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

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Председатель цикловой комиссии
_____Сердюкова Н.А.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ
по выполнению практических работ
по дисциплине
**ОГСЭ.03 «ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ
ДЕЯТЕЛЬНОСТИ»**

по специальности
09.02.06 Сетевое и системное администрирование

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Белгород 2020 г.

Содержание

Пояснительная записка

Дисциплина ОГСЭ.03 «Иностранный язык в профессиональной деятельности» является дисциплиной, в процессе изучения которой обучающиеся должны приобрести определенные знания. Наряду с изучением теоретического материала по дисциплине большое внимание должно быть уделено практическим занятиям. Последние представляют собой весьма важную часть в общем объеме дисциплины.

Данные методические рекомендации составлены на основе рабочей программы ОГСЭ.03 «Иностранный язык в профессиональной деятельности» по специальности 09.02.06 «Сетевое и системное администрирование»в соответствии с обязательной нагрузкой в количестве 168 часов.

В результате освоения учебной дисциплины обучающийся должен уметь:

- общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;

- переводить (со словарем) иностранные тексты профессиональной направленности;

- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

В результате освоения учебной дисциплины обучающийся должен знать:

- лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;

В процессе освоения учебной дисциплины у обучающихся должны быть сформированы общие компетенции:

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

ОК 04. Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.

ОК 06. Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей.

ОК 10. Пользоваться профессиональной документацией на государственном и иностранном языках

Данные методические рекомендации призваны помочь обучающимся в овладении всеми видами речевой деятельности в соответствии с требованиями программы.

Целью данных методических указаний является углубление языковых знаний, формирование навыков анализа языковых средств, расширение словарного запаса, углубление и расширение знаний и навыков употребления грамматических явлений и формирование у обучающихся речевой, языковой и коммуникативной компетенции, уровень развития которой позволяет использовать иностранный язык, как инструмент межкультурного общения, так и для целей самообразования.

2. Общие методические рекомендации по выполнению практических заданий
2.1 Подготовка к выполнению практического задания

Для выполнения практических заданий обучающийся должен руководствоваться следующими положениями:

1. Внимательно ознакомиться с описанием соответствующей практической работы и установить, в чем состоит основная цель и задача этой работы;

2. По лекционному курсу и соответствующим литературным источникам изучить теоретическую часть, относящуюся к данной работе.

Успешное выполнение практических заданий может быть достигнуто в том случае, если обучаемый представляет себе цель выполнения практической работы, поэтому важным условием является тщательная подготовка к работе.

2.2 Оформление практического задания

Оформление практического задания является важнейшим этапом выполнения. Каждую работу обучающиеся выполняют, руководствуясь следующими положениями:

1. На новой странице тетради указать название и порядковый номер практической работы, а также кратко сформулировать цель работы;

2. Записать при необходимости план решения заданий;

3. Схемы и графики вычертить с помощью карандаша и линейки с соблюдением принятых стандартных условных обозначений;

4. После проведения практических занятий обучающиеся должны составить отчет о проделанной работе. Практическая работа должна быть написана разборчивым подчерком и выполнена в тетради с полями для проверки работы преподавателем. Итогом выполнения является устная защита работы, по вопросам, которые прописаны в конце каждой работы.

Тематическое планирование
2 курс

№п/п	Тема	Кол-во часов
Раздел 1	**Вводно-коррективный курс**	**32**
Тема 1.1	Система образования в России и за рубежом.Число существительных; притяжательный падеж существительных	8
Тема 1.2	Различные видыискусств. Мое хобби.Степени сравнения прилагательных	6
Тема 1.3	Здоровье и спорт. Числительные; обозначение времени, обозначение дат.	8
Тема 1.4	Путешествие.Поездка за границу.Личные, притяжательные местоимения, указательные местоимения; возвратные местоимения вопросительные местоимения; неопределенные местоимения.	6
	Контрольная работа	**2**
	Итоговое занятие	**2**
Раздел 2	**Научные достижения и профессия**	**44**
Тема 2.1	Современные области науки. Наука и научные достижения. ВременагруппыSimple; оборотthereis/ thereare	8
Тема 2.2	В мире профессий. Моя будущая профессия.Оборот there is/ there are;временагруппы Simple	8
Тема 2.3	Подготовка к трудоустройству. Времена группы Progressive	8
Тема 2.4	Правила телефонных переговоров. Наречия some, any, no, every и их производные. Времена группы Progressive.	8
Тема 2.5	Официальная и неофициальная переписка. Времена группы Progressive.	8
	Контрольная работа	**2**
	Итоговое занятие	**2**

Тематическое планирование
3 курс

Раздел 3	**Введение в специальность**	**26**
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Тема 3.2	Компьютерная грамотность. Страдательный залог в настоящем времени.	4
Тема 3.3	Что такое компьютер?Страдательный залог в прошедшем времени.	4
Тема 3.4.	Аппаратное обеспечение. Страдательный залог в прошедшем времени.	4
Тема 3.5.	Программное обеспечение. Страдательный залог времен Progressive	4
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	Итоговое занятие	**2**
Раздел 4	**Компьютер как средство обработки и передачи данных**	**26**
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Тема 4.2	Применение персональных компьютеров. Инфинитив.	6
Тема 4.3	Языки программирования. Инфинитив страдательного залога	6
Тема 4.4	Обработки данных компьютером. Инфинитив. Страдательный залог.	4
	Контрольная работа	**2**
	Итоговое занятие	**2**

Тематическое планирование

4 курс

Раздел 5	**Информационные технологии**	**30**
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Тема 5.3	Компоненты интернета. Причастие II	6
Тема 5.4	Всемирная паутина.Причастие II.	8
	Контрольная работа	**2**
	Итоговое занятие	**2**
Раздел 6	**Информационная безопасность**	**10**
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Тема 6.2	Шифрование и криптография	4
	Дифференцированный зачет	**2**

4. Содержание практических занятий
2 КУРС 3 СЕМЕСТР

Практическая работа №1

Тема: **The education system in Russia and abroad. Система образования в России и за рубежом.**

Цель:Введение и употребление известной и новой лексики.

- активизировать употребление изученной лексики

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Прочитать текст**BritischSchool**, выписать выделенные слова, перевести.

All British children must **stay at school** from the age of 5 until they are 16. Many of them stay longer and **take final examination** when they are 17 or 18. Before 1965 all children had **to go through special intelligence tests**. There were different types of state **secondary schools** and at the age of 11 children went to different **schools in accordance of with the results of the tests**.

State schools are divided into the following types:

- **Grammar schools**. Children who go to grammar schools are usually those who **show a preference for academic subjects**, although many grammar schools now also have some **technical courses**.

- **Technical schools**. Some children go to technical schools. Most courses there are either **commercial** or technical.

- **Modern schools**. Boys and girls who are interested in working with there hands and learning in a practical way can go to a technical schools and learn some **trade**.

- **Comprehensive schools**. These schools usually combine all types of secondary education. They have physic, chemistry, biology **laboratories, machine workshops for metal and woodwork** and also geography, history and art departments, commercial and **domestic courses**.

There are also many schools which the State doesnt control. They are **private schools**. They **charge fees for educating** children and many of them are **boarding schools**, at which pupils live during the **term** time.

After leaving school many young people go to **colleges or further education**. Those who become students at **Colleges of Technology** (called "Techs") come from different schools at different ages between 15 and 17. The **lectures** at such colleges, each an hour long, start at 8,15 and end at 4,45 in the afternoon.

Практическаяработа № 2

Тема: **The education system in Russia and abroad. Система образования в России и за рубежом.**

Цель:систематизировать знания учащихся по теме «Образование»;

- развивать навыки работы с текстовыми заданиями;

- совершенствовать навыки практического владения английским языком по видам речевой деятельности (говорение, аудирование, письмо);

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Перевести текст**BritischSchool,** выполнить упражнения

All British children must **stay at school** from the age of 5 until they are 16. Many of them stay longer and **take final examination** when they are 17 or 18. Before 1965 all children had **to go through special intelligence tests**. There were different types of state **secondary schools** and at the age of 11 children went to different **schools in accordance of with the results of the tests**.

State schools are divided into the following types:

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- **Comprehensive schools**. These schools usually combine all types of secondary education. They have physic, chemistry, biology **laboratories, machine workshops for metal and woodwork** and also geography, history and art departments, commercial and **domestic courses**.

There are also many schools which the State doesnt control. They are **private schools**. They **charge fees for educating** children and many of them are **boarding schools**, at which pupils live during the **term** time.

After leaving school many young people go to **colleges or further education**. Those who become students at **Colleges of Technology** (called "Techs") come from different schools at different ages between 15 and 17. The **lectures** at such colleges, each an hour long, start at 8,15 and end at 4,45 in the afternoon.

Упр.1 Ответьтенавопросы
1. At what ages must British children stay at school?
2. What groups is state schools divided into?
3. What is a private school?
4. What do many young people do after leaving school?
Упр. 2 Переведите на английский язык
Translate into English:
1. Британские дети должны учиться в школе с 5 до 16 лет.
2. Учащиеся государственных школ сдавали экзамены на уровень интеллектуального развития и шли в среднюю школу в соответствии с его результатами.
3. В «грамматических» школах учились дети, которые обнаруживали склонность к академическим предметам.
4. «Технические» школы предлагают (offer) коммерческие или технические курсы.
5. В «современных» школах дети получали профессию.
6. В общеобразовательных школах сочетаются все виды образования.
7. Государство не контролирует частные школы.
8. Обычные частные школы и частные школы-интернаты берут плату за обучение.
9. После школы молодые люди могут поступать в колледжи дальнейшего образования.

Практическаяработа № 3

Тема: The education system in Russia and abroad. Система образования в России и за рубежом.
Цель: систематизировать знания учащихся по теме «Образование»;

- развивать навыки работы с текстовыми заданиями;

- совершенствовать навыки практического владения английским языком по видам речевой деятельности (говорение, аудирование, письмо);

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание 1. Прочитать и перевести текст

EducationinRussia

Citizens of Russia have the right to education which is guaranteed by the Constitution and ensured by the broad development of compulsory secondary education, vocational, specialized secondary and higher education, by the development of correspondence and evening courses, by the provisions of state scholarships, grants and privileges for students.

In Russia there is a nine-year compulsory education, but to enter a university one has to study two years more. School starts at the age of 6 or 7 for Russian children. At school pupils study academic subjects, such as Russian, Literature, Mathematics, History, Biology, foreign languages and others.

After finishing secondary school, lyceum or gymnasium one can go on to higher education. Entrance competitive examinations are held in July and August.

Higher educational institutions are headed by Rectors. Prorectors are in charge of the academic and scientific work. Higher educational institutions train undergraduates and graduate students in one or several specializations. The faculties are headed by the Deans.

Institutions of higher education include: technical training schools, teachers training colleges, universities which offer master's and doctoral degrees programs. The faculties have specialized councils for conferring advanced academic degrees.

University education in Great Britain

There are about 90 universities in Britain. Oxford and Cambridge, the oldest universities are world-known for their academic excellence. The University of London has the size and breadth to rank among the UK's top universities.

A university usually consists of colleges. The departments of the colleges are organized into faculties.

An undergraduate program consists of a series of lectures, seminars, tutorials and laboratory classes which in total account for about 15 hours per week.

Lectures are given to large groups of students (from 20 to 200). Seminars and tutorials are much smaller than lecture classes and in some departments can be on a one-to-one basis (one member of staff and one student). Following a particular program students take series of lecture courses which may last one academic term or the whole year.

Students prepare work in advance for seminars and tutorials. And this can take the form of researching a topic for discussion by writing essays or by solving problems. Lectures, seminars and tutorials are all one hour in length, laboratory classes last two or three hours.

The academic year is divided into three terms. Formal teaching takes place in the first two terms which last for twenty four weeks in total. The third term is reserved for classes and examinations and lasts for six weeks.

University degree courses extend from three to four years. After three years of study a university graduate will leave with the Degree of Bachelor of Arts or Science. He can continue to take his Master's Degree and then the Doctor's.

Notes:

well-qualified – квалифицированный
curriculum – учебныйплан
compulsory – обязательный
competitive – конкурсный
extramural – заочный
scholarship – стипендия
graduate student – аспирант

tutorials – практическиезанятия

term – семестр

Degree of Bachelor of Arts or Science – степеньбакалаврагуманитарныхилиестественныхнаук

essay – письменная работа

staff – штат преподавателей (персонал)

academic year – учебный год

degree course – курс, ведущий к получению степени

Задание 2. Законспектировать правило образования мн.ч. существительных.

Образование множественного числа существительных

1). Форма множественного числа существительных обычно образуется путём прибавления окончания –s к основе единственного числа.

Пример: girl - girls   pen - pens   bike – bikes

2). Когда основа слова заканчивается на шипящие: - s, – ss, – x, – z, - sh, - ch, -tch и гласную – o, то прибавляется окончание – es

Пример: box- boxes   pitch- pitches   class- classes

Но! : pianos, photos, cuckoos, videos, zoos, zeros

3). Некоторые существительные в английском языке образуют форму множественного числа, изменяя корневые гласные.

Пример: man – men
                woman- women
                foot – feet
                tooth- teeth
                goose- geese
                mouse- mice
                louse- lice
                ox- oxen
                child- children

4). Заимствования из латинского и греческого языков сохраняют свои формы множественного числа.

Пример: datum- data   formula- formulae   index- indices

5). У некоторых имён существительных формы множественного и единственного числа одинаковые.

Пример: sheep- sheep   deer- deer   fish- fish

Правила написания.

Существует несколько правил по написанию множественного числа существительных в английском языке:

1)   Если существительное в единственном числе оканчивается на – f или - fe, то во множественном числе окончание будет- ve:

Пример: leaf- leaves   life- lives   wife-wives

Но! Существуют такие существительные, у которых такие изменения могут не происходят:

Scarf- scarfs -scarves

Wharf- wharfs- wharves

Chief- chiefs

Roof- roofs

2)   Если у существительного перед - y стоит гласная, изменения не происходят:

Пример: play- plays   day-days   key-keys

3)   Если существительное во единственном числе оканчивается на согласную и – y, то –y меняется на – i перед –es

Пример: body- bodies   lady- ladies   army- armies

Но! В именах собственных изменения происходить не будут:

Пример: Mary- Marys

Запомните!!!!

1)   Некоторые существительные используются только во множественном числе, как и в русском языке:

Пример: trousers, scales, scissors ит.д.

2)   Некоторые существительные используются во множественном числе, хотя в русском они используются в единственном числе:

Пример: clothes,   goods, potatoes, onions, carrots, oats, riches, stairs, arms

Но! a potato

      an onion

      a carrot

3). Существительное vacation, gate, watch в английском языке используются и в единственном, и во множественном числе, хотя в русском они используются только во множественном числе:

watch- watches   vacation- vacations   gate- gates

Практическаяработа № 4

Тема: The education system in Russia and abroad. Система образования в России и за рубежом.

Цель: систематизировать знания учащихся по теме «Образование»;

- развивать навыки работы с текстовыми заданиями;

- совершенствовать навыки практического владения английским языком по видам речевой деятельности (говорение, аудирование, письмо);

Задание I. Выберите правильный ответ на вопрос.

Why is education important in the modern life?

…because world is full of technological advances.

…because it is funny.

…because it is guaranteed by the constitution.

What an alternative way of secondary education can you choose?

…on-line education

…extra-mural education

…home education

What subjects do pupils study at school?

Russian, Literature, Mathematics, History, Biology, foreign languages and others.

Russian, Literature and Mathematics.

Russian, Literature and foreign languages.

How long does anyone have to study at school to continue the education at the university?

9 years

11 years

10 years

What institutions does higher education include?

… technical training schools and teachers training colleges.

… technical training schools and universities.

… technical training schools, teachers training colleges, universities which offer master's and doctoral degrees programs.

How many universities are there in Great Britain? What are the oldest ones?

…80 universities, Oxford and Cambridge are the oldest ones.

…90 universities, Oxford and Cambridge are the oldest ones.

…90 universities, Oxford and Glasgow are the oldest ones.

What does an undergraduate program consist of?

… a series of seminars, tutorials and laboratory classes

… a series of lectures, seminars, tutorials and laboratory classes

… a series of tutorials and laboratory classes

How are seminars and tutorials given to students?

Seminars and tutorials are much smaller than lecture classes and can be on a one-to-one basis.

Seminars and tutorials are much smaller than lecture classes and can be given to a 5 students group.

Seminars and tutorials are much larger than lecture classes and can be given to 50 students group at once.

How long may a lecture course last?

… a year or a year and a half

… only one academic term

… one academic term or the whole year

How long one must study to get Degree of Bachelor of Arts or Science?

…three years

…four years

…five years

Задание 2

В английском языке существует только 2 падежа:

- общий (the common case) падеж

- притяжательный (thepossessivecase)

1)Общий падеж имеют все английские существительные.

В данном падеже английские существительные не имеют окончания. В словаре существительное даётся в общем падеже.

2) Только лишь одушевлённые существительные имеют форму притяжательного падежа.

Одушевлённые существительные - живое существо, к которому принадлежит какой-нибудь предмет, качество или признак.

Пример: My friend`s car- машинамоегодруга          A doctor`s career- карьера доктора

a) Притяжательное существительное в английском образуется при помощи окончания

– s, перед которым стоит апостроф - запятая вверху (`) .

b) К формам множественного числа прибавляется только лишь апостроф без окончания

- s:

Пример: The girls` dresses- платьядевочек.

c) Чтобы показать принадлежность объекта неодушевлённому предмету, надо использовать предлог of

Пример: the page of book – страница книги

Или можно образовать составное существительное:

Пример: the book page – страница книги

Практическая работа № 5

Тема: Различные видыискусств. Мое хобби.Степени сравнения прилагательных.
Differentkindsofarts. My hobbies.
Цель: Введение и употребление известной и новой лексики; введение и закрепление грамматического материала.
- активизировать употребление изученной лексики, закрепить употребление грамматических форм;
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

лексика по теме ИСКУССТВО
WORD / PHRASE ПЕРЕВОД
to practice an art занmatьсяискусством
abstract art абстракционизм
classical art классическое искусство
modern art современное искусство
primitive art примитивизм
graphic art графическое искусство, графика
art school художественное училище
folk art народное искусство
decorative art декоративное искусство
appliedart прикладноеискусство
art of building зодчество
art is long, life is short посл. жизнькоротка, искусствовечно
pictorial art живопись
acrylicpainting живописьакриловойкраской
caricature карикатура
ceremonial portrait парадныйпортрет
collage коллаж
drawing рисунок
engraving гравюра, эстамп
familygroup семейныйпортрет
painting 1) живопись, 2) картина
picture 1) картина, 2) фотография
portrait/landscape painter портретист / пейзажист
portray people, emotions with moving sincerity/restraint изображать людей, эмоции с трогательной искренностью / сдержанностью
render, interpret the personality of... передаватьхарактер…
reveal the person's nature раскрытьхарактер
self-taught artist художник-самоучка
specialize in portraiture, still life специализироватьсявнаписаниипортретов, натюрмортов
his painterly talents еготаланткживописи
complete command of colour великолепноевладениецветом
the brush искусствохудожника
brushwork манера художника накладывать краски кистью; манера письма
creative work творчество
to group подбирать гармонично краски, цвета
handlingумение художника владеть кистью
exquisite work тонкое мастерство

13

paint shop   изостудия
studio   мастерская художника
art exhibit   художественная выставка
exhibit   экспонат; выставлять,экспонировать
art exhibition   художественная выставка
art gallery   художественная галерея
a picture gallery   картиннаягалерея
a picture show   выставкакартин
private exhibition   частнаявыставка
at the exhibition   навыставке
exhibition halls (rooms)   выставочные залы
display   выставка; выставлять, показывать
openingday   вернисаж

Степени сравнения прилагательных в английском языке

Часто нужно сравнить какие-то вещи – например, сказать, что один объект лучше или хуже другого, или вообще самый лучший или самый худший, красивей другого или самый красивый, легче или самый лёгкий и т.д.

Сравнительная степень, это когда мы сравниваем – «легче», «труднее», «зеленее», и т.д.

Если слово короткое (один иди два слога), мы просто добавляем окончание -er:

soft (мягкий) – softer (мягче)
new (новый) – newer (новее)
tender (нежный) – tenderer (нежнее)
grey (серый) – greyer (серее)
hard (твёрдый) – harder (твёрже)
narrow (узкий) – narrower (уже)

Если слово уже заканчивается на -e, то прибавляем только -r:

large (большой) – larger (больше)
polite (вежливый) – politer (вежливее)
white (белый) – whiter (белее)

Если слово заканчивается на согласную, а перед ней стоит гласная, то согласная удваивается:

big (большой) – bigger (больше)
fat (жирный) – fatter (жирнее)
hot (горячий) – hotter (горячее)
thin (тонкий) – thinner (тоньше)

Если в конце слова стоит -y, а перед ней согласная, то -y меняется на -i:

easy (простой) – easier (проще)
dirty (грязный) – dirtier (грязнее)
happy (счастливый) – happier (счастливее)

I can't understand which tablecloth is larger, the green one or the blue one. – Не могу понять, какая скатерть больше, зелёная или синяя.

Who is bigger, an elephant or a whale? Whoisheavier? – Кто больше, слон или кит? Кто тяжелее?

Для длинных прилагательных действует другое правило. Само слово никак не изменяется, но перед ним мы ставим more (более):

beautiful (красивый) – morebeautiful (более красивый)
difficult (сложный) – moredifficult (более сложный)
interesting (интересный) – more interesting (более интересный)
effective (эффективный) – more effective (более эффективный)
dangerous (опасный) – more dangerous (более опасный)
useful (полезный) – moreuseful (более полезный)

I don't think it to be more difficult. – Не думаю, что это более сложно.
I believe novels will be more interesting for your mother than detectives. – Думаю, романы будут более интересны твоей маме, чем детективы.

Превосходная степень: мы говорим о предмете, что он самый-самый – «самый красивый», «самый простой», «самый опасный», либо «наименее простой, красивый, опасный» и т.д.

К коротким словам добавляем -est. С такими словами почти всегда идёт артикль the.

soft (мягкий) – thesoftest (самый мягкий, мягчайший)
new (новый) – thenewest (самый новый, новейший)
ender (нежный) – thetenderest (самый нежный, нежнейший)
grey (серый) – thegreyest (самый серый)
hard (твёрдый) – thehardest (самый твёрдый, твердейший)
narrow (узкий) – the narrowest (самый узкий)

Если слово уже заканчивается на -e, то прибавляем только -st:

large (большой) – thelargest (самый большой, наибольший)
polite (вежливый) – the politest (самый вежливый)
white (белый) – thewhitest (самый белый, белейший)

Если слово заканчивается на согласную, а перед ней стоит гласная, то согласная удваивается:

big (большой) – thebiggest (самый большой, наибольший)
fat (жирный) – the fattest (самый жирный)
hot (горячий) – thehottest (самый горячий)
thin (тонкий) – thethinnest (самый тонкий, тончайший)

Если в конце слова стоит -y, а перед ней согласная, то -y меняется на -i:

easy (простой) – the easiest (проще)
dirty (грязный) – the dirtiest (грязнее)
happy (счастливый) – thehappiest (счастливее)

I'mthehappiestmanintheworldtoday! – Сегодня я самый счастливый человек в мире!
It'smadeofthethinnestlace. – Это сделано из тончайшего кружева.

Длинные слова не изменяем, но ставим перед словом most (наиболее):

beautiful (красивый) – themostbeautiful (самый красивый, красивейший)
difficult (сложный) – themostdifficult (самый сложный, сложнейший)
interesting (интересный) – themostinteresting (самый интересный, интереснейший)
effective (эффективный) – themosteffective (самый эффективный, эффективнейший)
dangerous (опасный) – themostdangerous (самый опасный, опаснейший)
useful (полезный) – themostuseful (самый полезный, полезнейший)

This information is the most interesting for me. – Эта информация наиболее интересна для меня.

You have chosen the most dangerous way to do it. – Ты выбрал сделать это самым опасным способом.

Бывает, нужно сказать, что предмет не более красивый, умный, и т.д., а менее. Тогда перед словом ставим less (для сравнительной степени) или theleast (для превосходной):

beautiful (красивый) – lessbeautiful (менее красивый) – theleastbeautiful (наименее красивый)
difficult (сложный) – less difficult (менее сложный) – the least difficult (наименее сложный)
interesting (интересный) – less interesting (менее интересный) – the least interesting (наименее интересный)
hot (горячий) – less hot (менее горячий) – the least hot (наименее горячий)
busy (занятой) – less busy (менее занятой) – the least busy (наименее занятой)

Практическая работа № 6

Тема: Различные виды искусств. Моехобби.
Different kinds of arts. Myhobbies.
Цель: работа с текстом по теме

What is art?

Art is a way to show one's emotions or communicate one's thoughts. Art is an important part of people's cultural life. There are different forms of art.

Painting, sculpture, photography

Painting is a practice of applying paint or color to a surface. There are a lot of genres and styles. For example, there are landscape, portrait and still life paintings. There are a lot of famous painters, such as Leonardo da Vinci with his Mona Lisa and Rafael with his Sistine Madonna.

Sculpture is one of the plastic arts. The process of work involves carving or modeling. Stone, clay or wood are the most typical materials.

Photography is also a form of art but is characterized by usage of various technical tools. Thanks to technological progress a photographer can create unforgettable images.

Theatre and cinema

Theatre is a form of art where a group of people performs in front of a live audience. The performance is usually based on a real or imagined event. The actors communicate this experience to the public through gestures, songs and words.

Cinema is a relatively new form of art. The action is performed on the screen. Today, cinema is a very popular leisure activity.

Music and architecture

Music has always been an important part of human's life. Different genres of music can be used for relaxation, awakening, and what not. Everyone has heard about Ludwig van Beethoven, Wolfgang Amadeus Mozart and other great composers.

Architectural works are often perceived as a form of art. Architecture is quite versatile. There are a lot of styles, shapes and trends. One can't help admiring the Sagrada Familia by Antoni Gaudi or the Winter Palace by Francesco Rastrelli.

Практическая работа № 7

Тема: Различные виды искусств. Моехобби.
Different kinds of arts. Myhobbies.
Цель: работа с текстом по теме
Переведитетекст
What Is Art And Why Is It

What is art? Well this is a very good question with millions of different answers. To me art is a lot of different things. Art is the way I do my hair in the morning or the way I butter my bread. Art is something that every person has. More often than not when you ask a person what art is they are going to tell you things like paintings, drawings, statues and such. But art is not just limited to those terms art is its own term and it's as broad as you want it to be. Art is a feeling or expression put on paper. Art is somewhat of a time line we have art from the beginning all the way up to present day and it tells us a lot about the past and what some people think the future will be like. Art is what a person makes it. Some other examples of art would be the art of glass blowing or the art of making stained glass windows. What about the art of architecture that is an art isn't it. There are so many different arts that I could spend all day trying to tell all of them and still not finish. I think that everything we do has some sort of an art to it. The Egyptians had art. They had those big pyramids that are still here for us to see today. This was an art for them to be able to build something that extraordinary with the tools they had. They had to use the art of thinking to be able to come up with a way to be able to move and handle such big pieces of rock.

Michael Angelo had an art and he made art as well. As you may recall he has many well known paintings. For him to do such a good job on the casting chapel it was odd for me to find out that Angelo really didn't want to paint. He was made in a sense by the pope to do so. His real love for art was in that of sculpturing. Like I mentioned earlier art is what you will allow your mind to produce and in some way expel whether it be on paper, sculpting or designing a house.

