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и радиоэлектроники»

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OF TECHNICAL SCIENCES**

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Учебное пособие составлено в соответствии с программой по английскому языку для технических вузов. Оно предоставляет возможность студентам овладеть главными видами коммуникативной деятельности: говорением, чтением и пониманием, письмом и переводом.

Первый раздел (Part I) содержит обязательные вузовские темы, рекомендуемые к изучению в первом и втором семестрах обучения. В каждый урок включён грамматический блок с правилами в рамках-таблицах и упражнениями. Второй раздел (Part II) содержит адаптированные научно-популярные тексты и упражнения коммуникативного характера. Пояснения к грамматическим таблицам уроков даны в разделе "Grammar Reference". Раздел "Reader" включает тексты, несущие информацию об инновациях в современных коммуникационных технологиях. Пособие содержит дополнительный материал "Additional Exercises", включающий упражнения повышенной сложности для самостоятельной работы, а также приложения ("Appendices"), в которых даны краткие сведения по фонетике и таблицы основных способов словообразования.

Для студентов вечернего и заочного отделений технических вузов.

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## Introduction (От авторов)

Данное учебное пособие предназначено для студентов технических высших учебных заведений и составлено в соответствии с «Программой по иностранным языкам для вузов неязыковых специальностей».

Раздел I (Part I) содержит обязательные вузовские темы, рекомендованные к изучению на первом этапе обучения. В каждом уроке имеется блок грамматики с правилами в рамках-таблицах и упражнениями.

Раздел II (Part II), предназначенный для второго этапа обучения, включает в себя уроки, тематически связанные с профилем технических вузов. Данный раздел содержит адаптированные научно-популярные тексты и упражнения коммуникативного характера. Как и в первом разделе, имеется блок грамматики. После каждого правила даются упражнения на закрепление материала, которые по своему содержанию имеют общенаучный характер и будут понятны слушателям любой специальности. Эти упражнения рекомендуется делать в аудитории под контролем преподавателя после введения нового материала.

Пояснения к грамматическим таблицам уроков разделов I и II даны в разделе “Grammar Reference”. Авторы считают наличие этого раздела оправданным, поскольку данное учебное пособие предназначено для студентов вечерней и заочной форм обучения.

Раздел “Reader” – тексты, несущие информацию об инновациях в современных коммуникационных технологиях, рекомендован для индивидуального перевода.

В разделе “Additional Exercises” содержатся упражнения повышенной сложности для самостоятельной работы.

И, наконец, приложения (“Appendices”) включают в себя краткие сведения по фонетике и таблицы основных способов словообразования.

Условные обозначения:

-  – тексты и диалоги для чтения
-  – устные упражнения
-  – письменные упражнения
-  – грамматические правила

*Л.Е. Лычовская, Е.Р. Менгардт*

# PART I

## Unit 1. ABOUT MYSELF

### 1.1. Read the following words and expressions and pay attention to the examples.

**to introduce**

представлять, знакомить

Let me **introduce** my friend to you.

**for short**

для краткости; сокращённо

We called him **Dick for short**.

**to be born**

родиться

Shakespeare **was born** in the 16<sup>th</sup> century.

**an appearance**

внешность

The **appearance** is very important for actresses.

**to be good (bad) at smth.**

преуспевать (не преуспевать)  
в чем-л.

My brother **is very good at physics** but he **is bad at English**.

**to be married to smb.**

быть женатым на ком-л.,  
быть замужем за кем-л.

Kate **is married to a businessman**.

**quite**

довольно

Nick is **quite** tall and intelligent.

**character**

характер

By **character** my boyfriend is very nervous.

**to play the piano**

играть на фортепиано

Veronica can **play the piano** very well.

**to have a lot of work**

иметь много работы

Unfortunately, my mother **has a lot of work** to do about the house.

**to listen to**

слушать

We often **listen to** pop music.

**to agree with smb., to smth.**

соглашаться с кем-л.  
или с чем-л.

I don't **agree with you!**

I **agree to** your **suggestion**.

**to prefer**

предпочитать

I like green tea, but my wife **prefers** coffee.

**to be in poor health**

болеть

My great-grandmother **is in poor health** now and we are taking care of her.



## 1.2. Read the text.

### MY FAMILY

Hello! Let me **introduce** myself. My name is Alexander, Sasha **for short**. Alexander is my first name and Sokolov is my surname. I am Russian. I am eighteen. I **was born** on 5<sup>th</sup> April in Tomsk, an ancient Siberian town. Now I am a first-year student of Tomsk University of Control Systems and Radioelectronics. In five years' time I will become a programmer.

Now let me describe my **appearance**. I am quite tall and slim, with dark hair and brown eyes. I love playing the guitar and I think I **am good at it**. I **am not married** yet, but I have got a girlfriend. Her name is Irina. She is seventeen and she is a student too. She is not tall, **quite** fair and very pretty.

Our family is not very large. I have got a father, a mother and two sisters. We live together in a new flat. My father's name is Igor and he is forty-five years old. He is tall and well-built, with short black hair and grey eyes. He works at a big automobile plant as an engineer. He likes his job and spends most of the time there. **By character** my father is a quiet man, while my mother is energetic and talkative. Her name is Olga. She is short and plump, with curly hair. She is quite good-looking. She is a teacher of music and **plays the piano** well. My mother always **has a lot of work** to do about the house and at school. She is a busy woman and we all help her. My elder sister, Anna, is twenty-five years old. She is married. She is a doctor. Her husband, Nikolay, is an electrician. They have got two children: a daughter and a son. Their daughter, Diana, is four and their son, Oleg, is two. My younger sister's name is Alla. She has got blue eyes and lovely fair hair. She is a pupil of the ninth form and gets only good and excellent marks. Literature is her favourite subject and she wants to become a teacher.

Our family is very friendly. In the evenings we watch TV, read books and newspapers, **listen to** music or simply talk about the events of the day. Our parents do not always **agree** to what we say, but they listen to our opinion. We like to spend our weekends out of town. We often go to the village where our grandparents live. They are pensioners now, but **prefer** to live in the country. My great-grandmother is still alive. She lives with my grandmother's family and is always glad to see us. She **is in poor health** and asks us to come and see her more often. I have also got a lot of relatives: uncles, aunts and cousins. We are happy when we are together.

### 1.3. Match the following words and expressions with their equivalents.

- |                         |   |
|-------------------------|---|
| 1. ancient              | a) хорошенькая ( <i>только о женщинах</i> ) |
| 2. a first-year student | b) подруга (молодого человека)              |
| 3. in five years' time  | c) получать отметки                         |
| 4. tall                 | d) симпатичный (-ая)                        |
| 5. dark hair            | e) карие глаза                              |

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 6. brown eyes                     | f) темные волосы                     |
| 7. a girlfriend                   | g) старшая сестра                    |
| 8. pretty                         | h) старый, старинный                 |
| 9. well-built                     | i) ученик девятого класса            |
| 10. a quiet man                   | j) поехать в деревню                 |
| 11. good-looking                  | k) двоюродный брат или сестра        |
| 12. plump                         | l) высокого роста                    |
| 13. an elder sister               | m) прабабушка                        |
| 14. a pupil of the ninth form     | n) студент первого курса             |
| 15. to get marks                  | o) через пять лет                    |
| 16. to become a teacher           | p) проводить выходные дни за городом |
| 17. to spend weekends out of town | q) стать учителем                    |
| 18. to go to the village          | r) тихий человек                     |
| 19. a great-grandmother           | s) крепкий; хорошо сложенный         |
| 20. a cousin                      | t) полный, пухлый                    |

**1.4. Read the following words and notice their pronunciation.**

- |             |                  |           |              |        |            |
|-------------|------------------|-----------|--------------|--------|------------|
| introduce   | [.ɪntrə`dju:s]   | character | [`kærəktə]   | quite  | [kwaɪt]    |
| appearance  | [ə`piərəns]      | ancient   | [`eɪnf(ə)nt] | cousin | [`kʌz(ə)n] |
| automobile  | [`ɔ:təmə(u)bi:l] | eighteen  | [.eɪ`ti:n]   | guitar | [gɪ`tɑ:]   |
| electrician | [ɪ.lek`trɪf(ə)n] | daughter  | [`dɔ:tə]     | event  | [ɪ`vent]   |



**Personal Pronouns**

**Table 1.1**

Number	Person	Subject form	Object form
<b>Singular</b>	1	I	me
	2	you	you
	3	he, she, it	him, her, it
<b>Plural</b>	1	we	us
	2	you	you
	3	they	them

**1.5. Replace the words in bold with the correct personal pronoun, as in the model.**

**Model:** – **My friend** is a student.  
– **He** is a student.

1. **Clara** is a housewife.
2. **My mother and I** are dark.
3. **Walter and Augusta** are married.
4. Is **your son** a photographer?
5. **Your sister and you** are very pretty!
6. **Silvia's son** is very short.
7. **The calendar** is on the table.
8. Is **Kate** your daughter?
9. **My uncle** is from the USA.
10. Is **the cat** under the chair?



**Table 1.2**

**Possessive Adjectives and Possessive Pronouns**

Number	Person	Possessive adjectives	Possessive pronouns
<b>Singular</b>	1	my	mine
	2	your	yours
	3	his, her, its	his, hers, its
<b>Plural</b>	1	our	ours
	2	your	yours
	3	their	theirs
		This is <b>my</b> book.	This book is <b>mine</b> .

**1.6. Choose the Russian pronouns corresponding to the English ones.**

- |                       |          |           |           |           |
|-----------------------|----------|-----------|-----------|-----------|
| 1. <b>Him</b>         | – он     | она       | ему       | их        |
| 2. <b>Us</b>          | – наш    | нам, нас  | вам, вас  | мы        |
| 3. <b>Them</b>        | – им, их | они       | нам       | его       |
| 4. <b>Your, yours</b> | – ты, вы | наш       | тебя, вас | твой, ваш |
| 5. <b>They</b>        | – они    | ты, вы    | твой, ваш | им, их    |
| 6. <b>Me</b>          | – мой    | мне, меня | ее        | нам       |
| 7. <b>Our, ours</b>   | – твой   | нам, нас  | наш       | ваш       |

8. <b>We</b>	– ТЫ, ВЫ	МЫ	ВАМ, ВАС	ВАШ
9. <b>Their, theirs</b>	– ИХ	ОНИ	ЕГО	ЕЕ
10. <b>Her, hers</b>	– ОНА	ЕГО	ЕЕ	ОН

**1.7. Replace the Russian pronouns with the English ones, as in the model.**

**Model:** – This is (*моя*) pen.  
– This is **my** pen.

– This pen is not (*твоя*).  
– This pen is not **yours**.

- Helen has got a cat; the cat is (*ее*).
- You have got two English books; they are (*твои*).
- Those were (*ее*) words. Those words weren't (*его*).
- 'Are you (*ее*) friend?' 'Yes, I'm a friend of (*ее*).'
- 'Is it (*твоя*) idea?' 'Yes, this idea is (*моя*).'
- We have got two dogs in the house. They are (*наши*).
- Is (*твоей*) cat bigger than (*мой*)?
- I think (*наша*) flat is a bit smaller than (*ваша*).
- 'Whose is that big house?' 'It's (*их*).'
- 'Where is (*моя*) book?' '(*Твоя*) is on the table.'

**1.8. Complete the following sentences with the correct variant.**

- My boyfriend and ... brother are architects.  
a) her                      b) its                      c) his                      d) me
- ... husband's parents are sixty years old.  
a) His                      b) Her                      c) Their                      d) Our
- We've got two cousins. ... are very good-looking.  
a) They                      b) Their                      c) Us                      d) Her
- My wife and I are fair, but ... children are quite dark.  
a) their                      b) your                      c) our                      d) his
- They are from Spain. ... language is Spanish.  
a) Your                      b) Our                      c) Her                      d) Their
- 'What are your names?' '... names are Dick and John.'  
a) Our                      b) My                      c) Your                      d) Ours
- Helen is from England, but ... husband is from Canada.  
a) his                      b) her                      c) hers                      d) him



Table 1.3

Demonstrative Pronouns

<b>This (These)</b>	<b>This</b> man is very strong.
	Whose books are <b>these</b> ?
<b>That (Those)</b>	Look at <b>that</b> new car in front of the bank.
	<b>Those</b> pictures on the wall are too large.

1.9. Complete the following sentences with the correct form of demonstrative pronouns.

1. ... cafe across the street is good.
2. ... rooms are too small for our groups.
3. ... gentleman is very polite.
4. ... news is interesting.
5. ... flowers on the table are for you.
6. ... pencil on the desk is not yours.



Table 1.4

Present Simple forms of the verb to be

Affirmative forms	
<p>He → <b>is</b> ← She</p> <p>↑</p> <p>It</p>	<p>I → <b>am</b></p> <p>We → <b>are</b> ← You</p> <p>↑</p> <p>They</p>
Interrogative forms	
<p><b>Am</b> → I?</p> <p>Is</p> <p>↙   ↓   ↘</p> <p>he   she   it?</p>	<p><b>Are</b></p> <p>↙   ↓   ↘</p> <p>we   you   they?</p>



**1.11. Make the following sentences negative, as in the model.**

**Model:** – My boyfriend is Italian. (*French*)  
– **No, he isn't. He isn't Italian. He is French.**

1. She is an actress. (*a secretary*)
2. He is single. (*married*)
3. They are husband and wife. (*brother and sister*)
4. It is my diary. (*his diary*)
5. I am very intelligent. (*your wife*)
6. They are from Russia. (*England*)
7. Her husband is an engineer. (*an electrician*)
8. Steven is twenty-five years old. (*twenty-six*)
9. You are stupid. (*intelligent*)
10. He is from London. (*Oxford*)
11. She is a teacher at school. (*at the university*)
12. They are students. (*pupils*)

**1.12. Make the following sentences negative or interrogative, as in the model.**

**Model:** – **I am** seventeen. (–)  
– **I'm not** seventeen.  
  
– **She is** *my* daughter. (?)  
– **Is she** *your* daughter?

1. They are married. (–)
2. She is from Spain. (?)
3. I am a driver. (–)
4. Her boyfriend is from Germany. (?)
5. He is a teacher. (–)
6. They are from Australia. (–)
7. It is near the chair. (?)
8. You are Russian. (–)
9. I am German. (?)
10. I am a student. (?)
11. He is a pilot. (–)
12. We are from Italy. (?)
13. My name is John Winston. (?)
14. I am seventeen years old. (?)
15. Her name is Julia. (–)

**1.13. Complete the dialogue using the cues, as in the model.**

**Model:** – your / name?  
 – **What’s your name?**  
 – Roberta Stone.

- |                             |                           |
|-----------------------------|---------------------------|
| 1. you / from / London? ... | – No, I’m from Liverpool. |
| 2. you / English? ...       | – Yes, I am.              |
| 3. your / job? ...          | – I’m an actress.         |
| 4. you / married? ...       | – No, I’m single.         |
| 5. your / address? ...      | – 35, South Street.       |



**Table 1.6**

**Past Simple and Future Simple forms of the verb to be**

Past Simple	Future Simple
Short negative forms: <b>wasn’t, weren’t</b>	Short negative forms: <b>shan’t be, won’t be</b>

**1.14. Complete the following sentences with the correct form of the verb to be.**

- He ... a computer programmer.  
 a) am            b) were            c) is
- Her hobby ... tennis.  
 a) are            b) were            c) is
- They ... active members of our English club last year.  
 a) will be        b) were            c) are
- The weather ... nice tomorrow.  
 a) will be        b) is                c) was

5. I hope it ... cold next Friday.  
a) isn't                    b) wasn't                    c) won't be
6. He ... in Kiev in two days' time.  
a) is                        b) will be                    c) was
7. '... you at the University yesterday?' 'Yes, I ... .'  
a) Was; was            b) Was; am                c) Were; was
8. ... you busy now?  
a) Is                        b) Were                    c) Are
9. What country ... you from?  
a) are                      b) was                      c) is
10. When I ... a small child I ... very noisy, but now I ... not.  
a) were, was, am    b) was, was, am    c) was, was, was

**1.15. Complete the following sentences with the full form of the verb to be.**

1. We ... in Italy last summer.
2. I think you ... free next Saturday.
3. My diary ... on the table.
4. We ... married.
5. Your brother ... here two hours ago.
6. He ... a programmer in five years' time.
7. My cousin ... twenty-five years old.
8. They ... French.
9. My surname ... White.
10. She ... quite tall, slim and pretty.
11. I ... Roberta King.
12. I hope you ... back in a couple of days.

**1.16. Translate the following sentences into English.**

1. Моя сестра – учительница.
2. Завтра я буду занят.
3. Где вы были вчера?
4. Она замужем.
5. Они из Лондона? – Нет, они из Оксфорда.
6. Когда она была молодой, она была очень хорошенькой.
7. Вы программист?

8. Джону десять лет.
9. Ее муж не итальянец, он немец.
10. Из какой вы страны?



**Table 1.7**

**Present Simple forms of the verb *to have (got)***

I  You	We  They	He  It	She  has got
<p><b>I have got</b> a brother. <b>He has got</b> a car.</p> <p>Short forms: <b>I've got</b> (= <b>I have got</b>) <b>She's got</b> (= <b>She has got</b>)</p>			
<p><b>Have</b> you got a brother? – Yes, I <b>have</b>. / No, I <b>haven't</b>. (= <b>have not</b>) <b>Has</b> he got a car? – Yes, he <b>has</b>. / No, he <b>hasn't</b>. (= <b>has not</b>)</p> <p><b>Have</b> you got <i>any</i> children?</p> <p>I <b>haven't</b> got a brother. He <b>hasn't</b> got a car. We <b>haven't</b> got <i>any</i> children.</p>			

**1.17. Fill in the gaps with the correct form of the verb *to have (got)*.**

1. '... you ... a computer?' 'No, I ... .'
2. I ... a dog, but my friend ... a Siberian cat.
3. '... you ... any books in your bag?' 'Yes, I ... .'
4. '... Donald ... his own family?' 'No, he ..., but I ... .'
5. '... Ann ... a new coat?' 'Yes, she ... a very nice coat.'
6. '... they ... a new job?' 'Yes, they ... .'
7. '... your friend ... an aunt or an uncle?' 'He ... an old aunt.'
8. We ... any money, but Susan and Robert ... three thousand dollars.
9. '... we ... a calculator?' 'Yes, we ... .'
10. '... you ... any sisters or brothers?' 'No, I ... .'
11. '... she ... any friends in London?' 'Yes, she ... .'
12. You always ... any money on you!
13. Dick ... a wife, but he ... a girlfriend.

**1.18. Change the following statements into negatives, as in the model.**

**Model:** – Uncle Henry’s got a new hat. (*a coat*)  
 – **He hasn’t got a new coat.**

1. He’s got a sister. (*a brother*)
2. Adolph’s got a camera. (*a personal stereo*)
3. They’ve got a son. (*a daughter*)
4. Our grandmother’s got a TV. (*a DVD player*)
5. I’ve got a brother. (*a sister*)
6. Wilma’s got a notebook in her bag. (*a diary*)
7. We’ve got a calendar on the table. (*a magazine*)
8. You’ve got a good job. (*a good salary*)
9. They’ve got a beautiful car. (*a flat*)
10. The table’s got four legs. (*three legs*)

**1.19. Make the following sentences affirmative, as in the model.**

**Model:** – Tom hasn’t got a pen. (*a pencil*)  
 – **He’s got a pencil.**

1. He hasn’t got a grandfather. (*two grandmothers*)
2. I haven’t got a girlfriend. (*a wife*)
3. Clementine hasn’t got a son. (*a daughter*)
4. We haven’t got an uncle. (*an aunt*)
5. Oliver and Kate haven’t got a dog. (*a cat*)



**Table 1.8**  
**Past Simple and Future Simple forms of the verb to have**

Past Simple		Future Simple	
I	We	I -----> <b>shall have</b> <----- We	
You	<b>had</b>	You -----> <b>will have</b> <----- You	
He		He } -----> <b>will have</b> <----- They	
She	They	She } -----> <b>will have</b> <----- They	
It		It } -----> <b>will have</b> <----- They	
		Short form – ’ll	
		Short negative forms: <b>shan’t have, won’t have</b>	

**1.20. Complete the following sentences with the correct form of the verb *to have (got)*.**

1. My husband and I ... sometimes ... a lot of problems.
2. When I was younger, I ... a lot of friends, but now I ... any.
3. I think we ... a new house next year.
4. They ... a son and two daughters.
5. He ... enough money five years ago, but now he ... much.
6. Our children ... dark brown hair.
7. When he was seventeen, he ... a motorbike, but now he ... an expensive car.
8. I am sure I ... a modern computer in three years' time.

