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МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение высшего образования
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»
Институт сервиса, туризма и дизайна (филиал) СКФУ в г.Пятигорске
Колледж Института сервиса, туризма и дизайна (филиал) СКФУ в г.Пятигорске

МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ПРАКТИЧЕСКИХ ЗАНЯТИЙ

Иностранный язык

Специальность СПО

09.02.01 Компьютерные системы и комплексы

Квалификация: техник

Пятигорск 2020

Методические указания для практических занятий по дисциплине «Иностранный язык» составлены в соответствии с требованиями ФГОС СПО. Предназначены для студентов, обучающихся по специальности: 09.02.01 Компьютерные системы и комплексы.

Рассмотрено на заседании ПЦК колледжа ИСТиД (филиал) СКФУ в г. Пятигорске

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Составитель _____ А.А. Перевалова

Директор колледжа ИСТиД _____ З.А. Михалина

Пояснительная записка

Настоящие Методические указания предназначены для студентов колледжа ИСТиД, обучающихся по специальности 09.02.01 «Компьютерные системы и комплексы». Целью данных указаний является развитие у студентов навыков чтения и понимания англоязычного текста по профессиональной тематике, подготовка студентов к реферативному переводу иноязычного текста, закрепление тематической лексики, а также развитие навыков говорения на базе проблематики, представленной в изучаемых текстах.

В результате освоения учебной дисциплины обучающийся должен **уметь**:

- общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;
- переводить (со словарем) иностранные тексты профессиональной направленности;
- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

В результате освоения учебной дисциплины обучающийся должен **знать**:

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

В результате освоения учебной дисциплины студент должен овладевать:

Общими компетенциями:

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. Использовать информационно-коммуникационные технологии в профессиональной деятельности.

ОК 6. Работать в коллективе и команде, эффективно общаться с коллегами, руководством, потребителями.

ОК 7. Брать на себя ответственность за работу членов команды (подчиненных), результат выполнения заданий.

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.

Раздел 1. Повседневная жизнь, быт, семья.

Практическая работа №1

Тема 1.1. Я и моя семья

Цель работы: Развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение нового лексического материала. Чтение и перевод текста.

Текст 1. About Myself

First of all let me introduce myself. My name is Taras.
I'm seventeen years old.
I'm at 11-th grade.
There are two more kids in the family besides me — my elder brother Oleg and my younger sister Marija.
Oleg is twenty-one, he attends a University, he will be a dentist.
Marija is only twelve, she is a schoolgirl.
I forgot to mention one more member of our family.
It's our favourite poodle Tim.
My parents are not old at all.
My Mum is forty, she works for a newspaper.
My Dad is forty-four, he is an engineer in computers.
My parents love their jobs very much.
I'm doing quite well at school.
My parents are proud of my marks.
I go in for sports. I play basket-ball.
In summer time I like yachting and windsurfing.
I take part in different basket-ball competitions.
In a year I shall finish my school and I have to decide what occupation to choose.
I have been studying English for seven years.
I want to be a military interpreter.
My grandparents are already retired.
They like gardening and spend all their time growing tomatoes, potatoes, onions, strawberries, raspberries.

Questions:

1. Do you go to school?
2. What grade are you at?
3. How old are your parents?
4. Are you the only child in the family?
5. Do you have a pet?
6. Are your grandparents still alive?
7. Do you go in for sports?
8. Do you like reading?

Vocabulary:
to introduce — представлять
let me introduce myself — разрешите представиться
residential — жилой
residential areas — жилые районы
grade — класс в школе
to attend university — ходить в университет
kid — ребенок
favourite — любимец, любимый
poodle — пудель
to forget — забывать
job — работа
proud — гордый
to be proud of smth — гордиться чем-то
to go in for sports — увлекаться спортом
occupation — занятие, род занятий, профессия
military — военный
interpreter — переводчик
to retire — быть на пенсии

Текст 2 About My Family
My family is not very big, just a typical family: Dad, Mom, me, my brother and sister and our cat.
My Mummy is forty-one, she is a teacher of Spanish at the University.
She is a born teacher.
She has teaching abilities.
My Dad is forty-two, he is a professional painter, he works for a design company.
My parents both like their work very much.
My elder sister Natasha is nineteen, she goes to the University, she wants to be a teacher of history.
She is fond of reading books on history and fiction.
My younger brother Igor is only six years old, he goes to
the kindergarten.
He is very funny, I like to spend my free time teaching him something.
Igor likes to play with our cat.
My grandparents are retired.
They like gardening.
They spend a lot of their time in the garden.
They grow vegetables and fruits.
We enjoy having fresh vegetables and green on our dinner table.
I love my family very much.
We always help each other.
Everyone in my family is my best friend.

Questions:
1. How many are there in the family?
2. Do you have a brother or a sister?
3. Where do your parents work?
4. Do your parents understand you?
5. In what way do you help your parents?
6. How old are your grandparents?
7. How do you get along with your family?
8. Which of the parents do you want to be like?

Vocabulary:
typical — типичный
Spanish — испанский
ability — способность
painter — художник
fiction — художественная литература
funny — смешной
to spend — проводить
to grow — выращивать
to enjoy — наслаждаться
green — зелень
to be fond of smth. — нравиться кому-либо

Family and Relatives

Relatives (= members of your family)

These are the most important relatives (also called relations):

	male	*female*
Your parents' parents	grandfather	grandmother
Your parents' brother and sister	uncle(s)	aunt(s)
Your aunt's/uncle's children	cousin(s)	cousin(s)
The father and mother of the person you marry	father-in-law	mother-in-law
The brother and sister of the person you marry	brother-in-law	sister-in-law
Your brother's/sister's children	nephew(s)	niece(s)
The person you marry dies, so you are a ...	widower	widow
Your mother or father remarries, so you have a ...	step-father	step-mother

Family background (= family history)

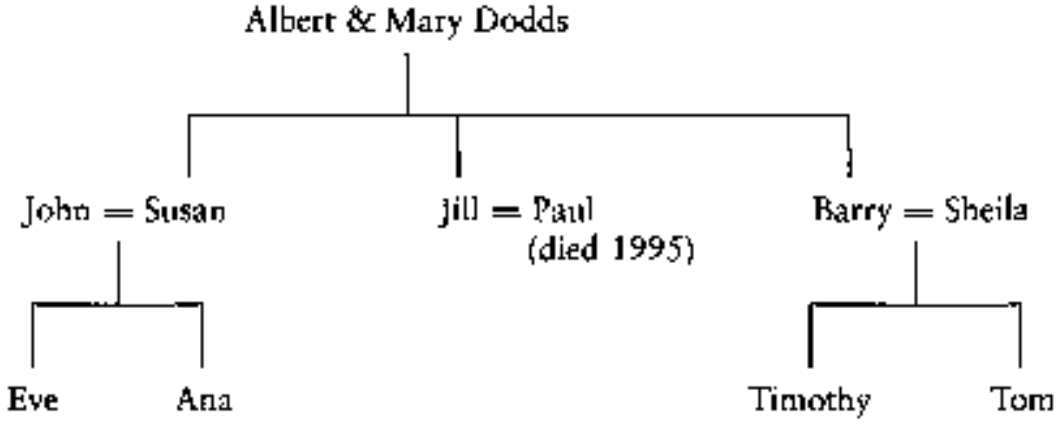
My grandfather was a market gardener in Ireland. He grew flowers, fruit and vegerables, and sold them in the market every day. He worked hard all his life, and when he died, his son (now my uncle) and daughter (my mother) inherited a large house and garden (= received this house and garden from my grandfather when he died). They carried on the business together until my mother met my father. They got married, moved to England, and I was born two years later. They didn't have any more children, so I am an only child.

Family names

When you are **born**, your family gives you a **first name**, e.g. James, Kate, Sarah and Alex are common first names in Britain. Your **family name** (also called your **surname**) is the one that all the family share e.g. Smith, Brown, Jones, and O'Neill are common surnames in Britain. Some parents give their children a **middle name** (like a first name), but you do not usually say this name. Your **full name** is all the names you have, e.g. Sarah **Jane** Smith.

Exercises

Look at the family tree and complete the sentences below.



1 John is Jill's .....
2 Timothy is Jill's .....
3 Eve and Ana are Timothy's .....
4 Eve is Sheila's .....
5 Albert Dodds is Tom's .....
6 Barry is Eve's .....
7 Susan is Timothy's .....
8 As Paul died in 1995, Jill is a .....
9 Tom is Mary's .....
10 The only two people who are not related are ..... and .....

Answer these questions about yourself and your country.

1 What's your first name?
2 What's your surname?
3 Is that a common name in your country?
4 Do you have a middle name?
5 Are you an only child?
6 Who is your oldest friend?
7 Do you work? If so, how many of your work colleagues are also your friends?
8 Do you have any ex-boyfriends or ex-girlfriends who speak English very well?
9 Are single-parent families becoming more common in your country?
10 In your country, do more and more people live together without getting married?

Write a composition about your family and prepare it for retelling.

Практическая работа №2

Тема 1.2. Местоимения

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Местоимение - это часть речи, употребляемая в предложении вместо существительного или прилагательного, реже - наречия. Местоимение не называет лицо, признак или предмет, а лишь адресует нас к нему (уже упомянутому ранее): Ann asked Peter a question. He answered her. Анна задала Пете вопрос. Он ответил ей.

ЛИЧНЫЕ, ПРИТЯЖАТЕЛЬНЫЕ И ВОЗВРАТНО-УСИЛИТЕЛЬНЫЕ МЕСТОИМЕНИЯ						
ЧИСЛО	ЛИЦО	ЛИЧНЫЕ МЕСТОИМЕНИЯ		ПРИТЯЖАТЕЛЬНЫЕ МЕСТОИМЕНИЯ		ВОЗВРАТНО-УСИЛИТЕЛЬНЫЕ МЕСТОИМЕНИЯ**
		ИМЕНИТЕЛЬНЫЙ ПАДЕЖ	ОБЪЕКТНЫЙ ПАДЕЖ	ОСНОВНАЯ ФОРМА	АБСОЛЮТНАЯ ФОРМА*	
Ед. ч.	1-е	I *я*	me *меня, мне*	my *мой*	mine	myself
	2-е	you *ты, вы*	you *тебя, тебе*	your *твой, ваш*	yours	yourself
	3-е (м. р.)	he *он*	him *его, ему*	his *его*	his	himself
	3-е (ж. р.)	she *она*	her *ее, ей*	her *ее*	hers	herself
	3-е (неодуш.)	it *оно, он, она*	it *его, ему, ее, ей*	its *его, ее*	its	itself
Мн. ч.	1-е	we *мы*	us *нас, нам*	our *наш*	ours	ourselves
	2-е	you *вы*	you *вас, вам*	your *ваш*	yours	yourselves
	3-е	they *они*	them *их, им*	their *их*	theirs	themselves

* **Абсолютная форма притяжательных местоимений** переводится так же, как и основная, и употребляется вместо определяемого существительного во избежание повторения: This is her pen and this is mine. Это ее ручка, а это моя.

** **Возвратно-усилительные местоимения** в зависимости от числа и рода переводятся: сам, сама, само (единственное число), сами, самих (множественное число), себя, себе (единственное и множественное число) и т. п.

Exercises

1. Переделайте предложения по образцу: This is your house - This house is yours.

1. This is my life - ... ;
2. This is his watch - ... ;
3. That's our money - ... ;
4. This is her plan - ... ;
5. These are their clothes - ... ;
6. Is this your land? - ... ;
7. These aren't her children - ... .

2. Вставьте в пропуски правильные притяжательные местоимения, выбирая между основными и абсолютными формами:

1. ... (you) friends are very nice;
2. Is that ... (she) hotel?
3. ... (I) country is bigger than ... (you);
4. This car isn't ... (they);
5. ... (he) mother is a teacher and (she) is a judge;
6. Where is ... (they) restaurant?
7. How many people are there in ... (you) city? - About two million and in ... (you)?
8. I'm going to visit a friend of ... (I) tomorrow;
9. These are not ... (you) shoes. Those are ... (you).

3. Переведите предложения на английский язык:

1. Наша машина больше вашей;
2. Где его родители? А её?
3. Эта сумка не моя;
4. Мой конь сильный, а твой слабый;
5. Наш отпуск начинается в сентябре, а их?
6. Это твоя шапка? - Да, эта шапка моя;
7. Ваши дедушка и бабушка старые, а наши молодые;
8. Мой телефон сломан, могу я взять твой?
9. Сейчас я разговариваю с одним своим товарищем;
10. Мой отель находится на пляже, а как насчёт твоего?

4. Выберите правильную форму указательных местоимений:

1. (That, this) is our house and (that, this) is theirs.
2. (This, these) are books.
3. (This, these) is a red ball and (this, that) is a yellow ball.
4. (That, these) is a cat and (those, this) are mice.
5. I like (this, these) flowers!
6. (That, those) pictures are very beautiful.
7. They live in (these, this) country.

5. Выберите правильную форму возвратных местоимений:

1. I do my homework all by (himself, herself, myself).
2. They plan their vacation (ourselves, myself, themselves).
3. We are going to the sea (themselves, himself, ourselves).
4. My dad built this house (himself, herself, ourselves).
5. This dog found (herself, himself, itself) a place under the bench.
6. Yesterday she had a birthday. She bought (herself, itself, ourselves) earrings as a present.
7. You should plan your life (yourself, himself, yourselves).

6. Заполните пропуски подходящими местоимениями в объектном падеже:

My husband and I are very lucky. We have many close friends in this city, and they are all interesting people.
Our friend Andrew is a scientist. We see (1) _____ when he isn't busy in his laboratory. When we get together with (2) _____, he always tells (3) _____ about his new experiments. Andrew is a very close friend. We like (4) _____ very much.
Our friend Maggie is an actress. We see (5) _____, when she isn't making a movie in Hollywood. When we get together with (6) _____, she always tells (7) _____ about her life in Hollywood. Maggie is a very close friend. We like (8) _____ very much.
Our friends Bobby and Marlin are journalists. We see (9) _____,when they are not traveling around the world. When we get together with (10) _____, they always tell (11) _____ about their meetings with famous people. Bobby and Marlin are very close friends. We like (12) ____ very much.

7. Заполните пропуски подходящими местоимениями:

Jack is hungry. Bring _____ a sandwich.
Ann is ill. Take _____ these flowers.
Fred and Jane are in the country. Write _____ a letter.
I am thirsty. Bring _____ a bottle of Coca-Cola.
Jimmy is in class. Give _____this book.
The children are hungry. Bring _____ these red apples.
Alan is at home. Ask _____ to come to the yard.
We are at table. Give _____ tea and cakes.

Практическая работа №3

Тема 1.3. Внешность, характер

Цель работы: Изучение нового лексического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового лексического материала. Выполнение упражнений.

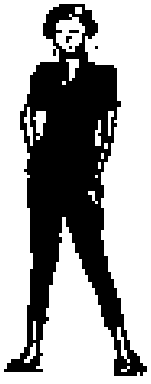
Describing people's appearance

General

Positive: **beautiful** is generally used to describe women; **handsome** is used to describe men; **good-looking** is used for both; **pretty** is another positive word to describe a woman (often a girl) meaning 'attractive and nice to look at'.

Negative: **ugly** is the most negative word to describe someone; **plain** is more polite.

Height and build



tall and slim

medium height and build

short and fat

medium height and very muscular

Note: Another word for **slim** is **thin**, but **slim** has a more positive meaning, e.g. John is lovely and slim, but his brother is terribly thin. **Skinny** also has the same meaning but is very negative. It is not very polite to say someone is fat; **overweight** is more neutral and polite.

Hair

straight wavy curly

Special features

The man on the **left** has got very **pale skin** (= white skin). He also has **broad shoulders**, with a **small scar** at the top of his left arm. The other man has **dark skin**. He also has a **beard** and **moustache** and quite a **hairy chest** and a **tattoo**.

Asking questions about a person's appearance

Q: What does she look like?
A: She's quite tall, with short fair hair.

Q: How tall is she?
A: About 1 metre 65.

Q: How much does she weigh?
A: I don't know and it may be rude to ask. Probably about 45 kilos.

Exercises

Complete these sentences in a suitable way. (More than one answer may be possible.)

1 She's got blonde ……
2 He's got very pale ……
3 They've both got curly ……
4 I would say he was medium …… ……
5 Her brother has got very broad ……
6 She doesn't like men with hairy ……
7 Last time I saw him he had grown a …… ……
8 He's got very muscular …… …… …… ……
9 Both men were very good. …… …… …… ……
10 All of them have got dark …… …… ……

Replace the underlined word in each sentence with a word which is either more suitable or more polite.

1 He told me he met a <u>handsome</u> girl in the disco last night.
2 She's beautiful but her younger sister is really quite <u>ugly</u>.
3 I think Peter is getting a bit <u>fat</u>, don't you?
4 Most people want to stay slim, but not as <u>skinny</u> as that girl over there.
5 I think she's hoping she'll meet a few <u>beautiful</u> men at the tennis club.

You want to know about the following:

– someone's general appearance
– their height
– their weight

What questions do you need to ask? Complete these questions.

What ……?
How ……?
How much ……?

Now answer these questions.

1 How tall are you?
2 How would you describe your build?
3 How much do you weigh?
4 What kind of hair have you got?
5 What colour is it?
6 Would you like it to be different? If so, what would you like?
7 Do you think you have any special features?
8 Are there any special features you would like to have?
9 Do you like beards?
10 Can you think of a famous woman you would describe as beautiful, and a famous man you would describe as good-looking?

If possible, ask another person these questions.

Describing character

Many positive words describing character have clear opposites with a negative meaning.

Positive	*Negative*
warm and friendly	cold and unfriendly
kind	unkind
nice, pleasant	horrible, unpleasant
generous (= happy to give/share)	mean (= never gives to others)
optimistic (= thinks positively)	pessimistic (= thinks negatively)
cheerful (= happy and smiling)	miserable (= always seems unhappy)
relaxed and easy-going	tense (= nervous; worries a lot; not calm)
strong	weak
sensitive	insensitive (= does not think about others' feelings)
honest (= always tells the truth)	dishonest

Jane is very tense at the moment because of her exams, but she's usually quite relaxed and easy-going about most things.

I think the weather influences me a lot: when it's sunny I feel more cheerful and optimistic but when it's cold and raining I get very miserable.

He seemed a bit unfriendly at first, but now I've got to know him I realise he's very warm and kind.

The shop assistant told me that the dress I tried on looked better on people younger than me. I thought that was very insensitive of her, but at least she was being honest, I suppose.

Character in action

People often talk about qualities of character that you may need in a work situation. Again, some of these words come in pairs of opposites: one positive and one negative.

Positive	*Negative*
hard-working	lazy (= never does any work)
punctual (=always on time)	not very punctual; always late
reliable	unreliable (= you cannot trust / depend on someone like this)
clever, bright (*informal*)	stupid, thick (*informal*)
flexible	inflexible (= a very fixed way of thinking; unable to change)
ambitious	unambitious (= no desire to be successful and get a better job)

Some pairs of opposites do not have a particularly positive or negative meaning:

He is very shy when you first meet him because he finds it difficult to talk to people and make conversation; but when he knows people quite well he's much more self-confident.

People often say the British are very reserved (= do not show their feelings), but when you get to know them they can be very emotional like anyone else.

Exercises

Organise these words into pairs of opposites and put them in the columns below.

mean	clever	nice	lazy	relaxed	hard-working
tense	cheerful	generous	unpleasant	stupid	miserable

Positive	*Negative*
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

What prefix forms the opposite of each of these words? (You need three different prefixes.)

kind	flexible	friendly	honest
reliable	sensitive	ambitious	pleasant

How would you describe the person in each of these descriptions?

1 He never bought me a drink all the time we were together.
2 I have to tell her what to do every minute of the working day. She wouldn't even open a window without someone's permission.
3 He often promises to do things but half the time he forgets.
4 She's always here on time.
5 I don't think he's done any work since he's been here.
6 She finds it difficult to meet people and talk to strangers.
7 He could work in any of the departments, and it doesn't matter to him if he's on his own or part of a team.
8 One of the great things about her is that she is so aware of what other people think or feel.
9 Bob, on the other hand, is the complete opposite. He is always making people angry or upset because he just doesn't consider their feelings.
10 The other thing about Bob is that he really wants to get the supervisor's job and then become boss for the whole department.

What nouns can be formed from these adjectives? Use a dictionary to help you.

Example: kind *kindness*

punctual	optimistic	reliable	lazy
confident	generous	ambitious	stupid
sensitive	strong	flexible	shy

Human feelings and actions

Feelings

Noun	*Adjective(s)*
love (≠ hate)	–
happiness (≠ sadness)	happy (≠ sad)
anger	angry
fear	afraid (of) / frightened (of)
pride	proud (of)
jealousy	jealous (of)
embarrassment	embarrassed/embarrassing (see Unit 30)

Note:

- Pride has different meanings, but the most common is the feeling of satisfaction you have because you (or people you are connected with) have done something well.
  He was very proud when his wife became the first President of the organisation.
- Jealousy is a feeling of anger and unhappiness you may have if (a) someone you love shows a lot of interest in others, or (b) if someone has something you want / don't have.
  a) My boyfriend gets very jealous when I talk to other boys.
  b) He's jealous of his brother because his brother is more intelligent and makes more money.
- A common adjective is upset, which means unhappy, sad, and even angry, because something unpleasant has happened, e.g. He was very upset when we didn't invite him.

Exercises

What nouns can be formed from these adjectives?

angry sad happy proud jealous embarrassed

Find the logical ending on the right for each of the sentence beginnings on the left.

1 He was very proud when	a someone stole his money.
2 He was very jealous when	b his father appeared on TV with the Prime Minister.
3 He was very embarrassed when	c he heard that his aunt had died.
4 He was very angry when	d he saw those big dogs running towards him.
5 He was very sad when	e he bought her a birthday present on the wrong day.
6 He was very frightened when	f his best friend went out with the girl he really liked.

Answer these questions. If possible, ask someone else the same questions.

1 Would you feel embarrassed or upset (or both) if you forgot your mother's birthday or your father's birthday?
2 Do you ever feel frightened in a car (as a passenger) because you are going very fast?
3 Do you get angry when other people want you to do things that you don't want to do?
4 If you made a stupid mistake in English, would you feel embarrassed?
5 Is there any one thing that you are very proud of?
6 Are there any common situations where you sometimes feel embarrassed?

Практическая работа №4

Тема 1.4. Местоимения some, any, no, every и их производные

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Неопределенные местоимения some и any служат для обозначения неопределенного (небольшого) количества предметов или вещества.

МЕСТОИМЕНИЯ И НАРЕЧИЯ, ПРОИЗВОДНЫЕ ОТ SOME, ANY, NO, EVERY				
ОСНОВНЫЕ МЕСТОИМЕНИЯ	ПРОИЗВОДНЫЕ МЕСТОИМЕНИЯ			ПРОИЗВОДНЫЕ НАРЕЧИЯ
	+thing	+body	+one	+where
Some	something *что-то, что-нибудь, что-либо, нечто*	somebody *кто-то, кто-нибудь, кто-либо, кое-кто, некто*	someone *кто-то, кто-нибудь, кто-либо, кое-кто, некто*	somewhere *где-то, где-нибудь, куда-то, куда-нибудь, куда-либо, куда угодно*
Any	anything *что-нибудь, все, что угодно*	anybody *кто-то, кто-либо, кто-нибудь, всякий, любой*	anyone *кто-то, кто-либо, кто-нибудь, всякий, любой*	anywhere *где-нибудь, куда-нибудь, где угодно, куда угодно*
No	nothing *ничто, ничего*	nobody *никто, никого*	no one *никто, никого*	nowhere *нигде, никуда*
Every	everything *всё*	everybody *все*	everyone *все, каждый*	everywhere *везде, повсюду, всюду*

Some употребляется, как правило, в утвердительных предложениях перед исчисляемыми существительными во множественном числе и перед неисчисляемыми существительными, имея значение несколько, некоторые: I′ve got some interesting books to read. У меня есть интересные книги (=несколько интересных книг) для чтения.

Any употребляется, как правило, в вопросительных и отрицательных предложениях: Have you got any interesting books? У вас есть интересные книги?

Some и any часто не переводятся на русский язык (опускаются при переводе).

Exercises

Упр. 1. Вставьте *some, any* или *no.*

1. There are ... pictures in the book. 2. Are there ... new students in your group? 3. There are ... old houses in our street. 4. Are there ... English textbooks on the desks? - - Yes, there are ... . 5. Are there ... maps on the walls? —No, there aren't ... . 6. Are there ... pens on the desk? - - Yes, there are.... 8. Are there ... sweets in your bag? - - Yes, there are ... . 9. Have you got ... English books at home? -- Yes, I have ... . 10. There are ... beautiful pictures in the magazine. Look at them. 11. There is ... ink in my pen: I cannot write.

Упр. 2. Вставьте *something, anything, nothing* или *everything.*

1. Give me ... to read, please. - - With pleasure, 2. I don't know ... about your town. Tell me .., about it. 3. Please give me ... warm: it is cold here. 4. I understand ... now. Thank you for your explanation. 5. There is ... white in the box. 'What is it? 6. Is there ... that you want to tell me? 7. Where is the book? — It is on the table. - No, there is . . there.

Упр. 3. Вставьте *somebody, anybody, nobody* или *everybody.*

1. Has ... in this group got a dictionary? 2. ... left a magazine in our classroom yesterday. 3. The question was so difficult that ... could answer it. 4. I am afraid I shan't be able to find ... in the office now: it is too late. 5. ... knows that water is necessary for life. 6. Is there ... here who knows French? 7. You must find ... who can help you. 8. ... knew anything about America before Columbus discovered it. 9. I saw ... in the train yesterday who looked like you. 10. There is ... in the next room. I don't know him. 11. Please tell us the story. ... knows it. 12. Is there ... in my group who lives in the dormitory? 13. Has ... here got a red pencil? 14. ... can answer this question. It is very easy.

Упр. 4. Вставьте *some, any, no* или их производные.

1. Here are ... books by English writers. Take ... book you like. 2. There are ... boys in the garden because they are at school. 3. I can see ... on the snow, but I don't know what it is. 4. Are there ... desks in the classroom? - Yes, there are many. 5. There are ... books on this desk, but there are...._ exercise-books. 6. Did he say ... about it? - - No, he said .... 7. What shall I do now, Mom? I, have done my homework. - You can do ... you* like.-
8. There was ... in the street because it was Very late. 9. ... wants to see him. 10 Is there ... here who knows this man? 11. Have you ... books on Dickens? I want to read ... about him. I have read ... books by Dickens and I am interested in the life of the writer. 12. Can ... tell me how to get to the Public Library? - - Yes, take ... bus that goes from here towards the railway station and get off at the third stop. 13. Please bring me ... apples,
Mary. 14. That is a very easy question - - ... can answer it.

Упр. 5. Вставьте *somewhere, anywhere, nowhere* или *everywhere.*

1. I put my dictionary ... yesterday and now I can't find it ....-- Of course, that is because you leave your books ... . 2. You must go ... next summer. 3. Did you go ... on Sunday? 4. Let's go ... . The weather is fine. I don't want to stay at home in such weather. 5. I cannot find my glasses .... I always put them ... and then look for them for hours. 6. Today is a holiday. The streets are full of people. There are flags, banners and flowers ....

Упр. 6. Переведите на английский язык.
1. В столовой есть кто-нибудь? 2. В саду никого нет. 3. В нашей комнате есть кто-нибудь? 4. Там есть кто-то. 5. Там никого нет. 6. В библиотеке есть кто-нибудь? 7. За занавеской есть что-нибудь? - - Нет, там ничего нет. 8. В сумке что-то есть. 9. В доме есть кто-нибудь? - - Да, там есть кто-то. 10. Под столом есть что-нибудь? - Да, там что-то есть. 11. Там ничего нет. 12. В кабинете врача есть кто-нибудь? — Нет, там никого нет. 13. В нашей библиотеке есть кое-какие книги на английском языке. 14. В вашей библиотеке есть какие-нибудь книги Джека Лондона? 15. Мой дядя хочет мне что-то сказать. 16. На другой день мой брат знал всех. 17. Если вы захотите что-нибудь поесть, идите в вагон-ресторан. 18. Расскажите нам всё о вашем путешествии.

Упр. 7. Вставьте *somewhere, anywhere, nowhere* или *everywhere.*
1. I put my dictionary ... yesterday and now I can't find it ....-- Of course, that is because you leave your books ... . 2. You must go ... next summer. 3. Did you go ... on Sunday? 4. Let's go ... . The weather is fine. I don't want to stay at home in such weather. 5. I cannot find my glasses .... I always put them ... and then look for them for hours. 6. Today is a holiday. The streets are full of people. There are flags, banners and flowers ....

Упр. 8. Переведите на английский язык.
1. На столе лежит что-то круглое. Что это такое? 2. Никто об этом ничего не знает. 3. В городе много парков. Везде деревья и цветы. 4. В той комнате кто-то есть. 5. Анна живет где-то в этом районе. 6. Я никого не знаю в этом городе. 7. Дай мне, пожалуйста, что-нибудь поесть. 8. Кто-нибудь знает адрес нашего учителя? 9. Все в порядке. 10. Кто-нибудь хочет посмотреть телевизор? 11. Мы слышали эту песню повсюду. 12. Он где-то в саду.

Практическая работа №5

Тема 1.5. Жизнь в городе и в деревне

Цель работы: Развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение нового лексического материала. Чтение и перевод текста. Работа с текстом и выполнение лексических упражнений.

1. Прочитайте текст и переведите его на русский язык.

LIVING IN THE CITY AND IN THE COUNTRY
As you know, some people enjoy big city life, others prefer to live in the suburbs or even on a farm in the country.
The city is the place where all industrial, cultural and educational centres are situated. People live in cities because all necessary objects are nearby. For example, if you get sick, a hospital or a chemist’s shop will be situated near your home in the city. Houses in the city are generally provided with modern conveniences such as electricity, running water, telephones

and all sorts of labour-saving devices. There are plenty of means of transport: buses, trolley buses, mini-buses, trams, taxi-cabs and the underground.

City dwellers have more means of broadening their cultural outlook than country people: day schools and evening courses, public and private libraries, societies and exhibitions. There are many places in the city where you can get a bite or a drink: restaurants, cafes, pizzerias, tearooms, fast-food restaurants, quick-service restaurants and food bars. Besides, in big cities you can find all kinds of entertainment such as playgrounds and football pitches, tennis and basketball courts, rinks, museums, cinemas, theatres, concert halls, clubs, parks, and what not. Many people like to spend their free time there because it helps them to relax and brings them a lot of pleasure. All in all, city life is full of bustle and variety and you never feel bored.

At first glance all that is really very comfortable, but nowadays in big cities there is a great amount of cars and factories. Big cities suffer from overpopulation, dirty air and water, the streets are noisy and full of traffic jams, and after a hard working day people cannot relax.

In the country we can live in the midst of nature. Countryside houses are spread out and there is plenty of greenery. The beautiful surroundings with trees and shrubs are pleasing to our eyes. The air is fresh and cool, which is good for a healthy living. Country life is full of charms. The rippling rivers, the grazing cows and the chirping birds give us great pleasure in life. Moreover, country life is cheaper than town life. People living in the country seem to be good-natured and have a warm heart. They share any difficulties, happiness, sadness in order to overcome everything.

However, country people can’t find a proper job with high income. There are no state supported farms any more. Now there are agricultural joint-stock companies and individual farming. Russian agriculture has undergone the process of economic changes. It is rather difficult to survive in the conditions of deep economic crisis, especially for individual farmers.

Thus, living in the country as well as that in the city has both advantages and disadvantages. Not without reason it is said that the grass is always greener on the other side of the fence. So, every person should live in the place where he or she feels comfortable and happy.

2. Ответьте на вопросы.

1) Do people prefer living in the country or in the city?

2) Why do people live in cities?

3) What are houses in the city provided with?

4) What means of transport are there in the city?

5) How can city dwellers broaden their cultural outlook?

6) Where can people get a bite or a drink in the city?

7) What kinds of entertainment can people find in big cities?

8) What do big cities suffer from?

9) What is pleasing to our eyes in the countryside?

10) Why is country life good for a healthy living?

11) What are country people like?

12) What are the disadvantages of living in the country?

13) Do you find the English proverb “The grass is always greener on the other side of the fence” true to life?

3. Дайте русские эквиваленты данным словам и выражениям.

to live in the suburbs, to live on a farm, industrial centre, cultural centre, educational centre, to be situated, to get sick, to be provided with smth, to bring a lot of pleasure, bustle, in the midst of nature, to be spread out, to be pleasing to one’s eyes, healthy living, to be full of charms, proper job, state supported farm, agricultural joint-stock company.

4. Дайте английские эквиваленты данным словам и выражениям.

Наслаждаться жизнью большого города; современные удобства; водопровод; бытовые приборы; городские жители; сельские жители; перекусить; на первый взгляд; страдать от загрязнения; здоровый образ жизни; журчащие реки; пасущиеся коровы; щебечущие птицы; высокий
доход; подвергаться процессу экономических преобразований; преимущества и недостатки.

5. Соотнесите слово с его значением.

1) nearby	a) a long line of vehicles that cannot move forward because there is too much traffic, or because the road is blocked by smth
2) chemist’s shop	b) naturally friendly and warm-hearted
3) traffic jam	c) close at hand, not far away
4) feel bored	d) a place where people can buy medicines, medical goods, toilet articles, etc.
5) feel comfortable	e) to be confident and relaxed, feel at home
6) good-natured	f) to be tired and not enthusiastic, for example, because you have had too much of the same thing

6. Пользуясь текстом, определите преимущества и недостатки городского и сельского образа жизни. Заполните таблицу.

Практическая работа №6

Тема 1.6. Артикль: определенный, неопределенный, нулевой

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

В английском языке два артикля — **неопределенный (a/an)** и **определенный (the)**. **Артикль** является признаком существительного и ставится или непосредственно перед существительным, или перед определяющим его прилагательным.

СЛУЧАИ УПОТРЕБЛЕНИЯ ОПРЕДЕЛЕННОГО АРТИКЛЯ THE		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	Если говорится о единственном в мире предмете	The sun is in the sky. *Солнце находится на небе.*
2	Когда говорится о предмете (или лице), единственном в данной обстановке	The teacher is in the classroom. *Учитель в классе.* (В данном классе находится только один учитель)
3	Когда о данном предмете уже упоминалось в разговоре или повествовании	"I've got a very interesting book," says Mike. "Please show me the book," says Nick. *«У меня есть интересная книга», — говорит Майк.* *«Покажи мне пожалуйста эту книгу», — говорит Ник.*
4	С существительным, перед которым стоит порядковое числительное	We are on the fourth floor. *Мы на пятом этаже.*
5	С существительным, перед которым стоит прилагательное в превосходной степени	He is the best student in our group. *Он лучший студент в нашей группе.*
6	Если говорится об определенном (по контексту) количестве вещества, например **tea** *чай*, **milk** *молоко*, **bread** *хлеб* и т. п.	Is the milk on the table? *Молоко на столе?* (т. е. именно молоко (в определённой упаковке / в определённом объёме и т. д.), подразумеваемое по контексту, а не просто молоко как вещество)
7	Перед названиями морей, горных массивов, островов, рек, пустынь, кораблей, гостиниц, кинотеатров, театров; перед словами **country** *за городом*, **sea** *море*, **seaside** *у моря*, **mountains** *горы* (и при обобщении)	I'm taking a trip to the mountains next week. *На следующей неделе я еду в горы.* Did you go to the Black Sea or to the Volga? *Вы ездили на Черное море или на Волгу?*
8	Перед существительным в единственном числе, обозначающим целый класс предметов, людей (т. е. при обобщении)	The whale is a mammal, not a fish. *Кит — это млекопитающее, а не рыба.*
9	После слов **one of** *один (из)*, **some of** *некоторые (из)*, **many of** *многие (из)*, **each of** *каждый (из)*, **most of** *большинство (из)* (часто после слов **all** *все*, **both of** *оба*)	Most of the stories are very interesting. *Большинство рассказов очень интересны.* Give me one of the books. *Дайте мне одну из (этих) книг.*
10	Перед названиями четырех сторон света	the Northern part of our country — *север нашей страны*

СЛУЧАИ УПОТРЕБЛЕНИЯ НЕОПРЕДЕЛЕННОГО АРТИКЛЯ A/AN		
№ п/п	**СЛУЧАЙ УПОТРЕБЛЕНИЯ**	**ПРИМЕР**
1	При упоминании чего-либо впервые	**A** man came up to a policeman. *Человек подошел к полицейскому.*
2	При обобщении	**A** baby deer can stand as soon as it is born. *Оленята могут стоять на ногах сразу после рождения.*
3	При обозначении неопределенного количества конкретного предмета	Pass me a piece of bread. *Передайте мне (немного) хлеба.*
4	Перед названиями профессий или должностей	He is **a** doctor. *Он врач.*
5	В значении один перед исчисляемыми существительными, обозначающими время	Will you be back in **an** hour? *Вы вернетесь через час?*
6	Перед исчисляемыми существительными в единственном числе, определяемыми словами **such**, **quite**, **rather**, **most** (в значении *очень*)	He is quite **a** young man. *Он совсем еще молодой человек.* It is **a** most interesting book. *Это очень интересная книга.*
N.B.	Артикль **an** употребляется тогда, когда следующее за ним слово начинается с гласного звука: **an** old woman *старуха*, **an** honest man *честный человек.*	

ОТСУТСТВИЕ АРТИКЛЯ		
№ п/п	**СЛУЧАЙ**	**ПРИМЕР**
1	Перед исчисляемыми существительными во множественном числе (в тех случаях, когда в единственном числе следует употребить неопределенный артикль)	My father and my uncle are doctors. *Мой отец и мой дядя врачи.*
2	При обобщении (обычно используется множественное число или неисчисляемое существительное без артикля)	Carrots are my favourite vegetable. *Морковь — мой любимый овощ*
3	В выражениях с собственным существительным в притяжательном падеже	John's coat *пальто Джона*
4	Перед существительным в функции определения	guitar lessons *уроки игры на гитаре*
5	Перед названиями континентов, стран, штатов, городов, улиц, озер	I've been neither to South Africa nor to North America. *Я не был ни в Южной Африке, ни в Северной Америке.*
6	Перед неисчисляемыми (абстрактными) существительными	This is important information. *Это важная информация.* I need advice. *Мне нужен совет.*
7	В некоторых сочетаниях существительного с предлогом, когда все сочетание имеет характер наречия. **to / at / from school**, **university**, **college**; **to / in / into / from church**; **in time**; **at / from home**; **by car**, **bus**, **bicycle**, **plane**, **train**, **metro**, **boat** etc.; **for breakfast** и т. д.	You can get there in time if you go by train. *Вы можете добраться туда вовремя, если поедете поездом.*
8	Перед именами и фамилиями людей	My name is Bond, James Bond. *Меня зовут Бонд, Джеймс Бонд.*

Употребление артиклей с географическими названиями.

Употребление артиклей с географическими названиями, названиями городских объектов и т.д. зависит от языковой традиции, часто не поддается объяснению, и полностью не исчерпывается приводим. ниже общими положениями.

I ***Определенный артикль the*** употребляется с названиями:

1) четырех сторон света: **the** North *север*, **the** South *юг*, **the** East *восток*, **the** West *запад*; Но если существительное обозначает направление, то оно употребляется без артикля: We wish to head west. *Мы хотим направиться на запад* (в западном направлении).
2) полюсов: **the** North Pole *Северный полюс*, **the** South Pole *Южный полюс*, **the** Arctic *Арктика*;
3) регионов: **the** Far East *Дальний Восток*, **the** north of England *Север Англии*, **the** south of Spain *Юг Испании*;
4) океанов: **the** Atlantic Ocean *Атлантический океан*, **the** Pacific Ocean *Тихий океан*;
5) морей: **the** North Sea *Северное море*, **the** Baltic Sea *Балтийское море*;
6) проливов: **the** Strait of Magellan *Магелланов пролив*, **the** Bosporus *пролив Босфор*;
7) каналов: **the** Panama Canal *Панамский канал*, **the** Suez Canal *Суэцкий канал*;
8) рек: **the** Mississippi *Миссисипи*, **the** Thames *Темза*, **the** Neva *Нева*;
9) озер: **the** Baikal *Байкал*, **the** Ontario *Онтарио*;
10) групп островов: **the** British Isles *Британские острова*, **the** Azores *Азорские острова*;
11) горных цепей: Alps *Альпы*, **the** Rockies *Скалистые горы*, **the** Andes *Анды*;
12) пустынь: **the** Karakum *Каракумы*, **the** Sahara *пустыня Сахара*;

Следует обратить внимание на то, что на картах артикль **the** обычно не включается в географическое название.

II ***Артикль не употребляется*** с названиями:

1) заливов: Hudson Bay *Гудзонов залив*; но в конструкциях с предлогом **of** употребляется **the**: **the**Gulf ***of*** Mexico *Мексиканский залив*;
2) полуостровов (если используется только имя собственное): Kamchatka *п-ов Камчатка*; но с артиклем **the** в конструкциях: **the** Kola Peninsula *Кольский полуостров*;
3) озер, если перед ними стоит слово lake – *озеро*: Lake Michigan *озеро Мичиган*, Lake Ontario *озеро Онтарио*, (но без слова lake - **the** Ontario);
4) водопадов: Niagara Falls *Ниагарский водопад*;
5) отдельных островов: Great Britain *Великобритания*, Cuba *Куба*, Sicily *Сицилия*;
6) отдельных гор и горных вершин: Elbrus *Эльбрус*, Kilimanjaro *Килиманджаро*.
7) континентов: Europe *Европа*, Asia *Азия*, North/South America *Северная/Южная Америка*; также, если перед ними

определения типа: South Africa *Южная Африка,* South-East Asia *Юго-Восточная Азия*;

8) стран (есть исключения): France *Франция*, China *Китай*, Russia *Россия*, England *Англия*, America *Америка*, Great Britain *Великобритания*;
9) провинций, штатов: Quebec *Квебек*; Texas *Техас* (штат), California *Калифорния* (штат);
10) городов и сел: Paris *Париж*; Washington *Вашингтон*; Moscow *Москва*; London *Лондон*; Oxford *Оксфорд*; Borodino *Бородино*.

Исключения:

1) названия некоторых стран и местностей: **the** Ukraine *Украина*; **the** Argentine *Аргентина*; **the**Congo *Конго*; **the** Caucasus *Кавказ*; **the** Crimea *Крым*; **the** Hague *Гаага* и др.;
2) Артикль **the** с официальными названиями стран, включающими такие слова, как republic, union, kingdom, states, emirates, а также с географическими названиями стран во множественном числе:**the** German Federal Republic *Германская Федеративная Республика*; **the** Russian Federation*Российская Федерация*; **the** United Kingdom = **the** UK *Объединенное Королевство*; **the** United States of America = **the** USA *Соединенные Штаты Америки*; **the** United States *Соединенные Штаты*; **the** United Arab Emirates *Объединенные Арабские Эмираты*; **the** Netherlands *Нидерланды*; **the** Philippines *Филиппины*;
3) с названиями континентов, стран, городов, если они имеют индивидуализирующее определение:**the** Moscow of the 17th century *Москва XVII века*; **the** Europe ***of the Middle Ages*** *средневековая Европа*.

Употребление артиклей с географическими собственными.

I ***Артикль не употребляется*** с названиями (все слова с большой буквы):

1) улиц и площадей: Broadway *Бродвей*, Wall Street *Уолл-стрит*; Trafalgar Square *Трафальгарская площадь* (в Лондоне), Red Square *Красная площадь*;
2) мостов и парков: Westminster Bridge *Вестминстерский мост*; Hyde Park *Гайд парк* в Лондоне,Central Park *Центральный парк* в Нью-Йорке;
3) аэропортов, морских портов, станций ж/д и метро: London Airport *Лондонский аэропорт*; Kennedy (Airport) *аэропорт Кеннеди*; London Port *Лондонский порт*; Paddington Station *станция Паддингтон*;
4) учебных заведений (университеты, колледжи и т.п.): Columbia University *Колумбийский университет*, Cambridge *Кембридж*, Oxford *Оксфорд*;
5) журналов: Time Magazine, National Geograohic – *журналы*.
6) исключения (встреч. иногда): **the** Arbat *Арбат* (в Москве), **the** Garden Ring *Садовое кольцо* (в Москве), **the** Via Manzoni *улица Манзони* (в Милане); **the** Gorki Park *парк имени М. Горького* (в Москве) и др.

II ***Определенный артикль the*** употребляется с названиями:

1) сооружений и отдельных уникальных зданий: **the** Great Wall of China, **the** Ostankino Television Tower, **the** Kremlin, **the** Tower, **the** White House, **the** Winter Palace, **the** Royal Palace;

У этого правила много исключений, особенно если название сооружения или здания содержит определение, выраженное именем собственным (имя человека или название населенного пункта): Westminster Abbey, Buckingham Palace, Hyde Park, London Zoo, Edinburgh Castle и т.д.

2) театров, кинотеатров, концертных залов, оркестров, клубов: **the** Royal Opera House *Королевский оперный театр*, **the** Bolshoy Theatre *Большой театр*;

3) картинных галерей, музеев, памятников: **the** National Gallery *Национальная картинная галерея*,**the** Tretyakov Gallery *Третьяковская галерея*; **the** British Museum *Британский музей*, **the**Hermitage *Эрмитаж*; **the** Washington Monument *памятник Вашингтону* , **the** Lincoln Memorial*Мемориал Линкольна*;

4) гостиниц, ресторанов: **the** Metropole *гостиница "Метрополь"*, **the** Savoy *гостиница "Савой"*, **the**Hilton *гостиница "Хилтон"*, **the** "Astoria" *гостиница "Астория"*;

5) кораблей, музыкальных групп: **the** Titanic *корабль "Титаник"*, **the** "Queen Mary" *корабль "Королева Мария"*, **the** "Cutty Sark" *клипер "Катти Сарк"*; **the** Beatles *группа "Битлз"*;

6) большинства газет: **the** Guardian *газета "Гардиан"*, **the** Times *газета "Таймс"*, **the** Washington Post *"Вашингтон Пост"*. Не принято употреблять артикль с названиями газет там, где его нет в языке оригинала: Izvestia *газета "Известия"*.

7) государственных учреждений, организаций и политических партий: **the** Labour Party *Лейбористская партия*, **the** United Nations Organization *Организация Объединенных Наций*, **the**Red Cross *Красный Крест*, **the** Greens *"зеленые"*, **the** Democratic Party *Демократическая партия*.

Традиционно артикль не используется со словом **Parliament** *парламент* (в Англии); NATO; может быть опущен перед словом (**The) Congress** (в США).

Exercises

1. Выберите правильный вариант ответа:

I. …Smiths have a dog and a cat.
a) … b) The c) A
2. He knows how to work on … computer.
a) a b) an c) …
3. She was the first woman to swim across … English Channel.
a) a b) … c) the
4. Go down … Kingston Street and turn left into Oxford Street.
a) the b) a c) …
5. I don’t like milk in … tea.
a) … b) the c) a
6. At the end of… busy day, sleep is the best way to restore your energy.
a) the b) a c) …

7. We'll go for a walk if … weather is fine.
a) a b) … c) the
8. Could you give me … information I asked for in my letter?
a) the b) … c) a
9. …war is a terrible thing.
a) The b) … c) A
10. I spent … very interesting holiday in England.
a) the b) a c) …

2. Заполните пропуски подходящими артиклями, если необходимо:

1. "Is this your ... friend?" — "No, it isn't my ... friend, it is my sister".
2. I have ... sister. My ... sister is ... teacher. My sister's ... husband is ... pilot.
3. I have no ... car.
4. She has got ... terrible … headache.
5. They have ... dog and two ... cats.
6. My ... cousin says he is going to be ... manager one ... day.
7. Would you like ... apple?
8. This is ... tree. ... tree is green.
9. I can see three ... children. ... children are playing in … yard.
10. I have ... car. ... car is white. My ... friend has no ... car.

3. Вставьте недостающие артикли в пословицы, если необходимо:

1. … apple … day keeps … doctor away.
2. … appetite comes with eating.
3. … good beginning makes … good ending.
4. … bird in … hand is worth two in … bush.
5. Among … blind … one-eyed man is king.
6. … brevity is … soul of wit.
7. … cat has nine lives.
8. … charity begins at … home.
9. … clothes make … man.
10. … curiosity killed … cat.

4. Поставьте артикли a/an или the там, где необходимо.

1. I'd like … chicken sandwich and … glass of … mineral water.
2. Would you like … banana or … strawberries?
3. She always has … apple, … toast and … cup of … coffee for … breakfast.
4. The fly is on … ceiling in … kitchen.
5. My mother is … accountant and my father is … lawyer. They work in … same company in … centre of … our town.
6. How much are … her Italian lessons? – Ten dollars … hour.
7. Where are … dogs? – They are in … garden.
8. … cats like eating … fish. … cows like eating … grass. … birds like eating … insects.
9. My favourite subjects are … chemistry and … biology.
10. There is … parrot in … cage. And there are … pieces of … fruit in it.

11. My granny lives in … small village in … country.
12. Your baby shouldn't sit in … sun on … hot day.
13. Please open … book. … exercise is on … page 68.
14. Ann has been looking for … job for … long time.
15. What's … matter? - I missed … 6 o'clock train.
16. Do you like … vegetables?
17. … mother has got … terrible headache today.
18. There were … tears in … her eyes.
19. She is … very nice woman but her sons are … bad boys.
20. Look at … woman. She is … neighbor I told you about.

5. Поставьте артикли с именами собственными, если это необходимо.

1. … Cairo is … capital of … Egypt.
2. It was so picturesque in … Crimea … last summer.
3. ... London stands on … Thames.
4. I had … my holiday in … northern Italy … last year but I'm going to cross … Atlantic ocean and visit … USA … next year.
5. … Moon moves round … Earth.
6. … Great Patriotic war started in 1941.
7. … Volga is … longest river in … Russia.
8. … Ukraine and … Turkey are separated by … Black sea.
9. My friend usually goes to … Alps in … spring by … plane.
10. … Urals are lower than … Caucasus.
11. … Great Britain is situated on … two large islands.
12. … Christmas and … Easter are my favourite holidays.
13. It takes about … hour to get from … Domodedovo airport to … Lenin street.
14. What's … weather like today in … Australia?
15. … Colorado river flows through … Grand Canyon.
16. My English friend took me to see … National gallery, … Houses of … Parliament and … Tower bridge.
17. … Statue of … Liberty was … present from … French people.
18. … Galaxy where we live is called … Milky Way.

Раздел 2. Хобби и досуг

Практическая работа №7

Тема 2.1. Времена года и погода.

Цель работы: Развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение нового лексического материала. Чтение и перевод текста.

1. Прочитайте и переведите текст:

Seasons

The year is divided into four seasons: winter, spring, summer, and autumn. Each season has its good and bad sides.

The weather in spring is generally mild but sometimes the days are really cold, especially in the beginning of the season. It is the time when everything awakes from its winter sleep.

Summer is the hottest season. It's time for holidays. People go to the seaside to sunbathe, to swim or to have a rest. In our country it usually gets hot in the end of June and July. Summer nights are short, but wonderful, the days are long.

Talking about autumn, I guess it isn't as niece as summertime. It's a season of winds and beautiful sunsets. The weather gets cooler and cooler. The leaves turn yellow and reddish and fall down to the ground and the birds migrate to warm countries.

A spell of sunny weather in September is called Indian summer or « Golden Autumn», In the end of November it sometimes snows. Though some people like autumn, because it is full of colours, but to my thinking it's a dull and rainy season.

Winter is the coldest time of the year. It is time of snow and frost. It is time of New Year and Christmas. In winter the temperature rarely can cross the point of ten or fifteen centigrade below freezing point in our country.

