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Дата подписания: 27.05.2025 13:40:19

Уникальный программный ключ:

d74ce93cd40e39275c3ba2f584b642a1cbe061

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ
ФЕДЕРАЦИИ**

**Федеральное государственное автономное образовательное учреждение
высшего образования**

«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

Пятигорский институт (филиал) СКФУ

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УТВЕРЖДАЮ

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МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ПРОВЕДЕНИЯ ПРАКТИЧЕСКИХ РАБОТ

СГ. 02 Иностранный язык в профессиональной деятельности

09.02.01 Компьютерные системы и комплексы

Квалификация: техник по компьютерным системам

Пятигорск 2025

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.

Пояснительная записка

Методические указания предназначены для студентов групп СПО специальности 09.02.01 Компьютерные системы и комплексы.

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.

3 семестр

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**):

| | <i>male</i> | <i>female</i> |
|--|----------------|---------------|
| 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 |

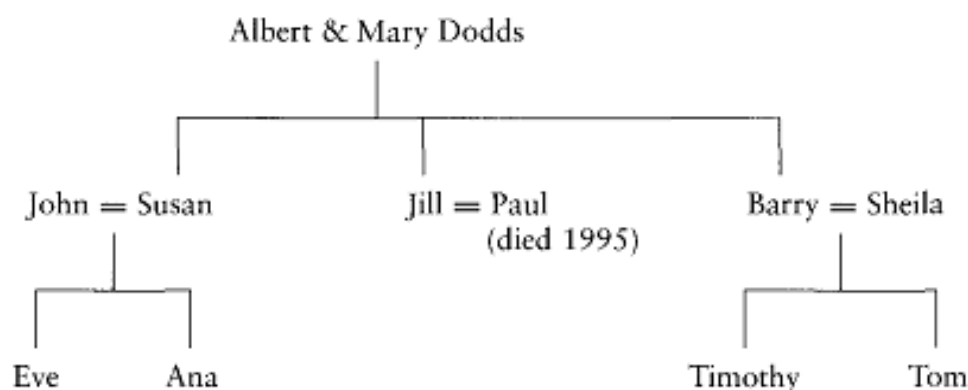
Family background (= family history)

My grandfather was a market gardener in Ireland. He grew flowers, fruit and vegetables, 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.

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 МЕСТОИМЕНЕНИЯ | | | | | | |
|---|---------------|------------------------|----------------------------|------------------------------|-------------------|---------------------------------------|
| ЧИСЛО | ЛИЦО | ЛИЧНЫЕ МЕСТОИМЕНЕНИЯ | | ПРИТЯЖАТЕЛЬНЫЕ МЕСТОИМЕНЕНИЯ | | ВОЗВРАТНО-УСИЛИТЕЛЬНЫЕ МЕСТОИМЕНЕНИЯ* |
| | | 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 и характер

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

Ход работы: Изучение нового лексического материала. Выполнение упражнений.

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.

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 handsome girl in the disco last night.
- 2 She's beautiful but her younger sister is really quite ugly.
- 3 I think Peter is getting a bit fat, don't you?
- 4 Most people want to stay slim, but not as skinny as that girl over there.
- 5 I think she's hoping she'll meet a few beautiful 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

warm and friendly

kind

nice, pleasant

generous (= happy to give/share)

optimistic (= thinks positively)

cheerful (= happy and smiling)

relaxed and easy-going

strong

sensitive

honest (= always tells the truth)

Negative

cold and unfriendly

unkind

horrible, unpleasant

mean (= never gives to others)

pessimistic (= thinks negatively)

miserable (= always seems unhappy)

tense (= nervous; worries a lot; not calm)

weak

insensitive (= does not think about others' feelings)

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

hard-working

punctual (=always on time)

reliable

clever, bright (*informal*)

flexible

ambitious

Negative

lazy (= never does any work)

not very punctual; always late

unreliable (= you cannot trust / depend on someone like this)

stupid, thick (*informal*)

inflexible (= a very fixed way of thinking; unable to change)

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.

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

| <i>Noun</i> | <i>Adjective(s)</i> |
|-----------------------|--|
| 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.

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.

| МЕСТОИМЕНЕНИЯ И НАРЕЧИЯ, ПРОИЗВОДНЫЕ ОТ SOME, ANY, NO, EVERY | | | | |
|--|--|---|--|--|
| ОСНОВНЫЕ МЕСТОИМЕНЕНИЯ | ПРОИЗВОДНЫЕ МЕСТОИМЕНЕНИЯ | | | 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. <i>Солнце находится на небе.</i> |
| 2 | Когда говорится о предмете (или лице), единственном в данной обстановке | The teacher is in the classroom. <i>Учитель в классе. (В данном классе находится только один учитель)</i> |
| 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. <i>«У меня есть интересная книга», — говорит Майк. «Покажи мне пожалуйста эту книгу», — говорит Ник.</i> |
| 4 | С существительным, перед которым стоит порядковое числительное | We are on the fourth floor. <i>Мы на пятом этаже.</i> |
| 5 | С существительным, перед которым стоит прилагательное в превосходной степени | He is the best student in our group. <i>Он лучший студент в нашей группе.</i> |
| 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? <i>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)</i> |
| 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. <i>На следующей неделе я еду в горы.</i> Did you go to the Black Sea or to the Volga? <i>Вы ездили на Черное море или на Волгу?</i> |
| 8 | Перед существительным в единственном числе, обозначающим целый класс предметов, людей (т. е. при обобщении) | The whale is a mammal, not a fish. <i>Кит — это млекопитающее, а не рыба.</i> |
| 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. <i>Большинство рассказов очень интересны.</i> Give me one of the books. <i>Дайте мне одну из (этих) книг.</i> |
| 10 | Перед названиями четырех сторон света | the Northern part of our country — <i>север нашей страны</i> |

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

| 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. <i>Мой отец и мой дядя врачи.</i> |
| 2 | При обобщении (обычно используется множественное число или неисчисляемое существительное без артикля) | Carrots are my favourite vegetable. <i>Морковь — мой любимый овощ.</i> |
| 3 | В выражениях с собственным существительным в притяжательном падеже | John's coat <i>пальто Джона</i> |
| 4 | Перед существительным в функции определения | guitar lessons <i>уроки игры на гитаре</i> |
| 5 | Перед названиями континентов, стран, штатов, городов, улиц, озер | I've been neither to South Africa nor to North America. <i>Я не был ни в Южной Африке, ни в Северной Америке.</i> |
| 6 | Перед неисчисляемыми (абстрактными) существительными | This is important information. <i>Это важная информация.</i> I need advice. <i>Мне нужен совет.</i> |
| 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. <i>Вы можете добраться туда вовремя, если поедете поездом.</i> |
| 8 | Перед именами и фамилиями людей | My name is Bond, James Bond. <i>Меня зовут Бонд, Джеймс Бонд.</i> |

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 приведенными ниже общими положениями.

I Определенный артикль the употребляется с названиями:

- 1) четырёх 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** Bosphorus *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 названиями и именами 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 Geographic – *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); НАТО; может быть опущен перед словом (**The**) Congress (в США).

Exercises

1. Выберите правильный вариант ответа:

1. ...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 а/ан 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.

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 nice 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 ванны

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

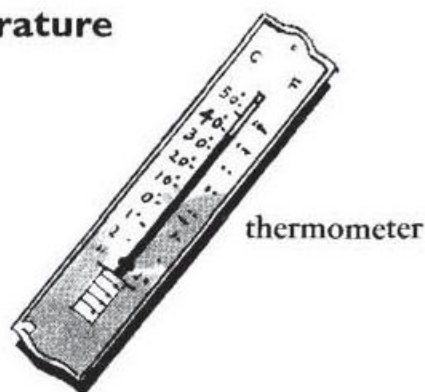
Look at this list of common weather words. Notice that it is very common to form adjectives by adding ‘-y’.

| <i>Noun</i> | <i>Adjective</i> | <i>Noun</i> | <i>Adjective</i> |
|-------------|------------------|-------------|------------------|
| 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 hot warm not very warm cold freezing
(= very hot) (also chilly) (= 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** (= 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.

| КОЛИЧЕСТВЕННЫЕ ЧИСЛИТЕЛЬНЫЕ | | | |
|---|---|--|--|
| ПРОСТЫЕ | | | СОСТАВНЫЕ |
| 0 - 12 | 13 - 19 (+teen) | 20 - 90 (+ty), 100, 1000, 1000000 | <p>1. Составные числительные от 20 до 100 образуются так же, как и в русском языке: 25 - twenty-five, 93 - ninety-three.</p> <p>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)</p> |
| 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 | 13 — thirteen 14 — fourteen 15 — fifteen 16 — sixteen 17 — seventeen 18 — eighteen 19 — nineteen | 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) | |

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

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. | |

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

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

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 времени 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 I 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, or just simply take a nap. Sometimes when my friends call me we go roller — skating near the Opera theatre I like roller — skating 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 concert. 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 is 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 handwriting. 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 ship'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.

4 семестр

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

| | |
|---------------|--------------|
| <i>a cat</i> | <i>cats</i> |
| <i>a sea</i> | <i>seas</i> |
| <i>a boy</i> | <i>boys</i> |
| <i>a book</i> | <i>books</i> |
| <i>a pen</i> | <i>pens</i> |
| <i>a girl</i> | <i>girls</i> |

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

| | | |
|---------------|----------|----------------|
| <i>turkey</i> | индюк | <i>turkeys</i> |
| <i>monkey</i> | обезьяна | <i>monkeys</i> |
| <i>day</i> | день | <i>days.</i> |

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

| | | |
|------------------|----------|------------------|
| <i>a fly</i> | муха | <i>flies</i> |
| <i>a lady</i> | леди | <i>ladies</i> |
| <i>a body</i> | тело | <i>bodies</i> |
| <i>a country</i> | страна | <i>countries</i> |
| <i>a company</i> | компания | <i>companies</i> |
| <i>a party</i> | партия | <i>parties</i> |
| <i>a baby</i> | младенец | <i>babies.</i> |

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

| | | |
|--------------|----------|-----------------|
| <i>mass</i> | масса | <i>masses</i> |
| <i>class</i> | класс | <i>classes</i> |
| <i>box</i> | коробка | <i>boxes</i> |
| <i>buzz</i> | звонок | <i>buzzes</i> |
| <i>watch</i> | часы | <i>watches</i> |
| <i>match</i> | спичка | <i>matches</i> |
| <i>dish</i> | блюдо | <i>dishes</i> |
| <i>crash</i> | крушение | <i>crashes.</i> |

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

| | | |
|--------------|----------|----------------|
| <i>knife</i> | нож | <i>knives</i> |
| <i>wife</i> | жена | <i>wives</i> |
| <i>life</i> | жизнь | <i>lives</i> |
| <i>half</i> | половина | <i>halves</i> |
| <i>shelf</i> | полка | <i>shelves</i> |
| <i>wolf</i> | волк | <i>wolves.</i> |

Но не всегда. *Исключениями* являются:

| | | |
|---------------|-----------|----------------|
| <i>belief</i> | вера | <i>beliefs</i> |
| <i>chief</i> | шеф | <i>chiefs</i> |
| <i>chef</i> | шеф-повар | <i>chefs</i> |
| <i>cliff</i> | утес | <i>cliffs</i> |
| <i>roof</i> | крыша | <i>roofs.</i> |

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

| | | |
|---------------|-----------|-----------------|
| <i>piano</i> | пианино | <i>pianos</i> |
| <i>potato</i> | картофель | <i>potatoes</i> |
| <i>tomato</i> | помидор | <i>tomatoes</i> |
| <i>hero</i> | герой | <i>heroes.</i> |

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

а) изменяется корневая гласная:

| | | | |
|----------------|---------|--------------|---------|
| <i>a man</i> | мужчина | <i>men</i> | мужчины |
| <i>a woman</i> | женщина | <i>women</i> | женщины |
| <i>a foot</i> | нога | <i>feet</i> | ноги |
| <i>a tooth</i> | зуб | <i>teeth</i> | зубы |
| <i>a goose</i> | гусь | <i>geese</i> | гуси |
| <i>a mouse</i> | мышь | <i>mice</i> | мыши. |

б) добавляется окончание -en:

| | | | |
|----------------|---------|-----------------|-------|
| <i>an ox</i> | бык | <i>oxen</i> | быки |
| <i>a child</i> | ребенок | <i>children</i> | дети. |

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

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

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

| | | | |
|----------------|--------|--------------|---------|
| <i>a deer</i> | олень | <i>deer</i> | олени |
| <i>a sheep</i> | овца | <i>sheep</i> | овцы |
| <i>a fish</i> | рыба | <i>fish</i> | рыбы |
| <i>a swine</i> | свинья | <i>swine</i> | свиньи |
| <i>moose</i> | лось | <i>moose</i> | лоси |
| <i>bison</i> | бизон | <i>bison</i> | 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, №15

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:



apples, tomatoes, pears, beans, carrots, strawberries, onions, potatoes, grapes, bananas, grapefruit, lettuce, beer, cucumbers, aubergines, olives, meat, fish, bread, eggs, chocolate, nuts, croissants, cereal, cream, cheese, toast, wine, biscuits, fruit, crisps, sweets, yoghurt, rice, butter, garlic, sweet peppers, salt, vinegar, oil, milk, juice, pizza, pasta, duck, salmon, peaches, prawns, sausages, trout, instant coffee, chicken, honey, jam, soup, beef, water, peas, pie, tuna, courgettes, spinach, oranges, snails, lamb.

| 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 А-

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 №16

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:

| | | | |
|---------------|----------|-----------------|---------|
| <i>dog</i> | собака | <i>bottle</i> | бутылка |
| <i>cat</i> | кот | <i>box</i> | коробка |
| <i>animal</i> | животное | <i>litre</i> | литр |
| <i>man</i> | мужчина | <i>coin</i> | монета |
| <i>person</i> | человек | <i>dollar</i> | доллар |
| <i>cup</i> | чашка | <i>plate</i> | тарелка |
| <i>fork</i> | вилка | <i>table</i> | стол |
| <i>chair</i> | стул | <i>suitcase</i> | чемодан |
| <i>bag</i> | 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:

| | | | |
|--------------------|------------|--------------------|---------------|
| <i>music</i> | музыка | <i>rice</i> | рис |
| <i>art</i> | искусство | <i>sugar</i> | сахар |
| <i>love</i> | любовь | <i>butter</i> | масло |
| <i>happiness</i> | счастье | <i>water</i> | вода |
| <i>advice</i> | совет | <i>air</i> | воздух |
| <i>information</i> | информация | <i>electricity</i> | электричество |
| <i>news</i> | новости | <i>gas</i> | газ |
| <i>furniture</i> | мебель | <i>money</i> | деньги |
| <i>luggage</i> | багаж | <i>currency</i> | 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 №17

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 слышала 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 №18

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 of 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 than 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 much. 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 Thames 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 fog 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 councillors 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-file 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 signs 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. Hyde 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 Corner". 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 I have finished my story about the nicest city in the world, exactly London and about all its 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 its 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 daffodil. 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 Lough 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 №19

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) две 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. I ... 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 вы были 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 еел 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 №20

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.

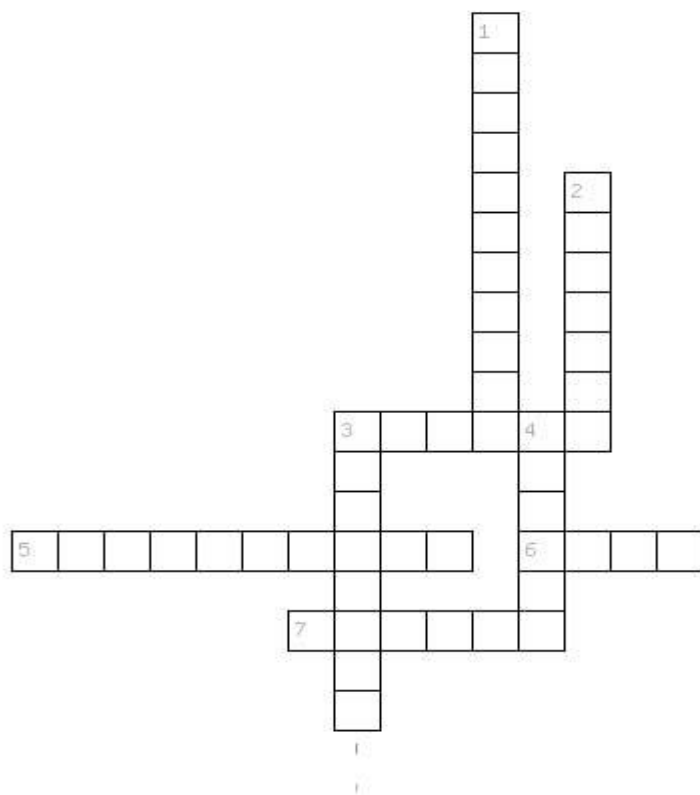
The area of the country is about 9,400,000 km². Its population is about 324 million people. The US is the 4th largest country in the world by land area and 3rd by population.

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 prepare 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 because no other building must be taller than the Capitol. The White House is the President's residence. 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 New 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 №21

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. 22. Вы идете в школу? 23. Он работает? 24. Твоя бабушка идет в магазин? 25. Он покупает конфеты. 26. Что делает твоя сестра? 27. Где играют дети? 28. Почему ты смеешься? 29. Куда они идут? 30. 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 №22

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 Aborigines. 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 Mountains is a real, beautiful blue. Less than 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 driest 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. Kalgoorlie 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 driest of all?
8. What is the new gold of Western Australia?

Vocabulary:

holiday-maker — отпусник

island — остров
wild — дикий
eucalyptus — эвкалипт
riches — богатства
industry — промышленность
oil — нефть
wheat — пшеница

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) King 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 №23

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 -у с предшествующей согласной тоже прибавляется окончание -es, а -у заменяется на -i-:

I try – he tries

Если же глагол оканчивается на -у с предшествующей гласной, то -у 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 глаголы 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 It (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 very 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 дяди ученик. Он ходит в школу. В школе он изучает английский язык.

Практическая работа №24

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 brown-skinned 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 standards of living in the world. For many years, the economy of the country depended largely on agriculture. Today agriculture, manufacturing, and service industries are all important to the economy. New Zealand's 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 walk.
21. How much is the population of New Zealand?
22. What kind of state is New Zealand?
23. Who represents the King or Queen of England?
24. The Parliament of New Zealand consists of
25. What are the main political parties of New Zealand?

Практическая работа №25

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 hospital. 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. I (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*.

