ЮЖНО-УРАЛЬСКИЙ ТЕХНОЛОГИЧЕСКИЙ УНИВЕРСИТЕТ

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Английский язык для IT-специальностей

Практикум

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Предлагаемое пособие содержит учебно-тренировочный материал по всем аспектам речевой деятельности английского языка в сфере информационных технологий. Практикум состоит из 2 тематических разделов, содержащих разнообразный лексико-грамматический материал из области информационных технологий, комплекс тренировочных упражнений и творческих заданий для активизации и закрепления полученных знаний, умений и навыков, справочный грамматический материал по морфологии, словообразованию и синтаксису.

Целью данного учебного пособия является развитие навыков разговорной речи на английском языке в сфере информационных технологий.

Учебное пособие предназначено для студентов, осваивающих образовательные программы бакалавриата на неязыковых направлениях подготовки.

Текстовое электронное издание
Минимальные системные требования:
Компьютер: процессор AMD, Intel от 1ГГц, 100 Мб HDD, ОЗУ от 1 Гб,
Видеоадаптер от 1024 Мб, Сетевой адаптер 10/100/1000 Мб/с;
Клавиатура; Мышь; Монитор с разрешением от 800x600;
Операционная система: Windows XP SP3/Vista/7/8/10;
Программное обеспечение: Adobe Acrobat Reader, браузер Internet Explorer, Mozilla Firefox и др. Скорость подключения от 10 Мб/с.

СОДЕРЖАНИЕ

Введение

Данное учебно-методическое пособие рекомендовано для обучающихся по направлению 09.03.02 «Информационные системы и технологии», а также для обучающихся по программам среднего профессионального образования.

Учебное пособие Ещеркиной Л.В., Скачковой Е.А. «Английский язык для ИТ – специальностей. Практикум» обобщает материал ключевых тем дисциплины и содержит учебно-тренировочный материал по всем аспектам речевой деятельности английского языка в сфере информационных технологий и систем. Практикум состоит из 2 тематических разделов, содержащих разнообразный лексико-грамматический материал из области информационных технологий, комплекс тренировочных упражнений и творческих заданий для активизации и закрепления полученных знаний, умений и навыков, справочный грамматический материал по морфологии, словообразованию и синтаксису.

Целью данного учебного пособия является развитие навыков разговорной речи на английском языке в сфере информационных технологий, повышение исходного уровня владения иностранным языком и формирование у обучающихся универсальных компетенций, позволяющих им решать коммуникативные задачи в различных областях профессиональной деятельности.

Достоинством учебного пособие является его интерактивный характер, подбор разнообразных практических заданий, направленных на активизацию и закрепление изученного лексико-грамматического материала, мотивирующих к коммуникации и анализу информации на английском языке.

Первый раздел представляет студентам ключевую информацию о современных технологиях. Второй раздел практикума посвящен изучению актуальных тенденций развития современного общества, освещает основные инновации в сфере информационных технологий.

Тексты специальной тематики включают в себя лексический и грамматический материал, который закрепляется в упражнениях. Ряд заданий направлен на развитие у обучающихся аналитических навыков, а также навыков устной монологической и диалогической речи. В Приложении содержится краткий справочный материал по грамматике.

Данное учебное пособие имеет коммуникативную направленность и способствует развитию подготовленной и спонтанной коммуникации на английском языке в сфере информационных технологий и систем.

Unit I. Modern Technologies

1.1   Text 1. Gig Freelance

There is a paradox: you need a job to get experience but you need experience to get a job.

But there's a way into Silicon Valley's tech scene through the back door — by building a career with simple, quick freelance gigs. This approach is highly recommend not only because is it a great way to learn a lot of different coding skills really quickly, it's also a lot of fun. All that you need to do is to find employers who are willing to hire programmers who have not much experience.

Freelancing is a term that covers any work without a formal employer-employee relationship with a company. There are some categories of freelancing: consultants, freelance-employees, and freelance-gig-doers.

Consultants are usually very experienced expert developers who are being brought in to solve tough technical problems.

Freelance-employees are exactly like employees except that they got their job through an employment agency instead of by being directly hired by the company they work for.

Gig-freelancers fill a special gap in the software engineering world. They typically take on jobs that are too small, too specialized, or too experimental to warrant hiring a full-time employee. The employers they work for hire them because they need to get a temporary job done, and the gig worker is available and willing to do the work.

Some examples of employers who hire gig workers include:

– entrepreneurs – looking to build a proof of concept for an idea;

– intrapreneurs – entrepreneurs working on innovation inside a company that are also looking to build proof of concepts;

– small-businesses – usually looking for someone 'handy' to install or set up something;

– individuals with a programming problem – this is a person who needs help with his programming homework.

Gig-freelancing definitely has it's drawbacks, it is not recommended as a place to build a long-term career. But for someone who is starting out in their programming journey, it is one of the quickest ways to simultaneously build skills, connections, and credibility.

When you get a gig job, you can use it to discover what kind of programming suits you. There are categories of projects to gig and to try all sorts of programming:

web sites, micro-controller programming, live streaming and video conferencing, data scraping and crawling, simple games etc.

There are a lot of benefits that gigs can bring with them: gigs let you polish your skills and hone your craft, every created project could be added to your portfolio, every project also expands your network and increases the amount of your friends and colleagues.

So how to get gigs?

At first find a good gig marketplace that fits your situation, where employers will see you as a good solution of their problems.

Marketplaces include:

Geographical focus: Some marketplaces are built for local communities. People often hire through these sites when they want to work with someone local.

Technology focus: If you have been spending lots of time with a particular technology, these boards will be places where you will have an advantage.

Problem-space focus: Some marketplaces are not targeted at a technology, rather they focus on a particular audience. Software projects exist in every community. If you are a member of a community, you may be able to get access to gigs that are not available to other developers.

– craigslist (the gigs section) – it's local / geographically focused, so you have some of the above-mentioned built-in advantages.

– public-entrepreneur-focused slack chat groups and topical mailing lists (again they're niched and a little less main-stream). You can find these by googling 'public slack channels'— many of these have a specific section devoted to jobs, and most of the jobs on entrepreneur-focused channels will be gig-based.

– upwork.com, freelancer.com, or some other freelance focused work site. These sites have plenty of employers looking to hire people.

Figs can be a great way to start a programming career. Over time, gigs are a stepping stone to bigger and better things, to your successful job.

Practical tasks

Task 1. Read and translate the text, write out new words.

Task 2. Find the following words and word combinations in English in the text. Learn them. Complete the table.

Russian	English
1. удаленная работа, внештатная работа;	
2. опыт работы;	
3. подработка;	
4. работодатель;	
5. наёмный работник;	
6. нанимать на работу;	
7. подтверждать, гарантировать;	
8. разработчик;	
9. предприниматель;	
10. разрыв, пробел;	

Translate words from the text into Russian. Learn them. Complete the table.

Russian	English
	1. drawback
	2. benefit
	3. marketplace
	4. amount
	5. to stream
	6. simultaneously
	7. advantage
	8. audience
	9. to target
	10. access

Task 3. Compose questions from the following words and answer them:

1) you, to get, need, a job, what?	
2) there are, to hire , experience, to want , without, employees, programmers?	

3) to be suitable, need, a gig - freelance, who, a temporary job, for people?	
4) gigs, to bring, what kinds of, can, benefits, with them?	

Task 4. Answer the questions:

1) How would a techie describe Microsoft company in the early 2010s?	
2) But what has it surpassed in May of this year?	
3) How has it managed to stay alive and keep growing?)	
4) What are the factors of Microsoft decline?	

Task 5. Complete the sentences:

1) At first find a good .. that fits your situation.	
2) Employers will see you as ... of their problems.	
3) Some marketplaces are not targeted at ... , rather they focus on	
4) Software projects exist in every community.	
5) You may be able to get ... to gigs that are not available to other developers.	

Task 6. Read Grammar References in Annex Table 4 «Verb Tenses. Active Voice. Examples», Table 5 «Verb Tenses. Active Voice. Formation» grammar themes Present Simple, Present Continuous. Practice this grammar material in following exercises:

Exercise 1. Put the verbs into the correct form Present Continuous or Present Simple.

1.Let's go out. It isn't raining (not/rain) now.	
2.Julia is very good at languages. She … (speak) four languages very well.	
3.Hurry up! Everybody … (wait) for you.	
4.»… (you/listen) to the radio?» «No, you can turn it off.»	
5.»… (you/listen) to the radio every day?» «No, just occasionally.»	
6.The River Nile … (flow) into the Mediterranean.	
7.Look at the river. It … (flow) very fast today – much faster than usual.	
8.We usually … (grow) vegetables in our garden but this year we … (not/grow) any.	
9.»How is your English?» «Not bad. It … (improve) slowly.»	
10.Ron is in London at the moment. He … (stay) at the Park Hotel. He … (always/ stay) there when he's in London.	
11.Can we stop walking soon? I … (start) to feel tired.	
12.»Can you drive?» «I … (learn). My father … (teach) me.»	
13.Normally I … (finish) work at 5.00, but this week I … (work) until 6/00 to earn a bit more money.	
14.My parents … (live) in Bristol. They were born there and have never lived anywhere else. Where … (your parents/live)?	
15.Sonia … (look) for a place to live. She … (stay) with her sister until she finds somewhere.	

16.»What … (your father/do)?» «He's an architect but he … (not/work) at the moment.»	
17.(at a party) Usually I … (enjoy) parties but I … (not enjoy) this one very much.	
18.The train is never late. It … (always/leave) on time.	
19.Jim is very untidy. He … (always/leave) his things all over the place.	

Exercise 2: Correct the mistakes where necessary.

1.Water boils at 100 degrees Celsius.	
2 The water boils. Can you turn it off?	
3 Look! That man tries to open the door of your car.	
4 Can you hear those people? What do they talk about?	
5 The moon goes round the earth.	
6 I must go now. It gets late.	
7 I usually go to work by car.	
8 'Hurry up! It's time to leave.' 'OK, I come.'	
9 I hear you've got a new job. How do you get on?	

Task 7. Ask questions to the text. Use the Annex Table 3 «The Main Types of Questions». Task 8. Retell the text using standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

Task 9. Search for additional information in the Internet and prepare the topic and the presentation « Gig Freelance». Use standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations», Table 2 «Standard Phrases for Discussing».

1.2 **Text 2. The Impact of Artificial Intelligence**

Artificial Intelligence or AI is something more into expert systems and symbolic systems intended to produce general, human-like intelligence in a machine. AI technology allows rapidly to build models for geology, health care, financial, and other industries to do predictions or to generate new insights.

First, AI gives software the ability to interpret the meaning of data; interpret images, video, or voice in order to make all of the data understandable in deep ways.

Second, it allows you to learn from vast amounts of data and find conclusions and understand what might happen in the future so you can act.

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Third, it allows you to interact with software in very natural ways; it allows machines to talk to you; it allows machines to take commands from you and do things for you.

AI Is Empowering the Next Billion

Whether we realize it or not, AI has reached its tipping point and has made its way into our daily lives. AI has the potential to displace a whole economy of truck drivers, delivery services, and taxis with a self-driving car. And Uber has already deployed self-driving cars in Pittsburgh and San Francisco. Google Assistant can actually ring up a salon or a restaurant to make a reservation for you by speaking to a human on the other end. Making use of AI along with the data will drive more insights about what customers want. In short, AI is the science of extracting information from what we are engaging in. If a person is engaged with Music and is traveling to Los Angeles, AI will automatically find a Musical event in that city. There is no loyalty left. In this way, AI adds more value to the user experience. In the future, all software applications will be built with AI and will be on the cloud, all combining data and AI, and working with your smart devices it will impact your life in tangible ways. Artificial intelligence can enhance the human ability and compensate for challenges we may have.

AI With Tech Giants

Within the tech giants, there is a huge ongoing fight to win on the race with AI.

Microsoft has been working on developing their Brainwave chips which dramatically accelerate their machine learning capabilities and their own search engine. And their hybrid cloud network in Azure, which is raking in the market share. With their latest acquisition of Github, their focus on being a cloud-first company is coming across very clearly.

Google is rushing in with their own Google Cloud with the best technical offering. As an early adopter, Amazon has a surreal advantage of about 7 years and that is pretty clear in their market shares. AWS powers about 40% of the internet, just because of their hold on AI. Not just because of the quality but because of the attitude with which Amazon does business. Whenever they see a threat from any of their customers they can just slash prices by a huge margin with their AI monopoly.

AI Everywhere

As the rapid evolution of technology has influenced our quality of life the impact of AI continues to grow. For instance, AI is at the heart of Apple's iPhone X. The iPhone X has a neural engine built into the processor which accelerates specific types of AI software that were built to process pictures and speech. Siri is Apple's friendly voice-activated personal assistant that often interact with us. Google Assistant- Google's virtual assistant provides contextual information and performs actions on behalf of us. Alexa - Amazon's tech gadget listens to us and can decipher speech coming from anywhere in a room. Tesla - Elon Musk's self-driving car has been in tough spots but makes mistake, now this car is getting smarter. Netflix: depending on what you watch, Netflix makes accurate predictions. Video Games: the non-player characters in Middle Earth: Shadow of Mordor have memories of past interactions and variable objectives.

Without any doubt, AI will free up time by taking up some of our cognitive load. So, no wonder business leaders in industries like retail, healthcare, professional services, and finance are behind AI. For most, AI is their top priority because the AI impacts are clear and are revealed by the dominance of Amazon in retail, and Google and Facebook in advertising.

Undoubtedly, with data, AI is going to hack all the market dominance, and this will happen in the fairly short term.

Task 1. Read and translate the text, write out new words.

Task 2. Find the following words and word combinations in English in the text. Learn them. Complete the table.

Russian	English
1. искусственный интеллект	
2. понимание, идея, поле зрения	
3. быстро	
4. огромное количество	
5. программное обеспечение	
6. естественным путем	
7. расширение прав и возможностей	
8. переломный момент	
9. вытеснять	

Translate words from the text into Russian. Learn them. Complete the table.

Russian	English
	1. deployed
	2. ring up
	3. In short
	4. smart devices
	5. challenges
	6. ongoing fight
	7. adopter
	8. without any doubt

Task 3. Complete the sentences:

1.   AI allows you to … with software in very natural ways.
2.   AI allows machines to take … from you.
3.   AI has the potential to displace a whole economy of truck drivers, … services, and taxis with a … car.
4.   Google Assistant can actually ring up a salon or a restaurant to make a … for you.
5.   The impact of AI continues to … .
6.   The iPhone X has a neural engine built into the … .
7.   Siri is Apple's friendly voice-activated personal … .
8.   AI technology … rapidly to build models for geology, financial, and other industries.
9.   Artificial intelligence … our life.
10.   AI gives software the ability to … the meaning of data.
11.   Making use of AI along with the data will drive more insights about what … want.
12.   AI will free up time by taking up some of our … load.

Task 4. Answer the questions:

1. What areas of science does AI technology allow to build?	
2. What abilities does AI give?	
3. What is AI in short?	
4. What does Microsoft work on?	
5. Do you use artificial intelligence? Explain.	

6. In your opinion, will cumulative intelligence bring danger in the future or ease life of mankind to minimum costs?	
7. How can artificial intelligence affect the reduction of jobs?	
8. In the future, all software applications will be built with AI, won't they?	

Task 5. Read Grammar References in Annex Table 4 «Verb Tenses. Active Voice. Examples», Table 5 «Verb Tenses. Active Voice. Formation» grammar themes «Past Continuous», «Past Simple». Practice this grammar material in following exercises:

Exercise 1. Put the verbs into the correct form, Past Continuous or Past Simple.

