

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
NATIONAL TECHNICAL UNIVERSITY OF UKRAINE  
“IGOR SIKORSKY KYIV POLYTECHNIC INSTITUTE”

# **ENGLISH FOR SPECIFIC ACADEMIC PURPOSES: ICT CLASSROOM PRACTICAL COURSE OF ENGLISH I**



*Recommended by Igor Sikorsky Kyiv Polytechnic Institute Methodological Council  
as a study e-book for the bachelor's degree first-year students  
of the field of study 12 "Information technology", specialty 126 «Information systems  
and technologies»*

Kyiv

Igor Sikorsky Kyiv Polytechnic Institute

2021

English for specific academic purposes: ICT classroom [Electronic resource]: study e-book for the bachelor's degree first-year students of specialty 126 «Information systems and technologies» / Igor Sikorsky Kyiv Polytechnic Institute; comp. O.I. Bondarenko, I.V. Boyko, O.O. Serheieva, M.A. Tyshchenko. – Electronic text data (1 file: 15 MB). – Kyiv: Igor Sikorsky Kyiv Polytechnic Institute, 2021. – 203 p.

*Approved by Igor Sikorsky Kyiv Polytechnic Institute Methodological Council  
(protocol № 3 dated 27.01.2022)  
after submission of Scientific Council of the Faculty of Linguistics  
(protocol № 5 dated 28.12.2021)*

The Study Electronic Book  
English for specific academic purposes:  
ICT classroom

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**ABSTRACT.** This study e-book is recommended for the first-year students of the Faculty of Informatics and Computer Science, Igor Sikorsky Kyiv Polytechnic Institute. The main goal of the publication is to integrate four English skills (speaking, listening, reading, writing), as well as develop and improve translation skills. The book consists of nine units and nine appendixes which comprise authentic professional themes for teaching future specialists in the field of information technology. This book meets the requirements of the syllabus “Practical course of English I” within the discipline “Foreign language”.

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## **PREFACE**

The study e-book is recommended for the bachelor's degree first-year English language classroom work as well as for the students' self-study activities at the Faculty of Informatics and Computer Science, the field of study 12 "Information technology", specialty 126 "Information systems and technologies", Igor Sikorsky Kyiv Polytechnic Institute.

The study e-book "English for specific academic purposes: ICT classroom" consists of nine units with 45 hours of teaching material (36 hours of classroom study and 9 hours of self-study activities), grammar reference, and nine appendixes. Each unit includes: lead-in, listening, reading, language in use, grammar, vocabulary, translation, speaking, writing tasks and up-to-date authentic texts to develop all language skills.

The study e-book "English for specific academic purposes: ICT classroom" is aimed at helping students improve their competence by integrating all communicative skills: speaking, reading, listening, and writing.

The information-rich cognitive material is organised in the way that students will learn more effectively if they are actively and personally involved both in the classroom and out-of-class activities.

The authentic materials for units are up-to-date and include different printed and electronic sources, so the list of references is presented. While developing the material we have shared a lot of experience with students, colleagues and friends. We would like to express our thanks to them all for their participation, suggestions and comments, and hope that you will also share that pleasure we had working on the course. Any suggestions towards improvement of the course will be thankfully acknowledged.

We hope that this book will be practical and motivating for your students.

Please, email your feedback and questions to:

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## UNIT 1. LIVING IN A DIGITAL AGE



<https://cutt.ly/Sm5oR4K>

### 1. LEAD-IN

**1.1.** How are computers used in the following spheres? Make up a list. Pay attention to Useful language to help you. Share your ideas with the rest of your group:



<https://cutt.ly/mm5uWa1>



<https://cutt.ly/Xm5uPYL>



<https://cutt.ly/gm5u4Ox>



<https://cutt.ly/Vm5io0L>



<https://cutt.ly/cm5iljy>



<https://cutt.ly/Cm5iKCD>

**USEFUL LANGUAGE:**

- **Computers are used...**
- **A PC can be used...**
- **People use computers...**

**1.2. Determine advantages and disadvantages of the digital age**

**1.3. Match the following words with the appropriate definitions:**

1. press	a. the possibility that something negative could happen
2. brand new	b. to do or use something that other people copy
3. risk	c. recently introduced
3. trend	d. radio, television, the Internet etc.
5. media	c. magazines, newspapers etc.

**1.4. In pairs, complete this chart with advantages and disadvantages of reading online. Add your own ideas to the list. Present your ideas to the rest of the class:**

- There are many books free online.
- There are a lot of ads online.
- You can carry thousands of books in your tablet.
- You can delete your books accidentally.
- Digital devices can damage your eyes.
- Your e-books don't get out of date.

Advantages	Disadvantages	Your comments

## 2. LISTENING

**2.1. Work in teams (3-4 students). Discuss the reasons and risks of technology addiction**

**2.2. You will watch the video about technology addiction. Before you watch, brainstorm and complete the chart. Try to predict what the video will be about**

Your ideas	
1	
2	
3	
4	
5	

**2.3. Match the words with the definitions:**

Term	Definition
1. daily	a. a portable computing device such as a smartphone or tablet computer
2. a relationship	b. to reply
4. to respond	c. a low humming or murmuring sound
5. addicted	d. enjoying a certain activity a lot and spending as much time as possible doing it
6. a mobile device	e. a way in which two or more people behave towards each other
7. a buzz	f. every day

**2.4. Watch the video and compare your answers in Task 2.2 with your groupmates:**

Link	QR code
------	---------



<https://www.youtube.com/watch?v=J95DS4PdQZQ>



**2.5. How often do you check your phone? How much is too much? Watch the video again and identify whether the following statements are true or false**

1. Alejandra is fourteen.	<b>True</b>	<b>False</b>
2. She checks her phone in the morning.	<b>True</b>	<b>False</b>
3. She gets depressed checking her phone.	<b>True</b>	<b>False</b>
4. When she hears a buzz it makes her feel like she has friends.	<b>True</b>	<b>False</b>
5. Alejandra's mother has rules about Alejandra using her phone.	<b>True</b>	<b>False</b>
6. Alejandra thinks she has checked her phone under control.	<b>True</b>	<b>False</b>

**2.6. Fill in the gaps with the correct number from the box. Then pronounce the numbers**

*eighty - five per cent*  
*seventy – eight per cent*  
*one in three*  
*three – quarters*  
*one in two*

1. ... of teens check their mobile devices at least hourly.
2. Almost ... feel the need to immediately respond to messages.

3. And ... feel like they are addicted.
4. ... of parents feel their teens' device use has not harmed their relationship.
5. Yet ... teens argue with their parents daily about it.

### **2.7. Write down the words from the exercise 2.6 in numbers**

### **2.8. Work in small groups and find out:**

**How often do you check your phone?**

**Do you think phone addiction is a serious problem?**

Retrieved from <https://cutt.ly/om5a79U>

## **3. READING**

**3.1. Every time you do anything on the Internet you leave a trail behind you, in the same way you leave a footprint when you walk on sand or mud. Do you know how you should take care of your digital footprint? Here are some tips. Read the text and match the words with similar meanings and write a–h next to the numbers 1–8:**

- |                    |                |
|--------------------|----------------|
| 1..... suitable    | a. a track     |
| 2..... a trail     | b. to show     |
| 3..... details     | c. to leave    |
| 4..... to abandon  | d. complicated |
| 5..... to reveal   | e. a purpose   |
| 6..... a function  | f. information |
| 7..... complex     | g. an employer |
| 8..... a recruiter | h. appropriate |

## YOUR DIGITAL FOOTPRINT



Retrieved from <https://cutt.ly/rQWw0uY>

Every time you go online you leave a trail. This is just like a real footprint. It reveals where you've been, how long you stayed and what you've been doing there. Every time you register for an online service, send an email, download a video or upload a photo, the information can be accessed and your digital footprint can be revealed. This shouldn't necessarily be worrying but it is advisable to be aware of your digital footprint and to be cautious and sensible when you are online.

Six top tips for taking care of your digital footprint:

1. Don't forget to log off when you leave a website, especially if you are using a shared computer. If you don't, someone can easily pretend to be you!
2. Don't tell anyone your passwords and don't write them down in an obvious place.
3. Make them more complex by using a combination of letters, numbers and punctuation marks.

4. Tell an adult if you come across anything online that makes you upset, anxious or concerned. There are ways to report inappropriate or abusive content and in most cases web managers respond rapidly.

5. Remember your favourite websites by using the history button and the bookmark function on your computer or mobile device. This is a way that your digital footprint can work in your favour, but remember to clear your browser history regularly.

6. If you want to post comments online, you don't have to use your own name. Invent a nickname to use instead. You can also use a picture instead of a real photo. Protect your identity online. Be careful about who you share personal information with and always think twice before sharing details like your email, home address, school or phone number with someone.

#### Think about the future

All kinds of people are interested in your digital footprint. It's now quite common for colleges, universities and employers to check out the online profiles of possible candidates as part of their application process. There are cases of people having missed out on jobs and places in college because their digital footprint didn't impress the recruiters. So, remember: keep safe, don't put too much personal information online and always think carefully before you post something. Ask yourself, 'Would I be happy for absolutely everyone to see this?'

Retrieved from <https://cutt.ly/rQWw0uY>

### **3.2. Choose the correct option to complete the sentences:**

*1. When you go online, you ...*

- a. can choose what information is recorded about you.
- b. leave a trail showing where you've been and what you've been doing.
- c. send information to recruiters.

*2. If people search for information about you, they can find your ...*

- a. bookmarked websites.
- b. passwords.
- c. digital footprint.

*3. Someone could pretend to be you if you don't log off when ...*

- a. abandoning a site.
- b. posting a comment.
- c. sharing a photo.

*4. You should make your passwords difficult to guess by ...*

- a. using all capital letters.
- b. making them complex.
- c. including a symbol.

*5. If a user reports inappropriate content, ...*

- a. web managers usually react immediately.
- b. recruiters often respond.
- c. other users want to read what they have said.

*6. You should report abusive remarks on the Internet ...*

- a. if you think they are really serious.
- b. in all cases.
- c. if you can find the contact and have time.

*7. To remember your favourite websites, you can use the ...*

- a. browser.

- b. bookmark function.
- c. mobile device.

8. *Think carefully before ...*

- a. sharing your favourite website online.
- b. sharing your comments online.
- c. sharing personal information online.

### 3.3. Write the tips in the correct group. Add your own tips:

write your password in a place where you can find it easily.	use a picture instead of a photo of yourself.	use the history button to find a favourite website.	forget to erase your browser history.
keep quiet about inappropriate content that you come across.	use punctuation marks in your password.	log off when you leave a website.	use your name when you post comments online.

DO	DON'T	YOUR OWN TIPS

Retrieved from <https://cutt.ly/Xm5shTl>

## 4. LANGUAGE IN USE

4.1. The following exercises will help you to learn the words for technology. Write the correct words next to the pictures:

*laptop, Wi-Fi, computer, touchscreen, game,*

*text message, email, mouse, mobile, keyboard, website, screen*

1.		
2.		
3.		
4.		
5.		
6.		

<p>7.</p> 	
<p>8.</p> 	
<p>9.</p> 	
<p>10.</p> 	
<p>11.</p> 	
<p>12.</p> 	

Retrieved from: <https://cutt.ly/TYdZ6FO>



**4.2. Match the words with the correct definitions and write a–j next to the numbers 1–10:**

1. .... An electronic machine. You use it for going on the internet, storing information and playing games.
2. .... An electronic letter.
3. .... You can play this on the computer for fun.
4. .... You use this to write on a computer. It has letters or characters on.
5. .... A computer that you can travel with.
6. .... Your personal telephone.
7. .... You use this to move and click on a computer.
8. .... The part of your computer where you see the pictures or words.
9. .... Google, YouTube and Wikipedia are types of ...
10. .... Internet connection without wires or cables.

- a. laptop
- b. game
- c. keyboard
- d. mobile
- e. email
- f. screen
- g. computer
- h. website
- i. Wi-Fi
- j. mouse

**4.3. Discuss the devices and technologies mentioned above you use the most**

Retrieved from <https://cutt.ly/km5EHx9>

**4.4. Here is the list of terms and their definitions. Give equivalents of the English words in your native language:**

Word	Definition	Word's equivalent in Ukrainian
Algorithm	In today's digital world, an algorithm is a sequence of instructions, automatically executed by a computer. Algorithms are now synonymous with machine intelligence as opposed to human intelligence, and are being used in all fields – from search-engine queries to financial markets and user-recommended information selection.	
Confirmation bias	The tendency to favour information which reinforces our beliefs, while ignoring or underestimating the beliefs that contradict them.	
Filter bubble	The concept was defined by American internet activist Eli Pariser(link is external), chief executive of Upworthy(link is external), a website for “meaningful” viral content, and co-founder of Avaaz.org(link is external), the internet activism site. According to him, the algorithms of social networks filter information – by analyzing users' ‘likes’ and ‘shares’ – and provide personalized content corresponding to these preferences. This eventually confines users to a “bubble” of social and political opinions.	
Alternative	A term to denote a gross untruth, or falsehood.	

fact		
Fake news	Information which is false and rigged with the intent to harm.	
Hoax	A deceptive message broadcast via email and the internet. These could be in the form of rumours, alarmist news or false premises to solicit donations.	
Post-truth	The adjective is defined as relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief.	
Virality	The rapid circulation of information – true or false – via the internet and social networks.	

Retrieved from <https://cutt.ly/fQQ5BT8>

**4.5 Find synonyms for the words in exercise 4.4. Use a dictionary if necessary. Make up as many sentences as you can. Make a peer-to-peer check on your groupmate's task**

Retrieved from <https://cutt.ly/1m5E02T>

## 5. GRAMMAR

**5.1. Match numbers with letters to create collocations. Use Grammar Reference if necessary:**

- |                      |                    |
|----------------------|--------------------|
| 1. high – definition | a. Internet radio  |
| 2. read and write    | b. disc            |
| 3. play              | c. video and music |
| 4. tune in to        | d. television      |

- |               |                         |
|---------------|-------------------------|
| 5. broadband  | e. data                 |
| 6. optical    | f. your favourite sites |
| 7. browse     | g. compatible           |
| 8. fully back | h. access               |

**5.2. Read the statements written by computer users and complete them with suitable words:**

*CDs, onto, into, instant, install, freely, stream, real, outgoing*

1. "I have a program that monitors both incoming and ... mail and also blocks spam."
2. "With the webcam you can add video to online chats and ... messaging. Simply ... the software indeed, plug the webcam ... your PC and start having video conference."
3. "This software enables you to burn ... and DVDs containing any data files."
4. "I use a media player to ... audio and video files from the Web; I can play them directly."
5. "Microsoft Teams allows us to perform video conferencing in ... time without any delay."
6. "We have decided to make the material ... available on the Web."
7. "I often log ... my Internet bank account to make payment; I never forget to log off."

## **6. TRANSLATION**

### **6.1. Skim the text:**

#### **Are you addicted to your mobile?**

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

And disadvantages are evident. A growing number of people suffering from the stress and frustration generated by 24/7 connectivity are turning to what's known as

Digital Detox. It's all about "limiting the invasion of mobile phones, tablets and other connected devices into your daily life."

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

Hyper connection is the disease of the 21<sup>st</sup> century, especially in developed countries. It can affect anyone and the consequences, according to some health experts, are burn – out or depression. It's estimated that on average, an adult checks his/her smartphone more than 200 times a day and receives more than 50 e – mails. Nearly 8 out of 10 people use their smartphone right up until bedtime.

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

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

Retrieved from <https://cutt.ly/bQWeU4C>

**6.2. Find the following sentences in English in the text “Are you addicted to your mobile?”**

1. Ми постійно знаходимося в напрузі, що і викликає у нас емоції.
2. Недоліки очевидні.
3. Я снідаю, слухаючи музику на Спотіфай.
4. Безсумнівно, бути на зв'язку весь час має позитивні і негативні сторони.
5. Постійне використання телефону – хвороба століття, особливо в розвинених країнах.
6. Смартфони і Інтернет є як би джерелом щастя, яке знаходиться в нашій кишені.
7. ... обмеження вторгнення мобільних телефонів, планшетів та інших пристроїв зв'язку в наше повсякденне життя.
8. Програми можуть бути представлені в різній формі і мета кожної програми звернути увагу і енергію на продуктивну і приємну діяльність, і знову знайти задоволення в реальному житті.

### **6.3. Skim the text:**

#### **Slaves to your smartphones?**

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

It also detailed the so – called Google effect, the study from cybersecurity firm Kaspersky found that 36% of those surveyed in the EU used search engines rather than recall to find out the answer to a question. Researchers confirmed that not memorizing facts contributed to what they call “digital amnesia”. Dr. Maria Wimber said that it

could prevent the built – up of long – term memories meaning we could merely process information on a “moment to moment basis.”

Retrieved from <https://cutt.ly/lQWexqz>

#### **6.4. Find English equivalents for the following phrases in the text “Slaves to your smartphones?”**

- здатність запам’ятати;
- руйнувати здатність;
- важлива інформація;
- обробляти інформацію;
- інформація зберігається онлайн;
- згадати телефонний номер;
- так званий Google ефект.

Retrieved from <https://cutt.ly/Lm5Schv>

## **7. SPEAKING**

### **7.1. Group work.**

**a) Estimate how much time you spend each day interacting with others and in your communities online. Write the information down in your exercise books. Use the questions below to help you:**

1. What gadgets do you most often use when interacting with others online?
2. How long do you interact with others using your mobile, your laptop, your tablet?
3. Do you participate in any online social communities? What are they?
4. What social media platforms for online communication do you use?

**b) Work in groups of three. Interview your groupmates and estimate how much time they spend each day interacting with others and in their communities online. Write the information down in your exercise books. Use questions in a) to help you.**

- c) Compare the information that you have got.
- d) Make a small report about differences and similarities of online interacting between you and your groupmates.
- e) Swap the groups and share your reports with other groupmates.

**7.2.** Make a presentation on various communities you belong to and participate in, for example: social media (Facebook, Instagram, Twitter, Snap Chat, etc.), blogs, web memberships, online chat rooms, or gaming communities, families, speaking clubs, sports teams, neighborhoods, churches. Follow the questions below:

1. What roles do you play within these communities?
2. What are your expectations within these various communities?
3. How do different online communities share their policies with their members?

Retrieved from <https://cutt.ly/bm5TI0L>

## **8. WRITING**

**8.1.** Write an essay on the topic: “The advantages and disadvantages of teleworking” (120 words). See APPENDIX 2

**8.2.** You are going to participate in an international student conference. Write a post on the topic: “Modern trends in the field of Information technology”



## UNIT 2. COMPUTER ESSENTIALS

### 1. LEAD-IN

#### 1.1. Work in groups of three

- Find out what computerized devices your group mates use.
- Ask your group mates if they are satisfied with the functions those computerized devices provide.
- Ask your group mates what type of computer they would like to have and why.

#### 1.2. Give names to the pictures. Choose from those given in the box

wearables e-readers TVs tablet computers smart phones game consoles



<https://cutt.ly/6m7S4DX>



<https://cutt.ly/6m7Dtns>



<https://cutt.ly/nm7DSCS>



<https://cutt.ly/pQQ6Uwz>

### 1.3. Work in pairs. Match the descriptions (1-4) to the devices (a-d) in ex. 1.2

Many of today's electronics are basically specialized computers, though we don't always think of them that way. Here are a few common examples.


1. These devices can do a lot of things computers can do, including browsing the Internet and playing games.
2. This technology is a general term for a group of devices—including fitness trackers and smart watches—that are designed to be worn throughout the day.
3. This is a specialized type of computer that is used for playing video games on your TV.
4. These devices now include applications—or apps—that let you access various types of online content. For example, you can stream video from the Internet directly onto your TV.

## 2. LISTENING

**2.1. You will watch a video about different types of computers. Before you watch, brainstorm and tick those devices you think the video will be about**

➤ microwave <input type="checkbox"/>	➤ server <input type="checkbox"/>
➤ smart watch <input type="checkbox"/>	➤ supercomputer <input type="checkbox"/>
➤ fitness tracker <input type="checkbox"/>	➤ laptop <input type="checkbox"/>
➤ desktop computer <input type="checkbox"/>	➤ washing machine <input type="checkbox"/>
➤ refrigerator <input type="checkbox"/>	➤ smart phones <input type="checkbox"/>
➤ TV <input type="checkbox"/>	➤ game console <input type="checkbox"/>
➤ tablet <input type="checkbox"/>	

**2.2. Watch the video and say which of the devices from the previous exercise the speaker mentioned**

Link	QR code
<a href="https://www.youtube.com/watch?v=Cu3R5it4cQs">https://www.youtube.com/watch?v=Cu3R5it4cQs</a>	

**2.3. Work in groups. Watch the video the second time and answer the questions**

1. What is a computer?
2. What is hardware?
3. What is software?
4. What operating systems do most computers, Macintosh computers and smart phones use?
5. What does a server do?

**2.4. Summarize the information about different types of computers**

### **3. READING**

**3.1. Make sure you know the pronunciation and meaning of the following words:**

*manipulate, retrieve, structure, encompass, circuit, wafer, switch, arithmetic, control, sequence, process, cache, temporarily*

**3.2. Skim the text to find the abbreviations below, and decode them**

1. CPU –
2. RAM –

- 3. I/O –
- 4. IC –
- 5. UPS –
- 6. ALU –
- 7. VRAM –

## COMPUTER ESSENTIALS

A **computer** is an electronic device that manipulates information, or data. It has the ability to store, retrieve, and process data. There are two things all computers have in common: hardware and software. **Hardware** is any part of your computer that has a physical structure, such as the keyboard or mouse. It also includes all of the computer's internal and external parts. **Software** is any set of instructions that tells the hardware what to do and how to do it. Examples of software include web browsers, games, and word processors.



<https://cutt.ly/Pm7SRb3>

### Computer hardware

The physical elements of a computer, its hardware, are generally divided into the **central processing unit** (CPU), **main memory** (or random-access memory, RAM), and **peripherals** which are usually attached to the computer. Peripherals encompass storage media (magnetic *e.g. hard drive*, optical *e.g. CD/DVD*, flash memory *e.g. USB drive*) and all sorts of input and output (I/O) devices: keyboard, display monitor, printer, disk drives, network connections, scanners, and more. The CPU and RAM are integrated

circuits (ICs)—small silicon wafers, or chips, that contain thousands or millions of transistors that function as electrical switches. An essential part of a computer system is **UPS** (Uninterruptable Power Supply), which is used to keep the computer equipment safe when there is a loss or significant reduction in the primary power source.

The **CPU** provides the circuits that implement the computer's instruction set—its machine language. It is composed of an arithmetic-logic unit (ALU) and control circuits. The ALU carries out basic arithmetic and logic operations, and the control section determines the sequence of operations, including branch instructions that transfer control from one part of a program to another. The main memory (a collection of RAM chips) holds the instructions and data which are being processed by the CPU. In addition to main memory, computers generally have special video memory (VRAM) to hold graphical images, called bitmaps, for the computer display. Although the main memory was once considered part of the CPU, today it is regarded as separate. The boundaries shift, however, and CPU chips now also contain some high-speed cache memory where data and instructions are temporarily stored for fast access.

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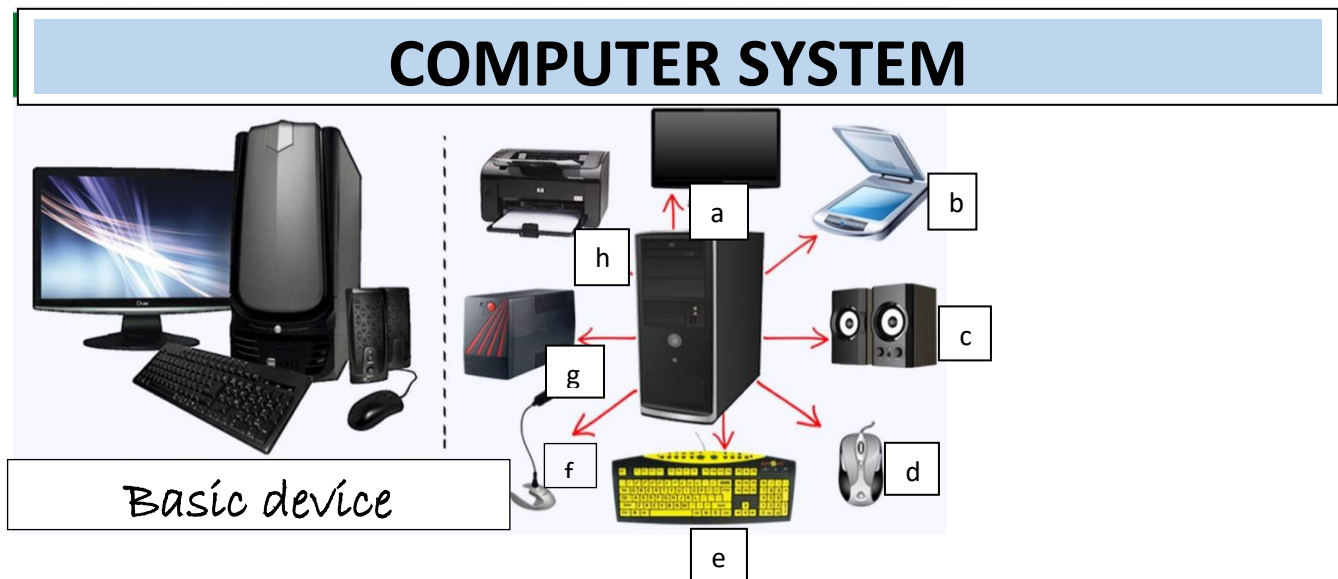
### 3.3. Scan the text and match the words on the left with their definitions on the right

Term	Definition
1. A computer	a. holds the instructions and data being processed by the CPU.
2. Hardware	b. provides the circuits that implement the computer's instruction set.
3. Software	c. is an electronic device that manipulates information, or data.
4. The CPU	d. is any set of instructions that tells the hardware what to do and how to do it.
5. The main memory	e. encompasses all sorts of input and output (I/O) devices.
6. Peripherals	f. is any part of your computer that has a physical structure.

### 3.4. Read the text and find the answers to the following questions

1. What are the two things that all computers have in common?
2. What are the components of computer hardware?
3. How are peripherals classified?
4. What is the CPU composed of?
5. What's the function of the main memory?
6. What's the function of the video memory (VRAM)?

### 3.5. Look at the picture and label the parts of the computer system



## 4. LANGUAGE IN USE

**4.1. Match the words on the left with the words on the right to make collocations (see Grammar Reference). Scan the text “Computer essentials” if necessary**

1. electronic	a. structure
2. integrated	b. operations
3. physical	c. reduction
4. internal	d. devices
5. network	e. parts

6. significant	f. circuit
7. arithmetic	g. images
8. graphical	h. connections

#### 4.2. Complete the sentences below with the collocations from exercise 4.1

1. To survive and reproduce, the human body relies on its major ... .. to perform certain vital functions.
2. As a result, ... .. in expenditures may be expected in the future.
3. Using L-systems for generating ... .. requires that the symbols in the model refer to elements of a drawing on the computer screen.
4. ... .. are components for controlling the flow of electrical currents for the purpose of information processing and system control.
5. The early, very expensive, computers performed complicated and lengthy ... ..
6. An ... .. can function as an amplifier, oscillator, timer, counter, computer memory, or microprocessor.
7. ... .. allow devices in a network to communicate and share information and resources.
8. The ... .. of the molecule enables its chemical nature.

#### 4.3. Find the words matching the following definitions in the text “Computer essentials”

Definitions	Word
1. a) <i>verb</i> get or bring (something) back from somewhere. b) <i>verb</i> find or extract (information stored in a computer).	
2. a) <i>noun</i> an electrical device that provides a path for	

electrical current to flow. b) <i>verb</i> move all the way around (a place or thing).	
3. <i>verb</i> surround and have or hold within.	
4. a) <i>noun</i> a thin, light, crisp biscuit, especially one of a kind eaten with ice cream. b) <i>noun</i> a thin piece of something.	
5. <i>adverb</i> for a limited period of time; not permanently.	
6. <i>noun</i> a particular order in which related things follow each other.	
7. a) <i>verb</i> handle or control (a tool, mechanism, information, etc.) in a skillful manner. b) <i>verb</i> control or influence (a person or situation) cleverly or unscrupulously.	

