O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI ISLOM KARIMOV NOMIDAGI TOSHKENT DAVLAT TEXNIKA UNIVERSITETI

Texnika sohasi talabalari uchun "Chet tili" (ingliz tili) fanidan nazorat ishlarini bajarish bo'yicha uslubiy qo'llanma

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O'quv-uslubiy qo'llanma ToshDTU "Elektronika va avtomatika" fakulteti , 5330200 – Informatika va axborot texnologiyalari ta'lim yo'nalishi 1,2,3 bosqich talabalari uchun ingliz tili fanidan nazorat ishlarini bajarishga mo'ljallangan.

Ushbu o'quv qo'llanmaga kiritilgan har bir nazorat ishi turli xil texnik matnlarni tarjima qilish; maxsus atamalar bilan ishlashga mo'ljallangan mashqlar va ingliz tili grammatikasining aynan texnik matnlarda ko'p uchraydigan muhim qoidalarini takrorlashga doir topshiriqlardan tashkil topgan. Qo'llanma 5330200 – Informatika va axborot texnologiyalari ta'lim yo'nalishi talabalarining ingliz tili fani bo'yicha joriy va yakuniy nazorat ishlariga mustaqil ravishda tayyorlanishlari hamda texnik oliy ta'lim muassasalarida ayni yo'nalishlarda "Chet tili" (ingliz tili) fanidan ta'lim beradigan professor-o'qituvchilar uchun ham ajoyib manba bo'lib xizmat qiladi.

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1 – nazorat ishi (Контрольная работа №1)

Read and translate the text. INFORMATION SECURITY

Information security means protecting information systems from unauthorized access, use, disclosure, disruption, modification or destruction. The terms information security, computer security and information assurance are frequently incorrectly used interchangeably. These fields are interrelated often and share the common goals of protecting the confidentiality, integrity and availability of information; however, there are some subtle differences between them.

These differences lie primarily in the approach to the subject, the methodologies used, and the areas of concentration. Information security is concerned with the confidentiality, integrity and availability of data regardless of the form the data may take: electronic, print or other forms. Computer security can focus on ensuring the availability and correct operation of a computer system without concern for the information stored or processed by the computer. Governments, military, corporations, financial institutions, hospitals, and private businesses amass a great deal of confidential information about their employees, customers, products, research, and financial status. Most of this information is now collected, processed and stored on electronic computers and transmitted across networks to other computers. Should confidential information about a business' customers or finances or new product line fall into the hands of a competitor, such a breach of security could lead to lost business, lawsuits or even bankruptcy of the business. Protecting confidential information is a business requirement, and in many cases also an ethical and legal requirement. For the individual, information security has a significant effect on privacy, which is viewed very differently in difference cultures. The field of information security has grown and evolved significantly in recent years. As a career choice there are many ways of gaining entry into the field. It offers many areas specialization including: securing for networks and allied infrastructure, securing applications and databases, security testing,

information systems auditing, business continuity planning and digital forensics, science, to name a few.

1. Which of the listed above statements are true/false. Specify your answer using the text.

1. Information security, computer security and information assurance are approximately used interchangeably.

2. There are no interrelations among these fields, but they have the common goals of protecting the confidentiality, integrity and availability of information.

3. Information security's main objective is to provide the confidentiality, integrity and availability of data regardless of the form the data may take: electronic, print or other forms.

4. Computer security can focus on ensuring the availability and correct operation of a computer system and is concerned for the information stored or processed by the computer.

5. It has a great importance for governments, military, corporations, financial institutions, hospitals, and private businesses to amass a great deal of confidential information about their employees, customers, products, research, and financial status.

6. There is no need and requirement for protecting confidential information to set up and run a business. And for the individual, information security doesn't have a significant effect on privacy.

7. Nowadays the field of information security can be divided into several specialization including: securing networks and allied infrastructure, securing applications and databases, security testing, information systems auditing, business continuity planning and digital forensics, science, to name a few.

2. Give the English equivalents of the following words and phrases:

Tadbirkorlikni yo'q qilishga olib kelish(привести к потере бизнеса), o'zaro aloqador sohalar(взаимосвязанные сферы),raqobatchining qo'liga tushmoq (попадать в руки конкурента),maxfiy ma'lumotlarni yig'moq(собирать секретные информации),maxfiylikning alohidashaxslar uchun ahamiyati (важность секретности для частных лиц),ko'plab yo'nalishlarga bo'linishi mumkin(может быть разделено на многии направлении), mahsulotlar,ishchilar va mijozlar haqidagi ma'lumotlar bazasi(база данных о продукциях,рабочих и клиентах)

3. Put the verbs in brackets in the right form:

1. Peter and Ann (go) away five minutes ago. 2. She already (answer) the letter. 3. She (answer) it on Tuesday. 4. I just (tell) you the answer. 5. I (read) that book in my summer holidays. 6. The greengrocer (sell) now all his vegetables. 7. He (sell) all of them half an hour ago. 8. I (be) glad to see him again some time. 9. I (copy) the text from the textbook now. 10. He (not smoke) for a month. He is trying to give it up. 11. You (switch off) the light before you left the house? 12. I (read) these books when I was at school. I (like) them very much.

4. Form derivatives and fill in the chart:

noun	adjective	verb
	confidential	

information

correct

available

privacy

secure

government

special

2 – nazorat ishi (Контрольная работа №2)

Read and translate the text.

THE FUTURE OF INFORMATION TECHNOLOGIES

1. We are in the midst of convergence. At the hardware layer, computers, phones and consumer electronics are converging. At the applications layer, we see convergence of information, entertainment, communications, shopping, commerce and education.

2. Computers have become from nowhere 50 years ago and are rapidly catching up in capability with the human brain. We can expect human: machine equivalence by about 2015.But after this computer will continue to get smarter. There is a noticeable positive feedback loop in technology development, with each generation of improved computers giving us more assistance in the design and development of the next.

Ultimately, they will design their offspring with little or no human involvement. This technology development will push every field of knowledge forwards, not just computing. It will be almost as though extraterrestrials had landed in 2020 and given us all their advanced technology overnight.

3. But we will never get far unless we can solve the interface problem. In the new future, we may have electronic pets, with video camera eyes and microphone ears, linked by radio to the family computer. With voice and language recognition, we will have easy access to all that the Internet can provide. We can tell the pet what we want and it will sort it out for us. It will be impossible to be technophobic about such an interface, and the only Information technology skill needed will be to speak any major language.

1.Look through the text and find English equivalents of thefollowing words: hal qilmoq (решать), oson kirish imkoniyatiga egabo'lmoq(иметь легкий доступ), asosiy(главный),ta'minlamoq(обеспечивать), mahorat(мастерство) ,tanib

olish(узнавание), bog'langan(соединенный), xillarga ajratmoq(рассортировать)

2. Say whether the following statements are True or False.

1. Divergence occurs at different layers.

2. Computers will become more and more intelligent.

3. The solution of the interface problem is very important.

4. We will manage to create electronic pets soon.

5. The only Information Technology skill needed will be to speak many different languages.

6. There will be no difference between computers and humans in the future.

3. Use the articles a, an, the where it is necessary:

1. Yesterday I saw... new film, but... film was not very interesting. 2. London is situated on ... Thames. 3. Yuri Gagarin was ... first man to fly over ... Earth in spaceship. 4. My daughter will go to school... next year. 5.1 decided to visit... Ivanovs, but they were not at... home 6. In ... summer we live in ... country. 7. Lomonosov,... great Russian scientist, was born in ... small village on ... shore of... White Sea. 8.... United States of America is one of ... most powerful countries of the world. 9. Is your dress made of ... silk or ... cotton? 10...Peter's brother is... student and we are... .pupils .11. What would you like:... apple or... orange? 12. What... strange man he is!

4. Define the meaning of the "X" word

Rely: reliability = ishonmoq (полагаться): X Addition: additional = qo'shish(сложение): X Indicate: indicative = ko'rsatmoq(указывать): X Equip:equipment = jihozlamoq (оборудовать):X Place:replace = joylashtirmoq(помещать):X Exceed:exceedingly = oshirmoq(превышать):X Use:usage = foydalanmoq(использовать):X Suggest:suggestion = taklif etmoq(предлагать)):X Include;inclusion = o'z ichiga olmoq(включать в себя):X

3 – nazorat ishi (Контрольная работа №3)

Read and translate the text.

THE END OF THE DIGITAL AGE

Computers have become an important part of our societies and our lives. We take them for granted. We also take for granted the technological advances that appear every few years. Computers get quicker, the Internet offers more information, and other household devices do more. But what would happen if we had to wait longer and longer for electronics to improve? Or what would happen if the devices never improved?

