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ENGLISH FOR COMPUTING II

Міністерство освіти і науки України
Вінницький національний технічний університет

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Навчальний посібник містить фахові тексти, лексичні та граматичні вправи комунікативного спрямування. Посібник також укомплектований аудіокурсом, що дає змогу використовувати автентичні записи зі спеціальності з метою формування навичок аудіювання.

Призначається для студентів, що вивчають комп'ютерні науки.

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Unit 1

- (G) Grammar:** *Participles I, II*
Absolute Participle Construction
Absolute Nominative Complex
Revision:
Articles, Countable & Uncountable
Nouns, some, any, no
- (R) Reading:** *Storage units*
- (SR) Supplementary reading:** *Operating systems*
Types of software
- (L) Listening** *System utilities*
- (S) Speaking:** *Ukraine*
Kyiv – the capital of Ukraine

(G) Grammar (block I):

Participles I, II vs. Gerund

Tense	Voice	Infinitive (to V⁰)	Gerund/ Participle I (V^{ing})	Participle II (V³/V^{ed})
Indefinite	Active	<i>to ask</i>	<i>asking</i>	<i>asked</i>
	Passive	<i>to be asked</i>	<i>being asked</i>	
Perfect	Active	<i>to have asked</i>	<i>having asked</i>	
	Passive	<i>to have been asked</i>	<i>having been asked</i>	
Cont.	Active	<i>to be asking</i>		
Perfect Cont.	Active	<i>to have been asking</i>		

Exercise 1G.

Form the Participle I (Indefinite Active) from the following words.
to operate, to base, to provide, to design, to make, to refer, to translate, to execute, to include, to store, to load, to control.

Exercise 2G.

Form the Participle II from the following words.
to find, to send, to add, to change, to take, to provide, to call, to know, to offer, to support, to modify, to do.

Translation of Participle I, II

V^{ing} – учи – ючи – ачи – ячи – учий – ючий – ячий – ячий	<i>Walking along the street I met him – Йдучи по вулиці, я зустрів його</i> <i>We saw a trembling dog – Ми побачили тремтячу собаку</i> <i>There were only children drawing something in the hall – В холі були тільки діти, які щось малювали</i>
being V^3/V^{ed}	<i>Being written the article seemed easy – Будучи написаною, стаття здавалась простою</i>
$V^3 / V^{ed} \rightarrow \left. \begin{array}{l} - ний \\ - мий \\ - тий \end{array} \right\}$	<i>Money spent on brain isn't spent in vain – Гроші, витрачені на розум, витрачені марно</i>
having $V^3/V^{ed} \rightarrow -вши$	<i>Having got what he wanted, he went away – Отримавши те, що він бажав, він пішов</i>

Exercise 3G.

Read and translate into Ukrainian the following expressions, paying attention to the Participles.

- a. the tourists visiting our country; the students attending all the lectures; the plan containing many details; the growing population of the country; the student studying foreign languages; the engineer carrying out the research.
- b. dividing into 2 parts; using new technologies; discovering new lands; receiving important information; working at high speeds; graduating from the University.
- c. having entered the University; having calculated the distance; having installed a new equipment; having built a new lab; having passed all the exams; having returned from the hostel; having studied the history of the country; having visited Kyiv.
- d. the archived results; commonly used systems; the information obtained recently; the lecture read by a well-known professor; the books translated into foreign languages; the methods offered by the young specialists; the film shown to the students; languages taught at the University.

Exercise 4G.

Translate the sentences into Ukrainian paying attention to the Participle.

1. He heard the voices coming through the open window.
2. The input unit consists of some devices using different means.
3. The explanation given was not complete.
4. Performing addition the computer must have two numbers to be added.
5. Discussing the advantages of the new memory units the professor gave all necessary examples.

6. Having passed all the exams he left for Kyiv.
7. The results obtained are of great importance for his team.
8. Having had dinner they went for a walk.
9. Being built in a new way modern laboratories have better facilities.
10. Being well prepared for the exams the students could answer all the questions asked by the teacher examining them.
11. Having translated the article from the magazine he showed it to the teacher.
12. Translating an English article into Ukrainian consult the dictionary.
13. They were asked various questions formulated by sociologists.
14. The congress attended by many scientists attracted much attention.

Exercise 5G.

Translate the following sentences paying attention to the -ing forms, state their function.

1. I have just translated a very interesting message.
2. In what capacity will you work after graduating from the University?
3. The specific meaning of any setting is significant only to the operation setting in the condition code.
4. When applying mathematical methods to the solving of technical problems engineers are most often interested in obtaining a finite numerical result.
5. Mathematical tables are necessary aids for performing computational work.
6. When writing a telegram you must use as few words as possible.
7. She doesn't like being asked so many questions about her job.
8. We are having bad weather now.
9. Compiling a program requires great attention of a programmer.
10. Having visited our capital he shared his impressions of the city.
11. Where had you been working before you started working in our office?
12. Arranging my books on the shelf I discovered an old book.
13. He left the room saying that he was in a hurry.
14. I hope you will write soon explaining your being late.
15. Arriving early he found no one there.
16. The teacher explaining the rule was standing by the blackboard.
17. The reading-hall was full of students reading for their exams.
18. When he entered the room he heard the telephone ringing without pauses.
19. We noticed a singing bird in the tree.
20. A new currency, the hryvnia, was successfully introduced in 1996.
21. Public transportation in Kiev is efficient and inexpensive, but crowded.
22. Entrance to the Metro system is through turnstiles operated by blue plastic tokens, purchased in the station, or by monthly passes shown to the Metro attendant before entering the subway.

Functions of the *-ing* Forms

Translation	Function	Examples
-ння (іменник)	<u>Subject</u>	<i>Learning</i> <i>rules without examples is useless</i> – <i>Заучування</i> правил без прикладів марна робота <i>Seeing is believing</i> – Побачити значить повірити
-ть, -ти (інфінітив)	<u>Object</u>	<i>I am interested</i> <i>in collecting</i> <i>stamps</i> – Я цікавлюсь <i>колекціонуванням</i> марок
дієслово в особовій формі	<u>Part of the Predicate</u>	<i>I enjoy collecting stamps</i> – Я <i>насолоджуюсь</i> <i>колекціонуванням</i> марок <i>I began collecting stamps</i> – Я <i>почав</i> <i>колекціонувати</i> марки <i>He is reading</i> – Він <i>читає</i>
-вши -учи -ючи -ачи -ячи (дієприслівник)	<u>Adverbial Modifier</u> Used after: <i>when</i> <i>if</i> <i>though</i>	<i>Entering</i> <i>the room he saw his parents</i> – <i>Зайшовши</i> в кімнату, він побачив батьків <i>He stood for a time, listening</i> <i>to the voices</i> – Деякий час він стояв, <i>слухаючи</i> голоси <i>When reading</i> <i>the book I remembered my childhood</i> – <i>Читаючи</i> цю книгу, я згадав своє дитинство
Підрядне речення з сполучниками <i>який, що</i>	<u>Attribute</u>	<i>I saw a shadow</i> <i>passing</i> <i>on her face</i> <i>I saw</i> <i>a passing shadow</i> <i>on her face</i> – Я побачив <i>тінь, що пробігала</i> по її обличчю

Exercise 6G.

Translate the expressions into English.

1. студенти, які вивчають англійську мову;
2. професор, який читає лекцію;
3. народ, який будує нове життя;
4. студент, який складає іспит;
5. методи, які поліпшують науково-дослідну роботу;
6. людина, яка пропонує свою допомогу;
7. вивчаючи іноземну мову;
8. відвідуючи цікаві місця;
9. прочитавши цікаву книгу;
10. вирішивши важливу проблему;
11. обговорюючи це питання;
12. лист, знайдений на столі;
13. прилад, сконструйований молодим інженером;
14. книга, залишена вдома.

Exercise 7G.

Translate into English.

1. Назвіть моря, які омивають територію нашої країни.
2. Будучи дуже зайнятим, він відклав своє відрядження.
3. Почувши кроки, він підняв голову.
4. Відвідавши кілька міст нашої країни, вони повернулися в столицю.
5. Це інженер, який застосовує найновіші досягнення у своєму проекті.
6. Студенти вивчають методи, які поліпшують науково-дослідну роботу.
7. Читаючи статтю, він робив нотатки.
8. Отримавши нову інформацію, ми змогли продовжити нашу роботу.
9. Натискаючи клавіші, оператор змушує машину працювати.
10. Він пішов, відмовившись допомогти.
11. Туристи часто відвідують церкву, побудовану ще в XV столітті.
12. Книги, написані Агатою Крісті, читають в усьому світі.

Absolute Participial Construction

Subject + Participle	Subject + Predicate
The work <i>being finished</i> <i>Оскільки (так як) робота була завершена,</i>	they went home – <i>вони пішли додому</i>
Subject + Participle + Subject + Predicate	
The new method <i>was tried</i> , better results <i>being obtained</i> – <i>Новий метод було випробувано і кращі результати були досягнуті</i>	

Exercise 8G.

Translate into Ukrainian.

1. It being late, we went upstairs.
2. This done and the program having been debugged, we went home.
3. The visit over, they set forth home.
4. I sat at my desk, pen in hand.
5. There being little time left, we had to hurry.
6. In the evening he read aloud, his small son sitting by his side.
7. The new computers were delivered, all of them being in good order.
8. Our efforts to repair the printer having failed, we spent a night in the laboratory.

Absolute Nominative Complex

Participle I (V^{ing})	beginning of the sentence	<i>The situation being urgent, we had to go ahead</i>	<i>Оскільки ситуація була невідкладною, ми змушені були йти вперед</i>
	end of the sentence	<i>We set off, the rain coming down heavily</i>	<i>Ми вирушили в дорогу, хоча ішов рясний дощ</i>
Participle II (V³/V^{ed})	beginning of the sentence	<i>The work done, we went home</i>	<i>Коли робота була закінчена, ми пішли додому</i>
	end of the sentence	<i>He stood with his eyes closed</i>	<i>Він стояв, заплющивши очі Він стояв, його очі були заплющені</i>
Noun	beginning of the sentence	<i>His first shot a failure, he fired again</i>	<i>Оскільки його перший постріл був невдалим, він вистрілив знову</i>
Adverb		<i>Tea over, we gathered on the terrace</i>	<i>Коли випили чай, ми зібралися на терасі</i>

Exercise 9G.

Translate into Ukrainian.

1. The working day being over, the public transport was overcrowded.
2. The first automatic computers not being very reliable, scientists went on improving them.
3. All the problems having been solved, they stopped discussion.
4. Nobody being on the road, he could drive faster.
5. The experiments having been made, everyone is interested in the results.
6. People use computers widely, the latter helping in performing calculations at very high speed.
7. They all went home, he remaining at the lab.
8. Our lab being equipped with different new instruments, the students can do their practical work there.
9. The treaty having been signed, trade was at once resumed.
10. The cathode heated, the electrons leave the surface and move to the anode.
11. With the current on, the computer automatically begins operating.
12. Conference being over, we assembled in the hall.

Variants of Substituting Participial Constructions

Subject	Participial Construction	<i>Jane's coming surprised me.</i>	<i>Те, що Джейн приїде, здивувало мене.</i>
	Parallel Sentence	<i>That Jane was coming surprised me.</i>	
Object	Participial Construction	<i>They objected to his applying this method to practice.</i>	<i>Вони заперечували проти того, щоб він застосовував цей метод на практиці.</i>
	Parallel Sentence	<i>They objected that he should apply this method to practice</i>	
Attribute	Participial Construction	<i>Her hands showed no signs of their being used for hard work.</i>	<i>Її руки не мали слідів важкої праці.</i>
	Parallel Sentence	<i>Her hands showed no signs that they were used for hard work.</i>	
Adverbial Modifier	Participial Construction	<i>Despite it being cold they would not stop their observations.</i>	<i>Незважаючи на те, що було холодно вони не бажали припиняти свої спостереження.</i>
	Parallel Sentence	<i>Despite (the fact that) it was cold they would not stop their observations</i>	

Exercise 10G.

Translate into English.

1. Оскільки було дуже пізно, збори було закрито.
2. Комп'ютер використовують скрізь і його головна функція вирішувати складні проблеми за декілька секунд.
3. Оскільки нікого не було вдома, я вирішив попрацювати.
4. Оскільки мій принтер вийшов з ладу, ми не змогли надрукувати свою доповідь.
5. Якщо реєстр зберігає код для числа 2, комп'ютер виконує операцію 2 рази.
6. Не зважаючи на те, що ми відвідали Київ вперше, ми змогли оглянути багато визначних місць міста.

(R) Reading

Exercise 1R.

Read and translate the text paying attention to the underlined words.

Storage units

The part of a digital computer which stores information is called storage. There are two important factors about the memory unit: an access time and a capacity. The average time is measured in milliseconds. You have to distinguish between access time and data transfer rate. Remember that the transfer rate depends also upon the power of your PC.

If you only use word-processing programs you will need less storage capacity. External memory or storage units may use magnetic tapes, magnetic disks or floppy disks.

The surface of a disk is divided into concentric circles or tracks, *one read/write head being for each circle*.

When you save a file, the *operating system* moves the read/write heads of the disk drive towards empty sectors *recording* the data and *writing* an entry for the directory.

Internal or main memory units consist of magnetic cores, *each core representing* one bit of information. Internal and external devices which are both rigid disks *sealed* into the drive unit, either within or *attached to* the computer. Another type of hard drive *known as* “removable”, allows you to record data on “cartridges” which can be removed and stored off-line for security purposes.

Laptops use *pocket-sized* drives, and digital cameras and music players use microdrives with special cards.

(SR) Supplementary reading

Exercise 1SR.

Read the text below and complete it with the phrases in the box.

<i>applications software</i> <i>operating system</i> <i>software</i> <i>system software</i>

Information provided by programs and data is known as (1) _____. Programs are sets of instructions that make the computer execute operations and tasks. There are two main types of software:

The (2) _____ refers to all the programs which control the basic functions of a computer. They include operating systems, system utilities (e. g. an anti-virus program, a back-up utility) and language translators (e. g. a compiler – the software that translates instructions into machine code).

The (3) _____ refers to all those applications – such as word processors and spreadsheets – which are used for specific purposes. Applications are usually stored on disks loaded into the RAM memory when activated by the user.

The (4) _____ is the most important type of system software. It is usually supplied by the manufacturers and comprises a set of programs and files that control the hardware and software resources of a computer system. It controls all the elements that the user sees, and it communicates directly with the computer. In most configurations, the OS is automatically loaded into the RAM section when the computer is started up.

Exercise 2SR.
Do you know...

Types of software

What is an Operating System? – The operating system is a special type of program that loads automatically when you start your computer. The operating system allows you to use the advanced features of a modern computer without having to learn all the details of how the hardware works. There are a number of different types of operating system in common use. The IBM PC (Personal Computer) was introduced way back in 1981 and was originally supplied with an operating system called DOS (Disk Operating System). This operating system was very basic, and you had to be a bit of a computer expert just to understand how to use it. It was NOT user-friendly!

Later on, Microsoft introduced Windows and this is the operating system that is most widely used on PCs today.

To complicate matters further, there are a number of different types of Windows. The first widely used version of Windows was called Windows 3.1. This was more powerful than DOS and far easier to use. It had a Graphical User Interface (GUI), i. e. you could “drive” it using a mouse and drop down menus. Later Windows 95/NT/98/2000 were introduced. The good news is that later versions of Microsoft Windows look almost identical to each other and are all much easier to use than Windows 3.1.

More Information:

Microsoft: <http://www.microsoft.com>

IBM: <http://www-4.ibm.com/software/os/warp/>

What is an Application Program? – An application program is the type of program that you use once the operating system has been loaded. Examples include word-processing programs, (for producing letters, memos etc), spreadsheets (for doing accounts and working with numbers), databases (for organizing large amounts of information) and graphics programs (for producing pictures, advertisements, manuals etc.).



What is a Graphical User Interface? – A Graphical User Interface (GUI) is simply an additional part of the operating system that displays windows and drop down menus, and also enables you to drive your computer using a mouse. Examples of operating system that use a GUI include Windows 3.1, Windows 95/98/2000, Windows NT and IBM’s OS/2.

The advantages of using a GUI:

- All programs look similar.
- When you switch from a program supplied by one manufacturer to one from a different manufacturer, you will find the transition very easy.
- Application programs work in the same way as the underlying operating system.

The GUI also allows programmers to easily write consistent looking programs.

L) Listening

Task (Recording 1)

Exercise 1L.

a) Read the information below and then listen to four advertisements from a radio program about computers.

System utilities are small programs which improve a system's performance and help users take advantage of the computer's capabilities. They are often desk accessories that can be called up while you're working in another application. They can also be INITs, i. e. system extensions which are activated when you turn on the computer, control devices which you adjust in the control panel, or even stand-alone programs that run when you need them. Utilities are available for back-up, file search, virus protection, disaster recovery, and so on.

b) Number these system utilities in the order in which you hear them.

- screen saver
- virus detector
- crashed disk rescuer and data recovery
- multimedia player.

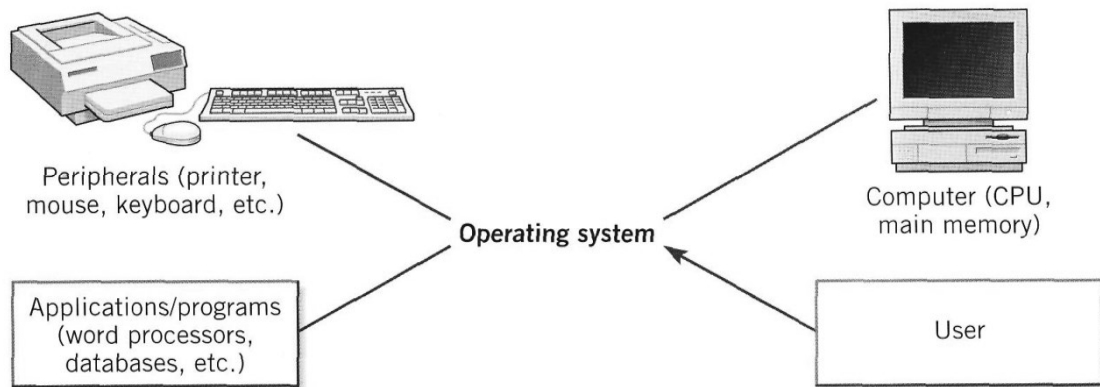
c) Listen again. Which utility would you use for each of these requirements?

- .. To play and organize multimedia on your PC.
- .. To diagnose and repair damaged disks.
- .. To automatically blank out the screen after a specific interval of inactive time (so that the image does not burn into the screen).
- .. To protect your system against computer viruses.

(S) Speaking (block I):

Exercise 1S.

Look at the diagram. What is the function of the operating system?



(G) Grammar (block II):

Exercise 11G.

Here are some common nouns in computing. Divide them into countable and uncountable nouns. Look at the tables below and use a dictionary if necessary.

<ul style="list-style-type: none"> • window • program • system • programming • database 	<ul style="list-style-type: none"> • robotics • hacker • hardware • data • HDD 	<ul style="list-style-type: none"> • hacking • workstation • web searching • malware • network
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Countable & Uncountable Nouns. Their Identifiers

Identifiers	Countable Nouns		Uncountable Nouns
	Singular	Plural	
a, an (один, якийсь)	<i>book</i>	–	–
all (всі)	<i>book</i>	<i>books</i>	<i>software</i>
any (будь-який)	<i>book</i>	<i>books</i>	–
both (обидва)	–	<i>books</i>	–
a certain (певний)	<i>book</i>	–	–
certain (певні)	–	<i>books</i>	–
each (кожний)	<i>book</i>	–	–
either (будь-який)	<i>book</i>	–	–
enough (достатній)	–	<i>books</i>	–
every (кожний)	<i>book</i>	–	–
(a) few (мало, декілька)	–	<i>books</i>	–
half (половина)	<i>book</i>	<i>books</i>	<i>software</i>
(a) little (мало, трохи)	–	–	<i>software</i>
many (багато)	–	<i>books</i>	–
much (багато)	–	–	<i>software</i>
my, your (та ін.)	<i>book</i>	<i>books</i>	<i>software</i>
neither (ніякий)	<i>book</i>	–	–
no (ніякий)	<i>book</i>	<i>books</i>	<i>software</i>
the only (єдиний, один)	<i>book</i>	<i>books</i>	–
another (інший)	<i>book</i>	–	–
other (інший)	–	<i>books</i>	<i>software</i>
the other (інший(i))	<i>book</i>	<i>books</i>	<i>software</i>
the same (той же, однаковий)	<i>book</i>	<i>books</i>	<i>software</i>
several (декілька, немало)	–	<i>books</i>	–
some (декілька, немало)	–	<i>books</i>	<i>software</i>
some (трохи, якісь)	<i>book</i>	<i>books</i>	<i>software</i>
such a (такий)	<i>book</i>	–	–
such (такі, такий)	–	<i>books</i>	<i>software</i>
that (той)	<i>book</i>	–	<i>software</i>
the (цей)	<i>book</i>	<i>books</i>	<i>software</i>
these (ці)	–	<i>books</i>	–
this (цей)	<i>book</i>	–	<i>software</i>
those (ті)	–	<i>books</i>	–
the very (той самий)	<i>book</i>	<i>books</i>	<i>software</i>
what (який)	<i>book</i>	<i>books</i>	<i>software</i>
which (котрий)	<i>book</i>	<i>books</i>	<i>software</i>
whose (чий)	<i>book</i>	<i>books</i>	<i>software</i>
«0»	<i>book</i>	<i>books</i>	<i>software</i>

Articles with Countable & Uncountable Nouns

Articles	Countable Singular Nouns	Countable Plural Nouns	Uncountable Nouns
INDEFINITE (general)	<i>a PC an article</i>	- <i>PCs Articles</i>	- <i>information software</i>
DEFINITE (specific)	<i>the PC the article</i>	<i>the PCs the articles</i>	<i>the information the software</i>

Exercise 12G.

These sentences contain typical errors. Correct them.

1. We are having a terrible weather.
2. Can you give me an advice?
3. I need some informations.
4. The news were very depressing.
5. I like the furnitures.
6. Much people use the Web today.

Articles (a(n) or the)

A/An	
The indefinite article a/an is used before singular countable nouns or adjectives followed by singular nouns.	
a + consonant sounds <i>a ruler, a European country, a university, a one-way ticket, a hospital, a blue overcoat</i>	an + vowel sounds <i>an apple, an egg, an umbrella, an orange, an hour, an exciting holiday</i>
Uncountable or plural countable nouns take some / any , etc. <i>I've bought some magazines.</i> <i>We haven't got any more ice cream.</i>	
A/an is not used before uncountable nouns, except in certain expressions: <i>It is (such) a pity /shame!</i> <i>What a relief!</i> <i>A good knowledge of French is required for this job.</i> <i>She has a love for / a hatred of / fear of dogs.</i>	
A/an = one: <i>She has got a cor.</i> (We do not specify what kind of car.) <i>They have got one car.</i> (= only one, not more)	

A(n) is used:	Examples
1. before a noun which is mentioned for the first time and represents no particular person or thing.	<i>They live in a flat. Take a break.</i>
2. before a noun which represents a group of people, animals or things. We can also use the or the plural form .	<i>A car is faster than a bike.</i> <i>The dolphin is an intelligent animal.</i>

	<i>Children need love and affection.</i>
3. when talking about someone's character, job or nationality.	<i>He is a pessimist. Her husband is an accountant. Howard is an Englishman. But: Claire is French.</i>
4. in certain numerical expressions: <i>a couple / dozen a thousand / million a half / quarter a great deal of a lot of a great many.</i>	<i>We need a hundred copies. A great many teenagers listen to music while doing their homework. They walked a quarter of a mile.</i>
5. to talk about: price per weight or item distance per amount of fuel or speed frequency per time certain illnesses.	<i>This brandy costs £25 a bottle. My car does 50 miles a gallon/130 kilometres an hour. They go to the cinema twice a month. He has a fever/a cold/a toothache.</i>
6. before <i>Mr/Mrs/Miss/Ms + surname</i> when we refer to someone unknown.	<i>A Mrs Jones wants to see you.</i>

The definite article the is used before countable and uncountable nouns of all genders both in the singular and the plural.	
The is used:	The is NOT used:
1. before countable and uncountable nouns which are specific or have been mentioned before. <i>I'll see the doctor tomorrow. The postman brought three letters and a parcel; the parcel was for Mary.</i>	before countable and uncountable nouns which refer to something general or have not been mentioned before: <i>He likes coffee. Experience is important for this job. Whales are mammals.</i>
2. before unique nouns. <i>the Earth, the sky, the Pyramids</i>	before names of people, streets, cities, islands, countries, continents, mountains (singular), religious holidays, days of the week, months: <i>Maggie Smith, Oxford Street, Berlin, Ibiza, Italy, Asia, Mont Blanc, Christmas, Friday, August</i> But: <i>the High Street, the Hague, the Vatican</i> The is optional before the names of seasons when the meaning is general: <i>Where do you usually go in (the) summer?</i> The is used when we talk about a specific season. <i>Do you remember the winter of 1987?</i>

<p>3. before names of seas, oceans, rivers, channels/canals, coasts, deserts, countries or regions (plural), groups of islands, mountain ranges: <i>The Mediterranean, the Pacific, the Mississippi, the English Channel, the Panama Canal, the Blue Coast, the Kalahari Desert, the Netherlands, the Highlands, the Bahamas, the Andes</i></p>	<p>before names of squares, parks, lakes, stations: <i>Euston Square, Holland Park, Lake Ontario, Liverpool Street station</i></p>
<p>4. with buildings: cinemas, theatres, museums, galleries, pubs, restaurants, hotels, institutions: <i>the Odeon cinema, the Royal Theatre, the British Museum, the National Gallery, the Black Buoy, the Pasta House, the Hilton, the British Council</i></p>	<p>with pubs, restaurants, hotels, shops, banks, etc. whose names include the name of their founder or another proper name (e.g. a place): <i>Jimmy's bar, Luigi's Restaurant, Emily's Hotel, Harrods, Lloyds Bank, Gatwick Airport</i></p>
<p>5. with newspapers, ships, services, organisations: <i>the Guardian, the Queen Mary, the police, the United Nations</i></p>	<p>before names of magazines, sports, games, colours, school subjects and languages: <i>Newsweek (but: The Economist), tennis, chess, white, geography, Greek German is a difficult language.</i> But: <i>The German language is difficult to learn.</i></p>
<p>6. with names of families and nationalities (when we refer to the whole family or nation): <i>the Simpsons, the Dutch, the Japanese</i> The is optional with nationalities ending in -s: <i>(the) Greeks, (the) Australians, etc.</i></p>	<p>before names of airlines or companies: <i>Air France, Interamerican, BMW, etc.</i></p>
<p>7. before musical instruments, dances, inventions and the word radio: <i>Pedro plays the guitar and Rosa dances the flamenco. When was the telephone invented? We heard the news on the radio.</i> But: <i>I saw that film on TV last week.</i></p>	<p>with meals (breakfast, lunch, dinner, snack): <i>What did you have for breakfast?</i> But: When we talk about a specific meal, we use the: <i>I didn't enjoy the dinner on the plane.</i></p>
<p>8. with the superlative degree of adjectives and adverbs: <i>He is the best student in his class. Most does not take the when it is a</i></p>	<p>before the words bed, court, church, home, hospital, prison, school, university, work when they are used for the purpose for which they exist:</p>

<p><i>determiner:</i> <i>Most students passed the exam.</i></p>	<p><i>Thomas went to university to study engineering.</i> But: <i>Patrick went to the university to visit his professor.</i></p>
<p>9. with adjectives referring to classes of people: <i>the old, the blind, the poor, the educated, etc.</i></p>	<p>before the words father, mother, mum, dad (when we refer to our own parents): <i>Father/Daddy taught me how to drive.</i></p>
<p>10. with only, same and ordinal numbers + nouns: <i>This is the only pen I've got.</i> <i>Dogs are not all the same.</i> <i>Who was the first astronaut to walk on the Moon?</i></p>	<p>before means of transport: <i>by car/by bus/by train/by air</i> Also: <i>on foot, on horseback</i> But: <i>He was in the car/on the bus when I saw him.</i></p>
<p>11. before noun + of + noun: <i>the gulf of Mexico, the Statue of Liberty</i></p>	<p>with north, south, east, west when they are used as adverbs: <i>They are heading west.</i></p>
<p>12. with titles (not accompanied by proper names): <i>the King, the Queen, the Prince of Wales</i> But: <i>Queen Beatrix of Holland, Princess Margaret</i></p>	<p>with some diseases (cancer, malaria, etc.) <i>You should be vaccinated against malaria if you want to travel to the tropics.</i></p>
<p>13. with historical events or references: <i>the Greek Revolution, the American Civil War</i> But: <i>World War II.</i></p>	
<p>14. with the North, the South, the East, the West: <i>Last year we visited the South of France.</i></p>	

Exercise 13G.

Complete this text with **a, an, the** (or nothing at all) as necessary.

At school we have (1) _____ computer in every classroom. We use (2) _____ computer to do (3) _____ projects and to study (4) _____ music and languages.

The teachers use PCs to print articles, songs, or activities for use in class. This year, they are preparing (5) _____ exchange with a college in Norfolk. We all use it to get (6) _____ information from (7) _____ Internet.

At home I use my computer to send and receive (8) _____ e-mail and to play (9) _____ computer games. I have (10) _____ ink-jet printer.

Exercise 14G.

Complete this text with *a, an, the* (or nothing at all) as necessary.

_____ tea is _____ evergreen plant. It was accidentally discovered by _____ Emperor _____ Shen Nung of _____ China. Whilst on _____ trip, he was boiling _____ pot of water when _____ tea leaf fell into it. _____ British sailors, returning from _____ Far East, brought packets of _____ tea back _____ home as presents for their relatives. _____ first advertisement for _____ tea appeared in _____ newspaper called Mercurius Politicus in 1660. _____ advertisement in _____ newspaper said _____ tea could cure _____ colds and other illnesses. _____ poor were prepared to pay as much as _____ third of their weekly wage to have _____ tea. _____ tea has been _____ most popular drink in _____ Britain for three hundred years. _____ average Briton drinks thirty cups of _____ tea _____ week. In fact, _____ British import almost twenty-five percent of all _____ tea exported in _____ world.

Exercise 15G.

Complete this text with *a, an, the* (or nothing at all) as necessary.

The computer jungle

Though you can make _____ decision on purely economic grounds, buying _____ computer is often more like joining _____ religious cult. Buy _____ Apple, for example, and almost by default you join Apple chairman Steve Jobs in his crusade against IBM. Every machine has its "users' groups" and _____ band of loyal enthusiasts who tout its merits. That makes it all _____ more difficult for _____ uninitiated to decide what machine to buy. Students have _____ huge advantage, however. The computer companies are so eager for students' business (it builds "brand loyalty") that many offer huge discounts.

