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«Гомельский государственный университет
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И. А. ХОРСУН

ENGLISH FOR IT STUDENTS

АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ПРОГРАММИСТОВ

Практическое пособие

для студентов специальностей 1-40 01 01
«Программное обеспечение информационных технологий»,
1-40 04 01 «Информатика и
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Целью практического пособия является накопление и систематизация необходимого словарного запаса (профессиональная лексика), а также развитие и совершенствование навыков диалогической и монологической устной речи. Оно содержит упражнения и тесты по профессиональной лексике.

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ПРЕДИСЛОВИЕ

Практическое пособие представляет собой сборник упражнений и тестов по профессиональной лексике для студентов IT-специальностей. Целью пособия выступает накопление и систематизация необходимого словарного запаса, а также развитие и совершенствование навыков диалогической и монологической устной речи.

При подготовке пособия автор использовала материалы 2016–2020 годов, что говорит об актуальности и новизне издания. Тематика диалогов данного пособия отражает последние разработки в области технологий. В диалогах смоделированы ситуации общения будущих специалистов IT-сферы. Подобранные диалоги расширяют активный запас профессиональной лексики, знакомят с грамматическими структурами, необходимыми для поддержания беседы на заданные темы.

Материалы практического пособия представлены в трёх разделах: Working in the IT Industry, Computer Systems и Websites. Каждый раздел имеет 4 подтемы. В конце каждого раздела имеется лексико-грамматический тест для контроля усвоения лексических и грамматических явлений данного блока.

ENTRY TEST

Section 1: Vocabulary

1. Match 1–5 with a–e to make common word partnerships.

- | | |
|--------------|----------------|
| 1) mobile, | a) station, |
| 2) data, | b) phone, |
| 3) training, | c) team, |
| 4) work, | d) processing, |
| 5) sales. | e) course. |

2. Complete this conversation with the words in the box. You do not need all the words.

buy cost expensive much send

A: How much does the new laptop (6) _____?

B: £449.

A: That's very (7) _____. My new one was only £349.
Are you going to (8) _____ it?

B: I don't know. Perhaps I need to (9) _____ George an email and ask him. He's an expert.

A: Good idea.

Section 2: Language

1. Choose the correct answer, A, B or C.

John (1) _____ from the USA (2) _____ works for a big computer company. The company (3) _____ 2,000 employees. He's based in the London office but he often (4) _____ around Europe. He is (5) _____ system analyst. He (6) _____ work on Mondays and Tuesdays but he works at the weekend. (7) _____ are six people in his team. He likes (8) _____ job because it's very interesting.

- A
- 1) does
 - 2) and
 - 3) has got
 - 4) travels

- B
- is
 - so
 - got
 - travelling

- C
- come
 - or
 - gets
 - is travelling

5) system analyst	a system analyst	an system analyst
6) isn't	don't	doesn't
7) They	There	Their
8) he	him	his

Section 3: Skills development

1. Complete this conversation with a–g.

Sacha: Hi, my name's Sacha.

Chris: (1) _____. I'm Chris.

Sacha: Do you work for IBM?

Chris: (2) _____.

Sacha: Which company do you work for?

Chris: (3) _____. I'm the new Chief Systems Analyst.

Sacha: (4) _____! Do you like your job?

Chris: (5) _____.

Sacha: Where are you based?

Chris: (6) _____.

Sacha: Would you like to join me for lunch?

Chris: (7) _____, thanks.

- a) Absolutely – it's very interesting,
- b) Pleased to meet you,
- c) In San Francisco,
- d) Oh, congratulations,
- e) I'd love to,
- f) No, I don't,
- g) GF Systems.

Section 4: Reading

1. Read these emails and complete the booking form.

From: Carla Lang, Training Officer

To: All staff

Subject: Workshops in May

Hi everyone

Please let me know which workshop you'd like to attend next month and which day you would like to go. Places are limited, so please contact me before 30th April.

Workshops available:

Security procedures: 1 day, 13th or 14th May

Website design: 1 day, 15th or 16th May

Setting up a network: 1 day, 20th or 21st May

Best wishes

Carla

From: Guy Danvers, Head of IT Department

To: Carla Lang, Training Officer

Subject: Workshops in May

Hi Carla

Two people in my department would like to participate in a workshop. The first is Mansoor Khan, one of our web designers. He wants to do the network workshop but he's away 16th–20th May. I hope there's a place for him on the second day. The second person is me. I'd like to do the 14th May workshop as I'm away on the 15th and 16th. I did the website design last month and it was excellent.

Kind regards

Guy

Booking form for workshops

Department:(1) _____

	PERSON 1	PERSON 2
Name:	(2) _____	(6) _____
Job:	(3) _____	(7) _____
Course:	(4) _____	(8) _____
Preferred date:	(5) _____	(9) _____

UNIT 1. WORKING IN THE IT INDUSTRY

1.1. Meeting People

Vocabulary

contact number (n)	a telephone number where someone can be found if necessary
good luck (n phr)	we say this to someone when we hope they will be successful in something they are going to do
good morning (n phr)	we say this when we meet someone in the morning
introduce (v)	if you introduce people who are meeting for the first time, you tell them each other's names
job (n)	work that you do regularly in order to receive money
network administrator (n)	a person responsible for firewalls, security levels, wireless connection, usernames and passwords
personal (adj)	belonging or relating to one particular person
system analyst (n)	someone whose job it is to study a company's computer needs and provide them with suitable software and equipment
system maintenance officer (n)	a person responsible for the maintenance of hardware and software on a computer network
team leader (n)	a person who gives guidance, instruction, direction, etc. to a group of other people at work
welcome (v)	to say hello in a friendly way to someone who has just arrived
work (v)	to do a job in order to earn money

Speaking

1. How do you greet people in your country? What do you say when you greet people in English?

Reading

2. Complete these dialogues with the words below:

all is meet name's Nice this too
you Welcome What's

1. Natasha: Hi, my (1) _____ Natasha.
Nick: Pleased to (2) _____ you. I'm Nick Johnson.
Natasha: Pleased to meet you, (3) _____.
2. Philip: Good morning. (4) _____ your name?
Tim: I'm Tim. And (5) _____ are?
Philip: My name's Philip. (6) _____ to meet you.
3. Linda: Hi everybody, (7) _____ is James.
All: Hi!
Linda: James, this (8) _____ Tim, Philip, Ingrid and Mark.
James: Nice meeting you (9) _____ .
Linda: (10) _____ to the team and good luck.

