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НАРОДНОГО ХОЗЯЙСТВА»**

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ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК»

**СПЕЦИАЛЬНОСТЬ – 09.02.03 ПРОГРАММИРОВАНИЕ В КОМПЬЮТЕРНЫХ
СИСТЕМАХ**

КВАЛИФИКАЦИЯ – ТЕХНИК-ПРОГРАММИСТ

УРОВЕНЬ ОБРАЗОВАНИЯ – СРЕДНЕЕ ПРОФЕССИОНАЛЬНОЕ



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Назначение фонда оценочных средств

Фонд оценочных средств (ФОС) составляется в соответствии с требованиями ФГОС СПО для проведения промежуточной аттестации обучающихся по дисциплине «Иностранный язык» на соответствие их учебных достижений поэтапным требованиям соответствующей основной профессиональной образовательной программы (ОПОП). ФОС является составной частью рабочей программы дисциплины.

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

Фонд оценочных средств сформирован на основе ключевых принципов оценивания:

- валидности: объекты оценки должны соответствовать поставленным целям обучения;
- надежности: использование единообразных стандартов и критериев для оценивания достижений;
- объективности: разные студенты должны иметь равные возможности добиться успеха.

Основными параметрами и свойствами ФОС являются:

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

I. ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ, ФОРМИРУЕМЫХ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

1.1. Перечень формируемых компетенций

код компетенции	формулировка компетенции
ОК	ОБЩЕКУЛЬТУРНЫЕ КОМПЕТЕНЦИИ
ОК-1	Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес
ОК-2	Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество
ОК-3	Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность
ОК-4	Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и

	личностного развития
ОК-5	Владеть информационной культурой, анализировать и оценивать информацию с использованием информационно-коммуникационных технологий
ОК-6	Работать в коллективе и в команде, эффективно общаться с коллегами, руководством, потребителями
ОК-7	Брать на себя ответственность членов команды (подчиненных), результат выполнения задания
ОК-8	Самостоятельно определять задачи, профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации
ОК-9	Ориентироваться в условиях частой смены технологий в профессиональной деятельности

1.2. КОМПОНЕНТНЫЙ СОСТАВ КОМПЕТЕНЦИЙ

Код и формулировка	Компонентный состав компетенции	
компетенции	умеет:	знает:
ОК-1: Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес	<ul style="list-style-type: none"> -У1:общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; -У2:Проявляет серьезную мотивацию к профессии; - У3:Стремиться разобраться и быстро освоить необходимые знания и умения; - У4:Проявляет сообразительность, аналитические способности, системное мышление, эрудицию. 	<ul style="list-style-type: none"> -З1:Системно анализировать информацию; -З2:использовать теоретические знания для генерации новых идей; - З3: пополнить багаж новыми профессиональными знаниями и умениями.
ОК-2: Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество	<ul style="list-style-type: none"> -У1: Имеет способность к анализу и синтезу -У2: Способен применять знания на практике --У3: Способен ставить цели -У4: Проявляет организаторские способности -У5: Стремиться к планированию при выполнении поставленных задач 	<ul style="list-style-type: none"> -З1: планирует деятельность по решению задачи в рамках заданных (известных) технологий
ОК-3: Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность	<ul style="list-style-type: none"> -У1: грамотно и точно применены требования к выполнению практических заданий -У2: Планирует, организует и контролирует свою деятельность -У3: Склонен анализировать нестандартные ситуации -У4: Выступает инициатором принятия решения в нестандартных ситуациях по совершенствованию деятельности -У5: Умеет обосновывать свои решения и отстаивать их при 	<ul style="list-style-type: none"> -З1: Опознает нестандартные ситуации -З2: Оперативно реагирует на нестандартные ситуации -З3: Проявляет способность адаптироваться к новым ситуациям -З4: Способен порождать новые идеи (креативность) -З5: Стремиться оперировать нормами, связанными с профессиональной деятельностью -З6: Проявляет умение брать на себя ответственность за принятия

	возникновении возражений	решения -37: Осознает меру ответственности за принятые решения
ОК-4: Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития	-У1: Стремиться самостоятельно искать, извлекать, систематизировать, анализировать и отбирать необходимую для решения учебных задач информацию, организовывать, преобразовывать, сохранять и передавать ее -У2: Умеет осознанно воспринимать информацию, распространяемую по каналам СМИ	-31: Склонен ориентироваться в информационных потоках, умеет выделять в них главное и необходимое -32: Стремится критически осмысливать полученные сведения, применять их для расширения своих знаний
ОК-5: Владеть информационной культурой, анализировать и оценивать информацию с использованием информационно-коммуникационных технологий	-У1: Стремиться освоить работу с разными видами информации: диаграммами, символами, графиками, текстами, таблицами и т.д.	-31: Проявляет желание работать с книгами, учебниками, справочниками, атласами, картами, определителями, энциклопедиями, каталогами, словарями, CD-Rom, Интернет
ОК-6: Работать в коллективе и в команде, эффективно общаться с коллегами, руководством, потребителями	-У1: Умеет слушать собеседников Проявляет умение работать в команде на общий результат -У2: Умеет проявлять справедливость, доброжелательность	-31: Проявляет навыки межличностного общения -32: Демонстрирует организаторские способности
ОК-7: Брать на себя ответственность членов команды (подчиненных), результат выполнения задания	-У1: Проявляет ответственность за выполняемую работу	-31: Рационально организовывать деятельность и проявление инициативы в условиях командной работы; -32: Рационально организовывать работу подчиненных, своевременность контроля и коррекции (при необходимости) процесса и результатов выполнения ими заданий.
ОК-8: Самостоятельно определять задачи, профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации	-У1: Склонен к саморазвитию -У2: Способен учиться -У3: Способен работать самостоятельно	-31: Стремиться к успеху -32: Терпим к критике -33: Проявляет самокритику -34: Имеет устойчивое стремление к самосовершенствованию
ОК-9: Ориентироваться в условиях частой смены технологий в профессиональной деятельности	31- Ищет различные варианты выполнения решений	-31: Принимает непопулярные решения, если этого требует ситуация -32: Проявляет инициативность и предпринимательский дух -33: Активно принимает участие в

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

2.1 Структура фонда оценочных средств для текущего контроля и промежуточной аттестации

№ п/п	контролируемые темы дисциплины	код контролируемой компетенции	планируемые результаты обучения, характеризующие этапы формирования компетенций	Наименование оценочного средства	
				текущий контроль успеваемости	промежуточная аттестация
1.	Тема: Information Technology	OK-2 OK-3 OK-4 OK-8 OK-9	OK-2 Знать: 31,32,33, 34,35 Уметь: У1 OK-3 Знать: 31,32,33, 34,35 Уметь: У1, У2, У3, У4, У5, У6, У7. OK-4 Знать: 31,32 Уметь: У1, У2 OK-8 Знать: 31,32,33. Уметь: У1, У2, У3, У4. Владеть: В1,В2. OK-9 Знать: 31 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; тесты
2.	Тема 2: What is new media? Developing of Telecommunications	OK-4 OK-8 OK-9	OK-4 Знать: 31,32 Уметь: У1, У2 OK-8 Знать: 31,32,33. Уметь: У1, У2, У3, У4. OK-9 Знать: 31 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; тесты
3.	Тема 3: Computer. The	OK-4 OK-5	OK-4 Знать: 31,32	-Тестовые задания;	Теоретические вопросы;

	history of computers. Types of computers. Computer Applications	OK-9	Уметь: У1, У2 OK-5 Знать: 31 Уметь: У1 OK-9 Знать: 31 Уметь: У1, У2, У3.	-вопросы для обсуждения; - грамматическ ие и лексические упражнения.	Тесты; Устные разговорные темы
4.	Тема 4: The main parts of the system	OK-4 OK-5 OK-9	OK-4 Знать: 31,32 Уметь: У1, У2 OK-5 Знать: 31 Уметь: У1 OK-9 Знать: 31 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; - грамматическ ие и лексические упражнения.	Теоретические вопросы; Тесты; Устные разговорные темы
5.	Тема 5: Types of Software	OK-4 OK-5 OK-9	OK-4 Знать: 31,32 Уметь: У1, У2 OK-5 Знать: 31 Уметь: У1 OK-9 Знать: 31 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; - грамматическ ие и лексические упражнения.	Теоретические вопросы; Тесты; Устные разговорные темы
6.	Тема 6: Programming languages	OK-2 OK-3 OK-4 OK-8 OK-9	OK-2 Знать: 31,32,33, 34,35 Уметь: У1 OK-3 Знать: 31,32,33, 34,35 Уметь: У1, У2, У3, У4, У5, У6, У7. OK-4 Знать: 31,32 Уметь: У1, У2 OK-8 Знать: 31,32,33. Уметь: У1, У2, У3, У4. OK-9 Знать: 31 Уметь: У1, У2, У3.	-Тестовые задания; -вопросы для обсуждения; - грамматическ ие и лексические упражнения.	Теоретические вопросы; тесты
7.	Тема 7: Data Processing and Data	OK-4 OK-8 OK-9	OK-4 Знать: 31,32 Уметь: У1, У2	-Тестовые задания; -вопросы для	Теоретические вопросы; тесты

	Processing Systems		<p>OK-8 Знать: 31,32,33. Уметь: У1, У2, У3, У4.</p> <p>OK-9 Знать: 31 Уметь: У1, У2, У3.</p>	обсуждения; - грамматические и лексические упражнения.	
8.	Тема 8: Career in Information Technology	<p>OK-4 OK-5 OK-9</p>	<p>OK-4 Знать: 31,32 Уметь: У1, У2</p> <p>OK-5 Знать: 31 Уметь: У1</p> <p>OK-9 Знать: 31 Уметь: У1, У2, У3.</p>	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; Тесты; Устные разговорные темы
9.	Тема 9: Introduction to the WWW and the Internet /Internet Security	<p>OK-4 OK-5 OK-9</p>	<p>OK-4 Знать: 31,32 Уметь: У1, У2</p> <p>OK-5 Знать: 31 Уметь: У1</p> <p>OK-9 Знать: 31 Уметь: У1, У2, У3.</p>	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; Тесты; Устные разговорные темы
10.	Тема 10: Email	<p>OK-2 OK-3 OK-4 OK-6 OK-9</p>	<p>OK-2 Знать: 31,32,33, 34,35 Уметь: У1</p> <p>OK-3 Знать: 31,32,33, 34,35 Уметь: У1, У2, У3, У4, У5, У6, У7.</p> <p>OK-4 Знать: 31,32 Уметь: У1, У2</p> <p>OK-6 Знать: 31,32 Уметь: У1, У2</p> <p>OK-9 Знать: 31 Уметь: У1, У2, У3.</p>	-Тестовые задания; -вопросы для обсуждения; - грамматические и лексические упражнения.	Теоретические вопросы; Тесты; Устные разговорные темы

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

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

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

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

✓ первая составляющая – оценка преподавателем сформированности компетенции(й) в течение семестра в ходе текущего контроля успеваемости (максимум 100 баллов). Структура первой составляющей определяется технологической картой дисциплины, которая в начале семестра доводится до сведения обучающихся; вторая составляющая – оценка сформированности компетенции(й) обучающихся на экзамене (максимум – 30 баллов) или на зачете (максимум – 20 баллов).

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

ПЕРЕЧЕНЬ ОЦЕНОЧНЫХ СРЕДСТВ

№ п/п	наименование оценочного средства	характеристика оценочного средства	Представление оценочного средства в фонде
УСТНЫЕ ОЦЕНОЧНЫЕ СРЕДСТВА			
1	собеседование, устный опрос	Средство контроля, организованное как специальная беседа преподавателя с обучающимися на темы, связанные с изучаемой дисциплиной, и рассчитанное на выяснение объема знаний обучающегося по определенному разделу, теме, проблеме и т.п.	Вопросы по темам/разделам дисциплины
2	Коллоквиум	Средство контроля усвоения учебного материала темы, раздела или разделов дисциплины, организованное как учебное занятие в виде собеседования преподавателя с обучающимися.	Вопросы по темам/разделам дисциплины
3	Круглый стол, дискуссия, полемика, диспут, дебаты	Оценочные средства, позволяющие включить обучающихся в процесс обсуждения спорного вопроса, проблемы и	Перечень дискуссионных тем для проведения

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

А) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ОТВЕТОВ НА УСТНЫЕ ВОПРОСЫ

№ п/п	критерии оценивания	количество баллов	оценка/зачет
1.	1) полно и аргументированно отвечает по содержанию задания; 2) обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры не только по учебнику, но и самостоятельно составленные; 3) излагает материал последовательно и правильно.	10	отлично
2.	студент дает ответ, удовлетворяющий тем же требованиям, что и для оценки «5», но допускает 1-2 ошибки, которые сам же исправляет.	8	хорошо

3.	ставится, если студент обнаруживает знание и понимание основных положений данного задания, но: 1) излагает материал неполно и допускает неточности в определении понятий или формулировке правил; 2) не умеет достаточно глубоко и доказательно обосновать свои суждения и привести свои примеры; 3) излагает материал непоследовательно и допускает ошибки.	5	удовлетворительно
4.	студент обнаруживает незнание ответа на соответствующее задание, допускает ошибки в формулировке определений и правил, искажающие их смысл, беспорядочно и неуверенно излагает материал; отмечаются такие недостатки в подготовке студента, которые являются серьезным препятствием к успешному овладению последующим материалом.	0	неудовлетворительно

Б) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ТЕСТИРОВАНИЯ

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

В) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РЕФЕРАТОВ

№ п/п	критерии оценивания	количество баллов	оценка/зачет
1	выполнены все требования к написанию и защите реферата: обозначена проблема и обоснована её актуальность, сделан краткий анализ различных точек зрения на рассматриваемую проблему и логично изложена собственная позиция, сформулированы выводы, тема раскрыта полностью, выдержан объём, соблюдены требования к внешнему оформлению, даны правильные ответы на дополнительные вопросы.	4 балла	
2	основные требования к реферату и его защите выполнены, но при этом допущены недочеты. В частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объем реферата; имеются упущения в оформлении; на дополнительные вопросы при защите даны неполные ответы.	3 балла	
3	имеются существенные отступления от требований к реферированию. В частности: тема освещена лишь частично; допущены фактические ошибки в содержании реферата или при ответе на дополнительные вопросы.	2 балла	
4	тема освоена лишь частично; допущены грубые ошибки в содержании реферата или при ответе на дополнительные вопросы; во время защиты отсутствует вывод.	1 балл	
5	тема реферата не раскрыта, обнаруживается существенное	0 баллов	

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

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

Д) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ПИСЬМЕННЫХ ЗАДАНИЙ ТРЕНИРОВОЧНОГО ХАРАКТЕРА

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

№ п/п	критерии оценивания	количество баллов
1	Задание выполнено полностью: цель домашнего задания успешно достигнута; основные понятия выделены; наличие схем, графическое выделение особо значимой информации; работа выполнена в полном объеме.	5
2	Задание выполнено: цель выполнения домашнего задания достигнута; наличие правильных эталонных ответов; однако работа выполнена не в полном объеме.	4
3	Задание выполнено частично: цель выполнения домашнего задания достигнута не полностью; многочисленные ошибки снижают качество выполненной работы.	3
4	Задание не выполнено, цель выполнения домашнего задания не достигнута.	менее 2

Е) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ КОНТРОЛЬНЫХ РАБОТ

№ п/п	критерии оценивания	количество баллов	оценка
1	исключительные знания, абсолютное понимание сути вопросов, безукоризненное знание основных понятий и	29-30	Отлично

	положений, логически и лексически грамотно изложенные, содержательные, аргументированные и исчерпывающие ответы		
2	глубокие знания материала, отличное понимание сути вопросов, твердое знание основных понятий и положений по вопросам, структурированные, последовательные, полные, правильные ответы	24-25	Хорошо
3	глубокие знания материала, правильное понимание сути вопросов, знание основных понятий и положений по вопросам, содержательные, полные и конкретные ответ на вопросы. Наличие несущественных или технических ошибок	22-23	Хорошо
4	твердые, достаточно полные знания, хорошее понимание сути вопросов, правильные ответы на вопросы, минимальное количество неточностей, небрежное оформление	19-20	удовлетворительно
5	твердые, но недостаточно полные знания, по сути верное понимание вопросов, в целом правильные ответы на вопросы, наличие неточностей, небрежное оформление	15-16	удовлетворительно
6	общие знания, недостаточное понимание сути вопросов, наличие большого числа неточностей, небрежное оформление	11-12	удовлетворительно
7	относительные знания, наличие ошибок, небрежное оформление	8-9	неудовлетворительн о
8	поверхностные знания, наличие грубых ошибок, отсутствие логики изложения материала	5-6	неудовлетворительн о
9	непонимание сути, большое количество грубых ошибок, отсутствие логики изложения материала	3-4	неудовлетворительн о
10	не дан ответ на поставленные вопросы	1-2	неудовлетворительн о
11	отсутствие ответа, дан ответ на другие вопросы, списывание в ходе выполнения работы, наличие на рабочем месте технических средств, в том числе телефона	0	неудовлетворительн о

Ж) КРИТЕРИИ И ШКАЛА ОЦЕНКИ ПРЕЗЕНТАЦИЙ

Критерий	Минимальный ответ	Изложенный, раскрытый ответ	Законченный, полный ответ	Образцовый, примерный ответ, достойный подражания	Оценка
Раскрытие темы	Проблема не раскрыта. Отсутствуют выводы	Проблема раскрыта не полностью. Выводы не сделаны и/или выводы необоснованны	Проблема раскрыта. Проведен анализ проблемы без привлечения дополнительной литературы. Не все выводы сделаны и/или обоснованы	Проблема раскрыта полностью. Проведен анализ проблемы с привлечением дополнительной литературы. Выводы обоснованы	

Представление	Представляемая информация логически не связана. Не использованы профессиональные термины	Представленная информация не систематизирована и/или не последовательна. Использован 1-2 профессиональных термина	Представленная информация систематизирована и последовательна. Использован более 2 профессиональных терминов	Представленная информация систематизирована, последовательна и логически связана. Использовано более 5 профессиональных терминов	
Оформление	Не использованы информационные технологии. Более 4-х ошибок в представленной информации	Использованы информационные технологии частично. 3-4 ошибки в представленной информации	Использованы информационные технологии. Не более 2-х ошибок в представленной информации	Широко использованы информационные технологии. Отсутствуют ошибки в представленной информации	
Ответы на вопросы	Нет ответов на вопросы	Только ответы на элементарные вопросы	Ответы на вопросы полные и/или частично полные	Ответы на вопросы полные с приведением примеров и/или пояснений	
Итоговая оценка	1	2	3	4	

3) КРИТЕРИИ И ШКАЛА ОЦЕНКИ ДИСКУССИИ

БАЛЛЫ за содержание	СОДЕРЖАНИЕ (Монолог)	Взаимодействие с собеседником и оформление речи (максимум 5 баллов)			
		Взаимодействие с собеседником (максимум 2 балла)	Лексическое оформление речи (максимум 1 балла)	Грамматическое оформление речи (максимум 1 балла)	Фонетическое оформление речи (максимум 1 балла)
5	Коммуникативная задача полностью выполнена: цель общения успешно достигнута, тема раскрыта в заданном объеме. Участник демонстрирует умение развернуто, логично и точно высказываться на заданную тему. Участник высказывает интересные и оригинальные мысли, относящиеся к обсуждаемой теме. Грамотно ставит	2 балла Участник способен логично и связно задавать интересные вопросы по теме мини презентации. Все три вопроса заданы. Участник правильно и оригинально отвечает на все вопросы собеседника, показывая, что	1 балл В речи участника нет лексических ошибок; словарный запас участника богат, разнообразен и адекватен поставленной задаче.	1 балл В речи участника нет грамматических ошибок; речь участника богата разнообразными грамматическими конструкциями.	1 балл В речи участника нет фонетических ошибок. Беглый темп речи.

