

ДЕПАРТАМЕНТ ОБРАЗОВАНИЯ БЕЛГОРОДСКОЙ ОБЛАСТИ
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«СТАРООСКОЛЬСКИЙ ПЕДАГОГИЧЕСКИЙ КОЛЛЕДЖ»
(ОГАПОУ СПК)



МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ
ПО ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ
ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК
(АНГЛИЙСКИЙ)

для студентов специальности 09.02.05 Прикладная информатика
(по отраслям)

Старый Оскол

Методические рекомендации по организации самостоятельной работы по учебной дисциплине «Иностранный язык (английский)» разработаны в соответствии с Федеральным государственным образовательным стандартом (далее – ФГОС) по специальности 09.02.05 Прикладная информатика (по отраслям) среднего профессионального образования (далее СПО) и предназначены для студентов второго-четвертого курсов очной формы обучения.

Понимая задачу образования в том, чтобы научить человека умению и потребности учиться, автор предлагает задания для самостоятельных работ студентов, определяя тематику, цели и порядок выполнения заданий с указанием литературы и форм контроля по каждой теме.

Выполнение самостоятельной работы позволит студентам овладеть навыками правильного и уместного использования языковых средств в разных условиях общения. При этом виде деятельности определяются механизмы саморазвития личности студента, включение его в активную самостоятельную познавательную деятельность.

Разработчики:

Зварыкина С.Г., преподаватель иностранного языка ОГАПОУ СПК

Якунина М.И., преподаватель иностранного языка ОГАПОУ СПК

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1. ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Самостоятельная работа по иностранному языку в колледже направлена на развитие способности и готовности к самостоятельному и непрерывному изучению иностранного языка, дальнейшему самообразованию с его помощью и социальной адаптации.

Целью самостоятельной работы студентов является выработка умений и навыков рациональной работы с текстом, а также формирование умения пользоваться словарями и грамматическими справочниками. Для этого надо знать основные формы обработки учебного материала, грамматические формы, типичные для языка данного типа материалов.

Чтобы успешно усвоить материал для самостоятельной работы, студент должен изучить грамматические правила, выполнить тренировочные лексико-грамматические упражнения.

В рекомендациях описаны приемы работы со словами, текстами, грамматическим материалом в виде инструкций и памяток, в которых содержатся указания о приемах самостоятельной работы, способах обобщения и систематизации знаний путем составления таблиц, схем, опорных конспектов. Контроль СРС осуществляется на учебных или дополнительных занятиях в форме словарных диктантов, грамматических и лексических тестов, презентации проектов, устных сообщений по теме.

2. ТЕМАТИЧЕСКИЙ ПЛАН

	Тема лекции или практического занятия	час	Вид работы
1	Вводно-фонетический курс.	1	Фонетические тренировочные упражнения
2	Вводно-фонетический курс.	1	Фонетические упражнения. Составить интонаграмму.
3	Образование в Великобритании.	1	Читать и переводить текст «Образование в Оксфорде, Кембридже»
4	Образование в США.	1	Подготовить сообщение «Лучшие учебные заведения в США».
5	Средства массовой информации.	1	Подготовить сообщение «СМИ: всегда ли правда?»
6	Защита окружающей среды в Белгородской области (Старый Оскол)	1	Подготовить доклад о защите окружающей среды в Белгородской области
7	Глобальное потепление. Парниковый эффект	1	Найти информацию о глобальном потеплении в Интернете и подготовить устное сообщение
8	Англоговорящие страны	1	подготовить презентацию по теме «Англоговорящие страны»
9	Английский язык – язык глобального общения	1	Написать эссе «Английский язык в моей карьере».
10	История английского языка	1	Прочитать и перевести текст «The history of English»
11	Наука и технологии	1	Написать сообщение на тему «Компьютеры в современном мире»
12	4 поколения компьютеров	1	Подготовить презентацию «Различные виды компьютеров в мире»
13	Инфинитив	1	Выполнить конспект и тренировочные упражнения.
14	Герундий	1	Выполнить конспект и тренировочные упражнения.
15	Причастие I. Причастие II.	1	Выполнить конспект и тренировочные упражнения.
16	Фразеологизмы. Фразеологические обороты	1	Найти и выписать 20 фразеологизмов.
17	Виды компьютеров.	1	Подготовить сообщение на тему «На что способны компьютеры».
18	Аппаратное обеспечение	1	Подготовить сообщение о видах и функциях компьютерного оборудования
19	Память		Подготовить презентацию «Схема компьютера»
20	Дополнительное оборудование компьютера	1	Написать аннотацию к тексту «Век современных технологий»
21	Способы хранения информации	1	Подготовить презентацию по теме «Microsoft vs Apple Mackintosh»
22	Перевод со словарем профессионально-ориентированных текстов	1	Перевод текста «Оптические технологии»
23	Функции операционной системы	1	Подготовить презентацию-обзор электронных он-лайн словарей
24	Неличные формы глагола	1	Составить 7 предложений, используя неличные формы глагола
25	Виды операционных систем	2	Перевести статью «Выдающиеся программисты» и написать аннотацию к ней.
26	История создания Интернета	1	Составить словарь терминов по теме «E-mail»
27	Поиск информации	1	Подготовить аннотацию к тексту «Безопасность в Интернете»
28	Сетевые технологии	1	Составить сообщение по теме «Средства общения при помощи Интернет»
29	Заявление о приеме на работу.	1	Написать заявление о приеме на работу.
30	Интервью и резюме.	1	Составить собственное резюме.
31	Этика деловых отношений.	1	Написать эссе «Мои профессиональные качества».
32	Поиск работы через Интернет	1	Заполнить анкету на сайте «Superjob»
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3. СОДЕРЖАНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Самостоятельная работа № 1

Тема: Вводно-фонетический курс.

Цель: Совершенствование фонетических навыков говорения.

Задание: Выполнить тренировочные упражнения.

Контроль: отчет в устной форме

1. Прочитайте согласно транскрипции:

Bring My Family Back

I'm on Lonely Street age nearly three

Recently Mama's cryin' all the time is it because of me

Or my younger sister, even Dad was weeping when he kissed her

Face all Puffy like a blister, cryin' like he missed her

Since we moved away from the house where we used to play

They say I'll understand one day, but I doubt it, Mama never
say nothin' about it

How'd it get to be so crowded

I found it a strain, everywhere I look I see pain

And I can't escape the feelin', maybe I'm to blame

So I strain to listen, prayin' for a decision, wishin' they were kissin'

This feels like extradition or exile, Mama finds it hard to smile

So I make pretend cups of coffee in her favourite style

She says child I'm working so there's nothing you lack

But she know I want my Dad, I want my family back

I'm on Lonely Street, age forty-three

Couldn't gauge when it quit so my wife quit me

Took offence, took the kids, I wish that was the end

But before she took her leave she took care of my best friend

Workin' all the hours God send was not the tactic

Y'see cuz after ten years I'm left with jackshit

Wanted to make the cash Quik so I used to work real late

Bad sex, My woman's vex, even if I stay awake

And if I'm honest, I had a little cake at the office

I was eatin' We'd do our cheatin over coffees, makin' tea for the bosses

Makin' free with me and I agree I got sleazy too easily

But I'm forty-three, this doesn't usually happen to me

Now I'm lonely, I wonder what my son's doing today

Suddenly I'm blinkin' like the screen on my computer display

and I'm drinkin'

Concerned about what's down the track if I don't get my family back

I'm on Lonely Street, number fifty-three

Boarded up properly, I'll probably get pulled down

Litter all around inside there's no sound and no light

But yo it gets busy at night, people creppin'

Derelicts sneakin' to fix, speakin'

On the way my timbers creakin', roof leakin'

And bricks comin' loose, knee high in refuse

But even though I'm a slum I'm still of some use

There was a time when my walls were decorated

And under my roof children were educated

But now paint's faded, windows are all smashed

A crash in the economy robbed me of my family And no strategy

combats negative equity so that's it. Like violence it's drastic

I'm freakin', and seekin' to be more than just a house of crack

somebody bring my family back

Самостоятельная работа № 2

Тема: Вводно-фонетический курс.

Цель: Систематизирование фонетических навыков. Мелодика, тон, ритм, темп, ударение, интонаграмма.

Задание: Составить интонаграмму.
Контроль: отчет в письменной форме

Интонация утвердительного и вопросительного предложения.

Под интонаций понимают прежде всего мелодику т.е. движение голоса, восходящее или сочетающее в себе элементы повышения и понижения тона. Так сообщение и вопрос по-разному оформляются интонационно.

Интонация служит прежде всего средством передачи грамматического значения. Повествовательное предложение, произнесенное с повышением тона голоса на последнем ударном слоге, является вопросом. Отрабатывая основные тоны – нисходящий и восходящий – необходимо помнить, что первый ударный слог в каждом высказывании произносится на самом высоком уровне по сравнению с другими ударными слогами. Последний слог в смысловой группе характеризуется резким понижением или повышением тона.

