

**Автономная некоммерческая организация высшего образования
«Российский новый университет»
Колледж**

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

по учебной дисциплине

ОГСЭ.02 Иностранный язык в профессиональной деятельности

для специальности среднего профессионального образования

10.02.05 Обеспечение информационной безопасности автоматизированных систем

на базе среднего общего образования

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10.02.05 Обеспечение
информационной безопасности
автоматизированных систем

Заместитель директора по УМР

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**ПАСПОРТ
ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ
по учебной дисциплине**

ОГСЭ.02 Иностранный язык в профессиональной деятельности

(английский язык)

10.02.05 Обеспечение информационной безопасности автоматизированных систем

Результаты обучения (освоенные умения, усвоенные знания) ¹	ПК, ОК	Наименование темы ²	Уровень освоения темы	Наименование контрольно-оценочные средства	
				Текущий контроль	Промежуточная аттестация
1	2	3	4	5	6
<p>уметь: общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; переводить (со словарем) иностранные тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас</p> <p>знать: лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных: текстов профессиональной направленности.</p>	ОК 02	Тема 1	1-2	Словарный диктант №1 Лексико-грамматический тест № 1	
<p>уметь: общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; переводить (со словарем) иностранные тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас</p> <p>знать: лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и</p>	ОК 02	Тема 2	2-3	Словарный диктант №2	Обязательная контрольная работа № 1. Тексты для зачета (чтении перевод)

перевода (со словарем) иностранных: текстов профессиональной направленности.					
уметь: общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; переводить (со словарем) иностранные тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас знать: лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных: текстов профессиональной направленности.	ОК 02 ОК 10	Тема 3 Тема 4		Словарный диктант №3 Лексико-грамматический тест № 2	
уметь: общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; переводить (со словарем) иностранные тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас знать: лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных: текстов профессиональной направленности.	ОК 02 ОК 10	Тема 5 Тема 6	1-2	Словарный диктант №4	Обязательная контрольная работа № 2. Тексты по информационным технологиям (чтение и перевод)
уметь: общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; переводить (со словарем) иностранные тексты профессиональной направленности.	ОК 02 ОК 10	Тема 1	1-2		Лексико-грамматический тест №1

<p>профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас</p> <p>знать: лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных: текстов профессиональной направленности.</p>		<p>Тема 2</p> <p>Тема 3</p>			
<p>уметь: общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; переводить (со словарем) иностранные тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас</p> <p>знать: лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных: текстов профессиональной направленности.</p>	<p>ОК 02 ОК 09</p>	<p>Тема 4.</p>	<p>1-2</p>		<p>Лексико-грамматический тест № 2.</p> <p>Обязательная контрольная работа № 3.</p>

Критерии оценки:

1. За письменные работы (контрольные работы, самостоятельные работы, словарные диктанты) оценка вычисляется, исходя из процента правильных ответов:

Виды работ	Оценка «3»	Оценка «4»	Оценка «5»
Контрольные работы	От 50% до 69%	От 70% до 90%	От 91% до 100%
Самостоятельные работы, словарные диктанты	От 60% до 74%	От 75% до 94%	От 95% до 100%

2. Творческие письменные работы (письма, различные виды эссе) оцениваются по пяти критериям:

а) Содержание (соблюдение объема работы, соответствие теме, отражены ли все указанные в задании аспекты, стилевое оформление речи соответствует типу задания, аргументация на соответствующем уровне, соблюдение норм вежливости).

б) Организация работы (логичность высказывания, использование средств логической связи на соответствующем уровне, соблюдение формата высказывания и деление текста на абзацы);

в) Лексика (словарный запас соответствует поставленной задаче и требованиям данного года обучения языку);

г) Грамматика (использование разнообразных грамматических конструкций в соответствии с поставленной задачей и требованиям данного года обучения языку);

д) Орфография и пунктуация (отсутствие орфографических ошибок, соблюдение главных правил пунктуации: предложения начинаются с заглавной буквы, в конце предложения стоит точка, вопросительный или восклицательный знак, а также соблюдение основных правил расстановки запятых).

3. Устные ответы (монологические высказывания, пересказы, диалоги, работа в группах) оцениваются по пяти критериям:

а) Содержание (соблюдение объема высказывания, соответствие теме, отражены все аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация на соответствующем уровне, соблюдение норм вежливости).

б) Взаимодействие с собеседником (умение логично и связно вести беседу, соблюдать очередность при обмене репликами, давать аргументированные и развернутые ответы на вопросы собеседника, умение начать и поддерживать беседу, а также восстановить ее в случае сбоя: переспрос, уточнение);

в) Лексика (словарный запас соответствует поставленной задаче и требованиям данного года обучения языку);

г) Грамматика (использование разнообразных грамматических конструкций в соответствии с поставленной задачей и требованиям данного года обучения языку);

д) Произношение (правильное произнесение звуков английского языка, правильная постановка ударения в словах, а также соблюдение правильной интонации в предложениях).

Фонд оценочных средств для текущего контроля (устный опрос, практические работы, практические задания, проблемные задания, индивидуальные задания, написание эссе и другие формы контроля)

1. Критерии оценивания устного ответа обучающегося

Ответ обучающегося оценивается в соответствии с достижениями предметных и метапредметных образовательных результатов по следующим критериям: полнота, правильность, логичность, грамотность речи. Отметка по пятибалльной шкале выставляется в соответствии с критериями, представленными таблице:

Отметка	Уровень достижения	Критерии и показатели
	образовательных результатов	
5 (отлично)	<i>Высокий</i>	<p>Ответ полный, включает все содержательные элементы (по типовым темам для оценки в качестве эталона используются устные темы на раздаточном материале)</p> <p>Ответ правильный, не содержит фактических ошибок</p> <p>Ответ последовательный, включает вступление, основную часть и выводы. В основной части представлены причинно-следственные связи, аргументация, характеристика признаков.</p> <p>Устная речь грамотная, соответствует нормам грамматики и фонетики английского языка.</p> <p>Отсутствуют ошибки в произношении лексики и разговорные американские выражения.</p>
4 (хорошо)	<i>Средний</i>	<p>Ответ включает основные содержательные элементы</p> <p>Ответ в целом правильный, но содержит одну-две несущественные ошибки или неточности</p> <p>Ответ логичный, включает вступление, основную часть и выводы. Последовательность изложения основной части в основном выдержана.</p> <p>Ответ в основном выдержан в соответствии с нормами грамматики и фонетики английского языка. Допущены одна-две ошибки в ударениях, произношении и согласовании слов.</p>
3 (удовлетворительно)	<i>Ниже среднего</i>	<p>Ответ отражает отдельные аспекты темы.</p> <p>Ответ в основном правильный, но содержит одну-две фактические ошибки, которые обучающийся</p>

		исправил самостоятельно после уточняющего вопроса Последовательность изложения в основном выдержана, обучающийся самостоятельно сформулировал выводы после напоминания. Обучающийся допускает ошибки в грамматике или фонетике слов
2 (неудовлетворительно)	<i>Низкий</i>	Ответ не отражает содержания темы, содержит много фактических ошибок, логика изложения отсутствует, речь малограмотная
1 (плохо)	<i>Обучающийся показывает несформированность образовательных результатов</i>	Полноценный ответ отсутствует

Тест

1. Повторение и закрепление степеней сравнения прилагательных. Замените русское прилагательное на английское в нужной степени.

My car is (быстрее) than yours.

This level of the game is (самый сложный).

