

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

Белорусский национальный технический университет

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Кафедра «Информационные технологии в управлении»

А. Е. Голикова  
А. А. Шапаренко

# ТЕКСТЫ НА АНГЛИЙСКОМ ЯЗЫКЕ ДЛЯ ЧТЕНИЯ И ПЕРЕВОДА

Пособие для студентов дистанционной формы обучения  
МИДО БНТУ специальностей

1-40 01 01 «Программное обеспечение информационных технологий»,  
1-40 05 01 «Информационные системы и технологии (по направлениям)»

В 2 частях

Часть 1

*Рекомендовано учебно-методическим объединением по образованию  
в области информатики и радиоэлектроники*

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Рецензенты:  
зав. кафедрой фонетики английского языка МГЛУ,  
канд. филол. наук *В. В. Яскевич*;  
зав. кафедрой иностранных языков № 1 БГУИР,  
канд. филол. наук, доцент *Т. Г. Шелягова*;  
канд. пед. наук, доцент кафедры иностранных языков № 1 БГУИР  
*О. М. Зезюноква*

**Голикова, А. Е.**

Г60      Тексты на английском языке для чтения и перевода : пособие для студентов дистанционной формы обучения МИДО БНТУ специальностей 1-40 01 01 «Программное обеспечение информационных технологий», 1-40 05 01 «Информационные системы и технологии (по направлениям)» / А. Е. Голикова, А. А. Шапаренко. – Минск : БНТУ, 2017. – 138 с.  
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Пособие имеет узкопрофессиональную направленность и ориентировано на обучение профессиональному иностранному языку студентов IT-специальностей дистанционной формы обучения. Основной целью издания является развитие и совершенствование всех видов чтения (изучающего, ознакомительного, просмотрового, поискового).

Издание является первой из двух частей пособия и включает в себя тексты, лексико-грамматические упражнения, коммуникативные упражнения, контрольные работы, грамматический справочник, словарь компьютерной лексики и ключи для самоконтроля. Тексты заимствованы из оригинальных источников научно-популярного жанра и содержат высокий процент профессиональной лексики.

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## TEXTS FOR READING, TRANSLATING AND DISCUSSING

### Unit I. COMPUTERS IN OUR LIFE

“The computer was born to solve the problems that didn’t exist before”  
Bill Gates

#### Text 1 «Before the Computer»

1. Прочтите стихотворение «Before the computer».
2. Прочтите и переведите выделенные курсивом слова. Какое значение приобрели эти слова в связи с изобретением компьютера?

#### Before the computer

An *application* was for employment  
A *program* was a TV show  
A *cursor* used profanity  
A *keyboard* was a piano!

*Memory* was something that you lost with age  
A *CD* was a bank account!  
And if you had a broken *disk*,  
It would hurt when you found out!

*Compress* was something you did to garbage  
Not something you did to a *file*  
And if you *unzipped* anything in public  
You'd be in jail for a while!

*Log on* was adding wood to a fire  
*Hard drive* was a long trip on the road  
A *mouse pad* was where a mouse lived  
And a *backup* happened to your commode!

*Cut* – you did with a pocket knife  
*Paste* you did with glue  
A *web* was a spider's home  
And a *virus* was the flu!

I guess I'll stick to my pad and paper  
And the *memory* in my head  
I hear nobody's been killed in a *computer crash*  
But when it happens they wish they were dead!

Okay, so you're 10 years old, you have a laptop, iPod, Facebook and a Blackberry...  
Dude, when I was 10 I only had 1 thing to play with...  
It was called "OUTSIDE."



**3. Заполните пропуски в предложениях словами, выделенными курсивом в стихотворении (первая буква слова дана в качестве подсказки).**

- a) A C\_\_\_\_\_ can store much data.
- b) The module provides 16Mb of m\_\_\_\_\_.
- c) A computer v\_\_\_\_\_ can cause system failure, wasting computer resources, corrupting data, etc.
- d) We c\_\_\_\_\_ large files to reduce downloading time.
- e) People use a search engine such as Google to locate data via the w\_\_\_\_\_.
- f) I sat down at the computer, moved the m\_\_\_\_\_ and opened a browser.
- g) It is easy to c\_\_\_\_\_ and p\_\_\_\_\_ the text if necessary.
- h) This allows the user to move the c\_\_\_\_\_ to the edge of the screen and as a result, the camera will move in the same direction.
- i) A m\_\_\_\_\_ and a computer k\_\_\_\_\_ are fine for word processing but not for recording and mixing.

**4. Прокомментируйте часть стихотворения, которая показалась вам наиболее интересной. Объясните почему.**



**Grammar Focus**

**5. Используйте нужную форму глагола «to be» в следующих предложениях:**

	<b>Present</b>	<b>Past</b>	<b>Future</b>
He/she/it (3 л. ед. ч.)	<b>is</b>	<b>was</b>	<b>will be</b>
I	<b>am</b>	<b>was</b>	
We/you/ They	<b>are</b>	<b>were</b>	

- a) An application *is/are* a program designed to fulfil a particular purpose.
- b) A program *are/is* a series of coded software instructions to control the operation of a computer or other machine.
- c) A cursor *am/is* a movable indicator on a computer screen.
- d) A keyboard *is/are* a panel of keys that operate a computer or typewriter.
- e) A mouse pad *are/is* a piece of rigid material on which a computer mouse is moved.
- f) Files *are/is* collections of data, programs, etc., stored in a computer's memory or on a storage device under a single identifying name.

## Text 2 «What is a Computer?»

1. Подберите к словам 1–4 близкие по значению слова a–d. Если необходимо, воспользуйтесь словарем.

- |               |                     |
|---------------|---------------------|
| 1) to evolve  | a) to help          |
| 2) to aid     | b) to calculate     |
| 3) to compute | c) to make possible |
| 4) to enable  | d) to develop       |

2. Прочтите текст и заполните пропуски подходящей фразой a–d.

a) which **enables** them to perform a vast number of calculations or computations in less than no time.

b) which were invented in the last century, and have **evolved** into modern computers we use today.

c) where input, output and processing are simply the act of moving the beads into new positions, seeing the changed positions, and counting.

d) which **aids** humans in performing various kinds of computations or calculations.

### What is a computer?



In its most basic form a computer is any device  
1) \_\_\_\_\_. The earliest computer was the abacus, used to perform basic arithmetic operations.

Every computer supports some form of input, processing, and output. This is less obvious on a primitive device such as the abacus  
2) \_\_\_\_\_. Nevertheless, this is what **computing** is all about. We input information, the computer processes it according to its basic logic or the

program currently running, and outputs the results.

Modern computers do this electronically 3) \_\_\_\_\_. Despite the fact that we currently use computers to process images, sound, text and other non-numerical forms of data, all of it depends on nothing more than basic numerical calculations. Graphics, sound, etc. are abstractions of the numbers. Every image, every sound, and every word have a corresponding binary code. While abacus may have technically been the first computer most people today associate the word “computer” with electronic computers 4) \_\_\_\_\_.



### 3. Определите предложения как верные (В) и неверные (Н).

- The abacus was the first type of the computer. \_\_\_\_
- The use of the computer depends on basic numerical calculations. \_\_\_\_
- Binary codes belong to images, sounds, and words. \_\_\_\_\_

### 4. Заполните пропуски подходящим словом в нужной форме Present Simple (V/V<sub>s</sub>/es).

*Пример: Every computer supports (Present Simple) some form of input, processing, and output.*

*enable*

*aid*

*evolve*

*calculate*

- He's written a piece of software which \_\_\_\_\_ your tax returns for you.
- Let's have a closer look at how the computer technology \_\_\_\_\_.
- Computerization \_\_\_\_\_ us to do away with a lot of paperwork.
- Many books and learning programs \_\_\_\_\_ us in achieving our goal.

### 5. Найдите эквиваленты на английском языке в тексте.

Счеты, устройство, тем не менее, в этом суть процесса компьютерных вычислений, позволять/давать возможность, вводить данные, выдавать результат, обрабатывать.

### 6. Ответьте на вопросы.

- Does the computer aid humans in performing various kinds of computations or calculations?
- What does every computer support?
- What depends on basic numerical calculations?
- What do most people today associate the word “computer” with?

### 7. Используя факты из текста, расскажите, что нового Вы узнали об истории компьютера?

#### Text 3 «Computer for work and leisure»

### 1. Прочтите заглавие и скажите, о чем (о ком), по вашему мнению, будет идти речь в тексте. Используйте следующие фразы для ответа:

- *I suppose the text is about* \_\_\_\_\_
- *I think* \_\_\_\_\_
- *I guess* \_\_\_\_\_
- *In my opinion* \_\_\_\_\_



2. Бегло просмотрите текст и из трех картинок (А, В, С) выберите ту, которая соответствует содержанию текста.

А



В



С



### Computer for work and leisure

*The computer is a device that **processes** information with surprising speed and accuracy. Computers process information. They **create** data, display and store it, reorganize and calculate with it, communicate it to other computers. Computers can process numbers, words, pictures, moving pictures, and sounds. The computer **has changed** the way we work, learn, communicate, and play. Students, teachers, and research scientists **use** the computer as a learning tool. Millions of individuals and organizations communicate with one another over a network of computers called the Internet.*

Almost all computers **are** electronic digital computers.

The technology of computer hardware (the physical parts of computer systems) **has advanced** tremendously since 1946, when the first electronic digital computer was built. That machine **filled** a huge room. Today, a single microprocessor, a device the size of a fingernail, can do the same work.

The technology of software (programs, or sets of computer instructions and information) **is also advancing** rapidly. Early users of computers **wrote** their own software. Today, most users buy programs created by companies that specialize in writing software.

Because of advances in hardware and software, the price of computing **has dropped** sharply. As a result, the number of computers in operation **has risen** rapidly ever since the first commercial digital computers were manufactured in the 1950's. More than 10,000 computers **were** in operation worldwide by 1961. Ten years later, the number **exceeded** 100,000. By 1990, about 100 million computers **were running**. By the mid-1990's, the number **had reached** about 200 million.



**3. Посчитайте, во сколько раз увеличилось количество компьютеров с 1960-х до 1990-х.**

**4. Найдите в тексте определение следующих слов:**

1. A computer is \_\_\_\_\_.
2. A microprocessor is \_\_\_\_\_.

**5. Отметьте в тексте предложения, дающие ответы на вопросы.**

1. What is the computer's main function?
2. What do computers do to process information?
3. What kind of information can computers process?
4. How has the computer changed the world?
7. How has hardware advanced since 1946?
8. How has the technology of software changed?
9. Why has the price of computer dropped sharply?



**6. Поставьте к тексту несколько вопросов и задайте их вашему товарищу. Затем ответьте на его вопросы (смотрите «Grammar Reference» → «Структура предложения»).**



**Grammar Focus**

**7. Определите видовременную форму выделенных глаголов (смотрите «Grammar Reference» → «Глагол. Видо-временные формы»).**

**8. Переведите фрагмент, выделенный курсивом на русский язык.**

#### **Text 4 «Computerization»**

**1. Прочтите текст и выпишите слова, которые наиболее четко и лаконично выражают главную мысль автора. Выберите правильную форму выделенных глаголов.**



#### **Computerization**

A. “Computerization” refers to worldwide technology integration and adoption of computers and other electronic IT devices, along with the Internet, to support the activities that people do in the course of their daily lives. A person who **(use/uses)** a computer online exemplifies computerization.

Thus, computerization generally has to do with the integration of IT devices and computerized systems into communications, transportation, manufacturing, military weaponry, entertainment systems, and virtually all other technological areas of modern life.

**B.** *The process of computerization (**begin/began**) in the late 1940s with the invention of modern computers to provide missile guidance systems (системы наведения ракет) for the US military. However, it (**was/were**) not until 1969 with the invention of the Advanced Research Project Agency Network (ARPANET) that computerization as we now understand it really began to expand. ARPANET laid the foundation for the Internet in 1983, its commercialization in 1988, and finally the World Wide Web in 1991. Over this period of time, extending half a century, what began as a small number of mainframe computers evolved into personal computers (PCs) that have been widely adopted for academic, government, business, nonprofit organization, and individual user purposes.*

**C.** Today approximately 2 billion computers (**exist/exists**) on the Earth, with over 3 billion individual users of the Internet. Utilization of the Internet (**expanded/expand**) nearly 275 % from 2000 to 2008. In 2015 in North America alone approximately 88 % of the domestic population (314 million out of 357 million people) used the Internet regularly. North America represents approximately 9.3 % of worldwide Internet users. And there (**are/is**) currently over 1 billion Web sites existing on the World Wide Web, with thousands of new Web sites created every day.

**D.** Today digital computers, IT devices, and plug-in media/components (**is/are**) increasingly smaller, portable, and much more affordable. They (**have**) faster processing speeds, greater memory, and increasingly more built-in functions. Several manufacturers integrate personal digital assistant (PDA) and cellular phone capabilities, and it is difficult to purchase a cell phone without a built-in digital camera.

**2. Выберите из данных утверждений те, которые не упоминались в тексте.**

a. A person who uses a computer online is a good example of computerization.

b. The best modern computer was invented in the late 1940s.

c. Computerization integrates IT devices and computerized systems into communications, transportation, manufacturing, military weaponry, entertainment systems, and virtually all other technological areas of modern life.

d. Today approximately 4 thousand laptops exist on the Earth.

e. More than 2 billion people use the Internet in their everyday life.

f. ARPANET was invented in 1969.

g. Digital cameras are less popular than cellular phones.

### 3. Поставьте оставшиеся утверждения в правильном порядке.

1. In North America alone nearly 90 percent of the domestic population use the Internet regularly.
2. Around 40% of the world population has an internet connection today.
3. First computers were huge, expensive and difficult to use.
4. Over 1 billion Web sites exist on the World Wide Web and thousands of new Web sites are created every day
5. The invention of ARPANET gave rise to the World Wide Web in 1991.
6. Digital computers of today are light, inexpensive and multifunctional.
7. Computerization is about the integration of IT devices and computerized systems into many areas of modern life.
8. The first two nodes that formed the ARPANET were UCLA (University of California, Los Angeles) and the Stanford Research Institute, followed shortly thereafter by the University of Utah.

**4. Сформулируйте основной вопрос, который обсуждается в каждом абзаце (A–D). Используя вопросы, перескажите текст письменно.**



### Grammar Focus

**5. Запишите словами все даты и числа из текста.**

**6. а. Обращаясь к тексту, образуйте однокоренные слова с помощью суффиксов *-ize, -ify, -ation, -ment, -ity, -ive, -ic, -al, -able*. Назовите, к какой части речи относятся образованные слова.**

technology –	found –	invent –
transport –	connect –	integrate –
example –	expand –	adopt –
computer –	utilize –	communicate –
academy –	entertain –	afford –
person –	final –	
digit –	approximate –	
virtual –	current –	
active –	regular –	
capable –	general –	
commercial –		

**б. Какие из суффиксов используются для образования существительных, глаголов, прилагательных?**

**с. Переведите образованные слова без словаря.**

**7. Переведите выделенный курсивом фрагмент на русский язык.**

## Text 5 «ARPANET»

### 1. Прочтите заглавие и ответьте на вопрос What is ARPANET?

Используйте следующие фразы для ответа:

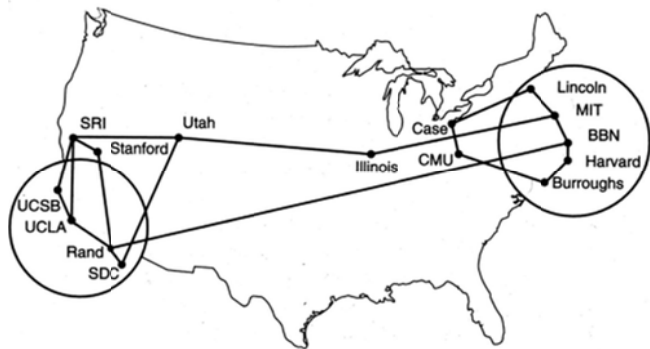
- *I suppose ARPANET*
- *I think*
- *I guess*
- *In my opinion*

### 2. Прочтите текст и ответьте на вопросы.

- *Who and why created ARPANET?*
- *Who were its first users?*

## ARPANET

The precursor to the Internet, ARPANET was a large wide-area network created by the United States Defense Advanced Research Project Agency (ARPA). Established in 1969, ARPANET served as a testbed for new networking technologies, linking many universities and research centers. The first two nodes that formed the ARPANET were UCLA and the Stanford Research Institute, followed shortly thereafter by the University of Utah.



### 3. Для какой читательской аудитории этот текст представляет интерес?

## Text 6 «Packet switching»

### 1. Просмотрите выделенные в тексте слова и охарактеризуйте текст.

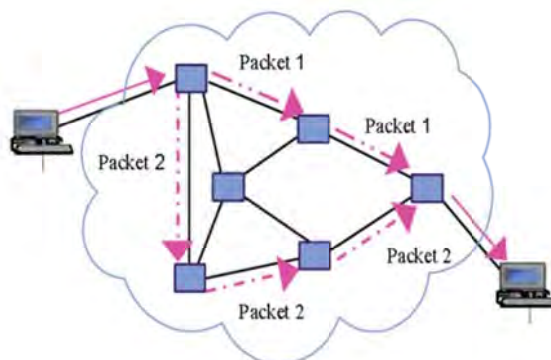
### 2. Просмотрите текст и определите, есть ли в тексте ответы на следующие вопросы:

- *What are protocols?*
- *How do messages get transmitted with the help of packet switching technologies?*

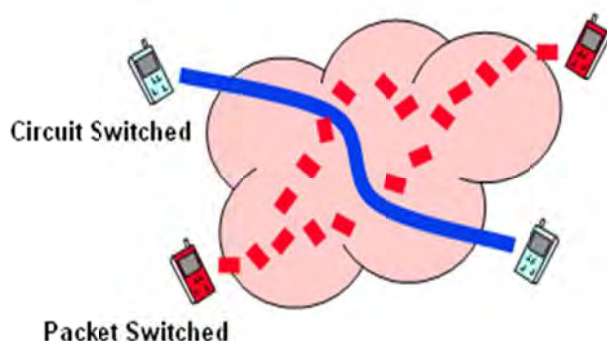
- How do packet-switching and circuit-switching technologies differ?
- What are they used for?

## Packet switching

Refers to **protocols** in which messages are divided into packets before they are sent. Each packet is then transmitted individually and can even follow different routes to its destination. Once all the packets forming a **message** arrive at the destination, they are recompiled into the original message.



Most modern **Wide Area Network** (WAN) protocols, including TCP/IP, X.25, and Frame Relay, are based on packet-switching technologies. In contrast, normal **telephone service** is based on a **circuit-switching technology**, in which a dedicated line is allocated for transmission between two parties. Circuit-switching is ideal when data must be **transmitted quickly** and must arrive in the same order in which it's sent. This is the case with most real-time data, such as live audio and video. **Packet switching** is more efficient and robust for data that can withstand some delays in transmission, such as e-mail messages and Web pages.



A new technology, **ATM**, attempts to combine the best of both worlds – the guaranteed delivery of circuit-switched networks and the robustness and efficiency of **packet-switching networks**.

**3. Подумайте и скажите, как и где можно использовать извлеченную из текста информацию.**

### Text 7 «ATM»

**1. Просмотрите текст и расшифруйте аббревиатуру, которая является заглавием текста.**

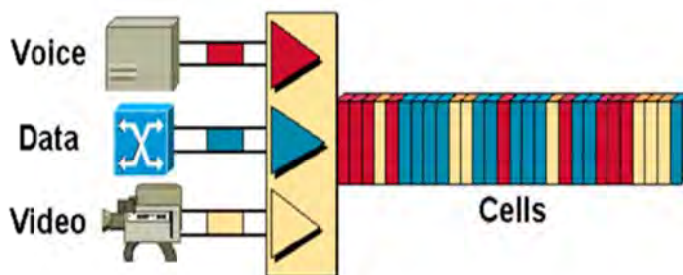
**2. Определите, освещаются ли в тексте следующие вопросы:**

- Is ATM short for Asynchronous Transfer Mode?
- In what ways is ATM similar to and different from the transmission technologies mentioned above?
- What are the advantages and disadvantages of ATM?

**3. Прочтите текст и разделите его на три смысловые части (вводную, основную и заключительную).**

### ATM

Short for Asynchronous Transfer Mode, a network technology is based on transferring data in cells or packets of a fixed size. The cell used with ATM is relatively small compared to units used with older technologies. The small, constant cell size allows ATM equipment to transmit video, audio, and computer data over the same network, and assure that no single type of data hogs the line. Some people think that ATM holds the answer to the Internet bandwidth problem, but others are skeptical. ATM creates a fixed channel, or route, between two points whenever data transfer begins. This differs from TCP/IP, in which messages are divided into packets and each packet can take a different route from source to destination. This difference makes it easier to track and bill data usage across an ATM network, but it makes it less adaptable to sudden surges in network traffic.



Asynchronous Transfer Mode - ATM, attempts to combine the best of both worlds -- the guaranteed delivery of circuit-switched networks and the robustness and efficiency of packet-switching networks.

**4. Назовите каждую часть.**

1. ....
2. ....
3. ....

**Используя полученный план, кратко изложите основную информацию текста.**

### Text 8

**1. Просмотрите текст. Выберите подходящий заголовок для него.**

- Computer functions*
- Modern accounting firms*
- The use of computers in accounting*

**2. Найдите в тексте слова, сходные с русскими, которые вы можете понять без перевода.**

**3. Прочтите текст и подберите соответствующие окончания для предложений в тексте:**

- a) whenever it is needed;
- b) which performs a mathematical operation;
- c) to change with just a few keystrokes;
- d) it does certain jobs better and more efficiently than humans;
- e) they are used so much in business, industry, and research.



A computer like any other machine is used because 1) \_\_\_\_\_. It can receive more information and process it faster than any human. The speed at which a computer works means it can replace weeks or even months of pencil-and-paper work. Therefore computers are used when the time saved offsets their cost which is one of the many reasons 2) \_\_\_\_\_.

Modern accounting firms use spreadsheet software to do complicated calculations. They can provide their clients with an up-to-date report 3) \_\_\_\_\_. This software has many functions and can be integrated with other software. The spreadsheet's basic component is a cell. This may contain a formula 4) \_\_\_\_\_. It could also contain a label or data. The former describes the information on the worksheet. The latter is the information itself.

The worksheet is the basic work area of a spreadsheet program. It is made up of cells arranged in rows and columns. The number of these varies depending on the software you are using. You can change the width and format of cells. Such parameters are usually quite easy 5) \_\_\_\_\_.

**4. Составьте вопросы из слов, соблюдая структуру вопросительного предложения (смотрите «Grammar Reference» → «Типы вопросов. Порядок слов в вопросительном предложении»). Ответьте на полученные вопросы.**

- the computer, is, why, used, widely?
- speed, what, the computer, does, mean?
- do, what modern, use, account firms?
- the worksheet, what, is?

**5. Сделайте текст максимально коротким, удалив предложения, которые содержат второстепенную информацию.**



## 6. Подберите антонимы к словам:

the former –	up-to-date –
better –	easy –
fast –	a few –

## 7. Переведите предложения на английский язык, используя лексику текста.

1. Компьютеры обрабатывают данные быстрее и эффективнее, чем человек.
2. Компьютеры используют в промышленности, если выигрыш по времени превышает денежные затраты на их обслуживание.
3. Скорость работы компьютера позволяет выполнить за час недельный объем бумажной работы.
4. Основным элементом крупноформатной электронной таблицы является ячейка.



## Grammar Focus

## 8. Употребите прилагательные в скобках в правильной форме (смотрите «Grammar Reference» → «The adjective. Имя прилагательное»).

1. The computer does certain jobs (good) and (efficiently) than humans.
2. It can calculate much (fast) than any human.
3. IBM PCs are (expensive) than their Apple counterparts.
4. This spreadsheet is (complicated) program of all I've ever worked with.
5. Accountants' work has become far (easy) with the invention of calculator.

## Text 9

1. Прочтите только заглавие текста. Ответьте на вопрос, содержащийся в нем.

2. Просмотрите текст и найдите ответ на этот вопрос.

3. Прочтите текст, обращая особое внимание на числительные. Запишите их словами, произнесите вслух.

**How many websites are there? – So, so, so many**

Most webpages die after a couple of months. The **average lifespan** is something like 100 days. That's longer than it used to be. In the late 1990s, the typical webpage **lasted for** around 44 days.



According to statistics, in 1994 there were fewer than 3,000 websites online. By 2014, there were more than 1 billion. That represents a 33 million percent increase in 20 years. That's nuts!

*Various estimates say about three-quarters of websites are live but inactive.*

*The web's **ephemerality** also means the precise number of websites at any given time **fluctuates** quite a bit. For instance, according to the site Internet Live Stats, there are now 935,950,654 websites as of this writing. (Now 935,950,713. Wait, 935,950,801. You get the idea.) «This is due to the monthly fluctuations in the count of inactive websites», according to the site. «We do expect, however, to **exceed** 1 billion websites again sometime in 2016».*

*The **weird** thing is most of these sites exist without being seen. The average person doesn't **venture** very far across the web, only visiting 96 separate domains per month, according to a Nielsen estimate in 2013.*

*In August 1999, Google was **fielding** 3 million search queries per day. A year later, that number had **leaped** to 18 million search queries per day. In 2016 Google was serving more than 3.5 billion searches per day – equivalent to 40,000 searches every second.*

Even as most websites **flicker in and out of existence at a rapid clip**, you can still find some real **antiques** out there. There still exist some ancient websites like CNN's 1996 year in review, the old Bob Dole presidential-campaign website, and the search engine IFindIt.com, which you can see but it doesn't seem to actually work.

When I started writing this morning, Internet Live Stats told me there were 935,939,044 websites online. Now there are 935,951,027 – almost 12,000 more websites! I have no idea how many disappeared in this time. Which brings me back to a truth about the Internet that's often **acknowledged** but still **hard to grasp**: It's always changing. I mean, always, ALWAYS. And though the web is never what it used to be, you can still find little **traces** of its previous **iterations**, if you know where to look.

**4. Определите, верны или неверны утверждения. Верные утверждения подтвердите фактами из текста. Неверные исправьте.**

1. In the late 1990s, the typical webpage lasted for around 100 days.
2. The number of websites increased by 33 hundred percent from 1994 to 2014.
3. It's rather difficult to give the precise number of websites.
4. The average person visits about 96 separate domains per year.

5. In 2000 Google was fielding 3 million search queries per day.
6. The search engine IFindIt.com is still live and active.
7. The Internet is always changing.

**5. Соотнесите английские и русские эквиваленты и переведите на русский язык предложения с выделенными словами.**

- |  |  |
|--|--|
| <p>A. 1) average<br/>2) lifespan<br/>3) antique<br/>4) traces<br/>5) iterations<br/>6) ephemerality<br/>7) weird</p>                   | <p>a) продолжительность жизни<br/>b) изменчивость, быстротечность<br/>c) следы<br/>d) странный, непонятный<br/>e) средний<br/>f) антиквариат<br/>g) версии, варианты</p> |
| <p>B. 1) to last (for)<br/>2) to fluctuate<br/>3) to exceed<br/>4) to venture<br/>5) to field<br/>6) to leap<br/>7) to acknowledge</p> | <p>a) признавать<br/>b) превышать<br/>c) длиться, существовать<br/>d) отвечать<br/>e) резко меняться<br/>f) колебаться, меняться<br/>g) отважиться</p>                   |
| <p>C. 1) flicker in and out of existence<br/>2) at a rapid clip<br/>3) hard to grasp</p>   | <p>a) тяжело понять<br/>b) появляться и исчезать<br/>c) быстро</p>   |

**6. Определите, к какому стилю речи (научному, публицистическому, художественному, официально-деловому или разговорному) относится этот текст. Найдите в тексте характерные признаки стиля.**

**7. Переведите выделенный курсивом фрагмент на русский язык.**

**8. Составьте на основании текста диалог-интервью в парах.**



**Student A is a journalist writing an article about the Internet changes.**

**Student B is a statistical data analyst possessing the necessary information.**



## Grammar focus

**9. Изучите раздел грамматического справочника о числительных и выполните упражнения на числа и символы.**

**A. Каждое выражение содержит ошибку. Найдите и исправьте ее.**

1. Three past half.
2. One thousand and two hundred and twenty-two.
3. A quarter to seven o'clock.
4. Flight number – BA eight hundred fifty eight.
5. Five o'clock pm.
6. The room is three metres at four metres.
7. Three hundreds of people.
8. Four point five hundred and sixty-nine.
9. Two and a half pounds (£2.50).

**B. Запишите числа словами.**

1. 1 1/2h \_\_\_\_\_
2. 2.075 \_\_\_\_\_
3. 00 – 44 – 1424 – 223344 \_\_\_\_\_
4. 11.50am (two ways) \_\_\_\_\_
5. 33.63% \_\_\_\_\_
6. 125 \_\_\_\_\_
7. BA356 \_\_\_\_\_
8. 12.11.1995 (two ways – GB and US) \_\_\_\_\_
9. 2016 (two ways) \_\_\_\_\_
10. 100 km \_\_\_\_\_

**C. Запишите выражения словами, включая цифры и символы.**

**Model:** learning.English@bbc.co.uk – learning *dot* English *at* bbc *dot* co *dot* uk

1. <http://www.comacol.co.uk>.
2. malpress@aol.com.
3. <http://amecenter.ucsf.edu/>.
4. Credit note No. 75/12C.
5. The rate is £62/person/day, including VAT.
6. Items marked \* carry a 20% discount.
7. £1 = \$1.65 approx.
8. The password is a;4\_g60\r8.
9. The room is about 3m x 4m.
10. My account number is 32-26-42.
11. You can use symbols like % : \* @ ( ) in your password.