Нисходящим тоном оформляются:

а) законченные повествовательные предложения:

I 'study' English at ↓ school.

б) специальные вопросы (с вопр. словами):

'What does it ↓ mean?

в) приказание:

'Speak ↓ English

г) восклицательное предложение

'How ↓ cold it is!

2. Восходящим тоном оформляются:

а) общие вопросы, требующие ответа «да» или «нет»:

'Did the train arrive on ↑ time.

б) вторая часть разделительного вопроса:

You 'don't ' speak ↓ German, | ↑ do you?

в) незаконченная часть предложения, за которым следует пауза:

'Every ↑ summer | I'travel to ↓ England.

г) в перечислении перед всеми его членами, кроме последнего:

He has a ↑ headache, | a ↑ heartache, | a ↑ toothache, | a ↑ backache, | a ↑ earache and a 'bad' pain in the ↓ stomach.

д) Просьбы часто оформляются восходящим тоном:

'Pass me the ↑ butter, please.

е) в альтернативных вопросах (с союзом «ог» первая часть вопроса произносится с восходящим тоном, а вторая – с нисходящим.

'Would you 'like ↑ tea or ↓ coffee?

Для обозначения тона в интонационной разметке используются следующие знаки: ↓ - низкое падение; ↓ - высокое падение; ↑ - низкий подъем; ↓↑ - падение подъем; ↑↓ - подъем + падение.

' - значок ударения.

Упражнение 1. Прочтите следующие предложения, строго следуя интонационной разметке.

1. Where did he ↓ go? – He 'left for ↓ England.
2. I 'can't ↓ do it. - I'm ↓ sure you can.
3. I'm ↓ sorry I broke your ↑ vase. - It' doesn't 'matter at ↓ all.
4. He 'said he ↓ found the money. - That's what he ↓ said.
5. I'm 'sorry I'm ↓ late. - It's 'all ↑ right.
6. 'Was she ↑ hurt ? - 'Nothing at ' all ↑ serious.
7. 'Make yourself at ↑ home . - 'Do you 'mind if I 'open the ↑ window?

1. Составьте интонаграмму предложений различных коммуникативных типов.

1. You don't want to go to the zoo.
2. Do you speak English?
3. Does she like to work in the garden?
4. He teaches English, doesn't he?
5. She has three children, hasn't she?
6. How many of his books have you read?

7. Which transport do you prefer to use?
8. Do you have a son or a daughter?
9. Is the furniture in his house modern or old?
10. Can you come again?
11. How long do you intend to be away?
12. Where are you going to spend next summer?
13. Let's go to the south this summer.
14. I think we should stop and decide what to do.
15. There are 18 faculties at our college, aren't there?

Самостоятельная работа № 3

Тема: Образование в Великобритании.

Цель: Совершенствование лексических навыков говорения.

Задание: Прочитать и перевести текст «Образование в Оксфорде, Кембридже».

Контроль: отчет в письменной форме

Universities in Britain: Cambridge and Oxford

England there are 47 universities, including the Open University which teaches via TV and radio, about 400 colleges and institutes of higher education. The oldest universities in England are Oxford and Cambridge. Generally, universities award two kinds of degrees: the Bachelor's degree and the Master's degree.

Cambridge

Cambridge is one of the best known towns in the world and it can be found on most tourists' lists of places to visit. Cambridge is famous for its university, which started during the 13-th century and grew steadily, until today there are more than twenty colleges. The oldest one is Peterhouse, which was founded in 1284. And the most recent is Robinson College, which was opened in 1977. But the most famous is King's College, because of its magnificent chapel. Its choir of boys and undergraduates is well known all over the world. The Universities were only for men until 19th century when the first women's college was opened. Later the doors of colleges were opened to both men and women. Nowadays almost all the colleges are mixed.

To the north of Cambridge is the Cambridge Science Park, the modern face of the University. This park has developed in response to the need of universities to increase their contact with high technology industry. It is now home to more than sixty companies and research institutes. The whole area is in fact very attractively designed, with a lot of space between each building. The planners thought that it was important for people to have a pleasant, park like environment in which to work.

Every year thousands of students come to Cambridge from overseas to study English.

A Brief History of Cambridge

Cambridge was founded in 875 when the Danes conquered Eastern England. They created a fortified town called a burh, from which the word borough derives. Cambridge was surrounded by a ditch and an earth rampart with a wooden palisade on top. However in 1010 Cambridge was burned by the Danes. That was an easy task when all the buildings were of wood.

By the 10th century Cambridge was also the administrative centre for the area and so it was a town of some importance, although it would seem tiny to us. By 1086 Cambridge probably had a population of about 2,000. By the standards of the time, it was a medium sized town.

Later in the Middle Ages, the population of Cambridge probably rose to about 3,000. In 1068 William the Conqueror visited Cambridge and ordered that a castle be built there. At first it was of wood but in the 12th century, it was rebuilt in stone.

The town of Cambridge was severely damaged by a fire in 1174. Fire was a constant hazard when most buildings were of wood with thatched roofs. Another fire raged in Cambridge in 1385.

In the Middle Ages Cambridge had a weekly market and by the early 13th century it also had a fair. In those days fairs were like markets but they were held only once a year for a period of a few days. People came from all over Eastern England at a Cambridge fair. Cambridge prospered because it was located on the river Cam.

In Cambridge there was a leather industry. By the 15th century there was also a wool industry.

In 1728 it was estimated that the population of Cambridge as more then 6,000, 1,600 of whom were inhabitants of the university. By the standards of that time, Cambridge was a big town. The first newspaper in Cambridge appeared in 1744. The first bank in Cambridge was opened in 1780.

The railway reached Cambridge in 1845. It stimulated the growth of industry in Cambridge by connecting the town to a huge market in London. From the late 19th century a new industry of making scientific instruments grew up in Cambridge. Cambridge gained gas light in 1823.

From 1880 horse drawn trams ran in the streets of Cambridge. The first electricity was generated in Cambridge in 1893.

In the 20th century the university, while still important, did not dominate Cambridge. New industries of electronics grew up. Making surgical and scientific instruments was also important.

Cambridge was made a city in 1951. The first cinema in Cambridge opened in 1910.

Today Cambridge has a population of 109,000 people.

Oxford – the University Town

This university town is very beautiful. The oldest university there is Oxford. The first of its colleges was founded in 1249. The university now has thirty-five colleges and about thirteen thousand students, many of them from other countries. There were no women at Oxford until 1878, when the first women's college Lady Margaret Hall opened. Now most colleges are open to men and women. It is not easy to get a place at Oxford University to study for a degree. But outside the university there are many

smaller private colleges which offer less difficult courses and where it is easy to enrol. Most students in these private schools take business, secretarial or English language courses.

Oxford is, of course, famous for its first-class education as well as its beautiful buildings. Some of the most intelligent men and women in the country live and work here. Oxford gives them what they need: a quiet atmosphere, friendly colleagues and the four-hundred-year-old library, which has about five million books. Oxford has some of the finest architecture in Britain. Some of their colleges, chapels and libraries are there, four and even five hundred years old, and are full of books and precious paintings. You can see there many lovely gardens, where the students can read and relax in the summer months.

A Brief History of Oxford City

Oxford was founded in the 9th century when Alfred the Great created a network of fortified towns called burhs across his kingdom. One of them was at Oxford. Oxford is first mentioned in 911 in the Anglo-Saxon Chronicle.

According to legend, Oxford University was founded in 872 when Alfred the Great happened to meet some monks there and had a scholarly debate that lasted several days. In reality, it grew up in the 12th century when famous teachers began to lecture there and groups of students came to live and study in the town.

But Oxford was a fortress as well as a town. In the event of war with the Danes all the men from the area were to gather inside the burh. However this strategy was not entirely successful. In 1009 the Danes burned Oxford. However Oxford was soon rebuilt. In 1013 the Danish king claimed the throne of England. He invaded England and went to Oxford. In 1018 a conference was held in Oxford to decide who would be the king of England.

By the time of the Norman Conquest, there were said to be about 1,000 houses in Oxford, which meant it probably had a population of around 5,000. By the standards of the time, it was a large and important town (even London only had about 18,000 inhabitants). Oxford was the 6th largest town in England. Oxford probably reached its zenith at that time. About 1072 the Normans built a castle at Oxford.

In the 12th and 13th centuries Oxford was a manufacturing town. It was noted for cloth and leather. But in the 14th and 15th centuries manufacturing declined. Oxford came to depend on the students. It became a town of brewers, butchers, bakers, tailors, shoemakers, coopers, carpenters and blacksmiths. In the later Middle Ages Oxford declined in importance.

