Limba străină 1 (limba engleză/s) – IS I –

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Attendance requirements

- Minimal standards: **5-6 times**
- In order to get as high of a grade as possible (9/10 for seminar activity), every student is kindly asked to attend this class (either face to face or online, according to the context) **at least 8 times**.

Evaluation + marking scheme

- **50% of the final mark** → **seminar activity** - writing a *letter of application* (150-200 words) and uploading it on the platform/CV (homework) + attendance frequency;

- **50% of the final mark** → **formative assessment** (written examination via CV - ***12 questions*** - Multiple Choice, True/False statements → week 7 - early November 2021) + **final assessment** (written examination via CV - ***12 questions*** - Multiple Choice, True/False statements → week 13, 14).

Syllabus

- *1st component* → **vocabulary pertaining to general topics** (e.g. *frequent mistakes made by non-native speakers; collocations; synonyms; antonyms*);
- *2nd component* → **vocabulary pertaining to specific genres - ESP (English for specific purposes)** (e.g. Business English, English for Computer Science);
- *3rd component* → **grammar (*Present Tenses* and *Modal Verbs*);**
- *4th component* → writing → **Introduction to Academic Writing**: narrowing down the topic for a research paper (e.g. scientific articles, BA/MA papers, PhDs); citing adequately by taking into account international standards.

Seminar 2 - *The three sectors of the economy (I). Manufacturing and services (II)*

- **The primary sector** → agriculture, extraction of raw materials from the earth
- **The secondary sector** → manufacturing industry → raw materials are turned into finished products
- **The tertiary sector** → the commercial services that help industry produce and distribute goods to the final consumers (+ activities including education, health care, leisure, tourism, etc.)

Sunlight flooded the cabin as the plane changed course. It was a bright, clear morning. Robyn looked out of the window as England slid slowly by beneath them: cities and towns, their street plans like printed circuits, scattered over a mosaic of tiny fields, connected by the thin wires of railways and motorways. Hard to imagine at this height all the noise and commotion going on down there. Factories, shops, offices, schools, beginning the working day. People crammed into rush hour buses and trains, or sitting at the wheels of their cars in traffic jams, or washing up breakfast things in the kitchens of pebble-dashed semis. All inhabiting their own little worlds, oblivious of how they fitted into the total picture. The housewife, switching on her electric kettle to make another cup of tea, gave no thought to the immense complex of operations that made that simple action possible: the building and maintenance of the power station that produced the electricity, the mining of coal or pumping of oil to fuel the generators, the laying of miles of cable to carry the current to her house, the digging and smelting and milling of ore or bauxite into sheets of steel or aluminium, the cutting and pressing and welding of the metal into the kettle's shell, spout and handle, the assembling of these parts with scores of other components – coils, screws, nuts, bolts, washers, rivets, wires, springs, rubber insulation, plastic trimmings; then the packaging of the kettle, the advertising of the kettle, the marketing of the kettle to wholesale and retail outlets, the transportation of the kettle to warehouses and shops, the calculation of its price, and the distribution of its added value between all the myriad people and agencies concerned in its production. The housewife gave no thought to all this as she switched on her kettle. Neither had Robyn until this moment, and it would never

2 The long sentence in lines 11–28 lists a large number of operations belonging to the different sectors of the economy. Classify the 18 activities from the passage according to which sector they belong to:

advertising products	*assembling*	*building*
calculating prices	*cutting metal*	*digging iron ore*
distributing added value	*laying cables*	*maintenance*
marketing products	*milling metal*	*mining coal*
packaging products	*pressing metal*	*pumping oil*
smelting iron	*transportation*	*welding metal*

Read this extract from an interview with the well-known Canadian economist, John Kenneth Galbraith, and answer the questions.

1 Why do people worry about the decline of manufacturing?
2 Which activities are as important as the production of goods?
3 Should people worry about this state of affairs?

We worry about unemployment and the loss of manufacturing industry in the advanced industrial countries only because we don't look at the larger social developments. The US, for example, no longer depends on heavy industry for employment to the extent that it once did.

This is related to a larger fact that has attracted very little discussion. After a country's people are supplied with the physical objects of consumption, they go on to concern about their design. They go on to an enormous industry persuading people they should buy these goods; they go on to the arts, entertainment, music, amusement – these become the further, later stages of employment. And these are things that are extremely important.

Paris, London, New York and so on do not live on manufacturing; they live on design and entertainment. We do not want to consider that this is the solid substance of economics, but it is.