Why is art important? Well let's just step back and think about this for a moment. Without art there would be no cave drawings for us to look at and try to depict and learn of the way society was in the past. Once again serving as somewhat of a time line. What about cooking that is one of my favorite arts because I love to eat a good meal. Without the art of cooking I would be up the creek without a paddle. Not that I don't possess the art of cooking but if there was no art then we wouldn't cook stuff and I would rather eat cooked food. Without art I would be

running around naked because there would be nobody to make clothes for me. This is an art to and without somebody actually making them and somebody designing them we would have no clothes. Without art would we ever have a mode a transportation because somebody had to think of the automobile. Then they had to figure out how to express their idea in a working moving form. Then you got to look at without art how would we paint these things because painting is an art. Whether it be the normal everyday paint job or a more complex illustrated version that some people desire to have put to the tailgate of a truck or the side of the car. We have become so familiar and dependent upon art that we don't even think of art as art we just use it without even thinking about it. Like I mentioned earlier building a house and cooking and painting these are all forms of art. I think without art some people would be so bottled up. You know what I mean because for some people that is how they express themselves and let out their emotions. So if there were no art then who knows we might have a lot more crazy people on our hands. So I guess in turn art is a very very good thing because we don't need any more crazy people. What about the art of hunting without hunting would the human race have made it this far. After all we needed to be able to hunt to get meat to survive.

Art is a very important part of our everyday lives. Though we do not always think of it this way. But when you sit down and think of it you really do use art a lot it's just an essential part of our everyday lives. As you have read through this paper I have tried to give you examples of what I think art is and why I think it is important. So now you know that I think that art is what you make of it and it is a very essential part of our everyday lives.

Практическая работа №8
Тема: Здоровье и спорт. Числительные; обозначение времени, обозначение дат.Health and Sport. Numerical.
Цель: Введение и употребление известной и новой лексики и грамматического материала.
- активизировать употребление изученной лексики, закрепить употребление грамматических форм;
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Лексика по теме
an athlete   спортсмен
archery   стрельба из лука
arrow   стрела
barrel   штанга
bow   лук
car racing   гонки
chess   шахматы
climbing   скалолазанье
club   клюшка
coach   тренер
court   корт
crew   команда
skiing / langlauf   бег на лыжах
cycling   велоспорт
downhill skiing горнолыжный спорт
draughts шашки
fencing   фехтование
figure skating   фигурное катание

fishing   спортивная рыбалка

fist ball   ручной мяч

fitness centre   центр укрепления здоровья

football/soccer   футбол

gliding   планеризм

goal   ворота

golf   гольф

googles   очки для подводного плаванья

hang gliding   дельтапланеризм

hurdle race   бег с барьерами

judo   дзюдо

karate   карате

long jump   прыжки в длину

martial arts   боевые искусства

orienteering   спортивное ориентирование

parachuting   парашютный спорт

pole-vaulting   прыжки с шестом

puck   шайба

shuttlecock   волан

ski poles	лыжные палки

stick   хоккейная клюшка

swords   мечи, шпаги

track-and-field   легкаяатлетика

working out   занятия на снарядах

wrestling   борьба

Числительные в употреблении даты и времени

При употреблении числительных для обозначения времени в английском языке используются предлоги: at (в), past (после), to (до).

1. At. Предлог at указывает на определённое время.

- At what time does he go to the swimming pool? В котором часу он ходит в плавательный бассейн?

- He goes to the swimming pool at seven o'clock/At seven o'clock. Он ходит в плавательный бассейн в семь часов./В семь часов.

2. Past. Для того чтобы показать время до половины часа (включительно) используют предлог past.

five minutes past seven пятьминутвосьмого

a quarter past five четверть шестого (двадцать минут шестого)

half past nine половина девятого (тридцать минута девятого)

3. To. Для того, чтобы показать время после половины часа используют предлог to.

twenty-five minutes to eight без двадцати пяти минут восемь

a quarter to four без четверти четыре (без двадцати минут четыре)

ten minutes to nine без десяти минут девять

Примечание: quarter (четверть) всегда употребляется с неопределённым артиклем, half - без артикля.

4. Официальным стилем является употребление сокращений a.m. (ante meridiem (лат. "до полудня")) и p.m. (post meridiem (лат. "после полудня")),

но читаются они просто:

a.m. от полуночи (не считая полночь) до полудня

p.m. после полудня до полуночи (включительно)

Примечание: a.m. и p.m. в основном используются в документах и официальном английском.

The shops are closed after six p.m. Магазины закрыты после шести часов вечера.

В разговорном английском сокращения a.m. и p.m. заменяются выражениями:

in the morning утром

in the afternoon днём

in the evening вечером

но

at the night ночью

She will bring some food at seven in the evening. Она принесёт еду в семь часов вечера.

5. Для обозначения года используют количественные числительные, но на русский они переводятся порядковыми. При чтении год разбивают на две части.

1991 - nineteen ninety-one тысяча девятьсот девяносто первый

отдельно о чтении нулей:

1940 - nineteen forty тысяча девятьсот сороковой

1903 - nineteen hundred and three (или nineteen o/zero three) тысячадевятьсоттретий

1900 - nineteen hundred тысячадевятьсотдевяностый

2000 - two thousand двухтысячный

а. Чтобы указать на год используют слово year (год).

In the year of 1945 World War II was finished. В тысяча девятьсот сорок пятом году вторая мировая война была окончена.

б. Порядковые числительные употребляются для обозначения даты.

March 23, 1784 - March the twenty-thirds seventeen eighty-four (или the twenty-thirds of March seventeen eighty-four) Двадцатьтретьемартатысячасемьсотвосемьдесятчетвёртогогода

в. Если нужно узнать о том, что произошло в определённую дату, используют предлог on.

On July 19 (или on the 19th of July) Девятнадцатогоиюля

Практическая работа № 9

Тема: Здоровье и спорт.

Цель: систематизировать знания учащихся по теме «Здоровье и спорт. Числительные; обозначение времени, обозначение дат»;

- развивать навыки работы с текстовыми заданиями;

- совершенствовать навыки практического владения английским языком по видам речевой

деятельности (говорение, аудирование, письмо);

Personality	Sport	Person	Place
A	motor racing		
B Cathy Freeman			Track
C Michael Phelps		Swimmer	
D		football player	pitch
E		Boxer	
F Mariya Sharapova			tennis court

Answer keys: a) racing driver, race track; b) athletics, athlete; c) swimming, swimming pool; d) football, pitch; e) box, boxing ring; f) tennis, tennis player.

Students discuss some questions:

• Who is the best in motor racing? What is the person who is fond of motor racing? How place is named where the racing drivers train and take competitions?

- What sport does Cathy Freeman go in for? What is she?
- What kind of sport does Michael Phelps go in for? Where does he train?
- Can you name the famous boxer from Karaganda? Where does he train?
- What missing words have you filled about Mariya Sharapova?
- What can you tell me about their life? (They all are very successful in sport because they work hard, train in a pool, keep fit and care about their lives. Everybody in the world knows about these famous sportsmen and each country where they are from is proud of them.

-What is the theme of our lesson?

Today we are going to continue discussing health care and sporting life.

Learning this theme we are going to:

-a) to enrich vocabulary on this theme;

b) to have practice in listening;

c) to revise active grammar structure in writing using unreal conditional

3) Speaking (7 min) Students work in groups.

At the beginning of our lesson we've mentioned some names of sports. Let's find out if they are exciting or dangerous. Let's compare and name advantages and disadvantages in these sports.

Advantage	Disadvantage
Motor racing	
It's driving in a high speed	… driving in a high speed is a main cause of traffic accident. High speed is the shortest way of life.
Athletics	
Running can improve our health because it develops our muscles, heart..	… because runners can get displacement and break legs, feet..
Swimming	
Being in water reduce load for our body, especially for our skeleton	….it's difficult to be in water for a long time, the person can be sick.
Football	
Playing with the whole team takes a lot of time spending on it thinking of each step and way to win	This play takes a lot of time there are many injuries and fractures of bones (especially legs and feet)
Box	
It's a real fight among two strong sportsmen. It's enjoyable to watch at knockdown.	There are many kicks on all body and head. It's dangerous for brain.
Tennis	
This sport combines running and strength. You can train outdoors	This play takes a lot of time and it's a big working load for training. It's big load for heart, brain…

Why do people go in for different kinds of sport? What sports are the most dangerous (popular, rare)? Are all kinds of sports healthy?

4) Vocabulary (6 min)

Before listening students learn new words working in the whole class.

Students take different cards. One part of students get only words and another part of students gets the definitions of these words. Walking in class the students find and match the words with their definitions.

Windsurfing – a sport in which you sail across water by standing on a board and holding onto a large sail;

Mountaineering- the sport or activity of climbing mountains;

Parashuting – a sport where someone jumps out of an aircraft wearing a parachute on their back, especially as a sport or a military job.

Loser – a person or team that doesn't win a game or competition;

Marathon – a running race of slightly over 26 miles (42, 195 kilometers)

Competitor – a person, team or company that is competing against others;

Blazing – very bright and hot or powerful;

Realize – to understand a situation, sometimes suddenly.

Record – the best or fasten over done.

Disqualified – to stop someone from being in a competition or doing something because they are unsuitable or they have done something wrong.

Qualify – to successfully finish a training course so that you are able to do a job; to have or achieve the necessary skills.

Jaw – the lower part of your face which moves when you open your mouth.

Collarbone – a bone between your shoulder and neck on each side of your body.

Short –sighted – describes someone who can only clearly see objects that are close to him.

Who first writes new words on the blackboard and helps other students?

Практическая работа № 10

Тема: Здоровье и спорт.

Цель: систематизировать знания учащихся по теме «Здоровье и спорт.

- развивать навыки работы с текстовыми заданиями;

- совершенствовать навыки практического владения английским языком по видам речевой

деятельности (письмо);

Задание: Перевести и ответить письменно на вопросы после текста.

Summer and Winter Sports

People all over the world are very fond of sports and games. That is one of the things in which people of every nationality and class are united.The most popular outdoor winter sports are shooting/ hunting, hockey and, in the countries where the weather is frosty and there is much snow — skating, skiing and tobogganing. It's so nice to go to the skating-rink on a frosty sunny day. Some people prefer to be out of town in such weather and to sledge or to ski in the woods. Many people greatly enjoy figure-skating and ski-jumping.

Summer affords excellent opportunities for swimming, boating, yachting, cycling, gliding and many other sports. Among outdoor games football takes the first place in public interests; this game is played in all the countries of the world. The other games that have firmly established themselves in favour in different countries are cricket, volley-ball, basketball , and so on. Badminton is also very popular both with young and old.

All the year round many people indulge in boxing, wrestling, gymnastics and track and field events. Scores of young girls and women go in for callisthenics. Over the last few years aerobics has become popular with young girls and women. Aerobics helps them to be slim, healthy and strong. The interest for it greatly increased thanks to Jane Fonda, a prominent American actress, the founder of this kind of sport. This woman may serve as an impressive example of inexhaustible health, cheerfulness and beauty. Being a great enthusiast of aerobics she has been trying to initiate many women all over the world into this sport.

Among indoor games which one can go in for all the year round are billiards, table tennis, draughts, chess, of course. The results of chess tournaments are studied and discussed by enthusiasts in different countries.So we have all grounds to say that sport is one of the things that makes people kin.

Questions:

1. What are people all over the world fond of?

2. What unites people of every nationality?

3. Why do people prefer to be out of town on a frosty sunny day?
4. What are the most popular outdoor winter sports?
5. What opportunities for sports does summer afford?
6. What game takes the first place in public interest?
7. When do many people indulge in boxing, wrestling, athletics, gymnastics?
8. Who goes in for calisthenics?
9. Why is chess the great international game?
Vocabulary:
to be fond of smth. — любить, нравиться to unite — объединять
outdoorwintersports — зимние виды спорта на открытом воздухе
shooting — стрельб a hunting — охота
tobogganing — санный спорт
tosledge — кататься на санках
yachting — парусный спорт
gliding — планерныйспорт
to establish oneself in favour — стать в почете
lawn-tennis — теннис
track and field events — легкая атлетика
scores of young girls and women — множество девушек и женщин
calisthenics — ритмическая гимнастика
indoorgames — игры в закрытом помещении
impressiveexample — замечательный пример
inexhaustible — неисчерпаемый
cheerfulness — бодрость
enthusiast — энтузиаст
toinitiate — приобщить кого-то к чему-то
tournament — турнир, спортивное соревнование

Практическая работа № 11
Тема: Здоровье и спорт.
Цель: систематизировать знания учащихся по теме «Здоровье и спорт.
- развивать навыки работы с текстовыми заданиями;
- совершенствовать навыки практического владения английским языком по видам речевой
деятельности)

Цель:Контроль навыков чтения и говорения на материале предлагаемых упражнений.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание:
Which of the following do you think are true statements?
If 2 teams have the same score at the end of the game, it is a draw.-True
The people who watch a football match are the audience.-False. Crowd or spectators.
Boxers wear gloves.-True
The referee in football has a whistle.-True
Tennis is played on a pitch.-False. On a court.

Name things you can do with a ball.
5 games where you can hit the ball. (with various kinds of equipment).-Tennis, table tennis, squash, badminton, cricket, baseball, hockey.

4 games where you can pass the ball.-football, American football, hockey, rugby, basketball.

3 games where you can catch the ball.-rugby, American football, cricket, baseball, basketball.

2 games where you can kick the ball.-football, rugby.

1 game where you can hit the ball with your head.-football.

Match the words in English and in Russian.

I. Match the words in English and in Russian.

1. Roller-skating	a. Турнир
2. Swimming	b. Гибкий
3. Cycling	c. Катание на коньках
4. Tournament	d. Горный туризм
5. Keepfit	e. Улучшать
6. Flexible	f. Быть в хорошей форме
7. Skiing	g. Плавание
8. Hiking	h. Велоспорт
9. Skating	i.Катание на лыжах
10. Improve	j.Мускулы
11. Muscles	k. Катание на роликах

II. Divide into groups:

sport	place	equipment

Boxing, Slope, Racket, Boat, River, rowing, football,fisting, Oar rod, Alley, Skis, Pool, Ball, Costume, swimming, Pitch, Hoop, Stadium, Court, Rink, Boots, skiing, basketball, tennis, ice-skating, Ring, Gloves

THE SPORTS FESTIVAL OF NORTHERNERS

People of over the world are fond of sports and games. Sport makes people healthy, keeps them fit, more organized and better disciplined. It units people of different classes and nationalities.

Sport is paid much attention to in educational establishments in Vorkuta. Gymnastics is a part of children's daily activity in the kindergartens. Physical culture is a compulsory subject at schools, colleges and at our technical school, too.

Professional sport is also paid much attention to in our town. In Vorkuta, where I live, there are different sporting societies, clubs and complexes. The most famous of them is the "Olymp". Practically all kinds of sports are popular in our town, but football, hockey, swimming, boxing enjoy the greatest popularity. All necessary facilities are provided for them: stadiums, sport grounds, swimming pools, skating rinks, skiing stations, football fields.

The Sports Festival of Northerners is the most famous sport competitions that takes place in Vorkuta every year. The first sports festival was held in 1999. It includes competitions in hockey, football, basketball, gymnastics, skiing, swimming, volleyball, body-building, boxing wresting, etc.

Participants from many cities (Vologda, Syktyvkar, Usinsk, Inta, New Urengoy, Arkhangelsk, Murmansk) take part in these competitions. They are strong men and women, excellent sportsmen, but our teams and participants practically always win. Many people enjoy watching these competitions. Events such as the Sports Festival of Northerners attract more and more spectators as the time goes by.

Практическаяработа №12

Тема: Путешествие.Поездка за границу.Traveling. Trip abroad.Личные, притяжательные местоимения, указательные местоимения; возвратные местоимения вопросительные местоимения; неопределенные местоимения.

Цель**:** Введение и употребление известной и новой лексики .

- активизировать употребление изученной лексики, закрепить употребление грамматических форм;

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Лексика по теме
авиакомпания airlines
багаж   baggage, luggage
бензин   gas, gasoline
взлетать   to take off, to leave the ground
виза   visa
внутреннийтуризм   domestic tourism
гостевойдом   guest house
гостиница   hotel
гостиничная сеть   hotel chain
границаborder, frontier
достопримечательности   attractions
европейские страны   European countries
ежегодный отпуск   annual vacation
ехать за границу   to go abroad
заграницей   abroad
загорать   to get a suntan
загорелый   tanned, bronzed
ЗападнаяЕвропа   Western Europe
индустриятуризма   tourist industry
иностранец   foreigner
лечиться на водах   take the waters
маршрут (дорога)   route
международные границы   international boundaries
минеральные источники (как курорт)   spa

мероприятия   arrangements
нетронутая природа   unspoilednature
паломничествопосвятыммместам   pilgrimagestosacredplaces
паркотдыхасаттракционами themepark
поездкапопутевке   packagetour
потоктуристов   flowoftourists
прибывать   toarrive
приземляться toland
провожать   to see off
развлечение   recreation
рюкзак   backpack
садиться (начто)   to get on, to board
спасательныйжилет   life-jacket
Средиземноморье   Mediterranean
сходить (с)   togetoff

Практическая работа № 13
Тема: Путешествие.Поездка за границу.Traveling. Trip abroad.
Цель: систематизировать знания учащихся по теме «Путешествие.Поездка за границу.Travelling. Trip abroad.Личные, притяжательные местоимения, указательные местоимения; возвратные местоимения вопросительные местоимения; неопределенные местоимения»;
- развивать навыки работы с текстовыми заданиями;
- совершенствовать навыки практического владения английским языком по видам речевой
деятельности (говорение, аудирование, письмо);

Переведитетекст.   Traveling. Trip abroad.

Travelling is a very nice activity. You can travel in your own country or abroad, you will anyway get lots of impression. It's not only a lot of fun, but it's also quite useful for a person. As for me I prefer traveling abroad, because I like seeing people from other countries and learning about their culture.

I think people travel abroad for many reasons. First of all, traveling is a great opportunity to broaden your mind. When you travel you visit plenty of attractions, if you take an excursion you learn the history of the places and interesting facts. Travelling gives you good emotions, as you can see very beautiful places: buildings, parks, lakes and beaches. When you travel you meet a lot of different people, who you can talk to and understand their way of thinking and the way they see the world. You learn about the culture, customs and traditions of other nationalities. You can also practice your English with those people.

My last trip abroad was last summer, when my family and I went to the Netherlands. It was so wonderful! The weather was great, very sunny and warm. I liked the local people, they are very friendly, smiling and always ready to help you. We visited the Northern sea, visited lots of local attractions and museums. We went to Van Gogh museum in Amsterdam, Madurodam museum in the Hague, where you can see all the Netherlands attractions in little size. Unfortunately, our trip wasn't so long, just 5 days, but I hope to come back there and see other nice places of this great country.

Практическая работа № 14
Тема: Путешествие.Поездка за границу.Traveling. Trip abroad.

Цель: введение и закрепление грамматического материала

Личные и притяжательные местоимения (PersonalandPossessivePronouns)

Личные местоимения

Личные местоимения — это местоимения, которые указывают на предмет, но не называют его, то есть: я, ты, он, она, оно, мы, вы, они.

В английском языке личные местоимения имеют всего два падежа:

Именительный – как и в русском языке, именительный падеж – это всегда только подлежащее;

Объектный – объединяет в себя все, что в русском языке бы выражалось всеми остальными падежами кроме именительного.

	Именительный падеж		Объектный падеж
I	I am ready.	**me**	Let **me** see the book.
He	He lives here.	**him**	Ask **him** to do it.
She	She is busy.	**her**	Tell **her** to come.
It	It is my bag.	**it**	Put **it** on the floor.
We	We are friends.	**us**	Explain it to **us**.
You	You know the truth.	**you**	I'll meet **you** at the airport.
The y	They can help you.	**them**	Can you help **them**?

Притяжательные местоимения

Эти местоимения определяют существительное и отвечают на вопросы "чей, чье, чья, чьи".

Притяжательные местоимения имеют две формы

		Притяжательное местоимение в функции определения			Притяжательное местоимение в функции существительного
I	**m y**	This is my bag.	**mi ne**	It's your bag. Where's **mine**?
H	**hi s**	It is his car.	**hi s**	I know her address, tell me **his**.
S	**he r**	Her name is Jane.	**he rs**	His name is Tom, what is **hers**?
I	**its**	Its (the dog's) tail is long.	**its**	It's not the dogs bowl. I want **its**.
W	**ou r**	We like our teacher.	**ou rs**	It's their teacher, and that is **ours**.
Y	**yo ur**	Can I have your book?	**yo urs**	We like our teacher. Do you like **yours**?
T	**th eir**	Answer thei rquestion.	**th eirs**	**Theirs** is a new house.

(Left column personal pronouns: I He She It We You They)

Притяжательное местоимение в функции определения не может использоваться отдельно. Оно всегда сопровождает существительное. И, наоборот, притяжательное местоимение в функции существительного используется всегда отдельно и чаще всего применяется для того, чтобы избежать тавтологии:
I know her address, tell me his.(His = his + address)
Thisishiscarsandthat'sours.(Ours = our + car)

Обратите внимание на строгое соответствие употребления притяжательного и личного местоимения.

She took her bag and left. (Онавзяласвоюсумкуиушла.)
The students wanted to see their papers. (Студентыхотелипосмотретьсвои работы.)

С существительными, обозначающими части тела, предметы одежды, родственников, как правило, употребляются притяжательные местоимения, а не определенный артикль.

Close your eyes. Put on your hat. This is my sister.

Exercise 1.Замените выделенные слова личными местоимениями.
Example: **Pete** lives here. I saw **Pete** yesterday. ->**He** lives here. I saw **him** yesterday.
1. **Alice** is my girlfriend. I love **Alice**.
2. **Janea and I** saw Mark but **Mark** didn't see **Jane and me**.
3. I told **Steve and Carol** to come.
4. **My parents** liked the cat and bought **the cat**.
5. Why are **the books** on the table? Put **the books** on the shelf.
6. It's a nice bird. Listen how lovely **the bird** is singing.
7. **Your friend and you** are late again.
8. **My sister and I** are great friends.
9. I haven't seen **Pete and Alex** today.
10. **Steve and Mark** have invited **my friend and me** to the cinema.

Exercise 2.Измените выделенные предложения или части предложений по образцу.
Example: This is not my pen. I want my pen. -> I want mine.
1. This is my girlfriend and that's his girlfriend.
2. Their street is not as busy as our street.
3. These are my children and those are her children.
4. My flat is smaller than their flat.
5. It's not your umbrella. It's my umbrella.
6. My telephone doesn't work. Can I use your telephone?

Exercise 3.Заполните пропуски местоимениями.

1. How many times a day do you brush.... teeth?
2. We want him to stay with........ in summer.
3. Mr. Smart is rich.......... car is very expensive.
4. Are........... ready? - No,.............. am not.
5. Put down.......... telephone number and I'll put down........
6.1 met.......... parents yesterday and now he wants to meet.....
7. Have.......... read this book? Is.......... interesting?
8. Do............ recognize the man? - Yes, I recognize............
But he doesn't seem to recognize.......
9. He put on.......... coat and left.
10.They asked me to help....... fix.............. car.
11.We know it's........... problem. But can........... help............. solve............. ?
12.Don went to see......... grandparents and Angela went to see.......

Личные и притяжательные местоимения. Глагол tobe, tohave
1.Скажите по-английски:

У меня есть, у нас есть, у друга есть, у нее есть, я занята; мы дома; он не студент, он школьник, мы в колледже, кто ты?, мой колледж, наш город, наши родители, его дом, ее сестра, их семья, мои друзья, его машина, ее сумка

Практическаяработа № 15
Контрольная работа

Цель: контроль знаний грамматики

Вариант 1

I. Выберитеправильныйответ
1.This test consists… a number of multiple-choice questions.
a) __, b) in, c) of, d) for
2. Jane is as… as her elder brother.
a) tall, b) taller, c) the tallest, d) much taller
3. When I came they… things.
a) pack, b) packed, c) were packing, d) were packed
4. I am not very good… learning languages.
a) at, b) in, c) of, d) while.
5. How old… when you got married.
a) are you, b) will you be, c) were you, d) have you been.
6. We… to the south two years ago.
a) go, b) went, c) goes, d) to go
 7. I… happy to meet them.
a) were, b) is, c) was, d) are
8. My friends …in for sport.
a) goes, b) go, c) shall go, d) gone
9. He… come in time tomorrow.
a) shall, b) will, c) came, d) comes.
10. There … 20 students at the meeting yesterday.
a) were, b) are, c) was, d) is.
11. They are at home.
a) Where they are? b)Where is they?   c) Where are they? d) Where are they at home?
12.Moscow is one of the most beautiful_____in the world.
a) citys, b) city, c) cities, d) citiys.
13.We were watching TV… we heard loud barking coming from the yard.
a) during, b) since, c) when, d) that
14. Last summer … almost every day.
a) it rained, b) there rained, c) it raining, d) it is raining
15. You look football,…?
a) do you, b) don't you, c) like you, d) aren't you
16. Europeans first… to America in the late fifth century.
a) come, b) came, c) had come, d) have come
17. I have my English class… Monday morning.
a) in, b) at, c) for, d) on
18.Emma bought a new watch yesterday. …very expensive.
a) They were, b) they was, c) It were, d) It was
19.In winter… much snow in England.
a) isn't, b) it isn't, c) there isn't, d) doesn't
20. "Would you like me to help you?" he…
 a) offered, b) refused, c) warned, d) apologized.
II. Соотнесите вопросы и ответы:

1.What is a computer?

2.What is the Internet used for?

3.What is the World Wide Web?

4.What are the ways of communication in the Internet?

Вариантыответов:

a) It is information that is connected together like a Web

b) Electronic mail, discussion groups, chat channels and others

c) To search and retrieve information

d) A device for processing information

5. Is it easy to learn foreign language?

6. Why do we learn foreign languages?

7. Why do we learn exactly English?

8. What foreign languages are studied at our schools?

Вариантыответов:

 e) English, German, French, Spanish

 f)to speak to people from other countries, to read foreign authors in the original

 g) it has become the world's most important language in different spheres

  h) no, it is a long and slow process

III. Подберите правильный вариант ответов к следующим фразам:

1)	Hello, Pete. How's life?	a)	Not at all.
2)	Bye-bye. Come over and see us.	b)	I'd love to.
3)	Thank you for reminding me.	c)	Thanks, I will.
4)	What about going to the museum?	d)	Fine, thanks. What about you?

IV. Выбери нужное слово.

1. The 1-st of September isn't the_(longest/ long) day.

2. The mouse is_ _(smaller/ smallest) than the cat.

3. lt is a very_(funniest/ funny) English book.

4. He is a_(nicest/ nice) boy.

V. Переведи и запиши пропущенные слова.

1. Miss Chatter is_(выше) than Mary.

2. Tim is _(умнее) than Tom.

3. In the country rivers are_(чище) than in the city.

4. Moscow isn't the _(самый большой) city.

VI. Напишите множественное число следующих существительных, где это необходимо:

Boy, suit, school, glass, garden, kitchen, wolf, cat, fly, fox, mouse, work, postman, lady, fox, bench, leaf, honey, money, soup, pen.

Вариант 2

1.Расположите глаголы в соответствии с таблицей основных форм неправильных глаголов (Infinitive, Past Simple, Participle II):

l.a)to begin; b)begun; c)began 2.a)eaten; b)to eat; c)ate 3.a)to see; b)seen; c)saw 4.a)to go; b)gone; c)went 5.a)drank; b) drunk;c)to drink

2. Допишите одну из трех форм глагола:

1.to take,...,taken   to read, read,...

2...was/were, been   ...,gave, given

3.toput,put,...   to come,...,come

4...,flew, flown ...,spoke, spoken

3.Выбери правильный ответ:

1.   do my homework all by (himself, herself, myself).

2.   They plan their vacation (ourselves, myself, themselves).

3.   We are going to the sea (themselves, himself, ourselves).

4.   My dad built this house (himself, herself, ourselves).

5.   This dog found (herself, himself, itself) a place under the bench.

6.   Yesterday she had a birthday.

7.   She bought (herself, itself, ourselves) earrings as a present.

8.   You   should   plan   your   life   (yourself,   himself,   yourselves).

IV. Выбери нужное слово.

1. My hands are _(cleaner/ clean) than your hands.

2. Russia is the_(larger/ largest) country.

3. In the city the rivers are_(dirtier/ dirty) than in the country.

4. Ted is the_(worse/ worst) pupil in our class.

V. Переведи и запиши пропущенные слова.

1. He is the _ (лучший) teacher in my school.

2. It is the _(самый холодный) day today.

3. John is a_(хуже) singer than me.

4. This is the _(самая смешная) story I know,

VI. Напишите множественное число следующих существительных, где это необходимо:

Dress, child, nose, city, girl,woman , puppy, cake, man, clock, watch, shelf, child, foot, driver, story,salt,spoon, sugar, bread.