2. Ответьте на вопросы:

1. How many seasons do you know?
2. What is spring weather like?
3. Is it always hot in spring?
4. What weather do we have in summer?
5. What do people prefer to do during summertime?
6. What do you think about autumn?
7. What is the hottest summer month?
8. Are summer nights long?
9. Summer nights are short, aren't they?
10. How do we call a spell of good weather in September?
11. Do you like autumn?
12. What is the coldest season in the year?

3. Vocabulary:

to be divided into — делится на
mild — мягкий
to awake (past awoke, p.p. awaked) — пробуждаться
hot — жаркий
to sunbathe — загорать, принимать солнечные ваяны
to have a rest — отдыхать
to get hot — становиться жарким
wonderful — прекрасный, чудесный
to guess — полагать, считать
wind — ветер
sunsets — закаты солнца
cool — прохладный

to turn yellow — становиться желтыми
reddish — красноватый
to fall (past fell, p.p. fallen) down to — падать на
to migrate — мигрировать, улетать
spell — короткий промежуток времени
Indian summer — бабье лето
dull — мрачный
frost — мороз
rarely — редко
to cross — пересекать
below freezing point — ниже нуля

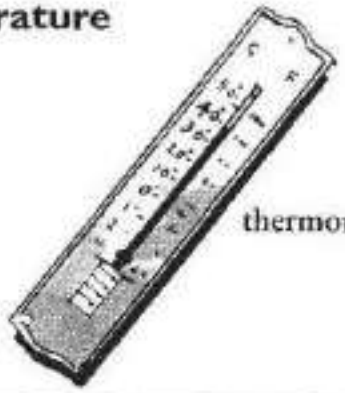
Weather conditions

Look at this list of common weather words. Notice that it is very common to form adjectives by adding '-y'.

Noun	*Adjective*	*Noun*	*Adjective*
sun	sunny	wind	windy
cloud	cloudy	ice	ic(e)y
fog	foggy	shower	showery
heat	hot	humidity	humid

Note: **When it rains for a short period of time, we call it a shower, e.g. We had several showers yesterday afternoon.**
When it is raining a lot we often say it's pouring or it's pouring with rain. This phrase is much more common than 'it's raining cats and dogs', which many students seem to learn.

Temperature



boiling (= very hot) — hot — warm — not very warm — cold (also chilly) — freezing (= very cold)

People round the world have different ideas about temperature:
5°C (five degrees centigrade) is freezing for many Brazilians.
–10°C (minus ten degrees or ten degrees below zero) is very cold but quite normal in the mountains in Switzerland during the winter when it usually snows a lot.
30–35°C is boiling for England and very unusual, but it is very common in parts of Spain during the summer.

Wind

The first word here is very gentle; the last is more than 100 km per hour and can be very dangerous.

a breeze a wind **a strong wind** a **gale** a **hurricane**

It was a hot day but there was a lovely **breeze**.
The **wind** blew my hat off.
The **hurricane** in Florida destroyed trees and buildings.

Thunderstorms

A spell (= period) of very hot weather often ends with a **thunderstorm**. First it becomes very **humid** (= hot and wet), then you get **thunder and lightning**, and finally, very **heavy rain** (= it pours with rain). Afterwards, it is usually cooler and it feels fresher.

Exercises

True or *false*? If a sentence is *false*, write a *true* sentence about the weather conditions in the sentence.

1 It often pours with rain in the desert.
2 It gets quite chilly in the desert in the evening.
3 Thunder makes a noise.
4 Lightning can kill people.
5 A shower is a gentle breeze.
6 A spell of hot weather may end in a thunderstorm.
7 If it is humid, the air will be very dry.
8 Below zero, water turns to ice.
9 Heavy rain means that it is pouring with rain.
10 When it's foggy you need sunglasses.

Complete this text with suitable words.

The single greatest influence on Japanese weather is the wind. During the summer it (1)..... from the Pacific, causing (2)..... and humid weather, but in winter, the north-westerly (3)..... from Siberia are very cold and it (4)..... heavily on the mountains of the north west. The south-eastern parts receive cold dry air. Between June and mid July, there is a (5)..... of wet weather when the rice fields get the water vital for growth. After that, there is less (6)..... rain, but the air is still (7) .... Autumn, however, is drier, and usually very pleasant.

Практическая работа №8

Тема 2.2. Числительные

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Именем **числительным** называется часть речи, которая обозначает количество или порядок предметов. Имена числительные делятся на *количественные* (Cardinal Numerals) и *порядковые* (Ordinal Numerals).

Количественные числительные обозначают количество предметов и отвечают на вопрос **how many**? *сколько?* Например: **one** *один,* **two** *два,* **three** *три* и т. д.

Порядковые числительные обозначают порядок предметов и отвечают на вопрос **which?** *который?* Например: **first** *первый,* **second** *второй,* **third** *третий* и т. д.

<table>
<tr><th colspan="4">КОЛИЧЕСТВЕННЫЕ ЧИСЛИТЕЛЬНЫЕ</th></tr>
<tr><th colspan="3">ПРОСТЫЕ</th><th>СОСТАВНЫЕ</th></tr>
<tr><th>0 - 12</th><th>13 - 19 (+teen)</th><th>20 - 90 (+ty),
100, 1000, 1000000</th><th rowspan="2">1. Составные числительные от 20 до 100 образуются так же, как и в русском языке: 25 - twenty-five, 93 - ninety-three.

2. В составных числительных после 100 перед десятками, а если их нет, то перед единицами, ставится союз and: 375 (three hundred and seventy-five), 2941 (two thousand nine hundred and forty-one)</th></tr>
<tr><td>0 — zero
1 — one
2 — two
3 — three
4 — four
5 — five
6 — six
7 — seven
8 — eight
9 — nine
10 — ten
11 — eleven
12 — twelve</td><td>13 — thirteen
14 — fourteen
15 — fifteen
16 — sixteen
17 — seventeen
18 — eighteen
19 — nineteen</td><td>20 — twenty
30 — thirty
40 — forty
50 — fifty
60 — sixty
70 — seventy
80 — eighty
90 — ninety
100 — one (a) hundred
1,000 — one (a) thousand
1,000,000 — one (a) million
1,000,000,000 — a (one) milliard (в Англии); a (one) billion (в США)</td></tr>
</table>

Числительные **hundred, thousand, million** не приобретают окончание **s** как показатель множественного числа, однако если эти слова выполняют функцию существительных, т. е. перед ними нет числительного, то во множественном числе добавляется **s**: hundred**s** of people *сотни людей,* thousand**s** of words *тысячи слов*.

Порядковые числительные образуются от соответствующих количественных числительных путем прибавления суффикса th: seven — seventh *седьмой*, twenty-four — twenty-fourth *двадцать четвертый*.

ПРАВИЛА ОБРАЗОВАНИИЯ ПОРЯДКОВЫХ ЧИСЛИТЕЛЬНЫХ		
№ п/п	ПРАВИЛО	ПРИМЕР
1	В составных порядковых числительных суффикс **-th** присоединяется к последнему слову	the forty-**sixth** *сорок шестой*
2	Перед порядковыми числительными обычно употребляется определенный артикль	**the tenth** *десятый*
3	Десятки, имеющие конечное **-y**, меняют его на **-ie-**	**ninety** *девяносто* - **ninetieth** *девяностый*
4	ИСКЛЮЧЕНИЯ	**the first** *первый*, **the second** *второй*, **the third** *третий*, **the fifth** *пятый*, **the ninth** *девятый*, **the twelfth** *двенадцатый*

ДАТЫ

При чтении обозначения года называют два двузначных числа, соответствующих двум первым и двум последним цифрам обозначения:

ЧТЕНИЕ ОБОЗНАЧЕНИЯ ГОДА	
ПИШЕТСЯ	ЧИТАЕТСЯ
1612	sixteen twelve
1812	eighteen twelve
1941	nineteen forty-one
1960	nineteen sixty
1900	nineteen hundred
1905	nineteen o [əu] five
В таком чтении слово **year** год не добавляется: Pushkin was born in seventeen ninety-nine. Пушкин родился в 1799 году.	
Годы могут читаться и по-другому: **1754** - **the year seventeen hundred and fifty-four**. Такое чтение иногда встречается в документах.	

	2000 год — **the year two thousand** Начиная с **2001**, годы читаются как количественные числительные: **2007** — **two thousand (and) seven**
N. B.	Начиная с 2010 года всё чаще встречается чтение года как двух чисел: 2014 - **twenty fourteen**, 2020 - **twenty twenty** Так, к примеру, 2013 год можно прочитать как **(the year) two thousand (and) thirteen**, либо **twenty thirteen**.

ОБОЗНАЧЕНИЕ И ЧТЕНИЕ ДАТ		
ПИШЕТСЯ	**ЧИТАЕТСЯ**	**ПЕРЕВОД**
25th July, 1976 **July 25 (25th), 1976** **25 July 1976**	The twenty-fifth of July, nineteen seventy-six; July the twenty-fifth, nineteen seventy-six	25 июля 1976 года

Г

Months

- **January** — январь
- **February** — февраль
- **March** — март
- **April** — апрель
- **May** — май
- **June** — июнь
- **July** — июль
- **August** — август
- **September** — сентябрь
- **October** — октябрь
- **November** — ноябрь
- **December** — декабрь

Days of the week

- Sunday — воскресенье
- Monday — понедельник
- Tuesday — вторник
- Wednesday — среда
- Thursday — четверг
- Friday — пятница
- Saturday — суббота

Exercises

Упражнение 1. Write the numbers.

1. The number of Dwarves Snow White lived with — _____
2. The Celsius freezing point — _____
3. Days in April — _____
4. The number of letters in the English alphabet — _____
5. An unlucky number — _____
6. Teeth in the normal human mouth — _____
7. The number of years in a millennium — _____
8. The number of months in a year — _____
9. Days in December – _____
10. Degrees in a right angle — _____
11. Books in a trilogy — _____
12. Minutes in an hour — _____
13. Legs has an octopus — _____
14. The number of cents in a half-dollar — _____
15. Players in a soccer team — _____
16. Number of hours in a day — _____
17. Celsius boiling point — _____

Упражнение 2. Choose the correct form.

1. My daughter is still a teenager. She is only fifteen/fifty.
2. He knew it was a painting worth $10 million/millions.
3. Three hundred/Three hundreds people gathered at the stadium.
4. In the section 2/section 2 we also suggest other topics that need to be researched.
5. The first battle of the American Revolution was fought in year/the year 1775.

6. Hundred/A hundred years ago the principal means of communication was by post and telegraph.
7. How many children are there in the school? About three hundred/three hundreds.
8. The report has got over five hundred/five hundreds pages.
9. It happened in the year two thousand and two/two thousand and second.
10. All International flights are from Terminal One /the Terminal One.

Упражнение 3. Write the correct ordinal number.

1. Saturday is the _____ day of the week.
2. The _____ month of the year is June. .
3. The _____month of the year is March.
4. In a competition the gold medal is for the_____ place and the silver medal is for the_____ place.

Упражнение 4. Choose the correct form.

1. It happened in the middle of the twentyth/twentieth century.
2. I usually go to school by bus six/bus sixth.
3. He is now ranked hundred/hundredth in the world of tennis.
4. 1999 was the second hundred/the two hundredth anniversary of; Pushkin's birth.
5. The car changed the life of people in the 20th/the 20s century.
6. At least two third/two thirds of the novel is about the life of people in the 19th century.
7. He was the third/the thirdth to arrive.
8. 8 The USA ranks third/three in population.
9. I am the one hundred and first/one hundredth and first in this huge line.
10. Vincent Van Gogh's paintings are among the most famous of the 19 century / the 19th century.

Практическая работа №9

Тема 2.3. Время. Мой распорядок дня

Цель работы: Изучение нового грамматического и лексического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического и лексического материала. Работа с текстом.

1. Прочитайте и запомните следующие правила обозначения времени в английском языке:

Спросить время по-английски можно так:

- What time is it? (Сколько времени?)

- Do you have the time? (Время / часы есть?)
- Could you please tell me the time? (Время не подскажете?)
- At what time? (Когда, во сколько?)

В английском языке время обычно измеряется по 12 часов, и к конкретному времени добавляется нужное пояснение:

- in the morning (утра)
- in the afternoon (дня)
- in the evening (вечера)
- in the night (ночи)

Также можно добавлять вот эти два сокращения:
a.m. — [ei em], ante meridiem, до полудня.
p.m. — [pi em], post meridiem, после полудня.
К целым часам (и только к ним) добавляется слово "o'clock", которое имеет значение "ровно". Например, можно сказать так:
It's 7 o'clock in the morning / It's 7 a.m. — "Сейчас 7 утра"
It's at 9 in the evening / It's at 9 p.m. — "Это в 9 вечера"
Если время неровное, с минутами, то нужно будет указать, куда эти минуты относятся. Например, если 10 минут прошло после ровного часа, то так и говорится:
It's 10 minutes past 3 — 10 минут после трех, 10 минут четвертого.
Если же 20 минут осталось до ровного часа, то вместо "past/after" будет использоваться частица "to":
It's 20 minutes to 7 — 20 минут до семи, без двадцати семь.
Если минут 15 или 30, то используются слова "a quarter" и "half" (четверть и половина). Однако, с половиной никогда не используется частица "to", не может быть "без половины 8", может быть только "половина после семи":
It's a quarter after one — четверть после часа, час пятнадцать.
It's a quarter to four — четверть до четырех, без пятнадцати 4.
It's half past six — половина после шести, 6:30.
Можно также ограничиться точными цифрами и указанием половины дня:
It's seven-thirty a.m. — 7:30 утра.
It's ten-forty-five p.m. — 10:45 вечера.
It's eight-twenty a.m. — 8:20 утра.
В случае, когда нужно указать некий период времени, используется предлог "in", который в данном случае переводится как "через":
I'll be back in an hour — Я вернусь через час.
Turn off the oven in 20 minutes — Выключи духовку через 20 минут.
The copies will be ready in a moment — Через минуту копии будут готовы.

2. Прочитайте и переведите следующие тексты. Ответьте на вопросы:

My Week-day

I get up at a quarter to seven.
I jump out of bed, switch on the radio and do my morning exercises to the radio music.
Then I go to the bathroom, wash myself and clean my teeth with, a tooth-brush.
This does not take me much time, not more than ten or fifteen minutes.
Then I dress and sit down to table to have my breakfast.
I usually have a cup of tea or coffee, an egg and bread and butter.
After breakfast I go to the technical school.
As I live far away, I go by bus or by metro.
It takes me more time to go by bus.
If I have little time, I go by metro.
My lessons begin at 9 o'clock.
We have six lessons every day.
At a quarter to one we have a lunch hour.
As I cannot get home for lunch, I take it at the diningroom of our technical school.
For lunch I have meat or fish with potatoes and a cup of strong tea or coffee with a pie.
At ten minutes to three the lessons are over, and I go home.
When I get home from the technical school, I have dinner.
My dinner usually consists of three courses.
For the first course I have some soup, then some meat or fish.
For dessert I have stewed fruit or ice-cream.
After dinner I help my mother to wash up the dishes.
Then I do my lessons.
This usually takes me about two hours.
At eight or nine o'clock I have supper.
I have some salad, a slice of sausage and bread, sour milk or cereal.
In the evening I listen to the radio or watch TV.
If the programme is not interesting, I go to the cinema or to the theatre.
Sometimes, I go for a walk with my friends.
We talk about different things and usually have a good time.
At 11 o'clock I go to bed.

Questions:

1. When do you get up?
2. What do you do in the bathroom?
3. What do you have for breakfast?
4. When do you get home after classes?
5. When do you go to bed?
6. What do you do after dinner?

7. What do you have for dessert?
8. What do you do in the evening?

Vocabulary:
to switch on (off) the radio — включать (выключать) радио
to do morning exercises — делать утреннюю гимнастику
bathroom — ванная комната
to clean one's teeth — чистить зубы
to have breakfast (dinner, supper) — завтракать (обедать, ужинать)
lunch — второй завтрак
dining-room — столовая
to consist of — состоять из...
course — блюдо
for the first course — на первое
soup — суп
dessert — десерт
to wash up dishes — мыть посуду
slice — кусок, ломтик
sausage — колбаса
sour milk — кислое молоко
cereal — каша

My Week-day
I am very busy on my week-days.
My week-days do not differ much one from another.
On week-days my working day begins early in the morning.
My school starts at 8 o'clock, so I have to get up at 7, to be ready in time.
I never wake up myself, my mother always wakes me up.
Sometimes I do my morning exercises, then I rush to the bathroom.
I clean my teeth, wash my face.
The cold water makes me feel not so sleepy.
Then I go back to my room, make the bed.
I switch on my radio, usually I listen to radio.
I put on my clothes, comb my hair, put a little make-ups.
By that time my breakfast is ready (my mother cooks it for me).
At a quarter to eight I grab my bag and rush to my school.

My school starts at 8 o'clock and I don't like to be late.
Usually I have six or seven lessons a day, it lasts till 3 o'clock.
After each lesson there is a break, so I can talk to my friends or eat my sandwich.
When school is over I go home.
First of all I need to walk my dog.
Then I have my dinner and a little rest.
The teachers give us a lot of homework, so I start doing it about 16.30 or 17.00.
As a rule it takes me two or three hours to do my home assignments.
My parents get home about six o'clock.
We watch soapopera on TV, have supper together.
We share all the news, I tell about the lessons and school.
After it, I help my mother to do some work about the house — wash dishes, sweep the floor, clean the room.
Twice a week in evenings I go play tennis.
When I do not go to play tennis, I stay home and watch TV, listen to the music, read magazines.
Sometimes my friends call me and we go for a walk.
At eleven o'clock tired after a long working day I go to bed and fall asleep.

Questions:
1. What time do you get up on your week-days?
2. Do you usually do your morning exercises?
3. Who cooks your breakfast?
4. What time do you leave your house to go to school?
5. How many lessons do you have a day?
6. Do you usually do your homework?
7. What do you do in the evening?
8. What time do you go to bed?

Vocabulary:
to differ — отличаться
to wake up — просыпаться
sleepy — сонный
to switch on — включать
to grab — хватать
rush — мчаться
sandwich — бутерброд
to be over — заканчиваться
rest — отдых

to sweep — подметать
to be tired — устать

My Day off

When a school-girl I always envied those students who went to school five but not six days a week, as we did. So you may guess, I had the only day off — Sunday. On Sunday, I didn't have to hurry anywhere, that's why, I got up at nine or ten o'clock. I wasn't an early riser. I did my bed, washed myself and went to the kitchen. In the kitchen the table had already been laid and I always had something tasty on Sunday: fried potatoes, meat salad or my favourite applepies. After breakfast, if the weather was sunny, I usually didn't stay indoors, I went to see my friends. We often played volleyball or basket-ball in the yard and in winter if there was much snow out-of-doors we went skating and skiing in the woods. But sometimes the day happened to be rainy and gloomy. I preferred to be in watching TV, listening to music, reading books, speaking over the phone or just lying on the sofa idling away the time. Some of my classmates could watch all TV-programmes from morning till night, but I think it's rather boring, and I always felt sorry for those TV-addicts. It's much more interesting to play a game of chess with your grandfather, or help your mother about the house, or argue with your father about the latest events at home and abroad. In the evening, when all the family were together, we had some tea with a cake or biscuits, we listened to my younger sister playing the piano, sometimes we sang folk songs. Every Sunday, when I went to bed, I was thinking that the day had flashed past and the next week would bring new problems and their solution.

Questions:
1. What day was your day off?
2. When did you get up on Sunday?
3. Were you an early riser?
4. What did you have for breakfast on Sunday?
5. What did you do if the weather was sunny?
6. Did you like to stay indoors when the day was rainy
and gloomy?
7. Do you think to watch TV from morning till night is
rather boring?
8. What did you do in the evening?

Vocabulary:
to envy — завидовать
to guess — догадываться
I didn't have to hurry — мне не нужно было торопиться

an early riser — человек, поднимающийся рано
to wash oneself — умываться
to lay the table — накрывать на стол
tasty — вкусный
favourite — любимый
pie — пирог
to go skating and skiing — кататься на коньках и
лыжах
to happen — случаться
gloomy — мрачный
to speak over the phone — разговаривать по телефону
boring — утомительный, скучный
to feel sorry for smb. — жалеть кого-нибудь
to feel — чувствовать
TV-addicts — "телеманы"; люди, проводящие много вре-
мени перед телевизором
to play a game of chess — сыграть партию в шахматы
to argue — спорить

My Days off

I go to school five days a week, so I have two days off — Saturday and Sunday (I'm lucky, because some other pupils have the only one day off). During the week I am very busy, so I like to have a rest on weekend. I am not an early riser and it is a rare Saturday or Sunday when I get up before 9 o'clock. I enjoy staying in bed, when 1 don't have to hurry anywhere. We have late breakfast at 10 and watch TV. Usually we have something tasty: meat salad, fried potatoes, chicken, cake or pie. If the weather is fine, I usually do not stay indoors, I and my dog go outside. Often we go to the park and play there. If the weather is rainy and gloomy, I stay at home and watch TV, listen to the music, read, the books. After dinner we go visit our grandparents or relatives, orjust simply take a nap. Sometimes when my friends call me we go roller — blading near the Opera theatre I like roller — blading very much, I think it is a lot of fun. In the evenings I like to watch video and music programs. There is a big armchair in my room right beside the lamp with blue shade. If it is cold I like to sit there with cup of coffee and read. Sometimes I do something special on weekends: go to an art exhibition, to the theatre, to the consert. I always go to bed late on Sundays, and Monday morning is the nastiest thing through all the week. I like weekends very much, because I can rest and gain some energy for the next week.

Questions:
1. How many day offs do you have?
2. When do you get up on Sunday?

3. What do you usually do during weekends?
4. What do you do if the weather in sunny?
5. Do you spend a lot of time with your friends?
6. Do you watch TV a lot?
7. What time do you go to bed?
8. Do you like weekends?

Vocabulary:
lucky — удачливый
early riser — человек, встающий рано
to enjoy — наслаждаться
to hurry — торопиться
tasty — вкусный
pie — пирог
gloomy — мрачный
relative — родственник
take a nap — вздремнуть
exhibition — выставка
nasty — противный

Практическая работа №10

Тема 2.4. Прилагательные и наречия.

Степени сравнения прилагательных и наречий.

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Прилагательные обозначают признаки предметов и отвечают на вопрос: какой?
A wide road. Широкая дорога. A tall tree. Высокое дерево. An interesting book. Интересная книга.
Наречия отвечают на вопрос: как?
He speaks English well. Он говорит по-английски хорошо.
Прилагательные и наречия имеют три формы степеней сравнения: положительную (positive degree), сравнительную (comparative degree), превосходную (superative degree).

Формы сравнительной и превосходной степеней образуются двумя способами:

Способ 1. Если прилагательное односложное, форма его сравнительной степени образуется при помощи суффикса -er, а форма превосходной степени – при помощи суффикса -est.

Положительная степень	Сравнительная степень	Превосходная степень
strong (сильный)	stronger (сильнее)	the strongest (сильнейший)
cold (холодный)	colder (холоднее)	the coldest (самый холодный)

Некоторые двусложные прилагательные оканчивающиеся на -y, -er, -ow образуют степени сравнения так же, как и односложные, с помощью суффиксов -er и -est.
easy (легкий) – easier (более легкий, легче) – the easiest (самый легкий, легчайший)

Способ 2. От двусложных прилагательных и прилагательных состоящих из трёх или более слогов, сравнительная степень образуется при помощи слова more (less), а превосходная степень – при помощи слова most (least)
famous (знаменитый) – more (less) famous (более (менее) знаменитый) – the most famous (самый знаменитый)
interesting (интересный) – more interesting (более интересный) – the most interesting (самый интересный)

Запомните исключения при образовании степеней сравнения прилагательных:

Положительная степень	Сравнительная степень	Превосходная степень
good (хороший) well (хорошо)	better (более хороший, лучше)	the best (самый хороший, лучший)
bad (плохой)	worse (более плохой, хуже)	the worst (самый плохой, худший)
little (маленький)	less (меньше, меньший)	the least (самый маленький)
much / many (много)	more (больше)	most (больше всего, самый большой)
far (далекий) far (далеко)	farther (более далекий) further (дальше)	the farthest (самый далекий) the furthest (дальше всего)

Существительное, определяемое прилагательным в превосходной степени, всегда имеет определенный артикль.
В предложениях со степенями сравнения прилагательных и наречий используются следующие союзы: as ... as такой же ... как; not so ... as не такой ... как.

Exercises

1. Образуйте сравнительную и превосходную степень от следующих прилагательных и наречий.

1. large, tall, long, easy, hot, big, cold, nice, bad, strong, short, wide, good, happy, high, low, busy, well, little, many, far. 2. wonderful, necessary, quickly, interesting, comfortable, popular, active, famous, pleasant, beautiful, slowly, clearly,

2. Переведите предложения на русский язык.

1. This book is not so interesting as that one. 2. The Baltic Sea is not so warm as the Black Sea. 3. The more you read, the more you know. 4. My brother is not as tall as you are. 5. The earlier you get up, the more you can do. 6. Today the wind is as strong as it was yesterday. 7. Your room is as light as mine. 8. John knows Russian as well as English. 9. Mary is not so lazy as her brother. 10. The longer the night is, the shorter the day. 11. The less people think, the more they talk.

3. Раскройте скобки, употребив нужную степень прилагательного/наречия.

1. Winter is (cold) season of the year. 2. Moscow is (large) than St. Petersburg. 3. Which is (long) day of the year? 4. The Alps are (high) mountains in Europe. 5. Even (long) day has an end. 6. It is one of (important) questions of our conference. 7. Your English is (good) now. 8. Who knows him (well) than you? 9. We have (little) interest in this work than you. 10. Health is (good) than wealth. 11. Your son worked (well) of all. 12. Today you worked (slowly) than usually.

4. Переведите предложения.

1. Чарльз Диккенс – один из самых известных писателей в мире. 2. Этот рассказ интереснее, чем тот. 3. Ваш дом выше нашего? Нет, он такой же высокий, как и ваш. 4. Это – самая прекрасная картина во всей коллекции. 5. Российская Федерация больше Великобритании. 6. Он сделал работу быстрее, чем вы. 7. Чем больше вы работаете, тем легче сдавать экзамены. 8. Его работа лучше вашей, но работа Анны – самая лучшая. 9. Россия – самая большая страна в мире. 10. Я живу не так далеко от института, как мой друг. 11. В июле столько же дней, сколько и в августе. 12. Самолет быстрее, чем поезд.

5. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. This man is (tall) than that one. 2. Asia is (large) than Australia. 3. The Volga is (short) than the Mississippi. 4. Which building is the (high) in Moscow? 5. Mary is a (good) student than Lucy.

6, The Alps are (high) than the Urals. 7. This garden is the (beautiful) in our town. 8. She speaks Italian (good) than English. 9. Is the word "newspaper" (long) than the word "book"?

10. The Thames is (short) than the Volga. 11. The Arctic Ocean is (cold) than the Indian Ocean. 12. Chinese is (difficult) than English. 13. Spanish is (easy) than German. 14. She is not so (busy) as I am. 15. It is as (cold) today as it was yesterday. 16. She is not so (fond) of sports as my brother is. 17. Today the weather is (cold) than it was yesterday. 18. This book is (interesting) of all I have read this year. 19. January is the (cold) month of the year. 20. My sister speaks English (bad) than I do. 21. Which is the (hot) month of the year? 22. Which is the (beautiful) place in this part of the country? 23. This nice-looking girl is the (good) student in our group.

6. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. Oil is (light) than water. 2. We shall wait for a (dry) day to go on the excursion. 3. A bus is (fast) than a tram. 4. Take some of these sweets: they are very (nice). They are (nice) than the sweets in that box. 5. He clearly did not like the explanation, and as he listened to it, he became (angry) and (angry). 6. He worked (hard) and (hard) as the end of the term came nearer. 7. The (tall) trees in the world grow in California. 8. Please be (careful) next time and don't spill the milk again. 9. Bobby was a (quiet) child. He was (quiet) than his sister. 10. Her eyes are (grey) than mine. 11. He was the (fat) man in the village. 12. As he went on, the box became (heavy) and (heavy). 13. My sister is the (tall) girl in her class. 14. Who is the (attentive) student in your group? 15. It is autumn. Every day the air becomes (cold), the leaves (yellow). 16. This is the (beautiful) view I have ever seen in my life. 17. Your handwriting is now (good) than it was last year; but still it is not so (good) as Nick's handwrit ing. Nick has a (good) handwriting than you. And of course Nellie has the (good) handwriting of all.

7. Переведите следующие предложения на английский язык.

1. Здание Московского университета - самое высокое в столице. 2. Наш город не такой большой, как Москва, но он такой же красивый. 3. Невский проспект — одна из самых красивых улиц Санкт-Петербурга. 4. Кто самый младший ученик в нашей группе? — Петров. Но он самый высокий. 5. Грамматика английского языка трудная, но английское произношение труднее. 6. Магазины на нашей улице больше, чем магазины на вашей улице. 7. Наш телевизор такой же хороший, как этот. 8. Эта комната светлее той. 9. Погода сегодня хуже, чем вчера. Сегодня холоднее, и идет дождь. 10. Моя комната не такая большая, как комната моей подруги, но она светлее и теплее. 11. Какая из этих книг самая интересная? 12. Ноябрь не такой холодный месяц, как январь. 13. Мой отец — очень занятый человек. 14. Крым - одно из самых лучших мест для отдыха. 15. Сегодня он чувствует себя гораздо лучше.

Практическая работа №11

Тема 2.5. Моя любимая книга

Цель работы: Развитие умения говорить на основе прочитанного, формирование навыков чтения и говорения;

Ход работы: Чтение и перевод текста. Беседа по теме.

My Favourite Book (Gone with the Wind)

I've recently read a book which has made a very deep impression on me. It's called Gone with the Wind and it makes really unforgettable reading. The author of the book is Margaret Mitchell. She was born in Atlanta, Georgia, into a family of the president of the Atlanta Historical Society. All the family were interested in American history and she grew up in an atmosphere of stories about the Civil War.

After graduating from college Margaret Mitchell worked for a time for the Atlanta Journal. In 1925 she got married. In the following ten years she put on paper all the stories she had heard about the Civil War. The result was Gone with the Wind. It was first published in 1936 and became the talking point of all America. In 1939 it was made into a highly successful film. Vivien Leigh and Clark Gable played the leading roles. Vivien Leigh won the Oscar. Everyone loved her high-spirited and beautiful heroine, Scarlett O'Hara.

The story is set around the time of the American Civil War (1861-65) when the Southern States went to war with the North to defend their way of life. It was a way of life in which rich gentry lived in large houses and owned huge areas of land, cultivated by black slaves. Scarlett O'Hara was born into one of these rich houses. When this way of life was destroyed and all her family's wealth taken away by the advancing Northerners, the spoilt, willful Scarlet had to grow up and use all her wit and intelligence — and beauty — to build a new life.

But Gone with the Wind is also about a love triangle. While Scarlett loves the quiet, gentlemanly Ashley Wilkes, the wild and decidedly ungentlemanly Rhett Butler is in love with her. After Ashley marries someone else, and after many adventures of her own, Scarlett does marry Rhett — but only for money.

The marriage is stormy and eventually Rhett walks out on her, but by that time Scarlett has realized that she loves him after all. Scarlett thinks of some way of getting him back, but we never know if she does.

Margaret Mitchell never wrote a sequel to answer this burning question.

What is your favourite book? Write a small essay and prepare a presentation.

Практическая работа №12

Тема 2.6. Мой любимый фильм

Цель работы: Развитие умения говорить на основе прочитанного, формирование навыков чтения и говорения;

Ход работы: Чтение и перевод текста. Беседа по теме

My Favourite Film (Titanic)

As you know, the 3-hour-14-minute film "Titanic" is no mere disaster movie. It's an epic love story about a 17-yearold American aristocrat who is betrothed to a rich and hateful suitor but falls in love with a free-spirited artist, who won his third-class passage in a card game. It's "Romeo and Juliet" on a sinking ship and has become an international sensation. "Titanic" is also a movie about money and its evils. With fine irony, Cameron has spent more dollars than any other filmmaker to make a film that denounces the rich. The $8,4 million costume budget alone would finance several independent movies. Production designer Peter Lamont copied the real Titanic down to the exact shade of green on the chairs in the smoking lounge. The sumptuous sets have made-to-order replicas of the china, the stained-glass windows — and since all of it was going to be destroyed, nothing could be rented. "To the best of our knowledge, there was no violation of historical truth", says Cameron. "We have a great responsibility. Whatever we make, will become the truth, the visual reality that a generation will accept", says Cameron. The special effects are in the service of the story. In the 80-minute sinking of the ship, you don't wonder what's real and what's computer-generated. What you feel is the horror of the experience, the depths of the folly that left this "unsinkable" ship so vulnerable to disaster. While the women and children are loaded into lifeboats (there were only enough for half the 2,200 passengers), the third-class passengers are locked. Cameron makes terrifying poetry out of chaos with images of the ship breaking in half, the deck rising perpendicular to the water as passengers bounce off the ships's giant propellers into the freezing ocean. But it is the love between the unhappy Rose and the sanguine, openhearted Jack that occupies stage center. Is it the great love story Cameron so desperately wanted to make? Not quite. Visually, his lovers are an odd match: next to DiCaprio's boyish beauty, Kate Winslet looks womanly. And once the disaster strikes, their individual fates become overwhelmed by the communal horror. Our hearts, at least, couldn't but break once these lovestruck kids were surrounded by floating frozen corpses. Cameron's strength is in painting canvases with broad strokes, and for 194 minutes beholds you in his grip. This is one grand entertainment — old-fashioned filmmaking brought up to date with the most spectacular technology available. Cameron says today that if he had known what it would take to bring his vision to the screen, he would have stopped before he started. But "regret" is not in the guy's vocabulary.

What is your favourite film? Write a small essay and prepare a presentation.

Практическая работа №13

Тема 2.7. Имя существительное.

Множественное число существительных

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Имя существительное – это знаменательная часть речи, обозначающая предмет в самом широком смысле. Например, существительные могут обозначать вещи (car, pen), живых существ (cat, human), места (Norway, mountain, Moscow), материалы (copper, cloth), процессы (life, laughter), состояния (rest, sleep), абстрактные понятия (beauty, evil) и качества (kindness, bravery).

Множественное число имен существительных образуется путем:

1. **Добавления окончания -s к существительному**

a cat	*cats*
a sea	*seas*
a boy	*boys*
a book	*books*
a pen	*pens*
a girl	*girls*

2. **Добавления окончания -s к существительным, оканчивающимся на гласную + y**

turkey	индюк	*turkeys*
monkey	обезьяна	*monkeys*
day	день	*days.*

3. Замены **y** на **i** и добавления **-es** к существительным, оканчивающимся на согласную + **y**

a fly	муха	*flies*
a lady	леди	*ladies*
a body	тело	*bodies*
a country	страна	*countries*
a company	компания	*companies*
a party	партия	*parties*
a baby	младенец	*babies.*

4. Добавления окончания **-es** к существительным, оканчивающимся на **s, x, z, ch** and **sh**

mass	масса	*masses*
class	класс	*classes*
box	коробка	*boxes*
buzz	звонок	*buzzes*
watch	часы	*watches*
match	спичка	*matches*
dish	блюдо	*dishes*
crash	крушение	*crashes.*

5. Замены **f** на **v** и добавления окончания **-es** к существительным, оканчивающимся на **f** и **fe**

knife	нож	*knives*
wife	жена	*wives*
life	жизнь	*lives*
half	половина	*halves*
shelf	полка	*shelves*
wolf	волк	*wolves.*

Но не всегда. *Исключениями* являются:

belief	вера	*beliefs*
chief	шеф	*chiefs*
chef	шеф-повар	*chefs*
cliff	утес	*cliffs*
roof	крыша	*roofs.*

6. Добавления -s или -es к существительному, оканчивающемуся на o

piano	пианино	*pianos*
potato	картофель	*potatoes*
tomato	помидор	*tomatoes*
hero	герой	*heroes*.

Ряд существительных образуют множественное число ***не по общим правилам:***

а) изменяется корневая гласная:

a man	мужчина	*men*	мужчины
a woman	женщина	*women*	женщины
a foot	нога	*feet*	ноги
a tooth	зуб	*teeth*	зубы
a goose	гусь	*geese*	гуси
a mouse	мышь	*mice*	мыши.

б) добавляется окончание -en:

an ox	бык	*oxen*	быки
a child	ребенок	*children*	дети.

в) заимствуются формы единственного и множественного числа из латинского и греческого языков:

a formula	формула	*formulae (formulas)*	формула
a crisis	кризис	*crises*	кризисы
a criterion	критерий	*criteria*	критерии
a bacterium	бактерия	*bacteria*	бактерии
a datum	данное	*data*	данные
an index	индекс	*indices*	индексы.

В английском языке есть существительные, которые имеют одну (общую) форму для единственного и множественного числа:

a deer	олень	*deer*	олени
a sheep	овца	*sheep*	овцы
a fish	рыба	*fish*	рыбы
a swine	свинья	*swine*	свиньи
moose	лось	*moose*	лоси
bison	бизон	*bison*	бизоны.

Некоторые существительные могут употребляться в форме только единственного либо множественного числа.

Только в единственном числе употребляются слова:

money — деньги
sugar — сахар
hair — волосы
business — дело
information — информация, сведения
progress — прогресс, успехи
news — новость, новости
peace — мир
love — любовь
knowledge — знание, знания
advice — советы
furniture — мебель
luggage — багаж
fruit(s) — фрукты.

Только во множественном числе употребляются слова:

clothes — одежда
goods — товары
riches — богатства
thanks — благодарность
manners — манеры.

Только во множественном числе употребляются обозначения предметов, состоящих из двух и более частей:

trousers — брюки
glasses — очки
scissors — ножницы
shorts — шорты
pliers — плоскогубцы.

Exercises

1. Поставьте следующие существительные во множественное число (не забудьте, что перед множественным числом неопределенный артикль нужно опустить),
A table, a plate, a fox, a room, a lady, a knife, a chair, a bus, a Negro, a match, a way, a house, a family, a flag, a town, a wolf, a country, a lion, a park, a play.

2. Поставьте следующие существительные во множественное число (обратите внимание на артикли: неопределенный артикль во множественном числе опускается, определенный артикль сохраняется).
A star, a mountain, a tree, a shilling, a king, the waiter, the queen, a man, the man, a woman, the woman, an eye, a shelf, a box, the city, a boy, a goose, the watch, a mouse, a dress, a toy, the sheep, a tooth, a child, the ox, a deer, the life, a tomato.

3. Поставьте следующие словосочетания во множественное число.
This tea-cup, this egg, that wall, that picture, this foot, that mountain, this lady, that window, this man, that match, this knife.
Запомните:
this is — these are that is — those are there is — there are it is — they are

4. Поставьте следующие предложения во множественное число.
1. This is a star. 2. This is a boy. 3. This is a baby. 4. That is a plate. 5. That is a flower, j 6. That is a bookshelf. 7. Is this a sofa? 8. Is this a bookcase? 9. Is this a man? 10. Is that a ball? 11. Is that a train? 12. Is that a plane? 13. Is the window open? 14. Is the door closed? 15. Is the boy near the window? 16. That is not a king, 17. That is not a queen. 18. That is not a bus. 19. This isn't a mountain. 20. That isn't a goose. 21. This isn't a mouse. 22. It is a sheep. 23. It is a cigarette. 24. It is a cat. 25. It is not a girl. 26. It isn't a bag. 27. It isn't a tree. 28. It is not a bad egg. 29. It is a good egg. 30. Is that a flower?

5. Поставьте следующие предложения во множественное число.
1. This man is an engineer. 2, That woman is my sister. 3. This child is my son, 4. That goose is big. 5. This mouse is white. 6. This man is a doctor. 7. That woman is my cousin. She is a teacher 8. That girl is my niece. She is a pupil. 9. This girl has a blue sweater. 10. This boy has a good coat. 11. My uncle has a large flat. 12. There is a table in the room. 13. I have a good pen. My pen is in my pocket. 14. There is a flower in the vase. 15. This child's foot is sore.

Упр. 6. Поставьте следующие предложения во множественное число.
1. This room is very large. 2. There is a match in the box. 3. Has this lady a knife? 4. There is a man and a woman in the street. 5. This lady is that gentleman's wife. 6. This shoe is too large for my foot. 7. The child is sitting on a bench. 8. My tooth is white. 9. This key is made of steel. 10. A potato is a vegetable and a cherry is a fruit. 11. This.is my friend's study. 12.

His child studies very well. 13. This man works at our office. 14. There is a new house in our street. 15. This story is very interesting. 16. I have hurt my foot. 17. The wolf has been shot. 18. He keeps his toy in a box. 19. Put this knife on that table. 20. There was a lady, a gentleman, a boy and a girl in the room.

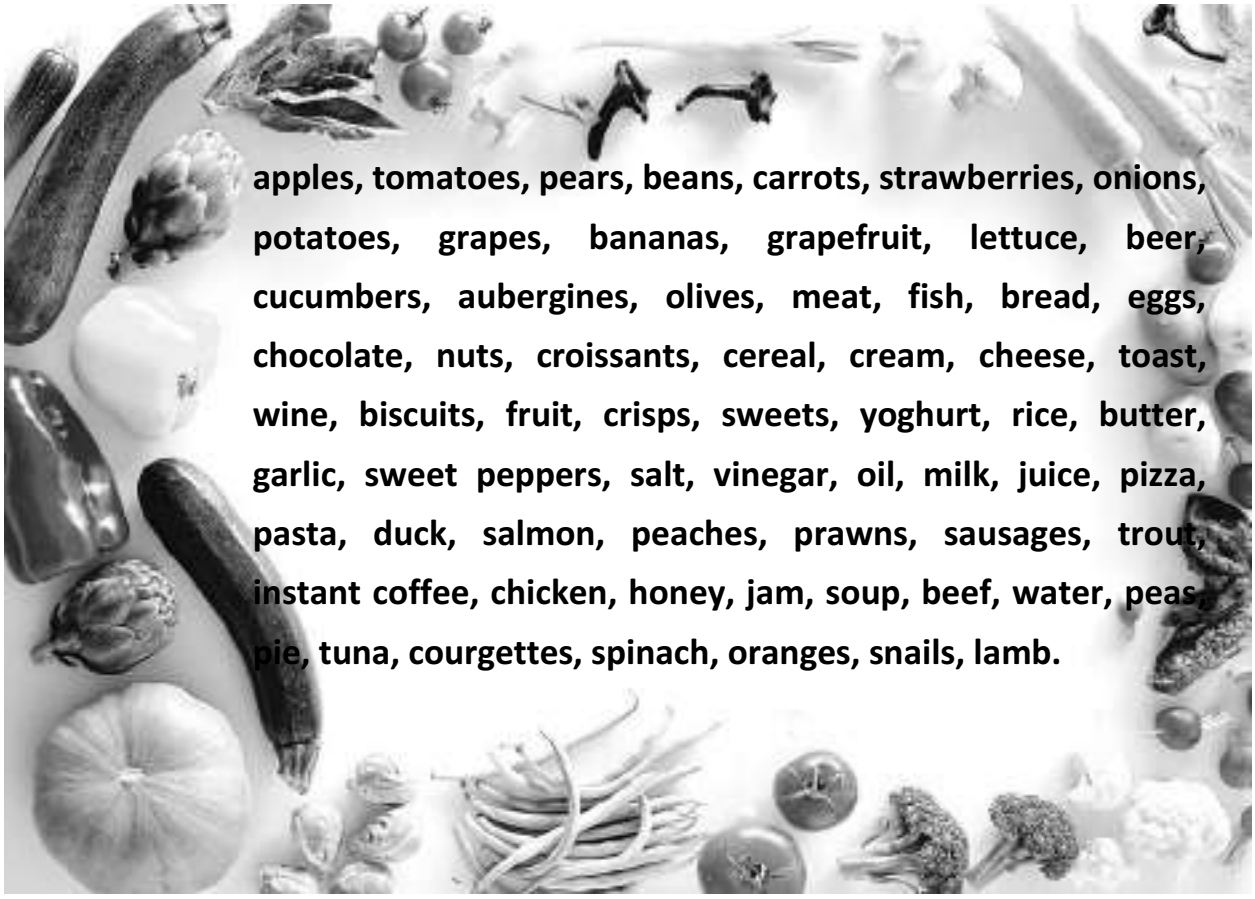
Практическая работа №14

Тема 2.8. Еда. Покупки.

Цель работы: Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование чтения и говорения;

Ход работы: Введение новой лексики. Выполнение упражнений. Работа с текстом.

1. **Распределите слова по группам:**



fruit	vegetables	meat	fish/seafood	dairy products	drinks	other types of food

2. Заполните пропусками предложенными словами:

Fresh, frozen, home-made, low-fat, raw, spicy, sweet, takeaway

1) I love my mom's cooking. …….. food is always the best.
2) Indian food like curry is very …….. .
3) Sushi is made with …….. fish.
4) Food which is kept very cold is …… .
5) …….. food is food you buy at a restaurant and take home to eat.
6) People on a diet often try to eat …….. food.
7) These eggs are …….. , I bought them today.
8) This tea's very…….. . You've put too much sugar in it!
9) Eat plenty of …….. fruit and vegetables.
10) These fish are often eaten …….. .

3. Прочитайте тексты и переведите их на русский язык.

The Celik family (Istanbul, Turkey) Melahat and her husband live with their three children and Melahat's mother. All meals are freshly prepared by Melahat, and she buys their food at an open-air market in Istanbul's Golden Horn district. She gets fresh fish and beef there, and it's a particularly good place to buy fruit and vegetables which are so important in their diet. In a typical week, Melahat buys a kilo of peppers and onions, two kilos each of carrots, aubergines, peas, olives and courgettes; five kilos of spinach, ten kilos of potatoes, six kilos of oranges and one of bananas. They eat large quantities of rice and bread – 25 loaves a week. They don't buy any frozen food, but they drink instant coffee and twelve cans of cola a week, plus orange juice, yoghurt drinks and eight bottles of beer.

The Caven family (California, USA) Regan and Craig Caven are a typical American family – two incomes, two cars, and two children, Trisha, 5 and Andrew, 3. As they both work, they shop at weekends, usually in supermarkets. They often have salads and there is always a lot of fresh fruit: two kilos each of apples and bananas, and one kilo each of oranges and grapes is typical in the weekly shopping. They eat fresh chicken and beef, but only buy fish (tuna) in cans. They spend a lot on drinks: 340 g of instant coffee, four litres of milk, two litres

each of apple and orange juice, five litres of bottled water and 25 diet colas, but no alcohol. During the week, frozen food is a large part of their diet – three and a half kilos of frozen prepared meals and a family-sized frozen pizza. It is only at weekends that the family makes time for home-cooked meals; pasta is very popular with the children.

4. **Ответьте на вопросы**.
   a. Where do the families buy their food?
   b. Which family eats more fresh food?
   c. Which family's food do you prefer? Why?
   d. What food do you usually buy?

5. Прочитайте интервью с Элис и Викторией. Соотнесите вопросы 1-6 с ответами A-F.

   a. Is food a pleasure for you?
   b. What do you normally eat in a typical day?
   c. Do you ever cook?
   d. Do you ever eat "unhealthy" food? How do you feel about it?
   e. Are you trying to cut down on anything at the moment?
   f. Are people's diets in your country getting better or worse?

Alice is a lawyer from the United States

A I think people are trying to improve their diets, but they are doing it the wrong way by following diets like the Atkins diet. Personally, I don't think it's very healthy to cut out entire groups of food like carbohydrates.

B Not very often. I don't have the time or talent to cook full meals. I usually *heat up* a frozen meal or order a *takeaway*.

C Sometimes I get fast food for lunch. I have to admit that I love French fries. I feel terrible about it afterwards, but I don't do it very often.

D I usually have a bowl of cereal or toast for breakfast. For lunch I eat at a restaurant near my office. I prefer Japanese or Indian food. I usually eat rice with fish and vegetables, *soup* or sushi. I don't eat meat, but I eat a lot of fish. In the evening, I just have something light at home.

E____I am trying to cut down on the amount of *fat* I eat. I'm also trying to eat more *wholemeal* bread.

F____Not really. I enjoy certain kinds of food, but most meals are just fuel to keep me going through the day.

Victoria is an IT consultant from France

A Yes, I cook every evening for my family. I often make soup or traditional

___

French dishes like “boeuf bourguignon”, which is a kind of beef and red wine *stew*, and then we have cheese and salad. It may seem a lot but we don’t eat big *portions*. What’s important for me is quality, not quantity.

B Yes, I’m trying to eat less chocolate.

C I think people’s diets are getting worse and worse. It’s quite strange because we have a lot of information now about how bad fast food is for you. I’m afraid it’s a problem in a lot of European countries.

D Not at home. I think most of the food I cook is healthy, but occasionally when I *eat out* I have something unhealthy, but it doesn’t worry me.

E Yes, definitely. For me good meals with the family make me happy!

F I’m quite traditional and I have three main meals a day. For breakfast, I like hot chocolate, and bread and butter with *honey* or jam. For lunch, I often eat in a restaurant with my colleagues. I usually have vegetables and meat or fish but I love pasta and rice too. In the afternoon, I have fruit with biscuits or a piece of chocolate. In the evening, I have a proper meal with my family.

6. **Прочитайте интервью ещё раз, ответьте на вопросы**.

Who …?

a. often eats in restaurants
b. eats quite a lot of sweet things
c. eats ready-prepared food
d. cooks big meals at home
e. enjoys eating
f. feels bad when she eats unhealthily
g. is trying to eat less of something
h. prefers having good food to having a lot of food
i. is negative about eating habits in her country

7. Соотнесите выделенные слова и фразы из упр. 5 с их определениями.

a. _____to have a meal in a restaurant, not at home;
b. _____a sweet food made by bees;
c. _____the quantity you eat of a kind of food during a meal;
d. _____to make cold food hot;
e. _____food you buy from a restaurant to eat at home;
f. _____food from animals or plants used for cooking, e.g. oil, butter;
g. _____food prepared in a particular way, e.g. sushi, lasagna, etc.;
h. _____made from brown flour;
i. _____a liquid food, often made of vegetables, e.g. tomatoes, onions;
j. _____meat cooked for a long time in liquid, usually with vegetables.

8. Прочитайте текст и переведите его на русский язык.

STREET FOOD AROUND THE WORLD: THE ORIGINAL FAST FOOD!

Belgium : Home of French Fries

You can find French fried potatoes all over the world, but as Belgians will tell you, they, not the French, invented this popular street food, back in the seventeenth century. The Belgian city of Antwerp has the world's only French fries museum.

Crispy French fries, eaten from a paper cone with salt and plenty of mayonnaise are the Belgians' favourite snack. They are sold at special kiosks all over major towns. The secret of perfect French fries is that they are fried not once, but twice, in hot oil – the first time to cook the inside, and second time to give a perfect, golden outside.

Morocco : Food as theatre

Street food in the main square of Marrakesh, Morocco is like an exciting performance. As the sun sets at the end of the day, street sellers set up their charcoal grills and the air is filled with smoke and delicious smells of cooking. Crowds of locals and tourists sit on wooden benches and eat off paper plates, surrounded by the sights, smells and tastes of African culture: *harira*, for example, a rich soup made with lamb and spices. Or how about sheep's head or tiny boiled snails, served with a toothpick?

Australia : Fancy a pie floater?

Feeling hungry? No visit to South Australia is complete without trying the local speciality – a pie floater. They are traditionally sold at roadside kiosks, some of which stay open all

night. It consists of a meat pie floating (usually upside down) in a thick green pea soup. Finally, the pie is covered with plenty of bright red tomato ketchup. Enjoy!

Mexico : The food of the people

It's lunchtime in Mexico City and everywhere people are queuing up for Mexico's favourite fast food *tacos*. They're soft corn pancakes served with a variety of fillings, such as chicken, beef or vegetables, and then covered with spicy sauce, lettuce and sour cream. "The best Mexican food is the food of the people," says Jose Iturriaga, who has written more than twenty books on Mexican food. And the city's best taco? "It's a taco made from cows' eyes," says Jose. "It's extraordinary".