In the past six months, IBM, Apple, and others have brought out new computers, and _____ fierce competition has forced prices down. Also, time is on your side: next year at _____ time you'll have even more choice and more computing power and features for _____ same price. On _____ other hand, this will probably be true for many years. So for those who need or want _____ computer now, it's a great time to buy one.

Exercise 16G.

Complete this text with *a, an, the* (or nothing at all) as necessary.

1. ___ Jim plays ___ guitar in ___ St Mark's Square every day.
2. Unfortunately, there are ___ lot of accidents on ___ motorway between ___ Athens and ___ Salonica.
3. ___ Hyde Park is ___ biggest park in ___ London.
4. ___ malaria is ___ disease carried by ___ mosquitoes.
5. Every year ___ swimmers attempt to swim across ___ English Channel.
6. ___ Ibiza is ___ island off ___ coast of ___ Spain and is part of ___ Balearic islands.
7. It has been ___ long time since I last spoke ___ English.
8. ___ Europe is ___ smallest continent on Earth, yet it is ___ most heavily populated.
9. ___ most flowers bloom in ___ spring.
10. Every year ___ millions of people visit ___ Statue of Liberty.
11. ___ colours of ___ Greek flag are ___ blue and ___ white.
12. In 1995, ___ United Nations celebrated their fiftieth anniversary.
13. ___ father is taking us to ___ nice restaurant called ___ Wheeler's on ___ Sunday for ___ dinner.
14. ___ Sophia is ___ mechanical engineer but she also writes for ___ Herald.
15. Head ___ east for about ___ hour and you'll find ___ Palace Hotel on ___ right hand side of ___ motorway.

Exercise 17G.

a) Complete this extract from a wiki entry about Windows Vista by choosing the correct article (*the/a/an/-*).

Windows Vista is _____ operating system developed by Microsoft for use on _____ personal computers. **Development** was completed on November 8, 2006; over _____ next three months it was released in stages to _____ computer manufacturers, _____ business customers, and _____ shops. On January 30, 2007, it was released worldwide to the **general public**, and was made available for purchase and download direct from Microsoft. _____ release of Windows Vista comes more than five years after _____ introduction of Windows XP.

Vista contains hundreds of new and improved features. The most significant include _____ updated GUI and visual style called Windows Aero, improved search features, new multimedia creation tools, and completely redesigned networking, audio, print, and display sub-systems. However, perhaps the greatest improvement has been to _____ **security**. Windows XP suffered from _____ **vulnerability** to viruses and **malware**, and it will be interesting to see to what extent this has been addressed in Vista.

b) Decide if these words (which appear in bold) are countable or uncountable, depending on how they are used in this context.

Usage of *some, any, no*

Affirmative (+)	some	кілька, декілька	<i>They made some mistakes – Вони зробили деякі помилки</i>
		дехто, деякий який-небудь, якийсь	<i>We have some cheese – У нас є сир</i> <i>Some of them were busy – Деякі з них були зайняті</i>
<p>Примітка. Якщо <i>some</i> використовується разом із незлічуваним іменником, він на українську мову не перекладається: <i>Buy some bread – Купи хліба.</i></p>			
Interrogative (?)	any*	скільки- небудь хто-небудь будь-який, який-небудь	<i>Did they make any mistakes? – Вони зробили які-небудь помилки?</i> <i>Give me any book – дайте мені будь-яку книжку</i> <i>We have not any bread – У нас немає хліба</i>
		ніякий**	<i>They did not make any mistakes – Вони не зробили ніяких помилок</i>
<p>Примітка *Займенник <i>any</i> здебільшого на українську мову не перекладається: <i>Have you any sugar? – У вас є цукор?</i> **У заперечному реченні</p>			
Negative (-)	no*	ніскільки ніякий не жоден	<i>He has got no friends – У нього немає ніяких друзів</i> <i>No student has come as yet – Жоден студент ще не прийшов</i>
		<p>Примітка. *Як засіб заперечення <i>no</i> при перекладі потребує подвійного заперечення</p>	

Exercise 18G.

Translate into Ukrainian, paying attention to the table.

a)

1. *Somebody* has taken my pen.
2. I saw *something* dark in the garden.
3. *Someone* must go with him.
4. He lives *somewhere* near our house.

b)

1. Do you know *anybody* (*anyone*) here?
2. There is not *anybody* (*anyone*) in the office.
3. Do you want *anything* else?
4. I can't see *anything*.
5. You can do *anything* you like.
6. Did you go *anywhere* yesterday?
7. You can buy the book *anywhere*.

c)

1. *Nobody* will believe you.
2. I saw *none* of my friends.
3. It means *nothing* to him.
4. I have *nowhere* to go.

Exercise 19G.

Translate into Ukrainian.

1. We have *some* friends living there.
2. There is *no* milk left.
3. We found *some* new words in the text.
4. We have heard *some* news that might interest you.
5. Have you *any* books published on the subject?
6. Have you noticed *any* changes?
7. Have you got *any* money on you?
8. Is there *any* letter for me?
9. There is not *any* butter left.
10. We don't use *any* new technologies while programming.

(S) Speaking (block II):

Exercise 2S.

Read and translate the text.

Ukraine

The official name of our country is Ukraine. It is a sovereign state. It has its own territory, division, higher and local bodies of power, government, national emblem, state flag and anthem.

Ukraine is located in the south-eastern part of Central Europe. The geographical centre of Europe is located near the town of Rakhiv in Zakarpatska Region.

Ukraine is one of the largest countries of Europe. Its area is about 603.7 thousand square kilometers.

It stretches for 893 km from North to South and for 1316 km from West to East. Ukraine borders on the Russian Federation in the east and in the north-east, on Poland, Slovakia, Hungary and Rumania in the west, on Moldova in the south -west and on Belarus in the north.

Its land borders stretch for 5450 km and its sea borders – for 1050 km. The total length of the borders is 6500 kilometers. The geographical position of Ukraine is favourable for its relations with countries of Europe and with countries all over the world.

The population of Ukraine is about 43 million people. The representatives of more than 110 nationalities and ethnic groups live in our country. Ukrainians make up 75 per cent of the population. The national (official) language of our country is Ukrainian. The national monetary unit is hryvnya.

The largest part of Ukraine's territory is flat. Plains make up 95 per cent of its area. The northern and the central parts of the plains are covered with forests. Ukrainian steppes are located in the south and in the south-west of the country.

The only mountains are the Ukrainian Carpathians in the west and the Crimean mountains in the extreme south.

The southern part of Ukraine is washed by the Black Sea and the Sea of Azov. There are about 23 thousand long and short rivers in our country. Most of them flow southward. The major Ukrainian rivers are the Dnipro, the Dniester and the Bug, which fall into the Black Sea, and the Donets, which falls into the Don. Rivers and a great number of lakes and ponds provide Ukraine with water.



The animal and the vegetable world of Ukraine is rather rich. Ukraine is considered to be the land of remarkable beauty. From the point of view of its natural resources Ukraine is a rich country. It is rich in coal, lead, oil, iron ore and building materials. The natural conditions are very good for life and for work.

Although their northern neighbours disparagingly refer to Ukrainians as 'little Russians', it was Ukraine that was home to the first eastern Slavic state. So historically Ukraine is the birthplace of Russia rather than vice versa.

Invaded by Mongols from the east, encroached upon by Poland and Lithuania from the west and requisitioned by Russia from the north, Ukraine's national culture was principally forged in the wild, Cossack-held steppes in the middle. The baton of nationalism was taken up again in the 19th century by

western Ukrainians under Austro-Hungarian rule, but it took the 1991 collapse of the Soviet Union for a centuries-old dream of an independent state to be realised.

By the form of the government, Ukraine combines the elements of presidential and parliamentary republic. President is the head of the state. A president is elected by the people of the country at general elections for a period of five years. A president cannot be younger than 35 years of age, must be a citizen of Ukraine and must live in the country for no less than 10 years and he must master the national (official) language.

The highest body of state power is Parliament. Ukrainian Parliament is called the Supreme (Verkhovna) Rada. It consists of one chamber only and includes 450 people's deputies. The laws of the country are made by them. The chairman of the Supreme Rada is elected by its members.

The Cabinet of Ministers is responsible for the realization of laws adopted by the Supreme Rada. It is headed by the Prime-Minister. He is elected for a period of 4 years and he forms his cabinet to his liking. On the 28th of June, 1996 at its fifth session the Supreme Rada adopted the Constitution of Independent Ukraine – the main law of our country.

The state flag of Ukraine is blue and yellow. The national emblem of our country is a Trident (Tryzub).

Ukraine is divided into regions and districts. There are 24 regions and the Republic of Crimea in Ukraine (currently annexed by Russian Federation). All the regions and districts as well as towns, cities and villages have the local bodies of power – regional, district, city, town or village Radas.

Like any other country, Ukraine has big cities. The biggest and the most important of them is Kyiv – the capital of Ukraine. It has a population of 2.6 million people and occupies an area of 790 square kilometers. It is the political centre of Ukraine. It is the seat of the Supreme Rada, the Cabinet of Ministers and the residence of the president. Kyiv is also economic and industrial centre of our country. There are a lot of banks, business offices, and industrial enterprises there.

It is the scientific and cultural centre of Ukraine. A great number of institutes, colleges, schools of various kinds, theatres, cinemas, museums and libraries are located there. It is the seat of the Academy of Sciences of Ukraine.

Kyiv is also famous for its beauty, for its wonderful streets, lots of chestnut trees and flowers all over the city. It is situated on the Dnipro River that makes it still more beautiful.

Kharkiv is the former capital of Ukraine. It is an important industrial centre, one of the biggest transport junctions. Donetsk is a big cultural centre and a coal-mining centre. Dnipropetrovsk is a large machine building centre and an important metallurgical centre. Odesa is a big seaport and a resort place, a centre of machine-building and food industries. Lviv is a large cultural, scientific and industrial centre. Zaporizhzhia is a metallurgical, automobile, agricultural machine-building centre.

As Ukraine is rather a big country its climate is different in various parts of the country. The climate on the territory along the Black Sea and the Sea of Azov is much warmer. The hottest region is the Crimea which has a subtropical climate. The weather there is very hot in summer and rather warm in winter. You can see a lot of evergreen trees and bushes in the Crimea. The rest of the country has a moderately continental climate.

Winter is rather mild with no severe frosts but with snow falls everywhere. The rivers and the lakes freeze. Winter sets in December. The coldest month is January. The temperature is about 15–20 degrees below zero. The coldest region is that in the north and in the north-east. But it often happens that winters are rainy and mild.

Exercise 3S.

Answer the questions.

1. Which region do you live in? What regions surround it?
2. Which countries border Ukraine? How many of them used to belong to the Soviet Union?
3. Look at the Ukrainian banknotes. Which regions and landmarks are shown on them?
4. What is the status of Ukraine?
5. Where is Ukraine (the centre of Europe) located?
6. What is the population of Ukraine?
7. What is the territory of Ukraine like?
8. Where are the mountains located?
9. What are the major Ukrainian rivers?
10. What natural resources is Ukraine rich in?
11. When was Ukraine proclaimed an independent state?
12. What kind of republic is it?
13. Who can be elected a president?
14. Who makes the laws of our country?
15. What is the Cabinet of Ministers responsible for?
16. Who heads the Cabinet?
17. When was the Constitution of Ukraine adopted?
18. What is the state flag of Ukraine like?
19. What is the national emblem of our country?
20. How many regions are there in Ukraine?
21. What are the local bodies of state power called?
22. When was Kyiv founded?
23. What is the hottest (the coldest) region?
24. What is the climate of the Crimea (the rest of Ukraine)?
25. What is winter (spring, summer, autumn) like?

Exercise 4S.

Finish the sentences.

1. Ukraine is located in ...
2. Ukraine borders on...
3. The only mountains are ...
4. The major Ukrainian rivers are...
5. President is the head of...
6. Ukrainian parliament is called...
7. The laws of the country are made by...
8. The Constitution was adopted on...
9. The state flag of Ukraine is...
10. Ukraine is divided into...
11. Kyiv is...

Exercise 5S.

Fill in the gaps in the text below with the following figures. Translate the text.

1654	43 million	450	24	1991	603.700
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Exercise 6S.

Read the text below and match the words in bold to their definitions.

- Independent and having the power to make decisions
- Those data show their choice or opinion in an election
- Joining the parts of a divided group, party or country together again
- People who have a legal right to live in a particular country
- Announced something officially or publicly
- Members of the Ukrainian Parliament

Important Information and Statistics

On 24th August, 1) _____, Ukraine **proclaimed** its independence from the USSR and began to construct a democratic state. This was a historic moment for Ukraine as for many years its independence and culture had been in danger.

Since the collapse of Kyivska Rus', present day Ukraine had been under pressure from Tatar, Polish and Turkish invaders, all of them attempting to bring the people and land under one rule. This threat was reduced with the so-called **reunification** of Ukraine and Russia in 2) _____. This event happened at the Pereyaslav Rada under Bohdan Khmenytskyi's guidance. For more than 250 years Ukraine was part of Russia, and in 1922, it became one of the republics of the Soviet Union.

Ukraine is the largest country in Europe. Recent figures show that 3) _____ people live in Ukraine, giving it the fifth largest population in Europe. Ethnic Ukrainians constitute 75 percent of Ukraine's population. Other ethnic groups

that are widespread in Ukraine are Russians (22 percent), Belarussians, Poles, Jews, Bulgarians, Hungarians and Tatars (less than 1 percent each).

The territory of Ukraine covers 4) _____ square kilometers. Historically and ethnically, Ukraine's territory is divided into several zones: Polissia in the North, Serednya Prydnipryanshchyna along the central part of the Dnipro River, Podillia in the South-West, along the rivers Pivdenny Boug and Dnistr, Slobozhanshchyna in the East, Volyn in the North-West, the Carpathians and Bukovyna in the West and Crimea in the South.

According to the Constitution of Ukraine, the territorial structure of the country is composed of 5) _____ *oblasts* (regions) and the **Autonomous** Republic of Crimea with further subdivision into *rayons* (districts), cities (each having its own rayons), settlements and villages. The cities of Kyiv and Sevastopol possess a special status determined by law. Every city has a Mayor and a Mayor's office.

The Structure of the National Government

Under the Constitution, the powers of the government are divided into three branches – the legislative (1), which consists of the Verkhovna Rada (the Ukrainian Parliament), the executive (2), headed by the President with the Cabinet of Ministers as the highest body and the judicial (3), which is led by the Supreme Court.

The parliament has one house that is represented by 6) _____ people's **deputies** elected for four year terms by the **citizens** of Ukraine. The Verkhovna Rada's main function is making laws.

The President is elected directly by the **voters** for a term of five years with no more than two full terms. The President of Ukraine secures state independence, human rights and freedoms. The executive power in *oblasts* and *rayons* is exercised by local state administrations. Their heads are appointed by the President and are responsible to him.

Justice in Ukraine is exercised entirely by the courts. It is administered by the Constitutional court and by courts of general jurisdiction. The Supreme Court of Ukraine is the highest body of general jurisdiction. The Autonomous Republic of Crimea has its own parliament and government.

Exercise 7S.

Read the sentences below and mark them *T* (True) or *F* (False). Correct the false ones.

1. The executive power is headed by the Supreme Court.
2. The Verkhovna Rada's main function is making laws.
3. The Prime-Minister secures state independence, human rights and freedoms.
4. The heads of the local state administrations are elected by the people.

Exercise 8S.

Read, translate and memorize the text about Kyiv.

Kyiv – the capital of Ukraine

Kyiv, the capital of Ukraine, is one of the oldest cities of Eastern Europe. It was founded about 1550 years ago by Prince Kiy and was named after him.

There are many places of historic interest in it. Among them there are the Kyivo-Pechersk Monastery (arose in the 11th century), St. Sophia's Cathedral (1037), the Golden Gates (the remains of only one of them has come down to us). The tsar's palace and St. Andrew's Church were built after the design of V. Rastrelli in 17–18 centuries.

It is one of the most beautiful cities of Europe. One half of its territory is occupied by parks and gardens. It is also the largest city of the country with population of about 3 million. Kyiv is a historic, political, religious, scientific and cultural centre of Ukraine. It is the seat of the highest body of state power of Ukraine, the Verkhovna (Supreme) Rada.

A large part of Ukraine's industrial output is produced by Kyiv's enterprises: motorcycles, tape-recorders, excavators, industrial machines, electric equipment, furniture, clothing, foodstuff, etc.

Kyiv is a cultural and academic centre of Ukraine. Research institutes, the National Scientific Library, the Central Botanical Garden, and the Main Astronomical Observatory are located there.

There is a great number of secondary schools, universities, institutes, and colleges as well as the National Academy of Sciences there.

Kyiv's cultural life is rich and varied. There are many theatres, museums, and exhibitions in it. There are government-funded museums in Kyiv: the Natural History Museum, the Historical Museum; the museums of art: National Art, Ukrainian Decorative Folk Art, Western and Eastern Art; some literary-memorial museums.

There are also museums organised and run by private individuals. The main professional theatres in Kyiv are: the National Opera, the Ukrainian Drama Theatre, the Opereta Theatre, the Puppet Theatre and many others. They are greatly appreciated by the citizens of Kyiv and the guests of the city.

Kyiv is famous for its monuments. The monument to Prince Volodymyr in the picturesque park on the Dnipro hills has become a symbol of the ancient city. Many monuments have been erected in Kyiv's squares, parks and other public places. Kyiv is the Hero-City. In the park of Immortal Glory there is an obelisk in honour of those who died in the Second World War.

The main street in Kyiv is Khreshchatyk Street which looks like a park lane: it is a river of green and gold trees from early spring till late autumn.

During the Great Patriotic War this street was almost completely destroyed and it was rebuilt in the post-war years. There are many fine buildings in Khreshchatyk, which form the unique architectural ensemble.

Kyiv, the old and ever young city, is the pride and glory of the Ukrainian people.

Unit 2

(G) Grammar:	<i>Infinitive & its Functions</i>
(R) Reading:	<i>Channels of Communication</i>
(L) Listening	<i>Interview about cybercafé</i> <i>Cybercafé: benefits and dangers for children</i>
(S) Speaking:	<i>History, culture and traditions of Ukraine</i> <i>Mini-project: plan your own cybercafé!</i>
(SR) Supplementary reading:	<i>Internet 2 – The next step</i> <i>Security and privacy on the Internet</i> <i>Computer Viruses</i>

(G) Grammar (block I):

Infinitives

Tense	Voice	Infinitive (to V ⁰)
Indefinite	Active	<i>to ask</i>
	Passive	<i>to be asked</i>
Perfect	Active	<i>to have asked</i>
	Passive	<i>to have been asked</i>
Continuous	Active	<i>to be asking</i>
Perfect Continuous	Active	<i>to have been asking</i>

Exercise 1G.

Translate the following sentences and state the forms and functions of the Infinitive (consult the table below).

1. The input unit to be described here is a new device.
2. To know English well you must work very hard.
3. The experiments to be carried out are very important.
4. To add and to subtract means to perform mathematical operations.
5. The students came to be instructed by the professor.
6. He (is/was) glad to have helped her.
7. She was glad to have been helped.
8. Information to be computed is usually stored in registers.
9. He was happy to have been working for so many years with this professor.
10. The programmer has to compile this program to give the exact commands to the computer.

	Translation	Function	Examples
to V ⁰	-ТЬ -ТИ -ТЬСЯ (Infinitive) - ННЯ (Noun)	<u>Subject</u> Стоїть на початку речення, узгоджується з дієсловом-присудком	<i>To answer the questions was rather difficult –</i> <i>Відповідати на ці питання було досить складно</i>
		<u>Object</u> Стоїть після дієслова-присудка	<i>I asked him to wait for me – Я попросив його зачекати на мене</i>
		<u>Part of the Predicate</u> а) модального [після <i>to have, to be</i>] б) складеного	<i>They have to do it – Вони повинні робити це</i> <i>He is to come at five – Він повинен прийти о 5 годині</i> <i>I hope to see you tonight – Сподіваюсь побачити вас ввечері</i>
	Subordinate clause with: для того щоб; щоб	<u>Adverbial Modifier (purpose)</u> В реченні обов'язкова наявність слова, яке є підметом	<i>To be answered this question needed explanation – Для того, щоб відповісти на нього, це питання потрібно було пояснити</i>
		<u>Adverbial Modifier (result)</u> Стоїть після частки <i>too</i> та її словосполучень: <i>too much, far too</i> або словосполучення <i>enough</i> + прикметник	<i>The child is too small to understand it – Дитина занадто мала, щоб зрозуміти це</i>
	Subordinate clause with: який, котрий	<u>Attribute</u> Стоїть після іменника або його замітника, має модальне значення повинності	<i>The problem will be discussed at the conference to be held soon – Ця проблема буде обговорюватися на конференції, яка незабаром проведиметься (повинна проводитися)</i>
Verb-Predicate	Стоїть після слів <i>the first, the last, the next</i>	<i>He is the first to come – Він приходить першим</i> <i>He was the first to come – Він прийшов першим</i>	

Exercise 2G.

Find the Infinitives, state their forms and functions. Translate the following sentences into Ukrainian.

1. The problems to be settled will be very serious.
2. In this region there are no historical places (sightseeings) to be mentioned.
3. This method was introduced in the plant to achieve better results.
4. The valuable information to be collected by sputniks will help to forecast weather.
5. They were glad to take part in our discussion.
6. In fact, the computer takes only one-tenth of its total operating time to do the computing.
7. Many people came to this conference to discuss the problem of global warming.
8. The method is not good enough to be used in the future.
9. It didn't take much time to extend this program.
10. The results to be received may vary considerably.
11. He remembered to have been living in the Crimea when a child.
12. He was too tired to be asked so many questions.
13. She was the first to speak at the meeting.
14. Experience has shown that government can do much to stabilize the economy.
15. To be objective is a must in any science.
16. As in many other cases two different attempts to deal with this problem can be found in the User's Manual.
17. To achieve favourable conditions, we were forced to login once again.
18. There were few specialists to consult with.
19. To forecast the future we must analyze the past course of events.
20. Who will be the next to translate this sentence?
21. To start the computer it was necessary to reboot it.
22. Often referred to as network configuration, these settings are not allowed to change.
23. The very first thing you must do is to ensure that the computer is switched off.
24. The problem was too much difficult to be solved spontaneously, without being carefully considered.

to V⁰ → для того щоб
→ який

She came over from Canada to live here – Вона приїхала з Канади, для того щоб жити тут
There is a lot of work to do first – Є багато роботи, яку треба зробити перш за все

Verbals with/ without *to*

(to V ⁰)	<p>agree – погоджуватися begin – починати believe – вважати continue – продовжувати decide – вирішувати demand – вимагати desire – бажати enable – давати змогу estimate – вважати, оцінювати expect – вважати, чекати fail – терпіти невдачу find – виявляти, вважати get – змушувати force – змушувати forget – забувати hate – ненавидіти hesitate – вагатись hope – надіятися intend – мати намір know – знати learn – учити like – любити love – любити offer – пропонувати plan – планувати prefer – надавати перевагу prepare – готувати refuse – відмовляти(ся) seek – намагатися seem – здаватися start – починати suppose – припускати, вважати think – думати, вважати try – намагатися want – хотіти wish – бажати</p>	<p><i>I want things to be done well – Я хочу, щоб все було зроблено добре</i></p>
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(to-V ⁰)	let – дозволяти make – спонукати, примушувати have – добитися, добиватися cause – примушувати Modals (can, may, must, should, would, could, might) would('d) better, would('d) rather – краще, швидше	<i>Rain made us come back</i> – Дощ примусив нас повернутися <i>I had this machine work correctly at last</i> – Времі-реміт я змусив цю машину працювати <i>We could have printed this article earlier</i> – Ми могли надрукувати цю статтю раніше
(to V ⁰ , V ^{ing} , V ³ /V ^{ed})	see – бачити hear, listen – чути watch – стежити, спостерігати notice – помічати observe – спостерігати feel – відчувати	<i>They watched the students (writing, write) the test</i> – Вони спостерігали, як (що) студенти пишуть тест

Exercise 3G.

Insert the Infinitives (with or without *to*) and translate the sentences into Ukrainian.

1. I would like */to discuss/ discuss/* this problem without being asked */to wait/ wait/*.
2. Do you want */to read/ read/* this article now?
3. Could you */to tell/ tell/* me about the history of you native town?
4. You'd better */to go/ go/* to the Internet café without waiting for your turn.
5. The teacher made the students */to do/ do/* this difficult translation.
6. Let's */to talk/ talk/* about different kinds of data communication systems.
7. Let me */to think/ think/* about your proposal.
8. Children are not allowed */to visit/ visit/* computing centers after 10 p.m.
9. Try */ to understand/ understand/* how this device functions.
10. Are you going */to pass/ pass/* your exams next week?
11. Will you */to be able/ be able/ /to help/ help/* us with this network configuration?
12. It caused the pointer */to move/ move/* erratically.

Exercise 4G.

Translate into English.

1. Їх попросили розповісти про історію рідного краю.
2. Зараз занадто пізно, щоб іти в парк.
3. Я хотіла б попрацювати над цією проблемою.
4. Він був радий взяти участь у роботі цієї конференції.
5. Давайте розглянемо функції цього приладу пізніше.
6. Він не знав, що потрібно було робити далі.
7. Вони приїхали, щоб познайомитися з традиціями нашого народу.

8. Досліди, які потрібно провести, будуть надзвичайно важливими для її дослідження.
9. Вони вивчають іноземні мови для того, щоб мати можливість читати літературу в оригіналі.
10. Скільки часу вам потрібно, щоб завершити цей дослід?
11. Не змушуйте мене нагадувати про вашу обіцянку ще раз.
12. Ми задоволені, що працюємо в цій лабораторії протягом 6 років.

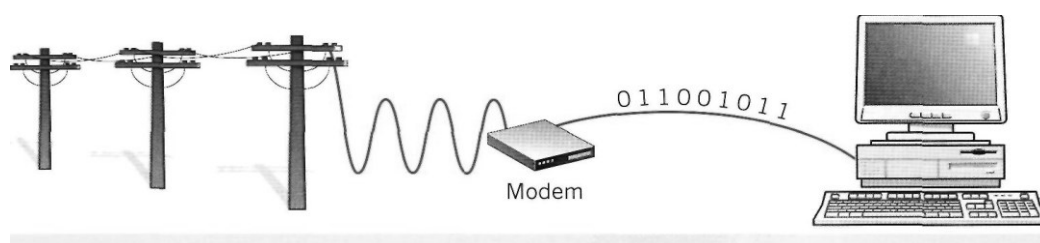
(R) Reading

Exercise 1R.

Try to answer these questions.

How can a PC be connected to another computer?

What data communication systems can you think of? Make a list.



Exercise 2R.

Match the data communication services on the left with the requirements on the right. Then read the passage and check your answers.

1 fax	a) To send a personal message to a friend who is at a different workstation.
2 electronic mail (e-mail)	b) To send a copy of a paper document – for instance, a scientific article.
3 teletext	c) To access massive databases containing all kinds of information, or to be connected with an airline reservations service.
4 local bulletin board system (BBS)	d) To receive shareware and public domain programs from a user group.
5 commercial online service	e) To find out weather forecasts and sports information from the television.

Channels of communication

What are “telecommunications”?

This term refers to the transmission of information over long distances using the telephone system, radio, TV satellite or computer links. Examples are two people speaking on the phone, a sales department sending a fax to a client or someone reading the teletext pages on TV. But in the modern world,

telecommunications mainly means transferring information from one PC to another via modem and phone lines (or fibre-optic cables).

What can you do with a modem?

A modem is your computer's link to the external world. With a modem you can exchange e-mail and files with friends and colleagues; you can access the Web and search for information about the stock market, current affairs, entertainment, etc.; you can participate in newsgroups and live conversations; you can make bank transactions and buy things from the comfort of your home. You can also access your office from your computer at home or your laptop in a hotel room.

Modems

Your PC is a digital device (it works with 1s and 0s). However, the telephone is an analogue device, designed to transmit the sounds of the human voice. That's why we need a modem – a bridge between digital and analogue signals. The word “modem” is an acronym for MODulator / DEModulator. When a modem modulates, it sends rapid on/off pulses. The computer on the other end translates (demodulates) those signals into intelligible text or graphics. Modem transmission speeds are measured in kilobits per second. The conventional modem transmits data at 56 kbps: a cable modem offers speeds of up to 2 Mbps; and an ADSL modem supports data rates of 1.5 to 9 Mbps.

Today a lot of companies find it more efficient to have some employees doing their work at home. Using a modem, they transfer their work into the office where it is printed and distributed. The list of applications is endless.

What do you need to telecommunicate?

You just need a PC (or a terminal), a modem connected to the computer and the telephone line, and communication software. Once you have installed and configured your modem, you can communicate with people through bulletin boards and online services.

Local bulletin boards

Bulletin board systems (BBS) are frequently free because they are run by enthusiasts and sponsored by user groups or small businesses. The person who administers the BBS is called *sysop* (system operator). You can use a BBS to download artwork, games and programs, or you can participate in ongoing discussions. You can also upload (send) programs, but make sure they are shareware or public domain programs.

Online service providers

To gain access to the Net you must first open an account with a service provider.

Internet service providers give you a software package, username, password and access phone number. You can then log on to the Internet and browse the web, download files from FTP sites, and send and receive e-mail. Most ISPs charge a flat monthly or annual fee that gives you unlimited access.

Commercial online services e. g. America Online, CompuServe and the Microsoft Network. They differ from dedicated ISPs in two ways: (1) they use a

smooth, easy-to-use interface, and (2) they have extra services for 60 members only (but they charge higher prices). For example, they offer airline reservations, professional forums, etc.



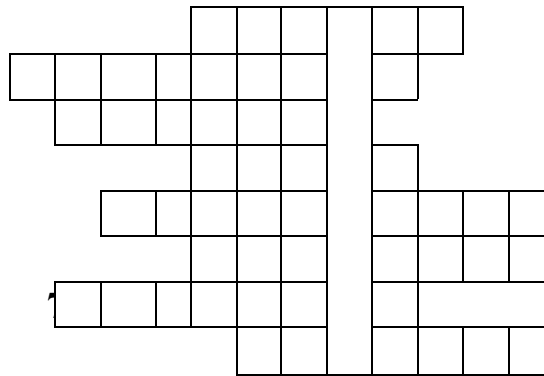
A **fax machine** sends and receives copies of original documents via a phone line.

Teletext on ITV and Channel Four is an information service in Britain which broadcasts a database alongside the TV signal. It provides constantly updated and real time information

Exercise 3R.

