

English for IT-specialists

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English for IT-specialists

Study guide

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Подано оригінальні тексти англійською мовою, практичні завдання, тести за кожним уроком, фінальний тест. Викладено теоретичні відомості з англійської граматики, наведено ілюстративний матеріал, який допомагає зрозуміти хід виконання практичних вправ і тестів.

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The study guide contains original English texts, tests for each unit and final test. The book also provides theoretical basics of English grammar and illustrative material that makes understanding of how to do the exercises and complete the tests easier.

For future specialists in the field of software engineering and students of “Software engineering” specialty.

Fig. 16. Table 46. Bibliogr. : names 3.

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Unit 1. Hardware concepts

Vocabulary notes

device – устройство
to process – обрабатывать
major function – основная функция
irrespective – независимый
to accept – принимать, признавать
to store – хранить, накапливать
to allocate – распределять, выделять
functional unit – функциональный блок
layout – макет, планировка
Input Device – устройство ввода
Central Processing Unit – центральный процессорный блок
Output Device – устройство вывода

Useful language

input – вход, ввод данных
to call – называть, вызывать
basically – в основном
to carryout – выполнять, проводить
to mention – упомянуть
among – среди
inside – внутри
to exist – существовать
shape – форма
size – размер
usage – применение
performance – представление, исполнение
requirement – требования
auxiliary – вспомогательный, дополнительный

A computer is an electronic device that processes input data and produces result (output) according to a set of instructions called program. A computer performs basically five major functions irrespective of its size and make.

- It accepts data or instructions by way of input
- It stores data
- It processes data as required by the user
- It controls operations of a computer
- It gives results in the form of output

In order to carry out the operations mentioned above the computer allocates the task

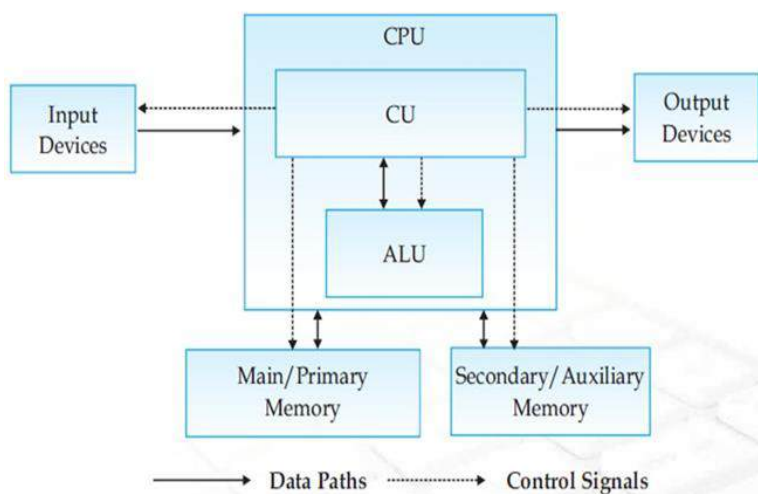


Fig. 1.1

among its various functional units. The diagram describes the basic layout of a computer. A computer receives data and instructions through "Input Devices" which are processed in Central Processing Unit, "CPU" and the result is shown through "Output Devices" (Fig 1.1).

The "Main / primary Memory" and "Secondary / Auxiliary Memory" are used to store data inside the computer. Each computer

possess these basic components. Each of these components exists in various types and variety that differ in shape, size, usage and performance. The user makes a choice according to his specific requirement.

A

True or False?

1. Computer is an electronic devise.
2. Computer can only get information and store it for 2 days.
3. There are 5 major functions of the computer.
4. The diagram describes the basic layout of a computer.
5. Computer receives data through "Output Devices".

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B

Answer the question.

1. What is a computer?
2. What major functions of a computer do you know?
3. How does the computer carry out its major operations?
4. How does the computer receive data and instructions?
5. What the "Main / primary Memory" and "Secondary / Auxiliary Memory" are used for?

C

Discussion points.

Describe the hardware of your personal computer. What additional devices do you use?

Vocabulary notes

to enter – вводить
 keyboard – клавиатура
 to correspond – соответствовать
 text-based – основанный на тексте
 application – приложение
 to evolve – развиваться, выделять
 sophisticated – усложненный
 pointing device – указывающее устройство
 two-dimensional – двумерный
 Graphical User Interface – графический интерфейс пользователя
 to comprise – содержать, включать
 handling area – область обработки

Useful language

arrangement – договоренность
 button – кнопка
 key – клавиша
 simultaneously – одновременно
 insequence – в последовательности
 character – буква, символ
 to detect – обнаружить, выявлять
 motion – движение
 supporting surface – опорная поверхность
 primarily – прежде всего, сначала
 peripheral – периферийный
 equipment – оборудование

Input devices are used to enter data and instructions into the computer. Let us discuss some of them.

Keyboard is the most common input device that uses an arrangement of buttons or keys. In a keyboard each press of a key typically corresponds to a single written symbol. However, some symbols require pressing and holding several keys simultaneously or in sequence.

While most keyboard keys produce letters, numbers or characters, other keys or simultaneous key presses can produce actions or computer commands.

All programs and software were mostly text-based. However, more and more application based software were evolved and in addition to keyboard, more sophisticated input devices were also evolved such as mouse, joystick, scanner etc.

A mouse is a pointing device that functions by detecting two-dimensional motion relative to its supporting surface. The mouse's motion typically translates into the motion of a cursor on a display, which allows for fine control of a Graphical User Interface. A mouse primarily comprises of three parts: the buttons, the handling area, and the rolling object.

In computing, an output device is a peripheral equipment device that is used to give the results of processed data. Examples of output devices include monitors, printers, speakers, and numerical controlled machine tools.

A

True or False?

1. Keyboard is the example of the Software.
2. Input devices are used to enter data and instructions into the computer.
3. Keyboard is the arrangement of buttons or keys.
4. A mouse is an entering device.
5. Monitors, printers, speakers are the examples of output devices.

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B

Answer the question.

1. What is the input device?
2. How does the keyboard work?
3. How does the mouse function?
4. What are the parts of computer mouse?
5. What is the output device?

C

Discussion points. Describe the hardware of your personal computer. What additional devices do you use?

To be, to have, Articles

To be and *to have* are auxiliary verbs, they are irregular verbs and can be used as main verbs.

To be is the most common verb in the English language. It can be used as an auxiliary and a main verb. It is used a lot in its other forms.

statement

I	am	(I'm)
he she it	is	(he's) (she's) (it's)
we you they	are	(we're) (you're) (they're)

negative

I	am not	(I'm not)
he she it	is not	(he's not or he isn't) (she's not or she isn't) (it's not or it isn't)
we you they	are not	(we're not or we aren't) (you're not or you aren't) (they're not or they aren't)

question

am	I?
is	he? she? it?
are	we? you? they?

To have is one of the most important English verbs. It is used as a *main*

Examples

I'm cold. Can you close the window, please?

I'm 32 years old. My sister **is** 29.

I'm tired, but *I'm not* hungry.

It's sunny today, but it **isn't** warm.

"**Am** I late?"

"No, you're on time."

Your shoes **are** nice. **Are** they new?

answer

Yes,	I	am.
	he she it	is.
	we you they	are.

No,	I'm	not.
	he's she's it's	
	we're you're they're	

Helpful hints

To be is always used in the following phrases:

to be glad

to be happy

to be hungry

to be thirsty

to be ill (stick)

to be healthy (well)

verb and as an *auxiliary verb*.

to be late for smth

to be sorry

to be sure of

to be busy with smth

to be fond of

to be interested in

to be cold

to be hot (warm)

to be tired

to be in time

to be right (wrong)

to be afraid (of)

statement

I we you they	have
he she it	has

negative question

I we you they	don't	have
he she it	doesn't	

Do	I we you they	have?
Does	he she it	

Examples

I have blue eyes.

"Do you *have* a camera?" "Yes, I *do*." / "No, I

The house **has** six bedrooms.

don't."

I **have** a car, but I **don't have** a car.

"Do you **have** something to eat?" "Yes, I **do.**" /

"No, Mr. and Mrs. Harris **don't have** any children. **don't.**"

Helpful hints

To **have** is always used in the following phrases:

have a coffee

have a plan

have a headache

have a meal

have an opinion

have flu

have breakfast

have a chance

have a day off

have tea

have a choice

have a dream

have a good time

have a problem

have a nap

have a nice day

have difficulty

have a sleep

have fun

have the opportunity

have brains

have a bath

have the time

have a walk

have a haircut

have a chat

have a lift

have a feeling

have a baby

have a good journey

have a good laugh

have a cold

have a ride

A

Complete the sentences. Use **have/has** or **don't have/doesn't have** + one of these.

~~a big yard~~ a key ~~a headache~~ a lot of friends a toothache four wheels much time

1. I'm not feeling very well. I have a headache.
2. It's a nice house, but it doesn't have a big yard.
3. Most cars
4. Everybody likes Tom. He.....
5. I'm going to the dentist this morning. I
6. He can't open the door. He
7. Hurry! We

B

Write **am, is, or are**.

1. The weather is..... nice today.
2. I am..... not tired.
3. This bag heavy.
4. These bags heavy.
5. Look! There Carol.
6. My brother and I good tennis players.
7. Amy at home.
8. Her children at school.
9. I a taxi driver.
10. My sister a nurse.

C*have, has or don't have, doesn't have.*

1. We a green parrot. (have)
2. She seven games. (have)
3. They a kite. (have/not)
4. I a big bag. (have/not)
5. you a blue pen? (have)
6. it a funny face? (have)
7. He a bike. (have/not)

DNow write *am, is or are*.

My name (1) Brenda Foster. I (2) on the left in the picture. I (3) ten years old and I (4) in the fifth form. My birthday (5) on the first of January. I (6) from Santa Monica, California, USA. I (7) American. My phone number (8) 235-456-789. I live at 16 Park Street. My post code (9) LA 30 SM. I've got a sister and a brother. Their names (10) Gina and Paul. Gina (11) 16 years old and Paul (12) only three. I've also got a dog. His name (13) Spot. He (14) on the right in the picture. My Mum (15) a doctor. She works at a hospital. My Dad (16) a driver. He works in Los Angeles. We (17) all friendly in our family.

E

Translate into English.

1. У меня есть машина.
2. У Сони длинные волосы.
3. У тебя есть велосипед? – Да, у меня есть велосипед.
4. У Анны есть машина? У Анны нет машины.
5. У меня болит голова.
6. Моя мама – художница, а папа – ученый.
7. Я очень общительная.
8. Мою кошку зовут Никки.
9. Ты красивая, но у тебя нет парня.
10. У них много детей. Они – дружная семья, но у нас нет традиций.

Watch out!

There are only three **articles**: *the*, *a* and *an*.

a (indefinite article)

singular countable nouns

(not specific)

I need to get a new coat.

an (indefinite article)

instead of a when the next

word begins with a vowel

sound

*I don't have enough money for
an expensive dress.*

Whether we use a or
an with a word depends on
the sound, not spelling. Be
careful with the following
words and phrases.

*an honest person; an hour; a
euro; a uniform*

the (definite article)

singular countable nouns

(specific)

*Let's go to the new shopping
center.*

plural countable nouns

(specific)

Where are the books I ordered?

uncountable nouns

(specific)

*I gave the shop assistant the
money and then left.*

no article (zero article)

plural countable nouns

(general)

Prices have gone up a lot recently.

uncountable nouns (general)

Fresh fruit is really good for you.

Special rules

places.

the: seas (*the Atlantic*), rivers (*the Amazon*), areas (*the Antarctic*), some countries (*the USA, the UK*), public buildings (*the theatre*), *the Earth, the world, the sky, the moon, the sun, the sea, the environment*.

no articles: towns and cities (Moscow), most countries (France), continents (Europe), streets (Baker Street), planets (Mars)

activities.

a/an: have *a* job, work as *a* ...

the: on *the* radio, *the* media, play *the* piano

no article: go to work, on TV, go shopping, play tennis, listen to music, go to work, go to school, be at school, be at university, school subjects (math)

time.

the: in *the* morning/afternoon/evening, on *the* 20th March, in *the* 1950s

no article: days (Thursday), months (May), years (2009), at night

people.

~~the~~, *the King, the Prime Minister, the army, the navy, the police, the Germans, the English*
no article, become king, he's English, speak English

A

Complete using *a, an* or *the*.

1. We had.....really good science lesson at school today.
2. I found unusual insect on the wall outside our house.
3. It is your birthday next week. Are you going to have party?
4. We waited for hours, but we finally saw Queen.
5. Why don't we listen to radio?
6. Have you got euro I could borrow?
7. Mum has gone to bank, but she'll be back soon.
8. Where have you been? I've been waiting for over hour!

B

Write an article in each gap where necessary. If an article is not necessary put a dash (-).

I had (1) really bad day on (2) Tuesday. I bought (3) new game on CD-ROM for my computer, but (4) game didn't work properly. I took it back to (5) Shop on (6) North Street, but (7) manager blamed me! He pointed to (8) scratch on (9) CD-ROM and said I'd done it. I couldn't believe it! I had to buy (10) new one!

C

Circle the extra word in each sentence.

1. Do you think we will ever send a person to the Mars?
2. When you go to the London, don't forget to see the London Eye.
3. When we use the cars, we damage the environment.
4. I'm not telling a lies! It's the truth.
5. I'm looking for a teacher who can teach me the German.
6. Ray needs a warm hat and a new coat for his visit to the Russia.
7. Dad has gone to a work and forgotten the car keys.
8. Some people have unusual pets, such as lions or tigers.

D

Translate into English.

- | | |
|-------------------------------------|--|
| 4. Английский язык очень популярен. | 4. Свежий сок очень полезный для тебя. |
| 5. Я отдыхаю в США. | 5. Она честный человек. |
| 6. Мой папа – врач. | 6. Я купила красивое платье. |
| | 7. Я иду домой в 8 часов |

Final test 1

A

Find the equivalent.

- | | |
|---------------------|------------------------------------|
| 1. device | a. вводить |
| 2. to accept | b. приложение |
| 3. input device | c. основная функция |
| 4. auxiliary | d. указывающее устройство |
| 5. to store | e. область обработки |
| 6. functional unit | f. содержать, включать |
| 7. layout | g. хранить, накапливать |
| 8. to process | h. клавиатура |
| 9. irrespective | i. развиваться, выделять |
| 10. major function | j. устройство |
| 11. to enter | k. усложненный |
| 12. pointing device | l. независимый |
| 13. to compromise | m. двумерный |
| 14. sophisticated | n. вспомогательный, дополнительный |
| 15. two-dimensional | o. соответствовать |
| 16. to correspond | p. принимать, признавать |
| 17. handling area | q. макет, планировка |
| 18. application | r. обрабатывать |
| 19. keyboard | s. основная функция |
| 20. to evolve | t. устройство ввода |

B

Put *to have* in correct form.

1. You beautiful eyes.
2. you any sisters or brothers? Yes, I I two sisters, but I a brother.
3. your mother a good job? Yes, she/ No, she
4. We a new car.
5. I any problems.
6. What time you breakfast?
7. She always a cup of tea in the morning.
8. a good time!

C

Put *to be* in correct form.

1. Fred thirteen now.
2. you English? «No, I
3. Her name Ann.
4. David a good friend?» «Yes, he
5. these men doctors?
6. «You.....from Belarus, ...you?» «Yes, that.....right».
7. There.....a nice lake in the forest. Let's go!

Unit 2. Software concepts

Vocabulary notes

Electronic device – электронное устройство
mathematical calculation – математическое вычисление
logical operation – логическая операция
to retrieve – восстановить, вернуть
hardware – аппаратное обеспечение
software – программное обеспечение
tangible – осязаемый, материальный
storage device – накопительное устройство
to denote – обозначать
electricity – электричество
digit – цифра, число, единица
requirement – требование
computer system – компьютерная система

Useful language

familiar – близкий, знакомый
to perform – исполнять, представлять
to process – обрабатывать, разрабатывать
to store – сохранять, наполнять
quickly – быстро
to understand – понимать
circuit – электрическая цепь, кругооборот
to consist of – состоять из
accordingly – соответственно
difficult – сложный
viceversa – наоборот
to govern – руководить, регулировать
to relate – относиться

We are all familiar with the fact that the computer is a programmable electronic device that performs mathematical calculations and logical operations and can especially process, store and retrieve large amounts of data very quickly. The computer has hardware components and software that help us work with the computer. Hardware is one that is tangible. The storage devices (Hard disk, CD's etc.), mouse, keyboard, CPU and display devices (Monitor) are Hardware. Computer instructions that can be stored electronically is Software (Fig. 2.1).

