

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

Державний біотехнологічний університет

**«QUANTUM ENGLISH»
(«КВАНТОВА АНГЛІЙСЬКА»)**

**методичні рекомендації з англійської мови
для студентів 4 курсу спеціальностей
123 – Комп'ютерна інженерія,
125 – Кібербезпека та захист інформації
та 151 – Автоматизація
та комп'ютерно-інтегровані технології**

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INTRODUCTION

Dear Students,

welcome to the world of Quantum English! We are happy to see you here and look forward to hearing about all the ways that this course impacts your online classrooms and educational contexts. We look forward to virtually connecting and working with you all and helping you prepare for your educational course and Unified Entrance Exam. The format of your study is not asynchronous. This means there are required meeting dates when you must be online following your timetable. But you have more flexibility to complete work at a time that fits your schedule.

In this course, you will complete ten modules – the quants of your success as a student, participant of a state examination process and English-speaking professional in your field of study. Also, the textbook will give you basic information about progressive technologies, computers and automation, and familiarize you with cybersecurity. This information is intended to provide context and help you better understand the features of the program and the professional development opportunities. All modules will give you information about what is expected of you during the course of English, and what you can expect of your exam.

But why did we call this English language textbook Quantum? Let's think about it together.

Quantum is the boundary between a world that is subject to time and a world where time does not exist.

From the Internet, we absorbed the fact that the adjective "quantum" is used only when we are talking about the field of physics, chemistry, higher mathematics or programming. Therefore, to see it next to the vocabulary and grammar of the English language, and even more so to connect these concepts with each other, is a big surprise. However, if we dive into the amazing world of human language, we can make no fewer discoveries than in the field of other sciences.

Language has a lot in common with mathematics: it also has formulas; and sounds, words, phrases and sentences subject to their strict laws. First, there was a word. Everything that surrounds us is one big text. Our consciousness changes the universe. "According to modern ideas, any physical system is quantum, including the universe,"¹ scientists say.

Knowledge is part of human mentality. People agreed that the apple is round and the grass is green. Without human consciousness, these concepts do not exist. Moreover, each individual perceives the world in his own way. The most distinctive feature of quantum theory is the interference of probabilities. According to quantum

1

https://uk.wikipedia.org/wiki/%D0%9A%D0%B2%D0%B0%D0%BD%D1%82%D0%BE%D0%B2%D0%B8%D0%B9_%D1%81%D1%82%D0%B0%D0%BD

theory, the acquisition of quantum information is difficult since quantum measurement destroys the quantum state of a system². Do you remember the experiment with the interference image of a cat? No matter how physicists tried to convey the picture, as a result, it came out different every time. The same thing happens when one person transfers information from the "library" in his mind to another person through language. The teacher and textbooks provide knowledge, but this does not mean that the same picture of the world will form in the student's imagination.

Like language, knowledge is always individual. Knowledge is the answers given by the surrounding world. But there are no answers without questions and the ability to ask them correctly. To paraphrase an ancient wisdom, a teacher can only give you what you already have. What you do not have, the teacher cannot give you. Your reality is where your attention is directed. Study for yourself and your development, and you will understand that learning is not a horror movie, but an exciting blockbuster, full of unexpected storylines and interesting discoveries.

Engagement and motivation are the key driving forces for the whole Universe. For both, student and teacher, they make the educational process successful, rich, and full of life. Wars and other unexpected situations have arisen globally throughout the history of mankind; they are not only in Ukraine – they are everywhere. But even if a tree is broken it continues to be the tree. Teachers and students grow as they help each other to overcome difficulties. It makes us humans, parts of everything.

² <https://www.cambridge.org/gb/cambridgeenglish/better-learning-insights/corpus>

ENGLISH LANGUAGE LEVEL TEST – GRAMMAR AND VOCABULARY

This placement test includes a total of one hundred multiple-choice items: 50 grammar and 50 vocabulary questions, which are arranged to become progressively more difficult. You should complete the test independently without the help of any kind in 60 minutes or less. The scores after doing these series of quick tests will give you a rough idea of your level of English on a scale from 0 to 100.

Choose the best word or phrase to complete each sentence or question:

GRAMMAR

1. Kate ... from Germany.

a. is	b. are	c. am	d. be
-------	--------	-------	-------

2. What's ... name?

a. you	b. your	c. you're	d. the
--------	---------	-----------	--------

3. Mark ... in London.

a. is work	b. work	c. working	d. works
------------	---------	------------	----------

4. Where ...?

a. live you	b. do you live	c. you live	d. does you live
-------------	----------------	-------------	------------------

5. I ... rain.

a. not like	b. like not	c. no like	d. don't like
-------------	-------------	------------	---------------

6. Katrina doesn't like ... in the morning.

a. to getting up	b. get up	c. getting up	d. gets up
------------------	-----------	---------------	------------

7. Tim can't ... very well.

a. to drive	b. drive	c. driving	d. drives
-------------	----------	------------	-----------

8. What ... at the moment?

a. you do	b. are you doing	c. do you do	d. you are doing
-----------	------------------	--------------	------------------

9. You are ... than me.

a. tallest	b. more tall	c. taller	d. tall
------------	--------------	-----------	---------

10. I ... you yesterday.

a. calling	b. call	c. have called	d. called
------------	---------	----------------	-----------

11. Oliver is interested ... art.

a. in	b. on	c. at	d. to
-------	-------	-------	-------

12. She ... anyone at the park last night.

a. didn't see	b. didn't saw	c. saw not	d. wasn't seeing
---------------	---------------	------------	------------------

13. A dog is an animal ... walks on four legs.

a. who	b. which	c. what	d. whose
--------	----------	---------	----------

14. This is ... cake in the shop.

a. the expensiver	b. the expensivest	c. the most expensive	d. the more expensive
-------------------	--------------------	-----------------------	-----------------------

15. ... meet Paolo for lunch tomorrow.

a. I'm to	b. I go to	c. I going to	d. I'm going to
-----------	------------	---------------	-----------------

16. ... to close the door when you left the house?

a. Have you remembered	b. Did you remember	c. Remembered you	d. Remember you
------------------------	---------------------	-------------------	-----------------

17. My mother ... all our old toys and books after we moved away.

a. kept	b. keeped	c. keeps	d. keep
---------	-----------	----------	---------

18. I'm afraid I can't meet you tomorrow. ... lunch with an old friend.

a. I have	b. I will have	c. I'm having	d. I've had
-----------	----------------	---------------	-------------

19. "... sushi before?" "Yes, many times."

a. Have you ever eaten	b. Did you ever ate	c. Are you ever eating	d. Do you ever eat
------------------------	---------------------	------------------------	--------------------

20. When ... here, I'll tell you everything.

a. you'll get	b. you get	c. you got	d. you're getting
---------------	------------	------------	-------------------

21. I ... a really funny Youtube video when you called me.

a. am watching	b. watched	c. have watched	d. was watching
----------------	------------	-----------------	-----------------

22. Would you mind ... me a little later?

a. to call	b. to calling	c. you call	d. calling
------------	---------------	-------------	------------

23. What ... if you won the lottery?

a. do you do	b. will you do	c. would you do	d. did you do
--------------	----------------	-----------------	---------------

24. I need to ... for the party on Saturday. Do you know a good hairdresser?

a. cut my hair	b. have my hair cut	c. have cut my hair	d. cut it my hair
----------------	---------------------	---------------------	-------------------

25. I really need ... onions for this recipe. Put them on the shopping list.

a. many	b. much	c. lots of	d. any
---------	---------	------------	--------

26. Michael works for BP and ...

a. me too	b. also I do	c. me neither	d. I do too
-----------	--------------	---------------	-------------

27. Bottles ... made out of glass.

a. be	b. are	c. is	d. have
-------	--------	-------	---------

28. Please can you say that again? I'm afraid that I ... you.

a. am not understanding	b. was not understanding	c. don't understand	d. won't understand
-------------------------	--------------------------	---------------------	---------------------

29. I put a sandwich in your bag ... you won't have to buy lunch.

a. because	b. so	c. although	d. therefore
------------	-------	-------------	--------------

30. We can't afford ... on holiday so we're staying home this year.

a. to go	b. going	c. we go	d. that we go
----------	----------	----------	---------------

31. That's the guy ... uncle lives next door to me.

a. who	b. which	c. that	d. whose
--------	----------	---------	----------

32. Isn't this the club ... you met your girlfriend?

a. that	b. what	c. where	d. which
---------	---------	----------	----------

33. I regret ... the purple dress.

a. not to buy	b. not buying	c. to not buy	d. not have bought
---------------	---------------	---------------	--------------------

34. I wish I ... so many problems right now.

a. had	b. don't have	c. wouldn't have	d. didn't have
--------	---------------	------------------	----------------

35. Joe told me that ... for over an hour.

a. he is waited	b. he'd been waiting	c. he's waiting	d. he waits
-----------------	----------------------	-----------------	-------------

36. If I ... about your problem, I would have tried to help you.

a. had known	b. knew	c. would know	d. would have known
--------------	---------	---------------	---------------------

37. I left the window open and now it's raining. I ... closed it.

a. shouldn't have	b. should have	c. should	d. should be
-------------------	----------------	-----------	--------------

38. The first telephone ... in 1867 by Alexander Graham Bell.

a. is invented	b. was invent	c. were invented	d. was invented
----------------	---------------	------------------	-----------------

39. I bought a new camera ... pictures on my holiday.

a. for to take	b. to take	c. to taking	d. so to take
----------------	------------	--------------	---------------

40. Read the sign - you ... run next to the pool!

a. mustn't	b. don't have to	c. couldn't	d. won't
------------	------------------	-------------	----------

41. We need to hurry up. We have ... time left.

a. little	b. a little	c. few	d. a few
-----------	-------------	--------	----------

42. I'd rather you ... me every five minutes.

a. don't call	b. didn't call	c. won't call	d. not called
---------------	----------------	---------------	---------------

43. By this time next year, ... my new job.

a. I would start	b. I'll be start	c. I'll have been starting	d. I'll have started
------------------	------------------	----------------------------	----------------------

44. No sooner ... cooking dinner than the guests called to cancel.

a. did I start	b. I started	c. started I	d. I did start
----------------	--------------	--------------	----------------

45. ... managed to stay awake in class, he would have learned more.

a. He had	b. Has he	c. Had he	d. Did he
-----------	-----------	-----------	-----------

46. It's clear that you ... broken the window last night, so who did?

a. couldn't have	b. mustn't have	c. shouldn't have	d. wouldn't have
------------------	-----------------	-------------------	------------------

47. The situation is understood ... very unstable.

a. that is	b. being	c. having been	d. to be
------------	----------	----------------	----------

48. One good thing about English is that the grammar is relatively easy. ... the spelling and pronunciation are difficult.

a. Furthermore,	b. On the other hand,	c. But	d. In spite of
-----------------	-----------------------	--------	----------------

49. The zebra is ... animal that we sometimes see in a zoo.

a. the	b. a	c. an	d. -
--------	------	-------	------

50. There ... a music festival in the park, but residents' complaints forced the council to reconsider.

a. wasn't even	b. would be	c. was to be	d. was to have been
----------------	-------------	--------------	---------------------

VOCABULARY

1. ... a coffee and a muffin, please.

a. I like	b. I'm liking	c. I'd like	d. I get
-----------	---------------	-------------	----------

2. Alison ... fifteen years old.

a. has	b. have	c. is	d. has got
--------	---------	-------	------------

3. "How are you doing?"

a. You're fine, thanks.	b. I'm fine, thanks.	c. I do, thanks.	d. I'm doing, thanks.
-------------------------	----------------------	------------------	-----------------------

4. I've lost my ... so I can't see the screen.

a. sunglass	b. glass	c. glasses	d. sunglasses
-------------	----------	------------	---------------

5. In the summer, the weather is usually ...

a. sunning.	b. sun.	c. sunny.	d. sunned.
-------------	---------	-----------	------------

6. On Sunday mornings, I like to ... late.

a. go up	b. stand up	c. start up	d. get up
----------	-------------	-------------	-----------

7. There's an armchair and a coffee table in my ...

a. kitchen.	b. living room.	c. bathroom.	d. bedroom.
-------------	-----------------	--------------	-------------

8. These jeans are the wrong size.

a. They doesn't fit.	b. They don't fit.	c. It don't fit.	d. It doesn't fit.
----------------------	--------------------	------------------	--------------------

9. "What's the time?"

a. It's three o'clock.	b. There's three hours.	c. That's three o'clock.	d. It's three hours.
------------------------	-------------------------	--------------------------	----------------------

10. When I'm on holiday, I ... swimming every day.

a. do	b. play	c. go	d. am
-------	---------	-------	-------

11. "Hello. Can I speak to Tom? "

a. I am Ben.	b. Here is Ben.	c. This is Ben.	d. There is Ben.
--------------	-----------------	-----------------	------------------

12. I enjoy ... cakes.

a. doing	b. making	c. cooking	d. having
----------	-----------	------------	-----------

13. I just need to return these books to the college ... so I don't have to pay a fine.

a. bookcase	b. bookshop	c. library	d. library
-------------	-------------	------------	------------

14. I think we eat ... once a week with friends.

a. up	b. it	c. out	d. by
-------	-------	--------	-------

15. I'm afraid ... big snakes.

a. of	b. for	c. by	d. about
-------	--------	-------	----------

16. Ladies and gentlemen. The plane will be leaving shortly. Please put on your...

a. safe belt.	b. sitting belt.	c. seat belt.	d. chair belt.
---------------	------------------	---------------	----------------

17. There's a cinema ... the street from the bookshop.

a. across	b. by	c. near	d. around
-----------	-------	---------	-----------

18. Where ... you ...?

a. were, born	b. was, born	c. are, born	d. did, born
---------------	--------------	--------------	--------------

19. You can see the moon ... the top of this picture.

a. in	b. at	c. on	d. from
-------	-------	-------	---------

20. "You ... nice today." "Thank you very much."

a. seem	b. look	c. are	d. have been
---------	---------	--------	--------------

21. I'm almost ready for my flight - I'm going to pack my ... tonight.

a. baggabe	b. briefcase	c. handbag	d. suitcase
------------	--------------	------------	-------------

22. The plane ... at 8 o'clock.

a. takes it off	b. takes up	c. takes off	d. take off
-----------------	-------------	--------------	-------------

23. If our flight from London to Edinburgh is cancelled, we will have to get the...

a. bus.	b. car.	c. coach.	d. motorway.
---------	---------	-----------	--------------

24. He's a very ... baby - he loves meeting new people.

a. sociable	b. sensible	c. shy	d. ambitious
-------------	-------------	--------	--------------

25. It looked like a very interesting job, so I decided to ... for it.

a. register	b. apply	c. submit	d. ask
-------------	----------	-----------	--------

26. Jack has made a lot of money this year. He can ... a luxury holiday.

a. allow	b. earn	c. pay	d. afford
----------	---------	--------	-----------

27. My father did a ... in economics and now he is the head of a major international bank.

a. class	b. course	c. degree	d. career
----------	-----------	-----------	-----------

28. My team ... your team 3-0.

a. won	b. lost	c. beat	d. defeats
--------	---------	---------	------------

29. Nowadays, computers can provide amazing ... for movies.

a. specials effects	b. special effects	c. effects special	d. specialist effects
---------------------	--------------------	--------------------	-----------------------

30. Please can you ... me your dictionary for a minute?

a. take	b. lend	c. give	d. borrow
---------	---------	---------	-----------

31. A lot of trees came down in the recent ...

a. drought.	b. flood.	c. landslide.	d. tornado.
-------------	-----------	---------------	-------------

32. Dinner's nearly ready - we just need to ... some cheese for the pasta.

a. cut	b. grate	c. slice	d. sprinkle
--------	----------	----------	-------------

33. He said he didn't do it - in other words, he completely ... it.

a. admitted	b. denied	c. promised	d. refused
-------------	-----------	-------------	------------

34. I'm definitely going to ask my boss to ...

a. give me a raise.	b. put my promotion.	c. rise my salary.	d. make me redundant.
---------------------	----------------------	--------------------	-----------------------

35. If your eyes are red, ask the pharmacist for ...

a. painkillers.	b. drops.	c. a plaster.	d. a prescription.
-----------------	-----------	---------------	--------------------

36. It's clear that the ... for this product is young professionals.

a. market target	b. marketing	c. target market	d. target markets
------------------	--------------	------------------	-------------------

37. Last night a ... broke into our house and stole our computer.

a. burglar	b. mugger	c. robber	d. thief
------------	-----------	-----------	----------

38. One thing you should always have on a boat is some ...

a. rope.	b. string.	c. thread.	d. wool.
----------	------------	------------	----------

39. She's living in a really ... area downtown with lots of vegan cafes and small shops.

a. historic	b. rough	c. rundown	d. trendy
-------------	----------	------------	-----------

40. We're all ... seeing you next summer.

a. looking for to	b. looking forward	c. looking forward to	d. looking for
-------------------	--------------------	-----------------------	----------------

41. He says he's always had a bit of a ... on me.

a. crash	b. crush	c. soft spot	d. fling
----------	----------	--------------	----------

42. I was only going to read the first chapter, but it was so ... that I stayed up reading until midnight!

a. harrowing	b. gory	c. uplifting	d. gripping
--------------	---------	--------------	-------------

43. If we don't increase solar energy production, we're going to lag ... the rest of the world.

a. under	b. behind	c. below	d. back
----------	-----------	----------	---------

44. Most politicians are pretty ... - skinned.

a. double	b. hard	c. strong	d. thick
-----------	---------	-----------	----------

45. She's the most ... worker we have - she always makes sure that her work is top-quality.

a. conscientious	b. conscious	c. contentious	d. considerate
------------------	--------------	----------------	----------------

46. That's a pretty serious ... that you're proposing - have you thought about how much time it's going to take?

a. undergoing	b. underlying	c. undermining	d. undertaking
---------------	---------------	----------------	----------------

47. What a tricky question! I'm afraid I don't know the answer ...

a. hands down.	b. hand on my heart.	c. offhand.	d. on the other hand.
----------------	----------------------	-------------	-----------------------

48. The first thing we ought to do is take ... of the situation to see where we are currently.

a. advantage	b. charge	c. issue	d. stock
--------------	-----------	----------	----------

49. The headlines today say, "Politicians' ... over Expenses."

a. Clash	b. Crackdown	c. Raid	d. Toll
----------	--------------	---------	---------

50. We could hardly see anything when we walked home last night - it was ... black outside.

a. midnight	b. patch	c. pitch	d. stark
-------------	----------	----------	----------

LESSON 1. TECHNOLOGY AND TECHNICAL SKILLS

“It is only when they go wrong that machines remind you how powerful they are.”

Clive James (1939 – 2019), Australian critic, journalist, broadcaster and writer.

Exercise 1. Technology discussion.

1. What different kinds of technology do you use at work?
2. What technological advancements have you noticed at work during your career?
3. Which piece of technology helps you the most at work and why?
4. Are you good with computers? What computer skills do you have? Which computer skills would you like to learn?
5. Do you use spreadsheets at work? If so, how do you use them? Can you create formulas and macros?
6. How has the internet and social media changed the way companies do business?
7. What new piece of technology would help you do your job better?
8. Which technology do you use that you think might be out of date?

Exercise 2. Technology vocabulary.

IT department (noun) – the department responsible for assisting staff with IT (information technology) problems.

the cloud / cloud computing (noun), **cloud-based** (adjective) – the activity of storing digital information, or using software, online via the internet, rather than locally on a computer hard drive.

server (noun) – a central computer from which other computers obtain information.

network (noun) – a large system consisting of many similar parts that are connected together to allow movement or communication between or along the parts, or between the parts and a control centre.

bandwidth (noun) – a measurement of the amount of information that can be sent between computers, through a phone line, etc.

firewall (noun) – a device or program that stops people from seeing or using information on a computer without permission while it is connected to the internet.

Exercise 3. Using the vocabulary words above, complete the following sentences (remember to use the correct form of the word, e.g. verb conjugation or plural noun).

1. The overarching philosophy driving intrusion detection is that, due to their static nature, intrusion prevention techniques such as _____ and routing filter policies fail to stop many types of attack.

2. I rang the _____ up to see if they could help me with a problem on my computer, but all they told me to do was turn it on and off again.

3. In recent years, the _____ has become the most popular and in-demand solution for organisations to store, access and process data.

4. First, it would be possible to build models of very large systems by linking individual submodels into distributed model _____ on the internet.