Практическая работа №15

Тема 2.9. Исчисляемые/неисчисляемые существительные

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Исчисляемые существительные легко узнать. Они обозначают предметы, которые мы можем сосчитать. Например: ручка. Мы можем посчитать ручки. Их может быть одна, две, три или большее количество ручек. Вот некоторые примеры исчисляемых существительных:

dog	собака	*bottle*	бутылка
cat	кот	*box*	коробка
animal	животное	*litre*	литр
man	мужчина	*coin*	монета
person	человек	*dollar*	доллар
cup	чашка	*plate*	тарелка
fork	вилка	*table*	стол
chair	стул	*suitcase*	чемодан
bag	сумка		

Неисчисляемые существительные обозначают вещества, понятия и т. д., то есть то, что не может делиться на отдельные элементы. Мы не можем посчитать их. Например, мы не можем посчитать «молоко». Мы можем посчитать «бутылки молока» или «литры молока», но мы не можем непосредственно посчитать «молоко». Вот некоторые примеры неисчисляемых существительных:

music	музыка	*rice*	рис
art	искусство	*sugar*	сахар
love	любовь	*butter*	масло
happiness	счастье	*water*	вода
advice	совет	*air*	воздух
information	информация	*electricity*	электричество
news	новости	*gas*	газ
furniture	мебель	*money*	деньги
luggage	багаж	*currency*	валюта

Неисчисляемые существительные обычно употребляются в единственном числе, поэтому используется глагол в единственном числе. Например:

This news is very important. — Эти новости очень важны.

Your luggage looks heavy. — Ваш багаж выглядит тяжелым.

С неисчисляемыми существительными обычно не используется неопределенный артикль ***a/an***. Нельзя сказать «an information» или «a music». Но можно сказать:

a piece of news новость
a bottle of water бутылка воды
a grain of rice зерно риса

Напитки (кофе, вода, чай) обычно неисчисляемые существительные. Но мы можем сказать (напр., в ресторане): *Two teas and one coffee, please.* — Два чая и один кофе, пожалуйста.

Much, many, little, a little, few, a few с исчисляемыми и неисчисляемыми существительными

В английском языке выделяют следующие местоименные прилагательные:

much, many - "много"

little, few - "мало"

Much, little определяют неисчисляемые существительные:

There is much snow in the street.На улице много снега

There is little sugar in my tea.В моём чае мало сахара.

Many, few - ставятся перед исчисляемыми существительными:

There are many spoons on the table, but there are few knives on it.

На столе много ложек, но мало ножей.

Little, few в сочетании с неопределённым артиклем образуют устойчивые сочетания со следующими значениями:

a few - "несколько"

a little - "немного"

A little - "немного" и a few - "несколько" употребляются в смысле "некоторое, хотя и небольшое количество", в то время как little и few - "мало" употребляются в смысле "недостаточно, почти нет".

I've got little time.У меня мало времени.

I've got a little time.У меня есть немного времени.

He has few friends. У него мало друзей.

He has a few friends. У него есть несколько друзей.

Наряду с местоименными прилагательными в значении "много" употребляются сочетания: a lot of, lots of, plenty of - как с исчисляемыми, так и с неисчисляемыми существительными, обозначающими явления природы (snow, rain), вещество (ink, water, salt), абстрактные понятия (love, beauty, inclination):

There are a lot of English books in my library. В моей библиотеке много английских книг.

There is a lot of rain this autumn. Этой осенью много дождей.

There are lots of roses in this garden. В этом саду много роз.

We have lots of snow this winter. Этой зимой много снега.

There are plenty of pictures in his studio.В его студии много картин.

We have plenty of time. У нас много времени.

Exercises.

1. Распределите следующие существительные на две группы.
paper – bottle – porridge – happiness - pencil - coffee – girl – work – job – plate – dog – meat - news – apricot – toothpaste – time - bedroom – money - magazine – information – honey - metal – child – yoghurt – rice – spaghetti – water – air – spoon – mustard - egg – chair – shampoo – raincoat – flower – flour – bread – soap – toy – food – knowledge – garden – oil – furniture - friend

Исчисляемые:

Неисчисляемые:

2. Поставьте How many? или How much?

1. … salt do you usually put in the soup?
2. … cups of tea shall I bring?
3. … films did you see?
4. … friends has he got?
5. … free time do we have?
6. … juice is there in the fridge?
7. … money did they spend?
8. … tomatoes are there in the bag?
9. … kilos of potatoes did you buy?
10. … slices of cheese are left on the plate?

3. Вставьте в предложения few/ little:

1. There are students who love you.
2. Where are my possessions?
3. musicians would deny his talent.
4. There's too snow.
5. rain falls at this time of year.
6. I have interests outside my work.
7. You'll have so time tomorrow!
8. There are like her in the group.
9. employees want low-paid jobs.
10. There's very milk in the bottle.

4. Вставьте в предложения few/a few/fewer/little/a little:

1. I suppose she has choice.
2. I will eat bread.
3. We should have used eggs.
4. recent films have been screened.
5. There were more important things I'd like to tell them.
6. I'm so sorry, I'm going to be minutes later.
7. There are elephants than there used to be.
8. There's always snow at this time of year.
9. children have read the article, and even understand it.
10. It was a village of than 500 inhabitants.

Практическая работа №16

Тема 2.10. Притяжательный падеж существительных

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Притяжательный падеж существительных, обозначающих людей и животных, образуется путем добавления к существительному апострофа и окончания **('s)**. Например: *John's car, the cat's milk, the dog's tail.*

Притяжательный падеж существительных, обозначающих предметы, образуется с помощью предлога **of**. Например: *The pupils of my class. The door of the car.*

К существительным во множественном числе, уже имеющим окончание **s**, добавляется только апостроф (‘). Например: *my parents'* car, *my grandparents'* house.

The child's toys — The children's toys
The boy's books — The boys' books

1. Перефразируйте следующие словосочетания и предложения, употребляя притяжательный падеж.

1. The children of John Turner. 2. The questions of my son. 3. The wife of my brother. 4. The name of this man. 5. The voice of this girl. 6. The car of my parents. 7. The room of my friend. 8. The handbags of these women. 9. The flat of my sister is large. 10. The children of my brother are at home. 11. The room of the boys is large. 12. The poems of Lermontov.

2. Перефразируйте следующие словосочетания и предложения, употребляя притяжательный падеж.

1. The room of my friend. 2. The questions of my son. 3. The wife of my brother. 4. The table of our teacher. 5. The poems of Pushkin. 6. The voice of this girl. 7. The new club of the workers. 8. The letter of Pete. 9. The car of my parents. 10. The life of this woman. 11. The handbags of these women. 12. The flat of my sister is large. 13. The children of my brother are at home. 14. The room of the boys is large. 15. The name of this girl is Jane. 16. The work of these students is interesting.

3. Переведите на английский язык, употребляя притяжательный падеж.

1. Он показал мне письмо своей сестры. 2. Она взяла коньки своего брата. 3. Дайте мне тетради ваших учеников. 4. Принесите вещи детей 5. Вчера дети нашли птичье гнездо. 6. Это семья моего друга. Отец моего друга инженер. Мать моего друга преподаватель. 7. Чья это сумка? -Это сумка Тома. 8. Чьи это словари? - - Это словари студентов. 9. Вы видели книгу нашего учителя? 10. Мне нравится почерк этого мальчика. 11. Я слышу голос моей сестры. 12. Она открыла окно и услышала смех и крики детей. 13. Она поставила мокрые сапоги мальчиков к печке. 14. Это бабушкино кресло.

4. Переведите на английский язык, употребляя притяжательный падеж.

1. Чья это книга? — Это книга Петра. 2. Мэри взяла книги своего брата. 3. Дайте мне работы учеников, пожалуйста. 4. Это офис нашего директора. 5. Это семья моего друга. Отец моего друга учитель. Мать моего друга врач. 6. Чьи это письма? — Это письма моих друзей.

Раздел 3. Англоговорящие страны: особенности и достопримечательности.

Практическая работа №17

Тема 3.1. Великобритания

Цель работы: Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование чтения и говорения;

Ход работы: Выполнение теста на знание социокультурной информации о стране. Чтение и перевод текста. Составление диалогов.

Тест на знание социокультурной информации о стране

The United Kingdom of Great Britain and Northern Ireland

1. Which one is the official name of the country?
   a) England
   b) Great Britain
   c) The United Kingdom oa Great Britain and Northern Ireland
2. What channel separates the United Kingdom of Great Britain and Northern Ireland from the continent?
   a) North Channel
   b) English Channel
   c) St. George's Channel
3. What seas is the UK washed by?
   a) North Sea
   b) Irish Sea
   c) Caribbean Sea
4. How many countries does the UK consist of?
   a) 3
   b) 4
   c) 2
5. Match the country of the UK and its capital:
   1. England
   2. Wales
   3. Northern Ireland
   4. Scotland

   1. Belfast
   2. Edinburgh
   3. London
   4. Cardiff
6. Which is the highest mountain in the UK?

a) Cape Horn
b) Ben Nevis
c) Everest

7. What are the most important rivers for the UK?
a) the Thames
b) the Ohio
c) the Severn

8. Who rules Britain officially?
a) the Queen
b) Prime Minister
c) the King

9. How many chambers does the British Parliament have?
a) 3
b) 5
c) 2

10. The capital of the UK is:
a) Dublin
b) London
c) Newcastle

11. Who rebuilt St. Paul's Cathedral?
a) Edward the Confessor
b) Lord Mayor
c) Sir Christopher Wren

12. Traditionally London is divided into … parts.
a) 6
b) 4
c) 3

13. The Tower has served as …
a) citadel
b) palace
c) prison

14. What is Buckingham Palace famous for?
a) It is the biggest museum in London
b) It is the Queen's official London residence.
c) There are memorials to Wellington and Nelson.

15. Match the name of the famous English writer and his work:
1) J. Swift
2) R. Burns
3) J. London
4) G. Chaucer

a) "The Canterbury Tales"
b) "Martin Eden"
c) "My heart's in the Highlands"
d) "Gulliver's Travels"

16. What holiday do the English celebrate on October, 31?
a) Boxing day
b) Halloween
c) Thanksgiving day

17. For breakfast Englishman always have …
    a) porridge
    b) haggis
    c) omelet
18. Who sits in the British Parliament on a wool-sack covered with red cloth?
    a) the Queen
    b) the Lord-Chancellor
    c) Prime Minister
19. According to the tradition the faces of Big Ben are light when …
    a) New Year comes
    b) the weather changes
    c) the Parliament works
20. What park is the most famous in London?
    a) Kensington Gardens
    b) St. Jame's Park
    c) Hyde Park

The United Kingdom of Great Britain and Northern Ireland.

The United Kingdom of Great Britain and Northern Ireland is situated on two large islands called the British Isles. The larger island is Great Britain, which consists of three parts: England, Scotland and Wales. The smaller island is Ireland and there are about five thousand small islands.

The country's shores are washed by the Atlantic Ocean, the North Sea and the Irish Sea. The English channel separate Great Britain from the continent.

The total area of the U.K. is 244.00 square kilometers with a population of 56 million. It is one of the most populated countries in the world. The average density of population is very high: about 220 people per square kilometer. The greater part of the population is urban. About 80 percent of people live in numerous towns and cities. More then seven million people live in London area. Very often the inhabitants of The United Kingdom and Northern Ireland are called English.

The surface of the British Isles varies very mach. There are many mountains in Scotland, Wales and northwest of England but they are not very high. Ben Nevis in Scotland is the highest mountain. The northern part of Scotland is mountainous and is called the Highlands. Scotland is also famous for its beautiful lakes, which are called Lochs.

The mountains in G.B. are not very high. There are many rivers in G.B., but they are not very long. The Themes is the deepest, the longest and the most important river in England.

The climate of G.B. is mild. It is not very cold in winter and hot in summer. The average temperature in January is about 5C above zero. February is the coldest month in the year. The summers are cool and rainy. July is the warmest month. There is much rain and flog in autumn and winter. October is the rainiest month in the year.

The Union Jack

This is the popular name given to the flag of Great Britain. Actually it is called the Union Flag and it is a mixture of several flags.

It all began in 1606 when Scotland was joined to England and Wales. The Scottish flag, St Andrew's Cross, blue with a white cross from corner to corner, was joined to the English Flag, St George's Cross, white with a red cross. The flag of St George can still be seen on churches in England.

Later, in 1801, when Ireland was joined to the Union, as it was called, the Irish Flag of St Patrick's Cross was added, white with a red cross from corner to corner.

In this way the English people got the Union Flag, which is red, white and blue. King James the Third (1566—1622) ordered that the Union Flag should be flown on the main mast of all British ships, except on ships of war. Here the flag was flown at the front of the ships, on what was called the bowsprit. The end of the bowsprit was called the Jack Star and so we get the name of Union Jack. A “jack”, by the way, is an old word for the sailor. The Union Jack is also on the flags of Australia and New Zealand.

The British Parliament

The British Parliament is the oldest in the world. It originated in the 12th century as Witenagemot, the body of wise councellers whom the King needed to consult pursuing his policy. The British Parliament consists of the House of Lords and the House of Commons and the Queen as its head. The House of Commons plays the major role in law-making. It consists of Members of Parliament (called MPs for short). Each of them represents an area in England, Scotland, Wales and Ireland. MPs are elected either at a general election or at a by-election following the death or retirement. Parliamentary elections are held every 5 years and it is the Prime Minister who decides on the exact day of the election. The minimum voting age is 18. And the voting is taken by secret ballot. The election campaign lasts about 3 weeks, The British parliamentary system depends on political parties. The party which wins the majority of seats forms the government and its leader usually becomes Prime Minister. The Prime Minister chooses about 20 MPs from his party to become the cabinet of ministers. Each minister is responsible for a particular area in the government. The second largest party becomes the official opposition with its own leader and "shadow cabinet". The leader of the opposition is a recognized post in the House of Commons. The parliament and the monarch have different roles in the government and they only meet together on symbolic occasions, such as coronation of a new monarch or the opening of the parliament. In reality, the House of Commons is the one of three which has true power. The House of Commons is made up of six hundred and fifty elected members, it is presided over by the speaker, a member acceptable to the whole house. MPs sit on two sides of the hall, one side for the governing party and the other for the opposition. The first 2 rows of seats are occupied by the leading members of both parties (called "front benches") the back benches belong to the rank-and-life MPs. Each session of the House of

Commons lasts for 160-175 days. Parliament has intervals during his work. MPs are paid for their parliamentary work and have to attend the sittings. As mention above, the House of Commons plays the major role in law making. The procedure is the following: a proposed law ("a bill") has to go through three stages in order to become an act of parliament, these are called "readings". The first reading is a formality and is simply the publication of the proposal. The second reading involves debate on the principles of the bill; it is examination by parliamentary committee. And the third reading is a report stage, when the work of the committee is reported on to the house. This is usually the most important

stage in the process. When the bill passes through the House of Commons, it is sent to the House of Lords for discussion, when the Lords agree it, the bill is taken to the Queen for royal assent, when the Queen sings the bill, it becomes act of the Parliament and the Law of the Land. The House of Lords has more than 1000 members, although only about 250 take an active part in the work in the house. Members of this Upper House are not elected, they sit there because of their rank, the chairman of the House of Lords is the Lord Chancellor. And he sits on a special seat, called "Woolsack" The members of the House of Lords debate the bill after it has been passed by the House of Commons. Some changes may be recommended and the agreement between the two houses is reached by negotiations.

London

London dominates the life of Britain. And it is the greatest and nicest town in the world. Also, the nature of this city is very picturesque. There are a lot of sites and places of interest here. Many parks and theatres, museums and halls, which are always ready to surprise tourists and English with it's beauty and charm. There are about 40 theatres, several concert halls, many museums including the British Museum, and the best art galleries.

Speaking about parks we can always see many people here listening to others or just heaving their rest. Hide Park with its Speaker's Corner is also in London. Among other parks are Kensington Gardens, St. James Park. In the West End is Buckingham Palace, which is the Queen's Residence, and the Palace of Westminster the seat of Parliament. The best-known streets here are Whitehall with important Government offices, Downing Street, the London residence of Prime Minister and the place where cabinet meets, Fleet Street where most newspapers have their offices, Harley Street where the highest paid doctors live, and some others. There are many statues and monuments there. I think that the majority is devoted to the famous and outstanding people.

London Is situated upon both banks of the River Thames and it is one of the largest cities in the world. Speaking about the West end of London we mean it's center where famous parks and tropical places are situated. In Westminster Abbey begins and comes to an end royal destiny: in its walls the British monarchs are crowned, here they find their eternal rest. Besides Westminster Abbey is well known for the "poet's Conner". So… many others memorial boards are established. But the present tombs are far from being all mentioned to the poets.

Well it is safe to say that it is the most famous building in England. It is a fine Gothic building, which stands opposite the Houses of Parliament. It is the work of many hands and different ages and the oldest part of the building dates from the 8th century.

While speaking about a Tower I want to say that the Tower has been part of the capital's history for the past 600 years. The Tower of London is a very old building. It is more than 900 years old. English kings lived in it many years ago, but now it is a museum. People, who come to London, like to go to the Tower. It was a fortress, a royal palace and later a prison.

The White Tower, dating from 1078, contains a spectacular collection of arms. Now The Tower protects the Crown Jewels. The Imperial State Crown and the Crown of Queen Elizabeth both incorporate precious stones whose history goes back centuries. Ceremony is still part of the daily life within The Tower. Following a 700-year tradition, each night the Chief warder locks the gates and hands the keys to the Resident Governor.

And now we can talk about a Tower Bridge of London. London's best known and most distinctive bridge has straddled the Thames for a century. The twin draw-bridges, each weighing about 1,000 tons, have been raised more than half a million times since the bridge was built. It is a working tribute to Victorian engineering genius. The draw-bridges take just 90 seconds to rise. All the original machinery is still in place with just one concession to modern technology: electric motors now replace the steam engines. Between the massive gothic-style towers that rest on the river bed are walkways, giving superb views of the river and the Tower of London.

Now we can talk about BIG BEN!!

Big Ben is the name of the huge clock in one of the tall towers of the Houses of Parliament. People are allowed to get inside the Tower so that they can see the works of Big Ben. There is no lift and there are 340 steps up to Big Ben. The faces of the clock are very large.

The sound of Big Ben is well-known to all British people and the tower of Big Ben is often used as a symbol of Britain. The great bell got its name in 19th century after Sir Benjamin Hall. Big Ben is the voice of London; it shows an exact time since 1859.

Therefore there are many nice squares in London. Trafalgar Square is one of them and it is situated in the center of the West End. There you can see a statue of Lord Nelson named by Nelson's Column, which is situated in the middle of the square. Trafalgar Square commemorates Nelson's naval victory of 1805. It was laid out between 1829 and 1841. There is Nelson's column there, nearly 185 feet high topped by statue of Nelson 17 feet high. The fountains and friendly pigeons make Trafalgar Square a popular place for Londoner and tourists. The building of National Gallery - one of the world famous art museums is situated on the Trafalgar square too.

Now we can tell few words about Buckingham Palace. It has served as the official London residence of Britain's sovereigns since 1837. It evolved from a town house that was owned from the beginning of the eighteenth century by the Dukes of Buckingham. Today it is The Queen's official residence. Although in use for the many official events and receptions held by The Queen, areas of Buckingham Palace are opened to visitors on a regular basis. The State Rooms of the Palace are open to visitors during the Annual Summer Opening in August and September. They are lavishly furnished with some of the greatest treasures from the Royal Collection - paintings by Rembrandt, Rubens, Vermeer, Canaletto and Claude; sculpture by Canova and Chantrey some of the finest English and French furniture in the world.

Visits to Buckingham Palace can be combined with visits to The Queen's Gallery, which will reopen in the spring of 2002. The nearby Royal Mews is open throughout the year.

Well… it is safe to say that a have finished my story about the nicest city in the world, exactly London and about all it's sights, beauties and places of interest of course. As for me I'd like to visit it again, to feel everything I felt before, spending there my free spring time and therefore I'd like to know English better and that's why I advise all of you to visit this irresistible city!

Exercises.

Task 1. *Imagine that you happened to be in the United Kingdom. What country would you like to visit – Scotland or Wales?*

Example:

P1: I would like to visit Scotland, because Scotland is the land of myths and mysteries. And I want to know more about them.

P2: I would like to visit Wales, because it is famous for its castles. I want to see them.

Task 2. *You came to visit your friend in England. He/she invited you to make a bus-tour round the London. Study the list of the sights and ask your friend about some places of interest. Then swap the roles.*

The Tower of London
St. Paul's Cathedral
The British Museum
The British Museum Library
The Trafalgar Square
The Houses of Parliament
The Westminster Abbey
The National Gallery
The Buckingham Palace
The Victoria and Albert Museum
The Shakespeare's Globe
St. James's Park
Piccadilly Circus
Hyde Park
Royal Albert Hall
Baker Street

Example:

P1: Do you know why the National Gallery so famous is?

P2: Its collection covers all schools and periods of painting, but it is especially famous for it's examples of Rembrandt and Rubens.

Task 3. *The pupils are divided into 4 groups. Each group gets a text, reads it and makes 3-4 questions to it. Then groups exchange lists of questions and ask each other what they got to know about the countries.*

England

England is the largest country in the United Kingdom of Great Britain and Northern Ireland. The capital of England is London. Its land is 130,000 sq. km. The population of England is 48 mln. people. The largest cities are Manchester, Liverpool, Birmingham and Nottingham, Sheffield and others. People who live in England are called the English. They speak only English. The famous River Thames runs through London. The national emblem of England is the red rose. The national flag of England represents a red cross — on a white field. It's Saint George's Cross of England. England is the heart of Great Britain.

Scotland

Scotland is smaller than England but larger than Wales. The capital of Scotland is Edinburgh. Scotland is the second part of the UK. Its land is 78,000 sq. km. The population of Scotland is 5,3 mln. people. The largest cities are Glasgow, Aberdeen, and Dundee. People who live in Scotland are called the Scottish or Scots. They speak Scots and English. The biggest rivers are the Clyde and Spey. There are a lot of beautiful lakes in Scotland. But the most famous of them are Loch Lomond and Loch Ness. The lake "Loch Ness" is famous all over the world

because of its monster. The greatest mountains are Ben Nevis and Grampian Hills. The national emblem of Scotland is a thistle. The national flag is a blue field with white diagonal crossed stripes. It's Saint Andrew's Cross. In the north west Scotland is washed by the Atlantic Ocean, but in the north east it is washed by the North Sea.

Wales

Wales is the smallest country in the UK. The capital of Wales is Cardiff. Its land is 20,800 sq. km. Its population is about 2,8 mln people. The largest cities are Swansea and New Port. The biggest river is Usk and the biggest lake is Wirnwel. One of the biggest mountains is Snowdon. The national symbol is a yellow daffo dil. The national flag is white and green with a red dragon on it.

Northern Ireland

Northern Ireland is the fourth country in the UK. Its land is about 14,000 sq. km. The population is about 1,5 mln. people. The capital of the Northern Ireland is Belfast. The largest cities are Ulster and Dublin. The biggest rivers are the Shannon and Bun. Northern Ireland is a land of lakes and rivers. The biggest lakes are Lock Neagh and Loch Ney. People who live in Ireland are the Irish. They speak Irish and English. The national flag of Ireland represents a diagonal red cross on a white field. It's Saint Patrick's Cross. The national symbol is a green shamrock.

Task 4. *You have just returned from England. There you lived in a host family and very often you went sightseeing. Your friends want to know about British sights and ask you a lot of questions. Tell them what you know about British sights.*

Практическая работа №18

Тема 3.2. Глагол to be. Оборот There is/There are

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Глагол to be в английском языке

Значение глагола to be - "быть, находиться". В отличие от других английских глаголов, глагол to be спрягается (т.е. изменяется по лицам и числам).

В отличие от русского языка, в английском языке глагол-связка никогда не опускается, поскольку английское предложение имеет строго фиксированный порядок слов: подлежащее (subject) + сказуемое (verb) + дополнение (object)

I am a doctor. Я врач. (Я есть врач.)

The weather is bad. Погода плохая.

They are from Paris. Они из Парижа.

Глагол to be не требует вспомогательного глагола для образования вопросительной или отрицательной формы.

Чтобы задать вопрос нужно поставить глагол to be перед подлежащим:

Am I happy? Is the book interesting? Is he our teacher?

Для образования отрицательной формы достаточно поставить отрицательную частицу not после глагола to be:

I am not happy. The book is not interesting. He is not our teacher.

Спряжение глагола to be в настоящем времени Present Simple:

I am	I am not	Am I?
He is	He is not (he isn't)	Is he?
She is	She is not (she isn't)	Is she?
It is	It is not (it isn’t)	Is it?
We are	We are not (we aren't)	Are we?
You are	You are not (you aren't)	Are you?

Спряжение глагола to be в прошедшем времени Past Simple:

I was	I was not (I wasn't)	Was I?
He was	He was not (he wasn't)	Was he?
She was	She was not (she wasn't)	Was she?
It was	It was not (it wasn't)	Was it?
We were	We were not (we weren't)	Were we?
You were	You were not (you weren't)	Were you?

Спряжение глагола to be в будущем времени Future Simple:

Утвердительное предложение	Отрицательное предложение	Вопросительное предложение
I will be	I will not be (I won't be)	Will I be?
He will be	He will not be (he won't be)	Will he be?
She will be	She will not be (she won't be)	Will she be?
It will be	It will not be (it won't be)	Will it be?
We will be	We will not be (we won't be)	Will we be?
You will be	You will not be (you won't be)	Will you be?
They will be	They will not be (they won't be)	Will they be?

Оборот there is/there are в английском языке

Оборот there is/there are в английском языке употребляется, когда нужно указать на наличие какого-либо лица или явления в определенном месте. После оборота there is/there are ставится подлежащее.

There is a lamp on the table. На столе (находится) лампа.

There was a storm last night. Прошлой ночью была буря.

Перевод предложений с этим оборотом начинается обычно с обстоятельства места.

Если подлежащее выражено существительным во множественном числе, то глагол to be после there ставится также во множественном числе.

There are two lamps on the table. На столе (находятся) дне лампы.

При изменении времени изменяется форма глагола to be:

There was a lamp on this table. На этом столе была лампа.

There were three cars in the yard. Во дворе было три машины.

There will be a crystal chandelier over this table. Над этим столом будет хрустальная люстра.

Отрицательная форма образуется при помощи отрицания no, которое ставится после глагола to be перед существительным.

There is no lamp on the table. На столе нет лампы.

Если перед существительным стоит определение, выраженное местоимениями any, much и др., то после глагола to be ставится частица not.

There is not any lamp on the table. На столе нет (никакой) лампы.

There is not much snow in the street. На улице не много снега.

Вопросительная форма при употреблении глагола to be в Present Simple или Past Simple (или Present и Past Indefinite) образуется путем постановки глагола to be на первое место — перед there.

Is there a lamp on the table? На столе есть лампа?

При наличии сложной формы глагола (т.е. при наличии вспомогательных или модальных глаголов) вспомогательный или модальный глагол ставится перед there, а глагол to be — после there.

Will there be an English lesson at 3 o'clock? Будет ли урок английского языка в три часа?

При постановке вопроса к подлежащему с оборотом there is/there are употребляется вопросительное слово what, которое является подлежащим предложения. Глагол to be в этих случаях всегда употребляется в единственном числе, даже если вопрос ставится в отношении наличия нескольких предметов или явлений.

What is there on the table? Что на столе?

НО: В ответе на такой вопрос глагол to be употребляется во множественном числе, если констатируется факт наличия нескольких предметов или явлений.

What is there on the table? Что на столе? There are some books. Несколько книг.

Вопросы к другим членам предложения с этой конструкцией строятся по общему правилу.

Краткие ответы на вопрос, содержащий оборот there is/ there are, также строятся по общему правилу.

Are there any books on the table? — На столе есть какие-либо книги? —

Yes, there are (some). Да, есть. (No, there aren't.) (Нет.)

Exercises.

1. Переведите на английский язык, употребляя глагол to be в *Present* или *Past Simple,*

1. Я ученик. 2. Он летчик. 3. Она доктор. 4. Мы школьники. 5. Вы рабочие. 6. Ты рабочий. 7. Они ученики. 8. Я дома. 9. Он в школе. 10. Она в кино? 11. Мы в парке. 12. Они в театре? 13.Она молодая? 14. Он старый. 15. Она не старая. 16. Они сильные. 17. Она больна. 18. Вы больны? 19. Он болен? 20. Я не болен. 21. Я был болен вчера. 22. Она не была больна. 23. Мы были в кино. 24. Они не были в кино. 25. Они не в школе. 26.

Они дома. 27. Вы были в парке вчера? 28. Он был в школе вчера? 29. Он был рабочим. 30. Она была учительницей.

2. Вставьте глагол *to be в Present, Past* или *Future Simple.*

1, My father ... a teacher. 2. He ... a pupil twenty years ago. 3.1... a doctor when I grow up. 4. My sister ... not ... at home tomorrow. 5. She ... at school tomorrow. 6. ... you ... at home tomorrow? 7,... your father at work yesterday? 8. My sister ... ill last week. 9. She ... not ill now. 10. Yesterday we... at the theatre. 11. Where ... your mother now? — She ... in the kitchen. 12. Where ... you yesterday? — I ... at the cinema. 13. When I come home tomorrow, all my family ... at home. 14. ... your little sister in bed now? — Yes, she ... 15. ... you... at school tomorrow? — Yes I ... . 16. When my granny... young, she ... an actress. 17. My friend K,,. in Moscow now. 18. He ... in St. Petersburg tomorrow. 19. Where ... your books now? -- They ... in my bag.

3. Переведите на английский язык, употребляя глагол *to be* в *Present, Past* или *Future Simple.*

1. Мой брат сейчас в школе. 2. Мой брат был вчера в кино. 3. Мой брат будет завтра дома. [4. Ты будешь дома завтра? 5. Она была вчера в парке? 6 Он сейчас во дворе? 7. Где папа? 8. Где выбыли вчера? 9. Где он будет завтра? 10. Мои книги были на столе. Где они сейчас? 11. Моя мама вчера не была на работе. Она была дома. 12, Мой друг не в парке. Он в школе. 13. Завтра в три часа Коля и Миша будут во дворе. 14. Мы не были на юге прошлым летом. Мы были в Москве. 15. Завтра мой дедушка будет в деревне. 16. Когда твоя сестра будет дома? 17. Ты будешь летчиком? — Нет, я буду моряком. 18. Моя
сестра была студенткой в прошлом году, а eel час она врач. — Ты тоже будешь врачом? — Нет, я не буду врачом. Я буду инженером.

4. Вставьте is или are.

There _____ two cups of tea on the table.

There _____ some milk in the cup.

There _____ an orange in the salad.

There _____ six balls in the box.

There _____ some cheese on the plate.

There _____ a blue chair at the door.

There _____ five chicks and a hen on the farm.

There _____ a table and nine desks in the classroom.

There _____ a big window to the left of the door.

There _____ three rooms in our country house.

_____ there three cups on the coffee-table?

____ there a carpet on the floor?

There _____ no cats in the sitting room.

There_____ a cat on the table.

There_____ 3 dogs in the box

There _____4 hens in the house.

There _____ a pot on the table.

_____ there a bathroom near the kitchen?

_____ there four rooms in the house?

_____ there a kitchen under your bedroom?

5. Составь и запиши предложения.

1. pears / there / ten / in the / are / bag / .
2. aren't / pupils / there / classroom / in the / .
3. an egg / on the / there / plate / is / ?
4. on the / there / a / cat / chair / is / white / .
5. a turtle / on / there / isn't / farm / this / .
6. at the / two / bikes / door / are / there / ?

6. Вставьте is/are, was/were.

There _____ two banks in our street.

There _____ a cafe behind the supermarket last year. Now there _____ a museum there.

There _____ a cinema and a sports centre to the right of the park.

Five years ago there_____two shops in Central Square. Now there_____ two cafes, a theatre and a cinema.

7. Переведите предложения.

1. Рядом с отелем есть чистый пляж.
2. На диване три кошки.
3. В холодильнике есть бутылка молока.
4. В корзине нет клубники.
5. На автобусной остановке есть люди?
6. В твоей сумке есть зеркало?
7. В этом парке нет туалета.
8. В нашем саду много цветов.
9. Под столом зеленый мяч.
10. За дверью никого нет.

8. Задайте к предложениям вопросы, начиная с предлагаемых слов.

1. There are four elephants in the zoo. (How many …?)
2. There is a lot of snow in February. (Is …?)
3. There is some fish on the plate. (What … ?)
4. There are no cars in the car park. (Are … ?)
5. There are ancient walls around the city. (What … ?)

9. Переведите пословицы и поговорки.

1. There is no place like home.
2. Where there is love there is life.
3. There is no bad weather, there are bad clothes.
4. There are plenty of other fish in the sea.
5. There are two sides to every question.

Практическая работа №19

Тема 3.3. Соединенные Штаты Америки.

Цель работы: Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование чтения и говорения;

Ход работы: Выполнение упражнений на знание социокультурной информации о стране. Изучение новой лексики. Чтение и перевод текста.

THE USA. Geographical position.

The United States of America is also called the USA, US, United States or sometimes America. The USA is in the central part of North America. It borders on **Canada** and **Mexico**. It is washed by **the Atlantic Ocean**, by **the Pacific Ocean** and by **the Gulf of Mexico**. The capital of the USA is Washington.

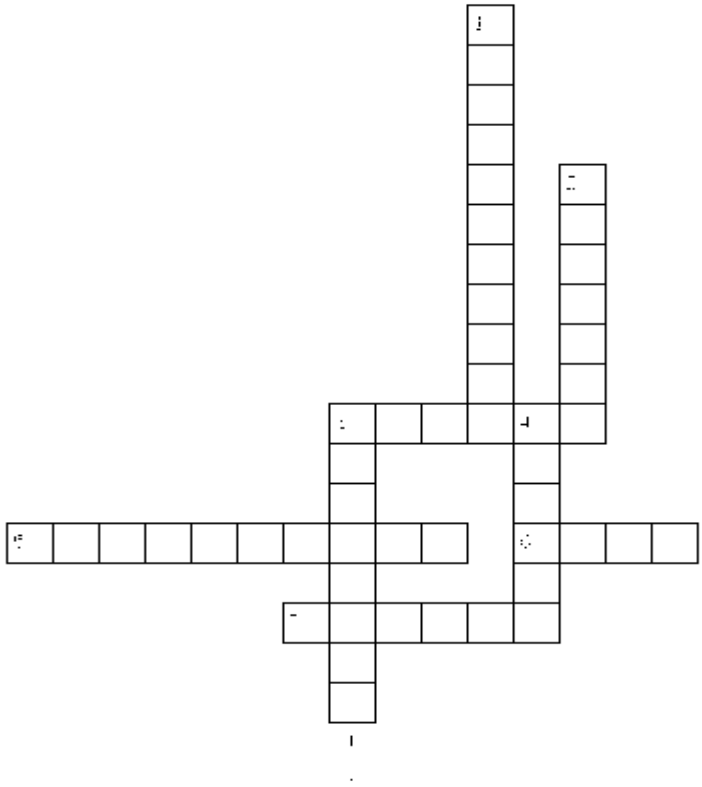
The area of the country is about 9,400,000 km2. Its population is about 324 million people. The US is the 4th largest country in the world by land area and 3rd by population.

The USA is a country of mountains, valleys and deserts. The highest mountains **are the Appalachian Mountains**, the Cordilleras, **the Rocky Mountains** and **the Sierra Nevada** Mountains in **California**. The tallest mountain the US is Mt McKinley, located in the state of Alaska

The Great Lakes are in the north-east of the country. They are Lake Ontario, Lake Huron, Lake Erie, Lake Superior, Lake Michigan. The largest rivers of the USA are the Mississippi and the Missouri.

The most populated city in the US is New York City, followed by Los Angeles and Chicago.

Do a crossword.



DOWN

1/ The longest river in the USA.

2/ One of the largest city in the USA.

3/ The USA borders on it in the South.

4/ The USA borders on it in the North.

ACROSS

3/ The highest mountain in the USA.

5/ The _____ of the country is about 324 million people.

6/ The _____ of the country is about 9,400,000 km2.

7/ The most northern state of the USA.

THE USA. States and symbols.

The USA is a federal republic. It consists of 50 states. The five biggest states are: Alaska, Texas, California, Montana and New Mexico. The capital city – Washington – is situated in a special district — the District of Columbia.

One of the national symbols of the country is the flag. It is also called STARS AND STRIPES. There are 50 stars on the flag – one for each state. There are also 13 stripes. The 13 stripes represent the 13 original colonies of the US.
The national bird of the USA is the Bald Eagle. The National mammal is the bison – just like in Belarus. The national flower is the rose like in England, and the national tree is an oak.

Answer the questions:

1. How is the national US flag called?
2. What do the 50 stars on the flag stand for?
3. What do the 13 stripes stand for?
4. What does the USA have in common with Belarus and with England?
5. What is the national tree of the USA?
6. What is the national bird of the USA?

Read the following texts and rpepare one of them for retelling

Washington

Washington, the capital of the United States of America, is situated on the Potomac River in the District of Columbia. The district is a piece of land ten miles square and it does not belong to any separate state but to all the states. The district is named in honour of Columbus, the discoverer of America. The capital owes much to the first President of the USA — George Washington. It was G. Washington, who chose the place for the District and laid in 1790 the corner-stone of the Capitol, where Congress sits. Washington is not the largest city in the USA. It has a population of 900 000 people. Washington is a one-industry town. That industry is government. It does not produce anything except very much scrap paper. Every day 25 railway cars leave Washington loaded with scrap paper. Washington has many historical places. The largest and tallest among the buildings is the Capitol with its great House of Representatives and the Senate chamber. There are no skyscrapers in Washington becauseno other building must be taller than the Capitol. The White House is the President's resiaence. All American presidents except George Washington (the White House was not yet built in his time), have lived in the White House. It was built in 1799. It is a two-storied, white building. Not far from the Capitol is the Washington Monument, which looks like a very big pencil. It rises 160 metres and is hollow inside. A special lift brings visitors to the top in 70 seconds from where they can enjoy a wonderful view of the whole city. The Jefferson Memorial was built in memory of the third President of the USA, Thomas Jefferson, who was also the author of the Declaration of Independence. The memorial is surrounded by cherry-trees. The Lincoln Memorial is devoted to the memory of the 16th President of the US, the author of the Emancipation Proclamation, which gave freedom to Negro slaves in America. On the other bank of the Potomac lies the Arlington National Cemetery where President Kennedy was buried. American
soldiers and officers, who died in World Wars I and II are buried there too.

Questions:
1. What city is the capital of the USA?
2. Where is Washington situated?

3. To which state does the city of Washington belong?
4. In whose honour is the district of Columbia named?
5. Who was the first President of the USA?
6. Who chose the place for the District?
7. Is Washington the largest city in the USA?
8. What is the population of Washington?
9. What industries are situated in the city?
10. What do 25 railway cars leave Washington loaded with?
11. Why are there no sky-scrapers in Washington?
12. Where is the President's residence?
13. When was the White House built?
14. In whose memory was the Jefferson Memorial built?
15. Who is the author of the Declaration of Independence?
16. Which document gave freedom to Negro slaves in America?
17. Who was buried at the Arlington National Cemetery?

Vocabulary:
separate — отдельный
to be named in honour — быть названным в честь
except — кроме, за исключением
scrap paper — макулатура
hollow — полый, пустой
to enjoy a wonderful view of — любоваться прекрасным видом
cherry-trees — вишневые деревья
on the other bank — на другом берегу

New York

New York is the largest city in the USA and the biggest seaport. It is the business centre of the United States. New York is situated in the mouth of the Hudson river. In comparison with such ancient historical cities as, say, Rome, London, Moscow or Paris, New York is quite young. It was founded in 1613 by Dutch settlers. There are five districts in the city: Manhattan, the Bronx, Queens, Brooklyn and Richmond. Manhattan is the central and the oldest part of the city. It is the district of business and finance. It is here in Wall Street that many business offices, banks and the world famous New York stock exchange are situated. The New York stock exchange dominates business life of many countries. The total area of New York is 365 square miles or 900 square kilometres. Its population together with the population of its suburbs amounts to 16 million people. Among the inhabitants of New York one can meet people of almost all nationalities. They settled here during the immigration in the 19th and at the beginning of the 20th century. A traveller who visits New York for the first time wonders at the modern architecture. The Statue of Liberty, which is on Liberty Island, was a present from France in 1876 on the occasion of the 100th anniversary of

American independence. This statue and a few 18th and 19th century churches, hospitals, newspaper offices and other buildings are the only examples of "old" architecture in New York. Wherever your eyes travel, everywhere you can see sky-scrapers. New York, one of the USA leading manufacturing cities, is the home of great firms and banks. The most important branches of industry are those producing vehicles, glass, chemicals and all kinds of machinery. The city has very busy traffic. Its streets and highways are full of cars and buses. The mouth of the Hudson river makes an excellent harbour for numerous passengers and cargo ships from all over the world. Speaking about New York one can't but mention the outstanding role, the city plays, in the cultural life of the country. New York has many museums and art galleries which have collected works of art of many peoples and of all times. Many of them are on constant display in the Metropolitan Museum of Art, the Whitney Museum of Art. Most of the theatres and cinemas are in or near Broadway, the longest street and the biggest shopping district in Ne\ York. The Metropolitan and Modern Arts Museums attract many visitors.

Questions:
1. What is the largest city in the USA?
2. Where is New York situated?
3. When was the city founded?
4. How many districts are there in New York?
5. What is the central and the oldest part of New York?
6. In which district are many offices situated?
7. What is the population of New York?
8. People of how many nationalities live in the city?
9. What does a traveller who comes to New York for the first time wonder at?
10. How and when did the Statue of Liberty appear in New York?
11. Which industries are situated in New York?
12. What is situated in the mouth of the Hudson river?
13. What are the names of art museums situated in New York?
14. In what street are most of the theatres and cinemas situated?

Vocabulary:
to be founded — быть основанным
Dutch settlers — датские поселенцы
stock exchange — биржа
the total area — общая площадь
suburbs — пригороды
to amount to — составлять
to settle — поселиться
to wonder at smth. — любоваться чем-либо
sky-scrapers — небоскребы

vehicle — автомобиль, средство передвижения
highway — автострада
harbour — пристань
cargo ships — грузовые корабли
to be on constant display — постоянно экспонироваться

San Francisco
San Francisco is a special place, very different from most American cities. It lies on a small finger of land with the Pacific Ocean on one side and a huge harbour on the other. San Francisco's population is only about 700 000 but it is the biggest business center in the west of the USA. It is also America's most international city with newspapers in thirty different languages. The city is known as "the Paris of the West". Most people enjoy the climate in San Francisco. It's never too hot and never really cold. The sea winds are healthy and they make you hungry. And it's good to be hungry in San Francisco because the food is fabulous with more than 2600 restaurants serving food from all over the world. There are at least three small cities in San Francisco: "Little Italy", with its pizzerias and restaurants, "Chinatown" with wonderful shops and exciting food and "Japantown". And everywhere you go you will see boats out on the sea, smell fresh and salt and feel the sea wind on your face. If you live in San Francisco you get plenty of exercise, because it's a city of hills. Perhaps that's why the famous cablecars are so popular. And of course the views from the hills are spectacular.

Questions:
1. Where does San Francisco lie?
2. What is the population of this city?
3. Most people enjoy the climate in San Francisco, don't
they?
4. How many small cities are there in San Francisco?
5. What is San Francisco famous for?

Vocabulary:
finger of land — участок земли
harbour — гавань
fabulous — потрясающий
pizzeria — пиццерия
cablecar — фуникулер
spectacular — захватывающий

Практическая работа №20

Тема 3.4. Настоящее продолженное время

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Present Continuous - Настоящее продолженное время

Времена группы Continuous указывают на процесс, действие, длящееся в определенный момент в прошлом, настоящем или будущем.

Время Present Continuous обычно указывает на процесс, длящийся непосредственно в момент речи. На это могут указывать контекст или такие слова, как now (сейчас), at the moment (в текущий момент) и т.п.:

Sally is doing her homework at the moment.

Салли сейчас делает домашнее задание.

Dad and me are fishing now.

Мы с папой сейчас рыбачим.

Образование Present Continuous

Утвердительные предложения:

I am playing

He / she / it is playing

You are playing

We are playing

They are playing

Вопросительные предложения:

Am I playing?

Is he / she / it playing?

Are you playing?

Are we playing?

Are they playing?

Отрицательные предложения:

I am not playing

He / she / it is not playing

You are not playing

We are not playing

They are not playing

Для того, чтобы поставить глагол в форму времени Present Continuous, требуется вспомогательный глагол to be в настоящем времени и причастие настоящего времени (Participle I) смыслового глагола.

Примечание:

Личные местоимения и вспомогательный глагол часто сокращаются до I’m, he’s, she’s, it’s, we’re, you’re, they’re.

Причастие настоящего времени (Participle I) можно получить, прибавив к начальной форме значимого глагола окончание -ing:

jump – jumping, live – living

В вопросительном предложении вспомогательный глагол выносится на место перед подлежащим, а значимый глагол остается после него:

Why are you laughing? Почему ты смеешься?

Are you using this dictionary? Вы используете этот словарь?

В отрицательных предложениях за вспомогательным глаголом следует отрицательная частица not. Формы is и are при этом могут быть сокращены до isn’t и aren’t соответственно.

Radio is not (isn’t) working. Радио не работает.

Случаи употребления Present Continuous

- Указание на процесс, происходящий непосредственно в момент речи:

The doctor is conducting an operation now.

Врач сейчас проводит операцию.

- Действие длится ограниченный период времени:

Robert is on vacation. He’s hitchhiking.

Роберт в отпуске. Он путешествует автостопом.

She is staying in London for a couple of weeks.

Она будет в Лондоне пару недель.

- Когда новое состояние контрастирует с предыдущим:

Most women aren’t staying home these days.

В наше время большинство женщин не сидит дома.

- Когда что-либо меняется, растет или развивается:

Your son is growing quickly.

Твой сын быстро растет.

Life is changing fast.

Жизнь быстро меняется.

- Описание характерных свойств человека, часто с негативной окраской:

Why are you always interrupting people?

Почему ты вечно перебиваешь людей?

- Запланированное действие в будущем, часто с глаголами движения:

We are landing in Heathrow in 20 minutes.

Мы приземляемся в Хитроу через 20 минут.

Примечание:

Английские глаголы, связанные с восприятием (notice, hear, see, feel ...), эмоциями (love, hate, like ...), процессами умственной деятельности (think, believe, understand ...), владением (have, possess ...) не используются во временах группы Continuous, потому что они сами по себе обозначают процесс. Вместо них используется время Present Simple:

I hear you, don't shout.

Я слышу тебя, не кричи.

I love pancakes.

Я люблю блинчики.

Exercises.

1. Раскройте скобки, употребляя глаголы в Present Continuous.

(NOW) 1.. Timothy (to feed) his dog. 2. Mr. Jones (to clean) his yard. 3. Nancy (to paint) her kitchen. 4. Our neighbours (to wash) their car. 5. I (to wash) my hair. 6. Who (to fix) your sink? 7. What she (to do) now? – She (to dance). 8. The children (to brush) their teeth. 9. What he (to do) at the moment? – He (to fix) his bicycle. 10. They (to have) a big dinner together. 11. The boys (to run) about the garden. 12. I (to do) my homework. 13. John and his friends (to go) to the library. 14. Ann (to sit) at her desk. She (to study) geography. 15. A young man (to stand) at the window. He (to smoke) a cigarette. 16. The old man (to walk) about the room. 17. The dog (to lie) on the floor. 18. You (to have) break? 19. What language you (to study)? 20 Who (to lie) on the sofa? 21. What they (to talk) about? 22. It still (to rain). 23. I (to open) an umbrella. 24. John (to play) computer games.

2. Переведите на английский язык, употребляя глаголы в Present Continuous.

(СЕЙЧАС) 1. Я читаю. 2. Он не пишет. 3. Мы не работаем. 4. Вы читаете? 5. Он спит? 6. Коля и Миша играют в футбол. 7. Катя играет на рояле. 8. Она не поет. 9. Моя сестра спит. 10. Папа пьет чай? 11. Твои родители пьют чай? 12. Я не сплю. 13. Она сидит за столом. 14. Мы делаем упражнение. 15. Мы не купаемся. 16. Они играют во дворе? 17. Нина и Аня моют пол. 18. Коля помогает маме. 19. Ты помогаешь папе? 20. Моя сестра читает интересную книгу. 21. Они идут в школу. 21. Вы идете в школу? 22. Он работает? *23* . Твоя бабушка идет в магазин? 24. Он покупает конфеты. 25, Что делает твоя сестра? *26.* Где играют дети? 27. Почему ты смеешься? 28. Куда они идут? 29. Что несут эти мальчики?

3. Раскройте скобки, употребляя глаголы в Present Continuous.

1. My book (to lie) on the table. 2. They (to work). 3. The doctor and her patient (to talk). 4. We (to cook) dinner. My mother (to make) a salad. 5. A young man (to drive) a car. He (to

listen) music. 6. My grandfather (to read) a book. 7. The pen (to lie) on the floor. 8. What language you (to study)? 9. She still (to sing). 10. The boys (to run) about in the garden. 11. I (to do) my homework. 12. John and his friends (to go) to the library. 13. Ann (to sit) at her desk. She (to study) geography. 14. A young man (to stand) at the window. He (to smoke) a cigarette. 15. The old man (to walk) about the room.16. The dog (to lie) on the floor. 17. What they (to talk) about? 18. It still (to rain).

Практическая работа №21

Тема 3.5. Австралия

Цель работы: Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование чтения и говорения;

Ход работы: Выполнение упражнений на знание социокультурной информации о стране. Изучение новой лексики. Чтение и перевод текста.

Australia. The Land of Blue Mountains

The Great Barrier Reef on the coast of Queensland is a garden under the sea. There are 1,400 different kinds of fish, and more than 300 kinds of coral. Tropical fruit and flowers grow on the beautiful islands. It's not surprising that more holiday-makers come to Queensland every year. Tasmania, the island south of Australia, is small. It is the same size as England. It is also very different from the other states. There are no deserts in Tasmania. It often rains, both in winter and summer. Only a half of million people live in Tasmania, and a large part of the island is still covered with wild, beautiful wild forests. These forests are full of wonderful flowers and interesting animals. In the Northern Territory you will find the red heart of Australia. And it really is red, with red rocks, red sand, and red skies in the evening. Every year, thousands of tourists visit Ayers Rock and a strange group of huge red stones called "the Olgas". But these places are also holy to the Aboriginals. They believe that the land itself has life. Sydney is the best known place in New South Wales. In fact, it's the best known place in Australia. But New South Wales has more than cities. There are, for example, the Blue Mountains. They are covered with forests of blue coloured eucalyptus trees. The air above the forest contains millions of microscopic drops of eucalyptus oil. When the sun shines, the air of the Blue Mountais is a real, beautiful blue. Less then a hundred years ago, there was nothing except sheep in Canberra. But then Australians decided to build a capital city. The Work began in 1913. Now, Canberra is an international city, full of diplomats and government offices. It's a beautiful place, with parks,lakes, big open streets and fine buildings. Australia is sometimes called "the lucky country". One reason is the wonderful riches under the earth: gold, silver, iron, coal and many precious metals. The Bass Strait, of the coast of Victoria, has been one of the country's biggest oil fields for many years. South Australia is the dryest of all the states, but it does have Murrey River. The river brings greenness and life to the south-east corner. In the early of Australian history, the Murrey River was South Australia's main road. Before real roads and railways came, the river carried

people and goods from the east up into the country. Some towns on the Murray still keep the old river boats, and visitors can ride on them. There are two kinds of gold in Western Australia. First, there's real kind — the kind that'comes out of the ground. Gold was found in Kalgoorlie in 1893, and the "Golden Mile" was for a time the most expensive piece of land in the world. Kalgorlie still exports some gold, but the new gold of Western Australia is wheat. Big farms grow millions of tons of wheat every year, and wheat has become Australia's second biggest export.