Computer being an electronic device understands only electric pulses i.e. whether the electricity is flowing through a circuit or not. We denote these two states of pulses (electricity flowing & not flow- ing) by 1 and 0, and thus computer understands a language that consists of only two 'characters' namely 1 and 0.



Fig. 2.1

This special language is popularly known as Binary language or Machine language, which is directly understood by the computer. 0 and 1, the digits of binary language or Binary Digits are also known as Bits (Binary Digits).

Binary language consists of ones and zeros, typically in groups of 8 or 16 bits, used for storing characters and numbers. Any instruction given to the computer is ought to be in binary language for the computer to understand and act accordingly. But for us as a human being, learning of binary language is extremely difficult and thus we use some interpreter to translate human language into machine language and viceversa.

Software is not only the basic requirement of a computer system; it makes a computer more powerful and useful. We can make railway reservation, send and receive emails, and listen to music only when the hardware and software works together. An ordered set of instructions given to the computer is known as a program and a set of such programs that governs the operation of a computer system and/or its related devices is known as Software.

A

True or False?

1. Keyboard is the example of Software.
2. Computer being an electronic device understands only electric pulses.
3. In Binary language there are groups of 8 or 16 bits.
4. Computer understands every human language.
5. We can use only Software or Hardware.

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B

Answer the question.

1. What are the main functions of the computer?
2. What is the name for special computer language?
3. What is the Software?
4. Why does computer need Software?
5. Is there any relationship between Hardware and Software? Find a suitable example.

C

Discussion points.

Can you find any advantages and disadvantages of the fact that today the computer is one of the most powerful device in the world.

Vocabulary notes

application – приложение
System Software – программное обеспечение системы
Application Software – прикладное программное обеспечение
to maintain – сохранять
tool – инструмент
spreadsheet – таблица
to guide – руководить, направлять
Language Processor – языковой процессор
To carryout – выполнить, осуществить

Useful language

Utility Software – служебные программы
Developer Tool – инструментальное средство разработчика
to divide – делить, распределять
to solve – решать
internal – внутренний
attach – прикреплять, присоединять
for instance – например
general – общий
specific – специальный

Software can be divided into different types depending upon their uses and application.

Software can be broadly divided into two categories such as System Software & Application Software. Software required to run and maintain basic components of computer system come under the category of system software whereas software required to solve some specific task of daily use is generally called application software. An operating system is an example of system software while documentation tool, a presentation tool, a spreadsheet tool are all examples of application software. Even your favorite computer game is an example of application software. Being an electronic device, a computer as such cannot perform anything of its own. The functions of all the physical components of a computer system are guided by some instructions or program collectively known as System Software. System Software controls all internal activities inside a computer system and between all attached components of a computer system. It controls all possible activities inside the computer system, which can be summarized as follows:

Reads data and instructions through the input devices;

Translates all data and instruction into computer understandable form and viceversa;

Controls all devices attached to the computer system;

Processes and generates the result on the output devices;

Application software is a set of programs to carry out a specific task like word processor, spreadsheet, presentation tools, library management software, railway reservation, antivirus software, etc. Generally, an application software can perform only one specific job and cannot be used for something else. For instance, a library management software cannot be used for railway reservation system or a word processing software is generally not used as a spreadsheet.

Application Software can be divided into different categories depending upon their uses as follows:

- Utility Software
- General Purpose Application Software
- Specific Purpose Application Software
- Developer tool

A

True or False?

1. Software can be divided into two categories: System Software & Tool Software.
2. Computer game is an example of application software.
3. Utility Software is the example of System Software.
4. Developer Tool is the example of Application Software.
5. Application software can perform some quite different jobs.

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B

Answer the question.

1. Do you know major functions of an operating system?
2. What is the requirement of Software?
3. What is operating system?
4. What is the System Software?
5. What is the Application Software?

C

Discussion points.

Is it necessary nowadays to learn Computer technology? Why?

Simple Present

The Present Simple is the most basic tense in the English language. It is an interesting tense because it can be used to express the future. Generally, though, we use it to describe the present activities or to talk about routines or habits.

statement	negative	question
I/you/we/they play... He/she/it plays...	I/you/we/they do not(don't)play ... He/she/it does not (doesn't) play ...	Do I/you/we/they play ...? Does he/she/it play ...?

Use	Example
Current habits	<i>Toby walks to work.</i>
To talk about how often things happen	<i>Angela doesn't visit us very often.</i>
Permanent situations	<i>Carlo works in a travel agent's.</i>
States	<i>Do you have an up-to-date passport?</i>
General truths and facts	<i>Poland is in the European Union.</i>

Helpful hints

The present simple is often used with the following words and phrases:

- Adverbs (always, usually, often, sometimes, rarely, never)
- Phrases (every Monday/week/etc., each Monday/ week/etc., once/twice a week/month/ etc., three times a week/month/etc.)

Remember that these adverbs usually go before the verb, but after the verb be.

*I **often** play football with my friends. I am **often** late for my piano lessons.*

Watch out!

We can also use do/does in present simple statements for emphasis.

'You don't like going by bus, do you?' 'Actually, I do like going by bus for short distances.' The bus isn't quicker than the train but it does stop right outside the factory.

A

Complete using the correct present simple form of the verbs in brackets.

1. Gordon (write) a letter every day,
2. Alise (have) a sister.
3. Margaret (be) a student.
4. Sally (get) up at 7 o'clock every day.
5. She (go) to the institute in the morning.
6. Josh (be) fond of sports.
7. We (do) her morning exercises every day
8. For breakfast she (have) two eggs, a sandwich and a cup of tea.
9. After breakfast she (go) to the institute.
10. Sometimes she (take) a bus.

B

Complete using the correct present simple form of the verbs in the box.

1. They football at the institute.
2. She emails. (not/write)
3. you English? (speak)
4. My mother fish. (not/like)
5. Ann any friends? (have)
6. His brother in an office. (work)
7. She very fast. (cannot/read)
8. they the flowers every 3 days? (water)

9. His wife a motorbike. (not/ride)
 10. Elizabeth coffee? (drink)



Translate into English.

1. Я ученик. Я учусь в школе. Я всегда выполняю домашнее задание.
2. Мой брат программист. Он не художник. Он не хочет рисовать.
3. Моя сестра на работе. Она преподавательница. Она работает в школе.
4. Он студент. Он изучает языки.
5. Вы студент? – Нет, я преподаватель. Я работаю в этом университете.
6. Моя сестра дома. Она любит читать, рисовать и смотреть мультики.
7. Мы не в школе. Мы дома. Мы заболели.
8. Мой брат ученик. Он в школе. Он плохо учится.
9. Ваша мама дома? Нет, она на работе. Она приходит с работы очень поздно.
10. Ваш двоюродный брат дома? Нет, он в школе. Он ученик.

Prepositions of time and place

Prepositions are short words (on, in, to) that usually stand in front of nouns (sometimes also in front of gerund verbs).

There are hardly any rules as to when to use which preposition. The only way to learn prepositions is looking them up in a dictionary, reading a lot in English (literature) and learning useful phrases off by heart.

in

Time		Place	
months	<i>Paris is wonderful in April.</i>	towns and cities	<i>There's famous castle in Edinburgh.</i>
years	<i>I first went to Russian in 2005.</i>	countries and continents	<i>My brother is in Mexico.</i>
seasons	<i>We often go skiing in winter.</i>	areas and regions	<i>What's life like in the desert?</i>
parts of the day	<i>My train leaves in the afternoon.</i>	inside an object	<i>Your passport is in the drawer.</i>
		inside a room	<i>I've left the tickets in the living room!</i>
		inside a building	<i>Sharon has been in the travel agent's for an hour!</i>

Helpful hints

We also use *in* in the following phrases:

in a minute/an hour, in front of, in the middle (of), in the future

Watch out!

With verbs of motion (come, go, move, run, walk, etc.), we usually use *to* instead of *in*, *on* or *at*.

✓ *Was it hot when you went **to** Japan?*

on

Time		Place	
days	<i>I got a new car on Saturday.</i>	islands	<i>Last year we stayed on Mykonos.</i>
dates	<i>My birthday is on 19th March.</i>	pages	<i>There are some use ful Italian phrases on page 97.</i>
		on top of an object	<i>Did you put your car keys on the kitchen table?</i>
		on a surface	<i>There's a timetable on the wall.</i>

Helpful hints

We also use *on* in the following phrases:

On the beach, on the left/right, on my birthday.

Watch out!

We say *in the morning/afternoon/evening*, but *on Monday morning/Wednesday evening/etc.*

We're flying to Washington *in the morning/ on Tuesday morning*.

We don't use a preposition with *tomorrow, yesterday, tomorrow morning, yesterday evening,*

etc.

at

Time		Place	
clock times	<i>There's a bus at ten past three.</i>	exact places	<i>What's it like at the North Pole?</i>
holiday periods	<i>What are you doing at Christmas?</i>	addresses	<i>My cousin lives at 132 Lon- don Road.</i>
		buildings, when we are talking about activities that happen there	<i>I think John is at the cinema, watching Titanic.</i>
		activities	<i>Rania isn't there. She's at a party.</i>

Helpful hints

We also use *at* in the following phrases:

At the moment, at night, at the top/ bottom, at the door/window.

Watch out!

Compare how we use *in* and *at* for places. We use *in* for larger areas that are all round us when we are there. We use *at* for smaller places and points on a journey.

- ✓ *We're spending our next holiday **in** the countryside.*
- ✓ *Let's meet **at** the train station.*



If the word in bold in each sentence is correct, put a tick(✓).If it is wrong, write the correct word.

1. We first visited China on 2006.
2. My birthday is at the second of July.
3. Let's meet on five o'clock, shall we?
4. School starts again in September.
5. There's a party at Emily's at Saturday.
6. What do you want to do on the morning?
7. Let's go and see Grandma on Easter.

8. Where do you usually go in Christmas Day?

B

Complete using *on*, *in* or *at*.

1. There are lots of people the restaurant.
2. The people who live number 44 are away on holiday.
3. You should go to the Louvre when you're Paris.
4. Gorillas live forests in Africa and eat fruit.
5. What does that sign the wall say?
6. What did Ethan say his letter?
7. Have you heard of the strange statues Easter Island?

C

Complete using the words in the box.

at	in	on	to
----	----	----	----

1. My aunt and uncle have decided to move New Zealand.
2. Do you want to go the theatre tomorrow?
3. We stayed a great hotel in Dubai.
4. Wait the end of the street and I'll come and meet you.
5. You can come my house for dinner, if you like,
6. Connor was walking the corner shop when he realized he'd lost his wallet.
7. We drove all night and finally arrived Lisbon at eight o'clock.
8. Did you leave your book the teacher's desk, so she can see it?

D

Circle the correct word.

1. I'm meeting Andy **at** / **on** the cinema in an hour.
2. Have you seen the new building **at** / **in** front of the school?
3. My new job starts **in** / **on** the first day of August.
4. We're going to Martin's to see their new baby **in** / **on** Wednesday evening.
5. See if there are any tomatoes **at** / **in** the fridge, will you?
6. We'll all have computers connected to our brains **at** / **in** the future.
7. I don't feel like playing chess **at** / **on** the moment.

E

Translate into English.

1. Эта фотография была сделана зимой.
2. Прочитайте текст на странице 89.
3. Сейчас он живет со своей семьей на острове.
4. Вечерами очень много людей собирается в ресторане.

5. В семье, которая живет в квартире 80, всегда ругаются.
6. О чем рассказывает отец в письме?
7. На Рождество мы любим готовить много вкусной еды.
8. Мой сын родился в 1998 году.
9. В среду я обычно хожу в спортзал и в кино.
10. В этот момент он говорит со своей сестрой.

Final test 2

A

Find the equivalent.

- | | |
|-----------------------------|---|
| 1. mathematical calculation | a. прикладное программное обеспечение |
| 2. to retrieve | b. инструментальное средство разработчика |
| 3. hardware | c. таблицы |
| 4. software | d. математическое вычисление |
| 5. storage device | e. требование |
| 6. tangible | f. служебные программы |
| 7. computer system | g. компьютерная система |
| 8. electricity | h. языковой процессор |
| 9. digit | i. восстановить, вернуть |
| 10. requirement | j. выполнить, осуществить |
| 11. to maintain | k. программное обеспечение |
| 12. tool | l. аппаратное обеспечение |
| 13. to guide | m. цифра, число, единица |
| 14. to carry out | n. электричество |
| 15. developer tool | o. накопительное устройство |
| 16. spreadsheet | p. осязаемый, материальный |
| 17. system software | q. руководить, направлять |
| 18. language processor | r. инструмент |
| 19. utility software | s. сохранять |

B

Put the verb in Present Simple.

1. Alice(to have) a sister.
2. Her sister's name(to be) Ann.
3. Ann(to be) a student.
4. She(to get) up at seven o'clock.
5. She(to go) to the institute in the morning.
6. Jane(to be) fond of sports.
7. She(to do) her morning exercises every day.
8. For breakfast she(to have) two eggs, a sandwich and a cup of tea.

Unit 3. Satellites and Telecommunications

Vocabulary notes

satellite – спутник
to transmit – сообщать, передавать
globe – шар, небесное тело
to bounce – перекидывать, пересылать
voice – голос
message – сообщение
call – звонок
to adopt – адаптироваться, применять
facsimile messages – факсимильные сообщения
layman – обыватель, простой человек
technician – техник, механик
remote – труднодоступный, далекий
third-world villages – страны третьего мира
stationary – постоянный, стационарный
explorer – исследователь
global coverage – глобальный обзор, зона покрытия
one-way transmission – однонаправленная передача
tracking – отслеживание
to combine – объединять

Useful language

worldwide – всемирный
to carry – нести, переносить
to separate – разделять
simultaneous – одновременный
to provide – обеспечивать, предлагать
communication – общение
to doubt – сомневаться
impact – влияние, удар
significant – важный
advanced system – передовая система
to affect – влиять
useful – полезный
alone – один, в одиночку
space – пространство, космос
ordinary – обычный
within – не больше чем
stolen car – украденная машина
to follow – следовать
cargo – груз, грузовое судно

A worldwide system of satellites has been created and it is possible to transmit signals around the globe by bouncing them from one satellite to an earth station and then to another satellite and soon (Fig. 3.1).

Originally designed to carry voice messages, they are able to carry hundreds of thousands of separate simultaneous calls. These systems are being adopted to provide for business communications, including the transmission of voice and facsimile messages, data and video data.

One cannot doubt that the economic and social impact of these concepts will be very significant. Already, advanced systems of communication are affecting both the layman and the technician.

The new global satellite-communication systems offer three kinds of service.

The first one is voice messages. Satellite telephones are able to make calls from anywhere on the Earth to anywhere else. That makes them especially useful to use in remote, third-world villages (some of which already use stationary satellite telephones), for explorers.



Fig. 3.1

The second service is messaging. Satellite messages have the same global coverage as satellite telephones, but carry text alone, which is extremely useful for those with laptop computers. As we see, the Internet works in space too. The only problem for ordinary users is one-way transmissions.

The third service is tracking. Voice and messaging systems also tell their users where they are to within a few hundred meters. Combined with the messaging service, the location service could help rescue teams, to find lost adventurers, the police to find stolen cars, exporters to follow the progress of cargoes and so on.

A

True or False?

1. It is possible to transmit signals around the globe by bouncing them from one satellite to an earth station.
2. Satellite was originally designed to send private messages to aliens.
3. The new global satellite-communication systems offer three kinds of service.
4. Satellite telephones are able to make calls only from anywhere on the Mars to anywhere else.
5. Voice and messaging systems also tell their users where they are to within a few hundred meters.

B

Answer the question.

1. What do we use satellites for?
2. What is voice messages? How do we use them?
3. How do we use satellite messages?
4. Are there any problems with satellite messaging?
5. How do we use tracking?

C

Discussion points.

Talk about satellites and telecommunications in our life. Are they so important for us? Why?