I don't think it is possible to stop this progressive change in the patterns of human consumption. It is inevitable.

Follow-up – speaking activity

How many people in the tertiary sector have you already spoken to today (travelling to college or work, shopping, eating, and so on)? What about people in the other two sectors? When did you last talk to someone who grew or produced food, for example?

Seminar 3 – general considerations concerning the *use* of *Present Simple* and *Present Continuous*

- **PRESENT SIMPLE**

- Primarily used in order to indicate **habits** (repeated actions), **facts that are always true**, and **states**.

  Do you **like** cats?

  I always **go** swimming in the evenings.

Additional functions

- **fixed arrangements, scheduled events;**
- The plane **flies** to London every Monday.

- **sequence of actions in the present.**
- First I **get** up, then I **have** breakfast.

Present Simple - *signal words/ phrases*

- always
- often
- usually
- sometimes
- seldom
- never
- every day
- every week/month
- every year
- on Mondays/Tuesdays/Fridays/etc.
- after school/in the afternoon/in the evening/etc.

PRESENT CONTINUOUS – *primary function*

- Used to indicate **actions which are in progress at the moment**.

She is sleeping at the moment.

They **are looking** for birthday gifts.

Additional functions

- describing an **action that is going on during this period of time or a trend**: ***Are*** *you* ***still working*** *for the same company?* ***More and more*** *people* ***are giving up*** *smoking.* (indicating a gradual/ progressive action)
- describing an **action or event in the future, which has already been planned**: *I* ***am meeting*** *my best friend tonight.* ***Are*** *they* ***visiting*** you next winter?
- describing **a temporary situation**: *He usually plays the drums, but he* ***is playing*** *bass guitar tonight. The weather forecast was good, but it****'s raining*** *at the moment.*
- with "**always, constantly, continually, forever**", in order to emphasize **complaints about annoying habits**: *Harry and Sally* ***are always arguing****! You* ***are constantly complaining*** *about your mother-in-law!*

Present Continuous - *signal words/ phrases*

- **now**
- **today**
- **at the moment**
- **right now**
- **currently/at present/presently**
- **tonight**
- **Present Continuous may also be used to talk about something already decided in the near future.** Its use indicates that the future event is quite certain to happen – in such context, Present Continuous can be replaced by Future Simple/ Continuous (e.g., I am travelling abroad next week = I will travel/ will be travelling abroad next week).
- **next week/month**

Verbs that are not usually used in the continuous (-ing) form

The following verbs are normally used in the simple form because they refer to ***states***, rather than ***actions*** or ***processes***.

- **PERCEPTION**: to feel, to hear, to see, to smell, to taste;
- **OPINION**: to believe, to consider, to feel (= to think), to find (= to consider), to suppose;
- **MENTAL STATE**: to forget, to imagine, to know, to mean, to notice, to remember, to understand;
- **EMOTION/ DESIRE**: to envy, to dislike, to hate, to hope, to like, to mind, to prefer, to regret, to want;
- **MEASUREMENT**: to contain, to cost, to hold, to measure, to weigh;
- **OTHER**: to look (=resemble), to seem, to have (=to possess).

EXCEPTIONS

Perception verbs (see, hear, feel, taste, smell) may be used in the continuous form but with a different meaning:

- *This coat **feels** nice and warm.* (perception of the coat's quality)
- *John **is feeling** much better now.* (his health is improving)
- *She **has** four dogs and a cat.* (possession)
- *She **is having** lunch.* (She's eating)
- *I can **see** Scott in the garden.* (perception)
- *I **am seeing** Scott later.* (=meeting)

Underline the most suitable verb form in each sentence.

a) What sort of work *do you do/are you doing?*
b) I can't talk now. *I cook/I'm cooking* the dinner.
c) What shall we have? *Do you like/Are you liking* fish?
d) Can I borrow this typewriter? Or *do you use/are you using* it?
e) What *do the people here do/are the people here doing* in the evenings?
f) Follow that bus. Then you *turn/are turning* left.
g) A lot of people think that the Sun *goes/is going* around the Earth.
h) Excuse me, *do you read/are you reading* your newspaper? Could I borrow it?
i) *Do you wait/Are you waiting* for the bus to Newcastle?
j) Andy *builds/is building* his own house in the country.

6 (You listen) to the radio now?

7 I (not get up) at seven o'clock every morning.

8 Peter (talk) to Susan now.

9 (They work) in the restaurant at the weekends?