Today is (солнечнее) than yesterday.

This is (самый счастливый) day of my life.

Which of Arthur Conan Doyle's books is (интересней)?

Which cakes are (самые свежие)?

John is (самый утлый) of friends.

This road is (короче) than the other.

The music concert lasted (дольше) than I thought.

Our family is (самая счастливая).

2. Напишите степени сравнения прилагательных (по образцу).

Н-р: wet – wetter – the wettest

expensive – more expensive – the most expensive

1. big (большой) 2. clever (умный) 3. good (хороший) 4. pleasant

(приятный) 5. poor (бедный) 6. bad (плохой) 7. funny (смешной) 8.

important (важный) 9. sunny (солнечный)

10. far (далекий) 11. comfortable (удобный) 12. wise (мудрый)

3. Составьте из данных слов предложения и переведите их.

1. most – the Mona Lisa – in – is – painting – the – famous – the – world.

2. longer – the Don – is – the Volga – than.

3. more – Spain – Germany – than – beautiful - is.
4. London – city – in – biggest – the – England – is.
5. the – team – Adam – is - worst – the – player – in.

4. Скажите, какие из следующих предложений составлены верно, исправьте ошибки. Say which of these sentences are right and correct the wrong ones.

- 1 I hope that next time you'll speak to your uncle more politely.
2. Peter usually comes to his classes most late of his classmates.
3. Who can solve this problem most quickly? Y
4. This time he listened to his little sister patienter than usual.
5. Could you speak a little slower, please?
6. When I was a very young child I thought that to sing best meant to sing loudest.
7. I think that now I see the whole problem much more clearly.
8. Who lives more near to the school — you or your friend?
9. Alice goes to the theatre frequentest of us all.
10. Will you raise your hands a bit higher, please? I can't see them.
11. In December it snows oftener than in November.
12. He knows three languages but he speaks English easiest.
13. Last night I slept peacefullier than before.
14. Could you come to school more early and water the plants tomorrow?
15. This new computer works most fast and can solve problems in no time.

Обязательная контрольная работа № 1.

1. Read the text and answer the following questions.

MODERN COMPUTERS

When you get to the point where you really understand your computer, it's probably obsolete.

Murphy's Laws of Computing

There probably isn't an area of human endeavour that has evolved as rapidly as computing technology has over the last 30 years. Along with that, we've also undergone some significant changes in terms of our understanding of the applications and effects of computing technologies.

On November 15, 1971 the first microprocessor, the 4004, developed by Marcian E. Hoff for Intel, was released. It contains the equivalent of 2,300 transistors and was a 4 bi processor. It was running at a clock rate of 108 KHz. This day became the beginning of the digital computer's era. Next year 8008 Processor released by Intel itself. The great work just began and in 30 years we have 64-bit computers running at a clock rate of 3.5 GHz. The increase in raw processing speed over this time is striking.

Digital computer is an electronic device that can receive a set of instructions that also is called a

program, and then carry out them. Computers were invented last century and spread a lot for the last 30 years. Modern digital computers are all conceptually similar, regardless of size. Nevertheless, they can be divided into several categories on the basis of cost and performance. The first one is the personal computer or microcomputer, a relatively low-cost machine usually of desk-top size, some, called laptops, are small enough to fit in a briefcase. The second is the workstation, a microcomputer with enhanced graphics and communications capabilities that make it especially useful for office work; and the server computers, a large expensive machine with the capability of serving the needs of major business enterprises, government departments, and scientific research establishments. The largest and fastest of these, are called supercomputers.

A digital computer is not actually a single machine, in the sense that most people think of computers. Instead it is a system composed of five distinct elements: a central processing unit; input devices; memory storage devices; output devices and a communications network, called a «bus», which links all the elements of the system and connects the system itself to the external world.

The most wide-spread computers in our country are F'C computers or IBM clones. There are two well-known rival brands in the micro processing market: AMD and Intel. Each brand is represented by several generations of PC microprocessors. Intel microprocessors can be roughly divided into eight generations. The first generation was represented by processing unit Intel 8086. The second generation central processing unit was represented by processing unit Intel 80286, used in IBM PC AND Г 286. The third generation is represented by Intel 80386, used in IBM PC AT 386 SX and DX. The microprocessors of the fourth generation were used in computers IBM PC AT 486 SX and DX. There are also central processing units of the fifth generation, used in Intel Pentium 60 and Intel Pentium 66, central processing units of the sixth generation, used in computers Intel Pentium 75, 90, 100 and 133. Recently central processing units of seven h and eighth generations appeared.

Answer the following questions.

1. When was the first microprocessor, the 4004, developed? Who did it?
2. What power have computers nowadays?
3. What two companies are the leaders in producing micro processing units nowadays?
4. What was the initial Pentiums power?
5. When did the digital computer's era start?
6. What processing unit represents the second generation of microprocessor?
7. What processing unit represents the fifth generation of microprocessor?
8. What is digital computer?
9. What computer categories on the basis of their size do you know?
10. What two well-known rival brands in the microprocessing market do you know?
11. What processing unit represents the third generation of microprocessor?
12. What processing unit represents the fourth generation of microprocessor?
13. What are the most wide-spread computers in this country today?

Обязательная контрольная работа № 2.

1. Read the text and answer the following questions.

History

The first adding machine, a precursor of digital computer, was devised in 1642 by the French scientist, mathematician, and philosopher Blaise Pascal. This device employed a series of ten-toothed wheels, each tooth representing a digit from 0 to 9. The wheels were connected so that numbers could be added to each other by advancing the wheels by a correct number of teeth. In the 1670s the German philosopher and mathematician Gottfried Wilhelm Leibniz improved on this machine by devising one that could also multiply.

The French inventor Jozeph Marie Jacquard, in designing an automatic loom, used thin, perforated wooden boards to control the weaving of complicated designs. During the 1880s the American statistician Herman Hollerith conceived the idea of using perforated cards, similar to Jacquard's boards, for processing data. Employing a system that passed punched cards over electrical contacts, he was able to compile statistical information for 1890 United States census.

The Analytical Engine

Also in the 19th century, the British mathematician and inventor Charles Babbage worked out the principles of the modern digital computer. He conceived a number of machines, such as Difference Engine, that were designed to handle complicated mathematical problems. Many historians consider Babbage and his associate, the mathematician Augusta Ada Byron (Countess of Lovelace), daughter of Lord Byron, the true pioneers of the modern digital computer. One of Babbage's designs, the Analytical Engine, had many features of a modern computer. It had an input steam in the form of deck of punched cards, a "store" for saving data, a "mill" for arithmetic operations, and a printer that made permanent record. Babbage failed to put this idea into practice, though it may well have been technically possible at that date.

Answer the following questions.

1. What was the French scientist, mathematician, and philosopher Blaise Pascal famous for?
2. How did Gottfried Wilhelm Leibniz improve on Pascal's machine?
3. How did the idea of using perforated cards appear?
4. Who are considered the true pioneers of the modern digital computer and why?
5. What is the Analytical Engine?

Обязательная контрольная работа № 3.

1. Read the text and answer the following questions.

Early Computers

Analogue computers began to be built in the late 19th century. Early models calculated by means of rotating shafts and gears. Numerical approximations of equations too difficult to solve in any other way were evaluated with such machines. During both World Wars, mechanical and,

later, electrical analogue computing systems were used as torpedo course predictors in submarines and as bombsight controllers in aircraft. Another system was designed to predict spring floods in the Mississippi River basin.

