**ГБПОУ «Дзержинский педагогический колледж»**

**Фонд оценочных средств**

*для проведения промежуточной аттестации по* иностранному языку в профессиональной деятельности

**Дзержинск, 2017**

 Фонд оценочных средств разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальности 09.02.07 «Информационные системы и программирование»и программы учебной дисциплины обще-гуманитарного и социально-экономического цикла (ОГСЭ.04) Иностранный язык.

**Разработчики:**

 ГБОУ СПО ДПК преподаватель Куликова Н.Н.

 (место работы) (занимаемая должность) (инициалы, фамилия)

 ГБОУ СПО ДПК преподаватель Тимохина О.Г.

(место работы) (занимаемая должность) (инициалы, фамилия)

ГБОУ СПО ДПК преподаватель Дементьева К.С.

 (место работы) (занимаемая должность) (инициалы, фамилия)

 ГБОУ СПО ДПК преподаватель Игумнова Е.В.

(место работы) (занимаемая должность) (инициалы, фамилия)

ГБОУ СПО ДПК преподаватель Клочкова О.В.

 (место работы) (занимаемая должность) (инициалы, фамилия)

|  |
| --- |
| Рассмотрено на заседании предметно-цикловой комиссии общеобразовательных дисциплин и ОГСЭ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Протокол №\_\_\_\_\_\_\_ от «\_\_\_\_\_» \_\_\_\_\_\_\_\_\_ 20\_\_\_\_г.Председатель ПЦК \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ |
| Одобрено Экспертным советом колледжаПротокол №\_\_\_\_\_\_\_ от «\_\_\_\_\_» \_\_\_\_\_\_\_\_\_ 20\_\_\_\_г. |

Содержание

1.Паспорт фонда оценочных средств

1.1.Показатели оценки освоенных знаний и умений.

1.2. Проверка сформированности ПК и ОК.

2. Комплект оценочных средств для организации контроля и оценки в форме дифференцированного зачета (8 семестр).

2.1. Паспорт комплекта оценочных средств.

2.1.1. Показатели оценки освоенных знаний и умений.

2.2. Организация контроля и оценки в ходе дифференцированного зачета.

2.3. Контрольно-измерительные материалы для оценки сформированности освоенных знаний и умений в ходе дифференцированного зачета.

2.4. Пакет экзаменатора.

3. Контрольно-измерительные материалы для текущего контроля (3-4 семестры).

4. Контрольно-измерительные материалы для текущего контроля (5-6 семестры).

5. Контрольно-измерительные материалы для текущего контроля (7-8 семестры).

6. Задания по грамматическим темам.

7. Тексты профессиональной направленности для перевода.

**1. Паспорт фонда оценочных средств. Область применения.**

 Фонд оценочных средств разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальности 09.02.07 «Информационные системы и программирование» и программы учебной дисциплины ОГСЭ.04 Иностранный язык в профессиональной деятельности.

 Содержит комплект оценочных средств для организации дифференцированного зачета и контрольно-измерительные материалы для текущего контроля. Позволяет оценивать освоение умений, усвоение знаний, элементов сформированности ПК и ОК.

**1.1.Показатели оценки освоенных знаний и умений**

|  |  |  |
| --- | --- | --- |
| Результаты (освоенные умения и усвоенные знания) | Основные показатели | Формы, методы контроля и оценки |
| *В результате освоения учебной дисциплины обучающийся должен уметь:* |
| *- общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы:* |  |  |
| Представление себя иностранцу.  | рассказывает о себе и о своей семье в соответствии с предложенной ситуацией.  | Текущий контроль. |
| Путешествия. | составление монолога по теме, работа с текстом. | Текущий контроль.  |
| Страны и континенты.  | находит необходимую информацию в тексте по теме, понимая логико-смысловые связи текста. | Текущий контроль. |
| Межкультурное общение. | отвечает на вопросы по прочитанному, сравнивая культуру и традиции разных стран. | Текущий контроль. |
| Компьютер в современном мире. | рассказывает о своих увлечениях в соответствии с предложенной ситуацией. | Текущий контроль. |
| Развитие электроники. | подготавливает монологическое высказывание с использованием лексики по теме. | Дифференцированный зачет. |
| История компьютеров.  | отвечает на вопросы по тексту,подбирая ключевые слова к пунктам плана. | Дифференцированный зачет. |
| Обработка информации.  | - отвечает на вопросы, используя информацию из текста. | Дифференцированный зачет. |
| Архитектура компьютерной системы. | - составление монолога, используя опорную схему. | Дифференцированный зачет. |
| Организация работы компьютера.  | - готовит сообщение в соответствии с предложенной ситуацией. | Дифференцированный зачет. |
| Хранение информации.  | - составляет диалогическое высказывание в соответствии с предложенной темой. | Дифференцированный зачет. |
| Центральный процессор. | - заполняет таблицу, используя информацию из прочитанных текстов. | Дифференцированный зачет. |
| Устройства ввода-вывода. | подбирает информацию в соответствии с предложенной ситуацией. | Дифференцированный зачет. |
| Персональные компьютеры. | подготавливает монологическое высказывание с использованием лексики по теме. | Дифференцированный зачет. |
| Программирование. | подготавливает монологическое высказывание с использованием лексики по теме. | Текущий контроль. |
| Цифровой век. | отвечает на вопросы по предложенной теме. | Текущий контроль. |
| Внутри системы. | подбирает материал в соответствии с предложенным творческим заданием, используя различные источники информации. | Дифференцированный зачет. |
| Создай картинку. | подготавливает монологическое высказывание с использованием лексики по теме. | Дифференцированный зачет. |
| Текстовый редактор. | находит необходимую информацию в тексте по теме, понимая логико-смысловые связи текста. | Дифференцированный зачет. |
| Электронные таблицы и база данных. | заполняет таблицу, используя информацию из прочитанных текстов. | Дифференцированный зачет. |
| Всемирная сеть. | подбирает материал в соответствии с предложенным творческим заданием, используя различные источники информации. | Текущий контроль. |
| Чаты и конференции. | подготавливает монологическое высказывание с использованием лексики по теме. | Текущий контроль. |
| Интернет безопасность. | находит необходимую информацию в тексте по теме, понимая логико-смысловые связи текста. | Текущий контроль. |
| Графика и дизайн. | составление монолога по теме, работа с текстом, заполняет таблицу, используя информацию из прочитанных текстов. | Текущий контроль. |
| Работа в IT компаниях. | подбирает материал в соответствии с предложенным творческим заданием, используя различные источники информации. | Текущий контроль. |
| *- переводить (со словарем) иностранные тексты профессиональной направленности;* | переводит (со словарём) иностранные тексты профессиональной направленности. | Текущий контроль.Дифференцированный зачет. |
| *- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;* | работает со справочной литературой,составляет монологическое высказывание по предложенной теме. | Текущий контроль.Дифференцированный зачет. |
| *В результате освоения учебной дисциплины обучающийся должен знать:* |
| *лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения ин. текстов профессиональной направленности.* | использует лексический и грамматический минимум, необходимый для чтения проф. текстов. | Письменная работа. Экспертная оценка лексико-грамматических упражнений. |
| Лексический минимум включает слова и выражения в рамках разделов: - Я и моё окружение.- Культура и общество. - Иностранный язык в профессии. | подбирает лексический материал в соответствии с предложенной ситуацией. | Письменная работа. Экспертная оценка результатов лексического теста. |
| *Грамматический минимум включает основные грамматические темы:*  |
| Имя существительное. | сравнивает употребление артиклей, образует множественное число существительных в соответствии с правилом. | Тестирование. Экспертная оценка выполнения лексико-грамматических упражнений. |
| Имя прилагательное.  | объясняет употребление степеней сравнения прилагательных и наречий. | Письменная работа. Экспертная оценка результатов выполнения грамматических упражнений. |
| Глагол.  | понимает использование формы настоящего и прошедшего времени глагола, приводя примеры употребления | Дифференцированный зачет. |
| Местоимения.  | понимает значение местоимений, приводя примеры их употребления. | Письменная работа. Экспертная оценка результатов выполнения грамматических упражнений. |
| Имя числительное.  | понимает употребление числительных. | Письменная работа. Экспертная оценка результатов выполнения грамматических упражнений. |
| Предлоги.  | сравнивает употребление предлогов. | Письменное практическое задание. Экспертная оценка выполнения грамматических упражнений. |
| Простые предложения. | понимает структуру простого предложения, приводя примеры повествовательного, вопросительного, отрицательного предложений. | Устный ответ. Экспертная оценка устного ответа. |
| Сложные предложения.  | понимает структуру построения сложного предложения и употребление союзов. | Дифференцированный зачет. |
| Пассивный залог. | понимает правила образования и употреблениястрадательного залога. | Дифференцированный зачет. |