It is a realistic possibility, and microchip manufacturers are concerned. The chips cannot get much smaller in size, so they have begun to reach their limits. Therefore, manufacturers have invested billions of dollars into research and development into smart chips. These new chips will adjust their function to the needs of the program and the user.

It is a race among chip manufacturers because there are not many answers beyond that point. It could mean the end of the digital age. If technology slowed down, it would seriously affect economies around the world. Electronics would cost more. Consumers would not upgrade because of fewer new products year after year.

1. Do you agree or disagree? Express your opinion in written form.

The Internet is the most important invention of the last 100 years. The computer is the most important invention of the last 100 years. In 20 years, computers will be the size of a watch.

In 20 years, computers will run most of our homes and businesses. There will be a computer or Internet crash in the future.

2. Fill in the blanks with the suitable modal verbs.

a)1. ...I return the book on Friday? I am afraid I ... not finish it before. - No, that is too late. You ... to bring it me not later than Wednsday.2. ... he to speak English in childhood?3. Mother, ... go to the country tomorrow?4. You ...take medicine three times a day before meals.5. We ... not afford to pay the bill.6. There is something wrong with your television set. You ... call a repair man.

b) You ... have studied the material thoroughly. I see you have made no mistakes in the paper. 2. She ... have followed the doctor's advice. She should have recovered by now. 3. I'm sure you are tired: you ... have been working for hours. 4. Why isn't he here yet? What has happened? – Oh, he ... have missed the train.

3. Questions: Answer the questions in written form to check comprehension.

According to the article, what do we take for granted?

What do microchip manufacturers think about the problem?

What are microchip manufacturers doing about the problem?

What will smart chips be able to do?

Why would economies be affected?

Do you think the proposed scenario will happen in the future? Why/not? What do you think would happen if technological advancements stopped?

What do you think would happen if there were a technological crash?

How often do you use computers? Would a technological slow down concern you?

Do you think there are greater problems facing the world in the near future?

4 – nazorat ishi (Контрольная работа №4)

Read and translate the text.

TELECOMMUNICATIONS

Telecommunications embraces all devices and systems that transmit electronic signals across long distances. Telecommunications allows people around the world to contact one another, to access information instantly, and to communicate from remote areas. Telecommunications usually involves a sender of information and one or more recipients linked by technology, such as a telephone system, transmits information that from place another. one to Telecommunications devices convert different types of information, such as sound or video, into electronic signals. The signals can then be transmitted by means of media such as telephone wires or radio waves. When a signal reaches its destination, the device on the receiving end converts the electronic signal back into an understandable message, such as sound over a telephone, moving images on a television, or words and pictures on a computer screen. Telecommunications enables people to send and receive personal messages across town, between countries, and to and from outer space. It also provides the key medium for news, data, information and entertainment.

Telecommunications messages can be sent in a variety of ways and by a wide range of devices. The messages can be sent from one sender to a single receiver(point-to-point) or from one sender to many receivers(point-to-multipoint). Personal telecommunications, such as a telephone conversation between two people or a facsimile (fax) message, usually involve point-to-point transmission. Point-tomultipoint telecommunications, often called broadcasts, provide the basis for commercial radio and television programming.

Devices such as the telegraph and telephone relay messages by creating modulated electrical impulses, or impulses that change in a systematic way. These impulses are then sent by wires, radio waves or other media to a receiver that decodes the modulation. Telecommunications systems deliver messages using a number of different transmission media, including copper wires, fiber-optic cables, communication satellites and microwave radio.

1. Fill in the blanks with the word from your active vocabulary:

1. Telegraphs have been largely ... by other forms of telecommunications, such as... machines and ... mail (...).

2. The receiver's ... is connected to a speaker, which... the modulated electrical impulses back into sound.

3. A radio wave is one type of ... radiation a form of energy that travels in waves.

4. A television camera takes.... reflected from a... and converts it into an ... signal, which is transmitted over high frequency radio waves.

5. Most personal computers ... with each other and with larger networks, such as the..., by using the ordinary telephone network.

6. Wires and cables were the original medium for ... and are still primary means for ... connections.

2. Choose the best answer:

1. The best explanation of the word network might be...

a) connected system;

b) broadcast;

c) matrix;

d)complex system of lines that cross.

2. The word microwave refers to ...

a) a beam;

b) a very short wave;

c) a very long wave;

d) wave length.

3. The word data implies ...

a) season;

b) the day of month;

c) a number;

d) facts, things certainly known.

4. The word broadcast refers to...

a) bursts of sounds;

b) point-to-point telecommunications;

c) moving picture;

d) point-to-multipoint telecommunications

5. A satellite might be ...

a) a planet moving round another planet;

b) an artificial object put in space;

3) a person, state depending upon taking the

lead from another;

d) a walkie-talkie.

6. The to convert information implies ...

a) to receive information;

b) to send information;

c) to change from one form into another;

d) to apply information.

3. Open the brackets using the correct form of the Participle.

1. A crowd of (excite people were watching the firemen trying to save (burn) building.2." During my vacation I came across several extremely (interest) books," he said. "Which ones?" she asked in an (interest) voice.3. Why do you look so (worry)? – I've a number of (worry) telephone calls lately.4. I don't know what was in the (burn) letter, I didn't read it.5. Nothing can save the (sink) ship now, all we can do is to try and save the passengers.6. It was an (excite) incident. No wonder he spoke about it in an (excite) voice.7. After hearing the (frighten) tale, the (frighten) children wouldn't go to sleep.8. The doctor did his best to convince her that there was nothing seriously wrong with the boy, but the (worry) mother wouldn't calm down.

5 – nazorat ishi (Контрольная работа №5)

Read and translate the text.

WIRELESS COMMUNICATIONS

Wireless communications are various telecommunications systems that use radio waves to carry signals and messages across distances. Wireless communications systems use devices called transmitters to generate radio waves. A microphone or other mechanism converts messages, like sounds or other data, into electronic impulses. The transmitters change, or modulate, the radio waves so they can carry the impulses, and then transmit the modulated radio signals across distances. Radio

Wireless communications allow people greater flexibility while communicating, because they do not need to remain at a fixed location, such as a home or office. Wireless technologies make communications services more readily available than traditional wire-based services (such as ordinary telephones), which require the installation of wires. This is useful in places where only temporary communications services are needed, such as at outdoor festivals or large sporting events. These technologies are also useful for communicating in remote locations, such as mountains, jungles, or deserts, where telephone service might not exist. Wireless services allow people to communicate while in a car, airplane, or other moving vehicle. Police, fire, and other emergency departments use two-way radio to communicate information between vehicles that are already responding to emergency calls, which saves valuable time. Construction and utility workers frequently use handheld radios for short-range communication and coordination. Many businesspeople use wireless communications, particularly cellular radiotelephones, to stay in contact with colleagues and clients while traveling.

All wireless communications devices use radio waves to transmit and receive signals. These devices operate on different radio frequencies so that signals from one device will not overlap and interfere with nearby transmissions from other devices.

1. Use the right word for those given below:

1. Signals of wireless communications devices musn't ... and interfere with nearby transmissions from other device.

2. Transmitter ... a message into an electronic signal.

3. A radio signal is sent to the desired pager by the pager company when a person ... a pager number.

4. The pager ... is triggered by the encoded signal.

5. At present civil authorities use small hand-held radio transceivers ... with each other directly.

6. Amateur or ham radio operators use the shortwave radio

7. Ionized or elecrically ... particles in the layer of the atmosphere make shortwave radio broadcasts possible.

2. Are the following statements True or False?

1. The transmitters transmit the modulated radio signals across distances.

2. Commercial radio and television aren't wireless communications systems.

3. A person should remain at a fixed location, such as home or office while using wireless communications.

4. Traditional wire-based services make communications services more readily available than wireless technologies.

5. Wireless communications are useful in remote locations where telephone service might not exist.

6. The number of companies offering wireless communications services has decreased in recent years.

7. The transmitter decodes, or demodulates the radio wave and plays the decoded message over a speaker.

8. The range of the transmitter does not limit wireless communications.

3. Replace the infinitives given in brackets by the Future Progressive or the Present Simple:

1. The delegation (to start) for London as soon as they (to receive) their visas.

2. At the travel bureau they (to tell) you exactly when the train (to leave).

3. Ask the Smith if it (to take) him long to make a duplicate of this key.

4. I (not to think) I (to be able to) call on them and (to say) good-bye before I (to go) abroad.

5. If you (not to want) to climb the tree you can shake it and the apples (to fall) down to the ground.

6. If I (to go) to Moscow I usually (to stay) at my friends.

7. Ask him when he (to finish) packing.

6 – nazorat ishi (Контрольная работа №6)

Read and translate the text.

NETWORK

A network, in computer science, techniques, physical connections, and computer, and other resources; send electronic messages; and run programs on other computers programs is used to link two or more computers. Network users are able to share files, printers.

