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
10.02.04 Обеспечение информационной безопасности телекоммуникационных систем

Разработчик:
Преподаватель
Белгородский индустриальный колледж
Сердюкова Н.А.

Белгород 2020 г.

Содержание

1. Пояснительная записка

Дисциплина «Английский язык» является общеобразовательной дисциплиной, в процессе изучения которой обучающиеся должны приобрести определенные знания. Наряду с изучением теоретического материала по дисциплине «Иностранный язык» 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 «Иностранный язык» по специальности 10.02.04 Обеспечение информационной безопасности телекоммуникационных систем в соответствии с обязательной нагрузкой в количестве 162 часов.

В результате изучения иностранного языка студент должен **уметь:**

У1 - понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые);

У2 - понимать тексты на базовые профессиональные темы;

У3 - участвовать в диалогах на знакомые общие и профессиональные темы;

У4 - строить простые высказывания о себе и о своей профессиональной деятельности; кратко обосновывать и объяснить свои действия (текущие и планируемые);

У5 - писать простые связные сообщения на знакомые или интересующие профессиональные темы.

Студент должен **знать:**

З1 - правила построения простых и сложных предложений на профессиональные темы;

З2 - основные общеупотребительные глаголы (бытовая и профессиональная лексика);

З3 - лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности;

З4 - особенности произношения; правила чтения 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 02. Осуществлять поиск, анализ и интерпретацию информации, необходимой для выполнения задач профессиональной деятельности.

ОК 03. Планировать и реализовывать свое собственное профессиональное и личностное развитие.

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

ОК 05. Осуществлять устную и письменную коммуникацию на государственном языке с учетом особенностей социального и культурного контекста.

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

ОК 07. Содействовать сохранению окружающей среды, ресурсосбережению, эффективно действовать в чрезвычайных ситуациях.

ОК 08. Использовать средства физической культуры для сохранения и укрепления здоровья в процессе профессиональной деятельности и поддержания необходимого уровня физической подготовленности.

ОК 09. Использовать информационные технологии в профессиональной деятельности.
ОК 10. Пользоваться профессиональной документацией на государственном и иностранном языке.

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.

3. Тематическое планирование

2 курс

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	Дифференцированный зачет	**2**

3 курс

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4 курс

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4. Содержание практических занятий

2 КУРС 3 СЕМЕСТР
ВВЕДЕНИЕ. ВВОДНО-КОРРЕКТИВНЫЙ КУРС.

Практическое занятие № 1.

Тема: Речевой этикет. Приветствие. Глагол to be.

Цель: Введение и закрепление лексического и грамматического материала, совершенствование навыков говорения, аудирования, чтения, письма.

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

Задание: Составить диалог по теме. Упр.6-9.

1. **A Informal situations (school/work friends, neighbors):**

Greetings

- Hi.
- Hey.
- Hello.
- Good morning/afternoon/evening.
- How are you?
- How is it going?
- How are you getting on?
- How are things?
- What's new?
- What's up?

Possible replies

- Fine.
- OK.
- Good.
- So, so.
- Very /pretty much the same.
- Very well, thank you.
- Getting better /worse.
- Not too bad/well, thanks. And you?

Farewells

- I've got to go. Bye.
- Take care.
- See you later.
- Must dash.
- It's getting late. I must be going**.**

B Formal situations (co-workers, business partners):

Greetings

- Hello, Mr/Mrs/Miss….
- Good morning/afternoon/evening.
- It's nice to meet you (again).
- How have you been?
- How do you do?

Possible replies

- I've been good, thank you.

- How do you do?
- I'm doing well.
- It's nice to meet you too.

Farewells
- I'm sorry but I have to leave now.
- If you'll excuse me, I must be going.
- I'd better be going.
- I hope to see you soon.
- I look forward to seeing you again.

Language help! ***How do you do*** is very formal and uncommon, mostly used by older people. Usually the answer is the same
How have you been/ It's nice to meet you again is only asked by people who have already met

1. Listen and practice the conversations. Take turns to ask and answer questions:

- Good morning.
- Good morning, Anna. How are you?
- Fine, thanks. How are you?
- Good.

- Morning, Anna.
- Hi, Dave.
- How are you doing?
- I'm doing fine, thanks. Coffee?
- Yes, please.

2. Memorize the dialogues:

▣ "How are you getting on?"
"Fine, thank you. And how are you?"
"Not too well."
"Why, what's the matter?"

▣ "It's a long time since we met last."
"Yes, very."
"I'm glad you're back. I was missing you badly."
"Oh, thank you. So was I."

▣ "How's John?"
"Very much the same."

▣ "How's Donald getting on with his article?"
"I'm afraid I don't know. I don't see much of him."

▣ "I really must be going".
" Nice seeing you. When are you off? "
" I must catch the 11.00 train".
" Hope to see you soon. Take care and give my best wishes to your brother".
" I will. "
" Bye bye. "
" See you. Bye. "

3. Ask questions to which the following could be the answers.

a. Fine, thank you.
b. He's doing well, thank you.
c. Not too well, I'm afraid.
d. Everybody's fine.
e. Getting better.

f. It’s a long time since we met last.
g. I’m finishing it, thank you.

4. Answer the questions.
a. How are you?
b. How is your mother (father) getting on?
c. How is everybody at home?
d. How’s your sister feeling?
e. How are things with your aunt? I hear she was ill.
f. How are you getting on with your study/ new job?

***5.* Вставь нужную форму глагола to be:**
1. The sun.....very hot.
2. I.....happy.
3. She.....from China.
4. Mary.....a nice girl.
5. John.....a student.

***6.* Сделай предложения вопросительными и отрицательными:**
1. My brother is small.
2. Mr Brown and Mr Smith are from London.
3. The houses are very big.
4. English is easy.
5. This book is interesting.

***7.* Составь короткие диалоги, используя нужную форму глагола to be:**
Example: *Jane / a singer? - No, / a doctor. -Is Jane a singer? - No, she is a doctor.*
1. You / at home? - No, / in the office.
2. Your car / red? - No, / black.
3. The Kremlin / in Tokyo? - No, / in Moscow.
4. They / policemen? — No, / pilots.
5. Simon / in London? — No, / in Paris.

8. Вставьте глагол to be в Present, Past или Future Simple
1. Yesterday we... at the theatre. 2. Where ... your mother now? — She ... in the kitchen. 3. Where ... you yesterday? — I ... at the cinema. 4. When I come home tomorrow, all my family ... at home. 5. ... your little sister in bed now? — Yes, she ... 6. ... you... at school tomorrow? — Yes I ... . 7. When my granny... young, she ... an actress. 8. My friend ... in Moscow now.

Практическое занятие № 2.

Тема: Речевой этикет. Знакомство. Представление себя и других. Глагол to have.
Цель: Введение и закрепление лексического и грамматического материала, совершенствование навыков говорения, аудирования, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Представить себя и своего друга, упр.9-12.

1. Countries and nationalities. Tick the countries you know. Write the missing letters.

countries	**nationalities**
I’m from …	I’m…
Brazil Australia Argentina	Brazili a n Australi _ _ Argentini _ _

the USA Germany Italy Mexico Russia	Americ _ _ Germ _ _ Itali _ _ Mexic _ _ Russi _ _
the UK Spain Poland Turkey	Brit i s h Span _ _ _ Pol _ _ _ Turk _ _ _
Japan China	Japan _ _ _ Chin _ _ _
France	French

2. Fill in the gaps. Read and practice the conversations. Where do the conversations take place?

Receptionist: Good morning. What's your name please?
Jane: It's Jane Smith.
Receptionist: And where are you from?
Jane: I'm from …. .

Receptionist: What are your names, please?
Joe: My name's Joe Hill and this is Susan West.
Receptionist: Where are you from?
Joe: We are from …
Receptionist: Welcome to the conference. You're in room C.

4. Topical vocabulary. Look at the form for an Internet café chat room. Put the words into the correct box.

doctor student single Poland businessman/woman learning English films the USA married Brazil music sport

Job
doctor

Marital status
single

Interests
learning English

Country
Poland

5. Read the E-mails and put them into correct order.

To Vanessa
Hello Vanessa. My name is Tom and I'm interested in English. I'm a businessman from Poland. My brother is married to an American woman. They are doctors. I'm in San Francisco with him for one month. Tell me more about vou.

To Vanessa
Hello again, Vanessa. I'm 30 years old and I'm single. I'm in an Internet café on 5th Street. Where are you?

To Tom
Hi. My name is Vanessa. I'm a doctor from Brazil but I'm on holiday in San Francisco in the USA. I'm interested in learning English. Please write to me (in English!).

To Tom
Hi Tom. Thank you for your E-mail. I'm 28 years old. I'm single and I'm interested in sport and films. Now I'm in an Internet café on 5th Street too!

6. Are these sentences true (T) or false (F)?
1. Vanessa is 20 years old and she is married.
2. She is on holiday in Madrid. She is Chinese.
3. She is interested in sport and films.
4. Tom is French and he is married to an American woman.
5. She is a doctor from Brazil.
6. Tom is interested in learning Spanish.

Do you have penpals/penfriends? What countries are they from?

7. RECORDING 1. Listen to the people's introductions. Introduce yourself, follow the plan.
1. Greeting.
Hi/Hello/Good afternoon….
2. First name/last name.
My first/last name is…..
3. Place of living.
I'm from …..
4. Age.
I'm …..
5. Marital status.
I'm married/single.
6. Occupation.
I'm a first year student at …..
7. Hobby/Interests.
My hobby is …/I'm interested in…..

8. Introduce your classmate. Follow the plan. Pay attention to the verbs and pronouns.

***9.* Выбери нужную форму (have got — has got):**
1. Jack and Mary..... a car.
2. We..... many friends.
3. Mr Smith.....a big family.
4. Mr and Mrs. Brown.....a new house in the city.
5. Ted.....many toys.

***10.* Сделай предложения вопросительными и отрицательными:**
1. Michael and Sam have got three cousins.
2. We have got a new TV set.
3. I have got a guitar.
4. Doctor Edwards has got two children.

***11.* Составь предложения по образцу:**

	Jane and Sally	**Mr White**	**The Browns**	**Tom Canty**	**Kevin**
Balcony				+	
Car	+	+			+
Dog	+		+	+	+
Cat		+		+	

Example: Jane and Sally haven't got a cat, but they have got a dog.
1. Mr White.....

2. The Browns.....
3. Tom Canty.....
4. Kevin.....

12. **Закончи предложения:**
1. They have got a new car, but.....
2. Nick has got two small sisters, but.....
3. I have got a big house, but.....
4. Susan has got many pencils, but.....
5. I have got....., but.....

Практическое занятие № 3.

Тема: Речевой этикет. Формы обращения.. Местоимения.

Цель: Введение и закрепление лексического и грамматического материала, совершенствование навыков говорения, аудирования, чтения, письма.

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

Задание: Упр.3, ответить на вопросы, упр.4-7.

1 How would you address each of the following situations.
1. An old man you don't know.
2. A policeman.
3. Your foreign colleague, whose name is Sam Smith. He is 45.
4. His wife. Her name is June. She is 38.
5. His daughter Ella. She is not married.
6. His daughter Mary who is married to Dr. Robert Rice.
7. Her husband.
8. Your friend's professor Bruce Baker.
9. Lily Lewis whose marital status you don't know. She is in her early thirties.

2 Match the phrases from two columns.

1. Hello, John. How is it going?	A. Good morning, Mrs Baker. It was very kind of you to invite me.
2. Sally, this is Jane.	B. Hello, Jane. Pleased to meet you.
3. Do you know George?	C. Hello, Pete. It's nice to see you again.
4. Miss Smith, I'd like to introduce you Mr Brown.	D. No, I don't believe I have.
	E. I'm very well, thank you.
5. Pam, say hello to Pete.	F. How do you do.
6. How do you do?	G. How do you do, Miss Smith?
7. I don't believe you've met Miss Baker, have you?	H. They are fine, thank you. And how are your parents?
8. Good morning, Mrs Smith. I'm so pleased you could come.	I. No, can't say I do.

3 Read the following conversation to find out: 1) who the speakers are; 2) where it is taking place. Suggest the suitable title for it.

Ted: Excuse me, you must be Tom.
Tom: Sorry?
Ted: You are Tom, aren't you? You've just come from London, haven't you?
Tom: Yes, that's right. I'm Tom Anderson.
Ted: Good, and I'm Ted Royal.
Tom: How do you do.
Ted: How do you do. That's Mrs Royal and our son. Liz, Allan, come and say hello to Tom.
Liz: Hello, Tom, did you have a good flight?
Tom: Oh, yes, very nice, thank you. Hello, Allan.
Allan: Hello.
Ted: Come on, Tom, we've got the car outside. Liz, did you find a baggage trolley for Tom?
Liz: I'm afraid, I didn't. I couldn't find one anywhere.
Ted: Never mind, give me one of your bags, Tom.
Tom: Oh, thank you Mr Royal.
Ted: By the way, I hope you don't mind me calling you Tom?
Tom: No, of course not.
Liz: And Ted, don't you think it would be better if Tom called us by our first names?
Ted: Yes, of course."Mr Royal" makes me feel like a grandfather.

Answer the following questions.
1. Why did Ted say "Excuse me"? 2. What difference would it have made if he hadn't used this expression? 3. Why did Tom say "Sorry"? 4. Why do you think Tom didn't say "How do you do" to Allan? 7. Would he have sounded too formal?

***4.*. Вставь личные местоимения:**
1. Sally is ten. .....is in the fifth form.
2. Mr Brown isn't French. .....is English.
3. Mark and I are in the same class. .....are friends.
4. Are you a pupil? — Yes, ... am.
5. Are.....from England, Frank?

***5.* Вставь притяжательные местоимения (*my, his, her, its, our, their, your*), изменив предложения (по образцу):**
*1. Jane has got a white rabbit. — **Her** rabbit is white.*
2. Nick has got two young sisters. —.....
3. We have got a young English teacher. —.....
4. Susan has got a very nice father. — .....
5. You have got a new book. -.....
6. I have got..... —.....

***6.* Замените выделенные слова на местоимения в объектном падеже:**
*1. We are waiting for **our guests**. – We are waiting for **them.***
2. Alice saw ***a white rabbit*** in the field.
3. Phone ***my brother*** and me.
4. Don't tell ***the story*** to ***your sister.***
5. He gave ***fish*** to ***his*** cat.
6. Sandra is cooking ***food*** for the party.

***7.* Вставь указательные местоимения (this/that - these/those):**
1. Are (that/those) boxes heavy?
2. Does (this/these) woman like coffee?
3. Do (those/that) girls come from Spain?
4.(That/those) tall girl is very pretty.

Практическое занятие № 4.

Тема: Географическое положение Великобритании. Present Simple.

Цель: Введение и закрепление лексического и грамматического материала, совершенствование навыков говорения, аудирования, чтения, письма.

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

Задание: Выучить лексику, перевести текст, выполнить упражнения к тексту, упр.10-13.

1 Discuss the following questions.

1. What is the difference between the names "Great Britain" and "the United Kingdom"?
2. What countries does Great Britain include? What are they? What are their capitals?
4. What do you imagine when you think of Britain and its people?

2 Find geographical names in the text and translate them. Do we use the articles with them?

3 Fill in the gaps if necessary.

1. The official name of … Great Britain is … United Kingdom of …Great Britain and …Northern Ireland.
2. …U. K consists of…England, …Scotland, …Wales and …Northern Ireland.
3. The western coast of …Great Britain is washed by … Atlantic Ocean and … Irish Sea.
4. … English Channel separates the south-east of … Great Britain from …France the narrower part of which is called … Strait of Dover.
5. The climate in Great Britain is generally mild, humid and temperate due to the influence of … Gulf Stream.
6. There are many rivers in Great Britain but they are not long. The longest of them is …Thames, which is a little over 200 miles.

4 Find the cardinal directions in the text.

север - северный - на севере - к северу от;
юг - южный - на юге - к югу от;
запад - западный-на западе - к западу от;
восток – восточный - на востоке - к востоку от.

5 Translate the sentences into Russian.

1. Горы находятся *на западе* и *севере* страны.
2. Низменности *на юге* и *востоке.*
3. *Западное* побережье Великобритании омывается Атлантическим океаном и Северным морем.
4. Ла-Манш отделяет *юго-восточную* часть Великобритании от Франции.

6 Topical vocabulary. Read and translate.

red rose	красная роза
thistle	чертополох
daffodil	нарцисс
shamrock	трилистник
mainland	материк
island	остров
to consist of /include	состоять из/включать
the English Channel	пролив Ла-Манш
the Strait of Dover	Па-де-Кале или Дуврский пролив (узкая часть Ла-Манша)
the Gulf Stream	теплое течение Гольфстрим

mild	мягкий
humid	сырой, влажный
temperate	умеренный
weather forecast	прогноз погоды
lowlands	низменности
mountains	горы
the House of Commons	палата общин
the House of Lords	палата лордов
highly developed country	высокоразвитое государство
parliamentary monarchy	парламентская монархия
to mine mineral resources	добывать минеральные ресурсы
coal	уголь
census	перепись населения

7 Reading and speaking. Group work.

Group 1. Read the text, find information about the geographical position and climate of Great Britain. Say whether it is true (T) or false (F).

1. The official name of Great Britain is the United Kingdom of Great Britain and Northern Ireland.
2. The UK consists of three parts – England, Scotland, and Wales.
3. Great Britain officially includes England, Scotland and Wales and Northern Ireland.
4. The English Channel separates the south-east of Great Britain from France.
5. The climate in Great Britain is generally hot and dry due to the influence of the Strait of Dover.
6. The English say that they have three variants of weather. It is very changeable.

Group 2. Read the text, find information about the capitals, ports, emblems and the political system of Great Britain. Say whether it is true (T) or false (F).

1. The longest river of Great Britain is the Severn, which is a little over 200 miles.
2. Britain's principal ports are London, Liverpool, Manchester, Hull, Glasgow.
3. The capital city of England is Liverpool.
4. The national emblem of Scotland is a red rose.
5. Great Britain is rich in coal which is mined mostly in England.
6. The UK is the constitutional monarchy. The official head of the state is the Prime Minister.

GREAT BRITAIN

The official name of the country we usually call England is the United Kingdom of Great Britain and Northern Ireland. The U K is situated on the group of islands lying to the west of the continent of Europe. The UK consists of England, Scotland, Wales and Northern Ireland The total land area of the United Kingdom is 244,000 square kilometres. The population of the country according to the 2011 census is about 63,182,000. The mountains are in the west and the north of the country. There are lowlands in the south and the east. Great Britain officially includes England, Scotland and Wales.

The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea. The eastern coast is washed by the waters of the North Sea. The English Channel, which is 32 kilometres wide, separates the south-east of Great Britain from France the narrower part of which is called the Strait of Dover. So Great Britain is surrounded by water. Not far from the British Isles there is warm Gulf Stream. So, the climate in Great Britain is generally mild, humid and temperate due to the influence of the Gulf Stream. This humid and mild climate is good for plants. The trees and flowers begin to blossom early in spring. In January average temperature is from 3 to 7 degrees below zero and in July it is from 16-17 degrees above zero.

British people say: "Other countries have a climate, in England we have weather." The weather in Britain changes very quickly. One day may be fine and the next day may be wet. The morning may be

warm and the evening may be cool. The English also say that they have three variants of weather: when it rains in the morning, when it rains in the afternoon or when it rains all day long. Every daily paper publishes a weather forecast. Both the radio and television give the weather forecast several times each day.

There are many rivers in Great Britain but they are not long. The longest of them is the Thames, which is a little over 200 miles. Britain's principal ports are London, Liverpool, Manchester, Hull, Glasgow.

The capital city of England is London. The capital city of Scotland is Edinburgh. The capital city of Wales is Cardiff. Belfast is the capital of Northern Ireland.

The national emblem of England is a red rose. The national emblem of Scotland is a thistle. The national emblem of Wales of is a daffodil. The national emblem of Northern Ireland is a shamrock.

Great Britain is not rich in mineral resources, except coal, mined mostly in Wales. But it is a highly developed country.

The UK is the parliamentary monarchy. Legislative power belongs to her Majesty Queen Elizabeth II, and the Parliament, which consists of the House of Commons and the House of Lords. Officially the Head of the State is the Queen.

8. RECORDING. Choose the right variant.

1. The United Kingdom of Great Britain and Northern Ireland includes...

a) England and Scotland;
b) Wales and Northern Ireland;
c) England, Scotland, Wales and Northern Ireland;

2. The Prime Minister lives …

a) at Buckingham Palace;
b) near the Stonehenge;
c) at 10 Downing Street;

3. The Queen lives in …

a) Oxford;
b) the Parliament;
c) Buckingham Palace;

4. …. is a birthplace of William Shakespeare.

a) Liverpool;
b) Stratford - upon – Avon;
c) Edinburgh;

5. …. is a home of The Beatles.

a) London;
b) Cardiff;
c) Liverpool;

6. …. and … is famous for the Universities.

a) Oxford and Cambridge;
b) Belfast and Cardiff;
c) Stratford - upon – Avon and London;

7. About 2% of the working population are…

a) businessmen;
b) farmers

c) teachers;

8. In Wales ….. is very popular.
a) Kensington Garden;
b) the Snowdon National Park
c) Hyde Park;

9. Welsh people speak…
a) English;
b) both English and Welsh;
c) English and French;

10. Over … million tourists come to Britain every year.
a) 28;
b) 38;
c) 48;

11. What is Stonehenge? It is…
a) a clock;
b) a temple;
c) a temple, or a clock, or a calendar. Nobody knows.

12. Britain is an island. In fact there are over … islands.
a) 800;
b) 900;
c) 1000;

9 Speaking and discussion.
1. What place in Britain would you like to visit most of all and why?
2. Would you like to live in Britain? Why/why not?

10 **Put the verbs in the Present Simple form.**

1. One fly_____ (to fly) , two flies _____ (to fly).
2. One girl _____ (to cry), four girls _____ (to cry).
3. When a wolf _____ (to see) the moon, it _____ (to begin) to howl.
4. Wolves and sheep _____ (to be) never friends.
5. Our hens _____ (to lay) a lot of eggs.
6. Boys _____ (to fight) and_____ (to shout).
7. That boy _____ (to try) to catch some balls.
8. These girls _____ (to try) to run away from an angry turkey.

11. **Yan is at a summer camp in Poland. Write what he usually does in the camp. Put the verbs in bracket in the correct form.**
1. He _____ (get) up at 7. 2. He _____ (have) his English lesson every day. 3. He _____ (speak) English to his friends. 4. He _____ (play) board games in the afternoon. 5. Sometimes he _____ (swim) in the lake. 6. He often _____ (go) hiking. 7. He sometimes _____ (sit) by the camp fire in the evenings. 8. He never _____ (go) on a trip without his friends.

12. **Put the verbs in the Present Simple form.**
go, like, love, watch, read, like, walk, come, do, watch

My name's Pavel. In the evening I usually (1) _____ my homework. Then I (2) _____ TV or video. I (3) _____ action films! They are super! Then I (4) _____ my dog. After that I (5) _____ home, (6) _____ a book and (7) _____ to bed. My sister is little. She doesn't (8) _____ action films. She (9) _____ cartoons. She (10) _____ them every day.

13. **Look at the chart and write about Ellie.**

	sports programmes	comedies	action films	the news
Often		✓	✓	
Sometimes	✓			
Rarely	✓			
Never				✓

Ellie often watches comedies.
_____.

Практическое занятие № 5.

Тема: Географическое положение Великобритании. Present Simple.
Цель: **З**акрепление и систематизация лексического и грамматического материала, совершенствование навыков говорения, аудирования, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Перевести текст, сделать презентацию о Великобритании. Упр.4,5.

PLACES TO GO. WALES

Wales is a part of the United Kingdom and it's famous for its beautiful scenery, music festivals and friendly people. It has its own language, Welsh, but nearly everyone speaks English. Wales is also famous for its long place names like Llanfairpwllgwyngyllgogerychwyrndrobwll-llantysilliogogogoch! The best time to visit is from June to September.

Cardiff is a capital city. It's a busy, modern city on a river called the Taff. There is a beautiful castle in the center of the city and some interesting museums. St. David's Hall is a good place for traditional Welsh music. You can also go to concerts and sports events at the amazing Millennium Stadium.

Breacon Beacons National Park is a great place for walks and picnics. You can walk along Offa's Dyke in the Black Mountains and enjoy the wonderful views, or go fishing at Llangorse Lake, the largest natural lake in the south Wales.

Snowdonia National Park is in the north of the country. Every year about 500.000 people climb Snowdon, the highest mountain in Wales. You can also travel up the mountain by train!

Llandudno is an old seaside town on the north coast. It's famous for its long beaches and beautiful scenery, and is a good place to go surfing. You can also go surfing at many places in the south of the country like Broadheaven and Tenby**.**

Topical vocabulary
the Taff – река Тафф
St. David's Hall - Сент-Дэвид Холл, центр проведения выступлений местных и мировых звезд, конференций и представлений из области современного искусства.
Millennium Stadium – стадион Миллениум
Breacon Beacons National Park – национальный парк Брекон-Биконс
Offa's Dyke – дамба Оффы, бывшая граница между Англией и Ульсом
the Black Mountains – Черные горы
Llangorse Lake – озеро Ллэнгорс
Snowdonia National Park – национальный парк Сноудония
Llandudno – Лландидно, морской курорт и город в Уэльсе
Tenby – Тэнби, город на юго-западе

1 Are these sentences true or false?
1. Wales is a country in the United Kingdom.
2. They speak two languages in Wales.
3. August isn't a good time to visit.
4. You can listen to music at the Millennium Stadium.
5. Snowdon is in the Black Mountains.
6. You can travel by train up Snowdon.
7. Llandudno is a modern town.
8. Wales is a good place for surfing.

2. Make notes about Wales.

facts about the country	places to visit and things to do

3. Do you have your dream country you would like to visit? Tell about places to visit and things to do.

4. Поставьте подлежащее и сказуемое в 3-е лицо единственного числа.
*1. I always listen to the radio in the morning. –**He** always **listens** to the radio in the morning.*
2. I sometimes write letters to my school friends.
3. I always drink tea for breakfast.
4. I often watch football matches on TV.
5. I live in Moscow.

***5.* Поставьте глаголы в Present Simple.**

Adam.....(1. be) a young man from Bristol. He..... (2. live) in a new big house near the city centre. He.....(3. be) a student at the university. He.....(4. study) History and Literature. Every day he.....(5. go) tothe university by bus. He.....(6. have) many friends and they always.....(7. go) to the park on Sundays. In the evenings they sometimes.....(8. go) to the disco or to the cinema. Adam.....(9. not like) going to the theatre.

Практическое занятие № 6.

Тема: Географическое положение Великобритании. Present Simple.

Цель: **З**акрепление и систематизация лексического и грамматического материала, совершенствование навыков говорения, аудирования, чтения, письма.

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

Задание: Перевести текст, сделать презентацию о Великобритании. Упр.4,5.

PLACES TO GO. WALES

Wales is a part of the United Kingdom and it's famous for its beautiful scenery, music festivals and friendly people. It has its own language, Welsh, but nearly everyone speaks English. Wales is also famous for its long place names like Llanfairpwllgwyngyllgogerychwyrndrobwll-llantysilliogogogoch! The best time to visit is from June to September.

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Snowdonia National Park is in the north of the country. Every year about 500.000 people climb Snowdon, the highest mountain in Wales. You can also travel up the mountain by train!

Llandudno is an old seaside town on the north coast. It's famous for its long beaches and beautiful scenery, and is a good place to go surfing. You can also go surfing at many places in the south of the country like Broadheaven and Tenby**.**

Topical vocabulary
the Taff – река Тафф
St. David's Hall - Сент-Дэвид Холл, центр проведения выступлений местных и мировых звезд, конференций и представлений из области современного искусства.
Millennium Stadium – стадион Миллениум
Breacon Beacons National Park – национальный парк Брекон-Биконс
Offa's Dyke – дамба Оффы, бывшая граница между Англией и Ульсом
the Black Mountains – Черные горы
Llangorse Lake – озеро Ллэнгорс
Snowdonia National Park – национальный парк Сноудония
Llandudno – Лландидно, морской курорт и город в Уэльсе
Tenby – Тэнби, город на юго-западе

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6. You can travel by train up Snowdon.
7. Llandudno is a modern town.
8. Wales is a good place for surfing.

2. Make notes about Wales.

facts about the country	places to visit and things to do

3. Do you have your dream country you would like to visit? Tell about places to visit and things to do.

4. Поставьте подлежащее и сказуемое в 3-е лицо единственного числа.
*1. I always listen to the radio in the morning. –**He** always **listens** to the radio in the morning.*
2. I sometimes write letters to my school friends.
3. I always drink tea for breakfast.
4. I often watch football matches on TV.
5. I live in Moscow.

***5.* Поставьте глаголы в Present Simple.**
Adam.....(1. be) a young man from Bristol. He..... (2. live) in a new big house near the city centre. He.....(3. be) a student at the university. He.....(4. study) History and Literature. Every day he.....(5. go) tothe university by bus. He.....(6. have) many friends and they always.....(7. go) to the park on Sundays. In the evenings they sometimes.....(8. go) to the disco or to the cinema. Adam.....(9. not like) going to the theatre.

Практическое занятие №7.

Тема: Лондон. Past Simple.
Цель: Введение и закрепление лексического и грамматического материала, совершенствование навыков говорения, аудирования, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Перевести текст, выполнить задания к тексту, выполнить упр. 6-9.

1 Answer the questions.

1. What do you know about London?
2. Have you ever been to London? Would you like to visit it?
3. What famous London sights do you know?

2 Topical vocabulary. Read and translate.

the Tower of London - Лондонский Тауэр, крепость на северном берегу Темзы;
the Houses of Parliament – Парламент;
Trafalgar Square – Трафальгарская площадь;
Kensington Gardens - Кенсингтонский парк, примыкающий к Гайд парку;
Westminster Abbey- Вестминстерское Аббатство;
Hyde Park – Гайд парк, королевский парк в центре Лондона;
Madame Tussaud's Museum – музей мадам Тюссо;
Poet's Corner – Уголок поэтов в Вестминстерском Аббатстве;
the Royal Exchange – Королевская биржа;
Big Ben – Биг Бен, самый большой из пяти колоколов Вестминстерского дворца (часто это название относят к часам и часовой башне в целом);
the British Museum - Британский музей;
the National Gallery – Национальная галерея;
the river Thames – река Темза.

LONDON

London is the capital of the United Kingdom, its economic, political and cultural centre. It is one of the world's most important ports and one of the largest cities in the world. London with its suburbs has a population about 11 million people.

It is situated on the river Thames about forty miles from the mouth and is divided into two parts by the river: north and south.

The history of London goes back to Roman times. It has been a capital for nearly a thousand years. Due to favourable geographical position a small town soon became an important trade centre.

Actually London can be divided into several parts. First there is the City of London. It's the financial and business centre of Great Britain. It's the district where most offices and banks are concentrated: the Royal Exchange and the Bank of England are here, too. The East End is the district where mostly working people live. A lot of docks, factories, poor houses are concentrated here. The old port is now called "Docklands".

The West End makes a great contrast to the working district of London. It is full of richest hotels, largest supermarkets, best cinemas and concert halls. It is famous for its beautiful parks and gardens such as Hyde Park or Kensington Gardens. Many ancient buildings still stand here.

Another important district of London is Westminster where most of government buildings are located. Westminster Palace is the seat of the British Parliament where the county's leaders speak. The Houses of Parliament stand beside the river Thames. On the highest tower there is the most famous and largest clock of the country - Big Ben.

Standing not far from the Houses of Parliament, Westminster Abbey is a symbol of England. The legend says that Westminster Abbey was founded by St Peter himself but we know it was built by King Edward in 1065. The coronation of all British Kings and Queens takes place in Westminster Abbey. It is also famous for its Poet's Corner where many outstanding people - statesmen, painters, and poets were buried there. Among them Tennison and Geoffrey Chaucer, the first English national poet, world famous scientists Isaac Newton Charles Darwin, etc.

Every year millions of tourists come to London to visit the places of interests. They make sightseeing tours of the city, visit the Trafalgar Square, the British Museum, the National Gallery, Madame Tussaud's Museum of waxworks, etc. They also visit the most ancient historic monuments dating back to Roman times such as the Tower of London which had been a fortress, a prison and a royal palace.

At present it is one of the most interesting museums of GB. Now the King and the Queen of Britain do not live in the Tower. When the Queen i**s** in London, she stays in Buckingham Palace, her official residence.

3 Reading and speaking. Group work.

Group 1. Find information about the parts of London. Say are these sentences true or false (T/F)?

1. London consists of several parts: the City, the West End, the East End, Westminster.
2. The West End is an industrial district of London. It's the district where most offices and banks are concentrated.
3. The East End is populated by working class families. It is full of richest hotels, largest supermarkets, best cinemas and concert halls.
4. The City is a financial center of London.
5. The West End is famous for its beautiful parks and gardens such as Hyde Park or Kensington Gardens.
6. Westminster is a district of London where most of government buildings are located.

Group 2. Find information about the sights of London. Say are these sentences true or false (T/F)?

1. Westminster Palace is the seat of the British Parliament where the county's leaders speak.
2. Westminster Abbey is a symbol of Edinburgh.
3. Buckingham Palace stands beside the river Thames.
4. The coronation of all British Kings and Queens takes place in Westminster Abbey.
5. The Tower of London had been a royal palace.
6. When the Queen i**s** in London, she stays in Harrods, her official residence.

4. RECORDING. Choose the right variant.

1. London is on the river …

a) Severn;
b) Taff;
c) Thames;

2. There are … bridges in London.

a) 29;
b) 39;
c) 49;

3. The most famous bridge in London is…

a) Millennium Bridge;
b) Cannon Street Railway Bridge;
c) Tower Bridge;

4. "The Tube" is ...

a) a black taxi;
b) the Underground;
c) a red bus;

5. Madam Tussaud's is..

a) the National Gallery;
b) the British Museum;
c) a museum of wax models;

6. The most famous store in Britain is…

a) Marks and Spenser;
b) Harrods;

c) House of Fraser;

7. Covent Garden is …
a) a place for growing flowers;
b) a place for shopping and a center of London street life;
c) a place for playing football.

What do people like about London?
Where can people relax and have fun in London?

5. Make notes about London.

facts about the city	places to visit and things to do

What do you like about London? Would you like to visit it?

6. **Write the Past Simple of the following words:**

open - opened	regret - …….	cry - …….	stay - ……
love -……..	quarrel - ……	fry - …….	travel - …….
plan - ……..	drop - ……	arrive - …….	close - ……..
empty - ……..	die - ……..	play - ……	tidy - ……

7. **Look at the list of irregular verbs at the back of the book and complete the table:**

Infinitive	Past	Infinitive	Past
go	…..	…..	broke
have	……	…..	cut
……	came	take	…..
be	……	…..	stole
wake	……	drink	…..
meet	……	…..	put
…..	sang	make	…..
speak	…..	…..	run
…..	told	begin	…..

8. **Underline the verbs in Past Simple.**
In the summer I visited my grandparents. We went to the forest, swam in the river, went fishing, read books, went to the cinema, and watched TV all the time. I visited my friends, played football, listened to music, worked in the fields, went boating, and had a good time. I picked berries and mushrooms. I lay on the sand.

9. **Put the verbs in Past Simple.**
be (2), feed, take, start, visit, listen

The children went to London. The Tour _____at Hyde Park in the morning. The children_____the ducks and squirrels there. Then they _____photos of Trafalgar Square. The next stop _____the British Museum. They also _____ the Tower of London. The children _____to the famous bell Big Ben. In the evening they _____ very tired.

Практическое занятие №8.

Тема: Лондон. Past Simple.
Цель: Закрепление и систематизация лексического и грамматического материала, совершенствование навыков говорения, аудирования, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Перевести текст, сделать презентацию о Лондоне/его достопримечательностях. Упр. 2-6.

BAKER STREET

221b Baker Street, London. This address is famous all over the world as the greatest detective Mr. Sherlock Holmes and his friend Doctor Watson lived there for 23 years from 1881 to 1904. The house itself was built in 1815. It is a two-storied building. The rooms are exactly the same as they were when Sherlock Holmes lived and worked there. The Sherlock Holmes museum was opened on March 27, 1990. In every room in the museum there are exhibits reminding visitors of various stories.

Sir Arthur Conan Doyle wrote 60 Sherlock Holmes adventures – four long novels 56 short stories. It is allowed to examine every item take pictures everywhere in the museum. The role of Mrs. Hudson has not been forgotten. On the ground floor there is Hudson's old English restaurant serving traditional English food. The museum is absolutely remarkable. Sir Arthur Conan Doyle helped us to see the brilliant detective and also the late 19th century life- style of professional gentlemen through the Sherlock Holmes stories.

1. Answer the following questions.

1. Who lived at 221 b Baker Street?
2. When was the house built?
3. When was the museum opened?
4. How many stories and novels did Sir Arthur Conan Doyle write?
5. What do you know about Sherlock Holmes and Doctor Watson?
6. What books by Sir Arthur Conan Doyle did you read?
7. What films about Sherlock Holmes and Dr. Watson did you see?

2. Look at what Maria did and didn't do last Sunday. Then write sentences:

wake up late –	have lunch with her grandparents —
do her homework +	take her dog out for a walk +
speak to her friend –	help her mother make dinner +

3. **Imagine your friend works in the zoo. Write what he did yesterday. Use the following phrases.**
to come up to all the cages, to open them, to talk to the animals, to wash some of the animals, to give them food, to clean the cages, to bring water for the animals, to close the cages

4.**Ask and answer questions what people did or didn't do yesterday. Then ask your partner questions to fill in the table about him/her:**

	go for a walk	**play golf**	**write a letter**	**wash the car**
Peter	+	+		
Mr and Mrs Page	+		+	+
Your partner				

1. Peter/go for a walk? *Did Peter go for a walk yesterday? Yes, he did.*
2. Peter/play golf? ……..
3. Peter/write a letter? ……..
4. Mr and Mrs Page/play golf? …….
5. Mr and Mrs Page/wash the car? ……...

5. **Use the time expressions below to write true sentences about yourself:**

three months ago	yesterday	last weekend	in 2014	last Tuesday

1. I went to a pop concert three months ago.

2. ……
3. ……
4. ……
5. ……

6. **Write questions in Past Simple.**

Kim: What _____ (you do) last night, Lisa?
Lisa: I went to the cinema.
Kim: What film _____ (you see)?
Lisa: Shrek.
Kim: Who _____ (you go) with?
Lisa: Pete and Zoe.
Kim: _____ (you enjoy) it?
Lisa: Well, the special effects were brilliant, but the story wasn't very good.
Kim: What time _____ (it finish)?
Lisa: At ten o'clock.
Kim: What_____ (you do) after the film?
Lisa: We went for a pizza.

Практическое занятие №9.

Тема: Лондон. Past Simple.
Цель: Закрепление и систематизация лексического и грамматического материала, совершенствование навыков говорения, аудирования, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Перевести текст, сделать презентацию о Лондоне/его достопримечательностях. Упр. 2-6.

BAKER STREET

221b Baker Street, London. This address is famous all over the world as the greatest detective Mr. Sherlock Holmes and his friend Doctor Watson lived there for 23 years from 1881 to 1904. The house itself was built in 1815. It is a two-storied building. The rooms are exactly the same as they were when Sherlock Holmes lived and worked there. The Sherlock Holmes museum was opened on March 27, 1990. In every room in the museum there are exhibits reminding visitors of various stories.

Sir Arthur Conan Doyle wrote 60 Sherlock Holmes adventures – four long novels 56 short stories. It is allowed to examine every item take pictures everywhere in the museum. The role of Mrs. Hudson has not been forgotten. On the ground floor there is Hudson's old English restaurant serving traditional English food. The museum is absolutely remarkable. Sir Arthur Conan Doyle helped us to see the brilliant detective and also the late 19th century life- style of professional gentlemen through the Sherlock Holmes stories.

1. Answer the following questions.

1. Who lived at 221 b Baker Street?
2. When was the house built?
3. When was the museum opened?
4. How many stories and novels did Sir Arthur Conan Doyle write?
5. What do you know about Sherlock Holmes and Doctor Watson?
6. What books by Sir Arthur Conan Doyle did you read?
7. What films about Sherlock Holmes and Dr. Watson did you see?

2. Look at what Maria did and didn't do last Sunday. Then write sentences:

wake up late –	have lunch with her grandparents —
do her homework +	take her dog out for a walk +
speak to her friend –	help her mother make dinner +

3. **Imagine your friend works in the zoo. Write what he did yesterday. Use the following phrases.**

to come up to all the cages, to open them, to talk to the animals, to wash some of the animals, to give them food, to clean the cages, to bring water for the animals, to close the cages

***4.*Ask and answer questions what people did or didn't do yesterday. Then ask your partner questions to fill in the table about him/her:**

	go for a walk	**play golf**	**write a letter**	**wash the car**
Peter	+	+		
Mr and Mrs Page	+		+	+
Your partner				

6. Peter/go for a walk? *Did Peter go for a walk yesterday? Yes, he did.*
7. Peter/play golf? ……..
8. Peter/write a letter? ……..
9. Mr and Mrs Page/play golf? …….
10. Mr and Mrs Page/wash the car? ……...

***5.* Use the time expressions below to write true sentences about yourself:**

three months ago yesterday last weekend in 2014 last Tuesday

6. I went to a pop concert three months ago.
7. ……
8. ……
9. ……
10. ……

***6.* Write questions in Past Simple.**

Kim: What _____ (you do) last night, Lisa?
Lisa: I went to the cinema.
Kim: What film _____ (you see)?
Lisa: Shrek.
Kim: Who _____ (you go) with?
Lisa: Pete and Zoe.
Kim: _____ (you enjoy) it?
Lisa: Well, the special effects were brilliant, but the story wasn't very good.
Kim: What time _____ (it finish)?
Lisa: At ten o'clock.
Kim: What_____ (you do) after the film?
Lisa: We went for a pizza.

Практическое занятие № 10.

Тема: На железнодорожном вокзале. Страдательный залог времен Simple.
Цель: Введение и закрепление лексического и грамматического материала, совершенствование навыков говорения, аудирования, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Составить диалог по теме, упр.8-10.

1 Capital cities in Europe - where are they? Speak, connect and write.

I'd like to go….	…… is in….
Rome.	Spain.
Berlin.	England.
London.	the Czech Republic.
Paris.	Italy.
Madrid.	Germany.

Budapest.	France.
Prague.	Hungary.
Bratislava.	Belgium.
Brussels.	Slovenia.
Bern.	Russia.
Copenhagen.	Finland.
Oslo.	Sweden.
Stockholm.	Switzerland.
Helsinki.	Norway.
Moscow.	Denmark.

I'd like to go to Rome. Rome is in Italy.
I'd like to go to .... is in .....
I'd like to go to .... is in .....