**4.4. Complete the sentences with the words from Exercise 4.3. Make other changes if necessary. Define the meaning in which the word is used in the sentence**

1. The ... was delicious and he wanted more.
2. For the first time in months we were ... out of business.
3. Other features include the ability to store, update, ... and print your data.
4. The trains will follow the Northern line, ... the capital.
5. Another is a ceramic dielectric waveguide covered by a silicon ... with high resistivity.
6. I was sent ... the balls from his garden.
7. He wasn't interested in marriage and he didn't want her trying ... him into it.
8. This area of London ... Piccadilly to the north and St James's Park to the south.
9. In addition to preset modes, most quality digital cameras allow users ... the settings manually.



10. The chronological ... gives the book an element of structure.

## 5. GRAMMAR

**5.1. Study the following table for the use of Present Tenses in English. See Grammar Reference for more information**

Present Simple	Present Continuous	Present Perfect	Present Perfect Continuous
I, You, We, They } develop He, She, It } develops <b>Do</b> you develop? <b>Does</b> he develop?	I <b>am</b> developing You, We, They } <b>are</b> developing He, She, It } <b>is</b> developing <b>Are</b> you developing? <b>Is</b> he developing?	I, You, We, They } <b>have</b> developed He, She, It } <b>has</b> developed <b>Have</b> they developed? <b>Has</b> he developed?	I, You, We, They } <b>have been</b> developing He, She, It } <b>has been</b> developing <b>Have</b> they <b>been</b> developing? <b>Has</b> he <b>been</b> developing?

**5.2. Open the brackets and put the verbs in the correct Present Tense form. See Grammar Reference for more information**

1. If your document (*not have*) a nomenclature and you (*not explain*) the variables in your equation, you should present a list matching the variables to their names.
2. Workers (*install*) extra loudspeakers because the music in tonight's concert will need amplification. They (*install*) them for an hour already, and (*install*) three loudspeakers so far.

3. I (*be*) a web app developer. I (*be*) in it for three years so far, so I can say this is the most awesome thing in IT industry I ever (*do*)!
4. Web apps (*become*) more powerful with Web Assembly these days.
5. Airbnb (*employ*) machine learning to customize search results for guests. It (*improve*) customer satisfaction and increases revenue. Netflix engineers (*go*) even beyond that, as they (*use*) more advanced ML-based algorithms to meet users' needs in a better way.
6. I (*support*) business processes within the company since last year. We (*not have*) any complaints yet.

### 5.3. Choose the correct Present Tense.

1. *I ... to Silicon Valley. But I want to go there one day.*

- a. am never
- b. am never being
- c. have never been
- d. am never been

2. *Sam ... to get into the team of senior developers, but I don't think they will accept him.*

- a. tries
- b. is trying
- c. has tried
- d. has been trying

3. *OK, I will shut down the computer since nobody ... it.*

- a. uses
- b. is using
- c. has used

d. has been using

*4. The kettle ... right now. So, I will make the tea.*

a. boils

b. is boiling

c. has boiled

d. has been boiling

*5. Where were you? I ... for you for an hour and a half!*

a. wait

b. am waiting

c. have waited

d. have been waiting

*6. The milk ... sour. Let's open a new bottle.*

a. smells

b. is smelling

c. has smelled

d. has been smelling

*7. Look at that man! He ... so carelessly that his car is going to crash!*

a. drives

b. is driving

c. has driven

d. has been driving

*8. How long ...? Isn't it the time to get up?*

- a. does he sleep
- b. is he sleeping
- c. has he slept
- d. has he been sleeping

9. *My mother fell ill last week, and I ... all the meals instead of her.*

- a. make
- b. am making
- c. has made
- d. has been making

10. *She still ... well, so she ... the doctor tomorrow.*

- a. doesn't feel, is seeing
- b. isn't feeling, has seen
- c. doesn't feel, has seen
- d. hasn't felt, sees

## 6. TRANSLATION

### 6.1. Translate the following text into Ukrainian

There are four types of computers.

1. A supercomputer is a computer that performs at the highest possible computing power. These are used for areas that require massive computation such as weather forecasting, quantum physics, or oil and gas exploration.
2. A server computer can run a server operating system that manages and is dedicated solely to all network resources.

3. The PC is exactly what it sounds like; a computer typically used for personal use. Laptops and Macs are also considered to be PCs. Families, individuals, and small businesses all typically use personal computers.
4. Microcontroller: A small circuit designed to operate a very specific task of an electronic device. You will find microcontrollers inside cars, appliances, and telephones.

## 6.2. Translate the following text into English

Складові комп'ютера включають пристрої введення, зберігання та виведення даних. Апаратне забезпечення ПК має таку структуру.

*Пристрої введення інформації:* тексту — клавіатура; місця вказівки: миша; джойстик; трекбол; світлове перо; графічний планшет; *мультимедіа:* графіка; сканер; цифрова фотокамера; *звук:* мікрофон; магнітофон; CD/DVD програвач; програвач платівок; *відео:* веб-камера; відеокамера. *Пристрої опрацювання інформації:* процесор; співпроцесор. *Пристрої виведення інформації:* тексту: монітор; принтер; *мультимедіа:* графіка; монітор; принтер; графобудівник (плотер); *звук:* навушники; акустичні системи; *відео:* монітор. *Пристрої зв'язку (комунікації):* модем; мережева плата. *Пристрої збереження інформації (пам'ять):* внутрішня: оперативна; стала; зовнішня: жорсткий диск; гнучкий диск; компакт-диск CD/DVD; флеш-пам'ять.

## 7. SPEAKING

**7.1. You are a freshman explaining computer essentials to the school children. Tell them about computer hardware and peripherals. Bring a picture to help you describe the components of a computer system**

Use the following language units: include, ... are divided into ..., encompass, ... consist of.

**7.2. You are going to get a present from your friends. The only hint you have is that this is a device. Ask each other questions about the hardware to guess what device your friends are going to give you:**

Does your device include ....?	Is it big in size?
Does your device have ....?	Is it portable?
Does your device encompass ...?	Can it perform a wide range of operations?

## **8. WRITING**

**8.1. Write an email to the Dean of the department in which you explain the necessity to equip computer rooms of your department with laptops. Follow the instruction below:**

- inform the Dean why you are writing the email;
- describe how the computer rooms are equipped up to date;
- explain why it is necessary that all the computer rooms should have laptops

**See APPENDIX 1**







**8.2. Write an instruction to a fresher about his actions before leaving the computer room at the end of a working day**

## UNIT 3. INSIDE THE COMPUTER


### 1. LEAD-IN

**1.1. Look at the objects and match them with their names. There is one object that can have two names**

RAM CPU expansion card video card hard drive network adapter expansion slots

 <p style="text-align: right;"><b>a</b></p> <p><a href="https://cutt.ly/jQi1BM5">https://cutt.ly/jQi1BM5</a></p>	 <p style="text-align: right;"><b>b</b></p> <p><a href="https://cutt.ly/QQi1R4I">https://cutt.ly/QQi1R4I</a></p>	 <p style="text-align: right;"><b>c</b></p> <p><a href="https://cutt.ly/8Qi0kHi">https://cutt.ly/8Qi0kHi</a></p>
 <p style="text-align: right;"><b>d</b></p> <p><a href="https://cutt.ly/kQi1dAS">https://cutt.ly/kQi1dAS</a></p>	 <p style="text-align: right;"><b>e</b></p> <p><a href="https://cutt.ly/bQi0NWF">https://cutt.ly/bQi0NWF</a></p>	 <p style="text-align: right;"><b>f</b></p> <p><a href="https://cutt.ly/ZQWrg6P">https://cutt.ly/ZQWrg6P</a></p>

**1.2. Read the advertisement and translate the technical specifications into Ukrainian**


<p><b>CPU:</b> 10th-generation Intel Core i5 – i9 (2.6 GHz/4.4 GHz)</p> <p><b>Graphics:</b> Up to NVIDIA GeForce RTX 3070 Super</p> <p><b>RAM:</b> Up to 64GB DDR4 2933Mhz</p> <p><b>Storage:</b> Up to 2TB M.2 PCIe NVME SSD + 2TB SATA 7200RPM HDD</p>	 <p><a href="https://cutt.ly/BQi9Yzx">https://cutt.ly/BQi9Yzx</a></p>
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## 2. LISTENING

**2.1. Before watching the video make sure you know the meaning and pronunciation of the following words:**

1. process, <i>noun</i>	['prəuses]
- processor, <i>noun</i>	['prəusesə]
- process, <i>verb</i>	['prəuses]
2. component, <i>noun</i>	[kəm'pəunənt]
3. various, <i>adj</i>	['veəriəs]
4. durable, <i>adj</i>	['djurəbl]
5. heatsink, <i>noun</i>	['hi:tsɪŋk]
6. platter, <i>noun</i>	['plætə]
7. mysterious, <i>adj</i>	[mɪ'stɪəriəs]

**2.2. Watch the video and tick the components (a-i) which are not mentioned in the video**

Link	QR code
<a href="https://www.youtube.com/watch?v=HB4I2CgkcCo">https://www.youtube.com/watch?v=HB4I2CgkcCo</a>	
Components	
a. CPU b. video card c. expansion slot d. multi-core set-up e. sound card	f. GPU g. RAM h. motherboard i. hard drive



**2.3. Watch the video the second time and complete the following sentences:**

1. This contains some ... .
2. The CPU processes ... .
3. Since it tends to get ... .
4. RAM is a short-term ... .
5. The hard drive provides ... .
6. Many hard drives use .... .
7. Many newer computers have ....
8. On many desktop computers the motherboard has ... .
9. You can add a video card ... .
- 10.... or you can add a wireless card ... .

**2.4. Work in pairs. Ask and answer the following questions:**

1. What is defined as a short-term memory?
2. Why can't you store files in RAM?
3. What is defined as a long-term memory?
4. What component carries out commands?
5. What component draws away heat from the processor?

**2.5. Look at the picture and find the computer components. Discuss the picture with your groupmate**



Retrieved from <https://cutt.ly/gQPYS0y>

### 3. READING

**3.1. Use a dictionary and find the meaning of the following words. Then listen to the pronunciation of the words on the Internet and underline stressed syllables:**

Word	Meaning
1. circuitry	
2. crucial	
3. competitor	
4. operand	
5. dissipate	
6. enhance	
7. consumption	
8. handle	
9. command	

**3.2. Skim the following text and name the paragraphs. Choose from the options below. Pay attention that two of the options are extra**

- a. Types
- b. Connectivity
- c. The basic elements of a processor
- d. Components and how CPUs work
- e. Compatibility
- f. Processor
- g. CPU operations

## CPU



Retrieved from: <https://cutt.ly/dQIK1NZ>

1.\_\_\_\_\_ A processor (CPU) is the logic circuitry that responds to and processes the basic instructions that drive a computer. The CPU is seen as the main and most crucial integrated circuitry (IC) chip in a computer, as it is responsible for interpreting most of computers commands. CPUs will perform most basic arithmetic, logic and I/O operations, as well as allocate commands for other chips and components running in a computer. The term processor is used interchangeably with the term central processing unit (CPU), although the CPU is not the only processor in a computer. The GPU (graphics processing unit) is used to accelerate the creation of images in a frame buffer intended for output to a display device. Nevertheless, the term processor is generally understood to mean the CPU. Processors can be found in PCs, smartphones, tablets and other computers. The two main competitors in the processor market are Intel and AMD.

2.\_\_\_\_\_ These include:

- The arithmetic logic unit (ALU), which carries out arithmetic and logic operations on the operands in instructions.
- The floating-point unit (FPU), also known as a math coprocessor or numeric coprocessor, a specialized coprocessor that manipulates numbers more quickly than the basic microprocessor circuitry can.
- Registers, which hold instructions and other data. Registers supply operands to the ALU and store the results of operations.

- L1 and L2 cache memory. Their inclusion in the CPU saves time compared to having to get data from random access memory (RAM).

3.\_\_\_\_\_The four primary functions of a processor are fetch, decode, execute and write back.

- “Fetch” is the operation which receives instructions from program memory from a systems RAM, which is volatile.
- “Decode” is where the instruction is converted to understand which other parts of the CPU are needed to continue the operation. This is performed by the instruction decoder.
- “Execute” is where the operation is performed. Each part of the CPU that is needed is activated to carry out the instructions.

4.\_\_\_\_\_The main components of a CPU are the ALU, registers and control unit. The processor in a personal computer or embedded in small devices is often called a microprocessor. That term means that the processor’s elements are contained in a single IC chip. Some computers will operate using a multi-core processor—a chip containing more than one CPU. A CPU is typically a small device with pins on it facing down in a motherboard. CPUs can also be attached to a motherboard with a heat sink and a fan to dissipate heat.

5.\_\_\_\_\_Most processors today are multi-core, which means that the IC contains two or more processors for enhanced performance, reduced power consumption and more efficient simultaneous processing of multiple tasks. Multi-core set-ups are similar to having multiple, separate processors installed in the same computer, but because the processors are actually plugged into the same socket, the connection between them is faster. Most computers may have up to two-four cores; however, this number can increase up to 12 cores, for example. If a CPU can only process a single set of instructions at one time, then it is considered as a single-core processor. If a CPU can process two sets of instructions at a time it is called a dual-core

processor; four sets would be considered a quad-core processor. The more cores, the more instructions at a time a computer can handle.

Some processors use multi-threading, which uses virtualized processor cores. Virtualized processor cores are called vCPUs. These are not as powerful as physical cores but can be used to improve performance in virtual machines (VMs). However, adding unnecessary vCPUs can hurt consolidation ratios, so there should be about four-six vCPUs per physical core.

Retrieved from <https://cutt.ly/zQPYYkw>

### 3.3. Match parts 1-8 with a-h to make meaningful sentences:

1. CPUs will allocate	a. similar to having multiple, separate processors installed in the same computer.
2. The GPU (graphics processing unit)	b. operands to the ALU and store the results of operations.
3. The arithmetic logic unit (ALU)	c. a chip containing more than one CPU.
4. Registers supply	d. commands for other chips and components running in a computer.
5. The four primary functions of a processor are	e. fetch, decode, execute and write back.
6. A multi-core processor is	f. the more instructions at a time a computer can handle.
7. Multi-core set-ups are	g. carries out arithmetic and logic operations on the operands in instructions.
8. The more cores,	h. is used to accelerate the creation of images in a frame buffer intended for output to a display device.

### 3.4. The following statements are all False. Correct them

1. The GPU is responsible for interpreting most of computer's commands.
2. Processors can be found in some PCs, smartphones, tablets and other computers.
3. The floating-point unit (FPU) holds instructions and other data.
4. ALU manipulates numbers more quickly than the basic microprocessor circuitry can.
5. RAM saves time compared to having to get data from cash memory.
6. Execute is the operation which receives instructions from program memory from a systems RAM.
7. A single-core processor is a chip containing more than one CPU.
8. The connection between processors built in the same socket in multi-core processors is slower.
9. VCPUs (virtualized CPUs) are as powerful as physical cores.

### 3.5. Work in pairs. Answer the following questions on the text "CPU":

1. What is a processor?
2. Why is the CPU seen as the main and most crucial IC in a computer?
3. How is the GPU used?
4. What is the function of the ALU?
  - the FPU?
  - registers?
  - cache memory?
5. Name the types of processor and explain the difference between them.

## 4. LANGUAGE IN USE

**4.1. Match the words on the left with the words on the right to make collocations (see Grammar Reference if required). Scan the text "CPU" if necessary**

1.intergrated	a. machines
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2.numeric	b. processing
3.cache	c. ratios
4.simultaneous	d. memory
5. a quad-core	e. circuitry
6.virtualized	f. processor cores
7. virtual	g. processor
8. consolidation	h. coprocessor

#### 4.2. Find the words matching the following definitions in the text “CPU”

1. <i>verb</i> , to give something to someone as their share of a total amount, to use in a particular way <i>noun</i> , the process of giving someone their part of a total amount of something to use in a particular way	
2. <i>verb</i> , to include text, sound, images, video, etc. in a computer file, email message, or on a website <i>verb</i> , to put a computer or piece of electronic equipment inside a product in order to control the way it operates	
3. <i>verb</i> , to use fuel, energy, or time, especially in large amounts	
4. <i>verb</i> , to improve the quality, amount, or strength of something	
5. <i>noun (Maths)</i> , a number or quantity that has something done to it in a calculation. For example, in $7 + y$ , $7$ and $y$ are the ....	

#### **4.3. Complete the sentences with an appropriate word from the previous exercise.**

##### **Make other changes if necessary**

1. Our high living standards cause our current population to ... 25 percent of the world's oil.
2. At a function application the value is only allowed to propagate when 'unchanged' is obtained for both the operator and the ....
3. ... of the grants was handled by a charity that provides support and advocacy for disabled children.
4. Otherwise, we 'jump' to the code specified by the ... by installing its associated code.
5. Microprocessors are ... into products such as cars, fridges, traffic lights, and industrial equipment.
6. The government ... £10 million for health education.
7. These scandals will not ... the organization's reputation.
8. A number of our clients want to look younger to ... their career prospects.
9. When you upload a video, you get a code to ... it in your site.
10. Try to ... yourself a set time each day to practice your exercises.

#### **4.4. Read the following mathematical expressions, identifying operators and operands. Use the explanation below:**

1.  $5+6=11$ ; 2.  $(18+10):2=14$ ; 3.  $(4-1)\times 3=9$ ; 4.  $12\times 12=144$

##### **1) Operands**

In any operation, an operand may any numerical value (known as literals in programming languages), variables, constant, function calling etc on which program makes an operation.

*For example*, if we want to add two integer numbers through the expression  $(10+20)$ , here 10 and 20 are being added through operator +, thus 10 and 20 are the operands.



Same as if we want to add two variables through the expression (a+b), here a and b are being added through the operator +, this a and b are also the operands.

## 2) Operators

Operators are the special kinds of symbols (or function like words (size of)) that are used to perform any specific task like mathematical and logical.

*For example*, there is an expression to add two integer numbers (10+20), here 10 and 20 are the operands and being added through the special symbol + (plus), thus plus (+) is an operator here. Another example, there is a logical expression (age>=18), here we are going to check whether age is greater than or equal to 18 or not, thus greater than or equal to (>=) is the combination of two special symbols > and =, it is also an operator in C/C++ and other programming languages too.

## 3) Special Symbols

In any programming language, an expression may have other special symbols too, that are not used to perform any mathematical or logical operations but they are also an important part of an expression.

*For example*, there is an expression x= (a+b); here, ; (semicolon) and brackets are operators, semicolon (;) is used to terminate the expression and brackets are used to put the expression in a unit.

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## 5. GRAMMAR

**5.1. Study the following table for the use of Past Tenses in English. See Grammar Reference for more information**

Past Simple	Past Continuous	Past Perfect	Past Perfect Continuous
I, You, We, They, He, She, It developed <b>ed</b> <b>Did</b> you develop...? He <b>didn't</b> develop...	I <b>was</b> developing You, We, They, He, She, It <b>were</b> developing <b>was</b> developing <b>Were</b> you developing? He <b>wasn't</b> developing	I, You, We, They, He, She, It <b>had</b> developed <b>Had</b> they developed? He <b>hadn't</b> developed...	I, You, We, They, He, She, It <b>had been</b> developing <b>Had</b> they <b>been</b> developing? He <b>hadn't been</b> developing.

**5.2. Open the brackets and put the verbs in the correct Past Tense form. See Grammar Reference for more information**

- By the time Tom **1**\_\_\_\_\_ (notice) the alert, it **2**\_\_\_\_\_(blink) already three times. As usual, he **3**\_\_\_\_\_ (listen) to loud music on his stereo. He **4**\_\_\_\_\_ (turn) the stereo down and **5**\_\_\_\_\_(stand) up to see what the problem **6** \_\_\_\_ (to be). Suddenly he **7**\_\_\_\_\_(catch) a glimpse of an old man who **8**\_\_\_\_\_(stand) in the doorway. The man **9**\_\_\_\_(begin) to speak slowly, asking for directions.
- I'm sorry, I couldn't go on an excursion on Sunday, because my landlord **10**\_\_\_\_ (schedule) a visit to me in the morning, and later I **11** \_\_\_\_ (go) to a concert, as I **12** \_\_\_\_ (receive) the invitation the week before.

### 5.3. Choose the correct Past Tense

1. Yesterday, as I 1\_\_\_ down the street, I 2\_\_\_ George, an old friend of mine. He didn't recognize me at once, because I 3\_\_\_ a scarf round my face. He told me how sorry he 4\_\_\_ to see me in such a poor state and added that he 5\_\_\_ to see me a fortnight before but unfortunately I wasn't at home. I suggested going to my club someday as I knew George 6\_\_\_ there before. I was sure he would like it. George accepted the invitation, 7\_\_\_ goodbye to me and 8\_\_\_ off.

- |                   |                   |                     |
|-------------------|-------------------|---------------------|
| 1. a) was walking | b) walked         | c) had been walking |
| 2. a) meet        | b) met            | c) had met          |
| 3. a) wore        | b) wear           | c) was wearing      |
| 4. a) had been    | b) was            | c) is               |
| 5. a) had come    | b) came           | c) would come       |
| 6. a) never was   | b) had never been | c) was never being  |
| 7. a) said        | b) had said       | c) would say        |
| 8. a) had been    | b) was            | c) be               |

## 6. TRANSLATION

### 6.1. Translate the following text into Ukrainian

When you think of the term computer hardware you probably think of the guts inside your personal computer at home or the one in your classroom. However, computer hardware does not specifically refer to personal computers. Instead, it is all types of computer systems. Computer hardware is in embedded systems in automobiles, microwave ovens, CD players, DVD players, and many more devices.

Random access memory (RAM) is fast-access memory that is cleared when the computer is power-down. RAM attaches directly to the motherboard, and is used to store

programs that are currently running. RAM is a set of integrated circuits that allow the stored data to be accessed in any order (why it is called random). There are many different types of RAM. Distinctions between these different types include: writable vs. read-only, static vs. dynamic, volatile vs. non-volatile, etc.

Retrieved from: <https://cutt.ly/OQWr62c>

## 6.2. Translate the following text into English

Системний блок складається з декількох ключових частин, без яких комп'ютер не може функціонувати - це материнська плата, процесор, оперативна пам'ять, постійний запам'ятовуючий пристрій і блок живлення. Критично важливою є також наявність відеокарти, без якої неможливо вивести графічну інформацію із комп'ютера на монітор. Основою будь-якого комп'ютера (системного блоку) є материнська плата. До материнської плати приєднуються центральний процесор, оперативна пам'ять, відеокарта, запам'ятовуючі пристрої та ін. На ній же розміщені USB та інші роз'єми для підключення решти обладнання (див. зображення). Головне завдання материнської плати – з'єднати всі ці компоненти і змусити їх працювати як єдине ціле.

Retrieved from: <https://cutt.ly/8QWtwOm>

## 7. SPEAKING

**7.1. Suppose you had a younger brother who would like to know what is inside the computer. Tell him about the components and their functions**

**7.2. Make notes about the features of a computer that you would like to have:**

CPU	Optical disk drives	Wireless connectivity	Minimum/maximum RAM
Ports	Cards	Slots	Hard disk

**7.3. Discuss the features of the computer you would like to have with your groupmate:**

- Processor speed, model and manufacturer,
- Random Access Memory (RAM),
- Hard disk (sometimes called ROM) space.
- Other specifications might include network (ethernet or wi-fi) adapters or audio and video capabilities.

**Useful language:**

It's got...

It is very fast. It runs at ...

The standard RAM memory is ... It can be expanded to ...

The hard disk can hold ...

As for the screen (wireless connectivity) I need ...

## **8. WRITING**

**8.1. You have a friend in another country who doesn't know how to update their desktop. Write him/her an email in which you:**

- state the reason of your writing an email;
- describe the ways to upgrade a desktop computer;
- give your friend a piece of advice on a better way to upgrade his desktop computer.

**See APPENDIX 1**

## UNIT 4. BUYING A COMPUTER

### 1. LEAD-IN

**1.1. Look at the pictures. What different ways of getting/buying a computer do they represent? Which one would you prefer and why?**



<https://cutt.ly/yQvgAj1>



<https://cutt.ly/kQvhPmQ>



<https://cutt.ly/XQvkwli>



<https://cutt.ly/JQvkU6M>

**1.2. Match the following words and phrases with the pictures above. Explain the benefits and drawbacks of each of the ways.**

- limited choice
- efficient
- intrusive
- conducted online
- subtleties of buying
- straightforward
- a wide variety of products


- convenience
- saves time and effort.
- lower prices
- lack of significant discounts
- frauds
- instant gratification.
- sales pressure
- high satisfaction
- no privacy

## 2. LISTENING

**2.1** What are the important specifications to consider when purchasing a computer? List them in the order of importance

**2.2.** Follow the link/use QR code and watch the video. Look at the names of brands in the box and answer the following question:

What is the best computer brand to buy according to the survey?

ACER, ASUS, MACBOOK, SAMSUNG, DELL, LENOVO, HP, MICROSOFT OR GOOGLE CHROMEBOOKS	
Link	QR code
<a href="https://cutt.ly/6QWiA8Z">https://cutt.ly/6QWiA8Z</a>	

**2.3. Watch the video again and fill in the gaps with a suitable word or a short phrase:**

1. Our survey shows that when shopping one of the first things people consider is \_\_\_\_\_.
2. \_\_\_\_\_ has proven to be the most reliable brand computer on the market for years.
3. In our survey, only \_\_\_\_\_ percent of Macs needed repair or had a serious problem.
4. PCs range from \_\_\_\_\_ to \_\_\_\_\_ %
5. For web surfing, email and word processing, go for a model with Intel's Celeron or Pentium, or \_\_\_\_\_.
6. Another option for the simple task is a \_\_\_\_\_, which runs on a simplified operating systems and relies on the Cloud to store your data and run programs.
7. If you edit a lot of photos, look for the \_\_\_\_\_ or AMD A6 or A8 processor.
8. You need to choose, which suits your needs better, the high capacity of a hard drive or \_\_\_\_\_.
9. If you're a gamer or you're editing video and need storage for all your media, go for an Intel Core i7 or \_\_\_\_\_.
10. Another trend is \_\_\_\_\_. They performed well in our test and weight.

**2.4. Make a summary in 5 sentences. Do you agree/disagree with the information mentioned in the video? Why/Why not?**



### 3. READING

**3.1. Look at the pictures. Match these pictures to different types of computers below:**

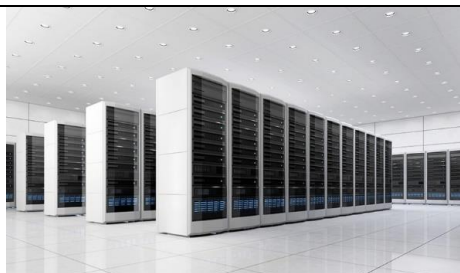
*supercomputer, mainframe, minicomputer, workstation, PDA, laptop, desktop PC, tablet PC*



1. <https://cutt.ly/nQz8Aci>



2. <https://cutt.ly/BQz4jFR>



3. <https://cutt.ly/SQz8B1V>



4. <https://cutt.ly/BQz4jFR>



5. <https://cutt.ly/mQngdKt>



6. <https://cutt.ly/ZQz7K1S>



7. <https://cutt.ly/IQngRJO>



8. <https://cutt.ly/fQngDZA>

### 3.2. Read the text and check your answers

#### DIFFERENT TYPES OF COMPUTERS

##### A. Supercomputer

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

##### B. Mainframe

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

##### C. Minicomputer

Minicomputer is a mid-sized computer. In size and power, minicomputers lie between workstations and mainframes. But in general, a minicomputer is a multiprocessing system capable of supporting from 4 to about 200 users simultaneously. Microcomputer The term microcomputer is generally synonymous with a personal computer (PC), or a computer that depends on a microprocessor. Microcomputers are designed to be used by individuals, whether in the form of PCs, workstations or notebook computers. A microcomputer contains a central processing unit (CPU) on a microchip (the microprocessor), a memory system (typically read-only memory (ROM) and random-access memory (RAM)), a bus system and I/O ports, typically **housed in a** motherboard.