**D. Перепишите предложения, используя цифры и символы вместо слов.**

1. How to find Microsoft Word in Windows:
  - In Windows Click Start.
  - In the search type word and if Word is installed should show in the results.For example, you may see Microsoft Word two thousand and ten, Microsoft Word two thousand and thirteen, or Microsoft Word three hundred sixty-five.
2. Visit WinRAR home page <http://www.rarsoft.com>.
3. To use Google visit <http://docs.google.com>.
4. Pz slash one uses sixty symbols.
5. As far as I know they created this password using six digits and three special characters
6. Zero point twenty-five divided by twenty-five equals zero point zero one.
7. Credit note number eight four two slash three nine B.
8. The computer laboratory is large enough: six metres by four metres.
9. You can reach my company's Web site by typing into a browser either [microsoft.com](http://microsoft.com) or [www.microsoft.com](http://www.microsoft.com) – but *www* in *quotation marks* is not part of the domain name.



**SPEAKING**

Подготовьтесь к обсуждению в группе следующей темы “How the invention of computer has changed the world”.



**WRITING**

Напишите эссе на тему “The Role of Computers in the Modern World”.

## Unit II. TYPES OF COMPUTERS

*I think it's fair to say that personal computers have become the most empowering tool we've ever created. They're tools of communication, they're tools of creativity, and they can be shaped by their user.*  
Bill Gates

### Text 1 «Classes of computers»

1. Просмотрите текст и соотнесите иллюстрации с типом компьютера.

1



2



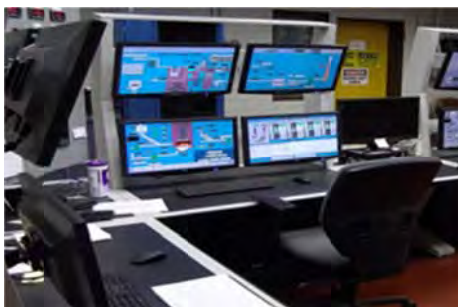
3



4



5



6



2. Прочтите текст еще раз и ответьте на вопрос:

*Which device uses UNIX as the operating system?*

## Classes of computers

### Supercomputer

**Supercomputer** is the fastest type of computer. Supercomputers are very expensive and are employed for specialized applications that **require immense** amounts of mathematical calculations. Weather forecasting, animated graphics, fluid dynamic calculations, nuclear energy research, and petroleum exploration require a supercomputer.

### Mainframe

**Mainframe** is a very large and expensive computer **capable** of supporting hundreds, or even thousands, of connected users **simultaneously**. In some ways, mainframes are more powerful than supercomputers because they support more simultaneous programs. But supercomputers can execute a single program faster than a mainframe.

### Minicomputer

**Minicomputer** is a mid-sized computer. In size and power, minicomputers lie between workstations and mainframes. But in general, a minicomputer is a multiprocessing system capable of supporting from 4 to about 200 users simultaneously.

### Microcomputer

The term **microcomputer** is generally synonymous with personal computer (PC), or a computer that depends on a microprocessor. Microcomputers are designed to be used by individuals, whether in the form of PCs, workstations or notebook computers. A microcomputer contains a central processing unit (CPU) on a microchip (the microprocessor), a memory system (typically read-only memory (ROM) and random access memory (RAM)), a bus system and I/O ports, typically housed in a motherboard.

### Workstation

**Workstation** is a computer intended for individual use that is faster and more capable than a personal computer. It's **intended** for business or professional use (rather than home or **recreational** use). Workstations and applications designed for them are used by small engineering companies, architects, graphic designers, and any organization, department, or individual that requires a faster microprocessor, a large amount of random access memory, and special features such as high-speed graphics adapters.

### PDA

**PDA** is short for personal digital assistant, is a **handheld** device that combines computing, telephone/fax, Internet and networking features. A typical PDA can function as a cellular phone, fax sender, Web browser and personal organizer. PDAs may also be referred to as a **palmtop**, hand-held computer or pocket computer.

Unlike portable computers, most PDAs began as **pen-based**, using a stylus rather than a keyboard for input. This means that they also incorporated

handwriting **recognition** features. Some PDAs can also react to voice input by using voice recognition technologies. PDAs are available in either a stylus or keyboard version.

Apple Computer, which introduced the Newton MessagePad in 1993, was one of the first companies to offer PDAs. As technology changed the world of mobile devices, the PDA has become **obsolete** as devices like touch-screen smartphones and tablets grow in popularity.

**3. В процессе чтения текста заполните таблицу данными о типе компьютера.**

The class of the computer	Size	Weight	Specifications	Distinct features	Price
Supercomputer					
Mainframe					
Minicomputer					
Macrocomputer					
Microcomputer					
PDA					

**4. Найдите в тексте ответы на вопросы: Which of the devices ...**

- 1) is capable of supporting 300-3000 users simultaneously?
- 2) is intended for business or professional use?
- 3) can function as a cellular phone?
- 4) is used for animated graphics?
- 5) incorporates handwriting recognition features?
- 6) is used by small engineering companies?
- 7) is capable of supporting 15-150 users simultaneously?
- 8) is employed for specialized applications that require immense amounts of mathematical calculations?
- 9) has come out of use because of new technologies?
- 10) reacts to voice input by using voice recognition technologies?
- 11) is referred to as hand-held computer?
- 12) is used by graphic designers?
- 13) is used for nuclear energy research?
- 14) is used by architects?
- 15) is the fastest type of computers?

**5. Соотнесите слова близкие по значению и их перевод:**

- |            |            |               |
|------------|------------|---------------|
| 1. need    | a. capable | одновременный |
| 2. huge    | b. direct  | устаревший    |
| 3. perform | c. require | огромный      |



4. concurrent	d. obsolete	смутный
5. channel	e. vague	выполнять
6. able	f. immense	требоваться
7. outmoded	g. simultaneous	способный
8. blurred	h. execute	направлять

**6. Заполните пропуски словами из предыдущего упражнения.**

1. Please call this number if you \_\_\_\_\_ any further information.
2. A lot of money has been \_\_\_\_\_ into research in that particular field.
3. We need to get an assistant who's \_\_\_\_\_ and efficient.
4. Their report is deliberately \_\_\_\_\_ on future economic prospects
5. Gas lamps became \_\_\_\_\_ when electric lighting was invented.
6. The exhibition reflected \_\_\_\_\_ developments abroad.
7. I have a python script that needs to \_\_\_\_\_ an external program, but for some reason fails.

**7. Переведите предложения и словосочетания, используя лексику текста.**

1. Универсальная ЭВМ; рабочая станция /дисплейный терминал; персональный цифровой ассистент; карманный/ручной компьютер; компьютер с перьевым вводом данных
2. За последние годы стерлось различие между большим миникомпьютером и небольшой универсальной ЭВМ.
3. Персональный компьютер предназначен для работы и отдыха.
4. В карманный компьютер заложена функция распознавания рукописного текста и голосовых сообщений.



**Grammar Focus**

**8. Поставьте слова в скобках в правильной форме (смотрите «Grammar Reference» → «The adjective. Имя прилагательное»).**

1. Supercomputer is the (fast) and (expensive) type of computer.
2. Mainframes are (expensive) than supercomputers.
3. Supercomputers are (good) at executing a few programs as fast as possible, whereas mainframes are (good) at executing many programs concurrently.
4. In some ways, mainframes are (powerful) than supercomputers because they support (many) simultaneous programs.
5. But supercomputers can execute a single program (fast) than a mainframe.
6. Minicomputers are (powerful) than workstations but (powerful) than mainframes.
7. Minicomputers are (small) than mainframes but (big) than workstations.

8. Large minicomputers are as powerful (as/ than) small mainframes.  
 10. A workstation has a (fast) microprocessor, a (large) amount of RAM than a PC.  
 11. PDA is (small) of the devices mentioned in the text.

## Text 2 «China builds world's fastest computer»

1. Прочтите заглавие и предположите, о каком типе компьютеров статья.

2. Прочтите текст и заполните пропуски словами из рамки.

### China builds world's fastest computer

research    theoretical    prestigious    forecasts    store    graphic    home-made  
 supercomputer    perform    chips



Scientists in China have built the world's fastest computer. The Tianhe-1A can 1)\_\_\_\_\_ over 2.5 thousand trillion operations a second. With this new computer China has overtaken America in this section of technology. The Chinese 2)\_\_\_\_\_ is 30% faster than the fastest American computer.

The Tianhe-1A has over 7,000 3)\_\_\_\_\_ processors and 14,000 Intel 4)\_\_\_\_\_ . The processors weigh over 150 tons. The

computer can 5)\_\_\_\_\_ information equal to about a hundred million books.

The new computer will be used for biomedical 6)\_\_\_\_\_, processing satellite data, weather 7)\_\_\_\_\_, development of new materials and 8)\_\_\_\_\_ calculations in science.

The Chinese have even more plans in computing technology. In the future American Intel chips are to be replaced by Chinese 9)\_\_\_\_\_ ones.

The race for the world's fastest computer is a 10)\_\_\_\_\_ one. Before America got the title, Japan had the world's fastest computer. Seven of the world's top computers are in the USA, two are in China and one is in Germany.

3. Напишите вопросы к ответам.

- |   |                  |
|---|------------------|
| 1. The Tianhe-1A                                    | 6. Over 150 tons |
| 2. Over 2.5 thousand trillion operations a second   | 7. Yes, it can   |
| 3. For processing satellite data, weather forecasts | 8. 14,000        |

4. Because it is prestigious
5. 7,000

9. 30 %
10. Japan did

**4. Обсудите в группе: *What country will be the next leader in this computer race? Give your reasons.***

### Text 3

**1. Прочтите текст и скажите, для какой категории читателей он может представлять интерес и почему.**

**2. Выберите подходящий заголовок для текста.**

*What is a notebook computer?  
The weight of a notebook computer.  
Disadvantages of a notebook computer.*

*A notebook is an extremely lightweight personal computer. Notebook **computers** typically weigh less than six pounds and are small enough to fit easily in a briefcase. Notebook computers use a variety of techniques, known as flat-panel **technologies**, to produce a lightweight and non-bulky display screen. In terms of computing power, modern notebook computers are nearly equivalent to personal computers. They have the same CPUs, memory **capacity** and disk **drives**. However, all this power in a small package is expensive.*



Notebook computers come with battery **packs** that enable you to run them without plugging them in. However, the batteries need to be recharged every few hours.

**3. Найдите в тексте ответы на вопросы. Какие вопросы в нем не освещены?**

1. What kind of PC is a notebook?
2. Notebooks are very popular among children because they weigh less than six pounds, aren't they?
3. What techniques are used to produce a lightweight display screen?
4. Is it possible to run a notebook computer without plugging it in for 24 hours?
5. In what terms can modern notebook computers be equivalent to personal computers?
6. Batteries for notebook computers are expensive, aren't they?



## Grammar Focus

4. Выпишите из текста выделенные слова вместе с существительными, которые к ним относятся в качестве определений. К какой части речи они относятся? Переведите словосочетания на русский язык.

5. Переведите выделенный курсивом фрагмент на русский язык.

### Text 4 «What is a laptop computer?»

1. Прочтите заглавие и скажите, о чем (ком) будет идти речь в данном тексте.

2. Соотнесите слова с определениями.

1. A device that is easily carried or moved, especially because it is of a lighter and smaller version than usual

a. a desktop

b. hardware

2. A type of computer that is small enough to fit on the top of a desk

c. peripherals

d. consumers

3. Tools, machinery, and other durable equipment

e. manufacturers

4. Devices that are able to be attached to and used with a computer, though not an integral part of it.

f. a portable computer

5. People who purchase goods and services for personal use

6. A person or company that makes goods for sale.

### What is a laptop computer?



A laptop is a small, portable computer, small enough to sit on your lap. Nowadays, laptop computers are **more frequently** called notebook computers, though technically laptops are somewhat **larger** in size than notebooks, in both thickness and weight.

The laptop was originally designed to be similar to a desktop, but small and light enough to be used sitting in your lap. For this reason, years ago, a laptop had **more** features than notebooks did, but the tradeoff was **larger** and **heavier** than a notebook. This is because the notebook style of portable computers was for mobility, not portability. To be a **more mobile** device, the notebook was a **thinner design** and it weighed less than the laptop, simply because it didn't come packed with features and multiple devices and drives.



Years ago, notebook computers had a **smaller** display than a laptop, fewer internal drives (hard drive, floppy or CD-ROM - depending on the year manufactured), and the sound, modem, and such would be integrated - not separate upgradable hardware devices. Laptops were considered to be desktop replacements; portable computers with features, functions, and options comparable to your desktop computer.

So while there technically is a difference between the two and that is the size and weight of the device (which in turn impacts the system's features) today there is even less of a difference between the two since technology advancements means that **most common** computer devices and peripherals are much **smaller** now.

Today technology allows devices to be **slimmer**, **smaller** and **better** for mobile computing by design, so the size of portable computers (both in thickness and weight) is decreasing. For this reason, options that once defined the difference between a laptop and notebook computer are separated by a small, almost invisible fine line today.

Another reason the term laptop is becoming less frequently used is because a portable "comparable to desktop" system today could easily lead to heat discomfort and possible injury if left in your lap for extended periods of time. By calling a laptop a notebook, it also removes the association that the portable device is well-suited to being used only on your lap. Another reason that the term laptop does not fit in with today's technology is that these traditionally **heavier** portable computers that once were clearly a laptop are just not made anymore.

Consumers frequently call their notebook a laptop and use the two words interchangeably. However, many computing manufacturers have actually dropped the term laptop completely from their product lineup in favor of the term notebook.

**3. Прочтите текст, разделите его на смысловые части, подберите названия к каждой из них.**



## Grammar Focus

4. Заполните таблицу соответствующими формами прилагательных (Смотрите «Grammar Reference» → «The Adjective. Имя прилагательное»).

Прилагательные в положительной степени <i>large/complicated</i>	Прилагательные в сравнительной степени <i>larger/more complicated</i>	Прилагательные в превосходной степени <i>the largest/the <u>most</u> complicated</i>
	less	
	smaller	
modern		
expensive		
	slimmer	
		the most common
	better	
	heavier	
	larger	
	more frequent	
	less frequent	
	more mobile	

5. Выпишите из текста все глаголы и заполните таблицы.

Вспомогательные глаголы	Смысловые глаголы

Глаголы в видовременной форме Present Simple	Глаголы в видовременной форме Past Simple

Правильные глаголы	Неправильные глаголы

**6. Поставьте специальные вопросы к предложениям** (смотрите «Grammar Reference» → «Типы вопросов. Порядок слов в вопросительном предложении»).

1. Years ago notebook computers had a smaller display than a laptop.
2. A laptop is a small, portable computer, small enough to sit on your lap.
3. Today technology allows devices to be slimmer, smaller and better for mobile computing by design, so the size of portable computers (both in thickness and weight) is decreasing.
4. To be a more mobile device, the notebook was a thinner design and it weighed less than the laptop, simply because it didn't come packed with features and multiple devices and drives.
5. Many mobile computing manufacturers have actually dropped the term laptop completely from their product lineup in favor of the term notebook.

### **Text 5 «Personal computer types»**

**1. Просмотрите текст и перечислите основные разновидности ноутбуков и настольных компьютеров.**

#### **Personal computer types**

Manufacturers use the term “Form Factor” to describe a computer’s size and shape. Laptops come in 5 different form factors. Desktops come in 3 different form factors. Here’s a closer look at each.

### **LAPTOPS**

#### **Netbooks**

**Netbooks** are very small, thin, light and inexpensive laptop computers. They are designed for those who are constantly **on the move** therefore their **distinguishing** feature is their ability to **wirelessly access** the internet. Netbooks and Ultra-portables share many of the same internal compo-



nents and their **specs** are often indistinguishable from one another. Unlike all other laptops, netbooks **rely** heavily on software that runs on the internet instead of the device itself. Netbooks have reasonable performance but they are not designed to support tasks that require heavy duty computation. Before buying a netbook, consumers should **factor** in the cost of the **broadband** contract that's required to make full use of its capabilities.

### Ultra-portable Laptops



If you are a frequent flier, a road warrior or an on-the-go student, then ultra-portables are the right kind of laptop for you. Ultra-portables are extremely **light weight** (4 pounds or less), thin (less than 20 millimeters) and very compact (typically less than 14" wide). They typically have high-powered, low voltage processors, near instant-on and instant-resume capabilities, and fast storage, typically via SSDs, all in a sub \$1,000

package. Ultrabooks are distinguished from netbooks by offering more power in the form of faster processors and additional RAM, as well as better storage and larger screen sizes. These are very capable computers but their size limits the number of features that are usually built-in to other laptops in the same price range. Most ultrabooks come with a built-in broadband radio that lets you access the internet via a cell phone connection. These machines are ideally suited for word processing, emailing and web surfing. One feature that **sets** ultra-portables **apart** from all other laptops is their battery life. Ultra-portable battery life typically exceeds 6 hours.

### Midsized Laptops



**Midsized Laptops** have screens that are 14" to 16" wide (measured diagonally). They weigh between 4.5 and 8 pounds. Midsized laptops are designed to **appeal to** many different audiences and markets. They offer a balanced mix of features, mobility and price. That combination makes them the most popular laptop form factor. They typically have networking and security features that make them very attractive to business. They also have sufficient

power to handle all but the most demanding business applications. Midsized laptops are also ideal for the home use. They are easily networked and have enough power to support most of the applications that family members would be interested in (i.e. email correspondence, web surfing, household budgeting, casual gaming, photo-editing and multi-media production).



## Large Size Laptops

**Large Size Laptops** have screens that are at least 17” wide. They typically weigh between 6.5 pounds and 15 pounds. This class of laptop computers is the most powerful on the market. Their distinguishing characteristics include superior performance, ease of customization and lack of mobility. Hardware specs for this type of laptop often include the latest and fastest components on the market. Their large size gives them plenty of internal space which can be used to **customize** the unit in unique ways. It’s common for these laptops to be **outfitted** with more than one hard disk, optical drive and battery. The chassis also provides adequate space for a wide assortment of plugs, ports and cards. All this flexibility doesn’t come cheap. The cost of some **high-end** laptops can easily exceed \$10,000. Large size laptops are industrial strength machines that can easily **handle** the most demanding software applications on the market. They make great engineering workstations and are excellent multimedia, gaming and graphic arts production machines.



## Tablet PCs

**Tablet PCs** come in a wide variety of shapes, sizes and weights. Their distinguishing features are their color touch screens and their mobility. Tablet PCs come in two different varieties: “slates” and “convertibles”. **Slates** generally don’t come with built-in keyboards or mice. **Convertibles** on the other hand do. In fact, with the exception of their **pivoting** touch screens, Convertible Tablets are often indistinguishable from midsize laptops. Tablet PCs are typically found in places where the use of keyboards and mice is inconvenient or impossible (i.e. factories, warehouses, hospitals, stores and restaurants, etc.). Slate Tablets are sold as e-book readers and entertainment devices. Their size and weight make them ideal for viewing digital content. They all come with some form of wireless communications built-in. That makes them perfect for logistics technicians, designers, medical professionals, students or who use on-the-go networked applications or have a constant need for textbooks.



**В процессе чтения текста заполните таблицу данными о моделях персональных компьютеров.**

Model	Size	Weight	Specifications	Distinct features	Price	Customer
Netbook		light	– .....	– can access the internet wirelessly – .....	Inexpensive	– .....
Ultra-portable Laptops						
Midsized Laptops						
Tablet PCs						
Large Size Laptops						

## DESKTOPS

**Tower Models** range in size from knee high to textbook size units. The big units are known as full size towers. The small units are known as mini- or micro towers. Towers are vertically oriented and traditionally located on tabletops or floors. Most towers can also be **mounted** in furniture with special hardware brackets. Towers are available in all price ranges and have become the most popular form factor on the market.

**Desktop Models** are **dimensionally** similar to tower computers. Traditionally, Desktops are placed horizontally on tabletops or desks. Monitors are usually placed on top of the case. It's become increasingly common for manufacturers to offer the same computer in either a tower or desktop configuration. It's as easy to find an inexpensive tower or desktop as it is to find an expensive one. Since performance and price **go hand in hand, at the low end** of the range,



you'll find the least capable machines. **At the high end** of the scale you'll find the most powerful computers on the market. The one feature that distinguishes tower and desktop systems from all other form factors is their internal flexibility. Their spacious, boxlike **chassis** makes it easy for manufacturers to mass produce equipment that is **tailored** to a specific market. It also allows end-users to

**swap out** or add components and perform routine **maintenance**. Towers and desktop systems are the most customizable and robust computers on the market. Towers and desktops are truly general purpose machines.

**All-In-One Computers** are desktop units where every component except a keyboard and mouse is stuffed into the housing of a flat screen monitor. All-In-One computers have been available in one form or another, since the introduction of the personal computer. Over the years, the popularity of these devices has experienced the **ebb and flow**. Today, their popularity is once again **on the rise**. They come in a large number of makes and models. Prices vary according to performance and screen size. All-In-One computers make great general purpose machines for the home or office. They also make great gaming machines. At the high end, they make excellent engineering workstations. They are well suited for multi-media and graphic arts production or 3D modeling and **rendering**.



#### **Small Form Factor (SFF) Systems**

Small Form Factor computers are very small desktop PCs. They range in size from a shoebox to a paperback book. They are typically placed either horizontally or vertically on a table top in close proximity to a video monitor. SFF computers are capable little machines, but most are *not* designed to handle computationally intense uses like engineering analysis, video editing or 3D modeling. They generally have limited graphics processing capability and very little RAM. Some SFFs even lack built-in optical drives. The small size of SFF computers limits their **flexibility**. Electronic components are **tightly** packed within their cases so there's little or no room for future expansion.

SFF computers **are a perfect match** for customers who just want to buy a very simple computer and **keep costs as low as possible**.

There exist several modifications of the SFF. One variant of the SFF desktop is called a "Nettop" that is primarily designed for Internet use. Like netbooks, Nettops use web based software instead of software installed on the device itself. Another SFF variant is called a "Cube" computer. These shoebox sized units are typically purchased by do-it-yourself computer enthusiasts so they can design or **assemble** their own system economically. It's common for highly customized Cubes to **outperform** all other types of SFF computers. A third variant is called a "Mini". Their distinguishing feature is their extremely small size. They are usually about the size of a paperback book.



\*1 pound = 0,45 kg, 1 inch = 2,54 cm

**3. Заполните таблицу данными о моделях персональных компьютеров.**

Model	Size	Weight	Specifications	Distinct features	Price	Customer
Tower Models						
Desktops						
All-In-One Computers						
SFFsystems						

**4. С помощью таблицы сравните модели компьютеров. В ответах используйте такие конструкции, как *as ... as, not so ... as, more/less ... than, the most/least ... of all.***

**Пример:** Netbooks are *not so powerful as* large size laptops.  
 Midsize laptops are *less expensive than* large-size laptops.  
 SFF computers are *the smallest of all* desktops.

**5. Для данных слов найдите в тексте однокоренные и переведите их на русский язык.**

**Пример:** *produce* – *production* – *productivity* – (*un*)*productive*

distinguish	wire
weigh	except
combine	power
custom	flex
expensive	vary
capable	perform
mobile	convenient
compare	convert
typical	apply
possible	tradition
increase	tight
dimension	fit

**Проанализируйте суффиксы и приставки. Какие из них используются для образования существительных, прилагательных, наречий, глаголов, придания слову противоположного значения?**

**6. Найдите в тексте перевод фраз.**

- |                              |                          |
|------------------------------|--------------------------|
| 1) в движении                | б) в начале/конце списка |
| 2) широкополосное соединение | 7) взлеты и падения      |

- |                           |                                 |
|---------------------------|---------------------------------|
| 3) выделять(ся)           | 8) быть на высоте               |
| 4) высококлассный ноутбук | 9) идеально подходить           |
| 5) идти рука об руку      | 10) максимально снижать затраты |

### 7. Подберите соответствующий перевод к словам

- |                         |  |
|-------------------------|--|
| <b>A.</b> 1) desktop PC | a) планшет/грифельная доска            |
| 2) tower model PC       | b) моноблок                            |
| 3) all-in one PC        | c) сверхлегкий компьютер               |
| 4) SFF PC               | d) «настольный» стационарный компьютер |
| 5) ultraportable PC     | e) технические характеристики          |
| 6) slate                | f) техобслуживание                     |
| 7) convertible          | g) компактный компьютер                |
| 8) maintenance          | h) корпус                              |
| 9) specs                | i) «башенный» системный блок           |
| 10) chassis             | j) трансформер                         |
| <br>                    |  |
| <b>B.</b> 1) access     | a) привлекать                          |
| 2) rely                 | b) оснащать                            |
| 3) factor               | c) подключаться                        |
| 4) appeal               | d) справляться с                       |
| 5) handle               | e) зависеть                            |
| 6) customize            | f) настраивать                         |
| 7) outfit               | g) учитывать                           |
| <br>                    |  |
| <b>C.</b> 1) pivot      | a) адаптировать                        |
| 2) mount                | b) собирать                            |
| 3) tailor               | c) заменить                            |
| 4) swap out             | d) устанавливать                       |
| 5) render               | e) воспроизводить                      |
| 6) assemble             | f) превосходить                        |
| 7) outperform           | g) вращаться                           |

### 8. Выпишите из текста словосочетания с данными словами.

*Ex. feature – distinguishing feature – networking and security features – the feature distinguishes/ sets apart*

- |             |              |
|-------------|--------------|
| access –    | mount –      |
| factor –    | outfit –     |
| rely –      | swap out –   |
| appeal –    | tailor –     |
| handle –    | assemble –   |
| customize – | outperform – |

pivot –  
render –

specs –  
chassis –

**9. Заполните пропуски в предложениях словами из рамки.**

maintenance	notebook	convertible	tower model	slate
desktop model	specs	ultrabooks	slots	chassis

1. Every computer system requires at least one \_\_\_\_\_ to house the circuit boards and wiring.
2. The case also contains \_\_\_\_\_ for expansion boards.
3. \_\_\_\_\_ is a computer designed to fit comfortably on top of a desk, typically with the monitor sitting on top of the computer.
4. Desktop model computers are broad and low, whereas \_\_\_\_\_ computers are narrow and tall.
5. \_\_\_\_\_ are laptops that are extremely thin (less than 20 millimeters) and lightweight along with long battery life, near instant-on and instant-resume capabilities, and fast storage, typically via SSDs, all in a sub \$1,000 package.
6. \_\_\_\_\_ computers cost about twice as much as equivalent regular-sized computers.
7. The article compares the \_\_\_\_\_ of ten of the best-selling cars.
8. \_\_\_\_\_ is a small computer with a screen that you can write on using a special pen.
9. The network will be down for an hour for routine \_\_\_\_\_.
10. In today's internet-everywhere world, you need to be able to work wherever you are. That's why you need a \_\_\_\_\_ (2 in 1) computer.



**Grammar Focus**

(Смотрите «Grammar Reference» → Глагол. Видовременные формы глагола)

**10. Поставьте слова в подходящую форму, определите время и залог глаголов**

outperform	assemble	customize	mount	render	handle
------------	----------	-----------	-------	--------	--------

1. Several IT companies in India spend their time \_\_\_\_\_ software to suit the requirements of their clients.
2. The customer services department \_\_\_\_\_ any customer complaints.
3. The company has consistently \_\_\_\_\_ its rivals this season.

4. The surveillance camera is \_\_\_\_\_ above the main door.
5. Graphics chips \_\_\_\_\_ images by breaking them into small pieces called polygons.
6. My new machine is being \_\_\_\_\_ and my old one dismantled.

**11. Вставьте необходимые предлоги. Определите видовременную форму и залог глаголов.**

1. The ambulances have all been outfitted \_\_\_\_\_ new radios.
2. People are earning more, but when inflation is factored \_\_\_\_\_, they are no better off.
3. I swapped the memory card \_\_\_\_\_ for a newer one.
4. We tailor any of our products \_\_\_\_\_ your company's specific needs.
5. His argument will pivot \_\_\_\_\_ the growing cost of legal fees.
6. You cannot access \_\_\_\_\_ the database without a valid password.
7. It's a programme that is designed to appeal mainly \_\_\_\_\_ 16 to 25-year-olds.
8. What set her \_\_\_\_\_ from the other candidates for the job was that she had a lot of original ideas.
9. These computer games rely \_\_\_\_\_ 3D graphics.

**12. Соотнесите изображение с названием модели компьютера.**

Tablet	Small Form Factor Large-size Laptop	Ultraportable All-In-One	Netbook Desktop Model	Tower Model Mid-size Laptop
1	2	3	4	5
6	7	8	9	

## Text 6

### 1. Просмотрите тексты и соотнесите определения с разновидностями компьютеров

Smartdust	Desknote	Wearable computer	Nanocomputer
-----------	----------	-------------------	--------------

1. A computer that physically is the size of a notebook computer but is designed to function as a stationary unit, like a desktop computer. They save space because of their compact size and are typically somewhat larger than a notebook or laptop computer, both in keyboard and monitor size, but are not designed to be portable. They do not have battery capacity and, while they are portable, cannot be used for mobile computing. The name comes from combining desktop with notebook.