2 Travel plans. Speak and write. To which of these countries can you travel by train?

I'd like to go to …	You can go…
Rome	
Berlin	by train.
London	by car.
Paris	by plane.
Madrid	by bus.
Budapest	by boat.
Prague	by bike.
Bratislava	by ????
Brussels	
……	

Where do you want to go? Write about your travel plans:
I'd like to go to ..... by .....
I'd like to go to ..... by .....

3 Topical vocabulary. Read and translate.
a railway station – железнодорожный вокзал
direction - направление
a booking office - билетная касса
a ticket - билет
a single ticket - билет в одно направление
a return ticket - билет туда и обратно
a pound – фунт (денежная единица)
a waiting room – зал ожидания
arrival - прибытие
a porter - носильщик
to carry luggage – нести багаж
to push – толкать, продвигать
a truck – багажная тележка
a trunk – дорожный чемодан
a suitcase – чемодан (небольшой плоский)
a luggage van – багажный вагон
abroad – за границей, за границу
a direct train – прямой поезд
to be due out – должен отойти
to be due in – должен прибыть

a sleeping car – спальный вагон
a stopping train – пассажирский поезд
a place of destination – место назначения
chief - главный
a station-master – начальник станции
a bookstall – книжный киоск
a left-luggage office – камера хранения
to call for smth – заходить за чем-либо
a carriage – пассажирский вагон

4 Read the text and practice the conversations.

THE RAILWAY STATION

We are at the railway station in London. Let's look round the station and watch the busy life that is going on. There are a lot of platforms from which trains go out and come in. Our train goes from platform 2, so let us wail in that direction. There is a booking office where you can buy a ticket for your journey. Let's listen to that man buying a ticket.

Man: I want a ticket to Brighton, please, second class.
Booking clerk: Single or return?
Man: Return, please.
Booking clerk: Second return, Brighton: one and fifty pounds, please. (The man gives him two pounds). Fifty pence change, thank you.
Man: Could you tell me what time the next train goes?
Booking clerk: 8.55, platform 12. If you hurry you'll just catch it?
Man: Thanks.

Next to the booking office there is a waiting room where people are waiting for the train's arrival. On the platform the porters are very busy carrying luggage to the train or pushing it on their trucks. They are taking those trunks and suitcases to the luggage van. Look at the labels on them – Paris, Rome, Madrid. Quite a lot of people are going abroad. There is a direct train to Paris, it's due out at 8.50.

Here is a train that has just come in, with crowds of people getting off it. It has had a long journey. Those are sleeping cars in front of the train. It is a stopping train, not an express; it stops at five or six stations before it gets to the place of destination.

The chief man of the railway station is the station- master. There is his office next to the waiting – room. We can see a restaurant which is open. There aren't many people in it, just a few having breakfast, but there are rather more people having a snack. They are drinking cups of tea or coffee, eating sandwiches, buns or biscuits.

Here is a bookstall where you can buy newspapers and magazines. Then follows a left-luggage office. What is that woman saying to the man at the left-luggage office?

Man: Yes, madam.
Woman: I want to leave some luggage here until this afternoon; is that all right?
Man: Oh, yes, madam, that'll be quite all right. Is this just one bag?
Woman: No, there are those two suitcases and this trunk. My husband will call for them with his car this afternoon.
Man: Very well, madam. What name, please?
Woman: Mrs Smith.
Man: Right. Here's the ticket. That'll be twenty pence, please. Thank you.

5 Complete the sentences using the information from the text.
1. A booking office is a place where … ….. …… ….. .

2. A waiting room is a place where …. …. …… ….. .
3. A porter is a person who …… ….. …. …… .
4. A stopping train is a train that …… …… …. .
5. A station-master is ….. …… …… .
6. A bookstall is a place where ……. …… ….. .

6 Do you like travelling by train? Why/why not? Describe it with the following adjectives.

I think		boring/interesting.	
In my opinion	travelling by train is	cheap/expensive.	So, I like/don't like it.
It seems to me		noisy/quiet.	
To my mind		fast/slow.	
		uncomfortable/comfortable.	
		safe/dangerous.	

7 Make the correct order. Practice the conversations.

Dialogue 1

A: 9.25. Platform 3.
B: What time does it reach London?
A: Good morning. When does the London train leave, please?
B: Do I have to change?
A: You should be there at 11.31, but you may be a bit late.
B: Yes. You change at Lewes and East Croydon.

Dialogue 2

A: Must I change?
B: No. It's a direct train.
A: It gets there at 11.34.
B: When does it get in?
A: Afternoon. Which train do I take for Victoria, please?
B: 9.28. Platform 2.

Dialogue 3

A: It's due in2 at 11.35, but they're running late today.
B: Yes. Change at East Croydon.
A: When do we get there?
B: Good afternoon. What time's the next train to Victoria, please?
A: Do I have to change trains?
B: 9.26. Platform 4. Right up1 at the front.

8. **Fill in: *is,* are, *was* or *were.***

1. A short story competition *is* organised by our school every year.
2. The electric light bulb …... invented by Thomas Edison in 1879.
3. Many films …… produced in Hollywood.
4. The Lost City of the Incas .... located in Peru.
5. The film *Titanic* ..... directed by James Cameron.
6. The Special Olympics World Games. ……..held every four years.
7. Toyota cars …… made in Japan.
8. Penicillin ..... discovered by Alexander Fleming.
9. The Harry Potter books ……written by J. K. Rowling.
10. The Parthenon …….visited by thousands of tourists each year.

11. Breakfast ……..served from 7:00 am to 11:00 am daily.
12. Coffee ..... grown in Brazil.

***9.*Complete the sentences using one of these verbs in the correct form, present or past.**

~~*cause*~~ *overtake damage show hold surround invite translate make write*

1. Many accidents *<u>are caused</u>* by dangerous driving.
2. Cheese …….. from milk.
3. The roof of the building ……. in a storm a few days ago.
4. You ……..to the wedding. Why didn't you go?
5. A cinema is a place where films ..... .
6. In the United States, elections for president .....every four years.
7. Originally the book …… in Spanish, and a few years ago it…… into English.
8. Although we were driving fast, we ……by a lot of other cars.
9. You can't see the house from the road. It .... by trees.

10.*Put the verbs in brackets into the *Past Simple Passive.

Two men 1) <u>were seen</u> (see) breaking into a house last night. The police 2) .....(call) and one man 3) ..... (catch) immediately. The other escaped but he 4) ..... (find) soon after. Both men 5) ..... (take) to the police station where they 6) ……(question) separately by a police officer. The two men 7) ..... (charge) with burglary.

Практическое заняие №11.

Тема: В аэропорту. Страдательный залог времен Simple.

Цель: Введение и закрепление лексического и грамматического материала, совершенствование навыков говорения, аудирования, чтения, письма.

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

Задание: Составить диалог по теме, упр.5-6.

AT THE AIRPORT

1 Speaking and discussion.

1. Have you ever travelled by plane? Did you like it?
2. Where did you travel to?
3. What do you usually do on the aircraft during the flight?
4. What's the first thing you do on arrival?

2 a) Joe Hunter wants a ticket to Boston. Read and practice the conversation.

Travel agent: Welcome to *Call – a – Flight.* My name is Helen. How can I help you?
Joe: Hello. I'm calling about flights to Boston.
Travel agent: When would you like to go?
Joe: On 24th February. That's a Saturday.
Travel agent: When do you want to come back?
Joe: Sunday 11th March.
Travel agent: How many people are travelling?
Joe: Just me.
Travel agent: And from which airport?
Joe: London Heathrow.
Travel agent: And what's your name please?
Joe: It's Joe Hunter.
Travel agent: Ok. Hold on a moment. I'll just check availability. Right. There's a British

Airways flight that leaves London Heathrow at 13.20 on the 24th of February and arrives in Boston at 18.45. The return flight leaves Boston at 5.15 on Sunday the 11th of March, arriving at London Heathrow at 8.20.

Joe: How much is that?
Travel agent: Let me check.. That's £259, including all taxes.
Joe: Ok. That's not too bad. Can I book that please?
Travel agent: Yes, of course. How would you like to pay?
Joe: By credit card, please.

b) Match the travel agent's questions a) -g) to the things she asks about 1-7.

a) How many people are travelling?	1. by credit card, please;
b) How can I help you?	2. the date you leave;
c) When would you like to go?	3. the date you return;
d) And what's your name please?	4. the reason you are calling;
e) How would you like to pay?	5. the name of an airport or city;
f) When do you want to come back?	6. number of passengers;
g) And from which airport?	7. a name.

3 Topical vocabulary. Read and translate.

Check- in desk – пункт регистрации;
A passport – паспорт;
A boarding card – посадочный билет;
Hand luggage – ручная кладь;
A ticket – билет;
Sharp items - острые/колющие/режущие предметы;
Electrical goods – электроприборы;
Pack bags – упаковывать вещи;
A suitcase – чемодан;
Seat number – номер места;
Departure gate – ворота;
To board – садиться на самолет; boarding – посадка в самолет;
Passengers – пассажиры;
A window seat – место у окна;
A middle seat – место в центре, по середине;
An aisle seat – место с краю, у прохода;
Flight – рейс, полет.

4. Joe is at the airport. Listen to the conversation and fill in the gaps.

Woman: Good morning, sir. Can I see your …. and ….?
Joe: Certainly. Here you are.
Woman: Thank you. Ok. How many …. will we be ……?
Joe: Just one ….. .
Woman: Did you …. your ….. yourself?
Joe: Yes I did.
Woman: Do you have any …… ……. ?
Joe: I have an electrical shaver in my …… . Is that Ok?
Woman: That's fine. So, nothing in your ….. ?
Joe: No.
Woman: Ok. Do you like a …… or an ……. seat?
Joe: A window seat, please.
Woman: Ok. Just one moment. This is your ….. ….. and ……. ……. You should go straight through the departure lounge. Enjoy your flight.

Joe: What time will we be boarding?
Woman: You will be boarding at 7.
Joe: Thank you.

5. Допишите одну из трех форм глагола:
1.to take,...,taken
2. to read, read,...
3... was/were, been
4. ...,gave, given
5.to put, put,...
6. to come,...,come
7...,flew, flown .
8. …. spoke, spoken

6. Выберите правильную форму страдательного залога (Present, Past, Future Simple Passive):

l. New houses... every year.	a)were built; b)are build; c)are built
2.They...met in the airport tomorrow.	a)is; b)will be; c)will
3.The fax...last year.	a)will be printed; b)was printed; c)is printed
4.Dinner...at 2 o'clock every day.	a)is served; b)are served; c)was served
5.The book of this writer... in 2008.	a)will be print; b)was printed; c)will be printed
6.The contract... two days ago.	a)was signed; b)is signed; c)will be signed.
7.Radio... by Popov.	a)is invented; b)was invent; c)was invented
8.Six public holidays...celebrated in Great Britain.	a)is; b)was; c)are
9.The room... every day.	a)is cleaned; b)is clean; c)will clean
10. My father... next month.	a)will operate; b)will be operated; c)is operated

Практическое заняие №12.

Тема: В аэропорту. Страдательный залог времен Simple.
Цель: Введение и закрепление лексического и грамматического материала, совершенствование навыков говорения, аудирования, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Составить диалог по теме, упр.5-6.

AT THE AIRPORT

1 Speaking and discussion.
1. Have you ever travelled by plane? Did you like it?
2. Where did you travel to?
3. What do you usually do on the aircraft during the flight?
4. What's the first thing you do on arrival?

2 a) Joe Hunter wants a ticket to Boston. Read and practice the conversation.
Travel agent: Welcome to *Call – a – Flight.* My name is Helen. How can I help you?
Joe: Hello. I'm calling about flights to Boston.
Travel agent: When would you like to go?
Joe: On 24th February. That's a Saturday.
Travel agent: When do you want to come back?
Joe: Sunday 11th March.
Travel agent: How many people are travelling?
Joe: Just me.
Travel agent: And from which airport?
Joe: London Heathrow.
Travel agent: And what's your name please?

Joe: It's Joe Hunter.
Travel agent: Ok. Hold on a moment. I'll just check availability. Right. There's a British Airways flight that leaves London Heathrow at 13.20 on the 24th of February and arrives in Boston at 18.45. The return flight leaves Boston at 5.15 on Sunday the 11th of March, arriving at London Heathrow at 8.20.
Joe: How much is that?
Travel agent: Let me check.. That's £259, including all taxes.
Joe: Ok. That's not too bad. Can I book that please?
Travel agent: Yes, of course. How would you like to pay?
Joe: By credit card, please.

b) Match the travel agent's questions a) -g) to the things she asks about 1-7.

a) How many people are travelling?	1. by credit card, please;
b) How can I help you?	2. the date you leave;
c) When would you like to go?	3. the date you return;
d) And what's your name please?	4. the reason you are calling;
e) How would you like to pay?	5. the name of an airport or city;
f) When do you want to come back?	6. number of passengers;
g) And from which airport?	7. a name.

3 Topical vocabulary. Read and translate.

Check- in desk – пункт регистрации;
A passport – паспорт;
A boarding card – посадочный билет;
Hand luggage – ручная кладь;
A ticket – билет;
Sharp items - острые/колющие/режущие предметы;
Electrical goods – электроприборы;
Pack bags – упаковывать вещи;
A suitcase – чемодан;
Seat number – номер места;
Departure gate – ворота;
To board – садиться на самолет; boarding – посадка в самолет;
Passengers – пассажиры;
A window seat – место у окна;
A middle seat – место в центре, по середине;
An aisle seat – место с краю, у прохода;
Flight – рейс, полет.

4. Joe is at the airport. Listen to the conversation and fill in the gaps.

Woman: Good morning, sir. Can I see your …. and ….?
Joe: Certainly. Here you are.
Woman: Thank you. Ok. How many …. will we be ……?
Joe: Just one ….. .
Woman: Did you …. your ….. yourself?
Joe: Yes I did.
Woman: Do you have any …… ……. ?
Joe: I have an electrical shaver in my …… . Is that Ok?
Woman: That's fine. So, nothing in your ….. ?
Joe: No.
Woman: Ok. Do you like a …… or an ……. seat?
Joe: A window seat, please.

Woman: Ok. Just one moment. This is your ….. ….. and ……. ……. You should go straight through the departure lounge. Enjoy your flight.
Joe: What time will we be boarding?
Woman: You will be boarding at 7.
Joe: Thank you.

5. Допишите одну из трех форм глагола:
1.to take,...,taken
2. to read, read,...
3... was/were, been
4. ...,gave, given
5.to put, put,...
6. to come,...,come
7...,flew, flown .
8. …. spoke, spoken

6. Выберите правильную форму страдательного залога (Present, Past, Future Simple Passive):

l. New houses... every year.	a)were built; b)are build; c)are built
2.They...met in the airport tomorrow.	a)is; b)will be; c)will
3.The fax...last year.	a)will be printed; b)was printed; c)is printed
4.Dinner...at 2 o'clock every day.	a)is served; b)are served; c)was served
5.The book of this writer... in 2008.	a)will be print; b)was printed; c)will be printed
6.The contract... two days ago.	a)was signed; b)is signed; c)will be signed.
7.Radio... by Popov.	a)is invented; b)was invent; c)was invented
8.Six public holidays...celebrated in Great Britain.	a)is; b)was; c)are
9.The room... every day.	a)is cleaned; b)is clean; c)will clean
10. My father... next month.	a)will operate; b)will be operated; c)is operated

Практическое заняие № 13.

Тема: На таможне. Страдательный залог. Повторение.
Цель: Введение и закрепление лексического и грамматического материала, совершенствование навыков говорения, аудирования, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Выучить диалог по теме, упр.6-7.

GOING THROUGH THE CUSTOMS

1. Fill in the gaps.

a passport a boarding card hand luggage a ticket sharp items pack your bags passengers a flight number a gate a check-in desk a window/ a middle/an aisle seat

1. Before you leave the house, you ….. your …… .
2. To travel to another country, you need a ……. and a …… ..
3. When you get to the ……-in ……. .
4. You can choose a ……. seat, a ……. seat and and an …… seat.
5. The person at the check-in desk always asks you if you have any ….. items in your …. luggage.
6. He or she then gives you your …… card.
7. You need to listen for your ……. and which …… your plane leaves from.
8. Then you get on the plane with the other ……. .

2. Read and translate.

Item	вещь/предмет
To incur duty	облагаться пошлиной
To declare	задекларировать/указать в декларации
To be allowed	позволять/разрешать
Individual	лицо
Commercial activity	коммерческая деятельность
Caviar	икра
Special permission	особое разрешение
To carry across the border	провозить через границу
To go through the customs	проходить таможенный досмотр
To fill in the customs declaration	заполнить декларацию
Firearms	огнестрельное оружие
Endangered	под угрозой исчезновения
Precious metals/ stones	драгоценные металлы/камни
Substances	вещества

3. Group work. Look through the customs regulations of the Russian Federation. Have you ever carried these items across the border?

Group 1. Items which incur import/export duty.

- Tobacco (individuals, 17 years or over, are allowed to import/export up to 100 cigars, 400 cigarettes, or 0.5kg of tobacco undeclared).
- Alcohol (individuals, 21 years or over, are allowed to import/export up to two liters of alcoholic drinks undeclared).
- Caviar (individuals are allowed to import/export 250g of caviar undeclared).
- Goods intended for production or commercial activity.

Group 2. Items which require special permission to import/export.

- Firearms, ammunition and explosives.
- Radioactive substances.
- Endangered species of flora and fauna.
- Precious metals and precious stones, except as part of personal jewelry.
- Narcotics, psychotropic substances, toxins, and powerful drugs.
- Radio technology, excepting cellphones.
- Extremist film, photography, and publications.
- Objects of cultural significance.

4. RECORDING 5. Listen to the conversation. Choose the correct variant.

A: Good morning, sir
B: Hello
A: Could I see your *precious metals and precious stones?*
passport and visa documentation?
extremist films and publications?
B: Yes, here they are.
A: Is this your first visit to *Australia?*
New Zealand?
Canada?
the United Kingdom?
B: Yes, It is.
A: Where will you be staying?
B: *At a hotel.*
With my friend in London.
At my aunt's house.

At a dormitory.
A: How long will you be staying?
B: I'll be staying *until tomorrow*.
for 1 month.
for two weeks.
until next Tuesday.
A: Do you have anything to declare?
B: No, I do not have anything to declare.
A: Good. Everything seems to be in order. Please enjoy your stay.
B: Thank you. Could you tell me where is *the departure gate?*
the waiting room?
the duty free-shop?
the baggage claim?
A: Follow the signs to the left please.
B: Ok. Thank you.

Countries Visited:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

5. **Write sentences in the *Past Simple Passive.* DID YOU KNOW?**

1. The toothbrush /invent/in the fifteen century.
   The toothbrush was invented in the fifteen century.
2. The first pair of sunglasses/wear/in the 1200s
   _____
3. The first bicycle/ride/in1791.
   _____
4. The first hot dogs/eat/in the 1860s.
   _____
5. The first computer mouse/use/in 1964.
   _____
6. The first CDs/sell/in the 1980s.
   _____
7. The first public basketball game/play/in 1892.
   _____

6. **How are music videos made? Turn the following sentences into the *Present Simple Passive.***

1. The music producer chooses the song for the music video.
   The song for the music video is chosen by the music producer.
2. A director directs the music video.
   _____
3. A cameraman shoots the video.
   _____
4. A singer or band sings the song.
   _____
5. The music company produces the music video.
   _____

Практическое заняие № 14

Тема: На таможне. Страдательный залог. Повторение.

Цель: Закрепление и систематизация лексического и грамматического материала, совершенствование навыков говорения, чтения, письма.

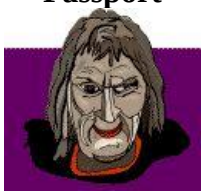
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: Составить диалог по теме, упр.5-6.

1. Role play. Make up the dialogues "At the check –in desk", use character prompts and passports.

You are a German tourist. You have just come from Brazil. You want to stay for 3 weeks. You are just sight seeing. You are staying at a hotel.

Passport



Name:
Nationality: Germany

Expiry Date: 1994
Number: 213456

You are visiting your uncle who lives in this country. You will be staying for the summer vacation (2 months). You will be staying at your uncle's house.

Passport

Name:
Nationality: France

Expiry Date: 2007
Number:AB35242

You are an exchange student. You will be studying at a language school. You will be staying for 6 months. You will be staying in a dormitory.

Passport

Name:
Nationality: Sweden

Expiry Date: 2008
Number: XY23838

You are on a business trip. You are selling wine. You will be staying for 2 week. You will be staying at a hotel.

Passport

Name:
Nationality: Chile

Expiry Date: 2010
Number: GHG4234

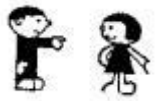
You are a Brazilian soccer player. You are coming to play a soccer game. You will stay for 3 days at a hotel.

Passport

Name:
Nationality: Brazil

Expiry Date: 2009
Number: 213456

2. Read the dialogues given below and you'll see how to change money at the bank or at the exchange desk. Act these dialogues out.



The following words will help you:

exchange desk (the bureau de change) (n) – обменный пункт.
certificate – справка.
cash a cheque – обменивать чек на деньги; получать деньги по чеку.
rate of exchange – обменный курс.
notice board – доска обьявлений.
cash – наличные деньги.
identification – документ, удостоверяющий личность.
traveller's cheques – туристкие чеки (обмениваются на деньги или принимаются без обмена в магазине, ресторане и т. п.)
be (in) valid – быть не (действительным).
signature – подпись.

Dialogue 1.

• Excuse me, would you change these Roubles to Dollars, please.
• May I have your customs declaration and the certificate, please.
• Here you are. And what was the second paper you wanted?
• The certificate you got when you changed your Dollars to Roubles.
• I see, here it is

Dialogue 2.

• I'd like to cash this cheque, please.
• Yes, madam... $ 30. You haven't signed it yet.
• I'm sorry. Here you are.

Dialogue 3.

• I'd like to change these francs, please.
• Yes, sir. How many francs have you got?
• What's the rate of exchange?
• The current rates are on the notice board.

Dialogue 4.

• Good morning. Can I help you?
• Yes, my name is Dixon. I am expecting some money from my bank in Toronto.
• By post, cable or telex, sir?
• By telex.
• Let me see. Oh, yes, 200 from the Royal Bank of Canada. Have you got any identifications?
• Here you are.

3. Read the text and answer the questions.

TEXT A. TRAVELLING

Nowadays travelling abroad is very popular. Some people prefer to travel by plane, especially businessmen, because it's the fastest means of transportation. Those who are not short of time usually travel

by train or by ship. It takes more time but gives the opportunity to see the country you travel through, its picturesque landscapes and nature.

While travelling abroad you have to go through **cus**toms, sometimes several times.

As a rule the customs officers check your passports and visas if they are required. When coming to some countries you may need a health certificate or a certificate of vaccination. If you have anything to declare, then you are to fill in the declaration form.

The customs officers may ask you to show your luggage to them. Usually articles for personal use and wear and also used items and gifts are not liable to duty anywhere. If you are carrying much currency you should also declare it. If you are carrying weapons you need a permit. Although some items are liable to duty, if you carry only a small amount of them, they are duty free.

Occasionally the customs officers may take some of your things for a more detailed inspection but usually they return them soon.

Do not try to break the customs rules and regulations because you may have a lot of troubles.

1. Why do people prefer to travel by plane?
2. What are the advantages of travelling by train?
3. What are the rules of going through the customs?
4. What items should be declared?
5. In what case do you need a permit?

1. Read the text and say are the sentences true or false.

TEXT B. THE SMUGGLER

Sam Lewis was a custom officer. He used to work in a small border town. It was not a busy town and there was not much work. The road was usually very quiet and there were not many travellers. It was not a very interesting job, but Sam liked an easy life. About once a week, he used to meet an old man. His name was Draper. He always used to arrive to at the border early in the morning in a big truck. The truck was always empty. After a while Sam became suspicious. He often used to search the truck, but never found anything. One day he asked Draper about his job. Draper laughed and said "I'm a smuggler".

Last year Sam retired. He spent his saving on an expensive holiday. He flew to Bermuda, and stayed in a luxury hotel. One day he was sitting by the pool and opposite him he saw Draper drinking champagne. Sam walked over to him.

Sam: Hello, there!
Draper: Hi!
Sam: Do you remember me?
Draper: Yes… of course I do. You're a customs officer.
Sam: I used to be, but I'm not anymore. I retired last month. I often used to search your truck…
Draper: … but you never found anything!
Sam: No, I didn't. Can I ask you something?
Draper: Of course you can.
Sam: Were you a smuggler?
Draper: Of course I was.
Sam: But… the truck was always empty. What were you smuggling?
Draper: Trucks…

True or false?

1. Sam Lewis was a smuggler.
2. He liked his job.
3. About twice a week Sam used to meet an old man in a small truck full of different stuff.
4. Draper was a custom officer.
5. Draper smuggled trucks.

***5.* Fill in *by* or *with*.**

1. The photos were taken .*<u>with</u>* a digital camera.
2. The room was decorated .....flowers.
3. *The Green Mile* was written ……Stephen King.

4. The sauce was made ……..onions and peppers.

6. Writing practice. Rewrite the article and put the underlined parts into *the passive.*

You are back home from college. You turn on the lights. You take a cool drink from the fridge and you heat your dinner in the microwave. For people who lived 200 years ago, this would be science fiction! 200 years ago there was no electricity. [1]People heated houses with a real fire and [2] they lit rooms with candles. [3]Milkmen delivered milk every morning and [4]people stored it in a cool place. [5]They cooked food in the fireplace or on a big stove. 200 years ago there was no plumbing! [6]People carried water from the nearest well or the fountain and [7]they washed clothes by hand. Then [8]they ironed clothes with a heavy iron. [9]They filled irons with hot coal. [10]People used horse carriages because there were no cars or buses. I think I prefer life in the 21st century, don't you?

Практическое заняие № 15

Тема: Контрольная работа.

Цель: Контроль лексических и грамматических навыков, словарного запаса обучающихся.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности.

Контрольная работа
Вариант I

1. Совместите слова и словосочетания из двух колонок:

Темза	to carry luggage
Здание парламента	Buckingham palace
Билет	hand luggage
Упаковывать вещи	the Thames
Британский музей	the Houses of Parliament
Нести багаж	to pack bags
Букингемский дворец	a ticket
Ручная кладь	the British Museum
Достопримечательности	a window seat
Место у окна	places of interest

2. Дополните предложения и переведите их:

1. Great Britain consists of... parts.
2. The capital of Wales is… .
3. The official head of the United Kingdom is... .

3. Образуйте отрицательную и вопросительную формы от данного предложения:

The Queen lives in Buckingham palace.

4. Исправьте ошибки, если таковые имеются:

1. He doesn't likes studying.
2. She drive a car very fast.
3. They have many friends.
4. After dinner he listens to the music or watch TV

Контрольная работа
Вариант II

1.Совместите слова и словосочетания из двух колонок:

Посадочный билет	passengers
Трафальгарская площадь	Westminster Abbey

Регистрация	a window seat
Номер рейса	a boarding card
Вестминстерское Аббатство	to be situated on
Место в центре	Trafalgar Square
Располагаться на	flight number
Пассажиры	check-in desk
Здание парламента	the United Kingdom
Соединенное Королевство	the Houses of Parliament

2. Дополните предложения и переведите их:

1. The climate of Great Britain is ... .
2. The Houses ofParliament is famous for its big hour bell known as ... .
3. The capital of Northern Ireland is ... .

3. Образуйте отрицательную и вопросительную формы от данного предложения:

He bought the ticket two days ago.

4. Исправьте ошибки, если таковые имеются:

1. They didn't visited their granny last week.
2. We maked many mistakes in the test.
3. When were you born?
4. Did you like the film? – No I not.

Практическое заняие № 16

Тема: Итоговое занятие.

Цель: Контроль умений и навыков практического владения английским языком.

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

Задание: Прочитать и перевести текст, выполнить упражнения к тексту, выполнить грамматические задания.

Вариант I

1 Find geographical names in the text and translate them. Do we use the articles with them?

2 Fill in the gaps if necessary.

1. The official name of … Great Britain is … United Kingdom of …Great Britain and …Northern Ireland.
2. …U. K consists of…England, …Scotland, …Wales and …Northern Ireland.
3. The western coast of …Great Britain is washed by … Atlantic Ocean and … Irish Sea.
4. … English Channel separates the south-east of … Great Britain from …France the narrower part of which is called … Strait of Dover.
5. The climate in Great Britain is generally mild, humid and temperate due to the influence of … Gulf Stream.
6. There are many rivers in Great Britain but they are not long. The longest of them is …Thames, which is a little over 200 miles.

3 Find the cardinal directions in the text.

север - северный - на севере - к северу от;
юг - южный - на юге - к югу от;
запад - западный-на западе - к западу от;
восток – восточный - на востоке - к востоку от.

4 Translate the sentences into Russian.

1. Горы находятся *на западе* и *севере* страны.

2. Низменности *на юге* и *востоке.*
3. *Западное* побережье Великобритании омывается Атлантическим океаном и Северным морем.
4. Ла-Манш отделяет *юго-восточную* часть Великобритании от Франции.

5 Reading and speaking. Read the text, find information about the geographical position and climate of Great Britain. Say whether it is true (T) or false (F).

1. The official name of Great Britain is the United Kingdom of Great Britain and Northern Ireland.
2. The UK consists of three parts – England, Scotland, and Wales.
3. Great Britain officially includes England, Scotland and Wales and Northern Ireland.
4. The English Channel separates the south-east of Great Britain from France.
5. The climate in Great Britain is generally hot and dry due to the influence of the Strait of Dover.
6. The English say that they have three variants of weather. It is very changeable.

GREAT BRITAIN

The official name of the country we usually call England is the United Kingdom of Great Britain and Northern Ireland. The U K is situated on the group of islands lying to the west of the continent of Europe. The UK consists of England, Scotland, Wales and Northern Ireland The total land area of the United Kingdom is 244,000 square kilometres. The population of the country according to the 2011 census is about 63,182,000. The mountains are in the west and the north of the country. There are lowlands in the south and the east. Great Britain officially includes England, Scotland and Wales.

The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea. The eastern coast is washed by the waters of the North Sea. The English Channel, which is 32 kilometres wide, separates the south-east of Great Britain from France the narrower part of which is called the Strait of Dover. So Great Britain is surrounded by water. Not far from the British Isles there is warm Gulf Stream. So, the climate in Great Britain is generally mild, humid and temperate due to the influence of the Gulf Stream. This humid and mild climate is good for plants. The trees and flowers begin to blossom early in spring. In January average temperature is from 3 to 7 degrees below zero and in July it is from 16-17 degrees above zero.

British people say: "Other countries have a climate, in England we have weather." The weather in Britain changes very quickly. One day may be fine and the next day may be wet. The morning may be warm and the evening may be cool. The English also say that they have three variants of weather: when it rains in the morning, when it rains in the afternoon or when it rains all day long. Every daily paper publishes a weather forecast. Both the radio and television give the weather forecast several times each day.

There are many rivers in Great Britain but they are not long. The longest of them is the Thames, which is a little over 200 miles. Britain's principal ports are London, Liverpool, Manchester, Hull, Glasgow.

The capital city of England is London. The capital city of Scotland is Edinburgh. The capital city of Wales is Cardiff. Belfast is the capital of Northern Ireland.

The national emblem of England is a red rose. The national emblem of Scotland is a thistle. The national emblem of Wales of is a daffodil. The national emblem of Northern Ireland is a shamrock.

Great Britain is not rich in mineral resources, except coal, mined mostly in Wales. But it is a highly developed country.

The UK is the parliamentary monarchy. Legislative power belongs to her Majesty Queen Elizabeth II, and the Parliament, which consists of the House of Commons and the House of Lords. Officially the Head of the State is the Queen.

6 Speaking and discussion.

1. What place in Britain would you like to visit most of all and why?
2. Would you like to live in Britain? Why/why not?

7 Put the verbs in the Present Simple form.

1. One fly_____ (to fly) , two flies _____ (to fly).
2. One girl _____ (to cry), four girls _____ (to cry).
3. When a wolf _____ (to see) the moon, it _____ (to begin) to howl.
4. Wolves and sheep _____ (to be) never friends.
5. Our hens _____ (to lay) a lot of eggs.
6. Boys _____ (to fight) and_____ (to shout).
7. That boy _____ (to try) to catch some balls.
8. These girls _____ (to try) to run away from an angry turkey.

8. Yan is at a summer camp in Poland. Write what he usually does in the camp. Put the verbs in bracket in the correct form.

1. He _____ (get) up at 7. 2. He _____ (have) his English lesson every day. 3. He _____ (speak) English to his friends. 4. He _____ (play) board games in the afternoon. 5. Sometimes he _____ (swim) in the lake. 6. He often _____ (go) hiking. 7. He sometimes _____ (sit) by the camp fire in the evenings. 8. He never _____ (go) on a trip without his friends.

9. Put the verbs in the Present Simple form.

go, like, love, watch, read, like, walk, come, do, watch

My name's Pavel. In the evening I usually (1) _____ my homework. Then I (2) _____ TV or video. I (3) _____ action films! They are super! Then I (4) _____ my dog. After that I (5) _____ home, (6) _____ a book and (7) _____ to bed. My sister is little. She doesn't (8) _____ action films. She (9) _____ cartoons. She (10) _____ them every day.

10. Look at the chart and write about Ellie.

	sports programmes	comedies	action films	the news
Often		✓	✓	
Sometimes	✓			
Rarely	✓			
Never				✓

Ellie often watches comedies.

_____.

Вариант II

1 Answer the questions.

1. What do you know about London?
2. Have you ever been to London? Would you like to visit it?
3. What famous London sights do you know?

2 Read and translate the text.

LONDON

London is the capital of the United Kingdom, its economic, political and cultural centre. It is one of the world's most important ports and one of the largest cities in the world. London with its suburbs has a population about 11 million people.

It is situated on the river Thames about forty miles from the mouth and is divided into two parts by the river: north and south.

The history of London goes back to Roman times. It has been a capital for nearly a thousand years. Due to favourable geographical position a small town soon became an important trade centre.

Actually London can be divided into several parts. First there is the City of London. It's the financial and business centre of Great Britain. It's the district where most offices and banks are concentrated: the Royal Exchange and the Bank of England are here, too. The East End is the district where mostly working people live. A lot of docks, factories, poor houses are concentrated here. The old port is now called "Docklands".

The West End makes a great contrast to the working district of London. It is full of richest hotels, largest supermarkets, best cinemas and concert halls. It is famous for its beautiful parks and gardens such as Hyde Park or Kensington Gardens. Many ancient buildings still stand here.

Another important district of London is Westminster where most of government buildings are located. Westminster Palace is the seat of the British Parliament where the county's leaders speak. The Houses of Parliament stand beside the river Thames. On the highest tower there is the most famous and largest clock of the country - Big Ben.

Standing not far from the Houses of Parliament, Westminster Abbey is a symbol of England. The legend says that Westminster Abbey was founded by St Peter himself but we know it was built by King Edward in 1065. The coronation of all British Kings and Queens takes place in Westminster Abbey. It is also famous for its Poet's Corner where many outstanding people - statesmen, painters, and poets were buried there. Among them Tennison and Geoffrey Chaucer, the first English national poet, world famous scientists Isaac Newton Charles Darwin, etc.

Every year millions of tourists come to London to visit the places of interests. They make sightseeing tours of the city, visit the Trafalgar Square, the British Museum, the National Gallery, Madame Tussaud's Museum of waxworks, etc. They also visit the most ancient historic monuments dating back to Roman times such as the Tower of London which had been a fortress, a prison and a royal palace. At present it is one of the most interesting museums of GB. Now the King and the Queen of Britain do not live in the Tower. When the Queen is in London, she stays in Buckingham Palace, her official residence.

1 Reading and speaking. Find information about the parts of London. Say are these sentences true or false (T/F)?

1. London consists of several parts: the City, the West End, the East End, Westminster.
2. The West End is an industrial district of London. It's the district where most offices and banks are concentrated.
3. The East End is populated by working class families. It is full of richest hotels, largest supermarkets, best cinemas and concert halls.
4. The City is a financial center of London.
5. The West End is famous for its beautiful parks and gardens such as Hyde Park or Kensington Gardens.
6. Westminster is a district of London where most of government buildings are located.

3. Make notes about London.

facts about the city	places to visit and things to do

What do you like about London? Would you like to visit it?

4. Write the Past Simple of the following words:

open - opened	regret - …….	cry - …….	stay - ……
love -……..	quarrel - ……	fry - …….	travel - …….
plan - ……..	drop - ……	arrive - …….	close - ……..
empty - ……..	die - ……..	play - ……	tidy - ……

5. Look at the list of irregular verbs at the back of the book and complete the table:

Infinitive	Past	Infinitive	Past
go	…..	…..	broke
have	……	…..	cut
……	came	take	…..
be	……	…..	stole
wake	……	drink	…..
meet	……	…..	put
…..	sang	make	…..
speak	…..	…..	run
…..	told	begin	…..

6. Underline the verbs in Past Simple.

In the summer I visited my grandparents. We went to the forest, swam in the river, went fishing, read books, went to the cinema, and watched TV all the time. I visited my friends, played football, listened to music, worked in the fields, went boating, and had a good time. I picked berries and mushrooms. I lay on the sand.

7. Put the verbs in Past Simple.

be (2), feed, take, start, visit, listen

The children went to London. The Tour _____at Hyde Park in the morning. The children_____the ducks and squirrels there. Then they _____photos of Trafalgar Square. The next stop _____the British Museum. They also _____ the Tower of London. The children _____to the famous bell Big Ben. In the evening they _____ very tired.

2 КУРС 4 СЕМЕСТР
ПРОФЕССИОНАЛЬНАЯ ДЕЯТЕЛЬНОСТЬ СПЕЦИАЛИСТА

Практическое занятие № 1.

Тема: Официальная и неофициальная переписка. Виды писем. Правила оформления писем. Present Continuous.
Цель: Введение и закрепление лексического и грамматического материала, совершенствование навыков говорения, чтения, письма.
Задание: Изучить речевые модели делового письма. Перевести образец письма. Упр. 3-5.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

1. Деловые и формальные письма. Структура делового письма и речевые модели для использования в нем

Структура письма	Речевые модели
1. Официальное обращение к получателю (Address the recipient in a formal manner)	Dear Sir or Madam — Дорогой Сэр(обращение к мужчине) или Мадам (к женщине)
2. В первом абзаце укажите цель написания письма. (Не используйте глаголы в сокращенной форме!)	I am writing in connection with/to ask about… – Я пишу в связи с/для того, чтобы узнать/спросить…. I have read/found your advertisement in…and would like to … — Я прочитал/нашел Ваше объявление в…и хотел бы… I am interested in… — Меня интересует… I would like to know more details about… — Я бы хотел узнать больше деталей о… I would like to ask further information about/concerning… — Я бы хотел узнать/спросить дополнительную информацию о/информацию относящуюся… I would like to ask if/when/why/where… — Я бы хотел спросить, возможно ли, если/когда/почему/где… I look forward to your answer/ to hearing from you. – Жду с нетерпением Вашего ответа…
3. Конец письма в соответствующей форме:	
Если письмо начинается Dear Sir or Madam, то письмо нужно закончить фразой	Yours faithfully,… — искренне Ваш, с уважением…
Если письмо начинается Dear Mr/Mrs Wilson, тогда письмо заканчивается	Yours sincerely,… — искренне Ваш, с уважением…

1. **Образец делового письма.**

John Stewart
1304 Sherman Ave.
Madison, Wisconsin

Lemann & Sons
3597 43rd Street
New York, NY 12008

May24, 2015

Dear Sirs,

With reference to your advertisement in Business Weekly Journal could you please send me more detailed description of your monitors.
I would also like to know about discounts that you provide.

Yours faithfully,

(Signature)
John Stewart

Sales Manager

2. **Образуй форму Present Continuous.**

Speak…..... ran ….....
jump …..... cut….....
buy…..... put ….....
eat…..... drink….....
walk…..... work….....
stand…..... try ……
drive…..... go ….....
study…..... read ….....
write …..... have ….....
shine…..... sit….....

3. **Составьте предложения, используя таблицу. Ответьте на вопросы, выбрав нужную форму глагола (am/is/are).**

Образец: *What **is** the dog doing? –The dog is sleeping in the park.*

Mr Connor	are helping	the door
David and Sandra	is buying	with a ball
Robert	are walking	by the door
The dog	are swimming	a newspaper
Mr King	is painting	her mother
They	are having	some sweets
Kevin	are playing	a new film
The children	is watching	dinner
Mr and Mrs Hill	is reading	in the park
people	is sleeping	in the lake

1. What is Mr Connor doing?
2. What…....David and Sandra doing?
3. What…..... Robert doing?
4. What…....the dog doing?
5. What…....Mr King doing?
6. What…....they doing?
7. What…....Kevin doing?
8. What…....the children doing?
9. What…....Mr and Mr Hill doing?
10. What…....people doing?

5. Сделайте предложения вопросительными и отрицательными.

1. He is walking to school.
2. Jack is doing homework now.
3. The sun is shining brightly.
4. The horses are running in the field.
5. A mouse is sitting under the floor.

Практическое заняие № 2.

Тема: Официальная и неофициальная переписка. Виды писем. Правила оформления писем. Present Continuous.

Цель: Введение и закрепление лексического и грамматического материала, совершенствование навыков говорения, чтения, письма.

Задание: Изучить виды деловых писем. Перевести образец письма. Упр. 3-5.

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

1. Основные типы деловых писем

- **Поздравление – Congratulation Letter**
- **Предложение – Commercial Offer** – отправляется вашему потенциальному деловому партнёру с вашими условиями и предложениями о сотрудничестве.
- **О приёме на работу — Acceptance**–уведомляет вас, что вы приняты на работу.
- **Заявление – Application**– содержит ваше резюме и предложение себя в качестве работника.
- **Отказ- Refusal letter** – деловой «от-ворот-поворот» на ваше заявление или предложение.
- **Жалоба –Complaint Letter** – содержит жалобу или претензии на качество приобретенного товара или оказанных услуг.
- **Письмо–извинение – Apology Letter** — это ответ на письмо-жалобу.
- **Письмо-запрос– Enquiry Letter** –отправляют, когда необходимо получить информацию об услуге или товаре.
- **Письмо-ответ на запрос – Reply Quotation**– в нём, собственно и содержится запрашиваемая информация.
- **Письмо-благодарность — Thank-you letter** – тут, кажется, всё понятно.

Пример письма о приеме на работу	Перевод на русский
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	От: г-жа Джейн Тюмин, менеджер по персоналу Соммертим 7834 Ирвинг стрит, Денвер, Колорадо Кому: г-жа Лин 9034 Коди стрит, Денвер, Колорадо, США 90345 15 февраля 2016 года Уважаемая г-жа Лин Применительно к нашему вчерашнему телефонному разговору я рад сообщить Вам, что мы предлагаем Вам позицию старшего юриста в нашей компании. Вам будет предоставлен служебный автомобиль в

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	соответствии с политикой компании и полная медицинская страховка. Ваша заработная плата будет составлять 100 тысяч долларов США в год в соответствии с вашим запросом. С полным перечнем условий работы вы можете ознакомиться в приложении к письму. С уважением, Джейн Тюмин, Менеджер по персоналу

2. Переведите письмо-заявление.