1. 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 №26

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 language and customs of their ancestors. Other large ethnic groups are German, Irish and Scottish people. Native people — American Indians and Eskimos — make up about 2% of the country's population. 77% of Canada's people live in cities or towns. Toronto and Montreal are 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 receive 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

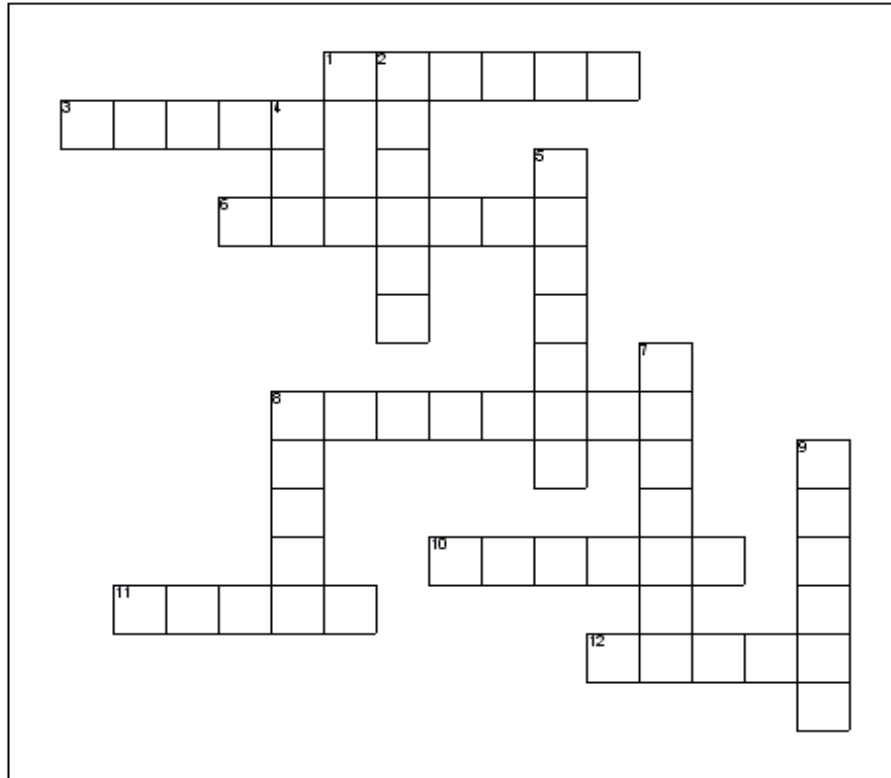
to rule — править
domestic affairs — внутренние дела
to govern — управлять
foreign affairs — иностранные дела
ancestry — происхождение
official language — государственный язык
custom — обычай
ancestors — предки
Indians — индейцы
to make up — составлять
urban — городской
to maintain — сохранять
community — 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) Pilgrims; 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 Cordillera 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 _____ of Canada are now called the _____.
4. _____ has the largest population out of all the Canadian provinces.
6. The prime _____ is the head of Canadian government.
8. Canada borders three oceans--the Atlantic Ocean, the Pacific Ocean, and the _____ Ocean.
10. The southern border of Ontario touches the five great _____.
11. The colors on the Canadian flag are red and _____.

Down

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

Раздел 4. Развитие науки и техники

Практическая работа №27

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 здорового кота, сидящего на столе.*

Список неправильных глаголов

| VERB | PAST SIMPLE | PAST PARTICIPLE | ПЕРЕВОД |
|-----------------|-----------------------|---------------------|-------------------------|
| arise [ə'raɪz] | arose [ə'rəʊz] | arisen [ə'riz(ə)n] | Возникать, происходить |
| awake [ə'weɪk] | awoke [ə'wəʊk] | awoken [ə'wəʊkən] | Будить, проснуться |
| be [bi:] | was [wɒz], were [wɜ:] | been [bi:n] | Быть |
| bear [beə] | bore [bɔ:] | borne [bɔ:n] | Нести, выносить |
| beat [bi:t] | beat [bi:t] | beaten ['bi:tn] | Бить |
| become [bi:kʌm] | became [bi:keɪm] | become [bi:kʌm] | Становиться |
| begin [bi'gɪn] | began [bi'gæn] | begun [bi'gʌn] | Начинать |
| bend [bend] | bent [bent] | bent [bent] | Сгибать |
| bet [bet] | bet [bet] | bet [bet] | Поспорить |
| bite [baɪt] | bit [bɪt] | bitten [bɪtn] | Кусать, клевать |
| bleed [bli:d] | bled [bled] | bled [bled] | Кровоточить |
| blow [bləʊ] | blew [blu:] | blown [bləʊn] | Дуть |
| break [breɪk] | broke [brəʊk] | broken ['brəʊk(e)n] | Ломать |
| bring [brɪŋ] | brought [brɔ:t] | brought [brɔ:t] | Приносить |
| build [bɪld] | built [bɪlt] | built [bɪlt] | Строить |
| burn [bɜ:n] | burnt [bɜ:nt] | burnt [bɜ:nt] | Гореть |
| buy [baɪ] | bought [bɔ:t] | bought [bɔ:t] | Покупать |
| catch [kætʃ] | caught [kɔ:t] | caught [kɔ:t] | Ловить, хватать, успеть |
| choose [tʃu:z] | chose [ʃəʊz] | chosen [tʃəʊz(ə)n] | Выбирать |
| come [kʌm] | came [keɪm] | come [kʌm] | Приходить |
| cost [kɒst] | cost [kɒst] | cost [kɒst] | Стоить |
| creep [kri:p] | crept [krept] | crept [krept] | Ползать |
| cut [kʌt] | cut [kʌt] | cut [kʌt] | Резать |
| deal [di:l] | dealt [delt] | dealt [delt] | 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 [drɪŋk] | drank [dræŋk] | drunk [drʌŋk] | Пить |
| drive [draɪv] | drove [draʊv] | driven ['drɪv] | 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 [faɪnd] | found [faʊnd] | found [faʊnd] | Находить |
| fit [fit] | fit [fit] | fit [fit] | Подходить по размеру |
| flee [fli:] | fled [flɛd] | fled [flɛd] | Убегать, исчезать |
| fly [flai] | flew [flu:] | flown [flaʊn] | Летать |
| forbid [fə'bid] | forbade [fə'beɪd] | forbidden [fə'bɪdn] | Запрещать |
| forget [fə'get] | forgot [fə'gɒt] | forgotten [fə'gɒt(ə)n] | Забывать |
| forgive [fo'gɪv] | forgave [fo'geɪv] | forgiven [fo'gɪvn] | Прощать |
| get [get] | got [gɒt] | got [gɒt] | Получать |
| give [gɪv] | gave [geɪv] | given [gɪvn] | Давать |
| go [gou] | went [went] | gone [gɒn] | 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 [haɪd] | hid [hɪd] | hidden ['hɪdn] | Прятать |
| hit [hit] | hit [hit] | hit [hit] | Попадать в цель |
| hide [haɪd] | hid [hɪd] | hidden [hɪdn] | 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 [nɪt] | knit [nɪt] | knit [nɪt] | 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 [lɒst] | lost [lɒst] | 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 [əʊvə'kʌm] | overcame [əʊvə'keim] | overcome [əʊvə'kʌm] | 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 [rɪŋ] | rang [ræŋ] | rung [rʌŋ] | Звенеть |
| rise [raiz] | rose [rouz] | risen ['rizn] | Подниматься |
| run [rʌŋ] | ran [ræŋ] | run [rʌŋ] | 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 [ʃeik] | shook [ʃuk] | shaken ['ʃeik(ə)n] | Встряхивать |
| show [ʃəu] | showed [ʃəud] | shown [ʃəun] | Показывать |
| shut [ʃʌt] | shut [ʃʌt] | shut [ʃʌt] | Закрывать |
| sing [siŋ] | sang [sæŋ] | sung [sʌŋ] | Петь |
| sink [siŋk] | sank [sæŋk], sunk [sʌŋk] | sunk [sʌŋk] | Тонуть |
| sit [sit] | sat [sæt] | sat [sæt] | Сидеть |
| sleep [sli:p] | slept [slept] | slept [slept] | Спать |
| smell [smel] | smelt [smelt] | smelt [smelt] | Пахнуть, чувствовать |
| speak [spi:k] | spoke [spouk] | spoken ['spouk(e)n] | Говорить |
| spend [spend] | spent [spent] | spent [spent] | Тратить |
| spin [spin] | spun [spʌn] | spun [spʌn] | Крутить, вертеть |
| split [splɪt] | split [splɪt] | split [splɪt] | Разделять, разбивать |

| | | | |
|-------------------------|------------------------|-------------------------------------|--------------------------|
| spoil [spɔɪl] | spoilt [spɔɪlt] | spoilt [spɔɪlt] | Портить |
| stand [stænd] | stood [stu:d] | stood [stu:d] | Стоять |
| steal [sti:l] | stole [stəʊl] | stolen ['stəʊlən] | Красть |
| strike [straɪk] | struck [strʌk] | struck [strʌk]/ stricken [stri:kən] | Бить, бастовать |
| swear [swɛə] | swore [swɔ:] | sworn [swɔ:n] | Клясться, присягать |
| swell [swel] | swelled [sweld] | swollen ['swəʊl(e)n] | Разбухать |
| swim [swɪm] | swam [swɛm] | swum [swʌm] | Плывать |
| take [teɪk] | took [tu:k] | taken ['teɪk(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 [təʊld] | told [təʊld] | Рассказывать |
| think [θɪŋk] | thought [θɔ:t] | thought [θɔ:t] | Думать |
| throw [θrəʊ] | threw [θru:] | thrown [θrəʊn] | Бросать |
| understand [ʌndə'stænd] | understood [ʌndə'stʊd] | understood [ʌndə'stʊd] | Понимать |
| undertake [ʌndə'teɪk] | undertook [ʌndə'tu:k] | undertaken [ʌndə'teɪk(ə)n] | Предпринимать, совершать |
| wake [weɪk] | woke [wəʊk] | woken ['wəʊk(e)n] | Просыпаться |
| wear [wɛə] | wore [wɔ:] | worn [wɔ:n] | Носить |
| win [wɪn] | won [wʌn] | won [wʌn] | Выигрывать |
| write [raɪt] | wrote [raʊt] | written ['rɪtn] | Писать |

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.

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 4.2. А.С. Попов – изобретатель радио

Цель работы: Введение и закрепление новой лексики по теме: А.С. Попов – изобретатель радио; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения.

Ход работы: Текст: А.С. Попов – изобретатель радио. Работа с лексикой.

1. Прочитайте и переведите текст.

THE INVENTOR OF THE RADIO

The Inventor of the Radio A. S. Popov, the great Russian inventor, was born in 1859. By the time he graduated from the Petersburg University (1882) he had already possessed a broad knowledge of electrical theory as well as a wide experience in that field. Working both as scientist and teacher, he

always carried on some practical work, solving many practical problems such as the introduction of electricity into the Navy and others.

Popov was one of the first to pay attention to the works of Hertz who proved by experiments the existence of electromagnetic waves. After many experiments carried out together with his assistant Ribkin the device Popov constructed began receiving electromagnetic waves at a long distance. By means of his receiver Popov could detect the waves at a distance of some meters and then kilometers. The receiver recorded waves generated by lightning discharges.

While experimenting the scientist found out that a free wire being connected to the receiver, the range of the latter increased. Thus he connected his first receiver to the first antenna. On April 25, 1895, Alexander Popov demonstrated his device at the Russian Physico-Chemical Society. Having summarized the results of his experiments, Popov expressed his hope that the device, after being perfected, would make possible transmitting signals at a distance by means of rapid electrical oscillations. In summer 1895, Popov's invention was successfully tested and in the same year he attached to the device an apparatus previously used for recording telegrams over the wire telegraph. In the following year this receiver was used at the electric power station in Nizhny Novgorod for warning about approaching thunderstorm.

The great Russian inventor did not make any secret of his discovery, describing it in the press and making reports about it at the meetings of scientific societies. In the same year he demonstrated the transmissions of words over a wireless telegraph. This new demonstration proved to be of great importance. In summer 1897, Popov successfully carried out his experiments at sea, having succeeded in effecting radio communication between the shore and the sea at a distance of 3 km. In this way the future wireless communication between the continents was being prepared.

The year 1898 witnessed a new important invention made by Popov together with his assistants Ribkin and Troitsky, namely the reception of audible signals by means of a receiver. All these successful experiments having been completed, serious practical testing began. Popov's radio telegraph helped to save the battleship "General Admiral Apraksin". Popov's work drew attention in many countries. The wireless telegraphy is the result of Popov's experiments, this fact having been acknowledged by different representatives of foreign science, engineering and industry.

Popov was offered immense profits from commercial use of his invention in case he leaves Russia. But the Russian patriot refused the wealth offered to him, preferring to remain a true son of his fatherland "I am a Russian and I must give all my knowledge, all my work and all my achievements to my native land" were his words. It is impossible to say that nobody in Russia understood and appreciated the great work carried out by Popov. The tsarist government did nothing to provide the training of specialists for the newly born branch of science and engineering. Neither was home production of devices for wireless telegraphy organized in Russia. Instead it was handed over to foreign companies.

2. Выпишите из текста 10 ключевых слов и выражений. Составьте 5 вопросов к тексту.
3. Перескажите текст.

Практическая работа №29

Тема 4.3. Создатели электротехники

Цель работы: Введение и закрепление новой лексики по теме: Создатели электротехники; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Создатели электротехники.

1. Запомните следующие слова:

resistance - сопротивление

resistivity - удельное сопротивление
to offer - предлагать
to depend on - зависеть от
value - величина
to melt - плавить
unit - единица измерения
to measure - измерять
to define - определять; устанавливать значение
to divide - делить, разделять
conductor - проводник
insulator - изолятор
semiconductor - полупроводник
to generate - производить
power plant - электростанция
to transmit - передавать
to consist of - состоять из
to insulate - изолировать
charge - заряд
to repel - отталкивать
to attract - привлекать, притягивать
electron - электрон
proton - протон
electricity - электричество
property - свойство, имущество, собственность
to affect - воздействовать
to mean (meant, meant) - означать
to range - колебаться (в определенных пределах)
to apply - применять, прикладывать, прилагать, употреблять, обращаться
to switch on- включать
engine - двигатель
to transform - превращать
means - средство
constant - постоянный

2. Прочитайте и переведите текст.

Michael Faraday.

The name came from the Greek word for amber and was coined by Elizabeth I's physician William Gilbert who was among those who noticed that amber had the power to attract light objects after being rubbed. In the 19th century such great names as Michael Faraday, Humphry Davy, Alessandro Volta and Andre Marie Ampere all did vital work on electricity.

Michael Faraday is one of the great scientists in the history of man's work in electricity. He was born on 22 September 1791 in south London. His family was poor and Faraday received only a basic formal education. At the age of 14 he was apprenticed to a local bookbinder and during the next seven years educated himself by reading books on different scientific subjects. In 1812, Faraday attended four lectures given by the chemist Humphry Davy at the Royal Institution. He also asked him for a job of an assistant but was turned down. However, in 1813 Davy gave him the job of chemical assistant at the Royal Institution.

A year later, Faraday was invited to accompany Davy on an 18 month European tour, where they were to meet lots of influential scientists. On their return in 1815, Faraday continued to work at the Royal Institution, helping with experiments for Davy and other scientists. In 1821 he published his work on electromagnetic rotation. Faraday himself gave many lectures, establishing his reputation as the outstanding scientific lecturer of his time.

In 1831 Faraday discovered electromagnetic induction. The discovery allowed to transform electricity into a powerful new technology. During the remainder of the decade he worked on developing his ideas about electricity.

Faraday's scientific interests were varied. He made new kind of glass and a new kind of steel. Faraday made about two thousand difficult experiments and made countless discoveries in chemistry and physics.

In the early 1840s Faraday's health began to decline and he did less research. He died on 25 August 1867 at Hampton Court, where he had been given official lodgings in recognition of his contribution to science. He gave his name to the 'farad', originally describing a unit of electrical charge but later a unit of electrical capacitance.

Electrical safety

It is important to understand why and how you can protect yourself from electrical injuries.

Electric shock occurs when an electric current passes through your body. It can lead to heart failure and can damage other parts of your body. It can also burn your skin and other body tissues.

A very weak electrical object, like a battery, cannot do any harm to you, but inside the house you have devices and machines that use 220 volts.

Most machines in your house have safety features to protect you. If something goes wrong, a special wire leads the electricity to the ground where nothing can happen.

There are also electrical dangers outside your house. Trees that touch power lines can be dangerous. Lightning has more than enough electricity to kill a person. If you get caught in a thunderstorm stay away from open fields and high places. One of the safest places is your car, because lightning will only hit the outside metal of the car.

2. Выпишите из текста 10 ключевых слов и выражений. Составьте 5 вопросов к тексту.

3. Перескажите текст.

Практическая работа №30

Тема 4.4. Простое будущее время

Цель работы: Изучение нового грамматического материала по теме Future Simple, умение использовать полученные знания в разговорной речи.

Ход работы: Изучение нового грамматического материала. Выполнение грамматических 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 пойдём 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. I (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 глаголы 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. I (to stay) at home till she (to come).
12. After I (to finish) school, I (to enter) the University.

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

1. 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 №31

Тема 5.1. Научный и технический прогресс

Цель работы: Изучение новой лексики по теме. Работа с текстом: «Scientific and technical progress». Выполнение лексико-грамматических упражнений.

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

SCIENTIFIC AND TECHNICAL PROGRESS

Vocabulary:

access - доступ

affect - влиять

breakthrough - открытие, достижение, научный прорыв

calculation - вычисление

common good - общее благо

crops - зерновые культуры

crucial - важнейший, ключевой

database - база данных

development - развитие

to develop - развивать

to enforce - зд. приводить в силу (закон)

to face - сталкиваться

genetic - генетический

global - глобальный, всемирный

to harm - вредить, наносить вред

highly qualified - высококвалифицированный

humanity - человечество

to lead - вести к чему-то

otherwise - иначе, в противном случае

peculiarities - особенности

postpone - откладывать, переносить (во времени)

properly - как следует, должным образом

quantity - количество

rapidly - быстро

to regenerate - восстанавливаться, возрождаться

renewable natural resources - возобновляемые природные ресурсы

routine - обычный, стандартный

software - программное обеспечение

to solve a problem - решать проблему

solution - решение

source - источник

survive - выживать

transmit - передавать, переслать

unemployment - безработица

up-to-date - новейший, современный

values – ценности

The basis of scientific and technical progress of today is new informational technology which is very different from all the previous technologies. Thanks to up-to-date software and robots new

informational technologies can make many processes much faster and transmit information more quickly. It is important today because the quantity of information grows rapidly.