	проблему, анализирует, сравнивает и обобщает данные представленные в задании, аргументирует свою точку зрения, делает выводы.	он является очевидцем событий.			
4	Коммуникативная задача выполнена не полностью: цель общения в основном достигнута, однако тема раскрыта не в полном объеме. Выделена проблема, есть вывод.	2 балла В целом участник способен логично и связно задавать вопросы и давать правильные ответы. Все три вопроса заданы. Однако вопросы и 3 ответа на них не отличаются оригинальностью, в ответах нет живости и нет указаний на то, что корреспондент находится на месте событий.	1 балл В речи участника нет лексических ошибок; словарный запас участника богат, разнообразен и адекватен поставленной задаче.	1 балл В речи участника нет грамматических ошибок; речь участника богата разнообразными грамматическими конструкциями.	1 балл В речи участника нет фонетических ошибок. Беглый темп речи.
3	Коммуникативная задача выполнена частично: цель общения достигнута не полностью, тема раскрыта в ограниченном объеме: проблема не поставлена.	1 балл Участник способен задать 3 вопроса и ответить на 3 вопроса собеседника, однако задает вопросы, ответы на которые прозвучали в речи собеседника либо при поддержании беседы дает не вполне соответствующие содержанию и логике ответы. Или допускает отдельные фактические ошибки.	0 баллов В речи участника присутствуют лексические ошибки (больше 3х). Словарного запаса не хватает для общения в соответствии с заданием.	0 баллов В речи участника присутствуют грамматические ошибки (больше 3х).	0 баллов В речи участника присутствуют фонематические ошибки (больше 3х).
2	Коммуникативная задача не выполнена: цель общения не достигнута, содержание не соответствует коммуникативной задаче. Заметно отклонение от темы.	0,5 балл Участник задает не 3 вопроса, а меньше. Не может ответить на все вопросы собеседника. ИЛИ: Участник не способен	0 баллов В речи участника присутствуют многочисленные лексические ошибки	0 баллов В речи участника присутствуют многочисленные грамматические ошибки (больше 3х), в том числе затрудняющие	0 баллов Понимание речи участника затруднено из-за большого количества

		самостоятельно задавать вопросы и отвечать на вопросы партнера адекватно. В значительной степени зависит от помощи со стороны собеседника.	(больше 3х), в том числе затрудняющие понимание. Словарного запаса не хватает для общения в соответствии с заданием.	понимание.	фонематических ошибок, медленный темп речи.
1	Отказ от ответа	0 баллов Отказ от выполнения задания по диалогу.	0 баллов В речи участника присутствуют многочисленные лексические ошибки (больше 3х), в том числе затрудняющие понимание. Словарного запаса не хватает для общения в соответствии с заданием.	0 баллов В речи участника присутствуют многочисленные грамматические ошибки (больше 3х), в том числе затрудняющие понимание.	0 баллов Понимание речи участника затруднено из-за большого количества фонематических ошибок, медленный темп речи.

И) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РОЛЕВОЙ ИГРЫ

	1-2 балла	3-4 балла	5 баллов
Содержательность выступлений	Содержание выступления полное, используются абстрактные факты, осознанность темы игры	Содержание выступления полное, используются абстрактные факты, осознанность темы игры	Содержание выступления полное, используются конкретные факты, осознанность темы игры

Структурированность	Логичность, нерациональное использование времени	Логичность, рациональность использования времени	Системность, логичность, рациональность использования времени
Формулировка вопросов: проблемность, конкретность и четкость	Отсутствуют все критерии	Присутствует только конкретность и четкость	Присутствуют все критерии
Культура общения	Выразительность речи	Выразительность речи, свободное владение материалом	Выразительность речи, умение уважительно отвечать собеседникам, свободное владение материалом

К) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ЗАДАНИЙ НА ЧТЕНИЕ И АУДИРОВАНИЕ

№п/п	Критерии оценивания	Количество баллов	Оценка/зачет
1.	<ol style="list-style-type: none"> 1) понимает основное содержание прочитанного и услышанного материала, почти все детали и смысловые связи между содержательными компонентами и частями текста; 2) свободно оперирует программным учебным материалом в незнакомой ситуации по аспектам языка при непосредственном общении; 3) содержание высказывания отличается связностью, полнотой, спонтанностью, беглостью, аргументированностью, выражением собственной точки зрения, привлечением сведений из других учебных курсов; 4) речь лексически и грамматически разнообразна, допускаются 1-3 ошибки (единичные ошибки, исправляемые путем самокоррекции, не учитываются). 	10 баллов	
2.	<ol style="list-style-type: none"> 1) понимает основное содержание прочитанного и услышанного материала, значительную часть деталей и основные смысловые связи между содержательными компонентами и частями текста; 2) свободно оперирует программным учебным материалом в частично измененной ситуации; 3) содержание высказывания соответствует ситуации общения, отличается связностью, полнотой, спонтанностью, 	9 баллов	

	<p>беглостью, хорошо аргументировано;</p> <p>4) речь лексически и грамматически разнообразна, допускаются 4-5 ошибки (единичные ошибки, исправляемые путем самокоррекции, не учитываются).</p>		
3.	<p>1) понимает основное содержание прочитанного и услышанного материала и половину деталей;</p> <p>2) коммуникативная задача решается в пределах знакомой ситуации;</p> <p>3) речь лексически и грамматически разнообразна;</p> <p>4) высказывания логичны, аргументированы и построены на основе известных алгоритмов, допускаются ошибки на изученный программный учебный материал (6-7 ошибок).</p>	8 баллов	
4.	<p>1) понимает основное содержание прочитанного и услышанного материала и некоторые детали;</p> <p>2) коммуникативная задача решается в пределах знакомой ситуации;</p> <p>3) речь лексически и грамматически разнообразна;</p> <p>4) высказывания логичны, построены на основе известных алгоритмов, допускаются ошибки на изученный программный учебный материал (8-9 ошибок).</p>	7 баллов	
5.	<p>1) достаточно полно понимает основного содержания прочитанного и услышанного, но без деталей;</p> <p>2) коммуникативная задача решается по образцу в знакомой ситуации;</p> <p>3) речь лексически и грамматически разнообразна;</p> <p>4) допускаются ошибки языкового характера на изученный программный учебный материал (10-11 ошибок).</p>	6 баллов	
6.	<p>1) понимает значительную часть основного содержания прочитанного и услышанного, но без деталей;</p> <p>2) коммуникативная задача решается по образцу в знакомой ситуации;</p> <p>3) осознанно воспроизводит программный учебный материал по образцу;</p> <p>4) допускаются ошибки, не препятствующие пониманию смысла высказывания (до 12 ошибок).</p>	5 баллов	
7.	<p>1) воспроизводит большую часть общего содержания прочитанного и услышанного материала;</p> <p>2) говорит на уровне механического воспроизведения большей части текста,</p>	4 балла	

	образца; 3) многочисленные фонетические и грамматические ошибки затрудняют понимание смысла высказывания.		
8.	1) частично воспроизводит содержание прочитанного и услышанного материала, состоящего из простейших слов и предложений; 2) говорит на уровне механического воспроизведения отдельных предложений; 3) выполняет простые инструкции; 4) многочисленные ошибки затрудняют понимание смысла высказывания.	1 балла	
9.	1) различает отдельные слова и фразы при чтении и аудировании; 2) говорит на уровне отдельных слов и словосочетаний; 3) выполняет простейшие инструкции.	2 балла	
10.	1) узнает отдельные слова при чтении, аудировании и говорении с помощью преподавателя.	1 балл	

Л) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ЭССЕ (СОЧИНЕНИЯ)
Ф.И.О. студента _____

Возможное число баллов	2	1	Возможное число баллов
Структура			
Соответствует теме			Не соответствует теме
Тема раскрыта глубоко			Тема раскрыта поверхностно
Аргументация			
Аргументы логически структурированы			Аргументы разбросаны, непоследовательны
Факты представлены точно			Много сомнительных или неточных фактов
Строгий критический анализ ключевых понятий (концепций)			Недостаточное использование ключевых понятий
Новизна			
Оригинально и творчески			Не совсем оригинально
Стиль			
Аккуратное письмо			Неуклюжее письмо
Концентрированный текст			Излишние повторения
Оформление			
Четко и хорошо оформленная работа			Неопрятная и трудно читаемая работа
Разумный объем			Слишком длинная/короткая работа

Грамотность		
Грамматически правильные предложения		Много грамматических ошибок
Нет орфографических ошибок		Есть орфографические ошибки
Эффективное использование схем/таблиц для подтверждения аргументов		Неэффективное использование схем/таблиц для подтверждения аргументов
Источники		
Адекватное использование источников		Плагиат

Сумма баллов _____.

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

При экзамене:

№ п/п	Критерии оценивания	Шкала оценок	
		Сумма баллов по дисциплине / междисциплинарному курсу	Оценка
1.	Обучающийся глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал различной литературы, правильно обосновывает принятое нестандартное решение, владеет разносторонними навыками и приемами выполнения практических задач по формированию компетенций.	85 и выше	Отлично (высокий уровень сформированности и компетенции)
2.	Обучающийся твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения, а также имеет достаточно полное представление о значимости знаний по дисциплине.	75 - 84	Хорошо (достаточный уровень сформированности и компетенции)
3.	Обучающийся имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно	51 - 74	Удовлетворительно (приемлемый)

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

При зачете:

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

При дифференцированном зачете:

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

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

3.1. Типовые контрольные задания для текущего контроля успеваемости обучающихся

Тема 1. Information Technology

Задание 1. Перечень вопросов по теме для устного обсуждения:

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

Задание 2. Перечень контрольных вопросов по теме:

1. Do you think that it is important for schools to have Internet access? Why?
2. If you give personal information to a Website do you think that they will always keep this private? Sometimes they sell this information. Is this a good or bad thing?
3. How do we stop young children from looking at Internet sites that have inappropriate content?
4. How often do you use the internet?
5. Do you think that it is a good or bad habit for young people to play computer games?
6. Do you think that the Internet will replace Libraries?
7. Do you have a mobile phone?
8. Do you access the Internet from your mobile phone?
9. Do you think that the Internet is the good or the evil?
10. What were their inventions?
11. What is good and bad about human cloning?
12. Do you think time machine will ever be invented?
13. Do you feel any addiction to the Internet?
14. When did you buy or get your first mobile phone?
15. What do you know about cloning?
16. What are the best and the most useful inventions of the mankind in the 20th and 21st centuries?
17. Who is Dolly (sheep)?
18. How much do you spend on the Internet a month?
19. How does it work?
20. What is the use of space exploration?
21. Do you think you can live without your mobile or is it now an important part of your daily life?
22. What famous inventors do you know?
23. What do scientists say about the influence of mobile phones on our health?
24. Why isn't it possible today?
25. What discoveries and inventions has been made recently to fight aging?
26. Do you believe that one day people will live on the moon and on other planets?
27. How often do you watch it?
28. Do you think it should be prohibited?
29. Would you like to do some time traveling?
30. What would you invent if you're a scientist?
31. Can you name some inventions are you looking forward to? (human cloning, time traveling, eternal-life-pill, AIDS\cancer vaccine, teleportation)
32. Who invented it?

33. Do you believe that the elixir of life will ever be discovered?
34. How did the invention of television change people's life?
35. What do you think is the worst invention of the mankind? (weapon, atomic energy, cigarettes, television, mobile phones, cars, genetically modified products etc)
36. What technologies has space exploration brought to our daily life?
37. What is your attitude to human cloning?
38. Would you like to be immortal or would you just prefer to remain young throughout your life and die in the end?
39. Are you anxious when the battery is flat or you are out of reach?
40. Do you use the Internet?
41. Do you know anything about the inventions of Leonardo da Vinci?
42. What Internet services do you use?
43. Do you think it is a useful invention?
44. What is the role of television in your life?
45. How did the Internet influence such things as communication, correspondence, access to information?
46. What time would you like to visit, what event would you like to witness?

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

Test 1.

Употребление пассивного залога

1. I hope that the truth _____ very soon.
 - A) will find out
 - B) will be finding out
 - C) is found out
 - D) will be found out
 - E) shall find out
2. The sports competitions which _____ on Sunday _____ by a lot of people.
 - A) are held / will be visited
 - B) was held / will visit
 - C) will held / will visit
 - D) have been held / have visited
 - E) will be held / will be visited
3. The business letter _____ just _____.
 - A) is / written
 - B) has / been written
 - C) was / written
 - D) were / written
 - E) is / going to write
4. All the business letters _____ yesterday. They _____ to the post office immediately.
 - A) answered / take
 - B) were answered / took
 - C) are answered / were taken
 - D) answered / took
 - E) were answered / were taken
5. I _____ that I _____ at the station at 5.
 - A) was told / should be met
 - B) told / is being met
 - C) tells / am met
 - D) am told / was met
 - E) will be told / would be met
6. By the time we came to the bookshop all books _____.
 - A) are sold
 - B) were sold
 - C) had been sold

- D) are being sold
E) is being sold
7. New schools _____ in our city every year.
A) is built
B) are to be built
C) will build
D) are built
E) have built
8. This year a very beautiful theatre _____ in our city.
A) built
B) was built
C) has been built
D) had been built
E) has built
9. This school _____ next year.
A) will close
B) is closed
C) will be closed
D) was closed
E) would be closed
10. It is winter. Everything _____ with snow.
A) is covered
B) covered
C) were covered
D) will cover
E) are covered

Test 2.

1. A lady ... red-handed (на месте преступления) yesterday in the shop.
a) is caught
b) caught
c) was caught
d) is caught
2. This marvelous poem ... by Tom today, i.e. my son.
a) is written
b) was written
c) be written
d) will be written
3. A doctor ... for by the time I entered my house.
a) had been sent
b) have been sent
c) has been sent
d) will be sent
4. My children ... by nanny last week from 5 to 6 o'clock.
a) was being looked after
b) were being looking after
c) was looked after
d) were being looked after
5. My new invention ... tomorrow at this time.
a) will be spoken about
b) will speak about
c) will be speaking about
d) will being speaked about

6. At this moment your task

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

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

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

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

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

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

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

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

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

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

1. Употребите правильную форму глагола в пассивном залоге.

1. The roads (cover) with the snow. - Дороги покрыты снегом.
2. Chocolate (make) from cocoa. - Шоколад изготавливается из какао.
3. The Pyramids (build) in Egypt. - Пирамиды были построены в Египте.
4. This coat (buy) four years ago. - Это пальто было куплено 4 года назад.
5. The stadium (open) next month. - Стадион будет открыт в следующем месяце.
6. Your parents (invite) to a meeting. - Твои родители будут приглашены на собрание.
7. Where is your car? - It (mend) at the moment. - Где твоя машина? - В данный момент она ремонтируется.
8. The books already (pack). - Книги уже упакованы.
9. The castle can (see) from a long distance. - Замок можно увидеть издалека.
10. The guests must (meet) at noon. - Гости должны быть встречены в полдень.

2. Измените предложения по образцу:

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

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

10. You must clean your bedroom tonight. (Ты должен убратся в своей спальне сегодня вечером.)

3. Превратите предложения в отрицательные и переведите.