## D. Workstation

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

## E.PDA

PDA is short for personal digital assistant, is a handheld device that combines computing, telephone/fax, Internet and networking features. A typical PDA can function as a cellular phone, fax sender, Web browser and personal organizer. PDAs may also be referred to as a palmtop, hand-held computer or pocket computer. Unlike portable computers, most PDAs began as pen-based, using a stylus rather than a keyboard for input. This means that they also **incorporated** 24 handwriting recognition features. Some PDAs can also react to voice input by using voice recognition technologies. PDAs are available in either a stylus or keyboard version. Apple Computer, which introduced the Newton MessagePad in 1993, was one of the first companies to offer PDAs. As technology changed the world of mobile devices, the PDA has become **obsolete** as devices like touch-screen smartphones and tablets grow in popularity.

## F. Laptops

Laptops can have a fairly wide variety of component options, but they are more limited than desktops. To get a more powerful laptop (higher speed, better graphics, more storage space, etc.), the price can be **considerably** higher, ranging up to \$1000 or more, depending on the brand. These days, the average laptop has at least 4 GB RAM, and this would be the minimum to look for in a usual laptop. There're 2 main sorts of

graphics cards, dedicated and integrated. One of the limiting factors of any machine is its battery life.

Laptops are portable due to their compact size. They were designed to be taken from place to place, carried in a backpack or laptop carrying case. They are great for **on-the-go** use.

### **G. Desktop PCs**

Desktop is a physical computer unit that consists of a monitor, CPU, key-board and a mouse. It is a graphical user work space on a software operating system

There is a wide variety of component options available for desktops, allowing for a large range of prices, but the starting point is relatively cheap. Desktops can start as low as \$600 and still be a pretty powerful system.

Desktops are large and have a separate [monitor](#). It is designed for regular use at one location. It requires a main power supply so that it cannot be portable. While it's possible to take a desktop from place to place, it's **cumbersome** and not the choice for portability. They are designed to be used in a single location and not moved around much, if at all.

### **H. Tablet PCs**

Tablet or Tablet Computer is a device generally operated with a mobile operating system. It has a touchscreen display and there is a rechargeable battery inbuilt in it. It is basically a thin and flat device. It does not have a physical keyboard with it. The lasting time of the battery in a tablet is more as compared to the battery life of the laptop. It is light weighted and is portable easily. The components of tablets are not removable. The range of screen size in tablets is limited. Tablets are more portable than laptops because they are easier to carry owing to their lesser weight and thickness.

Retrieved from <https://cutt.ly/1Qz77Jb>

**3.3. Find the appropriate information to complete the table. Read the text again if necessary**

	Size	Weight	Specifications	Distinct features	Price
Supercomputer					
Mainframe					
Minicomputer					
Macrocomputer					
Microcomputer					
PDA					
Laptop					
Desktop PC					
Tablet PC					

**3.4. Find the information in the text. Which of the devices ...?**

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

- 12) is used by graphic designers?
- 13) is used for nuclear energy research?
- 14) is used by architects?
- 15) is the fastest type of computers?
- 16) has a touch screen display which generally operates on mobile operating systems?
- 17) has a non-portable computer system that is large enough to be necessarily put on desk?
- 18) generally, weighs from 1 KG to 3KGs and is powered by a rechargeable battery?
- 19) is all in one package?
- 20) is like a mobile which is about 2 times larger?

#### 4. LANGUAGE IN USE

##### 4.1. Match the words/ phrases from the text with their definitions:

Term	Definition
1. to be employed for	a. to contain
2. to require	b. very busy
3. simultaneously	c. to need for a particular purpose
4. to house in	d. to use something for a particular purpose
5. recreational use	e. connected with ways of enjoying yourself
6. obsolete	f. large or heavy and therefore difficult to carry or use
7. cumbersome	g. it includes the other thing
8. on-the-go	h. noticeably; substantially
9. incorporated	i. at the same time
10. considerably	j. no longer produced or used; out of date

**4.2. If the word in bold is correct, put a tick (✓). If it is incorrect, replace it with one of the words from the other sentences within this exercise**

1.	The Internet is really a vast <b>console</b> of computers, all connected together.	
2.	Since we got <b>resource</b> , we've been watching music videos online.	
3.	Early computer games seem quite <b>nuclear</b> compared to today's games.	
4.	It seems to me that <b>primitive</b> power is far cleaner than oil.	
5.	These ancient tools have been <b>crafted</b> with an enormous amount of skill.	
6.	The next generation of games <b>technique</b> will have better graphics.	
7.	There's a <b>network</b> in computing called 'beta testing', which means you test something to see if it works properly before it becomes official.	
8.	The latest <b>breakthrough</b> will mean cheaper, faster internet access for all.	
9.	The computer has finished analyzing all the <b>broadband</b> .	
10.	The sea is great natural <b>data</b> but we need the right technology to use it.	

Retrieved from: Malcolm Mann/ Steve Taylore-Knowles (2012). Destination. Grammar and Vocabulary. (3rd ed.). Great Britain: Macmillan.

**4.3. Complete using the correct form of the words in the box:**

click	complex	download	electronics	file
manual	offline	online	programmer	upload

## WANTED: COMPUTER GEEK

Some people think “geek” is a negative term for someone who spends all their time on computers. Well, we at Compulearn think it’s a positive thing! If you’re interested in becoming a computer 1) \_\_\_\_\_, if you enjoy reading the 2) \_\_\_\_\_, to find out what’s really going on inside consumer 3) \_\_\_\_\_, like the latest iPhone, then we want to hear from you.

Our six-week course covers everything from 4) \_\_\_\_\_, music 5) \_\_\_\_\_, from the Internet to writing your own games. You’ll learn how to 6) \_\_\_\_\_, your own website to the Internet and how to solve 7) \_\_\_\_\_ problems in the latest programming languages. Go 8) \_\_\_\_\_ now and visit us on the net. 9) \_\_\_\_\_ on ‘Opportunities’ and start your future now.

(If for any reason our website is 10) \_\_\_\_\_ or you are unable to connect to the Internet, call us on 0800-Compulearn).

Retrieved from: Malcolm Mann/ Steve Taylore-Knowles (2012). Destination. Grammar and Vocabulary. (3rd ed.). Great Britain: Macmillan.

### 4.4. Here are some words and phrases connected with computers. Fill in the gaps in the sentences. Use a dictionary if necessary

computer nerd   app   thumbnail   icon   screensaver   trackpad   techie footprint

1. There are some good pictures of the Olympic Games on that sports website. You can look at \_\_\_\_\_ pictures and then click on them to see the full-size version.
2. My younger brother’s a real \_\_\_\_\_. He never goes out, and all he ever thinks about is computers, computers, computers.
3. I’m a bit of a \_\_\_\_\_ really; I love getting the latest mobile phone or digital camera.
4. I’ve downloaded a great new gaming \_\_\_\_\_ onto my phone.



5. His \_\_\_\_\_ on his laptop is a cool picture of the night sky.
6. This new printer's got a smaller \_\_\_\_\_ than the one I had before, which is good, as my desk is not very big.
7. Just click on that \_\_\_\_\_ there to open the program.
8. I don't really like this \_\_\_\_\_ on my laptop; I'd prefer a proper mouse.

Retrieved from: Michael McCarthy/ Felicity O'Dell (2017). English Vocabulary in Use (3rd ed.). United Kingdom: Cambridge University Press.

## 5. GRAMMAR

### 5.1. Word formation. Use the word given in capitals to form a word that fits in the space

We often think of ourselves as living in the time of 1)\_\_\_\_\_ (CONTINUE) technological change and development. We tend to believe that we are unique in history in dealing with a constantly 2)\_\_\_\_\_ (EVOLVE) world of gadgets, devices and innovations. However, the end of the nineteenth century and the start of the twentieth was also a time that saw many 3)\_\_\_\_\_ (REVOLT) changes.

People had needed to show 4)\_\_\_\_\_ (FLEXIBLE) throughout the nineteenth century, as the effect of the Industrial Revolution meant constantly making 5) \_\_\_\_\_ (ADJUST) to deal with changing working conditions. Towards the end of the century, though, people had to become more 6)\_\_\_\_\_ (ADAPT) than ever before. The typewriter (1873), the telephone (1876), the electric light bulb (1879) and other 7)\_\_\_\_\_ (INFLUENCE) developments gave people the 8)\_\_\_\_\_ (CAPABLE) to live and work in ways their grandparents could not have imagined. Over the next 30 years, little remained 9) \_\_\_\_\_ (ALTER) as the camera, the cinema, the phonograph, the plane and radio all had an 10)\_\_\_\_\_ (ELECTRIC) effect on people and society.

Retrieved from: Malcolm Mann/ Steve Taylore-Knowles (2012). Destination. Grammar and Vocabulary. (3rd ed.). Great Britain: Macmillan.

## 5.2. Complete the sentences by choosing the correct form of the word.

1. The weather's been so \_\_\_\_\_ (CHANGE) today that I don't know what to wear.  
1. changeable      b) changing      c) changed      d) change
2. Bonnie showed a lot of \_\_\_\_\_ (MATURE) in the way she handled the problem with Olivia.  
1. immature      b) maturity      c) maturational      d) maturable
3. The flats were built in the 1960s, but they were all \_\_\_\_\_ (MODERN) in the 90s.  
1. modernized      b) moderationist      c) antimodern      d) moderation
4. Jack got in a lot of trouble for \_\_\_\_\_ (PERSIST) breaking school rules.  
1. persistent      b) persisting      c) nonpersistent      d) persistently
5. I don't think I'd have the \_\_\_\_\_ (ENDURE) to finish a marathon!  
1. Endured      b) endurance      c) enduring      d) unendured
6. I feel a lot better since I decided to stop eating \_\_\_\_\_ (PROCESS) food.  
1. processed      b) processing      c) procedure      d) proceeding
7. Can we \_\_\_\_\_ (ARRANGE) the lesson for the next Wednesday?  
1. arranged      b) arrange      c) rearrange      d) arrangeable
8. We need to rely more on wave power, wind power and other \_\_\_\_\_ (NEW) sources of energy.  
1. newest      b) newness      c) renewable      d) newer
9. I gradually lost touch with Ricardo after his \_\_\_\_\_ (CONVERT) to Islam.  
1. conversion      b) converted      c) converting      d) convective
10. I'm scanning my gran's photo onto my computer because they'd be \_\_\_\_\_ (PLACE) if anything happened to them.  
1. placed      b) irreplaceable      c) replacing      d) placeable

*Retrieved from:* Malcolm Mann/ Steve Taylore-Knowles (2012). *Destination. Grammar and Vocabulary*. (3rd ed.). Great Britain: Macmillan.

### 5.3. Work in pairs and do the quiz:

a) Choose the correct verbs in the sentences below and answer the questions.

b) Suggest other examples to go under each heading.

SO, YOU THINK YOU KNOW ENGLISH GRAMMAR. DO THE QUIZ AND  
FIND OUT:



<https://cutt.ly/OQnbrj7>

Present Simple and Present Continuous	Used to
<p>1. Which sentence below describes something which is generally true?</p> <p>2. Which describes a temporary situation?</p> <p>a) I'm a programmer and I <i>do/am doing</i> a lot of work for an IT company.</p> <p>b) At the moment, I'm <i>getting up/get</i></p>	<p>6. Look at the example sentences below and choose the correct options in the rule.</p> <p>My aunt and uncle <i>used to</i> own a car.</p> <p>I <i>used to</i> spend hours staring at the computer.</p> <p><i>Used to</i> describes</p> <p>a) habits</p> <p>b) states</p>

up at about 5 a.m.	c) single actions in the d) past e) present
<b>Past Simple and Past Continuous</b> 3. Which verb form in the sentence below describes a single action in the past? 4. Which describes an action in progress at that time? I <i>a) met/was meeting</i> Kathy when we <i>b) were both working/ both worked</i> for the awful boss.	<b>Present Perfect and Past Simple</b> Match the examples to the descriptions below. 7. I've known Emma for six months. 8. Kathy and I were really good friends for a couple of years. 9. My cousin and his wife have had a baby. 10. We moved in about 1999. a) something that continued for some time in the past b) something that started in the past and continues to the present c) something that happened in the past and is important now. We don't know exactly when it happened. d) something that happened at a finished time in the past.
<b>State and Action Verbs</b> 5. Choose the correct verbs in the sentences below. Why isn't the other verb possible?	<b>Past Perfect</b> 11. Look at the sentences below. Choose the correct verbs in the sentences below. 12. Which action in italics happened first?

<p>a) I <i>don't remember/'m not remembering</i> its name.</p> <p>b) My uncle <i>set up/ was setting up</i> a company when I was a child.</p>	<p>a) The house where I <i>had been born/ was born</i> was quite small.</p> <p>b) My parents <i>bought/ had bought</i> it from an old man.</p>
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Retrieved from: Sarah Cunningham/ Peter Moor (2019). Cutting edge (3rd ed.). England: Pearson. (Original work published 2013).

## 6. TRANSLATION

### 6.1. Translate the following passage into Ukrainian, pay attention to the words and phrases in bold

Acer Aspire 5 A515-56-36UT **Slim** Laptop | 15.6" Full HD Display | 11th Gen Intel Core i3-1115G4 Processor | 4GB DDR4 | 128GB NVMe SSD | WiFi 6 | Amazon Alexa | Windows 10 Home



#### About this item

- **Powerful Productivity:** 11th Generation Intel Core i3-1115G4 processor delivers **unmatched speed** and intelligence, enabling impressive creating, productivity, and gaming experiences. With Turbo Boost Technology, get up to 4.1GHz for your **high-demand applications**

- **Visibly Stunning:** Experience **sharp details** and **crisp colors** on the 15.6" Full HD display with 82.58% screen-to-body, 16:9 **aspect ratio** and **narrow bezels**
- **Ergonomic Typing:** **Ergonomically-designed hinge lifts the keyboard** for comfortable typing, **improved cooling**, and a better sound experience
- **Internal Specifications:** 4GB DDR4 on-board memory (1 slot available); 128GB NVMe **solid-state drive storage** (1 hard drive bay available) to store your files and media
- **Acer's Purified.** Voice technology, features **enhanced** digital signal processing to **cancel out background noise**, improve **speech accuracy** and **far-field pickup**, which not only makes calls clearer, but makes talking to Alexa easier than before.
- Using Alexa on your PC is as easy as asking a question. Just ask and Alexa can check your calendar, create lists, play music, answer questions, read the news and more.
- **Secure Operating System:** Windows 10 Home (S mode) comes with **advanced security features** built right in, like protections against phishing and **malicious software** so you don't have to think twice when navigating to a new webpage or **downloading an app**
- **Ports For All Your Accessories:** USB 3.2 Type-C, 2 USB 3.2 Gen 1 (1 **Power-off Charging**), USB 2.0, HDMI 2.0 with HDCP support, headphone/speaker/**line-out jack**, Ethernet (RJ-45), DC-in for AC adapter
- **The Right Fit:** 14.32" W x 9.39" D x 0.7" H; 4.19 lbs; One-Year International Travelers **Limited Warranty** (ITW); Up to 8.5 hours of **battery life**
  - What's In the Box: Acer Aspire Laptop, AC Adapter, Power Cord

Retrieved from: <https://cutt.ly/3QvWIYJ>

## 6.2. Translate the following sentences into English

1. Потужна продуктивність: Процесор Intel Core i3-1115G4 11-го покоління забезпечує неперевершену швидкість та дані, продуктивність та ігровий досвід.
2. Голосова технологія має покращену обробку цифрового сигналу для усунення фонового шуму, покращення точності мовлення та прийому сигналів у далеких полях, що не тільки робить дзвінки чіткішими, але й робить спілкування з Alexa простішим, ніж раніше.
3. Однорічна міжнародна обмежена гарантія для мандрівників забезпечує до 8,5 годин автономної роботи.
4. Ергономічно розроблена петля всередині клавіатури розміщена для комфортного набору тексту, покращеного охолодження та кращого звучання.
5. Подивіться на чіткі деталі та контрасні кольори на 15,6-дюймовому дисплеї Full HD; співвідношення сторін 16:9 та вузькі рамки.

## 7. SPEAKING

**7.1. Present some tips on how to choose the right computer. Consider the type of a computer and specs. What specifications should you take into consideration and what computer to buy if you're looking for a computer:**


- for traveling;
- for programming;
- for gaming;
- for home;
- for graphic design;
- for a kid;
- for grandparents.

**7.2. Work in pairs. One of you wants to buy a computer** (decide what type: a PC, a tablet PC, a laptop / the purpose of buying: gaming, everyday use, travel, education, business), **the other is a shop assistant**

**7.3. Use the prompts/functional language and link to the site below where you can find different models to role play the conversation**

SHOP ASSISTANT	CUSTOMER
Greet the customer and offer help	Explain what are you looking for
Show the customer two possible models	Ask for some technical specifications (specs)
Give technical specs (describe the processor, RAM, storage capacity, etc). Compare two different models	Ask about any further technical specs/software
Give the information required. Compare the two models.	Ask the price
Answer, and mention any other details that might persuade the customer to buy the computer	Decide which computer to buy or leave the shop

**Some models can be found here:**

Link	QR code
<a href="https://cutt.ly/qQnWLlc">https://cutt.ly/qQnWLlc</a>	






### **Functional language in a computer shop:**

- Good morning! Do you need any help?
- The battery life is pretty solid.
- Both computers are very fast and reliable.
- The MacBook is more practical if you travel a lot.
- If that doesn't fall in line with your budget, you should take a look at ....
- Overall, if you're looking for one of the [best](#) gaming monitors for under \$600, .... is it?
- We are looking for...
- How much do they cost? How much is it?
- What is the storage capacity of the hard drive?
- Despite the sturdier material, .....maintains a reasonably portable weight for 15-inches, at 3.97 pounds.
- The screen size is roomy enough for real multi-window work.

## **8. WRITING**

**8.1. Write an essay on the topic: “How to choose the right computer for your needs” (120 words). See APPENDIX 2**

**8.2. Write an email to your friend suggesting which laptop to buy for studying and why. Use the notes below (120 words). See APPENDIX 1**

		
<p>HP Chromebook 14 Laptop, Intel Celeron N4000 Processor, 4 GB RAM, 32 GB eMMC, 14" HD Display, Chrome, Lightweight Computer with Webcam and Dual Mics, Home, School, Music, Movies (14a-na0021nr, 2021)</p>	<p>ASUS ROG Strix G17 (2021) Gaming Laptop, 17.3" 300Hz IPS Type FHD, NVIDIA GeForce RTX 3070, AMD Ryzen 9 5900HX, 16GB DDR4, 1TB PCIe NVMe SSD, RGB Keyboard, Windows 10, G713QR-ES96</p>	<p>Acer Aspire 5 A515-46-R14K Slim Laptop   15.6" Full HD IPS   AMD Ryzen 3 3350U Quad-Core Mobile Processor   4GB DDR4   128GB NVMe SSD   WiFi 6   Backlit KB   Amazon Alexa   Windows 10 Home (S mode)</p>
<p><a href="https://cutt.ly/JQnbJwp">https://cutt.ly/JQnbJwp</a></p>	<p><a href="https://cutt.ly/ZQnb8d9">https://cutt.ly/ZQnb8d9</a></p>	<p><a href="https://cutt.ly/WQnnoYB">https://cutt.ly/WQnnoYB</a></p>

## UNIT 5. TYPE, CLICK AND TALK



Retrieved from: <https://pinterest>

### 1. LEAD-IN

#### 1.1. Look at the photo and answer the questions in pairs:

1. What can you see in the photo? Is it a positive or negative image?
2. What does the photo say about how we communicate these days?
3. Would you say that the mobile phone is a great invention or a terrible one?
4. What do you think have been the most important five technological inventions of the last 200 years?

#### 1.2. Read the quotes and choose the one you agree/disagree with the most. Justify your choice. Compare your answers in groups


<p>“From a programmer’s point of view, the user is a peripheral that types when you issue a read request.”</p> <p>— <i>P. Williams</i></p>	<p>“It’s hardware that makes a machine fast. It’s software that makes a fast machine slow.”</p> <p>— <i>Craig Bruce</i></p>	<p>“As a rule, software systems do not work well until they have been used, and have failed repeatedly, in real applications.”</p> <p>— <i>Dave Parnas</i></p>
<p>“We are living in a generation where people ‘in</p>	<p>“I thought the invention of mobile phone was to save</p>	<p>“Computers and mobile devices are becoming known</p>

love' are free to touch each other's private parts but are not allowed to touch each other's phones because they are private." — <i>Robert Mugabe</i>	our time & money, be we are doing exactly the opposite." — <i>Srinivas Shenoy</i>	for their inherent insecurities and the ability to damage the long-term health of the users." — <i>Steven Magee</i>
--	--	--

## 2. LISTENING

**2.1.** Barcode scanners are most commonly used by logistics companies, and in shops, warehouses, and offices. However, they have become more popular in homes. With a barcode scanner and the right software, you can now catalog and organize your collection of books or any other item. Do you know what a barcode scanner is and how it works? What other input devices do you know?

**2.2.** Follow the link/use QR code and watch the video. In which order does the presenter do these things (a-d)?

Link	QR code
<a href="https://cutt.ly/UQp6Zlz">https://cutt.ly/UQp6Zlz</a>	

- he shows the first surface for barcode scanner
- he explains what is a first surface mirror
- he describes different parts of a barcode scanner
- he explains how barcode scanner works

**2.3. Watch the video the second time and fill in the gaps with a suitable word. Use only one word in each gap.**

A barcode scanner consists of **1** \_\_\_\_\_ different parts. These include the **2** \_\_\_\_\_ system, the sensor and the **3** \_\_\_\_\_. The barcode scanner scans the black and white elements of a barcode by **4** \_\_\_\_\_ the code with a **5** \_\_\_\_\_ light, which is then converted into **6** \_\_\_\_\_ text. This makes it so the scanner detects the **7** \_\_\_\_\_ light from the illumination system and **8** \_\_\_\_\_ an analog signal, validates the barcode using the check digit and converts it into text. Barcode scanners are **9** \_\_\_\_\_ and include diverse capabilities. If you look closely behind the protective window, you'll see the **10** \_\_\_\_\_ inside the barcode scanner.

**2.4. Work in pairs. Discuss the following question: Can barcodes be faked?**

### **3. READING**

**3.1. You will read an article about experiencing difficulties while using computers.**

**Before you read, answer the following questions in pairs:**

- Look at the title of the article. What do you think it refers to? Read the first paragraph to see if you were right.
- Have you ever become frustrated while using computers or other technological devices (e.g., mobile phones; keyboard, headphones). How do you react?

**3.2. Read the article. For questions 1-10, choose from the sections A-D.**



Retrieved from <https://cutt.ly/GmHy3jN>

### **THE DAY OF THE FLYING KEYBOARD**

**A.** Tracy Sullivan remembers well the day of the flying keyboard. As a summer intern for an American **think tank**, she encourages a co-worker who had a love-hate relationship with his computer. “If things were not going well, he would argue with the computer and hit it”, she recalls. “One day, something upset him. I saw the keyboard go sailing past my door and crash on the floor a few feet away”.

Don’t laugh! Most of you have yearned to do the very same thing at some point or other. Your computer freezes in the middle of an important presentation. Or there’s a blackout and you lose your report that you’ve been **toiling over** for hours. Or your entire project fails because the technical support people, or techies, as they are called, are more interested in paying with shiny new technology than installing systems that deal with your needs.

While technology certainly increases workplace output-and the prospect of working without computes is, well, unthinkable – there’s no denying that it carries with it a certain hint of impending trouble. The network goes down. The phone blinks cheeky “Wait for Service” message. Your battery dies. And you begin to get angry. That frustration with technology tends to go hand-in-hand with a frustration with the people

who run it, so it's not surprising folk love to blame the technics for their technology **woes**.

**B.** Somehow technology has become both an ally and a **scapegoat**. “My computer crashed” is “The dog ate my homework” of the digital age. In fact, our conflicting emotions regarding technology are by now the stuff of popular culture. Scott Adams, a creator of the popular comic strip Dilbert, has built a small empire illustrating the daily hostilities between humans and technology. Even the hugely famous comedy show Saturday Night Live has a recurring sketch featuring Jimmy Fallon as Nick Burns, Your Company's Computer Guy, Employees cower and stutter out their network problems, while **indignant** Burns marvels at their ineptitude.

But frustration with technology isn't just the stuff of comedy. A 2020 study of network managers by Concord Communications, found that 83 percent of respondents had horror stories to share about abusive acts forward computers. Network managers in the survey described broken mice, shattered monitors and kicked-in hard drives – all by-products of disgruntled users.

There's even a name for it: technology rage. Many experts **ascribe** its origins to the simplest of all causes: fear. One very human trait is to fear the unknown – or to fear being thought a fool. With technology, **both come into play**. People who are just learning about computers often feel stupid and intimidated. And because of its slightly foreign and intimidating aura, technology does an absolutely beautiful job of translating fear into anger.

**C.** It's no wonder that technology takes up a generous slice of cynical office conversations. For example, one former employee of a leading food company remembers the **unveiling** of £2million financial management system that ultimately **wreaked** chaos and resulted in the firing of the Chief Financial Officer. “We even had a naming party”, the employee recalls. “I don't know what we eventually called it- Pain in the Neck, or something.”

When an IT project fails, it requires only a short mental hop to blame the technical support department. IT-business relations often suffer from an assumption – **warranted** or not – that IT people hold a secret store of knowledge that businesspeople can't access.

**D.** The techie naturally fights back. For example, Dean Levy, the executive vice president of system director at Men's Wearhouse, thinks users are too resistant to the change wrought by technology projects.

Then there is the fact – go on, admit it – that non-techies are often unwilling to put in the time to learn new technology. It requires a **tremendous** amount of focus and most of the users don't have enough of it.

Such mutual finger-pointing naturally stirs up a potent brew of blame, defensiveness, and anger. And not surprisingly, it only fuels the frustration that we have with the machinery itself. It's hard to tell the real root cause of our love-hate relationship with technology. Whatever the reasons, the results can be by turns irritating, frustrating, and **devastating**. And though flying keyboards can often be funny, the consequences might not be.

Retrieved from <https://cutt.ly/GmHy3jN>

### Which sections (A, B, C, D) mention the following?

1. Almost half of all computer projects cost more than expected	
2. Techies and users tend to blame each other for computer systems failing.	
3. Users believe techies are privy to certain knowledge.	
4. People's ambivalent attitude towards computers is often humorously depicted.	
5. Techies suffer from a reputation for being arrogant.	
6. The idea of offices being computer-free is inconceivable.	
7. Computers increase productivity.	
8. Technical support people do not accept criticism easily.	



9. Technology is often the subject of negative discussion at work.	
10. A company gave their new computer system a nasty nickname.	