Speaking

3. Work in small groups. Practise introductions. Follow the instructions below.

- 1) Introduce yourself.
- 2) Introduce a new team member.

Reading

4. Read and translate the dialogue. Read it again using the words in brackets.

- Fred: Jason, what do you do?
Jason: I'm a *website developer (network administrator)*. Who do you work for?
Fred: I work for CISCO. I'm a *system analyst (website analyst)* there. Where are you from, Jason?
Jason: I'm from Kuwait. I work for Microsoft there. And where are you from, Fred?
Fred: I'm from the *UK (USA)* but now I live in Austria. Do you know where Jessica's from?
Jason: She's from the US.
Fred: And what's her job?
Jason: She works for *IBM (Dell)*. Her job is to set up new systems.

Language

Present tense of **be** (table 1)

Table 1

We use be to say who somebody is or what something is.	<i>I'm Sam. You're/ We're/ They're from the UK. He's/ She's a website developer. It's in the US.</i>	<i>I am Sam. You/ We/ They are from the UK. He/ She is a website developer. It is in the US.</i>
We use be to ask personal questions.	<i>Where are you from? What's his name/ job?</i>	<i>What is his name/ job?</i>

Reading

5. Complete this email with *am, is, are, their, our* or *my*.

Dear Colleagues

My name (1) _____ Jessica Martin and I (2) _____ leader. The IT Support team members (3) _____ the IT Support team James Parker, Ann Johansson and Guido Pitteri. James (4) _____ our network administrator.

Ann and Guido (5) _____ system maintenance officers. (6) _____ job is to keep our systems going. (7) _____ job is to support you.

(8) _____ contact number (9) 675 567 567.

Best regards

Jessica Martin

Writing

6. Write a reply to the email in ex.5. Introduce yourself and three people in your group.

Speaking

7. Work in pairs. Ask and answer questions about your jobs, companies and nationalities.

Example:

A: Where are you from?

B: I'm from

1.2. Jobs in IT

Vocabulary

developer (n)	a person that works on a new idea, product, etc.
analyse (v)	to examine something carefully so that you understand what it is or why it happens
area (n)	a particular subject, range of activities, or group of related subjects
database analyst (n)	a person who is responsible for the design of databases
design (v)	to draw or plan something that you will make, plan or build
electronic data (n)	information in a computer
IT support (n)	assistance with computer and software products
password (n)	a secret word that allows you to use a computer system or enter a place
programmer (n)	someone whose job is to write digital code [= sets of instructions for computers]
responsibility (n)	if something is your responsibility, it is your job to do it
solve (v)	to find a successful way to discover how to do something
username (n)	a personal name that you use when using a computer system

Speaking

1. Work in small groups. List the IT jobs you know.

Reading

2. Read this team introduction. Complete the descriptions 1–4 with the IT jobs.

Hi! I'm Sylvia. I create usernames and passwords and I set firewalls. This is Isabelle. Her job is to plan and design the network. And this is Andrew. His job is to make sure all of the computers work properly. Finally, Mark and Edward. Their area is data processing. We all work for the university. Our offices are in building 8.

database analyst

network architect

IT support officer

network administrator

1. Sylvia is a _____ .
2. Isabelle is a _____ .
3. Andrew is an _____ .
4. Mark and Edward are _____ .

Language

Present simple (table 2)

Table 2

<p>We use the present simple to talk about routines and things that are permanent or happen all the time.</p>	<p><i>What do you do? I'm a programmer.</i> <i>What does she do? She's a developer.</i> <i>Where does she work? She works for IBM in Poland.</i> <i>She doesn't work in Germany.</i> <i>Where do they work? They work for Siemens in Egypt.</i> <i>Do you work in IT? Yes, I do/No I don't.</i></p>
--	---

Reading

3. Complete these job descriptions. Use the words:

system, develops, presents, solves, developer, administrator

1) Kate

Job: software _____

Responsibilities: he designs and _____ computer games.

2) Henry

Job: _____ analyst

Responsibilities: he _____ computer problems.

3) Tom

Job: database _____

Responsibilities: he analyses and _____ electronic data.

Speaking

4. Work in pairs. Ask and answer questions about Kate, Henry and Tom.

Example:

A: What does Kate do?

B: She's

Reading

5. Complete the dialogue and read it.

Sarah: Where (1) _____ you work, Andy?

Andy: I work for Dell in Spain. What (2) _____ you?

Sarah: I (3) _____ for IBA in Rome. What do you (4) _____, Mike?

Mike: I'm a (5) _____ developer. I work (6) _____ Microsoft in New York.

Andy: Mike, do you (7) _____ Nick?

Mike: Yes, I do. What do you (8) _____ to know?

Andy: Where (9) _____ she work?

Mike: She works with (10) _____ in New York. She designs websites for (11) _____.

Sarah: I see. Right, let's go. The workshop starts in two minutes.

Writing

6. What is your dream job? Write a job description for the job of your choice. Then tell the rest of the group about your dream job.