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

4. Дайте полные ответы на следующие вопросы.

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

Read and translate the text

Inventors and their inventions

People all over the world are proud of scientists and inventors who made all-round progress in our life. The inventors have achieved great successes in the development of physics, especially atomic physics, chemistry, biology, engineering, etc. Among famous inventors we can name such scientists as Alfred Nobel, Alexander Graham Bell, Albert Einstein, Isaac Newton, Michael Faraday and many others.

Alfred Nobel, the Swedish chemical experimenter and businessman who invented dynamite and other explosive compounds, was a person of many paradoxes and contradictions. He wrote a considerable number of plays, novels and poems, only one of which was published. He turned to a career in chemistry.

Nobel had an excellent scientific mind and loved to tackle problems in his chemical laboratories. By 1859 he had begun the experiment with one of his explosives (nitroglycerin). His new explosive was named «dynamite» and patented in 1867. Although he was often called Lord of Dynamite Nobel was strongly opposed to the military uses of his inventions. His new explosive found such spectacular uses as in the construction of tunnels, canals, railroads and roads. Dynamite was also a factor in oil drilling in the Baku fields.

When Alfred Nobel died he left the major portion of his fortune which brought him lasting fame for the establishment of annual awards. There are six classifications to reward people who have made outstanding contributions for the benefit of mankind in physiology or medicine, physics, literature, chemistry, peace and economics. The awards are usually presented in Stockholm at a sumptuous ceremony with the King of Sweden as the host on December 10, the anniversary of Alfred Nobel's death. Each prize includes a gold medal, a diploma and a gift of money.

Isaac Newton is a well-known English scientist and inventor. He was a student of Cambridge University where he made his first researches. Telescopes had been known by people before Newton, but they were not satisfactory. They based on glass lenses which produced false colour. Newton made a telescope based on curved mirror, so that it became known as a reflector. Some years later he became a member of the Royal Society of Britain. He got acquainted with the famous people of that time Christopher Wren and Edmund Halley. These scientists were not good mathematicians and they asked Newton to help them to make a new star catalogue for sailors. So, in some days the catalogue was published because Newton had already made it.

More than that Isaac Newton was a great physicist. He discovered the law of gravitation. It happened when he sat in the garden and the apple fall down on him. At that moment he realized that the force pulling on the apple was the same as the force which keeps the Moon in its path round the Earth. Soon Newton wrote a book where he told people about the law he had discovered: «Every particle of matter in the Universe attracts every other particle with a force which becomes weaker with increasing distance».

Another famous scientist and inventor is Michael Faraday. He found that his main interest in science was electricity. He studied a lot and made many experiments. Faraday was wondering whether a magnet could in some way give electric current. He got a bright idea. He thought of moving the magnet near the wire and then got what he wanted – an electric current was produced in the wire. This was a great invention in the history of man's experiments. But Faraday didn't stop at this. He tried different ways of producing electric current even when he moved the wire near the magnet. This was the beginning of all machines that produce electricity today.

Albert Einstein is one of the greatest scientists of our age. The Theory of Relativity brought him fame on five continents. Einstein's Theory of Relativity, which seemed a flight of imagination to many at first, is now the cornerstone of modern physics. Many physical phenomena could never be explained without the Theory of Relativity. Einstein said that there were only twelve people living who understood his Theory of Relativity, although more than nine hundred books had been written trying to explain it. He himself explained relativity by this very simple illustration: «When you sit with a nice girl for an hour, you think it is only a minute; but when you sit on a hot stove for a minute, you think it is an hour. Well, well - so that's relativity. It sounds all right to me; but if you don't believe me and would like to try it out, I'll be glad to sit with the girl if you'll sit on the stove».

ТЕМАТИКА ЭССЕ

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

ТЕМАТИКА РЕФЕРАТОВ

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

Тема 2: What is new media? Developing of Telecommunications

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. What is your busiest day of the week?
2. Do you schedule out what you have to do every week? Do you make a schedule for every day?
3. If you are late, what message does this send to the person who is waiting for you?
4. Which time of day do you feel you are most productive in your work or study?
5. What time do you take a bath in the evening?
6. What time do you like to go to bed at night?
7. When do you do your homework?
8. Do you think time moves slowly or quickly?
9. Can you do without a watch or a clock? For how long?
10. Does waiting for something bother you?
11. If you had the power to stop and restart time, when would you use it?
12. What do you do if you show up too early for something?
13. Do you like to be busy, or do you like to have an easy schedule?
14. What time does your work end?
15. What time is it?
16. In your culture, is it polite to always show up on time, or to show up a little late?
17. Do you get bored easily?
18. Are you on time?
19. What time does school start?
20. What's the most significant time of your life? (Significant for any reason: because you liked it or hated it; because of your profession; because of a relationship; or because it was a turning point in your life)
21. What time do you think high school students should go to bed?
22. Would you rather have more time or more money?
23. Do you spend a lot of time when preparing for something?
24. What time do you go to bed?
25. What would you do if you had a few extra hours in a day?
26. How important is time in your culture?
27. Do you prefer to show up late or early?

28. Do you manage time, or does time manage you?
29. Are you good at getting things done on time?
30. How much time do you spend sleeping?
31. What time does your work begin?
32. What do you do if you show up too late for something?
33. If you could stop time, what would you do and why?
34. Do you think you manage your time wisely?
35. Do you wish you could sleep more?
36. What time do you go to work?
37. Do you show up early or late in your home country versus in the United States?
38. Do you show up early or late for work? Class? Meeting a friend for lunch? English conversation class?
39. Are you a "night owl" or an "early bird"?
40. What time do you like to get up?
41. What's your perception of time now? Does it go by slowly or quickly? What does this depend on?
42. What time do you get up in the morning?
43. Do you think people in America are too concerned with time?
44. If you are a punctual person and your mate is not, how do you resolve conflicts that arise?
45. What takes up most of your time?

Задание 2. Перечень контрольных вопросов по теме:

1. What is your busiest day of the week?
2. Do you schedule out what you have to do every week? Do you make a schedule for every day?
3. If you are late, what message does this send to the person who is waiting for you?
4. Which time of day do you feel you are most productive in your work or study?
5. What time do you take a bath in the evening?
6. What time do you like to go to bed at night?
7. When do you do your homework?
8. Do you think time moves slowly or quickly?
9. Can you do without a watch or a clock? For how long?
10. Does waiting for something bother you?
11. If you had the power to stop and restart time, when would you use it?
12. What do you do if you show up too early for something?
13. Do you like to be busy, or do you like to have an easy schedule?
14. What time does your work end?
15. What time is it?
16. In your culture, is it polite to always show up on time, or to show up a little late?
17. Do you get bored easily?
18. Are you on time?
19. What time does school start?
20. What's the most significant time of your life? (Significant for any reason: because you liked it or hated it; because of your profession; because of a relationship; or because it was a turning point in your life)
21. What time do you think high school students should go to bed?
22. Would you rather have more time or more money?
23. Do you spend a lot of time when preparing for something?
24. What time do you go to bed?
25. What would you do if you had a few extra hours in a day?
26. How important is time in your culture?
27. Do you prefer to show up late or early?
28. Do you manage time, or does time manage you?
29. Are you good at getting things done on time?
30. How much time do you spend sleeping?
31. What time does your work begin?
32. What do you do if you show up too late for something?

33. If you could stop time, what would you do and why?
34. Do you think you manage your time wisely?
35. Do you wish you could sleep more?
36. What time do you go to work?
37. Do you show up early or late in your home country verses in the United States?
38. Do you show up early or late for work? Class? Meeting a friend for lunch? English conversation class?
39. Are you a "night owl" or an "early bird"?
40. What time do you like to get up?
41. What's your perception of time now? Does it go by slowly or quickly? What does this depend on?
42. What time do you get up in the morning?
43. Do you think people in America are too concerned with time?
44. If you are a punctual person and your mate is not, how do you resolve conflicts that arise?
45. What takes up most of your time?

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

Test .

1. What___this weekend?
 - a. you are going to do
 - b. are you going to do
 - c. your gonna do
2. What___this weekend?
 - a. you are going to do
 - b. are you going to do
 - c. your gonna do
3. I'm not sure.___anything special?
 - a. Are you going to do
 - b. You are going to do
 - c. Is going to do
4. My friend Melissa and I___a party. Would you like to come?
 - a. am going to
 - b. are going to go to
 - c. go to
5. I'd love to!___?
 - a. What's it going to be
 - b. Who's go to be
 - c. Where's it going to be
6. It is___to be at Ruth's house.
 - a. go
 - b. going
 - c. gonna
7. What time ___start?
 - a. is it going to
 - b. it's going to
 - c. it
8. At 10 P.M.___invite?
 - a. Who are you going to
 - b. What you're going to
 - c. When you going to
9. I don't know. I think___anyone.
 - a. I'm going invite
 - b. I'm not go invite
 - c. I'm not going to invite
10. I'm not sure.___anything special?

- a. Are you going to do
 - b. You are going to do
 - c. Is going to do
11. My friend Melissa and I ___ a party. Would you like to come?
- a. am going to
 - b. are going to go to
 - c. go to
12. I'd love to! ___?
- a. What's it going to be
 - b. Who's go to be
 - c. Where's it going to be
13. It is ___ to be at Ruth's house.
- a. go
 - b. going
 - c. gonna
14. What time ___ start?
- a. is it going to
 - b. it's going to
 - c. it
15. At 10 P.M. ___ invite?
- a. Who are you going to
 - b. What you're going to
 - c. When you going to
16. I don't know. I think ___ anyone.
- a. I'm going invite
 - b. I'm not go invite
 - c. I'm not going to invite

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

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

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

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

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

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

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

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

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

1. I am going to phone him tomorrow. (When ...?)
2. That tower is going to collapse soon. (Why ...?)

3. My friends are going to arrive today. (How many friends ...?)
4. We are going to pay for her. (How much ...?)
5. Mum is going to see her dentist on Monday. (When...?)
6. I am going to wear a white dress tonight. (Why...?)

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

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

Read and translate the text

Leisure-Time Activities (My days off) and Holidays

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

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

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

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

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

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

ТЕМАТИКА ЭССЕ

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

ТЕМАТИКА РЕФЕРАТОВ

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

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

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. How do you study English with your computer?

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

Задание 2. Перечень контрольных вопросов по теме:

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

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

Предлоги (Prepositions)

1. Mozart was born in Salzburg ... 1756.
 - a) on
 - b) at
 - c) in
 - d) during

2. It has been raining ... two days without stopping.
a) on
b) for
c) during
d) at
3. Many interesting suggestions were made ... the meeting.
a) into
b) onto
c) for
d) during
4. My English courses begin ... 7 January and end ... 10 March.
a) on / in
b) at / at
c) in / in
d) on / on
5. I'm just going out to do some shopping. I'll be back ... half an hour.
a) at
b) for
c) while
d) in
6. Kate works hard during the week, so she likes to relax ... the weekends.
a) in
b) at
c) for
d) with
7. Our family always gets together ... Christmas Day.
a) at
b) in
c) on
d) while
8. I haven't seen Ann ... a few days. I last saw her ... Tuesday.
a) during / on
b) during / at
c) for / on
d) for / at
9. We met a lot of people ... we were on holidaythat time, we also visited a lot of museums and galleries.
a) while / During
b) during / While
c) for / At
d) at / For
10. Tom doesn't see his parents very often - usually only ... the New Year and sometimes.....the summer for a few days.
a) on / in
b) on / at
c) at / in
d) at / on

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

Read the text:

What is a Computer?

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

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

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

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

Storage devices (floppy or hard disks) provide a permanent storage of both data and programs. **Input devices** enable data to go into the computer's memory. The most common input devices are the **mouse** and the **keyboard**. **Output devices** enable us to extract the finished product from the system. For example, the computer shows the output on the **monitor** or prints the results onto paper by means of a **printer**.

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

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

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

a) *software*;
b) *floppy disk*;
c) *output*;

d) *peripheral devices*;
e) *hardware*;
f) *Central Processing Unit*

g) *monitor*;
h) *input*;
i) *port*.

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

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

software process type hardware output operate

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

3 Summing-up

1. What do we mean when we say "a computer"?
2. What parts make up a computer system?
3. What are the main units of measurement in computer science?
4. What is hardware?

5. What is software?
6. Why is the central processor called “a brain of a computer”?
7. What do we use to input data?

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

2 When You Turn on your Computer

Desktop

1 Vocabulary

desktop	to restore
to appear	to allow
icon	to locate
background picture	location
colour\color	
number	
a number of	
to include	
recycle bin	
control panel	
to turn on\off	
to boot up	
to click	
to double-click	
folder	
file	
to contain	
to add	
to delete	
box	
to save	
screen saver	
person	
to personalize	

a) Chose the correct translation:

- 1) to include
a) включать b) выключать c) появляться d) включать (в себя)
- 2) a number of
a) номер b) несколько c) пиктограмма d) заставка
- 3) to turn off
a) включать b) выключать c) появляться d) включать (в себя)
- 4) folder
a) рабочий стол b) заставка c) обои d) папка
- 5) background picture
a) рабочий стол b) заставка c) обои d) папка
- 6) to turn on
a) включать b) выключать c) появляться d) включать (в себя)
- 7) to add
a) включать b) удалять c) добавлять d) выключать
- 8) desktop
a) рабочий стол b) заставка c) обои d) папка
- 9) to appear
a) включать b) выключать c) появляться d) включать (в себя)
- 10) screen saver
a) рабочий стол b) заставка c) обои d) папка

b) Match the words with their meanings:

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

c) Match the words with their definitions:

- 1) background a) to remove smth that has been stored on a computer
1) delete b) a place where a number of computer files or documents can be stored together

- | | |
|----------------|--|
| 2)double-click | c) a program that runs a moving image on a computer screen when the keyboard and the mouse are not being used |
| 3)file | d) to design or change smth so that it is suitable for the needs of one particular person |
| 4)folder | e) the first screen that appears when you turn on your computer and which displays icons that represent files, folders, documents, etc |
| 5)icon | f) picture or colour on the first screen that appears when you turn on the computer |
| 6)Recycle Bin | g) the folder in Microsoft Windows where files or programs that have been deleted or removed are stored |
| 7)Screensaver | h) to press one of the buttons on a mouse twice quickly in order to start an action on screen |
| 8)personalize | i) a small symbol on a computer screen which represents a program, or a file |
| 9)desktop | j) a collection of information, such as a Word document or a picture, which is stored in a computer, under a particular name |

d) Make up two-word expressions:

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

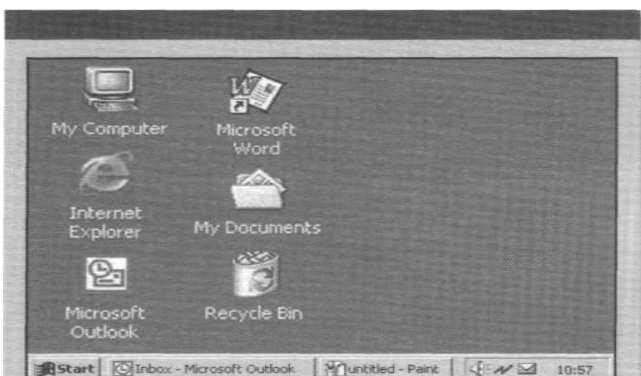
2 Speaking

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

3 Reading

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

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



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

2. Double-clicking on an icon with the mouse opens a computer program, a folder or a file. Folders usually contain other files. You can move icons around the desktop, add new ones or remove them by deleting them. Deleted files go to the Recycle Bin. People usually put the programs they use most often on the desktop to find them quickly.

3. When you double-click on My Computer another screen appears. This screen shows the A: drive icon, for floppy disks; the C: drive icon, which usually contains all of the main programs and folders on your computer; the D: drive icon, which is usually the CD-ROM drive, and the Control Panel folder.

4. When you double-click on Control Panel, another screen appears that shows many other icons, such as the Display icon and the Date/Time icon. Double-clicking on Display opens a box that lets you personalize your desktop by changing the screen saver (the moving image that appears when no one is using the computer) or the background picture.

Decide if the sentences are true (T) or false (F):

1 The desktop appears before you boot up.

2 Files are usually inside folders.

3 People usually put their favourite programs on the desktop.

4 Use the C: drive to open floppy disks.

5 You cannot change the background picture of the desktop.

6 The Control Panel folder contains the Date/Time icon.

c) Find the words in the text that mean:

1 comes into view so you can see it (paragraph 1)

2 the picture or colour on your screen (1)

3 clicking the mouse two times quickly (2)

4 something that holds documents or files (2)

5 most important (3)

6 make something the way you want it (4)

d) Match the icons with their descriptions:

Common icons on the Microsoft Windows desktop include:

1) Microsoft Outlook

a) a feature that stores deleted files and allows the user to restore them to their original location i.e. the equivalent to the trashcan on an Apple Mac system

2) Network Neighbourhood or My Network Places

b) a messaging program

3) My Computer

c) a browser program that allows the user to view webpages on the Internet

4) Internet Explorer

d) a feature that displays the names of other computers networked with yours

5) Recycle Bin

e) a feature that lets you see the resources on your computer

ТЕМАТИКА КРУГЛЫХ ДИСКУССИЙ

1. What icons do you have on your desktop? Explain your choice.

2. Think of a few examples of how computers have an educational or an entertainment value.

ТЕМАТИКА КРУГЛЫХ СТОЛОВ

In pairs, discuss these questions.