The First Hackers

Vocabulary notes

wire – провод
circuit – круг, цепь, контур
underneath – под, нижняя часть или сторона
circuitry – схема, система
“merehack” – просто хакер

Useful language

to belong – принадлежать
railroad – железная дорога
member – член, участник
pride – гордость
freshman – новичок

innovative – новаторский, инновационный
stylistic – стилистический
technically – технический
clever – умный
course – курс, направление
programming – программирование
to hackaway – заниматься хакерством
access – доступ, проход
to mistrust – не доверять, сомневаться
authority – полномочие, право
to promote – продвигать, способствовать
decentralization – децентрализация

soon – скоро
fast – быстро
efficient – деятельный, эффективный
eventually – в конце концов
Hacker'sEthic – этика хакера
to present – представить
unlimited – неограниченный
total – целое, итог
free – свободный
to judge – судить
degree – степень, градус
race – раса
position – позиция
art – искусство
beauty – красота

The first "hackers" were students at the Massachusetts Institute of Technology (MIT) who belonged to the TMRC (Tech Model Railroad Club). Some of the members really built model trains. But many were more interested in the wires and circuits underneath the track platform. Spending hours at TMRC creating better circuitry was called "a mere hack." Those members who were interested in creating innovative, stylistic, and technically clever circuits called themselves (with pride) hackers.

During the spring of 1959, a new course was offered at MIT, a freshman programming class. Soon the hackers of the railroad club were spending days, hours, and nights hacking away at their computer, an IBM 704. Instead of creating a better circuit, their hack became creating faster, more efficient program – with the least number of lines of code. Eventually they formed a group and created the first set of hacker's rules, called the Hacker's Ethic. Steven Levy, in his book Hackers, presented the rules:

Rule 1. Access to computers – and anything, which might teach you, something about the way the world works – should be unlimited and total.

Rule 2. All information should be free.

Rule 3. Mistrust authority – promote decentralization.

Rule 4. Hackers should be judged by their hacking, not bogus criteria such as degrees, race, or position.

Rule 5. You can create art and beauty on a computer. **Rule 6.** Computers can change your life for the better.

A

True or False?

1. First hackers belonged to Tech Model Aviation Club.
2. All the students didnt like programming but the teacher insisted on it.
3. Soon the students started to create the programs which were faster and moreefficient.
4. According to one of the rules all information should be free.
5. According to one of the rules you can not create art and beauty on a computer.

1	
2	
3	
4	
5	

B

Answer the question.

1. Where were first hackers from?
2. What were students really interested in?
3. How was called spending hours at TMRC creating better circuitry?
4. When was new course for freshmen offered?
5. What kind of computer did students use?

C

Discussion points.

Think about advantages and disadvantages of being a hacker.

Present Continuous

The present continuous is used to talk about present situations which we see as short- term or temporary. The present continuous tense is formed from the present tense of the verb be and the present participle (-ing form) of a verb.

statement

I **am** ('m) **playing** ...
 He/she/it **is** ('s) **playing** ...
 You/we/they **are** ('re) **playing**...

negative

I **am not** ('m not) **playing** ...
 He/she/it **is not** (isn't/'s not) **playing**...
 You/we/they **are not** (aren't/'re not) **playing** ...

question

Am I **playing** ...?
Is he/she/it **playing** ...?
Are you/we/they **playing** ...?

Use	Example
Actions happening now	<i>Jan is watching a DVD upstairs.</i>
Temporary situations	<i>She is working at the museum until the end of the month.</i>
Annoying habits (usually with always)	<i>My brother is always borrowing my CDs without asking!</i>

Helpful hints

The present continuous is often used with the following words and phrases:
now; right now; at the moment; to-day; this week/month/etc.

A

Complete using the correct present continuous form of the verbs in brackets. You may have to use some negative forms.

- Gordon? I think he (**write**) a letter at the moment.
- Yes, the match is on TV, but we (**lose**).
- Right now, Margaret (**have**) a shower. Do you want to ring later?
- Sally (**stay**) with her aunt for a few days.
- I (**lie**)! It's true! I did see Madonna at the supermarket.
- Josh (**always/use**) my bike! It's so annoying.
- We (**have**) lunch, but I can come round and help you later.
- (**you/play**) music up there? It's really noisy!

B

Put the verb in brackets in the correct form to make different form of the Present Continuous Tense.

- John (**read**) a book now.
- What (**you do**) tonight?
- Jack and Peter (**work**) late today.
- Silvia (**not listen**) to music.
- Maria (**sit**) next to Paul.
- How many other students (**you study**) with?
- The phone (**not ring**).

C

Choose the correct form. Note that there are exceptions in spelling when adding 'ing.'

1. His brother (to write) a test at the moment.
2. They (to swim) in the pool.
3. Look! David and Max (to come) home.
4. My dog Charlie (to run) to the park.
5. I (to make) breakfast now.

D

Translate into English.

1. Сейчас он читает книгу.
2. Я сейчас учусь.
3. Мы смотрим телевизор.
4. Сейчас они живут в Лондоне.
5. Я не делаю домашнее задание в данный момент.
6. Ты сейчас готовишь ужин?
7. Они сейчас убирают кухню.
8. Он играет в игры в данный момент.
9. Почему ты сейчас не слушаешь музыку?
10. Прямо сейчас я чищу зубы.

Adjectives

Adjectives describe nouns. Adjectives have the same form in both singular and plural number. They normally come before nouns and after the verb "to be".

Adjectives can express degrees of modification.

*Gladys is a **rich** woman,*

*but Josie is **richer** than Gladys,*

*and Sadie is the **richest** woman in town.*

Examples

*She's got three **lovely** children.*

*That car is **fast**.*

*They live in a **beautiful** house.*

*This glass is **breakable**.*

The degrees of comparison are known as the **positive**, the **comparative**, and the **superlative**.

Adjectives of:	Positive	Comparative	Superlative
one syllable	tall	taller (than)	the tallest (of/in)
two syllables ending in -er, -ly, -y, -w	happy friendly	happier (than) friendlier (than)	the happiest (of/in) the friendliest (of/in)
two or more syllables	modern beautiful	more modern (than) more beautiful (than)	the most modern (of/ in) the most beautiful (of/ in)

Spelling

Adjectives ending in:		
-e → r / -st	-y → ier / -iest	one stressed vowel between two consonants – double the consonant
large – larger – largest	heavy – heavier – heaviest	big – bigger – biggest

A

Fill in the correct form of the words in brackets (comparative or superlative).

- My house is (big) bigger than yours.
- This flower is (beautiful) than that one.
- This is the (interesting) book I have ever read.
- Non-smokers usually live (long) than smokers.
- Which is the (dangerous) animal in the world?
- A holiday by the sea is (good) than a holiday in the mountains.
- It is strange but often a coke is (expensive) than a beer.
- Who is the (rich) woman on earth?
- The weather this summer is even (bad) than last summer.
- He was the (clever) thief of all.

B

For each sentence, choose the best word or phrase to complete the gap from the choices below.

- Please can I have a clean plate? This one is very
A bad B dirty C ugly D dark
- Please put the light on. It's very in here.
A weak B bad C thin D dark
- I need some new shoes. These ones are really
A full B weak C old D sad
- I couldn't eat anything more. I'm completely
A full B empty C thin D strong
- I don't like that photo. I look really
A closed B ugly C difficult D open
- I'm quite heavy now, but when I was younger I was very
A thin B short C small D high
- Don't sit on the grass. It's still because it was raining earlier today.

- A wet B low C dry D light
8. It's a very story. It made me cry when I read it.
- A clean B bad C sad D weak
9. It's not to remember all the new words when you are learning a language.
- A slow B easy C empty D light
10. In my country, a few people are very rich, but many people are.....
- A poor B weak C low D fast
11. He's a good student. He learns very
- A fast B slowly C openly D highly
12. Don't touch that! It's very and it will burn you.
- A difficult B hot C strong D cold

C

Translate into English.

1. Она очень красивая девочка.
2. У него есть красный костюм.
3. Эта книга очень интересная.
4. Она самая богатая в этом городе.
5. Она красивее, чем ты.
6. Она самая умная в нашем классе.
7. Я хочу купить самый новый компьютер.
8. Ты счастливый, но он счастливее тебя.
9. Этот дом очень старый.
10. Твоя одежда очень модная.

Final test 3

A

Find the equivalent.

- | | |
|----------------|-------------------------------|
| 1. satellite | a. схема, система |
| 2. to transmit | b. постоянный, стационарный |
| 3. to bounce | c. программирование |
| 4. to adopt | d. местоположение |
| 5. layman | e. обыватель, простой человек |
| 6. stationary | f. спутник |
| 7. explorer | g. новаторский, инновационный |
| 8. to combine | h. продвигать, способствовать |
| 9. location | i. не доверять, сомневаться |

- | | |
|-----------------|------------------------------|
| 10. rescue team | j. фальшивый, надуманный |
| 11. wire | k. спасательная команда |
| 12. circuitry | l. сообщать, передавать |
| 13. innovative | m. исследователь |
| 14. access | n. объединять |
| 15. to mistrust | o. доступ, проход |
| 16. to promote | p. провод |
| 17. bogus | q. курс, направление |
| 18. course | r. перекидывать, пересылать |
| 19. programming | s. голос |
| 20. voice | t. адаптироваться, применять |

B

Put the verb in Present Continuous.

1. My book(to lie) on the table.
2. They(to work).
3. The doctor and her patient(to talk).
4. We(to cook) dinner. My mother (.....to make) a salad.
5. A young man(to drive) a car. He(to listen) music.
6. My grandfather(to read) a book.
7. The pen(to lie) on the floor.
8. You(to have) a break?

C

Put the verb in Present Continuous.

1. The boys(to run) about in the garden.
2. I(to do) my homework.
3. John and his friends(to go) to the library.
4. Ann(to sit) at her desk. She (to study) geography.
5. A young man(to stand) at the window. He(to smoke) a cigarette.
6. The old man(to walk) about the room.
7. The dog(to lie) on the floor.
8. You(to have) a break?

Unit 4. Threats to a Computer System

Vocabulary notes

confidentiality – конфиденциальность
integrity – неприкосновенность
authentication – идентификация
authenticity – подлинность
boot record – загрузочная запись
to transfer – переносить
host – хозяин, владелец
space – место, пространство, космос
self-replicating – самовоспроизводящийся
backend – процессор для окончательной обработки данных
malicious – злоумышленный
to upload – закачивать, передавать
security – безопасность

Useful language

to download – скачивать, загружать
unauthorized – неразрешенный
to maintain – сохранять, содержать
precisely – точно, определенно
to ensure – обеспечивать, гарантировать
target – цель, мишень
to replicate – складывать, отогнуть
intervention – вмешательство
to spread – распространять, распределять
consequently – следовательно
to derive – получать, извлекать, происходить
to corrupt – портить, повреждать

Information security commonly refers to as CIA (short form of Confidentiality, Integrity and Authentication), protects our computer from any unauthorized access and maintains the system resources. Precisely (Fig. 4.1),

- Confidentiality ensures protection of the computer system from any unauthorized access
- Integrity ensures that information stored in the computer is protected
- Authentication ensures the authenticity of the authorized user



Fig. 4.1

CIA can be weakened or broken in many ways. Some of the possible attacks are the following:

- Viruses
- Worms
- Trojans

Viruses are computer programs developed to copy themselves and infect other files stored on the computer. These are malicious programs that move from computer to computer by attaching themselves to files or boot records of disks and diskettes. Virus can automatically be transferred from one computer to another when its host is taken to the target computer.

Worms. It is a program made to replicate automatically. A worm replicates continuously until the entire hard disk space and memory are eaten up and it may do so without any user intervention. This kind of self-replicating programs spread over the entire hard disk and memory consequently and slow down the system.

The term Trojan is derived from the Trojan Horse story in Greek mythology. Trojan horse is

virtually a harmless program in itself. Like a virus or a worm, it neither corrupts other files on the system nor takes up the memory part. Nevertheless, the effect of a Trojan could be even more dangerous. In fact, at the backend, these programs perform some malicious activities like upload (send) some security files and information from the computer and at the same time download some unwanted files onto the computer.



True or False?

1. CIA is a short form of Confidentiality, Integrity and Authentication.
2. CIA can be weakened or broken only in one way.
3. Viruses are helpful programs.
4. Worm is a program made to replicate automatically.
5. The term Trojan is derived from the Ukrainian mythology.

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Answer the question.

1. Why do we need Information security?
2. What is a computer virus?
3. What is a computer worm?
4. What is a computer Trojan?



Discussion points. Who invented the threats to the computer? Why?

Anti-virus Tools

Vocabulary notes

infected threat – угроза заражения
 data – данные, информация
 loss – потеря, лишение
 destruction – разрушение, уничтожение
 floppy disk – дискета
 removable storage device – устройства хранения данных со съёмным носителем
 executable file – исполняемый файл
 boot sector – загрузочный сектор
 hub – ядро, сетевой концентратор
 network – сеть
 security measure – мера безопасности
 password – пароль

Useful language

attachment – соединение, дополнение
 to take care – заботиться,
 to remove – убирать, перемещать
 external – наружный, внешний
 to update – доводить до современного уровня
 embedded – заделанный, вложенный
 hidden – спрятанный
 attached – прикрепленный
 suspicious – подозрительный

As explained earlier, virus, worm and Trojan are all different in some sense but a common user calls all of them by the term "virus" only. Thus, when we talk about anti-virus tools, these tools take care of worm and Trojan as well along with viruses.

Anti-Virus tools not only remove virus and other infected threats from our computer system but at the same time also protect our systems from data loss, destruction and attack of any external threats like virus, worm and Trojan. There are many anti-virus software which are available commercially such as Norton, McAfee, AVG, Avast, Kasper Sky, Quick Heal etc. (Fig. 4.2).



Fig. 4.2

Before Internet era, viruses were typically spread by infected floppy disks or removable storage devices. Antivirus software came into use even at that time, but was updated relatively less frequently, like once a month. During this time, virus checkers essentially had to check executable files and the boot sectors of floppy and hard disks.

As internet usage became common, initially through the use of hubs and modems, viruses spread throughout the network and internet. The problem multiplied when virus writers started using the macros to write viruses embedded within documents. This meant that computers could also be at risk from infection by documents with hidden attached macros as programs.

Some common security measures are given below:

- A computer should be used only by authorized users [user login];
- Password should be changed regularly;
- Password should not be shared;
- Always be careful about some suspicious person who might see your password while typing;
- Scan your computer regularly with anti-virus software;
- Regularly update your antivirus software;
- Restricted use of removable storage devices, especially USB Pen Drive;
- Properly configure the email-filter option;
- Never download any email attachment from an unknown sender;
- Avoid even browse email sent by some unknown sender;
- Must take backup of the computer system regularly;
- Preferably use sky drive (online storage) to have additional copies of important documents so that in case of natural calamities, at least your important documents are safe.

A

True or False?

1. Anti-Virus tools remove only virus and other infected threats from our computer system.
2. Kasper Sky is antivirus software which is available commercially.
3. Before Internet era, viruses were typically spread by infected floppy disks or removable storage devices.
4. As internet usage became common viruses were spread throughout the email and video call.
5. To protect your computer system you should change your password once a year.

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B

Answer the question.

1. What are the main tasks of Anti-Virus tools?
2. What examples of Anti-Virus do you know?
3. What did people use to spread viruses before Internet era?
4. What security measures do you know?

C

Discussion points.

Think about advantages and disadvantages of being a hacker.

Past Simple

The simple past is used to talk about a completed action in a time before now.

Duration is not important. The time of the action can be in the recent past or the distant past.

statement

negative

question

I/you/he/she/it/we/they **played** I/you/he/she/it/we/they **did not (didn't) play** ... **Did** I/you/he/she/it/we/they **play**...?

Use	Example
Completed actions	<i>I saw the new James Bond film yesterday.</i>
Repeated actions in the past	<i>I went to the theatre four times last month.</i>
General truths about the past	<i>Fifty years ago, people didn't spend as much money on entertainment as they do today.</i>
Main events in a story	<i>Josh pushed the door open and looked inside the room.</i>

Helpful hints

The past simple is often used with the following words and phrases:
yesterday; last week/summer/year/ etc.; in January/2001/etc.; an hour/a

Watch out!

With most verbs the past tense is formed by adding -ed.
call-called; like-liked; want- wanted; work-worked

But some verbs have irregular past simple forms. Ask your teacher for the list of irregular verbs.