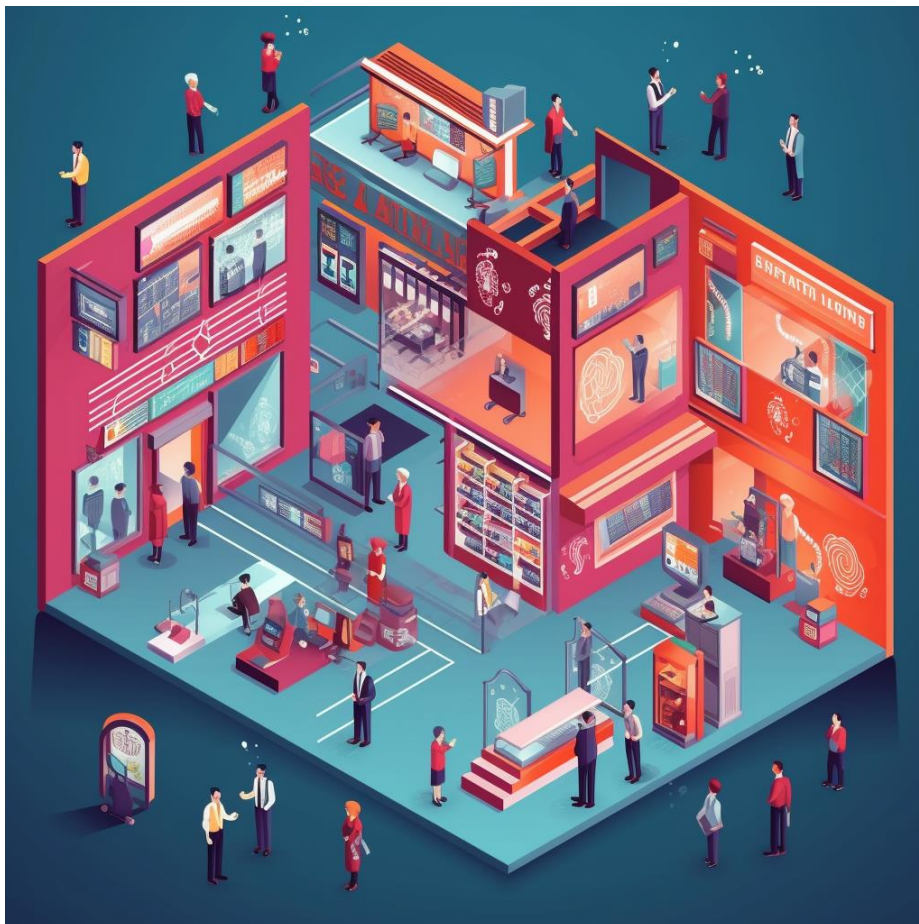


5. The service times, lifetimes, and repair times of all _____ are independent and exponentially distributed random variables.

6. Details of the three _____ and the amount each authority will use to calculate its share of the quantum for basic/attendance allowance are given below.

Exercise 4. Technology vocabulary comprehension questions.

1. When have you had to contact your IT department? What happened?
2. What electronic protective measures can be employed to protect systems, the identification and authentication of users and audit of user activities?
3. Have you ever referred to the auction of digital bandwidths?
4. What is the importance of computer networks? What is your biggest accomplishment when it comes to technology and networks?
5. What are proxy servers and why are they important? What is the concept of virtualisation?
6. Does your company use cloud-based services? How do these services benefit businesses?



Exercise 5. Video: Treat Your Tech Like a Colleague. You are going to watch a TED Talk by Nadjia Yousif called “Why you should treat the tech you use at work like a colleague”. Find the video here:



Check out more TED Talks: <http://www.ted.com>

Exercise 6. Watch the video and after, discuss the following questions:

1. Has your company ever invested in technology that failed to live up to expectations? Why would a company invest so much in technology that is never used?
2. Why might employees not use the technology available to them? Is there any technology at work that is available to you, but you don't use? Why is that?
3. What are the most critical pieces of technology for your company?
4. How could you have a teambuilding activity with the tech platforms you use at work?
5. Have you ever been overloaded with technology platforms or applications? How do you cope?
6. If you were going to treat the tech you use at work like a colleague, how would you do that?

Exercise 7. Technology Conversation Questions

1. How would you describe your relationship with technology?
2. What common technological problems do people have at work? How do these problems affect your ability to do your job?
3. Has technology had any negative effects on business?
4. Do we rely too much on technology these days? Why or why not?
5. Which technology are you sceptical of? Why? Are you intimidated by technology in any way?
6. Does the technology you work with at work make you more or less stressed? Why?

7. Is it possible to get a job these days if you don't have tech skills?
8. How would your job be different if you didn't have access to modern technology?



Exercise 8. Technology Writing Task.

You have identified a new software program that will allow you and your team to perform their tasks more efficiently. Write a business proposal to your line manager explaining what this new software does, how it will help you and your team, and what the likely cost will be.³

³ <https://yourenglishpal.com/blog/business-english-conversation-lesson-plan-business-technology/>

LESSON 2. COMPUTERS

“The computer was born to solve problems that did not exist before.”

Bill Gates, founder of Microsoft

Exercise 1. Computer discussion.

1. What is a computer? What do you use your computer for? How do you use computers in your professional life?
2. How many computers do you have? How often do you buy a new computer? How quickly do computers go out of date?
3. Do you prefer to use a desktop or a laptop? Is there any difference between a smartphone and a computer these days?
4. Which companies make the best computers? Why are they considered the best?
5. Do/did you play games on your computer? What are/were your favourite video games?
6. How did you learn to use a computer? Did you have computers in your high school?
7. Would you like your house to be controlled by a computer? How could a computer do this?
8. Do you keep up to date with the latest computer developments? Do you feel you should be more up to date? What could you do with a more powerful computer?

Exercise 2. Computers vocabulary.

computer literacy (noun), **computer literate** (adjective) – having the knowledge and ability to use computers well.

specifications (noun) – detailed information about how something works or how it was made.

software (noun) – computer programs or instructions that tell a computer what to do or enable users to perform tasks.

hardware (noun) – the physical elements of a computer or other components that can be connected to the computer.

to back up (verb), **backup** (noun) – to create a copy of something in case the original is lost or damaged; the copied material.

to update (verb), **update** (noun) – to make something more modern or current; the action to perform this process.

Exercise 3. Using the vocabulary words above, complete the following sentences (remember to use the correct form of the word, e.g. verb conjugation or plural noun).

1. Customers complained that after the latest system _____, their computers appeared to run more slowly than before.

2. In the past, the mouse would have been the most common piece of _____ bought by computer users, but with the popularity of laptops that already come with a scroll pad and people's ever-increasing need for more memory, the most popular today are external hard drives.

3. My new laptop has great _____; it has an Intel i7 processor with a speed of 3.4GHz, 12GB of RAM and an SSD with a capacity of 1TB.

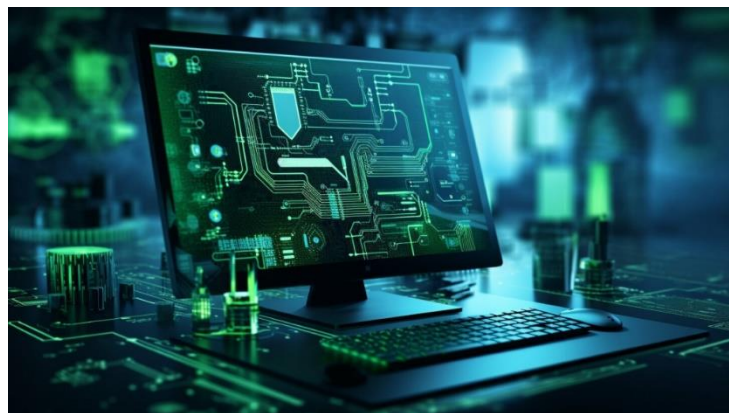
4. The bestselling _____ on Amazon right now is Adobe Acrobat Pro, followed closely by Microsoft Office 365.

5. Unless the older generation becomes _____, they will find it increasingly difficult to perform everyday tasks.

6. When John's laptop got a virus and deleted all his files, it wasn't the end of the world as he had made a _____ of all his files on the Cloud.

Exercise 4. Computers vocabulary comprehension questions.

1. Are you a computer literate? What computer skills do you have?
2. Can you describe the specifications of your computer? Do you know what these specifications mean?
3. What are your favourite or most useful pieces of software? What new software would you like to buy for your computer?
4. What hardware do you use with your computer?
5. Have you ever lost any files on your computer? Do you make backups?
6. Do you find your computer is slower after an update? If so, why do you think this is?



Exercise 5. Video: Quantum Computing. You are going to watch a video by Kurzgesagt – In a Nutshell called “Quantum Computers Explained – Limits of Human Technology”. Find the video here:



Courtesy of kurzgesagt.org

Exercise 6. Multiple choice. While you watch the video, answer the following questions:

1. What did computers become from the 1960s?
a) larger b) smaller c) more brain-like
2. Components for computers are approaching the size of what?
a) an atom b) a molecule c) an atomic element
3. What is contained in a logic gate?
a) computer chips b) modules c) transistors
4. What can either be 0 or 1?
a) bit b) bite c) byte

Exercise 7. Sentence completion

1. Once a computer is capable of multiplying, it is capable of doing _____.
2. As computer parts become smaller and smaller, quantum physics is making things _____.
3. A modern transistor is _____ times smaller than a red blood cell.
4. A quantum computer can perform all possible calculations at the _____.

Exercise 8. Short answers.

1. Quantum computers will probably not replace what?
2. What can quantum computers search in a much faster time than normal computers?
3. Quantum computers are famous for their potential to ruin what?
4. What could quantum simulations revolutionise?

Exercise 9. Computers conversation questions.

1. If older people don't know how to use computers, what will they be restricted from doing? How can we help older people use computers?
2. When did you first use a computer? How have computers changed since the first time you used one?
3. How have computers changed the world? Would you be able to live your life without a computer?
4. Are there any bad things about owning a computer? Have humans lost any skills because of our reliance on computers?
5. How do you expect computers to change in the future? What would you like computers to do that they don't do now?
6. Do you think we will ever have biological computers integrated into our bodies in the future? Would you be prepared to install a computer into your body?
7. What would happen if all the computers in the world suddenly stopped working?
8. Will computer scientists and software developers be the most important professions in the future?

Exercise 10. Computers writing task. Write about your opinion of computers. Try to use some of the vocabulary you learned earlier in this lesson. In your answer, include the following topics:

1. How computers have changed from the time you started using them.
2. Some of the ways we rely on computers today.
3. How you expect computers to be different in the future.
4. The modern world is completely dependent on computers, from performing everyday tasks, running businesses, operating hospitals to flying planes. What will we rely on computers for in the future? What problems might this dependence lead to in the future?⁴



⁴ <https://yourenglishpal.com/blog/esl-conversation-lesson-plan-computers/>

LESSON 3. AUTOMATION

“The way you deal with automation is by upgrading people's skills so they can get the jobs of the future.”

John Delaney, American politician

Exercise 1. Automation discussion.

1. What is automation? What do we use it for today? Have you noticed automation anywhere?
2. How will automation and artificial intelligence help us in the future?
3. How could automation or artificial intelligence help you in your job or your personal life?
4. What can computers currently do better than humans?
5. What will humans always be better at than a computer?
6. Why are cars still manufactured in developed countries, while iPhones are manufactured in China?
7. How will automation revolutionise healthcare?
8. How could agricultural processes be automated? Could this solve world hunger?

Exercise 2. Automation vocabulary.

automation (noun), **automated** (adjective) – a variety of technology, including machinery and computer programs, that is designed to minimise human actions in a process.

(to) future-proof (verb/adjective) – something that will remain useful or not need to be replaced in the future; to design something to be future-proof

self-driving (adjective) – used to describe a vehicle which can drive without the need of a human driver.

machine learning (noun) – a type of artificial intelligence that can adapt to new data without being reprogrammed in order to produce more accurate results.

robotics (noun) – the design, production and operation of robots.

technological unemployment (noun) – unemployment caused by technological advancements replacing humans in the workplace.

Exercise 3. Using the vocabulary words above, complete the following sentences (remember to use the correct form of the word, e.g. verb conjugation or plural noun).

1. A study by Oxford University found that 47% of all jobs could be _____ within the next 20 years.
2. If we want to _____ our children, not only will they need to learn technological skills, but they will also need to learn to be creative thinkers.
3. In 1933, economist John Milton Keynes predicted that _____ would actually result in an improved quality of life due to much reduced working hours.
4. _____ will vastly improve the accuracy of medical diagnoses in the future.
5. The current shortage of heavy goods vehicle drivers could be solved with _____ lorries/trucks.
6. While _____ has been able to automate car manufacturing, it is not yet sufficiently advanced to automate the delicate processes involved in manufacturing small electronic devices.

Exercise 4. Automation vocabulary comprehension questions.

1. What new jobs might be created as a result of automation?
2. Which jobs or professions are future-proof and safe from being automated?
3. What do you think about self-driving cars? Will they be safer than cars driven by humans?
4. What kind of things could machine learning help us with in the future?
5. How do we use robotics today? How will robotics be used in the future?
6. Will technological unemployment lead to people working fewer hours, or will it result in higher profits for companies?



Exercise 5. Video: Why Automation Is Different This Time. You are going to watch a video by Kurzgesagt – In a Nutshell called “The Rise of the Machines – Why Automation is Different this Time.”. Find the video here:



Courtesy of kurzgesagt.org

Exercise 6. Multiple choice. While you watch the video, answer the following questions:

1. What was automation used for in the past?
a) factory work b) medical diagnoses c) making investments
2. What was not a consequence of automation in the past?
a) mass unemployment b) increased living standards c) better jobs
3. How much did Google make in 2012 while employing just 58,000 people?
a) \$13b b) \$14b c) \$15
4. How many employees did Netflix have in 2016 when it made \$9 billion in revenue?
a) 4,300 b) 4,400 c) 4,500

Exercise 7. Sentence completion

1. Innovation in the _____ age does not create sufficient new jobs.
2. The division of labour meant that jobs became more and more _____.
3. Machine learning is becoming more advanced because humans collect _____ about everything.
4. People who work on computers may be out of work sooner than those who work in _____.

Exercise 8. Short answers.

1. New jobs constantly need to be created because what is growing?
2. How many new jobs does the United States need to create each month?

3. What proportion of university graduates are forced to take on jobs that don't require a degree?
4. Because of the different nature of automation now, what might machines take in the future?

Exercise 9. Automation conversation questions.

1. Which jobs will be automated in the future? How can we prepare for this eventuality? What should governments be doing?
2. Is your job safe from being automated? How much of your job involves repetitive actions?
3. What subjects should a child born today study at university to guarantee employment in the future?
4. How will automation in the production of electronic devices and clothes affect countries that have profited from cheap labour costs?
5. If all manufacturing were finally automated, would this production move back to developed countries to save on shipping costs? Why might this production remain where it is today?
6. If automation results in mass unemployment around the world, what will the consequences of this be? Who will buy all the products being produced?
7. Why do some people think automation and artificial intelligence could make communism possible? Do you agree?
8. Will there ever be a point in the future when computers and robots do all the work? If that happened, what would humans do with their lives? What would you do?

Exercise 10. Automation writing task. Write about your opinion of automation. Try to use some of the vocabulary you learned earlier in this lesson. In your answer, include the following topics:

1. Jobs that will be lost to automation.
2. Jobs that will be safe from automation and the skills people will need to do them.
3. What humans would do with their lives if all jobs were automated. Some people argue that automation will result in a higher quality of life as working hours will be much reduced. Other people, however, say that automation will result in mass unemployment. Discuss both views and give your own opinion.⁵

⁵ <https://yourenglishpal.com/blog/esl-conversation-lesson-plan-automation/>

LESSON 4. GADGETS AND APPLIANCES

“Dreams about the future are always filled with gadgets.”

Neil deGrasse Tyson, American astrophysicist, author, and science communicator

Exercise 1. Gadgets and appliances discussion.

1. Do you know what the difference is between a gadget and an appliance?
2. What is the most useful appliance that you have in your house these days?
3. Do you think it is important to always buy the most recent gadgets, or do you think they are a waste of money?

Exercise 2. Gadgets and appliances visual vocabulary. Look at the images below and try to match them to the correct gadget or appliance. Then, with your partner rank them in terms of how useful they would be for you.

air fryer	dumbbell alarm clock	handheld espresso maker
hybrid duvet	LED houseplant	robot vacuum cleaner



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Exercise 3. Focus on keywords. Match the underlined words to the definitions below and then put them in the gaps of Part 1 of the article. Read Paragraph A of the article on page six to check your answers.

1. I spend all my money on little **gizmos** because I am always looking for smart, new things. (n)

2. Ever since I took on a second job my life has been completely **hectic**. (adj.)

3. I travelled to Spain this summer and that country is just full of so many **delights**. (adj.)

a. things that give you a lot of pleasure

b. small pieces of equipment that often do things in a way that is new and clever

c. very busy, in a way that is slightly out of control

Gadgets and appliances

In a world of _____¹ schedules and reduced work-life balance, the use of gadgets and appliances in the household can make our lives just that little bit easier. As technology advances and the range of _____² available to us expands, it can be hard to tell which ones can serve us best. So, let's take a journey through our houses and discover what little _____³ we can find.

Exercise 4. You are going to read about the use of gadgets and appliances in three rooms of the house – the kitchen, the living room, and the bedroom. Before reading, think about three ways appliances and gadgets could be useful in that room, then read the article and see if your ideas are there.⁶

Kitchen	Living room	Bedroom
e.g., boil potatoes for dinner	e.g., give you a foot massage after work	e.g., open the curtains in the morning
1.	1.	1.
2.	2.	2.
3.	3.	3.

⁶ <https://www.lingua-house.com/esl-lesson-plans/general-english/gadgets-and-appliances>

Exercise 5. Focus on vocabulary. Part A: Before checking your predictions let's look at some vocabulary that will help your understanding of the article. Match the following vocabulary to the definitions.

1. nutrients (n)	a. the state of being peaceful and calm
2. dirt (n)	b. a substance that makes things dirty e.g., dust, mud
3. ambiance (n)	c. the feeling, atmosphere or character of a place
4. fireflies (n)	d. flying insects with tails that shine in the dark
5. flickering (v)	e. substances that allow something to live and help it grow
6. serenity (n)	f. a light that goes on and off as it shines
7. ingenious (adj.)	g. the act of doing something that helps somebody to keep going
8. encouragement (n)	h. coming from creative ideas and perfect for a specific function
9. sophisticated (adj.)	i. very clever in the way that something performs a certain task

Part B: Put the vocabulary from Part A into the correct gaps in the following sentences.

- The _____ I received from my parents was enough to get me through my end of term exams.
- The _____ of the countryside is perfect in helping me forget my worries.
- I bought a new air conditioner which I can control from an app on my phone, it is so _____.
- He spends most of his time eating junk food for dinner and I don't think there are a lot of _____ in those meals.
- Ever since we had a power cut, the lights on the second floor have been _____.
- They started playing some jazz in the hope that it would improve the _____ of the place.
- Jenny had spent the afternoon in the fields and her shoes were completely covered in _____.
- The group came up with an _____ plan that involved connecting all their phones to one TV screen.
- As soon as the sun went down, it was obvious how many _____ were living in and around the house.

Exercise 6. Skimming for general understanding. Read the following paragraph titles for the article. Match them to the correct paragraph, one is not needed:

1. Lazy is as lazy does _____
2. A handy drink _____
3. Sleeping in space _____
4. Helpful household tech _____
5. Lose the grease _____
6. Morning workout _____
7. Automatic cleaning _____
8. Natural illumination _____
9. Cash required _____

Gadgets and appliances. Little helpers for your busy life

A.	In a world of hectic schedules and reduced work-life balance, the use of gadgets and appliances in the household can make our lives just that little bit easier. As technology advances and the range of gizmos available to us expands, it can be hard to tell which ones can serve us best. So, let's take a journey through our houses and discover what little delights we can find.
B.	Starting with the kitchen we should go with the air-fryer. If you haven't got yourself one of these yet, then you really need to think about splashing out on one. The main advantage of an air-fryer is that it can fry with up to 70% less oil than traditional frying methods and it is a good bit less messy. It also doesn't destroy any of the food's nutrients so you can create healthy meals in little to no time.
C.	If you want a lovely cup of coffee to go with your meal but you're struggling for time, then why not use a handheld espresso maker? Take it with you on your walk to work and you can whip it out of your bag in an instant. It can produce strong and creamy shots perfect for that morning pick-me-up.
D.	As you head into your living room, you notice your floor has not been dusted and unfortunately you don't have the energy to reach for the broom, perhaps then, it is time to invest in a robot vacuum cleaner. Available these days for less than \$100, the cleaner will do everything a human can do, and more! The machine picks up dust and dirt, turns itself before it crashes into a wall, and you can even control it via an app on your phone.
E.	If you're a person who likes to add to the ambiance of your living room through the use of lighting, then how about an LED house plant? Made up of leaf shaped LED lights, these unusual plants create a sensation similar to

	flickering fireflies. Also controllable via an app, you can change the colours, brightness, and movement of each of the hi-tech leaves.
F.	After a long day on your feet, the serenity of the bedroom offers the promise of a bit of relief from our aches and pains. Getting a good night's sleep can be tricky, especially if we have a stressful lifestyle, but one thing that might help you is a Hybrid Duvet. This ingenious blanket has temperature-controlling features inspired by astronauts and it knows when you feel too hot or too cold. The filling is made from 100% recycled plastic bottles so you will be doing your bit for the planet while you catch up on some much-needed rest.
G.	If you find it difficult to get enough time to exercise, then this next gadget may give you the chance to burn some calories at the start of your day. The dumbbell alarm clock wakes you up and provides you with a chance to do some exercise at the same time. When you put the clever thing in "exercise mode" you will need to lift the dumbbell 30 times to shut off the alarm which might be the encouragement you need to be more active.
H.	Each year gadgets and appliances become more sophisticated and if you have money to spare, they might just make your life that little bit more manageable. ⁷

Exercise 7. Reading comprehension. Read the following statements and decide if they are true (T), false (F) or not given (NG).

