

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
федеральное государственное бюджетное образовательное учреждение высшего образования
«КУЗБАССКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ ИМЕНИ Т.Ф.ГОРБАЧЕВА»
Филиал КузГТУ в г. Белово



Фонд оценочных средств по дисциплине

Иностранный язык

Специальность «09.02.07 Информационные системы и программирование»

Присваиваемая квалификация
"Специалист по информационным системам"

ФСС составил преподаватель



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ФСС обсужден на заседании кафедры экономической безопасности и менеджмента

Протокол № 10 от «15» 06 2021 г.

Зав. кафедрой экономической безопасности и менеджмента



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Согласовано учебно-методическим советом филиала КузГТУ в г. Белово

Протокол № 11 от «22» 06 2021 г.

Председатель учебно-методического совета



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1. ПАСПОРТ КОМПЕТЕНЦИЙ ДИСЦИПЛИНЫ (МОДУЛЯ)

Освоение дисциплины направлено на формирование:
общих компетенций (ОК):

ОК - 01 - выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам.

ОК- 02 - осуществлять поиск, анализ и интерпретацию информации, необходимой для выполнения задач профессиональной деятельности.

ОК - 03 - планировать и реализовывать собственное профессиональное и личностное развитие

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

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

ОК- 06 - проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, применять стандарты антикоррупционного поведения.

ОК - 10 - пользоваться профессиональной документацией на государственном и иностранном языках.

**2. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ АТТЕСТАЦИИ
по дисциплине Иностранный язык**

1. Описание назначения и состава фонда оценочных средств

Настоящий фонд оценочных средств (ФОС) входит в состав образовательной программы и предназначен для текущего и промежуточного контроля и оценки планируемых результатов обучения – знаний, умений, навыков и опыта деятельности, характеризующих этапы формирования компетенций в процессе прохождения подготовки по дисциплине Иностранный язык

ФОС разработан на основании ФГОС СПО специальности «09.02.07 Информационные системы и программирование»

2. Перечень компетенций, формируемых в процессе прохождения дисциплины:

ОК – 01, ОК – 02, ОК – 03, ОК – 04, ОК – 05, ОК – 06, ОК – 10.

3. Этапы формирования и оценивания компетенций

№ п/п	Контролируемые разделы (темы)	Код контролируемой компетенции	Наименование оценочного средства	
			Текущий контроль	Промежуточная аттестация
1 семестр				
Раздел 1. Основное содержание				Зачет
Тема № 1.1 Лекция	Введение.	ОК – 01, ОК – 02	Тест на уровень английского языка.	Зачет проходит в два этапа: 1. устный: ответ на два вопроса; 2. письменный: лексико-грамматический тест по пройденным темам.
Тема № 1.2 Практическое занятие 1-3	Приветствие, прощание. Межличностное общение	ОК – 01, ОК – 02, ОК – 03, ОК – 04, ОК – 05, ОК – 06, ОК – 10	Устный опрос Письменная проверка отчетов по практическим занятиям Тестирование Самостоятельная работа	
Тема № 1.3 Практическое занятие 4-6	Распорядок дня.	ОК – 01, ОК – 02, ОК – 03, ОК – 04, ОК – 05, ОК – 06, ОК – 10		
Тема № 1.4 Практическое занятие 7-9	Спорт. Здоровый образ жизни.	ОК – 01, ОК – 02, ОК – 03, ОК – 04, ОК – 05, ОК – 06, ОК – 10		
Тема № 1.5 Практическое занятие 10-12	Путешествия. Россия. Великобритания.	ОК – 01, ОК – 02, ОК – 03, ОК – 04, ОК – 05, ОК – 06, ОК – 10		
Тема № 1.6 Практическое занятие 13-14	Человек и природа	ОК – 01, ОК – 02, ОК – 03, ОК – 04, ОК – 05, ОК – 06, ОК – 10		
2 семестр				
Раздел 2. Профессионально-ориентированное содержание				Дифференцирова

				нный зачет
Тема № 2.1 Практическое занятие 15-19	Достижения и инновации в области науки и техники.	ОК – 01, ОК – 02, ОК – 03, ОК – 04, ОК – 05, ОК – 06, ОК – 10	Устный опрос Письменная проверка отчетов по практическим занятиям Тестирование	Зачет проходит в три этапа: 1. устный: ответ на два вопроса; 2. устный: сообщение по пройденной теме; 3. письменный: лексико- грамматический тест по пройденным темам.
Тема № 2.2 Практическое занятие 20-25	Выставки.	ОК – 01, ОК – 02, ОК – 03, ОК – 04, ОК – 05, ОК – 06, ОК – 10	Самостоятельная работа	
Тема № 2.3 Практическое занятие 26-33	Компьютер.	ОК – 01, ОК – 02, ОК – 03, ОК – 04, ОК – 05, ОК – 06, ОК – 10		
Тема № 2.4 Практическое занятие 34-36	Промышленное оборудование.	ОК – 01, ОК – 02, ОК – 03, ОК – 04, ОК – 05, ОК – 06, ОК – 10		

3. КОМПЛЕКТ ЗАДАНИЙ ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ
по дисциплине Английский язык

1. **Оцениваемые компетенции:** ОК – 01, ОК – 02, ОК – 03, ОК – 04, ОК – 05, ОК – 06, ОК – 10

2. **Вид контроля:** отчет по практическому занятию, включающий в себя, устный опрос, письменную проверку отчетов по практическим занятиям или тестирование в ЭОС филиала.

3. **Критерии и шкала оценивания**

Оценивание результатов обучения по дисциплине «Иностранный язык» осуществляется по регламенту текущего контроля. Текущий контроль проводится преподавателем в процессе проведения практических занятий.

При проведении текущего контроля по дисциплине обучающиеся сдают отчеты по каждому практическому занятию.

При выполнении отчета по практическому занятию студенты должны прочитать общие сведения грамматики для того, чтобы вспомнить необходимые правила, прежде чем выполнять упражнения.

Практические занятия проводятся согласно календарно-тематическому планированию, в соответствии с требованиями учебной программы по дисциплине.

Преподаватель анализирует содержание отчета по практическому занятию, затем оценивает результат.

Уровни освоения компетенций		Критерии оценивания
Отметка за отчет по практическому занятию	Тестирование в ЭОС	
5 (отлично)	Тестируемый набрал 90 и более процентов правильных ответов.	коммуникативная задача решена полностью; работа выполнена в полном объеме; понята основное содержание оригинального текста, даны полные аргументированные ответы на вопросы; решена коммуникативная задача при высказывании; соблюдены основные правила оформления текста в письменной речи; без орфографических и лексико-грамматических ошибок или имеется незначительное количество орфографических и лексико-грамматических ошибок.
4 (хорошо)	Тестируемый набрал от 76 до 89 процентов правильных ответов.	коммуникативная задача решена полностью, выполнено менее 80 % от объема работы; затруднения при работе с текстом, затруднение в понимании слов; найдено примерно 2 / 3 заданной информации при ответах на вопросы; неточности в употреблении слов, но ошибки не препятствуют пониманию текста; имеются незначительные лексико-грамматические и орфографические ошибки.
3 (удовлетворительно)	Тестируемый набрал от 61 до 75 процентов правильных ответов.	коммуникативная задача решена; выполнено не менее 60 % от объема работы; неточное понимание текста, языковая догадка совсем не развита, найдено 1 / 3 информации при ответах на вопросы; допущены языковые ошибки в

		устной речи, ограниченный диапазон языковых средств, минимальный объем высказывания; языковые погрешности в письме, мысли не логично изложены, ошибки в формате письменной работы; допущены элементарные лексико-грамматические, орфографические и пунктуационные ошибки.
2 (неудовлетворительно)	Тестируемый набрал 60 и менее процентов правильных ответов. Не было попытки выполнить тест.	коммуникативная задача не решена; выполнено менее 60 % от объема работы; неправильное понимание содержания текста, неумение систематизировать незнакомую лексику, практически отсутствует информация к заданиям по тексту; частичное выполнение речевой задачи, небольшой объем высказывания, отсутствует логика в построении высказывания в письменной речи, формат письма не соблюдается; не соблюдаются грамматические, орфографические и пунктуационные правила. Не было попытки выполнить отчет по практическому заданию.

4. Подходы к отбору содержания и учебно-методическому обеспечению

За основу учебно-методического обеспечения взяты:

1. 1. Planet of English: учебник английского языка для образовательных учреждений СПО на базе основного общего образования с получением среднего общего образования / Г. Т. Безкоровайная, Н. И. Соколова, Е. А. Койранская, Г. В. Лаврик. – 7-е изд., стер. – Москва: Академия, 2019. – 256 с. – (Профессиональное образование). – ISBN 9785446882861. – URL: <https://www.academia-moscow.ru/catalogue/4831/408556/>. – Текст: электронный.

2. методические указания к практическим занятиям и самостоятельной работе [Электронный ресурс] для студентов 1 курса всех специальностей СПО очной формы обучения / сост. С. В. Лебединцев, М. А. Перловская; КузГТУ. – Электрон. издан. – Кемерово, 2018.

5. Содержание заданий отчета по практическим занятиям

ПЕРВЫЙ СЕМЕСТР ЛЕКЦИЯ: ВВЕДЕНИЕ.

Цели и задачи изучения учебной дисциплины «Иностранный язык» (английский). Английский язык как язык международного общения и средство познания национальных культур. Основные варианты английского языка, их сходство и различия. Роль английского языка при освоении профессий и специальностей СПО.

По окончании вводной беседы, обучающимся предлагается прохождение теста на определение уровня базовых знаний.

Тест на уровень английского языка. Входящий контроль

1. It is ... bag. ... bag is big.
 - a ... --
 - the ... the
 - a ... the
2. They ... very kind people.
 - is
 - am

- **are**
3. ... you OK? Yes, I ...
- are ... are
 - **are ... am**
 - is ... am
4. You can see a lot of ... in the park.
- woman and children
 - womans and childs
 - **women and children**
5. There is a big vase ... the corner of the room.
- **in**
 - around
 - on
6. I ... understand you.
- **can't**
 - doesn't
 - am not
- 7.... you ... your friends this week?
- did ... meet
 - **have ... met**
 - do ... met
8. Stop ... time browsing the Internet and tidy up your room at last!
- waste
 - to waste
 - **wasting**
9. This church ... in the 17th century
- built
 - **was built**
 - had built
10. You ... be more careful, crossing the street. The traffic's so busy here.
- **should**
 - ought
 - can

Текст для оценки результата теста:

1. Все ответы верны: Поздравляем! Это отличный результат. Вы прекрасно владеете английским языком в рамках выбранного уровня. Хорошие материалы и эффективные упражнения для продолжения работы вы найдете в Электронно- обучающей системе, курс «Иностранный язык».
2. Итоговая цифра от 7 до 10 правильных ответов: Уровень Вашего английского достаточный. Хорошие материалы и эффективные упражнения для продолжения работы вы найдете в Электронно - обучающей системе, курс «Иностранный язык».
3. Итоговая цифра ниже 7: Уровень Вашего английского не вполне удовлетворителен, есть над чем работать. Хорошие материалы и эффективные упражнения для продолжения работы вы найдете в Электронно - обучающей системе, курс «Иностранный язык».

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 1. ПРИВЕТСТВИЕ, ПРОЩАНИЕ, ПРЕДСТАВЛЕНИЕ СЕБЯ И ДРУГИХ ЛЮДЕЙ В ОФИЦИАЛЬНОЙ И НЕОФИЦИАЛЬНОЙ ОБСТАНОВКЕ.

Составление диалогов. Введение лексических единиц по теме.

Задание 1 Прочитайте текст и выполните после текстовое упражнение

Read the text.

About myself

Hello! Let me introduce myself. My name is Dima Yaroslavtsev. I live in Vladimir. Last year, I finished school, and now I'm a student of a radio-technical college. I have made many friends here, and we have already known each other quite well. We like our studies, and we spend our free time together. Many of us want to become engineers.

My family is neither large nor small. There are four of us: my father, my mother, my sister and me.

My father is a specialist at a plant. His work is very serious, and I think he does his best. My mother is a teacher of geography at school. When she comes home, she is usually very tired, so my sister and I help her around the house. My sister is two years my senior. She is a student at the Pedagogical Academy. She wants to be a teacher of mathematics. She sometimes helps me with my studies. During the weekends, we try to spend a lot of time together. We go to the river in summer or go skiing in winter.

I like my studies, but I'm fond of other things too, e. g. I make computer programs, play the guitar, listen to music, chat with my friends on the Internet. I also like to travel. We know how to pronounce better in English. This term we are learning grammar. Later we'll learn how to read technical texts in English. My knowledge becomes deeper. Our teacher is Anna Pavlovna. I think she is the most competent English teacher.

My parents often say that this time of my life is the happiest. As for me, I don't think so. There are so many difficulties, especially in my studies. But I hold on and say to myself: 'Don't give up!' And finally everything is OK!

Discuss these questions with your partner.

- 1) What is the boy's name?
- 2) Where does he live?
- 3) When did he finish his school?
- 4) Where does he study?
- 5) Does he have friends?
- 6) How many people are there in his family?
- 7) What do his parents do?
- 8) Is Dima's elder sister a student?
- 9) What do they usually do during the weekends?
- 10) Does he like his studies?
- 11) How long has he been studying English?

Look through the text and answer the following questions as true or false.

- 1) Dima and his friends have no ideas about their future profession.
- 2) Dima and his sister help their mum around the house.
- 3) Dima and his family don't spend their free time together during the weekends.
- 4) Dima likes studying and he isn't interested in other things.
- 5) Dima and his mates work hard in English, they expand their knowledge.

Give English equivalents.

- 1) Здравствуйте! Позвольте представиться.
- 2) У меня появилось много друзей здесь.
- 3) Мы хотим стать инженерами.
- 4) Моя семья состоит из 4 человек.
- 5) Моя сестра на два года старше меня.
- 6) Мы стараемся проводить много времени вместе.
- 7) Она очень квалифицированный учитель.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 2. ОПИСАНИЕ ЧЕЛОВЕКА

Межличностное общение. Описание человека (внешность, национальность, образование, личные качества, род занятий, должность, место работы и др.) Введение и отработка лексических единиц по теме. Употребление глагола *to be*. Повторение.

Задание 1. Закончить текст «О себе». Complete the text «About myself»

1. I would like to introduce myself. My name is
2. My surname is
3. I am years old.
4. I live in in street.
5. I am and tall.
6. My future profession is.....
7. I am fond of
8. I like to listen to music. My favorite group is.....
8. I am good at
9. I am bad at
10. My favorite pastime is....

Задание 2. Составить текст «About myself», не менее 15 предложений. Текст выучить, рассказать преподавателю на оценку.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 3. СЕМЬЯ И СЕМЕЙНЫЕ ОТНОШЕНИЯ, ДОМАШНИЕ ОБЯЗАННОСТИ.

Образование множественного числа существительных, имя существительное.
Развитие навыков чтения. Существительные исчисляемые и неисчисляемые. Употребление слов *many, much, a lot of, little, a little, few, a few* с существительными.

Задание 1: Подберите к словам их определения Match the words with their definitions.

The words	Their definitions
mother	the male child of your brother / sister
brother	the sister of your mother / father
grandmother	a female parent
grandfather	the man to whom a woman is married
uncle	a male who has the same parents as you
aunt	the woman to whom a man is married
cousin	the female child of your brother / sister
nephew	a male parent
niece	a mother or a father of a person
parents	the father of your father / mother
wife	the child of your aunt / uncle
sister	the brother of your mother / father
husband	a female who has the same parents as you

Задание 2 Поставьте «+» при правильном использовании «much» или «many», поставьте «-» - при неверном.

Put " + "if you use" much "or" many "correctly, put" - " - if you use it incorrectly.

Английские предложения	Правильный ответ
1. We don't have many food in the house.	1. - (У нас немного еды в доме.)
2. I can't give you many information	2. - (Я не могу предоставить вам много)

about the company.	информации об этой компании.)
3. I need much apples for the pie.	3. – (Мне нужно много яблок для пирога.)
4. How many people are there in your office?	4. + (Сколько людей в вашем офисе?)
5. There is much wine in the	5. + (В бутылке много вина.)
6. She doesn't have many luggage.	6. – (У нее немного багажа.)
7. My son earns much money now.	7. + (Мой сын сейчас зарабатывает много денег.)
8. They saw many snow in the mountains.	8. – (Они увидели много снега в горах.)
9. I have tried diving many times in my life.	9. + (Я пробовал нырять много раз в своей жизни.)
10. John will have much exams next year.	10. – (У Джона будет много экзаменов в следующем году.)

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 4. ОПИСАНИЕ ЖИЛИЩА И УЧЕБНОГО ЗАВЕДЕНИЯ (ЗДАНИЕ, ОБСТАНОВКА, УСЛОВИЯ ЖИЗНИ, ТЕХНИКА, ОБОРУДОВАНИЕ).

Составление диалогов. Выполнение лексико-грамматических упражнений. Сложносочиненное предложение. Употребление конструкции *there + to be*. Сочинительные союзы *but/and/so*.