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

3. Solve these problems:

1. How much is the current in the circuit if a 60-volt source is connected to a resistance of 1,600 ohms?
2. How much is the voltage in a circuit having a current equal to 25 amp, if a 25-ohm resistance is connected to it?
3. A 70.35-ohm resistance is connected to the circuit. How much is the voltage if the current equals 4.5 amp?

4. Pair work. Ask your groupmate to compare circuits a and b (see Fig. 1).

1. What do they have in common?
2. Which of the circuits has a trouble?
3. What does the trouble result from?
4. What does it result in?

5. Make up questions.

- now / Tom / coffee / is / drinking?
- playing / Now / the / boys / are?

- the / skipping / girl / now / is?
- the / eating / fish / cats / are?

Практическое заняие № 3.

Тема: Телефонные звонки. Деловые встречи. Переговоры. Составление и заполнение документов. Present Continuous/Present Simple.

Цель: Введение и закрепление лексического и грамматического материала, совершенствование навыков говорения, чтения, письма.

Задание: Перевести диалоги, выучить лексику урока. Упр. 2-4.

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

Business talks. Discussing a contract.

1. Read the dialogues and learn unfamiliar words. What are the people talking about? Act the dialogues out with your partner.

Dialogue 1

— Good morning, Mr. White, glad to see you in Moscow. Did you have a good trip*?*
— Oh, yes, thank you. Everything was all right.
— Well, Mr., Brown, let's discuss business now, what could I do for you?
— I'd like to discuss with you some points of the contract.
— Good. What's your problem?
— It's the terms of payment.

Dialogue 2

— Can you give us a discount for a bigger order?
— Do you mean a quantity discount? O.K. Can you tell me the number of computers you're going to buy?
— I think I can, but not now. I'll give you the exact figure tomorrow.
— Fine. See you tomorrow. Will 11 a.m. suit you?
— It suits me fine.

Dialogue 3

— This model is completely new.
— Oh, it looks very attractive.
— As a matter of fact your prices are not acceptable.
— And what's your idea of the prices then?
— Will you give us a discount for a bigger order?
— I'm afraid I cannot do it.

Dialogue 4

— They say they're interested in our computers.
— I'm very glad to hear that.
— Can the computers be delivered in June?
— Yes, I think we can meet these delivery dates.
— Fine. What about the quantity discount?
— We can give you a 10% discount it you have, say, 50 computers.
— O.K. So, all problems have been settled and we can sign the contract now.
— We'll do it as soon as the secretary types it. You'll have to wait a little.
— Would you like to go to the theatre tonight?
— That's a wonderful idea. Thank you very much. You're very kind.

Words and conversational formulas:

1. To discuss business - обсуждать сделку
2. To discuss some points of the contract - обсуждать некоторые пункты контракта
3. The terms of payment - сроки оплаты (условия)
4. Let’s get down to business - давайте перейдём к делу
5. To settle the problem - решить проблему
6. To give a discount - предоставлять скидку
7. Order - заказ
8. To deliver - доставлять
9. Delivery - доставка, поставка
10. To meet delivery dates - отвечать срокам поставки, принять сроки срокам поставки, принять сроки поставки
11. To sign the contract - подписать контракт
12. Delivery terms - сроки доставки
13. To ship the goods - отправлять товар
14. Lot - партия
15. To dispatch - отправлять
16. What could I do for you?- Чем могу помочь?
17. What’s your problem? - Какая проблема?
18. Now, if you don’t mind - Теперь, если Вы не возражаете…
19. As a matter of fact - На самом деле, по сути дела
20. Do you mean - Вы имеете в виду…?
21. They say - Говорят

2. Complete the following expressions:
1. Good morning. Glad to...
2. Did you have a good...?
3. Everything was all...
4. I'm for the first ... in Moscow.
5. I'm sure Moscow will...
6. If you don't mind let's get down...
7. I'd like to discuss some ... of the contract.
8. What's your…?
9. What can I...?
10. I'm sure we'll ... the problem.
11. Can you give us ... for a bigger order?
12. This model is ... new.

3. Выберите из скобок нужную форму. Объясните сделанный выбор.
1. He often (go) to the cinema. 2. They (watch) TV at the moment. 3. She (write) letters to her mother every week. 4. Nina usually (drive) to work. 5. Father (sit) on the sofa now. 6. Listen. The telephone (ring). 7. Tim (study) a new language every year. 8. We always (spend) the summer in York. 9. In summer we usually (go) to the seaside. 10. Look at Tom. He (ride) a horse.

4. Заполните пропуски, используя don’t, doesn’t, isn’t, aren’t или am not.
1. We … watching a television programme now. 2. We … watch television every day. 3. It… raining very hard at the moment. 4. I … hear you well. 5. It… rain very much in summer. 6. Mr Johnson … eating his lunch now. 7. Mr Johnson … always eat at that cafe. 8. I… see any students in that room. 9. They … like milk for lunch. 10. He … have money for a new car.

Практическое заняие № 4.

Тема: Телефонные звонки. Деловые встречи. Переговоры. Составление и заполнение документов. Present Continuous/Present Simple.

Цель: Введение и закрепление лексического и грамматического материала, совершенствование навыков говорения, чтения, письма.
Задание: Перевести диалоги. Ответить на вопросы. Упр.1-2
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь

Dialogue A
Meeting a Businessman

(It's the 21st of October, 10 o'clock in the morning.
Mr. Blake has come to the Russian Trade Delegation)

Blake: Good morning! My name is Blake. I'm from Blake and Co. I've got an appointment with Mr. Belov 10.15.
Receptionist: Good morning, Mr. Blake. Mr. Belov is expecting you. Will you take a seat, please?
Blake: I'm a bit early, ah?
Receptionist: That's all right. (In a few minutes Belov appears)
Belov: Oh, Mr. Blake, it's nice to see you here. How are you?
Blake: Fine. Thanks. And you?
Belov: Pretty well too, thank you. This way, please. (They enter the conference room and take their seats)
Belov: Would you like a cup of coffee?
Blake: With pleasure. It's very cold and wet outside today.
Belov: Yes, the weather hasn't been very good lately.
Blake: But it's usually warm here in October. Now. Mr. Belov, how about our catalogues? Have you looked them through?
Belov: Sure. I've studied them closely. The new model is certainly very good.
Blake: Yes, it's of high quality. We've just started producing the model and we've already received a lot of orders.
Belov: I must say your machines meet our requirements and we are interested in buying them. Mr. Blake, have you seen our contract form?
Blake: Not yet.
Belov: Would you like to look it through?
Blake: Certainly.
Belov: Here you are, Mr. Blake. Please study our terms, and let's meet again next Tuesday.
Blake: All right. (That's settled. Agreed.) Good-bye.
Belov: Good-bye.

Tasks

1. Read the dialogue and learn unfamiliar words.
2. Read the story and ask your partner the following questions:
- Did you have an appointment with Mr. Belov the other day?
- How did Mr. Belov receive you?
- What were you mostly talking about?
- What assessment did he give to your product?
- How did he characterize the model?
- Is he interested in buying the model?
- What did he ask you to do? Was the deal settled?

Dialogue B
Talking business

The other day Belov, the General Director of Rosimport, and Mr. Turner, a representative of Lindon Tools Co. met at the Ministry of Foreign Trade to negotiate the purchase of a Flight Information Display System for a new Airport.

Belov: Good morning, Mr. Turner.Happy to see you again.
Turner: I'm also pleased to see you.
Belov.: Will you take a seat, please. Did you have a nice journey?
Turner.: Yes, thank you. I enjoyed the trip. It was very pleasant indeed.
Belov.: I'm glad to hear it. Now I'd like to discuss with you some particulars of our transaction. Our customers have studied all the technical characteristics of your system and give a high assessment to it. They meet their requirements.
Turner.: I'm happy to hear it. We have been selling our equipment to many western countries. It's up to world standards and is in great demand on the world market.
Belov.: Now we can get down to discussing the commercial side of our deal (transaction), can't we? The first thing I'd like to clarify is the price.
Turner.: Don't you find them attractive?
Belov: On the whole we do, but the prices for some items are a bit high.
Turner.: I'm afraid I can't agree with you here. These items are completely new in design and they are the best on the world market.
Belov.: Nevertheless, could you find it possible to reduce the prices for articles (items) 3 and 9?
Turner.: I'm afraid I must get in touch with my company and I'll give you the answer tomorrow.
Belov.: Good. Now comes the question of payment.
Turner.: I hope payment for collection suits you.
Belov.: Yes. It does. Could you come here at 10.30 tomorrow to sign the contract?
Turner.: No problem, Mr. Belov. Good-bye.
Belov.: Good-bye, Mr. Turner. See you tomorrow.

1. Начните вопросы с do, does, is, are или am.
1. … you learn new words in each lesson?
2. … you learning the new words right now?
3. … she usually sit at the third desk?
4. … she sitting at the third desk today?
5. … you read many books every year?
6. … you reading an interesting book now?

2. Найдите ошибки и исправьте их.
1.We not going to school today. 2. What you doing after school? 3. At the moment Peter is work in Russia. 4. Does he got a new car? 5. He never wear a hat. 6. He don't like black coffee. 7. We are have a good time. 8. What you doing now? 9. It rains at the moment. 10. How you like the game?

Практическое занятие № 5.

Тема: Что такое компьютер? Применение компьютеров. Past Continuous.
Цель: Введение и закрепление лексического и грамматического материала.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Прочитать и перевести слова, текст, упр.1-3.

Topical vocabulary
to store numbers — запоминать числа
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 'delta] — обрабатывать данные
to supply [sa'plai] — подавать, вводить, снабжать, обеспечивать

addition — сложение
subtraction — вычитание
division — деление
multiplication — умножение
exponentiation — возведение в степень
user — пользователь
input device — устройство ввода
disk drive ['disk 'draiv] — дисковое запоминающее устройство, дисковод
tape drive ['teip 'draiv] запоминающее устройство на магнитной ленте
cathode-ray tube — электроннолучевая трубка
to make decisions — принимать решения
instantaneously — мгновенно, немедленно

WHAT IS A COMPUTER?

A computer is a machine with an intricate network of electronic circuits that 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 demagnetized. 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 machine do what we want by inputting signals that turn certain switches on and turn others off, or magnetize or do not magnetize 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 computers 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 powers. However most computers, whether large or small, have three basic capabilities.

First, computers have circuits for performing arithmetic operations, 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 terminals, diskettes, disks and magnetic tapes. The computer's input device (a disk drive or tape drive) reads the information min the computer. For outputting information two common devices are used: 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 countries?" or " WHO is the richest person in the world?" Unfortunately, the computer can only decide the things, namely: Is one numberless than another? Is one number greater than another? A computer can solve a series of problems and make thousands 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 instantaneously. A person can do the same, but in many cases that person would be dead long before the job was finished.

1. Найдите в тексте английские эквиваленты следующих словосочетаний:
Сложная сеть электронных цепей; управлять (приводить в действие) переключателями;

возможные состояния; хранить (запоминать) числа; обрабатывать символы; посредством ввода сигналов; включать; выключать; размагничивать (сердечники; обработка информации; информация в виде команд; символы, называемые данными; выполнять математические операции; выдавать результаты; обеспечивать необходимую информацию; иметь замечательные 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 введенной программой;. вырабатывать свои суждения; возможности ограничены программой, заложенной в него человеком; дать требуемую информацию; электрические импульсы; со скоростью света;) мгновенно производить огромное количество математических операций; человеку может не хватить всей жизни, чтобы закончить работу.

2. Раскройте скобки, поставив глаголы в форму Past Continuous.

1. While I _____ (to copy) the exercise, my friends _____ (to describe) a picture.
2. When we came in, the children _____ (to clean) their desks.
3. We met her at the bus stop. She _____ (to wait) for the bus.
4. Some of the children _____ (to ski) while other children _____ (to skate). Everybody _____ (to have) a lot of fun.
5. When we came the family _____ (to get) everything ready for Christmas. Bob and Helen _____ (to decorate) the Christmas tree.
6. The girls _____ (to feed) the birds in the garden while the boys _____ (to make) a bird-house.

3. Прочитайте текст, переведите. Подчеркните глаголы в форме Past Continuous. Ответьте на вопрос:

Who broke the window ?

At 7 o'clock the match started on TV, so Dad was still watching it at 7.30. Mum was sitting in the kitchen. She was quietly reading a woman's magazine. Rosie was trying on her Mum's clothes in her room. Nick's cousins were listening to rock music. It was very loud so they didn't hear the crash. At 7.30 the dogs were lying in front of the fire and they were sleeping. Nick went into the garden with his friend to play football. So at 7.30 he was still there.

Практическое занятие № 6.

Тема: Что такое компьютер? Применение компьютеров. Past Continuous

Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.

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

Задание: Ответить на вопросы, упр.2-3.

Topical vocabulary

to store numbers — запоминать числа
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 'delta] — обрабатывать данные
to supply [sa'plai] — подавать, вводить, снабжать, обеспечивать
addition — сложение
subtraction — вычитание
division — деление

multiplication — умножение
exponentiation — возведение в степень
user — пользователь
input device — устройство ввода
disk drive ['disk 'draiv] — дисковое запоминающее устройство, дисковод
tape drive ['teip 'draiv] запоминающее устройство на магнитной ленте
cathode-ray tube — электроннолучевая трубка
to make decisions — принимать решения
instantaneously — мгновенно, немедленно

WHAT IS A COMPUTER?

A computer is a machine with an intricate network of electronic circuits that 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 demagnetized. 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 machine do what we want by inputting signals that turn certain switches on and turn others off, or magnetize or do not magnetize 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 computers 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 powers. However most computers, whether large or small, have three basic capabilities.

First, computers have circuits for performing arithmetic operations, 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 terminals, diskettes, disks and magnetic tapes. The computer's input device (a disk drive or tape drive) reads the information min the computer. For outputting information ttwo common devices are used: 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 countries?" or " WHO is the richest person in the world?" Unfortunately, the computer can only decide the things, namely: Is one numberless than another? Is one number greater than another?A computer can solve a series of problems and make thousands of logical decisions without becoming tired. It can find the solution to a problem in a fraction of the tume 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 instantaneously. A person can do the same, but in many cases that person would be dead long before the job was finished.

1. Ответьте на вопросы, используя информацию текста.

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 want? 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 information 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?

2. Допишите предложения по содержанию текста предыдущего упражнения, используя глаголы в Past Continuous.

1. When someone broke the window Dad _____
2. When Mum heard the crash she _____
3. The cousins didn't hear the noise because they _____
4. The dogs when the noise woke them up. _____
5. At 7.30 Nick _____

3. Дайте краткие и полные ответы на вопросы в Past Continuous.

Were you going to the cinema at 7 o'clock?
—Yes, I was. I was going to the cinema.
— No, I wasn't. I wasn't going to the cinema.

1. Were you having dinner at 2 o'clock?
2. Was your friend sitting in the yard when you saw him?
3. Was your mother cooking when you came home?
4. Was your sister reading when you called her?
5. Were the children sitting at their desks when you entered the classroom?
6. Were the little children running along the corridor when the lesson began?
7. Were you doing your homework at 7 o'clock last night?
8. Was your father working in the garden when you asked him to dinner?

Практическое занятие № 7.

Тема: Что такое компьютер? Применение компьютеров. Past Continuous.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Составить пересказ текста, упр.2.

Topical vocabulary

to store numbers — запоминать числа
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 'delta] — обрабатывать данные
to supply [sa'plai] — подавать, вводить, снабжать, обеспечивать
addition — сложение
subtraction — вычитание
division — деление
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input device — устройство ввода
disk drive ['disk 'draiv] — дисковое запоминающее устройство, дисковод
tape drive ['teip 'draiv] запоминающее устройство на магнитной ленте
cathode-ray tube — электроннолучевая трубка
to make decisions — принимать решения

instantaneously — мгновенно, немедленно

WHAT IS A COMPUTER?

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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 computers 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.

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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 terminals, diskettes, disks and magnetic tapes. The computer's input device (a disk drive or tape drive) reads the information min the computer. For outputting information ttwo common devices are used: 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 countries?" or " WHO is the richest person in the world?" Unfortunately, the computer can only decide the things, namely: Is one numberless than another? Is one number greater than another?A computer can solve a series of problems and make thousands of logical decisions without becoming tired. It can find the solution to a problem in a fraction of the tume 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 instantaneously. A person can do the same, but in many cases that person would be dead long before the job was finished.

1. Ответьте на вопросы, используя информацию текста.

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 want? 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 information 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?

2. Сделайте предложения вопросительными и отрицательными.

1. He is walking to school.
2. Jack is doing homework now.
3. The sun is shining brightly.
4. The horses are running in the field.
5. A mouse is sitting under the floor.

Практическое занятие № 8.

Тема: Обработка данных. Present Perfect.
Цель: Введение и закрепление знаний по теме.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Прочитать и перевести слова, текст, упр.1-3.

Topical vocabulary

data processing — обработка информации (данных)
to convert — преобразовывать; переводить (в др. единицы)
to accomplish —завершать, заканчивать;
to house ['haus] — помещать, размещать
to improve [im'pru:v] — улучшать, совершенствовать
to control [kan'troul] — управлять, регулировать; управление, регулирование
to store ['sto:] — хранить, запоминать, заносить
storage ['sto:rid3] — запоминающее устройство, память; хранение
resource [ri'so:s] — ресурс; средство; возможность
facility — устройство; средство
facilities — приспособления; возможности
equipment — оборудование; аппаратура; приборы; устройства
available — доступный; имеющийся (в наличии); возможный
display [dis'plei] — дисплей; устройство (визуального) отображения; показ
manner — способ, образ (действий)
sequence— последовательность, порядок (следования)
sucessively — последовательно
data storage hierarchy — иерархия (последовательность) запоминания информации (данных)
to enter — входить; вводить (данные); заносить, записывать
comprehensive groupings — полные, обширные, универсальные образования
meaningful — имеющий смысл; значащий (о данных)
item — элемент; составная часть
record ['reko:d] — запись, регистрация; записывать, регистрировать
file ['fail] — файл; заносить (хранить) в файл
set — набор; множество; совокупность; серия; группа; система
data base ['delta 'beis] — база данных
related [ri'leitid] — смежный; взаимосвязанный; относящийся (к ч.-л.)

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 processing. ***Data*** are a collection of facts — unorganized but able to be organized into useful information. ***Processing*** is a series of actions 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 series of actions or operations that converts data into useful information.

We use the term ***data processing system*** to include the resources that are used to accomplish the processing of data. There are four types of resources: people, materials, facilities, and equipment. People provide input to computers, operate them, and use their output. Materials, such as boxes of paper and printer ribbons, 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 Egyptians recorded the ebb and flow of the Nile River and used this information to predict yearly crop yields. Today computers convert data about.land and water into recommendations to farmers on crop planting. Mechanical aids to computation were developed and improved upon in Europe, Asia, and America throughout the seventeenth, eighteenth, and nineteenth centu-

ries. Modern computers are marvels of an electronics technology that continues to produce smaller, cheaper, and more powerful components.

Basic data processing operations

Five basic operations are characteristic of all data processing systems: inputting, storing, processing, outputting, and controlling. 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 logical operations on data in order to convert them into useful information. ***Outputting*** is the process of producing useful information, 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 groupings of any data storage hierarchy are as follows.

1) ***Characters,*** which are all written language symbols: letters, 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 related records. A set of related files is called a data base or a data bank.

1. Найдите в тексте английские эквиваленты следующих словосочетаний:

Системы обработки информации; определение (термина) обработки данных; совокупность фактов; последовательность действий; преобразование входных данных в полезную информацию; включать ресурсы; завершить обработку данных; обеспечивать ввод информации в компьютер; ленты принтера; расходовать в большом количестве; размещать компьютерное оборудование; нуждаться (требовать) в приспособлениях; явление современной жизни; на протяжении доисторического периода! превращать информацию в выражения; регистрировать отливы и прили- ии. 111 и ч позировать урожай зерновых культур; механические средства вычисления; ввод данных; хранение данных; первоначальная обработка данных; дополнительная обработка; выдача полезной информации; напечатанное сообщение; зрительное отображение; последовательность запоминания информации; записанные символы языка; элементы информации; база данных; набор взаимосвязанных файлов.

2. Напишите 3 формы глаголов:

catch.....	forget.....	get .....
meet.....	see.....	teach.....
read.....	rain.....	come.....
sleep.....	dance.....	walk.....
happen.....	break.....	think.....

3. Поставьте предложения в Present Perfect.

1. She.....(just break) a vase.
2. We.....(already clean) the room.
3. I.....(just make) the bed.
4. He.....(phone) his friend.
5. It.....(start) raining.
6. A little girl.....(cut) her finger.
7. He.....(eat) all the cakes.
8. Sally.....(wash) the dishes.
9. The plane.....(fly) away.
10. He.....(leave) the house.

4. Сделайте предложения отрицательными, а затем вопросительными.

1. I have finished my work.
2. They have seen this film.
3. Mr Brown has moved to the country.
4. My sister has learnt many new words.
5. Laura has been to France.
6. They had already had breakfast.
7. The storm has begun.
8. A new shop has opened in the town.
9. They have visited many museums.
10. They have already left us.

Практическое занятие № 9.

Тема: Обработка данных. Present Perfect.

Цель: Закрепление и систематизация знаний по теме, **с**овершенствование навыков говорения, чтения, письма.

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

Задание: Ответить на вопросы, упр.2-3.

Topical vocabulary

data processing — обработка информации (данных)
to convert — преобразовывать; переводить (в др. единицы)
to accomplish —завершать, заканчивать;
to house ['haus] — помещать, размещать
to improve [im'pru:v] — улучшать, совершенствовать
to control [kan'troul] — управлять, регулировать; управление, регулирование
to store ['sto:] — хранить, запоминать, заносить
storage ['sto:rid3] — запоминающее устройство, память; хранение
resource [ri'so:s] — ресурс; средство; возможность
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available — доступный; имеющийся (в наличии); возможный
display [dis'plei] — дисплей; устройство (визуального) отображения; показ
manner — способ, образ (действий)
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item — элемент; составная часть
record ['reko:d] — запись, регистрация; записывать, регистрировать
file ['fail] — файл; заносить (хранить) в файл
set — набор; множество; совокупность; серия; группа; система
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Basic data processing operations

Five basic operations are characteristic of all data processing systems: inputting, storing, processing, outputting, and controlling. They are defined as follows.

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Data storage hierarchy

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1. Ответьте на вопросы.

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?

2. Что обозначает -'s— (has или is)? Напиши предложения без сокращений.

1. She's gone to the shop.
2. She's very angry.
3. I think Emily's right.
4. He's lived here for ten years.
5. He's always hungry.
6. What's happened?
7. The shop's open every day.
8. Joe's got a bad cold.
9. Jane's happy.
10. Sam's been to Washington.

3. Вставь for или since. Расставь словосочетания в два столбика. Составь предложения с

некоторыми из них.

.....1999 .....six days .....two weeks
.....yesterday .....a month ..... ages

4. Вставьте ago, already, just, since, for или last.

2. He has known her.....1999.
3. She hasn't finished her work.....
4. Have you ..... seen a lion?
6. He has been in Paris..... three years.
7. She has..... finished cooking dinner.
8. Tom hasn't learnt the poem.....
9. We have.....seen the film.
10. She has not cleaned the rooms.....
12. She has worked in the hospital..... April.

5. Переведите на русский язык, обращая внимание на многозначность глагола to have:

1. He has blue eyes. 2. I've got a headache. 3. We have to go shopping today. 4. They have been to London this year. 5. I haven't got a camera. 6. Do you have to go to work today? 7. My friend has bought a car lately. 8. There was no bus, so I had to walk home. 9. In our country men have to do military service. 10. How long have you lived in Moscow? 11. When I came home, mother had already cooked dinner. 12. Did he have to go to work last Monday? 13. Have you had dinner yet?

Практическое занятие № 10.

Тема: Обработка данных. Present Perfect.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Составить пересказ текста, упр.2-3.

Topical vocabulary

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manner — способ, образ (действий)
sequence— последовательность, порядок (следования)
sucessively — последовательно
data storage hierarchy — иерархия (последовательность) запоминания информации (данных)
to enter — входить; вводить (данные); заносить, записывать
comprehensive groupings — полные, обширные, универсальные образования
meaningful — имеющий смысл; значащий (о данных)

item — элемент; составная часть
record ['reko:d] — запись, регистрация; записывать, регистрировать
file ['fail] — файл; заносить (хранить) в файл
set — набор; множество; совокупность; серия; группа; система
data base ['delta 'beis] — база данных
related [ri'leitid] — смежный; взаимосвязанный; относящийся (к ч.-л.)

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 processing. ***Data*** are a collection of facts — unorganized but able to be organized into useful information. ***Processing*** is a series of actions 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 series of actions or operations that converts data into useful information.

We use the term ***data processing system*** to include the resources that are used to accomplish the processing of data. There are four types of resources: people, materials, facilities, and equipment. People provide input to computers, operate them, and use their output. Materials, such as boxes of paper and printer ribbons, 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 Egyptians recorded the ebb and flow of the Nile River and used this information to predict yearly crop yields. Today computers convert data about.land and water into recommendations to farmers on crop planting. Mechanical aids to computation were developed and improved upon in Europe, Asia, and America throughout the seventeenth, eighteenth, and nineteenth centuries. Modern computers are marvels of an electronics technology that continues to produce smaller, cheaper, and more powerful components.

Basic data processing operations

Five basic operations are characteristic of all data processing systems: inputting, storing, processing, outputting, and controlling. 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 logical operations on data in order to convert them into useful information. ***Outputting*** is the process of producing useful information, 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 groupings of any data storage hierarchy are as follows.

1) ***Characters,*** which are all written language symbols: letters, 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 related records. A set of related files is called a data base or a data bank.

1. Ответьте на вопросы.

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?

2. Вставьте yet, ago, already, just, since, for или last.

1. My friend went to America two days ..... .
2. He has known her .....1999.
3. She hasn't finished her work ..... .
4. Have you ..... seen a lion?
5. We visited our friend .....week.
6. He has been in Paris ..... three years.
7. She has..... finished cooking dinner.
8. Tom hasn't learnt the poem ..... .
9. We have ..... seen the film.
10. She has not cleaned the rooms..... .

3. Поставьте глаголы в скобках в нужном времени. (Обращай внимание на показатели времени.)

1. Josh.....(finish) school some years ago.
2. Dick.....(finish) his work yet.
3. He .,.....(study) Russian before the war.
4. We.....(have) little trouble with him so far.
5. They .,.....(be) in Moscow since 1980.
6. She.....(make) progress in English since she started learning it.
7. The telegram.....(come) just a minute ago.
8. .....you (be) to Scotland?
9. He.....(work) here for three years.
10. He ..... (write) the letter already.

Практическое занятие № 11.

Тема: Архитектура ЭВМ. Present Perfect/Past Simple.
Цель: Введение и закрепление лексического и грамматического материала.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, грамматические таблицы, словарь.
Задание: Прочитать и перевести слова, текст, упр.1-3.

Topical vocabulary

architecture — архитектура; структура
architect — разработчик архитектуры (системы, структуры)
unit ['ju:nit] — устройство; модуль; блок; элемент; составная часть
accessory equipment — вспомогательные устройства
engineering background — техническая подготовка, квалификация
analyst — аналитик; системный разработчик
product line — серия (компьютерных) продуктов
manufacturer — изготовитель; производитель; разработчик
application programmer — прикладной программист
to simulate ['simjuleit] — моделировать; имитировать
voltage — напряжение
pressure — давление, сжатие
digital computer — цифровой компьютер
hybrid computer ['haibrid] — смешанного типа, аналого- цифровой компьютер
discrete [dis'kri:t] — дискретный; отдельный
continuous quantity— непрерывная величина
on-going process —продолжающийся, постоянный, непрерывный процесс
to rely — основываться на ч.-л.; полагаться
to install — устанавливать; размещать; монтировать; настраивать
household appliances — домашние приборы / устройства

microwave oven — микроволновая печь
indoor climate control system — система регуляции температуры в доме

COMPUTER SYSTEM ARCHITECTURE

As we know all computer systems perform the functions of inputting, storing, processing, controlling, and outputting. Now we'll get acquainted with the computer system units that perform these functions. But to begin with let's examine computer systems from the perspective of the system designer, or architect.

It should be noted that computers and their accessory equipment are designed by a ***computer system architect,*** who usually has a strong engineering background. As contrasted with the ***analyst,*** who uses a computer to solve specific problems, the computer system architect usually designs computer that can be used for many different applications in many different business. For example, the product lines of major computer manufacturers such as IBM, Digital Equipment Corporation and many others are the result of the efforts of teams of computer system architects.

Unless you are studying engineering, you don't need to become a computer system architect. However, it is important that as a potential user, applications programmer or systems analyst you understand the functions of the major units of a computer system and how they work together.

Types of computers

The two basic types of computers are analog and digital. ***Analog computers*** simulate physical systems. They operate on the basis of an analogy to the process that is being studied. For example, a voltage may be used to represent other physical quantities such as speed, temperature, or pressure. The response of an analog computer is based upon the measurement of signals that vary continuously with time.

Hence, analog computers are used in applications that require continuous measurement and control.

Digital computers, as contrasted with analog computers, deal with discrete rather than continuous quantities. They count rather than measure. They use numbers instead of analogous physical quantities to simulate on-going, or real-time processes. Because they are discrete events, commercial transactions are in a natural form for digital computation. This is one reason that digital computers are so widely used in business data processing.

Machines that combine both analog and digital capabilities are called ***hybrid computers.*** Many business, scientific, and industrial computer applications rely on the combination of analog and digital devices. The use of combination analog devices will continue to increase with the growth in applications of microprocessors and microcomputers. An example of this growth is the trend toward installing control systems in household appliances such as microwave ovens and sewing machines: In the future we will have complete indoor climate control systems and robots to do our housecleaning. Analog sensors will provide inputs to the control centres of these systems, which will be small digital computers.

1. Найдите в тексте английские эквиваленты следующих словосочетаний:

Функции ввода, хранения, обработки, управления и вывода информации; познакомиться; системные блоки; для начала; вспомогательные устройства; разработчик компьютерной системы; хорошая компьютерная подготовка; различные сферы применения; корпорация цифрового оборудования; прикладной программист; системный разработчик; главные устройства компьютерной системы; моделировать физические величины; измерение сигналов; в отличие от; иметь дело скорее с дискретными, чем непрерывными величинами; в режиме реального времени; коммерческие операции; цифровое вычисление; аналого- цифровые компьютеры; тенденция к установке систем управления; бытовые приборы.

2. Choose the right answer.

1. He _____ in Chicago in 2003.
   has been
   was
2. He _____Japan.

has never visited
never visited
3. She_____ in this company since 2005.
has worked
worked
4. How long _____ Anna?
have you known
did you know
5. When _____ Mike?
have you seen
did you see
6. Wait! I _____my story yet.
haven't finished
didn't finish
7. They _____this movie four or five times already.
have seen
saw
8. _____a bus before?
Have you ever driven
Did you ever drive
9. I _____to her just a minute ago.
have talked
talked
10. So far, she _____five books by Sidney Sheldon.
has read
read

3. Переведите на английский язык:

1. Ты когда-нибудь был в Нью-Йорке?
2. Я только что пришел.
3. Он никогда не ел устриц.
4. Вы уже сделали домашнее задание? Нет, еще не сделали.
5. Мой друг купил машину в этом году.

Практическое занятие № 12.

Тема: Архитектура ЭВМ. Present Perfect/Past Simple.

Цель: Закрепление и систематизация знаний по теме, **с**овершенствование навыков говорения, чтения, письма.

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

Задание: Ответить на вопросы, упр.2-3.

Topical vocabulary

architecture — архитектура; структура
architect — разработчик архитектуры (системы, структуры)
unit ['ju:nit] — устройство; модуль; блок; элемент; составная часть
accessory equipment — вспомогательные устройства
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application programmer — прикладной программист
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voltage — напряжение
pressure — давление, сжатие
digital computer — цифровой компьютер
hybrid computer ['haibrid] — смешанного типа, аналого- цифровой компьютер
discrete [dis'kri:t] — дискретный; отдельный
continuous quantity— непрерывная величина
on-going process —продолжающийся, постоянный, непрерывный процесс
to rely — основываться на ч.-л.; полагаться
to install — устанавливать; размещать; монтировать; настраивать
household appliances — домашние приборы / устройства
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Types of computers

The two basic types of computers are analog and digital. ***Analog computers*** simulate physical systems. They operate on the basis of an analogy to the process that is being studied. For example, a voltage may be used to represent other physical quantities such as speed, temperature, or pressure. The response of an analog computer is based upon the measurement of signals that vary continuously with time.

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Machines that combine both analog and digital capabilities are called ***hybrid computers.*** Many business, scientific, and industrial computer applications rely on the combination of analog and digital devices. The use of combination analog devices will continue to increase with the growth in applications of microprocessors and microcomputers. An example of this growth is the trend toward installing control systems in household appliances such as microwave ovens and sewing machines: In the future we will have complete indoor climate control systems and robots to do our housecleaning. Analog sensors will provide inputs to the control centres of these systems, which will be small digital computers.

1. Ответьте на вопросы, используя информацию текста.

1. Who designs computers and their accessory equipment? 2. What is the role of an analyst? 3. Is it necessary for a user to become a computer system architect? 4. What functions do computer systems

perform? 5. What types of computers do you know? 6. What is the principle of operation of analog computers? 7. How do digital computers differ from analog computers? 8. Where are digital and analog computers used? 9. What are hybrid computers? 10. Where do they find application?

2. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. I _____ (never/ be) to the USA. I _____ (want) to go there last summer but I couldn't.

2. He _____ (live) in this street all his life.

3. His father _____ (come back) to London last Sunday.

4. Yan _____ (write) a letter to Nick two days ago.

5. He _____ (send) his letter yesterday.

6. They _____ (just/ buy) some postcards.

3. Choose the correct option.

1. She has /'s had a moped since she was 15.

2. We took /'ve taken a taxi to town that morning.
3. We played /'ve played volleyball last night
4. I'm really hungry. I didn't eat / haven't eaten since last night.
5. They visited/ 've visited Colorado last summer.

Практическое занятие № 13.

Тема: Архитектура ЭВМ. Present Perfect/Past Simple.
Цель: Закрепление и систематизация знаний по теме, **с**овершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, грамматические таблицы, словарь.
Задание: Составить пересказ текста, упр.3.

Topical vocabulary
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architect — разработчик архитектуры (системы, структуры)
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continuous quantity— непрерывная величина

on-going process —продолжающийся, постоянный, непрерывный процесс
to rely — основываться на ч.-л.; полагаться
to install — устанавливать; размещать; монтировать; настраивать
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1. Ответьте на вопросы, используя информацию текста.

1. Who designs computers and their accessory equipment? 2. What is the role of an analyst? 3. Is it necessary for a user to become a computer system architect? 4. What functions do computer systems perform? 5. What types of computers do you know? 6. What is the principle of operation of analog computers? 7. How do digital computers differ from analog computers? 8. Where are digital and analog computers used? 9. What are hybrid computers? 10. Where do they find application?

Практическое занятие № 14.

Тема: Программное обеспечение. Past Perfect/Future Perfect.
Цель: Введение и закрепление лексического и грамматического материала.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: Прочитать и перевести слова, текст, упр.1-3.

Topical vocabulary
hardware — аппаратное обеспечение; аппаратура; оборудование
software — программное обеспечение; программные средства
system software — системное программное обеспечение
application software — прикладное программное обеспечение
firmware — 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 execute applications programs — выполнять прикладные программы
payroll — платежная ведомость
inventory control — инвентаризация; переучет
investment analyses — анализ инвестиций (капиталовложений)
to protect — защищать
read only memory (ROM) — постоянное запоминающее устройство (ПЗУ)
to refer to — относиться к; ссылаться на
to substitute — заменять; замещать
to cause — заставлять, вынуждать; причина, основание
to accomplish — завершать, заканчивать; выполнять, осуществлять
performance — производительность; быстродействие; рабочая характеристика

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, 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 is referred 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.

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

1.Найдите в тексте английские эквиваленты следующих словосочетаний:
Видимые устройства; система обработки данных; аппаратное обеспечение; набор компьютерных программ; соответствующая документация; эффективная работа; системное программное

обеспечение; прикладное программное обеспечение; системный программист; платежная ведомость; переучет; анализ инвестиций; прикладная программа; работающий только в режиме чтения; постоянное запоминающее устройство; последовательность команд; в случае; производительность; электронная цепь; умножать числа; заставить машину выполнять ту же функцию; выполнять сложение.

2. Complete the sentences using the verbs in brackets in Past Perfect

Model 1: Most of my friends were no longer there.
They had left (leave).
Model 2: Mr And Mrs Davis were in an airplane.
They were very nervous as the plane took off because they had never flown before (fly).

1. My best friend, Kevin, was no longer there. He ... (go) away.
2. The local cinema was no longer open. It ... (close) down.
3. Mr Johnson was no longer alive. He ... (die).
4. I didn't recognize Mrs Johnson. She ... (change) a lot.
5. Bill no longer had his car. He ... (sell) it.
6. The woman was a complete stranger to me. I ... (see) before.
7. Margaret was late for work. Her boss was very surprised. She ... (be/late).
8. Jane played tennis yesterday, at least she tried to play tennis. She wasn't very good at it because she (play) ....
9. It was Keith's first driving lesson. He was very nervous and didn't know what to do. He ... (drive).
10. From downstairs came the sound of a radio playing a song I (not hear) before.

3. You have to make sentences using the words in brackets.

Model: I wasn't hungry. (I/just/have/lunch.)
I had just had lunch.

1. Tom wasn't at home when I arrived, (he/just/go out.)
2. We arrived at the cinema late, (the film/already/begin.)
3. They weren't eating when I went to see them, (they/just/finish/their dinner.)
4. I invited Ann to dinner last night but she couldn't come, (she/already/arrange/to do something else.)
5. I was very pleased to see Nora again after such a long time. (I/not/see/her for five years.)
6. Last year our profits were higher than (they, ever, be).
7. When they entered the conference hall (the discussion, already, start).
8. I couldn't recollect that (I, ever, promise, to help him).
9. She apologized that (she, not read, my report, yet).
10. He knew much about the city, (he, live, in London, for a long time).

Практическое занятие № 15.

Тема: Программное обеспечение. Past Perfect/Future Perfect.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Ответить на вопросы, упр.2-3.

Topical vocabulary

hardware — аппаратное обеспечение; аппаратура; оборудование
software — программное обеспечение; программные средства
system software — системное программное обеспечение
application software — прикладное программное обеспечение
firmware — 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 execute applications programs — выполнять прикладные программы
payroll — платежная ведомость
inventory control — инвентаризация; переучет
investment analyses — анализ инвестиций (капиталовложений)
to protect — защищать
read only memory (ROM) — постоянное запоминающее устройство (ПЗУ)
to refer to — относиться к; ссылаться на
to substitute — заменять; замещать
to cause — заставлять, вынуждать; причина, основание
to accomplish — завершать, заканчивать; выполнять, осуществлять
performance — производительность; быстродействие; рабочая характеристика

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, 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 is referred 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.

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

1. 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 prepares systems software? 7. What are applications software? 8. What problems do applications software solve? 9. What is firmware? 10. How can a computer system architect use firmware?

2. Combine the following sentences using the Past Perfect, using the conjunctions when, after, before, where necessary.

Model 1: *She took some pictures of London. She showed us the pictures.*
She showed us the pictures she had taken in London

Model 2: *Everybody went to bed. I came home.*
When I came home, everybody had gone to bed.

1. He wrote a letter then he went to post it.
2. Ann prepared a beautiful meal for her guests. They ... all enjoyed it.
3. He left his passport behind. He couldn't find the passport.
4. They saw a play at the National Theatre. Then they discussed it.
5. He failed the examination twice. He gave up hope of passing it.
6. I came to the office. The manager signed all the documents.
7. The football match began. We reached the stadium.
8. The weather kept dry for a week. We came to the seaside.
9. They traveled four hundred miles. They reached the end of their journey.
10. The children did their homework. Their mother allows them to watch TV.

3. Complete the sentences using the Past Perfect.

1. We told her that he ... (to buy a TV-set).
2. The man at the station said that the train ... (to leave already).
3. Mary told me that she ... (not to get a letter from her son yet). She said she ... (not to hear from him for some weeks).
4. He understood that he ... (to get off at the wrong station).
5. He said that his parents ... (always to live in the country).
6. I didn't know that she ... (to change her address).
7. He didn't remember how it all ... (to happen).
8. We were sure that she ... (to tell the truth).
9. I saw that the child ... (to catch a cold).
10. She hoped that I ... (to pay for the tickets already).

Практическое занятие № 16.

Тема: Программное обеспечение. Past Perfect/Future Perfect.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Составить пересказ текста, упр.2-3.

Topical vocabulary

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to execute applications programs — выполнять прикладные программы
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to substitute — заменять; замещать
to cause — заставлять, вынуждать; причина, основание
to accomplish — завершать, заканчивать; выполнять, осуществлять

performance — производительность; быстродействие; рабочая характеристика

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1. 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 prepares systems software? 7. What are applications software? 8. What problems do applications software solve? 9. What is firmware? 10. How can a computer system architect use firmware?

2. Раскроите скобки, употребляя глаголы в Past Simple или Past Perfect.

1. Tom (to return) from the cinema at five o'clock.
2. Tom (to return) from the cinema by five o'clock.
3. I (to finish) my homework at seven o'clock.
4. I (to finish) my homework by seven o'clock.
5. He (to think) that he (to lose) the money.
6. Ann (to tell) me that she (to see) an interesting film.
7. When I (to come) home, mother already (to cook) dinner.
8. When father (to return) from work, we already (to do) our homework.
9. When the teacher (to enter) the classroom, the pupils already (to open) their books.

Практическое занятие № 17.

Тема: Цифровые компьютеры. Подготовка к контрольной работе.
Цель: Введение и закрепление лексического и грамматического материала.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Прочитать и перевести слова, текст, упр.1-3.

Topical vocabulary

operation — операция; работа; действие; срабатывание

to relate — связывать; устанавливать отношения
a broad view — широкий взгляд, обзор
unit — устройство; модуль, блок; узел! элемент; ячейка
input — ввод; устройство ввода; вводить; подавать на вход
to insert — вставлять; вносить; включать
storage = memory — память; запоминающее устройство
available — доступный; имеющийся в наличии
at the appropriate time — в нужное время
arithmetic-logical unit — арифметико-логическое устройство
output — вывод; устройство вывода; выводить; подавать на выход
to remove — удалять; устранять; вынимать; исключать
control unit — блок управления
cause — заставлять; вынуждать; быть причиной; причина; основание
to feed (fed, fed) — подавать; питать; вводить (данные)
to interpret — интерпретировать; истолковывать
to issue commands — выдавать команды
pulse — no-pulse — (есть) импульс — холостой импульс

FUNCTIONAL UNITS OF DIGITAL COMPUTERS

As we know, all computer operations can be grouped into five functional categories. The method in which these five functional categories are related to one another represents the functional organization of a digital computer. By studying the functional organization, a broad view of the computer is received.