**1.2. Проверка сформированности элементов ПК и ОК.**

|  |  |  |
| --- | --- | --- |
| **ПК/ОК** | **Результаты** | **Задания для проверки усвоенных знаний и освоенных умений** |
| ОК 1. Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам. | Знать правила построения простых и сложных предложений на профессиональные темы; основные общеупотребительные глаголы (бытовая и профессиональная лексика); лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; особенности произношения; правила чтения текстов профессиональной направленности. | Уметь понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы. | Практические задания по теме: «Представление себя иностранцу»«Компьютер в современном мире»«Развитие электроники»«Хранение информации»«Центральный процессор»«Устройства ввода-вывода» «Персональные компьютеры»«Внутри системы»«Создай картинку»«Текстовый редактор»«Электронные таблицы и база данных»«Графика и дизайн»«Организация работы компьютера» |
| ОК 4. Планировать и реализовывать собственное профессиональное и личностное развитие. | Уметь участвовать в диалогах на знакомые общие и профессиональные темы, строить простые высказывания о себе и о своей профессиональной деятельности. | Практическое задания по теме:  «Истрия компьютеров»«Обработка информации»«Организация работы компьютера»«Цифровой век»«Всемирная сеть»«Чаты и конференции»«Работа в IT-компаниях»«Программирование» |
| ОК 6. Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей. | Уметь кратко обосновывать и объяснить свои действия (текущие и планируемые). | Практические задания по теме: «Страны и континенты»«Межкультурное общение»«Путешествия»«Страны и континенты»«Интернет безопасность»«История компьютеров» |
| ОК 10. Пользоваться профессиональной документацией на государственном и иностранном языке. | Уметь писать простые связные сообщения на знакомые или интересующие профессиональные темы, построить простые и сложные предложения на профессиональные темы. | Практические задания по теме: «Архитектура компьютерной системы»«Программирование» «Обработка информации» |

**2. Комплект оценочных средств для организации контроля и оценки в форме дифференцированного зачета (8 семестр).**

**2.1. Паспорт комплекта оценочных средств.**

Промежуточный контроль освоения учебной дисциплины осуществляется в форме дифференцированного зачета.

**2.1.1. Показатели оценки освоенных знаний и умений.**

|  |  |  |
| --- | --- | --- |
| Результаты (освоенные умения и усвоенные знания) | Основные показатели | Формы, методы контроля и оценки |
| *В результате освоения учебной дисциплины обучающийся должен уметь:* |
| *- общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы:* |
| Компьютер в современном мире. | рассказывает о своих увлечениях в соответствии с предложенной ситуацией. | **Operating systems** When computers were first introduced in the 1940's and 50's, every program written had to produce 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 other 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 operation 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. |
| Развитие электроники. | подготавливает монологическое высказывание с использованием лексики по теме. |
| История компьютеров.  | отвечает на вопросы по тексту, подбирая ключевые слова к пунктам плана. |
| Обработка информации.  | отвечает на вопросы, используя информацию из текста. |
| Организация работы компьютера.  | готовит сообщение в соответствии с предложенной ситуацией. |
| Хранение информации.  | составляет диалогическое высказывание в соответствии с предложенной темой. |
| Центральный процессор. | полняет таблицу, используя информацию из прочитанных текстов. |
| Устройства ввода-вывода. | подбирает информацию в соответствии с предложенной ситуацией. |
| Персональные компьютеры. | подготавливает монологическое высказывание с использованием лексики по теме. |
| Программирование. | подготавливает монологическое высказывание с использованием лексики по теме. |
| Цифровой век. | отвечает на вопросы по предложенной теме. |
| Внутри системы. | подбирает материал в соответствии с предложенным творческим заданием, используя различные источники информации. |
| Создай картинку. | подготавливает монологическое высказывание с использованием лексики по теме. |
| Текстовый редактор. | находит необходимую информацию в тексте по теме, понимая логико-смысловые связи текста. |
| Электронные таблицы и база данных. | заполняет таблицу, используя информацию из прочитанных текстов. |
| Всемирная сеть. | подбирает материал в соответствии с предложенным творческим заданием, используя различные источники информации. |
| Чаты и конференции. | подготавливает монологическое высказывание с использованием лексики по теме. |
| Интернет безопасность. | находит необходимую информацию в тексте по теме, понимая логико-смысловые связи текста. |
|  |
| *- переводить (со словарем) иностранные тексты профессиональной направленности;* | переводит (со словарём) иностранные тексты профессиональной направленности. | **Переведите письменно предложения.**1. Today, operating systems control and manage the use of hardware devices. 2. The additional program instructions for working with hardware devices were very complex, and time-consuming. 3. DOS is the most commonly used PC operating system. |
| *- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;* | работает со справочной литературой,составляет монологическое высказывание по предложенной теме. |  |
| *В результате освоения учебной дисциплины обучающийся должен знать:* |
| *лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения ин. текстов профессиональной направленности.* | использует лексический и грамматический минимум, необходимый для чтения проф. текстов. |  |
| Лексический минимум включает слова и выражения в рамках разделов: - Я и моё окружение.- Культура и общество. - Иностранный язык в профессии. | подбирает лексический материал в соответствии с предложенной ситуацией. |  |
| *Грамматический минимум включает основные грамматические темы:*  |
| Имя существительное. | сравнивает употребление артиклей, образует множественное число существительных в соответствии с правилом. | Текстовый редакторУстройства аппаратного обеспеченияпрограммные инструкции |
| Имя прилагательное.  | объясняет употребление степеней сравнения прилагательных и наречий. | it would be smarter |
| Глагол.  | понимает использование формы настоящего и прошедшего времени глагола, приводя примеры употребления | control and manageProgrammers soon realizedoperating system provides |
| Местоимения.  | понимает значение местоимений, приводя примеры их употребления. | Everywhen they needed itby letting you store information in files |
| Имя числительное.  | понимает употребление числительных. | in the 1940's and 50'sin 1981 |
| Предлоги.  | сравнивает употребление предлогов. | in the 1940's and 50'sstore information on a diskrelated to the programby letting you store information in files |
| Простые предложения. | понимает структуру простого предложения, приводя примеры повествовательного, вопросительного, отрицательного предложений. | They also provide disk management by letting you store information in files. |
| Сложные предложения.  | понимает структуру построения сложного предложения и употребление союзов. | Programmers soon realized it would be smarter to develop one program that could control the computer's hardware, which other programs could have used when they needed it. |
| Пассивный залог. | понимает правила образования и употреблениястрадательного залога. | When computers were first introduced in the 1940's and 50's, every program written had to produce instructions |

**2.2. Организация контроля и оценки в ходе дифференцированного зачета.**

Дифференцированный зачет предполагает выполнение пяти заданий.

Часть 1. Чтение и перевод текста.

Часть 2. Выполнение лексических заданий.

Часть 3. Выполнение лексико-грамматических заданий.

Часть 4. Выполнение письменного перевода предложений из текста.

Часть 5. Выполнение грамматического задания.

Условием положительной аттестации на дифференцированном зачете является положительная оценка усвоения всех знаний и освоения всех умений по всем контролируемым показателям.

**2.3. Контрольно-измерительные материалы для оценки сформированности освоенных знаний и умений в ходе дифференцированного зачета.**

**I. Прочитайте и устно переведите текст.**

**Operating systems**

 When computers were first introduced in the 1940's and 50's, every program written had to produce 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 other 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 operation 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.

**II. Найдите в тексте английские эквиваленты и запишите их.**

1. Дополнительные программные инструкции.
2. Устройства аппаратного обеспечения.
3. Текстовый редактор.
4. Выполнять задания.
5. Наиболее часто используемая операционная система.
6. Контролировать аппаратное обеспечение.
7. Запускать программы

**III. Какие из данных высказываний правильные, а какие нет (True, False)**

1. When computers were first introduced every program didn't have to produce instructions that told the computer how to use hardware devices.
2. Operating systems can't provide disk management by letting you to store information in files.
3. IBM company first released the IBM PC in 1981.

**IV. Переведите письменно предложения.**

1. Today, operating systems control and manage the use of hardware devices.

2. The additional program instructions for working with hardware devices were very complex, and time-consuming.

3. DOS is the most commonly used PC operating system.

**V. Поставьте каждое из предложений в вопросительную и отрицательную формы.**

1. Computers were first introduced in the 1940's and 50's.

2. Operating system provide disk management by letting you store information in files.

3. The operating system also lets you run programs such as the basic word processor.

**2.4 Пакет экзаменатора**

**Условия выполнения задания**

1. Место (время) выполнения задания – на учебном занятии.

2. Максимальное время выполнения задания: 90 минут.

 Дифференцированный зачёт состоит из пяти частей:

Первая часть – устная работа с текстом. Учащиеся должны прочитать текст про себя и понять его.

Вторая часть – лексическое упражнение. Найти в тексте английские эквиваленты и записать их. Максимальное количество баллов за данное задание - 14

Третья часть – лексико-грамматическое упражнение. Определить какие из высказываний правильные, а какие нет. Максимальное количество баллов за данное задание - 6

Четвертая часть – письменный перевод предложений из текста. Максимальное количество баллов за данное задание - 6

Пятая часть – грамматическое упражнение. Поставить предложения в вопросительную и отрицательную формы. Максимальное количество баллов за данное задание - 6

За верное выполнение каждого задания обучающийся получает 2 балла (умение сформировано). За неверный ответ или отсутствие ответа выставляется 0 баллов (умение не сформировано).

Соответственно:

32- 28 баллов - оценка «5»

26-22 баллов – оценка «4»

20- 16 баллов – оценка «3»

Меньше 16 баллов – «2»

Оборудование: бумага, ручки, словари.

Методическое обеспечение: тексты заданий (один вариант).

**Ответы к заданиям**

**I. Операционные системы**

Когда компьютеры были впервые представлены в 1940-х и 50-х, к каждой написанной программе пришлось выпускать инструкции, которые сообщали компьютеру, как использовать такие устройства, как принтер, как хранить информацию на диске, а так же выполнять задания, не обязательно связанные с программой. Дополнительные программные инструкции для работы с устройствами аппаратного обеспечения были очень сложными, и отнимающими много времени. Программисты вскоре поняли, что было бы разумнее разработать одну программу, которая может контролировать аппаратное обеспечение компьютера, которую другие программы могли бы использовать, когда им это нужно. Так родилась первая операционная система.

