. She … go to bed at eight o'clock to be up in time for the first train.
6. You … be more attentive to your parents. They need your support.
7. I don't think you … invite him to the party. He is such a bore!
8. I … to wear glasses as my eyesight is very weak.
9. If you want to master a language you … read a lot.
10. He was so rude to his father. I think he … apologize.

3. Выберите верный вариант ответа.

1. The line is busy. Sally … the telephone at the moment.
1) might use 2) might be using   3) must use 4) must be using
2. Sue is absent. She … ill today. Yesterday she complained of a head-ache.
1) might be 2) might have been   3) must be 4) must have been
3. policeman told Tom that he … be more careful when crossing the street.
1) should 2) had to   3) must 4) ought to
4. I … send a telegramme because it was too late to send a letter.
1) had to 2) must   3) should 4) could
5. The streets are wet. There are water pools everywhere. It… heavily at night.
1) might rain 2) must rain   3) might have rained 4) must have been raining
6. … they …? I can't believe that. They used to be good friends.   1) Could…quarrel 3)
Must…quarrel   2) Could…have quarrelled 4) Must…have quarrelled.

4) Чтение текста «по ролям».

WORKING METHODS OF A COMPUTER AND ITS ARCHITECTURE

Working methods. Computers store data and the instructions telling them what to do with the data as numbers, because computers can do things with numbers very quickly. These data are stored as binary symbols (Is and Os). A 1 or a 0 symbol stored by a computer is called a bit, which comes from the words binary digit. Computers can use many bits together to represent instructions and the data that these instructions use. A list of these instructions is called a program and stored on the computer's hard disk. Computers use memory called "RAM" as a space to carry out the instructions and store data while it is doing these instructions. When the computer wants to store the results of the instructions for later, it uses the hard disk.

An operating system tells the computer how to understand what jobs it has to do, how to do these jobs, and how to tell people the results. It tells the electronics inside the computer, or "hardware," how to work to get the results it needs. This lets most computers have the same operating system, or list of orders to tell it how to talk to the user, while each computer can have its own computer programs or list of jobs to do what its user needs. WTien a user needs to use a computer for something different, the user can learn how to use a new program.

The Internet. One of the most important jobs that computers do for people is helping with communication. Communication is how people share information. Computers have helped people move forward in science, medicine, business, and learning, because they let experts from anywhere in the world work with each other and share information. They also let other people communicate with each other, do their jobs almost anywhere, learn about almost anything, or share their opinions with each other. The Internet is the thing that lets people communicate between their computers.

Main hardware. Computers come in different forms, but most of them have a common architecture. All computers have a CPU. All computers have some kind of data bus which lets them get inputs or output things to the environment. All computers have some form of memory. These are usually chips (integrated circuits) which can hold information. Many computers have some kind of sensors, which lets them get input from their environment. Many computers have some kind of display device, which lets them show output. They may also have other peripheral devices connected.

A computer has several main parts. When comparing a computer to a human body, the CPU is like a brain. It does most of the "thinking" and tells the rest of the computer how to work. The CPU is on the motherboard, which is like the skeleton. It provides the basis for where the other parts go, and carries the nerves that connect them to each other and the CPU. The motherboard is connected to a power supply, which provides electricity to the entire computer.

The various drives (CD drive, floppy drive, and on many newer computers, USB drive) act like eyes, ears, and fingers, and allow the computer to read different types of storage, in the same way that a human can read different types of books. The hard drive is like a human's memory, and keeps track of all the data stored on the computer. Most computers have a sound card or another method of making sound, which is like vocal cords, or a voice box. Connected to the sound card are speakers, which are Uke a mouth, and are where the sound comes out. Computers might also have a graphics card, which helps the computerto create visual effects, such as 3D environments, or more realistic colors.

Software development. Software development (also known as software, application development; software design, software engineering) is the development of a software product in a planned and structured process. This software could be produced for a variety of purposes — the three most common purposes are: to meet specific needs of a specific client/business, to meet a perceived need of some set of potential users, or for personal use.

The term software development is often used to refer to the activity of computer programming, which is the process of writing and maintaining the source code, whereas the broader sense of the term includes all that is involved between the conception of the desired software through to the final manifestation of the software. Therefore, software development may include research, new development, modification, reuse, re-engineering, maintenance, or any other activities that result in software products.

1. Прочитайте текст.
2. Ответьте на вопросы к тексту.

1. How are data stored on the computer?
2. What is a bit?
3. What are hard disks used for?
4. What is the function of an operating system?
5. How can people share information with each other?
6. Describe the computer's architecture.
7. What is the CPU and what is its function?
8. What is the role of different drives in the computer?
9. What are the main activities of the software?
10. What purposes are software produced for?

5) Написание автобиографии.

6) Лексический диктант

1. кандидат на должность
2. выявление немсправностей
3. тщательное исследование
4. устанавливовать очередность
5. осуществлять стратегию
6. следить за общим развитием
7. объявление о найме
8. кооперация
9. работа
10. работать

7) Написание резюме.

You are looking for a job. Find in the Internet or in the newspaper an advertisement of a job you would like to have. Write your CV and your covering letter to apply for a job.

Useful phrases:
I wonder if you would be so {kind|good} as to...
Will you be so kind as to...
 Will you kindly...
I {shall|should} be {happy|glad|pleased} if you...
We are so {happy|glad|pleased} to...
We {will|would} be most {happy|glad|pleased} to...
I cannot tell you how {happy|glad|pleased}
I am to...
I have much pleasure in...
It gives me great pleasure to...
It {is|was|would be} a great pleasure (to me) to...
It is a great honour and pleasure to...
I enclose {herewith/herein}...
You will find {enclosed/with this letter}...

8) Лексико-грамматический тест.

1. It is interactive relationship with the media consumer that
new media from traditional media.
a) disconnects; b) discharges; c) distinguishes; d) disintegrates
2. New media provides the possibility of increasing the speed of interactive.
a) consideration; b) computation; c) consumption; d) communication
3. The development of new media has communication between
people all over the world and the Internet.
a) included; b) increased; c) installed; d) investigate
4. Ch. Babbage's idea of a fully mechanical device seemed to be the basis for building today's computer.
a) processing; b) predominant; c) provided; d) programmable
5. A device that has input and output represented in the form of physical quantities is a computer.
a) digital; b) analog; c) hybrid; d) modern
6. The discovery of made computers smaller, cheaper, faster, and more reliable.
a) integrated circuits; b) transistors; c) vacuum tubes; d) capacitors
7. Mobile phones, microwave ovens, cars are examples of computers.
a) desktop; b) mainframe; c) embedded; d) analog
8. The motherboard is connected to a that provides electricity to the entire computer.
a) sound card; b) power supply; c) hard disk; d) floppy drive
9. The CPU coordinates the activities of various computer components and performs operations on the data the instructions.
a) due to; b) according to; c) because of; d) in spite of
10. Television programs, feature films, books, and magazines containing technologies that enable digital may be considered new media.
a) invisibility; b) interactivity; c) immunity; d) invalidity

Тема 13. Programming languages.