New informational society has its peculiarities. Firstly, more and more employees work in the sphere of service and information. Secondly, more and more huge databases appear to collect and store the information. And finally, information and IT become goods and start playing important part in the country's economy.

These processes affect social structures and values. It becomes important to learn to get new knowledge quickly and sometimes to change your qualification. IT can first lead to unemployment, but later create even more workplaces especially for highly qualified professionals. While the hardest work can be performed by robots and routine calculations by computers, in the future people with the most creative mind and numerous fresh ideas will get better career chances.

On the one hand technology development gives more access to professional and cultural information and leads to new forms of individual enterprises, but on the other hand there is a danger of total control of private life unless special laws are enforced by the government. Another danger is «intellectual terrorism» when computer viruses block important programs.

There are other directions of technical and scientific progress of today.

One of them is the development of new ecologically clean sources of energy using sun, gravitation, winds or rain. New kind of transports and new agricultural methods that do not harm our nature are being developed today.

Breakthroughs in science have led to creation of artificial viruses for new medicines and products, body organs for transplantation and productive soils for growing vegetables and crops. Many new materials and technologies are being used in our everyday life.

All these innovations may have influence on our life, social relations and globally on our Earth.

The influence can be very different: from psychological and health problems of children who spend too much time online to an opportunity to prevent genetic diseases for future generations.

But the most difficult problems the humanity faces are global problems.

The first and foremost is ecological problem: pollution of air, water and soil, exhaustion of natural resources. Renewable natural resources such as oxygen, forests, flora and fauna do not have enough time to regenerate. This leads to different changes in climate and nature such as depletion of ozone layer and other things that has not been properly studied by scientists yet.

Other crucial problems include wars, epidemics, and demographic problems.

The only way to solve them is to work globally and in cooperation with other countries. And here the humanity should find a way to use new technologies for the common good. The solution of these problems cannot be postponed because otherwise people will have fewer chances to survive on this planet.

Answer the questions

1. Why is IT progress different from other progresses?
2. What are the peculiarities of information society?
3. What is the role of information in this society?
4. According to the text who will have better career chances in the near future and why?
5. What are the possible dangers of wide access to information?
6. What ecologically clean sources of energy do you know?
7. How can scientific innovations influence our everyday life?
8. What are the key problems that humanity faces today?
9. How can these problems be solved?
10. What ecological problems are mentioned in the text?

11. What are the benefits of the scientific and technical progress?
12. What are the drawbacks of the scientific and technical progress?
13. Find in the text synonyms to the words «new», «fast», «important» and «to send». Can you think of other synonyms to these words?

TECHNOLOGICAL PROGRESS

Read and translate the word combinations.

Inventions изобретения
antibiotics антибиотики
automobile автомобиль
battery батарея
eBook литературное произведение в электронном формате (электронная книга)
eBook reader устройство для чтения электронных книг
electronic money электронные деньги
GPS technology система спутниковой навигации
jet airliner реактивный самолёт, лайнер
LED (light emitting diodes) светодиоды
mobile/cell (AmE) phone мобильный телефон
MP3-player mp3-плеер
netbook нетбук
printing press книгопечатный станок
social networking/media site социальная сеть
steam engine паровой двигатель
tablet PC/pad планшетный компьютер, «таблетка»
telescope телескоп
television телевидение
text messages/SMS CMC-сообщения
walkman кассетный плеер

Read and translate the text.

For centuries people have been inventing things to make life easier. Among the greatest inventions of the past are the automobile, the steam engine, the electricity, the telephone and television. Since the beginning of the 20th century people have made a huge step in technology. Now we live in flats, talk to people who live in other parts of the world, travel from one place to another by plane. All these things are a product of technological progress and it is still growing rapidly.

Today we live in the world of machines and computers. Every day more and more gadgets appear and all of them make our life easier. Some of the new inventions have become so affordable and common, that now people cannot imagine life without them. For example, the mobile phone has turned from an expensive portable phone into an inexpensive data, e-mail, and voice service that almost anyone can afford. At the speed that mobile phones are evolving they may one day replace in-home phone services. Years ago mobile phones were bulky and required large batteries in a carrying case. Today's mobiles fit in a pocket and can replace a computer.

Another example of modern high-tech inventions is the Internet. Almost every company in the world has its own website. The Internet provides any kind of information on any topic. Of course, some of the sources are not reliable, but the Internet gives a very good opportunity to shop, book rooms and flights, watch films, listen to music and many other things. The Internet also gives an opportunity to make new friends and find old ones thanks to social networking sites such as Facebook or V Kontakte.

Computer technology has influenced production processes and made work easier. Toy companies, for example, incorporate computer chips in toys which make them move, talk and sing on their own. The car industry has computer systems installed in cars and they give information on car's condition, including tire pressure, headlights or the temperature inside and outside. Printing has become much easier with the computer-based printing machines.

Tablet PCs are becoming more and more popular today. They are much lighter than notebooks or netbooks and they contain all the software that is needed for business, studies and pleasure. EBook readers are a new invention too. This is a very convenient gadget that allows uploading books in different electronic formats. Instead of carrying one paperback book in a bag, you can carry one eBook reader with thousands of books on it.

Surely, these new inventions are not the last ones that humanity has developed and many others will be developed year upon year.

Answer the questions.

1. Why have people been inventing new things for many centuries?
2. What are the basic greatest inventions of the past?
3. What does the modern world look like?
4. How can you describe technological progress now?
5. What can you say about mobile phones as inventions?
6. Have you got a mobile phone?
7. Can you live without a mobile now? Why (not)?
8. Do you consider the Internet a great invention? Why (not)?

Практическая работа №32

Тема 5.2. Роль компьютеров в современной жизни

Цель работы: Изучение новой лексики по теме. Работа с текстом: «The role of computers in modern life».

Ход работы: Чтение, перевод, пересказ текста. Изучение диалогов по теме. Выполнение лексико-грамматических упражнений.

THE ROLE OF COMPUTERS IN MODERN LIFE



With the development of technology in the twenty-first century, it would be really difficult to imagine life without computers. They are a source of information, education and entertainment, but today's world of computers can also be quite frightening and dangerous. This is because of people who use computers for illegal purposes. They are called hackers.

Hackers spend their time playing with computer data in all parts of cyberspace. Much of what they do is not dangerous, but sometimes their activities break the law, for example, when they break

into websites, take control of computers or create viruses. They are especially interested in breaking through the security of military websites.

Hackers know how to trick people just using their programs. They use a 'Trojan Horse', a program that looks perfectly safe, but actually contains something destructive. The only way of not getting into trouble is not to open it.

Although they can get serious punishment if they are caught, most hackers still think that what they do is a game. They often meet at festivals to take part in discussions, share their experiences, meet other hackers and generally to have a good time.

These meetings are organized in well-known places like Las Vegas or Berlin. However, what the hackers do at such festivals is a secret and often many of their activities take place at night.

Recently, hacking has started to increase. Hackers are getting into computer systems and stealing or destroying information. It is certain that there will be a lot more of this high-tech crime in the twenty-first century.

Answer the questions

1. What is the role of the computers in our century?
2. Who are called hackers?
3. Are hackers criminals? Why?
4. What should people do to avoid computer viruses?
5. How do hackers socialize?
6. Will hacking be eliminated in future?

Read and translate the dialogues

Dialogue 1

A: Something's wrong with my computer.

B: Exactly what?

A: All I get is a black screen.

B: What's the matter?

A: I think I know, because this happened before.

B: What happened before?

A: My hard drive crashed.

B: Oh, no. That's bad news.

A: It sure is, but I'm going to call HP first, just to make sure.

B: Will you lose all your files?

A: No, I always back up my files.

B: You're smart.

Dialogue 2

My Plans for the Future

Teacher: Today, students, you will tell us about your future plans. Denis Korotkov will begin. What's your plan for your future life?

Me: At first, I would love to finish school with a gold or silver medal.

Teacher: Good, continue.

Me: After school I want to enter the university.

Teacher: What would you like to study?

Me: I like web-designing.

Teacher: Would you like to know how to create websites?

Me: Yes, I do. Besides, I want to learn website development as well as how to promote websites on different search engines so they can be popular and have a lot of visitors.

Teacher: It's a very interesting profession. What about your plans besides studying?

Me: I like traveling and I would like to visit a lot of countries, at least 100 of them. I don't want to simply visit them I want to see the most beautiful and interesting places in the world.

Teacher: Great plans. I hope it will all come true. Anything else?

Me: Of course. I'd like to have a family, a wife that will be always by my side and a couple of children. I'm not in a hurry to get married, I'll plan it after I'm 25.

Me: I like traveling and I would like to visit a lot of countries, at least 100 of them. I don't want to simply visit them I want to see the most beautiful and interesting places in the world.

Teacher: Great plans. I hope it will all come true. Anything else?

Me: Of course. I'd like to have a family, a wife that will be always by my side and a couple of children. I'm not in a hurry to get married, I'll plan it after I'm 25.

Teacher: Awesome, anything else would you like to share? Not as big as your previous plans by something for the next year or two?

Me: Sure. I've got some goals that I want to achieve soon. For example, I'd like to get a dog this summer and next month I'm starting to go to English speaking courses. Besides, my parents promised to buy me a new computer if I do good in school.

Teacher: I'm sure you will be a good student. Anything else?

Me: No, that's it.

Teacher: Great, Denis! Thank you for sharing with us. Your plans are very interesting and ambitious. I hope it will all come true.

Практическая работа №33

Тема 5.3. 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»?» Работа с текстами. Изучение диалогов по теме. Выполнение лексико-грамматических упражнений.

Vocabulary

disk/floppy-гибкий диск/дискета

keyboard-клавиатура

mousepad-коврик для мышки

CPU (central processing unit)-ЦПУ (процессор)

Display monitor/monitor/screen-монитор/экран

Slot-слот(разъем)

Surge protector-устройство защиты от перепада напряжения

Scanner-сканирующее устройство/сканер

CD-ROM player-CD-ROM проигрыватель

Program/application-программа/прикладная программа

CD-ROM disc-CD-ROM диск

Cable-кабель/шнур

Disk drive-дисковод

User`s manual-руководство пользователя
Motherboard-материнская плата
Printer-принтер
Power switch-выключатель
Mouse-мышь/мышка
Port-порт
Modem-модем
Laptop-портативный компьютер (лаптоп)
External speaker-звуковая колонка
Hard disk drive-накопитель на жестком диске

II. Can you tell me where computer is used now?

(Banks, cartoons, fax machines, games, hospitals, industrial robots, jet planes, libraries, newspapers, TV, sports, washing machines, X-ray scanners.)

- Computers can transfer money from one account to another.
- Computers can be used to organize thousands single pictures used to make cartoons.
- Computers are used to send and print the signal from machine to machine.
- Chess can be played with the help of computers.
- A hospital patient's health can be analyzed by a computer.
- Some companies use computer – controlled robots.
- Computers help guide planes by giving pilots important information such as speed and altitude.
- Books and other materials are checked out by using computers. Each book has a bar code.
- Reporters write their articles on the computer.
- Computers are used to control much in television.

III. Read the text and find the equivalents of the following words:

клавиатура, принтер, устройство, жёсткий диск, программное обеспечение, процессор, память, существенный, немедленно.

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 |

Прочитайте и переведите текст. Выполните задания.

Computers

A computer is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores. The switches, like the cores, are capable of being in one or two possible states, that is, on or off; magnetized or demagnetized. The machine is capable of storing and manipulating numbers, letters, and characters (symbols).

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

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

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

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

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

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

II. Answer the questions:

1. What is a computer?
2. What are the two possible states of the switches?
3. What are the main functions of a computer?
4. In what way can we make the computer do what we want?
5. What is the basic task of a computer?
6. In what form does a computer accept information?
7. What is a program?
8. What are data?
9. What is memory?
10. What three basic capabilities have computers?

III. Найдите в тексте английские эквиваленты следующих словосочетаний:

Сложная сеть электронных цепей; управлять (приводить в действие) переключателями; возможные состояния; хранить (запоминать) числа; обрабатывать символы; посредством ввода сигналов; включать; выключать; размагничивать сердечники; обработка информации; информация в виде команд; символы, называемые данными; выполнять математические операции; выдавать результаты; обеспечивать необходимую информацию; иметь замечательные возможности; основные свойства; сложение, вычитание, деление, умножение.

Read and translate the dialogue

Computers

Amy: Hi, Sean. How are you?

John: Hi, Amy. I'm fine, thank you. It's good to hear from you.

Amy: Sorry to bother you, but I have one problem and I think you might help me with it.

John: No problem. What's happened?

Amy: It's my computer. I've been having some problems with it lately. I know that you're good with computers, so I decided to address you. As for me, I don't understand a thing in electronic appliances.

John: I see. I'll try to help you. So, what's the problem?

Amy: There are actually several problems here. First of all, my computer started to shut down unexpectedly. It wasn't like this before. Secondly, I fail to open some of my past pictures or documents. Thirdly, I can't start the music. I'm at loss. I think, perhaps, my computer has become outdated or something.

John: Those problems are quite serious. I must come over and have a look at it. I assume that the problem of shutting down is because of overheating. Perhaps you should replace the battery. When certain files fail to open, it might be a virus. So, we will need a reliable anti-virus software set up. And the problem with audio files might be because the player became outdated. It needs to be refreshed.

Amy: See, I knew you are a computer genius. Could you come over?

John: Yes, of course. When is it more convenient for you?

Amy: The sooner, the better. I don't work this week so you can come anytime.

John: Ok, then. I will come tomorrow evening if that's all right.

Amy: That's perfect. I'll be waiting for you.

John: I will have to take some software and equipment with me. Is there anything else to be fixed?

Amy: My printer is also a mess. I've tried to change the ink, it didn't help. I'm having some trouble printing black and white pages.

John: I see. I'll have a look. However, I'm not good at printer or scanner fixing.

Amy: It's ok, Sean. Those devices are not so important for me as the computer and laptop. By the way, my laptop also plays tricks on me.

John: What's wrong with it?

Amy: I think, there is also some kind of a virus, because my files don't open.

John: Yes, that might be a virus. It is a common problem of computers these days.

Amy: I will purchase anti-virus software for both computers then. I should have done this earlier.

John: Yes, it is important to protect your PC. Otherwise, your personal information might become available to third parties.

Amy: Thank you, Sean, for trying to help me. I'll see you tomorrow then.

John: See you. Bye.

Практическое занятие №34, №35.

Тема 5.4. 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 one 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 than a 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 Father of Computers" **Charles Babbage** who invented the 1st mechanical Computer.. in 1834 he dreamt of designing mechanical calculating machines."... I was sitting in the rooms of the Analytical Society, at Cambridge, my head leaning forward on the table in a kind of dreamy mood, with a table of logarithms lying open before me. Another member, coming into the room, and seeing me half asleep, called out, "Well, Babbage, what are you dreaming about?" to which I replied "I am thinking that all these tables" (pointing to the logarithms) "might be calculated by machinery. " This machine used the decimal numbers system and was powered by cranking a handle. The British government first financed the project but then later cut off support. Babbage went on to design his

much more general analytical engine but later returned and produced an improved design (his "Difference Engine No. 2") between 1834 and 1869. Meanwhile **Ada Lovelace** is credited as the "first Computer programmer" since she was writing programs -that is, manipulating symbols according to rules-for Babbages machine.

The history of computers starts out about 2000 years ago, at the birth of the abacus, a wooden rack holding two horizontal wires with beads strung on them. When these beads are moved around, according to **programming** rules memorized by the user, all regular arithmetic problems can be done. Another important invention around the same time was the Astrolabe, used for navigation. Blaise Pascal is usually credited for building the first **digital** computer in 1642.

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.

2. **Выпишите из текста 10 ключевых слов и выражений. Составьте 5 вопросов к тексту.**

3. **Перескажите текст.**

Практическое занятие №36

Тема 5.5. Past Continuous Tense

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

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

УПОТРЕБЛЕНИЕ PAST CONTINUOUS/ PROGRESSIVE TENSE

1. Само по себе название - длительное, продолженное — говорит о том, что действие происходило и длилось в какой-то указанный момент в прошлом. Этот момент может быть либо ясен из контекста, либо обозначен какими-то подсказками, показателями времени:

at 6 o'clock yesterday, at that moment, at that time

We were drawing at 7 o'clock yesterday. — Вчера в семь часов мы рисовали.

At that time I was writing a letter to my friend. — В то время я писал письмо другу.

Past Progressive используется в ситуациях, когда одно действие происходило, длилось, и вдруг произошло другое, которое выражено Past Simple. В помощь для передачи таких ситуаций используются слова when. Это могут быть и параллельные действия, которые длились в прошлом. Для выражения лучшим помощником будет слово while. Не путайте с Past Simple, где описываются действия идущие друг за другом, а не одновременно.

They were reading when the teacher came in. — Они читали, когда учитель вошел.

I was sleeping while he was watching TV. — Я спал, пока он смотрел телевизор.

2. Как и в настоящем, так и в прошедшем времени этой группы, можно выразить фразы упрека, неодобрения, раздражения, слишком часто повторяющейся привычки. И опять же, указателями служат наречия always, constantly, too often.

He was always borrowing money and forgetting to pay it back. — Он вечно занимал деньги и забывал их возвращать.

3. Используем время Past Progressive, если указан точный период времени в прошлом, не обязательно точное время, а, возможно, какие-то рамки. Узнать его в предложении можно по подсказкам all day long yeaterday, the whole evening (yesterday), from 10 till 11, during.

We were sleeping the whole day yesterday. — Мы спали вчера целый день.

4. Для выражения действий, которые постепенно развивались, менялись. Все это будет понятно из смысла предложения, контекста, поэтому смотрите вглубь текста.

The sun was rising. — Поднималось солнце.

It was getting dark. — Темнело.

GRAMMAR

ОБРАЗОВАНИЕ PAST CONTINUOUS/ PROGRESSIVE TENSE

was/were + Ving

Повествовательное

I was watching

You were watching

She (He, It) was watching

We were watching

You were watching

They were watching

Вопросительное

Was I watching?

Were you watching?

Was she (He, It) watching?

Were we watching ?

Were you watching?

Were they watching?