Задание 1 Переведите предложения употребляя конструкции *there + to be*.

1. В мастерских много инструментов.
2. В нашем колледже располагается читальный зал.
3. В читальном зале много портативных компьютеров, которые мы используем для нашей подготовке к занятиям.
4. Много растений в горшках на подоконниках.
5. Есть спортивная площадка за зданием университета.

Задание 2 Образуйте сложное предложение, соединив два простых предложения подходящим союзом “and – but – or – so – because” (возможны несколько вариантов).

Предложение переведите.

1. The taxi stopped. The passenger got out.
2. The taxi stopped. The passenger stayed in the car.
3. My brother is married. He lives in Italy.
4. My brother is married. My sister is single.
5. It rained yesterday. We stayed at home.
6. I bought a magazine. I haven't read it yet.
7. They've got a nice house. They haven't got a garden.
8. Mary often goes to the theatre. She loves operas.
9. Are you going to make a cake? Have you already made it?
10. Our neighbors were very poor. They never asked for help.
11. We opened the window. It was too hot inside.
12. The sea was cold. We didn't go swimming.
13. I was so tired. I went to bed.
14. Tim doesn't like Moscow. It is very noisy and big.
15. It was a difficult exam. I passed it.
16. They wanted to eat sushi. There wasn't any Japanese restaurant nearby.
17. Gordon worked hard. She could make a lot of money.
18. Joanna is fond of tennis. She plays really well.
19. To get to town you can take any bus. You can just walk.
20. I needed some help with French. I took private lessons.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 5. РАСПОРЯДОК ДНЯ СТУДЕНТА КОЛЛЕДЖА.

Повседневная жизнь, учебный день, выходной день. Мой рабочий день. Мой выходной день. Употребление артиклей, предложения с оборотом there + to be. Развитие навыков чтения по теме «Распорядок дня». Выполнение лексико-грамматических упражнений.

Задание 2 Прочитайте текст и отметьте какие утверждения являются верными, какие неверными.

Read the text to answer the statements. Are these statements true or false?

1) Alexander's working day starts at 6:30. 2) He is in the habit of having a big breakfast. 3) Alexander's favourite subject is Maths. 4) In the middle of the day the students go to the canteen. 5) Alexander likes to play football. 6) In the evenings he goes for a walk with his friends.

Notes on the text:

achieve – достигать

lazybones – лентяй

grab – схватить

wealth – богатство

rush – торопиться

drag – тянуться

flash – быстро промелькнуть,
пронестись

Alexander's Working Day

My usual working days look practically the same. But I do my best to make them more interesting and useful. Life is impossible without work. Teachers and parents always say that hard work is the only way to achieve our goals. My working day usually starts like this. At exactly 6:00 my radio alarm buzzes. Though I am not a lazybones, in winter it is always difficult for me to wake up early. I do my morning exercises every morning. I know that good health is better than wealth. After having a shower I get dressed and brush my hair. It takes me about 40 minutes. I am in the habit of having only a light breakfast. After breakfast I grab my school bag and rush for college. Unfortunately I live far from the college. It takes me about one hour to get there. Sometimes my mood depends on what classes I have. On some days lessons flash by very quickly, especially if they are on the humanities or Maths, which I like most, but they drag more slowly if they are on Chemistry or Biology and especially when we have to write tests on them. Our classes start at 8:20. Usually we have seven lessons a day. Each lesson lasts 45 minutes, but the breaks are too short: only 5 or 10 minutes. Fortunately we have a large break in the middle of the day which lasts 45 minutes. During this break we go to the canteen.

At 3 o'clock, when the classes are over, I sometimes stay at college to play football with my group-mates. In the evenings I am busy doing my homework. If I have some free time left, I go for a walk with my friends, read or watch TV. At about 8 o'clock all our family have supper. At 11:30 I take a shower and go to bed.

Задание 2 Вставьте артикли, где необходимо

Write the articles a/an/the where it's necessary:

1) Yesterday I saw ... new film, but... film wasn't very interesting.

2) Moscow is situated on ... Moskva river and London is situated on ... Thames. 3) Yuri Gagarin was ... first man to fly over ... Earth in spaceship. 4) My sister will go to school ... next year. 5) In ... summer we went to ... Black Sea. 6) ... New York is one of the biggest business

centers in the world. 7) ... Lomonosov was ... great Russian scientist. He was born in ... small village on ... shore of ... White Sea. 8) ... Peter's brother is... worker and we are ... students. 9) What ...strange man he is! 10) In ... summer we live in ... country. 11) ... Russia is one of ... largest countries of the world. 12) Is your dress made of ... wool or ... cotton? – It's made of silk.

**Задание 3 Что вы обычно делаете в течение дня? Напишите 10-15 предложений.
What do you usually do during your day? Write 10-15 sentences.**

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 6. ХОББИ, ДОСУГ.

Употребление like + Ving. Увлечения. Чтение. Мой любимый фильм. Диалог «Мои увлечения и интересы». Мои увлечения. Употребление like + Ving. Введение и отработка лексических единиц по теме.

Задание № 1 В парах обсудите следующие вопросы и составьте диалог/ In pairs discuss the following questions.

- 1) Do you have much free time?
- 2) What is your favorite hobby?
- 3) Why do you like your hobby?
- 4) What do you do for fun?
- 5) What do you do in your spare/free time?
- 6) What do you do when you're bored?

Задание 2. Используя активную лексику практического занятия, написать сочинение на тему "Мое хобби"/ Using the active vocabulary of the practical lesson, write your own essay on the topic "My hobby".

- Reading books – чтение книг
- Blogging – ведение блога
- Dancing – танцы
- Singing – пение
- Listening to music – слушать музыку
- Playing musical instruments (piano, guitar etc.) – играть на музыкальном инструменте
- Learning new languages – изучать новые языки
- Shopping – ходить по магазинам
- Travelling – путешествовать
- Hiking – ходить в походы
- Cycling – езда на велосипеде
- Exercising – ходить на тренировки (делать зарядку)
- Drawing – рисование карандашом
- Painting – рисование
- Collecting things – собирать вещи (коллекционировать что-то)
- Playing computer games – играть в компьютерные игры
- Cooking – готовить
- Baking – выпекать вкусности
- Gardening – садоводство
- Embroidering – вышивание
- Sewing – шитье
- Knitting – вязание
- Playing board games – играть в настольные игры
- Walking – прогулки
- Writing stories – писать, сочинять рассказы

- Fishing – рыбалка
- Photography – фотография
- Skydiving – затыжные прыжки с парашютом
- Sky-jumping – прыжки с парашютом
- Skating – катание на коньках
- Skiing – катание на лыжах
- Roller-skating – катание на роликах
- Creating things (handmade) – создавать что-то своими руками
- I like + to do something
- I like + Ving
- I enjoy doing something -любить что либо делать
- I am keen on something
- I am fond of something

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 7. ОПИСАНИЕ МЕСТОПОЛОЖЕНИЯ ОБЪЕКТА (АДРЕС, КАК НАЙТИ).

Виды транспорта. Достопримечательности. Изучение лексики темы. Чтение и перевод текстов.

Описание местоположения в городе. Предлоги места, направления. Настоящее время.

Выполнение лексико-грамматических упражнений.

Задание 1 Тест «Предлоги направления»/ "Prepositions of direction"

№ п/п	Содержание вопроса	Правильный ответ
1.	Употребите соответствующий предлог движения, места, направления: A young man jumped ___ his window last night. <ul style="list-style-type: none"> • out of • along • under 	out of
2.	Let's have a walk ___ the coast. <ul style="list-style-type: none"> • along • onto • over 	along
3.	Go ___ the path until you see a high rock. <ul style="list-style-type: none"> • out of • up • from 	up
4.	We are flying ___ Europe at the moment. <ul style="list-style-type: none"> • on • over • into 	over
5.	The bus stopped ___ the traffic lights <ul style="list-style-type: none"> • up • in front of • in front 	in front of
6.	The bank is _ the post-office and the beauty salon. <ul style="list-style-type: none"> • at • between • behind 	between

7.	I love flying on airplanes and seeing only clouds ____ me. <ul style="list-style-type: none"> • from • on • below 	below
8.	Верно, или неверно употреблен предлог движения в этом предложении? I saw Richard when I came away from the office. (Я увидел Ричарда, когда вошел в офис.) <ul style="list-style-type: none"> • Верно • Неверно 	Неверно
9.	The company is sitting ____ the table Выберите один ответ: <ul style="list-style-type: none"> • on • into • round 	round
10.	Подберите к словосочетаниям из первой колонки их русские эквиваленты из второй <ul style="list-style-type: none"> • out of the store • across the road • toward the tree • through the park • away from the store • past the park • down the road • into the store • around the tree • up the road • along the road • onto the tree 	<ul style="list-style-type: none"> • из магазина • через дорогу • по направлению к дереву • сквозь парк • прочь от магазина • мимо парка • вниз по дороге • внутрь магазина • вокруг дерева • вверх по дороге • вдоль дороги • на дерево
11.	Let's drive ____ the field. It's the shortest way. <ul style="list-style-type: none"> • through • from • on 	through
12.	Верно, или неверно употреблен предлог движения в этом предложении? The spider is crawling along the floor. <ul style="list-style-type: none"> • Верно • Неверно 	Верно
13.	This train stops ____ every station. <ul style="list-style-type: none"> • in • at • on 	at
14.	We are lucky to have a garage right ____ the house. <ul style="list-style-type: none"> • inside • near • among 	near
15.	This is my album of photos ____ Africa. <ul style="list-style-type: none"> • out of • in • from 	from

16.	Look! The shopping center is ____. <ul style="list-style-type: none"> • on the left • at the left • near 	on the left
17.	We had a change of plane ____ Budapest on our way to Roma. <ul style="list-style-type: none"> • to • at • in 	at
18.	Верно, или неверно употреблен предлог движения в этом предложении? The plane is going through the clouds. <ul style="list-style-type: none"> • Верно • Неверно 	Верно
19.	The reception desk is ____ the centre of the hall. <ul style="list-style-type: none"> • on • in • at 	in
20.	The ships are carrying their cargos ____ the river. <ul style="list-style-type: none"> • into • behind • down 	down

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 8. МАГАЗИНЫ, ТОВАРЫ, СОВЕРШЕНИЕ ПОКУПОК.

Виды магазинов. Мой любимый отдел. Предлоги времени, места, направления и др. Просмотровое чтение текстов. Прогулка по магазинам. Употребление неопределенных местоимений в английском предложении. Выполнение лексико-грамматических упражнений.

Задание № 1 Тест «Покупки в магазине»/"Shopping "

№ п/п	Содержание вопроса	Правильный ответ
1.	Подберите к словосочетаниям из первой колонки их русские эквиваленты из второй <u>Люди в магазине:</u> <ul style="list-style-type: none"> • Crowd • Customer • Cashier/clerk • Manager • Attendant/assistant 	<ul style="list-style-type: none"> • толпа • покупатель, клиент • кассир/клерк • менеджер • обслуживающее лицо/продавец
2.	Подберите к словосочетаниям из первой колонки их русские эквиваленты из второй <u>Объекты и основные понятия:</u> <ul style="list-style-type: none"> • Shelf/shelves • Fitting rooms / changing rooms • Card machine • Trolley • Show-case, shop-window, display window • Scale(s) • Escalator • Basket • Chip and pin machine • Cash 	<ul style="list-style-type: none"> • полка / полки • примерочные • терминал, аппарат для оплаты кредитной картой • тележка • витрина • весы • эскалатор • корзина • POS-терминал, устройство для приема к оплате платежных карт • наличные деньги • квитанция, кассовый чек

	<ul style="list-style-type: none"> • Receipt • Aisle • Barcode • Loyalty card • Coins • Wallet • Till/counter • Bag • Purse • Cheques 	<ul style="list-style-type: none"> • проход между рядами • штрихкод • карта постоянного покупателя • монеты • мужской кошелек • денежный ящик, касса • пакет • женский кошелек • чеки
3.	<p>Подберите к словосочетаниям из первой колонки их русские эквиваленты из второй</p> <p><u>Виды магазинов:</u></p> <ul style="list-style-type: none"> • Stationery shop • Ladies clothing shop / women's apparel shop / boutique • Chemist (UK) / pharmacy / drugstore • Convenience store (corner shop) • Hardware store • Shoe shop / cobbler's • Petrol station (UK) / gas station (US) • Men's clothing shop / menswear store / tailor • Shopping mall / mall • Greengrocers / grocery store / grocer's (UK) • Butcher's • Pet shop (store) • Bookshop • Baker's / bakery • Toy shop / toy store 	<ul style="list-style-type: none"> • Магазин канцелярских товаров • Магазин женской одежды / Магазин женской одежды / бутик (Великобритания) / аптека / Аптека • Круглосуточный магазин (угловой магазин) • Хозяйственный магазин • Обувной магазин / сапожник • Автозаправочная станция (Великобритания) / автозаправочная станция (США) • Магазин мужской одежды / магазин мужской одежды / портной • Торговый центр / торговый центр • Овощной / продуктовый магазин / гастроном (Великобритания) • Мясницкая • Зоомагазин • Книжный магазин • Пекарня • Магазин игрушек
4.	<p>Укажите соответствующий ответ покупателя на вопрос продавца:</p> <p>Can I help you find something?</p> <ul style="list-style-type: none"> • No, I'm just looking, thanks. • That's not exactly what I'm looking for. • Wow, that's crap! 	No, I'm just looking, thanks.
5.	<p>Укажите соответствующий ответ покупателя на вопрос продавца:</p> <p>Can I help you?</p> <ul style="list-style-type: none"> • I don't need any help. I'm just browsing, thanks. • That's not exactly what I'm looking for. • That's quite reasonable. 	I don't need any help. I'm just browsing, thanks.
6.	<p>Верно, ли построен диалог, соответствует ли ответ вопросу?</p> <p>-I'd like to buy an envelope for my letter then. Do you know where I could get that?</p> <p>-The convenience store on the corner might sell that.</p> <ul style="list-style-type: none"> • Верно 	Верно

	<ul style="list-style-type: none"> • Неверно 	
7.	<p>What can I do ... you?</p> <ul style="list-style-type: none"> • for • on • to 	for
8.	<p>Укажите соответствующий термин для данного определения: Men usually keep money in it. -</p> <ul style="list-style-type: none"> • credit card • wallet • purse • discount • cashpoint/ATM 	wallet
9.	<p>Укажите соответствующий термин для данного определения: Women usually keep cash in it. -</p> <ul style="list-style-type: none"> • discount • coin • wallet • purse • credit card 	purse
10.	<p>Упражнение на понимание вопроса. Подберите соответствующее значение.</p> <ul style="list-style-type: none"> • How much is this? • Could you help me, please? • Where can I weigh my groceries? • Have you got anything cheaper? • Excuse me, do you work here? • Could you tell me where the is, please? • Do you have this item in stock? • Is that any good? / How does it fit? • How much does this cost? • Do you sell ...? • What color would you like? • Is this in the sale? • Do/can you deliver? • Do you have a refund policy? • How much are these? • Would you have this in another colour? • Would you like to try it on? • How much is that ... in the window? • Do you have a smaller/bigger/larger size? • Do you know where else I could try to find this? 	<ul style="list-style-type: none"> • Сколько это стоит? • Не могли бы вы помочь мне, пожалуйста? • Где я могу взвесить свои продукты? • У тебя есть что-нибудь подешевле? • Простите, вы здесь работаете? • Не могли бы вы сказать мне, где это, пожалуйста? • У вас есть этот товар на складе? • Разве это хорошо? / Как это подходит? • Сколько это стоит? • Вы продаете ...? • Какой цвет вы бы хотели? • Это есть в продаже? • Можете ли вы доставить товар? • У вас есть политика возврата денег? • Сколько это стоит? • Вы бы хотели, чтобы это было в другом цвете? • Не хотите ли примерить? • Сколько стоит, что ... в окне? • У вас есть меньший/большой / большой размер? • Вы не знаете, где еще я мог бы попытаться найти это?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 9. ФИЗКУЛЬТУРА И СПОРТ, ЗДОРОВЫЙ ОБРАЗ ЖИЗНИ.

Специальные вопросы. Спортивные секции, клубы. Участие в дискуссии/беседе на тему: «Здоровый образ жизни». Вредные привычки. Введение и закрепление лексических единиц по теме. Повторение порядка слов в специальном вопросе. Степени сравнения прилагательных.

Развитие навыков чтения. Повторение степеней сравнения прилагательных. Употребление глаголов go/do/play Выполнение лексико-грамматических упражнений.

Задание 1 Сопоставьте следующие слова с их значением/Match the following words with their meaning.