10 She (listen) to the radio in her bedroom at the moment.

11 They (not come) to school every day.

12 (You work) now?

13 The children (go) to bed at eight o'clock.

14 1 (leave) the office every day at five.

15 I'm sorry i can't talk to you now. I (go) out.

16 (Peter and Jane work) in London at the moment?

17 (Mary and Susan drive) to the office every day?

18 We (go) to the beach now.

19 (John listen) to the radio at the moment?

20 (Your parents sit) in the garden now?

21 The film (start) every night at eight o'clock

a) ...Do you like..... cheese sandwiches?
you like

b) What time ..... ?
the sun rise

c) What ..... at the moment?
you read

d) Sorry, I can't talk. ..... a bath.
I have

e) We ..... at school.
not watch videos

f) Look out of the window! ..... .
it snow

g) This is an examination! Why ..... ?
you talk

h) Ann ..... to school by bus every day.
go

i) ..... a uniform at your school?
you wear

a) What (usually, you, do) ...*do you usually do*.... at the weekend?
b) Don't worry about the cat. It (only eat) ..... once a day.
c) I can't work out the answer. (you, know) ..... what it is?
d) What's the matter? Why (you, stare) .... at me like that?
e) Excuse me, but (you, speak) ..... English? I'm looking for a hotel.
f) Helen (stay) ..... with her brother while her house is being repaired.

a) Ugh, don't show me that picture! I (hate) ...*hate*..... spiders!
b) Who (you, go with) ..... to the match on Saturday?
c) In the winter, what (you, wear) ..... ?
d) I can't stand horror films. I (think) ..... they're really silly!
e) Diana (not, usually, sit) ..... next to Ellen.
f) Why (you, look at) ..... me like that? Have I done something wrong?

a) There's nobody here, and the door's locked. What (we do) ..***do we do***... now!

b) What (you look).....at? (I wear).....the wrong clothes?

c) I (look after).....Jack's dog this weekend. (you want).....
to take it for a walk?

d) Who (drive).....the Mercedes that's parked outside?

e) I (still have).....a pain in my leg but it (get).....better.

f) Who (Sue dance).....with? That's not her brother, is it?

g) Harry always (look).....untidy! He (wear).....dirty jeans.

h) I (write).....in reply to your advertisement in the *Daily News*.

i) That plant I bought (not grow).....very much. And I (water)
.....it every day.

j) Which hotel (you stay).....in when you (come).....here

a) Where *are you staying* on Saturday night? ...***future***.....

b) George *retires* at the end of next year.....

c) What are we doing when the guests *arrive?*

d) *I'm trying* really hard to understand this book.....

e) Wait for me here until *I get* back.....

f) Sue *is leaving* in the morning.....

g) *I'm waiting* for the bus.....

h) I'm off now and *I'm taking* the car.....

i) They're *showing* a Woody Allen film on Channel 4 tonight.....

j) *I'm going* for a walk this evening.....

I (1) ***...am just writing.*** (just write) how to tell you how much I (2)..... (appreciate) the money you sent me, and to tell you how I (3)..... (get on) in my first term at university Actually I (4)..... (really enjoy) myself! I (5)..... (study) quite hard as well, but at the moment I (6)..... (spend) a lot of time just making friends. I (7)..... (still stay) with my friend Sue, and I (8)..... (look for) somewhere of my own to live. Only a few of the first-year students (9)..... (live) in college here, and I (10)..... (seem) to be spending a lot of time travelling backwards and forwards. I (11)..... (go) to lectures every morning, and most afternoons I (12)..... (study) in the library. In fact I (13)..... (write) this letter instead of an essay on *Hamlet*! I (14)..... (think) I'll buy some new clothes with the money you sent. Everything (15)..... (cost) a lot here, and I (16)..... (save) to buy a winter coat. It (17)..... (get) really cold here in the evenings. I now (18)..... (know) some other students and generally speaking we (19)..... (have) quite a good time socially! I (20)..... (also learn) to drive. See you soon.