Отрицательное

I was not watching

You were not watching

She (He, It) was not watching

We were not watching

You were not watching

They were not watching

1. Раскройте скобки, употребляя глаголы в форме Past Continuous

1. Around me people (to talk) German, Italian and English.
2. Robert (to talk) to some of the other guests on the terrace when Hardy came.
3. Michael (to look) at his watch.
4. All night long the stars (to glitter).
5. Lizzie (to eat) and didn't raise her head.
6. He drank some of the wine and ate several chunks of bread while he (to wait) for his dinner to come up.
7. The family (to prepare) for the party.
8. She (to argue) that only Belinda knew how to treat men.
9. A few minutes later Dixon (to hurry) through the streets to his bus stop.
10. They moved across the room, which (to start) to fill up, to a vacant corner.

2. Раскройте скобки, употребляя глаголы в форме Past Continuous.

1. They (to write) the test at this time yesterday.
2. He (to work) in the garden from two till five o'clock.
3. We (to watch) television the whole evening.
4. You (to play) football at six o'clock?
5. You (to drink) tea at seven o'clock?
6. He (to draw) from three till four o'clock?
7. Who (to listen) to the radio at this time?
8. It (to rain) the whole day yesterday?
9. They (to skate) at three o'clock?
10. She (not to help) mother about the house from two till six.

3. Напишите, чем занималась миссис Тэйлор в определенное время.

Н-р: Mrs. Taylor was packing her bags at 6 a.m. (Миссис Тэйлор упаковывала сумки в 6 утра.)

| | |
|--------|-------------------------------|
| 6 a.m. | pack her bags |
| 7 a.m. | drive to the airport |
| 9 a.m. | fly to Liverpool |
| noon | have a business meeting |
| 1 p.m. | have lunch |
| 2 p.m. | check in at a hotel |
| 3 p.m. | talk to her boss on the phone |
| 4 p.m. | work in the Internet |

4. Поставьте глаголы из скобок в форму Past Continuous. Переведите предложения.

1. I ... (live) in Mexico in June, 2010.
2. When I entered the bathroom he ... (shave).
3. When she met him, they ... (work) for the same company.
4. What you ... (do) last night?
5. I showed him my new dress, but he ... (not look) at it.
6. When it started to rain, they ... (sit) on the grass.
7. Which hotel Anna ... (stay) when she lost her credit card?
8. We ... (sleep) when the phone rang.
9. Doctor Fleming discovered penicillin while he ... (study) influenza.
10. Sam ... (stand) under the tree because it ... (rain).
11. When the teacher came into the classroom, the children ... (run) and ... (scream).
12. While Bob ... (chop) the meat, his wife ... (peel) potatoes.
13. When I arrived at the party, all the guests ... (dance).
14. The waiter cut his finger while he ... (pick up) the broken glasses.
15. What you ... (wear) when he met you?

5. Прочитайте текст и ответьте на вопросы.

Tom was sleeping in his bed when somebody stole his car. His wife was watching TV in the living-room. His mother, Mrs. Crown, was talking on the phone in her bedroom. His father, Mr. Crown, was playing cards with his neighbors. Tom's son was listening to music with his headphones. And Tom's daughter was taking a shower. The dog wasn't barking.

1. Was Tom sleeping?
2. What was his wife doing?
3. Was Mrs. Crown talking on the phone in Tom's bedroom?
4. Was Mr. Crown playing chess or cards?
5. What was Tom's son listening to?
6. Tom's daughter was taking a bath, wasn't she?
7. Was the dog barking?

Практическая работа №37, №38

Тема 6.1. 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». Выполнение упражнений по теме.

HARDWARE



Translate new words and learn them by heart

Mechanical, magnetic, electronic, electrical devices, to compose, to be referred to, input devices, output devices, processing devices, storage devices, output devices, purpose, to convert, suitable, RAM, ROM, CPU, a scanner, a microphone, a joystick, a photo, a video camera, to retrieve, to interpret, to direct, permanent, execution, sophisticated, relatively, permanent, hard disk, floppy disk, valuable, to exist, to avoid, to obtain, blackmail, to carry out.

Vocabulary:

1. amount количество
2. capacity вместительность
3. circuitry эл. цепи
4. CPU
5. microprocessor микропроцессор
6. harddisk жесткий диск, «винчестер»
7. input hardware устройства ввода данных
8. keyboard клавиатура
9. lap
10. 3.5" три с половиной дюйма
11. mouse устройство для перемещения объектов на экране, «мышь»
12. cursor курсор, стрелка, указатель
13. output hardware выходные устройства отображения информации
14. via через processing hardware устройства обработки данных
15. RAM ОЗУ (оперативное запоминающее устройство)
16. ROM ПЗУ (постоянное запоминающее устройство)
17. CD-ROM накопитель на компакт-дисках (CD)
18. scanner сканер sensitive чувствительный
19. sophisticated сложный
20. storage hardware устройства хранения данных
21. temporarily временно
22. temporary временный

- 23. the purpose цель
- 24. tier ярус
- 25. to affect влиять
- 26. to convert преобразовывать
- 27. to direct управлять
- 28. to execute выполнять
- 29. to interpret переводить
- 30. to provide обеспечивать
- 31. to reach достигать
- 32. to roll катать, перекатывать
- 33. volatile нестойкий, временный

Read and translate the text:

HARDWARE

What is hardware? Webster's dictionary gives us the following definition of the hardware is 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 its 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 pointer
- 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 the 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 you know? What are they for? How to use them?

Практическая работа №39, №40

Тема 6.1. Аппаратные средства

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.

1. VOCABULARY:

1. to attach присоединять
2. control управление
3. developer разработчик
4. general-purpose общего назначения
5. internal внутренний
6. mainboard материнская плата
7. memory capacity вместимость памяти
8. peripheral периферийный
9. regard отношение regardless несмотря на, безотносительно
10. security безопасность
11. specific конкретный, определенный
12. to boot загружать
13. to check проверять
14. to direct управлять, руководить
15. to handle управлять, обращаться с
16. to provide with обеспечивать чем-либо
17. to require требовать
18. to secure обеспечивать безопасность
19. to transfer переводить, переносить
20. 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
10. 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

Read and translate the dialogues. Learn them by heart.

1. Выбор программного обеспечения

A: Hi! I need some advice on software for project management. Do you have any recommendations?

B: Sure! It depends on your team size and specific needs. Are you looking for something lightweight or more comprehensive?

A: I think we need something that can handle multiple projects at once.

B: In that case, you might want to consider tools like Trello or Asana. They both offer great features for tracking tasks and collaborating with the team.

A: I've heard of Asana. What's its main advantage?

B: Asana has a user-friendly interface and allows for easy integration with other tools like Slack and Google Drive.

2. Проблемы с программным обеспечением

A: Hi, I'm having some issues with the new software update.

B: What kind of issues are you experiencing?

A: The application keeps crashing whenever I try to open my project files.

B: That sounds frustrating. Have you tried reinstalling the software?

A: Not yet. I was hoping to find another solution first.

B: I recommend backing up your files and then reinstalling. It might resolve the crashing issue.

3. Обсуждение новых функций

A: Have you checked out the latest version of the software?

B: Yes, I just upgraded! The new reporting feature is fantastic.

A: I agree! It makes it so much easier to visualize our progress over time.

B: Also, the collaboration tools have improved significantly. It's now simpler to comment and share feedback.

A: Definitely! I think our workflow will be much more efficient with these updates.

4. Выбор программного обеспечения для стартапа

A: Our startup is looking for software solutions. What should we focus on?

B: First, identify the key areas where you need software, like CRM, project management, and accounting.

A: We definitely need a good CRM. Any suggestions?

B: HubSpot is popular for startups because it has a free tier and scales well as you grow.

A: That sounds promising! And what about project management?

B: You could try ClickUp or Monday.com. They both offer flexibility and a range of features that can adapt to your team's needs.

Практическая работа №41, №42

Тема 6.3. 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. Изучение нового грамматического материала по теме Future Continuous Tense, умение использовать полученные знания в разговорной речи. Выполнение упражнений.

1. 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 торговая марка

to give smth. a thought подумать о чем-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

Computer and Information Research Scientist — придумывает новые технологии для решения сложных проблем в различных областях, таких как медицина, образование или бизнес;

Computer System Analyst — анализирует бизнес-требования к создаваемому программному продукту и предлагает наилучшие пути их воплощения

Compute rNetwork Architect — специализируется на создании корпоративных сетей для предприятий и организаций.

Web Developer — разрабатывает веб-сайты для предприятий и организаций

Graphic Designer — 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.

MICROSOFT: COMPETITION ONLY WITH ITSELF

Microsoft is the only large company in the world that has no competitors. Only Microsoft could grasp a giant market violating no laws. But it violated more than USA federal laws – it disturbed USA market traditions. According to these traditions, in every sector of the economy each major company has at least one major firm-competitor. There are Coca-Cola and Pepsi, Ford and General Motors, IBM and Apple. But Microsoft is singular.

Then, each major company gives an opportunity for existence of many smaller firms. For example, Ford doesn't make alarm systems, garages and radios for its cars. They are made by other smaller companies. But Microsoft itself sells each new version of Windows together with all necessary applications.

So Microsoft is very unpopular in the American business world. Since 1990, scandals about Microsoft have been happening annually. It was already accused of an «anti-competition» agreement with IBM, attempting to monopolize the market of operating systems and their program security, and many other violations of anti-monopoly legislation. Sometimes Microsoft won in these conflicts, and sometimes it was defeated, but really it always remained a monopoly.

The reason of Microsoft's great success is Bill Gates. His almost supernatural talent to foretell the market's future is well known. He can guess which product he will be able to sell very profitably some years later, and so makes this product earlier than others.

For example, in 1990 Gates declared his new conception – «information on your fingertips», and foretold the development of the world computer industry in 1990-2000. He said that in the nearest future everyone would have any information within one's grasp – «on fingertips» – with a computer's help. Now it has already become a reality – there is almost any information one could want in networks. In 1995 Gates foretold that ten years later there would be pocket computers, car computers, PC-kiosks, and personal computers that understand the owner's voice; that information would be accessible everywhere to everybody. A pocket computer will replace everything in a person's pocket, except a handkerchief: credit card, pager, notebook with modem. If you need a large screen, you can use a PC-kiosk. A pocket computer will be able to connect quickly to a PC-kiosk, or any other computer.

At present there already are hand-held PCs. Now they are not as good as Gates promised – but an operation system in them is Windows, they are Internet-ready, and can be connected with common computers. This proves that everything Gates says is possible. As yet his forecasts aren't completely realized, but he spoke about the year 2005, and then, probably, they will become reality.

II. EXERCISES

1. Найдите в тексте производные от следующих слов. Переведите их с учетом части речи. compete, exist, agree, develop, place, apply, profit, inform, access, own, violate, real, nature.
2. Найдите в тексте антонимы к следующим словам.
defeat, popular, never, disconnect, fiction, slowly, take, partner, past, bad, buy, big.
3. Переведите письменно следующие словосочетания из текста.
the only large company in the world
a giant market
market traditions
according to these traditions
business world
to foretell the market's future
the development of the world computer industry

an Internet-ready computer
a hand-held personal computer

4. Переведите следующие предложения, обращая особое внимание на степени сравнения прилагательных и наречий.

- 1) Microsoft makes this product earlier than others.
- 2) But it violated more than USA federal laws.
- 3) Each major company gives an opportunity for the existence of many smaller firms.
- 4) He said that in the nearest future everyone would have any information.
- 5) Now they are not as good as he promised.

5. Переведите следующие предложения, обращая особое внимание на видо-временные формы глаголов-сказуемых. Укажите номера предложений, в которых в состав сказуемого входит модальный глагол или его эквивалент.

- 1) Microsoft is the only large company in the world that has no competitors.
 - 2) A pocket computer will be able to connect quickly to any other computer.
 - 3) Only Microsoft could grasp a giant market violating no laws.
 - 4) They are made by other smaller companies.
 - 5) Now it has already become a reality.
 - 6) He can guess which product he will be able to sell very profitably some years later.
6. Придумайте и запишите вопрос, ответом на который может служить абзац 3.

IV. TEST

1. Соедините подходящие по смыслу части предложений

| | |
|--|--|
| 1. According to this traditions in every sector of the economy each major company has... | a) he spoke about the year 2005, and then , probably they will become reality. |
| 2. But Microsoft itself sells each new version of Windows... | b) it was defeated, but really it always remained a monopoly. |
| 3. Sometimes Microsoft won in these conflicts and sometimes... | c) at least one major firm competitor. |
| 4. This proves that... | d) that has no competitors. |
| 5. As yet his forecasts aren't completely realized, but... | e) together with all necessary applications. |
| 6. Microsoft is the only large company in the world... | f) everything Gates says is possible. |

2. Укажите номер абзаца текста, который содержит информацию для ответа на следующие вопросы:

- a) Развитие какой отрасли промышленности предсказал Билл Гейтс на период 1990 – 2000 годов?
- b) Чем отличается «Майкрософт» от других крупных компаний?
- c) Как часто происходили скандалы с «Майкрософт» с 1990 года?

3. Прочитайте следующие утверждения и определите, являются ли они согласно тексту: верными (T), неверными (F) или не обсуждаются вообще (N):

1. Microsoft's products are much more expensive than the products of other companies.
2. Microsoft is the world popular company in the American business world.

3. The output of Pepsi is greater than that of Coca-Cola.
4. Each major company gives an opportunity for the existence of many smaller firms.
5. Microsoft itself sells each new version of Windows together with all necessary applications.

4. Расположите следующие предложения в таком порядке, чтобы получилось краткое изложение текста «Microsoft: Competition Only with Itself».

1. So Microsoft is very popular in the American business world.
2. Microsoft is the only large company that has no competitors.
3. Since 1990, scandals about Microsoft have been happening annually.
4. This proves that everything Gates says is possible.
5. A pocket computer will replace everything in a person's pocket.

GRAMMAR

Future Continuous Tense. Образование Future Continuous Tense. Случаи употребления Future Continuous Tense. Выполнение грамматических упражнений.

Время Future Continuous указывает на процесс, который будет длиться в определенный момент в будущем. В отличие от времени Future Simple, этот момент в будущем должен быть назван прямо (tomorrow at 4 o'clock, when we meet) или быть очевидным из контекста:

Tomorrow this time I shall be flying to New York.

Завтра в это же время я буду лететь в Нью-Йорк.

Don't disturb me in the evening, I'll be preparing for exam.

Не мешайте мне вечером, я буду готовиться к экзамену.

ОБРАЗОВАНИЕ FUTURE CONTINUOUS

Утвердительные предложения:

I shall be playing. We shall be playing.

You will be playing. You will be playing.

He / she / it will be playing. They will be playing.

Вопросительные предложения:

Shall I be playing? Shall we be playing?

Will you be playing? Will you be playing?

Will he / she / it be playing? Will they be playing?

Отрицательные предложения:

I shall not be playing. We shall not be playing.

You will not be playing. You will not be playing.

He / she / it will not be playing. They will not be playing.

Для того, чтобы поставить глагол в форму Future Continuous, нужен вспомогательный глагол to be в будущем времени и причастие настоящего времени (Participle I) смыслового глагола.

To be в будущем времени имеет две формы:

shall be – 1 лицо. (I shall be studying. We shall be running.)

will be – 2 и 3 лицо. (They will be packing presents.)

Примечание:

Личные местоимения и вспомогательный глагол часто сокращаются до I'll, he'll, they'll и т. д.

В вопросительном предложении shall / will выносятся на место перед подлежащим, а to be и смысловой глагол остаются после него:

Why did you bring an album? Shall we be studying painting?

Зачем Вы принесли альбом? Мы будем изучать живопись?

В отрицательных предложениях после shall / will ставится отрицательная частица not. Вместе они могут быть сокращены до формы shan't (чаще в брит. английском) или won't:

At 6 I won't be sleeping yet.

В шесть я еще не буду спать.

Случаи употребления Future Continuous

Указание на процесс, который будет происходить в определенный момент в будущем:

At 7 o'clock we'll be having barbecue, you are welcome to join.

В семь часов у нас будет барбекю, приглашаем зайти.

Упражнение 1. Выберите правильный вариант

I shall go/shall be going to the party when my brother arrives.

Will you pass / will you be passing me the books from him tomorrow?

I'm sure Tom will give up/is giving up the job.

Jack isn't free on Monday. He will write/ will be writing at home.

Jim is going to study from 7 till 10 this evening. So at 8.30 this evening he will learn/will be learning new words.

While I shall read/ shall be reading this poem she will play/ will be playing the piano.

When you call him he will sleep/ will be sleeping.

I hope the next mail will bring/ will be bringing news from home.

Her homework is not finished. She will work/ will be working at it.

At what time will you be/ will you being at home?

6 семестр

Практическая работа №43

Тема 7.1. Интернет в нашей жизни

Цель работы: Введение и закрепление новой лексики по теме: Интернет в нашей жизни.

Работа с текстом: Internet in our life. 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 в нашей жизни. Работа с текстом: Internet in our life. Составление диалогов по теме.

Vocabulary

the greatest invention – величайшее изобретение

achievement of the mankind - достижение человечества

has changed the world – изменил мир

gives much information – дает много информации

to spend hours online – тратить часы на сайте

dangerous – опасный

a part of our life - часть нашей жизни

global network – глобальная сеть

sending and receiving e-mail messages – получение и отправка сообщений

use for reading news – использовать для чтения новостей

the commercial use – коммерческое пользование

work through the internet – работать по интернету
surf the Internet - путешествовать по интернету
gambling - азартная игра
computer addiction – компьютерная зависимость
no effective control – нет эффективного контроля

Прочитайте и переведите текст.

Internet and our life

The Internet is a part of our ordinary life. Everybody knows that the Internet is a global computer network, which embraces hundreds of millions of users all over the world and helps us to communicate with each other in our ordinary life.

The history of Internet began in the United States in 1969. It was a military experiment, designed to help to survive during a nuclear war.

Nowadays most of the people use the network only for sending and receiving e-mail messages, people who do not have e - mail are seen as old - fashioned. We use the internet for reading news, available on some dedicated news servers, telnet, and FTP server and for getting necessary information.

In many countries the Internet could provide businessmen with its own reliable system of telecommunications. The commercial use of the network is constantly increasing. Now you can work through the Internet, gambling and playing through the net.

However, there are some problems. The most important problem is security. When you send an e-mail, your message can travel through many different networks and computers.

There is no effective control in the Internet, because a huge amount of information circulating through the net.

Thieves and hackers may gain access to personal information. Additionally there is an endless amount of violent and sexually explicit sites.

Besides that anyone who surfs the Internet for long periods is clinically ill and needs medical treatment.

