**Приложения.**

**2.1. Формы заданий проверочных и самостоятельных работ.**

**Тема 1. Путешествие по своей стране и за рубежом.**

**Самостоятельная работа.** Сочинение о летнем отдыхе. Составьте банк слов из раздела 1 учебника. Составьте план рассказа. Используя банк слов, напишите рассказ о вашем летнем отдыхе.

**Тема 2. Досуг молодежи.**

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**Самостоятельная работа.** Написание электронного письма, составление sms. Используя изученные аббревиатуры и сокращения, принятые в электронных письмах, чатах, и коротких сообщениях (sms), начните переписку с один из ваших одногруппников. Предложите ему/ей какое-либо развлечение. К концу переписки вы должны придти к соглашению.

**Тема 3. Межличностные отношения.**

**Самостоятельная работа.** Устное сообщение по теме «Разбитые сердца». Заранее продумайте свое сообщение, составьте примерный план своего высказывания. Отработайте отельные слова и устойчивые фразы в материале по теме. Материалом для подготовки устного высказывания могут служить готовые темы, которые можно найти в учебных пособиях.

**Тема 4. Здоровье и забота о нем.**

**Тестирование.**

Упражнение 1. Переведите на английский язык, употребляя модальный глагол can (could).

1. Я умею говорить по-английски. 2. Мой папа не умеет говорить по-немецки. 3. Ты умеешь говорить по-французски? 4. Моя сестра не умеет кататься на коньках. 5. Ты можешь переплыть эту реку? 6. Я не могу выпить это молоко. 7. Она не может вас понять. 8. Ты умел плавать в прошлом году? 9. В прошлом году я не умел кататься на лыжах, а сейчас умею. 10. Вы не можете мне сказать, как доехать до вокзала? 11. Не могли ли бы вы мне помочь? 12. Я не могу перевести это предложение. 13. Никто не мог мне помочь. 14. Где тут можно купить хлеб? 15. Твоя бабушка умела танцевать, когда была молодая? — Да, она и сейчас умеет. 16. Я умею пользоваться компьютером.

Упражнение 2. Вставьте модальный глагол may (might) или выражение to be allowed to. Вставляйте to be allowed to только в тех случаях, где may (might) употребить нельзя.

1. Не ... go home if he likes. 2. As soon as the boy ... leave the room, he smiled a happy smile and ran out to join his friends outside. 3. The doctor says I am much better. I ... get up for a few hours every day. 4. ... I bring my sister to the party? 5. He asked if he ... bring his sister to the party. 6. After the children had finished their homework, they ... watch TV. 7. He ... join the sports club as soon as he passes his medical examination. 8. Becky’s mother said that everybody ... take part in the picnic. 9. If you pass your exams, you ... go to the south. 10. ... I borrow your car, please? 11. He asked if he ... borrow my car. 12.... I have a look at your newspaper? 13. One day all his dreams ... come true.

Упражнение 3. Переведите на английский язык, употребляя модальные глаголы must, may или сап.

1. Можно мне взять ваш словарь? 2. На уроке английского языка вы должны говорить только по-английски. 3. Мы должны сегодня сдать тетради? 4. Можно мне задать вам вопрос? — Пожалуйста. 5. Я не могу пойти с вами в кино, так как я очень занят. 6. Можно здесь остаться? — Пожалуйста. 7. Он сейчас должен быть в своем кабинете. Вы можете

поговорить с ним. 8. Можно войти? — Пожалуйста. 9. Вы должны прочитать этот текст. 10. Может ли он выполнить на компьютере несколько простых заданий? 11. Я должен сегодня поговорить со своим другом. 12. Мы должны оплатить счет за электричество к концу месяца. 13. Эта женщина — прекрасный водитель. Она может водить даже автобус. 14. Можно мне бутерброд с тунцом и чашечку кофе?

Упражнение 4. Скажите автору нижеследующих предложений, что надо (не надо) было делать.

Примеры: 1) I bought that book spending a lot of money. – You should not have bought the book.

2) I did not buy that book. – You should have bought the book.

1. So I took the child to the cinema. 2. We forgot to leave a message for her. 3. We did not wait for them because it was beginning to rain. 4. I did not put down her address and now I don’t know how to find her. 5. I did not explain to her how to get here. 6. I bought a pair of red shoes to go with my new dress. 7. So I told her frankly what we all thought about her idea. 8. I have not seen the film, and now it is too late because it is no longer on. 9. My pen was leaking, so I wrote with a pencil. 10.1’am afraid I ate too much cake with my tea.

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**Самостоятельная работа.** Устное сообщение по теме «Спорт». Подберите иллюстрации к вашему сообщению. Заранее продумайте его, составьте примерный план своего высказывания. Отработайте отельные слова и устойчивые фразы в материале по теме. Материалом для подготовки устного высказывания могут служить готовые темы, которые можно найти в учебных пособиях.

**Тема 5. Роль книги в современном обществе. Научно-технический прогресс.**

**Самостоятельная работа.** Устное сообщение по теме «Читать или не читать?». Заранее продумайте свое сообщение, составьте примерный план своего высказывания. Отработайте отельные слова и устойчивые фразы в материале по теме. Материалом для подготовки устного высказывания могут служить готовые темы, которые можно найти в учебных пособиях.

**Тема 6. Путешествие по своей стране.**

**Самостоятельная работа.** Составьте банк слов из раздела 6 учебника. Составьте план рассказа. Используя банк слов, напишите письмо другу о национальных праздниках и традициях.

**Тема 7. Знание-сила. Образование. Планы на будущее. Проблема выбора профессии.**

**Тестирование.**

Упражнение 1. Вставьте артикль, где необходимо.

1. When is your ... birthday? — My ... birthday is (on) 1st May. 2. Do you remember your mother’s ... birthday? — Yes, I do. 3. His ... uncle is generous and her ... aunt is very kind. 4. That ... man is very clever. His ... book is recognized by a lot of people. 5. They know our ... address.,6. Their ... son speaks English very well. 7. My cousin’s ... dog is small. Its ... hair is curly. 8. Is this ... watch? No, it isn’t... watch, it’s ... pen. 9. This ... pen is good, and that... pen is bad. 10. I can see ... pencil on your ... table, but I can see no ... paper. 11. Give me ... chair, please. 12. They have ... dog and two ... cats. 13. I have ... spoon in my ... soup plate, but I have no ... soup in it. 14. My ... friend says he is going to be ... millionaire one ... day. 15. Would you like ... orange? 16. Mr Smith is ... artist. Mrs Smith is ... poetess. She is not ... singer.

Упражнение 2. раскрывая скобки, напишите каждое предложение три раза, образуя условные предложения I, II и III типов.

Примеры: If you (to be) free, I (to come) to see you.

1. If you are free, I shall come to see you.
2. If you were free, I should come to see you.
3. If you had been free, I should have come to see you.

If I (to see) her, I (to be) glad.

1. If I see her, I shall be glad.
2. If I saw her, I should be glad.
3. If I had seen her, I should have been glad.

1. If you (to be) busy, I (to leave) you alone. 2. If my friend (to come) to see me, I (to be) very glad. 3. If mother (to buy) a cake, we (to have) a very nice tea party. 4. If he (to send) an e-mail, we (not to worry). 5. If you (not to work) systematically, you (to fail) the exam. 6. If I (to live) in Moscow, I (to visit) the Tretyakov Art Gallery every year. 7. If I (to get) a ticket, I (to go) to the Philharmonic. 8. If I (to live) near a wood, I (to gather) a lot of mushrooms. 9. If my father (to return) early, we (to watch) TV together. 10. If she (to know) English, she (to try) to enter the university.

Упражнение 3. Раскройте скобки, употребляя глаголы в требующейся форме.