1. Jane ...was waiting... (wait) for me when I...arrived... (arrive).	
2. 'What.....................(you/do) this time yesterday?' 'I was asleep.' '..............................(you/go) out last night?' 'No, I was too tired.'	
3. 'Was Carol at the party last night?' 'Yes, she..............(wear) a really nice dress.'	
4. How fast..................... (you/drive) when the accident…………. (happen)?	
5. John..........................(take) a photograph of me while I.................................... (not/look)	
6. We were in a very difficult position. We................... (not/know) what to do.	
7. I haven't seen Alan for ages. When I last..............(see) him, he..............(try) to find a job in London.	
8. When I was young, I.......................... (want) to be a bus driver.	

Exercise 2. Use your own ideas to complete these sentences. Use the Past Continuous.

1. Tom burnt his hand while he was cooking the dinner.	
2. The doorbell rang while I ---	
2. We saw an accident while we ---	
4. Mary fell asleep while she ---	
4. The television was on but nobody ---	

Task 6. Ask questions to the text. Use the Annex Table 3 «The Main Types of Questions». Task 7. Retell the text using standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

Task 8. Search for additional information in the Internet and prepare the topic «Artificial Intelligence». Use standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations», Table 2 «Standard Phrases for Discussing».

1.3   **Text 3. UX Engineer, Data Visualization**

UX Engineers are the synthesis of design and development. They take Google's most innovative product concepts and bring them to life in an effort to push the boundaries of user interface design. Google is known for its design aesthetic and technical know-how. In a UX Engineer job, you'll need both types of skills to develop the next generation of products. You'll partner with Researchers and Designers to define and deliver new features, test new concepts and assist with final implementation. Details are critical as you iterate on complex interactions, animations and pixel-perfect visual designs.

As a UX Engineer with a positive and collaborative attitude to work with our product and engineering teams in supporting internal tools and external visualization experiences. Our mission is to «Empower Google Cloud with insightful data visualization experiences that amplify cognition and improve decision-making». We believe that Data visualization can be a major differentiator for Google Cloud and a critical tool for minimizing complexity. We want to enable internal teams and external customers with insights into their data and infrastructure. You'll work in a multidisciplinary, enthusiastic atmosphere with talented UXers with a proven track record of delivering high quality user experiences and help build highly innovative data-driven visualization components, patterns, and models.

User experience (UX) is at the forefront of how we create intuitive, innovative, and beautiful products that people love. We strive to learn and understand our users' needs, behaviors, and emotions to yield insights that inform product strategy and guide the design of the experiences we create. Our multidisciplinary UX teams include designers, researchers, content strategists, and engineers who are passionate about quality, usability, and performance. We collaborate closely with product managers, software engineers, and many others to solve complex challenges and craft powerful experiences that highlight our products' unique capabilities and personalities. Our work touches billions while exemplifying a key principle that is core to Google's philosophy: «Focus on the user and all else will follow».

Responsibilities

Help the Cloud Datavis UX team develop data visualizations for internal and customer facing interfaces.

Develop a deep understanding of internal data models – write complex queries and manage data transformation to enable analytics,reporting and product features.

Help analyze, visualize, and provide analytics on data/metrics to build reporting solutions to support various company initiatives.

Participate in the creation and support of data visualization development standards and best practices across the company.

Explore and recommend emerging technologies and techniques to support/enhance common UX patterns and components.

Qualifications

Minimum qualifications:

Experience with SQL (MySQL, Postgres or Oracle RDBMS)

Experience with responsive user interfaces and data visualization.

Experiences with application frameworks (Angular, Vue, React), and graphics libraries (D3.js, Three.js, Vega, Processing).

Web development experience, including JavaScript, CSS, HTML, SVG, Canvas and WebGL.

Preferred qualifications:

4 years relevant work experience, including demonstrated experience in designing usable web-based interfaces.

Experience building good, collaborative relationships across geographically distributed teams.

A creative and analytical mindset to present information based on established design principles.

Familiarity with user research methods or experience working closely with researchers.

Familiarity with cloud computing or data center technologies.

Passion for finding the stories buried in petabytes of data and are able to build insightful tools and data products that amplify cognition and lead to action.

Practical tasks

Task 1. Read and translate the text, write out new words.

Task 2. Find the following words and word combinations in English in the text. Learn them. Complete the table.

Russian	English
1. синтез;	
2. границы;	
3. реализация;	
4. совместное отношение;	
5. главный дифференциатор;	
6. послужной список;	
7. уступать;	
8. возможности;	
9. иллюстрирующий.	

Translate words from the text into Russian. Learn them. Complete the table.

Russian	English
	1. to iterate
	2. insightful
	3. Experience
	4. to exemplify
	5. to emerge
	6. mindset
	7. to amplify
	8. preferred

Task 3. Write the sentences in the right order:

1) Our work touches billions while exemplifying a key principle that is core to Google's philosophy: «Focus on the user and all else will follow»	
2) We believe that Data visualization can be a major differentiator for Google Cloud and a critical tool for minimizing complexity.	
3) Details are critical as you iterate on complex interactions, animations and pixel-perfect visual designs.	
4) UX Engineers are the synthesis of design and development.	

5) Our multidisciplinary UX teams include designers, researchers, content strategists, and engineers who are passionate about quality, usability, and performance.	

Task 4. Write down the ending of the sentence:

1) We want to enable internal teams and external customers with…	
2) Details are critical as you iterate on complex interactions, animations and…	
3) You'll work in a multidisciplinary, enthusiastic atmosphere with talented UXers with a proven track record of delivering high quality user experiences and…	
4) Passion for finding the stories buried in petabytes of data and are able to build insightful tools…	

Task 5. Read Grammar References in Annex Table 4 «Verb Tenses. Active Voice. Examples», Table 5 «Verb Tenses. Active Voice. Formation» grammar themes «Present Perfect». Practice this grammar material in following exercises:

Exercise 1: Read the situations and write sentences in Present Perfect. Choose one of the following words:
arrive, break, go up, grow, improve, lose

1. Mike is looking for his key. He can't find it.	
2. Margaret can't walk and her leg is in plaster.	
3. Maria's English wasn't very good. Now it is much better. ---	
4. Tim didn't have a beard last month. Now he has a beard. ---	
5. This morning I was expecting a letter. Now I have it. ---	
6. Last week the bus fare was 80 pence. Now it is 90. ---	

Exercise 2: Read the situations and write sentences with *just, already or yet*.

1 After lunch you go to see a friend at her house. She says 'Would you like something to eat?'	You say: No, thank you.. I've just had lunch... (have lunch)
2 Joe goes out. Five minutes later, the phone rings and the caller says 'Can I speak to Joe?'	You say: I'm afraid..(go out)
3. You are eating in a restaurant. The waiter thinks you have finished and starts to take your plate away.	You say: Wait a minute!................................ (not/finish)
4 What's in the newspaper today?	I don't know. I.......................... (not/read/yet)

5 Is Ann coming to the cinema with us?	No, she............................ the film. (already/see)
6 Are your friends here yet?	Yes, they..................................... (just/arrive)
7 What does Tim think about your plan?	I...(not/tell/yet)

Task 6. Ask questions to the text. Use the Annex Table 3 «The Main Types of Questions».

Task 7. Retell the text using standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

Task 8. Search for additional information in the Internet and prepare the topic and the presentation « UX Engineer». Use standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations», Table 2 «Standard Phrases for Discussing».

1.4 **Text 4. Software Engineer**

Google's software engineers develop the next-generation technologies that change how billions of users connect, explore, and interact with information and one another. Our products need to handle information at massive scale, and extend well beyond web search. We're looking for engineers who bring fresh ideas from all areas, including information retrieval, distributed computing, large-scale system design, networking and data storage, security, artificial intelligence, natural language processing, UI design and mobile; the list goes on and is growing every day. As a software engineer, you will work on a specific project critical to Google's needs with opportunities to switch teams and projects as you and our fast-paced business grow and evolve. We need our engineers to be versatile, display leadership qualities and be enthusiastic to take on new problems across the full-stack as we continue to push technology forward.

Google aspires to be an organization that reflects the globally diverse audience that our products and technology serve. We believe that in addition to hiring the best talent, a diversity of perspectives, ideas and cultures leads to the creation of better products and services. This team will allow you to work on projects that will aim to make all our products accessible to everyone, with a particular focus on users with special needs or disabilities.

Google's software engineers develop the next-generation technologies that change how billions of users connect, explore, and interact with information and one another. Users with disabilities pose many unique technical challenges, as we seek to address at global scale needs that vary from individual to individual.

As a software engineer, you will work on a specific project critical to Google's needs with opportunities to switch teams and projects as you and our fast-paced business grow and evolve. You are versatile, display leadership qualities and are enthusiastic to take on new problems across the full-stack as we continue to push technology forward.

Google is and always will be an engineering company. We hire people with a broad set of technical skills who are ready to take on some of technology's greatest challenges and make an impact on millions, if not billions, of users. At Google, engineers not only revolutionize search, they routinely work on massive scalability and storage solutions, large-scale applications and entirely new platforms for developers around the world. From Google Ads to Chrome, Android to YouTube, Social to Local, Google engineers are changing the world one technological achievement after another.

Responsibilities

Design, develop, test, deploy, maintain and improve software.

Write solid, maintainable, well tested client code.

Manage individual project priorities, deadlines and deliverables.

Qualifications

Minimum qualifications:

BA/BS degree in computer science, related technical field or equivalent practical experience.

Programming experience in one or more of the following languages: C, C++, Java, JavaScript and/or Python.

Experience with assistive technologies such as screen readers, scanning interfaces or assistive listening devices.

Preferred qualifications:

Master's or PhD in Computer Science or related technical field.

Experience working with one or more from the following: web application development, Unix/Linux environments, mobile application development, distributed and parallel systems, machine learning, information retrieval, natural language processing, networking, developing large software systems, and/or security software development.

Experience with user-interface design.

Practical tasks

Task 1. Read and translate the text, write out new words.

Task 2. Find the following words and word combinations in English in the text. Learn them. Complete the table.

Russian	English
1. программное обеспечение;	
2. взаимодействовать;	
3. обрабатывать;	
4. поиск информации;	
5. крупномасштабный;	
6. искусственный;	
7. быстро развивающийся;	
8. развиваться;	

Translate words from the text into Russian. Learn them. Complete the table.

Russian	English
	1. to be versatile
	2. disabilities
	3. to revolutionize
	4. scalability
	5. deliverables –
	6. eo relate
	7. environment
	8. assistive

Task 3. Complete the sentences:

1) Google is and always will be an … company.	
2) We believe that in addition to … the best talent, a diversity of perspectives, ideas and cultures leads to the … of better products and services.	

3) Users with disabilities pose many … technical challenges, as we seek to address at global scale needs that … from individual to individual.	
4) From Google Ads to Chrome, Android to YouTube, Social to Local, Google engineers are changing the world one technological … after another.	

Task 4. Find synonyms to the following words:

1.	world-wide	
2.	huge	
3.	personal	
4.	usually	
5.	investigate	
6.	development	
7.	capabilities	

Task 5. Read Grammar References in Annex Table 4 «Verb Tenses. Active Voice. Examples», Table 5 «Verb Tenses. Active Voice. Formation» grammar themes «Present Perfect Continuous». Practice this grammar material in following exercises:

Exercise 1: Put the verb into the Present Continuous (I am - ing) or Present Perfect Continuous (I have been - ing).

1. Maria _____ (learn) English for two years.	
2. Hello, Tom. I _____ (look) for you all morning. Where have you been?	
3. Why _____ (you/look) at me like that? Stop it!	
4. We always go to Ireland for our holidays. We_____ (go) there for years.	
5. I _____ (think) about what you said and I've decided to take your advice.	
6. «Is Ann on holiday this week?» «No, she _____ (work).	
7. Sarah is very tired. She _____ (work) very hard recently.	

Exercise 2: Put the verb into the more suitable form, present Perfect simple (I have done) or Continuous (I have been doing)

1 Where have you been? (to play tennis)	
2 Look! Somebody have broken (somebody / break) that window.	
3 You look tired. you have been working (you / work) hard?	
4 have you ever worked (you / ever / work) in a factory ?' 'No, never.'	
5 'Liz is away on holiday.' 'Is she? Where Has she been going (she / go)?'	

6 My brother is an actor. Has he been appearing (he / appear) in severa l films.	
7 'Sorry I'm late.' 'That's all right. I haven't been waiting long. (I / not / wait) long.'	
8 «is it still raining?» No, it has stopped. (it/stop)	
9 I have lost (I / lose) my phone. Have you seen (you / see) it anywhere?	
10 I have been reading (I / read) the book you lent me, but I haven't finished (I / not / finish) it yet. it's very interesting.	
11 I have read (I / read) the book you lent me, so you can have it back now.	
12 This is a very old book. I have had (I / have) it since I was a child.	
Put the verb into the more suitable form, present Perfect simple (I have done) or Continuous (I have been doing).	

Task 6. Ask questions to the text. Use the Annex Table 3 «The Main Types of Questions».

Task 7. Retell the text using standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

Task 8. Search for additional information in the Internet and prepare the topic and the presentation «Software Engineer». Use standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations», Table 2 «Standard Phrases for Discussing».

1.5 **Text 5. What will your website look like?**

First things first: planning
Before you do anything, you need some ideas. What should your website actually do? A website can do basically anything, but for your first try you should keep things simple. We'll start by creating a simple webpage with a heading, an image, and a few paragraphs.
To begin with, you'll need to answer these questions:
– What is your website about? Do you like dogs, New York, or Pacman?
– What information are you presenting on the subject? Write a title and a few paragraphs, and think of an image you'd like to show on your page.
– What does your website look like, in simple high-level terms? What's the background color? - - - What kind of font is appropriate: formal, cartoony, bold and loud, subtle?
Note: Complex projects need detailed guidelines that go into all the details of colors, fonts, spacing between items on a page, appropriate writing style, and so on. This is sometimes called a design guide or a brand book. Next, get a pen and paper and sketch out roughly how you want your site to look. For your first simple webpage, there's not much to sketch out, but you should get in the habit of doing this now. It really helps — you don't have to be Van Gogh!
Note: Even on real, complex websites, the design teams usually start out with rough sketches on paper and later on build digital mockups using a graphics editor or web technologies.
Web teams often include both a graphic designer and a user-experience (UX) designer. Graphic designers, obviously, put together the visuals of the website. UX designers have a somewhat more abstract role addressing how users will experience and interact with the website.

Choosing your assets: At this point, it's good to start putting together the content that will eventually appear on your webpage.

Practical tasks

Task 1. Read and translate the text, write out new words.

Task 2. Find the following words and word combinations in English in the text. Learn them. Complete the table.

Russian	English
1. создавать	
2. выглядеть, быть похожим	
3. подходящий	
4. рекомендации, руководство	
5. приблизительно, ориентировочно	
6. привычка, обыкновение	
7. макет	
8. редактор	
9. включать в себя	
10. взаимодействовать	

Translate words from the text into Russian. Learn them. Complete the table.

Russian	English
	1. font
	2. background
	3. image
	4. paragraph
	5. bold
	6. subtle
	7. cartoony
	8. to sketch out
	9. user-experience designer
	10. asset
	11. spacing
	12. heading

Task 3. Compose the sentences from the following words:

1. to do, you, before, you, what, need, anything?	
2. To call, a design guide, it, sometimes?	
3. Detailed, need, projects, complex, guidelines?	
4. Team, what, web, to include, often?	

Task 4. Complete the sentences:

1. We start by creating a … webpage.	
2. You should … roughly how you want your site to look.	

3. Web teams often include both … and … .	
4. … put together the visuals of the website.	

Task 5. Read Grammar References in Annex Table 4 «Verb Tenses. Active Voice. Examples», Table 5 «Verb Tenses. Active Voice. Formation» grammar theme «Past Perfect». Practice this grammar material in following exercises:

Exercise 1: Put the verb into the correct form, Past Perfect (I had did) or Past Simple (I did).

1.'Was Paul at the party when you arrived?'	
2. I felt very tired when I got home, so I_____ (go) straight to bed.	
3. The house was very quiet when I got home. Everybody _____ (go) to bed.	
4. Sorry I'm late. The car _____ (break) down on my way here.	
5. We were driving along the road when we _____ (see) a car which _____ (break) down, so we_____ (stop) to see if we could help.	