The five major functional units of a digital computer are:

1) *Input* **—** to insert outside information into the machine;
2) *Storage or memory* — to store information and make it available at the appropriate time; 3) *Arithmetic-logical unit* — to perform the calculations; 4) *Output* **—** to remove data from the machine to the outside world and 5) *Control unit* — to cause all parts of a computer to act as a team.

A complete set of instructions and data are usually fed through the input equipment to the memory where they are stored. Each instruction is then fed to the control unit. The control unit interprets the instructions and issues commands to the other functional units to cause operations to be performed on the data. Arithmetic operations are performed in the arithmetic-logical unit, and the results are then fed back to the memory. Information may be fed from either the arithmetic unit or the memory through the output equipment to the outside world.

The five units of the computer must communicate with each other. They can do this by means of a machine language which uses a code composed of combinations of electric pulses. These pulse combinations are usually represented by *zero**s*** and *ones,* where the *one* may be a pulse and the *zero* — a no-pulse. Numbers are communicated between one unit and another by means of these one-zero or pulse — no-pulse combinations. The input has the additional job of converting the information fed in by the operator into machine language. In other words, it translates from our language into the pulse — no-pulse combinations understandable to the computer. The output's additional job is converting the pulse — no-pulse combinations into a form understandable to us, such as a printed report.

1.Найдите в тексте английские эквиваленты следующих словосочетаний:

Функциональная организация; действия компьютера; связывать друг с другом; вводить информацию извне; делать информацию доступной; выполнять вычисления; выводить информацию; блок управления; выдавать команды; заставлять выполнять команды; выходное устройство; внешний мир; связываться друг с другом; комбинация электрических импульсов; холостой импульс; импульсы, распознаваемые компьютером.

2. Вставьте yet, ago, already, just, since, for или last.

1. My friend went to America two days ..... .
2. He has known her .....1999.

3. She hasn't finished her work ..... .
4. Have you ..... seen a lion?
5. We visited our friend .....week.
6. He has been in Paris ..... three years.
7. She has..... finished cooking dinner.
8. Tom hasn't learnt the poem ..... .
9. We have ..... seen the film.
10. She has not cleaned the rooms..... .

3. Поставьте глаголы в скобках в нужном времени. (Обращай внимание на показатели времени.)

1. Josh.....(finish) school some years ago.
2. Dick.....(finish) his work yet.
3. He .,.....(study) Russian before the war.
4. We.....(have) little trouble with him so far.
5. They .,.....(be) in Moscow since 1980.
6. She.....(make) progress in English since she started learning it.
7. The telegram.....(come) just a minute ago.
8. .....you (be) to Scotland?
9. He.....(work) here for three years.
10. He ..... (write) the letter already.

Практическое занятие № 18.

Тема: Цифровые компьютеры. Подготовка к контрольной работе.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Ответить на вопросы, упр.2-3.

Topical vocabulary

operation — операция; работа; действие; срабатывание
to relate — связывать; устанавливать отношения
a broad view — широкий взгляд, обзор
unit — устройство; модуль, блок; узел! элемент; ячейка
input — ввод; устройство ввода; вводить; подавать на вход
to insert — вставлять; вносить; включать
storage = memory — память; запоминающее устройство
available — доступный; имеющийся в наличии
at the appropriate time — в нужное время
arithmetic-logical unit — арифметико-логическое устройство
output — вывод; устройство вывода; выводить; подавать на выход
to remove — удалять; устранять; вынимать; исключать
control unit — блок управления
cause — заставлять; вынуждать; быть причиной; причина; основание
to feed (fed, fed) — подавать; питать; вводить (данные)
to interpret — интерпретировать; истолковывать
to issue commands — выдавать команды
pulse — no-pulse — (есть) импульс — холостой импульс

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A complete set of instructions and data are usually fed through the input equipment to the memory where they are stored. Each instruction is then fed to the control unit. The control unit interprets the instructions and issues commands to the other functional units to cause operations to be performed on the data. Arithmetic operations are performed in the arithmetic-logical unit, and the results are then fed back to the memory. Information may be fed from either the arithmetic unit or the memory through the output equipment to the outside world.

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1. Дайте ответы на вопросы, используя информацию текста.

1. What represents the functional organization of a computer? 2. What can we get by studying the functional organization? 3.What is the function of the input device? 4. What does memory serve for? 5. What is the task of the arithmetic-logical unit? 6. What is the function of the output? 7. What is the main purpose of the control unit? 8. How do all units of the computer communicate with each other? 9. What is the additional job of the input? 10. What is the additional function of the output?

2. Выберите правильный ответ.

1. He _____ in Chicago in 2003.
   has been
   was
2. He _____Japan.
   has never visited
   never visited
3. She_____ in this company since 2005.
   has worked
   worked
4. How long _____ Anna?
   have you known
   did you know
5. When _____ Mike?
   have you seen
   did you see
6. Wait! I _____my story yet.
   haven't finished
   didn't finish
7. They _____this movie four or five times already.
   have seen
   saw
8. _____a bus before?
   Have you ever driven

Did you ever drive
9. I _____to her just a minute ago.
have talked
talked
10. So far, she _____five books by Sidney Sheldon.
has read
read

3. Переведите на английский язык:

1. Ты когда-нибудь был в Нью-Йорке?
2. Я только что пришел.
3. Он никогда не ел устриц.
4. Вы уже сделали домашнее задание? Нет, еще не сделали.
5. Мой друг купил машину в этом году.

Практическое занятие № 19.

Тема: Цифровые компьютеры. Подготовка к контрольной работе.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Составить пересказ текста, упр.2-3.

Topical vocabulary

operation — операция; работа; действие; срабатывание
to relate — связывать; устанавливать отношения
a broad view — широкий взгляд, обзор
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to feed (fed, fed) — подавать; питать; вводить (данные)
to interpret — интерпретировать; истолковывать
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1. Дайте ответы на вопросы, используя информацию текста.

1. What represents the functional organization of a computer? 2. What can we get by studying the functional organization? 3.What is the function of the input device? 4. What does memory serve for? 5. What is the task of the arithmetic-logical unit? 6. What is the function of the output? 7. What is the main purpose of the control unit? 8. How do all units of the computer communicate with each other? 9. What is the additional job of the input? 10. What is the additional function of the output?

2. Поставьте глаголы в форму Past Simple или Present Perfect.

1. I _____ (never/ be) to the USA. I _____ (want) to go there last summer but I couldn't.
2. He _____ (live) in this street all his life.
3. His father _____ (come back) to London last Sunday.
4. Yan _____ (write) a letter to Nick two days ago.
5. He _____ (send) his letter yesterday.
6. They _____ (just/ buy) some postcards.

3. Выберите правильный вариант.

1. She has /'s had a moped since she was 15.
2. We took /'ve taken a taxi to town that morning.
3. We played /'ve played volleyball last night
4. I'm really hungry. I didn't eat / haven't eaten since last night.
5. They visited/ 've visited Colorado last summer.

Практическое занятие № 20.

Тема: Контрольная работа.

Цель: Контроль лексических и грамматических навыков, словарного запаса обучающихся.

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

Вариант I

1. **Вставьте глаголы в Present Simple:**
   1. We_____ (not/speak) French.
   2. A lot of teenagers_____ (play) computer games.
   3. _____ (you/study) English every day?
   4. He _____ (visit) his grandmother twice a year.

2. **Вставьте глаголы в Past Simple:**
   1. Mary _____ (go) to school yesterday.
   2. _____ (you/go) to the cinema on Sunday?

3. He _____ (not/pass) his exam last week.
4. She _____ (see) him two days ago.

3. Вставьте глаголы в Present, Past или Future Simple:

1. He_____(to be) a student twenty years ago.
2. She _____(call) you in a few minutes.
3. _____(you/buy) milk yesterday?
4. I _____ (get up) at 7 am every morning.

4. Выберите соответствующую форму глагола Future Simple или to be going to:

1. I _____(call) you. I promise.
2. _____ (you /help) me, please?
3. I think he _____(not/pass) his driving test.
4. I have some plans for Monday. I _____ (visit) my sister.

Вариант II

1. Вставьте глаголы в Present Simple:

1. My father _____ (work) in a bank.
2. I _____ (watch) TV every day.
3. _____ (you/speak) English?
4. She _____ (not/go) to school on Sunday.

2. Вставьте глаголы в Past Simple:

1. I _____ (do) my homework in the evening.
2. He _____(not/write) a letter to his aunt.
3. _____ (you/go) for a walk?
4. He _____(buy) some apples for dinner.

3. Вставьте глаголы в Present, Past или Future Simple:

1. He _____ (to be) in Moscow tomorrow.
2. My sister _____ (fall) ill last week.
3. British people _____ (like) drinking tea a lot.
4. Good-bye! I _____ (call) you next week.

4. Выберите соответствующую форму глагола Future Simple или to be going to:

1. What _____ (you/do) tomorrow evening?
2. The doctor _____ (to be) here in five minutes.
3. He won't be at home. He _____ (leave) Moscow tonight.
4. Do you think she _____ (call) us tomorrow?

Практическое занятие № 21.

Тема: Итоговое занятие.

Цель: Контроль умений и навыков практического владения английским языком.

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

Контрольные задания к дифференцированному зачету

II курс

Лексический материал	Грамматический материал

1.Программирование	3. Present Perfect Tense
2. Программное обеспечение	4. Past Perfect Tense

Вариант I

1. Прочтите и переведите текст, выполните задания к тексту.

COMPUTER PROGRAMMING

Programming is the process of preparing a set of coded instructions which enables the computer to solve specific problems or to perform specific functions. 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 expressed in mathematical terms, it contains formulae, equations and calculations. But the computer cannot manipulate formulae, equations and calculations. Any problem must be specially processed for the computer to understand it, that is — coded or programmed.

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

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

The second technique for planning program logic is called pseudocode. Pseudocode is an imitation of actual program instructions. It allows a program-like structure without the bur den of programming rules to follow. Pseudocode has three basic structures: sequence, decision, and looping logic. With these three structures, any required logic can be expressed.

2. Ответьте на вопросы, используя информацию текста.

1. What is programming? 2. What is the essence of programming? 3. What should be done with the problem before processing by the computer'M. What is a program? 5? What are instructions? 6. What are the main techniques for planning the program logic?[N]'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?

3.Найдите в тексте английские эквиваленты следующих словосочетаний:

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

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

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-

performance program; off-line program; on-line program; operating (-system) program; processing program; protected-mode program; remote program; running program; self-loading program,simulation program; support program; utility program; virus- detection program; watch-dog program.
Программа в двоичном коде; прикладная программа; (не) совместимая программа; бесплатная программа; программа отладки; сторожевая программа; дистанционная программа; программа моделирования; сервисная программа; вспомогательная программа; программа для доступа (к данным); заархивированная программа; программа, работающая с базой данных; обучающая программа; программа, выполняемая с большой скоростью; универсальная программа; программа, выполняемая в защищенном режиме; программа обработки данных; программа операционной системы (системная программа); выполняемая программа; сетевая /несетевая программа; самозагружающаяся программа; часто используемая (распространенная) программа; программа управления; программа обнаружения вирусов.

5. Поставьте предложения в Present Perfect:
1. She.....(just break) a vase.
2. We.....(already clean) the room.
3. I.....(just make) the bed.
4. He.....(phone) his friend.
5. It.....(start) raining.
6. A little girl.....(cut) her finger.

6. Что обозначает -'s— (has или is)? Напишите предложения без сокращений:
1. She's gone to the shop.
2. She's very angry.
3. I think Emily's right.
4. He's lived here for ten years.
5. He's always hungry.
6. What's happened?

Вариант II

1. Прочтите и переведите текст, выполните задания к тексту.

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, 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 is referred 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.

Firmware is a term that is commonly used to describe certain programs that are stored in ROM.

Firmware often refers to a sequence of instructions (software) that is substituted for hardware. For example, in an instance where cost is more important than performance, the computer system architect might decide not to use special electronic circuits (hardware) to multiply two numbers, but instead write instructions (software) to cause the machine to accomplish the same function by repeated use of circuits already designed to perform addition.

2. 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 prepares systems software? 7. What are applications software? 8. What problems do applications software solve? 9. What is firmware? 10. How can a computer system architect use firmware?

3.Найдите в тексте английские эквиваленты следующих словосочетаний:

Видимые устройства; система обработки данных; аппаратное обеспечение; набор компьютерных программ; соответствующая документация; эффективная работа; системное программное обеспечение; прикладное программное обеспечение; системный программист; платежная ведомость; переучет; анализ инвестиций; прикладная программа; работающий только в режиме чтения; постоянное запоминающее устройство; последовательность команд; в случае; производительность; электронная цепь; умножать числа; заставить машину выполнять ту же функцию; выполнять сложение.

4. Раскройте скобки, поставив глаголы в Past Perfect:

Образец: *Mr And Mrs Davis were in an airplane.*
They were very nervous as the plane took off because they had never flown before (fly).

1. My best friend, Kevin, was no longer there. He ... (go) away.
2. The local cinema was no longer open. It ... (close) down.
3. Mr Johnson was no longer alive. He ... (die).
4. I didn't recognize Mrs Johnson. She ... (change) a lot.
5. Bill no longer had his car. He ... (sell) it.
6. The woman was a complete stranger to me. I ... (see) before.

5. Раскройтескобки, употребляяглаголыв Past Simple или Past Perfect:

1. Tom (to return) from the cinema at five o'clock.
2. Tom (to return) from the cinema by five o'clock.
3. I (to finish) my homework at seven o'clock.
4. I (to finish) my homework by seven o'clock.
5. He (to think) that he (to lose) the money.
6. Ann (to tell) me that she (to see) an interesting film.

3 КУРС 5 СЕМЕСТР
ХРАНЕНИЕ И ПЕРЕДАЧА ИНФОРМАЦИИ

Практическое занятие № 1.

Тема: Запоминающее устройство. Страдательный залог времен Continuous.
Цель: Введение и закрепление лексического и грамматического материала.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Прочитать и перевести слова, текст, упр.1-5.

Topical vocabulary

primary / secondary storage — первичное / вторичное запоминающее устройство
main storage — основная память; оперативное запоминающее устройство
internal storage — внутреннее ЗУ
sequence — последовательность; порядок следования
intermediate results — промежуточные результаты
ongoing process — продолжающий (ся), постоянный процесс
similarity — сходство; подобие
to retain — сохранять; удерживать
to locate — размещать(ся); располагать(ся)
value — значение, величина; значимость, ценность; оценка
binary digit — двоичная цифра; двоичный знак
adjacent — смежный; соседний; примыкающий
strings of characters — последовательность символов
consecutive — последовательный; смежный; соседний

STORAGE UNITS

Computer system architecture is organized around the primary storage unit because all data and instructions used by the computer system must pass through primary storage. Our discussion of computer system units will begin with the functions of the primary and secondary storage units. This leads to the examination of the central processing unit and from there to the consideration of the input and output units. Therefore, the sequence in which we'll describe the functional units of a digital computer is: 1) storage units, primary and secondary; 2) central processing unit; 3) input and output units.

As you know, there are primary and secondary storage units. Both contain data and the instructions for processing the data. Data as well as instructions must flow into and out of primary storage.

Primary storage is also called main storage or internal storage. The specific functions of internal storage are to hold (store): 1) all data to be processed; 2) intermediate results of processing; 3) final results of processing; 4) all the instructions required for ongoing process. Another name for primary storage is memory, because of its similarity to a function of the human brain. However, computer storage differs from human memory in important respects. Computer memory must be able to retain very large numbers of symbol combinations, without forgetting or changing any details. It must be able to locate all its contents quickly upon demand. The combinations of characters, that is, the letters, numbers, and special symbols by which we usually communicate, are coded. The codes used by computer designers are based upon a number system that has only two possible values, 0 and 1. A number system with only two digits, 0 and 1, is called *a binary number system.* Each binary digit is called a bit, from binary digit. As the information capacity of a single bit is limited to 2 alternatives, codes used by computer designers are based upon combinations of bits. These combinations are called *binary codes.* The most common binary codes are 8-bit codes because an 8-bit code provides for 2/8, or 256 unique combinations of l's and 0's, and this is more than adequate to represent all of the characters by which we communicate.

Data in the form of coded characters are stored in adjacent storage locations in main memory in two principal ways : 1) as "strings" of characters — in bytes; and 2) within fixed-size "boxes" — in words. A fixed number of consecutive bits that represent a character is called *a byte.* The most common byte size is

8-bit byte. *Words* are usually 1 or more bytes in length.

Secondary storage. Primary storage is expensive because each bit is represented by a high-speed device, such as a semiconductor. A million bytes (that is, 8 million bits) is a large amount of primary storage. Often it is necessary to store many millions, sometimes billions, of bytes of data. Therefore slower, less expensive storage units are available for computer systems. These units are called *secondary storage.* Data are stored in them in the same binary codes as in main storage and are made available to main storage as needed.

1.Найдите в тексте английские эквиваленты следующих словосочетаний:
Функциональный блок; цифровой компьютер; устройство ввода; устройство управления; арифметико-логическое устройство; центральный процессор; структура компьютерной системы; первичное запоминающее устройство; вторичное ЗУ; рассмотрение; поэтому последовательность; оперативное ЗУ; внутренняя память; промежуточные результаты; подобие функции человеческого мозга; размещать содержимое по требованию; система счисления; двоичная система счисления; возможные величины; объем информации; двоичный код; смежные ячейки памяти; последовательность символов; быстродействующее устройство; полупроводник; доступный.

2.Вспомните значение новых слов и попытайтесь перевести словосочетания, употребляемые с этими словами.
Storage: available storage; buffer storage; computer storage; data storage; magnetic disk storage; magnetic tape storage; input storage; intermediate storage; internal storage; laser storage; main storage; primary storage; secondary storage; sequential- access storage; variable storage; virtual storage.
Value: absolute value; acceptable value; additional value; binary value; byte value; character value; constant value; correct value; data value; digit value; discrete values; invalid value; negative value; numerical value; output value; valid value.
Digit: binary digit; binary-coded digit; check digit; information digit; input digit; nonsignificant digit; significant digit; digit-by-digit.
Sequence: out of sequence; alphabetic sequence; arithmetic sequence; binary sequence; character sequence; code sequence; instruction sequence; data sequence; digital sequence; historical sequence; increasing sequence; program sequence; string sequence.

3. Put the verbs in brackets into the Present Continuous Passive.
1. The letter _____ (write) now.
2. The oranges _____ (buy) now.
3. Sandwiches _____ (make) now.
4. The newspaper _____ (not/read) at the moment.
5. The song _____ (not/sing) now.
6. _____the candles _____ (light) now?
7. What lecture _____ (give) now?
8. Whose report _____ (listen) to at the moment?
9. _____ the news _____ (report) at the moment?
10. _____the interview_____ (give) now?

4. Complete the answers to the questions using the Past Continuous Passive.
1. Did she return you the CD yesterday? – No, it _____ (listen) to.
2. Why didn't you put that black shirt on? – It _____ (wash).
3. Why didn't he hear the doorbell? – The carpet _____ (vacuum).
4. Did the teacher check your test yesterday? – No, it _____ (check).
5. Did they find a solution to that problem? – No, it _____ (discuss).
6. Why didn't you try the cake? – It _____ (bake).
7. Could he take the documents yesterday? – No, they_____ (type).

Практическое занятие № 2.

Тема: Запоминающее устройство. Страдательный залог времен Continuous
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Ответить на вопросы, упр.2.

Topical vocabulary
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intermediate results — промежуточные результаты
ongoing process — продолжающий (ся), постоянный процесс
similarity — сходство; подобие
to retain — сохранять; удерживать
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binary digit — двоичная цифра; двоичный знак
adjacent — смежный; соседний; примыкающий
strings of characters — последовательность символов
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Primary storage is also called main storage or internal storage. The specific functions of internal storage are to hold (store): 1) all data to be processed; 2) intermediate results of processing; 3) final results of processing; 4) all the instructions required for ongoing process. Another name for primary storage is memory, because of its similarity to a function of the human brain. However, computer storage differs from human memory in important respects. Computer memory must be able to retain very large numbers of symbol combinations, without forgetting or changing any details. It must be able to locate all its contents quickly upon demand. The combinations of characters, that is, the letters, numbers, and special symbols by which we usually communicate, are coded. The codes used by computer designers are based upon a number system that has only two possible values, 0 and 1. A number system with only two digits, 0 and 1, is called *a binary number system.* Each binary digit is called a bit, from binary digit. As the information capacity of a single bit is limited to 2 alternatives, codes used by computer designers are based upon combinations of bits. These combinations are called *binary codes.* The most common binary codes are 8-bit codes because an 8-bit code provides for 2/8, or 256 unique combinations of l's and 0's, and this is more than adequate to represent all of the characters by which we communicate.

Data in the form of coded characters are stored in adjacent storage locations in main memory in two principal ways : 1) as "strings" of characters — in bytes; and 2) within fixed-size "boxes" — in words. A fixed number of consecutive bits that represent a character is called *a byte.* The most common byte size is 8-bit byte. *Words* are usually 1 or more bytes in length.

Secondary storage. Primary storage is expensive because each bit is represented by a high-speed device, such as a semiconductor. A million bytes (that is, 8 million bits) is a large amount of primary storage. Often it is necessary to store many millions, sometimes billions, of bytes of data. Therefore slower,

less expensive storage units are available for computer systems. These units are called *secondary storage.* Data are stored in them in the same binary codes as in main storage and are made available to main storage as needed.

1. Ответьте на вопросы, используя информацию текста.
1. What are the functional units of a digital computer? 2. What units make up the central processing unit? 3. How is computer system organized? 4. What are the two main types of storage units? 5. What do they contain? 6. What is the function of a primary storage? 7. Why is primary storage often called memory? 8. In what respect does computer memory differ from human memory? 9. What are codes based on? 10. What is secondary storage and what is it used for?

2. Put the verbs in brackets into the Present Continuous Passive.
1. The letter _____ (write) now.
2. The oranges _____ (buy) now.
3. Sandwiches _____ (make) now.
4. The newspaper _____ (not/read) at the moment.
5. The song _____ (not/sing) now.
6. _____the candles _____ (light) now?
7. What lecture _____ (give) now?
8. Whose report _____ (listen) to at the moment?
9. _____ the news _____ (report) at the moment?
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3. Complete the answers to the questions using the Past Continuous Passive.
1. Did she return you the CD yesterday? – No, it _____ (listen) to.
2. Why didn't you put that black shirt on? – It _____ (wash).
3. Why didn't he hear the doorbell? – The carpet _____ (vacuum).
4. Did the teacher check your test yesterday? – No, it _____ (check).
5. Did they find a solution to that problem? – No, it _____ (discuss).
6. Why didn't you try the cake? – It _____ (bake).
7. Could he take the documents yesterday? – No, they_____ (type).

Практическое занятие № 3.

Тема: Устройства хранения информации. Страдательный залог времен Perfect.
Цель: Введение и закрепление лексического и грамматического материала.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Прочитать и перевести слова, текст, упр.1-4.

Topical vocabulary
medium — носитель; среда
capacity — емкость; объем (памяти); пропускная способность
media capacity — емкость носителя
data access time — время доступа к данным
per bit — на единицу информации
to transfer — передавать(ся); переносить(ся); пересылаться)
archival storage — архивное ЗУ; архивная память
to depend — зависеть от; полагаться, рассчитывать на
to rotate — вращать(ся); чередовать(ся); сменять(ся)
reason — причина; основание; довод; обосновывать; делать вывод
solid-state device — твердотельный прибор
magnetic core — магнитный сердечник
bipolar semiconductor — биполярный полупроводник

metal-oxide semiconductor (MOS) — структура металл- оксид-полупроводник
randomly — произвольно
random-access memory (RAM) — оперативное запоминающее устройство (ОЗУ)
sound recording — звукозапись
to arrange — размещать; располагать; устанавливать; монтировать
tape device — ЗУ на магнитной ленте
to range — классифицировать; располагать в порядке; лежать в диапазоне
magnetic disc storage — ЗУ на магнитном диске
moving-head device — устройство с двигающейся головкой
predominant — преобладающий; доминирующий
flexible —гибкий; настраиваемый; изменяемый
floppy (disk) — гибкий диск(ета); ЗУ на гибком диске
to meet the demands — удовлетворять потребности

STORAGE DEVICES

Storage media are classified as primary storage or secondary storage on the basis of combinations of cost, capacity, and access time. The ***cost*** of storage devices is expressed as the cost per bit of data stored. The time required for the computer to locate and transfer data to and from a storage medium is called the ***access time*** for that medium. ***Capacities*** range from a few hundred bytes of primary storage for very small computers to many billions of bytes of archival storage for very large computer systems.

Memories may be classified as ***electronic*** or ***electromechanical.*** Electronic memories have no moving mechanical parts, and data can be transferred into and out of them at very high speeds. Electromechanical memories depend upon moving mechanical parts for their operation, such as mechanisms for rotating magnetic tapes and disks. Their data access time is longer than is that of electronic memories; however they cost less per bit stored and have larger capacities for data storage. For these reasons most computer systems use electronic memory for primary storage and electromechanical memory for secondary storage.

Primary storage has the least capacity and is the most expensive; ^however, it has the fastest access time. The principal primary storage circuit elements are solid-state devices: magnetic cores and semiconductors/For many years magnetic cores were the principal elements used in digital computers for primary storage. The two principal types of semiconductors used for memory are bipolar and metal-oxide semiconductors (MOS). The former is faster, the latter is more commonly used at present. Because data can be accessed randomly, semiconductor memories are referred to as ***random-access memory,*** or RAM.

There is a wide range of ***secondary storage devices.*** Typical hardware devices are rotating electromechanical devices. Magnetic ***tapes, disks, and drums*** are the secondary storage hardware most often used in computer systems for sequential processing. Magnetic tape, which was invented by the Germans during World War 11 for sound recording, is the oldest secondary storage medium in common use. Data are recorded in the form of small magnetized “dots” that can be arranged to represent coded patterns of bits.

Tape devices range from large-capacity, high-data-rate units used with large data processing systems to ***cassettes*** and ***cartridges*** used with small systems. Magnetic disk storage, introduced in the early 1960s, has replaced magnetic tape as the main method of secondary storage. As contrasted with magnetic tapes, magnetic discs can perform both sequential and random processing. They are classified as moving-head, fixed-head, or combination moving-head and fixed-head devices. Magnetic discs are the predominant secondary storage media. They include flexible, or floppy discs, called diskettes. The “floppies” were introduced by IBM in 1972 and are still a popular storage medium to meet the demands of the microcomputer market.

1. Найдите в тексте английские эквиваленты следующих словосочетаний:
Запоминающие устройства; носители памяти; первичные ЗУ; вторичные ЗУ; время доступа; стоимость ЗУ; диапазон емкости памяти; архивная память; движущиеся механические части; вращающиеся магнитные ленты и диски; по этим причинам; твердотельные устройства; магнитные

сердечники; полупроводники; оперативное ЗУ; аппаратное обеспечение вторичной памяти; звукозапись; намагниченные точки; представлять зашифрованную комбинацию единиц информации; в отличие от магнитных лент; последовательная и произвольная обработка; устройства с движущейся и фиксированной головкой; удовлетворять потребности; гибкий диск.

2. Use Present Perfect Active or Passive of the verbs in brackets to complete the sentences.

1. Peter ... (to break) the window.
2. The exercise ... (to write) already.
3. The text ... (to translate) by Victor.
4. The teacher just ... (to explain) the new rule.
5. We (to learn) the Passive Voice already.
6. A new school ... (to build) in this street.

3. Translate into English using Present Perfect Active or Passive.

1. Я только что купил газету
2. Телевизор только что выключили.
3. Он уже ответил на вопрос
4. Слова только что написали на доске
5. Мы уже говорили об этом
6. Все ответы уже даны.
7. Об этом только что сказали по радио.
8. Я уже смотрел этот фильм
9. Мне ничего об этом не говорили
10. Все предложения уже написаны.

Практическое занятие № 4.

Тема: Устройства хранения информации. Страдательный залог времен Perfect.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Ответить на вопросы, упр.2-3.

Topical vocabulary
medium — носитель; среда
capacity — емкость; объем (памяти); пропускная способность
media capacity — емкость носителя
data access time — время доступа к данным
per bit — на единицу информации
to transfer — передавать(ся); переносить(ся); пересылаться)
archival storage — архивное ЗУ; архивная память
to depend — зависеть от; полагаться, рассчитывать на
to rotate — вращать(ся); чередовать(ся); сменять(ся)
reason — причина; основание; довод; обосновывать; делать вывод
solid-state device — твердотельный прибор
magnetic core — магнитный сердечник
bipolar semiconductor — биполярный полупроводник
metal-oxide semiconductor (MOS) — структура металл- оксид-полупроводник
randomly — произвольно

random-access memory (RAM) — оперативное запоминающее устройство (ОЗУ)
sound recording — звукозапись
to arrange — размещать; располагать; устанавливать; монтировать
tape device — ЗУ на магнитной ленте
to range — классифицировать; располагать в порядке; лежать в диапазоне
magnetic disc storage — ЗУ на магнитном диске
moving-head device — устройство с двигающейся головкой
predominant — преобладающий; доминирующий
flexible —гибкий; настраиваемый; изменяемый
floppy (disk) — гибкий диск(ета); ЗУ на гибком диске
to meet the demands — удовлетворять потребности

STORAGE DEVICES

Storage media are classified as primary storage or secondary storage on the basis of combinations of cost, capacity, and access time. The ***cost*** of storage devices is expressed as the cost per bit of data stored. The time required for the computer to locate and transfer data to and from a storage medium is called the ***access time*** for that medium. ***Capacities*** range from a few hundred bytes of primary storage for very small computers to many billions of bytes of archival storage for very large computer systems.

Memories may be classified as ***electronic*** or ***electromechanical.*** Electronic memories have no moving mechanical parts, and data can be transferred into and out of them at very high speeds. Electromechanical memories depend upon moving mechanical parts for their operation, such as mechanisms for rotating magnetic tapes and disks. Their data access time is longer than is that of electronic memories; however they cost less per bit stored and have larger capacities for data storage. For these reasons most computer systems use electronic memory for primary storage and electromechanical memory for secondary storage.

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1. Ответьте на вопросы, используя информацию текста.

1. How are storage media classified? 2. How is the cost of storage devices expressed? 3. What is the access time for storage media? 4. How does the storage capacity range? 5. What are the two main types of storage devices? 6. What are electronic storage devices? 7. What are the principal primary storage circuit elements? 8. What are the main secondary storage devices? 9. What is the oldest secondary medium and when was it invented? 10. What is a floppy?

2. Change the sentences with Present Perfect Active into Present Perfect Passive.

Example: I have already finished my work. My work ... — My work has already been finished.

1. I have already taken the books back to the library. The books ...
2. She has just posted those letters. Those letters ...
3. The teacher has already checked my test. My test ... —
4. He has lost the key. The key ...
5. We have opened all the windows. All the windows ... '
6. I have bought bread on the way home. Bread ...
7. I have done this exercise. This exercise ...

3. Imagine that your classroom and the school yard have been thoroughly cleaned. Say what has been done by whom.

Example The windows ... (to wash) — The windows have been washed by the girls.

1. The desks ... (to wash)
2. The flowers ... (to water)
3. The floor ... (to mop)
4. The furniture ... (to dust)
5. The grass ... (to cut)
6. The trees ... (to cut)

Практическое занятие № 5.

Тема: Компьютерная сеть. Интернет. Страдательный залог. Вопросительные и отрицательные формы.

Цель: Введение и закрепление лексического и грамматического материала

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

Задание: Прочитать и перевести слова, текст, упр. 1-4.

THE INTERNET, THE INTRANET, AND NETWORKS

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, booking airline 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.

The Internet is an International computer Network made up of thousands of networks linked together. All these computers communicate with one another; they share data, resources, transfer information, etc. To do it they need to use the same language or protocol: TCP / IP (Transmission Control Protocol / Internet Protocol) and every computer is given an address or IP number. This number is a way to identify the computer on the Internet.

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 (modulator-demodulator) 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. Some firms open up their intranets to other selected users through an extranet, a network of computers that permits selected companies and organizations to access the same information. An extranet allows users to share data, process orders, and manage information.

Both the Internet and intranets are examples of a computer network. Today, two basic types of networks affect the way people obtain data and information. A wide-area network (WAN) is a network that connects computers over a large geographic area. The world's most popular WAN is the Internet. A local-area network (LAN) is a network that connects computers that are in close proximity to each other, such as an office building or a college campus.

Most networks are linked with cables or wires but new Wi-Fi, wireless fidelity, technologies allow the creation of WLANs, where cables or wires are replaced by radio waves.

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) – протокол управления передачей
IP number (Internet Protocol Number) – IP-номер, IP-адрес
World Wide Web – всемирная паутина, сеть
interconnected – взаимосвязанный
to convert – преобразовывать
to transmit – передавать
Internet service provider – провайдер услуг Интернета
phone plugs – телефонные разъёмы
dial-up telephone connection – (коммутируемое) соединение по телефонной линии
digital subscriber line (DSL) – цифровая абонентская линия
cable broadband – кабельные широкополосные соединения
broadband technology – широкополосная технология; технология широкополосных передач
fiber-optic – волоконно-оптический
wireless – беспроводной
to compress data – сжимать (уплотнять) данные
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appliances – бытовые электроприборы
to integrate – объединять
personal digital assistant (PDA) – персональный цифровой секретарь (тип сверхлёгкого миниатюрного ПК)
to enable – давать возможность
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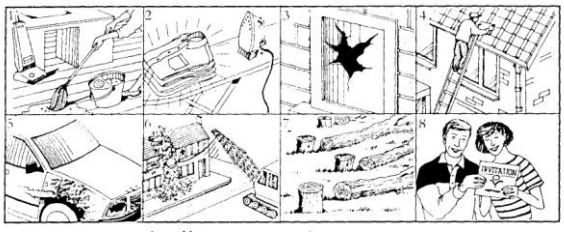
in a close proximity – в тесной близости, вблизи
WLAN – беспроводная ЛВС

1.Выберите правильный вариант ответа:
1. Information technology relates to processes and applications that create new methods *to send sounds and signals through space by means of electromagnetic waves / to solve problems, perform tasks, and manage communication.*
2. Simply put, Information technology is the use of computers and software to manage *the information society / information systems / information.*
3. IT plays a *major / secondary* role in the 21st century world; our economic productivity is based *less / more* on technology than on any other advance.
4. The IP number is the abbreviation for *Internet Provider number / Internet Protocol number / Intel Processor number.*

5. Although most of us think that the Internet began in the early 1990s, its origins can actually be traced to *the late1930s / the late 1940s / the late 1950s.*
6. *The Internet / the World Wide Web* is the global information system that links many computer networks together.
7. A collection of interconnected files or pages of audio, visual, and text data within the Internet is known as *Telnet / DSL / the Web.*
8. The modem *converts* the *different sounds / digital signals* that can be *transported / transmitted* over *telephone lines / TV cables.*
9. Simple telephone lines carry *smaller / larger* amounts of data at *quicker / slower* transfer speeds than DSLs and cable broadband.
10. Wi-Fi – short for *wired fidelity / wireless fidelity* – is a *wireless / wired* network that connects various devices and allows them to communicate with one another through *radio waves / telephone lines.*

2.Опишите то, что вы видите на картинках № 1, 4, 6. Используйте *the present continuous (is/are being ...)*
Образец: *The bridge* ***is being painted at*** *the moment.*



1. (the room / clean) ……..
2. (the roof / repair) .....
4. (the houses / knock down) .....

3. Измените предложения и поставьте в форму *the past continuous passive (was/were being).*Переделайте предложения из действительного в страдательный залог:
Someone is cleaning the windows.- The windows are being cleaned by someone.

1. Somebody is using a computer right now/
2. They are building a new ring road round the city.
3. Grandfather is telling the children a funny story.
4. I think, somebody is following us.

Практическое занятие № 6.

Тема: Компьютерная сеть. Страдательный залог. Вопросительные и отрицательные формы.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Ответить на вопросы, упр.3-4.

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2. Simply put, Information technology is the use of computers and software to manage *the information society / information systems / information.*
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4. The IP number is the abbreviation for *Internet Provider number / Internet Protocol number / Intel Processor number.*
5. Although most of us think that the Internet began in the early 1990s, its origins can actually be traced to *the late1930s / the late 1940s / the late 1950s.*
6. *The Internet / the World Wide Web* is the global information system that links many computer networks together.
7. A collection of interconnected files or pages of audio, visual, and text data within the Internet is known as *Telnet / DSL / the Web.*
8. The modem *converts* the *different sounds / digital signals* that can be *transported / transmitted* over *telephone lines / TV cables.*
9. Simple telephone lines carry *smaller / larger* amounts of data at *quicker / slower* transfer speeds than DSLs and cable broadband.
10. Wi-Fi – short for *wired fidelity / wireless fidelity* – is a *wireless / wired* network that connects various devices and allows them to communicate with one another through *radio waves / telephone lines.*

2. Ответьте на вопросы.
1. 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?
3. Characterize broadband technology.
4. What is Wi-Fi?
5. What is an intranet? An extranet? How are they used?
6. Distinguish between WAN and LAN.
7. Explain what WLANS are.

3. Present Continuous Passive or Present Simple Passive?
1. Papers (deliver) usually at 8 in the morning, they (look through) at the moment and you will get you soon.
2. Dresses (make) preferably of cotton in hot countries. This wonderful costume (make) specially for this performance now.
3. – What strange sounds!
   - Oh, our piano (tune).
4. – Where is your car?
   - It (fill) in the garage at the moment.
5. The witness (question) by the police-inspector now.
6. Our luggage (examine) at the customs now. Any luggage going abroad(check) usually here.
7. All the contracts (sign) by the President.
8. You can’t use the fax now. It (fix).
9. Lots of people (operate on) in this clinic. And now unfortunately my uncle John (operate) on here.

4. Past Continuous Passive or Past Simple Passive?

1. Many towns (destroy) by the earquake in Japan last year.
2. He (throw) out of class for cheating.
3. The pop singers arrived at the airport and (welcome) by thousands of fans. Flowers (throw) at them all the way to the exit.
4. The exposition (open) when we drove up to the picture gallery.
5. He couldn't go out as his suit shirt (clean).
6. The petrol tank (fill) last week.
7. The naughty boy (teach) a very good lesson by his friends.

Практическое занятие № 7.

Тема: Компьютерная сеть. Страдательный залог. Вопросительные и отрицательные формы
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Составить пересказ текста, упр.3-4.

THE INTERNET, THE INTRANET, AND NETWORKS

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, booking airline 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.

The Internet is an International computer Network made up of thousands of networks linked together. All these computers communicate with one another; they share data, resources, transfer information, etc. To do it they need to use the same language or protocol: TCP / IP (Transmission Control Protocol / Internet Protocol) and every computer is given an address or IP number. This number is a way to identify the computer on the Internet.

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 (modulator-demodulator) 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. Some firms open up their intranets to other selected users through an extranet, a network of computers that permits selected companies and organizations to access the same information. An extranet allows users to share data, process orders, and manage information.

Both the Internet and intranets are examples of a computer network. Today, two basic types of networks affect the way people obtain data and information. A wide-area network (WAN) is a network that connects computers over a large geographic area. The world's most popular WAN is the Internet. A local-area network (LAN) is a network that connects computers that are in close proximity to each other, such as an office building or a college campus.

Most networks are linked with cables or wires but new Wi-Fi, wireless fidelity, technologies allow the creation of WLANs, where cables or wires are replaced by radio waves.

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) – протокол управления передачей
IP number (Internet Protocol Number) – IP-номер, IP-адрес
World Wide Web – всемирная паутина, сеть
interconnected – взаимосвязанный
to convert – преобразовывать
to transmit – передавать
Internet service provider – провайдер услуг Интернета

phone plugs – телефонные разъёмы
dial-up telephone connection – (коммутируемое) соединение по телефонной линии
digital subscriber line (DSL) – цифровая абонентская линия
cable broadband – кабельные широкополосные соединения
broadband technology – широкополосная технология; технология широкополосных передач
fiber-optic – волоконно-оптический
wireless – беспроводной
to compress data – сжимать (уплотнять) данные
to access the Internet – иметь доступ в Интернет
Wi-Fi (wireless fidelity) – беспроводная точность
radio waves – 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 – в тесной близости, вблизи
WLAN – беспроводная ЛВС

1.Выберите правильный вариант ответа:

1. Information technology relates to processes and applications that create new methods *to send sounds and signals through space by means of electromagnetic waves / to solve problems, perform tasks, and manage communication.*
2. Simply put, Information technology is the use of computers and software to manage *the information society / information systems / information.*
3. IT plays a *major / secondary* role in the 21st century world; our economic productivity is based *less / more* on technology than on any other advance.
4. The IP number is the abbreviation for *Internet Provider number / Internet Protocol number / Intel Processor number.*
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10. Wi-Fi – short for *wired fidelity / wireless fidelity* – is a *wireless / wired* network that connects various devices and allows them to communicate with one another through *radio waves / telephone lines.*

2. Ответьте на вопросы.

1. 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?
3. Characterize broadband technology.
4. What is Wi-Fi?
5. What is an intranet? An extranet? How are they used?
6. Distinguish between WAN and LAN.
7. Explain what WLANS are.

3. Измените предложения, поставив их в Present Perfect Passive.

1. The neighbour has told us the news.
2. Someone has sent John a mysterious letter.
3. Many people have seen a UFO in this area.
4. Have they watered the plants?
5. The secretary has already sent all the documents to Mr. Smith.
6. They have offered Michael an excellent job in a British company.
7. Someone has used the computer without permission.

Практическое занятие № 8.

Тема: Система Wi-fi. Страдательный залог. Повторение.
Цель: Введение и закрепление лексического и грамматического материала.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Прочитать и перевести слова, текст, упр.1-3.

Wi-Fi

Wi-Fi is the term very popular around the world which designates a high frequency wireless local network (WLAN). The word Wi-Fi is a pun on hi-fi and was invented to replace the old long name "IEEE 802.11b Direct Sequence Spread Spectrum".

The Wi-Fi is a protocol of wireless data transmission which helps to connect some computers in a network, or it is simple to connect them to the Internet, with a small radius of the action, using radio waves.

To connect to a Wi-Fi LAN, a computer has to be equipped with a wireless network interface controller. The combination of a computer and an interface controller is called a station. All stations share a single radio frequency
communication channel. Transmissions on this channel are received by all stations within the range. The hardware does not signal the user that the transmission was delivered and is therefore called a best-effort delivery mechanism. A carrier wave is used to transmit the data in packets, referred to as "Ethernet frames". Each station is constantly tuned in on the radio frequency communication channel to pick up available transmissions.