Electronic Computers

During World War II a team of scientists and mathematicians, working at Bletchley Park, north of London, created one of the first all-electronic digital computers: Colossus. By December 1943, Colossus, which incorporated 1500 vacuum tubes, was operational. It was used by the team, headed by Alan Turing, in the largely successful attempt to crack enciphered German radio messages.

Independently of this, in the United States, a prototype electronic machine had been built as early as 1939, by John Atanasoff and Clifford Berry at Iowa State College. This prototype and later research was completed quietly and later overshadowed by the development of the Electronic Numerical Integrator And Computer (ENIAC) in 1945. ENIAC was granted a patent, which was overturned decades later, in 1973, when the machine was revealed to be highly derivative of Atanasoff-Berry Computer (ABC).

ENIAC contained 1800 vacuum tubes and had a speed of several hundred multiplications per minute, but its program was wired into the processor and had to be manually altered. Later machines were built with program storage, based on ideas of the Hungarian-American mathematician John von Neumann. The instructions were stored within so-called memory, freeing the computer from the speed limitations of paper tape reader during execution and permitting problems to be solved without rewiring the computer.

The use for the transistor in computers in the late of 1950s marked advent smaller, faster and more versatile logical elements than were possible with vacuum-tube machines. Because transistors use much less power and have much longer life, this development alone was responsible for the improved machines called second-generation computers. Components became smaller, as did intercomponent spacings, and the system became much less expensive to build.

Answer the following questions.

1. When did analogue computers begin to be built?
2. How did early models of computers calculate?
3. In what spheres were electrical analogue computing systems used during both World Wars?
4. What was the name of one of the first all-electronic digital computers?
5. How was it used?
6. What is ENIAC?
7. Why wasn't ENIAC very convenient in usage?
8. Why was the use for the transistor in computers so significant?

Практическая работа № 1.

1. Translate the sentences from English into Russian.

1. On November 15, 1971, the first microprocessor, the 4004, developed by Marcian E. Hoff for Intel, was released. It contains the equivalent of 2,300 transistors and was a 4-bit processor.
2. All modern digital computers are all conceptually similar, regardless of size.
3. Computers can be divided into several categories on the basis of cost and performance.
4. The first one is the personal computer or microcomputer, a relatively low-cost machine usually of desk-top size, some, called laptops, are small enough to fit in a briefcase.
5. The second is the workstation, a microcomputer with enhanced graphics and communications capabilities that make it especially useful for office work.

Практическая работа № 2.

1. Translate the sentences from English into Russian.

1. The server computers, a large expensive machine with the capability of serving the needs of major business enterprises, government departments, and scientific research establishments.
2. A digital computer is not actually a single machine, in the sense that most people think of computers.
3. A digital computer is a system composed of five distinct elements: a central processing unit; input devices; memory storage devices; output devices and a communications network, called a «bus», which links all the elements of the system and connects the system itself to the external world.
4. The first generation was represented by processing unit Intel 8086.
5. The second generation central processing unit was represented by processing unit Intel 80286, used in IBM PC AND Г 286.

2. Transform the following sentences using participle phrases instead of the Subordinate clauses.

MODEL: The boys who live in this house formed a football team. -The boys living in this house formed a football team.

1. Most of the people who work at our factory have received comfortable flats in new house.
Most of the people working at our factory received comfortable flats in new house.
2. Many pupils who learn English are members of our English club.
Many pupils learning English are members of our English club
3. The man who sells newspapers showed me the way to the post-office.
The man selling newspapers showed me the way to the post-office.
4. The pupils who spend their holidays in the country help the collective farmers with their field work.
The pupils spending their holidays in the country help the collective farmers with their field work.
5. The woman who teaches English at our school studied in Kiev.
The woman teaching English at our school studied in Kiev.

Практическая работа № 3.

1. Read the text and answer the following questions.

Integrated Circuits

Late in the 1960s the integrated circuit, or IC, was introduced, making it possible for many transistors to be fabricated on the silicon substrate, with inter-connecting wires plated in place. The IC resulted in a further reduction in price, size, and failure rate. The microprocessor became a reality in the mid-1970s with the introduction of the large-scale integrated (LSI) circuit and, later, the very large-scale integrated (VLSI) circuit (microchip), with many thousands of interconnected transistors etched into a single silicon substrate.

To return, then, to the “switch-checking” capabilities of a modern computer: computers in the 1970s were generally able to check eight switches at a time. That is, they could deal with eight binary digits, or bits, of data at every cycle. A group of eight bits is called byte, each byte containing 256 possible patterns of ONs and OFFs (or 1s and 0s). Each pattern is the equivalent of an instruction, a part of an instruction, or a particular type of datum, such as a number or a character or a graphics symbol. The pattern 11010010, for example, might be binary data-in this case, the decimal number 210- or it might tell the computer to compare data stored in its switches to data stored in certain memory-chip location.

The development of processors that can handle 16, 32, and 64 bits of data at a time has increased the speed of computers. The complete collection of recognizable patterns- the total list of operations- of which a computer is capable is called its instruction set. Both factors - number of bits at a time, and size of instruction sets - continue to increase with the ongoing development of modern digital computers.

Answer the following questions.

1. What is the integrated circuit, or IC?
2. When was it produced?
3. What did it make possible?
4. When did the microprocessor become a reality?
5. What is the microchip?
6. How can you characterize the “switch-checking” capabilities of a modern computer?
7. What is a computer’s instruction set?
8. What is a bit and a byte?
9. What can you say about the number of bits and size of instruction set?

Практическая работа № 4.

1. Read the text and answer the following questions.

Hardware

Modern digital computers are all conceptually similar, regardless of size. Nevertheless, they can be divided into several categories on the basis of cost and performance: the personal computer or microcomputer, a relatively low-cost machine, usually of desk-top size (though “laptops” are small enough to fit in a briefcase, and “palmtops” can fit into a pocket); the workstation, a microcomputer with enhanced graphics and communications capabilities that make it especially useful for office work; the minicomputer, generally too expensive for personal use, with capabilities of laboratory; and the mainframe computer, a large, expensive machine with capability of serving the needs of major business enterprises, government departments, scientific research establishments, or the like (the largest and fastest of these computers are called supercomputers).

A digital computer is not a single machine: rather, it is a system composed of five distinct elements: (1) a central processing unit; (2) input devices; (3) memory storage devices; (4) output devices; and (5) a communication network, called a bus, that links all the elements of the system and connects the system to external world.

Central Processing Unit (CPU)

The CPU may be a single chip or a series of chips that perform arithmetic and logical calculations and control the operations of the other elements of the system. Miniaturization and integration techniques made possible the development of the microprocessor, a CPU chip that incorporates additional circuitry and memory. The result is smaller computers and reduced support circuitry. Microprocessors are used in most of today’s personal computers.

Most CPU chips and microprocessors are composed of four functional sections: (1) an arithmetic/logic unit; (2) registers; (3) a control section; and (4) an internal bus. The arithmetic/logic unit gives the chip its calculating ability and permits arithmetical and logic operations. The registers are temporary storage areas that hold data, keep track of instructions, and hold the locations of these operations. The control section has three principal duties. It times and regulates the operations of the entire computer system; its instruction decoder reads the patterns of data in a designated register and translates the pattern into an activity, such as adding or comparing; and its interrupt unit indicates the order in which individual operations use the CPU, and regulates the amount of CPU time that each operation may consume.