Exercise 2. For each situation, write a sentence with NEVER … BEFORE. Use the verb in brackets.

1. The man sitting next to me on the plane was very nervous. It was his first flight. (fly)	
2. A woman walked into the room. She was a complete stranger to me. (see)	
3. Simon played tennis yesterday. He wasn't very good at it because it was his first game. (play)	
4. Last year we went to Denmark. It was our first time there. (be)	
5. Yesterday I tried to speak Italian but it was difficult. (speak)	

Task 6. Ask your own questions to the text. Use the Annex Table 3 «The Main Types of Questions».

Task 7. Retell the text using standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

Task 8. Search for additional information in the Internet and prepare the topic and the presentation «Website». Use standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations», Table 2 «Standard Phrases for Discussing».

1.6   **Text 6. Dealing with files**

A website consists of many files: text content, code, style sheets, media content, and so on. When you build a website, you need to assemble these files into a sensible structure on your local computer, make sure they can talk to one another, and get all your content looking right, before you eventually upload them to a server.

Where should your website live on your computer?

When you work on a website locally on your own computer, you should keep all the related files in a single folder that mirrors the published website's file structure on the server. This folder can live anywhere you like, but you should put it somewhere where you can easily find it, maybe on your Desktop, in your Home folder, or at the root of your hard drive.

Choose a place to store your website projects. Here, create a new folder called web-projects (or similar). This is where all your website projects will live. Inside this first folder, create another folder to store your first website in. Call it test-site (or something more imaginative).

An aside on casing and spacing

You'll notice that throughout this article, we ask you to name folders and files completely in lowercase with no spaces. This is because:

Many computers, particularly web servers, are case-sensitive. So for example, if you put an image on your website at test-site/MyImage.jpg, and then in a different file you try to invoke the image as test-site/myimage.jpg, it may not work.

Browsers, web servers, and programming languages do not handle spaces consistently. For example, if you use spaces in your filename, some systems may treat the filename as two filenames. Some servers will replace the spaces in your filenames with «%20» (the character code for spaces in URIs), resulting in all your links being broken. It's better to separate words with dashes, rather than underscores: my-file.html vs. my_file.html.

The short answer is that you should use a hyphen for your file names. The Google search engine treats a hyphen as a word separator, but does not treat an underscore that way. For these reasons, it is best to get into the habit of writing your folder and file names lowercase with no spaces and with words separated by dashes, at least until you know what you're doing. That way you'll bump into fewer problems later down the road.

What structure should your website have?

The most common things we'll have on any website project we create are an index HTML file and folders to contain images, style files, and script files. Let's create these now:

1.   index.html: This file will generally contain your homepage content, that is, the text and images that people see when they first go to your site. Using your text editor, create a new file called index.html and save it just inside your test-site folder.

2.   images folder: This folder will contain all the images that you use on your site. Create a folder called images, inside your test-site folder.

3.   styles folder: This folder will contain the CSS code used to style your content (for example, setting text and background colors). Create a folder called styles, inside your test-site folder.

4.   scripts folder: This folder will contain all the JavaScript code used to add interactive functionality to your site (e.g. buttons that load data when clicked). Create a folder called scripts, inside your test-site folder.

Note: On Windows computers, you might have trouble seeing the file names, because Windows has an option called Hide extensions for known file types turned on by default. Generally you can turn this off by going to Windows Explorer, selecting the Folder options... option, unchecking the Hide extensions for known file types checkbox, then clicking OK. For more specific information covering your version of Windows, you can search on the web.

Practical tasks

Task 1. Read and translate the text, write out new words.

Task 2. Find the following words and word combinations in English in the text. Learn them. Complete the table.

Russian	English
1. папка	
2. отображать	
3. в конечном итоге	
4. хранить	
5. заменять	
6. рассматривать	
7. отделить	
8. последовательно	
9. столкнуться с	
10. общий	

Translate words from the text into Russian. Learn them. Complete the table.

Russian	English
	1. content
	2. code
	3. style sheet
	4. media content
	5. upload
	6. lowercase
	7. case-sensitive
	8. to handle
	9. underscore
	10. contain
	11. extension
	12. hyphen

Task 3. Complete the sentences:

1. Create a new … to store your website projects.	
2. It is best to get into the habit of writing your folder and file names …with no … and with words separated by … .	
3. You should use a … for your file names	
4. The most common things on any website project are an index … file and folders to contain images, style files, and script files.	
5. The Google search engine treats a …as a word separator	

Task 4. Compose the questions from the following words and answers to them:

1. to consist, what, a website, of?	

2. To keep, where, projects, website, should, you?	
3. Consistently, spaces, web servers, to handle?	
4. To separate, how , to be better, it, words?	
5. Editor, using, text, your, what, to create, you, should?	

Task 5. Read Grammar References in Annex Table 4 «Verb Tenses. Active Voice. Examples», Table 5 «Verb Tenses. Active Voice. Formation» grammar theme « Past Perfect Continuous». Practice this grammar material in following exercises:

Exercise 1. Read the situations and make sentences from the words in brackets.

1. I was very tired when I arrived home. (I/work/hard all day)	
2. The two boys came into the house. They had a football and they were both very tired. (they/play/football)	
3. There was nobody in the room but there was a smell of coffee. (somebody/drink coffee /in the room)	
4. Ann woke up in the middle of the night. She was frightened and didn't know where she was. (she/dream)	
5. When I got home, Mike was sitting in front of the TV. He had just turned it off. (he/watch/TV)	

Exercise 2. Put the verb into the most suitable form, Past Continuous (I was doing), Past Perfect (I had done) or Past Perfect Continuous (I had been doing).

1. It was very noisy next door. Our neighbours (have) a party.	
2. We were good friends. We (know) each other for a long time.	
3. John and I went for a walk. I had difficulty keeping up with him because he (walk) so fast.	
4. Mary was sitting on the ground. She was out of breath. She --- (run)	
5. When I arrived, everybody was sitting round the table with their mouths full. They --- (eat).	
6. When I arrived, everybody was sitting round the table and talking. Their mouths were empty but their stomachs were full. They --- (eat).	
7. Jim was on his hands and knees on the floor. He --- (look) for his contact lens.	
8. When I arrived, Kate --- (wait) for me. She was rather annoyed with me because I was late and she --- (wait) for a very long time.	

9. I was sad when I sold my car. I --- (have) it for a very long time.	
10. We were extremely tired at the end of the journey. We --- (travel) for more than 24 hours.	
9. I was sad when I sold my car. I --- (have) it for a very long time.	

Task 6. Ask questions to the text. Use the Annex Table 3 «The Main Types of Questions». Task 7. Retell the text using standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

Task 8. Search for additional information in the Internet and prepare the topic and the presentation «Dealing with files». Use standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations», Table 2 «Standard Phrases for Discussing».

1.7 Text 7. Publishing your website

Once you finish writing the code and organizing the files that make up your website, you need to put it all online so people can find it. This article lays out how to get your simple sample code online with little effort.

What are the options?

Publishing a website isn't a simple topic, mainly because there are so many different ways to do it. In this article we don't aim to document all possible methods. Rather, we'll discuss the pros and cons of three broad strategies from a beginner's point of view, and then walk you through one method that will work for now.

Getting hosting and a domain name

If you want total control over your published website, then you'll probably need to spend money to buy:

Hosting – rented file space on a hosting company's web server. You put your website files on this space, and the web server serves the content to web users who request it.

A domain name – the unique address where people can find your website, like http://www.mozilla.org, or http://www.bbc.co.uk. You rent your domain name for so many years from a domain registrar.

Many professional websites go online this way.

In addition, you will need a File Transfer Protocol (FTP) program (see How much does it cost: software for more details) to actually transfer the website files over to the server. FTP programs vary widely, but generally you have to log on to your web server using details provided by your hosting company (e.g. username, password, host name). Then the program shows you your local files and the web server's files in two windows, so you can transfer them back and forth.

Tips for finding hosting and domains

- We don't promote specific commercial hosting companies or domain name registrars here. To find hosting companies and registrars, just search for «web hosting» and «domain names». All registrars will have a feature to allow you to check if the domain name you want is available, or if someone else has already registered it.

- Your home or office internet service provider may provide some limited hosting for a small website. The available feature set will be limited, but it might be perfect for your first experiments — contact them and ask!

- There are a few free services available like Neocities, Blogger, and WordPress. Again, you get what you pay for, but they are ideal for your initial experiments. Free services mostly don't require FTP software for uploads either — you can just drag and drop right inside their web interface.

- Sometimes companies provide both hosting and domains in one package.

Using an online tool like GitHub or Google App Engine

Some tools let you publish your website online:

- GitHub is a «social coding» site. It allows you to upload code repositories for storage in the Git version control system. You can then collaborate on code projects, and the system is open-source by default, meaning that anyone in the world can find your GitHub code, use it, learn from it, and improve on it. GitHub has a very useful feature called GitHub Pages, which allows you to expose website code live on the web.

- Google App Engine is a powerful platform that lets you build and run applications on Google's infrastructure — whether you need to build a multi-tiered web application from scratch or host a static website. See How do you host your website on Google App Engine?

Unlike most hosting, such tools are usually free to use, but you only get a limited feature-set.

Using a web-based IDE such as Thimble

There are a number of web apps that emulate a website development environment, allowing you to enter HTML, CSS and JavaScript and then display the result of that code when rendered as a website — all in one browser tab. Generally speaking these tools are quite easy, great for learning, and free (for basic features), and they host your rendered page at a unique web address. However, the basic features are pretty limited, and the apps usually don't provide hosting space for assets (like images).

Publishing via GitHub

Now let's take you through how to easily publish your site via GitHub Pages.

- First of all, sign up for GitHub and verify your email address.

- Next, you need to create a repository for your files to go in.

- On this page, in the Repository name box, enter username.github.io, where username is your username. So for example, our friend bobsmith would enter bobsmith.github.io. Also check Initialize this repository with a README and then click Create repository.

- After that, drag and drop the content of your website folder into your repository and then click Commit changes.

Note: Make sure your folder has an index.html file.

Now navigate your browser to username.github.io to see your website online. For example, for the username chrisdavidmills, go to chrisdavidmills.github.io.

Note: It may take a few minutes for your website to go live. If it doesn't work immediately, you may have to wait a few minutes and then try again.

Practical tasks

Task 1. Read and translate the text, write out new words.

Task 2. Find the following words and word combinations in English in the text. Learn them. Complete the table.

Russian	English
1. попытка, усилие	
2. за и против	
3. с точки зрения	
4. в дополнение	
5. в общем	
6. позволять	
7. ограниченный	
8. требовать	
9. обеспечивать	
10. как…, так и	

Translate words from the text into Russian. Learn them. Complete the table.

Russian	English
	1. option
	2. hosting
	3. domain name
	4. content
	5. upload
	6. request
	7. registrar
	8. to transfer
	9. to promote
	10. available
	11. repository
	12. feature

Task 3. Complete the sentences:

1. Hosting is a …file space on a hosting company's web server.	
2. Web server serves the content to web users who … it.	
3. You rent your domain name for so many years from a… .	
4. In addition, you will need … to actually transfer the website files over to the server.	

Task 4. Compose the questions from the following words and answers to them:

1. To provide, package, hosting, in, sometimes, one, and, both, companies?	
2. What, repositories,to allow, code, to upload, you?	
3. To verify, email, you, need address, and, for, GitHub, sign up?	
4. To be limited, features, basic, pretty?	

Task 5. Revise the grammar theme «*Have* and *have got*». Practice it in following exercises:

Exercise 1. Complete the sentences. Use an expression from the list with *have* in the correct form.

have lunch, have a shower, have a swim , have a rest , have a party, have a nice time , have a good flight , have a look, have a chat , have a baby.

1)I don't eat much during the day. I never have _____.	
2)David likes to keep fit, so he _____ every day.	
3)We _____ last Saturday. It was great – we invited lots of people.	

4)Excuse me, can I _____ at your newspaper, please?	
5)'Where's Jim?' 'He _____ in his room. He's very tired.'	
6)I met Ann in the supermarket yesterday. We stopped and _____.	
7)I haven't seen you since you came back from holidays. _____?	
8)Suzanne _____ a few weeks ago. It's her second child.	
9)I don't usually smoke but I was feeling very nervous, so I _____.	
10)The phone rang but I couldn't answer because I _____.	
11)You meet Tom at the airport. He has just arrived. You say: Hello, Tom. _____?	
1)I don't eat much during the day. I never have _____.	
2)David likes to keep fit, so he _____ every day.	
3)We _____ last Saturday. It was great – we invited lots of people.	
4)Excuse me, can I _____ at your newspaper, please?	

Exercise 2. Write negative sentences with *have.*

1. I can't get into the house. …a key.	
2. I couldn't read the letter. … glasses.	
3. I can't get onto the roof. … a ladder.	
4. We couldn't visit the museum. …enough time.	
5. He couldn't find his way to our house. …a map.	
6. She can't pay her bills. …any money.	
7. I can't go swimming today. …enough energy .	
8. They couldn't take any photographs. …a camera.	

Task 6. Ask questions to the text. Use the Annex Table 3 «The Main Types of Questions».

Task 7. Retell the text using standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

Task 8. Search for additional information in the Internet and prepare the topic and the presentation «Publishing your website». Use standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations», Table 2 «Standard Phrases for Discussing».

1.8 Text 8. AI Benefits for Small Businesses

Artificial Intelligence (AI) and Machine Learning (ML) go hand-in-hand when organizations make use of solutions that are data-driven and integrated with an ML platform. It is said that AI will be a game changer for all industries by providing smart applications and efficiency in business processes through optimal use of organizations data. Though AI is still growing, we are starting to believe that it will change the way businesses are run through the level of technology it provides. Many organizations have already implemented AI into their business workflow and have seen improvements in ROI and business turnover. AI is slowly and gradually improving and upgrading and so not all organizations have faith in this technology. Huge enterprises have integrated AI and are satisfied with the improvements but small businesses are still not sure about AI because they wonder if it can really bring a change in their business processes. AI can be effective for small companies too by making correct use of the data they generate. Business owners should think about the steps which can allow them to successfully implement AI no matter the size of their business. Below are some of the points which can help small business owners to adopt AI:

Intelligent CRM Systems

CRM systems collect information about customers and their behavior in the market regarding a certain product or a service. When AI is integrated with a CRM system, it can crunch the numbers and provide data which is directly related to customer's choices and activity patterns. For marketing and lead generation purposes, this platform can effectively provide information like customer preferences, customer reviews, and customer feedback so that the company can successfully pinpoint which market they want to enter and what the customers of that particular location want through effectively process the available data. This solution can be very beneficial for small businesses so that they can channel their efforts in the right direction.

Efficient Customer Service

After sales support is an important factor when a company has offered a certain service to a customer with the promise to serve whenever he/she faces an issue with the particular service. Support is essential to retain a customer because when they are really in a need of support, only then a company's expertise and loyalty are tested if they can solve the customer's issue or not. Through AI enabled support services, a customer can be easily provided support through unique solutions. Support agents fail to provide unique solutions to a customer's problem because they continuously have to manage multiple queries and cannot come up with special support for every query they receive and so AI can provide topmost support to the customers in minimal time by saving cost's for small businesses for hiring support agents

AI-Based Competitive Analysis

For any business, it is a crucial step to identify the competitors in their field so that they can analyze what kind of service do they offer and what kind of customers do they serve. Competitor analysis is a basic function of any business and it should be taken seriously because it provides insights into the competitor's activities. AI-based competitor analysis will search for all the competitors and will provide information about their activity on all channels. The data collected during analysis will give a clear idea about the competitor's strategy. Small businesses can have a huge advantage when they have studied the current trends in the market and improve themselves accordingly.