Thus there are some pros and cons. But no doubt the Internet is a great achievement of mankind.

Answer the questions

1. When we begin to talk about the Internet the first thing is a global computer network.
2. What is it connected with?
3. What does the Internet help people with?
4. How does it extend the limits of communication?
5. What do people learn with the help of the Internet?
6. Why do people enjoy the Internet?
7. But some people think that the Internet is a problem. Why do they think so?
8. What negative influence do social networks have?
9. What conclusion can you draw?

Прочитайте и переведите текст. Составьте 5 вопросов к тексту.

Technology has a great influence on our lives: electronic devices, multimedia and computers, and other things. The internet is becoming more and more important, because it's one of the newest and most looking-forward media resources. Though it has good and bad aspects as well.

To begin with, Internet is a handy service that we use every day for work, for study, for rest and even to have a communication with. When we were younger we appreciated the presence of any type of Internet, but now, when it becomes integral part of our lives we have some specific demands concerning the quality of Internet. Modern Internet should be wide-spread, cheap and universal – it should be found everywhere.

Whatever you are looking for, you will find it in the World Wide Web. All you need is to know how to wrap a request into the correct database inquiry, because there is a lot of useless information in the Internet too. Free software, free music and video files are available online. You just need to download a program, an mp3-file or whatever you want and you will get it. Why should you pay more than you need? Besides, you might have some contacts with people from different countries and see new things and places, work, earn money, do some shopping, sitting on the sofa all day due to the Internet.

But there are some disadvantages as well. This is the Internet addiction. Some people can't imagine their life without the Internet, and this is a common situation for our society, but there are many people living in a fantasy-world of online-games or people, who check their mail every 30 seconds. They lead a solid part of life searching information on the Internet and forget how to communicate and collaborate with people in real life. For that it is necessary to understand, the importance of the Internet and what is less important. As a result, the Internet will become not the terrible enemy, but the indispensable friend and assistant.

I. Прочитайте, письменно переведите и предложите свое название текста.

The Internet, a global computer network which embraces millions of users all over the world, began in the United States in 1969 as a military experiment. It was designed to survive a nuclear war. Information cent over the Internet takes the shortest path available from one computer to another.

Most of the Internet host computers (more than 50%) are in the United States, while the rest are located in more than 100 other countries. Although the number of host computers can be counted fairly accurately, nobody knows exactly how many people use the Internet, there are millions, and their number is growing by thousands each month worldwide.

The most popular Internet service is e-mail. Most of the people, who have access to the Internet, use the network only for sending and receiving e-mail-messages.

In many developing countries the Internet may provide businessmen with a reliable alternative to the expensive and unreliable telecommunications systems of these countries. Commercial users can communicate over the Internet with the rest of the world and can do it very cheaply. When they send e-mail messages, they only have to pay for phone calls to their local service providers, not for calls across their countries or around the world. But who actually pays for sending e-mail messages over the Internet long distances, around the world? The answer is very simple - an user pays his/her service; provider a monthly or hourly fee. Part of this fee goes towards its costs to connect to a larger

service provider. And part of the fee got by the larger provider goes to cover its cost of running a worldwide network of wires and wireless stations.

But saving money is only the first step. If people see that they can make money from the Internet, commercial use of this network will drastically increase. For example, some western architecture companies and garment centers already transmit their basic designs and concerts over the Internet into China, where they are reworked and refined by skilled - but inexpensive - Chinese computer-aided-design specialists))

However, some problems remain. The most important- is security. When you send an e-mail message to somebody, this message can travel through many different networks and computers. The data are constantly being directed towards its destination by special computers called routers. Because of this, it is possible to get into any computer along the route, intercept and even change the data being sent over the Internet. In spite of the fact that there are many strong encoding programs available, nearly all the information being sent over the Internet is transmitted without any form of encoding, i.e. "in the clear". But when it becomes necessary to send important information over the network, these encoding programs may be useful. Some American banks and companies even conduct transactions over the Internet. However, there are still both commercial and technical problems, which will take time to be resolved

II. Найдите русские эквиваленты следующих слов и выражений:

user, the shortest path, host computer, developing countries, to send e-mail messages, to have to pay for, wireless station, to make money, drastically, encoding programs.

III. Найдите в тексте английские эквиваленты следующих слов и выражений:

доступный, услуга, доступ, надежная альтернатива, посредством Интернета, дешево, покрывать стоимость, оставаться, безопасность, данные, быть полученным.

IV. Письменно ответьте на вопросы:

1. What is the Internet?
2. What was the Internet designed for?
3. What is packed switching?

V. Перескажите текст.

Практическая работа №44

Тема 7.2 Интернет-технологии

Цель работы: Введение и закрепление новой лексики по теме: Интернет-технологии; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения. Изучение темы Модальные глаголы.

Ход работы: Изучение новой лексики по теме. Работа с текстом. Выполнение упражнений.

Learn the words:

Internet – интернет

Link – ссылка

Hard link – прямая ссылка

Home page – домашняя страница
Hyperlink – гиперссылка
Download – загрузка
History – история
Internet address – интернет-адрес
Join – соединение
Net – сеть
E-mail – е-майл
Spam – спам
Off line — офф лайн
Port – порт
Server – сервер
Traffic – трафик
Trojan horse – троян
User – пользователь
Web page – веб-страница
Web site – вебсайт
Weblog – блог
Forum – форум
Browser – браузер
Log in – вход
World-Wide Web – всемирная паутина

Программа и её установка на компьютер

Program – программа
Programming – программирование
Software – программное обеспечение
Data processing – обработка данных
Main program – главная программа
Processing program – обрабатывающая программа
Testing – тестирование
Recovery program – восстанавливающая программа
Install – установить
Instruction – инструкция
Demo version – демонстрационная версия
Freeware – бесплатное программное обеспечение
Algorithm – алгоритм
Menu bar – панель меню
Prompt – подсказка
Exit – выход
Uninstall – деинсталлировать

II. Read and translate the text:

Internet Technologies

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.

Just a little bit of exploring the World Wide Web will show you what a lot of use and fun it is variety разнообразие, спектр recreation развлечение.

III. 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?

GRAMMAR

Модальные глаголы

Do some exercises:

Exercise 1. Вставьте модальный глагол can или could. Раскройте скобки, употребляя требующуюся форму инфинитива:

1. ... you (to ask) my sister to help you? I am very busy today. 2. ... it (to be) seven o'clock now? 3. You ... not (to see) her at the party. She was at "home working at her English. 4. He ... not (to forget) your request: he is very attentive to people. 5. I should be very happy if you ... (to visit) us in the village. 6. I don't believe her, she ... not (to forget) to bring the book. She simply did not want to bring it. 7. He said he ... (to finish) the task by Monday.

Exercise 2. Переведите на английский язык, употребляя модальный глагол *can*:

1. Не может быть, что она опоздала на урок: она никогда не опаздывала. 2. Не может быть, что она перепутала улицы. 3. Не может быть, чтобы это была правда. 4. Неужели ты разорвал мою записку? 5. Не может быть, чтобы он был в парке сейчас. Уже поздно. 6. Не может быть, что она это написала. Я уверен, что это написал кто-то другой. 7. Неужели он хороший бегун? Он такой маленький. 8. Не может быть, что она уже окончила школу. 9. Не может быть, что он ученый. 10. Не может быть, что он бы л ученым.

Exercise 3. Дайте совет, используя модальный глагол *should* и слова, данные в скобках:

E.g. Her diction is not very good, (to read aloud) **She should read** aloud.

1. The boy is a little pale, (to play out-of-doors) 2. I am afraid you will miss that train, (to take a taxi) 3. There is no one in. (to try the room next door) 4. I have a slight irritation in my throat, (to smoke less) 5. TKs child doesn't want to eat soup, (not to give her sweets before dinner) 6. She makes a lot of spelling mistakes, (to copy passages out of a book) 7. The dog is afraid of him. (not to shout at the dog) 8. The students are unable to follow what I am saying, (not to speak so fast).

Exercise 4. Вставьте модальные глаголы *should* или *had to*. Раскройте скобки, употребляя требующуюся форму инфинитива:

1. I ... (to write) this composition yesterday, but I was too busy as I ... (to translate) a very long text from English. 2. I ... not (to take) my little brother to the evening performance, he was so excited; but I really ... (to do) so, for there was nobody at home to leave him with. 3. You ... (to see) our team play! You have missed a lot. You ... (to go) to the stadium. 4. It was a very important meeting and we ... (to attend) it. That's why we returned home late. 5. He ... (to attend) the lesson: the material which the teacher explained was very difficult, and now it will be impossible for him to write the test-paper well. 6. Although he felt unwell, he ... (to attend) the lesson, because the teacher explained some very difficult material.

Exercise 5. Переведите на русский язык:

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

Exercise 6. Вставьте подходящие модальные глаголы (*must*, *may*, *can*, *need*, *to have to*, *to be able to*).

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

Exercise 7. Переведите на английский язык:

1. Они, должно быть, уехали в Нью-Йорк. 2. Они, возможно, уехали в Нью-Йорк. 3. Может быть, они и уехали в Нью-Йорк (хотя едва ли). 4. Не может быть, что они уехали в Нью-Йорк

5. Им следовало уехать в Нью-Йорк (а они не уехали). 6. Им не следовало уезжать в Нью-Йорк (а они уехали). 7. Они могли и не уезжать в Нью-Йорк (а они уехали). 8. Им незачем было уезжать в Нью-Йорк (они и не уехали). 9. Им пришлось уехать в Нью-Йорк. 10. Им предстояло уехать в Нью-Йорк.

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

1. If you want to improve your English, you ... work very hard. 2. ... I take this book? — Certainly, but you ... not give it to anybody. 3. Mother, ... I go to the country tomorrow? — No, you ... not. The doctor says you ... stay at home for a day or two. 4. There is something wrong with your television-set. You ... call a 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.

Практическая работа №45

Тема 7.3 Применение Интернет- технологий

Цель работы: Введение и закрепление новой лексики по теме: Применение Интернет-технологий; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения.

Описание применения Интернет-технологий в своей профессиональной деятельности.

Ход работы: Изучение новой лексики по теме. Работа с текстом. Выполнение упражнений.

I. Read and translate the text:

Application of computers

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.

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.

2. **Выпишите из текста 10 ключевых слов и выражений. Составьте 5 вопросов к тексту.**
3. **Перескажите текст.**

Практическая работа №46, №47

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;

Ход работы: Изучение новой лексики по теме: Новые разработки в электронике. Текст: New developments in electronics. Составление диалога по теме.

I. Read and translate the text:

New developments in electronics

The IC 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 select icons — graphic symbols of computer functions — from a display screen instead of typing commands. 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.

II. Learn new words

circuit assembly — сборка схемы

performance — рабочая характеристика; параметры; производительность; быстродействие

to predict — прогнозировать

capability — способность; возможность

branch of science — область науки

to embrace— охватывать
 film technique— пленочная технология (метод, способ)
 invisible to unaided eye — невидимый невооруженному глазу
 to react— реагировать
 speed of response — скорость реакции (отклика)
 advantage / disadvantage— достоинство, преимущество / недостаток
 packing density - плотность упаковки
 small-scale integrated circuit — малая интегральная схема (МИС)
 medium-scale IC — средняя интегральная схема (СИС)
 large-scale IC — большая интегральная схема (БИС)
 very-large-scale IC — сверхбольшая интегральная схема (СБИС)
 fineline — прецизионный; с элементами уменьшенных размеров
 transmission line — линия передачи
 waveguide — волновод
 to emerge— появляться, возникать
 to displace — перемещать, смещать
 mode — вид, метод, способ; режим работы
 pattern — шаблон, образец; образ, изображение
 power — мощность, энергия, питание; производительность, быстродействие;
 способность, возможность

Прочитайте и переведите текст

MICROELECTRONICS AND MICROMINIATURIZATION

The intensive effort of electronics to increase the reliability and performance of its products while reducing their size and cost led to the results that hardly anyone could predict. The evolution of electronic technology is sometimes called a revolution: a quantitative change in technology gave rise to qualitative change in human capabilities. There appeared a new branch of science — microelectronics.

Microelectronics embraces electronics connected with the realization of electronic circuits, systems and subsystems from very small electronic devices. It includes extremely small electronic components and circuit assemblies, made by film or semiconductor techniques. A microelectronic technology reduced transistors and other circuit elements to dimensions almost invisible to unaided eye. The point of this extraordinary miniaturization is to make circuits long-lasting, low in cost, and capable of performing electronic functions at extremely high speed. It is known that the speed of response depends on the size of transistor: the smaller the transistor, the faster it is. The smaller the computer, the faster it can work.

One more advantage of microelectronics is that smaller devices consume less power. In space satellites and spaceships this is a very important factor.

Another benefit resulting from microelectronics is the reduction of distances between circuit components. Packing density increased with the appearance of small-scale integrated circuit, medium-scale IC, large-scale IC and very-large-scale IC. The change in scale was measured by the number of transistors on a chip. There appeared a new type of integrated circuits, microwave integrated circuit. The evolution of microwave IC began with the development of planar transmission lines. Then new IC components in a fineline transmission line appeared. Other more exotic techniques, such as dielectric waveguide integrated circuits emerged.

Microelectronic technique is continuing to displace other modes. Circuit patterns are being formed with radiation having wavelength shorter than those of light.

Electronics has extended man's intellectual power. Microelectronics extends that power still further.

Ответьте на вопросы, используя информацию текста.

1. What would you say about electronics?
2. Why is the development of electronics called a revolution?
3. What is microelectronics?
4. What techniques does microelectronics use?
5. What is the benefit of reducing the size of circuit elements?
6. What do you understand by the term of microminiaturization?
7. What does the speed of the signal response depend on?
8. What advantages of microelectronics do you know?
9. What scales of integration are known to you?
10. How are microelectronics techniques developing?

Найдите в тексте английские эквиваленты следующих словосочетаний:

Интенсивные усилия; увеличить надежность; увеличить параметры; уменьшить размер и стоимость; вряд ли кто-нибудь мог прогнозировать; количественные и качественные изменения; область науки; пленочная технология; полупроводниковый метод; сокращать элементы схемы; суть миниатюризации в том, что; создать схемы с долгим сроком службы; чрезвычайно высокая скорость реакции; чем меньше, тем быстрее; преимущество; расходовать энергию; польза; уменьшение расстояния между элементами схемы; большая интегральная схема; микроволновая интегральная схема; волновод; линия передач; смещать; изображение схем; расширять возможности человека.

Практическая работа №48, №49

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.

Изучение нового грамматического материала по теме: Типы вопросов в английском языке.

Ход работы: Изучение новой лексики по теме: База данных. Работа с текстами: Introduction to Databases. Digital data processing. Выполнение лексико-грамматических упражнений по тексту.

Introduction to Databases

Databases are essential for managing and organizing large **amounts** of information efficiently. They are used in various **applications**, from business management systems to online services, enabling quick access and manipulation of data. A database is a **structured** collection of data stored and accessed electronically, often managed by a database management system (DBMS).

There are several types of databases, including **relational**, NoSQL, and **in-memory databases**.

Relational databases, such as MySQL and PostgreSQL, store data in **tables** and use SQL (Structured Query Language) for **querying**. They are ideal for handling structured data and ensuring data integrity through relationships between tables. NoSQL databases, like MongoDB and Cassandra, handle **unstructured** or **semi-structured** data and are designed for high **scalability** and flexibility.

In-memory databases, such as Redis, store data in a system's main memory, allowing for faster data access.

A DBMS is a software tool that enables users to **define, create, maintain**, and control access to the database. It ensures data security, integrity, and **concurrency** control, making it easier for multiple users to interact with the database **simultaneously** without conflicts. Popular DBMS examples include Oracle, Microsoft SQL Server, and IBM Db2.

Understanding databases and their management systems is crucial in today's **data-driven** world. They form the **backbone** of various applications, from e-commerce platforms to social media networks, enabling efficient data storage, retrieval, and manipulation.

Words and expressions to remember

| | |
|--------------------|-------------------------|
| Database | база данных |
| Amount | количество |
| Application | приложение |
| Structured | структурированный |
| Relational | реляционный |
| In-memory database | резидентная база данных |
| Table | таблица |
| Querying | запрос |
| Unstructured | неструктурированный |
| Semi-structured | полуструктурированный |
| Scalability | масштабируемость |
| Define | определять |
| Create | создавать |
| Maintain | поддерживать |
| Concurrency | параллелизм |
| Simultaneously | одновременно |
| Data-driven | управляемый данными |
| Backbone | магистраль, основа |

Exercise 1: Match the words with their meanings

| Word | Meaning |
|------------------------|--|
| 1. DBMS | a. Structured collection of data |
| 2. Relational database | b. Database designed for high scalability and flexibility |
| 3. NoSQL database | c. Uses SQL for querying and handles structured data |
| 4. In-memory database | d. Software tool for managing databases |
| 5. Database | e. Stores data in a system's main memory for faster access |

Exercise 2: True or False

1. Databases are used for managing and organizing large amounts of information. (True/False)
2. Relational databases use SQL for querying data. (True/False)
3. NoSQL databases are not suitable for unstructured data. (True/False)

4. A DBMS ensures data security and integrity. (True/False)
5. In-memory databases are slower than traditional disk-based databases. (True/False)

Exercise 3: Complete the Sentences

1. A database is a structured collection of _____.
2. Relational databases store data in _____.
3. NoSQL databases handle _____ or semi-structured data.
4. A DBMS enables users to _____, create, and maintain databases.
5. In-memory databases store data in the system's _____ for faster access.

Exercise 4: Questions

1. What are the main types of databases?
2. How do relational databases ensure data integrity?
3. Why are NoSQL databases designed for high scalability?
4. What is the role of a DBMS?
5. Give examples of popular DBMS software.

Exercise 5: Discussion

Discuss the different types of databases and their applications. Reflect on the advantages of relational databases in handling structured data and ensuring data integrity. Consider the flexibility and scalability offered by NoSQL databases, and explore how they are used in handling large volumes of unstructured data. Discuss the speed benefits of in-memory databases and their applications in real-time data processing. Consider the role of a DBMS in ensuring data security, integrity, and concurrency control. Share examples of how various databases are used in different industries, such as e-commerce, healthcare, and social media, to manage and analyze large datasets efficiently.

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 computer.

GRAMMAR

Типы вопросов в английском языке.

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. Поставьте правильный «хвостик» в разделительном вопросе:

1. She doesn't like watching TV, _?
2. Her brother is older than 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 №50, №51

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.

Изучение нового грамматического материала по теме Present Perfect.