In the 16th century Oxford declined further in terms of national importance, though it remained a fairly large town by the standards of the time. Oxford was economically dependent on the university. The students provided a large market for beer, food, clothes and other goods.

From 1819 Oxford had gas street lighting.

In the late 19th century a marmalade making industry began in Oxford. There was also a publishing industry and an iron foundry.

Oxford gained its first cinema in 1910.

The fate of Oxford was changed in 1913 when a man named Morris began making cars in the city. In 1919 a radiator making company was formed. By the 1930s Oxford was an important manufacturing centre. It was also a prosperous city. Furthermore it escaped serious damage during World War II.

Oxford airport opened in 1938.

Today the main industries are still car manufacturing and making vehicle parts and publishing. Today the population of Oxford is 121,000.

Questions:

- 1) What is Cambridge famous for?
- 2) What is the oldest college in Cambridge?
- 3) The most famous is King's College, isn't it?
- 4) When was Cambridge founded?
- 5) Who created a fortified town called a burh?
- 6) What population had Cambridge by 1086?
- 7) Who visited Cambridge in 1068?
- 8) What happened in Cambridge in 1174 and 1385?
- 9) When did the first newspaper appear in Cambridge?
- 10) When was the first bank opened in Cambridge?
- 11) When did the railway reach Cambridge?
- 12) How many people live in Cambridge nowadays?
- 13) What is the oldest university in Oxford?
- 14) When did it open?
- 15) What is Oxford famous for?
- 16) When was Oxford founded?
- 17) Who created network of fortified towns called a burh?
- 18) When was Oxford University founded?
- 19) What population had Oxford by the time of the Norman Conquest of 1086?
- 20) When did Oxford decline in importance?
- 21) When did Oxford gain its gas street lighting?
- 22) When did Oxford gain its first cinema?
- 23) Who changed the fate of the town in 1913?
- 24) How many people live in Cambridge nowadays?

Самостоятельная работа № 4

Тема: Образование в США.

Цель: Совершенствование лексико-грамматических навыков письма.

Задание: Подготовить творческое сообщение «Лучшие учебные заведения в США».

Пояснения к заданию: Подготовить сообщение на тему «Лучшие учебные заведения в США», используя современные информационно-коммуникационные технологии (интернет).

Контроль: отчет в письменной форме.

Самостоятельная работа № 5

Тема: Средства массовой информации.

Цель: Совершенствование лексических навыков.

Задание: Подготовить сообщение «СМИ: всегда ли правда?»

Пояснения к заданию: подготовить творческое сообщение «СМИ: всегда ли правда?», используя современные информационно-коммуникационные технологии (интернет).

Контроль: отчет в устной форме.

Самостоятельная работа № 6

Тема: Защита окружающей среды в Белгородской области (Старый Оскол)

Цель: Активизация лексики в речи.

Задание: Подготовить доклад о защите окружающей среды в Белгородской области

Контроль: отчет в устной форме.

Самостоятельная работа № 7

Тема: Глобальное потепление. Парниковый эффект

Цель: Формирование лексических навыков говорения.

Задание: Найти информацию о глобальном потеплении в Интернете и подготовить устное сообщение

Контроль: отчет в устной форме.

Самостоятельная работа № 8

Тема: Англоговорящие страны

Цель: Формирование лексических навыков говорения по теме

Задание: подготовить презентацию по теме «Англоговорящие страны»

Контроль: отчет в письменной форме.

Самостоятельная работа № 9

Тема: Английский язык – язык глобального общения

Цель: Совершенствование лексико-грамматических навыков.

Задание: Написать эссе «Английский язык в моей карьере».

Пояснения к заданию: Написать эссе на тему «Английский язык в моей карьере», используя ранее изученную лексику по теме «Сфера использования языка».

Контроль: отчет в письменной форме.

Самостоятельная работа № 10

Тема: История английского языка.

Цель: Совершенствование лексических навыков говорения.

Задание: Прочитать текст «The history of English», составить аннотацию к нему.

Контроль: отчет в письменной форме

The history of English

Five Events that Shaped the History of English

Philip Durkin, Principal Etymologist at the Oxford English Dictionary, chooses five events that shaped the English Language.

The Anglo-Saxon Settlement

It's never easy to pinpoint exactly when a specific language began, but in the case of English we can at least say that there is little sense in speaking of the English language as a separate entity before the Anglo-Saxons came to Britain. Little is known of this period with any certainty, but we do know that Germanic invaders came and settled in Britain from the north-western coastline of continental Europe in the fifth and sixth centuries. The invaders all spoke a language that was Germanic (related to what emerged as Dutch, Frisian, German and the Scandinavian languages, and to Gothic), but we'll probably never know how different their speech was from that of their continental neighbours. However it is fairly certain that many of the settlers would

have spoken in exactly the same way as some of their north European neighbours, and that not all of the settlers would have spoken in the same way.

The reason that we know so little about the linguistic situation in this period is because we do not have much in the way of written records from any of the Germanic languages of north-western Europe until several centuries later. When Old English writings begin to appear in the seventh, eighth, and ninth centuries there is a good deal of regional variation, but not substantially more than that found in later periods. This was the language that Alfred the Great referred to as 'English' in the ninth century.

The Celts were already resident in Britain when the Anglo-Saxons arrived, but there are few obvious traces of their language in English today. Some scholars have suggested that the Celtic tongue might have had an underlying influence on the grammatical development of English, particularly in some parts of the country, but this is highly speculative. The number of loanwords known for certain to have entered Old English from this source is very small. Those that survive in modern English include brock (badger), and coomb a type of valley, alongside many place names.

The Scandinavian Settlements

The next invaders were the Norsemen. From the middle of the ninth century large numbers of Norse invaders settled in Britain, particularly in northern and eastern areas, and in the eleventh century the whole of England had a Danish king, Canute. The distinct North Germanic speech of the Norsemen had great influence on English, most obviously seen in the words that English has borrowed from this source. These include some very basic words such as take and even grammatical words such as they. The common Germanic base of the two languages meant that there were still many similarities between Old English and the language of the invaders. Some words, for example give, perhaps show a kind of hybridization with some spellings going back to Old English and others being Norse in origin. However, the resemblances between the two languages are so great that in many cases it is impossible to be sure of the exact ancestry of a particular word or spelling. However, much of the influence of Norse, including the vast majority of the loanwords, does not appear in written English until after the next great historical and cultural upheaval, the Norman Conquest.

1066 and after

The centuries after the Norman Conquest witnessed enormous changes in the English language. In the course of what is called the Middle English period, the fairly rich inflectional system of Old English broke down. It was replaced by what is broadly speaking, the same system English has today, which unlike Old English makes very little use of distinctive word endings in the grammar of the language. The vocabulary of English also changed enormously, with tremendous numbers of borrowings from French and Latin, in addition to the Scandinavian loanwords already mentioned, which were slowly starting to appear in the written language. Old English, like German today, showed a tendency to find native equivalents for foreign words and phrases (although both Old English and modern German show plenty of loanwords), whereas Middle English acquired the habit that modern English retains today of readily accommodating foreign words. Trilingualism in English, French, and Latin was common in the worlds of business and the professions, with words crossing over from one language to another with ease. You only have to flick through the etymologies of any English dictionary to get an impression of the huge number of words entering English from French and Latin during the later medieval period. This trend was set to continue into the early modern period with the explosion of interest in the writings of the ancient world.

Standardization

The late medieval and early modern periods saw a fairly steady process of standardization in English south of the Scottish border. The written and spoken language of London continued to evolve and gradually began to have a greater influence in the country at large. For most of the Middle English period a dialect was simply what was spoken in a particular area, which would normally be more or less represented in writing - although where and from whom the writer had learnt how to write were also important. It was only when the broadly London standard began to dominate, especially through the new technology of printing, that the other regional varieties of the language began to be seen as different in kind. As the London standard became used more widely, especially in more formal contexts and particularly amongst the more elevated members of society, the other regional varieties came to be stigmatized, as lacking social prestige and indicating a lack of education.

In the same period a series of changes also occurred in English pronunciation (though not uniformly in all dialects), which go under the collective name of the Great Vowel Shift. These were purely linguistic 'sound changes' which occur in every language in every period of history. The changes in pronunciation weren't the result of specific social or historical factors, but social and historical factors would have helped to spread the results of the changes. As a result the so-called 'pure' vowel sounds which still characterize many continental languages were lost to English. The phonetic pairings of most long and short vowel sounds were also lost, which gave rise to many of the oddities of English pronunciation, and which now obscure the relationships between many English words and their foreign counterparts.