A network has three layers of components: application software, network software, and network hardware. Application software consists of computer programs that interface with network users and permit the sharing of information, such as files, graphics, and video, and resources, such as printers and disks. One type of application software is called client-server. Client computers send requests for information or requests to use resources to other computers, called servers that control data and applications. Another type of application software is called peer-to-peer. In a peer-to- peer network, computers send messages and requests directly to one another without a server intermediary.

Network software consists of computer programs that establish protocols, or rules, for computers to talk to one another. These protocols are carried out by sending and receiving formatted instructions of data called packets. Protocols make logical connections between network applications, direct the movement of packets through the physical network, and minimize the possibility of collisions between packets sent at the same time.

Network hardware is made up of the physical components that connect computers. Two important components are the transmission media that carry the computer's signals, typically on wires or fiber-optic cables, and the network adapter, which accesses the physical media that link computers, receives packets from network software, and transmits instructions and requests to other computers. Transmitted information is in the form of binary digits, or bits (1s and 0s) which the computer's electronic circuitry can process.

A network has two types of connections: physical connections that let computers directly transmit and receive signals and logical, or virtual, connections that allow computer applications, such as word processors, to exchange information. Physical connections are defined by the medium used to carry the signal, the geometric arrangement of the computers (topology), and the method used to share information. Logical connections are created by network protocols and allow data sharing between applications on different types of computers, such as an Apple Macintosh and an International Business Machines Corporation (IBM) personal computer (PC), in a network. Some logical connections use client-server application software and are primarily for file and printer sharing. The Transmission Control Protocol/Internet Protocol (TCP/IP) suite, originally developed by the United States Department of Defense, is the set of logical connections used by the Internet, the worldwide consortium of computer networks. TCP/IP, based on peer-to-peer application software, creates a connection between any two computers.

1. Choose the best answer.

1. The word network means ...

a) a communication containing some information sent by radio, telephone or other means;

- b) a surface;
- c) a boring novel;
- d) a media of linking of two or more computers
- 2. Peer to peer network refers to ...

a) a message and request sent by computer directly to one another without a sender intermediary;

- b) a physical media that links computers;
- c) a transmitted information;
- d) a bank network
- 3. The word packet means ...

- a) an electronic message;
- b) a type of application;
- c) a printer;
- d) formatted instructions of data
- 4. The word token deals with ...
- a) an illegal access;
- b) a permission; c) a social activity;
- d) a special message
- 5. The verb to provide implies that one should ...
- a) supply smth.;
- b) carry the computer's signal;
- c) rely on smb.;
- d) take care of smb.
- 6. Point to point links mean ...
- a) stay in the same place;
- b) continue;
- c) be in the same condition;
- d) linger

2. Use the right word for those given below:

1. Network in computer science, computer programs used ... two or more computers.

2. Transmitted information is the form of binary digits or bits, which the computer's electronic circuitry can

3. Physical connections allow computers directly ... and receive signals.

4. The star topology ... many computers to a common hub computer.

4. Protocols minimize the possibility of ... between packets sent at the same time.

5. This ... can be passive, repeating any input to all computers similar to the bus topology.

6. A network manager is the person or team of people responsible for configuring the network ... efficiently.

7. The system administrator may ... network software and configure a server's file system.

8. Wireless LANs based on radio-frequency transmissions can ... most walls.

9. New networks must also ... the growing demand for faster transmission speeds.

10. It also ... collisions due to simultaneous transmission that would waste media capacity. 11. The wide use of portable computers drives ... in wireless network.

3. Are the following statements True or False?

1. A network has three layers of components: application software, network software and network hardware.

2. Network hardware is made up of logical components that connect computers.

3. TCP/IP, based on peer-to-peer applications software, creates a connection between any two computers.

4. The ring topology uses a single link to form a circle of computers.

5. One type of MAC is Ethernet, which is used by bus or star network topologies.

6. The network manager might need to connect computers that communicate frequently to increase interference with other computers.

7. Networks are not subjects to illegal access, so shared files shouldn't be protected.

8. The wide use of notebook and other portable computers drives advances in wireless networks.

9. Wireless LANs operate at distances up to a few kilometers. 10. New networks must meet the growing demand for faster transmission speeds.

7 – nazorat ishi (Контрольная работа №7)

Read and translate the text.

COMPUTERS

Computer is an electronic device that can receive a program (a set of instructions) and then carry out this program by calculating numerical information.

The modern world of high technology is possible mainly due to the development of the computer. Com-puters have opened up a new era in manufacturing by means of automation, and they have enhanced modern communication systems.

Personal computers

Personal computers are also called microcomputers or home computer. The most compact are called laptops. They are portable and work on built-in batteries.

Personal computers are designed for use at homes, schools, and offices. At home they can be used for home management (balancing the family finances, for example) and for playing computer games, watching films or listening to music. Schoolchildren can use computers for doing their homework and many schools now have computers for independent learning and computer literacy studies. In the office, personal computers may be used for word processing, bookkeeping, storage and handling of necessary information.

Personal computers were made possible by two technical innovations in the field of microelectronics: the integrated circuit, or IC, which was developed in 1959 and the microprocessor that first appeared in 1971. The IC permitted the miniaturization of computer-memory circuits, and the microprocessor reduced the size of a computer's CPU to the size of a single silicon chip.

Because a CPU calculates, performs logical operations, contains operating instructions, and manages data flows, a complete microcomputer as a separate system was designed and developed in 1974.

In 1981, IBM Company offered its own microcomputer model, the IBM PC that became a necessary tool for almost every business. The PC's use of a 16-bit microprocessor initiated the development of faster and more powerful personal computers, and its use of an operating system that was available to all other computer makers led to a standardization of the industry.

In the mid-1980s, a number of other developments were especially important for the growth of personal computers. One of these was the introduction of a powerful 32-bit CPU capable of running advanced operating systems at high speeds.

Another innovation was the use of conventional operating systems, such as UNIX, OS/2 and Windows. The Apple Macintosh computers were the first to allow the user to select icons — graphic symbols of computer functions — from a display screen instead of typing commands. New voice-controlled systems are now available, and users are able to use the words and syntax of spoken language to operate their personal computers.

1. Match the following words and their definitions. Consult the text if necessary.

A digital computer

A computer's architecture

A processor

The term bit

A byte

A word

Internal memory

External memory is an 8-bit string.

a larger-than-byte-sized group of bits.

a term for primary memory.

a binary machine which represents 0 and I electrically.

a term for secondary memory.

the internal logical linkage of the processor to memory and input and output devices.

the nerve centre of a digital computer which coordinates and controls the activities of all the other units and performs all the arithmetic and logical processes.

an abbreviation for "Binary digIT"

2. Insert necessary modal verbs:

1. I ... not go to the theatre with them last night, I ... revise the grammar rules and the words for the test. 2. My friend lives a long way from his office and ... get up early. 3. All of us ... be in time for classes. 4. When my friend has his English, he ... stay at the office after work. He (not) ... stay at the office on Tuesday, Thursday and Saturday and ... get home early. 5. ... you ... work hard to do well in your English? 6. «... we discuss this question now?» «No, we ... We ... do it tomorrow afternoon.» 7. I'm glad you ... come. 8. «... you ... come and have dinner with us tomorrow? » «I'd love to. » 9. «Please send them this article.» «Oh, ... I do it now?»

3. Fill in the blanks with the words from the active vocabulary:

1. A ... key allows each key on the keyboard to have two meanings. 2. Many input devices have ... for the connection with the computer. 3. The dates 1878 and 1882 have a very close ... in P. L. Chebyshev's life: in 1878 he constructed an original computing machine and in 1882 he invented an arithmometer. 4. Look, the computer has stopped its work, I think, it is an internal.... 5. A computer puts pictures on its screen in the' form of.... 6. You must ... the system diskette to load the operational system. 7. Computers of the mid-1980s put much fewer dots on the screen than TV-sets, that's why the ... of images (изображение) was also worse. 8. I'd like to work in a dialogue ... the computer.

8 – nazorat ishi (Контрольная работа №8)

Read and translate the text.

COMPUTER SYSTEM

A computer system is a collection of components that work together to process data. The purpose of a computer system is to make it as easy as possible for you to use a computer to solve problems. A functioning computer system combines hardware elements with software elements. The hardware elements are the mechanical devices in the system , the machinery and the electronics that perform physical functions.

The software elements are the programs written for the system; these programs perform logical and mathematical operations and provide a means for you to control the system. Documentation includes the manuals and listings that tell you how to use the hardware and software.

Collectively these components provide a complete computer system: system hardware + system software + system documentation = computer system. Usually, a computer system requires these basic hardware items: the computer, which performs all data processing; a terminal device, used like a typewriter for two-way communication between the user and the system; and a storage medium for storing programs and data.