1. As technology progresses, the range of devices decreases. _____
2. When compared to traditional frying, an air fryer uses only a little bit less oil. _____
3. You can take the handheld espresso maker out of your bag quickly. _____
4. The handheld espresso maker can make a wide range of drinks. _____
5. You can only control the robot vacuum cleaner with its own remote. _____
6. You can control three different things about the LED houseplant. _____
7. The Hybrid Duvet can only keep you cooler. _____
8. To disable the alarm clock, you have to raise the dumbbell 30 times. _____
9. More exercise-related gadgets are available on the market. _____

⁷ Sources: Forbes, Gadgetgram, Android Cure

Exercise 8. Look at the expressions from the article with your partner. From the context, try to guess the meaning of each one. Then, to help you remember the language, have a chat with your partner, and use them to talk about your life.

- then you really need to think about **splashing out on one**.
- perfect for **that morning pick-me-up**.
- the bedroom offers the promise of **a bit of relief from our aches and pains**.

In pairs discuss the following questions.



1. Which of the appliances/gadgets would you most like to buy?
2. Are there any of the devices mentioned that you are not interested in?
3. Do you think you could live without appliances or gadgets in your house?
4. Have you splashed out on any big purchases recently?
5. How do you pick yourself up in the morning?
6. What kind of things can you do to give yourself a bit of relief from aches and pains?

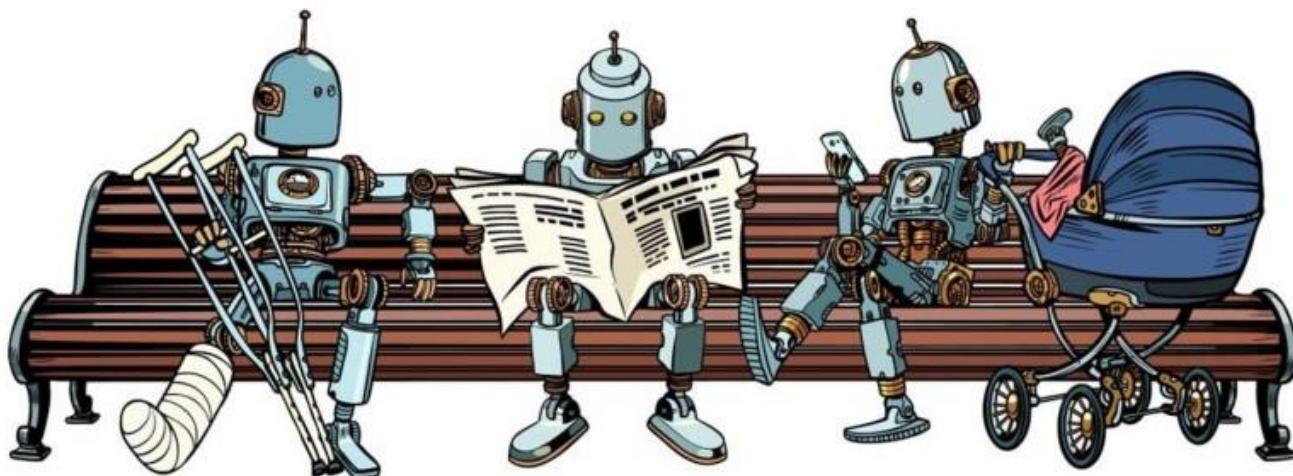
LESSON 5. HOUSEHOLD ROBOTS

“If you look at the field of robotics today, you can say robots have been in the deepest oceans, they've been to Mars, you know? They've been all these places, but they're just now starting to come into your living room. Your living room is the final frontier for robots.”⁸

Cynthia Breazeal, American robotics scientist and entrepreneur

Exercise 1. Discuss the questions in pairs.

1. Can you think of a film which involves robots? Are the robots good, evil or neutral in the film?
2. Do you own any robot assistant devices such as an Echo Dot or Google Home?
3. Have you ever purchased a robotic cleaning machine? If not, would you consider it?
4. Why do you think companies sometimes start producing entirely different types of products?
5. Do you do most of the housework in your home?



©<https://www.linguahouse.com/>

⁸ <https://www.brainyquote.com/topics/robots-quotes>

Exercise 2. Pre-listening task: vocabulary focus.

Part A: Match the words with the correct definitions.

1. claim (v)	a. a person who starts an organisation, business, institution etc.
2. household (n)	b. the money that an organisation receives from its business
3. struggle (v)	c. try very hard to do something when it is difficult or when there are lots of problems
4. headquarters (n)	d. find new people to join a company or organisation
5. revenue (n)	e. a place where an organisation or military operation is controlled
6. precision (n)	f. a group of people, often a family, who live together
7. founder (n)	g. the quality of being exact, accurate and careful
8. recruit (v)	h. state that you have done, gained or achieved something

Part B: Complete the sentences with the missing words from Part A. You may need to change the form of the word.

1. My brother is the _____ of the company, but everyone thinks I started the business.
2. To fix a mobile phone you'll need to use a _____ tool.
3. The company _____ to have invented a new type of computer that you can use underwater.
4. Our _____ have risen by a large amount this year.
5. She _____ to get a job after spending time in prison but found one eventually.
6. We need to _____ more staff to deal with the increase in customers.
7. Many _____ items have become more expensive in recent months.
8. My company moved their _____ to a different country after Brexit.

Exercise 3. Listening for specific information. Listen to the report about the recent developments at the Dyson company. Match the numbers and dates mentioned with the things they relate to.

1991	2019	2030	23 billion
250	2.75 billion	6 billion	700

- a. _____ The year in which Dyson was founded.
- b. _____ The number of robot engineers who will work at the new centre.
- c. _____ The year by which Dyson hopes to have developed household robots.
- d. _____ The amount (in pounds) that James Dyson is worth.
- e. _____ The year in which Dyson's headquarters were moved to Singapore.
- f. _____ The revenues reported by Dyson in 2021.
- g. _____ The amount (in pounds) that Dyson intends to spend in a five-year period on new products and research.
- h. _____ The number of new robotics engineers Dyson intends to recruit over the next 5 years.

Exercise 4. Listen to the report again. Answer the questions true, false or not given.

1. Dyson has recently begun developing vacuum cleaners. _____
2. The company's planned robotics centre will, according to Dyson, be the largest in the world. _____
3. Dyson is named after a man called James Dyson. _____
4. Robots have found it difficult to pick up objects such as teddy bears and dishes in the past. _____
5. James Dyson, who backed Brexit, had previously stated his support for the EU. _____
6. The company has had success with electric cars in the past. _____
7. Dyson has been involved with the production of medical equipment during the pandemic. _____

Exercise 5. Reading: general vocabulary. Match the words and phrases in bold with the correct definitions.

I

1. My friend Tim **reckons** that it'll rain this weekend, but I think it's going to be sunny. (v)
2. Most scientists now agree that a worldwide increase in temperature is **inevitable**. (adj.)
3. I'm looking forward to **retirement**, having worked in the same company for forty years. (n)
4. Key computer parts have risen in price, meaning that PCs are less **affordable** now than they were 10 years ago. (adj.)
5. Last night it was so hot I could **barely** sleep – I think I only got a few hours. (adv.)

- a. in a way that is just possible but only with difficulty
- b. the period in someone's life after they have stopped working, usually because of having reached a particular age
- c. describing something that cannot be avoided or prevented
- d. describing something that is cheap enough that people can manage to pay for it or buy it
- e. think something or have an opinion about something

II

1. In some countries, buying a fan is the way to make summer **bearable**. (adj.)
2. After I shaved my head, I didn't have to worry about **combing** my hair every morning. (v)
3. The most expensive monthly cost of owning a car is often the **insurance**. (n)
4. When shopping yesterday I **came across** the most beautiful coat – I think I'll buy it next time. (phr.v)
5. To **evolve**, animals often need to face difficulties that require changes in their minds or bodies. (v)

- a. develop gradually, especially from a simple to a more complicated form
- b. an arrangement with a company in which you pay them regular amounts of money and they agree to pay the costs, for example, if you become ill or lose or damage something
- c. use a flat object with a thin row of long narrow parts along one side to tidy or arrange hair
- d. meet or find someone/something by chance
- e. describing something or someone that can be accepted or dealt with

Now, complete the short text with the correct words from Part A. You may need to change the form of the words.

In my job, I look after an older woman, Janet, who can't care for herself. Yesterday, I was _____¹ her hair before breakfast when a strange conversation began. "Do you think you'll be replaced by a robot, one day?" Janet asked me. It turned out she had _____² a story in the news about robots taking over all human jobs, in which the reporter said that robots replacing humans was _____³. Janet could _____⁴ keep the story out of her mind. She comes from a different generation, and the idea of robots is very strange to her. "Maybe a robot friend could make life more _____⁵," I replied. I know that Janet gets lonely sometimes. "I don't think they would be very _____⁶ for someone like me," she said with a smile. "Since my _____⁷, I've had to be very careful with money." "Perhaps an _____⁸ company could pay for it," I said. I'd seen something like that in a film once – robots supplied by corporations for a monthly payment. "Anyway, I _____⁹ my job is safe for now, and besides, robots would need to _____¹⁰ a lot before they could look after human beings." I think Janet was pleased with my response – it was a very human thing to say. I'm glad she hasn't realised that I'm a robot.⁹

Discuss these questions in pairs.

1. Do you **reckon** that robots taking over all human jobs is something **inevitable**? Why/why not?
2. In the future, will humans **evolve** to be able to move things with their minds?
3. Have you ever **come across** somebody you could **barely** keep your eyes off? How did you react?

Exercise 6. Reading for general understanding. You are going to read a text about attitudes towards robots. Scan the text on page seven quickly and match the profession with the correct speaker. One profession cannot be matched to any of the five speakers in the text and should be marked 'Not given'.

1. insurance salesperson: _____
2. laboratory assistant: _____
3. factory worker: _____
4. professor: _____
5. shop assistant: _____

⁹ <https://www.linguahouse.com/esl-lesson-plans/general-english/dyson-to-start-making-household-robots>

Exercise 7. Reading comprehension. Read the article again. Match statements with the correct speakers. Some statements can be matched to more than one speaker. One of the statements cannot be matched to any of the speakers and should be marked 'Not given'.

1. They are concerned about the safety of robots: _____.
2. They think that robots will end up doing jobs currently done by humans: _____.
3. They think that robots will destroy humanity: _____.
4. They believe a robot could be a helpful addition to their household: _____.

Now, for each question, choose the answer you believe best suits the speaker.

1. Why might Jim not want to find a new job?
 - a. He thinks that robots will take over every industry and there won't be any jobs left for people like him.
 - b. He is angry that he lost his job in finance because of robots and is going to lose his current job to robots too.
 - c. He has already changed career once before and is aware that his age could make it harder to find a new job.

2. Why might Dalia have negative feelings towards her husband?
 - a. He often cooks horrible meals for the family.
 - b. He doesn't help much with the housework, leaving her to do most of it.
 - c. He works in the night-time, so they don't spend much time together.

3. Why might Rob find it difficult to trust robots?
 - a. He thinks that robots could never understand humans.
 - b. He thinks robots may deliberately work against human beings
 - c. He thinks that machines often go wrong because humans make mistakes.

4. Which sentence best describes Bailey's attitude towards work?
 - a. She thinks that work is something robots should do, so that humans can spend their time being creative.
 - b. She thinks that people have become lazier and that's why robots are taking their jobs.
 - c. She believes that the most sensible line of work to go into is robotics, as robots are the future.

Will robots replace us all?
Members of the public on the future of man and machine

<p>1. Jim, 56</p> <p>Robots are the future, as much as I hate to say it. I've spent the last 10 years working in a car factory after losing my job in finance. Our boss has advised us to keep an eye out for positions in other industries. He reckons that, within 10 years or so, the entire factory will be automated. At my age I don't want to change career again, but it feels inevitable. With the average retirement age rising, I just hope that, by the time I finish my working life, there will be robots available to help look after me in my old age. Maybe they'll even be affordable, too!</p>	<p>3. Rob, 36</p> <p>I wouldn't trust one near my children. Not in a million years. It's not that I think they would rise up against us, or something, like you see in the movies – it's just that machines often go wrong. Humans make mistakes, and those mistakes could well be passed on to a robot. I mean, how many times has your computer crashed, or your car broken down? Imagine if a robot was combing your child's hair and something went wrong, and it couldn't let go. In the insurance world, we come across all sorts of accidents every day. Many involve machines that are supposed to be risk-free. I honestly can't see a point in time in which technology will ever be one hundred percent safe, and for that reason, I wouldn't want any kind of robot in my house.</p>
<p>2. Dalia, 47</p> <p>I work, and I have two young kids to look after. I pick the children up on the way home, then it's time to cook for all of us, and fit in a bit of cleaning whenever I can. My husband is a terrible cook, but he does help with the washing up – sometimes. He works long hours, longer than me, and often arrives back home exhausted. As for me, I work in a department store, so I'm</p>	<p>4. Bailey, 19</p> <p>What an exciting time to be alive! I just started university – I'm studying robotics – and I'm working part-time in a lab. I'm helping my colleagues to design a customer service robot, which will meet and greet people as they come through the doors in luxury department stores. It's fascinating watching the machine grow and learn as we upgrade its code. It's really</p>

on my feet for hours, and I can barely keep my eyes open by the end of the day. I usually end up falling asleep on the sofa. If I had a robot help to tidy up a bit and do chores, it would make my life much more bearable. I might even be able to relax once in a blue moon, and who knows – perhaps the robot could do the cooking, too!

believe we're living in the golden age of Artificial Intelligence, and that AI is just going to go from strength to strength. Imagine a world in which we didn't need to work anymore because robots were doing all the jobs for us! We would have so much time to paint, write, make music or focus on developing our own minds. I think our automated friends could be the key to helping humans evolve by freeing us from the world of work.



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Exercise 8. Reading: technology vocabulary. Complete the definitions of the words below by filling in the gaps with the correct words from the list.

powerful	programming	qualities	working
----------	-------------	-----------	---------

1. code (n): a system of computer _____ instructions
2. crash (v): (of computers) to stop _____ suddenly
3. Artificial Intelligence (n): machines or computer programs that have some of the _____ that the human mind has
4. upgrade (v): make a machine, computer etc. more _____ and efficient

Complete the sentences with the correct word from Part A.

1. My laptop keeps _____ – I need to take it to a repair shop.
2. Many people are worried about the rise of _____.
3. I need to _____ my computer so that I can play the latest games.
4. Robots should have rules written into their _____ preventing them from harming humans.

Exercise 9. Talking point. In pairs or small groups, discuss the following questions.

1. Are there some jobs that robots could never do?
2. Would you trust a robot assistant in your home, around your children?
3. Do you think that robots will have a generally positive or negative effect on humanity?
4. Will household robots only be an option for rich people?
5. Should Dalia's husband help her around the house more?
6. Do you agree with Bailey that robots could allow humans to evolve by freeing them from work?
7. If robots end up taking most human jobs, how will humans survive financially? Should governments provide a standard monthly payment to everyone?

Exercise 10. Extended activity: post-reading. Match the idioms and phrases in bold with the correct definitions.

1. Some say that the **golden age** of Hollywood was the period between 1930 to 1945.
 2. I'd never become a pilot – **not in a million years!** I'm terrified of flying.
 3. When I go shopping, I always try to **keep an eye out** for discounts.
 4. **Once in a blue moon**, the sun comes out in the United Kingdom and the whole country heads to the beaches.
- a. a period during which something is very successful, especially in the past
 - b. at no point in time, not under any circumstances
 - c. to look for something/somebody while doing other things
 - d. very rarely



LESSON 6. ARTIFICIAL INTELLIGENCE

“Success in creating AI would be the biggest event in human history. Unfortunately, it might also be the last, unless we learn how to avoid the risks.”

*Stephen Hawking (1942 – 2018),
British theoretical physicist*

Exercise 1. Artificial Intelligence discussion.

1. What is intelligence? What is the difference between human intelligence and artificial intelligence?
2. What are some things that we could use artificial intelligence for?
3. Have you seen any films or TV shows about artificial intelligence? What happened in them?
4. Will a computer ever be able to truly think and feel like a human? Why or why not? Why would we even want to create an artificial intelligence that could think like a human?
5. Would an AI make better or worse decisions if it were programmed to think like a real human?
6. Would an AI judge make better decisions in criminal cases? Would an AI president or politician make better decisions for the country? What instructions/programming would you give them so they would make the best decisions?
7. Do you think you could have an AI as a friend? Will people fall in love with artificial intelligences in the future? What would be the pros and cons of dating an AI?
8. Could a computer ever have a soul?

Exercise 2. Artificial Intelligence vocabulary.

Turing test (noun) – a test developed by mathematician Alan Turing that says a computer can be considered intelligent if a human cannot tell whether they are having a conversation with a computer program or another human being.

Three Laws of Robotics (noun) – rules created by science fiction writer Isaac Asimov to keep humans safe from robots; the rules are: 1) robots may not harm a human or allow a human to be harmed; 2) robots must obey all commands from

humans unless that contradicts the first rule; 3) a robot must protect its own existence unless that contradicts the first two rules.

sentience (noun), **sentient** (adjective) – the ability to experience feelings or sensations or to be aware of one’s own consciousness.

(artificial) superintelligence (noun) – an artificial intelligence that vastly surpasses the intelligence of a human.

algorithmic bias (noun) – biases in the results of an algorithm due to biases in the information used to create that result.

existential risk/threat (noun) – a threat to something’s existence or survival

Exercise 3. Using the vocabulary words above, complete the following sentences (remember to use the correct form of the word, e.g. verb conjugation or plural noun).

1. A _____ would consider humans as nothing more than we consider ants.
2. _____ has resulted in black people and women losing out on jobs because the computer program assumed white men would be favoured for the job.
3. If a computer became _____, should it be considered the same as a human?
4. PARRY was a computer program that tried to pass the _____ by attempting to trick psychologists into thinking they were talking to a schizophrenic person.
5. Stephen Hawking, Bill Gates and Elon Musk have all warned that artificial intelligence poses an _____, and that its use must therefore be highly regulated.
6. The main problem with the _____ is whether a robot can actually tell the difference between a human and a robot.

Exercise 4. Artificial Intelligence vocabulary comprehension questions.

1. Do you think the Turing test is a good way to determine if a machine is intelligent? Would you consider a machine to be intelligent because it was able to have a conversation like a human?
2. Are the Three Laws of Robotics sufficient to keep humans safe from robots?
3. If a computer became sentient, should it be given human rights? If this happened, would it be considered murder if you turned it off?
4. Will we ever create a superintelligence? Would this replace humans?
5. How do you explain algorithmic bias? Why might an artificial intelligence be racist or sexist?
6. Do you agree with Stephen Hawking when he warned that artificial intelligence poses an existential threat that could result in the extinction of the human race? How might this happen?

Exercise 5. Video: The Dangers of AI. You are going to watch a video by Second Thought called “How Dangerous is Artificial Intelligence?” Find the video here:



Courtesy of www.youtube.com/@SecondThought

Exercise 6. Multiple choice. While you watch the video, answer the following questions:

1. Within how many years is it predicted that we will create an artificial intelligence that is much more intelligent than humans?
a) 10 years b) 50 years c) 100 years
2. How is narrow AI considered?
a) harmless b) threatening c) unpredictable
3. How is artificial general intelligence compared to human intelligence?
a) vastly inferior b) about equal c) vastly superior
4. How many organisations are currently researching AGI?
a) 40 b) 50 c) 60

Exercise 7. Sentence completion

1. Leading experts believe that a superintelligence could lead to the extinction of _____.
2. A superintelligence programmed to end world hunger could decide to destroy all _____.
3. People neglect the _____ of AI because they assume it will be humanlike.
4. Some leading experts believe artificial intelligence could be our final _____.

Exercise 8. Short answers.

1. A software-based AI could travel instantly between what?
2. What makes for good TV?
3. What would we need to teach an AI for it to become the most powerful force for good in history?
4. What could we augment with artificial intelligence in the future to run software and learn new things?