Questions:

1. How many kinds of fish are there on the coast of Queensland?
2. What grows on the beautiful islands?
3. Where will you find the red heart of Australia?
4. What is the best known place in New South Wales?
5. Why is the air above the forests blue?
6. Why is Australia sometimes called "the lucky country"?
7. What state is the dryest of all?
8. What is the new gold of Western Australia?

Vocabulary:

holiday-maker — отпускник
island — остров
wild — дикий
eucalyptus — эвкалипт
riches — богатства
industry — промышленность
oil — нефть
wheat — пшеница

Australian cities

Complete the passage using the following words:

CHURCHES - MILLION - CITY - PARLIAMENT - PARKS - CAPITAL - 1973 - OLDEST - BANKS - NEW - SUMMER - BUSIEST - YEAR - HARBOUR - ABORIGINAL - SHIP - SEAPORT

Sydney, Canberra, Adelaide and Brisbane

Sydney is a very big_____. It is the _____ and largest city in Australia. It is also the capital of _____ South Wales. Over three _____people live in Sydney. The_____ Olympic Gamesin the_____ 2000 were in Sydney. sydney is located in a beautiful_____ called Sydney Harbour. You can see the Sydney Opera House there. It was built in _____ and it looks like a big _____. Canberra is an _____ word. It means "meeting place". Canberra is the _____of Australia. You can see the _____ House, the National Library, the National Gallery and the

Academy of Science there. _____Adelaide is called the "City of _____" beacause there are alot of churches there. There are also many nice buildings and_____ in Adelaide. Brisbane is a big city and a _____ in eastern Australia. Brisbane River flows through Brisbane. The city is situated on both _____ of the river. It is Australia's _____ river port.

The Animals of Australia

There are many animals in Australia that you cannot see anywhere else. Did you know that? Of course, you did! I personally divide Australian animals into three categories: the good, the bad, the ugly. I think, it's reasonable. Talking of the good animals, we should mention kangaroos in the first place. There are many different types of kangaroo. The biggest are the great grey kangaroos. They are 213 centimetres tall and can run at 56 kilometres per hour. Some run from you then stop and stare. Though we have put kangaroos in the "Good" category, farmers might disagree. Wombats and koalas have many similarities and are probably related. Both have pockets inside their mouths to store food and neither has a tail. The number of koalas is getting smaller. This is partly because of fumes from bush fires. Rescue teams help the koalas by catching them, putting them on respirators, then returning them to their original location when they are better. Australia also has a lot of native marsupial mice that live in the desert. Many of these only come out at night. You know, there are many animals that are "unpopular" in Australia including spiders which are dangerous. You can find these in Sydney. If they are hungry, they will attack anything that moves. They have sharp teeth and poison. Luckily, there is an antidote if you can get to hospital quickly. There have been 12 deaths since 1927. Another animal with sharp teeth and a fatal bite is the shark. However, there are normally a lot of beach patrols and protective nets to stop these from eating you for breakfast. Other animals that are a problem for beach lovers are jellyfish. They look like bubbles of blue bubble gum and they have a painful sting therefore people do not swim when there are many in the water. Other "unpopular" animals include dingoes. These are a cross between wolves and dogs. They are unpopular because they eat farmers' animals. Now what about the ugly animals? A word that people often use to describe a cane toad is ugly! Other words include fat, noisy and disgusting. They are also as big as footballs! The Queensland Government brought cane toads to Australia to eat cane beetles. Unfortunately cane toads can't fly but cane beetles can. Now the toads are more of a problem than the beetles. Hundreds of thousands are born every year. The toads eat everything including rare Australian animals. The toads are also poisonous to eat. Animals that eat them die. Though they are unpopular animals, some people like them and keep them as pets or write songs about them. There are a number of types of crocodiles found in northern Australia, ranging from the potentially dangerous saltwater crocodiles to smaller, more shy,

harmless varieties. They have got snakes too although fears of the poisonous types are largely exaggerated. They are generally shy creatures, only too ready to avoid trouble. Thetaipan and the tiger are worth keeping away from. That is only a small selection of the creatures of the country. Others include penguins, turtles, seals and possums. In the dry areas, you can see an amazing variety of lizards; some grow to a very hefty size.

Questions:
1. What animals are popular in Australia?
2. What animals have pockets inside their mouths?
3. How do rescue teams help koalas?
4. What animals are "unpopular" in Australia?
5. What words do people often use to describe a cane toad?
6. Are dingoes in the "Good" category?
7. How many cane toads are born every year?
8. Why do animals that eat cane toads die?
9. What snakes are worth keeping away from?
10. What other animals live in Australia?

Vocabulary:
ugly — безобразный
wombat — вомбат
kangaroo — кенгуру
to disagree — не соглашаться
similiarity — сходство
pocket — карман
fume — дым
rescue team — спасательная команда
marsupial — сумчатое животное
spider — паук
shark — акула
dangerous — опасный
poison — яд
antidote — противоядие
jellyfish — медуза
sting — укус, жало
a cane toad — тростниковая жаба
beetle — жук
rare — редкий
harmless — безопасный
to exaggerate — преувеличивать
to avoid trouble — избежать опасности
taipan — тайпан (ядовитая змея)
possum — опосум
seal — тюлень, морской котик

lizard — ящерица

Страноведческий тест

1. What is the capital of Australia?
a) Canberra; b) London; c) Sydney
2. Australia has an area of about…
a) 10 mln. sq. km; b) 5 mln. sq. km; c) 8 mln. sq. km.
3. The greatest river of Australia is…
a) the Murray; b) the Severn; c) the Thames
4. Australia is rich in…
a) oil; b) gas; c) minerals
5. What is the main occupation in Australia?
a) agriculture; b) fishing; c) swimming
6. The population of Australia is about…
a) 10 mln.; b) 15 mln.; c) 5mln.
7. The Commonwealth of Australia consists of…
a) 6 states; b) 2 states; c) 4 states
8. The Federal Parliament consists of the Senate and…
a) the House of Commons; b) the House of Representatives; c) the House of Canberra
9. Who is formally the head of the state?
10. The federal government is headed by…
a) the Prime Minister ; b) Kind of England; c) the President
11. The eastern part of Australia was discovered by…
a) Livingston; b) Captain Cook; c) Brown
12. The strangest animals of Australia are…
a) the echidna; b) the lion; c) the platypus; d) the elephant.
13. Which bird is represented on the coat-of-arms (герб)?
a) the kivi b) the emu c) the duck
14. A typical Australian is ….
a) a fishman b) a farmer c) townsman
15. Which sports are popular in Australia?
16. What do the aborigenes like to do?

Практическая работа №22

Тема 3.6. Простое настоящее время

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Present Simple - простое настоящее время

Время Present Simple обозначает действие в настоящем в широком смысле слова. Оно употребляется для обозначения обычных, регулярно повторяющихся или постоянных действий, например, когда мы говорим о чьих-либо привычках, режиме дня, расписании и т. д., т. е. Present Simple обозначает действия, которые происходят в настоящее время, но не привязаны именно к моменту речи.

Образование Present Simple

Утвердительные предложения:

I play

He / she / it plays

You play

We play

They play

Вопросительные предложения:

Do I play?

Does he / she / it play?

Do you play?

Do we play?

Do they play?

Отрицательные предложения:

I do not play

He / she / it does not play

You do not play

We do not play

They do not play

Английский глагол во временной форме Present Simple почти всегда совпадает со своей начальной, то есть указанной в словаре, формой без частицы to. Лишь в 3-ем лице единственного числа к ней нужно прибавить окончание -s:

I work – he works

Если глагол оканчивается на -s, -ss, -sh, -ch, -x, -o, то к нему прибавляется окончание -es:

I wish – he wishes

К глаголам на -y с предшествующей согласной тоже прибавляется окончание -es, а -y заменяется на -i-:

I try – he tries

Если же глагол оканчивается на -y с предшествующей гласной, то -y сохраняется и добавляется только окончание -s:

I play – he plays

Для того, чтобы построить вопросительное предложение, перед подлежащим нужно поставить вспомогательный глагол. Время Present Simple используется без него, поэтому в этом случае добавляется вспомогательный глагол do (или does в 3 л. ед. ч.):

Do you like rock? Тебе нравится рок?

Does he speak English? Он говорит по-английски?

В отрицательных предложениях тоже используется вспомогательный глагол do/does, но не перед подлежащим, а перед глаголом. После него прибавляется отрицательная частица not. Do/does и not часто сокращаются до don't и doesn't соответственно:

I do not like black coffee. Я не люблю черный кофе.

She doesn't smoke. Она не курит.

Случаи употребления Present Simple

- Регулярные, повторяющиеся действия:

I often go to the park. Я часто хожу в парк.

They play tennis every weekend. Каждые выходные они играют в теннис.

- Действие в настоящем в широком смысле слова:

Jim studies French. Джим изучает французский.

We live in Boston. Мы живем в Бостоне.

- Общеизвестные факты:

The Earth goes round the Sun. Земля вращается вокруг солнца.

The Volga is the longest river in Europe. Волга – самая длинная река в Европе.

- Перечисление последовательности действий:

We analyse what our clients may need, develop a new product, produce a sample, improve it and sell it. Мы анализируем, что может понадобиться нашим клиентам, разрабатываем новый продукт, изготавливаем образец, дорабатываем его и продаем.

- Некоторые случаи указания на будущее время (если имеется в виду некое расписание или план действий, а также в придаточных предложениях времени и условия):

The airplane takes off at 2.30 p.m. Самолет взлетает в 14:30.

When you see a big green house, turn left. Когда вы увидите большой зеленый дом, поверните налево.

Exercises

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

(USUALLY) 1. My sister (to get) up at eight o'clock. 2. She (to be) a school-girl. She (to go) to school in the afternoon. 3. Jane (to be) fond of sports. She (to do) her morning exercises every day. 4. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 5. After breakfast she (to go) to school. 6. It (to take) him two hours to do his homework. 7. She (to speak) French well. 8, My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes, At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his factory. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living-room. We (to watch) TV and (to talk).

2. Дополните предложения, используя следующие глаголы:

cause(s) connect(s) drink(s) live***(s) open(s) speak(s) take(s)***

1 Tanya .. .... German very well.
2 I don't often .... coffee.
3 The swimming pool . . .. at 7.30 every morning.
4 Bad driving ... . many accidents.
5 My parents .... in a very small flat.
6 The Olympic Games .. .. place every four years.
7 The Panama Canal .... the Atlantic and Pacific Oceans.

3. Поставьте глллаголы в правильную форму:

1 Julie .... (not *I* drink) tea very often.
2 What time .... (the banks *I* close) here?
3 I've got a car, but I .... (not *I* use) it much.
4 'Where ... . (Ricardo *I* come) from?' 'From Cuba.'
5 'What . ... (you *I* do)? I'm an electrician.'
6 lt ..... (take) me an hour to get to work.
How long..... .... (it *I* take) you?
7 Look at this sentence. What .... (this word *I* mean)?
8 David isn't very fit. He .... (not *I* do) any sport.

4. Задайте специальные вопросы, используя слова в скобках:

1. Paul plays tennis very well. (How)
2. Many birds fly south every summer. (How often)
3. Jack usually goes to work on Saturdays. (When)
4. France has a lot of high mountains. (What)
5. You always wear glasses. (What)
6. Most of the students study well. (How many)
7. He thinks that school is boring.(Who)

8. The Volga flows into the Caspian Sea. (Where)
9. We drink coffee vey often. (Who)
10. My children usually skate on the skating ring in our yard. (Whose)

5. Раскройте скобки, употребляя глаголы в Present Simple:

1) They_____ hockey at school. (to play)
2) She _____e-mails. (not/to write)
3) _____you_____ English? (to speak)
4) My parents_____ fish. (not/to like)
5) _____Anne_____ any hobbies? (to have)
6) Andy's brother_____ in an office. (to work)
7) Leroy_____ very fast. (can/not/to read)
8) _____Jim and Joe _____the flowers every week? (to water)
9) Yvonne's mother_____ a motorbike. (not/to ride)
10) _____Elisabeth_____ cola? (to drink)

6. Сделайте отрицательные предложения:

1. This book costs much.
2. I like this hotel.
3. His mother works in the garden.
4. My friend comes from Australia.
5. His parents learn Spanish.
6. My friends speak English fluently.
7. Her aunt works on Saturdays.
8. We buy English magazines.
9. Your husband cooks very well.
10. Paul lives in the UK.

7. Переведите на английский язык, употребляя глаголы в форме Present Simple.

1. Я изучаю английский язык
2. Его младший брат ученик
3. Она не работает
4. Он всегда очень занят
5. Он разговаривает по-немецки?
6. Моя мама любит классическую музыку
7. Они не хотят идти в кино
8. Где ваши родители?
9. Она не играет в шахматы
10. Он никогда не просыпается рано
11. Она делает зарядку каждый день?
12. Они ходят в театр раз в месяц

13. Я помогаю маме по хозяйству очень часто
14. Вы пьете кофе утром?
15. Он редко ходит в кино
16. Она не читает газет
17. Эти девочки не работают, они учатся

8. Переведите на английский язык, употребляя глаголы в форме Present Simple.
Мой дядя инженер. Он очень занят. Его рабочий день начинается рано утром. Он встает в семь часов. Он умывается, одевается и завтракает. После завтрака он идет на работу. Он работает в институте. Он любит свою работу. Он женат. Его жена врач. Она работает в больнице. Вечером она изучает французский язык. Она посещает курсы французского языка. Мой дядя не говорит по-французски. Он говорит по-русски и по-немецки. Он изучает английский язык. Вечером он посещает курсы английского языка. Сын моего I дяди ученик. Он ходит в школу. В школе он изучает английский язык.

Практическая работа №23

Тема 3.7. Новая Зеландия

Цель работы: Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование чтения и говорения;

Ход работы: Выполнение упражнений на знание социокультурной информации о стране. Изучение новой лексики. Чтение и перевод текста.

New Zealand
New Zealand is an island country in the Southwest Pacific Ocean. It lies about 1 600 km southeast of Australia and about 10 500 km southwest of California. New Zealand belongs to a large island group called Polynesia. The country is situated on two main islands — the North Island and the South Island — and several dozen smaller islands. Most of the smaller islands are hundreds of kilometers from the main ones. Wellington is the capital of New Zealand and Auckland is the largest city. English is the official language of New Zealand and is spoken throughout the country. Many native people speak their own language, Maori, in addition to English. The country once belonged to the British empire. Today it is an independent member of the Commonwealth of Nations, an association of Britain and a number of its former colonies. New Zealand is a constitutional monarchy. The British Monarch, Queen Elizabeth II of the United Kingdom, is the monarch of New Zealand. She appoints a governor general to represent her, but the governor general has little power. The legislation, prime minister, and Cabinet run the national government. Britain gave New Zealand a constitution in 1852, when it was a British colony. But through the years the New

Zealand legislature has changed almost all its provisions. Today, the nation has no written constitution. The first people who settled in New Zealand were a brownskinned people called Maoris.They came from Polynesian islands located northeast of New Zealand. The country was discovered by Europeans in 1642, but they did not start to settle in the islands until the late 1700's. Today, most New Zealanders are descendants of the early European settlers. Maoris make up about 12% of the country's population. New Zealand has one of the highest standard of living in the world. For many years, the economy of the country depended largely on agriculture. Today agriculture, manu- facturing, and service industries are all important to the economy. New Zealands economy depends on trade with many countries - Australia, Britain, Japan and the United States.

Questions:
1. Where is New Zealand situated?
2. What city is the capital of New Zealand?
3. What languages do people in New Zealand speak?
4. What is the official language in New Zealand?
5. Who is New Zealand's head of state?
6. Who runs the national government?
7. Who were the first people to live in New Zealand?
8. What are the main industries of the country?

Vocabulary:
to lie — находиться
is situated — расположена
the North Island — Северный остров
the South Island — Южный остров
dozen — дюжина
capital — столица
official language — государственный язык
Maori — маорийский язык
the Commonwealth of Nations — Содружество
the United Kingdom. — Соединенное Королевство
to appoint — назначать
governor general — генерал-губернатор
to represent — представлять
legislation — законодательная власть
prime minister — премьер-министр
Cabinet — кабинет
government — правительство
provision — положение
brown-skinned — с коричневой кожей
to settle — селиться
New Zealander — новозеландец

descendant — потомок
settler — поселенец
to make up — составлять
population — население
standard of living — уровень жизни
agriculture — сельское хозяйство
manufacturing industry — обрабатывающая промышленность
service industry — сфера услуг
trade — торговля

New Zealand Way of Life

New Zealand have a high standard of living. New Zealanders eat more butter and meat per person than do the people of any other country. The government's medical program provides excellent health care. About 70% of New Zealand people own their houses. Almost every family has a car. Most New Zealanders live in singlefamily houses with a small vegetable gardens. In the larger cities, some people live in highrise apartment buildings. Almost in every New Zealand home there are refrigerators, wash mashines, and other modern electrical appliances. But air conditioning and central heating are rare because the weather rarely becomes extremely hot or extremely cold. In summer, New Zealanders prefer to keep windows open. In winter, fireplaces or electric heater keep the homes warm. Although about fourfifths of New Zealand's population live in urban areas, cities are uncrowded. Traffic jams seldom occur, even in downtown areas. Large cities have excellent restaurants, milk bars, theatres, concert halls, and other places of entertainment. City life in New Zealand tends to be rathe* quiet. However it is changing in larger cities, where international tourism is developing rapidly. Near a fifth of New Zealand's people live in rural areas — in some of them, small settlements are linked by good roads. But in other areas, rancher's nearest neighbours may live kilometers away. Some ranchers live almost in isolation. Nevertheless, most farms and ranches have electricity. Many farm families run their farms with little or no hired help.

Questions:
1. Who pays for health care in New Zealand?
2, How many New Zealanders own their houses?
3. Where do the most New Zealanders live?
4. Are central heating and air conditioning popular in New Zealand? Why?
5. What does city life in New Zealand look like?
6. How do New Zealand farmers live?

Vocabulary:
New Zealander — новозеландец

standard of living — уровень жизни
government — правительство
to provide — предоставлять
health care — здравоохранение
to own — владеть
single-family — на одну семью
vegetable garden — огород
high-rise apartment building — многоэтажный жилой дом
refrigerator — холодильник
wash mashine — стиральная машина
electrical appliances — бытовая техника
air conditioning — кондиционирование
central heating — центральное отопление
extremely — слишком
to prefer — предпочитать
fireplace — камин
electric heater — электрический обогреватель
urban — городской
uncrowded — малонаселенный
traffic jams — пробки на дорогах
downtown — центр города
entertainment — развлечение
to tend — иметь тенденцию быть
rapidly — быстро
rural — сельскохозяйственный
settlement — поселок, деревня
to link — связывать
rancher — фермер
nevertheless — тем не менее
electricity - электричество
hired help — наемная рабочая сила

Страноведческий тест

1. What are the aboriginal people of New Zealand called?
2. What does New Zealand consist of?
3. What can you say about the climate of New Zealand?
4. What is the national emblem of New Zealand?
5. Name the main cities in North Island.
6. Name the main cities in South Island.
7. What is the capital of New Zealand?
8. Which natural resources of New Zealand do you know?
9. New Zealand is sometimes called …….. .
10. When has Wellington been the capital of New Zealand?
11. Who was ‘’Tara’’ (Maori legend)?

12. Where are parliament and government buildings situated?
13. How did the aborigines call New Zealand?
14. Which island is larger and very beautiful?
15. What is New Zealand famous for?
16. How long did the Maori Wars last?
17. What did the Maoris defend?
18. How did the Maori Wars end?
19. Which sports in summer and winter are very popular in New Zealand?
20. The Maori children learn ……. as soon as they can week.
21. How much is the population of New Zealand?
22. What kind of state is New Zealand?
23. Who represents the Kind or Queen of England?
24. The Parliament of New Zealand consists of ….. .
25. What are the main political parties of New Zealand?

Практическая работа №24

Тема 3.8. Сравнение времен Present Simple и Present Continuous

Цель работы: Закрепление пройденного грамматического материала;

Ход работы: Повторение времен Present Simple и Present Continuous. Выполнение упражнений.

Exercises.

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

I (to read) now. He (to sleep) now. We (to drink) tea now. They (to go) to school now. I (not to sleep) now. She (not to drink) coffee now. I (to read) every day. He (to sleep) every night. We (to drink) tea every morning. They (to go) to school every morning. I (not to sleep) in the daytime. She (not to drink) coffee after lunch. We (not to watch) TV now. They (not to eat) now. My mother (not to work) now. You (to work) now? He (to play) now? They (to eat) now? Your sister (to rest) now? What you (to do) now? What you (to read) now? What they (to eat) now? What your brother (to drink) now? We (not to watch) TV in the morning. They (not to eat) at the lesson. My mother (not to work) at an office. You (to work) every day? He (to play) in the afternoon? They (to eat) at school? Your sister (to rest) after school? What you (to do) every morning? What you (to read) after dinner? What they (to eat) at breakfast? What your brother (to drink) in the evening?

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

1. I (not to drink) coffee now. I (to write) an English exercise. 2. I (not to drink) coffee in the evening. I (to drink) coffee in the morning. 3. Your friend (to do) his homework now? 4. Your friend (to go) to school in the morning? 5. Look! The baby (to sleep). 6. The baby

always (to sleep) after dinner. 7. My grandmother (not to work). She is on pension. 8. My father (not to sleep) now. He (to work) in the garden. 9. I usually (to get) up at seven o'clock in the morning. 10. What your sister (to do) now? - - She (to wash) her face and hands. 11. When you usually (to come) home from school? — I (to come) at three o'clock. 12. Where your cousin (to work)? -- He (to work) at a hospi-taJ. 13. Your *sister (to study) at an institute?* -No, she (to study) at school. 14. My cousin (to go) to school every day. 15. My mother (not to play) the piano now. She (to play) the piano in the morning.

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

1. I (to read) books in the evening. 2. I (not to read) books in the morning. 3. I (to write) an exercise now. 4. I (not to write) a letter now. 5. They (to play) in the yard now. 6. They (not to play) in the street now. 7. They (to play) in the room now? 8. He (to help) his mother every day. 9. He (to help) his mother every day? 10. He (not to help) his mother every day. 11. You (to go) to school on Sunday? 12. My friend (not to like) to play football. 13.1 (not to read) now. 14. He (to sleep) now? 15.We (not to go) to the country in winter. 16.My sister (to eat) sweets every day. 17. She (not to eat) sweets now. 18. They (to do) their homework in the afternoon. 19. They (not to go) for a walk in the evening. 20. My father (not to work) on Sunday. 21. He (to work) every day.

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

1. They (to read) many books. 2. They (to read) many books? 3. They (not to read) many books. 4. The children (to eat) soup now. 5. The children (to eat) soup now? 6. The children (not to eat) soup now. 7. You (to play) volley-ball well? 8. When you (to play) volley-ball? 9. What Nick (to do) in the evening? 10. He (to go) to the cinema in the evening? 11. We (not to dance) every day. 12. Look! Kate (to dance). 13. Kate (to sing) well? 14. Where he (to go) in the morning? 15. He (not to sleep) after dinner. 16. My granny (to sleep) after dinner. 17. When you (to sleep)? 16. Nina (not to sleep) now. 19. Where John (to live)? - - He (to live) in England.

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

1. I (to write) a composition now. 2. I (not to drink) milk now. 3. I (to go) for a walk after dinner. 4. I (not to go) to the theatre every Sunday. 5. He (not to read) now. 6. He (to play) now. 7 He (to play) now? 8. My mother (to work) at a factory. 9. My aunt {not to work) at a shop. 10. You (to work) at an office? 11. My friend (to live) in St. Petersburg. 12. My cousin (not to live) in Moscow. 13. The children (not to sleep) now. 14. The children (to play) in the yard every day. 15. They (not to go) to the stadium on Monday. 16. She (to read) in the evening. 17. She (not to read) in the morning. 18. She (not to read) now. 19. Your father (to work) at this factory? 20. You (to play) chess now? 21. Look at the sky: the clouds (to move) slowly, the sun (to appear) from behind the clouds, it (to get) warmer. 22. How is your brother? - - He is not well yet, but his health (to improve) day after day. 23. Listen! Who (to play) the piano in the next room?

6. Раскройте скобки, употребляя глаголы в *Present Continuous* или в *Present Simple.*
I. What you (to do) here now? - - We (to listen) to tape-recordings. 2. You (to want) to see my father? - Yes, I ... 3. Michael (to know) German rather well. He (to want) to know English, too, but he (to have) little time for it now. 4. What magazine you (to read)? - - It (to be) a French magazine. There (to be) good articles on sports here. You (to be) interested in sports? - - Yes, I .... But I (not to know) French. 5. We (to have) an English lesson now. 6. Lena usually (to prepare) her homework at the institute? - - No, she ... . As a rule, she (to work) at home. — And what she (to write) now? -Oh, she (to write) an article for our wall newspaper. 7. Who that man (to be) who (to stand) in the doorway? - - You (not to recognize) him? It (to be) John, my cousin. 8. I (to have) no time now, I (to have) dinner. 9. Your family (to leave) St. Petersburg in summer? - Yes, we always (to go) to the sea-side. We all (to like) the sea. Mother (to stay) with us to the end of August, but father (to return) much earlier. 10. Where Tom and Nick (to be) now? — They (to have) a smoke in the garden.

7. Раскройте скобки, употребляя глаголы в *Present Continuous* или в *Present Simple.*
1. It (to take) me forty minutes to get to school. 2. Hello, Pete, where you (to go)? — I (to hurry) to school. 3. When your lessons (to begin) on Monday? — They (to begin) at nine o'clock. 4. Where your sister (to be)? — She (to do) her homework in the next room. 5. It usually (to take) me an hour to do my written exercises. 6. Where Boris (to be)? I (to look) for him. - - He (to have) dinner. 7. In the evening I often (to go) to see my friends. 8. On Sunday we sometimes (to go) to the cinema or to a disco club. 9. Andrew (to get) up very early as he (to live) far from school, He (to be) never late. 10. It (to be) six o'clock in the evening now. Victor (to do) his homework. His sister (to read) a book. His mother and grandmother (to talk). 11. I (to write) a letter to my grandmother who (to live) in Novgorod. I (to write) to her very often.

8. Раскройте скобки, употребляя глаголы в *Present Continuous* или в *Present Simple.*
One Sunday Agnes and her mother went to the zoo. Agnes was very excited. She was interested in everything she saw. "Mother, look," she said. "There (to be) a monkey in this cage. It (to eat) an apple. Now it (to give) a bite to another monkey. I (to think) monkeys (to like) apples very much." "Yes, dear," said her mother. "Now I (to want) to go and see the lions and tigers. Where they (to live), mother?" "In that big house over there. Come along." Agnes enjoyed herself very much in the lion house. "Mother," she said, "the tiger (to want) a drink: it (to go) to the dish of water there in the corner. And the lion (to look) right at me. You (to think) it (to want) to eat me up? When the lions and tigers (to have) their dinner, mother?" "The keepers (to bring) them great pieces of meat every day at four o'clock. And they (to make) a big noise before their dinner time, so everybody (to know) they (to be) hungry."

9. Переведите на английский:
1. Позвони ему сейчас. Мы думаем, он еще не спит. 2. Она сейчас много учит. Она сдает экзамены завтра. 3. Мэри не видит, что мы на нее смотрим. Она читает газету с

большим интересом. 4. Где Ника и Джон? — У них урок французского языка. У них всегда французский язык по вторникам. 5. Давайте покатаемся на велосипедах. Дождя нет. 6. Мои братья работают инженерами на фирме. Они говорят, им очень нравится их работа. 7. Ваш сын ходит в садик? — Да, она в старшей группе. — Вы помогаете ей? — Постоянно. 8. Моя мама хорошо знает математику. Она помогает студентам решить контрольные работы. 9. Послушай. Звонит телефон. 10. Мой сын хорошо успевает в университете. Он тратит слишком мало времени на спорт и слишком много времени на уроки. 11. Где ты обычно проводишь отпуск? — В Белоруссии. Мои родители живут там. — Там есть река или озеро? — Там есть большое и красивое озеро. Я хорошо провожу там время. 12. Мой брат живет далеко от меня. Я не часто его вижу. 13. Куда ты торопишься? — В кино. Мой друг ждет меня около кинотеатра. 14. Кому принадлежит этот' дом? — Это дом моего дяди. 15. Сколько стоит этот смартфон? — 200 долларов. 16. С кем она разговаривает? — Со своим начальником. 17 Мой брат дипломат. Он часто ездит за границу. 18. Мужчина так пристально смотрит на вас. Вы его знаете? 19. Что ты слушаешь? — Я слушаю народные песни, я очень люблю их 20. У моего брата есть автомобиль, но я никогда им не пользуюсь. Я хочу купить свой автомобиль. 21. Позвони на вокзал и узнай, когда приходит поезд из Берлина. 22. Я не люблю ее. Она постоянно ворчит. 23. Ты часто пишешь своим родителям? — Каждую неделю. 24. Не бери эту книгу. Мой брат читает ее, 25. Темнеет. Включи свет 26. Я никогда не езжу на работу. Я всегда хожу пешком 27. Ты идешь в университет? — Нет. Я иду в библиотеку. 28. Она очень рассеянная. Она постоянно теряет вещи. 29. Моя сестра живет сейчас в Москве. Она там учится в Московском университете. 30. Дождь все еще идет? — Да.

10. Переведите на английский:

1. Мы уезжаем в среду в 9 часов утра. Мы встречаемся на вокзале в 8.30 2. За что он ей так нравится? — Она говорит, что он добрый и умный. 3. Вы помните меня? Мы вместе учились в университете. 4. Почему бы нам не поехать на велосипеде за город в Субботу? — Хорошая идея. 5. Джон сейчас очень занят. Он строит гараж. 6. Когда приезжает твой отец? — Через неделю. 7. Что ты думаешь об этом фильме? — Он скучноват. 8. О чем ты думаешь? — Я думаю о своем детстве. 9. В котором часу закрывается магазин? — В восемь. 10. Когда начинается спектакль? — В семь часов вечера. 11. Какие товары экспортирует ваша страна? 12. Над чем вы смеетесь? — Том рассказал нам смешную историю. 13. Он никогда не пропускает занятия без уважительных причин. 14. Мои родители сейчас на море. Они хорошо проводят время. 15. Что ты ищешь? — Ключи от машины. 16. По - чему ты меня не слушаешь? Это очень важно. 17. Неужели ты не любишь футбол? Это такая захватывающая игра.

18. Я завтра встречаюсь с Аней. Мы играем в теннис. 19. Что ты здесь делаешь? — Просматриваю новые журналы. Я делаю это каждую неделю. 20. Почему вы изучаете английский? — Собираюсь поехать за границу на несколько месяцев. Кроме того, английский мне нужен для научной работы. 21. О чем они говорят? — Думаю, они обсуждают итоги конференции. 22. Ты мажешь выключить телевизор. Я не смотрю его. 23. Кто присматривает за твоими детьми, когда ты на работе? — Как правило, моя мать. Она сейчас не работает. 24. Почему ты так сердит? Почему ты кричишь на меня? 25. Она не любит мясо, она предпочитает рыбу. 26. В ее диктанте много ошибок, хотя обычно она делает мало ошибок. 27. Конференция начинается 8 июня и заканчивается 14 июня. 28. Где Аня? — Она принимает душ. 29. Почему ты не пишешь ей? — Я не знаю ее адреса. 30. Она не знает, когда приедет ее брат.

Практическая работа №25

Тема 3.9. Канада

Цель работы: Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование чтения и говорения;

Ход работы: Выполнение упражнений на знание социокультурной информации о стране. Изучение новой лексики. Чтение и перевод текста.

CANADA

Canada is an independent federative state. It is one of the most developed countries. Canada consists of ten provinces and two territories.

It is situated on the North American continent. The country is washed by the Pacific Ocean in the west, by the Atlantic Ocean in the east and by the Arctic Ocean and its seas in the north. About 2 percent of the Canadian territory is covered by glacier ice.

The eastern parts of the country are mainly valleys and plains. The western territories are occupied by the Cordilleras.

The main Canadian islands are Newfoundland, Victorian Island, Baffin Island and others. There are a lot of rivers and lakes in Canada. The largest rivers are the Nelson, the Ottawa, the Mackenzie and the Yukon.

In size Canada is the second in the world after Russia. Its area is almost 10 million km2. The capital of Canada is Ottawa, which is situated on the bank of the Ottawa River. It is famous for its beautiful parks. It is also known as the city of bridges.

The most developed industries are timber, mining, chemical, meat and milk and food industries. Canada grows wheat, barley, flax, potatoes, vegetables and fruit. Fishing is also one of the prosperous industries.

Official languages of Canada are English and French. Canada is a founding member of the United Nations. It has been active in a number of major UN agencies.

Vocabulary:
independent federative state – независимое федеративное государство
the most developed – наиболее развитый
provinces - провинции
territories - территории
the west - запад
the east - восток
percent - процент
is covered - покрыты
glacier ice - ледник
are occupied by - заняты
bank - берег
bridge - мост
timber – лесная промышленность
mining – горная промышленность
chemical – химическая промышленность
wheat - пшеница
barley - ячмень
flax - лен
prosperous - процветающий
founding member - основатель
United Nations – Организация Объединенных Наций
major UN agencies – основные учреждения ООН

1) Make up these sentences.
1) on the North American continent / is / it / situated.
2) a lot of / there are / in Canada / rivers and lakes .
3) of Canada / are / English and French / official languages.
4) consists of / Canada / ten / territories / and / provinces / two.

2) Answer the questions.
1. What does Canada consist of?
2. Where is it situated?
3. What oceans is Canada washed by?
4. What are there in the eastern part of the country?
5. What are the main Canadian islands?

6. What are the largest rivers?
7. What is the size of Canada?
8. What is its area?
9. What is the capital of Canada? Where is it situated? What is it famous for?
10. What are the most developed industries?
11. What are grown in Canada?
12. What are the official languages?

3). Fill in the missing words.

Largest / flax / continent / an / eastern / Ocean / parks / provinces / developed western

Canada is 1) … independent federative state. It is one of the most 2) … countries. Canada consists of ten 3) … and two territories. It is situated on the North American 4) …. The country is washed by the Pacific 5) … in the west. The 6) … parts of the country are mainly valleys and plains. The 7) … territories are occupied by the Cordilleras. The 8) … rivers are the Nelson, the Ottawa, the Mackenzie and the Yukon. Ottawa is famous for its beautiful 9) …. Canada grows wheat, barley, 10) …, potatoes, vegetables and fruit.

4) True or false.

1) Canada is the most developed country.
2) Canada consists of two provinces and ten territories.
3) It is situated on the South American continent.
4) The country is washed by the Arctic Ocean in the south.
5) The largest rivers are Newfoundland, Victorian Island, Baffin Island and others.
6) In size Canada is the first in the world.

5) Quiz.

- **1.** Canada is surrounded by ___ oceans.

A. 1 B. 2 C. 3 D. 4

- **2.** What is the capital of Canada?

A. Ottawa B. Québec C. Vancouver D. Montreal

- **3.** Canada's national animal is the...

A. Grizzly bear. B. Moose. C. Beaver. D. Eagle.

- **4.** Canada owns ___% of the world's forests.

A. 5 B. 10 C. 15 D. 20

- **5.** Who were the first inhabitants of Canada?

A. American people B. Aboriginal people C. European people D. Eskimos

- **6.** Ice hockey is the national winter sport of the country. What is the national summer sport?

A. Lacrosse B. Basketball C. Football D. Rugby

- **7.** Niagara falls belongs to...

A. Canada. B. The USA. C. Both of them. D. None of them.

- **8.** How big is the population of the country?

A. More than 10 million people B. More than 20 million people C. More than 30 million people

D. More than 40 million people

- **9.** In 2010 the Winter Olympic Games were held in Vancouver. There was another occasion when Canada was a host for the games. When was it?

A. 1948 B. 1956 C. 1972 D. 1988

Canada

Canada is the second largest country in the world. Only Russia has a greater land area. Canada is situated in North America. Canada is slightly larger than the United States, but has only about a tenth as many people. About 28 million people live in Canada. About 80% of the population live within 320 km of the southern border. Much of the rest of Canada is uninhabited or thinly populated because of severe natural conditions. Canada is a federation of 10 provinces and 2 territories. Canada is an independent nation. But according to the Constitution Act of 1982 British Monarch, Queen Elizabeth II of the United Kingdom is recognized as Queen of Canada. This symbolizes the country's strong ties to Britain. Canada was ruled by Britain completely until 1867, when Canada gained control of its domestic affairs. Britain governed Canada's foreign affairs until 1931, when Canada gained full independence. Canada's people are varied. About 57% of all Canadians have some English ancestry and about 32% have some French ancestry. Both English and French are official languages of the country. French Canadians, most of whom live in the provinces of Quebec, have kept the languageand customs of their ancestors. Other large ethnic groups are German, Irish and Scottishpeople. Native people — American Indians and Eskimos — make up about 2% of thecountry's population. 77% of Canada's people live in cities or towns. Toronto and Montrealare the largest urban areas. Ottawa is the capital of the country. Today, maintaining a sense of community is one of the major problems in Canada because of differences among the provinces and territories. Many Canadians in western and eastern parts of the country feel that the federal government does not pay enough attention to their problems. 80% of Quebec's population are French Canadians. Many of them believe that their province should recieve a special recognition in the Canadian constitution.

Questions:

1. Where is Canada situated?
2.How many people live in Canada?

3. Where do most Canadians live?
4. Who is the head of state in Canada?
5. When did Canada gain its independence?
6. What are the official languages in Canada?
7. What people live in Canada?
8. What is the main problem facing Canada today?

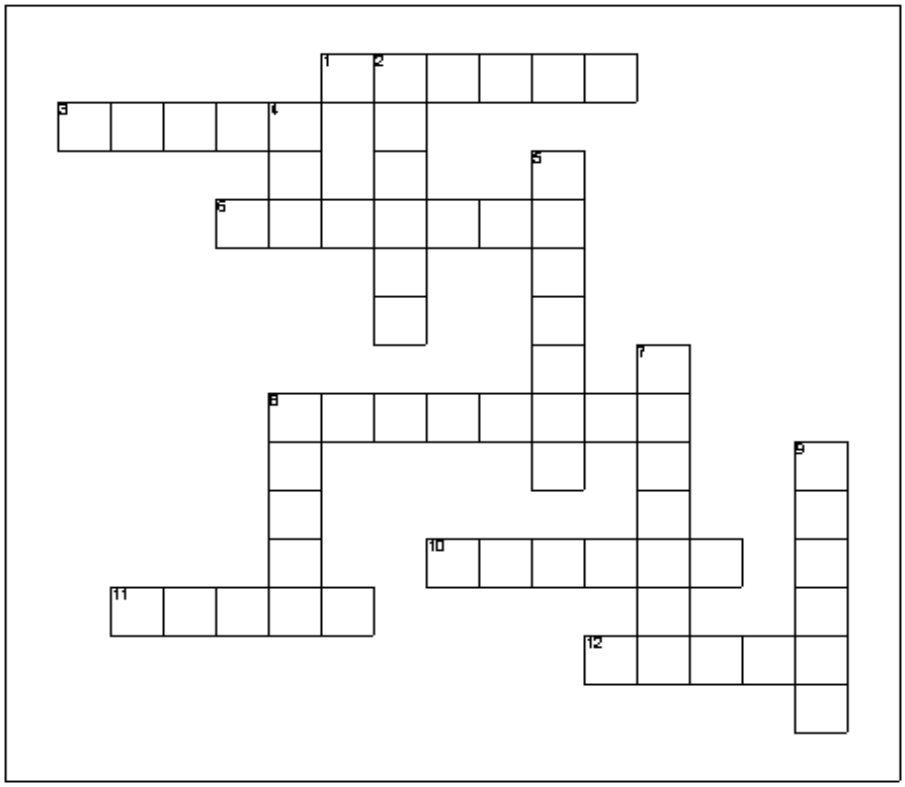
Vocabulary:
land area — площадь
population — население
border — граница
uninhabited — незаселенный
thinly populated — малонаселенный
severe — суровый
natural conditions — природные условия
independent — независимый
Constitution Act — конституционный акт
to recognize — признавать
ties — связи
to rule — править
domestic affairs — внутренние дела
to govern — управлять
foreign affairs — иностранные дела
ancestry — происхождение
official language — государственный язык
custom — обычай
ancestors — предки
Indians — индейцы
to make up — составлять
urban — городской
to maintain — сохранять
community — общность
to pay attention — уделять внимание
recognition — признание

Страноведческий тест

1. What is the capital of Canada?
a) London; b) Montreal; c) Ottawa
2. The British queen is also the queen of Canada. What official is the real head of the Canadian government?
3. Canada has an area of nearly … square km.:
a) 10 mln.; b) 20 mln.; c) 15 mln.
4. Its western coast is washed by ….
a) the Pacific Ocean; b) the Indian Ocean; c) the Atlantic Ocean.

5. Who was the first settlers in Canada?
a)Indians; b) Piligrims; c) Eskimos; d) Maori people
6. How many Canadians speak French?
7. Kings and navigators begun to dream of …. across the sea.
a) fish; b) the riches; c) ships
8. …… became the first important industry of Canada.
a)ship-building; b) motor-car building; c) fishing
9. What has the Eskimo invented?
10. On the prairies children from distant farms go …. , to big schools.
a)by air; b) by car; c) by train; d) by bus
11. What games and sports do the children and grown ups play?
12. What official languages does Canada have?
a) English and Canadian b) French and English c) Latin and English
13. ….is the home of the French Canadian nation.
a) Ottawa b)Halifax c) Quebec.
14. ….is the second largest French city in the world.
a) Quebec b) Ontario c) Montreal
15. The population of Canada is ….people.
a) 30mln. b) 34mln c) 10mln. d) 24mln.
16. Canada is rich in ….
17. The mountains of Canada are …
a) The Rocky mountains b) the Cordilliera c) the Blue Montains
18. Why is Canada a country of lakes?
19. The Federal Parliament consists of …
a) The Senate b) the House of Commons c) the House of Representatives
20. A legislative assembly is elected by the people for ….
a) 1year b) 5years c) 4years
21. Ottawa is the federal capital and ….
22. What parties are represented in Parliament?

Canada



Across

1. The basic unit of currency in Canada is the Canadian _ _ _ _ _ _.
3. The Eskimos of Canada are now called the _ _ _ _ _ _.
6. _ _ _ _ _ _ _ _ has the largest population out of all the Canadian provinces.
8. The prime _ _ _ _ _ _ _ _ _ is the head of Canadian government.
10. Canada borders three oceans--the Atlantic Ocean, the Pacific Ocean, and the _ _ _ _ _ _ Ocean.
11. The southern border of Ontario touches the five great _ _ _ _ _ _.
12. The colors on the Canadian flag are red and _ _ _ _ _.

Down

2. The capital of Canada is _ _ _ _ _ _.
4. Canada has _ _ _ provinces and three territories.
5. _ _ _ _ _ _ _ _ is the capital of Ontario, and also the largest city in the country.
7. The monarch of Canada is also the _ _ _ _ _ _ _ _ monarch.
8. Canada's national symbols are the beaver and the _ _ _ _ _ leaf.
9. Most French Canadians live in the province of _ _ _ _ _ _.

Раздел 4. Культура и наука стран изучаемого языка

Практическая работа №26

Тема 4.1. Простое прошедшее время

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Past Simple - простое прошедшее время

Время Past Simple используется для обозначения действия, которое произошло в определенное время в прошлом и время совершения которого уже истекло. Для уточнения момента совершения действия в прошлом при использовании времени Past Simple обычно используются такие слова, как ***five days ago*** (пять дней назад), ***last year*** (в прошлом году), ***yesterday*** (вчера), ***in 1980*** (в 1980 году) и т.п.

Образование Past Simple

Утвердительные предложения:

I played

He / she / it played

You played

We played

They played

Вопросительные предложения:

Did I play?

Did he / she / it play?

Did you play?

Did we play?

Did they play?

Отрицательные предложения:

I did not play

He / she / it did not play

You did not play

We did not play

They did not play

Для того, чтобы поставить английский глагол во время Past Simple, нужно использовать его «вторую форму». Для большинства глаголов она образуется прибавлением окончания **-ed:**

examine – examined, enjoy – enjoyed, close – closed

Однако есть также достаточно большая группа неправильных английских глаголов, которые образуют форму прошедшего времени не по общим правилам, для них форму прошедшего времени нужно просто запомнить.

*We **saw** your dog two blocks from here.*

Мы видели вашу собаку в двух кварталах отсюда.

В вопросительном предложении перед подлежащим нужно использовать вспомогательный глагол do в прошедшем времени – **did**, а после подлежащего поставить основной, значимый глагол **в начальной форме**:

Did you wash your hands? Ты помыл руки?

Did they sign the contract? Они подписали контракт?

В отрицательных предложениях перед глаголом нужно поставить вспомогательный глагол **did** и отрицательную частицу **not:**

We did not find our car. Мы не нашли свою машину.

I did not understand this question. Я не понял этот вопрос.

Случаи употребления Past Simple:

- Указание на простое действие в прошлом:

I saw Jeremy in the bank. Я видел Джереми в банке.

- Регулярные, повторяющиеся действия в прошлом:

The old man often visited me. Старик часто меня навещал.

I noticed this charming shop girl each time I went to buy something.

Я замечал эту очаровательную продавщицу каждый раз, когда шел за покупками.

- Перечисление последовательности действий в прошлом:

I heard a strange sound, looked back, and saw a huge cat sitting on the table.

Я услышал странный звук, обернулся и увидел здоровенного кота, сидящего на столе.

Exercises

1. Образуйте отрицательные и вопросительные предложения, исходя из данных.
Образец: She wrote this letter two days ago. – She **didn't write** this letter two days ago. – **Did** she **write** this letter two days ago?

1. It was very cold yesterday. 2. I arrived home late last night. 3. My boss left for London two weeks ago. 4. We had a good time at that party. 5. He got an excellent mark for his test. 6. Everybody laughed at him when he was at school. 7. It was very difficult for her to study two foreign languages. 8. My brother bought a new car yesterday. 9. My parents were at home last night. 10. We passed our last exam two days ago. 11. There were many students at the lecture of this famous professor. 12. She brought a lot of souvenirs from her trip.

2. Задайте вопросы к подчёркнутым частям предложений.

1. They came to visit his friend yesterday. 2. Robert took his driving test last week. 3. Last year he didn't go to the South because of the exams. 4. These students were usually late for their lectures last term because they had transport problems. 5. Yesterday we went to the concert together. It was great! 6. My friends stayed at this hotel for two weeks last year. 7. I passed five exams last term and I got excellent marks.

3. Поставьте глагол в скобках либо в *Present Indefinite (Simple)*, либо в *Past Indefinite (Simple)*.

1. I often (*see*) my friend at the university. Yesterday I (*see*) him in the dean's office. 2. We always (*meet*) on Sundays. Last month we (*meet*) not only on Sundays, but also on Saturdays. 3. Dan usually (*walk*) to his office. Yesterday he (*take*) a taxi, because he (*be*) late for his work. 4. My sister usually (*have*) English lesson twice a week. Last week she (*have*) three English lessons.
5. They always (*watch*) TV in the evening. Yesterday evening they (*watch*) a football match. 6. She often (*lose*) things. Yesterday she (*lose*) her purse.
7. Our teacher of English always (*give*) us a lot of homework. At the last lesson she (*not / give*) us any task to be done at home. 8. I usually (*go*) to the club with my friends. Last night I (*go*) there alone, because my friends (*be*) out of town.