Colonization and Globalization

During the medieval and early modern periods the influence of English spread throughout the British Isles, and from the early seventeenth century onwards its influence began to be felt throughout the world. The complex processes of exploration, colonization and overseas trade that characterized Britain's external relations for several centuries led to significant change in English. Words were absorbed from all over the world, often via the languages of other trading and imperial nations such as Spain, Portugal and the Netherlands. At the same time, new varieties of English emerged, each with their own nuances of vocabulary and grammar and their own distinct pronunciations. More recently still, English has become a lingua franca, a global language, regularly used and understood by many nations for whom English is not their first language. The eventual effects on the English language of both of these developments can only be guessed at today, but there can be little doubt that they will be as important as anything that has happened to English in the past sixteen hundred years.

Самостоятельная работа № 11

Тема: Наука и технологии

Цель: Совершенствование лексико-грамматических навыков письма.

Задание: Подготовить сообщение «Компьютеры в современном мире».

Пояснения к заданию: Подготовить сообщение на тему «Компьютеры в современном мире», используя современные информационно-коммуникационные технологии (интернет).

Контроль: отчет в письменной форме.

Самостоятельная работа № 12

Тема: 4 поколения компьютеров

Цель: Формирование лексических навыков говорения по теме

Задание: подготовить презентацию по теме «Различные виды компьютеров»

Контроль: отчет в письменной форме.

Самостоятельная работа № 13

Тема: Инфинитив.

Цель: Формирование лексико-грамматических навыков письма

Задание: Составить таблицу «Неличные формы глагола». Выполнить конспект и тренировочные упражнения.

Контроль: отчет в письменной форме.

Неличные формы глагола

Глаголы в английском языке имеют три неличные формы: инфинитив (The Infinitive), герундий (The Gerund) и причастие (The Participle). От личных форм они отличаются тем, что:

1. не имеют лица, числа, времени, наклонения;
2. не могут употребляться в предложении как простые глагольные сказуемые.

Инфинитив

Инфинитив – неличная форма глагола, которая называет действие. Не имеет специального окончания. Показателем инфинитива является частица *to*, которая на русский язык не переводится, но показывает, что следующее за ней слово – инфинитив.

Например:

She likes to dance. Она любит танцевать.

She can dance. Она умеет танцевать.

I am glad to have seen you. Я рад, что повидал вас.

Инфинитив имеет 6 форм.

1. Простой инфинитив (Indefinite Infinitive)

I must go and see him in a day or five.

Я должна сходить навестить его через пару дней.

2. Пассивный инфинитив (Passive Infinitive)

There is only one thing to be done.

Есть только одно, что можно сделать.

3. Перфектный инфинитив (Perfect Infinitive).

I am glad to have spoken to him.

Я рад что (уже) поговорил с ним.

4. Длительный инфинитив (Continuous Infinitive)

She appeared to have been repaired recently.

Казалось, что она слушает.

5. Перфектно – длительный инфинитив (Perfect Continuous Infinitive).

For the last few days she seemed to have been talking to nobody.

Последние несколько дней она, казалась, ни с кем не разговаривала.

Инфинитив в предложении обычно является частью составного глагольного сказуемого, не может быть также подлежащим, дополнением, определением, именной частью составного именного сказуемого, а также обстоятельством.

Инфинитив может также входить в состав синтаксических конструкций, наиболее распространенными из которых являются сложное подлежащее (Complex object), сложное подлежащее (Complex subject) и конструкция вводимая предлогом *for* (*for – to – infinitive Construction*).

Например:

- 1) The door bell made her jump. (Complex object). Звонок в дверь заставил ее вздрогнуть.
- 2) She seemed to know Bruno well. (Complex subject). Казалось, что она хорошо знала Бруно.

- 3) She sat quietly and waited for Chloe to speak. Она сидела спокойно и ждала, когда Хлоя заговорит. (Конструкция, вводимая предлогом for).

Упражнение 1. Переведите предложения на русский язык, подчеркните инфинитив.

- 1) To live is to work and to study.
- 2) He wanted to visit his ill friend.
- 3) You must learn the new words to translate the text.
- 4) The lesson to be read at home is not difficult.
- 5) She stepped back to look at the lighted window.
- 6) I am sorry to disturb you.

Обратите внимание на способы перевода инфинитива на русский язык. При переводе можно использовать неопределенную форму глагола (Инфинитив), существительное, придаточное предложение (например, цели с, для того, чтобы, или определительное).

Самостоятельная работа № 14

Тема: Герундий

Цель: Формирование лексико-грамматических навыков письма

Задание: Выполнить конспект и тренировочные упражнения.

Контроль: отчет в письменной форме.

Герундий

Герундий – неличная форма глагола, которая называет действие. Герундий сочетает в себе признаки глагола и существительного и имеет 4 формы:

- 1) Простой герундий (Gerund Infinitive)

Stark sat without speaking.

Старк сидел молча.

- 2) Перфектный герундий (Perfect Gerund).

He felt better for having written the letter.

После того как он написал это письмо, он почувствовал себя лучше.

- 3) Пассивный герундий (Passive Gerund).

Unfortunately this silence was ruined by the sound of a door being banged.

К сожалению, эта тишина была нарушена звуком закрывающейся двери.

- 4) Перфектно – пассивный герундий (Perfect Passive Gerund).

In the morning light, she was ashamed of herself for having been elated the night before.

Утром ей стало неловко за свое приподнятое настроение накануне вечером.

Из 4 форм герундия в основном употребляется простой герундий.

Простой герундий (Indefinite Gerund) образуется при помощи окончания -ing, прибавляемого к основе инфинитива.

Например:

to speak – speaking

to invite – inviting

Герундий в продолжении может быть подлежащим, частью сказуемого, дополнением, определением, обстоятельством.

Упражнение 16. Переведите на русский язык.

1. I like reading English books.
2. We know of her coming to Moscow.
3. He continued studying English.
4. He likes translating English stories into Russian.
5. After finishing the translation this student handed his copy-book to the teacher.

Самостоятельная работа № 15

1. Тема: Причастие I. Причастие II.
2. Цель: Формирование лексико-грамматических навыков письма
3. Задание: Выполнить конспект и тренировочные упражнения.
4. Контроль: отчет в письменной форме.

Причастие

Причастие – неличная форма глагола, которая называет действие как признак предмета или другого действия.

В английском языке есть два причастия: причастие I (Participle I) и причастие II (Participle II).

Причастие I

Причастие I имеет 4 формы:

1. Простое причастие I (Indefinite Participle I).

The street was full of people, laughing and going home.

Улица была полна людей, которые смеялись и шли домой.

2. Перфектное причастие I (Perfect Participle I).

Nike was back at the end of three weeks, having ridden an extra eighty miles.

Ник вернулся к концу третьей недели, проехав лишние восемьдесят миль.

3. Пассивное причастие I (Passive Participle I)

Cecilia had heard very little being absorbed in her own reflection.

Сесилия услышала очень немного, так как была поглощена своими размышлениями.

4. Перфектное пассивное причастие I. (Perfect Passive Participle I)

I am going the same day myself having been detained here two days.

Я сам еду в тот же день, так как был задержан здесь на два дня.

Из четырех форм причастия I в основном употребляется простое причастие I, которое показывает, что обозначаемое им действие одновременно действию, выраженному глаголом – сказуемым предложения.

While reading a book she laughed a lot.

Читая книгу, она много смеялась.

Причастие I в предложении обычно является определением или обстоятельством.

The boy reading a book is a friend of mine (определение).

Мальчик, читающий книгу, - мой друг

While reading a book she laughed a lot (обстоятельство).

Читая книгу, она много смеялась.

Having read the book she gave it to Peter (обстоятельство).

Прочтя книгу, она отдала ее Пете.

Причастие II

Причастие II (Participle II) имеет одну неизменяемую форму. От правильных глаголов причастие II образуется при помощи окончания –ed. Причастие II от неправильных глаголов дается в словаре как 3-я основная форма глагола.

Причастие II обозначает действие, которое испытывает лицо или предмет.

The boy invited by Peter is a friend of mine.

Мальчик, приглашенный Петей, мой друг.

Причастие II (invited) обозначает действие, которое испытывает лицо (the boy).

Причастие II в предложении обычно бывает определением или обстоятельством.

They walked in silence between the tables, now loaded with books.

Они молча прошли между столами, которые сейчас были завалены книгами. (loaded – определение)

When questioned what he believed in, he answered that he believed in, republic.

Когда его спросили, во что он верит, он ответил, что верит в республику. (questioned – обстоятельство).

Причастие I и II могут употребляться как без зависимых слов, так и с зависимыми словами, а также образовывать синтетические комплексы: сложное дополнение (complex object) и абсолютную причастную конструкцию).

Сложное дополнение.

It's hard to get them thinking, about you, because they are too busy thinking about themselves.

Очень трудно заставить их думать о вас, так как они слишком заняты мыслями о самих себе.

Абсолютная причастная конструкция.

She looked at me, her mouth working.

Она смотрела на меня и губы ее дрожали.