Wi-Fi can be used for signal distribution in the apartment or a conference room, or even on distance in some kilometers. One point of access of Wi-Fi can provide action radius to 100-200meters. Besides home and office networks, Wi-Fi was widely adopted in the sphere of the organization of public Internet access.

Many devices can use Wi-Fi, e.g., personal computers, video-games consoles, smartphones, some digital cameras, tablet computers and digital audio players. These can connect to a network resource such as the Internet via a wireless network access point. Such an access point (or hotspot) has a range of about 20meters (66feet) indoors and a greater range outdoors. Hotspot coverage can comprise an area as small as a single room with walls that block radio waves, or as large as many square kilometers achieved by using

multiple overlapping access points. Coverage in the larger area may require a group of access points with overlapping coverage.

The Wi-Fi technology allows to solve three important problems:

1. to simplify communication with the mobile computer;
2. to provide comfortable conditions for work to the business partners who have come to an office with the laptop;
3. to create a local network in rooms where laying of a cable is impossible.

Wi-Fi is a set of global standards. Unlike cell phones, the equipment can work with Wi-Fi in different countries worldwide.

Wi-Fi can be less secure than wired connections (such as Ethernet) because an intruder does not need a physical connection. Web pages that use SSL are secure but unencrypted internet access can easily be detected by intruders. Because of this, Wi-Fi has adopted various encryption technologies.

There are many different types of Wi-Fi (IEEE 802.11) standards, some of the more commonly known ones are Wireless A,B,G,N and now the newly suggested AC & AD. The major difference between these standards is the distance which devices can connect to the access points and the speed (bandwidth) at which these devices can go. Routers that incorporate a digital subscriber line modem or a cable modem and a Wi-Fi access point, often set up in homes and other buildings, provide Internet access and internetworking to all devices connected to them, wirelessly or via cable.

Similarly, there are battery-powered routers that include a cellular mobile Internet radio modem and Wi-Fi access point.

Most wireless networks use one of two frequency bands. These are not the only two bands, but probably those used most widely, by common users. One of the bands is at around 2.4 GHz, and the other is at 5 GHz. Both of these bands have benefits and drawbacks: The 2.4 GHz band is widely used, and devices are usually cheaper.

The main problem is that only three or four devices can be used at the same time, without their communication interfering. Another problem is that microwave ovens, baby phones, DECT telephones and other wireless devices mostly use the 2.4 GHz band. Using the 5 GHz band increases the number of devices to around 19, but there are more rules for using it. In some places, the 5 GHz band may not be used outdoors. Because less devices use the 5 GHz band, devices that do are often more expensive.

The World Health Organization says that Wi-Fi is not dangerous.

Topical vocabulary

IEEE: Institute of Electrical and Electronics Engineers
SSL: Secure Socket Layer
DECT: Digital Enhanced Cordless Telecommunications

WORD COMBINATIONS AND PHRASES

to be a pun on to have benefits and drawbacks
signal distribution without interfering
hotspot coverage to be dangerous
to comprise an area wired connections
overlapping access points to be detected by intruders
to be less secure a radius of the action
to replace the name frequency bands

1. Переведите словосочетания из текста с русского на английский.

Набор глобальных стандартов, высокочастотная сеть, спектр расширения, создать локальную сеть, беспроводная передача данных, упростить связь, надёжный (безопасный), физическое соединение, незашифрованный доступ, прокладка кабеля, соединять с пунктом доступа, увеличить, ширина полосы, пре-
имущества и недостатки, пульт управления видеоигрой, покрытие специальными пунктами доступа, технологии шифрования, заменить старое название, небольшой радиус действия,

передавать данные пакетами, несущая волна, постоянно настраиваться, частично совпадающие точки доступа.

Практическое занятие № 9.

Тема: Система Wi-fi. Страдательный залог. Повторение.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Упр.1.

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The main problem is that only three or four devices can be used at the same time, without their communication interfering. Another problem is that microwave ovens, baby phones, DECT telephones and other wireless devices mostly use the 2.4 GHz band. Using the 5 GHz band increases the number of devices to around 19, but there are more rules for using it. In some places, the 5 GHz band may not be used outdoors. Because less devices use the 5 GHz band, devices that do are often more expensive.

The World Health Organization says that Wi-Fi is not dangerous.

Topical vocabulary

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to comprise an area wired connections
overlapping access points to be detected by intruders
to be less secure a radius of the action
to replace the name frequency bands

1. Заполните пропуски предлогами. Переведите предложения.

1. Wi-Fi is a way of accessing the internet ….. using wires. 2. Most wireless networks use one …. two frequency bands. 3. Wi-Fi is a wireless brand owned ….. the Wi-Fi Alliance. 4. Wi-Fi has the limited radius … the action. 5. Wi-Fi technology provides comfortable conditions ….. work to the business partners. 6. Wi-Fi devices are widespread ….. the market. 7. Devices of different producers can interact …. A basic level of services.

Keys: *for, by, at, of, without, in, of.*

Практическое занятие № 10.

Тема: Система Bluetooth. Подготовка к контрольной работе.
Цель: Введение и закрепление лексического и грамматического материала.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Прочитать и перевести слова, текст, упр.1.

Topical vocabulary

Bluetooth – Блютус; технология беспроводной ближней связи, позволяющая объединять устройства разных типов для передачи речи и данных
short-range – ближнего радиуса действия
personal area network – персональная (личная) сеть
to clutter – загромождать
to unify – объединять
tribes – племена
headset – наушники с присоединённым микрофоном
aware – осведомлённый, знающий

flaw – недостаток, изъян
range – радиус действия
to range – колебаться
susceptible – восприимчивый; уязвимый
concern – (*зд.*) проблема
to expose – раскрывать, открывать
in the vicinity – поблизости
Bluesnarfing – «блюснарфинг»; хакерская атака, использующая технологию Bluetooth для доступа к данным,
содержащимся в сотовых телефонах
Bluebugging – «блюбагинг»; несанкционированная передача или изменение данных, осуществление телефонных звонков и прослушивания
intruder – злоумышленник; нарушитель
to eavesdrop – подслушивать
denial-of-service – отказ в обслуживании
exploit – (*зд.*) вторжение
inoperable – неработающий, нефункционирующий
to propagate – размножаться, распространяться
Simbian OS – ОС для сотовых телефонов, смартфонов и коммутаторов
to seize control – захватить контроль

WHAT IS BLUETOOTH?

Bluetooth, invented by Swedish telecom giant Ericsson, is a short-range wireless technology. With Bluetooth wireless technology, you can wirelessly connect your personal electronic devices, taking wireless technology for personal area networks (PANs) to a whole new level. So there's no need for you to clutter your office with cables connecting your gadgets – your printer, PC, mobile, fax machine, digital camera, and so on.

What is the meaning of a name? Names usually hold history and importance. Ericsson named its new wireless technology after King Harold Bluetooth. King Harold Bluetooth is famous for his efforts in "unifying" the tribes from Norway, Denmark, and Sweden. Ericsson's Bluetooth technology aims to unify and connect up to eight different electronic devices. Some of the options Bluetooth technology provides, include:

Hands-free headset for voice calls
Improved printing and fax options
Mobile phone application

Although **wireless security** is a hot topic these days, you seldom hear any conversations about the vulnerabilities in Bluetooth technology. However, there are a few experts aware of the flaw in Bluetooth, believing that it is one of the most inefficient technologies of modern times in regards to security.

Bluetooth was intended to be the basis of the PAN (personal area network) setting, providing a way for devices in close proximity to wirelessly communicate with each other. The range of these transmissions ranges from an estimated 1 to 100 meters, depending on the device's power. The most powerful class of Bluetooth devices has the ability to communicate at distances similar to a Wi-Fi network, which is typically more than 300 feet. Similar to a wireless computer network, Bluetooth is susceptible to a wide range of security threats.

Some people use Bluetooth to create temporary computer networks. This is commonly done in a corporate setting where staff members have a need to share files. When using Bluetooth to establish a network, computers interact directly with one another opposed to using a wireless access point. This means there is no centralized point of control, creating a major security concern as important data can be exposed to others using the Bluetooth network. Since the range for some classes of Bluetooth devices can be well over 300 feet, an outsider may be able to establish a link from your network even when not directly in the vicinity.

Bluetooth-enabled mobile phones are another concern. These devices often store personal information such as calendar information, home addresses, contact phone numbers and other sensitive data. Someone with a little knowledge on the technology can use it to hack into these phones and thieve that information, a practice more commonly termed as bluesnarfing.

Bluebugging is a similar **Bluetooth hacking** technique. It involves accessing a mobile phone's commands which allows an intruder to make calls, add, modify or delete contacts or eavesdrop on the victim's phone conversations. Bluetooth devices have also been targets of DoS attacks (denial-of-service) attacks. Similar to computer network exploits, this attack involves flooding a device with so may request it becomes inoperable as the battery quickly degrades.

Bluetooth technology has also been targeted by malware in the form of viruses and worms. One such infection is Cabir, a piece of malicious software that propagates to other Bluetooth-enabled devices using the Simbian OS. An attacker can use this type of exploit to erase phone numbers and contacts or completely seize control of someone else's phone.

Практическое занятие № 11.

Тема: Система Bluetooth. Подготовка к контрольной работе.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Составить вопросы к тексту, упр.1.

Topical vocabulary

Bluetooth – Блютус; технология беспроводной ближней связи, позволяющая объединять устройства разных типов для передачи речи и данных
short-range – ближнего радиуса действия
personal area network – персональная (личная) сеть
to clutter – загромождать
to unify – объединять
tribes – племена
headset – наушники с присоединённым микрофоном
aware – осведомлённый, знающий
flaw – недостаток, изъян
range – радиус действия
to range – колебаться
susceptible – восприимчивый; уязвимый
concern – (*зд.*) проблема
to expose – раскрывать, открывать
in the vicinity – поблизости
Bluesnarfing – «блюснарфинг»; хакерская атака, использующая технологию Bluetooth для доступа к данным,
содержащимся в сотовых телефонах
Bluebugging – «блюбагинг»; несанкционированная передача или изменение данных, осуществление телефонных звонков и прослушивания
intruder – злоумышленник; нарушитель
to eavesdrop – подслушивать
denial-of-service – отказ в обслуживании
exploit – (*зд.*) вторжение
inoperable – неработающий, нефункционирующий
to propagate – размножаться, распространяться
Simbian OS – ОС для сотовых телефонов, смартфонов и коммутаторов
to seize control – захватить контроль

WHAT IS BLUETOOTH?

Bluetooth, invented by Swedish telecom giant Ericsson, is a short-range wireless technology. With Bluetooth wireless technology, you can wirelessly connect your personal electronic devices, taking wireless technology for personal area networks (PANs) to a whole new level. So there's no need for you to clutter your office with cables connecting your gadgets – your printer, PC, mobile, fax machine, digital camera, and so on.

What is the meaning of a name? Names usually hold history and importance. Ericsson named its new wireless technology after King Harold Bluetooth. King Harold Bluetooth is famous for his efforts in "unifying" the tribes from Norway, Denmark, and Sweden. Ericsson's Bluetooth technology aims to unify and connect up to eight different electronic devices. Some of the options Bluetooth technology provides, include:

Hands-free headset for voice calls

Improved printing and fax options

Mobile phone application

Although **wireless security** is a hot topic these days, you seldom hear any conversations about the vulnerabilities in Bluetooth technology. However, there are a few experts aware of the flaw in Bluetooth, believing that it is one of the most inefficient technologies of modern times in regards to security.

Bluetooth was intended to be the basis of the PAN (personal area network) setting, providing a way for devices in close proximity to wirelessly communicate with each other. The range of these transmissions ranges from an estimated 1 to 100 meters, depending on the device's power. The most powerful class of Bluetooth devices has the ability to communicate at distances similar to a Wi-Fi network, which is typically more than 300 feet. Similar to a wireless computer network, Bluetooth is susceptible to a wide range of security threats.

Some people use Bluetooth to create temporary computer networks. This is commonly done in a corporate setting where staff members have a need to share files. When using Bluetooth to establish a network, computers interact directly with one another opposed to using a wireless access point. This means there is no centralized point of control, creating a major security concern as important data can be exposed to others using the Bluetooth network. Since the range for some classes of Bluetooth devices can be well over 300 feet, an outsider may be able to establish a link from your network even when not directly in the vicinity.

Bluetooth-enabled mobile phones are another concern. These devices often store personal information such as calendar information, home addresses, contact phone numbers and other sensitive data. Someone with a little knowledge on the technology can use it to hack into these phones and thieve that information, a practice more commonly termed as bluesnarfing.

Bluebugging is a similar **Bluetooth hacking** technique. It involves accessing a mobile phone's commands which allows an intruder to make calls, add, modify or delete contacts or eavesdrop on the victim's phone conversations. Bluetooth devices have also been targets of DoS attacks (denial-of-service) attacks. Similar to computer network exploits, this attack involves flooding a device with so may request it becomes inoperable as the battery quickly degrades.

Bluetooth technology has also been targeted by malware in the form of viruses and worms. One such infection is Cabir, a piece of malicious software that propagates to other Bluetooth-enabled devices using the Simbian OS. An attacker can use this type of exploit to erase phone numbers and contacts or completely seize control of someone else's phone.

Практическое занятие № 12.

Тема: Контрольная работа.

Цель: Контроль лексических и грамматических навыков, словарного запаса обучающихся.

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

Вариант I

1. **Совместите термины с их определениями:**

Inputting is	a serious of actions that convert data into useful information

Outputting is	a saving data or information so that they are available for initial processing
Data processing is	the process of entering data into a data processing system
Storing is	the processing of producing useful information

2. Образуйте вопросительную и отрицательную формы от данного предложения:

Memory consists of the main and secondary storage.

3. Раскройте скобки и поставьте глаголы в Simple Passive (is/are/was/were):

1. These shoes … (make) in Italy.
2. - Why didn't you fly to Moscow?
   - All the flights … (cancel) due to a snowstorm.
3. Foreign languages … (teach) in every school.
4. Our car …. (wash) yesterday.

4. Напишите предложения в Present Continuous Passive:

1. A stage/build/in the square.
2. The walls/paint/ in the kitchen.
3. The living room/clean/ at the moment.
4. You can't use the computer. It /use/right now.

Вариант II

1. Совместите термины с их определениями:

Accuracy	Computers are able to store vast amounts of information, to organize it .
Capacity of storage	Data, once entered, can be transmitted wherever needed by communications networks.
Speed	Once data have been entered correctly into the computer component of a data processing system, the possibility of error is reduced.
Ease of communication	The speed, at which computer data processing systems can respond, should be a fraction of a second.

2. Образуйте вопросительную и отрицательную формы от данного предложения:

The secondary memory has slow speed.

3. Раскройте скобки и поставьте глаголы в Simple Passive (is/are/was/were):

1. The plants … (water) every week.
2. My wallet … (steal) yesterday.
3. The house … (clean) twice a week.
4. Have you heard the news? The thief … (arrest) by the police.

4. Напишите предложения в Present Perfect Passive:

1. I'm going to the party. I/invite.
2. The fax machine/invent/by Alexander Bain.
3. This house/build/by my grandfather.
4. The letter/send/to the wrong address.

Практическое занятие № 13.

Тема: Итоговое занятие.
Цель: Контроль умений и навыков практического владения английским языком.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Контрольные задания к зачету

Лексические темы	Грамматические темы
1.Запоминающее устройство.	3. Страдательный залог Continuous
2. Устройство хранения информации	4. Страдательный залог Simple

Вариант I

1. Прочтите и переведите текст, выполните задания к тексту.

STORAGE UNITS

Computer system architecture is organized around the primary storage unit because all data and instructions used by the computer system must pass through primary storage. Our discussion of computer system units will begin with the functions of the primary and secondary storage units. This leads to the examination of the central processing unit and from there to the consideration of the input and output units. Therefore, the sequence in which we'll describe the functional units of a digital computer is: 1) storage units, primary and secondary; 2) central processing unit; 3) input and output units.

As you know, there are primary and secondary storage units. Both contain data and the instructions for processing the data. Data as well as instructions must flow into and out of primary storage.

Primary storage is also called main storage or internal storage. The specific functions of internal storage are to hold (store): 1) all data to be processed; 2) intermediate results of processing; 3) final results of processing; 4) all the instructions required for ongoing process. Another name for primary storage is memory, because of its similarity to a function of the human brain. However, computer storage differs from human memory in important respects. Computer memory must be able to retain very large numbers of symbol combinations, without forgetting or changing any details. It must be able to locate all its contents quickly upon demand. The combinations of characters, that is, the letters, numbers, and special symbols by which we usually communicate, are coded. The codes used by computer designers are based upon a number system that has only two possible values, 0 and 1. A number system with only two digits, 0 and 1, is called *a binary number system.* Each binary digit is called a bit, from binary digit. As the information capacity of a single bit is limited to 2 alternatives, codes used by computer designers are based upon combinations of bits. These combinations are called *binary codes.* The most common binary codes are 8-bit codes because an 8-bit code provides for 2/8, or 256 unique combinations of l's and 0's, and this is more than adequate to represent all of the characters by which we communicate.

Data in the form of coded characters are stored in adjacent storage locations in main memory in two principal ways : 1) as "strings" of characters — in bytes; and 2) within fixed-size "boxes" — in words. A fixed number of consecutive bits that represent a character is called *a byte.* The most common byte size is 8-bit byte. *Words* are usually 1 or more bytes in length.

Secondary storage. Primary storage is expensive because each bit is represented by a high-speed device, such as a semiconductor. A million bytes (that is, 8 million bits) is a large amount of primary storage. Often it is necessary to store many millions, sometimes billions, of bytes of data. Therefore slower, less expensive storage units are available for computer systems. These units are called *secondary storage.* Data are stored in them in the same binary codes as in main storage and are made available to main storage as needed.

2.Найдите в тексте английские эквиваленты следующих словосочетаний:

Функциональный блок; цифровой компьютер; устройство ввода; устройство управления; арифметико-логическое устройство; центральный процессор; структура компьютерной системы; первичное запоминающее устройство; вторичное ЗУ; рассмотрение; поэтому последовательность;

оперативное ЗУ; внутренняя память; промежуточные результаты; подобие функции человеческого мозга; размещать содержимое по требованию; система счисления; двоичная система счисления; возможные величины; объем информации; двоичный код; смежные ячейки памяти; последовательность символов; быстродействующее устройство; полупроводник; доступный.

3. Ответьте на вопросы, используя информацию текста.

1. What are the functional units of a digital computer? 2. What units make up the central processing unit? 3. How is computer system organized? 4. What are the two main types of storage units? 5. What do they contain? 6. What is the function of a primary storage? 7. Why is primary storage often called memory? 8. In what respect does computer memory differ from human memory? 9. What are codes based on? 10. What is secondary storage and what is it used for?

4. Present Continuous Passive or Present Simple Passive?

1. Papers (deliver) usually at 8 in the morning, they (look through) at the moment and you will get you soon.
2. Dresses (make) preferably of cotton in hot countries. This wonderful costume (make) specially for this performance now.
3. – What strange sounds!
   - Oh, our piano (tune).
4. – Where is your car?
   - It (fill) in the garage at the moment.
5. The witness (question) by the police-inspector now.
6. Our luggage (examine) at the customs now. Any luggage going abroad(check) usually here.
7. All the contracts (sign) by the President.
8. You can't use the fax now. It (fix).
9. Lots of people (operate on) in this clinic. And now unfortunately my uncle John (operate) on here.

Вариант II

1. Прочтите и переведите текст, выполните задания к тексту.

STORAGE DEVICES

Storage media are classified as primary storage or secondary storage on the basis of combinations of cost, capacity, and access time. The ***cost*** of storage devices is expressed as the cost per bit of data stored. The time required for the computer to locate and transfer data to and from a storage medium is called the ***access time*** for that medium. ***Capacities*** range from a few hundred bytes of primary storage for very small computers to many billions of bytes of archival storage for very large computer systems.

Memories may be classified as ***electronic*** or ***electromechanical.*** Electronic memories have no moving mechanical parts, and data can be transferred into and out of them at very high speeds. Electromechanical memories depend upon moving mechanical parts for their operation, such as mechanisms for rotating magnetic tapes and disks. Their data access time is longer than is that of electronic memories; however they cost less per bit stored and have larger capacities for data storage. For these reasons most computer systems use electronic memory for primary storage and electromechanical memory for secondary storage.

Primary storage has the least capacity and is the most expensive; ^however, it has the fastest access time. The principal primary storage circuit elements are solid-state devices: magnetic cores and semiconductors/For many years magnetic cores were the principal elements used in digital computers for primary storage. The two principal types of semiconductors used for memory are bipolar and metal-oxide semiconductors (MOS). The former is faster, the latter is more commonly used at present. Because data can be accessed randomly, semiconductor memories are referred to as ***random-access memory,*** or RAM.

There is a wide range of ***secondary storage devices.*** Typical hardware devices are rotating electromechanical devices. Magnetic ***tapes, disks, and drums*** are the secondary storage hardware most

often used in computer systems for sequential processing. Magnetic tape, which was invented by the Germans during World War 11 for sound recording, is the oldest secondary storage medium in common use. Data are recorded in the form of small magnetized “dots” that can be arranged to represent coded patterns of bits.

Tape devices range from large-capacity, high-data-rate units used with large data processing systems to ***cassettes*** and ***cartridges*** used with small systems. Magnetic disk storage, introduced in the early 1960s, has replaced magnetic tape as the main method of secondary storage. As contrasted with magnetic tapes, magnetic discs can perform both sequential and random processing. They are classified as moving-head, fixed-head, or combination moving-head and fixed-head devices. Magnetic discs are the predominant secondary storage media. They include flexible, or floppy discs, called diskettes. The “floppies” were introduced by IBM in 1972 and are still a popular storage medium to meet the demands of the microcomputer market.

2. Найдите в тексте английские эквиваленты следующих словосочетаний:

Запоминающие устройства; носители памяти; первичные ЗУ; вторичные ЗУ; время доступа; стоимость ЗУ; диапазон емкости памяти; архивная память; движущиеся механические части; вращающиеся магнитные ленты и диски; по этим причинам; твердотельные устройства; магнитные сердечники; полупроводники; оперативное ЗУ; аппаратное обеспечение вторичной памяти; звукозапись; намагниченные точки; представлять зашифрованную комбинацию единиц информации; в отличие от магнитных лент; последовательная и произвольная обработка; устройства с движущейся и фиксированной головкой; удовлетворять потребности; гибкий диск.

3. Ответьте на вопросы, используя информацию текста.

1. How are storage media classified? 2. How is the cost of storage devices expressed? 3. What is the access time for storage media? 4. How does the storage capacity range? 5. What are the two main types of storage devices? 6. What are electronic storage devices? 7. What are the principal primary storage circuit elements? 8. What are the main secondary storage devices? 9. What is the oldest secondary medium and when was it invented? 10. What is a floppy?

4. Past Continuous Passive or Past Simple Passive?

1. Many towns (destroy) by the earquake in Japan last year.
2. He (throw) out of class for cheating.
3. The pop singers arrived at the airport and (welcome) by thousands of fans. Flowers (throw) at them all the way to the exit.
4. The exposition (open) when we drove up to the picture gallery.
5. He couldn’t go out as his suit shirt (clean).
6. The petrol tank (fill) last week.
7. The naughty boy (teach) a very good lesson by his friends.

3 КУРС 6 СЕМЕСТР
ЗАЩИТА ИНФОРМАЦИОННЫХ СИСТЕМ

Практическое занятие № 1.

Тема: Компьютерные преступления. Инфинитив.
Цель: Введение и закрепление лексического и грамматического материала.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Прочитать и перевести слова, текст, упр.1-3.

Topical vocabulary

business assets – бизнес-активы; капитал; достояние деловой жизни
information security – информационная безопасность, обеспечение информационной безопасности
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
black hat hacker – "чёрный" хакер
classified information = – засекреченная информация;
sensitive information секретные сведения
outsider – постороннее лицо
to alter data – изменять данные
inaccurate – неточный
misleading – вводящий в заблуждение; обманный
illegal transactions – незаконные сделки
illicit benefit – незаконная выгода
violation – нарушение; преступление
the Computer Emergency – координационный центр реагирования Response Team Center на чрезвычайные компьютерные происшествия (США)
to soar – резко возрастать
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
copyrighted software – программы, охраняемые авторским правом
vulnerable – уязвимый
to hack into – взламывать; проникать
to embarrass – приводить в замешательство
supposedly – предположительно
to post evidence – отправить доказательства (to) break-in – взлом; взламывать
the U.S. Space and Naval War Systems Command – командование военными космическими и морскими системами (США)
competitor – конкурент
thief – вор

to raid – рейдерски захватывать; грабить
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, брандмауэр
to log system use – регистрировать пользование системой
to log on with invalid password – входить в систему с недействительным паролем

PROTECTING INFORMATION SYSTEMS: COMPUTER CRIME

As information systems become increasingly important business assets, they also become progressively harder to replace. When computers are connected to a network, a problem at any location can affect the entire work. Perhaps the most significant problem businesses face as a result of computer technology is information security. **Information security** means protecting information and information systems from unauthorized access, use, disclosure, disruption, modification, inspection, recording or destruction. There are three important security threats that may damage information systems: **computer crime**, **viruses**, and **disasters**.

COMPUTER CRIME

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.

Unauthorized people can access computer systems for their own illicit benefit or knowledge or just to see if they can get it.

Computer crime is on the rise. The number of violations of Internet security as reported to the Computer Emergency Response Team Coordination Center, located on the Web at http://www.cert.org, has risen sharply in recent years. In 1990, only six incidents were reported. Recently, the number of reported incidents soared to over 82,000. Of course, the statistics don't include the number of incidents that were not reported, so the total is probably much higher.

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.

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. So security is an ongoing battle.

1. Верно или неверно?
Пример: *In my opinion it is true that… / To my mind it is false that … because…*

1. The growth of information technology and the Internet has resulted in such a significant problem as information security.
2. There are two important security threats that may damage information systems: computer crime and viruses.
3. Crackers, or black hat hackers, are computer criminals who use technology to perform various crimes.
4. The number of violations of Internet security has fallen sharply in recent years.
5. Internet-based crimes include phishing, email fraud to obtain money or valuables, and scam, bank fraud, to get banking information.
6. Computer technology is widely used to pirate copyrighted works such as films and music.
7. Nowadays all organizations are vulnerable to computer crime.
8. Sometimes hackers want to show how easy it is to gain access to supposedly secure networks.
9. The firms that don't share their databases are completely protected against security breaches.
10. U.S. corporations seldom spend money on network security though the estimated annual cost of computer crime is as high as $15 billion.

2. Вставьте частицу to где это необходимо:
1. I like ... play the guitar.
2. My brother can ... speak French.
3. We had ... put on our overcoats because it was cold.
4. They wanted ... cross the river.
5. It is high time for you ... go to bed.
6. May I ... use your, telephone?
7. They heard the girl ... cry out with joy.

3. Закончите следующие предложения, выбирая подходящий инфинитив из правой колонки.
1. San Francisco is a nice place __ a. to cook
2. The job of a teacher is __ students. b. to visit

3. It is very easy __ spaghetti. c to pay
4. Sharon wants __ to the beach. d. to teach
5. I need more money __ for my books. e. to go

4. Заполните пропуски, используя инфинитив или спрягаемый глагол там, где это требуется.

to need — to call — to make — to help — to go

Have you ever made plans for a vacation? There are many things to do ahead of time. For example, it's important (1) __ hotel reservations. It is also essential (2) __ the airline to make sure your flights are arranged. You also (3) __ to take appropriate clothing for the climate of your destination. Sometimes, it is a good idea (4) __ to a travel agent. They can (5) __ you solve any problems related to your trip.

Практическое занятие № 2.

Тема: Компьютерные преступления. Инфинитив.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Ответить на вопросы, упр. 2-3.

Topical vocabulary

business assets – бизнес-активы; капитал; достояние деловой жизни
information security – информационная безопасность, обеспечение информационной безопасности
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
black hat hacker – "чёрный" хакер
classified information = – засекреченная информация;
sensitive information секретные сведения
outsider – постороннее лицо
to alter data – изменять данные
inaccurate – неточный
misleading – вводящий в заблуждение; обманный
illegal transactions – незаконные сделки
illicit benefit – незаконная выгода
violation – нарушение; преступление
the Computer Emergency – координационный центр реагирования Response Team Center на чрезвычайные компьютерные происшествия (США)
to soar – резко возрастать
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

copyrighted software – программы, охраняемые авторским правом
vulnerable – уязвимый
to hack into – взламывать; проникать
to embarrass – приводить в замешательство
supposedly – предположительно
to post evidence – отправить доказательства (to) break-in – взлом; взламывать
the U.S. Space and Naval War Systems Command – командование военными космическими и морскими системами (США)
competitor – конкурент
thief – вор
to raid – рейдерски захватывать; грабить
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, брандмауэр
to log system use – регистрировать пользование системой
to log on with invalid password – входить в систему с недействительным паролем

PROTECTING INFORMATION SYSTEMS: COMPUTER CRIME

As information systems become increasingly important business assets, they also become progressively harder to replace. When computers are connected to a network, a problem at any location can affect the entire work. Perhaps the most significant problem businesses face as a result of computer technology is information security. **Information security** means protecting information and information systems from unauthorized access, use, disclosure, disruption, modification, inspection, recording or destruction. There are three important security threats that may damage information systems: **computer crime**, **viruses**, and **disasters**.

COMPUTER CRIME

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.

Unauthorized people can access computer systems for their own illicit benefit or knowledge or just to see if they can get it.

Computer crime is on the rise. The number of violations of Internet security as reported to the Computer Emergency Response Team Coordination Center, located on the Web at http://www.cert.org, has risen sharply in recent years. In 1990, only six incidents were reported. Recently, the number of reported incidents soared to over 82,000. Of course, the statistics don't include the number of incidents that were not reported, so the total is probably much higher.

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.

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. So security is an ongoing battle.

1. Ответьте на вопросы.

1. Name the most significant problem that businesses and organizations face as a result of computer technology.
2. What is information security?
3. Identify the three important threats that may damage information systems.
4. Explain the term "black hat hacker".
5. What do common computer crimes involve?
6. What do Internet-based crimes include? Explain the terms "scam", "phishing" and "piracy".
7. Why must companies and organizations take strong precautions to protect themselves?
8. What basic protections do system administrators implement against computer crime?
9. Explain how firewalls work.
10. What is cryptography used for? Describe the processes of encryption and decryption.
11. Why is it said that security is an ongoing battle.

2. Прочитайте предложения и сопоставьте вариант перевода с оригиналом:

1. The problem to be solved was of great international importance.	Проблема, которую надо было решить, имело большое международное значение.
2. To know everything is to know nothing.	Знать всё, значит ,не знать ничего.
3. To know law well the students must study hard.	Чтобы знать хорошо право, студенты должны много заниматься..
4. For international law to be developed the	Чтобы развивалось международное право, в

International Law Commission was established in 1947.	1947г. было создана Международная правовая комиссия.
5. To consider cases honestly is the duty of every judge.	Рассматривать дело честно долг каждого судьи.

3. Закончите следующие предложения по образцу.
Model*: You should change your stressful way of life in order to lose your symptoms.*
1. We study English in order …..
2. We have entered the Medical Institute in order .....
3. We come to England in order .....
4. She is working hard in order .....
5. I went to the polyclinic in order .....

Практическое занятие № 3.

Тема: Компьютерные преступления. Инфинитив.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Составить пересказ текста, придумать примеры на сложное дополнение.

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2. Прочитайте предложения и сопоставьте вариант перевода с оригиналом:

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3. To know law well the students must study hard.	Чтобы знать хорошо право, студенты должны много заниматься..

4. For international law to be developed the International Law Commission was established in 1947.	Чтобы развивалось международное право, в 1947г. было создана Международная правовая комиссия.
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Model*: You should change your stressful way of life in order to lose your symptoms.*
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3. We come to England in order .....
4. She is working hard in order .....
5. I went to the polyclinic in order .....

Практическое занятие № 4.

Тема: Шифрование данных. Сложное дополнение.
Цель: Введение и закрепление лексического и грамматического материала.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Прочитать и перевести слова, текст, упр.1-3.

Topical vocabulary
encryption – шифрование
decryption – расшифровка
to encode = to encipher = расшифровывать
to scramble – шифровать, кодировать
cryptography – криптография
cryptographic key – криптографический ключ
available – доступный; готовый к использованию
in transit – в пути; в процессе передачи
elaborate – сложный; усовершенствованный
protective measures – меры защиты

TYPES OF DATA ENCRYPTION

The data transferred from one system to another over the public network can be protected by the method of encryption. On encryption the data is encrypted / scrambled by any encryption algorithm using the key. Only a user having access to the same key can decrypt / descramble the encrypted data. A single secret cryptographic key is used for both encryption and decryption. This method is known as **private key** or **symmetric k**ey **cryptography**.

There are several standard symmetric key algorithms defined. Examples are AES, 3DES and Blowfish. These standard symmetric algorithms are proven to be highly secured and time tested. But the problem with these algorithms is the key exchange. The communicating parties require a shared secret, key, to be exchanged between them to have a secured communication. The security of the symmetric key algorithm depends on the secrecy of the key. Keys are typically hundreds of bits in length, depending on the algorithm used. Since there may be a number of intermediate points between the communicating parties through which the data passes, these keys cannot be exchanged online in a secured manner. In a large network, where there are hundreds of systems connected, offline key exchange seems too difficult and even unrealistic.

This is where **public key cryptography,** also known as **asymmetric cryptography**, is a help. Using public key algorithm a shared secret can be established online between communicating parties without the need for exchanging any secret key. In public key cryptography, each user has a pair of

cryptographic keys – a **public key** and a **private key**. Only the particular user / device knows the private key whereas the public key is distributed to all users / devices taking part in the communication. The sender encrypts / scrambles the message in such a way that only the recipient will be able to decrypt / descramble the message. A disadvantage of using public-key cryptography for encryption is speed. Asymmetric key algorithms are hundreds to thousands times slower than symmetric key algorithms.

Consider a device B whose private key and public key are PB and UB respectively. Since UB is public key all devices will be able to use it. For any device that needs to send the message `Msg' in a secured way to device B, it will encrypt the data using B's public key to obtain the cipher text `Ctx'. The encrypted message, cipher text, can only be decrypted using B's private key. On receiving the message B decrypts it using the private key PB. Since only B knows the private key PB none other including A can decrypt the message. It is important that device A receives the correct public key from device B, i.e. no middleman must tamper or change the public key to its public key. Digital Certificate helps to deliver the public key in an authenticated method. The Digital Certificate is an electronic document that uses a digital signature to bind a public key with an identity – information such as the name of a person or an organization, their address, and so forth.

A digital signature is a mathematical scheme for demonstrating the authenticity of an electronic message or document. A valid digital signature gives a recipient reason to believe that the message was created by a known sender, and that it was not
altered in transit. If any the data or signature is modified, the signature verification fails.

The digital signature is simply a small block of data that is attached to documents you sign. It is generated from your digital ID (цифровой идентификатор), which includes both a private and public key. The private key is used to apply the signature to the document, while the public key is sent with the file. The public key contains encrypted code, also called a "**hash**", that verifies your identity.

1. Переведите словосочетания из текста с русского на английский.

1. данные, передаваемые от одной системы к другой
2. по сети общего пользования
3. любой алгоритм шифрования
4. единственный секретный криптографический ключ
5. криптография с секретным ключом (одноключевая криптография)
6. криптография с открытым ключом или ассиметричная криптография
7. стандартные алгоритмы с симметричным ключом
8. быть на высоком уровне безопасности и проверенными временем
9. обмен ключа
10. взаимодействующие стороны
11. совместно используемый секретный ключ
12. ряд промежуточных пунктов
13. внесетевой (в режиме офлайн) обмен ключа
14. отправитель и получатель
15. недостаток в использовании криптографии с открытым ключом
16. в сотни и тысячи раз медленнее
17. являться PB и UB соответственно
18. поскольку UB есть открытый ключ…
19. расшифровать сообщение
20. посредник

2. Раскройте скобки, используя сложное дополнение. Переведите.

1. I want (she) to be my wife.
2. My brother taught (I) to swim and dive.
3. They would like (we) to read aloud.
4. Bob advised (she) to stay for another week.
5. We expect (he) to arrive at noon.

6. I heard (you) open the door.
7. Dad always makes (I) go fishing with him every weekend.
8. Our parents expect (we) to stop quarreling.
9. Sara never lets (he) drive her car.
10. I saw (you) cross the street.

3. Поставьте «to» там, где необходимо.

1. We heard the lorry … stop near the house.
2. I want my elder sister … take me to the zoo.
3. I believe the Internet … be the greatest invention ever.
4. The teacher doesn't let us … use our mobile phones.
5. They didn't expect her … be late.
6. The police officer made him … tell the truth.
7. I would like you … admit your fault.
8. Swan believes Vicky … be the best manager in our store.
9. Nick persuaded me … go in for sports.
10. We saw Jacob … break the window.
11. I consider this sculpture … be a masterpiece.
12. She noticed Mary suddenly … turn pale.

Практическое занятие № 5.

Тема: Шифрование данных. Сложное дополнение.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Составить пересказ текста, упр.1-3.

Topical vocabulary
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There are several standard symmetric key algorithms defined. Examples are AES, 3DES and Blowfish. These standard symmetric algorithms are proven to be highly secured and time tested. But the problem with these algorithms is the key exchange. The communicating parties require a shared secret, key, to be exchanged between them to have a secured communication. The security of the symmetric key algorithm depends on the secrecy of the key. Keys are typically hundreds of bits in length, depending on the algorithm used. Since there may be a number of intermediate points between the communicating parties

through which the data passes, these keys cannot be exchanged online in a secured manner. In a large network, where there are hundreds of systems connected, offline key exchange seems too difficult and even unrealistic.

This is where **public key cryptography,** also known as **asymmetric cryptography**, is a help. Using public key algorithm a shared secret can be established online between communicating parties without the need for exchanging any secret key. In public key cryptography, each user has a pair of cryptographic keys – a **public key** and a **private key**. Only the particular user / device knows the private key whereas the public key is distributed to all users / devices taking part in the communication. The sender encrypts / scrambles the message in such a way that only the recipient will be able to decrypt / descramble the message. A disadvantage of using public-key cryptography for encryption is speed. Asymmetric key algorithms are hundreds to thousands times slower than symmetric key algorithms.

Consider a device B whose private key and public key are PB and UB respectively. Since UB is public key all devices will be able to use it. For any device that needs to send the message `Msg' in a secured way to device B, it will encrypt the data using B's public key to obtain the cipher text `Ctx'. The encrypted message, cipher text, can only be decrypted using B's private key. On receiving the message B decrypts it using the private key PB. Since only B knows the private key PB none other including A can decrypt the message. It is important that device A receives the correct public key from device B, i.e. no middleman must tamper or change the public key to its public key. Digital Certificate helps to deliver the public key in an authenticated method. The Digital Certificate is an electronic document that uses a digital signature to bind a public key with an identity – information such as the name of a person or an organization, their address, and so forth.

A digital signature is a mathematical scheme for demonstrating the authenticity of an electronic message or document. A valid digital signature gives a recipient reason to believe that the message was created by a known sender, and that it was not
altered in transit. If any the data or signature is modified, the signature verification fails.

The digital signature is simply a small block of data that is attached to documents you sign. It is generated from your digital ID (цифровой идентификатор), which includes both a private and public key. The private key is used to apply the signature to the document, while the public key is sent with the file. The public key contains encrypted code, also called a "**hash**", that verifies your identity.

1. Выберите правильный вариант ответа.

1. *The main problem with symmetric key algorithms is*
a) the key length
b) the key weakness
c) the key exchange
2. *Public-key cryptography is also known as*
a) symmetric cryptography
b) asymmetric cryptography
c) shared-key cryptography

3. *A message encrypted with the recipient's public key can only be decrypted with*
a) the sender's private key
b) the sender's public key
c) the recipient's private key

4. *Symmetric-key algorithms are*
a) as fast as asymmetric key algorithms
b) hundreds to thousands times slower than asymmetric key algorithms
c) hundreds to thousands times faster than asymmetric key algorithms

5. *A Digital Certificate is*
a) a small block of data that is attached to the documents you sign

b) an electronic document which proves your identity when you are doing business on the Internet
c) a program designed to prevent unauthorized access to the network by hackers

6. *A digital signature is a mathematical scheme for* demonstrating
a) the privacy of an electronic message or document
b) the availability of an electronic message or document
c) the authenticity of an electronic message or document

2. Перефразируйте предложения, используя сложное дополнение.
Пример: I want that she will cook mushroom soup. – I want her to cook mushroom soup.

1. The children were laughing and enjoying themselves on the beach. Their parents saw them. – Their parents saw … .
2. They said: "He is an expert in our industry." – They consider … .
3. The bike disappeared in the forest. The policeman noticed it. – The policeman noticed … .
4. Elvis said to his son: "Don't watch horror films." – Elvis doesn't let … .
5. "Mummy, please, buy me that doll", said the little girl. – The little girl would like … .
6. Dad says that I can travel to China with you. – Dad allows … .
7. He swears a lot. Many people heard that. – Many people heard … .
8. "Bring me some water from the well," my grandmother said. – My grandmother wanted … .
9. Somebody was watching me. I felt that. – I felt … .
10. Daniel said: "Helen, you can go to a night club tonight." – Daniel let … .

3. Поставьте глагол в правильной форме: -ing, infinitive with or without to (с окончанием -ing, инфинитивом с частицей to или без частицы to).

1. The film was very sad. It made me ..... (cry)
2. Have you got enough money or do you want me ..... you some. (lend)
3. I heard her ..... the door and ..... (open, go out)
4. She told him ..... the door. (lock)
5. I saw him ..... the ducks. (feed)

Практическое занятие № 6.

Тема: Хищение персональных данных. Защита. Сложное подлежащее.
Цель: Введение и закрепление лексического и грамматического материала.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Прочитать и перевести слова, текст, ответить на вопросы.

Topical vocabulary
identity theft – хищение (кража) персональных данных
to be caught in the crossfire – оказаться между двух огней
survival – выживание
security implications – последствия нарушения безопасности
to decline – снижаться; падать
to slide in – «проскальзывать», проникать тайком
to exploit computers – использовать в своих интересах;
осуществлять компьютерное вторжение
aside from faltering
the performance of – кроме сбоев в функционировании
an operating system… операционной системы…
to commit identity theft – совершать хищение персональных данных
to tempt – склонять, заманивать, искушать
spyware – шпионское ПО

genuine software – настоящее (подлинное) ПО
adware – адвэр; бесплатный программный продукт
с размещённой в нём рекламой
banner ads – баннерная реклама
to keep pace with – не отставать; поспевать
diabolical nature – злая, дьявольская сущность
blatantly – демонстративно, откровенно
in great demand – пользоваться большим спросом
to pose a threat – представлять угрозу
spam filter – фильтр для спама
unsolicited mail – непрошеная почта
inbox – входящие сообщения
to work wonders – творить чудеса

NEW MALWARE DAILY: HOW TO PROTECT YOUR PC

According to recent research for antivirus companies, there are hundreds to thousands of new types of **malware** being discovered on a daily basis. Because technology changes so quickly, it is important to understand that along with all of the changes in technology comes new malware that is created by cybercriminals to circumvent new innovations in technology.