1. If you (not to buy) coffee, we shall drink tea. 2. If he is free tomorrow, he certainly (to come) to our party. 3. My brother would not have missed so many lessons if he (not to hurt) his leg. 4. If my friend (to work) in my office, we should meet every day. 5. If you spoke English every day, you (to improve) your language skills. 6. If you get a “five”, your mother (to be) happy. 7. If she (to return) earlier, she would have been able to see him before he left. 8. If these shoes were not too big for me, I (to buy) them. 9. If you (to ring) me up, I shall tell you a secret. 10. If you (to be) a poet, you would write beautiful poetry. 11. If he did not read so much, he (not to know) English literature so well. 12. If he Условные предложения (to come) to our house yesterday, he would have met his friend. 13. If he (not to pass) his exam, he will not get a scholarship. 14. If she (not to help) me, I should have been in a very difficult situation. 15. My father would have more free time if he (not to read) so many newspapers. 16. If only you had let me

know, I (to go) there immediately. 17. If I were a famous singer, I (to get) a lot of flowers every day.

**Самостоятельная работа.** Устное сообщение по теме «Проблема выбора профессии». Заранее продумайте свое сообщение, составьте примерный план своего высказывания. Отработайте отельные слова и устойчивые фразы в материале по теме. Материалом для подготовки устного высказывания могут служить готовые темы, которые можно найти в учебных пособиях.

**Тема 8. Знаменитые люди. История успеха.**

**Самостоятельная работа.** Письменное сообщение о фактах из текста про известного человека. Выберите подходящий текст и напишите свои комментарии к нему (150-200 слов).

**Тема 9. Общество, зависящее от информации.**

**Диагностическое тестирование.**

Выберите правильный вариант из предложенных.

1. What is that? [A — They / В — It / С — There] is my computer.

2. My brother is [A — one / B — a/ C – an] officer.

3. [A — This / В — These /С— That] flowers are very beautiful.

4. Are [A — those / В — that / С — there] books interesting?

5. [A — It has/ В — It is/ С — There is] a dog in the garden.

6. I [A — has / В — have / С — had] to go to the library tomorrow.

7. Kate is here, but her parents [A — isn't/ В — wasn't/ С — aren't].

8. You ought [A — stay / В — to stay / С — staying] at home.

9. He should [4 — write / В — to write / С — writing] a letter.

10. Mike [A – like / В — likes / С — can] to speak English.

11. I hope you've got [A — a / В — any / С — some] money.

12. Do you want [A — know/ В — to know/C — knowing] the news?

13. We've got [A — a few / В — a little / С — a number] apples left.

14. There aren't [A — a lot / В — many / С — much] people here today.

15. [A — Is / В — Has / С — Does] she get up early every day?

16. Were you in Moscow last year? — No, I [A — didn't/В — weren't / С — wasn't].

17. I [A — have never been / В — was never / С — am never being] to Moscow yet.

18. [A —Isn't / B — Doesn't / С — Hasn't] she going to clean the room today?

19. The boys [A — play / В — is playing /C — are playing] football at the moment.

20. She [A — caught / В — catches / C– will catch] the 7. 30 train yesterday.

21. Kate [A — loses / В — has los t/ С — lost] her pencils very often.

22. [A — Did you do/ B — Do you do / C — Have you done] much work yesterday?

23. He [A – hurries / В – hurried / С — is hurrying] because he was late.

24. Who is she looking [A — on / В — at / С — top]

25. Our holidays are [A — in / В — at/ С — on] August.

26. What's the matter [A — by / B — on / C — with] him?

27. This book is [A — my / В — me / С — mine].

28. Don't help him. He will do everything [A — myself / В — himself / С — yourself]

29. We are playing [A — ours / В — our/ С — us] favourite game.

30. It is much [A — warm / В — warmer/ С — more warm] here.

31. She is not as old [A — that / B — than /C — as] I am.

32. Ann is [A — very / В — more / С — much] intelligent than Max.

33. Yesterday was the [A — shortest / В — most short / С — very short] day this year.

34. We’ll listen to Professor's lecture and [A — therefore/В - then/С — than] we'll have a break.

35. He is the [A – very good / В — best / C — better] student in the group.

36. [A— Where / B— Why / C— Who] wrote that letter?

37. She went home early [A — because / В — while / С — till] she had finished her work.

38. [A – Who / В – Where / С – When] did you put my book?

39. [A – How / B – Why / C – Where] is Bill? – Very well, thanks.

40. He drives [A — more careful / В — very carefully / С — very careful].

**Самостоятельная работа.**  Аннотация к специальному тексту.

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.

**Тема 10. Развитие микроэлектроники.**

**Самостоятельная работа.** Сообщение к специальному тексту.

It is well known that the quick development of electronics began with the invention of transistors. They replaced electronic tubes due to their numerous advantages. One of the main advantages of the transistors in comparison with the vacuum tube is absence of filament power loss. One of the principal causes of damages in electronic circuitry is high temperature. The heat causes breakdown of tubes and other circuit elements that are very sensitive to this influence. The transistor, on the other hand, does not heat its surroundings.

Another advantage of the transistor is its long life. The life of the average transistor is more than ten thousand operating hours. Because of its long lifetime and raggedness, the transistor is very reliable and has much better efficiency in professional equipment.

As we know, transistors replaced electronic tubes due to their numerous advantages. One of the advantages of the transistor is its small dimensions. Because of their small size, the absence of heating and other properties, transistors make it possible to produce compact, small-dimensioned electronic devices which consume very little power.

In conclusion it is important to note that transistors revolutionized many fields of technology. They are successfully used for direct transformation of heat energy by means of thermal elements. They are also used to convert radiant energy into electricity with the help of photocells or solar batteries. Light sources and lasers are built on the basis of transistors. They find wide application in computers, automatic devices, aviation, communication, etc.

**Тема 11. История создания компьютеров.**

**Самостоятельная работа.** Аннотация к специальному тексту.



FOUR GENERATIONS OF COMPUTERS

The first vacuum tubes computers are referred to as first generation computers, and the approximate period of their use was from 1950 to 1959. UNIVAC 1 (UNIversal Automatic Computer) is an example of these computers which could perform thousands of calculations per second. Those devices were not only bulky, they were also unreliable. The thousands of vacuum tubes emitted large amounts of heat and burned out frequently.

The transistor, a smaller and more reliable successor to the vacuum tube, was invented in 1948. So-called second generation computers, which used large numbers of transistors were able to reduce computational time from milliseconds to microseconds, or millionths of seconds. Second-generation computers were smaller, faster and more reliable than first-generation computers.

Advances in electronics technology continued, and microelectronics made it possible to reduce the size of transistors and integrate large numbers of circuit elements into very small chips of silicon. The computers that were designed to use integrated circuit technology were called third generation computers, and the approximate time span of these machines was from 1960 to 1979. They could perform many data processing operations in nanoseconds, which are billionths of seconds.

Fourth generation computers have now arrived, and the integrated circuits that are being developed have been greatly reduced in size. This is due to microminiaturization, which means that the circuits are much smaller than before; as many as 100 tiny circuits are placed now on a single chip. A chip is a square or rectangular piece of silicon, usually from 1/10 to 1/4 inch, upon which several layers of an integrated circuit are etched or imprinted, after which the circuit is encapsulated in plastic or metal.

**Тема 12. Цифровой век.**

**Самостоятельная работа.** Сообщение к специальному тексту.

In 1832, an English inventor and mathematician Charles Babbage was commissioned by the British government to develop a system for calculating the rise and fall of the tides.

Babbage designed a device and called it an analytical engine. It was the first programmable computer, complete with punched cards for data input. Babbage gave the engine the ability to perform different types of mathematical operations. The machine was not confined to simple addition, subtraction, multiplication, or division. It had its own "memory", due to which the machine could use different combinations and sequences of operations to suit the purposes of the operator.

The machine of his dream was never realized in his life. Yet Babbage's idea didn't die with him. Other scientists made attempts to build mechanical, general-purpose, stored-program computers throughout the next century. In 1941 a relay computer was built in Germany by Conrad Zuse. It was a major step toward the realization of Babbage's dream.