2. A computer with circuitry so small that it can only be seen through a microscope. They can be electronic (where nanolithography is used to create microscopic circuits), biochemical or organic (such as DNA computers), or quantum (such as quantum computers). They deal with materials at a molecular level and hold the promise of creating increasingly smaller and faster computers, an important concept in the realm of pervasive computing.

3. Millimeter-scale self-contained microelectromechanical devices that include sensors, computational ability, bi-directional wireless communications technology and a power supply. As tiny as dust particles, these notes can be spread throughout buildings or into the atmosphere to collect and monitor data. The devices have applications in everything from military to meteorological to medical fields.

4. A term that refers to computer-powered devices or equipment that can be worn by a user, including clothing, watches, glasses, shoes and similar items. These devices can range from providing very specific, limited features like heart rate monitoring and pedometer capabilities to advanced “smart” functions and features similar to those a smartphone or smartwatch offers. These devices can typically enable the wearer to take and view pictures or video, read text messages and emails, respond to voice commands, browse the web and more.

### 2. Расположите компьютеры в порядке убывания размера – от большего к маленькому.

Supercomputer, Netbook, Desktop, Smartphone, Nanocomputer, Minisupercomputer, Laptop, Tablet, Ultraportable laptop, Handheld PC, Smartdust, Server, Pocket personal computer, Small Form Factor computer, Mini-Tower PC, Personal digital assistant, Mainframe computer, Wearable computer, Palm-top computer, Mid-Tower PC, Workstation, Notebook, Minicomputer, Desknote, Tower PC

1 – Supercomputer 2 – \_\_\_\_\_ 3 – \_\_\_\_\_ 4 – \_\_\_\_\_ 5 – \_\_\_\_\_.



### 3. Выберите лишнее.

- |                  |           |              |                      |
|------------------|-----------|--------------|----------------------|
| 1. laptop        | palmtop   | PDA          | hand-held computer   |
| 2. notebook      | laptop    | tablet       | portable computer    |
| 3. minicomputer  | kneetop   | subnotebook  | ultraportable laptop |
| 4. supercomputer | mainframe | nanocomputer | minicomputer         |



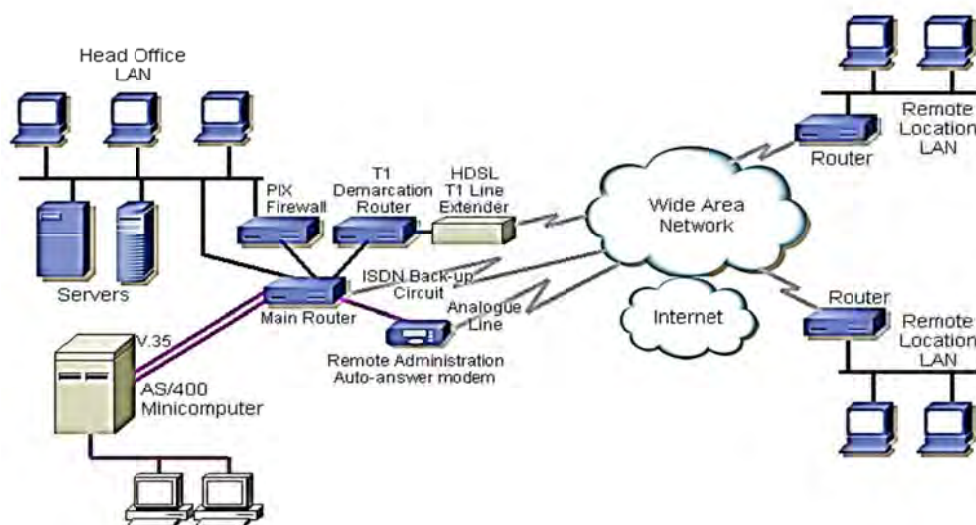
4. Поставьте к тексту вопросы разных типов и задайте их вашим одноклассникам, затем ответьте на их вопросы (смотрите «Grammar Reference» → «Типы вопросов. Порядок слов в вопросительном предложении»).

### Text 7 «PC communications»

1. Прочтите текст о различных видах общения в электронной среде и скажите, чем они отличаются друг от друга.

#### PC communications

## Data Network



The term "PC communications" refers to the transmission of data from one computer to another, or from one device to another. A communications device, therefore, is any machine that assists data transmission. For example, modems, cables, and ports are all communications devices. Communications software refers to programs that make it possible to transmit data.

"Data communications" or "datacom" refers to digital transmission. "Telecommunications" or "telecom" refers to a mix of voice and data, both analog and digital. However, due to digital convergence, "telecommunications" implies "data communications."

"Networking" generally refers to a local area network (LAN), but it may refer to a wide area network (WAN), which is commonly called a telecom network.

The way data communications systems "talk to" each other is defined in a set of standards called "protocols." Protocols work in a hierarchy starting at the top with the user's program and ending at the bottom with the plugs, sockets and electrical signals.

## 2. Переведите слова на английский язык.

- |                          |                        |
|--------------------------|------------------------|
| 1) пересылка             | 7) взаимопроникновение |
| 2) устройство            | 8) подразумевать       |
| 3) данные                | 9) сеть                |
| 4) сетевой шнур          | 10) иерархия           |
| 5) передавать            | 11) штекер             |
| 6) обозначать/относиться | 12) разъем             |

## 3. Прочтите текст и объясните разницу между «a sysop» и «an administrator».

A **sysop** is the person who runs a computer server. In general, a sysop or system operator is one who runs the day-to-day operation of a server and the term suggests a person who is available when the system is. A related term is administrator. In larger computer systems, the administrator manages security and user access while a system operator monitors and performs routine operations at the computer. In smaller computer systems (for example, UNIX systems), the administrator and the system operator tend to be the same person.

In a wide area network (WAN), a sysop is a **tech-savvy** (сведущий в технике) employee who receives a small stipend (in addition to their regular salary) for **trouble-shooting** (выявление и устранение неполадок) computer-related problems. Typically, the WAN administrator will assign a sysop to each building on the WAN.

## 4. Заполните пропуски в предложениях, используя слова в рамке.

compressed	configured	devices	compatible	transmit
download	errors	mail	<del>modem</del>	outputs
packets	password	<del>ports</del>	printer	programs
<i>sysop</i>	<i>throughput</i>	<i>logged</i>	<i>protocol</i>	<i>connected</i>

1. The modem connects to one of the serial, or COM, ports in your computer.

2. If the system is not \_\_\_\_\_ correctly it may halt, or you may find there are data \_\_\_\_\_.

3. Hayes is recognized as the industry standard, and most \_\_\_\_\_ are Hayes \_\_\_\_\_.
4. Data is split into \_\_\_\_\_ before it is sent down the line using a specific \_\_\_\_\_ such as Zmodem.
5. When you are \_\_\_\_\_ to the system you will need to give a name and a \_\_\_\_\_ to enter.
6. Once you are \_\_\_\_\_ on to a BBS you can chat with other users or send and receive \_\_\_\_\_ and data.
7. If you have a modem with a low data \_\_\_\_\_ e.g. 14400bps, it can take several hours to \_\_\_\_\_ moderately large files.
8. The \_\_\_\_\_ (the person who runs the BBS) will generally store files in a \_\_\_\_\_ format.
9. Fax software \_\_\_\_\_ documents to a modem instead of to a \_\_\_\_\_.
10. Communications software refers to \_\_\_\_\_ that make it possible to \_\_\_\_\_ data.

### Text 8 «Buying a computer»

#### 1. Прочтите диалог и заполните пропуски.

*Nick has come to his local computer shop to buy a new laptop. Complete his conversation with the sales assistant with the words from the box.*

running	storage	lighter	feature	any	for	both
got	specs	more	cost	cheaper		bigger

**Sales assistant:** Hi there. **Do you need (1) \_\_\_\_\_ help or are you just looking?**

**Nick:** Actually, yes, you might be able to help. **I'm looking (2) \_\_\_\_\_ a new laptop.** Have you (3) \_\_\_\_\_ any that are really reliable? I've had loads of problems with the one I've got at the moment.

**Sales assistant:** OK. Well, **it'll depend on your budget**, but we've got two with 20% off at the moment – the Acer Aspire 4920 and the Samsung R60.

**Nick:** Right. **And what's the difference between these two?** Do they have similar (4) \_\_\_\_\_ ?

**Sales assistant:** Well, the Samsung's more of an entry-level model. It's got a Pentium Dual Core processor (5) \_\_\_\_\_ at 1.4Ghz, which is fast enough for most applications, although you might struggle if you want to play really advanced games on it. The Acer's processor runs at 2Ghz, which is really fast. The Acer also has twice as much RAM as the Samsung – that's 2GB as opposed to just 1.

**Nick:** OK and what's the (6) \_\_\_\_\_ capacity of each model?

**Sales assistant:** OK, that's 80GB for the Samsung and 250GB for the Acer.

**Nick:** Mmm. That's quite a difference, isn't it? **Is there anything else I should know about?**

**Sales assistant:** Well, they (7) \_\_\_\_\_ come fully wireless and Bluetooth-enabled, and Windows Vista is now standard on all the laptops we sell. They also both (8) \_\_\_\_\_ DVD writers, so backup onto DVD is quick and easy. The Acer has a slightly (9) \_\_\_\_\_ screen, and it's (10) \_\_\_\_\_, which would make it more practical if you plan to travel with it.

**Nick:** OK and **how much do they (11) \_\_\_\_\_?**

**Sales assistant:** **Let me just have a look.** The Samsung's quite a bit (12) \_\_\_\_\_ than the Acer – it's £439.97 compared to £769.97. But the Acer is much (13) \_\_\_\_\_ powerful – it's got twice the RAM and a faster processor.

**Nick:** Yeah, but **I just can't afford that much.** I think I'll take the Samsung.

**2. Переведите выделенные фразы на русский язык, используйте их при составлении диалога (см. задание SPEAKING).**



### SPEAKING

Составьте свой диалог, используя нижеприведенные фразы.

**Speak with a partner. Student A is a computer shop assistant willing to help the clients choose what they really need. Student B is a customer who wants to buy a new computer and needs advice from the specialist. Follow the dialogue above as a model. Use in your dialogue the following expressions.**

- *Good morning, how can I help you?*
- *We have a great variety of the latest innovations/models.*
- *What do you need the computer for?*
- *This model is a bargain. The discount is 15% at the moment.*
- *We offer a 5% discount for regular customers.*
- *You are always welcome.*

- *It's very kind of you.*
- *I would like to .... (buy a computer/notebook).*
- *Could you help me .... (choose the one I need)?*
- *Do you have cheaper/lighter/more powerful models?*
- *How long is the guarantee?*
- *Thank you for your help.*



### WRITING

**Представьте, что вы работаете в компании, которая производит компьютеры. Напишите статью в газету и дайте рекламу компьютерам, которые производятся в вашей компании (опишите технические характеристики, дизайн, потенциальных пользователей и т. д.).**

## Unit III. TECHNOLOGY AND THE YOUNG

*The production of too many useful things results  
in too many useless people.  
Karl Marx*

### Text 1 «Technology and the young»

**1. Просмотрите слова, расположенные перед текстом. Предположите, о чем идет речь в тексте.**

to improve – улучшать

equipment – оборудование

to invent – изобретать

laptop – ноутбук

complicated – сложный; составной

ability – способность

discover – находить, открывать  
(новые земли)

scientist – ученый

**2. Бегло просмотрите текст. Сопоставьте первое предложение текста с заглавием. Установите, выражают ли они одну и ту же мысль.**

**3. Прочтите текст и выберите правильное слово в скобках.**

### Technology and the young



Modern technology is changing and improving all the time. Every month, scientists (*invent, experiment*) new gadgets and (*laboratories, equipment*) to help us with our daily lives, and (*discover, connect*) ways to make existing technology faster and better. Our homes are full of hardware (such as DVD players and computers) and (*laptops, software*) such as computer games and MP3s.

(*Technology, program*) suggests, however, that it's young people who are best able to deal with this change. Whereas teenagers have no problem (*operating, inventing*) a DVD player, their mums and dads and grandparents often find using new technology (*automatic, complicated*) and difficult.

But if you are a teenager who criticizes your parents for their (*lack, re-search*) of technological awareness, do not be too hard on them! Sometime in the future, when you've got children of your own, your ability to deal with new

technology will probably (*decrease, involve*) and your children will feel more comfortable with new technology than you do. You won't want them to criticize you, will you?

\**the young* – молодежь, молодые – субстантивированное прилагательное. Субстантивированные прилагательные обозначают обобщающие или абстрактные понятия (например, *the invisible* – невидимое). Как правило, субстантивированные прилагательные употребляются с артиклем *the*.

**4. Скажите, какая проблема вытекает из содержания текста. Выскажите свое мнение о прочитанном.**

**5. Найдите в тексте близкие по значению слова:**

perhaps –	up-to-date –
researchers –	frequently –
difficult –	complicated –
devices –	knowledge –



### Grammar Focus

**6. Выпишите из текста все прилагательные и заполните таблицу (смотрите «Grammar Reference» → «The adjective. Имя прилагательное»).**

Прилагательные в положительной степени <i>long/complicated</i>	Прилагательные в сравнительной степени <i>longer/more complicated</i>	Прилагательные в превосходной степени <i>the longest/the most complicated</i>

### Text 2 «Most internet users will soon be smartphone-only»

**1. Найдите в тексте английские эквиваленты для следующих словосочетаний (смотрите выделенные слова).**

красноречивое свидетельство	основательный сдвиг
быстрый взгляд	мобильный интернет
уделять первоочередное внимание	господство
общаться, используя два смартфона	настольный ПК

## 2. Прочтите текст и выберите правильное слово в скобках.

### Most internet users will soon be smartphone-only

*Outside the U.S. and Europe, the smartphone is king.*

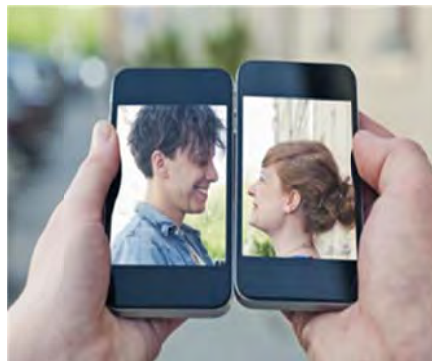
There's a **profound shift** in computing happening across the world. For most Internet users in the West, their first experience with the Internet (were/was) through a desktop browser running on a PC. But globally, the computing world (is moved/is moving) away from PCs and desktop web.

Nowadays the balance of power is shifting to smartphones. If you want a **glimpse** into that future, look no further than China, where hundreds of millions of young consumers (have/are) growing up with the **mobile Internet** instead of the desktop variety.

Young Chinese people who grew up with the Internet, especially the mobile Internet, now shop (large/largely) online, particularly using mobile devices.

Still, the desktop Internet's **prevalence** in the West means Western Internet users still (prefer/pretend) PCs for many tasks. China's Internet, meanwhile, began on the PC but (go/went) mobile extremely (quickly/quick). Sites like Alibaba, Tencent, Weibo, and many others **prioritized** mobile efforts over desktop ones largely because of the rapid rise of the mobile Internet over the **desktop** Internet. Now, as we look (at/for) China, nearly all hardware, software, and services innovations are focused on mobile-first — and often mobile-only.

In the U.S. we're just now (rising/raising) a similar "born mobile" generation — but they haven't reached a position of power or influence to cause the mobile-first shift to happen as it has in China. Nearly all the interesting and innovative things we see in software and services are happening on mobile — and mobile is home to nearly all the money to be made today in software development. That's a **telltale** sign of where we're going, and we'll get there (sooner/the soonest) than you might think.



Young couple **communicating** via **two smartphones**



## 3. Прочтите текст второй раз и выпишите ключевые слова и словосочетания, составляющие тематическую основу каждого абзаца.

**4. Используя выписанные слова и словосочетания, сформулируйте главную мысль каждого абзаца.**

**5. Расскажите о разнице в использовании мобильных устройств молодым и старшим поколением в Западной Европе и Азиатских странах.**



### Grammar Focus

(смотрите «Grammar Reference» → «The Article (Артикль)»)

**5. Заполните пробелы артиклями, где необходимо.**

1. There's \_\_\_ profound shift in computing happening across \_\_\_ world.
2. For most Internet users in \_\_\_ West, their \_\_\_ first experience with \_\_\_ Internet was through \_\_\_ desktop browser running on \_\_\_ PC.
3. If you want \_\_\_ glimpse into that future, look no further than \_\_\_ China, where \_\_\_ hundreds of millions of \_\_\_ young consumers are growing up with \_\_\_ mobile Internet instead of \_\_\_ desktop variety.
4. \_\_\_ China's Internet began on \_\_\_ PC but went mobile extremely quickly.
5. Nearly all \_\_\_ interesting and innovative things we see in \_\_\_ software and services are happening on mobile – and mobile is \_\_\_ home to nearly all \_\_\_ money to be made today in software development.

### Text 3 «A Computer addicted husband»

**1. Прочтите текст и выберите правильное слово в скобках.**

**2. Выпишите предложение, наиболее полно соотносящееся по смыслу с заголовком.**

#### A Computer addicted husband



My Dear Husband,

I am sending you this letter via this BBS communications thing, so that you will be sure to read it. I thought you should know what (have/has) been going on at home since your computer (went/ entered) our lives TWO YEARS AGO. The children (are/is/was) doing well. Tommy is seven now and is a bright, handsome boy. He has developed quite an interest in the arts. He



drew a family portrait for a school project, all the figures were good, and the back of your head is very realistic. You (should/had to) be very proud of him.

Little Jennifer turned three in September. She (look/looks/looked) a lot like you did at that age. She (was/are/is) an attractive child and quite smart. She still (remember/remembers/remembered) that you spent the whole afternoon with us on her birthday.

I (were/is/am) doing well. I went blonde about a year ago. George, I mean, Mr. Wilson, the department head, has taken an interest in my career and has become a good friend to us all.

I discovered that the household chores are much (easier/easiest) since I realized that you didn't mind being vacuumed but that feather dusting made you sneeze. The house is in good shape. I had the living room painted last spring; I'm sure you noticed it. I made sure that the painters cut holes in the drop sheet\* so you wouldn't be disturbed.

Uncle George--err--Mr. Wilson, I mean, is (giving/taking) us all on a ski trip and there is packing to do. I have (hired/invented) a housekeeper to take care of things while we are away, she'll keep things in (distance/order), fill your coffee cup and bring your meals to your desk, just the way you like it. I hope you and the computer will have a lovely time while we are gone.

Try to remember us while your disks are (booting/boating).

Love, Your Wife

\*drop sheet – защитная пленка на пол при покраске



**3. Назовите основную проблему, которую описывает автор в тексте.**

**4. Распределите данные вопросы в последовательности, которая соответствует содержанию текста. Кратко ответьте на вопросы.**

1. Who will take care of the house while the author and her children are away on holiday?

2. What colour did the woman go? Did her husband like the hair colour?

3. When was the author's husband absorbed by the computer?

4. How many children are there in the family?

5. Is the author's house in good shape?

## Text 4 «Is it possible to measure the level of smartphone addiction?»

1. Просмотрите слова, расположенные перед текстом. Внимательно прочтите текст.

indispensable – важный, необходимый

doubt – сомнение

to be addicted to – быть зависимым

to measure – измерить

researcher – исследователь; ученый

receive – получать

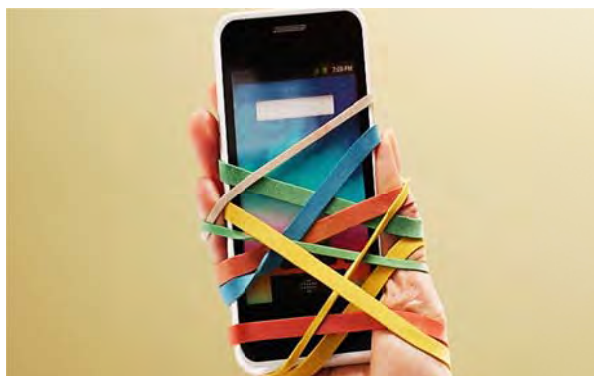
behavior – поведение

on average – в среднем

a quarter – четверть

addictive tendencies – тенденции к зависимости

### Is it possible to measure the level of smartphone addiction?



It goes without saying, smartphones and tablets have become an indispensable part of our daily life. Some people are using their smartphones too much. And there is no doubt, a great number of people are addicted to digital gadgets.

Nowadays it's possible to measure the level of addiction to the smartphone. Recently researchers in Germany have developed an app (application program) called «Menthal» to keep track of our daily smartphone use, with the aim of finding out whether there are addictive tendencies. The researchers have been working hard to create the application.

This application program works like digital scale. Smartphone users use a so-called 'M-score', which shows how much the person is actually using the smartphone. And then the user sees which apps he/she is using most, how often he/she is calling people and how often the user is using the Internet.

In a pilot study the researchers used Mental to examine the phone behavior of 50 students over a 6-week period. A quarter of them used their phones more than 2 hours a day. On average, participants activated their phones more than 80 times a day – that's every 12 minutes on average.

2. Разделите текст на три смысловые части и подберите к ним названия из приведенных ниже.

“A pilot study proves the seriousness of the existing problem”.

“Today it's possible to find out whether you are addicted to your smartphone”.

“Addiction to modern devices”.

### 3. Определите, верны или неверны следующие высказывания.

1. It is not a problem to live without smartphones, Internet, tablets etc.
2. A lot of people are dependent on their devices.
3. The application program called «Menthal» has been popular among smartphone users for more than 10 years.
4. A so-called 'M-score' shows whether the person is using the smartphone efficiently or not.
5. The pilot study participants activated their phones once or twice a day.

### 4. Выберите ключевые слова статьи из списка слов, приведенного ниже.

Digital scale, some people, saying, an indispensable part, average, gadgets, addictive tendencies, behavior, an app, a study, hard, life, have.

### 5. Используя ключевые слова, на английском опишите проблему, которая раскрывается в тексте.



#### Grammar Focus

(Смотрите «Grammar Reference» → Глагол. Видо-временные формы глагола)

### 6. Заполните таблицу предложениями из текста. Объясните употребление видовременных форм глаголов.

Present Simple V/V-s/es	Present Continuous am/is/are Ving	Present Perfect – have/has V3 Present Perfect Continuous – have/has been Ving

#### Text 5 «Being plugged in 24/7 causes stress and anxiety»

### 1. Просмотрите слова перед текстом. Внимательно прочтите текст.

to be plugged in – быть на связи  
to cause – вызывать, быть причиной  
relationship – связь, отношение  
access – доступ

to concur – совпадать, пересекаться  
to approach – приближаться  
to prioritize – отдавать предпочтение  
to increase – увеличивать

## Being plugged in 24/7 causes stress and anxiety

While technology makes it easy for us to check our emails outside of work, **constantly** being plugged in **eventually** takes its toll on our **personal** life, raising anxiety and stress levels. ‘You’ve Got Mail’, carried out by a group of psychologists at the London-based research lab Future Work Centre, **focuses on** the habits people have developed with their work email.

“Checking your email very early in the morning, or checking it late at night, or leaving your email on **all day**, has a much stronger pressure with email. So it’s not necessarily about *how many* emails we **receive**, but *when* and *how* we access the email itself,” said Dr. Richard MacKinnon, who led the research.

Many people questioned said they feel obliged to **respond** to work emails, even out of hours. According to the mental health charity Mind email has offered more people the opportunity to work from home which can be **advantage** for family life. But its own **research** concurs with the report from the Future Work Centre. “What we found is that work-life balance is increasingly blurred because of technology, so we know that people feel that they need to be checking their emails outside of work hours, core work hours, or when they’re not in the workplace itself,” said Madeleine McGivern, head of Workplace Wellbeing Programmes at Mind. “At the same time we’ve also had an increasing trend of employers approaching us to say we recognise that this is an issue with our workforce and we want to do something.” Advice offered includes avoiding checking your emails early in the morning or late at night, prioritizing your work before letting others do so and **occasionally turning off** your email apps **throughout** the day.



**2. Определите, верны или неверны следующие высказывания. Верные утверждения подтвердите фактами из текста. Неверные исправьте.**

1. Being plugged in day and night can lead to stress.
2. ‘You’ve Got Mail’ is a website popular with psychologists.
3. Working from home has benefits for personal life.
4. Don’t check your emails early in the morning or late at night.



## Grammar Focus

3. Заполните таблицу. Подберите к словам в таблице синонимы. Используйте выделенные в тексте слова.

	Синонимы	Перевод		Синонимы	Перевод
to concentrate			finally/in the end/ ultimately		
during			sometimes		
studies			individual/private		
the whole day			to get		
benefit/plus			to switch off		
to answer			continually, always		

4. Выпишите из текста наречия. Образуйте прилагательные.

*Пример:* constantly – постоянно → constant – постоянный

### Text 6 «Are you addicted to your smartphone?»

1. Не читая текст, ответьте на вопрос: *Do you know what 'digital detox therapy' is?*

Используйте следующие фразы для ответа:

- I suppose 'digital detox' is \_\_\_\_\_ – I think \_\_\_\_\_
- I guess 'digital detox' is \_\_\_\_\_ – In my opinion \_\_\_\_\_

2. Просмотрите слова перед текстом. Прочтите текст и ответьте на вопрос еще раз.

evident – очевидный

frustration – расстройство

burnt out – выдохшийся; вышедший из строя

generated – порожденный, вызванный

invasion – вторжение; нашествие

consequence – следствие; последствие; уведомление

according to – согласно; в соответствии с

disease – заболевание, нарушение здоровья

to reduce – ослабить; уменьшить; сократить

notification – сообщение

participant – участник

## **Are you addicted to your mobile? The answer is digital detox therapy!**



There is no doubt, being connected all the time has some advantages and disadvantages. More and more often people say that it's just getting too much.

And disadvantages are evident. A growing number of people suffering from the stress and frustration generated by 24/7 connectivity are turning to what's known as Digital Detox. It's all about "limiting the invasion of mobile phones, tablets and other connected devices into your daily life.

Thirty-year old David from Switzerland is attending a 3-day Digital Detox retreat. He explains: "In the morning the alarm clock rings on my phone. I pick up my phone and I immediately go online. I consult various apps such as WhatsApp, Facebook, I look at what's been happening, what I missed while I was sleeping... Then I have my breakfast while listening to music on Spotify. So, I am constantly connected to the internet. On the way to work, at the office, all the time..."

Hyper connection is the disease of the 21 century, especially in developed countries. It can affect anyone and the consequences, according to some health experts, are burn-out or depression. It's estimated that on average, an adult checks his smartphone more than 200 times a day and receives more than 50 emails. Nearly 8 out of ten people use their smartphone right up until bedtime.

A Digital Detox retreat coordinator said: "Smartphones and the Internet are like some sort of happiness providers that we keep in our pockets. It's a bit like being drawn to a slot machine in a casino. Notifications like a message from a friend or an important event are like points that we expect to receive. We are constantly under tension and this stimulates emotions within us. But 90% of the time, what is happening is not that important."

The aim of Digital Detox therapy is to reduce stress and take time to focus more on social interaction and activities directly with others bypassing the interface. The programs can take many forms and each program is focused on training participants to redirect their attentions and energies on productive and pleasant activities, finding pleasure, once again in real life.

### **2. Поставьте предложения в правильном порядке согласно тексту.**

1. A man from Switzerland is sharing his personal experience.
2. 24/7 connectivity has minuses and pluses.
3. The main goal of Digital Detox therapy is to make people spend less time with modern devices.
4. Being on 24/7 leads to serious diseases.

### 3. Найдите в тексте соответствующие предложения на английском языке.

1. Мы постоянно находимся в напряжении, что и вызывает у нас эмоции.
2. Недостатки очевидны.
3. Я завтракаю, слушая музыку на Спотифай.
4. Несомненно, быть на связи всё время имеет положительные и отрицательные стороны.
5. Постоянное использование телефона – болезнь века, особенно в развитых странах.
6. Смартфоны и Интернет являются как бы источником счастья, который находится в нашем кармане.
7. ...ограничение вторжения мобильных телефонов, планшетов и других устройств связи в нашу повседневную жизнь.
8. Программы могут быть представлены в разной форме и цель каждой программы направить внимание и энергию на продуктивную и приятную деятельность, и снова найти удовольствие в реальной жизни.



### Grammar Focus

**5. Составьте вопросы из слов, соблюдая структуру вопросительного предложения (смотрите «Grammar Reference» → «Типы вопросов. Порядок слов в вопросительном предложении»). Ответьте на полученные вопросы.**

1. does, connection, have, hyper, and, advantages, disadvantages?
2. frustration, many, from, stress, people, do, suffer, and?
3. is, what, of, the disease, the 21 century?
4. the aim, is, what, of, Detox, Digital, therapy?

**6. Заполните таблицу. Переведите все части речи на русский язык.**

Глагол	Существительное	Прилагательное	Наречие
			attentively
to connect			
		especial	
		constant	
to depress			
		happy	
to interact			

Глагол	Существительное	Прилагательное	Наречие
		direct	
	pleasure		
to participate			
to act			
to frustrate			

### Text 7 «Slaves to our smartphones?»

**1. Ответьте на вопросы, не читая текст. Затем прочтите текст и ответьте на вопросы еще раз. Используйте переведенные слова из текста.**

to erode – разрушать

to survey – исследовать, обследовать, наблюдать

conclusion – заключение

to confirm – подтверждать, утверждать

ability to remember – способность к запоминанию

search engine – поисковая система

– *What is eroding our ability to remember?*

– *What do people prefer to use rather than recall?*

– *What is “digital amnesia”?*

#### **Slaves to our smartphones? New study details digital amnesia**

Over-reliance on smartphones and tablets is eroding our ability to remember, that’s the conclusion of a new study into digital amnesia. As more and more of our important information is stored online, less and less of it is stored in our brains – the study found that in the UK 45.4 percent of those surveyed aged 16 or older could recall their childhood phone number, while 43 percent could remember their office number without looking up the information. Europe-wide 56 percent could recall their childhood number, while 49.2 percent could remember their work number.