The last segment of a CPU chip or microprocessor is its internal bus, a network of communication lines that connects the internal elements of the computer system. The three types of CPU buses are: (1) a control bus consisting of a line that senses input signals and another line that generates control signals from within the CPU; (2) the address bus, a one-way line from the processor that handles the location of data in memory addresses; and (3) the data bus, a two-way transfer line that both reads data from memory and writes new data into memory.

Answer the following questions.

1. Are modern digital computers all conceptually similar?
2. How can modern digital computers be divided?
3. What are supercomputers?
4. What elements is a digital computer composed of?

5. A digital computer is not a single machine, is it?
6. What is central processing unit (CPU)?
7. What made possible the development of the microprocessor?
8. Where are microprocessors used now?
9. What sections are CPU chips and microprocessors composed of?
10. The arithmetic/logic unit gives the chip its calculating ability, doesn't it?
11. What function do the registers implement?
12. What three principal duties does the control section have?
13. How does an internal bus work?

Практическая работа № 5.

1. Read the text and answer the following questions.

Input Devices

These devices enable a computer user to enter data, commands, and programs into the CPU. The most common input device is the keyboard. Information typed at the typewriter-like keyboards is translated by the computer into recognizable patterns. Other input devices include light pens, which transfer graphics information from electronic pads into the computer; joysticks and the mouse, which transfer physical motion on a computer video display screen; light scanners, which “read” words or symbols on printed page and “translate” them into electronic patterns that the computer can manipulate and store; and voice recognition modules, which take spoken word and translate them into digital signals for the computer. Storage devices can also be used to input data into the processing unit.

Output Devices

These devices enable the user to see the results of the computer's calculations or data manipulations. The most common output device is the video display unit (VDU), a monitor that displays characters and graphics on a television-like screen. A VDU usually has a cathode-ray tube like an ordinary television set, but small, portable computers use liquid crystal displays (LSD) or electroluminescent screens. Other standard output devices include printers and modems. A modem links two or more computers by translating digital signals into analogue signals so that data can be transmitted via telecommunications.

Operating Systems

Different types of peripheral devices - disk drives, printers, communications networks, and so on - handle and store data differently from the way the computer handles and stores it. Internal operating systems, usually stored in ROM memory, were developed primarily to coordinate and translate data flows from dissimilar sources, such as disk drives or coprocessors (processing chips that perform simultaneous but different operations from the central unit). An operating system is a master control program, permanently stored in memory, that interprets user commands requesting various kinds of services - commands such as display, print, or copy a data file; list all files in a directory; or execute a particular program.

Answer the following questions.

1. What is an input device?
2. What are output devices?
3. What is an operating system?
4. What can you say on peripheral devices?

Практическая работа № 6.

1. Выполните грамматические упражнения на повторение всех времен английского языка. Вставьте глаголы в нужном времени.

City life

I__ (live) in a big city. The city___ (be) always busy with people walking and cars

driving. I_____ (like) to watch the buses and taxis go by. Today, I_____ (see) many people walking and shopping. They_____ (smile) and happy. Yesterday, I _____ (go) to the park with my friends. We_____ (play) games and_____ (have) a picnic. It _____ (be) a beautiful day and we (have) a lot of fun.

Tomorrow, I _____ (visit) the museum. I _____ (be, never) to the museum before, so I (be) very excited. I _____ (think) it _____ (be) a great day. I (learn) many things about the city and see many interesting things. I am looking forward to it.

Dialogue: Going on holiday

Mary: Hi! Where_(go, you)?

Olivia: I_(go) to the airport. I___ (fly) to Paris for a holiday. Mary: Really? That_(sound) exciting! When _____ (leave, you)?

Olivia: I_(leave) at 2 PM. I___ (take) a direct flight, so I_(be) in Paris tomorrow morning.

Mary: That's great. What_(do, you) in Paris?

Olivia: I_(see) the Eiffel Tower and visit some museums. I also_____ (want) to try some of the local food.

Mary: That_(sound) amazing. _____ (be, you) to Paris before?

Olivia: No, this_(be) my first time. I___ (look, really) forward to it.

Mary: I'm sure you_(have) a great time. I___ (hope) you take lots of pictures. Olivia: I will! I can't wait to show you when I get back.

Mary: I can't wait to see them. Have a safe trip! Olivia: Thank you! I

_____ (see) you soon.

2. Вставьте глагол в нужном времени.

1. If I _____ (not go) on my business trip next week, I _____ (accept) that assignment at work yesterday.
2. If Sam _____ (take) an aspirin, she _____ (have) a headache now
3. If Kate _____ (have) enough money, she _____ (can do) this trip to Hawaii last year.
4. If he _____ (take) the medication as prescribed, Anthony _____ (be lying) sick in bed.
5. If Molly _____ (take) reasonable precautions, she _____ (be) pregnant now.
6. If old Sam _____ (not run) after the car thief and _____ (not suffer) a heart attack, he _____ (be) alive today.
7. If he _____ (not be) such a poor dancer, Nickolas _____ (get) a job in that musical last week.
8. If Polly _____ (not be) so blind to Jack's faults, she _____ (realize) that Jack was out to swindle her.

Практическая работа № 7.

1. Разделите эти условные предложения смешанного типа на 2 группы:

1. IF + 2ND CONDITIONAL | 3RD CONDITIONAL
2. IF + 3RD CONDITIONAL | 2ND CONDITIONAL
1. If I were you, I would have bought that violet hat.
2. If Jillian had studied at school, she would have a diploma now.
3. If Nick had turned in his application, he would probably be working here now.

4. If our parents had recorded that show last night, the children could watch it now.
5. If Rosemary had not called Sally, they wouldn't be going to the party tomorrow.
6. If Nataly and Liz had finished the chores, they would be able to watch TV now.
7. If the TV set had not broken, the boys would watch the game this weekend.
8. If Jim spoke better French, he could have got that job.
9. If you were smarter, you wouldn't have borrowed money from Sam.

Практическая работа № 8.

1. Подчеркните правильный вариант.

1. Melody wouldn't have come/ wouldn't come by bus if she could / can drive.
2. If I was / were him, I will not quit / wouldn't have quit my work until I'd found another one.
3. You wouldn't be / are not so tired if you went / 'd gone to bed earlier.
4. David went / would go to Kenya next month if he had got/ would have got the job yesterday.
5. If we won / had won lottery last night, we will / would be rich now.

2. Используйте конструкцию I wish для выражения того, что хотелось бы изменить в настоящем.

Н-р: I don't have a dog. – I wish I had a dog. (Как бы мне хотелось иметь собаку.)

1. I can't use a computer.
2. He doesn't have a good job.
3. She isn't rich.
4. It is so cold today.
5. They don't know my phone number.

3. Используйте конструкцию I wish для выражения того, что хотелось бы изменить в прошлом.

Н-р: *I forgot to visit her on Monday. – I wish I hadn't forgotten to visit her on Monday. (Жаль,*

что я забыл навестить ее в понедельник.)

1. We missed the last train.
2. You didn't take my advice.
3. It rained cats and dogs yesterday.
4. Nina couldn't arrive on time.
5. Bruce didn't pass the driving test.

Используйте конструкцию I wish для выражения пожелания изменить ситуацию в будущем.

*Н-р: Bob interrupts me all the time. – I wish Bob wouldn't interrupt me.
(Хотелось бы, чтобы Боб не перебивал меня.)*

1. You are so rude when you drink alcohol.
2. Our secretary uses my computer without my permission.
3. My husband doesn't care much about our children.
4. This printer makes too much noise.
5. He doesn't love me.

Практическая работа № 9.