Complete using the correct past simple form of the verbs in the box. You may have to use some negative forms.

come give go have know make send take

1. I got to the post office just before it closed and the letter.
2. We invited Stephanie to the party, but she
3. Jack lost his job because he too many mistakes.
4. Everyone that it was Bill's fault, but nobody said anything.
5. Karen the keys from the kitchen table and ran out the door.
6. I was bored, so Mum me some money to go shopping.
7. Do you remember the time we to India on holiday?
8. It started raining, but luckily I an umbrella in my bag.

B

Look at the pictures and complete the sentences (Fig 4.3). Use the correct form of the past simple.



Fig. 4.3

1. I don't want to go and see the film because I saw it last week
2. I don't need a football because
3. I know a lot about Paris because
4. I don't need to worry about my homework because
5. I haven't got a PlayStation anymore because
6. Mum is angry with me because

C

Complete using the correct past simple form of the verbs in brackets.

1. I (work) in a bank ten years ago.
2. Where (you/live) when you were young?
3. She (not/study) French at university.
4. He (travel) through the middle east last year.
5. (they/visit) the Louvre in Paris last summer?
6. She (not/watch) TV yesterday.
7. We (buy) a new car last weekend. 8. Where
..... (you/teach)?
8. He (not/think) that he was right.
9. I (cook) steak last night.

D

Translate into English.

1. Она была занята.
2. На прошлой неделе я ходил в кино.

3. Вчера я видел радугу.
4. Они поженились пять лет назад.
5. Они не играли в футбол.
6. Мы не учили этого в школе.
7. Вы слышали новость?
8. Она купила подарок для своей дочери?
9. Где ты был на прошлой неделе?
10. Он регулярно делал свои упражнения.

Adverbs

Adverbs describe verbs. They can describe **how** (adverbs of manner), **where** (adverbs of place), **when** (adverbs of time), or **how often** (adverbs of frequency) something happens.

Helpful hints

We usually form an adverb by adding **-ly** to an adjective:

slow-slowly

wide-widely

happy-happily

Examples

*He drives **carefully**.* (How does he drive? Carefully.)

*My daughter plays **here**.* (Where does the daughter play? Here.)

*She left **early**.* (When did she leave? Early.)

*She takes the boat to the city **every day**.* (How often does she take the boat to the city? Everyday.)

Watch out!

Some adverbs are the same as their adjectives: **hard, fast, early, daily, late, and monthly**.

*He runs **fast**. He is a **fast** runner.*

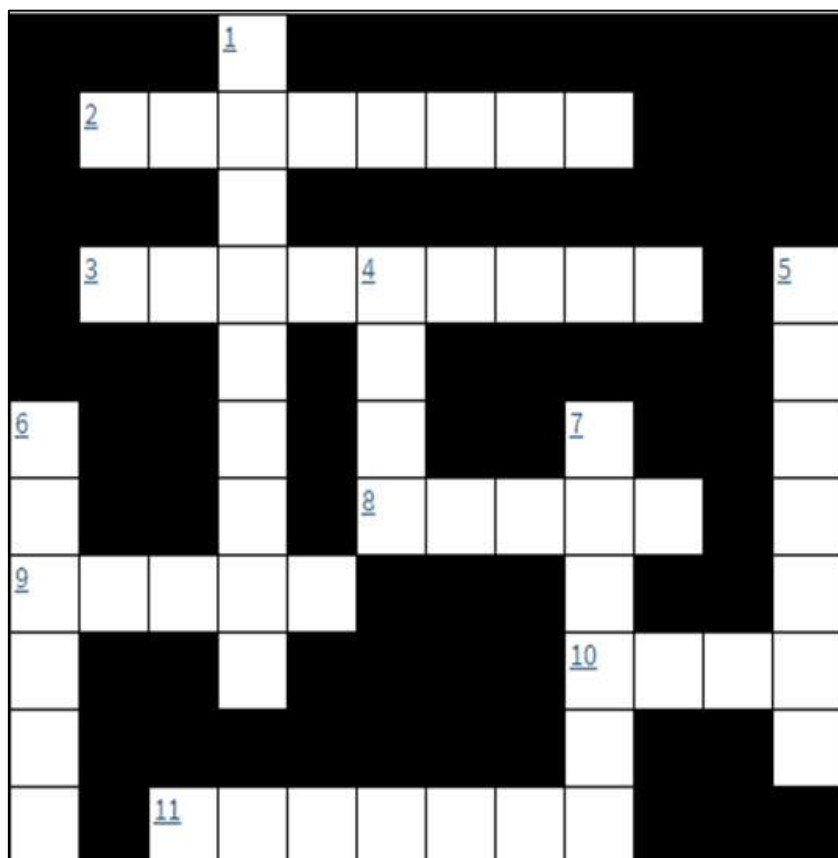


Find the adjective in the first sentence and put it in the corresponding form in the second sentence.

1. James is careful. He drives
2. The girl is slow. She walks
3. Her English is perfect. She speaks English
4. Our teacher is angry. She shouts
5. My neighbor is a loud speaker. He speaks
6. He is a bad writer. He writes
7. Jane is a nice guitar player. He plays the guitar
8. He is a good painter. He paints
9. She is a quiet girl. She does her job
10. This exercise is easy. You can do it

B

Form adverbs from the given adjectives and write them into the crossword.



Across:

- 2. probable
- 3. careful
- 8. true
- 9. sad
- 10. good
- 11. happy

Down:

- 1. correct
- 4. fast
- 5. angry
- 6. busy
- 7. slow

C

Translate into English.

1. Ты говоришь по-английски очень хорошо.
2. Я себя хорошо чувствую (не болен).
3. Я недавно встретил Джима.
4. Я обычно рано прихожу домой.
5. Я говорил взволнованно.
6. Мы тихо вошли в комнату.
7. Кэтрин отлично поет.
8. Слушайте меня очень внимательно.
9. Внезапно машина остановилась.
10. Они часто навещают своих родственников

Final test 4

A

Find the equivalent.

- | | |
|----------------------|--------------------------------|
| 1. integrity | a. исполняемый файл |
| 2. authenticity | b. скачивать, загружать |
| 3. boot record | c. место, пространство, космос |
| 4. host | d. злоумышленник |
| 5. to transfer | e. ядро, сетевой концентратор |
| 6. space | f. сеть |
| 7. malicious | g. переносить |
| 8. security | h. мера безопасности |
| 9. to download | i. соединение, дополнение |
| 10. to upload | j. безопасность |
| 11. infected threat | k. пароль |
| 12. destruction | l. подлинность |
| 13. floppy disk | m. хозяин, владелец |
| 14. boot sector | n. дискета |
| 15. password | o. неприкосновенность |
| 16. attachment | p. загрузочная запись |
| 17. network | q. загрузочный сектор |
| 18. hub | r. закачивать, передавать |
| 19. security measure | s. угроза заражения |
| 20. executable file | t. разрушение, уничтожение |

B

Put to verb in Past Simple.

1. Yesterday he(to wash) his face at a quarter past seven.
2. I(to work) at school 3 years ago.
3. We(to study) at university in 1998.
4. My mother(not to like) milk in her childhood.
5. Our children(to play) football last year.
6. You(to like) your school?
7. You(to work) at the hospital last week?
8. We(not to rest) yesterday.

C

Put the verb in Past or Present Simple.

1. You(arrive) in England last week.
2. My brother(study) Russian at university.
3. I(phone) you yesterday.
4. Margo and Alice always(plan) their holiday together.
5. Tom(invite) us to his birthday party two days ago.
6. The children often(carry) the books to the classroom.
7. We(finish) the exam at half past three.
8. I always(chat) to Jane about films and fashion.

Unit 5. Internet

Vocabulary notes

to embrace – обвивать, включать
to communicate – общаться
military experiment – военный опыт
to search – искать
to retrieve – взять обратно, доставать
discussion groups – дискуссионные группы
information exchange – обмен информацией
World Wide Web – всемирная паутина
browser – браузер
local – местный
providers – провайдеры
access – доступ
to click – щелкать
icon – иконка, рисунок
hyperlink – гиперссылка
to represent – изображать, представлять
information – информация

Useful language

to enter – входить, вступать
ordinary – обычный
to begin – начинать
various – разнообразный, различный
topic – тема
widevariety – широкий выбор, большое разнообразие
government – государство
recreation – восстановление, воссоздание
to mean – значить, обозначать
to connect – соединять, связывать
to move – двигаться
portion – часть, доля
image – картинка
important – важный
possibility – возможность, вероятность

The Internet has already entered our ordinary life.

Everybody knows that the Internet is a global computer network, which embraces hundred of millions of users all over the world and helps us to communicate with each other (Fig. 5.1).

The Internet, a global computer network began in the United States in one thousand nine hundred and sixty-ninth year as a military experiment.



Fig. 5.1

Millions of people around the world use the Internet to search for and retrieve information on various topics and in a wide variety of areas including government, politics, business, arts, news, and recreation. People communicate through electronic mail (e-mail), discussion groups, chat channels and other means of information exchange.

The World Wide Web (WWW) is a part of the Internet. By using a computer terminal and a Web browser people connected to the Internet and World Wide Web through the local providers have access to a variety of information. You can move from site to site on the Web by clicking with a mouse on a portion of text, icon or region of a map. These items are called hyperlinks or links. Each link may represent a document, an image, a video clip or an audio file.

The most important problem is information security. There is possibility to get into any of computers. You can visit cities all over the world, museums, meet new friends, do shopping and, of course, play computer games with partners from other countries and continents.

A

True or False?

1. The Internet is a private computer network.
2. The Internet helps us to communicate with each other.
3. The Internet began in Ukraine.
4. The World Wide Web (WWW) is a part of Hardware.
5. Information security is the least important problem

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B

Answer the question.

1. What do we use the Internet for?
2. When did the Internet begin?
3. What was the Internet firstly used for?
4. What is a hyperlink?
5. Why do we need information security?

C

Discussion points.

Who invented the threats to the computer? Why?

Text editor Microsoft Word

Vocabulary notes

word processing program – программа обработки текстов
desktop publishing program – настольная издательская программа
to perform – исполнять, делать, представлять
to import – извлекать
graphic – графическое изображение
spreadsheet – электронные таблицы
multiple columns – несколько столбцов
complex table – сложная таблица
to link – соединять, связывать
menu of commands – меню команд
screen – экран
main menu – основное меню
keyboard – клавиатура

Useful language

powerful – сильный, мощный
to roll – вращать, листать
to create – создавать
type – вид, тип
to imagine – представлять себе, воображать
form letter – стандартное письмо
calculation – вычисления, подсчеты
sorting – упорядочивание
at the bottom – внизу
either...or – или...или
to remember – помнить
enough – достаточно
available – доступный, свободный

mouse – мышка

to choose – выбирать

mode – режим, метод, способ, образ

to type – печатать

to edit – редактировать

to change – менять

to switch – переключать

to press – нажимать

memory – память

to suspend – приостановить, подвесить

to run – работать, выполнять, запускать

to save – сохранять

temporarily – временно

feature – признак, черта

especially – особенно

handy – ловкий, умелый

essential – существенный, необходимый

to obey – слушаться, повиноваться

rule – правило

Microsoft Word is a powerful word processing program and desktop publishing program, rolled into one (Fig. 5.2).

You can use Word to create any type of document you can imagine, from letters, calculations, sorting – any writing task you want to perform for your personal writing or for your office. You can import graphics or spreadsheets, create multiple columns and complex tables, and link information in your Word documents to other documents.



Fig. 5.2

When you start Word, you see a menu of commands at the bottom of the screen; this screen is the main menu.

You can use either the keyboard or the mouse to choose a command.

When you use Word with the keyboard, it is important to remember that there are two modes in Word: a typing or edit mode, where you can enter or change text in a document, and a command mode, where you can choose commands and options.

Every time you want to switch modes, press the Esc key. If your computer has enough available memory, you can temporarily suspend Word and run other programs or use an operating system command. **T**his feature is especially handy if you want to use DOS or OS/2 to find a file or check disk space. Because all of your documents are saved in files, file management is an essential part of working with.

A

True or False?

1. Microsoft Word is a graphics editor.
2. We can use Word to create any type of document.
3. In Word we can work with graphics, spreadsheets, multiple columns and complex tables.
4. It is impossible to link information in your Word documents to other documents.
5. Menu of commands is at the top of the screen when you start working with Word.

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B

Answer the question.

1. What can we use to choose a command?
2. What modes are there in Word?
3. What is the difference between typing and edit mode?
4. What do we use the Esc key for?
5. What is file management?

C

Discussion points.

Think about how often you use Microsoft Word. Can this program make your work with documents easier?

Past Continuous

The past continuous describes actions or events in a time before now, which began in the past and is still going on at the time of speaking. In other words, it expresses an unfinished or incomplete action in the past.

statement

I/he/she/it **was playing** ...
 You/we/they **were playing**
 ...

negative

I/he/she/it **was not (wasn't)**
playing ...
 You/we/they **were not**
(weren't) playing ...

question

Was I/he/she/it **playing**?
Were you/we/they **playing**?

Use	Example
Actions happening at a moment in the past	<i>At nine o'clock last night, I was watching TV.</i>
Two actions in progress at the same time	<i>I was reading a book while you were doing the washing -up.</i>
Background information in a story	<i>It was raining so Wendy decided to go to the cinema.</i>

Helpful hints

The past continuous is often used with the following words and phrases:

at that moment; at one/two/etc. o'clock; while

Watch out!

When one action in the past happens in the middle of another, we use the past simple and the past continuous together.

✓ The phone **rang** while I **was watching** a DVD.

We do not use the past continuous for regular or repeated actions in the past.

✗ ~~Last year, I **was going** to the cinema every weekend.~~

A

Complete using the correct past continuous form of the verbs in brackets.

1. Ted (play) his guitar at half past seven.
2. At midnight, I (sleep), but Jane (listen) to music.
3. Luke (stand) outside the bank when suddenly two robbers ran past him.
4. I know Doug (work) late at the office because I saw him when I..... (leave).
5. you (have) a shower when the earthquake happened?
6. Penny (run) to catch the bus when she slipped and fell.
7. When you saw Eugene he (go) home?
8. At midnight? Erm ... we (watch) a DVD, I think.

B

Circle the correct word or phrase.

1. When we were in Canada, we went/were going skiing almost every day.

2. About four hours ago, I *decided/was deciding* to become a chef.
3. Georgia *had/was having* a shower when someone knocked at the door.
4. Holly and I ran from the house to the taxi because it *rained/was raining* heavily.
5. Two men *argued/were arguing* outside, so I went to see what was happening.
6. Daniel *called/was calling* you at one o'clock yesterday, but you were here with me.
7. We *ate/were eating* breakfast when a letter came through the letter box.
8. As I walked past the window, I saw that Paula *made/was making* a cake.
9. I *dreamt/was dreaming* about my favorite band when the alarm clock went off.
10. While I *practiced/was practicing* the trumpet late last night, a neighbor came to complain.

C

Complete using the correct past simple or past continuous form of the verbs in the box.

answer, be, continue, get, go, have, open, practice, put, ring, say, shine, sing, wake

Amber's Big Match

One morning, Amber (1) up early. The sun (2) and the birds (3) Amber (4) very excited because it was the day of the big tennis match. Amber (5) downstairs and into the kitchen, where her father (6) breakfast.

"Morning, Amber. Today's the day!" he (7)

Amber smiled nervously.

"Don't worry!" he (8) "You'll be fine."

Amber (9) some toast into the toaster and (10) the fridge. Just as she (11) the butter out, the phone (12) Her father (13) it. After a few minutes, he put the phone down.

"Bad news, I'm afraid. The other player (14) yesterday when she had an accident. The match is off."

Amber ate her toast slowly. She was surprised she didn't feel disappointed.

D

Translate into English.

1. Я ждал его целый день.
2. Она вела машину вчера в 5 часов.
3. Я пытался запомнить это.
4. Они всё время спорили.
5. Снег шел всю ночь.
6. Я пришел домой, когда они играли в компьютерные игры.
7. Мы увидели ее, в то время как она разговаривала со своим новым парнем.
8. Когда мой друг позвонил мне, я принимал душ.
9. Мы лежали на пляже, в то время как они работали в офисе.
10. Я ушел из дома в то время, как они спали.

Countable and uncountable nouns

It's very important to distinguish between **countable** and **uncountable** nouns in English because their usage is different in regards to both determiners and verbs.

Countable nouns are for things we can count using numbers. They have a singular and a plural form and take a singular or a plural verb.

Examples

shop/shops. There are over 100 shops in the new shopping center.

baby/babies. They've got some great toys for babies in there.

dish/dishes. We need to get some new dishes for this

Helpful hints

We use these words with countable nouns:

a, an; many; a few; one, two, etc.