It also detailed the so-called Google effect, the study from cybersecurity firm Kaspersky found that 36% of those surveyed in the EU used search engines rather than recall to find out the answer to a question. Researchers confirmed that not memorising facts contributed to what they called ‘digital amnesia’. Dr Maria Wimber said that it could prevent the build-up of long-term memories meaning we would merely process information on a ‘moment to moment basis’.

**2. Перепишите предложения в правильном порядке согласно тексту.**

1. The purpose of the therapy described is to bring people back to real life.
2. Being available on the phone day and night leads to stress and depression.



3. False/fake sources of pleasure.
4. Nowadays people suffer from a new disease caused by hyper connection.

### 3. Найдите в тексте английские эквиваленты для словосочетаний.

способность запоминать –	информация хранится онлайн –
разрушать способность –	вспомнить телефонный номер –
важная информация –	так называемый Google эффект –
обрабатывать информацию –	

### 4. Закончите предложения, используя текст.

1. The conclusion of a new study into digital amnesia is that \_\_\_\_\_.
2. Very little of our important information is stored \_\_\_\_\_.
3. Not memorising facts contributed to \_\_\_\_\_.
4. One of the researchers said that 'digital amnesia' could \_\_\_\_\_.

## Text 8 «Kicking the Computer Addiction»

**1. Прочтите блог человека по имени Тинан, зависимого от компьютера, и скажите, что и как он решил сделать.**

### Kicking the computer addiction

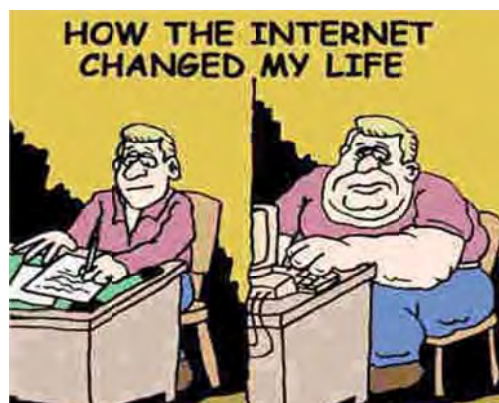
So... I have a problem. I was thinking today and I realized that I am in front of my computer WAY more than I should be. This occurred to me when I woke up from one of my naps and made a beeline for the computer.

Further, there's no reason for me to be in front of this giant box 'o fun. Well, right now there is because I'm writing a post, but for most of the day I DEFAULT to sitting in front of the computer. I scan through the 30 or so sites I have on my toolbar.

This is sick! Think about it - none of my interesting stories start off with "So, I sat in front of the computer all day...". I spend a lot of time online chatting with my friends, which I enjoy, but is that really the best use of my time? Probably not.

What's worse is that it FEELS like an addiction. I'll think "I should clean my kitchen." and then I'll play freecell.

The weak justification I rattle around in my brain is that I use the computer to make my income. Fine. If I was using it to make money even 75% of the time I was in front of it, I would be eating gold covered diamonds onboard a submarine in the pacific.



I've often told people that I was going to take up smoking for a month just to quit it and prove that it was easy. But if I kick the computer addiction, that's MUCH more meaningful, because it's actually something I'm addicted to, rather than a contrived publicity stunt.

So what's the plan? I don't really have one yet. Let's work this out.

The only exception I'm going to allow is for projects which require the computer. I have a system of 5 computers that are responsible for things in my house (lights, media, internet routing, etc), so obviously those will stay on. One project I'm going to work on is reprogramming some of my lights, which will require I use my laptop to look up stuff. As long as IM and the web browser remain closed, I'll allow it. Oh... and Freecell will stay closed too.

Now - all that remains to do is to shut this bad boy off. I will report back on how it feels to be free of my computer addiction. Seriously. I'm gonna do it.

**2. Выпишите из текста примеры сленговых и разговорных выражений.**

**3. Прочитайте комментарии к блогу. Скажите, являются они положительными или отрицательными.**

Comments:

*Will Small*

Hey

I think it's a very good plan man, I am having the exact problem but I don't play card games I play counter-strike and stuff. Anyways I want to do something other than play computer all day with my life. I want to learn new stuff, explore the world. Do interesting stuff. GET A GIRLFRIEND. So all I can say to this piece of robotic piece of .... Adios Amigo !!

*Niels*

Dang! This sounds rreally familiar :)

I've been hooked to computers since I got my first own computer when I was 16 (24 now). When I started college I bought a spanking new PC and that was it, my surfin' habit kicked in, HARD. For you people wondering whether you're addicted too, there's this list you can check off:

<http://www.kudzumonthly.com/kudzu/jul01/addiction.html>

Anyways, I've tried spending less time staring at the box by making commitments like yours Ty. I've even unplugged my computer for a month and I could only use the computers at the library. That did work but I just made an excuse to plug it back in and there I was again.

The best question to ask in this situation is "Is this the best use of my time right now?" And also not to give using your computer any priority.

Good luck Ty and everybody else trying to kick it.



## Unit IV.CELEBRITIES IN THE IT WORLD

*To turn really interesting ideas and fledgling technologies into a company that can continue to innovate for years, it requires a lot of discipline.*

*Steve Jobs*

### Text 1 «Steve Jobs»

#### 1. Ответьте на вопросы, не читая текст.

1. The world seems to split between those that love Apple and its products and those that hate it, doesn't it?
2. Have you ever heard of Steve Jobs? If so, what do you know about him?
3. Who did Steve Jobs found Apple with?
4. When did Steve Jobs found Apple?
5. Can you name any other products made by Apple?
6. Do you know if the graphical user interface and the mouse were developed by Apple?
7. Do you know when Jobs left and returned to the company?
8. Have you seen any of the following movies: Toy Story, A Bug's Life, Monsters Inc., Finding Nemo? Do you know what these movies have in common?

#### 2. Заполните таблицу, используя ответы на вопросы. Разделите ваши ответы на две части:

**A. Вопросы, ответы на которые вы знали, не читая текст.**

**B. Вопросы, на которые вы смогли ответить только после прочтения текста.**

A. I have already known it	B. This fact is new for me

### Steve Jobs (1955–2011)

The world seems to split between those that love Apple and its products and those that hate it. Regardless of which camp you're in there's one thing you have to give Apple and Jobs credit for and that's taking an idea and making it desirable.

In 1976 Steve Jobs, along with Stephen Wozniak and Ronald Wayne founded Apple. Although the company had early success with the Apple and, in particular, Apple II computers, it was the original Macintosh (1984) that changed things: it was the first computer to have a graphical user interface and mouse rather than a command line interface.



The Macintosh really highlights Jobs' ability to take existing technology and improve it, making it desirable. In the case of this computer the graphical user interface had been developed by Xerox and the mouse by Douglas Engelbart; it was Apple that made them successful.

In 1985 Jobs was relieved of his duties as head of the Macintosh and Apple's fames and fortunes took a nosedive. It wasn't until Jobs was brought back on board in 1996, after Apple bought his NeXT Computer company that Apple's fortunes turned round and it started to make a profit.

After his return, Apple produced the iPod, the most popular MP3 player in the world, the iPhone, which sparked an entirely new industry with Apps and the iPad. With OS X and the move to Intel hardware, Apple is a leading company in the personal computer market.

His influence outside the computer industry was immense, too, with his Pixar company (later acquired by Disney) kick-starting computer-generated films like the incredible Toy Story, A Bug's Life, Finding Nemo.

### 3. Какую дополнительную информацию об основателе компании Apple вы знаете?

#### Text 2 «Bill Gates»

1. Что вы знаете о Билле Гейтсе?

2. Прочтите текст и выберите правильное слово в скобках.

#### Bill Gates (28 October 1955)

Whatever you may think about Bill Gates, there (is/are) no doubting the **impact** that he's had on the computer market. He's (best/better) **known** for **founding** Microsoft – a name that's synonymous with the personal computer (market/part).

Although Microsoft didn't actually (**invent**/invented) DOS (Tim Paterson of Seattle Computer Products did), the **company** has based its fortunes on it, exclusively licensing the OS and (later/more late) **buying** it outright to service



IBM's PC. From DOS, Microsoft (went/gone) on **to create** Windows – (the most/the more) successful operating system ever, and used by the majority of people the (world/peace) over.

Gates is a **key** figure in the success of Microsoft - equal parts technology genius and business man, he's pushed, cajoled and basically dictated the computer market. While Microsoft may have lost its way a little and missed out on repeating its **success** online, the company remains a **powerful** force.

Gates (has/have) moved on to charity work, with the Bill and Foundation. He's promised to give away the bulk of his (fortune/luck) in charitable work, which makes it **hard to hate** him **completely**.

### 3. Определите, верны или неверны утверждения.

1. Bill Gates has had an enormous influence on the computer market.
2. Microsoft invented DOS and has based its fortunes on it.
3. Windows was created from DOS.
4. DOS is the most successful operating system ever used by the majority of people all over the world.
5. Gates is not good at technology, but is a successful business man.
6. Bill Gates helps the needy.

### 4. Составьте пары слов, близких по значению. Прочтите текст, заменяя выделенное слово подходящим синонимом.

*Пример: to develop –to invent*

~~to develop~~, impact, to loathe, company, to establish, best known, difficult, strong, completely, to produce, ~~to invent~~ influence, hard, triumph, to buy, to found, central, most popular, success, powerful, entirely, corporation, to create, key, to purchase, to hate.

### 5. Прочтите сокращенный вариант текста. Заполните пропуски подходящими по смыслу словами.

Bill Gates influenced the \_\_\_\_\_ market greatly. He \_\_\_\_\_ Microsoft. His \_\_\_\_\_ is a synonym to the personal computer market. Microsoft didn't \_\_\_\_\_ DOS. Microsoft \_\_\_\_\_ Windows. Windows is a very successful \_\_\_\_\_ system. A great number of \_\_\_\_\_ use Windows all over the world. Gates is central \_\_\_\_\_ in the success of Microsoft. Gates spent a lot of \_\_\_\_\_ on charity.

### Text 3 «Tim Berners-Lee»

1. Прочтите текст и скажите, чем знаменит этот человек.
2. Найдите в тексте перевод следующих слов и словосочетаний:

приходить в голову (мысль, идея)	невозможно представить жизнь без
ученые/исследователи	обмениваться информацией
возможность	весь мир
разработать	честь принадлежит полностью
быть зависимым от	дать возможность

#### Tim Berners-Lee (8 June 1955)

Of all the cool claims to fame, inventing the world wide web **has** to be the best. That honour lies squarely with Tim Berners-Lee. While working as a contractor at CERN, he **came** up with a system called ENQUIRE, which **enabled** sharing and updating information between researchers using hypertext.



It was in 1989 when he **returned** to CERN that he **saw** an opportunity to link hypertext to the internet (itself only actually a way of connecting computer networks across the globe) and the World Wide Web **was** born.

He **designed** and **built** the first web browser, **created** the first web server and, in short, **changed** the entire world as we know it. We're now so reliant on the internet that it's impossible to imagine life without the world wide web.

3. Заполните таблицу синонимами из текста и переведите слова на русский язык.

	Synonyms (in the text)	Translation
scientists		
to exchange		
the whole world		
possibility		
dependent on		
to invent		
to connect		



## Grammar Focus

**4. Поставьте к тексту несколько вопросов и задайте их вашему товарищу. Затем ответьте на его вопросы (смотрите «Grammar Reference» → «Структура предложения»).**

**5. Разделите выделенные глаголы на две группы:**

1. Правильные глаголы (regular verbs): \_\_\_\_\_
2. Неправильные глаголы (irregular verbs): \_\_\_\_\_

### Text 4 «Jobs' Biography»

**1. Прочтите текст и скажите, почему Стива Джобса называют самым успешным предпринимателем в истории.**

#### Jobs' biography

Steve Jobs helped to make personal computers and computer technology available to everyone.

Steven Paul Jobs was born in Los Altos, California, on February 24, 1955. He was adopted when he was a baby and grew up in northern California. After high school, Jobs attended college in Portland, Oregon, but left after his first semester to travel in India.

When he returned to California, he learned that his high-school friend Steve Wozniak was building computers as a hobby. Wozniak had just invented the Apple I computer. In 1976 Jobs and Wozniak started Apple Computers. They worked out of Jobs's garage.

The Apple II personal computer that they built next appealed to both business and the public. The computer sold well and the company prospered until about 1981. That year, IBM began to take business away from Apple.

By then, Jobs and his development team had invented the Macintosh computer. Unlike the Apple II, the Macintosh was not very popular at first and Jobs



left the company in 1985 after being fired from the board.

After Jobs left Apple, he started his own company, called NeXT Software. Then, in 1986, he bought Pixar Animation Studios. In 1995, Pixar produced the first entirely computer-generated movie – Toy Story. It was a big hit, and Pixar went on to produce A Bug's Life (1998), Toy Story 2



(1999), Monsters Inc. (2001), and Finding Nemo (2003). These movies made a great deal of money.

Jobs was asked to return to Apple to help it become a leader in the computer field once again. In 1998, Apple introduced its iMac and iBook personal computers. Jobs became CEO in the year 2000.

Apple introduced the iPod shortly after Steve Jobs became CEO. The iTunes stores was launched in 2003. One year later, Steve Jobs was diagnosed with pancreatic cancer. Jobs beat his cancer and helped Apple release several important devices, including the iPhone and the iPad. He also sold Pixar to Disney. In 2011, Apple was declared the wealthiest company in America. Jobs resigned as CEO that same year.

Steve Jobs died on October 5th, 2011. He was 56 years old.

## **2. Определите, верны или неверны утверждения.**

1. Steve Jobs invented the Apple I computer.
2. Steve Jobs and his partner, Steve Wozniak, started Apple Computers.
3. The Apple II computer was not very popular.
4. The introduction of IBM's personal computer helped Apple Computers' business.
5. Steve Jobs died in his mid-fifties.

## **3. Ответьте на вопросы.**

1. What did Steve Jobs do after he finished high school?
2. Why did Steve Jobs and his friend, Steve Wozniak, start Apple Computers?
3. Why did Apple Computers have difficulty in the early 1980s? (Give 2 reasons.)
4. What did Steve Jobs do when he left Apple Computers?
5. What does Pixar Animation Studios do?
6. Why did Jobs return to Apple Computers?
7. What happened to Steve Jobs in 2004?

## **4. Обсудите вопросы в группах (via Skype, email or in the classroom).**

1. How has computer technology changed our lives in the past twenty years?
2. Apple Computers, the huge international company, grew out of Steve Wozniak's hobby of building computers. Do you know anyone else who has turned a hobby into a successful business?
3. Many movies nowadays use a lot of computer technology to generate special effects or create animation. Describe some of these films. What do you like or dislike about them?

**5. Соотнесите слова близкие по значению.**

- |                  |   |
|------------------|---|
| 1. available     | a) to step down from a position                       |
| 2. adopt         | b) well-liked   |
| 3. semester      | c) do well  |
| 4. invent        | d) able to be used                                    |
| 5. appeal        | e) a lot  |
| 6. public        | f) create something that didn't exist before          |
| 7. prosper       | g) legally take a child of other parents as one's own |
| 8. popular       | h) an area of study or activity                       |
| 9. animation     | i) a school term or period of time                    |
| 10. generate     | j) people or community in general                     |
| 11. hit (a hit)  | k) making something seem to be alive; cartoons        |
| 12. a great deal | l) attract  |
| 13. field        | m) produce, make                                      |
| 14. resign       | n) a big success                                      |

**6. Заполните пропуски словами из предыдущего упражнения. Если необходимо, измените форму глагола или существительного.**

1. In the first few years his business was losing money, but now it is finally starting to \_\_\_\_\_.

2. Mr. and Mrs. Lee cannot have their own children, so they decided to \_\_\_\_\_.

3. I want to see that new movie. It's supposed to be a very big \_\_\_\_\_.

4. Alexander Graham Bell \_\_\_\_\_ the telephone over 100 years ago.

5. John has only one \_\_\_\_\_ left before he graduates from university.

6. This government building is not open to the \_\_\_\_\_. It is for employees only.

7. Steve Jobs made \_\_\_\_\_ of money in his life.

8. I can't move into the new apartment yet. It won't be \_\_\_\_\_ until next month.

9. She is planning to go to university next year, but she hasn't chosen her \_\_\_\_\_ of study yet. She is thinking about studying to become either a nurse or a teacher.

10. Many people believe that Steve Jobs \_\_\_\_\_ due to health problems.

## Text 5 «Steve Jobs: innovator who enjoyed a second bite of the Apple»

### 1. Прочтите статью:

- 1) объясните, почему у статьи именно такой заголовок
- 2) назовите новые факты, которые содержит статья, в сравнении с предыдущими текстами о Джобсе.

### Steve Jobs: innovator who enjoyed a second bite of the Apple

*Technology is nothing. What's important is that you have a faith in people, that they're basically good and smart, and if you give them tools, they'll do wonderful things with them.*  
Steve Jobs



Steve Jobs, the co-founder and chief executive of Apple Computer, topped the Computer Weekly 40th anniversary poll due to the devoted following he has generated through his pioneering work in personal computing and product design.

Jobs was born in 1955 in San Francisco, and during his high school years he showed his early enthusiasm for computing. He met fellow Apple founder Steve Wozniak

during a summer job at HP.

In the autumn of 1974, Jobs, who had dropped out of university after one term, began attending meetings of the Homebrew Computer Club with Steve Wozniak. He took a job as a technician at Atari, a manufacturer of popular video games.

At the age of 21 Jobs saw a computer that Wozniak had designed for his own use and convinced his friend to market the product.

Their second machine, the Apple II, was introduced the following year and became a huge success, turning Apple into an important player in the personal computer industry.

In 1983 Apple launched the Lisa, the first PC with a graphical user interface – an essential element in making computing accessible to the masses. It flopped because of its prohibitive price, but



the next year Apple launched the distinct, lower priced Macintosh and it became the first commercially successful GUI machine.

Despite his success in founding Apple, Jobs left following a boardroom row in 1985. But his influence on the computer industry did not end there.

Jobs moved on to found Next Computer, then in 1986 he bought little known The Graphics Group from Lucasfilm, which achieved global dominance in animated feature films during the 1990s, after being renamed Pixar.

Without Jobs, Apple had stumbled. Market share fell while it struggled to release new operating systems. Its answer was to buy Jobs' company Next, together with its innovative operating system, and welcome back its charismatic former CEO.

On returning to Apple, Jobs drove the company ever deeper into the consumer electronics and computing market, launching such revolutionary products as the Macbook Air, iPod and iPhone, all of which have dictated the evolution of modern technology. Apple's quarterly reports improved significantly in 2007: Stocks were worth \$199.99 a share—a record-breaking number at that time—and the company boasted a staggering \$1.58 billion profit, an \$18 billion surplus in the bank and zero debt.

In 2003, Jobs discovered that he had pancreatic cancer. In 2004, he had a successful surgery to remove the tumor.

In respect to his personal life, Steve Jobs remained a private man who rarely disclosed information about his family. What is known is Jobs fathered a daughter with girlfriend Chrisann Brennan when he was 23. Jobs denied paternity of his daughter Lisa in court documents, claiming he was sterile. With Chrisann struggling financially for much of her life, Jobs did not initiate a relationship with his daughter until she was 7, but when she was a teenager she came to live with her father.

In the early 1990s, Jobs met Laurene Powell at Stanford business school, where Powell was an MBA student. They married on March 18, 1991, and lived together in Palo Alto, California, with their three children.

On October 5, 2011, Apple Inc. announced that its co-founder had passed away. After battling pancreatic cancer for nearly a decade, Steve Jobs died in Palo Alto.

**1. Найдите в тесте английские эквиваленты для следующих слов и словосочетаний).**

исполнительный директор, глава фирмы

энтузиазм в сфере информационных технологий

находить рынок сбыта для продукции

производитель видео игр

доступный народным массам

дизайн продукта

индустрия ПК

влияние

основатель, учредитель

посещать собрания

**2. Заполните пропуски соответствующими датами и переведите предложения на русский язык. 21; 1985; 1986; 1976; 1955; 1974; 2007, 1983; 1990s.**

**Model:** *In spite of his success in founding Apple, Jobs left following a boardroom row in 1985.*

1. In \_\_\_\_ Jobs joined the Homebrew Computer Club.
2. In \_\_\_\_ Jobs bought The Graphics Group.
3. Apple Computer was founded as a partnership in \_\_\_\_.
4. In \_\_\_\_ Apple launched the Lisa, the first PC with a graphical user interface.
5. Steve Jobs was born in \_\_\_\_ in San Francisco.
6. Pixar had a great success in animated feature films during the \_\_\_\_.
7. Apple's quarterly reports improved significantly in \_\_\_\_.
8. When Jobs was \_\_\_\_, he saw a computer that Wozniak had designed for his own use and convinced his friend to market the product.

### **3. Составьте план и расскажите о Стиве Джобсе.**

#### **Text 6 «Tim Berners-Lee: father of the web and champion of its freedom»**

**1. Прочтите текст и заполните пропуски подходящими по смыслу фразами.**

- a) how one could own a browser and how to set up a web server;
- b) where he built a computer with a soldering iron, TTL gates, an M6800 processor and an old television;
- c) with no patent and no royalties due;
- d) and the worldwide web was born;
- e) which was accepted by his manager, Mike Sendall;
- f) working as an independent contractor at the European nuclear research centre Cern.

#### **Tim Berners-Lee: father of the web and champion of its freedom**

In 1990, Tim Berners-Lee made the imaginative leap to combine the internet with the hypertext concept, 1)\_\_\_\_\_.

He was born in 1955 in London. Berners-Lee's parents were both mathematicians who were employed together on the team that built the Manchester Mark I, one of the earliest computers.

After attending school in London, Berners-Lee went on to study physics at Queen's College, Oxford, 2)\_\_\_\_\_.

While at Oxford, he was caught hacking with a friend and was banned from using the university computer.



He worked at Plessey Telecommunications from 1976 as a programmer and in 1980 began 3) \_\_\_\_\_.

In December 1980, Berners-Lee proposed a project to facilitate sharing and updating information among researchers. While there, he built a prototype system called Enquire.

He joined Cern on a full-time basis in 1984 as a fellow. In 1989, Cern was the largest internet node in Europe, and Berners-Lee saw an opportunity. "I just had to take the hypertext idea and connect it to the TCP and DNS ideas," he said, and the worldwide web was born.

He wrote his initial proposal in March of 1989, and in 1990, with the help of Robert Cailliau, produced a revision 4) \_\_\_\_\_.

He designed and built the first web browser and editor (called World-wide Web and developed on Nextstep) and the first web server called Hypertext Transfer Protocol Daemon (HTTPD).

The first website was put online on 6 August 1991. The URL is still in use today. It provided an explanation of the worldwide web, 5) \_\_\_\_\_. It was also the world's first web directory, since Berners-Lee maintained a list of other websites.

In 1994, Berners-Lee founded the World Wide Web Consortium (W3C) at the Massachusetts Institute of Technology. It comprised various companies willing to create standards and recommendations to improve the quality of the web.



Berners-Lee made his ideas available freely, 6) \_\_\_\_\_. He is now the director of W3C, a senior researcher at MIT's CSail, and professor of computer science at Southampton University.

## **2. Расположите предложения в правильном порядке и прочтите краткий пересказ текста.**

He designed and built the first web browser and editor and the first web server.

The first website was put online on 6 August 1991.

In December 1980, Berners-Lee proposed a project to facilitate sharing and updating information among researchers.

In 1994, Berners-Lee founded the World Wide Web Consortium (W3C) at the Massachusetts Institute of Technology.

He attended school in London and went on to study physics at Queen's College, Oxford.

Tim berners-lee was born in London.

He joined Cern on a full-time basis in 1984 as a fellow.

## Text 7 « Bill Gates: mixing maths and money to build Microsoft»

1. Прочтите части текста и переведите выделенные слова на русский язык.

2. Расположите части текста в логической последовательности. Составьте план текста.

### Bill Gates: mixing maths and money to build Microsoft



A. At school Gates **excelled** in mathematics and the sciences. By the age of 13 he was deeply **engrossed in** software programming. He began programming and bug fixing for the Computer Center Corporation, and in 1970 Gates **formed a venture** with a fellow school student and Microsoft co-founder, Paul Allen, to make **traffic counters** using the Intel 8008 processor.

B. By the early 1990s, Windows had driven other Dos-based GUIs like Gem and Geos out of the market. It performed a similar feat with the Office **productivity suite**. Gates fought hard to establish

Microsoft's dominant position in the software industry. His ability to get Microsoft software pre-installed on most PCs **shipped** in the world made Microsoft the world's largest software house and Gates one of the world's richest men.

C. Since 2000, Gates has given away about £15.5bn to charity. Fictional Gates characters have appeared in cartoons including the Simpsons, South Park and Family Guy.

D. Gates was born in Seattle, Washington in 1955 to a wealthy family: his father was a **prominent lawyer** and his mother served on the **board of directors** for First Interstate Bank and The United Way.

E. Gates **stood down** as chief executive of Microsoft in 2000 to focus on software development and on 16 June 2006, he announced that he would move to a part-time role with Microsoft in 2008 to focus on his **philanthropic work**.

F. In 1973, Gates **enrolled at** Harvard University, where he met future business partner Steve Ballmer. Their first venture was to develop a version of the Basic programming language for the Altair 8800, one of the first micro-computers.

Soon afterwards Gates left Harvard to **found** "Micro-Soft", which later became Microsoft Corporation, with Allen. Microsoft **took off** when Gates began licensing his MS-Dos operating systems to manufacturers of IBM PC clones.





4. Составьте диалог о достижениях Билла Гейтса. Используйте различные типы вопросов (смотрите «Grammar Reference» → «Структура предложения»).

### Text 8 «John Presper Jr. Eckert»

1. Прочтите текст и выберите правильное слово в скобках.

#### John Presper Jr. Eckert



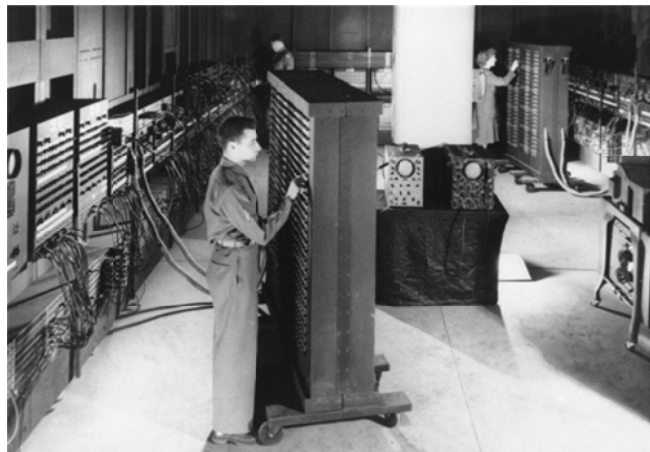
John Mauchly (left) and J. Presper Eckert (right)

*American electrical engineer and co-inventor of one of the (first/one) digital electronic computers. Born in Philadelphia, Pennsylvania, Eckert (attended/attends) the University of Pennsylvania, earning a (bachelor's/bachelors') degree in 1941 and a (master's/masters') degree in 1943, both in the field of electrical engineering. While there, he (met/meeted) John W. Mau-*

*chly, a professor of electrical engineering. Both men (was/were) interested in the construction of electronic computers to carry out massive computations. Working together, they made several valuable improvements to existing computing equipment. As a result of (them/their) work, they won a contract from the government to build a digital computer in which calculations would be done (electronically/electronical) instead of mechanically.*

Eckert and Mauchly completed their computer by 1945 and called it ENIAC (Electronic Numerical Integrator and Calculator). An enormous feat of engineering, the ENIAC (was/were) introduced to the public at the University of Pennsylvania in February of 1946. The 30-ton machine was 9 feet (high/higher), 80 feet (long/longer), and contained about 19,000 vacuum tubes. The ENIAC performed about 5000 operations per second and was initially used to calculate the trajectories of artillery shells for the armed forces.

In 1947 Eckert and Mauchly established their own computer manufacturing firm, the Eckert-



ENIAC, 1945





UNIVAC

Mauchly Computer Corporation. In 1949 (they/them) introduced the BINAC (BINary Automatic Computer), which stored (information/informative) on magnetic tape instead of on punched cards. In 1951 they introduced the UNIVAC (UNIVERSal Automatic Computer), a computer designed to handle business data. The UNIVAC was widely used in

commerce and (helped/has helped) launch the mainframe computer boom.

Remington Rand Corporation acquired the Eckert-Mauchly Computer Corporation in 1950 and as a result of a merger became the Sperry Rand Corporation in 1955. Eckert remained in executive positions throughout all the company acquisitions and mergers. He received 85 (patents/patent) from 1948 to 1966 for (electronic/electrical) inventions.

