МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ОДЕСЬКИЙ ДЕРЖАВНИЙ ЕКОЛОГІЧНИЙ УНІВЕРСИТЕТ

МЕТОДИЧНІ ВКАЗІВКИ
для СРС та навчальний матеріал
з англійської мови
Напрям підготовки – „Комп'ютерні науки"

Одеса – 2009

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для студентів II курсу IV семестру
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Затверджено

методичною комісією факультету
к о м п'ю т е р н и х н а у к
протокол № 8 від 16.02.2009 р.

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Методичні вказівки для СРС та навчальний матеріал з англійської мови для студентів II курсу IV семестру денної форми навчання.
Напрям підготовки: комп'ютерні науки

Укладач: к.ф.н., доц. Шотова-Ніколенко Г.В., Одеса: ОДЕКУ, 2009. – 47с.

ЗМІСТ

Передмова ……..……5
LESSON I ……9
Text A Some First Computer Models ……..9
Text B Steps in the Developing of Computers ……..11
Modal Verbs …… 14
LESSON II……21
Text A Application of Personal Computers …..……..21
Text B Possibilities of Using Computers ……23
Conditional Mood …… 25
LESSON III …… 30
Text A Software …… 30
Text B Personal Computers …… 33
The Subjunctive Mood II …… 35
"Zero Conditional" ……... 37
Mixed Conditionals …….. 38
LESSON IV ……..... 39
Text A The Notion of Modem. Type of Modem ……..39
Text B Input Devices …….. 42
Grammar Revision …….. 43
Література ……...46

ПЕРЕДМОВА

Методичні вказівки для СРС та навчальний матеріал з англійської мови призначені для студентів ***II курсу IV семестру*** денної форми навчання зі спеціальності „***Комп'ютерні науки"***, що розраховані на 32 години аудиторної роботи та на таку ж кількість самостійної роботи студентів.

Мета запропонованих методичних вказівок – розвинути навички читання, аналізу, перекладу текстів, а також їх переказу на матеріалі наукової літератури за фахом.

Методичні вказівки складаються з **чотирьох уроків**, де подано відповідний граматичний матеріал за програмою, а також тексти, що відібрані з оригінальної науково-популярної та наукової літератури.

Тексти А призначено для читання, усного перекладу, аналізу елементів тексту, анотування та переказу; ***тексти В***, тематично зв'язані з текстами А призначені для письмового перекладу з подальшою перевіркою на занятті, уточненням значень окремих лексичних одиниць.

Лексичні вправи призначено для вивчення та закріплення лексичного матеріалу в кожному уроку та охоплюють лексику основних текстів.

Граматичні вправи, що подані у вигляді систематизованого комплексу з морфології відповідно до нормативного курсу граматики сучасної англійської мови, спрямовані на аналіз та відпрацювання, закріплення вивченого граматичного матеріалу. До окремих граматичних вправ використані уривки з текстів оригінальної англійської та американської літератур (Т. Драйзер, Ч. Діккенс, Дж. Голсуорсі, С. Моем, А. Крісті, Б. Шоу, Марк Твен та ін.), що поглиблюватиме розуміння особливостей морфології англійської мови.

Після вивчення даного курсу студенти повинні знати і вміти:

- читати та перекладати науково-технічну англомовну літературу за фахом для одержання необхідної інформації;
- розуміти зміст прочитаного та лексико-граматичний матеріал, наданий у методичних вказівках;
- розуміти і володіти відповідними граматичними конструкціями та матеріалом;
- брати участь в усному спілкуванні англійською мовою в обсязі матеріалу, передбаченого програмою.

ПРОГРАМА ПРАКТИЧНОГО МОДУЛЯ

(IV СЕМЕСТР)

Змістовні модулі	Теми робіт (занять)	Кіл-сть ауди-торних годин	Кіл-сть годин СРС	Форми завдань на СРС	Форми поточного контролю СРС
ЗМ – П1	1. Some First Computer Models 2. Steps in the Developing of Computers 3. Modal Verbs	8	8	1. КР №1 2. Підготовка до УО	УО
ЗМ – П2	1. Application of Personal Computers 2. Possibilities of Using Computers 3. Conditional Mood	8	8	1. КР №2 2. Підготовка до УО	УО
ЗМ – П3	1. Software 2. Personal Computers 3.The Subjunctive Mood II 4. “Zero Conditional” 5. Mixed Conditionals	8	8	1. КР №3 2. Підготовка до УО	УО
ЗМ – П4	1. The Notion of Modem. Type of Modem 2. Input Devices 3. Grammar Revision	8	8	1. КР №4 2. Підготовка до УО	УО
Разом за дисципліну		32	32		

ОРГАНІЗАЦІЯ САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ

(ІІ СЕМЕСТР)

Змістовний модуль	**Розділи (роботи)**	**Завдання**	Кіль-сть годин СРС	Контрольні заходи	Термін проведення (№ тиждня)
ЗМ – П1	1. Some First Computer Models 2. Steps in the Developing of Computers 3. Modal Verbs	1. Підготовка до контрольної роботи (КР1) 2. Підготовка до усного опитування (УО)	4 4	Письмова КР1 – 10 балів УО під час практичних занять – 15 балів	4
ЗМ – П2	1. Application of Personal Computers 2. Possibilities of Using Computers 3. The Conditional Mood	1. Підготовка до контрольної роботи (КР2) 2. Підготовка до усного опитування (УО)	4 4	Письмова КР2 – 10 балів УО під час практичних занять – 15 балів	8
ЗМ – П3	1. Software 2. Personal Computers 3. The Subjunctive Mood II 4. “Zero Conditional” 5. Mixed Conditionals	1. Підготовка до контрольної роботи (КР3) 2. Підготовка до усного опитування (УО)	4 4	Письмова КР3 – 10 балів УО під час практичних занять – 15 балів	12
ЗМ – П4	1. The Notion of Modem. Type of Modem 2. Input Devices 3. Grammar Revision	1. Підготовка до контрольної роботи (КР4) 2. Підготовка до усного опитування (УО)	4 4	Письмова КР4 – 10 балів УО під час практичних занять – 15 балів	16

ОРГАНІЗАЦІЯ ПОТОЧНОГО ТА ПІДСУМКОВОГО

КОНТРОЛЮ ЗНАНЬ

Контроль поточних знань виконується на базі кредитно-модульної системи організації навчання. Підсумковим контролем є залік.

У дисципліні "Англійська мова", що читається для студентів ІІ курсу денної форми (напрям підготовки – комп'ютерні науки) навчання використовується 4 змістовних модуля – з практичної частини.

В якості форми поточного контролю практичних модулів – усне опитування та тести.

Максимальна сума балів складає з **ЗМ-П – 100 балів** де: 60 балів – позитивна робота студента, 40 балів – письмові модулі (тести).

До заліку допускаються студенти, у яких фактична сума накопичених за семестр балів за практичну частину складає **не менше 50%**. В іншому випадку студент вважається таким, що не виконав навчального плану дисципліни, і не допускаються до заліку.

Шкала переходу від оцінки поточного контролю до підсумкової оцінки

Сума балів	Оцінка з заліку
< 60	не зараховано
61 – 74,9	зараховано (задовільно)
75 – 89,9	зараховано (добре)
> 90	зараховано (відмінно)

LESSON I

Text A

Read, translate and retell the text:

SOME FIRST COMPUTER MODELS

Babbage's Analytical Engine

In 1832, an English inventor and mathematician Charles Babbage was commissioned by the British government to develop a system for calculating the rise and fall of the tides.

Babbage designed a device and called it an analytical engine. It was the first programmable computer, complete with punched cards for data input. Babbage gave the engine the ability to perform different types of mathematical operations. The machine was not confined to simple addition, subtraction, multiplication, or division. It had its own "memory" due to which the machine could use different combinations and sequences of operations to suit the purposes of the operator.

The machine of his dream was never realized in his life. Yet Babbage's idea didn't die with him. Other scientists made attempts to build mechanical, general-purpose, stored-program computers throughout the next century. In 1941 a relay computer was built in Germany by Conrad Zuse. It was a major step toward the realization of Babbage's dream.

The Mark I Computer (1937-1944)

In 1944 in the United States, International Business Machines (IBM) built a machine in cooperation with scientist working at Harvard University under the direction of Prof. Aiken. The machine, called Mark I Automatic Sequence-Controlled Calculator, was built to perform calculations for the Manhattan Project, which led to the development of atomic bomb. It was the largest electromechanical calculator ever built. It used over 3000 electrically actuated switches to control its operations. Although its operations were not controlled electronically, Aiken's machine is often classified as a computer because its instructions, which were entered by means of a punched paper tape, could be altered. The computer could create ballistic tables used by naval artillery.

The relay computer had its problems. Since relays are electromechanical devices, the switching contacts operate by means of electromagnets and springs. They are slow, very noisy and consume a lot of power.

The ABC (1939-1942)

The work on introducing electronics into the design of computers was going on.