Computer systems that that provide (or use) have a magtape device, because magnate device is an industry – standard storage device.

Peripheral devices are categorized as input/output (I/O) devices since the functions they perform provide information (input) to the computer, accept information (output) from the computer, or do both. Line printers are output devices because they perform only output operations. Terminals and storage devices are input/output devices because they perform both input and output operations.

System software is an organized set of supplied programs that effectively transform the system hardware components into usable tools. These programs include operations, functions, and routines that make it easier for you to use the hardware to solve problems and produce results.

For example, some system programs store and retrieve data among the various peripheral devices. Others perform difficult or lengthy mathematical calculations. Some programs allow you to create, edit, and process application programs of your own.

System software always includes operating systems, which is the "intelligence" of the computer system. Usually the system software includes one or several language processors.

1. Which of the listed above statements are True/False. Specify your answer using the text.

1. The purpose of a computer system is to help you with calculations and to print out any data you need.

2. A functioning computer system is the combination of hardware elements with software elements.

3. The software elements are mechanical devices in the system, the machinery and the electronics that perform physical functions.

4. Terminals and storage devices are hardware devices because they perform both input and output operations.

5. Only hardware always includes operating systems, which is the "intelligence" of the computer system. Usually the system software includes one or several language processors.

6. System software is an organized set of supplied programs that effectively transform the system hardware components into usable tools.

2.Which of the following is Hardware:

1) program

- 2) mouse
- 3) CPU
- 4) printer
- 5) modem
- 6) command
- 7) port
- 8) cursor or the pointer
- 9) keyboard
- 10) character

3.Match the following:

- 1) protsessor(процессор)
- 2) klaviatura (клавиатура)
- 3) sichqoncha(мышь)
- 4) disketa (дискета)
- 5) vinchester(винчестер)
- 6) modem(модем)
- 7) ekran(экран)
- 8) DEQ(ПЗУ)
- 9) OEQ(O3Y)

a) nonvolatile, non-modifiable computer memory, used to hold programmed instructions to the system.

b) the part of a television or computer on which a picture is formed or information is displayed.

c) rigid disk coated with magnetic material, for storing computer programs and relatively large amounts of data.

d) an electronic device that makes possible he transmission of data to or from computer via telephone or other communication lines.

e) a set of keys, usually arranged in tiers, for operating a typewriter, typesetting machine, computer terminal, or the like.

f) volatile computer memory, used for creating, loading, and running programs and for manipulating and temporarily storing data; main memory. g) central processing unit: the key component of a computer system, containing the circuitry necessary to interpret and execute program instructions.

h) a palm-sized device equipped with one or more buttons, used to point at and select items on a computer display screen and for controlling the cursor by means of analogous movement on a nearby surface.

i) a thin, usually flexible plastic disk coated with magnetic material, for storing computer data and program.

4. Put questions to the sentences, use question words given in brackets:

1. My sister has just translated the text from English into Russian (who). 2. They have changed the whole system (what). 3. The workers will have produced more machines fey the end of the year (when). 4. People have used punched cards since the earliest days of computers (how long). 5. This student has not taken part in our research because of his illness (why). 6. The computer will have done calculations by 2 o'clock (what). 7. I had read five English books by the end of the month (how many).

9 – nazorat ishi (Контрольная работа №9)

Read and translate the text. PERIPHERALS

We have already discussed that peripherals include input and ouput devices. An input unit is a section of the computer which accepts information from outside. An output device puts out computer information. There are many input and output devices of different types. All have their own uses and advantages, depending on aims, circumstances, cost, and so on.

You have already read that input devices include a keyboard, a joystick, a mouse, a light pen, and a digitizer. Punched cards and punched paper tapes are also input devices. People have used punched cards since the earliest days of computers, and before that for input to tabulators and calculators. However, today they are not popular as their potential is behind the capabilities of the modern computer.

A computer keyboard looks like a typewriter keyboard. Nevertheless, there are a few differences. There is nearly always a key CONTROL (sometimes CTRL or CNTRL). There are other keys that you will not find on the typewriter keyboard. However, the CONTROL key is the most important no typewriter key. Its function is the same as that of the SHIFT key, which makes it possible for each key on the typewriter keyboard to have two meanings. The presence of the CONTROL key allows each letter key to have one more meaning. If you press, for example, the letter C key and the CONTROL key, the result will not appeal on the screen. On many computers CONTROL-C is the signal which tells the processor to interrupt whatever it is doing and then wait for further Instructions.

Joysticks are simply sticks or "handles" which we can move in at least four directions. We can relate them to a TV screen and use to control the position of a letter, word or picture on it.

A mouse is a palm-sized1 box with a wire that links the mouse to the computer. The mouse has a control has a control button

on the top, and a ball or wheels on the bottom. The mouse allows a user to move the on-screen cursor quickly and accurately to any point on the screen and control many kinds of text and graphics functions.

Another useful pointing device is a light pen. It looks like an ordinary pen but it has a plug-wire. In a good educational program we can use a light pen to draw, design or point to the right answer.

A graphic tablet or digitizer serves to transmit maps, designs, or pictures onto the screen. This can be useful in design, or geography, for example.

The way information comes from the computer to a man depends on the output device. The most common way of presenting information is a screen, or visual display. A visual display unit can be either an ordinary TV screen or a computer monitor. A monitor usually produces clearer, more accurate texts and pictures. The dots on the computer screen are called picture elements, or pixels: lines, drawings, letters, numbers consist of these dots.

The second common form of computer output is output on paper by means of printers and plotters. There are different types of printers. Dot matrix ones, for example, form letters and graphics by a collection of tiny dots in the right places. Better quality, more quiet, but more expensive are ink-jet2 printers, which form characters by spraying dots of ink3 onto the page. Line printers construct a whole line at a time and often print 20 lines per minute. But laser printers are much faster, since they print a page at a time in the manner of a photocopying machine. They have high print quality at the speed of 10 or more pages per minute.

Plotters do no text at all, but only drawings, graphs, maps or pictures. Plotters are cheaper than laser printers, but their speed is lower.

The third way of computer output is sound: music, speech or just noise. We have discussed how the computer can produce letters and drawings as its output. Musical notes are another form of output. The computer can generate electrical impulses, which its speaker will transform into vibrations of air. If the choice of these electrical impulses is correct, the generated sounds will be music. The principles of speech output are identical with those of music output. The only difference is in the nature of electrical impulses. In practice, however, speech reproduction is a far more complicated problem than the reproduction of simple musical tones, but the use of speech output in educational computing is bound to multiply.

1. Match the following words and their definitions. Consult the text if necessary:

An input unit An output unit A mouse A joystick

A digitizer is - an input device to transmit maps, designs, pictures onto the screen.

- a stick which can control the position of a letter, word or picture on the screen.

- a section of the computer which accepts information from outside.

- a device or devices which puts out the information of the computer.

- an input device which allows a user to move the on-screen cursor to any point on the screen and control many text and graphic functions.

2. Put the verbs in brackets in the right form:

1. I'm not reading these books today. They (return) to the library. 2. The paintings (exhibit) till the end of the month. 3. Why your home task (not do)? 4. She was taken to the hospital today, and (operate) tomorrow morning. 5. This room (use) only on special occasions. 6. Bicycles must not (leave) here. 7. This newspaper (not read). The pages (not cut). 8. Dictionaries may not (use) at the examination. 9. Usually this street (sweep) every day, but it (not sweep) yesterday. 10. This book (leave) in the classroom yesterday; it (find) by the teacher. 11. Thousands of new houses (build) every year. 12. This room (not use) for a long time. 13. The children are very excited this morning. They (take) to the circus this afternoon.

3. Add some more sentences confirming the following statements:

1. There are many input devices of different types. 2. The CONTROL key is the most important non-typewriter key on the computer keyboard. 3. The way information comes from the computer to a user depends on the output device. 4. The most common way of presenting information is a display. 5. The second common form of computer output is output on paper. 6. The third way of computer output is sound.

10 – nazorat ishi (Контрольная работа №10)

Read and translate the text.

MICROPROCESSOR

A microprocessor is a programmable logic device. That means that the function or logical operation may be altered by applying instructional "words" at its input. Under this term "microprocessor", we mean central processing unit (CPU) of a computer. A microprocessor chip contains a great part of computer capability.

Microprocessor itself can input and output data, usually in digital form. Later this data can be exchanged between processor and other output / input devices such as display, floppy disc drive, magnetic tapes, etc. In addition, microprocessor contains ALU (arithmetic logic unit) which works with arithmetic or logical operations such as addition, subtraction, comparison, rotating left or right, etc. The other part of microprocessor is directly addressable memory where we can keep a vast amount of the data.