- | | |
|-------------|--|
| 1. team | a. a leader of a team |
| 2. match | b. someone who competes with opposes another in a game |
| 3. coach | c. a competition in which people or teams compete |
| 4. score | d. to win or get a point, score |
| 5. loser | e. someone whose job is to train sports team |
| 6. goal | f. a group of players forming one side in a game |
| 7. captain | g. a point scored in sports |
| 8. opponent | h. a person that wins |
| 9. winner | i. a person that has lost a game or a contest |

Задание 2: Заполните пробелы в следующих предложениях. Используйте слова из упражнения 1/ Fill in the blanks in the following sentences. Use the words from the table of

- 1) Each team tries to ... a goal.
- 2) If a team wins, they are called
- 3) The players of the other team are called
- 4) We call the instructor of a team
- 5) If a team loses the match, they are
- 6) There's usually a leader of a team or
- 7) Our football team scored a first
- 8) I will try to play the next ... better.
- 9) Which ... do you support?

Задание 3 Give the equivalents.

- 1) Британцы известные любители спорта.
- 2) Множество игр пришли к нам из Британии.
- 3) Крикет это и игра, и черта характера.
- 4) Футбол это игра , которая привлекает наибольшее внимание.
- 5) Дерби самое известное мероприятие в мире.
- 6) Гонки на лошадях еще один зрелищный вид спорта.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 10. ЭКСКУРСИИ И ПУТЕШЕСТВИЯ.

Мой город. Мой район. Мое любимое место. Путеводитель по родному краю: визитная карточка, история, география, экологическая обстановка». Способы выражения будущего времени. Развитие навыков чтения. Закрепление лексических единиц. Выполнение лексико-грамматических упражнений.

Задание 1: Сопоставьте начало и окончание предложений/Match the beginnings and the endings of the sentences:

1. Kuzbass lies	a. the territory of the Kuznetskaya Lowland.
2. Kuzbass is said to be	b. continental.
3. The Aborigines live	c. into the Ob.
4. Kuzbass occupies	d. highly-developed in Kuzbass.
5. Kuzbass is one of the	e. plants, factories and mines.
6. The largest city is	f. a region of coal miners and metalworkers.
7. The climate in Kuzbass is	g. Novokuznetsk.
8. There are a lot of	h. oldest and largest industrial complexes in Siberia.
9. Metallurgy, coal mining are	i. in Tashtagol.
10. The river Tom flows	j. in the south of Western Siberia.

Задание2: Напишите сочинение о своем путешествии в любое место, на каком транспорте вы путешествовали, какие интересные вещи видели/ Write an essay about your travel to any place, by what means of transport you travelled, what interesting things you saw.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 11. РОССИЯ, ЕЕ НАЦИОНАЛЬНЫЕ СИМВОЛЫ, ГОСУДАРСТВЕННОЕ И ПОЛИТИЧЕСКОЕ УСТРОЙСТВО.

Изучение и использование политической лексики, чтение текста с пониманием основного содержания. Выполнение лексико-грамматических упражнений.

Задание 1: Сопоставьте слова и словосочетания с их объяснениями/ Match the words and words combinations with their explanations

- | | |
|-----------------------------|---|
| 1. the State Duma | a. lower house |
| 2. United Russia | b. the head of state |
| 3. a bill | c. the Parliament of the Russian Federation |
| 4. the President parliament | d. a written proposal for a new law, which is brought before |
| 5. the Federal Assembly | e. the standard unit of money in Russia |
| 6. the rouble of the state | f. a set of pictures painted on a shield and used as the special sign |
| 7. the Federation Council | g. the chairman of the Government |
| 8. the Prime Minister | h. the main political party |
| 9. coat of arms occasions | i. the official song of a nation that is sung or played on public |
| 10. the national anthem | j. The Upper House |

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 12. АНГЛОГОВОРЯЩИЕ СТРАНЫ.

Географическое положение, климат, флора и фауна, национальные символы, государственное и политическое устройство, наиболее развитые отрасли экономики, достопримечательности, традиции Развитие навыков устной речи. Отработка лексических единиц. Прошедшее времени английского глагола. Выполнение лексико-грамматических упражнений.

Задание 1: Дайте общую информацию о Соединенном Королевстве, используя следующие подсказки/Give general information about the United Kingdom using the following prompts.

1) Britain which is formally known as the United Kingdom of ... is the political unity of... . 2) It is located 3) Its total area is about... . 4) The population is 5) The surface is... . 6) The capital of the UK is 7) The official language is... . 8) Its form of government is a 9) Officially the supreme legislative authority is the ... and the two Houses of Parliament: ... But the Queen10) There are three major political parties:

Задание2: Выберите один из британских городов и напишите о нем, используя следующий план/Choose one of the British cities and write about it using the following plan:

1) geographic location, 2) climate, 3) flora and fauna, 4) population, 5) main industries, 6) places of interest

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 13. НАУЧНО-ТЕХНИЧЕСКИЙ ПРОГРЕСС

Составление монологического высказывания. Отработка лексического материала. Пассивный залог. Выполнение лексико-грамматических упражнений.

Ex. 1: Сопоставьте слова и словосочетания из столбцов. Заполните предложения ниже/Match the words and words combinations from the columns. Fill in the sentences below.

- | | |
|--------------------|--------------------|
| 1. virtual reality | a. общение в живую |
|--------------------|--------------------|

- | | |
|---|---------------------------------|
| 2. science and technological revolution | b. атомный век |
| 3. electronic devices | с. пользоваться интернетом |
| 4. atomic age | d. виртуальная реальность |
| 5. information technologies | e. электронные устройства |
| 6. real communication | f. информационные технологии |
| 7. surf the internet | g. научно-техническая революция |

1) Nowadays you can ... the net wherever you are. 2) Teenagers are attracted by computer greatly, but only real ... with real people gives us the fullness of life. 3) We live in the ... age. 4) One of the most widespread technologies is ... technology. 5) ... revolution has changed our lives very much. 6) The number of ... devices increased greatly now. 7) ... reality games are very popular among the teenagers.

Задание 2: Дайте эквиваленты/ Give the equivalents.

Цифровые устройства, научно-техническая революция, основательные изменения, заказывать билеты, упрощать, покупать товары, сложные вычисления, вошли в нашу жизнь, век космоса и энергии, вести активный образ жизни, досуг, доступный, часть свободного времени, быть под влиянием, виртуальное общение, сохранять, вечный, социальное и экономическое значение.

Задание 3: Прочтите следующие фрагменты информации о Стиве Джобсе, расположите их в логическом порядке и расскажите об этом легендарном человеке компьютерного мира/ Read the following bits of information about Steve Jobs, put them in a logical order and speak about this legendary person of the computer world.

- a) In 1976 Steve Jobs, Steve Wozniak and Ronald Wayne established Apple. Some years later Steve Wozniak created a new personal computer which carried Apple forward. Its name was Apple II. Steve Jobs worked on the design and sales of the new device.
- b) At the end of his life Steve was taken ill. His illness was diagnosed as a rare form of cancer. He died on October 5, 2011, but remained Chairman of the Board of the company till his dying day.
- c) Steve was adopted by Paul and Clara Jobs who became his parents and taught him to read at an early age.
- d) Steve Jobs was born on 24 February 1955 in San Francisco. His full name was Steven Paul Jobs.
- e) Later Next was included in Apple and Steve returned to work for it. He supervised creation of the iMac, iPod, iPhones and other company's products.
- f) Paul was a mechanical engineer and worked for a corporation which produced lasers. He taught Steve elementary electronics.
- g) Soon there began a race for power in Apple. Steve Jobs lost it and left the company. He decided to found a new corporation which was called *Next* and produced computer technologies.

Задание 4: Дайте эквиваленты/Give the equivalents.

- 1) Он решил основать новую корпорацию.
- 2) Он контролировал создание продуктов компании.
- 3) Стив работал над дизайном новых устройств.
- 4) Этот человек работает на компанию по производству лазеров.
- 5) Он воспитывался своими родителями.
- 6) Им был создан персональный компьютер.
- 7) Эта компания производила компьютерные технологии.
- 8) Вскоре началась борьба за власть в компании.

**ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 14. ЧЕЛОВЕК И ПРИРОДА,
ЭКОЛОГИЧЕСКИЕ ПРОБЛЕМЫ.**

Описание экологических проблем. Переработка отходов. Составление сообщения. Закрепление лексических единиц по теме. Условные предложения.
Выполнение лексико-грамматических упражнений.

Задание 1: Сопоставьте следующие слова с их значением/Match the following words with their meaning.

- | | |
|------------------|--|
| 1. nature | a. the damage caused to water, air by harmful substance |
| 2. pollution | b. the natural world |
| 3. protection | c. relationships between the air, land, animals, plants |
| 4. environment | d. all the animals, plants, etc. in the world all the features, forces that happen |
| 5. harmful | e. a state in which a person, a plant or an animal cannot be seen |
| 6. species | f. the state of being kept safe |
| 7. ecology | g. having a bad effect in something |
| 8. disappearance | h. a set of animals or plants in which members have similar characteristics |

Задание 2: Заполните недостающие слова из таблицы упражнения 2/Fill in the missing words from the table of Exercise 2.

1) ... the branch of biology connected with the relation between organisms and their environment. 2) The ... of the dinosaurs has puzzled scientists for many years. 3) He lived in close communion with ... 4) The ... of the environment must be our first priority today. 5) It would be better for the ... if more people used bikes rather than cars. 6) Over a hundred ... of insect are found in this area. 7) It's important to protect your skin from the ... effects of the sun. 8) New research found that industrial ... goes high in the atmosphere and travels far.

Задание 3: Опишите ваши личные способы экономии природных ресурсов. Подумайте о следующем дома/ Describe your personal ways of saving natural resources. Think of the following at home:

1) reusable shopping bags, 2) reusable tableware, 3) rechargeable batteries, 4) walking and biking whenever possible

**ВТОРОЙ СЕМЕСТР
ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 15. ДОСТИЖЕНИЯ И ИННОВАЦИИ В ОБЛАСТИ
НАУКИ И ТЕХНИКИ.**

Современные научные достижения. Технический прогресс в нашей жизни. Отработка лексического минимума. Выполнение упражнений. Введение лексических единиц, практика употребления.

Задание 1 Прочитайте статью “Новая Энергия из старых источников” Read the Text “New Energy From Old Sources”

NEW ENERGY FROM OLD SOURCES

By J. Staff

1. The resources of fossil (ископаемое) fuel which made the industrial revolution possible and have added to the comfort and convenience of modern life were formed over a period of 600-million years. We will consume them in a few hundred years at current rates. Certain steps should be taken to find solutions of energy problems.

2. The current energy problem is the result of many complex and interrelated factors, including a world-wide demand for energy; inadequate, efforts during the recent past to develop new energy resources; delays in the construction of nuclear power plants (ядерные электро-станции), automobile changes that increase gasoline consumption. Demand must, of necessity, be moderated, and intensive efforts must be made to expand the overall energy supply.

3. But energy is available to use in practically unlimited quantities from other sources. Large amounts of energy can be received from ocean tides (приливы) and currents, from huge underground steam

deposits, from the power of wind and from the heat of the Sun. The idea of heating houses with the warmth of the Sun has become popular in the last few years. Since the *U.S. News and World Report* first told about solar heated homes near Washington some years ago, many similar projects have appeared around the country. In many places schools are using solar units to provide classroom heat.

4. Most solar-heating systems coming on the market use a black surface to absorb the Sun's heat. Engineers cover the surface with glass which lets in the rays, but holds heat. The heat is transferred to water that runs through small pipes. The hot water is then circulated through the house. It is estimated that 40 million new buildings will be heated by solar energy by the year 2020. The solar cell (батарея) is another way to produce power from the Sun. It converts sunlight directly into electricity. These cells are used with great success in the space program, but remain far too expensive for widespread application. In the meantime, solar homes are being built and lived in from California to Connecticut. The next step is mass production of homes, office buildings and schools - all heated by the Sun.

5. Putting the wind to work researchers are showing great interest in the age-old windmill (мельница). Several big companies are now studying windmills. These companies are to analyze windmills ranging from 100 to 2,000 kilowatts. The smallest would provide sufficient electricity to power several homes, the largest could provide electricity to a small village.

Задание 2: Составьте аннотацию к тексту "New Energy From Old Sources":

1. The title of the text is ...
 2. The text is devoted to ...
 3. It consists of ...
 4. The first passage deals with ...
 5. The second (third, forth, etc.) passage deals with ...
 6. The main idea of the text is ...
 7. The information of the article (the text) is addressed to students (engineers, specialists, all those who are interested in) ...
 8. The article (text) may be recommended to ...
 9. The information of the article (text) is interesting (important, useful, hard to understand, rich in contents).
 10. The author comes to the conclusion that ...
- In conclusion the author says that ...

**ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 16. МАШИНЫ И МЕХАНИЗМЫ.
ПРОМЫШЛЕННОЕ ОБОРУДОВАНИЕ.**

Современные технические устройства. Использование модальных глаголов. Развитие навыков чтения. Выполнение лексико-грамматических упражнений.

Задание 1. Сопоставьте следующие слова с их значением/Match the words and word combinations from the columns.

A	B
1. machine elements	A. замещать
2. branches of engineering	B. средства
3. automatic counts	C. взаимоотношение
4. converter	D. автоматический приборный механизм
5. transmission	E. сортировочное устройство
6. replace	F. детали машин
7. automatic-machine device	G. отрасли инженерии
8. sorter of machined objects	H. коробка передач
9. means	I. автоматический подсчет

Задание 5. Заполните пропуски подходящими по смыслу словами/ Fill in the gaps with appropriate words.

a device	energy	material	a working machine	property
information	an automatic transfer line	a machine unit		

1. The machine is __ intended for transformation of energy, materials and information.
2. The power machine is a machine intended for conversion of __ from one form to another.
3. The material-working machine is a machine for conversion of __.
4. The transport machine is __, in which conversion of materials consists only in changes of their position in space.
5. The technological machine is a working machine, in which the conversion of a material consists in changes of the form, location or __ of a material or machined object.
6. The information machine is a machine for conversion of __.
7. The set of the automatic-machine devices connected with each other and intended for performance of certain technological processes, is called __.
8. The set of the machine-engine, transmission, working machine and supervisory control machine is called __.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 17. ИСТОРИИ ВЕЛИКИХ ОТКРЫТИЙ.

Работа с текстом. Повторение числительных. Выполнение тренировочных упражнений по теме.

Задание 1. Прочитайте текст/ Read the text

INVENTORS AND THEIR INVENTIONS

Thomas Edison is known as one of the greatest inventors of his time. He invented so much that it is difficult to say which of his achievements is the greatest. He was an experimenter and a practical man more than a theoretician. In 1868 Edison built his first patented invention - an electromagnetic device. All his inventions were the result of hard work. He sometimes made thousands of experiments. According to his words the idea that a genius works only by inspiration was absurd. "Genius is 2 per cent inspiration and 98 per cent perspiration," he often said.

Samuel Colt was an American. He lived in the 19th century. In 1836 he designed and patented a pistol. It was a pistol with a revolving barrel that could fire 6 bullets one after the other. It was the first pistol of its kind. Later there came many other pistols with 6 bullets.

Rudolf Diesel was a German engineer. He was born in 1858 and died in 1913. In 1897 he invented a new internal combustion engine. This engine is known as a diesel and it began a transport revolution in cars, lorries, trains and ships. The main advantage of diesels is that they run on rather cheap fuel.

Samuel Finley Morse was born in 1791. He died in 1872. He was a portrait painter. Then he became the inventor. For 12 years he tried to perfect the telegraph and he was a success. Later he invented the telegraphic dot-and-dash alphabet. Now it is known as Morse code. Morse code was not only one in America of that time. There were some others. But now we use Morse code all over the world.

Charles Makintosh lived from 1766 to 1843. He lived in Scotland and was a chemist by profession. He worked in a textile industry. In 1823 he developed a rubber solution. This rubber solution was used for raincoat production. Raincoats with this rubber solution didn't allow water to

penetrate. These raincoats were called makintoshes. Now people all over the world use them in spring and in autumn.

Charles Rolls was born in 1881 in Great Britain. He died in 1910. He was an aristocrat and businessman. He was especially interested in cars. Once he met another enthusiast of cars Henry Royce. Henry Royce was a famous car engineer. They decided to design the most comfortable and reliable car. At the beginning of the 20th century it seemed to be a fantasy. But they worked hard and at last in 1907 they created the world-famous Rolls-Royce car. It was so comfortable and reliable that one of the models of Rolls-Royce cars “Silver Ghost” hadn’t changed greatly for 20 years since 1907.

Gotlif Daimler and Charles Benz were two inventors. They lived in Germany. They were both interested in car production. At the end of the 19th century each of them designed a car. At the same time, they organized two independent firms to produce them.

All the cars produced by the firm of Daimler were called “Mercedes”. Mercedes was a daughter’s name of one of the stockholders of the firm. This man saved the firm of Daimler from the financial crisis at the beginning of the 20th century. But after the World War I the firm of Daimler met financial difficulties again. This time it had to join the firm of Benz. Since that time all the cars produced by the firm “Daimler-Benz” have been called “MercedesBenz”.

Задание 2. Выберите из следующего списка изобретателей, которые дали свои имена своим изобретениям. Поставьте + напротив фамилии/ Choose from the following list of inventors who have given their names to their inventions. Put a + next to the last name.