1) Подробный пересказ текста :«Programming languages».

2) Лексический диктант

1. компания
2. закрытие
3. объявлять
4. конкурент
5. разрабатывать
6. синтаксис
7. объкт
8. одновременный
9. скрипт
10. доходы

3) переведите с русского на английский

1. Что бы вы сделали, если бы у вас была собственная фирма?
2. Если бы я умел хорошо говорить по-аглийски, мне не надо было бы посещать занятия так часто.
3. Есди бы он не объяснил мне это правило, я бы не поняла, о чем идет речь.
4. На твоём месте я бы не упустил такой шанс.
5. Если бы я ыл на твоём месте, я бы не стал ждать.
6. Хорошо бы мы были богатыми!
7. Если бы ты вчера был со мной!
8. Я бы поболтала с вами, если бы у меня было время.
8. Я бы предпочла. Чтобы вы остались дома.
9. Лучше бы вам остаться дома.
10. Если бы не ужасная погода, мы бы могли пойти гулять.
11. Я бы поболтала с вами вчера, если бы у меня было время.
12. Боюсь, как бы его не уволили.

4) Чтение текста с заполнением пропусков.

Дополните текст следующими словами:

process to solve problems algorythms mathematical manipulate development complete

      Programming is the _____ of preparing a set of coded instructions which enables the computer _____ specific _____ or to perform specific functions. The essence of computer programming is the encoding of the program for the computer by means of_____. The thing is that any problem is expressed in _____ terms, it contains formulae, equations, and calculations. But the computer cannot _____ 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 _____ 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 _____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.

5) Лексико-грамматические упражнения.

1. Переведите с английского.

1. If it didn't rain, we would go for a walk.
2. If we had a camera, we could take pictures of the beautiful scenery.
3. If there were any sugar left, we should not have to go to the shop.
4. If I knew him, I should ask his advice.
5. If you did not have a toothache, you would enjoy the party.
6. If you were not so absent-minded, you would not make so many mistakes.
7. If you rang me up, I should know you were in trouble.
8. If you watched the cat, it wouldn't eat the fish.
9. If it were not so late, we would go to see them.
10. If I were you, I would read the book.

2. *Раскройте скобки, используя сослагательное наклонение (второе условие)*

1. If I … (be) you, I … (write) to her.
2. If I … (be) taller, I … (play) in a basketball team.
3. If you … (stay) longer, you … (meet) my parents.
4. If she … (not eat) so much, she … (be) slimmer.
5. If he … (not see) them, he … (not know) the truth.
6. What … you … (do) if you …(see) him?
7. What … you … (do) if you …(have) million dollars?
8. If they … (have) million dollars, they … (travel) around the world.
9. What … you … (do) if you …(lose) your key?
10. If I … (lose) my key, I … (call) my parents

3. *Раскройте скобки, используя сослагательное наклонение (третье условие)*

1. If he **hadn't broken** his bicycle, he **would** … (go) to the country.
2. If I **hadn't had** a bad headache yesterday, I **could** … (come) to see you.
3. If the ship … (not sail) near the coast, it **would not have struck** a rock.
4. If he … (be) in town, he **would have been** present at our meeting.
5. If the road … (not be) so slippery, I … (not fall) and hurt my leg.
6. If they .. (make) a fire, the wolves … (run) away.
7. If I … (expect) my friend to come, I … (not go) to the cinema.
8. If I … (have) a dictionary, I … (translate) the article yesterday.
9. If we … (get) a letter from him, we … (not worry).
10. If she … (come) home late last night, her father … (be) angry.

6) Лексико-грамматический тест.

1. Please do not speak to anyone before the police _____.
a) come b) are coming c) 'll come d) came
2. His parents will be very glad if she _____ the university.
a) enter b) 'll enter c) enters d) entered
3. We won't discuss the matter until the headmaster _____.
a) 'll arrive b) won't arrive c) doesn't arrive d) arrives
4. You'll understand nothing unless you _____ the book yourself.
a) read b) won't read c) don't read d) 'll read
5. You'll understand this rule after your teacher _____ it to you.
a) 'll explain b) explain c) explains d) don't explain
6. You _____ English fluently if you _____ hard.
a) speak; work b) speak; 'll work c) 'll speak; work d) 'll speak; 'll work

7. We'll make a good progress in English provided we _____hard.
a) 'll study b) are studying c) study d) won't study
8. Would you mind if I _____ your pen?
a) use b) had used c) have used d) am using
9. If I _____ that you were busy, I _____ interrupted you.
a) knew; wouldn't have b) had known; wouldn't have c) know; wouldn't have d) has known; wouldn't have
10. I am going to look for another job, unless the company _____me more money.
a) offers b) doesn't offer c) didn't offer d) offered.

7) Краткий пересказ текста «Ruby»

8) Проект с поиском информации.

Surf the net and be ready to tell about other popular programming languages. Find some additional information and facts about programming languages.

Тема 14. Famous people in computing.

1) Подробный пересказ текста «Steve Jobs».

2) Чтение текста «по ролям»

(Часть 1) Niklaus Emil Wirth, (born Feb. 15, 1934, Winterthur, Switz.), Swiss computer scientist and winner of the 1984 A.M. Turing Award, the highest honour in computer science, for "developing a sequence of innovative computer languages, EULER, ALGOL-W, MODULA and PASCAL."
Wirth earned a bachelor's degree (1959) in electronics engineering from the Swiss Federal Institute of Technology (ETH), a master's degree (1960) in electronics engineering from Laval University, in Quebec city, and a doctorate (1963) in computer science from the University of California, Berkeley.
(Часть 2) After leaving Berkeley, Wirth held a professorship in the newly created computer science department at Stanford University (1963–67) before returning to Switzerland. Following a short stay at the University of Zürich, in 1968 Wirth accepted a professorship in informatics at ETH, where he tried for years to establish an independent computer science department before succeeding in 1981. Except for a two-year sabbatical at Xerox PARC (1976–77), a research facility in California, Wirth remained at ETH until his retirement in 1999.
(Часть 3) In addition to his development of important computer programming languages, especially PASCAL, Wirth led the design and development of the Lilith and Oberon operating systems at ETH. Inspiration for these systems came from his sabbatical at Xerox PARC, where he had used an experimental workstation computer that included a personal monitor and a computer mouse.
Wirth wrote more than a dozen books on computer science. Among his more noteworthy titles are Algorithms + Data Structures = Programs (1975), Algorithms & Data Structures (1986), Digital Circuit Design (1995), and Compiler Construction (1996).
In addition to the Turing Award, Wirth received an IEEE Computer Pioneer Award (1988) and an IBM Europe Science and Technology Prize (1988). He was elected to the Swiss Academy of Engineering (1992) and the U.S. National Academy of Engineering (1994).