Seminar 4 – *Personal computing – The processor*

Keywords:

- **Mainframe**
- **Operating system**
- **Software**
- **Hardware**
- **Microchip**
- **Input/ output devices**
- **System board**
- **Adaptor boards**
- **Microprocessor**
- **Address, control, and data buses**

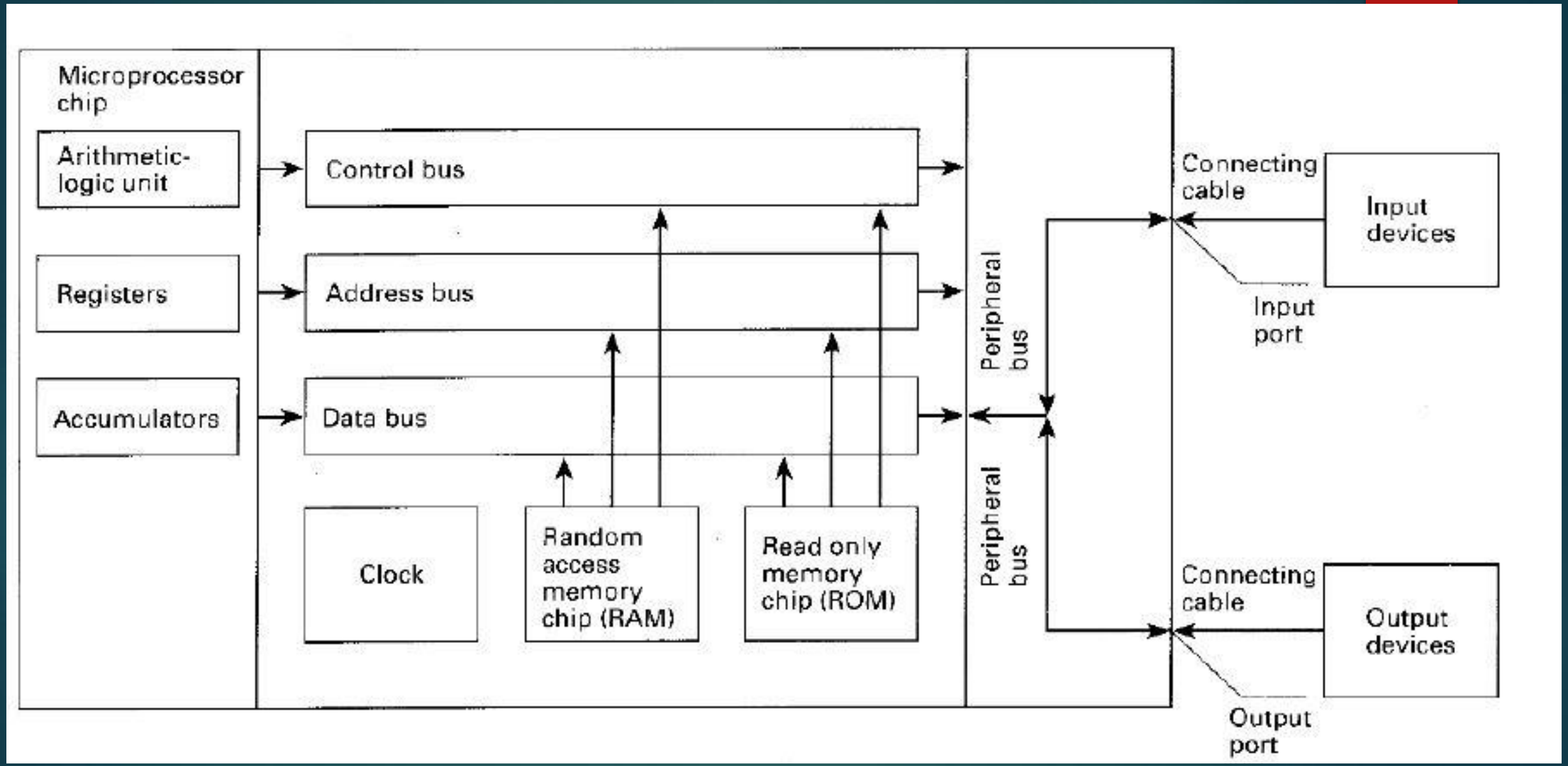
Structure of the processor

The processor consists of a [1] _____, which is a circuit board on which are mounted [2] _____ chips, memory chips, and other components linked together by [3] _____ lines or channels in the form of control, address, and data [4] _____. In addition, a processor has [5] _____, which are electronic circuits providing specialized functions such as graphics, or which connect a system board to [6] _____. The system board also consists of electronic devices, such as an electronic [7] _____ for controlling the speed of operation; [8] _____, which store numeric data during the course of processing; and various [9] _____, including sequence control register, address register, and function register.

adaptor boards	*registers*	*microprocessor*
clock	*conductive*	*buses*
system board	*accumulators*	*input or output devices*

1	mainframe	**a**	the set of software that controls a computer system
2	mouse	**b**	a very small piece of silicon carrying a complex electrical circuit
3	icon	**c**	a big computer system used for large-scale operations
4	operating system	**d**	the physical portion of a computer system
5	software	**e**	a device moved by hand to indicate position on the screen
6	hardware	**f**	a visual symbol used in a menu instead of natural language
7	microchip	**g**	data, programs, etc., not forming part of a computer, but used when operating it.