Практическая работа № 16

Итоговое занятие

Цель: объяснение ошибок, допущенных в контрольной работе

Проверка ведения конспектов

Пкурс IV семестр

Практическаяработа № 1

Тема: ***Современные   области   науки.   Наука   и   научные   достижения.***
Цель**:** Введение и употребление известной и новой лексики.

- активизировать употребление изученной лексики, закрепить употребление грамматических форм;

Перечень   оборудования   для   проведения   работы: тетрадь, письменные принадлежности, словарь.

Прочитать текст, выписать и перевести выделенные слова

Science

Science is important to most people living in the modern world for a number of reasons. In particular, **science is important to world peace and understanding**, to the understanding of technology, and to our understanding of the world.

Science is important to world peace in many ways. On one hand, scientists have helped to **develop** many of **the modern tools of war**. On the other hand, they have also helped to **keep the peace** through research, which **has improved life** for people. Scientists have helped us understand **the problem of supplying the world with enough energy**; they have begun to **develop a number of solutions to the energy problem** - for example, using energy from the sun and from the atom. Scientists **have** also **analysed the world's resources**. We can begin to learn **to share the resources** with the **knowledge provided to us by science**. Science studies **the Universe** and how to use its **possibilities for the benefit of men.**

Science is also important to everyone who **is affected by modern technology**. Many of the things that make our lives easier and better are **the results of advances in technology** and, if the present patterns continue, technology will affect us even more in the future than it does now. In some cases, such as technology for taking salt out of ocean water, technology may **be essential for our lives** on Earth.

The study of science also **provides people with an understanding of** natural worlds. Scientists are learning to **predict earthquakes**, to study many other natural events such as storms. Scientists are also **studying various aspects of human biology** and **the origin and developments of the human race**. The study of the natural world may help improve life for many people all over the world.

A **basic knowledge of science** is essential for everyone. It helps **people find their way in the changing world.**

Практическаяработа №2

Тема: ***Современные области науки. Наука и научные достижения.*** ВременагруппыSimple; оборотthereis/ thereare.

Цель**:** Введение новогограмматического материала.

Ознакомьтесь с грамматическим материалом и выполните упражнения
Формы глагола в Present Simple

Чис ло	Утвердительная форма	Вопросительная Форма	Отрицательная форма
Ед.	I (you) ask. He (she, it) asks.	Do I (you) ask? Does he (she, it) ask?	I (you) do not ask. He (she, it) does not ask.
Мн.	We (you, they) ask.	Do we (you, they) ask?	We (you, they) do not ask.

Формы глагола в Past Simple

Чис ло	Утвердительная форма	Вопросительная Форма	Отрицательная форма
Ед.	I (you, we, he, she, they) asked	Did I (you, we, he, she) ask?	I (you, we, they, he, she) did not ask.

Формы глагола в Future Simple

Числ	Утвердительная форма	Вопросительная Форма	Отрицательная Форма
Ед.	I, we shall ask. You, they, he, she will ask.	Shall I (we) ask? Will you(he she, they) as	I (we) shall not ask. He (you, she, he,they) not ask.

1.Вставьтенужнуюформуглагола.

1.They (watch, watches, watched) TV yesterday. 2. He (has, had, have) a new computer. 3. Peter (is, was, will be) at the college tomorrow. 4. I (come, will come, came) to you last Friday. 5. Who (was, is, are) your friend?

2.Заполните таблицу.

Идти	Go	went
Покупать		bought
Играть		played
	Sell	
	Read	
Делать		done
	Write	

Оборот there is \ there are

Оборот there is \ there are употребляется довольно часто не только в деловом или научном языке, но и в обыденной повседневной речи.

Буквально there is переводится как "здесь есть\присутствует", а there are как "здесь есть\присутствуют" (во множественном числе). Но точнее будет сказать, что оборот there + to be используется для обозначения присутствия или наличия чего-либо или кого-либо.

Например:

There is an old church in this town. – Вэтомгородеестьстараяцерковь.

There are ten or eleven kids in the classroom. – Вкласседесятьилиодиннацатьдетей.

There is always a way out. – Выходвсегдаесть.

There are two ways out of this tunnel. – Изэтоготоннеляестьдвавыхода.

В чем трудность оборота There is \ There are?

Трудность в том, что, как видно в примерах выше, эта конструкция не переводится на русский язык неким единственно верным способом – нужно подбирать перевод по смыслу. Сами слова there is \ there are, как правило, не переводятся буквально ("здесь есть"), их значение передается другими средствами.

Это может быть глагол "быть", "являться", "присутствовать".

There is a nice pizza place in this mall. – Вэтомторговомцентреестьхорошаяпиццерия.

There is only one player. Where are the others? – Здесь присутствует только один игрок. Где остальные?

Но в русском языке глаголы типа "быть" часто опускаются.

Good, now there are all four players. Deal the cards. – Хорошо, сейчас здесь (есть) все четверо игроков. Сдайтекарты.

What other door? There is only one door. – Какаяещедругаядверь? Здесь (есть) только одна дверь.

Здесь есть кресло. – There is an armchair.

Вэтомдомемногозеркал. – There are many mirrors in this house.

Практическая работа № 3

Тема: ***Современные области науки. Наука и научные достижения.*** Цель: формирование коммуникативной компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур по теме, совершенствование навыков диалогической речи.

Перевести текст, ответить на вопросы, выполнить упражнение

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A **basic knowledge of science** is essential for everyone. It helps **people find their way in the changing world.**

Answer the questions:

1. Why science is so important in the modern world?
2. How does science help keep peace in the world?
3. How does science help solve the energy problem ?
4. What proves that the study of science is important for understanding the natural world?
5. How science may improve life for many people?

TranslateintoEnglish:
1.Наука помогла разработать современное оружие.
2. Наука находит все новые решения энергетической проблемы.
3. Наука помогла людям научиться использовать энергию солнца и атома.
4. Наука помогла научиться совместному использованию ресурсов.
5. Ученые предсказывают землятресения.
6. Наука помогла улучшить жизнь людей.
7. Знания необходимы людям, чтобы ориентироваться в изменяющемся мире.

Практическаяработа №4

Тема: *Современные области науки. Наука и научные достижения.*

Цель: формирование коммуникативной компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур по теме, совершенствование навыков коммуникативных навыков.

Переведитетекст:

British scientists and inventors

Science has been a driving force behind the evolution of the modern world. British scientists have made immense contribution to the different fields including physics and biology.

Isaac Newton is considered by many to be one of the most influential scientists of all time and a key figure in the scientific revolution. He developed the theory of colour, studied the speed of sound and formulated the laws of motion and universal gravitation (published in 1687), which dominated scientific view of the physical universe for the next three centuries.

The main discoveries of Michael Faraday (1791 -1867) include those of electromagnetic induction and electrolysis.

Charles Darwin introduced his revolutionary theory of evolution in his book 'On the Origin of Species' published in 1859. It changed the way the world look at the creation of life.

Many English inventors of the present and of the past literally changed our world.

Steam engine constructed by a Scottish inventor and engineer James Watt (1736 - 1819) was fundamental to the changes brought by the Industrial Revolution in both his native Great Britain and the rest of the world.

The first mechanical computer created by a mathematician and philosopher Charles Babbage (1791-1871) eventually led to more complex designs.

But the computer we know today would not be possible without a pioneering British computer scientist Alan Turing. During the Second World War this mathematician and his team were successful in deciphering the German coding machine 'Enigma'.

If Babbage is considered by some to be a «father of the computer», Turing is widely declared to be the father of theoretical computer science and artificial intelligence.

And the author of undoubtedly one of the most revolutionary inventions of the 20th century - the World Wide Web (WWW), - is another British Computer Scientist Sir Tim Berners-Lee (born in 1955). In 2004, Berners-Lee was knighted by Queen Elizabeth II for his pioneering work.

Some of the discoveries and invention of these scientists have inspired some people to take up science as a career. The list of British scientist and their contribution towards science is a long one and embraces several centuries up to modern days.

Vocabulary:

artificial intelligence, ai - искусственный разум

contribution - вклад

dominate - господствовать, преобладать

drivingforce - движущаясила

eventually - в итоге, в конце концов, со временем

fundamental - основной, основополагающий

immense - огромный, необъятный

industrial revolution - промышленная революция

influential - влиятельный

keyfigure - ведущая, ключевая фигура

toknight - посвящать в рыцари

laws of motion - законы движения

literally - буквально

pioneering - новаторский

species -виды

steam engine - паровой двигатель

universal gravitation - всемирное тяготение

undoubtedly - несомненно, бесспорно

Answer the questions

1. Name the most famous British Scientists of 17th century, 18th century, 19th century, 20th and 21th century.

2. What important scientific discoveries were made by Isaac Newton?

3. Who discovered electromagnetic induction?

4. What is the name of the book where Charles Darwin described the theory of evolution?

5. How did the invention of steam engine changed the world?

6. Who is considered to be a «the father of a computer» and who is considered to be «the father of AI»?

7. What is Enigma?

8. Why was Tim Berners-Lee knighted?

9. Why did some inventions of British scientists «literary change the world»? Give examples.

10. Make a timeline of important discoveries and inventions made by British scientists.

Практическая работа № 5

Тема: В мире профессий. Моя будущая профессия.

Цель: введение нового лексического и грамматического материала.

1. Обратите внимание на произношение следующих слов:

automation	[otə´meiʃən]	require	[ri´kwaiə]
automaton	[o´tomətən]	acquainted	[ə´kweintid]
science	[´saiəns]	device	[di´vais]
research	[ri´sə:tʃ]	computer	[kəm´pju:tə]
sphere	[´sfiə]	guarantee	[,gærən´ti:]
control	[kən´troul]	acquire	[ə´kwaiə]
efficient	[i´fiʃnt]	mechanization	[,mekənai´zeiʃən]
career	[kə´riə]	manufacture	[,mænju´fæktʃə]
technology	[tek´nolədZI]	monotonous	[mə´notənəs]
create	[kri´eit]		

2. Прочтите и переведите слова, обращая внимание на суффиксы:

produce, product, production, productive, productivity;

create, creative, creativity;

acquaint, acquainted, acquaintance;

automate, automatic, automatically, automated, automation, automaton;

science, scientific, scientist;

program, programmer, programming;

use, user, useful, useless.

3. Прочтите и запомните следующие слова:

immediate– непосредственный, прямой

ameans– средство

automation -1) автоматизация, 2) автоматика

todealwith– иметь дело

control– 1) управление, контроль, 2)управляющее устройство

job– работа

career– профессия, род деятельности

torequire– требовать

intelligence– ум, смышленость

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dirty– грязный
tofree– освобождать
usage– использование
skilled– квалифицированный
generalsubjects– общеобразовательные предметы
appliedmechanics– теоретическаямеханика
electrical engineering – электротехника
toacquire– приобретать
vocationalpractice– производственная практика
practicalknow-how– практическийнавык
degree project – дипломныйпроект
to achieve – достигать
to experience – испытывать
manual – ручной
record – запись, записывать
full automation – комплекснаяавтоматизация
acquaintance– знакомство
achievement– достижение

Значение конструкции There is \ There are

Буквально **there is** переводится как "здесь есть\присутствует", а **there are** как "здесь есть\присутствуют" (во множественном числе). Но точнее будет сказать, что **оборот there + to be используется для обозначения присутствия или наличия чего-либо или кого-либо**.

Например:

There is an old church in this town. – Вэтомгородеестьстараяцерковь.
There are ten or eleven kids in the classroom. – Вклассседесятьилиодиннацатьдетей.
There is always a way out. – Выходвсегдаесть.
There are two ways out of this tunnel. – Изэтоготоннеляестьдвавыхода.

В чем трудность оборота There is \ There are?

Трудность в том, что, как видно в примерах выше, эта конструкция не переводится на русский язык неким единственно верным способом – нужно подбирать перевод по смыслу. Сами слова **there is \ there are**, как правило, не переводятся буквально ("здесь есть"), их значение передается другими средствами.

Это может быть глагол "быть", "являться", "присутствовать".

There is a nice pizza place in this mall. – Вэтомторговомцентре **есть** хорошаяпиццерия.

There is only one player. Where are the others? – Здесь **присутствует** только один игрок. Где остальные?

Но в русском языке глаголы типа "быть" часто опускаются.

Good, now **there are** all four players. Deal the cards. – Хорошо, сейчас здесь **(есть)** все четверо игроков. Сдайтекарты.

What other door? **There is** only one door. – Какаяещедругаядверь? Здесь **(есть)** только одна дверь.

В общем, нужно запомнить, что если вы хотите сказать что-то о **наличии\отсутствии** предмета или лица в каком-то месте, то зачастую для этого можно использовать оборот there is \ there are.

Здесьестькресло. – **There is** an armchair.
Вэтомдомемногозеркал. – **There are** many mirrors in this house.

Только не путайте наличие\отсутствие с **обладанием**, со случаем, когда мы говорим, что некое лицо чем-то обладает. В этом случае по смыслу подходит глагол to have (иметь):

Уменяестькресло. – I **have** an armchair.

Уменямногозеркалвдоме. – I **have** many mirrors in my house.

Употребление оборота There is \ There are в таблицах с примерами

Оборот there is \ there are может употребляться в утвердительной (как в примерах выше), отрицательной и вопросительной формах. Он также может употребляться в разных временах: в настоящем, прошедшем и будущем. В таблицах ниже приведены примеры употребления there is \ there are во временах **Simple** (Indefinite),

Этот оборот также употребляется во временах **Perfect** (в Continuous и Perfect Continuous не употребляется), однако намного реже, чем в Simple, особенно в разговорной речи. Примеры приводятся в таблице в конце этой статьи, однако эта тема относится к "продвинутым", а сами обороты малоупотребительны, некоторые вообще практически не употребляются даже в письменной речи.

Утвердительная форма

В утвердительной форме оборот there is \ are используется следующим образом:

There is \ there are в утвердительной форме		
	Единственное число	**Множественное число**
Present Simple	**There is** • **There is** a shop here. • Здесь есть магазин.	**There are** • **There are** four wires. • Здесь четыре провода.
Past Simple	**There was** • **There was** a statue at this place. • На этом месте была статуя.	**There were** • **There were** a few coins on the table. • На столе было несколько монет.
Future Simple	**There will be** • **There will be** a car in the backyard. • На заднем дворе будет машина.	**There will be** • **There will be** two more TV's in the room. • В комнате будет еще два телевизора.

Иногда в предложении перечисляются несколько предметов, при этом первый стоит в единственном числе, а второй во множественном (или наоборот). В таком случае оборот **there + to be** согласуется в числе с существительным, которое идет после него.

Например:

There is a small box and two bigger boxes. – Здесь маленькая коробочка и две коробки побольше.

Первым идет существительное в единственном числе, поэтому глагол тоже в единственном – there is.

There are two big boxes and one bag. – Здесь две большие коробки и одна сумка.

Первым в перечислении идет существительное во множественном числе, глагол принимает соответствующую форму – there are.

Отрицательная форма

Отрицательная форма может строиться двумя способами:

1. Спомощьючастицы not.

Вэтомслучаеобычноиспользуютсясокращения: there is not = there isn't, there was not = there wasn't, there were not = there werent', there will not be = there won't be.

Если после **not** идет исчисляемое существительное в единственном числе, перед ним стоит неопределенный артикль:

There isn't a chair here. – Здесьнетстула.

Если после **not** идет исчисляемое существительное во множественном числе или неисчисляемое существительное, то добавляется местоимение **any** – **not any**.

There aren't any chairs here. – Здесьнетстульев.

There isn't any oil here. – Здесьнетнефти.

2. С помощью местоимения no.

После **no** идет существительное без артикля или местоимения **any**.

There is no chair (chairs) in the room. – Вкомнатенетстула (стульев).

There is no oil here. – Здесьнетнефти.

Между этими вариантами есть небольшая стилистическая разница, понятная носителям языка. Кроме того, некоторые устойчивые выражения используются либо с **no**, либо с **not** просто потому, что так принято.

There is no point in doing this! – Нет никакого смысла в том, чтобы это делать!

Обычно считается, что отрицание с **not** более категоричное, но на самом деле все сильно зависит от контекста, ситуации. На мой взгляд, как бы вы ни сказали, **no** или **not**, вас поймут в любом случае.

There is \ there are в отрицательной форме		
	Единственное число	**Множественное число**
Present Simple	**There is no \ isn't** • **There is no** (isn't a) tool in the box. • В ящике нет инструмента.	**There are no \ aren't** • **There are no** (aren't any) beds in the bedroom. • В спальне нет кроватей.
Past Simple	**There was no \ wasn't** • **There was no** (wasn't an) engine in the car. • В машине не было двигателя.	**There were no \ wasn't** • **There were no** (weren't any) mistakes in his work • В его работе не было ошибок.
Future Simple	**There will be no \ There won't be any** • **There will be no** (won't be any) help. • Помощи не будет.	**There will be no \ There won't be any** • **There will be no** (won't be any) corrections. • Исправлений не будет.

Вопросительная форма

Чтобы построить вопросительную форму, нужно переставить глагол to be в начало предложения.

There is \ there are в вопросительной форме		
	Единственное число	**Множественное число**
Present Simple	**Is there..?** • **Is there** anybody	**Are there..?** • **Are there** two or three

	there? • Там есть кто-нибудь?	exits? • Здесь два или три выхода?
Past Simple	**Was there..?** • **Was there** a bottle in the fridge? • В холодильнике была бутылка?	**Were there..?** • **Were there** any losses? • Были какие-нибудь убытки?
Future Simple	**Will there be..?** • **Will there be** a new school in the neighbourhood? • Будет ли новая школа в районе?	**Will there be..?** • **Will there be** more guests here? • Здесь будут еще гости?

Практическая работа № 6

Тема: В мире профессий. Моя будущая профессия.

Цель: формирование у студентов навыков самостоятельной работы с текстом.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: перевести текст, ответить на вопросы

Прочтитеипереведитетекст.

In the next ten years almost every sphere of our society will be automated to some degree. Automation is developed everywhere - in business, science and in manufacture. What is automation? It is a process in which work is done with a minimum of human effort and intervention. It is the use of machines to do work that formerly had to be done by people.

Automation as a science dealing with the most general laws of control has opened up boundless prospects. It makes people more efficient in their everyday jobs. Automation brings not only more jobs but better jobs. There are careers in automation that were never even heard of 20 or 30 years ago. These careers are interesting. They require intelligence, creativity and education. Automation has taken over the "dirty work" of industry and office.

Automation helps people work more easily, better or more quickly. It frees a man from monotonous, non-creative manual labour, so that he can devote his abilities to another occupation.

The food industry has become one of the biggest spheres where automation is applied. Automatic control systems are the main part of technological equipment of modern food production. Their usage determines labour productivity and the quality of products.

The development of these systems and their application in the food industry are carried out by engineers specializing in automation of technological processes. Our national economy needs more specialists of that kind. If you want to become a skilled specialist in automatic machinery you may enter Kemerovo Food Technology Institute.

Modern technology requires deep and profound knowledge in general and special subjects. That's why in the first year the students study physics, mathematics, applied mechanics, electrical engineering.

At present automation undergoes a qualitative change. Computer and automated production control systems are used on an ever greater scale. This means that a future engineer should master the necessary techniques and obtain the needed knowledge in modern mathematics. At

last he must know programming, study machine languages. He must acquire some practical know-how in working with different measuring devices, electronic computers of all kinds.

After the fourth year our students have their vocational practice at food enterprises. There they get closer acquaintance with their future work and start working at their degree projects. At the end of the fifth year students defend their degree projects and become engineers.

Our graduates can work at food and chemical enterprises, research institutes dealing with food technology, different firms and companies, and at our Institute.

The task of our specialists is to introduce the latest achievements of science and technology into production.

5. Найдите эквиваленты следующих слов:

general laws of control	последниедостижения
automatic control systems	Преобразовывать
degree project	неограниченныеперспективы
tomaster	Получать
neededknowledge	практический навык
practicalknow-how	производственная практика
to obtain	Овладевать
latest achievements	общиезаконыуправления
vocational practice	необходимыезнания
to transform	дипломныйпроект
boundlessprospects	автоматизированные системыуправления

6. Ответьте на вопросы по тексту.
1. What is automation?
2. Where is automation developed?
3. What makes people more efficient in their everyday job?
4. What qualities do new careers in automation require?
5. When do the students study general subjects?
6. What knowledge should a future engineer obtain?
7. When do the students have their vocational practice?
8. Where do students get closer acquaintance with their future work?
9. Where can our graduates work?
10. What is the task of our specialists?

Практическая работа № 7

Тема: В мире профессий. Моя будущая профессия.

Цель: развитие монологической речи обучающихся.

Работа с учебником Безкоровайной «Планета английского», стр. 240 – первод текста, стр. 241-242 – выполнение упражнений.

Практическая работа № 8

В мире профессий. Моя будущая профессия.

Цель: развитие монологической речи обучающихся.

Functions of computers

Computer is one of the inventions of the 20th century that changed the world greatly. The first computers of the 1940s were enormous. But now they are almost in every family and in every office building. Most machines do only one job, some are multifunctional (e.g. a TV set + DVD player). But no device is as multifunctional as computer. The parts of the machine (or its hardware) remain the same, you change only the program (software) and your computer immediately learns to do various things. A browser program is designed to look at pages on the Internet (you can also say to browse, this accounts for the word browser). A word processor program lets you to print text and then change styles of fonts and sizes of pages. A database program is used for searching and sorting records. Such program is used in shops, libraries, hospitals, accountant offices, and so on. They make work with great amounts of data much quicker. Computers are found everywhere and used in every sphere of life. In a plant one can make a computer model of a car or plane and check its resistance to stress. Such calculations without a computer could have taken several months. Computer is used at school: children watch films, presentations and web pages. This helps them to study effectively. Computers also have some disadvantages. There is a famous joke that computers are designed to solve problems but half of the time they are the problem. As computer is a complicated device, one small breakage may stop its work. Moreover, the equipment is soon out of date. Besides, there is a problem of compatibility. First of all, there are hardware devices which can't work with the old operating systems, such as a processor, a hard disk drive, a video card, etc. Then, there are programs which need more resources than computer actually has. Thirdly, computers become more and more complicated, and much effort is required to learn how to work with them. Fourthly, computer viruses cause a lot of trouble — they can spoil, remove or steal computer data, and every user knows it well from his experience. And on top of all, computer is a multifunctional device, as we already know, so it can be used both to do work and to entertain oneself. Children often fall prey to computer and Internet: they play computer games, spend their free time chatting with friends on the Internet and doing practically nothing. This aspect can't be denied. To crown it all, computer is a good device like many others, designed to help people. But it's our own free will that lets us use it in order not to waste time but to get best results.

Active Vocabulary:

accountant бухгалтер

account . зд. объяснять

actuallyвсущности

almostпочти

amountколичество

breakageполомка

browse бродить (по Интернету)

browser обозреватель (компьютерная программа)

calculation вычисление

check проверять

compatibility совместимость

tocrownitall в довершение всего

data данные

database база данных

deny отрицать

design проектировать

disk диск

diskdrive дисковод

DVD (DigitalVideoDisk) видеодиск

effort усилие

Упражнение 1. *Join the two parts of sentences.*

1. Fred plays tennis...	a) every Monday.
2. Fred is playing tennis...	b) for several times.
3. Fred has played tennis...	c) at the moment.
4. Fred played tennis...	d) at that time.
5. Fred was playing tennis...	e) next Monday.
6. Fred will play tennis...	f) when he was 15.

Упражнение 2. *Copy the sentences and note if they refer to the present, past or future. Write the tense against each sentence.*

Example: He cut his finger with a knife. (Simple Past)

1. He often cuts himself.
2. What time did John arrive?
3. I never forget anything.
4. Are you sitting comfortably?
5. We drank a lot of Coke at the party.
6. It was raining all night.
7. The train will leave in a few minutes.
8. I put on a clean shirt yesterday.

Практическаяработа №9

Тема: Подготовка к трудоустройству.Preparation for employment.Цель**:** Введение и употребление известной и новой лексики .

- активизировать употребление изученной лексики, закрепить употребление грамматических форм;

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Ознакомьтесь с лексикой по теме. переведите определения:

Assessment   Evaluation of one's abilities

Background   Education - qualifications - experience

Bonus   Additional payment to an employee as an incentive or reward.

Curriculum vitae   Summary of one's education and experience to date; resume.

Dismiss Discharge from employment (also: to fire, to sack, to let go).

Employee   Person who works for a firm or company.

Employer   Person or firm who employs people.

Fire   To dismiss from a job.

Fringe benefits Advantages offered in addition to salary (life insurance, retirement scheme, company car, etc.). Also called 'perks', abbreviation for 'perquisites'.

Hire   Employ or take on personnel in a company.

Interview   Oral examination of a candidate for employment.

Make redundant   Dismiss for economic reasons.

Maternity leave Period of absence for a female employee when giving birth a baby.

Notice   Advance warning of intention to leave one's job - to give or hand in one's resignation.

Personnel   People who work for a firm or company (employees).

Personnel officer   Manager responsible for recruitment, training and welfare of personnel (employees).

Promotion   Advancement in rank or position in a company.

Prospects   Opportunities for success or promotion in a career.

Recruit Look for and hire personnel.

Resign   Leave a job voluntariily.

Retire   Leave employment because of age, typically on reaching the normal age for leaving service.

Sick leave   Absence because of illness - to be on sick leave.

Staff   People who work for a firm or department; employees.

Strength Strong characteristic or particular ability.

Strike   To go on strike : to stop working in protest against something.

Take on Employ or hire.

Trainee Person being trained for a job e.g. a trainee salesman.

Training course A course of study to prepare for a job e.g. a computer course.

Unemployment benefits   Payments made by the state to an unemployed person.

VacancyA position to be filled in a company or firm.

Weakness   A lack of ability or a shortcoming in character.

Практическая работа № 10

Тема: Подготовка к трудоустройству.Preparation for employment

Цель: систематизировать знания учащихся по теме «Подготовка к трудоустройству.Preparation for employment.

- развивать навыки работы с текстовыми заданиями;

- совершенствовать навыки практического владения английским языком по видам речевой

деятельности (говорение, аудирование, письмо);

Preparation for employment.

1. To begin your job search, you must identify the kind of job you want, where the jobs are, and what employers expect.

2.If you are a student or a graduate of a vocational, technical, or professional (university) training programme and you have the same interests, you already know the kind of job you want.

3.Begin by thinking about the work you can do. Include the work you have been trained to do, the work you have actually done, and the work you enjoy doing.

4. Next, talk to as many people as possible about your job interests and concerns.

5.Thinking and talking help you build a network of people interested in helping you.

6.This network will lead to specific job contacts.

7.However, job counselling is also useful.

8.Job counselling is a professional service that may include vocational

interest and aptitude testing; informing and advising about particular jobs; and providing training and guidance in the various steps at a job search.

EXERCISES

1. Find in the text the English equivalents of the following words and word combinations (Найти в тексте английские эквиваленты следующих слови словосочетаний):

поиски работы; профессиональное учебное заведение; про фессиональные контакты; служба трудоустройства; проверка про фессиональной пригодности и интересов; обучение и руковод ство

2. Answer the following questions (Ответьтенаследующиевопросы):
Question:
1.What must you do to begin your job search?
2.What must you include when thinking about the work you can do?
3.How can you build a network of people interested in helping you?
4.What is job counselling?
5.Does it provide training and guidance?

Практическая работа № 11
Тема: Подготовка к трудоустройству.Preparation for employment
Цель: формирование коммуникативной компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур по теме.
Переведитетекст   Preparation for employment- 2.