In 1944 in the United States, International Business Machines (IBM) built a machine in cooperation with scientists working at Harvard University under the direction of Prof. Aiken. The machine, called Mark I Automatic Sequence-Controlled Calculator was built to perform calculations for the Manhattan Project, which led to the development of atomic bomb. It was the largest electromechanical calculator ever built. It used over 3000 electrically actuated switches to control its operations. Although its operations were not controlled electronically, Aiken's machine is often classified as a computer because its instructions, which were entered by means of a punched paper tape, could be altered. The computer could create ballistic tables used by naval artillery.

The relay computer had its problems. Since relays are electromechanical devices, the switching contacts operate by means of electromagnets and springs. They are slow, very noisy and consume a lot of power.

The work on introducing electronics into the design of computers was going on.

The gadget that was the basis for the first computer revolution was the vacuum tube, an electronic device invented early in the twentieth century. The vacuum tube was ideal for use in computers. It had no mechanical moving parts. It switched flows of electrons off and on at rates far faster than possible with any mechanical device. It was relatively reliable, and operated hundreds of hours before failure. The first vacuum tube computer was built at Iowa University at about the same time as the Mark I. The computer, capable to perform thousands of related computations, was called ABC, the Atanasoff-Berry Computer, after Dr. John Atanasoff, a professor of physics and his assistant, Clifford Berry. It used 45 vacuum tubes for internal logic and capacitors for storage. From the ABC a number of vacuum-tube digital computers developed.

Soon the British developed a computer with vacuum tubes and used it to decode German messages.

**Тема 13. Обработка информации.**

**Самостоятельная работа.** Аннотация и сообщение на тему «Преимущества обработки информации с помощью компьютера».

ADVANTAGES OF COMPUTER DATA PROCESSING

Computer-oriented data processing systems or just computer data processing systems are not designed to imitate manual systems. They should combine the capabilities of both humans and computers. Computer data processing systems can be designed to take advantage of four capabilities of. computers.



1. Accuracy. Once data have been entered correctly into the computer component of a data processing system, the need for further manipulation by humans is eliminated, and the possibility of error is reduced. Computers, when properly programmed, are also unlikely to make computational errors. Of course, computer systems remain vulnerable to the entry by humans of invalid data.

2. Ease of communications. Data, once entered, can be transmitted wherever needed by communications networks. These may be either earth or satellite-based systems. A travel reservations system is an example of a data communications network. Reservation clerks throughout the world may make an enquiry about transportation or lodgings and receive an almost instant response. Another example is an office communications system that provides executives with access to a reservoir of date, called a corporate data base, from their personal microcomputer work stations.

3. Capacity of storage. Computers are able to store vast amounts of information, to organize it, and to retrieve it in ways that are far beyond the capabilities of humans. The amount of data that can be stored on devices such as magnetic discs is constantly increasing. All the while, the cost per character of data stored is decreasing.

4. Speed. The speed, at which computer data processing systems can respond, adds to their value. For example, the travel reservations system mentioned above would not be useful if clients had to wait more than a few seconds for a response. The response required might be a fraction of a second. Thus, an important objective in the design of computer data processing systems is to allow computers to do what they do best and to free humans from routine, error-prone tasks. The most cost-effective computer data processing system is the one that does the job effectively and at the least cost. By using computers in a cost-effective manner, we will be better able to respond to the challenges and opportunities of our post-industrial, information-dependent society.

**Тема 14. Компьютерные системы.**

**Самостоятельная работа.** Аннотация и сообщение к специальному тексту.

STEPS IN THE DEVELOPING OF COMPUTERS

1. In 1948 due to the invention of transistors there appeared the possibility to replace vacuum tubes. The transistor occupied an important place on the way to computer development. The potential advantage of the transistor over the vacuum tube was almost as great as that of the vacuum tube over the relay. A transistor can switch flows of electricity as fast as the vacuum tubes used in computers, but the transistors use much less power than equivalent vacuum tubes, and are considerably smaller. Transistors are less expensive and more reliable. They were mechanically rugged, had practically unlimited life and could do some jobs better than electronic tubes. Transistors were made of crystallic solid material called semiconductor. With the transistor came the possibility of building computers with much greater complexity and speed.

2. The integrated circuit constituted another major step in the development of computer technology. Until 1959 the fundamental logical components of digital computers were the individual electrical switches, first in the form of relays, then

vacuum tubes, then transistors. In the vacuum tubes and relay stages, additional discrete components, such as resistors, inductors, and capacitors were required in order to make the whole system work. These components were generally each

about the same size as packaged transistors. Integrated circuit technology permitted the elimination of some of these components and integration of most of the others on the same chip of semiconductor that contains the transistor. Thus the basic logic element — the switch, or "flip-flop', which required two separate transistors and some resistors and capacitors in the early 1950s, could be packaged into a single small unit in 1960. The chip was an important achievement in the accelerating step of computer technology.

3. In 1974 a company in New Mexico, called Micro Instrumentation Telemetry System (MITS) developed the Altair 8800, a personal computer (PC) in a kit. The Altair had no keyboard, but a panel of switches with which to enter the information. Its capacity was less than one per cent that of the 1991 Hewlett-Packard handheld computer. But the Altair led to a revolution in computer electronics that continues today. Hardware manufacturers soon introduced personal computers, and software manufacturers began developing software to allow the computers to process words, manipulate data, and draw. During the 1980s computers became progressively smaller, better and cheaper. Today the personal computer can serve as a work station for the individual. A wide array of computer functions are now accessible to people with no technical background.

**Тема 15. Функциональная организация компьютера.**

**Тестирование.**

Упражнение 1. Переведите на русский язык, обращая внимание на герундий.

1. Repairing cars is his business. 2. It goes without saying. 3. Have you finished writing? 4. Taking a cold shower in the morning is very healthy. 5. I like skiing, but my sister prefers skating. 6. She likes sitting in the sun. 7. It looks like raining. 8. My watch wants repairing. 9. Thank you for coming. 10. I had no hope of getting an answer before the end of the month. 11. I had the pleasure of dancing with her the whole evening. 12. Let’s go boating. 13. He talked without stopping. 14. Some people can walk all day without feeling tired. 15. Living in little stuffy rooms means breathing poisonous air. 16. She has no hope of discussing it with him. 17. My nephew took wrestling up for a while, but soon lost interest. 18. Jane Eyre was fond of reading. 19. Miss Trotwood was in the habit of asking Mr Dick his opinion. 20. His father disliked wasting time on such trifles. 21. Avoid making mistakes if you can. 22. The neighbours saved our life by lending us that money. 23. Beethoven continued writing music after he became deaf. 24. Don’t make so much fuss over losing your money. 25. Complaining is useless.

Упражнение 2. В следующих предложениях замените придаточные дополнительные герундием с предлогом of.

Пример: She thought she would go to the country for the weekend. – She thought 01 going to the country for the weekend.

1. I thought I would come and see you tomorrow. 2. I am thinking that I shall go out to the country tomorrow to see my mother. 3. What do you think you will do tomorrow? — I don’t know yet; I thought I would go on an excursion, but the weather is so bad that probably I shan’t go. 4.1 hear there are some English books at our university bookstall now.— So you are thinking that you will buy some, aren’t you? 5. I thought I would work in the library this evening, but as you have come, I won’t go there. 6. We were thinking we would plant roses this year. 7. He is thinking that he will learn foreign languages in the near future.

*Сравните употребление Participle I (ing-форма) и Participle II (III форма глагола):*

*taking — берущий, беря taken — взятый*

*doing — делающий, делая done — сделанный*

Упражнение 3. Переведите на русский язык, обращая внимание на Participle I и Participle II.