The gadget that was the basis for the first computer revolution was the vacuum tube, an electronic device invented early in the twentieth century. The vacuum tube was ideal for use in computers. It had no mechanical moving parts. It switched flows of electrons off and on at rates far faster than possible with any mechanical device. It was relatively reliable, and operated hundreds of hours

before failure. The first vacuum tube computer was built at Iowa University at about the same time as the Mark I. The computer, capable to perform thousands of related computations, was called ABC, the Atanasoff-Berry Computer, after Dr. John Atanasoff, a professor of physics and his assistant, Clifford Berry. It used 45 vacuum tubes for internal logic and capacitors for storage. From the ABC a number of vacuum-tube digital computer developed.

Soon the British developed a computer with vacuum tubes and used it to decode German messages.

Lexical exercises

Ex. 1. Answer the following questions:

1. Who was commissioned by the British government to develop a system for calculating the rise and fall of the tides?
2. How was device of Babbage called?
3. What did Babbage give the engine?
4. What did the device of Babbage have?
5. What could the device do?
6. What was Mark I built for?
7. It was the largest electromechanical calculator, wasn't it?
8. Why was Aiken's machine classified as a computer?
9. What could the computer create?
10. They are slow, very noisy and consume a lot of power, aren't they?
11. What was ideal for use in computers?
12. Was the ABC reliable?
13. Where was the first vacuum tube computer built?
14. How many vacuum tubes did this computer use?

Ex. 2. Fill in the blanks with the words from the above text:

1. In …., an English inventor and mathematician ..... was commissioned by the British government to develop a system for calculating the rise and fall of the tides.
2. Babbage designed a device and called it an .....
3. Babbage gave the engine ..... different types of mathematical .....
4. Other scientists made ..... to build mechanical, ..., ... computers throughout the next century.
5. It had its own ".....", due to which the machine could use different …….. and ..... of operations ..... the purposes of the operator.
6. The machine, called ..... Calculator, was built to ……... calculations for the Manhattan Project, which led to the development of .....

7. Since relays are electromechanical devices, the switching ..... operate by means of ……..... and. .....
8. They are ....., very ……. and ..... a lot of power.
9. The gadget that was the basis for ..... was the vacuum tube, an ..... invented early in the ……..... century.
10. The vacuum tube was ……. for ……..... in computers.
11. The first ..... was built at ……..... .

Ex. 3. Match the corresponding definition for each computer:

l. Babbage's Analytical Engine	It was the largest electromechanical calculator ever built. It used over 3000 electrically actuated switches to control its operations.
2. The Mark I Computer	The vacuum tube was ideal for use in computers. It had no mechanical moving parts. It switched flows of electrons off and on at rates far faster than possible with any mechanical device. It was relatively reliable, and operated hundreds of hours before failure.
3. The ABC	The engine has the ability to perform different types of mathematical operations. The machine was not confined to simple addition, subtraction, multiplication, or division. It had its own "memory", due to which the machine could use different combinations and sequences of operations to suit the purposes of the operator.

Text B

Read and translate the text in writing:

STEPS IN THE DEVELOPING OF COMPUTERS

In 1948 due to the invention of transistors there appeared the possibility to replace vacuum tubes. The transistor occupied an important place on the way to computer development. The potential advantage of the transistor over the vacuum tube was almost as great as that of the vacuum tube over the relay. A transistor can switch flows of electricity as fast as the vacuum tubes used in computers, but the transistors use much less power than equivalent vacuum tubes, and are considerably smaller. Transistors are less expensive and more reliable. They were mechanically rugged, had practically unlimited life and could do some jobs better

than electronic tubes. Transistors were made of crystalloid solid material called semiconductor.

With the transistor came the possibility of building computers with much greater complexity and speed.

The integrated circuit constituted another major step in the development of computer technology. Until 1959 the fundamental logical components of digital computers were the individual electrical switches, first in the form of relays, then vacuum tubes, then transistors. In the vacuum tubes and relay stages, additional discrete components, such as resistors, inductors, and capacitors were required in order to make the whole system work. These components were generally each about the same size as packaged transistors. Integrated circuit technology permitted the elimination o some of these components and integration of most of the others on t same chip of semiconductor that contains the transistor. Thus the basic logic element – the switch, or "flip-flop", which required two separate resistors and some resistors and capacitors in the early 1950s, could be packaged into a single small unit in 1960. The chip was an important achievement in the accelerating step of computer technology.

In 1974 a company in New Mexico, called Micro Instrument Telemetry System (MITS) developed the Altair 8800, a personal computer (PC) in a kit. The Altair had no keyboard, but a panel of switches with which to enter the information. Its capacity was less than one per cent that of the 1991 Hewlett-Packard handheld computer, but the Altair led to a lotion in computer electronics that continues today. Hardware manufacturers soon introduced personal computers, and software manufacturers began developing software to allow the computers to process words, manipulate data, and draw. During the 1980s computers became progressively smaller, better and cheaper.

Today the personal computer can serve as a work station for the individual. A wide array of computer functions is now accessible to people with no technical background.

Ex. 1. Choose the right variant:

1. Computers and their …….. equipment are designed by a computer system architect.
   a) engineering; b) accessory; c) specific.
2. Digital computers use numbers instead of analogous physical ……..…. .
   a) symbols; b) equipment; c) quantities.
3. Systems ……. are usually stored in read-only memory.
   a) hardware; b) software; c) firmware.
4. A computer is a machine with a complex network of electronic …… that operate switches.
   a) circuits; b) cores; c) characters.

5. In modern electronic computers the ……. is the device that acts as a switch.
   a) integrated circuit; b) diode; c) transistor.
6. A number of actions that convert data into useful information is defined as …… .
   a) data; b) processing; c) data processing.
7. Computers can store, organize and retrieve great amounts of information, far beyond the ……. of humans.
   a) capacities; b) capabilities; c) accuracy.
8. The analyst ……. a computer for solving problems, while the computer system architect ……. computers.
   a) requires; b) designs; c) uses.
9. The use of ……. computers will continue to increase with the growth in applications of microprocessors and minicomputers.
   a) analog; b) digital; c) hybrid.
10. Development of third generation computers became possible due to the invention of …… .
   a) integrated circuits; b) electronic tubes; c) transistors.

Ex. 2. Match the words on the left with their definitions on the right:

1. *computer*	– a combination of interconnected circuit elements produced in a chip to perform a definite function;
2. *analog computer*	– a sequence of instructions enabling the computer to solve a given task;
3. *digital computer*	– a tiny piece of silicon containing complex electronic circuits used inside all circuits used inside all computers;
4. *hardware*	– a system which processes and stores great amount of data solving problems of numerical computation;
5. *software*	– a device which can carry out routine mental tasks by performing simple operations at high speed;
6. *program*	– electronic and mechanical equipment in a computer system;
7. *programming*	– a set of programs, procedures and associated documentation;
8. *integrated circuit*	– the process of preparation a set of coded instructions for a computer;
9. *chip*	– a device that has input and output represented in the form of physical quantities;
10. *transistor*	– a small piece of a semiconductor that greatly reduced power consumption of a circuit.

MODAL VERBS

Модальні дієслова та їх еквіваленти

Модальні дієслова та їх еквіваленти	**Значення**	**Present Tense**	**Past Tense**	**Future Tense**
Can	Фізична або розумова спроможність або можливість здійснити дію	I, you, he, she, it, we, they **can read**	I, you, he, she, it, we, they **could read**	Еквівалент **to be able to**
To be able to		I **am able to read.** You, we, they **are able to read.** He, she, it **is able to read**	I, he, she, it **was able to read.** You, we, they **were able to read**	I, we **shall be able to read.** You, we, they, he, she, it **will be able to read**
Must	Зобов'язання	I, you, he, she, it, we, they **must read**	Еквівалент **had to**	Еквівалент **to have to**
To have to	Повинність, змушеність (або необхідність за вимушеними обставинами)	I, you, we, they **have to read.** He, she, it **has to read.**	I, you, he, she, it, we, they **had to read**	I, we **shall have to read.** You, we, they, he, she, it **will have to read.**
To be to	Повинен (за планом, за домовленістю)	I **am to** read. You, we, they **are to** read. He, she, it **is to** read	I, he, she, it was to read. You, we, they **were to** read	

Should	Моральний обов'язок, порада	I, you, he, she, it, we, they **should read**		
May	Дозвіл (мені дозволено)	I, you, he, she, it, we, they **may read**	I, you, he, she, it, we, they **might read**	Еквівалент **to be allowed to**
To be allowed to		I **am allowed to read.** You, we, they **are allowed to read.** He, she, it **is allowed to read**	I, he, she, it **was allowed to read.** You, we, they **were allowed to read**	I, we **allowed to read.** He, she, it **will be allowed to read**

MODAL VERBS / GRAMMAR EXERCISES

Can, could, shall (will) be able (to)

Ex. 1. Translate into Ukrainian:

1. She can take her examinations next June. 2. He cannot be in the street now: it's pouring! 3. What cannot be have done, I wonder! 4.1 am anxious about her. She cannot be taking a walk so late. 5. You cannot have done it. I don't believe it. 6. A new-born puppy cannot see. 7. She cannot be still sleeping. 8. Could you let me know about the meeting? 9. Your friends will be able to help you tomorrow. 10.I shan't be able to come in time.