Complete the sentences by using a term from the list. Then write the words in the crossword.

modem network online download newsgroups services account telephone



1. When you are connected to the Internet you are described as being _____.
2. To communicate via the Internet you need a PC, a modem and a _____ line.
3. To have access to the Internet you must first open an _____ with an Internet service provider.
4. You need a _____ to convert computer data into a form that can be transmitted over the phone lines.
5. The public discussion areas on the Internet are called _____.
6. You can use a BBS to _____ clip-art, games and shareware to your PC.
7. CompuServe and America Online offer exclusive _____ to their customers.
8. The Internet is a global _____ of computer networks.

Exercise 4R.

Match and link the pairs of expressions that have the same meaning.

file of structured data	BBS	facsimile machine	FTP	sysop
kilobits per second	system operator	modem	Internet relay chat	
phone network	fax	database	bulletin board system	IRC
modulator/demodulator	kbps	file transfer protocol	telephone wires	

(G) Grammar (block II):**Word-building****Exercise 1G.**

a) In pairs, look at the words below and decide:

- what part of speech each word is
- where the stress falls on each item.

b) If you are not sure, look them up in a dictionary.

tele- means “at/over a distance”

• telegram	• telephoto	• televise
• television	• teletype	• teletext
• telegraph	• telegrapher	• telegraphic
• telegraphically	• telepathy	• telepathic
• telescope	• telescopic	• telephonist

Exercise 2G.

Now write down some words formed by adding these prefixes.

1 *auto-* (means “self”)

2 *trans-* (means “across from one place to another”)

3 *inter-* (means “between”, “among”)

(L) Listening (block I):**Task (Recording 2)****Exercise 1L.**

a) Look at the photo below and try to answer these questions.

1. What is a cybercafé?

2. What services would you expect when entering a cybercafé?

b) Listen to this interview with Daniel Sturdy, the manager of an Internet café in London. Then say whether these sentences are true (T) or false (F).

1. A cybercafé is a cafe where you can have access to the Internet and related services.
2. You can talk to people over the Internet as if you were speaking on the phone.
3. They don't help people who have problems while using the Internet.
4. A private e-mail account costs £10 a month.
5. At the moment they have got many international users.
6. You have to pay long-distance rates on the Internet.
7. In the café area you can sit, drink coffee and chat to people.
8. Most of the computers are in an upstairs area.

c) Choose the correct word to complete the list of things that you can do at a typical cybercafé.

(access/get into/enter) the Internet
(multiple/multiplayer/many-player) gaming
(look for/find/browse) the Web
(drink/take/make) coffee
(web/online/internet) telephony
chat (at/to/-) people

(S) Speaking

Exercise 1S.

Read and translate the texts and get ready to speak on them.

History of Ukraine

The term "Ukraine" first appeared in the chronicles of ancient Slavs in the 12th century as a geographical name for southern lands of the ancient Kyivska Rus. The State of Kyivska Rus was set up in the 9th century. It was a powerful feudal state with highly developed culture and various crafts widely known throughout Europe. During the existence of Kyivska Rus there were a great number of outstanding statesmen such as: Volodymyr the Great (980–1015), Yaroslav the Wise (1019–1054), Volodymyr Monomah (1113–1125).

During the reign of Volodymyr the Great the Christianity was adopted as a single religion in Rus. During the reign of Yaroslav the Wise, Kyivska Rus reached the peak of its cultural flourishing. It was Yaroslav who adopted the first juridical norms of law: "Ruska Pravda". During the reign of Volodymyr Monomah the state had the political as well as the territorial stability. He continued the work of Yaroslav on the development of culture and turned attention to education.

From the 13th century Ukraine was continuously struggling against invasions by the Tatar-Mongols, the Turks, the Crimean Tatars; Lithuanian and Polish rulers, who pursued a policy of merciless national oppression. The regeneration of Ukraine as an independent state began only with the "Cossack Epoch" and

the most outstanding personality of this period was Bohdan Khmelnytskyi. In 1654 a treaty of union between Ukraine and Russian tsar was signed. The hetman had the right to administer Ukraine, to possess an army and navy, collect taxes. Soon after Khmelnytskyi's death the tsar interrupted the treaty as a "personal union" and demanded its revision whenever a new hetman was to be elected. Several Ukrainian hetmans tried to break away from Russia but failed (I. Vyhovskyi in 1659, P. Doroshenko in 1665–1676, I. Mazepa in 1708–1709). After each such defeat the tsar reduced the Ukrainian's treaty rights. Finally, in 1764, the office of the hetman was abolished altogether, and in 1775 Katherine II destroyed the stronghold of the Ukrainian sovereignty, the Zaporizka Sich. She introduced serfdom in Ukraine. But the Ukrainian people have never stopped struggling against tsarist economic and national oppression.

After the overthrow of the tsar in March 1917, Ukrainian political and military organizations convened an assembly in Kyiv, called the Central Rada. It proclaimed the establishment of Ukrainian People's Republic. After the Bilshovyk Revolution in November 1917, Ukraine was proclaimed an independent and sovereign state and its first president was the famous Ukrainian scientist Mikhailo Grushevsky. When the revolution won a victory, Ukraine became the socialist republic.

The Ukrainian people suffered greatly during the World War II. 4 million and a half of Ukrainian people were killed; more than 2 million were taken to Germany as slaves. Freethinking was punished.

With the collapse of the Soviet Union in 1991, Ukraine became an independent state, formalised with a referendum on December 1991. Ukraine officially declared itself an independent state on August 24, 1991, when the communist Supreme Soviet (parliament) of Ukraine proclaimed that Ukraine will no longer follow the laws of USSR and only the laws of the Ukrainian SSR, de facto declaring Ukraine's independence from the Soviet Union.

On December 1, voters approved a referendum formalising independence from the Soviet Union. Over 90% of Ukrainian citizens voted for independence, with majorities in every region, including 56% in Crimea. The Soviet Union formally ceased to exist on December 26, when the presidents of Ukraine, Belarus and Russia (the founding members of the USSR) met in Belovezh Pushcha to formally dissolve the Union in accordance with the Soviet Constitution. With this Ukraine's independence was formalized de jure and recognised by the international community.

In November 2013, President Yanukovich did not sign the Ukraine–European Union Association Agreement and instead pursued closer ties with Russia. This move sparked protests on the streets of Kyiv and other Ukrainian cities. Protesters set up camps in Maidan Nezalezhnosti, and in December 2013 and January 2014 protesters started taking over various government buildings. Battles between protesters and police resulted in about 100 deaths in February 2014.

Following the violence, the Parliament turned against Yanukovich and on February 22 voted to remove him from power. Yanukovich fled Kyiv.

In March 2014, the 2014 Crimean crisis resulted in Crimea being annexed by Russia. The so-called “referendum” organized under Russian military occupation, was denounced by the European Union and the United States as illegal.

The Crimean crisis was followed by pro-Russian unrest in east Ukraine. In April 2014 Ukrainian separatists self-proclaimed the Donetsk People's Republic and Lugansk People's Republic and held “referendums” on 11 May 2014 claiming nearly 90% voted in favour of independence. Later in April 2014 fighting between the Ukrainian army and pro-Ukrainian volunteer battalions against forces supporting the Donetsk People's Republic and Lugansk People's Republic escalated into the War in Donbass. Russian Federation provided the separatists with military equipment, including newest weapons and soldiers and provoking unrest and preventing ceasefire.

According to different estimates, more than 50,000 people have already died in this conflict initiated by Russian Federation...

Culture and Traditions in Ukraine

Ukraine is full of traditions, customs and holidays. Some of them are very old, some appeared not long ago.

On the 24th of August we celebrate the Independence Day. There are a lot of concerts and dances in the streets of Kyiv. This day is the greatest national holiday.

New Year Holiday is widely observed in Ukraine. The most common type of celebration is the New Year party, which usually begins at 9 o'clock and goes on till the early hours of the morning.

Christmas Day is observed on the 7th of January. This holiday is of religious origin. Most people observe the tradition of going to church and having a tasty dinner.

On the 8th of March we celebrate Women's Day. It is a nice spring holiday when men give presents and flowers to their wives, sweethearts, girl-friends, sisters and daughters.

Another great national holiday is Easter, the holiday of celebrating Christ's rising from the dead. It is a time of giving or receiving presents that traditionally took the form of an Easter egg.

April's Fool's Day named from the custom of playing practical jokes or sending on fool's errands is on the 1st of April. People enjoy joking and laughing on this holiday.

The 9th of May is Victory Day, the holiday of victory over fascist invaders. People lay flowers to the war memorials, to the tombs of those who died in the war.

On the 7th of July our people celebrate an old heathen holiday, the Day of Ivan Kupalo. The celebration of the Day of Ivan Kupalo is rather a tradition than a holiday. On this day people gather at the banks of the river, make bonfires, etc. People say that on this day the water has a clearing power, young couples jump over the bonfires to know whether they'll be together or not. It is very beautiful and unusual tradition of our people.

There are many other traditions in Ukraine such as: St. Andrey's Day, St. Kateryna's Day, St. Nikolay's Day, etc.

Over the last few years Ukrainian people also celebrate such foreign holidays as St. Valentine's Day and Halloween.

Exercise 2S.

Mini-project: plan your own cybercafé!

Imagine you want to open an Internet café in town. In pairs, look at the box below and make a project about a café.

Consider the following:

- the **money** you need to set up and run your cybercafé
- the kind of **visitors** you would like to have
- the **location**

- the **services** you want to offer (food, drinks, coffees, etc.)
- the type of **furniture**
- the things that can help you create a **relaxing atmosphere** (music, decoration, lighting, private areas, etc.)
- whether you want to have second-hand **books**, classic literature or **magazines** about computers and the Internet.

Make decisions about:

- the type of Internet connection: via a cable modem, an ADSL modem, etc.
- hardware equipment (Macs and PCs, printer, fax, etc.)
- software (web browser, e-mail, online chatting, games on CD-ROMs, etc.)
- how much you will charge customers for your services
- classes for users.

Now choose a name and a slogan for your cybercafé.

Exercise 3S.

Read the passage, then choose the correct variant to complete the sentences.

One of the greatest advances in modern technology has been the invention of computers. They help us, fascinate us and occasionally scare us. The latest fear concerns children and computers. Some experts claim that brothers and sisters are starting to play more with computers than with one another, and that computers are distancing children from their parents.

Walking round a toyshop you find a home computer game to satisfy any child's violent imagination. Adult computer addicts are familiar figures: pale people who sit in front of green screens hour after hour. That is their choice. But the idea of a child living in front of a flashing green screen is somehow less acceptable. Canadian child psychologist Jams-Norton explains: These are children with few friends, afraid of making conversation. They are children who are usually allowed to do what they want. They cannot concentrate for long periods of time except in front of the screen. "If the computer games they play are violent," she adds, "they become indifferent to violence faster than they would through watching violent videos".

A frightening picture starts to appear. Jams-Norton sees a good number of troubled children. They usually persuade their parents to buy them a computer by saying it "will help their education". Computers, after all, are a central part of education today. Some educationalists enthusiastically look forward to the day when every child will have a personal computer in the class room and the class teacher will be nothing but a technician. That is not particularly appealing either, although with the current lack of teachers someone may soon decide it makes good economic sense. Jams-Norton disapproves of such an attitude, it is relationships with the teacher and the other pupils that make you learn.

We may be at a sort of crossroads. It is a question of whether we use the machines wisely or stupidly in bringing up children. "The computer", says the child psychologist, "is only a surface problem but the real problem is not

computers. It is parents who have forgotten how to be parents, or don't have the confidence. I wish they'd start noticing and worrying about what is happening a bit sooner."

A People are worried that children's dependence on computers may result in ...

1. serious learning difficulties.
2. serious problems with health.
3. families having communication problems.
4. permanent anxieties.

B Computer-dependent children ...

1. concentrate on the screen for short periods only.
2. become violent or aggressive.
3. find it hard to communicate with other children.
4. stammer more often than other children.

C The idea of computer-dependent adults is acceptable because ...

1. They can control their violent imaginations easily.
2. They are old enough to make their own decisions.
3. They can not stop looking at the flashing screen.
4. They don't only use the computers for game.

D Some experts believe that in the future ...

1. Every teacher will have a PC in the classroom.
2. It will be too expensive to give each schoolchild a computer.
3. Children will be educated at home using computers.
4. Most teaching will be done by computers.

E What is the real problem behind children's dependence on computers, according to the child psychologist?

1. Children's learning can be slowed down.
2. Parents do not participate in their children's education.
3. Children regard computers as toys not tools.
4. Parents do not have confidence when using computers.

(L) Listening (block II):
Task (Recording 3)

Exercise 2L.

Listen to Diana Wilson, a member of the Internet Safety Foundation. She is talking about cyberspace's dangers and benefits for children. Complete the notes in this table.

<p>Benefits</p> <ul style="list-style-type: none">• The Internet brings benefits for(1) _____ and entertainment. <p>Risks</p> <ul style="list-style-type: none">• manipulation of children• invasions of (2) _____• child (3) _____• violence and neo-Nazi (4) _____ <p>Solutions</p> <ul style="list-style-type: none">• There are websites (5) _____ for children.• Internet (6) _____ programs let parents block objectionable Web sites.• Websites should (7) _____ their content with a label, from child-friendly to over 18-only. <p>But this may limit free expression.</p>

(SR) Supplementary reading (block I):

Internet2 – The next step

Exercise 1SR.

Read the headings and the text. Then match them to the paragraphs.

- Partners for change
- Trials and challenges
- A new project
- Future plans
- Speed, security, service

1 _____
Internet2 is a collaborative project between universities, government agencies and industry partners in the USA. It aims to create advanced Internet applications for academic research, distance learning and education. The I2 project was developed by the University Corporation for Advanced Internet Development (UCAID) in October 1996.

2 _____

There are three major challenges facing Internet2:

- to establish an advanced communications infrastructure for the US research and education community.
- to develop new applications, such as digital libraries, telemedicine and virtual laboratories, allowing participants to send big packets of data and video at high speed. For example, teachers and students can view and consult during real-time medical operations, scientists can collaborate in virtual meetings etc.
- to transfer the new network capabilities to all levels of education and to the rest of the Internet.

3 _____

The I2 project is made up of three main categories of members: universities, non-profit organizations and corporate partners, i. e. sponsors and industries interested in investing in the project.

4 _____

Internet2 is working together with advanced networks such as the high-speed Backbone Network Service developed by MCI/Worldcom, and the Next Generation Internet, which is being built by US federal agencies. It runs on a new fibre-optic backbone called Abilene, which operates at speeds of up to 2,4 gigabits (1,024 megabits) per second. Internet2 uses Internet Protocol version 6 (IPv6) instead of the current IPv4. This new protocol uses the Quality of Service (QoS) technology, which allows users to send data with guaranteed delivery – on time and intact.

5 _____

Internet 2 and its fast backbones are not available to the general public yet, and its physical structure is not intended to replace the global Internet. But the plan for the future is to integrate the new technology with the public Internet and to make it available to everyone.

Exercise 2SR.

Fill in the gaps in these sentences using the passive forms of the verbs in the box.

provide	develop	use	call	send	deliver
---------	---------	-----	------	------	---------

1. The new national backbone _____ Abilene.
2. The Internet2 project _____ by UCAID in October 1996.
3. Funds and grants for research _____ by non-profit organizations like the National Science Foundation.
4. One objective of Internet2 is to develop new technologies that can _____ in the global Internet.
5. Huge packets of data and video _____ at high speed.
6. In the future it's likely that all media (TV, web content, email, etc.) _____ over Internet2.

Exercise 3SR.

Refer to the text to find the term for these definitions.

In *paragraph 1*

- investigation undertaken to discover new facts

In *paragraph 2*

- technology that provides high-quality information to doctors over long distances

In *paragraph 4*:

- glass material that guides light impulses at high frequencies
- high-speed data highways that connect other networks
- 1,024 megabits
- specification that describes how computers will talk to each other on a network

Exercise 4SR.

Security and privacy on the Internet

There are a lot of benefits from an open system like the Internet, but we are also exposed to hackers who break into computer systems just for fun, as well as to steal information or propagate viruses.

Security on the Web

The question of security is crucial when sending confidential information such as credit to card numbers. For example, consider 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. It is difficult to say how often this happens, but it's technically possible.

To avoid risks, you should set all security alerts to high on your Web browser. Netscape Communicator and Internet Explorer display a lock when the Web page is secure and allow you to disable or delete "cookies".

If you use online bank services, make sure your bank uses digital certificates. A popular security standard is SET (secure electronic transactions).

E-mail privacy

Similarly, as your e-mail message travels across the net, it is copied temporarily on many computers in between. This means it can be read by unscrupulous people who illegally enter computer systems.

The only way to protect a message is to put it in a sort of "envelope", that is, to encode it with some form of encryption. A system designed to send e-mail privately is *Pretty Good Privacy*, a freeware program written by Phil Zimmerman.

Network security

Private networks connected to the Internet can be attacked by intruders who attempt to take valuable 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 security solutions. The most common methods of protection are passwords for access control, encryption and decryption systems, and firewalls.

Virus protection

Viruses can enter a PC through files from disks, the Internet or bulletin board systems. If you want to protect your system, don't open e-mail attachments from strangers and take care when downloading files from the Web. (Plain text e-mail alone can't pass a virus.)

Remember also to update your anti-virus software as often as possible, since new viruses are being created all the time.

- **hacker:** a person who obtains unauthorized access to computer data
- **cookies:** small files used by Web servers to know if you have visited their site before
- **certificates:** files that identify users and Web servers on the net, like digital identification cards
- **encryption:** the process of encoding data so that unauthorized users can't read it
- **decryption:** the process of decoding encrypted data transmitted to you

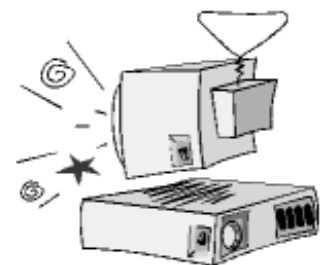
Exercise 5SR.

Do you know...

Computer Viruses

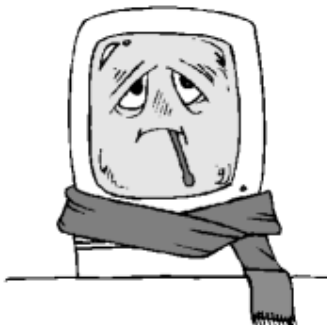
What are computer viruses?

Viruses are small programs that hide themselves on your disks (both diskettes and your hard disk). Unless you use virus detection software the first time that you know that you have a virus is when it activates. Different viruses are activated in different ways. For instance, the



famous Friday the 13th virus will activate only when it is both a Friday and the 13th of the month.

BEWARE: Viruses can destroy all your data.



How do viruses infect PCs?

Viruses hide on a disk and when you access the disk (either a diskette or another hard disk over a network) the virus program will start and infect your computer. The worst thing about a computer virus is that they can spread from one computer to another, either via use of infected floppy disk, or over a computer network.

The Internet allows you to access files from all over the world and you should never connect to the Internet unless you have a virus-checking program installed on your computer.

It is vital to keep your virus monitoring software up to date. Many such as Norton Anti Virus allow you to update the program so that the program can check for recently discovered viruses.

More Information:

Macfee anti virus software <http://www.mcafee.com>

Norton Anti-virus software <http://www.symantec.com/avcenter>

DR Solomon anti-virus software <http://www.drsolomon.com>

How to prevent virus damage

There are a number of third party anti-virus products available. Most of these are better than the rather rudimentary products available within DOS and Windows, but of course, you do have to pay for them! The main thing about your virus checker is that it should be kept up to date. Many companies supply updated disks on a regular basis or allow you to receive updates through an electronic, on-line bulletin board.

To password protect your computer

You can set a power-on password on your computer. The mechanism for setting this will vary from one computer to another, and is determined by the makers of the computer, rather than by DOS. The advantage of a power-on password is that the computer will not boot to DOS until you supply the correct password. This means that no one else can play around with your computer and in the process accidentally infect it with a virus.

Unit 3

(G) Grammar:

Infinitive Constructions:

Subjective Infinitive Construction

Objective Infinitive Construction

Word building

Programming languages

Computers at work or in education

Steps in producing a program

Famous people of Ukraine

(R) Reading:

(SR) Supplementary Reading

(L) Listening

(S) Speaking:

(G) Grammar (block I):

Translation of Subjective Infinitive Construction (Complex Subject)

Subject (2) + Verb- Predicate (1) + to + Infinitive (3) +

<p>(Indefinite Active Infinitive) <i>to write</i></p>	<p><i>He <u>is known</u> to write good programs –</i> Відомо, що він пише хороші програми. <i>He <u>was known</u> to write good programs –</i> Було відомо/Знали, що він пише хороші програми</p>
<p>(Continuous Active Infinitive) <i>to be writing</i></p>	<p><i>He <u>is known</u> to be writing a good program</i> <i>at the moment –</i> Відомо, що він зараз пише хорошу програму</p>
<p>(Perfect Continuous Active Infinitive) <i>to have been writing</i></p>	<p><i>He <u>is known</u> to have been writing a good program –</i> Відомо, що він писав хорошу програму</p>
<p>(Perfect Active Infinitive) <i>to have written</i></p>	<p><i>He <u>is known</u> to have written 6 good programs –</i> Відомо, що він написав 6 хороших програм</p>
<p>(Indefinite Passive Infinitive) <i>to be written</i></p>	<p><i>This program <u>is known</u> to be written by him</i> <i>–</i> Відомо, що він пише цю програму</p>
<p>(Perfect Passive Infinitive) <i>to have been written</i></p>	<p><i>This program <u>is known</u> to have been written by him –</i> Відомо, що він написав цю програму Відомо, що ця програма написана ним</p>

Exercise 1G.

Translate the sentences into Ukrainian paying attention to Subjective Infinitive Constructions.

1. Machine code is known to be the only language computers can understand directly.
2. This lecture was said to be very interesting.
3. The cybercafé is believed to be opened till the midnight.
4. He proved to be a good programmer.
5. These two scientists happened to meet at the conference.
6. She seems to know some programming languages.
7. Basic is known to be a low-level language.
8. These languages are considered to be quite complex and restricted to particular machines.
9. The delegation is reported to have come on Monday.
10. This experiment was said to have been discussed at the seminar.
11. She seems to be waiting for you.
12. His English appears to be improving gradually.
13. This method was thought to be forgotten.
14. He was seen to work at the lab last Sunday.

Exercise 2G.

Translate into English.

1. Виявилось, що він – хороший спеціаліст.
2. Відомо, що вона знає декілька мов програмування.
3. Вінера вважають батьком кібернетики.
4. Колись вважалося, що комп'ютери займають цілу кімнату.
5. Здається він вже купив новий комп'ютер.
6. Виявилось, що це питання має велике значення.
7. Повідомили, що делегація прибуде через тиждень.
8. Думають, що він пише програми.
9. Здається, цих двоє вчених працюють над однією й тією ж проблемою.
10. Кажуть, що математика – одна з найдавніших наук.
11. Виявляється, вони навчались в одній школі.
12. Кого вважають найбагатшою людиною в світі?
13. Здається, на Вас чекають.
14. Не може бути, щоб він самостійно написав таку складну програму!
15. Схоже на те, що ми закінчимо переклад до кінця заняття.
16. Сподівалися, що цей експеримент буде вдалим.
17. Припускають, що президент виступить на конференції.
18. Вважають, що ця робота була виконана успішно.
19. Навряд чи цей факт має велике значення (be of great importance).
20. Відомо, що цей комітет був створений кілька років тому.

Verbs used as Predicates

Verb groups	Verbs and Constructions	Examples
Дієслова, які вживаються у формі Passive Voice	<p>is (was) assumed – припускають(-ється) /(припускали)</p> <p>is (was) believed – вважають(-ється) /(вважалось)</p> <p>is (was) considered – вважають(-ється) /(вважалось)</p> <p>is (was) estimated – очікують (-ється) /(очікували, сподівались)</p> <p>is (was) expected – сподіваються /(очікувалось)</p> <p>is (was) found – виявляється /(виявилось)</p> <p>is (was) known – (було) відомо, знають /(знали)</p> <p>is (was) reported – повідомляється /(повідомлялось)</p> <p>is (was) said – кажуть /(казали)</p> <p>is (was) supposed – припускають /(припускали)</p> <p>is (was) thought – думають, вважають (-ється) /(думали, вважалось)</p>	<p><i>The door was found to be locked – Виявилось, що двері замкнені.</i></p>
Verbs in Active Voice	<p>appear(s,ed) – здається /(здавалось), виявляється /(виявилось)</p> <p>happen(s, ed) – виявляється /(виявилось), (трапилось)</p> <p>prove(s, ed) – виявляється /(виявилось)</p> <p>seem(s, ed) – здається /(здавалось)</p> <p>turn(s, ed) out – виявляється /(виявилось)</p>	<p><i>They seem to know all about him – Здається, що вони все знають про нього</i></p>
Word Combinations	<p>is (was) likely – ймовірно, можливо</p> <p>is (was) unlikely – малоймовірно, не може бути</p> <p>is (was) certain – без сумніву, напевне, звичайно, безумовно, безперечно</p> <p>is (was) sure – обов’язково, без сумніву, звичайно, безумовно, безперечно</p>	<p><i>They were certain to come to an understanding – Не було сумніву, що вони придуть до взаєморозуміння</i></p>

Variants of Substituting Subjective Infinitive Constructions

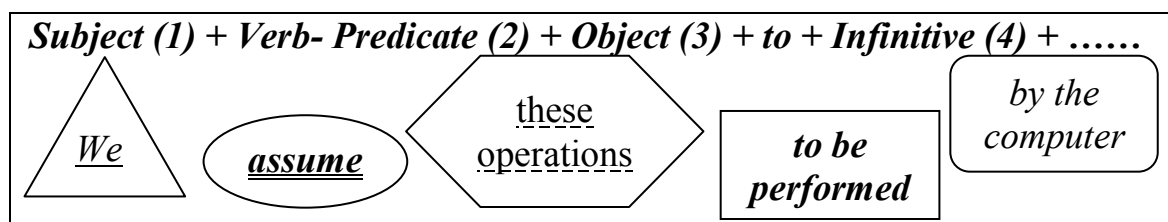
		Examples	
Complex Subject	<i>The book is said to be popular</i>	<i>Кажуть, що книга</i>	<i>популярна</i>
Parallel Sentence	<i>It is said that the book is popular</i> <i>It is said that the book will be popular</i>		<i>буде популярна</i>
Complex Subject	<i>The book turned out to be popular</i>	<i>Виявилось, що книга популярна</i>	
Parallel Sentence	<i>It turned out that the book was popular</i>		
Complex Subject	<i>He is certain to be having a good time</i>	<i>Без сумніву, він добре проводить час</i>	
Parallel Sentence	<i>It is certain that he is having a good time</i>		

Exercise 3G.

Substitute the following sentences with the parallel sentences and translate them into Ukrainian.

1. The book is said to be popular.
2. The article is likely to appear in the next issue.
3. They all appear to agree as to the importance of the problem.
4. Her advice proved to be helpful.
5. He is unlikely to change his opinion.
6. Taras Shevchenko is considered to be the greatest poet in the world poetry.
7. The government was expected to lose the election.
8. He seems to be looking for something.
9. The language of the novel turned out to be quite easy.
10. The discussion seemed to be coming to an end.
11. The weather is likely to change.
12. She happened to be there.

Translation of Objective Infinitive Construction (Complex Object)



Verbs used as Predicates

	Verbs	Examples
Verb + to + Infinitive	assume – думати, припускати believe – вважати consider – вважати choose – умовно вважати desire – бажати, хотіти expect – сподіватися, чекати find – знаходити, виявляти hold – вважати know – знати maintain – стверджувати prove – доводити require – вимагати suppose – думати, гадати think – думати, вважати show – показувати wish – бажати, хотіти want – хотіти	<i>We <u>assume</u> <u>these</u> <u>operations</u> to be performed by the computer – Ми вважаємо, що ці операції виконує комп'ютер</i>
Verb + to + Infinitive	'd better ('d rather) – краще б feel – відчувати have – змусити (вмовити) hear – чути help – допомагати let – дозволити make – примусити (силою) notice – помітити observe – спостерігати rather than – краще, ніж see – бачити used to – раніше постійно (робив) watch – спостерігати	<i><u>You'd better not stay</u> before the monitor for so long – Ти б краще не сидів так довго перед монітором</i>

Exercise 4G.

Translate into Ukrainian.

1. He wanted us to finish this experiment.
2. I expect you to revise all the rules.
3. I suppose him to be working now.
4. The engineer expected the work to be done in time.
5. We know him to have graduated from our University 3 years ago.
6. We know the cybernetics to be an important branch of modern technology.
7. They thought him to have taken part in their experiments.

8. Did you want the program to be updated?
9. She felt somebody look at her.
10. We heard him speak French fluently.
11. Nobody noticed her leave the lecture.
12. You can't make me believe all this is true.
13. We saw him come into the computing centre.
14. I watched my friend choose a laptop.

Exercise 5G.

Translate into English.

1. Він хотів, щоб прилад перевірили ще раз.
2. Ми не знали, що він пише програми.
3. Професор змусив студентів продовжувати цей дослід.
4. Вам подобається спостерігати, як хтось працює в Photoshop?
5. Ніхто не помітив, як він пішов.
6. Ви коли-небудь чули, як вона розповідає про видатних людей України?
7. Хто з вас чув, як задзвенів дзвінок?
8. Ти бачив, як він інсталував операційну систему?
9. Ми сподіваємося, що програма буде написана вчасно.
10. Ви хочете, щоб я розповів про мови програмування?
11. Ніхто не змусить мене повірити в це.
12. Кожен знає, що він вивчає ще одну іноземну мову.

(G) Grammar (block II):

Infinitive Constructions

The infinitive is used:

- after adjectives

*It is **difficult to use** machine code.*

- after modal verbs with *to*: *ought to*, *used to*

*I **ought to make** a back-up copy.*

*Using a computer is much easier than it **used to be**.*

- after modal and auxiliary verbs without *to*:

can, could, may, might, shall, should, will, would, would rather, would sooner

*Unfortunately, computers **can't understand** English.*

*I'd **rather buy** a game than a spreadsheet.*

Exercise 6G.

Make sentences as in the example.

Example:

not easy/write instructions in Pascal – It is not easy to write instructions in Pascal.

1. advisable/test the program under different conditions
2. expensive/set up a data-processing area
3. unusual for a program/work correctly the first time it is tested
4. difficult for students/learn FORTRAN
5. important/consider the capabilities of the programming language
6. quite easy/write instructions in BASIC

	Examples
for + Infinitive	<i>It is quite natural for him to act like that – Цілком природно, що він поводитьься так</i>
	<i>He waited for her to speak – Він чекав, щоб вона заговорила</i>

Exercise 7G.

