**ОТКРЫТЫЙ УРОК**

**Тема «Преимущества и недостатки Интернета. Условные предложения второго типа».**

**Группа ИТС 9-5.**

**Дата 08 апреля 2015 года.**

**Преподаватель Климова Ирина Владимировна.**

**Тип урока: комбинированный.**

**Цели урока.**

* Обеспечение в ходе урока усвоение новой лексики по теме.
* Развитие навыков аудирования
* Развитие навыков монологической речи
* Совершенствование навыков чтения про себя с извлечением нужной информации.
* Совершенствование навыков техники чтения вслух и перевода на русский язык.
* Ознакомление с новой грамматической структуры «Условные предложения второго типа» и первичная автоматизация.

**Задачи урока.**

**Образовательные**

1. активизация употребления в речи ранее изученных лексических единиц по теме «Интернет». Отработка навыков грамматического и лексического оформления речи в соответствии с коммуникативным назначением высказывания;
2. совершенствование навыков аудирования с пониманием содержания прослушанного, поиском заданной информации;
3. развитие умения монологической речи за счет расширения лексических средств речевого взаимодействия;

**Развивающие**

1. Развитие речевой и коммуникативной компетенции;
2. Повышение мотивации изучения английского языка и информационных технологий.
3. Познавательный аспект:  
   - Использование Интернета и роль Интернета в жизни людей.
4. Развитие творческого потенциала учащихся средствами языка.
5. Формирование социокультурной компетенции.
6. Развитие навыков самостоятельной работы.

**Воспитательные:**

1. Формирование способности к общению на иностранном языке на межкультурном уровне.

2. Развитие у учащихся способности работать в коллективе.

3. Расширение языкового этикета на языке.

**Оснащение**: карточки с раздаточным материалом (грамматические задания, задания по чтению и аудированию, аудиозапись).

**Используемая литература**:

1. New Headway Intermediate.Student’s Book. Oxford University Press.
2. New Headway Intermediate.Teacher’s Book. Oxford University Press.
3. New Headway Intermediate.Workbook. Oxford University Press.
4. Музланова Е.С.,Кисунько Е.И.,Английский язык «Письмо» (экспресс-репетитор для подготовки к ЕГЭ, АСТ. Астрель, Москва,2014
5. Вербицкая М.В. «ЕГЭ-2014 .Английский язык. Самое полное издание типовых вариантов заданий», АСТ Астрель, Москва,2014

**Ход урока.**

**I. Введение в тему. Проверка домашнего задания и беседа по теме «Интернет».**

**1.Сообщение по теме «Интернет».**

**2. Answerthequestions.**

* What is Internet?
* What is Web?
* What is Google?
* What is Facebook?
* What is eBay?
* What is You Tube?
* What is Wikipedia?
* What is BBC Bitesize?
* What is Amazon?
* What is Hotmail?
* What is Friends Reunited

*You may use the following expressions*

* search engine on the internet.
* one of the oldest free email services
* an online auction site
* a free online encyclopedia.
* online study resource students in the UK.
* electronic commerce company which sells books and other products
* reunion with former friends
* a video sharing website.
* computer system/ to exchange information
* social networking sites
* collection of documents, pictures, sounds, connected through the internet

Ответы.

* What is Internet? The Internet is the computer system that allows people in different parts of the world to exchange information.
* What is Web? The Web is the huge collection of documents, pictures, sounds, etc.in different places that are connected through the Internet.
* What is Google? The largest search engine on the Internet.
* What is Facebook? Social networking sites.
* What is eBay? An online auction site.
* What is You Tube? A video sharing website.
* What is Wikipedia? A free online encyclopedia.
* What is BBC Bitesize? The BBC’s online study resource for school-aged students in the UK.
* What is Amazon? An American electronic commerce company which sells books and other products.
* What is Hotmail? One of the oldest free email services.
* What is Friends Reunited? A social networking site based on the theme of reunion with former friends.

**II.Аудированиетекста «What Do You Do on the Net? ».**

**1.Снятиетрудностей.**

1. revision -повторение
2. andstuff –и тому подобное
3. tobuyticketsforagig –покупать билеты на концерт
4. tosell -продавать
5. mainly –в основном
6. to share common interests-разделятьобщиеинтересы
7. to identify -определять
8. toseewhat’son-видеть что происходит
9. to transfer money instantly-переводитьденьгиводинклик
10. to pay bills –оплачиватьсчета
11. to log onto the bank –попадатьвонлайнбанк
12. immediately-сразуже
13. to book-заказывать
14. togettrafficreports-получать информацию о движении на дорогах
15. to be delivered-доставляться.
16. clothes-одежда
17. birthdaypresents-подарки на день рождения
18. to get a weather forecast-узнаватьпрогнозпогоды
19. to meet up with people –знакомитьсяслюдьми
20. to research the family history-изучатьсемейнуюисторию
21. to trace the ancestors –отслеживатьпредков
22. to be retired-уходитьнапенсию
23. to keep up languages-совершенствоватьязыки
24. to download music-закачиватьмузыку
25. to update the satellite navigation system-обновлятьспутниковуюнавигационнуюсистему

**2.Аудирование текста и выполнение задания.**

*Listen to five people talking about what they do on the Net. Underline what they say they do.*

Tom 1watch videos2talk to friends 3learn languages 4buy and sell things

Monica 1watch films 2do social networking 3look for work4see what’s on

Justin 1pay bills2watch sport3book and buy things 4make friends

Daisy 1watch DVDs 2send emails 3do shopping 4get news and weather

David 1make friends 2research family history3practice languages4download music

Ответы

Tom 1/2/4

Monica 2/3/4

Justin 1/2/3

Daisy 2/4

David 2/3/4

Текст .What do you do on the Net?

1 Tom

I go onto websites about sport. I’m into skateboarding, so I go onto skateboarding websites.   
I watch a lot of skateboarding videos on YouTube.

I go on things like MySpace, where I can talk to friends from school.

Err … if I’m doing school work, I use Google and Wikipedia , which can be really useful. And BBC Bitesize helps with revision, and there are tests so you can practice.