### 3.3. Decide if the statements are true (T) or false (F):

1. Techies enjoy new technologies regardless of how impractical it might be. \_\_\_\_
2. Few can claim they've never had the desire to damage computer. \_\_\_\_
3. The idea of offices being computer-free is inconceivable. \_\_\_\_
4. Technology can be used as an excuse for uncompleted work. \_\_\_\_
5. Few users feel threatened by the alien quality of technology. \_\_\_\_

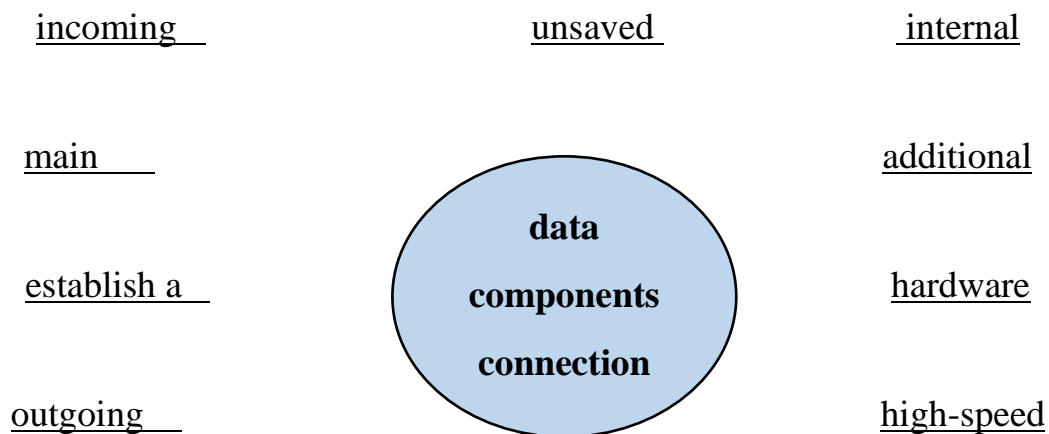
## 4. LANGUAGE IN USE

### 4.1. Match the words/ phrases from the text with their definitions:

Term	Definition
1. to think tank	a. to start to have a use or an effect in a particular situation
2. to toil over	b. sorrow or grief; misery.
3. woes	c. a committee of people with special experience or knowledge in a particular area
4. a scapegoat	d. very great in amount or level, or extremely good
5. indignant	e. to work hard on someone or something.
6. to ascribe	f. justified or well-founded
7. to come into pay	g. to regard something as being due to (a cause)
8. to unveil	h. to cause something to happen in violent and often uncontrolled way
9. to wreak	i. to feel or show anger or annoyance at what is perceived as unfair treatment

10.warranted	j. causing a lot of damage or destruction
11.tremendous	k. a person who is blamed for the wrongdoings, mistakes, or faults of others, especially for reasons of expediency
12.devastating	l. to show or introduce something new or make it known publicly for the first time

**4.2. Make collocations with *data*, *components* and *connections*, then use some of them to fill the gaps in the sentences that follow. Use the remaining collocations in your sentences.**



1. The storm made it difficult to \_\_\_\_\_, so we had limited access to the Internet today.
2. If your computer crashes unexpectedly, you will lose all \_\_\_\_\_.
3. The \_\_\_\_\_ of a standard computer are the keyboard. The mouse, the monitor and the central unit.
4. Modern computers will recognize \_\_\_\_\_ as soon as you connect them, without you having to do anything else.

5. Every time you download something off the Internet, your modem starts converting and storing \_\_\_\_\_

#### 4.3. Underline the correct word/phrase:

1. Inside a computer you will find several circuit **boards/panels/plaques**.
2. When you save your work on a computer, it is stored on one of its storage **devices/equipment/tools**.
3. It's a mobile phone, but it can be used as a walkie-talkie too. It's quite an interesting little **model/gadget/fragment**.
4. A laptop is easy to carry with you, it can be as powerful as a proper **desktop/desk/office** computer.
5. A word processor is a software **application/appliance/ apparatus** which helps you to type, format and edit texts.
6. Before attempting any repairs, make sure you have cut off the power **supply/provider/source**.
7. It's hard to **take/make/do** in the full impact on society of the increased use of computers.
8. I thought I was too old to take **on/up/over** computing as a hobby, but I was wrong – I find them really fun to use.
9. If the fonts are too small for you to read, change your monitor **adjustments/settings/standings**.
10. All of the computers in the three buildings are **joined/attached/linked** to each other and to the main server.

**4.4. Complete the sentences by filling the words from the box and then choose which device they're talking about from the brackets:**

to   can   which   allows   used   by   features   works   for
--

- 1 This model \_\_\_\_\_ a backlight, so you can see what you're typing in the dark (*scanner, keyboard, game controller*).
- 2 We have a Bluetooth version which \_\_\_\_\_ without wires, but the surface you use it on needs to be dark (*mouse, microphone, game controller*).
- 3 Why don't you try this? It's \_\_\_\_\_ drawing as if you were using a pen and paper (*keyboard, graphics tablet, scanner*).
- 4 You'll need one of these – it's \_\_\_\_\_ to control your movements while you play (*game controller, graphics table, microphone*).
- 5 For more precision, I'd recommend this. It's like an upside-down mouse, and it works \_\_\_\_\_ running your hand over the plastic ball here (*trackball, game controller, light pen*).
- 6 This is our most popular model. It \_\_\_\_\_ you reproduce exact copies of your documents in digital format (*graphics tablet, scanner, microphone*).
- 7 This works just like a mouse, except you \_\_\_\_\_ write directly onto the screen with it (*scanner, keyboard, light pen*).
- 8 This is a model \_\_\_\_\_ works particularly well with Skype (*microphone, mouse, game controller*).

## 5. GRAMMAR

**5.1. If a word or phrase in bold is in the correct form, put a tick (✓). If it is incorrect, write the correct form on the line**

### THE MOBILE PHONE

People 1) **have been dreaming** of having a personal means of communication for a long time. In the late 1960s, idea 2) **had seemed** so far in the future that it 3) **was included** in the science fiction series, Star Trek. Since the 1980s, however, mobiles 4) **became** a part of everyday life. Although they 5) **were** initially **seen** as a status symbol for successful business people, mobile use 6) **had spread** to include practically everyone in the developed world, old and young alike.

The impact on social life 7) **had been** enormous. We have got used to the idea of having constantly changing social plans, where a quick phone call is all, it takes to rearrange things. Before this was possible, there were many occasions where friends who 8) **had arranged** to meet completely 9) **had missed** each other because of a slight misunderstanding. People would often have to make very careful arrangements to be sure of meeting up. As mobiles 10) **have been becoming** more popular, so they 11) **have become** more powerful. The large, unreliable mobile phone of the 1980s 12) **has evolved** into the small, stylish camera phone of today.

1 _____	4 _____	7 _____	10 _____
2 _____	5 _____	8 _____	11 _____
3 _____	6 _____	9 _____	12 _____

Retrieved from <https://cutt.ly/zmHyf28>

**5.2. Use the words given in capitals at the end of each line and form a word that fits in the gap in the same line**

### QUALCOMP POWERTOP

Qualcomp have just brought out their 1 \_\_\_\_\_ new handheld REVOLUTION

computer, the Powertop. It's 2 \_\_\_\_\_ not to love it, with its POSSIBLE  
smooth, shiny 3 \_\_\_\_\_ and its bright screen. It might not be APPEAR  
the best 4 \_\_\_\_\_ to handheld computing because it is quite INTRODUCE  
advanced, but you'll find an 5 \_\_\_\_\_ of all the features in the EXPLAIN  
detailed manual. The Powertop has been 6 \_\_\_\_\_ designed SCIENCE  
to fit a lot of computing power in your palm. The 7 \_\_\_\_\_ INVENT  
of a unique wireless Internet connection means there's world of  
8 \_\_\_\_\_ just waiting for you. We give the Powertop nine out DISCOVER  
of ten.

Retrieved from <https://cutt.ly/smHypmZ>

**5.3. Fill in the gaps in the following passage. Use only one word in each gap (article, pronoun, preposition, auxiliary verb)**

#### HOW MOBILE PHONES TURN US INTO FUGITIVES

I remember it well. 1 \_\_\_\_\_ was a time in the past when I 2 \_\_\_\_\_ go to lunch without having to answer calls 3 \_\_\_\_\_ my boss, my wife, my children and my bank manager. There 4 \_\_\_\_\_ to be a time when notions 5 \_\_\_\_\_ as 'peace', and 'privacy' actually had a literal meaning. And when there was someone that you didn't want to speak to, never mind the reasons, you had the freedom not to 6 \_\_\_\_\_. Excuses were easy: I was out, I was sleeping, the phone was off the hook, and so on. It's all changed now, 7 \_\_\_\_\_ of those old defenses work. The callers simply come back at you with something like "but didn't you see my unanswered call on your mobile?" 8 \_\_\_\_\_ about the very phrase for a moment: to see one's unanswered call. No running 9 \_\_\_\_\_ from it, folks: you'd have to be deaf and blind to be able to sit on that old park bench. And even then, if you've got one of those mobile phones 10 \_\_\_\_\_ have vibration alert, you could still be in for some trouble. I'm not a technophobe. I'm really not. It's just that I've 11 \_\_\_\_\_ shown to be

tragically wrong about this one. I once **12** \_\_\_\_\_ «It's just a fad—it'll go away.» That was eight years **13** \_\_\_\_\_, and the people that walked around the streets talking away on those clumsy-looking devices were few and far **14** \_\_\_\_\_ and they looked ridiculous to everyone else. Now it's the other way around. **15** \_\_\_\_\_ you don't have a mobile phone, you're the **16** \_\_\_\_\_ one out, and others look at you as though you're walking around without any trousers.

Retrieved from <https://cutt.ly/smHypmZ>

## 6. TRANSLATION

**6.1. Translate the following passage into Ukrainian, pay attention to the words and phrases in bold**

**THIS IS THE CHEAPEST 8GB SMARTPHONE IN THE WORLD RIGHT NOW**



Three cameras **totaling** 77-megapixels, an 8-core processor, a full HD display, 8GB of RAM and 256GB of storage. No, it's not the specs of the new Google Pixel 5 smartphone, but the hardware you'll find in the Elephone U3H. Despite some seriously **high-end specs**, it sells for less than \$200. **Bargain?** Yes, we think so!

Smartphones are for many of us the main computing device in our everyday lives. So, it shouldn't be surprising that there seems to be a glut of deals, far more than their **laptop counterparts** for example.

Chinese vendor Elephone, for example, ships its U3H with the sort of storage hardware that you'd find on a Samsung Galaxy S20; 8GB of RAM and 256GB **onboard storage**.

However you can get all of this for the price of an entry-level smartphone, as at \$187.99 at Aliexpress (after a \$2 coupon), it is **an absolute steal** (and that includes **standard shipping worldwide**).

The Elephone U3H should make a great business device as well given that it has enough firepower to drive any mobile business applications you'd throw at it - although it cannot connect to a **DEX-like docking station**.

Along with its wallet-pleasing price, the Elephone U3H does come up with some **very enticing specifications**; a 6.53-inch **punch-hole** full HD display, a 48-megapixel Sony IMX586 camera sensor with a 24-megapixel Sony IMX576 in the front, a Mediatek Helio P70 CPU, NFC and wireless charging as well.

The 3400mAh battery might be on the low side and the phone ships with Android 9.0, however, Elephone has confirmed this will be upgradable to Android 10.

- If this product comes from mainland China, it will take at least a month to reach either the US or the UK (and potentially more). You may be levied a tax either directly or through the courier.
- Have you managed to get hold of a cheaper product with equivalent specifications, in stock and **brand new**? Let us know and we'll **tip our hat to you**.

Retrieved from <https://cutt.ly/AmG8j24>

## **6.2. Translate the following sentences into English:**

1. Це однозначно вигідна покупка, що включає стандартну доставку по всьому світу.
2. Дана модель телефону представлена трьома камерами загальною потужністю 77 мегапікселів, 8-ядерним процесором та дисплеєм Full HD, 8 ГБ оперативної та 256 ГБ портативної пам'яті.



3. Нова модель телефону дійсно має кілька дуже привабливих характеристик: 6,53-дюймовий перфорований дисплей та 256 ГБ вбудованої пам'яті.
4. Смартфони для багатьох з нас є основним цифровим пристроєм у нашому повсякденному житті.
5. Elephone підтвердив, що його можна буде оновити до версії Android 10.

## **7. SPEAKING**

**7.1. Role play a conversation between a “techie” and a computer user. Express your agreement or disagreement with the ideas given in the text “The day of the flying keyboard” adding your ideas**

**7.2 You are a team of advertising executives in the marketing department of an input devices company, TouchD. The company is going to expand its portfolio of high-profile brands by launching its new gaming keyboard. This sector is very competitive and there is a lot of money at stake, so the marketing campaign to launch this new product is dynamic and effective:**

- **Hold a meeting with your colleagues about your marketing campaign.**
- **Follow the action plan below.**
- **Prepare to present your campaign strategy to the board of directors.**

1. Describe the typical keyboard. What is it like? (groups of keys, its description?)
2. Suggest the name.

Possible names: Wireless Solar Keyboard, New Combo Keyboard, Ergonomic Natural Split Keyboard, but maybe you have better ideas?

3. Create a slogan.

It needs to be something short and catchy.



4. Decide on the packaging.

5. Decide on how to spend the budget.

You have a budget of €30m, part of which should be spent on producing the keyboard and part on advertising. Decide how you're going to spend the money. You can see the options for advertising below.

Type of advert	Cost	Questions
Prime-time TV ads on six major channels (two weeks)	\$20m	Which channels?
Whole page ads in ten magazines (three months)	\$5m	What kind of magazines?
Ads in all national cinemas (two months)	\$10m	Which cinemas?
Whole page ads in five national newspapers (one month)	\$5m	Which newspapers?
Viral advertising (three months)	\$2.5m	Which sites?
Sponsor six major sporting events	\$5m	Which events?
Sponsor six other major events	\$5m	Which events?
Billboards in the ten largest cities (three months and across the whole city)	\$2.5m	Which billboards?
Free samples to public in the ten largest cities (10,000 keyboards over three months)	\$2.5m	Which places – in the street, bars, clubs, etc.?
Celebrity endorsement (two-year contract)	\$5m	Who is it?

**7.3. Look at the pictures of the keyboards and their features and decide which one you would like to have. Why/Why not. Can you predict some other features/technical specs that these keyboards might have?**

	<ul style="list-style-type: none"> <li>• Quick Switch to 4 Devices</li> <li>• 7 - Color Backlit Wireless Keyboard</li> <li>• Broad Compatibility</li> <li>• Rechargeable &amp; Sleep Mode</li> <li>• Fashion &amp; Humanized Design</li> <li>• Ultra Fast FNATIC Switches, low-profile, mechanical</li> <li>• RGB with 16.8m Colours</li> <li>• Aluminium Metal Build</li> <li>• Lightweight at just 400 grams</li> <li>• OP software and profiles stored on-board</li> </ul>
	<ul style="list-style-type: none"> <li>• Quick switch to 3 devices</li> <li>• Full sized keyboard with number pad</li> <li>• Comfortable &amp; quiet typing</li> <li>• Rechargeable Bluetooth keyboard</li> <li>• Lifetime free warranty</li> </ul>
	<ul style="list-style-type: none"> <li>• Rainbow Light up Keyboard Mechanical Feeling Gaming Keyboard</li> <li>• Multimedia Keys Operation</li> <li>• Better User Experience</li> <li>• Easy to Use</li> </ul>

Retrieved from <https://www.amazon.co.uk/>

## 8. WRITING

**8.1.** Your university magazine is running a competition to find the best article on the subject “Staying in touch”. Write your article for the magazine, giving your opinion on the best input device for communicating with people (120 words). See APPENDIX 6

**8.2.** Read the extract from a newspaper article on ways of communicating. Write a letter responding to the points raised and expressing your views (120 words). See APPENDIX 2

*“Sometimes I wonder how teenagers communicate. They seem to spend all their time on the Internet or their mobiles but I have no idea what they are doing. There are other things as well, such as the language that they use when they speak to each other. I mean, is this communicating?”*

## UNIT 6. CAPTURE YOUR FAVOURITE IMAGE



Retrieved from <https://bit.ly/3rujrDE>

### 1. LEAD-IN

#### 1.1. Discuss the following questions in pairs and share the information:

1. What kind of camera do you have?
2. Do you like taking pictures?
3. Should pictures be posted on the Internet without permission?
4. How do ordinary film cameras work?
5. Are you camera-shy?
6. Do you like taking photos of yourself?
7. How do digital cameras work?

#### 1.2. Practice the pronunciation of English terms, translate them into Ukrainian and explain their meaning in English

Term	Translation	Meaning
light source		
dimension		

barcode		
charge-coupled device		
sensor		
resolution		
matrix		
film		


## 2. LISTENING

**2.1. Work in teams (3-4 students). Make a list of possible areas where barcode scanners can be used. Discuss their applications with your groupmates**

**2.2. You will watch the video about the most innovative barcode scanners. Before you watch, brainstorm and complete the chart. Try to predict what the video will be about**

Your ideas	
1	
2	
3	
4	
5	

**2.3. Watch the video and compare your answers in Task 2.2 with your groupmates**

Link	QR code
<a href="https://www.youtube.com/watch?v=YsyqtUfvhks">https://www.youtube.com/watch?v=YsyqtUfvhks</a>	

## 2.4. Watch the video again and answer the questions:

1. Who is the presenter?
2. What was the presenter talking about?
3. What technical information would you add to the presenter's speech?

## 2.5. After watching the video mark the following sentences as True or False

1. SYMCODE 2D can scan up to 600 times per second at any angle	<b>True</b>	<b>False</b>
2. ESKY scanner is not shock resistant	<b>True</b>	<b>False</b>
3. SYMCODE MJ-R30 can be connected via Bluetooth	<b>True</b>	<b>False</b>
4. ESKY can scan up to 100 times per second	<b>True</b>	<b>False</b>
5. SYMCODE 2D can scan 1D barcodes in multiple directions	<b>True</b>	<b>False</b>
6. ESKY scanner is not compatible with Linux OS	<b>True</b>	<b>False</b>
7. SYMCODE MJ-R30 has 512k memory and can store 1000 barcodes	<b>True</b>	<b>False</b>

## 3. READING

### 3.1. Pronounce the following words, translate them into Ukrainian and try to memorize them

Word	Translation
equipment [ɪ'kwɪpmənt]	
film [fɪlm]	
cylinder ['sɪlɪndə]	
shutter ['ʃʌtə]	
chemicals ['kemɪkəlz]	
picture ['pɪktʃə]	
digital ['dɪdʒɪt(ə)l]	

charge-coupled device [tʃɑ:dʒ 'kʌpəld di'vaɪs]	
lens [lenz]	
pixel ['pɪks(ə)l]	
image ['ɪmɪdʒ]	

**3.2.** Work in pairs. Make up your own sentences in English with any 3-4 words from the task above. Write them down and ask your groupmate to translate them into Ukrainian

**3.3.** Look through the passages and choose suitable titles for them out of the given ones. One of the titles is extra

1. Film camera
2. How digital cameras work
3. QR code scanner
4. Digital technology in modern cameras
5. Image compression

### DIFFERENT TYPES OF CAMERAS



## FILM vs DIGITAL

Retrieved from <https://bit.ly/3rDLro4>



**A** If you have an old-style camera, you'll know that it's useless without one vital piece of equipment: a film. A film is a long spool of flexible plastic coated with special chemicals (based on compounds of silver) that are sensitive to light. To stop light spoiling the film, it is wrapped up inside a tough, light-proof plastic cylinder — the thing you put in your camera. When you want to take a photograph with a film camera, you have to press a button. This operates a mechanism called the shutter, which makes a hole (the aperture) open briefly at the front of the camera, allowing light to enter through the lens (a thick piece of glass or plastic mounted on the front). The light causes reactions to take place in the chemicals on the film, thus storing the picture in front of you.

**B** Digital cameras look very much like ordinary film cameras but they work in a completely different way. When you press the button to take a photograph with a digital camera, an aperture opens at the front of the camera and light streams in through the lens. So far, it's just the same as a film camera. From this point on, however, everything is different. There is no film in a digital camera. Instead, there is a piece of electronic equipment that captures the incoming light rays and turns them into electrical signals. This light detector is one of two types, either a charge-coupled device (CCD) or a CMOS image sensor. Light from the thing you are photographing zooms into the camera lens. This incoming "picture" hits the image sensor chip, which breaks it up into millions of pixels. The sensor measures the colour and brightness of each pixel and stores it as a number. Your digital photograph is effectively an enormously long string of numbers describing the exact details of each pixel it contains.

**C** Once a picture is stored in numeric form, you can do all kinds of things with it. Plug your digital camera into your computer, and you can download the images you've taken and load them into programs like PhotoShop to edit them or jazz them up. Or you can upload them onto websites, email them to friends, and so on. This is possible because your photographs are stored in digital format and all kinds of other digital

gadgets — everything from MP3-playing iPods to cell phones and computers to photo printers — use digital technology too. Digital is a kind of language that all electronic gadgets “speak” today.

**D** Imagine for a moment that you’re a CCD or CMOS image sensing chip. Look out of a window and try to figure out how you would store details of the view you can see. First, you’d have to divide the image into a grid of squares. So you’d need to draw an imaginary grid on top of the window. Next, you’d have to measure the color and brightness of each pixel in the grid. Finally, you’d have to write all these measurements down as numbers. If you measured the color and brightness for six million pixels and wrote both down both things as numbers, you’d end up with a string of millions of numbers — just to store one photograph! This is why high-quality digital images often make enormous files on your computer. Each one can be several megabytes (millions of characters) in size. To get around this, digital cameras, computers, and other digital gadgets use a technique called compression. Compression is a mathematical trick that involves squeezing digital photos so they can be stored with fewer numbers and less memory.

Retrieved from <https://bit.ly/3ybfzcY>

### **3.4. Answer the questions to check your understanding of the text:**

1. What is a film?
2. What should a photographer do to stop spoiling the film?
3. What light detector is used in digital cameras?
4. What happens after incoming "picture" hits the image?
5. What is the PhotoShop application used for?
6. What is compression?
7. Can an old-style camera work without a film?

**3.5. Complete the following sentences with the ideas from the text:**

1. The sensor measures the colours and brightness of \_\_\_\_\_.
2. You can read more about how an image sensor produces a \_\_\_\_\_.
3. If you measured the color and brightness for six \_\_\_\_\_.
4. Compression is a mathematical trick that involves \_\_\_\_\_.
5. A film is a long spool of \_\_\_\_\_.
6. When you want to take a photograph with a film camera, you \_\_\_\_\_.
7. When you press the button to take a photograph with \_\_\_\_\_.

**3.6. Consider the following statements whether they are TRUE or FALSE. If the statement is FALSE, find the part of the text that gives the correct information**

1. Digital cameras look very much like ordinary film cameras	<b>True</b>	<b>False</b>
2. When you press the button to take a photograph with a digital camera, an aperture opens at the back of the camera	<b>True</b>	<b>False</b>
3. There is no film in a digital camera	<b>True</b>	<b>False</b>
4. Once a picture is stored in numeric form, you cannot do anything with it	<b>True</b>	<b>False</b>
5. Light from the thing you are photographing zooms into the camera lens	<b>True</b>	<b>False</b>
6. Compression is a mathematical trick that involves squeezing digital photos	<b>True</b>	<b>False</b>
7. The sensor measures the colour and brightness of each pixel and stores it as a number	<b>True</b>	<b>False</b>

## 4. LANGUAGE IN USE

### 4.1. Match each term with its proper definition:

Term	Definition
1. light-emitting diode	a. takes a fair bit of energy to fire a xenon flash, which is why a lot of indoor flash photography quickly uses up your batteries
2. wrist connector	b. charges up for several seconds to store enough energy to fire the flash
3. processor chip	c. catches light from the object you're photographing and focuses it on the CCD
4. secure digital card slot	d. toggles the lens between two positions for taking either close-ups or distant shots
5. USB connector	e. is the light-detecting microchip in a digital camera and it uses either CCD or CMOS technology
6. image sensor	f. connects your camera to your computer to download the photos you've taken
7. focusing mechanism	g. is used for sliding a flash memory card in here for storing more photos
8. lens	h. controls all the camera's functions
9. flash capacitor	i. a strap that keeps a camera securely tied to your wrist
10. flash lamp	j. indicates when the self-timer is operating, so you can take photos of yourself more easily

### 4.2. Work in teams. Cover the left column of the table in task 4.1 and recall the terms

**4.3. Find expressions in the text with the similar meaning and translate them into Ukrainian:**

English phrase or word	Expressions from the text	Ukrainian equivalent
part of equipment		
light-resistant		
type		
similar to		
effectively		
edit		
store		
picture		

**4.4. Work in pairs. Make up your own sentences in English with any 3-4 synonyms from the task above. Write them down and ask your groupmates to translate them into Ukrainian**

**4.5. What do the following abbreviations stand for?**

Abbreviation	
DPI	
DSLR	
USB	
MP3	
LED	
CCD	
CMOS	

## 5. GRAMMAR

**5.1. You are going to watch the video on the topic “Passive voice”. Before you watch, try to recall what rules from this grammar topic you know**

**5.2. Watch the video and make notes. Use Grammar Reference if necessary**

Link	QR code
<a href="https://www.youtube.com/watch?v=nRGLDD0BBdc&amp;t=1s">https://www.youtube.com/watch?v=nRGLDD0BBdc&amp;t=1s</a>	

**5.3. Work in pairs. Read the text below and highlight as many passive voice constructions as you can. Compare results with your groupmates**

Digital cameras give a whole new meaning to the idea of painting by numbers. Unlike old-style film cameras, they capture and record images of the world around us using digital technology. In other words, they store photographs not as patterns of darkness and light but as long strings of numbers. This has many advantages: it gives us instant photographs, allows us to edit our pictures, and makes it easier for us to share photographs using cell phones (mobile phones), e-mail, and web sites. If you open up a digital photograph in a paint (image editing) program, you can change it in all kinds of ways. A program like this works by adjusting the numbers that represent each pixel of the image. So, if you click on a control that makes the image 20 percent brighter, the program goes through all the numbers for each pixel in turn and increases them by 20 percent. If you mirror an image (flip it horizontally), the program reverses the sequence of the numbers it stores so they run in the opposite direction. What you see on the screen is the image changing as you edit or manipulate it. But what you don't see is the paint program changing all the numbers in the background. Some of these image-editing

techniques are built into more sophisticated digital cameras. You might have a camera that has an optical zoom and a digital zoom. An optical zoom means that the lens moves in and out to make the incoming image bigger or smaller when it hits the CCD. A digital zoom means that the microchip inside the camera blows up the incoming image without actually moving the lens. So, just like moving closer to a TV set, the image degrades in quality. In short, optical zooms make images bigger and just as clear, but digital zooms make images bigger and more blurred. Most digital cameras have settings that let you take pictures at higher or lower resolutions. If you select high-resolution, the camera can store fewer images on its memory card — but they are much better quality. Opt for low-resolution and you will get more images, but the quality won't be as good. Low-resolution images are stored with greater compression.

Retrieved from <https://bit.ly/3ybfzcY>

#### 5.4. Make up ten sentences in English using passive voice and terms below:

Term	Sentence
1. digital image	
2. compression	
3. squeezing photo	
4. charge-coupled device	
5. chemicals	
6. sensitive	
7. light-proof	
8. electrical signal	
9. plastic cylinder	
10. image sensor	

## 6. TRANSLATION

### 6.1. Translate the following passage into Ukrainian, pay attention to the words and phrases in bold

There are effectively four different kinds of **digital** cameras. The simplest, known as **point-and-shoot**, have a lens to capture light (which may or may not zoom), an image sensor to turn the **pattern** of light into digital form, and an LCD screen round the back for viewing your photos. At the opposite end of the spectrum, DSLR (**Digital Single Lens Reflex**) cameras look like traditional, professional film cameras and have a moving, hinged mirror inside that lets you view the exact picture you're going to shoot through the lens. The most recent innovation, **mirrorless** digital cameras, are a sort of hybrid of these two designs: they abandon the hinged mirror system in favour of a higher-resolution LCD **viewfinder** mounted nearer to the image sensor, which makes them smaller, lighter, faster, and quieter. Finally, there are smartphone cameras, which resemble point-and-shoot models but **lack features** like an optical zoom. From what I've said so far, you can see that digital cameras are great things — if you're comparing them to old-style film cameras, that is. Thanks to their superb, cutting-edge image sensors, there's really no good reason (other than a nostalgic preference for analogue technology) to use **film**. You might be forgiven for thinking sales of digital cameras would be rocketing as a result, but you'd be wrong. Over the last few years, digital cameras have seen **double-digit falls** in sales in parallel with the massive rise of smartphones and tablets (which now sell more than 1.5 billion each year). Check out a **photo-sharing** site like Flickr and you'll find the most popular «cameras» are actually phones: in September 2019, at the time I'm updating this article, Flickr's top five cameras are all iPhones. Is there a good reason to own a **standalone** digital camera anymore or can you now do everything with a camera phone?