AI-Based Solutions

Nowadays, every element of a business can be AI driven due to the fact that AI can be implemented in each and every business process. Whichever department generates data is eligible for an AI-based solution like Lead generation, AI-based marketing, AI-based branding and many other areas. These solutions improve any department's efficiency by providing insights into data by revealing new patterns and strategies which can be adapted to react to new trends in the market by staying competitive.

Artificial Intelligence is a growing technology and not everyone has mastered it, but there is a scope for every type of business to make use of this technology for upgrading themselves. Small businesses can profit from AI and ML if they implement it in their business because they can have a competitive edge over their competitors in terms of new advancements, creating new opportunities, and growing their own business.

Practical tasks

Task 1. Read and translate the text, write out new words.

Task 2. Find the following words and word combinations in English in the text. Learn them. Complete the table.

Russian	English
1. Artificial Intelligence (AI)	
2. Machine Learning (ML)	
3. benefit	
4. Solution	
5. To implement	
6. Workflow	
7. ROI –Return on Investment	
8. Tirnover	
9. CRM-System	
10. Behavior	
11. Regarding	

Translate words from the text into Russian. Learn them. Complete the table.

Russian	English
	1. crunch the numbers
	2. purpose
	3. preference
	4. feedback
	5. pinpoint
	6. effort
	7. loyalty
	8. accordingly
	9. whichever
	10. to reveal

Task 3. Complete the sentences with the information from the text.

1. Many organizations have already … AI into their business workflow.	
2. AI is slowly and gradually … .	

3. You should use a … for your file names	
4. Business owners should think about the … which can allow them to successfully implement	
5. CRM systems collect … about customers.	

Task 4. Compose the questions from the following words and answers to them:

1. To consist, what, a website, of?	
2. To keep, where, projects, website, should, you?	
3. Consistently, spaces, web servers, to handle?	
4. To separate, how, to be better, it, words?	
5. Editor, using, text, your, what, to create, you, should?	

Task 5. Revise the grammar theme «used to». Practice it in following exercises:

Exercise 1. Complete the sentences with *use(d) to+* a suitable verb.

1 Diane doesn't travel much now. She used to travel a lot, but she prefers to stay at home these days.	
2 Liz................... a motorbike, but last year she sold it and bought a car.	
3 We came to live in london a few years ago. We......... in Leeds.	
4 I rarely eat ice-cream now, but I.......... it when I was a child.	
5 Jim......... my best friend, but we aren't good friends any longer.	
6 It only takes me about 40 minutes to get to work now that the new road is open. It............... more than an hour.	
7 There............. a hotel near the airport, but it closed a long time ago.	
8 When you lived in New York........... to the theatre very often?	

Exercise 1. Complete the sentences with correct forms of *used to be, get used to*. Use negative forms where necessary.

1. When Kate moved to England, she couldn't _____ British accent.	
2. I know Mary, we _____ go to the same cooking class.	

3. We _____ local food, it's too spicy.	
4. It's difficult for American drivers to _____ driving on the left side of the road in Britain.	
5. Have you seen Sam's new car? Before he got it, he'd _____ get to work by bus.	
6. Working overtime isn't a problem for me. I _____ it. I did the same at my previous job.	
7. When Tina lived with her parents, she _____ have a big house, but now she lives in a small room and she finds it difficult _____ it.	
8. I _____ working in this company very quickly, people are very friendly here.	
9. When he was younger, Mike _____ go camping a lot. But now he does it very often and enjoys it so much.	
10. I don't like going to the discos because I _____ that kind of music.	
11. When Kate moved to England, she couldn't _____ British accent.	
12. I know Mary, we _____ go to the same cooking class.	
13. We _____ local food, it's too spicy.	
14. It's difficult for American drivers to _____ driving on the left side of the road in Britain.	
15. Have you seen Sam's new car? Before he got it, he'd _____ get to work by bus.	

Task 6. Ask your own questions to the text. Use the Annex Table 3 «The Main Types of Questions».

Task 7. Retell the text using standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

Task 8. Search for additional information in the Internet and prepare the topic and the presentation «AI Benefits for Small Businesses». Use standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations», Table 2 «Standard Phrases for Discussing».

Unit II. Life in the 21st century

2.1   Text 1. How Microsoft Managed to Win Its Fight to Stay Alive

If you would have asked a techie back in the late 2000s or early 2010s what they thought of Microsoft, they might have described it as an obsolete company—one whose technological innovation had slowed to a crawl years ago. Yet back in May of this year, Microsoft's company value surpassed that of Google—and it might be on track to keep growing.

So how is it that Microsoft has managed to stay alive during its most difficult era, and does it have the potential to keep innovating and growing from here?

The Bottom

You might consider Microsoft's rock-bottom point to be back in 2012, when it reported its first-ever quarterly loss. There were a few factors responsible for Microsoft's decline:

Product failures. Microsoft took a major hit after a string of failed product launches. Perhaps most notably, Windows 8 tried to bridge the gap between old and new audiences, offering an operating system that blurred the line between traditional PC and tablet, but the OS failed. The Windows Phone, meant to get Microsoft into the smartphone game, also paled in comparison to Apple and Android devices. These product failures individually lost the company money, but as a whole, started to drag down the reputation of the business.

Competition. Microsoft was also facing stiff competition from other up-and-coming tech companies. Apple, Google, and even Facebook were redefining the internet era, while Microsoft tried to keep one foot in the safe waters of familiar products and one foot into mimicry of existing successful innovations. By comparison, Microsoft was lagging, and hard.

Narrow focus. Microsoft established itself in part by a relentless commitment to itself. It wanted to centralize everything, focusing only on Microsoft products, from devices to operating systems to the software that runs on them. Unfortunately, this narrow vision restricted what Microsoft's employees could innovate and develop.

So when did things turn around?

A New CEO (and a New Culture)

Things started looking up when CEO SatyaNadella took over the company, recognizing that the business would need to transform radically if it was going to survive. He started by rebuilding the company's culture from within. Rather than focusing only on Windows and Windows-related products, he encouraged employees to think outside the box, and focus on innovative developments that would sell more Windows licenses. That freedom to experiment led to some fresh innovations—and a new way to approach Microsoft businesses.

New Versions of Familiar Products

Microsoft also improved its focus on traditional products, like Microsoft Office, which have become familiar staples for the majority of audiences. Despite being more than 20 years old, products like Word and Excel are still the standard for many office-related functions, and people are eager to know what's coming in the latest version.

Moreover, these software products are more loaded with features than ever before, and are built to appeal to a modern business crowd. They've also been released on competitors' operating systems. Accordingly, they're as profitable as they've ever been, and continue to be used by the majority of professionals.

Search Domination

When you search for something, you probably turn to Google—but Google no longer has the entire market dominated. If you include Yahoo! and AOL search, both of which run on Bing, Bing controls more than a third of the search share on the internet. Search engine advertisements represent a massive share of marketing and advertising revenue, so Microsoft certainly isn't hurting by being a solid second-best in the field.

Mobile and Cloud

Microsoft's original vision was to get a computer in every home, and for a while, that strategy led them to an astounding streak of success. However, in the modern era, there are already multiple devices in every home, so the traditional model can no longer work. Today, Microsoft is focusing more on mobile and cloud-related performance, focusing on making devices perform better, rather than blindly investing in selling more devices.

So will Microsoft continue to be relevant for the foreseeable future? Can its products continue to compete with the likes of younger, more energetic companies? As long as CEO Nadella's vision for a singular, open company continues, it's likely that Microsoft will continue to grow.

Successful tech companies aren't the ones with the greatest name power or the longest history; they're the ones that are able to adapt to changing times, and Microsoft has proven its adaptability, even after all these years.Microsoft won!

Practical tasks

Task 1. Read and translate the text, write out new words.

Task 2. Find the following words and word combinations in English in the text. Learn them. Complete the table.

Russian	English
1. эксперт по технологиям, программист	
2. выжить;	
3. превзойти	
4. след, путь	
5. запуск, внедрение	
6. сократить разрыв между чем-то л	
7. целевая аудитория, потребители	
8. стереть границы	
9. по сравнению	
10. столкнуться	
11. жесткий	
12. переосмыслить	

Translate words from the text into Russian. Learn them. Complete the table.

Russian	English
	1. obsolete
	2. to slow
	3. crawl
	4. decline
	5. hit
	6. string
	7. to pale
	8. to drag down

Task 3. Complete the sentences:

1) It also ... ... to Apple and Android devices.	
2) These ... lost the company money.	

3) It started to ... the reputation of the business.	
4) Microsoft ... also ... stiff competition.	

Task 4. Answer the questions:

1) How would a techie describe Microsoft company in the early 2010s?	
2) But what has it surpassed in May of this year?	
3) How has it managed to stay alive and keep growing?)	
5) What are the factors of Microsoft decline?	

Task 5. Compose the questions from the following words:

1) a string, laynches, What, to take , it , after, of, product, failed ?	
2) to bridge the gap, what , to try, between, it?	
3) between , what, pc and tablet, to do, the line?	

Task 6. Revise the grammar theme «will, going to». Practice it in following exercises:
Exercise 1. Read the situations and complete the sentences using *will ('ll) or going to*.

1. The phone rings and you answer. Somebody wants to speak to Jim. CALLER: Hello. Can I speak to Jim, please? YOU: Just a moment. --- him. (I/get)	
2. It's a nice day. You've decided to sit in the garden. Before going outside, you tell your friend. YOU: The weather's too nice to stay indoors. --- in the garden. (I/sit) FRIEND: That's a good idea. I think --- you. (I/join)	
3. Your friend is worried because she has lost an important letter. YOU: Don't worry about the letter. I'm sure --- it. (you/find) FRIEND: I hope so.	
4. There was a job advertised in the paper recently. At first you were interested but then you decided not to apply.	

FRIEND: Have you decided what to do about that job that was advertised? YOU: Yes, --- for it. (I/not/apply)	
5. You and a friend come home very late. Other people in the house are asleep. Your friend is noisy. You: Shhh! Don't make so much noise. --- everybody up. (you/wake)	
6. John has to go to the airport to catch a plane tomorrow morning. JOHN: Ann, I need somebody to take me to the airport tomorrow morning. ANN: That's no problem. --- you. (I/take) What time is your flight? JOHN: 10.50. ANN: OK. --- at about 9 o'clock then. (we/leave) Later that day, Joe offers to take John to the airport. JOE: John, do you want me to take you to the airport? JOHN: No thanks, Joe. --- me. (Ann/take)	

Exercise 2. Complete the sentences using *will (´ll) or be going to.*

1 A. why are you turning on the television? -- ___ (I /watch)	
2 A. Oh, I've just realised. I haven,t got any money. B.Haven't you ? Well, don't worry. _____ you same.(I/lend)	
3 A. I've got a headache. B. Have you ? Wait there and _____ an aspirin for you. (I/get)	
4 A. Why are you fillin that bucket with water ? B._____ the car.(I/wash)	
5 A.I've decided to repaint this room. B. Oh, have you? What colour_____ it ?(you/paint)	
6 A. Where are you going ?Are you going to schopping? B. Yes,_____ something for dinner. (I/buy)	
7 A. I don't know how to use this camera. B.It's quite easy._____ you (I/show)	

8 A. What would you like to eat ? B. _____ a sandwitch please.(i/have)	
9 A. Did you post that letter for me? B.Oh, I'm sorry. I campletely forgot _____- it now.(I /do)	
10 A. The ceiling in this room doesn't look very safe does it? B. No, it looks as if _____ down(it/fall)	
11 A. Has George decided what to do when he leaves school? B. Oh yes. Everythig is planned. _____ a holiday for a few weeks and then _____ a computer programming course.. (he/have, he/do)	

Task 7. Ask your own questions to the text. Use the Annex Table 3 «The Main Types of Questions».

Task 8. Retell the text using standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

Task 9. Search for additional information in the Internet and prepare the topic and the presentation «Microsoft». Use standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations», Table 2 «Standard Phrases for Discussing».

2.2 Text 2. The Future Of VR And AR

Virtual Reality and Augmented Reality are possibly two of the biggest trends in the entire tech world. We saw the rise of VR in gaming applications and mapping software, but what is the future of this technology? How will Virtual Reality impact on our day to day life? Is it going to be a scary matter or is the technology just moving a bit too fast? Let's try to break down the subject in a simple way.

Simultaneous Localization And Mapping is the biggest focus when it comes to development at the minute: this technology is able to instantly translate data from the real world (by using sensors) into the virtual one and vice-versa. This avenue is currently studied by many different mobile app development companies, given the fact that Niantic based its success on a very embryonic version of SLAM, which was translating the surroundings into the app by using a floor algorithm (the same one that is generally used for QWERTY codes).

Simultaneous Localization And Mapping is currently used in TESLA's autopilot and summon, two core elements of the car's technology that let the vehicle process the surroundings in order to avoid crashes, understand how much battery is left and other vital pieces of information.

Medical Training

Many are the Universities which are investing in training their students by using Virtual Reality peripherals. The first example that comes to mind is, of course, medical-related: by putting the student into a high quality represented situation, he's able to understand the dynamic of the case without risking anyone's life (especially if it's done when studying very delicate surgeries).

Encouraging the usage of such peripherals could be a breaking point in order to better prepare surgeons and specialists in subjects and operations that are naturally delicate.

Simulation Is Reaching The Next Level

Flight simulator, the popular game for Windows, recently announced that an entire VR-based version will come in the future, providing an experience close to the actual pilot training which is currently done by many different companies such as British Airways and Turkish Airlines. By stating that, we can easily say that the future of such simulations will be relying on Virtual and Augmented Reality combined and not just in a video game-related scenario.By combining physical peripherals and VR ones like Oculus or HTC Vive, the user will be fully absorbed in an experience which will lead him to a better understanding of the experience itself.

Better Mapping Systems

It's no secret that Google always wanted to explore the VR world. What we can expect in the near future is the combination of floor AR (the one used in order to present 3D maps in the current Google Maps application) and SLAM, in order to present a realistic projection of the surroundings in order to boost the user experience.

Maps will surely be VR focused in the near future, that is not a secret, we just have to wait and see how this will evolve in the near future.

This is an exciting time for VR and AR developers, no doubts about it. The entire tech market is moving towards that direction and we can expect a big business growth in the next years. Virtual Reality is indeed taking over.

Practical tasks

Task 1. Read and translate the text, write out new words.

Task 2. Find the following words and word combinations in English in the text. Learn them. Complete the table.

Russian	English
1. дополненный;	
2. отображение, преобразование;	
3. влиять на;	
4. страшный;	
5. разбить, здесь: разобрать;	
6. одновременный	
7. мгновенно, немедленно;	
8. наоборот;	
9. избегать;	
10. окружать;	
11. иметь отношение к чему-л., быть связанным;	
12. вспомогательные устройства;	

Translate words from the text into Russian. Learn them. Complete the table.

Russian	English
	1. surgeon
	2. simulator
	3. experience
	4. to absorb
	5. To explore
	6. currently
	7. To boost
	8. To takeover

Task 3. Compose the questions from the following words and give answers to them:

1) to translate, SLAM, to be able to, what, data, from?	
2) to study, what, by, companies, currently, this avenue? (Passive Voice)	
3) to use, Tesla's autopilot, SLAM, at the moment? (Passive Voice)	
4) which , crashes, to let, core elements, to avoid, of car's technology?	

Task 4. Complete the sentences:

1) ... ... the biggest trends in the entire tech world.	
2) floor algorithm is generally used for...	
3) VR ... at the Universities are medical-... to train future...	
4) ... is done by British Airways.	

Task 5. Find synonyms to the words:

quickly	
nowdays	
study	
to increase	
to explain	
to influence	
to immerse	
additional	

Task 6. Revise the grammar theme «*will be (do)ing or will have (done)*». Practice this grammar material in following exercises:

Exercise 1. Put the verb into the correct form, *will be (do)ing or will have (done).*

1 Don't phone me between 7 and 8. ....(we/have) dinner then.	
2 Phone me after 8 o'clock. ....(we/finish) dinner by then.	
3 Tomorrow afternoon we're going to play tennis from 3 o'clock until 4.30. So at 4 o'clock, ...(we/play) tennis.	