I do quite a lot of shopping – clothes, shoes and stuff. I go to Amazon for DVDs, games, CDs. AndeBay for all sorts of things. I’m trying to buy some tickets for a gig on eBay. I’m also selling some of my old stuff on it.

2 Monica

I use the Net mainly for Facebook. You post a photo and a profile of yourself. You can say what you want – biography, hobbies, interests, music, films.

You control who can see your profile. Other people search for friends, people who share common interests. When you identify someone on the site you’d like to meet, you can ask to become a friend.

I also use the Net to look for jobs and flats, and to see what’s on at the weekend.

3 Justin

I use Internet banking. It’s good ‘cos I can get my balance any time of day or night, I can transfer money instantly. So I like paying bills online. I just log onto my bank and click on ‘Pay Now’, and the bill is paid immediately. Easy!

I’m into American baseball, so I watch live baseball games from the US. And … what else? I book restaurants, cinema tickets, holidays. Oh, I get traffic reports, too. Oh, yes! I do nearly all my shopping online. I do my weekly supermarket shop, and it’s all delivered. Clothes, birthday presents, Christmas presents, books, music – the lot!

4 Daisy

I don’t like reading onscreen, and I don’t like watching DVDs, either, but I do use the Net for three things. I email a lot with Hotmail. I get the news every day on The Guardian website. And I also check the weather every day. I get up in the morning, and get a weather forecast for my town for early morning, mid-morning, early afternoon, and evening. Then, and only then, I get dressed!

5 David

I’ve gone onto a website called Friends Reunited*,* and I’ve met up with people from my school days. And I’ve researched my family history, and traced my ancestors back over two hundred years. I’m retired, so I have lots of time to do these things.

I like to keep up my languages, so I watch the news in Spanish and in French, too. And I download music onto my MP3 player. And I update my satellite navigation system, as well.

**5.Выполнение задания после прослушивания.**

* + What do people do on the Net?
  + What are your favorite websites?

**III.Работа с текстом «Преимущества и недостатки Интернета» и развитие навыков монологической речи.**

**1. Read and translate the text. Note the advantages and disadvantages of the Internet.**

**Текст 1**. Музланова Е.С., Кисунько Е.И., Английский язык «Письмо» стр 108-109.

We live in the age of information technology and nowadays the Internet is nearly as common as the telephone. No doubt that it is a unique invention, which has influenced all areas of our life. However, some people consider the Internet one of the greatest evils of our time.

On the one hand, the Internet is very useful, because it lets us access a world of facts, figures and knowledge. In addition, with the Internet, it is now possible to speak to friends and relatives anywhere in the world cheaply and quickly. Other services are also available through the Internet such as booking tickets or buying things. Moreover, the Internet allows a lot of talented people to show the world their achievements and makes it easier to find a job.

On the other hand, the internet can become a disaster for our society, because people spend hours in front of their computers and neglect their everyday duties. Another worry is the activities of cybercriminals. For example, hackers can steal your money or even your property while cyberterriorists may ‘attack’ the world’s computers, causing chaos, and making planes and trains crash. What is more, leaders of different terrorists or oppositional organisations can use the Internet to find new followers.

In conclusion, I strongly believe that despite the criticisms by some and fears of others, the Internet seems to have changed our world to the better and we must try to make the best use of it.

***Учащиеся отвечают на вопрос. Учитель кратко записывает ответы на доске.***

**2. Read the text to yourself for ten minutes. What can we add to the information on the board?**

**Текст 2**. Вербицкая М.В. «ЕГЭ-2014 .Английский язык. Самое полное издание типовых вариантов заданий», АСТ Астрель, Москва,2014 стр. 107-108 либо 116-117

Text A.

Nowadays more and more companies show their products on the Internet. So, if there is anything I need I can see where to get it and what it will cost without leaving home. I can also compare prices which helps me to save money. Besides, I can buy the things I need online and they will be delivered to me which saves me a lot of time.

Text B.

With the help of the Internet I can chat with different people from different countries, learn more and more about our world, different lifestyles and thinking. The Internet offers a place where we can communicate with each other. By exchanging ideas, learning other people’s customs and traditions, we get to know people from all over the world and how our life compares to other people’s lives in other countries.

Text C.

I work all by myself doing translations. I find contacts on the web by publishing my advertisement on different Internet sites. Then I get texts from customers by email, and return the completed translation to them. And when doing translations I use all kinds of on-line dictionaries. I also get paid through the Internet, so it saves me a lot of time.

Text D.

There is a lot of information and things on the Internet. But many of them can hurt other people easily. The Internet has a risk of receiving spy programs or viruses, which can damage your computer. Moreover, you can meet bad people when chatting. According to crime statistics, there have been many people who suffered because of chatting to people they didn’t know.

Text E.

I used to chat on the Internet because I wanted to improve my English. Then I started to write in forums because I think that there you can get to know very intelligent people and share your interests. From my research, I think the best way to learn English over the Internet is to chat on-line. You can also find some tests on the Internet and check your progress.

Text F.

The Internet has a wide variety of information such as data, pictures, graphs, film or book reviews and suchlike. For example, instead of going to a library you can search the Internet at home and find information for a report, an essay or anything you need in no time. Also, the Internet has lots of news from all over the world, so it is easy to find out what’s going on. So, it’s very helpful for people of all age groups.