In a nutshell, the way cybercriminals circumvent new technology and security systems is through written computer language or via a malcode generator.

Once the cybercriminal has generated the code to create the **malware**, they test it out to determine how much damage they can do without anyone noticing. The longer they can go without the malware being detected so protection can be created, the more widely used the code will be.

Due to the increase in cybercriminal activity, antivirus programs have been forced to come up the ranks and now contain more protection than ever against new malicious software that is created everyday. Here are a few features your antivirus program should have:

Spyware Detection: Antispyware detection that identifies and removes spyware in real-time.

Automatic Updates: A good antivirus program will provide automatic updates for new viruses.

Firewall: The firewall feature places added protection between your computer and the Internet.

Automatic Scanning: The antivirus program should perform an automatic scan to your files, email, hard drive, and archives at regularly scheduled intervals. It should also provide a way to quarantine any viruses, Trojans, or worms it has detected.

Pop-Up Blocker: A pop-up blocker is important for blocking any pop-ups that contain adware and spyware. Sometimes your PC can get infected by spyware simply through attempts to get rid of an annoying pop-up that has appeared.

Anti-Phishing: Phishing involves obtaining your personal information through trickery, by hijacking you to a site you think is one that you usually use and then requesting your personal information. The anti
phishing feature on your antivirus program will help you identify these fraudulent sites.

Data Backup: Antivirus programs should assist with backing up your data registry in the event a file gets deleted from the registry or that you need to clean your registry in the event of a virus attack.

Parental Controls: If you have children in your household it is a good idea to install an antivirus program with parental controls. This way you can help to prevent your children from visiting websites that may be infected with malware.

1. Pair work. a) Match the questions and the answers. b) Ask the questions and let your groupmate answer them.

1. In what position does the switch have high (low) resistance?	a) Switches are used to open and close the circuits. b) Closed is the on-position; open is the off-position

2. What are the functions of the switch?
3. In what position is the switch open? closed?
4. In what way is the switch connected to the circuit?

c) The switch is connected in series with the load.

d) In the on-position the closed switch has a very low resistance, which results in maximum current in the load with zero voltage loss across the switch. When the switch is off it has a very high resistance and no current flows through the circuit.

2. Найдите в предложениях оборот "сложное подлежащее с инфинитивом". Переведите предложения на русский язык.

1. The President is believed to be in London now. 2. She is supposed to be an experienced secretary. 3. The computer is expected to save the scientists a lot of time. 4. The material loss (материальный ущерб) was estimated to be more than 1 mln dollars. 5. This discovery is considered to be the result of a long and thorough investigation. 6. These phenomena are believed to be interdependent. 7. The expedition is reported to be moving north. 8. This man is said to be a good psychologist. 9. The talks are reported to be in progress. 10. The head of the expedition was held responsible for the accident.

3. Замените сложно-подчиненные предложения на простые, используя оборот "сложное подлежащее с инфинитивом".

О б р а з е ц: It is said that he is a good student.
He is said to be a good student.

1. It is known that they will arrive tomorrow.
2. It is expected that the conference will take place in Kiev.
3. It is hoped that the new edition of this book will be of no less interest to the reader.
4. It will be noticed that these poems are of quite a different character.
5. It has been shown in the above examples that the sense of the sentence often depends on the order of words.
6. It is sometimes said that the Nile is-longer than all -the rivers in the eastern and western hemispheres.
7. It will be seen from the following tables that the sounds do not coincide in quality.
8. It was thought useful to apply this method here.
9. It has been estimated that the volume contained 220 pages.
10 It is known that dreams reflect our waking life.

Практическое занятие № 7.

Тема: Хищение персональных данных. Защита. Сложное подлежащее.
Цель: Введение и закрепление лексического и грамматического материала.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Прочитать и перевести слова, текст, ответить на вопросы.

DATA SECURITY

1. Изучите пункты с названиями способов защиты и сопоставьте их нижеследующими пунктами.

1. Protect against Viruses
2. Implement Network Controls
3. Backup Data and Programs
4. Protect against Natural Disasters
5. Central Access to Hardware and Software
6. Separate and Rotate Functions

A
Lock physical locations and equipment.
Install a physical security system.
Monitor access 24 hours a day.

B
Make incremental backups, which are copies of just changes to files, at frequent intervals.
Make full backups, which copy all files periodically.
To protect files from natural disasters such as fire and flood, as well as from crimes and errors, keep backups in separate locations, in fireproof containers, under lock and key.

C
Install firewalls to protect networks from external and internal attacks.
Password-protect programs and data with passwords which cannot easily be cracked.
Monitor username and password use – require changes to passwords regularly.
Encrypt data.
Install a callback system
Use signature verification or biometric security devices (security devices that measure some aspect of a living being e.g. a fingerprint reader or an eye scanner) to ensure user authorization.

D
Install uninterruptable power supplies and surge protectors (защита от скачков напряжения в сети**)**

E
If functions are separate, then two or more employees would need to conspire to commit a crime.
If functions are rotated (чередуются), employees would have less time to develop methods to compromise a program or system.
Perform periodic audits.

F
Use virus protection program.
Use only vendor-supplied (фирменное) software or public domain (общедоступное ПО) or shareware products that are supplied by services that guarantee they are virus-free.

2. Используйте информацию выше и составьте план мер, которые бы предотвратили или ограничили возникновение следующих угроз:
Computer crime
Viruses
Disasters

3. Как бы вы предотвратили нижеперечисленные ситуации. Используйте информацию выше. Сравните свои ответы с одногруппниками.
1. You open an email attachment which contains a very destructive virus.
2. Someone guesses your password (the type of car you drive plus the day and month of your birth) and copies sensitive data.
3. Your hard disk crashes and much of your data is lost permanently.
4. Someone walks into your computer lab and steals the memory chips from all the PCs.
5. Your backup tapes fail to restore properly.

1. Переведите и найдите complex subject.
1. She is supposed to have been taken to hospital.
2. Things are sure to get better.

3. The book is bound to be remembered.
4. Some emotion seemed to be torturing him.
5. He seems to notice nothing unusual.
6. I happened to be standing at the window.
7. The picture proved to have been stolen.

2. Раскройте скобки

1. She smiled broadly and waved her hand. She seemed (to recognize) me.
2. Even if he is out you needn't worry. He is sure (to leave) the key under the door-mat.
3. At that time I happened (to work) at my first novel.
4. You won't be likely (to miss) the train if you start right away.
5. Don't cry! Everything is bound (to get) right between you.
6. She lost her head and seemed (to forget) the little English she knew.
7. A young woman is supposed (to write) this book.
8. You needn't mention it again. He is not likely (to forget) it.
9. He is believed (to teach) by his father.
10 You needn't tell me this. I happen (to give) all the details by Mother.

Практическое занятие № 8.

Тема: Контрольная работа.
Цель: Контроль лексических и грамматических навыков, словарного запаса обучающихся.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Тест

1. Выберите нужную форму инфинитива или причастия
   We can't help laughing looking at them
   a) не можем не смеяться
   b) не можем не улыбаться
   c) не можем не насмехаться
2. Выберите нужную форму инфинитива или причастия
   They were happy ... in our expedition
   a) take part
   b) to take part
   c) be taking
   d) to taken part
3. Выберите нужную форму инфинитива Simple Active or Passive:
   The letter was ... at once.
   a) to send
   b) to sent
   c) sended
   d) to be sent
4. Измените местоимение в общем падеже на местоимение в объективном падеже:
   He made (we) do the work again.
5. Отметьте правильные ответы
   Укажите номера предложений, где необходимо поставить частицу -to- перед инфинитивом:
   1) I like ... play the piano.
   2) They wanted to cross the river.
   3) He did want... play in the street.
   4) I shall ...do all.
   5) I saw him ... enter the room.
   6) She was planning ... do a lot of things yesterday.

7) Do you like ... listen to good music?
8) Her brother can ... speak French.
9) It is time ... go to bed.
10) May I ... use your telephone?

6. Выберите правильный вариант перевода предложения:
She heard him open the door.
a) она слышала, как он отпирал дверь
b) она услышала его шаги
c) она слышит, как он открывает дверь

7. Выберите нужную форму инфинитива Simple Active or Passive:
Mother was too tired to ... supper
a) to cook
b) to be cook
c) to be cooked
d) to be cooking

8. Выберите правильный вариант перевода предложения:
He made us do the work again.
a) он попросил нас сделать работу
b) он заставил нас сделать работу снова
c) он заставляет нас сделать работу снова

9. Измените местоимение в общем падеже на местоимение в объективном падеже:
I would like (you) to offer Pete your help.

10. Выберите правильный вариант перевода предложения:
I would like you to offer Pete your help.
a) мне бы хотелось помочь Петру
b) мне нравится помогать Петру
c) мне бы хотелось, чтобы вы предложили Петру свою помощь

11. Выберите нужную форму инфинитива или причастия
He made me ... it. .
a) did
b) do
c) to do
d) doing

12. Измените местоимение в общем падеже на местоимение в объективном падеже:
Let (he) smoke here.

13. Выберите нужную форму инфинитива Simple Active or Passive:
He was the first ... to the finish.
a) to came
b) to come
c) to be come
d) to have been come

14. Выберите нужную форму инфинитива или причастия
It's very different ... a car in a big city
a) driven
b) drove
c) to be driven
d) to drive

15. Выберите нужную форму инфинитива Simple Active or Passive:
They were happy ... at home.

a) to leave
b) to be leave
c) to be left
d) to leaving

16. Выберите нужную форму инфинитива Simple Active or Passive:
I have come here to ... to you.
a) to be talked
b) to talk
c) to talked
d) to be talking

17. Выберите нужную форму инфинитива или причастия
Would you like me ... now?
a) read
b) to read
c) to reading

18. Выберите нужную форму инфинитива или причастия
I let him ... late
a) go
b) going
c) went
d) to go

19. Измените местоимение в общем падеже на местоимение в объектном падеже:
I want (he) to go to food fair.

20. Измените местоимение в общем падеже на местоимение в объектном падеже:
He would like (she) to play with him.

21. Выберите правильный вариант перевода предложения:
We expect him to sign the contract on Monday.
a) мы рассчитываем подписать контракт в понедельник
b) мы хотим, чтобы он подписал контракт в понедельник
c) мы ожидаем, что он подпишет контракт в понедельник

22. Измените местоимение в общем падеже па местоимение в объектном падеже:
We expect (he) to do It.

23. Выберите нужную форму инфинитива или причастия
The child wanted ... seriously
a) to be taken
b) to take
c) to took
d) to be take

24. Измените местоимение в общем падеже на местоимение в объектном падеже:
Let (we) read.

25. Измените местоимение в общем падеже на местоимение в объектном падеже:
Bad weather made (they) return home.

26. Выберите правильный вариант перевода предложения:
They would like us to learn English.
a) им нравиться учить английский
b) они хотели бы, чтобы мы учили английский
c) они любят учить нас английскому

27. Выберите правильный вариант перевода предложения:

Let him smoke.

a) пусть он курит

b) пусть она курит

c) заставьте его курить

28. Выберите правильный вариант перевода предложения:

She saw the postman climbing up the stairs.

a) она видела почтальона

b) она видела, как почтальон поднимался по лестнице

Практическое занятие № 9.

Тема: Итоговое занятие.

Цель: Контроль умений и навыков практического владения английским языком.

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

Контрольные задания к дифференцированному зачету

Лексические темы	Грамматические темы
1.Интернет.	3.Инфинитив
2.Компьютерные преступления.	4.Сложное дополнение

Вариант I

1.Прочитайте и переведите текст, выполните задания к тексту.

THE INTERNET, THE INTRANET, AND NETWORKS

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, booking airline 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.

The Internet is an International computer Network made up of thousands of networks linked together. All these computers communicate with one another; they share data, resources, transfer information, etc. To do it they need to use the same language or protocol: TCP / IP (Transmission Control Protocol / Internet Protocol) and every computer is given an address or IP number. This number is a way to identify the computer on the Internet.

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 (modulator-demodulator) 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. Some firms open up their intranets to other selected users through an extranet, a network of computers that permits selected companies and organizations to access the same information. An extranet allows users to share data, process orders, and manage information.

Both the Internet and intranets are examples of a computer network. Today, two basic types of networks affect the way people obtain data and information. A wide-area network (WAN) is a network that connects computers over a large geographic area. The world's most popular WAN is the Internet. A local-area network (LAN) is a network that connects computers that are in close proximity to each other, such as an office building or a college campus.

Most networks are linked with cables or wires but new Wi-Fi, wireless fidelity, technologies allow the creation of WLANs, where cables or wires are replaced by radio waves.

2.Выберите правильный вариант ответа:

1. Information technology relates to processes and applications that create new methods *to send sounds and signals through space by means of electromagnetic waves / to solve problems, perform tasks, and manage communication.*
2. Simply put, Information technology is the use of computers and software to manage *the information society / information systems / information.*
3. IT plays a *major / secondary* role in the 21st century world; our economic productivity is based *less / more* on technology than on any other advance.
4. The IP number is the abbreviation for *Internet Provider number / Internet Protocol number / Intel Processor number.*
5. Although most of us think that the Internet began in the early 1990s, its origins can actually be traced to *the late1930s / the late 1940s / the late 1950s.*
6. *The Internet / the World Wide Web* is the global information system that links many computer networks together.
7. A collection of interconnected files or pages of audio, visual, and text data within the Internet is known as *Telnet / DSL / the Web.*

8. The modem *converts* the *different sounds / digital signals* that can be *transported / transmitted* over *telephone lines / TV cables.*
9. Simple telephone lines carry *smaller / larger* amounts of data at *quicker / slower* transfer speeds than DSLs and cable broadband.
10. Wi-Fi – short for *wired fidelity / wireless fidelity* – is a *wireless / wired* network that connects various devices and allows them to communicate with one another through *radio waves / telephone lines.*

3. Ответьте на вопросы.
1. 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?
3. Characterize broadband technology.
4. What is Wi-Fi?
5. What is an intranet? An extranet? How are they used?
6. Distinguish between WAN and LAN.
7. Explain what WLANS are.

4. Вставьте частицу to где это необходимо:
1. I like ... play the guitar.
2. My brother can ... speak French.
3. We had ... put on our overcoats because it was cold.
4. They wanted ... cross the river.
5. It is high time for you ... go to bed.
6. May I ... use your, telephone?
7. They heard the girl ... cry out with joy.

5. Замените выделенные части предложений инфинитивными оборотами:
Образец:The boy had many toys ***which he could play with****.*
The boy had many toys ***to play with****.*
1. I have no books **which I can read**.
2. Is there anybody **who will help you with your spelling**?
3. Don't forget that she has a baby **which she must take care of**.
4. Have you got nothing **that you want to say** on this subject?
5. There was nothing **that he could do** except go home.
6. I have only a few minutes **in which I can explain these words to you.**
7. I have an examination **which I must take soon**, so I can't go the theatre with you

Вариант II

1.Прочитайте и переведите текст, выполните задания к тексту.

PROTECTING INFORMATION SYSTEMS: COMPUTER CRIME

As information systems become increasingly important business assets, they also become progressively harder to replace. When computers are connected to a network, a problem at any location can affect the entire work. Perhaps the most significant problem businesses face as a result of computer technology is information security. **Information security** means protecting information and information systems from unauthorized access, use, disclosure, disruption, modification, inspection, recording or destruction. There are three important security threats that may damage information systems: **computer crime**, **viruses**, and **disasters**.

COMPUTER CRIME

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.

Unauthorized people can access computer systems for their own illicit benefit or knowledge or just to see if they can get it.

Computer crime is on the rise. The number of violations of Internet security as reported to the Computer Emergency Response Team Coordination Center, located on the Web at http://www.cert.org, has risen sharply in recent years. In 1990, only six incidents were reported. Recently, the number of reported incidents soared to over 82,000. Of course, the statistics don't include the number of incidents that were not reported, so the total is probably much higher.

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.

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. So security is an ongoing battle.

2. Верно или неверно?
Пример: *In my opinion it is true that… / To my mind it is false that … because…*

1. The growth of information technology and the Internet has resulted in such a significant problem as information security.
2. There are two important security threats that may damage information systems: computer crime and viruses.
3. Crackers, or black hat hackers, are computer criminals who use technology to perform various crimes.
4. The number of violations of Internet security has fallen sharply in recent years.
5. Internet-based crimes include phishing, email fraud to obtain money or valuables, and scam, bank fraud, to get banking information.
6. Computer technology is widely used to pirate copyrighted works such as films and music.
7. Nowadays all organizations are vulnerable to computer crime.
8. Sometimes hackers want to show how easy it is to gain access to supposedly secure networks.
9. The firms that don't share their databases are completely protected against security breaches.
10. U.S. corporations seldom spend money on network security though the estimated annual cost of computer crime is as high as $15 billion.

3. Ответьте на вопросы.
1. Name the most significant problem that businesses and organizations face as a result of computer technology.
2. What is information security?
3. Identify the three important threats that may damage information systems.
4. Explain the term "black hat hacker".
5. What do common computer crimes involve?
6. What do Internet-based crimes include? Explain the terms "scam", "phishing" and "piracy".
7. Why must companies and organizations take strong precautions to protect themselves?
8. What basic protections do system administrators implement against computer crime?
9. Explain how firewalls work.
10. What is cryptography used for? Describe the processes of encryption and decryption.
11. Why is it said that security is an ongoing battle

4. Переведите на русский язык:
1. Everybody expected her to marry Nick.
2. I would-like them to come as soon as possible.
3. I expect you t join us.
4. I don't want to see you in this company
5. We would like you to visit us.
6. I hate you to play the piano.
7. My mother wants me to study better.

5. Перефразируйте предложения по образцу:
Образец: *The boy was playing football in the yard (see).*
We saw the boy play football in the yard.

1. They came back at once (make).
2. You must do it yourself (want).
3. The boy said something in a low voice (hear).
4. She is waiting for Mary (believe).
5. He is a very talented actor (know).
6. My son is going to become a surgeon (want).
7. The girl was singing a very lovely song (hear

4 КУРС 7 СЕМЕСТР
ВИРУСЫ

Практическое занятие № 1.

Тема: Вирусы. Герундий.
Цель: Введение и закрепление лексического и грамматического материала.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Прочитать и перевести слова, текст, упр.1-3.

Topical vocabulary
computer virus – компьютерный вирус
hidden program – скрытая программа
to erase data – стереть данные
to corrupt data – повреждать данные
to attach – прикреплять; подключать
host – хост – общий термин, описывающий нечто, содержащее ресурс и предоставляющее к нему доступ
host program – главная (основная) программа
dormant – бездействующий, неактивный
infection – заражение
to infect – заражать, инфицировать
to reproduce – воспроизводить
to copy – копировать
electronic bulletin board – электронная доска объявлений
to download programs or data – загружать (скачивать) программы или данные
logic bomb – логическая бомба
to trigger – запускать, приводить в действие
boot sector virus – вирус сектора загрузки
file virus – вирус, заражающий файл (добавляющий себя к содержимому файла)
macro virus – макровирус (распространяемый через макрокоманды)
scripting language – скриптовый язык, язык подготовки сценариев
email virus – почтовый вирус (передаваемый по электронной почте)
spreadsheet – электронная таблица
victim – жертва
companion virus – сопутствующий вирус, вирус-компаньон
to execute a program – выполнять программу
cross-site scripting virus – межсайтовый скриптинговый вирус
to replicate – тиражировать, копировать
polymorphic virus – полиморфный (самоизменяющийся) вирус
Trojan horse – троянский конь, троянская программа
worm – червь
impostor files – обманные файлы
to insert a code – вставлять программу
backdoor – «чёрный ход», доступ с чёрного хода
by exploiting security flaws – используя изъяны в системе безопасности
true computer viruses – истинные вирусы
self-contained – самостоятельный; самодостаточный
adware – адвэр; бесплатный программный продукт с размещённой в нём рекламой
subset – подгруппа
malware – вредоносная программа
sophistication – изощрённость; сложность
antivirus software program – антивирусная программа

to eliminate – устранять, ликвидировать
to spot – опознавать, обнаруживать
to update – обновлять
to emphasize security – придавать особое значение обеспечению безопасности
Web gateways – Интернет-шлюзы
attachments to email – вложения в электронном письме

PROTECTING INFORMATION SYSTEMS: COMPUTER VIRUSES

Another critical security challenge is presented by **computer viruses**, hidden programs that can work their way into computer systems and erase or corrupt data and programs. Viruses are programs that secretly attach themselves to other programs or files, known as the **host**, and change them or destroy data. Viruses can be programmed to become active immediately or to remain dormant for a period of time, after which the infections suddenly activate themselves and cause problems.

A virus can reproduce by copying itself onto other programs stored in the same drive. It spreads as users install infected software on their systems or exchange files with others, usually by exchanging email, accessing electronic bulletin boards, trading disks, or downloading programs or data from unknown sources on the Internet. Because so many computers are interconnected, viruses can spread quickly, infecting all the computers linked on a local area network and then spreading over the Internet to other computers and networks. The Melissa virus infected 350,000 computers in the United States and Europe. The Mydoom virus infected a quarter-million computers in a single day in January 2004. The so-called "Love Bug" virus alone caused an estimated $15 billion in damage. Viruses can do more damage today than ever before and cost organizations billions of dollars each year. Most viruses are created by black-hat hackers and involve outright vandalism or crime.

Each virus is given a name e.g. "Love Bug" or "Melissa" and can be classified as a particular type of virus. The main virus types include:

logic bombs that destroy data when triggered

boot sector viruses that store themselves in the boot sector of a disk

file viruses that attach themselves to COM files (programs that have a COM extension e.g. command.com)

macro viruses, often written in the scripting languages for Microsoft programs such as Word or Excel, are spread in Microsoft Office by infecting documents and spreadsheets

email viruses which use email messages as a mode of transport and copy themselves by automatically mailing copies to hundreds of people in the victim's address book

companion viruses that instead of modifying an existing file, create a new program which is executed instead of the intended program

cross-site scripting viruses that utilize cross-site scripting vulnerabilities to replicate

polymorphic viruses that not only replicate themselves by creating multiple files of themselves, but also change their digital signature every time they replicate

Two other types of malware – **Trojan horses** and **worms** – are often classified as viruses, but are actually forms of distributing malware.

Trojan horses are impostor files that claim to be something desirable but, in fact, are malicious. A Trojan horse appears to do one thing (install a screen saver, or show a picture inside an email for example) when in fact it does something entirely different, and potentially malicious, such as erase files. Trojans can also open backdoors so that computer hackers can gain access to passwords and other personal information stored on a computer. Trojans don't copy themselves or reproduce by infecting other files.

Worms are self-copying programs that have the capacity to move from one computer to another without human help, by exploiting security flaws in computer networks. Worms are self-contained and don't need to be attached to a document or program the way viruses do. It is note-worthy that different types of malicious software (worms, Trojan horses, adware, spyware, etc.) are generally referred to as viruses though true computer viruses make up only a small subset of malware. For example,

“ILOVEYOU” (“Love Bug”) or “Melissa” are two examples of worms.

As viruses become more complex, the technology to fight them must increase in sophistication as well. The simplest way to protect against computer viruses is to install one of the many available antivirus software programs, such as Norton Anti-Virus and McAfee Virus Scan. There is no way to entirely stop the spread of computer viruses, because new ones are created all the time. However, a number of excellent “vaccine” programs exist that search for and destroy viruses and prevent new ones from infecting your computer system.

These programs continuously monitor systems for viruses and automatically eliminate any they spot. Anti-virus and anti-malware programs can provide real-time protection against the installation of malware on a computer. The software scans disk files at download time, and blocks the activity of components known to represent malware. Users should regularly update antivirus software programs by going online to download the latest virus definitions.

But management must begin to emphasize security at a deeper level: in software design, corporate servers, Web gateways, and Internet service providers. Because around 80 percent of the world’s PCs run on Microsoft operating systems, a single virus can spread quickly among them. Computer users should carefully choose the files they load onto their systems, scan their systems regularly, make sure their antivirus software is up-to-date, and install software only from known sources. They should also be very careful when opening attachments to emails, since this is the way many viruses are spread.

1. Выберите правильный вариант ответа.

1. *A computer virus is*

a) the name given to unwanted messages, mainly commercial advertising

b) a visible program which accidentally attaches itself to other programs and can be easily deleted by the user

c) a hidden program which secretly attaches itself to other programs and changes them or destroys data

2. *Viruses are programmed*

a) to activate themselves immediately after the infected software has been installed

b) to remain dormant for a certain period of time

c) either to become active immediately or to remain dormant for a period of time

3. *True computer viruses include*

a) macro viruses, email viruses, and worms

b) macro viruses, email viruses, and logic bombs

c) Trojans and worms

4. *A logic bomb is a virus*

a) which is set to trigger when specific conditions are met

b) which is spread in Microsoft Office by infecting documents and spreadsheets

c) which uses email messages as a mode of transport

5. *One of the most dangerous viruses is a virus that changes its digital signature every time it replicates. Such viruses are very difficult to detect. They are called*

a) macro viruses

b) micro viruses

c) polymorphic viruses

6. *A program that can open a backdoor to the computer so that crackers can gain access to sensitive information is known as*

a) a worm

b) a Trojan horse

c) an adware

7. *Programs that replicate themselves from system to system without the use of a host file are known as*
a) worms
b) Trojans
c) true viruses

8. *Unlike viruses, worms don't need to be attached to a document or program as they are*
a) self-confident
b)self-controlled
c) self-contained

9. *Love Bug, Mydoom and Melissa are the examples of*
a) true viruses
b) worms
c) Trojans

10. *The main difference between the terms "viruses" and "malware" is that*
a) viruses are much more dangerous than other types of malware
b) all other types of malware are much more dangerous than viruses
c) all viruses are malwares but not all malwares are viruses

11. *The simplest way to protect against computer viruses is*
a) to have no computer at all
b) to monitor access 24 hours a day
c) to use reliable and up-to-date anti-virus and anti-malware software

2. 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.

3. Заполните пропуски, используя герундий следующих глаголов.

to shop — to drink — to eat to get up — to visit — to talk to open — to swim — to travel

EXAMPLE: I like shopping at big stores.

1. ice cream is bad if you 're on a diet. 2. I enjoy coffee in the morning. 3. I'm not an early riser. I prefer up at 10:00 A.M. 4. Antonio likes around the world. 5. is good for your health. 6. I don't like to the chairman of the company. He's always very serious. 7. On Christmas, people are excited about their presents. 8. He always enjoys San Francisco. It's a beautiful city.

Практическое занятие № 2.

Тема: Вирусы. Герундий.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: Ответить на вопросы, упр.2-3.

Topical vocabulary

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As viruses become more complex, the technology to fight them must increase in sophistication as well. The simplest way to protect against computer viruses is to install one of the many available antivirus software programs, such as Norton Anti-Virus and McAfee Virus Scan. There is no way to entirely stop the spread of computer viruses, because new ones are created all the time. However, a number of excellent "vaccine" programs exist that search for and destroy viruses and prevent new ones from infecting your computer system.

These programs continuously monitor systems for viruses and automatically eliminate any they spot. Anti-virus and anti-malware programs can provide real-time protection against the installation of malware on a computer. The software scans disk files at download time, and blocks the activity of components known to represent malware. Users should regularly update antivirus software programs by going online to download the latest virus definitions.

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1. Ответьте на вопросы.

1. What is a computer virus? How does a computer virus work?
2. What are the ways viruses spread? Why can viruses spread so quickly?
3. Name some of the famous viruses used to spread worldwide.
4. Enumerate the main types of true viruses. Which of the virus types given in the text do you think to be the most dangerous and why?
5. Describe a malicious program called "a Trojan horse". 6. Explain what a computer worm is.
7. How do Trojans and worms differ from true viruses?
8. How do "vaccine" anti-virus programs work?
9. What is real-time protection provided by anti-virus and anti-malware programs?
10. Name the main steps individuals and organizations should take to prevent viruses.

2. Чтобы закончить следующие предложения, употребите инфинитив или герундий. Иногда возможны оба варианта.

EXAMPLE: Smoking is bad for your health.

1. chicken is not very difficult, (to cook) 2. I usually enjoy television at night, (to watch) 3. Laura convinced her husband the kitchen, (to paint) 4. Sharon hates more than eight hours a day. (to work) 5. I thought about your sister for lunch, (to invite)

3.Раскройте скобки, употребив герундий в нужной форме:

1. I can't remember … him before (to see).
2. The machine needs … (to clean).
3. She is angry at … for (to send).
4. You should avoid … rules (to break).
5. She entered the office without … (to notice).
6. I am sorry for … you (to disturb).
7. We can't excuse their not … our invitation (to answer).
8. The cat was punished for … the cup (to break)
9. The cat was afraid of … and hid itself under the sofa. (to punish).
10. After … through and … the student's papers, the teacher handed them back. (to look),(to mark).

Практическое занятие № 3.

Тема: Вирусы. Герундий.

Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.

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

Задание: Составить план-пересказ текста, придумать примеры на причастие I.

Topical vocabulary
computer virus – компьютерный вирус
hidden program – скрытая программа
to erase data – стереть данные
to corrupt data – повреждать данные
to attach – прикреплять; подключать
host – хост – общий термин, описывающий нечто, содержащее ресурс и предоставляющее к нему доступ
host program – главная (основная) программа
dormant – бездействующий, неактивный
infection – заражение
to infect – заражать, инфицировать
to reproduce – воспроизводить
to copy – копировать
electronic bulletin board – электронная доска объявлений
to download programs or data – загружать (скачивать) программы или данные
logic bomb – логическая бомба
to trigger – запускать, приводить в действие
boot sector virus – вирус сектора загрузки
file virus – вирус, заражающий файл (добавляющий себя к содержимому файла)
macro virus – макровирус (распространяемый через макрокоманды)
scripting language – скриптовый язык, язык подготовки сценариев
email virus – почтовый вирус (передаваемый по электронной почте)
spreadsheet – электронная таблица
victim – жертва
companion virus – сопутствующий вирус, вирус-компаньон
to execute a program – выполнять программу
cross-site scripting virus – межсайтовый скриптинговый вирус
to replicate – тиражировать, копировать
polymorphic virus – полиморфный (самоизменяющийся) вирус
Trojan horse – троянский конь, троянская программа
worm – червь
impostor files – обманные файлы
to insert a code – вставлять программу
backdoor – «чёрный ход», доступ с чёрного хода
by exploiting security flaws – используя изъяны в системе безопасности
true computer viruses – истинные вирусы
self-contained – самостоятельный; самодостаточный
adware – адвэр; бесплатный программный продукт с размещённой в нём рекламой
subset – подгруппа
malware – вредоносная программа
sophistication – изощрённость; сложность
antivirus software program – антивирусная программа
to eliminate – устранять, ликвидировать
to spot – опознавать, обнаруживать
to update – обновлять
to emphasize security – придавать особое значение обеспечению безопасности
Web gateways – Интернет-шлюзы
attachments to email – вложения в электронном письме

PROTECTING INFORMATION SYSTEMS: COMPUTER VIRUSES

Another critical security challenge is presented by **computer viruses**, hidden programs that can work their way into computer systems and erase or corrupt data and programs. Viruses are programs that secretly attach themselves to other programs or files, known as the **host**, and change them or destroy data. Viruses can be programmed to become active immediately or to remain dormant for a period of time, after which the infections suddenly activate themselves and cause problems.

A virus can reproduce by copying itself onto other programs stored in the same drive. It spreads as users install infected software on their systems or exchange files with others, usually by exchanging email, accessing electronic bulletin boards, trading disks, or downloading programs or data from unknown sources on the Internet. Because so many computers are interconnected, viruses can spread quickly, infecting all the computers linked on a local area network and then spreading over the Internet to other computers and networks. The Melissa virus infected 350,000 computers in the United States and Europe. The Mydoom virus infected a quarter-million computers in a single day in January 2004. The so-called "Love Bug" virus alone caused an estimated $15 billion in damage. Viruses can do more damage today than ever before and cost organizations billions of dollars each year. Most viruses are created by black-hat hackers and involve outright vandalism or crime.

Each virus is given a name e.g. "Love Bug" or "Melissa" and can be classified as a particular type of virus. The main virus types include:

logic bombs that destroy data when triggered

boot sector viruses that store themselves in the boot sector of a disk

file viruses that attach themselves to COM files (programs that have a COM extension e.g. command.com)

macro viruses, often written in the scripting languages for Microsoft programs such as Word or Excel, are spread in Microsoft Office by infecting documents and spreadsheets

email viruses which use email messages as a mode of transport and copy themselves by automatically mailing copies to hundreds of people in the victim's address book

companion viruses that instead of modifying an existing file, create a new program which is executed instead of the intended program

cross-site scripting viruses that utilize cross-site scripting vulnerabilities to replicate

polymorphic viruses that not only replicate themselves by creating multiple files of themselves, but also change their digital signature every time they replicate

Two other types of malware – **Trojan horses** and **worms** – are often classified as viruses, but are actually forms of distributing malware.

Trojan horses are impostor files that claim to be something desirable but, in fact, are malicious. A Trojan horse appears to do one thing (install a screen saver, or show a picture inside an email for example) when in fact it does something entirely different, and potentially malicious, such as erase files. Trojans can also open backdoors so that computer hackers can gain access to passwords and other personal information stored on a computer. Trojans don't copy themselves or reproduce by infecting other files.

Worms are self-copying programs that have the capacity to move from one computer to another without human help, by exploiting security flaws in computer networks. Worms are self-contained and don't need to be attached to a document or program the way viruses do. It is note-worthy that different types of malicious software (worms, Trojan horses, adware, spyware, etc.) are generally referred to as viruses though true computer viruses make up only a small subset of malware. For example, "ILOVEYOU" ("Love Bug") or "Melissa" are two examples of worms.

As viruses become more complex, the technology to fight them must increase in sophistication as well. The simplest way to protect against computer viruses is to install one of the many available antivirus software programs, such as Norton Anti-Virus and McAfee Virus Scan. There is no way to entirely stop the spread of computer viruses, because new ones are created all the time. However, a number of excellent "vaccine" programs exist that search for and destroy viruses and prevent new ones from infecting your computer system.

These programs continuously monitor systems for viruses and automatically eliminate any they spot. Anti-virus and anti-malware programs can provide real-time protection against the installation of

malware on a computer. The software scans disk files at download time, and blocks the activity of components known to represent malware. Users should regularly update antivirus software programs by going online to download the latest virus definitions.

But management must begin to emphasize security at a deeper level: in software design, corporate servers, Web gateways, and Internet service providers. Because around 80 percent of the world's PCs run on Microsoft operating systems, a single virus can spread quickly among them. Computer users should carefully choose the files they load onto their systems, scan their systems regularly, make sure their antivirus software is up-to-date, and install software only from known sources. They should also be very careful when opening attachments to emails, since this is the way many viruses are spread.

1. Ответьте на вопросы.

1. What is a computer virus? How does a computer virus work?
2. What are the ways viruses spread? Why can viruses spread so quickly?
3. Name some of the famous viruses used to spread worldwide.
4. Enumerate the main types of true viruses. Which of the virus types given in the text do you think to be the most dangerous and why?
5. Describe a malicious program called "a Trojan horse". 6. Explain what a computer worm is.
7. How do Trojans and worms differ from true viruses?
8. How do "vaccine" anti-virus programs work?
9. What is real-time protection provided by anti-virus and anti-malware programs?
10. Name the main steps individuals and organizations should take to prevent viruses.

2. Чтобы закончить следующие предложения, употребите инфинитив или герундий. Иногда возможны оба варианта.

EXAMPLE: Smoking is bad for your health.

1. chicken is not very difficult, (to cook) 2. I usually enjoy television at night, (to watch) 3. Laura convinced her husband the kitchen, (to paint) 4. Sharon hates more than eight hours a day. (to work) 5. I thought about your sister for lunch, (to invite)

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4. You should avoid … rules (to break).
5. She entered the office without … (to notice).
6. I am sorry for … you (to disturb).
7. We can't excuse their not … our invitation (to answer).
8. The cat was punished for … the cup (to break)
9. The cat was afraid of … and hid itself under the sofa. (to punish).
10. After … through and … the student's papers, the teacher handed them back. (to look),(to mark).

Практическое занятие № 4.

Тема: Заражение вирусами. Инфинитив и герундий.
Цель: Введение и закрепление лексического и грамматического материала.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Прочитать и перевести слова, текст, упр.1-3.

Topical vocabulary

dormant – бездействующий, неактивный
infection – заражение

to infect – заражать, инфицировать
routine – подпрограмма
to patch – исправлять программу с помощью подпрограммы
to enable – давать возможность; делать возможным
COM or EXE files – файлы с расширением .exe и .com; исполнимые файлы
technique – технический приём, методика, метод
to stay resident – постоянно находиться
payload – (*зд.*) вредоносная нагрузка, вредоносное информационное наполнение
to replace – заменять
execution sequence – последовательность выполнения программы
JUMP command – команда резкого перехода, броска
reproduction routine – подпрограмма воспроизведения
misdirection routine – подпрограмма неправильного указания направления; дезориентации
trigger routine – подпрограмма запускающего события

THE ANATOMY OF A VIRUS

Infection

Read and translate the text to do the tasks given below the text.

A biological virus is a very small, simple organism that infects living cells, known as the host, by attaching itself to them and using them to reproduce itself. This often causes harm to the host cells.

Similarly, a computer virus is a very small program routine (подпрограмма) that infects the computer system and uses its resources to reproduce itself. It often does this by patching the operating system to enable it to detect program files, such as COM (коммуникационный порт) or EXE files (исполняемые файлы). It then copies itself into into those files. This sometimes causes harm to the host computer system When the user runs an infected program, it is loaded into memory carrying the virus. The virus uses a common programming technique to stay resident in memory. It can then use a reproduction routine to infect other programs. This process continues until the computer is switched off.

The virus may also contain a payload that remains dormant until a trigger event activates it, such as the user pressing a particular key. The payload can have a variety of forms. It might do something relatively harmless such as displaying a message on the monitor screen or it might do something more destructive such as deleting files on the hard disk.

When it infects a file, the virus replaces the first instruction in the host program with a command that changes the normal execution sequence. This type of command is known as a JUMP command and causes the virus instructions to be executed before the host program. This virus then returns control to the host program which then continues with its normal sequence of instructions and is executed in the normal way.

To be a virus, a program only needs to have a reproduction routine that enables it to infect other programs. Viruses can, however, have four main parts.

A misdirection routine, that enables it to hide itself; a reproduction routine that allows it to copy itself to other programs; a trigger that causes the payload to be activated at a particular time or when a particular event takes place; and a payload that may be a fairly harmless joke or may be very destructive. A program that has a payload but does not have a reproduction routine is known as a Trojan.

Antivirus Software

Thankfully, antivirus software is regularly subjected to independent reviews, which evaluate just how effective they are in achieving their ultimate goal – i.e. keeping your computer virus-free. Here are some of the top antivirus software programs. Security specialists specialize in the design of software and hardware to protect information from security threats. Data security is critical for most businesses and even home computer users. Data lost due to disasters such as a flood or fire is crushing, but losing it to hackers or malware infection can have much greater consequences.

1. Совместите слова из двух колонок.

1 host
2 to patch
3 JUMP command
4 misdirection routine
5 reproduction routine
6 trigger routine
7 payload

a) a programming instruction that causes a program to change its normal sequence
b) the part of a virus that carries out a threat such as displaying a slogan on the screen
c) the part of a computer virus that enables it to attach a copy of itself to another program
d) a program that carries a virus
e) to insert programming code into a computer program to fix or modify it in some way
f) the part of a computer virus that enables it to hide itself by altering the normal sequence of instructions in another program
g) the part of a computer virus that enables it to decide when and how to activate the payload

2. Замените русские слова их английскими эквивалентами.

1. Don't open (вложения в электронное письмо) from (неизвестных людей).
2. Run and (обновляйте антивирусные программы), e.g. (вирусные сканеры).
3. Install a (сетевой экран), a program designed to prevent (шпионские программы) from (получения доступа в вашу внутреннюю сеть).
4. (Не принимайте файлы от) high-risk (источников).
5. It's dangerous to (давать персональную информацию людям) you contact in chat rooms.
6. (Сканируйте свою электронную почту) and be careful (какие веб-сайты вы посещаете).
7. Installing anti-virus software programs on your computer (очень важно, ес-ли вы хотите обезопасить ваш компьютер от червей, вирусов и прочих вредоносных программ).
8. (Существует много) anti-virus software programs (доступных сегодня, и большинство из них) are relatively inexpensive.

3. Выберите из скобок герундий или инфинитив.

1. I am planning … (to visit/visiting) my granny next week.
2. When they finish … (to eat/eating) their lunch, they'll go to the office.
3. He suggested … (to buy/buying) some food.
4. Does Sally enjoy … (to go/going) to the gym?
5. Don't put off … (to write/writing) a report till the end of the month.
6. John refused … (to answer/answering) my question.
7. My brother intends … (to get/getting) married soon.
8. I think she didn't mean … (to hurt/hurting) you.
9. Keep … (to beat/beating) the eggs.
10. Fred can't afford … (to travel/travelling) this year.

4. Составьте предложения, выбрав начало из первого столбца и окончание – из второго.

1. She is interested — a) drinking alcohol.
2. I would like — b) to seeing my daughter.
3. You should give up — c) being ill.
4. We really enjoy — d) laughing at her.
5. I'm looking forward — e) to living in a dirty house.
6. He is used — f) talking to drunk people.
7. She pretended — g) swimming in the sea.

8. Pamela is good h) to have a cup of coffee.
   I couldn't help i) in surfing the Internet.

Практическое занятие № 5.

Тема: Заражение вирусами. Инфинитив и герундий.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Составить вопросы к тексту, упр.2-3.

Topical vocabulary
dormant – бездействующий, неактивный
infection – заражение
to infect – заражать, инфицировать
routine – подпрограмма
to patch – исправлять программу с помощью подпрограммы
to enable – давать возможность; делать возможным
COM or EXE files – файлы с расширением .exe и .com; исполнимые файлы
technique – технический приём, методика, метод
to stay resident – постоянно находиться
payload – (*зд.*) вредоносная нагрузка, вредоносное информационное наполнение
to replace – заменять
execution sequence – последовательность выполнения программы
JUMP command – команда резкого перехода, броска
reproduction routine – подпрограмма воспроизведения
misdirection routine – подпрограмма неправильного указания направления; дезориентации
trigger routine – подпрограмма запускающего события

THE ANATOMY OF A VIRUS
Infection

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Antivirus Software

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1. Совместите слова из двух колонок.