Retrieved from <https://bit.ly/3ybfzcY>



## 6.2. Translate the following sentences into English:

1. Штрих коди використовуються у всіх сферах людської діяльності.
2. Сучасні камери здатні наближувати зображення до 10 разів.
3. Видошукач є найбільш дорогим елементом цифрової камери.
4. Цифрові камери підтримують роздільну здатність 4К та здатні записувати звук за допомогою вбудованого мікрофону.
5. Соціальна мережа Instagram допомагає оброблювати зображення користувача за допомогою інтегрованого програмного забезпечення.
6. Раніше камери зберігали зображення виключно на плівці.
7. Цифрові камери дуже схожі зовні з аналоговими, але мають розширений функціонал.

## 7. SPEAKING

**7.1. You are a participant of the international conference devoted to the innovations in photography. Choose and speak on one of the following topics:**

1. Advantages of old-style cameras
2. Disadvantages of digital cameras
3. Barcode and its role in our life
4. Modern types of charge-coupled devices
5. PhotoShop as an indispensable tool for image editing

**7.2. Work in pairs. Imagine you are interviewing a famous IT scientist. Try to interview your groupmate using the questions below. List all of his or her ideas in the table. Swap the roles**

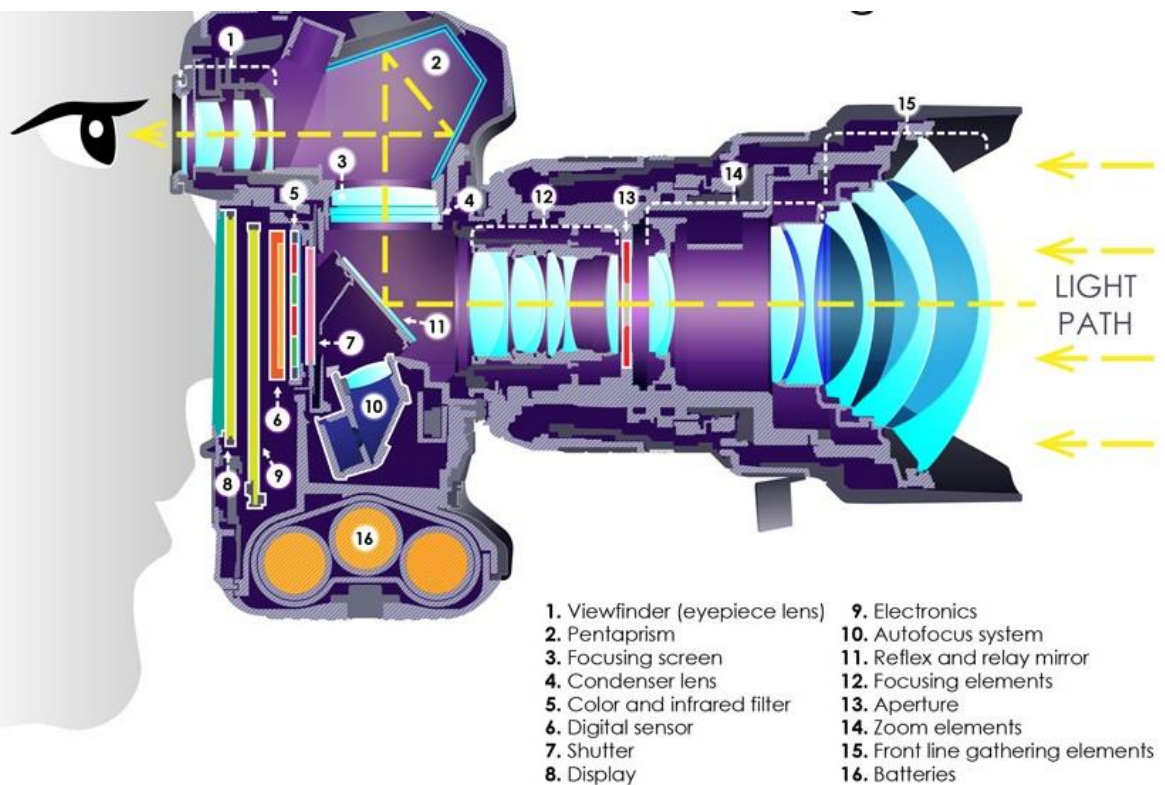
Student 1	Student 2
1.	1.
2.	2.

3.	3.
4.	4.
5.	5.

1. What device do you normally take photos with?
2. Do you ever use special features like panoramic photos or slo-mo videos?
3. Do you prefer taking photos of scenery or portraits of people?
4. Do you usually edit your photos?
5. Do you post photos on social media sites?
6. What is compression?
7. What is CMOS image sensor?

**7.3. With the help of this picture, describe the main components of a DSLR camera.**

**See APPENDIX 5**



Retrieved from <https://bit.ly/3zLeU2x>

## 8. WRITING

**8.1. Write a summary of the text “Different types of cameras” in 120 words. See APPENDIX 4**

**8.2. Write a short article for the IT magazine about the best digital camera you have ever used (120 words). See APPENDIX 6. Use the following characteristics:**

- updated super 35 4.6K image sensor
- 4608 x 2592 with 15 stops of dynamic range at 3200 ISO
- 4.6K images at up to 120 frames per second
- windowed 4K DCI at up to 150 frames per second
- windowed 1080 HD at 300 frames per second
- Blackmagic RAW images in both film and extended video modes
- RAW compression levels up to 12:1
- USB-C expansion port for recording to external drives
- Windowed 1080 HD at 300 frames per second
- Blackmagic RAW images in both film and extended video modes
- RAW compression levels up to 12:1
- USB-C expansion port for recording to external drives

## UNIT 7. YOUR IMAGE – YOUR FUTURE

### 1. LEAD-IN

**1.1.** Look at the photos below. What impact do you think each invention has had on our lives? How do you use them in everyday life?

		
<a href="https://cutt.ly/Mm5GnNw">https://cutt.ly/Mm5GnNw</a>	<a href="https://cutt.ly/gm5Gbfb">https://cutt.ly/gm5Gbfb</a>	<a href="https://cutt.ly/mm5G0EI">https://cutt.ly/mm5G0EI</a>

**1.2.** Look at the news headlines below. Check the meaning of the words in **bold**. Replace the words written in **bold** with their synonyms. Use a dictionary if necessary. Try to predict what is written in these articles

Huawei's P50 camera is said <b>to capture</b> true-to-life colour in the latest <b>teaser video</b> .
Google Pixel <b>folding phone</b> : What the <b>rumours</b> say.
THE IPHONE WILL FINALLY GET AN <b>ALWAYS-ON DISPLAY</b> THIS YEAR.
6 Pro specs revealed in a new leak.
Poco F3 <b>tip; and trick;: 13 great features to try.</b>
<i>Essential Indoor Camera review: Keeping an eye on indoors.</i>

Retrieved from <https://cutt.ly/8m5Jx0L>

**1.3.** Answer the following questions:




1. What kinds of images do you take?

2. What devices do you use to take photographs?

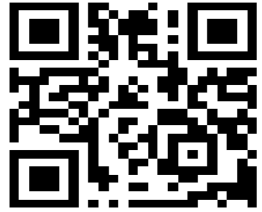
3. Who do you share your images with? Where do you share them?

## 2. LISTENING

**2.1. Work in groups. Look at photos A-C. Do you think the news events happened or are they hoaxes? Why do you think so? Why are there so many hoaxes everywhere? What do you think about the manipulation of images in advertising to make a message stronger?**

		
A. Abandoned bike swallowed up by tree	B. Man survives cross- Channel journey in the landing gear	C. Sharks infest the flooded suburban town
<a href="https://cutt.ly/Gm6nB8j">https://cutt.ly/Gm6nB8j</a>	<a href="https://cutt.ly/nm6QkXh">https://cutt.ly/nm6QkXh</a>	<a href="https://cutt.ly/um6QcyW">https://cutt.ly/um6QcyW</a>

**2.2. Mary Owen, NLP's Chicago program manager, explains why digital photos posted on social media and elsewhere online need to be checked, and shares some easy-to-use tips and tools for verifying them. Watch the video and make a list of those tips and tools. Add some more ones if you can**

Link	QR code
<a href="https://cutt.ly/sm66Z36">https://cutt.ly/sm66Z36</a>	

**2.3. Watch the video again. Fill in the gaps with the missing information**

1. Photos can certainly be used to \_\_\_\_\_
2. Over the years photos have helped the average people better understand world events including \_\_\_\_\_
3. The digital age made it really easy to \_\_\_\_\_ or other photo editing programmers.
4. Consumers need to \_\_\_\_\_ when they encounter digital images.
5. Fortunately, the digital age has also given us tools to \_\_\_\_\_
6. Use Google reverse image to \_\_\_\_\_
7. By right-clicking on the image you can copy what's called \_\_\_\_\_
8. The examples of hoaxes are \_\_\_\_\_
9. Photo-fact checking or \_\_\_\_\_ has become a trend on social media.
10. You can keep \_\_\_\_\_ on what's real and what's not in the world of online photos.



### 3. READING

#### 3.1. Which statements do you agree with? Discuss these ideas with a groupmate

1. When I see a photo on the Net/ in the media I assume it's real.
2. It should be illegal to publish hoax photos. It's the same as publishing false news.
3. It's unfair to show a famous person in an embarrassing situation in a hoax photo.
4. It's more fun to be tricked by a hoax photo than to find out that it's fake.

#### 3.2. Read the article about the power of image in today's media and answer the questions:

1. Why are images particularly powerful in today's digital media?
2. What examples of images are presented in the text?
3. In what way are images more powerful than texts?

#### 3.3. Explain the words in bold

##### THE POWER OF IMAGE



Retrieved from: <https://cutt.ly/3Qqpn3b>

Today's media is **image-driven**. Never before has it been so easy to access, compose, **manipulate** and share images. A particularly powerful image can also **trigger** a news item and deliver a strong emotional message. The image may stay with us longer than the news story itself. Sometimes, an image can be all that it takes to spread the

word and via today's digital media this can happen very quickly. Images can sometimes **sum up** issues more easily than the written word and they can be understood more quickly.

For example, the tragic image of the body of a three-year-old Syrian boy, washed up near the Turkish resort of Bodrum after a boat of migrants capsized, was powerful enough to **alert** the whole world to the refugee crisis. The image alone symbolized the crisis. On a much more superficial and sensationalist level, a group selfie posted by Oscars show host Ellen DeGeneres on her Twitter account became the most **retweeted image** of all time (3.5 million times to date).

It's clear then that an image can **spark a mental response** from the brain faster and with more impact than text. For this reason, even conventional newspapers in their electronic versions now have regular features called 'The Big Picture' where they feature the most **striking images** of the moment.

But how do images work? It turns out that we **respond** to images on three different levels, although we are not aware of this. There is the affective response – how we feel when we see an image and what mental images **are conjured up** immediately. Then, there's the **compositional response** – how we take in all the different elements in the image, how the image is framed and what is in the foreground and background. Finally, there is the critical response, when we try to **work out** what message the image is transmitting. Quite a few images can be difficult to understand at first sight. They raise our **curiosity**, and this makes them more **impactful**.

Images also have a large number of cultural associations and these change over time. Decades ago, if you'd asked people what connections they could make with the word 'apple', they might have replied Adam and Eve, Snow White, William Tell, New York (the Big Apple) or Apple Records, the Beatles' Record Company.

Nowadays, if you put the word 'apple' into a Google Images search, you get thousands of Apple Computers' logos.



It may be that soon Steve Jobs' apple will be more recognizable than the fruit itself ... now that would be crazy!

Retrieved from: <https://cutt.ly/HQqpPDy>

**3.4. Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences**

1. An image can have a more lasting effect than text. \_\_\_\_\_
2. The author thinks that the group selfie image is as important as the photo of the Syrian boy. \_\_\_\_\_
3. Mainstream newspapers are beginning to feature sections on images. \_\_\_\_\_
4. We know intuitively that we respond to images in different ways. \_\_\_\_\_
5. Sometimes the most powerful images are the ones that are difficult to understand at first. \_\_\_\_\_
6. The example of the apple shows us that images are very personal. \_\_\_\_\_
7. The author thinks that Steve Jobs' apple being more famous than the fruit is logical. \_\_\_\_\_

**3.5. Complete the sentences with the correct form of the verbs in the box:**

work out   conjure up   sum up   manipulate   respond   alert   access

1. The author \_\_\_\_\_ his argument very well in the final paragraph.
2. Sometimes it's difficult to \_\_\_\_\_ the meaning when you read a text. An image explains it more quickly.
3. It's easy to \_\_\_\_\_ images these days with filters and programs and then share them on Instagram.
4. We \_\_\_\_\_ to images differently. At first, they make an emotional impact.

5. An image can \_\_\_\_\_ a certain feeling. For example, photos of your childhood can bring back lots of memories.
6. A high-impact image can \_\_\_\_\_ everybody to a particular problem or issue.
7. It's so easy to \_\_\_\_\_ images these days – think of how many people share them on social media.

## 4. LANGUAGE IN USE

### 4.1. Match phrasal verbs with *out* to their meanings

1 Microsoft has just <b>brought</b> a new laptop <b>out</b> .	a) relax
2 You should stop work and go to bed or you'll <b>burn out</b> .	b) stop speaking
3 I've got no money for the bus, but I'll <b>figure</b> something <b>out</b> .	c) faint
4 We need to breed more pandas before they <b>die out</b> .	d) become extinct
5 When you get to work, <b>look out for</b> Ben. He's got a file for you.	e) launch into the market
6 Don't <b>pull out</b> yet. A cyclist is coming.	f) suddenly start
7 Don't get so stressed. <b>Chill out</b> !	g) to all be bought
8 The tickets for the match on Saturday <b>sold out</b> months ago.	h) tell someone something
9 It really hurt when I fell out of my bike. I couldn't help but <b>burst out</b> crying.	i) look carefully for someone
10 My parents and our neighbours <b>have fallen out</b> again over some loud music.	j) drive into the road
11 Brian's <b>pointed out</b> that my jumper's on back to front. How embarrassing!	k) find a solution

12 It was so hot today that Laura almost <b>passed out</b> .	1) get ill

**4.2. Complete using the correct form of the words below. Explain the meaning of the words:**

boast	contradict	exaggerate	flatter
-------	------------	------------	---------

1. I think Dave's \_\_\_\_\_ the magazine's importance. It actually has very small readership.
2. Caroline said the hotel was fantastic and then Paul immediately \_\_\_\_\_ her and said it wasn't actually very nice at all.
3. I know Suzanne's wealthy but there's no need for her to \_\_\_\_\_ about it to everyone all the time.
4. Adam said I could be a professional model but I think he was just \_\_\_\_\_ me.

allege	assert	insist	utter
--------	--------	--------	-------

5. The politician has continually \_\_\_\_\_ his innocence.
6. As your lawyer, I \_\_\_\_\_ on your telling me the truth.
7. Thomson is \_\_\_\_\_ to have accepted a bribe from a local businessman.
8. Don't \_\_\_\_\_ a single word until you've spoken to your lawyer.

confide	confirm	convey	disclose
---------	---------	--------	----------

9. You know you can \_\_\_\_\_ in me at any time, don't you?
10. We would like to \_\_\_\_\_ that your application has been approved.

11. Your password will not be \_\_\_\_\_ to any third party.
12. I can't begin to \_\_\_\_\_ how sorry I am for the trouble I've caused.

mumble                  murmur                  stumble                  stutter

13. I could hear the audience \_\_\_\_\_ but couldn't make out any distinct comments.
14. It's so embarrassing when a newsreader \_\_\_\_\_ over the words.
15. I stood there \_\_\_\_\_ in shock, unable to think of anything sensible to say.
16. Please don't \_\_\_\_\_ when you're talking to me. Open your mouth when you talk!

quibble                  rant                  rave                  scribble

17. Linda was \_\_\_\_\_ about the new sitcom on ITV. She said it's hilarious.
18. Stop \_\_\_\_\_ on the desk!
19. There's no point in \_\_\_\_\_ over the bill. It's only a few euros more than we thought it would be anyway.
20. When my boss gets in a bad mood, she just \_\_\_\_\_ at everybody.

clarification                  context                  gist                  tip

21. Here's a \_\_\_\_\_ for all budding writers out there. Never let the truth get in the way of a good story!
22. Please do contact me if you require further \_\_\_\_\_ on any of these issues.
23. I understand the \_\_\_\_\_ of her argument, but I can't say I understand all the fine points.

24. They quoted me completely out of \_\_\_\_\_. I don't mean that at all.

Retrieved from: <https://cutt.ly/dQqo5dd>

#### 4.3. Choose the correct answer. Explain your choice



Retrieved from: <https://cutt.ly/YQqoHGk>

The online encyclopedia Wikipedia challenges our preconceptions about factual information.

Before Wikipedia, it was 1)\_\_\_\_\_ as read that encyclopedias were written by paid experts. In other 2)\_\_\_\_\_, before Wikipedia, the 'reader' of an encyclopedia had no control over the content. Wikipedia has changed all that, as anyone is allowed to edit and add content. The idea has certainly 3)\_\_\_\_\_ on and, for millions of people, Wikipedia 4)\_\_\_\_\_ a vital need. Wikipedia's founders 5)\_\_\_\_\_ that, on the whole, the information on the site is no less accurate than more traditional encyclopedias.

Despite this, critics have 6)\_\_\_\_\_ the site for its inaccuracies. Articles on the site have certainly 7)\_\_\_\_\_ things which are not in fact true. However, although these have received wide media 8)\_\_\_\_\_, they essentially 9)\_\_\_\_\_ the problem. Most people have little 10)\_\_\_\_\_ how many inaccuracies there are in traditional encyclopedias too.


1	A given	B taken	C made	D put
2	A speech	B ways	C words	D terms
3	A got	B put	C taken	D caught
4	A says	B responds	C tells	D answers

<b>5</b>	A insist	B assist	C consist	D desist
<b>6</b>	A pronounced	B renounced	C denounced	D announced
<b>7</b>	A assented	B assigned	C asserted	D associated
<b>8</b>	A treatment	B coverage	C handling	D usage
<b>9</b>	A exaggerate	B boast	C flatter	D extend
<b>10</b>	A gist	B hint	C hunch	D inkling

Retrieved from: <https://cutt.ly/KQqoMeF>

## 5. GRAMMAR

**5.1. We have different ways of talking about the future. Watch the video and remember the grammar rules**

Link	QR code
<a href="https://cutt.ly/LQao44A">https://cutt.ly/LQao44A</a>	

**5.2. Choose the correct words. See Grammar Reference for more information**

1. “There’s no milk left in the fridge.”OK, *I’ll go/I’m going to/ I’ll be going to the shop*, then. Is there anything else we need?”
2. This time next week, *I’ll be/I’ll being/ I will have been* in New York.
3. *I will definitely come/ I definitely will come/ Definitely I will come* to the meeting tomorrow. Can you remind me what time it starts?
4. “I don't think you’ll be able to finish your homework before we have to leave.” “*I’ll finish/ I will finish/I’m going to finish it*. I only need another few minutes.”
5. I can’t meet you tomorrow because *I play/ I’ll play/I’ll be playing*

6. My father *will be/ will have been/ is being* sixty next Thursday. We're having a big party for him.
7. This good weather *won't have lasted/isn't going to last/ isn't lasting* I can see some black clouds over there.
8. We're going on holiday next week so I'm afraid we *won't come/ won't be coming/ won't have come* to your party.
9. Next month, I *will be working/ will have been working/will work* for this company for twenty-five years. I hope to retire in two years' time.
10. Please call me as soon as *you're due to arrive/ you arrive/ you'll arrive* at your uncle's house.
11. I can't wait for our holiday! This time tomorrow we *are sitting/we'll sit/we'll be sitting* on the beach.
12. Welcome to the Grand Hotel, Mr. and Mrs. Smith. How many nights *will you have stayed/ will you stay, will you be staying* with us?
13. The builders *will have finished/ will have been finishing/ will be finished the* repairs to our house by the end of this week, so we can move back in next week.
14. Put on some sun cream before you go out. *It's getting/ It's going to get/It's got* very hot in a few hours.
15. The company regrets to announce that *it's closing/it closes/it will close* four stores next month because of the economic situation.
16. I've accepted a place at Bristol University in September and *I'm going to study/ I'll study/ I study* law.

Retrieved from: Mark Foley, Diane Hall (2016). *MyGrammarLab Intermediate Student's book*. Great Britain: Pearson-Longman.

### 5.3. Choose the correct words:

Interviewer: what do you think 1) *to/won't/will* happen to the economy this year? Are economic conditions 2) *going to/ be going to/ going* improve?

Economist: I think 3) *they'll probably/ they probably will/ probably they will* get worse before they get better – that's what looks likely. We 4) *we'll be/ are/ will have been* going to see a long period of transition and we 5) *won't see/ don't have seen/ don't see* a full recovery for at least another eighteen months or so.

Interviewer: What about banks – do you think they'll 6) *raise/ will raise/ will be raising* interest rates?

Economist: Well, I'm not certain, but I 7) *expect/ guarantee/ know* there 8) *will be/ being/ be* a small rise in interest rates. I think they'll 9) *going/ be gone/ go* up by no more than half a percent, though. Basically, banks 10) *are going to be/ are/ are being* very cautious about lending money over the next few months.

Interviewer: That means we won't have 11) *seeing/ been seen/ seen* any significant increases in over two years. What effect do you think that will have on the economy?

Economist: I think it 12) *is being/ is going to be/ is* a very tough year for small business owners and first-time home buyers.

Retrieved from: Mark Foley, Diane Hall (2016). *MyGrammarLab Intermediate Student's book*. Great Britain: Pearson-Longman.

#### **5.4. Work in groups. Discuss the following questions:**

1. What do you think life will be like in fifty years?
2. What aspects of society will have changed (e.g. technology, politics, education, the environment)? Include some stronger and some weaker predictions in your answer (use the exercises above as an example).



## 6. TRANSLATION

**6.1. Translate the following passage into Ukrainian, pay attention to the words and phrases in bold**

### EVALUATING SOURCES OF INFORMATION



Retrieved from: <https://cutt.ly/BQaaYt2>

Collins Dictionary describes **fake news** as 'false, **often sensational**, information **disseminated** under the guise of news reporting'. The online Cambridge English Dictionary describes **fake news** as 'false stories that appear to be news, spread on the internet or using other media, usually created to **influence political views** or as a joke: There is concern about the power of fake news to affect election results'. A related term is **post-truth**. The Oxford English Dictionary defines post-truth as 'relating to or **denoting circumstances** in which objective facts are less influential in shaping political debate or public opinion than appeals to emotion and personal belief'.

The term Fake news has also become the rhetoric for dismissing the statements or views of another **outright**. This has been used by public figures in recent years. It is worrying that public figures use the term in this way as it does not promote a society where open debate **is encouraged for** a healthy and democratic society.

Fake news **is related to**, and can include, the following types of doubtful, unreliable and **misleading sources of information**.

#### **Types of fake news sources:**

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**Conspiracy:** Sources that are well-known promoters of conspiracy theories.

**Rumour Mill:** Sources that traffic in rumors, gossip, innuendo and **unverified claims**.

**State News:** Sources in repressive states operating under government sanction.

**Junk Science:** Sources that promote pseudoscience, metaphysics, naturalistic fallacies and other scientifically dubious claims.

**Hate News:** Sources that actively promote racism, misogyny, homophobia and other forms of discrimination.

**Clickbait:** Sources that provide generally credible content but **use exaggerated, misleading or questionable headlines**, social media descriptions and/or images. These sources may also use **sensational language** to generate interest, clickthrough, and shares, but their content is typically **verifiable**.

Retrieved from: <https://cutt.ly/BQaaYt2>

## 6.2. Translate the following sentences into English

1. Це джерела, які забезпечують загальнодоступний вміст, але використовують перебільшені, оманливі або сумнівні заголовки, описи та / або зображення в соціальних мережах.
2. Це джерела, що висвітлюють чутки, плітки, натяки та неперевірені заяви.
3. Фейкові новини включають сумнівні, ненадійні та оманливі джерела інформації.
4. Словник Коллінза описує фейкові новини як „неправдиву, часто сенсаційну інформацію, що поширюється під виглядом репортажів”.
5. Така позиція та використання терміну фейкові новини означає несприйняття інформації, яка не відповідає вашим попереднім переконанням та поглядам.

## 7. SPEAKING

### 7.1. Describe one of your favourite photographs. Talk about:

- when the photograph was taken;
- what it depicts;

- what significant memory this photograph bears;
- explain why this is your favourite one;
- what makes a good photograph;
- the improvements the latest technologies have brought in photography.

## 7.2. Work in small groups and discuss:

1. Do you think the article “The power of image” is right about using images in social media? Why/Why not?
2. What kinds of images do you post there? Will you change your mind now? If so, how?
3. What other kinds of media do you post to/share on social media? (e.g. video)

## 7.3. a) Complete the questions with the correct form of the verbs in brackets.

**Explain your choice**

**b) Take turns to ask and answer the questions**

Situation 1	Situation 2
<p>A groupmate has a photo of you at a campus party doing something embarrassing. He threatens to show it to your dean unless you pay him a small sum of money. Would you:</p> <p>a) agree ____ (pay) the money since it's a small amount, just to avoid trouble?</p> <p>b) deny ____ (do) anything wrong and tell your groupmate</p>	<p>Someone shows you a printout of an email written by your best friend. It's full of negative comments about you and also contains a few secrets that you told your friend and some private photos. Would you:</p> <p>a) accuse your friend ____ (betray) you?</p> <p>b) refuse ____ (believe) that the email is real, and do nothing?</p> <p>c) make your friend admit ____ (write) the original email and warn him/her ____ it</p>

<p>to do whatever he wants?</p> <p>c) talk to your dean and apologise _____ (act) stupidly?</p>	<p>again (never do)?</p>
<p><b>Situation 3</b></p> <p>A year ago, you promised to buy an iPhone for your friend's birthday. She's just reminded you, but now you can't afford it. Should you:</p> <p>a) promise _____ (buy) it but next year?</p> <p>b) persuade her _____ (choose) a cheaper one.</p> <p>c) tell her the situation and apologize _____ (not keep) your promise.</p>	<p><b>Situation 4</b></p> <p>Your lecturer has offered to give you a bonus (exam mark "B") if you write a report that will have her name on it with fake photos and she will take full credit for. Would you:</p> <p>a) offer _____ (do) it but only if she gives you mark "A"?</p> <p>b) suggest _____ (ask) someone else?</p> <p>c) say no and threaten _____ (report) your dean?</p>

Retrieved from: Mark Foley, Diane Hall (2016). *MyGrammarLab Intermediate Student's book*. Great Britain: Pearson-Longman.

## 8. WRITING

**8.1. Write a discursive essay on one of these topics (120 words). See APPENDIX 3 and use the prompts below:**

- *Manipulation of images in advertising is justified to make a message stronger*
- *Idealized images of models in media can have a positive effect on ordinary people.*
- *The media should be free to examine the lives of public figures.*
- *The media should focus more on the lives of ordinary people rather than on famous ones.*
- *The media should not investigate the private life of royal families.*

- *The media prefers negative stories to positive ones.*
- *The standard of journalism on the internet is lower than in print.*

**8.2.** Write a short article for the IT magazine “Is Wikipedia a reliable source of information? Can you cite it in your scientific writing? Why/Why not?” (120 words)

## UNIT 8. NETIQUETTE



<https://cutt.ly/lQyQ5Z2>

### 1. LEAD-IN

#### 1.1. Answer the following questions:

1. Why are rules of conduct important when communicating online?
2. What rules should be kept in mind when online?
3. What are some good things to do in your online communication?
4. What are some things to avoid?
5. What are some useful abbreviations to use in your messages?
6. How can you convey emotions in an electronic message?
7. What are FAQs and why are they important?