Ex. 2. Translate into English:

1. Я можу написати твір за дві години. 2. Мій старший брат вміє грати на гітарі. 3. Я не зміг відповісти на його запитання. 4. Не може бути, щоб вона не чекала нас. 5. Невже він не склав іспит? 6. Ти зможеш прийти на мій день народження? 7. Можу я взяти твій конспект з хімії? 8. Ми не змогли купити квитки на прем'єру у нашому театрі. 9. Невже вони виїхали в Канаду?

May, might, shall (will) be allowed (to)

Ex. 3. Translate into English:

1. Можна сісти? 2. Можу я зачинити вікно? 3. Я можу прийти заздалегідь. 4. Ти зможеш пообідати зі мною. 5. Вона, можливо, хвора. 6. Можна цьому хлопчикові погратися твоїми іграшками? 7. Можна мені ввімкнути світло? 8. Завтра, можливо, буде злива. 9. Можливо, вона забула твою адресу. 10. Можна нам користуватися словниками?

Ex. 4. Paraphrase the following sentences referring them mo the Future and to the Past:

Model: You *may take* my vocabulary till Friday.
You *will be allowed* to take my vocabulary till Friday.
You *were allowed to take* my vocabulary till Friday.

1. We may spend this week in their camp. 2. The pupils of our group may work at the laboratory twice a week. 3. You may occupy my room. 4. The students may go home. 5. She may look through these documents.

Ex. 5. Translate into Ukrainian:

1. He may be wrong. 2. She might be working still. 3. They might have left the Institute already. 4. She might come here more often. 5. The young man might have been working all this time. 6. They may come at any moment. 7. May I read the telegram? 8. They may have lost the money, I'm afraid. 9. You may take any book you like. 10. We may not find her at home. 11. The telegram may have been sent yesterday. 12. You may think whatever you like.

Must

Ex. 6. Translate into Ukrainian:

1. One must work when one is young.
2. You must do as you are told.
3. You must not speak loud: the child is sleeping.
4. It's five o'clock. She must be at home.
5. You must come to your lessons in time.
6. She must be very tired, she looks quite worn out.
7. Where is Ann? – She must be working in the next room.
8. Haven't you finished your work yet? You must have been working for more than two hours!

9. What wretched weather! You must be wet to the skin!
10.Poor animal! How it must be suffering!
11.She must be away from home now.

To have

Ex. 7. Make the sentences interrogative and negative:

Model: She *has to take* a taxi.
Does she *have to* take a taxi?
She *doesn't have to take* a taxi.

1. My friend has to come home in time. 2. The young woman has to leave for Moldova. 3. The boy had to sleep in the children's room. 4.1 have to wear spectacles. 5. We had to write the test for the second time.

Ex. 8. Translate into Ukrainian:

1. Something has to be done about this affair!
2. He'll have to do what he's told.
3. You will have to come again.
4. Father has fallen ill, so I have to change our plans.
5. I have to stay here for some days.
6. Did you have to get up early yesterday?
7. Shall I have to clean the flat tomorrow?

To be

Ex. 9. Translate into Ukrainian:

1. I am to leave for Moscow in two days. 2. She is to return tomorrow. 3. We are to finish the experiment just now. 4. He was to be at the meeting at five, so he had to put off his visit to the doctor. 5. What am I to do? 6. She is not to come before six. 7. Hurry up! We are to be at their house at 6 sharp. 8. My friends were to meet me at the bus-stop. 9. He is to come back in a minute.

Ex. 10. Comment on the use of the modal verb TO BE.

1. "Am I to stop if we meet him?" *(Galsworthy)*
2. He said wearily, "There was to have been a parade..." *(Greene)*
3. "... You are to be better informed." *(Greene)*
4. What was to become of her if she did not marry Mr. Binks? *(S. K. Hocking)*
5. What was to be done? *(A. Christie)*

6. It was the eve of the trial when Mr. Mayherne received the letter which was to lead his thoughts in an entirely new direction. *(A. Christie)*
7. From that time forward, Mr. Utterson began to haunt the door in the bystreet of shops. ... by all lights and at all hours of solitude or concourse, the lawyer was to be found on his chosen post. *(Stevenson)*
8. "... What am I to do, my lord? Am I to have any protection?" *(Dickens)*
9. "... Am I to have the benefit of the laws? Am I to have any return for the King's taxes?" *(Dickens)*
10. "You are to go now, Blick!" said Hunter, getting up. *(Murdoch)*
11. You are not to be trusted. *(Fisher)*
12. It was after breakfast, and we had been summoned in from the playground, when Mr. Sharp entered and said: "David Copperfield is to go into the parlour". *(Dickens)*
13. Your mother arranged that she was to come down from London and that I was to come over from Dover to be introduced to you. *(Shaw)*
14. Eliza, you are to live here for the next six months, learning how to speak beautifully, like a lady in a florist's shop. *(Shaw)*
15. By that time of evening only a few persons were to be seen on the wet streets and most of the shops and stores were dark and closed for the night. *(Caldwell)*

Shall

Ex. 11. Translate into Ukrainian. Comment on the meaning of the verb SHALL

1. You shall do as you are told to. 2. I advise you to keep your word. If you don't, you shall repent. 3. We shall get a new flat in a month. 4. Shall I help you? 5. Shall he come to your place to help you with your luggage? 6. If I have enough money, you shall have the book you asked me for. 7. She shall come back, believe me.

Will, would.

Ex. 12. Translate into Ukrainian:

1. Though the work is difficult, I will do it, and it will be done well! 2. Will you kindly pass me the salt? 3. I will do it whether you like it or not! 4. Would you be so kind as to shut the window? 5. She pushed the door, but it would not open. 6. I asked him not to switch on the radio early in the morning but he would do it.

Ex. 13. Comment on the use of the modal verbs SHALL, WILL, WOULD.

1. “Would you go along? Would you?” Samson said to him. “I might,” Roy said with obvious trickery. “If I go.” *(Aldridge)*
2. “Go now to the bridge. I will look after the equipment... It shall be covered and no one shall touch it,” the woman of Pablo said. *(Hemingway)*
3. “I can't stand it any more, Emmy,” Jos said, “I won't stand it; and you must come with me.” *(Thackeray)*
4. “But I shall not let you,” he said angrily. “You cannot prevent me,” she retorted. “But I will prevent you.” *(S. K. Hocking)*
5. “Mrs. 6ounderby,” he returned, laughing, “upon my honor, no. I will make no such pretence to you.” *(Dickens)*
6. “I don't know what she saw in me to marry me, but she saw something in me, I suppose, or she wouldn’t have married me.” *(Dickens)*
7. “That Politt creature wouldn't have had the least idea what to do.” *(A. Christie)*
8. “Do come and see Miss Emily, Miss Marple. I'm sure it would do her good.” *(A. Christie)*
9. “Will you please tell me about it?” she said. *(A. Christie)*
10. “Will my saying acquit him? Will they believe me?” *(A. Christie)*
11. She shook her head, smiling a little. “Yes, you would like to know. But I shall not tell you. I will keep my secret.” *(A. Christie)*
12. “Wondering why I hide my beauty, dear? He, he, he. Afraid it may tempt you, eh? But you shall see – you shall see.” *(A. Christie)*
13. “... All is over. Shake hands, old man, for the last time” “Yes,” replied he, “I will shake hands; for, as sure as I am here, I bear no malice.” *(Stevenson)*
14. “... will you do me a favour?” “With pleasure,” replied the other. “What shall it be?” *(Stevenson)*
15. “Hugh!” said Sim. “You have done well today. You shall be rewarded.” *(Dickens)*

Need (modal and notional)

Ex. 14. Translate into Ukrainian:

1. You needn't come tomorrow. 2. Need I tell you what has happened? 3. You needn't come so early. The lecture begins only at 5. 4. He always needs money. 5. Does he need this dictionary? 6. I don't need any interpreter. 7. He needs your help.

Ex. 15. Translate into English:

1. Їй не треба було приходити сюди. 2. Він постійно потребує моїх порад. 3. Тут світло, нам не потрібна лампа. 4. Тобі треба ще грошей? 5. Мені не потрібно таксі. Я встигну на поїзд. 6. Тобі потрібен мій конспект з історії? 7. Нам потрібні два квитки на цей концерт. 8. Мені потрібна твоя підтримка на зборах. 9. Все, що йому потрібно – це наша увага і розуміння.