Watch out!

A few countable nouns have irregular plurals. They include:

one child, two children

one foot, two feet

one man, two men

one person, two people

We cannot count some nouns (**uncountable nouns**). They do not have a plural form and take a singular verb.

Examples

advice, bread, fruit, furniture.

My money is in my wallet.

hair, homework, information.

Your hair is really long!

money, news, paper, rice, work.

The news was a complete shock.

Helpful hints

We use these words with uncountable nouns:

a little; much; a bit of; a piece of

We use these words with both countable and uncountable nouns:

a lot of; some; lots of; the

We can use any in questions and negative statements with both uncountable nouns and plural countable nouns:

Do we have any homework today?

There are not any eggs left.

Watch out!

There are a few uncountable nouns that are plural and are followed by a plural verb. Be careful with the following words.

clothes

- ✓ *Your clean clothes are on the bed.*

jeans

- ✓ *Your new jeans look great!*

Some nouns are uncountable with one meaning and countable with another meaning.

A

Complete using the plural form of the words in the box.

child, foot, man, person, puppy, tooth, watch, woman

1. Did you know that Jason's dog has had three beautiful ?
2. The Spice Girls was an all-girl band, so there weren't any
3. It's a bit strange that Victor wears two – one on each arm.
4. If do the same jobs as their husbands, they should be paid the same.
5. The dentist says I have to have two taken out.
6. How many were there at the show?
7. We've walked miles! My are hurting.
8. Mrs. Jenkins has just had a baby, so she's got three now.

B

Circle the correct word or phrase.

1. Your money *is/are* on the table in the dining room.
2. The advice you gave me *was/were* really useful. Thanks!
3. The cakes in that shop *looks/look* absolutely delicious.
4. There *is/are* a lot of bad news today.
5. Your homework *was/were* late. Please do it sooner next time.
6. *Does/Do* the information about the museum include the opening times?
7. We need new furniture in the dining room. *It's/They're* very old and scratched.
8. The fish in this tank all *seems/seem* to be ill.
9. I love your hair. *It's/They're* really soft.
10. Oh, no! The rice *has/have* gone all over the floor!

C

Translate into English.

1. У моей мамы два ребенка.
2. Домашнее задание было очень сложное.
3. Твоя одежда просто чудесная.
4. Я выяснил, что информация была неверна.
5. Мои новые джинсы в стирке.
6. Рис был совершенно невкусный.
7. Твои волосы, действительно, выглядят красиво и очень блестят.
8. Утренние новости были очень грустные.
9. Мои деньги лежат в маленькой коробке под кроватью.
10. Мебель в моей комнате очень старая.

Final test 5

A

Find the equivalent.

- | | |
|-----------------------------|------------------------------------|
| 1. to embrace | a. браузер |
| 2. to communicate | b. программа обработки текстов |
| 3. browser | c. извлекать |
| 4. military experience | d. обвивать, включать |
| 5. information exchange | e. сохранять |
| 6. local | f. общаться |
| 7. to click | g. режим, метод, способ, образ |
| 8. to represent | h. редактировать |
| 9. icon | i. военный опыт |
| 10. hyperlink | j. приостановить, подвесить |
| 11. to perform | k. сложная таблица |
| 12. to link | l. соединять, связывать |
| 13. mode | m. обмен информацией |
| 14. to edit | n. местный |
| 15. to suspend | o. щелкать |
| 16. to run | p. исполнять, делать, представлять |
| 17. to save | q. работать, выполнять, запускать |
| 18. to import | r. изображать, представлять |
| 19. complex table | s. гиперссылка |
| 20. word processing program | t. иконка, рисунок |

B

Put the verb in Past Continuous.

1. While I(to copy) the exercise, my friends(to describe) a picture.
2. When we came in, the children(to clean) their desks.
3. We met her at the bus stop. She(to wait) for the bus.
4. Some of the children(to ski) while other children(to skate). Everybody(to have) a lot of fun.
5. When we came the family(to get) everything ready for Christmas. Bob and Helen(to decorate) the Christmas tree.
6. The girls(to feed) the birds in the garden while the boys(to make) a bird-house.
7. She(to cook) at three o'clock yesterday.
8. She(to cook) from two till four yesterday.
9. What he(to do) the whole day yesterday?

C

Put the verb in Past Simple or Past Continuous.

1. I(to play) computer games yesterday.
2. I(to play) computer games at five o'clock yesterday.
3. He(to play) computer games from two till three yesterday.
4. We(to play) computer games the whole evening yesterday.

Unit 6. Programs and programming languages

Vocabulary notes	Useful language
high-level language – высокоуровневый язык source program – исходный код программы to process – выделять, подвергать обработке to compile – составлять, собирать to interpret – толковать, интерпретировать, передавать machine code – машинный язык commercial purpose – коммерческое назначение to involve – включать, содержать mathematical calculation – математическое вычисление	to deal with – иметь дело с to solve – решать directly – прямо, непосредственно single – единственный result – результат brief description – краткое описание acronym – сокращение, инициалы scientific – научный to consist – состоять, заключаться to introduce – представлять

Computers can deal with different kinds of problems if they are given the right instructions for what to do. Instructions are first written in one of the high-level languages, e.g. FORTRAN, COBOL, AIGOL, PL/I, PASCAL, BASIC, or C, depending on the type of problem to be solved. A program written in one of these languages is often called a source program, and it cannot be directly processed by the computer until it has been compiled, which means interpreted into machine code. Usually a single instruction written in a high-level language,

FORTRAN acronym for FOR mulaTRANslation. This language is used for solving scientific and mathematical problems. It consists of algebraic formulae and English phrases. It was first introduced in the United States in 1954.

COBOL acronym for common Business-oriented Language. This language is used for commercial purposes, COBOL, which is written using English statements, deals with problems that do not involve a lot of mathematical calculations. It was first introduced in 1959.



True or False?

1. FORTRAN, COBOL, AIGOL, PL/I, PASCAL, BASIC are the examples of Hardware Tools.
2. A program written in high-level languages is often called a source program.
3. FORTRAN acronym for FORMulaTRANslation.
4. FORTRAN was first introduced in Egypt.

1	
2	
3	
4	
5	

5. COBOL deals with problems that do not involve many mathematical calculations.

B

Answer the question.

1. What is a source program?
2. What is the result of a single instruction written in a high-level language?
3. What kind of problems does FORTRAN solve?
4. When was FORTRAN first introduced?
5. When was FORTRAN first introduced?
6. Where was COBOL first introduced?

Vocabulary notes

to combine – объединять
scientific application – исследовательское приложение
to require – требовать
operating system – операционная система
portable – портативный
general – общий
artificial intelligence – искусственный интеллект

Useful language

consequently – следовательно, в результате
as well as – а также, так же как
simple – простой
to support – поддерживать
highly – весьма, высоко
to name after – назвать в честь
both – оба, обе

ALGOL acronym for ALGO^rithmic Language. Originally called IAL that means International Algebraic Language. It is used for mathematical and scientific purposes. ALGOL was first introduced in Europe in 1960.

PL/I Programming Language I. Developed in 1964 to combine features of COBOL ALGOL. Consequently, it is used for data processing as well as scientific applications.

BASIC acronym for Beginner's All-purpose Symbolic Instruction Code. Developed in 1965 at Dartmouth College in the United States for use by students who require a simple language to begin programming.

C developed in the 1970s to support the UNIX operating system. C is a highly portable general-purpose language.

Other such languages are APL (developed in 1962), PASCAL (named after Blaise Pascal and developed in 1971), and LISP and PROLOG, both of which are used for work in artificial intelligence. LOGO is a development of LISP which has been used to develop computer-based training (CBT) packages.

A

True or False?

1. ALGOL is the acronym for ALGOrithmic Line.
2. PL/I was developed in 1964 to combine features of COBOL ALGOL.
3. FORTRAN acronym for FORmula TRANslation.
4. BASIC was developed in 1985 at Dartmouth College in the United States.
5. LISP and PROLOG are used for work in artificial intelligence.

1	
2	
3	
4	
5	

B

Answer the question.

1. What was the original name for ALGOL?
2. What kind of purposes is ALGOL used for?
3. What kind of language is C?
4. When was APL developed?
5. What is LOGO?

C

Discussion points.

What is the artificial intelligence? Do you know any examples?

Future Simple. Present Simple and Present Continuous for future

The Future Simple indicates that an action is in the future relative to the speaker or writer.

The Future Simple tense is often called the "will" tense because we make the Future Simple with the modal auxiliary verb will.

statement

I/you/he/she/it/we/they **will** ('ll)go

negative

I/you/he/she/it/we/they **will not** (won't)go

question

Will I/you/he/she/it/we/they go

Use	Example
Facts about the future	<i>The new airport will be the biggest in Europe.</i>
Predictions	<i>You 'll have a great time in the Bahamas.</i>
Offers and requests	<i>We 'll help you get ready for our holiday.</i>
Decisions made now	<i>I know! I 'll go to China this summer.</i>

Watch out!

With offers which are questions, we use *Shall* with *I* and *we*.

✓ ***Shall** I drive you to the airport?*

We do not use *will* for arrangements.

✗ ~~*We **'ll** visit my grandma this weekend.*~~

The Present Continuous is used to talk about **arrangements** for events in future:

*We're **driving** to Berlin this weekend.*

Watch out!

Things we want to do in the future but have not arranged are called "intentions". We do not use the present continuous for intentions. We use *be going to* instead.

✗ ~~*I'm **becoming** an explorer when I grow up.*~~

We do not use the present continuous for predictions. We use *will* or *be going to* instead.

✗ ~~*Do you think you're **enjoying** your trip to Berlin next week?*~~

The Present Simple is used to talk about events that happen according to the **timetables**:

*My plane **leaves** at six.*

statement	negative	question
I am ('m) going to travel ... He/she/it is ('s) going to travel ... You/we/they are('re) going to travel...	I am ('m) not going to travel ... He/she/it is not(isn't/'snot) going to travel... You/we/they are not (aren't/'re not) going to travel	Am I going to travel ...? Is he/she/it going to travel ...? Are you/we/they going to travel ...?

Use	Example
Intentions	<i>I'm going to become an explorer when I grow up.</i>
Predictions (often with evidence we can use)	<i>It's going to rain, so take an umbrella</i>
Facts about the future	<i>The new airport is going to be the biggest in Europe.</i>

A

Look at Shelley's diary and use the prompts to write the sentences. Use the correct form of the present continuous.

1. Meet Alison – Friends Café

On Monday, she

2. Go shopping – Mum

On Tuesday, she

3. Catch train – Brighton

Wednesday, she

4. Spend day – Charlie in Brighton

Thursday, she

5. Catch train – home 10 am

On Friday, she

6. Work – Dad's shop – all morning

On Saturday, she

B

Complete using Future Simple and the verbs in the box. You may have to use some negative forms.

be come find have lend live take visit

1. This year, more than a million tourists our local area.
2. I'm sure we your bag soon. Where did you last see it?
3. you me some money until Saturday?
4. Everything on the menu looks delicious! Erm ... I Chicken Kiev, please.
5. I you to the bus station, if you like.
6. One day, people on Mars in special buildings.
7. No, there any problems with delivering your new furniture next week.
8. we at six to help you get things ready for dinner?

C

Complete using the correct form of be going to and the verbs in brackets. You may have to use some negative forms.

1. When I grow up, I (play) guitar in a rock band!
2. Rick and Mark (start) going to the gym twice a week.
3. Lauren (tell) her mum about what happened?
4. I (look) on the Internet for information about snowboarding.

5. No, Nadine (invite) everyone from class – just her close friends.
6. Harry (be) ready on time or not?
7. Careful! You (break) something with that ball! Go outside!
8. I (lie down) for half an hour. Call me at six o'clock.

D

Complete using the correct present simple form of the verbs in the box.

arrive come leave take

"I'm so excited about my holiday! My plane (1) the airport here at nine o'clock and we (2) in Paris two hours later. We then (3)..... the train from the airport to the city. We'll have a great week, and then we (4) back on the 17th. I can't wait!"

E

Circle the correct word or phrase.

1. Oscar says he *is doing/will do* he washing-up after dinner.
2. I'm a bit scared because I *am seeing/will see* the dentist this afternoon.
3. What *are you going to do/do you do* this evening?
4. *Shall you tell/Will you tell* Rupert I'm sorry about yesterday?
5. My dad *will grow/is going to grow* a beard, but my mum doesn't like the idea.
6. I have to revise to night because we *are having/will have* an exam to morrow.
7. I *am remembering/will remember* this day for the rest of my life!
8. *Do you go/Are you going to* Australia next Christmas?
9. I'm sure you *are passing/will pass* your driving test. Don't worry.
10. If you want me to, I *will complain/am going to complain* to the manager about it.

F

Translate into English.

1. Я поеду в Канаду следующим летом.
2. Мы купим это позже.
3. Ты не опоздаешь.
4. Он не пойдёт с нами.
5. Когда вы придёте?
6. Мой поезд отправляется в 9.
7. Я собираюсь послушать музыку.
8. Мы поедим в Париж на этой неделе.
9. Этот дом станет самым большим домом в городе.
10. Я буду учить математику в следующем году.

Final test 6

A

Find the equivalent.

- | | |
|-----------------------------|--|
| 1. high-level language | a. развитие, рост |
| 2. to compile | b. высокоуровневый язык |
| 3. machine code | c. выделять, подвергать обработке |
| 4. to involve | d. операционная система |
| 5. to process | e. составлять, собирать |
| 6. to interpret | f. включать, содержать |
| 7. source program | g. требовать |
| 8. commercial purpose | h. исходный код программы |
| 9. brief description | i. толковать, интерпретировать, передавать |
| 10. to consist | j. искусственный интеллект |
| 11. to require | k. коммерческое назначение |
| 12. operating system | l. весьма, высоко |
| 13. portable | m. исследовательское приложение |
| 14. artificial intelligence | n. поддерживать |
| 15. scientific application | o. назвать в честь |
| 16. to support | p. краткое описание |
| 17. to name after | q. следовательно, в результате |
| 18. development | r. портативный |
| 19. highly | s. состоять, заключаться |
| 20. consequently | t. машинный код |

B

Put the verb in Future Simple.

1. My working day(to begin) at six o'clock.
2. I(to get) up, ...(to switch) on the TV and(to brush) my teeth.
3. It(to take) me about twenty minutes.
4. I(to have) breakfast at seven o'clock.
5. I(to leave) home at half past seven.
6. I(to take) a bus to the institute.
7. It usually(to take) me about fifteen minutes to get there.
8. Classes..... (to begin) at eight.

C

Put the verb in Future Simple.

1. They football at the institute. (to play)
2. She emails. (not / to write)
3. you.....English? (to speak)
4. My mother fish. (not / to like)
5. Ann any friends? (to have)
6. His brother in an office. (to work)

Unit 7. Hardware concepts. Basic of computer architecture

Vocabulary notes

automatic – автоматический
accomplished – завершённый
click of a button – щелчок мыши
effort – усилие
mechanism – механизм
process – процесс
to pop out – выскакивать
user – пользователь

Useful language

predefined – стандартный
workflow – рабочий процесс
to produce – производить
withdrawal – извлечение
to authenticate – удостоверить
identity – идентифицировать
data – информация
device – устройство

Our present day life is so automatic that most of the tasks are accomplished with a click of a button. Washing has been taken over by washing machines, cooking by microwaves, conventional banking has been replaced by ATMs etc. In every sphere of life, machines dominate human efforts. Have you ever wondered what mechanism works behind these machines? In fact, in all these machines, a click of button starts a process inside the machine which sometimes can be very complex one. It does exactly what is required as it follows a predefined work flow based on which button has been pressed.

Let us take the case of cash withdrawal from a bank ATM. The user is required to press only a few buttons to authenticate his identity and the amount he wishes to withdraw. Then within seconds the money pops out the ATM. During this process, the inside working of bank ATM beyond imagination of the user. Broadly speaking, the ATM receives certain data from the user, processes it and gives the output (money). This is exactly what a computer does.



Fig. 7.1

Formally, a computer can be defined as follows.

A computer is an electronic device that processes input data and produces result output) according to a set of instructions called program (Fig. 7.1).

A

Answer the questions

1. How many buttons the user is required to press to authenticate his identity?
2. How much time does it take for money to pop out of the ATM?
3. Can the user see the inside working of bank ATM?
4. What does the ATM receive?