1.   Employers want to select employees who have or who can learn the skills necessary to do the job.
2.   Most employers will not hire people who are not dependable or who cannot get along with others.
3.Thus, they want to learn as much as possible about the skills, dependability and personal characteristics of prospective employees.
4.Depending on the job you are applying for, you might have to complete an application form, participate in one or more employment
interviews, submit a resume, take a test, have a physical examination, or submit references, samples of your work, and copies of your school records.
5. Each of these steps in the employment process provides the employer with important information about you.
EXERCISES

1. Find in the text above the English equivalents of the following words and word combinations (Найти в тексте выше английские эквивалентыследующих слов и слово сочетаний):

Предприниматели; работники; навыки; отбор работника (надежность работника), личные качества; претендовать на (работу); сдать экзамен; пройти медицинское обследование, представить резюме и рекомендации.

2. Which statements are correct? (Какие утверждения являютсяправильными):
1.Employers want to select only such employees who already have the necessary skills.
2.Most employers will hire only dependable people.
3.The employers want to learn all except your personal characteristics.
4.You might have to take a test when applying for a job.
5.You are never requested to submit references or school records.

Практическаяработа № 12

Цель: формирование коммуникативной компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур по теме.

Прочитайте и постарайтесь запомнить:

Employment – занятость

Unemployment – безработица

Employee – устраивающийся на работу

Employer – работодатель

Huntfor – искать

Applyfor – устраиваться

Anapplicationform – заявление о приеме на работу

CV/resume – резюме

A follow-up letter – письмо-ответ

Torespond – отвечать

Advertisement – реклама

Strengths – сильные стороны характера

Weaknesses – слабые стороны характера

Applicationprocess – процесс (стадии) приема на работу

Apost – должность

Negotiable – по договоренности, предмет переговоров

Research - поиск

A proposal – предложение

Require – требовать

Jobsatisfaction – удовлетворение от работы

Giveup – бросать, сдаваться

Youshould – вам следует

Youhaveto – вамприходится

To stand out - выделяться

Concise – краткий, сжатый

Competing – конкурирующий

Applicants – кандидат

Justify – оправдывать

Whatareyourstrongsides? – Какие сильные стороны вашего характера?

Whatareyourweaksides? – Какие слабые стороны вашего характера?

Sorry to keep you waiting – Извините. Что заставил вас ждать.

Itlooksveryimpressive – Впечатляет.

It will enable me to – Этодастмневозможность …

Everyone made me feel very welcome – Всебылиоченьлюбезны.

I used to forget my friends' birthdays – Бывалоязабывалднирождениямоихдрузей.

I'm very keen to work for – Уменяоченьбольшоежеланиеработатьв …

To pick up things easily – Ялегкоучусь.

Whenitcomesto – Когда дело доходит до …

Обсудите с партнером:

Most of us spend between 60-80% of walking hours working, so it's important to find a job that brings true satisfaction. If you haven't found it yet, don't give up. Keep looking until you find a job that you love doing.

Обсудитеспартнером:

What do you think are the stages in the job application process?

EXERCISE

1. Find in the text above the English equivalents of the following words and word combinations (Найти в тексте выше английские эквивалентыследующих слов и слово сочетаний):

Объявление; подходящая работа; профессиональные журналы; объявления о приеме на работу; "требуются на работу"; "Ищу работу", профессиональный опыт; местонахождение фирмы; рабочий день, оплата, нереальные предложения, заработать много денег.

Практическаяработа № 13

Тема: Правила телефонных переговоров.Rules of telephone conversations.Цель**:** Введение и употребление известной и новой лексики .
- активизировать употребление изученной лексики, закрепить употребление грамматических форм;
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Ознакомьтесь с новой лексикой по теме:

1. **skill** *n* **master a skill**	— умение, мастерство, искусство — овладеть умением (мастерством)
mouthpiece *n*	Микрофон
2. **receiver** - *n* **lift the receiver**	— телефонная трубка — поднять трубку
3. **dial** -v **dial the number** **dial a wrong number**	— набирать номер (по телефону), звонить; наборный диск — набирать номер по телефону — не туда попасть
4. **directory** -*n* **telephone directory**	— руководство,справочник — телефонный справочник
look up v	— искать (в справочнике, словаре и т.п.)
5. **long-distance call**	— междугородный или международный телефонный звонок
6. **engage the number/the line is engaged**	— занимать, заниматься(чем-л.) — номер занят/линия занята
7. **holdon**v **hang on** v	— не класть трубку — ожидать (у телефона)
hang up v	— положить телефонную трубку, прекратить телефонный разговор

8. **pick up the phone**	— снять телефонную трубку
9. **put through** v	— соединить (по телефону)
10. **call back** v	— перезвонить
11. **request** - *n v*	— просьба, требование, запрос,заявка; просить разрешения, просить, запрашивать
12. **feature** -*n v*	— особенность,характернаячерта, признак, свойство; изображать, быть характерной чертой
13. **clarify** - v **clarification** -*n*	— делать ясным, вносить ясность — прояснение
14. **tip** *n*	— совет, намек
15. **observe** *[эƄ'гэ:\] v* **observe rules**	— соблюдать; наблюдать, замечать — соблюдать правила
16.**distinct** *adj *	— отчетливый, ясный, внятный
17. **prompt** *adj*	— быстрый, немедленный
18. **courteous***adj* **discourteous** *adj*	— вежливый, учтивый — невоспитанный, невежливый
19. **accept** [sk'sept] v **acceptable**[ak'septabal] *adj*	— принимать, признавать — приемлемый, допустимый
20. **switchboard** ['switfbord] *n***switchboard operator**	— коммутатор — телефонистка

Практическая работа № 14

Тема: Правила телефонных переговоров.Rules of telephone conversations.

Цель: систематизировать знания учащихся по теме «Правила телефонных переговоров. Rules of telephone conversations

- развивать навыки работы с текстовыми заданиями;

- совершенствовать навыки практического владения английским языком по видам речевой

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деятельности (говорение, аудирование, письмо);

переведите текст:

Telephone conversations

Standard formulas in language invade many aspects of our life, including the telephone, which seems to be the most challenging skills for a foreign speaker to master. A lot of people find it difficult to make phone calls in a foreign language — and that is understandable. You can't see the person you are talking to, their voice might be unclear, and it might be difficult for you to find the right words.

When you make a telephone call, you lift the receiver. Then you dial the number. If you don't know the number, you can look it up in the telephone directory. If you can't find it there, you can call directory inquiries. Making a call to a place far away is called a long-distance call. For most countries you can phone direct; first dial the international code-number. If the person you want to call is already speaking to someone, the number is engaged. When you call a person you want to speak to and somebody else answers the phone, you can leave a message, or it may mean that you have dialled a wrong number.

One thing you can do to improve your telephone skills is to learn some of the multi-word verbs that are commonly used in telephone conversations. Most of them are featured in this text. *Hold on* and *hang on* mean "wait". Be careful not to confuse *hang on* with *hang up\ Hang up* means "put the phone down". Another phrasal verb with the same meaning is *ring off*. The opposite of *hang up/ring off is ring up* — if you ring somebody up, you make a phone call. And if you pick up the phone, you *answer a call* when the phone rings

If you are talking to a receptionist, secretary or switchboard operator, they may ask you to hang on while *they put you through* — connect your call to another telephone. But if you can't get through to the person you want to talk to, you might be able to leave a message asking him/her *to call you back* — to return a call.

Another thing to think about when talking on the telephone is formality. It is important to use the right level of formality. On the one hand, if you are too formal, people might find it difficult to feel comfortable when they talk to you. On the other hand, if you are too informal, people might think you are rude. Generally speaking, if you are talking to someone in a business context, you should use *could, can, may* or *would* when you make a request: "Could I speak to John Smith, please?", "Can I take a message?", or "Would next Tuesday be okay?" You should also *use please* and *thank you* or *thank very much* whenever you ask for, or receive

any information or help. It is important to show politeness by using words like *would, could, please, thank you,* etc. But it is also okay to use some of the features of informal English — short forms, phrasal verbs and words like *okay* and *bye* — in other words — everyday English. So phrases like *I'm off to a conference, No problem, bye!* and *Hang on a moment and I'll put you through* are perfectly acceptable, as long as the overall tone of the conversation is polite.

It is better to ask for help or clarification when you are having a telephone conversation than to pretend you understand something that you didn't. It. is perfectly acceptable to use phrases like *Could you repeat that, please?, Could you speak a little more slowly, please?* and *Would you mind spelling that for me please?* Using phrases like these will help make sure that you have a successful phone call, and may save you from lots of problems later on. You could always say that *the line's very bad today* if you can't hear very well.

One last ti p is observing the telephone etiquette, especially if it is an official call that you are making or receiving. Read on to know what basic rales you should observe, while on a call.

1. Allow time to answer: give the person you are calling enough time to reach his telephone; a little patience may save you aиsecond call.

2. Speak distinctly and in a normal tone of voice: your lips should be about an inch away from the mouthpiece.

Answer promptly: try to answer your telephone on the first ring, otherwise the caller may hang up and you might miss an important message.

Identify yourself when you answer the telephone: do not merely say *Hello;* give your name, your telephone number, or the name of your firm.

Take messages for people who are not there: write down the name and telephone number of the person calling; place the message where it can be seen.

Hang up gently: slamming the receiver down is discourteous; be sure the receiver is always replaced properly, otherwise no calls can come through to you.

Do you think foreign speakers find it difficult to speak on the phone?

What is required to make a telephone call?

What multi-word verbs to be used in telephone conversations do you know?

Do you have to be formal or informal while on a call?

What phrases are usually used in case you don't understand a person speaking to you on the telephone?

What rules should be observed when speaking on the phone?

Практическая работа № 15

Тема: Правила телефонных переговоров.Rules of telephone conversations.

Цель: формирование коммуникативной компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур по теме.

Answering the phone

Thank you for calling Johnson and Company. Mary speaking. How can I help you?/ May I help you?

Johnson and Company. Can I Help you?

Hello? (informal)

• Hello, this is John Smith calling.

This is Paul Jackson speaking.

Hello, this is John Cote from Bent and Co.

This is she/he.*

Speaking.*

Hey, Mike. It's Jane calling, {informal)

Asking for someone

Can/May I speak to Mr. White, please?

I'd like to speak to John Smith, please.

Could you put me through to Mr. White?

Could I speak to someone who ...?

Is Robert in? (informal)

Is Smith there, please? (informal)

Can I talk to your brother? (informal)

Connecting someone

One moment, please. I'll see if Mr. Smith is available.

Please hold on and I'll put you through to his office.

One minute, I'll transfer you now.

I'll connect you.

I'm connecting you now.

Just a sec. I'll get him. (informal)

Hang on one second/a minute, (informal)

Making special requests

I'm sorry, I don't understand. Could you repeat that, please?

Would you mind spelling your name/that?

I'm sorry, I can't hear you very well. Could you speak up a little, please?

Can you speak a little slower, please? My English isn't very strong/good.

Can you call me back? I think we have a bad connection.

I'm sorry, Mr. Smith isn't here at the moment. Can I ask who's calling?

Taking a message

He's busy right now. Can you call again later?

Can I take a message?

Would you like to leave a message?

I'll tell Mr. Smith that you called.

Sam's not in. Who's this? (informal)

Leaving a message

Please tell him that Daniel Morris called and ask him to call me back. My number is 313-434-5648.

Please ask him to call Daniel Morris when he gets in.

Can you tell him his son called, please?

No, that's okay, I'll call back later.

When do you expect him back in the office?

Hello, this is Robert calling for John. Could you return my call as soon as possible, please? My number is 223-6781. Thank you.

Hey, Nick. It's Mike. Call me back when you get a minute (informal)

Finishing a conversation

Thanks for calling. I'll speak to you again soon.

Thanks for calling. Bye for now.

Good talking to you.

It's been great talking to you. I've got a meeting now so I'd better run. Bye.

13. Practise the following illustrative dialogues. Dialogue 1

A.: Good morning. Finesse Group. James Fielding speaking.

How can I help?

B.: Hello, this is Boris Klimov. I'm calling from Russia. I work

for a furniture manufacturer. I understand you organize

trade fairs and exhibitions. Could you give me some

information, please?

A.: Certainly. What would you like to know?

B.: Do you have an exhibition for the furniture business?

A.: Yes, we do. It's called Decoreks.

B.: Sorry. Could you say that again, please?

A.: Decoreks. We hold it in the summer every year. This year

it's June 11th — 15th.

B.: Mmm. Do you get many visitors?

A.: Last year we had nearly 120,000 visitors.

B.: British visitors I presume.

A.: Mainly, but we did have about 17,000 foreign visitors.

B.: Sorry, did you say seventy thousand?

A.: No, seventeen. One seven.

B.: That's very interesting. What were the dates again?

A.: The 11th June 11th to 15th June.

B.: Could you send me some information?

Confirming information

Okay, I've written it all down.

Let me repeat that just to make sure.

Did you say 341 William Street?

You said your name was Samuel, right?

I'll make sure he gets the message.

Listening to an answering machine

We are unable to answer your call right now. Please leave your name, number, and a brief message at the sound of the beep, and we will get back to you as soon as we can.

Hello. You've reached 264-357-662. Please leave a message after the beep. Thank you. ^

Hi, this is Mary. I'm sorry I'm not available to take your call at this time. Leave me a message and I'll get back to you as soon as I can.

Leaving a message on an answering machine

• Hello, this is John Smith from ABC. I'm calling regarding the upcoming conference in London. I'll try you again later today.

A.: All the information is available on our website at decoreks. online.com.im.

B.: Great, I'll have a look. Thanks for your help. A.: Oh, you're welcome. Thanks for calling. Bye.

Практическая работа № 16

Тема: Правила телефонных переговоров.Rules of telephone conversations.

Цель: введение и закрепление грамматического материала

Времена группы Progressive

1. Present Progressive (Настоящее продолженое время)

• Употребляется для обозначения действия, которое совершается прямо сейчас (в момент речи) или в настоящий период времени: *«Падают, падают, падают, падают листья».*

• Маркеры: *now, still, at present, at the moment, while, meanwhile.*

• Утвердительная форма образуется с помощью глагола **to be** + основной глагол с окончанием **–ing**:

I am reading. He is reading. You are reading.

• Отрицательнаяформа: **tobe** + **not** + глаголс **–ing**. *They are not reading.*

• Вопросительнаяформа: *Aretheyreading?*

2. Past Progressive (Прошедшее продолженное время)

• Употребляется для обозначения действия, которое совершалось в определенный момент в прошлом: *«Шумел камыш, деревья гнулись».*

• Маркеры: *still, while, during, for 3 hours/days/weeks, all day long yesterday, from … till …*

• Утвердительная форма: **was/were** + глагол с **–ing**. *I was eating all day long.*

• **Отрицательная форма: was/were + not +** глагол **с –ing**. *They were not playing.*

• Вопросительнаяформа: *Was she playing?*

3. Future Progressive (Будущее продолженное время)

• Обозначает действие, которое будет совершаться в определенный промежуток времени или момент в будущем: *«Я буду долго гнать велосипед».*

• Маркеры: *still, from … to …, meanwhile, for 3 hours/days/years, during.*

• Утвердительная форма: **will/shall** + **be** + глагол с **–ing**. *They will be laughing.*

• Отрицательнаяформа: **will/shall** + **not** + **be** + глаголс **–ing.** *I will not be crying.*

• Вопросительнаяформа: *Will it be raining?*

1. Поставьтеглаголвформу Present Continuous, Past Continuous или Future Continuous. to shine

1. The sun … yesterday morning.
2. The sun … brightly now.
3. Tomorrow the sun … all day long.

to write
4. I … a postcard at the moment.
5. I … a postcard when you phoned.
6. I … a lot of Christmas cards tomorrow evening.

to sit
7. We … in the garden at 3 o'clock yesterday afternoon.
8. This time tomorrow we … in the garden.
9. We … in the garden now.

2. Раскройтескобки, употребивглаголвформе Present Continuous, Past Continuous или Future Continuous.
1. I … (study) Japanese online from 5 till 6 tomorrow evening.
2. Listen! Why the dogs … (bark)?
3. She … (wear) a yellow coat when I saw her.
4. They … (take) their driving test next Monday.
5. I dropped my wallet when I … (get) on the bus.
6. What you … (do) in my office yesterday?
7. Bob … (feel) much better today.
8. The kids … (watch) cartoons in their room now.
9. I'm afraid she … (sleep) in ten minutes.
10. We … (have) tea soon?

3. Преобразуйте утвердительные предложения в отрицательные, обращая внимание на форму глагола-сказуемого.
1. We are enjoying the party. (Нам нравится вечеринка.)
2. He'll be playing chess in an hour. (Через час он будет играть в шахматы.)
3. They were planting flowers in the garden last May. (Они занимались посадкой цветов в саду в прошлом мае.)
4. I am looking for a job. (Я ищу работу.)
5. The phone was working yesterday. (Вчера телефон работал.)
6. Margaret will be working as a waiter during her summer holidays. (Маргарита будет работать официанткой во время летних каникул.)
7. The secretary is typing a contract. (Секретарь печатает договор.)

Практическаяработа №17

Тема: Официальная и неофициальная переписка.Типы придаточных предложений; наречия some, any, no, every и их производные

Цель**:** Введение и употребление известной и новой лексики .

- активизировать употребление изученной лексики, закрепить употребление грамматических форм;

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Письмо на английском языке
Классификация писем

Письма на английском языке отличаются четкими правилами написания. Это относится как к структуре и составляющим письма, так и к стилистике. Данные компоненты зависят от выбранного типа письма.

Итак, разделяют письма официальные(формальные или деловые), неофициальные(неформальные или личные).

Официальные письма

В деловых письмах (самом тексте) не допускается никаких сокращений. Хорошим тоном считается писать письмо на фирменном бланке (когда письмо на бумаге).

Существуют определенные стандарты для оформления деловых писем на английском языке, хотя некоторые отклонения являются приемлемыми (например, между европейским и североамериканским деловым письмом). Вот несколько основных принципов:

Используйте форматы А4 (Европейский) или 8,5 х 11 дюймов (Северная Америка) бумаги или бланков

Используйте поля 2,5 см или 1 дюйм со всех четырех сторон

Используйте простой шрифт, такие как Times New Roman или Arial

Используйте размер шрифта 10 – 12 пунктов

Используйте запятую после приветствия (Dear Mr Bond,)

Одинарный отступ в абзацах

Двойной отступ между параграфами

Двойной отступ между последним предложением и концовкой письма (Sincerely, Best wishes)

Оставьте 4 или 5 отступов для собственноручной подписи

Сложите письмо втрое (горизонтально) перед помещением его в конверт

Используйте форматирование без выравнивания с правой стороны

Типы деловых писем

Письмо-просьба

Письмо-извещение

Письмо-напоминание

Письмо-подтверждение

Письмо-претензия

Письмо-отказ

Письмо-извинение..

Гарантийное письмо является особой формой письма и направляется как обязательство оплаты за покупку, услуги и т.п.

Циркулярные письма. Их цель довести информацию одного и того же содержания в несколько адресов (например, дочерним фирмам, филиалам).

Формат письма:

1) Шапка письма, например наименование фирмы

2) Внутренний адрес

Порядок указания адреса отправителя в англо-говорящих странах следующий: номер дома, улица, индекс, место. Однако если письмо отправляется из страны, в которой порядок написания адреса отличается (например, из России), то нужно придерживаться именно того порядка, который принят в стране отправления.

Британский английский

В британском английском адрес обычно располагается в правом верхнем углу письма.

Britain Import GmbH
Londoner Weg 25
87953 Posemuckel
Tel 0049 741 563 6219

Американский английский

В американском английском адрес обычно располагается в левом верхнем углу, под датой, или в конце письма, после

October 30, 2003

US Import GmbH
Lincoln-Straße 25
87953 Posemuckel
Tel. 0049 741 563 6219

подписи.

Sincerely,

Hammerschmidt

Fred Hammerschmidt
US Import GmbH
Lincoln-Straße 25
87953 Posemuckel
Tel. 0049 741 563 6219

3) Дата

Британский английский

Дата написания письма в британском английском ставится справа, на одну строчку ниже адреса отправителя (если письмо набирается и отправляется в печатном виде, дату также можно ставить в верхнем левом углу).

Britain Import GmbH
Londoner Weg 25
87953 Posemuckel
Tel 0049 741 563 6219

Mr Johnny Welsh   30 October 2003
46 Baker Street

Американский английский

Дата написания письма в американском английском ставится в левом верхнем углу (иногда она может размещаться по центру вверху письма).

October 30, 2003

US Import GmbH
Lincoln-Straße 25
87953 Posemuckel
Tel. 0049 741 563 6219

4) Приветствие

Dear (уважаемый(-ая)) Ms / Miss / Mrs / Mr / Dr + фамилия
Например: Dear Mr Miller

Также возможно написать полное имя человека. Такое написание предпочтительно, если неизвестен пол человека.

Например: Dear Chris Miller

Есть несколько способов обратиться к человеку, когда имя неизвестно:

Dear Sir / Dear Sirs: обращение к лицу мужского пола (особенно в британском английском)

Gentlemen: обращение к лицу мужского пола (особенно в американском английском)

Dear Madam: обращение к лицу женского пола (особенно в британском английском)

Ladies: обращение к лицу женского пола (особенно в американском английском)

Dear Sir or Madam: когда пол неизвестен (особенно в британском английском)

Ladies and Gentlemen: когда пол неизвестен (особенно в американском английском)

To whom it may concern: когда пол неизвестен (особенно в американском английском)

Деловые партнеры часто обращаются друг к другу по имени. В этом случае приветствие пишется так: Dear Sue (Jack, Antony, и т.д.).

Пунктуация в приветствии

В британском английском знаки пунктуации в приветствии либо вообще не используются, либо используется только запятая.

Например: Dear Mr Miller / Dear Mr Miller,

В американском английском в приветствии используется двоеточие.

Например: Dear Mr. Miller:

Разница между Ms, Miss и Mrs

Mrs используется по отношению к замужней женщине.

Miss используется по отношению к незамужней женщине.

Ms используется, когда семейное положение женщины неизвестно, а также может использоваться по отношению к незамужней женщине.

Примечания: сокращения Ms, Mrs, и др. обычно пишутся без точки в британском английском, и с точкой в американском английском (например: Mr.).

5) Основная часть

Типичная лексика делового письма, примеры:

With reference to your letter of [date] ...	Ссылаясь на Ваше письмо от [дата]…
I am writing to enquire about ...	Обращаюсь для справки о …
We refer to our letter regarding ...	Ссылаясь на наше письмо относительно ...
In accordance with your order of ...	В соответствии с Вашим заказом от ...
We wish to bring to you notice that ...	Обращаем ваше внимание на тот факт, что ...
We would like to note that ...	Обращаем ваше внимание на тот факт, что ...
Enclosed you will find a copy of the contract	Копия договора прилагается
We would appreciate your cooperation on this matter	Будем благодарны Вам за сотрудничество в этом вопросе.
Awaiting your prompt reply	В ожидании скорейшего ответа

6) Концовка

Как и форма обращения, подпись в письме (заключительная формула вежливости) зависит от того, кому вы пишете письмо. Наиболее общей представляется формула Sincerely yours. В зависимости от тона и стиля всего письма она может интерпретироваться и как строго официальная, и как менее официальная, и как совершенно неофициальная. На русский язык эта формула может переводиться С уважением или Искренне Ваш/ Искренне твой. Существуютследующиевариантыформулы:

Sincerely,

Sincerely yours,

Very sincerely yours,

Yours sincerely,

Yours very sincerely,

Always sincerely yours ит.д.

Также используются:

Yours truly/ Yours very truly – С уважением / Преданный Вам (формально и официально)

Truly yours/ Very truly yours – С уважением / Преданный Вам (несколько менее формально, но также официально)

Respectfully yours – С уважением (обычно обращаются к своему начальству)

7) Подпись, должность, отдел, PaulPetrov,Director

8) Вложения (Если Вы прилагаете к письму какие-либо материалы: прайсы, реклама - для бумаги или файлы - для интернета, стоит об этом написать в самом низу письма)

Неофициальные письма

1) Шапка письма (названия для личного письма как правило нет)

2) Внутренний адрес (см «Официальные письма»)

3) Приветствие

Варианты:

(My) dear + имя

Dearest, (my) darling +имя

Просто имя

4) Основная часть (общеупотребительная лексика, допускается жаргон и т.д.)

5) Концовка и подпись в личном письме совпадают

Sincerely (yours) – искренне твой. Как вариант в обратном порядке: (Yours) sincerely

Cordially yours / yours cordially – сердечнотвой

Faithfully yours / yours faithfully / yours truly – всегдапреданныйтебе

Yours ever / Ever yours / As ever / yours as always – всегдатвой

Yours affectionately / lovingly yours – любящийтебя

Your very sincere friend – твойискреннийдруг

Lotsoflove(kisses) – целую

6) Вложения(фото, документы, открытки и т.д.)

7) Дата (см. «Официальные письма»)

Заключение

Несмотря на четкую структуру и множество правил составления писем на иностранном языке, не стоит забывать о своих личных мотивах, адресате и характере ваших взаимоотношений, ведь в первую очередь целью написания письма является достижение результата (будь то просто общение, прошение или жалоба).

Практическая работа № 18

Тема: Официальная и неофициальная переписка.Типы придаточных предложений; наречия some, any, no, every и их производные

Цель: систематизировать знания учащихся по теме «Официальная и неофициальная переписка.Типы придаточных предложений; наречия some, any, no, every и их производные»;

- развивать навыки работы с текстовыми заданиями;
- совершенствовать навыки практического владения английским языком по видам речевой

деятельности (говорение, аудирование, письмо);

Прочитайте и переведите письма

Flat 30
50 Lenina st.,
Novosibirsk, 443999
Russia
13/12/2011

Dear Anton,

I am writing to your to tell your about my next winter holiday.

I wanted to spend it in the mountains. Skiing is very popular sport in my country. It is very interesting. Even our prime minister likes to ski and it is his hobby. I began to ski in my childhood with my father and sister. We very often have been in wood and spend our time there. I think the fresh air, clear nature and sport is very health to me. That why my favourite hobby is skiing.

The mountain-skiing base is situated in Karpaty. It is near 200 kilometres from my city. This base is very popular and many people visit it every year. There are 4 skiing trace. Three of them are for the skiing and one for the snoubord. Also there is the elevator, cafe and the house, where you can take a rest. The trace is near 3 kilometres. The speed that you can develop there is very big. Then after this base I wanted to visit my grandfather that live in another city. I miss about him.

So that is my all holiday. Write me more often. Goog luck.

Yours truly,

Maksim.

Перевод письма на русский язык

Кв. 30
Ленина 50
Новосибирск, 443999
Россия
13/12/2011

Дорогой Антон,

Я пишу тебе, чтобы рассказать тебе о моих следующих зимних каникулах.

Я хочу провести их в горах. Катание на лыжах - очень популярный вид спорта в моей стране. Это очень интересно. Даже наш премьер министр любит кататься на лыжах - это его хобби. Я начал кататься на лыжах, когда был маленький, с моими папой и сестрой. Мы часто бываем в лесу и проводим там свое время. Я думаю, что свежий воздух, чистая природа и спорт очень полезны для меня. Вот почему мое любимое хобби - катание на лыжах.

Горнолыжная база находится в Карпатах. Это в двухстах километрах от моего города. Эта база очень популярна и каждый год ее посещают очень много людей. Там есть 4 лыжных трассы. Три из них - для лыж, одна - для сноуборда. Также там есть подъемник, кафе и дом, где ты можешь отдохнуть. Длина трассы примерно 3 километра. Скорость, которую ты можешь развить, очень высок. Затем, после этой базы, я хочу поехать к моему дедушке, который живет в другом городе. Я по нему скучаю.

Итак, вот и все мои каникул. Пиши мне чаще. Удачи.

Преданный тебе,

Максим.

Приложение №2

Britain Import GmbH

Londoner Weg 25

87953 Posemukel

Tel 0049 741 563 6219

30 October 2003

Mr Johnny Welsh

46 Baker Street

Dear Sirs,

Our order No. 1522

Re the above order this has just been delivered and we are sorry to say that the quality of the DIV items (Nos. 2041/3/4/5) is not up to your usual standard. We are sure you will understand our disappointment.