Практическая работа №27

Тема 4.2. Правильные и неправильные глаголы

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Список неправильных глаголов

VERB	PAST SIMPLE	PAST PARTICIPLE	ПЕРЕВОД
arise [ə'raiz]	arose [ə'rəuz]	arisen [ə'riz(ə)n]	Возникать, происходить
awake [ə'weik]	awoke [ə'wəuk]	awoken [ə'wəukən]	Будить, проснуться
be [bi:]	was [wɔz], were [wɜ:]	been [bi:n]	Быть
bear [bɛə]	bore [bɔ:]	borne [bɔ:n]	Нести, выносить

beat [bi:t]	beat [bi:t]	beaten ['bi:tn]	Бить
become [bi:kʌm]	became [bi:keim]	become[bi:kʌm]	Становиться
begin [bi'gin]	began [bi'gæn]	begun [bi'gʌn]	Начинать
bend [bɛnd]	bent [bɛnt]	bent [bɛnt]	Сгибать
bet [bet]	bet [bet]	bet [bet]	Поспорить
bite [bʌɪt]	bit [bɪt]	bitten [bɪtn]	Кусать, клевать
bleed [bli:d]	bled [bled]	bled [bled]	Кровоточить
blow [blou]	blew [blu:]	blown [bloun]	Дуть
break [breik]	broke [brouk]	broken ['brouk(e)n]	Ломать
bring [briŋ]	brought [brɔ:t]	brought [brɔ:t]	Приносить
build [bild]	built [bilt]	built [bilt]	Строить
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	Гореть
buy [bai]	bought [bɔ:t]	bought [bɔ:t]	Покупать
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	Ловить, хватать, успеть
choose [tʃu:z]	chose [ʃəuz]	chosen [tʃəuz(ə)n]	Выбирать
come [kʌm]	came [keim]	come [kʌm]	Приходить
cost [kɔst]	cost [kɔst]	cost [kɔst]	Стоить
creep [kri:p]	crept [krept]	crept [krept]	Ползать
cut [kʌt]	cut [kʌt]	cut [kʌt]	Резать
deal [di:l]	dealt [dɛlt]	dealt [dɛlt]	Иметь дело
do [du:]	did [did]	done [dʌn]	Делать
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	Рисовать, тащить
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	Мечтать, дремать
drink [driŋk]	drank [dræŋk]	drunk [drʌŋk]	Пить
drive [draiv]	drove [drouv]	driven ['drivn]	Водить
eat [i:t]	ate [eit]	eaten ['i:tn]	Есть
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	Падать
feed [fi:d]	fed [fed]	fed [fed]	Кормить
feel [fi:l]	felt [felt]	felt [felt]	Чувствовать
fight [fait]	fought [fɔ:t]	fought [fɔ:t]	Бороться
find [faind]	found [faund]	found [faund]	Находить
fit [fit]	fit [fit]	fit [fit]	Подходить по размеру
flee [fli:]	fled [flɛd]	fled [flɛd]	Убегать, исчезать
fly [flai]	flew [flu:]	flown [floun]	Летать
forbid [fə'bɪd]	forbade [fə'beɪd]	forbidden [fəbɪdn]	Запрещать
forget [fə'get]	forgot [fə'gɔt]	forgotten [fə'gɔt(ə)n]	Забывать
forgive [fo'giv]	forgave [fo'geiv]	forgiven [fo'givn]	Прощать
get [get]	got [gɔt]	got [gɔt]	Получать
give [giv]	gave [geiv]	given [givn]	Давать
go [gou]	went [went]	gone [gɔn]	Идти
grow [grou]	grew [gru:]	grown [groun]	Расти
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	Вешать
have [hæv]	had [hæd]	had [hæd]	Иметь
hear [hiə]	heard [hɜ:d]	heard [hɜ:d]	Слышать
hide [haid]	hid [hid]	hidden ['hidn]	Прятать
hit [hit]	hit [hit]	hit [hit]	Попадать в цель

hide [haɪ d]	hid [hɪ d]	hidden [hɪ dn]	Скрывать, прятать
hold [hould]	held [held]	held [held]	Держать
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	Ушибить
keep [ki:p]	kept [kept]	kept [kept]	Содержать
knit [nɪ t]	knit [nɪ t]	knit [nɪ t]	Вязать, штопать
know [nou]	knew [nju:]	known [noun]	Знать
lay [lei]	laid [leid]	laid [leid]	Класть
lead [li:d]	led [led]	led [led]	Вести
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	Учить
leave [li:v]	left [left]	left [left]	Оставлять
lend [lend]	lent [lent]	lent [lent]	Занимать
let [let]	let [let]	let [let]	Позволять
lie [lai]	lay [lei]	lain [lein]	Лежать
light [lait]	lit [lit]	lit [lit]	Освещать
lose [lu:z]	lost [lɔ st]	lost [lɔ st]	Терять
make [meik]	made [meid]	made [meid]	Производить
mean [mi:n]	meant [ment]	meant [ment]	Значить
meet [mi:t]	met [met]	met [met]	Встречать
mistake [mis'teik]	mistook [mis'tuk]	mistaken [mis'teik(e)n]	Ошибаться
overcome [əʊ vəˈkʌ m]	overcame [əʊ vəˈkeɪ m]	overcome [əʊ vəˈkʌ m]	Преодолеть, побороть
pay [pei]	paid [peid]	paid [peid]	Платить
put [put]	put [put]	put [put]	Положить
read [ri:d]	read [red]	read [red]	Читать
ride [raid]	rode [roud]	ridden ['ridn]	Ездить верхом
ring [riŋ]	rang [ræŋ]	rung [rʌ ŋ]	Звенеть
rise [raiz]	rose [rouz]	risen ['rizn]	Подниматься
run [rʌ ŋ]	ran [ræŋ]	run [rʌ ŋ]	Бежать
say [sei]	said [sed]	said [sed]	Говорить
see [si:]	saw [sɔ :]	seen [si:n]	Видеть
sell [sel]	sold [sould]	sold [sould]	Продавать
send [send]	sent [sent]	sent [sent]	Посылать
set [set]	set [set]	set [set]	Ставить
shake [ʃ eik]	shook [ʃ uk]	shaken ['ʃ eik(ə)n]	Встряхивать
show [ʃ ə u]	showed [ʃ ə ud]	shown [ʃ ə un]	Показывать
shut [ʃ ʌ t]	shut [ʃ ʌ t]	shut [ʃ ʌ t]	Закрывать
sing [siŋ]	sang [sæŋ]	sung [sʌ ŋ]	Петь
sink [siŋk]	sank [sæŋk], sunk [sʌ ŋk]	sunk [sʌ ŋk]	Тонуть
sit [sit]	sat [sæt]	sat [sæt]	Сидеть
sleep [sli:p]	slept [slept]	slept [slept]	Спать
smell [smel]	smelt [smɛ lt]	smelt [smɛ lt]	Пахнуть, чувствовать
speak [spi:k]	spoke [spouk]	spoken ['spouk(e)n]	Говорить
spend [spend]	spent [spent]	spent [spent]	Тратить
spin [spɪ n]	spun [spʌ n]	spun [spʌ n]	Крутить, вертеть
split [splɪ t]	split [splɪ t]	split [splɪ t]	Разделять, разбивать

spoil [spɔil]	spoilt [spɔilt]	spoilt [spɔilt]	Портить
stand [stænd]	stood [stu:d]	stood [stu:d]	Стоять
steal [sti:l]	stole [stoul]	stolen ['stəulən]	Красть
strike [straɪk]	struck [strʌk]	struck [strʌk]/ stricken [strɪkən]	Бить, бастовать
swear [swɛə]	swore [swɔ:]	sworn [swɔ:n]	Клясться, присягать
swell [swel]	swelled [sweld]	swollen ['swoul(e)n]	Разбухать
swim [swim]	swam [swem]	swum [swʌm]	Плавать
take [teik]	took [tuk]	taken ['teik(ə)n]	Брать, взять
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	Учить
tear [tɛə]	tore [tɔ:]	torn [tɔ:n]	Рвать
tell [tel]	told [tould]	told [tould]	Рассказывать
think [θiŋk]	thought [θɔ:t]	thought [θɔ:t]	Думать
throw [θrəu]	threw [θru:]	thrown [θrəun]	Бросать
understand [ʌndə'stænd]	understood [ʌndə'stud]	understood [ʌndə'stud]	Понимать
undertake [ʌndə'teɪk]	undertook [ʌndə'tʊk]	undertaken [ʌndə'teɪk(ə)n]	Предпринимать, совершать
wake [weik]	woke [wouk]	woken ['wouk(e)n]	Просыпаться
wear [wɛə]	wore [wɔ:]	worn [wɔ:n]	Носить
win [win]	won [wʌn]	won [wʌn]	Выигрывать
write [rait]	wrote [rout]	written ['ritn]	Писать

Exercises

1. Заполните пропуски глаголами в форме *Past Indefinite (Simple)*. Используйте глаголы из данного списка.

Text 1

start, want, have, continue, be, see, hit, become, wake

Ludwig van Beethoven ... born in 1770 in Bonn, Germany. He ... a difficult and miserable childhood. His father, Johann, was a musician for the king. Johann ... to give Ludwig piano lessons before he was four years old. Ludwig was so small that he had to stand on the piano seat to reach the piano. When Johann ... how quickly Ludwig learned, he knew that his son had talent. He ... to make Ludwig into a concert performer, and he was very demanding. He ... Ludwig's hand when he made a mistake and often ... him up in the middle of the night to make him play for friends. Ludwig ... to study, and, in 1782, he ... the assistant organist for the king. He was only 12 years old!

Text 2

go, draw, fill, be, study, grow, design, have, admire, write, marry

Leonardo da Vinci ... born in 1452 in the town of Vinci, near Florence, Italy. His parents never ..., so Leonardo lived with his father in Florence. Over the years, he ... four stepmothers and eleven stepsisters and stepbrothers. At the age of 15, Leonardo ... to work with a famous artist. He ... painting, sculpture, music, mathematics, and science. By 20, he was a master painter.

Da Vinci was a great inventor, too. He ... more than 1,000 inventions. For example, he ... a flying machine 400 years before the airplane was invented. He also designed an air conditioner, an alarm clock, a submarine, a bridge, and many other things. Da Vinci ... down all his ideas and observations in notebooks. He also ... the notebooks with more than 5,000 drawings of plants, animals, and the human body.
As da Vinci ... older, he stayed alone more and more. Although people ... him, many didn't understand him because his ideas were far ahead of his time.

2. Переведите предложения на английский язык, используя *Past Simple*.
1. Когда ваш сын поступил в университет? – Он поступил в прошлом году. 2. Она вчера не пришла, так как была очень занята. 3. Кто встречал вас на вокзале? – Мой брат. 4. Сколько раз в неделю у вас был английский в прошлом семестре? – Два раза в неделю. 5. Вчера все студенты нашей группы сдали экзамен по физике, кроме Зорина: он был не готов. 6. С кем вы обсудили этот вопрос? – Мы обсудили его с ректором. 7. Вы познакомились с этим мужчиной на работе, не так ли? – Да, мы познакомились месяц назад. 8. На прошлой неделе мы никуда не выходили по вечерам. 9. Он окончил университет три года назад. 10. Куда вы ездили в отпуск летом? – Мы ездили на Украину. – Какая там была погода? – Было очень жарко. 11. Разве она не хотела принять участие в концерте? – Она хотела, но заболела пару дней назад. 12. Кто оставил эту записку? – Наш сосед. 13. Где ты достал этот словарь? – Взял в библиотеке. 14. Джон Кеннеди стал президентом США, когда ему было 43 года; а Дмитрий Медведев стал президентом России в 42 года.

3. Перепишите следующий текст в прошедшем времени.
Boris wakes up when it is already quite light. He looks at his watch. It is a quarter to seven. Quick! Boris jumps out of bed and runs to the bath-room. He has just time to take a cold shower and I drink a glass of tea with bread and butter. He is in a hurry to catch the eight o'clock train. At the railway station he meets three other boys from his group. They all have small backpacks and fishing-rods. In less than an hour they get off the train at a small station near a wood. They walk very quickly and soon find themselves on the shore of a large lake. The boys spend the whole day there fishing, boating and swimming. They return home late at night, tired but happy.

4. Используйте слова в скобках для образования предложений в Past Simple.
1) They _____ football at the institute. (to play)
2) She _____ emails. (not / to write)
3) ____ you____ English? (to speak)
4) My mother ____ fish. (not / to like)
5) ____ Ann ____ any friends? (to have)
6) His brother _____ in an office. (to work)
7) She ___ very fast. (cannot / to read)
8) ____ they ____ the flowers every 3 days? (to water)

9) His wife _____ a motorbike. (not / to ride)
10) ____ Elizabeth_____ coffee? (to drink)

Практическая работа №28

Тема 4.3. Традиции и праздники англоговорящих стран

Цель работы: Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование чтения и говорения;

Ход работы: Выполнение упражнений на знание социокультурной информации о стране. Изучение новой лексики. Работа с текстом.

CUSTOMS AND TRADITIONS IN THE USA AND GREAT BRITAIN

People all over the world like holidays very much. Halloween, St. Valentine's Day, Christmas, Thanksgiving, New Year's Day are modern holidays descended from the red-letter days, and seasonal celebrations. People have invented and reinvented them over the years. But why do we celebrate them? For the British and Americans any holiday is an opportunity for the whole family to get together. It is a very old, but still quite popular tradition to have a holiday dinner. People usually make particular meals for each holiday. Christmas pudding and Thanksgiving turkey, for example, are known all over the world. The British and Americans always congratulate their close friends and relatives on holidays. They usually send colourful cards, give presents. Many people decorate their homes. The most famous and the most favourite holiday is Christmas.

Christmas, or Christ Mass, is the day when we celebrate the birth of Jesus Christ. People celebrate it on the 25th of December. Christmas is the biggest holiday of the year and the one that many people – especially children – enjoy very much. The main tradition of this holiday is a Christmas tree. In Britain this tradition began in 1841. Queen Victoria's husband, Prince Albert, brought this German tradition (he was German) to Britain. A few years after, nearly every house in Britain had one. Traditionally people decorate their trees on Christmas Eve – that is December 24th. One more custom is connected with this winter holiday: every year the people of Norway give the city of London a present. They want to say "Thank you" for British help in World War II. It is a big Christmas tree and it stands in Trafalgar Square.

An older tradition is Christmas mistletoe. People put a piece of this green plant with its white berries over a door. Mistletoe brings good luck, people say.

Also, at Christmas British and American people kiss their friends and family under the mistletoe.

One more tradition is Christmas carols. Before Christmas, groups of singers go from house to house. They collect money and sing traditional Christmas songs or carols.

British and American children do not open their presents on December 24th. Some children hang a stocking at the end of their bed. Father Christmas brings their presents at night. Then they open them in the morning of the 25th. The presents are put into stockings or the larger ones are arranged around the Christmas tree. There is another name for Father Christmas in Britain and the USA – Santa Claus. That comes from the European name Saint Nicholas. In the traditional story he lives at the North Pole. But now he lives in big shops in towns and cities all over Britain. Then on Christmas Eve he visits every house with his reindeer. He climbs down the chimney and leaves lots of presents. Some people leave something for him, too.

The most important meal on December 25th is Christmas dinner. Nearly all Christmas food is traditional, but a lot of traditions are not very old. For example, there were no turkeys in Britain before 1800. And even in the nineteenth century, goose was the traditional meal at Christmas. But not now. A twentieth-century British Christmas dinner is roast turkey with carrots, potatoes, peas and Brussels sprouts. There are sausages and bacon, too. After the turkey, there is Christmas pudding. Crackers are also usual at Christmas dinner. These came to Britain from China in the nineteenth century. On Christmas Day at three o'clock in the afternoon, the Queen makes a speech on the radio and TV. It is ten minutes long. In this speech she talks to people of the United Kingdom and the Commonwealth about the past year. This speech is filmed a few weeks before Christmas and the Queen spends Christmas with her family at Windsor Castle near London. In the USA the President gives his message on TV.

The 25th of December is not the last day of this holiday. December 26th is Boxing Day. On this day boys from the shops in each town asked for money at Christmas. They went from house to house and took boxes made of wood with them. At each house people gave them money. This was a Christmas present. So the name of December 26th comes from those wooden boxes. Now Boxing Day is the real day for Christmas parties and visiting friends. All people like to watch their favourite sports on TV.

Выберите один из предложенных вариантов ответа.

1. Christmas is

   a) a religious holiday.

   b) a mythological living being.

   c) a pagan festivity.

2. In English-speaking countries it was originally celebrated

a) in December.

b) by druids only.

c) in January.

3. The people of Norway give the city of London a big Christmas tree

a) because the Queen of Great Britain is considered to be an official head of Norway.

b) to thank British people for their help in the war.

c) to express their love and friendship to more powerful neighbour.

4. The tradition of Christmas tree in Britain

a) began in the 18th century.

b) was an ancient British tradition.

c) came from Germany.

5. On Christmas Eve Santa Claus

a) comes into the house through the chimney and leaves a lot of presents.

b) comes from house to house and sings Christmas carols.

c) eats and drinks everything people have cooked for him.

6. A Christmas meal now includes

a) turkey, sweet potatoes, corn and pumpkin pie.

b) turkey, peas, pumpkin pie.

c) roast turkey with carrots, potatoes, peas, Christmas pudding.

Дайте русские эквиваленты данным словам и выражениям.

□to decorate □ modern holiday □to celebrate □ red-letter day □ carol □ on the eve of □to get together □ seasonal celebration □to congratulate on □to bring good luck □ tradition □to give presents □ relative □to get presents □to be known all over the world

Переведите следующие предложения на английский язык.

1) Для многих людей в США и Великобритании Рождество – это повод собраться всей семьёй.

2) Существует множество разных праздников, но самый любимый – Рождество.

3) Каждый год жители Норвегии дарят британцам большую рождественскую ель в знак благодарности за помощь во Второй мировой войне.

4) Главная рождественская ель Соединенного Королевства находится в центре Трафальгарской площади.
5) Собираться всей семьей за праздничным столом – любимая традиция британцев и американцев.
6) Во время праздничных гуляний можно услышать рождественские песни на улицах британских и американских городов.
7) Американцы и британцы всегда поздравляют своих родственников и близких друзей с этим праздником: посылают им открытки и дарят подарки.
8) В канун праздника люди украшают не только рождественские ели, но и свои дома.
9) Считается, что ветка омелы приносит удачу.
10) Согласно древней традиции, если два человека оказываются под веткой омелы, то они должны поцеловать друг друга.
11) В США и Великобритании существует традиционное для каждого праздника блюдо.
12) Считается, что в канун Рождества в каждый дом приходит Санта Клаус. Он спускается по печной трубе и оставляет подарки под елью или в специальных чулках, которые висят над камином.
13) Ходить в гости к родственникам и близким друзьям 26 декабря – еще одна рождественская традиция.
14) 26 декабря мальчишки со специальными деревянными коробками ходят от дома к дому и поздравляют всех с праздником. Жители домов кладут туда деньги и подарки.

Holidays and festivals in Great Britain

There are 8 holidays in Great Britain. On these days people do not go to work. They are: Christmas Day, Boxing day, New Year's Day, Good Friday, Easter, May Day, Spring Bank Holiday, Late Summer Bank Holiday.

Most of these holidays are of the religious origin. But nowadays they have lost their religious significance and are simply days on which people relax, visit their friends. All the public holidays, except New Year's Day, Christmas and Boxing Day, are movable. They don't fall on the same date each year.

Besides public holidays, there are other festivals, anniversaries, on which certaintraditions are observed. But if they don't fall on Sunday, they're ordinary working days.

New Year

In England New Year is not as widely observed as Christmas. Some people just ignore it, but other celebrates it in one way or another.

At midnight people listen to the chiming of Big Ben and sing "Auld Lang Syne" (a song by Robert Burns "The days of long ago").

Another popular way to celebrate New Year is to go to a New Year dance.

The most famous celebration is round the statue of Eros in Piccadilly Circus. People sing, dance and welcome the New Year.

May Day

May Day - the first day of May - is associated more with ancient folklore than with the workers. In some villages the custom of dancing round the maypole (майское дерево) is acted out.

Halloween

Halloween is celebrated on 31st of October. This is the day before All Saint's Day in the Christian calendar and is associated with the supernatural. People hold fancy-dress parties (people dress up in witches and ghosts).

Christmas

Christmas day is observed on 25th of December. On Christmas Day many people go to church. On returning from church the family gather round the tree and open the parcels. Every one gets something.

Christmas meal is really traditional stuffed turkey, boiled ham, mashed potatoes to be followed by plum pudding, mince pies, tea or coffee and cakes.

People travel from all parts of the country to be at home for Christmas.

St Valentine's Day

St Valentine's day is celebrated on February, 14. Every St Valentine's day thousands of people travel to a small village on Scotland's border with England to get married.

On this day boys and girls, sweethearts, husbands and wives, friends and neighbors exchange greetings of affection and love. People send each other greeting cards, chocolate andflowers. Valentine's cards are very colorful, with a couple of human hearts on them.

Easter

Easter is a time when certain traditions are observed. I England presents traditionally take the form of an Easter egg. Easter eggs are usually made from chocolate.

Easter eggs always grace breakfast tables on Easter Day. Sometimes they are hidden about the houses for the children to find them.

Holidays in USA

Americans share three national holidays with many countries: Easter Sunday, Christmas Day, and New Year's Day.

Easter, which falls on a spring Sunday that varies from year to year, celebrates the Christian belief in the resurrection of Jesus Christ. For Christians, Easter is a day of religious services

and the gathering of family. Many Americans follow old traditions of coloring hard-boiled eggs and giving children baskets of candy. On the next day, Easter Monday, the president of the United States holds an annual Easter egg hunt on the White House lawn for young children.

Christmas Day, December 25, is another Christian holiday; it marks the birth of the Christ Child. Decorating houses and yards with lights, putting up Christmas trees, giving gifts, and sending greeting cards have become traditions even for many non-Christian Americans.

New Year's Day, of course, is January 1. The celebration of this holiday begins the night before, when Americans gather to wish each other a happy and prosperous coming year.

Uniquely american holidays

Eight other holidays are uniquely American (although some of them have counterparts in other nations). For most Americans, two of these stand out above the others as occasions to cherish national origins: Thanksgiving and the Fourth of July.

Thanksgiving Day is the fourth Thursday in November, but many Americans take a day of vacation on the following Friday to make a four-day weekend, during which they may travel long distances to visit family and friends. The holiday dates back to 1621, the year after the Puritans arrived in Massachusetts, determined to practice their dissenting religion without interference.

After a rough winter, in which about half of them died, they turned for help to neighboring Indians, who taught them how to plant corn and other crops. The next fall's bountiful harvest inspired the Pilgrims to give thanks by holding a feast. The Thanksgiving feast became a national tradition -- not only because so many other Americans have found prosperity but also because the Pilgrims' sacrifices for their freedom still captivate the imagination. To this day, Thanksgiving dinner almost always includes some of the foods served at the first feast: roast turkey, cranberry sauce, potatoes, pumpkin pie. Before the meal begins, families or friends usually pause to give thanks for their blessings, including the joy of being united for the occasion.

The Fourth of July, or Independence Day, honors the nation's birthday -- the signing of the Declaration of Independence on July 4, 1776. It is a day of picnics and patriotic parades, a night of concerts and fireworks. The flying of the American flag (which also occurs on Memorial Day and other holidays) is widespread. On July 4, 1976, the 200th anniversary of the Declaration of Independence was marked by grand festivals across the nation.

Besides Thanksgiving and the Fourth of July, there are six other uniquely American holidays.

Martin Luther King Day: The Rev. Martin Luther King, Jr., an African-American clergyman, is considered a great American because of his tireless efforts to win civil rights for all people through nonviolent means. Since his assassination in 1968, memorial services have marked

his birthday on January 15. In 1986, that day was replaced by the third Monday of January, which was declared a national holiday.

Presidents' Day: Until the mid-1970s, the February 22 birthday of George Washington, hero of the Revolutionary War and first president of the United States, was a national holiday. In addition, the February 12 birthday of Abraham Lincoln, the president during the Civil War, was a holiday in most states. The two days have been joined, and the holiday has been expanded to embrace all past presidents. It is celebrated on the third Monday in February.

Memorial Day: Celebrated on the fourth Monday of May, this holiday honors the dead. Although it originated in the aftermath of the Civil War, it has become a day on which the dead of all wars, and the dead generally, are remembered in special programs held in cemeteries, churches, and other public meeting places.

Labor Day: The first Monday of September, this holiday honors the nation's working people, typically with parades. For most Americans it marks the end of the summer vacation season, and for many students the opening of the school year.

Columbus Day: On October 12, 1492, Italian navigator Christopher Columbus landed in the New World. Although most other nations of the Americas observe this holiday on October 12, in the United States it takes place on the second Monday in October.

Veterans Day: Originally called Armistice Day, this holiday was established to honor Americans who had served in World War I. It falls on November 11, the day when that war ended in 1918, but it now honors veterans of all wars in which the United States has fought. Veterans' organizations hold parades, and the president customarily places a wreath on the Tomb of the Unknowns at Arlington National Cemetery, across the Potomac River from Washington, D.C.

Find some more information about one of the holidays of Great Britain or USA. Prepare a presrntation.

Практическая работа №29

Тема 4.4. Простое будущее время

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Future Simple - простое будущее время

Время Future Simple ссылается на действие, которое совершится в неопределенном или отдаленном будущем. Простое будущее время обычно используется с обстоятельствами: ***tomorrow*** (завтра), ***next year*** (в следующем году), ***in five years*** (через

пять лет), ***in 2035*** (в 2035 году) и т.п.

Образование Future Simple

Утвердительные предложения:

I shall/will play

He / she / it will play

You will play

We shall/will play

They will play

Вопросительные предложения:

Shall/Will I play?

Will he / she / it play?

Will you play?

Shall/Will we play?

Will they play?

Отрицательные предложения:

I shall/will not play

He / she / it will not play

You will not play

We shall/will not play

They will not play

Для того, чтобы поставить глагол во временную форму Future Simple, нужно использовать его начальную форму и вспомогательный глагол shall (для первого лица) или will (второе и третье лицо). В устной речи shall и will чаще всего сокращаются до формы ‘ll, которая может использоваться во всех лицах.

Примечание:

В современном английском, особенно в устной речи, will стал использоваться и в первом лице:

I will go to Shanghai next summer. Следующим летом я поеду в Шанхай.

В вопросительном предложении вспомогательные глаголы shall или will ставятся перед подлежащим. Значимый глагол остается после подлежащего в своей начальной форме:

Shall we go to the beach? Мы пойдем на пляж?

Will your boss agree with our conditions? Ваш босс согласится с нашими условиями?

В отрицательных предложениях за вспомогательным глаголом следует отрицательная частица not. Вместе они могут быть сокращены до формы won’t:

Fred will not (won’t) agree to help us. Фред не согласится нам помочь.

Случаи употребления Future Simple:

- Указание на простое действие в будущем:

We’ll return in 4 hours. Мы вернемся через 4 часа.

It will not be easy to convince him. Его будет нелегко убедить.

- Описание будущего факта

The exhibition will open in May. — Выставка откроется в мае.

- Предположение или прогноз

I think it will rain tomorrow. — Я думаю, завтра пойдет дождь.

- Выражение намерения или решения, возникшее в момент речи

I'm thirsty. I think I'll have a glass of juice. — Я хочу пить. Думаю, я выпью стакан сока.

Конструкция going to

Going to используется, чтобы выразить намерение, когда решение принято заранее:

I'm going to make a cake tonight. — Сегодня вечером я буду делать торт.

Going to в Future Simple также используется для предположений, когда есть признак того, что что-то произойдет:

Look at those clouds. It's going to rain. — Посмотри на эти тучи. Собирается дождь.

Exercises

1. Вставьте 'll или won't.

1. Lucy was born in 1995. In 2007 she _____ be 12.
2. It's sunny today. It _____ rain.
3. Kelly is eleven today. She _____ be twelve until next year.
4. Rob is nine. He _____ be ten on his next birthday.
5. This month is May. It_____ be June next month.
6. Jenny: 'Mum, the bus is late. I _____ be home until eight o'clock.
7. It's 25 degrees today. It _____ snow tomorrow.
8. I sent the letter this afternoon. It _____ arrive until tomorrow.

2. Раскройте скобки, употребляя глаголы в *Present Continuous, Present Simple* или в *Future Simple.*

1. I (to play) chess tomorrow. 2. I (not to play) chess tomorrow. 3. You (to play) chess tomorrow? 4. He (to play) chess every day. 5. He (not to play) chess every day. 6. He (to play) chess every day? 7. They (to play) chess now. 8. They (not to play) chess now. 9. They (to play) chess now? 10. Nick (to go) to the park now. 11. Nick (to go) to school every day. 12. Nick (to go) to school tomorrow. 13. You (to come) to my place next Sunday? 14. You (to read) this book next week? 15. You (to read) books every day? 16. You (to read) a book now? 17.1 (not to see) him tomorrow. 18. What you (to do) tomorrow? 19. What your friend (to do) tomorrow? 20. Where you (to go) next summer? 21. Where you (to go) every morning? 22. Where you (to go) now? 23. Look! Mary (to dance). 24. She (to dance) every day. 25. She (to dance) tomorrow?

3. Раскройте скобки, употребляя гла-| голы в *Present Simple* или *Future Simple.* (Все предложения относятся к будущему).

1. When he (to return) to St. Petersburg, he (to call) on us. 2. If I (to see) him, I (to tell) him about their letter. 3. We (to gather) at our place when my brother (to come) back from Africa. 4. I (to sing) this song with you if you (to tell) me the words. 5. I hope you (to join) us when we (to gather) in our country house the next time. 6. What you (to do) when you (to come) home? 7. If I (to stay) some more days in your town, I (to call) on you and we (to have) a good talk. 8. He (to go) to the Public Library very often when he (to be) a student. 9. As soon as I (to return) from school, I (to ring) you up. 10. You (to pass) many towns and villages on your way before you (to arrive) in Moscow. 11.1 (to stay) at home till she (to come). Then we (to go) to the theatre if she (to bring) tickets. 12. After I (to finish) school, I (to enter) the University.

4. Переведите на английский язык, употребляя глаголы в *Present Simple* или *Future Simple.*

I. Я приду домой в шесть часов. 2. Когда я приду домой, я позвоню вам. 3. Она позвонит нам вечером. 4. Если она позвонит вам, попросите ее принести мне книгу. 5. Я увижу Тома завтра. 6. Как только я увижу Тома, я расскажу ему об этом. 7. Я поеду в Париж на будущей неделе. 8. Перед тем, как я поеду в Париж, я позвоню вам. 9. Он не пойдет в библиотеку сегодня вечером. 10. Если он не пойдет в библиотеку, он будет дома. 11. Мы будем дома завтра. 12. Если мы будем дома завтра, мы посмотрим эту программу по телевизору. 13. Ее не будет завтра дома. 14. Если ее не будет завтра дома, оставьте ей записку. 15. Завтра погода будет хорошая. 16. Если завтра погода будет хорошая, мы поедем за город. 17. Когда она приходит в школу, она снимает пальто. 18. Когда она придет в школу, она снимет пальто. 19. Как только он вспоминает эту смешную сцену, он начинает смеяться. 20. Как только он вспомнит эту смешную сцену, он начнет смеяться.

Практическая работа №30

Тема 4.5. Выдающиеся ученые и политические деятели

Цель работы: Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование чтения и говорения;

Ход работы: Чтение, перевод, пересказ текста. Беседа по теме.

British scientists and inventors

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

biology.
Isaac Newton is considered by many to be one of the most influential scientists of all time and a key figure in the scientific revolution. He developed the theory of colour, studied the speed of sound and formulated the laws of motion and universal gravitation (published in 1687), which dominated scientific view of the physical universe for the next three centuries.
The main discoveries of Michael Faraday (1791 -1867) include those of electromagnetic induction and electrolysis.

Charles Darwin introduced his revolutionary theory of evolution in his book 'On the Origin of Species' published in 1859. It changed the way the world look at the creation of life.
Many English inventors of the present and of the past literally changed our world. Steam engine constructed by a Scottish inventor and engineer James Watt (1736 - 1819) was fundamental to the changes brought by the Industrial Revolution in both his native Great Britain and the rest of the world.
The first mechanical computer created by a mathematician and philosopher Charles Babbage (1791-1871) eventually led to more complex designs.
But the computer we know today would not be possible without a pioneering British computer scientist Alan Turing. During the Second World War this mathematician and his team were successful in deciphering the German coding machine 'Enigma'.
If Babbage is considered by some to be a «father of the computer», Turing is widely declared to be the father of theoretical computer science and artificial intelligence.
And the author of undoubtedly one of the most revolutionary inventions of the 20th century - the World Wide Web (WWW), - is another British Computer Scientist Sir Tim Berners-Lee (born in 1955). In 2004, Berners-Lee was knighted by Queen Elizabeth II for his pioneering work.

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

Vocabulary:
artificial intelligence - искусственный разум
contribution - вклад
dominate - господствовать, преобладать
driving force - движущая сила
eventually - в итоге, в конце концов, со временем
fundamental - основной, основополагающий
immense - огромный, необъятный
industrial revolution - промышленная революция

influential - влиятельный
key figure - ведущая, ключевая фигура
to knight - посвящать в рыцари
laws of motion - законы движения
literally - буквально
pioneering - новаторский
species -виды
steam engine - паровой двигатель
universal gravitation - всемирное тяготение
undoubtedly - несомненно, бесспорно

Answer the questions

1. Name the most famous British Scientists of 17th century, 18th century, 19th century, 20th and 21th century.
2. What important scientific discoveries were made by Isaac Newton?
3. Who discovered electromagnetic induction?
4. What is the name of the book where Charles Darwin described the theory of evolution?
5. How did the invention of steam engine changed the world?
6. Who is considered to be a «the father of a computer» and who is considered to be «the father of AI»?
7. What is Enigma?
8. Why was Tim Berners-Lee knighted?
9. Why did some inventions of British scientists «literary change the world»? Give examples

Margaret Thatcher

Margaret Thatcher, Great Britain's first woman prime minister, was born in 1925. Thatcher served longer than any other British prime minister in the 20th century. She initiated social and economic changes in many aspects of Britain's postwar state. She was famous for her 'strong arm' policy.

Margaret Thatcher studied chemistry at Oxford and later became a lawyer. She was elected to Parliament as a Conservative in 1959. In 1970 she became Secretary of State for education and science. The Conservative party elected her its first woman leader in 1975. Thatcher led the Conservatives to an electoral victory in 1979 and became prime minister.

Thatcher tried to reduce the influence of the trade unions and fight inflation. Her economic policy rested on changes along free-market lines. She reduced government spending and taxes for higher-income individuals. In 1982, when Argentina invaded the Falkland Islands, a British colony, Britain started a war which was successful. Thatcher's government privatized

national industries, including British Gas and British Telecommunications. Her policies forced coal miners to return to work after a year on strike. In foreign affairs, Thatcher was an ally of President Ronald Reagan and opposed the Communist countries. She allowed the United States to station (1980) nuclear cruise missiles in Britain and to use its air bases to bomb Libya.

In 1987 Thatcher led the Conservatives to a third electoral victory. She proposed free-market changes to the national health and education systems and introduced a new tax to pay for local government. After that, she was criticized for having no compassion for the poor.

Thatcher refused to support a common European currency and integrated economic policies. She resigned as prime minister, and John Major became her successor. In 1992 Thatcher left the House of Commons and became Baroness Thatcher.

Translate the following sentences into English.

1. Маргарет Тэтчер была первой женщиной — премьер-министром Великобритании и служила дольше, чем любой другой британский премьер-министр XX века; она была известна своей политикой «твердой руки».
2. Тэтчер была избрана в парламент от консервативной партии, затем стала министром образования и науки, привела консервативную партию к победе на выборах в 1979 году и стала премьер-министром.
3. Она пыталась уменьшить влияние профсоюзов, бороться с инфляцией, сократила государственное финансирование и налоги на лиц с высокими доходами.
4. Ее правительство приватизировало государственные отрасли промышленности и заставила шахтеров возобновить работу после года забастовки.
5. Во внешней политике она была союзником США и разрешила разместить крылатые ядерные ракеты в Британии и использовать воздушные базы страны для бомбардировок Ливии.
6. Она привела консерваторов к третьей победе на выборах, предложила изменить систему здравоохранения в соответствии с законами рынка.
7. Она ввела новый налог для оплаты работы местных органов власти и подверглась критике за то, что не испытывала сострадания к бедным.
8. Она не поддерживала идею создания единой европейской валюты и экономической политики и была вынуждена уйти с поста премьер-министра.
9. Ее преемником на посту премьер-министра стал Джон Мейджор.

Практическая работа №31

Тема 4.6. Типы вопросов в английском языке

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

В английском языке существует 5 типов вопросов:

1 Общий (General Question)

2 Специальный (Special Question)

3 Альтернативный (Alternative Question)

4 Разделительный (Tag Question)

5 Вопрос к подлежащему (Subject Question)

Тип вопроса	Пример	Перевод
Общий	Are you a booklover?	Ты любитель книг?
	Do you read a book?	Ты читаешь книгу?
Специальный	Why are you a booklover?	Почему ты любитель книг?
	When do you read a book?	Когда ты читаешь книгу?
Альтернативный	Are you a booklover or a nonreader?	Ты любитель книг или нет?
	Do you read a book or a magazine?	Ты читаешь книгу или журнал?
Разделительный	You are a booklover, aren't you?	Ты любитель книг, не так ли?
	You don't read a book, do you?	Ты не читаешь книгу, не так ли?
Вопрос к подлежащему	Who is a booklover?	Кто любитель книг?
	Who reads a book?	Кто читает книгу?

Общий вопрос

Если на вопрос можно ответить «да» или «нет», то это общий вопрос. Общая схема для такого вопроса выглядит так:

вспомогательный глагол + подлежащее + сказуемое + дополнение + остальные члены предложения.

Do you play computer games? – Ты играешь в компьютерные игры?

Does she like ice-cream? – Она любит мороженое?

Не забывайте, что глаголу to be в настоящем и простом прошедшем времени не нужны никакие вспомогательные глаголы:

Are you at home? – Ты дома?

Was he at the cinema yesterday? – Он был вчера в театре?

Специальный вопрос

Специальные вопросы задаются с целью выяснить какую-то конкретную, детальную информацию о предмете или явлении. Отличительной чертой специальных вопросов в английском языке является обязательное наличие вопросительных слов. Порядок слов

в таких вопросах такой же, как и в общем, только в начале необходимо поставить одно из вопросительных слов:
вопросительное слово + вспомогательный глагол + подлежащее + сказуемое + дополнение + остальные члены предложения.
Where are you going? – Куда ты идешь?
What do you want to read? – Что ты хочешь почитать?
When did you leave the house? – Когда ты ушел из дома?

Альтернативный вопрос
Сама название этого типа вопроса подразумевает то, что в вопросе должен быть выбор между двумя вариантами. Такой вопрос можно задать к любому члену предложения. И самое главное – здесь всегда вы встретите союз or (или).

They finished writing the article at 5 p.m. – Они закончили писать статью в 5 вечера.
Did they finish writing the article in the morning or at night? – Они закончили писать статью утром или вечером?
Did they finish writing or reading the article? – Они закончили писать или читать статью?

Разделительный вопрос
Порядок слов в таком вопросе прямой, как в обычном предложении. И только в конце такого предложения мы встретим вопрос, который называется tag. В переводе на русский язык вопрос звучит так: «не так ли?» / «не правда ли?» / «да?». Для того чтобы образовать tag-question, вспомогательный глагол и подлежащее нужно поставить в конец предложения.
Есть два способа образования такого вопроса в английском языке:
1. Начало предложения утвердительное + краткий отрицательный вопрос.
He reads a book, doesn't he? – Он читает книгу, не так ли?
His friend is German, isn't he? – Его друг немец, не так ли?
2. Начало предложения отрицательное + краткий положительный вопрос.
She doesn't go to the church, does she? – Она не ходит в церковь, не так ли?
He is not at the meeting, is he? – Он не на встрече, не так ли?

Вопрос к подлежащему
Самый легкий для формирования вопрос. Вам нужно взять утвердительное предложение, убрать подлежащее и вместо него поставить who (кто) или what (что). Никакие вспомогательные глаголы не нужны. **НО!** Необходимо помнить, что в настоящем времени глагол в предложении будет иметь форму третьего лица единственного числа.
Who invites guests for the party? – Кто приглашает гостей на вечеринку?
What makes you feel upset? – Что заставляет тебя грустить?
What happened to us? – Что случилось с нами?

Exercises.

Упражнение 1. Сформируйте общий вопрос.

1. John was busy yesterday evening. (today)
2. I prefer reading a book before going to bed. (watch TV)
3. I can play football very well. (volley-ball)
4. Spanish is spoken in Spain. (Latin America)
5. She is a very good teacher.
6. Her parents are both doctors.
7. Lane visited many countries.
8. He couldn't drive last summer.
9. John was tired after work.
10. We live in a small town.
11. Summer has started at last.
12. They have already left.
13. My parents got married in Paris.
14. She can lose her temper easily.
15. The party will start in time.
16. The dogs are sleeping.
17. The umbrella was broken.
18. He always gives money to homeless children.

Упражнение 2. Сформируйте специальный вопрос ко всему предложению:

1. I am keen on visiting new countries. (What)
2. She works from 6 a.m. till 4 p.m. (How many hours)
3. She will meet me at the platform. (What time)
4. I was not ready to go through the test. (Why)
5. My sister likes travelling by car. (How)
6. You can look for information on a timetable on the ground floor. (Where)
7. They visited all Europe countries last year. (When)
8. The twins were born in June. (When…?)
9. We had a great time in Disneyland. (Where…?)
10. Mr. Black can play chess very well. (How…?)
11. The salad is not fresh. (Why…?)
12. Tom orders Japanese food every Friday. (What…?)
13. I meet a lot of people at work. (Where…?)
14. They will have lunch at home. (Where…?)
15. The film has just started. (What film…?)
16. I have been to the doctor. (Where…?)

Упражнение 3. Сформируйте специальный вопрос к подлежащему:

1. She was drinking cold water.
2. Our neighbor's children broke the window.
3. Lily hasn't answered the questions yet.
4. Sting is my favorite singer.
5. Jake is going to Turkey next Saturday.
6. My whole class visited the National Art Museum.
7. Molly takes dance classes.

8. Good results gave him hope for the future.

Упражнение 4. Поставите правильный «хвостик» в разделительном вопросе:

1. She doesn’t like watching TV, _?
2. Her brother is older that she, _?
3. He doesn’t go to extra classes, _?
4. You should tell your husband the truth, _?
5. I was a good student, _?
6. Dolphins are very kind animals, _?
7. His performance was boring, _?
8. She has read a very interesting book, _?

Упражнение 5. Переведите предложения в форме альтернативного вопроса.

1. Ты любишь смотреть футбол или баскетбол?
2. Ты любишь смотреть фильмы или сериалы?
3. Твой кот серый или черный?
4. Ты чаще пишешь ручкой или карандашом?
5. Ты сегодня работаешь дома или в офисе?
6. Ты любишь больше печенье или шоколад?
7. Она ходила в театр с Джеком или с Кайлом?
8. Эта машина была произведена в Японии или в Германии?
9. Этот магазин открывается в 8 или в 9?
10. Она изучает английский или французский?

Практическая работа №32

Тема 4.7. Выдающиеся актеры и музыканты

Цель работы: Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование чтения и говорения;

Ход работы: Чтение, перевод, пересказ текста. Беседа по теме. Перевод предложений с русского на английский на основе прочитанного текста.

The Beatles

The Beatles to this day are one of the most famous and popular rock'n'roll groups in the world. The group shattered many sales records and had more than fifty top hit singles. The Beatles started a new era of music. Their music was unusual because most rock was strong beat with no melody, and they added melody to the rock. The Beatles also added strong and meaningful lyrics.

The group included George Harrison, John Lennon, Paul McCartney, and Richard Starkey (Ringo Starr). All of the Beatles where born and raised in Liverpool, England. John Lennon was the leader of the band, one of the two lead singers, the rhythm guitarist and a song writer. George Harrison was the lead guitarist. Paul McCartney was a song writer, one of the two lead singers, and a bassist. Ringo Starr played the drums.

The Beatles were discovered on November 9, 1961 by Brian Epstein, a manager of a record store in Liverpool. The Beatles early music was influenced by singers Bob Dilan, Chuck Berry and Elvis Presley. Their first two song were Love Me Do and Please, Please Me. After a while their own musical ideas started to emerge, and their music developed from naive and simple to sophisticated. The Beatles starred in two feature films, A Hard Days Night, which earned 1.3 million dollars in its first week, and Help. They also had their own full length cartoon called Yellow Submarine.

In 1964 The Beatles came to New York City for the first time and were an instant success. A couple of weeks later after their New York appearance, the five best selling records were by The Beatles; they became world-famous. They introduced a new style in clothing and appearance, too. They wore their hair long and shaggy, and soon all over the world people started wearing the Beatles haircut. They were so popular that 'Beatlemania' emerged. In 1967 the Beatles directed a movie Magical Mystery Tour about themselves, in which they toured the English countryside in search of wonder, fun, and magic.

In 1970 the world-famous and world-loved Beatles separated. Thirty-five years later, in 2005, the American entertainment industry magazine Variety named them the most iconic entertainers of the 20th century.

Translate the following sentences into English.

1. «Битлз» и по сей день является одной из самых известных и популярных рок-групп, она побили многие рекорды продаж.
2. Они открыли новую эру в музыке, поскольку привнесли в рок мелодию, а также сильные и выразительные стихотворные тексты.
3. Группа состояла из 4 человек, которые выполняли по несколько функций: солистов, ритм-гитариста, композитора, бас-гитариста и ударника.
4. Их ранняя музыка испытала влияние Боба Дилана, Элвиса Пресли и Чака Берри, затем возникли их собственные музыкальные идеи, и их музыка превратилась из наивной и простой в утонченную.
5. Они сыграли главные роли в двух художественных фильмах, сняли один полнометражный мультфильм и фильм под названием 'Magical Mystery Tour'.
6. Сразу после появления в Нью-Йорке они добились мгновенного успеха и стали всемирно известными.
7. Они ввели новый стиль в одежде и внешности и были настолько популярны, что возникла битломания.

8. Их называли самыми знаменитыми эстрадными исполнителями XX века.

Audrey Hepburn

Audrey Hepburn (1929-1993) was an engaging screen actress who won an Academy Award in 1954 for her work in Roman Holiday. She also worked with the United Nations to alleviate the misery of the poor.

Peerless in her screen presence, actress Audrey Hepburn had huge brown eyes, a husky voice, and a dancer's gracefulness—qualities that seduced the entire moviegoing world. While Hepburn was never an actress with a wide range and had very little acting training, she was never boring. According to People, Humphrey Bogart once said of her style, "With Audrey it's kind of unpredictable. She's like a good tennis player—she varies her shots." Certainly every fan has chosen his or her favorite Hepburn moment; for some its Hepburn's regal entrance in the denouement of My Fair Lady, with her towering hairdo and sweetly serious expression, while others may prefer her playful dance sequence in a book store in Funny Face. In any case, Hepburn's most successful movies capitalized on her childlike qualities, pairing her with an older actor whose character was eventually disarmed by her inestimable charm. Several years after she was chosen by Colette to star in the Broadway version of the French author's Gigi, Hepburn burst onto the Hollywood scene with 1953's Roman Holiday. Costarring Gregory Peck, the film tells the tale of a runaway princess who is shown around Rome by a reporter smitten with love for her. He nonetheless convinces her to resume her royal duties. The role landed Hepburn an Oscar at the tender young age of 24 for best actress. Full of adoration, Jay Cocks described the last scene of the film in Time, remarking that Peck's close up expressions of loss "would have been nonsense if Peck did not have something wonderful and irreplaceable to miss. He had Audrey Hepburn."

Практическая работа №33

Тема 4.8. Времена группы Simple

Цель работы: Закрепление пройденого грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Выполнение грамматических упражений.

Exercises

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

1. We … (go) roller-skating last Saturday.
2. Our granny … (bake) meat-pies every weekend.
3. We … (write) an essay tomorrow.
4. I really … (enjoy) the opera yesterday.
5. Where your husband … (work) five years ago?
6. British people … (prefer) tea to coffee.
7. Tom, you … (meet) me at the railway station next Sunday?
8. Where she usually … (celebrate) her birthdays?
9. … you (have) a big family?
10. Newton … (invent) the telescope in 1668.
11. When … this accident (happen)?
12. I always … (send) Christmas cards to my grandparents.
13. Nina and Nick … (get married) in two weeks.
14. How many books they … (bring) tomorrow?
15. Stanley … (have) two sons and a daughter.

2. Поставьте глагол to be в одну из форм Simple.

1. … your girlfriend Italian?
2. I … afraid of spiders.
3. There … a lot of tourists in our café yesterday.
4. Peter … in Africa next winter.
5. We … never late for our Drawing classes.
6. I … 70 years old in 2050.
7. She … my neighbor last year.
8. It … usually very hot in Egypt.
9. I … born in September.
10. My parents … doctors.

3. Переведите на английский язык, употребляя глагол *to be* в *Present, Past* или *Future Simple.*

1. Мой брат сейчас в школе. 2. Мой брат был вчера в кино. 3. Мой брат будет завтра дома. 4. Ты будешь дома завтра? 5. Она была вчера в парке? 6 Он сейчас во дворе? 7. Где папа? 8. Где выбыли вчера? 9. Где он будет завтра? 10. Мои книги были на столе. Где они сейчас? 11. Моя мама вчера не была на работе. Она была дома. 12, Мой друг не в парке. Он в школе. 13. Завтра в три часа Коля и Миша будут во дворе. 14. Мы не были на юге прошлым летом. Мы были в Москве. 15. Завтра мой дедушка будет в деревне. 16. Когда твоя сестра будет дома? 17. Ты будешь летчиком? — Нет, я буду моряком. 18. Моя сестра была студенткой в прошлом году, а сейчас она врач. — Ты тоже будешь врачом? — Нет, я не буду врачом. Я буду инженером.

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

1. My friend (to know) Spanish very well. 2. Who (to ring) you up an hour ago? 3. He (to live) on the third floor. 4. It (to take) you long to find his house yesterday? 5. When your lessons (to be) over on Monday? 6. I (to have) dinner with my family yesterday. 7. Her friends (to be) ready at five o'clock. 8. One of her brothers (to make) a tour of Europe last summer. 9. Queen Elizabeth II (to be) born in 1926. She (to become) Queen of England in 1952. 10. You always (to get) up at seven o'clock? — No, sometimes I (to get) up at half past seven.

Упр. 5. Раскройте скобки, употребляя глаголы в *Present, Past* или *Future Simple.*
*1.*1 (to go) to bed at ten o'clock every day. 2.1 (to *go)* to bed at ten o'clock yesterday. 3. I (to go) to bed at ten o'clock tomorrow. 4. I (not to go) to the cinema every day. 5. I (not to go) to the cinema yesterday. 6. I (not to go) to the cinema tomorrow. 7. You (to watch) TV every day? 8. You (to watch) TV yesterday? 9. You (to watch) TV tomorrow? 10. When you (to leave) home for school every day? 11. When you (to leave) home for school yesterday? 12. When you (to leave) home for school tomorrow? 13. My brother (to go) to work every day. He (to leave) home at a quarter past eight. As the office he (to work) at (to be) near our house, he (to walk) there. He (not to take) a bus. Yesterday he (riot to go) to work. Yesterday he (to get) up at nine o'clock, 14. You (to have) a PT lesson yesterday? — No, I..., 15. What you (to buy) at the shop yesterday? -I (to buy) a book. 16. Yesterday my father (not to read) newspapers because he (to be) very busy. He (to read) newspapers tomorrow.

6. Раскройте скобки, употребляя глаголы в Present Simple, Future Simple, Present Continuous или поставьте конструкцию to be going + to inf.

1. When you_____ (know) your examination results?
2. Kathy_____ (travel) to Caracas next month to attend a conference.
3. Do you have any plans for lunch today? — I _____ (meet) Shannon at the Sham Cafe in an hour. Do you want to join us?
4. I ____ (buy) a bicycle for my son for his birthday next month. Do you know anything about bikes for kids? — Sure. What do you want to know?
5. How do you like your new job? — I don’t start it until tomorrow. I_____ (give) you an answer next week.
6. I suppose he_____ (talk) about his new invention.
7. Why are you packing your suitcase? — I_____ (leave) for Los Angeles in a couple of hours.
8. My regular doctor, Dr. Jordan, _____ (attend) a conference in Las Vegas next week, so I hope I _____ (meet) her partner, Dr. Peterson, when I _____ (go) for my appointment next Friday.
9. What time class _____ (begin) tomorrow morning? — It_____ (begin) at eight o’clock sharp.
10. The coffee shop _____ (open) at seven o’clock tomorrow morning. I’ll meet you there at 7:15. — Okay. I’ll be there.

Раздел 5. Компьютер.

Практическая работа №34

Что такое компьютер?

Цель работы: Введение и закрепление новой лексики по теме: **.**Что такое компьютер?; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме «Что такое «компьютер»?» Текст: «Whatis acomputer?», составные части компьютера.Структура общих, специальных вопросов.

I. NEW WORDS:

disk/floppy-гибкийдиск/дискета
keyboard-клавиатура
mousepad-коврикдлямышки
CPU (centralprocessingunit)-ЦПУ (процессор)
Displaymonitor/monitor/screen-монитор/экран
Slot-слот(разъем)
Surgeprotector-устройствозащитыотпереводанапряжения
Scanner-сканирующееустройство/сканер
CD-ROMplayer-CD-ROMпроигрыватель
Program/application-программа/прикладнаяпрограмма
CD-ROMdisc-CD-ROM диск
Cable-кабель/шнур
Diskdrive-дисковод
User`smanual-руководствопользователя
Matherboard-материнскаяплата
Printer-принтер
Powerswitch-выключатель
Mouse-мышь/мышка
Port-порт
Modem-модем
Laptop-портативныйкомпьютер (лаптоп)
Externalspeaker-звуковаяколонка
Harddiskdrive-накопительнажесткомдиске

I. Read and translate the text:

WHAT IS A COMPUTER?

The term computer is used to describe a device made up of a combination of electronic and electromechanical (part electronic and part mechanical) components. Computer has no intelligence by itself and is referred to as hardware. A computer system is a combination of five elements:

• Hardware

• Software
• People
• Procedures
• Data-information

When one computer system is set up to communicate with another computer system, connectivity becomes the sixth system element. In other words, the manner in which the various individual systems are connected — for example, by phone lines, microwave transmission, or satellite — is an element of the total computer system.

Software is the term used to describe the instructions that tell the hardware how to perform a task. Without software instructions, the hardware doesn't know what to do. People, however, are the most important component of the computer system: they create the computer software instructions and respond to the procedures that those instructions present.

The basic job of computer is processing information. Computers accept information in the form of instruction called a programme and characters called data to perform mathematical and logical operations, and then give the results. The data is raw material while information is organized, processed, refined and useful for decision making. Computer is used to convert data into information.

II. Answer the questions:

1) What does the term «computer» describe?
2) Is computer intelligent?
3) What are five components of computer system?
4) What is connectivity?
5) What is software? What's the difference between hardware and software?
6) Why people are the most important component of a computer system?
7) In what way terms «data» and «information» differ?
8) How does computer convert data into information?

Which of the listed above statements are true/false. Specify your answer using the text.

III. Exercise:

1) Computer is made of electronic components so it is referred to as electronic device.
2) Computer has no intelligence until software is loaded.

3) There are five elements of computer system: hardware, software, people, diskettes and data.

4) The manner in which computers are connected is the connectivity.

5) Without software instructions hardware doesn't know what to do.

разум

6) The software is the most important component because it is made by people.