- E. Rutherford
- C. Makintosh
- S. Colt
- S. Morse
- L.Landau
- W.Thomson
- R.Diesel
- C.Rolls
- H.Cavendish
- C.Benz
- T. Edison

Задание 3. Заполните таблицу информацией из текста/ Fill in the table with information from the text.

Inventor Изобретатель	Invention Изобретение	Year of invention Год изобретения	Country Страна

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 18. ОБУЧЕНИЕ СОСТАВЛЕНИЮ КОНСПЕКТА СООБЩЕНИЯ.

Использование вопросительных предложений. Активизация лексических единиц по теме.

**Задание 1:Переведите информацию об алгоритме учебных действий над текстом/
Familiarize yourself with the following information.**

1. Read the entire text to compose a presentation knowledge about its main content.
2. Break it down into semantic segments (paragraph by paragraph).
3. Find keywords and sentences in each paragraph.
4. Highlight the main idea of the text.
5. Give a heading to the paragraph.

6. Transform complex sentences that reflect the main thoughts of the author, in simple ones.
7. Briefly write the content of each paragraph.
8. Write an outline of the text.
9. Write a finished message outline and read it aloud.
10. Tell us about your message.

Задание 2: Прочтите следующий текст, а затем составьте к нему свое собственное резюме. При составлении аннотации следуйте инструкциям алгоритма из упражнения 1/Read the following text and then make your own abstract to it. While making your abstract follow instructions of Algorithm from Exercise 1.

OUTSTANDING RUSSIAN SCIENTISTS

Outstanding personalities in RussiaThe names of many Russian scientists and inventors are known in all parts of the world. The contribution of many Russian biologists, physicists, chemists, physiologists etc. to the development of international science is really great.

The names of Lomonosov, Mendeleev, Sechenov, Popov, Tsiolkovski, Korolev, Pavlov, Sakharov are internationally acclaimed. There are very many branches of science where the Russian inventors and scientist have made great discoveries bringing the mankind to the whole new level of its development.

The first university in Russia was found by the first Russian philosopher of nature (natural scientist), historian, painter and literary figure at once. His name was Lomonosov. He has written many scientific works on different topics: on history, physics, astronomy, biology, geology, philology, chemistry, mineralogy. He also was a very important statesman.

The Russian scientist Mendeleev discovered the Periodic Table of the Elements. It became the basic law for future discoveries in chemistry.

In 1895 the Russian scientist Popov invented the radio.

The names of such great Russian physiologists as Sechenov and Pavlov are known worldwide.

The scientific theory of space flights was worked out by the Russian scientist Tsiolkovski. He also called into being a new research field – astronautic science (star navigation).

The Russian scientist, designer and manager of space system production Korolev constructed the first artificial satellite. Through his ideas and scientific inventions the first manned space flight became possible. The Russian spaceman Gagarin was the first human who orbited our Earth in 1961.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 19. ОБУЧЕНИЕ СОСТАВЛЕНИЮ АННОТАЦИИ НА ОСНОВЕ ПРОЧИТАННОГО ТЕКСТА.

Использование клише для составления аннотации. Активизация лексических единиц по теме:
«Ученые с мировым именем».

Задание 1:Прочитайте переведите текст/ Read the text

“FAMOUS RUSSIAN SCIENTISTS AND THEIR DISCOVERIES”

Mikhail Lomonosov made many discoveries in various fields: he is regarded as the first to discover the law of mass conservation (1760) and to establish mechanistic caloric theory and the chemistry of minerals and glass. Lomonosov is the founder of Russia's first classical university – Moscow State University (1755).

Nikolay Lobachevsky - The founder of hyperbolic geometry (1829) which was later recognized as a valid alternative to Euclidean geometry. Graduated from Kazan University where he later held the position of professor and then rector.

Pafnuty Chebyshev made several breakthrough discoveries in mechanics and mathematics. Chebyshev designed over 40 mechanisms still used in the modern automotive industry and instrumentation.

Sofia Kovalevskaya made a series of discoveries in mathematics. She was awarded the Prize of the Royal Swedish Academy of Sciences for her thesis on integrable rigid body motion (1888).

Dmitri Mendeleev formulated the Periodic Law and created his own version of the periodic table of elements (1869). The system that he devised made it possible to correct the properties of some elements that had already been discovered and also to predict the properties of elements yet to be discovered. His discovery is viewed as the most significant contribution to materials chemistry.

Alexander Popov was one of the first to find practical applications of electromagnetic waves, particularly in wireless communication. He designed and built a state-of-the-art radio receiver that was unique for its time (1895).

Sergey Botkin created the theory of a living organism as a unified whole. He was the first to suggest that catarrhal jaundice (hepatitis) or Botkin's disease was caused by an infection.

Nikolay Pirogov is considered the founder of field surgery, regional anatomy and the founder of the Russian school of anesthesia. Surgery became a science thanks to him. Ivan Pavlov is the founder of physiology of higher nervous activity. He is the first Russian Nobel Prize winner (1904). He received awards for physiology of digestion.

Élie Metchnikoff is the founder of comparative pathology, evolutionary fetology and immunology. Mechnikov discovered phagocytosis. Mechnikov is the founder of gerontology. He was awarded a Nobel Prize for his contribution to the study of the immune system (1908).

Nikolay Zhukovsky is the founding father of Russian aeronautics. He is also the founder of modern hydrodynamics. A graduate and later a professor at Moscow State University.

Vladimir Zworykin is an engineer and inventor. Born and educated in Russia. One the founding fathers and pioneers of television. He invented the cathode ray tube (1929), iconoscope (1931), electrooptical television system (1933) and laid the basis for colour television (1940s).

Pavel Cherenkov is the author of several groundbreaking discoveries in physical optics, nuclear and high-energy physics. He was awarded a Nobel Prize for Physics in 1958.

Nikolay Vavilov was a botanist and geneticist, best known for establishing the scientific bases of selection and the study of world centres of the origin of cultivated plants. He is the author of the doctrine of plant immunity.

Lev Landau is the author of the "Course of Theoretical Physics", which has been republished many times in 20 languages. He made major contributions to all spheres of physical science, from quantum mechanics to plasma physics. In 1962 he received the Nobel Prize for Physics for his research of the superfluidity of helium.

Nikolay Basov is one of the creators of the first quantum generator and a range of lasers. Nobel Prize winner for Physics in 1964. A graduate of the Moscow Engineering Physics Institute.

Alexander Prokhorov is an inventor of laser technologies. He created a range of lasers. Nobel Prize winner for Physics in 1964.

Pyotr Kapitsa is a winner of the Nobel Prize for Physics in 1978 for his discovery of superfluidity of liquid helium. He designed a commercial installation for gas liquefaction. A graduate of the Peter the Great St. Petersburg Polytechnic University. One of the founders of the Moscow Institute of Physics and Technology.

Leonid Kantorovich is a mathematician, economist, and the founder of linear programming. A winner of a Nobel Prize for Economics in 1975.

Nikolay Semyonov is one of the founders of chemical physics. He is mostly known for his research of chain reactions. A winner of a Nobel Prize for Chemistry in 1958. He graduated from the department of physics of Petrograd University and taught at Tomsk Polytechnic Institute and Tomsk University. One of the founders of the Moscow Institute of Physics and Technology.

Igor Kurchatov is author of several breakthrough discoveries in nuclear physics. Among them: the first nuclear reactor in Europe, the first Russian A-bomb and the first fusion bomb. In 1954 he was in charge of building the first nuclear power plant in Obninsk, USSR

Andrei Sakharov is a pioneer of controlled thermonuclear research. One of the leading figures in the Soviet thermonuclear bomb project (1953). A renowned human rights activist and winner of the Nobel Peace Prize in 1975.

Mikhail Mil is aerospace engineer and scientist. The creator of the 'Mi' helicopter series. A graduate of Tomsk Polytechnic Institute.

Andrei Tupolev is aircraft designer. In 1968, Tupolev introduced the world's first supersonic airliner, the Tu-144. Over 70 types of aircraft were designed and put into mass production under his supervision.

Svyatoslav Fyodorov is an ophthalmologist and microsurgeon. In 1962, in cooperation with Valery Zakharov, he created one of the world's most rigid intraocular lenses. In 1973, he developed a new surgical technique to treat the early stage of the glaucoma. Consequently his method became widely used.

Zhores Alferov is an author of over 500 scientific papers and around 50 inventions in semiconductor and quantum electronics. In particular, Alferov invented the first stable transistor. He was awarded a Nobel Prize for Physics in 2000. A graduate of the Leningrad Electrotechnical Institute.

Grigori Perelman is one of the most renowned contemporary mathematicians. He solved the Poincaré conjecture, one of the seven Millennium Prize Problems (2002).

Andre Geim and Konstantin Novoselov graduates of the Moscow Institute of Physics and Technology. Winners of a Nobel Prize for Physics in 2010 for their study of graphene, the material which is supposed to define the future of electronics.

Alexei Starobinsky is a pioneer of the "inflation theory" that explains the birth of the universe. Winner of the Kavli Prize for Astrophysics (2014).

Rashid Sunyaev is one of the authors of the theory currently known as the Sunyaev-Zel'dovich effect under which electrons associated with gas in galaxy clusters gradually scatter cosmic microwave background radiation. Winner of the Kyoto Prize (2011), an award given for making the world better.

Mikhail Lukin graduate of the Moscow Institute of Physics and Technology. Professor at Harvard University. He proved that a beam of light can be halted in an environment and then controlled with a laser. The technology he developed can be used in quantum computers – a new step in the technological development of humanity.

Artem Oganov graduate of Lomonosov Moscow State University who worked at the Moscow Institute of Physics and Technology. Professor at Stony Brook University (New York). He is known mostly for his work on the discovery of computational materials and crystal structure prediction. He holds numerous prestigious prizes, including an ETH Latsis Prize, Research Excellence Medal of the European Mineralogical Union, and three most-cited paper awards from Elsevier. He created laboratories in China and in Russia.

Dmitry Svergun graduate of Lomonosov Moscow State University. Gained worldwide recognition for new practical applications of X-ray radiation. Professor, Habil. PhD. He is the head of the European Molecular Biology Research Laboratory in Hamburg.

Vladimir Krasnopolsky made several discoveries concerning our Solar System. He was one of the creators of spectrometers for the first Soviet interplanetary probes. He discovered the ozone layer, helium and methane in the atmosphere of Mars.

Eugene Kaspersky is a world-renowned expert in cyber security. He is the creator of anti-virus software that is designed to protect users against computer viruses, trojans, spyware, and unknown threats. Eugene Kaspersky is listed by Foreign Policy as one of the Top-100 Global Thinkers of 2012. He holds an Honorary Doctorate of Technology degree from Plymouth University.

Russia is the native country of many renowned scientists. They made discoveries in various fields, from physics to ophthalmology, and also found practical application of their theories. People across the world use their inventions.

Задание 2 Составьте аннотацию к тексту “FAMOUS RUSSIAN SCIENTISTS AND THEIR DISCOVERIES”

1. The title of the text is ...
2. The text is devoted to ...
3. It consists of ...

4. The first passage deals with ...
5. The second (third, forth, etc.) passage deals with ...
6. The main idea of the text is ...
7. The information of the article (the text) is addressed to students (engineers, specialists, all those who are interested in) ...
8. The article (text) may be recommended to ...
9. The information of the article (text) is interesting (important, useful, hard to understand, rich in contents).
10. The author comes to the conclusion that ...

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 20. СОСТАВЛЕНИЕ РАССКАЗА ПО МАТЕРИАЛУ ЗАНЯТИЯ И КРАТКАЯ ПЕРЕДАЧА ЕГО СОДЕРЖАНИЯ.

Активизация лексических единиц по теме. Выполнение лексико-грамматических упражнений.

Задание 1: Прочитайте и переведите текст/ Read the text

EVGENY KASPERSKY

Eugene Kaspersky was born 4 October 1965 in Novorossiysk, USSR.

Eugene Kaspersky is a world-renowned cybersecurity expert and successful entrepreneur. He is a co-founder and the Chief Executive Officer of Kaspersky Lab, the world's largest privately-held vendor of endpoint protection and cybersecurity solutions.

Eugene began his career in cybersecurity accidentally when his computer became infected with the 'Cascade' virus in 1989. Eugene's specialized education in cryptography helped him analyze the encrypted virus, understand its behavior, and then develop a removal tool for it. After successfully removing the virus, Eugene's curiosity and passion for computer technology drove him to start analyzing more malicious programs and developing disinfection modules for them. This exotic collection of antivirus modules would eventually become the foundation for Kaspersky Lab's antivirus database.

Today the database is one of the most comprehensive and complete collections in cybersecurity, used in detecting and preventing systems from being infected by more than 500 million malicious programs.

Further pursuing his passion for defensive technologies, in 1990 Eugene started gathering a team of like-minded enthusiast researchers to create the AVP Toolkit Pro antivirus program, which four years later was recognized by the University of Hamburg as the most effective antivirus software in the world.

Wishing to combine their successful track record of antivirus programming with their entrepreneurial vision, Eugene and his colleagues decided to establish their own independent company. In 1997 Kaspersky Lab was founded, with Eugene heading the company's antivirus research. In 2007 he was named Kaspersky Lab's CEO.

Today Kaspersky Lab is one of the fastest growing IT security vendors worldwide, operating in almost 200 countries and territories worldwide. The company employs more than 3,800 professionals and IT security specialists in 35 dedicated regional offices across 31 countries, and its cybersecurity technologies protect over 400 million users worldwide.

Kaspersky Lab's globally renowned team of experts has investigated some of the most complex and sophisticated cyberattacks ever known, including Stuxnet, Flame, and Red October. The company also cooperates extensively with INTERPOL, Europol, and national police bodies to actively assist them in their fight against cybercrime.

Eugene has an Honorary Doctorate of Science from the UK's Plymouth University. He regularly gives both lectures on cybersecurity at universities around the globe, and keynotes at leading conferences and industry events.

Eugene is both a passionate traveler and dedicated devotee of wild nature and adventure-tourism. He is also a talented photographer, which assists in his prolific chronicling of his exploits in his blog – from polar expeditions and glacier crossings to volcano scaling and jungle trekking.

Задание 3 Составьте аннотацию к тексту EVGENY KASPERSKY

1. The title of the text is ...
 2. The text is devoted to ...
 3. It consists of ...
 4. The first passage deals with ...
 5. The second (third, forth, etc.) passage deals with ...
 6. The main idea of the text is ...
 7. The information of the article (the text) is addressed to students (engineers, specialists, all those who are interested in) ...
 8. The article (text) may be recommended to ...
 9. The information of the article (text) is interesting (important, useful, hard to understand, rich in contents).
 10. The author comes to the conclusion that ...
- In conclusion the author says that ...

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 21. НАЦИОНАЛЬНЫЕ И МЕЖДУНАРОДНЫЕ ВЫСТАВКИ.

Составление рассказа по материалу занятия. Обучение монологической речи. Активизация лексических единиц по теме. Выполнение лексико-грамматических упражнений.

Задание 1: Прочтите некоторые определения, а затем найдите в них противоречие. Сопоставьте термины и их определения/ Guess right! Read some definitions and then find a contradiction in them. Match the terms and their definitions.

- 1) **A visitor** is a person who attends an exhibition event in order to get acquainted with the exhibited products pursuing their professional or commercial interests.
- 2) **An expert** is a person who attends an exhibition event in order to get acquainted with the exhibited products without professional and commercial interests.
- 3) **A stand** is a demonstration of goods and services with the use of special exhibition equipment by one or several exhibitors at the same time.
- 4) **An exhibitor** is a natural or legal person who rents exhibition space on a short-term or long-term basis from their owner and subleases it to other persons including exhibition companies.
- 5) **An exposition** is a special room of easily disassembled structures built on the exhibition area at the request of the exhibitor at the time of the exhibition.
- 6) **An exhibition contractor** is a person who presents his products at the exhibition in order to find its customers or partners for joint activities.

Задание 2: Переведите текст на английский язык/Translate the text into English.

Национальные и международные выставки с каждым годом становятся популярными. Они проводятся в разных странах. Количество фирм, принимающих в них участие, растёт с каждым годом. Также увеличиваются объёмы выставляемых экспонатов. Экспозиция выставок включают в себя большое разнообразие экспонатов и стендов, которые показывают достижения разных государств и компаний в различных сферах деятельности, таких как, в науке, промышленности или в сельском хозяйстве. Как правило, эти выставки посещают лица со всевозможными интересами и потребностями, преследующие свои профессиональные или коммерческие цели. Так, например (thus) на выставках можно встретить специалистов, которые посещают их с целью ознакомления выставленной продукции. Или экспонентов, лиц, которые

представляют свою продукцию, для того чтобы найти покупателей или партнёров для создания совместной деятельности.

Задание 3: Сделайте краткий доклад о национальных и международных выставках и их растущей роли в мире по следующему плану/ Make a short report about national and international exhibitions and their growing role in the world. Follow the plan.

- 1) Growing demand on national and international exhibitions
- 2) The participants and visitors of these exhibitions__

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 22. СОГЛАСОВАНИЕ ВРЕМЁН.