As in the central processing unit or CPU, the task of the microprocessor is to receive data in the form of binary digits ("0" or "1"), to store data for the later processing, to perform arithmetic and logic operations on the data according to previously written instructions and to deliver the results of calculations to the user.

Generally, a typical microprocessor consists of: the arithmetic and logic unit (ALU), a decode and control unit, registers with the main register which is called an accumulator, address buffers. ALU performs arithmetic and logic operations; control unit interprets instructions from the program; buffers supplies the memory with the address.

In order for any of us to use the microprocessor we must first know how to make it work; thus it means we must know how to instruct it, how to get information into and out of the circuits, and how to communicate with the system in the language that the machine understands. Therefore, we are speaking about programming or creating software.

There are two ways to programme the modern computers: to use assembly language or high-level programming languages. What is better? High-level languages should be the way to go because they make more efficient use of the programmer. They more directly represent the logic flow of the program. Also their commands and keywords like English words, which again help with the writing of programs. However, compared with assembly language, high-level languages make less efficient use of the computer. They require more time for execution and more memory space- both critical factors in microprocessor system. Another problem is lengthy programs in a highlevel language can take a long time, even a hour, to compile from source code into machine language, the only language microprocessor understands. The best way to avoid these problems, from the programmer's point of view, is to opt special assembly language. This language is ideal for many applications because it's quicker and easier to write programs using the assembler.

Usually during the programming, the programmer uses six types of instruction, which the microprocessor deals with. The first group is the move type of instruction such as Load and Store. The second group is the arithmetic instructions such as addition, subtraction, multiplying, and division. The next group logical instructions such as AND, OR. In addition, we can work with so-called edit instruction, which rearrange the bits of data. The fifth group is the group of the control instruction, which can help us to control the execution of programs.

The application of microprocessor are so numerous that it's very difficult to name all the spheres of our life where the microprocessor plays an important role. Video TV games, intelligent computer terminals, process controllers, computerized automotive electronic systems, etc. Modern airplanes depend on sophisticated microprocessor systems for navigation, communication, passenger comfort and safety. In business, microprocessors will involve the distribution and control of information. In industry, microprocessors are used for machine-tool control and control over the process of unmanned production. A home microprocessors help to relax working with computerized game programs or help study presenting new educational software. The microprocessor really penetrated in our everyday life and they work almost everywhere making our life better.

1. Say if the following statements are true or false. If they are false, correct them:

1. Under the term "microprocessor" we mean central processing unit of a computer.

2. Microprocessor can input and output data in digital or symbolic form.

3. Such a device as directly addressable memory is not used with microprocessor.

4. The main register is so-called accumulator.

5. To know how to make microprocessor work means to know how to instruct it.

6. There is only one way to programme the microprocessor – high – level languages.

7. High-level languages don't require much time for execution and more memory space.

8. Arithmetic instructions include such examples as and, or.

9. In industry microprocessors are used to control the process of unmanned production.

2. Put the verbs in brackets in the right form:

1. He made me (do) it all over again. 2. Her father made her (learn) the lessons. 3. If you want us (make) the work quickly you should let us (start) at once. 4. Would you like me (read) now? 5. They won't let us (leave) the classroom till our control work has been checked. 6. He would not let the children (play) in his study. 7. Please let me (know) the results of your exam as soon as possible. 8. He made us (wait) for two hours. 9. I let him (go) early as he had done his task. 10. I'd like him (enter) the university but I can't make him (do) it. 11. I want her

(learn) English. 12. I heard the door (open) and saw my friend (come) into the room.

3. Give the English equivalents of the following words and phrases: Dasturlanadigan mantiqiy qurilma(программируемое логическое устройство;) ma'lumotni raqamli shaklda qayta ishlamoq(обрабатывать информацию цифровой форме;) В kiritish/chiqarish qurilmasi(устройство ввода вывода;) / o'ngga/chapga siljish(сдвиг влево (вправо)); ma'lumotlarni saqlash (сохранять данные); arifmetik mantiqiy qurilma(арифметикологическое устройство); ko'rsatkichlar,registrlar(регистры);dasturiy ta'minotni yaratish(создание программного обеспечения);dasturni bajarish vaqti(время исполнения программы); mashina darajasidagi tillar(языки машинного уровня); buyruqlar ko'rinishlari(виды mikroprotsessorlarning qo'llanilishi(применение команд); микропроцессоров);

4. Complete the sentences according to the text:

- 1. A microprocessor is a ...
- 2. The data can be exchanged between ...
- 3. ALU works with such operations as ...
- 4. The microprocessor receives the data in the form
- 5. A typical microprocessor consists of ...
- 6. So we are speaking about programming or ...

7. There are two ways to programme the modern computers; to use ...

8. Usually during the programming the programmer uses six types of instructions such as: ...

9. The application of microprocessors are so numerous that ...

11 – nazorat ishi (Контрольная работа №11)

Read and translate the text.

PROGRAMMING LANGUAGES

There are two main types of computer or programming languages — low level and high level. Low level languages can be further subdivided into machine code and assembly languages. Any computer is designed to understand only one language and this is called its machine code or machine language. When the machine code instructions are in the central memory of the computer, they will be in a numerical form, in certain binary patterns, since this is the natural number system of digital computers. To write instructions in decimal numbers is difficult enough because we must remember all the time which number means which operation. Since people prefer to use words, a new type of the language based on the machine code was developed. It uses letters instead of decimal numbers to represent computer operations, e.g., 01 means ADD, 02-SUBTRACT. However, "subtract" is a long word, so a shorthand form was used, namely, SUB. Both ADD and SUB are symbolic names, which represent addition and subtraction operations of the computer. These mnemonic type languages are known as assembly level languages.

Both machine and assembly languages are called "low level". The term "low" does not mean "inferior", but rather "closeness" to the way in which the machine has been built. For example, the number of bits required to represent one instruction is determined by the word length of the location in central memory. A typical low level instruction consists essentially of two parts: a function part (i.e., do some activity) and an address part (i.e., use the contents of the address location). The number of bits in the function part will determine the number of possible unique instructions a computer can execute. The number of bits for the address part must complete the overall size of the central memory. One disadvantage with a low-level language is that because of the simple instruction format it takes many instructions to perform even not a difficult task. Thus, writing a low-level program can be a lengthy business. For this reason another class of languages was developed. Algol, Fortran, Basic, Pascal, C, PL/1 are such examples. These languages are called high-level languages. The term "high" means oriented towards the problem rather than towards the structure of the machine.

Machine code languages were the earliest (1940s) computer languages, assembly level languages first began to appear in the early 1950s, and high-level languages were introduced in about 1958.

Since a computer understands only the machine code language, other languages require a translation process from the source program to the machine level program. The technical term for the translator of assembly language programs into an object code is called a compiler, or in some cases an interpreter.

Each compiler has the following functions: to translate the source code instructions into an object code; to check up the syntax of each source code instruction; to allocate location addresses to each variable name used by the program; to check up any library routine which the program may wish to use; to instruct the central unit to begin the execution of the object program if there are no syntax errors.

The other type of high-level language translator is the interpreter. The interpreter performs similar tasks to the compiler but is different in one particular aspect. The compiler translates the entire program into an object code before the program instructions are executed. The interpreter translates one instruction (or a group of related instructions) and then allows the translated object code instruction to be executed before the next instruction. One advantage of this procedure is that the programmer is immediately informed of any syntax error. This may be corrected at once and the program is allowed to continue its progress.

If a user has the choice to apply a compiler or an interpreter, which should be chosen? When you write or correct a program, it is more convenient, to use an interpreter. Any error is immediately brought to the attention of the programmer and can be corrected straight away. Once the program has been fully tested and is ready for execution, it is more sensible to compile the program into its machine code equivalent and to save this object code version. Compiled programs will be executed more quickly than interpreted ones.

1.Express your agreement or disagreement with the following statements:

1.Any computer is designed to understand only one language that is its machine code. 2. Assembly level languages use letters instead of decimal numbers to represent computer operations. 3.The term "low" means "inferior". 4. A typical low level instruction consists essentially of three parts. 5. Writing a low level program requires little time. 6. High level languages are oriented towards the problem rather than towards the structure of the machine. 7. The technical term for the translator of assembly language programs into an object code is an interpreter. 8. The interpreter performs similar tasks to the compiler.

2. Fill in the blanks with the word from the active vocabulary:

1. To ... a program means to translate it into its machine code equivalent. 2. When you write or correct a program, it is more convenient to use an ..., as the programmer is immediately informed of any error. 3. Data items in FORTRAN are either variables or constants, and the programmer ... alphanumeric names to them. 4. BASIC has various expressions (constants and ... combined by arithmetic and algebraic operators), line numbers, spaces, remarks, data, and statements. 5. Each statement can be preceded by a numerical . 6. ... used in high level languages provide the compiler with information about the quantities of the program. 7. Business languages have special ... for processing business documents. 8. An assembly language requires the use of an ... to translate a source program into an object code.