**1.21. Translate the following sentences into English.**

1. У них трое детей: два сына и дочь.
2. Я уверен, что через два года у меня будет новый дом.
3. У нас много проблем.
4. Когда Питер был молодым, у него были темные волосы.
5. У тебя есть собака? – Нет, у меня кошка.
6. У него есть автомобиль? – Да.

**1.22. Choose the correct answer to the following questions.**

1. What's your first name?  
a) John White.      b) Monica.      c) Dr. Higgins
2. How old are you?  
a) Hello.      b) Twenty-six.      c) I'm one meter sixty-three.
3. Where are you from?  
a) I'm from Russia.      b) I'm American.      c) I'm an artist.
4. Are you married?  
a) No, it isn't.      b) No, I'm single.      c) Yes, it is.
5. Have you got any children?  
a) Yes, three.      b) No, I'm not.      c) Yes, I am.
6. What's your job?  
a) I'm forty-one.      b) I'm married.      c) I'm an engineer.



### 1.23. Read the dialogue.

#### Looking for a Job

- Manager:** Good morning, Mr. Carter.  
**Mr. Carter:** Good morning.  
**Manager:** Please, sit down.  
**Mr. Carter:** Thank you.  
**Manager:** Now, one or two questions...  
**Mr. Carter:** Yes, of course.  
**Manager:** How old are you, Mr. Carter?  
**Mr. Carter:** Thirty-five.  
**Manager:** Where are you from?  
**Mr. Carter:** I'm from Scotland.  
**Manager:** Are you Scottish?  
**Mr. Carter:** No, I'm American.  
**Manager:** Are you married?  
**Mr. Carter:** Yes, I am.  
**Manager:** Is your wife American too?  
**Mr. Carter:** No, she is Italian.  
**Manager:** What's her name?  
**Mr. Carter:** Marcella.  
**Manager:** And her age?  
**Mr. Carter:** Pardon?  
**Manager:** How old is Mrs. Carter?  
**Mr. Carter:** Oh, she's thirty-one.  
**Manager:** Have you got any children?  
**Mr. Carter:** Yes, two. A boy and a girl.  
**Manager:** And what are their names?  
**Mr. Carter:** Vincent and Monica.  
**Manager:** How old are they?  
**Mr. Carter:** Vincent is eleven and Monica is eight.  
**Manager:** I see. Now one more question, Mr. Carter. What's your job?  
**Mr. Carter:** I'm an engineer.  
**Manager:** An engineer... Please, call me on Friday and I'll tell you my decision.  
**Mr. Carter:** Thank you.  
**Manager:** Good bye, Mr. Carter.  
**Mr. Carter:** Good bye.

### 1.24. Choose the correct answer.

1. How old is Mr. Carter?
  - a) 45.
  - b) 32.
  - c) 35.
  - d) 43.
2. Where's Mr. Carter from?
  - a) He's from England.
  - b) He's from Scotland.
  - c) He's from Italy.
  - d) He's from America.

- |  |   |
|--|---|
| <p>3. What's his wife's name?</p> <p>a) Monica.<br/>b) Marcella.<br/>c) Marta.<br/>d) Miranda.</p> <p>5. How many children have the Carters got?</p> <p>a) Three.<br/>b) Two, a son and a daughter.<br/>c) Just one.<br/>d) Two daughters.</p> | <p>4. Is his wife American?</p> <p>a) Yes, she is.<br/>b) No, she's British.<br/>c) No, she's Italian.<br/>d) No, she is German.</p> <p>6. How old are the children?</p> <p>a) Vincent is 13 and Monica is 8.<br/>b) Vincent is 11 and Monica is 9.<br/>c) Vincent is 12 and Monica is 9.<br/>d) Vincent is 11 and Monica is 8.</p> |
|--|---|



**1.25. Work in pairs. Ask and answer the following questions, then report your answers to the class.**

1. What is your first name and surname?
2. Where and when were you born?
3. How old are you?
4. What's your job?
5. What's your address?
6. What's your phone number?
7. What are you like?
8. Are you married or single?
9. Have you got a large family?
10. Is your family friendly?
11. Have you got any sisters or brothers?
12. How many relatives have you got? What are their names?



**1.26. Talk about the person you know well. Think about the following:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>– name and age</li> <li>– general appearance</li> <li>– height</li> <li>– built</li> <li>– a date of birth</li> <li>– a place of birth</li> </ul> | <ul style="list-style-type: none"> <li>– brothers and sisters</li> <li>– a telephone number</li> <li>– a job</li> <li>– an address</li> <li>– hobby and interests</li> <li>– personality</li> </ul> |
|--|---|



### 1.27. Complete Vladislav's letter to a penfriend using the cues.

Hello my unknown friend,

I ... Vladislav, Vlad for short. Vladislav ... my ... name and Komarov is my ... I ... Russian. I am 18. Now I am a first-year ... (*студент*) of Tomsk State University. I am not ... (*женат*) yet, but I ... got a ... (*подруга*). ... name ... Natasha. She ... a student too. She is not ... (*высокая*), ... (*довольно*) fair and very ... (*хорошенькая*).

Some words about my parents. My ... (*мать*) is a ... (*учительница*) of English. ... is forty-four. She is tall and ... (*стройная*). She is quite a ... (*симпатичная*) woman. My ... (*отец*) is a computer programmer. ... is tall and ... (*темноволосый*), very strong and ... (*умный*). My ... (*сестра*), Vera, is ... (*замужем*). She is a ... (*врач*). Her ... (*муж*), Ivan, is an ... (*инженер*). They ... got two children: a ... (*дочь*) and a ... (*сын*). Their daughter, Dasha, is four and their son, Igor, ... two.

We ... got a lot of relatives: ... (*дяди*), ... (*тети*) and ... (*двоюродные братья и сестры*). We are a friendly ... (*семья*).

What about you?

... is your name? ... old are you? ... is your job? ... you married?

... you ... any sisters or brothers?

Please, write me soon.

Best wishes,

Vlad.



### 1.28. Read the text.

#### BILL GATES

William Henry Gates III (born October 28, 1955) is an American entrepreneur, philanthropist and chairman of Microsoft, the software company he founded with Paul Allen.



Gates was born and grew up in Seattle, Washington, the USA. His father, William H. Gates II was a Seattle attorney and his mother, Mary Maxwell Gates was a school teacher and chairperson of the United Way Charity. Gates and his two sisters attended the exclusive secondary "Lakeside School" and had a comfortable upbringing.

Bill Gates started studying at Harvard University in 1973 where he met up with Paul Allen. Gates and Allen worked on a version of the programming language BASIC that was the basis for the MITS Altair (the first microcomputer available). He did not go on to graduate from Harvard University as he left in his junior year to start what was

to become the largest computer software company in the world – Microsoft Corporation.

In 1975, the company Microsoft was formed, which was an abbreviation of microcomputer software. It soon became simply “Microsoft”® and went on to completely change the way people use computers. Microsoft helped to make the computer easier to use with its developed and purchased software, and made it a commercial success. The success of Microsoft began with the MS-DOS computer operating system that Gates licensed to IBM. The Microsoft monopoly sets about completely dominating every market it enters through acquisition, aggressive business tactics or a combination of them. Many of the largest technology companies have fought legally against the actions of Microsoft, including Apple Computer, Netscape, Opera, WordPerfect, and Sun Microsystems.

Gates is one of the best-known entrepreneurs of the personal computer revolution. Although he is widely admired, his business tactics have been criticized as anti-competitive and in some instances ruled as such in court. Since amassing his fortune, Gates has pursued a number of philanthropic endeavors, donating large amounts of money to various charitable organizations and scientific research programs through the Bill & Melinda Gates Foundation, established in 2000.

In March 2005, William H. Gates received an “honorary” knighthood from the queen of England. Gates was bestowed with the KBE Order (Knight Commander of the Most Excellent Order of the British Empire) for his services in reducing poverty and improving health in the developing countries of the world.

Bill Gates continues to play a very active role in the workings of the Microsoft Company, but has handed the position of CEO over to Steve Ballmer. Gates now holds the positions of chairman and chief software architect and remains the largest individual shareholder with more than 8% of the common stock. The annual *Fortune* magazine’s list of The World’s Billionaires has ranked Gates as the richest person in the world from 1995 to 2006, with recent estimates putting his net worth near \$56 billion. When family wealth is considered, his family ranks second behind the Walton family, heirs of Wal-Mart founder Sam Walton. In July 2007, *Fortune* Magazine reported that the increase in value of Mexican billionaire Carlos Slim’s holdings of stock caused him to surpass Bill Gates as the world’s richest man. *Fortune* however maintains that Carlos Slim Helú is still placed second to Bill Gates as of its last calculation billionaire fortunes. *Forbes* does not plan to recalculate Carlos Slim Helú’s wealth until next year.

Bill Gates lives near Lake Washington with his wife Melinda French Gates and their three children. Interests of Gates include reading, golf and playing bridge.

### 1.29. Match the following words and expressions with their equivalents.

- |                       |                                |
|-----------------------|--------------------------------|
| 1. an entrepreneur    | a) рыцарство, рыцарское звание |
| 2. a software company | b) сохранять положение         |

- |                          |  |
|--------------------------|--|
| 3. upbringing            | с) благосостояние семьи                          |
| 4. to meet up with smb.  | d) накопить состояние                            |
| 5. to go on              | e) наследник                                     |
| 6. operating system      | f) компания-разработчик программного обеспечения |
| 7. in some instances     | g) давать, даровать, награждать                  |
| 8. to amass a fortune    | h) повстречаться с кем-л.                        |
| 9. knighthood            | i) акционер, держатель акций                     |
| 10. to bestow            | j) в отдельных случаях                           |
| 11. to hold the position | k) операционная система                          |
| 12. a shareholder        | l) предприниматель                               |
| 13. a net worth          | m) (чистый) собственный капитал                  |
| 14. family wealth        | n) воспитание                                    |
| 15. a heir               | o) продолжать                                    |

**1.30. Answer the following questions.**

1. When and where was Bill Gates born?
2. What were his parents?
3. Did he graduate from Harvard University?
4. When was the company Microsoft formed?
5. What did the success of Microsoft begin with?
6. What companies have fought legally against the actions of Microsoft?
7. What year was Bill Gates bestowed with the KBE Order?
8. Which positions does Bill Gates hold now?
9. Who is the richest person in the world: William Henry Gates III or Carlos Slim Helú?
10. What are Bill Gates's interests?

**1.31. Read the following international words and notice their pronunciation.**

company	[ˈkʌmpəni]	programming	[ˈprəʊgræmiŋ]	basis	[ˈbeɪsɪs]
start	[stɑ:t]	commercial	[kəˈmɜ:ʃ(ə)l]	market	[ˈmɑ:kɪt]
interests	[ˈɪnt(ə)rəsts]	monopoly	[məˈnɒp(ə)li]	tactics	[ˈtæktɪks]
action	[ˈækʃ(ə)n]	technology	[tekˈnɒlədʒi]	fortune	[ˈfɔ:tʃu:n]
position	[pəˈzɪʃ(ə)n]	architect	[ˈɑ:kɪtəkt]	person	[ˈpɜ:s(ə)n]
golf	[gɔlf]	calculation	[kælkjuˈleɪʃ(ə)n]	role	[rəʊl]



Table 1.9

Articles *a (an)* and *the*

<b>A (an) = one</b> I see <b>a</b> man in the street.	<b>The = that</b> <b>The</b> man I see is your brother.
<i>For more detailed information see Grammar Reference (Unit 1)</i>	

1.32. Complete the following sentences with *a, an, the* or *-*.

1. I have got ... English book.
2. This boy is ... student of ... group 3.
3. Is Mary from ... Manchester or from ... London?
4. Come to ... blackboard and write ... Exercise 2.
5. There is ... picture on ... page 20.
6. Open ... door, please.
7. You have got ... mistake in ... word “correspondence”.
8. ... Mississippi is ... longest river in ... world.
9. What is ... capital of ... Spain?
10. There were only ... two people in ... hall.
11. Elbrus is ... highest mountain in ... Caucasus.
12. Where is ... Sahara Desert?



Table 1.10

## Regular Plurals

<p><b>-es [ɪz]</b></p> <p>an address + <b>-es</b>                      addresses</p> <p>a potato – potatoes</p> <p><b>Exceptions:</b> a piano – pianos, a solo – solos, a photo – photos, radio – radios, studio – studios</p>
<p>a family + <b>-es</b>                      families</p>
<p><b>-f, -fe:</b> a wife – wives, a scarf – scarves <b>(but:</b> a chief – chiefs, a roof – roofs)</p>

**1.33. Divide the following nouns into four columns.**

-s	-es	-ies	-ves
engineers	waitresses	diaries	housewives

Actor, electrician, body, photographer, half, actress, waiter, camera, secretary, watch, chair, kiss, country, table, tomato, uncle, daughter, radio, piano, loaf, party, photo, shelf, fox, lady, solo, phone, key, studio, life, handkerchief, bench.



**Irregular Plurals**

**Table 1.11**

<p>a man – men, a woman – women                      a tooth – teeth, a goose – geese, a foot – feet                      a mouse – mice, a louse – lice</p>	
<p>an ox – oxen, a child – children</p>	
<p>a person – people</p>	
<p>an aircraft – <b>aircraft</b>, a sheep – <b>sheep</b>, a swine – <b>swine</b>, a fish – <b>fish</b>,                      a deer – <b>deer</b></p>	
<p>an analysis – analyses, a basis – bases, a crisis – crises, a thesis – theses,                      a criterion – criteria, a datum – data, a phenomenon – phenomena</p>	
<p><b>Only singulars:</b>                      money, hair, business, fruit,                      progress, advice, information,                      news, knowledge, furniture,                      luggage, peace, love</p>	<p><b>Only plurals:</b>                      trousers, jeans, shorts, glasses, scissors,                      people, police, clothes, goods, riches,                      manners, thanks</p>

**1.34. Point out the nouns which have irregular plural form.**

Boy, girl, postman, aunt, mother, nephew, parent, businesswoman, uncle, cousin, person, brother, grandmother, daughter, wife, father, niece, grandfather, man, child, husband, son, ox, police, luggage, swine, basis, advice, tooth.

**1.35. Write plural form of the following nouns.**

A person – ... , a businessman – ... , a policewoman – ... , a child – ... ,  
 a tooth – ... , a goose – ... , a foot – ... , a mouse – ... , an analysis – ... ,  
 a fish – ... , an aircraft – ... , a sheep – ... , a country – ... , a tomato – ... ,  
 a photo – ... , an actress – ... , a camera – ... , a life – ... .



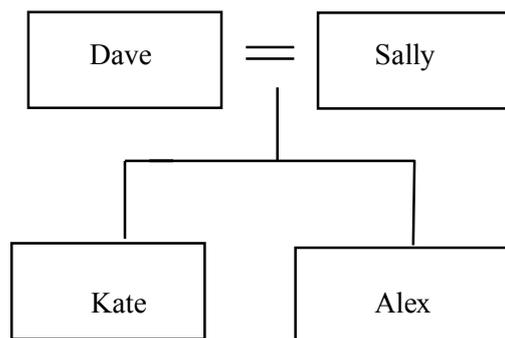
**Table 1.12**

**Possessive Case: formation and examples**

Diana's brother (= the brother of Diana) but: Diana and Richard's brother (= brother of Diana and Richard) She is <b>Dan's</b> girlfriend = She is <b>his</b> girlfriend. [s]            Kate's boyfriend [z]            Ronald's car; Anna's flat [ɪz]          Dess's computer	
his son's name = the name of his son his sons' names = the names of his sons <b>But:</b> his children's names = the names of his children	

**1.36. Look at the family tree and complete the sentences below.**

**Family tree**



- |                           |                           |
|---------------------------|---------------------------|
| 1. Dave is Sally's .... . | 4. Kate is Sally's .... . |
| 2. Sally is Dave's .... . | 5. Kate is Alex's .... .  |
| 3. Alex is Dave's .... .  | 6. Alex is Kate's .... .  |

**1.37. Complete the following sentences with the right possessive form of the nouns in brackets, as in the model.**

**Model:** – She is **his** girlfriend. (*Rob*)  
 – She is **Rob's** girlfriend.

1. It is her book. (*Helen*)
2. This boy is their son. (*Richard and Anna*)
3. These are her glasses. (*my grandmother*)
4. His studio is very large. (*the photographer*)
5. Their parents are teachers. (*Diana and Bob*)



**Table 1.13**

**Differences between possessive -'s( '), plural -s and contraction -'s**

<b>Possessive -'s (')</b>	Her <b>son's</b> friend is a student. Their <b>friends'</b> room is good.
<b>Contraction -'s</b>	Her <b>son's</b> a worker. = Her <b>son is</b> a worker.
<b>Plural -s</b>	They are good <b>friends</b> .

**1.38. Choose the sentences with the short form of the verb *to be*.**

1. Andrew's married.
2. Paul and Jack's mother is an engineer.
3. Kate's doctor is from the USA.
4. Antonia's her sister.
5. Our secretary's room is not far from here.
6. Her children's names are Pete and Steve.
7. My sister's very pretty.
8. Dess's son is not intelligent at all.
9. The woman's a widow.
10. Your sister's flat is dark.

**1.39. Complete the following sentences with plural -s, possessive -'s (') or contraction -'s.**

1. Jane is Sam... wife.
2. I've got three daughter... .

3. My husband... name... Paul.
4. His parents... surname... Watson.
5. Her brother... wife... name... Svetlana.
6. My boyfriend... from Spain.
7. My grandmother... sister... very old.
8. His sons... computer... good.
9. Andrew... quite fat.
10. Her husband... stupid.



**1.40. Use the information from the box and answer the questions below, as in the model.**

NAME	Edward Quinton
AGE	27
NATIONALITY	Australian
JOB	driver
ADDRESS	45, North Road
PHONE NUMBER	586 07 3319
MARITAL STATUS	married
WIFE'S NAME	Sheila
WIFE'S AGE	25
CHILDREN	2 girls
CHILDREN'S NAMES	Lucy and Veronica
CHILDREN'S AGES	Lucy (5), Veronica (3)

**Model:** – What's his first name?  
 – **His first name is Edward.**

1. What's his surname?
2. How old is he?
3. What's his nationality?
4. What's his job?
5. What's his address?
6. What's his phone number?
7. Is he married?
8. What's his wife's name?
9. How old is she?
10. How many children has he got?
11. What are their names?
12. How old are they?