7) The user inputs data into computer to get information as an output.

8) Computer is used to help people in decision making process.

IV. Match the following:

1)... doesn't come to life until it is connected to other parts of a system.

2)... is the term used to describe the instructions that tell the hardware how to perform a task.

3)... create the computer software instructions and respond to the procedures that those instructions present.

4) Information in the form of instruction is called a ...

5) The manner in which the various individual systems are connected is ...

6)... is organized, processed and useful for decision making.

7) The basic job of the computer is the ...

a) programme
b) information
c) processing of information
d) software
e) connectivity
f) computer
g) people

Практическая работа №35

История компьютеров.

Цель работы: Введение и закрепление новой лексики по теме: **.** История компьютеров.; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме «История компьютеров».

I. Read the text and do the tasks:

The history of the computers.

When Charles Babbage, a professor of Mathematics at Cambridge University, invented the first calculating machine in 1812 he could not imagine the situation we find ourselves in today.

Nearly everything we do in the modern world is helped, or even controlled by the computers, the complicated descendants of his simple machine.

Computers are used and more often in the world today, for the simple reason that they are far more efficient than human beings. They have much better memories and they can store much information. No man alive can do 500,000 sums in ony second, but a computer can. In fact computers can do many of the things we do, but faster and better. They can control machines in factories, predict tomorrow's weather, and even play chess, write poetry, or compose music.

Many people associate computers with the world of science and maths, but they are also a great help to scholars in other subjects, in history, literature and so on. In the library it is now possible for a scholar to find a book or article he needs very quickly, which, when a million or more new books are published each year, is quite an advantage. There is a system, controlled by a computer, of giving books a code number, reducing them in size by putting them on microfiche , and then storing 3,000 or more in a container no bigger that washing machine. You tell the computer which subject you are interested in and it produces any microfiche you need in seconds. There are also systems to translate articles from foreign magazines by computer. So computers can help us in many ways.

II. Answer the questions:

1. What types of computers do you know?
2. Which computer programs do you use?
3. What are the main components of a computer?
4. Where can we use a computer?

III. Find the following words in the text:

современный
сложный
эффективный
уменьшить
производить
микрофиш

IV. Read and translate the text:

The computer as we know it today had its beginning with a 19th century English mathematics professor name Charles Babbage.

He designed the Analytical Engine and it was this design that the basic framework of the computers of today are based on.

Generally speaking, computers can be classified into three generations. Each generation lasted for a certain period of
time,and each gave us either a new and improved computer or an improvement to the existing computer.

First generation: 1937 – 1946 - In 1937 the first electronic digital computer was built by Dr. John V. Atanasoff and Clifford Berry. It was called the Atanasoff-Berry Computer (ABC). In 1943 an electronic computer name the Colossus was built for the military. Other developments continued until in 1946 the first general– purpose digital computer, the Electronic Numerical Integrator and Computer (ENIAC) was built. It is said that this computer weighed 30 tons, and had 18,000 vacuum tubes which was used for processing. When this computer was turned on for the first time lights dim in sections of Philadelphia. Computers of this generation could only perform single task, and they had no operating system.

Second generation: 1947 – 1962 - This generation of computers used transistors instead of vacuum tubes which were more reliable. In 1951 the first computer for commercial use was introduced to the public; the Universal Automatic Computer (UNIVAC 1). In 1953 the International Business Machine (IBM) 650 and 700 series computers made their mark in the computer world. During this generation of computers over 100 computer programming languages were developed, computers had memory and operating systems. Storage media such as tape and disk were in use also were printers for output.

Third generation: 1963 - present - The invention of integrated circuit brought us the third generation of computers. With this invention computers became smaller, more powerful more reliable and they are able to run many different programs at the same time. In1980 Microsoft Disk Operating System (MS-Dos) was born and in 1981 IBM introduced the personal computer (PC) for home and office use. Three years later Apple gave us the Macintosh computer with its icon driven interface and the 90s gave us Windows operating system.

As a result of the various improvements to the development of the computer we have seen the computer being used in all areas of life. It is a very useful tool that will continue to experience new development as time passes.

Практическая работа №36

Настоящее совершенное время

Цель работы:

1. Формирование коммуникативных компетенций.
2. Овладение грамматическим материалом по теме.

Ход работы:

1. Введение нового грамматического материала, необходимого для изучения темы.
2. Отработка лексико-грамматических навыков.

Время **Present Perfect** обозначает действие, которое завершилось к настоящему моменту или завершено в период настоящего времени. Хотя глаголы в **Present Perfect** обычно переводятся на русский язык в прошедшем времени, следует помнить, что в английском языке эти действия воспринимаются в настоящем времени, так как привязаны к настоящему результатом этого действия.

I **have done** my homework already.
Я уже сделал домашнее задание.

We have no classes today, our teacher **has fallen** ill.
У нас сегодня не будет уроков, наш учитель заболел.

Образование Present Perfect

Утвердительные предложения:

I have played	We have played
You have played	You have played
He / she / it has played	They have played

Вопросительные предложения:

Have I played?	Have we played?
Have you played?	Have you played?
Has he / she / it played?	Have they played?

Отрицательные предложения:

I have not played	We have not played
You have not played	You have not played
He / she / it has not played	They have not played

Время **Present Perfect** образуется при помощи вспомогательного глагола to have в настоящем времени и третьей формы смыслового глагола.

To have в настоящем времени имеет две формы:

- **has** – 3 лицо, ед. ч. (He has played)
- **have** – 1 и 2 лицо ед.ч. и все формы мн. ч. (I have played)

В **вопросительном предложении** вспомогательный глагол выносится на место перед подлежащим, а значимый глагол остается после него:

Have you **seen** this film?
Ты смотрел этот фильм?

Has she **come** yet?
Она еще не пришла?
В **отрицательных предложениях** за вспомогательным глаголом следует отрицательная частица **not**. Формы **have** и **has** при этом могут быть сокращены до **haven't** и **hasn't** соответственно:
I **haven't seen** him since then.
С тех пор я его так и не видел.
Случаи употребления Present Perfect:

- Если говорящему важен сам факт произошедшего действия, а не его время или обстоятельства:
I **have visited** the Louvre 3 times.
Я посетил Лувр три раза.
Если время события имеет значение, то нужно использовать время **Past Simple**:
I **visited** the Louvre last year.
Я посетил Лувр в прошлом году.

- Если период, в который произошло действие, еще не закончился:
I **have finished** reading "Dracula" this week.
На этой неделе я закончил читать «Дракулу».
В противном случае используется время **Past Simple**:
I **finished** reading "Dracula" 2 weeks ago.
Я закончил читать «Дракулу» две недели назад.

- Для обозначения действий, которые начались в прошлом и продолжаются в момент разговора:
I'**ve studied** Spanish since childhood.
Я учил испанский с детства.

I **haven't seen** my hometown for 45 years.
Я не видел свой родной город 45 лет.

Exercises.

Exercise1.
1. I (to be) to their concert twice. Their music is amazing.
2. I (not/to see) Jane since the day of her wedding. They (to come back) from their honey moon yet?
3. —Where is your ID Card? —I (to lose) it.
4. They are going to make me another one. Oh, look! It's Sarah. I (not/to see) her for a long time.
5. Jane is on holiday. She (to go) to Ireland.
6. —Are you going to the medical center? —I (already/to be) there today.

7. I am waiting for a very important letter. It (not/to arrive) yet?
8. My father (to start) a new job recently. He is very busy now. I (not/talk) to him for a long time already.

Exercise 2.
1. You (to hear) from Melisa recently? — No, she (to go) to China for a seminar and (not/come back) yet.
2. It was a great weekend. I (to meet) lots of people for the last few days.
3. It is the first time I (to swim) in the ocean. I (never/do) this before.
4. You (ever\try) Indian or Chinese food?
5. I was very busy with the project recently. So I (not/seen) any of my friends for a long time.
6. You (ever/to speak) to a famous person in your life?
7. What is the most beautiful place you (ever/to see)?
8. I (to give up) smoking last year. I (not\to smoke) since then.

Exercise 3. В следующих предложениях измените время глагола на *Present Perfect.* Переведите предложения на русский язык.
1.1 am eating my breakfast. 2. We are drinking water. 3. He is bringing them some meat and vegetables. 4. You are putting the dishes on the table. 5, They are having tea. 6. She is taking the dirty plates from the table. 7. The children are putting on their coats. 8. The pupils are writing a dictation. 9. My friend is helping me to solve a difficult problem. 10. I am learning a poem. 11. She is telling them an interesting story. 12. Kate is sweeping the floor. 13. The waiter is putting a bottle of lemonade in front of him. 14. Susan is making a new dress for her birthday party. 15. She is opening a box of chocolates.

Практическая работа №37

Развитие компьютеров.

Цель работы: Введение и закрепление новой лексики по теме: **.** Развитие компьютеров; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;
Ход работы: Текст: Развитие компьютеров. Выполнение лексико-грамматических упражнений по тексту. Образование альтернативных и разделительных вопросов.
Readandtranslatethetext:

The History of Computer Development.

The rapidly advancing field of electronics led to construction of the first general-purpose electronic computer in 1946 at the University of Pennsylvania. It was Electronic Numerical Integrator And Computer or ENIAC, the device contained 18,000 vacuum tubes and had a

speed of several hundred multiplications per minute. Its program was wired into the processor and had to be manually altered.

Later transistors appeared. The use of the transistor in computers began in the late 1950s. It marked the advent of smaller, faster elements than it was possible to create with the use of vacuum-tube machines. Because transistors use less power and have a much longer life, computers alone were improved a lot. They were called second-generation computers.

Components became smaller and the system became less expensive to build.

Modern digital computers are all conceptually similar, regardless of size and shape. Nevertheless, they can be divided into several categories on the basis of cost and performance.

The first one is the personal computer or microcomputer, a relatively low-cost machine, usually of desk-top size. Sometimes they are called laptops. They are small enough to fit in a briefcase. The second is the workstation, a microcomputer with enhanced graphics and communications capabilities that make it especially useful for office work. And the server computers, a large expensive machine with the capability of serving the needs of major business enterprises, government departments, scientific research establishments. The largest and fastest of these are called supercomputers.

A digital computer is not actually a single machine, in the sense that most people think of computers. Instead it is a system composed of five distinct elements: a central processing unit, input devices, memory storage devices, output devices and a communications network, called a «bus» that links all the elements of the system and connects the system itself to the external world.

Talking about a central processing unit or the heart of computer; I would like to add that there were several generations of microprocessors. The first generation was represented by processing unit Intel 8086. The second generation central processing unit was represented by processing unit Intel 80286, used in IBM PC AT 286. In the end of 80s such computer costs about 25-30 000 rubles in the former USSR. The third generation is represented by Intel 80386, used in IBM PC AT 386. The microprocessors of the fourth generation were used in computers IBM PC AT 486. There are also central processing units of the fifth generation, used in Intel Pentium 60 and Intel Pentium 66, central processing units of the sixth generation, used in computers Intel Pentium 75,90,100 and 133. Few years ago appeared central processing units of seventh and eighth generations.

Computer speeds are measured in gigahertz today. Recently, an optical central processing unit has been invented, which is capable of executing trillions discrete operations per second or it is as fast as the speed of light.

So, we are at the threshold of new computer era, when artificial intelligence could be invented. There are no questions with «if», the only question is «when». And time will show

us either computers become our best friends or our evil enemies as it is shown in some movies.

Disjunctive/Tag Questions).

Англичане их просто обожают. Забудьте сказки о сдержанных и чопорных жителях Туманного Альбиона. Они очень открыты и доброжелательны (чего, разумеется, ждут и от вас). Как-то будучи в Лондоне, я стояла на автобусной остановке. Утро выдалось мрачное, густой туман мелкими капельками покрывал всю одежду, лез за шиворот, как-будто сам хотел согреться. Пожилой мужчина куда -то торопился, а автобус, наверное, где-то застрял. Поговорить ему было не с кем (но обсудить ненастную погоду с утра для старичка было ритуалом, которому ни он, ни его предки не изменяли никогда), и он обратился ко мне с вопросом:

— It's a nasty day today, **isn't it?**

— Yes, it is. But it might change for the better in the afternoon, — ответилая.

— I hope you **didn't forget** to take your umbrella, **did you?** — продолжалон.

— **No, I didn't.** I always carry it in my bag...

Вскоре подошел мой автобус и я уехала окультуриваться в **The National Picture Gallery**.

Для того, чтобы вы также с легкостью могли употреблять эти вопросы в своей речи, нужно разобраться, что это за **ХВОСТИКИ** и с чем их едят.

Правило 1

Разделительный вопрос состоит из двух частей, разделяемых запятой. В первой части, до запятой, находится повествовательное предложение (оно может быть как утвердительным, так и отрицательным),то есть порядок слов прямой: подлежащее — сказуемое. А во второй части, после запятой, стоит краткий вопрос общего типа. Он как раз и называется **TAG — «ХВОСТ».**

Правило 2

«Хвост» состоит из вспомогательного или модального глагола (в утвердительной или отрицательной форме) и соответствующего местоимения и переводится на русский язык фразой **«не правда ли?», « не так ли?»**

Правило 3

Если до запятой стоит утвердительное предложение, то вспомогательный глагол в «хвостике» употребляется в отрицательной форме с частицей **not.** И наоборот, если глагол в первой части стоит в отрицательной форме, то вспомогательный глагол в «хвостике» — в утвердительной. Я называю это правило **«принципом батарейки»: (+, -) или (- , +).**

Правило 4

Разделительные вопросы задают тогда, когда говорящий хочет получить подтверждение высказывания, содержащегося в первой части вопроса. Ответы даем краткие: **YES / NO**

Правило 5

Интонация в **разделительных вопросах** двигается следующим образом: первая часть (повествовательное предложение) произносится с понижающейся интонацией, а

вторая часть (общий вопрос) — с повышающейся интонацией (помните? как будто взлетает самолет).

Например,

- Jane **is** keen on jazz music, **isn't** she? - Джейн увлекается джазовой музыкой, не правда ли?

! Если вспомогательный глагол в «хвостике» стоит в отрицательной форме, то она должна быть **всегда сокращенной.** Местоимение определяем по подлежащему: Jane — she. Ответ даем краткий: Yes, she is (если вы согласны с утверждением) или No, she isn't (если вы не согласны с утверждением).

- Jane often **listens** to jazz music, **doesn't she?** Yes, she does. / No, she doesn't. (Present Simple)
- Jane **listened** to jazz music **yesterday, didn't she?** Yes, she did. / No, she didn't. (Past Simple)

! Если в первой части разделительного вопроса сказуемое стоит в утвердительной форме в **Present Simple Tense или Past Simle Tense**, то есть в его составе отсутствует вспомогательный глагол, то в «хвостике» обязательно появится один из этих помощников **do/does/did.**

- Jane **has listened** to jazz music **today, hasn't she?** (Present Perfect) Yes, she has. / No, she hasn't.
- I am sure, Jane **will listen** to jazz music **tomorrow**, **won't she?** (Future Simple) (will not = won't, формы ~~willn't~~ несуществует!) Yes, she will. / No, she won't.
- I **can** listen to jazz music with you, Jane, **can't I?** - Of course, you can. You **can** do it any time you like. (Modal verb)

! Как правило, трудность представляют разделительные вопросы с местоимением **I (Я).** Все дело в том, что не существует сокращенной формы ~~amn't~~ (am not), а поэтому для первого лица единственного числа пользуемся (только в одном единственном случае) сокращенной формой **aren't.**

Например, I **am** late, **aren't I?**
I **am** fat, **aren't I?**
I **am** happy, **aren't I?**
I **am** cooking dinner, **aren't I?**

- Jane **doesn't** like playing computer games, **does she?** (- , +) — Джейн **не любит** играть в компьютерные игры, не правда ли? **No, she doesn't** (выражаем согласие: Да, не любит) и **Yes, she does** (выражаем несогласие: Нет, любит)
- Her brother **is not** fond of jazz music, **is he?** (- , +) — Ее брат не увлекается джазовой музыкой, не так ли? **No, he isn't** (выражаем согласие: Да, не увлекается) и **Yes, he is** (выражаем несогласие: Нет, он увлекается)

! Как видно из приведенных примеров, есть некоторое расхождение в употреблении ***yes / no*** в английском языке и ***да / нет*** в русском языке. Поэтому, чтобы мои ученики не запутались с ответами , я им предложила вспомнить одно математическое правило:**при умножении двух отрицательных чисел получаем положительный ответ,** то есть чтобы согласиться с отрицательным предложением, нужно дать отрицательный ответ.

Например, You **haven't** got a dog, have you? **No, I haven't.** (Да, у меня нет собаки)

Your grandmother **doesn't** live in London, does she? **No, she doesn't**. (Да, онанеживетвЛондоне)

His brother **can't** play the guitar, can he? **No, he can't.** (Да, он не умеет играть на гитаре)

Your sister **is not** married, is she? **No, she isn't.** (Да, она не замужем).

ALTERNATIVE QUESTION.
(Альтернативные вопросы).

Предполагают **выбор одного из двух** лиц / предметов / действий / качеств / признаков. Могут быть заданы к любому члену предложения. Выбор, обозначаемый словом **or => или** может вводиться как в общие, так и в специальные вопросы, при этом схемы «обоих типов вопросительных предложений остаются без изменений:
Do you **smoke or not?** — I do. / I do not. =" — Вы курите или нет? — Курю. / Не курю.
Are you **sleeping or reading?** — I'm reading. / I'm not sleeping. / Neither. => — Ты спишь или читаешь? — Я читаю. / Я не сплю. / Ни то, ни другое.
Is she **a student or a worker?** — Neither. => — Она учится или работает? — Ни то, ни другое.
When will you come: **tomorrow or the day after tomorrow?** => Когда ты придешь: завтра или послезавтра?
Если альтернативный вопрос относится к подлежащему, то подлежащих в предложении становится два, и оба ставятся с вспомогательным глаголом:
Do you or does your brother smoke these cigars? => Вы или ваш брат курите эти сигары? (можно: Who smokes these cigars: you or your brother? (— натакойвопросдаетсякраткийответ: My brother does. / I do. / Neither (of us does).
Если **альтернативный вопрос относится к определению подлежащего,** то порядок слов соответствует схеме, а выбор обозначается в конце вопроса:
Чьи дети сделали это: наши или их? => Whose children did it: **ours or theirs?**
Какие книги интереснее: эти или те? => Which books are more interesting: **these ones or those ones?**

Раздел 6. Аппаратные средства.
Практическая работа №38

Аппаратные средства.

Цель работы: Введение и закрепление новой лексики по теме: **.**Аппаратные средства; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы:Изучение новой лексики по теме «Аппаратные средства».Текст: «Hardware».Составление диалога по теме:Аппаратные средства. Притяжательный падеж существительных.

I. Vocabulary:

amount количество capacity вместительность circuitry эл. цепи

CPU, microprocessor микропроцессор harddisk жесткий диск, «винчестер»
inputhardware устройства ввода данных
keyboard клавиатура
lap колени
3.5" три с половиной дюйма
mouse устройство для перемещения объектов на экране, «мышь»
cursor курсор, стрелка, указатель
output hardware выходные устройства отображения информации
via через processing hardware устройства обработки данных
RAM ОЗУ (оперативное запоминающее устройство
ROM ПЗУ (постоянное запоминающее устройство
CD-ROM накопитель на компакт-дисках (CD)
scanner сканер sensitive чувствительный
sophisticated сложный
storage hardware устройства хранения данных
temporarily временно
temporary временный
the purpose цель
tier ярус
to affect влиять
to convert преобразовывать
to direct управлять
to execute выполнять
to interpret переводить
to provide обеспечивать
to reach достигать
to roll катать, перекатывать
volatile нестойкий, временный

II. Read and translate the text:

HARDWARE.

What is hardware? Webster's dictionary gives us the following definition of the hardware — the mechanical, magnetic, electronic, and electrical devices composing a computer system.

Computers

Computer hardware can be divided into four categories:

1) input hardware
2) processing hardware
3) storage hardware
4) output hardware.

Input hardware:

The purpose of the input hardware is to collect data and convert it into a form suitable for computer processing. The most common input device is a keyboard. It looks very much like a typewriter. The mouse is a hand held device connected to the computer by small cable. As

the mouse is rolled across the mouse pad, the cursor moves across the screen. When the cursor reaches the desired location, the user usually pushes a button on the mouse once or twice to signal a menu selection or a command to the computer.

The light pen uses a light sensitive photoelectric cell to signal screen position to the computer. Another type of input hardware is optic-electronic scanner that is used to input graphics as well as typeset characters. Microphone and digital camera can be also used to input data into the computer.

Processing hardware:

The purpose of processing hardware is retrieve, interpret and direct the execution of software instructions provided to the computer. The most common components of processing hardware are the Central Processing Unit and main memory.

The Central Processing Unit (CPU) is the brain of the computer. It reads and interprets software instructions and coordinates the processing activities that must take place. The design of the CPU affects the processing power and the speed of the computer, as well as the amount

of main memory it can use effectively. With a well- designed CPU in your computer, you can perform highly sophisticated tasks in a very short time.

Memory is the system of component of the computer in which information is stored. There are two types of computer memory: RAM and ROM.

RAM (random access memory) is the volatile computer memory, used for creating loading, and running programs and for manipulating and temporarily storing data;

ROM (read only memory) is nonvolatile, nonmodifiable computer memory, used to hold programmed instructions to the system.

The more memory you have in your computer, the more operations you can perform that is the faster it works.

Storage hardware

The purpose of storage hardware is to store computer instructions and data in a form that is relatively permanent and. Storage hardware serves the same basic functions as do office filing systems except that it stores data as electromagnetic signals. The most common ways of storing data are Hard disk (HDD), floppy disk and CD-ROM.

Hard disk is a rigid disk coated with magnetic material, for storing programs and relatively large amounts of data.

Floppy disk (diskette) — thin, usually flexible plastic disk coated with magnetic material, for storing computer data and programs. There are two formats for floppy disks: 5.25" and 3.5". 5.25" is not used in modern computer systems because of it relatively large size, flexibility and small capacity. 3.5" disks are formatted 1.44 megabytes and are widely used.

CD-ROM (compact disc read only memory) is a compact disc on which a large amount of digitized read-only data can be stored. CD-ROMs are very popular now because of the growing speed which CD-ROM drives can provide nowadays.

Output hardware:

The purpose of output hardware is to provide the user with the means to view information produced by the computer system. Information is output in either hardcopy or softcopy form. Hardcopy output can be held in your hand, such as paper with text (word or numbers) or graphics printed on it. Softcopy output is displayed on a monitor.

Monitor is a component with a display screen for viewing computer data, television programs, etc.

Printer is a computer output device that produces a paper copy of data or graphics.

Modem is an example of communication hardware — an electronic device that makes possible the transmission of data to or from computer via telephone or other communication lines.

Hardware comes in many configurations, depending on what the computer system is designed to do. Hardware can fill several floors of a large office building or can fit on your lap.

III. Answer the questions:

1. What is the Webster's dictionary definition of the hardware?
2. What groups of hardware could be defined?
3. What is input hardware? What are the examples of input hardware?
4. What is a mouse designed for? What is a light pen?
5. What is processing hardware? What are the basic types of memory used in a PC?
6. Can a PC-user change the ROM? Who records the information in ROM?
7. What is storage hardware? What is CD-ROM used for? Can a user record his or her data on a CD? What kind of storage hardware can contain more information: CD-ROM, RAM or ROM?
8. What is modem used for? Can PC-user communicate with other people without a modem?

IV. Which of the listed below statements are true/false. Specify your answer using the text:

1) Computer is an electronic device therefore hardware
is a system of electronic devices.

2) The purpose of the input hardware is to collect data and convert it into a form suitable for computer processing.

3) Scanner is used to input graphics only.

4) The purpose of processing hardware is to retrieve, interpret and direct the execution of software instructions provided to the computer.

5) CPU reads and interprets software and prints the results on paper.

6) User is unable to change the contents of ROM.

7) 5.25" floppy disks are used more often because they are flexible and have more capacity than 3.5" disks.

5) Printer is a processing hardware because its purpose is to show the information produced by the system.

6) Modem is an electronic device that makes possible the transmission of data from one computer to another via telephone or other communication lines.

7) The purpose of storage hardware is to store computer instructions and data in a form that is relatively permanent and retrieve them when needed for processing.

V. **Give definitions to the following:**

1) CPU

2) ROM

3) Floppy-disk

4) CD-ROM

5) Printer

6) Modem

7) Mainboard

8) Hard disk

9) Keyboard

10) Sound-card

VI. Which of the following is Hardware:

1) program
2) mouse
3) CPU
4) printer
5) modem
6) command
7) port
8) cursor or the ointer
9) keyboard

10) character

Match the following:

1) процессор
2) клавиатура
3) мышь
4) дискета
5) «винчестер»
6) модем
7) экран
8) ПЗУ
9) ОЗУ

a) nonvolatile, nonmodifiable computer memory, used to hold programmed instructions to the system;
b) the part of a television or computer on which a picture is formed or information is displayed;
c) rigid disk coated with magnetic material, for storing computer programs and relatively large amounts of data;
d) an electronic device that makes possible he transmission of data to or from computer via telephone or other communication lines;
e) a set of keys, usually arranged in tiers, for operating a typewriter, computer terminal, or the like;
f) volatile computer memory, used for creating, loading, and running programs and for manipulating and temporarily storing data; main memory;

g) central processing unit: the key component of a computer system, containing the circuitry necessary to interpret and execute program instructions;
h) a palm-sized device equipped with two or more buttons, used to point at and select items on a computer display screen and for controlling the cursor by means of analogous movement on a nearby surface;
i) a thin, usually flexible plastic disk coated with magnetic material, for storing computer data and program.

VII. Questions for discussion:

1) Without what parts computer is unable to work?
2) What is the most expensive part of the hardware?
3) What other hardware devices do

Практическая работа №38

Сравнение времен Past Simple и Present Perfect.

Цель работы:

1. Формирование коммуникативных компетенций.
2. Овладение грамматическим материалом по теме.

Ход работы:

1. Закрепление пройденного материала.
1. Выполнение грамматических упражнений.

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

1. We (to travel) around Europe last year. 2. My father knows so much because he (to travel) a lot. 3.1 (to see) Pete today, 4. She (to see) this film last Sunday. 5. Alex (to meet) his friend two hours ago. 6.1 just (to meet) our teacher. 7. The children already (to decide) what to do with the books. 8. Yesterday they (to decide) to help their grandmother. 9. Helen speaks French so well because she (to live) in France. 10. She (to live) there last year. 11. The rain (to stop) and the sun is shining in the sky again. 12. The rain (to stop) half an hour ago. 13. Mary (to buy) a new hat. 14.1 (to buy) a pair of gloves yesterday. 15. The wind (to blow) off the man's hat, and he cannot catch it. 16. The weather (to change), and we can go for a walk. 17. The wind (to change) in the morning.

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

1. I already (to do) my homework. Now I can go for a walk. 2. I (to do) my homework yesterday. 3. He just (to come) home. 4. He (to come) home a minute ago. 5. Nick (to play) football yesterday. 6. She already (to come) from school. Now she is doing her homework. 7. I (to read) this book last year. 8. I (to read) this book this year. 9.1 never (to be) to Washington. 10. You ever (to be) to New York? 11. You ever (to see) the eruption of a volcano? 12. I (not yet to eat) today. 13, He (not to eat) yesterday. 14. You (to play) the piano yesterday? 15. You (to play) the piano today? 16. What you (to prepare) for today? 17. Look at this bird-house. Mike (to make) it himself. He (to make) it last Sunday. 18. Where you (to put) my pen? I cannot find it. 19. You (to see) Mary today? 20. When you (to see) Mary? — I (to see) her last week. 21. Your mother (to promise) to take you to the theatre? 22. Look at my new dress! I (to make) it myself. 23. He is not at school today, he (to fall) ill. — When he (to fall) ill? — He (to fall) ill yesterday.

3. Раскройте скобки, употребляя глаголы в *Present Perfect* или *Past Simple.*

1. At last I (to do) all my homework: now I shall go out, 2. The building of the house (to begin) early in April. 3. The rain (to stop) but a cold wind is still blowing. 4. We already (to solve) the problem. 5. He (to come) a moment ago. 6. I never (to speak) to him. 7. He just (to finish) his work. 8. You (to make) any spelling mistakes in your dictation? 9. It (to be) very cold yesterday. 10. When you (to meet) him? 11. I (not to see) him. since 1987. 12. How many mushrooms you (to gather)? 13. Where you (to put) the newspaper? I want to read it, but cannot find it anywhere. 14. The new school (to begin) working last year. 15. You (to read) all the books on this shelf? 16. I (not to see) my cousin since last year. 17. Why you (to put) these things in the wrong place? 18. Why you (to leave) the door open? You will catch

cold sitting in the draught. 19. "We (not to meet) for such a long time!" said my friend. "Yes, indeed," I answered, "and we both (to grow)." 20. What books you (to read) when you (to live) in the country? 21. They (not yet to come) from the south. 22. He (to be) ill last week, but now he (to recover). 23. If everybody (to read) this new novel, let's discuss it. 24. You (to book) tickets? — Yes, I ... . I (to book) them several days ago. 25. I can hardly recognize you. I (not to see) you since you (to leave) for Moscow. And you (to change) so much.

4. Раскройте скобки, употребляя глаголы в *Present Perfect* или *Past Simple.*
1. He (to be) abroad five years ago. 2. You (to be) in the Caucasus last year? 3. They (to leave) England when he (to be) still a child. 4. He (not yet to come) back. 5. He (to go) already? 6. When you (to see) him last? 7. I (not to see) him for ages. 8. His health (to improve) greatly since I (to see) him last. 9. Last night I (to feel) tired and (to go) to bed very early. 10. Where you (to spend) your holidays? 11. You ever (to spend) your holidays in the Crimea? 12. While travelling in the Crimea I (to meet) your friend. 13. I never (to visit) that place. 14. He (to visit) that place last year. 15. I just (to get) a letter from Tom. 16. You (to take) any photographs while travelling in the south?

5. Раскройте скобки, употребляя глаголы в *Present Perfect* или *Past Simple.*
1. The sun (not to rise) yet, but the sky in the east is getting lighter every minute. 2. I (to see) you walking along the street the other day with a heavy bag. 3. I (not to read) the newspaper today. 4. It is very late, and trams (to stop) running: we must find a taxi to get home. 5. How many times you (to be) to St. Petersburg? 6. At last I (to translate) this article: now I shall have a little rest. 7. We (to go) to the country yesterday, but the rain (to spoil) all the pleasure. 8. My watch was going in the morning, but now it (to stop). 9. The lecture (not yet to begin) and the students are talking in the classroom. 10. She just (to go) out. 11. She (to leave) the room a moment ago. 12. We (not yet to solve) the problem. 13. When it all (to happen)? 14. The morning was cold and rainy, but since ten o'clock the weather (to change) and now the sun is shining brightly. 15. Show me the dress which you (to make). 16. Oh, how dark it is! A large black cloud (to cover) the sky. I think it will start raining in a few minutes. 17. Oh, close the window! Look, all my papers (to fall) on the floor because of the wind. 18. When you (to open) the window? — I (to open) it ten minutes ago.

Exercise 6. Раскройтескобки, употребляяглаголыв*Present*или*PastSimple,*

1. My friend (to know) Spanish very well. 2. Who (to ring) you up an hour ago? 3. He (to live) on the third floor. 4. It (to take) you long to find his house yesterday? 5. When your lessons (to be) over on Monday? 6. I (to have) dinner with my family yesterday. 7. Her friends (to be) ready at five o'clock. 8. One of her brothers (to make) a tour of Europe last summer. 9. Queen Elizabeth II (to be) born in 1926. She (to become) Queen of England in 1952. 10. You always (to get) up at seven o'clock? — No, sometimes I (to get) up at half past seven.

Практическая работа №40

Программное обеспечение.

Цель работы: Введение и закрепление новой лексики по теме: . Программное обеспечение; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме «Программное обеспечение». Текст: Software.

I. Learn the words:

VOCABULARY:

to attach присоединять
control управление
developer разработчик
general-purpose общего назначения
internal внутренний
mainboard материнская плата
memory capacity вместимость памяти
eripheral периферийный
regard отношение regardless несмотря на, безотносительно
security безопасность
specific конкретный, определенный
to boot загружать
to check проверять
to direct управлять, руководить
to handle управлять, обращаться с
to provide with обеспечивать чем-либо
to require требовать
to secureo беспечивать безопасность
to transfer переводить, переносить
Web-browser «браузер» (программа, позволяющая пользователю искать и считывать информацию с глобальной электронной сети Internet)

II.Read and translate the text:

SOFTWARE.

A computer to complete a job requires more than just the actual equipment or hardware we see and touch. It requires Software — programs for directing the operation of a computer or electronic data.

Software is the final computer system component. These computer programs instruct the hardware how to conduct processing. The computer is merely a general- purpose machine which requires specific software to perform a given task. Computers can input, calculate, compare, and output data as information. Software determines the order in which these operations are performed.

Programs usually fall in one of two categories: system software and applications software.

System software controls standard internal computer activities. An operating system, for example, is a collection of system programs that aid in the operation of a computer regardless of the application software being used. When a computer is first turned on, one of the system programmes is booted or loaded into the computers memory. This software contains information about memory capacity, the model of the processor, the disk drives to be used, and more. Once the system software is loaded, the applications software can be brought in.

System programmes are designed for the specific pieces of hardware. These programmes are called drivers and coordinate peripheral hardware and computer activities. User needs to install a specific driver in order to activate a peripheral device. For example, if you intend to buy a printer or a scanner you need to worry in advance about the driver programme which, though, commonly goes along with your device. By installing the driver you «teach» your mainboard to «understand» the newly attached part. However, in modern computer systems the drivers are usually installed in the operating system.

Applications software satisfies your specific need. The developers of application software rely mostly on marketing research strategies trying to do their best to attract more users (buyers) to their software. As the productivity of the hardware has increased greatly in recent years, the programmers nowadays tend to include as much as possible in one programme to make software interface look more attractive to the user. These class of programmes is the most numerous and perspective from the marketing point of view.

Data communication within and between computers systems is handled by system software. Communications software transfers data from one computer system to another. These programmes usually provide users with
data security and error checking along with physically transferring data between the two computer’s memories. During the past five years the developing electronic network communication has stimulated more and more companies to produce various communication software, such as Web-Browsers for Internet.

III. Answer the questions:

1. What is software?
2. In what two basic groups software (programmes) could be divided?
3. What is system software for?
4. What is an operating system — a system software or application software?
5. What is a «driver»?

6. What is application software?
7. What is application software used for?
8. What is the tendency in application software market in the recent years?
9. What is the application of the communication software?

IV. Which of the following is Software:

1. Programme
2. Mouse
3. CPU
4. Word processor
5. Modem
6. Web-browser *
7. Operating system
8. Scanner
9. Printer

Display

V. Which of the listed below statements are true/false. Specify your answer using the text:

1) Computer programmes only instruct hardware how to handle data storage.
2) System software controls internal computer activities.
3) System software is very dependable on the type of application software being used.
4) The information about memory capacity, the model of the processor and disk drives are unavailable for system software.
5) The driver is a special device usually used by car drivers for Floppy-disk driving.
6) It is very reasonable to ask for a driver when you buy a new piece of hardware.
7) Software developers tend to make their products very small and with poor interface to save computer resources.
8) Communication software is in great demand now because of the new advances in communication technologies.
9) Application software is merely a general-purpose instrument.
10) Web-browsers is the class of software for electronic communication through the network.

VI. Find English equivalents in the text:

1) Программное обеспечение определяет порядок выполнения операций.

2) Прикладные программы выполняют поставленную вами конкретную задачу (удовлетворяют вашу потребность).

3) Этот класс программ — самый многочисленный и перспективный с точки зрения маркетинга.

4) Системные программы предназначены для конкретных устройств компьютерной системы.

5) Устанавливая драйвер, вы «учите» систему «понимать» вновь присоединенное устройство.

6) Когда компьютер впервые включается, одна из системных программ должна быть загружена в его память.

7) Развитие систем электронной коммуникации за последние пять лет стимулировало производство соответствующих программных продуктов возрастающим числом компаний-разработчиков.

VII. Give definitions to the following:

1) Software
2) Driver
3) Application software
4) Operating system
5) Communication software
6) Computer
7) Peripheral device
8) Operating system

Практическая работа №41

Мировые компьютерные фирмы.

Цель работы: Введение и закрепление новой лексики по теме: **.**Мировые компьютерные фирмы; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме: Мировые компьютерные фирмы.

Learn the words:

to replace замещать

Recycle Bin корзина

to remove удалять

co-workers коллеги, сослуживцы

rarely ['reali] редко

to plug подключать

support поддержка

necessity необходимость

flash вспышка, in a flash зд. моментально

brand-name торговаямарка

to give smth. a thought подуматьочем-либо
calm [ka:m] спокойный
short cut кратчайший путь
built-in встроенный
to ship] перевозить, отправлять
to sacrifice ['saskrifais] жертвовать
weapon [wepan] оружие
buzz зависать
ComputerandInformationResearchScientist — придумывает новые технологии для решения сложных проблем в различных областях, таких как медицина, образование или бизнес;
ComputerSystemAnalyst — анализирует бизнес-требования к создаваемому программному продукту и предлагает наилучшие пути их воплощения
ComputerNetworkArchitect — специализируется на создании корпоративных сетей для предприятий и организаций.
Web Developer — разрабатывает веб-сайты для предприятий и организаций
GraphicDesigner — создает компьютерную графику
oftwareTester, QualityAssurancePerson или QA — тестирует программное обеспечение.
Computer Support Specialist — помогает пользователям решать проблемы с компьютером.

Microsoft Company.

Paul Allen and Bill Gates founded the Company in 1975.

Microsoft is best-known American company involved in software production. Microsoft's wealth and power is growing up for years. It is a giant company. Microsoft's $25 billion market value tops that of Ford, General Motors.

Some time ago, Microsoft dominated the PC market with its-MS-DOS operating system, the basic software that let the computer understand your commands and carry them out, appeared in the beginning of 80s. MS-DOS ran on 90 percent of the worlds IBM and IBM-clone computers. Then, Microsoft has extended that presence with releasing of Windows, which is probably the most important and popular operating system in the World. And now it dominates the market.

It has been calculated that Microsoft controls 80-85 % of the entire PC software industry. The company has hundreds of products and thousands of employees, making it one of the largest companies. Many of the company's shareholders are now millionaires and a few including Bill Gates and Paul Allen are billionaires. Microsoft is no doubt the fastest growing company in the PC software industry.

Практическая работа №42

Модальные глаголы

Цель работы: Изучение нового грамматического материала по теме Модальные глаголы.

Ход работы: Модальные глаголы. Выполнение упражнений.

Dosomeexercises:

Exercise 1. Вставьте модальные глаголы *should*или *hadto.* Раскроите скобки, употребляя требующуюся форму инфинитива:

1. He was out when we came, and we ... (to wait) for over an hour. 2. It was raining hard. We ... (to wear) our raincoats. 3. I ... (to take) a taxi, otherwise I should have missed the train. 4. You walked all the way here carrying this heavy suitcase. You ... (to take) a taxi. 5. They won't be able to buy anything but lemonade on the train. You ... (to give) them some sandwiches at least. 6. Mother was coming to dinner, so I ... (to bake) her favourite cake. 7. You knew I was bringing people to dinner. You ... (to bake) a cake. 8. She is quite an authority. You ... (to ask) her. 9. I could not stand that noise any longer. I ... (to go) out and (to tell) them to stop. 10. How can you work

Exrcise 2.Переведетенарусскийязык:

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.

Exercise 3. Вставьтеподходящиемодальныеглаголы (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.

Exercise 4. 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.

Exercise5. Вставьте подходящие модальные глаголы *(must, can, need):*

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

Раздел 7. Интернет Технологии.

Практическая работа №43

Тема 7.1. Интернет Технологии

Цель работы: Введение и закрепление новой лексики по теме: Интернет; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме «Интернет ». Текст: Internet. Текст: Описание применения Интернет Технологий в своей профессиональной деятельности. Составление диалогов по теме: Причастие I.

II. Read and translate the text:

INTERNET

Millions of people around the world use the Internet to search for and retrieve information on all sorts of topics in a wide variety of areas including the arts, business, government, humanities, news, politics and recreation. People communicate through electronic mail (e-mail), discussion groups, chat channels and other means of informational exchange. They share information and make commercial and business transactions. All this activity is possible because tens of thousands of networks are connected to the Internet and exchange information in the same basic ways.

The World Wide Web (WWW) is a part of the Internet. But it’s not a collection of networks. Rather, it is information that is connected or linked together like a web. You access this information through one interface or tool called a Web browser. The number of resources and services that are part of the World Wide Web is growing extremely fast. In 1996 there were more than 20 million users of the WWW, and more than half the information that is transferred across the Internet is accessed through the WWW. By using a computer terminal (hardware) connected to a network that is a part of the Internet, and by using a programme (software) to browse or retrieve information that is a part of the World Wide Web, the people connected to the Internet and World Wide Web through the local providers have access to a variety of information. Each browser provides a graphical interface. You move from place to place, from site to site on the Web by using a mouse to

click on a portion of text, icon or region of a map. These items are called hyperlinks or links. Each link you select represents a document, an image, a video clip or an audio file somewhere on the Internet. The user doesn't need to know where it is, the browser follows the link.

All sorts of things are available on the WWW. One can use Internet for recreational purposes. Many TV and radio stations broadcast live on the WWW. Essentially, if something can be put into digital format and stored in a computer, then it's available on the WWW. You can even visit museums, gardens and cities throughout the world, learn foreign languages and meet new friends. And, of course, you can play computer games through WWW, competing with partners from other countries and continents. ,

Answer the questions:

1) What is Internet used for?
2) Why so many activities such as e-mail and business transactions are possible through the Internet?
3) What is World Wide Web?
4) What is Web browser?
5) What does a user need to have an access to the WWW?
6) What are hyperlinks?
7) What resources are available on the WWW?
8) What are the basic recreational applications of WWW?

Which of the listed below statements are true/false. Specify your answer using the text.

1) There are still not so many users of the Internet.
2) There is information on all sorts of topics on the Internet, including education and weather forecasts.
3) People can communicate through e-mail and chat programmes only.
4) Internet is tens of thousands of networks which exchange the information in the same basic way.
5) You can access information available on the World Wide Web through the Web browser.
6) You need a computer (hardware) and a special programme (software) to be a WWW user.
7) You move from site to site by clicking on a portion of text only.
8) Every time the user wants to move somewhere on the web he/she needs to step by step enter links and addresses.
9) Films and pictures are not available on the Internet.
10) Radio and TV-broadcasting is a future of Internet. They're not available yet.

Find the equivalents in the text:

1) Объем ресурсов и услуг, которые являются частью WWW, растет чрезвычайно быстро.
2) Каждая ссылка, выбранная вами, представляет документ, графическое изображение, видеоклип или аудио файл где-то в Интернет.
3) Интернет может быть также использован для целей развлечения.

4) Вы получаете доступ к ресурсам Интернет через интерфейс или инструмент, который называется веб-браузером.
5) Вся эта деятельность возможна благодаря десяткам тысяч компьютерных сетей, подключенных к Интернет и обменивающихся информацией в одном режиме.
6) Пользователи общаются через электронную почту, дискуссионные группы, чэт-каналы (многоканальный разговор в реальном времени) и другие средства информационного обмена.
8) What are the basic recreational applications of WWW?

Практическая работа №44

Тема 7.2. Применение Интернет Технологии.

Цель работы: Введение и закрепление новой лексики по теме: **.**Применение Интернет Технологии; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме. Текст: Описание применения Интернет Технологий в своей профессиональной деятельности. Выполнение упражнений по теме: Причастие I.

I. Readandtranslatethetext:

APPLICATION OF COMPUTERS.

1. At present a great deal of the work force of most countries is engaged in creating, processing, storing, communicating and just working with information. Computers have become commonplace in homes, offices, stores, schools, research institutes, plants.

The use of computers in business, industry and communication services is widespread today. Computer-controlled robots are able to improve the quality of manufactured products and to increase the productivity of industry. Computers can control the work of power stations, plants and docks. They help in making different decisions and in management of economy.

The work of banks depends upon computer terminals for millions of daily operations. Without these terminals, records of deposits and withdrawals would be difficult to maintain, and it would be impossible to make inquiries about the current status of customer accounts.

Computers form a part of many military systems including communication and fire control. They are applied for automatic piloting and automatic navigation. Space exploration depends on computers for guidance, on-board environment and research.

2. Computers find application in astronomy and upper atmosphere research. Weather forecasting, library information services can benefit from computers too.

It is interesting to note that computers are widely used in medicine. They became valuable medical diagnostic tools. Computers are used for optical scanning and image processing, ranging from pattern recognition to image processing. Technicians can operate computer tomography scanners which combine x-rays with computer technology to give sectional views of the body of patients. The views then can be combined into a single image shown on the screen.

It should be noticed that learning on a computer can be fun. Students spend more time with computer-aided instruction performing the assigned task, as compared with conventional classroom.

At last air traffic control is impossible without computer application. It fully depends upon computer-generated information.

Many other uses of computers that we cannot imagine at present will become commonplace in the transition from an industrial to post industrial, or information society.

Notes _____

to maintain records — вестиучет

deposits and withdrawal — вкладыиизъятие (выемка)

Participle 1 или Present Participle.

Participle 1 или Present Participle отражает длительность процесса, подчеркивая одновременность действия со сказуемым. Причастие настоящего времени образуется от *глагола + окончание* ***-ing****:*

write - writing(пишущий)

Особенности написания:

- краткая гласная:run - running;

--заканчивается на "e", а перед ней стоит гласная: take - taking, но see -- seeing; - to die, to lie, to tie (умирать, лежать, связывать) меняют "ie" на "y": die - dying, lie - lying, tie - tying.

- заканчивается на l: travelling

Временные формы:

Present Participle l Active: working - одновременные действия в настоящем

Present Participle l Passive: being working - одновременные действия в настоящем + указывает воздействие на подлежащее

Perfect Participle l Active: having worked - предшествует действию сказуемого

Perfect Participle l Passive: having been worked - предшествует действию сказуемого и указывает, что подлежащее подвергалось воздействию.

Функции Participle 1.

В предложении причастие настоящего времени может выполнять следующие **функции**:

1. Как определение употребляется перед существительным или же после него.

The dancing girls are our students. – Танцующиедевушки – нашистудентки.

2. Если употребляется в функции **обстоятельства**, то переводится на русский с окончанием «а», «я» или «в» (спрашивая, приехав, держа). Может выражать обстоятельство времени, причины, образа действия и сравнения.

Arriving at the station he bought a newspaper. – Приехав на вокзал, он купил газету (время).

He was silent for a while, as if pausing for a reply. – Он немного помолчал, как будто выдерживая паузу для ответа (сравнение).
He was standing on the top of the mountauns admiring the beautiful view. — Онстоялнавершинегоры, наслаждаясьпрекраснымвидом (образадействия).
Having worked a little at this factory I understood everything. – Так как раньше я немного работал на этой фабрике, я все понимал (причины).

3. Какчастьсказуемого.

The answer of the student is disappointing. – Ответстудента — разочаровывает.

Раздел 8.Новые разработки в электронике.

Практическая работа №45

Тема 8.1. Новые разработки в электронике.

Цель работы: Введение и закрепление новой лексики по теме: **.** Новые разработки в электронике; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ходработы: Текст: New developments in electronics.

I. Read and translate the text:

New developments in electronics.

The 1C permitted the miniaturization of computer-memory circuits, and the microprocessor reduced the size of a computer's CPU to the size of a single silicon chip.

Because a CPU calculates, performs logical operations, contains operating instructions, and manages data flows, a complete microcomputer as a separate system was designed and developed in 1974.

In 1981, IBM Company offered its own microcomputer model, the IBM PC that became a necessary tool for almost every business. The PC's use of a 16-bit microprocessor initiated the development of faster and more powerful personal computers, and its use of an operating system that was available to all other computer makers led to a standardisation of the industry.

In the mid-1980s, a number of other developments were especially important for the growth of personal computers. One of these was the introduction of a powerful 32-bit CPU capable of running advanced operating systems at high speeds.

Another innovation was the use of conventional operating systems, such as UNIX, OS/2 and Windows. The Apple Macintosh computers were the first to allow the user to selecticons — graphic symbols of computer functions — from a display screen instead of typing com-

mands. New voice-controlled systems are now available, and users are able to use the words and syntax of spoken language to operate their personal computers.

Практическая работа №46

Тема 8.1. Новые разработки в электронике.

Цель работы: Введение и закрепление новой лексики по теме: **.** Новые разработки в электронике; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ходработы: Составление диалога по теме. Причастие II.

Participle II.

Причастие II (**Participle II**) - неличная форма глагола (III основная форма глагола), имеет одну неизменяемую форму со страдательным значением и обозначает действие, которое испытывает на себе лицо или предмет. Оно соответствует в русском языке причастию страдательного залога.

Причастие II правильных глаголов имеет ту же форму, что и **Past Indefinite**, и образуется при помощи прибавления суффикса **-ed** к основе глагола t**o ask - asked**, **to help - helped**.

Подобно причастию I, причастие II обладает свойствами глагола, прилагательного и наречия. Как и глагол, оно обозначает действие. Время действия, обозначаемое причастием II, определяется временем действия глагола-сказуемого или контекстом.

The book *discussed* yesterday *was* interesting. Книга, *обсуждавшаяся* вчера, была интересной.

The books *discussed* at the lessons *are* always interesting. Книги, *обсуждаемые* науроках, всегдаинтересны.

Функции причастия II

В предложении причастие II может быть:

a. **Определением.**

***Lost* time is never found again.** Потерянное время никогда не вернёшь (дословно - не найти).

A *written* letter lay on the table. Написанноеписьмолежалонастоле.

They are reconstructing the house *built* in the 18th century. Они реставрируют здание, *построенное* в 18 веке.

b. **Обстоятельством.** Перед причастием II в функции обстоятельства могут стоять союзы if, unless, when. В таком случае английское причастие переводится обстоятельственным придаточным предложением, в котором подлежащее то же, что и в главном предложении.

***If built* of the local stone, the road will serve for years.** *Если построить дорогу* (*Если дорога построена*) из местного камня, она будет служить долгие годы.

Практическая работа №47

Тема 8.2. База данных.

Цель работы: Введение и закрепление новой лексики по теме: **.**База данных; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы:Изучение новой лексики по теме: База данных. Текст: Digital data processing.

Explains the definition:

Device-a machine or tool used for a specific task; a thing made for a particular purpose, esp. a mechanical, electric, or electronic invention

Processing-(computer science) a series of operations on data by a computer in order to retrieve or transform or classify information

Hardware-a computer, its components, and its related equipment. Hardware includes disk drives, integrated circuits, display screens, cables, modems, speakers, and printers

Software-the programs that can be used with a particular computer system

Procedure-the act of calculating; determining something by mathematical or logical methods

Data-facts and information given to a computer

Various-different

To store-to keep

To convert-to change

Digital- representing data as a series of numerical values

Guess the translation of the words:

Устройство
Обработка
Аппаратные средства
Программа
Операция, процедура
Данные
Разный
Хранить
Конвертировать
Цифровой

Task 1. Match the words with their definition:

1. various a. to change formats of files
2. to convert b. programs on computer
3. data c. different
4. to store d. facts and information
5. digital e. an instrument or a machine
6. software f. representing data as a series of numerical values
7. device g. to keep

Task 2. Complete the sentences using the new words (convert, various softwares, hardware, device, store, digital):

1. Computer is a … which accepts … and processes it.
2. Computer has special components called …
3. Computer can … formats of video files, for example avi into mp4.
4. I have got a … camera. Its quality is 20 megapixels.
5. Memory of my personal computer is 1terabyte, so it can … a large number of information.
6. I have … … on my compute

Практическая работа №48

Тема 8.2. База данных.