B

True or false?

1. Our future life will be so automatic that most of the tasks will be accomplished with a click of a button.
2. Washing has been taken over by microwaves, cooking by washing machines, conventional banking has been replaced by ATMs etc.
3. In every sphere of life, machines dominate human efforts.
4. In all machines, a click of button starts a process inside the machine which sometimes can be very complex one.
5. The user is required to press only one buttons to authenticate his identity and the amount he wishes to withdraw from a bank ATM.
6. The money pops out within seconds of the ATM.
7. The ATM receives certain data from the user, processes it and gives the output (money).
8. A computer is an electronic device that processes input data and produces result output) according to a set of instructions called program.

Vocabulary notes

circuit – цепь, схема
 comprise – составлять, включать в себя
 amount – количество
 makeup – образовывать
 communicate – передавать, связываться
 receive – получать
 gateway – выход, доступ
 primary – основной

Useful language

few – несколько
 simple – простой, обыкновенный
 unless – не считая, разве что
 area – область
 parts – части
 through – через
 way – путь
 access – доступ

At the heart of any computer, modern or early, is a circuit called an ALU, or Arithmetic Logic Unit. It's comprised of a few simple operations which can be done very quickly. This, along with a small amount of memory running at processor speed called registers, make up what is known as the CPU, or Central Processing Unit.

A CPU isn't very useful unless there is some way to communicate to it, and receive information back from it. This is usually known as a Bus. The Bus is the input/ output, or I/O gateway for the CPU. The primary area with which the CPU communicates with its system memory in what is commonly known as RAM, or Random Access Memory. Depending on the platform, the CPU may communicate with other parts of the system, or it may communicate just through memory (Fig. 7.2).

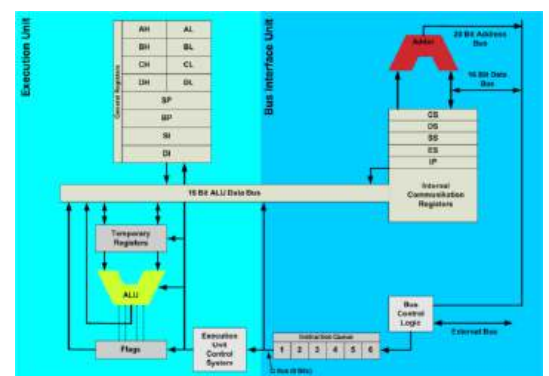


Fig. 7.2

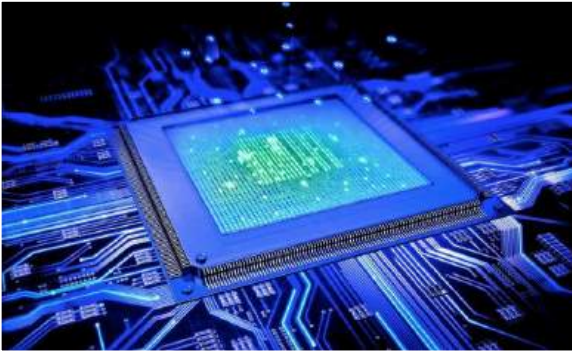


Fig. 7.3

The "word" size of a platform is the native amount of bits that can be moved over the bus that is internal to the CPU.* Early computers varied on bit sizes, but most modern computers work in multiples of 8 bits, commonly known as a Byte. The first general purpose CPU on a chip, built by Intel, was the 8080 built in 1974. The 8080 used an 8 bit word, meaning it would communicate over the bus 1 byte at a time. In contrast, the 80386 has a 32 bit (4 byte) word, and the IA64 is a 64 bit(8 byte)

word (Fig. 7.3).

Note that a few companies considered the "word" size to be number of bits transferred at one time over the CPU<=>RAM bus. Technically, knowing the actual "word" size inside the CPU can be quite important for people developing system level software, such as device drivers.

A

Answer the questions

1. What is ALU?
2. What is CPU?
3. What is the Bus?
4. What is RAM?
5. What can CPU communicate with?

B

Answer the questions

1. What did early computers varied on?
2. What company was the first to build general purpose CPU on a chip?
3. When was the first general purpose CPU on a chip built?

C

True or false?

1. At the heart of any computer, modern or early, is a circuit called an ALU, or Arithmetic Logic Unit.
2. Along with a small amount of memory running at processor speed called registers, make up what is known as the CPU, or Central Processing Unit.
3. A CPU is very useful unless there is some way to communicate to it, and receive information back from it.
4. The Bus is the input or gateway for the CPU.
5. Depending on the platform, the CPU may communicate with other parts of the system

6. CPU may communicate only through memory.
7. The "word" size of a platform is the native amount of megabits that can be moved over the bus that is internal to the CPU.
8. The first general purpose CPU on a chip, built by Microsoft, was the 8080 built in 1974.
9. The word "bit" means the same as "byte"
10. Technically, knowing the actual "word" size inside the CPU can be quite important for people developing system level software, such as device drivers.

D

Discussion points

Have you found out something new from this lesson? What exactly? Do you consider this information useful or not?

The Future Simple Tense. The Past Perfect Tense

Will + Infinitive

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I will work	I will not work	Will I work?
He will work	He will not work	Will he work?
She will work	She will not work	Will she work?
It will work	It will not work	Will it work?
We will work	We will not work	Will we work?
You will work	You will not work	Will you work?
They will work	They will not work	Will they work?

I'll work

I won't work

NOTE. *Will* is used for all persons (*I, we, he, she, you, etc.*). In British English, *shall* can be used for *I* and *we*.

1. The Future Simple Tense denotes <u>a future action</u>: - You will write those exercises tomorrow. - I am tired. I will go and have a nap before dinner.	4. The Future Simple Tense is <u>not used after the conjunctions</u>: <i>when as soon as provided</i> <i>till as long as incase</i> <i>until if</i> <i>before unless</i> <i>after on condition that</i>
2. The Future Simple is used with the following adverbials of time: <i>tomorrow, the day after tomorrow, next week/month/year/Monday, soon, in three days/a week, in 2050</i>, etc. Those adverbials go <u>either at the beginning or at the end of a sentence</u>: - I will see him tomorrow. Next Tuesday, he will return from a business trip.	In such clauses the Present Simple Tense is used. Be attentive with <i>if/when-clause</i>. Introduces <u>an object or attributive clause</u> – the Future Simple is used when introduces an adverbial clause of
3. Apart from predicting the future, <i>will</i> and <i>shall</i> are used in some other ways: – <u><i>shall</i> in offers</u>: Shall I get your coat for you? – <u><i>shall</i> in suggestions</u>: Shall we go to the movies? – <u>in threats</u>: - Just wait! You'll regret this. – <u><i>will</i> in requests/invitations</u>: Will you open the window, please?	I don't know when they will arrive. BUT: When they arrive, I'll inform you. <u>«ЛИ»</u> – the Future Simple is used if <u>«ЕСЛИ»</u> – the Future Simple is not used I don't know if he will agree. BUT: If he agrees, I'll call you.
The Present Continuous may denote	A future action when it is planned: - I am leaving tonight. - They are getting married in June. - We are playing tennis tomorrow.

A

Put the verb in brackets in the correct form using Future Simple Tense.

1. I (to be) very busy at the beginning of June. We (to have) our exams.
2. This day (to come) sooner or later.
3. Who (to join) me? Perhaps I (to drive) to town this weekend.
4. You (to help) me or not?
5. He (to come) to see me in a year's time.
6. How long you (to be) away? I (to miss) you.
7. She (to have) dinner in ten minutes.
8. I think I (to get up) earlier tomorrow morning.

B

Complete the sentences using will or won't.

1. Lucy was born in 1995. In 2007 she ____ be 12.
2. It's sunny today. It ____ rain.
3. Kelly is eleven today. She ____ be twelve until next year.
4. Rob is nine. He ____ be ten on his next birthday.
5. This month is May. It ____ be June next month.
6. Jenny: 'Mum, the bus is late. I ____ be home until eight o'clock.
7. It's 25 degrees today. It ____ snow tomorrow.

C

Translate into English

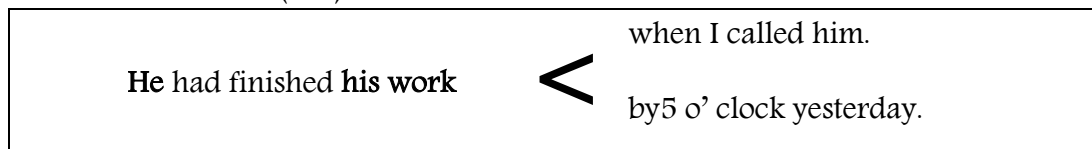
1. Я поеду домой в начале декабря.
2. Вечером мой брат напишет письмо своему другу.
3. В пятницу наш офис будет закрыт.
4. Мы будем сдавать экзамен по истории на следующей неделе.
5. Ты найдешь свой подарок под новогодней елкой.
6. Песни твоей сестры будут очень популярными.
7. Я уверен, что Ник скоро передумает.
8. Мы не останемся в этом дешевом отеле.
9. Мэри никогда не забудет свою первую любовь.
10. Завтра не будет облачно. Мы не будем брать зонт.

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I had worked	I had not worked	Had I worked?

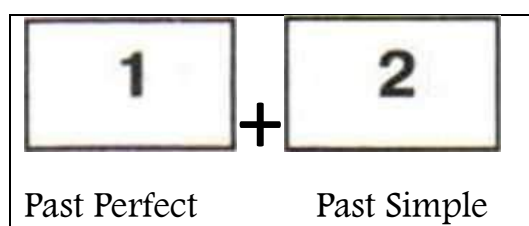
I'd worked

I hadn't worked

The Past Perfect Tense denotes an action completed before a certain moment in the past. It is often used with the preposition *by* («K»).



When we have two past references, we often need **the Past Perfect** for the event that happened first to avoid ambiguity.



- When we **came** to the station, the train **left**. (i.e. at that moment)
- When we **came** to the station, the train **had already left**. (i.e. before we got there)

We often introduce **the Past Perfect** Tense with conjunctions *when, after, as soon as, by the time that*.

- **When/after** the guests **had left**, she closed the door and went upstairs.

NB! **The Past Simple** is used with the conjunctions *after, before, when*, if the succession of actions should be expressed.

- He **had** a short rest before he **went on** with his work.
- When I **wrote** the letter, I **posted** it.

The Past Perfect is not used to denote a succession of actions. In this case **the Past Simple** is used.



- He **got up**, **went** to the bathroom, **had** breakfast and **left** for work.

The Past Perfect is used with the conjunctions:

Hardly...
Scarcely...
Nearly...
Barely...
No sooner

+ **Past Perfect**... when + **Past Simple**

+ **Past Perfect**... than + **Past Simple**

- He had hardly done it when they came.
- No sooner they had arrived than it started to rain.

(Hardly had he done it when they came.)

(No sooner had they arrived than it started to rain.)

A

Put the verb in brackets in the correct form using Past Perfect Tense.

1. I ... (to have) breakfast before I went to school.
2. He went to meet his friends after he ... (to do) his homework.
3. By 8 o'clock the rain ... (to stop).
4. Alice was late because she ... (to miss) the bus.
5. She went to the post-office after she ... (to write) the letter.
6. He ... (to work) at the factory before he entered the college.
7. He got a bad mark for his test because he ... (to make) a lot of mistakes in it.
8. I went to bed after I ... (to finish) reading the book.
9. The child ... (to fall) asleep before the parents came home.
10. They ... (to marry) before they bought this house.

B

Complete using the correct Past Perfect form of the verbs in the box.

to leave to go to die to see to live to fly

1. I didn't read the text in class because I ... my book at home.
2. The children didn't want to go to the cinema because they ... already ... the film.
3. Kate wasn't at home last week because she ... to visit her uncle.
4. Linda never knew her father because he ... before she was born.
5. I was excited when the plane took off because I... never ... before.
6. My grandfather was always afraid of animals because he ... never ... in the country.

C

Say what action was done before. Combine two sentences into one . Use the following preposition

1. The rain stopped. I went for a walk.
2. I did my homework. My mother returned home.
3. We met in the street. We went to the park.
4. They packed their things. Then they started.
5. I had dinner. I switched on the TV set.
6. He returned home. The guests left.
7. We came to the cinema. The film began.
8. I read the book. I saw the play.
9. They lived here. They moved to another place.
10. We played a game of tennis. We went to my place

D**Translate into English**

1. Когда прибыла полиция, мы уже поймали вора.
2. Джэк закончил тест до того, как прозвенел звонок.
3. Когда Анна пришла, чтобы пожелать спокойной ночи, ее дети уже спали.
4. Миссис Смит уже приготовила ужин, когда ее муж пришел домой с работы.
5. Когда Брэди Сюзан поженились, они знали друг друга три года.
6. Ей не понравился фильм, потому что она прочитала до этого книгу.
7. Наша квартира была в беспорядке потому, что у меня накануне ночью был день рождения.
8. Мы не пошли в ресторан, так как потратили все деньги на одежду.
9. Мэри не могла кататься на коньках после того, как сломала ногу.
10. Ларри опоздал, так как застрял в дорожной пробке.

Final test 7

A**Find the equivalent.**

- | | |
|---------------|----------------|
| a) через | p) circuit |
| b) доступ | q) comprise |
| c) способ | r) amount |
| d) схема шлюз | s) make up |
| e) первичный | t) communicate |
| f) немногие | u) receive |
| g) общаться | v) gateway |
| h) получить | w) primary |
| i) простой | x) few |
| j) если не | y) simple |
| k) площадь | z) unless |
| l) детали | aa) area |
| m) содержат | bb) parts |
| n) сумма | cc) through |
| o) макияж | dd) way |
| | ee) access |

B

Write in I'll, we'll, he'll, she'll, they'll, it'll.

1. I'd like to see animals. I think _____ go to the zoo today.
2. Wendy likes dinosaurs. I think _____ go to the Natural History Museum.
3. We like dancing. I think _____ go to the disco.
4. My parents want to buy presents. I think _____ go to the gift shop. '
5. Jim likes walking. I think _____ go to the park.
6. Put on your scarf and hat. I think _____ be cold today.
7. I want to watch a cartoon. I think _____ go to the cinema tomorrow.
8. Mike is ill. I don't think _____ go for a walk with him.

C

Insert the verbs in the Past Perfect tense

1. Jill was afraid she _____ (forget) her key at home, but she found it in her handbag.
2. Dad wasn't at home when I came back. He _____ (go) out twenty minutes before.
3. I wasn't hungry because I _____ (just/have) breakfast.
4. Peter saw an urgent message on his table. Somebody _____ (leave) it the day before.
5. I apologized I _____ (not/phone) her.
6. He told me that he _____ (come back) a fortnight before.
7. Mr. Jackson said that he _____ (already/buy) everything for lunch.

Unit 8. What is an algorithm?

Types and Variables

Vocabulary notes

step-by-step – шаг за шагом
description – описание
enumerable – перечислимый
infinite – бесконечный
notation – система счисления
equally – в равной степени
explicit – точный
arbitrary – случайный
restated – иными словами
relevant to – иметь отношение к
particular – частный, отдельный

Useful language

capable of – способный
carry out – выполнять
operation on – работа над
be able to – быть способным на
specific – конкретный
constitute – составлять
core – ядро
science – наука
useful – полезный
human – человек
grant – дарить, предоставлять

What is an algorithm? An algorithm is the step-by-step solution to a certain problem. Richard Jeffery and George Boolos gave an informal description of an algorithm, and the powers it grants us, in *Computability and logic*:

No human being can write fast enough, or long enough, or small enough† († "smaller and smaller without limit ...you'd be trying to write on molecules, on atoms, on electrons") to list all members of an enumerably infinite set by writing out their names, one after another, in some notation. But humans can do something equally useful, in the case of certain enumerably infinite sets: They can give explicit instructions for determining the *n*th member of the set, for arbitrary finite *n*. Such instructions are to be given quite explicitly, in a form in which they could be followed by a computing machine, or by a human who is capable of carrying out only very elementary operations on symbols.

Restated, this means that while no human could possibly write out an infinite series of things, humans are able to create a process by which a computer can generate the portions of that series which are relevant to solving a particular problem. The specific list of steps thus created constitutes an algorithm, a concept at the very core of computer science.

Algorithms do not only exist within the realm of computer science. Beginners may find it helpful to recognize the algorithmic thinking they already apply for daily life.