Сегодня операционные системы контролируют и управляют используемыми устройства аппаратного обеспечения, такие как принтер или мышь. Они также обеспечивают управление дисками, позволяя вам хранить информацию в файлах. Операционная система также позволяет вам запускать программы, такие как основной редактор word. Наконец, операционная система устанавливает свои собственные команды, которые помогут вам использовать компьютер.

DOS – это наиболее часто используемая операционная система ПК. ДОС – это аббревиатура для дисковой операционной системы. DOS была разработана компанией под названием Microsoft. MS-DOS – это аббревиатура для «Microsoft DOS». Когда IBM впервые выпустила IBM-PC в 1981, IBM лицензировала DOS от Microsoft для использования на ПК и назвала это PC-DOS.

**II.**

* 1. The additional program instructions.
	2. hardware devices.
	3. word processor.
	4. to perform several other tasks.
	5. the most commonly used PC operating system.
	6. control the computer's hardware.
	7. run programs.

**III.**

1.false

2.false

3.true

**IV.**

1. Сегодня операционные системы контролируют и управляют используемыми устройствами аппаратного обеспечения.

2. Дополнительные программные инструкции для работы с устройствами аппаратного обеспечения были очень сложными, и отнимающими много времени.

3. DOS – это наиболее часто используемая операционная система ПК.

**V.**

1. Were computers first introduced in the 1940’s and 50’s?

Computers were not first introduced in 1940’s and 50’s.

1. Does an operating system provide disk management by letting you store information in files?

The operating system does not provide disk management by letting you store information in files.
3. Does the operating system also let you run programs such as the basic word processor?

The operating system does not let you run programs such as the basic word processor.

**3. Контрольно-измерительные материалы для текущего контроля (3-4 семестры)**

**Тема: «Представление себя иностранцу».**

**Задание 1. Лексический тест по теме.**

1. She is the daughter of my mother. She is my…

a) aunt c) grandmother

b) sister d) cousin

2. He is the father of my father. He is my…

a) grandfather c) uncle

b) grandson d) cousin

3. He is the father of my brother. He is my…

a) uncle c) father

b) son d) grandfather

4. He is the son of my uncle. He is my…

a) cousin c) grandfather

b) father d) brother

5. She is the sister of my mother. She is my…

a) grandmother c) aunt

b) daughter d) cousin

6. He is the son of my brother. He is my…

a) cousin c) uncle

b) nephew d) father

7. He is the brother of my mother. He is my…

a) nephew c) uncle

b) son d) cousin

8. He is the husband of my aunt. He is my…

a) uncle c) cousin

b) father d) brother

9. She is the mother of my mother. She is my…

a) aunt c) daughter

b) niece d) grandmother

10. She is the daughter of my sister. She is my…

a) niece c) mother

b) aunt d) cousin

11. She is the wife of my uncle. She is my…

a) mother c) aunt

b) daughter d) niece

12. She is the daughter of my aunt. She is my…

a) cousin c) mother

b) niece d) grandmother

**Задание 2. Письменная работа. Работа с текстом, выполнение заданий по тексту.**

**The History of Jeans.**

**Task1. Put the correct verbs into the gaps and put these paragraphs into the right order.**

**Wore, found, came, sold, made, left, became**

**A.** Jeans …more popular during the 1960s and 1970s. In the 1980s, companies like Calvin Klein and Versace started making designer jeans. These days, jeans are still very popular. Most teenagers wear them.

**B.**In the 1930s, Hollywood…. a lot of films about cowboys and Indians, called ‘westerns’. Cowboys usually ….jeans in these films and jeans started to become fashionable. After that, actors often wore jeans in films.

**C.**In the nineteenth century, people ….gold in California, and the Gold Rush started. Gold miners started wearing jeans because the material was very strong.

**D.**In 1853, Levi Strauss ….his home in New York to start making and selling jeans in San Francisco. He ….many pairs of jeans. His business is very successful today.

**E.**A lot of people think jeans are American, but they started in Europe. The material for jeans is called denim because it ……from Nimes, in France (de Nimes). Workers used denim material to make clothes that lasted a long time.

**Task2. Задайте общие вопросы**

1. The jeans are American.

2. The material for jeans is called denim.

3. People found gold in the nineteenth century.

4. Cowboys wear jeans in westerns.

5. My brother wears jeans too.

**Task3. What, who, why, where**

1…..did gold miners start wearing jeans?

2…..left his home in New York?

3…..did cowboys usually wear in westerns?

4. ….the Gold Rush start?

**Тема: «Страны и континенты».**

**Задание 3. Письменная работа. Прочитайте текст, составьте 7 вопросов по тексту.**

**Homes in Great Britain.**

Hello. Do you live in a house or a flat? Have you got a garden or a balcony? Have you got a pet? In this programme we look at some typical British homes – and some unusual ones and we see life in a British home. How do the British live? Some people live in flats but most British people live in houses. And houses are all different shapes and sizes.

A bungalow, a cottage, a terraced house, a semi –detached house and a detached house. An old house, a new house, a large house, and a small house. What are they like inside?

This is the Robinsons’ house. So come in and have a look with me. This is the living room or sitting – room. I like this room. It’s got a nice fireplace. This is where the Robinsons relax. Have a look round. They watch television, play games, or read the paper. They’ve got some interesting pictures and books, too. Well, I’m sorry. We can’t stay here. You must look at the other rooms. Come and see the kitchen. A fridge, a cooker, an oven, a microwave , a sink and a kettle. Kettles are very important. Mrs Robinson is making some tea. The average British person drinks more than eight cups of tea per day! The family usually eat here but sometimes they eat in here. The dining room. This is the room for special meals like birthdays, dinner parties, and Sunday lunches. Tom’s doing his homework here this evening. Well, that’s downstairs. What’s upstairs? This is Julie’s room. And she isn’t doing her homework. Hi! Look at all those posters. This is Tom’s room. What’s he interested in? This is their parents’ room.

The bathroom. Some British people like having a shower, but most prefer a bath. And, this is Mrs Robinson’s study. She’s a writer and she works from home. Over a quarter of British homes have a computer in them now. Look at this! Tom and Julie like using it, too. Excuse me – oh, sorry! That’s ok. A lot of British people really like gardening. What a lovely, garden! Oscar! And this is Oscar. He’s the fifth member of the family. The British are very keen on pets. Not just dogs and cats –rabbits, birds and fish are popular, too. Not all British people live in homes like this. About eighteen percent of British people live in flats. And some people live in very different homes. Like a castle or a mansion. Some people even live in caravans or on boats. And this, of course, is the most famous home in Britain – Buckingham palace. Well, I’m going home now.

**Тема: «Путешествия».**

**Задание 4. Письменная работа.**

**Task 1. Fill in the gaps.**

Warming, effect, energy, fumes, fuels, waste products, jams, rain, layer, changes, disaster, pollution, rain forest, transport, resources, gases.

Acid …… 7. Public….. 13. Finite….

Tropical…… 8. Traffic…… 14. Greenhouse…..

Exhaust… 9. Natural….. 15. Clean…..

Global… 10. Air…. 16. Recycled……

ozone.. 11. Sea….. 17. Noise……

nuclear.. 12. Solar…… 18. Renewable……..

**Task2. Complete these sentences with the correct form of the words at the end of the sentence.**

What can we do to reduce the……of the atmosphere? Pollute

The change in the climate has produced ….floods. Disaster

Many rare species are threatened with …… Extinct

Many of the gases produced by factories are ….. to our health. Harm.

Exhaust fumes have ….effects on the environment. Damage

Many countries must try and control the growth of the … Populate

Protecting the environment is essential to our …. Survive

The ……of the environment is everyone’s responsibility Protect

While some countries get richer, the….in others get worse. Poor

Millions of people in the world are threatened with ……. Starve

**Task 3. Fill in the blanks using a word from the list:**

Weather, exhaust, on, greenhouse, recycling, fuel, resources, environmental, atmosphere, energy.

Save it.

 In recent years, the number of 1…. Problems has increased dangerously. One of the most serious problems is changes to the 2….which has led to the 3…….effect: this is making most climates warmer. It is already affecting several areas of the world with unusual 4….. causing droughts or heavy storms. Cutting down on 5…..fumes from vehicles would help solve the problem. Natural 6……such as oil and coal are not endless, so using other forms of 7….. such as wind, sun, water, and even sea waves would help preserve our planet. Very soon we will be able to drive cars in cities and town that run 8….electricity – a much cleaner 9…. than petrol. And we can also help to reserve finite resources by 10….. things made of glass, aluminium, plastic and paper.

**Task 4. Answer the questions.**

Do you re-use plastic carrier bags?

Do you buy organically-grown vegetables?

Do you buy glass (not plastic) bottles?

Do you take empty bottles to a ‘bottle bank’?

Do you buy CFC – free sprays?

Do you buy vegetables and fruit loose rather than in plastic packets?

Do you buy white tissues rather than coloured ones?

Do you buy free – range eggs?

Do you buy rechargeable batteries?

Do you buy soap and cosmetics not tested on animals?

Do you try to save energy in the home?

If you have a car, do you use unleaded petrol?

Do you try to use public transport or ride a bicycle as much as possible?