Ход работы: Изучение новой лексики по теме: Приложение электронных систем. Текст: Application of electronics system. Выполнение грамматических упражнений по теме Present Perfect.

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.

Составить сообщение по теме.

Do some exercises:

Exercise 1. Переведите на русский язык следующие слова: 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.

GRAMMAR

Present Perfect Tense

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 результату 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.

Exercise 1.

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. I 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 №52, №53

Тема 8.3. 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. Изучение нового грамматического материала по теме Past Perfect.

Ход работы: Изучение новой лексики по теме: Приложение электронных систем. Текст: Application of digital system. Выполнение грамматических упражнений по теме Past Perfect.

Learn the words:

global network — глобальная сеть

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 местонахождение 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 (born 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 of sharing scientific data (and other information) around the world, using the 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.

GRAMMAR

PAST PERFECT TENSE

ПРОШЕДШЕЕ ЗАВЕРШЕННОЕ ВРЕМЯ

Употребление

1. Действие завершилось к определенному моменту в прошлом (by 5 o'clock yesterday).
He **had finished** his work by 6 o'clock yesterday.
2. Действие произошло в прошлом ранее другого действия.
When we **came** to the station, the train **had** already **arrived**.

Образование

Утвердительные предложения:

I had played We had played

You had played You had played
He / she / it had played They had played

Вопросительные предложения:

Had I played? Had we played?
Had you played? Had you played?
Had he / she / it played? Had they played?

Отрицательные предложения:

I had not played We had not played
You had not played You had not played
He / she / it had not played They had not played

Раскройте скобки, употребляя глагол в Past Perfect.

1. I ... (to have) breakfast before I went to school.
2. He went to meet his friends after he ... (to do) his homework.
3. By 8 o'clock the rain ... (to stop).
4. Alice was late because she ... (to miss) the bus.
5. She went to the post-office after she ... (to write) the letter.
6. He ... (to work) at the factory before he entered the college.
7. He got a bad mark for his test because he ... (to make) a lot of mistakes in it.
8. I went to bed after I ... (to finish) reading the book.
9. The child ... (to fall) asleep before the parents came home.
10. They ... (to marry) before they bought this house.

Практическая работа №54, №55

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. Изучение нового грамматического материала по теме Future Perfect.

Ход работы: Изучение новой лексики по теме: Типы персональных компьютеров. Текст: The Types of Personal Computers. Составление краткого изложения по тексту. Выполнение грамматических упражнений по теме Future Perfect.

Read and translate the texts.

Personal computers

Personal computers are also called microcomputers or home computer. The most compact are called laptops. They are portable and work on built-in batteries.

Personal computers are designed for use at homes, schools, and offices. At home they can be used for home management (balancing the family finances, for example) and for playing computer games, watching films or listening to music. Schoolchildren can use computers for doing their homework and many schools now have computers for independent learning and computer- literacy studies. In the office personal computers may be used for word processing, bookkeeping, storage and handling of necessary information.

Personal computers were made possible by two technical innovations in the field of microelectronics: the integrated circuit, or IC, which was developed in 1959 and the microprocessor that first appeared in 1971.

The Types of Personal Computers

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 computers 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.

Nettop is 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.

Answer the questions:

1. What are personal computers called?
2. What are they be used for?
3. What classifications of personal computers do you know?
4. What can schoolchildren use computers for?
5. What technical innovations were developed in 1959?

6. When did nettops, laptops and netbooks appear?

GRAMMAR

Future Perfect Tense

Future Perfect обозначает действие, которое уже будет завершено до определенного момента в будущем, или до другого действия в будущем, при этом часто могут употребляться такие выражения времени, как, например: *by the time ...* - к тому моменту, времени, как ...; *by that time, by then* - к этому времени, к тому времени; *before* – прежде, чем; *after* – после того, как; и т.п.

Например:

By next November, I will have received my promotion.

К следующему ноябрю я получу повышение.

By the time he gets home, she will have cleaned the entire house.

К тому времени, когда он придет домой, она приберется во всем доме.

I will not have finished this test by 3 o'clock.

Я не закончу этот тест к 3 часам.

Will she have learned enough Chinese to communicate before she moves to Beijing?

Она уже сможет общаться на китайском, до того, как переедет в Пекин?

Sam will probably have completed the proposal by the time he leaves this afternoon.

Скорее всего, Сэм закончит план до того, как он уйдет после полудня.

By the time I finish this course, I will have taken ten tests.

К тому моменту, когда я закончу этот курс, я пройду десять тестов.

How many countries will you have visited by the time you turn 50?

Сколько стран ты посетишь к тому времени, когда тебе исполнится пятьдесят лет?

Длительное действие, которое завершится до определенного момента или другого действия в будущем **Future Perfect** используется с глаголами неопределенной группы и с глаголами смешанной группы, которые не могут использоваться в длительном времени, для обозначения длительного действия, которое завершится до определенного момента или другого действия в будущем. Это действие могло начаться еще в прошлом, и может продолжаться вплоть до указанного момента в будущем, либо оно может начаться лишь в будущем, и закончиться до другого момента в будущем.

Например:

I will have been in London for six months by the time I leave.

Я буду находиться в Лондоне шесть месяцев к тому моменту, когда я его покину.

By Monday, Susan will have had my book for a week.

К понедельнику Сьюзан будет держать мою книгу уже неделю.

Будущее время не употребляется в придаточных предложениях времени

Future Perfect, как и все будущие времена, не используется в придаточных предложениях, начинающихся с наречий времени, как, например: *when* - когда; *while* – когда, пока; *before* - прежде; *after* - после; *by the time* – к тому времени, как; *as soon as* – как только; *if* - если; *unless* – если не; и т.п. Вместо **Future Perfect** в таком случае используется **Present Perfect**.

Например:

I am going to see a movie when I will have finished my homework. (Неверно.)

I am going to see a movie when I have finished my homework. (Верно.)

Я посмотрю фильм, когда закончу свои домашние задания.

Exercises:

1. Составьте предложения, используя the Future Perfect Tense.

1. Jim/to write/the report/by next Thursday.
2. We/to clean/ the house/by the time of your arrival tomorrow.
3. I/to prepare/ all the documents/by the beginning of the meeting tomorrow.
4. The film/to finish/by 7 o'clock tomorrow.
5. They/to decorate/the square/by the beginning of the demonstration/ next week.
6. The President/to finish/the press conference/by 3 o'clock tomorrow.
7. Diana/to design/your wedding dress/by next Friday.
8. I/to move/to a new house/by Christmas.
9. You/ to start/your own business/by the time you are twenty-seven.
10. My father/to repair/his car/by Thursday.

2. Change the following sentences into the Future Perfect Tense:

1. She will win the highest award.
2. He will realize his mistake.
3. She will finish her studies by the end of this year.
4. You will hear from us.
5. They will not reach the city before midnight.
6. We will work on this project for six years.
7. He will waste all his money.

3. Put each verb in brackets into a suitable verb form (Future Simple, Future Continuous or Future Perfect).

1. By the end of the week he (spend) all his money.
2. I suppose the concert (finish) about 6.
3. I (tell) you everything when I go back.
4. Sorry, but I can't come at 5. I (play) football with my mates.
5. I think she (pass) tomorrow's exam.
6. John is very upset today. I (try) to talk to him.
7. This time next week I (relax) at the beach.
8. Don't phone me between 8 a.m. and 12 p.m. I (work).
9. In half an hour everybody (watch) the film.
10. Next month we (be married) for 25 years.
11. I can visit you at 5. We (finish) the game by then.
12. Tomorrow she (write) a very important exam.
13. By the time you arrive, she (go).
14. I (be) very sad if you do that.
15. This time tomorrow I (fly) to France.

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: Изучение новой лексики по теме: Компьютеры и преступления. Тексты: Computer and crime.

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 and so on.

Computer Crimes

Nowadays more and more important and valuable information exists only inside computer memories. There for any person, who knows how to use a computer can get access to this information and use it for his (her) own purpose. Such people often misuse obtained information. For instance, virtual money can be transferred to any account.

The criminals can use stolen information including personal one, for blackmail, sell it to your ill-wishers, etc. Software is also often stolen. This kind of crimes is even carried out through removed access over the telephone lines. "Phone hooligans" can easily not pay for the charges. Generally, computer criminals can easily avoid punishment. The employers are often afraid of the bad publicity because they use either illegally business method or illegally obtained information. Therefore, computer criminals are not only imprisoned but are even given glowing recommendations.

Составьте сообщение по теме.

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 applied to computers and networks. The objective of computer security includes protection of information and property from theft, corruption, or natural disaster, while allowing the information and property to remain accessible and productive to its intended users. The term computer system security means the collective processes and mechanisms by which sensitive and valuable information and services are protected from publication, tampering or collapse by unauthorized activities or untrustworthy individuals and unplanned events respectively. The strategies and methodologies of computer security often differ from most other computer technologies because of its somewhat elusive objective of preventing unwanted computer behavior instead of enabling wanted computer behavior.

The aviation industry is especially important when analyzing computer security because the involved risks include human life, expensive equipment, cargo, and transportation infrastructure. Security can be compromised by hardware and software malpractice, human error, and faulty operating environments. Threats that exploit computer vulnerabilities can stem from sabotage, espionage, industrial competition, terrorist attack, mechanical malfunction, and human error.

2. Выпишите из текста 10 ключевых слов и выражений. Составьте 5 вопросов к тексту.

3. Перескажите текст.

Практическая работа №58

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:

Virtual Reality — 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.

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?

Подготовьте сообщение и презентацию по теме.

7 семестр

Практическое занятие №59, №60.

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"». Тексты: «IT Революция», «Искусственный интеллект».

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 several clearly 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 point where we can leave them be for the foreseeable future without worry that they will cause blocking problems in other areas of the infrastructure.

Составьте 5 вопросов к тексту.

Artificial intelligence

I. Прочитайте, письменно переведите и предложите свое название текста.

The evolution of artificial intelligence is now proceeding so rapidly that by the end of the century cheap computers no larger than portable type-writers will exist that will be able to solve almost any problem faster and more efficiently than we can.

"Intelligence" in a machine, as in a human, is best defined as the ability to solve complex problems swiftly. This may involve medical diagnosis and prescriptions, resolving legal matters or playing war-games: in other words advising governments whether or not to go to war.

While computers have already enhanced the deadliness of weapons, the prospect for the future is that they will play the more beneficial role of preventing wars. If asked to assess the chances of victory, the computer will analyse facts quite differently from the life-long military expert with his martial enthusiasm and ambitions.

When the same statistics are fed into the emotionless machine each to be weighed with cold objectivity and then assessed against each other, the answer, far more often than in human decision-making, will be "if you start this war you will lose". The computer coolly appraises the chances of success before the conflict begins, may well advise that the fight is unwinnable — or that the chances of victory are unacceptably low and needless disaster can be avoided.

At what point do we decide that their mental capacity is approaching the human level? This question will be answered by an ingenious trick known as the Turing Test.

We most easily assess people's intelligence by communicating with them. The late British mathematician, Alan Turing, proposed a simple test. A person would sit alone in a room talking by teleprinter with two other beings elsewhere, one of them human and the other a computer. When after substantial conversation he no longer knew which was which, the computer would have passed the Turing Test, and arguably would have attained human intelligence.

No machine today comes near to passing the Turing Test. These are early days, however, and we may suspect that the rise of machine's IQ will be swift.

What will happen when this moment arrives? The most likely outcome is a world-wide slave empire, in which we are the masters and the computers virtually run the planet for us.

II. Найдите русские эквиваленты следующих слов и выражений:

artificial intelligence, portable, beneficial role, ambitions, decision-making, substantial conversation, the rise of machine's IQ, to be unwinnable, military expert arguably, to attain.

III. Найдите в тексте английские эквиваленты следующих слов и выражений:

определять, возможность, законный, предотвращение войны, драчливый энтузиазм, мировая рабовладельческая империя, усиливать умственные способности, уровень, поменяться ролями, фактически.

IV. Письменно ответьте на вопросы:

1. How can the "intelligence" of a computer be defined best?
2. What are the possible uses of a computer?
3. What does the Turing Test consist of?

V. Перескажите текст.

Практическое занятие №61, №62.

Тема 10.2. Компьютерная зависимость

Цель работы: Введение и закрепление новой лексики по теме: Компьютерная зависимость; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения. Изучение нового грамматического материала по темам Present Perfect Continuous Tense, Past Perfect Continuous Tense.

Ход работы: Изучение новой лексики по теме «Компьютерная зависимость». Тексты: «Computers: new addiction». Выполнение грамматических упражнений Present Perfect Continuous Tense, Past Perfect Continuous Tense.

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.

GRAMMAR

Present Perfect Continuous Tense

I. Образование.

Настоящее совершенное длительное время образуется с помощью вспомогательного глагола "have", употребленного в форме Present Perfect (have been, has been) и причастия I смыслового глагола.

| | |
|----------------------|--------------------------|
| Утвердительная форма | I have been working. |
| Вопросительная форма | Have you been working? |
| Отрицательная форма | I have not been working. |

II. Употребление.

1) Present Perfect Continuous употребляется для выражения действия, которое началось в прошлом, продолжалось некоторое время и все еще продолжается в момент речи (for. since, how long). We have been watching TV since two o'clock.

How long has he been working for DP-Trade company?

2) Present Perfect Continuous выражает действие, которое началось в прошлом, продолжалось некоторое время и закончилось непосредственно перед моментом речи.

Janet doesn't feel well. She has been working on a new advertising project.

I'm glad to see you. I've been waiting for you.

1. Составьте предложения, употребляя глаголы в Present Perfect Continuous Tense.

1. I/to read/this book/for three days.
2. We/to play volleyball/ for twenty minutes.
3. She/to clean/the flat/for more than an hour.
4. Peter/to swim/for half an hour.
5. Anna/to speak/on the phone/for an hour now.
6. You/to wait/for a bus/for ten minutes only.
7. Nelly and Mary/to do the shopping/since early morning.
8. It/to snow/since last night.
9. Jack and his friend/ to ride bikes/for three hours now.
10. The teacher/to explain/ a grammar rule/since the beginning of the lesson.

2. Вставьте подходящие по смыслу глаголы, поставив их в форму Present Perfect Progressive Tense.

He _____ stamps since 7 years.

- Why are you so tired? – I _____ all this time.

The girl _____ for an hour. Now she looks quite calm.

I _____ this book for a week.

The boy _____ the floor for two hours.

My friend is an painter. He _____ his last picture for six months.

It _____ for a year.

I _____ as a professional football player for two years.

Jim has got a new job. He _____ as a salesman since Friday.

My mother _____ the dinner for half an hour. I'm already hungry.

(To wash, to work, to read, to last, to cook, to collect, to play, to cry, to paint, to run)

The Past Perfect Continuous Tense

Образование. Прошедшее совершенное длительное время образуется с помощью вспомогательного глагола "have", употребленного в форме Past Perfect (had been) и причастия I смыслового глагола.

| | |
|----------------------|-------------------------|
| Утвердительная форма | I had been working. |
| Вопросительная форма | Had you been working? |
| Отрицательная форма | I had not been working. |

Случаи употребления.

1. I had been cooking on the kitchen for an hour when the telephone rang up and my friend invited me to the party. — Я готовил на кухне в течение часа, когда зазвонил телефон и мой друг пригласил меня на вечеринку.
2. They had been working at this project since 2000 until they finished it. — Они работали над этим проектом с 2000 года, пока не закончили его.
3. They had been walking for half an hour before they met Tony. — Они гуляли в течение получаса, пока не встретили Тони.

Exercise 1. Опираясь на образец, дополните предложения в the Past Perfect Continuous Tense.
Example: ... before we came from the supermarket. Liz/ to clean/the flat/for two hours.— Liz had been cleaning the flat for two hours before we came from the supermarket.

1. ... before Tom came to the court. Helen/to play/tennis/for an hour and a half.
2. ... before he retired. Mr Black/to work/as a lawyer/for twenty-five years.
3. ... when the bus arrived. We/ to wait/f or forty minutes.
4. Sheila looked tired because She/to sew/a dress/for her little daughter/all day.
5. Before Jack got to level four He/to play/the same game/for three hours.
6. Mike's neighbours were angry because He/to listen/to loud music/for four hours/yesterday evening.
7. Everybody was very hungry because They/to work/all day/without/a break for lunch.
8. ... when suddenly the car broke down. We/ to drive/for five hours.
9. ... before the plane landed in the airport late in the evening yesterday. They/to fly/for six hours.
10. ... since Easter. Alex and Den/to prepare/for the exams.

Практическое занятие №63, №64.

Тема 10.3. Сообщения компьютера

Цель работы: Введение и закрепление новой лексики по теме: Сообщения компьютера; 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». Изложение текста «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 @vzwpx.com (photos and video) [source: [Slipstick Systems](#)].

12 Types of Computer Communications

Computer communications can be generally categorized into 4 groups:

1. Non-Verbal: Communications in the form of text. E.g. email and messaging.
2. Verbal: Communications in the spoken forms. E.g. VOIP.
3. Visual: Communications in the form of images. E.g. video conference.
4. Haptic: Communications in the form of touch. E.g. Braille.

NON-VERBAL COMMUNICATIONS

This is a form of communication that mostly comes in the fashion of writings. In the past, this would have been letters, but in the cyber world, we are talking about text.

1) EMAIL

Email (or electronic mail) is one of the most traditional and common means of communication via the computer. It is very straightforward, and works just like traditional letters – Compose your email, choose your recipients, and send it.

Your “letter” will then be instantly sent to the recipient, with no fuss, no-frills, and no postage to pay for. Getting started with email is also pretty easy, and there are plenty of free services that you can sign up with:

Gmail

outlook.live.com

Yahoo Mail

Yandex Mail

2) INSTANT MESSAGING & TEXTING

Is email too slow for you? Need to send out a message instantly? There are many “real-time text transmission” applications these days.

Facebook Messenger

Whatsapp

Skype

Viber

WeChat

Telegram

Signal

3) ONLINE CHAT

This is kind of confusing, but instant messaging is also a part of online chat. Instant messaging refers to the part where text messages are transferred over the Internet in real-time, while online chat refers to the “feel” where a real-time online conversation is taking place. When it comes to online chat, there are usually 2 types – An individual one-to-one private chat, or a group chat room with many people participating.

The “usual” instant messaging apps often only provide means to chat amongst friends that you know, but there are public chat rooms in the more traditional IRC (Internet Relay Chat), where you can download and access with the mIRC software.