№1. Составьте как можно больше (но не меньше двух) вопросов к прочитанной части текста.

№2. Найдите в тексте новые слова, переведите их при помощи словаря, и попытайтесь их объяснить по-английски.

№3 кратко изложите содержание и основную мысль прочитанной части текста.

3) переведите с русского на английский.

1. Перестань смеяться.
2. Она не согласилась на то, чтобы прийти сюда.
3. Он боялся пропустить свой поезд.
4. Надежда найти подходящую работу.
5. Эту книгу стоит почитать.
6. Он бросил курить.
7. Он привык жить с родителями.
8. Вместо того, чтобы учиться, он играл в футбол.
9. Я рассердилась на тебя за то, что ты не выполнеил домашнее задание.
10. Он ушел к себе, не попращавшись.
11. Я не вижу никакой необходимости, ходить на рабоиу каждый день.
12. Написав письмо, он отправил его по почте.
13. Убежав от грабителя, он позвонил в полицию.
14. На этот факультет не стоит поступать.
15. Я помню, что открыла окно, перед тем как начала жарить рыбу.
16. Он помнил, что покормил собаку, перед тем как пошел на работу.
17. Услышав новость, он растерялся.

4) Лексико-грамматические упражнения.

1. Раскройте скобки, употребляя герундий, где это необходимо.

1.Stop (talk).
2. When will you finish (translate) the text?
3. He gave up (play) football last year and took up (swim).
4. Continue (work).
5. Please, don't pay attention to me and keep on (write).
6. I started (play) the piano when I was four.
7. When will you began (think) about your studies?
8. Go on (read).

2. Образуйте герундий от глагола в скобках и переведите предложение.

1. Start … about pleasant things — and you'll be happy! (think)
2. Americans enjoy … houses and … to new places. (change/ move)
3. Would you like to go … in the sea? (sail)
4. Most people enjoy … in the sun. (lie)
5. I haven't had my lunch yet. Do you mind … outside for ten minutes? (wait)
6. John likes … at a high speed. (drive)
7. Stop … about your troubles. (worry)
8. Jack was proud of … the first prize for…. (get/ jump)
9. Helen was so angry that she left without… a word. (say)

3. бразуйте герундий от соответствующих глаголов и дополните диалог.

cook, sleep, spend, hike, talk

A What's the best way to relax?

B Well, I **love** … in the country. And you?

A Yeah, but I **dislike** … on a camp fire and **can't stand** … on the ground!

A Oh, where's your sense of adventure? And I bet you **hate** … a week without your mobile phone.

B That's true. I quite **like** … to people.

5) Чтение текста и выполнение лексико-грамматических заданий к нему

THE COMPUTING ERA

Nobody knows who built the first computer. Some people say that humans were the first computers. Human computers got bored doing the same math over and over again.

A cashier, for example, used to make change every day in her head or with a piece of paper. That took a lot of time and people made mistakes. So people made machines that did those same things over and over. The abacus, the slide rule, the astrolabe are amples of automated calculation machines. This part of computer history is called the "history of automated calculation."

At the end of the Middle Ages people in Europe thought math and engineering were more important. In 1623 Wilhelm Schickard made a mechanical calculator. Other Europeans made more calculators after him. They were not modern computers because they could only add, subtract, and multiply. Some people wanted to be able to tell their machine to do different things. For example, they wanted to tell the music box to play different music. One of the first examples of this was built by Hero of Alexandria (10—70 A.D.). He built a mechanical theater, which performed a play lasting 10 minutes and was operated by a complex system of ropes and drums. These ropes and drums were the language of the machine — they told what the machine did and when. Some people think that this is the first programmable machine.

In 1801 Joseph Marie Jacquard used punched paper cards to tell his textile loom what kind of pattern to weave. He could use punch cards to tell the loom what to do, and he could change the punch cards, which means he could program the loom to weave the pattern he wanted. This means the loom was programmable. This part of computer history is called the "history of programmable machines."

Modern computers were made when Charles Babbage had a bright idea. He wanted to make a machine that could do all the boring parts of mathematics, (like the automated calculators) and could be told to do them different ways (like the programmable machines). Charles Babbage was the first to make a design of a fully programmable mechanical computer. He called it the "the analytical engine." Because Babbage did not have enough money and always changed his design when he had a better idea, he never built his analytical engine.

As time went on, computers got more and more popular. Herman Hollerith figured out how to make a machine that would automatically add up information that the Census Bureau collected. The Computing Tabulating Recording Corporation (which later became IBM) made his machines. People were happy until their machines broke down, got jammed, and had to be repaired. This is when the Computing Tabulating Recording Corporation invented technical support.

Because of machines like this, new ways of talking to these machines were invented, and new types of machines were invented, and eventually the computer that we all know and love today was born.

Modern computers have changed very much. They are able to control traffic lights, cars, or locks. Most modern computers can be used to play music or video. The basic principle is still the same though: the computer has a set of rules, usually called an algorithm. Based on these rules it changes information.

1. Прочитайте текст.

2. Ответьте на вопросы к тексту.

1. What part of computer history is considered "the history of automated calculation"?
2. Give examples of the first automated calculation machines.
3. Why were they not like modern computers?
4. WTiat were the first programmable machines? Describe them.
5. When did the history of programmable machines come?
6. Who contributed to the appearance of a programmable mechanical computer?
7. What prevented people to be satisfied with the machine designed by H. Hollerith?

3. Сформулируйте и запишите 5 вопросов разного вида к тексту.

4. Найдите и выпишите предложение с глаголом в форме Present Simple.

5. Найдите и выпишите предложение с модальным глаголом.

6. Раскройте скобки, поставив глаголы в правильной форме.

7. Составьте краткий пересказ теста.