1	microprocessor chip	**a**	used to send address details between the memory and the address register
2	registers	**b**	consists of an arithmetic-logic unit, one or more working registers to store data being processed, and accumulators for storing the results of calculations
3	accumulators	**c**	a group of signal lines used to transmit data in parallel from one element of a computer to another
4	control bus	**d**	groups of bistable devices used to store information in a computer system for high-speed access
5	address bus	**e**	an electronic circuit, usually a quartz crystal, that generates electronic pulses at fixed time intervals to control the timing of all operations in the processor
6	data bus	**f**	used for storing part of the operating system and application software known as 'firmware'; can only be read; cannot be written to or altered in any way
7	clock	**g**	used to store numeric data during processing
8	RAM	**h**	a group of signal lines dedicated to the passing of control signals
9	ROM	**i**	used for the temporary storage of application programs and data; can be written to and read from


Microprocessor chip
Arithmetic-logic unit
Registers
Accumulators
Control bus
Address bus
Data bus
Clock
Random access memory chip (RAM)
Read only memory chip (ROM)
Peripheral bus
Peripheral bus
Connecting cable
Input devices
Input port
Connecting cable
Output devices
Output port

In 1952, a major computing company took a decision to get out of the business of making mainframe computers. They believed that there was only a market for four mainframes in the whole world. That company was IBM. The following year they reversed their decision.

In 1980, IBM decided that there was a market for 250,000 PCs, so they set up a special team to develop the first IBM PC. It went on sale in 1981 and set a world-wide standard for IBM-compatibility which, over the next ten years, was only seriously challenged by one other company, Apple Computers. Since then, over seventy million PCs made by IBM and other manufacturers have been sold. Over this period, PCs have become commodity items. Since IBM made the design non-proprietary, anyone can make them.

The history of the multi-billion dollar PC industry has been one of mistakes. Xerox Corporation funded the initial research on personal computers in their Palo Alto laboratory in California. However, the company failed to capitalize on this work, and the ideas that they put together went into the operating system developed for Apple's computers. This was a graphical interface: using a mouse, the user clicks on icons which represent the function to be performed.

The first IBM PC was developed using existing available electrical components. With IBM's badge on the box it became the standard machine for large corporations to purchase. When IBM were looking for an operating system, they went initially to Digital Research, who were market leaders in command-based operating systems (these are operating systems in which the users type in commands to perform a function). When the collaboration between IBM and Digital Research failed, IBM turned to Bill Gates, then

25 years old, to write their operating system.

Bill Gates founded Microsoft on the basis of the development of MS/DOS, the initial operating system for the IBM PC. Digital Research have continued to develop their operating system, DR/DOS, and it is considered by many people to be a better product than Microsoft's. However, without an endorsement from IBM, it has become a minor player in the market. Novell, the leaders in PC networking, now own Digital Research, so things may change.

The original IBM PC had a minimum of 16K of memory, but this could be upgraded to 512K if necessary, and ran with a processor speed of 4.77MHz. Ten years later, in 1991, IBM were making PCs with 16Mb of memory, expandable to 64Mb, running with a processor speed of 33MHz. The cost of buying the hardware has come down considerably as the machines have become commodity items. Large companies are considering running major applications on PCs, something which, ten years ago, no one would have believed possible of a PC. In contrast, many computers in people's homes are just used to play computer games.

The widespread availability of computers has in all probability changed the world for ever. The microchip technology which made the PC possible has put chips not only into computers, but also into washing-machines and cars. Some books may never be published in paper form, but may only be made available as part of public databases. Networks of computers are already being used to make information available on a world-wide scale.

1 How many mainframes did IBM think it was possible to sell in 1952?
2 How many PCs have now been sold?
3 Who paid for the initial research into PCs?
4 Which company later used the results of this research to develop their operating system?
5 What are command-based operating systems?
6 DR/DOS is an acronym. What does it stand for?
7 Since the invention of the IBM PC, many of its features have been improved. Which of the following features does the text *not* mention in this respect?

a memory
b speed
c size
d cost