Read the information in the box above and then look again at the reading passage in Ex. 1R. Underline the infinitive constructions after modal verbs.

Example:

*Unfortunately, computers **cannot understand** ordinary spoken English ...*

Exercise 8G.

Look at these pairs of examples and decide where there is an “important” change in meaning.

1. **a** I remember shutting down the computer before I left the room.
b Please remember to buy the new program.
2. **a** They stopped to look at the flowchart.
b They stopped looking at the flowchart.
3. **a** I like studying C language.
b I like to study C language in the evenings.
4. **a** It has started to rain.
b It has started raining.
5. **a** He needs to work harder.
b This hard disk needs repairing.

(R) Reading

Exercise 1R.

Read the text and find answers to these questions.

1. Do computers understand human languages?
2. What are the differences between low-level and high-level languages?
3. What is an assembler?
4. What is the function of compilers?

5. What do you understand by the terms *source program* and *object program*?
6. In the future, could computers be programmed in Spanish, French or Japanese?

Programming languages

Unfortunately, computers cannot understand ordinary spoken English or any other natural language. The only language they can understand directly *is known to be called* **machine code**. This consists of the 1s and 0s (binary codes) that are processed by the CPU.

Machine code as a means of communication *is considered to be very difficult* to write. For this reason, we use symbolic languages that are easier to understand. Then, by using a special program, these languages can be translated into machine code. For example, **assembly languages** *are said to use* abbreviations such as ADD, SUB, MUL, DIV to represent instructions. These mnemonic codes are like labels easily associated with the items to which they refer.

Basic languages, where the program is similar to the machine code version, *are known to be* **low-level languages**. In these languages, each instruction is equivalent to a single machine code instruction, and the program is converted into machine code by a special program called an **assembler**. These languages are still quite complex and restricted to particular machines.

To make the programs easier to write and to overcome the problem of intercommunication between different types of machines, higher-level languages were designed such as C++, Java, or php. These are all problem-oriented rather than machine-oriented. Programs written in one of these languages *are known to be* **source programs**. They are converted into a lower-level language by means of a **compiler** (generating the **object program**).

On compilation, each statement in a **high-level language** is generally translated into many machine code instructions.

People communicate instructions to the computer in symbolic languages and the easier this communication can be made, the wider the application of computers will be. Scientists are already working on Artificial Intelligence and the next generation of computers may be able to understand human languages.

Exercise 2R.

Translate the following expressions.

ordinary spoken English binary code as a means of by means of	assembly languages source programs to refer to low-level, high-level	single machine code instruction rather than Artificial Intelligence to overcome the problem
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Exercise 3R.

Decide if the following words collocate with code or language. Choose the correct answer.

- low-level (*code/language*)
- machine (*code/language*)
- object (*code/language*)
- high-level (*code/language*)
- programming (*code/language*)
- markup (*code/language*)
- source (*code/language*)
- assembly (*code/language*)

Exercise 4R.

Complete the definitions from an online dictionary by typing in terms from Exercise 3R. Then choose the correct verb forms.

1. _____: general term for a formal language used (*to write/for to write/writing*) instructions that can (*to be/be/being*) translated into machine language and then executed by a computer.
2. _____: a set of instructions that a computer can (*to understand/understand/understanding*) directly; it is expressed in binary code and is very difficult (*to write/write/writing*).
3. _____: a type of low-level language that uses abbreviations such as ADD, SUB, MUL and DIV (*to represent/represent/representing*) instructions; then translated into machine code using an assembler.
4. _____: a language such as an assembly language, which does not (*to need/need/need*) a compiler or interpreter.
5. _____: developed (*to make/make/making*) programs easier; (*to write/write/writing*) for example, FORTRAN, BASIC, C and Java.
6. _____: the original work of a programmer, which must (*to be/be/is*) translated by a compiler.
7. _____: instructions that a compiler (*to generate/generates/generating*) from source code written in a higher-level language, for example C++.
8. _____: a language for (*to create/create/creating*) web documents.

Exercise 5R.

Complete these steps in the writing of a program by typing in the words from the box.

debug	documentation	flowchart	problem	compile	instructions
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1. Understand the _____ and plan a solution.
2. Make a _____, which shows the steps of the program.
3. Write _____ in a programming language.

4. _____ the program – that is, turn it into machine code.
5. Test for errors and _____ the program.
6. Prepare _____, for example the instruction manual.

(SR) Supplementary Reading

Exercise 1SR.

Do you know...

Computers at work or in education

CBT (Computer Based Training)

Computer Based Training (CBT) offers a low cost solution to training needs where you need to train a large amount of people on a single subject. These programs are normally supplied on CD-ROM and combine text, graphics and sound. Packages range from general encyclopedias right through to learning a foreign language.

Automated production systems

Many car factories are almost completely automated and the cars are assembled by computer-controlled robots. This automation is becoming increasingly common throughout industry.

Design Systems

Many products are designed using CAD (Computer Aided Design) programs to produce exact specifications and detailed drawings on the computer before producing models of new products.

Types of systems used in business

Computers are ideally suited to a wide range of business activities. In many cases, the use of computers has results in companies shedding staff and becoming more efficient. The flip side is that many businesses such as banks while more efficient are also becoming more impersonal.

Stock control is ideal for automation and in many companies, it is now completely computerized. The stock control system keeps track of the number of items in stock and can automatically order replacement items when required.

In most large organizations, the **accounts** are maintained by a computerized system. Due to the repetitive nature of accounts, a computer system is ideally suited to this task and accuracy is guaranteed.

In many companies, the traditional **fax machine** has been completely replaced by the ability to send and receive faxes directly from a desktop computer. This is far more efficient as you do not have to waste time walking to and from the fax machine. In addition, the quality of the faxes sent and received is much higher. In a similar manner, the traditional answering machine has largely been replaced by **voice mail**. Using this system, the message can be stored on your own computer and played back when you return to your office.

The phrase **Email** refers to Electronic Mail, which operates in the same way as the traditional mail system but has the advantage that mail is sent and

received instantaneously (on a world wide basis). Most Email packages are very easy to learn and used properly can greatly enhance productivity.

A **word processing** program (such as Microsoft Word) allows you to easily produce letter, memos, etc. You can easily mail merge a list of names and addresses to produce mass mailers, individually addressed to customers or subscribers.

A **spreadsheet** program (such as Microsoft Excel) allows you to work out a company's income, expenditure and then calculate the balance. It allows you to make "what if" type projections of how the company will fair in the future and to forecast how changes in prices will affect profits.

A **database** program (such as Microsoft Access) allows you to compile information and then to search this information to extract just the information you require. For instance, if you have a database of all the equipment housed within an office you can very simply produce a report listing only the equipment above a certain value.

A **presentation** program (such as Microsoft PowerPoint) allows you to produce professional looking presentations, which can be printed out directly onto slides for use with an overhead projector. Alternatively, you can display your presentations directly on a computer screen.

A **graphics** program (such as Corel Graphics) is used to produce adverts, posters and promotional material by organizations.

Translation programs allow you to electronically convert text from one language to another. While these programs are far from perfect, their use is becoming increasing common and they are getting better as each new version comes out.

Where computers might be more appropriate than people:

Repetitive tasks

In the past, many repetitive jobs were performed by low skilled, poorly paid workers. Now is it more common to use computers instead.

Easily automated tasks

The phone system is now largely automatic, while in former times all calls were made through an operator. Many other examples exist. How many can you think of?

Mathematical calculations

A computer is ideally suited to performing mathematical calculations. Before computers were widely available accountants used to work on manual, paper-based spreadsheets. Within a spreadsheet, a common task would be adding up a column of figures, and then taking the total, which is added to other columns of figures. If you change one number within a column that is being summed there can be a knock-on effect on many other calculations within the spreadsheet. Re-calculating a spreadsheet could take hours (or days). On a computer, this re-calculation can take seconds!

Dangerous situations

Monitoring polluted or radioactive environments is suited to computer-based robots, where the use of a human would expose that person to unacceptable risks.

Serious space exploration is almost exclusively carried out by unmanned, computer-controlled machines. A recent exploration of Mars involved a computerized “car”, which had to make decisions on its own. It could not be fully remotely controlled from earth, as the time taken for the signal to reach Mars is just too long.

Where people might be more appropriate than computers:

When you are unwell and visit your doctor, it is often a person that you want to talk to, as there might well be other factors affecting your health (maybe personal problems) that you would not feel happy typing into a computer, but would feel comfortable describing to your local doctor, who you may well have known for years! In most of the caring professions, the same is true, whether it be doctors, nurses or social workers. The human touch is important.

Despite the uptake of e-commerce, selling on the Net, banking on the Net and so on, there are many people (myself included) who still like to have the option of a real person that you can talk to, be it the local bank manager or a real person on the end of a telephone sales line! Does anyone really like ringing a large organization and being greeted with a range of buttons to press, in order to communicate with a computerized telephone system. Even ordering cinema tickets can now involve a lengthy phone call, listening to a synthetic voice describing many films you do not want to see, and pressing many buttons!

For many years, science fiction has portrayed images of a thinking, sentient android (Lieutenant Data from Star Trek for instance). In reality this is a long way from present capabilities and when it comes to anything requiring creative thought, a human wins every time. Computers in their present form would gain little from studying philosophy for instance. They can memorize the facts, but cannot make the creative leaps that humans can. On a more mundane level, when it comes to even a simple task such as cleaning your home, a human can deal with mess, clutter and items (such as chairs) that have changed their position recently. Even this simple task is beyond a small computer.

Computers are very bad at recognizing and interpreting shapes. They can take photographs and record images on video, but they have no understanding of the meaning of shapes, and will be easily confused where presented with two overlapping shapes. The human process of pattern recognition, as recent research had demonstrated, is vastly more complicated than we used to think. For this reason it is humans, not computers that will examine tissue smears for signs of abnormality within hospitals.

In time things may change, it was not very long ago that a computer was incapable of beating a chess grand master!

Exercise 2SR.

In pairs, try to think of an answer for the question: *What is programming?* Look at the definition in the Glossary. Is it similar to yours?

Exercise 3SR.

Complete the following definitions with the words and phrases in the box.

the various parts of the program may occur in programs
language binary numbers a given problem

1. **algorithm**
The step-by-step specification of how to reach the solution to _____.
2. **flowchart**
A diagram representing the logical sequence between _____.
3. **coding**
The translation of the logical steps into a programming _____.
4. **machine code**
The basic instructions understood by computers. The processor operates on codes which consist of _____.
5. **debugging**
The techniques of detecting, diagnosing and correcting errors (or “bugs”) which _____.

(G) Grammar (block III):

Word-building

Exercise 9G.

Look at the groups of words and decide what part of speech each word is. Then complete the sentences with the correct word.

compile compiler compilation

1. Programs written in a high-level language require _____ or translation into machine code.
2. A _____ generates several low-level instructions for each source language statement.
3. Programmers usually _____ their programs to create an object program and diagnose possible errors.

program programmers programming programmable

1. Most computer _____ make a plan of the program before they write it. This plan is called a flowchart.

2. A computer _____ is a set of instructions that tells the computer what to do.
3. Converting an algorithm into a sequence of instructions in a programming language is called _____.

bug	debug	debugger	debugging
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1. New programs need _____ to make them work properly.
2. Any error or malfunction of a computer program is known as a _____.
3. The best compilers usually include an integrated _____ which detects syntax errors.

Exercise 10G.

In the word *debug* the prefix *de-* is used. This prefix means “to reverse an action”. Here are a few more examples.

defrost	debrief	declassify	decode	decompose	decentralize
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(L) Listening

Task (Recording 4)

Exercise 1L.

a) Listen to Lucy Boyd, a software developer, explaining how a program is produced. Number these steps in the order you hear them.

- Provide documentation of the program.
- Understand the problem and plan the solution.
- Test and correct the program.
- Make a flowchart of the program.

b) Write the instructions in coded form and compile the program.

c) Listen again and take notes. Use your notes to explain what each step means.

(S) Speaking

Exercise 1S.

Read and translate the following text and get ready to speak on 5 more outstanding names in Ukrainian history, culture and science.

Famous people of Ukraine

In the history of humanity there have always been people whose actions and ideas produced a great impact on the lives of other people. That’s why they are called outstanding.

Ukraine is also abundant in talents. They have made a great contribution to the scientific, cultural and social life of our country.

Ukrainian literature contains a lot of glorious names. The names of Taras Shevchenko, Lesia Ukrainka, Ivan Franko, Marko Vovchok and Hryhorii Skovoroda won universal recognition. There's hardly a country in the world which doesn't have Taras Shevchenko's poems translated into its language. Gentle melodies and deep emotions of Lesia Ukrainka's verses are also dear to poetry-lovers throughout the world. But the names of modern Ukrainian writers are not so well-known as they should be. Such names as Lina Kostenko, Oles Honchar, Vasyl Symonenko, Vasyl Stus and others were forgotten.

Vasyl Stus is one of the outstanding Ukrainian poets of the twentieth century one of the courageous "sixties". Vasyl Stus' prison poetry explores the themes of life and death, fate and destiny, individual choice and responsibility.

Ukrainians are known as a musical people with a lot of folk songs and talented performers. The Ukrainian nation composer school is connected with the name of Mykola Lysenko. M. Lysenko's operas "Taras Bulba", "Natalka Poltavka", "Eneida" are still staged at the world's opera-houses. The Ukrainian fine art is represented by the names of Kostandi, Murashko, Borovykovskiy, Pymonenko.

A lot of brilliant sportsmen honored their motherland, among them – Volodymyr and Vitalii Klychko, Andrii Shevchenko, Yana Klochkova, Viyacheslav Uzelkov.

Ukraine has also given the world many outstanding scientists. Such names as Vernandskyi, Glushkov, Zabolotnyi, Bogomolets, Sklifosovskiy, Paton, Filatov are well-known all over the world. Nowadays modern Ukrainian scientists achieved great successes in the field of mathematics, physics, biology and medicine.

Volodymyr Vernandskyi became the first Ukrainian Academician in 1919. In 1922 he went to Paris to work with Marie Curie in order to research radioactivity. Vernadskyi's ideas became the core of new directions in geology, mineralogy and hydrogeology.

Yehen Paton was an outstanding constructor and a scientist. In 1896–1929 he constructed 35 bridges, among them the main bridge across the Dnipro in Kyiv. In 1929 Paton organized the laboratory of electric welding, which became an institute in 1934.

Great contribution to the world's historical science was made by such prominent Ukrainian historians as Mykola Hrushevskiy, Mykhailo Drahomanov, Dmytro Yavornytskyi, Mykola Kostomarov.

The Ukrainian science and culture have always developed the best human traditions of the mankind.

Unit 4

- (G) Grammar: *Gerunds, Infinitives, Participles
Past Activities
Used*
- (R) Reading: *The fastest growing occupation in the
nearest future*
- (SR) Supplementary reading: *Jobs in computing
Computers in daily life
How to write an effective CV*
- (L) Listening: *A job interview*
- (S) Speaking: *My future profession.*

(G) Grammar (block I):

Types of Gerunds

Tense	Voice	Gerund (V ^{ing})
Indefinite	Active	<i>using</i>
	Passive	<i>being used</i>
Perfect	Active	<i>having used</i>
	Passive	<i>having been used</i>

Functions of Gerunds

Function	Examples
<u>Subject</u>	<i>Seeing and doing are two different things – Бачити і робити – різні речі</i>
<u>Object</u>	<i>He likes driving a car – Він любить водити машину</i>
<u>Attribute</u>	<i>There are many ways of doing it – Існує багато способів здійснити це</i>
<u>Adverbial Modifier</u>	<i>He stood without noticing anyone – Він стояв, не помічаючи нікого It's no good to swim after eating – Погано плавати після їжі</i>
<u>Part of the Predicate</u>	<i>My greatest pleasure remains travelling – Моїм найбільшим задоволенням залишається подорожування He went on reading – Він продовжував читати</i>

Exercise 1G.

Choose the correct variant. Keep in mind that *need*, *require*, *want* and *be worth* are combined with Gerund in Active to express the passive meaning!

Example: The shoes *need/want/require repairing*.

Взуття потрібно відремонтувати.

The play *is worth seeing*.

П'єсу варто подивитися.

1. The clothes require (*mending/ being mended*).
2. The room needs (*being painted/painting*).
3. The batteries in the radio need (*being changed/changing*).
4. It is a difficult problem. It needs (*thinking/being thought*) about very carefully.
5. His name is not worth (*mentioning/being mentioned*).
6. The magazine is worth (*being subscribed/subscribing to*).
7. The event is worth (*being commented/commenting on*).
8. Mr. Brook's theories are worth (*listening to/being listened to*).
9. I don't think this newspaper is worth (*reading/having been read*).
10. Olga got used to (*driving/being driven*) a car in London.
11. James objected to Alice's (*being stayed/staying*) at the Astor Hotel.
12. The manager approved of the problem (*being discussed/discussing*) in detail.
13. He denies (*seeing/having seen*) the document before.
14. Jean often mentions (*being known/knowing*) Mr. Anderson.
15. Mrs. Blank apologized for (*being caused/having caused*) so much trouble.
16. Everybody congratulated Prof. Anderson on (*having carried out/having been carried out*) the experiment successfully.

Exercise 2G.

Read the passage below, and then look at the table above. Find the gerunds and decide whether they function as the subject, the subject complement, the object of a verb, or the object of a preposition.

You cannot create a picture simply by specifying primitives. Instead, you must specify the primitives and their attributes, then transform them by specifying where and how you want them placed on the screen so they create your picture. Transformation means moving or otherwise manipulating the object by translating, rotating and scaling the object. Translation is moving an object along an axis to somewhere else in the viewing area. Rotation is turning the object around an axis. Scaling is making the object larger or smaller in any of the horizontal, vertical or depth directions (corresponding to the x, y and z axes). The term rendering describes the techniques used to make your object look real. Rendering includes hidden surface removal, shading, light sources and reflections.

Exercise 3G.

Complete the sentences by using a gerund from those in the box.

<i>creating</i>	<i>adding</i>	<i>clicking</i>	<i>processing</i>	<i>printing</i>	<i>rendering</i>
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1. Graphic artists like _____ colour and depth to their drawings and designs.
2. A 32-bit painting program has a complete palette of tools for _____ images from scratch.
3. The speed of a microprocessor is important in _____ information.
4. Before _____ a document, the user should decide on the layout.
5. You can open the colour palette by _____ on the pop-up icon.
6. _____ refers to the techniques used to make realistic images.

Exercise 4G.

Translate the following sentences paying attention to Gerund.

1. Reading technical literature in English is very important for an engineer.
2. Printing is the final stage in creating a document.
3. Ink-jet printers operate by projecting small ink droplets onto paper to produce images.
4. It is not worth buying this monitor.
5. I remember attending his lectures on programming.
6. After graduating from the University he will be a system engineer.
7. He began testing the program immediately.
8. The organizers of the conference were informed of his having refused to take part in it.
9. I remember his having been interested in computers in his childhood.
10. It goes without saying that they are still expensive for students.
11. Mechanical engineers use sophisticated programs for applications in computer-aided design and computer-aided manufacturing.
12. Basically, computer graphics help users to understand complex information quickly by presenting it in a clear visual form.
13. Debugging a program is a hard job.
14. One of the benefits of buying a system is that it has detailed documentation with it.
15. By performing different kinds of operations on a computer, people solve a lot of different problems.
16. Programming is the process of preparing, testing, correcting instructions for a computer.
17. Logical operations consist in comparing, selecting, sorting, matching & determining.
18. After performing calculations a computer displays some result.
19. (His) Ivan's being a brilliant programmer is a well known fact.
20. We saw the operator having made the machine operate.

Combinations with Gerunds

<p>admit – визнавати allow – дозволяти appreciate – цінувати avoid – уникати can't help – не стриматися, щоб не... consider – вважати delay – зволікати deny – заперечувати dislike – не любити enjoy – одержувати задоволення finish – закінчувати forgive – прощати give up – відмовлятися go on – тривати, продовжувати hate – ненавидіти insist on – наполягати на involve – залучати keep – продовжувати look forward to – чекати з нетерпінням mind – заперечувати miss – скучати, відчувати відсутність object to – заперечувати проти postpone – відкласти practice – практикувати recommend – радити regret – жалкувати remember – пам'ятати report – повідомляти risk – ризикувати suggest – пропонувати worry about – турбуватися про... be accustomed to – бути звичним до... be afraid of – боятися be against – бути проти be good at – розбиратися в ... be used to – бути звичним до... be difficult in – складний(а) в be fond of – захоплюватися in addition to – крім того, be intrested in – зацікавлений (а) в... be sorry for – шкодувати з приводу... be tired of – втомлений (а) від... be worth – бути вартим</p>	<p><i>They objected to applying this method – Вони заперечували проти застосування цього методу</i></p> <p><i>What is worth doing is worth doing well – Те, що варто робити – варто робити добре</i></p>
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Variants of Translation Gerund into Ukrainian

Function		Examples	
Subject	Gerund construction	<i>Jane's coming surprised me.</i>	<i>Те, що Джейн приїде, здивувало мене.</i>
	Parallel sentence	<i>That Jane was coming surprised me.</i>	
Object	Gerund construction	<i>They objected to his applying this method to practice.</i>	<i>Вони заперечували проти того, щоб він застосовував цей метод на практиці.</i>
	Parallel sentence	<i>They objected that he should apply this method to practice</i>	
Attribute	Gerund construction	<i>Her hands showed no signs of their being used for hard work.</i>	<i>Її руки не мали слідів важкої праці.</i>
	Parallel sentence	<i>Her hands showed no signs that they were used for hard work.</i>	
Adverbial Modifier	Gerund construction	<i>Despite it being cold they would not stop their observations.</i>	<i>Незважаючи на те, що було холодно вони не бажали припиняти свої спостереження.</i>
	Parallel sentence	<i>Despite (the fact that) it was cold they would not stop their observations.</i>	

Go + Gerund

go biking	go sailing	go dancing	go shopping
go boating	go drinking	go partying	go singing
go climbing	go hiking	go birdwatching	go skating
go diving	go jogging	go bowling	go skateboarding
go picnicking	go swimming	go camping	go skiing
go riding	go visiting	go cycling	go surfing
go running	go walking	go fishing	go windsurfing

Exercise 5G.

Choose the correct variant, translate the sentences into Ukrainian.

1. Richard is expecting (*us/our*) to go to class tomorrow.
2. You shouldn't rely on (*him/his*) calling you in the morning.
3. They don't approve of (*us/our*) leaving early.
4. George asked (*me/my*) to call him last night.
5. We understand (*him/his*) having to leave early.
6. We are expecting (*Henry/Henry's*) to call us.
7. They are looking forward to (*us/our*) visiting them.
8. Susan regrets (*John/John's*) being in trouble.
9. We understand (*you/your*) not being able to stay longer.
10. We object to (*their/them*) signing the contract now.

Translation of Gerunds / Participles / Infinitives

Form	Translation	Examples
Infinitive	-ть, -ти (інфінітив)	<i>They began to read</i> — <i>Вони почали читати</i>
	to V ⁰ -ння (іменник)	
Gerund	-ть, -ти (інфінітив)	<i>They began reading</i> — <i>Вони почали читання</i>
	V ^{ing} -ння (іменник)	<i>I enjoy reading</i> — <i>Мені подобається читання</i>
	-вши (дієприслівник)	<i>She left without saying a word</i> — <i>Вона пішла, не сказавши ні слова</i>
Participle I	-учи -ючи -ачи -ячи (дієприслівник)	<i>Walking along the street I met him</i> — <i>Йдучи по вулиці, я зустрів його</i> <i>We saw a trembling dog</i> — <i>Ми побачили тремтячу собаку</i>
	-учий, -ючий (дієприкметник) -ачий, -ячий	
Participle II	V ³ /V ^{ed} -ний -мий -тий (дієприкметник)	<i>The corrected text is on the table</i> — <i>Виправлений текст лежить на столі</i>

Exercise 6G.

Translate the sentences paying attention to the Infinitive Constructions.

1. Guessing a password or cracking the program that controls the access to the system is considered to be breaking through a security measure and entering a computer system.
2. Computer software engineers are projected to be one of the fastest growing occupations over 2004-2014 period.
3. Prices for good CRT monitor are said to have dropped considerably by the end of the month.
4. We know the optical mouse to be a far cry from the conventional ball-roller assembly of the first mechanical mice.
5. I saw him using this device in the lab.
6. We assume notebook sales to be starting to catch up with those of PCs.
7. I thought him to be good at writing programs.
8. Our engineers want the computer problems to be solved by computers.
9. We asked the shop-assistant to show us the computer operate.
10. We know Pascal to be the first inventor of the mechanical computer.

Exercise 7G.

Translate the following sentences into Ukrainian paying attention to -ing forms and state their functions.

1. Science requires experimenting.
2. These methods were tried without obtaining the necessary results.
3. The positive results were being obtained last year.
4. The monument of what century are they restoring?
5. This monument needs restoring.
6. Think before saying!
7. I don't understand what he is talking about.
8. Speaking foreign languages is very important for every educated person nowadays.
9. The idea of creating this lab belongs to our chief.
10. How long has he been working on his report?
11. When choosing a printer take into considerations all the specifications.
12. I noticed a very nice monitor standing far from the one we were recommended.
13. Measuring resistance is necessary in many experiments.
14. Go on demonstrating your slides.
15. In solving problems it is necessary to distinguish between fact and hypothesis.
16. Avoid mixing these two substances.
17. Heating copper wire from 0 to 100° increases its resistance about 40 %.
18. It's no use searching for another approach.
19. Calcium and sodium are alike in being very soft.
20. Upon being heated to a high temperature many metallic compounds are decomposed.
21. Sulphur is hardened by being mixed with copper.
22. His having given up the job disappointed us.
23. The president's refusing to take steps aroused everybody's indignation.
24. Your threatening them made us angry.
25. The papers not commenting on the event was most surprising.
26. The two countries exchanging delegations is most important for establishing friendly relations between them.
27. His knowing English will help him in his work.
28. Howard was surprised at his chief not having asked him anything.
29. Helen was disappointed at Peter not having been invited.
30. They insisted on our flying to Liverpool.
31. There is no possibility of our seeing him this week.

Exercise 8G.

Translate the sentences into Ukrainian paying attention to -ing forms.

1. He kept moving his start bar around the sides of the screen, shifting the windows and the icons around.
2. There are two features for printing.
3. I had a hard time reading this letter.
4. The police are catching more and more crimes with every coming year.
5. Before buying a game, you must consider “system requirements”.
6. The police informed that a man had been found dead after playing computer games for 86 hours non-stop.
7. The world of gaming on-line is ever changing.
8. If you are going to take gaming seriously, you have to spend time doing it.
9. Children begin using computers regularly for education and entertainment purposes by the time they are ten.
10. Computers were once viewed as isolating people from people.
11. Software engineers must possess strong programming skills, but are more concerned with developing algorithms and analyzing and solving programming problems than with actually writing code.
12. The workers use different programming languages, depending on the purpose of the program.
13. Hard disk space at this point, probably isn't worth caring too much about.
14. Laptops usually share memory between CPU and GPU, saving a lot of space and helping to reduce power consumption.

Usage of Verbals

Verbs + Gerunds	Verbs + Infinitives	Verbs + Nouns + Infinitives	Adjective + Preposition Combinations + Gerunds	Noun + Preposition Combinations + Gerunds	Be + Adjective Combinations + Infinitives	Nouns + Infinitives
admit accuse of advise [1] allow [1] anticipate apologise (to sb.) for appreciate approve of avoid begin [4] believe in blame (sb.) for can't bear [4] can't help can't see can't stand [4] cease [4] complete concentrate on congratulate on consider continue [4] defend delay deny depend on despise discuss dislike don't mind dread [3] encourage [1] enjoy fancy finish [3] forget [3] forgive for go on [4] hate [4] imagine insist on involve keep like [3] love [3] mention (not) mind miss need [3] neglect [4] object to pay for permit [1] postpone practice	agree to appear to arrange to ask [sb.] to begin [3] to can('t) can't bear [4] to can't stand [4] to care to cease [4] to choose [sb.] to claim to complain (to sb.) about continue [4] to could('t) decide to demand to deserve to dread [3] to expect [sb.] to explain to fail to forget [3] to get (be allowed) to happen to hate [4] to have sb. do smth. hesitate to hope to intend to know to learn to like [4] to love [4] to may (not) manage to need [sb.,3] to make sb. do smth. might (not) must(not) neglect [4] to offer to ought to plan to prefer [4] to prepare [sb.] to pretend to promise [sb.] to propose [4] to refuse to regret [3] to remember [3] to seem to	advise [1] allow [1] cause convince enable encourage [1] force get (cause to) hire invite order permit [1] remind require [1] tell urge [1] warn	be accused of accustomed to be angry with sb. for be angry about sb. for be annoyed with sb. for be annoyed about be addicted to be afraid of be amazed at/by be anxious about be ashamed of be astonished at/by be aware of be bad at be bored of be busy with be (in)capable of be committed to be concerned about be conscious of be content with be critical of be dedicated to be delighted with be (in)dependent on be devoted to be disappointed with be discouraged by be engaged to be engaged with be envious of be excited about be famous for be fond of be frightened of be furious about be furious with sb. for be guilty of be good at be happy about be impressed with/by be interested in be involved in be jealous of be keen on be known for be nervous about	addiction to advantage of anxiety about belief in credit for dedication to delay in devotion to disadvantage of experience in fear of fondness for habit of interest in knowledge of love of memory of objection to preference for process of reaction to reason for regret for report on reputation for responsibility for story about talent for	be afraid be amazed be anxious be ashamed be astonished be bound be careful be certain be content be delighted be determined be eager be eligible be fortunate be glad be happy be hesitant be liable be likely be lucky be prepared be pleased be proud be ready be relieved be reluctant be sad be shocked be sorry be surprised be upset be willing	advice appeal attempt chance decision desire dream goal motivation need opportunity order permission plan preparation proposal recommendation refusal reminder request requirement suggestion tendency wish way

prefer [4] propose [4] protect against/from quit [3] recall recollect recommend regret [3] rely on remember [3] report require [1] resent resist risk specialize in start [4] stop [3] succeed in suffer from suggest suspect of thank for tolerate try [3] understand used to urge [1]	should (not) show to start [3] to swear to tell to tend to threaten [sb.] to try [3] to vow to wait to want [sb.] to warn sb. of/about wish [sb.] to would would like [sb.] would better would rather yearn to		be opposed to be pleased with be proud of be remembered for be responsible for be satisfied with be scared of be shocked at/by be sorry about/for be surprised at/by be suspicious of be terrified of be tired of be tolerant of be upset about be (get) used to be worried about be worth			
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1 = verb + a gerund OR a noun + an infinitive

3 = verb + a gerund OR an infinitive with a difference in meaning

4 = verb + a gerund OR an infinitive with little difference in meaning

Verbs Followed by Gerunds OR Infinitives (Different Meaning)	Verbs + Gerunds OR Infinitives (Similar Meaning)	Expressions + VERB+ing
begin dread forget keep like love need regret remember start stop try	can't bear can't stand cease continue hate neglect prefer propose	as well as be busy be in favour of feel like have (some) problems have a difficult time have a good time have a hard time have a problem have an easy time have difficulty (in) have fun have no difficulty (in) have no problem how about it's no good (use) spend one's time there's no chance of there's no point in waste one's time what's the point of what's the use of
Verbs Followed by V^{ing} OR Infinitives (Different Meaning)		
see hear smell feel notice watch observe listen to		

Exercise 9G.