## 2. Заполните пробелы данными из текста.

1. Eckert graduated from the University of Pennsylvania in \_\_\_\_\_ as a BSc in the field of electrical engineering and in \_\_\_\_\_ as a MSc.
2. During his studies he met \_\_\_\_\_, a professor of electrical engineering.
3. Eckert and Mauchly completed their computer by \_\_\_\_\_ and called it \_\_\_\_\_.
4. Their computer was introduced to the public at the University of Pennsylvania in \_\_\_\_\_.
5. The \_\_\_\_\_ ton machine was \_\_\_\_\_ feet high, \_\_\_\_\_ feet long, and contained about \_\_\_\_\_ vacuum tubes.
6. It performed \_\_\_\_\_ operations per second and was initially used to calculate \_\_\_\_\_.
7. In \_\_\_\_\_ Eckert and Mauchly founded their own computer manufacturing firm.
8. In 1949 the inventors introduced \_\_\_\_\_ which stored information on \_\_\_\_\_ instead of on punched cards.
9. In \_\_\_\_\_ they introduced the UNIVAC designed to handle \_\_\_\_\_ data.
10. Eckert received \_\_\_\_\_ patents from 1948 to 1966 for his inventions.

## 3. Переведите выделенный курсивом фрагмент текста на русский язык.

**4. Quiz. Разделитесь на 4 группы. Each group chooses 1 celebrity from the list: Steve Jobs, Bill Gates, John Presper Jr. Eckert, Tim Berners-Lee. Think in groups of 10 or more questions for the quiz to ask your groupmates about this celebrity to check their knowledge.**



## **SPEAKING**

### **1. Make up an interview with an IT celebrity.**

**Student A:** Imagine you are a journalist who is going to interview the IT celebrity you admire. Think of ten to twelve questions you would ask about their personal life, education, career, hobbies, interests, future prospects, etc. and interview the person.

**Student B:** Imagine you are the IT celebrity who is interviewed by Student A. Study the person's biography. Prepare to answer all sorts of questions about your personal life, education, career, hobbies, interests, future prospects, etc. Be true to life.

**2. Подготовьте презентацию об известном человеке в IT-сфере. Представьте в аудитории или посредством Skype, email.**



## **WRITING**

**Write a newspaper article/interview about an important person in the IT sphere (about their personal life, education, career, hobbies, interests, future prospects, etc.)**

## КОНТРОЛЬНЫЕ РАБОТЫ

### Выполнение и оформление контрольных работ

Контрольные работы по английскому языку представлены в трех вариантах, студент обязан выполнить один из предложенных (см. таблицу ниже). Выполнять контрольную работу следует при помощи компьютера и сдавать в распечатанном виде. Титульный лист оформляется по стандарту БНТУ на русском или английском языке (см. образец).

Задания теста выполняются в последовательности, указанной в к/р. Студент должен составить список из незнакомых слов (Vocabulary), перевести их на русский язык, выучить и вложить в контрольную работу.

Перед контрольными заданиями приводится перечень грамматического материала, подлежащего усвоению. Раздел «Грамматический справочник» содержит грамматический материал, который необходимо усвоить для выполнения теста. После изучения соответствующих грамматических тем студенту необходимо выполнить контрольные задания и предоставить их преподавателю за две недели до начала зачетно-экзаменационной сессии. Студент может прислать работу для предварительной проверки по электронной почте (адрес узнать у преподавателя).

### Выбор варианта

Номер варианта контрольной работы совпадает с первой буквой фамилии.

№ варианта	1	2	3
Первая буква фамилии	А	Б	В
	Г, Д	Е, Ж, З	И, К
	Л	М	Н, О
	П, Р	С	Т, У
	Ф, Х	Ц, Ч	Ш, Щ
	Э	Ю	Я

**Правила оформления титульного листа  
на русском языке**

**БЕЛОРУССКИЙ НАЦИОНАЛЬНЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ  
Международный институт дистанционного образования  
Кафедра «Информационные системы и технологии»**

**ОБРАЗЕЦ**

**КОНТРОЛЬНАЯ РАБОТА № 1**

**1 семестр  
Вариант № \_\_  
по дисциплине: «Иностранный язык (английский)»**

**Выполнил:**

**студент 1 курса, гр. \_\_\_\_\_  
ФИО студента \_\_\_\_\_**

**Проверил:**

**ФИО преподавателя:  
(Шапаренко А. А.  
Голикова А. Е.)**

**Минск 2017**

## TERM I



### КОНТРОЛЬНАЯ РАБОТА № 1 Вариант № 1

*Для правильного выполнения контрольной работы № 1 необходимо усвоить следующий грамматический материал:*

1. Существительное. Множественное число. Притяжательный падеж. Артикли.
2. Местоимения личные, притяжательные, вопросительные, указательные, относительные.
3. Числительные.
4. Прилагательные. Степени сравнения.
5. Структура предложения. Повествовательные, отрицательные, вопросительные предложения. оборот *there is/ are*.
6. Особенности образования форм глаголов *to be, to have*.
7. Видовременные формы глагола (действительный залог). Правильные и неправильные глаголы. Типы вопросов.

**I. Прочтите текст и выберите правильное слово в скобках. Выполните упражнения после текста.**

#### IT Department Restructuring



DataPro Inc. (is/are) growing, and so the workload is increasing. But the IT department (are/is) not dealing with this increase effectively. So Chief Executive Officer (am/is) dividing the IT department into three sections: **quality assurance, data processing and information security**. The responsibilities of each section (is/are):

##### **Quality assurance**

- testing **hardware**
- providing **technical support**

##### **Data Processing**

- writing **code**
- organizing **data**

##### **Information Security**

- **encoding online** data transfers
- updating security **soft-ware**

These changes (am/is/are) not simple or easy. But smaller groups deal with tasks more efficiently than larger ones. The supervisors (is, are) ready to inform the employees about the new section assignment.

**A. Соотнесите слова (1–10) с определениями (a–j).**

- |                         |   |
|-------------------------|---|
| 1) software             | a) putting secret information into code     |
| 2) code                 | b) the physical parts of a computer         |
| 3) hardware             | c) connected to the Internet                |
| 4) data processing      | d) numbers entered/held in a computer       |
| 5) information security | e) checking products for problems           |
| 6) online               | f) the act of using information             |
| 7) technical support    | g) programs/instructions added to computers |
| 8) data                 | h) helping people use/understand technology |
| 9) quality assurance    | i) program language                         |
| 10) encoding            | j) the act of protecting information        |

**II. Сделайте предложения отрицательными.**

1. Compression reduces the amount of disk space required to store data.
2. As technology changed the world of mobile devices, the PDA (personal digital assistant) has become obsolete as devices like touch-screen smartphones and tablets grow in popularity.
3. The Internet has enriched our lives. It's difficult to imagine how we did certain jobs before we had the ability to go online.
4. In 1969 Intel designed the first microprocessor.

**III. Заполните пропуски правильной формой глагола “to be, to have”.**

1. Cryptography \_\_\_ the art of science keeping messages secret.
2. The chip is used in a wide variety of devices. They \_\_\_ PCs, calculators, digital watches, robots, electronic games etc.
3. In all PCs, the microprocessor \_\_\_ the chip that runs programs.
4. All the employees \_\_\_ laptops or handheld PCs.
5. In terms of computing power, modern notebook computers \_\_\_ nearly equivalent to personal computers. They \_\_\_ the same CPUs, memory capacity and disk drives.

**IV. Подберите словосочетания с противоположным значением.**

*Пример: a more interesting film – a less interesting film.*

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| a less reliable device –           | a bad model –                         |
| the worst results –                | the most efficient program –          |
| the easiest programming language – | a smaller laptop –                    |
| the least effective device –       | a more reasonable logical operation – |

**V. Переведите выделенные слова на английский язык, используя оборот there is/there are. Поставьте вопросы к предложениям.**

1. *Существует* 6 classes of tokens: identifiers, keywords, constants, strings, operators and other separators.

How many \_\_\_\_\_ ?

2. *Находятся* a laptop and a printer on the office desk.

What \_\_\_\_\_ ?

3. *Существуют* various types of computers.

What types \_\_\_\_\_ ?

4. *Нем* unknown for students symbols in this sentence.

Are \_\_\_\_\_ ?

**VI. а) Запишите и произнесите числа, даты и телефонные номера.**

**NUMBERS**

1,750

17953240

85%

274,713

**DATES**

April 6, 1988

January 19, 2009

July 23, 1842

December 15, 2016

**TELEPHONE NUMBERS**

8-029-681-44-33

266-93-21

8-033-855-295

8-029-722-849

**б) Запишите слова, выделенные курсивом, цифрами.**

*Пример: There are exactly four thousand, six hundred and two employees. – 4602.*

1. This program shows a rise of *nineteen point five per cent*.

2. The *fourth* generation of computers is more evolutionary than revolutionary.

3. If the original file is *two thousand* byte long and is compressed to *one thousand* bytes, and *one hundred* byte table is required to expand the file back again, then the degree of compression is *forty-five per cent*.

4. A typical computer system uses an *eight-bit* byte for each character in a text file. In theory this permits a *two hundred fifty-six* character alphabet.

**VII. Прочтите текст и переведите выделенный фрагмент на русский язык. Поставьте к тексту 10 вопросов различного типа. Выпишите из текста слова с окончанием «s». Разделите их на три группы (глаголы, существительные, местоимения). Окончание -s/es является:**

а) показателем третьего лица единственного числа глагола в Present Indefinite;

б) признаком множественного числа имени существительного;

в) показателем притяжательного падежа имени существительного.

## **Computer programmer**

### **Job description**

Technology is a way of life these days as many individuals find themselves lost without items such as their computers and PDAs. The job position of a computer programmer is not only one that is high in demand but readily available as well.

#### **What Is a Computer Programmer?**

The individual who fulfills the job role of a computer programmer is one who writes and develops various programs relating to the use of the computer.

#### **General Responsibilities of a Computer Programmer.**

No matter what type of job a computer programmer fulfills, he/she will have general responsibilities to perform in their role as a computer programmer. The first is to develop new computer programming methods. These may include anywhere from basic computer programming methods to more in-depth methods. Another general responsibility which a computer programmer must undertake in his/her daily job role is the development of programs themselves.

Another general responsibility of a computer programmer is to consult with outside parties in relation to the construction of computer programming methods and the programs themselves. Lastly, computer programmers must follow the progress of programs to ensure that they are operating correctly and fix any program errors that might occur along the way.

#### **Specific Duties of a Computer Programmer**

*The primary duty of a computer programmer is to develop computer programs. Computer programs can relate to business concepts, games or personal use by individual computer users.*

*Another specific duty of a computer programmer is to perform monitoring tasks to ensure that the programs which they develop work properly. Computer programmers review programs on a frequent basis and make adjustments.*

*Some computer programmers may also be in a supervisory position. This means that the computer programmer may oversee the work of coworkers and subordinates on a daily basis. Those who fill a supervisory role may have to hire new computer programmers and others who work in the computer department as well as fire those who do not work out. Computer programmers who are supervisors may also perform scheduling and payroll tasks.*

*The maintenance of computer databases is another type of specific duty. The size of the database will depend on the computer department which a computer programmer works within and the company which a computer programmer works for in their job position.*

*The computer programmer may also be the individual who is responsible for providing technical support to those who use the computer programs developed by the individual and his/her company.*



## VIII. Прочтите диалог.

### Talking About Your Job

*Jack:* Hi, Peter. Can you tell me a little bit about your current job?

*Peter:* Certainly. What would you like to know?

*Jack:* First of all, what do you work as?

*Peter:* I work as a computer technician at Schuller's and Co.

*Jack:* What do your responsibilities include?

*Peter:* I'm responsible for systems administration and in-house programming.

*Jack:* What sort of problems do you deal with on a day-to-day basis?

*Peter:* Oh, there are always lots of small system glitches. I also provide information on a need-to-know basis for employees.

*Jack:* What else does your job involve?

*Peter:* Well, as I said, for part of my job I have to develop in-house programs for special company tasks.

*Jack:* Do you have to produce any reports?

*Peter:* No, I just have to make sure that everything is in good working order.

*Jack:* Do you ever attend meetings?

*Peter:* Yes, I attend organizational meetings at the end of the month.

*Jack:* Thanks for all the information, Peter. It sounds like you have an interesting job.

*Peter:* Yes, it's very interesting, but stressful, too!

### A. Переведите слова на русский язык.

computer technician

glitch

in-house

organizational meeting

to be responsible for

to involve

to work as

day-to-day basis

good working order

need-to-know basis

stressful

to develop

to pay bills

to produce reports

### B. Ответьте на вопросы.

1. What does Peter do?
2. What are his responsibilities?
3. What kind of problems does he solve every day?
4. How often does he write reports?
5. How often does he attend meetings?
6. Does Peter like his job?

**IX. Прочтите текст «Why I'm a Programmer». Напишите небольшое сочинение на тему «Почему я решил стать программистом». Используйте текст и вопросы после него в качестве примера.**

### **Why I'm a Programmer**

So why *am* I a programmer? My answer is “because I enjoy it”. *Why* do I enjoy it? There are a few reasons.

First, I enjoy problem solving – both on a micro and macro scale. Programming involves copious amounts of both. Figuring out the most efficient way to implement a feature or tracking down a bug in existing code are examples of small-scale problems that programmers solve. Figuring out software solutions for problems like personal bookkeeping or project funding are examples of the larger scale. Actually, my love for computers and programming grew out of that constant questioning of things, and the ability to actually make my own programs has become my passion.

Second, I enjoy creating. Programming is a medium that allows me to create something out of nothing. I'm not limited to physical constraints; if I can imagine it, I can create it.

Third, it's a career. It's an area that is in great demand these days and probably will continue to be in demand for the foreseeable future. As such, it's also an area that pays well.

Important responsibilities include:

- writing, testing, designing and maintaining the programs that allow computers to function properly;
- updating, repairing and modifying existing computer programs to make them operate as efficiently as possible;
- converting software designs into conventional programming languages such as COBOL, Prolog, Java, C++ or ACTOR.

In conclusion, the tech industry has become one of the most progressive industries in a number of areas where it matters. My employer's healthcare benefits are amazing. Flexible schedules, liberal parental leave policies, and other such benefits are commonplace. Having this kind of work environment and social support structure improves my overall quality of life.

#### ***Questions:***

1. Does programming involve problem solving?
2. What programming languages do programmers use?
3. What is the best part of being a computer programmer? The worst? The most challenging?
4. What's the salary range in this career?
5. What is a typical day in the life of a computer programmer?
6. Is it easy to find a job as a computer programmer?
7. What skills do you think young programmers need for the job?

8. What improvement does computer programming give for human life?
9. What are future prospects of computer programming?

## TERM I

### КОНТРОЛЬНАЯ РАБОТА № 1



#### Вариант № 2

*Для правильного выполнения контрольной работы № 1 необходимо усвоить следующий грамматический материал:*

1. Существительное. Множественное число. Притяжательный падеж. Артикли.
2. Местоимения личные, притяжательные, вопросительные, указательные, относительные.
3. Числительные.
4. Прилагательные. Степени сравнения.
5. Структура предложения. Повествовательные, отрицательные, вопросительные предложения.оборот there is/ are.
6. Особенности образования форм глаголов to be, to have.
7. Видовременные формы глагола (действительный залог). Правильные и неправильные глаголы. Типы вопросов.

**I. Прочтите текст и выберите правильное слово в скобках. Выполните упражнения после текста.**

From: bruce.roberts@tei.com

To: chris.carter@techmagazine.net

Re: TEI computers?

Thanks for including TEI Inc. in your article on **workplace technology**. We (has, have) many types of computers at our disposal. First, all employees receive PDAs and **desktop computers**. But we those for **word processing** and **spreadsheets**. Of course, some programs (is, am, are) too **powerful** for desktops. So many employees use the faster workstations. And we (has, have, are) a



few **laptops** and **handheld PCs**. However, employees only use them on business trips. Most employees just answer email with their **cell phones**. The new **server** (provides, provide, providing) **access to** all printers. Finally, our **mainframe processes** our (largest, the most largest) **data files**. No need for a supercomputer yet!

Regards, Bruce Roberts

## Выберите правильное определение.

### 1. Workstation –

- a) handheld device that combines computing, telephone/fax, Internet and networking features;
- b) large and powerful computer that supports many other computers working at once;
- c) a computer intended for individual use that is faster and more capable than a personal computer.

### 2. Mainframe –

- a) large and powerful computer that supports many other computers working at once;
- b) fast computer that is used by one person and has more memory than an ordinary personal computer;
- c) a device that makes and receives calls.

### 3. Laptop –

- a) a computer designed to fit comfortably on top of a desk, typically with the monitor sitting on top of the computer;
- b) a small, portable computer – small enough that it can sit on your lap;
- c) a handheld device that combines computing, telephone and Internet.

## II. Сделайте предложения отрицательными.

1. When you select a directory to compress and click Apply, Windows NT displays a prompt asking if you want to compress all subdirectories within the directory.

2. If the filenames you specify for many of the server's control files begin with "/" (or ":drive/" for Win 32), the server will use that explicit path.

3. At the moment the computer technician is helping the staff understand a bit about the new operating system.

4. The company has spent a lot of money on the new software and hardware.

## III. Заполните пропуски правильной формой глагола "to be, to have".

1. There \_\_\_ several stages in programming.

2. A domain name \_\_\_ a set of words and letters that identify a company or address on the Internet. Asking prices for domain names \_\_\_ often between \$500 and \$2000. And it \_\_\_ uncommon for really good names to fetch \$5000 or more.

3. The pilot \_\_\_ a supercomputer to do work on the plane.

4. The site \_\_\_ another web host last year. Now the site \_\_\_ a new web host.

5. Handheld computers \_\_\_ smaller than laptops, but they also \_\_\_ a keyboard.

**IV. Перепишите предложения, используя положительную степень прилагательных. Если необходимо, внесите изменения в предложение. Переведите на русский язык.**

1. The old computers were **less efficient** than the modern ones.
2. What is the **best way** to compile a program?
3. BASIC is one of **the easiest** programming languages.
4. The **most important** purpose of computers is to solve complex problems.
5. BASIC is **more popular** on microcomputers.
6. The researchers need **more detailed** information.
7. Reduced redundancy makes a file **more vulnerable** to storage and transmission errors.

**V. Составьте предложения, используя конструкцию “there is/are”.**

1. to become, educational, requirements, a computer technician.
2. the need of experts, several problems, that require.
3. in, and, 4 digits, 3 capital letters, the password.
4. path, no definite, a computer technician, to become.

**VI. а) Напишите и произнесите числа, даты и телефонные номера. Переведите предложения на русский язык.**

**NUMBERS**

0,029  
726,482  
109 %  
39 675 372  
4,7 %  
1/35

**DATES**

March 6, 1984  
January 27, 2005  
June 13, 1652  
December 31, 2016  
October 15, 1706

**TELEPHONE NUMBERS**

8-029-845-72-15  
288-74-65  
8-029-344-822  
8-044-621-088

**б) Запишите слова, выделенные курсивом, цифрами.**

1. If the original file is *two thousand* bytes long and is compressed to *one thousand* bytes, and a *one hundred* table is required to expand the file back again, then the degree of compression is *forty-five* percent.

2. *Two thirds* of the passwords created by my colleagues are complex. People usually use digits from *zero* to nine and letters to create passwords.

3. *Three* times *five* equals *fifteen*.

4. Today *thirty-eight thousand six hundred twenty-four* people have visited the company's home page *http://www.datasoft.com*. If we divide *thirty-eight thousand six hundred twenty-four* by *two*, we'll get the yesterday's number of visitors.

**VII. Прочтите текст и переведите выделенный фрагмент на русский язык. Поставьте к тексту 10 вопросов различного типа. Выпишите из текста слова с окончанием «s». Разделите на три группы (глаголы, существительные, местоимения). Окончание «-s/es» является:**

- а) показателем третьего лица единственного числа глагола в Present Indefinite;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа имени существительного.

### **Computer technician Job description**

One of the most important jobs of a computer technician is to troubleshoot and rectify the problems that are encountered in the functioning of computers at homes or offices.

The job of computer technicians offers myriad career opportunities to students and builds a strong platform for their future growth in the IT field. Students and youngsters who love solving and analyzing computer problems have great prospects in this field. Although training and education are extremely important, an inner urge and interest to understand and solve the problems related to computers is the fundamental prerequisite to become such a technician.

#### **Job Description**

The job of these technicians is to solve and troubleshoot the problems related to desktop computers, laptops and different types of computers. When we encounter operational difficulties in the functioning of the computers, we need skilled technicians to fix our problems. There are several problems that require the need of experts.

Their job involves planning, designing and implementation of the computer network. Testing, installing and connecting various computers in the networks, troubleshooting and diagnosing hardware problems, computer repairs and desktops at home and offices, are all part of the job.

Technicians who are working in the research and development departments of the manufacturers or in consumer electronic shops, diagnose problems, replace parts of the personal computers, and repair hardware problems.

With the increasing demand of the computer technicians and growing challenges of handling computer problems, they must keep themselves abreast with the new technologies.

#### ***Educational Requirements and Skills***

*To become a computer technician, there are certain educational requirements. This professional usually possesses a bachelor's or associate's degree in computer science, computer engineering, electrical engineering and telecommunications. Some employers also recruit candidates with certificate courses in computer networking and hardware.*

*They have to often work in hectic schedule rushing to various calls and troubleshooting problems of many clients and customers. They have to carry all the necessary instruments required for troubleshooting the computers. They also carry the software CDs related to the diagnosis of the computer problems, testers, cables and connectors, anti-virus software, thumb drives, LAN wire connectors and other important software. Another important facet of the computer job description is that he must have good communication skills. A good knowledge in English helps them to deal with wide variety of people from different backgrounds. Patience and ability to focus on the job are necessary attributes for anybody aspiring to be a computer technician.*

*As such, there is no definite path to become a computer technician. Some start it as a hobby in the graduation years and move on to gain mastery in it and converting it into their professions. Some, on the other hand, traditionally follow it by taking educational degrees.*

### **Salary**

*A computer technician earns nearly US \$40,000 to US \$65,000 annually. With advanced certifications and diplomas, he can command higher salaries. Students interested in becoming these technicians must possess aptitude to crack complex problems and solve them with logic and analysis.*

## **VIII. Прочтите диалог.**

- |   |  |
|---|--|
| 1. Where is Brian?<br>– Boston<br>– London<br>– Paris                       | 4. When is he going to meet Frank?<br>– at 10 o'clock tomorrow morning<br>– tomorrow afternoon<br>– at 7 o'clock tomorrow evening              |
| 2. Why is he there?<br>– on holiday<br>– on business<br>– for a performance | 5. Why hasn't he visited any museums yet?<br>– He hasn't had time.<br>– He doesn't want to visit any museums.<br>– He thinks Boston is boring. |
| 3. Has he made the presentation yet?<br>– no<br>– yes<br>– doesn't say      |  |

### **Выберите правильный ответ.**

#### **On a business trip – a presentation**

**Betsy:** Hi Brian, this is Betsy. How are you doing?

**Brian:** I've just returned from the Head Office. The weather is great! Boston is a great city!

**Betsy:** Have you met Frank yet?

**Brian:** No, I haven't seen him yet. We have a meeting at 10 o'clock tomorrow morning. We are going to meet then.

**Betsy:** Have you made your presentation yet?

**Brian:** Yes, I made the presentation yesterday afternoon. I was very nervous, but everything went well.

**Betsy:** Has management given you any feedback yet?

**Brian:** Yes, I've already met with the sales director. We met immediately after the meeting and he was impressed with our work.

**Betsy:** That's great Brian. Congratulations! Have you visited any museums yet?

**Brian:** No, I'm afraid I haven't had any time yet. I hope to take a tour around town tomorrow.

**Betsy:** Well, I'm happy to hear that everything is going well. I'll talk to you soon.

**Brian:** Thanks for calling Betsy. Bye.

**Betsy:** Bye.

**Переведите слова на русский язык.**

to return

nervous

feedback

immediately

congratulations

Head Office

management

sales director

to impress

to take a tour

**Выберите правильный ответ.**

**IX. Прочтите текст «Why I'm a Programmer». Напишите небольшое сочинение на тему «Почему я решил стать программистом». Используйте текст и вопросы после него в качестве примера.**

### **Why I'm a Programmer**

So why *am* I a programmer? My answer is "because I enjoy it". *Why* do I enjoy it? There are a few reasons.

First, I enjoy problem solving – both on a micro and macro scale. Programming involves copious amounts of both. Figuring out the most efficient way to implement a feature or tracking down a bug in existing code are examples of small-scale problems that programmers solve. Figuring out software solutions for problems like personal bookkeeping or project funding are examples of the larger scale. Actually, my love for computers and programming grew out of that constant questioning of things, and the ability to actually make my own programs has become my passion.

Second, I enjoy creating. Programming is a medium that allows me to create something out of nothing. I'm not limited to physical constraints; if I can imagine it, I can create it.



Third, it's a career. It's an area that is in great demand these days and probably will continue to be in demand for the foreseeable future. As such, it's also an area that pays well.

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9. What are future prospects of computer programming?

## **TERM I**



### **КОНТРОЛЬНАЯ РАБОТА № 1**

#### **Вариант № 3**

*Для правильного выполнения контрольной работы № 1 необходимо усвоить следующий грамматический материал:*

1. Существительное. Множественное число. Притяжательный падеж. Артикли.
2. Местоимения личные, притяжательные, вопросительные, указательные, относительные.
3. Числительные.
4. Прилагательные. Степени сравнения.
5. Структура предложения. Повествовательные, отрицательные, вопросительные предложения.оборот there is / are.



## 2. IP address

- a) a city-wide network;
- b) an identification number;
- c) a networking device.

## 3. LAN

- a) a local network;
- a) a wireless network;
- b) a networking device.

## II. Сделайте предложения отрицательными.

1. Windows are visual areas on a computer screen where different programs are operating.

2. In the 1990s people didn't use videoconferencing a lot to meet with their business partners. These days videoconferencing is extremely popular not only among business people.

3. As technology changed the world of mobile devices, computers are becoming less popular as devices like touch-screen smartphones and tablets grow in popularity.

4. Humans have had many types of computers at their disposal for a long time.

5. The touch screen allows input without a keyboard and is programmable for many uses.

## III. Заполните пропуски правильной формой глагола «to be, to have». Переведите на русский язык.

1. The company's site \_\_\_ only 200 page views last month. Advertising increased traffic.

2. IP (Internet Protocol) address \_\_\_ a group of numbers that identify a computer on a network.

3. Software \_\_\_ the set of instructions that your computer hardware executes to process information for you.

4. Nowadays, almost all people in developed countries \_\_\_ access to the Internet. But there \_\_\_ many countries in Africa and Asia where only a fraction of the population can use the World Wide Web regularly.

5. Workstations \_\_\_ computers intended for individual use that are faster and more capable than personal computers. They \_\_\_ intended for business or professional use (rather than home or recreational use).

## IV. Выберите правильную степень прилагательного.

1. BASIC is (popularest, more popularer, more popular) on microcomputers.

2. (The most fast, the faster, the fastest) way to display text on the video display is to use assembly-language routines and directly program the video hardware.

3. The (newer, more new, more newer) members of the PC family provide (more faster, faster, more fast) hardware and (gooder, better, more better) system software, so direct programming of the hardware doesn't necessarily result in significantly (faster/fastest/most fast) programs.

**V. Составьте предложения, используя конструкцию «there is/are».**

1. this program, in, a number of, errors.
2. several, the need of, that, require, problems, experts.
3. the it department, sections, in, two.
4. major categories, two, software, of.

**VI. а) Напишите и произнесите числа, даты и телефонные номера.**

NUMBERS	DATES	TELEPHONE NUMBERS
2,073	May 17, 1994	8-033-125-33-94
529,380	February 16, 2002	266-93-02
103%	August 30, 1732	8-029-155-966
9301873	December 15, 2011	8-044-011-099
9,9 %	October 11, 1862	
2/50		

**б) Запишите слова, выделенные курсивом, цифрами. Переведите предложения на русский язык.**

1. Since humans do not deal well with **forty-eight**-bit numbers like 0x000EED3D1829 (in much the same way we do not deal well with numerical IP addresses like *sixty-four point two hundred thirty-three point one hundred sixty-one one point hundred one*), Bluetooth devices will almost always have a user-friendly name.

2. The HR department phone number is *eight oh two nine three six five two double six and double eight*.

3. A **byte** is a term first coined by Werner Buchholz in *nineteen fifty-six*. A byte is data equal to either *seven* or *eight* bits depending if it needs error correction (parity).

4. You can think of a byte as one letter, for example, the letter 'h' is one byte or *eight* bits and the word 'hope' as *four* bytes or thirty-two bits (*four multiplied by eight*).

**VII. Прочтите текст и переведите выделенный фрагмент на русский язык. Поставьте к тексту 10 вопросов различного типа. Выпишите из текста слова с окончанием «s». Разделите на три группы (глаголы, существительные, местоимения). Окончание “-s/es” является:**

а) показателем третьего лица единственного числа глагола в Present Indefinite;

б) признаком множественного числа имени существительного;

в) показателем притяжательного падежа имени существительного.