Job:

Company to work for:

Responsibilities:

Example: My dream job is I design / solve / analyse

1.3. Schedules

Vocabulary

begin (v)	to start doing something, or to start to happen
attend (v)	to go to an event such as a meeting or a class
break (n)	a period of time when you stop working in order to rest or eat
end (v)	if something ends, or if you end it, it finished or stops
finish (v)	to come to the end of doing or making something
schedule (n)	a plan of what someone is going to do and when they are going to do it
session (n)	a period of time used for a particular activity, especially by a group of people
start (v)	to begin doing something
tired (adj)	feeling that you want to sleep or rest
workshop (n)	a meeting at which people try to improve their skills by discussing their experiences and doing practical exercises

Reading

1. Read about two people at an IT conference. Complete the dialogue.

finishes, begins, how, starts, what, ends, fine, do, when, want

Nina: Hi, Don. (1) _____ are you?

Don: I'm (2) _____ thanks, Nina. And you?

Nina: I'm OK. Bit tired from the flight.

Don: Right.

Nina: (3) _____ workshop (4) _____ you want to attend today, Don?

Don: I want to go to the network security workshop.

Nina: Sounds interesting. What time does it start?

Don: It (5) _____ at 9.15.

Nina: And (6) _____ does it finish?

Don: It (7) _____ at 4.00 in the afternoon.

Nina: Well, I (8) _____ to attend the Microsoft Windows Applications workshop. It (9) _____ at 8.30 a.m. and (10) _____ at 6.00 p.m. But they have two breaks, at 10.30 and 12.45.

Don: That's good.

Nina: Hope you enjoy your session.

Don: You too. See you around.

Language (table 3)

We use **at** with clock times.

Table 3

What time does it start/begin/finish/end?	<i>It starts at 9.15. (nine fifteen / quarter past nine)</i> <i>It begins at 8.30. (eight thirty / half past eight)</i> <i>It finishes at 4.00. (four o'clock)</i> <i>It ends at 5.05. (five oh five / five past five)</i>
When do you have a break?	<i>We have a break at 12.45. (twelve forty-five / a quarter to one)</i>

2. Read:

- a) 7.05 b) 6.45 c) 8.00 d) 10.45 e) 4.35 f) 2.15
g) 12.00 h) 9.50 i) 1.20 j) 3.55 k) 5.40 l) 11.00

It finishes at 5.00. It ends at 8.00. It starts at 7.00.

Speaking

3. Work in pairs. Ask and answer questions about your daily schedule and breaks.

Example:

A: What time/ When do you start your studies (get up, go to bed, meet friends, have breakfast, go to the countryside)?

B: I start at 8.00. What about you?

A: I begin at

4. Tell another pair about your partner's schedule.

Example: ... starts his/her studies at 8.00 and finishes at 4.00. She has a break at 12.00.

Reading

5. Complete these sentences with the words in the box.

at at in for from

I work in an office (1) _____ Dubai but I'm (2) _____ Canada. I work (3) _____ SAP there. I start work (4) _____ 8.15, have lunch in a café (5) _____ 1.30 and finish about 5.00.

Writing

6. Write three sentences about yourself and your daily schedule.

1.4. Spelling

Vocabulary

acronym (n)	a word made up from the first letters of the name of something
employee (n)	someone who is paid to work for someone else
organize (v)	to plan and arrange an event or activity
participant (n)	someone who is taking part in an activity or event
protocol (n)	a method for connecting computers so that they can exchange information
responsible (adj)	having a duty to be in charge of or to look after

	something
stand for (phr v)	to represent a word, phrase or idea
trainee (n)	someone who is being trained for a job
understand (v)	if you understand something that is spoken or written, you know what it means

Speaking

1. Work in small groups. List the IT acronyms you know.

HTML (HyperText Markup Language) is a mark-up language used to describe the structure of a web page.

FTP (File Transfer Protocol) is a standard network protocol used to copy a file from one host to another.

WLAN (Wireless Local Area Network) is a type of local-area network that uses high-frequency radio waves to communicate between nodes.

(IT, IBM, A/D, CAD, CD, HTTP, LCD, LED, RAM, PDF, URL)

Reading

2. Complete the dialogue and read it:

Alex: Greg, can you (1) ____ me, please?

Greg: Sure.

Alex: I don't understand this acronym. What does it (2) ____ for?

Greg: Let me see. 'W3'. I'm not sure. Maybe WWW, the World Wide Web.

Alex: OK. What does P2P stand for?

Greg: (3) ____ stands for person-to-person.

Alex: OK. What does IP (4) ____?

Greg: It means Internet Protocol.

Alex: How do you (5) ____ 'Protocol'?

Greg: p-r-o-t-o-c-o-l.

Alex: Thanks.

Greg: You're welcome.

3. Read the letters (Note: Z /zed/ in BrE and /zee/ in AmE):

a h j k

b c d e g p t v z

f l m n s x z

i y

o
q u w
r

Writing

4. You are at a training workshop. The trainer asks all the trainees to complete the form and introduce themselves. Complete this form about yourself.

Participant information

Name: _____ Date: _____
DOB: _____ Place of residence: _____
Contact: Phone _____ Email _____
Interests: _____
IT job you want and why: _____

5. Work in pairs. Swap your profiles and introduce your partner.

6. Translate into English.

Дорогая миссис Джоунз! Я новый сотрудник в отделе финансов. Мне нужна помощь с доступом к сети компании. Прошу Вас организовать тренировочный курс (training session) для меня. Я свободен в четверг после 2.30. Это будет в Вашем офисе? Предоставите ли Вы сертификат после курсов? Спасибо Вам большое за помощь.