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

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

Задание 1. Перечень вопросов по теме для устного обсуждения:

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

Задание 2. Перечень контрольных вопросов по теме:

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

16. What are some things to think about when using them?

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

Test 1. Модальный глагол SHOULD

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

10. You _____ sit so close to the TV. It's bad for your eyes.
A) don't have to
B) have to
C) shouldn't
D) can
11. "I'm working 16 hours a day."
"I think you _____ talk to your boss."
A) have to
B) can
C) mustn't
D) should
12. "I've had a terrible toothache for weeks."
"You _____ go to the dentist."
A) have to
B) would
C) shouldn't
D) should
13. If you want to do well in life you _____ believe in yourself.
A) can
B) don't have to
C) have to
D) should
14. If you want to keep fit, you _____ do some sport.
A) shouldn't
B) have to
C) should
D) don't have to
15. If you want to learn English, you _____ speak your language in English lessons.
A) should
B) don't have to
C) must
D) shouldn't

Test 2. Модальный глагол NEED

1. _____ you help me with my homework?
A) Are
B) May
C) Can
D) Need
2. Take a sweater with you. It _____ get cold later.
A) won't
B) might
C) would
D) need
3. I _____ to study for tomorrow's exam.
A) don't need
B) may not
C) couldn't
D) will not

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

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

Упр. 1. Вставьте модальные глаголы *тау* или *сап*.

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

Упр. 2. Вставьте модальные глаголы *тау* или *сап*.

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

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

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

MUST

Долженствование

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

Предположение должно быть

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

Упр. 4. Переведите на русский язык.

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

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

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

Сводные упражнения на модальные глаголы

Упр. 6. Переведете на русский язык.

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

Упр. 7. Переведите на английский язык.

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

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

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

you ... not: you ... take them from the library. 6.....you go to the country with us? – No, I am afraid I ... not: I.....go to the library.

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

1. You ... not come to help them tomorrow: the work is done. 2. You..... not change the whole text as the beginning is all right. You ... only rewrite the second part of it. 3.....you help me now? – I am afraid not: I am in a great hurry. I shall be free in the evening. Come to my place at about eight, and I ... help you. 4. John ... not tell us the rules of the game: we know them. 5.....I return the book to you on Friday? I am afraid I ... not finish it before. – No, that is too late. You ... bring it to me not later than Wednesday. 6. It is already six o'clock. We ... hurry if we don't want to be late. 7. ... you translate this text into English? – I think I..... 8. They spent all the morning on the river bank. Only Ann ... return home as she.....not stay in the sun for such a long time.

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

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

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

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

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

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

Read and translate the text

The digital age

We are now living in what some people call the digital age, meaning that computers have become an essential part of our lives. Young people who have grown up with PCs and mobile phones are often called the digital generation. Computers help students to perform mathematical operations and improve

their maths skills. They are used to access the Internet, to do basic research and to communicate with other students around the world. Teachers use projectors and interactive whiteboards to give presentations and teach sciences, history or language courses. PCs are also used for administrative purposes - schools use word processors to write letters, and databases to keep records of students and teachers. A school website allows teachers to publish exercises for students to complete online. Students can also enroll for courses via the website and parents can download official reports. Mobiles let you make voice calls, send texts, email people and download logos, ringtones or games. With a built-in camera you can send pictures and make video calls in face-to-face mode. New smartphones combine a telephone with web access, video, a games console, an MP3 player, a personal digital assistant (PDA) and a GPS navigation system, all in one.

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

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

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

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

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


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

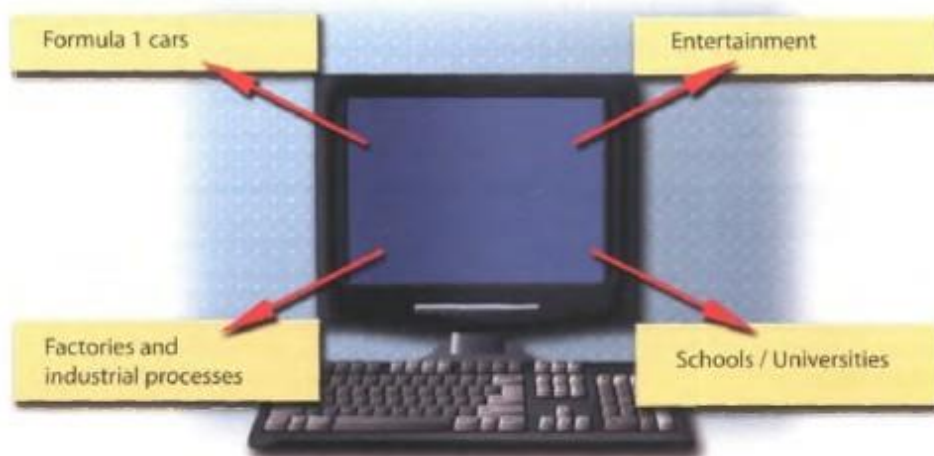
- | | |
|----------------------------------|--|
| a keep, save..... | g collection of facts or figures..... |
| b execute, do..... | h describes information that is recorded or broadcast using computers..... |
| c monetary..... | i program used for text manipulation..... |
| d screen..... | j copy files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

Task 3. In pairs, discuss these questions.

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

5 Other applications

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



Useful language

Formula 1 cars: design and build the car, test virtual models, control electronic components, monitor engine speed, store (vital) information, display data, analyse and communicate data

Entertainment: download music, burn CDs, play games, take photos, edit photos, make video clips, watch movies on a DVD player, watch TV on the computer, listen to MP3s, listen to the radio via the Web

Factories and industrial processes: design products, do calculations, control industrial robots, control assembly lines, keep record of stocks (materials and equipment)

School/University: access the Internet, enroll online, search the Web, prepare exams, write documents, complete exercises online, do research, prepare presentations

Computers are used to ...

A PC can also be used for...

People use computers to ...

Task. Write a short presentation summarizing your discussion. Then ask one person from your group to give a summary of the group's ideas to the rest of the class.

ТЕМАТИКА РЕФЕРАТОВ

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

ТЕМАТИКА ДИСКУССИЙ

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

ТЕМАТИКА КРУГЛЫХ СТОЛОВ

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

Тема 5: Computers in all spheres/ Types of Software

Задание 1. Перечень вопросов по теме для устного обсуждения:

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

Задание 2. Перечень контрольных вопросов по теме:

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

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

Test 1. Употребление Much, Many, A lot of

1. Emma ate too ... apples yesterday and she had a stomachache.
a) much
b) lots of
c) many
d) little
2. There isn't ... juice in the bottle.
a) much
b) many
c) a few
d) a lots of
3. The museum was very crowded. There were too ... people.
a) most
b) a lot of
c) much
d) many
4. She couldn't understand how her son managed to get so ... good marks.
a) a lot of
b) many

- c) little
 - d) much
5. A lot of people want to have stylish cars very ... but they don't have enough money to buy them.
- a) many
 - b) much
 - c) well
 - d) strong
6. He looks ... like my favorite actor.
- a) plenty
 - b) many
 - c) much
 - d) badly
7. The little boy tried to eat as ... sweets as he possibly could.
- a) much
 - b) plenty
 - c) a lot of
 - d) many
8. Выберите верный перевод предложения: У меня немного работы сегодня.
- a) I haven't much work to do today.
 - b) I haven't many work to do today.
 - c) I haven't a much work to do today.
 - d) I haven't most work to do today.
9. My attitude towards him remained ... the same.
- a) more
 - b) much
 - c) not
 - d) many
10. Nowadays, the ... are against monarchy but in the XVII century most people approved of such form of government.
- a) many
 - b) most
 - c) much
 - d) person

Test 2. Употребление No, None, Nothing

1. I couldn't make an omelette because I had ... eggs.
- a) no
 - b) none
 - c) no one
 - d) nothing
2. I took a few photographs but ... of them were very good.
- a) no
 - b) none
 - c) nothing
 - d) nobody
3. I cancelled the party because ... of the friends I invited could come.
- a) no
 - b) none
 - c) nothing
 - d) nowhere

4. I can't buy this T-shirt. I have ... money.
- no
 - none
 - no one
 - nothing
5. Where are you going?
- I'm going nothing.
 - I'm going none.
 - I'm going nowhere.
 - I'm going no one.
6. What did you tell them?
- I told them none.
 - I tell them nothing.
 - I told them nowhere.
 - I told them nothing.
7. How much of that money was yours?
- None of that money is mine.
 - No of that money is mine.
 - None of that money was mine.
 - No of that money were mine.
8. Is there any water in the jug?
- Yes, there is no water.
 - No, there is none.
 - No, there is nobody.
 - No, there are none.
9. There was complete silence in the room. ... said
- No / nothing
 - Anybody / anything
 - Nobody / nothing
 - Nobody / anything
10. We wanted to go to the cinema but we couldn't because ... of us had money.
- no / any
 - none / any
 - nothing / anything
 - nobody / nothing

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

Read and translate the text

Computer – Application

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

Business

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

Computer is used in business organisations for:

Payroll calculations

Budgeting

Sales analysis

Financial forecasting

Managing employees database

Maintenance of stocks etc.

Banking

Today banking is almost totally dependent on computer.

Banks provide following facilities:

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

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

Insurance

Insurance companies are keeping all records up-to-date with the help of computers. The insurance companies, finance houses and stock broking firms are widely using computers for their concerns.

Insurance companies are maintaining a database of all clients with information showing procedure to continue with policies

starting date of the policies

next due installment of a policy

maturity date

interests due

survival benefits

bonus

Education

The computer has provided a lot of facilities in the education system.

The computer provides a tool in the education system known as CBE *ComputerBasedEducation*.

CBE involves control, delivery, and evaluation of learning.

The computer education is rapidly increasing the graph of number of computer students.

There are number of methods in which educational institutions can use computer to educate the students.

It is used to prepare a database about performance of a student and analysis is carried out on this basis.

Marketing

In marketing, uses of computer are following:

Advertising - With computers, advertising professionals create art and graphics, write and revise copy, and print and disseminate ads with the goal of selling more products.

At Home Shopping - Home shopping has been made possible through use of computerized catalogues that provide access to product information and permit direct entry of orders to be filled by the customers.

Health Care

Computers have become important part in hospitals, labs, and dispensaries. The computers are being used in hospitals to keep the record of patients and medicines. It is also used in scanning and diagnosing different diseases. ECG, EEG, Ultrasounds and CT Scans etc., are also done by computerised machines.

Some major fields of health care in which computers are used are:

Diagnostic System - Computers are used to collect data and identify cause of illness.

Lab-diagnostic System - All tests can be done and reports are prepared by computer.

Patient Monitoring System - These are used to check patient's signs for abnormality such as in Cardiac Arrest, ECG etc.

Pharma Information System - Computer checks Drug-Labels, Expiry dates, harmful drug's side effects etc.

Surgery : Nowadays, computers are also used in performing surgery.

Engineering Design

Computers are widely used in Engineering purpose.

One of major areas is CAD *ComputerAideddesign*. That provides creation and modification of images.

Some fields are:

Structural Engineering - Requires stress and strain analysis for design of Ships, Buildings, Budgets, Airplanes etc.

Industrial Engineering - Computers deal with design, implementation and improvement of integrated systems of people, materials and equipment.

Architectural Engineering - Computers help in planning towns, designing buildings, determining a range of buildings on a site using both 2D and 3D drawings.

Military

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

Missile Control

Military Communication

Military Operation and Planning

Smart Weapons

Communication

Communication means to convey a message, an idea, a picture or speech that is received and understood clearly and correctly by the person for whom it is meant for. Some main areas in this category are:

E-mail

Chatting

Usenet

FTP

Telnet

Video-conferencing

Government

Computers play an important role in government. Some major fields in this category are:

Budgets

Sales tax department

Income tax department

Male/Female ratio

Computerization of voters lists

Computerization of driving licensing system

Computerization of PAN card

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

Computers

A computer is an electronic device. It makes calculations and processes information. Complicated problems can be solved very quickly. Millions of pieces of information can be processed in seconds.

Nowadays, computers are used for many different purposes.

In education, computers can help students perform mathematical operations and solve difficult questions. They can be used to access the Internet, teach courses such as computer-aided design, language learning, programming, mathematics, etc. PCs (personal computers) are also used for administrative purposes: for example, schools use databases and word processors to keep records of students, teachers and materials.

Race organizers and journalists rely on computers to provide them with the current positions of riders and teams in both the particular stages of the race and in the overall competition. Workstations in the race buses provide the timing system and give up-to-the-minute timing information to TV stations. In the press room several PCs give real time information on the state of the race. Computer databases are also used in the drug-detecting tests for competitors.

Businesses use their computers not only to bill their customers and to keep track of their inventories, but also to send information to customers and to communicate with other businesses.

In supermarkets, computers read the prices of food.

Computers also store information about the amount of money held by each client and enable staff to access large databases and to carry out financial transactions at high speed. They also control the automatic cash dispensers which, by the use of a personal coded card, dispense money to clients.

In transportation, airplanes, ships, and even spacecraft are guided by computers. Airline pilots use computers to help them control the plane. For example, monitors display data about fuel consumption and weather conditions.

In airport control towers, computers are used to manage radar systems and regulate air traffic. On the ground, airlines are connected to travel agencies by computer. Travel agents use computers to find out about the availability of flights, prices, times, stopovers and many other details.

In industry, many complicated machines are controlled by computers. Machines that produce chemicals, steel, and hundreds of other products are connected to computers.

In science, complicated problems and scientific data almost are almost always analysed by computers. Even earthquakes and hurricanes can be predicted by computers.

In home, people are buying computers to help them manage their households more efficiently. People can shop, make travel arrangements, and pay their bills using computers right in their own homes.

<i>Field</i>	<i>Application</i>
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Exercise 2. Think and answer.

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

Exercise 3. When you read the text like the one above, you don't always need to understand every word. But there are words which you can guess from the context. Look at these words. Are they nouns (n), verbs (v) or adjectives (adj)?

1 workstation..... 2 data..... 3 perform..... 4 automatic.....

5 monitor..... 6 financial..... 7 store..... 8 connected.....

9 word processor..... 10 large.....

Exercise 4. Now find the words in the text above and match them with the meanings below.

- a) information f) linked
- b) execute (do) g) self-acting, mechanical
- c) connected with money h) screen
- d) keep (save) i) powerful computer usually connected to a network
- e) massive j) program used for text manipulation

Exercise 5. Speaking

Think and tell the class how these people use computers at work.

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

Exercise 6. Reading

Look at the table you filled in in Exercise 1. Add as many fields and uses of the computer, or computer applications, as you can think of.

Now read the text below and write down any applications that are not in your list.

ТЕМАТИКА РЕФЕРАТОВ

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

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

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. What are the qualities or characteristics that every leader should have?

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

Задание 2. Перечень контрольных вопросов по теме:

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

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

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

Read and translate the text

Computer programming

Programming is the process of preparing a set of coded instructions which enables the computer to solve specific problems or to perform specific functions. The essence of computer programming is the encoding of the program for the computer by means of algorithms. The thing is that any problem is expressed in mathematical terms, it contains formulae, equations and calculations. But the computer cannot manipulate formulae, equations and calculations. Any problem must be specially processed for the computer to understand it, that is – coded or programmed.

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

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

The second technique for planning program logic is called pseudocode. Pseudocode is an imitation of actual program instructions. It allows a program-like structure without the burden of programming rules to follow. Pseudocode is less time-consuming for the professional programmer than is flowcharting. It also emphasizes a top-down approach to program structure.

1. Просмотрите текст еще раз и ответьте на вопросы, используя информацию текста.

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

2. Найдите в тексте английские эквиваленты следующих словосочетаний:

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

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

4. Program: access program; application program; archived program; binary program; common program; compatible / incompatible program; control / management program; database program; debugging program; educational / teaching / training program; free program; general-purpose program; high-performance program; off-line program; on-line program; operating (-system) program; processing program; protected-mode program; remote program; running program; self-loading program; simulation program; support program; utility program; virus-detection program; watch-dog program.

Программа в двоичном коде; прикладная программа; (не) совместимая программа; бесплатная программа; программа отладки; сторожевая программа; дистанционная программа; программа моделирования; сервисная программа; вспомогательная программа; программа для доступа (к данным); заархивированная программа; программа, работающая с базой данных; обучающая программа; программа, выполняемая с большой скоростью; универсальная программа; программа, выполняемая в защищенном режиме; программа обработки данных; программа операционной системы (системная программа); выполняемая программа; сетевая /несетевая программа; самозагружающаяся программа; часто используемая (распространенная) программа; программа управления; программа обнаружения вирусов.

Reading Comprehension - Steve Jobs Biography

Steve Jobs, the American businessman and technology visionary who is best known as the co-founder, chairman, and chief executive officer of *Apple Inc*, was born on February 24, 1955. His parents were two University of Wisconsin graduate students, Joanne Carole Schieble and Syrian-born Abdulfattah Jandali. They were both unmarried at the time. Jandali, who was teaching in Wisconsin when Steve was born, said he had no choice but to put the baby up for adoption because his girlfriend's family objected to their relationship.

The baby was adopted at birth by Paul Reinhold Jobs (1922-1993) and Clara Jobs (1924-1986). Later, when asked about his "adoptive parents," Jobs replied emphatically that Paul and Clara Jobs "were my parents." He stated in his authorized biography that they "were my parents 1,000%." Unknown to him, his biological parents would subsequently marry (December 1955), have a second child, novelist Mona Simpson, in 1957, and divorce in 1962.