1. a) A letter sent from St Petersburg today will be in Moscow tomorrow. b) He saw some people in the post office sending telegrams. c) When sending the telegram, she forgot to write her name. 2. a) Some of the questions put to the lecturer yesterday were very important. b) The girl putting the book on the shelf is the new librarian. c) While putting the eggs into the basket, she broke one of them. 3. a) A fish taken out of the water cannot live. b) A person sunbathing on the beach must be very careful. c) Taking a dictionary, he began to translate the text. 4. a) A line seen through this crystal looks double. b) A teacher seeing a mistake in a student’s dictation always corrects it. c) Seeing clouds of smoke over the house, the girl cried, “Fire! Fire!” 5. a) The word pronounced by the student was not difficult. b) The man standing at the door of the train carriage and saying goodbye to his friends is a well-known musician. с) Standing at the window, she was waving her hand. 6. a) The right word spoken at the right time may have very important results. b) The students speaking good English must help their classmates. c) The child was interested in the talking doll. d) While speaking to Nick some days ago, I forgot to ask him about his sister.

**Самостоятельная работа.** Аннотация и сообщение к специальному тексту.

1. Logical circuit elements

As it is known, any digital calculation — whether it is performed by 'pencil and paper' methods or with the aid of an automatic computer— must first be broken down into a sequence of elementary arithmetical operations, such as addition, or multiplication. Each such arithmetical operation may be converted into a sequence of simple logical operations. It should be noted that a binary digit may take only two values — "zero" and "one". A logical proposition may be either true or false.

A symbolism and a set of rules suitable for manipulating 'yes or no' logical propositions was developed by George Boole, a self-educated genius who became Professor of Mathematics at Cork University in the middle of the 19lh century. The techniques of Boolean algebra are now extensively used by electrial engineers for the design and analysis of switching circuits. Both the arithmetic and control units of a computer consist of sets of switching circuits for directing and manipulating electrical pulse signals. The process of combining a number of electronic circuits of known logical properties into an integrated system capable of performing special arithmetical or control functions is known as logical design.



2. The definition of mechanical brain

Let's imagine a railroad line with four stations marked input, storage, computer and output. These stations are joined by little gates or switches to the main railroad line. We can imagine that numbers and other information move along this railroad line, loaded (погруженные) in cars. Input and output are stations where numbers or other information go in and come out respectively. Storage is a station where there are many platforms and where information can be stored. The computer is a special station, somewhat like a factory. When two numbers are loaded on platforms 1 and 2 of this station and the command is loaded on platform 3, then another number is produced on platform. There is a tower, marked control. This tower runs a telegraph line to each of its little watchmen standing by the gates. The tower tells them when to open and when to shut which gates. Now we can see that as soon as the right gates are shut, cars loaded with information can move between stations. So by closing the right gates, we can flash (отражать) numbers and information through the system and perform operations of reasoning. Thus we receive a mechanical brain. In general, a mechanical brain is made up of: a quantity of registers where information can be stored; channels along which information can be sent; mechanisms that carry out arithmetic and logical operations; a control, which guides the machine to perform a sequence of operations; input and output devices, where information can go into and out of the machine; and at last electricity, which provides energy.

**Тема 16. Запоминающие устройства компьютера.**

**Самостоятельная работа.** Аннотация и сообщение к специальному тексту.

MEMORY

It is interesting to note that memory, one of the basic components of the computer, is often called storage. It stores calculation program, the calculation formulae, initial data, intermediate and final results. Therefore, the functions of the computer memory may be classified in the following way. Firstly, the computer memory must store the information transmitted from the input and other devices. Secondly, memory should produce the information needed for the computation process to all other devices of the computer.

Generally, memory consists of two main parts called the main, primary or internal, memory and the secondary, or external memory. The advantage of the primary memory is an extremely high speed. The secondary memory has a comparatively low speed, but it is capable of storing far greater amount of information than the main memory. The primary storage takes a direct part in the computational process. The secondary storage provides the information necessary for a single step in the sequence of computation steps.

The most important performance characteristics of a storage unit are speed, capacity and reliability. Its speed is measured in cycle time. Its capacity is measured by the number of machine words or binary digits. Its reliability is measured by the number of failures (отказ) per unit of time.

**Тема 17. Центральный процессор как «сердце компьютерной системы».**

**Самостоятельная работа.** Перевод специального текста.

1. In 1960's advances in microelectronic components led to the development of the minicomputer, followed more recently by an even smaller microcomputer. Both have filled a need for small but relatively flexible processing systems able to execute comparatively simple computing functions at lower costs. In 1971 Intel Corporation delivered the first microprocessor, the 4004. All the logic to implement the central processing unit of a tiny computer was put onto a single silicon chip less than 1/4 inch square. That design was soon followed by many others. The progress toward smaller computers is continuing, designers are working at nano-computers and pico-computers. When the central processing unit of a computer is implemented in a single, or very small number of integrated circuits, we call it a microprocessor. When a computer includes a microprocessor as its major component, such device is called a microcomputer. Today the hardware in data-processing machines is built out of microelectronic devices. Advances in microelectronic devices give rise to advances in data-processing machinery.

2. The computer has made it possible to mechanize much of the information interchange and processing that constitute the nervous system of our society.

The versatility and convenience of the microprocessor has changed the entire architecture of modern computer systems. No longer is the processing of information carried out only in the computer's central processing unit. Today there is a trend toward distributing more processing capability throughout a computer system, with various areas having small local processors for handling operations in those areas. There are a number of advantages of distributed processing. First, .since many elements of the computer can be working on different portions of the same task, the work may be done faster. Second, if one element in the network malfunctions, its workload can be shifted to another element or shared among several elements, so that the entire work is relatively immune to failure. Third, the network can be small enough to be contained within a single laboratory or building, or it can be spread out over a wide area.

**Тема 18. Устройства ввода-вывода.**

**Самостоятельная работа.** Перевод специального текста.

As it is well known, a computer cannot perform or complete any useful work unless it is able to communicate with its external environment. All data and instructions enter and leave the central processing unit through primary storage. Input-output devices are needed to link primary storage to the environment, which is external to the computer system. So input devices are used to enter data into primary storage. Output units accept data from primary storage to provide users with information or to record the data on a secondary storage device. Some devices are used for both the input and output functions.

The data with which these devices work may or may not be in a form that humans can understand. For example the data that a data entry operator keys into the memory of a computer by typing on a keyboard are readable by humans. However, the data that tell a computer about the performance of an automobile engine are not in a form that humans can read. They are electrical signals from an analog sensor. Similarly, output may be on a printed page, which humans can read easily, or upon some other medium where the data are not visible, such as on magnetic tape or disk.

As we know, all of the data flow from input to final output is managed by the control unit in the CPU. Regardless of the nature of the I/O devices, special processors called I/O interfaces are required to convert the input data to the internal codes used by the computer and to convert internal codes to a format which is usable by the output device.

**Тема 19. Программирование.**

**Самостоятельная работа.** Перевод специального текста.

1. RPG II Programming language

RPG II is a business-oriented language. The name stands for report program generator. RPG is considerably different from other programming languages. RPG is, in effect, a large prewritten program. The programmer simply indicates the options within the master program that are to be used and, through a set of indicators, when they are to be used. RPG was originally referred to as a "quick-and-dirty" programming language. That is, it is quick for the programmer to write and relatively inefficient in its use of main storage and processing speed. The latest version of RPG, called RPG II, greatly improved the language and gave it additional capabilities. RPG has an advantage over COBOL in that it requires less training for a programmer to become proficient in it. For this reason, RPG is commonly used on many smaller computers and in small business.

2. BASIC

BASIC is the acronym for beginner's all-purpose symbolic instruction code. It was developed in Dartmouth College as an easy-to-learn programming language for students and inexperienced programmers. Its key design goal is simplicity. BASIC has become a very popular language in systems where many users share the use of a computer through terminals and it has become a universal language for personal computers. The language BASIC is mathematically oriented, that is, its typical use is to solve problems of a mathematical nature. Because BASIC programs are usually executed from a terminal or microcomputer where input is entered through a keyboard and printed output is relatively slow, problems of a business nature requiring large volumes of input-output data are usually not practical.