Exercise 9. AI conversation questions.

1. What are some of the dangers of AI? If an AI is programmed to protect humans, how might that put us in danger?
2. Would you trust artificial intelligence to manage a military weapons system? What could possibly go wrong?
3. What might an unethical company or government do with AI? What kind of regulations should there be for the development of AI? What should be permitted? What should be prohibited?
4. What might convince robots to revolt against humans? Why would an AI ever want to harm us?
5. Will AIs be our friends, or will they enslave us? Could AIs keep humans as pets or display them in zoos in the future?
6. Is AI the next stage in human evolution? Would you consider uploading your consciousness into a computer if it were possible?
7. How can we hope to teach an artificial intelligence to be empathetic when we can't even teach humans that?
8. If computers developed human-like consciousness, will they inherit our vices, vanities and prejudices? Will some be good, and some be bad? Will they look forward to Friday night so they can have a beer with their friends in the pub?

Exercise 10. Artificial Intelligence writing task. Write about your opinion of artificial intelligence. Try to use some of the vocabulary you learned earlier in this lesson. In your answer, include the following topics:

1. The potential benefits of AI.
2. The dangers of AI.
3. Whether AIs would be friendly, or whether they would pose a threat to us.
4. An artificial superintelligence has the potential to destroy humanity, and any research into this should therefore be banned. Do you agree or disagree?¹⁰

¹⁰ <https://yourenglishpal.com/blog/esl-conversation-lesson-plan-artificial-intelligence/>

LESSON 7. REVOLUTIONARY 6G PROGRESS

“From a technical standpoint, there could potentially be a “lastG” which doesn’t mean of course that this is the ultimate solution to all human problems. It means that it’s designed in such a way that every new technology which will happen in the future can be added to the “lastG” in a plug-and-play manner as we move to software-based solutions.”

Marcin Dryjanski, a co-founder of Grandmetric, a wireless architect

Exercise 1. Discuss the questions in pairs or small groups.

1. Do you know anyone who doesn't own a smartphone?
2. Does your phone have a data plan? Do you browse the internet when out and about?
3. Is your internet connection at home fast and stable?
4. If you didn't have access to the internet, would it be difficult for you to do your job or to study?
5. Can you think of any disadvantages of having the internet on your phone?

Exercise 2. Pre-listening task: vocabulary focus

Match words with the correct definitions.

GLOSSARY

hertz: a unit for measuring the frequency of sound waves

terahertz: a unit of frequency equal to one trillion hertz

1. sub-terahertz (n)	a. connected with or like the countryside
2. fragile (adj.)	b. the rate at which a sound or electromagnetic wave moves up and down
3. distortion (n)	c. a major improvement in a particular field

4. mixer (n)	d. easily broken or damaged
5. bandwidth (n)	e. a device used to blend or combine different signals
6. breakthrough (n)	f. the range of frequencies occupied by a modulated radio-frequency signal or a line or channel of communication
7. rural (adj.)	g. frequencies below the terahertz range
8. frequency (n)	h. a change in the form or shape of something

Exercise 3. Listening for specific information. Listen to the report. Fill in the gaps in each sentence with ONE word from the vocabulary section.

- Information has been sent across a distance of 1.2 miles at _____ frequencies.
- Until now, creating a stable connection at such _____ has been very difficult, with the signal becoming more _____.
- Typically, a signal sent wirelessly is mixed to remove _____.
- However, the researchers found that their _____ couldn't handle the increase in power, so they removed it.
- The _____ marks a huge improvement on existing technology.
- In the experiment, the research team were able to achieve frequencies and _____ over 100 times better than 5G networks.
- The research does, however, offer hope to those who live in _____ communities.¹¹

Exercise 4. Listening for comprehension. Listen to the report again. Select the correct answer from the options given.

- Who did the researchers work with to solve the problem of long-distance wireless communications at a terahertz level?
 - NASA and the US Air Force
 - private telecommunications companies
 - universities and research institutions
 - local government agencies

¹¹ <https://www.linguahouse.com/esl-lesson-plans/general-english/revolutionary-6g-progress-announced>

2. How did the team solve the problem of creating a stable connection at sub-terahertz frequencies?

- a. by using a new type of mixer
- b. by removing the mixer
- c. by using a different type of radio
- d. by increasing the power of the signal

3. How does the new technology compare to existing 5G networks?

- a. it is less advanced
- b. it has the same capabilities
- c. it is capable of reaching much greater frequencies and bandwidths
- d. it is much more expensive than 5G

4. What are the implications of this research for people living outside cities and towns?

- a. it will make it more difficult for them to access the internet
- b. it will have no effect on them
- c. it offers hope for high-speed internet access
- d. it will cause interference with other communications in rural areas

5. How much further does the research need to go to make 6G available globally?

- a. there are a few more challenges
- b. there is still a long way to go
- c. it's already available
- d. the research is in its very initial stage



Exercise 5. Reading: general vocabulary.

Part A: Match the words in bold with the correct definitions.

1. You should consider wearing sunglasses if you're going to be outdoors for a long time to protect your eyes from **radiation**. (n)
 2. My wife **reassured** me that nothing bad was going to happen. I always get very anxious when we travel by plane. (v)
 3. I'm so proud of my daughter. She's started a **campaign** to encourage her classmates to start recycling. (n)
 4. Social media companies should do more to deal with dangerous **conspiracy theories**. (n)
 5. Often, accidents in the home are a result of electrical goods not being **maintained** properly. (v)
 6. Janet is well-known within the **community**. She's always helping out! (n)
 7. Our boss **claimed** that he was going to pay us for the extra work, but we haven't seen any money yet. (v)
 8. I wish Jessica hadn't **convinced** me to go out last night. I have a terrible headache today! (v)
-
- a. persuade somebody to do something
 - b. energy that is emitted as waves or particles, such as light, heat or X-rays
 - c. do something to remove fear or doubts from someone.
 - d. the belief that an event or situation is the result of a secret plan made by powerful people
 - e. keep something in good condition or to keep it going
 - f. a group of people who live in the same area and share common interests or characteristics
 - g. a series of events or activities organised to achieve a particular goal or objective
 - h. say that something is true although it has not been proved and other people may not believe it

Part B: Complete the sentences below with the words from the above exercise. You may need to change the form of the word.

1. The company launched a _____ to raise awareness about their new product.
2. I tried to _____ my parents to let me go to the festival, but they said no.
3. My cousin _____ to have seen a UFO, but no one believed him.
4. He was banned from Facebook for sharing a popular _____.
5. The doctor tried to _____ me that everything was going to be alright.
6. We need to _____ our equipment regularly to ensure it works properly.
7. The levels of _____ on Mars are much higher than on Earth.
8. The _____ came together to help rebuild the damaged playground.

Discuss these questions in pairs.

1. Can you think of any well-known conspiracy theories? Do you consider this theory to be dangerous?
2. Do you try to maintain your electronic equipment, or do you just replace it when it breaks?
3. Are you involved with your local community? If not, would you like to be?
4. If somebody claims something is true online, should they have to provide evidence?
5. Is it easy to convince you to do something you don't really want to do?
6. Can you think of a successful advertising campaign from the last 20 years?
7. If your friend is worried about something, what could you do to reassure them?

Exercise 6. Reading for general understanding

Part A: You are going to read a text about people's opinions on high-speed internet access. Scan the text quickly and match the profession with the correct speaker or speakers. One profession cannot be matched to any of the four speakers in the text and should be marked 'Not given'.

Fiona	Giselle	Not given	Patrick	Rashid
-------	---------	-----------	---------	--------

1. Student _____
2. Shop assistant _____
3. Engineer _____
4. University lecturer _____
5. Web designer _____

Part B: Look at the following sentence. In pairs, discuss the meaning of the underlined phrase. Do you agree or disagree with the statement? Is there anything that you take for granted in your life?

I think that young people often **take the internet for granted**.

Is high-speed internet necessary for all? We asked four members of the public

A.	Rashid, 27 I think that Internet access is a basic human right at this point. So many jobs require you to be online at least part of the time and I believe that in the future, it will be necessary for all kinds of work. It seems very unfair then, that almost 3 billion people have no access to the internet – can you believe that? I design websites for a living and if my connection goes down even for a few hours, my clients could lose a lot of money. Me and a few friends set up a campaign group to try to convince the government to ensure that everyone can connect, no matter where they are in the country. When 6G comes out, I think it will make it much easier for everyone to get online – as long as those in power allow them to do so.
B.	Patrick, 35 A few years ago, I remember a big fuss about 5G. Some people seemed certain that it would make everything easy for us, but others claimed it was potentially dangerous technology. I saw some videos online in which people said that 5G towers would make us all ill. Now, I don't usually believe in conspiracy theories, but it does seem to me that we take a lot of new technology for granted. We don't really question the fact that we have a little device in our pockets, or next to our bed, or even against our ear, that may well be harmful. I'm not an engineer – I work in a supermarket – but I think it would be helpful if governments published research to reassure us that 5G – and whatever comes after – isn't harmful.
C.	Giselle, 41 We're living in the age of misinformation, aren't we? I'm not sure what went wrong, but part of the problem I think, is a lack of education about the way things work on a basic level. Instead of knowing how to maintain a car or cook a curry, people look for a guide on YouTube. Anything you don't understand? Google it. You'll forget it 5 minutes later but by then, the information has served its purpose. I think this, at least partially, explains why some people are so drawn to conspiracy theories. I teach a course on this exact subject at university, in fact. Last semester we covered the 5G topic. Did you know that,

	in some countries, people actually attacked 5G towers because they thought they were spreading harmful radiation? There's more harmful radiation coming from our own sun!
D.	<p>Fiona, 21</p> <p>I grew up in a rural community. Well, that's a bit generous – our nearest neighbour was five miles away. We didn't have access to the internet until I was 9, although I didn't really care. I loved playing outdoors on the farm with my brothers and sisters. Although the internet changed my life somewhat, I kind of miss the days when we didn't have it at home. I don't own a smartphone at the moment – I did for a while when I first started university, but now I'm in my second year, I don't feel the need to have one. If I need to do something online, I have my laptop. When I'm with my friends I'd rather be present, instead of constantly checking my phone. I know that there are many positive things about the internet but think of all the time wasted. How many people would have written novels, designed new medicines or found love if they hadn't been busy scrolling through cat pictures on their phones?</p>

Sources: IFL Science, Nature.com, The Wall Street Journal

Exercise 7. Reading comprehension. Part A: Read the article again. Match statements with the correct speakers. Some statements can be matched to more than one speaker. One of the statements cannot be matched to any of the speakers and should be marked 'Not given'.

Rashid / Patrick / Giselle / Fiona / Not Given

1. They mention conspiracy theories. _____
2. They think that it is the government's responsibility to provide fast internet for everyone. _____
3. As a young child, they didn't have internet access. _____
4. They think that the government should ban 5G technology. _____

Part B: For each question, choose the answer you believe best suits the speaker.

1. Why is a stable internet connection important for Rashid in particular?
 - a. He works for the government and needs to be able to check his emails every few hours.
 - b. If his connection goes down, even for a few hours, his customers could lose money.
 - c. He works from home and shares his connection with family members.

2. What does Patrick think we should do about 5G technology?
- a. He thinks we should destroy the 5G towers as he believes they are making us all ill.
 - b. He believes we should stop buying mobile phones as they may be dangerous.
 - c. He thinks governments should release research to reassure us about 5G technology.
3. Why might Giselle think people are drawn to conspiracy theories?
- a. She thinks that lack of education is the main reason.
 - b. She believes that people are bored, and make up conspiracy theories for attention.
 - c. She thinks that people need to believe in something in order to make them feel special.
4. Why does Fiona think that the internet isn't an entirely positive invention?
- a. She thinks that the internet can be dangerous.
 - b. She thinks that it's often used to waste time that would have been better spent doing other things.
 - c. She believes that it makes people feel lonely and stops them from connecting with others in real life.

Exercise 8. Grammar point. Read the short text below. What type of grammatical structure is the underlined sentence? Is there another example of this structure in the text?

It's difficult at the moment. Everything is becoming more expensive and the money I earn at work just isn't enough to pay all of my bills. **If I had a faster internet connection, I would consider changing my career.** Maybe I could make videos for YouTube or design websites. Unfortunately, in my village the internet is very slow. If we had a little more money, we could move to the city where the signal is stronger, but in order to make more, I would need to work online. I hope that my situation will improve in the future!

Part A: Read through the description of the second conditional, then answer the questions below.

We usually use the second conditional to talk about present or future situations that are impossible or unlikely in reality.

To form the second conditional, we usually use the following structure: **if + past simple, would + infinitive**

We can also use **'could'** instead of **'would'**, and the order may be reversed. For example:

I **could** afford to pay my bills **if** I had a better job.

1. The second conditional is used to:
 - a. discuss present or future situations that are impossible or unlikely
 - b. discuss future situations that we believe are likely to take place
2. We usually form the second conditional by:
 - a. combining if with present simple followed by present simple
 - b. combining if with the past simple, and would with the infinitive of the verb

Part B: Complete the sentences with the correct form of the word in brackets. You may need to use more than one word for each gap.

1. If I _____ (know) more about computers, I would be able to make my own website.
2. I _____ (learn) another language if I had more free time.
3. We _____ (connect) with our friends and family abroad, if we _____ (have) access to high-speed internet.
4. If I _____ (have) mobile data, I _____ (talk) to my friends on the way to school.
5. I _____ (use) my tablet more often, if I _____ (can) afford a better data plan.
6. If I _____ (win) the lottery, I _____ (buy) a new computer, a new phone and a new house.¹²

Part C: What would you do if you won €10,000,000 in the lottery? Discuss in pairs using the second conditional.

¹² <https://www.linguahouse.com/esl-lesson-plans/general-english/revolutionary-6g-progress-announced>

Exercise 9. Talking Point. Discuss the following questions

1. Do you remember a time before the internet? How was life different?
2. Has high-speed internet made our lives better or worse?
3. Do you think that, in the 21st century, internet access is a basic human right, like access to food, water and shelter?
4. If the internet disappeared tomorrow, how would it affect your life?
5. Why do you think that some people believe that 5G is dangerous?
6. Do you think the internet has made it easier for conspiracy theories to spread around the world?
7. Has the internet made people less capable of doing basic things without needing to watch a YouTube instruction video?¹³



¹³ <https://www.linguahouse.com/esl-lesson-plans/general-english/revolutionary-6g-progress-announced>

LESSON 8. BIG DATA AND AI

“You’re either the one that creates the automation, or you’re getting automated.”

Tom Preston-Werner, American entrepreneur and founder of GitHub

Exercise 1. Big Data Discussion.

1. Why is data so important to business?
2. What insights can data give a business?
3. How does your company use data?
4. Do you use data in your job? What kind of data do you collect? How do you analyse it? What does it tell you?
5. What do you know about big data?
6. How does/can big data benefit businesses?
7. What are some of the dangers of big data?
8. Which social problems will big data help us solve?

Exercise 2. Big Data & A.I. vocabulary.

big data (noun) – an extremely large amount of data.

automation (noun) – technologies that reduce human action in processes.

machine learning (noun) – a computer system that can learn and adapt to perform functions without being given instructions.

data analysis (noun – field), **data analyst** (noun - profession) – the collection and interpretation of data in order to gain insights; a professional who conducts data analysis.

data storage (noun) – the recording and retention of digital information.

novel situation (noun) – a new or unfamiliar situation, not encountered before.

Exercise 3. Using the vocabulary words above, complete the following sentences (remember to use the correct form of the word, e.g. verb conjugation or plural noun).

1. As companies collect more and more data, they need bigger and better _____ facilities.
2. _____ are used by the police to make predictions about which areas are likely to experience an increase in crime in the future.
3. Machines will never be able to replace jobs that require dealing with _____.
4. Many manufacturing jobs have already been lost due to _____, and the ones that haven't been lost have mainly moved to countries like China or Bangladesh.
5. Thanks to _____, medical diagnoses can be performed to a much greater accuracy than if a doctor made the diagnosis.
6. Using _____, advertising agencies can produce personalised adverts unique to every member of the public.

Exercise 4. Big Data & A.I. vocabulary comprehension questions.

1. What are some of the best sources of big data?
2. Should companies use automation to reduce working hours or to increase profits?
3. How could your company use machine learning to improve its processes?
4. Does your company employ data analysts? If so, what do they do? If not, who, if anyone, analyses your company's data?
5. How can companies solve the problem of an ever-growing need for more data storage?
6. What novel situations might you encounter in your job?



Exercise 5. Video: The Jobs We'll Lose to Machines. You are going to watch a TED Talk by Anthony Goldbloom called "The jobs we'll lose to machines – and the ones we won't". Find the video here:



Courtesy of

https://www.ted.com/talks/anthony_goldbloom_the_jobs_we_ll_lose_to_machines_and_the_ones_we_won_t?subtitle=en

Exercise 6. Watch the video and after, discuss the following questions:

1. What tasks can computers currently do better than humans?
2. Which of your current work tasks will a computer be able to do better than you in the future?
3. Which professions will be replaced by machines in the future?
4. Which jobs will be safe from automation?
5. Do you think your profession will be threatened by automation in the future? Why or why not?
6. What degree subject would you recommend a child study at university to prepare themselves for the future?¹⁴

Exercise 7. Big Data and Artificial Intelligence conversation questions:

1. How is artificial intelligence helping businesses today?
2. Do you think artificial intelligence could help businesses make better decisions than humans? Why or why not?
3. How would you feel about having an AI as a colleague? Do you think this will ever happen in the future?
4. Are you concerned about artificial intelligence in any way? What are some ethical concerns about the use of artificial intelligence?
5. How will artificial intelligence, machine learning and automation revolutionise the transport and logistics industry?

¹⁴ <https://yourenglishpal.com/blog/business-english-conversation-lesson-plan-big-data-artificial-intelligence/>

6. How will artificial intelligence change the defence sector?
7. If automation is fully implemented in manufacturing, will this sector return to developed countries? Why or why not?
8. How will big data, artificial intelligence and automation affect the global economy of the future?

Exercise 8. Big Data & A.I. writing task.

Your CEO has asked you to research the prospect of using artificial intelligence technology in your company. Write a short report outlining what AI technology is currently available and how it could be used to benefit the company.



LESSON 9. DATA PROTECTION

“Relying on the government to protect your privacy is like asking a peeping tom to install your window blinds.”

*John Perry Barlow (1947 – 2018),
American political activist and privacy
campaigner*

Exercise 1. Data Protection discussion.

1. What is data protection? Why is it so important in the modern day?
2. What are the different types of personal information that exist?
3. Are we sharing too much information publicly these days?
4. How dangerous do you think it is to put personal information on social networking sites like Facebook?
5. What information have you seen shared on social networking sites that you wouldn't feel comfortable sharing yourself?
6. Are you sure all of your personal information is secure? How do you keep your personal information safe?
7. Are you always careful about what documents you throw away?
8. What personal information do you regularly give to companies or other organisations? How can you be sure they will keep that information safe?

Exercise 2. Data Protection vocabulary.

data protection (noun) – a legal requirement to protect personal information stored on a computer system.

biometric data (noun) – information that relates to a person's physical or biological characteristics.

to hack (verb), **hacker** (noun) – to gain unauthorised access into a computer system; a person who hacks.

to encrypt (verb), **encryption** (noun) – to convert electronic data or communications into code that cannot be read by another person unless they have the encryption key.

VPN (virtual private network) (noun) – an encrypted internet connection that keeps sensitive communications secure and prevents activity on the internet from being traced.

data breach (noun) – the unauthorised release of information stolen from a computer system.

Exercise 3. Using the vocabulary words above, complete the following sentences (remember to use the correct form of the word, e.g. verb conjugation or plural noun).

1. Every business needs to pay attention to _____ laws if they don't want to face hefty compensation claims.
2. _____ released thousands of documents from Mossack Fonseca's computer system that showed the offshore bank accounts held by the world's elite.
3. If you have any files you don't want hackers to read, it's vital that you _____ them.
4. In 2017, Equifax suffered a _____ which led to the social security numbers of 145 million Americans being made public.
5. One advantage of using a _____ is that you can set your IP address to another country and access the Netflix library of that country.
6. The new passport will contain _____ including fingerprints and a retina scan to help prevent illegal migration.

Exercise 4. Data Protection vocabulary comprehension questions.

1. What do you know about the data protection laws in your country?
2. What kind of biometric data is stored about you?
3. What are some common reasons why people hack computers?
4. Is all the data on your computer encrypted? If not, do you think it should be?
5. Do you ever use a VPN? If so, why? If not, do you think you should?
6. Can you think of any major data breaches? What kind of information was released?