Ex. 16. Translate into Ukrainian:

1. You needn't be in such a fright. Take my arm. *(Shaw)*
2. One need to be careful. *(Zandvoort)*
3. Why need he bother us? *(Kruisinga)*
4. He did not need to be told twice. *(Zandvoort)*
5. You need not make a secret of it. *(Bronte)*
6. I need hardly say I would do anything in the world to ensure Gwendolen's happiness. *(Wilde)*
7. I suppose I needn't have made that observation. *(Pinero)*
8. "I needn't say," observed the locksmith, ... "that, except among ourselves, I didn't want to make a triumph of it." *(Dickens)*

Should, ought (to)

Ex. 17. Translate into Ukrainian:

1. You should work systematically. 2. She ought to be more careful. 3. Your work should be done in time. 4. He shouldn't go there. 5. My work oughtn't to have been stopped at the very beginning. 6. You should be working now and not talking with your friend. 7. The children should be more attentive at the lessons.

Ex. 18. Translate into English:

1. Тобі слід прочитати цю статтю. 2. Вам не треба було розказувати їй всю правду. 3. Нам треба було зробити все заздалегідь. 4. Ти б провідав свого хворого товариша. 5. Тобі не треба було йти туди без батьків. 6. Твоїй подрузі слід бути уважнішою на уроках. 7. Тобі слід було не брати кота додому. 8. Вам треба було підготуватись до екзамену краще.

LESSON II

Text A

Read, translate and retell the text:

APPLICATION OF PERSONAL COMPUTERS

Personal computers have a lot of applications, however, there are some major categories of applications: home and hobby, word processing, professional, educational, small business and engineering and scientific.

Home and hobby

Personal computers enjoy great popularity among experimenters and hobbyists. They are an exciting hobby. All hobbyists need not be engineers or programmers. There are many games that use the full capabilities of a computer to provide many hours of exciting leisure-time adventure.

The list of other home and hobby applications of PCs is almost endless, including: checking account management, budgeting, personal finance, planning, investment analyses, telephone answering and dialing, home security, home environment and climate control, appliance control, calendar management, maintenance of address and mailing lists and what not.

Word processing

At home or at work, applications software, called a word processing gram, enables you to correct or modify any document in any manner you wish before printing it. Using the CRT monitor as a display screen, you are able to view what you have typed to correct mistakes in spelling or grammar, add or delete sentences, move paragraphs around, and replace words. The letter or document can be stored on a diskette for future use.

Professional

The category of professional includes persons making extensive use of word processing, whose occupations are particularly suited to the desktop use of PCs. Examples of other occupations are accountants, financial advisors, stock brokers, tax consultants, lawyers, architects, engineers, educators and all levels of managers. Applications programs that are popular with persons in these occupations include accounting, income tax preparation, statistical analysis, graphics, stock market forecasting and computer modeling. The electronic worksheet is, by far, the computer modeling program most widely used by professionals. It can be used for scheduling, planning, and the examination of "what if situations".

Educational

Personal computers are having and will continue to have a profound influence upon the classroom, affecting both the learner and the teacher. Microcomputers are making their way into classrooms to an ever-increasing extent, giving impetus to the design of programmed learning materials that can meet the demands of student and teacher.

Two important types of uses for personal computers in education are computer-managed instruction (CMI), and computer-assisted instruction (CAI).

CMI software is used to assist the instructor in the management of all classroom-related activities, such as record keeping, work assignments, testing, and grading. Applications of CAI include mathematics, reading, typing, computer literacy, programming languages, and simulations of real-world situations.

Lexical exercises

Ex. 1. Answer the following questions:

1. What are the main spheres of PC application?
2. Do you enjoy computer games?
3. Is it necessary for a person to be an analyst or a programmer to play computer games?
4. What other home and hobby applications, except computer games, can you name?
5. What is "a word processing program"?
6. What possibilities can it give you?
7. Can you correct mistakes while typing any material and how?
8. What other changes in the typed text can you make using a display?
9. Which professions are in great need of computers?
10. How can computers be used in education?

Ex. 2. Translate the following words and word combinations:

Word processing, telephone dialing, security, appliance, maintenance, applications software, delete, move paragraphs around, accountant, accounting, income tax, stock market forecasting, worksheet, scheduling, meet the demands computer – assisted, instructions, record keeping, grading.

Ex. 3. Find the English equivalents in the above text:

Багато областей застосування, тим не менш, обробка текстів, користуватися популярністю, любителі, можливості комп'ютера, нескінченний перелік, аналіз інвестицій, набір номеру телефону, автовідповідач, введення календаря, зберігання адресів та почти, і так далі, прикладні програми, виправляти помилки в написанні, стирати речення, переставляти абзаци, бухгалтер, біржові брокері, консультант з податків, юристи, робітники освіти, управлінці, бухгалтерський облік, прибутковий податок, комп'ютерне моделювання, електронні таблиці, складання розкладу, чинити величезний вплив, прокладати шлях, дати поштовх, вдовольняти потреби, учбова діяльність, комп'ютерна грамотність, моделювання реально-життєвих ситуацій.

Ex. 4. Find the words in the above text:

a) synonyms:

Verbs: to print; to produce; to convert; to keep; to found; to erase; to name; to change; to use; to start; to switch on; to supply; to give possibility; to involve.
Nouns: rate; analyst; possibilities; use; plays; control; post; mode; profession; consultant; teacher; director; book-keeper; fight; producer; attack; amateur; device; crystal; error; storage; primary (memory); monitor; characteristic; aim.
Adjectives: flexible; thrilling; main; little; general.

b) antonyms:

Verbs: to finish; to switch on; to take; to delete.
Nouns: online; input; work.
Adjectives: cheep; weak; common; general; large; soft; high; easy.

Ex. 5. Read the following abbreviations in English:

PC; PU; CLJ; ALU; CPU; MPU; IBM; DOS; CRT; ROM; RAM: IC; SSI; MSI; LSI; VLSI; MP; CD; I/O; IOP; CMI; CAI.

Text B
Read and translate the text in writing:

POSSIBILITIES OF USING COMPUTERS

At present a great deal of the work force of most countries is engaged in creating, processing, storing, communicating and just working with information. Computers have become commonplace in homes, offices, stores, schools, research institutes, plants.

The use of computers in business, industry and communication services is widespread today. Computer-controlled robots are able to improve the quality of manufactured products and to increase the productivity of industry. Computers can control the work of power stations, plants and docks. They help in making different decisions and in management of economy.

The work of banks depends upon computer terminals for millions of daily operations. Without these terminals, records of deposits and withdrawals would be difficult to maintain, and it would be impossible to make inquiries about the current status of customer accounts.

Computers form a part of many military systems including communication and fire control. They are applied for automatic piloting and automatic navigation. Space exploration depends on computers for guidance, on-board environment and research.

Computers find application in astronomy and upper atmosphere research. Weather forecasting, library information services can benefit from computers too.

It is interesting to note that computers are widely used in medicine. They became valuable medical diagnostic tools. Computers are used for optical scanning and image processing, ranging from pattern recognition to image processing. Technicians can operate computer tomography scanners which combine x-rays with computer technology to give sectional views of the body of patients. The views then combined into a single image shown on the screen.

It should be noticed that learning on a computer can be spend more time with computer-aided instruction performing the assigned task, as compared with conventional classroom.

At last air traffic control is impossible without computer application. It fully depends upon computer-generated information.

Many other uses of computers that we cannot imagine at present will become commonplace in the transition from an industrial to post industrial, or information society.

Fifteen or twenty years ago most books on computers described mainframes, because mainframes were the most common. Today you more likely to use a microcomputer. The first micros were sold to computer hobbies in 1975. During the 1980s, literally hundreds of manufactures began making microcomputers. The competition kept prices down, and millions of people and businesses bought micros.

As the microcomputer industry grew, computer makers constantly tried to lure new customers with more powerful machines. The typical microcomputers sold today can work with more than 200 times as fact. In fact many of today's laptop and desktop microcomputers are more powerful than the minis and mainframes that dominated the market only fifteen or twenty years ago.

The power of modern microcomputer enables it to be used for all kinds of tasks. You can use it to write papers, perform mathematical computations and analyses, and conduct research.

At home you can use the same computers to communicate with friends, play games, buy airline tickets, and keep track of finances. The same computer can be used again at work for correspondence, financial analysis, compiling and analyzing data, communicating with clients, and thousand other tasks.

When Charles Babbage, a professor of Mathematics at the Cambridge University, invented the first calculating machine in 1812 he could not imagine the situation we find ourselves in today. Nearly everything we do in the modern is helped, or even controlled by computers, the complicated descendants of his simple machine. Computers are used more and more often in the world today, for the simple reason that they are far more efficient that human beings. They have much better memories and they can store much information. No man alive can do 500,000 sums in one second, but faster and better. They can control machines in

factories, predict tomorrow's weather, and even play chess, write poetry, or compose music.

Many people associate computers with the world of science and math's, but they are also a great help to scholars in other subjects, in history, literature and so on. In the library it's now possible for a scholar to find a book or article he needs very quickly, this, when a million or more new books are published each year, is quite an advantage. There is a system, controlled by computer, of giving books a code number, reducing them in size by putting them on microfiche, and then storing 3,000 or more in a container no bigger than a washing machine. You tell the computer which subject you are interested in and it produces any microfiche you need in seconds. There are also systems to translate articles from foreign magazines by computer. So computers can help us in many ways.