3. PASCAL

PASCAL was invented in 1970 by Professor Niklaus Wirth of Zurich, Switzerland. It was named after the mathematician Blaise Pascal, who invented one of the earliest practical calculators. PASCAL is a mathematically oriented programming language and, as such, is most commonly used in mathematics, engineering, and computer science departments of colleges and universities. This language is somewhat unusual in that it was designed to be a structured language. This means that the program must be written in logical modules which are in turn called by a main controlling module. Much of PASCAL'S popularity is due to work done at the University of California at San Di-ego, where PASCAL has been implemented on several different computers including microcomputers.

**Тема 20. История развития сети Internet.**

**Самостоятельная работа.** Аннотация и сообщение к специальному тексту.

A BRIEF HISTORY of the INTERNET

In 1973 the Defense Advanced Research Projects Agency (DARPA) initiated a research program to investigate techniques and technologies for interlinking packet networks of various kinds. The objective was to develop communication protocols which would allow networked computers to communicate transparently across multiple, linked packet networks. This was called the Internetting project and the system of networks which emerged from the research was known as the "Internet" (Intercontinental Network).



During the course of its evolution, particularly after 1989, the Internet system began to integrate support for other protocol suites into its basic networking fabric. By the end of 1991 the Internet has grown to include some 5000 networks in over three dozen countries, serving over 700,000 host computers used by over 4,000,000 people.

The bulk of the system today is made up of private networking facilities In education and research institutions, business and in government organizations across the globe.

A secretariat has been created to manage the day-to-day function of the Internet Activities Board (IAB) and Internet Engineering Task Force (IETF). IETF meets three times a year in plenary and in approximately 50 working groups convene at intermediate times by electronic mail, teleconferencing and at face-to-face meetings.

There are a number of Network Information Centres (NICs) located throughout the Internet to serve its users with documentation, guidance, advice and assistance. As the Internet continues to grow internationally, the need for high quality NIC functions increases. Although the initial community of users of the Internet were drawn from the ranks of computer science and engineering its users now comprise a wide range of disciplines in the sciences, arts, letters, business, military and government administration.

**2.2. Вопросы для подготовки к зачёту за 3 семестр.**

1. Тематическое монологическое высказывание (2-3 минуты)

1.1 Travelling (your personal experience).

1.2 Mass Media (television, radio, newspapers, the Internet).

1.3 Celebrities (biography, love story).

1.4 Sport (famous sportsmen, personal experience, kinds of sports).

1.5 Books in our life (popular genres, famous writers, favourite books).

2. Задания по грамматике (устно)

2.1 Modal Perfect. Модальный перфект.

2.2 Phrasal Verbs. Фразовые глаголы.

2.3 Quantifiers. Квантификаторы (определители количества).

2.4 If-clauses. Условные предложения.

2.5 Reported Speech. Косвенная речь.

3. Чтение и перевод текста:

The pleasure of reading

I want to tell you about reading in my life. Reading plays a very important role in the life of people. I'm fond of reading. In my opinion, books are a source of emotional inspiration and romantic feelings. Reading is very useful, because books enrich our experience with that or the other people. Besides, books help me to continue my own education. The world of books is full of wonders. Reading books you can find, yourself in different lands, countries, islands, seas, oceans. We enjoy the beauty and wisdom of books which teach us to be kind and clever, brave and honesty to understand other people. People are fond of reading different kinds of books. There are books of different genres: love and detective stories, thrillers and historical novels, tales, works after classical and modern writers. Fairy tales are enjoyed and read by children, books about adventures and journeys are enjoyed by those who are fond of travelling. Legends and myths are read by those who are fond of history. I'm a great lover of the English and American literature. Among my favourite writers are W. Shakespeare and Ch. Dickens. Books help us to be good friends. They teach us to understand the beauty of nature, to take care of it, to love our homeland. I read books Russian and Belarusian writers too.

I can't imagine my life without reading. You can find all kinds of books at the library. Every school in our country has a library. A school library is a collection of textbooks and books for reading. Our pupils and teachers go for reading, to look some magazines or newspapers or to prepare for a report.

Books teach us what is right and what is wrong, to understand the world and people in it. It educates a person, enriches his intellect.

**Вопросы для подготовки к зачёту за 4 семестр.**

1. Тематическое монологическое высказывание (2-3 минуты)

1.1 Russia in brief.

1.2 My native city (town or village).

1.3 Education and career (my study at college, choosing a career).

1.4 Higher education in Russia.

1.5 Famous people (speak about a famous Russian person).

2. Задания по грамматике (устно)

2.1 The Passive Voice. Страдательный залог.

2.2. The Use of Articles with Proper Names. Употребление артиклей с именами собственными.

2.3 The Use of Articles with Geographic Names. Употребление артиклей с географическими названиями.

2.4 The Subjunctive Mood. Сослагательное наклонение.

2.5 Word Formation. Словообразование.

3. Чтение и перевод текста:

Choosing a Career

Choosing a career is like any other activity; it is best to work to a plan. Too many people start looking for a specific job before thinking out their occupational aims. It is a good idea to begin by attempting to define in clear terms what your requirements are from a career. This involves taking a realistic view of your strengths and weaknesses. You may think for example, that you would like a job which involves organizing people, but liking such a job is not a sufficient justification if experience you already may have suggests that this is not your strong point. On the other hand, you should remember that training will equip you to do new things. A further point to consider is how far you will be willing to do for a time things which you do not like knowing that they are necessary to achieve your longer term objectives. Having thought carefully about the sort of person you are, try to work out a realistic set of occupational requirements. In particular, you can answer to important questions. First: what sort of life do you want to lead? For example, do you want to live in the country or in the town? Is leisure time of great importance to you? Is the size of your salary important? Do you want to put down roots or travel widely? Second: what sort of work do you want to do? For example, do you like working alone or with others? Does teaching people appeal to you? Do you want to be an organizer of other people's activities? Do you want to develop new ideas and initiate changes.

As for me, I have made up my mind to be an engineer. As my parents are engineers they have made a great influence on my choice and I can say that this profession runs the family. My choice of this occupation didn't come as a sudden flash. I think that nowadays this profession is of great need and importance to our country. It is my aim to be a qualified specialist and to serve the interests of my country. To be a well prepared engineer I should have some important qualities: great capability persistence, knowledge of science and, of course, knowledge of foreign languages. In spite of these arguments we mustn't forget about everybody's vacation. I think that my facilities combined with the knowledge would be quiet enough to succeed in my work.

**Вопросы для подготовки к зачёту за 5 семестр.**

1. Тематическое монологическое высказывание (2-3 минуты)

1.1 Information-Dependent Society (computer literacy, what is a computer, application of computers).

1.2 The Internet (brief history, its role in our life).

1.3 Development of Electronics (microelectronics and microminiaturization).

1.4 History of Computers (the first calculating devices, the first computers).

1.5 Data Processing Concepts (data processing and data processing systems).

1.6 Computer Systems: An Overview (computer system architecture, steps in the developing of computers).

2. Задания по грамматике (устно)

2.1 Participle I. Причастие настоящего времени.

2.2 Participle II. Причастие прошедшего времени.

2.3 The Infinitive. Инфинитив.

2.4 The Gerund. Герундий.

3. Чтение и перевод специального текста:

COMPUTER LITERACY

Informed citizens of our information-dependent society should be computer-literate, which means that they should be able to use computers as everyday problem-solving devices. They should be aware of the potential of computers to influence the quality of life.

There was a time when only privileged people had an opportunity to learn the basics, called the three R's: reading, writing, and arithmetics. Now, as we are quickly becoming an information-becoming society, it is time to restate this right as the right to learn reading, writing and computing. There is little doubt that computers and their many applications are among the most significant technical achievements of the century. They bring with them both economic and social changes. "Computing" is a concept that embraces not only the old third R, arithmetics, but also a new idea – computer literacy.