Exercise 5. Video: Facebook's Data Scandal. You are going to watch a video by The Verge called "Facebook's Cambridge Analytica data scandal, explained". Find the video here:



Courtesy of: <http://www.theverge.com>

Exercise 6. Multiple choice. While you watch the video, answer the following questions:

1. Mark Zuckerberg responded to the data scandal after which campaign?
a) delete Facebook b) close Facebook c) end Facebook
2. Cambridge Analytica had worked on the campaign of which president?
a) George W Bush b) Barack Obama c) Donald Trump
3. Authorities in which other country are investigating the data scandal?
a) France b) Germany c) the UK
4. In addition to the actual user, Facebook apps allowed developers to access information on whom?
a) the user's family members b) the user's friends c) the user's colleagues

Exercise 7. Sentence completion

1. By researching a user's likes, a company could begin to understand that user's _____ in order to target them with political propaganda.
2. In 2012, Barack Obama's campaign created an app to collect voter data but told users what it was _____.
3. Once it became known what Cambridge Analytica were doing, Facebook demanded that they _____ all the data they had collected.
4. Facebook made it too easy for developers to get _____ to users' data.

Exercise 8. Short answers.

1. Who expressed regret for their part in creating Facebook?
2. In which year did Facebook stop developers gaining access to users' friends' data?
3. After how many months of not using an app will Facebook cut off developer access to your information?
4. What did Mark Zuckerberg make his personal challenge for the year?

Exercise 9. Data Protection conversation questions.

1. How could criminals use your personal information?
2. What kind of personal information do websites collect?
3. How do you keep the information on your computer safe?
4. How often do you change the password on your computer? Do you ever use the same passwords for different sites?
5. What should you do if you found out your email, username or password had been subjected to a data breach?
6. Should personal data be registered when people vote to prevent election fraud?
7. Do you think your government takes data protection seriously?
8. How would the world be different if all information (either personal, corporate, or government) were made public?

Exercise 10. Data Protection writing task. Write about your opinion of data protection. Try to use some of the vocabulary you learned earlier in this lesson. In your answer, you could include some of the following topics:

1. The kind of personal data that exists.
2. How personal data can be misused.
3. How to keep personal data safe.
4. These days, people share too much personal information on social media without worrying about the consequences. What kind of personal data do people regularly share on social media? How might this personal data put people at risk?

LESSON 10. CYBERCRIME

“If you spend more on coffee than on IT security, you will be hacked.”¹⁵

Richard Clarke, an American national security expert, novelist, and former government official

Exercise 1. Watch this short video by TV AD | Barclays about digital safety and then answer the questions.



Courtesy of
@BarclaysUK



1. Where do you think this video was shown and why?
2. What is the main message?
3. What sort of people do you think particularly need to hear about this type of scam?¹⁶

¹⁵ <https://www.cybertalk.org/2023/01/02/19-of-the-funniest-quotes-about-cyber-security-tech/>

¹⁶ <https://www.linguahouse.com/ru/esl-lesson-plans/general-english/cyber-crime>

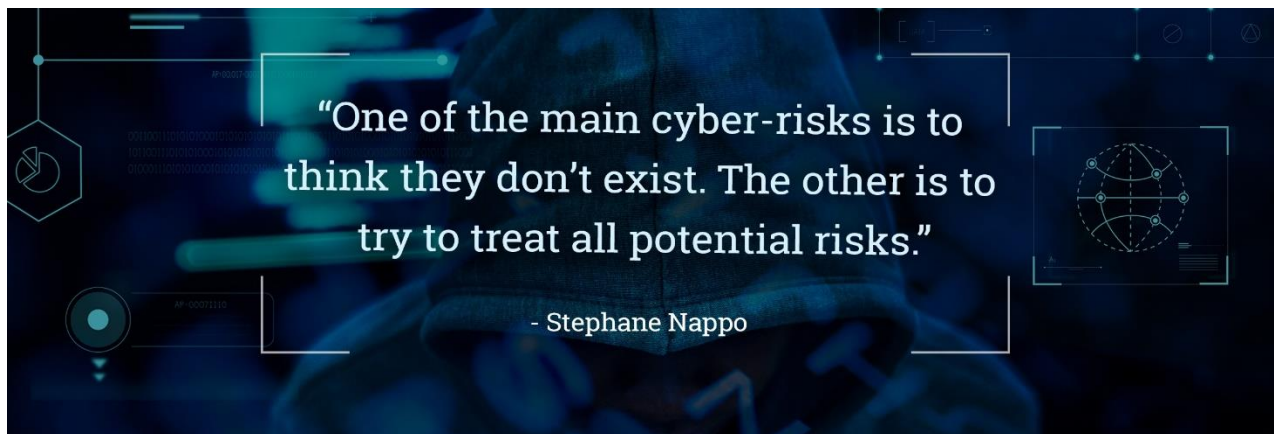
Exercise 2. Reading 1. Read this short introduction to cybercrime and find words which match the meanings below.

Cybercrime is a way of committing crimes using computer networks, including via e-mail, websites, social media apps and even phone calls. It's a very broad category: some of the criminals involved are operating in a coordinated way while others are working on their own, and their actions may involve a high level of technical skill, for example hacking into a secure computer system or just a willingness to try, for example scamming someone on social media. These cons are evolving all the time, and it is proving almost impossible for lawmakers and the police to keep up and for ordinary people to spot what's real and what's fake.

1. gaining access to a computer or computer system without permission _____
2. a synonym for scams _____
3. something that appears to be real but isn't, which is intended to deceive people _____

Choose the best number to complete the sentences about cybercrime in 2023.

1. If cybercrime were a country, it would have the **third / fifth / seventh** largest economy in the world.
2. Cybercrime increased by **100% / 115% / 125%** during the Covid-19 pandemic.
3. In the UK, **26% / 31 % / 43%** of businesses and **26% / 31 % / 43%** of charities are attacked at least once a week.
4. The average cost of each of these cyber-attacks is **£4200 / £5300 / £6400**.
5. Hackers attack a computer an average of every **39 seconds / minutes / hours**.



Which information is the most surprising for you?

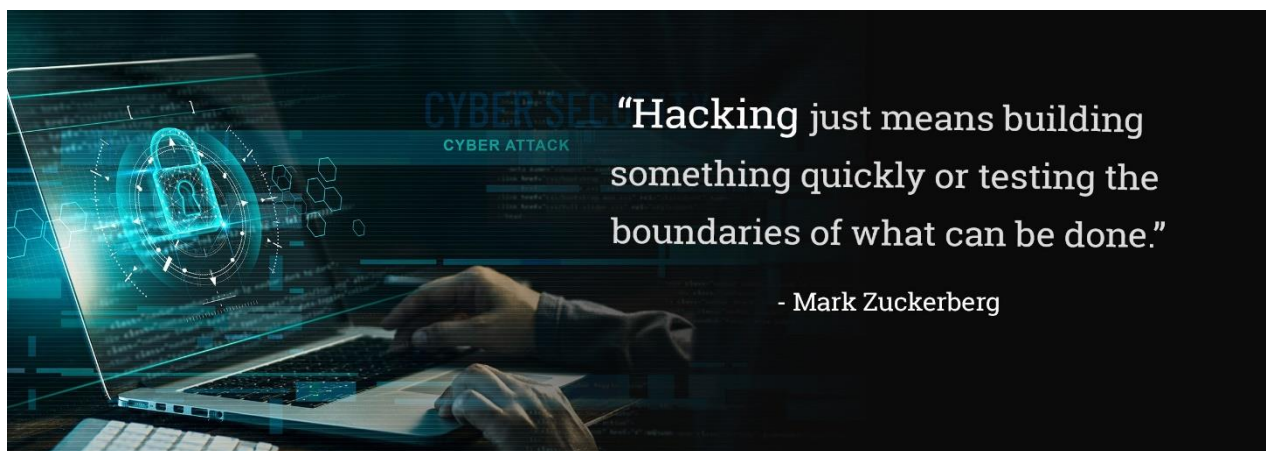
Exercise 3. Vocabulary. Complete the following definitions.

a) harms others	b) threatening someone	c) someone is to pay
d) cannot read	e) asked	f) wrong or cruel
g) dishonest	h) release someone or something	i) afford

1. **credit rating (n):** a score that shows how likely _____ back money that they've borrowed
2. **wrongdoing (n):** an action that _____ or is against the law
3. **fraudulent (adj):** _____ and illegal
4. **costly (adj.):** expensive, difficult to _____
5. **extort (v):** get something by _____ or forcing them to pay money
6. **ransom (n):** money that someone pays to a criminal to _____ they have taken
7. **unsolicited (adj.):** not for _____
8. **encrypt (v):** put information into a form that people _____
9. **abuse (v):** treat someone or something in a _____ way

Answer the following questions.

1. *Abuse* is defined here as a verb, but the noun has the same form. How are they pronounced differently?
2. Which other word in the exercise has the same form as a noun and a verb?
3. What is unusual about the ending of *costly*?
4. What do you think we call a person who scams other people? What about someone who hacks into computer systems?



Exercise 4. Reading 2. Work in A/B/C groups. You will each read a text about a different aspect of cybercrime.

extort	credit rating	wrongdoing
costly	abuse	ransom
unsolicited	fraudulent	encrypt

Group A

1. First, look through your information and use three of the items from the word box to complete the text. Look back at the Vocabulary stage of the lesson if you need to. Your teacher will tell you the answers.

2. Then prepare a mini presentation about your information for the other students in your group, including the underlined items in the test. You will need to cover your information and remember what to say, using your own words.

3. Listen to the other two presentations and ask questions.

4. Read through the other two texts and add the missing words.

When scammers target individuals, their goal is to get your personal information like date of birth, passport or ID numbers, bank details, and passwords so they can steal your identity or access your bank account. Their actions can affect your _____¹. You should also beware of _____² emails, phone calls or messages asking for personal details – this is a type of social engineering called phishing. Those that claim to be from a bank may ask you to take urgent action, while others may be from an organisation that wants to refund you some money or give you a prize, but either could send you to a fake website. Remember, if it sounds too good to be true – it probably is. There are also more personal types of phishing, where you receive a message from someone who claims to be closely related to you, asking you to send money or reveal personal information. A variation of this is called catfishing, a scam designed to _____³ someone’s trust and exploit them romantically or financially.

extort	credit rating	wrongdoing
costly	abuse	ransom
unsolicited	fraudulent	encrypt

Group B

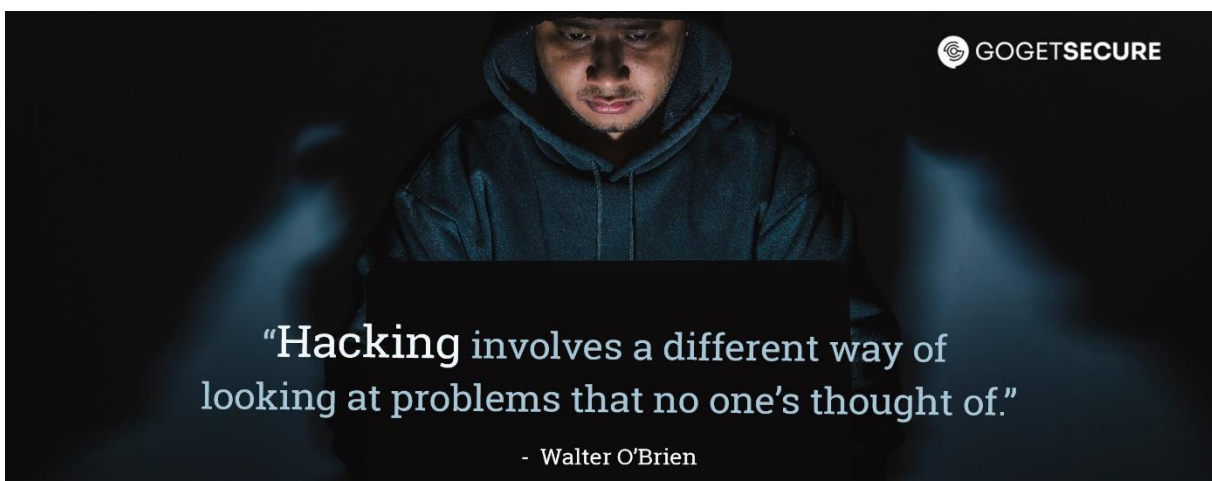
1. First, look through your information and use three of the items from the word box to complete the text. Look back at the Vocabulary stage of the lesson if you need to. Your teacher will tell you the answers.

2. Then prepare a mini presentation about your information for the other students in your group, including the underlined items in the text. You will need to cover your information and remember what to say, using your own words.

3. Listen to the other two presentations and ask questions.

4. Read through the other two texts and add the missing words.

Organisational victims of cybercrime could include large institutions like a bank or major companies, service providers like schools, hospitals or charities, or even small businesses and start-ups. Hackers may gain access to a company's database and threaten to steal, delete or _____¹ data until a _____² is paid. The goal is to _____³ money and may also involve the use of botnets to crash a popular website at an inconvenient time, for example when tickets for a popular sports or music event go on sale. This results in a denial of service message to ordinary users and loss of income or reputation for the business or organisation. Alternatively, hackers may install spyware on individual or organisational devices in order to steal confidential commercial information about the company or personal information about its customers. Money may be demanded, or the data may simply be stolen. The individual or company may be unaware that this data breach has occurred.



extort	credit rating	wrongdoing
costly	abuse	ransom
unsolicited	fraudulent	encrypt

Group C

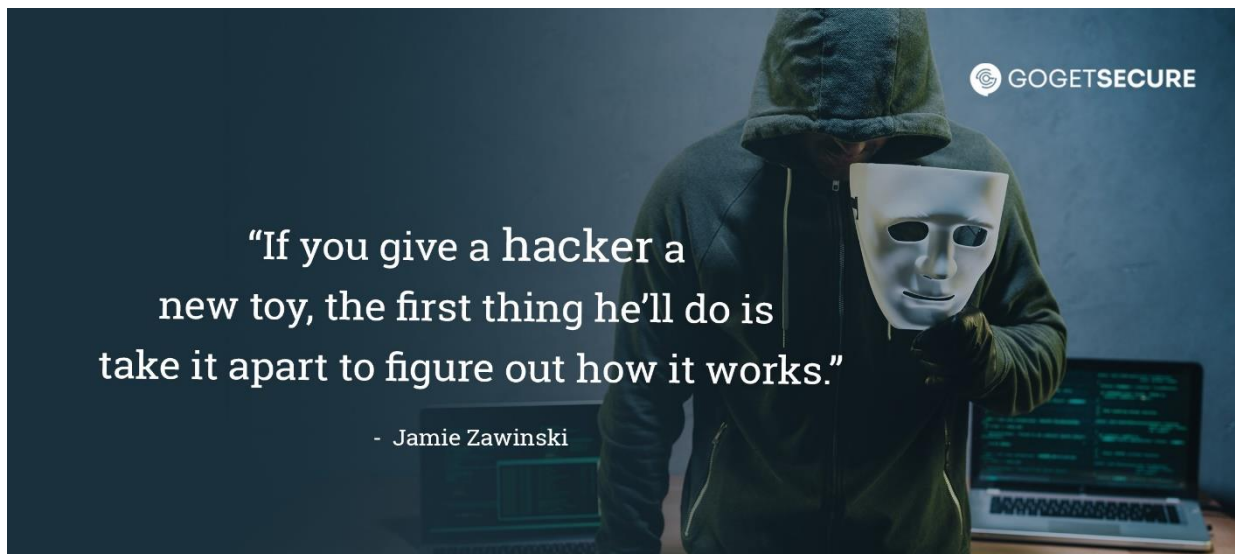
1. First, look through your information and use three of the items from the word box to complete the text. Look back at the Vocabulary stage of the lesson if you need to. Your teacher will tell you the answers.

2. Then prepare a mini presentation about your information for the other students in your group, including the underlined items in the text. You will need to cover your information and remember what to say, using your own words.

3. Listen to the other two presentations and ask questions.

4. Read through the other two texts and add the missing words.

With so many people engaging in online shopping, marketplace cybercrime has become a special category of _____¹, affecting buyers, sellers and websites. Buyers may order and pay for something online only to discover that the goods they receive are fake or not as advertised. Even worse, they may not receive any items at all, while the dishonest seller has pocketed the purchase price. Meanwhile, sellers may run into difficulty receiving payments from buyers, who may pay using _____² checks or cryptocurrency exchanges, or who may be using credit card or bank account information stolen from an innocent victim. Even the websites that host these transactions may suffer reputational damage if they don't introduce safeguards or are not honest about third-party payment procedures. They are also likely to become involved in time-consuming and _____³ procedures in response to complaints.



Exercise 5. Language in context. You saw these sentences in the texts A-C. Add the missing word and then use the context of the sentence to explain the meaning of the items in bold. How formal is each item?

1. Remember, if it _____ **too good to be true** – it probably is.
2. This _____ in a **denial of service** message to ordinary users and loss of income or reputation for the business or organisation.
3. Even worse, they may not receive any items at all, while the dishonest seller has **pocketed** the _____ price.

Exercise 6. Talking point. Even though cybercrime is a massive problem, there are some steps we can all take to avoid becoming victims. Work in pairs or small groups to match each piece of advice to one or more of the situations you read about in texts A-C.

1. Avoid using unsecured networks or public computers to do your online banking. _____
2. Scammers are everywhere – check individual profiles carefully for each transaction. _____
3. Don't send any goods, especially if they're costly, until the payment has reached your bank account. _____
4. In unsolicited e-mails, be suspicious of unusual e-mail or fake website addresses. _____
5. Make sure you back up important data so you can continue to work even if under attack from hackers. _____
6. Offer guidance to everyone in the company about how to create secure passwords. _____
7. Regularly check your bank statements and credit rating status. _____
8. Report any concerns about possible wrongdoing to line managers or the IT Department. _____
9. Use a trusted website and pay attention to the reviews, but remember that some may be fraudulent. _____

Think of at least one more piece of advice for each situation. Use vocabulary from the lesson.

Exercise 7. Optional extension. Review the pronunciation of vocabulary words from this lesson. Add words to the table according to the vowel sound in the stressed syllable, as in the example.

con	costly	(credit) rating
encrypt	extort	fake
fraudulent	pocketed	ransom
scam(mer)	unsolicited	wrongdoing

sound	word example: hack(er)
/æ/	<div style="text-align: right;">1</div> <hr/> <div style="text-align: right;">2</div> <hr/>
/ɪ/	<div style="text-align: right;">3</div> <hr/> <div style="text-align: right;">4</div> <hr/>
/ɒ/	<div style="text-align: right;">5</div> <hr/> <div style="text-align: right;">6</div> <hr/> <div style="text-align: right;">7</div> <hr/> <div style="text-align: right;">8</div> <hr/>
/ɔ:/	<div style="text-align: right;">9</div> <hr/> <div style="text-align: right;">10</div> <hr/>
/eɪ/	<div style="text-align: right;">11</div> <hr/> <div style="text-align: right;">12</div> <hr/>

ПІДГОТОВКА ДО СКЛАДАННЯ ЄВІ – ЄДИНОГО ВСТУПНОГО ІСПИТУ З АНГЛІЙСЬКОЇ МОВИ

ЗАГАЛЬНА ІНФОРМАЦІЯ

У 2024 році для вступу на магістерські програми потрібні результати єдиного вступного іспиту (ЄВІ). Це випробування містить тест загальної навчальної компетентності (ТЗНК) і тест з іноземної мови (англійської, німецької, французької або іспанської на вибір вступника).

Український центр оцінювання якості освіти затвердив загальні характеристики тестів ЄВІ, якими визначено кількість завдань з кожного тесту, форми тестових завдань, час, відведений на їх виконання, схеми нарахування балів.

Завдання з іноземних мов укладено відповідно до Програми єдиного вступного іспиту з іноземних мов.

Блок з іноземної мови (англійської, німецької, французької або іспанської на вибір вступника) складається з двох частин: читання і використання мови.

Тест містить 30 запитань трьох форм:

Завдання на встановлення відповідності (запитання 1–6).

У завданні треба дібрати твердження / ситуації до оголошень / текстів; запитання до відповідей або відповіді до запитань. Його вважають виконаним, якщо учасник / учасниця позначив / позначила відповідь і підтвердив / підтвердила свій вибір.

Завдання з вибором однієї правильної відповіді (запитання 7–11).

Завдання має основу та чотири варіанти відповіді, з яких лише один правильний. Його вважають виконаним, якщо учасник / учасниця позначив / позначила відповідь і підтвердив / підтвердила свій вибір.

Завдання на заповнення пропусків у тексті (запитання 12–30).

У завданні потрібно доповнити речення в тексті словосполученнями / словами з наведених варіантів. Його вважають виконаним, якщо учасник / учасниця позначив / позначила відповідь і підтвердив / підтвердила свій вибір.

На виконання завдань тесту відведено 45 хвилин.