Джеймс

Unit 1. Test

1. Complete these questions with the words in the box:

are (x2)	do (x2)	does	's (x2)
----------	---------	------	---------

- 1) What ____ your name?
- 2) Who ____ you work for?
- 3) Where ____ you from?
- 4) What ____ her job?
- 5) What ____ you do?
- 6) What ____ 'IT' stand for?
- 7) What ____ their names?

2. Match these replies to the questions in 1.

- 8) Nicole.
- 9) I'm an analyst.
- 10) Italy.
- 11) She's a programmer.
- 12) Robert and Ann.
- 13) IBM.
- 14) Information Technology.

3. Complete these sentences with the words in the box.

at	for	from	in (x2)	to
----	-----	------	---------	----

- 15) She works ____ the afternoon.
- 16) 'FTP' stands ____ File Transfer Protocol.
- 17) The meeting starts ____ 10.45.
- 18) I live ____ Canada.
- 19) I want to go ____ the IBM seminar.
- 20) They are ____ the USA.

4. Choose the correct words in *italics*.

- 21) A data analyst *processes* / *plans* data.
- 22) An IT support officer *gets* / *makes* sure all the computers work properly.
- 23) A network administrator *solves* / *sets* passwords.
- 24) A network architect *designs* / *keeps* the network.

5. Complete the conversation. Use one word in each gap.

- Helen: Hello. My (25) ____ 's Helen.
Fred: Pleased to (26) ____ you. Fred.
Helen: (27) ____ do you work for?
Fred: GF Systems.
Helen: Hi, John. (28) ____ is Fred. He's from GF Systems.
John: Hi. (29) ____ are you?
Fred: Fine, thanks. Do you work in the office in London?
John: No, I (30) _____. I work in Frankfurt.

UNIT 2. COMPUTER SYSTEMS

2.1. Computer Hardware

Vocabulary

case (n)	the box of a computer that contains the hardware
CPU (Central processing Unit) (n)	the part of a computer that controls what it does
fast (adj)	moving or happening quickly
hard disk drive (n)	a piece of equipment in a computer that is used to store information
keyboard (n)	a set of keys on a computer which you press to produce letters, numbers, etc.
light (adj)	not heavy
memory (n)	the part of a computer where information is stored
monitor (n)	a piece of computer equipment with a screen that shows information or pictures
motherboard (n)	a board where all the circuits of a computer are placed
mouse (n)	a small object connected to a computer , that you move with your hand and press to make the computer do things
optical disk drive (n)	a disk drive that uses a laser to read and write data on disks
power supply unit (n)	supplies power to the other components in a computer

Speaking

1. Work in small groups. Make a list of all the computer hardware you use in your work or study.

Reading

2. Complete the dialogue below:

bigger smaller cheaper laptop better lighter

Brian: What do you think? Which (1) _____ is better for the sales team?

Jason: I'm not sure. This computer has a (2) _____ memory and I think it has a (3) _____ processor.

Brian: And the other one?

Jason: Well, it is (4) _____ .

Brian: And (5) _____ .

Jason: Yes, you're right. Lighter and smaller.

Brian: But the bigger one is (6) _____ .

Jason: So what is our decision?

Brian: I'm not sure. Let's go for a coffee and discuss this again.

Language

Comparatives (table 4)

We use comparative adjectives to compare two people or things.

Table 4

For short adjectives we add -er (than). Be careful of spelling	<i>big</i> <i>fast</i> <i>easy</i>	bigger faster easier	<i>The new monitor was bigger than the old monitor.</i> <i>Your processor is faster than mine.</i> <i>It's easier to use than the other one.</i>
For long adjectives we use more/less (than)	<i>difficult</i> <i>expensive</i> <i>reliable</i>	more/less difficult more/less expensive more/less reliable	<i>This version is more difficult to use than the old version.</i> <i>His computer is less expensive than hers.</i> <i>I think you should buy that CPU. It is more reliable than the one you have.</i>
Some comparatives are irregular	<i>bad</i> <i>good</i>	worse better	<i>That screen resolution is much worse than before!</i> <i>I really like this mouse. It's so much better than the old one.</i>

3. Make the comparative form of these adjectives. Read them.

Example: long – longer

Light, efficient, long, wide, heavy, fast, dark, soft, hard, durable.

Reading

4. Read these product descriptions and make sentences using comparatives.

Corsair Flash Survivor GT 8GB	Imation Clip Flash Drive 4GB
8GB	4GB
Read at 34MB/s	Read at 15MB/s
Write at 28MB/s	Write at 9MB/s
3.25" x 0.75"	2.95" x 1.14"
Aluminium	Plastic
256-bit AES	No data encryption
SW encryption	Five year warranty
Ten year warranty	Price \$10
Price \$25	

2.2. Computer Software

Vocabulary

application (n)	a computer program
efficient (adj)	if someone or something is efficient, they work well without wasting time, money or energy
image (n)	a picture, for example, on a computer
package (n)	a set of related programs sold together for use on a computer
process (v)	to print a picture from a photographic film
software (n)	programs that a computer uses to do different jobs
strength (n)	a particular quality or ability that gives something or someone an advantage
system (n)	several pieces of equipment that are connected to each other and work together
user-friendly (adj)	easy to use, understand or operate
version (n)	a copy of something that has been changed so that it is slightly different

Speaking

1. Work in small groups. Make a list of all the computer software you use in your work or study. Think about:

- application software,
- programming software,
- system software.

(Examples: Safari, SMS software, iTunes, Microsoft Office, Skype, calculator, system restore software, etc.)

Make a list of the computer software you non-IT friends use.

Language

Superlatives (table 5)

We use superlative adjectives to compare a person or thing with a number of other people or things.