Choose the correct form of the verbal.

Translate the sentences and state the function of the verbals.

1. When *applied/ applying* mathematical methods to the solving technical problems engineers are often interested in *order to obtain/ obtaining* finite numerical results.
2. The students *get/ getting* their practical *train/ training* when they are *work/ working* at various plants.
3. I'd like *to show/ showing* you the work of this device.
4. He enjoyed *to work/ working* with this group.
5. You must avoid *to use/ using* an optical mouse on a reflective surface.
6. I saw him *to cross/ crossing* the street.

Exercise 10G.

Translate the sentences into English using the expressions: *to be good at, to be sorry for, to be worth, to go on, to give up, to be of great importance, it goes without saying.*

1. Зрозуміло, що після закінчення університету він працюватиме програмістом.
2. Він оголосив, що відмовився від паління.
3. Мене запитали, кому належить ідея створення космічних ракет.
4. Їм повідомили, що не варто використовувати цей прилад для тестування.
5. Він пішов, не завершивши своєї роботи.
6. Будь-хто знає, що вивчення іноземних мов має велике значення для кожної освіченої людини.
7. Вона спитала, чи потребують такі принтери реклами.
8. Існує декілька шляхів вирішення такої проблеми.
9. Продовжуй читати!
10. Він добре знається на розв'язанні подібних питань.
11. Він вибачився за запізнення.
12. Мене запитали, чи я працював до вступу до університету.

$$\left. \begin{array}{l} V^{\text{ing}} \\ \text{to } V^0 \end{array} \right\} \rightarrow \begin{array}{l} -\text{ННЯ} \\ -\text{ТЬ, -ТИ} \end{array}$$

*They objected to **applying** this method – Вони заперечували проти застосування цього методу*

*What is worth **doing** is worth **doing** well – Те, що варто **робити** – варто **робити** добре*

*It is useless **to discuss** the problem – Даремно **обговорювати** цю проблему*

*We continued **discussing** the problem – Ми продовжували **обговорювати** проблему*

Translation of the -ing Forms/Participles

Підмет	Infinitive (to V⁰)	<i>To know her is to love her – Знати її – значить любити її</i>
	Gerund (V^{ing})	<i>Seeing and doing are two different things – Бачити і робити – різні речі</i>
Додаток	Infinitive (to V⁰)	<i>It is pleasant to swim in the sea – Приємно плавати в морі</i>
	Gerund (V^{ing})	<i>He likes driving a car – Він любить водити машину</i>
Означення	Gerund (V^{ing})	<i>There are many ways of doing it – Існує багато способів здійснити це</i>
	Infinitive (to V⁰)	<i>I have no desire to go there – У мене нема бажання їти туди</i>
	Participle I (V^{ing})	<i>A person bringing good news is always welcome – Людині, яка приносить хороші вісті, завжди раді</i>
	Participle II (V³/V^{ed})	<i>The rooms reserved for them are upstairs – Кімнати, заброньовані для них, нагорі</i>
Обставина	Gerund (V^{ing})	<i>He stood without noticing anyone – Він стояв, не помічаючи нікого It's no good to swim after eating – Погано плавати після їжі</i>
	Infinitive (to V⁰)	<i>He stopped to buy some papers – Він зупинився, щоб купити газети</i>
	Participle I (V^{ing})	<i>When writing a telegram use few words – Коли пишете телеграму, вживайте мало слів</i>
	Participle II (V³/V^{ed})	<i>When painted the house looked nice – Коли будинок пофарбували, він став виглядати приємно</i>
Частина присудка	Infinitive (to V⁰)	<i>He can[*] write – Він може писати He began to write – Він почав писати His desire is to write – Його бажання – писати</i>
	Participle I (V^{ing})	<i>He is writing – Він пише He sat writing – Він сидів і писав</i>
	Participle II (V³/V^{ed})	<i>He has written – Він написав The letter was written – Лист був написаний He looked tired – Він мав стомлений вигляд He had his shoes mended – Йому полагодили туфлі</i>
	Gerund (V^{ing})	<i>My greatest pleasure remains reading – Моїм найбільшим задоволенням залишається читання He went on reading – Він продовжував читати</i>

*дієслова: must, need (not), can, may, might, ought to, should, would, used to, dare

** усі форми Continuous Tense

*** усі форми Perfect Tense

**** усі форми Passive Voice

Exercise 11G.

Translate the following sentences into English.

1. Складання програми вимагає великої уваги програміста.
2. Провівши багато дослідів, вчені змогли запустити цю систему.
3. Пам'ять використовується для збереження різноманітної інформації.
4. Він добре ремонтує комп'ютери.
5. Дякую за запрошення на конференцію.
6. Блок вводу складається з пристроїв, які використовують різні значення.
7. Логічні операції, які виконуються комп'ютером – це порівняння, вибірка, узгодження та визначення.
8. Обговорюючи переваги даного пристрою, професор надав студентам усі необхідні пояснення.
9. Які переваги використання мов програмування?
10. Хто цей чоловік, який сидить в комісії?
11. Він міг читати технічну літературу, не користуючись словником.
12. Використовуючи Інтернет, він підготував цікаву доповідь про історію комп'ютерів.
13. Які компанії, що виготовляють процесори, ви знаєте?
14. Після закінчення університету він працює програмістом.
15. Коли подорожуєш, варто взяти портативний комп'ютер.
16. Оптична миша не потребує чищення, оскільки вона не містить рухомих деталей.
17. Вона добре перекладає тексти, користуючись електронним словником.
18. Закінчивши університет, він вирішив продовжити своє навчання в аспірантурі. (take a post-graduate course)

$V^3 / V^{ed} \rightarrow \left. \begin{array}{l} - \text{ний} \\ - \text{мий} \\ - \text{тий} \end{array} \right\}$	<i>Money spent on brain isn't spent in vain – Гроші, витрачені на розум, витрачені недаремно</i>
having + $V^3 / V^{ed} \rightarrow$ вши	<i>Having got what he wanted, he went away – Отримавши те, що він бажав, він пішов</i>
$to V^0 \rightarrow$ для того щоб } + дієслово \rightarrow який }	<i>She came over from Canada to live here – Вона приїхала з Канади для того, щоб жити тут There is a lot of work to do first – Є багато роботи, яку треба зробити перш за все</i>

(R) Reading

The fastest growing occupation in the nearest future

The great impact of computers and information technology on our everyday life has generated a need to design and develop new computer software systems and to incorporate new technologies into a rapidly growing range of applications.

Computer software engineers are projected to be one of the fastest growing occupations in the next 10 years.

In programming or coding, software engineers instruct a computer, step by step, how to perform a function. They also solve technical problems that arise, but they are more concerned with developing algorithms and analyzing and solving programming problems than with actually writing code. They use different programming languages, depending on the purpose of the program.

Employment of computer software engineers is expectable to increase much faster than average for all occupations. Demand for computer software engineers will increase as computer networking continues to grow. For example, the expanding integration of Internet technologies and the explosive growth in electronics have resulted in rising demand for the specialists who can develop Internet, Intranet and World Wide Web applications.

Most employers prefer to hire persons having at least a bachelor's degree and broad knowledge of computer systems and technologies. Very good opportunities are expected for college graduates with practical work experience.

Persons interested in jobs as computer software engineers must have strong problem-solving abilities and analytical skills. They also must be able to communicate effectively with team members and the customers they meet. A core team may comprise engineering, marketing, manufacturing and designing people, who should work together until the product is released.

New growth areas will continue to arise from rapidly evolving technologies. Also, information security concerns have given rise to new software needs. So, the expansion of this technology in the next 10 years will lead to an increased need for computer engineers to design and develop the software and systems to run these new applications and integrate them into older systems.

Exercise 1R.

Read the text, translate it and choose the proper variant.

1. High-level programming languages BASIC, Pascal, ADA, C, and C++ are considered to be the programming languages *to learn/ to be learnt*.
2. BASIC was *developed/ developing* in 1965 and is one of the earliest *programming/ programmed* languages. BASIC was originally created as an interactive programming language for time *sharing/ shared* on large mainframes. It is widely used on all sizes of computers and has become extremely popular on *microcomputers/ minicomputers*.

3. PASCAL is a *general/ special* purpose high-level programming language. It is named after the famous *French/ English* mathematician Blaze Pascal, who in 1642 designed and built the first mechanical *calculator/ computer*. Pascal was proposed and defined in 1971, and *gained/ has gained* popularity in universities and colleges of Europe and the USA.
4. ADA is a PASCAL *based/ basing* language, but much more comprehensive than PASCAL, being designed for both commercial and scientific problems. It was named after Augusta Ada Byron, daughter of the famous *English/ American/ Scottish* poet, Lord Byron.
5. C is a *compiler/ compiling* language. Some *operating/ operated* systems are written in C.

(SR) Supplementary reading (block I)

Exercise 1SR.

a) Look carefully at the job advertisements and discuss with another student what personal qualities and professional abilities you would need for each job. Tick (✓) the most important qualities in the list. Then add some more of your own.

<p>SENIOR PROGRAMMER required by DIGITUM, a leading supplier of business systems to the insurance industry.</p> <p>You will be able to work on the full range of development activities – analysis, design, coding, testing and implementation. At least two years' experience of COBOL is necessary.</p> <p>As we are active in Europe, fluency in French, Italian or another European language is desirable.</p> <p>Don't miss this opportunity to learn new skills and develop your career.</p> <p><i>Send your curriculum vitae to</i> CHRIS SCOTT, PERSONNEL MANAGER, DIGITUM, 7S PARKHILL STREET, LONDON SW2 3DE <i>You can visit our Web site at:</i> http://www.digitum.com</p>	<p>DTP Operator required for a leading financial magazine. We are looking for a bright, competent QuarkXPress operator with at least three years' experience in design and layout. Skills in Photoshop, Freehand or Illustrator an advantage. Ability to work in a team and to tight deadlines is vital.</p> <p>Please apply in writing, with CV and samples of your work, to Tom Parker, Production Manager, Financial Monthly, Stockton Street, London EC1 4WW</p>
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- logical reasoning
- imagination
- physical fitness
- efficiency
- self-discipline
- willingness to take on responsibility

- ability to lead a team
- patience and tenacity
- ability to draw well
- being good with figures

b) Would you like to apply for one of these jobs? Why?

Exercise 2SR.

Study the personal profile of Charles Graham. Which is the most suitable job for him?

Charles Graham

- 28 years old. Married.
- Education: 3 A-levels. In-depth knowledge of Apple Macintosh equipment.
- Course in graphic design and page-layout applications from Highland Art School.
- Proficient in Adobe PageMaker.
- Diploma in word processing. Wide experience in MS Word.
- Present job: Computer operator for PromoPrint, a company specializing in publishing catalogues and promotional material.

(L) Listening

Task (Recording 5)

Exercise 1L.

a) Listen to part of Chris Scott’s interview with Sarah Brown and complete his notes.

Name: Sarah Brown
 Address: 19 Sandford Street, London HW7 4HH
 Home phone no: 0181 569 1260
 Job applied for: Senior Programmer

Qualifications:

- University: _____
- Foreign languages: Basic knowledge of Italian and Spanish

Work experience:

- At NCR _____

- What was software used for?

- What computers were used?

- Knowledge of databases?

- Present job: Works for Intelligent Software; writes programs in COBOL
Reasons for applying: _____

b) Listen again and check your answers. Then compare your answers with a partner.

Task (Recording 6)

Exercise 2L.

a) Listen to the conversation about the job interview and guess the meaning of the following expressions.

- the worst experience in my life
- for some reason
- put on the résumé
- a total lie
- look well-rounded
- test me on it
- I felt so nauseous

b) Listen again and check your notes consulting the dictionary.

(SR) Supplementary reading (block II)

Exercise 3SR.

Action Verbs Checklist

Purpose: The purpose of this inventory is to help you to be able to come up with different action verbs you may be having a hard time thinking of yourself.

How to use the Inventory: The following is a sample list of verbs that can be applied to a cross section of careers. Circle every word that applies to you. Jot down examples of situations in your working life that demonstrate the skill. Then try to incorporate these into your resume and/or cover letter.

Good Luck!

Management Skills	Administered	Analyzed
Assigned	Chaired	Consolidated
Contracted	Coordinated	Delegated
Developed	Directed	Evaluated
Executed	Organized	Oversaw
Planned	Prioritized	Produced
Recommended	Reorganized	Reviewed
Scheduled	Supervised	Communication Skills
Addressed	Arbitrated	Arranged
Authored	Co-authored	Collaborated
Corresponded	Developed	Directed
Drafted	Enlisted	Formulated
Influenced	Interpreted	Lectured
Mediated	Moderated	Negotiated
Persuaded	Promoted	Proposed
Publicized	Reconciled	Recruited
Spoke	Translated	Wrote
Research Skills	Clarified	Collected
Critiqued	Diagnosed	Evaluated
Examined	Extracted	Identified
Inspected	Inspired	Interpreted
Interviewed	Investigated	Organized
Reviewed	Summarized	Surveyed
Systemized	Technical Skills	Assembled
Built	Calculated	Computed
Designed	Devised	Engineered
Fabricated	Maintained	Operated
Pinpointed	Programmed	Remodeled
Repaired	Solved	Teaching Skills
Adapted	Advised	Clarified
Coached	Communicated	Conducted
Coordinated	Developed	Enabled
Encouraged	Evaluated	Explained
Facilitated	Guided	Informed
Instructed	Lectured	Persuaded
Set goals	Stimulated	Taught
Trained	Financial Skills	Administered
Allocated	Analyzed	Appraised
Audited	Balanced	Budgeted
Calculated	Computed	Developed
Managed	Planned	Projected
Researched	Creative Skills	Acted
Conceptualized	Created	Customized

Designed	Developed	Directed
Established	Fashioned	Illustrated
Instituted	Integrated	Performed
Planned	Proved	Revised
Revitalized	Set up	Shaped
Streamlined	Structured	Tabulated
Validated	Helping Skills	Assessed
Assisted	Clarified	Coached
Counseled	Demonstrated	Diagnosed
Educated	Facilitated	Familiarized
Guided	Inspired	Motivated
Participated	Provided	Referred
Rehabilitated	Reinforced	Represented
Supported	Taught	Trained
Verified	Clerical or Detail Skills	Approved
Arranged	Catalogued	Classified
Collected	Compiled	Dispatched
Executed	Filed	Generated
Implemented	Inspected	Monitored
Operated	Ordered	Organized
Prepared	Processed	Purchased
Recorded	Retrieved	Screened
Specified	Systematized	Stronger Verbs for Accomplishments
Accelerated	Achieved	Attained
Completed	Conceived	Convinced
Discovered	Doubled	Effectuated
Eliminated	Expanded	Expedited
Founded	Improved	Increased
Initiated	Innovated	Introduced
Invented	Launched	Mastered
Originated	Overcame	Overhauled
Pioneered	Reduced	Resolved
Revitalized	Spearheaded	Strengthened
Transformed	Upgraded	

Exercise 4SR.

How to write an effective CV

Jon Larsson is thinking of a career move. He has read the job ads in the classified section of his newspaper and has started updating his CV in preparation for the application process.

Exercise 5SR.

Read Jon's biography from his personal webpage and answer the questions that follow.

Jon's Homepage

Hi, I'm Jon Larsson. Welcome to my personal webpage.

I'm a 42 year-old Marketing Manager for a major multinational software company. I'm originally from Sweden, but have spent most of my life in the UK, so I'm bilingual (I also speak fluent Italian and French). I am currently living in Edinburgh, the beautiful capital of Scotland. However, I feel I need a new challenge in my life, both personally and professionally, so I have decided on a change of direction. I am interested in a fresh start abroad and in a new area of business – I've been working with computers for too long!

I have a great deal of experience in marketing having worked in this area for over 10 years. I planned and implemented projects which increased SoftFocus's market share by 10%. I also restructured the Sales and Marketing Dept at Starsign and improved sales figures by 20%. I have a Diploma in Marketing from Glasgow University (1987) and an MBA completed online with Aston University (1998–2000). I graduated from Aberdeen University in 1983 after successfully completing a 4-year BA in Economics and International Relations.

So, I have the experience, the qualifications, but not the job satisfaction. I feel it's time I put my skills and knowledge to better use – for myself and for others. I've been very lucky in my career and I am financially secure, so a big salary in my next job is not the most important factor for me. The opportunity to travel and to experience something new and exciting is more attractive. I am not in a hurry to start a new job, I'd rather take my time to make the right decision.

It's time to update my CV and scan the job ads in the newspapers and on the internet!

- Jon is happy with his current job.....(T/ F)
He has worked in computers for over 10 years.....(T/ F)
He made a significant difference to the profits of SoftFocus and Starsign..(T/ F)
Jon is changing jobs for financial security.....(T/ F)
He wants to start a new job as soon as possible.....(T/ F)

Exercise 6SR.

Read this article from a business magazine about how to write an effective CV, and then read Jon's CV.

HOW TO WRITE AN EFFECTIVE CV

Get yourself noticed. Get ahead of the competition. Get that job!

We asked 3 Human Resources managers with top organisations what they look for in a good CV. What gets you noticed and put on the shortlist and which CVs go straight to the Recycle bin! This is what they said:

✓ Clear layout. Use headings and keywords.	✗ Don't overuse formatting i.e. not too many different styles in Bold , <i>italics</i> , <u>underlining</u> .
✓ Concise writing style.	✗ No long winded explanations and long sentences please.
✓ Reverse chronological order i.e. most recent job listed first. If you have a long career history only include the last 8 to 10 years. If you are quite new to the job market, present any relevant experience.	✗ Don't start with your first ever job. We're more interested in your more recent experience.
✓ Include RELEVANT educational background as well as work experience/	✗ Don't tell us about the swimming certificate you got at primary school! Keep it relevant and up to date.
✓ Check your CV for spelling mistakes before you send it.	✗ Don't leave gaps in your employment history.
✓ References are really important. They should be professional references.	✗ Do NOT use your best friend or a family member as a referee.
✓ Be positive! Promote yourself!	✗ Don't undersell yourself!

Make your CV easy to read. A big company will receive hundreds of CVs for each job and the person reading them will only scan them quickly looking for keywords and information to match you to the job requirements. Make sure the reader doesn't delete your CV. Use the following headings to direct attention to the important parts:

Personal details, Achievements, Career history, Referees, Profile, Qualifications, Interests, Special skills.

Exercise 7SR.

Use the headings from the article above to complete Jon's CV.

Curriculum Vitae		
Jon Larsson		
1.01		
Name: <i>Jon Larsson</i> Date of Birth: <i>20/05/1961</i> Address: <i>16 Ringwood Gardens</i>		
1.02	Profile ✓	
A Marketing Director in a major software firm, <i>SoftFocus Computers</i> , seeking a fresh challenge in a socially responsible organisation.		
1.03		
MBA Marketing Diploma BA Boy Scouts Badge Swimming certificate 100m		
1.04		
Sales Assistant	<i>Best Clothing Co.</i>	<u>August 1990 – May 1992</u>
Marketing Co-ordinator	<i>Fiji Film Co.</i>	<u>February 1995 – June 1995</u>
Asst. Marketing Manager	<i>Starsign Computers</i>	<u>June 1995 – January 1997</u>
Marketing Manager	<i>SoftFocus Computers</i>	<u>January 1997 – present</u>
1.05		
Planned and implemented projects which increased SoftFocus's market share by 10%. Restructured the Sales and Marketing Dept at Starsign and improved sales figures by 20%.		
1.06		
Bi-lingual: English/Swedish Fluent in Italian and French		
1.07		
<i>Mrs Julia Larsson</i> <i>16 Ringwood Gardens</i> <i>Edinburgh</i> <i>Scotland</i>		
<i>Dr Charles Runner</i> <i>Director, Sales and Marketing</i> <i>Starsign Computers</i> <i>e-mail: charles.runner@starsign.org</i>		

Can you suggest any improvements to help Jon update his CV?
Is there anything he needs to add, change or remove?

Exercise 8SR.

Understanding job advertisements

Read these job ads. Which posts does Jon have the qualifications and experience for? Tick the jobs. Which job would be most suitable for him now? Why?

<p>Online Project Manager <u>Job 1</u> Location: London Salary: Very attractive salary + benefits <i>E-Market</i>, a major online trading community, is looking for an Online Project Manager. As part of an online marketing team, you will be responsible for acquiring new <i>e-Market</i> users. You will lead a team involved in planning and negotiating online deals. You will have a minimum of five years' experience in online planning at a media company. If you feel you have the right experience for this role, please send your CV.</p>	<p>GlobalAid <u>Job 2</u> We are looking for a hard-working individual with a project development background to join our small but expanding team in an exciting and important environmental and conservation project. You will be required to spend up to 6 months in your first year abroad, perhaps relocating to our project base in Kenya. Financial rewards: limited! Job satisfaction: unlimited! Curriculum Vitae to: Personnel, GlobalAid</p>
<p><i>Want to make a difference?</i> <u>Job 3</u> Feel undervalued and fed up with your corporate life? If you have the skills and experience but not the opportunity to use them in a positive way, <i>Action Africa</i> can offer you the opportunity to discover a more satisfying and rewarding working life. We need people with experience of managing finances and a strong track record in project development to support a new aid project in Africa. The post is based at our head office in London. Immediate start. E-mail/fax your CV now.</p>	<p><u>Marketing Director <u>Job 4</u></u> Location: Hong Kong Salary: \$45000-\$55000 pa + benefits <i>Netway</i>, a highly successful Internet Company is looking for a Marketing Director to start ASAP. As part of an online marketing team you will be responsible for strategy and online brand development. Ideally, you will have at least four years' experience in planning and buying and 5 years' experience negotiating deals and managing accounts for business development. E-mail your résumé to: recruitment@HK.org</p>

Exercise 9SR.

Read the advertisements again and decide if the statements are True or False.

Global Aid is offering a good salary.	
<i>Netway</i> is looking for someone to start very soon.	
Experience is not necessary for the <i>Action Africa</i> post.	
Global Aid wants someone who is prepared to move to Africa.	
All the jobs request applicants to send a CV.	

Exercise 10SR.

Find the expressions in the ads with the same meaning as the expressions below.

at least (Job1)	<i>a minimum of</i> ✓
moving to (Job2)	
Human Resources (Job2)	
in a foreign country (Job2)	
bored (Job3)	
as soon as possible (Job4)	

(SR) Supplementary Reading (block III)

Computers in daily life

Types of systems used in the home

Each month it seems that computers either cost less or get more powerful! When the original PC was released by IBM in 1981 only businesses could afford them. These days it is common to find powerful PCs in the home bought for educational or recreational use. It is odd to think that the computer in your home is many times more powerful than the on-board computers used to land the Apollo spaceships on the moon! Would you fly a spaceship using a home computer?

Accounts

Many people now balance the monthly budget using their computer.

Games

The vast majority of home computers are still used to play games on.

More information:

<http://www.cdmag.com>

<http://games.yahoo.com>

Game cheats! <http://www.magi.com/~jfisher/hints.html>

Educational

Many parents will buy their child a computer in order to take advantage of the vast range of educational software that is now available. While the price of

PCs is getting lower and lower, there is the danger here that home education via the computer will be divided into the “haves” and the “have nots”.

More information: <http://www.bbc.co.uk/education/home>

Working from home (Tele-working)

If you have a computer at your home, linked to the office via a modem, there is often little real need to travel to the office. Many people find that working at home is more productive, and often far less stressful than fighting your way through the commuters into a large city! Many sales people rarely see their head office as they communicate with their companies via phone calls or emails.

Internet

Many people are starting to realize that by using the Internet they can sell to the entire world. If you are not interested in making money from home the Internet offers you a vast range of educational, research and just plain fun opportunities.

Bank “hole in the wall” cash machines

Most banks now offer “hole in the wall” cash machine facilities. Using these machines, you can withdraw cash, check your balance and in some cases even transfer money between accounts. This is often much more convenient for customers, as they offer a 24 hour service (assuming they are not out of order and that the bank has remembered to fill them!). From the bank’s point of view, they offer a more flexible service to their customers while reducing their overheads. In fact, most banks have shed huge numbers of front line staff and middle management as a result of implementing new technologies.

On-line banking

Many banks are now introducing on-line banking. Using your computer, you can connect to the banks computer system (often via the Internet) and control your day-to-day finances from home. The concept of on-line banking has enormous benefits to the banks; they can increase their profits while reducing their investment in staff and buildings. Many customers find the advantage of paying bills and moving money between accounts, from the comfort of their own home as a very attractive idea.

Smart ID cards

These cards have recently been introduced in many countries and are called smart cards because they contain a memory chip within the card. They can be credited with an amount of “virtual money” which can then be spent by the card being read by a special machine when you purchase goods or services and this amount is then debited from the card. When all the money on the card is spent, you need to get more virtual money credited to the card.

More information: <http://www.smartcrd.com>

Supermarkets

Self-scanning of goods is being introduced in many countries. When you buy goods in many large shops, you are issued with a scanning device, which allows you to scan your purchases as you pick them off the shelf. When it comes to paying for your purchases you know exactly how much it has cost and also

has the advantage that the check-out staff do not have to take all the products out of one basket, scan it and then re-package it in another basket. In many ways this is ideal for the customer, as it offers convenience and from the shops point of view they can process orders more quickly, with less staff, and in the process increase profits.

On-line supermarkets

A recent innovation is the facility to order your supermarket goods on-line and these will be delivered to your door.

Libraries

Libraries use computers to log books in and out. Many libraries now use bar codes to identify individual books, when someone wishes to borrow a book the librarian scans the bar code, this tells the computer system all about the book (title, author, etc.), removing the need for this information to be keyed in. The computer system can also automatically generate reminder letters to members with overdue books.

Doctors surgeries

A doctor's time is precious (and expensive!) so many now use computers to help organize their day. Patient appointments are logged on a computer system and the computer can also be used to store patients medical records, allowing the doctor instant access to a patients medical history.

G) Grammar (block II):

Past Activities

for, since, ago

for: We've used Microsoft Internet Explorer for two years.

since: I've been a programmer since 1993.

ago: I left university seven years ago.

Exercise 12G

Look at the box below and then complete the sentences below using *for*, *since* or *ago*.

1. I've been looking for a job _____ April.
2. They've used a fax machine _____ the past two years.
3. Kate Jackson studied computer sciences _____ three years.
4. I got married six years _____.
5. She's been working for this firm _____ 1990.

What is the difference in meaning between these two sentences?

- a) I've worked for a year as a senior programmer.
- b) I worked for a year as a senior programmer.

Exercise 13G

Sarah Brown is one of the applicants for the job of Senior Programmer advertised in Ex.2SR. Read her letter of application and put the verbs in brackets into the correct tense.

19 Sandford Street London NW7 4HH
2 March 1999
Mr Scott
Personnel Manager
Digitum
75 Parkhill Street
London SW2 3DE

Dear Mr Scott,

I am writing to (*apply*) _____ for the position of Senior Programmer which (*advertise*) _____ on 28 February in *The Times*.

I (*work*) _____ as a computer programmer for the last three years. After graduation I (*work*) _____ for a year with NCR and (*be*) _____ now _____ with Intelligent Software for two years. I design systems in COBOL for use in large retail chains. These have been very successful and we (*win*) _____ several new contracts in the UK and Europe on the strength of my team's success.

Last year I (*spend*) _____ three months in Spain testing our programs and also (*make*) _____ several short visits to Italy so I have a basic knowledge of Spanish and Italian. I now feel ready for more responsibility and more challenging work and would welcome the opportunity to learn about a new industry.

I enclose my curriculum vitae and look forward to hearing from you.

Yours sincerely,

Sarah Brown

(S) Speaking

Exercise 1S.

Answer the following questions.

1. Why did you choose the computer engineering department?
2. What's your favourite profession?
3. Do you have any practical experience with computers?
4. What programming languages do you know?
5. What subjects connected with your future profession do you study?
6. Do you plan to start your own business?
7. What should be the wage (salary) of a software engineer?

8. What working conditions are the appropriate ones for software engineers?
9. Should you know any foreign language to be successive?
10. What jobs do you think you would like to do?
11. What qualities are needed for them?
12. What do you think a typical day in this job would be like?

Exercise 2S.

Make up a story about your future profession using the words and word-expressions below.

to be going to, my future profession, the most promising occupation, to have practical experience, bachelor's degree, knowledge of computer systems, self-employed, over the period, to look for, to find, to earn living, independently, to start one's own business, to be successive.

Exercise 3S.

David is having an interview for a job as a webmaster. Choose the correct words.

Interviewer: So why (*have you applied/have you been applying*) for this position?

David: Well, (*since/for*) the last three years I (*'ve been working/worked*) in an interesting, but very small, company, and I now feel ready to move on to a bigger challenge. I'd welcome the opportunity to continue my career at a company such as yours.

Interviewer: Right. And can you describe what your responsibilities are at – what's your current company called again? Ah, yes, at Intertech?

David: Of course. Well, I (*started/have started*) working there three years (*since/ago*), as I (*said/have said*), and (*until/for*) July 2007 I (*was/have been*) responsible for one aspect of the company's online presence – specifically, the online catalogue. However, I was then promoted and put in charge of the design and maintenance of the entire website. In January 2008, I (*help/helped*) to implement a new e-commerce system, which allows people to buy directly from the catalogue using 'one-click' ordering. It (*was/'s been*) very successful so far.

Interviewer: That's very impressive. What about foreign languages? Your English is obviously very good, but do you speak any other languages?

David: Well, French – my mother tongue – obviously. I also (*spent/have spent*) some time in Spain five years (*since/ago*) as part of my degree, so I'd say I have intermediate Spanish. I (*didn't practise/haven't been practising*) it much recently, though.

Interviewer: Well, it is hard to find the time, isn't it? OK, just one more thing. (*Did you/Have you*) ever had experience of people management?