1. Выразите пожелание на будущее. Составьте по 2 предложения к каждой проблеме (If only и I wish), используя предлагаемые фразы.

1. People drop rubbish in the streets. (use rubbish bins, take rubbish home)
2. We are cutting down so many trees. (recycle more paper, protect forests)
3. Children don't like reading books today. (watch less TV, play computer games)
4. People hunt animals for sport. (protect animals, become more humane)

2. Выразите сожаление о прошлом. Составьте по 2 предложения к каждой проблеме (If only и I wish), используя предлагаемые фразы.

1. She has gained much weight. (walk more, eat less)
2. The rivers have dried up. (save water, waste water)
3. I crashed my car. (drive carefully, let my dad drive)
4. He had a row with his sister. (keep calm, lose temper)

Практическая работа № 10.

1. Прочитайте текст, переведите его на русский язык.

Technology

We live in the era of high technologies, and we use modern inventions in our everyday life because they have brought us much comfort. New technologies have spread on every field over the past 15 years. Moreover, they are rapidly changing. For example, video-recorders, DVD- players or compact disks have already become obsolete and have been replaced by more up-to- date devices. Today we can hardly imagine our life without such modern mobile devices as cell phones or laptops. Our offices are fully equipped with computers, printers, scanners, air- conditioners, interactive

whiteboards and wi-fi modems. Household appliances (vacuum- cleaners, coffee-machines, dish-washers, food processors and others) help us to save our time and energy.

However, we should realize that digital and electronic inventions have both negative and positive impact on our daily life.

I am absolutely positive that new technologies or gadgets are making things faster, easier, more comfortable and interesting. For instance, if you install a GPS (Global Positioning System) in your car you'll never get lost again. And could we imagine just 15 years ago all the things we can do on the wireless Internet nowadays: connecting with friends from all over the world, online shopping and banking, distance online learning, finding virtual relationships and even working from home? Isn't that awesome?! Our parents used to go to post-offices to send letters or pay bills, they went to libraries to find a good book and they used telephone-booths for phone-calls.

On the other hand, I know some people who are strongly against some modern inventions because they really miss those days when they talked to each other face to face in reality, and not virtually. I partially agree with that as I really believe that people are becoming anti-social and too dependent on their gadgets. Some of my friends also spend half of the time occupying their shiny gadgets (smart-phones or i-pads) even when we go out together. Besides, people who use various social networks a lot (such as Facebook or Instagram) should worry more about their privacy.

Summing up, I could say that there are serious arguments both for and against the use of new technologies but anyway it's really difficult to imagine our life without them today.

2. Найдите к каждому началу предложения его окончание. Переведите получившиеся предложения.

1. You could have done much better in the exam ...
 2. If the weather had been nice ...
 3. I wouldn't have bought that book ...
 4. She would have gone to Japan last summer ...
 5. If I hadn't taken an umbrella ...
 6. That building wouldn't have fallen down ...
-
- a. ... if she had spoken Japanese quite well.
 - b. ... if it hadn't been so old.
 - c. ... if I'd known how dull it was.
 - d. ... I would have got wet.
 - e. ... we could have gone horse-riding.
 - f. ... if you had taken private lessons.

3. Поставьте глаголы из скобок в необходимую форму.

1. If I ... (save) more money, I ... (go) to Australia.
2. If our parents ... (not argue), we ... (spend) the weekend together.

3. They ... (not allow) him to enter the office if he ... (not put on) a tie.
4. If the storm ... (not break out), the ship ... (not sink).
5. I ... (take) you to the airport if I ... (have) a car.
6. You ... (not visit) the doctor if you ... (not drink) cold milk.
7. She ... (not lose) her bag if she ... (be) more careful.
8. If the driver ... (not take) the wrong turning, we ... (not arrive) late.

4. Напишите цепочку рассуждений о жизни Софии, используя условные предложения III типа.

Model - If Sophie hadn't gone to France for a holiday, she wouldn't have met a nice guy Jean. (Если бы София не поехала в отпуск во Францию, она бы не встретила там хорошего парня Жана.)

Sophie went to France for a holiday – met a nice guy Jean there – fell in love with him – got married - stayed in Paris – started learning French – found a good job there – earned much money - became happy and successful

Практическая работа № 11.

1. Ответьте на вопросы на английском языке:

1. What is the science? What types do you know?
2. What does the science do to help people be progressive? How?
3. Can be the progress without the science? Why? Why not?

2. Прочитайте текст, переведите на русский и ответьте на вопросы.

Science

Science is important to most people living in the modern world for a number of reasons. In particular, science is important to world peace and understanding, to the understanding of technology, and to our understanding of the world.

Science is important to world peace in many ways. On one hand, scientists have helped to develop many of the modern tools of war. On the other hand, they have also helped to keep the peace through research which has improved life for people. Scientists have helped us understand the problem of supplying the world with enough energy, they have begun to develop a number of solutions to the energy problem - for example, using energy from the sun and from the atom. Scientists have also analysed the world's resources. We can begin to learn to share the resources with the knowledge provided to us by science. Science studies the Universe and how to use its possibilities for the benefit of men.

Science is also important to everyone who is affected by modern technology. Many of the things that make our lives easier and better are the results of advances in technology and, if the present patterns continue, technology will affect us even

more in the future than it does now. In some cases, such as technology for taking salt out of ocean water, technology may be essential for our lives on Earth.

The study of science also provides people with an understanding of natural worlds. Scientists are learning to predict earthquakes, are continuing to study many other natural events such as storms. Scientists are also studying various aspects of human biology and the origin and developments of the human race. The study of the natural world may help improve life for many people all over the world.

A basic knowledge of science is essential for everyone. It helps people find their way in the changing world.

Answer the questions:

1. Why is science so important in the modern world?
2. How does science help keep peace in the world?
3. How does science help solve the energy program?
4. What proves that the study of science is important for understanding of the natural world?

3. Translate into English:

1. Наука помогла разработать современное оружие.
 2. Наука находит все новые решения энергетической проблемы.
 3. Наука помогла людям научиться использовать энергию солнца и атома.
 4. Наука помогла научиться совместному использованию ресурсов.
 5. Ученые предсказывают землетрясения.
 6. Наука помогла улучшить жизнь людей.
 7. Знания необходимы людям, чтобы ориентироваться в изменяющемся мире.
4. Опираясь на текст, составьте диалоги-обсуждения в парах "Почему наука важна человечеству?"

Практическая работа № 12.

1. Ответьте на вопросы на английском языке:

1. Name the most important ecological problems nowadays.
2. What ways do you know to help the planet?

2. Прочитайте текст, переведите на русский язык и приготовьте ответ устный: как современные законы помогают с решением экологических проблем.

How to save our planet

Nowadays, the place we live is in great danger. There are a lot of things, which affect the Earth. Factories waste and exhaust gases,

deforestation, poisoning of the air and water pollution, destruction of the ozone layer and global warming – these are the problems which a modern human should face. The main question is what is needed to be done to make the things better? Is it possible to change the current situation somehow?

I think, there are some steps that could help people to improve the things. The first that we are able to do is to change the way of life. In my opinion, we should begin with something very simple. For example, start using public transport instead of our cars, we can use glass and wood instead of plastic, it will be effective if the people organize planting of the trees and renovation of the parks.

As you can understand, many serious problems exist and these solutions can be ineffective. The main task is to save the planet which is going to be destroyed. We understand, that there is no opportunity to renew the nature completely, but it is possible to make some improvements. If people realize the size of the problem and all the possible consequences, there will be an encouragement for them to take some measures.