Самостоятельный причастный оборот Absolute Participle Construction) – это сочетание существительного в общем падеже (или местоимения в именительном падеже) с причастием в форме Participle I, в котором существительное (или местоимение) выполняет роль подлежащего по отношению к причастию, не являясь подлежащим всего предложения. Оборот всегда отделяется запятой. Он может стоять или в начале, или в конце предложения.

My sister studying in the evening I seldom see her.

Так как моя сестра учится вечером, я редко ее вижу.

The man was ill his temperature being very high.

Человек был болен, причем температура у него была очень высокая.

Самостоятельный причастный оборот переводится обстоятельственным придаточным предложением, который начинается союзами: « так как», «если», «когда», «после того как», если он стоит на первом месте в предложении.

Если самостоятельный причастный оборот стоит в конце предложения, то он переводится самостоятельным предложением, который начинается союзами: «и», «а», «причем», «при этом», то есть осуществляется сочинительная связь.

Упражнение 1. Переведите на русский язык и подчеркните союзы.

1. My friend translating a difficult text, I helped her to find some words in the dictionary.
2. The lesson being over many students went to the reading hall.
3. All the work having, been done, we could have a rest.
4. You have many illustrations in the text-book some of them being the pictures by famous painters.

Самостоятельная работа № 16

Тема: Фразеологизмы. Фразеологические обороты

Цель: Совершенствование навыков работы со словарем

Задание: Найти и выписать 20 фразеологизмов.
Контроль: отчет в письменной форме.

Самостоятельная работа № 17

Тема: Виды компьютеров.
Цель: совершенствование лексико-грамматических навыков письма
Задание: написать сообщение на тему «На что способны компьютеры».
Контроль: отчёт в письменной форме.

Самостоятельная работа № 18

Тема: Аппаратное обеспечение.
Цель: совершенствование лексико-грамматических навыков письма
Задание: написать сообщение о видах и функциях компьютерного оборудования
Контроль: отчёт в письменной форме.

Самостоятельная работа № 19

Тема: Память
Цель: Формирование лексических навыков говорения по теме
Задание: подготовить презентацию по теме «Схема компьютера»
Контроль: отчет в письменной форме.

Самостоятельная работа № 20

Тема: Дополнительное оборудование компьютера
Цель: Совершенствование лексических навыков говорения.
Задание: Прочитать текст «Век современных технологий», составить аннотацию к нему.
Контроль: отчет в письменной форме

The Top 10 Emerging Technologies For 2016

The World Economic Forum, famous for its annual Davos convention in Switzerland, has put out a new report identifying the top technological trends for the coming year. "Technology has become perhaps the greatest agent of change in the modern world," writes WEF's Nour Afeyan. "While never without risk, positive technological breakthroughs promise innovative solutions to the most pressing global challenges of our time, from resource scarcity to global environmental change." "By highlighting the most important technological breakthroughs, the Council aims to raise awareness of their potential and contribute to closing gaps in investment, regulation and public understanding," he writes. From wearable electronics to brain-computer interfaces, here are the big technologies to look out for this year.

1. Body-adapted Wearable Electronics

"These virtually invisible devices include earbuds that monitor heart rate, sensors worn under clothes to track posture, a temporary tattoo that tracks health vitals and haptic shoe soles that communicate GPS directions through vibration alerts felt by the feet. "The applications are many and varied: haptic shoes are currently proposed for helping blind people navigate, while Google Glass has already been worn by oncologists to assist in surgery via medical records and other visual information accessed by voice commands."

2. Nanostructured Carbon Composites

"Emissions from the world's rapidly-growing fleet of vehicles are an environmental concern, and raising the operating efficiency of transport is a promising way to reduce its overall impact. "New techniques to nanostructure carbon fibers for novel composites are showing the potential in vehicle manufacture to reduce the weight of cars by 10% or more. Lighter cars need less fuel to operate, increasing the efficiency of moving people and goods and reducing greenhouse gas emissions."

3. Mining Metals from Desalination Brine

As freshwater continues to dwindle, desalinating seawater has emerged as an option. "Desalination has serious drawbacks, however. In addition to high energy use, the process produces a reject-concentrated brine, which can have a serious impact on marine life when returned to the sea. "Perhaps the most promising approach to solving this problem is to see the brine from desalination not as waste, but as a resource to be harvested for valuable materials. These include lithium, magnesium and uranium, as well as the more common sodium, calcium and potassium elements."

4. Grid-scale Electricity Storage

"There are signs that a range of new technologies is getting closer to cracking [challenges]. Some, such as flow batteries may, in the future, be able to store liquid chemical energy in large quantities analogous to the storage of coal and gas. "Various solid battery options are also competing to store electricity in sufficiently energy-dense and cheaply available materials. Newly invented graphene supercapacitors offer the possibility of extremely rapid charging and discharging over many tens of thousands of cycles. Other options use kinetic potential energy such as large flywheels or the underground storage of compressed air."

5. Nanowire Lithium-ion Batteries

"Able to fully charge more quickly, and produce 30%-40% more electricity than today's lithium-ion batteries, this next generation of batteries could help transform the electric car market and allow the storage of solar electricity at the house- hold scale. Initially, silicon-anode batteries are expected to begin to ship in smartphones within the next two years."

6. Screenless Display

"This field saw rapid progress in 2015 and appears set for imminent breakthroughs of scalable deployment of screenless display. Various companies have made significant breakthroughs in the field, including virtual reality headsets, bionic contact lenses, the development of mobile phones for the elderly and partially blind people, and hologram-like videos without the need for moving parts or glasses."

7. Human Microbiome Therapeutics

"Attention is being focused on the gut microbiome and its role in diseases ranging from infections to obesity, diabetes and inflammatory bowel disease. "It is increasingly understood that antibiotic treatments that destroy gut flora can result in complications such as Clostridium difficile infections, which can in rare cases lead to lifethreatening complications. On the other hand, a new generation of therapeutics comprising a subset of microbes found in healthy gut are under clinical development with a view to improving medical treatments."

8. RNA-based Therapeutics

Developments in basic Ribonucleic acid (RNA) science, synthesis technology, and in vivo delivery i.e. in a living organism, "are combining to enable a new generation of RNA-based drugs that can attenuate the abundance of natural proteins, or allow for the in vivo production of optimized, therapeutic proteins. Working in collaboration with large pharmaceutical companies and academia, several private companies that aim to offer RNA-based treatments have been launched."

9. Quantified Self (Predictive Analytics)

"Smartphones contain a rich record of people's activities, including who they know (contact lists, social networking apps), who they talk to (call logs, text logs, e-mails), where they go (GPS, Wi-Fi, and geo-tagged photos) and what they do (apps we use, accelerometer data). "Using this data, and specialized machine-learning algorithms, detailed and predictive models about people and their behaviors can be built to help with urban planning, personalized medicine, sustainability and medical diagnosis."

10. Brain-computer Interfaces

"The ability to control a computer using only the power of the mind is closer than one might think. Brain-computer interfaces, where computers can read and interpret signals directly from the brain, have already achieved clinical success in allowing quadriplegics, those suffering 'locked-in syndrome' or people who have had a stroke to move their own wheelchairs or even drink coffee from a cup by controlling the action of a robotic arm with their brain waves. In addition, direct brain implants have helped restore partial vision to people who have lost their sight."

Самостоятельная работа № 21

Тема: Способы хранения информации

Цель: Формирование лексических навыков говорения по теме

Задание: подготовить презентацию по теме «Microsoft vs Apple Mackintosh»

Контроль: отчет в письменной форме.

Самостоятельная работа № 22

Тема: Перевод со словарем профессионально-ориентированных текстов.

Цель: совершенствование лексических навыков

Задание: перевести текст «Оптические технологии»

Контроль: отчёт в письменной форме.

Optical Technology

One of the most interesting developments in telecommunication is the rapid progress of optical communication where optical fibers are replacing conventional telephone wires and cables. Just as digital technologies greatly improved the telephone system, optical communication promises a considerable increase in capacity, quality, performance and reliability of the global telecommunication network. New technologies such as optical fibers will increase the speed of telecommunication and provide new, specialized information service. Voice, computer data, even video images, will be increasingly integrated into a single digital communication network capable to process and transmit virtually any kind of information.

It is a result of combining two technologies: the laser, first demonstrated in 1960, and the fabrication 10 years later of ultra-thin silicon fibres which can serve as lightwave conductors. With the further development of very efficient lasers plus continually improved techniques to produce thin silica fibres of incredible transparency, optical systems can transmit pulses of light as far as 135 kilometers without the need for amplification or regeneration.

At present high-capacity optical transmission systems are being installed between many major US cities at a rapid rate. The system most widely used now operates at 147 megabits (thousand bits) per second and accomodates 6,000 circuits over a single pair of glass fibres (one for each direction of transmission). This system will soon be improved to operate at 1.7 gigabits (thousand million bits) per second and handle 24,000 telephone channels simultaneously.