It will be possible to retail the handyman's goods eventually but only at a lower price. We must therefore ask you to allow us a supplementary discount of 10% on items 2041/3/4/5 or take them back.

Yours sincerely,

[siganture]

Jonny Welsh

Перевод письма на русский язык

ООО Британский импорт

87953 Посемукел

Тел 0049 741 563 6219

30 Октября 2003

Мистер Джонни Велш

Бейкер стрит 46

Уважаемые господа!

Кас.: нашего заказа № 1522.

Вышеупомянутый заказ только что был нам доставлен и, к сожалению, мы должны сказать, что качество товаров DIV (позиции № 2041/3/4/5) ниже Вашего обычного стандарта. Мы уверены, что Вы поймете наше разочарование.

Эти поделки можно будет реализовать в розницу, но только по более низким ценам. Поэтому мы должны просить Вас о предоставлении нам дополнительной 10% скидки на позиции 2041/3/4/5 или заберите их обратно.

С уважением,

[Подпись]

Джонни Велш

Практическая работа № 19

Тема: Официальная и неофициальная переписка.Типы придаточных предложений; наречия some, any, no, every и их производные

Цель: систематизировать знания учащихся по теме «Официальная и неофициальная переписка.Типы придаточных предложений; наречия some, any, no, every и их производные»;

- развивать навыки работы с текстовыми заданиями;

- совершенствовать навыки практического владения английским языком по видам речевой

деятельности (говорение, аудирование, письмо);

Прочитайте и переведите письма

Letter of Congratulation

Mr John Lewis

General Manager

Hoverny Ltd
4567 Snake street
Oakland, California

Howard Stanley
9034 Canyon Street
San Francisco, California
USA, 90345

October 01, 2015

Dear Mr Stanley,

October, 02 will be a remarkable day of your 10th anniversary as a member of Hoverny Ltd. During these years of work you proved to be a loyal and qualified worker with great potential. We recognize the contribution you make in our company success and wish to congratulate you upon your 10th anniversary.

With respect,
John Lewis,
General Manager

Письмо-приглашение (Letter of Invitation)

Dear Charles Milton,

I would like to invite you to a seminar that I'm confident will interest you.

The 3D Technologies Seminar held at the Moscow Crocus Congress Centre on June 13 will feature lectures by several key programmers and designers in the field of 3D modeling, with topics including trilinear filtering, anti-aliasing and mipmapping.

I am enclosing 3 tickets for you. I hope that you decide to attend and I am looking forward to seeing you there.

Best regards,

Igor Petrov ,
Managing Director Ltd. The company "Center"
Tel: +7 912 XXXXXXX

Письмо о приеме на работу (Letter of Acceptance)

Mrs Jane Tumin
HR Manager
Sommertim
7834 Irving Street
Denver, Colorado

Mrs Lean
9034 Cody Street
Denver, Colorado
USA, 90345

February 15, 2016

Dear   Mrs   Lean

With reference to our telephone conversation yesterday I am glad to tell you that we offer you the position of Senior Lawyer in our company. You will be provided with company car according to the corporate policy and full medical insurance. Your salary will be $100 000 per year according to your request. You may learn about job conditions in job offer attached to this letter.

With   respect,

Jane   Tumin,
HR Manager

Письмо-заявление (Application letter)

Kira   Stan
7834   East   street
Chicago,   Illinois

Trend&Fashion
9034   Groom   Street
Chicago,   Illinois
USA,   90345

July   12,   2017

Dear   Sirs

With reference to your vacancy for Office Manager I am sending you my CV attached to this letter. I have an experience of working as a secretary for 2 years in a small company where I had no career prospects. I am the Bachelor of Business Administration and so I think my education would allow me to make a significant contribution to your company. I would be very grateful if you consider my application.

With   respect,

Kira Stan

Письмо-предложение (Commercial Offer)

Mr   Dean   Hipp
General   Director
Roses   For   You
4567   Camino   Street
San   Diego,   CA

Mrs   Olga   Linnet
Perfect   Wedding
9034   South   Street
San   Diego,   CA
USA,   90345

March   10,   2016

Dear   Mrs   Linnet
Your wedding agency is becoming more and more popular in our city. I would like to help you make it more attractive to the customers. I am the owner of rose gardens, we grow fine roses all the year round. Roses would become a very good decoration for all wedding ceremonies. The prices are reasonable and include the designer service. More information you may find in the brochure attached.

Yours   sincerely,

Mr   Dean   Hipp
General Director

Письмо-жалоба (Letter of Complaint)

Mr   Jack   Lupin
7834   17th   Street
Detroit,   Michigan

Electronics   Ltd
9034   Commerce   Street
Detroit,   Michigan
USA,   90345

April   25,   2017

Dear   Sirs,
I am writing to inform you that yesterday I got my new TV set which was delivered by your delivery service. The package was undamaged so I signed all documents and paid the rest of the sum. But when I unpacked it I found several scratches on the front panel. I would like you to replace the item or give me back my money. Please let me know your decision within 2 days.

Yours   faithfully,

Jack Lupin

Письмо–извинение (Letter of Apology)

Mr   Dereck   Smith
General   Manager
Electronics   Ltd
9034   Commerce   Street
Detroit,   Michigan
USA,   90345

Mr   Jack   Lupin
7834   17th   Street
Detroit,   Michigan

April   28,   2017

Dear   Mr   Lupin,
It was distressing to learn that the TV set that we delivered to you on April 24 was scratched. We do not

have any idea how it may have happened that is why we are very sorry that this unfortunate incident occurred and ready to exchange your scratched TV for another one.

Yours   sincerely,

Mr   Derek   Smith
General Manager

Письмодлявыражениясожаленияисоболезнования (Letter of Sympathy)

Dear   Mr   Smith,
Today morning we heard the sad news of your wife's death… All the employees of our department have sent their support and condolences. Please don't worry about the upcoming projects and meetings which are coming up next month. If there is any report that is required I will get it from other team members. If there is anything that we can help you with please feel free to call us at 12345678.

Sincerely,
Ben Jones

Письмо–просьба (Request letter/Enquiry Letter)

Mr   Ken   Smith
9034   Commerce   Street
Detroit,   Michigan
USA,   90345

ParkInn   Hotel
7834   17th   Street
Tampa,   Florida

June   28,   2016

Dear   Sir   or   Madam
I'd like to book a single room in your hotel from August 1 till August 10. Could you please tell me the price per night including breakfast and dinner if possible? Do you have airport transfer and car rent service?

I   am   looking   forward   to   your   reply,
Mr Ken Smith

Письмо–ответназапросинформации (Reply to Information Inquiry /Reply Quotation)

Ms   Jennifer   Watson
Sales   Manager
ParkInn   Hotel
7834   17th   Street
Tampa,   Florida

Mr   Ken   Smith
9034   Commerce   Street
Detroit,   Michigan
USA,   90345

June   30,   2016

Dear   Mr   Smith
Thank you for your enquiry about the staying in our hotel. We have a single room available at the period you stated. The price is $85 per night. Breakfast and other meals are not included as we do not have such service. But there is a buffet in our hotel where you can have meals at any time of the day and night. We have airport transfer service, it's free for our guests, as well as Wi-Fi. It is also possible to rent a car in our hotel in advance together with reserving a room. If you have any more questions we are ready to answer.

Yourssincerely,

JenniferWatson
SalesManager

Практическая работа № 20
Тема: Официальная и неофициальная переписка.

Цель: систематизировать знания учащихся по теме «Официальная и неофициальная переписка. совершенствовать навыки практического владения английским языком по видам речевой
деятельности (говорение, аудирование, письмо)

Задание: составить основные типы деловых писем согласно основным принципам, стилю и сотавным частям письма

Практическая работа № 21

Контрольная работа
Цель: контроль знаний грамматики
Вариант 1

1. Раскройте скобки, употребив глагол в Present Simple, Past Simple или Future Simple.
1.   We … (go) roller-skating last Saturday.
2.   Our granny … (bake) meat-pies every weekend.
3.   We … (write) an essay tomorrow.
4.   I really … (enjoy) the opera yesterday.
5.   Where your husband … (work) five years ago?
6.   British people … (prefer) tea to coffee.
7.   Tom, you … (meet) me at the railway station next Sunday?

2. Вставьте правильную форму оборота thereis/are

1. _____three chairs in the room.
2. _____a red carpet on the floor.
3. _____ some armchairs next to the table.
4. _____a big tree in the yard.

3. Вставьте нужную форму глагола tobe
1. Frank and Martin … watching a TV show now.

2. Kelly … washing her dress in the bathroom.

3. Our teacher … writing something on the blackboard.

4. It … getting dark.

5. The birds … singing sweetly in the garden.

4. Вставьте где необходимо to (сложное дополнение)

1. Glasses make him ___ look older.

2. My lawyer advised me not ____ tell anything to the police.

3. Having a car enables you ___ travel round more easily.

4. Don't let him ___ punish the child.

5. I've never been to England but I'd like ___ go there.

5. Переведите на русский язык используяComplex Subject

1. They are likely to win the match.
2. She is unlikely to be a good actress.
3. We are sure to meet you at the station.
4. My parents are certain to believe me.
5. Los Angeles is sure to be the capital of the world movie production.

6. Переведите на русский язык используя правило Complex sentence и Compound sentence

1. I don't know what you are talking about.
2. Kate doesn't know where she can buy this book and how much it will cost her.
3. I don't like this book because it's dull and not funny at all.
4. The examination was pretty complicated, nevertheless we managed to pass it.

7. Вставьте something, anything, nothing или everything.

1. My husband taught his son ____he knows.
2. Her patient has a bad memory. She can't remember ___.
3. I think there is ____ wrong with my watch.
4. We've got ____ to eat. We've got only ____ to drink.

Вариант 2
1. Раскройте скобки, употребив глагол в Present Simple, Past Simple или Future Simple.

1. Where she usually … (celebrate) her birthdays?
2. … you (have) a big family?
3. Newton … (invent) the telescope in 1668.
4. When … this accident (happen)?
5. Nina and Nick … (get married) in two weeks.
6. How many books they … (bring) tomorrow?
7. Stanley … (have) two sons and a daughter.

2. Вставьте правильную форму оборота thereis/are

1. _____some books in the bag.
2. _____two balls in the box.
3. _____ a mirror in the bedroom.
4. _____ some pens on the desk.

3. Вставьте нужную форму глагола tobe

1. I … preparing for my report at the moment.
2. The children … decorating the hall for the party.
3. The wind … blowing now.
4. People … speaking quietly in the conference-hall.
5. You … waiting for the call.

4. Вставьте где необходимо to (сложное дополнение)

1. The mother made her son _____ tell the truth.

2. Let me ____ pay for the meal.

3. Lisa doesn't want Pete _____ come back.

4. Martha didn't expect David ____ ask such an embarrassing question.

5. They would like us ____ take part in the competition.

5. Переведите на русский язык используяComplex Subject

1.   Celebrities are certain to need peace and quiet.
2.   They are thought to have gone away some days ago.
3.   The patient is unlikely to follow the doctor's recommendations.
4.   This picture is sure to be the best at the exhibition.
5.   The delegation is reported to be leaving Russia tonight at 11 a.m.

6. Переведите на русский язык используя правило Complex sentenceи Compound sentence

1.   I will give you candies if you clean your room.
2.   We were sure that Jack would win this competition and that he would become a new champion.
3.   Everything that he loved has gone.
4.   John didn't know how to use my laptop nor was he able just to switch it on.

7. Вставьте something, anything, nothing или everything.

1. The student didn't understand _____ because she heard ____ .
2. Does he know ____ about computers? — Yes, he knows ____ because he is the best specialist in computer science at Harvard University.
3. He felt terrible. He couldn't do _____ else.
4. _____ is all right, the patient is much better today.

Практическаяработа № 22
Дифференцированныйзачет
Цель: контрользнаниялексики

IIIкурс Vсеместр
Практическая работа №1
Тема: История развития ЭВМ.
Цель: знакомство с новой лексикой

1. Ознакомьтесь с терминами текста

Appliedphysics — прикладная физика
generation— создание, формирование, выработка
scientificresearch— научныеисследования
due to the efforts— благодаряусилиям
manipulation— управление; обработка;
преобразование
toreplacevacuumtubes — заменять электронные лампы
a piece of semiconductor— полупроводниковыйкристалл
reduced weight— уменьшенныйвес
power consumption потребление
(расход) электроэнергии
tocarryout— выполнять; осуществлять solidbody — твердое
тело; кристалл; полупроводник
torespond— отвечать; реагировать
atarate — со скоростью
integratedcircuit (1C)] — интегральная
схема
batch processing
to lower manufacturing— СНИЗИТЬпроизводительность
toincreasereliability— увеличить надежность

2.Прочтите текст, постарайтесь понять главную мысль.

Electronics is a field of engineering and applied physics dealing with the design and application of electronic circuits. The operation of circuits depends on the flow of electrons for generation, transmission, reception and storage of information.

Today it is difficult to imagine our life without electronics. It surrounds us everywhere. Electronic devices are.widely used in scientific research and industrial designing, they control the work of plants and power stations, calculate the trajectories of space-ships and help the people discover new phenomena of nature. Automatization of production processes and studies on living organisms became possible due to electronics.

The invention of vacuum tubes at the beginning of the 20th century was, the starting point of the rapid growth of modern electronics. Vacuum tubes assisted in manipulation of signals. The development of a large variety of tubes designed for specialized functions made possible the progress in radio communication technology before the World VfarII and in the creation of early computers during and shortly after the war.

The transistor invented by American scientists WShockly, J.Bardeen and WBrattain in 1948 completely replaced the vacuum tubes. It provided the same functions as the vacuum tube but at reduced weight, cost, power consumption, and with high reliability. With the invention of the transistor all essential circuit functions could be carried out inside solid bodies. The aim of creating electronic circuits with entirely solid-state components had finally been realized. Early transistors could respond at a rate of a few million times a second. This was fast enough to serve in radio circuits, but far below the speed needed for highspeed computers or for microwave communication systems.

The progress in semiconductor technology led to the development of the integrated circuit (1C), which was discovered due to the efforts of John Kilby in 1958. There appeared a new field of science — integrated electronics. The essence of it is batch processing. Instead of making, testing and assembling descrete components on a chip one at a time, large groupings of these components together with their interconnections were made all at a time. 1C greatly reduced the size of devices, lowered manufacturing costs and at the same time they provided high speed and increased reliability.

2.Догадайтесь о значении следующих интернациональных слов и словосочетаний

Electronics; electrons; physics; information; microelectronics; industrial design; to calculate trajectories; phenomena of nature; automatization of production processes; organisms; vacuum tubes; specialized functions; progress in radio communication technology; transistor; electrode; components.

Практическая работа №2

Тема: История развития ЭВМ.
Цель: знакомство с грамматическим материалом

1.   Просмотрите текст «История развития ЭВМ», найдите ответы на вопросы

Electronics is a field of engineering and applied physics dealing with the design and application of electronic circuits. The operation of circuits depends on the flow of electrons for generation, transmission, reception and storage of information.

Today it is difficult to imagine our life without electronics. It surrounds us everywhere. Electronic devices are.widely used in scientific research and industrial designing, they control the work of plants and power stations, calculate the trajectories of space-ships and help the people discover new phenomena of nature. Automatization of production processes and studies on living organisms became possible due to electronics.

The invention of vacuum tubes at the beginning of the 20th century was, the starting point of the rapid growth of modern electronics. Vacuum tubes assisted in manipulation of signals. The development of a large variety of tubes designed for specialized functions made possible the progress in radio communication technology before the World VfarII and in the creation of early computers during and shortly after the war.

The transistor invented by American scientists WShockly, J.Bardeen and WBrattain in 1948 completely replaced the vacuum tubes. It provided the same functions as the vacuum tube but at reduced weight, cost, power consumption, and with high reliability. With the invention of the transistor all essential circuit functions could be carried out inside solid bodies. The aim of creating electronic circuits with entirely solid-state components had finally been realized. Early transistors could respond at a rate of a few million times a second. This was fast enough to serve in radio circuits, but far below the speed needed for highspeed computers or for microwave communication systems.

The progress in semiconductor technology led to the development of the integrated circuit (1C), which was discovered due to the efforts of John Kilby in 1958. There appeared a new field of science — integrated electronics. The essence of it is batch processing. Instead of making, testing and assembling descrete components on a chip one at a time, large groupings of these components together with their interconnections were made all at a time. 1C greatly reduced the size of devices, lowered manufacturing costs and at the same time they provided high speed and increased reliability.

2.Догадайтесь о значении следующих интернациональных слов и словосочетаний

Electronics; electrons; physics; information; microelectronics; industrial design; to calculate trajectories; phenomena of nature; automatization of production processes; organisms; vacuum tubes; specialized functions; progress in radio communication technology; transistor; electrode; components.

1. What is electronics? 2. Can you imagine modern life without electronics? 3. Where are electronic devices used? 4. What was the beginning of electronics development? 5. What made the progress in radio communication technology possible? 6. What is the transistor? 7. When was the transistor invented? What aim was realized with the invention of the transistor?
8. When were integrated circuits discovered? 9.What advantages did the transistors have?

Практическая работа №3

Тема: История развития ЭВМ в России. Цель: работа с текстом

1.Прочтите текст и выпишите незнакомые для вас слова. Письменныйпереводтекста

COMPUTER DEVELOPMENT IN RUSSIA

As it is well known, Russian scientists made great contribution into the development of computers. Russian mathematician P. Chebyshev who lived in the 19th century was interested in calculators. Among many other mechanisms invented by him there was an arithmometer designed in 1876. It was one of the most unique calculating machines of the time. At the beginning of the 20th century Academic A.Krylov constructed a mechanical integrator for solving differential equations.

The first Soviet computer, a small-size computing machine (MESM) was tested in 1950 under Academician S.Lebedev. Next year it was put into operation. In a year MESM was followed by BESM, a large-size electronic computing machine, with 8000 operations per second.

Serial production of computers in the USSR has been started since 1953. That year U.Basilevsky headed the design and manufacture of computer STRELA. 1958 witnessed the production of Ы-.20, computers of the first generation under the guidance of S. Lebedev. The first generation of electron tube computers was followed by the second generation of foto transistor computers, using magnetic logic elements.

Starting with 1964 semiconductor computers — URAL, BESM-4 and M-220 were produced. Under Academician Glushkov small-size computers MIR, MIR-2 and DNEPR were designed and tested at the Institute of Cybernetics.

In the late 60s together with other members of the Council of Mutual Economic Assistance the Soviet Union started on the program of Unified Computer System, the program concerned with the third generation of computers with high-speed performance and program compatibility (совместимость).

Fig. 4. Academician B.M.Glushkov

1.Найдите в тексте ответы на следующие вопросы и выучите их

1.What was one of the first achievements in the sphere of calculating in Russia?
) calculator; b) arithmometer; c) mechanical integrator

2.When was the first Soviet computer put into operation?
a) in 1950; b) in 1951; c) in 1952

3.Who headed the serial production of computers in the USSR?

a) A.Krylov; b) S.Lebedev; c) U. Basilevsky

4.Which machine was the first in the development of the first generation computers?

a) MESM; b) STRELA; c) M-20

5.When did the production of the third generation computers begin?

a) late 60s; b) early 70s; c) late

Практическая работа № 4

Тема: ComputerLiteracy. Компьютерная граммотность

Цель: знакомство с новой лексикой

Ознакомьтесь с терминами текста 1.
computer literacy [kam'pjute 'litarssi] — компьютерная грамотность
problem-solving device — устройство, обеспечивающее решение задачи
be aware of [bi s'wear ov] — понимать, сознавать
opportunity [opa'tju:niti] — возможность
basics ['beisiks] — основы
application [spli'keifn] — применение; использование

to restate [n'steit] — пересмотреть, переосмыслить
significant [sig'nifikant] — значительный
achievements [a'tjivmants] — достижения
computing [kam'pjuitirj] — вычисление; счет; работа на компьютере
to embrace [imb'reis] — охватывать
dimension [di'men/n] — измерение
instruction [m'strAkjh] — команда, инструкция, указание
to direct the operation — направлятьработу
to process [prou'ses] — обрабатывать
subscription magazine [sab'sknpjh maega'zkn]— журналпоподписке
data processing system ['delta pra'sesirj 'sistgm] — системаобработкиданных
store manager ['sto: 'masnad33] — директормагазина to have much in common — иметьмногообщего

2. Прочтите текст и скажите, как вы понимаете термины «информационное общество» и «компьютерная грамотность».

Text. 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 R's: reading, writing, and arithmetics. Now, as we are quickly becoming an information-becoming 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.

Практическая работа № 5
Тема: ComputerLiteracy. Компьютерная граммотность
Цель: работа с текстом

Просмотрите текстComputer Literacy еще раз. Ответьте на вопросы, используя информацию текста.
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 ev-eryday life.

Прочтите, переведитеизапомнитеследующиевыражения:
An information-dependent society; a computer-literate cit-izen; an everyday problem-solving device; to be aware; to in-fluence the quality of life; to have an opportunity; to learn the basics; to learn computing; the most significant technical achievements; to embrace computer literacy; to prepare pro-grams; to direct the operations of a computer; to be on the way of becoming computer-literate; to process information; to have much in common; a data processing system.

Практическая работа №6
Тема: Что такое компьютер?
Цель: знакомство с лексикой, работа с текстом
Ознакомьтесь с терминами текста
intricate ['intnkit] — сложный, запутанный.
electronic circuit [abkt'romk 'sakit] — электронная цепь, схема
to operate switches [эрэ'геп 'switfiz] — приводить в дей-ствие переключатели
to store numbers ['sty. 'плтЬэг] — запоминатьчисла
to manipulate [ma'nipjuleit] — управлять; обращаться; преобразовывать
to input / to feed in — вводить (информацию)
to turn on = to switch on — включать
to turn off = to switch off — выключать
to process data [prou'ses 'deita] — обрабатыватьданные
to supply [sa'plai] — подавать, вводить, снабжать, обес-печивать
addition [a'difn] — сложение
subtraction [sAb'traekfn] — вычитание
division [di'vi3n] — деление multiplication ['nultipli'keifn] — умножение
exponentiation [ekspa'nenfi'eifn] — возведениевстепень
user ['ju:za] — пользователь
input device ['input di'vais] — устройствоввода
disk drive ['disk 'draiv] — дисковое запоминающее уст-ройство, дисковод
tape drive ['teip 'draiv] — запоминающее устройство на магнитной ленте
cathode-ray tube ['kasGad rei 'tju:b] — электроннолучевая трубка
to make decisions — принимать решения
instantaneously [,mst3n'temjdsli] — мгновенно, немедлен-но

Прочтите текст и скажите, что такое компьютер и каковы его основные функции.

Text. WHAT IS A COMPUTER?

A computer is a machine with an intricate network of elec-tronic circuit! tjiat operate switches or magnetize tiny metal ' cores. The switches, like the cores, are capable of being in one or two possible states, that is, on or off; magnetized or demag-netized. The machine is capable of storing and manipulating numbers, letters, and characters (symbols).

The basic idea of a computer is that we can make the ma-chine do what we want by inputting signals that turn certain switches on and turn others off, or magnetize or do not magne-tize the cores.

The basic job of computers is processing of information. For this reason computers can be defined as devices which accept information in the form of instructions, called a program, and characters, called data, perform mathematical and / or logical operations on the information, and then supply results of these operations. The program, or part of it, which tells the comput-ers what to do and the data, which provide the information needed to solve the problem, are kept inside the computer in a place called memory.

It is considered that computers have many remarkable pow-ers. However most computers, whether large or small, have three basic capabilities.

First, computers have circuits for performing arithmetic op-erations, such as: addition, subtraction, division, multiplication and exponentiation.

Second, computers have a means of communicating with the user. After all, if we couldn't feed information in and get results ' back, these machines wouldn't be of much use. Some of the most common methods of inputting information are to use ter-minals, diskettes, disks and magnetic tapes. The computer's input device (a disk drive or tape drive) reads the information into the computer. For outputting information two common devices used are: a printer, printing the new information on paper, and a cathode-ray-tube display, which shows the results on a TV-like screen.

Third, computers have circuits which can make decisions. The kinds of decisions which computer circuits can make are not of the type: "Who would win the war between two coun-tries?" or "Who is the richest person in the world?" Unfortu-nately, the computer can only decide three things, namely: Is one number less than another? Are two numbers equal? and, Is one number greater than another?

A computer can solve a series of problems and make thou-sands of logical decisions without becoming tired. It can find the solution to a problem in a fraction of the time it takes a human being to do the job.

A computer can replace people in dull, routine tasks, but it works according to the instructions given to it. There are times when a computer seems to operate like a mechanical 'brain', but its achievements are limited by the minds of human beings. A computer cannot do anything unless a person tells it what to do and gives it the necessary information; but because electric pulses can move at the speed of light, a computer can carry out great numbers of arithmetic-logical operations almost instan-taneously. A person can do the same, but in many cases that person would be dead long before the job was finished.

Практическая работа №7
Тема: Что такое компьютер?
Цель: знакомство с лексикой, работа с текстом

Переведите текст. Ответьте на вопросы, используя ин-формацию текста.

WHAT IS A COMPUTER?

A computer is a machine with an intricate network of elec-tronic circuit! tjiat operate switches or magnetize tiny metal ' cores. The switches, like the cores, are capable of being in one or two possible states, that is, on or off; magnetized or demag-netized. The machine is capable of storing and manipulating numbers, letters, and characters (symbols).

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A computer can replace people in dull, routine tasks, but it works according to the instructions given to it. There are times when a computer seems to operate like a mechanical 'brain', but its achievements are limited by the minds of human beings. A computer cannot do anything unless a person tells it what to do and gives it the necessary information; but because electric pulses can move at the speed of light, a computer can carry out great numbers of arithmetic-logical operations almost instan-taneously. A person can do the same, but in many cases that person would be dead long before the job was finished.

1. What is a computer? 2. What are the two possible states of the switches? 3. What are the main functions of a computer? 4. In what way can we make the computer do what we want0 5. What is the basic task of a computer? 6. In what form does a computer accept information? 7. What is a program? 8. What are data? 9. What is memory? 10. What three basic capabilities have computers? 11. What are the ways of inputting informa-tion into the computer? 12. What is the function of an input device? 13. What devices are used for outputting information? 14. What decisions can the computer make? 15. What are the computer's achievements limited by?

Найдите в тексте английские эквиваленты следующих словосочетаний:

Сложная сеть электронных цепей; управлять (приво-дить в действие) переключателями; возможные состояния; хранить (запоминать) числа; обрабатывать символы; по-средством ввода сигналов; включать; выключать; размаг-ничивать сердечники; обработка информации; информа-ция в виде команд; символы, называемые данными; выполнять математические операции; выдавать результа-ты; обеспечивать необходимую информацию; иметь заме-чательные возможности; основные свойства; сложение, вычитание, деление, умножение; возведение в степень; средства для общения с пользователем; устройство ввода; дисковод; считывать информацию; вывод информации; катоднолучевая трубка; принимать решения; выполнять тысячи логических операций; без устали; находить решение задачи; значительно меньший промежуток времени; человек; нудная рутинная работа; в соответствии с введен-ной программой; вырабатывать свои суждения; возможно-сти ограничены программой, заложенной в него челове-ком; дать требуемую информацию; электрические импульсы; со скоростью света; мгновенно производить огромное количество математических операций; человеку может не хватить всей жизни, чтобы закончить работу.

. Составьте пары или группы близких по значению слов из перечня, приведенного ниже.

Например: A. to perform, to exercise, to carry out; B. a man, a person, a human being;

Verbs: to turn on, to provide, to type, to accept, to help, to learn, to observe, to call, to tell, to keep, to feed, to solve, to relate, to switch off, to communicate, to receive, to supply, to switch on, to assist, to print, to study, to input, to turn off, to decide, to store, to say, to name, to watch.

Nouns: work, machine, fundamentals, display, application, capabilities, job, storage, screen, state, basics, use, concept, specialist, journal, character, memory, idea, expert, magazine, position, symbol, command, data, solution, device, instruction, powers, information, decision.