## Unit 2. ONE DAY IN MY LIFE



Table 2.1

### Cardinal Numbers

1–10		11–19		20–90	
1	one	11	eleven	-ty	
2	two	12	twelve	20	twenty
3	three	13	thirteen	30	thirty
4	four	14	fourteen	40	forty
5	five	15	fifteen	50	fifty
6	six	16	sixteen	60	sixty
7	seven	17	seventeen	70	seventy
8	eight	18	eighteen	80	eighty
9	nine	19	nineteen	90	ninety
10	ten				

### 2.1. Write the numbers for the following words.

three	thirteen	thirty
four	fourteen	forty
five	fifteen	fifty
six	sixteen	sixty
seven	seventeen	seventy
eight	eighteen	eighty
nine	nineteen	ninety
a hundred		

### 2.2. Match the following words with the stress pattern, as in the model.

**Model:** `three      ·thir`teen      `thirty  
`four      ·four`teen      `forty

fifteen    sixty    five    seven    eight    sixteen    fifty    nineteen    six    eighteen  
ninety    eighty    seventy    seventeen    nine



Table 2.2

## Ordinal Numbers

1 <sup>st</sup> –10 <sup>th</sup>		11 <sup>th</sup> –19 <sup>th</sup>		20 <sup>th</sup> –90 <sup>th</sup>	
1 <sup>st</sup>	the first	11 <sup>th</sup>	the eleventh		
2 <sup>nd</sup>	the second	12 <sup>th</sup>	the twelfth	20 <sup>th</sup>	the twentieth
3 <sup>rd</sup>	the third	13 <sup>th</sup>	the thirteenth	30 <sup>th</sup>	the thirtieth
4 <sup>th</sup>	the fourth	14 <sup>th</sup>	the fourteenth	40 <sup>th</sup>	the fortieth
5 <sup>th</sup>	the fifth	15 <sup>th</sup>	the fifteenth	50 <sup>th</sup>	the fiftieth
6 <sup>th</sup>	the sixth	16 <sup>th</sup>	the sixteenth	60 <sup>th</sup>	the sixtieth
7 <sup>th</sup>	the seventh	17 <sup>th</sup>	the seventeenth	70 <sup>th</sup>	the seventieth
8 <sup>th</sup>	the eighth	18 <sup>th</sup>	the eighteenth	80 <sup>th</sup>	the eightieth
9 <sup>th</sup>	the ninth	19 <sup>th</sup>	the nineteenth	90 <sup>th</sup>	the ninetieth
10 <sup>th</sup>	the tenth				

## 2.3. Match the ordinal numbers with the cardinal ones.

- |            |             |
|------------|-------------|
| 1. one     | a) twelfth  |
| 2. two     | b) fifth    |
| 3. three   | c) ninth    |
| 4. four    | d) second   |
| 5. five    | e) seventh  |
| 6. six     | f) first    |
| 7. seven   | g) tenth    |
| 8. eight   | h) third    |
| 9. nine    | i) eleventh |
| 10. ten    | j) fourth   |
| 11. eleven | k) sixth    |
| 12. twelve | l) eighth   |

## 2.4. Write the missing numbers in words.

20 twenty	21 twenty-one	30 thirty	34 thirty-four	40 forty
45 ...	50 fifty	52 ...	60 sixty	69 ...
70 seventy	76 ...	80 eighty	87 ...	90 ninety
98 ...	100 one hundred	300 ...		
200 two hundred				



### There is / There are

Table 2.3

**There is (there's)** a library in the town.  
**There are** some tables and chairs in the room.

**There is not (there isn't)** a computer room in the college.  
**There are not (there aren't)** any students in the library.

**Is there** a car park near here?  
– **Yes, there is.** / **No, there isn't.**

**Are there** two students from Italy in your group?  
– **Yes, there are.** / **No, there aren't.**

**How many people are there** in your family?  
– **There are** three people in my family: my mother, my father and me.

#### 2.5. Fill in *there is / there isn't / is there / are there / there are / there aren't*.

1. Oxford is an old town. ... many modern buildings there.
2. Excuse me. ... a library at the university?
3. ... nobody in the classroom. Where are the students?
4. 'How many teachers ... at the college?' 'Thirty.'
5. '... any problems with the teacher of Physics?' 'No, everything is all right.'
6. ... seven days in a week.
7. There is a gym in our school but ... a tennis court.
8. ... four people in my family: my parents, my elder sister and me.
9. ... five hostels in the university area?
10. My room is quite big. ... a table, two chairs, a sofa, a TV and a computer.



#### 2.6. Read the text and answer the following questions.

1. Where is the International College of Business?
2. Why is it international?
3. What is Ingrid's tutor's name?
4. Where are the students from Ingrid's group from?
5. How many teachers are there at the college?
6. Is there a library at the college?
7. Is Oxford a beautiful town?

## WELCOME TO THE INTERNATIONAL COLLEGE OF BUSINESS

My name is Ingrid and I am a student of the International College of Business in Oxford. At our college there are three hundred students from twenty countries. There are thirty students' groups of different specialties: banking, national economics, business and finance, management, *etc.* There are ten students in our group, fifteen classrooms and twenty five teachers. In each modern classroom there are tables, chairs and computers. In the language laboratory there is a cassette player, a TV and a DVD player. There are two self-study rooms and a big library with a spacious reading hall. There is also a college café and a car park.

My group is very international. There are two students from Brazil, two students from Germany, four students from Japan and two students from Italy. Our tutor's name is Rachel. She is kind and friendly. We live in a hostel not far from the college. Oxford is a very beautiful town. There are a lot of small and beautiful streets and nice old buildings. I like studying here a lot.



### 2.7. Write a brochure for your ideal school. Mention the following things:

- what the school is called
- where your school is
- the number of students there are
- the number of teachers there are
- what there is in the school
- what there is in each classroom

### 2.8. Read the following words and expressions and pay attention to the examples.

**a hostel**  
общежитие

My friend lives in a College **hostel**.

**far from**  
далеко от

The bus stop is **far from** the city center.

**different (from)**  
различный, отличный (от)

In our group there are many students from **different** cities of the country.

**to get on well together**  
иметь хорошие отношения

Sue and I never **get on well together**.

**the same as**  
такой же как

We have **the same** number of lessons during this term **as** we had during the last one.

**the faculty of management and finance**

факультет управления и финансов

**to have much in common**

иметь много общего

**fairly**

довольно

**a light breakfast**

легкий завтрак

**to leave for work**

уходить на работу

**the main building**

главный корпус

**to go on foot**

ходить пешком

**to come late**

опаздывать

**delicious**

вкусный

**free**

свободный

**a sport society**

спортивная секция

**three times a week**

три раза в неделю

**twice a year**

два раза в год

**to take part**

принимать участие

**to keep an eye on smb.**

**(smth.)**

следить за кем-л.

(чем-л.)

**The faculty of management and finance**

is one of the most prestigious at the university.

They **have much in common** so they are good friends.

I start my working day **fairly** late.

Every morning Ann has **a light breakfast** because she wants to be in a good shape.

I always **leave for work** at a quarter to eight.

**The main building** of our university is not far from the place where I live.

I always **go** to the university **on foot** as I like walking a lot.

Sarah never **comes late** because she gets up very early.

The meal at the cafeteria is very **delicious**. Shall we go?

Fred is not **free** today as he has a lot of homework to do.

There are ten **sport societies** at our university.

**Three times a week** I go to the gym.

**Twice a year** all the students of our university have exams.

Joe never **takes part** in our research projects.

He always **keeps an eye on** our progress.

**to break a rule**  
нарушать правило

My group-mates never **break the rules**.

**to fine**  
штрафовать

A Proctor often **fin**es the students when he catches them.

**to dismiss from**  
исключить из

He **wasn't dismissed from** the university because he was a good student.

**to do one's best**  
прилагать усилия

I want **to do my best** to pass the exams before the session.



## 2.9. Read the text and answer the following questions.

1. How old is Steve?
2. Where does Steve come from?
3. Does he live with his parents?
4. How many students are there in Steve's room?
5. What faculty do they study at?
6. What time does Steve get up?
7. How many students are there in the group?
8. What time do the lessons start?
9. What does Steve do in the evening?
10. What time does Steve usually go to bed?

### STEVE'S WORKING DAY

Steve is nineteen years old and he is from California, the USA. Now he is a student at Cambridge University. He lives in **a hostel** not **far from** the university. There are three more students in his room: one from Switzerland and two from France. They are from **different** countries but they **get on well together**. They study at **the same faculty, the faculty of management and finance** and **have much in common**. They are future specialists in the sphere of business and national economics.

Steve starts his day **fairly** early. He gets up at half past six and has a shower. After that he has a **light breakfast** and **leaves for** the university at a quarter past seven. It takes him about twenty minutes to get to the **main building** of the university. Steve **goes on foot** and he never **comes late**.

There are twenty-three students in his group. Every day they have three or four pairs of lessons. The lessons start at eight o'clock and finish at a quarter to five. In the afternoon, between the second and the third pairs, students have lunch. Some students go to the university cafeteria; the others have lunch in the hostel. Steve usually goes to the café which is not far from the university because the meal there is quite cheap and **delicious**.

After lessons all the students are **free**. There are over ten **sport societies** at the university for those who like sport. Steve is very sporty. He likes swimming a lot so **three times a week** he goes to the swimming-pool. Steve is a member of the university swimming team and **twice a year**, in April and October, he **takes part** in the swimming competitions among the students of different faculties.

Students who do not like sport can go to other clubs in accordance with their interests. At the university there is a big library. It opens at eight a.m. and closes at half past seven p.m. It also works on Saturday and Sunday. Steve often goes to the library especially when he has History, Economics and Management.

In the evening Steve has supper, does his homework, watches TV or reads books. The students can stay out till twelve o'clock. Every evening a Proctor with two assistants, the so-called "Bulldogs", walks around the students' town and **keeps an eye** on the students' behavior. If he sees a student who **breaks the rules** of the university, he comes up to him and says, 'Are you a student of the university, sir?' and if a student runs away, then the "Bulldogs" run after him and **fine** him. Apart from fines a student may **be dismissed from** the university for one term.

Steve never breaks the rules. He goes to bed at eleven p.m. as well as his room-mates. Steve is a good student. He works hard and **does his best** to be a good specialist in economics and management.

## 2.10. Read the text again and find:

- three times of the day
- three meals
- things you do every day

## 2.11. Match the following expressions with their equivalents.

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1. to work hard                   | a) соревнование по плаванию          |
| 2. to go to bed                   | b) университетская столовая          |
| 3. a good specialist in economics | c) поведение студентов               |
| 4. a swimming-pool                | d) в соответствии с чем-либо         |
| 5. a university cafeteria         | e) одеваться                         |
| 6. in accordance with smth.       | f) уходить из дома                   |
| 7. to have a shower               | g) ложиться спать                    |
| 8. to do homework                 | h) усердно (тяжело) работать         |
| 9. a swimming competition         | i) принимать душ                     |
| 10. students' behavior            | j) просыпаться                       |
| 11. to wake up                    | k) хороший специалист<br>в экономике |
| 12. to get dressed                | l) бассейн                           |
| 13. to leave home                 | m) делать домашнее задание           |

**2.12. Complete the following sentences with the expressions from the box.**

gets dressed      the university cafeteria      In accordance with  
 swimming competitions      a good specialist in this field      go to bed  
 works hard      get on well together      do my best      has a light breakfast  
 to take part      sport society      leave home      break the rules      far from

1. We usually don't have much time for lunch, so we go to ... ..
2. ... .. the academic plan, students attend ten lectures on the History of Russia during the first term.
3. The students of my group are very friendly and we always ... ..
4. Lucy likes swimming and she often takes part in ... ..
5. I am very good at Physics. I am trying to ... .. to get only excellent marks.
6. Jack ... .. because he wants to pass the exams in time.
7. Philip teaches Economics at the university because he is ... ..
8. After Joan gets up, she has a shower, then she ... ..
9. Ann ... .. , just a cup of tea and some biscuits.
10. I am a night owl, so I always ... .. very late.
11. I live not far from the university so I never ... .. before 8.30 a.m.
12. All the students of our department have ... .. in annual conferences in our country as well as in other ones.
13. If you like sport you have got the chance to join any ... .. according to your interest.
14. My room-mates never ... .. of the hostel where they live. Otherwise, they may be dismissed from the university.
15. I live ... .. the city center so it takes me about one hour and a half to get there.

**2.13. Read the following words and notice their pronunciation.**

competition [ˌkɒmpəˈtɪʃ(ə)n]	behavior [biˈheɪvjə]
especially [ɪsˈpeʃ(ə)li]	different [ˈdɪf(ə)r(ə)nt]
building [ˈbɪldɪŋ]	library [ˈlaɪbr(ə)rɪ]
usually [ˈjuːʒ(ə)li]	delicious [dɪˈlɪʃəs]
together [təˈgeðə]	shower [ˈʃəʊə]



Table 2.4

**Present Simple Tense**

I always **do** my homework in the evening.  
He always **does** his homework in the evening.

I **do not (don't)** do my homework in the morning.  
We **do not (don't)** have lessons on Sundays.  
He **does not (doesn't)** do his homework in the morning.  
She **does not (doesn't)** work in a shop.

**Do** you **have lunch** at the university cafeteria?  
– Yes, I **do**. / No, I **don't**.

**Does** he **work** in an office?  
– Yes, he **does**. / No, he **doesn't**.

**What time do** you **go** to bed? – I **go** to bed late.  
**Where does** he **live**? – He **lives** in the hostel.

**2.14. Find the examples of the present simple tense in the text “Welcome to the International College of Business”.**

**2.15. Complete the following sentences with the present simple form of the verb in brackets, as in the model.**

**Model:** – My friend ... Russian literature very well. (*know*)  
– My friend **knows** Russian literature very well.

1. I ... to the University at 8.40 a.m. (*come*)
2. The lectures usually ... at 8.50 a.m. (*start*)
3. After lessons Ann ... to the library. (*go*)
4. We ... on Sundays. (*not study*)
5. Andrew ... a lot of English words. (*know*)
6. Nobody ... me with my homework. (*help*)
7. ... your group-mates ... all the lectures? (*attend*)
8. Our teacher never ... late. (*come*)
9. Sandra ... many friends at the university. (*not have*)
10. Students ... new words before the lesson. (*revise*)
11. Henry is very shy so he never ... in students' conferences. (*take part*)
12. On Saturday we have only two pairs of lessons. For that reason everybody ... time to go to the library. (*have*)

**2.16. Make the following sentences negative, as in the model.**

**Model:** – Paula **likes** Physics and Maths. (*Chemistry*)  
– She **doesn't like** Chemistry.

1. Every morning Molly has a light breakfast. (*heavy meal*)
2. I meet my group-mates every morning. (*school-mates*)
3. Kelly lives in a small town near London. (*Brighton*)
4. Tim knows Rebecca very well. (*Helen*)
5. My father and I go to a tennis club. (*a rugby club*)
6. Steve collects stamps. (*badges*)
7. The clothes shop opens at 10 a.m. (*11 a.m.*)
8. You buy newspapers and magazines at newsagent's. (*books*)
9. When I am in Turkey, I always stay at my friends' house. (*in a hotel*)
10. My uncle lives in a luxury flat near the city center. (*a cottage*)
11. We get on well together with the teacher of Computer Science. (*Management and Finance*)
12. Rachel usually has a light breakfast. (*light dinner*)

**2.17. Write the correct question for the following sentences, as in the model.**

**Model A:** – I go out with my friends every weekend. (*When ...*)  
– **When do you go out with your friends?**

**Model B:** – *No, he doesn't.* Fred wants to be an engineer.  
– **Does Fred want to be a doctor?**

1. Mary has three pairs of lessons every day. (*How many...*)
2. My mother makes cakes for special occasions. (*When...*)
3. Joanne and Susan go to the swimming-pool twice a week. (*How often...*)
4. *Yes, I do.* I know Steve very well.
5. Angela teaches Management at the university. (*What subject...*)
6. Mohamed comes from Saudi Arabia. (*Where...*)
7. Our teacher brings us a lot of English magazines every lesson. (*Who...*)
8. Most people in Russia live in blocks of flats. (*Where...*)
9. Helen lives with her aunt because she doesn't have a flat. (*Why...*)
10. *No, I don't.* I live in a big house near the sea.
11. *No, never.* Ann never comes late because she lives not far from the main building of the university.



## Expressing Time

Table 2.5

ten **o'clock** – 10.00  
seven **o'clock** – 7.00

five **past** three – 3.05  
ten **past** eight – 8.10  
twenty-five **past** eleven – 11.25

twenty **to** four – 3.40  
five **to** nine – 8.55  
ten **to** two – 13.50

**half** past six – 6.30

**a quarter** past four – 4.15  
**a quarter** to seven – 6.45

It is ten to nine **a.m.** (8.50)  
It is twenty past five **p.m.** (17.20)

It is ten o'clock **in the morning.**  
It is three o'clock **in the afternoon.**  
It is eight o'clock **in the evening.**

### Prepositions of time

<b>on:</b>	<b>on</b> Monday	<b>on</b> weekdays	<b>on</b> Friday morning	<b>on</b> holidays
<b>in:</b>	<b>in</b> the evening	<b>in</b> the morning	<b>in</b> the afternoon	<b>in</b> summer
	<b>in</b> November			
<b>at:</b>	<b>at</b> night	<b>at</b> midday	<b>at</b> midnight	<b>at</b> seven o'clock
	<b>at</b> weekends			<b>at</b> the weekend



**2.18. Read the dialogue between Violet and Kelly. Write down the times.**

**Kelly:** Hello, Violet! How are you today? You look tired.

**Violet:** Oh! It's a usual day.

**Kelly:** What do you mean?

**Violet:** Every morning I get up at seven o'clock. My mum always wakes me up.

**Kelly:** Seven o'clock! I don't believe it. I always get up much later. It is a problem for me. Nobody wakes me up just my alarm-clock. Well, why do you get up so early?

**Violet:** I live far from the university and it takes me nearly forty-five minutes to get there by bus. My lectures start at nine a.m. so I have to leave home exactly at a quarter to eight. The bus arrives at ten to eight.

**Kelly:** And what time are the lessons over?

**Violet:** Let me see. On Monday and Thursday my lessons are over at three p.m. On Tuesday, Wednesday and Friday I am free at half past five. All in all I always come back home at six o'clock. I have dinner and do my homework. Then I read a book or watch TV and at about a quarter past eleven I go to bed.

**Kelly:** Hard life. But you are a bright student at the university. Oh, sorry, here is my bus. See you, Violet. Bye.

**Violet:** Good bye, Kelly. Have a nice day!

**2.19. Read the dialogue again and find out what Violet does at the times from Ex. 2.18.**

**2.20. What do you do at the following times? Write sentences.**

7.30 a.m.	5.30 p.m.
12.15 p.m.	8.45 p.m.
3.00 p.m.	11.00 p.m.



**2.21. Work in pairs and find out about your partner's daily routine, as in the model. What time does your partner do the following things?**

- |                  |                                 |
|------------------|---------------------------------|
| – wake up        | – leave home for the university |
| – have breakfast | – have lunch                    |
| – get dressed    | – come back home                |
| – do homework    | – go to bed                     |

**Model:** – Kelly, what time do you wake up?  
– I wake up at seven o'clock.



**2.22. Write a short paragraph about your partner's daily routine. Use the information from exercise 2.21.**

**2.23. Read the following international words and notice their pronunciation.**

faculty	management	finance	especially
business	dialogue	delicious	magazine
economics	subject		



**Adverbs of Frequency**

**Table 2.6**

<p>I <b>usually</b> get up at 7 o'clock in the morning. Steve is <b>usually</b> tired after lessons.</p> <p>The lectures <b>always</b> start at 8.50 a.m. Kelly is <b>always</b> late for the first lecture.</p> <p>I <b>sometimes</b> have breakfast in bed. Greg is <b>sometimes</b> ill.</p> <p>We <b>often</b> go to the library after lessons. Lucy is <b>often</b> worried about the test results.</p> <p>Henry <b>never</b> misses the lessons. I am <b>never</b> rude with my group-mates.</p>
--

**2.24. Write sentences about you, your family and friends, as in the model. Use one of the adverbs from the box.**

<b>always</b>	<b>often</b>	<b>never</b>	<b>sometimes</b>	<b>usually</b>
---------------	--------------	--------------	------------------	----------------

- Model:** – know the answer to Maths exercises  
– I **always** know the answer to Maths exercises.  
– go dancing on Saturdays  
– My father **never** goes dancing on Saturdays.

