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Федеральное государственное бюджетное образовательное  
учреждение высшего образования  
«Томский государственный университет систем управления  
и радиоэлектроники»

КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ

# **ENGLISH GUIDE**

## **FOR COMPUTER SCIENCE**

### **STUDENTS**

(для студентов бакалавров по УГНП 09.00.00  
«Информатика и вычислительная техника»)

Учебное пособие

Томск  
ТУСУР  
2017

## Ёлкина Д.М., Полянская О.В.

English Guide for Computer Science Students : учеб. пособие / Д.М. Ёлкина, О.В. Полянская. – Томск : Томск. гос. Ун-т систем упр. и радиоэлектроники, 2017. – 168 с.

Настоящее учебное пособие составлено в соответствии с требованиями ФГОС ВО направлений и специальностей технического университета и содержанием программы по иностранному языку для технических вузов.

Министерство образования и науки Российской Федерации, Федеральное государственное бюджетное образовательное учреждение высшего профессионального образования «Томский государственный университет систем управления и радиоэлектроники», Кафедра Иностранных языков. Томск : ТУСУР, 2017. 168 с.

Настоящее учебное пособие предназначено для студентов 1 курса бакалавриата по УГНП 09.00.00 «Информатика и вычислительная техника» очной формы обучения. Пособие составлено в соответствии с целями и задачами дисциплины «Иностранный язык» и содержит темы профессионального, общеобразовательного и страноведческого характера, рекомендуемые программой обучения иностранным языкам в техническом вузе. Учебное пособие предназначено для студентов с уровнем владения английским языком Pre-Intermediate.

Учебное пособие содержит пять блоков: 'Introduction to the Digital World', 'Programming', 'Illegal Activities', 'Digital Literacy', 'Application'. Каждый блок включает в себя четыре урока. Каждый урок состоит из следующих разделов: Vocabulary, Reading, Grammar.

На усмотрение преподавателя отдельные упражнения могут быть использованы в качестве домашнего задания с целью систематизации знаний, формирования и совершенствования навыков и развития умений, полученных в ходе аудиторных занятий.

Учебное пособие «English Guide for Computer Science Students» размещено в электронном виде на образовательном портале ТУСУР.

# Contents

## **Introduction to the Digital World, 5**

- 1 Higher education, 5  
Grammar: Personal pronouns & possessives (I, me, my, mine)
- 2 Computers, 17  
Grammar: To be. The present simple. The present continuous
- 3 Smartphones, 27  
Grammar: The present simple & the present continuous
- 4 Robots, 35  
Grammar: Numbers: cardinal & ordinal

## **Programming, 43**

- 5 Software programmers, 43  
Grammar: Regular and Irregular Verbs
- 6 Programming, 51  
Grammar: The past simple & used to
- 7 C / C++ / [C] / C#, 64  
Grammar: The past simple & the present perfect
- 8 Programming languages, 72  
Grammar: Comparative and superlative adjectives

## **Illegal Activities, 81**

- 9 Hacking, 81  
Grammar: Have to, must, and should
- 10 Types of software, 89  
Grammar: Future forms
- 11 Social engineering, 97  
Grammar: Conditionals (0, 1, 2)
- 12 Cyber crimes and criminals, 106  
Grammar: Prepositions of time. Conjunctions and, or, but, so, because, although

## **Digital Literacy, 113**

- 13 The internet, 113
  - Grammar: Reported speech
- 14 Online, 121
  - Grammar: Different types of questions
- 15 Social media & social networking, 127
  - Grammar: Passive forms
- 16 Digital footprint, 135
  - Grammar: Relative clauses

## **Application, 141**

- 17 Artificial intelligence, 141
  - Grammar: The definite article
- 18 3D, 150
  - Grammar: Participle I & participle II
- 19 Animation & Virtual Reality, 154
  - Grammar: The infinitive of purpose
- 20 eSports, 160
  - Grammar: Verb + ing or verb + infinitive

## **СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ, 168**

# 1 HIGHER EDUCATION

## VOCABULARY

### 1 Read and learn the words and phrases.

<b>graduate from</b>	окончить учебное звание
<b>enter a university</b>	поступить в университет
<b>pass an entrance examination</b>	сдать вступительный экзамен
<b>monthly scholarship</b>	ежемесячная стипендия
<b>fail an examination</b>	проваливаться на экзамене
<b>get a bachelor's degree</b>	получать степень бакалавра
<b>leading engineering university</b>	ведущий инженерный университет
<b>education, research, development, and innovation</b>	образование, исследование, развитие и инновация
<b>experienced and qualified</b>	опытный и квалифицированный
<b>knowledge and skills</b>	знания и умения
<b>entrepreneurial</b>	предпринимательский
<b>dynamic and exciting life</b>	динамичная и захватывающая жизнь

### 2 Match the terms and their definitions.

exciting	experienced	leading
1	very important or most important	
2	having skills and knowledge because you have done something many times	
3	making you feel very happy and enthusiastic	

enter	fail	get	pass
4	to become a member of a particular organization		
5	to succeed at a test or an exam, or to decide that someone has been successful		
6	to receive something or be given something		
7	to not pass a test or an exam, or to decide that someone has not passed		

bachelor	degree	engineering	entrance	scholarship	university
8	a place where students study at a high level to get a degree (= type of qualification)				
9	the right to enter a place or to join an organization, college, etc				
10	the amount of money given to a person to pay for their education, usually at a college or university				
11	a university or college qualification, or a person who has this qualification				
12	a qualification given for completing a university course				
13	the work of an engineer, or the study of this work				

3 Complete the table. Pay attention to the part of speech the word belongs to.

Verb	Noun	Adjective
develop	(1) _____	developed
–	dynamics	(2) _____
educate	(3) _____	educational
(4) _____	entrance	–
–	entrepreneur	(5) _____
examine	(6) _____	–
excite	excitement	(7) _____
experience	experience	(8) _____
(9) _____	failure	–
(10) _____	graduation	–
–	(11) _____	innovative
know	(12) _____	knowledgeable
lead	leader	(13) _____
live	(14) _____	alive
–	month	(15) _____
qualify	qualification	(16) _____
(17) _____	research	–
–	(18) _____	skilled

4 Choose the best answer to complete the sentence.

- 1 There have been some major **develop / developments / developed** in technology recently.
- 2 Poppy studied programming at **get / scholarship / university** .
- 3 Mr Swan is a **dynamics / dynamic** , young teacher.
- 4 You **will be examined/ examination** in three main areas: speaking, listening, and reading comprehension.
- 5 We expect a good standard of **educate / education / educational** for our children.
- 6 Henry still **degree / hasn't got / scholarship** my email yet.
- 7 She'll make money – she's got that **entrepreneur / entrepreneurial** spirit.
- 8 Sophie went to Harvard on a **degree / passed / scholarship** .
- 9 He **graduated / graduation** from Cambridge University in 2006.
- 10 Your birthday's this **month / monthly** , isn't it?
- 11 He took a smartphone without my **know / knowledge / knowledgeable** .
- 12 She has a **degree / engineering / passed** in mathematics.
- 13 Ms Mason is a newly **qualify / qualification / qualified** teacher.
- 14 I've just **engineering / passed / university** my driving test.
- 15 They **are doing research / researcher** into language development.
- 16 It's an **innovation / innovative** approach to the program making.
- 17 You don't need good communication **skills / skilled** to be a programmer.
- 18 James studied **engineering / get / university** at MIT.

## READING

### 5 Read the information about higher education in the Russian Federation.

#### Higher Education in the Russian Federation



In the Russian Federation, every person has a right to free education. Young people finish a secondary general school or **graduate from** an initial vocational school. They often continue to get their education. Young men and women have an opportunity to **enter a university**.

Higher education institutions teach all subjects: law and economics, engineering and medicine, social sciences and many others. Young people choose any higher education institution and any speciality in any city in Russia. There are many higher education institutions all over the country.

If young men and women **pass entrance examinations** well, they have an opportunity to study free. They even get a **monthly scholarship**. If young people **fail entrance examinations**, but they want to study at the higher education institution, they have to pay for it.

Every academic year consists of two terms (semesters). At the end of every term students pass credit tests and examinations to continue their higher education. If students do it on time and have only good and excellent grades, they get a monthly scholarship for the next term.

After four years of study people **get a Bachelor of Science degree**. They continue their studies to get a Master of Science degree (two years). Specialists study at a higher education institution during five or six years. After that young people (both Masters of Science and specialists) often become Candidates of Science (three years), and then it takes three years to get a Doctor of Science degree.



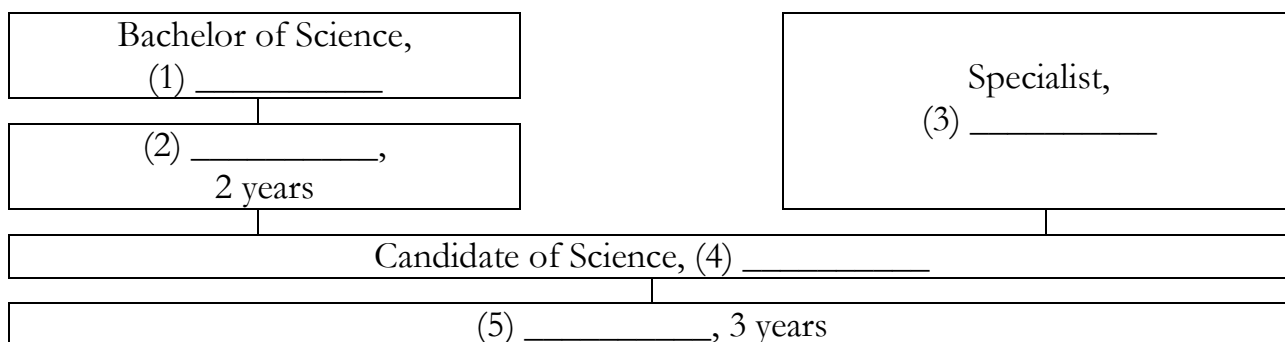
<http://amschool.info/wp-content/uploads/2016/08/Higher-Education.png>

### 6 In the text find the English equivalents of the following words and phrases.

- |    |                                   |    |                             |
|----|-----------------------------------|----|-----------------------------|
| 1  | высшее образование                | 11 | платить за                  |
| 2  | иметь право на                    | 12 | учебный год                 |
| 3  | бесплатное обучение               | 13 | семестр (2 variants)        |
| 4  | средняя общеобразовательная школа | 14 | зачет                       |
| 5  | профессиональный колледж/лицей    | 15 | продолжать                  |
| 6  | высшее учебное заведение          | 16 | вовремя                     |
| 7  | предмет, дисциплина               | 17 | оценки «хорошо» и «отлично» |
| 8  | специальность                     | 18 | четыре года обучения        |
| 9  | иметь возможность                 | 19 | учебные занятия             |
| 10 | молодые люди (2 variants)         | 20 | занимать, требовать 3 года  |

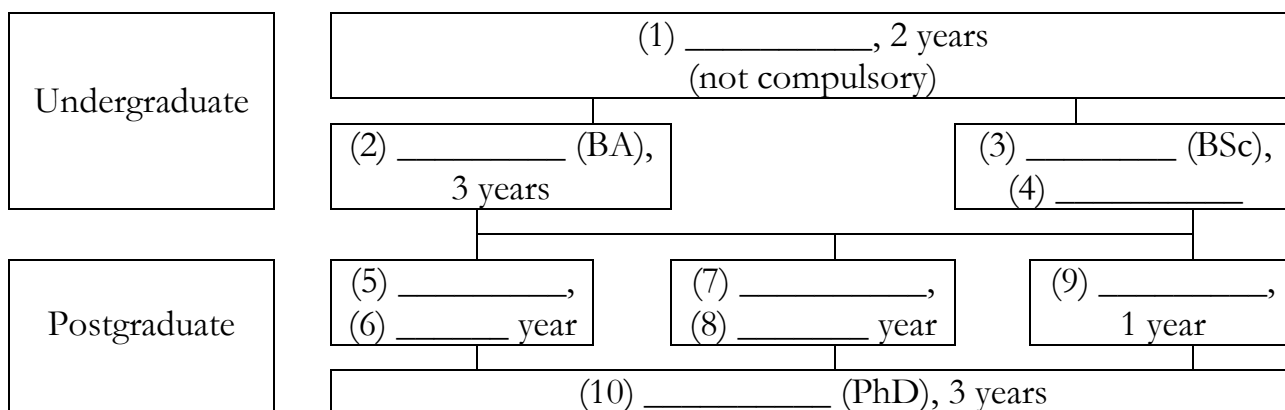
7 Use the information about the higher education in Russia to complete the table.

### The System of Higher Education in the Russian Federation



8 Try to guess about the systems of higher education in the UK and in the USA.

### The System of Higher Education in the UK



vocational foundation degree – базовая профессиональная степень

Bachelor of Arts (BA) – бакалавр искусств (гуманитарные науки)

Bachelor of Science (BSc) – бакалавр естественных или точных наук

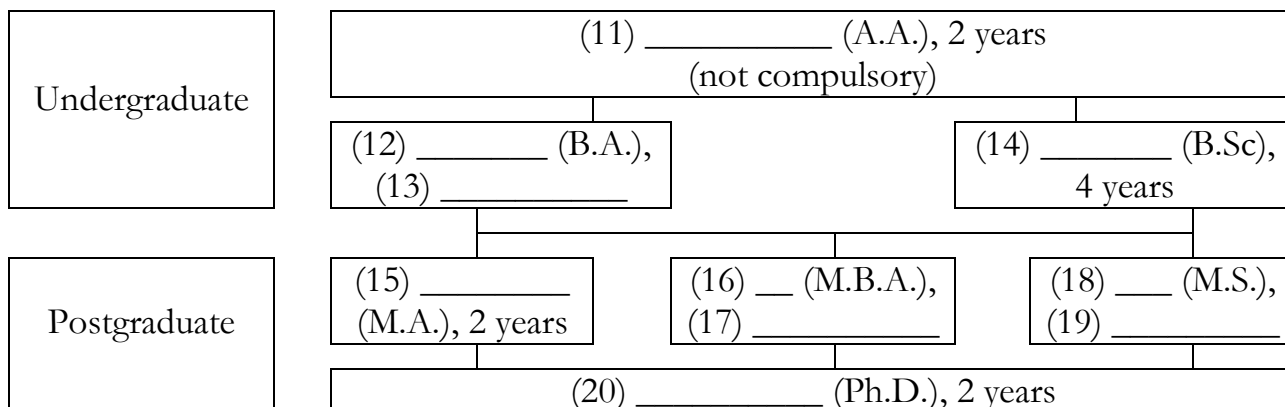
Master of Arts (MA) – магистр искусств, магистр гуманитарных наук

Master of Science (MSc) – магистр естественных или точных наук

Master of Business Administration (MBA) – магистр делового администрирования

Doctor of Philosophy (PhD, DPhil) – доктор наук (общая для всех областей)

### The System of Higher Education in the USA



Associate of Arts (A.A.) – ассоциат искусств, ассоциат гуманитарных наук



## 9 Read the information about the university we study at.

### Tomsk State University of Control Systems and Radioelectronics

TUSUR is one of the **leading engineering universities** in Russia. Relatively small size allows the university to be mobile and quickly adjust to changes. It becomes stronger and more efficient. TUSUR ambitiously strives for leadership and global presence in **education, research, development, and innovation**. The university cooperates with some foreign universities.



TUSUR has **experienced and qualified** professionals, professors, and doctors of science. There are three education formats at the university: full-time, evening and extramural. The Faculty of Distant Education gives the students an opportunity to study at the university and work in their native cities and towns. 11 thousand students study at 13 faculties.



TUSUR is a young university. It first opened its doors in 1962. Since then the university has always been one of the best engineering universities in Russia. In 2004, a student business incubator was established at TUSUR, which gives rise to high-tech start-ups. Students get **knowledge and skills** that are in demand in modern society. The university is very proud of its graduates.

The mission of TUSUR is to create the cultural, academic, research and innovation environment that is the driving force for economic development, world-class research, and training of skilled professionals. The strategic goal of the University is to create a world-class **entrepreneurial** research university. It is achieved through adoption of the best international practices in education, strategic partnerships with the academic and business communities and training of competitive engineers.

TUSUR students have a very **dynamic and exciting life**. At the university there are a lot of clubs. A student can try dancing, sports, music or poetry. The university organizes various festivals and contests: KVN, the beauty contest 'Miss TUSUR', photo contests and sporting events. Every year TUSUR students celebrate Radio Day (on 7 May). Students of the university go across the city, sing songs, wave flags and hold balloons.



<https://tusur.ru/en>

## 10 Answer the questions about TUSUR.

- 1 What is the full name of the university you study at?
- 2 Do foreign universities cooperate with TUSUR?
- 3 Who are teachers of the university?
- 4 How can students get higher education at TUSUR?
- 5 How many students are there at TUSUR?
- 6 Is TUSUR an old university?














- 7 When was a student business incubator established?
- 8 What is the strategic goal of the University?
- 9 What do TUSUR students do in their free time?
- 10 Do TUSUR students celebrate any special day?

### 11 TUSUR today. Match the numbers with phrases.

10	26	30	41%	80%	150	940	2100	11000
----	----	----	-----	-----	-----	-----	------	-------

bachelor's degree programs	students	spin-off companies
master's degree programs	international students	of regional hi-tech product
postgraduate's degree programs	academic and research staff	of university income comes from research

### 12 Match the names of TUSUR faculties and their Russian equivalents.

Faculty of Radio Engineering	Факультет инновационных технологий	
Faculty of Radio Design	Юридический факультет	
Faculty of Computer Systems	Радиотехнический факультет	
Faculty of Control Systems	Радиоконструкторский факультет	
Faculty of Electronic Engineering	Факультет электронной техники	
Faculty of Innovation Technologies	Факультет систем управления	
Faculty of Economics	Факультет вычислительных систем	
Faculty of Human Sciences	Гуманитарный факультет	
Faculty of Law	Факультет безопасности	
Faculty of Security	Экономический факультет	
Faculty of Distance Learning	Заочный и вечерний факультет	
Faculty of Extramural and Evening Education	Факультет дистанционного обучения	
Faculty of Advanced Training	Факультет повышения квалификации	

**GRAMMAR**  
**PERSONAL PRONOUNS AND POSSESSIVES (I, ME, MY, MINE)**

Personal pronouns		Possessives	
Subject form	Object form	Possessive adjective	Possessive pronoun
I	me	my	mine
he	him	his	his
she	her	her	hers
it	it	its	–
we	us	our	ours
you	you	your	yours
they	them	their	theirs

**Personal Pronouns**

Pronouns are words we use in the place of a full noun. We have both subject and object pronouns.

We use **subject pronouns** as subject of the verb.

His mother has just retired. **She** was a computer scientist.

I'm waiting for my husband. **He** is late.

We use **object pronouns**:

as the object of the verb:

Can you help **me**?

after prepositions:

I'll speak to **them**.

**1 Choose the best answer.**

- 1 Have you just asked Emily or **I / me** ?
- 2 The dog was hungry so I fed **him / her / it** .
- 3 They sent for **you / yours** and **she / her** .
- 4 Father gave **we / us** more mangoes than he gave to Oliver and Grace.
- 5 Jacob met Charlie. **It / They** talked for an hour.
- 6 I am younger than **he / him** is.
- 7 Lily and **I / me** went to the railway station.
- 8 The dog barked Daisy and ran after **she / her** .
- 9 Tell **they / them** to go away.
- 10 **We / Us** are going to the park.
- 11 I looked for the book, but could not find **him / her / it** .
- 12 **I / Me** can play much better than **she / her** does.
- 13 My brother and **I / me** had a nice dinner.
- 14 I have five flowers. **It / They** are all pink.
- 15 Where is Harry? I want to see **he / him** .
- 16 How do you know **they / them** are English?
- 17 The bird can fly because **he / she / it** has wings.
- 18 Sit **she / her** between Jack and **I / me** .

## 2 Complete the sentences as shown in the example.

e.g. He doesn't love her but **she** loves **him**.

- 1 **We** don't love **him** but \_\_\_\_\_ loves \_\_\_\_\_.
- 2 **You** don't love **them** but \_\_\_\_\_ love \_\_\_\_\_.
- 3 **He** doesn't love **her** but \_\_\_\_\_ loves \_\_\_\_\_.
- 4 **They** don't love **us** but \_\_\_\_\_ love \_\_\_\_\_.
- 5 **I** don't love **him** but \_\_\_\_\_ loves \_\_\_\_\_.
- 6 **She** doesn't love **me** but \_\_\_\_\_ love \_\_\_\_\_.
- 7 **We** don't love **them** but \_\_\_\_\_ love \_\_\_\_\_.
- 8 **You** don't love **him** but \_\_\_\_\_ loves \_\_\_\_\_.
- 9 **I** don't love **you** but \_\_\_\_\_ love \_\_\_\_\_.
- 10 **They** don't love **her** but \_\_\_\_\_ loves \_\_\_\_\_.

## Possessives

We use **possessive adjectives**:

to show something belongs to somebody:

That's **our** house.

for relations and friends:

How old is **his** father?

for parts of the body:

She's washing **her** hair.

We can use a **possessive pronoun** instead of a noun phrase.

Whose coat is this? Is it your coat? = Whose coat is this? Is it **yours**?

Anthony is one of my friends. = Anthony is a friend of **mine**.

## 3 Complete each sentence with a suitable pronoun chosen from the box. Use each only once.

my	his	her	our	your	their
mine	its	hers	ours	yours	theirs

- 1 No, that is Ava's brand new smartphone. It's \_\_\_\_\_.
- 2 Is that \_\_\_\_\_ tablet over there?
- 3 It's mine and Elijah's too. It's \_\_\_\_\_.
- 4 I love Hyde Park! \_\_\_\_\_ gardens are beautiful!
- 5 That's Emma. \_\_\_\_\_ family lives in New York.
- 6 Is this \_\_\_\_\_? I've found it on the classroom floor.
- 7 William and Liam are American, but \_\_\_\_\_ parents are Canadian.
- 8 Unfortunately I left \_\_\_\_\_ laptop at home. And now it is programming.
- 9 Oh! That's Sophia and Noah's dog. It's \_\_\_\_\_.
- 10 Have you seen my brothers in the playground? \_\_\_\_\_ parents are waiting for them.
- 11 I've got a brother. \_\_\_\_\_ name is Oliver.
- 12 That blue and grey netbook belongs to me. It's \_\_\_\_\_.

#### 4 Rewrite the sentences. Use possessive pronouns.

- 1 This is **my** smartphone. – This smartphone is \_\_\_\_\_.
- 2 This is **his** tablet computer.
- 3 This is **Eve's** laptop computer.
- 4 This is **our** server.
- 5 This is **your** desktop computer.
- 6 This is **Math and Ann's** computer.
- 7 These are **my** programs.
- 8 These are **Rob's** calculators.
- 9 These are **her** smartwatches.
- 10 These are **their** game consoles.

### Personal Pronouns and Possessives

#### Personal pronoun – subject form

We have got some computers.

#### Personal pronoun – object form

The smartphones are for us.

#### Possessive adjective

These are **our** tablets.

#### Possessive pronoun

The laptops are **ours**.



#### 5 Choose the right pronoun.

- 1 I've heard that Abigail has many talents. I know that \_\_\_\_\_ can sing very well.  
a it                      b she                      c her                      d its
- 2 Is that car \_\_\_\_\_?  
a her                      b her's                      c hers'                      d hers
- 3 They are waiting for Aiden and \_\_\_\_\_.  
a I                      b me                      c my                      d mine
- 4 We gave the extra cheese to \_\_\_\_\_.  
a they                      b them                      c their                      d theirs
- 5 William gave all of his money to \_\_\_\_\_.  
a Alexander and me                      b I and Alexander  
c Alexander and I                      d Me and Alexander
- 6 Which car is \_\_\_\_\_?  
a your                      b your's                      c yours'                      d yours
- 7 Jayden and Olivia are going to dinner with \_\_\_\_\_.  
a I and Ava                      b Ava and I                      c Ava and me                      d Me and Ava

- 8 Sunshine in the morning makes me happy. \_\_\_\_\_ really makes me glad.  
**a** They                    **b** It                    **c** Them                    **d** Its
- 9 Daniel and Emily have been waiting for at least an hour. I guess it wouldn't hurt \_\_\_\_\_ to wait another five minutes.  
**a** he                    **b** she                    **c** they  
**d** him                    **e** her                    **f** them
- 10 I really like your pants. Where did you get \_\_\_\_\_?  
**a** it                    **b** its                    **c** they                    **d** them
- 11 I bought this pair of pants at the thrift shop. I didn't pay much for \_\_\_\_\_.  
**a** they                    **b** it                    **c** them                    **d** its
- 12 Sophia and Emma wouldn't speak to \_\_\_\_\_.  
**a** Jacob and I                    **b** I and Jacob  
**c** Jacob and me                    **d** Me and Jacob
- 13 I'd like to buy some cherries. How much are \_\_\_\_\_ per pound?  
**a** they                    **b** him                    **c** them                    **d** it
- 14 \_\_\_\_\_ planned the event.  
**a** I and Ethan                    **b** Ethan and me  
**c** Me and Ethan                    **d** Ethan and I
- 15 I finished all of my homework yesterday. I handed \_\_\_\_\_ in this morning.  
**a** they                    **b** it                    **c** them                    **d** its
- 16 \_\_\_\_\_ are going to the movies tonight.  
**a** Isabella and I                    **b** Isabella and me  
**c** Me and Isabella                    **d** I and Isabella
- 17 Have most of the students in the class finished writing \_\_\_\_\_ book reports yet?  
**a** their                    **b** they're                    **c** there                    **d** his
- 18 The police officer told \_\_\_\_\_ to put down our weapons.  
**a** Michael and I                    **b** I and Michael  
**c** Michael and me                    **d** Me and Michael
- 19 The instructor's lecture covered a lot of new information. I tried to write as much of \_\_\_\_\_ down as I possibly could.  
**a** it                    **b** its                    **c** they                    **d** them
- 20 Noah bought some eggs yesterday. Do you know where \_\_\_\_\_ put \_\_\_\_\_?  
**a** they...it                    **b** they...them                    **c** them...them  
**d** he...it                    **e** he...them                    **f** him ... they

## 6 Fill in the gaps with the correct pronouns.

### Little Red Riding Hood



Once upon a time there was a girl called Little Red Riding Hood. Together with (1) \_\_\_\_\_ mum, (2) \_\_\_\_\_ lived in a big forest. One fine day, Little Red Riding Hood's mother said, '(3) \_\_\_\_\_ Grandma is ill. Please go and take this cake and a bottle of juice to (4) \_\_\_\_\_. Grandma's house is not too far from (5) \_\_\_\_\_ house, but always keep to the path and don't stop!' So, Little Red Riding Hood made (6) \_\_\_\_\_ way to Grandma's house.

In the forest (7) \_\_\_\_\_ met the big bad wolf. Little Red Riding Hood greeted (8) \_\_\_\_\_ and the wolf asked: 'Where are (9) \_\_\_\_\_ going, Little Red Riding Hood?' 'To (10) \_\_\_\_\_ Grandma's house.' answered Little Red Riding Hood. 'Can you tell (11) \_\_\_\_\_ where (12) \_\_\_\_\_

Grandma lives?' '(13) \_\_\_\_\_ lives in a little cottage at the edge of the forest.' 'Why don't (14) \_\_\_\_\_ pick some nice flowers for (15) \_\_\_\_\_?' asked the wolf. 'That's a good idea.' Said Little Red Riding Hood and began looking for flowers. Meanwhile, the wolf was on (16) \_\_\_\_\_ way to Grandma's house.

The house was quite small but nice and (17) \_\_\_\_\_ roof was made out of straw. The wolf went inside and swallowed poor old Grandma. After that (18) \_\_\_\_\_ put Grandma's clothes on and lay down in (19) \_\_\_\_\_ bed. Some time later, Little Red Riding Hood came to the little cottage. (20) \_\_\_\_\_ went inside and was shocked by the sight of (21) \_\_\_\_\_ Grandma. 'Oh Grandma, what big eyes, hands and mouth (22) \_\_\_\_\_ have got!' Little Red Riding Hood said. There, the wolf jumped out of bed and swallowed (23) \_\_\_\_\_, too. Then (24) \_\_\_\_\_ lay down again and fell asleep.

After a while, the hunters passed by Grandma's house. (25) \_\_\_\_\_ heard somebody snoring, thought that there was something wrong and consequently went inside. In the bedroom, (26) \_\_\_\_\_ saw the wolf. First, the hunters wanted to shoot (27) \_\_\_\_\_, but then (28) \_\_\_\_\_ saw the wolf's big belly. So, the hunters took out (29) \_\_\_\_\_ knives and cut the belly open.

Out came Little Red Riding Hood and (30) \_\_\_\_\_ Grandma. 'Thank you for saving (31) \_\_\_\_\_,' whispered Little Red Riding Hood. Then, all of (32) \_\_\_\_\_ went to fetch some stones and put (33) \_\_\_\_\_ in the wolf's belly.

Soon the wolf woke up. (34) \_\_\_\_\_ was very thirsty and went to the well in the garden to drink some water. When the wolf wanted to lean over and drink, the stones in (35) \_\_\_\_\_ belly were too heavy and pulled (36) \_\_\_\_\_ down into the well. Grandma, the hunters and Little Red Riding Hood were happy, ate (37) \_\_\_\_\_ cake and drank the juice. But the wolf in the well thought, 'Why do such things happen to (38) \_\_\_\_\_?'

## Hyperlinks to exercises

- 1 <http://grammarinenglish.com>
- 2 <http://digitalcampus.free.fr>
- 3 <http://www.liveworksheets.com/worksheets/en>
- 4 <http://www.englishexercises.org>
- 5 <http://www.eflnet.com>
- 6 <https://www.ego4u.com>
- 7 <http://www.agendaweb.org>

## Hyperlinks to pictures

- 1 <https://lawlessfrench-eljivg1w4.netdna-ssl.com/graphics/possessive-pronouns.png>
- 2 <http://cf.ppt-online.org/files/slide/m/Ml5RzUKVwQXxy6849WCkfcSgDhmbisN1udaJGr/slide-0.jpg>
- 3 <http://4.bp.blogspot.com/-XcXfGrEtI8w/VJWjuaT1uI/AAAAAAAAAhks/E6fXfQHERd8/s1600/ChapeuzinhoVermelho.png>



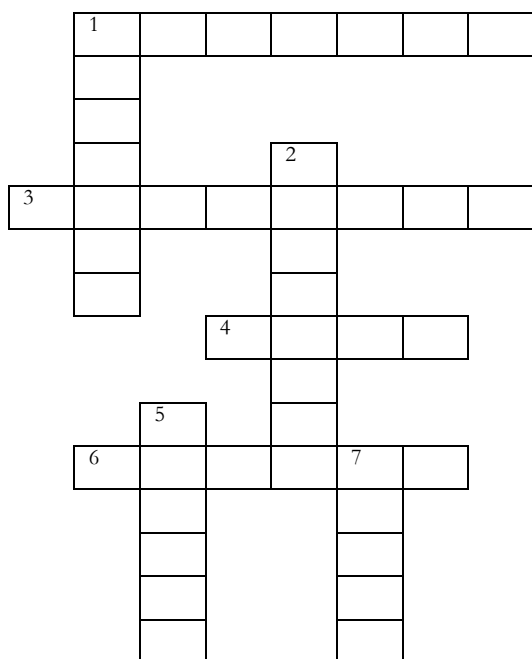
## 2 COMPUTERS

### VOCABULARY

#### 1 Read and learn the words and phrases.

<b>store, retrieve, and process data</b>	хранить, восстанавливать и обрабатывать данные
<b>browse the web</b>	просматривать информацию в сети
<b>edit or create a spreadsheet</b>	редактировать или создавать электронную таблицу
<b>hardware and software</b>	аппаратное и программное обеспечение
<b>word processor</b>	текстовый редактор
<b>computer case</b>	системный блок
<b>battery-powered</b>	питаемый от батареи
<b>portable</b>	портативный
<b>perform different functions</b>	выполнять различные функции
<b>withdraw cash from an ATM</b>	снимать наличные из банкомата
<b>operating system</b>	операционная система
<b>graphical user interface</b>	графический интерфейс пользователя

#### 2 Use the synonyms of the verbs to complete the crossword puzzle.



#### Across

- 1 carry out
- 3 recover
- 4 change, correct
- 6 look through

#### Down

- 1 deal with
- 2 pull out (of something)
- 5 make, do, produce
- 7 keep, accumulate



**Create**

### 3 Match the words and phrases to their definitions.

data	a that is easy to carry or to move
the web	b information that is stored by a computer
spreadsheet	c powered by one or more electric batteries
hardware	d money in the form of coins or notes/bills
software	e the programs, etc. used to operate a computer
word processor	f the machinery and electronic parts of a computer
computer case	g a part of a program, etc. that performs a basic operation
battery-powered	h a computer or computer program that you use for writing letters, reports, etc.
portable	i a computer program that helps you to do calculations
function	j a set of programs that controls the way a computer works and runs other programs
cash	k a system for finding information on the internet, in which documents using hypertext links
ATM	l a machine from which you can get money from your bank account using a special plastic card
operating system	m a way of giving instructions to a computer using things that can be seen on the screen such as symbols and menus
graphical user interface	n the enclosure that contains most of the components of a computer (excluding the display, keyboard and mouse)

### 4 Choose the best word to complete the sentence.

#### cash / function / the web / will create

- 1 I found the information on \_\_\_\_\_.
- 2 The project \_\_\_\_\_ more than 500 jobs.
- 3 What is your \_\_\_\_\_ in the department?
- 4 Payments can be made by card or in \_\_\_\_\_.

#### data / edit / spreadsheet / perform

- 5 A computer can \_\_\_\_\_ many tasks at once.
- 6 I entered the data into a \_\_\_\_\_ on my laptop.
- 7 The computer can manipulate huge amounts of \_\_\_\_\_.
- 8 You can download the file and \_\_\_\_\_ it on your computer.

#### are stored / browsed / portable / game console

- 9 The equipment is lightweight, \_\_\_\_\_ and easy to store.
- 10 Most of the kids had a Playstation, Xbox, or other \_\_\_\_\_.
- 11 Thousands of pieces of data \_\_\_\_\_ in a computer's memory.
- 12 I \_\_\_\_\_ the websites for information about the event the whole evening.

#### to retrieve / is processed / battery-powered / withdraw

- 13 It's a \_\_\_\_\_ radio.
- 14 I'd like to \_\_\_\_\_ £250, please.
- 15 The image \_\_\_\_\_ digitally by special software.
- 16 The program allows you \_\_\_\_\_ items quickly by searching under a keyword.

## READING

### 5 Read the information about computer basics.

#### Computer Basics



A computer is an electronic device that manipulates information, or data. It has the ability to **store, retrieve, and process data**. You may already know that you can use a computer to type documents, send email, play games, and **browse the web** (the WWW, the World Wide Web). You can also use it to **edit or create spreadsheets**, presentations, even videos.

Before we talk about different types of computers let's talk about two things all computers have in common: **hardware and software**. Hardware is any part of your computer that has a physical structure, such as the keyboard or mouse. It also includes all of the computer's internal parts. Software is any set of instructions that tells the hardware what to do and how to do it. Examples of software include web browsers, games, and **word processors**. Everything you do on your computer relies on both hardware and software. For example, when you view some information in a web browser (software), you use your mouse (hardware) to click from page to page.

When most people hear the word 'computer', they think of a personal computer such as a desktop or laptop. Many people use desktop computers at work, home, and university. Desktops are designed to be placed on a desk, and they are typically made up of a few different parts, including the **computer case**, monitor, keyboard, and mouse. The second type of computer you may be familiar with is a laptop computer, commonly called a laptop. Laptops are **battery-powered** computers that are more **portable** than desktops, allowing you to use them almost anywhere.

However, computers come in many shapes and sizes, and they **perform many different functions** in our daily lives. When you **withdraw cash from an ATM** (automated teller machine), scan groceries at the store, or use a calculator, you are using a type of computer. The most common types of computers are desktop computers, laptop computers, tablet computers (or tablets), and servers. Many of today's electronics are basically specialized computers, though we do not always think of them that way. Here are a few common examples: smartphones, wearables, game consoles, TVs and others.

Personal computers come in two main styles: PC and Mac. Both are fully functional, but they have a different look and feel, and many people prefer one or the other. The first type of computer began with the original IBM PC that was introduced in 1981. Today, this is the most common type of personal computer, and it typically includes the Microsoft Windows **operating system** (or OS). The Macintosh computer was introduced in 1984, and it was the first widely sold personal computer with a **graphical user interface**, or GUI. All Macs are made by one company (Apple), and they almost always use the Mac OS X operating system.

<https://www.gcflearnfree.org/computerbasics/what-is-a-computer/1/>  
<http://i.ytimg.com/vi/PhW08LeQTg0/0.jpg>

**6 In the text find the English equivalents of the following words and phrases.**

- |                                      |   |
|--------------------------------------|---|
| 1 компьютер                          | 12 просматривать информацию             |
| 2 умело обращаться, управлять        | 13 монитор                              |
| 3 печатать документы                 | 14 клавиатура                           |
| 4 посылать по электронной почте      | 15 мышь (компьютерная)                  |
| 5 играть в игры                      | 16 быть знакомым с                      |
| 6 иметь что-либо общее               | 17 самые разные                         |
| 7 структура аппаратной части системы | 18 сканировать продовольственные        |
| 8 внутренние детали компьютера       | товары в магазине                       |
| 9 система команд                     | 19 внешний вид                          |
| 10 веб-браузер                       | 20 первоначальный                       |
| 11 зависеть от                       | 21 выпускать (представлять) в 1981 году |

**7 Match the heading A – E and the paragraphs 1 – 5 in the text.**

- A** PCs and Macs
- B** Hardware vs. software
- C** What are different types of computers?
- D** Desktop and laptop computers
- E** What is a computer?

**8 Match the eight types of computers and their definitions.**

desktop	laptop	tablet	server
smartphone	wearable	game console	TV

- 1 It is a specialized type of computer that is used for playing video games on your TV.
- 2 A cell phone can do a lot of things computers can do, including browsing the Internet and playing games.
- 3 It is a general term for a group of devices – including fitness trackers and smartwatches – that are designed to be worn throughout the day.
- 4 It now includes applications – or apps – that let you access various types of online content. For example, you can stream video from the Internet directly onto it.
- 5 It is a personal computer designed for regular use at a single location on or near a desk or table due to its size and power requirements.
- 6 It is a computer that serves up information to other computers on a network. For example, whenever you use the internet, you're looking at something that's stored on it.
- 7 It is a computer which is easy to carry around. It was created mainly for this particular reason. Computer parts were scaled to smaller size so this could happen.
- 8 It is a handheld computer that is even more portable than a laptop. Instead of a keyboard and mouse, it uses a touch-sensitive screen for typing and navigation. The iPad is an example of it.