Обучение правильному использованию согласования времён в английских предложениях.

Выполнение лексико-грамматических упражнений.

Задание 1: Выберите правильную форму глагола/Choose the correct form.

1) Джон сказал мне, что живёт в Лондоне.

A) lived

B) lives

C) has been living

2) Брат написал мне, что он окончил школу.

A) has left

B) had left

C) left

3) Она написала, что скоро приедет в Кемерово.

A) will come

B) would come

C) comes

4) Она сказала, что скоро вернётся в Кемерово.

A) will be back

B) would be back

C) comes

5) Они говорят, что пойдут в театр завтра.

A) would go

B) go

C) will go

6) Саша сказал, что читал эту книгу.

A) had read

B) has read

C) read

7) Она сказала, что будет занята сегодня.

A) is busy

B) will be busy

C) would be busy

8) Преподаватель спросил нас, сколько времени у нас обычно уходит на то, чтобы добраться до дома.

A) takes

B) took

C) will take

Задание 2: Найдите предложения, в которых глагол в скобках может стоять в настоящем времени.

Задание	Образец для оформления
1. Our neighbour said his name (be) Fred. (Наш сосед сказал, что его	1. +(is)

зовут Фред.) 2. He said he (be) tired. (Он сказал, что устал.) 3. I thought you (call) the doctor. (Я думал, что ты вызвал врача.) 4. We met the woman who (live) next door. (Мы встретили женщину, живущую рядом.) 5. Jane said she (can't afford) to buy a new car. (Джейн сказала, что не может позволить себе покупку новой машины.) 6. She asked me how many books I (read) last month. (Она спросила меня, сколько книг я прочитал в прошлом месяце.) 7. Bob said he usually (go to bed) before midnight. (Боб сказал, что обычно ложится спать до полуночи.) 8. I wondered why Sam (leave) without saying a word. (Мне было интересно, почему Сэм ушел, не сказав ни слова.) 9. Cavendish discovered that water (consist of) hydrogen and oxygen. (Кавендиш открыл, что вода состоит из водорода и кислорода.) 10. Alice and Henry said that they (be) from Florida. (Алиса и Генри сказали, что они родом из Флориды.)	2. - (was) 3. - (had called) 4. + (lives) 5. - (couldn't afford) 6. - (had read) 7. + (goes to bed) 8. - (had left) 9. + (consists of) 10. + (are)
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Задание 3: Choose the correct form/Выберите верный вариант глагола и переведите предложения.

Задание	Образец для оформления
1. I knew that my sister ... (have/has/had) a problem.	1. had (Я знал, что у моей сестры была проблема.)
2. I know that my sister ... (have/has/had) a problem.	2. has (Я знаю, что у моей сестры есть проблема.)
3. I knew that my sister ... (will have/would have/had) a problem soon.	3. would have (Я знал, что у моей сестры скоро возникнет проблема.)
4. He said he ... (lived/has lived/had lived) in Moscow since 2005.	4. had lived (Он сказал, что живет в Москве с 2005 года.)
5. She asks me if the flight ... (has been cancelled/had been cancelled/been cancelled).	5. has been cancelled (Она спрашивает меня, был ли отменен вылет.)
6. She asked me if the flight ... (has been cancelled/had been cancelled/was cancelled).	6. had been cancelled (Она спросила меня, был ли отменен вылет.)
7. Nobody knew what ... (will happen/would happen/happens) next.	7. would happen (Никто не знал, что произойдет дальше.)
8. Mike said that he ... (hasn't met/didn't meet/hadn't met) Helen since they parted.	8. hadn't met (Майк сказал, что не встречал Хелен с тех пор, как они расстались.)
9. Kelly said that she ... (didn't want/doesn't want/hadn't wanted) to wear her hat.	9. didn't want (Келли сказала, что не хотела надевать шляпу.)
10. We didn't expect that he ... (showed/will show/would show) us the film.	10. would show (Мы не ожидали, что он покажет нам фильм.)

Задание 4: Контрольные вопросы/ Control questions.

- 1) В чем заключается правило согласования времен?
- 2) Какие временные формы употребляются при согласовании времен для выражения одновременного, предшествующего и будущего действия?
- 3) В каких случаях не применяется форма Past Perfect?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 23. СОГЛАСОВАНИЕ ВРЕМЁН. ПРАВИЛА ПЕРЕВОДА ПРЯМОЙ РЕЧИ В КОСВЕННУЮ РЕЧЬ.

Перевод прямой речи в косвенную речь: общих вопросов, специальных вопросов, модальных глаголов, повелительного наклонения и просьб. Выполнение грамматических упражнений.

Задание 1: Таблица, приведенная ниже, отражает то, как меняются времена при переходе из прямой речи в косвенную. Используя примеры из таблицы, подготовьте сообщение по следующим вопросам:

- Как строится косвенная речь при передаче сообщения, вопроса, просьбы или приказа?
- Как косвенная речь влияет на порядок слов в предложении?

DIRECT SPEECH	REPORTED SPEECH
PRESENT	
Present Simple He said, "I don't know what to do".	Past Simple He said he didn't know what to do.
Present Continuous She said, "I'm writing a letter".	Past Continuous She said she was writing a letter.
Present Perfect They said, "We've never been to Spain".	Past Perfect They said they had never been to Spain.
Present Perfect Continuous He said, "It has been raining for 2 hours".	Past Perfect Continuous He said it had been raining for 2 hours.
PAST	
Past Simple He said, "I talked to her yesterday".	Past Perfect He said he had talked to her the day before.
Past Continuous She said, "It was raining and the people were hurrying home".	Past Perfect Continuous She said it had been raining and the people had been hurrying home.
Past Perfect She said, "I had already cleaned the flat when they arrived".	NO CHANGE IN TENSE She said she had already cleaned the flat when they arrived.
Past Perfect Continuous He said, "By 6 o'clock they had already been waiting for 2 hours".	NO CHANGE IN TENSE He said by 6 o'clock they had already been waiting for 2 hours.
FUTURE	
Future tenses	Future in the Past
Future Simple He said, "I'll come back one day".	He said he would come back one day.
Future Continuous He said, "I'll be doing a presentation at this time tomorrow".	He said he would be doing a presentation at this time the next day.
Future Perfect She said, "I'll have finished my report by the evening".	She said she would have finished her report by the evening.

evening”.	
Future Perfect Continuous She said, “By April 6th I’ll have been working there for half a year”.	She said by April 6th she would have been working there for half a year.

Задание 2: Преобразуйте прямую речь в косвенную. Затем проверьте верно ли вы выполнили упражнение с помощью ключей к упражнениям.

Задание	Ключи к упражнению
1. She says, “I study English.”	1. She says that she studies English.
2. He says to me, “I have possibility to visit my granny.”	2. He tells to me that he has possibility to visit his granny.
3. We say to him, “You are stupid.”	3. We say to him that he is stupid.
4. They said, “We have decided.”	4. They said that they had decided.
5. He said, “I will read the novel.”	5. He said that he would read the novel.
6. They said, “We were in Paris.”	6. They said that they were in Paris.
7. They asked him, “Do you work in the office?”	7. They asked him if he worked in the office.
8. She asked them, “Have you been to America?”	8. She asked them whether they had been to America.
9. They asked her, “Where are you going?”	9. They asked her where I was going.
10. We said him, “Give us the magazine, please.”	10. We asked him to give us the magazine.
11. The teacher told, “Translate the story.”	11. The teacher told to translate the story.
12. She says, “Don’t be afraid.”	12. She says not to be afraid.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 24. ОТРАСЛЕВЫЕ ВЫСТАВКИ.

Обучение навыкам письменной и устной речи на основе составления сообщения и диалогов по теме. Использование прямой и косвенной речи в английском языке (продолжение).

Активизация лексических единиц по теме.

Задание 1: Переведите на русский язык/Translate into Russian.

1) Industrial tradeshows; 2) companies in a specific industry can showcase and demonstrate their latest products and services; 3) to examine recent market trends; 4) an ideal way of advertising and sales promotion; 5) from highly specialized sophisticated machinery to ripe olives and dates; 6) products of a particular industry or group of industries; 7) range of the sectoral exhibitions; 8) the Frankfurt Book Fair; 9) indeed all participants along with; 10) a good idea of level of technology and advanced manufacturing technologies of the enterprises and firms; 11) stands and stalls; 12) up to date equipment and exhibits; 13) the messages to be conveyed by the exhibitions and the mottos under which they are held vary, but the keynote remains.

Задание 2: Прочитайте текст и ответьте на следующие вопросы/Read the text to answer the following questions.

- 1) What role do international industrial trade shows and exhibitions play today?
- 2) Why do fairs and exhibitions attract both businessmen and the general public?
- 3) How many groups do the international industrial tradeshows fall into?

- 4) For what is each of them intended?
- 5) Why are industrial trade shows and exhibitions classified as either «public» or «trade only». Can you give any example?
- 6) What are the most popular messages and mottos under which trade fairs and exhibitions are held?
- 7) Why do people try to visit pavilions, stands and stalls at the trade fairs and exhibitions?

INDUSTRIAL TRADESHOWS

In the commercial world today *industrial tradeshows* (*trade fair, trade exhibition, or expo*) play an important role. Tradeshows are exhibitions organized so that companies in a specific industry can showcase and demonstrate their latest products and services, meet with industry partners and customers, study activities of competitors, and examine recent market trends and opportunities. They offer exporters an excellent opportunity to show what they have for sale, to make contacts and to learn about a market quickly and easily. They are also an ideal way of advertising and sales promotion.

International industrial tradeshows today fall mainly into two groups: specialized ones concentrating on products of a particular industry or group of industries, and sectorial ones, ainly represented by enterprises of only one branch of industry. Range of the sectorial exhibitions cover many different fields from highly specialized sophisticated machinery to ripe olives and dates.

In contrast to consumer fairs, only some trade fairs are open to the public, while others can only be attended by company representatives (members of the trade, e.g. professionals) and members of the press, therefore tradeshows are classified as either «public» or «trade only». A few fairs are hybrids of the two; one example is the Frankfurt Book Fair, which is trade only for its first three days and open to the general public on its final two days.

Lately business information exhibitions have gained recognition too. An industrial tradeshow is always an event which attracts serious businessmen, and the general public alike. Indeed all participants along with showing the best they can offer try to give visitors a good idea of level of technology and advanced manufacturing technologies of the enterprises and firms taking part in the trade exhibitions.

At many industrial tradeshows there are stands and stalls selling all kinds of specialized goods and up to date equipment and exhibits to numerous visitors. The messages to be conveyed by the exhibitions and the mottos under which they are held vary, but the keynote remains: it is progress through trade and economic cooperation.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 25. ПРЕЗЕНТАЦИЯ ТОВАРА КОМПАНИИ НА ВЫСТАВКЕ.

Составление диалогов по теме. Использование прямой и косвенной речи в английском языке. Ролевая игра «Презентация товара компании на выставке». Активизация лексических единиц по теме. Выполнение лексико-грамматических упражнений.

Задание 1: Прочитайте беседу «На выставке»/ Read the conversation «At the exhibition stand».

AT THE EXHIBITION STAND

Boris Ivanov is at the exhibition which is being held in Shanghai. The stand of one of many English companies has attracted his attention. At the moment he is talking to Mr Johnson, the sales manager for the company producing electrical equipment.

B.I.: Good afternoon, Mr Johnson. I'm the Commercial director of a Russian company. Here is my card.

Mr J.: Good afternoon, Mr Ivanov. Have you seen our advertising material?

B.I.: Yes. Your stand attendant gave me it.

Mr J.: Does our new processing equipment interest you?

B.I.: Yes. We are looking for new machinery for our plant in Kemerovo. We need to decide what equipment to buy.

Mr J.: Our new equipment is not a bad choice. It corresponds to the highest technical level and the highest standards existing in the world today.

B.I.: I was impressed by the performance of your equipment. I've seen a lot of similar systems at the exhibition ... but yours outperforms them.

Mr J.: You sound optimistic. We've worked hard and we've achieved some success, Mr Ivanov.

B.I.: How long is the guarantee for your equipment, Mr Johnson?

Mr J.: One year and a half from the start-up of the equipment.

B.I.: How long will it take you to deliver 4 sets of this equipment in Kemerovo?

Mr J.: One month from the date of payment.

B.I.: And to put into operation?

Mr J.: From 2 till 5 days. It depends on the model.

B.I.: Fine. We are also very interested in maintenance.

Mr J.: We provide technical support for all our equipment.

B.I.: Thank you, Mr Johnson.

Mr J.: You are welcome!

Задание 2: Ответьте на следующие вопросы по диалогу «На выставке»/ Answer the following questions to the conversation «At the exhibition stand».

- 1) What is this dialog about? 2) Who are these persons? 3) Where are they from? 4) What do they do for living? 5) What does Mr Ivanov seek at the exhibition? 6) Where is this exhibition held?
- 7) What kind of articles did Johnson's company displayed for sale? 8) What kind of way did Boris Ivanov react to new equipment? 9) What did they discuss at the stand?

Задание 3: Составьте свой разговор на тему " Презентация продукта компании на выставке»./ Следуйте плану:Make up your conversation on the topic «Presenting company's product at the exhibition». Follow the plan:

- 1) Greeting
- 2) Main subject of conversation about good
- 3) Leave-taking

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 26. МЕТРИЧЕСКАЯ СИСТЕМА МЕР.

Обучение навыкам устной монологической речи.

Задание 1: Прочитайте текст и ответьте на следующие вопросы/Read the text to answer the following questions.

- 1) What quantities does physics measure? Are most of them interrelated?
- 2) How many systems of measurement are widely used nowadays?
- 3) All the nations of the world use the metric system, don't they?
- 4) What was used before the metric system? Did the earlier system have any drawbacks?
- 5) When was the idea of decimal system realized?
- 6) What is the main unit of the metric system? How was it measured?
- 7) Were the units of area and volume defined as well?
- 8). Do shorter units have Greek or Latin prefixes?
- 9) What is a unit of mass?
- 10) Is there a difference between the metric system and the SI system?
- 11) What synonyms to the phrase *metric system* can you find in the text?

THE METRIC SYSTEM

Physics measures such physical quantities as time, length, mass, density, velocity, area, volume, temperature and energy.

Different units of length and mass exist. Nearly all of them are interrelated. Nowadays, three main systems of measurement are widely used: the British system of unity, the metric system of units and the International system of units (SI).

With a few exceptions, all the nations of the world use the metric system. It is so easy that anyone who knows arithmetic can learn it quickly. Before the introduction of the metric system (metre-kilogram-second), the British foot – pound – second system was widely used. But the latter system (which is still in use in Great Britain and the USA) was very complicated and caused serious difficulties in the international trade. For example, in the British system 1 mile is equal to 1760 yards, 1 yard – to feet and 1 foot- to 12 inches. This means that it's very difficult to convert units. But in the metric system each unit is a multiple of the following lower unit by ten. Therefore, the conversion to a higher quantity is done by moving the decimal point to the right to the required number of places, and vice versa.

The idea of decimal system was realized only at the end of the 18th century. In 1791, the French Academy of Science decided that the standard of length should be one ten-millionth part of the distance from the Equator to the North Pole. The two French scientists charged with the task took this distance on a line running through Paris and divided it into 10 000 000 equal parts. They called one of the parts a meter (*measure*), which became the main unit. Meter was also used to measure area and volume. Thus a square meter and a cubic meter appeared.

The main advantage of the system is that for shorter measurements the metre is divided by ten, so a decimal system was used. Shorter units had Latin prefixes and longer ones – Greek prefixes. So, *millimeter* is Latin for *a thousandth part of a meter* and *kilometer* is Greek for *a thousand meters*.

As for the unit of mass, it was defined as the mass of a cubic centimeter of water at the temperature of 4 c (the temperature of its maximum density). As we know, the name of this unit is gram.

The SI units is derived from the metric system and was internationally accepted in 1960. Besides meter (m), kilogram (kg) and second (s), its basic units are Kelvin (K), ampere (a), mole (mol), and candle (cd). This system was introduced in our country in the 1960s and every day we measure things by the units from this system.

Задание 2: Составьте план текста и перескажите текст, глядя в свой план/Make a plan of the text and retell the text looking in your plan.

Примерный образец плана для пересказа:

1. The disadvantages of the British system of units.
2. The introduction of the metric system.
3. Prefixes in the metric system.

1. The difference between the metric system of units and the international system of units (SI).
2. The origin of the British system of units.
3. The introduction of the SI units.
4. Conversion in the British system of units.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 27. КОМПЬЮТЕР.

Обучение навыкам устной и письменной речи по теме. Активизация в речи конструкции типа «it would (not) be + adjective + to V». Активизация в речи лексики по теме. Выполнение лексико-грамматических упражнений.

Задание 1: Прочитайте следующую информацию и напишите эссе на тему «Компьютеры в нашей жизни»/ Write an essay on the theme «Computers in our life».