A revolution in information storage is underway with optical disk technology. The first optical disks appeared in the early 1970-s. They were and are used to record videofilms, but in a continuous spiral rather than digitally.

The first digital optical disks were produced in 1982 as compact disks for music. They were further developed as a storage medium for computers. The disks are made of plastics coated with aluminium. The information is recorded by using a powerful laser to imprint bubbles on the surface of the disk. A less powerful laser reads back the pictures, sound or information. An optical disk is almost indestructible and can store about 1000 times more information than a plastic disk of the same size.

The latest optical disk development is a system which enables computer users to record their own information on a glass or plastic disk coated with a thin film of tellurium. Such a disk can store 200 megabytes (200 million characters).

Besides, it is reported that an optical equivalent of a transistor has been produced and intensive research on optical electronic computers is underway at a number of US companies as well as in countries around the world.

It is found that optical technology is cost-effective and versatile. It finds new applications every day - from connecting communication equipment or computers within the same building or room to long-distance transcontinental, transoceanic and space communications.

Самостоятельная работа № 23

Тема: Функции операционной системы

Цель: Формирование лексических навыков говорения по теме

Задание: подготовить презентацию-обзор он-лайн словарей

Контроль: отчет в письменной форме.

Самостоятельная работа № 24

Тема: Неличные формы глагола

Цель: Формирование лексико-грамматических навыков письма

Задание: составить 7 предложений, используя неличные формы глагола

Контроль: отчет в письменной форме.

Самостоятельная работа № 25

Тема: Виды операционных систем

Цель: Формирование лексических навыков говорения по теме

Задание: перевод статьи «Выдающиеся программисты» и написание аннотации к ней.

Контроль: отчет в письменной форме.

Steve Jobs Was Wrong

Google's new Nexus 7 proves smaller tablets aren't completely worthless. He'd come to rant. The CEO had prepared a nine-minute broadside against Android, Google's mobile operating system, and all of the Android tablets that were being rushed into production to take on the iPad. Many of those devices carried 7-inch screens, making them substantially smaller than the iPad, whose display is nearly 10 inches diagonally. Jobs thought 7-inch tablets were too small. Apple's user testing had revealed that —there are clear limits of how close you can physically place elements on a touchscreen before users cannot reliably tap, flick, or pinch them, Jobs said. As a result, these tiny tablets would need to be sold with sandpaper, he predicted, —so that the user can sand down their fingers to around onequarter of their present size. He wasn't finished: Because most tablet owners also have a smartphone, people would find that these tiny tablets didn't offer anything they couldn't do on their phones. —The 7-inch tablets are tweeners: too big to compete with a smartphone, and too small to compete with an iPad, Jobs said. As a result, they —are going to be DOA. And for a long while, he was right. Manufacturers built 7-inch tablets because shrinking the display allowed them to cut costs enough to compete with the iPad on price. And, just as Jobs predicted, the small screen was a usability nightmare — you'd try to tap one thing and end up tapping another. This didn't have to be so. After all, you don't make all that many tap errors on even tinier smartphone screens. But because of cheap hardware and bad software, many 7-inch tablets — including the BlackBerry PlayBook and the Dell Streak 7 — totally sucked. Last year, Amazon attempted to change all that with its own 7-inch tablet, the Kindle Fire. That device was just as buggy as every other small tablet, but many people (myself included) argued that it made up for its problems with one overriding advantage: At \$199, it was super-cheap. I believed the Fire was 70 percent as good as an iPad. Since it was only 40 percent of the iPad's price, I thought it was a great deal. Now Google has done Amazon one better. The search company worked with the hardware maker Asus to create a super-cheap 7-inch tablet that isn't buggy. In fact, the new tablet, called Nexus 7, is pretty fun. Over the last couple days, I've managed to use it for pretty much everything I do on my iPad: watching movies, reading books, browsing the Web, scanning email and Twitter, looking at photos, and playing games. For the most part, I found the experience quite pleasant. Sure, it's not perfect. The Nexus 7 runs Google's latest version of Android, which I continue to find a bit cluttered and challenging for novices. It's also not nearly as fast as the iPad. It takes longer to load up Web pages, and you can't scroll or zoom as fluidly as on Apple's tablet. Its screen resolution, while perfectly satisfactory, isn't anywhere near as dreamy as Apple's Retina display. Plus, there aren't as many tabletoptimized apps available for the Nexus 7 as you'll find on the iPad. But these are all quibbles. The Nexus 7 proves Steve Jobs was wrong. Google has built a 7-inch tablet that doesn't require you to sand down your finger: When you tap its screen, you'll hit exactly what you intended. Like the Kindle Fire, the Nexus 7 is \$199. But unlike Amazon's tablet, the Nexus 7 won't induce screen-tap rage. As a result, it's the best entry-level tablet on the market. It's not an iPad killer, but it's certainly a Fire killer — and if Google markets it well, it could sell a ton. But there's one big problem with Google's small tablet: It lacks a business model. As Amazon did with its Fire, Google is selling the Nexus 7 at cost. Amazon could afford to do so because the Fire is a gateway to its online store. After you get the Fire, you'll buy a lot of books and movies from Amazon, and you might even become a subscriber to Prime, Amazon's highly profitable subscription service. But Google, unlike Amazon, doesn't sell physical stuff, so it can't justify the low price of the Nexus 7 on the expectation of huge e-commerce sales. Sure, the search company does sell media—you can buy books, music, and subscribe to magazines from the Nexus, but the selection is thin compared with what's available in Amazon or Apple's media stores. If you get a Nexus 7, you're better off relying on other sources for media. For books, install the Kindle app and buy from Amazon. For movies, use the Netflix app. For music, use Spotify. Well, what about advertising? Google makes most of its money

from ads, and boosting advertising revenue is the central goal behind Android. The more Android devices Google sells, the more people use its services, and thus, the more people see its ads. So if Google sells a lot of Nexus 7s, couldn't it make a lot more money from ads? Not really. Google makes only about \$4 per year in ad revenue from every Android device, according to an analysis by Asymco's Horace Dediu. So if Google sells 10 million Nexus 7s – far more than anyone expects – it would make \$40 million a year from the device. For a company that made nearly \$12 billion in profits last year, that's nothing to crow about. (What's more, two-thirds of Google's mobile advertising revenue comes through Apple devices. If people choose the Nexus 7 over the iPad, Google might not be making any more money than it would have anyway.) Google's real goal with the Nexus 7 can't be to make money. Instead, the tablet is a marketing device. Google wants to hop on the tablet train before it's too late. It's been two years since the iPad was released, and so far no one has managed to create a plausible alternative. The Nexus 7 is an effort to get people to believe that Android tablets aren't terrible. It's good enough to be usable for most people, and just cheap enough to get a lot of folks to give it a try. And if you get the Nexus 7 and find that it isn't so bad, maybe one day you'll be willing to give other, notso-cheap Android tablets a try. It's a circuitous plan, and it could well fail. In the meantime, though, you might as well enjoy Google's pretty good, cheap tablet.

Самостоятельная работа № 26

Тема: История создания Интернета

Цель: Формирование лексических навыков говорения по теме

Задание: составить словарь терминов по теме «E-mail»

Контроль: отчет в письменной форме.

Самостоятельная работа № 27

Тема: Поиск информации

Цель: Формирование лексических навыков говорения по теме

Задание: перевод статьи «Безопасность в Интернете» и написание аннотации к ней.