Table 5

For short adjectives we add <i>the</i> + <i>-est</i> . Be careful of spelling	<i>big</i> <i>fast</i> <i>easy</i>	<i>the biggest</i> <i>the fastest</i> <i>the easiest</i>	<i>The new monitor was <i>the biggest</i> in the room.</i> <i>Your version of the software is <i>the fastest</i>.</i> <i>It's <i>the easiest</i> to use.</i>
For long adjectives we use <i>the most/the least</i>	<i>difficult</i> <i>expensive</i> <i>reliable</i>	<i>the most/least difficult</i> <i>the most/least expensive</i> <i>the most/least reliable</i>	<i>This version is <i>the most difficult</i> to use.</i> <i>His computer is <i>the least expensive</i>.</i> <i>I think you should buy that. It is <i>the most reliable</i>.</i>
Some superlatives are irregular	<i>bad</i> <i>good</i>	<i>the worst</i> <i>the best</i>	<i>That is <i>the worst</i> software I've ever used!</i> <i>I really like this website. It's <i>the best</i> I've seen.</i>

Speaking

2. Work in small groups. Talk about the software you and your non-IT friends use. Answer these questions.

- 1) What are the differences between the IT and non-IT software you have listed?
- 2) Which is the cheapest?
- 3) Which is the most expensive?
- 4) Which is the most/least reliable?
- 5) Which is the most difficult/easiest to use?
- 6) Which is the best/worst?
- 7) Which is the most/least user-friendly?

Reading

3. Read about two colleagues discussing software and complete this dialogue.

correction, the best (x2), best, the most, compression, fastest, effects, burning

Lia: What do you think about these three photo imaging packages?

Den: It's a difficult choice. All three are very good but they have different strengths.

Lia: I agree.

Den: Serif Image Plus has (1) _____ image (2) _____ .

Lia: OK.

Den: But Magic Extreme has the (3) _____ processing of images.

Lia: You're right. Also, Serif has (4) _____ special (5) _____. But what about Snap Pro?

Den: Well, it has the (6) _____ dubbing options.

Lia: And Snap Pro is the best for (7) _____ photos.

Den: I'm not sure. Serif has (8) _____ efficient (9) _____ .

Lia: Which is the most expensive?

Den: Oh, Serif Image Plus.

Lia: And the cheapest?

Den: Snap Pro.

Lia: Let's get Snap Pro then.

Den: I'm still not sure!

Language

Present tense of have (got) (table 6)

Table 6

We use have (got) to talk about possession	I've/You've/We've/They've got ... He's/She's/It's got ... I/You/We/They haven't got ... He/She/It hasn't got ... I/You/We/They don't have ... He/She/It doesn't have ... Have I/you/we/they got ...? Has he/she/it got ...? Do I/you/we/they have ...? Does he/she/it have ...?
---	--

Reading

4. Read the sentences.

1) We've got the best software. 2) Does it have the most reliable anti-virus software? 3) She has the cheapest computer. 4) They haven't got the latest version. 5) Do you have the fastest processor? 6) Has it got Windows? 7) They have the latest software. 8) It has the biggest screen.

Writing

5. Work in pairs. Write five sentences comparing three software products you use or know.

Example: In the Office suite, I think Excel is the most difficult to use. Word is easier to use. PowerPoint is the best. Excel is the worst.

2.3. Working with Computers

Vocabulary

burn (v)	if you burn a CD or DVD, you record music, images or other information onto it using special computer equipment
----------	---

connect (v)	to join something to a computer or telephone network
insert (v)	to put something inside or into something else
install (v)	to put a piece of equipment somewhere and connect it so that you can use it
move (v)	to take something and put it in a different place or position
office (n)	a room where someone works at a desk or where people work together
run (v)	to make a computer program work
set up (phr v)	to install and make a new computer system work for the first time
troubleshoot (v)	to solve problems that a computer is having

Reading

1. Complete the dialogue and read it:

*are, 'm installing, 'm using, aren't coming, going, doing,
'm setting up, 's learning*

- Susan: Hi, Noel.
 Noel: Hi, Susan.
 Susan: How's it (1) _____ ?
 Noel: Fine, fine.
 Susan: What (2) _____ you (3) _____ at the moment?
 Noel: Oh, I (4) _____ Nero.
 Susan: How are you getting on?
 Noel: Well, I (5) _____ a network. I (6) _____ Microsoft Server.
 Susan: Right. Where is Jackie today? Do you know?
 Noel: Yes. She is on a training course today. She (7) _____ about the new database system.
 Susan: What about Mary and Jack? Where are they?
 Noel: They (8) _____ in today. They have a day off.

Language

Present Continuous (table 7)

Table 7

<p>We use the present continuous to talk about things that take place at the time of speaking and are not permanent</p>	<p><i>I'm installing the software.</i> <i>He's/She's setting up a network.</i> <i>We're/They're working at home today.</i></p> <p><i>I'm not setting up the network.</i> <i>He's/She's not installing the software.</i> <i>We/They aren't coming in today.</i></p> <p><i>Are you installing it now?</i> <i>What am I doing?</i> <i>What are you/they doing?</i> <i>What is he/she doing?</i></p>
--	--

2. Complete these sentences with *is/isn't*, *am/am not*, *are/aren't*.

- 1) It _____ going well.
- 2) I _____ learning a new program.
- 3) She _____ working in the office today. She has a day off.
- 4) They _____ installing the new software.
- 5) We _____ setting up the network.
- 6) We _____ using Word. We have a different word-processing program.
- 7) Where _____ they working today?
- 8) What _____ he installing on the computer?
- 9) I _____ coming in today. I'm sick.
- 10) _____ she working at home today?

Vocabulary

3. Match the sentence halves 1–8 to a–h.

- | | |
|---------------------------|------------------|
| 1) Ann is creating | a) the software. |
| 2) Philip is inserting an | b) a check-up. |
| 3) Rob is troubleshooting | c) a file. |
| 4) We are running | d) a device. |
| 5) Betty is connecting | e) CDs. |
| 6) They are burning | f) image. |

Reading

4. Read the sentences.

1. What are you doing now? 2. Are they setting up the network? 3. She's working at home today. 4. I'm not installing the software. 5. We aren't using Word.