Do you try to avoid using chemicals to kill garden pests?

Do you keep paper or aluminium cans for recycling?

**Тема: «Путешествия».**

**Задание 5. Письменная работа.**

**Task1. Put the following words into the correct sentences: flight, journey, trip, excursion, travel, voyage, outing, tour, run, cruise, package tour, expedition.**

1. We visited lots of famous towns on our American ….. last year.
2. Before the invention of the airplane, the……from Britain to America could take weeks, even months sometimes
3. Do you want to come for a……in my new car on Sunday?
4. The plane now arriving is …..SAS 343 from Copenhagen.
5. The first thing I did when I got to London was to go on a sightseeing ……
6. In my opinion, the bus way to …..is by air.
7. Last summer I stayed in Brighton and one day our group went on a very interesting ……to Blenheim palace the home of the late Winston Churchill.
8. My uncle is going on a …..next year to try to discover the lost city of Atlantis.
9. How long does the train ……from London to Edinburgh take?
10. Last year my mother went on a Mediterranean….. and was seasick practically the whole time.
11. One of the main advantages of going on a ……, apart from the price, is the fact that you don’t have to spend weeks beforehand planning routes, finding hotels, buying air tickets, etc. It’s all done for you.
12. We went on a day’s …to the zoo in Copenhagen and the whole family loved

**Тема: «Межкультурное общение».**

**Задание 6. Письменная работа.**

**Halloween.**

 **Task 1. Read the text ‘Halloween’.**

 On October 31, Americans celebrate Halloween. Halloween means ‘holy’ (hallow) ‘evening’ (een). This is the evening before the Christian holy day of All Saints Day. On All Saints Day, Christians remember the saints. But Halloween is even older than Christianity. Before Christianity, people in Europe believed that on October 31 ghosts of dead people came back. To scare the ghosts, people dressed like devils and were very noisy. They also made big fires to keep the ghosts away. Later, people did not believe in ghosts, but they kept the day of Halloween for fun.

 Immigrants came from Europe to America and brought with them the custom of Halloween. Halloween has some strange symbols. One symbol is the jack –o’ – lantern in the window. The jack –o’ – lantern is to scare the ghosts. People cut the pumpkin, throw away all of the inside, and cut a face in it. Then they put a candle inside of it.

 Today, in the US, Halloween is very popular with children. They wear masks and special costumes. They want to look like skeletons and ghosts. Then they go from house to house and say, ‘Trick or treat!’ people give them candies, cookies, fruit. When people give nothing, the children sometimes play tricks on them.

**Task 2. True or False?**

1. All Saints Day is the day before Halloween.
2. Halloween is older than Christianity.
3. Halloween is came from Europe.
4. A jack –o’ – lantern is a pumpkin.
5. On Halloween children say ‘Trick’.

**Task 3. Complete the sentences with the prepositions below.**

|  |
| --- |
| In on into with from |

1. Immigrants came -----Europe.
2. Americans celebrate Halloween ------October, 31.
3. You put a jack – o’ – lantern ------- the window.
4. A jack – o’ – lantern is a pumpkin with a face cut ------it.
5. Halloween is very popular --- children.
6. Children go ------ house to house.

**Task 4. Replace the underlined words in the sentences with the words below.**

|  |
| --- |
| saints ghosts masks scare play tricks skeletons |

1. On All Saints Day, Christians remember the holy people.
2. To frighten the ghosts, people dressed like devils.
3. Children wear something to cover their faces.
4. Children want to look like all the bones that make the body.
5. The jack – o’ – lantern is to scare the people with no bodies that come back after they die.
6. When people give nothing, the children do something to make them look stupid.

**Тема: «Компьютер в современном мире».**

**Задание 7. Письменная работа.**

**Прочитайте текст, составьте 7 вопросов по тексту.**

**Screen time before bed is bad for children.**

 New research shows that it is bad for children to watch TV, tablet or mobile phone screens before bedtime. Researchers from the University of Colorado found that ‘screen time’ before sleeping damages children’s health. The researchers looked at over 6o different studies on how screen time affects children. They said: ‘ Of more than five dozen studies looking at children aged from 5 to 17 around the world, 90 per cent have found that more screen time is associated with delayed bedtime, fewer hours of sleep, and poorer sleep quality’. Screens are becoming smaller and smaller, so children can look at them in bed. More than 75 per cent of children in the study had some kind of screen in their bedroom. Children need a lot more sleep than adults. Pre – school children need 10 to 13 hours, pre – teens should get between nine and 12 hours, and teenagers should be getting between eight and 10 hours a night. The researchers highlighted three main reasons how screen affect children’s sleep. First, the light from screen upsets a child’s body clock. The light from screens getting into children’s eyes before they sleep tricks their body into thinking it is still daytime. Second, children often watch videos of things that excite them or interest them. This keeps their brain active, so they take longer to sleep. Finally, when children are watching screens, they are not exercising. Children need physical activity to make them tired.

**4. Контрольно-измерительные материалы для текущего контроля (5-6 семестры)**

**Тема: «Страны и континенты».**

**Задание 8.  Письменная работа.**

**Прочитайте текст и ответьте письменно на вопросы.**

**A Visit to Stratford.**

Stratford is a very interesting town, in the centre of England. Everybody knows it as Shakespeare’s birthplace. There are no mountains or deep valleys near Stratford but there are beautiful woods, green fields, a quiet gentlе river the Avon and lovely black and white houses, with thatched roofs.

The first place which everybody goes to see there is Shakespeare’s house. It is a small house with small rooms in the centre of Stratford. In one of these rooms Shakespeare was born. On the walls of this room you can see many names of famous people who visited this place: Walter Scott, Dickens, Thackeray and others. In one room there stands a little wooden desk, the desk that Shakespeare sat at when he went to the grammar school in Stratford.

There is a garden behind the house with many flowers, trees and plants which Shakespeare mentioned in his plays. You can see a church there, where Shakespeare was buried. There is a bust of Shakespeare that was made by a Dutch sculptor who lived near Shakespeare’s Globe Theatre and saw Shakespeare many times. Not far from Shakespeare’s house there is a very old hotel that was probably there in Shakespeare’s time. The rooms haven’t got numbers on the doors as most hotels have. Instead every room has the name of a Shakespeare play on it – the “Hamlet” room, the “Romeo and Juliet” room and so on.

gentle – тихий to be born – родиться Globe Theatre – [театр](http://www.pandia.ru/283123/) “[Глобус](http://www.pandia.ru/162387/)” to bury – хоронить thatch – соломенная the grammar school – [гимназия](http://www.pandia.ru/161914/) Dutch – голландский

1. What is Stratford famous for?

2. What river can you see near Stratford?

3. Where is Shakespeare’s house?

4. What famous people visited Shakespeare’s house?

5. Where was Shakespeare buried?

**Тема: «Цифровой век».**

**Задание 12. Письменная работа.**

**Films/movies.**

**Task 1. Read the short review of each film. Then, match the kind of film with each description.**

**Comedy, documentary, science fiction, romance, action, mystery, animated, horror.**

1.Each night, another person disappears in the village of Rockport.

2. Two people meet on vacation and fall in love.

3. In this children’s classic, the little lost puppy tries to find his family.

4.The body of a young man is found in an art museum. Who killed him and why?

5.A look at the fascinating world of whales

6.Twins decide to change jobs and boy friends for a week!

7.Will rescuers reach the damaged submarine before the oxygen runs out?

8.A spaceship from a distant planet attacks Earth.

**TV programs**

**News, sitcom, cartoon, game show, soap opera, talk show, nature program, children’s program, sports, reality show**

**Task 1. Write the type of film or TV program you can associate with these words.**

Funny, laugh

Detective, crime

 Score, baseball

Bulletin, update

Love, boyfriend

Prize, contestants

Cowboys, Indians

Scary, monster

**5. Контрольно-измерительные материалы для текущего контроля (7-8 семестр)**

**Тема: Компьютер в современном мире.**

**Задание 14. Письменная работа.**

**Прочитайте текст. Выберите один из предложенных вариантов ответа.**

I think the computer is such (8) ... useful invention. Take e-mail, for example. It is a very easy way to write letters. When I was younger, I rarely ever put pen to (9) ... paper, not even to say ‘thank you’ for presents sent by my relatives. Now, though, you can’t keep me away (10) ... the keyboard. I can spend hours typing away (11)... my computer, all types of messages to all types of people. One of (12) ... worst disadvantages for me of writing (A13) ... hand was always the embarrassment of knowing that people would criticise my untidy handwriting and careless spelling. Now thanks (14) ... the spell-check, I can easily edit my letters. Teenagers nowadays take all this (15) ... granted, they don’t realise how fortunate they are.

A8. l) a 2) an 3)the 4 ) —

A9. 1) a 2) an 3) the 4) —

A10. l)from 2) of 3)off 4 ) —

А11. l) a t 2) on 3)with 4) in

А12. l) a 2) an 3) the 4 ) —

А1З. l) by 2) in 3) at 4) with

А14. l)for 2) to 3)by 4 ) —

A15. l) a t 2) by 3)for 4) on

**Прочитайте текст (B5—B8). Заполните каждый из пропусков только одним словом, подходящим по смыслу. Слово должно содержать не более 15 символов.**

Until recently, teenagers have been hooked on television. But no more today. (B5)... to the latest statistics, teenagers have gone off television. Given the choice between TV and the Internet, ( B6) ... becomes clear (B7)... most teens prefer. The Internet meets their interactive, social needs that TV doesn’t. As websites (B8)... as *My Space* have appeared, teenagers are too eager to spend hours a day online and are becoming “keyboard potatoes”.