David: Yes, absolutely. At Intertech I'm in charge of one member of staff – a web editor. I've (*never/ever*) had any problems with the management side of my role; in fact, I really enjoy it.

Interviewer: OK, well that's good news. Well, we need to have a think about it, but we'll let you know ASAP.

David: Thank you for seeing me today. I look forward to hearing from you soon.

(G) Grammar (block III):

Used

	Translation	Function	Examples
used	користувався	сміслове дієслово присудок V^2	<i>He used my car – Він користувався моєю машиною</i>
	звиклий	частина словосполучення <i>get used to</i> – звикати	<i>You will get used to it – Ви звикнете до цього</i>
	часто, бувало, раніше	модальне слово після нього стоїть частка <i>to</i>	<i>I used to see him – Я часто зустрічав його</i>

Exercise 14G.

Fill in the blanks, using *used to* + the correct verb from the list below.

take, suggest, try, work, look forward to, spend, laugh, ask, have, help

Every summer, our family _____ a two-week vacation. In December, my parents _____ us where we wanted to go. My brother Jim _____ to convince our parents to take us to exotic location. He _____ we go to places like Iran, Somalia, and Bulgaria. My father _____ at his suggestions. He always had something less exotic in mind. My father's sister Anne _____ as a travel agent, before she gave it up to become a teacher. She _____ select a location for us and arrange our travel. We _____ a great time on our family vacations. I always _____ to them all year. When I returned, I _____ many hours organizing photos from the trip.

Exercise 15G.

Match each sentence on the left with its correct meaning on the right.

I used to do it	<i>this is normal for me</i>
I was used to it	<i>this was normal for me</i>
I am used to it	<i>I did this regularly, but I don't any more</i>
I've got used to it	<i>I am not used to it now, but I will be</i>
I'll get used to it	<i>I wasn't used to it at first, but now I am</i>

SECTION 2

Unit 5

<p>(G) Grammar:</p> <p>(R) Reading:</p> <p>(SR) Supplementary reading:</p> <p>(L) Listening</p> <p>(S) Speaking:</p>	<p><i>Conditional Sentences</i></p> <p><i>Multimedia magic</i></p> <p><i>Recognizing file formats</i></p> <p><i>Systems Development</i></p> <p><i>A multimedia system</i></p> <p><i>Revision of software,</i></p> <p><i>Telecommunications</i></p> <p><i>Great Britain (General characteristics of the country)</i></p> <p><i>London</i></p> <p><i>At the map of Great Britain</i></p>
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(G) Grammar (block I):

Conditional Sentences

Condition type	Main sentence	Subordinate sentence <i>if, when, as soon as, in case, by the time, if only, providing, wish</i>
Zero condition (Refers to the well-known facts)	Present simple Present continuous Present perfect <i>The water freezes,</i>	Present simple Present continuous Present perfect <i>when it is – 5 °C.</i>
First or real condition (Refers to the future)	Future simple Future continuous/be going to Future perfect <i>May/can/should/might/must do</i> <i>I will tell you the truth,</i>	Present simple Present continuous Present perfect <i>May/can/should/might/must do</i> <i>if you promise not to tell him.</i>
Second or 50/50 condition (Refers to the present)	Would + simple or continuous infinitive) <i>(would go or would be going)</i> <i>might/could/should do</i> <i>You could become very healthy,</i>	Past simple Past continuous <i>Might/could/should do</i> <i>if only you stopped smoking.</i>
Third or unreal condition (Refers to the past)	Would + perfect infinitive <i>(would have done)</i> <i>might/could/should have done</i> <i>We wouldn't have been here,</i>	Past perfect <i>might/could/should have done</i> <i>if you hadn't lost our map.</i>

Exercise 1G.

Translate into Ukrainian.

1. Don't go home until you finish work.
2. If I see my friend I'll tell you about it.
3. I'll join you if you want.
4. If she comes to see me I'll be glad to invite her to my place.
5. If he writes this report in time he will be able to participate in the conference.
6. When she passes the exam well she will go to visit her friends.
7. If we come home early I'll be able to prepare my homework properly.
8. You will get good results if you apply this method of calculation.
9. If you press the button the device will start working.
10. When I see him next time I'll tell him about the meeting.
11. As soon as I find out her address I'll come to see her.
12. Wait until they show you how to charge it.

Exercise 2G.

Translate the following sentences into Ukrainian.

Example: *If I were you I wouldn't do it.*

На твоєму місці я б цього не робив.

If he had more money he could buy this scanner.

Якби в нього було більше грошей, він купив би цей сканер.

1. If you were informed about this meeting you would come.
2. If the books on this subject were available in our library I could be able to make a better report.
3. If he had all the necessary materials he would accomplish his new model in time.
4. If the air were only composed of nitrogen burning would be impossible.
5. The design would be ready by the end of the year if they supplied us with all the necessary equipment.
6. If he were at the institute now he would help us to translate the article.
7. If he had worked much at his English he would have passed his exam much better.
8. If all people were alike life wouldn't be so interesting.
9. If I had been there I would have told you.
10. If you had a chance of studying at Cambridge would you risk?

Exercise 3G.

Translate into Ukrainian.

1. If the engineer had been informed of the results before he would have allowed you to repeat the test.
2. The plan wouldn't have been fulfilled in time if the people hadn't worked with such energy.
3. If he hadn't been so late then he wouldn't have missed the train.

4. If he had come to the Institute meeting 2 days ago she would have met a well-known English writer.
5. If you had taken a taxi you would have come in time.
6. If I had known your address when I was in your town I would have visited you.
7. If you had given up smoking you wouldn't have got ill.
8. If he had followed the rules when he was writing a dictation he wouldn't have made so many mistakes.
9. If I had had the opportunity of studying abroad when I was a student my English could have been much better.
10. If they had informed me about it in time I could have refused.

Exercise 4G.

Use the proper verb form.

1. As soon as he (*to ask*) me I'll help him.
2. If it (*not to rain*) in the morning we should go out.
3. If I (*to meet*) my friend yesterday I should have given him this book.
4. If it (*not to be*) so cold we should go out.
5. If the telegram (*to bring*) the day before yesterday I could have come in time.
6. If I (*to notify*) in advance I'll be able to get ready for the lecture.

If vs Wish

<p>If I <i>knew</i> his phone number I <i>would phone</i> him – Якби я знав його номер телефону (зараз), я зателефонував би йому</p>	<p>= I wish I <i>knew</i> his phone number – Шкода, що я не знаю його номеру телефону (зараз)</p>
<p>If I <i>had known</i> his phone number I <i>would have phoned</i> him yesterday – Якби я знав його номер телефону (вчора), я зателефонував би йому</p>	<p>= I wish I <i>had known</i> his phone number yesterday – Шкода, що я не знав його номеру телефону (вчора)</p>

Exercise 5G.

Continue the sentences.

1. I can't give up smoking. I wish
2. I haven't any cigarettes. I wish
3. George isn't here. I wish
4. It's cold. I wish
5. I have to work tomorrow. I wish
6. I don't know anything about cars. I wish

Exercise 6G.

Make one sentence in Subjunctive Mood of two.

1. I didn't wake George because I didn't know he wanted to get up early.
2. I was able to buy the car because Jim lent me the money.
3. She wasn't injured in the crash because she was wearing a seat belt.
4. She didn't buy the coat because she didn't have enough money with her.

Exercise 7G.

Read these sentences. Identify the tenses used in the if-clause and in the main clause.

1. If you upgrade your PC, you'll be able to run multimedia applications.
2. If the marketing manager had a multimedia system, she could make more effective presentations.

Exercise 8G.

Put the verbs in brackets into the correct form.

1. If I (*get*) a sound card, I'll be able to create my own music with a MIDI.
2. If the system (*have*) a SuperVGA card, we would obtain a better resolution.
3. You won't be able to play CD-ROM disks if you (*not have*) a CD-ROM drive.
4. If you (*come*) to the annual computer exhibition, you could see the new Macs.
5. If I could afford it, I (*buy*) a Multimedia PC.

Exercise 9G.

Translate into English.

1. На його місці я б погодився на цю роботу.
2. Якби вона була вдома вчора, я б відвідав її.
3. Якщо мене попросять про допомогу, я допоможу.
4. Якби мені запропонували поїхати в Англію, я б неодмінно поїхала.
5. На Вашому місці я б не поспішав з відповіддю.
6. Якби Ви прочитали цю книжку, ми могли б обговорити її минулого разу.
7. Якщо я тільки виграю в лотерею, я одразу поїду до Лондона.
8. Якби я не почув Вашого голосу, я б вас не впізнав.
9. А що б Ви зробили на моєму місці?
10. Якщо ви запізнитесь, ви не зможете почути всю доповідь.

(R) Reading

Exercise 1R.

Read the abstracts and match them with the headings in the box.

- Sound, Music, MIDI
- CDs and DVDs full of pictures, action and sound!
- Editing photos and making movies in a few minutes!
- The potential of using multimedia

Multimedia magic!

1

Multimedia applications are used in all sorts of fields. For example, some museums, banks and estate agents have information kiosks that use multimedia. Companies produce training programmes on optical disks, and marketing managers use presentation packages (e. g. *Microsoft PowerPoint*) to make business presentations. Teachers use multimedia programs to make video projects or to teach subjects such as music and languages. They have all found that moving images, sound and music involve viewers emotionally as well as inform them, and make their message more memorable.

The power of multimedia resides in hypertext and hypermedia. If you click on a hypertext word, you jump to another screen with more information about that subject. Hypermedia is similar, but also works with sound, graphics and video.

2

To capture sounds in digital format and play them back, modern PCs contain a sound card. This is a type of expansion card which offers two important capabilities: (i) a built-in stereo synthesizer and (ii) a system called Musical Instrument Digital Interface, or MIDI. This allows electronic musical instruments to communicate with computers.



You can also listen to music on your PC. Many radio stations broadcast on the Web using a technique called “streaming”. This lets you play an audio file in a continuous stream, while it’s downloading, before the entire file is transmitted. Sometimes bands transmit concerts on the Web in a process called “webcast”. To listen to online music you just need a plug-in like *RealPlayer*.

3

There are two ways of storing photos on a computer. The first way is to use a digital camera. Photos are stored in a memory chip and then they’re downloaded to the computer. The second way is to scan printed photos by using a scanner. With special software you can repair flaws, add effects and even save your photos on a CD.

Video is another important part of multimedia. Video computing refers to recording, manipulating and storing video in digital format. In fact, today you can make your own movies on your PC. This is what you have to do: First capture images with a digital video camera and then transfer the digital video to your computer. Next, with a video editing program (e. g. *iMovie*) cut your favourite segments, re-sequence the clips and add transitions and other effects.

Finally, save your movie on a video CD, a DVD or a videotape. You can also place your work on the Internet.

4

Multimedia software is usually interactive and comes on CD-ROMs or DVDs. For example, the *Compton's Encyclopedia* enables you to read about whales, look at photos of whales, listen to whale songs, and view animated sequences. Similarly, the *Grolier Encyclopedia* lets you read about birds, view pictures of birds, and listen to recordings of their songs.

Other CD-ROMs include games, guides, dictionaries and educational courses about history, science, the human body, cinema, literature and foreign languages.

Exercise 2R.

Read the texts again and correct these statements. There is a technical mistake in each of them.

1. Multimedia PCs cannot integrate text with graphics and video.
2. You don't need to have a sound board on your PC to hear speech and music.
3. Most multimedia software is distributed on magnetic disks.
4. Digital cameras store photos in a roll of film.
5. There are no language courses available on CD-ROM.

Exercise 3R.

Match these terms in the box with the explanations.

a) hypertext b) MIDI interface c) Video editing d) streaming e) webcast

1. The process of manipulating video images.
2. A code for the exchange of information between PCs and musical instruments
3. Text with hyperlinks, which take you to other pages.
4. A concert or other event that is transmitted over the Web.
5. A technique for playing sound and video files as a continuous stream, while they're downloading.

Exercise 4R.

Read the text below and find.

1. the function of the extension that is usually added to a file name
2. the language used to create the majority of text files on the Web
3. the graphics interchange format created by *CompuServe* to compress images
4. the small program (plug-in) that lets you hear audio recordings on the Net
5. the most popular video formats

6. the format created by the *Moving Picture Experts' Group* to capture, store and play back movies
7. the extension for the files that can be decompressed with a program like *Winzip*.

Recognizing file formats

Web pages can contain different multimedia elements: text, graphics, sounds, video and animation. To identify the format or type of file, an extension (a three-letter suffix) is usually added to the file name when it's saved on disk.

Text

The most common text extensions are **.txt**, **.pdf**, **.doc** and **.htm** (or **.html**). Most of the text files that you find on the Web have the extension **.htm**, created with the hypertext markup language.

Graphics

Graphics on the Web can include pictures, photos, paintings, image-maps and buttons. The most common formats are **.gif** (a standard image format developed by CompuServe) and **.jpg** or **.jpeg** (created by the Joint Photographic Experts' Group).

Sounds

The Internet is a great place to find and hear hit songs, movie soundtracks and recorded interviews. The most common formats are these:

- **.wav**: wave files can be played with Sound Recorder included with Windows
- **.ra** or **.ram**: RealAudio files can be heard with RealPlayer, a plug-in you can download from the Web.
- **.mp3**: compressed music files that can be played with an MP3 player.

Video and animation

You can see cartoons and movie clips on the Web, but you need the appropriate software. Video files are usually stored in: **.avi**, **.mov** and **.mpg** (or **.mpeg**) formats. To view MPEG videos you just need Video for Windows. However, to create high-quality movie clips you need a dedicated MPEG expansion card. You can also find animation and 3-D worlds. The two standard tools to manipulate animated worlds are VRML and Java. To view a virtual animation you need a program like QuickTime VR.

Compressed files

When you download files, they're probably compressed. Windows files have a **.zip** extension. Macintosh files usually have a **.sit** extension and are opened with *StuffIt*.

Exercise 5R.

Unscramble the letters to complete the definitions from an online dictionary.

1. *dheasenpho*: _____ device which covers each ear and allows you to listen to audio without other people hearing

2. *pertyhtex*: _____ text with links to other text or other parts of a document or web page
3. *tacvityniter*: _____ allowing two-way communication between a program and the user
4. *pormicnohe*: _____ equipment that allows you to record your voice
5. *batscew*: _____ a concert or other event broadcast over the Internet

Exercise 6R.

Complete the following blog entry by typing in terms from the box above into spaces 1–10. (You will not need to use all of the terms.) Then choose the correct verb forms.

animation CD/DVD interactive sound stereo hypertext information video streaming digital virtual headphones microphone interactivity
<p style="text-align: center;"><i>22nd February</i></p> <p>So, what exactly is multimedia? If you (<i>look/will look/looked</i>) on http://dictionary.cambridge.org, you'll find the following definition: using a combination of moving and still pictures, sound, music and words, especially in computers or entertainment. This definition refers specifically to (1) _____ such as educational CD-ROMs or digital encyclopaedias. It could also be referring to the touch-screen (2) _____ that you sometimes see in banks and estate agents. This type of multimedia commonly uses (3) _____ – links that take you to other pages of the document or program. However, I think multimedia can mean anything from using a (4) _____ to burn MP3s, to listening to an online radio show using (5) _____ (that is, in real time).</p> <p>As long as you (had/have/will have) a fast CPU, a good monitor and a (6) _____ (hardware that allows you to play digital audio through your computer), you'll be able to use basic multimedia applications. If you (<i>want/wanted/would want</i>) to go a step further, you could invest in a (7) _____ to record yourself, or a digital video camera to make videos in (8) _____. If you wanted to make a whole movie, then you (<i>'ll/'d/'re</i>) also need (9) _____ software such as Apple's iMovie.</p> <p>The future of multimedia looks very exciting. If current trends continue, then (10) _____ (<i>becomes/became/will become</i>) more and more popular – we could eventually be living most of our lives in these 3-D worlds, interacting with each other just as we do in real life. Just look at the success of Second Life ...</p> <p style="text-align: right;"><i>Posted by Jordi Pons (Barcelona)</i></p>

Exercise 7R.

Complete the presentation describing the network by choosing words from the box.

central computer	made up	cables	consists of	log on	
modem	file sharing	type in	satellite	wired	telephone
lines	set up	look for	fibre optic cable	look at	

Clare: If you (1) _____ the diagram, you can see that it represents a wide area network, or WAN, connecting two networks via (2) _____. The two networks are probably two offices of the same company.

Chris: The (3) _____ network on the right – the one in Barcelona – is (4) _____ of a number of PCs connected by (5) _____. You'll be able to see the (6) _____ there, which acts as a file server, allowing (7) _____ between the other PCs on the network. In order to access files on the server, you would probably need to (8) _____ a username and password.

Clare: That's right, Chris. In contrast, the Los Angeles network (9) _____ a wireless router, which links all of the hardware devices without the need for cables. Workers using PDAs or laptops, like those shown in the diagram, would be able to (10) _____ to the network if they had wireless capabilities. Interestingly, while in Barcelona the (11) _____ is linked to the dish aerial with a (12) _____, in Los Angeles they're using regular (13) _____. This may mean slower speeds for the Los Angeles office.

Chris: It looks like this network was (14) _____ to allow the two offices to (15) _____ and share information and resources on each other's systems, and it's a sensible network solution for a company with offices in several different locations.

(L) Listening (block I):

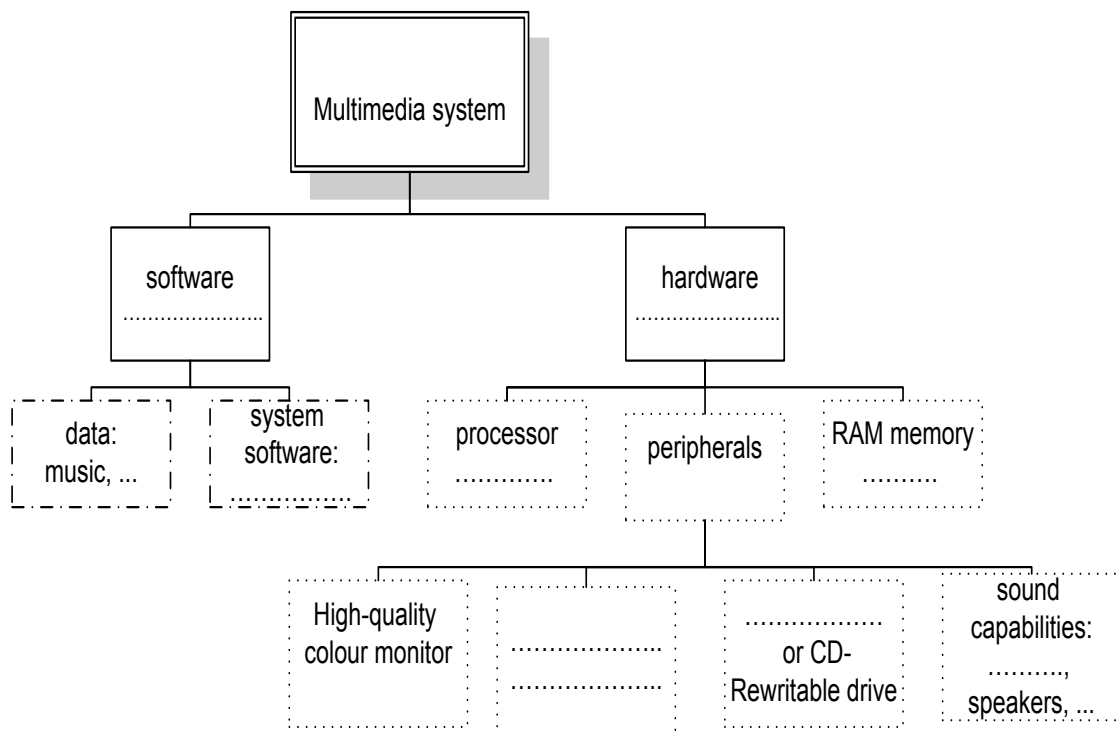
Task (Recording 7)

Exercise 1L.

a) A sales assistant is explaining the components of a multimedia system to a customer. Listen and complete the diagram below. Compare your answers with another student.

b) Now listen again and answer these questions:

1. What is multimedia?
2. What is the advantage of computer multimedia presentations over TV and video?
3. Which system software is designed by Apple for multimedia work?
 - Windows with Multimedia control panels
 - QuickTime



(SR) Supplementary reading (block I):

Exercise 1SR.

Do you know...

Systems Development

What is a systems development cycle?

Most IT projects work in cycles. First, the needs of the computer users must be analyzed. This task is often performed by a professional Systems Analyst who will ask the users exactly what they would like the system to do, and then draw up plans on how this can be implemented on a real computer based system.

The programmer will take the specifications from the Systems Analyst and then convert the broad brushstrokes into actual computer programs. Ideally at this point there should be testing and input from the users so that what is produced by the programmers is actually what they asked for.

Finally, there is the implementation process during which all users are introduced to the new systems, which often involves an element of training.

Once the users start using the new system, they will often suggest new improvements and the whole process is started all over again.

These are methodologies for defining a systems development cycle and often you will see four key stages, as listed below:

- Feasibility Study
- Design
- Programming
- Implementation

Exercise 2SR.

You are going to read a newspaper article about shopping on the Internet. Choose the best heading from the list (A–G) for each part (1–5). There are two extra headings that you do not need to use.

Shopping on the Internet

1. Shopping on the Internet, or *shopping on-line* is becoming more and more popular. More and more people are using the Internet to buy things. Why do people use the Internet to shop?

2. Some people say it is more convenient. They don't have to leave their homes to order something, and they can shop for anything they want at any time, day or night. Other people say they can find things for sale that they can't find in the stores near their homes. Still other people say they can find better prices on the Internet.

3. If you want to buy something on the Internet, you need a credit card. You have to type your credit card number and some other information on the website and send it to the store over the Internet. You have to be sure that the store will not use your information in the wrong way. You don't want someone to get your credit card number and charge something to your account. Of course, you always have to be careful with your credit card number, because people sometimes steal credit card numbers from stores and restaurants too.

4. For people who are too nervous to shop on-line, the Internet is a good place to go window-shopping. Window-shopping is when you go to a store and look at the things for sale, but don't plan to buy anything. Window-shopping is easy on the Internet. You can see what kinds of products are available and how much they cost. You can visit stores with branches near you, or you can visit stores that are only on the Internet.

5. Some stores have a website for information about their stores, but not for shopping. Some stores have a website for information about their stores, and you can shop on-line there too. Some stores are only for on-line shopping.

A A certain time for shopping on the Internet

B Growing popularity of the Internet

C Getting credit cards from other people

D Window-shopping as a way-out for people who are afraid to buy something

E The reasons of using the Internet for shopping

F Websites for stores

G The necessity to have a credit card for buying something

(L) Listening (block II):

Task (Recording 8)

Exercise 2L.

Revision of software

Look at the list of software products and number the items in the order in which you hear them described.

<input type="checkbox"/> Graphics and design	<input type="checkbox"/> Web editor
<input type="checkbox"/> Multimedia application	<input type="checkbox"/> Educational software
<input type="checkbox"/> DTP	<input type="checkbox"/> Musical software
<input type="checkbox"/> Database program	

(S) Speaking (block I):














Great Britain

The UK of Great Britain and Northern Ireland occupies the territory of the British Isles. It consists of 4 main countries which are England, Scotland, Wales and Northern Ireland. The United Kingdom of Great Britain and Northern Ireland is the official name of the state which is sometimes referred to as Great Britain or Britain (after its major island), England (after its major historic part or the British Isles). The UK is an Island state. It is composed of some 5.500 islands, large and small. The two main islands are: Great Britain to the east and Ireland to the west. They are separated by the Irish Sea. The area of the UK is 244,100 square kms. It is situated off to the northwest coast of Europe between the Atlantic Ocean on the north and the North Sea on the east and is separated from the European continent by the English Channel (or La Manche) and the Straits of Dover (or Pas de Calais).



The highest mountain top is Ben Nevis in Scotland. The chief rivers of Great Britain are: the Severn, separating England and Wales, the Thames (the longest and the deepest one). The swiftest flowing river is the Spray. Also the Tweed is famous (the woolen fabric is made here). There are many lakes in Great Britain. The Lake District is the most beautiful. The largest cities are: London, Birmingham, Glasgow, Liverpool, Bristol, Leeds, and Cardiff. The capitals are: London in England, Edinburgh in Scotland, Cardiff in Wales and Belfast in Northern Ireland. Every

country has its own national emblem. The red rose is the national emblem of England, the thistle is the national emblem of Scotland, the daffodils and the

► Identifying symbols of the four nations				
	England	Wales	Scotland	Ireland
Flag				
	St George's Cross	Dragon of Cadwallader	St Andrew's Cross	St Patrick's Cross
				
			Lion rampant	Republic of Ireland
Plant				
	Rose	Leek/Daffodil	Thistle	Shamrock
Colour ²				

leek are the emblems of Wales and the shamrock (a kind of clover) is the emblem of Ireland.

Due to the geographical position of the country, the weather in GB is very changeable. A fine morning can change into a wet afternoon and evening and the wrong side out. The English people say: "Other countries have a climate; in England we have weather." The English also say that they have three variants of weather: when it rains in the morning, when it rains in the afternoon or when it rains all day long. The weather is the favourite conversational topic in GB.

After they greet each other they start talking the weather.

The population of the UK is about 52 mln people. The UK is inhabited by the English, the Scots, the Welsh and the Irish who constitute the British nation. English is not the only language. Scottish, Welsh and Irish are also used. The flag of the UK is known as the Union Jack. It has its history. It all began in 1603 when Scotland was joined to England and Wales. The flag is made up of 3 crosses. The upright cross is the Cross of St. George, the patron saint of England. The white diagonal cross is the cross of St. Andrew, the patron saint of Scotland. The red diagonal cross is the cross of St. Patrick, the patron saint of Ireland. All of them are on the blue background. The national currency is pound.

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. That's why the National anthem of the country is "God save the Queen". But the power of Queen Elizabeth II is not absolute. It is limited by Parliament. In fact, the Prime Minister is the actual leader of the state. The legislative body, Parliament, consists of two chambers: the House of Lords and the House of Commons. The executive body consists of the central Government – that is the Prime Minister and the Cabinet of Ministers, who are responsible for initiating and directing the national policy.

The Government derives its authority from the elected House of Commons. General elections, for all seats in the House of Commons, must be held at least every five years. The Government is normally formed by the political party which is supported by the majority in the House of Commons. The leader of the party is appointed the Prime Minister by the Queen and chooses a team of ministers. The second largest party becomes the Official Opposition with its own leader and "Shadow Cabinet". The House of Lords is a hereditary chamber.

In Great Britain there is no written constitution, only customs and traditions which are very strong. Great Britain is known to be a motherland of football. Two oldest Universities: Oxford and Cambridge are situated here.

The UK is a highly developed industrial country. It produces and exports machinery, electronics, and textile. One of the chief industries of the country is shipbuilding. Lots of people are involved in service industries including financial, business and government services, computer services and information systems. There are also a lot of science-based companies and research organizations.

London

London is the capital of Great Britain. It is a political, economic and commercial center. It is one of the most enjoyable cities. Visited by millions of tourists, the city offers them an astonishing variety of scenes. London is one of the largest cities in the world and its population is about 9 million. London is situated on the river Thames.

The city is very old. It has more than 20 centuries old history. Traditionally the city is divided into several parts: the City, the Westminster, the West End and the East End. The City is the oldest part of London; it's financial and business center. Numerous banks, offices and firms are concentrated here, including the Bank of England, the Stock Exchange and the Old Bailey. Two masterpieces are situated within the city: St. Paul's Cathedral and the Tower of London. St. Paul's Cathedral was built in the 17th century by Christopher Wren. It has always dominated the center of London. It is an architectural masterpiece. All Londoners have a particular affection for St. Paul's, which is one of the largest Protestant Churches in England. Its high dome, containing the remarkable Whispering Gallery, is a prominent landmark towering above the multi-storied buildings, which line the riverbank. The Tower of London was built in the 11th century. It was one of the first and most impressive castles built after the Norman invasion of England in 1066. The Tower has been used as a royal palace, an observatory, an arsenal, a state prison and many famous and infamous people have been executed within its walls. It is now a museum. For many visitors the principal attraction is the Crown Jewels, the finest precious stones of the nation. A fine collection of armour is exhibited in the Keep. Trafalgar Square is the geographical center of London. It was named so to commemorate Nelson's Victory at the Battle of Trafalgar in 1805. The monument in the middle of this square known as Nelson's Column is surmounted with the Statue of Nelson 16 feet high. The pedestal of the Column is decorated with the bas-reliefs representing Nelson's most famous victories. At the base of the column, there are four big lions. On the north side of the square are the National Gallery and the National Portrait Gallery. The National Gallery has an outstanding collection of finest arts from Britain, Italy, Denmark and other countries.

The Westminster is the aristocratic, official part of London. It includes Buckingham Palace where the Queen lives and the House of Parliament stretching for nearly 1000 feet along the north bank of the Thames. Westminster Abbey is a national shrine where the kings and queens are crowned and famous

people buried. Chaucer, Tennyson, Newton, Dickens, Hardy, Kipling were buried in Westminster Abbey. The House of Parliament called officially the Palace of Westminster, were formerly a palace for kings and queens. The Palace was used both as used as a royal residence and as a parliament house until the 16th century. In the course of the 16th when the royal family moved to the new palace within half of mile Whitehall Palace, the Westminster Palace was occupied by the Parliament and became its permanent home. The Parliament of the United Great Britain and Northern Ireland consists of just over 1000 members of the different grades of nobility. In the House of commons, there are 635 members. The Clock Towers, with contains the hour bell, called "Big Ben" is known all over the world. The bell is named after Sir Benjamin Hall, the first Commissioner of Works.

The West End is the richest and most magnificent part of London. It is a real symbol of wealth and luxury. The best hotels, restaurants, shops, clubs, parks and houses are situated there. The East End is the industrial district of London. There are many factories and the Port of London there. The region is densely populated by working class families.

Exercise 1S.

Answer the questions.

1. What is the National anthem of the UK?
2. Who is the head of the state?
3. What is the longest river in the UK?
4. What cities are famous for their universities?
5. What are the capital cities of Great Britain?
6. Who reigns but doesn't rule in Great Britain?

Exercise 2S.

Put questions to these answers.

1. University of London, with 65,000 students is the largest nation's university.
2. The British Open University offers instruction through radio and television and Internet.
3. The famous annual Wimbledon Tennis Tournament takes place in June and July.
4. London has 2,300 betting shops, where people place bets on various sports events.
5. London has about 5,600 pubs.
6. The West End is the home of famous private clubs.

Exercise 3S.

Give the Ukrainian equivalents to the following proverbs: It never rains but it pours.