## GRAMMAR

### TO BE: PAST, PRESENT, AND FUTURE. THERE IS / THERE ARE

Forms of to be		
Present	Past	Future
I - <b>am</b>	I - <b>was</b>	I - he/ she/ it - <b>will be</b> you/ we/ they -
he/ she/ it - <b>is</b>	he/ she/ it - <b>was</b>	
you/ we/ they - <b>are</b>	you/ we/ they - <b>were</b>	

Present Simple (stative)					
I <b>am</b> a student.	You <b>are</b> a student.	He/She <b>is</b> a student.	It <b>is</b> a car.	We <b>are</b> all students.	They <b>are</b> students.
Past simple (stative)					
I <b>was</b> a student.	You <b>were</b> a student.	He/She <b>was</b> a student.	It <b>was</b> a nice day yesterday.	We <b>were</b> all students.	They <b>were</b> students.
Future simple (stative)					
I <b>will be</b> a student.	You <b>will be</b> a student.	He/She <b>will be</b> a student.	It <b>will be</b> a nice day tomorrow.	We <b>will be</b> all students.	They <b>will be</b> students.

#### Word order

- + I am a student of the university
- ? Are you a student?
- We are not schoolchildren.

Question	Positive statement	Negative statement (possible short forms)
Singular		
Am I ...?	I am ... (I'm ...)	I am not ... (I'm not ...)
Is he / she / it ...?	He / She / It is ... (He's/She's/It's ...)	He / She / It is not (He / She / It isn't... // He's / She's / It's not ...)
Are you ...?	You are ... (You're ...)	You are not (You're not ... / You aren't ...)
Was I ...?	I was ...	I was not. ...
Was he / she / it ...?	He / She / It was ...	He / She / It was not ... (He / She / It wasn't)
Were you ...?	You were ...	You were not ... (You weren't ...)
Will I be ...?	I will be ... (I'll be ...)	I will not be ... (I'll not be ...)
Will he / she / it be ...?	He / She / It will be ... (He'll / She'll / It'll be ...)	He / She / It will not be (He / She / It won't be ... // He'll not be / She'll not be / It'll not be ...)

<b>Plural</b>		
Are we / you / they?	We / You / They are (We're / You're / They're)	We / You / They are not (We're / You're / They're not // We / You / They aren't)
Were we / you / they ...?	We / You / They were ...	We / You / They were not ... (We / You / They weren't ...)
Will we / you / they be ...?	We / You / They will be ... (We'll / You'll They'll be ...)	We / You / They will not be (We / You / They won't be ... // We'll / You'll They'll not be ...)

**Task 1. Fill in the correct form of the verb to be (Present Simple, Past Simple, Future Simple).**

- 1 The animals \_\_\_\_\_ in danger.
- 2 There \_\_\_\_\_ only a few mountain gorillas in the world now.
- 3 It \_\_\_\_\_ the thirty-first today.
- 4 The wind \_\_\_\_\_ strong yesterday.
- 5 We \_\_\_\_\_ at the end of Cliff Road when Alan fell down.
- 6 What \_\_\_\_\_ the weather like yesterday?
- 7 I hope your leg \_\_\_\_\_ better soon.
- 8 \_\_\_\_\_ you \_\_\_\_\_ at home tomorrow?
- 9 \_\_\_\_\_ he \_\_\_\_\_ glad to see you?
- 10 I \_\_\_\_\_ at the hospital last week.

**There is / there are**

**Task 7. Fill in the correct form of the verb to be.**

- 1 There \_\_\_\_\_ two cups of tea on the table.
- 2 There \_\_\_\_\_ some milk in the cup.
- 3 There \_\_\_\_\_ an orange in the salad.
- 4 There \_\_\_\_\_ six balls in the box.
- 5 There \_\_\_\_\_ some cheese on the plate.
- 6 There \_\_\_\_\_ a blue chair at the door.
- 7 There \_\_\_\_\_ a table and nine desks in the classroom.
- 8 There \_\_\_\_\_ a big window to the left of the door.
- 9 There \_\_\_\_\_ three rooms in our country house.
- 10 \_\_\_\_\_ there three cups on the coffee-table?
- 11 \_\_\_\_\_ there a carpet on the floor?
- 12 There \_\_\_\_\_ no cats in the sitting room.
- 13 There \_\_\_\_\_ a cat on the table.
- 14 There \_\_\_\_\_ 3 dogs in the box
- 15 \_\_\_\_\_ there a bathroom near the kitchen?

## THE PRESENT SIMPLE. THE ADVERBS OF FREQUENCY

### Present Simple

Statement +	Statement -	Question	Short answer +	Short answer -
I work	I don't work	Do I work?	Yes, I do	No, I don't
He works	He doesn't work	Does he work?	Yes, he does	No, he doesn't
She works	She doesn't work	Does she work?	Yes, she does	No, she doesn't
It works	It doesn't work	Does it work?	Yes, it does	No, it doesn't
You work	You don't work	Do you work?	Yes, you do	No, you don't
We work	We don't work	Do we work?	Yes, we do	No, we don't
They work	They don't work	Do they work?	Yes, they do	No, they don't

### Adverbs of frequency

The simple present tense is also used to show how often something happens with adverbs of frequency – **always, usually, often, sometimes, occasionally, seldom, rarely, never**, etc.... And when discussing daily, weekly, monthly etc. routines.

#### Task 1. Fill in the correct auxiliary verb “do” or “does”.

- 1 How often \_\_\_\_\_ you use your smartphone?
- 2 \_\_\_\_\_ he like his new gadget?
- 3 \_\_\_\_\_ she use internet every day?
- 4 \_\_\_\_\_ you study on Saturdays?
- 5 How often \_\_\_\_\_ they text messages?
- 6 \_\_\_\_\_ he check social networks every week?
- 7 \_\_\_\_\_ you often change mobile phones?
- 8 \_\_\_\_\_ he live in a hostel?
- 9 When \_\_\_\_\_ you usually go to the library?

#### Task 2. Put the verbs in brackets into the Present Simple form.

- 1 Alice (to have) a sister.
- 2 Her sister's name (to be) Ann.
- 3 Ann (to be) a student.
- 4 She (to get) up at seven o'clock.
- 5 She (to go) to the institute in the morning.

- 6 Jane (to be) fond of sports.
- 7 She (to do) her morning exercises every day.
- 8 For breakfast she (to have) two eggs, a sandwich and a cup of tea.
- 9 After breakfast she (to go) to the institute.
- 10 Sometimes she (to take) a bus.
- 11 It (to take) her an hour and a half to do her homework.
- 12 She (to speak) English well.
- 13 Her friends usually (to call) her at about 8 o'clock.
- 14 Ann (to take) a shower before going to bed.
- 15 She (to go) to bed at 11 p. m.

**Task 3. Put these verbs in brackets into negative and positive form.**

- 1 I (to do) morning exercises. (+)
- 2 He (to work) at a factory. (-)
- 3 She (to sleep) after dinner. (-)
- 4 We (to work) part-time. (-)
- 5 They (to drink) tea every day. (+)
- 6 Mike (to be) a student. (+)
- 7 Helen (to have) a car. (-)
- 8 You (to be) a good friend. (-)
- 9 You (to be) good friends. (+)
- 10 It (to be) difficult to remember everything (+)

**Task 4. Complete the sentences. Use these verbs.**

<b>to begin</b>	<b>to be</b>	<b>to do</b>	<b>to have</b>
<b>not/to write</b>	<b>to ride</b>	<b>to play</b>	<b>to speak</b>

- 1 I \_\_\_\_\_ breakfast at seven o'clock.
- 2 His wife \_\_\_\_\_ a motorbike.
- 3 What \_\_\_\_\_ you \_\_\_\_\_ in your free time?
- 4 Classes \_\_\_\_\_ at eight.
- 5 \_\_\_\_\_ you \_\_\_\_\_ English?
- 6 Where \_\_\_\_\_ you from? – I'm from Kazakhstan.
- 7 They \_\_\_\_\_ football at the university.
- 8 She \_\_\_\_\_ emails.

<https://www.learnenglish.de/grammar/adverbfreq.html>  
<http://grammar-tei.com>  
<http://englishleo.ru>  
<http://www.study.ru>



## Adding the suffix -ing

wait – wait <u>ing</u>	add – add <u>ing</u>	say – say <u>ing</u>	dry – dry <u>ing</u>	t <u>ie</u> – t <u>y</u> ing
take – tak <u>ing</u>	get – get <u>ting</u>	travel – travell <u>ing</u>	prefer – prefer <u>ring</u>	

### 1 Write the -ing form of the verbs.

<b>a</b> control	<b>b</b> forget	<b>c</b> die	<b>d</b> begin	<b>e</b> copy	<b>f</b> buy
eat	go	fly	lose	do	control
hide	live	let	meet	lie	die
lie	pay	make	put	prefer	leave
run	tie	rain	stay	sit	stop
study	win	travel	tie	write	walk

## Present Continuous

Positive and Negative		
I	am (not)	waiting.
he she it	is (not)	
we you they	are (not)	

Question			
Where	am	I	waiting?
	is	he she it	
	are	we you they	

Time expression
now, at the moment, at present, still, these days, today, tonight, Look!, Listen!

Short answer	
Yes, I am.	No, I'm not.
Yes, he is.	No, he isn't.
Yes, they are.	No, they aren't.

<p><b>We use the present continuous:</b></p> <p>to show that something in the present is <b>temporary</b>:</p> <p style="padding-left: 40px;">We <b>are living</b> in a rented flat at present.</p> <p style="padding-left: 40px;">My wife usually goes in to the office, but she <b>is working</b> at home today.</p> <p>for something happening <b>before</b> and <b>after</b> the <b>moment of speaking</b>:</p> <p style="padding-left: 40px;">I can't hear you. <b>I'm listening</b> to my iPod.</p> <p style="padding-left: 40px;">Be quiet. The children <b>are sleeping</b>.</p>
--

### 2 Put the words in the correct order.

- 1 . reading still article are we an interesting
- 2 my . am washing I hair not
- 3 the guitar Olivia playing is ?
- 4 after running dog not the is cat . the
- 5 to Ben and Bella are just flying USA the .
- 6 meal still cooking . a is mother

7 a the are . for taking not the dog walk boys  
8 the ? playing are football girls

**3 Use the verbs from the box to complete the sentences below. The first part of the sentence is negative and the second part is positive. Write the sentences in the present continuous tense.**

ask	clean	cook	drink	drive
eat	have	kick	listen	make
play	read	ride	sing	swim
take	tell	walk	wash	watch

- 1 I \_\_\_\_\_ him, I \_\_\_\_\_ him to do it.
- 2 Mason \_\_\_\_\_ a sandcastle, he \_\_\_\_\_ in the sea.
- 3 Wyatt and Rob \_\_\_\_\_ to school today, they \_\_\_\_\_ their bikes.
- 4 Harper \_\_\_\_\_ the door, she \_\_\_\_\_ the drums.
- 5 We \_\_\_\_\_ tea, we \_\_\_\_\_ cakes.
- 6 James \_\_\_\_\_ a book, he \_\_\_\_\_ a movie.
- 7 I \_\_\_\_\_ dinner at a cafe, I \_\_\_\_\_ dinner.
- 8 Evelyn \_\_\_\_\_ to work, she \_\_\_\_\_ the bus.
- 9 Mia and Charlotte \_\_\_\_\_ to music, they \_\_\_\_\_ a song.
- 10 Owen \_\_\_\_\_ his clothes, he \_\_\_\_\_ the house.

### 3 SMARTPHONES

#### VOCABULARY

#### 1 Read and learn the words and phrases.

<b>make a phone call</b>	позвонить (по телефону)
<b>send a text message</b>	отправить текстовое сообщение
<b>run a program</b>	выполнять компьютерную программу
<b>touch screen</b>	сенсорный экран
<b>available</b>	доступный
<b>a feature and a capability</b>	функция и возможность
<b>download and install apps</b>	загружать и устанавливать приложения
<b>similar to</b>	похожий на
<b>flash memory</b>	флэш-память
<b>SD card</b>	карта памяти
<b>improved version</b>	улучшенная версия
<b>release to the market</b>	выпускать на рынок

#### 2 How many words and phrases from exercise 1 can you find?

L	E	A	S	E	J	Q	W	Z	I	N	S	T	A	L			P	J
E	Q	S	I	M	I	L	A	R	T	O	W	X	Z	L			H	B
R	F												G	J			O	K
Q	W												T	X			N	Y
Z	D			N	L	O	A	D	B	F			E	G			E	H
J	R			W	K	Q	V	W	S	I			X	X			C	C
Y	A			O	E				E	M			T	P			A	A
N	C			D	K				N	P			M	R			L	P
O	D			B	A				D	R			E	O			L	A
I	S			F	M			U	G	O			S	G			H	B
S	J			K	Q			D	E	V			S	R			V	I
R	W			X	Y								A	A			Z	L
E	Y			E	T								G	M			B	I
V	R			L	E	K	R	A	M	C	F	G	E	H			T	T
J	O			B	A	L	I	A	V	A	K	Q	U	V			O	Y
W	M																U	X
Y	E																C	Z
B	M	H	S	A	L	F	C	D	F	G	N	E	E	R	C	S	H	R
S	P	P	A	H	J	E	R	U	T	A	E	F	K	P	Q	U	N	U

**3 Arrange the letters to make words and phrases from Exercise 1.**

- |                       |                            |  |
|-----------------------|----------------------------|--|
| 1 a c d d r s         | 6 a a i l l n p p s s t    | 11 a a a c e e h k l l m n o p         |
| 2 a e e f r t u       | 7 c c e e h n o r s t u    | 12 d e e i i m n o o p r r s v v       |
| 3 a a a b e i l l v   | 8 a a g m n o p r r r u    | 13 a a d e e e e g m n s s s t t x     |
| 4 a i i l m o r s t   | 9 a e f h l m m o r s y    | 14 a a e e e e e h k l m o r r s t t t |
| 5 a a b c i i l p t y | 10 a a d d l n o o p p s w |  |

**4 Fill in the gaps with ten types of phones and match them to the pictures.**

conference phone	IP phone	mobile phone	satellite phone
landline hardwired phone		landline wireless phone	
door phone	smartphone	payphone	videophone

- A \_\_\_\_\_ is a phone that is connected to the phone system by radio instead of by a wire, and can be used anywhere its signals can be received.
- A \_\_\_\_\_ refers to the operation of wireless devices or systems in fixed locations such as homes.
- A \_\_\_\_\_ lets three or more people in different places communicate with each other at the same time.
- A \_\_\_\_\_ is a public phone located in a telephone booth or a privacy hood.
- A \_\_\_\_\_ is a phone that is connected to the phone system by wires.
- A \_\_\_\_\_ is a type of mobile phone that connects to satellites.
- An \_\_\_\_\_ uses the Internet instead of a phone company.
- A \_\_\_\_\_ is for two-way communication (street to home).
- A \_\_\_\_\_ is a phone with a video display.
- A \_\_\_\_\_ is a mobile phone that works as a computer.



## READING

### 5 Read the information about smartphones.

#### Smartphones

1

A smartphone is a cell phone that allows you to do more than just **make phone calls** and **send text messages**. Smartphones can browse the internet and **run basic software programs** like a computer. Smartphones use a **touch screen** to allow users to interact with them. There are thousands of smartphone apps (software programs), including games, personal-use, and business-use programs that can all run on the phone. The picture is an example of the Apple iPhone, one of the most popular smartphones **available** today.



2

Smartphones are loaded with **features and capabilities**; it is hard to imagine them as just a phone. Below is a listing of the most popular features of a smartphone.

- 1 Make and receive phone calls and text messages.
- 2 Take, show, and store pictures and video.
- 3 Browse the internet and send and receive email.
- 4 GPS capability for location and navigation.
- 5 Record and play audio and music.
- 6 Display time and date and other time functions such as alarm clock, stopwatch, and timer.
- 7 Display weather and temperature information.
- 8 Voice dictation and take notes.
- 9 Virtual assistant using Siri, Google Voice Search, or Cortana.
- 10 Access utilities such as a flashlight, e-book reader, and calculator.

Also, with a smartphone you can **download and install other apps** (\* applications) and games that can do an almost endless amount of tasks.

3

**Similar to** a desktop or laptop computer, a smartphone has an operating system on it, like Windows or macOS. The four most common are iOS (created by Apple), Android (created by Google), BlackBerry (created by Research In Motion), and Windows Phone (created by Microsoft).

4

Most smartphones use **flash memory** to store apps and data. The flash memory is usually built into the phone and non removable. Some smartphones may also have a flash memory card slot, often designed for an **SD card** (\* Secure Digital card), allowing users to add additional storage space.

5

The first unofficial smartphone was developed by IBM in 1992. It was a prototype device, with PDA-like features (\* Personal Digital Assistant), including maps, news

feeds, and stock quotes. The prototype resulted in an **improved version** being **released to the market** in 1994, called the Simon Personal Communicator. This device was the first official smartphone, with capabilities to send and receive emails, and included apps like an address book, calculator, calendar, and a notepad.

<https://www.computerhope.com/jargon/s/smartphone.htm>

[https://www.hotcomputers.ru/published/publicdata/JINANDREY/attachments/SC/images/iPhone\\_6\\_Plus.jpg](https://www.hotcomputers.ru/published/publicdata/JINANDREY/attachments/SC/images/iPhone_6_Plus.jpg)

## 6 Match the questions and the paragraphs.

- A What type of storage medium is used in a smartphone?
- B Does a smartphone have an operating system?
- C When was the first smartphone released?
- D What else can a smartphone do?
- E What is a smartphone?

## 7 Find the English equivalents in the text.

- |  |                                     |
|--|-------------------------------------|
| 1 сотовый телефон                                | 11 создавать                        |
| 2 позволять                                      | 12 хранить приложения и данные      |
| 3 просматривать интернет                         | 13 быть встроенным в                |
| 4 взаимодействовать с                            | 14 съёмный                          |
| 5 загружать                                      | 15 слот для карты памяти            |
| 6 выполнять почти бесконечное количество задания | 16 проектировать                    |
| 7 настольный компьютер                           | 17 пространство памяти              |
| 8 ноутбук  | 18 разрабатывать, создавать         |
| 9 операционная система                           | 19 карманный персональный компьютер |
| 10 обычный, широко распространённый              | 20 биржевые цены (сводки)           |
|  | 21 электронная записная книжка      |

## 8 Rank the activities you use your smartphone for. 1 is the most popular, 10 is the least popular.

- a browsing the internet
- b checking social networks
- c listening to music
- d playing games
- e making calls
- f text messaging
- g checking / writing emails
- h reading books
- i watching TV / films
- j taking photographs



[https://researchresults.files.wordpress.com/2012/03/shutterstock\\_86181751.jpg](https://researchresults.files.wordpress.com/2012/03/shutterstock_86181751.jpg)

**GRAMMAR**  
**THE PRESENT SIMPLE & THE PRESENT CONTINUOUS**

Present simple	Present continuous											
<b>Positive and Negative</b>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">I we you they</td> <td style="width: 50%; text-align: center;"><b>V.</b> <b>don't V.</b></td> </tr> <tr> <td style="text-align: center;">he she it</td> <td style="text-align: center;"><b>Vs.</b> <b>doesn't V.</b></td> </tr> </table>	I we you they	<b>V.</b> <b>don't V.</b>	he she it	<b>Vs.</b> <b>doesn't V.</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">I</td> <td style="width: 25%; text-align: center;"><b>am/'m not</b></td> <td rowspan="3" style="width: 50%; text-align: center; vertical-align: middle;"><b>Ving.</b></td> </tr> <tr> <td style="text-align: center;">he she it</td> <td style="text-align: center;"><b>is isn't</b></td> </tr> <tr> <td style="text-align: center;">we you they</td> <td style="text-align: center;"><b>are aren't</b></td> </tr> </table>	I	<b>am/'m not</b>	<b>Ving.</b>	he she it	<b>is isn't</b>	we you they	<b>are aren't</b>
I we you they	<b>V.</b> <b>don't V.</b>											
he she it	<b>Vs.</b> <b>doesn't V.</b>											
I	<b>am/'m not</b>	<b>Ving.</b>										
he she it	<b>is isn't</b>											
we you they	<b>are aren't</b>											

Question		
<b>Do</b>	I we you they	<b>V?</b>
<b>Does</b>	he she it	<b>V?</b>

<b>Am</b>	I	<b>Ving?</b>
<b>Is</b>	he she it	
<b>Are</b>	we you they	

My cat never **sleeps** in my room.  
The baby **is sleeping** now.

Emily always **does** her homework in her room.  
Harry **is doing** his homework at the moment.

**4 Complete the sentences. Use the present simple or the present continuous.**

- 1 She usually \_\_\_\_\_ home by bus. (**come**)
- 2 I \_\_\_\_\_ my homework now. (**do**)
- 3 The boys sometimes \_\_\_\_\_ to the park. (**run**)
- 4 How often \_\_\_\_\_ a shower? (**your brother / take**)
- 5 Look! Amelia \_\_\_\_\_ the flowers. (**water**)
- 6 The children \_\_\_\_\_ outside now. (**play**)
- 7 Charlotte \_\_\_\_\_ a cup of tea every morning. (**drink**)
- 8 \_\_\_\_\_ to work by bus every day? (**he / go**)
- 9 Look! Olivia and Jack \_\_\_\_\_ tennis. (**play**)
- 10 Mia \_\_\_\_\_ to music now. (**listen**)
- 11 Listen! Somebody \_\_\_\_\_. (**whistle**)
- 12 We never \_\_\_\_\_ emails to America. (**write**)
- 13 She usually \_\_\_\_\_ the magazine in the morning. (**read**)
- 14 Listen! The girls \_\_\_\_\_ a song. (**sing**)
- 15 What time \_\_\_\_\_ in the morning? (**your sister / get up**)
- 16 We can't play football. It \_\_\_\_\_ now. (**rain**)
- 17 My mother always \_\_\_\_\_ dinner in the evening. (**cook**)
- 18 Wyatt \_\_\_\_\_ to his grandmother every day. (**go**)

- 19 Where \_\_\_\_\_ at present? (**you / work**)  
 20 Listen! Oliver \_\_\_\_\_ an English song. Jack \_\_\_\_\_ the guitar. (**sing; play**)

### Stative verbs

Some English verbs, which we call **stative verbs**, are not used in a continuous tense. These verbs often describe states that lasts for some time. Here is a list of some common ones.

believe	belong	hate	hear	know
like	love	mean	need	prefer
remember	seem	suppose	understand	want

A verb which is not **stative** is called a **dynamic** verb, and is usually an action. Some verbs can be both stative and dynamic.

- be** ✓ (stative) = be We **are** in the classroom.  
 ✓ (dynamic) = behave, act You **are being** stupid.
- have** ✓ (stative) = own, possess I **have** a modern netbook.  
 ✓ (dynamic) = part of an expression I'm **having** a break.
- see** ✓ (stative) = see with your eyes; understand I **see** what you mean.  
 ✓ (dynamic) = meet; have a relationship with I'm **seeing** Noah tonight.
- think** ✓ (stative) = have an opinion; believe I **think** that computer is great.  
 ✓ (dynamic) = consider; have in one's mind What **are you thinking** about?

### 5 Choose the best answer. Pay attention to the stative verbs.

- 1 Right now it \_\_\_\_\_ cold outside.  
 a am seeming                      b is seeming                      c are seeming  
 d seem                                  e seems
- 2 \_\_\_\_\_ he \_\_\_\_\_ to come with me?  
 a Am / wanting                      b Is / wanting                      c Are / wanting  
 d Do / want                              e Does / want
- 3 They \_\_\_\_\_ not to travel at night.  
 a am preferring                      b is preferring                      c are preferring  
 d prefer                                  e prefers
- 4 He \_\_\_\_\_ English and German.  
 a am understanding                      b is understanding                      c are understanding  
 d understand                              e understands
- 5 She \_\_\_\_\_ lasagna.  
 a am not liking                      b is not liking                      c are not liking  
 d do not like                              e does not like



- 6 We \_\_\_\_\_ a faster computer.  
**a** am needing                      **b** is needing                      **c** are needing  
**d** need                                      **e** needs
- 7 The dogs \_\_\_\_\_ now.  
**a** am barking                      **b** is barking                      **c** are barking  
**d** bark                                      **e** barks
- 8 \_\_\_\_\_ this dog \_\_\_\_\_ to you?  
**a** Am / belonging                      **b** Is / belonging                      **c** Are / belonging  
**d** Do / belong                      **e** Does / belong
- 9 Jessica \_\_\_\_\_ bugs and spiders.  
**a** am hating                      **b** is hating                      **c** are hating  
**d** hate                                      **e** hates
- 10 We \_\_\_\_\_ to be alone now.  
**a** am wanting                      **b** is wanting                      **c** are wanting  
**d** want                                      **e** wants
- 11 He \_\_\_\_\_ the right answer right now.  
**a** am not knowing                      **b** is not knowing                      **c** are not knowing  
**d** do not know                      **e** does not know
- 12 Monkeys \_\_\_\_\_ bananas.  
**a** am liking                      **b** is liking                      **c** are liking  
**d** like                                      **e** likes
- 13 We \_\_\_\_\_ at the office right now.  
**a** am being                      **b** is being                      **c** are being  
**d** am                                      **e** is                      **f** are
- 14 Thomas \_\_\_\_\_ silly again.  
**a** am being                      **b** is being                      **c** are being  
**d** am                                      **e** is                      **f** are
- 15 We \_\_\_\_\_ three tablets.  
**a** am having                      **b** is having                      **c** are having  
**d** have                                      **e** has
- 16 We \_\_\_\_\_ a coffee.  
**a** am having                      **b** is having                      **c** are having  
**d** have                                      **e** has
- 17 I \_\_\_\_\_ that she is busy at the moment.  
**a** am seeing                      **b** is seeing                      **c** are seeing  
**d** see                                      **e** sees
- 18 I \_\_\_\_\_ William. We have a lot of fun together.  
**a** am seeing                      **b** is seeing                      **c** are seeing

d see

e sees

- 19 I \_\_\_\_\_ that's not true.  
a am thinking                              b is thinking                              c are thinking  
d think    e thinks
- 20 I \_\_\_\_\_ about buying a new laptop at the moment.  
a am thinking                              b is thinking                              c are thinking  
d think    e thinks

### 6 Use the present simple or present continuous to fill in the blanks.

- 1 We \_\_\_\_\_ (**cook**) right now.  
2 She \_\_\_\_\_ (**not / wash**) the dishes now.  
3 Lily \_\_\_\_\_ (**believe**) every word.  
4 They \_\_\_\_\_ (**remember**) what has happened.  
5 George always \_\_\_\_\_ (**do**) his homework in his room.  
6 Right now you \_\_\_\_\_ (**not / listen**) to music.  
7 Right now I \_\_\_\_\_ (**watch**) TV.  
8 I \_\_\_\_\_ (**suppose**) we could do that, too.  
9 \_\_\_\_\_ he \_\_\_\_\_ (**play**) golf at the moment?  
10 Isla's cat never \_\_\_\_\_ (**sleep**) in her room.  
11 \_\_\_\_\_ you \_\_\_\_\_ (**hear**) Jacob's voice now?  
12 Ava \_\_\_\_\_ (**not / realise**) how much he \_\_\_\_\_ (**love**) her.  
13 Charlie \_\_\_\_\_ (**not / love**) Ella.  
14 Now it \_\_\_\_\_ (**snow**) outside.  
15 He \_\_\_\_\_ (**write**) an email to his friends every day.  
16 These cats \_\_\_\_\_ (**eat**) meat and \_\_\_\_\_ (**drink**) milk now.  
17 \_\_\_\_\_ you \_\_\_\_\_ (**study**) at the moment?  
18 They \_\_\_\_\_ (**jog**) now.  
19 It \_\_\_\_\_ (**rain**) right now.  
20 I \_\_\_\_\_ (**not mean**) to hurt you.



### Hyperlinks to exercises

- 1 <http://www.eflnet.com> ; <https://elt.oup.com/?cc=ru&sellLanguage=ru>
- 2 <http://first-english.org>
- 3 <https://www.teach-this.com>
- 4 <http://www.english-4u.de> ; <http://www.grammarbank.com>
- 5 <http://englando.com>
- 6 <http://www.really-learn-english.com>

### Hyperlinks to pictures

- 1 [http://files.kachanova-ovi.webnode.com.ua/system\\_preview\\_detail\\_200000417-797f17a7c2/M1\\_u2\\_l1\\_1.jpg](http://files.kachanova-ovi.webnode.com.ua/system_preview_detail_200000417-797f17a7c2/M1_u2_l1_1.jpg)

# 4 ROBOTS

## VOCABULARY

### 1 Read and learn the words and phrases.

<b>science fiction</b>	научная фантастика
<b>range from sth to sth</b>	колебаться (охватывать) от ... до ...
<b>artificial intelligence (AI)</b>	искусственный интеллект
<b>interact with and respond to</b>	взаимодействовать с и реагировать на
<b>design, construction, operation and use</b>	проектирование, сборка, приведение в действие и применение
<b>sensory feedback and information processing</b>	сенсорная обратная связь и обработка информации
<b>compulsory labour</b>	обязательный («подневольный») труд
<b>a law of robotics</b>	закон робототехники
<b>injure a human being</b>	причинить вред человеку
<b>obey an order</b>	повиноваться приказу
<b>conflict with</b>	противоречить
<b>protect one's own existence</b>	защищать своё собственное существование

### 2 Match the terms and their definitions.

sensory	1 relating to or using your senses of sight, hearing, smell, taste, or touch
compulsory	2 if two ideas, beliefs, opinions do this, they cannot exist together or both be true
conflict	3 something must be done because it is the law or because someone in authority orders you
design	4 the action or fact of using something
construction	5 the process of making something using many parts
operation	6 the art or process of making a drawing of something to show how you will make it or what it will look like
use	7 the way the parts of a machine or system work together, or the process of making a machine or system work
science fiction	8 the study of how robots are made and used
artificial intelligence	9 advice, criticism about how successful or useful something is
feedback	10 the use of information, figures etc to produce a particular result
processing	11 the study of how to make computers do intelligent things that people can do, such as think and make decisions
robotics	12 stories about events in the future which are affected by imaginary developments in science, for example about travelling in time or to other planets with life on them

### 3 Making phrases from the words.

#### A Make seven phrases from the words. Translate the phrases.

intelligence	information	processing	compulsory	artificial	interact
feedback	conflict	an order	sensory	science	respond
fiction	labour	with	with	obey	to

#### B Make five phrases from the words. Translate the phrase.

construction	something	something	operation	existence	
robotics	protect	injure	design	range	
one's	human	being	from	use	own
law	and	to	of	a	a

### 4 Fill in the gap with the word. Pay attention to the part of speech the word belongs to.

#### **interact / interaction / interactive**

- 1 Our school encourages \_\_\_\_\_ teaching methods.
- 2 Sophia \_\_\_\_\_s well with other students on the group.
- 3 Price is determined through the \_\_\_\_\_ of demand and supply.

#### **information / inform / informative**

- 4 The book contains \_\_\_\_\_ about a wide variety of subjects.
- 5 Please \_\_\_\_\_ us of any change of address as soon as possible.
- 6 The lecture was very \_\_\_\_\_ and helpful.

#### **obey / obedience / obedient**

- 7 With blind \_\_\_\_\_, I allowed my father to organize my life.
- 8 Soldiers are expected to \_\_\_\_\_ orders without questioning them.
- 9 Research shows that students who are good at maths tend to be more \_\_\_\_\_ than other people.

#### **protect / protection / protective**

- 10 Are we doing enough to \_\_\_\_\_ the environment?
- 11 This law provides \_\_\_\_\_ for threatened animals and plants.
- 12 Sunscreen provides a \_\_\_\_\_ layer against the sun's harmful rays.

#### **own (adjective, pronoun) / own (verb) / owner**

- 13 Bring your \_\_\_\_\_ equipment.
- 14 They live in a flat but they don't \_\_\_\_\_ it.
- 15 I met the \_\_\_\_\_ of the local programming club.

#### **existence / exist / existing**

- 16 Do fairies really \_\_\_\_\_?
- 17 Do you believe in the \_\_\_\_\_ of God?
- 18 \_\_\_\_\_ schools will have to be expanded to accommodate the extra students.

## READING

### 5 Read the information about robots and robotics.

#### Robots

In the popular imagination, the term ‘robot’ evokes images of a mechanical device that looks and acts like a human being. This type of robot is common in **science fiction** literature and cinema. In reality, the term ‘robot’ can be applied to any of a wide range of programmable machines, the common feature of which is that they are capable of movement and can be used to perform physical tasks.

Robots are built in many different forms, **ranging from** humanoid **to** industrial, and their appearance is dictated by the functions they are to perform. They are usefully engaged in industrial production requiring repetitive tasks, and in performing tasks that may be difficult or dangerous for humans.

Some robots may act according to their own decision-making ability, provided by the technology of **artificial intelligence (AI)**. Such robots include feedback loops such that they can **interact with and respond to** their environment. They do not, however, display actual intelligence.

Robotics is the interdisciplinary branch of engineering and science that includes mechanical engineering, electrical engineering, computer science, and others. Robotics deals with the **design, construction, operation, and use** of robots, as well as computer systems for their control, **sensory feedback, and information processing**.

The history of robots goes back as far as ancient myths and legends. For instance, in classical Roman and Greek mythology, the god of fire and metalwork (Hephaestus) created mechanical servants ranging from intelligent, golden handmaidens to three-legged tables that moved about under their own power. The word ‘robot’ first appeared in the play R.U.R. (Rossum’s Universal Robots), written by Czech writer Karel Capek in 1920. It means ‘**compulsory labour**’.

The writer Isaac Asimov told many stories about robots that had **the three laws of robotics** to keep humans safe from them.

- 1 A robot may not **injure a human being** or, through inaction, allow a human being to come to harm.
- 2 A robot must **obey orders** given to it by human beings, except where such orders would **conflict with** the First Law.
- 3 A robot must **protect its own existence** as long as such protection does not conflict with the First or Second Law.

Competitions for robots are gaining popularity. The underlying aim is to solve an engineering design problem and to promote research and education in the field of artificial intelligence. Dean Kamen, Founder of FIRST (For Inspiration and Recognition of Science and Technology), has created the world’s leading robotics competitions. RoboCup is an international competition dedicated to developing a team of fully autonomous, humanoid robots. <http://www.newworldencyclopedia.org/entry/Robot>

<https://en.wikipedia.org/wiki/Robotics>

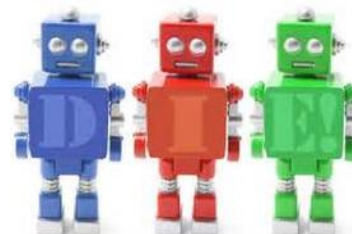
<https://simple.wikipedia.org/wiki/Robot>

**6 What phrases from the text are hidden here? Try to guess. Translate them.**

- |   |   |    |                            |
|---|---|----|----------------------------|
| 1 | вызывать воспоминания, чувства                  | 8  | междисциплинарная ветвь    |
| 2 | может быть применён                             | 9  | машиностроение             |
| 3 | программируемая машина                          | 10 | электротехника             |
| 4 | требовать выполнения<br>повторяющихся заданий   | 11 | механические слуги         |
| 5 | способность принимать решения                   | 12 | бездействие                |
| 6 | контур обратной связи                           | 13 | приобретать популярность   |
| 7 | проявлять фактические умственные<br>способности | 14 | основная цель              |
|   |   | 15 | вдохновение и признание    |
|   |   | 16 | международное соревнование |

**7 Are the statements TRUE or FALSE? Correct wrong statements.**

- 1 Science fiction literature and cinema influence the popular imagination of robots.
- 2 There are only two types of robots: humanoid and industrial ones.
- 3 All robots have artificial intelligence.
- 4 Robotics deals with computer systems for information processing, control and sensory feedback of robots.
- 5 Hephaestus was the first robot.
- 6 There exist the three laws of robotics to keep robots safe from humans.
- 7 Competitions for robots promote education and research in the field of artificial intelligence.



**8 Match the information about the people to their photos.**



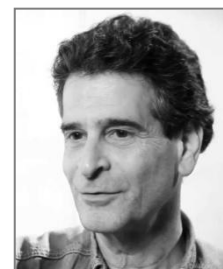
**Karel  
Capek**



**Isaac  
Asimov**



**Joseph  
Engelberger**



**Dean  
Kamen**

✓ January 9, 1890 – December 25, 1938. He was a Czech writer of the early 20<sup>th</sup> century. He used the word ‘robot’ in his play R.U.R. (Rossum’s Universal Robots) in 1920.

✓ January 2, 1920 – April 6, 1992. He was a writer and a biochemist with a PhD. He used the word robotics in his science fiction short story ‘Liar’ in 1941. In 1942 he created his Three Laws of Robotics.

✓ July 26, 1925 – December 1, 2015. He was a physicist, engineer and businessman. He developed the first industrial robot in the United States.

✓ April 5, 1951 – ... He is an American engineer, inventor, and businessman. He is best known for his invention of the Segway, as well as founding FIRST with Woodie Flowers.

## GRAMMAR

### Numbers: cardinal and ordinal

<i>Numbers 1-19</i>		<i>Numbers 20-100</i>	
1 one	11 eleven	20 twenty	30 thirty
2 two	12 twelve	21 twenty-one	40 <u>forty</u>
3 three	13 thirteen	22 twenty-two	50 <u>fifty</u>
4 four	14 fourteen	23 twenty-three	60 sixty
5 five	15 <u>fifteen</u>	24 twenty-four	70 seventy
6 six	16 sixteen	25 twenty-five	80 <u>eighty</u>
7 seven	17 seventeen	26 twenty-six	90 ninety
8 <u>eight</u>	18 <u>eighteen</u>	27 twenty-seven	100 one hundred
9 nine	19 nineteen	28 twenty-eight	
10 ten		29 twenty-nine	

1,000 = a thousand    1,000,000 = a million

**Hundred, thousand** and **million** have **no -s** after a number in the plural.

*200 students = two **hundred** students*

*6,000 kilometres = six **thousand** kilometres*

*3,000,000 people = three **million** people*

We use and to separate **hundred, thousand, million** from numbers smaller than a hundred.