Цель работы: Введение и закрепление новой лексики по теме: **.** База данных; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Составление диалога по теме. Выполнение упражнений по теме: Причастие II.

Dosomeexercises:

Exercise 1. Переведите на русский язык, обращая внимание на оттенки значений сложного дополнения в зависимости от того, выражена ли его вторая часть причастием или инфинитивом:

1. We saw them jump with parachutes. 2. He heard a car approaching from the opposite direction. 3. In the room he could see a man sitting in ar, old armchair. 4. I heard the door of the entrance hall open and close softly. 5. In the little summer house at the bend of the garden path he saw some one sitting. 6. He went back to the window and. looking through it, suddenly saw her walking down the path. 7. They all gathered on the hill to watch the sun rise. 8. She watched her mother bending over the tea-things. 9. The people living in the north do not see the sun come out for months. 10. He felt » her arm slipping through his.

Participle Exercise 2:

Combine the following pairs of sentences by using participles:

1. We met a boy. He was carrying a heavy bag.
2. The house was decorated with lights. It looked beautiful.
3. The robbers saw the policeman. They ran away.
4. I found the door open. I went inside.
5. The police saw the body. It was floating down the river.
6. He cried at the top of his voice. He rushed at the thief.
7. We had worked for several hours. We came out of the office.
8. The troops gave a blow to the enemy. It was stunning.
9. His handwriting was illegible. I couldn’t figure out what he had written.
10. We make some friendships in childhood. They last for ever.

11. The sun had risen. We set out on our journey.
12. I walked along the road. I saw a snake.
13. He lost all his money in gambling. He became a pauper.
14. I took a cue from his words. I solved the riddle.
15. The burglars broke the door open. They entered the house.
16. He didn't realize the implication of his words. He went on speaking.
17. The enemy forces had been defeated by our army. They retreated fast into their own territory.
18. It was a fine day. Everybody was out on the roads.

Exercise 3.
Заполнитепропускиподходящимипосмыслунеправильнымиглаголамив Past Indefinite или Past Participle:

make,cost,fly,drive,meet,sell,speak,swim,tell,wake

Пример.

I have (*made*) some coffee. Would you like some?

1. I know Gary but I've never *** his wife.

2. We were *** up by a loud noise in the middle of the night.

3. She jumped into the river and *** to the other side.

4. Many different languages are *** in the Philippines.

5. Our holidays *** a lot of money because we stayed in an expensive hotel.

6. Have you ever *** a very fast car?

7. All the tickets for the concert were *** very quickly.

8. Have you *** John about your new job?

9. A bird *** in through the open window while we were having our dinner.

Практическая работа №49

Тема 8.3. Приложение электронных систем.

Цель работы: Введение и закрепление новой лексики по теме: **.**Приложение электронных систем; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы:Изучение новой лексики по теме: Приложение электронных систем.

Текст: Application of electronics system.

Read and translate the text:

Application of electronics system.

Electronic engineering deals with the research, design and application of circuits and devices used in the transmission and processing of information.
The revolution in electronics is the trend towards integrating electronic devices on a single tiny chip of silicon or some other semiconductive material. Much of the research in electronics is directed towards creating even smaller chips, faster switching of components, and three-dimensional integrated circuits.
This branch of engineering is concerned with the design and construction of nuclear reactors. In addition to designing nuclear reactors that yield specified amounts of power, nuclear engineers develop the special materials necessary to withstand the high temperatures and radioactivity. Nuclear engineers also develop methods to shield people from the harmful radiation produced by nuclear reactors.

Do some exercises:

Exercise 1. Переведитенарусскийязыкследующиеслова annealing, quenching, tempering, intermediate, to immerse, indicator, treatment, ductile.

Exercise 2. Переведите на английский язык следующие слова и словосочетания температура нормализации, мелкозернистая структура, охлаждение, состав стали, оксидная пленка, индикатор, закаленная сталь, промежуточный.

Exercise 3. Переведите на русский язык предложение, содержащее модальный глагол или его эквивалент.
It's for this reason that many reports on scientific research include discussion of how the research ought to have been done in the light of the experience gained in having done it the first time.

Практическая работа №50

Тема 8.3. Приложение электронных систем.

Цель работы: Введение и закрепление новой лексики по теме: **.** Приложение электронных систем; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Составление краткого анализа текста. Выполнение упражнений по теме: Present Perfect.

Do some exercises:

Exercise 1. Раскройтескобки, употребляяглаголыв*Present Perfect* илиPast Simple:

1. The sun (not to rise) yet, but the sky in the east is getting lighter every minute. 2. I (to see) you walking along the street the other day with a heavy bag. 3. I (not to read) the newspaper today. 4. It is very late, and trams (to stop) running: we must find a taxi to get home. 5. How many times you (to be) to St. Petersburg? 6. At last I (to translate) this article: now I shall have a little rest. 7. We (to go) to the country yesterday, but the rain (to spoil) all the pleasure. 8. My watch was going in the morning, but now it (to stop). 9. The lecture (not yet to begin) and the students are talking in the classroom. 10. She just (to go) out. 11. She (to leave) the room a moment ago. 12. We (not yet to solve) the problem. 13. When it all (to

happen)? 14. The morning was cold and rainy, but since ten o'clock the weather (to change) and now the sun is shining brightly. 15. Show me the dress which you (to make). 16. Oh, how dark it is! A large black cloud (to cover) the sky. I think it will start raining in a few minutes. 17. Oh, close the window! Look, all my papers (to fall) on the floor because of the wind. 18. When you (to open) the window? — I (to open) it ten minutes ago.

Сравнитеупотребление*Present Perfect, Present Continuous* и*Past Simple.*

Exercise 2.Раскройтескобки, употребляяглаголыв*Present Perfect, Present Continuous, Present Simple* илиPast *Simple.*

1. Please give me a pencil, I (to lose) mine. 2. I (not to meet) Peter since Monday. 3. Nina just (to finish) work. 4. Where Sergei (to be)? — He (to go) home. He (to leave) the room a minute ago. 5. What you (to read) now? — I (to read) "Jane Eyre" by Charlotte Bronte. 6. They (to read) "Ivanhoe" by Walter Scott a month ago. What about you? You (to read) "Ivanhoe"? 7. My watch (to stop). There (to be) something wrong with it. 8. You (to see) Jack today? — Yes, I (to see) him at the institute. 9. You (to hear) the new symphony by M.? — Yes, I... . — When you (to hear) it? — I (to hear) it last Sunday. 10. You (to change) so much. Anything (to happen)? 11. What you (to do) here at such a late hour? You (to write) your composition? — No, I (to write) it already. I (to work) at my report. — And when you (to write) yourcomposition? — I (to finish) it two days ago. 12. I say, Tom, let's have dinner. — No, thank you, I al-I ready (to have) dinner. 13. What the weather (to be) like? It still (to rain)? — No, it (to stop) raining.

Exercise 3.Раскройтескобки, употребляяглаголыв*Present Perfect, Present Simple, Present Continuous, Past Simple* или*Past Continuous:*

1. They (to go) to the Hermitage last week. 2. They (to be) to the Hermitage twice this week. 3. After school yesterday he (to come) home, (to have) dinner, (to read) an article from the latest magazine and (to begin) doing his homework. 4. When your friend (to return) from the south? — She (to return) yesterday. — You (to go) to the station to meet her? — No, I..., I (to be) too busy. 5. With whom you (to discuss) this question yesterday? 6. I (to see) this film this week. I like it very much. 7. When I (to enter) the kitchen, I (to see) that my mother (to stand) at the table and (to cut) some cabbage. She (to cook) dinner. 8. As soon as I (to hear) a cry, I (to run) out of the room and (to see) that a child (to lie) on the ground and (to cry). "What (to happen)? Why you (to cry)? You (to hurt) yourself?" I asked. 9. As soon as I (to see) him, I (to understand) that he (to work) hard. He (to write) something and (not to notice) anything. 10. When I (to come) home yesterday, the children (to run) and (to sing) merrily. "We (to learn) a new song!" they cried. 11. When the young man (to enter) the room, she (to look) at him in surprise."What you (to want) to tell me?" she (to say). "Why you (to come)?" 12. It (to rain) hard when I (to leave) home yesterday, so I (to return), (to put) on my raincoat and (to start) again. 13. Your brother (to return) from the north? — Yes, he (to come) a few days ago. 14. You (to be) to the Crimea? When you (to be) there? — I (to be) there in 1993.

15. Where (to be) your brother? — He just (to come) home. He (to take) a shower in the bathroom now.

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Практическая работа №51

Тема 8.4. Приложение цифровых систем.

Цель работы: Введение и закрепление новой лексики по теме: **.** Приложение цифровых систем; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме: Приложение цифровых систем. Текст: Application of digital system.

Learn the words:

global network — глобальнаясеть to link — соединять, связывать exchange — обмен host — хост (компьютер, подключенный к сети Интернет) to gain, get access — получить доступ remote terminal — дистанционный (удаленный) терминал server — сервер

formatted — форматированный hypertext document — гипертекстовый документ markup — разметка документа в HTML-формате HTML (HyperText Markup Language) — язык HTML (стандартный язык, используемый для создания страниц WWW)

URL (Universal Resource Locator) — универсальный указатель информационного ресурса (стандартизованная строка символов, указывающая местонахювдение документа в сети Internet) application — приложение, прикладная программа browser (Web browser) — Web-броузер (программы для просмотра Web-страниц в сети Internet) as long as — пока; до тех пор, пока

Read and translate the text:

Application of digital system.

Tim Bemers-Lee(bom 1955) invented the World Wide Web. His first version of the Web was a program named “Enquire”. At the time, Bemers-Lee was working at CERN, the European Particle Physics Laboratory located in Geneva, Switzerland. He invented the system as a way o(sharing scientific data (and other information) around the world, using tin- Internet, a world-wide network of computers and hypertext documents, He wrote the language HTML (HyperText Mark-up Language), the basic language for the Web, and devised URL’s (universal resource locators) to designate the location of each web page. HTTP (HyperText Transfer Protocol) was his set of rules for linking to pages on the Web. After he wrote the first browser in 1990, the World Wide Web was up and going. Its growth

was (and still is) phenomenal, and has changed the world, making information more accessible than ever before in history.

Answer the questions:

1. Who invented the World Wide Web?

2. Where was Bemers-Lee working?

3. What system did he invent?

4. What language did he write?

5. Who is Bemers-Lee now?

Составить сообщение по теме.

Практическая работа №52

Тема 8.4. Приложение цифровых систем.

Цель работы: Введение и закрепление новой лексики по теме: **.** Приложение цифровых систем; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Составление краткого анализа текста. Выполнение упражнений по теме: Present Perfect.

Do some exercises:

Exercise 1. Поставьтеглаголывскобкахв Present Perfect:

1. He _____ (finish) training. She _____ (score) twenty points in the match.
2. We _____ (watch) all the Champions League matches this season.
3. That's amazing! She _____ (run) fifteen kilometers this morning!
4. She _____ (buy) some really nice rollerblades!
5. Oh, no! I _____ (lose) my money!
6. My mum _____ (write) shopping list. It's on the kitchen table.
7. Dad, you _____ (eat) my biscuit! I’m tired.
8. I _____ (watch) three X-Files videos. Hurry up!
9. They _____ (start) the film! Mary _____ (study) hard this year, so she'll pass her exams.
10. Oh no! She _____ (drop) the plate!
11. The garden is very green. It _____ (rain) a lot this month.
12. These are my favourite trousers. I _____ (have) them for five years.
13. Tom's my best friend. I _____ (know) him for three years.
14. They _____ (live) in Miami for two years. Jo has earache.
15. He _____ (have) it since 7 o'clock.

16. Brad _____ (live) in Chicago since 1998.

Exercise 2. Поставьтеглаголывскобкахв Present Perfect negative:

1. I _____ (not clean) my football boots.
2. They _____ (not start) their meal.
3. I _____ (not do) my homework.
4. He _____ (not win) all his matches this year.
5. My brother and I _____ (not see) any films this week. It's my birthday party today.
6. I _____ (not invite) many people.
7. He _____ (not wash) his hands.
8. They're very dirty. Mum's really angry.
9. We _____ (not tidy) our room! I can't play with my friends this evening. 10. I0. _____ (not finish) my homework.
11. I _____ (not visit) New York for three years.
12. Where's Alison? We _____ (not see) her since yesterday.
13. Dad _____ (not take) a holiday since last August.
14. John _____ (not play) the violin since he was school.

Exercise 3. Пользуясь опорными словами, а также словами for и since составьте предложения в Present Perfect Simple:

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

Раздел 9. Типы персональных компьютеров.

Практическая работа №53

Тема 9.1. Типы персональных компьютеров.

Цель работы: Введение и закрепление новой лексики по теме: **.** Типы персональных компьютеров; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме: Типы персональных компьютеров. Текст: TheTypesofPersonalComputers. Составление краткого изложения по тексту.

Read and translate the text:

The Types of Persona lComputers.

A personal computer (PC) is any general-purpose computer whose size, capabilities, and original sales price make it useful for individuals and which is operated by an end user.

A personal computer may be a desktop computer, a laptop, tablet PC or a handheld PC (also called palmtop). The most common microprocessors in personal computers are x86-compatible CPUs. Software applications for personal computers include word processing, spreadsheets, databases, Web browsers and e-mail clients, games, and special-purpose software. Modern personal computers often have high-speed connection to the Internet.

A PC may be used at home, or may be found in an office. Personal computers can be connected to a local area network (LAN) either by a cable or wirelessly.

Workstation. A workstation is a high-end personal computer designed for technical or scientific applications. Desktop computers come in a variety of styles ranging from large vertical tower cases to small form factor models that can be tucked behind an LCD monitor. Most modern desktop computers have separate screens and keyboards.

Single unit is a subtype of desktop computers, which combine the monitor and case of the computer within a single unit. The monitor almost always utilizes a touchscreen as an optional method of user input; however detached keyboards and mice are normally still included. The inner components of the PC are often located directly behind the monitor.

Personal computers (PC) are small, relatively inexpensive computers for an individual user. Their price can be from a few hundred dollars to thousands of dollars. All are based on the microprocessor technology that enables manufacturers to put an entire CPU on one chip. Personal co puters are used in business for word processing, accounting, desktop publishing. At home, the most popular use for personal computers is for playing games.

Personal computers first appeared in the late 1970s. One of the first and most popular personal computers was the Apple II, made in 1977 by Apple Computer. Then, in 1981, IBM (International Business Machines) made its first personal computer, known as the IBM PC. The IBM PC quickly became the most popular personal computer.

Практическая работа №54

Тема 9.1. Типы персональных компьютеров.

Цель работы: Введение и закрепление новой лексики по теме: **.** Типы персональных компьютеров; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Построение диалога-расспроса по теме. Употреблениенаречий many, much.

Much и **Many**.

Наречия**Much**и**Many**используются, главным образом, в вопросительных и отрицательных предложениях в значении "*много*". Существуют также и синонимы

этих наречий – **a lot of, lots of, a great deal of, large amounts of**, и т.д., в зависимости от контекста.

Вопросительные предложения

How much (how much = сколько) ... + неисчисляемыесуществительные

Например:

How **much** sugar do you take in your coffee?
Сколько сахара ты кладешь в кофе?

How **much** money do you want for this?
Сколько (денег) тызаэтохочешь?

Do you have **much** work to do?
Утебя *много* работы?

How many (how many = сколько) ... + исчисляемыесуществительные

Например:

How **many** students are there in each class?
Сколько учеников в каждом классе?

How **many** people are you expecting?
Сколько человектыожидаешь?

Отрицательные предложения.

В отрицательных предложениях конструкции **Not Much** и **Not Many** обычно переводятся как "*мало*", "*немного*".

Например:

He doesn't earn **much** money (*существительное **money** - неисчисляемое*).
Он зарабатывает *мало* (= *немного*) денег.

Not **many** people have heard of her (*существительное **people** - исчисляемое*).
Немногие о ней слышали.

Barbara doesn't have **many** friends.
У Барбары *мало* (= *не много*) друзей.

Практическая работа №55

Тема 9.2. Компьютеры и преступления.

Цель работы: Введение и закрепление новой лексики по теме: **.**Компьютеры и преступления; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме: Компьютеры и преступления. Тексты:Computer and crime. The Types of Personal Computers.

Read and translate the text:

Computer and crime.

As our technology has greatly advanced over the past 50 years, our businesses, people, and its governments have been greatly affected by this new technology. With the vast capabilities of computers, the Internet, storage capability, and the manipulation of data, today's world has been changed forever. Although the benefits greatly outweigh the disadvantages, unless we take a more serious look at this new technology, more people will be hurt, from businesses, families, individuals, and most importantly, our children.

Even as new technology has created more uses for its users, firewalls, password protections, and new programs to safeguard our children when viewing the Internet, our vulnerability increases with our perceived values and reliance on this new technology. There are new increased opportunities for the deviant individual than was ever thought of.

Computer crime started almost 40 years ago with what was called a hacker. Since that time computer crime has been expanded to include espionage both industrial and governmental, security risks, white-collar crime to include disgruntled employees who "fix" a program, or delete certain files from certain programs, and from embezzlement. Due to the advance technology of computers, including advances that are old before they are placed on the market, certain criminal enterprises find as many ways that they can use these technologies to advance themselves either for financial gain, child pornography.

Read and translate the text:

The Types of Personal Computers.

Nettopis a subtype of desktop, introduced by Intel in February 2008 to describe low-cost, lean-function, desktop computers. This type features the new Intel Atom processor which enables it to consume less power and to be built into small enclosures.

Laptop (notebook) is a small personal computer designed for portability. Laptops contain high capacity batteries that can power the device for extensive periods of time. One main drawback of the laptop is that little can be done to upgrade the overall computer from its original design. Some devices can be attached externally through ports (including via USB).

Netbooks are a rapidly evolving category of small, light and inexpensive laptop computers suited for general computing and accessing web-based applications and optimized for low weight and low cost. In the short period since their appearance in late 2007, netbooks have grown in size and features, now converging with new smaller, lighter notebooks.

Практическая работа №56

Тема 9.2. Компьютеры и преступления.

Цель работы: Введение и закрепление новой лексики по теме: **.**Компьютеры и преступления; развитие умения поиска специфической информации; развитие умения

говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Составление краткого анализа текстов. Построение диалога-расспроса по теме. Страдательный залог в настоящем продолжённом времени

Present Continuous Passive.

Страдательный залог в настоящем продолженном времени (Present Continuous Passive) образуется с помощью вспомогательного глагола **be** соответственно в формах настоящего времени**(am, is, are) + being + 3-я форма смыслового глагола (Причастие II)**. Эта конструкция означает, что с объектом что-либо делается в текущий момент времени.

The houses are being redecorated- Домаремонтируются. (Внастоящиймомент.)
The work is not being done in time- Работанеделаетсявовремя. (Постоянно, включая данный момент.)
Areyoubeinginformedaboutthesituation?- Вас информируют о ситуации?
Why are the rainforests being cut down in Brazil?- ПочемутропическиелесавырубаютсявБразилии?
Во всех случаях подчёркивается процесс выполнения/невыполнения действия.

Практическая работа №57

Тема 9.3. Компьютерная безопасность.

Цель работы: Введение и закрепление новой лексики по теме: **.**Компьютеры и преступления; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы:Изучение новой лексики по теме Компьютерная безопасность. Текст: Computer Security.

Read and translate the text:

Computer Security.

Computer security is a branch of computer technology known as information security as ap plied to computers andnetworks. The objective of computer security includes protection of in formation and property from theft, corruption,or natural disaster, while allowing the informat ion and property to remain accessible and productive to its intendedusers. The term computer system security means the collective processes and mechanisms by which sensitive andvalua ble information and services are protected from publication, tampering or collapse by unauth orized activitiesor untrustworthy individuals and unplanned events respectively. The strategie s and methodologies of computersecurity often differ from most other computer technologies because of its somewhat elusive objective of preventingunwanted computer behavior instead of enabling wanted computer behavior.

The aviation industry is especially important when analyzing computer security because the i nvolved risks includehuman life, expensive equipment, cargo, and transportation infrastructu re. Security can be compromised byhardware and software malpractice, human error, and fau lty operating environments. Threats that exploit computervulnerabilities can stem from sabot age, espionage, industrial competition, terrorist attack, mechanical malfunction,and human er ror.

Практическая работа №58

Тема 9.3. Компьютерная безопасность.

Цель работы: Введение и закрепление новой лексики по теме: **.**Компьютеры и преступления; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Выполнение упражнений по теме: Страдательный залог в настоящем времени.

Dosomeexercises:

Выполнение упражнений по теме: Страдательный залог в настоящем времен:

1. Поставьте глаголы из скобок в форму пассивного залога Present Simple.

Например: Their first child … in Paris. (bring up) – Their first child is brought up in Paris. (Их первый ребенок воспитывается в Париже.)

1. Ice hockey … in Canada. (play) (В хоккей на льду играют в Канаде.)
2. The money … in the safe. (keep) (Деньги хранятся в сейфе.)
3. Chicken sandwiches … for children. (make) (Сэндвичискурицейготовятдлядетей.)
4. The washing-machine … every day. (use) (Стиральная машина используется каждый день.)
5. All his holidays … in the countryside. (spend) (Все его отпуска проводятся в сельской местности.)

2. Измените предложения в активном залоге на пассивный залог, обращая внимание на грамматическое время глагола. Используйте предлог by:

Например: French priests built this cathedral. (Французские монахи построили этот собор.) – This cathedral was built by French priests. (Этот собор был построен французскими монахами.)

1. The headmaster sent a letter. (Директоршколыприслалписьмо.)
2. Our children will organize the Christmas party next Friday. (Наши дети организуют Рождественский вечер в следующую пятницу.)
3. Mary trains the dogs in the garden. (Мэри дрессирует собак в саду.)
4. Mrs. Simpson has cleaned all the windows today. (Миссис Симпсон помыла все окна сегодня.)
5. Frank has packed the suitcase. (Фрэнкупаковалчемодан.)
6. Bob paid the bills. (Бобоплатилсчета.)
7. The doctor will examine her tomorrow. (Докторосмотритеезавтра.)
8. My granny paints the door every year. (Моя бабушка красит дверь каждый год.)

3. Заполните пропуски предлогами with, by:

1. The hall was decorated … pink balloons.
2. The roof of the church will be repaired … local people.
3. This material has been already published … Cambridge University Press.
4. The house was built … money that he had borrowed from the bank.
5. When the the accident happened, the car was brought … police.

Exercises 4. on Present Simple Passive:

Fill in the verb is or are:

Grammar rules ... always learnt by heart.
Rare animals ... protected in many countries.
This scarf ... made by my granny.
Animals in the reserve ... fed two times a day.
The same shirts ... worn by all the members of our team.
New Belarussian books ... shown in our library
Many Belarussian towns ... described in this book.
Dinner ... always cooked by my mother.
This place ... crowded on Sunday.
Our village ... surrounded with a forest.

5. ExercisePut the passive sentences in order:

1. in a lot of schools / are / used / Computers
2. of plastic / made / are / CDs
3. seen / The information / on a screen/can be
4. are / very quickly / The answers / calculated
5. played / The game / is / on a computer
6. with a modem / are / sent / E-mails
7. is / on a disk / Information / stored
8. sent / Text messages / are / using mobile phones
9. to get information / used / is / The Internet

Практическая работа №59

Тема 9.4. Виртуальная реальность.

Цель работы: Введение и закрепление новой лексики по теме: **.** Виртуальная реальность; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме Виртуальная реальность. Текст: Virtual Reality.

I. Vocabulary:

VirtualReality — виртуальная реальность
invention — изобретение
helmet — шлем
lenses — линзы
illusion — иллюзия
surgeon — хирург
simulator — симулятор

II. Read and translate the text:

Virtual Reality.

Not long ago computers were considered an amazing invention. Today they form part of our everyday life. 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 word which comes closest to describing Virtual Reality is "simulator." Virtual Reality technology resembles the flight simulators that are used to train pilots.

The word 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.

III. 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?

Практическая работа №60

Тема 9.4. Виртуальная реальность.

Цель работы: Введение и закрепление новой лексики по теме: **.** Виртуальная реальность; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Составление краткого анализа текста. Составление диалога по теме. Выполнение упражнений по теме: Passive Voice.

Exercise 1. Complete the gap by using a form from the list. Remember to use the passive form of the correct tense:

wash - pay - win - accept - rob - clean - not invaded - discover - deliver - teach

a. The bank _____ last night
b. Credit cards _____ in this store
c. This jumper should _____ by hand
d. Your new car _____ tomorrow
e. The first prize _____ by a man from Manchester
f. Penicillin _____ by Alexander Fleming
g. Britain _____ since the year 1066
h. This account must _____ within 28 days
i. The hotel rooms _____ every day
j. Next week your class _____ by Mrs Grigson.

Exercise 2.Answer the questions, using the passive voice:

1. Are your meals prepared by your mother?
2. Are your stockings mended by your mother?
3. Is your room put in order by your mother?
4. Is your bed made by your mother?
5. Is your little brother washed by your mother?
6. Is your brother taken to school by your mother?

Exercise 3. Answer the following questions, using the words in brackets (pupils, a joiner, a bricklayer, shoemaker, a farmer, a dressmaker):

1. By whom are tables made?
2. By whom are shoes mended?
3. By whom are dresses made?
4. By whom are houses built?
5. By whom is the land tilled?
6. By whom are flowers watered in your garden?
7. By whom are trees on the school plot planted?
8.

Exercise 4.Answer the following questions:

1. What is sold at the butcher,s?
2. What is sold at the grocer,s?

3. What is sold at the baker,s?
4. What is sold at the dairy?
5. What is sold at the bookshop?

Exercise 5. The first sentence is in the ACTIVE VOICE. Choose the most **correct way of saying the same thing in the PASSIVE VOICE:**

1. They were interviewing her for the job.
She _____ for the job.

- was being interviewed
- was interviewed
- has been interviewed

2. *Tom is writing the letter.*
The letter _____ by Tom.

- was written
- is being written
- has been written

3. *Everyone understands English.*
English _____ by everyone.

- is understood
- has been understood
- was understood

4. *The employees brought up this issue during the meeting.*
This issue _____ by the employees during the meeting.

- has been brought up
- is brought up
- was brought up

5. *The professor told him not to talk in class.*
He _____ by the professor not to talk in class.

- has been told
- was told
- was being told

6. *They say that women are smarter than men.*
Women _____ to be smarter than men.

- were being said
- were said

- are said

7. *The fire has destroyed the house.*
The house _____ by the fire.

- has been destroyed
- was being destroyed
- is destroyed

8. *She would have told you*You _____ by her.

- would have been told
- would be told
- were being told

9. *She would reject the offer.*
The offer _____ by her.

- will have been rejected
- would be rejected
- will be rejected

10. This surprises me.
I _____ by this.

- would have been surprised
- will be surprised
- am surprised

Тестпоанглийскомуязыку "Passive Voice". Выберите ваш вариант ответа вместо пропусков:

- 1.
Everybody by the terrible news yesterday.
  - shocked
  - was shocked
  - is shocking
- 2.
Mr. Green at the University since 1989.
  - is teaching
  - has been teaching
  - has been taught
- 3.
A prize to whoever solves this equation.
  - will be giving

- will be given
- gives

- 4.
  Four people in a train crash.
  - killed
  - have killed
  - have been killed
- 5.
  A famous architect the bridge.
  - was built
  - built
  - have built
- 6.
  The house by a pop star.
  - bought
  - was bought
  - have bought
- 7.
  Local police the bank robber.
  - have been arrested
  - have arrested
  - was arrested
- 8.
  People this road very often.
  - aren't used
  - don't use
  - haven't used
- 9.
  A new supermarket next year.
  - will be built
  - will built
  - is building
- 10.
  A decision until the next meeting.
  - has not been made
  - will not made
  - will not be made
- 11.
  Two men tried to sell a painting that .

- was stolen
- had been stolen
- had stolen

- 12.
I don't think we must everything tomorrow.
  - finish
  - have finished
  - be finished
- 13.
Weekends outdoors by most English people.
  - spend
  - are spended
  - are spent
- 14.
This dictionary a week ago.
  - published
  - has published
  - was published
- 15.
America's first college, Harvard, in Massachusetts in 1636.
  - is being founded
  - had been founded
  - was founded

Раздел 10. IT Революция.

Практическая работа №61

Тема 10.1. IT Революция.

Цель работы: Введение и закрепление новой лексики по теме: **.** IT Революция; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме «IT Revolution "Компьютерная безопасность".Текст: «IT Революция». Чтение инструкции покомпьютерной безопасности. Выполнение упражнений по теме: Причастие I

Read and translate the text:

IT Revolution.

One of the best and worst parts of IT is that it's always changing. Day to day, week to week, the only constants are help desk calls from clueless users and, well, change. As time wears on, though, we might even see a shift in the clueless user department -- we are well into the

time where "I'm not a computer person" holds no water. However glacial this progress may seem, users are getting savvier. But I digress.
If you look at the struggles IT has gone through in the past few decades, you can see severalclearly defined eras, each shorter than the last. Coming through to today, eras seem to be measured in mere months, not years.

In the 1970s through the early 1990s we had the era of the mainframe, with S/390s and AS400s running everything, and TN3270 green screens the predominate interface with computers. The 1980s saw the appearance of disruptive PC technology, which would obviously blossom into a wholesale global revolution by the mid-1990s, then combine with the Internet to fuel the single largest and fastest change to civilization in history.

In IT, we rode this wave of cataclysmic upheaval, building all the necessary parts along the way. Moving through the early 2000s, we were still refining and exploring this new world, making all kinds of questionable decisions as we charted a course through unknown waters.

Then the mobile revolution was upon us in the form of the first iPhone and all the subsequent fallout from there. I watched a 75-year-old man fiddling with his iPhone 5 the other day, pulling it out of his pocket and checking his text messages as if he'd been doing that since he was a teenager.

But in IT, we are actually seeing a bit of stasis. I don't mean that the IT world isn't moving at the speed of light -- it is -- but the technologies we use in our corporate data centers have progressed to the pointwhere we can leave them be for the foreseeable future without worry that they will cause blocking problems in other areas of the infrastructure.

Dosomeexercises:

Exercise 1. Объедините два предложения в одно, используя причастие I:

H-p: He was jumping down the stairs. He broke his leg. – He broke his leg jumping down the stairs. (Он сломал ногу, прыгая вниз по лестнице.)

1. Tom was watching the film. He fell asleep.
2. The pupils opened their textbooks. They looked for the answer.
3. Julia was training to be a designer. She lived in Milan for 3 years.
4. They are vegetarians. They don’t eat meat.
5. Jane was tidying up her bedroom. She found some old letters.

Exercise 2. Распределите следующие предложения по группам:

1. The garden was full of children, laughing and shouting. (Сад был полон детей, смеющихся и кричащих.)
2. Could you pick up the broken glass? (Ты не мог бы поднять разбитый стакан?)
3. The woman sitting by the window stood up and left. (Женщина, сидевшая у окна, встала и ушла.)
4. I walked between the shelves loaded with books. (Я прошел между полками, нагруженными книгами.)

5. Be careful when crossing the road. (Будь осторожен, переходя дорогу.)
6. Having driven 200 kilometers he decided to have a rest. (Проехав 200 км, он решил отдохнуть.)
7. If invited, we will come. (Если нас пригласят, мы придем.)
8. I felt much better having said the truth. (Мне стало гораздо лучше, когда я сказал правду.)
9. He looked at me smiling. (Он взглянул на меня, улыбаясь.)
10. She had her hair cut. (Она подстригла свои волосы.)
11. Built by the best architect in town, the building was a masterpiece. (Построенное лучшим архитектором города, здание было шедевром.)
12. Not having seen each other for ages, they had much to talk about. (Не видя друг друга вечность, им было много о чем поговорить.)

Практическая работа №62

Тема 10.2. Компьютер: вредная привычка?

Цель работы: Введение и закрепление новой лексики по теме: **.** IT Революция; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме «Computers: new addiction?». Анализ текста. «Computers: new addiction?».

Read and translate the text:

Computers: new addiction?

Computer addiction is a relatively new term used to describe a dependency on one's computer. It is not limited to personal computers, but covers video games and the Internet as well. This addiction has already been given a label by psychologists: Internet addiction disorder (IAD).

People can grow addicted to a variety of substances, and there is usually a substantial amount of help available to treat them. Alcohol, drugs, and sex have all been known to bring out the addictive personality trait in some people, but other forms of addictive behavior, such as exercise, watching television, or spending too much time on a computer, have only recently been recognized. Computer addiction, like any addiction, can creep up on a person without him being aware of it. Talk shows are full of people whose relationships have been torn apart by one partner's addiction. Spending hours chatting online, surfing the web, or playing computer games can cause relationships to deteriorate as other parts of a person's life are neglected.

This newly named addiction has gained much press attention recently, as children have also been affected. A recent research study showed that some children experience rage when they are forbidden to play computer games. The results are temper tantrums and behavioral traits similar to those of an addict going cold turkey.

Computers can help children with their studies. Computers can develop a child's creative abilities and expose them to the vast and fascinating world. However, this should be under one condition: that parents and their children use the computer together and that parents help their kids to find websites about animals, nature, technology and any subject that the child may be interested in. Children should be able to play on the computer for 2 hours every day. I should have the right not to be disturbed when I am playing on the computer.

As we can see, the computer has become an essential part of children's lives. How big a part this is, is very much dependent on us, the parents.

Parents must show their children that they can draw, play, write letters, find friends and interesting information through the computer. With the help of their parents, children can create their own sites and take part in different competitions. Parents must familiarise themselves with computer games and forbid any games that involve shooting and killing. They must also teach their children to be safe when working on the computer so that they do not ruin their eyesight or hurt their backs from a bad posture. If parents show their children that the computer can be a source of help and wisdom, then it will be beneficial to them.

In contrast, computers can take over a child's life and become a substitute for reality. They can teach them cruel things, feed them harmful information and expose them to a world of violence and terror.

The computer can be a kind helper for our children or a terrifying monster that destroys their lives. What it turns out to be is dependent on us, the parents, who can influence the ways in which our children use the computer.

Answer the questions:

1. What is Computer addiction?
2. What does this addiction have already been given?
3. Computer addiction, like any addiction, can creep up on a person without him being aware of it, can't it?
4. Computers can help children with their studies, can't they?
5. How much time should children be able to play on the computer ?
6. Who must teach their children to be safe when working on the computer?
7. The computer can be a kind helper for our children or a terrifying monster that destroys their lives, can't they?
8. Who can influence the ways in which our children use the computer?

Составить сообщение по теме.

Практическая работа №63

Тема 10.2. Компьютер: вредная привычка?

Цель работы: Введение и закрепление новой лексики по теме: **.** IT Революция; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Составление краткого изложения по теме. Выполнениеупражненийпотеме: Passive Voice in Future Tense.

Exercise 1. Turn into Passive - Simple Future Tense.

Turn the following sentences into Passive Voice:

1. You will be sent information by me tomorrow. **OR**
Information will be sent you by me tomorrow.
2. Will dinner be prepared by you?
3. All the household work won't be done by Chandani herself.
4. It will be got by you.
5. He won't be told about the robbery by the police.
6. Will I be married by you?
7. This match will be won by us.
8. Will exam be taken by the students at the end of semester?
9. Pure water will be provided from now by the municipality.
10. The guilty will not be forgiven by god.
11. Any message will not be stored in future by them.
12. Home work will not be done by all students.
13. Will only positive news be broadcast by the TV?
14. Your sentences will be checked tomorrow by sir.
15. Our share will be got in time by us.

Exercise 2. Turn from Active into Passive.

1.Steven Spielberg has directed a lot of successful films.
2. The number of reporters will meet the professor at the airport.
3. A famous designer is going to redecorate the President’s house.
4. Van Gogh painted “Sunflowers”.
5. Astronauts are exploring space.
6. They kill elephants for ivory.
7. People chop down a lot of trees every year.
8. They check passports at Passport Control.
9. A million people visit the cathedral every year.
10. Someone has stolen Mike’s bicycle.

Практическая работа №64

Тема 10.3. Сообщения компьютера.

Цель работы: Введение и закрепление новой лексики по теме: **.** IT Революция; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме «Сообщения компьютера».
Изложениетекста «Computer Messages».

Read and translate the text:

«Computer Messages».

1. Open your e-mail program and start a new e-mail message.
2. Enter the cell phone number in the **To:** box using the format number@teleflip.com, where "number" is the phone number of the cell phone to which you're sending the message. For example, to send a text message to cell phone 123-456-7890, enter 1234567890@teleflip.com.
3. Type a message of up to 160 characters in the message box and then click **Send**. Your message will shortly appear on the cell phone. You may want to test it on your own cell phone to make sure it works [source: Pogue].

Note: Many cell phone carriers allocate e-mail addresses to their customers' phone numbers to enable them receive e-mail text messages. If you know the carrier of the cell phone you want to send text messages to, you can use it instead of the teleflip.com domain name. Here are the domain names of some of the more popular carriers:

- **Alltel**: @message.alltel.com
- **Nextel**: @messaging.nextel.com
- **Sprint**: @messaging.sprintpcs.com
- **SunCom**: @tms.suncom.com
- **T-mobile**: @tmomail.net
- **VoiceStream**: @voicestream.net
- **Verizon**: @vtext.com (text only) or @vzwpix.com (photos and video) [source: Slipstick Systems].

Практическая работа №65

Тема 10.3. Сообщения компьютера.

Цель работы: Введение и закрепление новой лексики по теме: **.** IT Революция; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Составление диалога по теме. Выполнение упражнений по теме:
Повелительное наклонение.

Imperative mood
(Повелительное наклонение)

Повелительное наклонение в английском языке выражает побуждение к действию (просьбу, приказ). Повелительное наклонение в английском языке представляет собой инфинитив без частицы to.

1. Утверждение

to leave - leave! Уходи!

to talk - talk! Говори!

Leave the room! Покиньте помещение!

Talk to her! Поговори с ней!

2. Отрицание

Образуется при помощи вспомогательного глагола do и отрицательной частицы not.
Don't listen to him! Неслушайего!

Don't do this! Не делай этого!

3. Усиление

Образуется при помощи вспомогательного глагола do.

Doforgetthisstory! Да забудь ты эту историю!

Doopenthedoor! Да открой же ты эту дверь!

4. Вежливость

Образуется путем добавления вводного слова please (пожалуйста) в конец предложения.

Helpme, please! Помоги мне, пожалуйста!

Pass me the salt, please! Передай мне соль, пожалуйста!

5. You

Предложение с местоимением you в повелительном наклонении придает оттенок раздражения.

You go away from me! А ну-ка, отойди от меня!

You leave him alone! Да оставь ты его в покое!

6. Let

Let в таких предложениях означает позволение, призыв или приглашение. Если let употребляется в качестве призыва или приглашения, то к нему добавляется местоимение us (нам) - Let us, обычно произносится и пишется в сокращённой форме Let's (Материал "Глагольные сокращения"). Эта форма может переводиться как "давать", "позволять", "пускать". Отрицание образуется прибавлением don't или только частицы not перед смысловым глаголом.

Let him say! Пусть он скажет.

Let's walk! Пойдем, прогуляемся.

Let's go to the football match tonight. Пойдемте на футбол сегодня вечером.

Letmehelpyou. Позволь мне помочь тебе.

Let me think. Дайподумать.

Don't let him deceive you. Не позволяй ему обманывать тебя.

Практическая работа №66

Тема 10.4. Известные компьютерные корпорации.

Цель работы: Введение и закрепление новой лексики по теме: **.** IT Революция; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы:Известные компьютерные корпорации. Изучение новой лексики по теме «Известные компьютерные корпорации». Анализ текста «FamousComputerCorporations».

Read and translate the text:

Famous Computer Corporations.

Personal computers are now commonplace in most homes throughout the world, and are relied on heavily by both individuals and businesses. The invention of the computer is relatively new, emerging into our lives relatively late in the 20th century.

The microprocessor revolutionised electronics as we know it, a small silicon chip which can process thousands of simultaneous calculations, and replace the need for thousands of independent transistors. Developed by Ted Hoff, in California, part of the Intel Corporation, the microprocessor opened up new opportunities for machines, as the processor itself was capable of handling large flows of data, performing logical calculations and almost behaving with intelligence.

The first desktop computer system was manufactured for person use in 1974, courtesy of Micro Instrumentation Telemetry Systems (MITS). The computer was termed Altair, and retailed for as little as $400. The popularity of the Altair soared to unimaginable heights, everyone appearing keen to sample this new machine. This sparked a whole host of computers being developed by other companies, or by young ambitious entrepreneurs. The first well known and reputable company to produce their own computer was Tandy Corporation, which launched its own model in 1977.

A couple of engineers, Stephen Wozniack and Steven Jobs, then began their own business venture which would become known as Apple Computers. The pair manufactured the Apple I, which was a homemade microprocessor, from Jobs' parents' garage of all places. The Apple I was then marketed to the public and was later sold to electronics enthusiasts and hobbyists. This led to the creation of Apple Computer, Inc., and in April, 1977, the Apple II was launched, the world's first personal computer system. The system was designed exclusively by the Apple team and included a keyboard and most notably colour graphics. The Apple II retailed at $1290.

Apple introduced brand new features to its computer system, expandable memory, disk-drive systems, improved data storage, and the aforementioned colour graphics. Apple Computers

became the fastest growing business in American business history, with rival companies being set up as a result of Apple's huge success.

Практическая работа №67

Тема 10.4. Известные компьютерные корпорации.

Цель работы: Введение и закрепление новой лексики по теме: **.** IT Революция; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Составление диалога по теме. Выполнение упражнений по теме: Причастие I.

Answer the questions:

1. What are personal computers now?
2.What was manufactured in 1974?
3. What did Tandy Corporation launch in 1977?
4. What were Stephen Wozniack and Steven Jobs?
5. What did Stephen Wozniack and Steven Jobs begin their own business venture?
6.They would become known as Apple Computers, wouldn't they?
7. Computers became the fastest growing business in American business history, didn't they?

Retell the text.

Практическая работа №68

Тема 10.5. Центры информационных технологий.

Цель работы: Введение и закрепление новой лексики по теме: Центры информационных технологий; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме «Центры информационных технологий». Текст: «IT Centres». Составление диалога по теме. Выполнение упражнений по теме: Степени сравнения прилагательных.

Exercise 1. Образуйте сравнительную и превосходную степень следующих прилагательных:

Hot	hotter	the hottest
long		
short		
silly		
great		

white		
interesting		
merry		
dry		
beautiful		
good		
far		
deep		
bad		

Exercise 2. Раскройте скобки, употребляя требующуюся форму степени сравнения прилагательного в английском языке:

1. This man is (tall) _____ than that one.
2. Asia is (large) _____ than Australia
3. The Volga is (short) _____ than the Mississippi
4. Mary is a (good) _____ student than Lucy.
5. This garden is the (beautiful) _____ in our town.
6. She speaks Italian (good) _____ than English
7. Spanish is (easy) _____ than German
8. This book is (interesting) _____ of all I have read this year
9. January is (cold) _____ month of the year
10. Which is the (hot) _____ month of the year?
11. My sister speaks English (bad) _____ than I do
12. A bus is (fast) _____ than a tram.
13. The (tall) _____ trees in the world grow in California
14. Who is the (attentive) _____ student in your group?
15. It is autumn. Every day the air becomes (cold) _____, the leaves (yellow) _____.

Exercise 3.

Образуйте степени сравнения прилагательных.

1. small; young; thin; thick; tall; fine; new; straight; few; easy; busy; dirty.
2. famous; beautiful; difficult; serious; comfortable; expensive; suitable; charming.
3. good; much; bad; little; many.

Exercise 4.
Распределитеследующиеприлагательныевтриколонки:

1 2 3

nice nicer nicest

modern; reasonable; many; more; dearer; best; most important; good; worse, high; cheapest; light; less; more polite; higher; dear; most modern; bad; cheap; more important; little; better; important; highest; dearest; polite; worst; lighter; most polite; more modern; most reasonable; cheaper; most reasonable; most; least; lightest.

Exercise 5
Ответьте на вопросы, следуя образцу, и запишите их.

Образец: Which is longer: a mile or a kilometer? A mile is. A mile is longer than a kilometer.

1. Which is longer: an hour or a minute?
2. Which is higher: a mountain or a hill?
3. Which is bigger: a ship or a bus?
4. Which is longer: a sea or a river?
5. Which is more difficult: to go on foot or to go by train?
6. Which is more convenient: to ride a horse or to go by Cadillac?

Exercise 6.
Задайте вопрос товарищу и запишите ответы.

1. Which do you like better: fish or meat?
2. What do you like better: summer or winter?
3. Which do you like better: tea or coffee?
4. Which of the seasons do you like best of all?
5. Which of the school subject do you like best of all?
6. Which of the fruits do you like best?

Exercise 7.
Перепишите предложения, раскрыв скобки.

1. February is (cold) than March.
2. John Williams is (young) than me.
3. Lake Baikal is (deep) than this lake.
4. Peter is (tall) than Boris.
5. Our flat is (more/less) comfortable than yours.
6. This dictation is (more/less) difficult than yesterday’s one.
7. This bird is (more/less) beautiful than ours.
8. Alex’s wrist-watch is (more/less) expensive than mine.

Exercise 8.
Заполните пропуски в тексте словами из списка и переведите их.

Вспомогательныеслова: useful, more, wild, oldest, best, many.

You know that the dog is a man’s … friend.
The dog is also man’s … friend. … than ten thousand years ago dogs didn’t live with people. They were … . Dogs now live with people and do … things for them.

Раздел 11. Инновации в компьютерах.

Практическая работа №69

Тема 11.1 Инновации в компьютерах.

Цель работы: Введение и закрепление новой лексики по теме: Инновации в компьютерах; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме «Инновации в компьютерах». Изложениетекста «Innovations in computer».

Words:

to replace замещать
Recycle Bin корзина
to remove удалять
co-workers коллеги, сослуживцы
rarely ['reali] редко
to plug подключать
support поддержка
necessity необходимость
flash вспышка, in a flash зд. моментально
brand-name торговая марка
to give smth. a thought подумать о чем-либо calm [ka:m] спокойный
shortcut кратчайший путь
built-in встроенный
to ship] перевозить, отправлять
to sacrifice ['saskrifais] жертвовать
weapon [wepan] оружие
buzz зависать

Read and translate the text:

Text.

Windows 98 is an operational system with an easy interface based on the expanding windows principle which uses icons to graphically represent files and their types. Windows 98 is the enhanced version of Windows 95.

Windows 98 makes the way you and your computer interact easy. Most everyday tasks are now easier to accomplish than ever before. For example, the second mouse button has become a powerful weapon. The old Windows 3.0 Programme Manager and File Manager

have been replaced. The desktop tools that replace them are very like those found on a Macintosh. For example, there is a Recycle Bin that makes it easier to recover accidentally deleted files.

Your computer probably will crash and buzz less running Windows 98 than it did with Windows 3.1 and 3.0 or even DOS. Most memory related problems have been removed. Built-in networking features make it easy to reliably share files with co-workers across the room or across the world. Still you can run DOS programmes and older Windows applications but most users will probably want to spend most of their time using Windows 98 applications instead.

Microsoft says that it is moving forward to the time when we'll all think more about our data and less about the specific name-brand programmes used to create them.

Window 98 plug-and-play capability makes it easy to upgrade your computer hardware. And portable computer users will like what Microsoft has done to make their lives calmer.

A new Windows shortcuts capability makes it easy to reach frequently used files and other necessities. A new
Find feature helps you to locate and examine the contents of files, in a flash.

Most of this is accomplished without sacrificing performance. In fact, many things (like printing) usually happen faster now, due to 32-bit support and other Windows 98 advancements.

Answer the questions:

1) What is Windows 98?
2) What new principles are used in Windows 98?
3) What is a Recycle Bin feature?
4) What problems has Windows 98 solved?
5) Is it possible to run old DOS programmes under Windows 98?
6) What is a «plug-n-play» capability?
7) What is a «shortcut» capability?
8) What is a «Find» feature?
9) Why many things work faster now with Windows 95?

Find the equivalents in the text:

1)Ваш компьютер, вероятно, будет давать меньше сбоев с Windows 98, чем с более ранними версиями и даже ДОС.

2)Корпорация Майкрософт заявляет, что она делает все для того, чтобы приблизить время, когда мы все будем думать больше о наших данных, чем о конкретных «фирменных» программах, которые используются для создания этих данных.

3)Новая функция поиска позволяет обнаружить местоположение и исследовать содержимое файла в мгновение ока.

4)Большинство этих функций достигнуто в ущерб производительности.

5) DOS, каким мы его знаем, так хорошо запрятан, что вы редко думаете о его использовании.

6) В Windows 98 существует инструмент Recycle Bin, который позволяет легко восстанавливать случайно удаленные файлы.

7) Инструменты Рабочего Стола (Desktop) очень схожи с инструментами Макинтоша.

8) Вторая кнопка мыши стала мощным оружием.

Практическая работа №70

Тема 11.1 Инновации в компьютерах.

Цель работы: Введение и закрепление новой лексики по теме: Инновации в компьютерах; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Составление диалога по теме. Выполнение упражнений по теме: Причастие II.

Dosomeexercises:

Exercise 1. Переведите на русский язык, обращая внимание на *Participle 1 и Participle II:*

1. a) A fish taken out of the water cannot live.
b) A person taking a sun-bath must be very careful.
c) Taking a dictionary, he began to translatethe text.
a) A line seen through this crystal looks double.
b) A teacher seeing a mistake in a student's dictation always corrects it.
c) Seeing clouds of smoke over the house, the girl cried: "Fire! Fire!"
a) The word said by the student was not correct.
b) The man standing at the door of the train carriage and saying goodbye to his friends is a well-known musician.
c) Standing at the window, she was waving her hand.
a) A letter sent from St. Petersburg today will be in Moscow tomorrow.
b) He saw some people in the post-office send-ing telegrams. When sending the telegram she forgot to writeher name.
a) Some of the questions put to the lecturer yesterday were very important.
b) The girl putting the book on the shelf is the new librarian.
c) While putting the eggs into the basket she broke one of them.
a) A word spoken in time may have very important results.
b) The students speaking good English must help their classmates.
c) The speaking doll interested the child very much.
d) While speaking to Nick some days ago I forgot to ask him about his sister.

Exercise 2. Выберите из скобок требующуюся форму причастия:

1 . a) The girl (writing, written) on the blackboardis our best pupil. b) Everything (writing, written) here is quite right.It

2. a) The house (surrounding, surrounded) by talltrees is very beautiful.

b) The wall (surrounding, surrounded) the house was very high.

3. a) Who is that boy (doing, done) his homeworkat that table?

b) The exercises (doing, done) by the pupils were easy.

4. a) The girl (washing, washed) the floor is mysister.

b) The floor (washing, washed) by Helen looked very clean.

5. a) We listened to the girls (singing, sung) Russian folk songs.

b) We listened to the Russian folk songs (singing, sung) by the girls.

6. Do you know the girl (playing, played) in the garden?

7. The book (writing, written) by this scientist is very interesting.

8. Translate the words (writing, written) on the blackboard.

9. We could not see the sun (covering, covered) by dark clouds.

10. The (losing, lost) book was found at last.

11 (Going, gone) along the street, I met Mary and Ann.

12. Read the (translating, translated) sentences once more.

13. Name some places (visiting, visited) by you lastyear.

14.1 picked up the pencil (lying, lain) on the floor.

15. She was reading the book (buying, bought) the day before.

Практическая работа №71

Тема 11.2 Компьютеры: друзья или враги?

Цель работы: Введение и закрепление новой лексики по теме: Инновации в компьютерах; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме «Компьютеры: друзья или враги?».

Текст: «Computers: friends or foes?».

Read and translate the text:

Computers: friends or foes?