Talking about the saving of the environment, it is important to remember three basic rules: reduce, reuse and recycle. It is very simple, but somehow we tend to forget about it. If we reduce the usage of natural resources, we will have an opportunity to consume energy and water more wisely. Reusing will help to prevent total exhaustion of natural goods, such as trees and water. Recycling will help to prevent high levels of pollution.

To my mind, we should also look for the alternative energy sources. These could be wind, water and solar energy. In the whole world, scientists are making efforts and looking for ways to use all the resources properly, so I hope that in future they will have a chance to succeed. That means that we will give up using coal and oil, which can give off very toxic wastes.

The source of human life on the Earth is water and it needs our attention and protection. Many factories throw the wastes into the rivers and oceans as a result we receive the extinction of rare animal species and complication of the process of water purification. We should take measures before it is too late.

We should also remember about the air. The easiest ways to fight with the air pollution are planting the trees and destroying the reason of the pollution. It is easy to plant a tree and it does not need hard efforts. All that we need is to have the desire to improve the situation and to stop being lazy.

The Earth is the place where we live, it is our home and the task is to protect it and appreciate all it gives to us. If the humanity change nothing in a thousand of years our planet will not exist. We should start doing something and give a chance to next generations to live in a peaceful and beautiful home.

Практическая работа № 13.

1. Вставьте герундий или инфинитив.

1. I am planning ... (to visit/visiting) my granny next week. (Я планирую навестить бабушку на следующей неделе.)
2. When they finish ... (to eat/eating) their lunch, they'll go to the office. (Когда они закончат обедать, они отправятся в офис.)
3. He suggested ... (to buy/buying) some food. (Он предложил купить немного продуктов.)
4. Does Sally enjoy ... (to go/going) to the gym? (Сэлли нравится ходить в тренажерный зал?)
5. Don't put off ... (to write/writing) a report till the end of the month. (Не откладывай написание доклада до конца месяца.)
6. John refused ... (to answer/answering) my question. (Джон отказался отвечать на мой вопрос.)

2. Выберите инфинитив с частицей to или без нее.

1. We can ... (speak/to speak) Spanish. (Мы умеем говорить по-испански.)
2. He often makes me ... (feel/to feel) guilty. (Он часто заставляет меня чувствовать виноватой.)
3. You have ... (be/to be) friendly and polite. (Ты должен быть дружелюбным и вежливым.)
4. She must ... (stay/to stay). (Она обязана остаться.)
5. The lawyer will ... (call/to call) you later. (Юрист позвонит вам позже.)

Практическая работа № 14.

1. Вставьте герундий или инфинитив

1. My brother intends ... (to get/getting) married soon. (Мой брат намеревается скоро жениться.)
2. I think she didn't mean ... (to hurt/hurting) you. (Думаю, она не хотела обидеть тебя.)
3. Keep ... (to beat/beating) the eggs. (Продолжай взбивать яйца.)
4. Fred can't afford ... (to travel/travelling) this year. (Фред не может себе

позволить в этом году путешествовать.)

5. We expect ... (to leave/leaving) tomorrow. (Мы собираемся уехать завтра.)
6. Mary decided ... (to fly/flying) to Venice. (Мэри решила полететь в Венецию.)
7. The sportsmen hope ... (to get/getting) the best results. (Спортсмены надеются добиться лучших результатов.)

2. Выберите инфинитив с частицей to или без нее.

1. I 'd like ... (send/to send) him a present. (Я бы хотела послать ему подарок.)
2. You 'd better ... (move/to move) faster. (Тебе лучше двигаться быстрее.)
3. We heard somebody ... (enter/to enter) the apartment. (Мы слышали, как кто-то вошел в квартиру.)
4. Mother wants ... (paint/to paint) the walls in the kitchen. (Мама хочет покрасить стены на кухне.)
5. We decided ... (sell/to sell) the car. (Мы решили продать машину.)

Практическая работа № 15.

1. Вставьте герундий или инфинитив.

1. Are you going to give up ... (to smoke/smoking)? (Ты собираешься бросать курить?)
2. They don't want ... (to have/having) any more children. (Они больше не хотят иметь детей.)
3. I don't mind ... (to wash up/washing up). (Я не против того, чтобы помыть посуду.)
4. Girls, stop ... (to giggle/giggling). (Девочки, перестаньте хихикать.)
5. Ben likes ... (to play/playing) chess. (Бен любит играть в шахматы.)
6. Lara goes ... (to dance/dancing) every weekend. (Лара ходит на танцы каждые выходные.)

2. Вставьте герундий или инфинитив.

1. He always fails ... (keep/to keep) his word. (Он всегда не сдерживает слово.)
2. I am trying ... (lift/to lift) this heavy stone. (Я пытаюсь поднять этот тяжелый камень.)
3. Let me ... (give/to give) you some advice. (Позволь мне дать тебе совет.)
4. It may ... (cost/to cost) too much. (Это может стоить слишком много.)
5. She saw him ... (cross/to cross) the street. (Она видела, как он переходит улицу.)

Практическая работа № 16.

1. Составьте предложения, выбрав начало из первого столбца и окончание – из второго.

- | | |
|------------------------|--------------------------------|
| 1. She is interested | a) drinking alcohol. |
| 2. I would like | b) to seeing my daughter. |
| 3. You should give up | c) being ill. |
| 4. We really enjoy | d) laughing at her. |
| 5. I'm looking forward | e) to living in a dirty house. |
| 6. He is used | f) talking to drunk people. |
| 7. She pretended | g) swimming in the sea. |
| 8. Pamela is good | h) to have a cup of coffee. |
| 9. I couldn't help | i) in surfing the Internet. |
| 10. She avoids | j) at riding a horse. |

Практическая работа № 17.

1. Объедините два предложения в одно, используя причастие I.

Model - He was jumping down the stairs. He broke his leg. – He broke his leg jumping down the stairs. (Он сломал ногу, прыгая вниз по лестнице.)

1. Tom was watching the film. He fell asleep.
2. The pupils opened their textbooks. They looked for the answer.
3. Julia was training to be a designer. She lived in Milan for 3 years.
4. They are vegetarians. They don't eat meat.
5. Jane was tidying up her bedroom. She found some old letters.

Практическая работа № 18.

1. Объедините два предложения в одно, используя перфектное причастие I.

Model - He handed in his test. He had written all the exercises. – Having written all the exercises, he handed in his test. (Написав все упражнения, он передал свою контрольную.)

1. She went to her car and drove off. She had closed the door of the house.
2. I sent him an SMS. I had tried phoning him many times.
3. We moved to Florida. We had sold our cottage.

4. His head was aching at night. He had studied all day.
5. He knew all the goals by heart. He had seen that match several times.

Практическая работа № 19.

1. Переведите предложения с герундием на русский язык.

1. They went on talking.
2. He gave up smoking a few years ago.
3. Have you started working on the project?
4. My wife keeps insisting on buying a house in the country.
5. Oh, please, stop laughing at me.
6. Have you finished washing the dishes?
7. I continued walking in that direction.
8. They began building that house in 1999.
9. Would you like to take up dancing?

2. Раскройте скобки, поставив глагол в форму герундия.

Example: Do you like drinking coffee in the morning?

1. Do you like (drink) coffee in the morning?
2. She enjoys (sit) on the beach.
3. I love (ski) , but my brother prefers (skate) .
4. They dislike (work) in the garden.

5. He hates (live) in a small town.
6. Sally prefers (eat) at home.
7. I enjoy (do) grocery shopping.
8. Harry doesn't like (cook) .
9. She can't stand (travel) by train.