Speaking

5. Work in pairs or small groups. Talk about what you are doing at the moment in your work or study. Write some of the sentences.

2.4. Computer Usage

Vocabulary

access (v)	to enter, for example, a website
automatic (adj)	an automatic machine is designed to work without needing someone to operate it for each part of a process
back up (phr v)	to make a copy of information stored on a computer
colleague (n)	someone you work with; this term is used especially by professional people
copy (v)	to make a document that is exactly the same as an earlier or original one
usage (n)	the way in which something is used
website (n)	a place on the internet where you can find information about something, especially a particular organization

Reading

1. Read what Bob says about computer usage in his office.

I must update my calendar all the time. I can't access some websites. I mustn't eat food at my desk or put drinks on the computer. I don't have to back up files every day – that's automatic. I have to log in using my user name and password. I can use Excel but my colleague can't.

Answer the questions:

- 1) What **must** Bob do?
- 2) What **can** Bob do?

- 3) What **can't** Bob do?
- 4) Can he open any website?
- 5) Why is it important to follow computer dos and don'ts?

Language (table 8)

must, mustn't, can, can't, have to, don't have to

Table 8

We use <i>must</i> and <i>mustn't</i> for obligations	You <i>must</i> come to work on time. You <i>mustn't</i> be late.
We use <i>can</i> and <i>can't</i> for possibility and ability	He <i>can</i> use Word but he <i>can't</i> use Excel.
We use <i>have to</i> for something that is necessary	I <i>have to</i> log in using my password.
We use <i>don't have to</i> for something that is not necessary	We <i>don't have to</i> work at the weekend.

Writing

2. Write an email to a colleague about yourself using *must, mustn't, can, can't, have to, don't have to*.

Reading

3. Choose the best word and read the email.

Dear Mr Hopkins,

We recommend this configuration for the sales team:

Five laptops for (*employers/employees*) out of the office: this is (*the most efficient/efficientest*) hardware.

One laser (*printer/scanner*): this is (*the durest/the most durable*) and easiest to work with.

A wireless link between computers: this is (*the least/the most*) convenient. It is slower but (*less/more*) expensive and easier to access.

Please contact us if you require more information.

We look forward to hearing from you.

Kind regards,
Computer Systems Team

Progress test 1 (Units 1–2)

Section 1: Vocabulary

1. Complete these sentences with the words in the box. You do not need all the words.

architect analyst burn hard insert make officer pleased
welcome

- 1) John designs networks. He's a network _____ .
- 2) I've got a new _____ disc drive for my laptop.
- 3) I must _____ some CDs.
- 4) Sarah is the new IT support _____ .
- 5) _____ the CD in the disc drive here.
- 6) _____ to meet you. I'm Pablo.
- 7) _____ to the team, Ahmed!
- 8) They _____ sure the system works well.

Section 2: Language

1. Choose the correct answer, A, B or C.

My name (1) _____ Alicia and I work for GF Systems. I (2) _____ a programmer. I think GF is the (3) _____ company in its field. I (4) _____ got three other people in my team and I (5) _____ work in the office all the time. I (6) _____ work from home three days a week.

I (7) _____ from home today, creating a new office program. It's more efficient and (8) _____ than our existing program.

- | A | B | C |
|--------|------|----|
| 1) has | does | is |
| 2) are | am | is |

3) better	best	good
4) has	have	am
5) don't have to	mustn't	can't
6) have	am	can
7) work	am working	working
8) fast	fastest	faster

2. Write questions (?) and negative (×) sentences.

Examples:

She lives in Qatar. (?)

He's from Spain. (×)

Does she live in Qatar?

He isn't from Spain.

1) They've got new software. (?)

2) He's learning about the video program. (×)

3) He's got a good job. (?)

4) I work for IBM. (×)

Section 3: Reading

1. Look at this table and complete the text. Use one word in gap.

	Laptop A	Laptop B
RAM	4GB	3GB
Screen Size	12"	15"
Weight	2.5 kg	2 kg
Cost	\$856	\$925
Speed	very fast	fast

Laptop A has a(n) (1) _____ memory than Laptop B. The screen size is (2) _____ on Laptop A. Laptop B is \$925 and is (3) _____ than Laptop A. Laptop B is (4) _____ in weight than Laptop A. Laptop A has a better speed – it's (5) _____ than Laptop B.

Section 4: Writing

1. Complete this email with the words in the box. You do not need all the words.

am are can't creating have must my

Dear Colleagues

(1) _____ name is Stephen Loading and I (2)
_____ the new Network Administrator. We (3)
_____ installing a new network system, so you
(4) _____ all have new user names and passwords. You (5)
_____ log in to the new system without them. We are (6)
_____ the new user names and passwords
today. Thank you for your patience in this matter.

Regards

Richard

UNIT 3. WEBSITES

3.1. Website Purpose

Vocabulary

develop (v)	to grow, change, or make something, for example a website
guide (n)	something which provides information and advice on a particular subject
inform (v)	to formally tell someone about something
information (n)	facts or details about something
product (n)	something that is made and sold by a company
promote (v)	to try to make something happen or help something be successful
purpose (n)	the thing that you want to achieve when you do or use something
sell (v)	to offer something for people to buy, or to exchange a product or service for money
service (n)	help or work that a business provides for customers, rather than goods produced by a business
share (v)	to let other people have or use something
visit (v)	to look at a website on the internet
website (n)	a place on the internet where you can find out information about something

Speaking

1. Which websites do you use in your work and study? Make a list and share it with a partner. Do you use the same sites?

Reading

2. Read this text about different types of website. Answer these questions.

Types of website - a guide for website designs

The purpose of an organisational website is to inform about an idea or event. Companies develop commercial websites to sell products or services. Entertainment websites are designed to entertain or provide fun ac-

tivities. People visit news websites to obtain information. The purpose of a personal website is to provide information about an individual. Social networking websites help people to exchange personal information. Educational websites aim to share knowledge and enable online learning.