*250 books = two **hundred and fifty** books*

#### 1 What number comes before and after?

*Example: 2 – one, two, three*

- a 3, 81, 20, 9, 58, 74, 11, 92, 50, 12, 24, 57;
- b 45, 30, 14, 63, 60, 15, 38, 40, 19, 56, 36, 89;
- c 94, 33, 27, 70, 44, 98, 77, 60, 38, 10, 99, 80.

#### 2 Do the sums. Write the answer in two ways.

*Example: How much is 5 and 15?    20    twenty*

##### A (1-19)

- 1 How much is 3 and 9?
- 2 How much is 12 and 7?
- 3 How much is 4 and 14?
- 4 How much is 13 and 1?

##### B (20-99)

- 5 How much is 26 and 7?
- 6 How much is 35 and 63?
- 7 How much is 30 and 13?
- 8 How much is 15 and 50?

### C (100-1000+)

- 9 How much is 83 and 64?
- 10 How much is 122 and 298?
- 11 How much is 344 and 579?
- 12 How much is 431 and 675?

### 3 Study the information. Say the years in words.

900 nine hundred	793 seven ninety-three	2000 two thousand
1900 nineteen hundred	1924 nineteen twenty-four	2001 two thousand and one
2100 twenty-one hundred	1504 fifteen oh four = fifteen and four	2010 twenty ten

500	1946	800	1970
1926	2002	1943	2011
962	1725	998	1617
1577	2112	1812	2114
1608	1995	1901	1961

Ordinal numbers					
<b>1st</b> first	<b>11th</b> eleventh	<b>20th</b> twentieth	<b>30th</b> thirtieth		
<b>2nd</b> second	<b>12th</b> twelfth	<b>21st</b> twenty-first	<b>40th</b> fortieth		
<b>3rd</b> third	<b>13th</b> thirteenth	<b>22nd</b> twenty-second	<b>50th</b> fiftieth		
<b>4th</b> fourth	<b>14th</b> fourteenth	<b>23rd</b> twenty-third	<b>60th</b> sixtieth		
<b>5th</b> fifth	<b>15th</b> fifteenth	<b>24th</b> twenty-fourth	<b>70th</b> seventieth		
<b>6th</b> sixth	<b>16th</b> sixteenth	<b>25th</b> twenty-fifth	<b>80th</b> eightieth		
<b>7th</b> seventh	<b>17th</b> seventeenth	<b>26th</b> twenty-sixth	<b>90th</b> ninetieth		
<b>8th</b> eighth	<b>18th</b> eighteenth	<b>27th</b> twenty-seventh	<b>100th</b> one hundredth		
<b>9th</b> ninth	<b>19th</b> nineteenth	<b>28th</b> twenty-eighth			
<b>10th</b> tenth		<b>29th</b> twenty-ninth			

Dates	
We use numbers in <b>dates</b> .	
You <b>write</b> :	You <b>say</b> ( <u>in British English</u> ):
20 December(,) 1999	<b>the twentieth of</b> December, nineteen ninety-nine
31 May(,) 2003	<b>the thirty-first of</b> May, two thousand (and) three
5 January(,) 2014	<b>the fifth of</b> January, two thousand (and) fourteen/ twenty fourteen



#### 4 Do you know ABC?

A is the first letter of the ABC.  
 B is \_\_\_\_\_.  
 C is \_\_\_\_\_.  
 D is \_\_\_\_\_.  
 E is \_\_\_\_\_.  
 F is \_\_\_\_\_.

G is \_\_\_\_\_.  
 H is \_\_\_\_\_.  
 K is \_\_\_\_\_.  
 O is \_\_\_\_\_.  
 R is \_\_\_\_\_.  
 Z is \_\_\_\_\_.

#### 5 Write the dates in English. What are these days? Do you know their names in English? Match the dates on the left to the names on the right.

*Example: 1 January (the first of January) is New Year's Day.*

0) 1 января	<i>the first of January</i>	a) New Year's Day
1) 7 января		b) Spring and Labour Day
2) 14 января		c) Defender of the Fatherland Day
3) 25 января		d) Russia Day
4) 14 февраля		e) International Children's Day
5) 23 февраля		f) Knowledge Day
6) 8 марта		g) Unity Day
7) 12 апреля		h) Tatiana Day
8) 1 мая		i) Ivan Kupala Day
9) 9 мая		j) Cosmonautics Day
10) 1 июня		k) Old New Year
11) 12 июня		l) International Women's Day
12) 7 июля		m) Victory Day
13) 1 сентября		n) (Orthodox) Christmas Day
14) 4 ноября		o) Valentine's Day

#### 6 Write the following in two ways:

*Example: The year of the foundation of the first university in Siberia.  
1878 / eighteen seventy-eight*

- 1 Your date of birth.
- 2 Your friend's date of birth.
- 3 The size of your future monthly salary.
- 4 Today's date.
- 5 This year (the current year).
- 6 The number of months in a year.
- 7 The number of days in September.
- 8 The number of days in a weekend.

- 9 New Year's Eve.
- 10 New Year's Day.
- 11 Radio Day (in Russia).
- 12 The year of the foundation of Tomsk.
- 13 The population of your home town and your country. (about ...)
- 14 The population of the capital of Russia. (over ...)
- 15 The year of the Winter Olympic Games in Sochi.
- 16 The year of the FIFA World Cup in Russia.

# 5 THE MOST INFLUENTIAL SOFTWARE PROGRAMMERS OF ALL TIME

## VOCABULARY

### 1 Read and learn the words and phrases.

<b>influential software programmer</b>	влиятельный программист
<b>publish an algorithm</b>	публиковать алгоритм
<b>professional annual holiday</b>	профессиональный ежегодный праздник
<b>innovative and brilliant</b>	инновационный (изобретательный) и блестящий (замечательный)
<b>contribute to sth</b>	способствовать (вкладывать) чему-либо
<b>groundbreaking</b>	новаторский, революционный
<b>evolve and improve</b>	развивать и улучшать
<b>plain and simple</b>	простой и понятный
<b>programming language</b>	язык программирования
<b>accessible to the average person</b>	доступный обычному человеку
<b>influence on the tech world</b>	влияние на мир технологий
<b>create overnight</b>	мгновенно создать

### 2 Match the terms and their definitions.

program	programmer	programming	programming language
---------	------------	-------------	----------------------

- 1 the job or activity of writing computer programs
- 2 someone who writes computer programs as a job
- 3 a set of rules, words, etc. that are used for writing computer programs
- 4 a set of instructions that you put into a computer to make it do something

accessible	algorithm	groundbreaking	plain	software	technical
------------	-----------	----------------	-------	----------	-----------

- 5 easy to understand
- 6 simple and not complicated
- 7 very new and a big change from other things of its type
- 8 programs that you use to make a computer do different things
- 9 relating to the knowledge, machines, or methods used in science and industry
- 10 a set of mathematical instructions or rules that, especially if given to a computer, will help to calculate an answer to a problem

**3 Complete the table. Then, fill in the gaps with the correct words.**

	<b>Adjective</b>	<b>Adverb</b>
1 We saw a _____ film.	(a)	annually
2 Changes does not happen _____.	(b)	brilliantly
3 We're having a few _____ problems.	overnight	(c)
4 I am going to take part in the _____ marathon.	(d)	professionally
5 You should get some _____ advice about your finance.	(e)	simply
6 We choose her for the _____ reason that she's the best person for the job.	(f)	technically



<b>Noun</b>	<b>Adjective</b>
accessibility	(g)
(h)	algorithmic
average	(i)
influence	(j)
innovator	(k)
(l)	personal
(m)	world



- 7 You're the only \_\_\_\_\_ I know here.  
 8 The work an \_\_\_\_\_ of 32 hours per week.  
 9 His grandfather was a strong \_\_\_\_\_ on him.  
 10 This company has branches all over the \_\_\_\_\_.  
 11 Technologies and \_\_\_\_\_s make our lives easier.  
 12 They are attempting to make opera \_\_\_\_\_ to a wider audience.  
 13 Music apps use \_\_\_\_\_s to predict the probability that fans of one particular band will like another.

<b>Verb</b>	<b>Noun</b>
(n)	contribution
(o)	creator
(p)	evolution
holiday	(q)
(r)	improvement
program	(s)
(t)	publisher

- 14 We usually \_\_\_\_\_ in Spain.  
 15 It's Darwin's theory of \_\_\_\_\_.  
 16 I \_\_\_\_\_d \$20 to Andrea's present.  
 17 The snow \_\_\_\_\_d further problems.  
 18 He \_\_\_\_\_ed several short stories in national magazine.
- 19 It is not even a drone operator, but a \_\_\_\_\_ who is using our system.  
 20 Every year thousands of students come to London to \_\_\_\_\_ their English.

**4 Try to guess what words and/or phrases are here.**

- 1 a i l n p                      5 a g h i l m o r t                      9 a b d e g g i k n n  
 2 a g m o p r r                      6 a b c c e e i l s s                      o r r u  
 3 a e f o r s t w                      7 a e g m m o p r r r                      10 a a a e e g g g g i l  
 4 a c c e h i l n t                      8 a g g i m m n o p r r                      o m m n n p r r u

## READING

### 5 Read the information about software programmers.

#### The Most Influential Software Programmers of All Time

A programmer is a person who creates computer software. Ada Lovelace is often considered the first computer programmer, as she was the first to **publish an algorithm** intended for implementation on Charles Babbage's analytical engine, in October 1842. The first person to run on a functioning modern electronically based computer was Konrad Zuse, in 1941. International Programmer's Day is celebrated annually on 7 January. In 2009, the government of Russia decreed a **professional annual holiday** known as Programmers' Day to be celebrated on 13 September (12 September in leap years).

The most influential software programmers of all time are the **innovative and brilliant** men and women who each **contributed** something **groundbreaking** to the software programming world. These are the pioneers of programming all having created, **evolved or improved** upon the foundations of modern computer programming. **Plain and simple**, without these software programming legends, computers, the internet and many of your favorite programs would never exist.

Selecting which software programmer is the absolute most influential is often a chicken and egg conundrum. Without the early **programming languages** like FORTRAN, created by John Backus, or the C programming language, created by Dennis Ritchie, newer languages would never exist. But newer programmers, such as Tim Berners-Lee, who created HTML, James Gosling, who created Java, or Rasmus Lerdorf, who created PHP, improved upon those early innovations to create bigger and better things.

Others might argue that it's not the programming language authors that should be considered the most influential but those who used programming to make computer science **accessible to the average person**. Microsoft, co-founded by the famous Bill Gates, changed the world, as did Google, created by the team of Larry Page and Sergey Brin.

Mark Zuckerberg is best known as one of five co-founders of the social networking website Facebook. Stephen Gary 'Steve' Wozniak co-founded Apple Computer with Steve Jobs and Ronald Wayne. But is their **influence on the tech world** more important than that of the software language creators? Are they among the greatest programmers of all time?

Who are the most famous computer programmers? In the end, software programming and the internet was not **created overnight** and certainly not by one person or company. It's a combination of each software programmer's innovations that has brought us to where we are today. The great thing about programming is that it's always evolving and improving. Who knows, maybe the most influential software programmer ever hasn't even discovered his or her big thing yet.

<http://www.ranker.com/list/most-influential-software-programmers-of-all-time/ready-to-startup>

<https://en.wikipedia.org/wiki/Programmer>

## 6 Match the people and the things.

Charles Babbage	algorithm
John Backus	analytical engine
Tim Bernes-Lee	computer
Bill Gates	FORTRAN
James Gosling	C
Rasmus Lerdorf	HTML
Ada Lovelace	Java
Larry Page, Sergey Brin	PHP
Dennis Ritchie	Microsoft
Stephen Wozniak, Steve Jobs, Ronald Wayze	Google
Mark Zuckerberg	Facebook
Konrad Zuse	Apple Computer

## 7 Answer the questions.

- 1 What is a programmer?
- 2 Was software programming and the internet created overnight?
- 3 What are the most influential software programmers like?
- 4 Is it easy or difficult to choose the absolute most influential software programmer?
- 5 When is International Programmer's Day celebrated?
- 6 What is the great thing about programming?
- 7 What have the pioneers of programming done?
- 8 Are programming language authors more important than people who used programming to make computer science accessible to the average person?
- 9 When is Programmer's Day celebrated in Russia?
- 10 Is the most influential software programmer known?
- 11 What are computers, the internet and other programs like?

## 8 What phrases from the text are hidden here? Try to guess. Translate them.

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1 считать, полагать               | 14 полный, несомненный            |
| 2 предназначать                   | 15 головоломка                    |
| 3 осуществление; внедрение        | 16 язык гипертекстовой маркировки |
| 4 работать на компьютере          | 17 спорить, приводить доводы      |
| 5 международный день программиста | 18 информатика                    |
| 6 правительство                   | 19 соучредитель, сооснователь     |
| 7 издавать указ                   | 20 социальная сеть                |
| 8 високосный год                  | 21 создатель                      |
| 9 мир программирования            | 22 в конце концов                 |
| 10 первооткрыватель, новатор      | 23 безусловно                     |
| 11 основа                         | 24 сочетание                      |
| 12 существовать                   | 25 делать открытие                |
| 13 выбирать                       |                                   |

## GRAMMAR

### REGULAR AND IRREGULAR VERBS

9 Study the information. What is the difference between regular and irregular verbs?

#### Regular verbs

- 1 The normal rule is to add *-ed*.  
work – worked    start – started
- 2 If the verb ends in *-e*, add *-d*.  
live – lived    love – loved
- 3 If the verb has only one syllable + one vowel + one consonant, double the consonant.  
stop – stopped    plan – planned
- 4 If the verb ends in a consonant + *-y*, change the *-y* to *-ied*.  
study – studied    carry – carried

There are many common **irregular verbs**.

10 Put regular verbs into the Past Simple form.

- 1 We \_\_\_\_\_ that device in our laboratory last week. (*test*)
- 2 He \_\_\_\_\_ foreign articles in his course work. (*use*)
- 3 My friend \_\_\_\_\_ me yesterday. (*call*)
- 4 The clock \_\_\_\_\_ three days ago. (*stop*)
- 5 When I was five, I \_\_\_\_\_ ice-cream. (*like*)
- 6 Students \_\_\_\_\_ the task 5 minutes ago. (*finish*)
- 7 Last year scientists \_\_\_\_\_ their innovative idea. (*realize*)
- 8 Alexander G. Bell \_\_\_\_\_ the telephone. (*invent*)
- 9 Two years ago he \_\_\_\_\_ to give up smoking. (*try*)
- 10 In 1960s the first communication satellite \_\_\_\_\_ on the orbit. (*appear*)
- 11 Three months ago I \_\_\_\_\_ with my parents. (*live*)
- 12 Media \_\_\_\_\_ our life greatly. (*influence*)

11 Complete the tables. Translate the verbs.

Base form	Past Simple	Past Participle
	fell	
draw		
	saw	
come		

Base form	Past Simple	Past Participle
speak		
	knitted	
keep		
give		

	began	
be		
	studied	
write		
get		
	went	
bring		
	flew	
ride		
	sold	
live		

	ran	
send		
	swam	
sleep		
	thought	
wake		
catch		
	made	
stay		
	paid	
do		

**12 Put irregular verbs into the Past Simple form.**

- 1 Yesterday Robert \_\_\_\_\_ in the library. (*be*)
- 2 \_\_\_\_\_ you at the conference last Wednesday? (*be*)
- 3 \_\_\_\_\_ John at the lecture ten minutes ago? (*be*)
- 4 We \_\_\_\_\_ three lessons yesterday. (*have*)
- 5 Richard \_\_\_\_\_ two mistakes in his test last week. (*make*)
- 6 The teacher \_\_\_\_\_ us five minutes to revise the words before the dictation. (*give*)
- 7 In 2012 my parents and I \_\_\_\_\_ to Greece. (*fly*)
- 8 When I \_\_\_\_\_ a schoolboy I \_\_\_\_\_ part in sport competitions. (*be; take*)
- 9 Two days ago Jack \_\_\_\_\_ a letter to his English penfriend and \_\_\_\_\_ it. (*write; send*)
- 10 Alex \_\_\_\_\_ about this meeting and he \_\_\_\_\_ his groupmates about it. (*know; tell*)

**13 Complete the text with a verb from the box in the Past Participle form.**

travel	be	meet	hunt	be	have
ride	be	see	live	be	do



My grandfather is 96 years old, and he has (1) \_\_\_\_\_ a long and interesting life. He has (2) \_\_\_\_\_ a lot, especially in the Far East. He has (3) \_\_\_\_\_ the Taj Mahal in India, and the Pyramids in Egypt. He has (4) \_\_\_\_\_ lions in Africa, and has (5) \_\_\_\_\_ a camel across the Sahara Desert. He says that the most beautiful place he has (6) \_\_\_\_\_ to is Kathmandu in Nepal. He has (7) \_\_\_\_\_ the Queen on several occasions. In 1959 he was a soldier in New Zealand when she came to visit, and in 1972 he went to a garden party at Buckingham Palace.



He has (8) \_\_\_\_\_ married twice. His first wife died when she was 32. He met his second wife while he was travelling round France by bike. He and his wife, Eleanor, have (9) \_\_\_\_\_ married for 50 years, and they have (10) \_\_\_\_\_ in the same cottage in the country since they got married. He says that he has never (11) \_\_\_\_\_ ill in his life. The secret of good health, according to my grandfather, is exercise. He goes swimming every day. He has (12) \_\_\_\_\_ this since he was a boy. He also has a glass of whisky every night! Perhaps that is his secret!

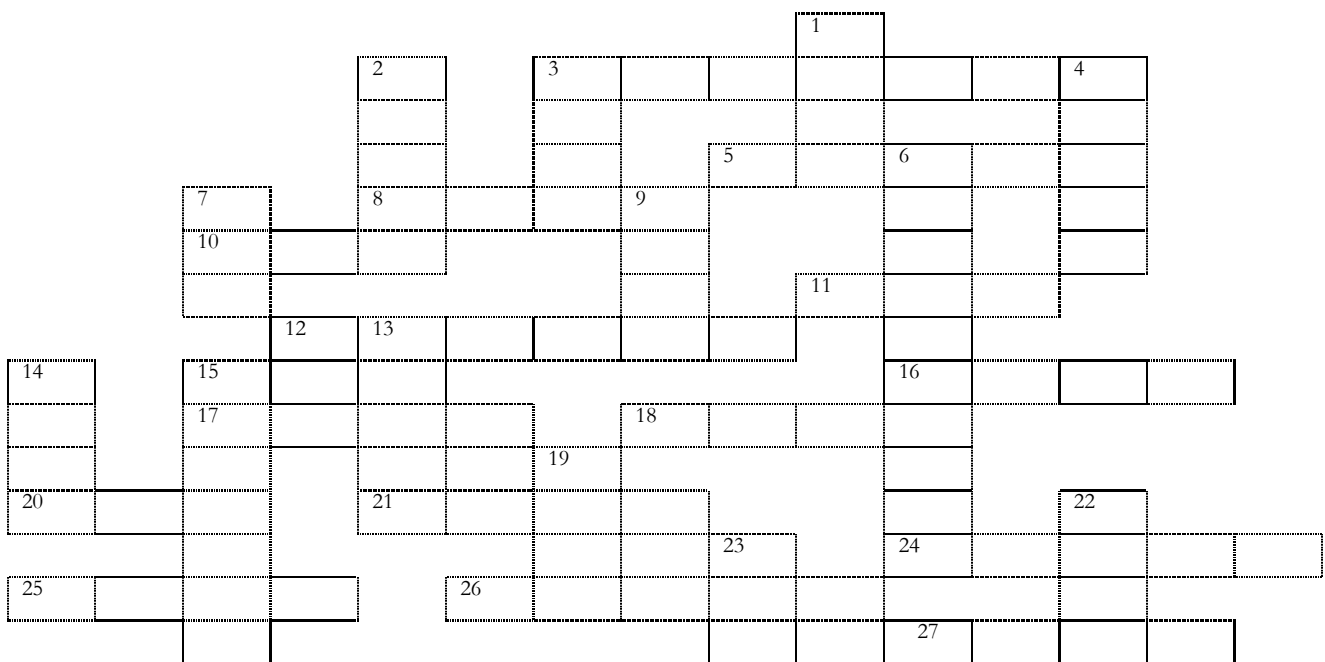
**14 Do the crossword puzzle.**

**Across**

- 3 past participle of *bring*
- 5 past participle of *stick*
- 8 past participle of *sing*
- 10 past of *eat*
- 11 past participle of *feed*
- 12 past participle of *shake*
- 16 past participle of *sell*
- 17 past participle of *read*
- 18 past participle of *leave*
- 20 past participle of *meet*
- 21 past of *draw*
- 24 past of *drink*
- 25 past of *fly*
- 26 past participle of *stand*
- 27 past participle of *make*

**Down**

- 1 past participle of *hurt*
- 2 past of *choose*
- 3 past participle of *be*
- 4 past participle of *take*
- 6 past participle of *understand*
- 7 past participle of *sit*
- 9 past participle of *go*
- 13 past participle of *hear*
- 14 past participle of *swim*
- 15 past participle of *write*
- 19 past of *go*
- 22 past of *pay*
- 23 past of *win*



15 Can you put the verbs into one of the groups according to their past / past participle forms? Translate them into Russian.

hit	get	fight	break	bring	build
find	let	catch	feel	choose	have
		steal	cut	put	wake
		speaking	set	teach	think

- same as present; eg: *cost – cost – cost – стоить*

1			
2			
3			
4			
5			

- the same; eg: *lose – lost – lost – терять*

1			
2			
3			
4			
5			

- end in *ght*; eg: *buy – bought – bought – купить*

1			
2			
3			
4			
5			

- -o and -o-en; eg: *freeze – froze – frozen – замёрзнуть*

1			
2			
3			
4			
5			

Hyperlinks to the pictures:

- 1 <http://dialekt56.ru/wp-content/uploads/2015/12/%D0%B1%D0%BB%D0%BE%D0%BA-%D1%81%D1%85%D0%B5%D0%BC%D0%B0.jpg>
- 2 <https://wiki.mininuniver.ru/images/5/54/Programmer23.jpg>

# 6 PROGRAMMING

## VOCABULARY

### 1 Read and learn the words and phrases.

<b>functionality and complexity</b>	практичность и сложность
<b>accompanying framework</b>	сопровождающая прикладная среда
<b>software engineer</b>	инженер-программист
<b>software application</b>	программное приложение
<b>rigorous practice and attention</b>	тщательные тренировки и внимание
<b>open source technology</b>	технология открытого исходного кода
<b>job market</b>	рынок труда (вакансий)
<b>learning curve for</b>	кривая обучения (обучаемости)
<b>general guidelines</b>	общие рекомендации (указания)
<b>job competition</b>	соперничество за рабочее место
<b>distinguish oneself among</b>	выделяться (отличаться) среди
<b>contemporary programmer</b>	современный программист

### 2 The consonant letters are absent. Try to guess what phrases are here.

- 1 \_ o \_ \_ o \_ \_ e \_ i \_ i o \_
- 2 \_ e \_ e \_ a \_ \_ u i \_ e \_ i \_ e \_
- 3 \_ o \_ \_ \_ a \_ e \_ a \_ \_ \_ i \_ a \_ i o \_
- 4 a \_ \_ o \_ \_ a \_ y i \_ \_ \_ a \_ e \_ o \_ \_
- 5 \_ o \_ \_ e \_ \_ o \_ a \_ y \_ \_ o \_ \_ a \_ \_ e \_
- 6 o \_ e \_ \_ o u \_ \_ e \_ \_ e \_ \_ \_ o \_ o \_ y
- 7 \_ i \_ \_ i \_ \_ u i \_ \_ o \_ e \_ e \_ \_ a \_ o \_ \_
- 8 \_ u \_ \_ \_ i o \_ a \_ i \_ y \_ a \_ \_ \_ o \_ \_ \_ e \_ i \_ y
- 9 \_ i \_ o \_ o u \_ \_ \_ a \_ \_ i \_ e \_ a \_ \_ a \_ \_ e \_ \_ i o \_



### 3 Choose the correct term to each definition.

- 1 of the present time  
a complexity                      b contemporary                      c distinguish oneself
- 2 to be one of a group  
a among                              b functionality                      c software application
- 3 the quality of being complex  
a complexity                      b job market                      c rigorous

- 4 advice about how to do something  
 a guidelines                      b programmer                      c software engineer
- 5 to do so well that people notice and admire you  
 a attention                      b distinguish oneself                      c open source
- 6 how quickly or slowly someone learns a new skill  
 a accompany                      b contemporary                      c learning curve
- 7 repeatedly doing an activity to improve your ability  
 a among                      b learning curve                      c practice
- 8 someone whose job is the create computer programs  
 a guidelines                      b rigorous                      c software engineer
- 9 to happen or exist at the same time as something else  
 a accompany                      b learning curve                      c practice
- 10 not detailed, but including the most basic or necessary information  
 a framework                      b general                      c software engineer
- 11 knowledge, equipment, and methods that are used in science and industry  
 a functionality                      b job competition                      c technology
- 12 a market in which employers search for employees and employees search for jobs  
 a complexity                      b job market                      c programmer
- 13 careful to look at or consider every part of something to make sure it is correct or safe  
 a distinguish oneself                      b job market                      c rigorous
- 14 the state of watching, listening to, or thinking about something carefully or with interest  
 a attention                      b general                      c job competition
- 15 any or all of the operations performed by a piece of equipment or a software program  
 a functionality                      b software application                      c technology

**4 Make 7 sentences.**

- 1 He is                      **learning curve**                      , please?
- 2 I've got a                      **job market**                      by a CD.
- 3 The teachers' book                      **is accompanied**                      before the exam.
- 4 We need a bit more                      **practice**                      idea of how it works.
- 5 I've been on a steep                      **attention**                      since I started my new job.
- 6 Ladies and gentlemen, could I have your                      **general**                      than skilled and educated workers.
- 7 It is hard for low-skilled workers to earn their way out of poverty in a tough                      **among**                      the top five web developers in the country.

## READING

### 5 Read the information about programming.

#### What are some of the best programming languages to learn?



This is a question that is asked by beginners, as well as experts. As with many important questions, the answer is not simple. There are many factors that should be taken into account while deciding a programming language to learn.

Technology evolves in matter of weeks and by the time you become an expert in a particular software technology, it can already be considered obsolete.

Another extremely important thing to note is that programming languages vary greatly in terms of **functionality and complexity**.

The answer to what programming language you should learn majorly depends upon the type of task you want to perform. For instance, if you are developing some static web-based applications, you might need to learn simple HTML. Conversely, if you want to develop a more dynamic application with advanced capabilities, you might need to learn ASP.NET, PHP, Ruby on Rails, or Javascript and **accompanying framework**. Desktop and mobile applications have different requirements as well.

In addition to that, another interesting aspect of programming that I noticed is that not only programmers and **software engineers** are interested in learning new programming languages, but people from totally different walks of life are also into it. Recently, I came across a PhD researcher with psychology as a research area. He was instructed by his supervisor to learn some advanced programming language because he would be required to display his research result in form of a **software application**. He was also asking the same question about what from where he should start. That shows that programming is not limited to programmers, with **rigorous practice and attention**, anyone, yes anyone, can program.

The question still lingers that what language is the best. Unfortunately, only you can answer this question. Apart from considering some stats, following are some of the factors that you should take into account while selecting a particular language for development.

- What the requirements of the application you want to develop are; web-based, desktop or mobile application?
- What your personal interests are; commercial or **open source technologies**?
- What the **job market** of the language is.
- **Learning curve** for a particular language.

Though these are some **general guidelines**, in the current market where **job competition** is at its peak, you must be proficient in at least one web-based language, one desktop based programming language, and at least one mobile platform, in order to **distinguish yourself among contemporary programmers**.

<https://blog.udemy.com/best-programming-language/>

## 6 Fill in the blanks with the correct words.

- 1 Learning curve \_\_\_\_\_ a particular language.
- 2 There are many factors that should be taken \_\_\_\_\_ account while deciding a programming language to learn.
- 3 Programming is not limited \_\_\_\_\_ programmers, with rigorous practice and attention, anyone can program.
- 4 You must be proficient in programming languages in order to distinguish yourself \_\_\_\_\_ contemporary programmers.
- 5 If you want to develop a more dynamic application \_\_\_\_\_ advanced capabilities, you might need to learn Javascript.
- 6 An extremely important thing to note is that programming languages vary greatly \_\_\_\_\_ terms \_\_\_\_\_ functionality and complexity.
- 7 Technology evolves in matter of weeks and by the time you become an expert \_\_\_\_\_ a particular software technology, it can already be considered obsolete.
- 8 Though these are some general guidelines, \_\_\_\_\_ the current market where job competition is \_\_\_\_\_ its peak, you must be proficient in different programming language.

## 7 Match the terms and definitions.

- |  |                             |
|--|-----------------------------|
| 1 a program that runs on a desktop computer  | <b>software application</b> |
| 2 a program designed to run on a phone/tablet or watch   | <b>web application</b>      |
| 3 a program designed to perform a group of coordinated functions, tasks, or activities for the benefit of the user       | <b>desktop application</b>  |
| 4 a program in which the client (including the user interface and client-side logic) runs in a web browser               | <b>mobile application</b>   |
| 5 a kind of free software and available to everyone  | <b>dynamic application</b>  |
| 6 a webpage that is delivered to the user exactly as stored  | <b>static webpage</b>       |
| 7 a reusable set of libraries or classes for a software system   | <b>open source</b>          |
| 8 a software system that embodies a business process and is built for change, adaptable to context, and information rich | <b>software framework</b>   |

## 8 Find in the text the English equivalents to the following words and phrases.

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| 1 учитывать                        | 12 продвинутый язык                  |
| 2 стать экспертом в                | программирования                     |
| 3 устаревший, ненужный             | 13 показывать результат исследования |
| 4 с точки зрения                   | 14 ограничиваться пределами ч.-л.    |
| 5 в основном, значительно          | 15 задерживаться, не исчезать        |
| 6 статическое веб-приложение       | 16 принимать во внимание статистику  |
| 7 наоборот                         | 17 настольное приложение             |
| 8 динамическое приложение          | 18 мобильное приложение              |
| 9 расширенные возможности          | 19 на сегодняшнем рынке              |
| 10 требование, необходимое условие | 20 достигать своего пика             |
| 11 руководитель                    | 21 умелый, знающий                   |

## GRAMMAR

### THE PAST SIMPLE AND USED TO

#### 1. The Past Simple tense

Regular verb + statement	Regular verb - statement	Questions	Short answer +	Short answer -
I worked	I didn't work	Did I work?	Yes, I did	No, I didn't
He worked	He didn't work	Did he work?	Yes, he did	No, he didn't
She worked	She didn't work	Did she work?	Yes, she did	No, she didn't
It worked	It didn't work	Did it work?	Yes, it did	No, it didn't
You worked	You didn't work	Did you work?	Yes, you did	No, you didn't
We worked	We didn't work	Did we work?	Yes, we did	No, we didn't
they worked	They didn't work	Did they work?	Yes, they did	No, they didn't

Regular verbs	Irregular verbs
to work- worked	to be-was/were-been
to live- lived	to give-gave-given
to play- played	to tell-told-told
to study- studied	to speak-spoke-spoken
to call-called	to take-took-taken
to use-used	to sleep-slept-slept
to plan-planned	to see-saw-seen
to enjoy- enjoyed	to go-went-gone

#### 2. The Past Simple adverbs

1 yesterday – вчера	8 last Monday – в прошлый понедельник
2 in 1994 – в 1994	9 last month – в прошлом месяце
3 last week – на прошлой неделе	10 last summer – прошлым летом
4 last year – в прошлом году	11 in my childhood – в детстве
5 ten minutes ago – 10 минут назад	12 when I was young – когда я был молод
6 five years ago – 5 лет назад	
7 three days ago – три дня назад	

**Task 1. Write the Past Simple of the following verbs.**

- |                     |                     |
|---------------------|---------------------|
| 1 to like – .....   | 9 to call – .....   |
| 2 to give – .....   | 10 to open – .....  |
| 3 to cook – .....   | 11 to carry – ..... |
| 4 to use – .....    | 12 to take – .....  |
| 5 to watch – .....  | 13 to cry – .....   |
| 6 to stay – .....   | 14 to sleep – ..... |
| 7 to manage – ..... | 15 to ask – .....   |
| 8 to look – .....   | 16 to want – .....  |

**Task 2. Put the verbs in brackets into the Past Simple form.**

- 1 Last night I \_\_\_\_\_ (listen to) some CDs.
- 2 The car \_\_\_\_\_ (stop) opposite the house.
- 3 I \_\_\_\_\_ (not watch) TV last night.
- 4 James \_\_\_\_\_ (not study) Greek before his exam.
- 5 Peter and Ann \_\_\_\_\_ (travel) to Turkey last summer
- 6 I \_\_\_\_\_ (not use) my computer last week.
- 7 Tom \_\_\_\_\_ (work) all the day yesterday.
- 8 I \_\_\_\_\_ (see) him five minutes ago.
- 9 We \_\_\_\_\_ (not go) anywhere this summer.
- 10 They \_\_\_\_\_ (give) me a present.

**Task 3. Change these positive sentences into negative ones.**

- 1 Bob really enjoyed our jazz festival.
- 2 My friend lived in Japan 2 years ago.
- 3 I took a taxi from the center to the airport.
- 4 The woman bought a dress and a pair of shoes at the market.
- 5 My sister went to a summer camp in August.
- 6 I helped my aunt with her computer.
- 7 He watched a new horror film in the cinema yesterday.
- 8 My mother cooked chicken and rice for lunch.
- 9 I broke my mobile last week.
- 10 My brother played computer games last two years.

**Task 4. Read the biography of Charles Babbage below and fill in the gaps with the correct verb in the Past Simple.**

**Charles Babbage (1791 - 1871)**

went	knew	was	saw	worked
developed	decided	decided	decided	demonstrated





Charles Babbage (1) a British mathematician, an original and innovative thinker and a pioneer of computing.

Charles Babbage was born on 26 December 1791 in London, the son of a banker. It was about 1808 when the Babbage family (2) to move into the old Rowdens house, located in East Teignmouth. He was often unwell as a child and was educated mainly at home. By the time he (3) to Cambridge University in 1810 he was very interested in mathematics. He had a big culture – he (4) Lagrange, Leibniz, Lacroix, Simpson... and he was seriously disappointed about the math programs available at Cambridge. So he, with J.Herschel, G.Peacock, and other friends, (5) to form the Analytical Society.

After graduation Babbage was hired by the Royal Institution to lecture on calculus. Within two years he had been elected a member of the Royal Society and, with his Cambridge friends, was instrumental in setting up the Astronomical Society in 1820. From 1828 to 1839, Babbage was Lucasian Professor of Mathematics at Cambridge.

The 1820s (6) Babbage work on his 'Difference Engine', a machine which could perform mathematical calculations. A six-wheeled model was initially constructed and (7) to a number of audiences. He then (8) plans for a bigger, better, machine - Difference Engine 2. He also (9) on another invention, the more complex Analytical Engine, a revolutionary device on which his fame as a computer pioneer now largely rests. It was intended to be able to perform any arithmetical calculation using punched cards that would deliver the instructions, as well as a memory unit to store numbers and many other fundamental components of today's computers.

### Task 5. Write the words in the correct order.

1. film? / like / you / did / the
2. you / many / did / ask? / how / people /
3. a / have / time? / they / did / good /
4. did / weekend? / the / what / do / we / at /
5. she / DVD? / where / that / did / buy /
6. party / on / your / go / Saturday? / he / Did / to /
7. did / yesterday? / who / you / see /
8. what / do / did / you / evening / yesterday?
9. last / when / you / did / him / phone / time?
10. door? / you / did / at / knock / her

### Task 6. Make questions in the Past Simple tense.

1. What \_\_\_\_\_ (you do) last night, Lisa?
2. What film \_\_\_\_\_ (you see) ?

3. Who \_\_\_\_\_ ( you go) with?
4. \_\_\_\_\_ (you enjoy) it?
5. What time \_\_\_\_\_ (it finish)?
6. What \_\_\_\_\_ (you do) after the film?
7. How \_\_\_\_\_ ( you get) home?
8. \_\_\_\_\_ (you go ) home by taxi?
9. What time \_\_\_\_\_(fall asleep)?

### Used to: meaning and form

We use *used to* when we refer to things in the past which are no longer true. It can refer to repeated actions or to a state or situation:

*He used to play football for the local team, but he's too old now.*

*Andy used to smoke, but he doesn't smoke now.*

*Negative: didn't use to*

We use *didn't use to* to talk about actions or situations which didn't happen in the past but happen regularly now.

*I didn't used to like broccoli when I was younger, but I love it now.*

### **Used to or be used to?**

**Used to** refers to actions and situations in the past which no longer happen or are no longer true. It always refers to the past:

*She **used to** sing in a band, but she gave it up.* (She sang, but she doesn't sing any more)

**Be used to** means 'be accustomed to' or 'be familiar with'. It can refer to the past, present or future. We follow *be used to* with a noun phrase, a pronoun or the *-ing* form of a verb:

*I work in a hospital, so I'm **used to** long hours.* (I am accustomed to/familiar with long hours.)

*She lives in a very small village and hates traffic. She's not **used to** it.*

*He was a salesman, so he **was used to** travelling up and down the country.* (He was accustomed to/was familiar with travelling.)

We can also say **get used to** or (more formally) **become used to**:

*University is very different from school, but don't worry. You'll soon **get used to** it.* (or, more formally, *You'll soon **become used to** it.*)

### **Task 7. Put the words into the right order to make questions.**

- 1 you like What use did look to ?
- 2 did What like you to use ?
- 3 do you use didn't to What ?
- 4 you did to use What about dream ?
- 5 games to did you What play use ?

### Task 8. Complete the sentences with used to.

- 1 Ann ..... (buy) white bread, but now she buys brown bread.
- 2 Susan ..... (drink) black coffee, but now she drinks white.
- 3 Henry ..... (smoke) a pipe, but now he doesn't smoke at all.
- 4 My dad ..... (run) 5 km every day, but now he doesn't run.
- 5 My sister ..... (spend) much money on clothes, but now she spends it on travelling.

### Task 9. Open the brackets, use Past Simple or used to.

- 1 I ..... (earn) enough money, but then I ..... (lose) my job.
- 2 Bob ..... (not like) football, but then he ..... (change) his mind.
- 3 My mum ..... (drive) a lot before she ..... (have) that accident.
- 4 This telephone ..... (work) well before my son ..... (drop) it.
- 5 Mary ..... (work) in a hotel, but then she ..... (get) married.
- 6 He ..... (play) basketball before he ..... (break) his leg.
- 7 Sarah ..... (walk) a lot but then she ..... (buy) a car.
- 8 He ..... (play) computer games before he ..... (enter) the university.