**Тема: Всемирная сеть.**

**Задание 15. Письменная работа.**

**Прочитайте текст. Выберите один из предложенных вариантов ответа.**

Everyone knows that *YouTube* is a free video sharing site which (Al) ... it easy to watch online videos. The site was created in 2005 by Chad Hurley, Steve Chen and Jawed Karim, three young men who (A2) ... at the same company. They (A3) ... to think of a concept for a new website for several months when they came up with the idea of a video-sharing website. Once the new website had been set up, they uploaded their first video. This (A4) ... *Me at the Zoo* and it showed Jawed Karim visiting San Diego Zoo. The short film attracted a lot of viewers and it (A5) ... long for the site to become extremely popular. Today, *YouTube* is estimated to be one of the most popular websites on the Internet. Millions of users around the world (A6) ... accounts on the site that (A7) ... them to upload videos that anyone can watch.

A1. 1) makes 2) is made 3) has been made 4) was making

A2. 1) will all work 2) were all worked 3) were all working 4) have all been working

A3. 1) have tried 2) were tried 3) had been tried ~ 4) had been trying

A4. 1) called 2) was calling 3) has called 4) was called

A5. 1) didn’t take 2) wasn’t taken 3) isn’t taking 4) hadn’t been taken

A6.1) are created 2) have created 3) were created 4) have been created

A7. 1) will be allowed 2) have been allowed 3) allow 4) are allowed

**Прочитайте текст. Выберите один из предложенных вариантов ответа.**

Many parents (A l) ... that the Internet can be a useful source of information, but a lot of them (A2) ... to their teenage children spending too much time online. They’ve been worrying lately that their children enjoy the Internet so much that they (A3) ... their homework. Parents are even more concerned that children and teens (A4) ... by the violent games they play online that they may become violent themselves. However, the Internet habits of approximately 800 teens have recently been studied by scientists, with some positive findings. It (A5) ... that sites like Facebook, playing online games, and surfing the Internet may actually play an important role in a teenager’s development. The study (A6) ... that US teens who were particularly interested in Japanese cartoons, for example, (A7) ... up the Japanese language through online discussion groups. In addition, some teens became interested in making videos.

А1. 1) had been agreed 2) agree 3) had agreed 4) were agreed

A2. 1) are objected 2) object 3) have been objected 4) will be objected

A3.1) are neglected 2) were neglected 3) will neglect 4) have been neglected

A4. 1) so deeply affect 2) have so deeply affected 3) will be so deeply affected 4) will so deeply affect

A5.1) had found 2) was found , 3) finds 4) is finding

A6. 1) is shown 2) has been shown 3) was shown 4) has shown

A7. 1) picked 2) were picked 3) have been picking 4) had been picked

**Тема: Работа в IT-компаниях.**

**Задание 16. Письменная работа.**

**Прочитайте текст. Выберите один из предложенных вариантов ответа.**

EWB (Engineers Without Borders) is a non-governmental aid organisation best known for its work in developing countries around the world. Its members are all volunteers, which **(А1) ...** they **(А2) ...** for the work they do. EWB **(A3)...** in 2000. Since then it **(А4) ...** with thousands of building projects around the world. I got involved after a holiday I had in Brazil a few years ago. I visited a small village outside S5o Paulo, where I **(А5) ...** a lot of young girls carrying water from the river to the village. This was their job. Because they had to work, they could not go to school.

I decided to do something about it and I filled in an application form for EWB. When I joined EWB we built a water pipe that brings water directly to the village from the river. I am happy to say that since the pipe **(А6) ...,** the little girls **(A7) ...** to school. Being a volunteer for EWB is hard work, but the jobs we do are always very rewarding!

A1. 1) is meant 2) is meaning 3) means 4 ) meant

A2. 1) do not pay 2) are not paid 3) are not paying 4) have not paid

A3. 1) was founded 2) founded 3) has founded 4) was founding

A4. 1) is helped 2) is helping 3) helps 4) has helped

A5. 1) was seen 2) saw 3) was seeing 4) had seen

A6. 1) was built 2) built 3) has built 4) was building

A7. 1) have been going 2) are gone 3) went 4) are going

**Прочитайте текст. Выберите один из предложенных вариантов ответа.**

According to recent research, today’s teens don’t really consume any traditional media such as newspapers or radio. They don’t read the papers because they prefer to watch **(А8) ...** shorter version of the news on TV or on the Internet, rather than read long pages of text. Besides, why spend money on buying **(А9) ...** paper, when you can read everything online? Teenagers today also show no interest **(А10) ...** traditional radio. They prefer listening to online radio stations which allow **(А11) ...** them to stream music without having to put **(А12) ...** with annoying ads every few minutes. The research also shows that teens don’t watch so much TV any more. Their viewing behaviour is also different **(A13) ...** that of the previous generation when it comes **(A14 )...** ads. Today’s teens simply change (415)... channel and watch something else when a commercial comes on.

A8. a 2) an 3) the 4 ) -- A9. l) a 2) an 3) the 4 )-- A10. 1) at 2) with 3) in 4) of

A11. 1) with 2) for 3) to 4 ) - А12. l)off 2) in 3) up 4) on A13. l) of 2) to 3) with 4) in

A14. 1) in 2) at 3) for 4) to A15. 1) a 2) an 3) the 4 ) --

**Тема: Программирование.**

**Задание 17. Письменная работа.**

**Прочитайте текст. Ответьте на вопросы.**

§ 1. There are many different theories about dreams; however, the science of dreams is not exact. In ancient times, people believed that when we dreamt we entered another world which was real. As science and medicine became more advanced, different theories started to come out. Some scientists believe that dreams are just verbal, visual and emotional stimuli with no apparent meaning. However, others believe that dreams are important for our mental well­being. The leading psychiatrist, Carl Jung thought that analysing our dreams provides us with a way to think more deeply about our lives and solve problems.

§ 2. For centuries, people have believed that dreams have a deeper meaning. For example, many of us dream that we are falling and suddenly we wake up. Experts say this dream means we are feeling anxious and insecure or we feel we have failed in achieving a goal. Another popular dream is that of being chased; this means we are trying to escape our problems. Also, dreams about losing our teeth are believed to show that we are worried about our physical appearance.

§ 3. There has been a lot of research done into controlling dreams and this has led to the term lucid (осознанный) dreaming. Lucid dreaming happens when you are aware that you are dreaming and are able to control what happens in your dream. This is an amazing skill but it is also extremely difficult to do and not many people are able to learn it.

Lucid dreaming can be a way to experience the strange world of your dreams but it is also believed to help personal development and improve your problem solving skills.'

§ 4. Some people are able to see future events through their dreams. There is the case of the man who dreamt that he took his son on a camping trip and his son died near a lake. Some time after he had had the dream, the man and his son were invited on a camping trip. Then, at a certain time during the trip, the man remembered his dream and noticed that everything was the same as in his dream; the boy was standing near a lake looking down at pebbles. The man quickly grabbed his son and took him to safety.

§ 5. There is still a lot of research taking place into dreams, and it will be some time before we are able to really understand the strange dream world that we enter every night. Dreams allow us to experience things that would not be possible in real life, and by analysing our dreams we can learn more about ourselves.

A 36. According to the writer, ancient people believed that

1) the dream world was real.

2) dreams were essential for our mental health.

3) dreams could help solve problems.

A 37. If you dream that you are falling, this could mean that

1) you are worried about the way you look.

2) you are doing too many things.

3) you are worried about something.

A 38. Lucid dreaming

1) is a way of controlling your dreams.

2) reduces your ability to solve problems.

3) is very easy to learn.

A 39. The case of the man (§ 4) shows that

1) dreams may help to save somebody’s life.

2) that seeing your relative near a lake in your dream means danger for that person.

3) very few people remember their dreams.

A40. According to the writer, why are dreams important?

1) They help us see the future.

2) They allow us to live in a dream world. -3) They help us to understand ourselves.

**Определите значение указанного слова в тексте.**

А41. are aware (§3) 1) imagine 2) realise 3) pretend

A42. amazing (§3) 1) funny 2) exceptional 3) traditional

**Прочитайте текст. Выберите один из предложенных вариантов ответа.**

Before I went for my interview for the job with Cramer and Blake Services, I (1) ... to a few people and found out some information about the company. This strategy worked very effectively as it gave the impression that I was keen and responsible and I (2) ... the job on the spot. I was absolutely delighted at first, but soon I discovered that my new boss, Tom, worked very hard, spending all his time in the office. He expected the same level of commitment from his employees. He said each time, “If you (3) ... overtime, you will let the team down.” I (4) ... up with the situation for a couple of months without complaining, before finally I had to confront Tom. I wasn’t prepared to work so hard for such a low salary. Tom said that I had great potential and (5) ... to the top if I made an effort. However, he totally refused to reduce my workload and so in the end I decided to hand in my resignation. Just a week later I got another job. Now I (6)... twice as much as my old boss, and my job is twice as interesting. I (7) ... to the top yet, but I am well on the way!