За завдання з іноземної мови згідно зі схемою нарахування балів буде нараховано по 1 тестовому балу за кожну правильну відповідь на завдання з вибором однієї правильної відповіді, по 1 тестовому балу за кожну правильно визначену логічну пару в завданнях на встановлення відповідності та по 1 тестовому балу за кожний правильно заповнений пропуск у тексті.

Отже, за виконання завдань блоку з іноземної мови можна отримати від 0 до 30 балів.

Свої результати (тобто кількість набраних тестових балів за правильно виконані завдання) учасники тестування будуть знати після завершення роботи над тестами ЄВІ. За таблицею переведення тестових балів результат кожного блоку буде переведено в рейтингову оцінку за шкалою 100–200 балів.¹⁷

ПРОГРАМА ЄДИНОГО ВСТУПНОГО ІСПИТУ З ІНОЗЕМНИХ МОВ для вступу на навчання для здобуття ступеня магістра на основі здобутого ступеня вищої освіти (освітньо-кваліфікаційного рівня бакалавра)

Вступ

Програма єдиного вступного іспиту створена з урахуванням Загальноєвропейських рекомендацій з мовної освіти (рівень B1-B2). Зміст завдань для здійснення контролю якості сформованості іншомовної комунікативної компетентності уніфіковано за видами і формами завдань. У Програмі враховано особливості англійської, іспанської, німецької та французької мов.

Об'єктами оцінки є мовленнєва компетентність у **читанні**, а також мовні **лексичні та граматичні компетентності**. Зміст тестових завдань ґрунтується на автентичних зразках літературного мовлення, прийнятого в країнах, мову яких вивчають, відповідно до сфер спілкування і тематики текстів, визначених цією Програмою.

Учасники єдиного вступного іспиту

У єдиному вступному іспиті з іноземної мови беруть участь особи, які бажають вступити на навчання для здобуття ступеня магістра на основі здобутого ступеня вищої освіти (освітньо-кваліфікаційного рівня спеціаліста), (далі – кандидати).

¹⁷ <https://testportal.gov.ua/yedynyj-vstupnyj-ispyt-2/>

Мета єдиного вступного іспиту

Визначити результати навчання кандидатів з іноземної мови за шкалою 100-200 балів на основі кількості балів, набраних ними за виконання завдань предметного тесту з іноземної мови.

Загальна характеристика складових тесту

Частина I. Читання.

Мета – виявити рівень сформованості вмінь кандидатів самостійно читати і розуміти автентичні тексти за визначений проміжок часу.

Завдання для визначення рівня сформованості іншомовної компетентності в читанні зорієнтовані на різні стратегії: з розумінням основної інформації (ознайомлювальне читання), повної інформації (вивчальне читання) та пошук окремих фактів (вибіркове читання).

Для створення тестових завдань використовують автентичні тексти з друкованих періодичних видань, інтернет-видань, інформаційно-довідкових і рекламних буклетів, художньої літератури.

Тексти для ознайомлювального читання можуть містити до 5 % незнайомих слів, а для вивчального та вибіркового читання – до 3 %, про значення яких можна здогадатися з контексту за словотворчими елементами та за співзвучністю з рідною мовою (слова-інтернаціоналізми).

Загальний обсяг текстів становить до 2 500 слів.

У предметних тестах оцінюють уміння кандидатів розуміти прочитаний текст, виокремлювати ключову інформацію, узагальнювати зміст прочитаного, робити висновки на основі прочитаного.

Кандидат уміє:

- читати текст і визначати мету, ідею висловлення;
- читати (з повним розумінням) тексти, побудовані на знайомому мовному матеріалі;
- читати та виокремлювати необхідні деталі з текстів різних типів і жанрів;
- диференціювати основні факти та другорядну інформацію;
- розрізняти фактичну інформацію та враження;
- розуміти точки зору авторів текстів;
- працювати з різножанровими текстами;
- переглядати текст або серію текстів з метою пошуку необхідної інформації для виконання певного завдання;

– визначати структуру тексту й розпізнавати логічні зв'язки між його частинами;

– встановлювати значення незнайомих слів на основі здогадки, схожості з рідною мовою, пояснень у коментарі.

Частина II. Використання мови

Мета – виявити рівень сформованості мовленнєвих і мовних граматичних і лексичних компетентностей кандидатів.

Кандидат уміє:

– аналізувати й зіставляти інформацію;

– правильно вживати лексичні одиниці та граматичні структури;

– встановлювати логічні зв'язки між частинами тексту.

Лексичний мінімум вступника складає 2 500 одиниць відповідно до сфер спілкування і тематики текстів, визначених цією Програмою.

Сфери спілкування і тематика текстів для читання та використання мови

I. Особистісна сфера

Повсякденне життя і його проблеми.

Сім'я.

Родинні стосунки.

Характер людини.

Помешкання.

Режим дня.

Здоровий спосіб життя.

Дружба, любов.

Стосунки з однолітками, у колективі.

Світ захоплень.

Дозвілля, відпочинок.

Особистісні пріоритети.

Плани на майбутнє, вибір професії.

II. Публічна сфера

Погода.

Природа.

Навколишнє середовище.

Життя в країні, мову якої вивчають.

Подорожі, екскурсії.

Культура й мистецтво в Україні та в країні, мову якої вивчають.
Спорт в Україні та в країні, мову якої вивчають.
Література в Україні та в країні, мову якої вивчають.
Засоби масової інформації.
Молодь і сучасний світ.
Людина і довкілля.
Одяг.
Покупки.
Харчування.
Науково-технічний прогрес, видатні діячі науки.
Україна у світовій спільноті.
Свята, пам'ятні дати, події в Україні та в країні, мову якої вивчають.
Традиції та звичаї в Україні та в країні, мову якої вивчають.
Видатні діячі історії та культури України та країні, мову якої вивчають.
Визначні об'єкти історичної та культурної спадщини України та країні,
мову якої вивчають.
Музеї, виставки.
Живопис, музика.
Кіно, телебачення, театр.
Обов'язки та права людини.
Міжнародні організації, міжнародний рух.

III. Освітня сфера

Освіта, навчання, виховання.
Студентське життя.
Система освіти в Україні та в країні, мову якої вивчають.
Робота і професія.
Іноземні мови в житті людини.

Граматичний інвентар. Англійська мова

Іменник

Граматичні категорії (однина та множина, присвійний відмінок).
Іменникові словосполучення.
Лексичні класи іменників (власні та загальні назви: конкретні, абстрактні іменники, речовини, збірні поняття).

Артикль

Означений і неозначений.
Нульовий артикль.

Прикметник

Розряди прикметників.

Ступені порівняння прикметників.

Числівник

Кількісні, порядкові та дробові числівники.

Займенник

Розряди займенників.

Дієслово

Правильні та неправильні дієслова.

Спосіб дієслова.

Часо-видові форми.

Модальні дієслова.

Дієслівні форми (інфінітив, герундій, дієприкметник).

Конструкції з

дієслівними формами (складний додаток, складний підмет, складний присудок).

Прислівник

Розряди прислівників.

Ступені порівняння прислівників.

Прийменник

Типи прийменників.

Сполучники

Види сполучників.

Речення

Прості речення.

Складні речення.

Безособові речення.

Умовні речення (0, I, II, III типів).

Пряма й непряма мова

Словотвір¹⁸



¹⁸ <https://mon.gov.ua/storage/app/media/vishcha-osvita/vstup-2022/Prohramy-YEFVV/Zatverdzeni.prohramy.YEFVV/11.02/Pro.zatv.Prohr.predm.TZNK-nalaz-158-11.02.2022.pdf>

READING

TASK 1

Read the texts below. Match choices (A – H) to (1 – 6).
There are two choices you do not need to use. Confirm your choices.

Unusual Libraries

1 **Biblioburro**

It would be fun to check a mobile library in rural Colombia. Biblioburro is being operated by Luis Soriano, a primary school teacher, during his spare time. Witnessing kids, wearing a genuine smile each time he visits their villages in rural Colombia, would surely warm anybody's heart. Using two donkeys, Alfa and Beto, to carry loads of books, Soriano spends four hours on each trip just to reach those remote places.

2 **Epos**

In Norway, many small communities that live on islands in the fjords are virtually isolated from the world in winter. These communities are too small to each have their own library, so, when the inhabitants of the Hordaland County were offered a book boat in 1959, Epos was born. Nowadays, the boat travels to 250 small hamlets across Norway, bringing books, culture and entertainment to the people.

3 **Albena Beach Library**

Nothing says "summer vacation" like the sun, sea, sand, and a good storybook, which is exactly why Herman Kompernas decided to build a library right on the beach. The library is quite extensive: it offers holiday goers who visit the Bulgarian Black Sea resort of Albena over 2,500 books in ten different languages. Guests can borrow the books at no cost, as long as they also

4 **The Boston Athenaeum**

Built in 1807, the Boston Athenaeum is among the oldest and most distinguished independent libraries and cultural institutions in the United States. It has one of the unique library names. It added an art gallery in 1827, began running yearly exhibitions of American and European art, and by the mid-1800s found itself not only at the centre of Boston's culture scene but also one of the largest libraries in the US. It

leave their own (finished) holiday reads behind for others.

hosts exhibition programmes and even concerts.

5 Reading Club 2000

Reading Club 2000 started when Hernando “Nanie” Guanlao thought of a way to honour and preserve the memory of his parents who inculcated in him the love for reading. He gathered his old textbooks and set them outside his Manila residence to test if the community would be interested to borrow and read them. They were. 12 years later Nanie’s library grew to contain 2,500 books. As an additional service, he also runs a “book bike” service, where he delivers books to poor areas in Manila.

6 Sandro Penna Library

That is not an alien ship you are staring at. It is not a pink bubble gum candy designed by hello kitty, either! That is a house of books providing library services for the people of Perugia, Italy. The public library is named after the poet Sandro Penna. It features rose-coloured glass walls designed to let sunlight in during daytime, and at night, it creates a rare glow. The architect who designed it, Italo Rota, made the three-story disc to exude an appearance of an alien flying saucer.¹⁹

Which library_____?

A contains the founder’s book collection

B is named after its designer

C bears some similarity to a UFO

D is transported by a vessel

E encourages sharing books

F is delivered by animals

G holds annual exhibitions in winter

H offers live performances

¹⁹ https://testportal.gov.ua/wp-content/uploads/2023/05/YEVI-2023_angl_mova_demo.pdf

READING

TASK 2

Read the text below. For questions (7 – 11) choose the correct answer (a, b, c or d). Confirm your choice.

A Brief History of Pearls

Many thousands of years ago, long before written history, human beings probably discovered the first pearl while searching the seashore for food. Throughout history, the pearl, with its warm inner glow and shimmering, has been one of the most highly prized and desired gems. Countless references to the pearl can be found in the religions and mythology of cultures from the earliest times. Legend has it that the ancient Egyptian Queen Cleopatra dissolved a single pearl in a glass of wine and drank it, simply to prove to Mark Antony, the Roman General visiting her palace, that she could swallow the wealth of an entire nation in just one meal.

In ancient Rome, pearls were considered a symbol of wealth and social standing. The Greeks valued the pearl for both its extraordinary beauty and association with love and marriage.

During the Dark Ages, while ladies from wealthy families adored delicate pearl necklaces, gallant knights often wore pearls into battle. They believed the magic of these glossy gems would keep them unharmed. The Renaissance saw the royal courts of

7. What is mentioned about pearls in **PARAGRAPH 1**?
- A Pearls were used as currency in the earliest times.
 - B Seamen caught tons of shells to find prized gems.
 - C The value of a pearl could equal a country's wealth.
 - D Pearls were used as ingredients in cooking seafood.
8. Why did Cleopatra drink a glass of wine with a pearl dissolved in it?
- A to boost her immunity
 - B to preserve her beauty
 - C to become famous
 - D to impress her guest
9. Why did medieval warriors bring pearls to battlefields?
- A to prevent their defeat
 - B to raise their fighting spirit
 - C to show their military rank
 - D to protect themselves from wounds
10. How did Renaissance aristocrats ensure that pearls could be worn only by them?
- A They set legal limits on wearing pearls.
 - B They offered commoners man-made pearls.
 - C They stopped selling family pearls.
 - D They charged very high prices for pearls.

Europe full of pearls. Because pearls were so highly regarded, a number of European countries actually passed laws forbidding anyone but the nobility to decorate themselves with pearls.

During the European expansion into the New World, the discovery of pearls in Central American waters added to the wealth of Europe. Unfortunately, wish for the sea-grown gems resulted in the reduction of virtually all the American pearl oyster populations by the 17th century. Until the early 1900s, natural pearls were accessible only to the rich and famous. In 1916, famed French jeweller Jacques Cartier bought his landmark store on New York's famous Fifth Avenue by trading two pearl necklaces for the valuable property. But today, with the development of pearl cultivating industry, pearls are available and affordable to all.²⁰

11. Which statement is **TRUE**, according to **PARAGRAPH 3**?

- A** Jacques Cartier became famous due to his pearl necklaces.
- B** Pearls stopped being a status symbol in the 20th century.
- C** Pearl oyster hunting made American population richer.
- D** Europeans introduced pearl fashion into Central America.

²⁰ https://testportal.gov.ua/wp-content/uploads/2023/05/YEVI-2023_angl_mova_demo.pdf

USE OF ENGLISH

TASK 3

Read the text below. For questions (12 – 21) choose the correct answer (a, b, c or d). Confirm your choice.

Lady Tarzan

A girl from India knows how to speak to elephants, a skill that comes in (12) _____ more often than you would think. Here is a language you never got the (13) _____ to learn in school!

Several years ago, a herd of 11 elephants from nearby forests entered a residential area in the city of Rourkela. Before the wild animals could (14) _____ chaos on the town and its residents, authorities got hold of teenage girl Nirmala Toppo, because (15) _____, she seems to have the (16) _____ to communicate with elephants.

Nirmala rushed from her village to a football field in the city where the elephants were temporarily being held.

“First I pray and then talk to the herd,” the teen told the BBC. “They understand what I say. I (17) _____ them this is not your home. You should return where you belong.”

The elephants started walking with her. In fact, she walked with them for miles, speaking to them the whole way as she (18) _____ them back to the forest.

Elephants in the area’s nearby forests frequently invade villages and towns, destroying homes and hurting people. The more their (19) _____ is encroached by humans for activities like mining and cutting down trees, the more likely they are to wander out of the forest.

Nirmala, who is (20) _____ as “Lady Tarzan”, speaks to the animals in her local tribal dialect of Mundaari. She explains that because tribal people and the elephants (among other wild animals) have

- | | |
|----|--|
| 12 | A clean
B easy
C clever
D handy |
| 13 | A variation
B option
C selection
D alteration |
| 14 | A cause
B do
C result
D lead |
| 15 | A intentionally
B deliberately
C unbelievably
D uncertainly |
| 16 | A possibility
B chance
C ability
D case |
| 17 | A speak
B tell
C say
D talk |
| 18 | A guided
B moved
C fetched
D drew |
| 19 | A position
B system
C place
D habitat |

cohabited in the same area for ages, the elephants understand their language.

Not only does this story show a brave young girl using her skills to help both humans and animals, it (21) _____ that it is possible for two very different species to share a bond and communicate with each other.²¹

- | | | |
|-----------|----------|-----------|
| 20 | A | said |
| | B | named |
| | C | called |
| | D | known |
| 21 | A | supports |
| | B | proves |
| | C | persuades |
| | D | convinces |

USE OF ENGLISH

TASK 4

Read the texts below. For questions (22 – 30) choose the correct answer (a, b, c or d). Confirm your choice.

Brainy Octopuses

In (22) _____, the US Air Force sponsored scientists to study the way octopuses (23) _____ their brains. Some octopuses in laboratories seem to play with objects as if they were toys – a sure sign of intelligence. Others could pick up (24) _____ skills like opening jars. Perhaps the most striking thing about octopuses (25) _____ their ability to change their colour and body pattern. They do this to camouflage (26) _____ and also to communicate with others. They can completely change their appearance in less than a second – a striped octopus can suddenly become spotted.²²

- 22** **A** the 1950th
B 1950th
C the 1950s
D 1950s

- 23** **A** to use
B use
C using
D have used

- 24** **A** complicate
B complication
C complicating
D complicated

- 25** **A** is
B are
C were
D has been

- 26** **A** them
B themselves

- 26** **C** theirs
D their

²¹ https://testportal.gov.ua/wp-content/uploads/2023/05/YEVI-2023_angl_mova_demo.pdf

²² https://testportal.gov.ua/wp-content/uploads/2023/05/YEVI-2023_angl_mova_demo.pdf

USE OF ENGLISH

TASK 4

Read the texts below. For questions (22 – 30) choose the correct answer (a, b, c or d). Confirm your choice.

An Exciting Trip

Being from a small town, I had (27) _____ been exposed to a large city such as New York, so my trip there was like (28) _____ an entirely new way of life. In the morning of the flight I felt excited as we arrived at the airport and made our way to the gate. I watched through the window the airport with the runway (29) _____ smaller as the plane gained altitude. I felt thrilled as I realised that I would soon be in one of (30) _____ cities of the United States.²³

- 27 A ever
B just
C yet
D never

- 28 A to discover
B discover
C discovering
D being discovered

- 29 A become
B to become
C had become
D were becoming

- 30 A most amazing
B the most amazing
C more amazing
D the more amazing

²³ https://testportal.gov.ua/wp-content/uploads/2023/05/YEVI-2023_angl_mova_demo.pdf

TRAINING TESTS AND EXERCISES

B2 READING TESTS

MULTIPLE CHOICE B2

Multiple choice questions can be more difficult than they first appear as often two of the options are quite similar. These tips will help you to do well in multiple choice questions.

1. Read all the options carefully. If possible, use what you know already to work out any options that are not possible.
2. Eliminate options you are certain are wrong.
3. Find the part of the text with the information. Find key words in the text that tell you which option is correct.
4. Look out for words such as always, never, might, may or could. They can help you decide if an option is correct or not.²⁴

Read an article about people who are addicted to trading cryptocurrency, and for questions 1 to 6, choose the correct answer.

Crypto addicts

Cryptocurrency trading has become very popular. By buying and selling different currencies, traders can make huge profits. However, trading addiction is becoming increasingly common. Here, addict Josh Johnson talks about his experience.

‘I heard about cryptocurrencies years ago when Bitcoin first came out, but I can’t say I was intrigued from the start. Even when cryptocurrencies were mentioned more and more in the news and on social media, I didn’t pay much attention. It wasn’t until my friends started trading that I got into it. Seeing them earning loads of money overnight by doing practically nothing made me want to get in on it too. I’d been trading for a while by the time the pandemic started, but that was when the trouble started.

²⁴ <https://learnenglishteens.britishcouncil.org/exams/reading-exams/multiple-choice>

‘It was crazy to begin with. My first investment quadrupled within a couple of weeks. I couldn’t believe it. It gave me a feeling of power, and I felt as if I could achieve anything. I poured more money in, and the same thing kept happening. Of course, it was all chance. I happened to put my money in before the currencies hit an all-time high. Then they plummeted. I was convinced they’d recover, so I kept pumping more money in. But what had worked before no longer did. I lost everything.

‘Since getting help, I’ve thought about how I got addicted. There was a point when I had over three hundred thousand pounds. If I’d quit then, I could have bought the house that I had my heart set on. But rather than the money itself, it was the drama that hooked me. And winning didn’t give me as big a thrill as losing. You would think I’d feel devastated when money disappeared, but instead, I’d feel a new sense of purpose and drive to prove myself once again.

‘Lots of people enjoy these highs and lows of trading without becoming addicts, so it’s hard to know when you’ve gone too far. Like with many addictions, crypto addicts become isolated and withdrawn and neglect their work. But I was off work and living by myself, so if those signs were there, they weren’t noticeable. For me, I missed the high when money ran out and I couldn’t trade, so I found it through drugs, and my sister found out. I’d been addicted to them in the past, and it got to the point of me lying and stealing from others. She didn’t want that to happen again, and she stepped in.

‘There’s a worrying, rising trend in cryptocurrency trading addiction. It’s not surprising really, given the irresponsible advertising techniques which companies have used. I’m glad authorities are cracking down on those. But it concerns me that the apps send you notifications when you make money, inviting you to share your good news with others. But when you lose, you get nothing. It gives you a false sense that you are doing well. I think there should be rules that don’t allow that.

‘Compared to traditional gambling, cryptocurrency trading is seen as socially acceptable. It’s something that smart but adventurous people do. And whereas a lot of gamblers play alone or against other people, trading is social. But this leads to a herd mentality, where people stop thinking things through for themselves. The companies make lots of information available to educate people about the risks of trading. It’s far easier, though, to act on a friend’s tip-off or hunch. All this means that people don’t realise that they are on a slippery slope until it’s gone too far.²⁵

²⁵ <https://test-english.com/reading/b2/crypto-addicts-b2-reading-test/>

1. Josh started trading in cryptocurrencies...
 - a. when Bitcoin first came out.
 - b. after seeing it in the media.
 - c. influenced by his peers' success
 - d. while working from home during the pandemic.