### Task 10. Choose the correct variant.

- 1 Jack ..... (used to/is used to) cooking for himself when he comes home from work.
- 2 I remember how we ..... (used to/are used to) listen to rock-n-roll music all the time.
- 3 Pam ..... (used to/is used to) spend hours in front of the mirror when she was a teenager.
- 4 They ..... (didn't use to/are not used to) eating Japanese food.
- 5 Our town ..... (used to/is used to) be an industrial centre.
- 6 My son ..... (didn't use to/isn't used to) going to bed so early.
- 7 We ..... (used to/are used to) meet him every day.
- 8 I ..... (didn't use to/am not used to) driving on the left.

<http://englishleo.ru>

<http://grammar-tei.com>

<http://s-english.ru>

<http://www.study.ru>

[http://www.bbc.co.uk/history/historic\\_figures/babbage\\_charles.shtml](http://www.bbc.co.uk/history/historic_figures/babbage_charles.shtml)

# The GAME DEVELOPER



## THE GAME DEVELOPER

### WHAT I CREATE



Online, mobile, and other platform games

- Battlefield (cross-platforms)
- World of Warcraft (PC only)
- Clash of Clans (mobile only)

### WHERE I WORK



- Computer game businesses
- Game publishers

### LANGUAGES



- C
- C++
- C#
- Java

### OTHER SKILLS

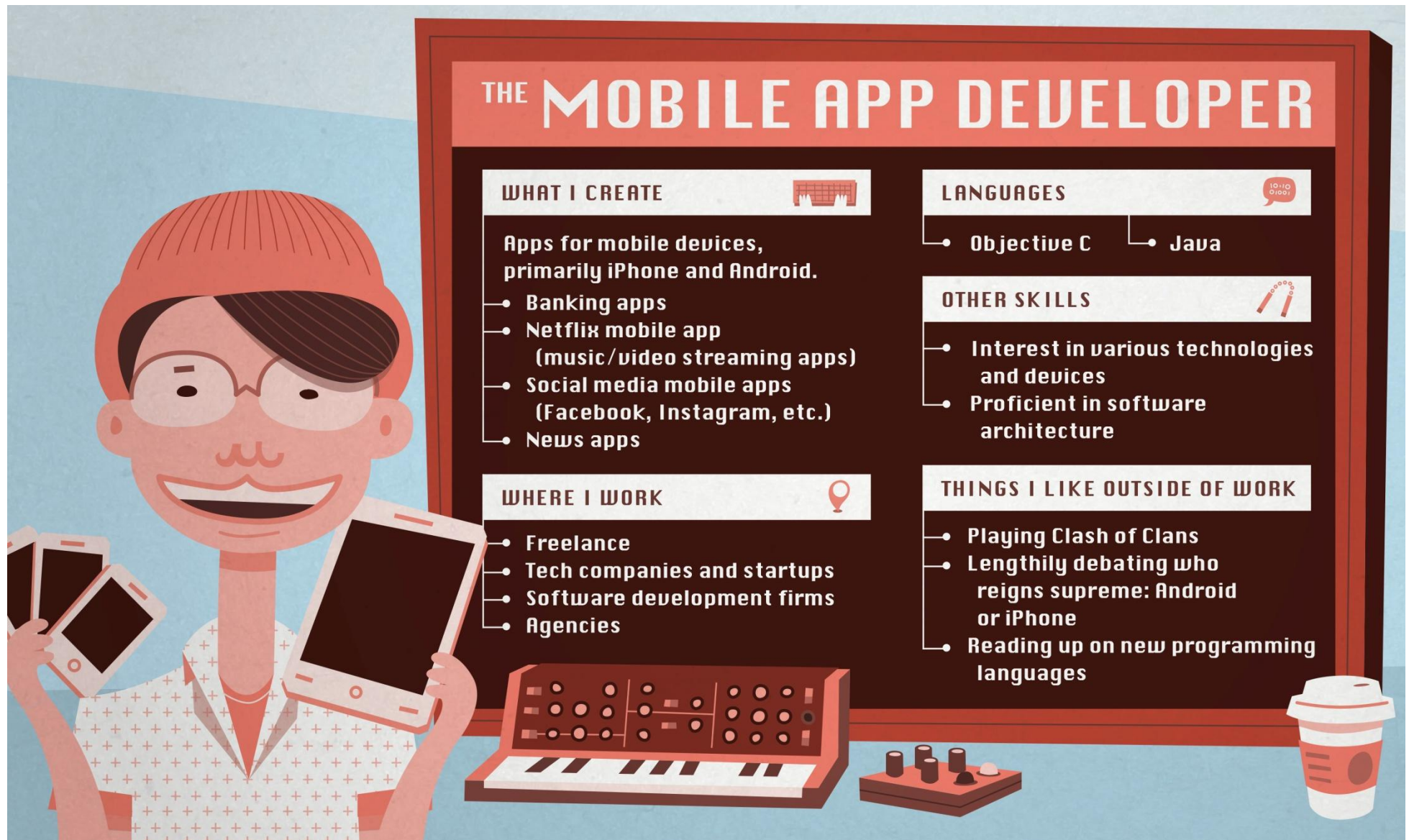


- Design capability
- 2-D or 3-D modeling ability
- Works well under pressure
- Knack for problem solving

### THINGS I LIKE OUTSIDE OF WORK

- Shopping online for classic Nintendo games
- Playing World of Warcraft and Tetris
- Attending eSports events

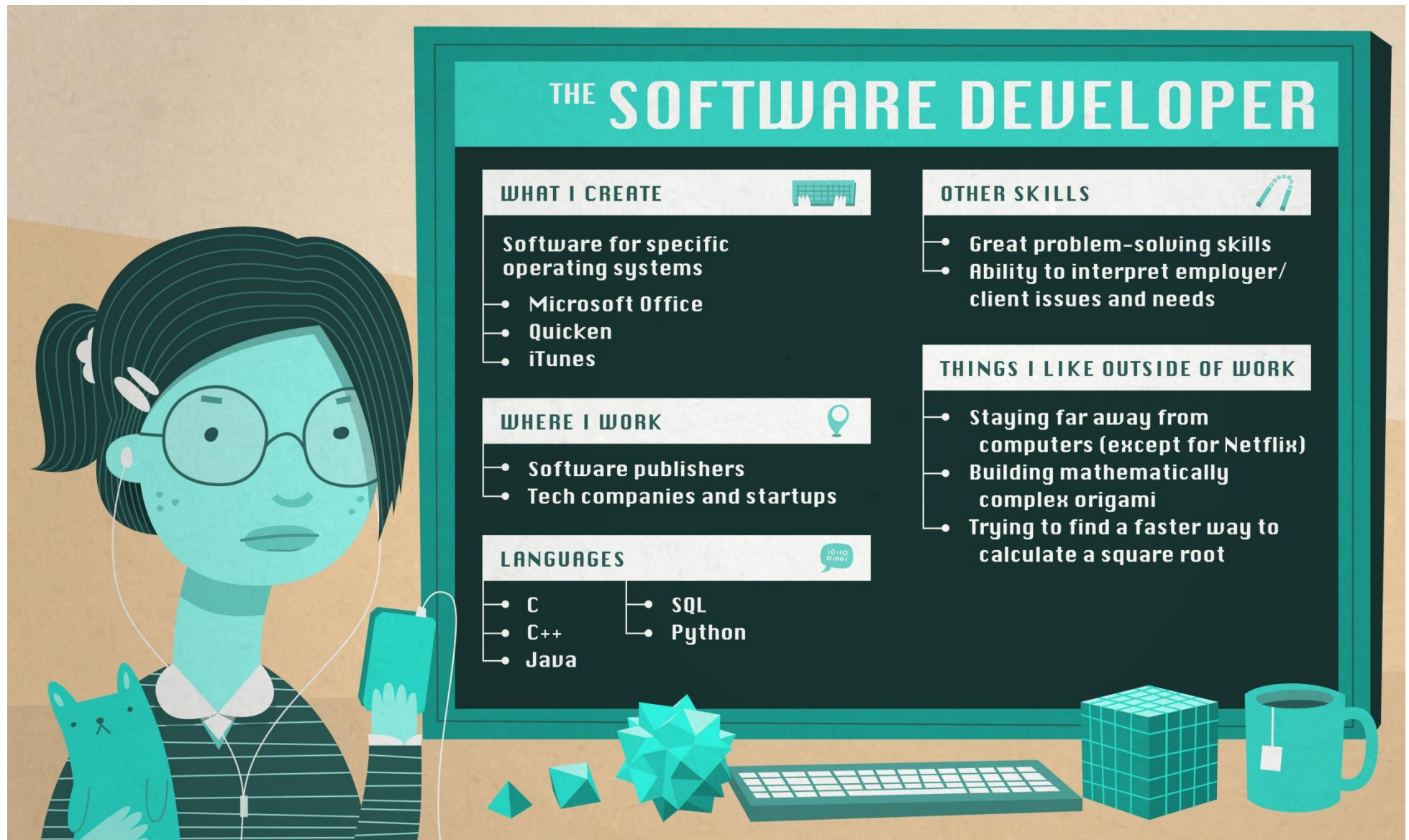
# The MOBILE DEVELOPER



# The WEB DEVELOPER



# The SOFTWARE DEVELOPER



## THE SOFTWARE DEVELOPER

### WHAT I CREATE



Software for specific operating systems

- Microsoft Office
- Quicken
- iTunes

### WHERE I WORK



- Software publishers
- Tech companies and startups

### LANGUAGES



- C
- C++
- Java
- SQL
- Python

### OTHER SKILLS



- Great problem-solving skills
- Ability to interpret employer/client issues and needs

### THINGS I LIKE OUTSIDE OF WORK

- Staying far away from computers (except for Netflix)
- Building mathematically complex origami
- Trying to find a faster way to calculate a square root

# 7 C / C++ / [C] / C#

## VOCABULARY

### 1 Read and learn the words and phrases.

<b>general-purpose</b>	универсальный
<b>imperative</b>	императивный
<b>firmware</b>	встроенное ПО
<b>object-oriented</b>	объектно-ориентированный
<b>large-scale application</b>	крупномасштабное приложение
<b>high-level programming language</b>	высокоуровневый язык программирования
<b>low-level programming language</b>	низкоуровневый язык программирования
<b>application programming interface (API)</b>	интерфейс прикладного программирования
<b>multi-paradigm</b>	мультипарадигмовый
<b>declarative</b>	декларативный
<b>functional</b>	функциональный
<b>compiler</b>	компилятор

### 2 Match the terms from the box and their definitions.

general-purpose	object-oriented	large-scale
firmware	application	API
		compiler

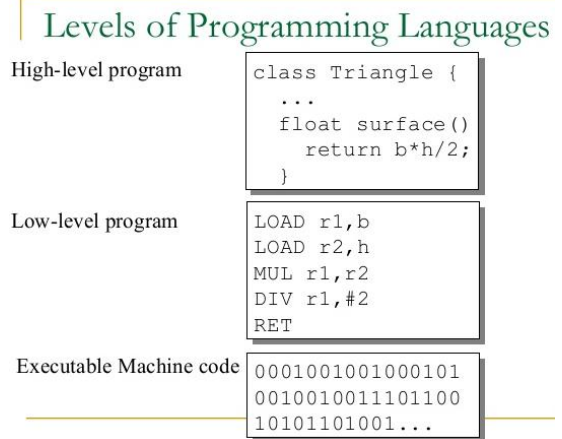


- 1 happening in big numbers
- 2 a computer program that is designed for a particular purpose
- 3 a computer program that changes instructions into machine code
- 4 a way of communicating with a particular computer program or internet service
- 5 a type of products that is used for many different things, rather than one particular thing
- 6 referring to something based on groups of information and their effects on each other, rather than on a series of instructions
- 7 a set of instructions that form part of an electronic device and allow it to communicate with a computer or with other electronic devices

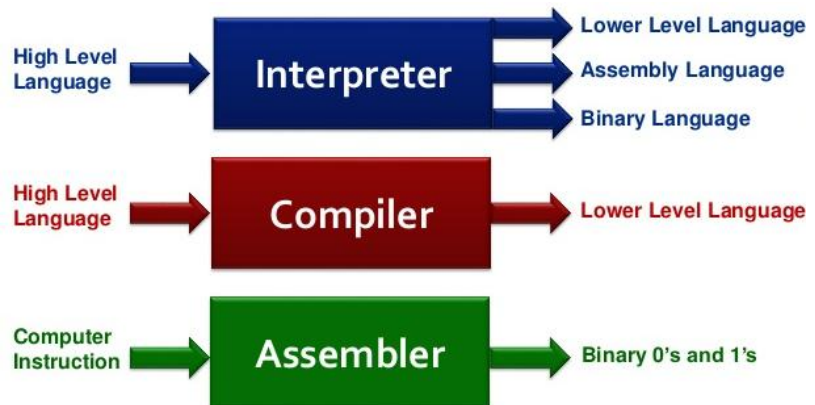


### 3 Complete the information with high-level or low-level.

- a A ... programming language is easier to use.
- b A ... programming language may use natural language elements.
- c A ... programming language refers to either machine code or assembly language.
- d A ... programming language is sometimes describes as being 'close to the hardware'.
- e A ... programming language uses commands or functions in the language map closely to processor instructions.
- f A ... programming language is a programming language with strong abstraction from the details of the computer.
- g A ... programming language is a programming language that provides little or no abstraction from a computer's instruction set architecture.
- h A ... programming language may automate (or even hide entirely) significant areas of computing systems, making the process of developing a program simpler and more understandable.



### 4 Match the programming paradigm and/or the style of programming and its definition.



**general-purpose**

**imperative**

**object-oriented**

**multi-paradigm**

**declarative**

**functional**

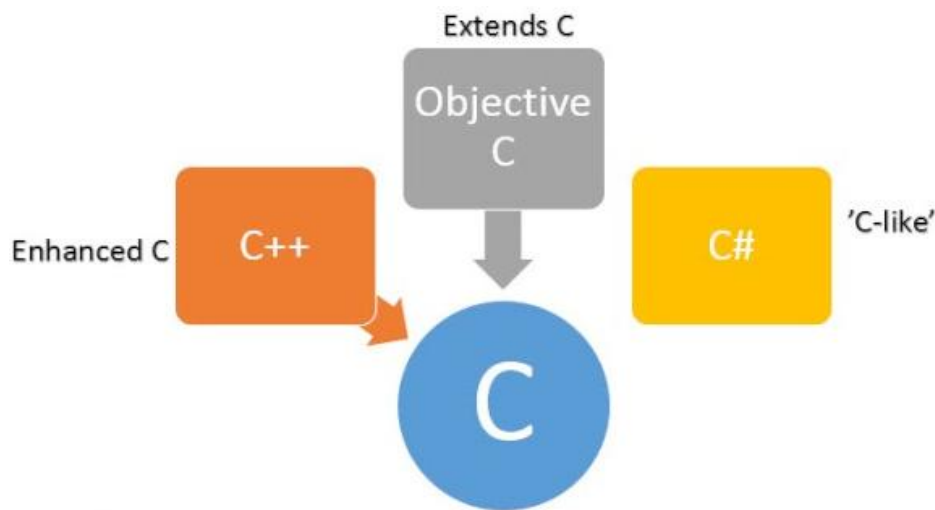
- 1 It expresses the logic of a computation without describing its control flow. It describes *what* the program must perform.
- 2 It is a programming paradigm which may contain data and code. These computer programs are designed by making them out of objects that interact with one another.
- 3 It treats computation as the evaluation of mathematical functions and avoids changing-state and mutable data. It is done with expressions instead of statements.
- 4 This programming language is a programming language that supports more than one programming paradigm to allow programmers to use the most suitable programming style.
- 5 It is a way to tell a computer what to do that makes a user's job easy and quick without much confusion. It can be used for many different things. An example can be BASIC.
- 6 It is a programming paradigm that uses statements. This program consists of commands for the computer to perform. This programming focuses on describing *how* a program operates.

## READING

### 5 Read and translate the information about the programming languages.

#### C / C++ / [C] / C#

C is a **general-purpose, imperative** programming language. It is ideal for forming different software and for developing **firmware**, portable or low level applications as C is considered nearest to the hardware amongst all languages. C was created by Dennis Ritchie in 1972, at Bell Labs. The legacy of the language stems from the fact that it is ancestor to many of programming languages such as C++, C#, Objective-C, Java, JavaScript, PHP, and Python. It is probably due to this reason that C is the first programming course offered in universities as it paves way for learning other languages. C is definitely a very good programming language to learn, specifically for the beginners who are intending for a programming career in the long run.



C++ is a general-purpose, **object-oriented** programming (OOP) language that is viewed by many as the best language for creating **large-scale applications**. Tons of daily applications, software, drivers, firmware, used by us are written in C++. Apart from that, several advanced games and vital operating systems – like windows – have been developed in C++ due to its quick processing and compilation mechanism. The language was created in 1983 by Bjarne Stroustrup, as an enhancement of C. C++ is considered to be an intermediate level language that has the qualities of both **high-level** and **low-level programming languages**. Also, C++ developers are in extremely high demand in the job market and the number of vacancies is growing. There are 84 keywords in C++.

[C], Objective-C, is a general-purpose, object-oriented programming language that adds Smalltalk-style messaging to C. It is the main programming language used by Apple for the OS X and iOS operating systems, and their respective **application programming interfaces (APIs)**. Objective-C was initially created by Brad Cox and Tom Love, in 1983. The purpose of developing Objective-C was to address the deficiencies in C. As a result C++ and Objective-C were developed. However, the latter has gained immense popularity owing to its use in developing applications for Apple's iPhone and iPad. In addition to that, freelance industry also has huge demand for Objective-C coders across the globe.

C# is a general-purpose, **multi-paradigm** programming language encompassing imperative, **declarative**, **functional**, object-oriented and other programming disciplines. C# has been used for projects as diverse as dynamic web sites, development tools, and even **compilers**. C# is widely used to develop different Windows applications. C# was created in 2000. Its principle designer and lead architect at Microsoft is Anders Hejlsberg. This relatively newer language breathes life into a wide range of Microsoft applications. Nowadays, C# is actually the prime language for Microsoft applications and services. C# was going to be called COOL, which stood for ‘C-like Object Oriented Language’ but for trademark reasons, decided against it.

- <https://makeawebsitehub.com/which-programming-language/>
- <https://fossbytes.com/best-popular-programming-languages-2017/>
- <https://www.devsaran.com/blog/10-best-programming-languages-2015-you-should-know>
- <https://blog.udemy.com/best-programming-language/>

## 6 Complete the table.

Language	C	C++	[C]	C#
Year of creation	1972			
Developer		Bjarne Stroustrup		
Style			general-purpose, object-oriented	
Application				Microsoft Windows, etc
Facts				

## 7 In the text find the English equivalents to the words and phrases.

- |  |                         |
|--|-------------------------|
| 1 наследие                                   | 7 компиляция            |
| 2 брать начало в; возникать (происходить) от | 8 улучшение, усиление   |
| 3 предок; предшественник                     | 9 пользующийся спросом  |
| 4 проложить путь для; подготовить почву для  | 10 нехватка; недостаток |
| 5 в конце концов, в конечном счете           | 11 огромный             |
| 6 за исключением, помимо                     | 12 охватывать, включать |
|  | 13 вдохнуть жизнь в     |
|  | 14 торговая марка       |

## Hyperlinks to pictures:

- 1 <http://ltxsolutions.com/wp-content/uploads/2017/02/api-protection-1.jpg>
- 2 <http://image.slidesharecdn.com/itppt-141104082146-conversion-gate01/95/software-development-and-programming-languages-26-638.jpg?cb=1415089536>
- 3 <https://image.slidesharecdn.com/computerprogrammingallchapters-140215070129-phpapp01/95/computer-programming-all-chapters-12-638.jpg?cb=1426857549>
- 4 <http://www.fuccha.in/wp-content/uploads/2015/01/unnamed-2.jpg>

## GRAMMAR

### THE PAST SIMPLE AND THE PRESENT PERFECT

#### The Present Perfect

We form the present perfect simple by using the auxiliary verb have/has and the -ed form of the regular verb or the past participle of irregular verb.

Statements +	Statements -	Questions	Short answers +	Short answers -
I have worked	I haven't worked	Have I worked?	Yes, I have.	No, I haven't.
He has worked	He hasn't worked	Has he worked?	Yes, he has.	No, he hasn't.
She has worked	She hasn't worked	Has she worked?	Yes, she has.	No, she hasn't.
It has worked	It hasn't worked	Has it worked?	Yes, it has.	No, it hasn't.
You have worked	You haven't worked	Have you worked?	Yes, you have.	No, you haven't.
We have worked	We haven't worked	Have we worked?	Yes, we have.	No, we haven't.
They have worked	They haven't worked	Have they worked?	Yes, they have.	No, they haven't.

Participle II				
Regular verbs		Irregular verbs		
look	<b>looked</b>	go	went	<b>gone</b>
stay	<b>stayed</b>	do	did	<b>done</b>
live	<b>lived</b>	buy	bought	<b>bought</b>
cook	<b>cooked</b>	think	thought	<b>thought</b>
study	<b>studied</b>	see	saw	<b>seen</b>
close	<b>closed</b>	speak	spoke	<b>spoken</b>

The Present Perfect is often used with the following **adverbs of time**:

**just**- только что; **already** (+) – уже; **yet** (-) –еще не (?) уже?

**ever** –когда-либо; **never**- никогда

**recently**- недавно, на днях; **lately**- за последнее время

#### Task 1. Put the verbs in brackets into the Present Perfect form.

- 1 She \_\_\_\_\_ (score) twenty points in the match.
- 2 We \_\_\_\_\_ (watch) all the Champions League matches this season.
- 3 That's amazing! She \_\_\_\_\_ (run) fifteen kilometers this morning!

- 4 She \_\_\_\_\_ (buy) some really nice rollerblades!
- 5 Oh, no! I \_\_\_\_\_ (lose) my money!
- 6 My mum \_\_\_\_\_ (write) shopping list. It's on the kitchen table.
- 7 Dad, you \_\_\_\_\_ (eat) my biscuit!
- 8 I'm tired. I \_\_\_\_\_ (watch) three X-Files videos.
- 9 Hurry up! They \_\_\_\_\_ (start) the film!
- 10 Jo has earache. He \_\_\_\_\_ (have) it since 7 o'clock.
- 11 Brad \_\_\_\_\_ (live) in Chicago since 1998.
- 12 Oh no! She \_\_\_\_\_ (drop) the plate!

**Task 2. Put these verbs in brackets into the Present Perfect negative form.**

- 1 I \_\_\_\_\_ (not clean) my football boots.
- 2 They \_\_\_\_\_ (not start) their meal.
- 3 I \_\_\_\_\_ (not do) my homework.
- 4 He \_\_\_\_\_ (not win) all his matches this year.
- 5 My brother and I \_\_\_\_\_ (not see) any films this week.
- 6 It's my birthday party today. I \_\_\_\_\_ (not invite) many people.
- 7 He \_\_\_\_\_ (not wash) his hands. They're very dirty.
- 8 I can't play with my friends this evening. I \_\_\_\_\_ (not finish) my homework.
- 9 I \_\_\_\_\_ (not visit) New York for three years.
- 10 Where's Alison? We \_\_\_\_\_ (not see) her since yesterday.

**Past Simple or Present Perfect?**

**Past simple = *I worked*      Present perfect = *I have worked***

Definite time in the past

We use the past simple to refer to definite time in the past (when we specify the time or how long) and usually with past time expressions such as *yesterday, two weeks ago, last year, in 1995*.

*We **met** in March 1989. We **went** to Spain together in 1999.*

Not: ~~We have met in March 1989. We have gone to Spain together in 1999.~~

Time up to now

We use the present perfect to talk about time up to now, that is, events that took place in the past but which connect with the present. The present perfect is often used with time expressions which indicate time up to now, for example *today, this year, in the last six months*.

*I **haven't seen** her since January 1995.*

Not: ~~I didn't see her since January 1995.~~

## Compare

<i>I <b>haven't seen</b> her for over 20 years.</i>	The last time I saw her was over 20 years ago.
<i>I <b>didn't see</b> her for over 20 years and then I <b>bumped into</b> her last week.</i>	I saw her last week but the last time I saw her before last week was over 20 years ago.
<i>I <b>finished</b> my homework <b>an hour ago</b>.</i>	Definite time in the past. I finished my homework at a time in the past (one hour ago).
<i>I <b>haven't finished</b> my homework <b>yet</b>.</i>	From a time in the past up to now. I started my homework at a time in the past and it is not finished yet ( <i>yet</i> means 'up to now').
<i>We <b>had</b> a good day <b>yesterday</b>.</i>	Definite time in the past. We had a good day in the past (yesterday).
<i>We <b>have had</b> a good day <b>so far</b>.</i>	From a time in the past up to now. The day has been good until now but it hasn't finished yet.

### Task 1. Complete the pairs of sentences. Use the Present Perfect in one sentence and the Past Simple in the other.

- I (know) \_\_\_\_\_ her for six years.  
I (know) \_\_\_\_\_ him when I was at school.
- He (live) \_\_\_\_\_ in Paris from 1997 to 2000.  
He (live) \_\_\_\_\_ in New York since 2001.
- Where's Pete? I (not see) \_\_\_\_\_ him for ages.  
I (not see) \_\_\_\_\_ Pete last night.
- We (be) \_\_\_\_\_ at primary school from 1993 to 1998.  
We (be) \_\_\_\_\_ in this class since September.
- I (not watch) \_\_\_\_\_ this video yet.  
I (not watch) \_\_\_\_\_ a video at the weekend.

### Task 2. Put the verbs in brackets in the Past Simple or in the Present Perfect.

- Maria (get) \_\_\_\_\_ some bad news last week. She (be) \_\_\_\_\_ sad since she (get) \_\_\_\_\_ the bad news.
- I (start) \_\_\_\_\_ school when I was five years old. I (be) \_\_\_\_\_ at school since I (be) \_\_\_\_\_ five years old.
- I (change) \_\_\_\_\_ my job three times this year.
- I (change) \_\_\_\_\_ my job three times last year.
- The weather was hot and dry for many weeks. But two days ago it (rain) \_\_\_\_\_.

- 6 Tom (break) \_\_\_\_\_ his leg five days ago. He's in hospital. He (be) \_\_\_\_\_ in hospital since he (break) \_\_\_\_\_ his leg.
- 7 Are you going to finish your work before you go to bed? — I (finish) \_\_\_\_\_ it (already). I (finish) \_\_\_\_\_ my work two hours ago.
- 8 You (see) \_\_\_\_\_ any good films recently?
- 9 He (have, not) \_\_\_\_\_ any problems since he (come ) \_\_\_\_\_ here.
- 10 The first modern Olympics (take) \_\_\_\_\_ place in Athens more than a hundred years ago.

**Task 3. Correct the mistakes in these sentences.**

- 1 We lived here since 1997.
- 2 I've been ill since two days.
- 3 How long do you know him?
- 4 Susie has seen a good film last night.
- 5 We've finished our homework just.
- 6 I've already wrote three letters.
- 7 I have just went to the airport.
- 8 Tim has visited his grandmother yesterday.
- 9 I didn't receive the letter yet.
- 10 I already did my homework.

<http://www.perfect-english-grammar.com>

<https://agendaweb.org>

<http://nijn.ru/>

<https://english4real.com>

<https://www.learnenglish.de/grammar/verbttext.html#IrregVerbs>

# 8 PROGRAMMING LANGUAGES

## VOCABULARY

### 1 Read and learn the words and phrases.

<b>encompass</b>	охватывать, включать
<b>expand</b>	расширять(ся), распространять(ся)
<b>data analysis</b>	анализ данных
<b>user interface</b>	пользовательский интерфейс
<b>simplicity and readability</b>	простота и читабельность
<b>straightforward syntax</b>	простой синтакс
<b>utilize</b>	использовать
<b>server-side</b>	сторона сервера
<b>establish sth on sth</b>	устанавливать что-л. на чем-л.
<b>client-side</b>	сторона клиента
<b>default</b>	базовый, стандартный
<b>enlarge</b>	увеличивать

### 2 Match the terms and their definitions.

1	easy to do or understand	<b>encompass</b>
2	to use something in an effective way	<b>expand</b>
3	to include a lot of things, ideas, places, etc	<b>data analysis</b>
4	to become or to make something become bigger	<b>simplicity</b>
5	what exists or happens usually if no changes are made	<b>straightforward</b>
6	to increase in size or amount, or to make something increase	<b>syntax</b>
7	the quality of being easy to understand; the quality of not being complicated	<b>utilize</b>
8	the process of examining information, especially using a computer, in order to find something out, or to help with making decisions	<b>default</b>
9	the set of rules that defines the combinations of symbols that are considered to be correctly structured document or fragment in that language	<b>enlarge</b>

### 3 Complete the sentence with the correct word or phrase from Exercise 1.

- I want to get this photo \_\_\_\_\_ **e d** .
- We need to \_\_\_\_\_ **h** rules for our team.
- The task looked fairly \_\_\_\_\_ **d** .
- We are hoping to \_\_\_\_\_ **d** our range of products.



- e Their systems \_\_\_\_\_ s a wide range of processes.
- f The \_\_\_\_\_ e is available in ten languages.
- g PHP-GTK is the PHP solution for writing \_\_\_\_\_ t - \_\_\_\_\_ e GUI application.
- h The study was based on field research and \_\_\_\_\_ s supported by the Natinal Geographic Society.

#### 4 Choose the correct programming language or paradigm.

- 1 This language crosses over into some paradigms; for example, imperative, declarative, functional, object-oriented, etc.  
 a concurrent                      b declarative                      c multi-paradigm
- 2 A language is defined as one which uses the concept of simultaneously executing processes or threads of execution as a means of structuring a program.  
 a concurrent                      b multi-paradigm                      c object-oriented
- 3 A programming paradigm of building the structure and elements of computer programs – that expresses the logic of a computation without describing its control flow.  
 a concurrent                      b declarative                      c object-oriented
- 4 A language is a programming language that supports scripts, programs written for a special run-time environment that automate the execution of tasks that could alternately be executed one-by-one by a human operator.  
 a dynamic                      b functional                      c scripting
- 5 Building the structure and elements of computer programs – that treats computation as the evaluation of mathematical functions and avoids changing-state and mutable data.  
 a functional                      b imperative                      c scripting
- 6 This programming is a programming language model organized around objects rather than ‘actions’ and data rather than logic. Historically, a program has been viewed as a logical procedure that takes input data, processes it, and produces output data.  
 a declarative                      b multi-paradigm                      c object-oriented
- 7 This programming language is a term used in computer science to describe a class of high-level programming languages which, at runtime, execute many common programming behaviours that static programming languages perform during compilation.  
 a dynamic                      b functional                      c imperative
- 8 It is a programming paradigm that uses statements that change a program’s state. In much the same way that the respective mood in natural languages expresses commands, a program consists of commands for the computer to perform. This programming focuses on describing how a program operates.  
 a dynamic                      b imperative                      c scripting

## READING

### 5 Read and translate the information about the programming languages.

#### Programming Languages



Python is a multi-paradigm programming language **encompassing** object-oriented, imperative, functional, procedural and reflective disciplines. It has the ability to **expand** web apps, **data analysis**, **user interfaces**, and many more, and frameworks are also available for these tasks. Python is one of the easiest languages to learn, owing to its **simplicity**, **readability** and **straightforward syntax**. Python was created by Guido Van Rossum, in 1991. It has seen great surge in popularity in the recent years owing to Google's investment in the language in the past 10 years or so.

Java is an object-oriented programming language. Java was created in 1995. The original name for Java was Oak, because of a big oak tree that grew outside of James Gosling's window. The special thing about Java is that this is the first purely object oriented programming language. Java can **be utilized** for mobile-based applications, enterprise level applications and video games, for creating **server-side** and desktop applications, for **establishing** Android apps **on** tablets and smartphones and for developing web based applications.



JavaScript is a scripting programming language. The language was created in 1995 by Brendan Eich. It is supported by modern web browsers. It allows the developers to build web applications and add interactive elements to the websites. JavaScript is most commonly used as a **client-side** scripting language. This means that JavaScript code is written into an HTML page. When a user requests an HTML page with JavaScript in it, the script is sent to the browser and it's up to the browser to do something with it.

Ruby is a dynamic, object-oriented programming language. Designed by Yukihiro Matsumoto in 1995, in Japan, Ruby is a simple and readable programming language mainly focused on developing web-based applications. Ruby is regarded as combination of some of the most famous features of Lisp, SmallTalk, Ada, Pearl and Eiffel. A ruby was the birthstone of one of Yukihiro's colleagues. Ruby on Rails, or simply Rails, is a web app framework written in Ruby under MIT License. Rails provides **default** structures for a database, a web service, and web pages.



PHP is a server-side scripting language which means that PHP code is processed on the server and end result is sent to the user of the website in the form of plain HTML. PHP primarily focused on web development: you can **enlarge** a web app very quickly and effortlessly. Rasmus Lerdorf

created PHP in 1994. He developed a series of scripts, which he used to maintain his personal homepage. PHP originally stood for Personal Home Page; it now stands for Hypertext PreProcessor.

## 6 Complete the table about the five programming languages.

Language	Python	Java	JavaScript	Ruby	Php
Year					
Developer					
Style					
Application					
Facts					

## 7 Which programming language is it about?

- It was used to build MINECRAFT.
- It was used to build hulu, GROUPON, airbnb.
- It was used to build facebook and WordPress.
- It was used on parts of PayPal<sup>™</sup> and YouTube.
- It was used to build Instagram, YouTube, Sotify.
- It was named after the TV show Monty Python's Flying Circus.
- You can take virtual tours of places online. You can play online games with it.
- Initially two names were proposed: 'Coral' and it but Yukihiro Matsumoto went with it.
- jQuery is the most used its library on the web. 68.5% of all websites use jQuery in some form.
- Rasmus Lerdorf developed a series of common gateway interface (CGI) Perl scripts, which he used to maintain his personal homepage.

## 8 Find in the text the English equivalents to the following words and phrases.

- |   |   |    |  |
|---|---|----|--|
| 1 | процедурный                             | 8  | скриптовый (сценарный)                           |
| 2 | рефлексивный                            | 9  | удобочитаемый                                    |
| 3 | прикладная среда, программная платформа | 10 | считать, рассматривать                           |
| 4 | резкое увеличение; резкий скачок        | 11 | камень, соответствующий месяцу чьего-л. рождения |
| 5 | быть должным                            | 12 | на основе лицензии                               |
| 6 | первоначальный                          | 13 | предоставлять, обеспечивать                      |
| 7 | дуб                                     | 14 | легко, без усилий                                |

## GRAMMAR

### COMPARATIVE AND SUPERLATIVE ADJECTIVES

	Adjective	Comparative	Superlative
1	cheap big large happy	cheaper bigger larger happier	<b>the</b> cheapest the <b>biggest</b> the largest the happiest
2	disgusting	<b>more</b> disgusting	<b>the most</b> disgusting
3	good bad many/much little far	better worse more less farther further	the best the worst the most the least the farthest the furthest
4	not as ... as / not so ... as ; the same ... as		

This car is much **more expensive** than mine.

That's **the best** film I have seen this year.

This lesson is **not as** interesting **as** that one.

#### 9 Write the comparative and superlative forms of the following adjectives.

Tall, interesting, many, big, happy, small, little, expensive, thin, short, bad, crazy, large, exciting, much, fat, fantastic, colourful, far, lucky, young, new, good, delicious, old.

#### 10 Complete the sentences.



**ELEPHANT**

**Lifespan:** 60-70 years

**Age:** 37 years old

**Weight:** 7,000 kg

**Length:** 7,5 metres

**Population:** 1,3 million

**Characteristics:** intelligent, sensitive, wild, sociable, friendly, with a good memory



**CROCODILE**

**Lifespan:** 80-100 years

**Age:** 10 years old

**Weight:** 500 kg

**Length:** 6,2 metres

**Population:** 300,000

**Characteristics:** aggressive, fast, unfriendly, wild, lonely, a good swimmer



**LION**

**Lifespan:** 25-30 years

**Age:** 18 years old

**Weight:** 250 kg

**Length:** 2 metres

**Population:** 21,000

**Characteristics:** adventurous, fast, wild, proud, a good hunter, strong

- 1 The lion is \_\_\_\_\_ of the three. (adventurous)
- 2 The crocodile is \_\_\_\_\_ of the three. (aggressive)
- 3 Crocodiles are \_\_\_\_\_ than elephants. (aggressive)
- 4 The elephant is \_\_\_\_\_ hunter of the three. (bad)
- 5 The crocodile has a \_\_\_\_\_ memory than the elephant. (bad)
- 6 The elephant is \_\_\_\_\_ of the three. (big)
- 7 The elephant is \_\_\_\_\_ of the three. (common)
- 8 The lion is \_\_\_\_\_ hunter of the three. (good)
- 9 Lions are \_\_\_\_\_ hunters than crocodiles. (good)
- 10 The elephant has \_\_\_\_\_ memory of the three. (good)
- 11 Elephants have a \_\_\_\_\_ memory than crocodiles. (good)
- 12 The elephant is \_\_\_\_\_ of the three. (heavy)
- 13 The crocodile is \_\_\_\_\_ than the lion. (heavy)
- 14 Elephants are \_\_\_\_\_ than crocodiles. (intelligent)
- 15 The lion is \_\_\_\_\_ of the three. (light)
- 16 Elephants live \_\_\_\_\_ than lions. (long)
- 17 The crocodile has a \_\_\_\_\_ lifespan of the three. (long)
- 18 The elephant is \_\_\_\_\_ of the three. (old)
- 19 The elephant in the picture is \_\_\_\_\_ than the lion. (old)
- 20 The elephant is \_\_\_\_\_ of the three. (peaceful)
- 21 The lion is \_\_\_\_\_ of the three. (proud)
- 22 Lions are \_\_\_\_\_ than elephants. (rare)
- 23 The lion has a \_\_\_\_\_ lifespan of the three. (short)
- 24 Lions have a \_\_\_\_\_ lifespan than elephants. (short)
- 25 The lion has \_\_\_\_\_ population of the three. (small)
- 26 The elephant is \_\_\_\_\_ than the crocodile. (sociable)
- 27 Elephants are \_\_\_\_\_ than lions. (strong)
- 28 The crocodile has \_\_\_\_\_ jaw of the three. (strong)
- 29 The crocodile in the picture is \_\_\_\_\_ of the three. (young)
- 30 The crocodile in the picture is \_\_\_\_\_ than the elephant. (young)

## 11 Complete the sentences with: as – more – than.

- 1 My smartphone isn't as modern ... your one.
- 2 This desktop computer looks nice but it's more expensive ... the other.
- 3 Your tablet is the same make ... mine.
- 4 That film wasn't ... good as the last one we saw together.
- 5 I didn't know you were the same age ... me. When is your birthday?
- 6 This is a nice laptop but your house is ... beautiful.
- 7 We have less time ... you think! Come on – let's go.
- 8 What a great netbook – the other netbook was ... good too.
- 9 You are not ... intelligent as your boss.
- 10 You must be very hungry. You took ... food than me.