#### 1.2. Work in pairs. Read the following articles and highlight the main ideas.

**Compare your answers with your groupmates:**

<p><i>Netiquette</i>, abbreviation of Internet etiquette or network etiquette, guidelines for courteous communication in the online environment. It includes proper manners for sending e-mail, conversing online, and so on. The purpose of netiquette is to help construct and maintain a pleasant,</p>	<p><i>E-mail etiquette – a step-by-step guide to creating a professional Signature</i></p> <p><u>E-mail Etiquette</u></p> <p>To improve the impact of your messages and avoid trouble, there are a few unwritten rules, called netiquette (networking etiquette) you should be</p>
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<p>comfortable, and efficient environment for online communication, as well as to avoid placing strain on the system and generating conflict among users.</p> <p>Netiquette includes rules that provide guidance for appropriate social interaction and technical performance online. What constitutes good netiquette varies among the many subcultures of the Internet, and, of course, netiquette issues change with time and technology. Nevertheless, some general principles of proper online manners can be outlined. They include:</p> <ul style="list-style-type: none"> <li>- Lurking. Lurking means that one reads the posts of a group without participating in the conversation—that is, one assumes the role of a silent reader/observer. Proper netiquette requires some knowledge of the culture of a group in which one chooses to participate; therefore, preliminary knowledge of the group, gained from lurking, is beneficial.</li> <li>- Reading the FAQs. FAQ stands for Frequently Asked Questions; FAQs also provide answers to these questions. A FAQ is a list of questions that are commonly asked among newcomers. Reading a FAQ</li> </ul>	<p>aware of:</p> <ul style="list-style-type: none"> <li>- Clearly, summarize your message in the subject line.</li> <li>- Keep your messages short and focused. Recipients tend to ignore long messages.</li> <li>- Don't write in all CAPITAL LETTERS. Capital letters are used for emphasis and are considered equivalent to SHOUTING. IT'S ALSO DIFFICULT TO READ.</li> <li>- Watch your spelling. Almost all e-mail clients let you know if you misspell a word. Take advantage of the help.</li> <li>- Don't write anything you wouldn't say in public. It's easy for recipients to forward messages to others, which could leave you in an embarrassing position if you divulge personal or confidential information.</li> <li>- Include your name at the bottom of a message.</li> <li>- If you are e-mailing photos, don't send anything you wouldn't want the entire world to see. Remember, e-mail is not always private.</li> </ul> <p>It's easy to think of e-mail as a casual method of communication which does not need to adhere to the same rules of etiquette as traditional mail. In some</p>
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before posting helps a new group member to avoid committing the faux pas of asking questions that have already been answered, an act that often generates negative responses from other users.

- Remember the Human. Communicating via computers tends to lead people to lose sight of the feelings of, or to be insensitive to, others; consequently, users tend to be more blunt in stating their views than they probably would be face-to-face. Users need to be reminded that although they are communicating online, they are nevertheless dealing with real people who have real emotions.

- Avoid Flames. A flame is a message that contains strong personal criticism or attack. Users are advised not to engage in flaming or participate in flame wars. One should treat others the same way that one would like to be treated, and profanity is not good netiquette. A rational tone and a polite manner are preferred.

- Not a Homework Center. Online groups are resourceful arenas; however, users should not use groups as a first resort for information-gathering or as a “quick”

ways, that’s true. It is perfectly fine to send a quick, one-word response to someone else’s message. But it’s important to remember that, regardless of whether it’s handwritten or electronic, every communication is a reflection of you and your business. Sloppy, unprofessional e-mails will reflect poorly on both.

### E-Mail Signatures

Most people sign their letters in written correspondence. With electronic messages, you can add a signature too, although it’s a bit different.

Most e-mail programs let you insert a signature file at the bottom of the message. It can be anything from a clever quote to some additional information about you, such as your title, company, phone number and website address. If you’re creative, use the characters on your keyboard to make a unique design. You can also add a graphic if you wish.

Once you create a signature file, your e-mail program will insert it automatically, instead of you having to retype it with each message. If you send a lot of e-mail, this saves time and



<p>source for homework or class assignments.</p> <p>Before going online to ask questions, users should have completed preliminary research by visiting the library or doing a Web search.</p> <p>- Composition Protocols. Users should observe correct grammar and be careful about punctuation and spelling when composing their messages. Online messages should be clear, concise, and organized; an articulate and thoughtful message generates more responses.</p>	<p>keystrokes.</p>
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### ***Meaning of smiles and emoticons (with correct abbreviations)***

When you talk to someone face-to-face, your body language, the tone of your voice, your inflections and facial expressions impart great meaning to what you say. These nonverbal cues may be more important than your words.

When we communicate online, whether through email, social media, forums, or blogging, any nonverbal cue that should be part of our message is lost.

Unfortunately, this can sometimes cause hard feelings when your message or tone is misinterpreted.

To make sure you're understood and prevent any accidental offense, you can personalize your written communication by using a smiley or emoticon – a “face” you create from keyboard characters. You'll be amazed at the range of emotions these little characters express!

### **Abbreviations**

While smiles add personality to your messages, abbreviations save keystrokes when space is limited (such as when you're sending a text message or a tweet).

Abbreviations also make your message more casual and friendly. When you communicate it's important to fit the medium you're using, and online communication tends to be much more casual than sending a letter. Using a few of the common abbreviations below can help with that.

Be careful when using abbreviations, however. If you use too many, your message may become incomprehensible to the recipient. It's safer to use only very popular and common abbreviations to make sure you're understood.

Also, make sure you understand the meaning of an abbreviation before using it. You don't want to accidentally send the wrong message or cause offense. For example, beginners often misinterpret LOL to mean "lots of love," as in the infamous case of a mother who sent a text to her daughter: "Your grandmother has just passed away. LOL." LOL actually means "laughing out loud."

Abbreviations also rise and fall in popularity, and there are always new ones being invented. An abbreviation that was popular in the early days of the internet may just confuse modern users.

But as long as you're careful about the abbreviations you use, they can be a useful tool for online communication.

**1.3. Work in pairs. One person writes a message to his or her partner that violates email etiquette. The second person reads to correct the message and returns it to the first person**

**1.4. Read the answer guide. Choose one answer and express your agreement or disagreement. Pay attention to Useful language to help you:**

*1. Why are rules of conduct important when communicating online?*

Just like we expect other drivers to follow the rules of the road, there are many unspoken rules of etiquette for communication online. Following these rules ensures clear communication, and prevents misunderstandings and hard feelings.

*2. What rules should be kept in mind when online?*

Any of the rules listed in Netiquette and Email Etiquette are acceptable answers.

*3. What are some good things to do in your online communication?*

Using common acronyms, smileys, clear subject lines; thinking twice before you send an email or post online; or consulting a website's FAQ are all acceptable answers.

*4. What are some things to avoid?*

Using all capital letters, writing lengthy emails, posting spam, or sending emails to a large number of recipients are all things to avoid.

What are some useful abbreviations to use in your messages?

LOL, BTW, ROFL, IMHO, and BRB are common abbreviations that will be understood by most readers.

*5. How can you convey emotions in an electronic message?*

Emotions can be conveyed by using smileys.

*6. What are FAQs and why are they important?*

FAQ stands for Frequently Asked Questions. Consulting a FAQ is a quick and easy way to find the information you're looking for without having to wait for a response to your question.

<b>USEFUL LANGUAGE:</b>	
<i>Agreeing:</i> That's right! Absolutely! Exactly! Me too! Yes, I agree!	<i>Disagreeing:</i> I don't agree. I totally disagree. Absolutely not. That's not right. I'm not sure about that.

<p>I totally agree!</p> <p>I couldn't agree more!</p> <p>I see exactly what does this statement mean!</p> <p>This statement is right.</p> <p>That's a good statement.</p>	
<p><i>Partly agreeing:</i></p> <p>I agree up to a point, but ...</p> <p>I see the point, but ...</p> <p>That's partly true, but ...</p> <p>I'm not so sure about that.</p>	

### 1.5. What do the following abbreviations and acronyms stand for:

Abbreviation/Acronym	
1. AFAIK	
2. ATM	
3. BFN	
4. BRB	
5. BTW	
6. G	
7. HTH	
8. IIRC	
9. IMHO	
10. IMO	
11. JK or J/K	
12. OT	

13. LOL	
14. OT	
15. OTOH	
16. ROTFL	
17. TIA	
18. TOY	
19. TY	
20. YMMV	

Retrieved from: <https://cutt.ly/tQyOn93>

Retrieved from: <https://cutt.ly/rQyOI7L>

Retrieved from: <https://cutt.ly/qQyANi0>

## 2. LISTENING

### 2.1. Match the definitions (a–j) with the vocabulary (1–10):

Vocabulary	Definition
1. a stranger	a. in a way that makes you feel ashamed or embarrassed of something you've done
2. to feel guilty	b. someone you don't know
3. an in-joke	c. a private joke or funny story that only certain people understand
4. to deal with something	d. to upset somebody by saying bad things to them or about them
5. shamefully	e. to feel that something you did was wrong
6. in person	f. to take action to solve a problem
7. to throw you off	g. actually being with someone, rather than communicating online
8. to apologise	h. to say sorry for something you've done

9. to trust	i. to believe that someone is good and honest and won't harm you
10. to hurt somebody's feelings	j. to make you suddenly feel surprised or confused

**2.2. Have you ever posted mean things online? Watch the video where three people are talking about their experiences and identify which speakers had positive experience and which speakers had negative experience**

	positive experience	negative experience
Speaker 1		
Speaker 2		
Speaker 3		

Link	QR code
<a href="https://youtu.be/g65SzaefqQ4">https://youtu.be/g65SzaefqQ4</a>	

**2.3. Watch the video again and identify whether the following statements are true or false:**

1. Nick feels ashamed that he posted mean comments online when he was younger.	<b>True</b>	<b>False</b>
2. Nick only posted comments about people that he knew in real life.	<b>True</b>	<b>False</b>
3. De'Graft feels OK about all of the comments he has posted.	<b>True</b>	<b>False</b>

4. Katie upset someone by telling them that their art wasn't good.	<b>True</b>	<b>False</b>
5. Nick often posted private jokes or comments about school.	<b>True</b>	<b>False</b>
6. When the person told Katie that she had hurt their feelings, Katie didn't care.	<b>True</b>	<b>False</b>
7. Nick says you don't need to explain if the comment was only a joke.	<b>True</b>	<b>False</b>
8. De'Graft says that sometimes things happen online that you don't expect.	<b>True</b>	<b>False</b>

#### **2.4. Put the words and phrases in order to make sentences:**

1. that? said Should have I
2. for saying mean so guilty things. such I felt
3. how afterwards. you deal with things those It's all about
4. to may have upset. the person Apologise that you
5. you wouldn't Don't comment in person. say mean things that to someone
6. to trust. an adult You can you talk

#### **2.5. Work in small groups and find out: What would you do if you posted a comment online and then you realized it was mean and hurtful?**

Retrieved from: <https://cutt.ly/sQyKB17>

### **3. READING**

#### **3.1. Read the text and choose the most suitable title for it from those below:**

1. Communications systems
2. Bilingual or multilingual
3. Netiquette
4. Social networks

Being polite is always important in day – to – day encounters with people. And that same courtesy is just as important when dealing with people virtually, on the Internet. When you were a child your parents and teachers taught you a Golden Rule: do unto others as you would have them do unto you. You were taught to stand up for yourself and express your opinion, but in a polite way, without offending anyone or making someone angry. Unfortunately, all too often people today forget the fact when they interact with someone online, that interaction is still a human one despite the electronics and technology in the middle. When you communicate with someone on the Internet, you are at a great disadvantage because the only interface is the computer screen. There are no facial expressions, no gestures or body language, and no tone of voice. For that reason, electronic communication can be easily misinterpreted. It is extremely to choose your word carefully, and remember that there is a real person on the other end, reading them and interpreting them without any face – to – face assistance from you. So, use the same standards of etiquette that you use in your day – to – day life. Most people are law – abiding, polite, considerate citizens in real life. But for some reason, many people are totally abandon their maturity when they get online. Then be confident, not conceited. Be sure you know what you are saying, and be sure your words impart the tone that you would be using if you were speaking. Imagine saying that to a real person's face since the person reading your words is a real person. And do not forget that anonymity is great, but it can have consequences. The Internet is a huge network of communication, and most people communicating online just want to share opinions and have those opinions appreciated. Discussion groups, blogs, and social networking sites allow you to reach out to faceless people that you would probably never meet otherwise so you will not be judge you on in person. You will be judged by the quality of your writing, and what you say. And although the Internet is a big place and it is easy to be anonymous, do not be fooled into thinking that you can say whatever you want to and get away with it.



**3.2. Decide whether the following statements are true or false and justify your answer:**

1. Good manners are not important when dealing with people on the Internet.
2. Internet can cause misunderstanding.
3. You should act as if you were speaking to real people.
4. You will be judged by the quality of your writing and opinions.
5. The Internet is a big place where you can say and write what you want.

**3.3. Answer the following questions on the text:**

1. What is the “Golden Rule” in life and on the Net?
2. What should you keep in mind when you get online?
3. What are the disadvantages of online communication?
4. Why is extremely important to use the right words?
5. What is the Internet, according to the text?

**3.4. Match the words underlined in the text to their synonyms:**

Words from the text	Synonyms
1. encounter	a. leave
2. offending	b. deceived
3. communicate	c. good manners on the Net
4. standard	d. proud
5. abandon	e. nameless
6. conceited	f. meeting
7. anonymity	g. transmit
8. opinion	h. level

9. fooled	i. idea
10.netiquette	j. hurt

Retrieved from: <https://cutt.ly/DQyNAsa>

## 4. LANGUAGE IN USE

**4.1. Give English equivalents to the following Ukrainian word expressions from the text:**

Expression in Ukrainian	English equivalent
1. наразі важливо	
2. взаємодіє з кимось	
3. в режимі реального часу	
4. анонімність	
5. соціальні мережі	
6. не судитимуть вас	
7. деякі стандарти етикету	
8. з тієї причини	
9. інтерпретована не вірно	
10.вираз обличчя	

**4.2. Find synonyms from the text for the words in the table and translate them into Ukrainian:**

English phrase or word	Synonym from the text	Translation
1. abandon		
2. communicate		
3. anonymity		
4. middle		

5. person		
6. virtually		
7. great		
8. offend		
9. screen		
10. assistance		

**4.3. Work in pairs. Make up your own sentences in English with any 3-4 synonyms from the task above. Write them down and ask your groupmates to translate them into Ukrainian**

**4.4. Imagine that you are preparing for the presentation on the topic «Netiquette». Explain the following terms to make them clear for your audience:**

1. virtually
2. body language
3. tone of voice
4. off-topic
5. etiquette
6. social networking service
7. anonymity
8. lingo

**4.5. Match the terms with their definitions:**

Term	Definition
1. online	a. is a personalized block of text automatically appended at the bottom of an email message, Usenet article, or forum post


2. etiquette	b. is application software for accessing the World Wide Web
3. social networking service	c. is the use of messaging systems to send multiple unsolicited messages to large numbers of recipients for the purpose of commercial advertising
4. flaming	d. is the set of conventional rules of personal behaviour in polite society, usually in the form of an ethical code that delineates the expected and accepted social behaviours that accord with the conventions and norms observed by a society, a social class, or a social group
5. signature block	e. is an online platform which people use to build social networks or social relationships with other people who share similar personal or career interests, activities, backgrounds or real-life connections
6. blog	f. indicates a state of connectivity
7. web page	g. is the act of posting insults, often including profanity or other offensive language, on the internet
8. web browser	h. is a set of social conventions that facilitate interaction over network ranging from Usenet and mailing lists to blogs and forums
9. spamming	i. is a hypertext document provided by a website and displayed to a user in a web browser
10. netiquette	j. is a discussion or informational website published on the World Wide Web consisting of discrete, often informal diary-style text entries (posts)

**4.6. Cover the left column of the table in task 4.5 and recall the terms**

## **5. GRAMMAR**

**5.1. You are going to watch the video on the topic «Question types». Before you watch, try to remember what rules from this grammar topic you know**

**5.2. Watch the video and make notes. Use Grammar Reference if necessary:**

Link	QR code
<a href="https://www.youtube.com/watch?v=32mWvOFtMMo">https://www.youtube.com/watch?v=32mWvOFtMMo</a>	

**5.3. Work in pairs. Retell the information from the video to your groupmate. Ask questions to make sure if this grammar material is clear to your groupmate. Swap the roles**

**5.4. Complete the sentences with a word from the box:**

auxiliary	positive	negative	be	do
-----------	----------	----------	----	----

1. If the main part of the sentence is positive, we add a \_\_\_\_\_ question tag.
2. If the main part of the sentence is negative, we add a \_\_\_\_\_ question tag.
3. If the sentence contains an \_\_\_\_\_ verb or modal verb, we use that for the question tag.
4. The other exception is the verb \_\_\_\_\_ – we use that for the question tag if it appears in the main part of the sentence.
5. If the main part of the sentence contains a different verb, we make the question tag using \_\_\_\_\_, in the correct form.

**5.5. Write the words in the correct order to make questions:**

1. to were Who you ? talking

.....

2. are at they ? looking What

.....

3. music ? down the you Could turn

.....

4. is for What homework the today ?

.....

5. Who that photo ? took

.....

Retrieved from: <https://cutt.ly/aQoh8fg>  
Retrieved from: <https://cutt.ly/BQohB1X>

## 6. TRANSLATION

### 6.1. Translate the following passage into Ukrainian, pay attention to the words and phrases in bold:

Cyberbullying is bullying that takes place over **digital devices** like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in **social media**, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or **private information** about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok
- Text messaging and **messaging apps** on mobile or tablet devices
- Instant messaging, direct messaging, and online chatting over the internet
- Online forums, **chat rooms**, and message boards, such as Reddit
- Online gaming communities

With the prevalence of social media and digital forums, comments, photos, posts, and content shared by individuals can often be viewed by strangers as well as **acquaintances**. The content an individual shares online – both their personal content as well as any negative, mean, or hurtful content – creates a kind of permanent public record of their views, activities, and behavior. This **public record** can be thought of as an online reputation, which may be accessible to schools, employers, colleges, clubs, and others who may be researching an individual now or in the future. **Cyberbullying** can harm the online reputations of everyone involved – not just the person being bullied, but those doing the bullying or participating in it.

Retrieved from: <https://bit.ly/3rD7VFU>

## 6.2. Translate the following sentences into English:

1. Усі друзі жартують між собою, але іноді важко сказати, чи хтось просто розважається, чи намагається нашкодити вам, особливо в Інтернеті.
2. Кібербулінг – це булінг із застосуванням цифрових технологій.
3. Якщо ви думаєте, що відчуваєте булінг, перший крок – це звернутися за допомогою до когось, кому ви довіряєте, наприклад, до ваших батьків, близького члена сім'ї чи іншого дорослого.
4. Атмосфера, в якій перебуває дитина, впливає на її настрій, психологічний стан, здоров'я, бажання отримувати знання та відвідувати заклад освіти.
5. Щоб запобігти булінгу, потрібна безпечна та доброзичлива атмосфера, основана на довірі і повазі.
6. Якщо кібератаки поодинокі, доречно їх ігнорувати.
7. Якщо булінг трапляється на соціальній платформі, подумайте про блокування кривдника та офіційно повідомте про його/її поведінку на самій платформі.

## 7. SPEAKING

**7.1. Imagine you are a participant of the international conference devoted to the innovations in information technologies and engineering. Choose and speak on one of the following topics:**

1. Cyberbullying in social media
2. Benefits of online gaming communities
3. Online forums: advantages and disadvantages
4. Facebook versus Instagram
5. Tik Tok as an educational tool

**7.2. Work in pairs. Interview your groupmate using the questions below. List all of his or her ideas in the table. Swap the roles**

Student 1		Student 2	
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	

1. Do you think that it is a good or bad habit for young people to play computer games?
2. Why should you be careful about giving out personal information to people that you meet in chat rooms?
3. Do you think that meeting people online is easier than meeting people face-to-face?
4. Are old people disadvantaged by today's usage of the Internet? How?
5. How does the Internet help people from different countries to communicate with each other?



6. How do we stop young children from visiting the Internet sites that have inappropriate content?
7. Do you think that some people spend too much time on the Internet and does this stop them from seeing their friends face-to-face?

## **8. WRITING**

**8.1. Write a summary of the text «Netiquette» in 120 words**

**8.2. Write a letter to your grandmother explaining the rules of using the Internet (120 words). See APPENDIX 1**

## UNIT 9. DISPLAY SCREENS AND ERGONOMICS



Retrieved from <https://bit.ly/3rujrDE>

### 1. LEAD-IN

#### 1.1. Discuss the following questions in pairs and share the information:

1. What types of video displays do you know?
2. What is refresh rate?
3. What is a video graphics adaptor?
4. Is it possible to watch TV by means of a monitor?
5. What devices can you connect to your monitor?
6. What type of monitors do you have?
7. What new technologies are used for displaying the output?

#### 1.2. Practice the pronunciation of English terms, translate them into Ukrainian and explain their meaning in English

Term	Translation	Meaning
sequence ['si:kwəns]		
diode ['daɪəʊd]		

curved [kɜ:vɪd]		
brightness ['braɪtnɪs]		
experience [ɪk'spɪrɪəns]		
nit [nɪt]		
liquid ['lɪkwɪd]		
capture ['kæptʃə]		
monochrome ['mɒnəkrəʊm]		
adaptor [ə'dæptə]		
feature ['fi:tʃə]		
mode [məʊd]		
multimedia ['mʌltɪmi:diə]		
monitor ['mɒnɪtə]		

#### 1.4. Complete the text with the words from the table:

1. emits	2. high-end	3. dithering	4. pixels
5. photographers	6. smartphones	7. luminance	8. dynamic range

If you're shopping for a computer monitor or laptop today, you may find a new term in the display specifications: HDR, or High 1)\_\_\_\_\_. HDR indicates the display can accurately present video and other image content that's been saved in an HDR format, which conveys vastly more color shades and nuances than previous standards. HDR displays are featured in some of the latest Lenovo X Series tablets and convertibles. But HDR isn't just for laptops. There are HDR TVs, HDR monitors, even HDR tablets and 2)\_\_\_\_\_. The rich color detail that's possible with HDR10, Dolby Vision and other HDR formats makes the technology ideal for everything from still photography to action video to imagined game environments. HDR

video still relatively new and compatible content, while growing, is not yet abundant. For now, this makes HDR mostly of interest to 3)\_\_\_\_\_, video editors and other image professionals. But with Netflix and Amazon both now streaming HDR feature films and documentaries, more and more regular consumers are asking «What is HDR?» Without getting too deep into the technical details, an HDR display produces greater 4)\_\_\_\_\_ and color depth than screens built to meet older standards. Display luminance describes the amount of light it 5)\_\_\_\_\_, which in turn determines the gap between the brightest and darkest pixels on the screen. The increased light produced by an HDR display makes its brightest 6)\_\_\_\_\_ far brighter than before, further differentiating them from the darkest ones. This increased contrast ratio enables more subtle pixel-to-pixel changes and better image reproduction. Luminance is measured in candelas/m<sup>2</sup> or «nits» — a term that's increasingly common in the technical specifications for both professional and consumer monitors and laptop displays. Several different standards have been published to define what can qualify as an HDR display, generally starting at 400 nits for laptops and rising to 1000 or even 10,000 nits for 7)\_\_\_\_\_ professional monitors. Color depth refers to how many bits of data each pixel of a display can utilize to produce the colors in an image or video. Before HDR, most displays topped out at 8-bit color. But the new HDR formats can process 10-bit (or even 12-bit) color, increasing the potential on-screen color variations exponentially. It's all in the math. Whether directly or through what's called 8)\_\_\_\_\_, 8-bit color depth allows for 256 different shades of each primary color, making it possible to generate about 16.5 million color variations. 10-bit color bumps the number of shade options from 256 to 1024 - increasing the maximum color variations to more than 1 billion!


Retrieved from <https://lnv.gy/3wCZWtu>

## 2. LISTENING

**2.1. You will watch the video about the best ultra wide monitor on the market. Before you watch brainstorm and complete the chart. Try to predict what the video will be about**

Your ideas
1
2
3
4
5

**2.2. Watch the video and compare your answers in Task 2.1 with your groupmates**

Link	QR code
<a href="https://www.youtube.com/watch?v=JWo34Cf4E3I">https://www.youtube.com/watch?v=JWo34Cf4E3I</a>	

**2.3. Watch the video again and mark the following sentences as True or False**

1. The RTX 3080 has special magnetic feature for managing cables	True	False
2. The resolution of the RTX 3080 is 3440x1440	True	False
3. This monitor has 3 HDMI ports	True	False
4. The device has 5 menu buttons	True	False
5. This monitor can be used just for gaming	True	False
6. The monitor has built-in speakers	True	False

7. The RTX 3080 uses display port	<b>True</b>	<b>False</b>
-----------------------------------	-------------	--------------

### 3. READING

**3.1. Translate the following words and phrases into Ukrainian and try to memorize them**

Word / Phrase	Translation
1. viewing angle	
2. brightness	
3. backlight	
4. adjustment	
5. contrast ratio	
6. compatible	
7. frame rate	
8. pixel density	
9. refresh rate	
10.console	
11.panel type	
12.resolution	

**3.2. Work in pairs. Make up your own sentences in English with any 3-4 words / phrases from the task above. Write them down and ask your groupmate to translate them into Ukrainian**

**3.3. Look through the passages and choose suitable titles for them out of the given ones. Two of them are extra**

1. Curved versus flat monitors
2. Eye strain and distortion

3. Hi-Fi system
4. The benefits of curved monitors
5. Screen resolution
6. What is a curved monitor?
7. Gaming input devices
8. Screen size

### **ARE CURVED MONITORS BETTER?**



Retrieved from <https://bit.ly/3rujrDE>

**A** Curved monitors have increased in popularity over recent years. A curved monitor is just like your standard computer monitor. The only difference is the curvature. Different monitors come with different levels of curvature. Curvature is measured with an «R» rating. The lower the R rating the greater the level of curvature. The most common curvature levels are 1800 R, 3000R, and 400R. Even though you can find smaller curved monitors, most curved monitors are on the larger side. And that's for good reason. To get the full effect of the curvature, you'll want a 32-inch screen minimum.

**B** The main difference between curved and flat monitors is immersion. Curved monitors are specifically designed to provide users with more immersive and comfortable experiences. Curved monitors use ocular perception technologies to recreate

real-life, immersive viewing experiences in three dimensions. After all, in the real world, we don't see things on a flat screen. Curved monitors give us the impression of having peripheral vision while using our devices. Other than the viewing experience itself, curved and flat monitors are very similar. Tech wise, they are almost identical. They use the same inputs and share the same resolution capabilities. Choosing between a curved or a flat monitor is purely a matter of preference. If you've got the space on your desk for a large-scale piece to sit then a curved monitor might be for you. If you're short of room then a flat screen is probably going to be more convenient.

**C** When it comes to user experience, curved monitors offer some great benefits. And that's probably why curved screens are becoming increasingly popular among gaming fans. A curved monitor will immerse you in a game in a more life-like, action-packed way, by offering the illusion of having peripheral vision. But that's not all. Aside from immersion, curved screens are great for eliminating distortion, offering a wider field of view, and are actually better for your eyes.

**D** Flat screen monitors have long been associated with visual distortion. Luckily, distortion is minimized on a curved screen. That's because curved screens project light directly at the user. Flat screens on the other hand direct light in a straight line (past the viewer) thus creating image distortion. Did you know that curved screens are actually kinder on our eyes? It's true. Because curved screens direct light at the user that means our eyes are able to take in the visuals in front of us without too much strain. Large flat screens, on the other hand, often exceed our natural field of vision. When we try to take in all of this information, we naturally strain our eyes.

**E** If you're investing in a curved monitor don't settle for anything less than full HD resolution. For an even sharper picture experience then a 4k curved monitor is guaranteed to dazzle.

**F** Monitor size is important but there's no right or wrong answer here. It's all about finding a curved monitor that will fit well in your own space. Remember, curved



monitors take up a little bit more room than their flat counterparts. So, you might not want to opt for a screen that's too big if you haven't got oodles of space to spare.

Retrieved from <https://lnv.gy/2UcGnLl>

### **3.4. Answer the questions to check your understanding of the text:**

1. What is the difference between flat and curved displays?
2. What is the measuring unit of curvature?
3. What are the most common curvature levels?
4. What is the greatest benefit of curved displays for gamers?
5. Can curved displays eliminate distortion?