The Jobs family moved from San Francisco to Mountain View, California when Steve was five years old. The parents later adopted a daughter, Patti. Paul was a machinist for a company that made lasers, and taught his son rudimentary electronics and how to work with his hands. The father showed Steve how to work on electronics in the family garage, demonstrating to his son how to take apart and rebuild electronics

such as radios and televisions. As a result, Steve became interested in and developed a hobby of technical tinkering. Clara was an accountant who taught him to read before he went to school.

Jobs's youth was riddled with frustrations over formal schooling. At Monta Loma Elementary school in Mountain View, he was a prankster whose fourth-grade teacher needed to bribe him to study. Jobs tested so well, however, that administrators wanted to skip him ahead to high school—a proposal his parents declined. Jobs then attended Cupertino Junior High and Homestead High School in Cupertino, California. During the following years Jobs met Bill Fernandez and *Steve Wozniak*, a computer whiz kid.

Following high school graduation in 1972, Jobs enrolled at Reed College in Portland, Oregon. Reed was an expensive college which Paul and Clara could ill afford. They were spending much of their life savings on their son's higher education. Jobs dropped out of college after six months and spent the next 18 months dropping in on creative classes, including a course on calligraphy. He continued auditing classes at Reed while sleeping on the floor in friends' dorm rooms, returning Coke bottles for food money, and getting weekly free meals at the local *Hare Krishna* temple

In 1976, Wozniak invented the *Apple I* computer. Jobs, Wozniak, and Ronald Wayne, an electronics industry worker, founded Apple computer in the garage of Jobs's parents in order to sell it. They received funding from a then-semi-retired Intel product-marketing manager and engineer Mike Markkula.

Through Apple, Jobs was widely recognized as a charismatic pioneer of the personal computer revolution and for his influential career in the computer and consumer electronics fields. Jobs also co-founded and served as chief executive of *Pixar Animation Studios*; he became a member of the board of directors of *The Walt Disney Company* in 2006, when Disney acquired Pixar.

Jobs died at his California home around 3 p.m. on October 5, 2011, due to complications from a relapse of his previously treated pancreatic cancer.

ТЕМАТИКА РЕФЕРАТОВ

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

ТЕМАТИКА ДИСКУССИЙ

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

Тема 14. Advanced Technologies. Data processing

Задание 1. Перечень вопросов по теме для устного обсуждения:

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

Задание 2. Перечень контрольных вопросов по теме:

1. What is Computer Definition?
2. What do you know about computer sizes and power?

3. What are Supercomputer and Mainframe?
4. What do you know about Minicomputer?
5. What do you know about Workstation?
6. What do you know about Personal computer?

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

Test 1. Составление специальных вопросов

Выберите подходящее по смыслу слово

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

- c) much/why
- d) many/whose

10. Wh... doctor do you like most of all? - Dr. Christina or Dr. Juliet?

- a) which
- b) when
- c) why
- d) whom

Test 2. Составление разделительных вопросов

1. Will you come along with us, ... you?

- a) will
- b) won't
- c) are
- d) aren't

2. Linda knows five languages, ... she?

- a) does
- b) doesn't
- c) do
- d) is

3. He can jump for 60 minutes without a break, ... he?

- a) can
- b) is
- c) isn't
- d) can't

4. We haven't got a chair, ... we?

- a) have
- b) haven't
- c) have not
- d) are

5. I didn't send a letter, ... I?

- a) didn't
- b) do
- c) am
- d) did

6. We are happy together, ... we?

- a) are
- b) do
- c) does
- d) aren't

7. She isn't nice and amiable, ... she?

- a) is
- b) does
- c) do
- d) isn't

8. I'm tall and pretty, ... I?

- a) are
- b) am
- c) am not
- d) aren't

9. Let's change the subject, ... we?

- a) should
- b) shall

- c) are
d) do
10. Nobody answered me, ...they?
a) did
b) do
c) didn't
d) are

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

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

History of Computers.

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

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

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

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

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

The first generation of computers, which used vacuum tubes, came out in 1950. Univac I is an example of this computers which could perform thousands of calculations per second. In 1960, the second generation of computers was developed and these could perform work ten times faster than their predecessors (предшественники). The reason for this extra speed was the use of transistors instead of vacuum tubes. Second-generation computers were smaller, faster and more dependable than first-generation computers. The third-generation computers appeared on the market in 1965. These computers could do a million calculations a second, which is 1000 times as many as first-generation computers. Unlike second-generation computers, these are controlled by tiny integrated circuits and are consequently smaller and more dependable. Fourth-generation computers have now arrived, and the integrated circuits that are being developed have been greatly reduced in size. This is due to microminiaturization, which means that the circuits are much smaller than before; as many as 1000 tiny circuits now fit onto a single chip. A chip is a square or rectangular piece of silicon, usually from 1/10 to 1/4 inch, upon which several layers of an integrated circuit are etched or imprinted, after

which the circuit is encapsulated in plastic, ceramic or metal. Fourth-generation computers are 50 times faster than third-generation computers and can complete approximately 1,000,000 instructions per second.

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

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

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

4. Find synonyms:

machine
designed
a lot of
errors
solve

5. Find antonyms:

old
a few
to include
contemporaries
still in use

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

A

- 1) abacus
- 2) calculus
- 3) analog
- 4) digital computer
- 5) vacuum tubes
- 6) transistors
- 7) chip
- 8) microminiaturization
- 9) slide rule
- 10) logarithm tables

B

- a) instrument used for doing multiplication and division
- b) used in the first digital computers
- c) an instrument used for counting
- d) used in mathematics
- e) circuitry of fourth-generation computers
- f) invented by Americans in 1944
- g) made computers smaller and faster
- h) used to help aim guns
- i) the reduction of circuitry onto a chip
- j) a branch of mathematics.

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

Time	Event
Primitive times	

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

Speaking

There are some more facts about the development of computing:

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

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

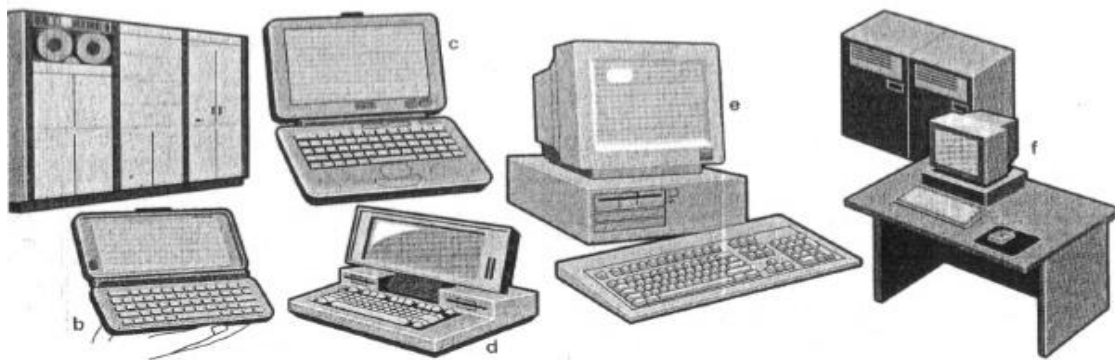
Add some more facts to this table and speak on the topic "History of Computing".

2 Comparing Computer Types

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

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

a



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

Which type of computer is:

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

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

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

c) Grammar Revision: Comparison

Study this comparison of three types of computer.

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

Cost	+++	++	+
------	-----	----	---

1 We can compare one type of computer with another:

Minicomputers are bigger than microcomputers.

Mainframes are more expensive than microcomputers.

For negative comparisons, we can say:

Microcomputers are not as big as minicomputers.

Microcomputers are not as powerful as mainframes.

2 We can compare mainframes to all other types of computer:

Mainframes are the biggest computers.

Mainframes are the most powerful computers.

Mainframes are the most expensive computers.

With short adjectives (*big, small, fast*), we add *-er* and *-est* (*faster, fastest*).

With longer adjectives (*powerful, expensive*), we use *more/less* and *the most/the least* before the adjective (*more powerful, the most powerful*).

Remember these two exceptions:

good - better - the best bad - worse - the worst

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

1 *light/heavy*

Laptops are 1 ___ than desktop computers, but 2 ___ than notebooks.

2 *large/small*

The mainframe is the 3 ___ type of computer. A minicomputer is 4 ___ than a microcomputer.

3 *common/good*

Personal computers are 5 ___ than mainframes but mainframes are 6 ___ than personal computers at processing very large amounts of data.

4 *powerful/expensive*

Minicomputers are 7 ___ than mainframes but they are also 8 ___.

5 *fast/cheap*

New computers are 9 ___ and sometimes 10 ___ than older machines.

6 *powerful/expensive*

Laptops are often 11 ___ than PCs but they are not as 12 ___.

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

1 John Wilmott is a salesperson and he spends a lot of time visiting customers. He wants a computer to carry with him so he can access data about his customers and record his sales.

2 Pat Nye is a personnel officer. She needs a computer to keep staff records and to keep a diary of appointments. She also needs a computer for writing letters.

3 The University of the North needs a computer to look after its accounts, its network, the records of all students and staff, and to help with scientific research.

4 The James family want a computer for entertainment, writing letters, the Internet, and for calculating tax.

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

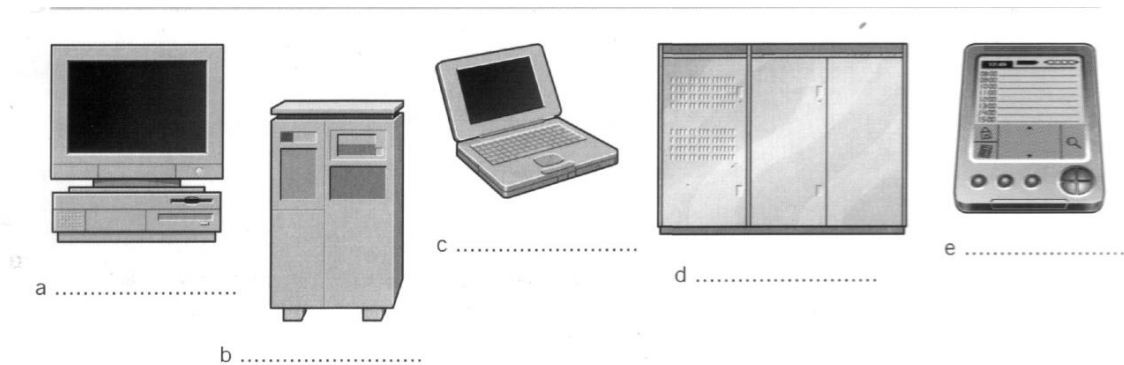
There are different types of computer. The (*large*) 1 and (*powerful*) 2 are mainframe computers. Minicomputers are (*small*) 3 ___ than mainframes but are still very powerful. Microcomputers are small enough to sit on a desk. They are the (*common*) 4 ___ type of computer. They are usually (*powerful*) 5 ___ than minicomputers.

Portable computers are (small) 6__ than desktops. The (large) 7__ portable is a laptop. (Small) 8__ portables, about the size of a piece of writing paper, are called notebook computers. Subnotebooks are (small) 9__ than notebooks. You can hold the (small) 10__ computers in one hand. They are called handheld computers or palmtop computers.

3 Listening

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

laptop, desktop PC, handheld, mainframe, minicomputer



b) Listen again and chose the correct answer:

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

4 Reading

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

The traditional desktop computer

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

The most popular computer configuration now is the minitower model, which is like a desktop model turned on its side (see Figure 3-2). The minitower is more versatile than the old desktop style; you can set

the console right next to the keyboard and monitor (as shown in Figure 3-2), or you can set the minitower on the floor and out of view.

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

- Before the IBM PC, personal computers were called *microcomputers*. It was a disparaging term because other computers of the day were much larger. They were called minicomputers and mainframes. Powerful things.

- The minitower is named that way because the original on-its-side PC was dubbed the *tower* model. Minitowers are more compact than full-size towers, and they lack much of the internal expansion room in larger models.

- Smaller desktop models are still available. They're usually called *smallfootprint* computers. The footprint in this case is the amount of space the computer occupies on your desk.

- Small-footprint computers lack expandability options. For example, if you want AGP graphics, you may not find that expansion option in a small-footprint computer case.

- Some new-model PCs have both the console and the monitor in the same box. These systems don't yet have an official nickname.

Mainframes

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

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

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

But, it's a category of computer, so I had to list it here. Consider the term fodder for your next cocktail party.

- Actually, it would be kind of cool to have a mainframe, although I don't know anyone on my street whom I could impress with the thing.

- Mainframes are also known as *big iron*.

- Supercomputer is another classification of computer, although it's really like a mainframe. A *supercomputer* is specifically designed to do many tasks quickly. To create a supercomputer, a series of desktop computers are linked together so that they operate as one unit.

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

Buying a computer

1) The customer wants a computer for:

- writing
- graphics
- games
- Internet
- video

2) A multimedia computer provides:

- sound
- graphics
- animation
- telephone
- video

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

A	B	Device
		Multimedia computer
		Multimedia notebook
		Subnotebook
		Laptop
		Handheld
		Printer
		Monitor
		modem

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

Portable Computers

a) Chose the correct translation:

1) advice

a) заряд

b) совет

c) запуск

d) обзор

2) charge

a) заряд

b) совет

c) запуск

d) обзор

3) to convert

a) вырезать

b) преобразовать

c) относиться

d) советовать

4) to clip

a) вырезать

b) преобразовать

c) относиться

d) советовать

5) reference book

a) заряд

b) обзор

c) справочник

d) образец

6) primary

a) обзор

b) первичный

c) справочный

d) распознавание

7) pattern

a) заряд

b) обзор

c) справочник

d) образец

8) recognition

a) распознавание

b) заряд

c) совет

d) запуск

9) launch

a) заряд

b) совет

c) запуск

d) обзор

10) survey

a) заряд

b) совет

c) запуск

d) обзор

b) Match the words with their meanings:

1. to recognize

a) ссылаться

2. to convert

b) запустить

- | | |
|----------------|------------------|
| 3. to launch | с) зарядить |
| 4. to advise | д) подобный |
| 5. to refer | е) первичный |
| 6. to recharge | ф) преобразовать |
| 7. template | г) шаблон |
| 8. similar | h) черта |
| 9. feature | i) распознать |
| 10. primary | j) советовать |

c) Match the words with their definitions:

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

2 Reading

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

- | | |
|-------------|--|
| a clipboard | 1 surface on which pictures or data are shown |
| b stylus | 2 electrical force |
| c screen | 3 pattern used as a guide for creating letters |
| d grid | 4 individual dot on a computer screen |
| e voltage | 5 network of lines crossing at right angles |
| f pixel | 6 pointed implement for drawing or writing |
| g template | 7 portable board with a clip at the top for holding papers |

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

Delete Keys – Clipboard Technology

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

Enter the clipboard computer, a technology that has been in development for the last 20 years but took hold in the mass market only this year. Clipboard PCs - which, as their name suggests, are not

much bigger than an actual clipboard - replace the keyboard with a liquid crystal display (LCD) screen and an electronic stylus. Users input data by printing individual letters directly on the screen.

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

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

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

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

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

In addition to this hardware, a variety of software is also making its way to the market. Depending on the power of the computer and the sophistication of the software, clipboard systems can be programmed to understand the particular quirks of a particular user's printing¹; this is an especially useful feature in Japan, where elaborate kanji² characters make up most of the written language. Improvements in software may soon allow machines sold in the US to understand not only printing but continuous script as well.

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

Notes:

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

²kanji - Japanese script which uses Chinese characters

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

- 1 The Americans and the Japanese are working together to produce user-friendlier computers.2
- The clipboard computer was first sold twenty years ago.
- 3 On a clipboard, an electronic pen replaces the traditional keyboard.

- 4 In the GRIDPad system, when the pen touches the screen, it informs the computer and a liquid crystal pixel appears at that point.
- 5 The software decides that one character or number is complete if the tip of the stylus is not in contact with the screen for more than half a second.
- 6 The whole process of recognizing letters or numbers and printing them on the screen takes very little time.
- 7 There are many clipboard computers sold today which are all available everywhere in the world.
- 8 Clipboard systems can be made to understand any kind of writing.

Laptops for every kind of lap

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

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

Be mindful of the case design!

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

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

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

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

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

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

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

The Tablet PC

The newest thing in computers is the Tablet PC, which mostly resembles a laptop computer minus the keyboard, as shown in Figure 3-6. The *Tablet PC* is basically one large monitor on which you write directly using a special pen, or stylus. The *stylus* controls the graphical gizmos displayed on the screen, and the Tablet PC's software translates your chicken scratches into readable text.

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

- Tablet PCs have an option to allow you to plug in an external keyboard, if you want.

- Some Tablet PCs are merely laptops where the flip-top screen can bend all the way around and the unit can be held like a clipboard.

Palmtop and handheld computers

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

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

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

- The most popular palmtop device is the Palm handheld computer. This fact leads some folks to refer to this category as "Palm" computers, although many other handheld computer brands, makes, and models are available.

- Unlike other, earlier small computers, the modern handheld system is revolutionary because it doesn't pretend to be a smaller version of a full-on computer. It serves as a notepad, address book, and scheduler, and it has lots of unique software. The handheld system does specialized tasks and does them well.

- Handheld computers can work with both Macintosh and PC computers, making them an ideal supplement to a desktop system.

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

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

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

Interviewer: Some portable computers are referred to as laptops and others as (1)p_. Can you explain the difference?

Tom: Sure. Laptops are simply smaller versions of desktop PCs, but they can run similar applications. However, palmtops are (2)h computers and weigh less than 2 pounds; they are used as PC companions or as personal (3)d_assistants.

Interviewer: And what are the basic features of palmtops?