A1. 1) have been talking 2) have talked 3) had talked 4) was talked

A2. 1) offered 2) had offered 3) was offering 4) was offered

A3.1) don’t work 2) aren’t worked 3) haven’t been worked 4) won’t be working

A4. 1) was putting 2) have put 3) had put 4) was put

45. 1) will easily get 2) would easily get 3) was easily getting 4) had easily got

A6. 1) will be earned 2) am earned 3) earned 4) am earning

A7. 1) didn't get 2) haven’t got 3) am not getting 4) won’t get

**Задания по грамматическим темам:**

**Тема: «Имя существительное».**

**Задание 1.Тест. Множественное число существительных.**

1. The … are very fragile, please, wash them carefully.

glass / glases /glasses /glassis

1. She cannot live without discos and …

partes /parties /parteis /partys

1. I don’t like fried … This dish is too fatty for me.

potatoes /potates /potateos /potatos

1. Children are not allowed to play with …

match /matchs /matchis /matches

1. How many … of bread do you want me to buy?

loafs /loaves /loafes /loavs

1. I can’t get home because I’ve lost my …

keys /keis /keies /keyes

1. People called the rescuers their … after they saved two little boys from a burning building.

heros /hereos /heroos /heroes

1. Have you learned these spelling …?

ruls /rules /rulies /rulys

1. ... look like dogs, but they are wild animals and cannot be tamed.

wolfes /wolves /wolvs /wolfs

1. Their … are very kind and polite.

childs /childrens /childes /children

1. A typical English scenery includes green slopes with … and a castle in the background.

sheep /sheepes /sheeps /sheepps

1. His … ached so much that he had to go to the dentist immediately.

tooths /teeth /teeths /toothes

1. These … look familiar, I might have learned some of them at school.

formula /formulas /formulae /formulaes

1. Please, don’t give me any …, I have already decided what to do.

advicys /advices /advice/ advics

1. Our granny doesn’t see well, she always wears …

spectacle /spectaclae /spectacli /spectacles

1. I've earned much … this month.

moneys /moneis /monies /money

1. We bought a lot of … for our new flat.

furniture /furniturae /furnitures /furniturs

1. She bought a kilo of … to make some cocktails for the party.

banans /bananas /bananae /banana

1. What is the …?

new /newer /newes /news

1. We want to buy two … and ride to the beach every morning.

bicycle /bicycls /bicycles /bicyclae

**Тема: «Имя прилагательное».**

**Задание 2. Письменная работа.**

**1. Напишите степени сравнения прилагательных**

|  |  |  |
| --- | --- | --- |
| положительная | сравнительная | превосходная |
| ugly |  |  |
| funny |  |  |
| busy |  |  |

**2. Напишите степени сравнения прилагательных**

|  |  |  |
| --- | --- | --- |
| положительная | сравнительная | превосходная |
| fat |  |  |
| big |  |  |
| hot |  |  |

**3. Напишите степени сравнения прилагательных**

|  |  |  |
| --- | --- | --- |
| положительная | сравнительная | превосходная |
| clever |  |  |
| dark |  |  |
| large |  |  |

**4. Выберите верную форму прилагательного.**

1. London is (big/bigger/the biggest) than Dzerzhinsk.

2. It is (cold/colder/the coldest) in winter.

3. February is (cold/colder/the coldest) month.

4. Is it (hot/hotter/the hottest) in May?

**5. Напишите степени сравнения прилагательных.**

|  |  |  |
| --- | --- | --- |
| положительная | сравнительная | превосходная |
| beautiful |  |  |
| interesting |  |  |
| good |  |  |
| useful |  |  |
| bad |  |  |

**Тема: «Глагол».**

**Задание3.1.Настоящее время.**

**Задание 1. Сделайте эти шуточные предложения вопросительными и отрицательными.**

1.Dogs can fly

2.Rabbits can swim

3. Spiders eat dogs

4.Cats drink lemonade

5.Snakes play with dogs

6.A cat eats bananas

7.Cats can speak English

8.A rabbit eats meat

**Задание 2. Составьте вопросы к выделенным словам.**

1. You get up at seven o’clock.

2. she lives in Dzerzhinsk.

3. You can cook in the kitchen.

4. he works in the bank.

5. we go to bed at nine o’clock.

6. he has got five cats.

7. she is nine.

**Задание 3. Сделайте предложения отрицательными.**

1.I play tennis.

2.I live in London.

3.My sister is Kate.

4.They can play volleyball.

5.We have got a dog.

6.Tony plays the guitar.

7.My friends like bananas.

**Задание 4. Выберите нужное слово и запишите.**

1.Он **всегда** учит уроки (always/ sometimes)

2.Она **иногда** выносит мусор (usually/sometimes )

3.Мы **каждый день** ходим в школу( always/every day )

4.Маша **часто** пишет письма (often/usually )

5.Аня **обычно** ложится спать в 10 часов вечера (usually/often )

**Задание 3.2. Прошедшее время.**

**1. Напишите, что происходит обычно и что произошло вчера.**

|  |  |  |
| --- | --- | --- |
|  | настоящее время | прошедшее время |
| we /clean | we clean | we cleaned |
| he /work | he works | he worked |
| I /play |  |  |
| we/wash |  |  |
| he/help |  |  |
| they/watch |  |  |
| she/skate |  |  |

**2.Скажите, что произошло в прошлом**

|  |
| --- |
| clean collect finish play talk watch  |

1.They ………………………………………………basketball

2.I ………………………………………………….to my friends

3.My brother …………………………………………………his room

4.My parents ……………………………………………….TV

5.She ……………………………………………………..her work

**3. Напишите 2 форму глаголов.**

|  |  |  |
| --- | --- | --- |
| say | fly | sit |
| see | do | fall |
| go | take | eat |
| have | give | sweep |

**4. Напишите, что произошло.**

1.We go to school – we WENT to school.

2.They see him every day. – They …………………………………him yesterday.

3.He goes to the zoo. – He ………………………………..to the zoo yesterday.

4.They have 5 lessons every day. – They …………………………………..5 lessons yesterday.

5.They fly. – They …………………………….yesterday.

6.They say goodbye. – They …………………………………

**Тема: «Местоимения».**

**Задание 4. Письменная работа.**

**Личные местоимения.**

**1.Заполните пропуски в предложениях, используя местоимения в косвенном падеже.**

1.I can’t translate the text. Can you help …?

2.He can’t find the book. Can you help…?

3.They can’t do the test. Can you help…?

**2.Заполните пропуски в предложениях, используя me, us, him, her, it, them.**

1.She is very shy. Please, don’t laugh at… .

2.The bread is stale. Don’t eat… .

3.He is very lazy. Don’t help … .

4.I’m talking to you. Please, listen to … .

**Притяжательные местоимения.**

**3.Заполните пропуски в предложениях, используя притяжательные местоимения.**

1.I have a coach. …coach is a Merited Master of Sports.

2.He has a sister. …sister lives in Moscow.

3.I like this town. …streets and parks are beautiful.

4.She has a family. …parents work as schoolteachers.

**Возвратные местоимения.**

**4.Заполните пропуски в предложениях, используя возвратные местоимения.**

1.You looked at….

2.She looked at….

3.We looked at… .

4.He looked at… .

**Указательные местоимения.**

**5.Составьте словосочетания, используйте:**

а) this, these.

 …prize, …competitions, …distance, …town, …running shoes, …stadium, … book, …swimmers.

б) that , those.

…photograph, …disks, …children, …building,…apples, …students, …library, …bags.

**Неопределенные местоимения.**

**6.Заполните пропуски в предложениях.**

1..It’s time to do shopping. We need …food and …bottle of mineral water.

It’s a very small town. There are …nice buildings and …museum in it.

2.He has …wife, …son here and …relatives abroad.

3.Let’s buy this vase. I have …money with me.

**7.Some or any? Заполните пропуски в предложениях.**

1.Have you got …English books at home?

2.Are there…places of interest in Moscow?

3.They haven’t got …friends.

4.Were there …mistakes in the test?

**Местоимения much, many.**

**8.Заполните пропуски в предложениях. Используйте much, many.**

1.Don’t drink so … coffee. It’s bad for you.

2.There are so …places of interest in Moscow!

3.… in this work was too difficult for me.

**Местоимения little и few.**

**9.Заполните пропуски в предложениях. Используйте a little, a few.**

1.Don’t buy so much coffee, buy … .

2.Don’t close the window. We need … fresh air.

3.There were … athletes in the gym.

4.Now I need …water.

**10.Заполните пропуски, используя little, a little, few, a few.**

1.Give me …water, please. I’m thirsty.

2.I’m going to write …letters now.

3.There is very …bread for dinner. We must go shopping.

**Тема: «Имя числительное».**

**Задание 5. Письменная работа. Имя числительное.**

**Task 1. Write the numbers:**

9, 14, 19, 25, 38, 43, 57, 60, 72, 81, 96, 100

**Task 2. Write the age of each person on his/her birthday:**

1.I’m 9. I’m going to be ….

2.I’m 12. I’m going to be ….

3.I’m 17. I’m going to be ….

4.I’m 20. I’m going to be ….

5.I’m 29. I’m going to be ….

6.I’m 32. I’m going to be ….

7.I’m 57. I’m going to be ….

8.I’m 64. I’m going to be ….

**Task3. Answer the questions:**

1.What is the address of your college?

2.How many floors are there in your college building?

3.What floor is your classroom on?

4.What is your classroom number?

5.How many students are in your class? How many men? How many women?

6.About how many students are in your college?