3. Put the sentences in the past. Mind the sequence of tenses.

Model: She says that the diagram is helpful. She said that the diagram was helpful.

1. I am sure that he knows this programming language. 2. He doesn't know that you decided to carry out the work. 3. He says she is working in the library. 4. I want to ask you who will take part in the discussion. 5. He says they have found another solution for the problem. 6. She wants to know where she will get this article. 7. She asks me when the program was debugged. 8. I want to know if this field of science is being constantly developed. 9. She asks me if I have ever seen the first generation computer. 10. I am sure he is working at the detailed flowchart now. 11. I hope the fifth generation computers will have been produced by the end of the century. 12. He knows that his friend studied English.

4. Determine the meaning of the underlined words with the help of the context and word-building elements. Give the index of the corresponding translation.

1. Any error is immediately brought to the attention of the programmer and can be corrected straight away. 2. "Addition" is a long word, so a shorthand form was used, namely ADD. 3. The term "low" means "closeness" to the way in which the machine has been built. 4. Each compiler can allocate location addresses to each variable name used by the program. 5. Once the program has been fully tested and is ready for execution, it is more sensible to compile the program into its machine code equivalent. 6. All these statements are subdivided into seven groups, 7. PASCAL was revised and then it appeared as standard PASCAL in 1975

а) қайта кўриб чиқилган,қайта ишланган(пересмотрен, переработан;) б) ақлли (разумный;) в)стенографик шакл(стенографическая форма) г)дарҳол (сразу); д)усулга яқинлик (приближенность к способу;) е) тақсимламоқ (распределять, размещать;)ж)бўлинган (подразделены)

39

12 – nazorat ishi (Контрольная работа №12)

Read and translate the text.

INTRODUCTION TO THE WWW AND THE INTERNET

Millions of people around the world use the Internet to search for and retrieve information on all sorts of topics in a wide variety of areas including the arts, business, government, humanities, news, politics and recreation. People communicate through electronic mail (e-mail), discussion groups, chat channels and other means of informational exchange. They share information and make commercial and business transactions. All this activity is possible because tens of thousands of networks are connected to the Internet and exchange information in the same basic ways.

The World Wide Web (WWW) is a part of the Internet. But it's not a collection of networks. Rather, it is information that is connected or linked together like a web. You access this information through one interface or tool called a Web browser. The number of resources and services that are part of the World Wide Web is growing extremely fast. In 1996 there were more than 20 million users of the WWW, and more than half the information that is transferred across the Internet is accessed through the WWW. By using a computer terminal (hardware) connected to a network, that is a part of the Internet, and by using a program (software) to browse or retrieve information that is a part of the World Wide Web, the people connected to the Internet and World Wide Web through the local providers have access to a variety of information. Each browser provides a graphical interface. You move from place to place, from site to site on the Web by using a mouse to click on a portion of text, icon or region of a map. These items are called hyperlinks or links. Each link you select represents a document, an image, a video clip or an audio file somewhere on the Internet. The user doesn't need to know where it is, the browser follows the link.

All sorts of things are available on the WWW. One can use Internet for recreational purposes. Many TV and radio stations broadcast live on the WWW. Essentially, if something can be put into digital format and stored in a computer, then it's available on the WWW. You can even visit museums, gardens, cities throughout the world, learn foreign languages and meet new friends. In addition, of course, you can play computer games through WWW, competing with partners from other countries and continents.

Just a little bit of exploring the World Wide Web will show you what a lot of use and fun it is.

1.Which of the listed below statements are True/False. Specify your answer using the text.

1) People can communicate through e-mail and chat programs only.

2) Internet is tens of thousands of networks, which exchange the information in the same basic way.

3) You can access information available on the World Wide Web through the Web browser.

4) You need a computer (hardware) and a special program (software) to be a WWW user.

5) You move from site to site by clicking on a portion of text only.

6) Every time the user wants to move somewhere on the 'eh he/she needs to step by step enter links and addresses.

7) Films and pictures are not available on the Internet.

2. Define the following using the vocabulary:

1) Internet

2) World Wide Web

- 3) Web browser
- 4) Internet provider
- 5) Hyperlinks

3. Match the following:

1) You access the information through one interface or tool called a...

2) People connected to the WWW through the local... have access to a variety of information.

3) The user doesn't need to know where the site is, the... follows the...

4) In 1996 there were more than 20 million users of the...

5) Each... provides a graphical interface.

6) Local... charge money for their services to access... resources. Words to match with:1) web browser, providers, link, WWW,

13 – nazorat ishi (Контрольная работа №13)

Read and translate the text.

THE INTERNET

The Internet, a global computer network which embraces millions of users all over the world, began in the United States in 1969 as a military experiment. It was designed to survive a nuclear war. Information sent over the Internet takes the shortest path available from one computer to another. Because of this, any two computers on the Internet will be able to stay in touch with each other as long as there is a single route between them. This technology is called packet switching network. Owing to this technology, if some computers on the network are knocked out (by a nuclear explosion, for example), information will just route around them. One such packet-switching network already survived a war. It was the Iraqi computer network, which was not knocked out during the Gulf War.

Most of the Internet host computers (more than 50%) are in the United States, while the rest are located in more than100 countries. Although the number of host computers can be counted fairly accurately, nobody knows exactly how many people use the Internet, there are millions, and their number is growing by thousands each month worldwide.

The most popular Internet service is e-mail. Most of the people, who have access to the Internet, use the network only for sending and receiving e-mail messages. However, other popular services are available on the Internet reading USENET News, using the World-Wide Web, Intranet, FTP, and Gopher.

In many developing countries the Internet may provide businessmen with a reliable alternative to the expensive and unreliable telecommunications systems of these countries. Commercial users can communicate over the Internet with the rest of the world and can do it very cheaply. When they send e-mail messages, they only have to pay for phone calls to their local service providers, not for calls across their countries or around the world. Nevertheless, who actually pays for sending e-mail messages over the Internet long distances, around the world? The answer is very simple: user pays his/ her service provider a monthly or hourly fee. Part of this fee goes towards its costs to connect to a larger service provider. Moreover, part of the fee got by the larger provider goes to cover its cost of running a worldwide network of wires and wireless stations.

However, saving money is only the first step. If people see that they can make money from the Internet, commercial use of this network will drastically increase. For example, some western architecture companies and garment centers already transmit their basic designs and concepts over the Internet into China, where they are reworked and refined by skilled-but inexpensive-Chinese computer-aided-design specialists.

However, some problems remain. The most important is security. When you send an e-mail message to somebody, this message can travel through many different networks and computers. The data are constantly being directed towards its destination by special computers called routers. Because of this, it is possible to get into any of computers along the route, intercept and even change the data being sent over the Internet. This happens because the Internet transmits nearly all the information, which we send without any form of encoding.

1. You are invited to cross-match the left and the right parts to form meaningful word-combinations.

А	В
1. global computer	a) experiment
2. military	b) war
3. e-mail	c) computers
4. nuclear	d) message
5. host	e) countries
6. developing	f) systems
7. telecommunications	g) network

8. monthly or hourly	h) providers
9. local service	i) use
10. commercial	j) fee

2. Fill in the necessary prepositions.

1.Because ... this, any two computers ... the Internet will be able to stay ... touch.

2.Owing ... this technology, information will route ... the computers.

3.The Iraqi computer network was not knocked ... during the Gulf War.

4. The number of people using the Internet is growing ... thousands each month world wide.

5.Most of the people, who have access ... the Internet, use the network only ... sending and receiving e-mail message.

6. There are other popular services available ... the Internet.

7.The Internet may provide people ... an alternative ... the unreliable telecommunications systems.

8.Users can communicate ... the Internet world wide.

9.Part of this fee goes towards its costs to connect ... a larger service provider.

10.People can make money ... the Internet.

11.When you send an e-mail message ... somebody, this message can travel ... many different networks and computers.

3. Say whether the following sentences are True or False. Correct the false sentences.

1. Only one million people use the Internet.

2. The most popular Internet service is e-mail.

3. People use the Internet only for sending and receiving e-mail messages.

4. It is impossible to get into any of computers along the route.

4. There is a special form of encoding with the help of which the Internet transmits nearly all the information.

4. Match the sentences using Complex Object:

1. I want	us	to express one's opinion		m		
2. We know	him	to	pay	attention	to	this
system						
3. They didn't expect	her	to	listen	to the lect	ture	
4. He made		yo	u to	debug a p	rogra	am
5. I see	me te	o sp	eak a	t the meet	ing	
6. We heard	them	L	to	discus	S	the
problem						

14 – nazorat ishi (Контрольная работа №14)

Read and translate the text.