Tom: Well, these handheld devices run on rechargeable alkaline batteries and have small (4)k_ and high-contrast LCD (5)s_. Sometimes they have buttons for launching applications and a stylus or (6)p_, which is used for interacting with a touch-sensitive screen.

Interviewer: Do they need special operating (7)s___?

Tom: Yes. They usually run Palm OS, from Palm Computing or Pocket PC OS, the system developed by Microsoft for mobile-computing devices. Some pen-based systems can also (8)r hand-written characters and convert them into editable text.

Interviewer: Right. What sort of things can you do with handheld computers?

Tom: They are usually designed to store personal (9)i_, for example, a calendar, an address book, a note pad, a calculator and a voice recorder. They can also come with built-in (10)m and Internet software, which lets you send and receive e-mail from a payphone, a hotel or even a plane.

6 Summing-Up

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

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

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

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

Figure out what you want to do with your computer

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

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

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

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

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

ТЕМАТИКА РЕФЕРАТОВ

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

ТЕМАТИКА ДИСКУССИЙ

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

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

Задание 1. Перечень вопросов по теме для устного обсуждения:

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

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

Задание 2. Перечень контрольных вопросов по теме:

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

33. Do you have more many e-mail addresses?
34. If you employ someone via the Internet, how do you check if the person is giving you truthful information?
35. E-commerce (buying and selling things on the Internet) has become very popular. Give a reason for this?
36. Do men and women use the internet for different purposes?
37. Do you think our lives have been improved by the Internet?
38. How often do you use the internet?

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

Употребление Complex Object

1. Jim said the switch was dangerous and warned me..... touch it.
 - A) do not
 - B) not
 - C) not to
 - D) no
2. She said the letter was personal and didn't let me.....it.
 - A) reading
 - B) read
 - C) to read
 - D) read to
3. She didn't want..... to go.
 - A) they
 - B) I
 - C) his
 - D) me
4. I know him.....a good student.
 - A) is
 - B) has been
 - C) to be
 - D) was
5. Carol's parents always encouraged her hard at school.
 - A) to study
 - B) studied
 - C) studying
 - D) studies
6. When did you.....him to check the timetable?
 - A) asked
 - B) to ask
 - C) ask
 - D) ask to
7. He saw two girls..... on the stage.
 - A) to dance
 - B) dancing
 - C) dances
 - D) are dancing
8. She made her brother..... into the water.
 - A) to jump
 - B) jump

- C) jumps
- D) jump to
- 9. She didn't want her child to hospital.
- A) to take
- B) take
- C) to taken
- D) to be taken
- 10. Who you to drive?
- A) taught
- B) teach
- C) does teaches
- D) to teach

Test 2. Present Simple или Past Simple?

1. _____ a good time last night?

- A) Did you have
- B) Were you having
- C) Will you have
- D) Are you having

2. Where _____ on holidays?

- A) you go
- B) do you go
- C) do you going
- D) are you go

3. We all _____ a terrible shock.

- A) were getting
- B) gets
- C) getting
- D) got

4. I _____ lots of books every year.

- A) will read
- B) am reading
- C) read
- D) am going to read

5. I _____ a new flat a few months ago.

- A) bought
- B) have been buying
- C) have bought
- D) buy

6. Nurses _____ after people in hospital.

- A) looks
- B) is looking
- C) will look
- D) look

7. _____ to go out tonight?

- A) Do you want

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

8. He _____ some new shoes last month.

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

9. I _____ four languages.

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

10. Every morning Tessa _____ at 7.30.

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

11. The sun _____ in the day time.

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

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

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

13. In Britain people _____ on the right.

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

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

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

15. How many children _____ ?

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

16. **We _____ to have a cup of coffee.**

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

17. **How _____ your finger?**

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

18. **I _____ the champion last week.**

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

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

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

20. **A: _____ you _____ Jane last month?**

B: No, I _____.

- A) * / saw / didn't
- B) Did / see / didn't
- C) Did / saw / didn't
- D) Did / see / did

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

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

1. When I (to come) home, my little sister (to sleep). 2. When Nick (to come) home, his brother (to play) with his toys. 3. When mother (to come) home, I (to do) my homework. 4. When father (to come) home, Pete (to sleep). 5. When mother (to come) home, the children (to play) on the carpet. 6. When I (to get) up, my mother and father (to drink) tea. 7. When I (to come) to my friend's place, he (to watch) TV. 8. When I (to see) my friends, they (to play) football. 9. When I (to open) the door, the cat (to sit) on the table. 10. When Kate (to open) the door, the children (to dance) round the fir-tree. 11. When Tom (to cross) the street, he (to fall). 12. When I (to go) to school, I (to meet) my friend. 13. When we (to go) to the cinema, we (to meet) grandmother. 14. When grandmother (to go) home, she (to see) many children in the yard. 15. When Henry (to walk) about in the forest, he (to find) a bear cub. 16. When we (to walk) about in the forest, we (to see) a hare. 17. When I (to wash) the floor, I (to find) my old toy under the sofa. 18. When granny (to read) a book on the sofa, she (to fall) asleep. 19. When I (to play) in the yard, I suddenly (to see) my old friend. 20. When Nick (to run) about in the yard, he (to fall).

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

1. They (to drink) tea when I (to come) home. 2. He (to walk) along the river when a boat (to pass). 3. The old man (to think) about his plan when he (to fall) asleep. 4. We (to listen) to an interesting lecture yesterday. 5. When I (to enter) the classroom, the teacher (to write) words on the blackboard and the pupils

(to copy) them into their exercise-books. 6. They (to get) ready to go out when it (to begin) raining. 7. Yesterday at one o'clock I (to have) lunch at the canteen. 8. When he (to come) in, I (to do) my exercises. 9. What you (to do) at eight o'clock yesterday? 10. At this time yesterday I (to go) home. 11. You (to sleep) when I (to go) out. 12. He (to read) on the sofa when I (to come) in and (to sit) down beside him. 13. I (to walk) along the street with my friend when a tram (to pass). 14. She (to look) out of the window when I (to see) her. 15. We (to answer) the teacher's questions when the headmistress (to enter) the classroom.

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

1. When I (to ring) up my friend, he (to sleep). 2. When grandfather (to watch) TV, he (to fall) asleep. 3. When my friend (to come) to see me, I (to do) my homework. 4. When I (to go) to the stadium, I (to meet) Kate and Ann. 5. When Nick (to ring¹) me up yesterday, I (to help) mother. 6. When the children (to walk) through the wood, they (to see) a fox. 7. When I (to come) home, my sister (to wash) the floor. 8. When Mike (to play) in the yard, he (to find) a ball. 9. When I (to draw) yesterday, I (to break) two pencils. 10. When I (to meet) Tom, he (to go) to the shop. 11. When I (to look) out of the window, the children (to play) hide-and-seek. 12. I (to go) to the theatre yesterday. 13. At seven o'clock yesterday I (to go) to the theatre. 14. What you (to do) at 5 o'clock yesterday? - I (to play) the piano. 15. When I (to come) to ' school, the children (to stand) near the classroom. 16. We (to play) in the yard the whole evening yesterday. 17. When I (to prepare) breakfast in the morning, I (to cut) my finger. 18. Last year I (to go) to the United States. 19. You (to go) to Great Britain last year? -- No, I (to go) to France. 20. What you (to do) yesterday? - I (to translate) a very long article.

Обратите внимание на следующие предложения:

Father was reading at 7 o'clock yesterday.

действие в процессе -- Past Continuous

Father came home at 7 o'clock yesterday.

однократное действие -- Past Simple

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

1. He (to get) up at seven o'clock yesterday. 2. Father (to come) home at six o'clock yesterday. 3. I (to read) a book at six o'clock yesterday. 4. She (to fall) asleep at eleven o'clock yesterday. 5. Mother (to drink) tea at eleven o'clock yesterday. 6. Father (to watch) TV at ten o'clock yesterday. 7. I (to go) to bed at nine o'clock yesterday. 8. I (to finish) my homework at nine o'clock yesterday. 9. I (to play) the piano at five o'clock yesterday. 10. He (to begin) to do his homework at four o'clock yesterday. 11. She (to wash) the floor at four o'clock yesterday. 12. I (to meet) Nick at three o'clock yesterday. 13. When I (to come) home, Kate (to play) the piano. 14. When I (to meet) John, he (to go) to the railway station. 15. When I (to go) to the museum, I (to see) a big crowd of people in the street. 16. They (to play) in the yard in the evening yesterday. 17. They (to play) in the yard the whole evening yesterday. 18. I (to clean) my teeth at eight o'clock in the morning yesterday. 19. We (to go) to the wood in summer. 20. When the teacher (to open) the door of the classroom, the pupils (to sit) at their desks.

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

1. At this time yesterday I (to sit) at the theatre. 2. He (to come) back to St. Petersburg on the 15th of January. 3. I (to go) to the institute when I (to see) him. 4. At this time yesterday we (to have) dinner. 5. He (to write) a letter when I (to come) in. 6. He (to make) a report when I (to leave) the meeting. 7. Yesterday he (to write) a letter to his friend. 8. When I (to look) at them, they (to smile) at me. 9. What you (to do) at six o'clock yesterday? 10. I (to go) to bed at half past eleven. 11. Yesterday the lesson (to begin) at nine o'clock. 12. The cat (to take) a piece of fish and then (to run) away. 13. He (to read) a newspaper when I (to come) in. 14. Yesterday I (to get) up at seven o'clock. 15. The train (to start) at fifteen minutes to ten. 16. He (to put) on his coat and cap, (to open) the door and (to go) out.

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

1. I (to feed) my cat with fish yesterday. 2. What you (to do) at four o'clock yesterday? - I (to feed) my cat. 3. What your brother (to do) yesterday? - He (to play) computer games. 4. I (to begin) repairing my camera at six o'clock yesterday. 5. At five o'clock yesterday Helen (to cook) soup. 6. We (to play) badminton from nine till eleven yesterday. 7. Kate (not to go) for a walk yesterday. She (to write) a composition the whole day yesterday. 8. When your father (to come) home yesterday? He (to come) home at seven o'clock. 9.

When my father (to come) home yesterday, my mother (to make) supper. 10. We (not to go) on a tramp last summer. 11. What you (to do) when your sister (to come) home yesterday? 12. You (to have) supper at nine o'clock yesterday? 13. He (not to go) to the shop yesterday. 14. Nick (to go) to bed at ten o'clock yesterday. 15. Rick (to sleep) at eleven o'clock yesterday. 16. When we (to play) in the yard yesterday, it suddenly (to start) raining heavily. 17. I (to see) Mike when he (to cross) the street. 18. He (to begin) repairing his bicycle in the morning yesterday. 19. He (to repair) his bicycle the whole day yesterday. 20. He (to finish) repairing¹ his bicycle in the evening yesterday,

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

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

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

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

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

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

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

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

Read and translate the text

Internet – Интернет

Who uses Internet?

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

What is Internet for?

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

Positive and negative

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

Future of Internet

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

ТЕМАТИКА РЕФЕРАТОВ

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

ТЕМАТИКА ДИСКУССИЙ

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

ТЕМАТИКА КРУГЛЫХ СТОЛОВ

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

Тема 10. Letter-writing/Email

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Where can envelopes and stamps be bought?
2. Do you need to go to the post-office again if you want to send a letter which you wrote at home?
3. What do you need to do to send a telegram?
4. How can you send a parcel?
5. Is it possible that your favourite newspapers and magazines were delivered directly to your home?
6. What is a P.O. box?

7. How far is the local post office from your place?
8. When did you last go to the local post office? What did you do there?
9. What can you do there?
10. Do you like to write letters or chatting?
11. How is texting similar to chatting and how is it different?
12. What are the positive and negative effects of texting?
13. Should there be a limit to how many texts a child or adult should send? Why?
14. What "textese" do you use, for example, u2, b4, g2do?
15. Why do you do it if you know it's dangerous?
16. What is texting similar to?
17. How many texts do you send a month?
18. Do you text when you drive?
19. Do you prefer to text or talk on the phone? Why?
20. How many texts are included in your phone plan?
21. Do you usually write letters, or emails?
22. When did you first send someone an email?
23. Do you think people will still use a pen and paper to write with in the future?
24. What can you say about the structure of formal letter?
25. What can you say about the structure of informal letter?

Задание 2. Перечень контрольных вопросов по теме:

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

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

Test

1. Обращение Messrs в адресе получателя обозначает обращение по отношению к:
 - a. замужней женщине
 - b. двум или более мужчинам
 - c. женщине, о которой неизвестно, замужем она или нет
2. Сокращение ... указывает, что к письму приложены документы.
 - a. Enc(s)
 - b. cc:
 - c. p.p.
3. Сокращение ... используется в неофициальных письмах для того, чтобы добавить то, что было упущено в основной части письма.
 - a. p.p.
 - b. PS:
 - c. cc:
4. Сокращение ... означает фамилии тех, кто должен получить копию письма.
 - a. Enc(s)
 - b. cc:
 - c. Ref:
5. Примечания типа To whom it may concern находятся:

- a. после адреса получателя
 - b. после адреса отправителя
 - c. в конце письма
6. Пометки типа Urgent, To be called for, Private делаются:
- a. в верхнем правом углу
 - b. в верхнем левом углу
 - c. в нижнем правом углу
7. Вы пишете письмо подруге, обращаясь Dear Sarah, и заключительной формулой будет:
- a. Best wishes
 - b. Sincerely
 - c. Yours truly
8. Вы пишете официальное письмо деловому партнеру, обращаясь Dear Mr Shaw, и заключительной формулой будет:
- a. Yours sincerely
 - b. Regards
 - c. All the best
9. Вы пишете неофициальное письмо деловому партнеру, обращаясь Dear David, и заключительной формулой будет:
- a. Regards
 - b. Yours faithfully
 - c. All the best
10. Вы пишете официальное письмо лицу, чья фамилия и пол вам неизвестны, обращаясь Dear Sir/Madam, и заключительной формулой будет:
- a. Sincerely
 - b. Yours faithfully
 - c. Best wishes

Резюме

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

Пунктуация

Пунктуация имеет первостепенное значение, особенно если вам диктуют письмо или адрес.

12. Каким знаком обозначается термин semi-colon:
- a. :
 - b. ;
 - c. .
13. Каким знаком обозначается термин inverted commas:
- a. "..."
 - b. ,
 - c. ;
14. Каким знаком обозначается термин brackets:
- a. "..."
 - b. (...)
 - c. :

Электронное сообщение

15. Выберите правильное определение. E- business:
- a. economic business
 - b. electronic business
16. Выберите правильное определение. IMO:
- a. international monetary organization

- b. in my opinion
- 17. Выберите правильное определение. SPAM:
 - a. unwanted mail
 - b. compacted meat
- 18. Выберите правильное определение. TTYL:
 - a. talk to you later
 - b. the time you left
- 19. Выберите правильное определение. HSIK:
 - a. how should I know
 - b. have something in kit
- 20. Выберите правильное определение. C2B:
 - a. customer to business
 - b. client to boss

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

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

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

Write a letter to Tom.

In your letter answer his questions ask 3 questions about his summer plans

Write 100–140 words.

Remember the rules of letter writing.

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

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

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

Write a letter to Todd.

In your letter answer his questions ask 3 questions about his summer plans

Write 100–140 words.

Remember the rules of letter writing.

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

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

Write a letter to Emily.

In your letter — answer her questions and tell her about your new school —ask 3

Questions about her preferences in music

Write 100-140 words

Remember the rules of letter writing.

4. You have seen the following advertisement in *The Moscow Times*.

WorldAid is looking for volunteers to work in our camp in Tanzania:

- *to work in the local wildlife reserve;*
- *to help look after elderly people;*
- *to teach basic Maths to primary children. Write to us saying what kind of work you are interested in and why. Give details about yourself and say why you think you are suitable for the work. Successful applicants will receive free transportation, accommodation and board.*

Contact: Michael Cartwright, WorldAid, 23 Market Street, Ludford, BN537S, UK

Write a letter to answer the advertisement. In your letter — explain why you decided to write — describe your appearance and character — ask about the accommodation and the time required to do this work.

Write 100-140 words.

Remember the rules of letter writing.

5. You have seen the following advertisement in *The Moscow News*.

Burger King are looking for new team members we are looking for Team Members who are motivated, friendly and ready to provide excellent guest service! Applicants should be prepared to work in a team and on a part-time or possibly casual basis. Previous experience would be an advantage. Apply for the job now! Tell us more about you and why you think you would make a great addition to our winning team. If your letter is chosen, we will invite you to an interview to discuss your application further.

Send your letters of application to Burger King Corporation, 5 Leninsky Avenue, Moscow 115645

Write a letter to answer the advertisement.

In your letter — explain why you decided to write — describe your education and experience — ask about the pay and the time required to do this work.

Write 100-140 words.

Remember the rules of letter writing.

6. You have seen the following advertisement in *The St. Petersburg Times*.

SPARTAADVENTURES

International Summer Camp

Group leaders wanted Athens, Attica, Greece

1-14 July/ 15-30 July/ 1-15 August

- *Do you speak English?*
- *Do you play sports?*
- *Are you friendly and easy to get on with?*
- *Do you think you would make a good leader?*

The job:

to be responsible for a group of 15 children

The salary:

100 euro per week and free food and accommodation

All applicants must be fit and healthy!

Write to:

5 Zalokosta Street, Athens, Attica, 10671 Greece Write a letter to answer the advertisement. In your letter — describe your qualifications and experience — explain why you would make a good leader —ask about the accommodation and the period of work.

Write 100-140 words.