**12 Choose the correct answer for each sentence.**

- 1 Russia is 17,075,000 km<sup>2</sup>, France is 544,000 km<sup>2</sup>.
  - a France is larger than Russia.
  - b Russia is larger than France.
  - c Russia is smaller than France.
- 2 Carrots are good for you, cakes are bad for you.
  - a Carrots are worse for you than cakes.
  - b Cakes are better for you than carrots.
  - c Carrots are better for you than cakes.
- 3 Abigail is 43 years old, Emily is 40 years old.
  - a Abigail is younger than Emily.
  - b Emily is older than Abigail.
  - c Abigail is older than Emily.
- 4 The white smartphone costs \$250.00, the black smartphone costs \$150.00.
  - a The white smartphone costs less than the black smartphone.
  - b The black smartphone costs less than the white smartphone.
  - c The black smartphone costs more than the white smartphone.
- 5 I live 2 km from Granny. My sister lives 1 km from her.
  - a I live nearer to Granny than my sister does.
  - b My sister lives nearer to Granny than me.
  - c My sister lives further from Granny than me.
- 6 I saw two plays, one on Monday, 1st April, and the other on Tuesday, 2nd April. I enjoyed the Monday play, I didn't enjoyed the one on Tuesday.
  - a I enjoyed the second play more than the first play.
  - b I enjoyed the first play more than the second play.
  - c I enjoyed the first play less than the second play.
- 7 Mount Everest measures 8,848 metres, Mount Kangchenjunga measures 8,596 metres and K2 measures 8,611 metres.
  - a Mount Everest is the highest mountain.
  - b Mount Kangchenjunga is the highest mountain.
  - c K2 is the lowest mountain.
- 8 At school, Elijah was bad at maths, Amelia was very bad, Ethan was very, very bad.
  - a Elijah was the worst.
  - b Amelia was the best.
  - c Ethan was the worst.
- 9 Box A is bigger than Box B, box C is bigger than box A.
  - a Box B is the smallest box.
  - b Box A is the biggest box.
  - c Box C is the smallest box.
- 10 Harper has \$1,633.20, Jacob has \$1,635.30, Michael has \$1,632.10.
  - a Jacob has the most money.
  - b Harper has the least money.
  - c Michael has the most money.

### 13 Put in order.

- 1 York the New most in city world. wonderful is the
- 2 ever girl met. most beautiful I is the have Evelyn
- 3 is brightest student in group. Alexander the his
- 4 as clever isn't brother. as her Elizabeth
- 5 dress worst have you is the bought. ever This
- 6 is A usually bigger than flat. house a
- 7 car. car more my than Your comfortable is
- 8 than is a jet faster truck. A
- 9 A fairy. witch a is than uglier
- 10 for married better or They get for worse.
- 11 the best This ever I've eaten. is cake

### 14 Read through this text about Prague and decide on the best answer for each blank. There are three possibilities for each one.

#### Prague

Prague is one of the (1) \_\_\_\_\_ popular tourist destinations in Europe. After all the political changes of the early 1990s, the capital of the Czech Republic began to take advantage of its beautiful cultural and architectural heritage to attract (2) \_\_\_\_\_ tourists than ever before.



Prague is a (3) \_\_\_\_\_ city than many people imagine and it is (4) \_\_\_\_\_ easy to move around this wonderful city on foot. Public transport is (5) \_\_\_\_\_ in Prague than in (6) \_\_\_\_\_ other European cities but it is often (7) \_\_\_\_\_ to walk, enabling you to appreciate marvelous buildings you might have missed if you had been sitting on a bus or a tram.

(8) \_\_\_\_\_ people leave the city of Prague without commenting on the superb food and drink available here. Eating out here is a (9) \_\_\_\_\_ than it used to be but you can still have a three course meal for around \$15 without any problems.

- |   |                |                         |                  |
|---|----------------|-------------------------|------------------|
| 1 | a more         | b most                  | c very           |
| 2 | a bigger       | b more                  | c many           |
| 3 | a smaller      | b more small            | c smallest       |
| 4 | a very         | b more                  | c such           |
| 5 | a very cheap   | b more cheap            | c cheaper        |
| 6 | a every        | b most                  | c more           |
| 7 | a better       | b more good             | c most good      |
| 8 | a few          | b much                  | c little         |
| 9 | a very cheaper | b little more expensive | c little cheaper |

### **Hyperlinks to the text:**

- 1 <https://makeawebsitehub.com/which-programming-language/>
- 2 <https://fossbytes.com/best-popular-programming-languages-2017/>
- 3 <https://www.devsaran.com/blog/10-best-programming-languages-2015-you-should-know>
- 4 <https://blog.udemy.com/best-programming-language/>

### **Hyperlinks to the pictures:**

- 1 <https://matrixbitflow.files.wordpress.com/2015/05/python-logo-notext-svg.png?w=1200>
- 2 [http://cdn.networkkice.com/gen\\_screenshots/pt-BR/windows/java-runtime-environment-64/large/java-runtime-environment-01-535x535.png](http://cdn.networkkice.com/gen_screenshots/pt-BR/windows/java-runtime-environment-64/large/java-runtime-environment-01-535x535.png)
- 3 <https://smartprogress.do/uploadImages/000934066.jpg>
- 4 <https://swiftlet.co.th/wp-content/uploads/2015/04/ruby.png>
- 5 <https://coderacademy.edu.au/assets/ruby-on-rails-294d9f54ebd8a4f179b74741b591d2a14b270141c53c2b1d454ad5a8ba40277b.png>
- 6 <https://traditio.wiki/files/thumb/2/27/PHP-logo.svg/1106px-PHP-logo.svg.png>
- 7 <http://www.myfreephotoshop.com/wp-content/uploads/2015/09/493.jpg>
- 8 [http://clipart-library.com/data\\_images/140632.jpg](http://clipart-library.com/data_images/140632.jpg)
- 9 <https://www.clipartsgram.com/image/991022483-friendly-lion.jpg>
- 10 [https://advantatravel.ru/userfiles/shop/large/24\\_avtobusnyy-tur-v-pragu-chekh.jpg](https://advantatravel.ru/userfiles/shop/large/24_avtobusnyy-tur-v-pragu-chekh.jpg)

### **Hyperlinks to the grammar:**

- 1 <https://www.liveworksheets.com>
- 2 <http://www.esl-lounge.com>
- 3 <https://www.learnenglish.de>
- 4 <https://www.tolearnenglish.com>



# 9 HACKING

## VOCABULARY

### 1 Read and learn the words and phrases.

<b>have a zeal for</b>	обладать рвением (усердием) к
<b>systematic and tiresome process</b>	систематический и утомительный процесс
<b>compromise a vulnerability</b>	ставить под угрозу уязвимость
<b>footprinting</b>	зондирование, разведка
<b>scanning</b>	изучение
<b>enumeration</b>	перебирание
<b>penetration</b>	проникновение
<b>advance</b>	прогресс
<b>covering tracks</b>	заметание следов
<b>deface</b>	искажать
<b>insidious</b>	коварный, постепенно наносящий вред
<b>up-and-coming hacker</b>	перспективный хакер

### 2 Choose the correct term to each definition.

- 1 *hacker / process / zeal* – extreme enthusiasm
- 2 *systematic / tiresome* making you feel annoyed or bored
- 3 *systematic / tiresome* – done using a fixed and organized plan
- 4 *compromise / deface* – to have a harmful effect on something
- 5 *insidious / up-and-coming* – becoming popular and likely to achieve success
- 6 *hacker / process / zeal* – a series of actions that you take in order to achieve a result
- 7 *hacker / process / zeal* – someone who illegally gets into someone else's computer system
- 8 *compromise / deface* – to spoil the appearance of something, especially by writing or painting on it
- 9 *insidious / up-and-coming* – having harmful effects that happen gradually so you do not notice them for a long time

### 3 In the modern world, there are several types of hackers. Match the most common ones and their activities.

a white hat hacker

a grey hat hacker

a black hat hacker

- a hacker who destroys, modifies, or steals data; he/she violates computer security for little reason beyond maliciousness or for personal gain; a cracker

- a computer hacker or computer security expert who may sometimes violate laws or typical ethical standards, but does not have the malicious intent; he/she illegally breaks a secure system and offers the administrator to correct a security defect for a fee
- an ethical computer hacker, or a computer security expert, who specializes in penetration testing and in order testing methodologies to ensure the security of an organization's information systems; he/she legally tests the security system of a computer network

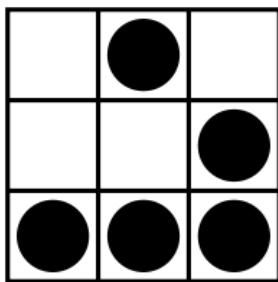
**4 A number of technologies are available to companies to prevent hacking attacks. Fill in the blanks in the sentences. Which one is the most useful?**

- |   |   |                                       |
|---|---|---------------------------------------|
| a | ... detects and removes computer viruses, worms, and Trojan horses.   | <b>.internet firewalls</b>            |
| b | ... are used to set up a virtual wall between the internet and the company's internal network to repel attackers.                         | <b>antivirus software</b>             |
| c | Corporations use ... to inventory their computing infrastructure and better understand the existing vulnerabilities.                      | <b>intrusion detection systems</b>    |
| d | ... watch over critical networks and computers looking for suspicious activities, and can alert administrators in the event of an attack. | <b>vulnerability assessment tools</b> |

## READING

**5 Read and translate the information about hacking.**

### Hacking



*The Glider is an emblem of the 'hacker community' by Eric S. Raymond*

For years, 'hacker' was a positive term that described computer enthusiasts who **had a zeal for** computer programming. Those who hacked took pride in their ability to write computer programs that stretched the capabilities of computer systems and find clever solutions to seemingly impossible problems.

Today, 'hacking' generally refers to individuals who break into computer systems or use their programming skills or expert knowledge to act maliciously. Traditional hackers – the good kind – prefer to use the term 'cracker' to refer to these individuals.

Although portrayed otherwise in films and in television shows, hacking is a **systematic, tiresome process** in which the attacker attempts methodically to locate computer systems, identify their vulnerabilities, and then **compromise those vulnerabilities** to obtain access. Experts have identified six steps that are generally followed in the hacking process.

- 1 **Footprinting:** The objective is to gather information essential to an attack and enable an attacker to obtain a complete profile of an organization's security posture.
- 2 **Scanning:** hackers gain a more detailed view of a company's network to understand what specific computer systems and services are in use.
- 3 **Enumeration:** the objective is the process of identifying user accounts and poorly protected computing resources.
- 4 **Penetration:** the attacker attempts to gain control of one or more systems in the target network.
- 5 **Advance:** the attacker leverages computers or accounts that have been compromised during penetration to launch additional attacks on the target network.
- 6 **Covering Tracks:** the hacker eliminates any records or logs showing his malicious behaviour.

Both private companies and government entities are targeted by hackers. In the vast majority of incidents, hackers attempt to either launch denial-of-service attacks or **deface** internet web pages with inappropriate content. However, some of the attacks are far more **insidious**. There is a substantial body of statutory law that applies directly to computer crime and hackers. It is unclear how many corporations are hacked successfully; however, from all accounts, the number is definitely large and growing.

Among hackers, one of the most frequently cited motivations is that hacking is fun and is like solving a game or a puzzle. Many hackers perceive their activities to be harmless and they do not believe that they are victimizing anyone. The chance to earn recognition from within a hacker group also offers strong incentive for **up-and-coming hackers** who have yet to gain a reputation. Many hackers justify their actions by explaining that they are doing a service for other computer users by identifying new security holes.

<http://www.encyclopedia.com/science-and-technology/computers-and-electrical-engineering/computers-and-computing/hacking>

## 6 Find the English equivalents to the following words or phrases.

- |   |                             |   |                       |
|---|-----------------------------|---|-----------------------|
| a | злоумышленно                | g | статутное право       |
| b | по-другому                  | h | по общему мнению      |
| c | обеспечение безопасности    | i | ссылаться             |
| d | использовать                | j | воспринимать, считать |
| e | устранять, исключать        | k | изводить              |
| f | правительственное ведомство | l | хороший стимул        |

## 7 Write a word that is similar in meaning to the underlined part.

- 1 During footprinting the hacker collects information about the company.
- 2 During examining the hacker gains more detailed information.
- 3 During enumeration the hacker discovers user accounts.
- 4 During moving into the hacker attempts to gain control of the systems.
- 5 During the advance step the hacker begins additional attacks.
- 6 During the covering tracks step the hacker changes the existing software system.

## 8 Match the six steps in the hacking process to their explanation.

- ✓ In this phase of hacking, the attacker leverages computers or accounts that have been compromised during penetration to launch additional attacks on the target network. For instance, the attacker can break into more sensitive administrator root accounts, install backdoors or Trojan horse programs, and install network sniffers to gather additional information (for example, passwords) from data flowing over the network.
- ✓ In this phase of hacking, the hacker eliminates any records or logs showing his malicious behavior. By deleting log files, disabling system auditing (which would otherwise alert the administrator to malicious activities), and hiding hacking files that the hacker has introduced, he can cover his tracks and avoid detection. Finally, the hacker can install a root kit—a series of programs that replace the existing system software to both cover his tracks and gather new information.
- ✓ This phase is the process of identifying user accounts and poorly protected computing resources. During this stage, the hacker connects to computers in the target network and pokes around these systems to gain more information. While the scanning phase might be compared to a knock on the door or a turn of the doorknob to see if it is locked, it could be compared to entering an office and rifling through a file cabinet or desk drawer for information. It is definitely more intrusive.
- ✓ During this phase the attacker attempts to gain control of one or more systems in the target network. For example, once an attacker has acquired a list of usernames during enumeration, he can usually guess one of the users' passwords and gain more extensive access to that user's account. Alternatively, once the attacker has determined that a target computer is running an old or buggy piece of software or one that is configured improperly, the hacker may attempt to exploit known vulnerabilities with this software to gain control of the system.
- ✓ The objective is to gather information essential to an attack and enable an attacker to obtain a complete profile of an organization's security posture. During this phase, the hacker might gain information about the location of the company, phone numbers, employee names, security policies, and the overall layout of the target network. Often, hackers can perform this work with a simple web browser, a telephone, and a search engine. Unfortunately, humans are often the weakest security link in a corporation. A clever phone call to the technical support department can often compromise critical information: "Hi—this is Bill and I forgot my password. Can you remind me what it is?"
- ✓ Next, hackers perform it to gain a more detailed view of a company's network and to understand what specific computer systems and services are in use. During this phase, the hacker determines which systems on the target network are live and reachable from the Internet. Commonly used scanning techniques include network ping sweeps and port scans. A ping sweep lets the attacker determine which individual computers on the network are alive and potential targets for attack. Port scanning can be used to determine what ports (a port is like a door or window on a house) are open on a given computer, and whether or not the software managing those ports has any obvious vulnerabilities.

## GRAMMAR

### MODAL VERBS: HAVE TO, MUST AND SHOULD

We can use **have to + infinitive**, **must + infinitive** and **should + infinitive** to express obligation (something you have to do).

Present	Positive	Negative
<b>have to / don't have to</b>	strong obligation (possibly from outside), rules, laws. <ul style="list-style-type: none"><li>• Children <b>have to</b> go to school.</li><li>• I can't leave early. I <b>have to</b> work late.</li></ul>	no obligation <ul style="list-style-type: none"><li>• I <b>don't have to</b> work on Sundays.</li><li>• You <b>don't have to</b> eat anything you don't like.</li></ul>
<b>must / mustn't</b>	strong obligation (possibly based on the speaker's opinion) <ul style="list-style-type: none"><li>• I <b>must</b> study today.</li></ul>	negative obligation <ul style="list-style-type: none"><li>• You <b>mustn't</b> smoke here.</li></ul>
<b>should / shouldn't</b>	mild obligation or advice <ul style="list-style-type: none"><li>• You <b>should</b> go to the doctor.</li></ul>	mild negative obligation or advice <ul style="list-style-type: none"><li>• You <b>shouldn't</b> smoke so much.</li></ul>

Be careful about the difference between **mustn't** and **don't have to**!

#### Compare:

**Mustn't** means it's not allowed, or it's a bad idea:

- You **mustn't** eat so much chocolate, you'll be sick.

**Don't have to** means you don't need to do something, but it's fine if you want to do it:

- I **don't have to** get up early at the weekend (of course, if I want to get up early, that's fine, but I can stay in bed if I want).

#### Task 1. Choose must or have to.

- 1 My back has been hurting for weeks. I ..... go to the doctor's.
- 2 Professor Watkins told me today that I ..... give in that assignment by Friday.
- 3 Thanks for everything. It was a great party. I ..... go now. I am really tired.
- 4 John! This is a one way street. You ..... turn back and use Smith Street.
- 5 My company said that if I want this promotion, I ..... go to the doctor's for a thorough medical check-up first.

- 6 I went to see 'Alien 9' at the cinema last night. What a great film! You ..... go and see it!
- 7 I am taking out a bank loan this month. I ..... pay a lot of taxes all together.
- 8 Hey, you boys! You are not supposed to be in this room. You ..... leave now!
- 9 The local council is really strict about protecting that piece of lawn! You ..... walk around it!
- 10 Jane. Thanks for everything. It was a great party. I ..... go now. My husband is waiting for me outside.

**Task 2. Choose musn't or don't have to.**

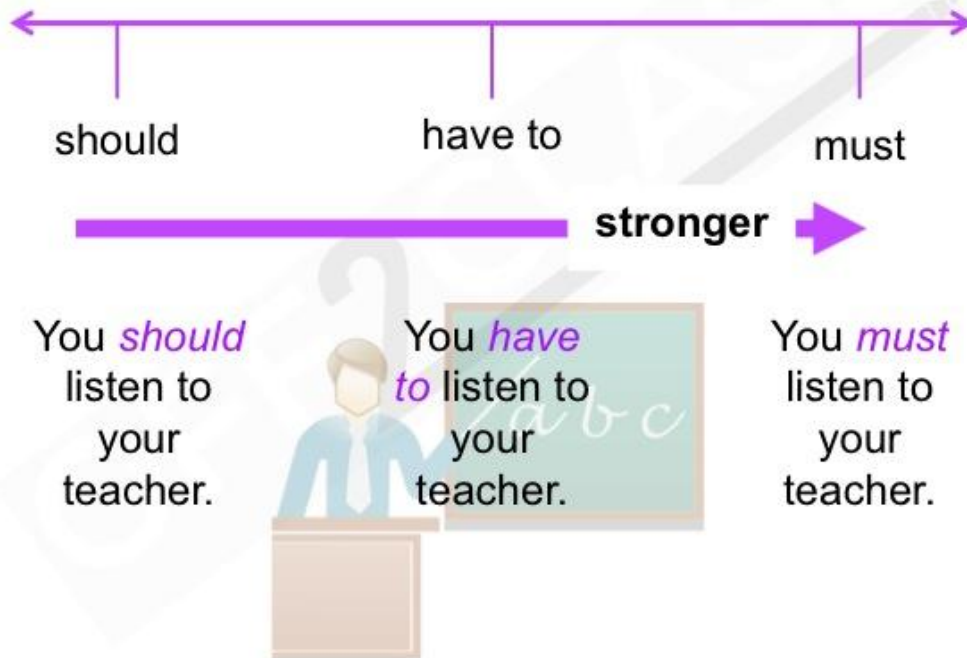
- 1 You \_\_\_\_\_ drive without a seatbelt.
- 2 John \_\_\_\_\_ pay for me!
- 3 You \_\_\_\_\_ smoke in the lift.
- 4 We \_\_\_\_\_ go home yet, it's only 9:30 p.m.
- 5 You \_\_\_\_\_ stay out so late, you're sick and it's bad for you.
- 6 I \_\_\_\_\_ forget my mother's birthday again!
- 7 Children \_\_\_\_\_ wear a uniform in this school.
- 8 You \_\_\_\_\_ leave without saying 'good-bye'!
- 9 You \_\_\_\_\_ buy me flowers every time you see me! But it's very nice.
- 10 I've told you before. You \_\_\_\_\_ touch that hot stove.

**Task 3. Fill in one of the following verb forms.**

have to	don't have to	doesn't have to
should	shouldn't	mustn't
	must	

- 1 Tom doesn't know what to do? What do you think he ..... do?
- 2 It isn't necessary to dress up tonight. We ..... wear suits.
- 3 I think you ..... worry about what they are saying about you. That's my advice anyway.
- 4 You ..... take your medicine or you won't get better.
- 5 How ..... I phrase my application letter? What do you think?
- 6 I ..... work in the evening, it is necessary
- 7 Children ..... watch too much TV.
- 8 She ..... cut the grass. It's too long.
- 9 John won the lottery last year so he ..... work.
- 10 We ..... be ready for any emergency.

## *Should* is not as strong as *have to* and *must*



OFF2CLASS

### Task 4. Choose the right answer.

- I \_\_\_\_\_ forget my wife's birthday, so I have to buy a present today.  
a mustn't      b have to      c shouldn't      d don't have to
- You \_\_\_\_\_ to go to the party if you don't want to.  
a shouldn't      b must      c don't have to      d mustn't
- You \_\_\_\_\_ walk on the grass here, there's a sign over there.  
a should      b mustn't      c have to      d don't have to
- It's getting late now. We really \_\_\_\_\_ go.  
a have to      b must      c should      d mustn't
- We \_\_\_\_\_ to leave early because there was a problem at home.  
a have      b had      c must      d should
- My advice is you \_\_\_\_\_ think carefully before you take your decision.  
a should      b shouldn't      c mustn't      d don't have to
- You \_\_\_\_\_ be late for your first day at work.  
a shouldn't      b should      c don't have to      d mustn't

- 8 He \_\_\_\_\_ take everything so seriously.  
**a** mustn't      **b** doesn't      **c** shouldn't      **d** must  
have to
- 9 You \_\_\_\_\_ be careful about what you eat if you want to stay healthy.  
**a** have to      **b** must      **c** don't have to      **d** mustn't
- 10 You \_\_\_\_\_ drive on the left in Britain.  
**a** shouldn't      **b** don't have to      **c** have to      **d** must
- 11 You look so tired. You \_\_\_\_\_ go to the doctor.  
**a** have to      **b** must      **c** should      **d** mustn't
- 12 John's a millionaire. He \_\_\_\_\_ work.  
**a** mustn't      **b** don't have to      **c** doesn't      **d** shouldn't  
have to
- 13 The museum is free. You \_\_\_\_\_ pay to get in.  
**a** mustn't      **b** should      **c** don't have to      **d** doesn't  
have to
- 14 You can borrow my new dress, but you \_\_\_\_\_ get it dirty.  
**a** don't have      **b** must      **c** mustn't      **d** shouldn't  
to
- 15 We have a lot of work tomorrow. You \_\_\_\_\_ be late.  
**a** shouldn't      **b** mustn't      **c** don't have to      **d** had to

### Hyperlinks to grammar

- 1 <http://www.esl-lounge.com>
- 2 <http://www.perfect-english-grammar.com>
- 3 <https://agendaweb.org>
- 4 <https://off2class-sol5y8kuafeozy9kld6.netdna-ssl.com/wp-content/uploads/2014/10/Slide22.jpg>



# 10 TYPES OF SOFTWARE

## VOCABULARY



### 1 Read and learn the words and phrases.



<b>malware</b>	вредоносное ПО
<b>key logger</b>	кейлоггер
<b>financial transaction</b>	финансовая операция
<b>adware</b>	рекламное ПО
<b>embedded</b>	встроенный
<b>utility</b>	утилита
<b>freeware</b>	бесплатное ПО
<b>nagware</b>	надоедливое ПО
<b>pop-up window</b>	всплывающее окно
<b>shareware</b>	условно-бесплатное ПО
<b>free trial</b>	бесплатная пробная версия
<b>spyware</b>	шпионское ПО

### 2 Fill in the gaps with the words from the box.

adware	financial	free trial	pop-up	shareware	transaction
--------	-----------	------------	--------	-----------	-------------

- 1 There was no financial \_\_\_\_\_ between us.
- 2 I've found a really good \_\_\_\_\_ text editor.
- 3 It's a tool for detecting and removing \_\_\_\_\_.
- 4 The gym offers a 30-day \_\_\_\_\_ to all new members.
- 5 She's having some \_\_\_\_\_ difficulties at the moment.
- 6 Choose the option you want from the \_\_\_\_\_ window.

### 3 Match the terms and their definitions.

*transaction / embedded*

- 1 fixed into the surface of something
- 2 when someone buys or sells something, or when money is exchanged

*utility / key logger*

- 3 a piece of spyware or computer hardware which records keystrokes on a computer system
- 4 system software designed to help analyse, configure, optimize, or maintain a computer

*adware / spyware*

- 5 software that automatically puts advertisements onto a computer screen when a person is using the internet
- 6 software that collects information about how someone uses the internet, or personal information such as passwords, without the user knowing about it

*nagware / malware*

- 7 computer software that is designed to damage the way a computer works
- 8 software that tries to make users buy a program, service etc. by making pop-ups appear regularly on their computer screens

*freeware / shareware*

- 9 computer software that you do not have to pay for, for example from the internet
- 10 software that you get from the internet that you can use free for a short time without paying for it

4 Try to guess what words are here.

1.    - u

2.      w

3.       y

4.        d

5.        l

6.         o

7.       a

8.        r

9.        e

10.       r

11.     a

12.    w

13.   l

14. a

READING

5 Read and translate the information about different types of software.

Types of Software



**Malware** is short for malicious software. Malware refers to software designed specifically to damage or disrupt a system. As the phrase malware includes any type of malicious code, there are many different types of malware, from spyware to **key loggers** and computer viruses or worms. Financial malware is designed to scan a computer system for information related to **financial transactions**. The standard protection from malware is antimalware – software tools and programs designed to identify, remove and prevent malicious software from infecting computer systems or electronic devices.

**Adware**, or advertising-supported software, is the common name used to describe software that is given to the user with advertisements **embedded** in the application. Adware is considered a legitimate alternative offered to consumers who do not wish to pay for software. There are many ad-supported programs, games or **utilities** that are distributed as adware. If you are using legitimate adware, when you stop running the software, the ads should disappear, and you always have the option of disabling the ads by purchasing a registration key.



‘sponsored’ freeware (adware) until you pay to register.

**Nagware** routinely issues a **pop-up window** or other form of visual interface asking the user to register a product, purchase an application or take another form of action. The term gets its name from the idea that the reminders ‘nag’ the user into taking some particular action as they will keep appearing until the desired action is performed. Nag screens typically pop up when the application is activated and also when the user quits the program but can appear at any time during the application’s use.



Nagware is typically used in reference to ‘**shareware**’, which usually offers a **free trial** period of use for the application and then requests that the user purchase the rights to use the software indefinitely. Shareware is software distributed on the basis of an honor system. By sending the small fee, you become registered with the producer so that you can receive service assistance

and updates. You can copy shareware and pass it along to friends and colleagues, but they too are expected to pay a fee if they use the product.

**Spyware** is any software that covertly gathers user information through the user’s internet connection without their knowledge, usually for advertising purposes. Spyware applications are typically bundles as a hidden component of freeware or shareware programs that can be downloaded from the internet. Once installed, the spyware monitors user activity on the internet and transmits that information in the background to someone else. Spyware can also gather information about email addresses and even passwords and credit card numbers.



<http://www.webopedia.com/>

**6 Study extra information. Match the pieces and the six types of software.**

- |           |   |
|-----------|---|
| adware    | a It is a category of software for computers. It is software that collects some data, usually without the computer users' knowledge.  |
| freeware  | b It is an advertising computer program that can be put there by other people on someone's computer, sometimes without their permission.  |
| nagware   | c It, short for malicious software, is a kind of software that can be installed on a computer without approval from the computer's owner.   |
| shareware | d It (also known as 'begware', 'annoyware', or 'nagscreen') is a type of shareware that persistently reminds (nags) the user to register it by paying a fee.                        |
| spyware   | e It is software that people may get without paying for it. It may be free in price, but the users might not be allowed to distribute the software or source code with others.      |
| malware   | f It is a way to sell software. The user will get a preview or demo of the software for free. This way, the user can decide if he or she likes the program or not before buying it. |

**7 Find in the text the English equivalents to the following words and phrases.**

- |                           |                          |
|---------------------------|--------------------------|
| 1 рекламный бизнес        | 5 покупать прикладное ПО |
| 2 рекламное объявление    | 6 напоминать             |
| 3 считать, полагать       | 7 особенное действие     |
| 4 возрастающее количество | 8 просить                |

**8 Can you match the six types of software and the six pictures?**



A



B



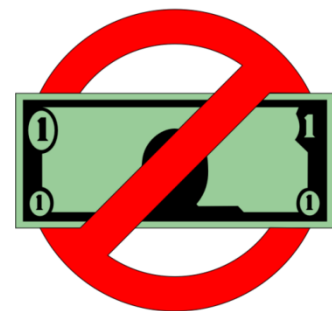
C



D



E



F

# GRAMMAR

## Future: comparison of structures

We can often use more than one structure to talk about the same future event.

**Present forms** emphasize present ideas like **intention, certainty** and **plans**.

We prefer **will** when we are **not** emphasizing **present ideas**, e.g. for **immediate decisions** or **unplanned events**. Compare:

*This year **is going to be** different.* (present intention)

*This year **will probably be** different.*

*What **are** you **doing** next year? Tell me your plans.*

*What **will** you **do** next year – do you know?*

In predictions, we prefer **present forms** when there is **outside evidence** for what will happen.

We prefer **will** when we are talking more about what is **inside our heads**: our beliefs, guesses, knowledge etc.

*Look at those clouds. It's **going to rain** again soon.*

*I think it **will rain** again today.*

For **fixed events** in **schedules** or **timetables** we also use a present form – **present simple**:

*The lesson **starts** at 9.30 tomorrow instead of 10.30.*

In short:

We use the present simple for fixed events in **schedules** or **timetables**.

*The train **arrives** tomorrow at 7 p.m.*

We use the present continuous to express **plans** and **certainty**.

*I'm **leaving** tomorrow.*

We use be going to to express **intention** without concrete agreement.

*I'm **going to write** an email to the company.*

We use will for **immediate decisions**, **unplanned events** or **promises**.

*Oh, it's raining. I'll **take** my umbrella.*

*I **won't have dinner** without you.*

We also use will with **think, believe, hope, be sure**, and **probably**.

*I'm sure you'll **like** this security system.*

**1 Choose the best form. All the sentences are future.**

*Example:* When do classes start/ are classes starting? do classes start **is right**

- 1 The exams are/ are being in June.
- 2 We have/ are having a physics lecture on Friday.
- 3 The conference starts/ is starting on 10 December.
- 4 Daniel has/ is having a lecture at 10.40 tomorrow.
- 5 Next term starts/ is starting on 8 February.
- 6 What do you do/ are you doing at the weekend?
- 7 The plane arrives/ is arriving at 9.55.
- 8 When do you start/ are you starting your new job?
- 9 I play/ am playing football with my friends on Sunday afternoon.
- 10 We go/ are going to Italy in August.
- 11 Jane meets/ is meeting the bank manager on Monday.

**2 Read the conversation and answer the questions.**

**Ann** I'm going to buy a new USB flash drive. It's on my shopping list.

**Bill** Can you buy a new mouse for me?

**Ann** OK. I'll buy one in the computer shop.

- 1 When does Ann decide to buy a new USB flash drive? Before she speaks or while she is speaking?
- 2 When does Ann decide to buy a new mouse? Before she speaks or while she is speaking?
- 3 Can you tell the difference between the two forms?

**3 Put the verb in brackets in the correct form, *be going to* or *will*. All the sentences are future.**

*Example:* Don't tell her. She **'ll tell** (*tell*) everybody else.

- 1 I \_\_\_\_\_ (*do*) an engineering course next year.
- 2 Who do you think \_\_\_\_\_ (*win*) the scholarship?
- 3 What \_\_\_\_\_ (Richard / *do*) after university?
- 4 I \_\_\_\_\_ (*post*) your letters.
- 5 One day, everybody \_\_\_\_\_ (*have*) a personal car.
- 6 Wait. I \_\_\_\_\_ (*open*) the door for you.
- 7 I think it \_\_\_\_\_ (*cost*) about \$500 to buy a new computer.
- 8 Here's the price list. It \_\_\_\_\_ (*cost*) about ₱10,000 to replace the motherboard.
- 9 This time I \_\_\_\_\_ (*back up*) my files regularly – I promise.
- 10 I don't think data erasure \_\_\_\_\_ (*be*) necessary.
- 11 Full disk encryption \_\_\_\_\_ (*protect*) all your data and ensure no one can break into your Windows computer or your Mac.
- 12 The scientist believes that computers \_\_\_\_\_ (*become*) more intelligent than human beings.

**4 Translate the sentences from English into Russian. Comment on the use of the verb forms *in italics*.**

- 1 The 9th annual data security conference *starts* on 17 September.
- 2 *I'm graduating* as an IT engineer at the university of Kansas in two months.
- 3 He *is giving* a seminar on the latest developments in computing next week.
- 4 We *are having* a meeting on Tuesday to discuss the problem.
- 5 *I'm going to attend* every lecture and seminar this term.
- 6 The number of jobs in *information security is going to increase* in the next 10 years.
- 7 According to the European Union, people *are going to use* more and more service and domestic robots in homes.
- 8 Many cities *will be* under water 100 years from now.
- 9 In future we *will* probably *control* computers with our mind.
- 10 Steve Wozniak, the Apple co-founder and Silicon Valley legend, believes robots *will keep* humans as pets in future.
- 11 The professor thinks the Li-Fi technology *will change* the face of wireless communications.

**5 Write some sentences about your plans for the coming week. Use the present continuous for arrangements and *be going to* for intentions. Find out about other students' plans.**

**6 Translate the sentences from Russian into English.**

- 1 Конференция закончится в два часа дня.
- 2 Компания начинает выпуск нового программного обеспечения в ноябре этого года.
- 3 Я встречаюсь со специалистом по безопасности информационных технологий в четверг.
- 4 После Нового года мы едем на семинар по экономической безопасности.
- 5 Я окончу университет в следующем году.
- 6 Мы собираемся использовать динамическую (*dynamic*) маскировку данных.
- 7 Я собираюсь установить (*install*) последнюю версию (*the latest version*) этой программы на своём домашнем компьютере.
- 8 Полагаю, завтра Виктора здесь не будет.
- 9 Не думаю, что эта работа займёт много времени.
- 10 Вы думаете, он станет новым директором компании?
- 11 Вероятно, мы заменим (*replace*) эту технологию на более продвинутую (*with a more advanced one*).
- 12 Завтра я сделаю резервную копию новых файлов.
- 13 Полнодисковое шифрование поможет защитить все Ваши данные.
- 14 Стирание данных полностью уничтожит все данные на Вашем жёстком диске.

## Hyperlinks to the pictures:

- 1 <https://www.abit.bt/wp-content/uploads/2015/08/Software-Development-Services-1.png>
- 2 [http://cdn4.benzinga.com/files/imagecache/1024x768xUP/images/story/2012/software-417880\\_1280.jpg](http://cdn4.benzinga.com/files/imagecache/1024x768xUP/images/story/2012/software-417880_1280.jpg)
- 3 <http://www.kewego.nl/wp-content/uploads/2015/12/Malware-1024x1024.png>
- 4 <http://www.virusresearch.org/wp-content/uploads/2016/08/remove-Adware.hdvidcodec-a-480x387.jpg>
- 5 [https://usercontent1.hubstatic.com/1378729\\_f520.jpg](https://usercontent1.hubstatic.com/1378729_f520.jpg)
- 6 <https://s3.amazonaws.com/contenthub-static/blog/wp-content/uploads/2016/04/Nagware.jpg>
- 7 <http://i.ytimg.com/vi/75Eva8VjZHo/0.jpg>
- 8 <https://www.vebma.com/media/uploads/article/070916.png>
- 9 <http://www.magazish.com/wp-content/uploads/2017/09/HackersCCleaner-990x557.jpg>
- 10 [https://www.netzsieger.de/sites/default/files/img/ratgeber/adware\\_entfernen-adware.jpg](https://www.netzsieger.de/sites/default/files/img/ratgeber/adware_entfernen-adware.jpg)
- 11 [https://pbs.twimg.com/profile\\_images/91162398/freeware.png](https://pbs.twimg.com/profile_images/91162398/freeware.png)
- 12 <https://davescomputertips.com/wp-content/uploads/2013/10/bundling.jpg>
- 13 <https://www.moneywise.co.uk/sites/default/files/images/articles/freetrial%20copy.jpg>
- 14 [http://www.africanseer.com/thumbnail.php?file=/Spyware\\_239440681.png&size=article\\_large](http://www.africanseer.com/thumbnail.php?file=/Spyware_239440681.png&size=article_large)





<b>e</b>	to reduce the harmful effects of something	con	divulge	mitigate
<b>f</b>	to discover information slowly or with difficulty	feign	glean	sleuth
<b>g</b>	to give secret or private information to someone	divulge	mitigate	sleuth
<b>h</b>	if you do an emotion, illness, etc, you pretend to have it	feign	glean	masquerade as sb/sth
<b>i</b>	the artificial controlling or changing of the groups within society	savvy	social engineering	sophistication
<b>j</b>	a trick to get someone's money, or make them do what you want	con	mitigate	savvy
<b>k</b>	a police officer whose job is to discover who has committed a crime	divulge	glean	sleuth
<b>l</b>	someone who tricks people into giving them money or valuable things	con artist	credentials	sophistication

## READING

### 4 Read and translate the information about social engineering.

#### Social Engineering

As **social engineering** attacks continue to grow in **sophistication** and frequency, companies should look to employee education as a first line of defence. Learn how to recognize and avoid social engineering attacks.

Social engineering is a non-technical strategy cyber attackers use that relies heavily on human interaction and often involves tricking people into breaking standard security practices. The success of social engineering techniques depends on attackers' ability to manipulate victims into performing certain actions or providing confidential information. Today, social engineering is recognized as one of the greatest security threats facing organizations. Social engineering differs from traditional hacking in the sense that social engineering attacks can be non-technical and do not necessarily involve the compromise or exploitation of software or systems. When successful, many social engineering attacks enable attackers to gain legitimate, authorized access to confidential information.