## **Computer Technician Job Description**

*One of the most important jobs of a computer technician is to troubleshoot and rectify the problems that are encountered in the functioning of computers at homes or offices.*

*The job of computer technicians offers myriad career opportunities to students and builds a strong platform for their future growth in the IT field. Students and youngsters who love solving and analyzing computer problems have great prospects in this field. Although training and education are extremely important, an inner urge and interest to understand and solve the problems related to computers is the fundamental prerequisite to become such a technician.*

### **Job Description**

*The job of these technicians is to solve and troubleshoot the problems related to desktop computers, laptops and different types of computers. When we encounter operational difficulties in the functioning of the computers, we need skilled technicians to fix our problems. There are several problems that require the need of experts.*

*Their job involves planning, designing and implementation of the computer network. Testing, installing and connecting various computers in the networks, troubleshooting and diagnosing hardware problems, computer repairs and desktops at home and offices, are all part of the job.*

*Technicians who are working in the research and development departments of the manufacturers or in consumer electronic shops, diagnose problems, replace parts of the personal computers, and repair hardware problems.*

*With the increasing demand of the computer technicians and growing challenges of handling computer problems, they must keep themselves abreast with the new technologies.*

### **Educational Requirements and Skills**

To become a computer technician, there are certain educational requirements. This professional usually possesses a bachelor's or associate's degree in computer science, computer engineering, electrical engineering and telecommunications. Some employers also recruit candidates with certificate courses in computer networking and hardware.

They have to often work in hectic schedule rushing to various calls and troubleshooting problems of many clients and customers. They have to carry all the necessary instruments required for troubleshooting the computers. They also carry the software CDs related to the diagnosis of the computer problems, testers, cables and connectors, anti-virus software, thumb drives, LAN wire con-

nectors and other important software. Another important facet of the computer job description is that he must have good communication skills. A good knowledge in English helps them to deal with wide variety of people from different backgrounds. As such, there is no definite path to become a computer technician. Some start it as a hobby in the graduation years and move on to gain mastery in it and converting it into their professions. Some, on the other hand, traditionally follow it by taking educational degrees.

### **Salary**

A computer technician earns nearly US \$40,000 to US \$65,000 annually. With advanced certifications and diplomas, he can command higher salaries. Students interested in becoming these technicians must possess aptitude to crack complex problems and solve them with logic and analysis.

## **VIII. Прочтите диалог.**

### **Web Visions Conference**

**Robert:** I'm going to Portland on Thursday. There's an internet expo on. It's called WebVisions.

**Alice:** What is the schedule like?

**Robert:** As soon as I arrive, the keynote speech begins.

**Alice:** ... and after that?

**Robert:** When the keynote ends, we'll have two hours to check out the booths.

**Alice:** Are you making any presentations?

**Robert:** No, I'm just attending this conference.

**Alice:** Is Tad Wilson presenting?

**Robert:** No, but he's giving a workshop on Monday.

**Alice:** When are you coming back?

**Robert:** I'm flying back on Saturday morning.

**Alice:** Remember you are meeting with Trevor on Monday morning at nine o'clock sharp!

**Robert:** Oh, thanks! I forgot about that ...

**Alice:** Have a good trip!

### **Переведите слова.**

expo

schedule

keynote speech

to check something out

booth

presentation

to attend

workshop

at X o'clock sharp

### **Ответьте на вопросы.**

1. Where is Robert going on Thursday?

– to a meeting

– to an internet expo

– on vacation

2. What will he do after the keynote?
  - Meet with Tad Wilson
  - Check out the booths
  - Go to a workshop
3. What's he doing at the conference?
  - Making a presentation
  - Holding a workshop
  - Attending the conference
4. When is he returning?
  - On Monday
  - On Saturday
  - On Tuesday
5. What two things are happening on Monday?
  - Tad Wilson's workshop and Robert's meeting with Trevor
  - Tad Wilson's meeting and Robert's workshop
  - WebVisions and Robert's workshop

**IX. Прочтите текст «Why I'm a Programmer». Напишите небольшое сочинение на тему «Почему я решил стать программистом». Используйте текст и вопросы после него в качестве примера.**

### **Why I'm a programmer**

So why *am* I a programmer? My answer is “because I enjoy it”. *Why* do I enjoy it? There are a few reasons.

First, I enjoy problem solving – both on a micro and macro scale. Programming involves copious amounts of both. Figuring out the most efficient way to implement a feature or tracking down a bug in existing code are examples of small-scale problems that programmers solve. Figuring out software solutions for problems like personal bookkeeping or project funding are examples of the larger scale. Actually, my love for computers and programming grew out of that constant questioning of things, and the ability to actually make my own programs has become my passion.

Second, I enjoy creating. Programming is a medium that allows me to create something out of nothing. I'm not limited to physical constraints; if I can imagine it, I can create it.

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## ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

### ИМЯ ЧИСЛИТЕЛЬНОЕ

1 – one;	11 – eleven;	
2 – two;	12 – twelve;	20 – twenty;
3 – three;	13 – <u>thirteen</u> ;	30 – thirty;
4 – four;	14 – <u>fourteen</u> ;	40 – forty;
5 – five;	15 – <u>fifteen</u> ;	50 – fifty;
6 – six;	16 – <u>sixteen</u> ;	60 – sixty;
7 – seven;	17 – <u>seventeen</u> ;	70 – seventy;
8 – eight;	18 – <u>eighteen</u> ;	80 – eighty;
9 – nine;	19 – <u>nineteen</u> ;	90 – ninety.
10 – ten;		

#### *Numbers over 20*

21 – twenty-one;  
22 – twenty-two;  
32 – thirty-two;  
99 – ninety-nine.

#### *Numbers over 100*

101 – a/one hundred (and) one;  
121 – a/one hundred (and) twenty-one;  
200 – two hundred;  
232 – two hundred (and) thirty-two;  
999 – nine hundred (and) ninety-nine.

**Note:** In **British English** they say: **two hundred and thirty-two**. But in American English: two hundred thirty-two.

#### **Numbers over 1000**

1001 a/one thousand (and) one, 1121 one thousand one hundred (and) twenty-one, 2000 two thousand, 2232 two thousand two hundred (and) thirty-two, 9999 nine thousand nine hundred (and) ninety-nine

In English, we write thousands with a comma (,): 1,000 (one thousand) 4,250 (four thousand, two hundred and fifty).

Approximate numbers are easier to say: 98 – about a hundred (приблизительно 100), 968,000 – about a million (приблизительно один миллион)

*В нетехнических текстах официального характера* числа от одного до ста, круглые и любые числа, которые можно выразить одним или двумя словами, обычно пишутся полностью, то есть *словами*. В *менее официальных* текстах, как правило, числа от одного до десяти следует писать словами, а цифры можно использовать для чисел выше десяти.

There are **twelve** students in my group. – There are **5280** feet in a mile.

Числа *в начале предложения* следует писать **словами**. Если вам нужно использовать цифры, перестройте свое предложение.

**Fifty-six** workers were fired yesterday. – **Yesterday 56** workers were fired.

Числительные, употребляемые в одной и той же функции в предложении, обычно пишутся либо как слова, либо как цифры.

He wrote **one hundred thirty** essays, **fifty-two** stories, and **seven** novels.  
или He wrote 130 essays, 52 stories, and 7 novels.

В менее официальной устной и письменной речи, особенно в американском употреблении, четырехзначные числа, кратные 100, часто называются следующим образом:

1100 – eleven hundred (одиннадцать сотен); 2300 – twenty-three hundred; 5600 – fifty-six hundred.

1,500,000 – 1.5 million (произносится "one-point-five million");

16,400,000 – 16.4 million ("sixteen-point-four million");

**"Billion" – 1,000,000,000 миллиард**

3,200,000,000 – 3.2 billion ("three-point-two billion").

6,349,025,682 six billion three hundred forty-nine million twenty-five thousand six hundred eighty-two.

### Fractions (дроби)

Числитель дроби выражается количественным числительным, а знаменатель – порядковым. Простые дроби обычно пишутся словами. Смешанные числа могут писаться словами, если они короткие, но часто записываются цифрами. I spent **three and a half weeks** there.

Дроби обычно пишутся через дефис, кроме тех случаев, где числитель или знаменатель уже имеет свой дефис.

1/2	One-half / a half
1/3	One-third
1/4	One-fourth / a quarter
1/12	One-twelfth
1/20	One-twentieth
1/32	One thirty-second
1/100	One-hundredth
1/1000	One-thousandth
2/3	Two-thirds
3/7	Three-sevenths
4/5	Four-fifths
3/4	Three-fourths / three-quarters
5/8	Five-eighths

7/36	Seven thirty-sixths
1 1/2	One and a half
1 1/4	One and <b>a quarter</b>
3 2/5	Three and two-fifths

### Decimal fractions (десятичные дроби)

В английском языке *точка* (а не запятая) отделяет целое от дроби в десятичных дробях. Десятичные дроби пишутся цифрами.

Цифры слева от десятичной точки обычно читаются как *число*, а цифры справа от десятичной точки – как *отдельные цифры*.

В *британском английском* ноль обычно читается как «**nought**»[nɔ:t], в *американском английском* – «**zero**».

3.6	Three-point-six
546.132	Five hundred forty-six point one-three-two
0.5	<i>British English:</i> <b>nought</b> point five <i>American English:</i> <b>zero</b> point five
0.25	<i>British English:</i> nought point two five <i>American English:</i> zero point two five
1.03	<i>British English:</i> one-point-nought-three <i>American English:</i> one-point-zero-three
5.206	<i>British English:</i> five-point-two-nought-six <i>American English:</i> five-point-two-zero-six
0.001	<i>British English:</i> nought-point-nought-nought-one <i>American English:</i> zero-point- zero - zero - one

Если целое перед десятичной точкой равно нулю, ноль иногда опускается в написании и не произносится: 0.5 или **.5** («zero-point-five», «nought-point-five» или «**point-five**»).

В английском языке после десятичных дробей обычно употребляются существительные во множественном числе. Обратите внимание на разницу в употреблении точки (English) и запятой (Russian).

One meter equals 3.28 **feet**. – Один метр равен 3,28 фута.

This container weighs 0.53 **tons**. – Этот контейнер весит 0,53 тонны.

Когда вычисления произносятся вслух, глагол обычно употребляется в форме единственного числа, например, «two plus two **is/makes/equals** four». Глагол «to equal» (быть равным, равняться) в данном случае более официальный, чем глаголы «to be, to make».

$3 + 4 = 7$  – three plus four is/equals seven;  
 $10 - 6 = 4$  – ten minus six is/equals four;  
 $5 \times 4 = 20$  – five **multiplied by** four is/equals twenty;  
 $30 : 6 = 5$  – thirty **divided by** six is/equals five.

В случае *сложения* форма *множественного* числа глагола тоже употребляется, например, «two and two **are/make/equal** four».

Глагол в *единственном* числе употребляется, когда о количествах говорится как об *одном целом*: **Three-fifths of a mile is** a little less than one kilometer.

How much **is 35** percent of 470? – Сколько будет 35 процентов от 470?  
**Fifteen hours of waiting is** too much.

В других случаях выбор глагола в единственном или множественном числе зависит от существительного, которое следует за числительным. Если существительное в единственном числе или неисчисляемое, глагол употребляется в форме единственного числа. Если после числительного стоит существительное во множественном числе, глагол употребляется в форме множественного числа.

**Half of the house is** occupied by his library. – **Half of his books are** about children.

Слова «hundred», «thousand», «million» могут употребляться с «one» или «a» (если имеется в виду «один»). Но только «one» употребляется перед этими словами, если за ними следуют числительные, чтобы выразить точное число. Сравните эти примеры:

I saw about **a hundred** people there. – Я увидел там около ста человек.  
**One hundred thirty-five** people were present at the meeting. – Сто тридцать пять человек присутствовали на собрании.

Слова «hundred», «thousand», «million» не принимают окончание множественного числа «s», когда перед ними есть числительные для выражения точного числа. Но слова «hundred», «thousand», «million» могут принимать окончание множественного числа «s», когда за ними следует «*of + существительное*», и в таком случае они имеют значение «*большое число, множество*».

We need **three hundred** volunteers. – We saw **hundreds of** people there.  
Нам нужны триста добровольцев. – Мы увидели там *сотни* людей.  
They sold **two thousand** cars. – There are **thousands of** books in her collection.

Они продали две тысячи автомобилей. – В ее коллекции *тысячи* книг.

0 – **nil** in sports, 0 – **love** in tennis.

The score was 4 – 0. The score was four nil.

30 – 0 (tennis) – Thirty love.

### Telephone numbers

Номера телефонов произносятся по цифрам:

097-345-13-15 – **oh/zero** nine seven three four five three one five.

Если цифры повторяются дважды, говорится **double**:

77 22 99 – double seven double two and double nine

Так же произносятся и другие цифры, например, номера заказов, квитанций и счетов, номера кредитных карт.

### Номера рейсов

110 – one ten (or 'one one oh').

1248 – twelve forty-eight.

2503 – twenty-five oh three.

3050 – three oh five oh (or 'three zero five zero', 'thirty fifty').

### Ordinal numbers (порядковые числительные)

20<sup>th</sup> – twentieth;

100<sup>th</sup> – hundredth;

21<sup>st</sup> – twenty-first;

101<sup>st</sup> – hundred and first;

25<sup>th</sup> – twenty-fifth;

225<sup>th</sup> – two hundred (and) twenty-fifth;

90<sup>th</sup> – ninetieth;

3005<sup>th</sup> – three thousand (and) fifth.

99<sup>th</sup> – ninety-ninth;

Обычно порядковые числительные используются как прилагательные и стоят перед существительными. Перед ними обычно ставится определенный артикль «the».

**The first** story was interesting. **The second** was dull. **The thousandth** visitor received a prize.

### Dates (даты)

1624 – sixteen twenty-four;

1903 – nineteen-oh-three;

1006 – ten-oh-six;

1987 – nineteen eighty-seven;

1600 – sixteen hundred;

2006 – two thousand and six;

2014 – twenty fourteen *or* two thousand fourteen.

Use ordinal numbers in dates:

**1st** January, **2nd** February, **21st** May.

Use the preposition **on** for days and dates: **on** Monday, **on** 5th May (**on the fifth of** May).

Use the preposition **in** for months and years: **in** April, **in** 2009.

*Note the difference between British and US English:* British: 4th June 2008 = 4/6/2008

US: June 4th 2008 = 6/4/2008

## Prices

When we write, the currency sign goes before the number: \$1, €2.

When we speak, the number goes before the currency: one dollar, two euros.

There is more than one way to say some prices:

\$2.50: two dollars, fifty cents / two dollars fifty / two fifty;

£4.95: four pounds ninety-five pence / four pounds ninety-five / four ninety-five;

£495.00: Four hundred and ninety-five pounds;

€2,000.00: two thousand euros,

\$1m: one million dollars **NOT** one million *of*-dollars;

£5m: five million pounds;

€10bn: ten billion euros.

In emails, we often write the currency code: 50 USD: 50 US dollars, 25 ZAR: 25 South African rand.

## Telling the time

Сказать, который час, в английском языке можно, как правило, двумя способами:

6:05 – six (oh [ 'əu ]) five или five **past** six;

6:10 – six ten или ten past six;

6:15 – six fifteen или **a quarter** past six;

6:25 – six twenty five или twenty five past six;

6:30 – six thirty или **half** past six;

6:45 – six forty five или a quarter **to** seven;

6:50 – six fifty или ten to seven;

7:00 – seven **o'clock**.

Выражение o'clock используется только с круглыми цифрами (шесть часов, семь часов, и т. п.).

Wake me **at six (o'clock)**. – Разбуди меня в шесть (часов).

Wake me **at ten past six** (A HE ...~~ten past six o'clock~~). – Разбуди меня в десять минут седьмого.

В американском английском вместо past часто используется **after**. Также возможно использование **of, before и till** вместо to.

Ten past six (BrE) – Ten after six (AmE). – Десять минут седьмого.  
Ten to nine (BrE) – Ten of nine (AmE). – Без десяти девять.

Спросить, который час, можно так:

**What time is it?** / What is the time? – Сколько времени? / Какой час?

Have you got the time? (разг. форма.) – У тебя есть часы?

Could you tell me the time? – (вежливая форма) – Подскажите, пожалуйста, который час?

Официальный вариант для обозначения времени **a.m.** – ante meridiem (before 12 noon) – до полудня, в утренние часы (с 12 часов ночи до 12 часов дня) и **p.m.** – post meridiem (after 12 noon) – после полудня. Слова **o'clock, past, to** здесь *не используются*.

3:15 – **three fifteen a.m.**, 5:00 – **five p.m.**, 7:50 – **seven fifty a.m.**

Вместо a.m. можно использовать выражение **in the morning**, а вместо p.m. – **in the evening**: 05.15 a.m. – it's a quarter past five in the morning.

#### Специальные символы кодов программирования

!	(exclamation mark) – восклицательный знак
?	(question mark) – вопросительный знак
,	(comma) – запятая
.	(dot, period) – точка
:	(colon) – двоеточие
;	(semi colon) – точка с запятой
“”	(quote) – кавычки
~	(tilde) – тильда
@	(at) – собачка
#	(number sign или hash) – решетка, диез
\$	(dollar sign) – доллар
%	(percent) – процент
^	(caret) – знак вставки
&	(ampersand) – и
*	(asterisk) – звездочка
—	(space) – пробел
\	(reverse solidus или backslash) – обратный слеш / слэш
/	(solidus или forward slash) – слеш / слэш

'	(apostrophe или single quote) – апостроф
<	(less than) – знак меньше
>	(greater than) – знак больше
_	(underscore или horizontal bar) – нижнее подчеркивание
+	(plus) – плюс
`	(acute) – гравис
-	(dash или hyphen) – тире или дефис
=	(equals) – знак равенства
	(pipe или vertical bar) – вертикальная черта
§	(section) – параграф
(	(open или left parenthesis) – открывающая или левая круглая скобка
)	(close или right parenthesis) – закрывающая или правая круглая скобка
{	(open или left curly brace) – открывающая или левая фигурная скобка
}	(close или right curly brace) – закрывающая или правая фигурная скобка
[	(open или left square bracket) – открывающая или левая квадратная скобка
]	(close или right square bracket) – закрывающая или правая квадратная скобка

## ИМЯ ПРИЛАГАТЕЛЬНОЕ

(обозначает признак предмета и отвечает на вопрос какой/какая?)

Имена прилагательные в английском языке не изменяются ни по родам, ни по числам, ни по падежам (a small girl, a small boy, small children). Прилагательные в английском языке имеют степени сравнения.

В английском языке, как и в русском, прилагательные и наречия имеют три степени сравнения: **positive** (положительную), **comparative** (сравнительную), **superlative** (превосходную).

Существует два способа построения степеней сравнения.

1. Для простых/односложных (состоящих из одного слога) прилагательных:

<b>Positive</b> (положительная)	<b>Comparative</b> (сравнительная)	<b>Superlative</b> (превосходная)
<b>fast</b> – быстрый	<b>faster</b> – быстрее	<b>(the) fastest</b> – самый быстрый
<b>large</b> – большой	<b>larger</b> – больший	<b>(the) largest</b> – самый большой

В превосходной степени прилагательные часто употребляются с определенным артиклем.



По этому же способу образуются степени сравнения двусложных прилагательных, оканчивающихся на -y, -er, -ow, -ble, и ряд других двусложных прилагательных.

<b>Positive</b> (положительная)	<b>Comparative</b> (сравнительная)	<b>Superlative</b> (превосходная)
<b>busy</b> занятый	<b>busier</b> более занятый	<b>(the) busiest</b> самый занятый
<b>clever</b> умный	<b>cleverer</b> умнее	<b>(the) cleverest</b> умнейший
<b>simple</b> простой	<b>simpler</b> проще	<b>(the) simplest</b> самый простой

При образовании степеней сравнения соблюдаются следующие правила орфографии:

а) конечная согласная с предшествующей краткой гласной удваивается:  
big – bigger – (the) biggest;

б) если перед конечной -y стоит согласная буква, то -y переходит в -i:  
early – earlier – (the) earliest;

в) при прибавлении -er или -est конечная -e опускается (см. выше large).

2. Для большинства двусложных и многосложных (состоящих из двух или более слогов) прилагательных добавляется **more** (в сравнительной степени), **most** (в превосходной степени):

Положительная	Сравнительная	Превосходная
<b>important</b> – важный	<b>more important</b> – более важный	<b>(the) most important</b> – самый важный
<b>complex</b> – сложный	<b>more complex</b> – более сложный	<b>(the) most complex</b> – самый сложный

Для передачи значения **менее и меньше всего / наименее** используются соответственно слова **less и least**:

**less difficult** – менее трудный, **(the) least difficult** – наименее трудный

Формы степеней сравнения некоторых прилагательных и наречий в английском языке **образуются не по правилу**.

Положительная	Сравнительная	Превосходная
<b>good</b> хороший <b>well</b> хорошо	<b>better</b> лучше	<b>(the) best</b> самый лучший/ лучше всего
<b>bad</b> плохой <b>badly</b> плохо	<b>Worse</b> хуже	<b>(the) worst</b> самый плохой/ хуже всего
<b>many</b> много <b>much</b> много	<b>More</b> больше / более	<b>the) most</b> больше всего/ наиболее
<b>little</b> мало	<b>less</b> менее / меньше	<b>(the) least</b> меньше всего/ наименее

Положительная	Сравнительная	Превосходная
<b>far</b> далекий	<b>farther</b> более далекий <b>further</b> дальнейший	(the) <b>farthest</b> самый далекий (the) <b>furthest</b> дальше всего
<b>old</b> старый	<b>older</b> старше <b>elder</b> старший	<b>oldest</b> самый старый (the) <b>eldest</b> самый старший

*Примечание.*

Обратите внимание на различие в значении слов **farther/further** и **older/elder**.

**farther** – **farthest** используется только в отношении физического расстояния:

We decided not to go any farther. – Мы решили не идти дальше.

**further** – **furthest** имеет более широкое значение:

You can find further information on our web-site. – На нашем сайте вы сможете найти дальнейшую информацию.

We intend to stay a further two weeks. – Мы собираемся пробыть здесь еще/следующие две недели.

**elder** – **eldest** обозначает старшинство в семье:

My elder sister works at IBM. – Моя старшая сестра работает в IBM.

**older** – **oldest** обозначает возраст:

The world's oldest computer was made by ancient Greeks about 2,000 years ago. – Старейший / самый старый компьютер был создан древними греками около 2000 лет назад.

При переводе выражения «старше, чем» используется **older than**, а не **elder than**:

**NB:** She is 3 years **older than** me. – Она **старше меня** на три года.

Слово **most** может стоять перед существительным или местоимением во множественном числе (часто с предлогом **of**) и имеет значение **многие / большинство**:

**Most professionals** like their job. – **Многим профессионалам** нравится их работа.

**Most of them** will not be able to come. – **Большинство из них** не сможет прийти.

Определенный артикль сохраняется перед формой превосходной степени, даже если нет существительного:

He is **the best**. – Он самый лучший.

Для обозначения сравнительной степени используется слово **than** – **чем**; при этом, чтобы избежать повторения одного и того же существи-

тельного, часто ставится слово **one** в качестве заменителя этого существительного или притяжательное местоимение в абсолютной форме:

My laptop is bigger **than their one / theirs**. – Мой ноутбук больше, чем их.  
These **computers are faster than those ones**. – Эти компьютеры (работают) быстрее, чем те.

Во второй части сравнительных конструкций можно использовать местоимения как в объектном падеже (разговорный вариант), так и в именительном (литературный вариант, обычно со вспомогательным глаголом):

**She** writes more programs in Java than **him / he does**. – Она пишет больше программ на языке Java, чем он.

**You** are more experienced than **me / I am**. – Ты опытнее, чем я.

**He** performed the task earlier than **them / they did**. – Он выполнил задание раньше, чем они.

**Ho:** I know **him** better than **her** (единственно возможный вариант) – Я знаю его лучше, чем ее.

При сравнении одинакового качества используется сочетание **as...as => такой (же) ... как (и)/так (же) ... как(и)**:

Netbooks are **as lightweight as** tablets. – Нетбуки такие же легкие, как и планшеты.

При сравнении качества в отрицательной форме чаще используется сочетание **not so ... as – не такой ... как**:

Netbooks are **not so powerful as** large size laptops. – Нетбуки не такие мощные, как десктопы.

Для обозначения изменений, одновременно происходящих с несколькими объектами, а также при описании взаимосвязанных событий используется конструкция **the + прилагательное или наречие в сравнительной степени + the + прилагательное или наречие в сравнительной степени**.

К наиболее часто используемым сочетаниям относятся: **the more ... the more** (чем больше ... тем больше), **the more ... the less** (чем больше ... тем меньше), **the sooner ... the better** (чем скорее ... тем лучше).

**The earlier** I get up, **the more** I manage to do. – Чем раньше я встаю, тем больше мне удается сделать.

**The sooner** you do it **the better**. – Чем скорее ты сделаешь это, тем лучше.

**The faster** you come **the more** you will get. – Чем быстрее ты приедешь, тем больше получишь.

При употреблении данного оборота следует обратить внимание на порядок слов: нельзя отделять определение от определяемого слова.

**The more functions** it performs, **the heavier** it is. – Чем больше функций он выполняет, тем он тяжелее.

**The more expensive** the device is, **the faster** it functions. – Чем дороже устройство, тем оно быстрее.

## МЕСТОИМЕНИЕ

Личные местоимения		Притяжательные местоимения	Притяжательные местоимения (абсолютная форма)	Возвратные местоимения
Именительный падеж	Объектный падеж			
<b>I</b> – я	<b>Me</b> – мне/меня	<b>My</b> – мой/моя/мой/мое	<b>Mine</b> – мой/моя/мой/мое	<b>Myself</b>
<b>We</b> – мы	<b>Us</b> – нам/нас	<b>Our</b> – наш/-ша/-ши/-ше	<b>Ours</b> – наш/-ша/-ши/-ше	<b>Ourselves</b>
<b>You</b> – ты	<b>You</b> – тебе/-бя	<b>Your</b> – твой/-твоя/-и/-е	<b>Yours</b> – твой/-твоя/-и/-е	<b>Yourself</b>
<b>You</b> – вы	<b>You</b> – вам/вас	<b>Your</b> – ваш/-ша/-ши/-ше	<b>Yours</b> – ваш/-ша/-ши/-е	<b>Yourselves</b>
<b>He</b> – он	<b>Him</b> – ему/его	<b>His</b> – его	<b>His</b> – его	<b>Himself</b>
<b>She</b> – она	<b>Her</b> – ее/ей	<b>Her</b> – ее	<b>Hers</b> – ее	<b>Herself</b>
<b>They</b> – они	<b>Them</b> – им/их	<b>Their</b> – их	<b>Theirs</b> – их	<b>Themselves</b>
<b>It</b> – оно/он/она	<b>It</b> – ему/ей, его/ее	<b>Its</b> – его/ее	<b>Its</b> – его/ее	<b>Itself</b>

## НЕОПРЕДЕЛЕННЫЕ МЕСТОИМЕНИЯ

Местоимение	Предложение		
	Утвердительное	Отрицательное	Вопросительное
<b>some</b>	I have <b>some</b> IT skills	<b>в значении «некоторые»</b> <b>Some</b> students <u>don't</u> want to study computer science. <b>Некоторые</b> студенты <u>не хотят</u> изучать вычислительную технику	<b>Специальный вопрос;</b> Why don't you buy <b>some</b> more software? (Почему бы тебе не купить еще программ?) <b>Общий вопрос, содержащий просьбу, приглашение или спрашивающий рассчитывает на положительный ответ</b> Can I have <b>some</b> cold water?

Местоимение	Предложение		
	Утвердительное	Отрицательное	Вопросительное
			Would you like <b>some</b> juice? <b>в значении «некоторые»</b> Can you give me <b>some</b> idea of what book to read?
<b>any</b>	<b>Условные предложения</b> If you know <b>any</b> facts, tell me. <b>в значении «любой»</b> <b>Any</b> student knows that. (Любой студент знает это.) Come at <b>any</b> time. (Приходи в любое время.)	He doesn't have <b>any</b> IT skills	<b>Общий вопрос</b> Did he make <b>any</b> mistakes in the test? (Он сделал (какие-либо) ошибки в тесте?) Have you got <b>any</b> mobile devices? У вас есть мобильные устройства?

Употребление неопределенных местоимений и их производных зависит от того, является ли утвердительным, вопросительным или отрицательным предложение, в котором они используются. Местоимение **some** и его производные употребляются в утвердительных предложениях, а **any** – в отрицательных, общих вопросах и условных предложениях.

**Some** (а не **any**) употребляется в специальных вопросах, а также в общих вопросах, если они содержат просьбу, предложение, приглашение или спрашивающий рассчитывает на положительный ответ. Очень часто местоимения **some** и **any** не переводятся на русский язык.

Would you like something to add? – Вы хотите **что-либо** добавить?  
Did someone just knock at the door? – Сейчас постучали в дверь?

Неопределенные местоимения являются местоимениями единственного числа и согласуются с глаголом в единственном числе. Любое из местоимений третьего лица единственного числа может быть использовано вместо такого подлежащего в зависимости от смысла предложения.