Remember the rules of letter writing.

7. This is part of a letter from your English-speaking pen-friend.

...Do you often have arguments with your parents? I do. My mother thinks that I spend too much time hanging around with my friends. Do you often meet your friends? What do you usually do together? And what do you do when you disagree with your parents about how you spend your free time? Write back soon. Love, Ann

WritebacktoAnn.

In your letter — answer her questions —ask 3 questions about her relations with her younger sister

Write 100-140 words.

Remember the rules of letter writing.

8. Translate the following letters from English into Russian:

1. My dear friend,

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

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

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

Yours sincerely,

Peter

2. Dear friend,

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

As I understand we are both studying foreign languages: you at a college and I at the university. That means that we should have a lot in common.

Please let me know soon if you are interested in my suggestion. If yes, please, write me about yourself, your family, your interests and hobbies.

I am looking forward to receive your letter.

Your pen friend,

1. Dear Matthew,

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

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

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

Please let me know soon if you are interested.

Yours sincerely,

Leonid

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

Dear Mr Heathrow

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

Sincerely yours,

M. Popov
President and CEO,
Soft-System

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

Dear Mrs Knowing

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

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

Dear Mr Hopkins

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

Rony Chang,
Managing Director

Ex.4. Переведите ответ на письмо-запрос

Vitabiotics Ltd.
1 Apsley Way
London NW2 7HF,

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

PharmaLinc Co.
6 Velizhskaya St.
Ivanovo 153022, Russia

28 th November 2017

Dear Ms

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

I am enclosing our catalogue with prices covering insurance and delivery.

We allow quantity discounts: 5% for 100 drug packages, 10% for 300 drug packages, 15% for 500 drug packages. Our usual method of payments is by letter of credit. All our products can be delivered at the shortest possible time by air freight.

Please do not hesitate to contact us if you require further information.

With hope for future cooperation.

Yours sincerely,

PROFESSOR A.H.BECKETT,
CHAIRMAN, VITABIOTICS

Encl.: Catalogue of Pharmaceutical Products

Read and translate the text.

At the Post-Office

The Post-office does the tremendous job in getting our mail and morning papers to us. Nowadays we can send a letter to the most out-of-the way places and it will get there.

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

Nowadays it is difficult to imagine our life without postal services which are constantly developing and extending. Nobody is surprised receiving a letter sent some days ago. We know that millions of letters travel by trains, by sea and air all over the world, however, this huge machine works perfectly.

But there were times, when the things were different. Two hundred years ago kings and governors had a service of messengers, which connected the kingdom capital with provinces. In China, for example, in a high antiquity the mail service was surprisingly well organized. Post offices were located on all main roads with an interval of 50 kilometers, but they were accessible only for aristocracy.

In 1840 the postage stamp was invented. It improved considerably the quality of mail services. It should be noted that the first stamps appeared in Great Britain. It is the unique country, which does not specify its name on post stamps. Now there are some post offices in every town, which offer various services to citizens. You can send a simple or a registered letter, a telegram, a printed matter or a post parcel. One can purchase mail paper, stamps, envelopes, postcards there.

If you want to send a letter, you should purchase an envelope. The number of post stamps will depend on what kind of letter you send: a simple one, par avian or registered, inside the country or an international one. If you send any important documents, it is better to send them by certified mail.

If you want a telegram be sent, firstly you should fill in a form, then the employee will calculate the amount of words and tell you, how much the service is. There are various kinds of telegrams, but all of them will be handed to the recipient this day. Nowadays to send a telegram you don't need to go to a post-office because it can be made by telephone.

On the telegraph office it is possible to book a trunk-call practically to any town of our country and of the world. A post-office proposes also other services, for example, one can pay municipal services there, get subscriptions to newspapers and magazines, make a photocopy, send or receive a fax.

When Internet appeared a new kind of services is presented at the post-office and it is called Electronic Mail. E-mail at present is the most reliable communication facility and it is in great demand.

ТЕМАТИКА ЭССЕ

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

3.2. Типовые контрольные задания для промежуточной аттестации обучающихся

ВОПРОСЫ ЗАЧЕТУ

1. Теоретические вопросы:

1. Местоимения
2. Спряжение глагола to be
3. Типы вопросов
4. Множественное число имен существительных
5. Числительные
6. Предлоги
7. Many, much, a lot of, little, few
8. There is/there are
9. Some, any, no
10. Степени сравнения прилагательных
11. Present simple tense
12. Can, must, may

2. Грамматические тесты:

Test I. Choose the correct versions.

1. Она хорошо знает английский.
 - a. She well knows English.
 - b. She knows English well.
 - c. She English knows well.
2. Where ... your sister work?
 - a. do
 - b. are
 - c. does
3. What kind of books ... you read?
 - a. does

- b. do
 - c. did
4. "Does your son read ...?" "Yes, he reads a lot."
 - a. many
 - b. much
 - c. very little
 5. He does not usually ask ... questions.
 - a. many
 - b. much
 - c. very little
 6. I ... near my office last year.
 - a. live
 - b. lived
 - c. lives
 7. They ... home in the evening.
 - a. returned
 - b. return
 - c. returns
 8. Did he ... the window before classes?
 - a. opened
 - b. open
 - c. opening
 9. My ... father is my grandfather.
 - a. mothers
 - b. mother's
 - c. mother
 10. My friend ...to me very often last year.
 - a. write
 - b. writed
 - c. wrote
 11. She ... in Kiev last week.
 - a. be
 - b. was
 - c. were
 12. Did you ... to the country for the last week-end or did you stay in town?
 - a. go
 - b. went
 - c. going
 13. A week ago my friend ... to Moscow from Leningrad.
 - a. come
 - b. came
 - c. coming
 14. We did not ... at nine o'clock.
 - a. got up
 - b. get up
 - c. getting up
 15. Fourth, forty, fourteen, four.
 - a. четыре, четвертый, сорок, четырнадцать
 - b. сорок, четырнадцать, четыре, четвертый.
 - c. четвертый, сорок, четырнадцать, четыре.
 16. How many children ... you got?
 - a. has

- b. have
 - c. has not
17. They ... a dictation yesterday.
- a. has
 - b. have
 - c. had
18. I did not ... time to ask all my questions.
- a. have
 - b. has
 - c. had
19. Have you got ...questions?
- a. some
 - b. any
 - c. anything
20. ... people enjoyed the film, others did not like it at all.
- a. any
 - b. no
 - c. some
21. Could you buy ... apples, please?
- a. some
 - b. any
 - c. no
22. Mary ... got a family.
- a. has not
 - b. have not
 - c. not have
23. There ... a large table in my room.
- a. are
 - b. be
 - c. is
24. There ...very many children in the park yesterday.
- a. was
 - b. were
 - c. is
25. There ... five chairs in the room.
- a. is
 - b. was
 - c. are

Test II. Choose the correct versions.

1. "Please send them this article '. "Oh, ... I do it now?"
 - a. shall
 - b. must
 - c. can
2. He ...out tomorrow afternoon.
 - a. was
 - b. will be
 - c. were
3. There ... a lot of work to do tomorrow.
 - a. will be
 - b. was
 - c. were

4. There ... a lot of people at the lecture tomorrow.
 - a. were
 - b. is
 - c. will be
5. He said that he ... in Leningrad.
 - a. lives
 - b. will live
 - c. lived
6. We did not know whose things they
 - a. was
 - b. were
 - c. will be
7. He knew that Peter ... in Kiev.
 - a. were
 - b. will be
 - c. was
8. You are busy now, ...?
 - a. aren't you?
 - b. are you?
 - c. is you?
9. You did not see your friend yesterday, ...?
 - a. didn't you?
 - b. did you ?
 - c. will you?
10. He can read English
 - a. a little
 - b. a few
 - c. several
11. My brother is coming to Moscow in ... days.
 - a. a little
 - b. a few
 - c. any
12. I...hard for my exams. Summer session starts in a week.
 - a. work
 - b. am working
 - c. worked
13. My sister ...in fashion design.
 - a. specializes
 - b. is specializing
 - c. specialized
14. At present they ...at a new project.
 - a. work
 - b. are working
 - c. worked
15. What ...you ... by saying this?
 - a. do...mean
 - b. are meaning
 - c. meant
16. I ... what he is talking about.
 - a. don't understand
 - b. am not understanding
 - c. didn't understand

17. The lake never ... at this time of the year. We can get to the other shore by boat.
 - a. is freezing
 - b. freezes
 - c. frozen
18. Look! The fire brigade ... at a terrible speed. There must be a fire somewhere.
 - a. rush
 - b. is rushing
 - c. rushed
19. I ...my dog out for long walks in the park on Sunday.
 - a. always take
 - b. am always taking
 - c. taken
20. You ...nice today.
 - a. look
 - b. are looking
 - c. looked
21. She ... beautiful.
 - a. is always looking
 - b. always look
 - c. looked
22. We ... your proposition. We'll give you an answer in a few days.
 - a. think over
 - b. are thinking over
 - c. thought over
23. Tom ... her to be a good musician.
 - a. considers
 - b. is considering
 - c. consider
24. I ... the dentist at 4 p.m. I've arranged it already.
 - a. see
 - b. am seeing
 - c. saw
25. I don't like him. He ... horrible stories.
 - a. always tells
 - b. is always tell
 - c. always told

Дискуссионные вопросы:

1. What can you say about your native town?
2. How many rooms are there in your flat?
3. Where is your friend's flat?
4. How many shops are in your street?
5. Is there a cinema or a theatre in your street?
6. What's name of your district?
7. Are you usually on holiday in summer or in autumn?
8. Where were you last weekend?
9. What day of the week is it? What month is it? What's date is it?
10. When were you at the cinema last?
11. What's weather like today?

Устные темы (Topics)

1. About myself

2. My family
3. My institute
4. My flat
5. Learning foreign languages
6. At the library
7. My hobby
8. My future profession
9. My home town
10. My favourite season

Вопросы к зачету:

Теоретические вопросы:

1. Обозначение времени
2. Future simple tense
3. Present continuous tense
4. Past simple tense
5. Past continuous tense
6. Производные от some, any, no
7. Present perfect tense
8. Прямая и косвенная речь
9. Пассивный залог
10. Сложное дополнение
11. Местоимения other, another
12. Past perfect tense
13. Эквиваленты модальных глаголов can и must: to be able to, to have to
14. Согласование времен
15. Present continuous tense
16. Past perfect continuous tense

Грамматические тесты:

Test I. Choose the correct versions.

1. He had to spend about six months in a class with...students.
 - a. more younger
 - b. younger
 - c. the youngest
2. It was absolutely the...food I have ever had.
 - a. worst
 - b. worse
 - c. most had
3. She's...I am.
 - a. elder than
 - b. older then
 - c. more old then
4. Nowadays Bob is eating more and exercising ... than he used to.
 - a. little
 - b. less
 - c. the least
5. It's not the ...place to live if you want a quiet life.
 - a. better
 - b. good

- c. best
6. You should practice speaking English...
- a. most
 - b. more
 - c. the most
7. Ann is ...girl I have ever met.
- a. the most beautiful
 - b. a more beautiful
 - c. the beautifulest
8. You can't run as fast..
- a. as me
 - b. than I can
 - c. as I
9. Dick was ... of the three brothers.
- a. the eldest
 - b. the oldest
 - c. elder
10. She speaks French...
- a. very good
 - b. very well
 - c. very goodly
11. Peter will pass the exam if he works...
- a. hard
 - b. hardly
 - c. in a hard way
12. At about 5 o'clock the executive director arrived ... the office.
- a. at
 - b. in
 - c. to
13. They decided to spend an evening ... the cinema.
- a. in
 - b. at
 - c. inside
14. I've lost my key! How are we going to get ... the flat?
- a. into
 - b. to
 - c. through
15. They arrived ... Spain about two hours ago.
- a. at
 - b. in
 - c. to
16. The house is on fire! We'd better get ...!
- a. out
 - b. off
 - c. from
17. I really hate walking ...!
- a. on feet
 - b. on foot
 - c. by foot
18. His wife wasn't feeling too well and she wanted to go ... home.
- a. to
 - b. for

- c. -
19. As a child, I was afraid of traveling
- in the air
 - by the air
 - by air
20. If I ...late, wait for me a little bit.
- am
 - will be
21. Do you think they...our terms?
- accept
 - will accept
22. I wonder if the weather...fine tomorrow.
- is
 - will be
23. Do you know when the Production manager ...from his business trip?
- is back
 - will be back
24. If you ...to the countryside tomorrow, let me know.
- go
 - will go
25. Do you know when they...house
- move
 - will move

Test II. Choose the correct versions.

1. ... that time my knowledge of English was minimal.
- in
 - at
 - ...
2. My father comes home so tired that he can do little work ... the evening.
- in
 - at
 - on
3. The BBC is showing this program ...Friday.
- at
 - in
 - on
4. A lot of people were killed ... the war.
- for
 - at
 - during
5. They've been building the house ... March.
- during
 - for
 - since
6. They went to London ... Friday morning.
- in
 - on
 - at
7. I usually wake up ... 7 o'clock ... weekdays.
- in ... at
 - at ... on

- c. on ...in
8. She was born ...1999.
- a. in
 - b. during
 - c. at
9. Kate and Ted are getting married ... this July.
- a. in
 - b. ...
 - c. at
10. They met again ...the spring of 2005.
- a. on
 - b. at
 - c. in
11. Jane heard ... into the table.
- a. that he bumped
 - b. him bump
 - c. him bumping
12. Some firms expect ... twelve hours ...?
- a. the guards to work
 - b. that the guards work
 - c. the guards work
13. Don't you feel the house ...?
- a. to shake
 - b. shaking
 - c. shook
14. The crowd parted to let the happy couple ... through.
- a. going
 - b. to go
 - c. go
15. I saw him ... the road and... down a staircase that led to the Underground.
- a. crossing ... disappeared
 - b. crossed ...disappearing
 - c. crossing...disappearing
16. What kind of world do we want our children ...from us?
- a. to inherit
 - b. inherit
 - c. inheriting
17. Experienced teachers help you ... quickly.
- a. learn
 - b. to learn
 - c. learning
18. I was sitting on my windowsill, eating bread and cheese and watching the sun ...
- a. going down
 - b. go down
 - c. to go down
19. You should use the money to make your home ...lovely.
- a. to look
 - b. looking
 - c. look
20. Did I hear you... would like to sell your car?
- a. said
 - b. say

- c. saying
- 21. I believed ... the most reliable person.
 - a. her to be
 - b. her be
 - c. in her to be
- 22. Mary hated her boyfriend ...
 - a. laugh at
 - b. to be laughed at
 - c. laughed at
- 23. I'd like ... with us for another week.
 - a. you to say
 - b. that you will say
 - c. you say
- 24. I could feel the earth ... as the earthquake began.
 - a. that shook
 - b. to shake
 - c. shake
- 25. I expect ... her test this time.
 - a. Anna pass
 - b. Anna to pass
 - c. Anna passing

Дискуссионные вопросы:

1. Do you often have parties?
2. When did you give a party last?
3. What kind of party was it?
4. Do you travel a lot?
5. Where did you spend your last holiday?
6. Were you pleased with the holiday?
7. Have you ever been to any famous resorts in Russia?
8. What are the most popular holiday places in this country?
9. How much did you travel about the country?
10. What's your favorite pastime?
11. Have you ever been abroad?
12. What countries have you been to?
13. What languages do you speak when you are on business trips?
14. Have you ever taken part in discussion of prices?
15. Have signed any contract yet?
16. Have you ever discussed the terms of delivery with your partners?
17. Does Russia have economic relations with many countries of the world?
18. What country are you going to visit?

Устные темы (Topics)

1. My future profession
2. My working day
3. Day off
4. Going abroad
5. Travelling
6. Internet
7. What is computer?

8. Famous programmer
9. Computers in our life
10. Types of computers
11. Hardware and software
12. Operating system
13. Applications
14. Computer programs
15. Computer languages

Texts

Is it the end of the computer race?

Read and translate the text:

Today the word "electronics" is in general usage. Millions of people have electron watches. There are a lot of various radio and TV sets and tape-recorders in our houses. In factories and plants we are surrounded with electronically controlled machines and instruments; we are carried by airplanes, ships, and cars with built in electronic devices. In other words, we are living in an electronic world.

The center of this world is a tiny silicon plate of a few square millimeters. This plate (integrated circuit) is undoubtedly one of the most sophisticated inventions of mankind, science and technology. It is the heart of every electronic device.

When we speak about a further development of computers we mean not only quality, but also high technology and high speed. As the operation of an integrated circuit depends on microscopic "components", the purity of all materials and the cleanness at the plant must be at the highest quality. A continuous search is going on in laboratories throughout the world for more perfect, reliable and high speed electronic circuits.

In the past it took scientists and researchers a whole lifetime to make a few thousand calculations, whereas for a modern computer this task is a matter of a few seconds. At present computers are capable of performing billion of operations in one second. As you know there are two types of computers: supercomputers and ordinary computers. The ordinary computers do the computations operation by operation, while the supercomputer operates like a brain: it make all operations simultaneously.

In the next few years engineers will complete the work on computers of above one billion operations in on second. It will take a few more years to produce 10-billion operations computer. The fifth-generation computers performing 100 billion operations in one second will become available in the nearest future.

According to some researchers, we are close to what can be regarded as a true physical limit. But other specialists think that photos will make the operation a thousand times faster. This means that in the future it will be possible to expect the appearance of photon computers where computations will be done by means of light. So the computer race is going on.