### **3.5. Complete the following sentences with the ideas from the text:**

1. The main difference between curved and flat monitors is \_\_\_\_\_.
2. Curved monitors use ocular \_\_\_\_\_.
3. Curved monitors give us the impression of \_\_\_\_\_.
4. Choosing between a curved or a flat monitor is \_\_\_\_\_.
5. If you're investing in a curved monitor \_\_\_\_\_.
6. Monitor size is important but \_\_\_\_\_.
7. To get the full effect of the curvature, you'll \_\_\_\_\_.

### **3.6. Consider the following statements whether they are TRUE or FALSE. If the statement is FALSE find the part of the text that gives the correct information**

1. Curvature is measured with an «C» rating	<b>True</b>	<b>False</b>
2. Optimal resolution for curved screens is 1024x768	<b>True</b>	<b>False</b>
3. Distortion is minimized on curved screens	<b>True</b>	<b>False</b>
4. The highest curvature level is 1800 R	<b>True</b>	<b>False</b>
5. Flat and curved monitors are almost identical	<b>True</b>	<b>False</b>

6. Monitor size is important but there's no right or wrong answer in the text	<b>True</b>	<b>False</b>
7. Large flat screens often exceed our natural field of vision	<b>True</b>	<b>False</b>

## 4. LANGUAGE IN USE

### 4.1. Match each term with its proper definition:

Term	Definition
1. graphics processing unit	a) is a property of a display system, defined as the ratio of the luminance of the brightest shade (white) to that of the darkest shade (black) that the system is capable of producing
2. refresh rate	b) is a measurement of an electronic image device, such as a computer monitor or television display, or image digitizing device such as a camera or image scanner
3. contrast ratio	c) is the number of times per second that a raster-based display device displays a new image
4. image	d) is an artifact that depicts visual perception, such as a photograph or other two-dimensional picture, that resembles a subject — usually a physical object — and thus provides a depiction of it
5. resolution	e) is the number of distinct pixels in each dimension that can be displayed
6. pixel density	f) is a specialized electronic circuit designed to rapidly manipulate and alter memory to accelerate the creation of images in a frame buffer intended for

	output to a display device
7. backlight	g) is the angle at which a display can be viewed with acceptable visual performance
8. in-plane switching panel	h) is a form of illumination used in monitors. As LCDs do not produce light by themselves — unlike, for example, cathode ray tube (CRT) displays - they need illumination (ambient light or a special light source) to produce a visible image
9. viewing angle	i) is the time a system or functional unit takes to react to a given input
10. response time	j) is a screen technology for liquid-crystal displays (LCDs). It was designed to solve the main limitations of the twisted nematic field effect (TN) matrix LCDs which were prevalent in the late 1980s

**4.2. Cover the left column of the table in task 4.1 and recall the terms**

**4.3. Find synonyms from the text for the words in the table and translate them into Ukrainian**

English phrase or word	Synonym from the text
to influence	
device	
controlled	
master	
pure colours	
enough	

number of	
similar	
screen	
to support	

**4.4. Work in pairs. Make up your own sentences in English with any 3-4 synonyms from the task above. Write them down and ask your groupmates to translate them into Ukrainian**


**4.5. What do the following abbreviations stand for?**

Abbreviation	
HDR	
CPU	
GPU	
PPI	
RGB	
CRT	
LCD	
OLED	
TFT	
VA	
HDMI	

## **5. GRAMMAR**

**5.1. You are going to watch the video on the topic “Modal verbs”. Before you watch, try to recall what rules from this grammar topic you know**

## 5.2. Watch the video and make notes. Use Grammar Reference if necessary

Link	QR code
<a href="https://www.youtube.com/watch?v=Nk9nQwoCFig">https://www.youtube.com/watch?v=Nk9nQwoCFig</a>	

## 5.3. Read the text below and highlight as many modal verbs as you can. Check results with your partner

Quad-HD, also commonly referred to QHD, refers to a resolution standard seen widely on computer monitors, laptops, and some mobile devices. With a screen resolution of 2560x1440 pixels, quad-HD is quadruple the resolution of standard 720p high definition, which itself has a resolution of 1280x720 pixels. QHD resolution is greater than 1080p high definition (1920x1080 resolution), though not as great as 4K or Ultra High Definition (3840x2160). QHD is not to be mistaken for the acronym qHD, which refers to quarter high definition — a resolution standard for many smaller mobile devices. This resolution standard gets its name because at 960 pixels in width and 540 pixels in height (for a 16x9 aspect ratio), qHD is exactly one-quarter the resolution of standard high definition or 1080p. When reviewing a device's specs and features, you can typically tell the difference as the wording quarter or quad-HD will be used to describe the product. A number of common and popular devices come equipped with screens that support quad-HD resolution. This includes computer monitors, laptops, tablets, and some smartphones. To determine if a device has a QHD screen, look for information relating to the device's screen resolution. A quad-HD screen has a picture size of 2560x1440 pixels. Lenovo offers several laptop and tablet options with quad-HD screens. This includes the Lenovo YOGA laptop series and the Lenovo YOGA tablet series. To determine if one of these devices offers QHD resolution, check the bulleted

specifications on the series overview page. On an individual laptop or tablet product page there will be in-depth technical specifications for the product you are viewing. To determine the product's screen resolution, look under the field titled “Display”. Here you can see the physical size of the screen (in inches), along with its resolution in pixels. Quad-HD is 2560x1440 pixels — anything less than this is considered standard high definition (HD).

Retrieved from <https://Inv.gy/36AdKu5>

#### 5.4. Make up your own sentences in English using modal verbs above

Modal verb	Sentence
shall	
would	
should	
ought to	
must / mustn't	
may	
might	
can	
could	
have to / has to	
don't have to / doesn't have to	

## 6. TRANSLATION

### 6.1. Translate the following passage into Ukrainian, pay attention to the words and phrases in bold

**Dual monitor** setups are all the rage these days. As more and more of us start working from home, we're realizing just how important it is to have a **sustainable**

working environment. Working your nine to five from a small laptop screen just isn't going to cut it. Even a single monitor can be restrictive when we've got multiple **tabs** on the go. Luckily, the solution is a simple one. Dual monitor setups are relatively **inexpensive** and easy to get up and running. And the benefits are many. From increased productivity to optimized workflows. We **guarantee** you won't regret investing in that second monitor. If you've been wondering how to connect two monitors or how to add a monitor to a laptop then you've come to the right place. In this article we'll be teaching you how to connect dual monitors and how to use two monitors for better **workflows**, outputs, and overall results. Chances are you've seen a dual monitor setup before. Either in a friend's home or perhaps in your own workplace. Perhaps you've even experienced the wonder of a multi-monitor setup with three, or even four screens in **arrangement**. A dual monitor is simply two computer screens operating from a single computer. With a dual monitor setup, you get to spread out your workflows across two screens instead of one. Lenovo has an array of computer monitors to choose for gaming, home, office and more. In fact, some people choose to extend their computer work across even more screens. With the right components it is possible **to achieve** a multiple monitor setup. For most of us, however, two monitors should suffice. It's not just a matter of showing off. Quite the contrary. Spreading workflows over multiple screens is better for productivity, **efficiency**, and overall workflow. Although a second monitor doesn't change your computers' functionality, many people swear by their dual monitor setup. Having more than one monitor to spread out across can make a huge difference to productivity. There are so many situations – both professional and **recreational** - in which a dual monitor setup is guaranteed to make a big difference. Whether you're working in-office or from home, you'll need to create efficient, productive, comfortable workspaces. And a dual monitor setup is a simple and **affordable** way to achieve this. At the other end of the spectrum, dual monitors are also absolutely fantastic for **gaming**.

Dual monitors create an enhanced gaming experience and allow gamers to multitask by having alternative windows open at the same time.

Retrieved from <https://lnv.gy/3yX0KuO>

## **6.2. Translate the following sentences into English**

1. Сучасна матриця монітора це запорука чіткого та яскравого зображення.
2. Сучасні монітори підтримують роздільну здатність екрану 8K.
3. Діагональ екрану та видима область екрану — це різні терміни.
4. Наявність вбудованих у монітор гучномовців не є обов'язковою.
5. Викривлені монітори надають особливих відчуттів під час комп'ютерних ігор.
6. Матриця в середині монітора дуже крихка.
7. Резистивні монітори вже складно знайти на ринку, оскільки вони вважаються застарілими.

## **7. SPEAKING**

**7.1. You are a participant of the international conference devoted to the innovations in video output. Choose and speak on one of the following topics:**

1. High contrast ratio in modern games
2. Home monitor customization and overclocking
3. FreeSync technology
4. Micro-stuttering: pros and cons
5. IPS versus OLED
6. VRR performance

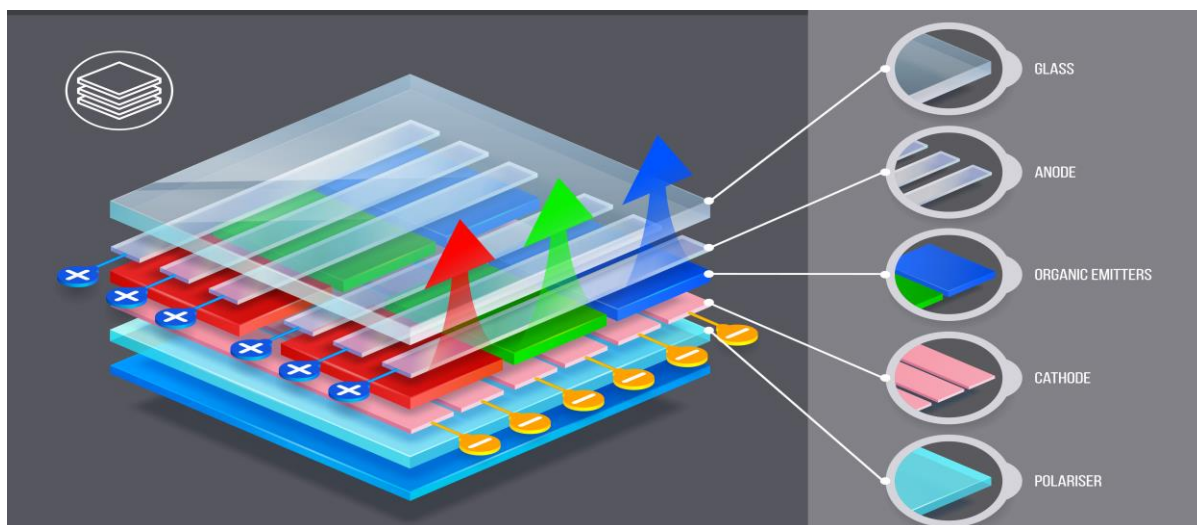
**7.2. Work in pairs. Imagine you are interviewing a famous IT scientist. Interview your groupmate using the questions below. List all of his or her ideas in the table. Swap the roles**



Student 1	Student 2
1	1
2	2
3	3
4	4
5	5

1. What is a borderless monitor?
2. What is a full HD monitor?
3. What is the best monitor for business?
4. How to setup dual monitors?
5. Are curved monitors better?

**7.3.** With the help of this picture, try to describe a structure of passive OLED matrix. See APPENDIX 5



Retrieved from <https://bit.ly/3zF84v8>

## 8. WRITING

**8.1.** Write a summary of the text “One of the best gaming monitors” in 120 words. See APPENDIX 4

**8.2.** Write a short article for the IT magazine about the best computer monitor you have ever used (120 words). See APPENDIX 6

## GRAMMAR REFERENCE

### UNIT 1.

#### COLLOCATIONS

#### WHAT IS COLLOCATION?

A collocation is a pair or a group of words that are often used together. You need to learn them in order to sound natural in English. For example, in computing we say “**attach a file**”, not “enclose the file.”

New collocations are particularly common in ICT. Notice the combinations that are worth learning:

##### *Verb+noun:*

connect to the Internet  
transmit data  
install the software  
access the Web  
send/receive emails  
plug into computer  
log onto one’s account  
hack into computer  
broadband access  
browse a site  
stream file  
read and write data  
high – definition television  
fully backward compatible

##### *Verbs with particles:*

plug into the computer  
log onto one’s computer  
hack into computer

*Adjective + noun:*

high – speed networks  
outgoing/incoming emails/messages  
instant messaging  
electronic commerce  
wireless hotspots  
virtual environment  
interactive TV

*Adverb + adjective:*

highly sensitive information  
freely available

*Phrases:*

real time  
plug and play  
drag and drop

Retrieved from: Fabre, Esteras, E. M. S. R. (2007). Professional English in Use ICT. Cambridge, United Kingdom: Cambridge University Press.

## UNITS 2, 4.

### PRESENT TENSES ACTIVE

The Present Simple (V, V+(e)s)	The Present Continuous (be + Ving)	The Present Perfect (have + V <sub>3</sub> , has + V <sub>3</sub> )	The Present Perfect Continuous (have been + Ving, has been + Ving)
I, You } develop We } They } He } She } develops It }	I <b>am</b> You <b>are</b> } developing We <b>are</b> } He } She <b>is</b> } developing it }	I, You } <b>have</b> We } They } developed He } She } <b>has</b> It } developed	I, You } <b>have been</b> We } They } developing He, } She } <b>has been</b> It } developing
<b>Do</b> you develop...? <b>Does</b> he develop...?  You <b>don't</b> develop He <b>doesn't</b> develop	<b>Are</b> you developing? <b>Is</b> he developing...?  You <b>aren't</b> developing He <b>isn't</b> developing	<b>Have</b> they developed...? <b>Has</b> he developed...?  They <b>haven't</b> developed He <b>hasn't</b> developed	<b>Have</b> they <b>been</b> developing...? <b>Has</b> he <b>been</b> developing...?
(always, usually, often, sometimes, rarely, hardly ever, never)	(now, at the moment, these days, nowadays)	(just, already, yet, always, ever, never, so far, for, since, lately/recently)	(for, since, lately/recently)

#### THE PRESENT SIMPLE IS USED:

- To talk about facts or things which are generally true.  
*The ALU carries out basic arithmetic and logic operations.*
- To talk about repeated actions or events.  
*Every Wednesday we have calculus.*
- To talk about schedules.  
*The first class starts at 8.30.*

#### THE PRESENT CONTINUOUS IS USED:

- To talk about actions which are in progress at the moment.  
*I am reading Grammar Reference now.*
- To talk about temporary situations or activities.  
*This semester we are studying History of Ukraine.*

3.To talk about future plans.

*Tomorrow we are having a conference.*

4.To talk about global tendencies and changing situations.

*Nowadays, technology is developing; and students are using gadgets more than books.*

5.To talk about activities that irritate the speaker:

*He is always throwing around his socks!*

N.B. These verbs, known as state verbs, are rarely used in the Present Continuous, e.g. *know, believe, understand, forget, remember, like, love, hate, etc.*

### **THE PRESENT PERFECT IS USED:**

1. To talk about completed actions that happened at an unstated time in the past with the emphasis on the action, not on the time; to talk about news.

*I've done the test. Can I go out?*

*I've tried functional programming. It's really cool!*

*I've bought a new mobile. Have a look!*

2. To talk about actions completed in the period of time which is not finished yet (this week, this month, this year).

3. To talk about actions which started in the past and continue up to the present, especially with state verbs such as like, love, hate, know, want, be, etc.

*I have always wanted to become a programmer.*

*They have known each other for two months.*

### **THE PRESENT PERFECT CONTINUOUS IS USED:**

1. To talk about actions that started in the past, continue up to the present, and are still in progress. It is used with *for, since, all morning/week*.

*He has been making a website for a month. I can't wait to see it finished.*

2. To talk about durable actions that started in the past, continued up to the present, but are no longer in progress, and the result is visible.

- *Why are your eyes red?*

- *I've been crying.*

## PAST TENSES ACTIVE

## THE PAST SIMPLE IS USED:

- 167

### THE PAST CONTINUOUS IS USED:

1. To talk about actions which were in progress at a stated time in the past.  
*At 12 o'clock we were writing a test.*
2. To talk about an action that was interrupted by another past action.  
*When he opened the door I was just rebooting my computer.*
3. To talk about simultaneous past actions.  
*I was cooking while my roommate was cleaning the floor.*
4. To describe the atmosphere, settings in a story before describing the main events.  
It was late night. My roommate was sleeping; I was finishing my report when suddenly, I heard a terrible scream.

### THE PAST PERFECT IS USED:

1. To talk about an action that happened before another past action, or before a stated time in the past.  
*When he arrived at the station he remembered that he had left the documents at home.*

### THE PAST PERFECT CONTINUOUS IS USED:

1. To talk about a durable action that started and finished in the past before another past action, or a stated time in the past.  
*They had been studying in the same group for five years before they took notice of each other.*
2. To talk about a durable past action that lasted for some time in the past, and whose result was visible in the past.  
*He had been revising hard that day, so he was very tired.*



## UNITS 4, 5.

### WORD FORMATION

#### PREFIXES

We can form new words by using prefixes and suffixes:

micro – process – or  
prefix + root + suffix

Prefixes come before the root word and usually change its meaning. Here are some common ones in ICT:

1. Negative prefixes “not”: **non-**, **un-**.

2. Prefixes of location:

**trans** = across;  
**inter** = between;  
**intra** = within;  
**extra** = outside, in addition to;  
**tele** = over a distance.

3. Prefixes of size:

**super** = large, better;  
**semi** = half, partly;  
**micro** = small.

#### *Verb prefixes:*

Prefixes are used to form verbs mean “to cause to be something”: **en-**, **up-**.

Prefixes that mean “the opposite of an action” or “to reverse an action”: **de-**, **un-**.

#### *Another common prefixes:*

- ✓ **re-** means “to do something again”, “to repeat an action”;
- ✓ **e-** means “electronic”;
- ✓ **cyber-** describes things relating to computer networks.

## SUFFIXES

Suffixes change the class of the root word. For example, by adding the suffix **-er**, the verb *publish* becomes noun *publisher*.

Suffixes can tell you if a word is a noun, adjective, verb or adverb.

### 1. Suffixes for jobs:

- er:** webmaster;
- eer:** engineer;
- or:** operator;
- ant:** IT consultant;
- ian:** technician;
- ist:** scientist.

### 2. Other common suffixes in ICT:

- *Nouns:* -ion, -ment, -ics, -ity (activity, state);
- *Adjectives:* -able, -ible (able to be);
- *Verbs:* -ize, -ise (to make).

Retrieved from: Fabre, Esteras, E. M. S. R. (2007). Professional English in Use ICT. Cambridge, United Kingdom: Cambridge University Press.

## UNIT 6.

### PASSIVE VOICE

#### THE DIFFERENCE BETWEEN ACTIVE AND PASSIVE VOICE

We make the passive by putting the verb 'to be' into whatever tense we need and then adding the past participle. For regular verbs, we make the past participle by adding 'ed' to the infinitive. So 'play' becomes 'played'. Some verbs that have two objects can make two different active sentences, and so two different passive sentences too.

For example, the verb 'give' is like this:

Active: He gave me the book / He gave the book to me. You can choose either of the two objects to be the subject of the passive sentence.

Passive: I was given the book (by him) / The book was given to me (by him). Other verbs like this are: ask, offer, teach, tell, lend, promise, sell, throw. You can make the passive in a subordinate clause that has a subject and a normal conjugated verb. This is really the same as a normal passive.

Active: I thought that Mary had kissed John.

Passive: I thought that John had been kissed by Mary.

Active: He knew that people had built the church in 1915.

Passive: He knew that the church had been built in 1915.

You can also make the passive using a passive gerund or a passive infinitive in the same place as a normal gerund or infinitive. The child loves being cuddled. She would like to be promoted.

Tense	Active voice	Passive voice
<b>Present Simple</b>	Verb form: first form of the verb  Examples They speak English here. He speaks English.	Verb form: is / am / are + past participle form of the verb  Examples English is spoken here. English is spoken by him.

<b>Present Continuous</b>	<p>Verb form: is/am/are + -ing form of the verb</p> <p>Examples She is writing a letter. I am learning my lessons. You are making a cake.</p>	<p>Verb form: is/am/are + being + past participle form of the verb</p> <p>Examples A letter is being written by her. My lessons are being learnt by me. A cake is being made by you.</p>
<b>Present Perfect</b>	<p>Verb form: has/have + past participle form of the verb</p> <p>Examples: I have written a novel. She has finished the job. You have written letters.</p>	<p>Verb form: has/have + been + past participle form of the verb</p> <p>Examples: A novel has been written by me. The job has been finished by her. Letters have been written by you.</p>
<b>Past Simple</b>	<p>Verb form: past tense form of the verb</p> <p>Examples: I wrote a letter. Ram broke a glass. You missed the chance.</p>	<p>Verb form: was/were + past participle form of the verb</p> <p>Examples: A letter was written by me. A glass was broken by Ram. The chance was missed by you.</p>
<b>Past Continuous</b>	<p>Verb form: was/were + -ing form of the verb</p> <p>Examples I was learning my lessons. She was writing a report. They were making toys.</p>	<p>Verb form: was/were + being + past participle form of the verb</p> <p>Examples My lessons were being learnt by me. A report was being written by her. Toys were being made by them.</p>
<b>Past Perfect</b>	<p>Verb form: had + past participle form of the verb</p> <p>Examples I had finished the project. She had learned her lessons.</p>	<p>Verb form: had + been + past participle form of the verb</p> <p>Examples: The project had been finished by me. Her lessons had been learned by her.</p>
<b>Future Simple</b>	<p>Verb form: will/shall + first form of the verb</p> <p>Examples I will finish the job.</p>	<p>Verb form: will/shall + be + past participle form of the verb</p> <p>Examples: The job will be finished by me.</p>

	She will solve the problem.	The problem will be solved by her.
<b>Future Perfect</b>	Verb form: will/shall + have + past participle form of the verb  Examples I will have finished the job. She will have solved the problem.	Verb form: will/shall + have + been + past participle form of the verb  Examples The job will have been finished by me. The problem will have been solved by her.

Retrieved from: <https://cutt.ly/RQT9Nqr>

## WHEN TO USE THE PASSIVE VOICE

When should we use the passive?

1) When we want to change the focus of the sentence: The Mona Lisa was painted by Leonardo Da Vinci. (We are more interested in the painting than the artist in this sentence)

2) When who or what causes the action is unknown or unimportant or obvious or 'people in general': He was arrested (obvious agent, the police). My bike has been stolen (unknown agent). The road is being repaired (unimportant agent). The form can be obtained from the post office (people in general).

3) In factual or scientific writing: The chemical is placed in a test tube and the data entered into the computer.

4) In formal writing instead of using someone/ people/ they (these can be used in speaking or informal writing): The brochure will be finished next month.

5) In order to put the new information at the end of the sentence to improve style: Three books are used regularly in the class. The books were written by Dr. Bell. ('Dr. Bell wrote the books' sound clumsy)

6) When the subject is very long: I was surprised by how well the students did in the test. (More natural than: 'how well the students did in the test surprised me')

Retrieved from <https://www.perfect-english-grammar.com/support-files/passive-explanation.pdf>

## UNIT 7.

### FUTURE TENSES ACTIVE

Future Simple	Future Continuous	Future Perfect	Future Perfect Continuous
I You We They He She It <div style="display: flex; align-items: center; margin-top: 10px;"> <span style="font-size: 3em; margin-right: 10px;">}</span> <div> <p><b>will</b></p> <p>develop</p> </div> </div> <p><b>Will</b> you develop...?</p> <p>You <b>won't</b> develop ...</p> <p>(tomorrow; the day after tomorrow; next week /month/ year/ Monday; in a week; soon; tonight)</p>	I You We They He, she it <div style="display: flex; align-items: center; margin-top: 10px;"> <span style="font-size: 3em; margin-right: 10px;">}</span> <div> <p><b>will be</b></p> <p>develop<b>ing</b></p> </div> </div> <p><b>Will</b> you <b>be</b> developing?</p> <p><b>Will</b> he <b>be</b> develop<b>ing</b>?</p> <p>You <b>won't be</b> developing</p> <p>He <b>won't be</b> developing</p> <p>(this time next week; at 3 o'clock tomorrow; when..)</p>	I, You We, They He, She It <div style="display: flex; align-items: center; margin-top: 10px;"> <span style="font-size: 3em; margin-right: 10px;">}</span> <div> <p><b>will</b></p> <p><b>have</b></p> <p>develop<b>ed</b></p> </div> </div> <p><b>Will</b> <b>have</b> they developed?</p> <p>They <b>won't have</b> developed</p> <p>(before; by; by then; by the time; until)</p>	I You We They He She It <div style="display: flex; align-items: center; margin-top: 10px;"> <span style="font-size: 3em; margin-right: 10px;">}</span> <div> <p><b>will have</b></p> <p><b>been</b></p> <p>develop<b>ing</b></p> </div> </div> <p><b>Will have</b> they <b>been</b> developing ...?</p> <p>They <b>won't have been</b> developing...</p> <p>(by...; for)</p>

### FUTURE SIMPLE. USES AND EXAMPLES

- **Instant or spontaneous decisions** – *I'm hungry. I think I'll make a sandwich.*
- **Future predictions based on a belief** – *I'm sure you'll pass the test.*
- **Promises** – *I won't tell anyone your secret.*
- **Offers** – *I'll write the code for you.*
- **Requests** – *Will you tell Henry I called?*
- **Threats** – *If you do that again, I'll tell Mum.*
- **Future facts** – *I'll be back later tonight.*

### FUTURE CONTINUOUS. USES AND EXAMPLES

- **An action in progress at a specific time in the future (at 5pm, this time tomorrow, in two weeks, in five years' time etc.).** *This time tomorrow, I'll be flying to Barbados.*
- **An action we see as new or temporary.** *I'll be working for my Dad until I find a new job.*
- **Predictions or guesses about future events.** *He'll be coming to the party, I guess.*
- **Predictions about the present.** *She'll be getting married right now, I imagine.*
- **Polite enquiries.** *Will you be joining us for dinner?*

### **FUTURE PERFECT. USES AND EXAMPLES**

- **An action that will be completed before a specific time in the future.** *Next September, we'll have been married for 50 years.*
- **Use by or by the time to mean some time before.** *I'll have finished this report by the time you're home.*
- **Use in, in a day's time, in two weeks' time, in three months' time etc. to mean at the end of this period.** *In three years' time, I'll have completed my degree.*

### **FUTURE PERFECT CONTINUOUS. USES AND EXAMPLES**

- **To show that something will continue up until a particular event in the future.** *In October, I'll have been working here for ten years.*
- **To show something finished just before another time action (cause and effect).** *When I arrive, I'll have been working all day, so I'll be tired.*
- **With time expressions (by + then / tomorrow / next year etc., by the time, when).** *By the time we arrive, we'll have been travelling for fifteen hours.*

### **BE GOING TO VS WILL**

**It's important to note that for predictions based on evidence and for future plans we use *be going to* not *will*.**

*Look at those grey clouds. It's definitely going to rain!*

*What are you doing after work?*

*I'm going to the gym.*

**PRESENT SIMPLE for something scheduled:**

*We have a lesson next Monday.*

*The train arrives at 6.30 in the morning.*

*The holidays start next week.*

*It's my birthday tomorrow.*

**PRESENT CONTINUOUS for plans or arrangements:**

*I'm playing football tomorrow.*

*They are coming to see us tomorrow.*

*We're having a party at Christmas.*

Retrieved from: <https://cutt.ly/SQT6BpZ>



## UNIT 8.

### TYPES OF QUESTIONS

#### YES/NO QUESTIONS (CLOSED QUESTIONS):

Yes / No questions are also called closed questions because there are only two possible responses: Yes or No. When forming a Yes / No question, it must include one of these verbs: BE, DO, HAVE, or a modal verb. It is impossible to ask a Yes / No question without one of these verbs. Use the verb BE to ask Yes / No questions about the identity or description of a person, place, or thing. Note that the response can be short (Yes. / No.), or long: Yes or No followed by the subject and verb. Use the verb HAVE to ask if somebody has done something or if some action has taken place. Note that these Yes / No questions use the present perfect (HAVE + past participle). Use the verb DO to ask Yes / No questions in order to obtain facts about people, places, or things. Use modal verbs to ask Yes / No questions about possibilities or uncertainties. Remember: When asking Yes / No questions with DO or a modal verb, the main verb remains in the base form (without to). However, if there are two verbs that follow DO, the second verb remains in the infinitive (with to).