***Учащиеся дополняют предыдущие ответы. Учитель записывает ответы на доске.***

**Предполагаемые ответы.**

**А. Преимущества.**

1. Access to a lot of information (*facts, figures, knowledge, data, pictures, graphs, film or book reviews, information for a report, an essay).*

2. Communication (*friends and relatives, cheaply and quickly, different people from different countries, different lifestyles and thinking,exchanging ideas, compare).*

3. Buying and Booking (*tickets or things, where to get, what it will cost, compare prices, delivered, to save money and time).*

4. Finding a job (*publishing advertisement, talented people, show achievements).*

5. Improving English (*chat online, find some tests, check progress).*

**В. Недостатки.**

1. Waste of time (*spend hours, neglect everyday duties*).

**2.**Activities of cybercriminals (*steal money, property)*

**3.**Activities of cyber terrorists *(attack the world’s computers, cause chaos, make planes and trains crash).*

**4.** Can hurt other people easily (*meet bad people when chatting).*

**5.** A risk of receiving spy programs or viruses (*damage*).

**(Подчеркнутые выражения из второго текста)**

**Речевые клише.**

No doubt that …However, some people consider… On the one hand… In addition… Moreover… On the other hand… Another worry is… For example… What is more… I strongly believe that…Besides…Finally…In my opinion…I believe that…According to statistics…Some people say that…It is believed that…There is no doubt that…It cannot be denied that… It goes without saying that…We must admit that…First of all…Apart from that…For this reason…That is why…As a result…

**3. Монологическая речь.**

Высказывания учащихся по теме «Преимущества и недостатки Интернета»а) по цепочке; б) высказывания отдельных учащихся (7-10 предложений)

*При выполнении данного задания можно использовать игровые приемы, например: Не засчитывается высказывание без речевого клише.*

*Можно разделить класс на две команды. Какая команда за определенное время скажет больше предложений по теме. Засчитываются только правильные предложения с речевыми клише.*

**IV.Объяснение грамматического материала «Условные предложения второго типа».**

В английском языке имеется три типа условных предложений. Условные предложения первого типа, которые мы с вами повторили на прошлом уроке, обозначают реальное действие или реальный факт действительности. Например: *We shan’t go to the country if it rains tomorrow.*

В условных предложениях второго типа сказуемое в главном предложении выражает предполагаемое или желаемое (нереальное) действие, которое может относиться либо к настоящему, либо к будущему времени. В этом случае в придаточном предложении употребляются глаголы в форме прошедшего простого времени, а в главном-сочетание *would*и простого инфинитива.

Например :*IwouldwritetohimifIknewhisaddress.Я бы написал ему, если бы знал его адрес.*

*What would you say if he asked for advice? Что бы Вы сказали, если бы он обратился к Вам за советом?*

Глагол *tobe* в условных придаточных предложениях имеет форму *were/ was* для всех лиц.

*If I were (was) not so busy I would come out for a walk with you. Если бы я не так занят, я бы пошел с тобой на прогулку. If the film were colour, it would make a better impression.Если бы фильм был цветной, он бы производил большее впечатление.*

Формула*If I were you I’d would)…*часто употребляется, когда говорящий советует, как поступить собеседнику.

Например:*If I were you I’d (I would spend the holiday in the South.На твоем месте я провел бы отпуск на юге. If I were you I would give up this idea. На Вашем месте я бы отказался от этой идеи.*

***Учащиеся записывают правило в тетради.***

**V.Выполнение тренировочных упражнений на закрепление нового правила.**

**1.Выполнение упражнения на множественный выбор.**

**Test “How honest are you?”Тест «Насколько Вы честны?»**

A.If you found a friend’s diary, what would you do?

1. I’d give it back. I wouldn’t read it.
2. I’d read it and then tell my friend.
3. I’d probably have a quick look, but I wouldn’t admit it.

B.If someone asked you for advice would you:

1. Give him/her your honest opinion?
2. Tell your friend that he/she must decide?
3. Say something nice, even if it wasn’t true?

C.If a shop assistant gave you too much change, would you give it back?

1. Yes, I probably would.
2. I would if it was a lot of money.
3. No, I wouldn’t. I’d keep the money and leave the shop quickly.

D.Would you tell a lie to help a close friend?

1. No, I wouldn’t. It’s wrong to tell lies.
2. I might. It would depend on the situation.
3. Yes, I would. You should always support your friends.

E.What would you do if the person next to you copied your answers in an exam?

1. I’d talk to him/her about it afterwards.
2. I don’t know. I might ask my parents about advice.
3. I probably wouldn’t do anything.

Answers.

Mostly “a’s”: you are super-honest.

Mostly “b’s”: you are not always sure what to do, but you usually think about things carefully.

Mostly “c’s”: it is true that no one is perfect, but are you someone that your friends can trust?

**2.Грамматическое упражнение.**

*Complete the sentenses. Use the right form of the verb.Дополните предложения, используя нужную форму глагола.*

1. If I found (find) someone’s wallet, I would probably take (probably take) it to the police station.
2. If I ……….. (know )the answer, I…………(not tell)you!
3. If a friend……….(do) something wrong,……….(you/tell) anyone?
4. I……….(be) really surprised if Danny………(break)his promise. He is a very loyal person.
5. If you……….(not be) so secretive, perhaps we……….(be able) to help you.
6. What………(you/do) if someone………(have) a heart attack?
7. If you……..(not shout)so loudly, people………(not get) so angry with you!
8. If you……..(have to speak)in front of hundreds people,………(you/feel)nervous?

**3.Устная практика.**

*If you could invite a famous person to dinner, who would you choose? Makesentenseswith :( Если бы Вы могли пригласить знаменитого человека на обед, кого бы Вы выбрали? Составьте предложения с:)*

1. I’d choose…
2. I’d wear…
3. We’d have…for dinner.
4. We’d talk about…
5. I’d give him/her a…. as a present.

*Пример:If I could invite a famous person for dinner I’d choose ….*

**VI.Подведение итогов урока (Что нового узнали/Чему научились).**

**VII. Выставление оценок.**

**VIII. Задание на дом.**

1.Выучить правило «Условные предложения второго типа».

2.Написать сочинение «Преимущества и недостатки интернета».

**ОТКРЫТЫЙ УРОК**

**Тема «Отдых за рубежом. Повторение будущих времен».**

**Группа 3ПС 9-3.**

**Дата 15 апреля 2017 года.**

**Преподаватель Климова Ирина Владимировна.**

**Тип урока: комбинированный.**

**Цели урока.**

* Обеспечение в ходе урока усвоение новой лексики по теме.
* Развитие навыков аудирования
* Развитие навыков диалогической речи
* Совершенствование навыков чтения про себя с извлечением нужной информации.
* Совершенствование навыков техники чтения вслух и перевода на русский язык.
* Повторение грамматической темы «Будущие времена».