THE CONDITIONAL MOOD

Mood is a grammatical category which indicates the attitude of the speaker towards the action expressed by the verb from the point of view of its reality.

In Modern English we distinguish three moods:

1) ***The Indicative Mood*** shows that the action or state expressed by the verb is presented as a fact or real condition: *We often go to the theatre. We went home early in the evening. If I see him I shall speak to him.*
2) ***The Imperative Mood*** expresses a command or a request: *Be quiet and hear what I tell you. Open the door!*
3) ***The Subjunctive / Conditional Mood*** shows that the action or state expressed by the verb is presented as a non-fact, as something imaginary or desired. The Subjunctive Mood is also used to express an emotional attitude of the speaker to real facts: *If I were you, I shouldn't do that. If you had learned all the rules properly, you would have passed the exam (yesterday).*

CONDITIONAL SENTENCES / GRAMMAR EXERCISES

Ex. 1. Form sentences using First Conditional (Real Condition):

IF + I/you/he/she/it/we/you/they + (PRESENT INDEFINITE) =
I/you/he/she/it/we/you/they + (FUTURE INDEFINITE)
or
I/you/he/she/it/we/you/they + (FUTURE INDEFINITE) =
IF + I/you/he/she/it/we/you/they + (PRESENT INDEFINITE)

If it rains, I shall stay at home / I shall stay at home, if it rains.

	I	has time	I		help you.
	he	is busy	he		go to the doctor.
	she	fall ill	she		be very happy.
		come tomorrow			be very sorry.
		receive my letter			
If				will	
	you	find the keys	you		be displeased.
				won't	
	we	phones me	we		wait.
					play chess.
	they	don't come in time	they		be upset.
		stay here			go for a walk.

The Conditional sentences in the Indicative Mood (First Conditional) are used to express a real condition, i. e. a condition the realization of which is considered possible.

Ex. 2. Form sentences using Second Conditional (Unreal Condition refers to the Present or to the Future):

IF+ I/you/he/she/it/we/you/they + (PAST INDEFINITE) =
I/you/he/she/it/we/you/they + (FUTURE – IN – THE PAST +INFINITIVE)
or
I/you/he/she/it/we/you/they + (FUTURE – IN – THE PAST + INFINITIVE) =
IF + /you/he/she/it/we/you/they + (PAST INDEFINITE)

}

If I were free
If I had time ***I should come***
If I lived near

}

I should come ***If I were free***
If I had time

If I lived near

If	I	were you	I		help you.
	he		he		visit the doctor.
	she	had time	she		go to the theatre.
	you	liked it		would	be very happy.
			you	wouldn't	go to the restaurant.
	we	weren't busy	we		be late.
		phoned			
	they	were free	they		buy it.
		came in time			write me a letter.
		asked me			take a taxi.
		had money			take you to the concert.
		felt sick			

The Subjunctive Mood is used in conditional sentences to express an unreal condition (in subordinate clause) and an unreal consequence (in principal clause). In sentences of unreal condition referring to the present or future the Past Subjunctive of the verb to be (***were***) is used in the subordinate clause; with other verbs the same meaning is expressed by the Past Indefinite of Indicative Mood. In the principle clause we use auxiliary should/would and the Indefinite Infinitive. Should is used with the first person singular and plural, would is used with the second and third persons singular and plural.

Ex. 3. Form sentences using Third Conditional (Unreal Conditional refers to the Past):

IF+ I/you/he/she/it/we/you/they + (PAST PERFECT) =
I/you/he/she/it/we/you/they + (SHOULD /WOULD + PERFECT INFINITIVE)
or
I/you/he/she/it/we/you/they + (SHOULD/WOULD +PERFECT INFINITIVE) = IF + /you/he/she/it/we/you/they + (PAST PERFECT)

If I had been free
If I had had time — ***I should have come***
If I had lived near

I should have come — ***If I had been free***
If I had had time
If I had lived near

	I	had	known the truth	I		1. been very happy
	he	had	phoned yesterday	he		2. come there
	she	had	told about it earlier	she	would	3. helped him 4. written more often
If	you	had	won the last game been invited	you	wouldn't	5. been so upset 6. been pleased
	we	had	before hand	we		7. done the work better
	they	had		they		8. gone to the country 9. had problems

In the sentences of unreal condition (Third Condition) referring to ***the past*** the Past Perfect is used in the subordinate clause; in the principle clause we use auxiliary ***should*** (with the first person) or ***would*** (with the second and third persons) and ***the Perfect Infinitive***.

Ex. 4. Translate the following sentences using conditional sentences of the First Type (First Conditional):

1. Я зателефоную тобі, якщо в мене буде час. 2. Якщо цей костюм буде коштувати занадто дорого, я придбаю інший. 3. Що ти будеш роботи, якщо такси не приїде? 4. Якщо він не зможе прийняти мене, я прийду іншим разом. 5. Якщо зима буде холодною, вони будуть кататися на ковзанах.

Ex. 5. Use the corresponding mood form instead of the infinitive in brackets:

1. If I (to be free) tomorrow, I shall join you with pleasure. 2. If your brother (to be) here now, he will be surprised at your behaviors and I am sure he would not approve of it. 3. If we (to be) not writing this exercise now I should give you my pen. 4. If it (to be raining) now, the children would not be running about in the garden. 5. If the students (to work) regularly they will pass their exams.

Ex. 6. Translate the following sentences using conditional sentences of the Second Type (Second Conditional):

1. Лікарі б допомогли тобі, якби ти слідував їхнім рекомендаціям. 2. Якби вона працювала більш наполегливо, вона би заробляла більше. 3. Якби в мене був час, я розповів тобі більше. 4. Якби вона володіла іноземною мовою, вона б змогла змінити роботу. 5. Якби діти були тут, вони б допомогли своїм батькам. 6. Якби ми побачили їх завтра, ми б віддали їм ключі.

Ex. 7. Translate the following sentences using conditional sentences of the Third Type (Third Conditional):

1.Якби він склав останній іспит, він вступив би до університету. 2. Ми би пішли на ту вечірку, якби знайшли няню для малюка. 3. Якби він отримав вищу освіту, він би не працював так тяжко. 4. Якби він попросив його раніше, він зміг би позичити тобі грошей. 5. Вона б не відправила сина до тієї школи, якби вона знала, що йму буде важко навчатися в ній.

Ex. 8. Open the brackets forming First, Second, Third Conditional in each sentence. Translate these sentences:

1. If she (to find out) the truth, she (to be) very happy. 2. I (to visit) him in the hospital, if I (to know) about his illness. 3. If we (not to like) his suggestion, we (to tell) him about it. 4. If John (to want) the advice, he (to ask) you. 5. If his sister (to have) better qualification, she (to be able to) apply for better job. 6. They (to find) the solution, if they (to understand) the problem. 7. If Beth (to go) to her native town, she (to be) happier. 8. If you (not to agree) with me, I (to go) to the director. 9. What you (to do), if he (to tell) you to leave?

Ex. 9. Open the brackets using the verbs in the proper form:

1. If I (to have) time tonight, I (to finish) this book. 2. He (can) take you to the concert tomorrow if he (to have) a spare ticket. 3. If they (to have) plenty of time yesterday, they (to miss) the train. 4. If she (to leave) at seven o'clock, we (to ask) her to give us a lift. 5. If my friend (to phone) now, I (not to feel) so lonely. 6. If someone (to give) you a million, what you (to do)? 7. If you (to be able) to finish the job tomorrow, you (to have) a holiday. 8. If she (to be) here now, she (to help) you.

Ex. 10. Translate the following sentences and analyze the use of the Conditional Mood:

1. I would come at once, if you were really ill. *(Essex)*. 2. I should feel I was losing my one sister if you did this, and my mother would lose a daughter. *(A. Christie)*. 3. When I leave town now I never tell my people where I am going. If I did I should lose all my pleasure. *(Wilde)*. 4. "I know, but…" She would cry, if she said any more. *(Essex)*. 5. Of course I am not like him. I know that perfectly well. Indeed, I should be sorry to look like him. *(Wilde)*. 6. It would have been terrible if any cloud had come across a friendship like ours… *(Wilde)*.

Ex. 11. Complete the following sentences using the Conditional Mood and the words in brackets:

1. She was angry with him, otherwise she … (to say) such offending words. 2. She must have heard about this event already otherwise she … (to look surprised) when you told her about it. 3. They must have lost their way otherwise she … them (to return) already. 4. Probably they are out, otherwise somebody … (to answer the phone). 5. She had a perfect command in English, otherwise she … (to translate) the article properly.

LESSON III

Text A
Read, translate and retell the text:

SOFTWARE

The other pieces of computer system include software, the instructions that tell the computer what task to perform; data, the information the computer works on: and you, the user, who ultimately tell the computer what to do, and for whom the computer does all its work.

A program is a group of instructions that tell the processing devices what to do. Software can be a single program or a set of programs that work together. A computer to complete a job requires more than just the actual equipment or hardware we see and touch. It requires software -programs for directing the operation of a computer or electronic data.