Контроль: отчет в письменной форме

SECURITY AND PRIVACY ON THE INTERNET

There are many benefits from an open system like the Internet, but one of the risks is that we are often exposed to hackers, who break into computer systems just for fun, to steal information, or to spread viruses (see note below). So how do we go about making our online transactions secure? Security on the Web Security is crucial when you send confidential information online. Consider, for example, the process of buying a book on the Web. You have to type your credit card number into an order form which passes from computer to computer on its way to the online bookstore. If one of the intermediary computers is infiltrated by hackers, your data can be copied. To avoid risks, you should set all security alerts to high on your web browser. Mozilla Firefox displays a lock when the website is secure and allows you to disable or delete cookies - small files placed on your hard drive by web servers so that they can recognize your PC when you return to their site. If you use online banking services, make sure they use digital certificates - files that are like digital identification cards and that identify users and web servers. Also be sure to use a browser that is compliant with SSL (Secure Sockets Layer), a protocol which provides secure transactions. Email privacy Similarly, as your email travels across the Net, it is copied temporarily onto many computers in between. This means that it can be read by people who illegally enter computer systems. The only way to protect a message is to put it in a sort of virtual envelope - that is, to encode it with some form of encryption. A system designed to send email privately is Pretty Good Privacy, a freeware program written by Phil Zimmerman. Network security Private networks can be attacked by intruders who attempt to obtain information such as Social Security numbers, bank accounts or research and business reports. To protect crucial data, companies hire security consultants who analyse the risks and provide solutions. The most common methods of protection are passwords for access control, firewalls, and encryption and decryption systems. Encryption changes data into a secret code so that only someone with a key can read it. Decryption converts encrypted data back into its original form. Malware protection Malware (malicious software) are programs designed to infiltrate or damage your computer, for example viruses, worms, Trojans and spyware. A virus can enter a PC via a disc drive - if you insert an infected disc - or via the Internet. A worm is a self-copying program that spreads through email attachments; it replicates itself and sends a copy to everyone in an address book. A Trojan horse is disguised as a useful program; it may affect data security. Spyware collects information from your PC without your consent. Most spyware and adware (software that allows pop-ups - that is, advertisements that suddenly appear on your screen) is included with 'free' downloads. If you want to protect your PC, don't open email attachments from strangers and take care when downloading files from the Web. Remember to update your anti-virus software as often as possible, since new viruses are being created all the time. Note: Originally, all computer enthusiasts and skilled programmers were known as hackers, but during the 1990s, the term hacker became synonymous with cracker - a person who uses technology for criminal aims. Nowadays, people often use the word hacker to mean both things. In the computer industry, hackers are known as white hats and crackers are called black hats or darkside hackers.

Самостоятельная работа № 28

Тема: Сетевые технологии

Цель: Формирование лексических навыков говорения по теме

Задание: составить сообщение по теме «Средства общения при помощи Интернет»

Контроль: отчет в письменной форме.

Самостоятельная работа № 29

Тема: Заявление о приёме на работу.

Цель: Формирование лексических навыков говорения по теме

Задание: Написать заявление о приёме на работу.

Контроль: отчет в письменной форме.

Самостоятельная работа № 30

Тема: Интервью и резюме

Цель: Формирование лексических навыков говорения по теме

Задание: Составить собственное резюме.

Контроль: отчет в письменной форме.

Самостоятельная работа № 31

Тема: Этика деловых отношений.

Цель: Формирование лексических навыков говорения по теме

Задание: Написать эссе «Мои Профессиональные качества».

Контроль: отчет в письменной форме.

Самостоятельная работа № 32

Тема: Поиск работы через Интернет.

Цель: Формирование лексических навыков говорения по теме

Задание: Заполнить анкету на сайте www.super.job

Контроль: отчет в письменной форме.

4. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ С ТЕКСТОМ

Для того чтобы текст стал реальной и продуктивной основой обучения всем видам речевой деятельности, важно научиться разнообразным манипуляциям с текстом на предтекстовом, текстовом и после текстовом этапах. Знание таких приемов позволяет овладеть навыками и умениями самостоятельной работы с текстом и подготовки речевых высказываний различного типа.

Приемы оперирования с материалом текста и соответствующие упражнения не предтекстовом этапе предназначаются для дифференциации языковых единиц и речевых, образцов их узнавания в тексте и овладение догадкой для формирования навыков вероятностного прогнозирования.

На текстовом этапе предполагается использование различных приемов извлечения информации и трансформации структуры и языкового материала текста. На после текстовом этапе приемы оперирования направлены на выявление основных элементов содержания текста.

4.1. Организация самостоятельной работы с текстом

1. Прочтите заголовок текста.
2. Выпишите незнакомые слова.
3. Определите по формальным признакам синтаксическую функцию как известных, так и неизвестных вам слов.
4. Сделайте предварительный перевод заглавия, заменяя незнакомые слова неопределенно - личными местоимениями.
5. прочтите текст, определите его тему двумя - тремя словами.
6. Прочтите еще раз первый абзац.
7. Подумайте, встречаются ли в первом абзаце слова заглавия. Помните, что известные слова могут быть представлены синонимами или описательно.
8. Посмотрите, есть ли в абзаце слова, близкие по форме неизвестному слову.
9. Определите, одинаковы ли подлежащее абзаца и подлежащее заголовка.
10. Определите, одинаковы ли сказуемые (дополнения) в абзаце и заголовке.
11. Читайте следующие абзацы, выписывая из них законченные в смысловом плане отрезки, содержащие слова заглавия.
12. Преобразуйте, если необходимо, полученные отрезки в двух- или трехсоставные предложения так, чтобы известные слова выполняли одну и ту же синтаксическую функцию.
13. Сравните главные члены и дополнения в полученных предложениях. Убедитесь в том, что в заглавии было выражено незнакомым вам словом, а в полученных предложениях в роли сказуемого появились слова, известные вам. То же относится к подлежащему и дополнению

4.2 Пример работы с текстом:

Текст

The last bus to Donington - on - Bain

John Tryer reports on the local problems of a national crisis - how people without cars can move about in the country.

Last Monday the little village of Donington - on - Bain, deep in the Lincolnshire woods, lost its last contact through public transport with the outside world. Once Donington (pop. 236) boasted its own railway station. That closed a generation ago, and on April 1 the two bus services, to Lincoln in one direction and Louth in the other, were withdrawn. Now the villagers of Donington, a third of whom do not own a car, face a three-mile trek for the nearest bus route.

Lincolnshire is not a good bus country, with the population scattered around in little pockets over the flat, rich farmland.

The buses have to cover long distances from place carrying don't make enough money on these journeys, and that even using the money they make on the busy routes to pay for the less busy ones they can't make ends meet. So they back the services. There are fewer buses. Fewer people find the service they need.

What are they going to do when the services stop? It came as a shattering blow to Donington - on - Bain. "They've got no right to leave us here without a bus" said Eva Traves, a 56 year - old housewife who has lived in the village for 36 years. "We've ever such a lot of elderly people here. How are they going to get out?"

"My husband Ron was in hospital at Louth recently and I visited him every day. I couldn't do that now, unless somebody took me in their car. The nearest bus is at South Willingham, three miles away."

Donington's local councilor, Charles Turner, was one of the first to be hit by lost service. Unlike Ron Traves, who rides on a scooter to the meetings in the Louth this week." Turner says that some 35 per cent of the Donington people, especially in the old people's bungalows and the council houses, do not have a car.

All hope, however, is not lost. Louth Rural District Council is trying to persuade a local firm to run a bus service to and from Donington two days a week. The trouble is that it will not do so unless the council underwrites the costs at the rate of £ 7 a day. The Council has refused, but its clerk, Bryan Spence, is trying to talk the firm into having a few experimental runs to see what happens.

Unless something is done, the drain of people from villages to the towns will continue, which cannot be healthy. If there are more people in the villages it will be easier to justify buses to them. Many councilors seem to cling to the mistaken belief that all villagers are two - car families when in fact many do not even have one.

Предтекстовый этап

1. Would you improve your reading skills?

a) Read and underline the word which is the same as the first one given^

last	lost	told	bold
	list		told
	lots		hold
	last		cold

b) Here is a series of two expressions. They are sometimes different. Go through the list and when the expressions are different, underline the word that differs in the second expression:

bus services	bus services
well paid	well said
old looking	cold looking
one-way	one day
few passengers	a few passengers
the drain of people	the train of people
he's hit by the lost service	he's hit by the lost servant
who lives in the village?	who leaves for the village?
they can't make meet	they can't make ends meet

c) Find the word which means the same things as the word mentioned:

carry	run	little	large	wood	oak
	take		big		tree
	drive		small		forest
	ride		nice		land

2. a) Will you read the following passage and find 4 words with the suffix "tion" in it? What effect does the suffix have on the meaning of the words?

Once, Donington (population 236) had its railway station. That closed a generation ago, and on April 1 the two bus services, to Lincoln in one direction and Louth in the other, were withdrawn.

b) In the first sentence you can see the word "villager". Can you find another word formed in the same way?

Now villagers of Donington face a three - mile trek for the nearest bus route. Donington's local councilor was one the first to be hit by the lost service.

c) Will you read the sentences and find the equivalents of the following words:

cut back...

The last two bus services were withdrawn.

thrown about...

Lincolnshire is a country with the population *scattered* around in little pockets over the flat, rich farmland.

taking:...

The buses have to cover long distances from place to place *carrying* only a few passengers at a few passengers at a time.

3. Read the following passage and select the appropriate link-words from the list given below:

All hope...¹, is not lost. South Rural district Council is trying to persuade a local firm to run a bus service to and from Donington two days a week,...². Is that it will not do so...³ the council underwrites the costs at the rate of €7 a day. The council has refused,...⁴ its clerk is trying to talk the firm into having a few experimental runs.

1	2	3	4
thus	The only result	on the condition if	but
however	As a matter of	under the circum-	however
in this way	fact	stances	yet
in addition	The trouble	unless	and
	this		

4. The title, the first sentence and the first words of each paragraph of an article have been given below. Pick the points that you think are mentioned in the article.