1 host
2 to patch
3 JUMP command
4 misdirection routine
5 reproduction routine
6 trigger routine
7 payload

a) a programming instruction that causes a program to change its normal sequence
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f) the part of a computer virus that enables it to hide itself by altering the normal sequence of instructions in another program
g) the part of a computer virus that enables it to decide when and how to activate the payload

2. Tick the correct item.

1. Greg enjoys … in the rain.

□ walk □ walking □ to walk

2. I'd like … Molly an e-mail now.

□ send □sending □ to send

3. What does Steve want ...?

□ do □ doing □ to do

4. The cold coach watched his team … football.

□ play □ playing □ to play

5. I prefer … detective stories.

□ read □ reading □ to read

6. Would you like something …?

□ drink □ drinking □ to drink

3. Use Infinitive or -ing form.

1. It was quite late when they saw Martin … (come) up the other side of the street. They saw him … (pause) in front of his house, … (look) up at it and … (knock) at the door.
2. My parents let me (stay) at Molly's house last weekend. They agreed … (take) me to his place in the car and they made me (promise) to behave myself.
3. Mel hates (answer) the phone. And very often Mel just lets it … (ring).

4. At first Jenny enjoyed … (listen) to Steven but after a while she got tired of … (hear) the same story.
5. Polly can't (go) to the cinema today. She's busy … (study) for her exam, which is next week, but she's decided … (take) a break and … (phone) Megan.
6. I tried … (listen) carefully and in order (not/show) how I was embarrassed, I did my best … (keep) the conversation … (go) on one topic and another.

4. Прочитайте предложения. Выберите один из предложенных вариантов ответа.

1. Peace activist Baroness Bertha von Suttner encouraged Alfred Nobel ... a prize for peace. (establish / to establish / establishing / to be established)
2. The police officer made Neil get out of the car and demanded … his driver's licence.(see / seeing / to see / to be seen)
3. In the time of Peter the Great the noblemen were not allowed … beards. (have / to have / having / having had)
4. They wouldn't let ... the country without the entry visa, would they? (him to enter / he enters / him enter / him entering)
5. Fred couldn't make … that he had caught the huge fish himself. (I believed/ me believe / me believed / me to believe)
6. Nick was very close to the phone-box and Mary noticed him … the number, and then she heard him ... something to passer-by. (to dial, to say / dialing, to say / to dial, say / dial, say)
7. Nick was seen ... the hall and then Jane watched him ... (enter, go away / be entered, to go away / enter, go away / to have entered, to be gone away)

Практическое занятие № 6.

Тема: Заражение вирусами. Инфинитив и герундий.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Составить пересказ текста, упр.2.

Topical vocabulary
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infection – заражение
to infect – заражать, инфицировать
routine – подпрограмма
to patch – исправлять программу с помощью подпрограммы
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The virus may also contain a payload that remains dormant until a trigger event activates it, such as the user pressing a particular key. The payload can have a variety of forms. It might do something relatively harmless such as displaying a message on the monitor screen or it might do something more destructive such as deleting files on the hard disk.

When it infects a file, the virus replaces the first instruction in the host program with a command that changes the normal execution sequence. This type of command is known as a JUMP command and causes the virus instructions to be executed before the host program. This virus then returns control to the host program which then continues with its normal sequence of instructions and is executed in the normal way.

To be a virus, a program only needs to have a reproduction routine that enables it to infect other programs. Viruses can, however, have four main parts.

A misdirection routine, that enables it to hide itself; a reproduction routine that allows it to copy itself to other programs; a trigger that causes the payload to be activated at a particular time or when a particular event takes place; and a payload that may be a fairly harmless joke or may be very destructive. A program that has a payload but does not have a reproduction routine is known as a Trojan.

Antivirus Software

Thankfully, antivirus software is regularly subjected to independent reviews, which evaluate just how effective they are in achieving their ultimate goal – i.e. keeping your computer virus-free. Here are some of the top antivirus software programs. Security specialists specialize in the design of software and hardware to protect information from security threats. Data security is critical for most businesses and even home computer users. Data lost due to disasters such as a flood or fire is crushing, but losing it to hackers or malware infection can have much greater consequences.

1. Совместите слова из двух колонок.

1 host
2 to patch
3 JUMP command
4 misdirection routine
5 reproduction routine
6 trigger routine
7 payload

a) a programming instruction that causes a program to change its normal sequence
b) the part of a virus that carries out a threat such as displaying a slogan on the screen
c) the part of a computer virus that enables it to attach a copy of itself to another program
d) a program that carries a virus
e) to insert programming code into a computer program to fix or modify it in some way
f) the part of a computer virus that enables it to hide itself by altering the normal sequence of instructions in another program
g) the part of a computer virus that enables it to decide when and how to activate the payload

2. Tick the correct item.

1. Greg enjoys … in the rain.

□ walk □ walking □ to walk

3. I'd like … Molly an e-mail now.

□ send □sending □ to send

4. What does Steve want ...?

□ do □ doing □ to do

5. The cold coach watched his team … football.

□ play □ playing □ to play

6. I prefer … detective stories.

□ read □ reading □ to read

7. Would you like something …?

□ drink □ drinking □ to drink

3. Use Infinitive or -ing form.

7. It was quite late when they saw Martin … (come) up the other side of the street. They saw him … (pause) in front of his house, … (look) up at it and … (knock) at the door.
8. My parents let me (stay) at Molly's house last weekend. They agreed … (take) me to his place in the car and they made me (promise) to behave myself.
9. Mel hates (answer) the phone. And very often Mel just lets it … (ring).
10. At first Jenny enjoyed … (listen) to Steven but after a while she got tired of … (hear) the same story.
11. Polly can't (go) to the cinema today. She's busy … (study) for her exam, which is next week, but she's decided … (take) a break and … (phone) Megan.
12. I tried … (listen) carefully and in order (not/show) how I was embarrassed, I did my best … (keep) the conversation … (go) on one topic and another.

4. Прочитайте предложения. Выберите один из предложенных вариантов ответа.

8. Peace activist Baroness Bertha von Suttner encouraged Alfred Nobel ... a prize for peace. (establish / to establish / establishing / to be established)
9. The police officer made Neil get out of the car and demanded … his driver's licence.(see / seeing / to see / to be seen)
10. In the time of Peter the Great the noblemen were not allowed … beards. (have / to have / having / having had)
11. They wouldn't let ... the country without the entry visa, would they? (him to enter / he enters / him enter / him entering)
12. Fred couldn't make … that he had caught the huge fish himself. (I believed/ me believe / me believed / me to believe)
13. Nick was very close to the phone-box and Mary noticed him … the number, and then she heard him ... something to passer-by. (to dial, to say / dialing, to say / to dial, say / dial, say)
14. Nick was seen ... the hall and then Jane watched him ... (enter, go away / be entered, to go away / enter, go away / to have entered, to be gone away)

Практическое занятие № 7.

Тема: Хакеры. Причастие I.
Цель: Введение и закрепление лексического и грамматического материала.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Прочитать и перевести слова, текст, ответить на вопросы.

Topical vocabulary

CEO (Chief Executive Officer) – главный исполнительный директор
cyberspace – киберпространство
misconception – неправильное представление
media – средства массовой информации
security flaws – слабые места в системе безопасности
it is note-worthy that… – стоит заметить, что…

legit – законный, честный
mature age – зрелый возраст
… claims to observe… – обязуется следовать (соблюдать)
to expose vulnerabilities – выявлять уязвимые места
…with the goal of disabling – с целью их повреждения или вывода
or crippling them из строя
ID – идентификатор
underneath – ниже, внизу
the most senior ID on the system – самый высокий по рангу ID в системе
account – абонемент, учётная запись
it is a very big challenge – это очень большой вызов (это невероятно азартно)
to penetrate – проникать
to avoid – избегать
to keep ahead – держаться впереди, опережать
callback system – система обратного (возвратного) вызова
backup copies – резервные копии

Hackers

Interview: The Ex-Black Hat Hacker

Ralph Harris was one of two 18-year-olds arrested in the 2000s for hacking into a large American company. They got into the CEO's personal files and left a very rude message. He's grown up and has been putting his knowledge to very good use. He is now a computer security expert, a "white hat hacker" who uses his skills to make cyberspace safer.

Interviewer – Ralph, who exactly can be called a real computer hacker? To most users of English, the word "hacker" refers to computer criminals.

Ralph – Well, there is actually some misconception about what a real hacker is. Hackers are not criminals. In fact, "hacker" is a term of high praise in the developer community. Hacking computers is performed by one who knows computers very well – even the extra tricks of a computer and electronics. A hacker can be an expert computer programmer who creates complex software and hardware. These hackers are experts in the field of computing and have achieved a certain elite status within their field. Those who are often referred to as hackers today, should actually be called "crackers" – people who do not have an authorized access, like a safe-cracker.

Interviewer – A lot of people confuse the terms "hacker" and "cracker". I think there are two main reasons for this: firstly, crackers often call themselves "hackers" and secondly, the media refers to crackers as "hackers". But crackers are also known as black-hat hackers or dark-side hackers. Besides, there are such terms as "grey-hat hackers", "blue-hat hackers", "red-hat hackers" and others. Could you explain the difference between them?

Ralph – Yes, hackers are often divided into several categories or "classes" depending on what they do. A black-hat hacker is computing slang for a person who engages in illegal or malicious hacking. Black-hat hackers are computer crackers who break into computers and networks or also create computer viruses. The term "black-hat" comes from old westerns where the bad guys usually wore black hats and the good guys wore white ones. Thus, a white hat hacker is a computer hacker who intends to improve internet security. "White hats" break into systems or networks in order to help the owners of the system by making them aware of security flaws, or to perform some other altruistic activity. Many such people are employed by computer security companies; these professionals are sometimes called sneakers. Groups of these people are often called tiger teams.

Interviewer – Now you are one of these tigers, a security expert, though at some time you used to be a hacker… a black-hat hacker.

Ralph – It is note-worthy that many white hat hackers, such as Steve Jobs of Apple, Mark Zuckerberg of Facebook and other famous people were once black-hat hackers. Many black-hat hackers have gone legit in their more mature years. The primary difference between white and black hat hackers is that a white hat hacker claims to observe ethical principles. Grey hat hackers are the hackers that perform

both malicious activities and helpful ones. They are part white hat and part black hat. Blue hat hackers are security professionals that are invited by Microsoft to expose vulnerabilities in Window products. Red hat hackers are an aggressive version of white hat hackers. They are employed by a government agency to hack into the computer mainframes of other governments with the goal of disabling or crippling them. A green hat is a name for a new hacker, who is just starting to practice hacking. Green hat hackers are the beginners or freshers in hacking. Interviewer – It's really interesting to hear all that. But can you tell us something about your personal history? I mean the time when you were a cracker. Once you broke into an American company's system. How did you manage to get into the CEO's personal files?

Ralph – I guessed some passwords and so on and because of various very silly mistakes the operators of the system made I managed to get right into the system at the highest level. What happened there was I got into part of the system that said: "Please enter your ID" and then underneath that on the same screen told you what the ID was. It was the most senior ID on the system so I typed it in. It said "You're logged on as systems manager what would you like to do?" And I said "I'll have some passwords please. And because I was logged on at the highest level it said "Whose do you want?" And I said "The CEO" because there was an account on the system in his name. And it gave it to me.

Interviewer – Why do people hack? What makes them start hacking?

Ralph – People sometimes hack for money, for criminal purposes or for political purposes. Most teenagers hack because it is exciting. It's a very big challenge for a couple of 18-year-olds working on a basic PC to link directly to a very powerful machine they've completely penetrated.

Interviewer – Now you are helping companies to avoid people like you.

Ralph – Yes, if you want to protect your systems it's a good idea to talk to people like myself rather than big city consultants… because I know the ways in which I would try to break into your system.

I ***nterviewer*** – How can users avoid being hacked into?

Ralph – There's a lot you can do but first of all you have to keep ahead of the crackers. Well, you can install firewalls to restrict access to a network. You can have a callback system to make sure remote clients are who they say they are. Having really secure passwords helps. Don't use a common name or a dictionary word or anything short. Check the system regularly using event logs to find failed access attempts. Make backup copies of your files regularly. Use a digital certificate when you are doing business on the Internet. Avoid giving credit card numbers. Companies and organizations should hire highly qualified security specialists to protect their computer networks.

1. Ответьте на вопросы.

1. What was Ralph Harris arrested for in the 2000s? What is he now?
2. According to Ralph, who can be called a real computer hacker"? Do you agree with his point of view?
3. Why do people confuse the terms "hacker" and "cracker'?
4. What is a "black hat hacker"? Explain why black hat hackers are called computer criminals.
5. How does Ralph characterize white hat hackers? What is the principal difference between white hat and black hat hackers? 6. Where do the terms "black hat" and "white hat" come from?
7. Differentiate between grey hat, blue hat, red hat and green hat hackers.
8. How did Ralph manage to get into the American company's files?
9. According to Ralph, why do people hack?
10. Why does he say companies should use his services?
11. What should people do to prevent hacking?

2. Переведите на русский язык, обращая внимание на причастия настоящего времени.

1. The girl standing at the window is my sister.
2. Having been sent to the wrong address the letter didn't rich him.
3. He sat in the arm-chair thinking.
4. She came up to us breathing heavily.
5. The hall was full of laughing people.
6. The singing girl was about fourteen.
7. Having read the book I gave it to Pete.

8. The large building being built in our street is a new school – house.
9. Having finished the experiment the students left the laboratory.
10. Being busy, he postponed his trip.

3. Выберите из скобок требующуюся форму Причастия I:

1. a) The girl (writing, written) on the blackboard 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.

Практическое занятие № 8.

Тема: Хакеры. Причастие I.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Прочитать и перевести текст, упр.2.

1. Прочитайте и переведите текст.

It Takes a Thief to Catch a Thief

Every year more and more computer networks are coming under attack and day by day these attacks are getting stronger. When most companies try to defend their networks they are always on the defensive side of the pitch (поле, площадка). Although defense wins Superbowls, it does not cut it in the world of cyber security – it is the equivalent of putting a band aid on the person instead of them getting surgery.

There need to be new ways that a company can defend their networks from outside attacks. One way is to hire reformed black hat hackers to defend the company's networks. Yes, there is a level of danger when someone does this but when it works, it really does seem to be the right solution.

Probably everybody who reads this has heard of the old saying, "don't leave a fox to guard the hen house", or something similar. This is an old American saying but sometimes the moral of the story is not true in every situation. Sometimes it takes (требуется) a thief to catch a thief.

There are some computer security firms that hire ex-black hat hackers to come to work for them. Who better to show them the tricks of the underground than some of the people who have successfully used these very same tricks. Who would know the mind of a hacker better than them? Somebody who has the natural skills to be a world class hacker and someone who has to be trained to be one are in two different leagues. Having one who has turned away from the dark side to be with the good guys may be a good catch.

Anyone who has either worked in or at least follows the computer security field knows about the famous hacker known as Kevin Mitnick. Kevin Mitnick, the world's most wanted computer hacker, managed to hack into some of the country's most powerful – and seemingly impenetrable – agencies and companies. He managed to gain access to data that no one else could. He was finally caught and thrown into jail for several years. At the time of his arrest, he was the most wanted computer criminal in the United States.

He is now out of jail and he has found his place in regular society as a computer security consultant. His services are always in demand and he is considered one of the top people in his field. This is an example of someone who went down the wrong path and then turned their life around.

2. Выберите утверждение, которое вам подходит.

1. I'm sure the old saying, "don't leave a fox to guard the hen house" is quite correct when we mean ex-black hat hackers pretending to work as security specialists for different organizations. Companies should not hire people who used to be computer criminals because…..
2. I think it's true that sometimes it takes a thief to catch a thief. Companies should hire ex-black hat hackers to defend their networks because…

3. Раскройте скобки, употребив причастие настоящего времени в активной и пассивной форме.

1. (To impress) by the film, they kept silent.
2. (To lose) the book, the student couldn't remember the topic.
3. He spent the whole day (to read) a book.
4. (To travel) around America for a month, she returned to England.
5. He watched Mike (to go) out of the door and (to cross) the street.
6. The question (to discuss) now is very important.
7. (To pack) in the beautiful box the flowers looked very lovely.
8. (To descent) the mountains, they heard a man calling for help.
9. (To reject) by everybody he became a monk.
10. (To show) the wrong direction, the travelers soon lost their way.

4. Раскройте скобки, употребив Indefinite или Perfect Participle I. Переведите.

1. (To write) out all the words, I started to learn them.
2. (To buy) food, they left supermarket.
3. (to bark) dog doesn't bite.
4. She entered the room (to smile).
5. (To drink) coffee she was talking to her friend.
6. (To find) the keys, we were able to open the door.
7. (To make) the report, Tom left the room.
8. (To see) her he raised his hat.
9. My task (to finish), I went to bed.
10. While (to learn) the pronunciation of the words we learned their meaning.

Практическое занятие № 9.

Тема: Хакеры. Причастие I.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Прочитать и перевести текст, упр.2.

1. Прочитайте и переведите текст.

It Takes a Thief to Catch a Thief

Every year more and more computer networks are coming under attack and day by day these attacks are getting stronger. When most companies try to defend their networks they are always on the defensive side of the pitch (поле, площадка). Although defense wins Superbowls, it does not cut it in the world of cyber security – it is the equivalent of putting a band aid on the person instead of them getting surgery.

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these very same tricks. Who would know the mind of a hacker better than them? Somebody who has the natural skills to be a world class hacker and someone who has to be trained to be one are in two different leagues. Having one who has turned away from the dark side to be with the good guys may be a good catch.

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2. Выберите утверждение, которое вам подходит.

1. I'm sure the old saying, "don't leave a fox to guard the hen house" is quite correct when we mean ex-black hat hackers pretending to work as security specialists for different organizations. Companies should not hire people who used to be computer criminals because…..
2. I think it's true that sometimes it takes a thief to catch a thief. Companies should hire ex-black hat hackers to defend their networks because…

3.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.

4. 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.

5. 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.

Практическое занятие № 10.

Тема: Терминология в области информационной безопасности. Причастие II.

Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.

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

Задание: Прочитать и перевести текст, упр.2.

1. **Прочитайте и переведите текст. Составьте тематический словарь.**

Types of Information Security

Application security

Application security is a broad topic that covers software vulnerabilities in web and mobile applications and application programming interfaces (APIs). These vulnerabilities may be found in authentication or authorization of users, integrity of code and configurations, and mature policies and procedures. Application vulnerabilities can create entry points for significant InfoSec breaches. Application security is an important part of perimeter defense for InfoSec.

Cloud security

Cloud security focuses on building and hosting secure applications in cloud environments and securely consuming third-party cloud applications. “Cloud” simply means that the application is running in a shared environment. Businesses must make sure that there is adequate isolation between different processes in shared environments.

Cryptography

Encrypting data in transit and data at rest helps ensure data confidentiality and integrity. Digital signatures are commonly used in cryptography to validate the authenticity of data. Cryptography and encryption has become increasingly important. A good example of cryptography use is the Advanced Encryption Standard (AES). The AES is a symmetric key algorithm used to protect classified government information.

Infrastructure security

Infrastructure security deals with the protection of internal and extranet networks, labs, data centers, servers, desktops, and mobile devices.

Incident response

Incident response is the function that monitors for and investigates potentially malicious behavior.

In preparation for breaches, IT staff should have an incident response plan for containing the threat and restoring the network. In addition, the plan should create a system to preserve evidence for forensic analysis and potential prosecution. This data can help prevent further breaches and help staff discover the attacker.

Vulnerability management

Vulnerability management is the process of scanning an environment for weak points (such as unpatched software) and prioritizing remediation based on risk.

In many networks, businesses are constantly adding applications, users, infrastructure, and so on. For this reason, it is important to constantly scan the network for potential vulnerabilities. Finding a vulnerability in advance can save your businesses the catastrophic costs of a breach.

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2. 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.

3. 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.

Практическое занятие № 11.

Тема: Терминология в области информационной безопасности. Причастие II.

Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.

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

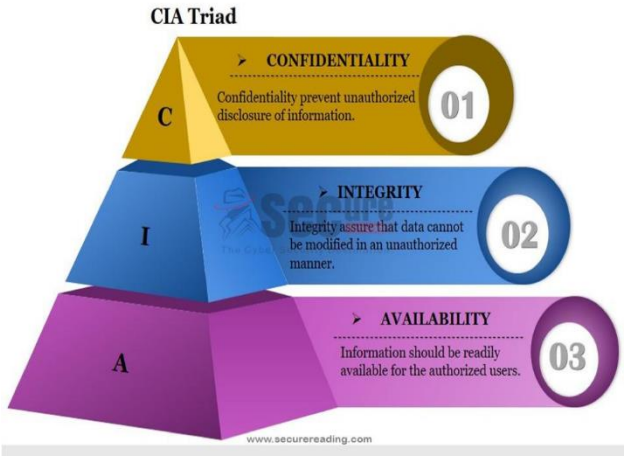
Задание: Прочитать и перевести текст, упр.2.

1. Изучите основную идею информационной безопасности и состаьте тематический словарь.

Basic Information Security Concepts

Three basic information security concepts important to information are **Confidentiality, Integrity, and Availability.** If we relate these concepts with the people who use that information, then it will be **authentication, authorization, and non-repudiation.**

Information Security is such a broad discipline that it's easy to get lost in a single area and lose perspective. Nevertheless, the classic definition of information security is brief and simple: 'Information security is the confidentiality, integrity, and availability of information also referred as C-I-A triad or information security triad.



In brief, confidentiality is a set of rules that limits access to information, Integrity is the assurance that the information is trustworthy and accurate, and Availability is a guarantee of reliable access to the information by authorized people.

Confidentiality

When information is read or copied by someone not authorized to do so, then it will be **"loss of confidentiality".** For sensitive information, confidentiality is a very important criterion. Bank account statements, personal information, credit card numbers, trade secrets, government documents are some examples of sensitive information. This goal of the CIA triad emphasizes the need for information protection. For example, confidentiality is maintained for a computer file, if authorized users are able to view it, while unauthorized persons are blocked from seeing it.

Integrity

Information can be corrupted or manipulated if it's available on an insecure network, and is referred to as "**loss of integrity."** This means that unauthorized changes are made to information, whether by human error or intentional tampering. Integrity is particularly important for critical safety and financial data used for activities such as electronic funds transfers, air traffic control, and financial accounting. For example, banks are more concerned about the integrity of financial records, with confidentiality having only second priority. Some bank account holders or depositors leave ATM receipts unchecked and hanging around after withdrawing cash. This shows that confidentiality does not have the highest priority. In the CIA triad, integrity is maintained when the information remains unchanged during storage, transmission, and usage not involving modification to the information.

Availability

Information can be erased or become inaccessible, resulting in **"loss of availability."** This means that people who are authorized to get information are restricted from accessing. Availability is often the most important attribute in service-oriented businesses that depend on information. Denying access to information has become a very common attack nowadays. Almost every week you can find news about high profile websites being taken down by Denial of Service attacks. The CIA triad goal of availability is the situation where information is available when and where it is rightly needed.

Now let's take a look at other key terms in Information Security – Authorization, Authentication, and Nonrepudiation processes and methods, which are some of the main controls aimed at protecting the C-I-A triad

To make information available or accessible/modifiable to those who need it and who can be trusted with it (for accessing and modification), organizations use **authentication and authorization.** Authentication is proving that a user is the person he or she claims to be. That proof may involve something the user knows (such as a password), something the user has (such as a "smartcard"), or something about the user that proves the person's identity (such as a fingerprint). Authorization is the act of determining whether a particular user (or computer system) has the right to carry out a certain activity, such as reading a file or running a program.

Users must be authenticated before carrying out the activity they are authorized to perform. Security is strong when the means of authentication cannot later be refuted—the user cannot later deny that he or she performed the activity. This is known as non-repudiation.

2. 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.

3. 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.

Практическое занятие № 12.

Тема: Терминология в области информационной безопасности. Причастие II.

Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.

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

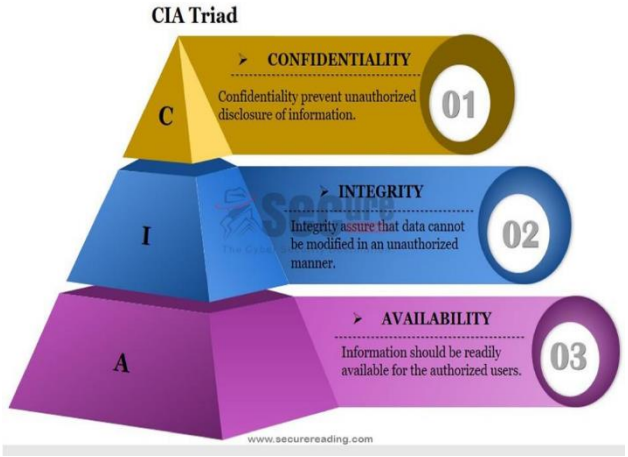
Задание: Прочитать и перевести текст, упр.2.

2. Изучите основную идею информационной безопасности и состаьте тематический словарь.

Basic Information Security Concepts

Three basic information security concepts important to information are **Confidentiality, Integrity, and Availability.** If we relate these concepts with the people who use that information, then it will be **authentication, authorization, and non-repudiation.**

Information Security is such a broad discipline that it's easy to get lost in a single area and lose perspective. Nevertheless, the classic definition of information security is brief and simple: 'Information security is the confidentiality, integrity, and availability of information also referred as C-I-A triad or information security triad.



In brief, confidentiality is a set of rules that limits access to information, Integrity is the assurance that the information is trustworthy and accurate, and Availability is a guarantee of reliable access to the information by authorized people.

Confidentiality

When information is read or copied by someone not authorized to do so, then it will be **"loss of confidentiality".** For sensitive information, confidentiality is a very important criterion. Bank account statements, personal information, credit card numbers, trade secrets, government documents are some examples of sensitive information. This goal of the CIA triad emphasizes the need for information protection. For example, confidentiality is maintained for a computer file, if authorized users are able to view it, while unauthorized persons are blocked from seeing it.

Integrity

Information can be corrupted or manipulated if it's available on an insecure network, and is referred to as "**loss of integrity."** This means that unauthorized changes are made to information, whether by human error or intentional tampering. Integrity is particularly important for critical safety and financial data used for activities such as electronic funds transfers, air traffic control, and financial accounting. For example, banks are more concerned about the integrity of financial records, with confidentiality having only second priority. Some bank account holders or depositors leave ATM receipts unchecked and hanging around after withdrawing cash. This shows that confidentiality does not have the highest priority. In the CIA triad, integrity is maintained when the information remains unchanged during storage, transmission, and usage not involving modification to the information.

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Now let's take a look at other key terms in Information Security – Authorization, Authentication, and Nonrepudiation processes and methods, which are some of the main controls aimed at protecting the C-I-A triad

To make information available or accessible/modifiable to those who need it and who can be trusted with it (for accessing and modification), organizations use **authentication and authorization.** Authentication is proving that a user is the person he or she claims to be. That proof may involve something the user knows (such as a password), something the user has (such as a "smartcard"), or something about the user that proves the person's identity (such as a fingerprint). Authorization is the act of determining whether a particular user (or computer system) has the right to carry out a certain activity, such as reading a file or running a program.

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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.

3. Раскройте скобки, употребив причастие прошедшего времени. Переведите.

11. The letter (to write) by him was very long.

12. We are interested in the goods (to produce) by this factory.
13. She didn't understand the word (to say) by him.
14. He didn't see the things (to keep) in her box.
15. I don't like the video (to buy) yesterday.
16. This is the house (to build) many years ago.
17. The question (to put) to the professor was important.
18. When (to offer) to work abroad, he refused.
19. The article on agriculture (to publish) in this magazine was written by Smith.
20. You can get the book (to recommend) by our teacher in the library.

Практическое занятие № 13.

Тема: Контрольная работа.
Цель: Контроль лексических и грамматических навыков, словарного запаса обучающихся.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Вариант I

1. **Образуйте от данных глаголов причастие II и составьте с ними и с данными существительными словосочетания:**

To show, to close, to translate, to cut, to ask, to send.
Article, letter, film, bread, window, question.

2. **Выберите подходящую форму причастия:**

1. The girl (wash, washed) the floor is my sister.
2. The (losing, lost) book was found at last.
3. I picked up the pen (lying, lain) on the floor.
4. Translate the words (writing, written) on the blackboard.

3. Раскройте скобки, употребляя глаголы в *Present Participle* or *Perfect Participle:*

1. (to do) this task, he was thinking hard.
2. (to read) the story, she closed the book and put it on the shelf.
3. (to eat) all the potatoes, she drank a cup of tea.
4. (to sit) near the fire, he felt very warm.

4. Сделайте из двух предложений одно, используя причастие I.

Пример: *Jim was playing tennis. He hurt his arm. – Jim hurt his arm playing tennis.*

1. I was watching TV. I fell asleep. I …… .
2. The man slipped. He was getting off the bus. The man …. .
3. I was walking home in the rain. I got wet. I …. .
4. Margaret was driving to work yesterday. She had an accident….

Вариант II

1. **Образуйте от данных глаголов причастие II и составьте с ними и с данными существительными словосочетания:**

To offer, to excite, to hear, to smoke, translate, to write.
Song, student, book, pen, text, cigarette.

2. **Выберите подходящую форму причастия:**

1. The girl (writing, written) on the blackboard is our best student.
2. The tasks (doing, done) by the students were easy.
3. The wall (surrounding, surrounded) the house was very high.

4. I will show you a picture (painting, painted) by my brother.

3. **Раскройте скобки, употребляя глаголы в *Present Participle* or *Perfect Participle:***

1. (to eat) all the potatoes, she drank a cup of tea.
2. (to sit) near the fire, he felt very warm.
3. (to do) this task, he was thinking hard.
4. (to read) the story, she closed the book and put it on the shelf.

4. Сделайте из двух предложений одно, используя причастие I.

Пример: *Jim was playing tennis. He hurt his arm. – Jim hurt his arm playing tennis.*

1. Two firemen were overcome by smoke. They were trying to put up the fire. ….
2. Margaret was driving to work yesterday. She had an accident….
3. I was walking home in the rain. I got wet. I …. .
4. The man slipped. He was getting off the bus. The man …. .

Практическое занятие № 14.

Тема: Итоговое занятие.
Цель: Контроль умений и навыков практического владения английским языком.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Контрольные задания к зачету

Лексические темы	Грамматические темы
1.Вирусы	3.Причастие I
2.	4. Причастие II

1. Прочтите и переведите текст, выполните задния к тексту.

Вариант I

PROTECTING INFORMATION SYSTEMS: COMPUTER VIRUSES

Another critical security challenge is presented by **computer viruses**, hidden programs that can work their way into computer systems and erase or corrupt data and programs. Viruses are programs that secretly attach themselves to other programs or files, known as the **host**, and change them or destroy data. Viruses can be programmed to become active immediately or to remain dormant for a period of time, after which the infections suddenly activate themselves and cause problems.

A virus can reproduce by copying itself onto other programs stored in the same drive. It spreads as users install infected software on their systems or exchange files with others, usually by exchanging email, accessing electronic bulletin boards, trading disks, or downloading programs or data from unknown sources on the Internet. Because so many computers are interconnected, viruses can spread quickly, infecting all the computers linked on a local area network and then spreading over the Internet to other computers and networks. The Melissa virus infected 350,000 computers in the United States and Europe. The Mydoom virus infected a quarter-million computers in a single day in January 2004. The so-called “Love Bug” virus alone caused an estimated $15 billion in damage. Viruses can do more damage today than ever before and cost organizations billions of dollars each year. Most viruses are created by black-hat hackers and involve outright vandalism or crime.

Each virus is given a name e.g. “Love Bug” or “Melissa” and can be classified as a particular type of virus. The main virus types include:

logic bombs that destroy data when triggered

boot sector viruses that store themselves in the boot sector of a disk

file viruses that attach themselves to COM files (programs that have a COM extension e.g. command.com)

macro viruses, often written in the scripting languages for Microsoft programs such as Word or Excel,

are spread in Microsoft Office by infecting documents and spreadsheets
email viruses which use email messages as a mode of transport and copy themselves by automatically mailing copies to hundreds of people in the victim's address book
companion viruses that instead of modifying an existing file, create a new program which is executed instead of the intended program
cross-site scripting viruses that utilize cross-site scripting vulnerabilities to replicate
polymorphic viruses that not only replicate themselves by creating multiple files of themselves, but also change their digital signature every time they replicate
Two other types of malware – **Trojan horses** and **worms** – are often classified as viruses, but are actually forms of distributing malware.

Trojan horses are impostor files that claim to be something desirable but, in fact, are malicious. A Trojan horse appears to do one thing (install a screen saver, or show a picture inside an email for example) when in fact it does something entirely different, and potentially malicious, such as erase files. Trojans can also open backdoors so that computer hackers can gain access to passwords and other personal information stored on a computer. Trojans don't copy themselves or reproduce by infecting other files.

Worms are self-copying programs that have the capacity to move from one computer to another without human help, by exploiting security flaws in computer networks. Worms are self-contained and don't need to be attached to a document or program the way viruses do. It is note-worthy that different types of malicious software (worms, Trojan horses, adware, spyware, etc.) are generally referred to as viruses though true computer viruses make up only a small subset of malware. For example, "ILOVEYOU" ("Love Bug") or "Melissa" are two examples of worms.

As viruses become more complex, the technology to fight them must increase in sophistication as well. The simplest way to protect against computer viruses is to install one of the many available antivirus software programs, such as Norton Anti-Virus and McAfee Virus Scan. There is no way to entirely stop the spread of computer viruses, because new ones are created all the time. However, a number of excellent "vaccine" programs exist that search for and destroy viruses and prevent new ones from infecting your computer system.

These programs continuously monitor systems for viruses and automatically eliminate any they spot. Anti-virus and anti-malware programs can provide real-time protection against the installation of malware on a computer. The software scans disk files at download time, and blocks the activity of components known to represent malware. Users should regularly update antivirus software programs by going online to download the latest virus definitions.

But management must begin to emphasize security at a deeper level: in software design, corporate servers, Web gateways, and Internet service providers. Because around 80 percent of the world's PCs run on Microsoft operating systems, a single virus can spread quickly among them. Computer users should carefully choose the files they load onto their systems, scan their systems regularly, make sure their antivirus software is up-to-date, and install software only from known sources. They should also be very careful when opening attachments to emails, since this is the way many viruses are spread.

2. Выберите правильный вариант ответа.

1. *A computer virus is*

a) the name given to unwanted messages, mainly commercial advertising
b) a visible program which accidentally attaches itself to other programs and can be easily deleted by the user
c) a hidden program which secretly attaches itself to other programs and changes them or destroys data

2. *Viruses are programmed*

a) to activate themselves immediately after the infected software has been installed
b) to remain dormant for a certain period of time
c) either to become active immediately or to remain dormant for a period of time

3. *True computer viruses include*
a) macro viruses, email viruses, and worms
b) macro viruses, email viruses, and logic bombs
c) Trojans and worms

4. *A logic bomb is a virus*
a) which is set to trigger when specific conditions are met
b) which is spread in Microsoft Office by infecting documents and spreadsheets
c) which uses email messages as a mode of transport

5. *One of the most dangerous viruses is a virus that changes its digital signature every time it replicates. Such viruses are very difficult to detect. They are called*
a) macro viruses
b) micro viruses
c) polymorphic viruses

6. *A program that can open a backdoor to the computer so that crackers can gain access to sensitive information is known as*
a) a worm
b) a Trojan horse
c) an adware

7. *Programs that replicate themselves from system to system without the use of a host file are known as*
a) worms
b) Trojans
c) true viruses

8. *Unlike viruses, worms don't need to be attached to a document or program as they are*
a) self-confident
b)self-controlled
c) self-contained

9. *Love Bug, Mydoom and Melissa are the examples of*
a) true viruses
b) worms
c) Trojans

10. *The main difference between the terms "viruses" and "malware" is that*
a) viruses are much more dangerous than other types of malware
b) all other types of malware are much more dangerous than viruses
c) all viruses are malwares but not all malwares are viruses

11. *The simplest way to protect against computer viruses is*
a) to have no computer at all
b) to monitor access 24 hours a day
c) to use reliable and up-to-date anti-virus and anti-malware software

3. Ответьте на вопросы.
1. What is a computer virus? How does a computer virus work?
2. What are the ways viruses spread? Why can viruses spread so quickly?
3. Name some of the famous viruses used to spread worldwide.

4. Enumerate the main types of true viruses. Which of the virus types given in the text do you think to be the most dangerous and why?
5. Describe a malicious program called “a Trojan horse”. 6. Explain what a computer worm is.
7. How do Trojans and worms differ from true viruses?
8. How do “vaccine” anti-virus programs work?
9. What is real-time protection provided by anti-virus and anti-malware programs?
10. Name the main steps individuals and organizations should take to prevent viruses.

4. Переведите на русский язык, обращая внимание на причастия настоящего времени.
1. The girl standing at the window is my sister.
2. Having been sent to the wrong address the letter didn’t rich him.
3. He sat in the arm-chair thinking.
4. She came up to us breathing heavily.
5. The hall was full of laughing people.
6. The singing girl was about fourteen.
7. Having read the book I gave it to Pete.
8. The large building being built in our street is a new school – house.
9. Having finished the experiment the students left the laboratory.
10. Being busy, he postponed his trip.

5. Выберите из скобок требующуюся форму Причастия I:

1. a) The girl (writing, written) on the blackboard 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.

Вариант II

1. Прочтите и переведите текст, выполните задания к тексту.

THE ANATOMY OF A VIRUS
Infection

Read and translate the text to do the tasks given below the text.

A biological virus is a very small, simple organism that infects living cells, known as the host, by attaching itself to them and using them to reproduce itself. This often causes harm to the host cells.

Similarly, a computer virus is a very small program routine (подпрограмма) that infects the computer system and uses its resources to reproduce itself. It often does this by patching the operating system to enable it to detect program files, such as COM (коммуникационный порт) or EXE files (исполняемые файлы). It then copies itself into into those files. This sometimes causes harm to the host computer system When the user runs an infected program, it is loaded into memory carrying the virus. The virus uses a common programming technique to stay resident in memory. It can then use a reproduction routine to infect other programs. This process continues until the computer is switched off.

The virus may also contain a payload that remains dormant until a trigger event activates it, such as the user pressing a particular key. The payload can have a variety of forms. It might do something relatively harmless such as displaying a message on the monitor screen or it might do something more destructive such as deleting files on the hard disk.

When it infects a file, the virus replaces the first instruction in the host program with a command that changes the normal execution sequence. This type of command is known as a JUMP command and causes the virus instructions to be executed before the host program. This virus then returns control to the

host program which then continues with its normal sequence of instructions and is executed in the normal way.

To be a virus, a program only needs to have a reproduction routine that enables it to infect other programs. Viruses can, however, have four main parts.

A misdirection routine, that enables it to hide itself; a reproduction routine that allows it to copy itself to other programs; a trigger that causes the payload to be activated at a particular time or when a particular event takes place; and a payload that may be a fairly harmless joke or may be very destructive. A program that has a payload but does not have a reproduction routine is known as a Trojan.

Antivirus Software

Thankfully, antivirus software is regularly subjected to independent reviews, which evaluate just how effective they are in achieving their ultimate goal – i.e. keeping your computer virus-free. Here are some of the top antivirus software programs. Security specialists specialize in the design of software and hardware to protect information from security threats. Data security is critical for most businesses and even home computer users. Data lost due to disasters such as a flood or fire is crushing, but losing it to hackers or malware infection can have much greater consequences.

2. Совместите слова из двух колонок.

1 host	a) a programming instruction that causes a program to change its normal sequence
2 to patch	b) the part of a virus that carries out a threat such as displaying a slogan on the screen
3 JUMP command	c) the part of a computer virus that enables it to attach a copy of itself to another program
4 misdirection routine	d) a program that carries a virus
5 reproduction routine	e) to insert programming code into a computer program to fix or modify it in some way
6 trigger routine	f) the part of a computer virus that enables it to hide itself by altering the normal sequence of instructions in another program
7 payload	g) the part of a computer virus that enables it to decide when and how to activate the payload

3. 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.
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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.

4 КУРС 8 СЕМЕСТР
ВОССТАНОВЛЕНИЕ ДАННЫХ

Практическое занятие № 1.

Тема: Восстановление системы. Неличные формы глагола. Повторение.
Цель: Введение и закрепление лексического и грамматического материала.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Прочитать и перевести слова, текст, упр.1-3.

Topical vocabulary

natural disaster – стихийное бедствие
man-made disaster – техногенная авария (катастрофа)
power failure – нарушение электроснабжения
software glitch – сбой программного обеспечения
to disrupt – нарушать, приводить к срыву
equipment malfunction – неисправность оборудования
deliberate attempt – преднамеренная попытка
data loss – потеря данных
power outage – отключение электроэнергии
unpredictable – непредсказуемый
to respond to – реагировать, отвечать (на что-либо)
to ensure – обеспечивать, гарантировать
continued operation – непрерывная работа
vital – жизненно важный
recovery – восстановление
disaster recovery – восстановление после бедствия
computer system failure – авария компьютерных систем
data safety – безопасность данных
… of paramount importance – первостепенной важности
backup – резервная копия
to back up – делать резервные копии
at least – по меньшей мере
location – (определённое) место;
место размещения
archiving – архивирование; сохранение
hard image – резервный образ диска; образ дисковой памяти
hard disk imaging – создание резервного образа диска (запись образа диска на запоминающем устройстве)
mirror image – зеркальный образ
to recreate – воссоздавать
actual content – действительный (текущий) контент (информационное наполнение)
In its entirety – во всей полноте; полностью
partition – раздел (диска)
to restore – восстанавливать
online data backup – резервное копирование в системе online
external storage device – устройство внешней памяти, внешнее запоминающее устройство
affordable – недорогой, доступный
backup site – резервный узел; резервное производственное помещение (для размещения вычислительных
средств в случае стихийного бедствия)
cold (warm, hot) backup site – «холодный» («тёплый», «горячий») резервный узел
data center – вычислительный центр

accessible – доступный
…it involves downtime – происходит время простоя (потеря машинного времени)
remote storage facility =
off-site storage facility – удалённое хранилище данных
efficient – эффективный
replica – точная копия
…the only item that needs
to be added – единственное, что нужно добавить..

PROTECTING INFORMATION SYSTEMS: DISASTER RECOVERY AND BACKUP

Natural disasters, power failures, equipment malfunctions, software glitches, human error, and terrorist attacks can disrupt even the most sophisticated computer systems. Man-made disasters can range from a catastrophic operator error to a deliberate attempt to cause damage. Mistakes can cause data loss, power outages, and a wide variety of other problems. We can often stop disasters caused by man, but there is nothing we can do that can stop the natural disasters. These natural disasters such as floods, earthquakes, hurricanes, volcanoes, tsunami, or wildfire are unpredictable and within a short span of time can destroy information and communication systems. Whether a disaster is natural or man-made, companies and organizations must be ready to respond to it quickly and effectively. As IT systems have become increasingly critical to the smooth operation of a company, the importance of ensuring the continued operation of those systems, and their rapid recovery, has increased.