Ex.1. Explain the meaning of the following words:

Electron watch, integrated circuit, ordinary computer, supercomputer, the nearest future, physical limit, computer race.

Ex.2. Fill in the suitable prepositions:

1. In factories and plants we are surrounded ... electronically controlled machines and instruments.
2. We are carried ... airplanes, ships and cars with built in electronic devices.
3. The center of this world is a tiny silicon plate ... a few square millimeters.
4. The operation of an integrated circuit depends ... microscopic "components".
5. A continuous search is going ... in laboratories.
6. At present computers are capable ... performing billion of operations.
7. In the next few years engineers will complete the work ... computers of above one billion operations a second.

Ex.3. Complete the sentences using the ideas of your own:

1. In other words ...
2. Millions of people
3. In the past ...
4. When we speak about the history of computers ...
5. In the next few years ...
6. According some researchers, ...
7. So the computer race is going on and ...

Ex.4. Answer the questions:

1. Why do we say that we are living in the electronic world?
2. What is the centre of this world?
3. What is the heart of every electronic device?
4. What does the operation of an integrated circuit depend on?
5. What is the ordinary computer?
6. What is the supercomputer?
7. What is the difference between the ordinary and the supercomputer?
8. Is the computer race going on? Why?

The main parts of the system

Read and translate the text:

There are many hardware pieces in a computer system. Some are: the system board, power supply, keyboard, mouse, hard drive, monitor, video card and its drivers.

The case. The large metal box that is the main part of the computer is called the case. The case and its contents (power supply, system board, etc.) are called the system unit. The case has several functions: it protects the delicate electronic inside; keeps electromagnetic emissions (as in your TV or cordless phone) and don't go haywire when you power up the computer.

The keyboard. Keyboard - the device controlling the computer and inputting text and numerical data.

You communicate with your computer with the keyboard. With it you type instructions and commands for the computer and process and store information. Many of the keys on the keyboard are like those on the typewriter: letter keys, punctuation keys, tab, and the spacebar. Your keyboard has also many specialized keys.

The instruction manuals for most software applications contain a section describing the functions of each key or combination of keys.

The mouse. The mouse works by sliding it around on a flat surface. Mouse does not work if you hold it in the air like a remote control. As you glide the mouse the arrow moves in the direction of your movement. The desktop is fine, but a ready-made mouse pad is the best surface to roll the mouse on. The surface of the mouse pad mustn't be too smooth or rough. As you know there are two kind of mouse: with the ball underneath that is rolled and laser mouse. Both of them have a ball-Joystick - a vertical lever allows the user to control the cursor precisely and at a high speed. It is good for looking through the text-documents and playing fast action games.

Another kind of "mouse" is touchpad, which is used in all notebooks. It allows the user interacts with the computer by lightly pressing their finger on a touch-sensitive-area located on the keyboard.

The monitor. The monitor displays text characters and graphics. It allows you to see the results of the work going on inside your system unit. The image that you see is made up of tiny dots called pixels. The sharpness of the picture depends on the number and size of these pixels. The more pixels - the sharper the image.

If you sit in front of a monitor for long periods of time, eye strain can be reduced if you follow a few guidelines:

- Use the computer in a room with even lighting. Adjust the controls on the monitor to vary the contrast and brightness of the display to suit the lighting in the room.
- Keep the screen clean.
- Adjust your chair so that you are looking down at the screen at a slight angle.
- Turn the monitor away from windows and bright lights to avoid glare.

- Some of the controls on the monitor change the size and position of the image. You should set them for the largest image without losing any part of it.

Ex.1. Translate the sentences from English into Russian:

1. Call 911 in case of emergency. 2. The text of the contract will be ready in an hour. 3. How many letter keys are there on this computer keyboard? 4. This remote control needs 4 batteries to power it. 5. Two manuals come with this computer. 6. My friend is a specialist in computer hardware. 7. The computer is already on the desk, but the keyboard has not been unpacked yet. 8. The Drives can read and write on the diskettes. 9. You can write letter and other characters using this keyboard. 10. Resolution is one of the characteristic features of the monitor. 11. You can move the pointer on the screen with the help of the mouse. 12. I don't know the contents of this book. You can find the necessary information in the contents of the book. 13. Nobody expected that the application of this device is so wide.

Ex.2. Translate the definitions:

Hardware – the physical equipment and components in a computer system.

Software – programs, languages and routines that control the operation of a computer in solving a given problem.

Liveware – all people engaged in production of the computer and maintenance of its work (e.g. software for Sound Blaster Live produced by Creative Labs).

Firmware – a program built into the circuitry of a ROM that controls the operation of the computer.

Types of Computers

Read and translate the text:

Nowadays there is an increasing variety of computers of different sizes and designed for different purposes.

Computers can be divided into 3 broad categories: mainframe computers (mainframes), minicomputers (minis) and microcomputers (micros).

Mainframes are large, powerful, expensive computers that are operated by a team of professionals and are designed to be used by many people at the same time. They can handle large amounts of information very quickly. The most powerful mainframes are called supercomputers and can be found in large institutions like universities or government departments.

Minicomputers are about the size of an office desk and you can usually see them in banks and offices. Nowadays they are becoming less popular than microcomputers.

The most common type of computer is the microcomputer, sometimes called personal computer. The abbreviation PC was originally used for microcomputers produced by IBM Corporation. However some other companies such as Apple Computers Incorporated which produce microcomputers are not normally referred to as PCs. There is a wide variety of microcomputers but two common types are desktop computers and portables. Desktops are small enough to sit on an office desk and are relatively cheap. They are becoming cheaper and more powerful and are often used for running multimedia programs i.e. programs that contain some combination of text, sound, high quality graphics, animation, and video.

Multimedia computers need to have a sound facility and usually have a CD-ROM drive. These computers are ideal for use as home computers and also used in education and business.

An increasing variety of portable micros can be grouped according to their size. They can usually be powered from batteries and are useful in many different situations. However, as computers get smaller it becomes increasingly difficult to use them with a keyboard. One of the reasons that notebook portables are popular is because their screens and keyboards are just big enough to use comfortably for word processing and they even are used for multimedia.

Ex.1. Look through the text and translate these word combinations:

1) команда профессионалов; 2) спроектированы для различных целей; 3) использоваться одновременно; 4) широкий выбор компьютеров; 5) сравнительно недорогой; 6) высококачественная графика; 7) идеально для работы в домашних условиях; 8) быть достаточно удобным для ввода текстовой информации.

Ex.2. Fill in the gaps:

1. There are different types of computers.
 2. The largest and the most powerful are....
 - 3.... are smaller than.....but are still very powerful.
 - 4are smaller enough to sit on a desk.
 - 5are very small.
 6. The largest ... is a....
 7. Smaller ..., about the size of a piece of writing paper, are called....
 - 8.... are smaller than..., you can hold them in one hand.
 - 9.They are called ... or....
-

You may use the following:

palmtop computer; mainframe computer; handheld computer; portable computer; laptop computer; minicomputer; microcomputer; desktop computer; sub-notebook; notebook.

Ex.3. Answer the questions:

1. What is a computer?
2. Name three main categories of computers.
3. Where can you usually find mainframes?
4. What is the origin of the PC abbreviation?
5. Why did desktop become very popular among the users?
6. In what type of computer can you find CD ROM drive?
7. Portables are not very popular, are they? And why?
8. What do you know about another kind of PCs called Apple Computers?

Internet

Read and translate the text:

The Internet is the largest computer informational system. The Internet is composed of many interconnected computer networks. Each network may link tens, hundreds, or even thousands of computers, enabling them to share information with one another and to share computational resources such as powerful supercomputers and databases of information. The Internet made it possible for people all over the world to effectively and inexpensively communicate with one another. It's much faster and easier to surf the net in search of information from all over the world than to travel to libraries in dozens of countries; all the latest information is available to you in your home at any hour of the day and night.

The main advantage of the Internet is that it provides freedom to its users.

But what does this freedom of the Internet include?

- Firstly it is equality. It doesn't matter you're your race, nationality or wealth is, you can post your message on the Internet and you will be heard. You will find a lot of people who will support you and who will not support you. You can find your allies or enemies there. This is the freedom to express your own opinion.

- Next is the freedom of choice. On the Internet you can choose the information according to your own tastes or needs. Nobody can make you to look at something that you don't like. If you don't like something you just type another address and in a second you are already there where you wanted to be.

- And at last it is freedom of movement. There are no borders in the Internet and you can travel all over the world. If you need some information about some foreign country you will get it. You don't need any visas to explore web sites in foreign countries. Also you can vote on the Internet. There are a lot of questionnaires where you can express your attitude towards something.

Also the Internet has brought new opportunities to government, business, and education. Government and business use the Internet for internal communication, distribution of information, and automated tax processing. In addition to it helps to offer goods and services online to customers. Many individuals use the Internet for shopping, paying bills, and online banking. Educational institutions use the Internet for research and to deliver courses to students at remote sites.

More and more people become Internet users because we can do so many things there. However, the real world of the Internet may not be as perfect as it seems. With so much information available, finding what you want can take you hours. Multimedia web pages with photographs are attractive, but they make downloading slow and boring. Besides, there is too much advertising instead of real information. But the main harmful function is that the Internet users communicate only with the people on the Internet. They stop talking to their relatives and friends, because they have only virtual friends. So the Internet destroys real human communication. Maybe someone's interpersonal communication was destroyed.

With so many modern forms of finding information, such as radio, TV and the Internet, people read fewer books, newspapers and magazines. Nowadays, most people consider television as the most important believable news source. We can't say exactly which source of information is the best. It depends on what kind of information you need.

Ex.1. Answer the questions:

1. What is the Internet?
2. Why do people want to be 'on the Internet'?
3. What does the freedom of the equality include?
4. What does the freedom of the choice include?
5. What does the freedom of the movement include?
6. Do students use the Internet for their educational purpose?
7. Do you have a computer? Do you use the internet? Why?

Ex.2. Translate the following sentences from Russian into English:

1. Интернет - самая большая компьютерная сеть, которая широко используется в нашей стране и во всём мире.
2. Интернет предоставляет огромные возможности своим пользователям: свобода общения, свобода выбора и свобода движения.
3. Интернет позволяет общаться с родственниками и друзьями, которые живут в разных странах и даже на разных континентах, не выходя из комнаты.
4. Отрицательным влиянием Интернета на человека является то, что его пользователи иногда слишком много времени проводят за компьютером, что отдаляются от своих родных и друзей.
5. В Интернете нет границ, и вы можете общаться с людьми из разных стран, использовать электронную почту, общаться в чате.
6. Интернет сближает людей в независимости от их возраста, расы и благосостояния, развивает в них демократическое начало, взаимное уважение и любовь.
7. Использование Интернета позволяет улучшить языковые навыки, расширить свой словарь, лучше узнать компьютер и правильно пользоваться мышью.

Virtual Reality.

Not long ago computers were considered an amazing invention. Today they form part of our everyday lives. The latest thing today is Virtual Reality. A Virtual Reality system can transport the user to exotic locations such as a beach in Hawaii or the inside of the human body. The Virtual Reality system is still in the early stages of its development. At the moment it is necessary to put a large helmet on your head to see the simulated world and you have to wear a special glove on your hand in order to manipulate the objects you see there. Lenses and two miniature display screens inside the helmet create the illusion that the screen surrounds you on every side. You can "look behind" computer-generated objects, pick them up and examine them, walk around and see things from a different angle.

Already today Virtual Reality is used in medicine. In hospitals, surgeons could plan operations by first "travelling" through the brain, heart or lungs without damaging the body. It is also used in police training schools. In schools pupils could explore the Great Pyramid or study molecules from the inside. Developers of Virtual Reality say its potential is powerful.

The world which comes closest to describing Virtual Reality is "simulator". Virtual Reality technology resembles the flight simulators that are used to train pilots. But of course there are dangers as well as benefits. In the wrong hands Virtual Reality can be used for power fantasies and pornography.

Ex. 1. Translate these word combinations from the text. Learn them by heart:

не так давно; удивительное изобретение; повседневная жизнь; система виртуальной реальности; переносить пользователя; экзотическое место; на начальной стадии развития; надеть большой шлем; создавать иллюзию; разные углы зрения; милицейская школа; изучать молекулы; технология виртуальной реальности; стимуляторы полета; тренировка пилотов.

Ex. 2. Answer these questions.

1. What is Virtual Reality?
2. Why do you need to wear helmet and special glove?
3. What are the possible uses of Virtual Reality?
4. What are some of the disadvantages of Virtual Reality?
5. Do you think Virtual Reality is an important invention or not?

Ex. 3. Translate these nouns and verbs from the text. Use them in your own sentences:

beach to form
 body to wear
 heart to manipulate
 illusion to examine
 medicine to explore
 operation to describe
 developer

**КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ
 ПРИ ЗАЧЕТЕ / ЭКЗАМЕНЕ**

Сумма баллов по дисциплине	Оценка /зачет	критерии оценивания
85 - 100	«отлично» / зачтено	Оценка «отлично» выставляется студенту, если он глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал различной литературы, правильно обосновывает принятое нестандартное решение, владеет разносторонними навыками и приемами выполнения практических задач по формированию общепрофессиональных компетенций.
70 - 84	«хорошо» / зачтено	Оценка «хорошо» выставляется студенту, если он твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения, а также имеет достаточно полное представление о значимости знаний по дисциплине.
51 - 69	«удовлетворительно» / зачтено	Оценка «удовлетворительно» выставляется студенту, если он имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает сложности при выполнении практических работ и затрудняется связать теорию вопроса с практикой.

менее 51	<i>«неудовлетворительно»/незачтено</i>	Оценка «неудовлетворительно» выставляется студенту, который не знает значительной части программного материала, неуверенно отвечает, допускает серьезные ошибки, не имеет представлений по методике выполнения практической работы. Как правило, оценка «неудовлетворительно» ставится студентам, которые не могут продолжить обучение без дополнительных занятий по данной дисциплине.
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IV. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ОПРЕДЕЛЯЮЩИЕ ПРОЦЕДУРЫ ОЦЕНИВАНИЯ ЗНАНИЙ, УМЕНИЙ, ПРАКТИЧЕСКОГО ОПЫТА, ХАРАКТЕРИЗУЮЩИЕ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ

Процедура оценивания - порядок действий при подготовке и проведении аттестационных испытаний и формировании оценки.

Процедура промежуточной аттестации проходит в соответствии с Положением о промежуточной (рубежной) аттестации знаний студентов и учащихся ДГУНХ.

- Аттестационные испытания проводятся преподавателем (или комиссией преподавателей - в случае модульной дисциплины), ведущим лекционные занятия по данной дисциплине, или преподавателями, ведущими практические и лабораторные занятия (кроме устного экзамена). Присутствие посторонних лиц в ходе проведения аттестационных испытаний без разрешения ректора или проректора не допускается (за исключением работников университета, выполняющих контролирующие функции в соответствии со своими должностными обязанностями). В случае отсутствия ведущего преподавателя аттестационные испытания проводятся преподавателем, назначенным письменным распоряжением по кафедре .

- Инвалиды и лица с ограниченными возможностями здоровья, имеющие нарушения опорно-двигательного аппарата, допускаются на аттестационные испытания в сопровождении ассистентов-сопровождающих.

- Во время аттестационных испытаний обучающиеся могут пользоваться программой учебной дисциплины, а также с разрешения преподавателя справочной и нормативной литературой, непрограммируемыми калькуляторами.

- Время подготовки ответа при сдаче зачета/экзамена в устной форме должно составлять не менее 40 минут (по желанию обучающегося ответ может быть досрочным). Время ответа - не более 15 минут.

- При подготовке к устному экзамену экзаменуемый, как правило, ведет записи в листе устного ответа, который затем (по окончании экзамена) сдается экзаменатору.

- При проведении устного экзамена экзаменационный билет выбирает сам экзаменуемый в случайном порядке.

- Экзаменатору предоставляется право задавать обучающимся дополнительные вопросы в рамках программы дисциплины текущего семестра, а также, помимо теоретических вопросов, давать задачи, которые изучались на практических занятиях.

- Оценка результатов устного аттестационного испытания объявляется обучающимся в день его проведения. При проведении письменных аттестационных испытаний или компьютерного тестирования - в день их проведения или не позднее следующего рабочего дня после их проведения.

- Результаты выполнения аттестационных испытаний, проводимых в письменной форме, форме итоговой контрольной работы или компьютерного тестирования, должны быть объявлены обучающимся и выставлены в зачётные книжки не позднее следующего рабочего дня после их проведения.

Порядок подготовки и проведения промежуточной аттестации в форме зачета/экзамена

действие	сроки	методика	ответственный
выдача вопросов для промежуточной аттестации	1 неделя семестра	на лекционных /практических и др.занятиях, на офиц.сайте вуза и др.	ведущий преподаватель
консультации	последняя неделя семестра/период сессии	на групповой консультации	ведущий преподаватель
промежуточная аттестация	в период сессии	устно, письменно, тестирование бланочное или компьютерное, по билетам, с практическими заданиями	ведущий преподаватель, комиссия
формирование оценки	на аттестации		ведущий преподаватель, комиссия

Лист актуализации фонда оценочных средств по дисциплине «Иностранный язык»

Рабочая программа пересмотрена,
обсуждена и одобрена на заседании кафедры

Протокол от «30» июня 2020 г. № 5

Зав. кафедрой Башаев - Востриков В.М.

Рабочая программа пересмотрена,
обсуждена и одобрена на заседании кафедры

Протокол от «25» мая 2021 г. № 9

Зав. кафедрой Башаев - Востриков В.М.