- ask people about their personal life
- talk to friends about their success
- have breakfast in bed
- go out with friends
- play computer games

- have dinner in a restaurant
- take part in conferences
- go to bed late
- go to the university library
- go to the internet café
- come late for the lessons

**2.25. Put the adverbs in the correct place and write sentences, as in the model.**

**Model:** am / usually / Mondays. / tired / very / I / on  
**I am usually very tired on Mondays.**

1. Steve / talks / about / never / girls.
2. always / home / at / My / brother / in the evening. / is
3. phones / friends. / often / Kelly / her
4. His / sometimes / father / at / weekends. / works
5. in / Susan / after / never / bed / is / midnight.
6. answer / the / I / questions. / always / teachers'
7. homework. / Fred / often / about / his / forgets
8. late / She / sometimes / is / the / first / lecture. / for
9. Our / sometimes / gets / family / together.
10. gets / sister / Bob's / never / up / early.

**2.26. Study the table and write questions, as in the model.**

**Model:** – How often does Ann have a shower?  
 – How often does Andrew have a shower?

	<b>Ann</b>	<b>Andrew</b>
1. have a shower	7 / week	5 / week
2. play tennis	3 / week	4 / week
3. phone a friend	2 / day	6 / day
4. go shopping	3 / week	1 / month



**2.27. Answer the questions from exercise 2.26, as in the model.**

**Model:** – How often does Ann have a shower?  
 – **She has a shower every day.**  
 – How often does Andrew have a shower?  
 – **He has a shower five times a week.**



**2.28. Work in pairs. Tell your partner how often you:**

- have a shower
- play tennis
- phone a friend
- go shopping
- go out with friends
- have parties
- visit parents
- go on a picnic



**2.29. Read the following statements and decide which of them are true for your country.**

**Daily Routines around the World**

- In Austria children start school at half past seven in the morning.
- In the Netherlands people start work at eight o'clock in the morning and finish it at five o'clock in the afternoon.
- In Germany people start work between seven and nine o'clock in the morning.
- In Spain people have lunch at three or four o'clock in the afternoon.
- In Spain people have breakfast at ten or eleven o'clock in the morning.
- In Norway people have dinner at five o'clock in the afternoon.
- In Greece children start school at eight o'clock and finish it at half past one p.m. or start school at two o'clock and finish it at seven o'clock in the evening.
- In the USA people finish work at five o'clock in the afternoon.
- In France people have lunch at midday.
- In America people eat hamburgers with both hands and as quickly as possible.
- In Russia people always drink alcohol on special occasions.
- In the Middle East people never use the left hand for greeting, drinking, or smoking.



Table 2.7

**Some / Any**

There are **some letters** in that file.  
There are not **any newspapers** on the table.  
Are there **any students** in the classroom?  
There is **some** interesting **information** for students and teachers on the board.  
There isn't **any** new **information** for you today.  
Is there **any** new **information** for my class-mates?  
**BUT:**  
Would you like **some** wine?  
Can I have **some** milk in my coffee?  
Could you give me **some** information about your project?  
Do you want to have **some** extra lessons in Geometry?

**2.30. Complete the following sentences with *some* or *any*.**

1. There are ... beautiful parks in the city center.
2. Are there ... supermarkets near your house?
3. There isn't ... homework for you today.
4. There is ... milk in your tea but there isn't ... sugar.
5. There are ... new laboratories at the university.
6. We don't have ... lectures on Saturday but we have three laboratory projects.
7. There are ... books on the desk. There aren't ... mine. Are there ... yours?
8. I need to do the shopping. I don't have ... food.
9. Does Fred have ... free time after lessons on Monday?
10. Nancy wants to earn ... money to buy a new computer.
11. Ann doesn't have ... photographs of our group.
12. Do you need ... money?
13. Have you got ... brothers and sisters?
14. The radio isn't working. There aren't ... batteries in it.
15. There are ... computers in the self-study room but I am not sure how many exactly.
16. I can do my homework in Computer Science myself. I don't need ... help.
17. I went shopping and bought ... new clothes but I didn't buy ... shoes.

18. 'Where are the books?' 'There are ... books on the window but I don't know if they are yours.'
19. Can you speak ... foreign languages?
20. It's hot in the classroom. After the lesson I am going out for ... fresh air.



**Table 2.8**

**Much / Many**

<p>I don't have <b>much</b> free <b>time</b> today.          Do you spend <b>much time</b> to do your homework?</p> <p>Has he got <b>many friends</b> in London?          There are not <b>many</b> foreign <b>students</b> in our group.</p> <p>I usually do <b>much of</b> the housework.  <b>Many of</b> the students from our group will take part in the conference.</p> <p>At weekends we always have <b>a lot of</b> time.          There are <b>lots of</b> interesting books in the university library.</p>
--

**2.31. Sally is asking Martin, her boyfriend, to do some shopping. Use *much* or *many* to write his questions, as in the model.**

**Model:** S: We have got some fish.  
 M: **How much have we got?**

S: We need some oranges.  
 M: **How many do we need?**

1. We need some potatoes.
2. We have got some cheese.
3. We need some sausages.
4. We need some milk.
5. We have got some eggs.
6. We need some butter.
7. We have got some ketchup.
8. We need some mushrooms.
9. We need some oil.
10. We have got some tomatoes.
11. We have got some bread.
12. We need some apples.



Table 2.9

**A Few / A Little**

We have got **a few friends** in Rome.  
I would like **a little juice** for breakfast.

**2.32. Reply the following questions, as in the model.**

- Model:** – Would you like some sugar in your coffee?  
– **Just a little.**  
– Are there any apples in the fridge?  
– **Just a few.**

1. Can I have some cheese, please?
2. Would you like any sandwiches?
3. Is there any meat in the fridge?
4. Are there any computers in the room?
5. Would you like some Coke?
6. Would you like some more soup?
7. Could I take some of your books?
8. Are there any new articles in the magazine?
9. Can I get some ice-cream?
10. Would you like some more water?

## Unit 3. THE VALUE OF EDUCATION

### 3.1. Read the following words and expressions and pay attention to the examples.

**higher education**

высшее образование

**Higher education** in Russia is of great importance.

**on the initiative of smb.**

по инициативе кого-л.

They started the project **on the initiative of** the specialists in this field.

**in accordance with smth.**

в соответствии с чем-л.,  
согласно чему-л.,  
на основании чего-л.

The scientists of our university have started the project **in accordance with** the innovative program.

**secondary education**

среднее образование

You may enter the university after you get **secondary education**.

**to enter the university**

поступить в университет

My brother **entered the State University** last year.

**entrance examinations (tests)**

вступительные экзамены

School leavers have to take **entrance examinations** in History, Literature and a foreign language.

**to pass an examination**

сдать экзамен

The students of the 11<sup>th</sup> grade have **passed the examination** with good and excellent marks.

**to fail (in) an examination**

не выдержать экзамен

Alex was not good at Mathematics so he **failed the examination**.

**an educational establishment**

образовательное учреждение

There are a lot of **educational establishments** in Russia: schools, colleges, gymnasiums and universities.

**a monthly grant**

ежемесячная стипендия

All the students who do not fail the examinations receive **monthly grants**.

**to take place**

происходить, случаться,  
иметь место

The conference **took place** in the Assembly Hall of the university.

**aim**

цель

The main **aim** of new methods is to improve the quality of teaching.

**to appear**

появляться, проявляться,  
казаться

Some new subjects **have appeared** in the academic plan of our faculty recently.

**humanities**

гуманитарные предметы

When I studied at school, I liked **humanities** more than sciences.

**powerful**

значительный, сильный, мощный

A **powerful** energy of this device is very important for our experiment.

**social development**

общественное развитие

Higher education is of great value for the **social development** of the country.

**a wide choice of**

большой выбор чего-либо

There is a **wide choice of** electronic devices in the Intel Company.

**a school leaver**

выпускник школы

Thousands of **school leavers** enter the universities every year.

**to graduate from the university**

закончить университет

After Ann **had graduated from the university**, she was offered a good job.

**a well-paid job**

хорошо оплачиваемая работа

The computer firms always offer **well-paid jobs** to good specialists.

**3.2. Read the text and choose the best title.**

1. The Importance of Higher Education in Russia.
2. The History of Higher Education in Russia.
3. The Level of Higher Education in Russia.

**“Education is the passport to the future, for tomorrow belongs to those who prepare for it today”.**

(Malkom X.)

The history of **higher education** in Russia goes back to 1755 when the first University was founded **on the initiative of** M.V. Lomonosov and **in accordance with** his plan. Later, universities were opened in many other big cities of the country. After the revolution in 1917, education was guaranteed to Soviet citizens by the Constitution and was free of charge. Higher education was not the exception. Those who got the **secondary education** and **passed entrance examinations** to higher **educational establishments** received **monthly grants** if they had good results during the term and did not **fail the examination** at the end of each term. Higher education lasted five years.

In 1991, the Russian Federation, one of the biggest and the most powerful countries in the world, began to be developed as a democratic state. From the very start democratic

reforms began **to take place** in many spheres of life as well as in the system of higher education. Its **aim** was to prepare the younger generation for independent life and work in new conditions. There have **appeared** a lot of private schools, colleges, lyceums, gymnasiums and different courses where students can study sciences and **humanities** as well as foreign languages.

Higher education in Russia is becoming a **powerful** mechanism for the **social development** of the country. The level of higher education has greatly changed. Nowadays the **school leavers** have opportunities to **enter any university** in the city where they live as well as in any other cities in accordance with their future specialty. Universities offer the high level of knowledge and have **a wide choice of** departments and faculties. The universities provide the faculties for innovative business ideas and theories that shape the fortunes of cities, regions and even nations. It is becoming prestigious and important **to graduate from the university** and get **a well-paid job** in Russia as well as in other countries of the world.

Higher education is of great importance in Russia as well as all over the world and you have to do a lot to be a good specialist and to follow the conditions and requirements of modern life. Nowadays a bright future of any person depends on higher education.

### 3.3. Match the following words and expressions with their equivalents.

- |  |  |
|--|--|
| 1. to graduate from the state university | a) иностранный язык                      |
| 2. to find a well-paid job               | b) получать стипендию                    |
| 3. powerful energy                       | c) уехать из страны                      |
| 4. the aim of my life                    | d) замечательные возможности             |
| 5. to enter the medical university       | e) молодое поколение                     |
| 6. a foreign language                    | f) закончить государственный университет |
| 7. to receive a grant                    | g) в соответствии с программой           |
| 8. excellent opportunities               | h) в течение семестра                    |
| 9. to leave the country                  | i) большой выбор специальностей          |
| 10. to pass entrance examinations        | j) поступить в медицинский университет   |
| 11. during the term                      | k) цель моей жизни                       |
| 12. young generation                     | l) найти хорошо оплачиваемую работу      |
| 13. in accordance with the program       | m) так же как                            |
| 14. a wide choice of specialties         | n) по инициативе преподавателя           |
| 15. high level of knowledge              | o) мощная энергия                        |

- |  |                                   |
|--|-----------------------------------|
| 16. to fail the examination in Physics | p) иметь большое значение         |
| 17. as well as                         | q) с самого начала                |
| 18. on the initiative of the teacher   | г) не выдержать экзамен по физике |
| 19. from the very start                | s) высокий уровень знаний         |
| 20. to be of great importance          | t) сдать вступительные экзамены   |

**3.4. Complete the following sentences with the expressions from the box.**

of great importance      find a well-paid job      fail the exams  
in accordance with the plan      a wide choice of specialties  
educational establishments      a high level of knowledge  
excellent opportunities      foreign languages      entrance examinations

1. It doesn't matter where you live, but higher education is ... .. everywhere.
2. At universities and colleges students get ... .. and become good specialists in all the spheres of science and technology.
3. School leavers have ... .. to enter the universities all over the country.
4. There are three ... .. you have to pass. They are Physics, Mathematics and English.
5. There are a lot of ... .. in Moscow but the State University is the most famous among them.
6. The students have several special subjects ... ..
7. Our university offers ... .. . You may choose computer science, control systems, radioengineering, radioelectronics, *etc.*
8. There are a lot of vacancies but there is always a problem to ... ..
9. If you can't speak any ... .. especially English, you will have some serious difficulties to get further education abroad.
10. You have to work hard and not to ... .. if you want to get a monthly grant.

**3.5. Read the following words and notice their pronunciation.**

knowledge	[ˈnɒlɪdʒ]	generation	[ˌdʒenəˈreɪʃ(ə)n]
accordance	[əˈkɔ:d(ə)n(t)s]	importance	[ɪmˈpɔ:t(ə)n(t)s]
specialty	[ˈspeʃ(ə)ltɪ]	university	[ˌju:nɪˈvɜ:səti]
examination	[ɪg.zæmɪˈneɪʃ(ə)n]	opportunity	[ˌɒpəˈtju:nəti]

foreign	[ˈfɔːrɪn]	initiative	[ɪˈnɪʃətɪv]
powerful	[ˈpaʊəfʊl]	entrance	[ˈentrəns]



**Table 3.1**

**Present Progressive Tense**

My friend **is looking** for a well-paid job.  
 I **am working** on my course project *at the moment*.  
 We **are preparing** for the test in computer science *now*.

**Is** your friend **looking** for a well-paid job?  
 – **Yes**, he **is**. / **No**, he **isn't**.

**Are** you **working** on your course project *at the moment*?  
 – **Yes**, I **am**. / **No**, I'**m not**.

**Are** you **preparing** for the test on computer science *now*?  
 – **Yes**, we **are**. / **No**, we **aren't**.

My friend **is not (isn't) looking** for a well-paid job.  
 I **am not ('m not) working** on my course project *at the moment*.  
 We **are not (aren't) preparing** for the test on computer science *now*.

**Where are** you **living** *now*?  
 – I **am living** with my parents in the country.

**3.6. Find the examples of the present progressive tense in text 3.2.**

**3.7. Complete the following sentences with the present progressive form of the verb in brackets, as in the model.**

**Model:** – Show me what you ... (read)  
 – Show me what you **are reading**.

1. I ... about the results of the laboratory work. (*think*)
2. Excuse me. What language ... you ... ? (*speak*)
3. My friend ... at the office now. (*not work*)
4. 'Is Steve busy now?' 'Yes, he ... on the phone.' (*talk*)
5. Look! Somebody ... the hat like yours. (*wear*)
6. ... they ... for us? (*wait*)
7. At the moment Helen ... abroad. (*live*)
8. Who ... Mary ...? (*look at*)

9. I like reading books but I ... anything at the moment. (*not read*)
10. Peter ... from his summer practice in 5 days' time. (*come back*)

**3.8. Write the correct question for the following sentences, as in the model.**

**Model:** – This bus is going to the city center. (*Where*)  
 – **Where is this bus going to?**

1. He is listening to the radio. (*What*)
2. Helen is talking to her boyfriend. (*Who*)
3. Kelly is working for the international company now. (*Where*)
4. I am having an important meeting today. (*When*)
5. Lora is leaving for London in two weeks' time. (*When*)
6. This summer I am wearing a light jacket because it's too hot. (*Why*)
7. Chris is in the club. He is playing tennis. (*What*)
8. He is telling the truth because he is a very honest person. (*Why*)
9. My group-mates are working for the computer company now. (*Where*)
10. Steve is coming back home next month. (*When*)



**Table 3.2**  
**Time Expressions of the Present Progressive Tense**

<b>now</b>	<b>right now</b>	<b>at the moment</b>	<b>these days</b>	<b>at present</b>
<b>tonight</b>	<b>today</b>	<b>this week</b>	<b>this month</b>	<b>this year</b>



**3.9. Read the following answers and match the number of the question each speaker is answering.**

1. What university do you study at?
2. Are you receiving a grant this term?
3. Are you trying to find a well-paid job at the moment?
4. How many exams are you having during the next term?
5. Are you planning to get the second higher education?

**Speaker 1:** Unfortunately, I am not. I had always got a monthly grant but last term I passed my History exam with a satisfactory mark. It's the first time and I hope the last one. I am working hard at the moment and I am trying to do my best to get only good and excellent marks.

**Speaker 2:** I am a second-year student at the University of Business and Finance. I like studying here a lot. All the teachers are friendly and helpful.

**Speaker 3:** Yes, I am. Now I am a student of a technical university but the teacher of English told me that I am good at languages, so I would like to get language education as the second one.

**Speaker 4:** No, I am not. I don't have satisfactory marks and I get a monthly grant. My parents also help me a lot so it's not necessary for me to start working. Besides, I have no much free time. No, I am not trying to earn any money.

**Speaker 5:** Well, I am not sure exactly. Last term we had three exams and six credit tests. Next term we are having five exams and four credit tests.



**3.10. Work in pairs. Ask and answer questions from exercise 3.9.**



**3.11. Report your partner's answers to the class.**



**3.12. Read the text.**

### **TOMSK STATE UNIVERSITY OF CONTROL SYSTEMS AND RADIOELECTRONICS**



Tomsk State University of Control Systems and Radioelectronics was founded in 1962.

At the present time TUSUR is one of the leading higher educational establishments in Russia. The university has three departments: a day-time, an evening and a correspondence ones. In 1998, the Center of Distant Education was founded which is one of the biggest and equipped with the most modern computers and other devices. It gives the opportunity to get the higher education without leaving native towns and cities for more than 8,000 students all over Russia.

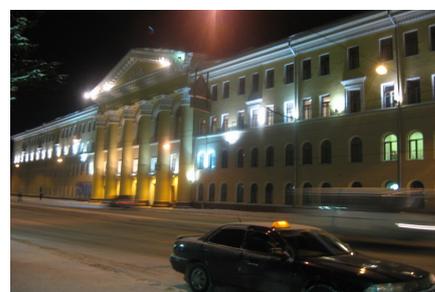
There are seven faculties at the day-time department: the Radio-Design, Radio-Engineering, Electronic-Engineering, Computer Systems, and Automated Control Systems, Economic and Humanitarian ones. The university is staffed with highly qualified teachers. Many of them are Doctors of Science. The teachers of the university prepare specialists and engineers in 54 specialties in the field of radioengineering, programming, information security, radioelectronics, automated control systems, information technologies, economics and social work.

In 2006, TUSUR won the contest among the universities of higher professional education in accordance with the national project “Education” and since that the innovative program has been carrying out in scientific and research spheres of TUSUR.

One of the directions in scientific and research development is the exchange of students and cooperation with the leading universities of the USA, Germany, France, the Netherlands and Great Britain.

The students of the university are trained in the following specialties: construction and production of radio devices, radioengineering, radioelectronic devices, industrial electronics, physical electronics, automated control systems, automated design systems, social work and management. There are also scientific students’ societies where students are engaged in independent research work and design. The specialties which the students of TUSUR get are required in different international enterprises, firms and companies.

Tomsk State University of Control Systems and Radioelectronics is developing rapidly. The students of the university have all the opportunities for high-quality training and they do their best in order to become good specialists.



### 3.13. Read the text again and answer the following questions.

1. When was TUSUR founded?
2. How many departments are there in TUSUR?
3. When was the Center of Distant Education founded?
4. What specialties are the students of the university trained in?
5. When did the university win the contest in accordance with the national program “Education”?
6. How many faculties are there at the university? Give their names.
7. What faculty do you study at?
8. What is your future specialty?
9. Which countries does the university cooperate with?
10. How many students are trained in the Center of Distant Education?