4 A: Can we meet tomorrow afternoon? B: Not in the afternoon. ....(I/work).	
5 B has to go to a meeting which begins at 10 o'clock. It will last about an hour. A: Will you be free at 11.30? B: Yes, ...(the meeting/finish) by that time.	
6 Tom is on holiday and he is spending his money very quickly. If he continues like this,.................(he/spend) all his money before the end of his holiday.	
7 Chuck came to Britain from the USA nearly three years ago. Next Monday it will be exactly three years. So on Monday, ...(he/be) in Britain for exactly three years.	
8 Do you think...........................(you/still/do) the same job in ten years' time?	
9 Jane is from New Zealand. She is travelling around Europe at the moment. So far she has travelled about 1,000 miles. By the end of the trip, ...(she/travel) more than 3,000 miles	
10 If you need to contact me ....(I/stay) at the Lion Hotel until Friday.	
11 A: ....(you/see) Laura tomorrow? B: Yes, probably. Why? A: I borrowed this book from her. Can you give it back to her?	

Exercise 1. Make one sentence from two.

1 It will stop raining soon. Then we'll go out. ___ when ___	
2 I'll find somewhere to live. Then I'll give you my address. I _____ when	
3 I'll do the shopping. Then I'll come straight back home. _____ after	
4 It's going to get dark. Let's go home before that. _____ before	
5 She must apologise to me first. I won't speak to her until then. _____ until	

Task 7. Ask questions to the text. Use the Annex Table 3 «The Main Types of Questions».

Task 8. Retell the text using standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

Task 9. Search for additional information in the Internet and prepare the topic and the presentation «The Future Of VR And AR». Use standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations», Table 2 «Standard Phrases for Discussing».

2.3   Text 3.   How Social Media Can Shape the Future of Big Data

We are in the middle of the big data revolution. Companies are starting to gain access to more data than ever before, and data analysts are creating and using more sophisticated tools to make predictions about complex systems.

But the future of big data is being influenced by many variables - the hard constraints of technological growth, the demand and supply of data experts according to the needs of the business and even consumer preferences. At the point of convergence of these influences, there is one amazing sector that could play a bigger role in the future of data than we could imagine: social media.

Social Media's Impact

These are just some of the ways that social media platforms could dictate the future of big data:

Consumer data access. First, companies in social networks have access to a huge quantities of data. Our most popular apps have hundreds of millions of users, or in the case of Facebook, more than a billion, and for each of those users, the platform has access to a history of personal messages, likes, interests and demographic information. There are several other apps that can collect so much information about so many people that in the future will have more opportunities for social networking.

Business tools. We also can't discount the fact that social media companies have made data Analytics available to more businesses. Facebook's tools give entrepreneurs and small business owners the opportunity to explore the deep capabilities of their target audiences and an intuitive platform for crunching numbers. Statistical analysis and data forecasts, once limited to scientists and data analysts, are now available to even the least experienced amateurs. Social platforms encourage improved accessibility for other businesses, so it makes sense that they will have one of the most innovative programs.

Access to resources. The largest social media giants today have huge access to resources and influence the fact that these resources are useful. For example, Facebook costs about one and a half trillion dollars. In an incentive to learn more about their customers and introduce new, exciting technologies, these companies already have the money and talent needed to make these visions come true.

Competition. A tremendous number of applications for social networks also deserves attention. Facebook, Twitter, LinkedIn, Instagram (owned by Facebook), and Snapchat may be the leader at the moment, but there's always room for bigger players. The competition has two main effects: first, the threat of companies working in the same space forces each company to stay at the top of their game. This encourages faster, deeper innovation. Second, the number of advanced technology companies multiplies the amount of data and tools available to the public.

Privacy and rules. The impact of social media on the future of data is not only related to accessibility; social media applications also draw attention to consumer privacy issues, as evidenced by the latter in a long line of scandals. As consumers and policy makers learn more

about how apps like Facebook collect and manage data, they are increasingly concerned about regulation and protection. The EU and other governing bodies are seeking to establish a stronger policy on data rights, which can have long-term consequences for any business involved in big data.

Already, social media platforms are making waves in establishing the rules and norms of mass data management. Facebook might have access to more consumer data than any other business, especially since it's capable of tracking you offline, and more social apps are sure to follow in its footsteps. Regardless of whether you're directly involved in social media, or whether you use socially-gathered data in your own role, it's going to be important to monitor the development of data norms if you want a leg up on the industry.

Practical tasks

Task 1. Read and translate the text, write out new words.

Task 2. Find the following words and word combinations in English in the text. Learn them. Complete the table.

Russian	English
1. социальные сети;	
2. данные;	
3. приобрести, получить;	
4. доступ, доступность;	
5. сложный, утонченный;	
6. инструмент;	
7. предсказание;	
8. влиять;	
9. ограничение;	
10. рост;	
11. предложение;	
12. спрос;	
13. потребитель;	
14. предпочтение;	
15. сближение, соприкосновение;	
16. влияние	

Translate words from the text into Russian. Learn them. Complete the table.

Russian	English
	1. quantity
	2. to discount
	3. entrepreneur
	4. target audience
	5. to crunch
	6. available
	7. amateur
	8. incentive, to incentivize,
	9. giant
	10. tremendous
	11. application, app
	12. competition
	13. to encourage
	14. to multiply

	15. privacy
	16. to relate
	17. to evidence
	18. to concern
	19. to establish
	20. consequences
	21. to track
	22. capable
	23. to leg up

Task 3. Find synonyms to the following words:

1)	hug	
2)	difficult	
3)	able	
4)	to create	
5)	to count	
6)	customer	
7)	to receive	
8)	limit	
9)	to influence	
10)	to relate	

Task 4. Compose the questions from the following words and give answers:

1) to create, data analysts, what, nowdays, to make prediction?	
2) access, social media companies, to have, enormous quantities of data, to?	
3) much information, to gather, what, about so many people, what, to be, apps?	
4) to give, entrepreneurs, features, social media, of target audiences?	
5) social media giants, to have, resources, to, access?	

Task 5. Complete the sentences:

1) Companies are starting to gain … to more data than ever before.	
2) … encourages faster, more innovation.	
3) The number of progressing tech companies … the amount of data and tools available to the public.	

4)　　Consumers learn more about how apps like Facebook … and …data.	
5)　　Facebook might … to more consumer data, especially since it's …　of tracking you offline.	
6)　　It's going to be important to … the development of data norms if you want …on the industry.	

Task 6. Revise the grammar theme «can or be able to». Practice this grammar material in following exercises:

Exercise 1. Complete the sentences using *can or be able to.*

1.　　George has travelled a lot. He ___ speak four languages. (can/be able to)	
2.　　I haven't ___ sleep very well recently. (can/be able to)	
3.　　Sandra ___ drive but she hasn't got a car. (can/be able to)	
4.　　I can't understand Martin. I've never ___understand him. (can/be able to)	
5.　　I used to ___ stand on my head but I can't do it now. (can/be able to)	
6.　　I can't see you on Friday but I ___ meet you on Saturday morning. (can/be able to)	
7.　　Ask Catherine about your problem. She might ___ help you. (can/be able to)	
8.　　George has travelled a lot. He ___ speak four languages. (can/be able to)	
9.　　I haven't ___ sleep very well recently. (can/be able to)	
10.　　Sandra ___ drive but she hasn't got a car. (can/be able to)	
11.　　I can't understand Martin. I've never ___ understand him. (can/be able to)	
12.　　I used to ___ stand on my head but I can't do it now. (can/be able to)	
13.　　I can't see you on Friday but I ___ meet you on Saturday morning. (can/be able to)	
14.　　Ask Catherine about your problem. She might ___ help you. (can/be able to)	
15.　　George has travelled a lot. He ___ speak four languages. (can/be able to)	

Exercise 1. Complete the sentences using *could, couldn\'t or managed to.*

1 My grandfather travelled a lot. He ____ speak five languages.	
2 I looked everywhere for the book, but I ____find it.	
3 They didn\'t want to come with us at first, but we _____persuade them.	
4 Laura had hurt her leg and _____ walk very well.	
5 Sue wasn\'t at home when I phoned, but I _____ contact her at her office.	
6 I looked very carefully and I _____ see somebody in the distance.	
7 I wanted to buy some tomatoes. The first shop I went to didn\'t have any, but I _____ get some in the next shop.	
8 My grandmother loved music. She _____ play the piano very well.	
9 A girl fell into the river, but fortunately we _____ rescue her.	
10 I had forgotten to bring my camera, so I _____ take any photographs.	
My grandfather travelled a lot. He could speak five languages.	
2 I looked everywhere for the book, but I couldn\'t find it.	
3 They didn\'t want to come with us at first, but we managed to persuade them.	
4 Laura had hurt her leg and _____ walk very well.	
5 Sue wasn\'t at home when I phoned, but I contact her at her office.	

Task 7. Ask questions to the text. Use the Annex Table 3 «The Main Types of Questions».

Task 8. Retell the text using standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

Task 9. Search for additional information in the Internet and prepare the topic and the presentation «Social Media». Use standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations», Table 2 «Standard Phrases for Discussing».

2.4   Text 4. Can Tech Overcome Our Urge to Spend?

As human beings, we tend to have trouble controlling our impulses. Our brains and bodies developed over the course of millions of years, in response to an environment that was trying to kill us. Now that we live in an era of relative comfort and abundance, the urges that kept us alive are now leading us to make unhealthy decisions.

In some applications, technology is responsible for making this problem worse; it enables us to make more impulsive decisions, and connects us to resources that aren't always good for us. But could tech actually help us learn to control and master these urges instead?

The Urge to Spend

Let's take a look at one specific example: the urge to spend money. While you may not have a psychological disorder-level urge to spend money, chances are, you've been afflicted with at least some unhealthy spending tendencies.

The shopper's high. Research suggests that buying something new, or taking advantage of a sale, can give you a temporary boost in mood—a kind of shopper's high. After experiencing this feeling a few times, it's natural to keep pursuing it, buying more frequently as a way to feel good.

Retail therapy. People also turn to shopping when they experience hardship, such as in periods of excessive stress or depression. This «retail therapy» serves as an outlet for negative feelings, but rarely provides more than a few moments of relief.

Perception of value or opportunity. Some people appreciate the thrill of the hunt, seeking new purchases if and when they represent valuable opportunities. For example, some people get the urge to spend if they notice a limited-time sale or discount on an item they've been eyeing.

Boredom. The urge to spend can also kick in when people are bored. If left alone to their thoughts, they might think of some new gadget or purchase that could temporarily occupy their attention, and move to buy it.

Spending money isn't problematic, but if it exists as an uncontrolled habit, it could prevent people from building financial stability or wealth for the long-term future.

Tech Possibilities

Technology is stepping in to help consumers overcome that urge. The solution to most financial woes is establishing a proper budget; if you adhere to a strict budget, you won't be tempted to spend money you can't afford, and you'll be less inclined to succumb to the short-term mood-boosting potential of a rogue or impulsive purchase.

The problem is, budgeting and saving aren't inherently rewarding in the same way that shopping and spending are. You don't get the boost in feel-good chemicals from putting your extra money in the bank that you do by investing it in the stock market or putting it in your savings account.

Technology could have the potential to overcome this hurdle. Apps like Qapital and Acorns make saving automatic and less visible; they round up your change to the nearest dollar and save it for you. That way, you won't have to make the conscious decision of whether to spend or save your money; it's saved for you automatically. Other apps may give you short-term rewards or bonuses for saving, such as in-app notifications, or congratulations when you achieve your goals.

The two available routes are to bypass the availability of the urge to spend, or to create an urge to save. Either way, consumers can benefit.

The Complications

There are some complications to this path of development, however. For the most part, companies and researchers can benefit more by feeding into consumers' urges to spend, rather than save—both because it's the path of least resistance and it's the path that gains access to consumers' money.

Accordingly, future technology will make it even more tempting (and easier) to spend money, so the push and pull between spending-focused and saving-focused apps will likely continue indefinitely.

No single tech solution will be able to help consumers completely overcome an urge that took millions of years to develop. But improving your own awareness of those urges and complementing your efforts with apps that support your goals can lead you to greater mastery.

Practical tasks

Task 1. Read and translate the text, write out new words.

Task 2. Find the following words and word combinations in English in the text. Learn them. Complete the table.

Russian	English
1. побуждение, желание;	
2. преодолеть;	
3. иметь тенденцию, склоняться;	
4. в ответ на;	
5. abundance - изобилие;	
6. быть ответственным за	
7. давать возможность, позволять;	
8. беспокоить, поражать;	
9. исследование;	
10. преимущество;	
11. повысить, поднять, способствовать росту;	
12. продолжать, преследовать, действовать по плану;	
13. часто;	
14. розничная торговля;	
15. чрезмерный;	
16. покупка;	

Translate words from the text into Russian. Learn them. Complete the table.

Russian	English
	1. boredom
	2. habit
	3. to prevent
	4. to adhere
	5. to tempt
	6. to incline
	7. to succumb
	8. inherently
	9. hurdle
	10. conscious
	11. reward
	12. availability
	13. to benefit
	14. indefinitely
	15. awareness
	16. to complement

Task 2. Complete the sentences:

1) Now we live in an era of	
2) Technology ... for this problem: iit enables us to make	
3) But it could actually help us learn to control	
4) Buying something new, or taking advantage of a sale, can give you ...	

Task 3. Ask questions to the following answers:

	1) People turn to shopping in periods of excessive stress.
	2) The «retail therapy» serves as an outlet for negative feelings.
	3) People who are bored might think of some new gadget or purchase.
	4) Technology could have the potential to overcome this hurdle.
	5) Apps like Qapital and Acorns make saving automatic and less visible.
	6) Future technology will make shopping even more tempting and easier.
	7) No single tech solution will be able to help consumers completely overcome an urge to spend money.

Task 5. Revise the grammar theme «Conditional sentences». Practice this grammar material in following exercises:

Exercise 1. What do you say in these situations?

1 Of course you don't expect to win the Lottery. Which do you say? a If I win the lottery, I'll buy a big house. b If I won the lottery, I'd buy a big house.	
2 You're not going to sell your car because it's old and not worth much. Which do you say? a If I sell my car, I won't get much money for it. b If I sold my car, I wouldn't get much money for it.	

3 You often see Sarah. A friend of yours wants to contact her. Which do you say? a If I see Sarah, I'll tell her to call you. b If I saw Sarah, I'd tell her to call you.	
4 You don't expect that there will be a fire in the building. Which do you say? a What will you do if there is a fire in the building? b What would you do if there was a fire in the building?	
5 You've never lost your passport. You can only imagine it. a I don't know what I'll do if I lose my passport. b I don't know what I'd do if I lost my passport.	
6 Somebody stops you and asks the way to a bank. Which do you say? a If you go right at the end of this street, you'll see a bank on your left. b If you went right at the end of this street, you'd see a bank on your left.	
7 You're in a lift. There is an emergency button. Nobody is going to press it. Which do you say? a What will happen if somebody presses that button? b What would happen if somebody pressed that button?	

Exercise 1. Put the verb into correct form.

1 I'd be very scared if somebody _____ (point) a gun at me.	
2 I can't afford to buy a car. If I_____ (buy) a car, I'd have to borrow the money.	
3 Don't lend Amy your car. If she ....(ask) me, I wouldn't lend her mine.	
4 If the computer factory closed down, many people...(lose) their jobs.	
5 I don't think Gary and Emma will get married. I ....(be) amazed if they did.	
6 What would you do if you (be) in a lift and it .... (stop) between floors?	

7 If somebody ....,................. (give) me £10,000, I ....(have) a very long holiday.	

Task 6. Ask your own questions to the text. Use the Annex Table 3 «The Main Types of Questions».