**Задачи урока.**

**Образовательные**

1. активизация употребления в речи новых лексических единиц по теме «Отдых за рубежом». Отработка навыков грамматического и лексического оформления речи в соответствии с коммуникативным назначением высказывания;
2. совершенствование навыков аудирования с пониманием содержания прослушанного, поиском заданной информации;
3. развитие умения диалогической речи за счет расширения лексических средств речевого взаимодействия;

**Развивающие**

1. Развитие речевой и коммуникативной компетенции;
2. Повышение мотивации изучения английского языка и информационных технологий.
3. Познавательный аспект:  
   -Виды отдыха за рубежом
4. Развитие творческого потенциала учащихся средствами языка.
5. Формирование социокультурной компетенции.
6. Развитие навыков самостоятельной работы.

**Воспитательные:**

1. Формирование способности к общению на иностранном языке на межкультурном уровне.

2. Развитие у учащихся способности работать в коллективе.

3. Расширение языкового этикета на языке.

**Оснащение.** Карточки с раздаточным материалом.

**Используемая литература.**

* Макарова Е.В., Пархамович Т.В., Ухванова И.Ф. Английский язык. Интенсивный курс подготовки к экзамену. - Минск, Поппури,2007
* Вербицкая М.В. Английский язык. ЕГЭ. Типовые экзаменационные варианты.

Москва Национальное образование 2011

* Вербицкая М.В., Соловова Е.Н.Английский язык ЕГЭ -2011 Интеллект-Центр,2011

**ОТКРЫТЫЙ УРОК**

 Предмет «Технический английский язык»

**Тема «Описание и назначение различных измерительных приборов».**

**Дата ноябрь 2017 года.**

**Преподаватель Климова Ирина Владимировна.**

**Тип урока: комбинированный.**

**Цели урока.**

* Пополнение словарного запаса, связанного с терминологией по специальности.
* Совершенствование навыков технического перевода.
* Развитие умения логически верно, аргументированно строить устную речь, связанную с тематикой технической направленности.
* Развитие умения чтения про себя с целью поиска необходимой информации.

**Задачи урока.**

**Образовательные**

1. активизация употребления в речи ранее изученных лексических единиц по теме «Радиоэлектронные приборы». Отработка навыков грамматического и лексического оформления речи в соответствии с коммуникативным назначением высказывания;
2. совершенствование навыков аудирования с пониманием содержания прослушанного;
3. развитие умения монологической речи за счет расширения лексических средств речевого взаимодействия;

**Развивающие**

1. Развитие речевой и коммуникативной компетенции;
2. Повышение мотивации изучения английского языка и информационных технологий.
3. Познавательный аспект:  
   Использование Радиоэлектронных приборов.
4. Развитие творческого потенциала учащихся средствами языка.
5. Развитие навыков самостоятельной работы.

**Воспитательные:**

1. Формирование способности к общению на иностранном языке на межкультурном уровне.

2. Развитие у учащихся способности работать в коллективе.

3. Расширение языкового этикета на языке.

**Оснащение.** Карточки с раздаточным материалом.

**Ход урока.**

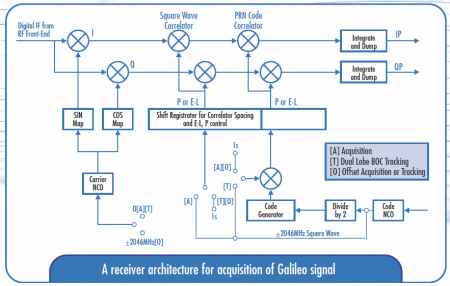
**I.Организационный момент и проверка домашнего задания.**

**Описание радиоэлектронного прибора - сообщения учащихся.**

**Например Galileo system**

The [Galileo](http://www.navipedia.net/index.php/GALILEO_General_Introduction) System will be an independent, global, European-controlled, satellite-based navigation system and will provide a number of guaranteed services to users equipped with Galileo-compatible receivers.

Basic elements of a genericуниверсальный [GNSS Receiver](http://www.navipedia.net/index.php/GNSS_Receivers_General_Introduction) are an antenna with pre-amplification, an L-bandспутниковаясистемадоступа radio frequency section, a microprocessor, an intermediate-precision oscillator, a feeding source, some memory for data storage, and an interface with the user. The calculated position is referred to the antenna phase centre.

[](http://www.navipedia.net/index.php/File:ArchitectureGalileoReceiver.PNG)

A Galileo Acquisition Receiver Architecture

The Galileo global navigation satellite system will employ many new methods and technologies to offer superior performance and reliability.

A Galileo Receiver is a device capable of determining a navigation solution by processing the signal broadcasted by Galileo satellites. Once the signal is acquired полученand tracked, the receiver applicationпрограмма decodes the navigation message. The navigation data contain all the parameters that enable the user to perform positioning service. The four types of data needed to perform positioning are:

1. Ephemeris which are needed to indicate the position of the satellite to the user receiver.
2. Time and clock correction parameters which are needed to compute pseudo-rangeпсевдо-диапазон.
3. Service parameters which are needed to identify the set of navigation data, satellites, and indicators of the signal healthсостояние.
4. Almanac which are used to compute the position of all the satellites in the constellationгруппировка with a reduced accuracy, so that the receivers improve the time needed for the initial satellite acquisition process.

Activities in receiver development are in the following areas:

* test user segment;
* receivers for the signals transmitted by the first, experimental satellites;
* receivers for the Galileo [gæləˈliːəʊ] receiver chain.