Software is the final computer system component. So you can see now that software instructs the hardware how to conduct processing. The computer is merely a general-purpose machine which requires specific software to perform a given task. Computers can input, calculate, compare, and output data as information. Software determines the order in which these operations are performed.

Programs usually fall in one of two categories: system software and applications software.

System software controls standard internal computer activities. An operating system, for example, is a collection of system programs that aid in the operation of a computer regardless of the application software being used.

When a computer is first turned on, one of the systems programs is booted or loaded into the computers memory. This software contains information about memory capacity, the model of the processor, the disk drives to be used, and more. Once the system software is loaded, the applications software can start to work.

System programs are designed for the specific pieces of hardware. These programs are called drives and coordinate peripheral hardware and computer activities. User needs to install a specific driver in order to activate his or her peripheral device. For example, if you intend to buy a printer or a scanner you need to worry in advance about the driver program which, commonly go along with your device. By installing the driver you "teach" your main board to "understand" the newly attached part.

The operating system isn't the only software you use on your computer. Computer software is known by several different names. In addition to software, you find:

Applications: this category of software is used for productivity or to create things. Applications are the software that does the work.

Programs: Anything that is a "computer program" is also software, but this category includes software that may or may not be used for productivity or to produce output, such a computer game or CD-playing program.

Utilities or tools: These programs are designed to help you run the computer or work with the hardware. For example, you may use a tool to optimize the performance of your computer's drives.

Lexical Exercises

Ex. 1. Translate into Ukrainian:

A single program, ultimately, merely, set of programs, calculate, compare, attach, main board, install, memory capacity, regardless, system software and applications software, applications, productivity utilities or tools, optimize the performance.

Ex. 2. Answer the following questions:

1. What does the computer system include?
2. What are the instructions used for?
3. What does the user do to computer?
4. What is the final computer system component?
5. What is merely a general-purpose machine?
6. What can computer do?
7. How many categories do the programs have usually?
8. What is an operating system?
9. What does this software contain?
10. When can the applications software start to work?
11. What do the drivers do?
12. What can we do, if we install a specific driver?
13. Are applications used for productivity?

14.What does application mean?
15.What do programs mean? Can they be used for productivity?

Ex. 3. Are the statements true or false? Correct the false statements:

1. Computers can't input, calculate, compare, and output data as information.
2. Software doesn't determine the order in which these operations are performed.
3. Software can't be a single program or a set of programs that work together.
4. Software isn't the final computer system component.
5. So you can't see now that software instructs the hardware how to conduct processing.
6. A program is a group of instructions that tell the processing devices what to do.
7. Programs don't usually fall in one of two categories: system software and applications software.
8. System programs aren't designed for the specific pieces of hardware.
9. These programs aren't called drives and coordinate peripheral hardware and computer activities.
10. This software contains information about memory capacity.
11. System software controls standard internal computer activities, an operating system.
12. By installing the driver you don't "teach" your main board to "under-stand" the newly attached part.

Ex. 4. Complete the sentences using the words given below:

1. Software …….. the order in which these operations are performed.
2. Software …… the final computer system component.
3. The computer ……... merely a general-purpose machine which requires specific software to perform a given task.
4. Computers ……. input, calculate, compare, and output data as information.
5. A computer to complete a job …… more than just the actual
6. equipment or hardware we see and touch.
7. And you, the user, who ultimately …….. the computer what to do,
8. and for whom the computer does all its work.

---

be, can, require, tell, determine.

Ex. 5. Give the definitions to the following terms:

a single program …….
a set of program ……..

calculate data …….
software ……..
compare ……..

Ex. 6. Choose the corresponding definitions to the given expressions:

1. System software
2. An operating system
3. This software
4. The applications software
5. System programs

– is a collection of system programs.
– are designed for the specific pieces hardware
– is booted or loaded into the computer's memory.
– contains information about memory capacity.
– controls standard internal computer activities.

Ex. 7. Translate the following sentences into English:

1. Комп'ютер може зберігати, оброблювати інформацію.
2. Існують однопрограмні та багатопрограмні програми.
3. Програми – це групи інструкцій, які управляють введеною інформацією.
4. Програми прямо зв'язані з інструкціями або електронними даними.
5. Всі програми підрозділяються на дві основні категорії.
6. Операційна система – це джерело всіх програм які зберігають в собі інформацію.
7. Коли включається комп'ютер, всі програми починають працювати.
8. Існують спеціальні програми які називаються „драйвери", за допомогою яких ви можете „навчати" та „розуміти" комп'ютер.
9. Користувачам потрібні спеціальні драйвери, щоб активізувати комп'ютерну пам'ять та обладнання.

Text B
Read and translate the text in writing:

PERSONAL COMPUTERS

Personal computers are supposed to appear in the late 1970s. One of the first and most popular personal computers was the Apple II, introduced in 1977 by Apple Computer. During the late 1970s and early 1980s, new models and competitive operating systems seemed to appear daily. Then, in 1981, IBM entered the fray with its first personal computer, known as the IBM PC. The IBM PC quickly became the personal computer of choice, and most other personal computer manufacturers fell by the wayside. One of the few companies to survive IBM's onslaught was Apple Computer, which is sure to remain a major player in

the personal computer marketplace. In less than a decade the microcomputer has been transformed from a calculator and hobbyist's toy into a personal computer for almost everyone.

What is a personal computer? How can this device be characterized?

- First, a personal computer being microprocessor-based, its central processing unit, called a microprocessor unit, or MPU, is concentrated on a single silicon chip.
- Second, a PC has a memory and word size that is smaller than those of minicomputers and large computers. Typical word sizes are 8 or 16 bits, and main memories range in size from 16 K to 512 K.
- Third, a personal computer uses smaller, less expensive and less powerful input, output and storage components than do large computer systems. Most often, input is by means of a keyboard, soft-copy output being displayed on a cathode-ray tube screen. Hard-copy output is produced on a low-speed character printer.
- A PC employs floppy disks as the principal online and offline storage devices and also as input and output media.
- Finally, a PC is a general-purpose, stand-alone system that can begin to work when plugged in and be moved from place to place.
- Probably the most distinguishing feature of a personal computer is that it is used by an individual, usually in an interactive mode. Regardless of the purpose for which it is used, either for leisure activities in the home or for business applications in the office, we can consider it to be a personal computer.

The personal computer can serve as a work station for the individual today, Moreover, as it has become financially feasible to provide a computer for the individual worker, so also technical developments have made the interface between man and machine increasingly "friendly", so that a wide array of computer functions are now accessible to people with no technical background.

A personal computer is a small computer based on a microprocessor; it is a microcomputer. Not all computers, however, are personal computers. A microcomputer can be dedicated to a single task such as controlling a machine tool or metering the injection of fuel into an automobile engine; it can be a word processor, a video game or a "pocket computer" that is not quite a computer. A personal computer is something different: a standalone computer that puts a wide array of capabilities at the disposal of an individual.

The first generation of true personal computers, which came on the market between 1977 and 1981, had eight-bit microprocessors; later introduced systems had 16-bits ones. Now 32-bit microprocessor chips are available, and soon they will be included in complete computer systems.

1. a) Performance of a wide array of computer functions, b) Accessibility of PC for not professionals, c) Friendly interface of a personal computer.

2. a) A microprocessor-based PC, b) PC – a pocket computer, c) Comparison of a microcomputer and a PC.
3. a) Microprocessor's capacity, b) The growth of MPC's capacity, c) The first generation of personal computers.

THE SUBJUNCTIVE MOOD II

wish + V^2	wish + had + V^3	wish + would + V^1

*The Subjunctive / Suppositional Mood II (sentences with the verb **TO WISH**) denotes an unreal condition referring to the present or future in adverbial clauses of condition. In other types of subordinate clauses it denotes an action simultaneous with the action expressed in the principal clause; thus it may refer to the present and to the past:*

I ***wish*** I ***knew*** where you are and what you are doing. *(Dreiser).*
Мені ***хотілося б знати***, де ти і що ти робиш зараз.
I ***wish*** I ***were*** only joking. *(Gaskell).*
Добре було б, коли б я лише жартував.
I ***wish*** I ***had not told*** you about it. *(Wilde).*
Шкода, що я ***розповів*** вам про це.
We all ***wished*** that we ***had stopped*** there. *(Jerome).*
Ми всі ***жалкували,*** що ***не зупинилися*** там.
I ***wish*** he ***would agree*** to go there.
Я би хотів, щоб вона погодилася поїхати туди.

THE SUBJUNCTIVE MOOD / GRAMMAR EXERCISES

Ex. 1. Make up sentences using Subjunctive II:

I		you (to meet) us at the station.
He	Wish	we (to take) a porter. The luggage is heavy.
She	Wishes	they (to send) for a doctor at once.
We	Wished	she (to tell) her friends everything.
They		they (to be) frank with us.

Ex. 2. Fill in the blanks using the corresponding Mood form:

1. I wish you ... this film (saw, had seen). I am sure you would like it. 2. I wish you ... earlier (came, had come). You should have gone to the museum

together. 3. I wish you ... time to read this article (had, had come). Now you would able to answer all the questions. 4. I wish you … my friend (saw, had seen).