План для написания эссе:

1. What is a computer?
2. Mention various fields where computers are used?

USES OF COMPUTER IN VARIOUS FIELDS

As the usage of computer increased it became a necessity for almost every field to use computers for their operations. Also, they have made working and sorting things easier. Below we are mentioning some of the important fields that use a computer in their daily operation.

Medical Field

They use computers to diagnose diseases, run tests and for finding the cure for deadly diseases. Also, they are able to find a cure for many diseases because of computers.

Research

Whether it's scientific research, space research or any social research computers help in all of them. Also, due to them, we are able to keep a check on the environment, space, and society. Space research helped us to explore the galaxies. While scientific research has helped us to locate resources and various other useful resources from the earth.

Defense

For any country, his defense is most important for the safety and security of its people. Also, computer in this field helps the country's security agencies to detect a threat which can be harmful in the future. Above all the defense industry use them to keep surveillance on our enemy.

Threats from a Computer

Computers have become a necessity also, they have become a threat too. This is due to hackers who steal your private data and leak them on internet. Also, anyone can access this data. Apart from that, there are other threats like viruses, spams, bug and many other problems.

The computer is a very important machine that has become a useful part of our life. Also, the computers have twin-faces on one side it's a boon and on the other side, it's a bane. Its uses completely depend upon you. Apart from that, a day in the future will come when human civilization won't be able to survive without computers as we depend on them too much. Till now it is a great discovery of mankind that has helped in saving thousands and millions of lives.

Frequently Asked Questions on Computer

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 28. СОСЛАГАТЕЛЬНОЕ НАКЛОНЕНИЕ.

Обучение правильному использованию сослагательного наклонения в английских предложениях. Активизация употребления сослагательного наклонения в тренировочных упражнениях.

Задание1: Раскройте скобки в условных предложениях I типа и поставьте глаголы в правильную форму/ Expand the brackets in type I conditionals and put the verbs in the correct form.

Образец для выполнения:

If it ... (rain), we ... (stay) at home. (Если пойдет дождь, мы останемся дома.) – If it rains, we shall stay at home.

Задание	Ключи к упражнению
1. If he ... (practice) every day, he ... (become) a champion. (Если он будет тренироваться каждый день, он станет чемпионом.)	1. If he practices every day, he will become a champion.
2. She ... (help) us if we ... (ask). (Она поможет нам, если мы попросим.)	2. She will help us if we ask.
3. If they ... (have) enough money, they ... (open) a restaurant next year. (Если у них будет достаточно денег, они откроют ресторан в следующем году.)	3. If they have enough money, they will open a restaurant next year.
4. I ... (not talk) to you anymore if you ... (insult) me. (Я не буду с тобой больше	4. I won't talk to you anymore if you insult me.

<p>разговаривать, если ты обидишь меня.)</p> <p>5. If Bob ... (not keep) his word, Anna ... (be angry) with him. (Если Боб не сдержит слово, Анна разозлится на него.)</p>	<p>5. If Bob doesn't keep his word, Anna will be angry with him.</p>
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Задание 2: Раскройте скобки в условных предложениях II типа и поставьте глаголы в правильную форму/ Expand the brackets in type II conditionals and put the verbs in the correct form.

Образец для выполнения:

If Susan ... (move) to Tokyo, she ... (live) near her sister. (Если бы Сюзан переехала в Токио, она бы жила рядом со своей сестрой.) – If Susan moved to Tokyo, she would live near her sister.

Задание	Ключи к упражнению
<p>1. If you ... (have) a driving license, you ... (get) this job. (Если бы у тебя были водительские права, ты бы получил эту работу.)</p> <p>2. My dog ... (be) 20 years old today if it ... (be) alive. (Моей собаке исполнилось бы 20 лет сегодня, если бы она была жива.)</p> <p>3. I ... (go) to the police if I ... (be) you. (Я бы обратился в полицию на твоём месте.)</p> <p>4. If people ... (not buy) guns, the world ... (become) safer. (Если бы люди не покупали оружие, мир стал бы безопаснее.)</p> <p>5. Tom ... (not eat) much "fast food" if his wife ... (cook) at home. (Том не ел бы много «фастфуда», если бы его жена готовила дома.)</p>	<p>1. If you had a driving license, you would get this job.</p> <p>2. My dog would be 20 years old today if it were alive.</p> <p>3. I would go to the police if I were you.</p> <p>4. If people didn't buy guns, the world would become safer.</p> <p>5. Tom wouldn't eat much "fast food" if his wife cooked at home.</p>

Задание 3: Контрольные вопросы по теме/Control questions.

1) Что означает сослагательное наклонение? 2) Как образуются основные формы сослагательного наклонения? 3) В каких типах придаточных предложений употребляется сослагательное наклонение? 4) В каких случаях употребляется форма прошедшего времени сослагательного наклонения от глагола to be? Какую форму принимают в этих случаях другие глаголы?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 29. АППАРАТНОЕ ОБЕСПЕЧЕНИЕ.

Обучение навыкам понимания общего содержания текста по теме и активизация лексики в речи по данной теме.

Задание 1: Прочтите и переведите текст, чтобы ответить на следующие вопросы / Read and translate the text to answer the following questions.

- 1) What is the Webster's dictionary definition of the hardware?
- 2) What groups of hardware exist?
- 3) What is input hardware? What are the examples of input hardware?
- 4) What is the mouse designed for?
- 5) What is processing hardware? What are the basic types of memory used in a PC?
- 6) What is storage hardware? What is CDRom 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?
- 7) What is modem used for? Can a PC user communicate with other people without a modem?

HARDWARE

Webster's dictionary gives us the following definition of the hardware – the devices composing a computer system.

Computer hardware can be divided into four categories:

- 1) input hardware
- 2) processing hardware
- 3) storage hardware
- 4) output hardware.

Input hardware collects data and converts them 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 handheld device connected to the computer by a small cable. As the mouse is rolled across the desktop, 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 give a command to the computer.

Another type of input hardware is optic-electronic scanner. Microphone and video camera can be also used to input data into the computer.

Processing hardware directs the execution of software instructions in 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.

Memory is the 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 memory, used for creating, loading and running programs.

ROM (read only memory) is computer memory used to hold programmed instructions to the system.

The more memory you have in your computer, the more operations you can perform.

The purpose of storage hardware is to store computer instructions and data and retrieve when needed for processing. Storage hardware stores data as electromagnetic signals. The most common ways of storing data are hard disk, 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) – a thin, usually flexible plastic disk coated with magnetic material, for storing temporary computer data and programs. There are two formats for floppy disks: 5.25' and 3.5'. 3.5' disks are formatted 1.4 megabytes and are widely used.

CD-ROM (compact disc read only memory) is a compact disc on which a large amount of digitized data can be stored. CD-ROMs are very popular now because of the growing speed which CD-ROM drives can provide nowadays.

The purpose of output hardware is to provide the user with, the means to view information produced by the computer system. Information is 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 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 you are going to do on your computer.

Задание 2: Составьте аннотацию текста «Аппаратное обеспечение» /Make a summary of text «Hardware».

1. The title of the text is ...

2. The text is devoted to ...
 3. It consists of ...
 4. The first passage deals with ...
 5. The second (third, forth, etc.) passage deals with ...
 6. The main idea of the text is ...
 7. The information of the article (the text) is addressed to students (engineers, specialists, all those who are interested in) ...
 8. The article (text) may be recommended to ...
 9. The information of the article (text) is interesting (important, useful, hard to understand, rich in contents).
 10. The author comes to the conclusion that ...
- In conclusion the author says that ...

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 30. СОСТАВЛЕНИЕ РЕФЕРАТА ПО ТЕКСТУ «КОМПЬЮТЕРНЫЕ ОПЕРАЦИИ. ТИПЫ ДАННЫХ».

Обучение алгоритму составления реферата на основе текста. Активизация использования лексики по теме.

Задание 1: Прочтите Текст «Компьютерные операции. Типы данных», составьте реферат/ Read the Text «Computer operations. Types of data» and then follow instructions of Algorithm from Exercise 1 and Exercise 2 to write a review.

COMPUTER OPERATIONS. TYPES OF DATA

Much of the processing computers can be divided into two general types of operation. Arithmetic operations are computations with numbers such as addition, subtraction, and other mathematical procedures.

Early computers performed mostly arithmetic operations, which gave the false impression that only engineers and scientists could benefit from computers. Of equal importance is the computers ability to compare two values to determine if one is larger than, smaller than, or equal to the other. This is called a logical operation. The comparison may take place between numbers, letters, sounds, or even drawings. The processing of the computer is based on the computer's ability to perform logical and arithmetic operations.

Instructions must be given to the computer to tell it how to process the data it receives and the format needed for output and storage. The ability to follow the program sets computers apart from most tools. However, new tools ranging from typewriters to microwave ovens have embedded computers, or built-in computers. An embedded computer can accept data to use several options in it's program, but the program itself cannot be changed. This makes these devices flexible and convenient but not the embedded computers itself.

Types of data: With the advent of new computer applications and hardware, the definition of data has expanded to include many types.

Numeric data consists of numbers and decimal points, as well as the plus (+) and minus (-) signs. Both arithmetic operations and logical operations are performed on numeric data. This means that numbers can be used for calculations as well as sorted and compared to each other.

Text, or textual data, can contain any combination of letters, numbers and special characters. Sometimes textual data is known as alphanumeric data. Various forms of data that we can hear and see make up audio-visual data.

The computer can produce sounds, music and even human voice. It can also accept audioinformation as an input. Data can also take form of drawings and video sequences.

Physical data is captured from the environment. For example, light, temperature and pressure are all types of physical data. In many large «buildings», computer systems process several kinds of physical data to regulate operations.

Computers can set off security alarms, control temperature and humidity, or turn lights on and off, all in response to physical data. These applications increase people's safety and save the time and money.

Задание 2: Напишите эссе на тему «Какие операции может выполнять компьютер?»/ Write an essay on the theme «What operations can computer perform?»

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 31. ВИДЫ ПРОГРАММНОГО ОБЕСПЕЧЕНИЯ.

Обучение письменной речи на основе составления реферата по данной теме. Активизация лексики по данной теме.

Задание 1: Прочитайте текст «Типы программного обеспечения»/ Read the text «Types of Software».

TYPES OF 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 systems programs 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 start to work.

System programs are designed for the specific pieces of hardware. These programs are called drivers and coordinate peripheral hardware and computer activities. User needs to install a specific driver in order to activate his or her peripheral device. For example, if you intend to buy a printer or a scanner you need to worry in advance about the driver program which, though, commonly goes along with your device. By installing the driver you teach your mainboard to understand the newly attached part.

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 all kinds of gimmicks in one program to make software interface look more attractive to the user. These class of programs 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 programs 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.

Задание 2: Дайте определения словам, приведенным ниже/ Give definitions to some words given below. Consult your dictionary.

- 1) Software
- 2) Driver
- 3) Application software
- 4) Operating system
- 5) Communication software
- 6) Computer
- 7) Peripheral device
- 8) Operating system

Задание 3: Прочитайте текст «Типы программного обеспечения и составьте реферат/ Read the Text «Types of Software» and then write a review.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 32. ОПЕРАТИВНЫЕ СИСТЕМЫ.

Составление реферата и активизация лексики в письменной речи по данной теме. Выполнение лексико-грамматических упражнений.

Задание 1: Прочитайте текст «Операционные системы» и ответьте на следующие вопросы/ Read the text «Operating systems» to answer the following questions.

- 1) What problems faced programmers in the 1940's and 1950's?
- 2) Why first programs were complex and time-consuming?
- 3) What are the basic functions of operating system?
- 4) What does DOS abbreviation means?
- 5) What company developed the first version of DOS operating system? For what purpose? Was the new operational system successful?
- 6) What is the difference between the PC-DOS and MS-DOS?
- 7) What does the abbreviation NT stand for? Is it DOScompatible? What are the basic requirements for NT?
- 8) Who is the developer of OS / 2?
- 9) What makes UNIX so different from the other operational systems?
- 10) What are the remarkable features of Windows 95?

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. The additional program instructions for working with hardware devices were very complex, and time-consuming. 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 is the most commonly used PC operating system. DOS is an abbreviation for disk operating system. DOS was developed by, a company named Microsoft. MS-DOS is an abbreviation for Microsoft DOS. When IBM first released the IBM PC in 1981, IBM licensed DOS from Microsoft for use on the PC and called it PC-DOS. From the users perspective, PC-DOS and MS-DOS are the same, each providing the same capabilities and commands.

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. NT requires a 386 or greater and 8 Mb of RAM. For the best NT performance, you have to use a 486 with about 16 Mb or higher. 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. Also like NT, OS/2 performs best when you are using a powerful system. Many IBM-based PCs are shipped with OS / 2 preinstalled.

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 allowed each user to simultaneously run the programs they desired. Unlike NT and OS / 2, UNIX is not DOS compatible. Most users would not purchase UNIX for their own use.

Windows 95 & 98 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 95 requires 486 with 16 megabytes of RAM or Pentium 75-90 with 40 megabytes of free hard disk space.

Задание 2: Найдите в тексте следующие эквиваленты / Find equivalents in the text.

- 1) Современные операционные системы контролируют использование системного оборудования, например, принтера и мыши.
- 2) С точки зрения пользователя, операционные системы PC-DOS и MS-DOS идентичны, с равными возможностями и набором системных команд.
- 3) OS / 2 – DOS совместимая операционная система, позволяющая запускать программы при помощи графического интерфейса пользователя.
- 4) Операционная система также позволяет запускать программы, такие как простейший текстовый редактор.

Задание 3: Прочитайте текст «Операционные системы и составьте реферат/Read the Text «Operating systems» and then write a review.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 33. ВСЕМИРНАЯ ПАУТИНА И ИНТЕРНЕТ.

Составление реферата и активизация лексики по данной теме.

Выполнение лексико-грамматических упражнений. **Задание 2: Прочитайте текст и ответьте на следующие вопросы/ Read the text «WWW and the Internet» to answer the following 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 a Web browser?
- 5) What does 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?

WWW AND THE INTERNET

Millions of people around the world use the Internet to search for and retrieve information on all sorts of topics in a wide variety of areas including the arts, business, government, humanities, news,

politics and recreation. People communicate through electronic mail (email), 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 2000 there were more than 40 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 program (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, 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.

Задание 3: Какие из приведенных ниже утверждений являются верными / неверными согласно тексту?/ Which of the given below statements are true / false according to the text? Argue your answers.

- 1) There are still not so many users of the Internet.
- 2) There is information on all sorts of topics on the Internet, including education and weather forecast.
- 3) People can communicate through e-mail and chat programs only.
- 4) Internet is tens of thousands of networks which exchange the information in the same basic way.
- 5) You can access information available on the World Wide Web through the Web browser.
- 6) You need a computer (hardware) and a special program (software) to be a WWW user.
- 7) You move from site to site by clicking on a portion of text only.
- 8) Every time the user wants to move somewhere on the web he/she needs to step by step enter links and addresses.
- 9) Films and pictures are not available on the Internet.
- 10) Radio and TV-broadcasting is a future of Internet. It's not available yet.

Задание 3: Прочитайте текст и напишите реферат/Read the Text «WWW and the Internet» and then write a review.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 34. ПРОМЫШЛЕННАЯ ЭЛЕКТРОНИКА.

Составление сообщения и активизация лексики в речи по данной теме. Выполнение лексико-грамматических упражнений.

Задание 1: Прочитайте текст «Промышленная электроника» и ответьте на следующие вопросы/ Read the text «Industrial electronics» to answer the following questions.

- 1) For what purposes are electronic equipment's used now? What do they help us to do?

- 2) Industrial electronics plays an important role today, doesn't it?
- 3) What electronic equipment's are usually found at home? What can you find at home?
- 4) What is the difference between electric and electronic devices?
- 5) Where do you actually see how electricity jumps through space?
- 6) What were the first electronic equipment's based on?
- 7) Did the first computers look like modern ones?
- 8) Did the next stage come when transistors or cassettes were invented?
- 9) Why did computers become smaller when microchips were introduced?
- 10) How is the latest period of industrial electronics development called?
- 11) What devices became compatible with computer?
- 12) What does electronics mean in our life?
- 13) Do you think that electronics does only good to people?
- 14) What will be the next period of industrial electronics development, in your opinion?

INDUSTRIAL ELECTRONICS

Hundreds of electronic equipment's are now used for scientific industrial and everyday purposes. They help to do jobs better or more rationally than before and take over jobs that couldn't be done otherwise. So, industrial electronics undoubtedly plays a very important role today. You can easily find many electronic types of equipment at home: a tape recorder, a TV set, a MP3 player, a computer and many others.

The application and use of electronic equipment's demands a good knowledge of their fundamentals.

In meters and lamps electricity flows in the wire. But inside any transistor or microchip (and previously, in radio tubes) electric current passes through the space (or semiconductor) separating certain parts in this detail. Such action is called electronic. It's not difficult to imagine it because the same happens in lightning. There you actually see how electricity jumps through space.

The first electronic equipment's used radio lamps. They were: a radio set, a TV set, computing machines predecessors of modern calculators), computers (which occupied big rooms), tape recorders.