<ul style="list-style-type: none">• After rain comes fair weather.• Small rain lays great dust.• Everything is good in its season.	<ul style="list-style-type: none">• To tremble as an aspen leaf.• To put money by for a rainy day
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(L) Listening (block III):

Task (Recording 9)

Exercise 3L.

Listen to a telecommunications expert talk about the most recent developments in this sector and decide whether the statements are true or false.

- Paul Carr is an expert in the IT sector.....(T/ F)
- Until Skype arrived VOIP technology was difficult to use.....(T/ F)
- Skype claim 85 million customers globally.....(T/ F)
- Skype spend a lot of money on advertising.....(T/ F)
- Skype have no competitors.....(T/ F)
- Fibre optics will change Internet use.....(T/ F)

(S) Speaking (block II):

Exercise 4S.

Complete the dialogue with the relevant questions.

- T.: _____ ?
- S.: The capital of Great Britain is London.
- T.: _____ ?
- S.: I don't know exactly, it seems to be about 55 mln people or even more.
- T.: _____ ?
- S.: On the river Thames.
- T.: _____ ?
- S.: No, the river Thames is the longest one.
- T.: _____ ?
- S.: Oh, no, it hasn't. It has a gently sloping surface.
- T.: _____ ?
- S.: It's divided into counties.
- T.: _____ ?
- S.: Oxford and Cambridge are.

Unit 6

(G) Grammar:	Revision: <i>Passive Voice, Passive Constructions</i> <i>Question Tags</i> <i>Prepositions</i>
(R) Reading:	<i>Internet software: e-mail, Web browser,</i> <i>newsreader, IRC/chats, FTP,</i> <i>conferencing, Telnet</i>
(SR) Supplementary reading:	<i>The Internet</i> <i>Electronic mail</i> <i>English legends</i>
(L) Listening	<i>What' the Internet</i> <i>eBay</i>
(S) Speaking:	<i>Surfing the Internet</i> <i>History, culture and traditions of GB</i>

(G) Grammar (block I):

Exercise 1G.

Translate the following sentences, paying attention to the verbs with definite prepositions.

1. The Congress was adressed by a well-known scientist.
2. Our teacher is listened to with great attention.
3. The text of the message will be carefully worked at.
4. He looked through the weather forecasts in the Internet.
5. At this lesson special attention is paid to the translation of passive constructions.
6. His books are often referred to by many scientists.
7. The use of the Internet was spoken of at the previous lesson.
8. This e-mail was attentively looked at, wasn't it?
9. His reports were listened to with great pleasure.
10. The agreement was arrived at midnight.
11. The research work of this student is much spoken about in the group.
12. Are you being waited for?
13. These documents were sent for a week ago, weren't they?
14. This bad habit must be got rid of.
15. Magnetic amplifiers have been employed for more than fifty years; transistors were first reported upon in 1948–1949.
16. The speed with which arithmetic operations are performed is affected by a number of factors, isn't it?

Verbs + Prepositions

accuse – звинувачувати consist – складатися get rid – позбавитись inform – повідомляти take care – піклуватися think – думати	of
comment – коментувати congratulate – поздоровляти depend – залежати insist – наполягати rely – покладатися	on
amount – дорівнювати apologize – вибачатись belong – належати happen – траплятись listen – слухати object – заперечувати pay attention – приділяти увагу prefer – надавати перевагу refer – посилатись на, називати(сь) subscribe – підписуватись	to
care – турбуватися hope – сподіватися leave – від'їжджати prepare – готуватись send – посилати за start – відправлятися wait – чекати	for
borrow – позичати differ – відрізнятися judge – судити prevent – заважати recover – поправлятися suffer – страждати	from
end – закінчуватися result – спричиняти succeed – удаватися	in
deal – мати справу	with
arrive – дійти до work – працювати над	at

Exercise 2G.

Insert the correct preposition.

1. What does it depend _____?
2. The language is used _____ data transfer _____ the Internet.
3. This piece of software allows this system to work _____ your modem.
4. Newsgroups are the public discussion areas which make _____ a system called "Usenet".
5. Internet telephone and video chatting are based _____ IRC protocols.
6. This piece of hardware is much spoken _____.
7. You can also click _____ keywords or buttons.
8. This music is listened _____ by many people.
9. It has to deal _____ your Internet Service Provider.
10. Great Britain consists _____ 3 countries.

bring	<i>about</i> – здійснювати, викликати <i>along</i> – приносити <i>back</i> – нагадувати <i>in</i> – вносити (на розгляд) <i>out</i> – опубліковувати <i>up</i> – виховувати
come	<i>across</i> – зустрічати випадково <i>by</i> – дістати <i>down</i> – спускатися, сходити вниз <i>out</i> – виходити
get	<i>along</i> – жити в злагоді <i>behind</i> – відставати <i>into</i> – входити, заходити <i>off</i> – виходити <i>out</i> – зникати
give	<i>away</i> – видавати <i>in</i> – здаватися <i>out</i> – розподіляти <i>up</i> – відмовлятися, втрачати надію
put	<i>in</i> – подавати заяву <i>off</i> – відкладати <i>out</i> – гасити
look	<i>at</i> – дивитися на <i>after</i> – піклуватися <i>for</i> – шукати <i>through</i> – проглядати

Exercise 3G.

Consider the sentences with passive constructions and translate them.

1. Any information may be represented by the binary system.
2. Bits are grouped in units; these units are called bytes.
3. Which of the operations is to be performed next?
4. By whom are language modifications being offered?
5. The sequence of operations is being performed by the microcomputer.
6. Many graphics programs are controlled by a mouse or some other device.
7. Often only the new models are given detailed description.
8. The instruction is to be extended.
9. When the information has been stored in the computer's memory, it can be calculated, compared and copied.
10. A keyname is the name of a setting. It can consist of any combination of letters and digits, and must be followed by an equal sign.
11. Programs larger than normal will not be assembled by Turbo Assembler.
12. Sometimes a decision to compute is followed by a process of selecting the particular kind of computing machine best suited for the given problem.
13. The relationship between the computers and the people that use them has been given much attention.
14. Some of the binary digits in the word correspond to an operation and are entered into the operation part of the register; other binary digits of this word represent an address and are correspondingly entered into the address part of the register.

Exercise 4G.

Translate into English.

1. Цю інформацію часто шукають в Інтернеті.
2. Я вважаю, що до згоди прийдуть рано чи пізно.
3. Вас уважно слухали, чи не так?
4. Пробачте, на мене чекають.
5. На цю статтю часто посилались.
6. Цей сканер з цікавістю оглядали на виставці.
7. На це повідомлення не звернули ніякої уваги, чи не так?
8. З цією людиною не варто мати справу.
9. Над цим планом ретельно попрацювали.
10. Газети проглядають кожен день.
11. Такий модем не можна підключати до мережі – можна вивести з ладу все устаткування.
12. Великобританія відома у всьомі світі як високорозвинена країна, чи не так?

Adjectives with Prepositions

able – здатний attentive – уважний equal – рівний evident – очевидний grateful – вдячний harmful – шкідливий thankful – вдячний	to
afraid – переляканий ashamed – присоромлений certain – впевнений conscious – усвідомлюючий ignorant – неосвічений proud – гордий worthy – гідний	of
dependent – залежний	on
bad – поганий clever – розумний good – хороший quick – швидкий skilful – умілий	at
anxious – стурбований clear – ясний, виразний curious – цікавий doubtful – сумнівний glad – радісний happy – щасливий hopeful – з надією sad – сумний serious – серйозний wrong – неправильний	about
angry – злий busy – зайнятий familiar – обізнаний	with
eager – нетерплячий famous – відомий important – важливий necessary – необхідний ready – готовий sorry – співчутливий suitable – підходящий useful – корисний	for

Exercise 5G.

Complete the following blog entry by giving the passive form of the verbs in brackets.

23rd February

We had an interesting discussion about mobile phones in class today. Opinion (*divide*) about whether they're a good thing or not. Despite the fact that mobile phones (*invent*) to make our lives more convenient (supposedly!), it's clear that we've become totally dependent on them. Most of the class even use them to watch videos or listen to music.

They're expensive, too. Most people said they spent over £20 a month on their phone, despite the fact that free calls and text messages (*include*) in most tariffs these days. Part of the problem is that MMS messages aren't free, and many calls (*make*) during the day, when the free minutes don't count.

There was also some worry about the potential health problems of mobile phones. Despite all the warnings, mobile phones (*use*) by children as young as five or six these days! The really worrying thing is that the true damage done by mobile phones (*not know*) until we're all much older. By then, it'll be too late! No one was suggesting that they should (*ban*), but clearly more research needs to (*do*).

(R) Reading

Exercise 1R.

Which Internet utility (1–7) would you use to do each of these tasks (a–g)? Read the text below to check your answers.

1) e-mail	a) send a message to another person via the Internet
2) Web browser	b) transfer files from the Internet to your hard disk
3) Newsreader	c) have a live conversation (usually typed) on the Internet
4) IRC/chat program	d) connect to a remote computer by entering certain instructions and run programs on it
5) FTP software	e) take part in public discussion areas, called newsgroups
6) Videoconferencing	f) fetch and view Web pages on the Internet
7) Telnet	g) participate in live conversations, using text, audio and video

Internet software

Getting connected

The language used for data transfer on the Internet is known as TCP/IP (transmission control protocol/Internet protocol). This is like the Internet operating system.

The first program you need is a PPP (point to point protocol) driver. This piece of software allows the TCP/IP system to work with your modem; it dials up your Internet service provider (ISP), transmits your password and login name and allows Internet programs to operate.

E-mail

E-mail is your personal connection to the Internet. It allows you to exchange messages with people all over the world. It can include text, pictures, and even audio and animation.

When you set up an account with an ISP, you are given a unique address and anyone can send you e-mail. The mail you receive is stored on the server of your ISP until you next connect and download it to your hard disk.

Web browsers

The Web is a hypertext-based system where you can find news, pictures, games, online shopping, virtual museums, electronic magazines – any topic you can imagine.

You navigate through the Web using a program called a “browser”, which allows you to search and print Web pages. You can also click on keywords or buttons that take you to other destinations on the net. This is possible because browsers understand hypertext markup language (HTML), a set of commands that indicate how a Web page is formatted and displayed.



IRC, audio and video chatting

IRC – Internet relay chat – is a system for real-time (usually typed) conversation. It’s easy to use. To start a chat session you run an IRC program, which connects you to an IRC server – a computer dedicated to IRC. Then you join a channel, which connects you to a single chat area. Next you type a message and the other participants can see it.

Internet telephone and video chatting are based on IRC protocols. Videoconferencing programs enable users to talk to and see each other, and collaborate. They are used in intranets – company networks that use Internet software but make their Web site accessible only to employees and authorized users.

FTP and Telnet

With **FTP** software you can copy programs, games, images and sounds from the hard disk of a remote computer to your hard disk. Today this utility is built into Web browsers. A **Telnet** program is used to log directly into remote

computer systems. This enables you to run programs kept on them and edit files directly.

Newsgroups

Newsgroups are the public discussion areas 60 which make up a system called "Usenet". The contents of the newsgroups are contributed by people who send articles (messages) or respond to articles. They are classified into categories: *comp* (computers), *misc* (miscellaneous), *news* (news), *rec* (recreation), *soc* (society), *sci* (science), *talk* and *alt* (alternative).

Exercise 2R.

Read the text again and choose the right answer.

- 1) An Internet service provider (ISP) is _____.
 - a. a program that connects you to the Internet.
 - b. a company that gives you access to the Internet.
- 2) HTML is _____.
 - a. the software which allows you to fetch and see Web pages.
 - b. the codes used to create hypertext documents for the Web.
- 3) An IRC channel is _____.
 - a. an IRC discussion area.
 - b. computer system dedicated to IRC.
- 4) Usenet is _____.
 - a. a big system of public discussion groups.
 - b. a newsgroup.
- 5) An intranet is _____.
 - a. like a small version of the Internet inside a company.
 - b. a commercial online service.

Exercise 3R.

a) Read the text below. Use the words from the box to fill in the gaps making any necessary changes.

attachments Internet Service Provider text file open attachments Internet image file download (email messages) modem access (the Internet) computer sound file e-mail program e-mail messages e-mail address

E-mail

Cindy Lewis is a journalist. She works for *Gender*, a weekly magazine on the (a) _____. Cindy writes the problem page for the magazine. Cindy has two young children so she doesn't work in the magazine office every day, she works at home using her (b) _____.

Every morning she checks her (c) _____. She switches on her computer and her (d) _____. She starts *Outlook Express*. This is the (e) _____ which Cindy uses.

She (f) _____ her e-mail messages. She usually receives about 35 messages every day. Most of the messages come from the *Gender* office, but she also gets messages from friends and colleagues around the world. They send messages to her (g) _____. Sometimes they just send messages with (h) _____. Some friends send longer pieces of writing in a (i) _____, or photographs in an (j) _____, or even music in a (k) _____. Cindy can (l) _____ these _____ and see the texts, pictures or listen to the recordings.

Cindy's e-mail address is cindylewis@demon.co.uk. Demon is a company which Cindy uses to (m) _____ her e-mail and the Internet. Demon is an ISP, an (n) _____.

b) Look at the different parts of Cindy's e-mail address. Can you name the different parts?



1. "at"
2. This shows that Demon is a commercial organisation.
3. The user
4. Domain name (sometimes called the "host")
5. Demon is in the United Kingdom (Britain).

Exercise 4R.

Read the text below. Then match the words or phrases to the definitions below.

Internet

Cindy uses the Internet to find the information she needs. For example, last week she wanted to find out about the history of an illness called polio. She switched on her computer and modem. She opened the web browser program called Internet Explorer. She clicked on the Favourites menu and selected the search engine called Altavista. She typed the word "polio" into a box and clicked the button marked "search". In a few seconds her computer showed a list of websites about polio. She clicked the first website URL and her computer showed the homepage of The Polio Society. She looked through the list of contents. She clicked the button marked "History". The history page gave her the information she needed.

- a) Something which you click on a website page which takes you to another page. _____
- b) A list of website addresses which you want to visit regularly called Bookmarks by Netscape or Favourites by Internet Explorer. _____
- c) A place on the Internet that gives you information about a particular subject. _____
- d) A program which looks for particular words or phrases in websites on the Internet. _____
- e) A software program which allows you to access and navigate the Internet such as Netscape Navigator or Internet Explorer. _____
- f) The address which takes you to a website. _____

Exercise 5R.

Read the text “Brief history of the Web” and put the correct form of the words in the gaps. One example (**address**) is done for you.

Personal computers (PCs) Small computers which people use at work/home.

A **network** Computers joined together so that they can communicate.

The Internet A network of millions of computers around the world.

Electronic mail (email) A way of sending and receiving messages on the Internet.

The World Wide Web A user-friendly way of looking at words or pictures and listening to sounds on the Internet. Also called the Web or the WWW.

A **browser** Computer software used to look at the Web.

A **site** A place on the Internet, also called a webpage.

An **address** The location of a site/webpage.

Brief history of the Web

The _____ has existed since 1969. It was created by the USA military as a way of communicating even after a nuclear war. Universities soon used it. At first it was only used to send and receive _____ messages. Thirty years ago computers were very big and very expensive. Today millions of people use computers at home and at work. Many people can afford to have a _____ at home and, at work, computers are joined over _____s. In 1991 _____ was invented. Now people looked at words, saw pictures and even heard sounds from around the world on their PCs. The Web was very popular. In 1987 there were 10,000 webpages but by 1992 there were more than one million _____s and many millions of webpage **addresses**. Thirty years ago a few people used the Internet to send email. Today, all you need is a PC and a _____ like *Explorer* to discover the wonderful world of the Web.

Exercise 6R.

Complete this product description of an internet security program. Type in the missing words using the mixed-up letters in brackets:

EFG

EFG (1) [*inta-riuv*s] software is the only program you need for complete protection from online threats.

EFG scans all incoming and outgoing email attachments, helping to protect your PC against (2) [*rivessu*], (3) [*romsw*], (4) [*Torsjan*] and other types of (5) [*lawmare*]. A (6) [*lawlrif*e] shields your system from attack by (7) [*reschak*], while the program can also detect if a website's (8) [*igidlat ercteacfiti*] is out-of-date or suspicious, allowing you to carry out financial transactions online with total security.

In addition to all of the above, the EFG Professional Edition also comes with email (9) [*crynetipon*] and the EFG (10) [*rawsyep*] scanner, helping you to keep your system free of unwanted advertising and (11) [*socoiek*].

EFG Basic is available to download as (12) [*warfeeer*] by clicking [here](#). Alternatively, you can purchase the EFG Professional Edition for only £29.95. Click [here](#) to visit our (13) [*rescue witebes*] or pay using PayPal by clicking [here](#).

(S) Speaking (block I):

- **URL:** uniform resource locator, the address of a file on the Internet. A URL looks like this:

http://www.netscape.com/

- “http://” means hypertext transfer protocol and tells the program to look for a web page
- “www” means World Wide Web
- “netscape.com” is the domain name and tells people that it is a commercial enterprise

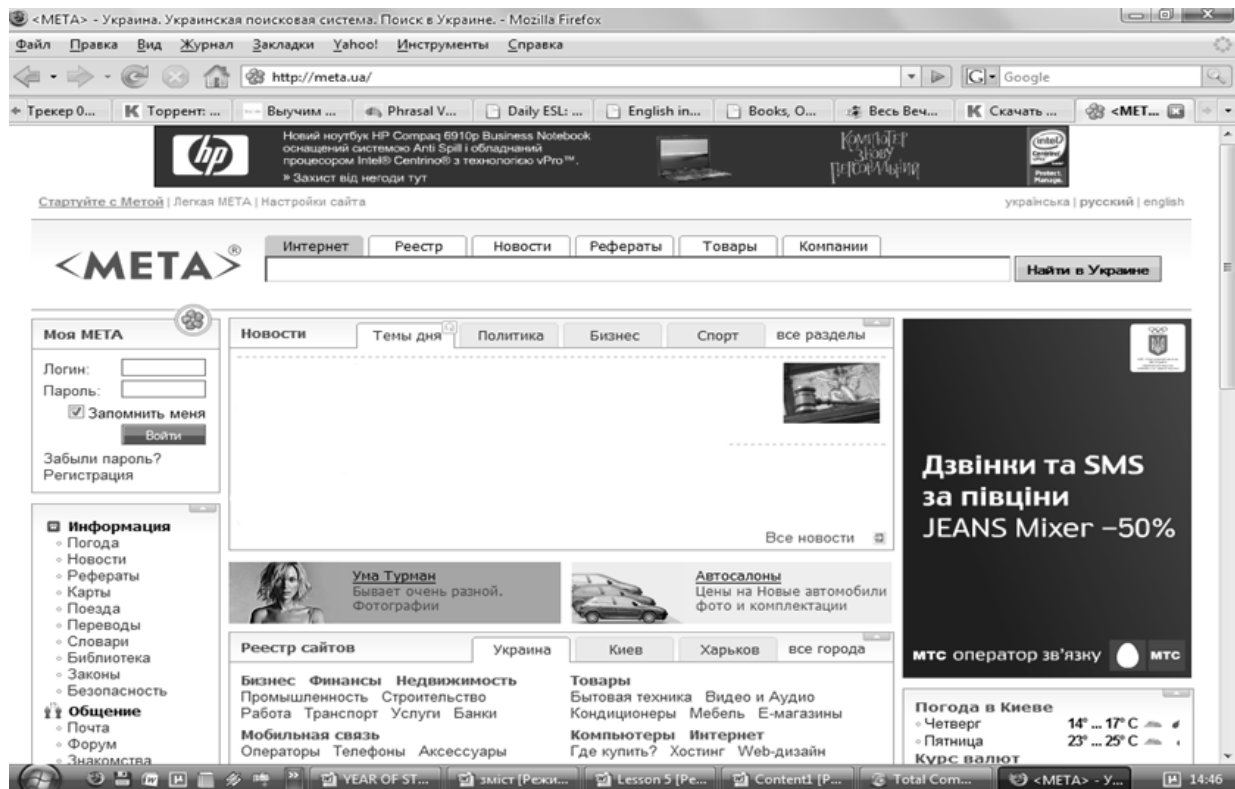
- **navigation buttons:** buttons on the toolbar which allow you to go back or forward to other web pages. You can also return to your start-up page or stop the transfer when the circuits are busy

- **links:** shortcuts (underlined text or images) that, when clicked, take you to other web pages

- **security on the Web:** just a few websites are secure. When the page is not encrypted, the security lock is open

Exercise 1S.

The picture illustrates a typical web page. Look at the box above, then find the following features in the picture.



1. URL address
2. Basic functions of the toolbar:
 - go to the home page
 - retrace your steps
 - go forward one page
 - interrupt the current transfer
 - update a page
 - find words within a page
 - load and display the page's images
3. Clickable image link
4. Clickable hypertext link

Exercise 2S.

What's your e-mail address? In your group find out everyone's e-mail address.

Exercise 3S.

Ask your partner these questions.

1. Have you got a computer at home? What do you use it for?
2. Do you use a computer at work / school / university? What for?
3. What do you know about the history of the Internet?
4. Do you use the Internet at home, at work? What do you use it for?
5. Which of the following can you use: chat, instant messenger, Skype, a webcam?

7. What is the Internet?
8. What can you do on the Internet? Make a list of possible applications.
9. What web site do you visit to chat with friends?
10. Which chat channels are you interested in?
11. Do you talk with strangers during web chats?
12. Do you use your real name or a nickname?
13. How long do you usually spend at the terminal?

Exercise 4S.

Look at these tasks and choose the most suitable Web site from the cyberlist.

1 Read about environmental problems	http://www.yahoo.com/
2 Get news reports	http://www.greenpeace.org/
3 Find out about specific hardware and software	http://www.ibm.com/
4 Make flight reservations	http://www.gofly.com/
5 Read about films and Hollywood awards	http://www.telegraph.co.uk/
6 Search for web addresses	http://www.oscars.org/

Exercise 5S.

Work in small groups. Find out about the groups favourite websites. Do you know the addresses? Make a list of the top five.

(SR) Supplementary reading (block I):

Exercise 1SR.

Reading comprehension.

Read one of the abstracts below and get ready to give brief summary of it in Ukrainian.

The Internet

What is the Internet and how is it useful?

The Internet is a global network of interconnected networks.

The unique thing about the Internet is the sheer amount of information that you can access from it. Whatever your interest you can search for and find information on the most obscure topics.

As a research tool the Internet is an incredibly valuable tool. Whether you are gathering information about a rival company on the other side of the world, or are looking for information about your family tree, you will find there is plenty of information available.

If you publish material on the Internet, it can be accessed by everyone on the Internet (providing they can find it!). As a marketing tool, this has interesting possibilities. It is possible for a small company to sell products and services worldwide, without the need for a single sales-person!

These days the problem is often not finding information but rather dealing with the sheer amount of information that is available. Also, when it comes to the Internet you have no idea how accurate or up to date a lot of the information you access really is.

More information about search engines: <http://www.searchenginewatch.com>

Internet Search Engines

To search the Internet you use what are called Internet search engines. These are easily accessed via your Internet browser (i. e. Microsoft Internet Explorer or Netscape Navigator/Communicator). Within the search engine, you enter a word or phrase and it will retrieve documents from the Internet based on the information you typed in.

International search engine examples include:

Alta Vista <http://www.altavista.com>

Excite <http://www.excite.com>

HotBot <http://www.hotbot.com>

Infoseek/GO <http://www.go.com/>

Lycos <http://www.lycos.com>

MetaCrawler <http://www.metacrawler.com>

MSN Internet Search <http://search.msn.com>

Web Crawler <http://www.webcrawler.com>

Yahoo <http://www.yahoo.com>

UK specific search engine examples include:

The UK Index <http://www.ukindex.co.uk/uksearch.html>

UK Plus <http://www.ukplus.co.uk>

Yell - UK Yellow Pages <http://www.yell.co.uk>

G.O.D. a UK Search Engine <http://www.god.co.uk>

Lycos UK <http://www.lycos.co.uk>

Infoseek UK <http://www.infoseek.co.uk>

Searching with a search engine

A search engine is a device that sends out inquiries to sites on the web and catalogs any web site it encounters, without evaluating it. Methods of inquiry differ from search engine to search engine, so the results reported by each one will also differ. Search engines maintain an incredibly large number of sites in their archives, so you must limit your search terms in order to avoid becoming overwhelmed by an unmanageable number of responses.

Search engines are good for finding sources for well-defined topics. Typing in a general term such as “education” or “Shakespeare” will bring back far too many results, but by narrowing your topic, you can get the kind (and amount) of information that you need.

Example:

- Go to Google (a search engine)
- Type in a general term (“education”)
- Add modifiers to further define and narrow your topic (“rural education Indiana”)

- Be as specific as you can (“rural education Indiana elementary school”)
- Submit your search.

Adjust your search based upon the number of responses you receive (if you get too few responses, submit a more general search; if you get too many, add more modifiers).

Electronic Mail

The benefits of E-mail

When you send an email its transmission is often almost instantaneous. This is especially useful when sending a message to someone in a different country. Also, unlike when using a telephone you do not have to worry about whether the recipient of a message, living on the other side of the world, may be asleep! When they wake up, they can read their email and reply to you!

A single email can simultaneously be sent to many different people. This can be very useful in a business environment, however this facility can be abused and it is now possible for people to send email via the Internet to millions of people. This rather stupid habit is known as Spamming by the Internet community and is very strongly disapproved of!

What is required to use E-mail?

To send and receive email you require a computer, plus the necessary hardware and software.

There are two basic types of email that you need to know about.

Internal company emails are sent and received via your company’s LAN (Local Area Network). These are normally private systems that can only be accessed by people working within your organization.

If you are connected to the Internet, then you can send or receive emails sent by another individual or organization that is also Internet connected.

You will need email software to compose and send an email, but increasingly this is actually built into Windows, and many people will now compose their email within Microsoft Word and then use the Windows system to also send the email for them.

If you are connected to your organization’s LAN (Local Area Network), you will need a network card (board) in your computer. In many cases, Windows itself can then be used to connect to your company’s server PCs. In other cases, your organization may use specialist network software such as Novell’s NetWare.

In a large company, you may often also connect to the Internet via your LAN. In other cases, you may require a modem to be connected to your computer to allow you to access the telephone system and then the Internet. In most cases the actual mechanics of connecting to the LAN and the Internet will have been setup for you by your organization’s IT support staff. If you are working at home on your own or for a small company then setting up a connection to the Internet is a relatively simple task.

The cost of email vs. conventional mail

If you are sending a traditional letter to many people, then you have to pay a fixed price for each person that you are sending the letter to. The great thing about email is that when you have the correct software you can send to one person or many people for almost the same price and that price will be a fraction of the cost of using traditional posted letters. The other great thing about email is that transmission of the email is almost instant. Whether the recipient is in the next room or on the other side of the world. If you need to telephone someone living in a different time zone then you need to consider the time at that location. If however you send an email from say, London to California, then when the recipient goes to their office there is message waiting for them.

Exercise 2SR.

Complete the online chat by choosing the correct abbreviations from the table below.

Will: How _____ (r/u/b) things?

Nick: Good, thanks. _____ (r/u/2)?

Will: Not bad. Need 2 talk _____ (IOW/ASAP/IMO) 2 discuss the new website.

Nick: OK. _____ (F2F/TIA/IC) or on the phone?

Will: Meet _____ (2/u/4) coffee? I need 2 get out of the house! _____ (BBS/BTW/LOL)

Nick: _____ (IC/GL/ur)! _____ (b/2/c) u at the café at 3.30?

Will: Great. _____ (BBS/BFN/IOW).

Chat abbreviations

We often use abbreviations in online chats and Instant Messaging.

ASAP	As soon as possible	LOL	Laughing out loud
BBS	Be back soon	TIA	Thanks in advance
BFN	Bye for now	msg	Message
BTW	By the way	ur	your/you're
F2F	Face to face	2	to
GL	Good luck	4	for
H&K	Hug and kiss	b	be
IC	I see	c	see
ILU	I love you	r	are
IMO	In my opinion	u	you
IOW	In other words	YW	you're Welcome

It's OK to use chat abbreviations, but try not to rely on them too much -they can make a conversation difficult to follow. They are also very informal.

(L) Listening

Task (Recording 10)

Exercise 1L.

Peter Morgan, the director of Text Link, is talking to a journalist about the Internet. Listen and complete the journalist's notes.

- *To connect to the Internet you need:*
(1) _____ (2) _____ (3) _____

- *..One cable of the modem is connected to the (4) _____ of your computer and the other to the (5) _____.*
- *To get your Internet identity you need to have an account with a (6) _____, a company that offers connection for an annual fee.*
- *Services offered by the Internet: (7) _____*
(8) _____
(9) _____
(10) _____
(11) _____
- *The Web is a huge collection of (12) _____ stored on computers all over the world.*

Task (Recording 11)

Exercise 2L.

Listen to David giving his presentation about eBay in a business school seminar.

Listen again and correct the mistakes in this student's notes on David's presentation.

1. eBay was founded **five** years ago
2. eBay employs **12,600** people around the world
3. In 2005 the turnover was \$ **5.55 million**

4. From the beginning top eBay management had successful **computer** backgrounds
5. eBay **has got** shops all over the world
6. eBay **is** successful in Japan and Hong Kong

(SR) Supplementary reading (block II):

Exercise 3SR.

Do you know...

- There's a legend that the Tower of London will fall if it loses its ravens. The birds with clipped wings are therefore carefully guarded.
- The fireplace is a symbol of a happy family life in England. Englishmen are fond of spending their evening round the fireplace. It's a very old tradition.
- Many English have many customs and manners they can be proud of. Among them is English humour. It's an irony directed against oneself only.

(G) Grammar (block II):

Exercise 6G.

Complete the following sentences.

1. Hull is the biggest fishing port, _____?
2. It is not a small port, _____?
3. There is much rain in England, _____?
4. There no high mountains in Great Britain, _____?
5. Scotland occupies the nothern part of Great Britain, _____?
6. It doesn't occupy very large space of land, _____?
7. Fish is caught on all parts of the coast, _____?
8. It is not caught only in rivers, _____?
9. Fishermen have lots of work to do, _____?
10. They haven't got much time to rest, _____?
11. The symbol of England is a rose, _____?
12. You have never been to this country, _____?

Exercise 7G.

Put the verbs in the brackets in the Past simple.

1. In 1209, London Bridge */become/* _____ the first stone bridge across the Thames.
2. London's craft and trade guilds */begin/* _____ to develop.
3. London */grow /* _____ rapidly.
4. Under King Henry VIII nobles */build/* _____ estates outside London's walls.
5. The West End thus */begin/* _____ to develop.

6. The king /*own*/ _____ six palaces in London, including the Palace of Westminster.
7. In 1547 Henry VIII /*die*/ _____, the palace of Westminster became the place of Parliament.