**Task4. Circle the time that is later**

1. six fifteen/six thirty

2. five past three/three ten

3. four thirty/a quarter past four

4. ten to eight/seven forty – five

5. two twenty – five/two thirty

6. nine forty/ a quarter to ten

7. eleven ten/five past eleven

8. seven fifteen/ twenty past seven

**Task5. Complete this information about yourself. Write the number of minutes, days, hours, weeks, months or years for each sentence.**

1.It takes me….to get to school

2.I study vocabulary for …every day

3.I sleep …a night.

4.I watch TV …a day

5.I have …vacation from work/school

6.I have been absent from college … this year

7.I talk on the phone …a day

8.I go to school … a week

9.I have been studying English for…

**Task 6. Write the date. Use this form: month/day/year**

1.February 22, 2004 2/22/2004

2.May 4, 1997

3.October 15, 1950

4.March 14, 2005

5.July 1, 2006

6.December 10, 2001

7.August 18, 1948

8.January 7, 2010

**Тема: «Предлоги».**

**Задание 6.**

***Put in the missing prepositions of time where necessary.***

1. My brother got married ….. 10 November.
2. She won’t be out very long. She’ll be back ….. ten minutes. She'll be back ..... 12 o'clock.
3. How can the cars run ….. time with all these traffic jams ..... the mornings?
4. I was up very early, ….. time to see the sun rise.
5. I’ll be moving to a new address ..... Sunday morning ….. the end of March.
6. I waited ages for a taxi. I gave up ….. the end and walked home.
7. I’m going to see some old friends. I haven’t seen them ….. five years ..... I left the University.
8. ..... winter ..... New Year's Eve people wish each other "Happy New Year!"
9. Nice Gothic cathedrals were built ..... the Middle Ages.
10. The students didn't speak ..... the meeting, but after it was over they started speaking ..... the same time interrupting each other.
11. We won't be in town ..... the weekend. We are going to the countryside ..... next Saturday.
12. He usually pays me ..... Friday but ..... last week he didn't pay me ..... the following Monday.

***Complete the sentences using the prepositions of place.***

1. There was a list of names ..... the notice-board. Our names were ….. the top of the list.
2. Is Alex ….. this photograph? I can’t find him.
3. It’s a very small village ….. the south of England. You probably won’t find it ….. your map.
4. I prefer to sit ….. the front of the car.
5. I love to look up at the stars ….. the sky at night.
6. You’ll find the weather forecast ….. the back page of the newspaper.
7. Sign your name ….. the bottom of the page, but write your address ..... the left-hand corner.
8. My sister was seriously ill and she had to stay ..... bed for two weeks.
9. I'm hungry. What's ..... the menu?
10. There is a nice portrait of my aunt ..... the wall ..... the living room.
11. Why didn’t the bus-driver stop ….. the bus-stop ..... the end of the High Street?
12. The office was ..... the tenth floor ..... the right , but the lift didn't work.

***Put in the missing prepositions of movement where necessary.***

1. They walked ..... the museum and saw a lot of interesting things.
2. He had lost his key but he managed to climb ..... the house ..... a window.
3. Welcome ..... the USA! Have you ever been ..... Chicago?
4. We are tired. As soon as we get ..... home, we are going ..... bed.
5. Shall we take a taxi ..... the restaurant or shall we walk?
6. When does your boss usually arrive ..... the office?
7. The boys jumped ..... the river and swam ..... the other side.
8. The stranger went ..... the shadowy alley ..... a small cottage.
9. The terrorists let the passengers get ..... the plane.
10. She got ..... the train and I never saw her again.

**Тема: «Простые предложения».**

 **Задание 7. Письменная работа. Безличное предложение.**

 **1.Заполните пропуски в предложениях, используя it is или is it.**

1.How far …from your college to the nearest underground?

2.“….raining now?” “ Yes, … .”

3.“…very late. Please, stay at home! …dangerous to walk at night.”

4.“What time … now?” “… 10 o’clock. …high time to begin our classes”.

5.…expensive to rent a flat?

6.…difficult to speak English?

7.…Ann’s birthday today.

8…difficult to take this exam?

9…true that he is an Olympic champion?

10…good to help your friends.

**2.Заполните пропуски в предложениях. Используйте данные ниже выражения.**

1.It’s dangerous to go out alone at night.

2.It’s very useful to perform them.

3.It’s very pleasant to wear it!

4.It’s very interesting to read it.

5.It’s stupid to have heavy meals at night.

6.It’s very pleasant to communicate with them.

a.You must find this book. … .

b.You should try to practice Chinese fitness exercises. … .

c.You will never lose weight. … .

d.You shouldn’t leave home now. … .

e.Your parents are very friendly. … .

f.What a nice dress! … .

**3.Задайте вопросы, используя How far is it from … to…?**

1.Your house/the bus stop

2.Your college/ your house

3.Your college/ the nearest swimming pool

4.Your house/ the nearest shop

**Тема: «Пассивный залог»**

**Задание 9. Письменная работа.**

**Task 1. Is recycling paper important or a waste of time? Put the verbs in the correct form (Present Simple Passive or Active).**

 Many children think that recycling paper is a waste of time. But it isn’t correct. It is a fact that less energy (need) to make new paper from recycled paper and less materials (use). When a lot of people (recycle) their paper, a lot of trees (save) and the forest and its wildlife (protect). Because when forests (cut), fewer animals have homes. Every year an area of rainforests the size of Wales (cut down) and a lot of animals (disappear). Besides, it is necessary to understand that when the rainforest (destroy), it (cause) global warming.

 It is good when children (teach) about the environment from a young age. Then they (understand) that everyone can make a difference to their community, their town and the world.

**Task2. Which activities are good for the Earth and which ones damage nature?**

I don’t think it is good when….

I think it is good that….

Rivers are polluted, rainforests are cut down, new trees are planted, energy is saved, water is wasted, the countryside is spoilt, ozone levels are studied, ozone is destroyed, air pollution is reduced, animals are disturbed, towns are built instead of forests.

**Task3. What is the ideal picture of the world?**

|  |  |  |  |
| --- | --- | --- | --- |
| riversairforestsanimalswildlifelitterpollution from carswater pollution  | isare | not | destroyeddisturbedprotectedpollutedspoiltput into waterreducedrecycled |

**Task 4. Put the words into the gaps.**

|  |
| --- |
| bin/ damage/destroy/ disturb/ environment/glass/ instead of/ protect/ recycle/reduce/ reuse/spoil/throw/wildlife/pollute |

1………….nature. Take care of 2……….Always put garbage in a garbage 3…….., because garbage4……….the countryside. 5……….newspapers, 6…….and plastic bottles, and metal cans. Recycling helps to 7…………pollution. Don’t throw away thing if you can 8……them. Don’t 9…….water. Don’t 10………garbage into the pond. Never draw or paint on trees. It will 11……them. Plant flowers 12……picking them. Don’t 13……….animals. Don’t 14………their homes. Create new places for 15………. .

**Тексты профессиональной направленности для перевода**

**(письменная работа)**

***Computers***

50 years ago, people hadn’t even heard of computers, and today we cannot imagine life without them.

Computer technology is the fastest-growing industry in the world. The first computer was the size of a minibus and weighed a ton. Today, its job can be done by a chip the size of a pin head. And the revolution is still going on.

Very soon we’ll have computers that we’ll wear on wrists or even in our glasses and earnings. Such wearable computers are being developed now.

Japan’s biggest mobiles-phone company has just released its cleverest product - a mobile phone that allows you to stuff the Internet as well as make calls. People are already using the phone to check the news headlines, follow the stock market and download the latest jokes. Soon they will be able to buy cinema tickets and manage their bank accounts.

The next generation of computers will be able to talk and even think for themselves. They will contain electronic ‘neural networks’. Of course, they’ll be still a lot simpler that human brains, but it will be a great step forward. Such computers will help it diagnose illnesses, find materials, understand and control the world’s money markets, identify criminals and control space travel.

Computer revolution is changing our life and our language, too. We are constantly making up new words or giving new meanings to old ones. Most of computer terms are born in Silicon Valley, the world’s top computer-science center.

***What is a Computer?***

The term computer is used to describe a **device1** made up of a combination of electronic and electromechanical (part electronic and part mechanical) components. Computer has no **intelligence2** by itself and is **referred to as**3 **hardware4**. A computer system is a combination of five elements:

* 1. Hardware
	2. Software
	3. People
	4. **Procedures5**
	5. Data/information

When one computer system is set up to communicate with another computer system, connectivity becomes the sixth system element. In other words, the **manner6** in which the **various7** individual systems are **connected8** — for example, by phone lines, **microwave9** **transmission10**, or satellite — is an element of the total computer system.

Software is the term used to describe the instructions that tell the hardware how to perform a task. Without software **instructions11**, the hardware doesn’t know what to do. People, however, are the most important component of the computer system: they **create12** the computer software instructions and **respond13** to the procedures that those instructions present.

The basic job of the computer is the processing of information. Computers accept information in the form of instruction called a program and **characters14** called **data15** to perform mathematical and logical operations, and then give the results. The data is **raw16** material while information is organized, processed, **refined17** and useful for **decision18** making. Computer is used to **convert19** data into information. Computer is also used to store information in the digital form.

***Vocabulary:***

1. **device** — устройство
2. **intelligence** — разум
3. **to refer to as** — называть что-либо
4. **hardware** — оборудование
5. **procedures** — процедуры, операции
6. **manner** — манера, способ
7. **various** — различные
8. **to connect** — соединять
9. **microwave** — микроволновая
10. **transmission** — передача
11. **instruction** — команда
12. **to create** — создавать
13. **to respond** — отвечать
14. **characters** — символы
15. **data** — данные
16. **raw** — необработанный, сырой
17. **to refine** — очищать
18. **decision** — решение
19. **to convert** — превращать, преобразовывать

***Hardware***

What is hardware? Webster's dictionary gives us the following definition of the hardware — the mechanical, magnetic, electronic, and electrical devices composing a computer system.