**3.14. Imagine you are talking to a foreign student. What would you tell him about the university you are studying at the moment?**

**3.15. Read the following international words and notice their pronunciation.**

faculty	examination	computer
design	cooperate	specialty
distant	department	opportunity
automated	radioelectronics	telecommunication
system	control	industrial
direction	specialist	radioengineering



**Table 3.3**

**Present Simple and Present Progressive Tenses**

<b>Present Simple Tense</b>	<b>Present Progressive Tense</b>
<p>I <b>always have lunch</b> with my class-mates at 12.30 in the afternoon.</p> <p>We <b>do not (don't) usually do</b> our homework <i>at weekends</i>.</p> <p><b>Do they go</b> to the gym <i>every day</i>?</p> <p>– <b>Yes, they do.</b> – <b>No, they don't.</b></p> <p>Where <b>do</b> you <i>usually go</i> after lessons? – I <i>usually go</i> to the library.</p>	<p>I <b>am having lunch</b> with his class-mates <i>now</i>.</p> <p>We <b>are not (aren't) doing</b> our homework <i>today</i> because it is Saturday.</p> <p><b>Are they going</b> to the gym <i>at the moment</i>?</p> <p>– <b>Yes, they are.</b> – <b>No, they aren't.</b></p> <p>Where <b>are</b> you <b>going</b>? – I <b>am going</b> to the library.</p>
<b>Permanent action (state)</b>	<b>Temporary action (state)</b>
<p>He <b>works</b> as a university teacher.</p> <p>She <b>doesn't live</b> in London. She <b>lives</b> in Milan.</p> <p><b>Does she have</b> many lessons <i>every week</i>?</p> <p>– <b>Yes, she does.</b> – <b>No, she doesn't.</b></p> <p>What <b>does</b> she <b>like</b> cooking? – She <b>likes</b> cooking meat dishes.</p>	<p>He <b>is working</b> in a bank <i>at the moment</i>.</p> <p>She <b>is not (isn't) living</b> in London <i>now</i>. She <b>is living</b> in Milan.</p> <p><b>Is she having</b> many lessons <i>this week</i>?</p> <p>– <b>Yes, she is.</b> – <b>No, she isn't.</b></p> <p>What <b>is</b> she <b>cooking</b>? – She <b>is cooking</b> something delicious.</p>

time expressions	time expressions
always never usually sometimes often every day (week, month, year) once a week (a month, a year) twice a week (a month, a year) three times (a month, a year)	now right now at the moment at present today tonight this week (month, year)

### 3.16. Choose the correct variant.

1. We often *borrow* / *are borrowing* English films from the video club.
2. ‘What’s that music?’ ‘My brother *listen* / *is listening* to his new CD of gothic music.’
3. British people *are eating* / *eat* a lot of Indian food.
4. Don’t make noise. My room-mates *sleep* / *are sleeping* after a hard day at the university.
5. John *is helping* / *helps* in the Greenfield café. He usually *works* / *is working* there in summer.
6. *Do you wear* / *Are you wearing* a uniform at your school?
7. Mary *isn’t playing* / *doesn’t play* tennis very well today.
8. Look at Alex in this photo. He *wears* / *is wearing* a very smart suit.
9. I don’t need an umbrella. It *doesn’t rain* / *isn’t raining* at the moment.
10. A lot of British students *go* / *are going* to Spain on holidays.

### 3.17. Complete the following sentences with the present simple or present progressive form of the verb in brackets, as in the model.

**Model:** – Martin ... (*not / usually / drive*) to work.  
 – Martin **does not usually drive** to work.

– I ... (*have / lunch*) with my parents at the moment.  
 – I **am having lunch** with my parents at the moment.

1. ‘Where is Andrew?’ ‘I ... (*not / know*).’
2. Sally is tired. She ... (*want*) to go home now.
3. What time ... (*you / do*) your homework?
4. Mark ... (*prepare*) for Physics test in the laboratory at the moment.

5. 'What's the weather like today?' 'It ... (*snow*) again.'
6. Look! Those people ... (*speak*) French. They are probably from France.
7. How often ... (*you read*) fashion magazines?
8. What is funny? What ... (*they / laugh*) at?
9. Rick is a good student. Every Saturday he ... (*go*) to the library.
10. 'What game ... (*those students / play*)?' 'They are playing baseball.'

### 3.18. Ask and answer questions, as in the model.

**Model:** – Kelly / doctor / live in a cottage / treat patients  
/ make a chocolate cake

A: What does Kelly do?

B: **She is a doctor.**

A: Where does she live?

B: **She lives in a cottage.**

A: Is she treating patients right now?

B: **No, she isn't. She is making a chocolate cake.**

1. Laura / university student / live in a hostel / study economics / clean room
2. Bred / Informatics teacher / live in a house / teach informatics / watch TV
3. Nancy / nurse / live in a flat / look after sick people / read a magazine
4. Michael / musician / live in a hotel / play the piano / talk on the phone
5. Liz and Gregory / farmers / live on a farm / work on a farm / visit friends



### 3.19. Read the text.

#### HIGHER EDUCATION IN ENGLAND

There are 46 universities in Britain. The oldest and the best-known ones are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol, and Birmingham. English universities greatly differ from each other. They differ in date of foundation, size, history, traditions, general organization, methods of instruction, and the way of students' life.

After finishing a secondary school or a college, young people can apply to a university, polytechnics, a college of education or they can continue to study in a college of further education.

The academic year in Britain's universities, polytechnics and colleges of education is divided into 3 terms, which usually run from the beginning of October to the middle of December, from the middle of January to the end of March, from the middle of April to the end of June or the beginning of July.

Good A-level results in at least 2 subjects are necessary to get a place at a university. However, good exam results alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a grant from their local education authority.

After three years of study, a university graduate can leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, *etc.* Later he may continue to take the Master's Degree and then the Doctor's Degree. The degrees are awarded at public degree ceremonies. It goes without saying, that research is an important feature of the university work.

There are two the so-called "intellectual eyes" of Britain – Oxford & Cambridge Universities – which date from the 12<sup>th</sup> and 13<sup>th</sup> centuries. They are known for all over the world and are the oldest and most prestigious universities in Britain. They are often called collectively Oxbridge, but both of them are completely independent.

Oxford University is one of the oldest universities in Europe – the second largest in Britain, after London University. There are now 24 colleges for men, five for women and other five for both men and women.

Cambridge University started during the 13<sup>th</sup> century and was grown until today. Now there are more than 30 colleges.

Many great men studied at Cambridge, among them Desiderius Erasmus (1469–1536), the great Dutch scholar, Roger Bacon (1214–1292), the philosopher, Milton, the poet, Oliver Cromwell (1599–1658), the soldier, Newton, the scientist, and Kapitza, the famous Russian physicist.

The universities have over a hundred societies and clubs, enough for every interest one could imagine. Sport is a part of students' life at Oxbridge; the most popular sports are rowing and punting.

During these years the government set up 30 polytechnics. The polytechnics, like the universities, offer the first and higher degrees.

Some of young people who decide to leave school at the age of 16 may go to a further education college where they can follow a course in typing, engineering, town planning, cooking, or hairdressing, full-time or part-time. Further education colleges have strong ties with commerce and industry.

There's an interesting form of studies which is called the Open University. It is intended for people who study in their own free time and who "attend" lectures by watching TV and listening to the radio. They keep in touch by phone and letters with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities.

The importance of getting higher education in Britain is growing very rapidly nowadays as it is prestigious to have a university Diploma so that to find a well-paid job.

**3.20. Read the following statements and decide if they are true (T) or false (F).**

1. The academic year in Britain's universities is divided into 2 terms.
2. English universities greatly differ from each other.
3. In England it isn't necessary to finish a secondary school before you enter the university.
4. Good A-level results in at least 2 subjects are necessary to get a place at the university.
5. Universities choose their students after good exam results and interviews.
6. The most popular sports at universities in England are rowing and tennis.
7. A lot of great men studied at Cambridge and Oxford universities.
8. You can follow a course in typing, engineering, town planning, cooking, or hairdressing at polytechnics.
9. There's a special form of studies in the system of education which is called the Open University
10. It goes without saying, that research is an important feature of the university work.



**3.21. Work in pairs and discuss the difference between the system of higher education in Russia and England.**



**3.22. Write a letter to your friend from England. Mention the following things:**

- the university you are studying at
- the history of the university
- the future specialty
- the number of lessons you have every day
- the number of terms a year
- the most important subjects
- the most popular sports
- a monthly grant
- things you are doing at the moment
- the future plans



## Adjectives and Adverbs

Table 3.4

### Adjectives

an **interesting** job  
a **good** film  
**famous** people

He is reading an **interesting** book.  
I am watching a **good** film.

The test in Economics **was difficult**.  
Our English teacher **is** very **beautiful**.

### Adverbs

I work **hard** to get a better mark in Chemistry.  
They live **here**.  
I haven't met him **lately**.

He is a **very** good student.  
She translated the article **quite** well.

quiet – **quietly**  
loud – **loudly**  
fluent – **fluently**

He speaks English **fluently**.

comfortable – **comfortably**  
gentle – **gently**

He loves her **gently**.

easy – **easily**  
heavy – **heavily**

This problem can be solved **easily**.

late – **late**  
fast – **fast**  
hard – **hard**  
early – **early**

We get up very **early**.

**3.23. Write the adverb which comes from the following adjectives.**

angry happy quick careful funny sudden frequent comfortable immediate  
heavy hard terrible final perfect easy great fast good beautiful fluent

**3.24. Choose the correct variant.**

1. Henry is *fluent* / *fluently* in English.
2. Helen is a *careful* / *carefully* driver.
3. We had a *great* / *greatly* time in London last year.
4. Why are you speaking so *loud* / *loudly*?
5. It is raining *heavily* / *heavy* outside.
6. Was your exam in History *easy* / *easily*?
7. Lucy is singing *wonderful* / *wonderfully* today.
8. Ann usually wears very *expensive* / *expensively* clothes.
9. Our teacher of Maths is a very *quiet* / *quietly* person.
10. He is a *good* / *well* dancer.

**3.25. Choose the correct variant and complete the following sentences.**

1. Peter is not generous at all. He ... spending money.  
a) isn't like                      b) don't like                      c) doesn't like
2. Henry is on holiday in Rome. He ... a wonderful time lying on the beach.  
a) is having                      b) has                      c) have
3. I can do this exercise ... .  
a) easy                      b) easily                      c) easiest
4. What ... you usually do in the evening?  
a) are doing                      b) does                      c) do
5. Kim is working ... because he wants to pass the exam.  
a) hardly                      b) hard                      c) hardest
6. Sam is a ... young man with good manners.  
a) polite                      b) politely                      c) politest
7. English universities greatly ... from each other.  
a) differs                      b) differ                      c) different
8. I ... often go swimming on Sundays.  
a) am not                      b) don't                      c) doesn't

9. '... photographs?' 'No, he isn't.'  
a) Does he take      b) Can he take      c) Is he taking
10. I am sorry. I don't understand. Can you speak more ...?  
a) slow      b) slowly      c) slower
11. John ... a lot of lessons this week.  
a) has      b) is having      c) have
12. Mary ... cold weather.  
a) don't like      b) isn't like      c) doesn't like
13. Next Tuesday my family ... for Oxford.  
a) is leaving      b) leaves      c) leave
14. The university ... rapidly at the moment.  
a) develop      b) develops      c) is developing
15. Most students in Russia ... in university hostels.  
a) are living      b) live      c) lives

## Unit 4. MY FUTURE JOB

### 4.1. Read the following words and expressions and pay attention to the examples.

**excellent results**  
отличные результаты

Henry finished his project with **excellent results**.

**the Red Diploma**  
диплом с отличием

You don't have an interview if you get **the Red Diploma**.

**according to smth.**  
в соответствии с чем-л.,  
на основании чего-л.

**According to** statistics the number of university students in our city is the biggest.

**well-known**  
известный, знаменитый

Our faculty is **well-known** as it offers prestigious specialties.

**to invite**  
приглашать

The dean of the faculty **invites** some foreign students every year.

**to get education**  
получить образование

I would like **to get education** abroad.

**highly-qualified**  
высококвалифицированный

Our English teacher is a **highly qualified** specialist in language teaching.

**to enter the university**  
поступить в университет

I passed three exams and **entered the university**.

**telecommunication devices**  
телекоммуникационные устройства

The department of **telecommunication devices** is one of the oldest ones in the university.

**a school leaver**  
выпускник школы

80 % of **school leavers** entered the universities of our city.

**a dean of the faculty**  
декан факультета

The **dean** of our faculty is Dr. Ferry.

**to retire**  
уйти на пенсию, в отставку

My father **retired** two years ago.

**a dean's office**  
деканат

A **dean's office** is a residence of the dean and his secretary.

<p><b>helpful</b> ОТЗЫВЧИВЫЙ, ГОТОВЫЙ ПОМОЧЬ</p>	<p>All the teachers of the university are very <b>helpful</b>.</p>
<p><b>a department</b> отделение, кафедра</p>	<p>In 1978 there were only two <b>departments</b>: <b>a department</b> of telecommunication systems and a <b>department</b> of radioelectronic devices.</p>
<p><b>to have an opportunity</b> ИМЕТЬ ВОЗМОЖНОСТЬ</p>	<p>You <b>have an excellent opportunity</b> to study better.</p>
<p><b>to offer</b> предлагать</p>	<p>Moscow state university <b>offers</b> a lot of specialties.</p>
<p><b>theoretical and practical knowledge</b> теоретические и практические знания</p>	<p>The students' level of <b>theoretical and practical knowledge</b> is really high.</p>
<p><b>Fourier analysis</b> анализ Фурье (предмет)</p>	<p>We didn't know anything of <b>Fourier analysis</b> at school.</p>
<p><b>linear system theory</b> теория линейных систем</p>	<p><b>Linear system theory</b> is one of the most interesting subjects at our university.</p>
<p><b>probability theory</b> теория вероятности</p>	<p>We got some basis of <b>probability theory</b> at the college.</p>
<p><b>famous</b> известный, знаменитый</p>	<p>There are a lot of <b>famous</b> places I would like to visit.</p>
<p><b>to take part</b> принимать участие</p>	<p>Every year a lot of students <b>take part</b> in international conferences.</p>
<p><b>an industrial enterprise</b> промышленное предприятие</p>	<p>All the students of the faculty have to work at <b>industrial enterprises</b>.</p>



**4.2. Read the text and choose the name of the faculty the text is about.**

1. The Faculty of Computer Design.
2. The Radioengineering Faculty.
3. The Faculty of Electronic Devices.

## OUR FACULTY

Our faculty is thirty-five years old. Three thousand students have studied at our faculty and graduated from it with good and **excellent results**. Five hundred of them got **the Red Diplomas**. One thousand three hundred students found the jobs **according to** their specialties. Since 1998, **a well-known** university of Germany has been **inviting** five best students of the faculty **to get education** in Germany. All the graduates are **highly-qualified** specialists in the sphere of **telecommunication**. The third part of **school leavers** would like to be the students of our faculty as it is very prestigious to study here and to get an excellent education as well as a good future specialty.

The name of the first **dean** was Mr. Brown and he had been the dean of the faculty for fifteen years. In 2005, he **retired** and now the dean of the faculty is Dr. Harris. He is a PhD in Mathematics and Physics. He is also the head of the radioelectronic company that make computers and other radioengineering devices. The **dean's office** is on the second floor. The authorities of the faculty are always friendly and **helpful**.

In 1975, the faculty had 2 **departments**: a Department of Telecommunication Devices and a Radioengineering Department. Now there are five departments and sixteen specialties. I am a student of the Department of Telecommunication Devices and I like studying there a lot. Ten years ago students didn't **have** such **opportunities** as we are having now. The faculty **offers** to get **theoretical and practical knowledge** in the sphere of radioengineering and telecommunication. We have some special subjects which are connected with the future job such as **Fourier analysis**, **linear system theory**, linear algebra and fiber optics. Differential equations and **probability theory** have always been the most difficult subjects.

The students of our group **entered the university** three years ago. Now we are the fourth-year students of the most **famous** faculty of the university. Each of us has already had an opportunity **to take part** in conferences as well as has had some practical experience in some **industrial enterprises**. So, most of us have already chosen the place of work. We hope that our future job will be connected with the specialty we have been getting for five years.

### 4.3. Read the following statements and decide if they are true (T) or false (F).

1. Our faculty is thirty-five years old.
2. It is prestigious to study at our faculty.
3. The name of the first dean was Mr. Harris.
4. We entered the university four years ago.
5. Ten years ago students had the same opportunities we are having now.
6. In 1975 the faculty had only two departments: a Department of Telecommunication Devices and a Radioengineering Department.
7. The dean's office is on the second floor.

8. A Radioengineering Faculty is the most famous faculty at the university.
9. Since 1998, a well-known university has been inviting five best students of the faculty to get further education in France.
10. The authorities of the faculty are always friendly and helpful.

#### 4.4. Read the following words and notice their pronunciation.

faculty [ˈfæk(ə)ltɪ]	retire [rɪˈtaɪə]	theoretical [θɪəˈretɪk(ə)l]
enter [ˈentə]	further [ˈfɜːðə]	opportunity [ˌɒpəˈtjuːnəti]
knowledge [ˈnɒlɪdʒ]	result [rɪˈzʌlt]	education [ˌedʒuˈkeɪʃ(ə)n]
department [dɪˈpɑːtmənt]	different [ˈdɪf(ə)r(ə)nt]	



**Table 4.1**

#### Past Simple Tense

*Two years ago* I **finished** school and **entered** the university.  
*Yesterday* she **went** shopping and **bought** some souvenirs for her family.

He **did not (didn't)** play football *yesterday*.  
 They **did not (didn't)** have lunch together *last week*.  
 I **did not (didn't)** live in Italy *a year ago*.

**Did** you go shopping *yesterday*?  
 – Yes, I **did**. / No, I **didn't**.

**Did** he listen to jazz *yesterday*?  
 – Yes, he **did**. / No, he **didn't**.

What time **did** you come home *yesterday*?  
 – I **came** home *at about 10 in the evening*.

#### 4.5. Write the past simple form of the following verbs.

close	open	receive	carry	study	offer	store	use	collect
miss	play	fix	help	finish	stay	continue	start	expect

**4.6. Divide the following verbs into three columns.**

[ t ]	[ d ]	[ id ]
liked washed	lived stayed	decided visited

finished    continued    enjoyed    started    received    stopped  
 walked    wanted    played    stored    carried    offered  
 used    opened    expected    studied

**4.7. Write the past simple form of the following verbs.**

know    think    say    go    be    leave    eat    give    lose  
 make    read    take    write    buy    send    understand    have  
 find    feel    pay    build    cost

**4.8. Find the verbs in the past simple in the text “Our Faculty”.**



**Table 4.2**

**Time Expressions of the Past Simple Tense**

last night	last Sunday	last week	last month	last year
yesterday	yesterday morning		yesterday afternoon	
the day before yesterday	ten years ago			
two days ago	three weeks ago	in 1985	from 1987 to 1993	

**4.9. Complete the following sentences with the past simple form of the verb in brackets, as in the model.**

**Model:** – Thomas ... a new computer two days ago. (*buy*)  
 – Thomas **bought** a new computer two days ago.

1. I ... an e-mail to Mary and she ... me back immediately. (*send; write*)
2. Last summer Terry ... to France. (*travel*)
3. My father ... the university twenty years ago. (*graduate from*)
4. I always drive to work but yesterday I ... a bus. (*take*)
5. We ... a great show last night. (*see*)

6. Henry ... late yesterday so he ... Geometry. (*be; miss*)
7. Yesterday Sue ... a package from Tom. (*receive*)
8. Three years ago I ... swimming with my friends. (*go*)
9. When I ... in Italy, I ... in a luxury hotel. (*be; stay*)
10. Kelly ... her project a week ago. (*finish*)

**4.10. Write the correct question for the following sentences, as in the model.**

**Model:** – I **watched** TV last night. (*When*)  
 – **When did** you **watch** TV?

1. Joe went to bed at 10.30 last evening. (*When*)
2. I had a nice holiday in Rome. (*Where*)
3. Susan bought a fashion magazine yesterday. (*What*)
4. It wasn't warm in the room so the teacher closed the window. (*Why*)
5. Helen received grant for her research work two weeks ago. (*What*)
6. Lora played tennis with her group-mates an hour ago. (*Who*)
7. I took a shower because the weather was hot. (*Why*)
8. The computer cost two thousand dollars. (*How much*)
9. The lecture began at 9.00 o'clock today. (*When*)
10. She took an interesting book in the library. (*What*)

**4.11. Make the following sentences negative, as in the model.**

**Model:** – She **answered** the first question. (*the second question*)  
 – She **didn't answer** the second question.