Тема 15. Apple VS Microsoft

1) Подробный пересказ текста «Mac® and PCs»

2) Переведите с русского на английский.

1. Я не могу найти письмо, которое было написано вчера.
2. Она проводит время, читая книги.
3. У нас в офисе появилось место для отдыха, где в обед собирается много курящих людей.
4. Так как было холодоно, мы решили пойти домой.
5. Вчера я познакомился с заикающимся мальчиком.
6. Сделав домашнее задание, Андрей пошел гулять с друзьями.
7. Друзья, подарившие мне на день рождения куртку, не ошиблись с размером.
8. Как ему всегда удается исчезнуть, избегая наказания за свои поступки?
9. Дети молчали, наблюдая за работающими художниками.
10. Разговаривая по телефону, босс прошел мимо, не обращая на меня внимания.

3) Лексико-грамматические упражнения.

1. Соотнесите две части предложения.

1. I don't mind	a. applying to smaller companies?
2. He forgot	b. can be hard work.
3. She would love	c. to tell the company he was getting married.
4. I can't afford	d. getting sacked.
5. He's afraid of	e. to get a good job as soon as you finish university.
6. It's difficult	f. travelling a lot for my work.
7. Why don't you try	g. to have more responsibility.

8. Being self-employed	h. to accept a lower salary.

2. *Выберите верный вариант ответа.*

1. I really enjoy learning/to learn new skills.
2. She regrets not going/not to go to university.
3. We find it easy training/ to train new employees.
4. I can't remember sending in/to send in the application form.
5. He's going to practice being/to be interviewed.
6. Did the company promise giving/to give you a permanent contract?
7. She's not very good at typing/to type.
8. Don't forget including/to include a letter with your CV.

3. Выберите верный вариант ответа.

1. The teacher allowed us _____ reference material while writing the report.
a) to use b) using c) use d) used
2. They expected the meeting _____ in a conference hall.
a) to hold b) to be held c) holding d) to be holding
3. I would rather _____ her the truth.
a) have told b) to tell c) telling d) tell
4. I don't mind _____ out. a) against eating b) eat c) eating d) to eat
5. I hope _____ Moscow State University.
a) for entering b) to enter c) of entering d) entering
6. Could you help me _____ the work as soon as possible?
a) finishing b) in finishing c) with finishing d) to finish
7. A passer-by asked me how _____ to the railway station.
a) can get b) get c) getting d) to get
8. The tourists expected the hotel _____ much better.
a) be b) being c) of being d) to be

4) Чтение текста и выполнение лексико-грамматических заданий к нему.

WHAT IS NEW MEDIA?

New media is a broad term that emerged in the later part of the 20th century to encompass the amalgamation of traditional media such as film, images, music, spoken and written word, with the interactive power of computer and communications technology, computer-enabled consumer devices, and most importantly the Internet. New media holds out a possibility of on-demand access to content any time, anywhere, on any digital device, as well as interactive user feedback, creative participation, and community formation around the media content. What distinguishes new media from traditional media is not the digitizing of media content into bits, but the dynamic life of the "new media" content and its interactive relationship with the media consumer. This dynamic life moves, breathes, and flows with pulsing excitement in real time.

Thus, a high-definition digital television broadcast of a film viewed on a digital plasma TV is still an example of traditional media, while an "analog" paper poster of a local rock band that contains a web address where fans gad find information and digital music downloads is an example of new media communication.

Most technologies described as "new media" are digital, often having characteristics of being manipulated, networkable, dense, compressible, in teractive, and impartial. Some examples may be the Internet, websites, computer multimedia, computer games, CD-ROMS, and DVDs.

New media is not television programs, feature films, magazines, books, or paper-based publications — unless they contain technologies that enable digital interactivity, such as graphic tags containing web-links.

History. In the 1960s connections between computing and radical art began to grow stronger. It was not until the 1980s that Alan Kay and his coworkers at Xerox PARC began to give the power of a personal computer to the individual, rather than have a big organization be in charge of this. "In the late 1980s and early 1990s, however, we seem to witness a different kind of parallel relationship between social changes and computer design."

Until the 1980s media relied primarily upon print and analog broadcast models, such as those of television and radio. The last twenty-five years have seen the rapid transformation into media which are predicated upon the use of digital computers, such as the Internet and computer games. However, these examples are only a small representation of new media. The use of digital computers has transformed the remaining "old" media, as suggested by the advent of digital television and online publications. Even traditional media forms such as the printing press have been transformed through the application of technologies such as image manipulation software like desktop publishing tools.

According to W. Russell Neuman, "We are witnessing the evolution of a universal interconnected network of audio, video, and electronic text communications that will blur the distinction between interpersonal and mass communication and between public and private communication." Neuman argues that new media will:
— alter the meaning of geographic distance;
— allow for a huge increase in the volume of communication;
— provide the possibility of increasing the speed of communication;
— provide opportunities for interactive communication;
— allow forms of communication that were previously separate to overlap and interconnect.

What is new media? The New Media Reader defines new media by using some simple and concise propositions:

New Media versus Cyberculture — Cyberculture is the study of various social phenomena that are associated with the Internet and network communications (blogs, online multi-player gaming), whereas new media is concerned more with cultural objects and paradigms (digital to analog television, i Phones).

New Media as Computer Technology Used as a Distribution Platform — new media are the cultural objects which use digital computer technology for distribution and exhibition, e.g. (at least for now) Internet, websites, computer multimedia, Blu-ray disks, etc. The problem with this is that the definition must be revised every few years. The term "new media" will not be "new" anymore, as most forms of culture will be distributed through computers.

New Media as Digital Data Controlled by Software — The language of new media is based on the assumption that, in fact, all cultural objects that re]y on digital representation and computer-based delivery do share a number of common qualities. New media is reduced to digital data that can be manipulated by software as any other data. Now media operations can create several versions of the same object. An example is an image stored as matrix data which can be manipulated and altered according to the additional algorithms implemented, such as color inversion, gray-scaling, sharpening, rasterizing, etc.

New Media as the Mix Between Existing Cultural Conventions and the Conventions of Software — new media today can be understood as the mix between older cultural conventions for data representation, access, and manipulation and newer conventions of data representation, access, and manipulation.

The "old" data are representations of visual reality and human experience, and the "new" data is numerical data.

Globalization and new media. The rise of new media has increased communication between people all over the world and the Internet. It has allowed people to express themselves

through blogs, websites, pictures, and other user-generated media. <u>Globalization shortens the distance between people all over the world by the electronic communication.</u>

New media have created virtual realities that are becoming extensions of the world we live in. With the creation of Second Life people have even more control over this virtual world where anything that a participant can think of in his mind can become a reality in Second Life.