Adjectives: basic, tiny, common, small, main, significant, routine, general, remarkable, uninterested, intricate, important, wonderful, complex, little.

Adverbs: rapidly, probably, instantaneously, in a moment; quickly, perhaps.

Практическая работа №8

Тема: Аппаратные средства.
Цель: ознакомить с лексикой из текста

hardware— аппаратное обеспечение; аппаратура; оборудование
software— программное обеспечение; программные средства
systems software — системное программное обеспечение
application software — прикладное программное обеспечение
firm ware — встроенное /микропроцессорное программное обеспечение
visible units — видимый блок, устройство
procedure — процедура, процесс; метод, методика; алгоритм
to associate — соединять; объединять; связывать
associated documentation — соответствующая документация
to executea pplications programs — выполнятьприкладныепрограммы
payroll — платежная ведомость
investmentanalyses — анализ инвестиций (капиталовложение)
toprotect

— защищать

read-only memory (ROM) — постоянное запоминающее устройство (ПЗУ)

to refer to относиться к; ссылаться на

tosubstitute — заменять; замещать

to cause — заставлять, вынуждать; причина, основание

to accomplish - завершать, заканчивать; выполнять, осуществлять

performance

— производительность; быстродействие; рабочая характеристика

Прочтите текст и объясните, как вы понимаете термины «аппаратное обеспечение» и «программное обеспечение». Переведитетекст.

HARDWARE, SOFTWARE,

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

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

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

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

Практическая работа №9

Тема: Аппаратные средства.
Цель :работа с текстом
HARDWARE, SOFTWARE,

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

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Ответьте на вопросы, используя информацию текста.
1. What is hardware?
2. Give the definition of software.
3.What are the types of software?
4. What are systems software?
5. What kind of tasks do systems software perform?

Практическая работа №10
Тема: Программное обеспечение.
Цель: знакомство с лексикой

Ознакомьтесь с терминами текста
hardware — аппаратное обеспечение; аппара-тура; оборудование
software — программное обеспечение; про-граммные средства
system software — системное программное обеспечение
application software — прикладное программное обеспе-чение
firmware — встроенное /микропроцессорное программное обеспечение
visible units — видимый блок, устройство
procedure — процедура, процесс; метод, ме-тодика; алгоритм
to associate — соединять; объединять; связы-вать
associated documentation — соответствующая докумен-тация
to execute applications programs — выполнять приклад-ные программы
payroll — платежная ведомость
inventory control — инвентаризация; переучет
investment analyses — анализ инвестиций (ка-питаловложений)
to protect — защищать
read-only memory (ROM) — постоянное запоминающее устройство (ПЗУ)
to refer to — относиться к; ссылаться на
accomplish — завершать, заканчивать; вы-полнять, осуществлять
performance — производительность; быстро-действие; рабочая характеристика

Прочтите текст и объясните, как вы понимаете тер-мины «аппаратное обеспечение» и «программное обес-печение». Переведитетекст.
Text . HARDWARE, SOFTWARE, AND FIRMWARE

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

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

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

Практическая работа №11

Тема: Программное обеспечение. Прошедшее совершенное время
 Цель: работа с текстом

Text . HARDWARE, SOFTWARE, AND FIRMWARE

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Ответьте на вопросы, используя информацию текста. 1. What is hardware? 2. Give the definition of software. 3. What are the types of software? 4. What are systems software? 5. What kind of tasks do systems software perform? 6. Who pre-pares systems software? 7. What are applications software? 8. What problems do applications software solve? 9. What is firm-ware? 10. How can a computer system architect use firmware?

Найдите в тексте английские эквиваленты следующих словосочетаний:

Видимые устройства; система обработки данных; аппа-ратное обеспечение; набор компьютерных программ; со-ответствующая документация; эффективная работа; систем-ное программное обеспечение; прикладное программное обеспечение; системный программист; платежная ведо-мость; переучет; анализ инвестиций; прикладная програм-ма; работающий только в режиме чтения; постоянное за-поминающее устройство;, последовательность команд; в случае; производительность; электронная цепь; умножать числа; заставить машину выполнять ту же функцию; вы-полнять сложение.

Практическая работа №12

Тема: Контрольная работа
Цель: контроль знаний грамматики

Практическая работа №13

Дифференцированныйзачет
Цель: контрользнаниялексики

IIIкурс VIсеместр
Практическая работа №1

Тема: PersonalComputersПерсональные компьютеры
Цель: знакомство с новой лексикой, работа с текстом

Ознакомьтесь с новыми словами и терминами текста
personal computers — персональные компьютеры
competitive operating systems — конкурирующая опера-ционная система

IBM (International Business Machine) — фирма по про-изводству компьютеров

toenterthefray — ввязатьсявдраку

computer of choice — лучший компьютер

to fall by the wayside — остаться в стороне; уступить до-рогу

to survive onslaught [ss'varv 'onsbt] — выдержатьконку-ренцию

word size — размер слова; разрядность двоичного слова

soft-copy output — вывод электронной, программно-управляемой копии

hard-copy output — вывод «твердой» печатной копии

online storage — неавтономное хранение данных в ЗУ

offline storage — автономное хранение данных отдельно от компьютера

input media — носитель для входных данных

output media — носитель для выходных данных

general-purpose — универсальный; общего назначения

stand-alone — автономный

to plug in ['pkg in] — подключать; подсоединять

leisure activities ['1езэ ak'tivitiz] — досуговая деятельность

Прочтите текст и скажите, существуют ли отличия пер-сональных компьютеров от больших компьютеров и в чем они заключаются.

Text PERSONAL COMPUTERS

Personal computers are supposed to appear in the late 1970s. One of the first and most popular personal computers was the

Apple II, introduced in 1977 by Apple Computer. During the late 1970s and early 1980s, new models and competitive oper-ating systems seemed to appear daily. Then, in 1981, IBM en-tered the fray with its first personal computer, known as the IBM PC. The IBM PC quickly became the personal computer of choice, and most other personal computer manufacturers fell by the way-side. One of the few companies to survive IBM's on-slaught was Apple Computer, which is sure to remain a major" player in the personal computer marketplace. In less than a de-cade the microcomputer has been transformed from a calcula-tor and hobbyist's toy into a personal computer for almost ev-eryone.

What is a personal computer? How can this device be char-acterized?

— First, a personal computer being microprocessor-based, its central processing unit, called a microprocessor unit, or MPU, is concentrated on a single silicon chip.

— Second, a PC has a memory and word size that are small-er than those of minicomputers and large computers. Typical word sizes are 8 or 16 bits, and main memories range in size from 16 K to 512 K.

— Third, a personal computer uses smaller, less expensive, and less powerful input, output and storage components than do large computer systems. Most often, input is by means of a keyboard, soft-copy output being displayed on a cathode-ray tube screen. Hard-copy output is produced on a low-speed character printer.

— A PC employs floppy disks as the principal online and offline storage devices and also as input and output me-dia.

— Finally, a PC is a general-purpose, stand-alone system that can begin to work when plugged in and be moved from place to place.

Probably the most distinguishing feature of a personal com-puter is that it is used by an individual, usually in an interactive mode. Regardless of the purpose for which it is used, either for leisure activities in the home or for business applications in the office, we can consider it to be a personal computer.

Практическая работа №2

Тема: PersonalComputersПерсональные компьютеры
Цель: активизация лексики, работа с текстом

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Ответьте на вопросы, используя информацию текста.

1. When did the first personal computer appear? 2. What was one of the first PC model? 3. What is a personal computer? 4. What are the four main characteristics of a PC? 5. What does the term "microprocessor-based" mean? 6. What are the typi-cal word sizes of a PC? 7. How is input carried out in personal computers? 8. What principle storage devices do PC use?' 9. What kind of a system is a PC? 10. What differs personal com-puters from large computer systems?

Найдитевтекстеанглийскиеэквивалентыследующихсловосочетаний:

Конкурирующая операционная система; появляться ежедневно; ввязаться в драку; лучший компьютер; остаться в стороне; выдержать конкуренцию; главный поставщик на компьютерном рынке; игрушка для любителя; микро-процессорный; цельный кристалл (микросхема) из крем-ния; размер слова; компоненты меньшей мощности; по-средством; вывести на экран; низкоскоростной принтер с посимвольной печатью; использовать гибкие диски; при-боры (не) автономного хранения данных; универсальный; автономная система; отличительная черта; интерактивный режим; независимо от цели; досуговая деятельность.

Практическая работа №3

Тема: PersonalComputersПерсональные компьютеры
Цель: активизация лексики, работа с текстом
Написатькратсийпересказтекста
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Apple II, introduced in 1977 by Apple Computer. During the late 1970s and early 1980s, new models and competitive oper-ating systems seemed to appear daily. Then, in 1981, IBM en-tered the fray with its first personal computer, known as the IBM PC. The IBM PC quickly became the personal computer of choice, and most other personal computer manufacturers fell by the way-side. One of the few companies to survive IBM's on-slaught was Apple Computer, which is sure to remain a major" player in the personal computer marketplace. In less than a de-cade the microcomputer has been transformed from a calcula-tor and hobbyist's toy into a personal computer for almost ev-eryone.

What is a personal computer? How can this device be char-acterized?

— First, a personal computer being microprocessor-based, its central processing unit, called a microprocessor unit, or MPU, is concentrated on a single silicon chip.

— Second, a PC has a memory and word size that are small-er than those of minicomputers and large computers. Typical word sizes are 8 or 16 bits, and main memories range in size from 16 K to 512 K.

— Third, a personal computer uses smaller, less expensive, and less powerful input, output and storage components than do large computer systems. Most often, input is by means of a keyboard, soft-copy output being displayed on a cathode-ray tube screen. Hard-copy output is produced on a low-speed character printer.

— A PC employs floppy disks as the principal online and offline storage devices and also as input and output me-dia.

— Finally, a PC is a general-purpose, stand-alone system that can begin to work when plugged in and be moved from place to place.

Probably the most distinguishing feature of a personal com-puter is that it is used by an individual, usually in an interactive mode. Regardless of the purpose for which it is used, either for leisure activities in the home or for business applications in the office, we can consider it to be a personal computer.

Проведите грамматический анализ текста, найдите в нем инфинитивные и причастные конструкции. Переведите предложения.

Переведите сложные предложения:

А) бессоюзные; В) с сочинительной связью. Запомните следующие сочинительные союзы: and, but, or, while, both ... and, as well as, not only... but also, either... or, neither ... nor.

А) 1. The computer you told me about was constructed at a Russian plant. 2 We hope we'll buy the computer your friend spoke so much about 3. This is the principle the electronic computer is based upon. 4- The teacher says we may ask any questions we like. 5. Elements integrated circuits are made of are electrically interconnected components. 6. The main tendencies of 1C development scientists are working at are to increase the scale of integration and to improve reliability. 7. — Where are the computer games I gave you yesterday? — The computer games you are asking about are on the top shelf. 8. He was one of the greatest scientists the world had ever known.

В) 1. These devices can perform both the input and output functions. 2. Data are recorded on magnetic discs and tapes either by outputting the data from primary storage or by using a data recorder. 3. Neitherthe programmer nor tha analyst could explain the cause of the computer errors. 4. Data as well as instructions must flow into and out of primary storage. 5. This grammar exercise is not only too long but also very difficult. 6. Printers may be either impact or nonimpact. 7. Character printers are used with all microcomputers as well as on computers of all sizes. 8. Both primary and secondary storage contain data and the instructions for processing the data. 9. The CPU functional units can be in one of two states: either "on" or "off'. 10. High-speed devices are both input and output devices that are used as secondary storage.

Практическая работа №4

Тема: APPLICATIONOFPERSONALCOMPUTERS   Применение   персональных компьютеров

Цель: знакомство с новой лексикой, работа с текстом

Ознакомьтесь с терминами текста.
word processing — обработка текста
telephone dialing' ['tebfoun 'daiahrj] — наборномерате-лефона
security [sa'kjuanti] — безопасность; охрана
appliance [ap'laians] — устройство; прибор
maintenance ['memtanans] — поддержание; сохранение; эксплуатация
application software — прикладныепрограммы
to delete [di'li:t] — удалять; стирать; очищать память
to move paragraphs around — менятьместамиабзацы
accountant [s'kauntant] — бухгалтер
accounting [a'kauntin] — бухгалтерскийучет
income tax ['тклт 'tasks] — подоходный налог
stock market forecasting — биржевые прогнозы
worksheet ['wakfLt] — электронная таблица

scheduling ['Jedjulm]— составление расписания, графика
computer-assisted instructions — компьютерные команды
to meet the demands — удовлетворять потребности
record keeping — регистрация; ведение записей
grading ['greidin] — оценивание; классификация

Прочтите текст и укажите сферы деятельности, где ис-пользуются персональные компьютеры.

Text APPLICATION OF PERSONAL COMPUTERS

Personal computers have a lot of applications, however, there are some major categories of applications: home and hobby, word processing, professional, educational, small business and engineering and scientific.

Home and hobby. Personal computers enjoy great popularity among experimenters and hobbyists. They are an exciting hob-by. All hobbyists need not be engineers or programmers. There are many games that use the full capabilities of a computer to provide many hours of exciting leisure-time adventure.

The list of other home and hobby applications of PCs is al-most endless, including: checking account management, bud-geting, personal fmance,,planning, investment analyses, tele-phone answering and dialing, home security, home environment and climate control, appliance control, calendar management, maintenance of address and mailing lists and what not.

Word processing. At home or at work, applications software, called a word processing program, enables you to correct or modify any document in any manner you wish before printing it. Using the CRT monitor as a display screen, you are able to view what you have typed to correct mistakes in spelling or grammar, add or delete sentences, move paragraphs around, and replace words. The letter or document can be stored on a dis-kette for future use.

Professional. The category of professional includes persons making extensive use of word processing, whose occupations are particularly suited to the desk-top use of PCs. Examples of other occupations are accountants, financial advisors, stock brokers, consultants, lawyers, architects, engineers, educators and all levels of managers. Applications programs that are popular with parsons in these occupations include accounting, income tax preparation, statistical analysis, graphics, stock market forecast-ing and computer modeling. The electronic worksheet is, by far, I he computer modeling program most widely used by profes-sionals. It can be used for scheduling, planning, and the exam-ination of "what if situations.

Educational. Personal computers are having and will contin-ue to have a profound influence upon the classroom, affecting both the learner and the teacher. Microcomputers are making their way into classrooms to an ever-increasing extent, giving impetus to the design of programmed learning materials that can meet the demands of student and teacher.

Two important types of uses for personal computers in edu-cation are computer-managed instruction (CMI), and comput-er-assisted instruction (CAI). CMI software is used to assist the instructor in the management of all classroom-related activities, such as record keeping, work assignments, testing, and grading. Applications of CAI include mathematics, reading, typing, com-puter literacy, programming languages, and simulations of real-world situations

Практическая работа №5

Тема: APPLICATION OF PERSONAL COMPUTERS Применение персональных компьютеров

Цельактивизация новой лексики, работа с текстом

Ответьте на вопросы, используя информацию текста.

Text APPLICATION OF PERSONAL COMPUTERS

Personal computers have a lot of applications, however, there are some major categories of applications: home and hobby, word processing, professional, educational, small business and engineering and scientific.

Home and hobby. Personal computers enjoy great popularity among experimenters and hobbyists. They are an exciting hob-by. All hobbyists need not be engineers or programmers. There are many games that use the full capabilities of a computer to provide many hours of exciting leisure-time adventure.

The list of other home and hobby applications of PCs is al-most endless, including: checking account management, bud-geting, personal fmance,,planning, investment analyses, tele-phone answering and dialing, home security, home environment and climate control, appliance control, calendar management, maintenance of address and mailing lists and what not.

Word processing. At home or at work, applications software, called a word processing program, enables you to correct or modify any document in any manner you wish before printing it. Using the CRT monitor as a display screen, you are able to view what you have typed to correct mistakes in spelling or grammar, add or delete sentences, move paragraphs around, and replace words. The letter or document can be stored on a dis-kette for future use.

Professional. The category of professional includes persons making extensive use of word processing, whose occupations are particularly suited to the desk-top use of PCs. Examples of other occupations are accountants, financial advisors, stock brokers, consultants, lawyers, architects, engineers, educators and all levels of managers. Applications programs that are popular with parsons in these occupations include accounting, income tax preparation, statistical analysis, graphics, stock market forecast-ing and computer modeling. The electronic worksheet is, by far, I he computer modeling program most widely used by profes-sionals. It can be used for scheduling, planning, and the exam-ination of "what if situations.

Educational. Personal computers are having and will contin-ue to have a profound influence upon the classroom, affecting both the learner and the teacher. Microcomputers are making their way into classrooms to an ever-increasing extent, giving impetus to the design of programmed learning materials that can meet the demands of student and teacher.

Two important types of uses for personal computers in edu-cation are computer-managed instruction (CMI), and comput-er-assisted instruction (CAI). CMI software is used to assist the instructor in the management of all classroom-related activities, such as record keeping, work assignments, testing, and grading. Applications of CAI include mathematics, reading, typing, com-puter literacy, programming languages, and simulations of real-world situations

1. What are the main spheres of PC application? 2. Do you enjoy computer games? 3. Is it necessary for a person to be an analyst or a programmer to play computer games? 4. What other home and hobby applications, except computer games, can you name? 5. What is "a word processing program"? 6. What pos-sibilities can it give you? 7. Can you correct mistakes while typ-ing any material and how? 8. What other changes in the typed text can you make using a display? 9. Which professions are in great need of computers? 10. How can computers be used in education?

Найдите в тексте английские эквиваленты следующих словосочетаний:

Много областей применения; тем не менее; обработка текстов; пользоваться популярностью; любители; способно-сти компьютера; бесконечный перечень; анализ инвести-ций; набор номера телефона; автоответчик; ведение кален-даря; хранение адресов и почты; и так далее; прикладные программы; исправлять ошибки в написании; стирать предложения; переставлять абзацы; бухгалтер; биржевые брокеры; консультант по налогам; юристы; работники об-разования; управленцы; бухгалтерский учет; подоходный налог; компьютерное моделирование; электронные табли-цы; составление расписания; оказывать огромное влияние; прокладывать путь; дать толчок; удовлетворять потребно-сти; учебная деятельность; компьютерная грамотность; моделирование реально-жизненных ситуаций.

Практическая работа №6

Тема: APPLICATION OF PERSONAL COMPUTERS Применение персональных компьютеров
Цель: активизация новой лексики, работа с текстом

Найдитевтекстах PERSONAL COMPUTERS и APPLICATION OF PERSONAL COMPUTERS слова:
a) близкиепозначениюследующимсловам:
Verbs: to print; to produce; to convert; to keep; to found; to erase; to name; to change; to use; to start; to switch on; to sup-ply; to give possibility; to involve.

Nouns: rate; analyst; possibilities; use; plays; control; post; mode; profession; consultant; teacher; director; book-keeper; fight; producer; attack; amateur; device; crystal; error; storage; primary (memory); monitor; characteristic; aim.
Adjectives: flexible; thrilling; main; little; general;

b) противоположныепозначениюследующимсловам:
Verbs: to finish; to switch on; to take; to delete. Nouns; online; input; work.
Adjectives: cheep; weak; common; general; large; soft; high; easy.

Расшифруйте следующие аббревиатуры и переведите их. Pc; pu; cu; alu; cpu; mpu; ibm; dos; crt; rom; ram; 1c; ssi; msi; lsi; vlsi; mp; cd; I/o; iop; cmi; cai.

Переведите безличные предложения. Обратите внима-ние на их специфику.

1. It is well known that personal computers enjoy great pop-ularity among experimenters and hobbyists. 2. It took years to produce a high-speed computer performing a lot of functions. 3. When making up the summary of the text one should put down the exact title of the article, the author's name and the date of the edition. 4. It is difficult to imagine modern life without a computer. 5. It is quite impossible to listen to your En-glish pronunciation: you make bad mistakes while reading. 6. Concerning these substances one must say that they vary in I heir composition. 7. When working with these substances one should be very careful. 8. It was once a universal practice to man-ifacture each of the components separately and then assemble the complete device by wiring (монтаж) the components together with metallic conductors. 9. It was no good: the more compo-nents and interactions, the less reliable the system. 10. It should first be made clear what the term "microelectronics" means.

Практическая работа №7

Тема: PROGRAMMING LANGUAGES Языки программирования
Цель: активизация новой лексики, работа с текстом

1. Ознакомьтесь с терминами текста COMPUTERPROGRAMMING

equation [i'kwei/эп] — уравнение, приравнивание list of instructions — перечень команд
guard ['gad] — защищать; предохранять; завершать; за-канчивать
appropriate sequence [a'propmt 'sikwans] — необходимая (требуемая) последовательность
program logic — логическая последовательность выпол-нения программы
flowchart ['floutfa:t] — блок-схема; составлять блок-схе-му
flowcharting — построение блок-схемы
pictorial representation — наглядное представление
predefinedsymbols [pndi'famd 'simbalz] — заранеезаданные символы
specifics [spa'sifiks] — специальные черты; характерныеособенности
emplate [im'pleit] — шаблон; маска; образец; эталон
pseudocode ['psju:doukoud] — псевдокод; псевдопро-грамма
burden ['bardan] — издержки; затраты
programming rules — правила программирования
consume [kan'sju:m] — потреблять; расходовать
emphasize ['emfasaiz] — выделять; подчеркивать
top-down approach — принцип нисходящей разработки
looping logic — логическая схема выполнения (опера-ций) в цикле

2. Прочтите текст и объясните, как вы понимаете термин «компьютерное программирование».
Text I. COMPUTER PROGRAMMING

Programming is the process of preparing a set of coded in-structions which enables the computer to solve specific prob-lems or to perform specific functions. The essence of computer programming is the encoding of the program for the computer by means of algorythms. The thing is that any problem

is ex-pressed in mathematical terms, it contains formulae, equations and calculations. But the computer cannot manipulate formu-lae, equations and calculations. Any problem must be specially processed for the computer to understand it, that is — coded orprogrammed.

The phase in which the system's computer programs are written is called the development phase. The programs are lists of instructions that will be followed by the control unit of the central processing unit (CPU). The instructions of the program must be complete and in the appropriate sequence, or else the wrong answers will result. To guard against these errors in logic and to document the program's logical approach, logic plans should be developed.

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

The second technique for planning program logic is called pseudocode. Pseudocode is an imitation of actual program in-structions. It allows a program-like structure without the bur-den of programming rules to follow. Pseudocode is less time-consuming for the professional programmer than is flowcharting. It also emphasizes a top-down approach to program structure.Pseudocode has three basic structures: sequence, decision, and looping logic. With these three structures, any required logic can be expressed.

Просмотрите текст еще раз и ответьте на вопросы, ис-пользуя информацию текста.

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

Найдите в тексте английские эквиваленты следующих словосочетаний:

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

Практическая работа №8

Тема: PROGRAMMING LANGUAGES Языки программирования
Цель: активизация новой лексики, работа с текстом

Ознакомьтесь с терминами текста PROGRAMMING LANGUAGES

programming language — язык программирования

coded form — кодированный вид; кодированное пред-ставление

to convey — передавать; сообщать

to improve — улучшать, совершенствовать

machine-oriented language — машинно-ориентирован-ный язык

business-oriented language — язык для (программирова-ния) экономических задач

problem-oriented language — проблемно-ориентирован-ный язык

string of binary — строка двоичного представления

data handling — обработка данных; работа с данными

field-name length — длинаимениполя

incorporate features — включать свойства, особенности

versatile — многофункциональный; разносторонний; универсальный

generous — большой, значительный (о количестве)

mathematical relationship — математическая связь (соот-ношение)

Прочтите текст и объясните, что представляют собой языки программирования.

PROGRAMMING LANGUAGES

Let's assume that we have studied the problem, designed a logical plan (our flowchart or pseudocode), and are now ready to write the program instructions. The process of writing pro-gram instructions is called coding. The instructions will be writ-ten on a form called a coding form. The instructions we write will be recorded in a machine-readable form using a keypunch, key-to-tape, or key-to-disk, or entered directly into computer memory through a terminal keyboard.

The computer cannot understand instructions written in just any old way. The instructions must be written according to a set -of rules. These rules are the foundation of a programming lan-guage. A programming language must convey the logical steps of the program plan in such a way that the control unit of the CPU can interpret and follow the instructions. Programming languages have improved throughout the years, just as comput-er hardware has improved. They have progressed from machine-oriented languages that use strings of binary Is and 0s to prob-lem-oriented languages that use common mathematical and/or English terms.

There are over 200 problem-oriented languages. The most common of them are COBOL, FORTRAN, PL/I, RPG, BA-SIC, PASCAL.

COBOL

COBOL was the most widely used business-oriented pro-gramming language. Its name is an acronym for Common Busi-ness-Oriented language. COBOL was designed to solve prob-lems that are oriented toward data handling and input-output operations. Of course, COBOL can perform arithmetic opera-tions as well, but its greatest flexibility is in data handling. CO-BOL also was designed as a self-documenting language. Self-documenting languages are those that do not require a great deal of explanation in order to be understood by someone reading the program instructions. The self-documenting aspect of CO-BOL is made possible by its sentencelike structure and the very generous maximum symbolic field-name length of 30 charac-ters. With a field-name length of up to 30 characters, the name can clearly identify the field and its purpose.

FORTRAN IV

The FORTRAN IV language is oriented toward solving prob-lems of a mathematical nature. The name FORTRAN comes from the combination of the words formula franslation. The version of FORTRAN IV has been designed as algebra-based programming language. Any formula or those mathematical relationships that can be expressed algebraically can easily be expressed as a FORTRAN instruction. FORTRAN is the most commonly used language for scientific applications.

PL/I

PL/I stands for programming language I. It was designed as a general-purpose language incorporating features similar to COBOL for data handling instructions and features similar to FORTRAN for mathematical instructions. PL/I is much more than a combination of the good features of both COBOL and FORTRAN, as it has many capabilities that are unique. Yet, although PL/I is one of the most versatile and the most power-ful of the programming languages, it is not the most commonly used. COBOL and FORTRAN have been available for a longer period of time than PL/I, and many more users work with those languages.

Практическая работа №9

Тема: PROGRAMMING LANGUAGES Языки программирования
Цель: закрепление новой лексики, работа с текстом

Просмотрите текстPROGRAMMING LANGUAGES еще раз и ответьте на вопросы, ис-пользуя информацию текста.

1. What is the process of writing instructions called? 2. What is a code? 3. How must instructions be written? 4. What is the foundation of any programming language? 5. How was the de-velopment of programming languages progressing throughout the years? 6. What are the most common problem-oriented lan-guages? 7. What is COBOL? 8. What functions was COBOL designed for? 9. What does FORTRAN serve for? 10. What ca-pabilities has PL/I?

Найдите в тексте английские эквиваленты следующих словосочетаний:

Языки программирования; блок-схема; кодированная форма; вид, удобочитаемый для компьютера; в соответ-ствии с набором правил; представить логические шаги программы; таким образом; совершенствовать языки про-граммирования; машинно-ориентированные языки; про-блемно-ориентированные языки; обычный термин; язык для программирования экономических задач; обработка информации; операции по вводу-выводу данных; гиб-кость; идентифицировать поле и его цели; решение проблем математического характера; сферы научного применения; универсальный язык; включать свойства; уникальные воз-можности; многофункциональный и самый мощный из языков программирования.

Найдите в текстах COMPUTERPROGRAMMING и PROGRAMMING LANGUAGES слова, близкие по значению следующим:

Nouns: command; line; characteristic; form; evolution; enu-meration; mistake; method; character; manual (instruction); consumption; storage; basics; abbreviation; interpretation; cor-relation; possibility.

Verbs: include; inform; process; protect; apply; permit; stress; suppose; learn; make up; write; key; explain; define; perfect; advance; decide; execute; demand.

Adjectives: full; incorrect; usual; necessary; accessible; re-quired; considerable; floppy; possible.