– body	– one	– thing
<b>some</b> – somebody	someone	something
<b>any</b> – anybody	anyone	anything
<b>no</b> – nobody	no one (no-one)	nothing
<b>every</b> – everybody	everyone	everything

Местоимения и наречия, производные от <b>some, any, no, every</b>				
Основные местоимения	Производные местоимения			Производные наречия
	<b>+thing</b>	<b>+body</b>	<b>+one</b>	<b>+where</b>
<b>Some</b>	something что-то, что-нибудь, что-либо, нечто	somebody кто-то, кто-нибудь, кто-либо, кое-кто, некто	someone кто-то, кто-нибудь, кто-либо, кое-кто, некто	somewhere где-то, где-нибудь, куда-то, куда-нибудь, куда-либо, куда угодно
<b>Any</b>	anything что-нибудь, все, что угодно	anybody кто-то, кто-либо, кто-нибудь, всякий, любой	anyone кто-то, кто-либо, кто-нибудь, всякий, любой	anywhere где-нибудь, куда-нибудь, где угодно, куда угодно
<b>No</b>	nothing ничто, ничего	nobody никто, никого	no one никто, никого	nowhere нигде, никуда
<b>Every</b>	everything все	everybody все	everyone все, каждый	everywhere езде, (по)всюду

### УКАЗАТЕЛЬНЫЕ МЕСТОИМЕНИЯ

Указательные местоимения **this/these, that/those** указывают:

– на то, что ближе к говорящему по месту и времени

**this** – этот / эта / это:

this site – эта страница

this Sunday – в это воскресенье

**these** – эти:

these windows – эти окна

these days – на днях / в эти дни

– то, что дальше от говорящего по месту и времени

**that** – тот / та / то:

that site – та страница

that Sunday – в то воскресенье

**those** – те:

those windows – те окна

those days – в те дни

## ПРИТЯЖАТЕЛЬНЫЙ ПАДЕЖ

Существительное в притяжательном падеже является описательным словом к другому существительному и отвечает на вопрос чей?, обозначая таким образом принадлежность одного предмета другому.

**В форме притяжательного падежа используются в основном существительные, обозначающие одушевленные предметы:**

That is my **brother's project**. – Это проект моего брата.

Могут использоваться **существительные, обозначающие временные промежутки** (year / month / week / day / ...) и **расстояния** (mile / kilometre / ...):

Have you heard **today's news**? – Ты слышал сегодняшнюю новость?

It was a **15 miles'** journey. – Это был поход на 15 миль.

В разговорной речи в притяжательном падеже часто называются небольшие специализированные магазины по продаже мяса / хлебобулочных изделий / овощей: the butcher's – мясная лавка; the baker's – булочная; the greengrocer's – овощной магазин.

**Существуют два способа образования формы притяжательного падежа:**

1. Относится к существительным в единственном числе; прибавляется **"s"** после апострофа в конце слова:

father'**s** car – папина машина;

my boss'**s** office – офис моего босса;

a bachelor'**s** degree – диплом бакалавра;

a week'**s** rest – недельный отдых.

2. Относится к существительным во множественном числе с **-s** на конце; ставится только апостроф после всего слова; на произношение никак не влияет:

the companies' sales – продажи компаний;

these scientists' invention – изобретение этих ученых;

ten days' rest – десятидневный отдых.

**Примечание.** Если существительное образует множественное число не прибавлением **-s** в конце слова, а меняет всю форму, то притяжательный падеж образуется следующим образом:

woman – women's abilities – способности женщин;

man – men's personalities – личности мужчин;

criterion – criteria's definition – определение критериев.

Иногда перед существительными / местоимениями в притяжательном падеже используется существительное в единственном числе с предлогом **of**, придавая всей конструкции значение **один из**.

Сравните: Are you **a colleague of John's**? – Ты **один из** коллег Джона?  
Are you John's **colleague**? – Ты коллега Джона?

I've got **a book of yours**. – У меня **одна из твоих** книг.

I've got your book. – У меня **твоя** книга.

## АРТИКЛЬ

Артикль никогда не используется самостоятельно, он является одним из признаков существительного и поэтому относится только к нему.

Не все существительные употребляются с артиклем. Если перед существительным стоит прилагательное, то **артикль** все равно **относится к существительному, но употребляется перед прилагательным**: a company – a big **company** – a new big **company**.

Существуют два вида артикля: **неопределенный (a/an)** и **определенный (the)**.

Неопределенный артикль a/an	Определенный артикль the
– используется только с существительными в единственном числе; – обозначает один предмет, непонятный или незнакомый собеседнику; – <b>a</b> – со словами, оканчивающимися на согласный звук ( <b>a tablet / a low price</b> ), <b>an</b> – со словами на гласный звук ( <b>an abacus / an old abacus</b> )	– используется с существительными в единственном и множественном числе; – обозначает предмет (-ы), о котором (-ых) речь уже шла ранее или только что, то есть знакомый / понятный собеседнику, выделяя таким образом называемый предмет (-ы) из ряда других таких же

Существительное употребляется с **неопределенным артиклем**, когда оно называет какой-нибудь предмет из всего класса однородных предметов.

This is **a motherboard**. – Это материнская плата. (предмет, который обычно называется материнской платой, а не винчестером и т. п.).

His father is **a mathematician**. – Его отец – математик. (один из тех, кого называют словом математик, а не продавцом, шофером и т. п.).

Существительное употребляется с **определенным артиклем**, когда речь идет об определенном предмете (-ах), выделенном из класса предметов, к которому он относится. Подобное выделение возникает при наличии хотя бы одного из трех *индивидуализирующих факторов*: индивидуализирующее определение *в тексте, понятное из контекста* (по уже сказанному ранее) или *понятное по ситуации*.



Thank you for **the mouse** you have bought me. – Спасибо за мышку, которую ты купил мне.

John has bought **a modem**. **The modem** is powerful. – Джон купил модем. (какой-то). Модем мощный. (тот, который он принес)

**The technical specialist** examined the computer. – Инженер-системотехник осмотрел компьютер. (конкретный инженер-системотехник, тот, которого вызывали).

Рассмотрим пример:

а) He knocked at **the door** and **a voice** answered.

б) He knocked at **a door** and **the voice** answered.

Формальный перевод обеих фраз: *Он постучал в дверь, и голос ответил.*

Дополнительная информация, передаваемая самими артиклями:

а) *Он постучал в известную ему дверь (которую специально нашел, либо она была единственной) и чей-то голос, совершенно незнакомый, ответил ему.*

б) *Он постучал в какую-то дверь (любую, наугад), и вдруг знакомый голос (известный ему) ответил.*

Сравните:

*Несколько лет назад я был в (a) деревне. (The) Деревня была большая и шумная. В (the) деревне было много домов. (The) Дома тоже были большие. Однажды вечером в наш дом вошел какой-то (a) мужчина. (The) Мужчина был высокий и стройный. С (the) мужчиной были (a) мальчик и (a) девочка. (The) Дети мне понравились сразу.*

### СЛУЧАИ УПОТРЕБЛЕНИЯ НЕОПРЕДЕЛЕННОГО АРТИКЛЯ A/AN

Правило	Пример
При упоминании чего-либо впервые. Часто используется оборот there + to be перед существительным в ед. ч.	I ordered <b>a</b> computer for you too. There was <b>a</b> lamp on the table. – На столе была (какая-то) лампа
При отнесении предмета к классу предметов, назывании его одним из представителей класса предметов	This is <b>a</b> typical day of <b>a</b> businessman. I have <b>an</b> idea
Перед названиями профессий / должностей	He is <b>a</b> computer engineer. She is <b>a</b> student
В случае, когда говорим о <b>любом</b> представителе какого-то определенного класса объектов или лиц	<b>A</b> computer can do some tasks better than <b>a</b> person can
В значении <b>один</b> перед исчисляемыми существительными, обозначающими время/расстояние/массу	Will you be back in <b>an</b> hour? <i>Вы вернетесь через час?</i> <i>I need <b>a</b> dozen of transistors</i>

## СЛУЧАИ УПОТРЕБЛЕНИЯ ОПРЕДЕЛЕННОГО АРТИКЛЯ THE

Правило	Пример
Если указан <b>особый признак</b> , который отделяет объект, обозначенный существительным, от других объектов того же класса	Bring me <i><b>the newspaper you found in my bookcase</b></i> , please – Пожалуйста, принеси мне газету, которую ты нашел в моем шкафу
Если из контекста понятно, <b>о каком именно</b> объекте говорит собеседник	When will you bring me <i><b>the e-reader?</b></i> – Когда ты принесешь мне электронную книгу? (собеседнику понятно, о какой именно электронной книге идет речь)
Если лицо, объект, о котором <b>уже шла речь, упоминается вновь</b>	I've read about an amazing invention. <i><b>The invention</b></i> will change the world
Если говорится о единственном в мире предмете	<i><b>The sun</b></i> is in <i><b>the sky</b></i> . <i>Солнце находится на небе</i>
Когда говорится о предмете (или лице), единственном в данной обстановке	<i><b>The office mainframe</b></i> suddenly went down. – Универсальная ЭВМ офиса вдруг сломалась
С существительным, перед которым стоит <b>порядковое</b> числительное	We are on <i><b>the fourth</b></i> floor. <i>Мы на пятом этаже</i>
С существительным, перед которым стоит прилагательное в <b>превосходной</b> степени	He is <i><b>the best</b></i> IT consultant I know. – Он лучший IT консультант, которого я знаю
Перед существительным в единственном числе, обозначающим целый класс предметов, людей (т. е. при обобщении)	<i><b>The computer</b></i> has changed the way we work. – Компьютер изменил нашу работу
<b>С обобщающим значением</b> с прилагательными и причастиями, которые употребляются как существительные	<i><b>The young</b></i> are addicted to smartphones. – Молодежь страдает зависимостью от смартфонов

## ОТСУТСТВИЕ АРТИКЛЯ

Правило	Пример
Перед исчисляемыми существительными во <b>множественном числе</b> (в тех случаях, когда в ед. ч. следует употребить неопределенный артикль)	Computer <b>games</b> entertain many people. – Компьютерные игры приносят удовольствие многим людям

Правило	Пример
При <b>обобщении</b> (обычно используется множественное число или неисчисляемое существительное без артикля)	We use <b>computers</b> to process images, sound, text, etc. – Мы используем компьютеры для обработки изображений, звуковых, текстовых файлов
С неисчисляемыми <b>абстрактными</b> существительными	Some believe that <b>computerization</b> leads to <b>unemployment</b> . – Некоторые люди верят, что компьютеризация приводит к безработице
С неисчисляемыми существительными, обозначающими <b>вещество</b>	Water is a vital substance for our <b>life</b> . – Вода – это крайне важное вещество в нашей жизни
Если при существительном стоит <b>количественное</b> числительное	There are <b>three</b> iPods available. – В наличии есть три iPoda. Lesson ten – десятый урок
Перед существительным в функции <b>определения</b>	<b>Computer</b> tutorials – уроки работы на компьютере
Если перед существительным есть другие определители (местоимения – притяжательные, указательные, вопросительные, неопределенные, существительные в притяжательном падеже)	<b>His experience</b> is valuable. – Его опыт ценен. I need <b>some apps</b> . – Мне нужны (кое-какие) приложения. <b>John's camera</b> – камера Джона

## ОБОРОТ THERE IS/THERE ARE

Если хотят подчеркнуть наличие или отсутствие какого-нибудь явления, предмета или лица в определенном месте, предложение начинают конструкцией *there is / there are*, за которой следует существительное, обозначающее это явление, лицо или предмет и обстоятельство места. Переводить такую конструкцию начинают (как правило) с обстоятельства места.

**There are** different types of computers in the office. – В офисе есть компьютеры разных видов. **There is** a laptop on the table. – На столе лежит ноутбук.

Форма глагола "to be" в таких конструкциях согласуется с первым существительным, следующим за ним. **There is a tablet** and some e-readers.

Чтобы задать вопрос, нужно поставить глагол "to be" на первое место. **Are there** any touch devices here? – Здесь есть сенсорные устройства?

**Is there** a mainframe or a minicomputer in your company? – В твоей компании есть большой компьютер или миникомпьютер?

**How many computers are there in the office?** – Сколько компьютеров в офисе?

Отрицание можно образовать двумя способами: при помощи отрицательного местоимения "no" или же отрицательной частицы "not" и местоимения "any".

**There is no** message for you. – Для тебя нет никакого сообщения.

**There isn't any** news in her letter. – В ее письме нет никаких новостей.

### Формы глаголов to be, to have

	to be		to have	
	positive (+)	negative (-)	positive (+)	negative (-)
<b>Present</b> (настоящее)	is am are	isn't am not aren't	have has (3 л. ед.ч.)	haven't hasn't
<b>Past</b> (прошедшее)	was were	wasn't weren't	had	didn't have hadn't (in Past Perf.)
<b>Future</b> (будущее)	will be shall be	won't be shan't be	will have shall have	won't have shan't have

### СТРУКТУРА ПРЕДЛОЖЕНИЯ

#### Порядок слов в английском предложении

Первым правилом английского языка можно считать **правило о твердо установленном порядке слов**, потому что оно распространяется на все предложения.

Вот типичная схема:

1	2	3	4	5
<b>Обстоятельство времени/места</b>	<b>Подлежащее</b>	<b>Сказуемое</b>	<b>Дополнения</b>	<b>Обстоятельства</b>

В английском языке встречаются и отступления от обычного порядка слов в предложении. Такие случаи будем рассматривать ниже по мере изучения грамматического материала. К ним относятся:

- вопросительные предложения;
- предложения с оборотом **there + to be**;
- предложения с эмоциональным или смысловым выделением отдельных слов;
- некоторые типы сложноподчиненных (где есть главное и придаточное) предложений и др.

## ТИПЫ ВОПРОСОВ

### Порядок слов в вопросительном предложении

(зависит от типа вопроса)

**General question (общий вопрос)** требует ответа «да» или «нет»:

1. Вспомогательный глагол ( модальный, глагол-связка).
2. Подлежащее (существительное или местоимение)
3. Смысловой глагол.
4. Дополнения.
5. Обстоятельства (места, времени, образа действия).

**Do** you study at BNTU?

**Are** you a student?

**Has** she been ill lately?

**Can** you play golf?

Для построения общего вопроса *вспомогательный* или *модальный* глагол, входящий в состав сказуемого, ставится *в начале предложения перед подлежащим*.

а) Когда в состав сказуемого входят два или три вспомогательных глагола, то **только первый** из них ставится перед подлежащим. Сказуемое, таким образом, расчленяется на две части, отделяемые одна от другой подлежащим.

He **will work** here. – Он будет *работать* здесь.      **Will** he **work** here? – Он будет *работать* здесь?

(Yes, he **will**. – Да. / No, he **will not**. – Нет.)

Примеры сказуемого с **несколькими вспомогательными** глаголами.

You **will be writing** letters to us. – Ты *будешь писать* нам письма.      **Will** you **be writing** letters to us? – Ты *будешь ли писать* нам письма?

The scientist **has been sent** for. – За *доктором послали* (Страдательный залог).      **Has** the scientist **been sent** for? – За *доктором послали*?

**They have been working** since morning. – Они *работают с самого утра* (Pr Perf Cont).      **Have** they **been working** since morning? – *Работают ли они с самого утра*?

(Yes, they **have**. – Да. / No, they **have not**. – Нет.)

Примеры с **модальными** глаголами.

She **can** create programs. – Она умеет создавать программы.

**Can** she create programs. – Она умеет создавать программы? (Yes, she **can**./ No, she **cannot**).

We **must** tell him. – Мы должны ему сказать.

**Must** we tell him? – Мы должны ему сказать? (Yes, we **must**./ No, we **mustn't**).

You **may** come in. – Ты можешь войти.

**May** I come in? – Можно мне войти?

б) Когда в составе сказуемого нет вспомогательного глагола (то есть когда сказуемое выражено глаголом в **Present** или **Past Indefinite**), то перед подлежащим ставятся формы **do / does** или **did**; смысловой глагол ставится в форме инфинитива без **to** (словарная форма) после подлежащего.

Подчеркнем, что здесь **do** не имеет никакого *смыслового* значения (не путать со смысловым глаголом **to do** – *делать*) и на русский язык *не переводится*.

С появлением вспомогательного глагола **do** на него переходит вся *грамматическая нагрузка* – время, лицо, число: в **Present Indefinite** в третьем лице единственного числа окончание **-s, -es** смыслового глагола переходит на глагол **do**, превращая его в **does**; а в **Past Indefinite** окончание прошедшего времени **-ed** переходит на **do**, превращая его в **did**.

I **study** at university. – Я учусь в университете.

**Do** you **study** at university? – Ты учишься в университете?

They **live** in Moscow. – Они живут в Москве.

**Do** they **live** in Moscow? – Они живут в Москве? (Да. – Yes, they **do**. Нет. – No, they **do not**. = No, they **don't**).

He **works** 40 hours a week. – Он работает 40 часов в неделю.

**Does** he **work** 40 hours a week. – Он работает 40 часов в неделю? (Yes, he **does**. / No, he **does not**).

She **does** her morning exercises every day. (здесь **does** – смысловой глагол every day? (первый глагол **does** здесь «делает», стоит в Pr Indefinite и требует вспомогательный глагол **do** в нужной форме).

**Does** she **do** her morning exercises every day? (первый глагол **does** здесь «делает», стоит в Pr Indefinite и требует вспомогательный глагол **do** в нужной форме).

They **worked** 40 hours a week. – Они работали 40 часов в неделю.

**Did** they **work** 40 hours a week. – Они работали 40 часов в неделю?

Если в предложении в качестве смыслового глагола используется в соответствующем лице, числе, времени глагол **to be** (*быть, существовать, находиться*) – **am / is / are / was / were**, то вспомогательный глагол **do**

не используется. В вопросительном предложении глагол **to be** сам занимает место перед подлежащим. Например:

We **were** at work at 8.30. – *Мы были на работе в 8.30.*      **Were** you work at 8.30. – *Вы были на работе в 8.30?* (Yes, we **were**. No, we **were not**).

They **are** economists.

**Are** they economists?

Fred **was** in hospital a month ago.

**Was** Fred in hospital a month ago?

There **are** 30 students in our group.

**Are** there 30 students in our group?

**Alternative question (альтернативный вопрос) = общий вопрос + альтернатива (or).**

**Do** you live in Minsk **or** in Moscow?

**Was** the world's fastest computer built in China **or** the USA?

**Special question (специальный вопрос) = вопросительное слово + общий вопрос.**

Специальный вопрос задается с целью получения более подробной уточняющей информации. Специальный вопрос ко всем членам предложения, кроме подлежащего (и его определения), начинается с вопросительного слова и строится так же, как и общие вопросы. Вопросительное слово в специальном вопросе заменяет член предложения, к которому ставится вопрос.

Специальные вопросы могут начинаться словами:

**Who?** – *кто?*

**Why?** – *почему?*

**Whom?** – *кого? кому?*

**How?** – *как?*

**Whose?** – *чей?*

**How much?** – *сколько?*

**What?** – *что? какой?*

**How many?** – *сколько?*

**Which?** – *который?*

**How long?** – *как долго? сколько времени?*

**When?** – *когда?*

**Where?** – *где? куда?*

**How often?** – *как часто?*

### Схема специального вопроса

Вопросительное слово	Вспомогательный или модальный глагол	Подлежащее	Смысловый глагол	Дополнение/ Обстоятельство
<b>Where</b> <i>Куда</i>	<u>are</u>	you <i>вы</i>	<u>going?</u> <i>идете?</i>	
<b>How</b> <i>Как</i>	<u>do</u>	you <i>тебе</i>	<u>like</u> <i>нравится</i>	it? <i>это?</i>
<b>When</b> <i>Когда</i>	<u>did</u>	he <i>он</i>	<u>come</u> <i>пришел</i>	here? <i>сюда?</i>

Вопросительное слово	Вспомогательный или модальный глагол	Подлежащее	Смысловый глагол	Дополнение / Обстоятельство
<b>Why</b> <i>Почему</i>	<u>have</u>	you <i>ты</i>	<u>done</u> <i>сделал</i>	it? <i>это?</i>
<b>What</b> <i>Что</i>	<u>can</u> <i>можете</i>	you <i>вы</i>	<u>tell</u> <i>сказать</i>	me? <i>мне?</i>
<b>How often</b> <i>Как часто</i>	<u>will</u> <i>будет</i>	Jane <i>Джейн</i>	<u>fly</u> <i>летать</i>	to London? <i>в Лондон?</i>

**Disjunctive question (разделительный вопрос) = утвердительное предложение + краткий вопрос**

(краткий вопрос = *вспомогательный глагол / модальный / глагол – связка в утвердительной или отрицательной форме + местоимение*).

Краткий вопрос переводится фразами: не так ли? / правда ведь?

He is designing the site, **isn't he?** He is not designing the site, **is he?**

Shvedov studies at Minsk Institute of Distance Education, **doesn't he?**

Susan will arrive tomorrow, **won't she?** They can write the code, **can't they?**

**NB:** В предложениях с конструкцией **there is / are / was / were / will be** вместо личных местоимений *he, she, they* и др. используется **there**.

**THERE WAS** some money in the pocket, **wasn't there?**

**Subject question (вопрос к подлежащему) = who / what / which + смысловый глагол дополнения, (обстоятельства).**

**Who** created the program? – Emma created the program.

**What** causes inflation?

**Which** costs more the Ultrabook or MacBook Air?

### Глагол. Видовременные формы глагола

Залог – это форма глагола, которая показывает, является ли подлежащее предложения производителем (субъектом) или объектом действия, выраженного сказуемым. В английском языке имеется два залога:

#### The Active Voice

(действительный залог)

Подлежащее = субъект действия, активное лицо.

Я строю дом.

#### The Passive Voice

(страдательный залог)

Подлежащее = объект действия, пассивное лицо.

Дом строится мной.

**Вид и время глагола.** В *русском языке* временные формы глагола представлены тремя временами: настоящим, прошедшим и будущим. В за-



висимости от характера совершения действия в *английском языке* принято выделять четыре вида времени.

**Простое (неопределенное) время (Simple/Indefinite Tense) (факт).** Времена группы Simple обозначают регулярные действия самым общим образом и не указывают, являются ли они длительными или завершенными.

I often **go** to Berlin on business. – Я часто езжу в командировки в Берлин.

**Длительное время (Continuous/Progressive Tense) (процесс).** Времена группы Continuous указывают на процесс, действие, длящееся в определенный момент в прошлом, настоящем или будущем. На русский язык всегда переводятся глаголом несовершенного вида.

Sally **is working** on a new project at the moment. – Салли сейчас работает над (каким-то) новым проектом.





**Совершенное время (Perfect Tense) (результат).** Времена группы Perfect в английском языке обозначают действия, закончившиеся к определенному моменту или происходившие ранее других действий в настоящем, прошедшем или будущем. На русский язык всегда переводятся глаголом совершенного вида.

I **have completed** the first task already. – Я уже выполнил первое задание.

**Длительное совершенное время (Perfect Continuous/Perfect-Progressive Tense) (длительность и завершенность, но завершенности может и не быть).** Времена Perfect Continuous используются для обозначения процесса, который начался и длился в течение некоторого времени до какого-то момента в настоящем, прошлом или будущем. На русский язык всегда переводятся глаголом несовершенного вида.

We **have been preparing** for our presentation since morning. – Мы готовились к презентации с самого утра.

## ACTIVE VOICE Действительный залог

	INDEFINITE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
				
<b>PRESENT</b>	<b>V / Vs</b>  I write. <i>Я пишу (часто).</i>	<b>am</b> <b>is + Ving</b> <b>are</b> I am writing. <i>Я пишу (сейчас).</i>	<b>have</b> <b>+ Ved / V<sub>3</sub></b> <b>has</b> I have written. <i>Я написал (уже, только что).</i>	<b>have</b> <b>+ been + Ving</b> <b>has</b> I have been writing. <i>Я пишу (уже час, с 2-х часов).</i>
<b>PAST</b>	<b>Ved / V<sub>2</sub></b>  I write. <i>Я написал (вчера).</i>	<b>was</b> <b>+ Ving</b> <b>were</b> I was writing. <i>Я писал (вчера, в 3 часа, когда он вошел).</i>	<b>had + Ved / V<sub>3</sub></b>  I had written. <i>Я написал (вчера к 3-м часам, до того как...).</i>	<b>had + been + Ving</b>  I had been writing. <i>Я писал (уже 2 часа, когда он пришел).</i>
<b>FUTURE</b>	<b>will+ V</b>  I'll write. <i>Я напишу (завтра).</i>	<b>will + be + Ving</b>  I'll be writing. <i>Я буду писать (завтра, в 3 часа).</i>	<b>will + have + Ved / V<sub>3</sub></b>  I'll have written. <i>Я напишу (завтра, к 3 часам, до того, как он придет).</i>	<b>will + have + been + ing</b>  I'll have been writing. <i>Я буду писать (завтра, уже 2 часа, к тому времени, когда он придет).</i>

Таким образом, глагол в английском языке может обозначать действие, совершаемое в каждом из времен (прошедшем, настоящем или будущем), четырьмя разными способами. Например:

Я создаю вебсайты *каждый день* (факт в настоящем)

Я создаю вебсайт *сейчас* (процесс в настоящем).

Я создаю вебсайт *вот уже полчаса* (длительность и завершенность в настоящем).

Я *уже* создал вебсайт (результат к настоящему).

Заметьте, что при переводе на русский язык используется глагол в настоящем времени в сочетании с разными наречиями.

Еще несколько примеров:

Я работаю над вебсайтом *в данный момент* (процесс в настоящем).

Я работал над вебсайтом *вчера в 2 часа дня* (процесс в прошедшем).

Я буду работать над вебсайтом *завтра в полдень* (процесс в будущем).

## Образование ВРЕМЕН В АНГЛИЙСКОМ ЯЗЫКЕ

	Present	Past	Future
<b>Simple (факт)</b>	Вспомогательный глагол: <b>do / does</b> Окончание: -, -s Формула: <b>V (+s)</b> + I work / He writes – I do not work / He doesn't write ? Do I work? / Does he write?	Вспомогательный глагол: <b>did</b> Окончание: <b>-ed, –</b> Формула: <b>V2</b> + I worked / He wrote – I did not work / He didn't write ? Did I work? / Did he write?	Вспомогательный глагол: <b>will / shall</b> Окончание: – Формула: <b>will/shall + V</b> + I will work / He will write – I won't work / He won't write ? Will I work? / Will he write?
Слова-маркеры	always / never, usually, often / seldom, sometimes, every day / once a week	yesterday / two days <b>ago</b> , <b>last week</b> (night / month / year) / in 1980 / when I was a child...	tomorrow/ <b>next week</b> / month / year; soon, <b>in</b> two days / months ... – <b>через</b> 2 дня ...
<b>Continu-ous (процесс)</b>	Вспомогательный глагол: <b>be (is / am / are)</b> Окончание: <b>-ing</b> Формула: <b>Am / is/ are + Ving</b> + I am / He is working – I am not / He is not working ? Am I / Is he working?	Вспомогательный глагол: <b>was / were</b> Окончание: <b>-ing</b> Формула: <b>was/were + Ving</b> + I was / We were working – I was not/We weren't working ? Was I / Were we working?	Вспомогательный глагол: <b>will be / shall be</b> Окончание: <b>-ing</b> Формула: <b>will/shall + be + Ving</b> + I / He will be working – I / He won't be working ? Will I/he be working?
Слова-маркеры	now, at the moment, still – все еще	at 7 o'clock / then/ this time last week / when	at 7 o'clock/ at this moment next week ...
<b>Perfect (результат)</b>	Вспомогательный глагол: <b>have / has</b> Окончание: <b>-ed</b> Формула: <b>have/has + V3</b> + I have / He has worked – I have / He has not worked? ? Have I / Has he worked?	Вспомогательный глагол: <b>had</b> Окончание: <b>-ed</b> Формула: <b>had + V3</b> + I / He had worked – I / He had not worked ? Had I / he worked?	Вспомогательный глагол: <b>will / shall have</b> Окончание: <b>-ed</b> Формула: <b>will/shall + have + V3</b> + I will have worked – I won't have worked ? Will I have worked?
Слова-маркеры	just / already /yet / ever / never / recently / lately / today/ this week	предлог <b>by (к)</b> , другое прошедшее действие	<b>by</b> 7 o'clock/ <b>by</b> the end of the week
<b>Perfect Continu-ous (длительность и завершенность)</b>	Вспомогательный глагол: <b>have/ has been</b> Окончание: <b>-ing</b> Формула: <b>have/has + been + Ving</b> + I have He has been working – I have/He has not been working ? Have I/Has he been working?	Вспомогательный глагол: <b>had been</b> Окончание: <b>-ing</b> Формула: <b>had been + Ving</b> + I / He had been working – I / he had not been working ? Had I / he been working?	Вспомогательный глагол: <b>will/ shall have been</b> Окончание: <b>-ing</b> Формула: <b>will/shall + have been + Ving</b> + I / he will have been working – I/he won't have been working ? Will I have been working?
Слова-маркеры	for / since, How long...?	for / since, How long...?	for / since

## НЕПРАВИЛЬНЫЕ ГЛАГОЛЫ АНГЛИЙСКОГО ЯЗЫКА

По способу образования прошедшего неопределенного времени действительного залога (Past Simple Active) и причастия прошедшего времени (Past Participle (Participle II)) глаголы делятся на две группы: правильные и неправильные. Правильные глаголы образуют Past Simple Active и Past Participle путем прибавления к форме инфинитива окончания **-ed**.

К неправильным глаголам принадлежат глаголы, образующие Past Simple Active и Past Participle другими способами.

Количество неправильных глаголов английского языка относительно невелико, но к ним относятся многие самые употребительные глаголы. Неправильные глаголы рекомендуется заучивать в трех основных формах.

Четвертой формой глагола называют ing-форму, которой может быть причастие настоящего времени (Present Participle) или герундий (Gerund). Поскольку эта форма образуется по общим для всех глаголов правилам, то заучивать ее не нужно (необходимо знать орфографические правила при прибавлении **-ing**).