1. Peter had dinner with Dorothy. (*Fiona*)
2. We knew her address. (*phone number*)
3. I bought some flowers. (*chocolates*)
4. They spoke Spanish. (*English*)
5. Lora wrote a letter to Jeremy. (*Chris*)
6. Fred felt well last night. (*yesterday morning*)
7. Our group traveled to London. (*Oxford*)
8. I visited my parents on Friday. (*on Sunday*)
9. You saw Mr. Little at the university. (*Mrs. Swanack*)
10. Jack sent an e-mail to his brother. (*sister*)
11. They finished the course of English last month. (*the course of German*)
12. Henry told me about his plans yesterday afternoon. (*yesterday morning*)



**4.12. Read the following answers and match the number of the question each speaker is answering.**

1. What faculty are you studying at?
2. Who is the dean of your faculty?
3. How old is your faculty?
4. How many departments and specialties are there at the faculty?
5. How long have you been studying at the university?
6. Have you taken part in international conferences?

**Speaker 1:** Well, I don't know exactly how old my faculty is. I think more than twenty years. Yes, surely. Dr. Pet has been teaching computer science for more than twenty years. He told us about it during the lecture.

**Speaker 2:** The dean of our faculty is Gregory Watson. I know, he teaches optic electronics. He is very intelligent and helpful.

**Speaker 3:** No, never. I have never taken part in international conferences. One of my group-mates has already been to Germany and Holland with his scientific reports. I am not as clever as he is.

**Speaker 4:** Oh, my faculty is the best at the university. It's the Faculty of Control Systems. I feel really happy because I am a student!

**Speaker 5:** I don't know exactly. I am sure there are three departments. But I don't know about specialties. Maybe eight or nine. The name of my department is the Department of Electronic Devices. My specialty is radioelectronics.

**Speaker 6:** I have been studying here for two years. Now I am a third-year student.



**4.13. Write 10–12 sentences about your faculty. Mention the following things:**

- the name of the faculty
- the departments of the faculty
- the specialty you are getting
- how old the faculty is
- the name of the dean
- the subjects you are having
- your future plans and wishes



**4.14. Read the text “A Letter to a Penfriend” and answer the following questions.**

1. Did Angela pass the last exam?
2. What mark did she get?

3. When did Angela's parents buy her a computer?
4. Was Angela good at Mathematics and Physics at school?
5. When did Angela have an interview?
6. How long has Mr. Bright been running computer business?
7. What did Mr. Bright ask Angela about?
8. Does Angela worry about finding a job? Why? Why not?
9. What is the most important thing for Angela at the moment?
10. Is it possible to imagine a modern society without computers? Why? Why not?

#### **A LETTER TO A PENFRIEND**

Hello, Sally!

I am writing to you to share my success. I have just passed my last exam with an excellent mark and now I am free till the first of September. As I told you last time, I was always good at Mathematics and Physics at school. My parents bought me a computer when I was in the 11<sup>th</sup> grade. Since then I have always known that I will become a specialist in the sphere of computer design and technology. I have never failed the exams. I haven't had any satisfactory marks yet.

You know that with the rapid development of economics it has become impossible to imagine modern society without computer systems and radioelectronics. No business is possible without computers so computer industry has already comprised almost all the spheres of professional life. Among recent trends in the engineering sciences computerization has become the most widespread.

A week ago I had an interview with the head of the computer firm, Mr. Bright. He asked me a lot of questions about my exam results, my plans and wishes. Mr. Bright has been running computer business for twelve years and now his firm is well-known all over the town where I live.

Recently I have read several advertisements in the newspaper. They offer a lot of vacancies in the sphere of computer design and engineering. So, there are a lot of employment opportunities in my specialty. I don't worry about finding a job. The most important thing for me now is to work hard and to graduate from the university with excellent marks and to get the Bachelor's degree in Computer Science.

Give my regards to Hillary and wish me luck.

Sincerely yours, Angela.

#### **4.15. Match the following words and expressions with their equivalents.**

- |                         |                                |
|-------------------------|--------------------------------|
| 1. to imagine           | a) стремительное развитие      |
| 2. to have an interview | b) возможность трудоустройства |

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 3. an employment opportunity    | с) возможный                       |
| 4. to get the Bachelor's degree | d) передавать привет               |
| 5. to share one's success       | e) разделять успех                 |
| 6. a modern society             | f) пожелать удачи кому-л.          |
| 7. a rapid development          | g) современные тенденции           |
| 8. possible                     | h) невозможный                     |
| 9. impossible                   | i) получить степень бакалавра      |
| 10. to give one's regards       | j) современное общество            |
| 11. to wish smb. luck           | к) воображать                      |
| 12. recent trends               | l) проходить (иметь) собеседование |
| 13. to fail an exam             | м) провалить (не сдать) экзамен    |

**4.16. Complete the following sentences with the expressions from the box.**

**has graduated from    to imagine    a head of    has failed**  
**had an interview    a lot of vacancies    Among recent trends**  
**in the sphere of my business    is good at    good and excellent marks**

1. I am going to have the Red Diploma because I have passed my exams and credit tests with ... ..
2. In newspaper advertisements there are ... .. in the sphere of business and finance.
3. According to statistics, every fifth highly-qualified specialist in computer engineering ... .. the university.
4. ... .., the profession of a radioengineer has become one of the most important ones, especially at industrial enterprises.
5. Michael ... .. History and Literature so he is going to enter the Humanity Department.
6. I have talked to some specialists and they have offered me a new direction ... ..
7. It is impossible ... .. the further development of the university without taking part in some innovative programs.
8. Fred was offered a good job as a computer designer in the international company. He ... .. yesterday and was asked a lot of questions.
9. 'Where is Susan?' 'She isn't feeling well today because she ... .. her exam.'
10. I hope my cousin will become ... .. a big factory as he is good at organizing people. Besides, he is very intelligent and helpful.



## Present Perfect Tense

I **have** *already done* my homework.  
I **have not (haven't) gone** shopping *yet*.  
**Have you washed** the dishes *yet*?  
– **Yes, I have.** / **No, I haven't.**  
She **has written** an article for the conference.  
He **has watched** a new film.  
I **have known** my friends *since 2001*.  
I **have read** “Gone with the Wind” *three times*.

**4.17. Complete the following sentences with the present perfect form of the verb in brackets, as in the model.**

**Model:** – Kelly ... no news from her parents for two weeks. (*have*)  
– Kelly **has had** no news from her parents for two weeks.

1. I ... Professor McKinley but I ... a lot of him. (*not meet; hear*)
2. ‘Do your parents know what university you are going to enter?’ ‘Yes, I ... them.’ (*tell*)
3. Steve is taking part in the conference next week. He ... a very interesting report. (*prepare*)
4. Mary likes this film very much. She ... it twice this month. (*see*)
5. Look! Somebody ... the books in the room. (*leave*)
6. Bill is on holiday. He ... to Italy with his family. (*go*)
7. I ... to her three times this week but I ... the answer yet. (*e-mail; not receive*)
8. Henry ... a great success in the sphere of telecommunications. (*achieve*)
9. ‘Can I have this newspaper?’ ‘Yes, of course. I ... it.’ (*read*)
10. Since 1998 our company ... a lot of progress, so we have no problems with the clients. (*make*)

**4.18. Find the verbs in the present perfect in the text “A Letter to a Penfriend”.**



Table 4.4

## Time Expressions of the Present Perfect Tense

<b>for</b>	I <i>have known</i> Lucy <b>for</b> seven years.
<b>since</b>	Laura <i>has not been</i> to New York <b>since</b> 2003.
<b>just</b>	Fred <i>has just finished</i> his home work so he may go to bed early.
<b>already</b>	Our English teacher <i>has already come</i> back from London.
<b>yet</b>	<i>Has your mother arrived yet?</i> I <i>have not done</i> my laboratory work <b>yet</b> .
<b>so far</b>	<i>Have you read</i> Nancy's article in the university magazine yet? – No, I <i>haven't read</i> it <b>so far</b> .
<b>ever</b>	<i>Have you ever been</i> to Germany? – No, never.
<b>recently</b>	We <i>have heard</i> nothing of Sam <b>recently</b> .
<b>lately</b>	Sarah <i>has been</i> ill a lot <b>lately</b> .
<b>never</b>	They <i>have never discussed</i> the problem with the group-mates.
<b>this week</b>	Barbara <i>has had</i> some new instructions from her boss <b>this week</b> .

4.19. Fill in **for** or **since**.

- |                             |                            |
|-----------------------------|----------------------------|
| 1. ... the last three years | 6. ... I was six years old |
| 2. ... yesterday            | 7. ... last Monday         |
| 3. ... six months           | 8. ... we moved the house  |
| 4. ... breakfast time       | 9. ... two o'clock         |
| 5. ... 1998                 | 10. ... four hours         |



## 4.20. Write sentences with the time expressions from exercise 4.19.

**4.21. Complete the following sentences with *since* or *for*.**

1. I haven't been to the university ... June.
2. My group-mate has had a computer ... three years.
3. My mother has been a doctor ... twenty-five years.
4. I haven't seen you ... ages.
5. It has been extremely cold ... the last week.
6. Andrew has lived in Tokyo ... the last three years.
7. I have become happier ... I entered the university.
8. Ann graduated from the university in 1995 but she has worked as a shop assistant ... ten years.
9. Karl has become a student of our faculty ... he passed his last exam.
10. Lilly hasn't visited her parents ... three months already.



**4.22. Read the interview between Angela and Mr. Bright. Which of the following things has Angela already done?**

- present a diploma project
- pass the final exams
- buy a new flat
- choose a place of work
- give some advertisements to some local newspapers
- learn English
- get married
- have some English tests
- buy a new computer
- learn German

**Mr. Bright:** Hello, Angela! My name is Michael Bright and I am the head of the computer company. Every year I have interviews with the best students of the university because I am interested in finding some creative young people for my company. I have to ask you some questions. How long have you been living in Oxford?

**Angela:** I've been living in Oxford for six years already. I am a fifth-year student now and I have just presented my course project. I haven't passed the final exams yet.

**Mr. Bright:** I liked your course project a lot. I have discovered some new ideas which can be useful in my business. How long have you been working on the project?

**Angela:** Mm... I've been working on my project for more than half a year. I have done my best and now I feel satisfied with the result.

**Mr. Bright:** Can you speak any foreign languages?

**Angela:** I am not from England, you know. I was born in Argentina; my parents are still living in Buenos-Aires. But I have learnt English. I have had some English tests and they said that my English is nearly perfect. But I have not learnt German yet. I started the course in February and I am planning to finish it in two months' time.

**Mr. Bright:** Oh, it is very important for my company as we have our brunch in Hanover in Germany. Have you chosen a place of work yet?

**Angela:** No, not yet. I have already given some advertisements to local newspapers but I have not got any suggestions yet. Still I believe that my specialty is really popular nowadays. I hope that after some time I will get some interesting information about international firms and companies as well as vacancies they have.

**Mr. Bright:** Are you married, Angela?

**Angela:** No, I am not. I have a boyfriend but we haven't got married yet. Fred has just found a new job so we are planning to get married right after I pass my exams and get the Diploma. My parents have just bought a flat here in Oxford. They would like to live here and see me more often. They miss me a lot. They have also bought me a new computer as an award for my successful graduation. They feel proud of me.

**Mr. Bright:** Very good, Angela. I would really like to invite you to work for my company. I hope you will have a wonderful career and I wish you luck. I will e-mail you in June. Think about my suggestion, please. Good bye, Angela.

**Angela:** Good bye, Mr. Bright. Thank you for the interview.



#### 4.24. Write questions and answers about Angela, as in the model.

- Model:** – **Has** Angela **presented** a diploma project *yet*?  
– Yes, she **has**. Angela **has already presented** her diploma project.
- **Has** Angela **passed** the final exams *yet*?  
– No, she **hasn't**. Angela **has not passed** the final exams *yet*.

#### 4.24. Read the interview between Angela and Mr. Bright again and tick true sentences.

1. Angela has been living in Oxford for six years.
2. She has been working on her project for more than a year.
3. Angela's parents have just moved to Oxford.
4. Angela has been learning German since February.
5. Angela has already had some suggestions of work.
6. Angela has got married recently.



Table 4.5

**Present Perfect Progressive Tense**

She **has been working** on her diploma project *for half a year*.  
I **have been running** computer business *since 1995*.

She **has not (hasn't) been working** on her diploma project *for a year*.  
I **have not (haven't) been running** computer business *since 1993*.

**Has she been working** on her diploma project *for three months?*

– Yes, she **has**.

– No, she **hasn't**.

**Have you been running** computer business *since 1995?*

– Yes, I **have**.

– No, I **haven't**.

*How long has she been working* on her diploma project?

– She **has been working** on her diploma project *for half a year*.

*How long have you been running* computer business?

– I **have been running** computer business *since 1995*.

**4.25. Complete the following sentences with the present perfect or present perfect progressive form of the verb in brackets, as in the model.**

**Model:** – Where is Susan?

– She ... for the university. (*just / leave*)

– She **has just left** for the university.

1. **A:** Henry looks tired.

**B:** He ...volleyball for two hours. (*play*)

2. **A:** Is Kelly in the university library?

**B:** Yes, she is. She ... since 4 o'clock. (*prepare for exams*)

3. **A:** Does Bob live in Brighton?

**B:** Yes, he ... here for three years. (*live*)

4. **A:** Have you read the article which I gave you last week?

**B:** No, I ... it yet. (*finish*)

5. **A:** Does Lucy work for Microsoft Company?

**B:** Yes, she ... as an engineer for ten years. (*work*)

6. **A:** Has Joanna finished the laboratory work yet?  
**B:** No, she ... it since the first lesson. (*do*)
7. **A:** Where is Violet?  
**B:** She is in her room. She ... her homework for the whole evening. (*do*)
8. **A:** Why are you happy?  
**B:** I ... my diploma project. (*just / present*)
9. **A:** Has John come back home yet?  
**B:** No, he ... the interview with the students since 10 a.m. and he ... it yet. (*have; finish*)
10. **A:** How is Greg?  
**B:** I don't know. I ... him this week. (*see*)



**4.26. Work in pairs. Ask your partner the following questions and notice the answers.**

1. How long have you been studying at the university?
2. Have you presented your course project yet?
3. Have you ever taken part in university conferences?
4. How long have you been learning English?
5. Have you ever had English tests?
6. Have you always passed your exams with good and excellent marks?
7. Have you bought anything recently?
8. How long have you been living in your present flat (room)?
9. Have you ever had a job interview?
10. Have you chosen a place of work yet?



**4.27. Tell the results of the questionnaire to the class, as in the model.**

**Model:** – My partner has been studying at the university for ... years.  
– He has presented his course project once.

**OR:** – He has not presented his course project yet.

**4.28. Look at your notes. Then, decide if you will offer your partner to work for your company. Why? Why not?**



Table 4.6

## Present Perfect and Past Simple Tenses

He **has just passed** his Maths exam.  
He **passed** his Maths exam *a week ago*.

I **have not (haven't)** read the fashion magazine *yet*.  
I **did not (didn't)** read the fashion magazine *yesterday morning*.

**Have you ever been** to Italy?  
– **Yes, I have.**  
– **No, I haven't.**

When **did** you **go** to Italy? – I **went** there *three years ago*.  
**Did** you **like** living there?  
– **Yes, I did.**  
– **No, I didn't.**

**4.29. Complete the following sentences with the present perfect, present perfect progressive or the past simple form of the verb in brackets, as in the model.**

**Model:** A: ... (*you / ever / be*) to England?  
B: Yes, we ... (*go*) there three years ago.  
A: ... (*have*) a good time?  
B: Yes, it ... (*be*) great.

A: **Have you ever been to** England?  
B: Yes, we **went** there *three years ago*.  
A: **Did** you **have** a good time?  
B: Yes, it **was** great.

- A: Where is Barbara? I ... (*not see*) her this week. How is she?  
B: She is all right. She ... (*pass*) her exam last Friday and ... (*go*) on holiday. She is in France now.  
A: ... she ... (*go*) with her family?  
B: I am sorry, I don't know.
- A: Henry works as an engineer for a big TV company. He ... (*work*) there for about two years.  
B: ... he ... (*find*) this job easily?  
A: Yes, I think so. He ... (*be*) good at university, so just after the graduation he ... (*have*) an interview and ... (*start*) working.

3. **A:** Do you know Dr. Noble?  
**B:** I ... (*see*) her for a few times but I ... (*not speak*) to her.  
**A:** I ... (*meet*) her at the dean's office last week. She ... (*look*) wonderful.  
**B:** Yes, she did. She always looks great. When I ... (*see*) her in the library yesterday, I ... (*notice*) her but I ... (*not come*) up.
4. **A:** What time ... you ... (*go*) to bed last night?  
**B:** I ... (*be*) asleep at about ten p.m. I ... (*do*) a lot of work last semester, so I ... (*decide*) to go to bed early this week.  
**A:** ... you ... (*try*) to work less?  
**B:** No, I didn't. I am very hardworking and responsible.
5. **A:** ... you ... (*receive*) my e-mail?  
**B:** No, I haven't. When ... you ... (*send*) it?  
**A:** I ... (*e-mail*) to you yesterday evening.  
**B:** It is very strange. I ... (*use*) the Internet since early morning but there ... (*be*) nothing from you.



#### Questions with *Who* / *What*

**Table 4.7**

**Helen** finished the work late. – **Who** finished the work late?  
**Steve** saw me at the university. – **Who** saw you at the university?  
**My parents** phoned me yesterday. – **Who** phoned you yesterday?  
**Nothing** serious happened. – **What** happened?  
I met **a lot of new friends** at the party. – **Who** did you meet?  
I phoned my **parents** yesterday. – **Who** did you phone yesterday?  
He said **nothing**. – **What** did he say?

#### 4.30. Write the correct question with *who* or *what*, as in the model.

**Model:** – Sally gave the course project to the teacher of Physics.  
– **Who** gave the course project to the teacher of Physics?  
– Sally gave **the course project** to the teacher of Physics.  
– **What did** Sally **give** to the teacher of Physics?

1. **Kelly** completed her education in England.
2. She and her husband started their own **business** in 2005.
3. **Barbara** bought a lot of clothes last week.

4. Thomas Edison invented a **light bulb**.
5. **Charles Dickens** wrote "*Oliver Twist*".
6. Elton John sang "***Candle in the Wind***" for Princess Diana.
7. Thomas broke his **watch** yesterday.
8. Lilly wrote a **letter** to me but I didn't answer.
9. **Susan** phoned me a week ago.
10. **Dr. White** asked us a lot of questions.

**4.31. Read the text "A Letter to a Penfriend" again and answer the following questions.**

1. Who did Angela write a letter to?
2. Who bought her a new computer?
3. What happened a week ago?
4. Who asked Angela about her exam results and future plans?
5. Who gave the regards to Hillary?



**Used to**

**Table 4.8**

She **used to drink** a lot of coffee.

**Did she use to drink** much coffee? – **Yes, she did.** / **No, she didn't.**

She **didn't use to drink** much coffee.