COMPUTER VIRUSES

Computer viruses are mysterious and grab our attention. On the one hand, viruses show us how vulnerable we are. A properly engineered virus can have an amazing effect on the worldwide Internet. On the other hand, they show how sophisticated and interconnected human beings have become.

When you listen to the news, you hear about many different forms of electronic infection. The most common are:

• Viruses - A virus is a small piece of software that piggybacks on real programs. For example, a virus might attach itself to a program such as a spreadsheet program. Each time the spreadsheet program runs, the virus runs, too, and it has the chance to reproduce (by attaching to other programs) or wreak havoc.

• E-mail viruses - An e-mail virus moves around in e-mail messages, and usually replicates itself by automatically mailing itself to dozens of people in the victim's e-mail address book.

• Worms - A worm is a small piece of software that uses computer networks and security holes to replicate itself. A copy of the worm scans the network for another machine that has a specific security hole. It copies itself to the new machine using the security hole, and then starts replicating from there, as well.

• Trojan horses - A Trojan horse is simply a computer program. The program claims to do one thing (it may claim to be a game) but instead does damage when you run it (it may erase your hard disk). Trojan horses have no way to replicate automatically.

Computer viruses are called viruses because they share some of the traits of biological viruses. A computer virus passes from computer to computer like a biological virus passes from person to person. A computer virus must piggyback on top of some other program or document in order to get executed. Once it is running, it is then able to infect other programs or documents. Obviously, the analogy between computer and biological viruses stretches things a bit, but there are enough similarities that the name sticks.

A worm is a computer program that has the ability to copy itself from machine to machine. Worms normally move around and infect other machines through computer networks. Using a network, a worm can expand from a single copy incredibly quickly. For example, the Code Red worm replicated itself over 250,000 times in approximately nine hours on July 19, 2001.

A worm usually exploits some sort of security hole in a piece of software or the operating system.

A worm called Code Red made huge headlines in 2001. Experts predicted that this worm could clog the Internet so effectively that things would completely grind to a halt.

The Code Red worm slowed down Internet traffic when it began to replicate itself, but not nearly as badly as predicted. Each copy of the worm scanned the Internet for Windows NT or Windows 2000 servers that do not have the Microsoft security patch installed. Each time it found an unsecured server, the worm copied itself to that server. The new copy then scanned for other servers to infect. Depending on the number of unsecured servers, a worm could conceivably create hundreds of thousands of copies.

The Code Red worm was designed to do three things:

• Replicate itself for the first 20 days of each month

• Replace Web pages on infected servers with a page that declares "Hacked by Chinese"

• Launch a concerted attack on the White House Web server in an attempt to overwhelm it

1.Choose the most suitable answer (Multiple Choice).

1. The Internet began

a) as a military experiment

- b) as a financial experiment
- c) to create an e-mail service
- 2. A teenager who spends all day in front of a computer screen is called a
 - a) screenager
 - b) cybersickness
 - c) ciberwidow
- 3. You may be facing an Internet addiction if you
 - a) have ever spent far more time than you intended online
 - b) Have ever chosen time on the Internet over a social obligation
 - or opportunity to interact with others
 - c) Have kept others waiting while you checked your email
- 4. Real hackers are
 - a) nerds
 - b) introverted and anti-social
 - c) average people with strong computer skills
- 5. A Trojan horse ...
 - a) steals resources to replicate itself
 - b) appears to do one thing but does something else
 - c) is an attack triggered by an event, like the computer clock reaching a certain date
- 6. In the mid-1960s hackers were
 - a) visionaries who could see new ways to use computers
 - b) the pioneers of the computer industry,
 - c) Bill Gates, Steve Jobs and Steve Wozniak

2. Find the sentences where the singled out words have the given meaning:

1. organized — tashkil qilingan (организованный)

a) The exhibition is organized by two societies, b) The exhibition organized by two societies was held in London, c) The Society of Motor Manufacturers organized the exhibition in London. 2. is — ... shi kerak (должен)

a) The equipment is to be supplied by a Japanese firm, b) The equip¬ment is being supplied by a Japanese firm, c) The equipment is supplied by a Japanese firm.

3. manufacturing — ishlab chiqaradigan (производящий)

a) CAV is a British firm manufacturing diesel engines, b) The firm is manufacturing diesel engines for automobiles, c) By 1985 the firm will be manufacturing 1-2 million engines a year.

4. experimenting — sinab ko'rayotib(экспериментируя)

a) They are experimenting with the new component, b) Experimenting with the new component they found out that it was most suitable for road surfacing, c) The two men started experimenting with the component several years ago.

5. tested — sinab ko'rdi(испытал)

a) The motor car was tested on the roads, b) The firm tested the motor-car on the mountain roads, c) The motor-car was to be tested next spring.

3. Give English equivalents for the words in brackets:

1.What is the (aloqa; связь) between these two facts? 3. We can control the (sifat; качество) of the printer's work by means of an (noavtonom rejim; неавтономный режим). 4. There is a new model of (raqamli o'zgartirgich ; цифровой преобразователь) in our computer center. 5. Lines, letters, numbers on the computer screen consist of (nuqtalar; точки). 6. You can (tanlamoq; выбирать) the name of the program you need from the directory. 7. There is a magnetic tape (uzilish; прерывание). 8. In the black-and-white (ish tartibi; режим работы), a microcomputer will show a dot only as black or white.

4.Fill in the blanks with prepositions and adverbial particles where necessary:

1. Instead ... buying something ... everyday wear, as she had first intended, Mary bought a ... sleeveless dress ... better wear. 2. I don't

advise you to buy this pair ... shoes. I am afraid they'll soon wear.... 3.1 wonder why the water has set the table ... two persons instead ... three.

4. Speaking at the production meeting, the director ... the factory pointed ... that each ... the workers and engineers was responsible ... carrying ... the plan. 5. She said that the new film was worth seeing, but there was such an expression ... her face that I thought she was saying it only ... fun.

15 – nazorat ishi (Контрольная работа №15)

Read and translate the text.

MALICIOUS SOFTWARE (MALWARE)

Malicious software, commonly known as malware, is any software that brings harm to a computer system. Malware can be in the form of worms, viruses, trojans, spyware, adware and rootkits, etc., which steal protected data, delete documents or add software not approved by a user.

Malware is software designed to cause harm to a computer and user. Some forms of malware "spy" on user Internet traffic. Examples include spyware and adware. Spyware monitors a user's location and if enabled, it can capture sensitive information, e.g., credit card numbers, promoting identity theft. Adware also acquires user information, which is shared with advertisers and then integrated with unwanted, triggered pop-up ads.

Worms and viruses behave differently, as they can quickly proliferate and undermine an entire computer system. They also may perform unsavory activities from a user's computer without the user's knowledge. In the wake of a virus or worm, a computer system can experience significant damage.

Anti-malware should determine if there are threats by scanning a computer and removing them, if found. Prevention is better than corrective action after infection. Although anti-virus programs should be continually enabled and updated, certain types of threats, like spyware, often make their way into a computer system.

At all times, a firewall should be in place for additional security. Multiple, compatible protective sources are encouraged as additional insurance against malware.

1. Say whether the following sentences are True or False. Correct the false sentences.

1. Malware is one of the well-known apps designed to processing data on a computer.

2. Worms, viruses, Trojans, spyware, adware and rootkits, etc., which steal protected data, delete documents or add software not approved by a user are called malware.

3. Spyware monitors a space researches and collects information about other planets and lives on them.

4. Malware programs can quickly proliferate and undermine an entire computer system and may perform unsavory activities from a user's computer without the user's knowledge.

5. When a user installs Anti-malware, it should determine if there are threats by scanning a computer and removing them, if found.

6. A firewall is always considered as a main security. And there is no need for multiple, compatible protective sources as additional insurance against malware.

2. Use the Future Perfect where possible:

1. I am afraid we (not to solve) all the problems by the time they (to come).

2. Let me know as soon as you can (to make) an appointment with him.

3. After the clerk (to decode) the telegrams he (to take) them to the chief.

4. I am sure he (to throw) some light upon this matter before I (to learn) about it from my sister's letter.

5. The secretary (to look through) all the papers by the time the director (to come).

6. Do not start arguing until you (to hear) what I have to say.

7. If you do not hurry, the train (to leave).

2. Look through the text and complete the table:

Forms of	Things they	Why are they	How can
malware	do	designed for?	users prevent
			their attacks?

3.Put the verbs in brackets into the correct voice and tense-forms:

1. Don't let the boy stay out so long. He (to run about) for three hours, and may catch cold. 2. That young singer has had very good training. He (to sing) for half an hour and never (to stop) for a moment's rest. 3. It is unfair of you to be so cross with the man. He (to be) away for two weeks and you can't blame him for few mistakes that (to make) during his absence. 4. Our reply (to send) to you as soon as all the dates (to fix) finally. At the moment some of them (to consider) still.