On a separate sheet of paper, list all the known possible steps in preparing/performing the following activities, be as descriptive and specific as you can be:

- cooking/Frying an egg, sunny-side up
- the activities you do and the vehicles you ride in on your way to school
- walking your dog at the park

These activities above might seem easy, but as you perform the tasks, you will encounter a series of trial-and-error sub-activities. For beginners, this is normal and you may tend to miss a few steps.

```
Your solution to the case of egg frying should look like this:  
1. Get the frying pan.  
2. Get the oil.  
   a. Do you have oil?  
      1) If yes, put it in the pan.  
      2) If no, do you want to buy oil?  
         a) If yes, then go out and buy.  
         b) If no, you can terminate.  
3. Turn on the stove.  
4. Etc...
```

A

Answer the questions

1. What is an algorithm?
2. Who gave an informal description of an algorithm?
3. What can humans do in the case of certain enumerably infinite sets?
4. What kind of process can human create?

B

True or False

1. An algorithm is the one-time solution to a certain problem.
2. Richard Jeffery and George Boolos gave a formal description of an algorithm.
3. Human being can write fast enough, or long enough, or small enough to list all members of an enumerably infinite set by writing out their names, one after another, in some notation.
4. Humans can give explicit instructions for determining the n th member of the set, for arbitrary finite n .
5. Instructions are to be given quite explicitly, in a form in which they could be followed by a computing machine.
6. Human is capable of carrying out only very elementary operations on symbols.
7. Humans are not able to create a process by which a computer can generate the portions of that series which are relevant to solving a particular problem.

C

Discussion points

Tell about an algorithm. Give an example of algorithm from our everyday life.

Vocabulary notes

variable – переменная
representation – представление
edit – редактировать
compiler – составитель
reserve – сохранять
floating – плавающий
precision – точный
exponent – показатель степени
Fractional/decimal – дробный/десятичный
subtract – вычитать
division – деление

Useful language

storing – хранение
value – значение
whole – целый
from day to day – изо дня в день
multiply – умножать
take care of – заботиться о
necessarily – обязательно
sign – знак
take up – браться за
accuracy – точность
handle – справляться

Variables

A variable in any programming language is a named piece of computer memory, containing some information inside. Think of a variable as a box with a name, where we can "store" something. We create, edit and delete variables, as much as we need in our tasks. Variables usually are of a certain type (which define their logical representation and size). Say, we created a variable with name A and of type integer. This tells the compiler that we reserved a part of our memory for storing an integer number (usually 4 bytes long, depending on our language, compiler and machine type). We could also create another one, called B, but this one of type real. This variable will be also 4 bytes long, but we use this byte for storing floating point value, with certain precision and exponent. Variables can be static and dynamic. Care must be taken when they are divided, as the division of two integers is not necessarily another integer.

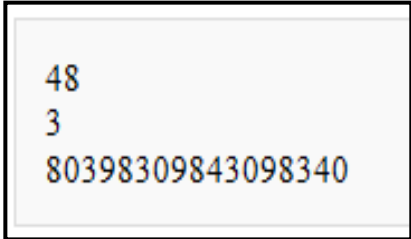
Integer types

Integers are ordinary whole numbers, or numbers with no fractional/decimal parts, and what we commonly use from day to day. Integers can be added, subtracted and multiplied. Care must be taken when they are divided, as the division of two integers is not necessarily another integer.

Integers can be signed or unsigned. The sign information takes up just one bit, but that bit reduces the absolute precision. Signed integers can represent about 1/2 of the numbers its unsigned cousin can, but can represent both positive and negative values of those numbers.

Reals

Reals, or floating point numbers represent numbers that can have fractional or decimal parts. Floating point numbers are represented a bit differently than Integers, and can represent a much larger amount of numbers.



```
48
3
80398309843098340
```



```
1.0
45.5
4.32e10
```

Some care must be exercised with floating point numbers, because while there are an infinite number of floating point numbers, there are (by definition) only a finite amount of numbers that can be expressed in a computer. Another issue is the absolute size of the numbers being handled. These issues are known as accuracy and precision. For balancing a check-book they won't be significant, but in other cases this can be significant.

Characters and strings

Up until now, we've discussed types that are of a single value. Text, which is what you are reading now, isn't a single value. It's made up of letters, each letter is an individual value.

```
characters
P
4
%

strings
Hello
blah blah
That is a nice new pair of shoes you are wearing
```

A Character is a single letter, number, punctuation or other value.

A String is a collection of these character values, often manipulated as if it were a single value.

A

Answer the questions

1. What is "variable"?
2. Do variables have a certain type?
3. What is "integer"?
4. What is "character"?
5. What is "string"?

B

True or false?

1. A variable is a named piece of mobile memory, containing some information inside.
2. Variables usually are of a certain type.
3. Integers are ordinary.
4. Integers can't be signed or unsigned.
5. Reals, or floating point numbers represent numbers that can't have whole numbers, or numbers with no fractional/decimal parts fractional or decimal parts.
6. A Character is a single letter, number, punctuation or other value.

C

Discussion points

Do you consider given in this lesson information useful or not? Where can we use variables?

The passive voice. Direct and indirect speech

Formation of the Passive Voice

to be + Participle II

TENSE		ACTIVE	PASSIVE	NOTE: <i>the action is done to the subject</i>
Simple	Present	ask(s)	am is asked are	He asks / He is asked Он спрашивает / Его спрашивают
	Past	asked	was asked were	
	Future	will ask	will be asked	
Continuous	Present	am is asking are	am is being asked are	He is asking / He is being asked Он сейчас спрашивает/ Его сейчас спрашивают
	Past	was asking were	was being asked were	
	Future	will be asking	—	
Perfect	Present	have asked has	have been asked has	He has asked / He has been asked Он уже спросил/ Его уже спросили
	Past	had asked	had been asked	
	Future	will have asked	will have been asked	

Modal Verbs

can/could		
may/might		be done
must/have to		have been done
should/would		
needn't		

Study These Examples:

Simple	1. A lot of rice is eaten in Asia. 2. These houses were built about twenty-five years ago. 3. Our class will be taught by another teacher next year.
	4. Lions and tigers can be seen in zoos. 5. When he was in hospital, he had to be fed ; he couldn't eat himself. 6. The books may be kept for two weeks. After that they must be returned to the library.
Continuous	7. The little girl has been very ill and the doctor says she mustn't go to school, so she is being taught at home. 8. I couldn't use my car last week, it was being repaired .
Perfect	9. This room hasn't been swept for a fortnight. 10. He said the newspaper had been thrown away.

Uses of the Passive Voice Peculiar to the English Language

- We use the passive when it is not so important (or unknown) who or what did the action.
 - My article was published yesterday.
 - Rome wasn't built in one day.
 - The origin of the Universe will never be explained.
- It's wrong to consider the passive to be another way of expressing a sentence in the active voice. We use it only when we don't know or don't want to say who did it.
 - Helen **likes** English. (But not "*English is liked by Helen*". It sounds funny in English).
- Only the verbs which take an object can go into the passive. Intransitive verbs can't be used in the passive voice. They are as follows:
 - to fly, to arrive*
 - to be, to become*
 - to have, to lack, to possess, to consist, to belong*
 - to hold, to suit, to resemble, to fit*
 - to appear, to seem, to come, to go, to last*
 - The hall **holds** 500 people.
 - They **have** a nice house.
 - My shoes **don't fit** me.
 - Sylvia **resembles** a Greek goddess.
- There are sentences in the active having a passive meaning.
 - This shirt **irons** well.
 - Your book **reads** well.
 - This coat **will wear** a lifetime.

5. If you want to say who did it or what caused the action, use *by* or *with*. *BY*– with animated things and elements, *WITH*–for instruments, tools, weapons, materials.

- The house was built **by** my grandfather.
- It was destroyed **by** fire.
- The room was filled **with** smoke.
- The wood can be cut **with** a knife.

6. We use the Infinitive after modal verbs and a number of other verbs. The Passive Infinitive is to be done/to have been done.

- I **want to be left** alone.
- The music **could be heard** far away.
- My bicycle has disappeared. It **must have been stolen**.

7. If it is possible to make two different passive sentences, it is more usual for the passive sentence to begin with the person.

- **Ann** *wasn't offered* the job.
- The job *wasn't offered to Ann*. (seldom used)

Study the Pattern

smb	was	→	told	→	smth
	is		offered		
	will		given		
	be		promised		

8. Some verbs can be used only in the following type of passive constructions:

smth	was	→	explained	→	to smb
	is		announced		
	will be		described		
			repeated		
			pointed out		

- The news was announced to everybody.
- Everything will be explained to you later.

9. Passive constructions with the verbs *to advise, to allow, to ask, to award, to deny, to forbid, to forgive, to grant, to offer, to order, to pay, to promise, to refuse, to show, to teach, to tell*, etc. present some difficulties. In English the subject of such constructions corresponds

to the Russian indirect object. The centre of a passive construction in English is not changed. Pay attention to the following difference:

	ACTIVE	PASSIVE
Russian	Я спросил...	Меня спросили...
	Я сказал ему...	Мне сказали ...
English	I asked ...	I was asked...
	I told him ...	I was told ...

A

Choose the correct form of the verb in brackets to complete the sentences.

1. I ... (like / am liked) this place.
2. What books by Charles Dickens ... (translated/ are translated) into Belarussian?
3. Who ... (protects / is protected) animals?
4. This city ... (is visited / visited) by many people.
5. Who ... (gives / is given) bad marks in your class?
6. Our house ... (made /is made) of wood.
7. Our holiday ... (is begun / begins) next week.
8. Pupils ... (are given / give) textbooks by the teacher.

B

Put the passive sentences in order.

1. in a lot of schools / are / used / Computers
2. of plastic / made / are / CDs
3. seen / The information / on a screen/can be
4. are / very quickly / The answers / calculated
5. played / The game / is / on a computer
6. with a modem / are / sent / E-mails
7. is / on a disk / Information / stored
8. sent / Text messages / are / using mobile phones
9. to get information / used / is / The Internet

C

Translate into English

1. Слова написаны на доске.
2. Эта книга продается во всех магазинах
3. Ему часто отправляют письма?
4. Когда приносят газеты?
5. Этот парк всегда показывают туристам.
6. Завтрак не дают в нашей школе.
7. Эти тексты не учат наизусть.
8. Ее отправили в больницу два дня назад.
9. Вчера нас послали в лабораторию.
10. Эта мышь была поймана ночью.

Indirect Statements

Indirect Speech is formed according to the Rule of the Sequence of Tenses. The verbs most commonly used to introduce reported speech are: to tell, to say, to add, to notice, to remark, to explain, to inform, to remind, to mention, to confess, to guess, to repeat, etc.

Study the Following Pairs of Sentences in Direct and Indirect Speech

Notice carefully the changes in personal and possessive pronouns.

- The teacher told Jack, "You **ought to help** our mother."
- The teacher told Jack that he **ought to help** his mother.

DIRECT SPEECH	INDIRECT SPEECH
The policeman said to Tom, "You should be more careful when crossing the street."	The policeman told Tom that he should be more careful when crossing the street.
Nick explained, "I know the man." (<i>The Present Simple Tense</i>)	Nick explained that he knew the man. (<i>The Past Simple Tense</i>)
The teacher told John, "You didn't write exercise two." (<i>The Past Simple Tense</i>)	The teacher told John that he hadn't written exercise two. (<i>The Past Perfect Tense</i>)
"I will be absent tomorrow," John remarked. (<i>The Future Simple Tense</i>)	John remarked that he would be absent the next day. (<i>The Future-in-the-Past</i>)
The secretary informed us, "The delegation has just arrived from Paris." (<i>The Present Perfect Tense</i>)	The secretary informed us that the delegation had just arrived from Paris. (<i>The Past Perfect Tense</i>)

NOTE: to say **smth** (to **smb**)
to tell **smb smth**

If the reporting verb is in the present, the tenses that follow are usually the same as those used in the original statement.

"I've eaten."	➡	He says he has eaten .
"I enjoyed it."	➡	He says he enjoyed it

The reporting verb is often in the present when:

- we are passing on messages:
- reading aloud, reporting:
- reporting what someone often says
- "What does Mother say?" – She **says** you **must** come in now.
- The instructions **say** that you **connect** this plug to the set.
- She's always **telling** me how rich she is.

Indirect Command and Request

We report the imperative with a suitable **verb + for infinitive**. The reporting verb matches the function of the imperative (asking, telling, advising, ordering, etc). The verbs most commonly used to introduce indirect orders and requests are: to tell, to order, to command, to instruct, to advise, to offer, to warn, to remind, to forbid, to allow/permit, to demand, etc. Requests are usually introduced by the verb to ask. More emotional forms are: to beg, to implore (умолять), to urge (настаивать, уговаривать).

Study the Following Chart

DIRECT SPEECH	INDIRECT SPEECH
The mother said to the lazy son, "Wake up!"	The mother <i>told</i> the lazy son to wake up .
Father said to me, "Remember to post these letters."	Father <i>reminded</i> me to post those letters.
I said to Nick, "Shut the door, please."	I <i>asked</i> Nick to shut the door.
Mother said to the children, "Don't ever enter this room."	Mother <i>warned</i> the children not to enter the room.

Indirect Questions

Indirect General Questions

To report a question, we should.

1. Change the word order: the inversion in the direct question changes to statement word order.
2. If necessary, change the tense according to the Rule of the Sequence of Tenses.
3. Use *if/whether* (m) after the verbs ask, inquire, want to know, wonder, not know, did not say/tell me, etc.

DIRECT SPEECH	INDIRECT SPEECH
Ann's mother: "Are you tired?"	Ann's mother <i>asked</i> her if she was tired .
Henry: "Do you like the wine?"	Henry <i>wondered</i> if I liked the wine.
Frank: "Did you buy a new car?"	Frank <i>wanted to know</i> if I had bought a new car.
The policeman: "Have you seen the sign?"	The policeman <i>inquired</i> whether I had seen the sign.
My sister: "Will you go to Italy in summer?"	My sister <i>asked</i> me if I would go to Italy in summer.

Indirect Special Questions

An indirect special question is introduced by the same adverb or pronoun that introduces the direct question (word order and tense changes remain the same).

DIRECT SPEECH	INDIRECT SPEECH
The teacher: "Why haven't you done the home assignment?"	The teacher <i>inquired</i> why the pupils had not done the home assignment.
Ted: "Where do Ron's parents live ?"	Ted <i>wondered</i> where Ron's parents lived .
The grandmother: "Why is the child crying ?"	The grandmother <i>asked</i> why the child was crying
Nina's sister: "Who did you meet at the theatre?"	Nina's sister <i>wanted to know</i> who Nina had met at the theatre.

A direct subject-question has the same word order as the statement.

John **paid** the waiter.



Who **paid** the waiter?

We keep the same word order when we report a subject-question, though if it is necessary, we change the tense.

The policeman asked, "Who left this car here?"

The policeman asked who (had) left that cart here.

The teacher asked, "What made you change your mind?"

The teacher asked what had made me change my mind.

Reporting a Dialogue or a Conversation

When reporting a dialogue, which besides statements, questions and requests abounds with colloquial expressions, clichés, conversational formulae, we do not render the words mechanically. We interpret the meaning of the utterance by using a matching reporting verb (*complain, agree, confess, add, explain, exclaim, express, thank, accuse, grumble*, etc.). Exclamations such as: *Oh! Well! Oh dear!*, etc. are omitted in the reported speech

I'll certainly give you a hand tomorrow evening."	<i>She promised to help me in the evening. She promised that she would help me the following evening</i>
Jane: Oh! I've got a bad headache. Her aunt: Oh dear! Why don't you take a pill?	 <i>Jane complained of a bad headache and her aunt advised her to take a pill.</i>

Verbs Used to Report a Conversation

VERB + INFINITIVE	VERB + smb to do smth	VERB + GERUND	VERB + that clause
<i>agree</i> <i>advise</i> <i>demand</i> <i>decide</i> <i>offer</i> <i>promise</i> <i>refuse</i> <i>threaten</i> <i>would like</i>	<i>allow</i> <i>persuade</i> <i>remind</i> <i>forbid</i> <i>tell</i>	<i>accuse of</i> <i>apologies for</i> <i>complain of/about</i> <i>admit</i> <i>deny</i> <i>forgive for</i> <i>inform of</i> <i>suggest*</i> <i>thank for</i> (see Gerund)	<i>confess</i> <i>point out</i> <i>complain</i> <i>admit</i> <i>deny</i> <i>promise</i> <i>warn</i>
<i>He offered to help us.</i>	<i>He persuaded me to take the offer.</i>	<i>She thanked us for coming.</i>	<i>He admitted that he had taken the paper.</i>

A

Change the direct speech into reported speech .