**4.32. Ten years ago Jeremy was a student. Now he is an engineer. Ask and answer questions about Jeremy, as in the model.**

<b>THEN</b>	<b>NOW</b>
study hard live in a hostel take the bus to the university buy clothes at discount stores have not much free time	work hard have his own house drive to work buy clothes at expensive stores have much free time

**Model:** – **Did Jeremy use to work hard?**  
 – **No, he didn't. He used to study hard.**

**4.33. Choose the correct variant and complete the following sentences.**

1. Have you made a report ...?  
a) already                      b) yet                      c) ever
2. Two weeks ago I ... part in the international conference.  
a) take                      b) taken                      c) took
3. Kelly ... as an economist for three weeks already.  
a) has been working      b) has worked              c) worked
4. Jeremy ... to wear glasses but now he wears contact lenses.  
a) uses                      b) used                      c) use
5. My parents ... to London.  
a) just moved              b) have just moved      c) move
6. 'Who ... you many questions after the seminar yesterday?' 'Mr. Ripley.'  
a) asked                      b) asks                      c) has asked
7. My sister Helen ... from the university in 1993.  
a) has graduated              b) has been graduating      c) graduated
8. Lucy have not solved any of her problems ... .  
a) just                      b) already                      c) yet
9. We ... have lectures in computer science but now we have three lectures a week.  
a) didn't use to              b) used to                      c) use to
10. ... Jennifer passed her exams yet?  
a) Have                      b) Did                      c) Has
11. Where ... Joe complete his education?  
a) did                      b) has                      c) does
12. Who ... the radio?  
a) did invent              b) invented                      c) has invented
13. How long have you been ... at the university?  
a) studied                      b) study                      c) studying
14. When ... you last have a job interview?  
a) did                      b) have                      c) were
15. The computer which I ... yesterday is very expensive.  
a) have bought              b) buy                      c) bought

## Unit 5. MY HOME TOWN

### 5.1. Read the following words and expressions and pay attention to the examples.

**to be situated**  
быть расположенным

The castle **was situated** on the borders of an expansive lake.

**to be founded**  
быть основанным

Saint Petersburg **was founded** in 1703.

**an order**  
приказ

We received **an order** to attack.

**at the beginning of**  
в начале

She moved here **at the beginning of** the term.

**to supply**  
поставлять, снабжать,  
обеспечивать

The main store of the town **supplies** the elder people with different goods according to their needs.

**notwithstanding**  
несмотря на, вопреки

**Notwithstanding** their lack of experience, they were an immediate success.

**due to smth.**  
благодаря чему-л.;  
из-за чего-л.

Our flight was delayed **due to a strike** of the air-traffic controllers.

**an undergraduate**  
студент университета или  
колледжа

The Department of Physics enrolls about one hundred **undergraduates**.

**within**  
в течение, во время

They saw off three enemy attacks **within** three days.

**to evacuate**  
эвакуировать, вывозить;  
выводить (войска)

All the children of London **were evacuated** to the country, where they would be safe from the bombing.

**by correspondence**  
заочно

Students from different parts of Russia study **by correspondence**.

**to hold the lead**  
держат лидерство

Novosibirsk **holds the lead** in Siberia among the number of scientific institutions.

**to be engaged**  
заниматься чем-либо

She **was engaged** to work in Public relation Department.

**to deal with**  
заниматься, иметь дело с

Let's **deal with** this problem properly.

**to perish**  
гибнуть, погибать, умирать

Three days later 11 people **perished** in a hotel fire.



## 5.2. Read the text.

### TOMSK



Tomsk is an old Siberian town. **It is situated** on the bank of the river Tom, in West Siberia. Tomsk **was founded** in 1604 by Tsar Boris Godunov, who gave **orders** to “look for a suitable place for a city, mark it on a drawing, order the place to be cleared, and after asking God’s grace, build the city in a strong place”. From the very beginning it was a fortress and, according to historians, repeatedly pushed away the raids of

the Kirgizs and other militant steppe nomads.

**At the beginning** of the 18<sup>th</sup> century, Tomsk became a commercial centre of Siberia. It **supplied** cereals, fish, salt, wine, fat, copper, wax and leather to the neighbor gubernias. Cedar-pine nuts and furs were supplied to the western part of Russia and went for export.

In 1804, Tomsk became an administrative center of the Gubernia. The growth of the town was especially booming in the 30s of the 19<sup>th</sup> century when gold was found and its intensive mining started in the Tomsk and Yeniseysk Gubernias. **Notwithstanding** the fast economic development, an increase of the population was virtually **due to** exiles – counting out 30,000 men and over 7,000 women. Every fifth resident of Tomsk and its neighborhood was an exile. The most outstanding personality among the Tomsk political exiles of the time was G. Batenkov who had lived there for 10

years.



In 1888, Emperor Alexander III “by his sovereign will” opened the Tomsk University, the first in Siberia. In its early history the University had only the department of medicine which enrolled 72 **undergraduates** and 2 freelance students. The year 1900 saw the opening of the first Technological Institute in the Asian part of Russia (now the Polytechnical University).

And a few years later the Pedagogical, Medical and Civil Engineering Institutes were founded.

After the revolution of 1917, Tomsk became the part of the Siberian Territory and later of the West-Siberian Territory. In 1937, Tomsk and its nearby neighbors became the part of the Novosibirsk Oblast.

**Within** the first year of the Great Patriotic War 30 enterprises **were evacuated** to Tomsk. New branches of industry, such as electrical engineering, optomechanics and rubber engineering, were developed and machine building and metalworking as well as light and food industries expanded.

The post-war development of the Tomsk Oblast is in many ways connected with the exploration and commercial development of oil and gas deposits. In 1966, the Oil Field Management Agency TOMSKNEFT was established. The Eastern Oil Company, the Russian joint-stock company GASPROM and TOMSKNEFT, in turn, co-founded the company TOMSKGAS in 1995. Forest and woodworking industries rank among the key industries of the Tomsk Oblast.

Tomsk is the oldest educational and scientific center in Russia to the east of the Urals. About 60,000 students (local residents and newcomers from different parts of Russia attend day and evening division classes or study by correspondence at technical secondary schools, colleges and universities. There are 7 higher educational establishments in Tomsk: State University, Polytechnical University, Siberian Medical University, Teachers' Training University, University of Control Systems and Radioelectronics, University of Architecture and Civil Engineering and Agricultural Academy.

Tomsk **holds the lead** in Russia among the number of distinguished scholars. 47 scientific institutions **are engaged** in research work, with 11 being part of the universities. Good progress is being made by the Tomsk Scientific Center of the Russian Academy of Medical Sciences. It comprises 5 research institutes **dealing with** cardiological, oncological, pharmacological, and genetic problems as well as those related to mental health, balneology and physiotherapy.

Tomsk is known as a cultural centre of Siberia. There are several theatres, such as a Drama Theatre, "Intim" Theatre, a Puppet Theatre, a Young Spectators' Theatre, concert halls, museums in Tomsk. Tomsk is proud of its wooden architecture. There are also a lot of monuments to the famous people (G. Batenkov, V. Shiskov, S. Kirov, V. Kuibyshev and other outstanding people) in our town. The memorial of Glory devoted to the people who **perished** during the Great Patriotic War is situated in Lagerny Garden.



Tomsk has been changing a lot recently. The authorities of the town are trying to do their best to make it more beautiful and modern.

**5.3. Match the following words and expressions with their equivalents.**

- |                               |                            |
|-------------------------------|----------------------------|
| 1. a home town                | a) окрестности             |
| 2. a bank                     | b) житель                  |
| 3. a fortress                 | c) набег                   |
| 4. a raid                     | d) приезжий                |
| 5. a nomad                    | e) акционерное общество    |
| 6. an exile                   | f) залежь, месторождение   |
| 7. a resident                 | g) выдающийся ученый       |
| 8. an outstanding personality | h) крепость                |
| 9. a freelance student        | i) незаурядная личность    |
| 10. a deposit                 | j) ссыльный                |
| 11. a joint-stock company     | k) кочевник                |
| 12. suburbs                   | l) родной город            |
| 13. a distinguished scholar   | m) студент-вольнослушатель |
| 14. a newcomer                | n) берег                   |

**5.4. Read the text again and answer the following questions.**

1. Where is Tomsk situated?
2. What year was it founded?
3. When did Tomsk become a commercial centre of Siberia?
4. Who was the most outstanding personality among the Tomsk political exiles?
5. What year did Emperor Alexander III “by his sovereign will” open the Tomsk University?
6. When did Tomsk and its nearby neighbors become the part of the Novosibirsk Oblast?
7. How many enterprises were evacuated to Tomsk within the first year of the Great Patriotic War?
8. What is the post-war development of the Tomsk Oblast connected with?
9. How many higher educational establishments are there in Tomsk now?
10. Does Tomsk really hold the lead in Russia among the number of distinguished scholars?
11. How many research institutes does the Tomsk Scientific Center of the Russian Academy of Medical Sciences comprise?
12. What kinds of theatres are there in Tomsk?
13. Who is the memorial of Glory devoted to?
14. Where is it situated?
15. What are the authorities of the town trying to do?

**5.5. Read the following international words and notice their pronunciation.**

medicine	student	territory	college	gas	doctor
architecture	company	academy	problem	monument	
institute	progress	industry	physiotherapy		



**Table 5.1**

**Present Progressive Tense with the Future Meaning**

(right / just) now	at the moment	at present	currently
<b>Present</b>		<b>Future</b>	
I am working <b>now</b> .		I am working <b>this Saturday</b> .	

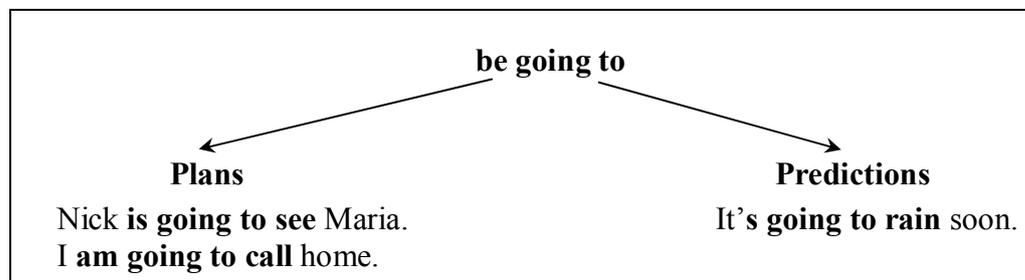
**5.6. Read the following sentences and decide if the verb refers to the present or future.**

1. I **am leaving** tomorrow to spend Christmas with Mary's family.
2. The doctor **is feeling** her pulse.
3. We **are having** a party next Saturday. Would you like to come?
4. Listen! Ann **is singing** in the next room.
5. Kate, we **are going** to the town center. Are you coming with us?
6. I **'m not going** away for my holidays next month because I haven't got enough money.
7. 'What **are you doing?**' 'I am writing a letter to my sister.'
8. Look! The bus is coming.



**Table 5.2**

**Be going to**



**5.7. Change the following sentences, as in the model.**

**Model:** – Mary says she ... me a book for Christmas. (*give*)  
– Mary says she **is going to give** me a book for Christmas.

1. Dick's sister ... her exam this year. (*not take*)
2. Miss Brown ... after dinner. (*sing*)
3. The government ... a new hotel near here. (*build*)
4. The Greens ... their house at the end of the year. (*sell*)
5. She's twenty minutes late! I ... her here. (*not wait*)
6. Bob and Lucy ... next spring. (*get married*)
7. ... you ... all night? Turn the light off and go to bed! (*talk*)
8. I am in trouble. I ... him for help. (*ask*)
9. The teacher ... the next lesson to us. (*explain*)
10. Susan is not very good at Physics. She is ... some extra lessons.  
(*have*)

**5.8. Complete the following sentences with *be going to* + one of the verbs below, as in the model.**

eat   do   give   lie down   stay   walk   **wash**   watch   wear

**Model:** – My hands are dirty. **I'm going to wash** them.

1. I don't want to go home by bus. I ... .
2. Nick is going to New York. He ... at his friends' house.
3. I'm hungry. I ... a sandwich.
4. It's my mother's birthday next week. We ... her a present.
5. There's a good film on TV this evening. ... you ... it?
6. 'What ... Jane ...?' 'She is going to prepare for the test.'
7. I feel tired. ... for an hour.
8. What ... you ... to the party?

**5.9. Complete the following sentences using *be going to*.**

1. There are a lot of black clouds in the sky. It ... (*rain*).
2. It's 8.00. Donald is leaving his house. He has to be at work at 8.15 but the journey takes 30 minutes. He ... (*be late*).
3. There are holes in the bottom of the boat. A lot of water is coming through holes. The boat ... (*sink*).
4. Virginia is driving. There is very little petrol in the tank. She ... (*refuel*).



Table 5.3

**Present Simple Tense with the Future Meaning**

<b>come, arrive</b>	–	<b>go, leave, depart</b>
<b>start, begin</b>	–	<b>end</b>
<p>The show <b>begins</b> at 8 and it <b>ends</b> at midnight.          When <b>does</b> our plane <b>leave</b>?          This train <b>doesn't arrive</b> early.</p>		

**5.10. Choose the correct variant.**

1. Madonna (*arrives / is arriving / arrive*) on Monday according to the contract.
2. The examinations (*are taking place / take place / takes place / is taking place*) next month as announced.
3. The office always closes at 6 o'clock in the evening but today it (*closes / is closing / close*) an hour later.
4. We (*have / are having / has*) breakfast very early tomorrow so that we could leave home before 8 a.m.
5. He usually works at the station but next month he (*is working / work / works*) at the dock for a few days.
6. I'm sorry I can't accept your invitation. I (*have / am having / has*) lunch with some business people next Thursday.
7. We always go to Paris on holiday. Next year I (*am going / go / goes*) to Spain for a change.
8. Saturday is his day off. However, he (*plays / play / is playing*) in the finals of the tennis tournament next Saturday.
9. My uncle John from London (*are visiting / visits / is visiting*) us soon.

**5.11. Read the text.****HISTORY OF ST. PETERSBURG**

Saint Petersburg was founded on the 16<sup>th</sup> of May, 1703. That day the six-bastion Peter and Paul fortress was ceremonially laid on the Zayachy Island in the broadest part of the Neva estuary as a result of Russia's victory in the Northern War against Sweden. Fortress was aimed to control the whole region. The fortress paved the way to the construction of the city and in 1710 the capital of Russia was transferred from Moscow to Saint Petersburg. Later, in 1712, the Tsar Family and households together with the major Governmental Bodies moved to the newly built city.



Peter the Great conceived the idea of a regularly planned city with well-defined general layout. The combined efforts of the outstanding architects Domenico Tresini and Jean Batist Leblon (developed the general layout of Saint Petersburg) led to the specific style of Saint Petersburg baroque. During that period such buildings as the Summer Palace of Peter the Great and the laying of the Alexander Nevsky Monastery and Menshikov Palace were constructed. During the period of Empress Catherine's II (1762–1796) reign a new style – classicism was established. The victorious parry of Napoleon's invasion in 1812 was reflected in a new rise of the city development in the capital of mighty Russia. The ensemble of the Alexandrinsky Theater, buildings of the top governmental bodies of Russia (The Senate and The Synod), the building of the Headquarters with the Triumph Arch and the House of Ministries in the Palace Square were constructed during this period. During the reign of Nicolay I Saint Petersburg acquired new features typical of capitalism epoch. The city appearance became more complicated, multifaceted, and contradictory. Private housing development was on the upgrade. More buildings appeared in the city center during that period. These trends in



the city development were followed during the reign of Emperor Alexander III (1881–1894), which was a short peaceful reprieve for Russia. The social, economical and political contradictions of Russia development after bourgeois reforms of 1860–1870 opened the way for the growth of capitalism.

However, Russia could not get entirely rid of feudal/serfdom survivals. Social contradictions that had been accumulating for a long time and wars that Russia was waging brought about the Bourgeois-Democratic Revolution of 1905–1907 that was accompanied by the series of political strikes. The most severe strikes in Russia took place in Saint Petersburg. During the reign of Nicolay II (1894–1917) Russia waged a number of wars that happened to be extremely hard for the country. In 1914, World War I broke out. Under the influence of anti-German vein Saint Petersburg was renamed into Petrograd in 1914. This war (1914–1918) appeared to be fatal for the Russian autocracy. Finally, the October coup d'état inspired by the Bolsheviks headed by V. Lenin in November 6–7, 1917 led to the change of the political system in Russia. The Civil War and the mess in economy followed these events. All private properties in the city were nationalized.

After Lenin's death in 1924 Bolsheviks renamed the city into Leningrad in order to immortalize Lenin's name. In the 1930s and 1940s such districts as Avtovo, Moskovsky Avenue, and Malaya Okhta were developed.

The Great Patriotic War with Nazi Germany became the hardest ordeal for the whole country and in particular for Saint Petersburg. According to the plan of Hitler, Leningrad was supposed to be totally demolished. The Blockade of Leningrad was the most tragic period for the city during World War II. It lasted from September 8, 1941 till January 27, 1944, about 900 days and nights. Fighting for Leningrad the Soviet troops managed to keep the enemy back from the city at quite a short distance setting an example of real heroism. The memorial ensembles were created in the 1960s at Piskarevskoye and Seraphimovskoye cemeteries, where the victims of the Blockade

had been buried. During the siege the monuments of history and culture and the suburban palace complexes were ruined or devastated. The restoration works started right after the war. These works were most successfully performed in the 1950s and 1960s. The city was developed along the arch of the Finnish Gulf coast, as well as to the Northwest and South.

The 1990s marked the drastic changes in the governmental structures and economical policy. In 1991, the name of Saint Peter was returned to the city. The high speed Saint Petersburg-Moscow railroad project was started in 1991. In 1994, Saint Petersburg became the place of the Good Will Games. The projects for revamping of the City Sea Port and the Airport have been initiated. The growth of business, political and cultural activity is quite obvious. Being one of the major European centers Saint Petersburg has the honor to be referred to as the Northern capital of Russia.

Upon the decision of UNESCO Saint Petersburg has been recognized as a cultural monument. As a part of the tercentenary preparations conducted in 2003, the city has undertaken projects aimed at the long-term improvement of the city's infrastructure. Celebrations gave a great impulse for stimulating the resurrection and effective use of the city's unique resource – its cultural climate.



### 5.12. Match the following words and expressions with their equivalents.

- |                          |   |
|--------------------------|---|
| 1. household             | a) отражение атаки                            |
| 2. to conceive           | b) государственный переворот                  |
| 3. general layout        | c) войска                                     |
| 4. outstanding           | d) радикальные изменения                      |
| 5. a parry               | e) задумывать                                 |
| 6. an invasion           | f) выдающийся                                 |
| 7. mighty                | g) генеральный план                           |
| 8. to be on the up-grade | h) осада                                      |
| 9. autocracy             | i) могущественный                             |
| 10. a coup d'etat        | j) трехсотлетие                               |
| 11. in order to          | k) нашествие, военное вторжение               |
| 12. troops               | l) придворный                                 |
| 13. siege                | m) чтобы                                      |
| 14. drastic changes      | n) быть на подъеме                            |
| 15. tercentenary         | o) самодержавие                               |
| 16. to pave the way      | p) быть на подъеме                            |
| 17. reign                | q) беспорядок; неразбериха                    |
| 18. to be on the upgrade | r) прокладывать путь,<br>подготавливать почву |
| 19. mess                 | s) правление, царствование                    |

**5.13. Read the text again and answer the following questions.**

1. When was Saint Petersburg founded?
2. What year was the capital of Russia transferred from Moscow to Saint Petersburg?
3. What idea did Peter the Great conceive?
4. Who was the first architect who made the general layout of the city center?
5. When was the classicism established?
6. What year was Saint Petersburg renamed into Petrograd?
7. Why did Bolsheviks rename the city into Leningrad?
8. How long did the Blockade of Leningrad last?
9. What was created in the 1960s at Piskarevskoye and Seraphimovskoye cemeteries?
10. When did the restoration works start and when were they most successfully performed?
11. What year was the name of Saint Peter returned to the city?
12. Has Saint Petersburg been recognized as a cultural monument?