The next stage came when transistors were invented. The devices became more powerful and much smaller. The number of devices increased greatly, some multifunctional devices appeared (radio + tape recorder).

Computers and calculators became smaller: cassette recorders and videocassette recorders appeared.

The next period was the period of microchips. They helped to reduce big parts of devices, computers and other devices.

The latest period of industrial electronics development is the period of total digitization of all electronic devices, making them compatible with the computer.

Photos are no longer made on film but on memory cards, cassettes and video cassettes are out of use. Television is also becoming digital.

Задание 3: Напишите эссе по одной из тем/Write an essay on one of the following topics.

- 1) The role of industrial electronics in modern society.
- 2) Digitization and its influence on people's leisure time.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 35. МОЯ БУДУЩАЯ ПРОФЕССИЯ.

Составление устного сообщения по данной теме. Обсуждение преимуществ и недостатков будущей профессии. Составление письменного сообщения по тексту.

Активизация лексики по данной теме.

Задание 1: Как вы представляете свое будущее? Пожалуйста, ответьте на следующие вопросы/ How do you see your future profession? Please answer the following questions.

1) What kind of work are you interested in?

a) well paid b) interesting c) in a large and famous company d) quiet e) in an industry which has a future f) prestigious g) not to sit the whole day in the office h) to travel a lot

2) What position would you like to have?

a) to manage people – manager b) to work for someone else – employee c) to be your own boss – self-employed, businessman d) be responsible for everything – top manager, director e) to work for the state – state employee

Задание 2: Сделайте презентацию своей будущей профессии/ Make a presentation on your future profession.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 36.

ВЫПОЛНЕНИЕ ЛЕКСИКО-ГРАММАТИЧЕСКОГО ТЕСТА.

Лексико-грамматический тест		
№ п/п	Условие задания	Варианты решения
Укажите один вариант ответа		
1.	I ___ the report tomorrow.	A. write B. am writing C. will write D. have written
2.	Водить машину на высокой скорости опасно.	A. To drive a car you should know how to do it. B. I need a car to drive on. C. To drive a car at a high speed is dangerous. D. It is dangerous to drive a car at a high speed.
3.	You ___ work hard if you want to be a good specialist.	A. must B. can C. are able to D. may
4.	___ the text, please!	A. Reading B. Will read C. Are reading D. Read
5.	He is thinking of leaving his job and going to Moscow.	A. Он думает о том, чтобы уйти с работы и уехать в Москву. B. Он думал бросить работу и уехать в Москву. C. Он думает о том, чтобы жить и работать в Москве. D. Он думает получить работу и жить в Москве.
6.	There ___ fifteen flats in the building.	A. is B. are C. was D. be
7.	She must make this decision ___ .	A. yourselves B. herself C. itself

		D. himself
8.	___ can answer this question?	A. Whom B. Who C. Whose D. What
9.	There is ___ in the room.	A. somebody B. some C. any D. no
10.	It is believed that this story is true.	A. Мы полагаем, что эта история правдива. B. Он полагает, что эта история правдива. C. Полагают, что эта история правдива. D. Она полагает, что эта история правдива.
11.	Эти упражнения труднее, чем те.	A. Those exercises are more difficult than that one. B. These exercises are more difficult than those ones. C. This exercise is more difficult than those ones. D. That exercise is more difficult than those ones.
12.	We have classes ___ the schedule.	A. in order to B. according to C. instead of D. in front of
13.	I have a friend ___ is very good at Maths.	A. which B. whom C. who D. when
14.	Студенты сдают экзамены 2 раза в год, не правда ли?	A. Students are taking exams now, aren't they? B. A student takes exams 2 times a year, doesn't he? C. Students take exams 2 times a year, don't they? D. Students passed exams 2 years ago, didn't they?
15.	___ invented a radio?	A. When B. Where C. Who D. Why
16.	Our region is rich ___ coal.	A. in B. with C. at D. of
17.	Moscow and London are big ___ .	a) city b) citis c) cities d) citys
18.	We don't have much time. We ___ hurry.) should b) have c) must d) might to
19.	They can't go out because they ___. rain-coats and umbrellas.	a) have got b) aren't have c) don't have
20.	Water ___ at 100 degrees.	a) boils b) is boiling c) will boil d) will have been boiling
21.	Mr and Mrs Cooper and a friend of _____ are coming to see us.	them theirs

		their ours
22.	I am afraid the problem is _____ than it seems.	much complicated much more complicated the most complicated more less complicating
23.	George gave _____ to his father.	an Sunday Times Sunday Times the Sunday Times a Sunday Times
24.	The basic function of a computer is to _____ information.	store feed process carry out
25.	If he _____ for London by train, he will get there on Wednesday.	will leave left leave leaves
Найти соответствие между правой и левой колонками		
26.	1. I study every day. 2. I am studying now. 3. I studied yesterday. 4. I have just studied. 5. I will study tomorrow. 6. I will be studying at 5 o'clock tomorrow.	Я только что отзанимался. Я буду заниматься завтра. Я занимаюсь сейчас. Я занимаюсь каждый день. Я занимался вчера. Я буду заниматься завтра в 5 часов. Я отзанимаюсь завтра к 5 часам
27.	1. We know him to study this problem. 2. We know him to have studied this problem. 3. We know the problem to be studied. 4. We know the problem to have been studied.	Мы знаем, что он изучает эту проблему. Мы знаем, что он изучил эту проблему. Мы знаем, что эту проблему изучают. Мы знаем, что эту проблему изучили.
28.	1. Where were you yesterday afternoon? 2. Who are you? 3. What is your occupation? 4. Where were they two hours ago?	I was at the Institute. Igor Ivanov. I'm an economist. They were at the theatre. His name is Oleg Rogov.
29.	1. I had to do this work. 2. I should do this work. 3. I may do this work. 4. I might do this work.	Я должен был сделать эту работу. Мне следует сделать эту работу. Я смогу сделать эту работу. Я мог сделать эту работу. Я вынужден сделать эту работу.
30.	1. He was not a programmer. 2. He will not be a programmer. 3. He is not going to be a programmer. 4. He is not a programmer.	Он не был программистом. Он не будет программистом. Он не собирается быть программистом. Он не является программистом. Он не стал программистом.
31.	1. She is a good student and	we are sure of her passing the examination well.

	2. They graduated from the Technical University 3. He doesn't feel well and 4. The problem must be discussed but	and I am proud of their being good specialists. the doctor insists on his taking medicine. I don't like the idea of discussing it now. the dean insists on your attending all the lectures.
32.	1. mobile 2. data 3. training 4. work 5. sales	a) station b) phone c) team d) processing e) course 1 b 2 d 3 e 4 a 5 c
33	Sacha: Hi, my name's Sacha. Faris: (1) _____. I'm Faris. Sacha: Do you work for IBM? Faris: (2) _____. Sacha: Which company do you work for? Faris: (3) _____. I'm the new Chief Systems Analyst. Sacha: (4) _____! Do you like your job? Faris: (5) _____. Sacha: Where are you based? Faris: (6) _____. Sacha: Would you like to join me for lunch? Faris: (7) _____, thanks.	a Absolutely – it's very interesting b Pleased to meet you c In San Francisco d Oh, congratulations e I'd love to f No, I don't g GF Systems 1 b 2 f 3 g 4 d 5 a 6 c 7 e
34	A: How much does the new laptop (6) _____? B: £449. A: That's very (7) _____. My new one was only £349. Are you going to (8) _____ it? B: I don't know. Perhaps I need to (9) _____ George an email and ask him. He's an expert. A: Good idea.	buy cost expensive much send 6 cost 7 expensive 8 buy 9 send
35	«Устройство»	a) device б)divise в)divice г)divese д)dyvice
Кейс-задание		
36	Общий текст: Прочитайте текст и выполните задания. Automation	Задание: Определите, какое утверждение соответствует содержанию текста. Укажите один вариант ответа

	<p>1. Automation is the use of control systems in concern with other applications of information technology to control industrial machinery and processes, reducing the need for human intervention. In the scope of industrialization, automation is a step beyond mechanization.</p> <p>2. Automation plays an increasingly important role in the world economy and in daily experience. Engineers strive to combine automated devices with mathematical and organizational tools to create complex systems for a rapidly expanding range of applications and human activities.</p> <p>3. Many roles for humans in industrial processes presently lie beyond the scope of automation. Tasks requiring subjective assessment or synthesis of complex sensory data, such as scents and sounds, as well as high-level tasks such as strategic planning, currently require human expertise. In many cases, the use of humans is more cost-effective than mechanical approaches even where automation of industrial tasks is possible.</p>	<p>Automation is not a universal substitute of human's role in industrial processes.</p> <p>Automation concerns only industrial processes. The task of automation is to reduce the need for humans as it is too cost-effective.</p> <p>People can rely on automation in all industrial processes.</p>
37	<p>Общий текст: Прочитайте текст и выполните задания. Automation</p> <p>1. Automation is the use of control systems in concern with other applications of information technology to control industrial machinery and processes, reducing the need for human intervention. In the scope of industrialization, automation is a step beyond mechanization.</p> <p>2. Automation plays an increasingly important role in the world economy and in daily experience. Engineers strive to combine automated devices with mathematical and organizational tools to create complex systems for a rapidly expanding range of applications and human activities.</p> <p>3. Many roles for humans in industrial processes presently lie beyond the scope of automation. Tasks requiring subjective assessment or synthesis of</p>	<p>Задание: Завершите утверждение согласно содержанию текста. People need automation nowadays because ... Укажите один вариант ответа in some cases they can't do without it it intensifies their work greatly it provides them with additional workplaces it facilitates their daily life and work</p>

	<p>complex sensory data, such as scents and sounds, as well as high-level tasks such as strategic planning, currently require human expertise. In many cases, the use of humans is more cost-effective than mechanical approaches even where automation of industrial tasks is possible.</p>	
38	<p>Общий текст: Прочитайте текст и выполните задания. Automation 1. Automation is the use of control systems in concern with other applications of information technology to control industrial machinery and processes, reducing the need for human intervention. In the scope of industrialization, automation is a step beyond mechanization. 2. Automation plays an increasingly important role in the world economy and in daily experience. Engineers strive to combine automated devices with mathematical and organizational tools to create complex systems for a rapidly expanding range of applications and human activities. 3. Many roles for humans in industrial processes presently lie beyond the scope of automation. Tasks requiring subjective assessment or synthesis of complex sensory data, such as scents and sounds, as well as high-level tasks such as strategic planning, currently require human expertise. In many cases, the use of humans is more cost-effective than mechanical approaches even where automation of industrial tasks is possible.</p>	<p>Задание: Ответьте на вопрос How does automation benefit to people? Укажите один вариант ответа People rely on it as their work is more cost-effective. Automation excludes people's role in industrial processes. Automation controls industrial machinery and processes, reducing the need for human intervention. Automation promotes further humans' development.</p>
39	<p>Общий текст: Прочитайте текст и выполните задания. Automation 1. Automation is the use of control systems in concern with other applications of information technology to control industrial machinery and processes, reducing the need for human intervention. In the scope of industrialization, automation is a step beyond mechanization.</p>	<p>Укажите один вариант ответа Automation has its advancements as well as shortcomings concerning the way of its application. In spite of playing a great role in industry, world economy and people's daily activities, automation can't entirely substitute people. Automation is the only way of advancement people's work and life. People rely on automation in controlling industrial processes, world economic growth.</p>

	<p>2. Automation plays an increasingly important role in the world economy and in daily experience. Engineers strive to combine automated devices with mathematical and organizational tools to create complex systems for a rapidly expanding range of applications and human activities.</p> <p>3. Many roles for humans in industrial processes presently lie beyond the scope of automation. Tasks requiring subjective assessment or synthesis of complex sensory data, such as scents and sounds, as well as high-level tasks such as strategic planning, currently require human expertise. In many cases, the use of humans is more cost-effective than mechanical approaches even where automation of industrial tasks is possible.</p>	
40	Measurement of _____ was originally based on how much a man could lift.	<p>Укажите один вариант ответа</p> <p>gravitation force pressure weight</p>

САМОСТОЯТЕЛЬНАЯ РАБОТА СТУДЕНТОВ ОЧНОЙ ФОРМЫ ОБУЧЕНИЯ
по дисциплине Английский язык

1. Оцениваемые компетенции: ОК – 01, ОК – 02, ОК – 03, ОК – 04, ОК – 05, ОК – 06, ОК – 10

2. Вид контроля: отчет по самостоятельной работе, включающий в себя письменную проверку.

3. Критерии и шкала оценивания

Самостоятельная работа предлагается для выполнения обучающемуся согласно календарно-тематическому планированию, в соответствии с требованиями учебной программы по дисциплине.

Самостоятельная работа организуется по двум основным направлениям:

- работа по закреплению знаний, навыков и умений, полученных в ходе аудиторных занятий;

- самостоятельное освоение программного материала по учебно-методическому обеспечению, предложенному преподавателем.

Преподаватель анализирует содержание работ, затем оценивает результат.

Отметка за отчет по самостоятельной работе	Степень удовлетворения критериям
5 (отлично)	коммуникативная задача решена полностью; работа выполнена в полном объеме; понято основное содержание оригинального текста, даны полные аргументированные ответы на вопросы; решена коммуникативная задача при высказывании; соблюдены основные правила оформления текста в письменной речи; без орфографических и лексико-грамматических ошибок или имеется

	незначительное количество орфографических и лексико-грамматических ошибок.
4 (хорошо)	коммуникативная задача решена полностью, выполнено менее 80 % от объема работы; затруднения при работе с текстом, затруднение в понимании слов; найдено примерно 2 / 3 заданной информации при ответах на вопросы; неточности в употреблении слов, но ошибки не препятствуют пониманию текста; имеются незначительные лексико-грамматические и орфографические ошибки.
3 (удовлетворительно)	коммуникативная задача решена; выполнено не менее 60 % от объема работы; неточное понимание текста, языковая догадка совсем не развита, найдено 1 / 3 информации при ответах на вопросы; допущены языковые ошибки в устной речи, ограниченный диапазон языковых средств, минимальный объем высказывания; языковые погрешности в письме, мысли не логично изложены, ошибки в формате письменной работы; допущены элементарные лексико-грамматические, орфографические и пунктуационные ошибки.
2 (неудовлетворительно)	коммуникативная задача не решена; выполнено менее 60 % от объема работы; неправильное понимание содержания текста, неумение систематизировать незнакомую лексику, практически отсутствует информация к заданиям по тексту; частичное выполнение речевой задачи, небольшой объем высказывания, не соблюдаются грамматические, орфографические и пунктуационные правила. Не было попытки выполнить отчет по самостоятельной работе.

4. Содержание заданий самостоятельной работы

№	Тема самостоятельной работы обучающихся	Вид самостоятельной работы студента/учебно-методическое обеспечение/ страница, номер упражнения/содержание задания
Первый семестр		
1.	Тема № 1.2 Приветствие, прощание. Межличностное общение.	<u>Совершенствование лексических навыков</u> Методические указания к практическим занятиям и самостоятельной работе [Электронный ресурс] для студентов 1 курса всех специальностей СПО очной формы обучения / сост. С. В. Лебединцев, М. А. Перловская; КузГТУ. – Электрон. издан. – Кемерово, 2018. Р. 11 Ex. 9: Use phrases from ex.1 (b) and make a story about yourself at home. Use the plan.
2.	Тема № 1.3 Распорядок дня.	1. <u>Совершенствование грамматических навыков по теме «Артикль»</u> Методические указания к практическим занятиям и самостоятельной работе [Электронный ресурс] для студентов 1 курса всех специальностей СПО очной формы обучения / сост. С. В. Лебединцев, М. А. Перловская; КузГТУ. – Электрон. издан. – Кемерово, 2018. Р. 19 Ex.5: Write the articles a/an/the where it's necessary 2. <u>Развитие навыков письменной речи по теме «Мой университет». Написание эссе.</u> Р. 23 Ex. 8: Complete 10-15 sentences about your college at home. Use

		the following phrases.
3.	Тема № 1.4 Спорт. Здоровый образ жизни.	<u>Совершенствование грамматических навыков по теме «Степени сравнения прилагательных».</u> Выполнение тренировочных упражнений. Методические указания к практическим занятиям и самостоятельной работе [Электронный ресурс] для студентов 1 курса всех специальностей СПО очной формы обучения / сост. С. В. Лебединцев, М. А. Перловская; КузГТУ. – Электрон. издан. – Кемерово, 2018. P. 38 Ex. 2: Fill in the gaps using the appropriate forms of adjectives given in brackets.
Второй семестр		
4.	Тема № 2.1 Достижения и инновации в области науки и техники.	1. <u>Упражнения на совершенствование грамматических навыков по теме «Модальные глаголы».</u> Методические указания к практическим занятиям и самостоятельной работе [Электронный ресурс] для студентов 1 курса всех специальностей СПО очной формы обучения / сост. С. В. Лебединцев, М. А. Перловская; КузГТУ. – Электрон. издан. – Кемерово, 2018. P. 64 Ex. 8: Fill in the sentences with: must / should / would / ought to / needn't / can / could / may / might. 2. <u>Упражнения на закрепление лексических единиц по теме «Технологический прогресс».</u> P. 61 Ex. 7: Continue the following statements.
5.	Тема № 2.2 Выставки.	1. <u>Упражнения на совершенствование грамматических навыков по теме «Согласование времен».</u> Методические указания к практическим занятиям и самостоятельной работе [Электронный ресурс] для студентов 1 курса всех специальностей СПО очной формы обучения / сост. С. В. Лебединцев, М. А. Перловская; КузГТУ. – Электрон. издан. – Кемерово, 2018. P. 89 Ex. 1: Familiarize yourself with the following information. Согласование времен (Sequence of tenses) 2. <u>Упражнения на развитие навыков письменной речи по теме «Ученые». Написание эссе.</u> P. 71 Ex. 5: Read the following text at home and then make your own abstract to it. While making your abstract follow instructions of Algorithm 1 from Exercise 1.
6.	Тема № 2.3 Компьютер.	1. <u>Упражнения на совершенствование грамматических навыков по теме «Сослагательное наклонение».</u> Письменный перевод. Методические указания к практическим занятиям и самостоятельной работе [Электронный ресурс] для студентов 1 курса всех специальностей СПО очной формы обучения / сост. С. В. Лебединцев, М. А. Перловская; КузГТУ. – Электрон. издан. – Кемерово, 2018. 2. <u>Чтение и перевод текста. Письменное выполнение заданий по тексту.</u> Краснова, Т. И. Английский язык для специалистов в области интернет-технологий. English for internet technologies: учебное пособие для среднего профессионального образования / Т. И.