1. "I am planning to go to Kenya," Sally said.
2. "I take my little sister to school every day," little Anthony said.
3. "You may take my textbook," Nonna said.
4. "They are playing in the gym now," Nick said.
5. "I don't like chocolate," Mary said.
6. "My sister is ready to go" Helen said.
7. "My mother usually goes shopping on Saturday," the girl said.
8. "The birds build their nests among the trees," the teacher said.
9. "I am not married," Jimmy said.
10. "I can't read these books. I don't like them," Petra said.

B

Fill in the gaps with the appropriate forms of the words

1. Ivan said, "My brother went to Irpen."

Ivan said that _____ brother _____ to Irpen.

2. The kids said, "Our mum will come at five."

The kids said that _____ mum _____ at five.

3. Sveta says, "I have never eaten Borsch."

Sveta says that _____ Borsch.

4. Artem says, "We live in Podolsk."

Artem says that _____ in Podolsk.

5. Vova explained, "My sister doesn't drink milk."

Vova explained that _____ sister _____ milk.

6. Marusya said, "I have never been to Gorlovka."

Marusya said that _____ been to Gorlovka.

7. The press secretary said, "The president is coming in three hours."

The press secretary said that the president _____ in three hours.

8. She said, "We will not go to the concert on Saturday."

Pasha said that _____ Zemfira's new song.



Imagine that you met your friend and he told you something as away from school because I was ill.

1. I phoned you many times but you were out.
2. Some of the schoolmates came to see me.
3. I had a cold and stayed in bed.
4. I watched TV.
5. I'll come to school next week.
6. I'll be better I hope.
7. The doctor has given me many pills.

Final test 8



Find the equivalent.

1.step-by-step 2.description 3.enumerable 4.infinite 5.notation 6.equally 7.explicit 8.arbitrary 9.restated 10. relevant to 11. particular 12. carry out 13. operation on 14.capable of 15.be able to 16.specific	a. случайный b. иными словами c. система счисления d. частный, отдельный e. описание f. быть способным на g. работа над h. в равной степени i. конкретный j. перечислимый k. шаг за шагом l. точный m. иметь отношение n. бесконечный o. способный p. выполнять
--	--

B

Rewrite sentences in the Passive voice.

1. They are now building new hospitals in the provinces.
2. Will they publish her new novel next year?
3. They will have completed the new petrol station by winter.
4. The police have just arrested Jimmy on suspicion of murder.
5. They cut the gas off because Mr. and Mrs. Green hadn't paid their bill.
6. They will open a new hotel next week.
7. Our managers discuss important matters every Tuesday.
8. The government closed the plant last year.

C

Change the direct speech into reported speech .

1. My mother said to me, "Put on your coat!"
2. My friend said to us, "Don't come today."
3. He said to Mary, "Don't forget to send me an e-mail."
4. Karrie said to me, "Call me tomorrow."
5. She said to me, "Don't shout at me!"

Unit 9. Operators and expressions

Vocabulary notes

addition – сложение
ubtraction – вычитание
avoid – избегать
denote – обозначать
asterisk – звездочка
slash – слеш
exception – исключение
parentheses – круглые скобки
expression – выражение
absence – отсутствие

Useful language

slightly – слегка
confusion – путаница
modulus – модуль
well-known – известный
interpret – интерпретировать
order – порядок
refer to – ссылаться на
either ... or ... – или...или
decision – решение
various – различный

Arithmetic Operations

```
a = 2 + 5  
(a equals 7)
```

```
b = 4 - 3  
(b equals 1)
```

The simple operations like additions and subtraction are exactly the same as in common math.

For operations like multiplication and division, the operators are slightly different than standard mathematics, to avoid confusion with

other symbols. Multiplication is denoted by an asterisk (*), division by a slash (/), and modulus by a percent sign (%).

While some rare languages may use different symbols for some operations (e.g. BASIC uses the key-word MOD), these symbols are the most well-known.

Most popular programming languages interpret arithmetic operators in the same way they are interpreted mathematically (notable exceptions being Smalltalk and APL). Often, the order can be explicitly set using parentheses, as well.

```
m = 3 * 5  
(m equals 15)
```

```
d = 20 / 5  
(d equals 4)
```

```
r = 16 % 3  
(r equals 1, since 16 / 3 = 5 with remainder of 1.)
```

```
x = 1 + 2 * 3  
(x equals 7)
```

```
x = 1 + (2 * 3)  
(the same as above, but using parentheses)
```

```
x = (1 + 2) * 3  
(x equals 9, since 1 + 2 is performed before the multiplication by 3)
```

Boolean Expressions

Boolean refers to expressions that can take either a "true" or a "false" value. Since computers are electrical in nature, true usually takes on the value of flowing current, or the numeric value 1, while false is the absence of current, denoted as a 0.

Logic table				
Input A	Input B	AND result	OR result	XOR result
0	0	0	0	0
1	0	0	1	1
0	1	0	1	1
1	1	1	1	0

The following table illustrates how the values can be combined to achieve results.

In an AND expression, both expressions must be true for the evaluation to be true, while in an OR expression either or both values being true will cause the evaluation to be true. XOR means "exclusive OR", it will be true only if one OR the other, but NOT both are true.

A

Answer the questions

1. Are the simple operations like additions and subtraction exactly the same as in common math?
2. Are the simple operations like multiplication and division exactly the same as in common math?
3. What value Boolean expressions refer to?
4. What numeric value does "true" have?
5. What numeric value does "false" have?

B

True or false?

1. The simple operations like additions and subtraction are exactly the same as in common math.
2. For operations like multiplication and division, the operators are the same as in standard mathematics.
3. Most popular programming languages interpret arithmetic operators in the same way they are interpreted mathematically.
4. Boolean refers to expressions that can take either a "true" or a "false" value.
5. Since computers are electrical in nature, true usually takes on the value of flowing current, or the numeric value 1, while false is the absence of current, denoted as a 0.

C

Discussion points. What role do the operations play in computer science. What are they?

Modal verbs

Definition

Modal verbs are used to show the speaker's attitude towards the action. We use them with other verbs. There are 10 modals: **can, may, must, shall, should, will, would, ought to, need, dare**. Modal verbs are not "complete" verbs. They are called defective because they lack (except *dare* and *need*) compound tenses, the passive voice, the verbal and have some other peculiarities

1. We cannot use them as to-infinitives: to go, to speak.
2. We do not use the to-infinitives after modals.
 - You **mustn't** **phone** now. It's late.
3. There is no -(e)s in the 3rd person singular.
 - The boss **can see** you now.

In their first use modal verbs have basic meanings which are given in dictionaries.

can/could – ability

I **can** lift 25 kg /I **can** type.

may/might – permission

You **may** leave early.

shall/will/would – prediction

It **will** rain soon.

should/ought to – duty

You **should/ought to** help the old.

must – total obligation

You **must** be quiet.

needn't – no obligation

You **needn't** wait.

The second use of modal verbs is to express degrees of certainty or uncertainty.

QUESTIONS AND NEGATIVES

Can you play chess?

Must I go there now?

You **shouldn't** miss your classes.

THE CONTRACTED FORMS

can't [ka:nt] needn't [ni:dnt]

oughtn't [o:tnt] mustn't [mAsnt]

couldn't [kudnt] shouldn't [fudnt]

mayn't [meint]

Can

Forms and Meanings

MODAL VERB	PRESENT		PAST		FUTURE
Equivalent					
can to be able to...	can am is are	able to...	could was were	able to...	— will be able to...

In Its First Meaning Can Expresses:

Mental, physical, circumstantial ability	Can you lift this box? He can solve the most difficult problems. They can get there by bus.
Permission <i>Можете + инф.</i>	You can go now. You can play with the boys here.
Request	Can you get me a glass of water? (informal, we know the person very well) Could you get me a glass of water? (more polite, more formal, used in more distant relationships)
Prohibition <i>Нельзя + инф.</i>	You can't cross the street here.

NOTES:

1. We use could/couldn't to describe "general ability" in the past:

- I **could run** very fast when I was a boy.
- I **could read** when I was 5.

BUT if we mean that someone managed to do something in the particular situation, you have to use:

was/were able to do smth (not *could*)

- The fire spread throughout the building very quickly but everyone was able to escape. (= managed to escape)
- They didn't want to come with us at first but in the end we were able (= managed) to persuade them.

was/were able to - managed («смог», «удалось»)

The negative *couldn't* is possible in all situations:

- My grandfather **couldn't swim**.
- We tried hard but we **couldn't persuade** them.

2. We use *could (do)* in a number of ways:

a) it is a past of *can (do)*, expressing general ability in the past:

- My grandfather **could speak** five languages.

b) sometimes we use *could* to speak about possible future actions. In this case it has a present or future meaning:

- What **shall** we **do** this evening?

We **could go** to the cinema.

Мы *могли бы* пойти в кино.

- When you go to New York, you **could stay** with Linda.

...могла бы остаться у Линды.

In this meaning the past of *could (do)* is *could have (done)*. We use *could have (done)* to say that we had the ability or opportunity to do something but did not do it.

- We didn't go out last night. We **could have gone** to the cinema but we decided to stay at home.
...могли бы пойти в кино, но решили остаться дома.
- Why did you stay at a hotel in New York? You **could have stayed** with Linda.

May

Forms and Meanings

MODAL VERB	PRESENT		PAST		FUTURE
Equivalent					
may	may		might		—
to be allowed to...	am	allowed to...	was	allowed to...	will be allowed to...
	is		were		
	are				

We Use May/Might

to ask permission / give permission (<i>можно</i>)	May I borrow your umbrella, please? You may see the garden if you like.
to talk about possible happenings in the future (<i>возможно, может быть</i>)	I'm not sure where to go for my holiday. I may go to Italy. (= perhaps <i>I will go</i>) The weather forecast is not very good. It might rain this afternoon. (= perhaps <i>it will rain</i>)
to talk about possible plans (<i>могу, возможно</i>)	I am going to Italy in July. (for sure) I may/might go to Italy in July. (it is possible)
reproach (only might) (<i>мог бы</i>)	You are becoming forgetful. You might have reminded me about it.

NOTES:

1. We also use *can/could* to ask or refuse permission.

Can is the commonest and most informal:

- You're visiting your friend and want to make some coffee.
You say: **Can I make** myself a cup of coffee?

Could is more polite than *can*:

- **Could I make** a phone call, please?

2. Permission/prohibition in other tenses than the Present or Future.

May is not a "complete verb", so we use *to be allowed/to be permitted* to make up for the missing tenses:

- The children **were allowed** to watch TV last night.

- He **has** just **been allowed** to go home after 3 hours at the police station.
 - His doctor **hadn't allowed** him to take any exercises in the year before he died.
3. We refer to "some other authority" that gives/refuses permission like this:
- You **are allowed to/not allowed to**
 - You **are permitted to/not permitted to** smoke here
 - You **mustn't/you are forbidden to**

We can ask for permission like this:

- **Can/could/may/might** I borrow your umbrella?

Must

Forms and Meanings

MODAL VERB	PRESENT		PAST		FUTURE
Equivalent					
must	must		—		—
have to...	have has	to...	had to...		will have to...
be to...	am is are	to...	was were	to...	—

Must Expresses

obligation, necessity (= <i>have to...</i>)(<i>должен</i>)	Well, it's 10 o'clock, I must/have to go now.
a command, an urgent request (<i>побудительное предложение</i>)	You must leave the room at once. – <i>Немедленно выйдите из комнаты.</i>
prohibition (<i>нельзя, запрещается</i>)	You mustn't speak to a prisoner in a foreign language.

To Have To Expresses

obligation or necessity arising out of circumstance (<i>должен-приходится, вынужден</i>)	I have to get up at 6 every day. My working day begins at 8. Last night Den suddenly became ill. We had to call the doctor
--	---

To Be To Expresses

an agreement or arrangement, part of a plan (<i>должен</i>)	We were to meet at the entrance to the theatre at 8:45. They are to go to Spain in July.
a strict order/prohibition (<i>побудительное предложение</i>)	You are to go straight to your room. – <i>Сейчас же иди в свою комнату.</i> You are not to get your feet wet. – <i>Не смей мочить ноги.</i>
something thought as unavoidable (<i>предстоит, суждено</i>)	Sally wanted Morris to be friendly with her but evidently it was not to be . He went about thinking of his life and what was to become of him.

A

Choose the modal verb which, from your point of view, suits the situation better

1. The cake (must, can, is) be almost ready now. – Are you sure? – Yes, practically.
2. You (must, have to, should) put sausage, cucumber, onion, potatoes, eggs and sour cream to make the Russian salad tasty.
3. (can, may, should) you have failed to put sugar and vinegar in the biscuit again? How (can, are able to, may) you be so careless?
4. You (may, can, have to) take the fork, knife and plate. I don't need it any more.
5. The beefsteak (can't, mustn't, shouldn't) be so raw and un tasty. I've cooked it properly!
6. (Should, shall, ought to) I buy a loaf of bread or some curds?

B

There is a mistake in each sentence. Correct the mistakes

1. Actors may learn a lot of dialogues by heart.
2. Your glass is empty. Must I refill it?
3. Would I introduce Mr. Brown to you?
4. My sister can to play a few musical instruments.
5. Some years ago I didn't can speak English.

C

Translate into English

1. Вы должны бросить курить.
2. Вечеринка была замечательная. Вам следовало прийти.
3. Ты можешь решить эту проблему.
4. Тебе следует навестить своего больного друга.
5. Тебе следовало навестить своего больного друга, но ты не навеситил.
6. Не хотите еще чая?
7. Я вынужден был сделать это.
8. Я не знаю, почему мы спешили. Нам не нужно было спешить.
9. Я бы хотел пойти с тобой.

Final test 9

A

Find the equivalent.

- | | |
|----------------|-------------------|
| 1. addition | a. избегать |
| 2. subtraction | b. слегка |
| 3. avoid | c. круглые скобки |
| 4. denote | d. путаница |
| 5. asterisk | e. сложение |
| 6. exception | f. известный |
| 7. slash | g. толковать |
| 8. expression | h. порядок |
| 9. absence | i. исключение |
| 10. slightly | j. выражение |
| 11. confusion | k. слеш |
| 12. modulus | l. вычитание |
| 13. well-known | m. ссылаться на |
| 14. interpret | n. отсутствие |
| 15. order | o. модуль |
| 16. refer to | p. звездочка |

B

Open the brackets and choose the appropriate modal verb.

1. He ... (can't/couldn't) open the window as it was stuck.
2. Interpreters ... (may/must) translate without dictionaries.
3. ... (Can/May) I use your bike for today?
4. ... (May/Could) you give me the recipe for this cake?
5. I hardly ever see Jane, she ... (may/might) have moved to Africa.
6. Take an umbrella. It ... (may/can) rain.
7. You ... (could/should) stop smoking. You know you ... (cannot/must not) buy health.
8. You ... (may/must) finish the article as soon as possible.
9. Liz doesn't ... (ought to/have to) keep to a diet anymore.
10. Lara ... (can/might) get a play station for her birthday.

C

Make the sentences.

1. the party / Linda / to / come / might / tonight.
2. round / work / have to / farmers / the year / all.
3. you / not / hospital / noise / must / make / in.
4. the light / I / switch / may / on ?
5. your / look / could / passport / I / at ?
6. my / cook / can / quite / wife / well.
7. catch / last / able to / we / were / train / the.
8. not / jeans / you / must / wear / to / school.
9. didn't / you / drink / have to / much / yesterday / so.
10. ought to / bill / Robert / the electricity / pay / today.

B

Open the brackets and choose the appropriate modal verb.

1. He ... (can't/couldn't) open the window as it was stuck.
2. Interpreters ... (may/must) translate without dictionaries.
3. ... (Can/May) I use me your bike for today?
4. ... (May/Could) you give me the recipe for this cake?
5. I hardly ever see Jane, she ... (may/might) have moved to Africa.
6. Take an umbrella. It ... (may/can) rain.
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C

Make the sentences.

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8. not / jeans / you / must / wear / to / school.
9. didn't / you / drink / have to / much / yesterday / so.
10. ought to / bill / Robert / the electricity / pay / today.

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