Task 7. Retell the text using standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

Task 8. Search for additional information in the Internet and prepare the topic and the presentation «Urge to Spend». Use standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations», Table 2 «Standard Phrases for Discussing».

2.5 Text 5. Self-Driving Cars in Trial

Google's sister-company Waymo has announced a trial in which its self-driving cars will ferry shoppers to and from a nearby Walmart store to pick up their groceries. For now, the pilot is being restricted to 400-plus members of its early rider programme in Phoenix, Arizona. However, it indicates how the tech giant thinks the autonomous vehicles could be deployed if and when they exit the experimental stage.

One expert said cost would be key. The only word on pricing so far is a promise to offer participants discounts when they order goods via Walmart's Online Grocery Pickup service as part of the deal. «If this is rolled out properly you would expect there to be a reasonably high threshold in terms of the price and spend commitment to justify the service,» commented Julie Palmer, a retail expert at the consultancy BegbiesTraynor. «You'd expect it to be limited to shoppers buying higher value items.»

Google v Amazon

The Walmart partnership had been rumoured after shoppers spotted Waymo-marked parking spots outside the store involved earlier this week, and shared the discovery on Reddit's Self-driving Cars forum.

Eagle-eyed shoppers spotted the Waymo parking spaces in advance of the announcement Some suggested that the tie-up could offer an alternative to Amazon's Prime Now quick-delivery service. «Google and Amazon are both looking at cutting-edge ways to enter the food retail market, and we're only beginning to see them flex their muscles», remarked Ms Palmer. The announcements comes two days after Waymo's chief executive tweeted that its cars had driven a total of eight million miles on public roads, which is double what its tally had been in November.

«This real-world experience, plus over five billion miles in simulation, is how we're building the world's most experienced driver», John Krafcik added. Self-driving rivals have also had announcements of their own this week:

–   Ford has said it will spin off its autonomous car business into a separate company at the start of August, and plans to invest $4bn (£3bn) into the effort before the end of 2023. GeneralMotorsannounced a similarmoveinMay

–   Uber says its fleet of autonomous Volvo cars has returned to Pittsburgh's streets following a fatal crash in Arizona, but will remain under manual control for now to map the city's roads

–   British transport firm Stagecoach has said it will hold off-road tests of a full-sized driverless bus later this year

Practical tasks

Task 1. Read and translate the text, write out new words.

Task 2. Find the following words and word combinations in English in the text. Learn them. Complete the table.

Russian	English
1. тест, испытание, проба;	
2. поставлять, доставлять;	
3. бакалейные (продуктовые) магазины, продукты питания;	
4. объявлять;	
5. перевозить, переправлять;	
6. покупатель;	
7. ограничивать;	
8. ездок, наездник, здесь: перевозчик;	
9. гигант;	
10. независимый, здесь: самоуправляемый;	
11. транспортное средство;	
12. применять, проводить в действие, разворачивать;	
13. выходить;	
14. стадия, этап;	
15. стоимость;	
16. участник	

Translate words from the text into Russian. Learn them. Complete the table.

Russian	English
	1. boredom
	2. habit
	3. to prevent
	4. to adhere
	5. to tempt
	6. to incline
	7. to succumb
	8. inherently
	9. hurdle
	10. conscious
	11. reward
	12. availability
	13. to benefit
	14. indefinitely
	15. awareness
	16. to complement

Task 3. Answer the questions

1) What trial of Waymo company has been announced?	
2) What kind of cars will be involved into groceries delivery?	
3) How many members is the pilot project being restricted for now to?	
4) Could be autonomous vehicles be deployed when they exit the experimental stage?	

Task 4. Complete the sentences:

1) Experts are thinking about the popularity and affordability of this service. They think:..would be the key?	
2) ... should be promised to participants to motivate them to this service?	
3) Experts expect a reasonably high... in terms of the prices.	

Task 5. Compose the sentences from the following words:

1) ferry, groceries, to, shoppers, self-driving cars, to and from the store, pick up, will	
2) suggest , of delivery service, could be, the tie-up, service, they, it , cutting edge, of companies	
3) spotted, shoppers , had been rumoured, parking spots, partnership of the companes , after,	

Task 6. Revise the grammar theme «Conditional sentences». Practice it in following exercises:

Exercise 1. Put the verb into the correct form:

1. If I _____ (know) his number, I would phone him.	
2. I _____ (not/buy) that coat if I _____ (be) you.	

3. I _____ (help) you if I could, but I'm afraid I can't.	
4. We would need a car if we _____ (live) in the country.	
5. If I had the choice, we _____ (live) in the country.	
6. This soup isn't very good. It _____ (taste) better if it wasn't so salty.	
7. I wouldn't mind living in England if the weather _____(be) better.	
8. If I were you, I _____(not/wait). I _____ (go) now.	
9. You're always tired. If you _____(not/go) to bed so late every night, you wouldn't be tired all the time.	
10. I think there are too many cars. If there _____ (not/be) so many cars, there _____ (not/be) so much pollution.	

Exercise 1. Write sentences beginning I wish... .:

1) I don't know many people (and I'm lonely). I wish …	
2) I don't have a computer (and I need one). I wish...	
3) Helen isn't here (and I need to see her). I wish...	
4) It's cold (and I hate cold weather). I wish...	
5) I live in a big city (and I don't like it). I wish...	
6) I can't go to the party (and I'd like to). I wish...	
7) I have to get up early tomorrow (but I'd like to sleep late). I wish...	
8) I don't know anything about cars (and my car has just broken down). I wish...	
9) I'm not feeling well (and it's not nice). I wish...	

Task 7. Ask your own questions to the text. Use the Annex Table 3 «The Main Types of Questions». Task 8. Retell the text using standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

Task 8. Retell the text using standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

Task 9. Search for additional information in the Internet and prepare the topic and the presentation «Self-Driving Cars». Use standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

2.6 Text 6. Segway Electric Skates Face 'Hoverboard Ban'

Self-balancing electric roller skates developed by personal transportation company Segway-Ninebot are to be banned on the UK's public pavements and roads.

The Department for Transport (DfT) told the BBC the skates fell under the same rules as powered rideables such as electric scooters and «hoverboards». Segway-Ninebot said its new skates had a top speed of 12 km/h (7.5mph). However, they are classed as «carriages» under the Highways Act of 1835 and are banned from the pavement.

Video-maker Casey Neistat, who was given a pair of the skates to test in New York City, also faced difficulty finding places to try them out. He said he preferred riding them on smooth surfaces, but was quickly stopped riding inside Grand Central Station by a security officer.

The DfT added that powered transporters were usually not allowed on UK roads. It said: «For most powered transporters, their construction is such that they clearly would not comply with the normal vehicle construction rules or with type approval».

This would limit their use to private property with the landowner's permission.

The same rules apply to electric scooters, electric unicycles and the two-wheeled «hoverboards».

The Drift W1 electric skates were revealed in June and described by the company as «a new trendy way to move».

On Tuesday, it revealed a pair would cost $399 (£303).

The company says on its website: «Rules and regulations for riding Segway products on public roads differ for every country».

Practical tasks

Task 1. Read and translate the text, write out new words.

Task 2. Find the following words and word combinations in English in the text. Learn them. Complete the table.

Russian	English
1. «летающая» доска, гироскутер;	
2. столкнуться, встретиться;	
3. запрет;	
4. тротуар;	
5. Подпадать под правило;	
6. самодвижущийся;	
7. пригодный для езды, здесь: транспортное средство;	
8. повозка, здесь: транспортное средство;	
9. гладкий;	
10. поверхность	

Translate words from the text into Russian. Learn them. Complete the table.

Russian	English
	1. to comply with
	2. approval
	3. property
	4. permission
	5. landowner
	6. unicycle
	7. to apply
	8. to reveal

Task 3. Answer the questions

1) What company are self - balancing electric roller skates developed by?	
2) What do electric scates face?	
3) Why will the government ban electric scates?	
4) How much is the top speed?	
5) Whom was a video- maker riding electric scared stopped by?	

Task 4. Compose the questions from the following words and answers to them:

1) What rules, to fall, according the Department for Transport, under, electricscates?	
2) what surfaces , riding scates, the video-maker, on, to prefer?	
3) usually, powered transporters , on the UK roads, to allow?	
4) what , the use of electric scates, to private property, to limit ?	
5) the normal vehicle construction, to comply , the construction of scates, with?	
6) when, the scates , to reveal, and how, by the company , they, to describe?	
7) How much , to cost , a pair?	

Task 5. Revise the grammar theme «Conditional sentences». Practice it in following exercises:

Exercise 1. Put the verb into the correct form.

1 I didn't know you were in hospital. If _____ (I / know), I _____ (I / go) to see you.	
2 Sam got to the station just in time to catch the train to the airport. If _____ (he / miss) the train, _____ (he / miss) his flight.	
3 I'm glad that you reminded me about Amanda's birthday. _____ (I / forget) if _____ (you / not / remind) me.	
4 Unfortunately I forgot my address book when I went on holiday. If _____ (I / have) your address, _____ (I / send) you a postcard.	
5 A: How was your holiday? Did you have a nice time? B: It was OK. but _____ (we / enjoy) it more if _____ (the weather / be) nicer.	
6 I rook a taxi to the hotel, but the traffic was bad. _____ (it / be) quicker if _____ (I / walk).	
7 I'm not tired. If _____ (I / be) tired, I'd go home now.	
8 I wasn't tired last night. If _____ (I / be) tired, I would have gone home earlier.	

Exercise 1. For each situation, write a sentence beginning with If.:

I wasn't hungry, so I didn't eat anything. If I _____	
2 The accident happened because the road was icy. If the road _____	
3 I didn't know that Joe had to get up early, so I didn't wake him up. If I _____	

4 I was able to buy the car only because Jane lent me the money. _____	
5 Karen wasn't injured in the crash because she was wearing a seat belt. _____ _____	
6 You didn't have any breakfast - that's why you're hungry now. _____ _____	
7 I didn't get a taxi because I didn't have any money. _____	

Task 6. Ask your own questions to the text. Use the Annex Table 3 «The Main Types of Questions». Task 8. Retell the text using standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

Task 6. Retell the text using standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

Task 8. Search for additional information in the Internet and prepare the topic and the presentation «Modern science inventions and technologies». Use standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations», Table 2 «Standard Phrases for Discussing».

2.7   **Text 7. Infotainment Systems for Drivers and Driver Safety**

Infotainment systems are now standard in nearly all new vehicles. In fact, infotainment displays increasingly control everything from radio stations and volume to thermostat, navigation, cellphone calls. Instrumentation clusters are also rapidly converting from analog dials to digital displays. Drivers expect that these new display systems are there to make driving easier and safer. Regrettably, just the opposite can be true.

Serious Risk to Drivers

According to new research from the AAA Foundation for Traffic Safety, new vehicle infotainment systems pose a serious risk to drivers. One in three U.S. adults use infotainment systems while driving. Improperly designed in-vehicle displays require more effort from drivers to see and comprehend. The traffic safety study examined both visual and cognitive demands using the infotainment systems in 30 new 2017 vehicles. Study participants were asked to use touch-screen and other interActive technologies while driving.

Drivers who used touch-screen infotainment systems took their hands, eyes, and mind off the road for more than 24 seconds. Programming navigation systems took an average of 40 seconds for drivers to complete, calling for drivers to take their eyes completely off the road. As many as 23 systems called for high or very high levels of demand on drivers. None called for low levels of demand for the driver's attention. At just 25 mph, a driver can travel four football fields in the time it takes to enter a destination in navigation.

Research from the National Highway Traffic Safety Administration found that taking your eyes off the road for just two seconds doubles the risk of a crash. The infotainment features in most 2017 vehicles are so distracting they should not be used while driving. Current infotainment technologies simply don't mix well with the demands of safe driving. Researchers hope that these

and similar studies will help automakers and system designers improve the functionality of new infotainment systems making it faster to interpret content and reducing the distraction demands placed on drivers.

Reducing «Dwell' Time

One way to reduce the distraction level of infotainment system displays is to give them the built-in flexibility to reduce dwell time (time to interpret content on the display) during sudden changes in ambient light. Vehicle infotainment and instrumentation cluster display systems are viewed under rapidly varying lighting conditions. What's needed, is a display technology that can improve readability in different ambient driving conditions and ideally can also adjust to match the age of the viewers eyes. New category of display technology called «perceptual processing» has recently become available that will improve the readability of automotive displays in bright and dark driving conditions. Automotive display systems can also apply the technology to reduce display brightness by 50% or more, which offers the added benefits of reducing power and heat, prolonging the life of display panels, reducing heat dissipation costs and reducing battery drain for electric vehicles.

Some car manufacturers have found solutions like IRYStec's Perceptual Display Platform (PDP) technology helpful in increasing display readability. With auto manufacturers in a headlong rush to add captivating digital instrumentation clusters and infotainment systems, displays are becoming larger and more prominent. The goal then shifts to displays that must adapt to the ambient light and to personalizing the viewing experience to ensure readability making driver safer

Practical tasks

Task 1. Read and translate the text, write out new words.

Task 2. Find the following words and word combinations in English in the text. Learn them. Complete the table.

Russian	English
1. информационно-развлекательный;	
2. быстро;	
3. средство передвижения;	
4. все больше и больше;	
5. циферблат;	
6. к сожалению;	
7. неправильно;	
8. усилие;	
9. постигать;	
10. познавательный;	
11. требования;	
12. место назначения;	
13. отвлекающий;	
14. интерпретировать;	
15. гибкость;	

Translate words from the text into Russian. Learn them. Complete the table.

Russian	English
	1. to reduce
	2. dwell time
	3. ambient light

	4.	perceptual
	5.	readability
	6.	automotive
	7.	prolonging
	8.	dissipation
	9.	headlong
	10.	rush
	11.	battery drain
	12.	captivating
	13.	prominent
	14.	to ensure
	15.	an average

Task 3. Find synonyms to the following words:

1)	Fast	
2)	Requirement	
3)	Decrease	
4)	Study	
5)	Members	
6)	Accident	
7)	Analogous	
8)	State	
9)	Lately	
10)	Decision	

Task 4. Complete the sentences:

1) Regrettably, just the … can be true.	
2) Vehicle infotainment and instrumentation … display systems are viewed under rapidly varying lighting conditions.	
3) Current … technologies simply don't mix well with the demands of safe driving.	
4) None called for low levels of … for the driver's attention.	
5) Study participants were asked to use … and other interActive technologies while driving.	

Task 5. What suggestions correspond to the content of the text?

1) Drivers want that the new display systems will be safer.	
2) At 25 mph, a driver can travel six tennis court in the time it takes to enter a destination in navigation.	
3) Programming navigation systems takes an average of 40 seconds.	
4) «Perceptual processing» improves the readability of displays in bright and dark driving conditions.	

5) One in ten drivers uses infotainment systems while driving.	
6) The analog dials can be safer than displays.	

Task 6. Find the antonyms to the following words:

1)	Low	
2)	Useless	
3)	Dangerous	
4)	Slow	
5)	Fortunately	
6)	To enlarge	

Task 7. Read Grammar References in the Annex Table 6 «Verb Tenses. Passive Voice. Formation». Practice this grammar material in following exercises:

Exercise 1. Complete the sentences using one of these verbs in the correct form of Passive Voice, present or past:
cause, overtake, damage, show, hold, surround, invite, translate, make, write:

1 Many accidents …………………….by dangerous driving.	
2 Cheese …….. . ... from milk.	
3 The roof of the building .... in a storm a few days ago.	
4 You………………………………. to the wedding. Why didn't you go?	
5 A cinema is a place where films	
6 In the United States, elections for president .... every four years.	
7 Originally the book . ... in Spanish, and a few years ago it ... . into English.	
8 Although we were driving fast, we ... . by a lot of other cars.	
9 You can't see the house from the road. lt .... by trees.	

Exercise 1. Put the verb into the correct form, present simple or past simple, Active or Passive.