4) DISCUSSION FORUMS

Discussion forums are as the name implies. These are websites that allow you to post public messages, ask questions, share your ideas, and interact with other people. There are forums for all kinds of topics on the Internet – Photography, technology, cooking, fitness, and even “generic” ask-a-question forums such as:

Quora

Reddit

Answers.com

5) NEWS GROUPS

Newsgroups are kind of like a mixture of forums and chatrooms. There are all kinds of news groups in the world, and you can access them to get all kinds of information, pictures, and files on newsgroups. They were once popular, but ever since the rise of social media, newsgroups have fallen into total decline.

VERBAL COMMUNICATIONS

As the name implies, verbal communications are done through the channel of speech. Once impossible for computers, but is a breeze now with affordable microphones.

6) VOICE OVER INTERNET PROTOCOL (VOIP)

We plug “traditional telephones” into a wall socket, and the voice is transmitted through what we call “landline cables”. While there are still landlines today, computers and the Internet offer a different and much more cost-effective channel of voice communication.

That is what we call VOIP, where we use the Internet to transmit phone calls instead of the landlines. This channel of communication offers a huge saving over the traditional landline, especially when it comes to international phone calls. It is not surprising that VOIP became popular and took over the traditional means.

7) VOICE MESSAGING

Remember instant messaging? Instead of sending text messages, some applications actually allow us to record short-spoken sentences and send them over.

VISUAL COMMUNICATIONS

Finally, visual communications deal with expressions that are done through perception.

8) VIDEO CALLS

Once upon a time, it is science fiction for people to be able to see and talk to each other through a mobile device as if they are right in front of each other. But today, science fiction became true with computers. There are many apps that allow us to do video chat in real-time – Skype, Whatsapp, Facebook Messenger, Google Duo, and Apple Facetime.

9) IMAGE AND VIDEO MESSAGING

Similar to text and audio messaging, video messaging involves recording a short video clip of yourself, then sending it across the Internet.

10) VIRTUAL REALITY (VR) CHAT ROOMS

The wonders of technology. Online chat used to be boring text-based, and maybe with just some graphics. But with the invention of VR glasses, we can now create VR chatrooms and talk to complete strangers in a completely virtual world. Check out VR Chat.

11) SOCIAL MEDIA

Facebook, Twitter, Instagram, and LinkedIn, there are plenty of social media platforms available these days. Social media is actually a pretty interesting mix of verbal, non-verbal, and visual communications – We can post text messages, share pictures, and even short video clips.

HAPTIC COMMUNICATIONS

As a small extra, this is one form of communication that is not very common in computing – Haptic communication or communication by the sense of touch.

12) BRAILLE DISPLAY

Refreshable Braille Display (Source: Wikipedia)

For those who do not know, Braille codes are those “strange dots” that you sometimes find on the lift buttons, and maybe even on some ATM machines. They are actually “alphabets” for the visually impaired folks to read, by the sense of touch.

Traditionally, it would have been very slow and difficult for visually impaired folks to use a computer, as they have to totally rely on a “system narrator” software to slowly read out everything on the screen. But now, there is an invention called refreshable Braille display – Which is basically a device that uses moving pins to create Braille code.

GRAMMAR

The Future Perfect Continuous Tense.

Образование. Будущее совершенное длительное время образуется с помощью вспомогательного глагола “have”, употребленного в форме Future Perfect (will have been) и причастия I смыслового глагола - I/He/She/It/We/You/They + will have been + V-ing

Например:

I will have been eating — Я буду есть

She will have been reading — Она будет читать

We will have been playing — Они будут играть

It will have been falling

Употребление.

Future Perfect Continuous (будущее совершенное длительное время) — это время, указывающее на действие, которое будет длиться в течение определенного времени и продолжаться до какого-то момента в будущем. Это действие может закончиться в указанному моменту в будущем, а может продолжаться и дальше.

Exercise 1. Составьте предложения, используя the Future Perfect Continuous Tense.

1. By the beginning of April/my father/to work as the General Manager of this corporation/for fifteen years.
2. By 8 o'clock/we/ to surf the Net/for five hours.
3. By the end of next month/we/ to live/in this city/for ten years.
4. By the end of this day/Dolly/ not to design/this fancy dress/for seven hours.
5. Ted/to work/ as an attorney/for twenty years/by the end of March?
6. Jack and Alison/to build/their house/for a year by Easter?
7. My parents/ to run/this cafe/for six years/by next September.
8. By 4 o'clock/ they/to play volleyball/for three hours.
9. By 3 o'clock/the students/to write/the test for two hours and a half.
10. By next Friday/Henry/to train/for the competition/for ten

Практическая работа №65, №66

Тема 10.4. Известные компьютерные корпорации

Цель работы: Введение и закрепление новой лексики по теме: Известные компьютерные корпорации; развитие умения поиска специфической информации; развитие умения говорить

на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения. Изучение темы Пассивный залог.

Ход работы: Известные компьютерные корпорации. Изучение новой лексики по теме «Известные компьютерные корпорации». Анализ текста «Famous Computer Corporations». Выполнение грамматических упражнений по теме: Пассивный залог глаголов в настоящем времени.

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.

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.

GRAMMAR

Выполнение упражнений по теме: Пассивный залог глаголов в настоящем времени:

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) (Сэндвичи с курицей готовят для детей.)
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. (Директор школы прислал письмо.)
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. (Фрэнк упаковал чемодан.)
6. Bob paid the bills. (Боб оплатил счета.)
7. The doctor will examine her tomorrow. (Доктор осмотрит ее завтра.)
8. My granny paints the door every year. (Моя бабушка красит дверь каждый год.)

3. Заполните пропуски предложениями 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 accident happened, the car was brought ... police.

Exercises 4.

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. Exercise Put 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 №67

Тема 10.5. История создания и развития компании Apple.

Цель работы: Введение и закрепление новой лексики по теме: История создания и развития компании Apple; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения.

Ход работы: Изучение новой лексики по теме «История создания и развития компании Apple». Текст: «Apple Computer Company». Составление диалога по теме. Выполнение упражнений по теме.

1. Прочитайте и переведите текст.

Apple Computer Company

Apple Inc. is an American multinational corporation and technology company headquartered in Cupertino, California, in Silicon Valley. It is best known for its consumer electronics, software, and services. Founded in 1976 as Apple Computer Company by Steve Jobs, Steve Wozniak and Ronald Wayne, the company was incorporated by Jobs and Wozniak as Apple Computer, Inc. the following year. It was renamed Apple Inc. in 2007 as the company had expanded its focus from computers to consumer electronics. Apple is the largest technology company by revenue, with US\$391.04 billion in the 2024 fiscal year.

The company was founded to produce and market Wozniak's Apple I personal computer. Its second computer, the Apple II, became a best seller as one of the first mass-produced microcomputers. Apple introduced the Lisa in 1983 and the Macintosh in 1984, as some of the first computers to use a graphical user interface and a mouse. By 1985, internal company problems led to Jobs leaving to form NeXT, Inc., and Wozniak withdrawing to other ventures; John Sculley served as long-time CEO for over a decade. In the 1990s, Apple lost considerable market share in the personal computer industry to the lower-priced Wintel duopoly of the Microsoft Windows operating system on Intel-powered PC clones. In 1997, Apple was weeks away from bankruptcy. To resolve its failed operating system strategy, it bought NeXT, effectively bringing Jobs back to the company, who guided Apple back to profitability over the next decade with the introductions of the iMac, iPod, iPhone, and iPad devices to critical acclaim as well as the iTunes Store, launching the "Think different" advertising campaign, and opening the Apple Store retail chain. These moves elevated Apple to consistently be one of the world's most valuable brands since about 2010. Jobs resigned in 2011 for health reasons, and died two months later; he was succeeded as CEO by Tim Cook.

Apple's current product lineup includes portable and home hardware such as the iPhone, iPad, Apple Watch, Mac, and Apple TV; operating systems such as iOS, iPadOS, and macOS; and various software and services including Apple Pay, iCloud, and multimedia streaming services like Apple Music and Apple TV+. Apple is one of the Big Five.

- 2. Составьте 5 вопросов к тексту.**
3. Подготовьте сообщение по теме.

Практическая работа №68, №69

Тема 10.6. 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. Изучение темы Пассивный залог.

Ход работы: Изучение новой лексики по теме «Инновации в компьютерах». Изложение текста «Innovations in computer». Выполнение грамматических упражнений по теме: Пассивный залог глаголов в прошедшем и будущем временах.

1. Прочитайте и переведите текст:

Innovations in computer

The twenty-first century has seen a technological revolution. Several highly commercial and widely used technologies from the early 2000s have completely vanished, and other ones have replaced them.

In 2021, many latest technologies will emerge, particularly in the fields of computer science and engineering. These latest technologies are only going to get better in 2021, and they may even make it into the hands of the average individual.

These are the key trends or latest technologies to look at whether you're a recent computer science graduate or a seasoned IT professional. And how these innovations are upending the established quo at work and on college campuses.

Artificial Intelligence

Machine code that mimics human and animal intelligence is at the heart of artificial intelligence (AI). Professionals in artificial intelligence (AI) create algorithms and programme machines to do human-like activities. Artificial intelligence (AI) is already widely used to detect credit card fraud, identify disease outbreaks, and improve satellite navigation.

The Institute of Electrical and Electronics Engineers Computer Society forecasts that numerous AI concepts will be extensively implemented in 2021 in their annual technology prediction report. Reliability and safety for intelligent autonomous systems, AI for digital manufacturing, and trustworthy and explainable AI and machine learning are all purported AI breakthroughs.

As of 2020, computer and information research scientists earned a median annual pay of \$126,830, with the Bureau of Labor Statistics expecting much-faster-than-average growth for the profession from 2019 through 2029.

Machine learning engineers make an average yearly pay of \$112,840, according to PayScale, with late-career professionals earning an average annual salary of \$162,000 as of June 2021. A bachelor's degree is required for entry-level AI positions, while a master's or Ph.D. leads to the best job chances in artificial intelligence.

Edge Computing

In contrast to cloud computing, which processes and stores data in massive data centres far away from the end user, edge computing keeps computer data close to the user. Experts predict that the cloud will not totally disappear, but rather will coexist with edge computing as it puts processing closer to consumers, speeding everything from factory output to self-driving car reaction.

Edge computing is used in technologies such as autonomous vehicles, video conferencing, and augmented reality. Edge computing, for example, reduces the delay of waiting for a server in the cloud to respond when an autonomous car makes a split-second choice to brake and avoid a collision.

Software engineers, especially edge computing software developers, are expected to expand by 22% between 2019 and 2029, according to the BLS, with a median annual pay of \$110,140 in 2020.

Workers with edge computing skills are employed in industries such as telecommunications, security, and oil and gas. A bachelor's degree is frequently required for entry-level employment such as software developer or computer network architect. A master's degree is commonly required for managerial, administrative, and research employment.

Quantum Computing

Quantum computing makes use of high-performance computers to address issues at the atomic and subatomic level. Quantum computers, unlike traditional computers, use quantum bits, also known as qubits, to execute calculations and store data. Quantum computers can now crunch data and solve problems considerably faster than they could before.

While big tech companies like Google and IBM are making progress in quantum computing, the field is still in its early stages. Banking, transportation, and agriculture are some of the other areas that could profit from quantum computing.

Quantum computing could be used to locate the most effective truck delivery routes, establish the most efficient flight schedule for an airport, or quickly and cheaply produce novel treatments. Quantum computing holds promise for developing sustainable technology and solving environmental issues, according to scientists.

A master's or doctoral degree is commonly required for quantum computing jobs. Quantum computing workers can earn up to \$160,000 per year, according to ZipRecruiter, with an average yearly pay of \$96,900 as of May 2021. Many potential quantum computing jobs may not yet exist because quantum computing is a new computer science expertise.

Robotics

Robotics is a field that studies and develops robots in order to make life easier. Robotics is a multidisciplinary field that includes computer science, electrical engineering, and mechanical engineering. Artificial intelligence, machine learning, and other computer science technologies are used in robotics.

In industries such as manufacturing, farming, and food preparation, robots attempt to improve safety and efficiency. Robotics are used to build cars, do dangerous activities such as bomb dispersal, and perform intricate procedures.

Cybersecurity

Cybersecurity is concerned with preventing cyberthreats and attacks on computer systems and networks. As businesses continue to store data in the cloud and conduct business online, the need for better protection grows.

Cyberattacks cause enormous financial losses to individuals, corporations, and governments. The Colonial Pipeline, for example, lost \$5 million in May 2021 due to a ransomware attack in the eastern United States, which resulted in higher gas costs for consumers.

Cybersecurity experts work for consulting firms, computer firms, and businesses and financial institutions. Apple, Lockheed Martin, and Capital One are among the major employers. A bachelor's degree is required for the finest cybersecurity employment; however, some firms prefer a master's degree.

Bioinformatics

Professionals in bioinformatics examine, preserve, and analyse biological data. Bioinformatics is a multidisciplinary discipline that combines computer science and biology to hunt for patterns in genetic material such as DNA, genes, RNA, and protein sequences. Bioinformatics professionals create the methodologies and software tools that enable these activities to be completed.

Bioinformatics computer science technologies serve the medical and pharmaceutical, industrial, environmental/government, and information technology industries considerably. Bioinformatics aids doctors in preventative and precision medicine by allowing them to detect ailments early and treat them more effectively.

The Bureau of Land Management, the Department of Defense, hospitals, and research institutes are all major employers of bioinformatics experts. A bachelor's degree is required for bioinformatics occupations. A master's or Ph.D. may be required for administrative, teaching, or supervising employment.

Data Science

Data science was the next big thing throughout much of the first decade of the twenty-first century. Data science has existed for far longer than the last two decades. Data analysis has been a necessary duty for businesses, governments, institutions, and departments for millennia. Data analysis is useful for determining the effectiveness of operations, conducting employee surveys, and gauging people's general mood.

Data analysis is one of the earliest tasks for which computers are used. Data analysis was so popular in the early 2000s that students were taught introductory classes on the subject in school.

The advantage of a career in data science is that you are an integral component of the company's overall operation, regardless of the domain in which it operates. Any organisation you serve is likely to rely on the data you generate and the interpretations you provide as part of their business strategy.

Data science is commonly utilised in retail and e-commerce to determine the success of campaigns and the general trend of product growth. This, in turn, aids in the development of marketing strategies for specific items or types of products. In health care, data informatics can help clinicians choose the safest and most effective treatments for patients by recommending low-cost options and packages.

2.Подготовьте сообщение по теме.

GRAMMAR

Выполнение упражнений по теме: Пассивный залог глаголов в прошедшем и будущем временах:

1. Передайте следующие предложения в Passive Voice.

1. The students greeted the famous lecturer warmly. 2. They have recently built a huge plant, in the town of N. 3. We must finish the work by tomorrow. 4. When I fell ill, my mother sent for the doctor. 5. They looked for the girl everywhere. 6. They did not listen to the boy. 7. She looks after the patients well. 8. They asked for our address. 9. My father looked through these papers this morning- Ю- He will give my brother English lessons. 1.1. A friend of his has shown me an interesting magazine. 12. His friend told him everything. 13. They showed Helen the nearest way to the theatre. 14. He gave his patient some good advice. 15. Mary has told me the news. 16. The people looked at the little boy with interest. 17. They examined the paper attentively.

2. Передайте следующие предложения в Passive Voice.

1. We asked him about his holidays. 2. They have already discussed the novel. 3. He did not give me his address. 4. She showed him the way to the metro station. 5. He will introduce me to his friends. 6. They are building a bridge over the river. 7. I haven't yet translated the article. 8. We were looking at

the man with great surprise. 9. You will speak about the film at the lesson. 10. The headmistress sent for the pupil's parents. 11. Has the secretary typed the letters? — No, she is typing them now.

3. Передайте следующие предложения в Passive Voice.

1. We turn on the light when it is dark. 2. The students finished their translation in time. 3. Helen washed the dishes. 4. Betty often took her younger brother for a walk. 5. Mother has made some coffee. 6. Have you ironed your dress yet? 7. Nina mispronounced this word. 8. They have told her the truth. 9. She promised us an interesting entertainment. 10. One uses chalk for writing on the blackboard. 11. I shall finish my work about seven o'clock. 12. Somebody has opened the door. 13. The waitress brought in the coffee. 14. One of my friends took me to the cinema last week. 15. We shall finish this work in time. 16. They built this house in 1960. 17. They were selling new children's books in that shop when I entered it yesterday. 18. A large group of young people joined us on our way to the station. 19. A young teacher started a school in this village. 20. They are translating this article now. 21. Galsworthy wrote "The Forsyte Saga." 21. Thousands of people attended this meeting. 22. He has just interrupted me. 23. The teacher has explained it to us.

Практическая работа №70

Тема 10.7. Компьютеры: друзья или враги?

Цель работы: Введение и закрепление новой лексики по теме: Компьютеры: друзья или враги?

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?». Проведение викторины по теме.

Vocabulary:

to replace замещать

Recycle Bin корзина

to remove удалять

co-workers коллеги, сослуживцы

rarely 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 спокойный

shortcut кратчайший путь

built-in встроенный

to ship перевозить, отправлять

to sacrifice жертвовать

weapon оружие

buzz зависать

1.Прочитайте и переведите текст

Operating systems

When computers were first introduced in the 1940's and 50's, every program written had to provide instructions that told the computer how to use devices such as the printer, how to store information on a disk, as well as how to perform several other tasks not necessarily related to the program. Programmers soon realized it would be smarter to develop one program that could control the computer's hardware, which others programs could have used when they needed it. With that, the first operating system was born.

Today, operating systems control and manage the use of hardware devices such as the printer or mouse. They also provide disk management by letting you store information in files. The operating system also lets you run programs such as the basic word processor. Lastly, the operating system provides several of its own commands that help you to use the computer.

DOS (disk operating system), the most commonly used PC operating system, was developed by a company named Microsoft.

The version of DOS release in 1981 was 1.0. Over the past decade, DOS has undergone several changes. Each time the DOS developers release a new version, they increase the version number.

Windows NT (new technology) is an operating system developed by Microsoft. NT is an enhanced version of the popular Microsoft Windows 3.0, 3.1 programs. Unlike the Windows, which runs on top of DOS, Windows NT is an operating system itself. However, NT is DOS compatible. The advantage of using NT over Windows is that NT makes better use of the PC's memory management capabilities. OS/2 is a PC operating system created by IBM. Like NT, OS/2 is DOS compatible and provides a graphical user interface that lets you run programs with a click of a mouse.