Ex. 3. Using the corresponding Mood form instead of the infinitive in brackets:

Model: 1) I wish you (to go) for a walk late in the evening.
I wish you did not go for walk late in the evening.
2) I wish I never (to buy) that terrible raincoat.
I wish I had never bought that terrible raincoat.

1. I wish I (to buy) that grey hat instead of this one. It was more expensive, but the quality was much better. 2. It looks like raining, I wish we (to take) our umbrellas. 3. The child is crying, I wish I (to know) how to calm her. 4. I wish you (to finish) your work already. We could go for a walk now. 5. I wish I (to know) it was your favourite writer. I would have bought the book for you.

Ex. 4. Complete the following sentences:

1. If I were not so busy ... 2. The weather is so fine today. I wish ... 3. Our tram is starting. Make haste lest ... 4. Had he been informed about her arrival ... 5. If it were not raining now ... 6. Should he bring you up ... 7. It is annoying that ... 8. I should have taken part in the discussion ... 9. Had he been more attentive ... 10. The teacher recommended that ... 11. Wind your watch lest ... 12. If he were not so derisive ... 13. They would have met us at the airport ... 14. It takes me much time to get to my office. I wish ... 15. She looks pale and tired as if ... 16. My friend insisted that ... 17. If you had followed your friend's advice ... 18. Evidently the letter upset him. I wish ... 19. He dropped his eyes as though ... 20. It is important that ... 21. If I were …

Ex. 5. Translate the following sentences and analyze the use of Subjunctive II:

1. They walked together just as if they had done it scores of times before. *(Essex)*. 2. Lord Henry struck a light on a dainty silver case, and began to smoke a cigarette with a self-conscious and satisfied air, as if he had summed up the world into phrase. *(Wilde)*. 3. He turned away as if he had never noticed her. *(Essex)*. 4. The room looked as if it had not been lived in for years. 5. Even if she were there I would be unlikely to find her. *(A.Christie)*.

Ex. 6. Open the brackets using necessary Subjunctive form after "I wish" and translate:

1. I wish I (to know) French.
2. She fell and broke her leg. I wish she (to be) more careful.

3. I wish you (to read) more English books in future.
4. I feel sick. I wish I (not to eat) all the ice cream.
5. They need a singer for the choir. I wish I (can) sing.
6. My parrot has died. I wish I (to look after) it better.
7. I can't remember her telephone number. I wish I (can).
8. I wish I (not to lend) him my car: he has broken it.
9. My watch has stopped. I wish I (to have) a better watch.
10. I feel so tired. I wish I (not to stay up) so late last night.
11. My apartment is rather small. I wish I (to have) a bigger one.
12. I wish I (not to spend) all my money last night.
13. I wish I (to know) the answer to this question.
14. I wish you (to phone) me yesterday.
15. I wish I (to know) then what I know now.

Ex. 7. Paraphrase the sentences using "I wish" and translate.

1. I am not very fit. 2. We weren't together. 3. He was too upset that day. 4. They couldn't come here. 5. It's very hot today. 6. My parents are abroad. 7. It's snowing. 8. He has read my letter. 9. She doesn't know enough English. 10. My son didn't take my advice. 11. His room is untidy. 12. They wasted much time watching TV. 13. He doesn't have a lot of friends. 14. I can't swim.

"ZERO CONDITIONAL"

This type is used to describe something that is generally true. The use of ***if*** here is very similar to ***when.***

IF + PRESENT INDEFINITE	PRESENT INDEFINITE
If the temperature **is** below zero	water **freezes**
If the camera **is** on	the red light **appears.**

PRESENT INDEFINITE	IF + PRESENT INDEFINITE
She always **complains** her mother	if somebody **offends** her.
The red light **appears**	if the camera **is** on.

"ZERO CONDITIONAL" / GRAMMAR EXERCISES

Ex. 8. Open the brackets using "Zero Conditional" and translate:

1. Her child says hello if he (to see) you.
2. If the dog is angry, it always (to bark).
3. The toy (not to work) if the batteries are flat.
4. If the machine (not to have) enough oil, it doesn't work.
5. If you go in the best seats, you (to get) a free drink.
6. If the hot-air balloon (to be) filled with air, it rises.
7. The alarm (to raise) automatically if fire is discovered.
8. Water (to change) into ice if it (to freeze).
9. If water boils, it (to change) into steam.
10. If she puts her money in a bank, she (to get) five per cent interest.

MIXED CONDITIONALS

Зверніть увагу на змішані випадки вживання часів в умовних реченнях, в залежності від контексту:

If the condition belongs to the present and its realization to the past we use:

[TYPE (1) + TYPE (3)]

If she is clever as you say she is, she would have been rich by now.

If the condition belongs to the past and its realization to the present or future we use:

[TYPE (3) + TYPE (2)]

If he had finished his work yesterday**, he would be free now.**

If the condition refers to no particular time (or to the present) and its realization to the past we use:

[TYPE (2) + TYPE (3)]

If he were cleverer he **would not have argued** with them over such trifles.

MIXED CONDITIONALS / GRAMMAR EXERCISES

Ex. 9. Rewrite the sentences using Mixed Conditionals and translate:

1. If I were you, I (to check) the facts before I accused them.
2. If she is so hungry, she (not to miss) dinner.
3. If she were in your position, she (to help) him by now.
4. If you had not caught the flu you (not to feel) ill now.
5. If he (not to play) football yesterday, he (to feel) better today.
6. If she (to be) as silly as you say, she (not to answer) all the questions.

7. They (not to join) that expedition if they (to be) as timid as you think.
8. If you (not to remind) me before, I (to forget) about it now.
9. He (not to be) in the prison now if he (not to steal) the money.
10. If they (to invite) me yesterday, I (to come) to their place tonight.

LESSON IV

Text A
Read, translate and retell the text:

THE NOTION OF MODEM. TYPE OF MODEM

The piece of equipment that allows a computer to communicate with other computers over telephone lines is called a modem. The modem allows the individual to access information from all over the world and uses that information in everyday life. Connecting with banks, Automatic Teller Machines, cash registers to read credit cards, access travel agents, buy products, e-mail, access databases, and teleconferencing, the modems provide easy access to many services. Files can be transferred easily, by uploading to another machine, or downloading to your own machine within a matter of minutes.

The main reason for having a modem now is to get your computer connected to the Internet. In fact, that would be the cheap description: The modem is the box through which your PC yells at the Internet and from which the Internet yells back. Simple enough.

The modem's secret job is translator. What it does is transform the crude language of ones and zeroes inside the computer into something that can be sent out over the phone lines, over your cable TV wire, or even straight up into outer space. A modem takes computer information and changes it into a signal that can be sent over telephone lines. The modem is a bridge between digital and analog signals. The computer is of the digital type, and the telephone using analog technology. The modem converts the “0”s and “1”s of the computer (off-on switches) into an analog signals modulating the frequency of the electronic wave or signal. The modem does just the opposite and demodulates the signal back into digital code. Most people believe that you need a separate phone line for a 'modem, but that is not true. Your modem and telephone can share one line; the problem arises when someone else needs to use the telephone while the modem is in use. Also disable call waiting; it could disrupt your modem connection while the modem is in use.

Then, at the other end of the line, another modem retranslates those signals into information the computer can understand, and – long story short – you have two computers talking with each other. The modem does its job so well that it

doesn't even have any buttons on it, other than maybe an on-off switch (if that). Modems do, however, have lights. The lights let you know that the computer is on, connected, transmitting information, and other various things.

Modem is a combination of two words: modulator and demodulator. No one really cares about the further, technical details.

As with all PC hardware, you need software to control the PC's modem. Modem software is now mainly used to get the modem to connect with the Internet.

High-speed modems don't modulate or demodulate any more. Those modems communicate entirely with digital signals.

There are two distinct modem categories of modem.

Dial-up is the traditional type of modem that uses the telephone system. Broadband includes all high-speed modems, whether they're cable, DSL, or satellite modems.

The computer modem can be used as a telephone answering system, and documents can be faxed from one computer to another assuring fast and easy access to important documents.

There are another three kinds of modems - internal, external, and fax. All modems do the same thing; they allow computers to communicate through telephone lines. This lets computers exchange information everywhere. Internal Modem is a circuit board that plugs into one of the expansion slots of the computer. Internal modems usually are cheaper than external modems, but when problems occur, fixing and troubleshooting the modem can sometimes be quite difficult Paternal Modem attaches to the back of the computer by way of a cable that plugs into the modem port. It is usually less expensive and very portable. It can be used with other computers very easily by unplugging it and plugging it into another computer. Fax Modem can be hooked up to your telephone and used to send information to your computer. Your computer can also send information to a fax machine. Most computer moderns are modems with faxing capabilities.