Access - to find information on a computer. Crash – a complete breakdown of a computer system or program. Database – a large amount of information stored in computer system. E-mail (electronic mail) – a system that allows messages to be sent from one computer to another. Floppy disk (diskette) – a small removable magnetic disc which is used to store data. Hard disc – magnetic disc inside a computer that stores data and programs. Hardware – the electronic and mechanical arts of a computer system including the screen, the keyboard and the hard disc. Laptop – a computer small enough to be held on one’s knees for use.

Multimedia - the combination of sound, graphics and video to present information on a computer. Software - programs that run a computer. The Internet - an international network of computers. Virtual reality (VR) - the effect produced by using computer images to make places or situations look real when they are not. Virus - program secretly introduced into a computer, which makes copies of itself and often damages other programs. Web site (site) – a place on the Internet that gives you information about a particular subject or product. World Wide Web - the system that stores information for computer users around the world.

Monitor (v) – to watch or to listen to something carefully over a certain period of time for a special purpose. Printer (n) – a machine which is connected to a computer and makes a printed record of computer information. Outlook (n) on – one's general point of view. Computer – an electronic machine that can store and process information. Encyclopedia – a book containing facts about many different subjects. Convenient – suited to one's needs or to the situation. To chat – to talk in a friendly, informal manner. Computers are used for Searching for information An integral part of modern life Reduce the time For pleasure To chat Keeping track of life

Computer quiz

1. What computer system makes it possible to send letters very quickly? *(E-mail)*

2. What system allows computer users around the world to send and to obtain information? *(The Internet)*

3. What programs provide colourful pictures and sound? *(Multimedia)*

4. What is the name of a computer-created "world", which seems almost completely real? *(Virtual reality)*

5. What is a special term, which means "to obtain stored information from a computer's memory"? *(Access)*

6. What do we call a disk on which a large quantity of information can be stored? *(Hard disk)*

7. What do you call a sudden, unexpected computer failure? *(Crash*)

8. What is the term for the electrical or electronic components of a computer? *(Hardware)*

9. What do we call a large collection of data that is stored in a computer system? *(Database)*

10. What is the term for a set on instructions secretly put into a computer that destroys the information stored in it and stops it from working normally? *(Virus)*

11.Where on the Internet can you look for about products and services offered by a company or organisation? *(Website)*

12.What is WWW? *(World Wide Web)*

13.What store of information can you easily put into your pocket? *(Floppy disk, diskette)*

14.What do we call a set of computer programs to control the operation of a computer ? *(Software)*

15. What kind of computer can you use on the plane? *(Laptop)*

Практическая работа №72

Тема 11.2 Компьютеры: друзья или враги?

Цель работы: Введение и закрепление новой лексики по теме: Инновации в компьютерах; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы:Составление диалога по теме. Выполнение упражнений по теме: ПричастиеI. ПричастиеII.

Причастие (Participle)

Причастие настоящего времени (ParticipleI)

Причастие I (причастие настоящего времени), образованное при помощи окончания-**ing**,имеет активную и страдательную формы:**несовершенный вид, совершенный вид;**

Active

активная

asking

having asked

Passive

страдательная

being asked

having been asked

Причастие I употребляется я функции:

1. Определения:

The man sitting at the table is our teacher. Человек, сидящий за столом — наш учитель.

The houses being built in our town are not very high. Дома, строящиеся в нашем городе, невысоки.

2.Обстоятельства:

Going home I met an old friend. Идя домой, я встретил старого друга.

Having finished work I went home. Закончив работу, я пошел домой.

Причастие прошедшего времени Причастие II (Participle II)

Причастие II (причастие прошедшего времени) всегда пассивно. Образуется оно прибавлением суффикса **-ed** к основе правильного глагола или путем чередования звуков в корне неправильного глагола. Причастие **II** употребляется в функции:

1. Определения:

The book translated from English is very interesting. Книга, переведенная с английского языка, интересная.

2. Обстоятельства (причины и времени):

Given the task he began to work. Когда ему дали задание, он начал работать.

If mailed, a bank transfer is known as a mail transfer. Если банковский перевод отправляется почтой, он известен как почтовый перевод.

Если перед причастием прошедшего времени в функции обстоятельства стоят союзы **if, when**, то оно переводится на русский язык обстоятельственным придаточным предложением.

Если причастия настоящего и прошедшего времени стоят перед определяемыми существительными, то они, утрачивая в значительной степени свое отглагольное значение, выражают качество и приближаются по значению к обычному прилагательному: a collecting bank — инкассирующий банк sold goods — проданный товар

Если причастия настоящего и прошедшего времени стоят после определяемого существительного, то они не выражают качества, а имеют лишь глагольное значение. Такие причастия могут быть заменены определительным придаточным предложением:

all parties concerned — все заинтересованные стороны (все стороны, которых это касается)

instructions received — полученные инструкции (инструкции, которые были получены).

Exercise 1. Переведите на русский язык, обращая внимание на Participle I, ParticipleII:

1.

a) A letter sent from St. Petersburg today will be in Moscow tomorrow.
b) He saw some people in the post office sending telegrams.
c) When sending the telegram she forgot to write her name.

2.

a) Some of the questions put to the lecturer yesterday were very important.

b) The girl putting the book on the shelf is the new librarian.
c) While putting the eggs into the basket she broke one of them.
3.
a) A fish taken out of the water cannot live.
b) A person taking a sunbath must be very careful.
c) Taking a dictionary, he began translating the text.
4.
a) A line seen through this crystal looks double.
b) A teacher seeing a mistake in a student's dictation always corrects it.
c) Seeing clouds of smoke over the house, the girl cried: "Fire! Fire!"
5.
a) The word said by the student was not correct.
b) The man standing at the door of the train carriage and saying good-bye to his friends is a well-known musician.

Exercise 2. . Дополнитепредложения:
Model: FASCINATE — a) The story was **fascinating**
b) We were **fascinated** by the story.

1.DISGUST a) I was ___ by the way he treated those women. b) It was…….waste of public money. 2. ANNOY a) What's really….. is that we made the same mistake last time. b) I was really …….. that I hadn't been invited. 3. AMUSE a) I don't find that type of humour…… at ill. b) A government spokesman said the Prime Minister was not …….. by the incident. 4. TIRE a) Kids can suddenly get very ……after playng for a time. b) Teaching small children is very …….. 5. EXHAUST a) The…….skiers are looking forward to a good night's sleep. b) I had long ……..day at work.6. SHOCK a) The movie abounded in scenes of …….. violence, b) We were deeply ……to hear of his sudden death. 7. INVOLVE a) We were …… in the negotiations up until the last minute. b) It is……and satisfying work. 8. CONFUSE a) Some of the questions he asked were very…….. b) Polly stared at him, totally…….. . 9. CONVINCE a) I am not completely……. he understood the gravity of the situation. b) He will demand ……. evidence before he adopts a new theory. 10.SATISFY a) She finds writing poetry deeply ……... b) The President declared himself…….. with the progress of the talks.

Exercise 3. Соединитепредложенияиспользуяпричастие:
Model: He was working on the problem. He made an important discovery. — ***Working on this problem*** *he made an important discovery.*

1. James was doing his experiments. He broke the equipment. 2. The scientist waslooking at the sky through his telescope. He discovered a new planet. 3. The inventor was perfecting his design. He created a principally new machine. 4. Stephen was thinking about his childhood. He made up a new character for his book. 5. Brian was switching on the light. He got an electric shock. 6. Mr. Clark was working with his microscope. He saw a strange phenenon. 7. The farmer was counting his sheep. He discovered that one of them had been

stolen. 8. The engineer was making his calculations. He made a stake. 9. Michael was experimenting with chemicals. He burned his hands. 10. The manager was analyzing this situation. He faced a serious problem.

Exercise 4. Перефразируйтепредложения:
Model: It takes him three hours to do his homework. — *He* ***spends three hours doing****his homework.*

1. It takes Jane two hours to tidy up her apartment. 2. It usually takes me 30 minutes to cook dinner. 3. It took him a lot of money to modernize the house. 4. It took Peter a whole afternoon to repair his car. 5. It takes two hours to commute to work every day. 6.It took Ann three years to learn Italian. 7. It took us $ 5,000 to refurbish the apartment.8. It took us 3 hours to get to the airport. 9. It took Karen an hour to do her hair. 10. It takes her two hours every day to groom her dog.

Раздел 12. Компьютеризация в образовании.

Практическая работа №73

Тема 12.1 Компьютеризация в образовании.

Цель работы: Введение и закрепление новой лексики по теме: Компьютеризация в образовании; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме «Компьютеризация в образовании». Текст: «Computerized education».

Read and translate the text:
To discuss:

- **why computers have become an important part of our everyday lives**
- **how computers can help you to study**
- **why some people are against computers**
- **whether computers will replace printed books in the future, why**

There is no doubt that computers have become an important part of our everyday life. To begin with, we can do almost everything with the help of the computer. It's much easier to edit and print documents using a PC. Besides, the World Wide Web allows us to access the latest information very quickly. What is more, if you want to travel abroad you can find on the Internet the information about the country and its hotels. You can even buy things sitting at home and using your computer. Interaction with the world is another advantage of a computer. You can chat on-line and make new friends with people from all over the world. Besides, it's a chance to practise your English. And if you want to send a letter, clicking the mouse will be much more convenient than buying a stamp and an envelope and finding time to make a trip to the post office.

If we want to have a prestigious job, we must know how to work on computers. That's why computers have become the main part of school education. As for me, I have computer

classes at my school, where I study computer science. More than that, computers help me to do my homework. When I have to make a report for my Biology class or to write a composition, the first place I look for the Internet. Besides, there are a lot of educational programmes that can be really useful in my work, for example, in learning English.

However, many people think that students who rely on computers to do all their work are being cheated out of mind-expanding experience. I can't agree with them because our home tasks are more complex today, that's why the way we work out problems and find solutions must become easier. Another reason why people are against computers is computer addiction. A lot of people find virtual reality more attractive than their everyday lives and this makes them neglect school work and their everyday responsibilities. More than that, if we spend a lot of time working with computer, our eyesight gets worse. Fortunately, new technology makes it possible to eliminate the bad effect of computer on people's health and if we learn how to control our computer use, then computers will become an integral part of our lives.

Thinking about if computers can replace printed books in the future, I don't believe that it will happen, as printed books have certain advantages over electronic media. First of all, they are cheaper and easier to use. Secondly, printed books don't need electricity and you can take a book with you wherever you like, even to bed. What's more, a printed book is better for human eyes than a computer screen. Finally, not all books can be found on-line. So I think that printed books will coexist with computers and will always be a part of human culture. New technology has introduced great changes in our daily lives, but books on-line can never compete, in my opinion, with human's personal relationship with printed books.

Questions:

1. What do you think about the future of computers?
2. What do you think about computerized education?
3. Do computers save our time?
4. Are computers really dangerous? Why?
5. How often do you play computer games?
6. What is your attitude towards computer addiction?
7. How can we help computer addicts?

What do you think about the future of books and computers? Ss'possible ideas:

1) Computers will replace books.
2) Paper books will always exist.

1	2
1. Computers allow us to access the latest information really q uickly 2. It's much easier to edit and print documents	1. Books are enjoyable things. 2.One of the good things about a book is that you can take it to bed.

using a PC
3. Interaction with the world is a great advantage of a computer.
4. Large amounts of information become available through computers.
5. Computers are better as storing information.
6. There is no doubt about the advantage of books on-line. Printed books will remain only in scientific libraries and only specialists will have an access to them.
7. Some people use it to reduce the time.

3.A printed page is better for human eyes than a computer screen.
4. Printed books are cheaper and easier to use.
5. Printed books don't need electricity.
6. We love the feel of a paper – book in our hands. We enjoy turning the pages. The story comes to us page by page.
7. The book will never die. The printed book will be around for a long time.
8. Books on-line can never compete with humans' personal relationship with printed books.

Ss come to a conclusion: Books have always been a part of human culture, so they will be used as computers. Some people like to create printed material as well as reading it. The PC is becoming an integral part of our private and professional life. So computers and books will coexist.

Практическая работа №74

Тема 12.1 Компьютеризация в образовании.

Цель работы: Введение и закрепление новой лексики по теме: Компьютеризация в образовании; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Составление диалога по теме. Выполнение упражнений по теме: Причастие I. Причастие II.

Dosomeexercises:

Exercise 1. Переведите на русский язык, обращая внимание на причастия:

1. Everybody looked at the dancing girl. 2. The little plump woman standing at the window is my grandmother. 3. The man playing the piano is Kate's uncle. 4. Entering the room, she turned on the light. 5. Coming to the theatre, she saw that the performance had already begun. 6. Looking out of the window, he saw his mother watering the flowers. 7. Hearing the sounds of music we stopped talking 8. She went into the room, leaving the door open.

Exercise 2. Переведите на русский язык, обращая внимание на Past*Participle:*

1. My sister likes boiled eggs. 2. We stopped before a shut door. 3. Tied to the tree, the goat could not run away. 4. They saw overturned tables and chairs and pieces of broken glass all over the room. 5. This is a church built many years ago. 6. The books written by Dickens give us a realistic picture of the 19th century England. 7. She put a plate of fried fish in front

of me. 8. The coat bought last year is too small for me now. 9. Nobody saw the things kept in that box.

Сравнитеупотребление:Participle I ("ing"-форма);Participle II (III формаглагола);

Exercise 3. Раскройтескобки, употребляяглаголыв*Present Participle* или*Perfect Participle:*

1. (to do) his homework, he was thinking hard. 2. (to do) his homework, he went for a walk. 3 (to sell) fruit, he looked back from time to time, hoping to see his friends. 4. (to sell) all the fruit, he went to see. his friends. 5. (to eat) all the potatoes, she drank a cup of tea. 6. (to drink) tea, she scalded her lips. 7. (to run) in the yard, I fell and hurt my Knee. 8. (to look) through some magazines, I came across an interesting article about UFOs. 9. (to write) out and (to learn) all the new words, he was able to translate the text easily. 10. (to live) in the south of our country, he cannot enjoy the beauty of St. Petersburg's White Nights in summer. 11. (to talk) to her neighbour in the street, she did not notice how a thief stole her money. 12. (to read) the story, she closed the book and put it on the shelf. 13. (to buy) some juice and cakes, we went home. 14. (to sit) near the fire, he felt very warm.

Exercise 4. Раскройте скобки, употребляя требующуюся форму причастия:

1. (to translate) by a good specialist, the story ᵀpreserved all the sparkling humour of the origi nal. 2. (to approve) by the critics, the young author's story was accepted by a thick magazine. 3. (to wait) for some time in the hall, he was invited into the drawing-room. 4. (to wait) in the hall, he thought over the problem he was planning to discuss with the old lady. 5. They reached the oasis at last, (to walk) across the endless desert the whole day. 6. (to lie) down on the soft couch, the exhausted child fell asleep at once. 7. She went to work, (to leave) the child with the nurse. 8. (to phone) the agency, he left (to say) he would be back in two hours. 9. (to write) in very bad handwriting, the letter was difficult to read. 10. (to write) his first book, he could not help worrying about the reaction of the critics. 11. (to spend) twenty years abroad, he was happy to be coming home. 12. (to be) so far away from home, he still felt himself part of the family. 13. She looked at the enormous bunch of roses with a happy smile, never (to give) such a wonderful present. 14. (not to wish) to discuss that difficult and painful problem, he changed the conversation.

Практическая работа №75

Тема 12.2 Сохранение информации.

Цель работы: Введение и закрепление новой лексики по теме: Сохранение информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме «Сохранение информации». Текст: «Storing information».

Read and translate the text:

Storing information.

I have a little experience with Siemens programming and am now starting a larger project. I am writing a program that will accept a barcode scan a part and its assemblies and will be stored in a datablock. Information that will be taken in is the Part #, Model #, Assembly #, test pass, and time stamp.

These parts will go through 3 small stations and then be scanned at the last station. Parts will not always be in sequence and the order will drastically change from station 1 to station 3. Then in station 3 the part will be scanned and the datablock will have to be called to look up the serial number and confirm if it passed all test.

I have experience creating the blocks and will create a separate datablock for each set of data information. I do not have much experience linking them or searching the data block at station 3 to match the serial codes and look up if it passed or not. I was wondering has any tips or examples to help me get started in the right direction.

Should I create a separate data block for each parameter and then create a master with the parameters all linked to the serial code? (The test will be done at separate stations so the tank will be scanned at each station and a new parameter added).

What is the best approach to look for the scanned part in the data block. Could I create a pointer that gets incremented comparing each serial number stored in the datablock to the scanned part at the station?

Практическая работа №76

Тема 12.2 Сохранение информации.

Цель работы: Введение и закрепление новой лексики по теме: Сохранение информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Выполнение после текстовых упражнений. Выполнение упражнений по теме: Герундий.

Dosomeexercises:

Exercise 1. Поставь глагол в нужной форме — инфинитив или герундий. Иногдаподойдетлюбаяформа:

Пример: Please remember *to post* (post) this letter.
John intends *to buy (or buying)* (buy) a house.

1. A: You lent me some money a few months ago.
   B:Did I? That's strange. I don't remember _____ (lend) you any money.
2. We tried _____ (put) the fire out but we were unsuccessful. We had to call the fire-brigade.
3. When you see Tom, remember _____ (give) him my regards, won't you?
4. What do you intend _____ (do) about this problem?
5. Someone must have taken my bag. I clearly remember _____ (leave) it by the window and now it has gone.
6. When she saw what had happened, she began _____ (laugh) loudly.
7. Sue needed some money. She tried _____ (ask) Gerry but he couldn't help her.
8. He tried _____ (reach) the shelf but he wasn't tall enough.
9. "Did you remember _____ (phone) Ann?" "Oh no, I completely forgot."
10. I asked them to quiet but they continued _____ (make) a lot of noise.

Exercise 2. Переведите на русский язык, обращая внимание на герундий:

1. Have you finished writing? 2. Taking a cold shower in the morning is very useful. 3. I like skiing, but my sister prefers skating. 4. She likes sitting in the sun. 5. It looks like raining. 6. My watch wants repairing. 7. Thank you for coming. 8. I had no hope of getting an answer before the end of the month. 9. I had the pleasure of dancing with her the whole evening. 10. Let's go boating. 11. He talked without stopping. 12. Some people can walk all day without feeling tired. 13. Living in little stuffy rooms means breathing poisonous air. 14. Iron is found by digging in the earth. 15. There are two ways of getting sugar: one from beet and the other from sugar-cane. 16. Jane Eyre was fond of reading. 17. Miss Trotwood was in the habit of asking Mr. Dick his opinion.

Exercise 3. Переведите на русский язык, обращая внимание на разные формы герундия:

1. Watching football matches may be exciting enough, but of course it is more exciting playing football. 2. She stopped coming to see us, and I wondered what had happened to her. 3. Can you remember having seen the man before? 4. She was terrified of having to speak to anybody, and even more, of being spoken to. 5. He was on the point of leaving the club, as the porter stopped him. 6. After being corrected by the teacher, the students' papers were returned to them. 7. I wondered at my mother's having allowed the journey. 8. I understand perfectly your wishing to start the work at once. 9. Everybody will discuss the event, there is no preventing it. 10. At last he broke the silence by inviting everybody to walk into the dining-room. 11. On being told the news she turned pale. 12. The place is worth visiting.

Exercise 4. Запомните следующие глаголы и выражения, требующие после себя герундия:

to avoid, to burst out, cannot help, to deny, to enjoy, to excuse, to finish, to forgive, to give up, to go on, to keep (on), to mind, to postpone, to put off, to stop

Exercise 5. Переведите на английский язык, употребляя герундий:

1. Наконец они перестали смеяться. 2. Она отрицала, что украла деньги. 3. Давайте отложим поездку на дачу до следующей субботы. 4. Простите, что я потерял вашу ручку. 5. Когда она кончит писать сочинение? 6. Я не возражаю против того, чтобы остаться дома и поработать над моим переводом. 7. Перестаньте дрожать. Избегайте показывать этим людям, что вы их боитесь. 8. Я не могу не беспокоиться о них: они перестали писать. 9. Я не отрицаю, что видел их в тот вечер. 10. Он не возражал против того, чтобы его осмотрели: он перестал притворяться, что здоров. 11. Он не может меня простить за то, что я порвал его сумку. 12. Перестаньте разговаривать. 13. Мы закончили работу над этой проблемой. 14. Продолжайте петь. 15. Вы не против того, чтобы открыть окно? 16. Он отрицал свое участие в преступлении. 17. Я очень люблю рисовать. 18. Мы получили удовольствие от плавания. 19. Я не могла не согласиться с ним. 20. Он рассмеялся. 21. Она бросила курить. 22. Она избегала встречи с ним. 23. Мы отложим обсуждение доклада.

Exercise 6. Запомните следующие глаголы и выражения, требующие после себя герундия с определенными предлогами:

to accuse of, to agree to, to approve of, to be afraid of, to complain of, to depend on, lo feel like, to give up the idea of, to insist on, to look forward, to to object to, to persist in, to prevent from, to rely on, to succeed in, to suspect of, to thank for, to think o

Практическая работа №77

Тема 12.3 Интернет: плюсы и минусы.

Цель работы: Введение и закрепление новой лексики по теме: Интернет: плюсы и минусы; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме «Интернет: плюсы и минусы». Текст: «Internet: pros and cons». Выполнение упражнений по теме: Неопределенно-личные местоимения.

Read and translate the text:

Internet – pros and cons.
Advantages.

First of all, Internet provides access to a lot of information. Some of them are very useful in your job other helps in your hobby. Searching the net with Google, you can find everything you want. You can also do shopping using Internet. Of course it has no sense to buying a roll, but if you need something inaccessible, you will be able to buy it in Internet shop. You need only to select what you want, fill in some forms and click OK. In a few days you will get what you have ordered directly to your home, without going anywhere. You can pay with your credit card, pay postman when you get the package, or transfer money from your bank

account. Nowadays almost every bigger bank offers transferring money with Internet. It is more faster then going to the bank and filling blankets. Transferring money in traditional way takes about a day, using Internet you can do this in few seconds even in Saturday and Sunday evenings. What's more Internet banks give you insurance against unauthorized transaction.

Next advantage of Internet is using e-mail and instant messages. Internet mails get in a few seconds in their destinations. It is very important when you want to send something for example to Australia. Of course you can send not only texts. You can email whatever you want, movies, photos, songs, computer programs etc. Costs are very important advantage of emails. Sending an email is much cheaper then phoning, or sending normal letters. In fact, Internet has replaced mobiles and faxes because it's cheaper and with more options .Actually, innovations are going on to make it faster, more reliable. Moreover we can explore other cultures of different countries and make friends from all over the world. So Internet turns the world into a global village.

Entertainment is another popular reason why many people prefer to surf the Internet. Downloading games, visiting chat rooms or just surfing the Web are some of the uses people have discovered. There are numerous games that may be downloaded from the Internet for free. When people surf the Web, there are numerous things that can be found. Music, hobbies, news and more can be found and shared on the Internet

As a student or a pupil, we always deal with the Internet. We search for information from Internet to complete our assignment. It is faster and save a lot of our time. Moreover, we can exchange and share information by sending what we have found to our friends through e-mail.

Disadvantages.

What are disadvantages of using Internet? There are many reasons why the Internet is so controversial.

Information is probably the biggest advantage internet is offering. You can almost find any type of data on almost any kind of subject that you are looking for. Students and children are among the top users who surf the Internet for research.

However, here there is a danger. The problem with the Internet today is the fact that anyone can access just about anything they want to from it. For example, pornography is a big issue because children are accessing adult content so easily without anyone having to know about it and that has bad effects on the behavior of the children.

The Internet has had security problems since it's earliest days . Virus is a main threat of computer's security. Computers attached to internet are more vulnerable to virus attacks and they can end up into crashing the whole hard disk. Internet security

Internet addiction. Many people and especially the young spend a lot of their time surfing the net. It become sometimes an addiction that many people neglect their studies or work to spend many hours chatting .In fact a lot of teenagers are obsessed by chat websites like facebook and they waste their time on it.

Electronic messages sent over the Internet can be easily snooped and tracked, revealing who is talking to whom and what they are talking about. If you use the Internet, your personal information such as your name, address, credit card, bank details and other information can be accessed by culprits. If you use a credit card or internet banking for online shopping, then your details can also be 'stolen'.

To summarise, Internet is an indisponsable tool nowadays as it connect people, entertain them and provide them with information of the latest news but it still have its inconvenients such as addiction, security problems and pornography .

Практическая работа №78

Тема 12.4 Средства и методы информационной защиты в мировой сети Интернет.

Цель работы: Введение и закрепление новой лексики по теме: Средства и методы информационной защиты в мировой сети Интернет; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме «Средства и методы информационной защиты в мировой сети Интернет».

Learn the words from the text:

Means and methods for the information protection in the global network Internet.

Nowadays the simple approaches to the protection system organization are the most widespread, such as the systems for protection from the unauthorized users' access. These systems are rather reliable however they do not offer the required flexibility. They are based on the various tools for protection assurance, for example, the tools that permit the data transfer only to those users who possess the certain addresses of network protocol IP, tools that deny the direct users access to the INTERNET resources and local networks. The shortcomings of this approach consist in narrowness of the solved problem: to prevent access of the unauthorized users to the various local networks. The similar protection is used for access prevention of the certain users of the local network (for example, corporate network of the enterprise) to the all INTERNET resources, except for electronic mail. The principle of this protection method is the following: the protection of the local information and decreasing of external channels traffic. However users and providers of the INTERNET services are more concerned in maintaining of general safety of network, in particular, the confidentiality of the information of the sender and receiver, and the absolute reliance is necessary for the providers and users that on the other end of the communication channel is the legal user.

TranslateintoEnglish:

1. Термин «угроза» обозначает события, которые могут иметь неблагоприятные последствия.

2. Управление информационными рисками – сложный процесс, требующий постоянного анализа рисков.

3. Вопросы безопасности должны быть неотъемлемой частью разработки компьютерных приложений.
4. Хорошо спланированная и выполненная оценка риска должна эффективно определять и измерять последствия широкого спектра угроз.
5. Количественная и качественная метрические схемы, применяемые для измерения элементов риска, были впервые разработаны Национальным бюро стандартов.

What do the following terms and word combinations mean?

Unauthorized user, information safety assurance, integrity, confidentiality, availability, penetration, embedding of a program, intrusion, smart-attack.

Практическая работа №79

Тема 12.4 Средства и методы информационной защиты в мировой сети Интернет.

Цель работы: Введение и закрепление новой лексики по теме: Средства и методы информационной защиты в мировой сети Интернет; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ходработы:Текст: «Means and methods for the information protection in the global network Internet» Выполнениепослетекстовыхупражнений. Выполнениеупражненийпотеме: Герундий.

Read and translate the text:

Means and methods for the information protection in the global network Internet.

The information protection in the global network internet.

The global network INTERNET takes a significant place in a life of the modern society. Nowadays the INTERNET covers many spheres of activities, in particular, such branches as information technologies, commercial operations, information interchange, bank business, education etc. The access of organization to the global network INTERNET essentially increases its functioning effectiveness and opens a set of new opportunities. On the other hand, the organization should provide the creation of information resources protecting system to prevent an access of unauthorized users, who may use, modify or destroy important information. Regardless of its specifics, the information protecting system for global networks is part of general security complex that directed on information safety assurance. The information protection is the complex of means directed on information safety assuring. In practice it should include maintenance of integrity, availability, confidentiality of the information and resources used for data input, saving, processing and transfer. The complex character of this problem emphasizes that for its solution the combination of legislative, organizational and software-hardware measures should be realized.

The main threats to the information safety in the INTERNET.

The unauthorized access (UAA) in the INTERNET can be performed, in particular, using the following actions:

– penetration into network with the purpose of reading the confidential information;

– penetration into network with the purpose of updating or destroying the existing information;

– embedding of the programs - viruses, which will disorganize the network functions or perform the all the above mentioned actions;

– destroying of the INTERNET-servers functioning or local computers connected to the INTERNET.

All these actions can be realized separately or in any combination.

Let's list some examples of the unauthorized intrusions in the INTERNET: smart attacks of the INTERNET-viruses, the Troyan programs that assemble the secured information from WEB-pages, destroy the servers functioning etc.

The protection from unauthorized access in the INTERNET.

Every information protecting mean is directed to the certain type of safety threats, and realizes the protection against specific types of the unauthorized access. There are program and hardware protecting tools.

The software protecting tools are program complexes intended to reveal and to prevent the possible UAA threats. The examples of software protection tools are: firewalls, cryptographic program means, authenticating means, means for the vulnerable network components definition and protection.

The hardware tools are the set of hardware means intended to the data enciphering and to the protection from viruses. The examples of hardware tools are: cryptographic electronic boards and hardware complexes-anti-viruses.

Answer the questions.

What types of information threats in Internet do you know?

What are the most widespread means for information protection?

What are the demerits of using Internet?

Do some exercises:

Exercise 1. Translate into Russian:
1. Part 2 of the CC, security functional requirements, establishes a set of functional components as a standard way of expressing the functional requirements for TOEs.

2. Unauthorised access to the database can be carried out in a form of passive attacks (e.g. monitoring of network).
3. As time went on more and more cultures were finding situations where cryptography was a necessary part of the transaction.
4. This protection profile specifies security requirements for database management systems and organizations where there are requirements for protection of the confidentiality, integrity and availability of information stored in the database.

Exercise 2. Give definitions of the following terms:

Availability, hill climbing algorithm, plaintext, optional authentication of the client, reduce risk, semagram, ciphertext-only solution.

Раздел 13. Безопасность внутрикорпоративной сети.

Практическая работа №80

Тема 13.1. Безопасность внутрикорпоративной сети.

Цель работы: Введение и закрепление новой лексики по теме: Безопасность внутрикорпоративной сети; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме «Безопасность внутрикорпоративной сети». Текст: Internet security.

I. Learn the words:

1. an access of organization – доступорганизации
2. general security complex – комплексобщейбезопасности
3. reveal and prevent possible UAA threats - выявлять и предотвращать возможные угрозы несанкционированного доступа
4. vulnerable network components definition and protection – определение и защита уязвимых компонентов сети
5. offer the required flexibility – обеспечитьнеобходимуюгибкость
6. enciphering - криптографическаязащита, шифрование
7. takeintoaccount – принимать во внимание

II. Read and translate the text:

Intranet Security.

Intranets: An Emerging Business Resource. Intranets are revolutionizing the way organizations function. Internal Web servers have moved from being a repository for simple shared content to encompassing applications that interact with legacy systems. Unfortunately, these advantages also bring critical risks if the intranet is not properly secured. CTR's new report, Intranet Security, is designed to help information systems (IS) managers and other information security personnel work together to build secure corporate intranets. The report discusses the misconception that intranets are intrinsically more secure than Internet applications and explains why businesses must evaluate their risk level before implementing a security policy. Specific security tools and the future of intranets are also examined in detail.

Intranet Security: Internal and External Risks. CTR's Intranet Security report evaluates the internal and external risks related to intranets, including: data theft, viruses, Web server vandalism, client security, and reusable passwords. Reusable passwords act as the doorway for intruders in 72% of attacks. The report addresses the need for strong authentication methods, such as one-time passwords (OTP) and digital certificates. The report also explores the risks associated with providing remote intranet access. Virtual private networks (VPN's) provide a means to securely connect remote offices to the intranet. The technology behind VPN's is examined, as well as the cost of providing access using VPN's versus leased lines. Because intranets are typically open to the entire company, the majority of security breaches are committed internally. The report discusses this issue and offers valuable information on how to protect your organization against internal security breaches.

Intranet Security Solutions. Intranet Security offers an in-depth discussion of available intranet security products and technologies. Perhaps the most well-known measure for securing intranets is the use of firewalls. The report compares the different types of firewall products, describes the capabilities and limitations of firewalls, and offers a set of guidelines for successfully operating firewalls. Another key technology for securing intranets is encryption. The report assesses the need for encryption and offers an overview of important encryption concepts and technologies such as public key encryption, digital signatures, and the Secure Sockets Layer (SSL).

Developing an Intranet Security Policy. Developing an intranet security policy is the most important measure that organizations can take to improve their security. While existing security policies may address computing and network issues, intranet policies must cover such areas as intranet publishing guidelines and employee use of the Internet. CTR's new report provides specific steps for putting together an effective intranet security policy, including conducting a corporate audit, monitoring computer and Internet use, and educating intranet users. Information on how to respond to security incidents and advice on hiring security staff is also included.

Future Trends in Intranet Security. Intranet Security includes a discussion of trends in the intranet security market, including all-in-one solutions, increased use of security outsourcing, and predictions that intranet security breaches will increase in the short-term as many organizations are reactive rather than proactive in implementing intranet security. One important, and very popular, trend in corporate intranets involves making intranets available to third parties. Extended intranets, called extranets, allow customers and business partners' access to the intranet. This connection enables the use of technologies such as E-commerce. Intranets offer strategic advantages to businesses by creating a centralized knowledge base, enabling collaboration, and providing a standard interface to information across all hardware platforms. As intranets grow into trusted resources, relied on by employees and customers alike, the need to protect them becomes paramount. This new report from CTR includes the tools and information necessary to help ensure the protection and success of your corporate intranet.

III. Answer the questions.

1. What is the role of Intranets as business resource?
2. What is the risk of Intranet Security?
3. What are the ways and perspectives of developing an Intranet Security Policy?

Практическая работа №81

Тема 13.1. Безопасность внутрикорпоративной сети.

Цель работы: Введение и закрепление новой лексики по теме: Безопасность внутрикорпоративной сети; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Выполнение после текстовых упражнений. Выполнение упражнений по теме: Настоящее длительное время.

Learn the words:

What do these terms and words combinations mean?

Repository, misconception, implement a security policy, reusable password, one-time password, remote intranet access, security breach, security outsourcing, internal risk, external risk, data theft, digital certificate, digital signature, Secure Sockets Layer, intranet publishing guideline, reactive, proactive, variable-size input, fixed-size string, collision-free.

Exercise 1. Give English equivalents of the following words and word combinations:

Взаимодействовать, защищать надлежащим образом, подробно рассматриваться, карта информации, обеспечивать, ряд инструкций, реагировать на что-либо, прогноз, доступный.

Exercise 2. Give Russian equivalents of the following words and word combinations:

Variable–size input, hash value, additional property, collision–free, infeasible, concisely, digital time stamping.

Exercise 3. Translate into Russian:

VPN can be a cost effective and secure way for corporations to provide users access to the corporate network and for remote networks to communicate with each other across the Internet. VPN connections are more cost-effective than dedicated private lines. Usually a VPN involves 2 parts: the protected or "inside" network, which provides physical and administrative security to protect the transmission; and a less trustworthy, "outside" network or segment (usually through the Internet). Generally, a firewall sits between a remote user's workstation or client and the host network or server. As the user's client establishes the communication with the firewall, the client may pass authentication data to an authentication service inside the perimeter. A known trusted person, sometimes only when using trusted devices, can be provided with appropriate security privileges to access resources not available to general users.

Exercise 4. Complete the text by translating Russian phrases given in brackets:(1 Мыпредставляемновыйподход) to improving the security of passwords. In our approach, the legitimate user’s typing patterns (e.g., durations of keystrokes and latencies between keystrokes) (2 сочетаютсяспаролемпользователя) to generate a hardened password that is (3 несомненноболеенадежен) than conventional passwords alone. In addition, (4 нашасхемаавтоматическиадаптируетсякпостепенным (периодическим) изменениям) in a user’s typing patterns while maintaining the same hardened password across multiple logins, for use in file encryption or other applications (5 длякоторыхнеобходимдолгосрочныйсекретныйключ). Using empirical data and a prototype implementation of our scheme, (6 мыподтверждаем) that our approach is viable (7 впрактике, простотеиспользования, повышеннойбезопасностиииисполнении).

The Present Continuous Tense.

Употребление. Процесс, действие, происходящее в момент речи. I am writing now. Действие, происходящее не в данный момент, а в период, относящийся к настоящему времени. I am studying English. Возможно не в данный конкретный момент, а в период настоящего времени. Действие, запланированное на ближайшее будущее. They are leaving tomorrow. Временные показатели: now –сейчас. Если имеется или моно поставить now в предложение, предложение следует строить в Present Continuous. Образование.

I am working. I am not working. Am I working?
He is working. He is not working. Is he working?
She is working. She is not working. Is she working?
It is working. It is not working. Is it working?
You are working. You are not working Are she working?
We are working. We are not working. Are we working?
They are working. They are not working. Are they working?

Exercise 1. Put the words in brackets in the correct form, Present Simple or Present Continuous.

1. Hi! Where (go)? – I (see) my partners in 20 minutes.
2. What you (do)? – I (be) an engineer, but now I (work) as a manager.
3. The train (leave) at 8.48. Hurry up. – OK. I (come).
4. What you (look) for? – I (try) to find my papers.

Exercise 2. Put the verbs in the correct form: Present Simple, Present Continuous, Present Perfect.

1. All people in Australia (share) its national passion – surfing.
2. We (go) to my sister's wedding next month.
3. What you (be) busy with? – I just (write) the report and now I (read) my e-mail.
4. What she (do)? – She (be) an artist. She just (finish) the college and (think) of changing the place of work now.
5. You still (cook)? – No, I already (cook) dinner.
6. I (envy) you. You (cook) so quickly.
7. Where you (go)? – We (go) for a run.
8. When I (go) home, I (take) you.

Exercise 3. Раскройтескобки, употребляяглаголы**водномизследующихвремен: Present Continuous, Present Simple, Past Simple илиFuture Simple.**

1. He (to spend) last summer in the country. 2. He (not to spend) last summer in the country. 3. He (to spend) last summer in the country? 4. Where he (to spend) last summer? 5. She (to help) mother yesterday. 6. She (not to help) mother yesterday. 7. She (to help) mother yesterday? 8. How she (to help) mother yesterday? 9. Kate (to cook) dinner every day. 10. Kate (to cook) dinner tomorrow. 11. Kate (to cook) dinner now. 12. Kate (to cook) dinner yesterday. 13. I (not to eat) ice-cream every day. 14. I (not to eat) ice-cream now, 15. I (not to eat) ice-cream tomorrow. 16. I (not to eat) ice-cream yesterday. 17. You (to go) to school every day? 18. You (to go) to school now? 19. You| (to go) to the south next summer? 20. You (to go) abroad last summer? 21. What your brother (to do) every day? 22. What your brother (to do) now? 23. What your brother (to do) tomorrow? 24. What your brother (to do) yesterday?

Практическая работа №82

Тема 13.2. Компьютерный сленг.

Цель работы: Введение и закрепление новой лексики по теме: Компьютерный сленг; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы:Изучение новой лексики по теме «Компьютерный сленг». Текст: Computer Slang. Выполнение после текстовых упражнений.

Readandtranslate:

Computer Slang.

Internet acronyms, text message jargon, abbreviations, initialisms, cyberslang, leetspeak, SMS code, textese

With hundreds of millions of people texting regularly, it's no wonder you've seen this cryptic looking code! Commonly used wherever people get online -- including IMing, SMSing, cell phones, Blackberries, PDAs, Web sites, games, newsgroup postings, in chat rooms, on blogs, or on social media -- these abbreviations are used by people around the world to communicate with each other. NetLingo is also tracking a global list of worldwide text terms and international online jargon!

Acronyms have always been an integral part of computer culture, and they have since spawned a new language on the Internet. Commonly thought of as a series of letters that make up a 'word' there is a distinction between acronyms and shorthand. The actual definition of an acronym and text shorthand is here.

Internet slang words develop from common phrases that users simplify to be able to type faster (Shorthand). However, in games, new game players may try to emulate this, and unintentionally emphasize their own lack of knowledge through misuse of the terms and poor spelling. As a result, several internet slang abbreviations and spellings are most often used ironically. Players may use intentionally poor grammar and an excessive amount of leet (also written as 1337) speak to ridicule or satirize new players. An example would be "pwned" (owned) or "il ttyl, but that was funny 2 where i had 2 lmfao". "ttyl" stands for "talk to you later".[...]

A postscript, abbreviated P.S., is writing added after the main body of a letter (or other body of writing). The term comes from the Latin post scriptum, an expression meaning "after writing"[1][2] (which may be interpreted in the sense of "that which comes after the writing").

A postscript may be a sentence, a paragraph, or occasionally many paragraphs added, often hastily and incidentally, after the signature of a letter or (sometimes) the main body of an essay or book. In a book or essay, a more carefully-composed addition (e.g., for a second

edition) is called an afterword. An afterword, not usually called a postscript, is written in response to critical remarks on the first edition. The word "postscript" has, poetically, been used to refer to any sort of addendum to some main work, even if not attached to a main work, as in Søren Kierkegaard's book titled Concluding Unscientific Postscript.

Практическая работа №83

Тема 13.2. Компьютерный сленг.

Цель работы: Введение и закрепление новой лексики по теме: Компьютерный сленг; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы:Выполнение упражнений по теме: Будущее простое время.

Read and translate the text:

Security inside the corporate network.

Corporate security is an important issue for every company, no matter how large or small. However, the nature and focus of corporate security have changed dramatically in the last 10 years. Most current businesses use digital technologies, computers, e-commerce solutions, wireless devices and other recent innovations to run more efficiently. The focus of corporate security is changing to include these new ways of doing business, and so has the budgets of security departments and agencies. In fact, billions of dollars are spent each year on electronic corporate security solutions intended to fight off hacker attacks.

Privacy issues with social networking sites can be seen from many points of view. Some people will argue that it[clarification needed] is only part of the process of globalization and the growth of knowledge, while others will continue to believe that it[clarification needed] is the right of any citizen, and will never change your views and viewpoint about their privacy. With the growing popularity of social networks, many users gave up his personal life in order to join these networks.

Privacy, social media issues to start with social networking sites; they have historically been persistent issues with many other types of social media, such as text messaging, instant messaging and computer-supported cooperative work.[citation needed]

Oscar Gandy in 1993 argued that in the era of digital media, I have no personal life.

He stated that “identifying sort is an antidemocratic system of control that cannot be transformed because it can serve no purpose other than that for which it was designed — the rationalization and control of human existence.” Gandhi demanded the establishment of an authority that can ensure the survival of privacy.

From a policy perspective, according to Schement and Curtis (1994),[34] privacy is seen “as a protection from intrusion by the government”. According to Garfinkel (2000) “privacy is not only about how to hide things. It's about self-confidence, autonomy and integrity.”

Do some exercises on the theme: The FutureSimple Tense.
Exercise 1. Make sentences using these words:
1. What, you, will, drink, tomorrow?
2. I, my new coat, shall not, tomorrow, wear.
3. They, celebrate, will, May Day, in England.
4. He, evening, will do, tomorrow, his homework.
5. What, you, will, give, your mother, next year, as a birthday present?

Exercise 2. Choose the right verb:
1. You-------- fantastic tomorrow! (look/will look)
2. ---------- you eat much ice cream yesterday? (Will/ Did)
3. Yesterday morning my sister---------- eat pizza. (won't/didn't eat)
4. -------she eat porridge tomorrow morning? (Do/Will)
5. She----------make fish soup next week. (didn't/won't)

Exercise 3. Put questions to get information:
1. I shall go to the park at---------- .-What time…….?
2. She will watch TV in---------- . –Where…….?
3. Tomorrow you will do--------- exercises. – What exercises……?
4. She will have -------- for dinner. – What….?
5. My family will go to the sea in---------- . – When….?

Exercise 4. Выберите правильную форму глагола:

1. He usually *goes/is going/has gone* to school by bus.
2. Yesterday morning I *was getting up/has got up/got up* at 6.30.
3. What *is Peter doing/does Peter do/was Peter doing* now?
4. Please don't make so much noise. I *was studying/am studying/studied*.
5. *Have you heard/Did you hear/Do you hear* anything from Tom since Christmas?
6. *Have you gone/Did you go/Are you going* out last night?
7. New York *is/be/does* one of the largest cities in the world.
8. It *is raining/was raining/rained* now.
9. John *never won/has never won/was never winning* a prize at a race.
10. We *have done/did/are doing* a lot last Sunday.
11. Nick *worked/has worked/was working* hard all day yesterday.
12. I *did not find/was not finding/have not found* my ring yet.
13. They *have built/build/will build* this house next summer.
14. Tom *was playing/played/has played* tennis when Ann called him.

Exercise 4.Раскройтескобки, употребляяглаголывводномизследующихвремен: *PresentContinuous, PresentSimple, PastSimple*илиFu*tureSimple:*

1. Mother (to cook) a very tasty dinner yesterday. 2. Tomorrow Nick (not to go) to school. 3. Look! My friends (to play) football. 4, Kate (not to write) letters every day. 5. You (to see) your friend yesterday? 6, Your father (to go) on a business trip last month? 7. What Nick (to do) yesterday? 8. When Nick (to get) up every morning? 9, Where your mother (to go) tomorrow? 10. I (to invite) my friends to come to my place tomorrow. 11. He (not to play) the piano tomorrow. 12. We (to see) a very good film last Sunday. 13. Your mother (to cook) every day? 14. We (to make) a [fire last summer. 15. I (to spend) last summer at the sea-side.

Exercise 4. **Future simple. Complete the sentences:**

1. _____ you _____ in time for lunch?

2. The teacher _____ the same question again.

3. Rachel _____ a car when she's eighteen.

4. I don't think it _____ today.

5. Zac _____ any more ice-cream.

6. My parents _____ our house. They like it too much in London.

7. I'll _____ you next week.

8. I _____ some cake for tea.

9. Dad _____ the car in the next street.

10. I hope Mr Vitale _____ the job.

Практическая работа №84

Тема 13.3. Компьютерный юмор.

Цель работы: Введение и закрепление новой лексики по теме: Компьютерный сленг; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме «Компьютерный юмор». Текст: Computer Humor. Выполнение после текстовых упражнений.

Read and translate:

Computer Humor.

Юмор (от лат. humor – влага) - способность или качество людей, объектов или ситуаций доставлять радость, вызывать смех. Юмор можно считать одной из форм человеческого общения, ведь чувством юмора обладает каждый человек (различается лишь степень развитости данного чувства).

Юмор (от лат. humor – влага) - способность или качество людей, объектов или ситуаций доставлять радость, вызывать смех. Юмор можно считать одной из форм человеческого общения, ведь чувством юмора обладает каждый человек (различается лишь степень развитости данного чувства). humour – (п). The quality of being laughable or comical: drollery, drollness, funniness, ludicrousness, waggishness, wittiness, jocularity, wit, humorousness, seriousness (antonym), sadness (antonym), gravity (antonym), sobriety (antonym), (Herigage);

The humour of the situation had everyone laughing; funniness, comedy, comicality, ridiculousness, drollery, nonsense, jocularity, jocoseness, jocosity. The book is cheerful and full of humour: jokes, joking, wit, wittiness, witticisms, gags, wisecracks, jests, foolery, foolishness, buffoonery, waggery, comedy, slapstick, burlesque, farce, caricature, parody, travesty, satire, whimsy, wordplay, puns.

Computational humor is a branch of computational linguistics andartificial intelligence whi ch uses computers in humor research. It is not to be confused with computer humor (i.e.,joke s about computers, programmers, users, and computing).

Technology is dominated by those who manage what they do not understand.
Hardware, *n.*: The parts of a computer system that can be kicked.
PICNIC - Problem In Chair, Not In Computer (AKA: There's a screw loose somewhere between the computer and the chair)
Any technology distinguishable from magic is insufficiently advanced.
Machines don't save you from *doing* more labor, they just save your employers from *paying* for more labor.
A computer lets you make more mistakes faster than any other invention, with the possible exceptions of handguns and Tequila. -- Mitch Ratcliffe
At the source of every error which is blamed on the computer you will find at least two human errors, including the error of blaming it on the computer.
If it aint broke, fix it till it is broken.
Arguing with an Electrical Engineer is liking wrestling with a pig in mud, after a while you realize the pig is enjoying it!
User n.: A programmer who will believe anything you tell him.
640K ought to be enough for anybody. -- often (mistakenly?) attributed to Bill Gates, around 1981
I think there is a world market for maybe five computers. -- Thomas Watson, chairman of IBM, 1943
I cannot conceive that anybody will require multiplications at the rate of 40,000 or even 4,000 per hour ... -- F. H. Wales, 1936
Elephant, n.: a mouse with an operating system.
DOS is, quite possibly, the worst text-adventure game ever. -- usenet sig
<------ The information went data way ------>
Buy a Pentium 4 1.5 GHz, so you can reboot faster.
The Definition of an Upgrade: Take old bugs out, put new ones in.

All computers wait at the same speed.
Will the information superhighway have any rest stops?
SQWERTY: Computer keyboard sized down for use by children.
--Error: Keyboard not attached. Press F1 to continue.
--As a computer, I find your faith in technology amusing.
--SYSTEM GOING DOWN AT 4:45 THIS AFTERNOON FOR DISK CRASHING.

An approach to analysis of humor is classification of **jokes**. A further step is an attempt to ge nerate jokes basing on the rules that underlie classification.
Simple prototypes for computer pun generation were reported in the early 1990s,based on a n atural language generator program, VINCI.Some examples produced by JAPE are:

Q: What is the difference between leaves and a car?

A: One you brush and rake, the other you rush and brake.

Q: What do you call a strange market?

A: A bizarre bazaar.

Jokes.

A man walks into a doctor's office. He has a cucumber up his nose, a carrot in his left ear and a banana in his right ear.

"What's the matter with me?" he asks the doctor.

The doctor replies, "You're not eating properly."

Мужчина заходит в кабинет доктора. На носу у него огурец, в левом ухе морковка, в правом - банан.

"Доктор, что со мной?" - спрашивает он у доктора.

Доктор отвечает: "Вы неправильно питаетесь".

What's the longest word in the English language? "Smiles". Because there is a mile between its first and last letters.
Какое самое длинное слово в английском языке? "Smiles" (Улыбки), потому что между первой и последней буквой в нем - миля!

An English teacher wrote these words on the whiteboard: "woman without her man is nothing". The teacher then asked the students to punctuate the words correctly.

The men wrote: "Woman, without her man, is nothing".

The women wrote: "Woman! Without her, man is nothing.

Английский учитель пишет на доске слова: "женщина без ее мужчина ничто". Затем учитель просит студентов правильно расставить знаки препинания.

Мужчины пишут: "Женщина без ее мужчины - ничто".

Женщиныпишут: "Женщина! Безнеемужчина - ничто".

What's the definition of a pessimist? A pessimist is a well-informed optimist.

Каковоопределениепессимиста? Пессимист - этохорошоинформированныйоптимист.

One day an Englishman, a Scotsman, and an Irishman walked into a pub together. They each bought a pint of Guinness. Just as they were about to enjoy their creamy beverage, three flies landed in each of their pints, and were stuck in the thick head. The Englishman pushed his beer away in disgust. The Scotsman fished the fly out of hisbeer, and continued drinking it, as if nothing had happened. The Irishman, too, picked the fly out of his drink, held it out over the beer, and started yelling, "SPIT IT OUT, SPIT IT OUT YOU ….".

Однажды англичанин, шотландец и ирландец отправились вместе в паб. Каждый из них купил пинту Гиннеса (сорт пива). Как только они собрались насладиться своим густым напитком, три мухи приземлились в каждую из их пинт и погрузились в густую пену. Англичанин отодвинул свое пиво с отвращением. Шотландец выудил муху из своего пива и продолжал пить, как ни в чем не бывало. Ирландец тоже достал муху из своего напитка и, держа ее над пивом, стал орать: "Выплюнь, выплюнь, ты ...".

A Scottish farmer was in his field digging up his tatties (A Scots word for potatoes). An American farmer looked over the fence and said "In Texas we grow potatoes 5 times larger than that!" The Scotsman replied "Ah but we just grow them for our own mouths!"

A customer ordered some coffee in a cafe. The waitress arrived with the coffee and placed it on the table. After a few moments, the customer called for the waitress.

"Waitress," he said, "there is dirt in my coffee!'.

"That's not surprising, sir, replied the waitress, "it was ground only half an hour ago."

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