Практическая работа №10

Тема: DATA PROCESSING Обработка данных
Цель: введение новой лексики, работа с текстом

Ознакомьтесь с терминами текста

data processing — обработка информа-ции (данных)
to convert — преобразовывать; переводить (в др. единицы)
to accomplish —завершать, заканчивать; осу-ществлять, выполнять
to house — помещать, размещать
to improve — улучшать, совершенствовать

to control — управлять, регулировать; управ-ление, регулирование
to store — хранить, запоминать, заносить (разме-щать) в памяти
storage — запоминающее устройство, память; хранение
resource — ресурс; средство; возможность
facility — устройство; средство
facilities — приспособления; возможности
equipment — оборудование; аппаратура; приборы; устройства
available — доступный; имеющийся (в нали-чии); возможный
display — дисплей; устройство (визуального) отображения; показ
manner — способ, образ (действий)
sequence — последовательность, порядок (сле-дования)
sucessively — последовательно
data storage hierarchy — иерархия (последова-тельность) запоминания информации (данных)
to enter — входить; вводить (данные); заносить, записывать
comprehensive groupings — полные, обширные, универ-сальные образования
meaningful — имеющий смысл; значащий (о данных)
item — элемент; составная часть
record — запись, регистрация; записывать, ре-гистрировать
file — файл; заносить (хранить) в файл
set — набор; множество; совокупность; серия; группа; система
database — база данных
related — смежный; взаимосвязанный; относя-щийся (к ч.-л.)

Прочтите текст и скажите, как вы понимаете термины «обработка информации» и «иерархия запоминания ин-формации».

Text 1. DATA PROCESSING AND DATA PROCESSING SYSTEMS

The necessary data are processed by a computer to become useful information. In fact this is the definition of data process-ing. Data are a collection of facts — unorganized but able to be organized into useful information. Processing is a series of ac-tions or operations that convert inputs into outputs. When we speak of data processing, the input is data, and the output is useful information. So, we can define data processing as a se-ries of actions or operations that converts data into useful in-formation.

We use the term data processing system to include the resourc-es that are used to accomplish the processing of data. There are four types of resources: people, materials, facilities, and equip-ment. People provide input to computers, operate them, and use their output. Materials, such as boxes of paper and printer rib-bons, are consumed in great quantity. Facilities are required to house the computer equipment, people and materials.

The need for converting facts into useful information is not a phenomenon of modern life. Throughout history, and even prehistory, people have found it necessary to sort data into forms that were easier to understand. For example, the ancient Egyp-tians recorded the ebb and flow of the Nile River and used this information to predict yearly crop yields. Today computers con-vert data about land and water into recommendations to farm-ers on crop planting. Mechanical aids to computation were de-veloped and improved upon in Europe, Asia, and America throughout the seventeenth, eighteenth, and nineteenth centu-ries. Modern computers are marvels of an electronics technol-ogy that continues to produce smaller, cheaper, and more pow-erful components.

Basic data processing operations

Five basic operations are characteristic of all data process-ing systems: inputting, storing, processing, outputting, and con-trolling. They are defined as follows.

Inputting is the process of entering data, which are collected facts, into a data processing system. Storing is saving data or information so that they are available for initial or for additional processing. Processing represents performing arithmetic or log-ical operations on data in order to convert them into useful in-formation. Outputting is the process of producing useful infor-mation, such as a printed report or visual display.

Controlling is directing the manner and sequence in which all of the above operations are performed.

Data storage hierarchy

It is known that data, once entered, are organized and stored in successively more comprehensive groupings. Generally, these groupings are called a data storage hierarchy. The general group-ings of any data storage hierarchy are as follows.

1) Characters, which are all written language symbols: let-ters, numbers, and special symbols. 2) Data elements, which are meaningful collections of related characters. Data elements are also called data items or fields. 3) Records, which are collections of related data elements. 4) Files, which are collections of re-lated records. A set of related files is called a data base or a data bank.

Практическая работа №11

Тема: DATA PROCESSING Обработка данных
Цель: активизация новой лексики, работа с текстом
DATA PROCESSING AND DATA PROCESSING SYSTEMS

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Просмотрите текст еще раз. Ответьте на вопросы, ис-пользуя информацию текста 1.

1. What is processing? 2. What is data processing? 3. What does the term of data processing system mean?

4. What basic operations does a data processing system include? 5. What is inputting / storing / outputting information? 6. What do you understand by resources? 7. How did ancient Egyptians convert facts into useful information? 8. When were mechanical aids for computation developed? 9.

What does data storage hierarchy mean? 10. What are the general groupings of any data storage hierarchy?

4. Найдите в тексте английские эквиваленты следующих словосочетаний:

Системы обработки информации; определение (терми-на) обработки данных; совокупность фактов; последова-тельность действий; преобразование входных данных в полезную информацию; включать ресурсы; завершить об-работку данных; обеспечивать ввод информации в компь-ютер; ленты принтера; расходовать в большом количестве; размещать компьютерное оборудование; нуждаться (тре-бовать) в приспособлениях; явление современной жизни; на протяжении доисторического периода; превращать ин-формацию в выражения; регистрировать отливы и прили-вы; прогнозировать урожай зерновых культур; механические средства вычисления; ввод данных; хранение данных; первоначальная обработка данных; дополнительная обра-ботка; выдача полезной информации; напечатанное сооб-щение; зрительное отображение; последовательность запо-минания информации; записанные символы языка; элементы информации; база данных; набор взаимосвязан-ных файлов.

5. Переведитеследующиецепочкисуществительных:
Data resource; storage resource; network resource; security resource; system resource.
Communication facilities; data base facilities; display facil-ities; management facilities.
Distance control; device control; keyboard control; position control; program control.
Computer storage; laser storage; file storage; disk storage; data storage hierarchy.
Character sequence; instruction sequence; message se-quence; pulse sequence.
Batch file; catalog file; data file; help file; input file; output file; menu file; user file.
Command input; data input; disk input; file input; keyboard input; program input.

Практическаяработа №12

Тема: ADVANTAGESOFCOMPUTERDATAPROCESSING Преимущества компьютерной обработки данных
Цель: введение новой лексики, работа с текстом

Ознакомьтесьстерминамитекста ADVANTAGES OF COMPUTER DATA PROCESSING
manual — ручной, выполняемыйвручную
to take advantage of smth — воспользоватьсяч.-л.
capability — способность; возможность; характеристика
accuracy — точность; правильность; четкость (изображения)
correctly — правильно; верно
to eliminate — устранять; удалять; отменять; ликвидировать
to make errors — допускать ошибки (погрешно-сти)
error-prone — подверженный ошибкам
to remain vulnerable — оставаться уяз-вимым, чувствительным
invalid data — неверные, неправильные, недо-пустимые данные
communications networks — сети передачи данных; сети связи

travel — перемещение; прохождение; путь; ход

instant response — мгновенный ответ (реакция)

to respond — отвечать; реагировать

access — доступ; обращение; обращаться, иметь доступ

capacity of storage — объем (емкость) памяти

to retrieve — извлекать, выбирать (данные); вос-станавливать (файл)

value — значение; величина; значимость; цен-ность; оценка; оценивать

objective — цель; требование; целевая фун-кция

cost-effective — экономичный; экономи-чески оправданный

challenge — трудность; препятствие; представ-лять трудность

Прочтите текст и скажите, каковы основные достоин-ства компьютеров. Переведите текст.

Text ADVANTAGES OF COMPUTER DATA PROCESSING

Computer-oriented data processing systems or just computer data processing systems are not designed to imitate manual sys-tems. They should combine the capabilities of both humans and computers. Computer data processing systems can be designed to take advantage of four capabilities of computers.

1. Accuracy. Once data have been entered correctly into the computer component of a data processing system, the need for further manipulation by humans is eliminated, and the possi-bility of error is reduced. Computers, when properly pro-grammed, are also unlikely to make computational errors. Of course, computer systems remain vulnerable to the entry by humans of invalid data.

2. Ease of communications. Data, once entered, can be trans-mitted wherever needed by communications networks. These may be either earth or satellite-based systems. A travel reserva-tions system is an example of a data communications network. Reservation clerks throughout the world may make an enquiry about transportation or lodgings and receive an almost instant response. Another example is an office communications system that provides executives with access to a reservoir of date, called a corporate data base, from their personal microcomputer work stations.

3. Capacity of storage. Computers are able to store vast amounts of information, to organize it, and to retrieve it in ways that are far beyond the capabilities of humans. The amount of data that can be stored on devices such as magnetic discs is con-stantly increasing. All the while, the cost per character of data stored is decreasing.

4. Speed. The speed, at which computer data processing sys-tems can respond, adds to their value. For example, the travel reservations system mentioned above would not be useful if cli-ents had to wait more than a few seconds for a response. The response required might be a fraction of a second.

Thus, an important objective in the design of computer data processing systems is to allow computers to do what they do best and to free humans from routine, error-prone tasks. The most cost-effective computer data processing system is the one that does the job effectively and at the least cost. By using comput-ers in a cost-effective manner, we will be better able to respond to the challenges and opportunities of our post-industrial, in-formation-dependent society.

Практическаяработа №13

Тема: ADVANTAGESOFCOMPUTERDATAPROCESSING Преимущества компьютерной обработки данных

Цельзакрепление новой лексики, работа с текстом

Ответьте на вопросы, используя информацию текста ADVANTAGESOFCOMPUTERDATAPROCESSING

1. What capabilities should data-processing systems combine when designed? 2. What are the main advantages of comput-ers? 3. What do you know of computers accuracy? 4. What is the function of communication networks? 5. Give examples of a data communication network. 6. What do you understand by capacity storage? 7. What other values of computer data pro-cessing systems do. you know? 8. What is an important objec-tive in the design of computer data processing systems? 9. What is the most effective computer data processing system? 10. What is the best way of responding to the challenges and opportuni-ties of our post-industrial society?

Найдите в тексте английские эквиваленты следующих словосочетаний:

Система обработки информации компьютером; систе-ма ориентирования на обработку данных компьютером; сочетать возможности человека и машины; ограничивать управление; вряд ли допустят ошибку; оставаться уязви-мым; недопустимые данные; легкость осуществления свя-зи; сеть передачи информации; системы, основанные на использовании спутников; служащие по резервированию жилья; получить мгновенный ответ; наводить справки; хранилище данных; корпоративная база данных; объем памяти; запоминать огромное количество информации; извлекать информацию; добавить значимости; упомяну-тый выше; доля секунды; подверженный ошибкам; эконо-мически оправданный.

Вспомните значение новых слов и догадайтесь о зна-чении их производных.
To eliminate: elimination; eliminable; eliminator; unlimited.
To respond: respondent; response; responsible; irresponsible; responsibility.
Accuracy: inaccuracy; accurate; inaccurate; accurately.
Correctly: correct; incorrect; to correct; correction; correc-tional; corrective; corrector.
Vulnerable: invulnerable; vulnerability; invulnerability.
Invalid: valid; invalidity; validity;
Access: accessible; inaccessible; accessibility; inaccessibility.

Практическаяработа №14
Тема: Контрольная работа
Цель: Контроль знаний грамматики

Вариант 1

Translate into Russian.
1 . The buyers want to know our terms of payment.
2 . This is for you to decide.
3 . The plan of our work will be discussed at the meeting to be held on May 25.
4 . To walk in the garden was a pleasure.
5 . Jane remembered to have been told a lot about Mr. Smith.

6 . I felt him put his hand on my shoulder.

7 . This writer is said to have written a new novel.

8 . She seems to be having a good time at the seaside.

9 . They watched the boy cross the street.

10 . To advertise in magazines is very expensive.

11 . He proved to be one of the cleverest students at our Institute.

12 . He knew himself to be strong enough to take part in the expedition.

13 . To see is to believe.

14 . He is sure to enjoy himself at the disco.

15 . To tell you the truth, this company has a very stable position in the market.

2. Put "to" before the infinitive where it is necessary.

1 . My son asked me … let him … go to the club.

2 . You must make him … practice an hour a day.

3 . She was made … repeat the song.

4 . He is not sure that it can … be done, but he is willing … try.

5 . Let me … help you with your work.

6 . She asked me … read the letter carefully and … write an answer.

7 . You ought … take care of your health.

8 . I looked for the book everywhere but could not … find it.

9 . He was seen … leave the house.

10 . We had … put on our overcoats because it was cold.

11 . The man told me not … walk on the grass.

12 . Have you heard him … play the piano?

13 . You had better … go there at once.

14 . I would rather not … tell them about it.

15 . We shall take a taxi so as not … miss the train.

3. Use the appropriate form of the infinitive.

1 . They want (to take) to the concert by their father.

2 . I am glad (to do) all the homework yesterday.

3 . This plant is known (to produce) tractors.

4 . He wants his son (to become) a lawyer.

5 . The enemy army was reported (to overthrow) the defense lines and (to advance) towards the suburbs of the city.

6 . He seems (to know) French very well: he is said (to spend) his youth in Paris.

7 . You had better (to call) our distributors at once.

8 . We are happy (to invite) to the party.

9 . That firm is reported (to conduct) negotiations for the purchase of sugar.

10 . It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.

11 . He didn't hear me (to knock) at the door.

12 . I want (to inform) of her arrival.

13 . Our sportsmen are proud (to win) the cup.

14 . He is known (to work) on the problem for many years.

15 . The representative of the firm asked for the documents (to send) by air mail.

Вариант 2

1. Put "to" where necessary.

1. I think you ought … apologize.
2. Make him … speak louder.
3. Help me … carry this bag.
4. My son asked me … let him … go to the theatre.
5. I must … go to the country.
6. It cannot … be done to-day.
7. She asked me … read the letter carefully and … write an answer.
8. The man told me not … walk on the grass.
9. Let me … help you with your work.
10. She ought … take care of her health.
11. We had better … stop to rest a little.
12. I don't know what … do.
13. He was seen … leave the house.
14. We have come … ask whether there is anything we can … do.
15. We heard the siren … sound and saw the ship … move.
16. I cannot … go there now, I have some work … do.
17. During the crossing the passengers felt the ship … toss.
18. You must make him … practice an hour a day.
19. He is not sure that it can … be done, but he is willing … try.
20. I looked for the book everywhere but could not … find it.
21. He said that she might … come in the evening.
22. She was made … repeat the song.
23. Would you rather … learn shorthand than typewriting?

2. Translate into Russian.

1. I called every morning to see if there was any news.
2. We stopped to have a smoke.
3. He came here to speak to me, not to you.
4. The car was waiting at the door to take them to the station.
5. To explain the problem he drew diagrams all over the blackboard.
6. The steamship "Minsk" was chartered to carry a cargo of timber from St.Petersburg to Hull.
7. Under clause 35 the charterers were to supply the steamer with icebreaker assistance to enable her to enter or to leave the port of loading.
8. To meet the increased demand for industrial goods, a great number of new shops have been opened in the towns.
9. The first lot is ready for shipment, but to economize on freight we have decided to ship it together with the second lot.
10. Please send us your instructions at once to enable us to ship the machines by the 20th of May.

3. Translate into English using the Objective Infinitive Construction (Complex Object) where possible.

1. Он хочет, чтобы мы пришли к нему сегодня.

2. Я хотел бы, чтобы вы подождали меня здесь.

3. Он хочет, чтобы его сын стал врачом.

4. Он хочет, чтобы его послали в С.-Петербург на конференцию.

5. Она хочет, чтобы ее пригласили на вечер.

6. Мы не хотели, чтобы нас прерывали.

7. Хотите ли вы, чтобы я вам помог?

8. Я хочу, чтобы его статья была опубликована.

9. Доктор не хочет, чтобы вы ехали на юг.

10. Он хочет, чтобы груз был застрахован.

11. Она не любит, чтобы дети готовили уроки вечером.

12. Она любит, чтобы обед был вовремя.

13. Он не любит, когда его прерывают.

14. Он хочет, чтобы ему задавали вопросы.

4. Make infinitives (add "to") or gerunds (add "-ing") of the verbs in brackets to make the following sentences grammatically correct.

1. When I'm tired, I enjoy ... television. It's relaxing. (watch)

2. It was a nice day, so we decided ... for a walk. (go)

3. It's a nice day. Does anyone fancy ... for a walk? (go)

4. I'm not in a hurry. I don't mind ... (wait)

5. They don't have much money. They can't afford ... out very often. (go)

6. I wish that dog would stop ... It's driving me mad. (bark)

7. Our neighbour threatened ... the police if we didn't stop the noise. (call)

8. We were hungry, so I suggested ... dinner early. (have)

9. Hurry up! I don't want to risk ... the train. (miss)

10. I'm still looking for a job but I hope ... something soon. (find)

Практическая работа № 15

Итоговое занятие

Назовите английские эквиваленты следующих словосочетаний:

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

Переведите на русский язык названия программ

Program: access program; application program; archived program; binary program; common program; compatible / in¬compatible program; control / management program; database program; debugging program; educational / teaching / training program; free program; general-purpose program; high-perfor¬mance program; off-line program; on-line program; operating (-system) program;

processing program; protected-mode pro¬gram; remote program; running program; self-loading program.

IVкурс VII семестр

Практическая работа № 1
Тема: История информационных технологий. Причастие I.
Цель: обучениепереводу
The table below shows the dates of the events and their significance in the history of IT. Complete the gaps in the table with the appropriate events from the list below the table. Compare your answers with other students in your group. Describe the stages in the history of IT.

History of Information Technology Year	Event	Significance
1836		**The telegraph revolutionized** human (tele)communications with Morse code, a series of dots and dashes used to communicate between humans
1858– 1866		**The Transatlantic cable** allowed direct instant (мгновенный) communication across the Atlantic Ocean
1876		**The telephone created** voice communication, and telephone exchanges provide the backbone (магистраль)) of Internet connections today
1957		**Sputnik was** the first artificial earth satellite and the start of global communications
1962– 1968		**The Internet relies** on packet switching networks (сети Скоммутациейпакетов), which split data into tiny packets that may take different routes (маршруты) to a destination
1971		**People communicate** over the Internet with a program to send messages across a distributed network
1991		**User-friendly interface** to the World Wide Web is established with text-based, menu-driven interface to access Internet resources
1992		**The term "surfing the Internet"** is coined. (путешествие, перемещение по Интернету)
1995		**Online dial-up systems** (CompuServe,

	America Online, Prodigy) begin to provide Internet access
2000	**Provides fast access** to multimedia and large text files
2002	**Mobile phones**, handheld computers, and personal data assistants provide wireless access to the Internet
2004	**Use of radio waves to** send e-mail, Web pages, and other information through the air (Wi-Fi)
2006	**Worldwide expansion** of smart phones and Wi-Fi in developing countries

Практическая работа № 2

Тема: История информационных технологий.

Цель: извлечение нужной информации из прочитанного текста

1.Прочтите текст « История информационных технологий» еще раз и заполните колонку "**Events**" подходящими по смыслу выражениями, данными внизу:

Beginning of the Internet
Transatlantic cable
Advances in wireless
Internet service providers advance
USSR launches Sputnik
Wireless expands globally
World Wide Web established
Telegraph
Multimedia changes the face of the Internet
Wireless technology expands
Broadband connections to the Internet emerge
Packet switching networks developed

Практическаяработа № 3

Тема: История информационных технологий. Причастие I.

Цель: знакомство с грамматическим материалом

Причастие - неличная форма глагола, обладающая признаками глагола, прилагательного и наречия. В русском языке английскому причастию соответствует как причастие, так и деепричастие.

Как и глагол, причастие в английском языке имеет формы времени (а причастие переходных глаголов имеет также формы страдательного залога) и может определяться наречием:

A well-bred woman does nothing which shall make people talk of her.

Хорошо воспитанная женщина не делает ничего такого, что может заставить людей говорить о ней (обсуждать ее).

Как и прилагательное, причастие может выполнять в предложении функции определения и именной части сказуемого:

The first International Conference of Physicians for the Prevention of Nuclear War held in March 1981 was attended by doctors from 11 countries.

На Первой Международной конференции «Врачи за предотвращение ядерной войны», проведенной в марте 1981 года, присутствовали врачи из 11 стран.

Замените придаточные определительные предложения причастными оборотами:

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

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

Практическая работа № 4

Тема: Интернет.

Цель: введение новой лексики

Прочитайте и выучите новые слова по теме «Интернет»

VOCABULARY

network – (вычислительная, компьютерная) сеть

society – общество

to depend on – зависеть от чего-либо

application – приложение, прикладная программа

software – программное обеспечение; «софт»

productivity – производительность; продуктивность

to result in – кончаться, иметь результатом

privacy – индивидуальная сфера жизни

exotic curiosities – экзотическая редкость, диковинка

indispensable – незаменимый

business – (зд.) предприятие, фирма

origin – начало; происхождение

word processing program – программа обработки текстов

computer network – компьютерная сеть

to link – соединять, связывать

to share data – совместно использовать ресурс;

делиться данными

to transfer – передавать, переносить

Transmission Control Protocol (TCP) – протоколуправленияпередачей

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

WorldWideWeb – всемирная паутина, сеть

dial-uptelephoneconnection – (коммутируемое) соединение по

телефонной линии

digitalsubscriberline (DSL) – цифровая абонентская линия

cablebroadband – кабельные широкополосные соединения

broad band technology – широкополосная технология; технология широкополосных передач

fiber-optic – волоконно-оптический

wireless – беспроводной

to compress data – сжимать (уплотнять) данные

to access the Internet – иметьдоступвИнтернет

Wi-Fi (wireless fidelity) – беспроводная точность

radiowaves – радиоволны

appliances – бытовые электроприборы

to integrate – объединять

personal digital assistant (PDA) – персональный цифровой секретарь (тип сверхлёгкого миниатюрного ПК)

To enable – давать возможность

power-line Internet – Интернет по линиям электропередач

intranet – интранет

customized Web pages – настроенные (заказные) Web страницы

External source – внешний источник

extranet – экстранет

employee – служащий; работник

authorized user – авторизованный (полномочный) пользователь

password – пароль

to gain access – получать доступ

a wide-area network (WAN) – глобальная компьютерная сеть

a local area network (LAN) – локальная вычислительная сеть, ЛВС

in a close proximity – втеснойблизости, вблизи

Практическая работа № 5

Тема: Интернет.

Цель: умение переводить текста

Текстдлячтенияиперевода

We live in a rapidly changing **information society** – that is, a society in which large groups of workers generate or depend on information to perform their jobs. The need for more and better information will only continue to grow. **Information technology** (**IT**) relates to processes and applications that create new methods to solve problems, perform tasks, and manage communication. Simply put, Information technology is the use of computers and software to manage information. Information technology plays a major role in the 21st century world; today, our economic productivity is based more on technology than on any other advance. IT has resulted in social issues related to privacy, intellectual property, and quality of life. Just a few decades ago computers were considered exotic curiosities, used only by scientists and the military. Today, they have become indispensable not only to businesses but to common people as well. Who can imagine daily life without sending e-mails to friends, book tickets over the Internet, or preparing reports with word processing program?

The Internet has profoundly changed the way people communicate, learn, do business, and find entertainment. Although many people believe the Internet began in the early 1990s, its

origins can actually be traced to the late 1950s. Over the past decades, the network evolved from a system for government and university researchers into a tool used by millions around the globe

for communication, information, entertainment, and e-business. Clearly, the Internet is here to stay.

Практическая работа № 6

Тема: Интернет. Причастие II

Цель: работа с текстом, ответы на вопросы по тексту

Прочитайтетекст.

The Internet's most commonly used network for finding information is the **World Wide Web** (or more simply, the Web. The Web is a collection of interconnected Web sites or "pages" of text, graphics, audio and video within the Internet. To get on the Internet, you need a computer, a modem, and an Internet service provider (ISP). The **modem** (**mo**dulator-**dem**odulator) converts the digital signals that can be transmitted over telephone lines. Internet service providers provide customers with a connection to the Internet through various phone plugs and cables. Today, connections to the Internet include simple telephone lines (a dial-up telephone connection) or faster digital subscriber lines (DSLs) and cable broadband that carry larger amounts of data at quicker transfer speeds. **Broadband technology** is a general term referring to higher speed Internet connections that deliver data, voice, and video material. Broadband technology combines digital, fiber-optic, and wireless network technologies that compress data and transmit them at blinding speeds. And with new wireless technology, it is possible to access the Internet by using your laptop computer, cellular phone, and other wireless communications devices.

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

An **intranet** is a smaller version of the Internet for use within an organization. Using a series of customized Web pages, employees can quickly find information about their firm as well as connect to external sources. Intranets limit access only to employees or other authorized users. Generally, intranet sites are protected, and users must supply both a user name and a password to gain access to a company's intranet site.

Найдите ответы на следующие вопросы:

What is information technology? What role does information technology play in the 21st century world?

2. How has the evolution of the Internet affected the world?

3. What connections to the Internet are available nowadays?

4. Characterize broadband technology.

5. What is Wi-Fi?

Причастиепрошедшеговремени (The Past Participle, Participle II)

Причастие прошедшего времени правильных глаголов образуется путем прибавления суффикса -ed к инфинитиву глагола без частицы to. Читается этот суффикс так же, как суффикс -ed прошедшего неопределенного времени правильных глаголов.

To finish заканчивать -finished законченный

To civilize цивилизовать -civilized цивилизованный

Причастие прошедшего времени неправильных глаголов чаще всего образуется путем изменения корневой гласной или всей основы глагола:

To write писать - written написанный

To see видеть - seen увиденный

To teach обучать - taught обученный

В словарях после неопределенной формы неправильных глаголов обычно даются формы прошедшего неопределенного времени и причастия прошедшего времени.

На русский язык причастие прошедшего времени обычно переводится страдательным причастием совершенного или несовершенного вида.

1. Выберите из скобок требующуюся форму причастия:

1. a) The girl (writing, written) on the black board is our best pupil.

    b) Everything (writing, written) here is quite right.

2. a) The house (surrounding, surrounded) by tall trees is very beautiful.

    b) The wall (surrounding, surrounded) the house was very high.

3. a) Who is that boy (doing, done) his homework at that table?

    b) The exercises (doing, done) by the pupils were easy.

4. a) The girl (washing, washed) the floor is my sister.

    b) The floor (washing, washed) by Helen looked very clean.

Практическая работа № 7

Тема: Компоненты Интернета

Цель: познакомить с компонентами Интернета

A) Readandtranslatethetext.

The Internet consists of many systems that offer different facilities to users.

WWW, the **World Wide Web,** is a collection of files or pages containing links to other documents on the Net. It's by far the most popular system. Most Internet services are now integrated on the Web.

Email, or electronic mail, for the exchange of messages and attached files.

Mailing lists спискипочтовойрассылки based on programs that send messages on a certain topic to all the computers whose users have subscribed to the list.

Chat and **instant messaging**, for real-time conversations; you type your messages on the keyboard.

Internet telephone, a system that lets people make voice calls via the Internet.

Video conference, a system that allows the transmission of video and audio signals in real time so the participants can exchange data, talk and see one another on the screen.

File Transfer Protocol (FTP), used to transfer files between computers.

Newsgroups (тематическая [теле] конференциявИнтернете)**,** where people send, read and respond to public bulletin board (электроннаядоскаобъявлений) messages stored on a central computer.

TELNET, a program that enables a computer to function as a terminal working from a remote computer and so use online databases or library catalogs.

Упражнение 1.
Переведите на русский язык, обращая внимание на герундий.
1. She has always dreamt of living in a small house by the sea.
2. She disliked living in her old house.
3. She was thinking of buying a new one.
4. Now, she enjoys living in a beautiful new house.
5. She misses seeing the neighbours of course.
6. Usually she enjoyed talking to them and didn't mind helping them.
7. She likes cooking and is very good at it.
8. But she doesn' t like washing and ironing.
9. She hates getting up early, but she has to.
10. She doesn' t mind working a lot, you know.
11. She enjoys driving an expensive car.
12. She has always dreamt of travelling round the world.
13. But she hates flying and she's never been overseas.
14. She has risen to be head of the company in spite of being a woman in a man's world.
15. She loves meeting people because she can't bear being alone.
16. She loves talking to the press and appearing on TV shows.
17. She enjoys being photographed because she thinks she' s beautiful.
18. She hates being laughed at.
19. She likes being stared at because she thinks she's attractive.
20. But she hates being ignored.

Практическая работа № 8
Тема: Компоненты Интернета.