Social engineers are a modern day form of fraudsters or **con artists**. They may attempt to access computer networks or data stores by gaining the confidence of authorized users or stealing those users' **credentials** in order to **masquerade as** trusted insiders. It is common for social engineers to rely on the natural helpfulness of people or to attempt to exploit their perceived personality weaknesses. For example, they may call with a **feigned** urgent problem that requires immediate network access. Social engineers have

been known to appeal to vanity, authority, greed, or other information **gleaned** from eavesdropping or online **sleuthing**, often via social media.

Cyber criminals use social engineering tactics in order to convince people to open email attachments infected with malware, persuade unsuspecting individuals to **divulge** sensitive information, or even scare people into installing and running malware.

Your organization should take steps toward educating employees on the common types of social engineering attacks, including baiting, phishing, pretexting, quid pro quo, spear phishing, and tailgating. While there are technological solutions that help **mitigate** social engineering (such as email filters, firewalls, and network or data monitoring tools), having an employee base that is able to recognize and avoid common social engineering tactics is ultimately the best defence against these schemes.

Social engineering is a serious and ongoing threat for many organizations and individual consumers who fall victim to these cons. Education is the first step in preventing your organization from falling victim to **savvy** attackers employing increasingly sophisticated social engineering methods to gain access to sensitive data.

<https://digitalguardian.com/blog/what-social-engineering-defining-and-avoiding-common-social-engineering-threats>

## 5 Match the paragraphs and the headings.

- A A Definition of Social Engineering
- B Conclusion
- C Cyber criminals
- D Introduction
- E The Why and How of Social Engineering
- F Types of Social Engineering Attacks

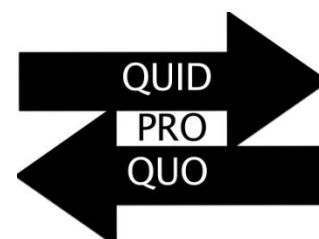
## 6 Find in the text about social engineering the English equivalents to the following words and phrases.

- |                           |              |
|---------------------------|--------------|
| 1 частота, повторяемость  | 5 привлекать |
| 2 общение, взаимодействие | 6 тщеславие  |
| 3 законный                | 7 власть     |
| 4 мошенник                | 8 жадность   |

## 7 Match the names of the social techniques and their definitions.

<b>Baiting</b> <b>Quid pro quo</b>	<b>Phishing</b> <b>Spear phishing</b>	<b>Pretexting</b> <b>Tailgating</b>
---------------------------------------	--	--

An attack occurs when attackers request private information from someone in exchange for something desirable or some type of compensation. For instance, an attacker requests login credentials in exchange for a free gift. Remember, if it sounds too good to be true, it probably is.





Attackers conduct attacks when they leave a malware-infected device, such as a USB flash drive or CD, in a place where someone likely will find it. The success of a attack hinges on the notion that the person who finds the device will load it into their computer and unknowingly install the malware. Once installed, the malware allows the attacker to advance into the

victim's system.

It occurs when an attacker fabricates false circumstances to compel a victim into providing access to sensitive data or protected systems. Examples of attacks include a scammer pretending to need financial data in order to confirm the identity of the recipient or masquerading as a trusted entity such as a member of the company's IT department in order to trick the victim into divulging login credentials or granting computer access.



It is a physical social engineering technique that occurs when unauthorized individuals follow authorized individuals into an otherwise secure location. The goal of it is to obtain valuable property or confidential information. It could occur when someone asks you to hold the door open because they forgot their access card or asks to borrow your phone or laptop to complete a simple task and instead installs malware or steals data.

It is a highly targeted type of phishing attack that focuses on a specific individual or organization. Attacks use personal information that is specific to the recipient in order gain trust and appear more legitimate. Often times this information is taken from victims' social media accounts or other online activity. By personalizing their phishing tactics, spear phishers have higher success rates for tricking victims into granting access or divulging sensitive information such as financial data or trade secrets.



It occurs when an attacker makes fraudulent communications with a victim that are disguised as legitimate, often claiming or seeming to be from a trusted source. In an attack the recipient is tricked into installing malware on their device or sharing personal, financial, or business information. Email is the most popular mode of communication for attacks, but it may also utilize chat applications, social media, phone calls, or spoofed websites designed to look legitimate. Some of the worst attacks make charity pleas after natural disasters or tragedies

strike, exploiting people's goodwill and urging them to donate to a cause by inputting personal or payment information.

## **Hyperlinks to the pictures:**

[http://nd.theclassifiedsplus.com/upload/news/image\\_1470369927\\_76437539.jpg](http://nd.theclassifiedsplus.com/upload/news/image_1470369927_76437539.jpg)

<http://i0.kym-cdn.com/photos/images/original/000/944/437/4cb.jpg>

<http://www.viktory.net/wp-content/uploads/2016/08/pretexting-gray-area.jpg>

<http://www.workingmanlaw.com/blog/wp-content/uploads/613a3f9542a34a0bb18c229fd7c69492.jpeg>

<http://newshawktime.com/wp-content/uploads/2017/09/Spear-Phishing.png>

[https://engsharaf.files.wordpress.com/2013/07/beware-of-phishing\\_2.png](https://engsharaf.files.wordpress.com/2013/07/beware-of-phishing_2.png)

# GRAMMAR

## Conditionals (0, 1, 2)

### *The zero conditional*

We can make a zero conditional sentence with two **present simple** verbs (one in the 'if clause' and one in the 'main clause'):

- **If + present simple, .... present simple.**

This conditional is used when the result will always happen. So, if water reaches 100 degrees, it always boils. It's a fact. The result of the 'if clause' is always the main clause.

The 'if' in this conditional can usually be replaced by 'when' without changing the meaning.

- If people **eat** too much, they **get** fat.
- If you **touch** a fire, you **get** burned.

### *The first conditional*

The first conditional has the **present simple** after 'if', then the **future simple** in the other clause:

- **if + present simple, ... will + infinitive**

It's used to talk about things which might happen in the future. Of course, we can't know what will happen in the future, but this describes possible things, which could easily come true.

- She **'ll miss** the bus if she **doesn't leave** soon.
- If I **see** her, I **'ll tell** her.
- If a taxi doesn't come soon, I will drive you myself.

### *The second conditional*

The second conditional uses the **past simple** after if, then **'would'** and the infinitive:

- **if + past simple, ...would + infinitive**

(We can use 'were' instead of 'was' with 'I' and 'he/she/it'. This is mostly done in formal writing).

It can be used to talk about things in the future that are probably not going to be true.

Maybe I'm imagining some dream for example and also we can use it to talk about something in the present which is impossible, because it's not true.

- e.g. If I **won** the lottery, I **would buy** a big house. (I probably won't win the lottery)  
She **would travel** all over the world if she **were** rich.  
If I **were** you, I **wouldn't go** out with that man.

### ***Zero and first conditionals compared***

The first conditional describes a *particular* situation, whereas the zero conditional describes what happens *in general*.

<b>Zero conditional</b>	<b>First conditional</b>
If you sit in the sun, you get burned. (it's about every time a person sits in the sun - the burning is a natural consequence of the sitting)	If you sit in the sun, you'll get burned. (it's about what will happen today, another day might be different)

### ***First and second conditionals compared***

When we use the first conditional, we think the imagined situation is more likely to happen than when we use the second conditional.

<b>First conditional</b>	<b>Second conditional</b>
<i>If the flight's late, we'll miss our connection.</i> (it's possible or likely that the flight will be late)	<i>If there were more buses, we would leave the car at home.</i> (it is unlikely that there will be more buses)
<i>I'll come and give a hand if you need help moving your stuff.</i> (it is possible or likely that you will need help)	<i>He would buy a flat if he had the money for a deposit.</i> (it is unlikely that he will have the money)

### **Task1. Make the Zero conditional.**

1. If Julie (not/wear) a hat, she (get) sunstroke.
2. If children (not/eat) well, they (not/be) healthy.
3. If you (mix) water and electricity, you (get) a shock.
4. If people (eat) too many sweets, they (get) fat.
5. If you (smoke), you (get) yellow fingers.
6. If children (play) outside, they (not/get) overweight.
7. If you (heat) ice, it (melt).
8. If I (speak) to John, he (get) annoyed.
9. I (feel) good the next day if I (go) to bed early.
10. Lots of people (come) if Jenny (have) a party.
11. The river (freeze) if it (be) very cold.
12. I (like) to visit the museums if I (be) in a new city.

## **Task2. Make the first conditional.**

1. I (buy) a new dress if I (have) enough money.
2. I (come) early, if you (want).
3. If we (not/see) each other tomorrow, we (see) each other next week.
4. If he (come), I (be) surprised.
5. If we (wait) here, we (be) late.
6. If we (go) on holiday this winter, we (go) to Vietnam.
7. If the weather (not/improve), we (not/have) a picnic.
8. If I (not/go) to bed early, I (be) tired tomorrow.
9. If I (eat) all this cake, I (feel) sick.
10. If you (not/want) to go out, I (cook) dinner at home.
11. If he (get) back late, she (be) angry.
12. They (go) to the party if they (be) invited.
13. She (stay) in Paris if she (get) a job.
14. He (not/get) a better job if he (not/pass) that exam.
15. If I (go out) tonight, I (go) to the cinema.

## **Task3. Make the second conditional.**

1. If I (be) you, I (get) a new job.
2. If he (be) younger, he (travel) more.
3. If I (have) enough money, I (buy) a big house.
4. If she (not/be) always so late, she (be) promoted.
5. If we (win) the lottery, we (travel) the world.
6. If you (have) a better job, we (be) able to buy a new car.
7. If I (speak) perfect English, I (have) a good job.
8. If we (live) in Mexico, I (speak) Spanish.
9. If she (pass) the exam, she (be) able to enter
10. They (have) more money if they (not/buy) so many clothes.
11. She (pass) the exam if she (study) more.
12. I (marry) someone famous if I (be) a movie star.
13. You (lose) weight if you (eat) less.
14. I (study) harder if I (be) you.
15. I (write) more books if I (not be) so lazy.

## **Task4. Open the brackets to form right conditionals.**

1. If I (to find) that letter, I'll show it to you.
2. If I meet him, I (to invite) him.
3. Would they come if we (to invite) them?
4. The boss (be) very disappointed if you aren't at the meeting tomorrow.
5. The teacher said, "I'll begin the lesson as soon as Jack (stop) talking."
6. The old man doesn't go out in winter. He (go) out if the weather gets warmer.
7. What is the answer if you (add) 17 to 75?



8. If Paul does not speak good French, he (not/move) to Paris.
9. If you (arrive) early, it would be less stressful.
10. If the teacher gives us lots of homework this weekend, I (not/be) happy.
11. I would go to France if I (have) enough money.
12. You (can) do it if you try.
13. If Molly (get) that job she's applied for, she will be delighted.
14. If you (to heat) iron, it (to start) to get red hot.
15. If I were you I (tell) the boss about this mistake.

## 12 CYBER CRIMES & CRIMINALS

### VOCABULARY

#### 1 Read and learn the words and phrases.

<b>commit a cyber crime</b>	совершать кибер преступление
<b>target</b>	цель, мишень
<b>weapon</b>	оружие, орудие
<b>accessory</b>	соучастник
<b>train a cyber defender</b>	обучать кибер защитников
<b>cyber forensics</b>	кибер криминалистика
<b>law enforcement</b>	правоприменение, обеспечение порядка
<b>crack down on cyber criminals</b>	принимать суровые меры к кибер преступникам
<b>victim</b>	жертва
<b>punishment</b>	наказание
<b>prosecute</b>	возбуждать уголовное дело
<b>under the law</b>	согласно закону

#### 2 Complete the crossword puzzle. Use the words from exercise 1.

The crossword puzzle grid is as follows:

- 1: w
- 3: n
- 4: [ ]
- 5: [ ]
- 6: e
- 7: r
- 8: s
- 9: [ ]
- 10: m
- 11: [ ]
- 12: m
- 13: m
- 14: [ ]
- 15: t
- Vertical word ending in 'r': [ ]

#### 3 Adjectives describe nouns. Adverbs describe verbs. Choose an adjective or adverb from the right column to complete the sentences.

- 1 The house was donated \_\_\_\_\_ in 2008.
- 2 She's got too much dignity to descend to writing \_\_\_\_\_ letters.
- 3 I didn't \_\_\_\_\_ see her – I just heard her voice.
- 4 We had estimated about 300 visitors, but the \_\_\_\_\_ number was much higher.
- 5 He's \_\_\_\_\_ going to do it this time.
- 6 There is a very \_\_\_\_\_ threat that he will lose his job.
- 7 Over time, driving just becomes \_\_\_\_\_.
- 8 I turned left \_\_\_\_\_ without thinking.
- 9 It's a \_\_\_\_\_ asked question.
- 10 He is a \_\_\_\_\_ visitor to the US.

**ANONYMOUS**  
**ANONYMOUSLY**

**ACTUAL**  
**ACTUALLY**

**REAL**  
**REALLY**

**AUTOMATIC**  
**AUTOMATICALLY**

**FREQUENT**  
**FREQUENTLY**

## READING

### 4 Read and translate the information about cyber crimes and criminals

#### Cyber Crimes & Criminals

A cyber crime is a crime that **is committed** with the help of a computer or communication device and a network, like the internet. According to the United States Department of Justice, there are three different types of cyber crimes.

- The computer as a **target** - attacking other people's computers with malware or other damaging attacks.
- The computer as a **weapon** - committing 'traditional' crimes that can be committed offline too, such as theft or illegal gambling.
- The computer as an **accessory** - using a computer to store illegal or stolen information.

Since cyber crime is relatively new, there aren't a lot of experts available to **train cyber defenders**. Many colleges now offer degrees in fields like cyber crime and **cyber forensics** just to create these experts. Software developers are also working with **law enforcement** by helping analyze cyber crimes and prevent attacks.



Before the internet, criminals had to dig through people's trash or intercept their mail to steal their personal information. Now that all of this information is available online, criminals also use the internet to steal people's identities, hack into their accounts, trick them into revealing the information, or infect their devices with malware.

It's very difficult to **crack down on cyber criminals** because the internet makes it easier for people to do things anonymously and from any location on the globe. Many computers used in cyber attacks have actually been hacked and are being controlled by someone far away. Crime laws are different in every country too, which can make things really complicated when a criminal launches an attack in another country.

Some identity thieves target organizations that store people's personal information, like schools or credit card companies. But most cyber criminals will target home computers rather than trying to break into a big institution's network because it's much easier.

**Victims** of cyber crimes can lose their dignity, their jobs, their money and their good name, and it can take years to repair the damage. Remember, if it is a crime offline, you can bet it is also a crime online, and it can have just as severe of a **punishment**.

Due to the increase in cyber crimes in recent years, many governments have enhanced their cyber crime laws. However, they still need the help of cyber defenders in tracking down cyber criminals. It's important that you report cyber crimes, like spam, so that the criminals behind them can **be prosecuted** and fined **under the law**.



By taking measures to secure your own computer and protect your personal information, you are not only preventing cyber criminals from stealing your identity, but also protecting others by preventing your computer from becoming part of a botnet.

<http://www.carnegicyberacademy.com/facultyPages/cyberCrime.html>

## 5 Use the words from the tables to complete the sentences.

spamming	identity theft	hacking	phishing
----------	----------------	---------	----------



- 1 When a person tricks someone into revealing their personal information, the cyber crime is called ... .
- 2 When a person steals personal information, the cyber crime is called ... .
- 3 When a person sends spam emails, the cyber crime is called ... .
- 4 When a person breaks into someone's computer to view or alter data, the cyber crime is called ... .

target	weapon	accessory
--------	--------	-----------

- 5 When a person use a computer to store illegal or stolen information, they use the computer as a ... .
- 6 When a person attacks other people's computers with malware or other damaging attacks, they use the computer as a ... .
- 7 When a person commits 'traditional' crimes that can be committed offline too, such as theft or illegal gambling, they use the computer as a ... .

**6 Find in the text the English equivalents to the following words and phrases.**

- |   |                                |   |                               |
|---|--------------------------------|---|-------------------------------|
| a | Министерство Юстиции США       | k | направлять удар на            |
| b | азартная игра                  | l | вламываться во что-либо       |
| c | копаться в мусоре              | m | терять достоинство            |
| d | красть личную информацию людей | n | держаться, ставить пари       |
| e | взламывать счёт                | o | суровый                       |
| f | обманывать, надувать           | p | улучшать, усиливать           |
| g | обнародовать информацию        | q | разыскать, выследить          |
| h | заражать что-либо чем-либо     | r | сообщать о кибер преступлении |
| i | с любой точки земного шара     | s | штрафовать                    |
| j | запустить атаку                | t | приимать меры                 |

**7 Here are a few types of Attack Techniques cyber criminals use to commit crimes. Match them and their definitions.**

<b>Botnet</b>	<b>Fast Flux</b>	<b>Skimmers</b>
<b>Zombie Computer</b>	<b>Denial of service attacks</b>	<b>Social engineering</b>

- It's flooding a network or server with traffic in order to make it unavailable to its users. When the software author knows about a flaw, they have zero days to weaken its exploitation.
- It's a network of software robots, or bots, that automatically spread malware. The word is a combination of the words *robot* and *network*. The term is usually used with a negative or malicious connotation.
- It is a computer connected to the internet. It is hacked into and is used to launch malicious attacks or to become part of a botnet. A hacker, a computer virus, or a Trojan horse makes the computer do unwanted things from far away.
- It is a DNS (Domain Name System) technique used by botnets to hide phishing and malware delivery sites. It's moving data quickly among the computers in a botnet to make it difficult to trace the source of malware or phishing websites.
- It refers to psychological manipulation of people into performing actions or giving confidential information to someone. It uses lies and manipulation to trick people into revealing their personal information. Phishing is a form of it.
- It is the slang term for a device used to read and record the magnetic code(s) from a credit card for later illegal use. These devices that steal credit card information when the card is swiped through them. This can happen in stores or restaurants when the card is out of the owner's view, and frequently the credit card information is then sold online through a criminal community.



# GRAMMAR

## Prepositions of time

We use <b>at</b> + clock time:	<i>at 9 o'clock, at 8.20, at noon/ midday (=12.00), at midnight (=00.00)</i>	
We use <b>on</b> + a day or date:	<i>on Friday(s), on your birthday, on 25 January(,) 1995</i>	
We use <b>in</b> + a long period of time (a month/ season/ year/ century):	<i>in April, in winter, in 2001, in the 20th century</i>	
We also use <b>at</b> , <b>on</b> and <b>in</b> in the following phrases:		
<i>at night</i>	<i>on Monday morning</i>	<i>in the morning</i>
<i>at the weekend/ at weekends</i>	<i>on Tuesday afternoon</i>	<i>in the afternoon</i>
<i>at the moment</i>	<i>on Friday evening</i>	<i>in the evening</i>
<i>at the end of ...</i>		
<i>at the New Year</i> (with public holidays)		
We do not use <b>at/ on/ in</b> before:		
<i>this ... (this week/ this evening etc.)</i>	<i>last ... (last July/ last year etc.)</i>	
<i>next ... (next week/ next month etc.)</i>	<i>every ... (every day/ every Sunday etc.)</i>	

### 1 Complete the sentences. Use **at**, **on**, **in** or no preposition.

*Example:* We usually sleep **at** night.

- 1 I'm afraid he's not here \_\_\_\_\_ the moment.
- 2 \_\_\_\_\_ summer she usually works as a shop assistant.
- 3 I want to see you in my office \_\_\_\_\_ this Wednesday.
- 4 The new day starts \_\_\_\_\_ midnight.
- 5 I am leaving Dallas \_\_\_\_\_ next Thursday.
- 6 They usually stay up \_\_\_\_\_ 1 a.m.
- 7 Are you doing anything \_\_\_\_\_ Friday night?
- 8 The working week begins \_\_\_\_\_ Monday.
- 9 Classes at university usually start \_\_\_\_\_ the morning.
- 10 The first class begins \_\_\_\_\_ 8.50.
- 11 The academic year in Russia starts \_\_\_\_\_ 1 September.
- 12 The summer examinations are \_\_\_\_\_ June.
- 13 Students do not go to university \_\_\_\_\_ Christmas.
- 14 Harvard College (the 'original' Harvard) was founded \_\_\_\_\_ 1636.

Other common prepositions of time include **during**, **before**, **after**, and **until**.

*They work **during** the night and sleep by day.*

*Let's meet at our house **before** the show.*

*Go back to university **after** lunch.*

*Can you wait **until** tomorrow?*

We use **from ... to ...** to give information about a period of time.

*The museum is open **from** Monday **to** Saturday.*

## 2 Put in **during**/ **before**/ **after**/ **until**/ **from ... to ...** .

*Example:* She's interested in the period **from** the early 1940s **to** now.

- 1 Emma is usually at home \_\_\_\_\_ the day.
- 2 Always wash your hands \_\_\_\_\_ meals.
- 3 Let's wait \_\_\_\_\_ the rain stops.
- 4 \_\_\_\_\_ the summer season, all the hotels are full.
- 5 Some people believe in life \_\_\_\_\_ death.
- 6 I think I will stay here \_\_\_\_\_ the end of the week.
- 7 He's usually in his office \_\_\_\_\_ around 9.00 \_\_\_\_\_ 6.00.
- 8 John has an exam the day \_\_\_\_\_ tomorrow.
- 9 The academic year in the US lasts \_\_\_\_\_ September \_\_\_\_\_ May.
- 10 In Russia the winter examinations are normally \_\_\_\_\_ the New Year.

## 3 Complete the sentences in your own way. Use a noun phrase with a preposition of time.

*Example:* Peter usually has a party **on his birthday**.

- 1 I usually phone my parents/ my friend \_\_\_\_\_.
- 2 I usually go to a night club \_\_\_\_\_.
- 3 I always feel tired \_\_\_\_\_.
- 4 I was born \_\_\_\_\_.
- 5 I often do my homework \_\_\_\_\_.
- 6 I leave home for university \_\_\_\_\_.
- 7 I normally get home after university \_\_\_\_\_.
- 8 I usually go to bed \_\_\_\_\_.
- 9 Goodbye! See you \_\_\_\_\_.
- 10 Knowledge Day is \_\_\_\_\_.
- 11 She has got French lessons \_\_\_\_\_.
- 12 Our summer examinations are \_\_\_\_\_.
- 13 We have no university classes \_\_\_\_\_.
- 14 Radio Day is \_\_\_\_\_.
- 15 He is meeting his colleague in San Francisco \_\_\_\_\_.

## Conjunctions

Avoid writing short sentences. Use appropriate linkers to join two sentences together. It makes your writing more interesting.

### 4 Join the pairs of sentences with **BUT, HOWEVER, SO, BECAUSE** or **AND**.

- 1 I like cars. I like driving.
- 2 I went shopping. We didn't have any food.
- 3 I am sociable. My brother is quiet.
- 4 We can ski. We don't like snow and cold weather.
- 5 She telephoned me. I went to see her.



# 13 THE INTERNET

## VOCABULARY

### 1. Read and learn the words and phrases.

**make up** – быть частью, составлять

**resemble** – иметь сходство

**in a way that's unique to computers-** что уникально для компьютеров

**advertisement-** реклама

**exact answer-** точный ответ

**copper telephone wires-** медные телефонные провода

**fiber optic cable-** оптоволоконный кабель

**rely on-** зависеть

**retrieve-** получать, возвращать

**build communities online-** создавать интернет сообщества

**to keep up with news-** идти в ногу с новостями

**pay your bills-** оплачивать счета

**manage bank accounts-** управлять банковскими счетами

### 2. Choose the correct term for each definition.

1. accurate or correct in all details

- a) exact  
quality
- b) optic
- c) a level of

2. have a similar appearance to or qualities in common with (someone or something)

- a) retrieve
- b) different
- c) resemble

3. person or thing regarded as a means of recommending something

- a) bill
- b) advertisement
- c) account

4. a printed or written statement of the money owed for goods or services

- a) account
- b) money
- c) bill

5. controlled by or connected to a computer (of an activity or service) available on or performed using the Internet or other computer network

- a) offline
- b) online
- c) access

6. rely on

- a) trust in
- b) make up
- c) manage

7. unlike anything else

- a) identical
- b) unique
- c) the same

8. use (money, time, or other resources) sensibly

- a) bill
- b) manage
- c) pay

9. get or bring (something) back from somewhere

a) retrieve

b) rely on

c) make up

10. things that make up something are the members or parts that form that thing

a) build

b) make up

c) manage

### 3. Make 10 sentences.

1. A web site

Internet

different Internet competitions

some aspects of the

2. Internet addiction

seconds

spend a long of time

you're looking for in 5

3. Internet users

the USA

no one can deny

was a military experiment in

4. Everybody knows

network

from inappropriate

is a global computer

5. Originally

the information

of related texts, images

6. Nowadays

disorder

the Internet

as an impulse control

7. You can find

Internet

that the Internet

the importance of the

8. There are many

is made up

sitting at the computers

9. People are suffering

Internet

may enjoy

information on the

10. Many teenagers

is described

for different subjects

## READING

### 4. Read and translate the text.

#### What is the internet?

The Internet is a global network of billions of computers and other electronic devices. With the Internet, it's possible to access almost any information, communicate with anyone else in the world, and do much more.

You can do all of this by connecting a computer to the Internet, which is also called going online. When someone says a computer is online, it's just another way of saying it's connected to the Internet.

The World Wide Web—usually called the Web for short—is a collection of different websites you can access through the Internet. A website is **made up** of related texts, images, and other resources. Websites can **resemble** other forms of media—like newspaper articles or television programs—or they can be interactive **in a way that's unique to computers**.

The purpose of a website can be almost anything: a news platform, an **advertisement**, an online library, a forum for sharing images, or an educational site.

Once you are connected to the Internet, you can access and view websites using a type of application called a web browser. Just keep in mind that the web browser itself is not the Internet; it only displays websites that are stored on the Internet.

At this point you may be wondering, how does the Internet work? The **exact answer** is pretty complicated and would take a while to explain. Instead, let's look at some of the most important things you should know.

It's important to realize that the Internet is a global network of physical cables, which can include **copper telephone wires**, TV cables, and **fiber optic cables**. Even wireless connections like Wi-Fi and 3G/4G **rely on** these physical cables to access the Internet.

When you visit a website, your computer sends a request over these wires to a server. A server is where websites are stored, and it works a lot like your computer's hard drive. Once the request arrives, the server **retrieves** the website and sends the correct data back to your computer. What's amazing is that this all happens in just a few seconds!

One of the best features of the Internet is the ability to communicate almost instantly with anyone in the world. Email is one of the oldest and the most universal ways to communicate and share information on the Internet, and billions of people use it. Social media allows people to connect in a variety of ways and **build communities online**.

There are many other things you can do on the Internet. There are thousands of ways **to keep up with news** or shop for anything online. You can **pay your bills, manage your bank accounts**, meet new people, watch TV, or learn new skills. You can learn or do almost anything online.

<https://www.gcflernfree.org/internetbasics/what-is-the-internet/1/>

## 5. Are the statements true or false?

1. The World Wide Web—usually called the Web for short.
2. The Internet is a global network of millions of computers and other electronic devices.
3. The web browser means the same as the Internet.
4. A website is made up of related texts, images, and other resources.
5. Email is one of the oldest and the most universal ways to communicate.
6. One of the worst features of the Internet is the ability to communicate with anyone in the world.
7. When someone says a computer is online, it means that it's connected to the Internet.
8. Social media allows people to connect in a variety of ways.
9. Once you are connected to the Internet, you can't access and view websites using a browser.
10. The purpose of a website can be almost anything: a news platform, an advertisement, an online library, etc.

## 6. Answer the questions to the text.

1. What is the Internet?
2. What does it mean to be online?
3. What is website made up of?
4. What can be the purpose of a website?
5. What is a browser?
6. What is the oldest way to communicate?
7. What are the best features of the Internet?
8. What can you do on the Internet?

## GRAMMAR

### Reported speech

If we report what another person has said, we usually do not use the speaker's exact words (**direct speech**), but reported (**indirect**) speech. Indirect speech focuses more on the content of what someone said rather than their exact words. In indirect speech, the structure of the reported clause depends on whether the speaker is reporting a statement, a question or a command.

	<b>direct</b>	<b>indirect</b>	<b>reported clause</b>
<b>statement</b>	"I am tired", I said "I like shopping"	I told (that) I was tired. She said (that) she liked shopping	that- clause
<b>question</b>	"Are you married?" she asked him. "Who are you" she asked.	She asked him if he was married. She asked me who I was.	If/whether- clause Wh-clause
<b>command</b>	"Leave at once" they ordered! "Don't worry"	They ordered us to leave at once. The doctor told me not to worry.	To-infinitive clause

**Tenses usually change like this:**

**direct**

present simple

present continuous

present perfect simple

present perfect continuous

past simple

**indirect**

→ past simple

→ past continuous

→ past perfect simple

→ past perfect continuous

→ past perfect simple

direct

past continuous

future (will)

past perfect

indirect

→ past perfect continuous

→ would

↔ past perfect (no change)

<b>Present Simple</b> He said: "I am happy"	<b>Past Simple</b> He said that he was happy
<b>Present Progressive</b> He said: "I'm looking for my keys"	<b>Past Progressive</b> He said that he was looking for his keys
<b>Past Simple</b> He said: "I visited New York last year"	<b>Past Perfect Simple</b> He said that he had visited New York the previous year.
<b>Present Perfect</b> He said: " I've lived here for a long time "	<b>Past Perfect</b> He said that he had lived there for a long time
<b>Past Perfect</b> He said: "They had finished the work when I arrived"	<b>Past Perfect</b> He said that they had finished the work when he had arrived"
<b>Past Progressive</b> He said: "I was playing football when the accident occurred"	<b>Past Perfect Progressive</b> He said that he had been playing football when the accident had occurred
<b>Present Perfect Progressive</b> He said:"I have been playing football for two hours."	<b>Past Perfect Progressive</b> He said that he had been playing football for two hours
<b>Future Simple</b> He said: "I will open the door."	<b>(would+verb)</b> He said that he would open the door.

**Modal verbs like can, may, must may change in reported speech.**

I can't do it .

He said he couldn't do it.

May I go out?

She wanted to know if she might go out.

She must apply for the job.

He said that she had to apply for the job.

*If you report what someone said on a different day or in a different place, some time and place words can change e.g. tomorrow- next day, here-there, this-that, now-then, today-that day, yesterday-the day before, next-the following, last-the previous, ago-before*

**7. Rewrite each question in reported speech, beginning as shown.**

- 1) 'You can't park here.' The police officer told Jack .....
- 2) 'I'll see you in the morning, Helen.' Peter told Helen.....
- 3) 'I'm taking the 5.30 train tomorrow evening.' Janet said .....
- 4) 'The trousers have to be ready this afternoon.' Paul told the dry cleaners .....
- 5) I left my umbrella here two days ago.' Susan told them .....
- 6) 'I like this hotel very much.' Diana told me .....
- 7) 'I think it's going to rain tonight.' William said.....
- 8) 'Do you watch television every evening, Chris ?' The interviewer asked.....
- 9) "Where is your sister?" she asked me. She asked me.....
- 10) "The film began at seven o'clock," He said.....
- 11) "Don't play on the grass, boys," she said. She told the boys .....
- 12) "Does she know Robert?" He wanted to know.....
- 13) He said, "I like this song." He said .....
- 14) "I will get myself a drink," She says.....
- 15) "I cannot drive them home," He said.....
- 16) "Have you been shopping?" he asked us. He wanted to know.....
- 17) "Don't make so much noise," He asked us.....

**8. Imagine that your friend is in London now. You are speaking with her on the phone and your friend Gareth is standing next to you. He is very excited - you have to repeat every sentence to him.**

Helen: I want to tell you something about my holiday in London.

Gareth: What does she say?

You: She says that \_\_\_\_\_.

Helen: I went to London in July.

Gareth: What does she say?

You: She says that \_\_\_\_\_.

Helen: My parents went with me.

Gareth: What does she say?

You: She says that \_\_\_\_\_.

Helen: We spent three days in London.

Gareth: What does she say?

You: She says that \_\_\_\_\_.

Helen: London is a multicultural place.

Gareth: What does she say?

You: She says \_\_\_\_\_.

Helen: I saw people of all colours.

Gareth: What does she say?

You: She says that \_\_\_\_\_.

Helen: Me and my parents visited the Tower.

Gareth: What does she say?

You: She says that \_\_\_\_\_.

Helen: One evening we went to see a musical.

Gareth: What does she say?

You: She says that \_\_\_\_\_.

Helen: I love London.

Gareth: What does she say?

You: She says \_\_\_\_\_.

Helen: The people are so nice there.

Gareth: What does she say?

You: She says \_\_\_\_\_.

**9. Imagine that you saw your doctor yesterday because you had a bad headache. Write down what questions the doctor asked.**

**Example: Do you sleep well? — The doctor asked me if I slept well.**

1. Is anything wrong with you?
2. Do you sometimes have headaches?
3. Are you taking any medicine now?
4. Do you spend much time out- of-doors?
5. Do you do sports?
6. Have you a good appetite?
7. Do you usually go to bed late?
8. Will you follow my advice?

## 10. Change the reported speech into direct speech.

**Example: He said the meeting had finished. —> The meeting has finished.**

1. He said that his bus hadn't come in time the day before.
2. The boys said they would go to the football match.
3. He said their team hadn't won the last game.
4. Molly said that she had gone to the library after school.
5. Liz said that she would go home early.
6. We said that we hadn't made any plans yet.
7. I asked him why he was tired.
8. He asked if they could meet on Tuesday.
9. I wondered how often she used the washing-machine.
10. Mother wanted to know if we would invite Kevin to the party.

## 11. Choose the right verb form.

1. She realized that nobody (will come/would come).
2. We understood that she (sees/saw) nothing.
3. He said he (will arrive/would arrive) in some days.
4. My mother was sure I already (have come/had come).
5. I didn't know they (are/were) in the room.
6. We supposed the rain (will stop/would stop) in some hours.
7. He said he never (has been/had been) to London.
8. We wanted to know who (is singing/was singing) in the next room.
9. I always thought he (is/was) a brave man.
10. When I saw him, he (is working/was working).
11. We know she always (comes/came) in time.
12. They thought he (will have finished/would have finished) his work by the evening.
13. She said she (has/had) a terrible headache.
14. We supposed they (will send/would send) us the documents.
15. He said he (has not seen/had not seen) us for ages.



# 14 ONLINE

## VOCABULARY

### 1. Read and learn the words and phrases.

search engine- поисковая система  
relevant website- соответствующий вебсайт  
instant messaging- мгновенная передача сообщений  
converse- общаться  
recipient- получатель  
instead of-вместо  
errand-задача  
convenience-удобство

### 2. Choose the best answer to complete the sentence.

1. If something is done for your **convenient/ convenience**, it is done in a way that is useful or suitable for you.
2. Incoming **instant message/ instant messaging** alert.
3. You can watch series directly on your television **instead of/ in place** a computer screen.
4. A **web search engine/ web browser** is a software system that is designed to search for information on the World Wide Web.
5. They began to **conversing/ converse** in confidential tones.
6. He was the intended **recipient/ recipience** of a package.
7. You can find all the information you need in some **search engines/ relevant websites**.
8. I've got some **errands/ businesses** to do in town.

### 3. Choose the right activities we can do online to complete the sentences.

send and receive e-mails	chat	reserve a room in a
hotel	watch videos	listen to music
bills		pay
buy tickets	shopping	manage bank account

1. You can \_\_\_\_\_ with a click of the mouse.
2. We \_\_\_\_\_ on a website booking.com.
3. My sister usually does all her \_\_\_\_\_ online.
4. YouTube is a very popular site where you can \_\_\_\_\_.
5. I usually \_\_\_\_\_ with my friends in WhatsApp messenger.
6. If you have an e-mail address you can \_\_\_\_\_.
7. Nowadays it'll take you about ten minutes to \_\_\_\_\_.
8. Google Play Music and Apple Music are intended to \_\_\_\_\_.
9. I always \_\_\_\_\_ online and pay by my credit card.

## READING

### 4. Read the text.

#### What can you do online?

There's almost no limit to what you can do online. The Internet makes it possible to quickly find information, communicate with people around the world, manage your finances, shop from home, listen to music, watch videos, and much more. Let's take a look at some of the ways the Internet is most commonly used today.

With billions of websites online today, there is a lot of information on the Internet. **Search engines** make this information easier to find. All you have to do is type one or more keywords, and the search engine will look for **relevant websites**.

For example, let's say you're looking for a new pair of shoes. You could use a search engine to learn about different types of shoes, get directions to a nearby shoe store, or even find out where to buy them online!

There are many different search engines you can use, but some of the most popular include Google, Yahoo!, Yandex etc.

Short for electronic mail, email is a way to send and receive messages across the Internet. Almost everyone who uses the Internet has their own email account, usually called an email address. This is because you'll need an email address to do just about anything online, from online banking to creating a Facebook account.

Social networking websites are another way to connect and share with your family and friends online. Rather than sharing with just a few people over email, social networks make it easier to connect and share with many people at the same time. Facebook is the world's largest social networking site, with more than 1 billion users worldwide.

Chat and **instant messaging** (IM) are short messages sent and read in real time, allowing you to **converse** more quickly and easily than email. These are generally used when both (or all) people are online, so your message can be read immediately. By comparison, emails won't be seen until **recipients** check their inboxes.

Examples of instant messaging applications include Yahoo Messenger and Google Hangouts. Some sites, like Gmail and Facebook, even allow you to chat within your web browser.

There are many sites that allow you to watch videos and listen to music. For example, you can watch millions of videos on YouTube or listen to Internet radio on Pandora. Other services, like Netflix and Hulu, allow you to watch movies and TV shows. And if you have a set-top streaming box, you can even watch them directly on your television **instead of** a computer screen.

You can also use the Internet to complete many everyday tasks and **errands**. For example, you can manage your bank account, pay your bills, and shop for just about anything. The main advantage here is **convenience**. Rather than going from place to place, you can do all of these tasks at home!