(S) Speaking (block II):

Exercise 6S.

Answer the following questions.

1. Could you imagine Great Britain without its customs and traditions?
2. If you went to Britain would you have so much tea?
3. Have you ever talked to an Englishman?
4. Would you like to live in Great Britain?
5. What English traditions do you like?
6. What do Englishmen think about the Royal family?
7. What do you think about modern English people?
8. If you had a chance of visiting Britain where would you go first?

Exercise 7S.

Read and translate the following text and get ready to speak on it.

History, culture and traditions of Great Britain

Great Britain like any country has a long history which reflects different stages of its historical development.

Many hundreds years ago, about the 4th century A.D. the country we now call England was known as Britain. And the people who lived there were the Britons. They belonged to the Celtic [*'keltik*] race, the language they spoke was Celtic. They were primitive people in economy and culture.

In time, however, the Britons in the South learned to grow corn, to work in metal and to do other useful things. They traded with the nearest part of Europe which is now called France, but at that time it was called Gaul. A class of priests called the Druids who had great power over them governed the Britons.

In the 1st century BC Britain was conquered by the power state of Rome. The conquest of England by the Normans began in 1066 with the battle of Hastings. Normans were Viking or men from the North. The role of the Norman conquest was important for the development of feudalism and absolute monarchy in Britain. This can explain why Britishmen still preserve the institution of monarchy in their country. They respect their queen highly and consider all the members of the Royal family to be symbols of the nation. Englishmen are very conservative in everything: traditions, clothing and behaviour.

The United Kingdom as a country appeared only in the 17th century after centuries of wars and struggle. As a result of these wars North Ireland became the first colony of Great Britain. The history of North Ireland has been and still

is the history of hard struggle of the Irish people for national freedom. From the early times the English monarchs were waging century wars of conquest on the Wales, the Scots and the Irish for the unification with these countries. They were originally separate and independent kingdoms. Wales was won by military force long ago. Scotland after centuries of bloodshed conflicts was united to England dynastically and peacefully. Ireland was both conquered and colonized with expropriation and colonization.

The complete political union – the United Kingdom of Great Britain – was at last achieved in 1801. By the 18th century England had become a great Sea Power, which opened potentialities of exploration and trade. Later on the English love of exploration and trade developed into colonization and slave trade.

The British Empire was being built for three centuries. But it collapsed in some 20 years after the Second World War. All the colonies of Great Britain became free and independent states.

At present Great Britain is a cultural country. It has original culture and arts. Great Britain gave the world many brilliant names in literature and culture. The literature of Great Britain is known for its rich and ancient traditions. The names of William Shakespeare, Jonathan Swift, George Gordon Byron, Charles Dickens, Daniel Defoe, Walter Scott, Agatha Christie, Rudyard Kipling, Robert Burns and many other names are dear to all those who love literature. Their names are known in the whole world.

Great Britain like other countries has many different traditions and customs. The English are a nation of stay-at-homes. The Englishman says “My house is my castle”. The English people prefer small houses with a fire place. The love of gardens is deep-rooted in the British people. They like their gardens and speak about them with great pleasure. The British like growing plants in a window box outside the kitchen or in the garden near the house. They love flowers very much.

Britain is a nation of animal-lovers. They have about 5 million dogs, almost as many cats, 3 million parrots and other cage birds, aquarium fish and 1 million exotic pets such as reptiles. In Britain they have special shops selling food, clothes and other things for dogs. In Britain pets can send Christmas cards to their friends, birthday cards. There are special animal hotels at the airports. The English people believe that they are the only nation on the earth that is really kind to its animals.

The English are proud of their traditions and carefully keep them up. All English people celebrate Christmas on the 25th of December. It's the most beautiful time of the year – the time of love, joy, hopes. Christmas Day is the birthday of Christ and it is a family holiday. It is the time when all the family gets together round the Christmas tree decorated with toys and sweets. Little children believe that when they are asleep Santa Claus comes with a big bag of toys. They often hang up large stockings for the presents. All families have Christmas dinners. They eat traditional dishes - turkey, duck and pudding. There

is also a pleasant custom to send cards and letters with the words: “Merry Christmas”.

There are some traditions on New Year’s Day. One of them is the old First Footing. The first man to come into the house is very important. The Englishmen believe him to bring luck. This man (not woman) must be healthy, young, pretty-looking. He brings presents – bread, a piece of coal or coin.

These are only some of the traditions and customs existing in Great Britain. There are so many traditions and customs in this country that it is impossible to mention all of them.

Unit 7

<p>(G) Grammar:</p> <p>(R) Reading:</p> <p>(SR) Supplementary reading:</p> <p>(L) Listening</p> <p>(S) Speaking:</p>	<p>Revision: Modals</p> <p>Modals + Perfectives</p> <p>Creating Web pages</p> <p>Copyright</p> <p>Web designing</p> <p>Famous people of GB</p>
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(G) Grammar (block I):

Modals (Variants of translation)

Can/Could
<p style="text-align: center;">1. Permission, request (дозвіл, прохання)</p> <p><i>Can you wait for a minute? – Ви не могли б зачекати хвилинку?</i></p> <p><i>Could you tell me how to use this device? – Чи не могли б ви розказати мені, як працює цей прилад?</i></p>
<p style="text-align: center;">2. Can + Complex Infinitive (невже)</p> <p><i>Can you be my brother? – Невже ти – мій брат?</i></p> <p><i>Can he be writing a report? – Невже він пише доповідь?</i></p> <p><i>Can he have left for conference? – Невже він поїхав на конференцію?</i></p> <p><i>Can he have been waiting for me? – Невже він на мене чекає?</i></p>
<p style="text-align: center;">3. Can't + Infinitive (не може бути)</p> <p><i>He can't be so foolish! – Не може бути, що він такий дурень!</i></p> <p><i>He can't be writing a test! – Не може бути, що він пише тест!</i></p> <p><i>He can't have read it! – Не може бути, що він це прочитав!</i></p> <p><i>He can't have been working here for so long! – Не може бути, що він так довго тут працює!</i></p>
<p style="text-align: center;">4. One can't help + V_{ing} (Не можна не)</p> <p><i>One can't help admiring this picture – Неможливо не милуватися цією картиною!</i></p>
<p style="text-align: center;">5. can't but (Нічого не залишається, як)</p> <p><i>He can't but tell the truth – Йому нічого не залишається, як сказати правду</i></p>

Exercise 1G.

Translate the following sentences with the modals “can” and “could”.

1. Can I help you?
2. He can't have done this translation.
3. They can't be reading this book in the original!
4. Having visited London he couldn't help admiring its architecture.
5. Can I have lost my money?
6. Don't you think he could create this website?
7. I wonder if you could tell me about this poet.
8. Can you be his friend? I can't believe it!
9. She can't have been studying at this University for 3 years!
10. Sorry, I couldn't but leave!

Exercise 2G.

Translate into English using “can” or “could”.

1. Читаючи сонети Шекспіра, не можна не захоплюватися талантом автора!
2. Чи можу я скористатися Вашим мобільним телефоном?
3. Не може бути, що я забув Ваше ім'я!
4. Він може дуже добре креслити.
5. Чи не могли б Ви мені допомогти?
6. Я не міг не скористатися факсом!
7. Невже Ви не читали книг цього письменника?
8. Невже я припустився такої помилки?
9. Не може бути, щоб я припустився такої помилки!
10. Ви вмієте користуватися сканером?

Must
Obligation, prohibition, logical necessity (обов'язковість, заборона, логічна необхідність)
<i>If you suspect the e-mail has a virus you must delete it without opening – Якщо у Вас є підозра про те, що у листі прихований вірус, Ви повинні знищити його, не відкриваючи</i>
<i>You mustn't read other people's letters – Ви не повинні читати листування інших людей</i>
Should
Personal recommendation (обов'язковість, заборона, логічна необхідність)
<i>You should take this chance! – Обов'язково скористайся таким шансом! You shouldn't follow her advice! – Тобі не слід дотримуватись її поради!</i>
Must/Should + Complex Infinitive
(велика доля вірогідності, майже впевненість)

There must be a mistake in this script – В цьому скрипті, мабуть, помилка
You must be reading my letter with a smile on your face – Напевне, ти читаєш цей лист і посміхаєшся
He must have left for ever – Скоріше всього, він поїхав назавжди

(втрачена можливість)

You shouldn't have left the device working! – Ти не повинен був залишати цей прилад, не вимкнувши його!
You should have noticed such mistake. What a pity, that you haven't! – Ви повинні були помітити таку помилку! Шкода!

Exercise 3G.

Translate the following sentences with modals “must” and “should”.

1. You shouldn't have bought this monitor now – the prices are falling.
2. He must be creating a new document.
3. You mustn't cross the street in this place!
4. A young specialist should know at least one foreign language.
5. You should update your site as soon as possible.
6. You must have been told about this conference.
7. We should decide whether to delete this information or not.
8. You mustn't open e-mail attachments in the letters from strangers.
9. Should I say something more?
10. Must I upgrade now?

Exercise 4G.

Translate the sentences into English using “must” or “should”.

1. Вам не слід обговорювати це питання сьогодні.
2. Напевне, ви помилилися, вам варто перевірити цю інформацію ще раз.
3. Він не повинен спізнюватися на роботу.
4. Нам не слід було публікувати цей сайт.
5. Їм слід подумати чи варто використовувати ці файли.
6. Чи повинен я зробити це негайно?
7. Йому не слід турбуватися про цю статтю.
8. Напевне, я забув Вашу адресу.
9. Кожен інженер повинен знати англійську мову.
10. Напевне, він перезавантажував комп'ютер.
11. Ви повинні робити резервне копіювання так часто, наскільки це можливо.
12. Вам слід було зберігати пароль в надійному місці.

May/Might

1. Permission (дозвіл)

<p><i>May I use the fax now? – Можна мені скористатися факсом?</i> <i>You may smoke if you want – Якщо хочете, можете палити</i></p>
<p>2. Possibility (вірогідність) <i>He may be at home – Можливо, він вдома</i></p>
<p>3. May + Complex Infinitive (можливо) <i>He may be reading this book now – Можливо, він саме зараз читає цю книжку</i> <i>She may have lost her pen – Можливо, вона загубила свою ручку</i> <i>They may have been discussing this problem for an hour – Можливо, вони вже годину обговорюють дану проблему</i></p>
<p>4. May/Might + have done (Можливо, зробили) <i>You might have fallen ill – Можливо, Ви захворіли</i></p>
<p>5. May/Might (for possible actions in the future) <i>It may(might) rain this afternoon – Можливо, після обіду піде дощ</i></p>

Exercise 5G.

Translate the following sentences paying attention to the modal verb “may”.

1. He might have used this device.
2. He may not notice this mistake.
3. May I use your phone?
4. You might have forgotten it in the lab.
5. You may be watching a football match on TV.
6. You may go to Italy this autumn if you want.
7. It may not snow too much.
8. They may be waiting for him now.
9. Do you think he might have made such a mistake?
10. There might not be a meeting, because our chief is on a business trip.

Exercise 6G.

Translate the sentences into English using “may” or “might”.

1. Можливо, Ви зачекаєте ще 1 хвилину?
2. Можливо, ціни знизяться наступного місяця.
3. Чи можу я скористатися Вашим комп'ютером?
4. Ви легко можете створити такий документ самостійно.
5. Можливо, Ви знищили цей файл.
6. Мабуть, завтра дощу не буде.
7. Мабуть, ви загубили Ваші ключі від сейфу.
8. Можливо, він поновив свій веб-сайт.
9. Можливо, Ви помиляєтеся. Перевірте цей архів ще раз.
10. Можливо, він любить говорити про політику.

Exercise 7G.

Complete the sentences using *can, could, may, might, should, can't, must*.

1. All HTML documents _____ start with <HTML> and end with </HTML>.
2. If I knew the Java language, I _____ include some attractive banners on my web page.
3. With a web page editor you _____ create a web document easily.
4. That woman speaks with a New York accent, so she _____ come from the USA.
5. She _____ be a top model. I know some of her friends.
6. He _____ be a good web page designer because he doesn't know the HTML language.
7. _____ I use your laptop? I need to print out this report.
8. Before you start to make a website, you _____ decide how to organize the content.

Exercise 8G.

Complete the conversation between a web designer and his client.

Web designer (WD): So (*must/should/can*) I ask what kind of (*web page/website/home page*) you want?

Client (C): Well, I'm a singer in a band, and I (*needn't/must/need*) an online presence to help with promotion, that kind of thing. I don't want anything too complicated. It'd be good if it looked nice, though. Perhaps a nice (*background/graphics/text*) and some attractive (*background/graphics/RSS feeds*).

WD: OK, that doesn't sound too complicated. Will you need (*streaming audio/plugin/Cascading Style Sheets*) and (*HTML/PDFs/full motion video*), too? I mean, do you want people to be able to listen to your music direct from the site and watch music videos, that kind of thing?

C: Yes, it'd be great if people (*could/may/should*) do that.

WD: OK, well a visitor (*must/might/should*) need to download the appropriate (*plug-in/HTML/graphics*), but that's very easy. And what about (*Cascading Style Sheets/wallpaper/RSS feeds*)? It's good if people (*may/can/needn't*) find out about any new updates to the site automatically.

C: Sure, but how expensive is all of this going to be?

D: You (*may not/can't/needn't*) worry. It sounds like the kind of job that we'll do using a (*Cascading Style Sheets/web editor/tag*) like Dreamweaver. That'll make things quicker – and cheaper – than hard-coding in (*text/HTML/RSS feeds*). We also now use something called (*Cascading Style Sheets/HTML/plugin*), which allow us to add styles to web documents. It's basically a way of making presentation changes across a website more easily. When do you want the site to (*go live/go on/go out*)?

C: In a month, if possible. I've already written all of the *(text/graphics/streaming audio)*. *(Must/Should/Needn't)* I just email that to you?

WD: Yes, please do. I *(can/must/might)* be able to start work on this next week.

C: OK. Actually, that reminds me, I need to get in touch with the other members of the band and ask them to send me any images that they want to put on the site. Which file formats do you prefer?

WD: Jpeg or gif are best for images, and avi or mpeg for video files. Oh, and any audio files *(must/might/could)* be in mp3 or wav. That's better than Real Audio files, which some media players *(can't/needn't/mustn't)* play.

C: No problem.

WD: OK, then. Once I have all of the files, I'll *(publish/updated/format)* the text, insert the graphics and sounds, link all of the pages together, and then we can publish the website. You *(should/can/might)* try and keep it updated, too. I can help with that, for only a small fee.

C: Great, that sounds perfect.

Exercise 9G.

Translate the following sentences into English.

1. Чи зможете Ви мені допомогти?
2. Що йому потрібно робити?
3. Невже наша команда програла?
4. Їм доведеться провести цей дослід самостійно.
5. Вам слід знати різницю між цими двома пристроями.
6. Я не зміг зрозуміти, про що вони кажуть.
7. Їм не слід поспішати.
8. Можливо, він не робив цього.
9. Нашим студентам можна відвідувати обчислювальний центр.
10. Напевне, цю статтю ще не переклали.

Exercise 10G.

Translate the following proverbs and learn them by heart.

1. Never put off till tomorrow what you can do today.
2. A man can die but once.
3. As you sow, you shall mow.
4. As you make your bed, so you must lie on it.
5. Can the leopard change his spots?
6. It would make even a cat laugh.
7. What can't be cured, must be endured.

(L) Listening (block I):

Task (Recording 12)

Exercise 1L.

a) In this interview, Sarah Almy describes how to plan, design and publish a website. Listen and put these steps in the correct order.

- Publish the website
- Insert computer graphics and sounds
- Keep website updated
- Weave together related pages with hyperlinks
- Write and format the text
- Decide the content and structure for the website

b) Listen again and decide whether these design tips (or guidelines) are Right or Wrong.

1. Plan your website carefully.
2. Use a Web editor. It will make it easier to create your pages.
3. Insert photos or animations just to make the pages look attractive.
4. Place a large number of graphics on your pages.
5. Use very bright colours.
6. Put a lot of links on one page.
7. Check that all the links on your Web pages are correct.
8. Once they are published, update your pages regularly.

(R) Reading

Exercise 1R.

Look at the text and illustrations below and find the answers to these questions.

1. What are HTML codes called?
2. What's the function of HTML codes?
3. What type of program allows you to design a web page without writing HTML?
4. How can you view the source code of any web page?
5. How do you connect your home page with the other pages that you have created?

Creating web pages

You can create a basic web page using a text editor or a word processor, but you need to know a code called HTML, or Hypertext Mark-up Language. This consists of HTML commands, called tags, which are placed around pieces of text to tell the web browser how to display text or graphics. You can enter different commands to define text size and font, format paragraphs, add colour, etc.

All HTML files:

- start with `<HTML>`
- have heading text that begins with `<HEAD>`, which has a title enclosed between tags, and ends with `</HEAD>`
- have body text that starts with `<BODY>`, where you place the contents of the actual document (i. e. text, images, links, etc.), and ends with `</BODY>`
- end with `</HTML>`

You can also create links to other web pages by using the tag `active text`

If you are not familiar with HTML, you can use a Web editor like Microsoft FrontPage or Macromedia Dreamweaver to simplify the process. Web editors are user-friendly and WYSIWYG (What you see is what you get). Different buttons and menu items enable you to design a page without writing HTML, i. e. they automatically produce the tags for text, tables, image maps, frames, etc. You can view the source code for any page you like by clicking the option "Page source" in the browser's menu.

Websites with an effective use of graphics are more inviting and communicative than plain text. So you may like to insert different types of pictures: scanned photos, bars, icons, backgrounds, and moving images.

Once you have created a few pages, you should join them together with hyperlinks. A hyperlink is a piece of highlighted text or a picture that acts as a link to another page. You can place local links to help readers navigate through your pages. You may also like to insert external links to other people's websites.

Exercise 2R.

Can you recognize these basic HTML tags? Match them with the correct function.

1. <code><HTML> </HTML></code>	a) This creates a window with a black background.
2. <code><BODY> </BODY></code>	b) These tell your web browser that the file contains information coded with Hypertext Markup Language.
3. <code><H1> </H1></code>	c) This is used to include an inline image.
4. <code><HR></code>	d) This tag indicates a new paragraph.
5. <code></code>	e) This part contains the content of your document.
6. <code><I> </I></code>	f) This tag inserts a horizontal line or rule.
7. <code> active text</code>	g) This is the most prominent level of headings.
8. <code><BODY BGCOLOR="#000000"></code>	h) This indicates a numbered list (also called an ordered list).
9. <code></code>	i) These enclose italic text.
10. <code><P></code>	j) This adds a link to another web page.

(L) Listening (block II):

Task (Recording 13)

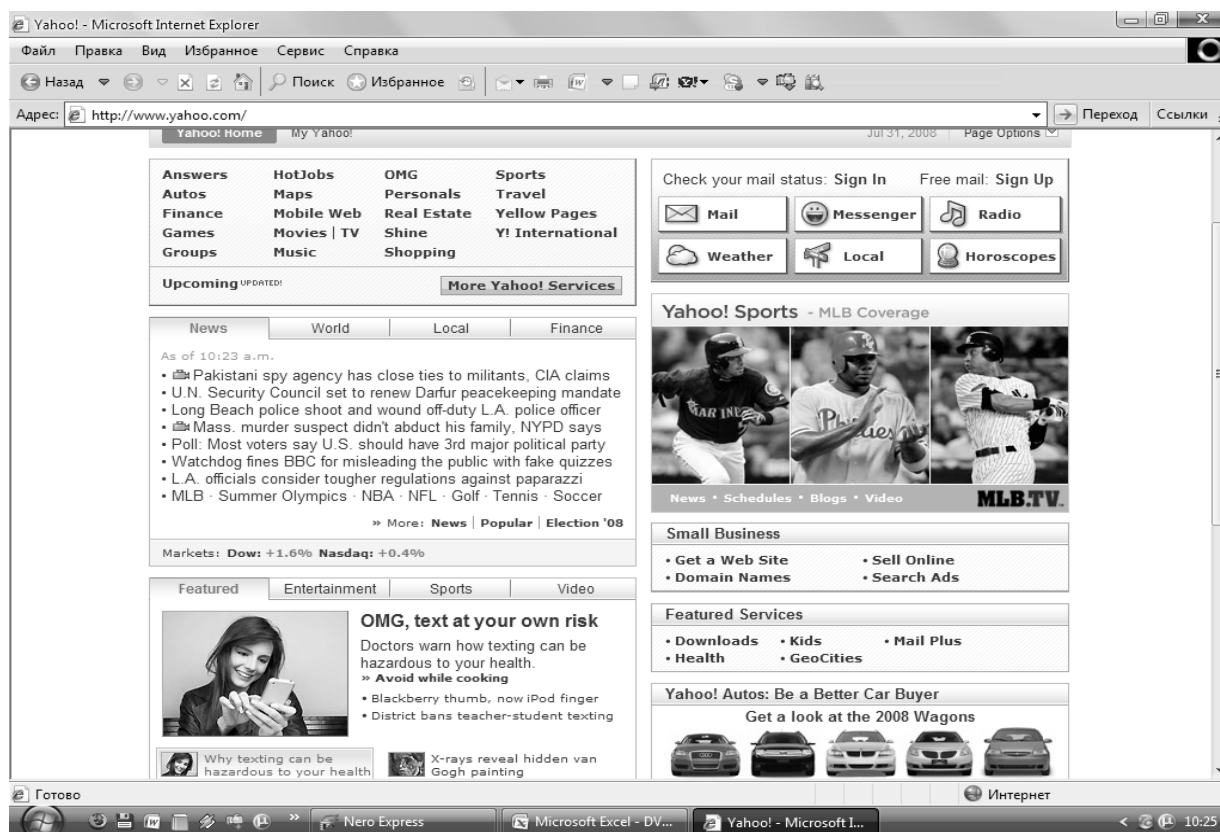
Exercise 2L.

Listen to a dialogue between Reeta, an expert on search engine optimisation, and her client. Listen again and match the words and definitions.

1 content	a) A program that searches the internet for web pages and sends them to a search engine.
2 keyword	b) A way of ensuring search engines can find a website.
3 search engine optimisation (SEO)	c) A word someone types into a search engine.
4 spider	d) The code that creates the words in the top bar of the browser.
5 title tag	e) The written text in a website.

(S) Speaking (block I):

Exercise 1S.



a) Look at the homepage of Yahoo and try to answer these questions.

- Why do people create and publish web pages?
- What does a website consist of?

- What is a homepage?
 - What is an Internet portal?
- b) Think about your favourite websites.
- Do you like the way they are designed? Explain why.
 - What elements do you think a good website should have? Make a list.

Exercise 2S.

Work through this questionnaire with a partner.

1. What do you use the Web for?
2. What is your favourite search engine? Why?
3. Music portals have become very popular on the Net. Which one do you like most? Why?
4. Would you be interested in accessing the Internet through your "TV"?
5. Do you know how to use the HTML language?
6. Have you ever used a web editor to create web pages?
7. What sort of web pages would you like to make?
8. Is there anything you'd like to have on the Internet that you can't have yet?

Exercise 3S.

In small groups, collect information about your college or company and design a web homepage for it.

(SR) Supplementary reading

Exercise 1SR.

Do you know...

Copyright

Software Copyright Issues

Most programs that you purchase are copyrighted and you must not copy them. If you do so you may be breaking the law and if caught, you could find yourself being prosecuted! Many people will buy a copy of a game and make a copy for their friends or other family member. This is also normally unlawful. Even lending your program disks or CD-ROM to other people may be breaking the law in most cases. There are numerous organizations, such as FAST (the Federation Against Software Theft), which are dedicated to preventing the illegal copying of software. In a business situation, if your manager tells you to copy software, ALWAYS first make sure that you have a license that entitles you to copy the software, because in many countries, you will be personally liable for damages!

More Information: The Federation Against Software Theft
<http://www.fast.org.uk>

What is freeware?

Some software is made freely available. Demonstration disks often come under this category. In addition, a lot of software is produced by the educational community and is made freely available. Always read any licenses supplied with such software very carefully before use.

More information: <http://download.cnet.com/?st.dl.freewarecom..redir>

What is shareware?

Shareware is software that is freely available and is designed to let you use the product for free, for a limited period while you decide if you like it or not. After this period, you must legally either remove it, or pay an amount to the producers of the product.

More information: <http://shareware.cnet.com>

What about software that you find on the Internet

There are some sites on the Internet run by dubious organization's that might make copies of commercial software freely available. If you download any software from the Internet, make sure that it is legal!

What are site licenses?

Many large companies do not go out and buy a certain amount of "shrink-wrapped" copies of each software product that they need, instead they will buy a site license. These site licenses are different in their small print, but generally mean that the companies purchasing the license can make a fixed numbers of copies available to their staff, normally via a company network.

Exercise 2SR.

Complete these extracts from wikis about cybercrime by typing in the past simple form of the verbs in brackets. Then decide what kind of cybercrime each wiki is describing.

1. In July 2001, the online file-sharing network Napster (*shut*) its website following legal action from several major record labels. (*piracy/spreading of malicious software/IP spoofing*)
2. In late 2006, a computer worm (*take*) control of hundreds of pages on MySpace and (*change*) links to direct surfers to websites designed to steal their login details. (*theft of intellectual property/phishing/cyberstalking*)
3. The first well-known worm (*be*) the Internet Worm of 1988, which (*infect*) SunOS and VAX BSD systems. (*distribution of indecent or offensive material/theft of intellectual property/spreading of malicious software*)
4. A 2007 study (*find*) that 28% of female internet users had experienced online harassment. In 84% of cases, the incidents (*happen*) in a chat room. (*theft of intellectual property/cyberstalking/phishing*)
5. In 2008, author J K Rowling (*say*) that a company trying to publish an online Harry Potter encyclopedia had "stolen her words". (*cyberstalking/phishing/theft of intellectual property*)

Exercise 3SR.

Complete the conversation between an **Internet Service Provider (ISP)** and a **customer**. Type words from the box into spaces 1–16. Then choose the correct words to complete the sentences.

email	Web	spam	IP	modem	wireless	newsreader
username		browser	internet		attachments	messaging
file transfer protocol		newsgroups		broadband		mail program

ISP Helpdesk Operator (HO): Customer support, good morning.

Customer (C): Yeah, hi. (*Who/How/What*) am I speaking to?

HO: My name's Martin. (*Who/How/What*) can I help?

C: I'm having some problems with my (1) _____ connection. I can't get online.

HO: OK. I'm sure I can help. Let me just quickly check your (2) _____ address ...

C: My what? What (*do/did/does*) that mean?

HO: It's just a unique series of numbers that identifies your computer when it's online. OK, just wait a sec ... Mmm ... Is your (3) _____ plugged in and working OK?

C: Is that the same as the (4) _____ router? The thing that plugs into the phone line?

HO: Yes. (*do/are/is*) the lights flashing?

C: Yes, they're flashing really fast.

HO: OK. Just turn the router off and on at the back. (*Is/Does/Do*) it working now?

C: Yes, it is. (*Who/Why/What*) did that happen?

HO: It's nothing serious – sometimes you just need to reset the router. Is there anything else I can help you with?

C: Actually, yes. I'm paying all this money for one of those fast, what do you call them, (5) _____ connections, but all I'm using the computer for is checking (6) _____ and looking up information on the (7) _____. (*What/How*) else can I do with all this technology?

HO: Well, have you tried instant (8) _____? You know, having real-time chats with friends over the Internet?

C: (*How old/How fast/How often*) do you think I am? That sounds like the kind of thing my 15-year-old son would be into, not me!

HO: OK, well (*how old/how fast/how often*) is your connection? If it's very fast, then you can take advantage of (9) _____ – that means downloading files from the Internet onto your hard drive. It's a feature that is built into your web (10) _____, so it's very easy to use. You can download music, films, anything you want, really.

C: That sounds expensive. (*How old/How fast/How much*) does it cost to download a song?

HO: It depends on the site. Another thing you might want to try is (11) _____ – public discussion areas on nearly any topic. It's part of a system called Usenet.

You'll need a (12) _____ – that's a program that lets you view and post messages – and a (13) _____ and password. It's all very easy.

C: OK, that all sounds interesting. Thanks for all ...

HO: Actually, you might be interested in a new product we've launched this week. Can I ask which (14) _____ you use?

C: Outlook Express.

HO: OK, we have some new anti-(15) _____ software that helps detect junk email by looking for suspicious words in the subject line of the email. It also looks for suspicious (16) _____ – that's how viruses are normally sent between computers. It only costs £5.99 a month and ...

(S) Speaking (block II):

Exercise 4S.

Read and translate the following text and get ready to speak on it.

The famous figures of art and science of Great Britain

The UK is a great country with a rich history, customs and traditions. It gave the world many talented people in different spheres: literature, art, science, music and sport.

Isaac Newton is a famous mathematician who worked out a basic formula which we call the binominal theorem now. He is also the discoverer of the Law of Gravitation.

Ernest Rutherford, a famous English physicist worked in the field of radioactivity. He was one of the founders of the atomic theory of physics and creators of the first atomic model.

Henry Bessemer is one of the greatest inventors of the 19th century. He invented the new process of steel production, the so-called Bessemer process.

Joseph John Thomson is a discoverer of the electron, the discovery of the electron and the investigation of its nature led to a revolution in physical science.

Michael Faraday founded the theory of electric and magnetic fields. He made his major discovery in the field of electricity – the electromagnetic induction.

We can't also help mentioning Alexander Fleming, the discoverer of penicillin. The great work that he did was done for the benefit of sick men and women. His discovery of penicillin did more to help suffering mankind than anything else for centuries.

Great Britain has also given the world many outstanding writers, poets, painters and musicians, among them are: W. Shakespeare, O. Wilde, A. Christie, Ch. Dickens, W. Thackeray, J. Turner, W. Scott. Their works have been translated into many languages of the world. The best works of English writers and poets will always be a great school of life for those who read them.

These and many other outstanding people of this country have made great contribution to world culture and science.

Exercise 5S.

Answer the following questions.

1. What English famous people do you know?
2. Which of the English scientists in your opinion made the greatest contribution to the world science?
3. Could you imagine our life without penicillin?
4. Who discovered the Law of Gravitation?
5. What do you know about W. Shakespeare? Name some of his works.
6. What is your favourite English writer?
7. Do you know any poems of English poets?
8. Can we learn English without reading English books in the original?
9. What is your favourite book written by one of the English writers?
10. Who was named “A queen of the detective stories”?
11. Do you like science-fiction?
12. What’s your favourite story by Arthur Conan Doyle?
13. Where did “The Beatles” come from?
14. What’s the motherland of football?
15. Which of the England’s great people graduated from Oxford and Cambridge?

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