1 lt's a big factory. Five hundred people . ……………………………(employ) there.	
2 ……………………………………(somebody I clean) this room yesterday?	
3 Water .... (cover) most of the earth's surface.	
4 How much of the earth's surface .... (cover) by water?	
5 The park gates .... (lock) at 6.30 p.m. every evening.	
6 The letter .... (send) a week ago and it (arrive) .... yesterday.	
7 The boat hit a rock and .... (sink) quickly. Fortunately everybody _.. .... (rescue).	
8 Robert's parents . . .. (die) when he was very young. He and his sister _____ .... (bring up) by their grandparents.	
9 I was born in London, but I .... (grow up) in Canada.	
10 While I was on holiday, my camera .... _.. .... (steal) from my hotel room.	
11 While I was on holiday, my camera .... (disappear) from my hotel room.	
12 Why .. .. (Sue I resign) from her job? Didn't she enjoy it?	
13 Why ... . (Ben I fire) from his job? Did he do something wrong?	
14 The company is not independent. lt .. .. (own) by a much larger company.	
15 I saw an accident last night. Somebody .... (call) an ambulance but nobody .... (injure), so the ambulance ....(not I need).	
16 Where .... (these pictures I take)? In London? .... (you I take) them, or somebody else?	
17 Sometimes it's quite noisy living here, but it's not a problem for me - I ... . (not I bother) by it.	

Task 8. Ask your own questions to the text. Use the Annex Table 3 «The Main Types of Questions».

Task 9. Retell the text using standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

Task 10. Search for additional information in the Internet and prepare the topic and the presentation «Driver Safety». Use standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations», Table 2 «Standard Phrases for Discussing».

2.8   Text 8. Why Cyber Security Is More Important Than Ever

Cyber security is important -- now more than ever. It is more apparent than ever that technology is gradually taking over every facet of our lives. Whether we are at home or travelling technology has some sort of involvement in our daily routine. It would not a stretch to say that we are becoming increasingly dependent on technology for better or worse. There is not a person in the world that doesn't interact with it in some way. In that vein, we are seeing a proliferation of internet access that rivals the spread of the automobile and vaccines.

A Growing Industry

This is to say that the internet is becoming ubiquitous. We all have some part of our lives online whether we like it or not. As an immediate result, our security and privacy are constantly under fire. It may be foreign actors who are trolling websites for information or susceptible individuals. It may be people we know who want some sort of leverage or access to personal information. What is clear is that there is an obvious risk in simply living that was not there before.

For some, this seems like an issue that can never be solved, and, in some ways, they are correct. If our lives are split between physical reality and our digital existence the threat of hackers or breaching will always be present. However, this does not mean that we are somehow at a loss or without a solution.

As a matter of fact, we can defend ourselves mightily with a little bit of knowledge and willpower. If we can engage in some cyber security practices then we can greatly reduce the chance of an attack or, at the very least, mitigate the damage of a breached system. In this article, we are going to discuss why cybersecurity matters today and what you can to make sure that your life is not invaded by uninvited guests.

Technology Everywhere You Look

Technology today has more impact than almost any other industry. Truly, all industries are tech focused in that there are major components that rely on technology is some way or another. This is to say that manufacturing and medical are both highly dependent on technology along with almost every industry on the planet.

It is, in no uncertain terms, the lifeblood of modern business and a major area of study for today's youth. As a matter of hope, we can only watch and wait to see how the generations will integrate technology into their lives but, we know that it is a crucial part of all lives. In fact, it has become critical which is why we most secure it to the best of our abilities. Just think about your own exposure to the internet daily.

Most employed people depend on the internet to work every day. Most unemployed depend on the internet to find work or jobs in their preferred arena. Every business owner must use the internet to stay competitive and function at all. The productivity gained by using technology cannot be ignored and if this is the case then our exposure will only grow. We go online over a billion times a day and that data at any time can be stolen and used against us for nefarious endeavors.

As the access enabled devices continue to spread and access grows the problem worsens due to the age of the technology or the practices used by individual users. There is nothing more

dangerous, in the modern era, than having your data stolen. It is akin to being turned upside down as you struggle to regain your gravity.

The Best Defense

Luckily, there are methods that can be employed to secure your data and prevent a total upheaval of your life. Firstly, there is the age-old advice of good password policy that is not used very widely despite its effectiveness against hackers.

To further understand its effectiveness let's examine how hackers usually operate and why they are successful. Aside from using ransomware, hackers typically prefer to use something called social exploits to gain the information they or the access they desire.

This, in effect, is the process of calling people on the phone and lying about who they are to get information. They will also, occasionally, pose as other people to gain physical access to sensitive locations in a business e.g. server rooms, IT desks, etc. There is not much that can be done about social hacking except having a keen eye and discerning ear, but, aside from that a strong password can deflect many other attacks.

Strong passwords can defend against brute force attacks and spoofing, contextually of course, as the effort required to break them is often incredible and beyond the scope of most hackers. To be clear, a strong password uses mixed cases and a combination of numbers and letters along with special characters. They should never be shorter than 8 characters and should always be kept in secret with either a password protector or physical safe storage location.

Conclusion

Another great strategy to defend yourself with is the use of proxies. Now proxies can do a lot of good, but, are also widely used by hackers, so in effect, you are fighting fire with fire. Proxy services, such as VPNBook, use private network filtering to protect your identity and location while you browse the internet. These can be great against hackers and those who want to steal your data for marketing or political purposes.

It is highly recommended to use a proxy at home and, if one is not already implemented, make sure that your company uses a proxy as well so that business records are not compromised either.

Ultimately cybersecurity is important today because the internet is now a channel into your private life that almost anyone can access. This fact, mixed with broad proliferation of internet-based technology, leads us to importance of cybersecurity. As long as you are willing to implement strong password and use a proxy service then you can defend yourself against one of the greatest threats we face as a unified people.

Practical tasks

Task 1. Read and translate the text, write out new words.

Task 2. Find the following words and word combinations in English in the text. Learn them. Complete the table.

Russian	English
1. постепенно;	
2. очевидно;	
3. в конечном итоге	
4. цель	
5. участие;	
6. вездесущий;	
7. восприимчивый;	
8. усилие, попытка	
9. осуществлять	

Translate words from the text into Russian. Learn them. Complete the table.

Russian	English
	1. mightily
	2. breached
	3. lifeblood
	4. preferred
	5. nefarious
	6. worsens
	7. akin
	8. ransomware
	9. occasionally
	10. contextually

Task 3. Find in text:

1) Сегодня технология имеет больше влияния, чем любая другая отрасль.	
2) Мы выходим в интернет более миллиарда раз в день, и данные в любое время могут быть украдены и использованы против нас.	
3) Каждый владелец бизнеса должен использовать Интернет, чтобы оставаться конкурентоспособным и продолжать работать.	
4) К счастью, существуют методы, которые можно использовать для защиты ваших данных.	

Task 4. Write the sentences in the right order:

1) Another great strategy to defend yourself with is the use of proxies.	
2) As the access enabled devices continue to spread and access grows the problem worsens due to the age of the technology or the practices used by individual users.	
3) Truly, all industries are tech focused in that there are major components that rely on technology is some way or another.	
4) For some, this seems like an issue that can never be solved, and, in some ways, they are correct.	
5) Ultimately cybersecurity is important today because the internet is now a channel into your private life that almost anyone can access.	

Task 5.   Compose the sentences:

1) As long as you are willing to … and use a proxy service then you can defend	

yourself against one of the greatest threats we face as a … people.	
2) If our lives are … physical reality and our digital existence the … or breaching will always be present.	
3) They will also, occasionally, pose as other people to … to sensitive locations in a business e.g. server rooms, IT desks, etc.	
4) Firstly, there is the age-old advice of … that is not used very widely despite its … against hackers.	

Task 6. Read Grammar References in the Annex Table 6 «Verb Tenses. Passive Voice. Formation». Practice this grammar material in following exercises:

Exercise 1.   Complete these sentences with verbs in brackets in the correct form. Use Passive Voice.

1. The situation is important. Something must (do).	
2. The music very loud and could (hear) was away.	
3. A new supermarket is going (build) next year.	
4. The room should (clean).	
5. I haven't received the letter vet. It might (end) to the wrong address.	
6. There were some problems at first, but they seem (solve).	
7. «Are going to the party? «No, I (not/ invite.»	
8. The car was three years old but (not/use) very much.	
9. The room (clean) at the moment.	
10. The room (clean) when I arrived.	
11. Many guests (be) invited to my birthday party next Sunday.	
12. These flowers (water) every day.	
13. The children (take) to the milk bar tomorrow.	

Exercise 1.   Make sentences from the words in brackets. Sometimes the verb is Active, sometimes Passive.

1. There's somebody behind us. (I think/we/follow)	
2. This room looks different. (you/paint?)	
3. My car has disappeared. (it/steal!)	
4. My umbrella has disappeared. (somebody/take)	
5. Tom gets a higher salary now. (he/promote)	
6. Ann can't use her office at the moment. (it/redecorate)	
7. The photocopier broke down yesterday, but now it's OK. (it/work/again; it/repair).	
8. The police have found the people they were looking for. (two people/arrest/last night)	
9. A tree was lying across the road. (it/blow down/in the storm)	
10. The man next door disappeared six months ago. (nobody/see/since then)	
11. I was mugged on my way home a few nights ago. (you/ever/mug?)	

Task 7. Ask questions to the text. Use the Annex Table 3 «The Main Types of Questions».

Task 8. Retell the text using standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations».

Task 9. Search for additional information in the Internet and prepare the topic and the presentation «Cyber Security». Use standard phrases from the Annex Table 1 «Standard Phrases for Retelling, Report and Presentations», Table 2 «Standard Phrases for Discussing».

The Annex
Table 1. Standard Phrases for Retelling, Report and Presentations in English

Beginning:	
Dear colleagues!	Уважаемые коллеги!
Dear friends!	Дорогие друзья!
I'd like to tell you about…	Я хотел бы Вам рассказать о…
The topic of my presentation is…	Тема моей презентации …
The purpose of my talk is to illustrate…	Цель моего доклада – обрисовать картину…
I'd like to give you an overview of…	Я хотел(а) бы дать общее представление о…
I would like to focus on	Я хотел бы сосредоточиться на…
Report:	
So, first/To begin with/Let's start with…	Итак, во-первых/Для начала/Начнем с…
At the beginning ...	В начале…
Firstly / Secondly / Finally	Во-первых / Во-вторых / Наконец
Let us consider	Рассмотрим
	Начнем с рассмотрения фактов
Let us start by considering the facts	Общепризнано, что…
It is generally agreed that	
Let's move on to the next part, which is…	Перейдём к следующей части, которая…
Now I want to describe …	Теперь я хочу описать…
That brings me to…/So now we come to…	Таким образом, переходим к…
Conclusion:	
I'd like to finish with…- a summary of the main points, with some conclusions.	Я хотел бы закончить…- кратким изложением основных моментов, некоторыми выводами.
I'd like to finish by the main point(s). In conclusion…, As a result…, To summarize…, In other words, ...	В завершение мне бы хотелось подчеркнуть основные моменты. В заключение Другими словами,
Now I'd be very interested to hear your comments. I am ready to answer your questions.	Я с интересом выслушаю ваши замечания. Я готов ответить на Ваши вопросы.
Thank you for your attention!	Благодарю вас за внимание!

Table 2. Standard Phrases for Discussing

1. Introductory words (вводные слова)	2. Consent and refusals (согласие или несогласие)
Well (Ну, итак) **Anyway (В любом случае. Так или иначе)** First of all (Прежде всего) By the way (Кстати) Look here (Послушайте) After all (В конце концов) And so on (И так далее) If I'm not mistaken (Если я не ошибаюсь) In other words (Другими словами) As for me/ in my opinion (По моему мнению) As far as I know (Насколько я знаю)	Really? (Правда? В самом деле?) Maybe (Возможно) Probably (Вероятно) Perhaps (Возможно, может быть) Yes, sure (Да, конечно) You are right (Вы правы) Of course (Конечно) I think so too (Я тоже так думаю) What do you think about it? (Что Вы думаете об этом?) Very well (Очень хорошо) Most likely (Очень похоже на то) I believe so / I suppose so (Полагаю, что это так) Actually (На самом деле, действительно) I agree with you (Согласен с Вами) I'm sure (Уверен) I'm not sure (Не уверен) I'm afraid, it isn't so (Боюсь, что это не так) I don't believe it! (Что-то не верится) I don't think so (Я так не думаю; вряд ли) It's a good idea! (Хорошая идея!) It's a great idea! (Отличная идея!) It is true! (Это правда) Certainly! (Конечно) With pleasure (С удовольствием) It's unbelievable! (Невероятно!)
3. Thanks (благодарность) May I help you? (Могу ли я Вам помочь?) Thank you in advance (Спасибо заранее) I'm very grateful to you (Я Вам очень благодарен) It's very kind of you (Это так мило с Вашей стороны) Not at all (Да не за что) Don't mention it (Не стоит благодарности) You are welcome (Всегда пожалуйста) No problem/ that's ok (Все в порядке, нет проблем) Never mind (Ничего страшного. Не имеет значения) Don't worry about it (Не беспокойтесь об этом) My pleasure (Пожалуйста)	

Table 3. The Main Types of Questions

Вопросительное слово	Вспомогательный/ Модальный глагол / Глагол – связка	Подлежащее	Смысловой глагол/ именная часть сказуемого	Второстепенные члены предложения
1. General Question				
	Is	He/She/It	a doctor?	
	Was		tired	yesterday?
	Does		work	every day?
	Has		bought	a car?
	Will		drive	to the city?
	Can		play	tennis?
2. Special Question				
Where	are		working	now?
What	were		doing	Yesterday at 6 o'clock?

When	do		lear	Maths?
Whom	have	You/we/they	written	recently?
When	must		start	the work?
Why	will		get	this book?

3.   Alternative Question = General Question + Or + Word

	Is		A doctor **Or a teacher?**	
	Has	he	bought	a car **Or a bike?**
	Will		drive	to the city **Or to the country?**

4.   Tag-questions – прямой порядок слов

Основная часть – утвердительная Students **do** their homework every day,	Хвостик (Tag) – отрицательный **don't** they?
Основная часть – отрицательная, Students **don't do** their homework every day,	Хвостик (Tag) – утвердительный **do** they?

5.   Subjeсt Questions

Вопросительное слово = Подлежащее	Глагол-связка / Смысловой глагол / Модальный глагол	+ именная часть сказуемого / + Смысловой глагол	Второстепенные члены предложения	Второстепенные члены предложения
Who	helped		you	yesterday?
What	was	written	in that letter	from Germany?
Who	can	ride	a bike	well?

Table 4. Verb Tenses. Active Voice. Examples.