Lexical exercises

Ex. 1. Answer the following questions:

1. The main reason for having a modem now is to get your computer connected to the Internet, isn't it?
2. What does the term "modem" mean?
3. What is the modem's secret job?
4. You have two computers talking with each other, haven't you?
5. Have modems lights?
6. What let the users know that the computer is on, connected, transmitting information, and other various things?

7. Modem is a combination of two words: modulator and demodulator, isn't it?
8. How do high-speed modems communicate with?
9. How many categories of modems are there?
10. Is Dial-up the traditional type of modem that uses the telephone system?
11. What does Broadband include?
12. What else types of modems are there?

Ex. 2. Fill in the blanks with the words from the above text:

1. The main reason for having a modem now is ..... connected to
2. the ..... .
3. ..... is the box.
4. The modem's secret job is ..... .
5. Another modem ..... those signals into ..... the computer can ....., and – long story short – you have two ..... talking with each other.
6. ..... have lights.
7. ……..... is a combination of two words: ... and.....
8. ..... don't ..... or ..... anymore.
9. Those modems communicate ..... with ..... signals.

Ex. 3. Translate the following words from Ukrainian into English:

Акустичний адаптер, акустичний модем, акустичний з'єднувач, узагальнений опис, за допомогою, мобільна телефонна трубка, вбудований, зовнішній, фіксування, усування несправності, підключатися, установлюватися, портативний, переносний, мобільний, бути підключеним, виклик телефонною лінією, широкосмугова передача.

Text B

Read and translate the text in writing:

INPUT DEVICES

There are several devices used for inputting information into the computer: a keyboard, some coordinate input devices, such as manipulators (a mouse, a track ball), touch panels and graphical plotting tables, scanners, digital cameras, TV tuners, sound cards etc.

When personal computers first became popular, the most common device used to transfer information from the user to the computer was the keyboard. It enables inputting numerical and text data. A standard keyboard has 104 keys and

three more ones informing about the operating mode of light indicators in the upper right corner.

Later when the more advanced graphics became to develop, user found that a keyboard did not provide the design capabilities of graphics and text representation on the display. There appeared manipulators, a mouse and a track ball, that are usually used while operating with graphical interface. Each software program uses these buttons differently.

The mouse is an optic-mechanical input device. The mouse has three or two buttons which control the cursor movement across the screen. The mouse provides the cursor control thus simplifying user's orientation on the display. The mouse's primary functions are to help the user draw, point and select images on his computer display by moving the mouse across the screen.

In general software programs require to press one or more buttons, sometimes keeping them depressed or double-click them to issue changes in commands and to draw or to erase images. When you move the mouse across a flat surface, the ball located on the bottom side of the mouse turns two rollers. One is tracking the mouse's vertical movements; the other is tracking horizontal movements. The rotating ball glides easily, giving the user good control over the textual and graphical images.

In portable computers touch panels or touch pads are used instead of manipulators. Moving a finger along the surface of the touch pad is transformed into the cursor movement across the screen.

Graphical plotting tables (plotters) find application in drawing and inputting manuscript texts. You can draw; add notes and signs to electronic documents by means of a special pen. The quality of graphical plotting tables is characterized by permitting capacity, which is the number of lines per inch, and their capability to respond to the force of pen pressing.

Scanner is used for optical inputting of images (photographies, pictures, slides) and texts and converting them into the computer form.

Digital videocameras have been spread recently. They enable getting videoimages and photographs directly in digital computer format. Digital cameras give possibility to get high quality photos.

Sound cards produce sound conversion from analog to digital form. They are able to synthesize sounds. Special game-ports and joysticks are widely used in computer games.

GRAMMAR REVISION

I. Modal Verbs

Ex. 1. Translate and comment on the meaning of modal verbs. Translate into Ukrainian:

1. I should be grateful if you would keep your hands off my business in future. *(Murdoch)*
2. Mitch Poker shouldn't be played in a house with women. *(Williams)*
3. They didn't have to worry about money. *(Mansfield)*
4. You need not meet him unless you like. *(Shaw)*
5. Mischa followed her, and they were to be seen a moment later in conversation. *(Murdoch)*
6. Anyhow, Callendar won't hear of you seeing her. *(Forster)*
7. And here now was this young and promising doctor, who could, if he would, keep her supplied with work, and might even eventually marry her. *(Dreiser)*
8. What is to be her future? It is in my hands; what am I to do? *(Pinero)*
9. Your family may object to me; and then it will be all over between us. *(Shaw)*
10. Grandpa is not upstairs. Where can he have gone? *(Cronin)*
11. You must be dying with curiosity. Take a peep. *(Shaw)*
12. Madam, may I speak to you a moment? *(Mansfield)*
13. She gazed at me severely. "You ought to be in at your essay." *(Cronin)*
14. But you've got to finish college. We can't get married for a long time. *(Carter)*
15. "I don't have to pay to find that out... I could have asked anybody at the meeting, and found out." *(Carter)*
16. "What are we to do?" she gasped. "Can't we stay here? Lock the door?" *(Priestley)*
17. "Land ought to be very dear about there," he said. *(Galsworthy)*

II. Using of Subjunctive and Conditional Mood

Ex. 2. Complete the following sentences:

1. It was cold and our mother advised that... 2. It was raining. I feared lest... 3. We did not know where to go in summer and he advised that... 4. It was getting dark and my friend suggested that... 5. The concert was very interesting. I wish you... 6. He got wet to the bone, I fear lest... 7. The tickets were hard to get, he insisted that... 8. They were very tired after work, so I suggested that they... .

Ex. 3. Comment on the subjunctive mood and modal verbs:

1. If I only waited there for a minute or two, the doctor would be conducted to his patient's room. *(Collins)*
2. "If only they had made me the Duke," he could not help thinking... *(Bates)*

3. It seems to me, at this distance of time, as if my unfortunate studies generally took this course. *(Dickens)*
4. So! They were talking of Wilfred. How find out why... and suddenly she thought, "Even if I could, I wouldn't." *(Galsworthy)*
5. Oh! What would not I give to see him! *(Austen)*
6. Why should Maxim dislike Rebecca's cousin? *(Du Maurier)*
7. For a while Eric said nothing. "You know, if you hadn't broken off, you might have been married to him by now." *(Wilson)*
8. "If Miss Dinny could take him off just now, on a tour of the Scotch Highlands... it would save a lot of vexation." *(Galsworthy)*

Ex. 4. Analyze the form of the verb in the following sentences. Translate into Ukrainian:

1. I wished I had never heard the rumour about Phat Diem, or that the rumour had dealt with any other town. *(Greene)*
2. One always spoke of her like that in the third person as though she were not there. *(Greene)*
3. It was as if a bomb had exploded into the office. Smith, the red-faced man, looked as though his veins would burst. *(Cronin)*
4. What is the matter, Uncle Jack? Do look happy! You look as if you had a toothache, and I have got such a surprise for you. *(Wilde)*
5. Even if she were there I would be unlikely to find her. *(A. Christie)*
6. I wished I had the courage to call him back and say "You are right. I did see Pyle the night he died." *(Greene)*
7. Mrs. Cheveley, I think it is right to tell you frankly that, had I know who you really were, I should not have invited you to my house last night. *(Wilde)*
8. He again began to draw and write with a sort of remoteness, as if he were a long way off. *(Galsworthy)*
9. "The roses are in bloom now. I wish I had brought you some." *(Du Maurier)*
10. I wished I had kept my candle burning; the night was drearily dark. *(Bronte)*
11. ....I think it is high time that Mr. Bunbury made up his mind whether he was going to live or to die. *(Wilde)*
12. It was as though I had blown a bubble in the air and stood by to watch it dance. *(Du Maurier)*
13. Indeed, if anybody were capable of doing so, it would have given him the reputation for the sense of humour. *(Greene)*
14. "I wish she were ill," he rejoined, "when you are ill you shouldn't act." *(Wilde)*
15. Sherlock Holmes drew a long breath, and wiped the perspiration from his forehead. "I should have more faith," he said. *(A. Conan Doyle)*
16. And if it hadn't been for Mamma, I don't know what would have done. *(Dreiser)*

17. “Go,” he said, “would you be very disappointed if we didn’t get one of these houses?” *(Carter)*
18. What if Irene were to take it into her head to leave Soames? *(Galsworthy)*
19. “That’s a lie,” she said, “who else told him, if you didn’t?” *(Du Maurier)*
20. “You look,” said Denny, ... “as if you had been in the sun.” *(Galsworthy)*

ЛІТЕРАТУРА

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МЕТОДИЧНІ ВКАЗІВКИ
для СРС та навчальний матеріал
з англійської мови
для студентів II курсу IV семестру
денної форми навчання
Напрям підготовки – „Комп’ютерні науки”

Укладач: к.ф.н., доц. Шотова-Ніколенко Г.В., Одеса: ОДЕКУ, 2009р. – 47с.

Підписано до друку Формат 60х 84/16 Папір офсетний.
Друк офсетний. Умовн. друк. арк.
Тираж 100 Зам. №
Надруковано з готового оригінал-макету
Одеський державний екологічний університет
65016, Одеса, вул. Львівська, 15