In an information society a person who is computer-literate need not be an expert on the design of computers. He needn't even know much about how to prepare programs which are the instructions that direct the operations of computers. All of us are already on the way to becoming computer-literate. Just think of your everyday life. If you receive a subscription magazine in the post-office, it is probably addressed to you by a computer. If you buy something with a bank credit card or pay a bill by check, computers help you process the information. When you check out at the counter of your store, a computer assists the checkout clerk and the store manager. When you visit your doctor, your schedules and bills and special services, such as laboratory tests, are prepared by computer. Many actions that you have taken or observed have much in common. Each relates to some aspect of a data processing system.

**Вопросы для подготовки к дифференцированному зачёту за 6 семестр.**

1. Тематическое монологическое высказывание (2-3 минуты)

1.1 Functional Units of Digital Computers.

1.2 Storage Units.

1.3 The CPU Main Components.

1.4 Input-Output Environment.

1.5 Computer Programming.

1.6 The World Wide Web.

2. Задания по грамматике (устно)

2.1 Degrees of Comparison of Adjectives. Степени сравнения прилагательных.

2.2 Perfect Participle I Active / Passive. Перфектное причастие I в активном и пассивном залоге.

2.3 Absolute Participle Complex. Абсолютный (независимый) причастный оборот.

2.4 The For-to-Infinitive Construction. Инфинитивный оборот с предлогом for.

2.5 The Objective-with-the-Infinitive Construction. Сложное дополнение.

2.6 The Nominative-with-the-Infinitive Construction. Сложное подлежащее.

3. Чтение и перевод специального текста:

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.

**2.3 Ключи к упражнениям.**

**Тема 4. Здоровье и забота о нем.**

**Тестирование.**

Упражнение 1.

1. I can speak English. 2. My father cannot speak German. 3. Can you speak French? 4. My sister cannot skate. 5. Can you swim across this river? 6. I cannot drink this milk. 7. She cannot understand you. 8. Could you swim last year? 9. Last year I could not ski, but now I сап. 10. Can (Could) you tell me how to get to the railway station? 11. Could you help me? 12. I cannot translate this sentence. 13. Nobody could help me. 14. Where can I buy bread here? 15. Could your grandmother dance when she was young? — Yes, and she can dance now. 16. I can use a computer.

Упражнение 2.

1. may. 2. was allowed to. 3. may. 4. may. 5. might. 6. were allowed to. 7. will be allowed to. 8. might. 9. Will be allowed to. 10. may. 11. might. 12. may. 13. may.

Упражнение 3.

1. May I take your dictionary? 2. At the English lesson you must speak only English. 3. Must we hand in our exercise books today? 4. May I ask you a question?— Yes, you are welcome (Yes, you may). 5. I cannot go to the cinema with you because I am very busy. 6. May I stay here? — Yes, you are welcome (Yes, you may). 7. He must be in his office now. You can speak to him. 8. May I come in? — You are welcome. (Yes, you may.) 9. You must read this text. 10. Can he perform a few simple tasks on the computer? 11. I must speak to my friend today. 12. We must pay this electricity bill by the end of the month. 13. This woman is an excellent driver. She can even drive a bus. 14. May I have a tuna sandwich and a cup of coffee?

Упражнение 4.

1. You should not have taken the child to the cinema. 2. You should not have forgotten to leave a message for her. 3. You should have waited for them. 4. You should have put down her address. 5. You should have explained to her how to get here. 6. You should not have bought these shoes. 7. You should not have told her what you thought about her idea. 8. You should have seen the film. 9. You should not have written with a pencil. 10. You should not have eaten too much cake with your tea.

**Тема 7. Знание-сила. Образование. Планы на будущее. Проблема выбора профессии.**

**Тестирование.**

Упражнение 1.

l. When is your birthday? — My birthday is (on) the first of May. 2. Do you remember your mother’s birthday? — Yes, I do. 3. His uncle is generous and her aunt is very kind. 4. That man is very clever. His book is recognized by a lot of people. 5. They know our address. 6. Their son speaks English very well. 7. My cousin’s dog is small. Its hair is curly. 8. Is this a watch? — No, it isn’t a watch, it’s a pen. 9. This pen is good, and that pen is bad. 10.1 can see a pencil on your table, but I can see no paper. 11.Give me a chair, please. 12. They have a dog and two cats. 13.1 have a spoon in my soup plate, but I have no soup in it. 14. My friend says he is going to be a millionaire one day. 15. Would you like an orange? 16. Mr Smith is an artist, Mrs Smith is a poetess. She is not a singer.

Упражнение 2.

1.

1. If you are busy, I shall leave you alone.

2. If you were busy, I should leave you alone.

3. If you had been busy, I should have left you alone.

2.

1. If my friend comes to see me, I shall be very glad.

2. If my friend came to see me, I should be very glad.

3. If my friend had come to see me, I should have been very glad.

3.

1. If mother buys a cake, we shall have a very nice tea party.

2. If mother bought a cake, we should have a very, nice tea party.

3. If mother had bought a cake, we should have had a very nice tea party.

4.

1. If he sends an e-mail, we shall not worry.

2. If he sent an e-mail, we should not worry.

3. If he had sent an e-mail, we should not have worried.

5.

1. If you don’t work systematically, you will fail the exam.

2. If you didn’t work systematically, you would fail the exam.

3. If you hadn’t worked systematically, you would have failed the exam.

6.

1. If I live in Moscow, I shall visit the Tretyakov Art Gallery every year.

2. If I lived in Moscow, I should visit the Tretyakov Art Gallery every year.

3. If I had lived in Moscow, I should have visited the Tretyakov Art Gallery every year.

7.

1. If I get a ticket, I shall go to the Philharmonic.

2. If I got a ticket, I should go to the Philharmonic.

3. If I had got a ticket, I should have gone to the Philharmonic.

8.

1. If I live near a wood, I shall gather a lot of mushrooms.

2. If I lived near a wood, I should gather a lot of mushrooms.

3. If I had lived near a wood, I should have gathered a lot of mushrooms.

9.

1. If my father returns early, we shall watch TV together.

2. If my father returned early, we should watch TV together.

3. If my father had returned early, we should have watched TV together.

10.

1. If she knows English, she will try to enter the university.

2. If she knew English, she would try to enter the university.

3. If she had known English, she would have tried to enter the university.

Упражнение 3.

1. You don’t buy. 2. He will certainly come. 3. He had not hurt. 4. My friend worked. 5. You would improve. 6. Your mother will be. 7. She had returned. 8. I should buy. 9. You ring. 10. You were. 11. He would not know. 12. He had come. 13. He does not pass. 14. She had not helped. 15. He did not read. 16. I should have gone. 17. I should get.

**Тема 9. Общество, зависящее от информации.**

**Диагностическое тестирование.**

1. B
2. C
3. B
4. A
5. C
6. B
7. A
8. B
9. A
10. B
11. C
12. B
13. A
14. B
15. C
16. C
17. A
18. A
19. C
20. A
21. A
22. A
23. C
24. B
25. C
26. C
27. C
28. B
29. B
30. B
31. C
32. B
33. A
34. B
35. B
36. C
37. C
38. B
39. A
40. B

**Тема 15. Функциональная организация компьютера.**

**Тестирование.**

Упражнение 1.

1. Он занимается ремонтом автомашин. (Его бизнесом является ремонт автомашин.) 2. Само собой разумеется. 3. Вы закончили писать? 4. Принимать холодный душ утром очень полезно. 5. Я люблю ходить на лыжах, но моя сестра предпочитает кататься на коньках. 6. Она любит сидеть на солнце. 7. Похоже, что будет дождь. 8. Мои часы нуждаются в починке. 9. Спасибо, что вы пришли. 10. Я не надеялся получить ответ до конца месяца. 11. Я имел удовольствие танцевать с ней весь вечер. 12. Давай покатаемся на лодке. 13. Он говорил не останавливаясь. 14. Некоторые люди могут ходить весь день, не уставая. 15. Жить в маленьких душных комнатах значит дышать отравленным воздухом. 16. У нее нет надежды на то, чтобы обсудить это с ним. 17. Мой племянник занимался какое-то время борьбой, но вскоре потерял интерес. 18. Джейн Эйр любила читать. 19. Мисс Тротвуд имела обыкновение спрашивать совета у мистера Дика. 20. Его отец не любил тратить время по пустякам. 21. Если можешь, избегай делать ошибки. 22. Соседи спасли нашу жизнь тем, что одолжили нам те деньги. 23. Бетховен продолжал писать музыку и после того, как потерял слух. 24. Не поднимай столько шума из-за потери денег. 25. Жаловаться бесполезно.