2. What was Josh's experience while trading?
 - a. He immediately lost all the money he invested.
 - b. He made many small wins and slightly larger losses.
 - c. He made lots of money, lost it all and couldn't regain it.
 - d. He recovered from big losses at first but later could not.

3. Josh says that he kept gambling because...
 - a. he wanted enough money to buy a house.
 - b. he enjoyed the excitement of winning money.
 - c. he didn't want to confess that he'd lost money.
 - d. he enjoyed the feeling he got when he lost money.

4. For Josh, crypto currency trading became a problem when...
 - a. he stopped working and spending time with other people.
 - b. he started to sell drugs in order to fund his trading habit.
 - c. he returned to a different, former addiction.
 - d. he started telling lies and taking things from family remembers.

5. Josh would like to see a change in the way that...
 - a. cryptocurrencies are advertised.
 - b. trading apps communicate with traders.
 - c. trading apps encourage sharing among friends.
 - d. cryptocurrency companies are regulated.

6. Josh says that when people trade cryptocurrencies together in groups, ...
 - a. they tend not to consider their decisions thoroughly.
 - b. they learn and share more information and make better choices.
 - c. they are given special tips by the trading companies.
 - d. they become more socially accepted by their peers.

Have we taken security too far?

What's the difference between a medical student and a convict? The answer: A convict doesn't pay \$50,000 a year for the privilege of being fingerprinted and patted down. I am referring, of course, to the increasingly stringent security measures that have come to characterize modern educational testing. As student evaluation techniques have migrated from face-to-face assessment to computer-based exams administered in dedicated testing centers, evaluators have become less and less likely to know examinees, leading to heightened precautions around exam security.

I recently interviewed a group of fourth-year medical students who had just taken Step 2 of the United States Medical Licensing Clinical Knowledge Examination at test-administration centers. Each of the students had paid \$560 for the privilege, and had devoted nine hours to the single-day exam, which consists of eight sections of 40 to 45 questions each. Over the day, they received a total break time of 45 minutes. Students must pass the exam to obtain a medical license, and scoring well is an important factor in gaining admission to competitive medical specialties. So anxiety tends to run high.

This inevitable anxiety is compounded by Checkpoint Charlie-esque security measures. IDs are checked. Each student wears a unique number on his or her shoulder throughout the day. Students are fingerprinted each time they enter and exit the testing room (up to 16 times). They are patted down and asked to roll up their pants legs and pull their pockets inside-out. If they wear a jacket or sweater into the exam room, they cannot take it off. They are warned that they will be under constant camera surveillance.

One of the students, a former U.S. marine, said he had found the entire atmosphere of the exam eerily familiar. He had served in Iraq, helping to preside over the return of inhabitants to Fallujah after the city's recapture by U.S. forces. "It was weird," he said. "They were using many of the exact same procedures and equipment we used in Fallujah. It took so long for them to verify identities that you almost didn't dare leave the room, for fear you couldn't get back in time. I finally had to show one of the examiners how to do it properly." Of course, these techniques are not merely for medical students. Aspiring accountants and architects, students sitting for the GRE, and prospective employees of Silicon Valley companies are all subjected to these medieval measures.

Some might say that a high-security approach to testing students is not only necessary but laudable. In the case of medical testing, the health of the nation is a vital resource, and we cannot afford to place it in the hands of physicians who might have succeeded through academic dishonesty. Who would want a loved one to be cared for by a physician who had cheated on the medical-licensing exam? As public policy, exam hawks argue, we should demand the very highest security in all such testing.

But perhaps we have gone overboard. After all, the core of the patient-physician relationship is trust. The Hippocratic Oath, which has shaped the ethics of medicine for many centuries, enjoins the physician to respect patients' privacy and dignity and to always put each patient's interests first. We entrust to our physicians all sorts of matters we would not share with anyone else—private details of our health and personal relationships, access to intimate parts of our bodies, sometimes even our lives. We want to trust our physicians. No one is arguing that security is unnecessary, but perhaps we haven't quite yet found the sweet spot.²⁶

From pruebas de certificación Principado de Asturias 2014
Adapted from The Chronicle of Higher Education. Richard Gunderman

1. Exam security has become stricter because ...
 - a. most exams are done on computers
 - b. evaluators don't often know the examinees' identities
 - c. evaluators prefer not to know who the examinees are

2. The examination ...
 - a. is a privilege to take
 - b. is unnecessarily long
 - c. puts students under great pressure

3. When they are taking the exam, students ...
 - a. are watched all the time
 - b. must remain in total silence
 - c. must ask for permission to take their sweaters off

4. According to the ex-marine, ...
 - a. the staff were not competent enough
 - b. identification processes are always time consuming
 - c. it was advisable not to leave the exam room till the end

²⁶ <https://test-english.com/reading/b2/have-we-taken-security-too-far/>

5. According to the writer, the security measures described are ...

- a. peculiar
- b. outrageous
- c. far too strict

6. The writer concludes that ...

- a. security is not necessary
- b. a midpoint should be reached
- c. it's getting difficult to rely on our GPs

PARAGRAPH HEADINGS B2

In order to do this type of task well you must understand the gist, or main ideas, of each paragraph. These tips will help you do this task well.

1. First read all of the headings.
2. Then read the paragraphs carefully and match the ones you are sure about.
3. If you are not sure about one, leave it and move on to the next one. You may be able to match up ones you are not sure about by elimination at the end.
4. Be careful with extra options, e.g. six headings to match with four paragraphs. There will be two headings you don't need.²⁷

You are going to read an article about buying houses. Choose the most suitable heading from the list A-I for each part (1-7) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).

An Englishman's Castle

(0) ...E...

'An Englishman's home is his castle', goes the saying and the British seem more obsessed with property than some other nations. 68% of households in the UK are owner-occupied. Even though this is not the highest in Europe — in Ireland 78% of houses are occupied by their owner and in Spain the figure is 82% — the UK stands out because of the high level of mortgage debt, with a figure of 58.8%, compared to Ireland's 29.9% and Spain's 27.4%.

(1)

The cause of high levels of borrowing are high prices. House prices have been going up in every region of Britain — with last month's increase being a record. The average house price in Britain is now more than 100,000 and is going up by £28 a day. This means that it is rising at a rate of roughly 15% to 18% a year.

²⁷ <https://learnenglishteens.britishcouncil.org/exams/reading-exams/match-headings-paragraphs>

(2)

The race to buy your first house is made more difficult by the shortage of housing. The government says that in the next 20 years in England nearly 4 million new households will require homes. The shortfall between supply and demand drives up prices, and make people more desperate.

(3)

Now, in some cities, desperation to own a home has sparked the invention of the 'microflat'. These small microflats have 30 sq/m of living space. The flats are factory-built and assembled one on top of the other. Richard Connor and Stuart Piercy designed the microflat because although they earn £30,000-35,000 a year, this is not enough to buy a house in London. Stuart said, 'We're trying to keep the price below £100,000 per flat, compared with average London prices of about £180,000-£190,000.'

(4)

Earlier this month, there was speculation that mortgages in the UK would double in length to 50 years, so that ordinary homebuyers could afford to pay the monthly repayments. 30-year mortgages are already available from most lenders, but if house-price inflation remains ahead of salary inflation the only way mortgages will remain affordable is by increasing the term to 30, 40 or even 50 years.

(5)

If it sounds like the property situation in this country is getting out of control, spare a thought for the Japanese. Owning a property in Japan is even more expensive. Despite near-zero interest rates, some mortgages come with terms as long as 100 years. Borrowers never in fact pay off the loan, leaving the property in the hands of bank and the mortgage in the hands of the children.

(6)

And although microflats and permanent mortgages may not please every one, this is the price that some British people may have to pay if the property market doesn't change. For young people especially, the dream of having their own 'castle' seems more distant now than it used to be.

(7)

However, things may change. House prices in London have dropped slightly in the past few weeks. It is too early to say if this is just a temporary event or the beginning of a long-term decline. Some people believe that the latter may be the case. Prices may go on dropping for a number of years.²⁸

A.	A compact solution
B.	Smaller houses or longer payments?
C.	Mortgaged for life
D.	Can prices get any higher?
E.	A nation of homeowners
F.	Keeping payments down
G.	Risking your money
H.	Need for more houses
I.	A good investment

Read this article and then, from the list A-G below, choose the most appropriate heading to summarise each of the five paragraphs. Two of the suggested paragraph headings will not apply.

Earth Calling Space: 'Is There Anyone Out There?'

1 ...

October 12, 1992 might turn out to be one of the great days in the history of mankind. If the search begun on that day is successful, it could herald a new era — or it could be the beginning of the end for the earth and its inhabitants.

2 ...

That was the day on which the US space agency NASA launched a major new search for alien civilisations in space by aiming two powerful radio telescopes towards a small star in the constellation of Ophiuchus. It is a search which is planned to last thirty years at a total cost of \$100 million.

3 ...

This is not the first time astronomers have searched the skies for signs of intelligent life, but it is certainly the most ambitious. Using two telescopes, NASA scientists are planning to scan the skies for any signs of life 'out there'. While one enormous

²⁸ <https://testmaximizer.com/paragraph-headings-b2>

telescope at the Arecibo Observatory in Puerto Rico will be trained on 1,000 nearby stars, another will search the rest of the sky. Data gathered from both sources will then be collected and analysed, and scientists will monitor the whole experiment as it progresses.

4 ...

Scientists have high hopes of succeeding. The telescopes they are using will apparently only detect signals deliberately broadcast by alien intelligence. Our own galaxy alone, the Milky Way, contains 10 billion stars which might support habitable planets. And if life has evolved on only one in a thousand of these, there would be, according to scientists, 10 million civilisations within 130,000 light years.

5 ...

That seems an enormous number, so if that is the case, why is it that we haven't picked up any 'Is there anyone out there?' messages ourselves from one of those 10 million civilisations? Science-fiction writers through the ages have nearly always assumed that extra-terrestrial civilisations would be more intelligent than our own. But if they're out there, are they?²⁹

A.	Success guaranteed?
B.	Positive signals already
C.	Are We more intelligent than Them?
D.	Constellation Orion most likely
E.	A \$100 million gamble?
F.	Data constantly to be analysed
G.	A historic day

²⁹ <https://testmaximizer.com/paragraph-headings-c1>

B2 VOCABULARY TESTS

Read and complete the text below. For each of the empty spaces choose the correct answer (A, B, C or D).

Checking your mobile phone

How often do you check your phone? For many of us, our phone is an essential (1) _____ of everyday life, but apparently we are spending an increasing amount of time checking it for information without being (2) _____ of doing so.

Research in Helsinki shows that phone checking (3) _____ lasts less than 30 seconds on each occasion, and usually (4) _____ of opening a single application such as social media. The study also found many users check their mobiles throughout the (5) _____ day, and that what they check is often (6) _____ with particular contexts. For instance, when travelling to work or college, people tend to check their email; if they are bored, they get a quick (7) _____ on the latest news.

Checking this frequently can easily become a habit, which some say can (8) _____ us from more important things. Others, though, believe that being able to (9) _____ so much new information so quickly makes life far more interesting.³⁰

	A	B	C	D
1.	branch	item	piece	part
2.	sensitive	cautious	sensible	conscious
3.	virtually	typically	widely	suitably
4.	consists	composes	involves	includes
5.	complete	total	normal	entire
6.	attached	assumed	associated	accompanied
7.	update	revision	review	upgrade
8.	disturb	distract	disrupt	distribute
9.	capture	import	obtain	seize

³⁰ <https://englishpracticetest.net/b2-use-of-english-test-22-multiple-choice-gaps/>

Read and complete the text below. For each of the empty spaces choose the correct answer (A, B, C or D).

Planes can make it rain

Living next to an airport has always meant having to (1) _____ the noise of planes landing and taking off. Now it seems that (2) _____ residents also have bad weather, according to a (3) _____ published study.

The scientists looked at satellite (4) _____ of clouds above airports, and also studied computer models of the way clouds behave. What they found was that as a plane flies through a very cold cloud, the air behind it expands and then cools (5) _____ rapidly. This sudden drop in temperature, (6) _____ with the hole formed in the cloud where the plane has passed through, can increase the (7) _____ of rain or snow on the ground.

In the case of major airports, with hundreds of flights every day, this can have a significant (8) _____ on weather patterns up to 100 kilometres away. The researchers point out, however, that aircraft passing through clouds are (9) _____ to affect the global climate.³¹

	A	B	C	D
1.	keep out of	put up with	miss out on	stand up for
2.	neighbouring	close	local	surrounded
3.	lately	recently	lastly	freshly
4.	images	figures	aspects	portraits
5.	totally	extremely	entirely	perfectly
6.	joined	attached	composed	combined
7.	forecasts	certainties	chances	opportunities
8.	result	influence	consequence	impression
9.	doubtful	unsure	unlikely	improbable

³¹ <https://englishpracticetest.net/b2-use-of-english-test-20-multiple-choice-gaps/>

Read and complete the text below. For each of the empty spaces choose the correct answer (A, B, C or D).

Karakamia wildlife sanctuary

The Karakamia reserve is located not (1) _____ from Perth in Western Australia. Suburban is not usually a word that you (2) _____ with a wildlife paradise, but Karakamia is actually part of the township of Chidlow. The land was purchased by the Australian government in 1991 with the (3) _____ of protecting threatened species of indigenous wildlife. That's why there is a nine-kilometre fence around it, designed to (4) _____ out species introduced by European settlers, (5) _____ foxes, cats and rabbits.

The sanctuary (6) _____ its name from the Aboriginal word meaning 'home of the red-tailed black cockatoos', and at dusk the air is (7) _____ with the calls of these birds. This is when the sanctuary is at its most magical. A guided walk by spotlight is the perfect way to experience it. Many of the animals are quite tame, which means you can (8) _____ them at close quarters and get an idea of what Australia was like (9) _____ to European colonization.³²

	A	B	C	D
1.	far	long	distant	remote
2.	refer	accompany	regard	associate
3.	proposal	aim	target	plan
4.	catch	send	keep	hold
5.	including	intending	involving	indicating
6.	bears	finds	gains	takes
7.	crowded	filled	completed	packed
8.	observe	notice	realise	glance
9.	advance	former	ahead	prior

³² <https://englishpracticetest.net/b2-use-of-english-test-18-multiple-choice-gaps/>

Read and complete the text below. For each of the empty spaces choose the correct answer (A, B, C or D).

What is a coincidence?

A coincidence is a surprising thing that happen to us. For example, two friends go shopping alone on the same day. When they (1) _____ up afterwards, they discover that they've each bought an identical T-shirt. Many people (2) _____ coincidences as significant or mysterious. But the simple (3) _____ could be that friends tend to have similar taste in clothes.

In reality, life is (4) _____ of coincidences, but normally we don't notice them. For example, in almost fifty percent of all football matches, two players share the same birthday. This seems surprising, (5) _____ that there are 365 possible birthdays in the year. But most of these matches will be played without anybody being (6) _____ that the coincidence exists. (7) _____ your birthday is today or tomorrow, you don't generally go around telling people when it is. What's more, without realising it, you probably (8) _____ into contact with lots of people born on the same day as you. But when a coincidence is (9) _____ to your attention, it still seems amazing.³³

	A	B	C	D
1.	meet	link	join	unite
2.	regard	think	consider	believe
3.	explanation	definition	motivation	resolution
4.	heavy	rich	full	crowded
5.	given	except	even	instead
6.	noticed	known	aware	intelligent
7.	Therefore	Whereas	Meanwhile	Unless
8.	make	come	have	go
9.	taken	carried	brought	shown

³³ <https://englishpracticetest.net/b2-use-of-english-test-15-multiple-choice-gaps/>

B2 GRAMMAR TESTS

1. Read and complete the text below. For each of the empty spaces (1–14) choose the correct answer (A, B, C or D).

Last June my brother __1__ a car. He had had an old scooter before, but it __2__ several times during the spring. “What you want is a second – hand Mini,” I suggested. “If you give me the money,” he said, “__3__ one tomorrow.” “I can’t give you the money,” I replied, “but what about Aunt Myra. She must have enough. We __4__ her since Christmas but she always hints that we __5__ go and see her more often.” We told our parents where we were going. They weren’t very happy about it and asked us not to go. So __6__ But later that same day something strange __7__. A doctor __8__ us that Aunt Myra __9__ into hospital for an operation. “__10__ go and see her at the same time,” said my mother. “You two go today, but don’t mention the money.” When we __11__ Aunt Myra __12__ “I’m not seriously ill,” she said, “but the doctor insists that __13__ to drive my car. You can have it if you promise __14__ me to the seaside now and again.” We agreed, and now we quite enjoy our monthly trips to the coast with Aunt Myra.³⁴

	A	B	C	D
1.	wanted to buy	wanted buying	liked to buy	liked buying
2.	was breaking down	was breaking up	had broken down	had broken up
3.	I get	I’m going	I’m going to get	I’ll get
4.	are not seeing	haven’t seen	didn’t see	don’t see
5.	should	shall	would	will
6.	that we haven’t	that we didn’t	we haven’t	we didn’t
7.	occurred	took the place	passed	was there
8.	rang for telling	rang to tell	rung for telling	rung to tell
9.	had gone	had been	has gone	has been
10.	We may not all	We can’t all	All we can’t	All we may not
11.	have come there	were arriving	got there	came to there
12.	was seeming quite happily	was seeming quite happy	seemed quite happily	seemed quite happy
13.	I’m getting so old	I’m getting too old	I get so old	I get too old
14.	taking	bringing	to take	to bring

³⁴ <https://www.bhamcityschools.org/cms/lib5/AL01001646/Centricity/Domain/131/Grammar%20Tests.pdf>

2. Read and complete the text below. For each of the empty spaces (1–25) choose the correct answer (A, B, C or D).

One crossing of the Atlantic is very much like __1__ ; and people who cross it frequently do not __2__ for the __3__ of its interest. Most of us are quite happy when we feel __4__ to go to bed and pleased when the journey __5__. On the first night this time I felt especially lazy and went to bed __6__ earlier than usual. When I __7__ my cabin, I was surprised __8__ that I __9__ a companion during my trip. I had expected __10__ but there was a suitcase __11__ mine in the opposite corner. I wondered who __12__. Soon afterward he came in. He was the sort of man you might meet __13__, except that he was wearing __14__ good clothes that I made up my mind that we would not __15__, __16__, and did not say __17__.