- 1) Why do people visit organisational websites?
- 2) Why do people visit company websites?
- 3) Why do people visit entertainment websites?
- 4) Why do people visit news websites?

Vocabulary

3. Complete these sentences about the purpose of websites with the words in the box.

<i>offer practise present promote read sell share</i>
--

Example: The purpose of Nationalgeographic.com is to present information on topics.

- 1) People visit CNN.com to _____ international news.
- 2) Some websites want to _____ a service.
- 3) Companies use Amazon.com to _____ their products.
- 4) Thegreenshoppingguide.co.uk wants to _____ environmentally friendly shopping.
- 5) Students visit Math.com to _____ their maths.
- 6) English teachers join eltforum.com to _____ teaching resources.

Language

Question words (1) (table 9)

Table 9

We use which to ask about things. We can use it with a noun	Which websites do you visit/go to? <i>I use Wikipedia a lot.</i>
We use what to ask about things	What do you use CNN for? <i>I use it to get the news.</i>
We use why to ask the reason for something	Why do you use Wikipedia? <i>I use Wikipedia to check information</i>
We use when to ask about time	When do you use CNN? <i>In my lunchbreak.</i>

Speaking

4. Answer the questions.

- 1) Which websites do you use?
- 2) Why do you use Wikipedia?
- 3) What do you use CNN for?
- 4) When does your American friend use CNN?

5. Go around the class and ask five students to name the websites they visit and use at home. Write down a website for each of the four headings 1-4 in Table 10.

Table 10

Interviewee name	Interviewee uses these websites to:			
	1 entertain	2 get news	3 research/study	4 shop

Present the information you collected to the group. Which are the most popular websites for each heading?

Example: Three people use YouTube for entertainment. CNN is the most popular site for news. All five people use Wikipedia for research.

3.2. Website Analytics

Vocabulary

action (n)	something that you do
invisible (adj)	if something is invisible, you cannot see it
map (n)	a visual guide of a website
meta tag (n)	the HTML or XHTML used to provide metadata about a website
movement (n)	when people move from one place to another on a website
number (n)	an amount of something that you can count, for example the number of times someone visits a website
profile (n)	a short description that gives the main details of what someone or something is like

report (n)	a written or spoken description of a situation or event
traffic (n)	used to describe movement on the Internet
visitor (n)	someone who visits a website

Speaking

1. What information can you get about website traffic using a website analysis application? Work in pairs. Make a list.

Overview Reports

Today

Dashboard

Visitors Overview

Traffic Overview

Content Overview

Event Tracking Overview

Goals Overview

Visitors Overview

Visits 22,273

Absolute Unique visitors 16,444

Pageviews 58,465

Average Pageviews 2,62

Time on Site 00:01:47

Bounce Rate 67,83%

Reading

2. Which items of the analytics programme above answer these questions?

Example:

A: Where do you find information about the website's visitors?

B: In 'Visitors Overview'.

1) Where can you find out how many people visit the website?

2) Where can you see what percentage of people view only one page on the website?

3) Where do you find information about how long they spend on the website?

3. Read and complete the dialogue.

could, afraid, know, number, much, need, can, traffic, when, exactly

Susan: George, I (1) _____ some information about our website.

Greg: OK, what do you need to (2) _____ ?

Susan: Well, I need some information about website (3) _____, you know, external visits to our website.

Greg: OK.

Susan: (4) _____ you do a report for me?

Greg: Sure. (5) _____ do you need it by?
 Susan: Er, tomorrow morning, I'm (6) _____. It's for the finance director.
 Greg: OK, what do you need to know (7) _____?
 Susan: Well, the (8) _____ of visitors to our website last month, their movements and actions on the website, and where they're from.
 Greg: OK, I (9) _____ do that.
 Susan: Thanks very (10) _____ indeed.

Vocabulary

4. Match the website analysis tools 1–5 to the descriptions a–e.

- | | |
|-----------------------|--|
| 1) traffic; | a) information about where the visitors to your site are from; |
| 2) meta tag; | b) invisible information (e.g. a hidden keyword) on a website; |
| 3) visitor map; | c) information about a user and the sites they browse; |
| 4) user profile; | d) increasing the number of visitors to your site; |
| 5) page optimisation; | e) the movement and actions of visitors to your site. |

Language

Question words (2) (table 11)

Table 11

We use how much/how many to ask about quantity	How many people visit our website every day? About 20,000
	How many hits do we get each month? About 40,000.
We use where to ask about places	Where are the visitors from? From Asia and the US.
	Where do they go on our website? To 'News'.
We can use how + adjective/adverb to ask about degree	How often do people visit our website? At least once a day.

Language

Large numbers

20,000	<i>twenty thousand</i>
400,000	<i>four hundred thousand</i>
500,000	<i>five hundred thousand/half a million</i>
3,000,000	<i>three million</i>

5. How do you say these numbers?

30,000	700,000	10,000,000	100,000	80,000
--------	---------	------------	---------	--------

3.3. Website Development

Vocabulary

content (n)	all the things that are part of a website
development (n)	the process of growing, changing, or making something
feature (n)	an important or interesting part of something
HTML (n)	<i>hypertext markup language</i> : language used for producing pages of writing and pictures that can be put on the Internet
monitor (v)	to carefully watch and check a situation in order to see how it changes over a period of time
publish (v)	to make a website available for people to visit
specialist (n)	someone who knows a lot about a particular subject
specification (n)	a clear statement of what is needed or wanted on a website

Speaking

1. Describe something you do every day at home or at work. Use the words in the Language box below.

Example: Sending an email.