The last bus to Donington - on - Bain

Last Monday the little village of Donington - on - Bain, deep in the Lincolnshire woods, lost its last contact through public transport with the outside world.

Lincolnshire is not a good bus country... .

The buses have to cover... .

But what

It game as... .

Donington's local councilor... .

All hope, however... .

Unless something is done... .

The article tells us/mentions:

- about one of the local problems of a national crisis
- that the fact mentioned in the article be a tragedy with the villagers
- that the situation doesn't seem to improve soon
- how people without cars can't move about the country
- how the little village lost its last contact through public
- what problem the villagers of Donington face

5. *Work in groups of two.*

a) Look at the following word combinations and think of a story that might combine them all. You may reorder them in any way you want to using any form of the verb:

to lose a contact, two bus services, to make ends meet, to cling to the mistaken belief, to be withdrawn, to carry a few passengers at a time, to be hit by the lost service, the drain of people from the villages to the towns, to persuade a local firm.

b) When you have decided upon the story, tell the story to your partner. Then listen to that of your partner. Ask each other as many questions as you can to learn further details or clarify some points.

Текстовый этап

1. Read the text "The last bus to Donington - on - Bain" and a) underline the sentences that best sum up the main idea of each paragraph; b) reorder the words according to what happens in the passage. When you have finished, discuss the order you decided on with other groups.

2. Would you mark the position where Donington - on - Bain is on a map? Indicate all the roads and neighboring cities mentioned in the text, please. (Дается контурная карта.)

Послетекстовый этап

1. *Please, complete the following statements with phrases:*

1. The last bus services to the little village of Donington - on - Bain were withdrawn because... (there are a few passengers at a time; there are passengers; there are no buses; there are few people in the village)

2. The villagers need the bus service badly because ... (not all of them have a car; they have a three-mile walk to the bus; some people travel by bus; they haven't got any other transport)

3. Louth Rural District Council is trying to persuade a local firm to run a bus service to and from Donington ... (every day, every other day; two a week; from time to time)

4. The local firm wants the Council to underwrite the costs at the rate of €7 a day and the latter... (has agreed; doesn't know what to do; is discussing the problem; has refused)

5. The drain of people from the villages to the towns will continue if... (all the villagers haven't got a car; public transport is withdrawn; the villages are situated far from the railway station; the living conditions of the villagers are improved)

2. *Answer the following questions, selecting the right answer:*

1. Who wrote this text? (author's name and occupation)

2. What is the aim of the message? (informing; teaching; entertaining)

3. What is the author's intention in this messages? (There may be more than one answer.) (to amuse the reader; to predict what the future of an English village; to criticize society; to teach us something about life in the future)

4. What is the author's attitude towards the problem he describes? (indifference; sympathy; pity; admiration; anxiety; detachment hiding concern; criticism)

5. Do you think the article its aim? Why? (yes; no; probably; perhaps)

4.3 Клише, используемые при реферировании текста или статьи

I. The title of the article. - Название статьи.

1. The article is head - lined ... - Статья называется...

2. The head - line of the article I have read is... - Статья, которую я прочитал, называется ...

3. It is (en)titled... - Она называется...

II. 1. The author(s) of the article is (are) ... - Автор(-ами) этой статьи является (являются)....

2. The article is written by ... - Статья написана ...

3. It is (was) published in ... - Она (была) опубликована в ...

III. 1. The main idea of the article is ... - Основная идея статьи заключается в том, что ...

2. The article is about ... - Статья о ...

3. The article is devoted to ... - Статья посвящена...

4. The article deals with ... - Статья имеет дело с ...

5. The article touches upon ... - Статья затрагивает ...

6. The purpose (aim, objective) of this article is to give ... - Цель этой статьи дать ... (читателям определенную информацию о ...) - (the readers some information on ...)

IV. 1. In the first part of the article the author speaks about ... - В первой части статьи автор говорит о ...

2. The author shows ... - Автор показывает ...
 3. The author defines ... - Автор определяет ...
 4. The author underlines ... - Автор подчеркивает ...
 5. The author notes ... - Автор отмечает ...
 6. The author emphasizes (marks out, pints out) ... - Автор выделяет ...
 7. First of all it is necessary to underline... - Прежде всего необходимо подчеркнуть
 8. The author begins with the describing ... - Автор начинает с описания ...
 9. According to the text ... - Согласно тексту....
 10. Further the author reports (says) that ... - Далее автор сообщает, что...
 11. In conclusion ... - В заключении ...
 12. The author comes to the conclusion that ... - В заключении автор приходит к выводу, что...
 13. The author concludes by emphasizing the fact that ... - Автор заканчивает выделением такого факта, как ...
- V.
1. I find the article interesting. - Я нахожу, что статья интересна.
 2. I consider the article important. - Я считаю, что статья важна.
 3. I found the article of no value. - Я нахожу, что статья не имеет большой ценности.
 4. The article holds much new for (to) me. - Статья содержит много нового для меня.

4.4 Методические рекомендации по подготовке проекта

1. Проектирование – образовательная технология формирования компетенций, которая предполагает специально организованный преподавателем и самостоятельно выполняемый студентами комплекс действий по решению значимой для обучаемого проблемы, завершающийся созданием продукта.

2. Работа над проектом характеризуется следующими основными признаками:

- а) Выбор темы проекта осуществляется студентом. Тема должна соответствовать учебной дисциплине, в рамках которой выполняется проект.
- б) Работа над проектом моделирует соответствующую работу в организации.
- в) Проект ориентирован на решение конкретной проблемы, его результат имеет потребителя. Цель проекта сужена до решаемой задачи.
- г) Проект может быть индивидуальным, но целесообразнее скоординированные совместные действия группы студентов.

3. Последовательность работы над проектом такова:

Стадия работы над проектом	Содержание работы на этой стадии	Деятельность студентов
Подготовка	Определение темы и цели проекта	Обсуждают тему с преподавателем и получают при необходимости дополнительную информацию. Устанавливают цели
Планирование	а) Определение источников информации б) Определение способов сбора и анализа информации в) Распределение задач (обязанностей) между членами команды	Вырабатывают план действий. Формулируют задачи
Исследование	Сбор и анализ информации Формулирование выводов об условиях и способах достижения цели	Выполняют исследование при кураторстве преподавателя, анализируют информацию
Предложения	Разработка конкретных действий (их последовательности и содержания), отвечающих условиям и способам достижения цели	Разрабатывают предложения, тестируют их на аудитории, обсуждают с преподавателем, делают о выводах о необходимой коррекции предложений
Представление	Формирование итогового (скорректированного) варианта, его защита	Корректируют разработанные материалы, оформляют проект, презентуют его и доказывают обоснованность своих предложений

4. Итоговый вариант проекта как документ имеет следующую структуру:

Титульный лист: название проекта, составители проекта, проверяющий проекта.

Введение: цель и задачи проекта, краткое содержание разделов.

Аналитическая часть: методы исследования и их обоснование, описание хода и результатов исследования.

Проектная часть: сроки реализации проекта и общий план-график проектных мероприятий (организационных, профессиональных), конкретные разработки по каждому этапу проекта (документы, тексты публикаций, макеты и проч.).

Заключение: основные результаты проектной работы, сопоставленные с ее целью и задачами; при необходимости - перспективы развития проекта.

Список использованной литературы (при необходимости).

Приложения (при необходимости): исходные и /или дополнительные материалы: анкеты, графики, вспомогательные расчеты, копии документов и материалов и проч.

5. К оформлению проекта предъявляются следующие требования:

Проект оформляется на сброшюрованных листах формата А4 (210 x 297 мм) с одной стороны. Поля составляют: верхнее и нижнее — 2 см, правое — 1 см, левое — 3 см.

Все листы, кроме титульного, должны быть пронумерованы.

Шрифт оформления проекта — Times New Roman 12. Межстрочный интервал — 1,5.

Таблицы, рисунки, схемы и т. п. должны быть пронумерованы и озаглавлены.

При использовании в тексте проекта цитат, мнений других авторов, статистических материалов обязательны библиографические ссылки на первоисточники, которые должны быть указаны в списке литературы.

6. Защита проекта предполагает:

Презентацию итогового варианта проекта преподавателю.

Защита может быть индивидуальной или групповой (по решению преподавателя курса), возможно с привлечением оппонентов из числа студентов или с приглашением представителей организации, если по ее заданию выполнен данный проект.

Защита проекта состоит из короткого доклада о сущности проделанной работы и полученных результатах и ответов на вопросы по существу проекта. Длительность выступления с докладом не должна превышать 7—10 мин.

Работа студента над проектом оценивается по пятибалльной системе. Оценка работы студента производится с учетом:

- обоснованности и качества анализа и разработок;
- самостоятельности и оригинальности решения задач проектирования;
- содержания доклада и качества ответов на вопросы.

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