3. Образуйте герундий от глаголов в скобках.

Example: The doctor recommended taking a pill twice a day.

1. The doctor recommended a pill twice a day. (take)
2. Sometimes I imagine a lottery. (win)
3. I think ___ by car is very convenient. (travel)
4. She avoids fast food. (eat)
5. They ___ the job. (change)
consider

6. He continues__that book I gave him. (read)
7. We go__every morning. (jog)
8. She suggested__Paris at the weekend. (visit)
9. I can't stand__in a line in the supermarket. (wait)

4. Раскройте скобки, употребляя герундий, где это необходимо.

1. Stop (talk).
2. When will you finish (translate) the text?
3. He decided not (play) football last year and took up (swim).
4. Continue (work).
5. Please, don't pay attention to me and keep on (write).
6. I started (play) the piano when I was four.
7. When will you begin (think) about your studies?
8. Go on (read).
9. She wants (take up) sports.
10. He should give up (smoke).

Практическая работа № 20.

1. Выберите правильный вариант ответа.

1. I never saw the Baltic sea in _ daytime.

- –
- a
- the

2. _ autumn in Germany is normally cold and rainy.

- –
- an
- the

3. He comes back home at 11 p.m. after his shift _ day after _ day.

- –; –
- a; a
- the; the

4. She claims she was watching TV at 5 p.m. in _ evening, but we saw her at the restaurant.

- –
- an
- the

5. It was _ late afternoon and the clouds became thicker and thicker.

- –
- a
- the

Практическая работа № 21.

1. Выберите правильный вариант ответа.

1. I have been thinking about you all _ day long.

- –
- a
- the

2. What _ fantastic spring! It's really sunny and warm.

- –
- a
- the

3. Everybody is tired. Let's call it _ day and think about it tomorrow.

- –
- a
- the

4. The conference will be organized in _ winter of 2018.

- –
- a
- the

5. She loves waking up before _ sunrise.

- –
- a
- the

2. Переведите на русский язык, обращая внимание на сложное подлежащее.

1. He is said to know all about it.

2. He was said to have known the whole truth about it.

3. Juri Gagarin is known to be the first man in the world to travel into space on April 12th, 1961.

4. He is supposed to be a very good film actor.

5. He is believed to be innocent of the crime.

6. Innocent people were announced to have been murdered by terrorists.

Практическая работа № 22.

1. Переведите на русский язык, обращая внимание на сложное подлежащее.

1. The terrorist was announced to have been killed by his own bomb.
- 2 The exhibition of 19th-century French painting is expected to open by the end of next week.
3. 14Monet's painting is reported to be on exhibition until the end of the month.
4. The President of Russia was reported to speak to the nation on television tonight.
5. The American astronaut Neil Armstrong is known to be the first man to walk on the moon in 1969.
6. He is considered to be the richest man in the world.

Практическая работа № 23.

1. Переведите на русский язык, обращая внимание на сложное подлежащее.

She is said to borrow money but not bother to return it.

. You are expected to be an obedient and smart boy.

15. The students were supposed to come on time and take part in the marathon.

16. You are supposed to check your change before you leave the cashier.

17. He was expected to pass the mathematics exam.

18 Mother is said to know the right thing to do.

2. Перефразируйте следующие предложения, употребляя сложное подлежащее.

E.g. We heard that a car stopped outside the door.

A car was heard to stop outside the door.

1. People consider the climate there to be very healthy.
2. It was announced that the Chinese dancers were arriving next week.
3. It is expected that the performance will be a success.
4. It is said that the book is popular with both old and young.
5. It is believed that the poem was written by an unknown soldier.
6. It is supposed that the well-known playwright is working on a new play.

Практическая работа № 24.

1. Переведите на русский язык, обращая внимание на сложное подлежащее.

1. Sergei is thought to have a gift for languages. His English is known to be excellent.
2. Anna Mutter is believed to be one of the finest violinists in the world.
3. Leonardo da Vinci is known to be a great Italian painter of the Renaissance. The Mona Lisa is considered to be one of his most famous works.
4. True friends are known to be like diamonds, precious but rare. False friends are said to be like autumn leaves found everywhere.

2. Перефразируйте следующие предложения, употребляя сложное подлежащее.

It is believed that the poem was written by Byron.
The poem is believed to have been written by Byron.

1. It is reported that the flood has caused severe damage to the crops.
2. It was supposed that the crops would be rich that year.
3. It has been found that this mineral water is very good for the liver.
4. Scientists consider that electricity exists throughout space. 1
5. It is said that the weather in Europe was exceedingly hot last summer.
6. It was reported that five ships were missing after the battle.

Практическая работа № 25.

1. Переведите на русский язык, обращая внимание на словосочетания to be likely to, to be sure to.

1. We most of us want a good many things that we are not likely to get.
2. He is sure to tell me all about this even if I don't ask him.
3. When Sondra said that they were sure to meet again, she saw Clyde's face suddenly brighten.
4. If we go on arguing, we are sure to quarrel.
5. They are sure to acknowledge your talent.
6. He is sure to give us some useful information.
7. The article is likely to appear in the next issue of the journal.

Практическая работа № 26.

1. Переведите на русский язык, обращая внимание на словосочетания to be likely to, to be sure to.

1. Mr Worthing is sure to be back soon.
2. These two young people are sure to be very good friends. 1
3. You are sure to be there tomorrow night, aren't you?
4. She is not likely to change her opinion.
5. They were sure to come to an understanding.
6. Don't worry: everything is sure to turn out all right.
7. This new course of treatment is sure to help your grandmother.

Практическая работа № 27.

1. Раскройте скобки, используя сложное дополнение.

Переведите.

1. I want (she) to be my wife.
2. My brother taught (I) to swim and dive.
3. They would like (we) to read aloud.
4. Bob advised (she) to stay for another week.
5. We expect (he) to arrive at noon.
6. I heard (you) open the door.
7. Dad always makes (I) go fishing with him every weekend.
8. Our parents expect (we) to stop quarreling.
9. Sara never lets (he) drive her car.
10. I saw (you) cross the street.

2. Поставьте «to» там, где необходимо.

1. We heard the lorry ... stop near the house.
2. I want my elder sister ... take me to the zoo.
3. I believe the Internet ... be the greatest invention ever.
4. The teacher doesn't let us ... use our mobile phones.
5. They didn't expect her ... be late.
6. The police officer made him ... tell the truth.

Практическая работа № 28.

1. Поставьте «to» там, где необходимо.

1. I would like you ... admit your fault.
2. Swan believes Vicky ... be the best manager in our store.
3. Nick persuaded me ... go in for sports.
4. We saw Jacob ... break the window.
5. I consider this sculpture ... be a masterpiece.
6. She noticed Mary suddenly ... turn pale.

2. Перефразируйте предложения, используя сложное дополнение.

Model - I want that she will cook mushroom soup. (Я хочу, чтобы она приготовила грибной суп.) – I want her to cook mushroom soup.

1. The children were laughing and enjoying themselves on the beach. Their parents saw them. – Their parents saw
2. They said: “He is an expert in our industry.” – They consider
3. The bike disappeared in the forest. The policeman noticed it. – The policeman noticed
4. Elvis said to his son: “Don't watch horror films.” – Elvis doesn't let
5. “Mummy, please, buy me that doll”, said the little girl. – The little girl would like

... .

Практическая работа № 29.

1. Перефразируйте предложения, используя сложное дополнение.