**II. Работа с текстом «Описание и назначение различных измерительных приборов»**

**1.Ознакомление с лексикой.**

1. canbeproven может быть доказано
2. faults неисправности
3. trace отслеживать
4. essential существенный
5. require требовать
6. test lead измерительный провод
7. sophisticated усложненный, усовершенствованный навороченный
8. in real and simulated forms в реальных и моделируемых формах.
9. test gear испытательное снаряжение
10. [troubleshooting](https://en.wikipedia.org/wiki/Troubleshooting) устранение неисправностей
11. test errors тестовые ошибки
12. Inductance Индуктивность
13. capacitance емкость
14. value значение
15. stimulus of the circuit импульс сети
16. [Digital pattern generator](https://en.wikipedia.org/wiki/Digital_pattern_generator) Генератор цифровой картины
17. [Pulse generator](https://en.wikipedia.org/wiki/Pulse_generator)Импульсный генератор
18. [Clamp meter](https://en.wikipedia.org/wiki/Clamp_meter) Клещевой измеритель
19. [Wheatstone bridge](https://en.wikipedia.org/wiki/Wheatstone_bridge) мост Уитстона
20. [LCR](https://en.wikipedia.org/wiki/LCR_meter) (local continuous replication) локальная непрерывная репликация
21. via a [charge](https://en.wikipedia.org/wiki/Electric_charge) effectчерез (эффект) заряда
22. jaw of the clamp челюсть зажима
23. AC Alternating **current** and DC direct **current** переменный и постоянный ток
24. [Signal tracer](https://en.wikipedia.org/wiki/Signal_tracer)индикатор
25. conformance соответствие
26. performance производительность, эффективность
27. [Vector signal analyzer](https://en.wikipedia.org/wiki/Vector_signal_analyzer) (VSA) Анализатор векторных сигналов
28. [Time-domain eflectometer](https://en.wikipedia.org/wiki/Time-domain_reflectometer) Рефлектометр временной области
29. [Semiconductor curve tracer](https://en.wikipedia.org/wiki/Semiconductor_curve_tracer)Полупроводниковые характериографы
30. To generating a signal создавать сигнал
31. distinguished by отличающийся
32. sineсинус
33. sawtooth пилообразный
34. rampрампа
35. sweep кривая
36. modudulated преобразованный
37. [injector](https://en.wikipedia.org/w/index.php?title=Signal_injector&action=edit&redlink=1) инжектор форсунка
38. Miscellaneous смешанный разный
39. [Boxcar averager](https://en.wikipedia.org/wiki/Boxcar_averager) усреднитель, схема усреднения с узкополосным фильтром.
40. [Continuity tester](https://en.wikipedia.org/wiki/Continuity_tester)Тестернепрерывности
41. [Hipot tester](https://en.wikipedia.org/wiki/Hipot_tester)**Hipot** is an abbreviation for high potential. Traditionally, **hipot** is a term given to a class of electrical safety testing instruments used to verify electrical insulation электроизоляция in finished appliances готовые приборы, cables or other wired assemblies проводные сборки, printed circuit boards печатная плата, electric motors etc.
42. [Test light](https://en.wikipedia.org/wiki/Test_light) контрольная лампа
43. is represented by представлен
44. permanently постоянно
45. mounted установленный
46. to monitor контролировать
47. calibrated выверенный,проверенный
48. flow течение движение поток
49. Precision voltage references Точность опорного напряжения
50. to deflect отклоняться
51. pointer указатель

**2.Прочитать и перевести текст.**

Electronic test equipment is used to create signals and capture responses from electronic [devices under test](https://en.wikipedia.org/wiki/Device_under_test) (DUTs). In this way, the proper operation of the DUT can be proven or faults in the device can be traced. Use of electronic test equipment is essential to any serious work on electronics systems.

Practical [electronics](https://en.wikipedia.org/wiki/Electronics) engineering and assembly requires the use of many different kinds of electronic test equipment ranging from the very simple and inexpensive (such as a [test light](https://en.wikipedia.org/wiki/Test_light) consisting of just a light bulb and a test lead) to extremely complex and sophisticated such as [automatic test equipment](https://en.wikipedia.org/wiki/Automatic_test_equipment) (ATE). ATE often includes many of these instruments in real and simulated forms.

Generally, more advanced test gear is necessary when developing circuits and systems than is needed when doing production testing or when [troubleshooting](https://en.wikipedia.org/wiki/Troubleshooting" \o "Troubleshooting)existing production units in the field

Test equipment switching.

The addition of a high-speed [switching system](https://en.wikipedia.org/wiki/Automatic_test_switching) to a test system’s configuration allows for faster, more cost-effective testing of multiple devices, and is designed to reduce both test errors and costs. Designing a test system’s switching configuration requires an understanding of the signals to be switched and the tests to be performed, as well as the switching hardware form factors available.

**Basic equipment**

The following items are used for basic measurement of voltages, currents, and components in the circuit under test.

* [Voltmeter](https://en.wikipedia.org/wiki/Voltmeter) (Measures [voltage](https://en.wikipedia.org/wiki/Voltage" \o "Voltage))
* [Ohmmeter](https://en.wikipedia.org/wiki/Ohmmeter) (Measures [resistance](https://en.wikipedia.org/wiki/Electrical_resistance" \o "Electrical resistance))
* [Ammeter](https://en.wikipedia.org/wiki/Ammeter), e.g. [Galvanometer](https://en.wikipedia.org/wiki/Galvanometer) or Milliameter (Measures [current](https://en.wikipedia.org/wiki/Current_(electricity)))
* [Multimeter](https://en.wikipedia.org/wiki/Multimeter) e.g., VOM (Volt-Ohm-Milliammeter) or DMM (Digital Multimeter) (Measures all of the above)
* [RLC Meter](https://en.wikipedia.org/w/index.php?title=RLC_Meter&action=edit&redlink=1) e.g., RLC meter or Resistance,Inductance and capacitance meter (measure RLC values)

The following are used for stimulus of the circuit under test:

* [Power supplies](https://en.wikipedia.org/wiki/Power_supply)
* [Signal generator](https://en.wikipedia.org/wiki/Signal_generator)
* [Digital pattern generator](https://en.wikipedia.org/wiki/Digital_pattern_generator)
* [Pulse generator](https://en.wikipedia.org/wiki/Pulse_generator)

The following analyze the response of the circuit under test:

* [Oscilloscope](https://en.wikipedia.org/wiki/Oscilloscope) (Displays voltage as it changes over time)
* [Frequency counter](https://en.wikipedia.org/wiki/Frequency_counter) (Measures [frequency](https://en.wikipedia.org/wiki/Frequency" \o "Frequency))
* [Test probes](https://en.wikipedia.org/wiki/Test_probe)

Advanced or less commonly used equipment Meters

* [Solenoid voltmeter](https://en.wikipedia.org/wiki/Solenoid_voltmeter) (*[Wiggy](https://en.wikipedia.org/wiki/Solenoid_voltmeter" \o "Solenoid voltmeter)*)
* [Clamp meter](https://en.wikipedia.org/wiki/Clamp_meter) (current transducer)
* [Wheatstone bridge](https://en.wikipedia.org/wiki/Wheatstone_bridge) (Precisely measures [resistance](https://en.wikipedia.org/wiki/Electrical_resistance))
* [Capacitance meter](https://en.wikipedia.org/wiki/Capacitance_meter) (Measures [capacitance](https://en.wikipedia.org/wiki/Capacitance" \o "Capacitance))
* [LCR meter](https://en.wikipedia.org/wiki/LCR_meter) (Measures [inductance](https://en.wikipedia.org/wiki/Inductance), [capacitance](https://en.wikipedia.org/wiki/Capacitance), [resistance](https://en.wikipedia.org/wiki/Electrical_resistance) and combinations thereof)
* [EMF Meter](https://en.wikipedia.org/wiki/EMF_Meter) (Measures Electric and Magnetic Fields)
* [Electrometer](https://en.wikipedia.org/wiki/Electrometer) (Measures voltages, sometimes even tiny ones, via a [charge](https://en.wikipedia.org/wiki/Electric_charge) effect)

**Probes --**[RF probe](https://en.wikipedia.org/wiki/RF_probe)[Signal tracer](https://en.wikipedia.org/wiki/Signal_tracer)

**Analyzers**

* [Logic analyzer](https://en.wikipedia.org/wiki/Logic_analyzer) (Tests [digital circuits](https://en.wikipedia.org/wiki/Digital_circuit))
* [Spectrum analyzer](https://en.wikipedia.org/wiki/Spectrum_analyzer) SA (Measures spectral energy of signals)
* [Protocol analyzer](https://en.wikipedia.org/wiki/Protocol_analyzer) (Tests functionality, performance and conformance of protocols)
* [Vector signal analyzer](https://en.wikipedia.org/wiki/Vector_signal_analyzer) VSA (Like the SA but it can also perform many more useful digital demodulation functions)
* [Time-domain reflectometer](https://en.wikipedia.org/wiki/Time-domain_reflectometer) (Tests integrity of long cables)
* [Semiconductor curve tracer](https://en.wikipedia.org/wiki/Semiconductor_curve_tracer)

**Signal-generating devices.**

* [Signal generator](https://en.wikipedia.org/wiki/Signal_generator) usually distinguished byfrequency range (e.g., audio or radio frequencies) or waveform type (e.g., sine, square, sawtooth, ramp, sweep, modudulated,etc)
* [Frequency synthesiser](https://en.wikipedia.org/wiki/Frequency_synthesiser)
* [Function generator](https://en.wikipedia.org/wiki/Function_generator)
* [Digital pattern generator](https://en.wikipedia.org/wiki/Digital_pattern_generator)
* [Pulse generator](https://en.wikipedia.org/wiki/Pulse_generator)
* [Signal injector](https://en.wikipedia.org/w/index.php?title=Signal_injector&action=edit&redlink=1)

**IV.Cоставление таблицы на тему «История создания измерительных приборов» на базе текста**

**«The History of Electric Measuring Instruments and Active Components».**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of the device** | **Name of the inventor** | **Date** | **Description** | **Fields of use** |
| The Portable Instrument | Edward Weston | The second half of the 19th century | He used a permanent magnet for the DC meter, and realized the equal magnetic field in the coil moving portion. A square frame type coil, pivot supports, and two hair springs were then used, making a current pass through the coil. An indicator was attached to the tip of the coil. | It could be used by anybody, anywhere, with a voltage value read immediately from a scale.  A precision DC ammeter.  A highly reliable infallible meter. |
| Stable resistance Manganin. | Edward Weston | **1886** | In fact, the key component of the meter was a stable permanent magnet and the supporting mechanism of the pivot. | An ammeter for large currents and an AC meter. |
| Oscillation Valve  (bulb) | J. A. Fleming | 1892 | He put a metal plate, then a cylinder into the electric bulb .  (A device that lets the flow move in one direction only, because current flows in the cylinder only when a positive voltage is applied).  The valve was filled with mercury or rare gas, and for both the anode plate and the cathode plate, tungsten was used. | Measurement of high-voltage-high frequency. |
| Audion Vacuum Tube | De Forest | Beginning of the 20 th century | He put a third electrode in the electric bulb. The electrode was made of a zigzag platinum line, and was put in between the filament and the plate.  It was filled with a small amount of gas. Argon and Cesium steam were injected with a low degree of vacuum first. The injection of gas was thought to improve detection sensitivity. | High sensitivity measurement |
| Valve-Voltmeter or Vacuum-Tube Voltmeter. BARUBORU. | E.B. Moullin | **1922** |  | It was put on the market as the product of the Cambridge Scientific Instrument Company |
| A-type voltmeter Moullin  Thermionic voltemeter |  |  | For AC and DC use, the technology of which was most fundamentally on the plate detector, to a B, D-type (AC), a C-type (double range), and a P-type (with a probe). |  |
| Japanese-made A-type. |  | **1930** | This voltmeter uses a rectification of the triode vacuum tube and is scaled so that an alternating voltage applied to the grid may be read by the change of the DC of the Plate current. It is characterized by the ability to measure low voltage AC almost without disturbing circuits.  This voltmeter has high impedance and does not take energy from measured objects. | If it is used appropriately, the meter can be used in a wide range of applications. |
| Stable BARUBORU | H. S. Black | 1927 | With a negative feedback circuit. This circuit improved the stability of the amplifier and its nonlinear nature, and the way to quantitative measuring instruments was established. | Meters featuring the ability to measure from a direct current to a high frequency on a linear scale, and with no requirement for zero point adjustment. |
| Digital voltemeter | Collaboration of many scientists | 1980 | The digital voltmeter uses many small electronic parts as supporting components, including resistors, capacitors, transistors, ICs, and connectors. Occasionally, a voltmeter is not an independent measuring instrument, but is a part of an integrated electronic device. | For performing stable digital measurements, high precision measurements. |

**V.Подведение итогов урока.**

**Задание на дом «Выучить лексику»**

**Ход урока.**

1. **Аудирование текста « Обсуждение отпуска за рубежом»**

Задание: вы услышите разговор двух друзей. Определите, какие из приведенных утверждений соответствуют содержанию текста, какие не соответствуют и о чем в тексте не сказано. (Пониманиевпрослушанномтекстезапрашиваемойинформации).