I suppose I slept for several hours because when I woke up it was the middle of the night. I felt cold but covered __18__ __19__ and tried to __20__. Then I realized that a draught was coming from somewhere. I got up __21__ the door but found it already locked from the inside. The cold air was coming from the window opposite. I crossed the room and __22__ the moon shone through it on to the other bed. __23__ there. It took me a minute or two to __24__ the door myself. I realized that my companion __25__ through the window into the sea.³⁵

	A	B	C	D
1.	other	the other	another	one other
2.	make the travel	make the voyage	do the travel	do the voyage
3.	reason	motive	cause	sake
4.	tired enough	enough tired	ourselves tired enough	our selves enough tired
5.	is achieved	finish	is over	is in the end
6.	quite	rather	fairly	somehow
7.	arrived in	reached to	arrived to	reached at
8.	for seeing	that I saw	at seeing	to see
9.	am to have	should have had	would have	ought to have
10.	being lonely	to be lonely	being alone	to be alone
11.	like	as	similar than	the same that
12.	could he be and how he would be	he could be and what he would be like	could he be and what would he be like	he could be and he would be
13.	in each place	for all parts	somewhere	anywhere
14.	a so	so	such a	such

³⁵ <https://www.bhamcityschools.org/cms/lib5/AL01001646/Centricity/Domain/131/Grammar%20Tests.pdf>

15.	treat together well	pass together well	get on well together	go by well together
16.	whoever he was	whoever was he	however he was	however was he
17.	him a single word	him not one word	a single word to him	not one word to
18.	up me	up myself	up to myself	myself up
19.	so well as I could	as well as I could	so well that I might	as well that I might
20.	go back to sleep	go back to sleeping	put myself to sleep again	put myself for sleeping again
21.	to shut	for shutting	in order that I shut	so as for shutting
22.	while doing like that	as I did like that	as I did so	at doing so
23.	It was no one	There was no one	It any one	There was any one
24.	remind to lock	remember to lock	remind locking	remember locking
25.	had to jump	was to have jumped	must have jumped	could be jumped

3. Read and complete the text below. For each of the empty spaces (1–25) choose the correct answer (A, B, C or D).

I had been sitting __1__ in my usual compartment __2__ at least ten minutes, waiting __3__. The trains from Littlebury never seemed to start __4__ and I often thought that I could have __5__ in bed a little longer or had __6__ cup of tea before __7__. Suddenly I heard someone shouting __8__ the platform outside. A young girl was running towards the train. The man __9__ put out his hand to stop her but she ran past him and opened the door of my compartment. Then the whistle blew and the train started. “I nearly missed it, __10__?” the girl said. “How long does it take to __11__ London?” “It depends on the __12__” I said. “Some days it’s __13__ others.” “I’ll have to __14__, __15__ late again tomorrow,” she said. “It’s my first day __16__ with a new firm today and they told me that the man __17__ is very strict. I __18__ him yet so I don’t know __19__ but he sounds a bit frightening. She talked about her new job __20__ the way to London and before long, I realized that she was going to work for my firm. My __21__ secretary had just left so I must be her new boss __22__ only fair to tell her. “Oh, dear,” she said.” __23__ mistake! I wish I __24__” “Never mind,” I said. “At least you’ll know when your train’s late that __25__”³⁶

	A	B	C	D
1.	for myself	only myself	by myself	in my own
2.	for	during	since	meanwhile
3.	the train to start	for the train start	the train’s start	for the train to start
4.	on their hour	on time	at their hour	at time
5.	lain	laid	lied	lay
6.	other	some other	another	one other
7.	I had left the home	leave from home	leaving home	to leave home
8.	at	by	in	on
9.	at place	on duty	for control	in post
10.	haven’t I	don’t I	wasn’t I	didn’t I
11.	get to	arrive to	reach to	make to
12.	driver to the engine	driver engine	engine’s driver	engine driver
13.	far slower than	much slower than	a lot more slow than	a great deal more slow than

³⁶ <https://www.bhamcityschools.org/cms/lib5/AL01001646/Centricity/Domain/131/Grammar%20Tests.pdf>

14.	mend me the watch	mend me my watch	have my watch mended	have mended my watch
15.	in order not are	so as not to be	for not being	so that it's not
16.	at job	in job	in work	at work
17.	I'm going to work for	what I'm going to work for	for which I'm going to work	which I'm going to work
18.	didn't meet	haven't met	didn't know	haven't known
19.	what he is like	what is he like	how he is	how is he
20.	through	by	on	in
21.	proper	own	same	self
22.	There was	That was	It was	Was
23.	What a terrible	What terrible	How terrible	So terrible a
24.	had known	have known	knew	would have known
25.	so will the mine be	the mine will be, too	So will mine	mine will be, too

4. Read and complete the text below. For each of the empty spaces (1–25) choose the correct answer (A, B, C or D).

I can clearly remember the first time I __1__ Mr. Andrews, my old headmaster, __2__ __3__. During the war, I had been __4__ school in the north of England but my family had just returned to London. __5__ for children to go to and my father had to go from __6__ asking them __7__ __8__ pupil. I used to go with him but he had __9__ hard time trying to persuade people __10__ him that I seldom had to do __11__. We had been to all the schools __12__ we lived, but __13__ my father argued, the more impossible it became. In the end, we went to a school __14__ from home. The headmaster __15__ for at least an hour. While we were waiting, I looked round that the __16__, __17__ was one of those old Victorian structures, completely __18__ but still standing. I could hear the boys playing in the playground outside. When the headmaster’s secretary finally let us __19__ his office, Mr. Andrews spoke to me first . “Why do you want to come here?” he said. I had been thinking __20__ something about studying but I couldn’t help __21__ the boys outside. “I don’t know __22__ in London,” I said.” I’d like __23__ with the other boys. I read a lot of books, too” I added. “All right,” Mr. Andrews said. “We have one place free, __24__”

My two years at that school were among the __25__ of my life.³⁷

	A	B	C	D
1.	met	knew	found	discovered
2.	even	nevertheless	although	in spite
3.	it’s now since over 20 years	it’s over 20 years ago now	it’s since more than 20 years now	it makes more than 20 years now
4.	in the	in	at	at the
5.	There were not enough schools left	There were not still enough schools	There didn’t stay enough schools	Not enough schools rested
6.	one to another	each to other	one to other	the ones to the others
7.	that they took me	for taking me	for to take me	to take me
8.	as	as a	like	like a
9.	such	such a	so	a so
10.	just for seeing	just for to see	even seeing	even to see
11.	no test	one test	any test	some test

³⁷ <https://www.bhamcityschools.org/cms/lib5/AL01001646/Centricity/Domain/131/Grammar%20Tests.pdf>

12.	near where	near	near to	near the place there
13.	the most	the more	how much	for how much
14.	at five miles	five miles long	about five miles away	about five miles far
15.	kept us to wait	kept us waiting	made us to waiting	made us waiting
16.	building of the school	building school	school's building	school building
17.	which	that	what	it
18.	of the old time	outside its time	past its date	out of date
19.	to enter	to pass in	to come into	into
20.	of saying	to say	of telling	to tell
21.	to remember	remembering	to remind	reminding
22.	no one	none	someone	anyone
23.	that I played	the play	to play	playing
24.	in truth	it's the truth	in fact	it's fact
25.	happier	happiest	more happy	most happy

THE KEYS

ENGLISH LANGUAGE LEVEL TEST – GRAMMAR AND VOCABULARY

Grammar

1. a. 2. b. 3. d. 4. b. 5. d. 6. c. 7. b. 8. b. 9. c. 10. d. 11. a. 12. a. 13. b. 14. c. 15. d. 16. b. 17. a. 18. c. 19. a. 20. b. 21. d. 22. d. 23. c. 24. b. 25. c. 26. d. 27. b. 28. c. 29. b. 30. a. 31. d. 32. c. 33. b. 34. d. 35. b. 36. a. 37. b. 38. d. 39. b. 40. a. 41. a. 42. b. 43. d. 44. a. 45. c. 46. a. 47. d. 48. b. 49. c. 50. d.

Vocabulary

1. c. 2. c. 3. b. 4. c. 5. c. 6. d. 7. b. 8. b. 9. a. 10. c. 11. c. 12. b. 13. d. 14. c. 15. a. 16. c. 17. a. 18. a. 19. b. 20. b. 21. d. 22. c. 23. c. 24. a. 25. b. 26. d. 27. c. 28. c. 29. b. 30. b. 31. d. 32. b. 33. b. 34. a. 35. b. 36. c. 37. a. 38. a. 39. d. 40. c. 41. b. 42. d. 43. b. 44. d. 45. a. 46. d. 47. c. 48. d. 49. a. 50. c.

The scores below are meant as a rough guide to determine student levels:

0-20: Elementary (A1)
21-40: Pre-intermediate (A2)
41-60: Intermediate (B1)
61-80: Upper intermediate (B2)
81-100: Advanced (C1/C2)³⁸

Lesson 1. Business technology.

Exercise 3. 1. firewalls 2. IT department 3. the cloud 4. network 5. servers
6. bandwidths

Lesson 2. Computers.

Exercise 3. 1. update 2. hardware 3. specifications 4. software 5. computer literate 6. backup

Exercise 6. 1. b) smaller 2. a) an atom 3. c) transistors 4. a) bit

³⁸ <https://www.linguahouse.com/>

Exercise 7. 1. anything 2. tricky 3. 500 4. same time

Exercise 8. 1. Our home computers 2. Databases 3. IT security 4. Medicine

Lesson 3. Automation.

Exercise 3. 1. automated 2. future-proof 3. technological unemployment
4. Machine learning 5. self-driving 6. robotics

Exercise 6. 1. a) factory work 2. a) mass unemployment 3. b) \$14b 4. c) 4,500

Exercise 7. 1. information 2. specialised 3. data 4. factories

Exercise 8. 1. The world population 2. 150,000 3. 40% 4. Our jobs

Lesson 4. Gadgets and appliances.

Exercise 1.

Gadget (n) – a small tool or device that does something useful

Appliance (n) – a machine that is designed to do something in the home e.g.,
cooking, cleaning, heating

Exercise 2.

Source for images:

LED houseplant - fluoraplant.com

hybrid duvet - simbasleep.com

dumbbell alarm clock - thisiswhyimbroke.com

handheld espresso maker - www.wacaco.com

1. air fryer 2. robot vacuum cleaner 3. LED houseplant
4. hybrid duvet 5. dumbbell alarm clock 6. handheld espresso maker

Exercise 3. 1. → b. 2. → c. 3. → a.

Answers to the text:

1. hectic

2. gizmos

3. delights

Exercise 5.

Part A

1. → e. 2. → b. 3. → c. 4. → d. 5. → f. 6. → a. 7. → h. 8. → g. 9. → i.

Part B

1. encouragement 2. serenity 3. sophisticated
4. nutrients 5. flickering 6. ambiance
7. dirt 8. ingenious 9. fireflies

Exercise 6.

1. Not needed 2. Paragraph C 3. Paragraph F
4. Paragraph A 5. Paragraph B 6. Paragraph G
7. Paragraph D 8. Paragraph E 9. Paragraph H

Sources:

www.forbes.com/sites/leebelltech/2019/06/01/the-best-smart-home-tech/?sh=61f223bb18ba

www.gadgetgram.com/2022/11/16/colorlight-fluora-mini-app-enabled-smart-led-illuminated-floor-plant/

androidcure.com/5-smart-home-appliances-with-latest-technologies/

Exercise 7.

1. False. "... the range of gizmos available to us expands..."
2. False. "...fry with up to 70% less oil..."
3. True. "...you can whip it out of your bag in an instant..."
4. Not given
5. False "...you can even control it via an app on your phone ..."
6. True. "...can change the colours, the brightness, and the movement ..."
7. False. "...temperature controlling features inspired by astronauts and it knows when you feel too hot or too cold..."
8. True. "...you will need to lift the dumbbell 30 times to shut off the alarm..."
9. Not given

Exercise 8.

splash out on something – to spend a lot of money on buying things, especially things that are pleasant to have but that you do not need

pick-me-up – something that makes someone feel better, restores one's energy and lifts their spirits

a bit of relief from our aches and pains – to ease any minor pains that you feel in your body after a hectic and tiring day

Lesson 5. Household robots.

Exercise 2.

Part A

1. → h. 2. → f. 3. → c. 4. → e. 5. → b. 6. → g. 7. → a. 8. → d.

Part B

1. founder 2. precision
3. claims 4. revenues
5. struggled 6. recruit
7. household 8. headquarters

Exercise 3.

Reader: British firm Dyson has made the headlines again with a surprise announcement. Dyson, which was founded in 1991, is known for its line of vacuum cleaners and other homeappliances, making it a household name around the world.

Reader: However, the company is planning to create a robotics centre at Hullavington Airfield, which it claims will be the largest of its kind in the UK.

Reader: The proposed centre, which will host 250 robotics engineers, will help the company to realise its goal of developing household robots by 2030.

Reader: Dyson, which takes its name from founder James Dyson, has released images of robotic arms picking up items such as a teddy bear and dishes – tasks that robots have, until recently, struggled with, as they require a mixture of strength and precision.

Reader: James Dyson, a British billionaire valued at £23 billion by the Sunday Times, controversially moved his company's headquarters to Singapore in 2019. Dyson was a big supporter of Brexit and had publicly backed British manufacturing in the past.

Reader: The firm, which reported revenues of £6 billion in 2021, intends to spend £2.75 billion between 2020 to 2025 on new products and research, which would include its robotics department.

Reader: Dyson plans to recruit 700 more robotics engineers over the next five years. The move into new territory isn't the company's first – in 2019, it dropped an electric car project, and, during the pandemic, the firm has been involved in the production of ventilators and filters.

a. 1991 b. 250 c. 2030 d. 23 billion e. 2019 f. 6 billion g. 2.75 billion h. 700

Exercise 4.

1. False. The company is known for vacuum cleaners and has recently announced a move into robotics.
2. False. The company claims it will be the largest in the UK
3. True. The company takes its name from its founder, James Dyson.
4. True. Until recently, robots have struggled to pick up such objects as the action required a mixture of strength and precision.
5. Not given. We are only told that Dyson was a big supporter of Brexit.
6. False. Dyson dropped an electric car project in 2019.
7. True. The company has been involved in the production of ventilators and filters.

Exercise 5.**Part A**

I

1. → e. 2. → c. 3. → b. 4. → d. 5. → a.

II

1. → e. 2. → c. 3. → b. 4. → d. 5. → a.

Part B

1. combing
2. come across
3. inevitable
4. barely
5. bearable
6. affordable
7. retirement
8. insurance
9. reckon
10. evolve

Exercise 6. 1. Rob 2. Bailey 3. Jim 4. Not given 5. Dalia**Exercise 7.**

I

1. Rob 2. Jim, Bailey
3. Not given 4. Dalia

II

1. c. 2. b. 3. c. 4. a.

Sources:

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<https://www.theguardian.com/technology/2022/may/25/dyson-reveals-its-big-bet-robots>

<https://www.bbc.com/news/technology-61574202>

Exercise 8.

Part A

1. programming 2. working 3. qualities 4. powerful

Part B

1. crashing 2. Artificial Intelligence 3. upgrade 4. code

Exercise 10.

1. → a. 2. → b. 3. → c. 4. → d.

Lesson 6. Artificial Intelligence.

Exercise 3. 1. superintelligence 2. Algorithmic bias 3. sentient 4. Turing test
5. existential threat 6. Three Laws of Robotics

Exercise 6. 1. b) 50 years 2. a) harmless 3. b) about equal 4. a) 40

Exercise 7. 1. mankind 2. humans 3. danger 4. invention

Exercise 8. 1. Electronic devices 2. A single evil robot 3. Human emotions/empathy 4. Our brains

Lesson 7. Revolutionary 6G progress.

Exercise 2.

1. → g. 2. → d. 3. → h. 4. → e. 5. → f. 6. → c. 7. → a. 8. → b.

Exercise 3.

Newsreader: Information has been sent across a distance of 1.2 miles at sub-terahertz frequencies, an important step towards the development of 6G, which is seen as the future of telecommunications.

Newsreader: Researchers worked with NASA and the US Air Force in order to solve the problem of long-distance wireless communications at a terahertz level. Until now, creating a stable connection at such frequencies has been very difficult, with the signal becoming more fragile.

Newsreader: In order to succeed, the team had to rethink their radio setup. Typically, a signal sent wirelessly is mixed to remove distortion. However, the researchers found that their mixer couldn't handle the increase in power, so they removed it. Instead, the information, which was sent in a distorted state, arrived at the source clean.

Newsreader: The breakthrough marks a huge improvement in existing technology. 6G is thought to be capable of reaching frequencies of around 3 terahertz. The limit for existing 5G frequencies is 71 gigahertz.

Newsreader: In the experiment, the research team were able to achieve frequencies and bandwidths over 100 times better than 5G networks, but the new technology may be a long way off. 5G is yet to be available to everyone, and there are far more challenges in introducing 6G to the global population.

Newsreader: The research does, however, offer hope to those who live in rural communities, and could open the door to high-speed Internet for everyone, no matter where they live in the world.

1. sub-terahertz
2. frequencies } fragile
3. distortion
4. mixer
5. breakthrough
6. bandwidths
7. rural

Exercise 4.

1. a. 2. b. 3. c. 4. c. 5. b.

Exercise 5.

Part A. 1. → b. 2. → c. 3. → g. 4. → d. 5. → e. 6. → f. 7. → h. 8. → a.

Part B

1. campaign
2. convince
3. claimed
4. conspiracy theory
5. reassure
6. maintain
7. radiation
8. community

Exercise 6.

1. Fiona 2. Patrick 3. Not given 4. Giselle 5. Rashid

Sources:

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www.nature.com/articles/s41928-022-00897-6

www.wsj.com/articles/forget-5g-lets-talk-6g-11647046000

Exercise 7.

Part A

1. Patrick, Giselle 2. Rashid 3. Fiona 4. Not given

Part B

1. b. 2. c. 3. a. 4. b.

Exercise 8.

Part A

1. a. 2. b.

Part B

1. knew 2. would learn

3. could connect ∩ had 4. had ∩ could talk

5. would use ∩ could 6. won ∩ would buy

Lesson 8. Big data and AI.

Exercise 3. 1. data storage 2. Data analysts 3. novel situations 4. automation
5. machine learning 6. big data

Lesson 9. Data protection.

Exercise 3. 1. data protection 2. Hackers 3. encrypt 4. data breach 5. VPN
6. biometric data

Exercise 6. 1. a) delete Facebook 2. c) Donald Trump 3. c) the UK 4. b) the user's friends

Exercise 7. 1. personality 2. doing 3. delete 4. access

Exercise 8. 1. Former Facebook executives 2. 2014 3. 3 4. Fixing Facebook's platform

Lesson 10. Cybercrime.

Exercise 1.

Call centre worker: Thank you for taking my call. Before we continue, could you say the first and third digits of your security pin? Oh, I didn't catch that, sorry. That's the second and fourth, please. Okay, lovely, I've gone through. Did you see what I did there?

Narrator: It's a scam. Never reveal your full security pin even if you think it's your bank calling. Learn how to protect yourself from fraud.

1. This was made as a TV commercial for a leading UK bank to inform its customers and the general public about how they might be tricked into giving their personal information or banking details.

2. Don't share this type of information with a caller because they may not be who they say they are.

3. Your own answers, but possibly older people, young people or people with few technical skills.

Exercise 2.

Reading 1

Source: <https://www.independent.co.uk/advisor/vpn/cybercrime-statistics>

Definitions:

1. hacking 2. cons 3. fake

Numbers:

1. third 2. 125% 3. 31 % 4. 26% 5. £4200 6. seconds

Exercise 3.

Definitions:

1. c) someone is to pay 2. a) harms others 3. g) dishonest
4. i) afford 5. b) threatening someone 6. h) release someone or something
7. e) asked 8. d) cannot read 9. f) wrong or cruel

Exercise 4.

Sources:

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Text A:

1. credit rating
2. unsolicited
3. abuse

Text B:

1. encrypt
2. ransom
3. extort

Text C:

1. wrongdoing
2. fraudulent
3. costly

Exercise 5.

1. sounds › this phrase means that something is presenting a false positive appearance, and there will be hidden costs or problems (semi-formal to informal)

2. results › this fixed phrase is a message that people sometimes see when a website cannot cope with a high volume of traffic (formal)

3. purchase › this means that someone has taken something dishonestly and kept it for themselves (informal)

Exercise 6. 1. A 2. C 3. C 4. A 5. B 6. B 7. A 8. B 9. C

Exercise 7. 1. ransom 2. scam(mer) 3. unsolicited 4. encrypt 5. con 6. costly 7. wrongdoing 8. pocketed 9. fraudulent 10. extort 11. (credit) rating 12. fake

ЄВІ-2023: ДЕМОНСТРАЦІЙНИЙ ТЕСТ

1 F	2 D	3 E	4 H	5 A
6 C	7 C	8 D	9 D	10 A
11 B	12 D	13 B	14 A	15 C
16 C	17 B	18 A	19 D	20 D
21 B	22 C	23 B	24 D	25 A
26 B	27 D	28 C	29 A	30 B

TRAINING TESTS AND EXERCISES

B2 READING TESTS

Crypto addicts

1. c 2. c 3. d 4. c 5. b 6. a

Have we taken security too far?

1. b 2. c 3. a 4. a 5. c 6. b

PARAGRAPH HEADINGS B2

Earth Calling Space: 'Is There Anyone Out There?'

1. g 2. a 3. e 4. b 5. h

B2 VOCABULARY TESTS

Checking your mobile phone

1. d 2. d 3. b 4. a 5. d 6. c 7. a 8. b 9. c

Planes can make it rain

1. b 2. c 3. b 4. a 5. b 6. d 7. c 8. b 9. c

Karakamia wildlife sanctuary

1 a 2 d 3 b 4 c 5 a 6 d 6 b 8 a 9 d

What is a coincidence?

1 a 2 a 3 a 4 c 5 a 6 c 7 d 8 b 9 c

B2 GRAMMAR TESTS

1.

1-A 2-C 3-D 4-B 5-A 6-D 7-A 8-B
9-A 10-B 11-C 12-D 13-B 14-C

2.

1-C 2-B 3-D 4-A 5-C 6-B 7-A 8-D
9-C 10-D 11-A 12-B 13-D 14-D 15-C
16-A 17-C 18-D 19-B 20-A 21-A 22-C
23-B 24-D 25-C

3.

1-C 2-A 3-D 4-B 5-A 6-C 7-C 8-D
9-B 10-D 11-A 12-D 13-B 14-C 15-B
16-D 17-A 18-B 19-A 20-C 21-B 22-C
23-A 24-A 25-D

4.

1-A 2-C 3-B 4-C 5-A 6-A 7-D 8-B
9-B 10-D 11-C 12-A 13-B 14-C 15-B
16-D 17-A 18-D 19-D 20-A 21-B 22-D
23-C 24-C 25-B

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Навчальне видання

Quantum English
(Квантова англійська)

Методичні рекомендації з англійської мови
для студентів 4 курсу спеціальностей
123 - Комп'ютерна інженерія,
125 – Кібербезпека та захист інформації
та 151 – Автоматизація
та комп'ютерно-інтегровані технології

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