	Continuous (продолженное)	Indefinite (Simple) (простое)	Perfect (завершенное)	Perfect Continuous (завершенное продолженное)
Present (настоящее)	I **am reading** now. – Я читаю сейчас.	He **goes** to the office every day. - Он ходит в офис каждый день.	He **has** already **written** a letter.- Он уже написал письмо.	I **have been explaining** English since 9 a.m. It's 12 o'clock now. - Я объясняю английский с 9 утра. Сейчас 12 часов.
	now, at the moment, this week (month, year)	every day, every morning, every evening, usually, sometimes, often, seldom, always, never, at first, then, after, in the morning, in the evening	many times, several times, lately, recently, yet, already, ever, never, just, up to now, often, seldom, once, twice, this time (week, year), **for** (for a long time, for years, for ages), **since** (since morning, since 2 o'clock)	since 2 a.m., for 3 hours, when
Past (прошедшее)	He **was watching** TV at 6 o'clock yesterday. – Он смотрел телевизор вчера в 6 часов.	I **learned** new words yesterday– Вчера я учил новые слова.	He **had translated** the text by 5 p.m. – Он перевел текст к 5 часам вечера.	She **had been doing** her lessons for 3 hours, when her mother came. – Она делала свои уроки в течение 3-х часов, к моменту, когда пришла ее мама.
	at, when, while, at 2 o'clock yesterday, at that moment	yesterday, **last** year/month/week in 2000, 10 years **ago,**	by, before	since, for, when
Future (будущее)	This time tomorrow I **will be attending** Mrs. Brown's lecture. - Завтра в это самое время я буду присутствовать на лекции миссис Браун.	I **will make** a cake tomorrow morning. – Я испеку пирог завтра утром.	She **will have cleaned** the room by 2 o'clock tomorrow. – Она уберет комнату завтра к 2 часам.	He **will have been translating** this article for 2 hours, when his friend comes. – Он будет переводить эту статью в течение 2х часов, к моменту, когда придет его друг.

	at, when, while, this time tomorrow	tomorrow, next week, next month, soon, some day	by, before	since, for, when
Future in the Past (будущее в прошедшем)	He said that he **would be sleeping** at 5 o'clock. – Он сказал, что он будет спать в 5 утра.	He said that he **would go** to Moscow. – Он сказал, что он поедет в Москву.	He said that he **would have finished** the report by 3 o'clock. – Он сказал, что он закончит доклад к 3 часам.	He said that he **would have been reading** the newspaper for 30 minutes by 8 a.m. – Он сказал, что будет читать газету на протяжении 30 минут, к моменту, когда будет 8 утра.
	at 5 o'clock, at that time	for, when	by, when	since, for, when, by

Table 5. Verb Tenses. Active Voice. Formation

Table 6. Verb Tenses. Passive Voice. Formation.

	Continuous (продолженное)	Indefinite (Simple) (простое)	Perfect (завершенное)	Perfect Continuous (завершенное продолженное)
Present (настоящее)	is/am/are + being + asked (sent)	is/am/are + asked (sent)	has/have + been + asked (sent)	-
	I am being asked now. – Меня сейчас спрашивают. Letters are being sent now. — Письма отправляют сейчас.	I am usually asked. – Меня обычно спрашивают. Letters are sent every day. — Письма посылают каждый день.	I have been lately asked. – Меня недавно спросили. Letters have been already sent. — Письма уже отправлены.	
Past (прошедшее)	was/were + being + asked (sent)	was/were + asked (sent)	had + been + asked (sent)	-
	I was being asked at 12 the day before yesterday. — Меня спрашивали позавчера в 12 часов. Letters were being sent at 5 yesterday. — Письма вчера отправляли в 5 часов.	I was asked yesterday. — Меня спросили вчера. Letters were sent yesterday. — Письма были отправлены вчера.	I had been asked before the lesson finished. – Меня спросили до того, как кончился урок. Letters had been sent before he phoned. — Письма были отправлены до того, как он позвонил.	
Future (будущее)	-	will/shall + be + asked (sent)	will/shall + have + been + asked (sent)	-
		I will be asked next week. – Меня спросят на следующей неделе. Letters will be sent tomorrow. — Письма будут отправлены завтра.	I will have been asked by 9 tomorrow. – Меня спросят завтра к 9 часам. Letters will have been sent by 5 tomorrow. — Письма будут отправлены завтра до 5 часов.	
Future in the Past (будущее в прошедшем)	-	would + be + asked (sent)	would + have + been + asked (sent)	-
		I knew I would be asked next day. – Я знал, что меня спросят к завтрашнему дню. The said that the letters would be sent by tomorrow. – Они сказали, что письма будут отправлены завтра.	I knew I would have been asked for 20 minutes for 10. – Я знал, что меня спросят к 10 часам. They said that the letters would have been sent by 7 o`clock the next day. – Они сказали, что письма будут отправлены к 7 часам завтра.	-

Table 7. Numerals

КОЛИЧЕСТВЕННЫЕ ЧИСЛИТЕЛЬНЫЕ			
ПРОСТЫЕ			СОСТАВНЫЕ
0 - 12	**13 - 19 (+teen)**	**20 - 90 (+ty),** **100, 1000, 1000000**	1. Составные числительные **от 20 до 100** образуются так же, как и в русском языке: **25** - **twenty-five**, **93** - **ninety-three**.
0 — **zero**	**13** — **thirteen**	**20** — **twenty**	
1 — **one**	**14** — **fourteen**	**30** — **thirty**	
2 — **two**	**15** — **fifteen**	**40** — **forty**	2. В составных числительных после 100 перед десятками, а если их нет, то перед единицами, ставится союз **and**: 375 (three hundred **and** seventy-five), 2941 (two thousand nine hundred **and** forty-one)
3 — **three**	**16** — **sixteen**	**50** — **fifty**	
4 — **four**	**17** — **seventeen**	**60** — **sixty**	
5 — **five**	**18** — **eighteen**	**70** — **seventy**	
6 — **six**	**19** — **nineteen**	**80** — **eighty**	
7 — **seven**		**90** — **ninety**	
8 — **eight**		**100** — **one (a) hundred**	
9 — **nine**		**1,000** — **one (a) thousand**	
10 — **ten**		**1,000,000** — **one (a) million**	
11 — **eleven**		**1,000,000,000** — **a (one) milliard (в Англии); a (one) billion (в США)**	
12 — **twelve**			

N. B.	Числительные **hundred, thousand, million** не приобретают окончание **s** как показатель <u>множественного числа</u>, однако если эти слова выполняют функцию существительных, т. е. перед ними нет числительного (а после них обычно стоит предлог **of**), то во множественном числе добавляется **s**: hundred**s** of people *сотни людей*, thousand**s** of words *тысячи слов*.

ПРОСТЫЕ ДРОБИ (THE FRACTIONS)			
ПИШЕТСЯ	**ЧИТАЕТСЯ**	**ПИШЕТСЯ**	**ЧИТАЕТСЯ**
1/2	a (one) half	**2/3**	two thirds
1/3	a (one) third	**3/4**	three fourths/quarters
1/4	a (one) fourth/quarter	**4/7**	four sevenths
1/5	a (one) fifth	**7/18**	seven eighteenths
1/10	a (one) tenth	**9/10**	nine tenths
1/25	a (one) twenty-fifth	**2 1/2**	two and a half
1/100	a (one) hundredth	**3 1/4**	three and a quarter/fourth
1/1225	a (one) thousand two hundred and twenty-fifth	**2/5 ton**	two fifths of a ton
		1/4 kilometre	quarter of a kilometre
		1/2 kilometre	half a kilometre

ДЕСЯТИЧНЫЕ ДРОБИ (THE DECIMAL FRACTIONS)		
ОСОБЕННОСТИ	**ПИШЕТСЯ**	**ЧИТАЕТСЯ**
В десятичных дробях в английском языке ставится точка (point) вместо запятой	**0.2**	(zero) point two
	.2	point two
	0.5	(zero) point five
	3.4	three point four
	3.215	three point two one five
	53.75	fifty-three point seven five

ДАТЫ

При чтении обозначения года называют два двузначных числа, соответствующих двум первым и двум последним цифрам обозначения:

ЧТЕНИЕ ОБОЗНАЧЕНИЯ ГОДА	
ПИШЕТСЯ	**ЧИТАЕТСЯ**
1612	sixteen twelve
1812	eighteen twelve
1941	nineteen forty-one
1960	nineteen sixty
1900	nineteen hundred
1905	nineteen o [əu] five
В таком чтении слово **year** *год* не добавляется: Pushkin was born in seventeen ninety-nine. *Пушкин родился в 1799 году.*	
Годы могут читаться и по-другому: **1754** - **the year seventeen hundred and fifty-four**. Такое чтение иногда встречается в документах.	

N. B.	**2000** год — **the year two thousand** Начиная с **2001**, годы читаются как количественные числительные: **2007 — two thousand (and) seven** Начиная с 2010 года встречается чтение года как двух чисел: 2014 - **twenty fourteen**, 2020 - **twenty twenty** Так, к примеру, 2013 год можно прочитать как **(the year) two thousand (and) thirteen**, либо **twenty thirteen**.

ОБОЗНАЧЕНИЕ И ЧТЕНИЕ ДАТ		
ПИШЕТСЯ	**ЧИТАЕТСЯ**	**ПЕРЕВОД**
25th July, 1976 **July 25 (25th), 1976** **25 July 1976**	The twenty-fifth of July, nineteen seventy-six; July the twenty-fifth, nineteen seventy-six	*25 июля 1976 года*

АНГЛИЙСКИЕ МЕРЫ И ИХ ЭКВИВАЛЕНТЫ	
МЕРА	**ЭКВИВАЛЕНТ**
1 inch *1 дюйм*	**2.54 centimetres** *2,54 см*
1 foot *1 фут*	**30.4799 centimetres** *30,4799 см*
1 yard *1 ярд*	**0.914399 metre** *0,914399 м*
1 mile *1 миля*	**1.609344 kilometres** *1,609344 км*
1 ounce *1 унция*	**28.35 grams** *28,35 г*
1 pound *1 фунт*	**453.59 grams** *453,59 г*

Table 8. Participle

Form		Действительный залог **Active**	Страдательный залог **Passive**
Participle I	Simple Одновременность	V+ing (**asking**) спрашивающий, спрашивая 1) The man **waiting** in the car called me yesterday. 2) **Reading** English books I wrote out new words.	Being + III (**being asked**) опрашиваемый, будучи опрашиваемым, так как был опрошен 1) The house **being built** in our street is very good. 2) **Being invited** to the conference he left for London.
	Perfect Завершенность	Having+III (**having asked**) спросив 1) **Having done** the work he went home.	Having been + III (**having been asked**) так как был опрошен 1) **Having been written** by the composer before he began to study seriously, the song was rather simple.
Participle II (Past Participle)		-	III (**asked**) опрошенный 1) She was reading the book **bought** the day before.

Table 9. The Suffixes of Parts of Speech.

Suffixes of Nouns		
Suffix	Meaning	**Example**
-acy	состояние или качество	**Privacy** – приватность
-al	действие или процесс	**Refusal** – отказ
-ance, -ence	состояние или качество	Difference - разница **Assurance** – гарантия
-dom	место нахождения или состояние	**Freedom** – свобода
-er, -or	тот, кто чем-то занимается	**Trainer** – тренер **Protector** – защитник
-ism	доктрина, убеждение	**Socialism** – социализм
-ist	деятель	**Pianist** – пианист
-ity, -ty	качество	**Serenity** – спокойствие
-ment	состояние, условие	**Argument** – аргумент

-ness	состояние	**Happyness - счастье**
-ship	занимаемая позиция, статус	**Internship** – стажировка
-sion, -tion	состояние	**Concession** – концессия **Abbreviation** – сокращение

Suffixes of Verbs

Suffix	Meaning	**Example**
-ate	становиться, начинать что-то делать	**Regulate** – регулировать
-en	происходить	**Strengthen** – укреплять
-ify, -fy	создавать или становиться	**Rectify** – исправлять
-ize, -ise	придавать какое-то качество	**Socialize** – социализировать(ся)

Suffixes of Adjectives

Suffix	Meaning	Example
-able, -ible	возможность осуществления, обладание качеством	**Presentable** – презентабельный **Credible** – надежный
-al	относящийся к чему-то	**Regional** – региональный **Emotional** – эмоциональный
-esque	напоминающий что-то	**Picturesque** –
-ful	наполненный каким-то качеством	**Doubtful** — сомнительный
-ic, -ical	относящийся к чему-то	**Musical** – музыкальный **Domestic** – домашний
-ous	характеризующийся чем-то	**Nutritious** – питательный
-ish	имеющий какое-либо качество	**Childish** – ребяческий
-ive	носящий какой-либо характер	**Creative** – творческий
-less	отсутствие чего-либо	**Endless** – бесконечный

-y	характеризующийся чем-то	**Hasty** – поспешный
Suffix of Adverbs		
-ly	характеризующийся чем-то	Easily - легко

Table 10. Gerund. Functions of Gerund in Sentences

Gerund= Verb+ -ing

Function in Sentence	*Comments*	*Examples*
Subject (подлежащее)		*Reading helps us learn English. — Чтение помогает нам изучать английский язык.*
Part of the Compound Nominal Predicate, Complement (часть составного именного сказуемого)		*One of his duties is attending lectures. — Одна из его обязанностей — посещать лекции .*
Modifier (определение)	With prepositions: *of, for, at, about, to, in.* **In word combinations: idea of** *(идея о),* **thought of** *(мысль о),* **hope of** *(надежда на),* **reason for** *(причина для) и т. д.*	*He has a reason for going abroad. – У него есть причина поехать за границу.*
Direct Object (прямое дополнение)	Gerund is used after some verbs only. (Герундий употребляется только некоторых глаголов). Table 11. **Using Gerund**	We've finished preparing for the holiday. — Мы закончили подготовку к празднику.
Prepositional Object (косвенное предложное дополнение)		Thank you for coming. — Спасибо, что пришли.
Adverbial (обстоятельство)	With prepositions*: in, on, before, after, without, by, about, at, to, of, for, through, besides, instead of.*	*We arrived in Madrid after driving all night. — Мы приехали в Мадрид (когда?) после того, как провели за рулем всю ночь.*

Table 11. Using Gerund

After verbs	**admit** *(признавать),* **advise** *(советовать),* **avoid** *(избегать),* **burst out** *(разразиться),* **delay** *(задерживать),* **deny***(отрицать),* **dislike** *(не нравиться),* **enjoy** *(получать удовольствие),* **escape** *(вырваться, избавиться),* **finish***(закончить),* **forgive** *(прощать),* **give up** *(отказываться, бросать),* **keep on** *(продолжать),* **mention** *(упоминать),* **mind** *(возражать*

	— *только в вопросах и отрицаниях)*, **miss** *(скучать)*, **put off** *(отложить)*, **postpone***(откладывать)*, **recommend** *(рекомендовать)*, **sug gest** *(предлагать)*, **understand** *(понимать)*.

After expression: **can't help**, **can't stand**, **to be worth**, **it's no use**:	- can't help — не могу не, нельзя не
	  She couldn't help <u>laughing</u>. — Она не могла не засмеяться.
	- can't stand — не могу терпеть
	  I can't stand his complaining. — Я не могу терпеть его жалобы.
	- to be worth — стоить чего-либо
	  This place is worth <u>visiting</u>. — Это место стоит посетить.
	- it's no use — бесполезно
	  It's no use <u>trying</u> to escape. — Бесполезно пытаться сбежать.

After verbs with prepo sitions	**accuse of** *(обвинять в)*, **agree to** *(соглашаться с)*, **blame for** *(винить за)*, **complain of** *(жаловаться на)*, **consist in***(заключаться в)*, **count on /upon** *(рассчитывать на)*, **congratulate on** *(поздравлять с)*, **depend on** *(зависеть от)*, **dream of** *(мечтать о)*, **feel like** *(хотеть, собираться)*, **hear of** *(слышать о)*, **insist on** *(настаивать на)*, **keep from***(удерживать(ся) от)*, **look forward to** *(с нетерпением ждать, предвкушать)*, **look like** *(выглядеть как)*, **object to***(возражать против)*, **persist in** *(упорно продолжать)*, **praise for** *(хвалить за)*, **prevent from** *(предотвращать от)*, **rely on** *(полагаться на)*, **result in** *(приводить к)*, **speak of**, **succeed in** *(преуспевать в)*, **suspect of** *(подозревать в)*, **thank for** *(благодарить за)*, **think of** *(думать о) и другие.*
to be + Adjective + Preposition	**be afraid of** (бояться чего-либо), **be ashamed of** (стыдиться чего-либо), **be engaged in** (быть занятым чем-либо), **be fond of** (любить что-либо, увлекаться чем-либо), **be good at** (быть способным к), **be interested in**(интересоваться чем-либо), **be pleased at** (быть довольным), **be proud of** (гордиться чем-либо), **be responsible for** (быть ответственным за), **be sorry for** (сожалеть о чем-либо), **be surprised at** (удивляться чему-либо), **be tired of** (уставать от чего-либо), **be used to** (привыкать к) и другие.

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