16 – nazorat ishi (Контрольная работа №16)

Read and translate the text.

COMPULSIVE INTERNET DISORDER

The Internet has become an important part of most people's lives because it's used for communication, information, and entertainment. Billions of people around the world send e-mails, chat online, read the news, and even play games. However, some people become addicted to the Internet. The technology of the Internet itself does not create Internet addiction. Lengthy chats in online chat rooms are not much different from lengthy phone conversations or face-to-face meetings. What can create an Internet addiction is the habitual feeding of a social or emotional need. Another aspect of Internet addiction is withdrawal from the real world. Have you ever chosen time on the Internet over a social obligation or opportunity to interact with others? Have you kept others waiting while you checked your email or message board responses? Again, time spent on the Internet is not necessarily an indicator of Internet addiction, but there needs to be a healthy balance between the real world and the virtual one presented on the Internet.

A number of Internet addiction sufferers actually report feelings of anxiety and frustration, which are only relieved through Internet access.

Some psychologists state that people who use the Internet too much already have a mental illness. In other words, they already have a gambling problem, or prefer to play games instead of work. However, some psychologists believe Internet addiction is real, and doctors should see it as a mental disease.

South Korea thinks this Internet disorder is serious because children stop going to school to play games online. Even worse, some gamers have died after playing games online for many days without sleep! In South Korea, there are counseling centers and treatment programs at hospitals for people with an Internet addiction. A rehab center also recently opened too. At the center, as part of a twelve-day program, participants cannot use computers. They may only use a cell phone one hour per day. The program is so popular that people are turned away because there isn't any available space.

1. Fill in suitable words from the ones given below:

1. It is still difficult to separate the idea of 'Internet addiction' from simple _____.

2.Apart from the Internet there is a number of other addictions such as _____, ____ or _____.

3. The ______ of the Internet itself does not create Internet addiction.

4. Lengthy ______ in online chat rooms are not much different from lengthy phone conversations or face-to-face meetings.

5. Another aspect of Internet addiction is withdrawal from the real

6. There needs to be a healthy _____ between the real world and the virtual one presented on the Internet.

Drugs technology chats balance overuse sex world

2. Find antonyms:

- 1. Diagnosed illness
- 2. Internet addiction
- 3. Unsatisfied feelings
- 4. Controllable situation

3. Give the situation from your real life in which the following words and expressions are used:

- 1. legitimate behavioral disorder
- 2. can be defined by
- 3. connectivity for users
- 4. face-to-face meetings
- 5. emotional need
- 6. sensation of 'tolerance'
- 7. interact with others

4. Fill in the blank with the correct word.

These people (...) from the real world and spend more time alone. They already have a gambling problem, or (...) to play games.

Doctors should see Internet addiction as a mental (...).

South Korea thinks this Internet disorder is (...).

As part of a twelve-day program, (...) cannot use computers.

People are turned away because there isn't any (\ldots) space.

Infinitive	Past	ParticipleII	Таржимаси
(I shakl)	indefinite	(IIIshakl)	_
	(II shakl)		
1 форма	2 форма	3 форма	Перевод
to be	was/were	been	mavjud bo'lmoq;быть,
			находиться
to bear	bore	born	olib bormoq;нести
to beat	beat	beaten	urmoq;бить
to begin	began	begun	boshla(n)moq;начинать(c
			(к
to bend	bent	bent	egmoq;гнуть
to bind	bound	bound	muqovalamoq;переплетат
			Ь
to bite	bit	bitten/bit	tishlamoq;кусать
to blow	blew	blown	esmoq;дуть
to break	broke	broken	sindirmoq;ломать
to bring	brought	brought	olib kelmoq;приносить
to build	built	built	qurmoq;строить
to burst	burst	burst	уоптод, уодтод; гореть,
			жечь
to buy	bought	bought	sotib olmoq;покупать
to catch	caught	caught	ushlamoq;ловить
to choose	chose	chosen	tanlamoq;выбирать
to cut	cut	cut	kesmoq;резать, рубить
to dive	dived/do	dived	sho'ng'imoq;нырять
	ve		
to do	did	done	bajarmoq;делать
to draw	drew	drawn	chizmoq,tortib
			kelmoq;рисовать, тащить
to drink	drank	drunk	ichmoq;пить
to drive	drove	driven	haydamoq;вести
to eat	ate	eaten	yemoq;есть, кушать
to fall	fell	fallen	yiqilmoq;падать
to feel	felt	felt	his qilmoq;чувствовать

to feed	fed	fed	boqmoq;кормить
to fight	fought	fought	kurashmoq,urishmoq;боро
			ться, драться
to fly	flew	flown	uchmoq;летать
to forbid	forbade	forbidden	ta'qiqlamoq;запрещать
to forget	forgot	forgotten	sedan
	_		chiqarmoq;забывать
to	forgave	forgiven	kechirmoq;прощать
forgive			
to freeze	froze	frozen	muzlatmoq;замораживать
to get	got	got	olmoq,bo'lib
			qolmoq;получать,
			становиться
to give	gave	given	bermoq;давать
to go	went	gone	bormoq;идти, ехать
to grow	grew	grown	o'smoq,o'stirmoq;pacти,
			выращивать
to hang	hung	hung	os(il)moq;висеть, вешать
to have	had	had	ega bo'lmoq;иметь
to hear	heard	heard	eshitmoq;слышать
to hit	hit	hit	urmoq;ударять
to hold	held	held	ushlab turmoq;держать
to hurt	hurt	hurt	ziyon bermoq;повредить
to know	knew	known	bilmoq;знать
to lay	laid	laid	to'shamoq;накрывать
to lead	lead	lead	olib bormoq;вести
to leap	leapt/lea	leapt/leaped	sakramoq;прыгать,
	ped		скакать
to leave	left	left	tark
			etmoq,qoldirmoq;покидат
			ь, оставлять
to lend	lent	lent	qarzga bermoq;давать
			взаймы
to let	let	let	izn bermoq;позволять
to lie	lay	lain	yotmoq;лежать
to light	lit	lit	уоqтоq;зажигать
to lose	lost	lost	уо'qotmoq;терять
to make	made	made	yasamoq;делать

to meet	met	met	uchrashmoq,uchratmoq;BC
	maid	maid	тречать (ся)
to pay	paid		то ріатнод,платить
to put	put	put	<u>qo ymoq;класть, ставить</u>
to read	read	read	о'qımoq;читать
to ride	rode	ridden	otda yurmoq;exaть
			(верхом)
to ring	rang	rung	qo'ng'iroq
			qilmoq,jiringlamoq;звонит
			ь, звенеть
to rise	rose	risen	ko'tarmoq;поднимать
to run	ran	run	yugurmoq;бежать
to say	said	said	aytmoq,demoq;говорить,
			сказать
to see	saw	seen	ko'rmoq;видеть
to sell	sold	sold	sotmoq;продавать
to send	sent	sent	yubormoq; отправлять
to shake	shook	shaken	titramoq;трясти
to shine	shone	shone	nur sochmoq;светить,
			сиять
to shoot	shot	shot	otmoq;стрелять, снимать
to show	showed	shown	ko'rsatmoq;показывать
to sing	sang	sung	kuylamoq;петь
to sink	sank	sunk	cho;kmoq;тонуть
to sit	sat	sat	о'tirmoq;сидеть
to sleep	slept	slept	uxlamoq;спать
to speak	spoke	spoken	so'zla(sh)moq;говорить,
-	-		разговаривать
to spend	spent	spent	sarflamoq,(vaqt)o'tkazmo
•	•		q;тратить, проводить
			время
to stand	stood	stood	turmoq;стоять
to steal	stole	stolen	o'g'irlamoq;воровать,
			украсть
to stick	stuck	stuck	yopishmoq;прилипать
to strike	struck	struck	urmoq;бить, ударять
to swear	swore	sworn	qasam ichmoq;клясться
to sweep	swept	swept	supurmoq;мести,

			подметать
to swim	swam	swum	suzmoq;плавать
to take	took	taken	olmoq;взять, брать
to teach	taught	taught	o'qitmoq,o'rgatmoq;учить , обучать
to tear	tore	torn	yirtmoq;рвать
to tell	told	told	aytmoq,xabar
			berboq;сказать, сообщать
to think	thought	thought	o'ylamoq;думать
to throw	threw	thrown	otmoq;бросать, кидать
to wake	woke	woken	uyg'onmoq,uyg'otmoq;бу дить, просыпаться
to wear	wore	wakened	kiymoq;носить
to weep	wept	wept	yig'lamoq;плакать
to win	won	won	g'alaba
			qozonmoq,yutmoq;побеж
			дать, выигрывать
to write	wrote	written	уоттод;писать

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