New media changes continuously due to the fact that it is constantly modified and redefined by the interaction between the creative use of the masses, emerging technology, cultural changes, etc.

1. Ответьте на вопросы к тексту.

1. What do you understand by the term "new media"?
2. What distinguishes new media from traditional media?
3. Give examples of traditional media and new media communication.
4. What characteristics have most new media technologies got?
5. Can TV be called new media of communication and in what case?
6. What were the early media relied on?
7. What helped to transform the old media into new one?
8. How will new media change according to W. Neuman?
9. What can you say about new media versus cyberculture?
10. How is new media constantly changed?

2. Найдите в тексте английские эквиваленты следующих слов и выражений.

слияние традиционных средств информации с Интернетом;
потребительские приборы;
появившиеся благодаря компьютеру;
предлагать возможность;
доступ по требованию;
а также;
обратная связь пользователя;
творческое участие;
содержание средств информации;
цифровое телевещание;
художественные фильмы;
быть на попечении (отвечать за);
издания в компьютерной сети;
программированные средства управления построением изображений;
настольные издательские системы;
межличностные связи.

3. Проанализируйте подчеркнутые в тексте предложения. Определите временную форму и залог.

4. Соствьте краткий пересказ текста

Тема 16. Cloud technology.

1) Подробный пересказ текста «What is Cloud Computing and why does your small business need it?».

2) Чтение текста «по ролям».

WORKING METHODS OF A COMPUTER AND ITS ARCHITECTURE

(Часть 1) Working methods. Computers store data and the instructions telling them what to do with the data as numbers, because computers can do things with numbers very quickly. These data are stored as binary symbols (Is and Os). A 1 or a 0 symbol stored by a computer is called a bit, which comes from the words binary digit. Computers can use many bits together to represent instructions and the data that these instructions use. A list of these instructions is called a program and stored on the computer's hard disk. Computers use memory called "RAM" as a space to carry out the instructions and store data while it is doing these instructions. When the computer wants to store
the results of the instructions for later, it uses the hard disk.

(Часть 2) An operating system tells the computer how to understand what jobs it has to do, how to do these jobs, and how to tell people the results. It tells the electronics inside the computer, or "hardware," how to work to get the results it needs. This lets most computers have the same operating system, or list of orders to tell it how to talk to the user, while each computer can have its own computer programs or list of jobs to do what its user needs. WTien a user needs to use a computer for something different, the user can learn how to use a new program.

(Часть 3) The Internet. One of the most important jobs that computers do for people is helping with communication. Communication is how people share information. Computers have helped people move forward in science, medicine, business, and learning, because they let experts from anywhere in the world work with each other and share information. They also let other people communicate with each other, do their jobs almost anywhere, learn about almost anything, or share their opinions with each other. The Internet is the thing that lets people communicate between their computers.

(Часть 4)Main hardware. Computers come in different forms, but most of them have a common architecture. All computers have a CPU. All computers have some kind of data bus which lets them get inputs or output things to the environment. All computers have some form of memory. These are usually chips (integrated circuits) which can hold information. Many computers have some kind of sensors, which lets them get input from their environment. Many computers have some kind of display device, which lets them show output. They may also have other peripheral devices connected.

(Часть 5) A computer has several main parts. When comparing a computer to a human body, the CPU is like a brain. It does most of the "thinking" and tells the rest of the computer how to work. The CPU is on the motherboard, which is like the skeleton. It provides the basis for where the other parts go, and carries the nerves that connect them to each other and the CPU. The motherboard is connected to a power supply, which provides electricity to the entire computer.
The various drives (CD drive, floppy drive, and on many newer computers, USB drive) act like eyes, ears, and fingers, and allow the computer to read different types of storage, in the same way that a human can read different types of books. The hard drive is like a human's memory, and keeps track of all the data stored on the computer. Most computers have a sound card or another method of making sound, which is like vocal cords, or a voice box. Connected to the sound card are speakers, which are Uke a mouth, and are where the sound comes out. Computers might also have a graphics card, which helps the computer to create visual effects, such as 3D environments, or more realistic colors.

(Часть 6) Software development. Software development (also known as software, application development; software design, software engineering) is the development of a software product in a planned and structured process. This software could be produced for a variety of purposes — the three most common purposes are: to meet specific needs of a specific client/business, to meet a perceived need of some set of potential users, or for personal use.

The term software development is often used to refer to the activity of computer programming, which is the process of writing and maintaining the source code, whereas the broader sense of the term includes all that is involved between the conception of the desired software through to the final manifestation of the software. Therefore, software development may include research, new development, modification, reuse, re-engineering, maintenance, or any other activities that result in software products.

№1. Составьте как можно больше (но не меньше двух) вопросов к прочитанной части текста.

№2. Найдите в тексте новые слова, переведите их при помощи словаря, и попытайтесь их объяснить по-английски.

№3 кратко изложите содержание и основную мысль прочитанной части текста.

3) Переводите с русского на английский.

1. Я не смотрю телевизор. Выключи, пожалуйста.
2. Не оплачивайте покупку сразу!
3. Не шумите после 10 часов вечера!
4. Прекратите это безобразие!
5. Поспешим. Мы опаздываем.
6. Пойдем!
7. Позвольте мне войти.
8. Дайте подумать
9. Разрешите мне сделать это самому.
10. Не разрешайте ему здесь курить!

5) Лексико-грамматические упражнения.

1. Составьте из слов предложения.

1.Pass, please, the, me, salt
2.Switch off, the, a book, and read, TV
3.English, speak, please, in class
4.To ask, put, your hand up, a, question
5.Sweets, don't, at school, eat

2. Поставьте глагол в отрицательную форму повелительного наклонения.

1. Look at him.
2. Smoke in this room.
3. Close your books.
4. Open the window.
5. Read this letter.
6. Translate this text.

3. Выберите верный вариант ответа.

1. Don't write to (he, him).
2. I see (she, her) in the classroom
3. He speaks English to (we, us) and (we, us) speak English to (he, him).
4. Thank (they, them).
5. They write to (we, us), and we write to (they, them).

6. Answer (they, them).

6) Чтение текста и выполнение лексико-грамматических задании к нему.