1. Jerry doesn’t want to travel to the crowded place this summer.

1) True 2) False 3) Not stated

2. Jerry thinks his last year journey to Paris was perfect.

1) True 2) False 3) Not stated

3. Kate would prefer to go to a popular European tourist resort.

1) True 2) False 3) Not stated

4. Jerry is going to swim in the sea in Egypt.

1) True 2) False 3) Not stated

5. Jerry will take part in several archeological excavations held in Luxor.

1) True 2) False 3) Not stated

6. Kate thinks that booking in advance is important.

1) True 2) False 3) Not stated

7. Jerry has discovered that prices at the chosen five stars hotel are rather high.

1) True 2) False 3) Not stated

**Kate.** Hi, Jerry. The school year is almost over. Do you have any plans for the summer holiday?

**Jerry.** I am planning on sleeping all day, every day!

**Kate.** Oh, come on Jerry, you must be joking.

**Jerry.** I am just pulling your leg. I am going to travel to Luxor in Egypt.

**Kate.** Really? Why would you go to Luxor but not to the Red Sea resorts? They are much more popular tourist sites.

**Jerry.** Exactly! They are very popular, so they’ll be too crowded. What I need is peace and comfort. I enjoyed my last year trip to Paris to see the Eifel Tower, but there were so many tourists there, I think it spoiled the atmosphere a bit.

**Kate.** I’m sure Luxor won’t be so crowded. But won’t it be too hot in summer?

**Jerry.** I’ll bear anything for the sake of the views of this ancient Egyptian city. And I rely on air conditioning inside- the hotel promises it works perfectly there.

**Kate.** Well, that sounds good. I wouldn’t mind going there myself. Still, I wonder, is there anything worth seeing in Luxor?

**Jerry.** Sure! For one thing, there is unique scenery of the city built directly on the Nile. I’m sure you have heard of Luxor Temple. There are also the Egyptian Pyramids, which are said to be spectacular. They are a major tourist attraction, aren’t they?

**Kate.** Of course, I have heard of the Pyramids**,** but won’t you get bored just looking at them?

**Jerry.** Come on, Kate, there are lots of things to do. I can take a river cruise on the Nile and I will visit excavation sites at Luxor as it is a very historical city with many ancient remains that are still amazing.

**Kate.** Well, when you describe it like that, it sounds really interesting!

**Jerry.** And that’s not all. I’ll be able to eat delicious, spicy food and enjoy swimming and sunbathing as they have a huge open-air swimming pool in the hotel.

**Kate.** I’m sure you’ll have fun, Jerry, but let me ask you- have you already reserved a room at the hotel you want? I find last minutes bookings very

disappointing.

**Jerry.** Don’t worry, I am very lucky. I’ve reserved a room at the Pyramid Luxor Hotel, the best five stars resort in the area. I’ve seen some pictures on the Internet, it’s really nice!

**Kate.** That’s great, Jerry. I’m looking forward to seeing your photos when you get back.

1. **Чтение и перевод прослушанного текста.**
2. **Найдите в тексте и подчеркните следующие выражения.**
3. Есть ли у тебя планы на летние каникулы
4. Должно быть ты шутишь
5. Я тебя разыгрываю
6. Дом отдыха
7. Популярное место для туристов
8. Все что мне нужно-это спокойствие и комфорт
9. Мне понравилась моя последняя поездка в
10. Это немного испортило атмосферу
11. Там не будет так многолюдно
12. Я выдержу все , лишь бы посмотреть виды древнего египетского города
13. Я надеюсь на кондиционер
14. Это звучит заманчиво
15. Я бы поехал туда
16. Есть в Луксоре что посмотреть?
17. Во-первых
18. Там уникальная природа
19. Я уверен ты слышал о
20. Главная привлекательность для туристов
21. Там есть чем заняться
22. Мы можем взять речной круиз
23. Древние останки
24. Изумительный Зрелищный
25. Это кажется интересным
26. И это еще не все
27. Я смогу ест деликатесы
28. Купаться и загорать
29. Огромный открытый бассейн в отеле
30. Нам будет весело
31. Мне не нравится заказывать в последний момент
32. Лучший пятизвездочный курорт в регионе
33. **Составление диалога на базе прослушанного и прочитанного текста с использованием подчеркнутых выражений и следующих фраз.**

1. Suggest your idea

    Why don’t we...   /

    Shall we...

    Do you think we should...                            + V

       Would you like to...

    Maybe the best thing would be to…

    I think the best thing might be to…

    I wonder if we should….

Example: Why don’t we go and watch the football match?

    How about...

    What about...                                             + Ving

    Do you feel like...

    What do you think of...

    Do you fancy...

    Let’s think about…

Example: How about going and watching the football match?

2. Prove your idea

Examples:

* Visiting Hidden Valley would be a good idea because it is a beautiful place.
* One thing we should remember is that it is one of the finest ski areas in Pennsylvania.
* Personally, I suggest Visiting Hidden Valley because it’s not far from Washington.
* One advantage of going to Hidden Valley is that we could sunbathe and ski at the same time.
* In my opinion, it would be best to choose Pennsylvania because it is an exciting place.

3.Agree

Yes, I completely agree with you. .

That’s a good point.