First, click on 'New email'. After that...

Language

Describing steps in a process (table 12)

Table 12

We use <i>first, next, then, after that</i> (etc.) to describe the order of actions	<i>First, do ...</i> <i>After that, ...</i> <i>Then, ...</i> <i>Secondly, ...</i> <i>Finally, ...</i>	<i>To start, do</i> <i>Next,</i> <i>Thirdly,</i> <i>To finish,</i>
---	---	---

Reading

2. Complete this text with the words in the box.

After that	Finally	First	Next	Secondly	Then	Thirdly
------------	---------	-------	------	----------	------	---------

The steps in website development

(1) _____, discuss with the customer their requirements and the target audience. Find out what features and number of pages they want on their site. (2) _____, analyse the information from the customer.

(3) _____, create a website specification. (4) _____ design and develop the website. (5) _____, assign a specialist to write the website content. (6) _____ give the project to programmers for HTML coding.

(7) _____, test the website.

After you publish the website, update and maintain it on an ongoing basis. Monitor customer use.

3. Work in pairs. Complete the website development process. Describe it to another pair in your own words.

1. Talk to customer

2.

3.

...

7.

Writing

4. You are the owner of a company that needs a new website. Make a list of things that you need/would like for your website. Answer the following questions.

- What is the name of your company?
- What is the business type?
- What is the purpose of your website?

3.4. The Best Websites

Vocabulary

beautiful (adj)	something that is beautiful is attractive to look at
clear (adj)	easy to see, hear, or understand
easy-to-use (adj phr)	not difficult to use
exciting (adj)	something that is exciting makes you feel excited
fun (adj)	enjoyable and amusing
funny (adj)	if someone or something is funny, they make you laugh
informative (adj)	an informative website provides useful information
interesting (adj)	if something is interesting, you give it your attention because it seems unusual or exciting or provides information that you did not know about
reliable (adj)	if something is reliable, you can trust it to do what you want it to do and you can trust it not to break or stop working
useful (adj)	helping you do or get what you want
well-designed (adj phr)	something that is made or developed very well for a particular job or purpose

Vocabulary

1. What are your favourite websites? Why? Use the words in the box to describe them.

Beautiful, well-designed, easy-to-use/navigate, clear, reliable, useful, informative, funny, exciting, interesting

Example: The most exciting website is ... because ...

Language

Describing things (table 13)

Table 13

<i>There's/There is/There isn't</i>	<i>There's a lot of information on this website.</i>
<i>There are/aren't</i>	<i>There aren't many photos on this website.</i>
<i>Has</i>	The website <i>has</i> good graphics.
<i>Have</i>	Most websites <i>have</i> a lot of features.

Writing

2. Write about the things you like and dislike about different websites.

Example: I really like the look of the Nickelodeon website. It has ...

Speaking

3. What are the trends in website design? Discuss with the group. Use the words: *video, animation, 3D effects, security features, design: text, fonts, photos, logos, boxes.*

Example: Websites use more video now.

Reading

4. You are a website designer. Read the information about Learning Now Ltd. Answer these questions:

- What is the business type?
- What is the purpose of the website: sell, inform, share, educate?
- Who are the website users? Where are the website users?
- What are the features of the website?

Learning Now Ltd is in the education business. It needs a new website to promote its courses, materials and learning resources and provide online language-learning services.

The website users are young adults all around the world. The website needs to have these features: good interactivity, audio and fast download times.

Unit 3. Test

1. Complete these questions with the words in the box. You do not need all the words.

how long how many how much how often
what when where which who why

- 1) A: _____ hits do they get each week?
B: About 1,500.
- 2) A: _____ do people visit entertainment sites?
B: Because they want to relax.
- 3) A: _____ website do you go to?
B: I like news websites.
- 4) A: _____ do you use CNN for?
B: Finding out about world news.
- 5) A: _____ do you use Facebook?
B: In the evening.
- 6) A: _____ can I buy electronic products?
B: Try amazon.com.
- 7) A: _____ do you visit Myspace?
B: Every day.
- 8) A: _____ do you spend on the site each day?
B: About an hour.
- 9) A: _____ traffic does each site get?
B: It gets a lot of visitors.

2. Choose the correct words in *italics*.

When you are developing a website, (10) *first* / *secondly* you must discuss with the customer their requirements for the site to find out what they want. (11) *After* / *Secondly*, you need to analyse the information you received. (12) *Next* / *After* that you can develop a website specification. (13) *Then* / *Finally* you design and develop the website. (14) *Next* / *To finish* you get a specialist to write the content. (15) *Finally* / *Thirdly*, you test the site.

3. Complete this text with the correct form of *be* or *have*.

There (16) _____ a lot of information on the first site but there (17) _____ many photos and there (18) _____ a site map.

The second site (19) _____ a lot of features and there (20) _____ excellent graphics.

4. Match 1–5 to a–e to make words or phrases.

- | | | | |
|-----|---------|----|--------------|
| 21) | meta | a) | profile |
| 22) | well- | b) | optimisation |
| 23) | visitor | c) | designed |
| 24) | user | d) | tag |
| 25) | page | e) | map |

5. Complete the words in these sentences.

- 26) That website is very in _ _ r _ _ t _ _ g.
- 27) These websites p r _ m _ t _ environmentally friendly shopping.
- 28) On Spanishforall.com I can p r _ c _ _ s _ my Spanish.
- 29) The flight website is very i _ f _ _ m _ _ _ v _ . It gives you details of thousands of flights.
- 30) Many websites o _ f _ _ r a service.

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