Computer hardware can be divided into four categories:

1. input hardware
2. **processing hardware1**
3. storage hardware
4. output hardware

***Input hardware***

The purpose of the **input hardware2** is to collect data and **convert3** it into a form suitable for computer processing. The most common input device is a **keyboard4**. It looks very much like a typewriter. The **mouse5** is a hand held device **connected6** to the computer by small cable. As the mouse is **rolled7** across the mouse pad, the cursor moves across the screen. When the cursor **reaches8** the desired location, the user usually pushes a button on the mouse once or twice to signal a menu selection or a command to the computer.

The light pen uses a light **sensitive9** photoelectric cell to signal screen position to the computer. Another type of input hardware is optic-electronic **scanner10** that is used to input graphics as well as typeset characters. Microphone and video camera can be also used to input data into the computer. Electronic cameras are becoming very popular among the consumers for their relatively low price and convenience.

***Processing hardware***

The purpose of processing hardware is **retrieve11**, interpret and **direct12** the **execution13** of software instructions provided to the computer. The most common components of processing hardware are the Central Processing Unit and main memory.

The Central Processing Unit (**CPU**31) is the brain of the computer. It reads and **interprets14** software instructions and coordinates the processing activities that must take place. The design of the CPU **affects15** the processing power and the speed of the computer, as well as the **amount16** of main memory it can use effectively. With a well-designed CPU in your computer, you can perform highly **sophisticated17** tasks in a very short time.

Memory is the system of component of the computer in which information is stored. There are two types of computer memory: RAM and ROM.

**RAM18** (random access memory) is the **volatile19** computer memory, used for creating loading, and running programs and for manipulating and **temporarily20** storing data;

**ROM21`** (read only memory) is nonvolatile, nonmodifiable computer memory, used to hold programmed instructions to the system.

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

***Storage hardware***

The purpose of **storage hardware22** is to store computer instructions and data in a form that is relatively permanent and retrieve when needed for processing. Storage hardware serves the same basic functions as do office filing systems except that it stores data as electromagnetic signals. The most common ways of storing data are **Hard disk23**, floppy disk and **CD-ROM24**.

Hard disk is a rigid disk coated with magnetic material, for storing programs and relatively large amounts of data.

Floppy disk (diskette) — thin, usually flexible plastic disk coated with magnetic material, for storing computer data and programs. There are two formats for floppy disks: 5.25" and 3.5". 5.25" is not used in modern computer systems because of it relatively large size, flexibility and small **capacity25**. 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 read-only data can be stored. CD-ROMs are very popular now because of the growing speed which CD-ROM drives can **provide26** nowadays.

***Output hardware***

The purpose of **output hardware27** is to provide the user with the means to view information produced by the computer system. Information is output in either hardcopy or softcopy form. Hardcopy output can be held in your hand, such as paper with text (word or numbers) or graphics printed on it. Softcopy output is displayed on a monitor.

Monitor is a component with a display screen for viewing computer data, television programs, etc.

**Printer28** is a computer output device that produces a paper copy of data or graphics.

**Modem29** is an example of communication hardware — an electronic device that makes possible the transmission of data to or from computer via telephone or other communication lines.

Hardware comes in many configurations, depending on what the computer system is designed to do. Hardware can fill several floors of a large office building or can fit on your **lap30**.

***Vocabulary:***

1. **processing hardware** — устройства обработки данных
2. **input hardware** — устройства ввода данных
3. **to convert** — преобразовать
4. **keyboard** — клавиатура
5. **mouse** — устройство для перемещения объектов на экране, «мышь»
6. **to connect** — соединять
7. **to roll** — катать, перекатывать
8. **to reach** — достигать
9. **sensitive** — чувствительный
10. **scanner** — сканер
11. **to retrieve** — извлекать
12. **to direct** — управлять
13. **to execute** — выполнять
14. **to interpret** — переводить
15. **to affect** — влиять
16. **amount** — количество
17. **sophisticated** — сложный
18. **RAM** — ОЗУ (оперативное запоминающее устройство)
19. **volatile** — летучий, нестойкий, временный, энергозависимый
20. **temporarily** — временно
21. **ROM** — ПЗУ (постоянное запоминающее устройство)
22. **storage hardware** — устройства хранения данных
23. **hard disk** — жесткий диск, «винчестер»
24. **CD-ROM** — накопитель на компакт-дисках (CD)
25. **capacity** — вместительность
26. **to provide** — обеспечивать
27. **output hardware** — выходные устройства отображения информации
28. **printer** — принтер
29. **modem** — модем
30. **lap** — колени
31. **CPU, microprocessor** — микропроцессор

***Types of Software***

A computer to **complete1** a job **requires2** more than just the actual **equipment3** or hardware we see and touch. It requires Software — programs for **directing4** the operation of a computer or electronic data.

Software is the final computer system component. These computer programs instruct the hardware how to **conduct5** processing. The computer is merely a **general-purpose6** machine which requires **specific7** 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 **controls8** standard **internal9** computer activities. An operating system, for example, is a collection of system programs that **aid10** in the operation of a computer **regardless11** of the application software being used. When a computer is first turned on, one of the systems programs is **booted12** or loaded into the computers memory. This software contains information about **memory capacity**13, the model of the processor, the disk drives to be used and more. Once the system software is loaded, the applications software can be brought in.

System programs are designed for the specific pieces of hardware. These programs are called drivers and coordinate **peripheral14** hardware and computer activities. User needs to **install15** a specific driver in order to activate a peripheral device. For example, if you intend to buy a printer or a scanner you need to worry in advance about the driver program which, though, commonly goes along with your device. By installing the driver you «teach» your **mainboard16** to «understand» the newly **attached17** part.

Applications software satisfies your specific need. The **developers18** of application software rely mostly on marketing research strategies trying to do their best to attract more users (buyers) to their software. As the productivity of the hardware has increased greatly in recent years, the programmers nowadays tend to include as much as possible in one 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 **handled19** by system software. Communications software **transfers20** data from one computer system to another. These programs usually **provide21** users with data **security22** and error **checking23** along with physically transferring data between the two computer's memories. During the past five years the **developing24** electronic network communication has stimulated more and more companies to produce various communication software, such as **Web-Browsers25** for Internet.

***Vocabulary:***

1. **to complete** — совершать, завершать
2. **to require**— требовать
3. **equipment** — оборудование
4. **to direct** — управлять, руководить
5. **to conduct** — проводить
6. **general-purpose** — общего назначения
7. **specific** — конкретный, определенный
8. **control** — управление
9. **internal** — внутренний
10. **aid** — помощь
11. **regardless** — несмотря на, безотносительно
12. **to boot** — загружать
13. **memory capacity** — вместимость памяти
14. **peripheral** — периферийный
15. **to install** — устанавливать, встраивать, инсталлировать
16. **mainboard** — материнская плата
17. **to attach** — присоединять
18. **developer** — разработчик
19. **to handle** — управлять, обращаться с
20. **to transfer** — переводить, переносить
21. **to provide with** — обеспечивать чем-либо
22. **security** — безопасность
23. **to check** — проверять
24. **to develop** — развивать, проявлять
25. **Web-browser** — «браузер» (программа, позволяющая пользователю искать и считывать информацию с глобальной электронной сети Internet)

***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 **complex1**, and time-**consuming2**. Programmers soon **realized**3 it would be **smarter4** 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 user’s 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 **decade5**, DOS has undergone several changes. Each time the DOS developers release a new **version6**, they increase the version number.

Windows NT (new technology) is an operating system developed by Microsoft. NT is an **enhanced7** version of the popular Microsoft Windows 3.0, 3.1 programs. NT requires a 386 processor or greater and 8 Mb of RAM. For the best NT performance, you have to use a 486 processor with about 16 Mb or higher. Unlike the Windows, which runs **on top of DOS8**, Windows NT is an operating system itself. However, NT is DOS **compatible9**. 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 mouse10**. Also like NT, OS/2 performs best when you are using a powerful system. Many IBM-based PCs **are shipped11** with OS/2 preinstalled.

UNIX is a multi-user operating system that **allows12** **multiple users13** to **access14** the system. Traditionally, UNIX was run on larger mini computers to which users accessed the systems using terminals and not PC's. UNIX allowed each user to **simultaneously15** run the programs they **desired16**. Unlike NT and OS/2, UNIX is not DOS compatible. Most users would not purchase UNIX for their own use.

Windows 2000 & XP are the most popular user-oriented operating systems with a friendly interface and multitasking capabilities.

***Vocabulary:***

1. **complex** — сложный
2. **to consume** — потреблять
3. **to realize** — понять, осознать
4. **smart** — умный
5. **decade** — декада, десятилетие
6. **version** — версия
7. **to enhance** — увеличивать, расширять
8. **on top of DOS** — «сверху», на основе ДОС
9. **compatible** — совместимый
10. **with a click of a mouse** — одним щелчком кнопки мыши
11. **are shipped** — поставляются
12. **to allow** — позволять
13. **multiple users** — многочисленные пользователи
14. **access** — доступ
15. **simultaneously** — одновременно
16. **to desire** — желать