Infinitive	Past simple	Past participle	Перевод
be [bi:]	was [wɒz], were [wɜ:]	been [bi:n]	быть
beat [bi:t]	beat [bi:t]	beaten ['bi:tn]	бить
become [bi:kʌm]	became [bi:keim]	become [bi:kʌm]	становиться
begin [bi'gin]	began [bi'gæn]	begun [bi'gʌn]	начинать
bleed [bli:d]	bled [bled]	bled [bled]	кровоточить
blow [blou]	blew [blu:]	blown [bloun]	дуть
break [breik]	broke [brɔ:k]	broken ['brɔ:k(e)n]	ломать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносить
build [bild]	built [bilt]	built [bilt]	строить
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	гореть
burst [bɜ:st]	burst [bɜ:st]	burst [bɜ:st]	разразиться
buy [bai]	bought [bɔ:t]	bought [bɔ:t]	покупать
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловить, хватать
choose [tʃu:z]	chose [ʃəuz]	chosen [tʃəuz(ə)n]	выбирать
come [kʌm]	came [keim]	come [kʌm]	приходить
cost [cɒst]	cost [cɒst]	cost [cɒst]	стоять
creep [kri:p]	crept [krept]	crept [krept]	ползать
cut [kʌt]	cut [kʌt]	cut [kʌt]	резать
do [du:]	did [did]	done [dʌn]	делать

Infinitive	Past simple	Past participle	Перевод
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	рисовать, тащить
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	мечтать, дремать
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пить
drive [draiv]	drove [drouv]	driven ['drivn]	водить
eat [i:t]	ate [et]	eaten ['i:tn]	есть
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падать
feed [fi:d]	fed [fed]	fed [fed]	кормить
feel [fi:l]	felt [felt]	felt [felt]	чувствовать
fight [fait]	fought [fɔ:t]	fought [fɔ:t]	бороться
find [faɪnd]	found [faund]	found [faund]	находить
fit [fit]	fit [fit]	fit [fit]	подходить по размеру
fly [flai]	flew [flu:]	flown [floun]	летать
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒt(ə)n]	забывать
forgive [fo'giv]	forgave [fo'geiv]	forgiven [fo'givn]	прощать
freeze [fri:z]	froze [frouz]	frozen ['frouzn]	замерзать
get [ get ]	got [gɒt]	got [gɒt]	получать
give [giv]	gave [geiv]	given [givn]	давать
go [gou]	went [went]	gone [gɒn]	идти
grow [grou]	grew [gru:]	grown [groun]	расти
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	вешать
have [hæv]	had [hæd]	had [hæd]	иметь
hear [hiə]	heard [hɜ:d]	heard [hɜ:d]	слышать
hide [haɪd]	hid [hid]	hidden ['hidn]	прятать
hit [hit]	hit [hit]	hit [hit]	попадать в цель
hold [hould]	held [held]	held [held]	держать
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	ушибить
keep [ki:p]	kept [kept]	kept [kept]	содержать
kneel [ni:l]	knelt [nelt]	knelt [nelt]	стоять на коленях
know [nou]	knew [nju:]	known [noun]	знать
lay [lei]	laid [leid]	laid [leid]	класть
lead [li:d]	led [led]	led [led]	вести
lean [li:n]	leant [lent]	leant [lent]	наклоняться
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	учить
leave [li:v]	left [left]	left [left]	оставлять

Infinitive	Past simple	Past participle	Перевод
lend [lend]	lent [lent]	lent [lent]	занимать
let [let]	let [let]	let [let]	позволять
lie [lai]	lay [lei]	lain [lein]	лежать
light [lait]	lit [lit]	lit [lit]	освещать
lose [lu:z]	lost [lɒst]	lost [lɒst]	терять
make [meik]	made [meid]	made [meid]	производить
mean [mi:n]	meant [ment]	meant [ment]	значить
meet [mi:t]	met [met]	met [met]	встречать
mistake [mis'teik]	mistook [mis'tuk]	mistaken [mis'teik(e)n]	ошибаться
pay [pei]	paid [peid]	paid [peid]	платить
prove [pru:v]	proved [pru:vd]	proven [pru:vn]	доказывать
put [put]	put [put]	put [put]	положить
quit [kwit]	quit [kwit]	quit [kwit]	выходить
read [ri:d]	read [red]	read [red]	читать
ride [raid]	rode [roud]	ridden ['ridn]	ездить верхом
ring [riŋ]	rang [ræŋ]	rung [rʌŋ]	звенеть
rise [raiz]	rose [rouz]	risen ['rizn]	подниматься
run [rʌŋ]	ran [ræŋ]	run [rʌŋ]	бежать
say [sei]	said [sed]	said [sed]	говорить
see [si:]	saw [sɔ:]	seen [si:n]	видеть
seek [si:k]	sought [sɔ:t]	sought [sɔ:t]	искать
sell [sel]	sold [sould]	sold [sould]	продавать
send [send]	sent [sent]	sent [sent]	посылать
set [set]	set [set]	set [set]	ставить
sew [sou]	sewed [soud]	sewn [soun]	шить
shake [ʃeik]	shook [ʃuk]	shaken ['ʃeik(ə)n]	встряхивать
show [ʃəu]	showed [ʃəud]	shown [ʃəun]	показывать
shrink [frɪŋk]	shrank [fræŋk]	shrunk [frʌŋk]	уменьшать
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закрывать
sing [siŋ]	sang [sæŋ]	sung [sʌŋ]	петь
sink [siŋk]	sank [sæŋk], sunk [sʌŋk]	sunk [sʌŋk]	тонуть
sit [sit]	sat [sæt]	sat [sæt]	сидеть
sleep [sli:p]	slept [slept]	slept [slept]	спать

Infinitive	Past simple	Past participle	Перевод
slide [slaid]	slid [slid]	slid [slid]	скользить
sow [sou]	sowed [soud]	sown [soun]	сеять
speak [spi:k]	spoke [spouk]	spoken ['spouk(e)n]	говорить
spell [spel]	spelt [spelt]	spelt [spelt]	произносить по буквам
spend [spend]	spent [spent]	spent [spent]	тратить
spill [spil]	spilt [spilt]	spilt [spilt]	проливать
spoil [spɔil]	spoilt [spɔilt]	spoilt [spɔilt]	портить
spread [spred]	spread [spred]	spread [spred]	расстилать
spring [sprɪŋ]	sprang [spræŋ]	sprung [sprʌŋ]	прыгать
stand [stænd]	stood [stu:d]	stood [stu:d]	стоять
steal [sti:l]	stole [stoul]	stolen ['stəulən]	красть
stick [stɪk]	stuck [stʌk]	stuck [stʌk]	колоть
sting [stɪŋ]	stung [stʌŋ]	stung [stʌŋ]	жалить
sweep [swi:p]	swept [swept]	swept [swept]	выметать
swell [swel]	swelled [sweld]	swollen ['swoul(e)n]	разбухать
swim [swɪm]	swam [swem]	swum [swʌm]	плавать
swing [swɪŋ]	swung [swʌŋ]	swung [swʌŋ]	качать
take [teɪk]	took [tuk]	taken ['teɪk(ə)n]	брать, взять
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	учить
tear [tɛə]	tore [tɔ:]	torn [tɔ:n]	рвать
tell [tel]	told [tould]	told [tould]	рассказывать
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думать
throw [θrəu]	threw [θru:]	thrown [θrəun]	бросать
understand [ʌndə'stænd]	understood [ʌndə'stʌd]	understood [ʌndə'stʌd]	понимать
wake [weɪk]	woke [wouk]	woken ['wouk(e)n]	просыпаться
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носить
weep [wi:p]	wept [wept]	wept [wept]	плакать
wet [wet]	wet [wet]	wet [wet]	мочить
win [wɪn]	won [wʌn]	won [wʌn]	выигрывать
wind [waɪnd]	wound [waʊnd]	wound [waʊnd]	извиваться
write [raɪt]	wrote [rout]	written ['rɪtn]	писать

## COMPUTER VOCABULARY

**Adware** – a software application which displays unwanted pop-up advertisements on your computer while in use. Adware is often installed at the same time as free software or shareware.

**Application** – any program designed to perform a specific function directly for the user. Microsoft Word, Outlook or Adobe Photoshop are examples of application programs.

**Back door** – a means of accessing your computer that bypasses computer security mechanisms.

**Back up (verb)** – to copy an electronic record to ensure its information will not be lost, often while compressing data to save space.

**Backup (noun)** – a copy of an electronic record, maintained to protect the information from loss and often compressed to save space.

**Bot** – short for robot, a computer on which intruders have installed software that lets them secretly control the system from a remote location on the internet.

**Botnet** – a network of bots connected via the internet to perform tasks, such as installing malware, sending spam, or attacking other computers.

**Browser** – A program or tool such as Internet Explorer, Mozilla Firefox or Google that enables you to browse or surf the World Wide Web and view internet sites.

**Bug** – a defect or fault in a program that prevents it from working correctly. Bugs are caused by mistakes or errors made by those who write the program.

**Cache** – a sort of fast memory used for temporary storage of recently accessed web pages, which enables the browser to display them more quickly on the next visit.

**Cookies** – small piece of information on the times and dates you have visited web sites. A web server can temporarily store this information within your browser. The main purpose is to identify users and possibly prepare customized web pages for them.

**Compromised computer** – a computer that cannot be considered secure, because it has been infected with malware, been accessed by someone without authority to access it, or been subject to some other form of malicious attack.

**Configure** – to choose options in order to create a custom system.

**Crash** – what happens when a program or the entire operating system, unexpectedly stops working.

**Cursor** – a blinking symbol on the screen that shows where any new text will next be entered.

**Denial of service (dos)** – an attack that successfully prevents or impairs the authorized functionality of networks, systems or applications by exhausting resources. This activity includes being the victim of or participating in the DoS.

**Drive-by download** – software downloaded by a malicious web site without your knowledge.



**Driver** – a special program which enables a computer to work with a particular piece of hardware such as a printer.

**E-business** – business done over the internet or any internet-based network.

**E-mail** – electronic mail : messages sent from one computer to another over the internet.

**Encryption** – the process of transforming information to make it unreadable to anyone who doesn't have the password needed to decode it.

**Extended Validation Certificate (EV Cert)** - A certificate that, prior to being issued, requires verification of a web site's authenticity by a certificate authority. See [www.cabforum.org](http://www.cabforum.org) for a list of extended validation guidelines (steps required before a certificate authority issues an EV Cert), and a current list of Certificate Authority Browser Forum members.

**Faq** – frequently Asked Questions.

**Firewall** – a security system that uses hardware and/or software mechanisms to prevent unauthorized users from accessing an organization's internal computer network.

Any machine connecting to the Internet should use a firewall. There are two types of firewalls. Software firewalls usually run on computers. Hardware firewalls are separate devices designed to efficiently protect computers. They are usually used by businesses, organizations, schools, and governments. All firewall protection creates a barrier between the computers and the Internet.

**Firmware** – software that is embedded into hardware; it can be updated and accessed by the user.

**Flash drives/thumb drives** – very small portable storage devices that may store very large (gigabyte) quantities of information and can be attached to a USB or firewire port quickly and easily to transfer files.

**Font** – a particular kind of lettering (e.g. Arial, Verdana, etc.)

**Hardware** – the physical equipment or touchable parts of a computer system (the CPU (central processing unit), monitor, keyboard, mouse, external speakers, scanner the printer, etc.)

**Hit** – a visit to a website.

**Home page** – the main page or opening page of a website. It usually contains links to other pages.

**Instant messaging (IM)** – the ability to exchange short messages online with coworkers or others. IM solutions can take several forms. They can use an existing Internet-based service, or they can be an Intranet-only solution implemented and controlled within an IT department. The latter is significantly more secure than the former, but lacks access to business partners.

**Keylogger** – software that records everything you type, then sends it off to whomever installed the software.

**Login** – process by which a user enters a name and password to access a computer.

**Malware** – a contraction of “malicious software,” malware is a general term used to describe software that infiltrates or damages a computer.

**Mobile device** (contemporary devices are typically called smart phones or tablets) – a portable device that can be used to perform computer-like tasks, such as browsing the web or reading email, but does not run under a standard desktop operating system, such as Windows, OS X or Linux. This distinction is what makes mobile devices a particular security challenge; standard forms of protection are unavailable or not feasible for general use. The devices typically offer Internet activity through Wi-Fi and/or a telecommunications company data service.

**Modem** – a device that enables a computer to send and receive information over a telephone line (internet, email, fax).

**Netiquette** – network etiquette : a set of informal rules defining proper behaviour on the internet.

**Portal** – a website that acts as a gateway or entry point to the internet (for example, Yahoo).

Typically, a portal offers a search engine and links to other sites grouped into categories, as well as news or other services.

**Peer-to-peer (P2P)** – a network of computers that can directly access each other's files.

**Phishing** – the process of attempting to acquire sensitive information used for identity theft, such as usernames, passwords, and credit card details by masquerading as a trustworthy entity in an email or instant message, or via a web site or telephone call.

**Program** – a sequence of instructions that a computer can interpret and execute in order to do a particular job. Programs are collectively referred to as 'software'.

**Provider** – a company that provides access to the internet.

**Scanner** – a piece of hardware, or peripheral device, used to scan a document and create a digital copy.

**Software patches** – fixes to correct a problem. People are constantly finding security holes (vulnerabilities) in computer software that could be used to infect your computer with a virus, spyware, or worse. When vulnerabilities are discovered, the software vendor typically issues a fix (patch) to correct the problem. Patches should be applied as soon as possible because the average time for someone to try to exploit a security hole can be as little as a few days.

**Spam** – unwanted, irrelevant or inappropriate e-mail messages, especially commercial advertising. Also referred to a 'junkmail'.

**Spyware** – software that collects information, without your knowledge, about your web-surfing habits and uses it for marketing purposes. Very often contained in free downloads or shareware programs.

**Trojan** – a computer program that is hidden in a useful software application and actually used to gain access to your computer. It then performs malicious actions such as displaying messages or erasing files. Trojans may be found in a hacked legitimate program or in free software.

**SSL (Secure Sockets Layer)** – a method that uses data encryption and digital certificate authentication to secure information traveling over the Internet.

**Trojan** – malware that appears to perform a benign or useful action but in fact performs a malicious action, such as transmitting a computer virus.

**URL (Uniform Resource Locator)** – the Internet address on the World Wide Web. It usually begins with http:// followed by the rest of the name of the resource. It is the common name for a site's web page.

**Videoconference** – interactive, audiovisual meeting between two or more people in different geographic locations using two-way video technology.

**Virus** – self-replicating malware that attaches itself to a digital document or application, then spreads through copies of that document or application that are shared, frequently via email or USB drives. Viruses almost always corrupt or modify files. It acts in a similar way to a biological virus, and the infected file is called a host.

**Vulnerability** – a weakness in a computer that allows an attacker to make unauthorized changes. Vulnerabilities include weak passwords, poor configuration, or software bugs.

**Worm** – self-replicating malware that can move from computer to computer on the network. Unlike a virus, it does not need to attach itself to an existing document or application. Worms almost always cause harm to the network, if only by consuming bandwidth.

**Wysiwyg** – What you see is what you get (pronounced 'wizzy-wig').

A WYSIWYG application enables you to see on the screen exactly what will appear when the document is printed.

**WWW** – World Wide Web : a hypertext information system consisting of a network of web pages which runs on the internet and can be accessed with a browser.

**Zip** – to zip a file is to compress it so that it occupies less storage space and can be transferred quickly over the internet.

**Zombie** – a computer that has been compromised, often by a botnet, so that an unauthorized person has complete control to use the computer to perform malicious tasks.

# КЛЮЧИ

## Unit I

### Text 1

3) a) CD, b) memory, c) virus, d) compress, e) web, f) mouse, g) cut, paste, h) cursor, i) mouse, keyboard.

5) a) is, b) is, c) is, d) is, e) is, f) is.

### Text 2

1) 1 – d, 2 – c, 3 – a, 4 – b.

2) 1 – d, 2 – a, 3 – b, 4 – c.

3) a) верно, b) верно, c) верно.

4) 1. Calculates, 2. Has evolved, 3. Has enabled, 4. Aid.

5) abacus, device, nevertheless, in a nutshell, in less than no time, this is what computing is all about, enable, to input data, output the result, to crunch, to process.

### Text 3

7) processes – Present Simple, has changed – Present Perfect, entertain- Present Simple, are – Present Simple, means – Present Simple, digitizes – Present Simple, has advanced – Present Perfect, filled – Past Simple, is advancing – Present Continuous, wrote – Past Simple, has dropped – Present Perfect, has risen-Present Perfect, were – Past Simple, exceeded – Past Simple, were running – Past Continuous, had reached – Past Perfect.

### Text 4

1) uses, began, was, pioneered, exist, expanded, are, needed, are, have, are integrating.

2) a) 2, 8, b) 7, 5, 1, 4, 3, 6.

### Text 8

1) заглавие – с.

3) 1 – d, 2 – e, 3 – a, 4 – b, 5 – c.

4) – Why is the computer widely used?

– What does the computer speed mean?

– What do modern account firms use?

– What is the worksheet?

6) the former – the latter;

better – worse;

fast – slow;

up-to-date – out-of-date;

easy – complicated;

a few – many.

7) 1. Computers process the data faster and more efficiently than humans.

2. Computers are used in industry when the time saved offsets their cost.

3. The speed at which a computer works means it can replace weeks of pencil-and-paper work.

4. The spreadsheet's basic component is a cell.

8) better, more efficiently, 2. faster, 3. less expensive, 4. the most complicated, 5. easier.

### Text 9

5) A. 1 – e, 2 – a, 3 – f, 4 – c, 5 – g, 6 – b, 7 – d

B. 1 – c, 2 – f, 3 – b, 4 – g, 5 – d, 6 – e, 7 – a

C. 1 – b, 2 – c, 3 – a

A. 1. Half past three.

2. One thousand ~~and~~ two hundred and twenty-two.

3. A quarter to seven ~~o'clock~~.

4. Flight number – BA eight ~~hundred fifty~~ **five** eight.

5. Five o'clock ~~pm~~.

6. The room is three metres ~~at~~ **by** four metres.

7. Three hundreds of people.

8. Four point five ~~hundred and sixty six~~ nine.  
 9. Two pounds ~~and a half~~ **fifty** (£2.50).
- B. 1. An (one) hour and a half.  
 2. Two point nought seven five.  
 3. Double oh double four one four two four double two double three double four.  
 4. Eleven fifty am or ten to twelve in the morning.  
 5. Thirty three point six three percent.  
 6. One hundred and twenty five.  
 7. BA three five six.  
 8. GB – the twelfth of November nineteen ninety-five, US – the eleventh of December nineteen ninety-five.  
 9. Twenty sixteen or two thousand sixteen.  
 10. One hundred kilometers.
- C. 1. http slash three w dot c o double m c o l dot co dot uk.  
 2. m a l p r e double s at a o l dot com.  
 3. http colon double slash amecenter dot ucsf dot edu.  
 4. Credit note number seven five slash one two C.  
 5. The rate is sixty-two pounds per person per day, including VAT.  
 6. Items marked asterisk carry a twenty percent discount.  
 7. One pound equals approximately one dollar sixty five cents.  
 8. The password is a semicolon four underscore g six oh backslash r eight.  
 9. The room is about three metres by four metres.  
 10. My account number is three two two six four two.  
 11. You can use symbols like percent colon asterisk at parenthesis in your password.
- D. 1. How to find Microsoft Word in Windows:  
 – In Windows Click Start.  
 – In the search type word and if Word is installed should show in the results. For example, you may see Microsoft Word 2010, Microsoft Word 2013, or Microsoft Word 365.  
 2. Visit WinRAR home page <http://www.rarsoft.com>.  
 3. To use Google Docs visit <http://docs.google.com/>.  
 4. pz/1uses 60 symbols.  
 5. As far as I know they created this password using 6 digits and 3 special characters.  
 6.  $0.25:25=0.01$   
 7. Credit note No. 842/39B  
 8. The computer laboratory is large enough: 6m by 4m.  
 9. You can reach my company's Web site by typing into a browser either [microsoft.com](http://microsoft.com) or [www.microsoft.com](http://www.microsoft.com) – but "www." is not part of the domain name.

## Unit 2

### Text 1

- 1) 1 – PDA, 2 – supercomputer, 3 – mainframe, 4 – touchpad, 5 – workstation, 6 – microcomputer.  
 4) supercomputer – 4, 13, 8, 15, mainframe – 1, minicomputer – 7, workstation – 2, 6, 12, 14, PDA – 3, 5, 10, 11, 9.  
 5) 1 – с – требоваться, 2 – а – огромный, 3 – h – выполнять, 4 – g – одновременный, 5 – b – направлять, 6 – f – способный, 7 – d – устаревший, 8 – e – смутный.  
 6) 1 – require, 2 – channeled, 3 – capable, 4 – vague, 5 – obsolete, 6 – concurrent, 7 – execute.

7) 1. A mainframe, a workstation, a PDA, a hand-held computer/a palmtop/A pocket computer, a pen-based computer 2. In the past years, the distinction between large mini-computers and small mainframes has blurred/become vague. 3. PC is intended for work and recreation. 4. The hand-held computer/a palmtop/a pocket computer incorporates handwriting and voice recognition features.

8) 1 – fastest, the most expensive, 2 – less expensive, 3 – better, better, 4 – more powerful, more, 5 – faster, 6 – more powerful, less powerful, 7 – smaller, bigger, 8 – as powerful as, 9 – so powerful as, 10 – faster, larger, 11 – the smallest.

**Text 2**

2) 1 – perform, 2 – supercomputer, 3 – graphic, 4 – chips, 5 – store, 6 – research, 7 – forecasts, 8 – theoretical, 9 – home-made, 10 – prestigious.

- 3) 1. What is the name of the world's fastest computer?  
 2. How many operations a second can the Tianhe-1A perform?  
 3. What will the new computer be used for?  
 4. Why did China enter the race for the world's fastest computer?  
 5. How many graphic processors does the Tianhe-1A have?  
 6. How much do the processors weigh?  
 7. Can the computer store information equal to about a hundred million books?  
 8. How many Intel chips does it have?  
 9. How much faster is the Chinese supercomputer than the fastest American computer?  
 10. What country had the world's fastest computer before America got the title?

**Text 3**

- 2) заглавие – What is a notebook?  
 3) 1. A notebook is an extremely lightweight personal computer.  
 2. Не освещен в тексте.  
 3. Notebook computers use a variety of techniques, known as flat-panel technologies, to produce a lightweight and non-bulky display screen.  
 4. No, it is not possible to run a notebook computer without plugging it in for 24 hours. The batteries need to be recharged every few hours.  
 5. In terms of computing power, modern notebook computers are nearly equivalent to personal computers. They have the same CPUs, memory capacity and disk drives.  
 6. Не освещен в тексте.

**Text 4**

- 2) 1 – f; 2 – a; 3 – b; 4 – c; 5 – d; 6 – e.  
 4)

Прилагательные в положительной степени	Прилагательные в сравнительной степени	Прилагательные в превосходной степени
little	less	the least
small	smaller	the smallest
modern	more modern	the most modern
expensive	more expensive	the most expensive
slim	slimmer	the slimmest
common	more common	the most common
good	better	the best
heavy	heavier	the heaviest
large	larger	the largest
frequent	more frequent	the most frequent
frequent	less frequent	the least frequent
mobile	more mobile	the most mobile

### Text 5

6) 1) on the move/on the go, 2) broadband connection, 3) to set apart, 4) high-end laptop, 5) to go hand in hand, 6) at the low/high end, 7) ebb and flow, 8) on the rise, 9) to be a perfect match, 10) keep costs as low as possible.

7) A. 1 – d, 2 – i, 3 – b, 4 – g, 5 – c, 6 – a, 7 – j, 8 – f, 9 – e, 10 – h.

B. 1 – c, 2 – e, 3 – g, 4 – a, 5 – d, 6 – f, 7 – b.

C. 1 – g, 2 – d, 3 – a, 4 – c, 5 – e, 6 – b, 7 – f.

9) 1 – chassis, 2 – slots, 3 – desktop model, 4 – tower model, 5 – ultrabooks, 6 – notebook, 7 – specs, 8 – slate, 9 – maintenance, 10 – convertible.

10) 1 – customizing, Present Simple, Active Voice, 2 – handles, Present Simple, Active Voice, 3 – outperformed, Present Perfect, Active Voice, 4 – mounted, Present Simple, Passive Voice, 5 – render, Present Simple, Active Voice, 6 – assembled, Present Continuous, Passive Voice.

11) 1 – with, Present Perfect, Passive Voice 2 – in, Present Simple, Passive Voice, 3 – out, Past Simple, Active Voice, 4 – to, Present Simple, Active Voice, 5 – on, Future Simple, Active Voice 6 – Present Simple, Active Voice, 7 – to, Present Simple, Passive Voice, 8 – apart, Past Simple, Active Voice, 9 – on, Present Simple, Active Voice.

12) 1 – Netbook, 2 – Ultraportable, 3 – Mid-size Laptop, 4 – Large-size Laptop, 5 – Tablet, 6 – Tower Model, 7 – Desktop Model, 8 – All-In-One, 9 – Small Form Factor.

### Text 6

1) 1 – Desknote, 2 – Nanocomputer, 3 – Smartdust, 4 – Wearable computer.

2) 1 – laptop, 2 – tablet, 3 – minicomputer, 4 – nanocomputer.

3) 1 – Supercomputer, 2 – Minisupercomputer, 3 – Mainframe computer, 4 – Minicomputer, 5 – Server, 6 – Workstation, 7 – Tower PC, 8 – Mid-Tower PC, 9 – Mini-Tower PC, 10 – Desktop computer, 11 – Desknote, 12 – Laptop, 13 – Notebook, 14 – ultraportable laptop, 15 – Small Form Factor computer, 16 – Netbook, 17 – Tablet, 18 – Personal digital assistant, 19 – Handheld PC/Palmtop computer, 20 – Pocket personal computer, 21 – Smartphone, 22 – Wearable computer, 23 – Smartdust, 24 – Nanocomputer.

### Text 7

1) 1) transmission, 2) device, 3) data, 4) cable, 5) transmit, 6) refer, 7) convergence, 8) imply, 9) network, 10) hierarchy, 11) plug, 12) socket.

4) 1. modem, ports; 2. configured, errors; 3. devices, compatible; 4. packets, protocol; 5. connected, password; 6. logged, mail; 7. throughput, download; 8. sysop, compressed; 9. outputs, printer; 10. programs, transmit.

### Text 8

1) 1 – any; 2 – for; 3 – got; 4 – specs; 5 – running; 6 – storage; 7 – both; 8 – feature; 9 – bigger; 10 – lighter; 11 – cost; 12 – cheaper; 13 – more.

## Unit 3

### Text 1

3) invent, equipment, discover, software, technology, operating, complicated, lack, decrease.

5) perhaps – probably;

researchers – scientists;

difficult – complicated;

devices – gadgets;

up-to-date – modern;

frequently – often;

complicated – difficult;

knowledge – awareness.

б)

Прилагательные в положительной степени	Прилагательные в сравнительной степени	Прилагательные в превосходной степени
fast	faster	the fastest
good	better	the best
young	younger	the youngest
new	newer	the newest
difficult	more difficult	the most difficult
young	younger	the youngest
complicated	more complicated	the most complicated

### Text 2

- 1) красноречивое свидетельство – **telltale**;  
основательный сдвиг – **profound shift**;  
быстрый взгляд – **glimpse**;  
мобильный интернет – **mobile Internet**;  
уделять первоочередное внимание – **prioritized**;  
господство – **prevalence**;  
общаться, используя два смартфона – **communicate via two smartphones**;  
настольный ПК – **desktop**
- 2) was, is moving, are, largely, prefer, went, quickly, at, raising, sooner.
- 4) 1. a, the 2. the, –, the, a, a 3. a, –, –, the, the 4. –, the 5) the, –, –, the

### Text 3

- 1) has, entered, are, should, looks, is, remembers, am, easier, taking, hired, order, booting.
- 4) 3, 4, 2, 5, 1.

### Text 4

- 3) 1. Неверно 2. Верно 3. Неверно 4. Неверно 5. Неверно.

### Text 5

- 2) 1. Верно 2. Неверно 3. Верно 4. Верно.
- 4) eventually – eventual; early – early; necessarily – necessary; increasingly – increasing; occasionally – occasional.

## Unit 4

### Text 2

- 2) is, best, market, invent, later, went, the most, world, has, fortune.
- 3) 1. Верно 2. Неверно 3. Верно 4. Неверно 5. Неверно 6. Верно.
- 4) to establish – to found  
impact – influence  
to purchase – to buy  
key – central  
hard – difficult  
to loathe – to hate  
to develop – to invent  
best known – most popular.  
triumph – success  
entirely – completely  
strong – powerful  
produce – create  
company – corporation
- 5) computer, founded, name, invent, invented, operating, people, figure, money.



**Text 4**

2) 1. Неверно 2. Верно 3. Неверно 4. Неверно 5. Верно.

5) 1 – d, 2 – g, 3 – i, 4 – f, 5 – l, 6 – j, 7 – c, 8 – b, 9 – k, 10 – m, 11 – n, 12 – e, 13 – h,  
14 – a.

6) 1 – prosper, 2 – adopt, 3 – hit, 4 – invented, 5 – semester, 6 – public, 7 – a great deal,  
8 – available, 9 – field, 10 – resigned.

**Text 6**

1) 1 – d, 2 – b, 3 – f, 4 – e, 5 – a, 6 – c.

**Text 7**

2) 1 – D, 2 – A, 3 – F, 4 – B, 5 – E, 6 – C.

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**ГОЛИКОВА** Анна Евгеньевна  
**ШАПАРЕНКО** Анна Александровна

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