A NOTEBOOK OR A MODERN LAPTOP

A notebook is considered to be a personal computer designed for mobile use that is small and light enough for a person to rest on their lap. A laptop integrates most of the typical components of a desktop computer, including a display, a keyboard, a pointing device (a touchpad, also known as a trackpad, and/or a pointing stick), and speakers into a single unit. A laptop is powered by mains electricity via an AC adapter, and can be used away from an outlet using a rechargeable battery. *A laptop battery in new condition typically stores enough energy to run the laptop for three to five hours, depending on the computer usage, configuration, and power management settings.* The laptop being plugged into the mains, the battery charges, whether or not the computer is running.

Modern laptops weigh 1.4 to 5.4 kg. Most laptops are designed in the flip form factor to protect the screen and the keyboard when closed. Modern tablet laptops have a complex joint between the keyboard housing and the display permitting the display panel to swivel and then lie flat on the keyboard housing.

Portable computers, originally monochrome CRT-based and developing into the modern laptop, were originally used mostly for specialized field applications such as the military, accountants, and sales representatives. Portable computers becoming smaller, lighter, and cheaper, and screens becoming larger and of better quality, laptops found very wide application for all purposes.

1. Прочитайте текст.
2. Составьте 5 вопросов к тексту.
3. Сформулируйте основную мысль текста (2-3 предложения).
4. Выполните грамматический анализ подчеркнутых предложений.Определите временную форму сказуемого и залог.
5. Используя лексику текста, составьте 3 предложения в повелительном наклонении.

7) Краткий пересказ текста «A notebook or a modern Laptop».

Тема 17. Concept of a computer drawing.

1) Подробный пересказ текста «Basic concepts of a raster drawing».

2) Чтение текста и выполнение лексико-грамматических заданий к нему.

ELECTRONIC NEWSPAPERS: WILL THEY BE HERE SOON?

Economic realities are pushing the nation's dailies to the edge of a new era: delivery of written news to customers on their home screen. Confronted with a technological revolution that threatens their survival, American newspapers are joining the electronic age instead of fighting it.

Some are already experimenting with transmission of stories electronically into homes for reading on television screens. Many big newspapers are buying into cable television companies as a step toward electronic publishing. At the same time newspapers are putting more emphasis on the quality of their writing and reporting to gain new readers and keep those they already have. Behind those developments are hard and increasingly important facts. During the 1970s total daily newspapers' circulation in the US hovered around the 60 million marks despite an 11 per cent rise in the nation's population and a 22 per cent increase in the number of households. The proportion

of people who read a paper daily dropped from 69% to 57%. Afternoon newspapers would hardly compete with the television network evening program.

Growing number of publishers see electronic technology as a possible answer to these problems. They fear that if they don't go down that road the others will. The new technology is bringing all media into a common arena. The distinction that separated newspapers from magazines, that made television different from newspapers is now blurring.

Nobody knows for sure how rapidly electronic publishing will become a part of everyday journalism. Already some newspapers are leasing cable channels on which subscribers are able to read reports from various wire services, local news rewritten for viewing on a screen, weather and even advertising. Many people see a wholesale shift from print to electronics as still decades away. They cite cost factors and also argue that reading words on a screen is a much less efficient way than print to absorb large amounts of information.

For these reasons, some analysts believe electronic publishing will develop slowly, with most papers limiting themselves to transmission of stock tables, motion pictures listings, sport results, headlines, classified ads and similar materials. All these are relatively easy to read on screen and can be continuously updated.

Even such limited transmission would lead to shrinkage in the size of the daily newspaper subscribers. Therefore publishers are taking steps to make dailies more competitive with television's attractions by improving content and making new use of print technology.

1. Ответьте на вопросы к тексту:
1. In spite of the 11% rise in population and 22% increase in household the proportion of the newspaper readers is dropping. Why?
2. Why did many publishers consider electronic technology to be a possible answer to the problem of newspaper survival? Give your reasons.
3. Reading words on a screen is less efficient than absorbing printed information. Do you agree?

2. Найдите в тексте эквиваленты следующих слов и выражений:

завоевать читателей;
удерживать читателей;
ограничиваться;
репертуар кинотеатров;
сокращение;
таблицы курсов акций;
телеграфное агентство;

3) Чтение текста «по ролям».

THE BRAIN* - THE MOST POWERFUL COMPUTER IN THE UNIVERSE!

Man has a lot to learn about the most powerful and complex part of the body - the brain.

In the ancient times people did not think that the brain was the centre of mental activity. Aristotle, the philosopher of ancient Greece, thought that the mind was based in the heart. It was not until the 18th century when people realized that the brain was involved in the working of the mind.

During the 19th century scientists found out that when certain parts of the brain were damaged men lost ability to do certain things. It indicated that each part of brain controlled a

different activity. But modern research holds that it is not easy to say what each part of the brain does.

In the past 50 years chemists and biologists have found that the way the brain works is far more complicated than they had thought. E.g.**, over 100.000 chemical reactions take place in the brain every second. The more scientists know, the more questions they are unable to answer.

Earlier scientists thought that during lifetime the power of brain decreased. But present day researchers have another opinion. As long as the brain is given plenty of exercise it keeps its power.

Some people believe that we use only 1% of our brain full potential. But the only limit on the power of the brain is the limit of what we think is possible. This might happen due to the way we are taught. When we first start learning we are told, for instance, to remember certain facts. Still, we are not explained how our memory works and how to make the best use of it.

Currently, many discoveries have been made about the universe - the outside world. And we must also look into the universe which is inside us - the human brain.

4) Краткий пересказ текста «Concept of color model».

5) Лексико-грамматические упражнения.

В*ставьте пропущенные предлоги, где это необходимо.*

1. The growth ... output... person rather than the growth ... total output is ... greater importance ... an economy.
2. The companies selling consumer goods recognize the importance ... consumer preferences; they spend over $40 billion ... a year ... the US ... advertising trying to direct consumer preferences ... their own products.
3. An increase or a decrease ... total revenue may follow ... a price rise and a decrease ... the quantity produced accompanying it. The effect depends ... which change is larger - the change ... price or the change ... the quantity produced.
4. After a particular market is defined ... terms ... its product and its geographic area, the economist can study the workings ... demand and supply ... that particular market.
5. As the price ... a good increases, consumers can buy less ... all goods, including ... the good whose price has risen.
6. Opportunity costs and amounts paid ... all resources are included ... total costs.
7. The output... beer... Russia's largest beer maker, Baltika Brewery, grew... 30 percent... 1999 ... the previous year.

6) Подробный пересказ текста «Modern graphic software».

2.2 Критерии оценки качества освоения дисциплины

Качество освоения дисциплины оценивается по степени успешности ответов на прктических занятиях, качества выполнения самостоятельной работы и результатов прохождения тестирования.