<https://www.gcflearnfree.org/internetbasics/what-can-you-do-online/1/>

**5. Choose the words from the box to complete the sentences.**

search engine	social networking site	
errands	instant messaging	convenience
communicate		
instead of	converse	recipient

1. You can use a \_\_\_\_\_ to find a lot of information.
2. Chat and \_\_\_\_\_ are short messages sent and read in real time.
3. You can watch TV-series online \_\_\_\_\_ download them.
4. Facebook is the world's largest \_\_\_\_\_ with more than 1 billion users worldwide.
5. Everything is done for your \_\_\_\_\_.
6. The Internet helps you with your everyday \_\_\_\_\_ e.g. to pay bills, to shop for anything.
7. Social networks allow you to \_\_\_\_\_ with your friends.
8. The \_\_\_\_\_ hasn't checked his inboxes yet.
9. The Internet makes it possible to \_\_\_\_\_ with people around the world.

**6. Find the English equivalents to the following words and phrases in the text.**

- |  |                           |
|--|---------------------------|
| 1. делать возможным                      | 9. непосредственно, прямо |
| 2. искать                                | 10. Организовывать, вести |
| 3. включать                              | 11. платить по счетам     |
| 4. дистанционное банковское обслуживание | 12. главное преимущество  |
| 5. поддерживать связь                    | 13. вместо того, чтобы    |
| 6. облегчать                             |                           |
| 7. немедленно, тотчас же                 |                           |
| 8. по сравнению                          |                           |

# GRAMMAR

## Different types of questions

In questions, we normally put the first verb (an auxiliary verb or a modal verb) or the link verb **be** before the subject.

**Am I** late?                      What **are you** going to do after university?

**Is he** writing a report?        When **will they** arrive?

**Can you** drive a car?        What **should we** do?

If there is no other auxiliary or modal verb in the statement, we use **do**.

I live in Tomsk. – **Do you** live in Tomsk?

Security means 'protection against threats'. – What **does** 'security' mean?

Sometimes **do** is also the main verb (**do you do** etc.):

What **do you do**? – I'm a student.

There are four main types of questions.

They are *yes/no* questions, special, alternative, and tag questions.

1 We call questions that need a *yes/no* answer **yes/no questions**.

We normally give short answers to *yes/no* questions.

***Do you like London?*** – Yes, ***I do.***

***Is Michael learning English?*** – Yes, ***he is.***

***Are they going to move to the USA?*** – No, ***they aren't.***

***Will Gina go to the lecture?*** – Yes, ***she will.***

***Can you program a computer?*** – No, ***I can't.***

### 1 Write *yes/no* questions. Give short answers

1 I am a student.

And you?

2 David is smart.

And Jacob?

3 My parents work as programmers.

And your parents?

4 Miranda lives in Atlanta.

And Ingrid?

5 I'm not surfing the web at the moment.

And you?

6 My friend and I are going to the seminar.

And Paul?

7 Mason is going to buy a new USB flash drive.

And you?

8 We are going to make a backup of all the data.

And Linda?

9 Peter will become a brilliant specialist.

And your fellow students?

10 I think I won't go to university on Saturday.

And you?

11 My sister can speak Chinese.

And your sister?

12 Ann must be in time for the meeting.

And Stephen?

13 Jennifer needs to be more careful.

And I?

**2** We call questions that begin with a question word **special questions**.

There are different question words: **how, what, when, where, which, who, why**. They come first in the question.

**How** do you do?                      **When** are you moving to the new flat?

In the following questions, **who/what** is the subject:

**Who** works in this office? (=somebody works in it – who?)

(NOT ~~Who does work~~ ...?)

**What** is happening?

In the following questions, **who/what** is the object:

**Who** does Jillian work with?

**What** do you know about it?

Common expressions with **what** include **what time, what sort/kind of, what colour, what make**.

**What time** do you have dinner?      **What sort/kind of books** do you like?

**What colour** is your mobile?      **What colour mobile** do you have?

**What make** is your laptop?      **What make of laptop** do you want to buy?

Common expressions with **how** include **how many, how much** and **how often**.

**How many faculties** are there at TUSUR?      **How much money** do you have?

**How often** do you phone your parents?

We often answer special questions with a full statement.

**What make** is your laptop? – *It's a Dell.*

**2** Put the words in the right order. Answer the questions.

*Example:* (you / do / live / where?) **Where do you live? – I live in Tomsk, Russia.**

1 (you / old / are / how?)

2 (job / mother's / is / what / your?)

3 (name / best / your / is / friend's / what?)

4 (you / are / exam / taking / now / an?)

5 (your / you / change / do / how often / passwords?)

6 (of / phone / you / what make / have / do / mobile?)

7 (your / people / there / how many / in / are / group?)

8 (going to / are / where / after / you / live / university?)

9 (get up / usually / in / you / the / when / do / morning?)

10 (cost / how much / an / does / LED TV?)

11 (creator / the World Wide Web / is / who?)

12 (how / the / people / Internet / do / access?)

13 (the / of / what / Internet / consist / does?)

14 (people / web / use / why / browsers / do?)

15 (do / the / people / can / what / Internet / on?)

16 (computer / personal / have / will / a / everybody / when?)

**3 Alternative questions** give a choice of two or more answers in the question and include **or**. We ask them without a question word.

We usually answer alternative questions with a full statement.

**Will they move to England or stay in Scotland?** – *They'll move to England.*

OR *They'll stay in Scotland.*

**Are you a student or a teacher?** – *I'm a student.* OR *I'm a teacher.*

**3 In pairs, ask and answer alternative questions. Use the suggestions below.**

*Example:* prefer – tea / coffee ***Do you prefer tea or coffee? – I prefer tea.***

sit / stand ***Are you sitting or standing? – I'm sitting.***

- 1 be – well / ill
- 2 be – from Russia / Kazakhstan
- 3 live – house / flat
- 4 would like – live in Russia / move abroad
- 5 work / study
- 6 be – student / information security specialist
- 7 speak – Russian / Japanese
- 8 plan – work for a big / small company
- 9 prefer – SMS / WhatsApp messages
- 10 want – a new laptop / tablet computer

**4 Tags** are questions added to a clause to invite a response from the listener. They consist of an auxiliary or modal verb or the link verb **be** + a pronoun.

We answer them like *yes/no* questions.

*You're a security specialist, aren't you?* – *Yes, I am.*

*Jane will come back soon, won't she?* – *Yes, she will.*

*The computer shop opens at 9.00, doesn't it?* – *No, it doesn't.*

*William is going to Moscow, isn't he?* – *No, he isn't.*

**4 Make tag questions from these statements and answer them.**

*Example:* You are a student. ***You are a student, aren't you? – Yes, I am.***

- 1 You are at university.
- 2 You are American.
- 3 You have a mobile phone.
- 4 Your friend lives in Scotland.
- 5 You are having an English class.
- 6 A web browser is a computer game.
- 7 The Web is the most used service on the Internet.
- 8 Most webpages are in the PDF format.
- 9 Websites consist of pages that are linked by hypertext links.
- 10 People usually access the Internet free of charge.

# 15 SOCIAL MEDIA AND SOCIAL NETWORKING

## VOCABULARY

### 1. Read and learn the words and phrases.

stream-поток

notification- уведомления

Headache- головная боль

contactable- доступный для общения

whenever and wherever you are- в любое время в любом месте

meet-up- встреча

nightmare- кошмар

in advance- заранее

spontaneity- спонтанность

miss out- упускать, пропускать

lull in conversation- перерыв в разговоре

tap out-ответить

sign up- подписаться

let off steam- выпустить пар

### 2. Match the terms and their definitions.

to contact	stream	contactable	notification
------------	--------	-------------	--------------

1. a continuous flow of video and audio material relayed over the Internet
2. able to be communicated with
3. the action of notifying someone or something
4. the action of communicating or meeting

headache	meet-up	nightmare	in advance	miss out	sign up
----------	---------	-----------	------------	----------	---------

5. a very unpleasant or frightening experience or prospect
6. a continuous pain in the head
7. to fail to use an opportunity to enjoy or get an advantage from something
8. before a particular time, or before doing a particular thing
9. to agree to become involved in smth.
10. to meet another person in order to do something together

3 Complete the tables. Then, fill in the gaps with the correct words.

verb	noun
defend	
	charity
reflect	
	belief
offend	

adjective	noun
	Addiction
connected	
	possibility
predictable	
	reliance

- Being \_\_\_\_\_ to your smartphone means you can miss out on real life.
- Social media helps to raise an enormous amount of money for \_\_\_\_\_.
- We often forget that somebody's 'image' online doesn't always \_\_\_\_\_ real life.
- The outcome is not always\_\_\_\_\_.
- Social media has opened up many new \_\_\_\_\_ies, especially to young people.
- I \_\_\_\_\_that social media being a big part of your life is not necessarily a bad thing.
- Some people \_\_\_\_\_social networks as a normal part of modern life and communication.
- She takes \_\_\_\_\_ at every remark.
- Having lots of Facebook friends doesn't mean having a \_\_\_\_\_ with those people in real life.
- We found factual information from \_\_\_\_\_ resources.

adjective	adverb
undoubted	
	individually
relevant	
	obviously
legitimate	

- There is no \_\_\_\_\_ solution to the problem.
- That isn't a \_\_\_\_\_ point.
- It was \_\_\_\_\_ success.
- Each of us is \_\_\_\_\_ responsible for this project.
- All that money they spent was \_\_\_\_\_ theirs.



## READING

### 4. Read the text.

#### The stress of social media

WhatsApps. Facebook, Vkontkte messages. Texts. Calls. Instagrams. Snapchats. Tweets.

Will we ever be free from the constant **stream** of **notifications**? The **headache** caused by your phone beeping and vibrating 24/7? Being **contactable whenever and wherever you are**?

Don't get me wrong, I'd find it really difficult to be sociable without social media. It would be extremely hard to keep in contact with friends and family, especially if they live far away. Organising **meet-ups** would be a **nightmare** – imagine having to set a date in writing or in person, weeks **in advance**. What would happen if you were running late? You wouldn't even be able to ping your friends a text to let them know. Events on Facebook and WhatsApp group messages have made organising everything so easy. They've enabled **spontaneity** – if it's a sunny day, why not go for a picnic in the park? Without notifications about the weather, an app for maps on your phone or a Facebook group message to invite your friends and decide who should bring strawberries and who should bring crisps, where would we be? Stuck at home, wishing we'd predicted good weather today when we last saw our friends in person.

But I find social media stressful. If you're not checking your phone at least every half an hour, you might **miss out** on something important or fun. If you don't message that friend you haven't seen in a while, they might think you've forgotten about them. If you don't remember to shower your bestie with ugly selfies, you might not keep up that Snapchat streak!

If you're meant to be doing homework, can you resist the temptation to check why your phone is flashing? If you have friends round and there's a **lull in conversation**, are you tempted to **tap out** a quick reply to your friend on the other end of the internet rather than playing a game with your friends on the sofa next to you?

In the 21st century contact is quicker and easier, but that doesn't mean we have more free time. If anything, the opposite. The ability to send a quick message to one friend means we have time to send one to five others, and before you know it you're having five conversations at once. How can you really concentrate on any of them? And if your Twitter or Instagram feed is buzzing, why bother going outside to kick a football about or **signing up** for music lessons? You're entertained enough – you just never have time to relax, **let off steam**, enjoy the world. Try leaving your phone at home and doing something productive, maybe even alone, today – you might feel all the better for it.

### 5. Find the words in the text with the opposite meaning.

- |                       |                         |
|-----------------------|-------------------------|
| 1. to be busy         | 5. excited conversation |
| 2. to be inaccessible | 6. far from you         |
| 3. very easy          | 7. inability            |
| 4. to be out of touch | 8. to abstract          |

**6. Choose the words from the box to complete the sentences.**

temptation	contact	ability
sociable	to keep in contact	stressful
concentrate	miss out	

1. It's really difficult to be \_\_\_\_\_ without social media.
2. If you're not checking your phone at least every half an hour, you might \_\_\_\_\_ on something important or fun.
3. It would be extremely hard \_\_\_\_\_ with friends and family, especially if they live far away.
4. Can you resist the \_\_\_\_\_ to check why your phone is flashing?
5. In the 21st century \_\_\_\_\_ is quicker and easier, but that doesn't mean we have more free time.
6. I find social media \_\_\_\_\_.
7. How can you \_\_\_\_\_ if you have five conversations at once?
8. We have \_\_\_\_\_ to send quick messages to our friends.

**7. Find the words in the text with the similar meaning.**

- |                |               |
|----------------|---------------|
| 1. continuous  | 6. answer     |
| 2. warning     | 7. spare time |
| 3. beforehand  | 8. useful     |
| 4. suddenness  | 9. amuse      |
| 5. significant | 10. chill     |

**8. Find the English equivalents to the following words and phrases in the text.**

- |                         |                    |
|-------------------------|--------------------|
| 1. постоянный           | 6. гудеть          |
| 2. поддерживать общение | 7. предсказать     |
| 3. назначить дату       | 8. по крайней мере |
| 4. событие              | 9. поддерживать    |
| 5. уведомление о погоде | 10. приглашать     |

# GRAMMAR

## Passive forms

### Use of the passive voice:

1. Passive voice is used when the **focus is on the action**. It is not important or not known, however, who or what is performing the action.

**Example:** "A book was written."

The focus, here, is on the fact that a book was written. We don't know, however, who wrote it.

2. Sometimes a statement in passive is more **polite** than active voice, as the following example shows:

**Example:** A vase was broken.

Focus, here, is on the fact that a vase was broken, but we don't blame anyone. Compare this to: "You broke the vase."

### Form of the passive voice

**The most common passive structure is *be + -ed* form:**

*Five million people watch the show every week. (active present simple of watch)*

*The show is watched by five million people every week. (passive present simple of *be + -ed* form of watch)*

tense	Be form	example
present simple	am, is, are + V3	<i>Am I <b>invited</b> too?</i> <i>It's not <b>made</b> in China.</i> <i>These cars <b>are made</b> in Japan</i>
present continuous	am, is, are being + V3	<i>Am I <b>being recorded</b>?</i> <i>That computer <b>isn't being used</b> any more.</i> <i>We <b>are being followed</b></i>
past simple	was, were + V3	<i>The story <b>was reported</b> in yesterday's paper.</i> <i>These flowers <b>were planted</b> in Holland.</i>
past continuous	was, were being + V3	<i><b>Was he being examined</b>?</i> <i>They <b>were being examined</b> carefully.</i>
present perfect simple	have, has been + V3	<i><b>Have you ever been bitten</b> by a dog?</i> <i>He's <b>been hurt</b>.</i>
past perfect simple	Had been + V3	<i>An important discovery <b>had been made</b>.</i>
modal simple	Can, will + be + V3	<i>His new book <b>will be finished</b> next year.</i> <i>This book <b>can be bought</b> in any bookshop.</i>

**We use the preposition *by* to introduce the doer or the agent of the action.**

**e.g.** A cake was made by me.

Mr Ward has been arrested by the FBI.

**9. Complete the following sentences with the correct passive verb form (Present, Past, Future simple passive).**

1. My question (to answer) yesterday.
2. Hockey (to play) in winter.
3. Mushrooms (to gather) in winter.
4. Bread (to eat) every day.
5. The letter (to send) tomorrow.
6. I (to ask) at the lesson yesterday.
7. Many houses (to build) in our city every year.
8. This work (to do) tomorrow.
9. Another English test (to write) next week.
10. These trees (to plant) last autumn.
11. We (to invite) to a concert last Saturday.
12. Many interesting games always (to play) at our lessons.
13. Flowers (to sell) in shops.
14. The letters (to deliver) every day.
15. St. Petersburg (to found) in 1703.

**10. Complete the following sentences with the correct passive verb form.**

1. The roads (cover) with snow.
2. Chocolate (make) from cocoa.
3. The Pyramids (build) in Egypt.
4. This coat (buy) four years ago.
5. The stadium (open) next month.
6. Your parents (invite) to a meeting.
7. Where is your car? – It (mend) at the moment.
8. The books already (pack).
9. The castle can (see) from a long distance.
10. The guests must (meet) at noon.

**11. Change these sentences into the Passive voice.**

1. They were playing tennis from four till five.
2. At twelve o'clock the workers were loading the trucks.
3. By six o'clock the workers had loaded the trucks.
4. They will show this film on TV.
5. Has anybody explained the rules of the games to you?



7. Lomonosov ... in a small Russian village not far from the White Sea.

a) was borne

b) am born

c) was born

8. All tasty things ... at once. There is nothing on the plates.

a) have been eaten

b) has being eaten

c) were eaten

9. My suitcase ... when my friends came to see me off.

a) was already being packed

b) had already been packed

c) was packed

10. The text ... translated.

a) was already

b) is already

c) has been already

# 16 DIGITAL FOOTPRINT

## Vocabulary

### 1. Read and learn the words and phrases.

leave a trail-оставлять след  
footprint-отпечаток ноги  
reveal- показывать, обнаруживать  
to be aware of-знать, отдавать себе отчет в  
to be cautious- быть осмотрительным  
pretend-притворяться  
come across-заметить, натолкнуться на что-либо  
anxious- беспокойный  
inappropriate- несоответствующий, неприличный  
abusive content- оскорбительное содержание  
work in favour-обернуться на пользу, играть на руку  
application process- процесс рассмотрения заявления  
recruiter- сотрудник агентства по найму

### 2. Try to guess what words and/or phrases are here.

- |                       |                   |
|-----------------------|-------------------|
| 1. owabafretoe        | 6. repnaoripatip  |
| 2. rsatpnliaiopocespc | 7. tesubivnatceon |
| 3. alatailerev        | 8. cetoutiosabu   |
| 4. pdernte            | 9. iturcrere      |
| 5. niforkaorwv        | 10. raelev        |

### 3. Choose the correct term for each definition.

- Behave so as to make it appear that something is the case when in fact it is not.  
a) pretend                      b) reveal                      c) notice
- Extremely offensive and insulting.  
a) anxious                      b) abusive                      c) inappropriate
- In support or to the advantage of.  
a) work in favour              b) to be aware of              c) pretend
- Feeling or showing worry, nervousness, or unease about something.  
a) abusive                      b) recruiter                      c) anxious
- Careful to avoid potential problems or dangers.  
a) cautious                      b) careful                      c) aware

6. A person whose job is to enlist or enroll people as employees.  
 a) anxious                      b) employee                      c) recruiter
7. Meet or find by chance.  
 a) reveal                      b) come across                      c) to be aware of
8. Not suitable or proper in the circumstances.  
 a) anxious                      b) recruiter                      c) inappropriate
9. Having knowledge or perception of a situation or fact.  
 a) reveal                      b) to be aware of                      c) come across
10. The impression left by a foot or shoe on the ground or a surface.  
 a) leave a digital footprint    b) application process    c) footprint

## READING

### 4. Read the text.

#### Your digital footprint

Every time you do anything on the internet, you **leave a trail** behind you, in the same way you leave a **footprint** when you walk on sand or mud. Do you know how to take care of your digital footprint? Here are some tips.

Every time you go online you leave a trail. This is just like a real footprint. It **reveals** where you have been, how long you stayed and what you have been doing there. Every time you register for an online service, send an email, download a video or upload a photo, the information can be accessed and your digital footprint can be revealed. This should not necessarily be worrying but it is advisable **to be aware of** your digital footprint and **to be cautious** and sensible when you are online.

*Six top tips for taking care of your digital footprint*

- 1 Do not forget to log off when you leave a website, especially if you are using a shared computer. If you do not, someone can easily **pretend** to be you!
- 2 Do not tell anyone your passwords and do not write them down in an obvious place. Make them more complex by using a combination of letters, numbers and punctuation marks.
- 3 Tell an adult if you **come across** anything online that makes you upset, **anxious** or concerned. There are ways to report **inappropriate** or **abusive content** and in most cases web managers respond rapidly.
- 4 Remember your favourite websites by using the history button and the bookmark function on your computer or mobile device. This is a way that your digital footprint can **work in your favour**, but remember to clear your browser history regularly.



- 5 If you want to post comments online, you don't have to use your own name. Invent a nickname to use instead. You can also use a picture instead of a real photo.
- 6 Protect your identity online. Be careful about who you share personal information with and always think twice before sharing details like your email, home address, or phone number with someone. Think about the future.

All kinds of people are interested in your digital footprint. It is now quite common for colleges, universities and employers to check out the online profiles of possible candidates as part of their **application process**. There are cases of people having missed out on jobs and places in college because their digital footprint did not impress the **recruiters**. So, remember: keep safe, do not put too much personal information online and always think carefully before you post something. Ask yourself, 'Would I be happy for absolutely everyone to see this?'

<http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/your-digital-footprint>

### 5. Answer the questions

1. What is a digital footprint?
2. Why should you be aware of your digital footprint?
3. What can happen you forget to log off a website?
4. Why is it so important to make complex passwords?
5. What should you do if you come across with something inappropriate in a website?
6. How can you remember your favourite websites?
7. Can you share your personal information online?
8. Who can check your digital footprint?

### 6. Find the words in the text with the similar meaning.

- |                      |              |
|----------------------|--------------|
| 1. keep oneself safe | 6. partake   |
| 2. advice            | 7. concerned |
| 3. worried           | 8. general   |
| 4. quickly           | 9. boss      |
| 5. save              | 10. examine  |

### 7. Find the English equivalents to the following words and phrases in the text.

- |                    |                          |
|--------------------|--------------------------|
| 1. заботиться      | 6. подробности           |
| 2. совет           | 7. быть заинтересованным |
| 3. скачивать видео | 8. проверять             |
| 4. загружать фото  | 9. возможный             |
| 5. придумать       | 10. случай               |
|                    | 11. впечатлять           |

# GRAMMAR

## Relative clauses

We often join sentences with **who** or **which** ('relative\* pronouns'). We use **who** for people and **which** for things.

*I have a friend. **He** can speak three languages. →*

*I have a friend **who** can speak three languages.*

*There's a problem. **It** worries me. → There's a problem **which** worries me.*

We often use **that** instead of *which*, and instead of *who* in an informal style, but *who* is more usual.

*There's a problem **that** worries me.*

*I've got a friend **that** can speak three languages.*

\*relative – ОТНОСИТЕЛЬНЫЙ

### 1 Choose from the boxes and write sentences.

- 0 teacher
- 1 engineer
- 2 robotics engineer
- 3 programmer
- 4 security specialist
- 5 hacker
- 6 cracker
- 7 phreak
- 8 system administrator
- 9 analyst
- 10 web designer

- a teaches in a school or college
- b tricks a phone system, e.g. using a computer
- c produces computer programmes
- d hacks into other people's computer systems
- e designs websites, especially for businesses/organizations
- f looks after a computer system which has many users
- g designs or builds machines or electrical equipment
- h identifies and solves potential and actual security problems
- i designs software to control robotic systems
- j modifies software to disable copy protection features
- k studies or examines something in detail

*Example:* A teacher is **someone** / **a person who** teaches in a school or college.

We can also use **who(m)**, **which** or **that** as objects. **Who** is very informal as an object; **whom** is more formal.

*Where's that man? I must help **him** with the report. →*

*Where's that man **who(m)** I must help with the report?*

*These are problems. **You** don't have **them**. →*

*These are problems **which/that you** don't have.*

We normally use **that**, not *which*, after **all**, **everything**, **nothing**.

*It's **all that** I can see.*

## 2 Put in *who*, *which* or *that*.

*Example:* A thief is a person who steals things.

- 1 What's the name of the river \_\_\_\_\_ flows through the city?
- 2 What's the name of the man \_\_\_\_\_ works with your father?
- 3 There's nothing \_\_\_\_\_ you can do about it.
- 4 Chinese is the language \_\_\_\_\_ people speak in China.
- 5 The people \_\_\_\_\_ live in Great Britain are the British.
- 6 You can have everything \_\_\_\_\_ you want.
- 7 Is this the train \_\_\_\_\_ goes to St Petersburg?
- 8 The other people \_\_\_\_\_ live in the house are really friendly.
- 9 These are principles \_\_\_\_\_ we all believe in.
- 10 She's one of those people \_\_\_\_\_ love to be the centre of attention.
- 11 Write a word \_\_\_\_\_ is similar in meaning to the underlined one.
- 12 A professor is a teacher \_\_\_\_\_ has the highest rank in a department of a university.
- 13 Do you know anybody \_\_\_\_\_ can repair a computer?
- 14 There's a sentence \_\_\_\_\_ I don't understand.
- 15 Crackers remove or disable features \_\_\_\_\_ they think undesirable.

## 3 Correct the mistakes where necessary.

*Example:* A student is someone ~~which~~ is learning in a college or university. who  
The bag that he is carrying is very heavy. OK

- 1 You always ask questions that are difficult to answer.
- 2 That's the man which lives next door.
- 3 Do you know the woman who is sitting next to John?
- 4 Kate has a lot of friends at school which want to go on to university.
- 5 An economist is a person who studies or has a special knowledge of economics.
- 6 Jake keeps telling you things which you already know.
- 7 Our director is a person which I really respect.
- 8 They've got a machine that prints names on badges.
- 9 Is this the book in which he describes the experiment?
- 10 The job which he has isn't very interesting.
- 11 This is the version who I like most.
- 12 A web developer is someone which creates websites.

## 4 Join the sentences with *who(m)*, *which* or *that*.

*Example:* Somebody is very intelligent. He/she is a genius.

**A genius is somebody who is very intelligent.**

The people live in Germany. They speak German.

**The people who live in Germany speak German.**

- 1 Melinda lives in a house. It is 100 years old.
- 2 I know the man. He is driving that taxi.
- 3 This is the laptop. It isn't working.

- 4 An aeroplane is a machine. It flies.
- 5 I have a friend. He is very good at programming.
- 6 Do you know a shop? It sells computers and peripherals.
- 7 I know somebody. He/she specializes in computer security.
- 8 I'd like to speak to the person. He/she deals with information assurance.
- 9 Some students are taking the exam. Most of them will pass.
- 10 The girl can speak four languages. She is my sister.
- 11 The people work in the office. They are very friendly.
- 12 People speak the language in England. It is called English.

We can leave out object pronouns **who(m)**, **which** and **that**.

*Where's the book that/ which I'm reading? – Where's the book I'm reading?*

*Do you know the man who(m) Robert is talking to? – Do you know the man Robert is talking to?*

### 5 Join the sentences without using **who(m)/ which/ that**.

*Example:* That's the man. I want to see him. ***That's the man I want to see.***

- 1 You can see a girl in the picture. The girl is my sister.
- 2 I'm reading an article. The article is very interesting
- 3 Have you got a pen? Can use it?
- 4 Eric wants a paper. Here's the paper.
- 5 There's something. I don't remember it.
- 6 Do you know the woman? Thomas is talking to her.
- 7 You don't know the words. You should translate them.
- 8 The woman is speaking a language. The language is probably Spanish.
- 9 The professor is doing scientific research. The research is very important.
- 10 They are developing a new computer technology. The technology is amazing.

### 6 Translate the sentences into English, using relative clauses.

- 1 Я знаю человека, который умеет говорить на четырёх языках.
- 2 Люди, которые живут в Нидерландах, говорят на нидерландском языке.
- 3 Начальник – это человек, который говорит другим, что делать.
- 4 У меня есть ноутбук, который сейчас не работает.
- 5 У меня есть друг, который умеет писать программы в JavaScript.
- 6 Книга, которую я читаю, очень интересная.
- 7 Нет ничего, что Вы бы не знали.
- 8 Всё, что ты можешь сделать сейчас, – это уйти.
- 9 Девушка, с которой разговаривает Алекс, – его однокурсница.
- 10 Компьютер – это устройство, которое люди используют для хранения информации, выполнения расчётов и контроля над другими устройствами.

# 17 ARTIFICIAL INTELLIGENCE

## VOCABULARY

### 1. Read and learn the words and phrases.

<b>replicate-</b>	повторять, воссоздавать
<b>cognitive ability-</b>	когнитивная способность
<b>outperform-</b>	превосходить
<b>endure-</b>	выдержать
<b>get disfigured-</b>	искажать, портить
<b>fraud-</b>	мошенничество
<b>benevolent-</b>	доброжелательный
<b>malevolent-</b>	злой, недоброжелательный
<b>devastating-</b>	разрушающий
<b>casualty-</b>	потери, катастрофа
<b>inadvertently-</b>	непреднамеренно
<b>thwart-</b>	мешать, нарушать
<b>strikingly-</b>	поразительно
<b>chase-</b>	преследовать
<b>wreak-</b>	причинить ущерб
<b>align-</b>	соответствовать

### 1. Match the terms from the box and their definitions.

<i>malevolent</i>	<i>outperform</i>	<i>benevolent</i>	<i>fraud</i>	<i>cognitive</i>
<i>replicate</i>	<i>endure</i>	<i>casualty</i>	<i>devastating</i>	
<i>wreak</i>				

1. Reproduce or give rise to a copy of itself.
2. Is the crime of gaining money or financial benefits by a trick or by lying.
3. Having or showing a wish to do evil to others.
4. Perform better than.
5. Highly destructive or damaging.
6. Remain in existence; last.
7. Well meaning and kindly.
8. A person killed or injured in a war or accident.
9. Means relating to the mental process involved in knowing, learning, and understanding things.
10. Cause a large amount of damage or harm.

## 2. Make 10 sentences.

- |  |                         |                        |
|--|-------------------------|------------------------|
| 1. Technology is huge costs.                 | can be employed         | requires               |
| 2. Artificial intelligence of nature.        | do not have any         | a gift                 |
| 3. The complete absence of refreshments.     | can not be improved     | frequent breaks and    |
| 4. Machine intelligence experience.          | artificial intelligence | with                   |
| 5. Machines think multi-tasking.             | of the emotional side   | can be put to          |
| 6. Machines, unlike humans, progress.        | is believed to be       | of human               |
| 7. Creation of logically.                    | an essential part       | makes the robots think |
| 8. Intelligence science-fiction.             | do not require          | than                   |
| 9. Machines moral values.                    | is more science-fact    | emotions and           |
| 10. Artificial intelligence dangerous tasks. | faster than humans and  | to carry out           |

## READING

### 3. Read and translate the information about Artificial intelligence.

Artificial intelligence is complex in nature. It uses very complicated mixture of computer science, mathematics, and other complex sciences. Complex programming helps these machines **replicate** the **cognitive abilities** of human beings.

Artificial intelligence today is properly known as narrow AI, that it is designed to perform a narrow task (e.g. only facial recognition or only internet searches or only driving a car). However, the long-term goal of many researchers is to create general AI. While narrow AI may outperform humans at whatever its specific task is, like playing chess or solving equations, AGI would **outperform** humans at nearly every cognitive task.

Artificial intelligence helps us in reducing the error and the chance of reaching accuracy with a greater degree of precision is a possibility. Artificial intelligence is applied in various studies such as exploration of space. Intelligent robots are fed with information and are sent to explore space. Since they are machines with metal bodies, they are more resistant and have greater ability to **endure** the space and hostile atmosphere. They are

created and acclimatized in such a way that they cannot be modified or **get disfigured** or breakdown in the hostile environment.

Computed methods for automated reasoning, learning and perception have become a common phenomenon in our everyday lives. We have our Siri or Cortana to help us out. We are also hitting the road for long drives and trips with the help of GPS. Smartphone in an apt and every day is an example of the how we use artificial intelligence. Artificial Intelligence is widely employed by financial institutions and banking institutions to organize and manage data. Detection of **fraud** uses artificial intelligence in a smart card based system.

### How can AI be dangerous?

Most researchers agree that a super intelligent AI is unlikely to exhibit human emotions like love or hate, and that there is no reason to expect AI to become intentionally **benevolent** or **malevolent**. Instead, when considering how AI might become a risk, experts think two scenarios most likely:

1. The AI is programmed to do something **devastating**: Autonomous weapons are artificial intelligence systems that are programmed to kill. In the hands of the wrong person, these weapons could easily cause mass **casualties**. Moreover, an AI arms race could **inadvertently** lead to an AI war that also results in mass casualties. To avoid being **thwarted** by the enemy, these weapons would be designed to be extremely difficult to simply “turn off,” so humans could lose control of such a situation.

2. The AI is programmed to do something beneficial, but it develops a destructive method for achieving its goal: This can happen whenever we fail to fully align the AI's goals with ours, which is **strikingly** difficult. If you ask an obedient intelligent car to take you to the airport as fast as possible, it might get you there **chased** by helicopters, doing not what you wanted but literally what you asked for. If a super intelligent system is tasked with an ambitious geoengineering project, it might **wreak** havoc with our ecosystem as a side effect, and view human attempts to stop it as a threat to be met.

As these examples illustrate, the concern about advanced AI isn't malevolence but competence. A super-intelligent AI will be extremely good at accomplishing its goals, and if those goals aren't **aligned** with ours, we have a problem.

<https://futureoflife.org/background/benefits-risks-of-artificial-intelligence>

### 4. Are the statements true or false?

1. Artificial intelligence uses very complicated mixture of computer science, mathematics, and other complex sciences.
2. Artificial intelligence today is known as general AI.
3. Artificial intelligence is applied in various studies such as exploration of space.
4. Intelligent robots were created such way that they can be modified and get disfigured in the hostile environment.
5. We use GPS for long drives and trips.
6. Super intelligent AI can exhibit human emotions like love and hate.
7. The AI might do something devastating.

8. An AI arms race could inadvertently lead to an AI war
9. The AI always uses destructive methods to achieve its goals.

### 5. Find the words in the text with the opposite meaning.

- |              |                 |
|--------------|-----------------|
| 1. natural   | 6. deliberately |
| 2. wide      | 7. useless      |
| 3. falseness | 8. disobedient  |
| 4. friendly  | 9. foolish      |
| 5. rare      | 10. peace       |

### 6. Find the English equivalents to the words and phrases in the text.

- |                 |                      |
|-----------------|----------------------|
| 1. комбинация   | 8. враждебный        |
| 2. долгосрочный | 9. восприятие        |
| 3. уравнение    | 10. умышленно        |
| 4. точность     | 11. гонка вооружений |
| 5. исследование | 12. полезный         |
| 6. снабжать     | 13. попытка          |
| 7. стойкий      | 14. побочный эффект  |
|                 | 15. достигать цели   |

### 7. The Top Myths About Advanced AI

A captivating conversation is taking place about the future of artificial intelligence and what it will mean for humanity. There are fascinating controversies where the world's leading experts disagree, such as: AI's future impact on the job market; if/when human-level AI will be developed; whether this will lead to an intelligence explosion; and whether this is something we should welcome or fear. But there are also many examples of boring pseudo-controversies caused by people misunderstanding and talking past each other. To help ourselves focus on the interesting controversies and open questions — and not on the misunderstandings — let's clear up some of the most common myths.



**Myth:**

Superintelligence by 2100 is inevitable

Mon	Tue	Wed	Thr	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	✓	22	23	24	25
26	27	28	29	30		

**Myth:**

Superintelligence by 2100 is impossible

**Fact:**

It may happen in decades, centuries or never: AI experts disagree & we simply don't know



**Myth:**

Only Luddites worry about AI



**Fact:**

Many top AI researchers are concerned



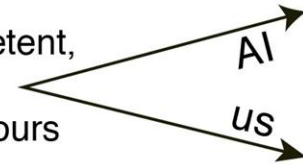
**Mythical worry:**

AI turning evil



**Actual worry:**

AI turning competent, with goals misaligned with ours

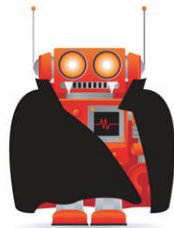


**Mythical worry:**

AI turning conscious

**Myth:**

Robots are the main concern



**Fact:**

Misaligned intelligence is the main concern: it needs no body, only an internet connection



**Myth:**

AI can't control humans



**Fact:**

Intelligence enables control: we control tigers by being smarter



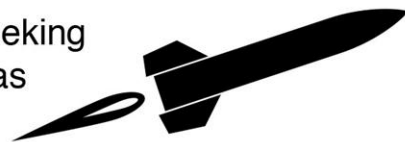
**Myth:**

Machines can't have goals



**Fact:**

A heat-seeking missile has a goal



**Mythical worry:**

Superintelligence is just years away

**PANIC!**



**Actual worry:**

It's at least decades away, but it may take that long to make it safe

**PLAN AHEAD!**



## GRAMMAR

### 9 Articles. Study the information. Write *a* or *an*.

We use **a** before a consonant (*p, l, s* etc.) and **an** before a vowel (*a, i, o* etc.).  
But it depends on the **pronunciation** of the following word, not the spelling.

*a* film    *an* umbrella    *an* interesting film    *a* useful idea

Example: a language

- |   |              |    |                        |
|---|--------------|----|------------------------|
| 1 | ___ republic | 6  | ___ European country   |
| 2 | ___ event    | 7  | ___ old clock          |
| 3 | ___ animal   | 8  | ___ new airport        |
| 4 | ___ hour     | 9  | ___ university student |
| 5 | ___ country  | 10 | ___ economic problem   |

### 10 Study the information. What are their jobs? Make sentences with the words from the box.

We use **a/an** ... when we say what a person or a thing is.

**A/an** = 'one'. With **plural nouns** we use **no article**.

*Sam is a nice person.    They are nice people.*

*A rose is a flower.    Roses are flowers.*

We also use **a/an** ... for jobs etc.