One of the most important aspects of disaster recovery is to have a solid disaster recovery plan. Disaster recovery means bringing IT systems and functions back online after a disruption. A disaster recovery plan is intended to keep a company as functional as possible during a disaster and to help the company recover quickly in the event of a disaster. This plan also includes disaster prevention programs – decisions on how to prevent computer system failures.

Data safety is a problem of paramount importance. For example, of companies that had a major loss of business data, 43% never reopen and 29% close within two years. The most effective way to avoid the loss of data is to create frequent backups of your files. If this data is really sensitive, it is important to store at least two copies of it and keep at least one copy in a secure, remote location. In IT, a backup, or the process of backing up, refers to the copying and archiving of computer data so it may be used to restore the original after a data loss event. Some methods of backup are more reliable than others, while others may be more convenient than some. In order to protect your business data, it is important to have a solution that is both reliable and convenient.

Hard disk imaging, often referred to as cloning, is one of the most popular and efficient methods of storing important data. This type of system saves every piece of data on your hard drive. This unique process allows you to create a mirror image of a disk at a specific point of time. A disk image can be compared to a photo image. It is capable of being recreated into the actual contents, just as a photograph can be used to recreate a specific scene at a specific point in the past. In the event of a complete system failure, the data on your hard disk can be easily recreated in its entirety, even your partitions and file system. It is also the fastest and easiest method of data backup, enabling you to quickly restore data following an unexpected catastrophe.

Online data backup is a solution growing in popularity. This type of solution calls for your data to be stored on a secure server in a remote location. With online data backup, your data is safe; the computer encrypts your files before sending them, and files are secured with password protection. Backups can be done automatically and data is available anywhere in the world at any time.

Another good option for backing up your business data are **external storage devices**. These are simple, affordable and come in many different forms. The most common devices are external hard drives and modern inventions, such as encrypted flash drives.

One of the most critical aspects of network security is to have a location from which the recovery can take place. This location is known as a **backup site**. In the event of a disaster, a backup site is where your data center will be recreated, and where you will operate from, during the disaster. There are three

basic types of backup sites: cold, warm, and hot. (These terms do not refer to the temperature of the backup site; instead, they refer to the effort required to begin operations at the backup site in the event of a disaster).

A **cold backup site** is an offline database that is not accessible for updates and is generally a space that has been reserved within a building. With a cold backup site, everything that is required to restore service must be delivered to the site. Although cold backup sites are the least expensive way of backing up data, they involve downtime to restore service to the users since they cannot access the database during the recovery process.

A **warm backup site** is a site that is already equipped with hardware that contains a backup of the information that is contained in the data center. Before you can use a warm backup site to restore service, the most recent backups from the remote storage facility must be delivered before recovery can begin. Although a warm backup site contains backups, the information may be incomplete due to the fact that the backup may have been sent to the facility as much as one week ago.

A **hot backup site** is the most efficient and expensive means of disaster recovery. With a hot backup site, users can continue to access the database while restoration is in process. Recovery can take place within a few hours due to the fact that the hot backup contains a replica of the current data in the data center. The only item that needs to be added is the latest backups from the off-site storage facility.

Offsite backup sites can be provided by organizations that specialize in disaster recovery, a location within your own organization, or a shared facility by multiple organizations.

1. Выберите правильный вариант ответа.

1. *Can people stop disasters?*

a) We can often stop natural disasters, but there is nothing we can do that can stop disasters caused by man.

b) We can often stop disasters caused by man, but there is nothing we can do that can stop the natural disasters.

c) We can stop any disaster regardless of whether it is natural or man-made. 79

2. *A disaster recovery plan is intended*
a) to estimate the cost of damage in the event of a disaster
b) to ensure psychological recovery of people in the event of a disaster
c) to decide how to prevent system failures and continue operations if computer systems fail

3. *One of the most important aspects of disaster recovery is*
a) data verification
b) data transmission
c) data safety

4. *In order to avoid an untimely disaster, the best insurance policy involves frequently*
a) scrambling all important data
b) backing up all important data
c) compressing all important data

5. *The fastest and easiest method of data backup is*
a) hard disk imaging
b) online data backup
c) the use of external storage devices

6. *Hard disk imaging is often referred to as*
a) online backup
b) offsite backup
c) cloning

7. *There are many advantages to online backup, including:*
a) The data can be easily recreated in its entirety, even partitions and the file system.
b) The device is very small so you can carry it with you and it plugs into any PC with a USB port.
c) By having your data stored on a remote hard drive, you run little or no risk of losing your data as a result of fire, theft, or any other disaster

8. *A location where a business can easily relocate following a disaster, such as a fire, flood, or terrorist attack, is known as*
a) a backup host
b) a backup file
c) a backup site

9. **What do the terms "cold", "warm" and "hot" refer to when describing the backup site?**
a) These terms refer to the temperature of the backup site.
b) These terms refer to the season at which the backup site begins to function (is made operational).
c) These terms refer to the effort required to begin operations in the event of a disaster.

10. *With a hot backup site,*
a) users cannot access the database during the recovery process
b) users can continue to access the database while restoration is in process
c) users have access to the database but the information is incomplete

11. *A backup site where the most recent backups from the remote storage facility must be delivered before recovery can begin is called*
a) a cold backup site
b) a warm backup site
c) a hot backup site

12. *Offsite backup sites can be provided*
a) exclusively by organizations that specialize in disaster recovery
b) by organizations that specialize in disaster recovery, or a shared facility by multiple organizations
c) by organizations that specialize in disaster recovery, a location within your own organization, or a facility shared by multiple organizations

2. Выберите из скобок герундий или инфинитив.

11. I am planning … (to visit/visiting) my granny next week.
12. When they finish … (to eat/eating) their lunch, they'll go to the office.
13. He suggested … (to buy/buying) some food.
14. Does Sally enjoy … (to go/going) to the gym?
15. Don't put off … (to write/writing) a report till the end of the month.
16. John refused … (to answer/answering) my question.
17. My brother intends … (to get/getting) married soon.
18. I think she didn't mean … (to hurt/hurting) you.
19. Keep … (to beat/beating) the eggs.
20. Fred can't afford … (to travel/travelling) this year.

3. Составьте предложения, выбрав начало из первого столбца и окончание – из второго.

9. She is interested	a) drinking alcohol.
10. I would like	b) to seeing my daughter.
11. You should give up	c) being ill.
12. We really enjoy	d) laughing at her.
13. I'm looking forward	e) to living in a dirty house.
14. He is used	f) talking to drunk people.
15. She pretended	g) swimming in the sea.
16. Pamela is good	h) to have a cup of coffee.
17. I couldn't help	i) in surfing the Internet.
18. She avoids	j) at riding a horse.

Практическое занятие №2.

Тема: Восстановление системы. Неличные формы глагола. Повторение.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Ответить на вопросы, упр.2-3.

Topical vocabulary
natural disaster – стихийное бедствие
man-made disaster – техногенная авария (катастрофа)
power failure – нарушение электроснабжения
software glitch – сбой программного обеспечения
to disrupt – нарушать, приводить к срыву
equipment malfunction – неисправность оборудования
deliberate attempt – преднамеренная попытка
data loss – потеря данных
power outage – отключение электроэнергии
unpredictable – непредсказуемый
to respond to – реагировать, отвечать (на что-либо)
to ensure – обеспечивать, гарантировать
continued operation – непрерывная работа

vital – жизненно важный
recovery – восстановление
disaster recovery – восстановление после бедствия
computer system failure – авария компьютерных систем
data safety – безопасность данных
… of paramount importance – первостепенной важности
backup – резервная копия
to back up – делать резервные копии
at least – по меньшей мере
location – (определённое) место;
место размещения
archiving – архивирование; сохранение
hard image – резервный образ диска; образ дисковой памяти
hard disk imaging – создание резервного образа диска (запись образа диска на запоминающем устройстве)
mirror image – зеркальный образ
to recreate – воссоздавать
actual content – действительный (текущий) контент (информационное наполнение)
In its entirety – во всей полноте; полностью
partition – раздел (диска)
to restore – восстанавливать
online data backup – резервное копирование в системе online
external storage device – устройство внешней памяти, внешнее запоминающее устройство
affordable – недорогой, доступный
backup site – резервный узел; резервное производственное помещение (для размещения вычислительных
средств в случае стихийного бедствия)
cold (warm, hot) backup site – «холодный» («тёплый», «горячий») резервный узел
data center – вычислительный центр
accessible – доступный
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A **cold backup site** is an offline database that is not accessible for updates and is generally a space that has been reserved within a building. With a cold backup site, everything that is required to restore service must be delivered to the site. Although cold backup sites are the least expensive way of backing up data, they involve downtime to restore service to the users since they cannot access the database during the recovery process.

A **warm backup site** is a site that is already equipped with hardware that contains a backup of the information that is contained in the data center. Before you can use a warm backup site to restore service, the most recent backups from the remote storage facility must be delivered before recovery can begin. Although a warm backup site contains backups, the information may be incomplete due to the fact that the backup may have been sent to the facility as much as one week ago.

A **hot backup site** is the most efficient and expensive means of disaster recovery. With a hot backup site, users can continue to access the database while restoration is in process. Recovery can take place within a few hours due to the fact that the hot backup contains a replica of the current data in the data center. The only item that needs to be added is the latest backups from the off-site storage facility.

Offsite backup sites can be provided by organizations that specialize in disaster recovery, a location within your own organization, or a shared facility by multiple organizations.

1. Ответьте на вопросы.

1. What disastrous events can disrupt even the most sophisticated computer systems?
2. Differentiate between natural and man-made disasters.

3. What is a disaster recovery plan? Why is it so important for companies and organizations?
4. Assess the importance of data safety to network security.
5. What is the most effective way to avoid data loss?
6. Describe the process of hard disk imaging.
7. What are the advantages of online data backup?
8. Name the most common external storage devices.
9. What is a backup site? What are the three basic types of backup sites?
10. Characterize a cold backup site. Why does it involve downtime to restore service to the users?
11. Describe a warm backup site. Does a warm backup site contain backups?
12. Explain why a hot backup site is considered the most efficient means of disaster recovery.

2. Use Infinitive or -ing form.

13. It was quite late when they saw Martin … (come) up the other side of the street. They saw him … (pause) in front of his house, … (look) up at it and … (knock) at the door.
14. My parents let me (stay) at Molly's house last weekend. They agreed … (take) me to his place in the car and they made me (promise) to behave myself.
15. Mel hates (answer) the phone. And very often Mel just lets it … (ring).
16. At first Jenny enjoyed … (listen) to Steven but after a while she got tired of … (hear) the same story.
17. Polly can't (go) to the cinema today. She's busy … (study) for her exam, which is next week, but she's decided … (take) a break and … (phone) Megan.
18. I tried … (listen) carefully and in order (not/show) how I was embarrassed, I did my best … (keep) the conversation … (go) on one topic and another.

3. Прочитайте предложения. Выберите один из предложенных вариантов ответа.

15. Peace activist Baroness Bertha von Suttner encouraged Alfred Nobel ... a prize for peace. (establish / to establish / establishing / to be established)
16. The police officer made Neil get out of the car and demanded … his driver's licence.(see / seeing / to see / to be seen)
17. In the time of Peter the Great the noblemen were not allowed … beards. (have / to have / having / having had)
18. They wouldn't let ... the country without the entry visa, would they? (him to enter / he enters / him enter / him entering)
19. Fred couldn't make … that he had caught the huge fish himself. (I believed/ me believe / me believed / me to believe)
20. Nick was very close to the phone-box and Mary noticed him … the number, and then she heard him ... something to passer-by. (to dial, to say / dialing, to say / to dial, say / dial, say)
21. Nick was seen ... the hall and then Jane watched him ... (enter, go away / be entered, to go away / enter, go away / to have entered, to be gone away)

Практическое занятие № 3.

Тема: Восстановление системы. Неличные формы глагола. Повторение.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Составить пересказ текста, придумать примеры на герундий и инфинитив.

Topical vocabulary

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1. Ответьте на вопросы.

1. What disastrous events can disrupt even the most sophisticated computer systems?
2. Differentiate between natural and man-made disasters.
3. What is a disaster recovery plan? Why is it so important for companies and organizations?
4. Assess the importance of data safety to network security.
5. What is the most effective way to avoid data loss?
6. Describe the process of hard disk imaging.
7. What are the advantages of online data backup?
8. Name the most common external storage devices.
9. What is a backup site? What are the three basic types of backup sites?
10. Characterize a cold backup site. Why does it involve downtime to restore service to the users?
11. Describe a warm backup site. Does a warm backup site contain backups?
12. Explain why a hot backup site is considered the most efficient means of disaster recovery.

Практическое занятие № 4.

Тема: Восстановление системы. Подготовка к зачету.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Сделать презентацию, используя лексику урока.

Topical vocabulary

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power failure – нарушение электроснабжения
software glitch – сбой программного обеспечения
to disrupt – нарушать, приводить к срыву
equipment malfunction – неисправность оборудования
deliberate attempt – преднамеренная попытка
data loss – потеря данных
power outage – отключение электроэнергии
unpredictable – непредсказуемый
to respond to – реагировать, отвечать (на что-либо)
to ensure – обеспечивать, гарантировать
continued operation – непрерывная работа
vital – жизненно важный
recovery – восстановление
disaster recovery – восстановление после бедствия
computer system failure – авария компьютерных систем
data safety – безопасность данных
… of paramount importance – первостепенной важности
backup – резервная копия

to back up – делать резервные копии
at least – по меньшей мере
location – (определённое) место;
место размещения
archiving – архивирование; сохранение
hard image – резервный образ диска; образ дисковой памяти
hard disk imaging – создание резервного образа диска (запись образа диска на запоминающем устройстве)
mirror image – зеркальный образ
to recreate – воссоздавать
actual content – действительный (текущий) контент (информационное наполнение)
In its entirety – во всей полноте; полностью
partition – раздел (диска)
to restore – восстанавливать
online data backup – резервное копирование в системе online
external storage device – устройство внешней памяти, внешнее запоминающее устройство
affordable – недорогой, доступный
backup site – резервный узел; резервное производственное помещение (для размещения вычислительных
средств в случае стихийного бедствия)
cold (warm, hot) backup site – «холодный» («тёплый», «горячий») резервный узел
data center – вычислительный центр
accessible – доступный
…it involves downtime – происходит время простоя (потеря машинного времени)
remote storage facility =
off-site storage facility – удалённое хранилище данных
efficient – эффективный
replica – точная копия
…the only item that needs
to be added – единственное, что нужно добавить..

PROTECTING INFORMATION SYSTEMS: DISASTER RECOVERY AND BACKUP

Natural disasters, power failures, equipment malfunctions, software glitches, human error, and terrorist attacks can disrupt even the most sophisticated computer systems. Man-made disasters can range from a catastrophic operator error to a deliberate attempt to cause damage. Mistakes can cause data loss, power outages, and a wide variety of other problems. We can often stop disasters caused by man, but there is nothing we can do that can stop the natural disasters. These natural disasters such as floods, earthquakes, hurricanes, volcanoes, tsunami, or wildfire are unpredictable and within a short span of time can destroy information and communication systems. Whether a disaster is natural or man-made, companies and organizations must be ready to respond to it quickly and effectively. As IT systems have become increasingly critical to the smooth operation of a company, the importance of ensuring the continued operation of those systems, and their rapid recovery, has increased.

One of the most important aspects of disaster recovery is to have a solid disaster recovery plan. Disaster recovery means bringing IT systems and functions back online after a disruption. A disaster recovery plan is intended to keep a company as functional as possible during a disaster and to help the company recover quickly in the event of a disaster. This plan also includes disaster prevention programs – decisions on how to prevent computer system failures.

Data safety is a problem of paramount importance. For example, of companies that had a major loss of business data, 43% never reopen and 29% close within two years. The most effective way to avoid the loss of data is to create frequent backups of your files. If this data is really sensitive, it is important to store

at least two copies of it and keep at least one copy in a secure, remote location. In IT, a backup, or the process of backing up, refers to the copying and archiving of computer data so it may be used to restore the original after a data loss event. Some methods of backup are more reliable than others, while others may be more convenient than some. In order to protect your business data, it is important to have a solution that is both reliable and convenient.

Hard disk imaging, often referred to as cloning, is one of the most popular and efficient methods of storing important data. This type of system saves every piece of data on your hard drive. This unique process allows you to create a mirror image of a disk at a specific point of time. A disk image can be compared to a photo image. It is capable of being recreated into the actual contents, just as a photograph can be used to recreate a specific scene at a specific point in the past. In the event of a complete system failure, the data on your hard disk can be easily recreated in its entirety, even your partitions and file system. It is also the fastest and easiest method of data backup, enabling you to quickly restore data following an unexpected catastrophe.

Online data backup is a solution growing in popularity. This type of solution calls for your data to be stored on a secure server in a remote location. With online data backup, your data is safe; the computer encrypts your files before sending them, and files are secured with password protection. Backups can be done automatically and data is available anywhere in the world at any time.

Another good option for backing up your business data are **external storage devices**. These are simple, affordable and come in many different forms. The most common devices are external hard drives and modern inventions, such as encrypted flash drives.

One of the most critical aspects of network security is to have a location from which the recovery can take place. This location is known as a **backup site**. In the event of a disaster, a backup site is where your data center will be recreated, and where you will operate from, during the disaster. There are three basic types of backup sites: cold, warm, and hot. (These terms do not refer to the temperature of the backup site; instead, they refer to the effort required to begin operations at the backup site in the event of a disaster).

A **cold backup site** is an offline database that is not accessible for updates and is generally a space that has been reserved within a building. With a cold backup site, everything that is required to restore service must be delivered to the site. Although cold backup sites are the least expensive way of backing up data, they involve downtime to restore service to the users since they cannot access the database during the recovery process.

A **warm backup site** is a site that is already equipped with hardware that contains a backup of the information that is contained in the data center. Before you can use a warm backup site to restore service, the most recent backups from the remote storage facility must be delivered before recovery can begin. Although a warm backup site contains backups, the information may be incomplete due to the fact that the backup may have been sent to the facility as much as one week ago.

A **hot backup site** is the most efficient and expensive means of disaster recovery. With a hot backup site, users can continue to access the database while restoration is in process. Recovery can take place within a few hours due to the fact that the hot backup contains a replica of the current data in the data center. The only item that needs to be added is the latest backups from the off-site storage facility.

Offsite backup sites can be provided by organizations that specialize in disaster recovery, a location within your own organization, or a shared facility by multiple organizations.

1. Ответьте на вопросы.

1. What disastrous events can disrupt even the most sophisticated computer systems?
2. Differentiate between natural and man-made disasters.
3. What is a disaster recovery plan? Why is it so important for companies and organizations?
4. Assess the importance of data safety to network security.
5. What is the most effective way to avoid data loss?
6. Describe the process of hard disk imaging.
7. What are the advantages of online data backup?
8. Name the most common external storage devices.

9. What is a backup site? What are the three basic types of backup sites?
10. Characterize a cold backup site. Why does it involve downtime to restore service to the users?
11. Describe a warm backup site. Does a warm backup site contain backups?
12. Explain why a hot backup site is considered the most efficient means of disaster recovery.

Практическое занятие № 5.

Тема: Виды восстановления данных. Подготовка к зачету..
Цель: Введение и закрепление лексического и грамматического материала.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Составить словарь к тексту, прочитать и перевести текст, упр.1-2.

DIFFERENT TYPES OF DATA RECOVERY SYSTEMS

There are several different types of data recovery systems that organizations and businesses use to recover data. Before you choose the type of data recovery system that is appropriate for your organization, you must assess all of the critical levels of your data and systems to determine a policy and recovery system that will be well-suited to your organization.

Assuming you have done the data assessments, there are several different types of recovery that you can use in the event of data loss.

Bare Metal Recovery

Bare metal recovery involves backing up the entire system including the operating system, software applications, and data. In the event of data loss, bare metal recovery allows you to restore the entire operating system in a single procedure which reduces the recovery time by hours. This prevents you from having to reformat everything from scratch by reinstalling the operating system, software applications, and restoring the data and settings.

Online Disk Backup

With online disk backup you can backup your data more frequently which is ideal for data that is constantly changing on a daily basis. An online disk backup service also provides tiered recovery architecture which provides more flexibility and options with organizations that require frequent critical data backup and intermittent backup for data that is not as critical.

Online disk backup is a time saver as well as a money saver. It is important to note that you should do your homework when choosing an online disk backup service to ensure they are reliable and enforce security policies and regulations.

Continuous Data Protection

Continuous data protection (CDP) is also known as continuous backup and saves time in the recovery process because it contains a dual purpose method of backing up data. With continuous data protection, you can backup data on your local area network onsite while simultaneously backing up the data to an offsite location. If the organization suffers data loss onsite, the CDP can tap into the offsite data backup system.

In addition to a dual method of backing up data, a continuous data protection backup creates a log of complete storage snapshots as well as any modifications to the data that occur since the last backup. The installation of a continuous data protection system is fairly straightforward and it contains disk storage, recovery time is almost immediate.

Continuous data protection is gaining momentum with a lot of organizations due to its ability to continuously monitor and record all modifications to data and then backing it up both onsite and offsite.

1. Перевести словосочетания из текста на английский язык.

1. различные типы систем восстановления данных
2. тип системы восстановления данных, подходящий для вашей организации
3. оценить все критические уровни данных
4. определить стратегию и систему восстановления
5. допустим, вы провели оценку данных
6. автоматическое восстановление системы (*буквально* – «восстановле-ние голого железа»)

7. автоматическое восстановление системы (восстановление исходного состояния системы) предусматривает резервное копирование целой системы
8. сокращать на часы время восстановления
9. это освобождает вас от необходимости переформатировать всё с са-мого начала
10. путём переустановки операционной системы, программных приложе-ний и восстановления данных и установочных параметров
11. оперативное резервное копирование диска
12. ярусная архитектура восстановления
13. обеспечивать гибкость и дополнительные возможности
14. периодическое копирование данных, не являющихся критическими
15. способ сбережения как времени, так и денег
16. следует провести предварительную работу
17. быть уверенным, что они надёжны и отвечают требованиям и нор-мам безопасности
18. непрерывная защита данных
19. двойной метод резервного копирования
20. делать резервные копии по локальной компьютерной сети на месте

2. Переведите на русский язык, обращая внимание на разные формы герундия:
1. Watching football matches may be exciting enough, but of course it is more exciting playing football. 2. She stopped coming to see us, and I wondered what had happened to her. 3. Can you remember having seen the man before? 4. She was terrified of having to speak to anybody, and even more, of being spoken to. 5. He was on the point of leaving the club, as the porter stopped him. 6. After being corrected by the teacher, the students' papers were returned to them.

Практическое занятие № 6.

Тема: Виды восстановления данных. Подготовка к зачету.
Цель: Закрепление и систематизация знаний по теме, совершенствование навыков говорения, чтения, письма.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.
Задание: Составить пересказ текста, упр.2.

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3. оценить все критические уровни данных
4. определить стратегию и систему восстановления
5. допустим, вы провели оценку данных
6. автоматическое восстановление системы (*буквально* – «восстановление голого железа»)
7. автоматическое восстановление системы (восстановление исходного состояния системы) предусматривает резервное копирование целой системы
8. сокращать на часы время восстановления
9. это освобождает вас от необходимости переформатировать всё с самого начала
10. путём переустановки операционной системы, программных приложений и восстановления данных и установочных параметров
11. оперативное резервное копирование диска
12. ярусная архитектура восстановления
13. обеспечивать гибкость и дополнительные возможности
14. периодическое копирование данных, не являющихся критическими
15. способ сбережения как времени, так и денег
16. следует провести предварительную работу
17. быть уверенным, что они надёжны и отвечают требованиям и нор-мам безопасности
18. непрерывная защита данных
19. двойной метод резервного копирования
20. делать резервные копии по локальной компьютерной сети на месте

2. В следующих предложениях замените придаточные дополнительные герундием с предлогом of:

Образец: She thought she would go to the country for the week-end.
She thought of going to the country for the week-end.

1. I thought I would come and see you tomorrow. 2. I am thinking that I shall go out to the country tomorrow to see my mother. 3. What do you think you will do tomorrow? 4. I don't know now; I thought I would go to the zoo, but the weather is so bad that probably I shan't go. 5. I hear there are some English books at our institute book-stall now. - So you are thinking that you will buy some, aren't you? 6. I thought I would work in the library this evening, but as you have come, I won't go to the library.

Практическое занятие № 7.

Тема: Контрольная работа.

Цель: Контроль лексических и грамматических навыков, словарного запаса обучающихся.
Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Тест

1. Выберите правильную форму герундия или инфинитива:
She agreed ... her friend.
a) marrying
b) marry
c) to marry

2. Выберите правильную форму герундия или инфинитива:
He decided ... his first trip.
a) to plan
b) planning
c) to planning

3. Выберите правильную форму герундия или инфинитива:
I don't remember ... the poem.
a) to learning
b) to learn
c) learning

4. Выберите правильную форму герундия или инфинитива:
Don't stop, please! Go on .... .
a) reading
b) read
c) to read

5. Выберите правильную форму герундия или инфинитива:
You are not allowed …here.
a) parking
b) to park
c) park

6.Выберите правильную форму герундия или инфинитива:
They go on …
a) working
b) to work
c) toworking

7. Выберите правильную форму герундия или инфинитива:
Mum won't let me … to the beach today.
a) to go
b) go
c) going

8.Выберите правильную форму герундия или инфинитива:
I heard her … in New York.
a) to sing
b) singing
c) to singing

9.Выберите правильную форму герундия или инфинитива:
He made her son … down the music
a) to turn
b) turn
c) turning

10.Выберите правильную форму герундия или инфинитива:
I want him … to the party.
a) invite
b) to be invited

c) inviting

11.Выберите правильную форму герундия или инфинитива:

Will you let me … to the party?

a) go

b) going

c) to go

12.Выберите правильную форму герундия или инфинитива:

She agreed … her boyfriend.

a) marrying

b) to be married

c) tomarry

13.Выберите правильную форму герундия или инфинитива:

He decided … his first trip.

a) to plan

b) to planning

c) planning

14. Выберите правильный вариант перевода, обращая внимание на герундий:

My hobby is driving a car.

a) Он водит машину.

b) Мое хобби –вождение машины.

c) Он умеет водить машину.

15.Выберите правильный вариант перевода, обращая внимание на герундий:

Excuse me for not answering your letter.

a) Простите, что не ответил на ваше письмо.

b) Простите, что не написал вам письмо.

c) Извините, что не отправил письмо.

16.Выберите правильный вариант перевода, обращая внимание на герундий:

He liked reading adventure books.

a) Он любит читать о приключениях.

b) Он любил читать.

c) Ему нравилось читать приключенческие книги.

17. Выберите правильный вариант перевода, обращая внимание на герундий:

He didn't like being looked at.

a) Он не любил смотреть.

b) Он не любил, когда на него смотрят.

c) Ему нравилось смотреть.

18.Выберите правильный вариант перевода, обращая внимание на герундий:

They spoke about travelling to the South.

a) Они поехали на юг.

b) Они хотели поехать на юг

c) Они говорили о поездке на юг.

19.Выберите правильный вариант перевода, обращая внимание на герундий:

Did you have any difficulty in solving this problem?

a) Ты смог решить эту проблему.

b) У тебя были трудности при решении этой проблемы?

c) Эту проблему трудно было решить?

20.Выберите правильный вариант перевода, обращая внимание на герундий:

He avoided being seen.

a) Он избегал встреч.

b) Он избегал, чтобы его видели.

c) Его избегали.

Практическое занятие № 8.

Тема: Дифференцированный зачет.

Цель: Контроль умений и навыков практического владения английским языком.

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

Контрольные задания к дифференцированному зачету

Лексические темы	Грамматические темы
1.Вирусы	3.Причастие I, II
2.Восстановление данных	4. Герундий

Вариант I

1. Прочтите и переведите текст, выполните задания к тексту.

PROTECTING INFORMATION SYSTEMS: COMPUTER VIRUSES

Another critical security challenge is presented by **computer viruses**, hidden programs that can work their way into computer systems and erase or corrupt data and programs. Viruses are programs that secretly attach themselves to other programs or files, known as the **host**, and change them or destroy data. Viruses can be programmed to become active immediately or to remain dormant for a period of time, after which the infections suddenly activate themselves and cause problems.

A virus can reproduce by copying itself onto other programs stored in the same drive. It spreads as users install infected software on their systems or exchange files with others, usually by exchanging email, accessing electronic bulletin boards, trading disks, or downloading programs or data from unknown sources on the Internet. Because so many computers are interconnected, viruses can spread quickly, infecting all the computers linked on a local area network and then spreading over the Internet to other computers and networks. The Melissa virus infected 350,000 computers in the United States and Europe. The Mydoom virus infected a quarter-million computers in a single day in January 2004. The so-called "Love Bug" virus alone caused an estimated $15 billion in damage. Viruses can do more damage today than ever before and cost organizations billions of dollars each year. Most viruses are created by black-hat hackers and involve outright vandalism or crime.

Each virus is given a name e.g. "Love Bug" or "Melissa" and can be classified as a particular type of virus. The main virus types include:

logic bombs that destroy data when triggered

boot sector viruses that store themselves in the boot sector of a disk

file viruses that attach themselves to COM files (programs that have a COM extension e.g. command.com)

macro viruses, often written in the scripting languages for Microsoft programs such as Word or Excel, are spread in Microsoft Office by infecting documents and spreadsheets

email viruses which use email messages as a mode of transport and copy themselves by automatically mailing copies to hundreds of people in the victim's address book

companion viruses that instead of modifying an existing file, create a new program which is executed instead of the intended program

cross-site scripting viruses that utilize cross-site scripting vulnerabilities to replicate

polymorphic viruses that not only replicate themselves by creating multiple files of themselves, but also change their digital signature every time they replicate

Two other types of malware – **Trojan horses** and **worms** – are often classified as viruses, but are actually forms of distributing malware.

Trojan horses are impostor files that claim to be something desirable but, in fact, are malicious. A Trojan horse appears to do one thing (install a screen saver, or show a picture inside an email for example) when in fact it does something entirely different, and potentially malicious, such as erase

files. Trojans can also open backdoors so that computer hackers can gain access to passwords and other personal information stored on a computer. Trojans don't copy themselves or reproduce by infecting other files.

Worms are self-copying programs that have the capacity to move from one computer to another without human help, by exploiting security flaws in computer networks. Worms are self-contained and don't need to be attached to a document or program the way viruses do. It is note-worthy that different types of malicious software (worms, Trojan horses, adware, spyware, etc.) are generally referred to as viruses though true computer viruses make up only a small subset of malware. For example, "ILOVEYOU" ("Love Bug") or "Melissa" are two examples of worms.

As viruses become more complex, the technology to fight them must increase in sophistication as well. The simplest way to protect against computer viruses is to install one of the many available antivirus software programs, such as Norton Anti-Virus and McAfee Virus Scan. There is no way to entirely stop the spread of computer viruses, because new ones are created all the time. However, a number of excellent "vaccine" programs exist that search for and destroy viruses and prevent new ones from infecting your computer system.

These programs continuously monitor systems for viruses and automatically eliminate any they spot. Anti-virus and anti-malware programs can provide real-time protection against the installation of malware on a computer. The software scans disk files at download time, and blocks the activity of components known to represent malware. Users should regularly update antivirus software programs by going online to download the latest virus definitions.

But management must begin to emphasize security at a deeper level: in software design, corporate servers, Web gateways, and Internet service providers. Because around 80 percent of the world's PCs run on Microsoft operating systems, a single virus can spread quickly among them. Computer users should carefully choose the files they load onto their systems, scan their systems regularly, make sure their antivirus software is up-to-date, and install software only from known sources. They should also be very careful when opening attachments to emails, since this is the way many viruses are spread.

2. Выберите правильный вариант ответа.

1. *A computer virus is*

a) the name given to unwanted messages, mainly commercial advertising

b) a visible program which accidentally attaches itself to other programs and can be easily deleted by the user

c) a hidden program which secretly attaches itself to other programs and changes them or destroys data

2. *Viruses are programmed*

a) to activate themselves immediately after the infected software has been installed

b) to remain dormant for a certain period of time

c) either to become active immediately or to remain dormant for a period of time

3. *True computer viruses include*

a) macro viruses, email viruses, and worms

b) macro viruses, email viruses, and logic bombs

c) Trojans and worms

4. *A logic bomb is a virus*

a) which is set to trigger when specific conditions are met

b) which is spread in Microsoft Office by infecting documents and spreadsheets

c) which uses email messages as a mode of transport

5. *One of the most dangerous viruses is a virus that changes its digital signature every time it replicates. Such viruses are very difficult to detect. They are called*

a) macro viruses
b) micro viruses
c) polymorphic viruses

6. *A program that can open a backdoor to the computer so that crackers can gain access to sensitive information is known as*
a) a worm
b) a Trojan horse
c) an adware

7. *Programs that replicate themselves from system to system without the use of a host file are known as*
a) worms
b) Trojans
c) true viruses

8. *Unlike viruses, worms don't need to be attached to a document or program as they are*
a) self-confident
b)self-controlled
c) self-contained

9. *Love Bug, Mydoom and Melissa are the examples of*
a) true viruses
b) worms
c) Trojans

10. *The main difference between the terms "viruses" and "malware" is that*
a) viruses are much more dangerous than other types of malware
b) all other types of malware are much more dangerous than viruses
c) all viruses are malwares but not all malwares are viruses

11. *The simplest way to protect against computer viruses is*
a) to have no computer at all
b) to monitor access 24 hours a day
c) to use reliable and up-to-date anti-virus and anti-malware software

3. Ответьте на вопросы.
1. What is a computer virus? How does a computer virus work?
2. What are the ways viruses spread? Why can viruses spread so quickly?
3. Name some of the famous viruses used to spread worldwide.
4. Enumerate the main types of true viruses. Which of the virus types given in the text do you think to be the most dangerous and why?
5. Describe a malicious program called "a Trojan horse". 6. Explain what a computer worm is.
7. How do Trojans and worms differ from true viruses?
8. How do "vaccine" anti-virus programs work?
9. What is real-time protection provided by anti-virus and anti-malware programs?
10. Name the main steps individuals and organizations should take to prevent viruses.

4. Выберите из скобок требующуюся форму причастия:

1. a) The girl (writing, written) on the blackboardis our best pupil.
b) Everything (writing, written) here is quite right.
2.a) The house (surrounding, surrounded) by talltrees is very beautiful.
b) The wall (surrounding, surrounded) the house was very high.

3.a) Who is that boy (doing, done) his homeworkat that table?
b) The exercises (doing, done) by the pupils were easy.
4.a) The girl (washing, washed) the floor is mysister.
b) The floor (washing, washed) by Helen looked very clean.

5. 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.

Вариант II

1. Прочтите и переведите текст, выполните задания к тексту.

PROTECTING INFORMATION SYSTEMS: DISASTER RECOVERY AND BACKUP

Natural disasters, power failures, equipment malfunctions, software glitches, human error, and terrorist attacks can disrupt even the most sophisticated computer systems. Man-made disasters can range from a catastrophic operator error to a deliberate attempt to cause damage. Mistakes can cause data loss, power outages, and a wide variety of other problems. We can often stop disasters caused by man, but there is nothing we can do that can stop the natural disasters. These natural disasters such as floods, earthquakes, hurricanes, volcanoes, tsunami, or wildfire are unpredictable and within a short span of time can destroy information and communication systems. Whether a disaster is natural or man-made, companies and organizations must be ready to respond to it quickly and effectively. As IT systems have become increasingly critical to the smooth operation of a company, the importance of ensuring the continued operation of those systems, and their rapid recovery, has increased.

One of the most important aspects of disaster recovery is to have a solid disaster recovery plan. Disaster recovery means bringing IT systems and functions back online after a disruption. A disaster recovery plan is intended to keep a company as functional as possible during a disaster and to help the company recover quickly in the event of a disaster. This plan also includes disaster prevention programs – decisions on how to prevent computer system failures.

Data safety is a problem of paramount importance. For example, of companies that had a major loss of business data, 43% never reopen and 29% close within two years. The most effective way to avoid the loss of data is to create frequent backups of your files. If this data is really sensitive, it is important to store at least two copies of it and keep at least one copy in a secure, remote location. In IT, a backup, or the process of backing up, refers to the copying and archiving of computer data so it may be used to restore the original after a data loss event. Some methods of backup are more reliable than others, while others may be more convenient than some. In order to protect your business data, it is important to have a solution that is both reliable and convenient.

Hard disk imaging, often referred to as cloning, is one of the most popular and efficient methods of storing important data. This type of system saves every piece of data on your hard drive. This unique process allows you to create a mirror image of a disk at a specific point of time. A disk image can be compared to a photo image. It is capable of being recreated into the actual contents, just as a photograph can be used to recreate a specific scene at a specific point in the past. In the event of a complete system failure, the data on your hard disk can be easily recreated in its entirety, even your partitions and file system. It is also the fastest and easiest method of data backup, enabling you to quickly restore data following an unexpected catastrophe.

Online data backup is a solution growing in popularity. This type of solution calls for your data to be stored on a secure server in a remote location. With online data backup, your data is safe; the computer encrypts your files before sending them, and files are secured with password protection. Backups can be done automatically and data is available anywhere in the world at any time.

Another good option for backing up your business data are **external storage devices**. These are simple, affordable and come in many different forms. The most common devices are external hard drives and modern inventions, such as encrypted flash drives.

One of the most critical aspects of network security is to have a location from which the recovery can take place. This location is known as a **backup site**. In the event of a disaster, a backup site is where your data center will be recreated, and where you will operate from, during the disaster. There are three basic types of backup sites: cold, warm, and hot. (These terms do not refer to the temperature of the backup site; instead, they refer to the effort required to begin operations at the backup site in the event of a disaster).

A **cold backup site** is an offline database that is not accessible for updates and is generally a space that has been reserved within a building. With a cold backup site, everything that is required to restore service must be delivered to the site. Although cold backup sites are the least expensive way of backing up data, they involve downtime to restore service to the users since they cannot access the database during the recovery process.

A **warm backup site** is a site that is already equipped with hardware that contains a backup of the information that is contained in the data center. Before you can use a warm backup site to restore service, the most recent backups from the remote storage facility must be delivered before recovery can begin. Although a warm backup site contains backups, the information may be incomplete due to the fact that the backup may have been sent to the facility as much as one week ago.

A **hot backup site** is the most efficient and expensive means of disaster recovery. With a hot backup site, users can continue to access the database while restoration is in process. Recovery can take place within a few hours due to the fact that the hot backup contains a replica of the current data in the data center. The only item that needs to be added is the latest backups from the off-site storage facility.

Offsite backup sites can be provided by organizations that specialize in disaster recovery, a location within your own organization, or a shared facility by multiple organizations.

2. Выберите правильный вариант ответа.

1. *Can people stop disasters?*

a) We can often stop natural disasters, but there is nothing we can do that can stop disasters caused by man.

b) We can often stop disasters caused by man, but there is nothing we can do that can stop the natural disasters.

c) We can stop any disaster regardless of whether it is natural or man-made. 79

2. *A disaster recovery plan is intended*
a) to estimate the cost of damage in the event of a disaster
b) to ensure psychological recovery of people in the event of a disaster
c) to decide how to prevent system failures and continue operations if computer systems fail

3. *One of the most important aspects of disaster recovery is*
a) data verification
b) data transmission
c) data safety

4. *In order to avoid an untimely disaster, the best insurance policy involves frequently*
a) scrambling all important data
b) backing up all important data
c) compressing all important data

5. *The fastest and easiest method of data backup is*
a) hard disk imaging
b) online data backup
c) the use of external storage devices

6. *Hard disk imaging is often referred to as*
a) online backup
b) offsite backup
c) cloning

7. *There are many advantages to online backup, including:*
a) The data can be easily recreated in its entirety, even partitions and the file system.
b) The device is very small so you can carry it with you and it plugs into any PC with a USB port.
c) By having your data stored on a remote hard drive, you run little or no risk of losing your data as a result of fire, theft, or any other disaster

8. *A location where a business can easily relocate following a disaster, such as a fire, flood, or terrorist attack, is known as*
a) a backup host
b) a backup file
c) a backup site

9. *What do the terms "cold", "warm" and "hot" refer to when describing the backup site?*
a) These terms refer to the temperature of the backup site.
b) These terms refer to the season at which the backup site begins to function (is made operational).
c) These terms refer to the effort required to begin operations in the event of a disaster.

10. *With a hot backup site,*
a) users cannot access the database during the recovery process
b) users can continue to access the database while restoration is in process
c) users have access to the database but the information is incomplete

11. *A backup site where the most recent backups from the remote storage facility must be delivered before recovery can begin is called*
a) a cold backup site
b) a warm backup site
c) a hot backup site

12. *Offsite backup sites can be provided*
a) exclusively by organizations that specialize in disaster recovery
b) by organizations that specialize in disaster recovery, or a shared facility by multiple organizations
c) by organizations that specialize in disaster recovery, a location within your own organization, or a facility shared by multiple organizations

3. Ответьте на вопросы.
1. What disastrous events can disrupt even the most sophisticated computer systems?
2. Differentiate between natural and man-made disasters.
3. What is a disaster recovery plan? Why is it so important for companies and organizations?
4. Assess the importance of data safety to network security.
5. What is the most effective way to avoid data loss?
6. Describe the process of hard disk imaging.
7. What are the advantages of online data backup?
8. Name the most common external storage devices.
9. What is a backup site? What are the three basic types of backup sites?
10. Characterize a cold backup site. Why does it involve downtime to restore service to the users?
11. Describe a warm backup site. Does a warm backup site contain backups?
12. Explain why a hot backup site is considered the most efficient means of disaster recovery.

4.Переведите на русский язык, обращая внимание на разные формы герундия:
1. Watching football matches may be exciting enough, but of course it is more exciting playing football. 2. She stopped coming to see us, and I wondered what had happened to her. 3. Can you remember having seen the man before? 4. She was terrified of having to speak to anybody, and even more, of being spoken to. 5. He was on the point of leaving the club, as the porter stopped him. 6. After being corrected by the teacher, the students' papers were returned to them.

5.В следующих предложениях замените придаточные дополнительные герундием с предлогом of:

Образец: She thought she would go to the country for the week-end.
She thought of going to the country for the week-end.

1. I thought I would come and see you tomorrow. 2. I am thinking that I shall go out to the country tomorrow to see my mother. 3. What do you think you will do tomorrow? 4. I don't know now; I thought I would go to the zoo, but the weather is so bad that probably I shan't go. 5. I hear there are some English books at our institute book-stall now. - So you are thinking that you will buy some, aren't you? 6. I thought I would work in the library this evening, but as you have come, I won't go to the library.

5. Информационное обеспечение обучения

Перечень рекомендуемых учебных изданий, Интернет-ресурсов, дополнительной литературы.

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