UNIX is a multi-user operating system that allows multiple users to access the system. Traditionally, UNIX was run on a larger mini computers to which users accessed the systems using terminals and not PC's. UNIX is not DOS compatible. Most users would not purchase UNIX for their own use.

Windows 95 & 98 (Windows 2000) are the most popular user-oriented operating systems with a friendly interface and multitasking capabilities. The usage of Windows 95 and its enhanced version Windows 98 is so simple that even little kids learn how to use it very quickly. Windows 95 and 98 are DOS compatible, so all programs written for DOS may work under the new operating system.

Windows 98

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.

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 of 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 №71, №72

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».

Прочитайте и переведите текст.

Computerized education

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.

Отвeтьте на вопросы:

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

1. Computers allow us to access the latest information really quickly
2. It's much easier to edit and print documents 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.

2

1. Books are enjoyable things.
2. One of the good things about a book is that you can take it to bed.
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.

Составьте диалог по изученной теме.

Повторите изученные слова и выражения.

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.

Ответьте на вопросы викторины:

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 of 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 №73, №74

Тема 10.9. Компьютеризация в сфере бизнеса

Цель работы: Введение и закрепление новой лексики по теме: Компьютеризация в сфере бизнеса; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения.

Ход работы: Изучение новой лексики по теме «Компьютеризация в сфере бизнеса». Работа с текстами: «Computers in business», «Computers in management». Выполнение упражнений.

Прочитайте и переведите текст.

Computers in business

In 1950 it was predicted that eight or ten electronic computers would be sufficient to handle all the scientific and business needs of the United States. Likewise, the chief executive officer of IBM advised the company not to invest time or money in developing computers because he foresaw a limited commercial market. But this predictions were proved totally inaccurate as the computer industry developed into a multibillion – dollar business. Today the computer plays a vital role in the lives of many Americans and is seen as one of the greatest technological developments of all times.

Basically a computer is an electronic machine that is capable of performing mathematical tasks to solve scientific or clerical problems in a relatively short period of time. There are two main elements of any computer system – hardware and software.

Hardware is the physical equipment, i.e. the machinery and electronic components. Certain tasks are performed by the hardware.

Equally as important as hardware in the operation of computers is software. This term refers to the programs and procedures that make it possible to use the computer. A program is a detailed set of instructions of steps to follow. Programs are written in special computer languages by trained people called computer programmers.

The technological development of computer hardware and software has affected the modern world in numerous ways. Business is one of the areas in which the effect has been greatest.

1. Найдите русские эквиваленты следующих слов и выражений: to predict, sufficient, scientific, likewise, chief executive officer, to invest, development, basically, hardware.

2. Найдите в тексте английские эквиваленты следующих слов и выражений: вкладывать деньги, ограниченный, развиваться, решать, оборудование, термин, особый компьютерный язык, программист, современный мир, область, задача.

3. Письменно ответьте на вопросы:

- 1) What was predicted in 1950?
- 2) What did the chief executive officer of IBM advise the company to do?
- 3) What is a computer?

Прочитайте и переведите текст.

Computers in management

What is it that the computer can do especially for the manager? Although there are five major applications so far, most businesses only use the first.

The first application of the computer is a mechanical clerk handling large masses of repetitive, but simple, paperwork: payroll, billing, and so on. All that application really uses is the speed of the computer. It makes little use either of its memory or of its calculating capacity. The computer is being used as a large - scale, rapid printer. The second major use of the computer is for collecting, storing, analyzing and presenting information. It is this capacity of the computer that has led to the initials EDP, which stand for electronic data processing. The computer can take data, that is, information, in numerical form and can process it. Very little use is yet made in business of the computer's capacity to analyze. The computer can, if properly instructed, compare the data it receives against the data it has been told to expect, for instance, budget figures. And it can immediately alert management if things do not go as expected.

The capacity of the computer to provide people with the information they need, in the form and the time they need it, is the great versatility of the tool, one so far not used too well by most businesses. It means that management has to think through what it needs.

The next obvious step is to the design of "geometry", that is, of physical structures. If one programmes into the computer all the considerations that go into designing a highway across country, and then further programmes into the computer the basic features of the country across which the highway has to be built, the computer can, very rapidly, work out where the highway should go to take the fullest advantage of the physical and economic characteristics of the terrain. It can similarly work out a great many physical arrangements, particularly those in which a large mass of consideration has to be worked out into one optimal solution. Here the great capacity of the computer to handle large masses of variables fast comes into play.

The next major application of the computer is highly relevant to business. This is the computer's capacity to resolve a process to pre - set conditions - the capacity to "control" the process. If, for example, the computer has been programmed on the desired level of stocks and on the events that determine stock levels, such as volume of sales, volume of shipments, and so on, the computer can take over control. It can report when stocks of a certain merchandise should be renewed. It can even print out the purchase order or, eventually, instruct the machine to turn out this or that particular kind of merchandise. It can order goods to be assembled for shipping to a customer. It can indeed, if that is desirable (and economical), actuate the machinery that would bring the goods together from their places on the shelves and in the bins and put them together in one shipping order. Finally, the computer will play an increasing part in the strategic decision - making of management - that is, in deciding what course of action to take in respect of the future. This is where the computer can "simulate". It can rapidly work out what would happen if certain things were done under certain assumptions. It cannot determine what the things might be that should be done. And it cannot determine the assumptions. Both have to be programmed into the computer. But it can tell management basic facts - that, say, the introduction of new product at such - and - such a price and such - and - such a cost would be justified if one can assume a certain volume of sales.

1. Найдите русские эквиваленты следующих слов и выражений: large -scale, to collect, store, analyze and present information, capacity of the computer, budget figures, to spot the difference between the two sets of data, a highway, physical arrangements, mass of consideration,

2. Найдите в тексте английские эквиваленты следующих слов и выражений: основное применение, управлять, получать (применять) данные, обеспечивать людей информацией, экономическая характеристика местности, оптимальное решение, устанавливать заранее (условия), определенный вид товара, сделать заказ товара, симулировать, принимать.

3. Письменно ответьте на вопросы:

- 1.What is the first application of a computer?
- 2.What can the computer do, if properly instructed?
- 3.When can the computer take over control? And what can it report?

Практическая работа №75, №76

Тема 10.10 Хранение информации

Цель работы: Введение и закрепление новой лексики по теме: Хранение информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения.

Ход работы: Изучение новой лексики по теме «Хранение информации». Работа с текстами: «Storage», «Storage devices».

1. Read and learn the following words:

primary / secondary storage — первичное / вторичное запоминающее устройство

main storage — основная память; оперативное запоминающее устройство

internal storage — внутреннее ЗУ

sequence— последовательность; порядок следования

intermediate results— промежуточные результаты

ongoing process — продолжающиеся, постоянный процесс

similarity— сходство; подобие

to retain — сохранять; удерживать

to locate — размещать(ся); располагать(ся)

value — значение, величина; значимость, ценность; оценка

binary digit— двоичная цифра; двоичный знак

adjacent— смежный; соседний; примыкающий

strings of characters — последовательность символов

consecutive— последовательный; смежный; соседний

2.Read and translate.

STORAGE

Computer system architecture is organized around the primary storage unit because all data and instructions used by the computer system must pass through primary storage. Our discussion of computer system units will begin with the functions of the primary and secondary storage units. This leads to the examination of the central processing unit and from there to the consideration of the input and output units. Therefore, the sequence in which we'll describe the functional units of a digital computer is: 1) storage units, primary and secondary; 2) central processing unit; 3) input and output units. There are primary and secondary storage units. Both contain data and the instructions for processing the data. Data as well as instructions must flow into and out of primary storage. *Primary storage* is also called main storage or internal storage. The specific functions of internal storage are to hold (store): 1) all data to be processed; 2) intermediate results of processing; 3) final results of processing; 4) all the instructions required for ongoing process. Another name for primary storage is memory, because of its similarity to a function of the human brain. However, computer storage differs from human memory in important respects. Computer memory must be able to retain very large numbers of symbol combinations, without forgetting or changing any details. It must be able to locate all its contents quickly upon demand. The combinations of characters, that is, the letters, numbers, and special symbols by which we usually communicate, are coded. The codes used by computer designers are based upon a number system that has only two possible values, 0 and 1. A number system with only two digits, 0 and 1, is called a *binary number system*. Each binary digit is

called a bit, from Binary digit. As the information capacity of a single bit is limited to 2 alternatives, codes used by computer designers are based upon combinations of bits. These combinations are called *binary codes*. The most common binary codes are 8-bit codes because an 8-bit code provides for 2⁸, or 256 unique combinations of I's and O's, and this is more than adequate to represent all of the characters by which we communicate.

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

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

STORAGE DEVICES

Storage media are classified as primary storage or secondary storage on the basis of combinations*of cost, capacity, and access time. The cost of storage devices is expressed as the cost per bit of data stored. The most common units of cost are cents, millicents (0.001 cents) and microcents (0.000001 cents). The time required for the computer to locate and transfer data to and from a storage medium is called the access time for that medium. Capacities range from a few hundred bytes of primary storage for very small computers to many billions of bytes of archival storage for very large computer systems.

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

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

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

Tape devices range from large-capacity, high-data-rate units used with large data processing systems to cassettes and cartridges used with small systems. Magnetic disk storage, introduced in the early 1960s, has replaced magnetic tape as the main method of secondary storage. As contrasted with

magnetic tapes, magnetic discs can perform both sequential and random processing. They are classified as moving-head, fixed-head, or combination moving-head and fixed-head devices. Magnetic discs are the predominant secondary storage media. They include flexible, or floppy discs, called diskettes. The "floppies" were introduced by IBM in 1972 and are still a popular storage medium to meet the demands of the microcomputer market.

3. Answer the following questions:

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

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

Найдите в тексте английские эквиваленты следующих словосочетаний:

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

11. Опишите схему.

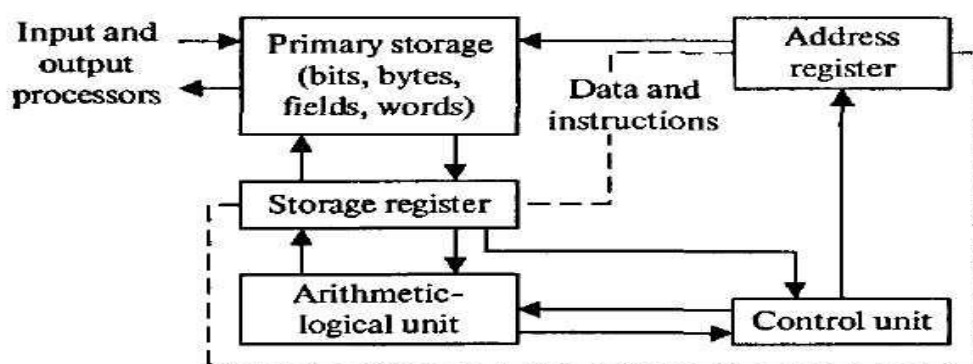


Fig. 11. Communication between the primary storage unit and the arithmetic-logical and control units

Прочитайте текст. Выразите свое мнение.

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.

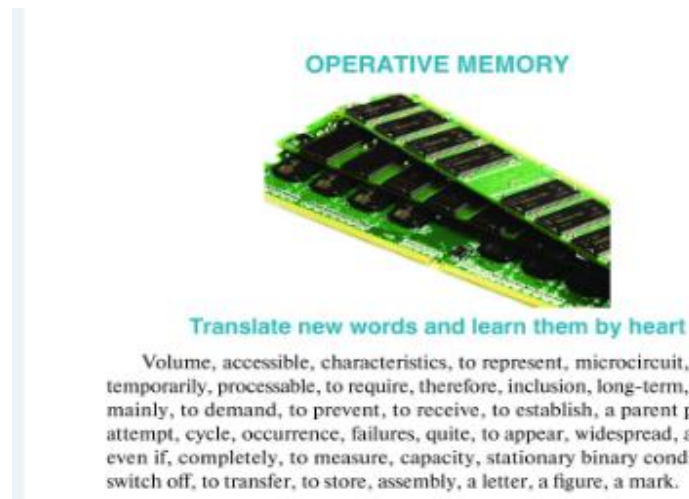
Could I create a pointer that gets incremented comparing each serial number stored in the datablock to the scanned part at the station?

Практическая работа №77

Тема 10.11 Оперативная память

Цель работы: Введение и закрепление новой лексики по теме: Оперативная память; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме «Оперативная память». Текст: «Operative memory». Выполнение упражнений по теме.



Volume of accessible operative memory is one of the major parameters of any computer. Operative memory or an operative memory (the RAM or RAM) represents set of microcircuits on the system payment, capable to accumulate and temporarily to store(keep) programs and the processable data. This information may be as required fast be read out from operative memory by the processor and enter the name there again. At switching-off of a feed (meal) contents of operative memory are completely erased and lost. Therefore after inclusion of the computer of the program and every time anew is necessary for loading the data into operative memory from sources of long-term storage of the information. Magnetic and optical disks or other stores of the digital information more often are applied to long-term storage of the information.

In modern computers dynamic operative memory or DRAM (Dynamic Random Access Memory) is applied mainly. She(it) is under construction on the microcircuits demanding in order to prevent losses periodic updating of the information. This process has received the name " regeneration of memory ". It(he) is realized by the special controller established on a parent payment. Some time is spent for periodic regeneration of the data in microcircuits of dynamic operative memory. Attempt to read from memory up to the moment of end of a cycle of regeneration results the information in occurrence of mistakes. Therefore failures in memory quite often appear one of the widespread problems in work of inexpensive personal computers of "yellow" or "black" assembly even if in them completely serviceable microcircuits of dynamic operative memory are used.

Volume of any computer memory including operative memory, it is measured in kilobytes and mbytes. The least unit of measurements of information capacity and least unit of division of memory of the computer is byte. Actually the byte is, in turn, set of eight smallest units of the information which name bats. A difference between the elementary stationary binary conditions, for example, "is included" / "is switched off" or between zero and one makes only one of bats. Byte (or eight - bit) the structure of measurement is chosen from - for the binary organizations of computer facilities. Transfer or preservation of one any symbol - letters, figures or a mark - needs a minimum of one byte.

Exercise 1. Answer the questions

1. What is one of the main characteristics of any computer?
2. What does Operative memory represent?
3. In what case are the contents of operative memory completely erased and lost?
4. What is applied to a long-term storage of the information?
5. Where is DRAM used?
6. What is the “regeneration of memory”?
7. What happens if you try to read information from memory up to the moment of end of a cycle of regeneration?
8. How is measured the volume of any computer memory?

Практическая работа №78, №79

Тема 10.12. Компьютерное программирование

Цель работы: Введение и закрепление новой лексики по теме: Компьютерное программирование; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение новой лексики по теме «Компьютерное программирование». Работа с текстами: «Computer programming», «Programming language». Выполнение упражнений по теме.

1. Read and learn the following words:

equation— уравнение, приравнивание
list of instructions — перечень команд
guard — защищать; предохранять;
завершать; заканчивать
appropriate sequence — необходимая (требуемая) последовательность
program logic — логическая последовательность выполнения программы
flowchart — блок-схема; составлять блок-схему
flowcharting — построение блок-схемы
pictorial representation — наглядное представление
predefined symbols — заранее заданные символы
specifics — специальные черты; характерные особенности
emplate — шаблон; маска; образец; эталон
pseudocode— псевдокод; псевдопрограмма
burden — издержки, затраты
programming rules — правила программирования
consume — потреблять; расходовать
emphasize — выделять; подчеркивать
top-down approach — принцип нисходящей разработки
looping logic — логическая схема выполнения (операций) в цикле

COMPUTER PROGRAMMING

Programming is the process of preparing a set of coded instructions which enables the computer to solve specific problems or to perform specific functions. The essence of computer programming is the encoding of the program for the computer by means of algorithms. The thing is that any problem is expressed in mathematical terms, it contains formulae, equations and calculations[^]

But the computer cannot manipulate formulae, equations and calculations. Any problem must be specially processed for the computer to understand it, that is — coded or programmed.

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

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

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

Pseudocode has three basic structures: sequence, decision, and looping logic. With these three structures, any required logic can be expressed.

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

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

4. Найдите в тексте английские эквиваленты следующих словосочетаний:

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

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

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

program; simulation program; support program; utility program; virus-detection program; watch-dog program.

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

Ознакомьтесь с терминами текста PROGRAMMING LANGUAGES

programming language — язык программирования

coded form — кодированный вид; кодированное представление

to convey — передавать; сообщать

to improve — улучшать, совершенствовать

machine-oriented language — машинно-ориентированный язык

business-oriented language — язык для (программирования) экономических задач

problem-oriented language — проблемно-ориентированный язык

string of binary — строка двоичного представления

data handling — обработка данных; работа с данными

field-name length — длина имени поля

incorporate features — включать свойства, особенности

versatile — многофункциональный; разносторонний;

универсальный generous — большой, значительный (о количестве)

mathematical relationship — математическая связь (соотношение)

Прочтите текст и объясните, что представляют собой языки программирования.

PROGRAMMING LANGUAGES

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

The computer cannot understand instructions written in just any old way. The instructions must be written according to a set of rules. These rules are the foundation of a programming language. A programming language must convey the logical steps of the program plan in such a way that the control unit of the CPU can interpret and follow the instructions. Programming languages have improved throughout the years, just as computer hardware has improved. They have progressed from machine-oriented languages that use strings of binary 1s and 0s to problem-oriented languages that use common mathematical and/or English terms.

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

COBOL

COBOL was the most widely used business-oriented programming language. Its name is an acronym for Common Business-Oriented Language. COBOL was designed to solve problems that are oriented toward data handling and input-output operations. Of course, COBOL can perform arithmetic

operations as well, but its greatest flexibility is in data handling. COBOL also was designed as a self-documenting language. Self-documenting languages are those that do not require a great deal of explanation in order to be understood by someone reading the program instructions. The self-documenting aspect of COBOL is made possible by its sentencelike structure and the very generous maximum symbolic field-name length of 30 characters. With a field-name length of up to 30 characters, the name can clearly identify the field and its purpose.

FORTTRAN IV

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

PL/I

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

Ответьте на вопросы, используя информацию текста.

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

Найдите в тексте английские эквиваленты следующих словосочетаний:

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

Практическое занятие №80, №81

Тема 10.13. 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 ««Means and methods for the information protection in the global network Internet»». Работа с текстами. Выполнение упражнений.

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.

Translate into English:

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, embedding of a program, intrusion, smart-attack.

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 Trojan 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.

1. What types of information threats in Internet do you know?
2. What are the most widespread means for information protection?
3. What are the demerits of using Internet?

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.

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