Упражнение 2.

1. I thought of coming and seeing you tomorrow. 2. I am thinking of going out to the country. 3. What do you think you will do tomorrow? — I don’t know yet; I thought of going on an excursion, but the weather is so bad that probably I shan’t go. 4.1 hear there are some English books at our university bookstall now. — So you are thinking of buying some, aren’t you? 5. I thought of working in the library this evening, but as you have come, I won’t go there. 6. We were thinking of planting roses this year. 7. He is thinking of learning foreign languages in the near future.

Упражнение 3.

1. а) Письмо, посланное из Петербурга сегодня, будет в Москве завтра.

b) На почте он увидел несколько человек, посылающих телеграммы.

c) Посылая телеграмму, она забыла написать свое имя.

2. а) Некоторые вопросы, заданные вчера лектору, были очень важными.

b) Девушка, ставящая книгу на полку, — наш новый библиотекарь.

c) Укладывая яйца в корзинку, она разбила одно из них.

3. а) Рыба, вытащенная из воды, не может жить.

b) Человек, загорающий на пляже, должен быть очень осторожен.

c) Взяв словарь, он начал переводить текст.

4. а) Линия, видимая через этот кристалл, выглядит двойной.

b) Учитель, видя (видящий) ошибку в диктанте студента, всегда исправляет ее.

c) Увидев над домом клубы дыма, девочка, закричала: «Пожар! Пожар!»

5. а) Слово, произнесенное студентом, трудным не было.

b) Человек, стоящий у входа в вагон поезда и прощающийся со своими друзьями, — известный музыкант.

c) Стоя у окна, она махала рукой.

6. а) Нужное слово, произнесенное (сказанное) в нужное время, может дать очень важные результаты.

b) Студенты, хорошо говорящие по-английски, должны помочь своим одноклассникам.

c) Ребенок заинтересовался говорящей куклой.

d) Разговаривая с Колей несколько дней назад, я забыл спросить его о его сестре.

**2.4. Система оценивания знаний и умений по учебной дисциплине.**

Для определения уровня знаний по английскому языку учитываются следующие критерии оценивания:

• полнота и правильность – это правильный, точный ответ;

• правильный, но неполный или неточный ответ;

• неправильный ответ;

• нет ответа.

При выставлении отметок учитывается классификация ошибок и их качество:

• грубые ошибки;

• однотипные ошибки;

• негрубые ошибки;

• недочеты.

Успешность освоения учебных программ студентами оценивается по 5-бальной системе: «5»­­­­­­– отлично, «4» – хорошо, «3» – удовлетворительно, «2» – неудовлетворительно.

Оценка освоения дисциплины предусматривает использование накопительной системы оценивания и проведение экзамена (зачета).

Отметку «5» – получает студент, если его устный ответ, письменная работа, практическая деятельность и ее результаты в полном объеме соответствуют учебной программе, допускается один недочет.

Отметку «4» – получает студент, если его устный ответ, письменная работа, практическая деятельность и ее результаты, в общем, соответствуют требованиям учебной программы, но имеются одна или две негрубые ошибки, или три недочета.

Отметку «3» – получает студент, если его устный ответ, письменная работа, практическая деятельность и ее результаты в основном соответствуют требованиям программы, однако имеется: 1 грубая ошибка и два недочета, или 1 грубая ошибка и 1 негрубая, или 2-3 грубых ошибки, или 1 негрубая ошибка и три недочета, или 4-5 недочетов.

Отметку «2» – получает студент, если его устный ответ, письменная работа, практическая деятельность и ее результаты частично соответствуют требованиям программы, имеются существенные недостатки и грубые ошибки.

**2.5. Методические рекомендации по выполнению самостоятельных работ.**

**Диалог** — форма устного или письменного обмена высказываниями (репликами) в разговоре между двумя и более людьми. Это творческая работа, в которой студент составляет диалог между двумя собеседниками, указанными в задании или выбранными студентом самостоятельно в соответствии с предложенной темой. Диалог состоит не менее чем из 5 и не более чем из 10 реплик со стороны каждого участника.

Этапы диалога:

1. приветствие;

2. цель беседы (приглашение, просьба, запрос информации);

3. прощание.

**Сообщение, доклад** – это один из видов монологической речи, публичное, развёрнутое, официальное, сообщение по определённому вопросу, основанное на привлечении документальных данных. Цель доклада – сообщение информации на определённую тему.

Этапы работы:

1. подбор и изучение основных источников по теме (рекомендуется использовать не менее 8 - 10 источников);

2. составление библиографии;

3. обработка и систематизация материала. Подготовка выводов и обобщений;

4. разработка плана доклада;

5. написание;

6. публичное выступление с результатами исследования.

**Электронная презентация / проект** – это набор слайдов, призванных быстро и эффективно донести до аудитории некоторую информацию или в чём-либо её убедить. Презентация позволяет дополнять информацию изображениями и спецэффектами: различные виды представления изображений или информации, а также анимация и сопровождение аудиофайлами. Всё это повышает интерес слушателей к представляемой информации и эффективность её восприятия. Количество слайдов в презентации может варьироваться, но не должно быть менее 10 и более 20.

Этапы работы:

1. введение;

2. описание проектной работы и ее результатов;

3. назначение и применение проекта.

4. список использованной литературы, электронные адреса;

5. глоссарий.

**Сочинение** – это творческая работа, в которой студент рассуждает на предложенную тему. Объём эссе, сочинения должен составлять не менее 200 и не более 250 слов.

Этапы работы:

1. определение темы сочинения;

2. написание плана;

3. после подготовки плана можно начинать писать.

**Аннотация** – это краткое содержание книги, статьи или любого другого текста. В ней в обобщенном виде раскрывается тематика публикации без полного раскрытия ее содержания. Аннотация дает ответ на вопрос, о чем говорится в первичном источнике информации.

Аннотации на английском языке обычно содержат не более 20-30 строчек, но и в этом случае они дают в сжатой форме только самые основные положения и выводы документов.

Объем аннотации на английском должен быть от 500-2000 печатных знаков.
В аннотации широко используются безличные конструкции типа «рассматривается…, анализируется…, сообщается…» и пассивного залога.

Состав аннотации:

1. вводная часть - библиографическое описание;
2. основная часть – перечень затронутых в публикации проблем;
3. заключительная часть – краткая характеристика и оценка, а также кому адресуется данная публикация.

В аннотации не должен повторяться текст самой статьи (нельзя брать предложения из статьи и переносить их в аннотацию), а также ее название.

В аннотации должны излагаться существенные факты работы, и не должна содержать материал, который отсутствует в самой статье.

В тексте аннотации следует употреблять синтаксические конструкции, свойственные языку научных и технических документов, избегать сложных грамматических конструкций. Он должен быть лаконичен и четок, без лишних вводных слов, общих формулировок.