Критерии оценивания пересказа и реферирования текста.
Оценка ***«Отлично»*** ставится, если учащийся полностью понял текст, полно и точно передаёт содержание текста, высказывание логично, использованы средства логической связи, использованы разнообразные лексические и грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку. Грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи. Наличие выводов и заключения

Оценка «*Хорошо*» ставится, если учащийся полностью понял текст, полно и точно передаёт содержание текста, высказывание логично, использованы средства логической связи, использованы разнообразные лексические и грамматические конструкции в соответствии с поставленной задачей и требованиям программы обучения. Допущены незначительные грамматические или лексические ошибки, которые не препятствуют решению коммуникативной задачи. Наличие выводов и заключения.

Оценка «*Удовлетворительно*» ставится, если учащийся понял основную тему текста, содержание текста передано частично или нарушена логичность высказывания. Допущено умеренное количество лексических и грамматических ошибок. Коммуникативная задача решена, но выводы и заключение отсутствуют.

Оценка «*Неудовлетворительно*» ставится, если учащийся неверно понял основную тему текста. Высказывание нелогично. Допущено большое количество лексических и грамматических ошибок. Коммуникативная задача не решена.

Критерии оценивания монологического высказывания устного и письменного (презентация проекта (исследования, проект с поском информации, групповой проект, ответа на вопрос по теме, письма)

Оценка «*Отлично*» ставится, если в выступлении соблюден объем высказывания. Высказывание соответствует теме; отражены все аспекты, указанные в задании, стиль речи соответствует типу задания, приведена достаточная аргументация Проявляется речевая инициатива для решения поставленных коммуникативных задач. Лексика адекватна поставленной задаче и требованиям данного года обучения языку. Использованы разные грамматические конструкций в соответствии с задачей и требованиям данного года обучения языку. Редкие грамматические или лексические ошибки не мешают коммуникации.

Оценка «*Хорошо*» ставится, если объем высказывания неполный. Высказывание соответствует теме, но не отражены некоторые аспекты, указанные в задании, стиль речи соответствует типу задания, неполная аргументация. Лексика адекватна поставленной задаче и требованиям данного года обучения языку. Использованы разные грамматические конструкций в соответствии с задачей и требованиям данного года обучения языку. Лексические и грамматические ошибки не мешают коммуникации.

Оценка «*Удовлетворительно*» ставится, если объем высказывания недостаточен или не в полной мере соответствует теме. В выступлении не отражены некоторые аспекты, указанные в задании, стиль речи не соответствует типу задания, приведена недостаточная аргументация. Учащийся допускает большое количество грубых лексических и грамматических ошибок.

Оценка «*Неудовлетворительно*» ставится, если учащийся не понял смысла задания. Нарушены логика выступления. Допущено большое количество грубых лексических и грамматических ошибок. Коммуникативная задача не решена

Критерии оценки тестовых заданий, лексико-грамматических упражнений, лексико-грамматических заданий к тексту, лексического диктанта, заданий по переводу, выполняемых студентами:

«Отлично»	Выполнение более 90% задания
«Хорошо»	Выполнение от 65% до 90% заданий
«Удовлетворительно»	Выполнение более 50% заданий
«Неудовлетворительно»	Выполнение менее 50% заданий

3. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ДИСЦИПЛИНЕ

3.1 Теоретические вопросы и практические задания для проведения зачета и экзамена

Вопросы для подготовки к зачету

Теоретические вопросы для подготовки к зачету I

1.Порядок слов в простом повествовательном предложении.
2. Порядок слов в вопросительном предложении.
3. Виды вопросов в английском языке (краткая характеристика).
4. Особенности употребления глаголов to be и to have в английском языке.
5. Стратегии чтения иностранного текста. Просмотровое чтение и поисковое чтение.
6. Особенности употребления артикля. Определённый артикль, неопределённый артикль, нулевой артикль
7. Времена системы Simple в действительном залоге. Особенности образования и случаи употребления.
8. Времена системы Simple в страдательном залоге. Особенности образования и случаи употребления.

Теоретические вопросы для подготовки к зачету II

1 Времена системы Continuous в действительном залоге. Особенности образования и случаи употребления.
2. Времена системы Continuous в страдательном залоге. Особенности образования и случаи употребления.
3. Имя прилагательное. Особенности употребления имени прилагательного в английском языке.
4.Степени сравнения имён прилагательных.
5. Употребление Perfect в действительном залоге. Особенности образования и случаи употребления.
6. Употребление Perfect Continuous в действительном залоге. Особенности согласования времён
7. Особенности согласования времен.
8. Времена Past Perfect и Past Perfect Continuous. Особенности образования и случаи употребления
9. Имя прилагательное. Степени сравнения имён прилагательных.
10. Времена Future Perfect и Future Perfect Continuous. Особенности образования и случаи употребления
11. Времена Present Perfect Passive, Past Perfeckt Passive, Future Perfect Passive . Особенности образования и случаи употребления.

Теоретические вопросы для подготовки к зачету III

1. Конструкции there is/there are особенности употребления.
2. Конструкции to be going to do something, to be about to do something. Случаи употребления.
3. Модальные глаголы. Случаи употребления модальных глаголов. Различия в значении модальных глаголов.
4. Сослагательное наклонение. Особенности образование и употребления.
5. Герундий. Герундий в роли прямого дополнения.
6. Герундий в роли обстоятельства.
7. Гурундий в роли определения.
8. Герундий и инфинитив.

Теоретические вопросы для подготовки к экзамену.

1.Порядок слов в простом повествовательном предложении.

2. Порядок слов в вопросительном предложении.

3. Виды вопросов в английском языке (краткая характеристика).

4. Особенности употребления глаголов to be и to have в английском языке.

5. Стратегии чтения иностранного текста. Просмотровое чтение и поисковое чтение.

6. Особенности употребления артикля. Определённый артикль, неопределённый артикль, нулевой артикль

7. Времена системы Simple в действительном залоге. Особенности образования и случаи употребления.

8. Времена системы Simple в страдательном залоге. Особенности образования и случаи употребления.

9. Имя существительное в английском языке. Исчисляемые и неисчисляемые существительные.

10. Употребление времен Present Perfect Passive, Past Perfeckt Passive, Future Perfect Passive Особенности образования и случаи употребления

11. Конструкции в английском языке: There is/there are, to be going to do something, to be about to do something. Случаи употребления.

12. Модальные глаголы. Случаи употребления модальных глаголов. Различия в значении модальных глаголов.

13. Сослагательное наклонение. Особенности образование и употребления.

14. Герундий.