That’s just what I wanted to say.

It’s a great idea!

I agree up to a point, but ...

4,Disagree

Well, I agree to a certain extent, but ...

I don’t think we should…

I’m afraid I don’t agree.

I have to disagree with you.

I’m not sure I agree, to be honest.

 I’m not convinced it’s a good idea because…

**Задание.**

Imagine you and your friend have won a free holiday to one of the children’s sport summer centers. Choose one of the following centers and explain why you think it would be a good idea.

*Countryside camping/ Date with history/Exciting Sports/ The Fun Factory*

**Примерный диалог.**

1. It would be lovely to go to the *Fun Factory* because it is a popular tourist site.

2 It’s a great idea! But I’m afraid it will be too crowded in summer and it can spoil the atmosphere a bit. What about going to *countryside camping*? For one thing, it has a unique scenery and there are a lot of things to do. For example, we could take a river cruise.

1 That sounds good. I’ll bear anything for the sake of the views.

2. Besides, we’ll be able to eat delicious spicy food and to enjoy swimming and sunbathing.

1. But today many people travel in order to learn or broaden their mind. Then what about going to the *Date withHistory*. I was there last summer. it’s a really amazing place with many historic remains that are still of great interest.

2. I am sure we’ll have fun there. I have heard of this place. And I completely agree with you that there are a lot of attractions worth seeing. But won’t you get bored just looking at them?

1. Well, I have to disagree with you because it is not only an existing place from the historical point of view, it also provides good accommodation and very interesting sport activities.

2. It’s really nice. I think *Date with History* is a wonderful choice. Then I suggest reserving places just now.

1. That’s a good point. I find last minutes bookings very disappointing.

2. So, that’s settled.

1. **Повторение грамматики - будущие времена.**

А. Повторение правил употребления и образования будущих времен.

В виде таблицы.

В. Выполнение грамматических упражнений.

Макарова Е.В.,Пархамович Т. В., Ухванова И. Ф. Английский язык. Интенсивный курс подготовки к экзамену. - Минск, Поппури,2007 стр.52-55

**1. Поставьтеглаголвформу Future Simple, Future Continuous, Future Perfect или Future Perfect Continuous.**

1. She is worried that he (not manage) to catch the train.
2. I (see) them at the conference anyway.
3. This time next year we (travel) together around Europe.
4. I’m sure there (be) no more wars anywhere in the world.
5. Our football team (fly) to London this time tomorrow.
6. His parents think he (become) a doctor one day.
7. I hope water pollution levels (drop) soon.
8. She (not/finish) her translation until 10 o’clock.
9. Look at the sky! It (rain), let’s go home.
10. Since it is getting dark, I (turn) on the light.
11. They (be) 18 next month.
12. Ann (probably/come) to the ceremony early.
13. …you (go) into town today?
14. Don’t call me tonight between 7 and 9. I (study) for a test.
15. Scientists (find) cure for this disease by 2010.

**Ответы**

1. Won’t manage
2. Will be seeing
3. Will be travelling
4. Will be
5. Will be flying
6. Will become
7. Will drop
8. Will not have finished
9. Is going to rain
10. Will turn
11. Will be
12. Will probably come
13. Will you be doing
14. Will be studying
15. Will have found

**2. Выберите верный вариант глагола и переведите предложения.**

1. David is *studying/will have been studying* to become a lawyer.
2. He *works/is working* as a carpenter during the day and *attends/is attending* the local adult education center in the evenings.
3. After he *will pass/passes* his final exams, he *will leave/will have left* for London where he hopes he *will have found/will find* a good job.
4. David dreams that he *will become/will have become* a successful lawyer by the time he *is/will be* thirty years old.

**Ответы**

1. David **is *studying****/will have been studying* to become a lawyer.
2. He ***works****/is working* as a carpenter during the day and ***attends****/is attending* the local adult education center in the evenings.
3. After he *will pass/****passes*** his final exams, he ***will leave****/will have left* for London where he hopes he *will have found/****will find*** a good job.
4. David dreams that he *will become/****will have become*** a successful lawyer by the time he ***is****/will be* thirty years old.

**3. Поставьте глагол в скобках в правильную форму.**

Dear Jenny,

Greetings from Minsk!

New Year 1(come) and I have made a lot of plans. This time next week, I 2 (buy) New Year presents for my family and friends. I 3(try) to get everything in one day, I don’t like shopping very much.

I 4(go) home to my family on New Year day and I expect that I 5 (stay) with them for two days. When I 6(return) to Minsk, I 7(have) to do much reading up because my examination session 8 (begin) on January 5th.

I 9 (probably/have) a party, because it’s my birthday on January 4th. I 10 (be) twenty one! I hope you 11 (come).

Well, I must go now. Hope to hear from you soon! Love, Alesya

**Ответы**

1. Is coming
2. Will be buying
3. Will try
4. Am going
5. Will stay
6. Return
7. Will have
8. Begins
9. Will probably have
10. Will be
11. Will come

**4.Исправьте ошибки.**

1. This time tomorrow John is working in the college library.
2. Peter will help you when he will have finished his assignment.
3. Shall you do the shopping for me please?
4. Sam will finish writing an article by midnight.
5. Where do you spend your holidays next summer?
6. I was turning on the heating. It is cold in here.
7. The lesson has started at half past six.
8. Stop that noise! I am going to turn off your stereo.
9. You can do this exercise as soon as you will come back from the lunch break.
10. I am afraid the students are going to miss the class.

**Ответы**

1. will be working
2. when he has finished
3. will you do the shopping
4. will have finished
5. will you spend
6. I will turn on
7. Starts
8. I will turn off
9. As soon as you come back
10. Will miss

**VI.Подведение итогов урока и задание на дом.**

Написание эссе на тему « Туризм. Преимущества и недостатки».

**Дополнительный материал.**

Упражнение на повторение правил словообразования. Вербицкая М.В., Соловова Е.Н.Английский язык ЕГЭ -2011 Интеллект-Центр,2011 стр.63 (Туризм в Британии); стр.127 (Туризм в Австралии)