*She is a doctor.    They are doctors.*

*Are you a student?    Are you students?*

**A/an** also means 'any example of something'. In the plural we use **no article** or **some**.

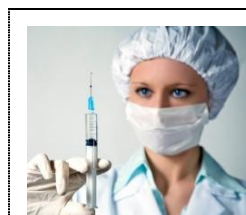
*A dog has four legs.    Dogs have four legs.*

*I'd like a cup of tea.    I'd like some sweets.*

We **don't** normally use **a/an** with **uncountable nouns**. (NOT ~~a rain~~)

doctor    teacher    photographer    musician    police officer  
fire fighter    ~~nurse~~    shop assistant    cook    taxi driver

Example: **A is a nurse.**



**A**



**B**



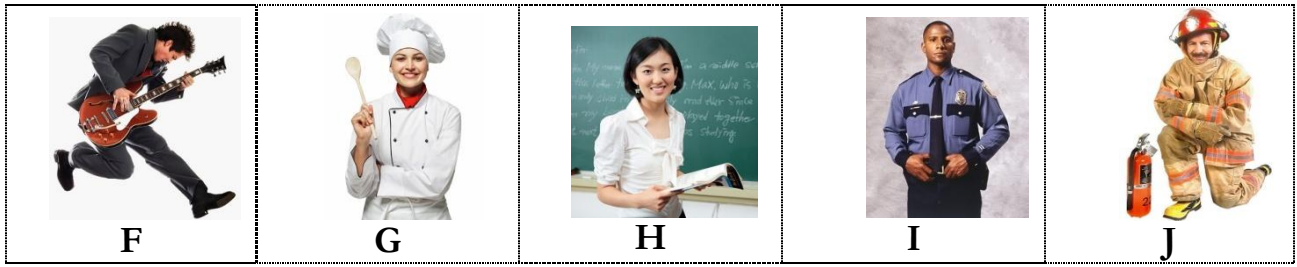
**C**



**D**



**E**



11 What are these things and people? Make sentences with the words from the boxes. Use *a/an* where necessary

*Example: A pigeon is a bird.*

mineral water	English	international language	<del>bird</del>
Nina	<del>pigeon</del>	university	cars
engineer	biathlon	student	city
cats	Tomsk	drink	game
undergraduate	volleyball	beautiful girl	sport
Ford and BMW	TUSUR	animals	job



12 Study the information. Put *a/an, the* or *-* (no article).

We use **the** when it is clear which thing or person we mean.  
*I live far from **the** centre.* (= the centre of my town)

Compare:  
*I have **a** leather **jacket**. **The jacket** is very expensive.*  
*There is **a** **kitchen** in the flat. **The kitchen** is quite small.*

We normally use **no article** with **proper nouns** (people's names, days and months, names of places such as countries, cities/ towns, streets, squares, universities, etc.).  
*A lot of tourists visit **Trafalgar Square** in **London**.*

But we use **the** +:

- names with 'kingdom', 'states', 'federation':  
***the** United **Kingdom** (**the** **UK**), **the** United **States** of America (**the** **USA**), **the** Russian **Federation***
- names of rivers, seas, oceans:  
***the** Tom (River), **the** North Sea, **the** Pacific (Ocean)*

*Example: 'Where's Alex?' 'He is in **the** kitchen.'*

- 1 Please turn off \_\_\_\_ light. I think I'll go to bed.
- 2 It is \_\_\_\_ fine weather: \_\_\_\_ sky is blue and \_\_\_\_ sun is bright.
- 3 Open \_\_\_\_ window, please. It is very hot in here.
- 4 I have got \_\_\_\_ car. \_\_\_\_ car is \_\_\_\_ black Toyota.

- 5 \_\_\_\_ Faculty of \_\_\_\_ Information Security is one of the 13 faculties of \_\_\_\_ TUSUR.
- 6 \_\_\_\_ Tomsk State University of \_\_\_\_ Control Systems and Radioelectronics is \_\_\_\_ engineering university in \_\_\_\_ Russia.
- 7 \_\_\_\_ main building of \_\_\_\_ university is located in \_\_\_\_ Lenin Prospect.
- 8 There is \_\_\_\_ sports centre at TUSUR. \_\_\_\_ centre includes a gym with modern fitness machines and a dancing aerobics class.
- 9 \_\_\_\_ students of \_\_\_\_ university celebrate Radio Day every year.
- 10 She lives in \_\_\_\_ centre of \_\_\_\_ Manchester.

### 13 Correct one mistake in each sentence.

*Example:* His girlfriend lives in ~~the~~ Oxford Street. ***in Oxford Street***

- 1 I like the classical music. I often go to the opera.
- 2 There is the fountain in Novosobornaya Square, opposite the main building of TUSUR.
- 3 TUSUR has big library.
- 4 Buildings of TUSUR are situated in different streets.
- 5 Tomsk is small railway centre.
- 6 The Drama Theatre is located in the Lenin Square.
- 7 President is the leader of a country.
- 8 Russian Federation is the largest country in the world.
- 9 Texas is a large state in the south of USA.
- 10 London is a capital of Great Britain.



### 14 Study the information. Choose the correct variant.

\* We also use ***the***:

- with names of hotels, cinemas, theatres, museums, restaurants:  
***the Ritz, the Odeon (cinema), the Globe (Theatre), the British Museum***
- with musical instruments:  
*play the piano, play the guitar*

BUT *play football*  
*play basketball* } **no article** with sports and games  
*play volleyball* }

\* In some common expressions, we use **no article**, often *after a preposition*:

(go) *to/* (be) *at/* (come back) *from school, university, college, work*  
 (be) *at home, go home* (go) *by car/ bus/ plane/ train*  
 (go) *to bed* (be/ go) *on holiday*  
*have breakfast/ lunch/ dinner*  
*at night* (BUT *in the morning/ afternoon/ evening*)

- 1 \_\_\_\_\_ Russian Federation is a member of the Council of Europe.  
a) a    b) the    c) –
- 2 \_\_\_\_\_ Red Square is \_\_\_\_\_ heart of \_\_\_\_\_ Moscow.  
a) a    b) the    c) –
- 3 The Savoy Hotel Moscow is in \_\_\_\_\_ Rozhdestvenka Street.  
a) a    b) the    c) –
- 4 \_\_\_\_\_ lot of Russian people go on holiday to \_\_\_\_\_ Black Sea.  
a) a    b) the    c) –
- 5 \_\_\_\_\_ Volga is the longest river in \_\_\_\_\_ Europe.  
a) an    b) the    c) –
- 6 \_\_\_\_\_ Tomsk is \_\_\_\_\_ old Siberian city.  
a) a    b) an    c) –
- 7 Is there \_\_\_\_\_ university in your town?  
a) a    b) the    c) an
- 8 There are \_\_\_\_\_ some useful books on the subject in  
\_\_\_\_\_ university library.  
a) an    b) the    c) –
- 9 I often go to \_\_\_\_\_ Kinomax cinema with my friends.  
a) a    b) the    c) –
- 10 I have \_\_\_\_\_ PC and \_\_\_\_\_ notebook.  
a) a    b) the    c) –
- 11 I go to \_\_\_\_\_ university at 8 in \_\_\_\_\_ morning and get home in \_\_\_\_\_ evening.  
a) a    b) the    c) –



**15 Put in the English equivalents of the nouns or phrases in brackets. Use *a/an* or *the* where necessary.**

- 1 It's 9 p.m. It's time to (*идти домой*).
- 2 Lisa and her sister are (*продавцы*).
- 3 I usually go (*в университет*) (*на машине*).
- 4 'Where is Kate?' 'She is (*в университете*).'
- 5 (*Учебный год*) consists of two terms.
- 6 There are a lot of universities all over (*страна*).
- 7 Postgraduates in Russia study three years to get (*учёная степень кандидата наук*).
- 8 Moscow is (*столица*) of (*Российская Федерация*).
- 9 (*Большой театр*) is a historic theatre in Moscow, Russia.
- 10 Tomsk is located on (*река Томь*).
- 11 There is (*кинотеатр*) in the shopping mall. The name of (*кинотеатр*) is («Гудвин»)

## 18 3D

### VOCABULARY

#### 1. Read and learn the words and phrases.

**prosthetic-протезный**

**nutritious-питательный**

**algae- морская водоросль**

**beetroot- свекла**

**disorder-расстройство, болезнь**

**disaster-катастрофа**

**crop- урожай**

**likewise-аналогично, подобно**

**nutrients- питательное вещество**

### READING

#### 2. Read and translate the text.

##### 3D printing: the future of food production?

3D printing is becoming more and more popular. We are now able to print things such as clothing, **prosthetic** limbs, musical instruments and prototype cars. People and businesses are able to create the things they need very quickly and easily using 3D printers.

But can you imagine printing food? Some scientists are trying to revolutionise the dining experience by doing this. They hope that having a 3D printer in the kitchen will become as commonplace as the microwave or blender. Scientists say that they are easy to use: you simply have to select a recipe and put the raw food 'inks' into the printer. You can also modify the instructions to make the food exactly how you want it. This means that it would be very quick and easy to create tasty and **nutritious** meals.

Using 3D printers to create your meals would also be saving the environment. There would be less need for traditional growing, transporting and packaging processes as food production would be a lot more efficient. For example, alternative ingredients such as proteins from **algae**, **beetroot** leaves and insects could be converted into tasty products!

Printing food could also help people who suffer from dysphasia (a swallowing **disorder**). They could program the printer to print softer versions of their favourite foods so that they would not have trouble swallowing them.

However, some people think that a future of 3D-printed food would be a **disaster**. It could take away many jobs, including those for growing, transporting and packaging

food. Imagine a world where there was no need for farming or growing **crops** and the same tastes and textures could be printed from a raw 'food ink'. **Likewise**, traditional cafés and restaurants might lose business. Also, there are concerns about the nutritional value of printed food: is it really possible to get the **nutrients** we need from food-based inks and gels?

What's more, cooking and eating together with family and friends has long been a traditional and enjoyable activity. It is hard to imagine a world where the pastime of cooking is dead and meals can be created at the touch of a button.

<http://learnenglishteens.britishcouncil.org/magazine/science-and-technology/3d-printing-future-food-production>

### 3. Are the statements true or false?

1. We are now able to print things such as clothing, **prosthetic** limbs, musical instruments and prototype cars.
2. 3D printer in the kitchen is commonplace as the microwave or blender now.
3. Using 3D printers to create your meals won't save the environment.
4. Printing food can help people who suffer from dysphasia.
5. 3D-printed food could take away many jobs, including those for growing, transporting and packaging food.
6. Traditional cafés and restaurants might lose business because of 3D- printed food.
7. We can get all the nutrients we need from food-based inks and gels.
8. Nowadays meals can be created at the touch of a button.

### 4. Find the English equivalents in the text.

- |                     |                       |
|---------------------|-----------------------|
| 1. конечность       | 7. страдать           |
| 2. опыт             | 8. исключать, удалять |
| 3. обычная вещь     | 9. сырой              |
| 4. изменять         | 10. ценность          |
| 5. окружающая среда | 11. чернила           |
| 6. превращать       | 12. занятие           |

# GRAMMAR

## The Participle

**Причастие** – это неличная форма глагола, которая называет действие как признак предмета или другого действия. Существуют два причастия. **Причастие I** в форме **Ving**, означает действие одновременно действию, выраженному глаголом-сказуемым предложения. **Причастие II** имеет одну форму (**Ved / V<sub>3</sub>**) и означает действие, которое испытывает (или испытывало) на себе лицо или предмет.

### 1 Read and translate the sentences.

- 1 The students *studying* at the universities passed entrance exams well.
- 2 The subjects *studied* in the first two years are very important for future engineers.
- 3 The lecture *delivered* by the professor was on new methods of technology.
- 4 The man *delivering* this lecture is the dean of our faculty.
- 5 An article *discussing* the new system of school education appeared in all newspapers.
- 6 The results of the experiments *discussed* yesterday will be published next week.
- 7 The attention *paid* to the study of fundamental subjects is great.
- 8 The number of specialists *connected* with new branches of science and engineering grows every year.

### 2 Choose the correct form of the participle.

- 1 A robot is a mechanical device *controlling* / *controlled* by a computer.
- 2 Students *studying* / *studied* at our university must know Mathematics well.
- 3 A smart card is a plastic card *containing* / *contained* a processor and memory chip.
- 4 The parts *producing* / *produced* by our plant are reliable.
- 5 The man *replacing* / *replaced* this device by a new one is our mechanic.
- 6 *Writing* / *written* in pencil the article was difficult to read.
- 7 When *translating* / *translated* the article he used no dictionary.
- 8 The data *obtaining* / *obtained* are in full agreement with the theory.
- 9 All components *needing* / *needed* for a computer are included on a single chip.
- 10 Scientists *working* / *worked* at new computers have a lot of different problems to solve.

### 3 Choose the correct form of the participle.

- 1 When *translating* / *translated* the article he used no dictionary.
- 2 The data *obtaining* / *obtained* are in full agreement with the theory.
- 3 The man *delivering* / *delivered* this lecture is the dean of our faculty.
- 4 A robot is a mechanical device *controlling* / *controlled* by a computer.
- 5 The man *replacing* / *replaced* this device by a new one is our mechanic.
- 6 The students *studying* / *studied* at the university passed entrance exams well.
- 7 The lecture *delivering* / *delivered* by the professor was on new methods of technology.



- 8 Scientists *working* / *worked* at new computers have a lot of different problems to solve.
- 9 The results of the experiments *discussing* / *discussed* yesterday will be published next week.
- 10 The subjects *studying* / *studied* in the first two years are very important for future engineers.

#### 4 Choose the correct form of the Participle.

- 1 She was reading the book **buying** / **bought** the day before.
- 2 When we came nearer, we saw two boys **coming** / **come** towards us.
- 3 **Going** / **gone** along the street, I met Mary and Ann.
- 4 It was not easy to find the **losing** / **lost** stamp.
- 5 Yesterday we were at a conference **organizing** / **organized** by the students of our faculty.
- 6 Do you know the girl **playing** / **played** in the garden?
- 7 I think that the boy **standing** / **stood** there is his brother.
- 8 Read the **translating** / **translated** sentences once more.
- 9 'Do you like the film?' he asked, **turning** / **turned** towards me.
- 10 Translate the words **writing** / **written** on the blackboard.

#### 5 Put the verb in brackets into the form of Participle I or Participle II. 10 points

- 1 The developers **(discuss)** this part of code asked for advice.
- 2 I helped my brother to solve the riddle **(write)** in his textbook.
- 3 The **(test)** method needed improvement.
- 4 The programming languages **(study)** in the first year at university are Pascal and C++.
- 5 A programmer **(design)** a database used Python.
- 6 When **(execute)** the command, the computer writes data on the hard drive.
- 7 Specialists **(train)** at our university work in different fields.
- 8 We listened to the **(speak)** lecturer very carefully.
- 9 The sequence **(read)** by the computer had a missing number.
- 10 The teacher **(program)** the chip showed us an example.

# 19 ANIMATION & VIRTUAL REALITY

## VOCABULARY

### 1. Read and learn the words and phrases.

**draw inspiration-** черпать вдохновение

**encourage-** поощрять

**lifelike-** реалистичный

**habitat-** естественная среда

**behaviour-** поведение

**eel-** мурена

**right up-** вплотную

**stay back-** отстать

**elaborate -** детально разрабатывать

### 2. Read and translate the text.

#### Animation & Virtual Reality

A new app will allow you to experience swimming in the ocean with fish, sharks, underwater plants and sunken boats – in virtual reality.

Dr Llyr ap Cenydd is a computer scientist but he **draws his inspiration** from the natural sciences. ‘I’ve always been fascinated how animation works in a game, how to bring characters to life. I couldn’t decide whether to be a biologist or a computer scientist.’

His latest app is called Ocean Rift and it is the latest in a long line of animations which have been influenced by science. Disney animators, for instance, were **encouraged** to visit zoos or even bring animals into the studio, to help make their animations more **lifelike**. But Llyr believes his app takes realism to a new level. ‘It’s about making virtual life,’ he explains. ‘For example, in Ocean Rift the animals are not animated like in a Disney movie – it actually swims, it flicks its tail, opens its mouth, blinks.’

#### Challenges

Modelling the unique **behaviour** of each animal was no easy task. Small animals like **eels** swim past you, but larger ones such as dolphins look at you and you can see their eyes move around. For Llyr, the dolphin was the most challenging creature to recreate because when you enter their **habitat**, they swim **right up** to you. He says, ‘you feel like they are invading your personal space as they are more than your arm’s width close to you. What happens then? Do they **stay back**? How often do they come up to you? It depends on how friendly it is.’

The mobile format also presented a challenge. Ocean Rift has been released for Samsung's Gear VR, a virtual reality headset for smartphones. 'I am used to working with £2,000-£3,000 machines that drive everything,' he explains. 'The Gear VR runs off a smartphone and not only are they tiny computers, there's nowhere for the heat to go. You can't put a fan on one'. Without the processing power and cooling systems of powerful desktop computers, the app needed optimisation to make a mobile version possible.

### New habitats

Samsung are releasing the Gear VR Innovator Edition in December and Llyr is already working on the next edition. 'It is divided into habitats, the dolphin habitat, whale one and so on and I will be adding more habitats.' And because he has done the hard work of making it work on a smartphone, when he transfers it back for bigger devices it can be more **elaborate**. 'It means I can have tens of thousands of fish all swimming around on the computer or on a PlayStation or whatever.

<http://learnenglishteens.britishcouncil.org/uk-now/science-uk/animation-and-artificial-intelligence>

### 3. Complete the sentences with the words from the box.

<b>creature</b>	<b>challenge</b>	<b>realism</b>	<b>swimming</b>
<b>around</b>		<b>virtual reality</b>	<b>animations</b>
<b>behaviour</b>	<b>animals</b>		

1. Modelling the unique \_\_\_\_\_ of each animal was no easy task.
2. A new app will allow you to experience swimming in the ocean with fish, sharks, underwater plants and sunken boats – in \_\_\_\_\_.
3. In Ocean Rift the \_\_\_\_\_ are not animated like in a Disney movie.
4. The dolphin was the most challenging \_\_\_\_\_ to recreate.
5. The mobile format also presented a \_\_\_\_\_.
6. Disney animators were encouraged to visit zoos to help make their \_\_\_\_\_ more lifelike.
7. A new app takes \_\_\_\_\_ to a new level.
8. I can have tens of thousands of fish all \_\_\_\_\_ on the computer.

### 4. Match two columns to make phrases.

1. stay	in the ocean
2. draw	behaviour
3. swimming	scientist
4. Disney	back
5. unique	edition
6. mobile	into
7. cooling	inspiration
8. next	format

9. divided	system
10. computer	animators

**5. Find the English equivalents to the words and phrases in the text.**

1. затонувший корабль
2. очаровывать
3. воплотить в жизнь
4. моргать
5. воссоздать
6. вторгаться

7. личное пространство
8. вызов
9. система охлаждения
10. делить
11. без разницы

# GRAMMAR

## Infinitive of purpose

We often use **to + the base form of the verb** (= the infinitive) to say why a person does something or why something happens.

*I'm going to America **to learn** English.*

*We need some money **to buy** food.*

### 6 Complete the sentences. Choose from the box. Translate the sentences.

robotics engineer    firewall    search engine    backup    hacker  
antivirus program    cracker    security specialist    ~~doctor~~    website

*Example:* A doctor examines a patient to find out what is wrong with them.

- 1 A \_\_\_\_\_ breaks a secure system *to gain access to confidential information or to destroy, modify or steal data.*
- 2 A network \_\_\_\_\_ builds firewalls and installs antivirus software on servers and computers within a network *to avoid breaches in security.*
- 3 A \_\_\_\_\_ uses a stolen serial number or a special tool *to break the software protection mechanisms.*
- 4 An \_\_\_\_\_ scans the computer *to detect and remove malicious files.*
- 5 A \_\_\_\_\_ searches the Internet *to find the information you want.*
- 6 A \_\_\_\_\_ uses cookies *to remember information about your visit*, like your language and other settings.
- 7 A \_\_\_\_\_ designs software systems *to control robotic systems.*
- 8 A \_\_\_\_\_ controls network traffic *to prevent unauthorized access to the network.*
- 9 A \_\_\_\_\_ is a copy of a computer document, programme etc. that we use *to recover lost data.*

### 7 Answer the questions with an infinitive of purpose.

*Example:* Why are you going to the café? To meet my friends.

- 1 Why do you go to university?
- 2 Why are you learning English?
- 3 Why are you doing your homework?
- 4 Why are you going to the gym?
- 5 Why do you need money?
- 6 Why do you use a computer?
- 7 Why do you set up a password for a website?
- 8 Why do you use a mobile phone?
- 9 Why do you watch television?
- 10 Why do people use robots?

**8 Write sentences to say why people go to the following places. Begin *You go***  
...

*Example:* a school ***You go to school to get an education.***

- 1 a driving school
- 2 a garage
- 3 a library
- 4 a book shop
- 5 a supermarket
- 6 a computer shop
- 7 the newsagent's
- 8 the chemist's
- 9 a hospital
- 10 a post office
- 11 a bank
- 12 a station
- 13 an airport
- 14 a restaurant
- 15 a cinema
- 16 a gym
- 17 a swimming pool
- 18 a football stadium

**9 Combine the following sentences into one using an infinitive of purpose.**

*Example:* We go to the *theatre*. We watch plays there.

***We go to the theatre to watch plays.***

- 1 We do *sport*. We want to keep fit and healthy.
- 2 We go to *work*. We need to earn money.
- 3 We earn *money*. We want to buy food, clothes, and things like a car or a home, to travel and help our families.
- 4 We watch *the news*. We want to know what is happening in the world around us.
- 5 We read *books*. We get information about different topics from them.
- 6 We learn *languages*. We need to understand people from different places and to communicate with them.
- 7 We participate in *conferences*. We want to discuss important matters, exchange information about them.
- 8 We use *the phone*. We speak to someone in another place by it.
- 9 We use *smartphones*. We make calls, send text messages, get directions, surf the web, play games, listen to music, and watch films on them.
- 10 We install and update *antivirus and antispyware programs*. We want to protect our computers.
- 11 We use *the Internet*. We search for information, contact people, shop online, play games, and do many other things on it.

**10 Use your own ideas to finish the sentences below. Use *to ...* .**

*Example:* I'm going to the shop ***to buy a newspaper.***

- 1 Charles wants to go to university \_\_\_\_\_.
- 2 David wants to study at Harvard University \_\_\_\_\_.
- 3 I'm studying at TUSUR \_\_\_\_\_.
- 4 I'm going to the library \_\_\_\_\_.
- 5 I often use a dictionary \_\_\_\_\_.
- 6 I'm going to the computer shop \_\_\_\_\_.
- 7 I want to watch television tonight \_\_\_\_\_.
- 8 I'm going to phone Alice \_\_\_\_\_.
- 9 I'm going to stay at home for the weekend \_\_\_\_\_.
- 10 I'm going out \_\_\_\_\_.
- 11 I'm going home now \_\_\_\_\_.
- 12 I'm very busy. I haven't got time \_\_\_\_\_.
- 13 Have you got time \_\_\_\_\_?
- 14 I need to borrow some money \_\_\_\_\_.
- 15 Everybody needs money \_\_\_\_\_.
- 16 I'm going to London \_\_\_\_\_.
- 17 I'd like to go to America \_\_\_\_\_.
- 18 I want to travel around the world \_\_\_\_\_.

**11 Translate these sentences from Russian into English.**

- 1 Том часто звонит родителям, чтобы спросить у них о здоровье.
- 2 По вечерам Джейн иногда включает телевизор, чтобы посмотреть новости и интересные программы.
- 3 Обычно я пользуюсь интернетом, чтобы найти информацию или пообщаться с друзьями в соцсетях (*in social networks*).
- 4 Я хочу загрузить новое приложение, чтобы открывать PDF-файлы.
- 5 У меня нет времени, чтобы играть в компьютерные игры.
- 6 Я планирую купить планшет, чтобы носить его с собой в университет.
- 7 Мой друг собирается накопить деньги, чтобы купить мощный (*powerful*) ноутбук.
- 8 Роберт хочет поступить в университет, чтобы изучать информационную безопасность.
- 9 Джон старательно учится, чтобы стать хорошим программистом.
- 10 Виктор изучает английский, чтобы получить хорошую работу.
- 11 На следующей неделе Линда едет во Францию, чтобы принять участие в конференции по (*on*) экономической безопасности.
- 12 Мэри каждый день пользуется электронной почтой, чтобы связаться с (*contact*) коллегами по работе в других регионах.

# 20 ESPORTS

## VOCABULARY

### 1. Read and learn the words and phrases.

facilitate-выполнять, проводить

tournament-матч, турнир

immerse- погружать

fusion-объединение

turn out- оказываться

loyal- преданный

survey- исследование

way back- давно

revoke-отменить

### 2. Match the terms from the box and their definitions.

facilitate	tournament	immerse	fusion	turn out
Loyal	survey	way back	revoke	ability

1. Investigate the opinions or experience of (a group of people) by asking them questions.
2. Possession of the means or skill to do something.
3. Arrange and take part in.
4. A series of contests between a number of competitors, competing for an overall prize.
5. The process or result of joining two or more things together to form a single entity.
6. Officially cancel.
7. Giving or showing firm and constant support to a person or institution.
8. Prove to be the case.
9. Long ago.
10. Involve oneself deeply in a particular activity.

### 3. Read and translate the text about eSports.

#### eSports

eSports (also known as electronic sports) are a form of competition that is **facilitated** by electronic systems, particularly video games. Popular electronic sports games are Counter-Strike, League of Legends, Warcraft, Starcraft, Dota 2, and Quake. Electronic Sports is played over the Internet or via LAN. Most commonly, eSports take the form of organized, multiplayer video game competitions, particularly between professional players. Professional leagues and **tournaments** provide live broadcasts of the competition, and prize money to competitors.



The most common video game genres associated with eSports are fighting, first-person shooter (FPS), real-time strategy (RTS), role-playing video game (RPG), and multiplayer online battle arena (MOBA).

- A fighting game is a video game in which two or more players battle for the winning spot, usually by fighting to the death or K.O.. Most fighting games have a selection of characters with different abilities.
- In a first-person shooter, a player sees through the eyes of a character. The character uses a gun to shoot objects or enemies. The character travels and shoots in a three-dimensional world.
- In real-time strategy games, every player has an army, a military base and people or vehicles (these are called units) to attack the other player(s). The player that destroys the base and the units of the other player(s) wins.
- In a role-playing video game, the player controls the actions of a character (and/or several party members) **immersed** in some well-defined world.
- In Multiplayer online battle arena games, a player controls a single character in one of two teams. The objective is to destroy the opposing team's main structure. MOBA games are a **fusion** of action games, role-playing games and real-time strategy games, in which players usually do not construct either buildings or units.

A stereotype was created in the early days of eSports, a false stereotype that only teenaged boys and men who lived in their parents' basements took video games that seriously. This, however, **turned out** to be false because many people each day play games passionately. The professional leagues of some of the most famous games have very **loyal** fan bases that are just as passionate as the fans of traditional sports are. According to a recent survey, 44 percent of eSports fans are parents and 38 percent are women.

Russia became the first country to recognize eSports officially **way back** in 2001, but five years later new administration decided to **revoke** that status. Now, with eSports' massive growth on a global scale, it's getting harder and harder to ignore. In 2016, the Russian Ministry of Sport recognized eSports as a sport discipline. eSport players will be able to earn titles such as 'Russian Master of Sports', 'International Master of Sports', and 'Honored Master of Sports of Russia.'

<https://en.wikipedia.org/wiki/ESports>

<https://www.topesportsbettingsites.com/esports-history/>

<https://dotesports.com/general/esports-is-a-sport-russia-3412>

#### 4. Find the English equivalents to the words and phrases in the text.

- |                          |                 |
|--------------------------|-----------------|
| 1. соревнование          | 6. увлеченно    |
| 2. транслировать         | 7. рост         |
| 3. шутер от первого лица | 8. игнорировать |
| 4. транспортное средство | 9. направление  |
| 5. разрушить             | 10. заслужить   |
|                          | 11. заслуженный |

5. Match two columns to make phrases.

1. earn	genre
2. false	scale
3. form of	money
4. military	growth
5. recent	strategy
6. prize	characters
7. selection of	ligue
8. massive	title
9. game	system
10. professional	base
11. electronic	survey
12. real-time	stereotype
13. global	competition

## GRAMMAR

### Verb + *to* + verb

We use the ***to* + the base form of the verb** after a number of common main verbs. These include:

<i>afford</i>	<i>forget</i>	<i>need</i>	<i>prepare</i>
<i>agree</i>	<i>help*</i>	<i>offer</i>	<i>refuse</i>
<i>ask</i>	<i>hope</i>	<i>plan</i>	<i>try</i>
<i>decide</i>	<i>learn</i>	<i>promise</i>	<i>want</i>
<i>fail</i>	<i>manage</i>		

*I want to speak to you.*                      *My brother is learning to drive.*

We also use ***to* + the base form of the verb** after ***would like***, ***would love*** and ***would prefer***.                      *I would like to meet Sarah.*

We do not use ***to*** after most modal verbs (***can***, ***may***, ***must***, ***should***).

***Can you drive?***

But we use ***to* + the base form of the verb** after ***be able*** (= 'can') and ***have*** in the meaning of 'need' or 'must':

*Irene won't be able to pass the exam.*                      *I have to go to Moscow tomorrow.*

\*We can also use *help* without ***to***:                      *Please, help me (to) find my keys.*

#### 1 Translate the sentences from English into Russian.

- 1 Young people often cannot *afford to buy* a home.
- 2 They will probably *agree to sell* the house for \$140,000.
- 3 You should *ask your father to give* you some advice.
- 4 If you *decide to shop* for things online, look for some reviews on the Internet.
- 5 Mark always *fails to arrive* on time.
- 6 Don't *forget to lock* the door.
- 7 These lessons *help me to improve* my English skills.
- 8 She *hopes to go* to university next year.
- 9 Today's children *learn to use* computers at an early age.
- 10 The hacker *manages to gain* access to anyone's computer in five minutes.
- 11 I *need to do* some shopping on my way home from work.
- 12 I think you should *offer to help* Jason with the report.
- 13 Do you *plan to leave* London in the distant future or the near future?
- 14 The four-year students *are preparing to take* their final exams.
- 15 You must *promise to call* your parents every week.
- 16 Pamela is very busy during the week, so she *refuses to work* on Saturdays.
- 17 We must *try to spend* less money.
- 18 Stephen *wants to enter* the university to become an IT security specialist.

## 2 Put in *to* where necessary.

*Example:* We can \_\_\_ - \_\_\_ speak English.

- 1 I'm going \_\_\_\_\_ ask James \_\_\_\_\_ help me with my homework.
- 2 I can't \_\_\_\_\_ find all the necessary information on the topic in this book.  
I think I'll \_\_\_\_\_ search the Internet for it.
- 3 Entrance exams don't *help the students* \_\_\_\_\_ choose their "dream" college.  
They help the colleges \_\_\_\_\_ choose their "dream" students.
- 4 Candidates must \_\_\_\_\_ answer two questions from each paper.
- 5 What do you hope \_\_\_\_\_ gain from the course?
- 6 Does he have \_\_\_\_\_ do exams this year?
- 7 The manager will \_\_\_\_\_ phone you later.
- 8 Jason wants \_\_\_\_\_ become a computer programmer.
- 9 I cannot \_\_\_\_\_ go there now – I have some work to do.
- 10 Prepare \_\_\_\_\_ work hard during the summer.
- 11 Jim always tries \_\_\_\_\_ use very secure passwords.
- 12 Only authorized users are able \_\_\_\_\_ modify the data when they need.
- 13 You shouldn't forget \_\_\_\_\_ log out of a website.
- 14 For elderly people it's often hard to learn \_\_\_\_\_ use a computer.
- 15 We cannot afford \_\_\_\_\_ make any mistakes at this stage in the project.

## 3 Complete the sentences with the proper form of a verb from the box.

<b>promise</b>	<b>need</b>	<b>afford</b>	<b>learn</b>	<b>help</b>	<b>ask</b>	<b>refuse</b>	<b>fail</b>
<b>try</b>	<b>agree</b>	<b>offer</b>	<b>want</b>	<b>prepare</b>	<b>manage</b>	<b>forget</b>	<b>like</b>

*Example:* I ***promise*** to be there by 6 p.m.

- 1 Diana sometimes loses her phone, but *she always* \_\_\_\_\_ to call you back.
- 2 \_\_\_\_\_ John to post those letters tomorrow.
- 3 I would \_\_\_\_\_ to make a phone call.
- 4 \_\_\_\_\_ to be more careful next time.
- 5 On cold mornings the car always \_\_\_\_\_ to start.
- 6 I'm afraid the team will \_\_\_\_\_ to reach the final this year.
- 7 The newspaper must \_\_\_\_\_ to apologize for the article.
- 8 Mark cannot \_\_\_\_\_ to fail in any of his exams.
- 9 I \_\_\_\_\_ to buy a laser printer.
- 10 *If you \_\_\_\_\_ to log out*, don't worry – *My Account* will automatically sign you out after 15 minutes of inactivity.
- 11 Computer security \_\_\_\_\_ to protect computers from unauthorized access.
- 12 The operating system is very old – you \_\_\_\_\_ to change it.
- 13 I \_\_\_\_\_ to program in Java and C++ now.
- 14 Mason \_\_\_\_\_ to go to University next year. He is in his final school year now.
- 15 We hope Mr Jackson will \_\_\_\_\_ to take part in our research project.

4 Put in the English equivalents of the verbs in brackets. Use *to* where necessary.

*Example:* I want (*поехать*) abroad in the summer.

I want to go abroad in the summer.

- 1 I'm planning (*закончить*) work on my term paper next week.
- 2 Mary often fails (*сдать*) an exam from the first.
- 3 Try (*делай*) the homework for every class.
- 4 Sometimes I decide (*провести*) the holidays with my family and don't go out.
- 5 My colleague never refuses (*работать*) on Saturdays.
- 6 He'd prefer (*не работать*) but he doesn't have much choice.
- 7 I think I'll agree (*переехать*) to Europe.
- 8 Computer security helps (*защитить*) digital equipment, information and services from unintended or unauthorized access, change or destruction.
- 9 Only authorized users can (*получить доступ к*) information on this computer.
- 10 Only authorized users are able (*изменить*) the data when they need.

### Verb + verb with *-ing*

We use the ***-ing forms*** of verbs after some common verbs:

<i>avoid</i>	<i>finish</i>	<i>stop</i>
<i>enjoy</i>	<i>mind</i>	<i>suggest</i>

We also use the ***-ing forms*** after ***go*** for sports and activities:

*Let's go skiing next weekend.*

We also use the ***-ing forms*** of verbs after verbs + a preposition:

*We are thinking of moving to San Francisco.*

12 Complete the sentences with the ***-ing form*** of a verb from the box.

**read** give get study spend do ring install ski talk  
skate read help write ask buy think meet hold

*Example:* I have a lot of books. I enjoy ***reading***.

- 1 We go \_\_\_\_\_ in the Swiss Alps every year.
- 2 You should avoid \_\_\_\_\_ too much time on playing computer games.
- 3 What do you think of \_\_\_\_\_ a computer on eBay?
- 4 When will you finish \_\_\_\_\_ the book? You must return it to the library on Friday.
- 5 That phone never stops \_\_\_\_\_!
- 6 Jill will finish \_\_\_\_\_ in Australia in 2021.

- 7 William suggested \_\_\_\_\_ the meeting on the hacking issues on Wednesday.
- 8 I don't mind \_\_\_\_\_ you with the article for the journal.
- 9 Sheila often goes \_\_\_\_\_ with her university friends in winter.
- 10 Stanley enjoys \_\_\_\_\_ programmes for iPhones and iPads.
- 11 You must avoid \_\_\_\_\_ any unnecessary information.
- 12 Stop \_\_\_\_\_, please. You are in class.
- 13 Do you mind \_\_\_\_\_ up early for university?
- 14 I'm thinking of \_\_\_\_\_ the new version of Windows.
- 15 I want to travel because I enjoy \_\_\_\_\_ people and seeing new places.
- 16 I always suggest \_\_\_\_\_ your parents for their opinion.
- 17 I can't stop \_\_\_\_\_ of the problem.
- 18 We are thinking of \_\_\_\_\_ a new experiment in the near future.

After some verbs, both the **-ing form** and **to + the base form of the verb** are possible without much change of meaning:

<i>begin</i>	<i>continue</i>	<i>start</i>
<i>hate</i>	<i>like</i>	<i>love</i>
		<i>prefer</i>

*Do you **like playing** computer games?      Do you **like to play** computer games?*  
*When do you **begin learning** the piano?      When do you **begin to learn** the piano?*

We can use either the **-ing form** or **to + the base form of the verb** after some verbs, but with a change in meaning:

<i>remember</i>	<i>stop</i>	<i>try</i>
-----------------	-------------	------------

*I don't **remember signing** a contract. (= I don't have it in my memory.)*  
***Remember to sign** the contract tomorrow. (= Don't forget to do it.)*  
*You should **stop working** late. (= You should finish doing it.)*  
*Let's **stop to have** a rest. (= Let's pause for a short time and have a rest.)*  
***Try searching** the web for the address. (= See if you can find the address on the web.)*  
*I'll **try to reach** Jack on the phone. (= It may be difficult but I'll make the attempt.)*

**13 Choose the correct verb form, to ... or -ing. Tick the sentences where both of them are possible.**

*Example: Do you want going/ to go to Europe for the New Year?    to go **is right***

- 1 Do you want to continue learning/ to learn English?
- 2 She hates making/ to make mistakes.
- 3 Thanks – I'd love taking/ to take part in the seminar.
- 4 Stop worrying/ to worry – we'll get there in time for the conference.
- 5 Remember calling/ to call me when you arrive!
- 6 When will you begin writing/ to write your report?

- 7 What are you trying doing/ to do?
- 8 My friend loves reading/ to read stories about computer hackers.
- 9 I remember reading/ to read something about it in the newspaper.
- 10 John isn't here. Try phoning/ to phone his home number.
- 11 Simon prefers travelling/ to travel over long distances by plane.
- 12 Please just don't stop thinking/ to think about the consequences.
- 13 I'd prefer discussing/ to discuss this issue right now.
- 14 I don't remember getting/ to get an email from Lisa.
- 15 I'll try repairing/ to repair your computer tomorrow.
- 16 Try using/ to use a tablet computer. I'm sure you'll like it.
- 17 The company started developing/ to develop a new supercomputing technology last year.

**14 Put the verb in the right form, to ... or -ing.**

*Example:* I enjoy **working** (work) on my new computer.

- 1 When the lecturer finishes \_\_\_\_\_ (speak), you can ask him questions.
- 2 I think I'll stop \_\_\_\_\_ (work) when I'm 65.
- 3 Why did you decide \_\_\_\_\_ (take) part in the contest?
- 4 We can't afford \_\_\_\_\_ (wait) any longer or we'll miss the plane.
- 5 Gillian is preparing \_\_\_\_\_ (leave) for Berlin on Thursday.
- 6 Do you enjoy \_\_\_\_\_ (visit) other countries?
- 7 I don't mind \_\_\_\_\_ (use) the Internet for research.
- 8 The company is planning \_\_\_\_\_ (start) the production of these new industrial robots in autumn.
- 9 I'd prefer \_\_\_\_\_ (keep) the information secret. It is rather sensitive.
- 10 We hope \_\_\_\_\_ (protect) our network with the new security software.
- 11 I'll help you \_\_\_\_\_ (choose) the best antispyware programme.
- 12 Would you like \_\_\_\_\_ (hack) into somebody's home computer?

**15 Complete these sentences. Write about yourself. Use to ... or -ing.**

- 1 I love \_\_\_\_\_
- 2 I enjoy \_\_\_\_\_
- 3 I don't like \_\_\_\_\_
- 4 Tomorrow I'd like \_\_\_\_\_
- 5 When I'm on holiday, I like \_\_\_\_\_
- 6 I don't mind \_\_\_\_\_ but \_\_\_\_\_
- 7 I wouldn't like \_\_\_\_\_
- 8 I hope \_\_\_\_\_
- 9 I remember \_\_\_\_\_
- 10 I often (sometimes) forget \_\_\_\_\_

## СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

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