Model - I want that she will cook mushroom soup. (Я хочу, чтобы она приготовила грибной суп.) – I want her to cook mushroom soup.

1. Dad says that I can travel to China with you. – Dad allows
2. He swears a lot. Many people heard that. – Many people heard
3. “Bring me some water from the well,” my grandmother said. – My grandmother wanted.
4. Somebody was watching me. I felt that. – I felt
5. Daniel said: “Helen, you can go to a night club tonight.” – Daniel let

2. Поставьте глагол в форму Present Perfect, Past Perfect или Future Perfect. to arrive

1. Our taxi ... by 9 o'clock yesterday morning.
2. Let's go. The guests already
3. They ... by the time the meeting starts. to be
4. I am tired of waiting. Where you ... ?
5. By the time I'm 30 I ... a famous scientist.
6. He didn't remember where he ... before the accident. to paint
7. We ... the house by next Tuesday.
8. She ... more than 10 pictures already.
9. I wondered if they ... the room.

3. Раскройте скобки, употребив глагол в форме Present Perfect, Past Perfect или Future Perfect.

1. Sam ... (lose) his keys. So he can't open the door.
2. When I woke up in the morning, the rain already ... (stop).
3. I hope I ... (finish) my test by midnight.
4. The film turned out to be much longer than we ... (expect).
5. My sister just ... (leave) for the bank.
6. The girls were good friends. They ... (know) each other for 5 years.

7. Mother ... (lay) the table before we come.
8. I never ... (try) Japanese food.
9. Ted was so happy because his dream ... (come) true.
10. We ... (be) to Paris many times.

Практическая работа № 30.

1. Выберите в скобках подходящее слово или словосочетание. Переведите предложения.

1. She will have finished her resume ... (on Monday/by Monday/last Monday).
2. The aircraft hasn't landed ... (yet/just/already).
3. We have lived in New York ... (since/from/for) three years.
4. ... (After/Already/Ago) they had eaten the cake, they cleared the table.
5. They will have decorated the Christmas tree ... (by the time/before/by then).
6. My uncle has ... (already/yet/ago) repaired his car.
7. I haven't met them ... (from/since/for) their wedding.
8. ... (By the time/Already/Just) the sun set, the farmers had already stopped working.
9. Have you ... (just/ever/yet) been married, Kelly?
10. ... (When/How much/How long) has he known her?

2. Дополните текст нужными формами глаголов (Present Simple/ Present Continuous/ Present Perfect)

Jason Peters (1) (be) a
 wildlifecameraman. He (2) (film)
 wildanimals for documentary programmes on TV. For fifteen
 years, as part of his job, he (3)
 (explore)
 the world's jungles and rain forests. Snakes (4) (bite)
 him more times than he can remember and alligators (5) (attack) him, too. At
 the moment he (6) (prepare)
 to go back to the Amazon. He (7) (love)
 filming there but another reason is that his girlfriend, Carmen, (8)
 (live) in
 Manaus, near the Amazon. Peter and Carmen (9) (work) together when they
 can. They (10) (film) in Venezuela several times. While they were there, they
 lived
 with the Matis Indians. 'The Matis (11) (eat) monkeys,' says Jason
 'but they
 (12) (not eat) some animals which are part of their
 religion. At the moment I (13) (study) them and
 the Amazon people and I (14)

..... (try) to compare the two. I (15) (find) books about the Amazon people to help me but there's nothing about the Matis. I'll have to write something myself!

Практическая работа № 31.

1. Поставьте глаголы из скобок в форму Past Perfect.

1. He never ... (be) to Oxford before. (Он никогда раньше не был в Оксфорде.)
2. When I found my camera the butterfly already ... (fly away). (Когда я нашел фотоаппарат, бабочка уже улетела.)
3. Sandra ... (suffer) from pneumonia for many years. (Сандра страдала от пневмонии в течение многих лет.)
4. Tony ... (not appear) on TV before that. (Тони никогда раньше не появлялся на ТВ.)
5. My cousin ... (buy) the tickets before we came. (Мой кузен купил билеты до того, как мы пришли.)

6. I was too tired because my working day ... (start) at six. (Я слишком устал, потому что мой рабочий день начался в шесть.)

2. Поставьте глаголы из скобок в форму Past Simple и Past Perfect, обращая внимание на последовательность действий.

Model - When my mum ... (appear), my father already ... (start) the car. –
When my mum appeared, my father had already started the car. (Когда мама появилась, мой папа уже завел машину.)

1. When the police ... (arrive), we already ... (catch) the thief.
2. Jack ... (finish) the test before the bell ... (ring).
3. When Anna ... (come) to say good-night, her children already ... (fall asleep).
4. Scott already ... (prepare) the dinner when her husband ... (get) home from work.
5. When Brad and Susan ... (get married), they ... (know) each other for 3 years.
6. She ... (not enjoy) the film because she ... (read) the book before.
7. Our apartment ... (be) in a mess because I ... (have) a birthday party the night before.
8. We ... (not go) to a restaurant because we ... (spend) all our money on clothes.
9. Mary ... (can't go) skating after she ... (break) her leg.
10. Larry ... (be late) because he ... (get stuck) in a traffic jam.

3. Составьте предложения, выбрав начало из первой части и окончание – из второй. Переведите получившиеся предложения.

Model 1 - с His parents were angry because he hadn't phoned them for several months. (Его родители были рассержены, потому что он не звонил им несколько месяцев.)

I.

1. His parents were angry because ...
2. The roses died because ...
3. When we arrived at the cinema ...
4. Bob was late for the train ...
5. The electricity was switched off ...
6. The student was happy ...

I.

- a. because we hadn't paid the bill.
- b. the film had already started.
- c. he hadn't phoned them for several months.
- d. because he had passed all his exams.
- e. because he had forgotten his passport.
- f. I hadn't watered them for several weeks.

Практическая работа № 32.

1. Поставьте “the” или “ – “ с географическими названиями.

1. Are you going to ... France or ... Czech Republic?
2. ... North Pole is situated in ... Arctic.
3. My dream is to visit ... Lake Baikal in ... Russian Federation.
4. ... Suez Canal in ... Egypt connects ... Mediterranean Sea with ... Red Sea.
5. The tallest mountain in the world, ... Mount Everest is situated in ... Himalayas.
6. ... Sahara desert covers most of ... North Africa.
7. ... United Kingdom of ... Great Britain and ... Northern Ireland is surrounded by ... Atlantic Ocean and ... North Sea.
8. ... Mississippi is the second longest river in ... United States.
9. She was born in ... Kiev, in ... Ukraine.
10. ... Bahamas are a group of islands near ... Florida.

2. Поставьте “the” или “ – “ с именами собственными.

1. We met ... Peter Smith in ... Trafalgar Square, near ... National Gallery.
2. Have you ever been to ... Great Wall of ... China?
3. The shop is in ... Fleet street, next to ... McDonald’s.
4. ... Flintstones sold their house just before ... Christmas.
5. When I visit ... Hermitage Museum in ... Petersburg, I’ll find the collection of paintings by ... Rembrandt there.
6. ... Doctor Brown was a veteran of ... World War II.
7. ... Kremlin and ... Bolshoi Theatre are in the heart of ... Moscow.
8. ... Mary studies ... French in a school near ... Eiffel Tower.
9. Japanese language is too difficult for me.
10. ... Henry studies ... Medicine at ... Oxford University.
11. ... Dutch are the people who live in Netherlands.
12. When the sky is clear, we can see ... Moon from Earth.