Retrieved from: <https://cutt.ly/sQsRn6i>

#### SPECIAL QUESTIONS (WH-QUESTIONS):

Wh-questions begin with what, when, where, who, whom, which, whose, why and how. We use them to ask for information. The answer cannot be yes or no. We expect an answer which gives information. We usually form wh-questions with wh- + an auxiliary verb (be, do or have) + subject + main verb or with wh- + a modal verb + subject + main verb. When what, who, which or whose is the subject or part of the subject, we do not use the auxiliary. We use the word order subject + verb.

Retrieved from: <https://cutt.ly/cQsTF4u>

#### ALTERNATIVE QUESTION:

An alternative question gives a choice of two or more answers in the question and includes **or**. We usually form alternative questions with an auxiliary verb (be, do or have) + subject + main verb or with a modal verb + subject + main verb. When we ask alternative questions using the main verb be, we don't use an auxiliary verb. The word order is: be + subject. We can also ask alternative questions using or not? This is a very

direct question and sometimes it can express annoyance or impatience. Alternative questions can be answered as yes-no questions, depending on the context. Alternative questions can be wh-questions.

Retrieved from: <https://cutt.ly/ZQsYCuZ>

## **TAG - QUESTIONS:**

A tag question is a statement followed by a mini-question. We use tag questions to ask for confirmation. How do we answer a tag question? Often, we just say Yes or No. Sometimes we may repeat the tag and reverse it (They don't live here, do they? Yes, they do). Be very careful about answering tag questions. In some languages, an opposite system of answering is used, and non-native English speakers sometimes answer in the wrong way. This can lead to a lot of confusion! Answer a tag question according to the truth of the situation. Your answer reflects the real facts, not (necessarily) the question. The adverbs never, rarely, seldom, hardly, barely and scarcely have a negative sense. Even though they may be in a positive statement, the feeling of the statement is negative. We treat statements with these words like negative statements, so the question tag is normally positive. We can change the meaning of a tag question with the musical pitch of our voice. With rising intonation, it sounds like a real question. But if our intonation falls, it sounds more like a statement that doesn't require a real answer. Sometimes we use question tags with imperatives (invitations, orders), but the sentence remains an imperative and does not require a direct answer. We use won't for invitations. We use can, can't, will, would for orders. Although the basic structure of tag questions is positive-negative or negative-positive, it is sometimes possible to use a positive-positive or negative-negative structure. We use same-way tag questions to express interest, surprise, anger etc, and not to make real questions. Notice that we often use tag questions to ask for information or help, starting with a negative statement. This is quite a friendly/polite way of making a request.

Here is a list of examples of tag questions in different contexts. Notice that some are "normal" and others seem to break all the rules:

- This'll work, won't it?
- Oh, you think so, do you?
- Well, I couldn't help it, could I?
- But you'll tell me if she calls, won't you?

- We'd never have known, would we?
- Oh, you do, do you?
- You won't be late, will you?
- Nobody knows, do they?
- You never come on time, do you?
- You couldn't help me, could you?
- So, you don't think I can do it, don't you? (British English)
- Nothing will happen, will it?

Retrieved from: <https://cutt.ly/BQsPo0Y>

## UNIT 9.

### MODAL VERBS

**MODAL VERBS** are verbs that act very differently to the one's you might be thinking of such as 'work', 'play', 'eat', etc. This is because modal verbs don't actually describe action per se, instead they provide information about the function of the verb that is to follow. Modal verbs always come before a traditional verb, but they explain the modality of the verb. That sounds pretty confusing, so let's just break down what exactly modality is! In English, modal verbs are a small class of auxiliary verbs used to express ability, permission, obligation, prohibition, probability, possibility, advice. This is just what the modal verbs can help explain further for the verb that follows. These include:

- Ability
- Permission
- Obligation
- Prohibition
- Probability
- Possibility
- Advice

These will be better understood in the examples that follow later, but it's important that you know them now.

### EXAMPLES OF MODAL VERBS

Thankfully, modal verbs are easier to understand with examples, because there is actually quite a shortlist of these uniquely behaving verbs. Below is a list of modal verbs in the strictest sense (there are examples of modal auxiliary verbs, but for now they don't need to be looked at because our focus today is on modal verbs). Here they are:

- Can
- Could
- May
- Might
- Must
- Shall
- Should
- Will
- Would

All of these modal verbs must come before a verb to help express at least one of the modality examples listed above. In some cases, though they can be used to express more than one modality, but you'll see more on that in the following section. So, let's take a look at some example sentences and highlight how the modal verb is expressing modality and adding more information to the verbs that follow them.

### **EXAMPLES: SENTENCES CONTAINING MODAL VERBS**

Read the following examples and explanations carefully. The function and meaning behind modal verbs are best understood through sentence examples, rather than explanation, because you can see for yourself how the modal verb is impacting upon the verb to make the meaning behind the sentence clearer. We don't have enough room to look at every modal verb, but we can give you some examples so that you can see how different modalities are being expressed, and then you will be able to spot them for yourself in future. Let's take a look.

#### **CAN**

'I can run' – is an example of the modal verb 'can' impact upon the verb 'run'. Here the modality that it is expressing is ability, because the individual is stating that they are able to run.

'Can I borrow your trainers?' – this sentence shows the modal verb 'can' impacting upon the verb 'borrow'. But you may notice that the modality is different. This time the modality expressed is permission, because the individual is seeking permission to borrow.

'Running can make you ache' – again, 'can' is impacting upon a new verb, 'make'. The modality expressed this time is possibility, because the individual is stating that it is possible that running can make you ache.

#### **COULD**

Often 'could' can be used to replace can to express modality in a slightly different way. Look at the first example for can again – if you changed 'I can run' to 'I could run' you are still expressing ability, but you are now expressing past ability instead. Try replacing could in the other two sentences too. You'll notice that it can still be used to seek permission, and express possibility, but it just sounds slightly different and may be interpreted slightly differently by the reader or listener.

## MAY

‘I may swim tomorrow’ – ‘may’ is being used here to express both possibility and probability. Because it could be both possible and probable that the individual swims tomorrow.

‘May I swim tomorrow?’ – in this instance we have simply moved the positioning of the words to create a new sentence. In this case the individual is seeking permission, so the modality expressed is permission again.

## MIGHT

In much the same way as could related to can, might relates to may. Try changing may in the above sentences, you’ll notice that might and may are interchangeable and both can be used to express probability, possibility, and permission.

## MUST

‘You must raise your hand before you speak’ – the modal verb ‘must’ is being used to express the modality of obligation by impacting upon the verb ‘raise’. The speaker is telling somebody what they are obliged to do, so must is being used to show that raising your hand is an obligation.

‘You must not speak out of turn’ – in this sentence by adding the word ‘not’ between the modal verb and the verb ‘speak’, the modality that is being expressed is prohibition, because the speaker is telling somebody what they are prohibited from doing.

## SHOULD

‘You should sing more often’ – this sentence is used to express the modality of advice. This is because the modal verb ‘should’ is being used to indicate that somebody is giving the advice to sing more to somebody else.

‘I should visit my mother’ – interestingly, should can also be used to express the modality of obligation, but in a slightly weaker sense than ‘must’ above. Here the speaker is stating that they ‘should’ visit their mother, which hints at an obligation, but not whether or not they will meet that obligation.

There are many other examples of modal verbs expressing different modalities towards different verbs, but hopefully this guide has gone some way to helping you understand modal verbs enough for you to go and use them, identify them, and understand their purpose in a sentence.

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## APPENDIX 1.

### PARAGRAPH PLAN FOR EMAILS/LETTERS

#### 1. SALUTATION/GREETING:

Formal letters		Informal letters
Dear Sir/Madam//Dear Sir or Madam	Dear Mr Dobbins	Dear Julie

#### 2. PARAGRAPH 1: REASON(S) FOR WRITING

#### 3. PARAGRAPHS 2, 3: DEVELOPMENT

#### 4. FINAL PARAGRAPH: CLOSING REMARKS

#### 5. SIGNATURE:

Formal letters		Informal letters
(Yours) faithfully, Steven Hill	(Yours) sincerely, Steven Hill	Best wishes/Love/Yours/Regards, Steve

### STYLES IN FORMAL AND INFORMAL LETTERS

Formal letters	Informal letters
<ul style="list-style-type: none"><li>• Impersonal style;</li><li>• Complex sentence's structure;</li><li>• Frequent use of Passive Voice;</li><li>• Usage of single word verbs;</li><li>• Non – colloquial English: formal language;</li><li>• Each paragraph develops one specific topic;</li><li>• Only facts, infrequent use of descriptive adjectives;</li><li>• No use of short forms.</li></ul>	<ul style="list-style-type: none"><li>• Personal, short, zappy style;</li><li>• Use of slang or colloquial English: use of idioms/phrasal verbs;</li><li>• Pronouns are often omitted;</li><li>• Chatty, wide use of descriptive adjectives;</li><li>• Use of short forms.</li></ul>

Retrieved from: Evans, Dooley, V. J. (2000). Mission: FCE coursebook. Berkshire, United Kingdom: Express Publishing.

## APPENDIX 2.

### HOW TO WRITE AN OPINION ESSAY

This type of argumentative composition uses expressions, unlike the for and against composition, which does not include them. Your personal opinion should be expressed in the introduction and again in the conclusion, using phrases such as “In my opinion”, “I believe”, “I think”, “I strongly believe”, and “In my view”. You should support your opinion by including examples and reasons for what you have said. When expressing the other side of the argument, you may include it in a separate paragraph. End your composition by restarting your opinion.

#### PARAGRAPH PLAN:

Introduction	Main body		Conclusion
<b>Paragraph 1</b> State topic and your opinion clearly without using too many personal opinion words	<b>Paragraphs 2 – 3 – 4</b> Give the first, second, third argument, etc. and examples or reasons to support your opinion	<b>Paragraph 5</b> Give the other side of the argument and reasons	<b>Final Paragraph</b> Re – state your opinion, using different words

#### USEFUL PHRASES FOR WRITING OPINION ESSAYS:

- **To list points:** in the first place, first of all, to start with, in the first place, etc.
- **To add more points:** what is more, another major reason, also, furthermore, moreover, in addition to, besides, apart from this, not to mention the fact that, etc.
- **To introduce conflicting viewpoints:** it is argued that, people argued that, opponents of this view say, there are people who oppose, etc.
- **To express opinion:** I believe, in my opinion, I think, in my view, I strongly believe, etc.

Retrieved from: Evans, Dooley, V. J. (2000). Mission: FCE coursebook. Berkshire, United Kingdom: Express Publishing.



## APPENDIX 3.

### HOW TO WRITE A DISCURSIVE ESSAYS

A discursive essay should discuss a subject as broadly as possible without losing direction or flow. You should state various viewpoints and discuss them, including opposite opinions. Each viewpoint should start a new paragraph. Each paragraph should include a topic sentence, personal opinion and an opposite opinion. The paragraphs and the opposite viewpoints within the paragraphs should be linked together with appropriate linking words. Some of the following aspects should be included: *psychological, religious, scientific, artistic, economic, educational, social, political, moral, historical, geographical, and personal.*

#### Paragraph plan for discursive essays

<b>Introduction:</b> make a general statement about the topic explaining the past/current situation.	<b>Main body:</b> write various points of view in separate paragraphs. In each paragraph you should include the opposite point of view.	<b>Conclusion:</b> end by giving your own opinion on the subject.
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Retrieved from: Evans, Dooley, V. J. (2000). Mission: FCE coursebook. Berkshire, United Kingdom: Express Publishing.

## APPENDIX 4.

### HOW TO WRITE A SUMMARY

Summarizing means giving a concise overview of a text's main points in your own words. A summary is always much shorter than the original text. Writing a summary does not involve critiquing or analyzing the source - you should simply provide a clear, objective, accurate account of the most important information and ideas, without copying any text from the original and without missing any of the key points.

### WHEN TO SUMMARIZE

There are many situations in which you might have to summarize an article or other source:

- As a stand-alone assignment to show you've understood the material.
- To keep notes that will help you remember what you've read.
- To give an overview of other researchers' work in a literature review.

When you're writing an academic text like an essay, research paper, or dissertation, you'll engage with other researchers' work in a variety of ways. Sometimes you might use a brief quote to support your point; sometimes you might paraphrase a few sentences or paragraphs. But it's often appropriate to summarize a whole article or chapter if it is especially relevant to your own research, or to provide an overview of a source before you analyze or critique it. In any case, the goal of summarizing is to give your reader a clear understanding of the original source.

### FOLLOW THE 4 STEPS OUTLINE BELOW TO WRITE A GOOD SUMMARY:

#### Step 1: Read the text

You should read the article more than once to make sure you've thoroughly understood it. It's often effective to read in three stages:

- Scan the article quickly to get a sense of its topic and overall shape.
- Read the article carefully, highlighting important points and taking notes as you read.

- Skim the article again to confirm you've understood the key points, and re-read any particularly important or difficult passages.

There are some easy tricks you can use to identify the key points as you read:

- Start by reading the abstract - this already contains the author's own summary of their work, and it tells you what to expect from the article.
- Pay attention to headings and subheadings—these should give you a good sense of what each part is about.
- Read the introduction and the conclusion together and compare them: what did the author set out to do, and what was the outcome?

### **Step 2: Break the text down into sections**

To make the text more manageable and understand its sub-points, break it down into smaller parts. If the text is a scientific paper that follows a standard empirical structure, it is probably already organized into clearly marked sections, usually including an introduction, methods, results, and discussion. Other types of articles may not be explicitly divided into sections. But most articles and essays will be structured around a series of sub-points or themes. Try writing a word or phrase in the margin next to each paragraph that describes the paragraph's content. Then you can see at a glance what each part of the article focuses on. If several paragraphs cover similar or related topics, you may group them together in sections.

### **Step 3: Identify the key points in each section**

Now it's time go through each part and pick out its most important points. What does your reader need to know to understand the overall argument or conclusion of the article? Keep in mind that a summary does not involve paraphrasing every single paragraph of the article. Your goal is to extract the essential points, leaving out anything that can be considered background information or supplementary detail. In a scientific article, there are some easy questions you can ask to identify the key points in each part:

Introduction	What <u>research question</u> or problem was addressed? Are there any <u>hypotheses</u> formulated?
Methods	What type of research was done? How was data collected and analyzed?
Results	What were the most important findings? Were the hypotheses supported?
Discussion/conclusion	What is the overall answer to the research question? How does the author explain these results? What are the implications of the results? Are there any important limitations? Are there any key recommendations?

If the article takes a different form, you might have to think more carefully about what points are most important for the reader to understand its argument. In this case, pay particular attention to the thesis statement - the central claim that the author wants us to accept, which usually appears in the introduction - and the topic sentences that signal the main idea of each paragraph.

#### **Step 4: Write the summary**

Now that you know the key points that the article aims to communicate, you need to put them in your own words. To avoid plagiarism and show you've understood the article, it's essential to properly paraphrase the author's ideas. Do not copy and paste parts of the article, not even just a sentence or two. The best way to do this is to put the article aside and write out your own understanding of the author's key points. Let's take a look at an example. Below, we summarize this article, which scientifically investigates the old saying "an apple a day keeps the doctor away." An article summary like the above would be appropriate for a stand-alone summary assignment. However, oftentimes, you'll want to give an even more concise summary of an article. For

example, in a literature review or research paper, you may want to briefly summarize this study as part of a wider discussion of various sources. In this case, we can boil our summary down even further to include only the most relevant information. When summarizing as part of a larger text, it's essential to properly cite the source of the summary. The exact format for citing depends on your citation style, but it usually includes an in-text citation and a full reference at the end of your paper.

### **Step 5: Check the summary against the article**

Finally, read through the article once more to ensure that:

- You've accurately represented the author's work
- You haven't missed any essential information
- The phrasing is not too similar to any sentences in the original.

If you're summarizing lots of articles as part of your own work, it's often a good idea to use a plagiarism checker to double-check that your text is completely original and properly cited. Just be sure to use one that's safe and reliable.

Retrieved from: <https://bit.ly/3egUAhf>

## **APPENDIX 5.**

### **HOW TO DESCRIBE A PICTURE**

#### **DO:**

- Look at your picture carefully and take a few moments to think before you start talking.
- Talk for all the time you are given. If you have one minute to do the task, use every second.
- Practise the useful language below so you can explain which part of the picture you are talking about.

#### **DON'T:**

- Panic if you don't know the words for all the things in the picture. You don't need to know all the words for everything in the picture if you know what to say when you don't know an exact word.
- Get distracted and start talking about something else. Focus on the photo or picture.
- Panic if your mind goes blank. Take a deep breath, look at the picture and start again.
- If you are asked to describe a photo or a picture in the exam, here is some language you can use:

#### **What is in the picture?**

In the picture I can see ...

There's / There are ...

There isn't a ... / There aren't any ...

#### **Where in the picture?**

at the top/bottom of the picture ...

in the middle of the picture ...

on the left/right of the picture ...

next to

in front of  
behind  
near  
on top of  
under

**If something isn't clear**

It looks like a ...

It might be a ...

He could be ...ing

Maybe it's a ...

**Describing the features of a device**

This device is a ...

It is used for...

It has...

It also features...

There is/are also...

We can also see ... in the picture.

Retrieved from: <https://bit.ly/3i5pMkx>

## APPENDIX 6.

### HOW TO WRITE AN ARTICLE

When writing an article:

- ✚ Think about who you are writing for and use an appropriate style;
- ✚ Write down your ideas and select the best ones;
- ✚ Think of a title that will get your reader's attention;
- ✚ Make sure each paragraph begins with a topic sentence;
- ✚ Use direct and indirect questions as well as a variety of short and longer sentences to capture the reader's interest;
- ✚ Put the main points of your article into the middle paragraph.

PLAN					
<b>Title</b> Give your article an eye – catching title: <i>Let's go global! etc.</i>	<b>Paragraph 1</b> Get the attention of the reader and introduce the topic of the article: <i>Can you imagine ... ? etc.</i>	<b>Paragraph 2</b> Give some basic information: <i>To begin with, .../Firstly, ..., etc.</i>	<b>Paragraph 3</b> Add extra important information: <i>Living abroad opens your mind and broadens your horizons, etc.</i>	<b>Paragraph 4</b> Give your personal feelings here. Say what you like or dislike: <i>The best thing is .../As far as I concerned ..., etc.</i>	<b>Paragraph 5</b> Summarise and give your opinion. Talk about the future event (if appropriate): <i>So,...etc.</i>

Retrieved from: Healan, Gormley, Ludlow, A. K. K. (2015). Close-up B2 (2nd ed.). Hampshire, United Kingdom: National Geographic Learning.



## APPENDIX 7.

### TABLE OF TENSES IN ACTIVE VOICE

	Simple	Continuous	Perfect	Perfect Continuous
Present	<p>Auxiliary verb: <b>do / does</b> <b>-s</b></p> <p>Formula: <b>V (+ s)</b></p> <p>+ I work + He writes - I do not work - He does not write ? Do I work? ? Does he write?</p>	<p>Auxiliary verb: <b>be</b> <b>(is / am / are)</b> <b>ing</b></p> <p>Formula: <b>am / is / are + Ving</b></p> <p>+ I am working + He is writing - I am not working - He is not writing ? Am I working? ? Is he writing?</p>	<p>Auxiliary verb: <b>have / has</b> <b>ed</b></p> <p>Formula: <b>have / has + V3</b></p> <p>+ I have worked + He has written - I have not worked - He has not written ? Have I worked? ? Has he written?</p>	<p>Auxiliary verb: <b>have been / has been</b> <b>ing</b></p> <p>Formula: <b>have / has + been + Ving</b></p> <p>+ I have been working + He has been writing - I have not been working - He has not been writing ? Have I been working? ? Has he been writing?</p>
Past	<p>Auxiliary verb: <b>did</b> <b>ed</b></p> <p>Formula: <b>V2</b></p> <p>+ I worked + He wrote - I did not work - He did not write ? Did I work? ? Did he write?</p>	<p>Auxiliary verb: <b>was / were</b> <b>ing</b></p> <p>Formula: <b>was / were + Ving</b></p> <p>+ I was working + He was writing - I was not working - He was not writing ? Was I working? ? Was he writing?</p>	<p>Auxiliary verb: <b>had</b> <b>ed</b></p> <p>Formula: <b>had + V3</b></p> <p>+ I had worked + He had written - I had not worked - He had not written ? Had I worked? ? Had he written?</p>	<p>Auxiliary verb: <b>had been</b> <b>ing</b></p> <p>Formula: <b>had been + Ving</b></p> <p>+ I had been working + He had been writing - I had not been working - He had not been writing ? Had I been working? ? Had he been writing?</p>

<b>Future</b>	Auxiliary verb: <b>will</b>  Formula: <b>will + V</b>  + I will work - I won't work - He won't write ? Will I work? ? Will I write?	Auxiliary verb: <b>will be</b>  Formula: <b>will + Ving</b>  + I will be working + He will be writing - I won't be working - He won't be writing ? Will I be working? ? Will he be writing?	Auxiliary verb: <b>will have</b>  Formula: <b>will + V3</b>  + I will have worked + He will have written - I won't have worked - He won't have written ? Will I have worked? ? Will he have written?	Auxiliary verb: <b>will have been</b>  Formula: <b>will + have been + Ving</b>  + I will have been working + He will have writing - I won't have been working - He won't have been writing ? Will I have been working? ? Will he have been writing?

## APPENDIX 8.

### LIST OF IRREGULAR VERBS

Infinitive	Past Simple	Participle II	Participle I
arise	arose	arisen	arising
be	was/were	been	being
become	became	become	becoming
begin	began	begun	beginning
bend	bent	bent	bending
blow	blew	blown	blowing
break	broke	broken	breaking
breed	bred	bred	breeding
bring	brought	brought	bringing
build	built	built	building
burn	burnt/burned	burnt/burned	burning
burst	burst	burst	bursting
buy	bought	bought	buying
catch	caught	caught	catching
choose	chose	chosen	choosing
come	came	come	coming
cost	cost	cost	costing
cut	cut	cut	cutting
deal	dealt	dealt	dealing
do	did	done	doing
draw	drew	drawn	drawing
drive	drove	driven	driving
fall	fell	fallen	falling
feed	fed	fed	feeding
feel	felt	felt	feeling
fight	fought	fought	fighting
find	found	found	finding
forbid	forbade/forbad	forbidden	forbidding
foresee	foresaw	foreseen	foreseeing
forget	forgot	forgotten	forgetting
forgive	forgave	forgiven	forgiving
freeze	froze	frozen	freezing
get	got	got/gotten	getting
give	gave	given	giving

go	went	gone/been	going
grow	grew	grown	growing
hang	hung/hanged	hung/hanged	hanging
have	had	had	having
hear	heard	heard	hearing
hide	hid	hidden	hiding
hit	hit	hit	hitting
hold	held	held	holding
hurt	hurt	hurt	hurting
keep	kept	kept	keeping
know	knew	known	knowing
lay	laid	laid	laying
lead	led	led	leading
learn	learnt/learned	learnt/learned	learning
leave	left	left	leaving
let	let	let	letting
light	lit	lit	lighting
lose	lost	lost	losing
make	made	made	making
mean	meant	meant	meaning
meet	met	met	meeting
melt	melted	molten/melted	melting
misunderstand	misunderstood	misunderstood	misunderstanding
offset	offset	offset	offsetting
output	output/outputted	output/outputted	outputting
overcome	overcame	overcome	overcoming
overlay	overlaid	overlaid	overlying
pay	paid	paid	paying
put	put	put	putting
read	read	read	reading
rebuild	rebuilt	rebuilt	rebuilding
ride	rode	ridden	riding
rise	rose	risen	rising
run	ran	run	running
say	said	said	saying
see	saw	seen	seeing
seek	sought	sought	seeking
sell	sold	sold	selling

send	sent	sent	sending
set	set	set	setting
shake	shook	shaken	shaking
shoot	shot	shot	shooting
show	showed	shown	showing
shut	shut	shut	shutting
sit	sat	sat	sitting
speak	spoke	spoken	speaking
speed	sped/speeded	sped/speeded	speeding
spend	spent	spent	spending
spin	span/spun	spun	spinning
split	split	split	splitting
spoil	spoilt/spoiled	spoilt/spoiled	spoiling
stand	stood	stood	standing
stick	stuck	stuck	sticking
strip	stript/stripped	stript/stripped	stripping
sweep	swept/sweeped	swept/sweeped	sweeping
take	took	taken	taking
teach	taught	taught	teaching
tell	told	told	telling
think	thought	thought	thinking
throw	threw	thrown	throwing
understand	understood	understood	understanding
undertake	undertook	undertaken	undertaking
wear	wore	worn	wearing
win	won	won	winning
wind	wound	wound	winding
withdraw	withdrew	withdrawn	withdrawing
work	worked/wrought	worked/wrought	working
write	wrote	written	writing

## APPENDIX 9.

### LIST OF ABBREVIATIONS AND ACRONYMS

<b>A</b>	
AC	alternating current
ALU	arithmetic logic unit
AMD	Advanced Micro Devices
app	application
<b>B</b>	
BIOS	Basic Input Output System
BPI	bytes per inch
<b>C</b>	
CCD	charge-coupled device
CD	compact disc
CMOS	Complementary Metal Oxide Semiconductor (a type of sensor used in cameras)
CPU	central processing unit
CRT	cathode ray tube
<b>D</b>	
D	depth
DC	direct current
DCI	Digital Cinema Initiatives (a prominent standards organization in the cinema Industry)
DDR	double data rate
DPI	dots per inch
DSLR	Digital Single-Lens Reflex

<b>F</b>	
FAQs	frequently asked questions
FPU	floating point unit
FreeSync	an adaptive synchronization technology for liquid-crystal and OLED displays
<b>G</b>	
GB	gigabyte
GPU	graphics processing unit
<b>I</b>	
IC	integrated circuit; integrated circuitry
IMX	a type of Sony technology used for image sensors
I/O	input/output
IPS	In-Plane Switching (a type of monitor)
ISO	International Organization for Standardization
ITV	Independent Television (a group of British television companies)
<b>L</b>	
lb	lb is a written abbreviation for pound, when it refers to weight. 1 lb = 0.453592 kg
LCD	Liquid Crystal Display
LED	Light emitting diode
<b>M</b>	
MP3	MPEG-1 Audio Layer III or MPEG-2 Audio Layer III – a computer file format for the compression and storage of digital audio data

MPEG	Moving Picture Experts Group (sets standards for media coding, including compression coding of audio, video, graphics and genomic data, and transmission and file formats for various applications)
malware	malicious software
<b>N</b>	
NFC	Near Field Communication technology (allows users to make secure transactions) used in smartphones
NLC	The News Literacy Project (a national education nonprofit that works with educators and journalists)
NVM	non-volatile memory
<b>O</b>	
OLED	Organic Light-Emitting Diode
<b>P</b>	
PDA	personal digital assistant
PPI	pixels per inch
<b>Q</b>	
QHD	quad high definition (a display resolution of $2560 \times 1440$ pixels in a 16:9 aspect ratio)
qHD	quarter high definition
<b>R</b>	
RAM	random access memory
RGB	red, green, blue
RJ	registered jack (a connector for Ethernet jacks)
RTX	Ray Tracing Texel eXtreme (a technology



	used for video cards)
<b>S</b>	
SSD	solid-state drive
<b>T</b>	
TFT	thin film transistor
<b>U</b>	
UPS	uninterruptible power supply
USB	universal serial bus
USB-C	a 24-pin USB connector system with a rotationally symmetrical connector
UT	1. Upper Tester; 2. Up Time; 3. User Terminal
<b>V</b>	
VA	vertical alignment (a type of LED (a form of LCD) panel display technology)
vCPUs	virtual central processing unit
VM	virtual machine
VRAM	virtual random access memory
VRR	variable refresh rate
<b>W</b>	
W	width
Wi-Fi	wireless fidelity

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