15. Причастие. Виды причастий.

16. Повелительное наклонение. Образование и употребление.

17. Предлоги. Основные значения предлогов. Дополнительные значения предлогов

Практические вопросы к экзамену
Задание 1 к тексту:
1. Сформулируйте и запишите 5 вопросов разного вида к тексту.
2. Найдите в тексте и выпишите предложение с модальным глаголом
3. Найдите в тексте и выпишите эквиваленты следующих слов:

сканировать, растровая графика, векторная графика, технологии, компьютерная графика, математический язык, включать в себя.

4. Найдите в тексте и выпишите Предложение с герундием в роли определения.
5. Найдите в тексте и выпишите предложение со сказуемым в роли Present Passive.
6. Сформулируйте основную мысль текста. (2-3 предл)
7. Используя лексику текста, составьте и запишите 3 предложение в сослагательном наклонении (разных условий)
8. Используя лексику текста, составьте и запишите 3 предложения в повелительном наклонении.
9. Найдите в тексте и выпишите прилагательное. Образуте от него сравнительную и превосходную степени.
10. Ответьте на вопросы к тексту:

1. What does computer graphics system consist of?
2. What a graphics software package is?
3. How do electrons influence the formation of images on a graphic display screen?
4. What devices help users to receive needed images on a display screen?
5. What are two methods to store and process pictures in a computer memory

Задание 2 к тексту: **выполните подробный пересказ текста**

Текст.

COMPUTERS GRAPHICS

Computer graphics means the use of computers to produce pictorial images. The images produced can be printed documents or animated motion pictures, but the term computer graphics refers particularly to images displayed on a monitor. Monitor can display graphics as well as alphanumeric data. A computer-graphics system basically consists of a computer to store and manipulate images, a monitor, various input and output devices, and a graphics software package - i.e., a program that enables a computer to process graphic images by means of mathematical language.

A computer displays images on the phosphor-coated surface of a graphics display screen by means of an electron beam that sweeps the screen many times each second. Those portions of the screen energized by the beam emit light, and changes in the intensity of the beam determine their brightness and hue. The brightness of the resulting image fades quickly, however, and must be continuously "refreshed" by the beam, typically 85 times per second.

Graphics programs enable a user to draw, color, shade, and manipulate an image on a display screen with the use of a mouse, a pressure-sensitive tablet, or a light pen. Preexisting images on paper can be scanned into the computer through the use of scanners, digitizers, pattern-recognition devices, or digital cameras. Frames of images on videotape also can be entered into a computer. Various output devices have been developed as well; special programs send digital data from the computer's memory to film recorder, which records the image sequence on video film. The computer can also generate hard copy by means of plotters and laser or dot-matrix printers.

Pictures are stored and processed in a computer's memory by either of two methods: raster graphics and vector graphics. Raster-type graphics maintain an image as a matrix of independently controlled dots, while vector graphics maintain it as a collection of points, lines, and arcs. Raster graphics are now the dominant computer graphics technology.

Raster graphics create uniform colored areas and distinct patterns and allow precise manipulation. Raster graphics emerged in the early 1970s and had largely displaced vector systems by the 90s.

Vector-graphics technology was developed in the mid-1960s and had been widely used until it was supplanted by raster graphics. Its application is now largely restricted to highly linear work in computer-aided design and architectural drafting, and even this is performed on raster-type screen with the vector-type screens with the vectors converted into dots.

Computer graphics has found widespread use in printing, product design and manufacturing, scientific research, and entertainment since 1960s.

3.2 Показатели, критерии и шкала оценивания ответов на зачете / экзамене

Зачет	
Оценка «зачтено»	**Оценка «не зачтено»**
Студент показывает знание основного учебного материала в объеме, необходимом для продолжения обучения. Справляется с выполнением практических заданий, предусмотренных программой, существующие погрешности не	Ответ студента обнаруживает существенные пробелы в знании основного учебного материала, ответ носит отрывочный, поверхностный характер, студент не справляется с выполнением практических заданий, предусмотренных программой обучения,

существенны и не препятствуют решению коммуникативной задачи	допускает существенные грамматические и лексические ошибки; коммуникативная задача не решена

Экзамен				
Критерии / Баллы	**Оценка «5»**	**Оценка «4»**	**Оценка «3»**	**Оценка «2»**
Знание основных лексических единиц) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	учащийся полностью понимает текст, полно и точно передаёт содержание текста, высказывание логично, использованы средства логической связи, использованы разнообразные лексические и грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку. Грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи. Учащийся высказывает свою точку зрения на проблему. Наличие выводов и заключения.	учащийся полностью понимает текст, полно и точно передаёт содержание текста, высказывание логично, использованы средства логической связи, использованы разнообразные лексические и грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку. Допущены незначительные грамматические или лексические ошибки, которые не препятствуют решению коммуникативной задачи. Точка зрения учащегося на проблему не изложена, но сделаны выводы и заключение	учащийся понимает основную тему текста, содержание текста передано частично или нарушена логичность высказывания. Допущено умеренное количество лексических и грамматических ошибок. Коммуникативная задача решена, но выводы и заключение и описание точки зрения учащегося на проблему отсутствуют.	учащийся неверно понял основную тему текста. Высказывание нелогично. Допущено большое количество лексических и грамматических ошибок. Коммуникативная задача не решена.
общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;	Высказывание соответствует теме; отражены все аспекты, указанные в задании, стиль речи соответствует типу задания, приведена достаточная аргументация. Проявляется	Высказывание соответствует теме, но не отражены некоторые аспекты, указанные в задании, стиль речи соответствует типу задания, неполная аргументация.	объем высказывания недостаточен или не в полной мере соответствует теме. В выступлении не отражены некоторые аспекты, указанные в задании, стиль	учащийся не понял смысла задания. Нарушены логика выступления. Допущено большое количество грубых лексических и грамматических ошибок.

речевая инициатива для решения поставленных коммуникативных задач. Лексика адекватна поставленной задаче и требованиям данного года обучения языку. Использованы разные грамматические конструкций в соответствии с задачей и требованиям данного года обучения языку. Редкие грамматические или лексические ошибки не мешают коммуникации	Лексика адекватна поставленной задаче и требованиям данного года обучения языку. Использованы разные грамматические конструкций в соответствии с задачей и требованиям данного года обучения языку. Лексические и грамматические ошибки не мешают коммуникации.	речи не соответствует типу задания, приведена недостаточная аргументация. Учащийся допускает большое количество грубых лексических и грамматических ошибок.	Коммуникативная задача не решена