		Краснова, В. Н. Вичугов. — 2-е изд. — Москва: Издательство Юрайт, 2019. — 205 с. — (Профессиональное образование). — ISBN 978-5-534-07322-5. — Текст: электронный // ЭБС Юрайт [сайт]. — URL: https://www.biblio-online.ru/bcode/441781 (дата обращения: 30.01.2020). А). Р.8 Task 3; Task 4.
7.	Тема № 2.4 Промышленное оборудование.	<u>Упражнения на развитие навыков письменной речи по теме «Моя будущая профессия». Написание эссе.</u> Методические указания к практическим занятиям и самостоятельной работе [Электронный ресурс] для студентов 1 курса всех специальностей СПО очной формы обучения / сост. С. В. Лебединцев, М. А. Перловская; КузГТУ. – Электрон. издан. – Кемерово, 2018. Р. 142 Ex. 7: How do you see your future profession? Please answer the following questions. Ex. 9: Make a presentation on your future profession.

ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ по дисциплине Иностранный язык

Промежуточный контроль ФОС для промежуточной (семестровой) аттестации обучающихся по дисциплине предназначен для оценки степени достижения запланированных результатов обучения по завершению изучения дисциплины в установленной учебным планом форме и позволяет определить качество усвоения изученного материала.

4. Оцениваемые компетенции: ОК – 01, ОК – 02, ОК – 03, ОК – 04, ОК – 05, ОК – 06, ОК – 10

1. Вид аттестации:

II семестр Дифференцированный зачет		
I этап	II этап	III этап
Устная часть	Устная часть	Письменная часть
ответ на два вопроса	сообщение по пройденной теме	лексико-грамматический тест по пройденным темам в ЭОС

3. Критерии оценивания обучающегося на дизачете

Шкала оценивания	Критерии оценивания устной части	Степень удовлетворения критериям письменной части (Тест в ЭОС)
«5» «отлично» зачтено	при правильном и полном ответе на вопросы.	Тестируемый набрал 90 и более процентов правильных ответов.
«4» «хорошо» зачтено	при правильном и полном ответе на один из вопросов и правильном, но не полном ответе на другой вопрос.	Тестируемый набрал от 76 до 89 процентов правильных ответов.
«3» «удовлетворительно» зачтено	при правильном и неполном ответе на два вопроса или правильном и полном ответе только на один из вопросов.	Тестируемый набрал от 61 до 75 процентов правильных ответов.
«2»	при правильном и неполном	Тестируемый набрал 60 и менее

«неудовлетворительно» не зачтено	ответе только на один из вопросов; при отсутствии правильных ответов на вопросы.	процентов правильных ответов. Не было попытки выполнить тест.
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4. Перечень заданий к зачету

I семестр

I этап, устная часть/ вопросы к зачету:

1. Употребление глагола *to be*,
2. Употребление глагола *to have*.
3. Множественное число имен существительных.
4. Употребление *much, many, a lot of*.
5. Употребление *few, little, a few, a little*.
6. Употребление *some, any, no*.
7. Степени сравнения прилагательных.
8. Употребление конструкции *there + to be*
9. Артикль: определенный, неопределенный.
10. Артикль с географическими названиями.

II этап, письменная часть/ лексико-грамматический тест по пройденным темам в ЭОС

Учебная /Деловая/Профессиональная лексика/Термины		
1.	The mass of a body is defined as the _____ of matter it contains.	Укажите один вариант ответа condition quality quantity measurement
2.	A substance that contains only one kind of atom is a (an) ...	Укажите один вариант ответа element molecule neutron isotope
3.	The _____ is one of the ways in which Oxford and Cambridge differ from all the other English universities.	Укажите один вариант ответа higher education comprehensive school system tutorial system under-graduate
4.	The basic function of a computer is to _____ information.	Укажите один вариант ответа store feed process carry out
5.	I'd like to _____ you to Lisa, our sales manager.	Укажите один вариант ответа assist introduce meet visit
6.	Сопоставьте следующие слова с их значением 1. virtual reality 2. science and technological revolution	1. общение вживую 2. атомный век 3. пользоваться интернетом 4. виртуальная реальность

	3. electronic devices 4. atomic age 5. information technologies 6. real communication 7. surf the internet 8. equipment 9. facilities 10. function 11. highly qualified 12. industrial safety 13. manufacturing technology 14. branch of industry 15. safe handling	5. электронные устройства 6. информационные технологии 7. научно-техническая революция 8. оборудование 9. помещение, оборудование 10. должностные обязанности 11. высококвалифицированный 12. техника безопасности на производстве 13. передовая технология производства 14. отрасль промышленности 15. соблюдение правил техники безопасности 1-4, 2-7, 3-5, 4-1, 5-6, 6-1,7-3,8-8, 9-9, 11-11, 10-10, 12-12,13-13, 14-14, 15-15
Грамматика		
7.	Mr and Mrs Cooper and a friend of _____ are coming to see us.	Укажите один вариант ответа them theirs their ours
8.	I am afraid the problem is _____ than it seems.	Укажите один вариант ответа much complicated much more complicated the most complicated more less complicating
9.	George gave _____ to his father.	Укажите один вариант ответа an Sunday Times Sunday Times the Sunday Times a Sunday Times
10.	Little children like books with large print. They _____ read them more easily.	Укажите один вариант ответа can should must have to
11.	The younger you are, _____ it is to learn.	Укажите один вариант ответа the easiest the easier easier more easier
Приветствие, прощание. Межличностное общение		
12.	Выберите реплику, наиболее соответствующую ситуации общения Sister: «I'm going to the party». Brother: « _____ !»	Укажите один вариант ответа I wish you every happiness! All the best! Have a good journey! Have fun!
13.	Выберите реплику, наиболее соответствующую ситуации общения Receptionist: « _____ ». Guest: «I'd like a single room for one night».	Укажите один вариант ответа How long are you going to stay in the hotel? What is your name, please? Good morning, sir. I'm at your service. What do you want, sir?
14.	Выберите реплику, наиболее	Укажите один вариант ответа

	соответствующую ситуации общения A: «_____». B: «Turn right at the corner».	Pardon me, sir. Could you tell me how to get to the bus stop? How can I get to the bus stop? I say! Tell me how to get to the bus stop Listen! Can you show me the way to the bus stop?
15.	Выберите реплику, наиболее соответствующую ситуации общения Boss: «Ann, could you make coffee for us, please?» Secretary: «_____»	Укажите один вариант ответа Can I have a cup of coffee too? Certainly, sir. How would you like your coffee, Mr. Cartwright, black or white? Not now I'm busy. I don't know your tastes.
Путешествия. Россия. Великобритания.		
16.	The national holiday which takes place each year on the official birthday of Queen Elizabeth II marked by a military parade and march-past is called ...	Укажите один вариант ответа St. George's Day. St. Patrick's Day. Remembrance Day. Trooping of the Colour.
17.	Thanksgiving Day is celebrated in the USA in ...	Укажите один вариант ответа November. July. May. August.
18.	Canada occupies a major portion of ...	Укажите один вариант ответа Europe Central America North America South America
19.	An American director and producer known for his sci-fi saga Star Wars is ...	Укажите один вариант ответа George Lucas Ridley Scott James Cameron Walt Disney
20.	The term of the _____ has a maximum duration of five years.	Укажите один вариант ответа Parliament of Australia British Parliament United States Congress Parliament of New Zealand
21.	A traditional sweet dessert on Thanksgiving Day in the USA is a ...	Укажите один вариант ответа pumpkin pie cheesecake apple pie rhubarb pie
22.	Statue of Liberty is situated in ...	Укажите один вариант ответа California New Jersey Texas Florida
23.	Wall Street, the symbol of the US financial power, is located in ...	Укажите один вариант ответа Los Angeles.

		New York. Washington. Chicago.
24.	The present British Royal Family's surname is ...	Укажите один вариант ответа Stuart Plantagenet. Windsor. Buckingham
25.	An English astronomer, mathematician, and physicist best known for computing the orbit of the eponymous comet is ...	Укажите один вариант ответа Albert Einstein Francis Bacon Edmond Halley James Watt

II семестр

I этап, устная часть/ вопросы к дифференцированному зачету:

1. Времена группы *Simple Active*.
2. Времена группы *Continuous Active*.
3. Времена группы *Perfect Active*.
4. Времена группы *Perfect Continuous Active*.
5. Времена группы *Simple Passive*.
6. Времена группы *Continuous Passive*.
7. Времена группы *Perfect Passive*.
8. Согласование времен. Косвенная речь.
9. Сослагательное наклонение.
10. Модальные глаголы.
11. Употребление глагола *to be*,
12. Употребление глагола *to have*.
13. Множественное число имен существительных.
14. Употребление *much, many, a lot of*.
15. Употребление *few, little, a few, a little*.
16. Употребление *some, any, no*.
17. Степени сравнения прилагательных.
18. Употребление конструкции *there + to be*
19. Артикль: определенный, неопределенный.
20. Артикль с географическими названиями

II этап, устная часть/ темы сообщений:

1. Introduction. About myself.
2. My friend.
3. My family.
4. My working day.
5. My home.
6. Hobbies.
7. Russia.
8. Great Britain.
9. Sports.
10. Environment.
11. Technical progress.
12. Modern devices.
13. My future profession.

III этап, письменная часть/ лексико-грамматический тест по пройденным темам в ЭОС

Учебная /Деловая/Профессиональная лексика/Термины

1.	<p>Сопоставьте следующие слова с их значением</p> <p>11. machine elements 12. branches of engineering 13. automatic counts 14. transmission 15. replace 16. automatic-machine device 17. sorter of machined objects 18. means</p>	<p>K. замещать L. средства M. взаимоотношение N. автоматический приборный механизм O. сортировочное устройство P. детали машин Q. отрасли инженерии R. коробка передач S. автоматический подсчет 1-F, 2-G, 3-I, 4-H, 5-A, 6-D, 7-E, 8-B</p>
2.	<p>Сопоставьте глаголы и словосочетания</p> <p>1. to advertise 2. to conduct 3. to be interested in 4. to fasten 5. to negotiate</p>	<p>1. market research 2. with their customers 3. the friendship 4. contracts 5. the products of a company 1-5, 2-1, 3-3, 4-4, 5-2</p>
3.	<p>Выберите правильную форму глагола Она написала, что скоро приедет в Кемерово.</p>	<p>A) will come B) would come C) comes</p>
4.	<p>Сопоставьте следующие слова с их значением</p> <p>1. maintenance 2. payment 3. performance 4. processing equipment 5. start-up 6. to put into operation</p>	<p>A. техническое обслуживание B. оплата C. технические характеристики D. технологическое оборудование E. пуск (оборудования) F. вводить в эксплуатацию</p>
7.	<p>Сопоставьте следующие слова с их значением</p> <p>1. advantage 2. area 3. complicated 4. conversion 5. convert переводить (единицы) 6. decimal десятичный 7. define определять 8. density плотность 9. distance 10. equal 11. exception 12. inch 13. length 14. line 15. measure 16. measurement 17. mole</p>	<p>A. преимущества B. площадь C. сложный D. пересчет, перевод E. переводить (единицы) F. десятичный G. определять H. плотность I. расстояние J. равный K. исключение L. дюйм M. длина N. линия O. мера P. измерение Q. моль (единица измерения)</p>

	18. multiply 19. pound 20. quantity	R. умножать S. фунт T. количество
8.	<p>Прочитайте текст. Укажите, какие из утверждений является верным, согласно тексту.</p> <p>What is a computer?</p> <p>Computers appeared in people’s life not long ago. In the middle of the 20th century common people had no idea about them. In 1951 the first commercially available computer was introduced. In 1975 personal computers appeared.</p> <p>Computer is a device for processing information. Computer has no intelligence by itself and is called hardware. A computer system is a combination of four elements: 1) Hardware; 2) Software; 3) Procedures; 4) Data / Information.</p> <p>Software is the programs that tell the hardware how to perform a task. Without software instructions, the hardware doesn’t know what to do. The basic job of the computer is the processing of information.</p> <p>Computers take information in the form of instructions called programs and symbols called data. After that they perform various mathematical and logical operations, and then give the results (information).</p> <p>Computer is used to convert data into information.</p> <p>Computer is also used to store information in the digital form.</p>	1. Computer is made of electronic components so it is deferred to as electronic device. 2. Computer has no intelligence until software is loaded. 3. There are four elements of computer system: hardware, software, diskettes and data. 4. Without software instructions hardware doesn’t know what to do. 5. The software is the most important component because it is made by people. 6. The basic job of the computer is the processing of information.
9.	<p>Сопоставьте следующие слова с их значением</p> <ol style="list-style-type: none"> 1. input hardware 2. keyboard клавиатура 3. mouse 4. cursor 5. processing hardware 6. execution 7. central processing unit (CPU), microprocessor 8. brain 9. RAM 10. ROM 11. storage hardware 	<ol style="list-style-type: none"> A. устройства ввода данных B. клавиатура C. «мышь» D. курсор E. устройства обработки данных F. выполнение G. микроспроцессор H. мозг I. ОЗУ (оперативное запоминающее устройство) J. ПЗУ (постоянное запоминающее устройство)

	12. hard disk жесткий диск, «винчестер» 13. output hardware 14. CD-ROM drives	К. устройства хранения данных L. жесткий диск, «винчестер» M. устройства отображения информации N. дисководы CD-ROM
10.	Сопоставьте следующие предложения с их английским эквивалентом 1. He was not a programmer. 2. He will not be a programmer. 3. He is not going to be a programmer. 4. He is a programmer.	Он не был программистом. Он не будет программистом. Он не собирается быть программистом. Он является программистом. Он не стал программистом.
11.	Укажите один вариант ответа Measurement of _____ was originally based on how much a man could lift.	gravitation force pressure weight
12.	Сопоставьте следующие предложения с их английским эквивалентом 1. We know him to study this problem. 2. We know him to have studied this problem. 3. We know the problem to be studied. 4. We know the problem to have been studied.	Мы знаем, что он изучает эту проблему. Мы знаем, что он изучил эту проблему. Мы знаем, что эту проблему изучают. Мы знаем, что эту проблему изучили.
13.	Сопоставьте следующие предложения с их английским эквивалентом The basic function of a computer is to _____ information.	Укажите один вариант ответа store feed process carry out
14.	Сопоставьте следующие предложения с их английским эквивалентом 1. I had to do this work. 2. I should do this work. 3. I may do this work. 4. I might do this work.	Я должен был сделать эту работу. Мне следует сделать эту работу. Я смогу сделать эту работу. Я мог сделать эту работу. Я вынужден — сделать эту работу.
15.	Сопоставьте следующие слова с их значением 16. virtual reality 17. science and technological revolution 18. electronic devices 19. atomic age 20. information technologies 21. real communication 22. surf the internet 23. equipment 24. facilities 25. function	1. общение вживую 2. атомный век 3. пользоваться интернетом 4. виртуальная реальность 5. электронные устройства 6. информационные технологии 7. научно-техническая революция 8. оборудование 9. помещение, оборудование 10. должностные обязанности

	<p>26. highly qualified 27. industrial safety 28. manufacturing technology 29. branch of industry 30. safe handling</p>	<p>11. высококвалифицированный 12. техника безопасности на производстве 13. передовая технология производства 14. отрасль промышленности 15. соблюдение правил техники безопасности 1-4, 2-7, 3-5, 4-1, 5-6, 6-1,7-3,8-8, 9-9, 11-11, 10-10, 12-12,13-13, 14-14, 15-15</p>
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