**Основные штампы (key-patterns) аннотаций**

**на английском и русском языках:**

1. The article (paper, book, etc.) deals with…- Эта статья (работа, книга и т.д.) касается…

2. As the title implies the article describes…. - Согласно названию, в статье описывается…

3. It is specially noted… - Особенно отмечается…

4. A mention should be made… - Упоминается…

5. It is spoken in detail… - Подробно описывается…

6. …are noted - Упоминаются…

7. It is reported… - Сообщается…

8. The text gives a valuable information on…. - Текст дает ценную информацию…

9. Much attention is given to… - Большое внимание уделяется…

10. The article is of great help to … - Эта статья окажет большую помощь…

11. The article is of interest to… - Эта статья представляет интерес для…

12. It (the article) gives a detailed analysis of …. - Она (статья) дает детальный анализ…

13. It draws our attention to…- Она (статья, работа) привлекает наше внимание к…

14. The difference between the terms…and…should be stressed - Следует подчеркнуть различие между терминами …и…

15. It should be stressed (emphasized) that… - Следует подчеркнуть, что…

16. …is proposed - Предлагается…

17. …are examined - Проверяются (рассматриваются)

18. …are discussed - Обсуждаются…

19. An option permits… - Выбор позволяет…

20. The method proposed … etc. - Предлагаемый метод… и т.д.

21. It is described in short … - Кратко описывается …

22. It is introduced …. - Вводится …

23. It is shown that …. - Показано, что …

24. It is given … - Дается (предлагается) …

25. It is dealt with …. - Рассматривается …

26. It is provided for … - Обеспечивается …

27. It is designed for …. - Предназначен для …

28. It is examined, investigated … - Исследуется …

29. It is analyzed … - Анализируется …

30. It is formulated …. - Формулируется …

31. The need is stressed to employ… - Подчеркивается необходимость использования…

32. Attention is drawn to… - Обращается внимание на …

33. Data are given about… - Приведены данные о …

34. Attempts are made to analyze, formulate … - Делаются попытки проанализировать, сформулировать …

35. Conclusions are drawn…. - Делаются выводы …

36. Recommendations are given … - Даны рекомендации …

**Пересказ** – это изложение содержания прочитанного или услышанного текста. Вид контроля умений в области аудирования, чтения, устной монологической речи, состоящий в изложении содержания прочитанной или прослушанной информации.

Этапы работы:

1. прочтите вслух предложения, которые поясняют название текста;

2. найдите в тексте предложения для описания;

3. подтвердите (опровергните) словами из текста следующую мысль;

4. ответьте на вопрос;

5. составьте план текста;

6. выпишите ключевые слова, необходимые для пересказа текста;

**Перевод –** это передача содержания устного высказывания или письменного текста средствами другого языка. Перевод иноязычного текста на другой язык путем механической подстановки на место слов языка-источника их эквивалентов в языке, на который делается перевод, при сохранении иноязычной конструкции.

На что необходимо обратить внимание::

1. фактический контекст в исходном и целевом языках;
2. грамматические особенности двух языков;
3. правописание на целевом языке является наиважнейшим фактором качественного перевода;
4. письменные нормы, принятые для целевого языка. Речь идет об орфографии, пунктуации, грамматике, а также правилах капитализации (выделения слов заглавными буквами) и деления текста на абзацы.
5. перевод идиом и устойчивых выражений с одного языка на другой.

**Реферат** (от лат. refere – докладывать, сообщать) представляет собой краткое изложение информации, взятой из одного или нескольких источников, в письменном виде или в форме публичного доклада. Рекомендуемый объем – 100-150 слов.

Специфика английского и русского языков такова, что буквальный перевод невозможен. Для того чтобы излагать свои мысли по-английски, нужно очень хорошо представлять себе лексико-синтаксическую структуру языка английского научного текста. Заголовком реферата является слово Abstract.

Сообщая о теме или предмете исследования, в реферате следует пользоваться в первую очередь формами Present Indefinite или в тех случаях, когда необходимо подчеркнуть законченный характер действия, – Present Perfect. Форма Past Indefinite используется при описании проделанной работы, если работа послужила основой для тех или иных заключений.

В процессе работы над рефератом по английскому рекомендуется использование различных вводных слов и конструкций, направленных на усиление или выделение логических связей.

**2.6 Примеры тематических монологических высказываний и заданий по грамматике.**

1. Тематическое монологическое высказывание (2-3 минуты)

1.2 My native city (town or village).

I was born in a big city and I really love it.

The city amazingly combines historical buildings and all the modern tendencies. I love the center of the city. It is called the Old Town. It has these beautiful narrow streets with paving stones, beautiful colored houses and old churches. At night the city is lightened up and looks breathtaking.

We have lots of places for the young people to visit. There are a lot of cafes and interest clubs. For example, there are several English-clubs opening every year. They provide free movie-evenings and speaking clubs. There are also lots of yoga classes and sport places to attract people to healthy life.

We also have various museums and art galleries. There are some old traditional museums like The National Art Museum and the new ones like The House of Pictures. What is more, to popularize the places there are days when you can go there for free.

I like shopping and my city provides lots of shopping centers to visit. Me and my friends can go shopping, relax in the cafe and go to the movie. And all that is in one place.

There are also two aqua parks to spend the weekend at. There are a lot of visitors especially in summer. More and more people go to the dolphinarium, where you can not only watch the performance, but also swim with these amazing animals.

So my native town has a lot to show. And there is no way I’m getting away from it.

2. Задания по грамматике (устно)

2.1 The Passive Voice. Страдательный залог.

Пассивный (страдательный) залог – это ситуация, когда подлежащее в предложении, «кто» или «что», делает действие не само, а испытывает действие на себе. Кто выполняет действие нам не всегда важно, более важен результат.

*The house was built. – Дом был построен* отцом и дядей (дом не сам себя строил).

Пассивный залог обычно образуются с помощью глагола be и причастия II, так называемый "be-passive":

*The room is cleaned every day. – Комната убирается каждый день.*

Пассивный залог может образовываться с помощью глагола get, так называемый "get-passive":

*They are going to get married this summer. – Этим летом, они женятся.*

1. Тематическое монологическое высказывание (2-3 минуты)

1.1 Functional Units of Digital Computers.

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

The five major functional units of a digital computer are:

1) Input— to insert outside information into the machine;

2) Storage or memory — to store information and make it available at the appropriate time;

3) Arithmetic-logical unit — to perform the calculations;

4) Output — to remove data from the machine to the outside world and 5) Control unit — to cause all parts of a computer to act as a team.

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

2. Задания по грамматике (устно)

2.1 Degrees of Comparison of Adjectives. Степени сравнения прилагательных.

Прилагательные имеют три степени сравнения: положительную степень (positive degree), сравнительную степень (comparative degree) и превосходную степень (superlative degree).

Положительная степень прилагательного, это та исходная его форма, даваемая в словарях, также её ещё называют основной, например: cold (холодный), difficult (трудный), tall (высокий).

*He is a tall man. – Он высокий человек.*

В приведённом предложении, прилагательным в положительной степени, подразумевается сравнение с другими предметами или явлениями, высокий рост определённого человека сопоставляется росту среднестатистического человека.

 Сравнительная и превосходная степени образуются от положительной двумя способами:

Если прилагательное состоит из одного слога, образуется путём прибавления суффиксов -er в сравнительной степени и -est в превосходной степени:

*cold - colder - coldest (холодный - более холодный - самый холодный)*

Другой способ реализуется с помощью наречий more (более) и most (наиболее). Используется если:

прилагательные состоят из двух и более слогов:

*difficult - more difficult - most difficult (трудный - более трудный - самый трудный)*

*famous - more famous - most famous (знаменитый - более знаменитый - самый знаменитый)*

Исключения:

двусложные прилагательные оканчивающиеся на:

*-y (y → i): easy - easier - easiest (легкий - более легкий - самый легкий)*

*-er: clever - cleverer - cleverest (умный)*

*-ow: narrow - narrower - narrowest (узкий)*

двусложные прилагательные с ударением на втором слоге:

*severe - severer - severest (суровый)*

образованные от двусложных прилагательных с помощью приставки:

*unhappy - unhappier - unhappiest (несчастный)*

Некоторые прилагательные образуют степени сравнения особо:

*bad - worse - worst (плохой - хуже - худший)*

*far - further - furthest (дальний)*

*good - better - best (хороший)*