Цель: выполнение грамматических упражнений
Упражнение   **1.**
Переведите на английский язык, используя необходимую форму причастия.
1.   Не   читай,   лежа   в   кровати.
2.   Оставленная   одна   в   комнате,   маленькая   девочка   заплакала.
3. Книга, которую сейчас обсуждают – последнее сочинение этого писателя.
4.   Вот   новые   журналы,   присланные   для   вашего   офиса.
5.   Взяв   бумагу   и   ручку,   ребенок   начал   писать.
6.   Играя   в   теннис,   мальчик   поранил   руку.
7.   Это   доклад,   который   обсуждали   во   время   последнего   собрания.
8.   Пообедав,   туристы   продолжили   свое   путешествие.
9.   Заплатив   за   билеты,   мы   поспешили   в   зал.
10. Переходя дорогу, будь осторожен.
Упражнение   **2**
Переведите на английский язык, используя причастие настоящего времени в активной или пассивной форме.
1.   Ему   нравится   статья,   которую   сейчас   обсуждают?
2.   Войдя   в   комнату,   он   быстро   подошел   к   окну.
3.   Девочка,   играющая   в   саду,   моя   сестра.
4. Здание, которое строят в нашем районе, будет новым бассейном.

5. Мальчик, которого сейчас спрашивают, мой двоюродный брат.
6. Зная английский язык, ты можешь общаться с людьми разных стран.
7. Она сидела на скамейке, читая книгу.
8. Мой дедушка посадил цветы, которые сейчас поливают.
9. Читая статью в английском журнале, я выписал новые слова.
10. Когда ее спросили о цветах, она сказала, что уже убрала их

a) Answer the questions:

What Internet system from the text should these people use?

1. "I like receiving daily updates and headlines from newspapers on my computer."

2. "I'm doing some research and need computer access to the University library."

3. "I'd like to avoid flying to Japan to attend the meeting but I want to see what's going on there."

4. "I want to read people's opinions about environmental issues and express my views."

5. "I have designed a web page and want to transfer the data to my reserved web space."

6. "I'd like to check my students' draft essays on my computer and send them back with my suggestions."

7. "I don't want to spend too much money on international phone calls but I love hearing his voice."

8. "I live in a small village where there are no other teenagers. I wish I had the chance to meet and chat with friends."

Практическая работа № 9

Тема: Компоненты Интернета.

Цель: закрепление лексических навыков, работа с текстом

Подберите вместо пропусков подходящее по смыслу слово.

1. The most common_____for planning the program logic

are flowcharting and pseudocode.

a) technologies; b) technics; c) techniques 2._____was designed for dealing with the complicated

mathematical calculations of scientists and engineers.

a) COBOL; b) FORTRAN; c) PL/I

is the foundation of any programming languages.

3.

a) a set of rules; b) a group of numbers; c) a lot of in-structions

4.1 / O_____match the physical and electrical charac-teristics of input-output devices, a) interchanges; b) interfaces; c) interpretations

5. Letter-quality, dot-matrix and ink-jet printers are all _____printers.

a) line; b) page; c) character

6. The most common device used to transfer information from the user to the computer is the_____.

a) keyboard; b) printer; c) modem

7. Input-output units link the computer to its external

a) requirement; b) development; c) environment 8. I / O devices can be classified according to their speed,

visual displays being_____.__ devices.

a) high-speed; b)medium-speed; c) low-speed

2. Согласуйте слова в левой колонке с их интерпретаци-ей, предложенной справа.
1. Computer a) an electronic device accepting data pro-
cessing results from the computer sys-tem;
2. Input b) the unit performing arithmetic opera-
tions called for in the instructions;
3. Output

4. Software

5. Hardware

6. Storage

7. CPU

8. CU

9. ALU

10. Program j)

c) the unit coordinating all the activities of various components of the computer. It reads information, enterpretes instruc-tions, performs operations, etc.;

d) a set of programs designed to control the operation of a computer;

e) lists of instructions followed by the con-trol unit of the CPU:

f) an electronic device keying information into the computer;

g) the unit holding all data to be processed, intermediate and final results of process-ing;

h) visible units, physical components of a data processing system; the unit that directs the sequence of sys-tem operations, selects instructions and interpretes them;

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a device with a complex network of elec-tronic circuits that can process informa-tion, make decisions, and replace people in routine tasks.

Практическая работа № 10
Тема: WORLD-WIDEWEB Всемирная паутина
Цель: развитие навыков чтения и перевода
Прочтите тексты (по вариантам) и составьте короткую аннотацию на каждый из них.
1. The WORLD-WIDE WEB

People have dreamt of a universal information database since late nineteen forties. In this database, not only would the data be accessible to people around the world, but it would also eas-ily link to other pieces of information, so that only the most important data would be quickly found by a user. Only recently the new technologies have made such systems possible. The most popular system currently in use is the World-Wide Web (WWW) which began in March 1989. The Web is an Internet -based computer network that allows users on one computer to access information stored on another through the world-wide network.

As the popularity of the Internet increases, people become more aware of its colossal potential. The World-Wide Web is a product of the continuous search for innovative ways of sharing I information resources. The WWW project is based on the principle of universal readership: "if information is available, then any person should be able to access it from anywhere in the world." The Web's implementation follows a standard client-server model. In this model, a user relies on a program (the cli-ent) to connect to a remote machine (the server), where the data is stored. The architecture of the WWW is the one of clients, such as Netscape, Mosaic, or Lynx, "which know how to present data but not what its origin is, and servers, which know how to extract data", but are ignorant of how it will be presented to the user.

One of the main features of the WWW documents is their hypertext structure. On a graphic terminal, for instance, a par-ticular reference can be represented by underlined text, or an icon. "The user clicks on it with the mouse, and the referenced document appears." This method makes copying of informa-tion unnecessary: data needs only to be stored once, and all ref-erenced to it can be linked to the original document.

2. SUCCESS of the WWW

Set off in 1989, the WWW quickly gained great popularity among Internet users. What is the reason for the immense suc-cess of the World-Wide Web? Perhaps, it can be explained by CERN's* attitude towards the development of the project. As soon as the basic outline of the WWW was complete, CERN made the source code for its software publicly available. CERN has been encouraging collaboration by academic and commer-cial parties since the onset of the project, and by doing so it got millions of people involved in the growth of the Web.

The system requirements for running a WWW server are minimal, so even administrators with limited funds had a chance to become information providers. Because of the intuitive na-ture of hypertext, many inexperienced computer users were able to connect to the network. Furthermore, the simplicity of the Hyper Text Markup Language, used for creating interactive documents, allowed these users to contribute to the expanding database of documents on the Web. Also, the nature of the World-Wide Web provided a way to interconnect computers running different operating systems, and display information created in a variety of existing media formats.

In short, the possibilities for hypertext in the world-wide en-vironment are endless. With the computer industry growing at today's pace, no one knows what awaits us in the 21st century.

Note _____

* CERN was originally named after its founding body the 'Conseil Europeen pour la Recherche Nucleaire,' and is now called 'European Laboratory for Particle Physics'.

3. A BRIEF HISTORY of the INTERNET

In 1973 the Defense Advanced Research Projects Agency (DARPA) initiated a research program to investigate techniques and technologies for interlinking packet networks of various kinds. The objective was to develop communication protocols which would allow networked computers to communicate trans-parently across multiple, linked packet networks. This was called the Internetting project and "the system of networks which emerged from the research was known as the "Internet" (In-tercontinental Network).

During the course of its evolution, particularly after 1989, the Internet system began to intergrate support for other pro-tocol suites into its basic networking fabric. By the end of 1991 the Internet has grown to include some 5000 networks in over three dozen countries, serving over 700,000 host computers used by over 4,000,000 people.

The bulk of the system today is made up of private network-ing facilities in education and research institutions, business and in government organizations across the globe.

A secretariat has been created to manage the day-to-day function of the Internet Activities Board (IAB) and Internet Engineering Task Force (IETF). IETF meets three times a year in plenary and in approximately 50 working groups convene at intermediate times by electronic mail, teleconferencing and at face-to-face meetings.

There are a number of Network Information Centres (NICs) located throughout the Internet to serve its users with documen-tation, guidance, advice and assistance. As the Internet contin-ues to grow internationally, the need for high quality NIC func-tions increases. Although the initial community of users of the Internet were drawn from the ranks of computer science and engineering its users now comprise a wide range of disciplines in the sciences, arts, letters, business, military and government administration.

Практическая работа № 11

Тема: WORLD-WIDEWEB Всемирная паутина

Цель: развитие навыков чтения и перевода

ENJOY YOURSELF

Quiz-game "Do you know more about computers"? *(Divide into two groups and give answers to even (1 gr.) and odd (2 gr.) question numbers.)*

1. What are the main functional units of a digital computer?
2. What types of storage do you know?
3. What is a binary number system?
4. What is storage media?
5. How is storage capacity measured (in what units)?
6. What do you know of electronic memories?
7. What can you say about electromechanical memories?
8. How do you understand the term "access time"?
9. What is RAM / ROM?
10. What storage devices do you know?
11. What is the function of the CPU?
12. What two functional units does the CPU consist of?

13. What components does control unit include?
14. What devices has the arithmetic-logical unit?
15. What is the ALU function?
16. What is the function of CU?
17. What is the heart (brain) of a microprocessor?
18. What is the purpose of input devices?
19. How do you understand the term "input-output environment"?
20. What groups can I/O devices be classified according to their speed?
21. Name devices used for inputting information.
22. What is touch pad?
23. What is a scanner used for?
24. What types of printers do you know?
25. When did the first personal computer appear?
26. What differs PC from large computer systems?
27. What is a personal computer?
28. What are the main spheres of PC applications?
29. What professions are in great need of computers?
30. What is modem and what is it used for?
31. What is programming?
32. What is a program?
33. What techniques for planning the program logic do you know?
34. What do you understand by pseudocode?
35. What is a code?
36. What is the foundation of any programming language?
37. What programming languages do you know?
38. What is FORTRAN used for? Decode it.
39. What does COBOL serve for? Decode it.
40. What is WWW?

Практическая работа № 12
Тема: Всемирная паутина. Причастие II
Цель: знакомство с правилом образования причастия прошедшего времени

Причастие прошедшего времени правильных глаголов образуется путем прибавления суффикса -ed к инфинитиву глагола без частицы to. Читается этот суффикс так же, как суффикс -ed прошедшего неопределенного времени правильных глаголов.

To finish заканчивать -finished законченный
To civilize цивилизовать -civilized цивилизованный

Причастие прошедшего времени неправильных глаголов чаще всего образуется путем изменения корневой гласной или всей основы глагола:
To write писать - written написанный
To see видеть - seen увиденный
To teach обучать - taught обученный
В словарях после неопределенной формы неправильных глаголов обычно даются формы прошедшего неопределенного времени и причастия прошедшего времени.
На русский язык причастие прошедшего времени обычно переводится страдательным причастием совершенного или несовершенного вида.

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1. Выберите из скобок требующуюся форму причастия:
1. a) The girl (writing, written) on the black board is our best pupil.

   b) Everything (writing, written) here is quite right.
2. a) The house (surrounding, surrounded) by tall trees is very beautiful.

   b) The wall (surrounding, surrounded) the house was very high.
3. a) Who is that boy (doing, done) his homework at that table?

   b) The exercises (doing, done) by the pupils were easy.
4. a) The girl (washing, washed) the floor is my sister.

   b) The floor (washing, washed) by Helen looked very clean.

Практическая работа № 13

Тема: Всемирная паутина.

Цель: работа с текстом

Прочитайте текст, выпишите незнакомые для вас слова и постарайтесь их запомнить.

THE WORLD WIDE WEB

The World Wide Web, Web or WWW is a network of documents that works in a hypertext (гипертекст) environment, i.e. using text that contains links, hyperlinks (гиперссылка) to other documents.

The files, web pages, are stored in computers, which act as servers. Your computer, the client, uses a web browser, a special program to access and download them. The web pages are organized in websites, groups of pages located on the Web, maintained by a webmaster, the manager of a website.

The Web enables you to post and access all sorts of interactive multimedia information and has become a real information highway. (информационнаямагистраль)

To surf (путешествоватьпоИнтернету) or navigate the Web, access and retrieve web pages or websites, you need a computer with an Internet connection and a web browser. After you have launched it, you must type the website address or URL (Uniform Resource Locator). (идентификаторинформ. ресурса)

To find interesting sites you can use search engines (поисковыймеханизм), where the website information is compiled by spiders, computer-robot programs that collect information from sites by using keywords, or through web indexes, subject directories (каталоги) that are selected by people and organized into hierarchical subject categories. Some web portals – websites that offer all types of services, e.g. email, forums, search engines, etc. – are also good starting points.

The most relevant website addresses can be stored in your computer using the bookmarks (закладки) or favourites function in your browser. Websites usually have a beginning page or home page. From this starting point you can navigate by clicking your mouse on hyperlinks in texts or images.

Выберите из текста необходимое слово и заполните пропуски
1 Start up your computer and connect to the Internet.

2 Open your ....

3 Type the .... to access a website.

4 Your web browser sends the request to the correct ....

5 The server looks for the document and sends it to the .... computer.

6 Your web browser displays the selected .... on the screen.

7 From the home page of the .... you can .... to other pages by clicking on hyperlinks.

8 If you want to find more websites, use a ....

Практическая работа № 14

Цель: контроль знаний грамматического материала

Контрольная работа

Упражнение 1.

Переведите на русский язык, обращая внимание на причастие прошедшего времени.

1. He doesn't like boiled milk.

2. I remember well his words said at the meeting.

3. We don't like the book bought last week.

4. The stolen things were returned to the owner.

5. Asked about this event, he replied nothing.

6. The explanation given was not complete.

7. When burnt, coal produces heat.

8. The results received were of great importance for the further work.

9. When reconstructed the theatre looked more beautiful than before.

10. She showed us a list of the newly published books.

Упражнение 2.

Раскройте скобки, употребив причастие прошедшего времени. Переведите.

1. The letter (to write) by him was very long.

2. We are interested in the goods (to produce) by this factory.

3. She didn't understand the word (to say) by him.

4. He didn't see the things (to keep) in her box.

5. I don't like the video (to buy) yesterday.

6. This is the house (to build) many years ago.

7. The question (to put) to the professor was important.

8. When (to offer) to work abroad, he refused.

9. The article on agriculture (to publish) in this magazine was written by Smith.

10. You can get the book (to recommend) by our teacher in the library.

11. When (to use) for building purposes, concrete is very important.

12. When (to complete) the new building will accommodate 3000 students.

Упражнение3.

Переведите предложения на русский язык, обращая внимание на сложные дополнения с причастием прошедшего времени.

1. He wants the documents sent by airmail.

2. They want the goods shipped on Monday.

3. I saw the letters received.

4. I must have my shoes cleaned.

5. She wants to have these documents sent off at once.

6. Why have you had the walls of your room painted blue?

7. They showed us a list of the goods sold.

8. I found the key lost.

9. I heard it was said for several times.

10. He wants the work done immediately.

Практическая работа № 15
Итоговое занятие
Цель: контроль знаний лексического материала

Lexical games
Horizontally

1. Discovery; producing smth. new. 2. Syn. to scale; e.g. large scale of integration. 3. A type of a plotter, 4. A flexible disk. 5. Softness, capability to changing; ant. to rigidness. 6. One of the elementary arithmetic actions. 7 A point used as a symbol of multiplication. 8. A crystal, semiconductor body in which an integrated circuit is formed. 9. The process of preparing a set of coded instructions, enabling the computer to solve specific problems. 10. An......jet printer. 11. A means of coding data by punching......into cards. 12. Gain or benefit; a favourable position, superiority. 13. One of the means of storing informa-tion. 14. A computer program that translates a low-level pro-gramming language into machine language. 15. Electronic or mechanical equipment, that uses cassettes, disks, etc. 16. A device, block, element. 17. A unit of information. 18. A cylin-der on which smth. is rolled up. 19. Information resulting from computer processing, that is delivered to a user; one of the main units of a computer. 20. Postal system; electronic post. 21. Means of interacting between two systems. 22. One of the three major uses of visual display terminalSj e.g. a light...... 23. Syn. Toadvancement.

Vertically

1. Diversity, great number of smth. 2. Supplies, furnishing, apparatus — things needed for some purpose. 3. Syn. to infor-mation. 4. A predetermined set of instructions for solving a specific problem in a manner of steps. 5. Velocity, quick motion. 6. One of the elementary arithmetic actions. 7. Syn. to defini-tion. 8. A handbook of facts, instructions for use as a guide, reference or the like. 9. Any form of play; amusement by means of a computer. 10. A bobbin of magnetic tape on which the col-lected data are stored. 11. A basic unit of storage in a memory, consisting of a number of bits. 12. A movable indicator light on a computer video screen. 13. A character, sign, letter, number. 14. Basis, foundation. 15. A counting board, a frame with beads on wires for doing or teaching arithmetics. 16. Intelligence, mental ability. 17. A person who' makes use of a computer. 18. A container; a screened window. 19. Status, position, con-ditions. 20. Syn. to purpose.

IV курс   VIII семестр

Практическая работа № 1
Тема: Компьютерные преступления. Причастие I
Цель: введение новой лексики
Ознакомьтесь с лексикой по теме
Unauthorized user – несанкционированный;
неполномочный пользователь
disclosure – раскрытие
disruption – срыв; нарушение
modification – модификация, видоизменение
inspection – инспекция: проверка
destruction – уничтожение, разрушение
threat – угроза
computer crime – компьютерная преступность
(преступление)
disaster – бедствие; авария; катастрофа
malicious intentions – вредоносные (преступные) намерения
cracker – "крэкер";
взломщик компьютерных систем
blackhathacker – "чёрный" хакер
classifiedinformation = – засекреченная информация;
sensitiveinformation секретные сведения
outsider – постороннее лицо
toalterdata – изменять данные
inaccurate – неточный
misleading – вводящий в заблуждение; обманный
illegal transactions – незаконныесделки
illicit benefit – незаконнаявыгода
violation – нарушение; преступление
scam – надувательство, обман
fraud – мошенничество
phishing – фишинг (рассылка электронных
сообщений по Интернету от имени
солидных компаний с целью
получения их личных данных)
piracy – компьютерное пиратство
vulnerable – уязвимый
to hack into – взламывать; проникать
to embarrass – приводить в замешательство
(to) break-in – взлом; взламывать
competitor – конкурент
thief – вор
database – база данных
security breach – (зд) взлом системы безопасности
annually – ежегодно
estimated cost – подсчитанные затраты
system administrator – системный администратор
to implement – выполнять, осуществлять, проводить
to prevent – предотвращать, предупреждать
firewall – межсетевой защитный экран,

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брандмауэр
to log system use – регистрировать пользование системой
to log on with invalid password – входитьвсистему
с недействительным паролем
encryption – шифрование
decryption – расшифровка
to encode = to encipher =
to scramble – шифровать, кодировать
cryptography – криптография
cryptographic key – криптографическийключ
available – доступный; готовыйкиспользованию
in transit – в пути; в процессе передачи
elaborate – сложный; усовершенствованный
protective measures – меры защиты

Практическая работа № 2

Тема: Компьютерные преступления.

Цель: перевод текста и выполнение упражнений

Переведитетекст

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

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

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

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

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

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

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

Совместите слова из левой колонки с их объяснениями из правой:

1. password
2. cryptographic key
3. encryption
4. decryption
5. valid
6. firewall
7. phishing
8. scam
9. piracy
10. malware (malicious software)
11. spyware (spy software)
12. black hat hacker
13. whitehathacker

a) the illegal copying and distribution of copyrighted software, information, music and video files

b) combination of hardware and software used to control the data going into and out of a network.

c) software created to damage or alter the computer data or its operations

d) a secret code used to control access to a network system

e) a computer security expert who uses his skills to make cyberspace safer

f) a computer criminal who uses technology to perform a variety of crimes

g) a sequence of symbols that controls the operation of a cryptographic transformation (e.g. encryption, decryption)

h) a process in which the sender encrypts / scrambles the message in such a way that only the recipient will be able to decrypt the message

i) legally binding or effective

j) email fraud to obtain money or valuables

k) the process of changing information that has a special code back into its original form so that it can be easily understood

l) pretending to be someone that can be trusted, in order to steal banking information such as passwords of Internet bank accounts or credit card details

m) a type of malware that is designed to spy on the victim's activities, capturing sensitive data such as the person's passwords, online shopping, etc.

Практическая работа №3

Тема: Шифрование и криптография. Причастие I.Perfect

Цель: узнать, что такое шифрование и криптография

Прочитайте текст и скажите, как вы понимаете, что такое шифрование и криптография.

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

2.Ознакомьтесь с грамматическим материалом по теме Причастие IPerfect

Причастие относится к неличным формам глагола и обладает признаками как прилагательного (иногда наречия), так и глагола. Глагольными признаками причастия являются его способность иметь прямое дополнение, определяться наречием и иметь формы времени и залога. Но время, выраженное причастием носит относительный характер, т. е. соотносится с действием глагола-сказуемого предложения и выражает либо одновременность, либо предшествование этому действию.

Причастия в английском языке подразделяются на причастие I (Participle I) и причастие II (Participle II).

Причастие I перфектное образуется от причастия I вспомогательного глаголаto have-having и причастия II смыслового глагола: having translated переведя, having done -сделав. Отрицательная форма образуется добавлением отрицательной частицы not перед перфектным причастием: not having translated - не переведя, not having done -не сделав.

Причастие I перфектное показывает, что выражаемое им действие произошло ранее действия, выраженного сказуемым предложения; в предложении оно может выполнять только функцию обстоятельства, т. е. соответствовать русскому деепричастию совершенного вида.

Participle I Perfect может употребляться в функции обстоятельства причины и времени:

1. Having lost the key, the boy couldn′t get into the house. Потеряв ключ, мальчик не мог попасть в дом.

2. Having graduated from the University, he decided to go to the Far East. Окончив университет, он решил поехать на Дальний Восток.

Вместо причастия I перфектного в функции обстоятельства времени часто употребляется герундий с предлогами after и on:
After leaving (= having left) school, John Reed went to Harvard University. По окончании средней школы (= окончив среднюю школу) Джон Рид поступил в Гарвардский университет.

Практическая работа №4

Тема: Шифрование и криптография. Причастие I.Perfect

Цель: работа с текстом, краткий пересказ

Прочитайте текст и скажите, как вы понимаете, что такое шифрование и криптография. Сделайтеписьменнократкийпересказ

<u>Cryptography</u>

Cryptography is no longer a military thing that should not be messed with. It is time to demystify cryptography and make full use of the advantages it provides for the modern society. In the following, tbasic terminology and the main methods of cryptography are presented. Any opinions and evaluations presented here are speculative, and the author cannot be held responsible for their correctness.

Basic Terminology

Suppose that someone wants to send a message to a receiver, and wants to be sure that no-one else can read the message. However, there is the possibility that someone else opens the letter or hears the electronic communication. In cryptographic terminology, the message is called plaintext or cleartext. Encoding the contents of the message in such a way that hides its contents from outsiders is called encryption. The encrypted message is called the ciphertext. The process of retrieving the plaintext from the ciphertext is called decryption. Encryption and decryption usually make use of a key, and the coding method is such that decryption can be performed only by knowing the proper key.

Cryptography is the art or science of keeping messages secret. Cryptanalysis is the art of breaking ciphers, i.e. retrieving the plaintext without knowing the proper key. People who do cryptography are cryptographers, and practitioners of cryptoanalysis are cryptoanalysists.

Cryptography deals with all aspects of secure messaging, authentication, digital signatures, electronic money, and other applications. Cryptology is the branch of mathematics that studies the mathematical foundations of cryptographic methods.

Basic Cryptographic Algorithms

A method of encryption and decryption is called a cipher. Some cryptographic methods rely on the secrecy of the algorithms; such algorithms are only of historical interest and are not adequate for real-world needs. All modern algorithms use a key to control encryption and decryption; a message can be decrypted only if the key matches the encryption key. The key used for decryption can be different from the encryption key, but for most algorithms they are the same. There are two classes of key-based algorithms, symmetric (or secret-key) and asymmetric (or public-key) algorithms. The difference is that symmetric algorithms use the same key for encryption and decryption (or the decryption key is easily derived from the encryption key), whereas asymetric algorithms use a different key for encryption and decryption, the decryption key cannot be derived from the encryption key. Symmetric algorithms can be divided into stream ciphers and block ciphers. Stream ciphers can encrypt a single bit of plaintext at a time, whereas block (5)siphers take a number of bits (typically 64 bits in modern ciphers), and encrypt them as a single unit. Many symmetric ciphers are described on the algorithms page.

Asymmetric ciphers (also called public-key algorithms or generally public-key cryptography) permit the encryption key to the public (it can even be published in a newspaper), allowing anyone to encrypt with the key, whereas only the proper recipient (who knows the

decryption key) can decrypt the message. The encryption key is also called the public key and the decryption key the private key or secret key.

Modern cryptographic algorithms cannot really be executed by humans. Strong cryptographic algorithms are designed to be executed by computers or specialized hardware devices. In most applications, cryptography is done in computer software.

Практическаяработа №5

Дифференцированный зачет

1.Повторите данные слова и будьте готовы отвечать

Dataprocessing	обработка данных
Available	доступный
Resources	ресурсы
Datastorage	хранение данных
Manner	способ
Item	составная часть
Setofdata	набор данных
Database	база данных
Manual	ручной
Accuracy	точность
Correct	правильный; исправлять
Toeliminate	устранять
To convert	преобразовать
To retrieve	извлекать
To remain	оставаться
To make errors	делатьошибки
Access	доступ
Digitalcomputer	цифровой компьютер
Circuit	схема
To solve problems	решатьпроблемы
To require	требовать
Numbers	числа
Numerical	числовой
To permit	разрешать
To insert	вставлять

Dot-matrix printer	Матричное печатающее устройство
Letter-quality	Высококачественное печатающее уст-во
available	доступный
Mass storage unit	Внешнее запоминающее устройство
Access time	Время доступа
RAM	Оперативное запоминающее уст-во
ROM	Постоянное запоминающее уст-во
CRT	Электроннолучевая трубка

to surf the Internet/Net	бродить по сети
website	вебсайт
To visit a web site	посещать вебсайт
On line	режим онлайн
To work on line	работать в режиме онлайн

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e-mail	электронная почта
To send e-mails	посылать электронные письма
hyperlink	гиперссылка
To create hyperlinks	создавать гиперссылки
password	пароль
To enter a password	вводить пароль
login	регистрация
Remote login	дистанционный вход в систему
Search engine	поисковая система
Convenient search engine	удобная поисковая система

2.Прочтите текст и передайте главную мысль в 5-8 предложениях

The Internet is a huge network of computers connected with each other serving millions of users all over the world. The origin of public Internet goes back to the late 70s and since that time the number of users has been increasing. The Internet is very helpful in our everyday life. It supports a variety of services. First of all one can easily find any sort of information and share it with others. It's also possible to create your own web sites and publish ideas and information for a large audience. It's very convenient to advertise goods on the Internet as well as to buy them. Secondly, the Internet serves for people's communication. You can make calls and take part in on-line tele- and video conferences. One of the most popular services is e-mail (electronic mail) which is much cheaper and quicker than the ordinary mail. You can exchange messages, photos, films and lots of other stuff using it. And finally, the Internet is used for transferring large amounts of data across it.

People exploit the Internet in order to access news, weather and sports reports or what is more to plan and book holidays. It also provides great opportunities for keeping in touch with friends and relatives or to find someone.

There are two basic ways of going on the Internet for searching information. If you know the internet address you just enter it and find what you need. If not, you should use a search

program. The most popular ones are Google, Yandex, Rambler or Yahoo. In these programs we can just type the word or name of thing we would like to find and then press «enter». As soon as we get our results we simply choose whatever site best matches our query.

It is estimated that thirty five to forty million users currently are on the Internet. The Internet calls last longer than the average regular telephone calls. This can cause an overload and, in turn, cause telephone network to fail.

In conclusion, I'd like to say that the Internet plays a great social role in our life but in order to keep it usable and fast, we must improve the telephone lines and means of access and also be reasonable in usage.

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