**5.14. Read the following words and notice their pronunciation.**

result	[rɪˈzʌlt]	whole	[həʊl]	transfer	[trænsˈfɜː]
idea	[aɪˈdɪə]	island	[ˈaɪlənd]	design	[dɪˈzaɪn]
baroque	[bəˈrɒk]	suburb	[ˈsʌbəb]	bourgeois	[ˈbuəʒwɑː]
coup	[kuː]	ordeal	[ɔːˈdɪːl]	siege	[siːdʒ]
tercentenary	[ˌtɜːsenˈtiːn(ə)rɪ]				



**Table 5.4**

**Future Simple Tense**

<p><b>I'll call</b> you later.</p> <p><b>Will you work?</b></p> <p>– <b>Yes, I will.</b> / <b>No, I won't.</b></p> <p>You <b>will not (won't)</b> get to work in time.</p> <p><b>Where will</b> you work? – I <b>will work</b> at home.</p>
<p><b>Note: I, We shall</b> work (<i>in written and official speech</i>)</p>

**5.15. Complete the following sentences with the contracted form, as in the model.**

**Model:** – I'll be at home at eight tonight. (*I will*)

1. ... see you tomorrow. (*We will*)
2. ... probably get a letter today. (*You will*)
3. Mary is tired tonight. ... probably go to bed early. (*She will*)
4. Dan has a cold. ... probably stay at home today. (*He will*)
5. ... probably be too cold to go swimming tomorrow. (*It will*)
6. I have invited some guests. ... probably arrive at seven. (*They will*)

**5.16. Make the following sentences negative (-) or questions (?), as in the model.**

**Model:** – He will see you tomorrow. (?)

– **Will** he **see** you tomorrow?

– The weather will change soon. (-)

– The weather **won't change** soon.

1. The summer will be hot this year. (-)
2. She will refuse your invitation. (?)
3. You will get the telegram later. (-)
4. She will meet you tomorrow. (?)
5. I will forget about it. (-)
6. He will come to lunch. (?)
7. I will forgive her. (-)
8. It will rain in the evening. (-)
9. They will be very angry. (?)
10. I will ask him about it. (?)



**Use of Future Simple Tense**

**Table 5.5**

<b>1. Facts in the future:</b> They will <b>have</b> English lessons twice a week.
<b>2. Instant decisions:</b> 'Jane, I'm hungry.' 'I'll <b>make</b> you a sandwich.'

**3. Promising or refusing to do something:**

I'll send you a letter.

OK, I will really stop smoking.

I won't help you.

**4. Predictions (*I think, I guess, I'm sure, probably*):**

*I'm sure* Ann will manage the project.

We'll probably hold a meeting of high-graduates in November.

**5. Conditionals I (*see Table 5.6.*)**

**5.17. Read the following conversations. Which replies are the statements about the future and which ones are instant decisions?**

1. 'I haven't got any transport.' 'Oh, we'll give you a lift.'
2. 'What would you like?' 'I'll have an orange juice, please.'
3. 'I'm worried about the exam.' 'Oh, you'll be all right.'
4. 'I need some tickets for the movies.' 'Don't worry! I'll get them for you.'
5. 'Why are you standing here?' 'Something has got wrong with my motorbike. It won't start.'
6. 'We lost a tennis ball yesterday.' 'I'll help you look for it.'

**5.18. Make your own decision in the following situations using the verbs below, as in the model.**

answer      carry      have      post      shut

**Model:** A: You and your friend are in the room. The window is open, and it is cold.

B: I'll shut the window.

1. A: The phone is ringing. You are the nearest person to it.  
B: ... the phone.
2. A: The choice in the menu is fish or chicken. You hate fish.  
B: ... chicken.
3. A: You are meeting a friend at the station. He has two suitcases. There's a bag, too.  
B: ... the bag.
4. A: Your friend wrote a letter yesterday. You are going to have some walk in the town not far from the post office.  
B: ... it.

**5.19. Complete the following sentences, as in the model.**

**Model:** – I went to the library last night, and **I'll probably go** there tonight **too**.

– Ann didn't come to class today, and **she probably won't come** tomorrow **either**.

1. I watched TV last night, and ... TV tonight ... .
2. I wasn't at home last night, and ... at home tonight ... .
3. Jack didn't do his homework today, and ... it tomorrow ... .
4. It's very hot today, and ... tomorrow ... .
5. The students had a quiz today, and ... one tomorrow ... .
6. Alice didn't drive her car to school, and ... it to school tomorrow ... .



**Table 5.6**

**Conditionals I**

<p><b>If you study hard, you will pass</b> your exams.</p> <p><b>If he runs fast, he will win</b> the race.</p>
<p><b>If you don't study hard, you will not (won't) pass</b> your exams.</p> <p><b>If he doesn't run fast, he will not (won't) win</b> the race.</p>

**5.20. Match the expressions in columns A and B. Then, complete the dialogues below, as in the model.**

**A**

1. **a warm day tomorrow**
2. go to Paris
3. finish your homework
4. don't feel well
5. learn a lot of money

**B**

- a) see a doctor
- b) buy a yacht
- c) **go to the beach**
- d) visit the Eiffel Tower
- e) watch TV

**Model: 1. A:** What will you do if it's a warm day tomorrow?

**B:** **If it's a warm day tomorrow, I'll go to the beach.**

2. **A:** What will you do if you go to Paris?

**B:** ... .

3. **A:** What will you do if you finish your homework?

**B:** ... .

4. **A:** What will you do if you don't feel well?  
**B:** ... .
5. **A:** What will you do if you earn a lot of money?  
**B:** ... .



**Table 5.7**

**Conditionals I: *unless, as soon as, before, after, until***

<p>I won't go to the party <b>unless</b> I write the report.</p> <p>You will understand people better <b>when</b> you grow older.</p> <p>He will come <b>as soon as</b> I ask him.</p> <p><b>After</b> we finish studying, we will go to the park.</p> <p><b>Before</b> I go to bed, I will watch TV.</p> <p>We won't see him <b>until</b> he comes back.</p>
---

**5.21. Complete the following sentences with the correct form of the verb in brackets.**

- If it ..., I'll take the children skiing. (*snow*)
- The football match will be cancelled if it ... (*rain*).
- Unless they ... overtime, they won't earn enough money to go on holiday. (*work*)
- Will Dan post this letter for me if I ... him? (*ask*)
- Unless you ... carefully, you'll have an accident. (*drive*)
- If someone ... these plants, they ... (*not water; die*).
- If he ... the truth, he ... us. (*know; tell*)
- He ... come unless you ... him. (*not come; call*)



**Table 5.8**

**Conditionals I: *if and when***

<p><b>If</b> I have free time, I'll go to Paris.</p> <p><b>When</b> I have free time, I'll go to Paris.</p>
<p><b>If</b> he doesn't cook dinner, we will order a pizza.</p> <p>We will order a pizza <b>if</b> he doesn't cook dinner.</p>

**5.22. Choose the correct variant.**

1. If Mark ... the boat, we ... fishing.  
a) repair; will go      b) will repair; go      c) repairs; will go
2. When you ... home, I ... you the letter.  
a) come; will read      b) comes; will read      c) will come; read
3. If she ... me, I ... her the news.  
a) will call; tell      b) calls; will tell      c) will call; will tell
4. When Barbara ... the door, we ... Happy Birthday.  
a) open; will sing      b) will open; sing      c) opens; will sing
5. Don't hurry him now, he ... up as soon as he ... ready.  
a) will get; is      b) gets; will be      c) get; will be
6. Don't go out yet. Wait until the rain ... .  
a) will stop      b) stop      c) stops

**5.23. Put the verb in brackets into the present simple or future simple, as in the model.**

**Model:** – I ... buy you a magazine when I ... home from work.  
(*buy; come*)  
– I **will buy** you a magazine when I **come** home from work.

1. When I ..., I ... an astronaut. (*grow up; become*)
2. You ... yourself if you ... . (*burn; not be careful*)
3. When Kate ... from the university, she ... abroad. (*graduate; travel*)
4. As soon as my father ... from his business trip, he ... a new laser printer. (*return; buy*)
5. I ... here until you ... back. (*stay; come*)
6. We ... you when we... in England again. (*come and visit; be*)
7. 'Don't forget to give me your address.' 'OK, ... it to you before I ... .' (*give; go*)

**5.24. Complete the following sentences with *if* or *when*.**

1. ... I'm too late this morning, don't wait for me.
2. I'm going to do some shopping now. ... I come back, we will have lunch.
3. I'm going to see Tim. ... I go, will you come with me?
4. ... you don't want to go out, we can stay at home.
5. Do you mind ... I close the window?
6. We will have a picnic tomorrow ... the weather is good.

7. We haven't got anywhere to stay. We will find a hotel ... we arrive.
8. I don't know what we'll do ... we don't find anywhere to live.

**5.25. Answer the following questions, as in the model.**

**Model:** – What will you do if you fail the exam? (*try to pass it*)  
– If I fail the exam, **I'll try to pass it** in autumn.

1. What will they do if they don't find you at home? (*call*)  
If they don't find me at home, ... a second time.
2. Who will you phone to if you feel quite lonely? (*phone*)  
If I feel quite lonely, ... to some of my friends.
3. How long will you stay there if the weather keeps fine? (*stay*)  
If the weather keeps fine, ... there for about a week.
4. What will you do when you come home tonight? (*watch TV*)  
When I come home tonight, ... TV.



**5.26. Read the beginning of the conversation between Dan and Sally.**

**Dan:** Hello, Sally. How are you?

**Sally:** Oh, hello, Dan. I'm fine, thanks.

**Dan:** Are you doing anything this evening?

**Sally:** I'm not sure.

**Dan:** Would you like to go to the cinema with me?

**Sally:** I'd love to, but I'm probably working. What about tomorrow? Are you free? Say, at two.

**Dan:** No, tomorrow is difficult. I'm having a meeting in Glasgow at 9 o'clock in the morning. I'm driving up there overnight.

**Sally:** You're going to drive all through the night? You're crazy! You'll be fully tired before you arrive. Why don't you take a train?

**Dan:** Don't worry, I'll be OK. I'll need the car when I'm there. I'm going to visit some companies in the area. I will sleep when I get home.

**5.27. Read the following statements and decide if they are true (T) or false (F).**

1. Sally's probably working this evening.
2. Sally's going to the cinema this evening.
3. Dan's having a meeting in Glasgow at 9 a.m.
4. Dan's having a meeting in Cardiff at 10 a.m.
5. Dan's driving to Cardiff next morning.
6. Dan's driving up there overnight.
7. Dan's going to visit some companies.
8. Dan's going to visit some shops.

**5.28. Dan and Sally are continuing the conversation. Complete the following sentences, as in the model.**

**Model:** – **Dan:** I prefer to take my own car.

– **Sally:** It's too dangerous. **You'll fall** (*you / fall*) asleep on the motorway.

**Dan:** ... (*I / not fall*) asleep. ... (*I / play*) loud music. Anyway, ... (*I / get*) much quicker when ... (*there / not be*) any traffic on the road. As soon as ... (*I / arrive*), ... (*I / ring*) you, I promise.

**Sally:** ... (*I / be worried*) until ... (*I / hear*) from you.

**Dan:** ... (*I / lie*) down for a couple of hours before ... (*I / go*).

**Sally:** Good idea. ... (*you / be tired*) tomorrow if you ... (*you / not get*) some sleep this morning. When are you coming back?

**Dan:** I think in two days' time. See you till Wednesday. Bye.

**Sally:** Bye.

## Unit 6. THE RUSSIAN FEDERATION

### 6.1. Read the following words and expressions and pay attention to the examples.

<b>a total area</b> общая площадь	The <b>total area</b> of Tomsk region is about 300,000 square kilometers.
<b>to occupy</b> охватывать, занимать	The national park <b>occupies</b> the third part of the town.
<b>to border on</b> границить с	Germany <b>borders</b> on France in the west.
<b>vast</b> обширный, огромный, громадный	The <b>vast</b> territory of the country is well-known all over the world.
<b>a plain</b> равнина	There are a lot of <b>plains</b> in the western part of the country.
<b>numerous</b> многочисленный	The agency offers <b>numerous</b> vacancies in the field of radioengineering.
<b>different (from)</b> различный, разный, отличный (от)	There are <b>different</b> places to visit in the town: a town park, a zoo, a state university, <i>etc.</i>
<b>moderate climate</b> умеренный климат	The <b>climate</b> in this part of the country is <b>moderate</b> .
<b>to influence smth.</b> оказывать влияние, влиять на что-либо	The number of excellent marks <b>influences</b> the Certificate.
<b>to be rich in smth.</b> быть богатым чем-л.	Tomsk region is <b>rich in</b> oil and coal.
<b>mineral resources</b> минеральные ресурсы	The territory is famous for its <b>mineral resources</b> .
<b>especially</b> особенно, главным образом	All the students, <b>especially</b> the students of the first course, take an active part in different conferences.
<b>to head</b> возглавлять	The students' club is <b>headed</b> by the dean.

**a legislative power**  
законодательная власть

In this country a **legislative power** belongs to the Parliament.

**the Upper House**  
верхняя палата

The members of **the Upper House** are elected every four years.

**the Lower House**  
нижняя палата

The work of **the Lower House** is controlled by the President.

**a Federation Council**  
совет федерации

The speaker of **the Federation Council** has a lot of responsibility.

**an executive power**  
исполнительная власть

A prime minister is the only one who has an **executive power**.

**a judicial power**  
законодательная власть

The president doesn't have a **judicial power**.

**the Constitutional Court**  
конституционный суд

The members of the **Constitutional Court** have two sessions a year.

**the Supreme Court**  
верховный суд

The decisions made by **the Supreme Court** are very important for the country.

**a Federal Assembly**  
федеральное собрание  
(ассамблея)

A **Federal Assembly** is a part of the judicial branch of power.

**the capital**  
столица

**The capital** of England is London.

**scientific**  
научный

The students asked the professor a lot of questions on his **scientific** report.

**an official language**  
официальный язык

There are two **official languages** in Canada: French and English.

**a banner**  
знамя

A red **banner** is the symbol of the Communist party.

## 6.2. Read the following questions and think about your answers.

1. What is the total area of the Russian Federation?
2. How many countries does Russia border on?

3. What climate conditions are there in different parts of Russia?
4. What lake is the deepest in Russia?
5. Can you name the longest rivers of the country?
6. Who (What) is the Russian Federation headed by?
7. Which mineral resources is Russia rich in?
8. How many branches of power does the country consist of?
9. What are the national symbols of the Russian Federation?
10. What kind of state is Russia?



### 6.3. Read the text “The Russian Federation” and check your answers.

#### THE RUSSIAN FEDERATION



The Russian Federation is the largest country in the world. Its **total area** is over 17 million square kilometers and it **occupies** about 1/6 of the earth surface. The population of Russia is about 150 million people. The country is situated in Eastern Europe, Northern and Central Asia. The land is washed by 12 seas, most of which are the seas of three oceans: the Arctic, the Atlantic and the Pacific. In the south and in the west the country **borders on** fourteen countries. The greater part of the territory of Russia is **vast plains** with high mountains and long rivers. The highest mountains of our land are the Altai, the Urals and the Caucasus. The Volga and the Ural are the longest rivers in the European part of the country. The longest rivers in the Asian part are the Ob, the Yenisei and the Lena. Russia has also got **numerous** forests and steppes, taiga and tundra, highlands and deserts. The country is rich in various lakes, the deepest of which is the Baikal.

As Russia is a very large country, the climate conditions are rather **different**: from arctic and **moderate** to continental and subtropical. The Arctic Ocean **influences** the weather on a great territory of the country. In some parts of the country winter lasts as long as six months. The Russian Federation is one of the **richest in mineral resources** countries in the world **especially** in natural gas, oil, coal, different ores, ferrous and non-ferrous metals.

The Russian Federation is a constitutional republic **headed by** the President. The political system consists of three branches of power:

- the **legislative** branch which consists of the Federal Assembly that is divided into two houses – **the Upper House**, that is the **Federation Council**, and **the Lower House**, the Duma. Each house is headed by the Speaker.

- the **executive** branch is the government with the Prime Minister at the head.

- the **judicial** branch which consists of the system of Courts comprising the **Constitutional Court**, the **Supreme Court** and federal courts.

The President controls only the executive branch – the government, but not the Supreme Court and **Federal Assembly**.

The **capital** of Russia is Moscow, the largest political, **scientific**, cultural and industrial center as well as one of the most beautiful cities of the world. Russian is the **official language** of the state. The national symbols of the Russian Federation are a white-blue-red **banner** and a double-headed eagle.

The foreign policy of Russia is that of international cooperation, peace and friendship with all nations and countries.

**6.4. Complete the following sentences with the expressions from the box.**

**total area   borders on   is rich in   consists of   is washed by  
international cooperation   the official language   is situated  
is headed by   a constitutional republic   cultural and industrial center**

1. France ... .. Germany and Denmark.
2. The Russian Federation is ... .. and it ... .. the President.
3. They speak Spanish in Brazil. It's ... .. of the country.
4. Canada is a very big country. Its ... .. is about eleven million square kilometers.
5. The western part of the country ... .. numerous plains and forests.
6. Brazil ... .. oil, gas and coal.
7. The island ... .. the Pacific Ocean.
8. The House of Parliament ... .. in the center of London.
9. My native town is a ... .. of Siberia.
10. The most important direction of the foreign policy is that of ... ..

**6.5. Read the following international words and notice their pronunciation.**

territory	professor	official	council
climate	parliament	report	federal
symbol	session	region	capital
cultural	industrial	resources	continental
legislative	assembly	minister	speaker



Table 6.1

## Present Simple and Past Simple Passive

TENSE	ACTIVE	PASSIVE
<b>Present Simple Tense</b>	People <b>drink</b> coffee in most countries. We <b>discuss</b> the problems of the faculty once a month. The teachers <b>don't</b> usually <b>ask</b> me about my family. <b>Do you understand</b> my questions?	Coffee <b>is drunk</b> in most countries. The problems of the faculty <b>are discussed</b> once a month. I <b>am not</b> usually <b>asked</b> about my family by the teachers. <b>Are my questions understood?</b>
<b>Past Simple Tense</b>	The students <b>asked</b> Professor Bright a lot of questions yesterday. The students <b>didn't ask</b> Professor Bright many questions. <b>Did you send</b> the letters yesterday?	Professor Bright <b>was asked</b> a lot of questions by the students yesterday. Professor Bright <b>wasn't asked</b> many questions by the students. <b>Were the letters sent</b> yesterday?

## 6.6. Rewrite the following sentences in passive, as in the model.

- Model:** – They **play football** in many countries.  
– Football **is played** in many countries.  
– The Europeans **discovered** Australia in the 17<sup>th</sup> century.  
– Australia **was discovered** by the Europeans in the 17<sup>th</sup> century.

1. My mother usually **wakes me up** at 7 o'clock.
2. They **grow** rice in Vietnam.
3. The reporter **wrote** a very interesting article.
4. Millions of tourists **visit** Moscow every year.
5. They **built** the Central museum in 1928.
6. They **saw** me at the university a week ago.

7. Indian football teams **don't win** the most football matches.
8. Somebody **left** the books on the table.
9. The Italians **make** Italian ice-cream with coconut milk.
10. My sister **won** a national poetry prize last year.

**6.7. Read the following pairs of active and passive sentences. Which is the better sentence?**

1. a) They sell Macdonald's hamburgers in many countries.  
b) Macdonald's hamburgers are sold in many countries.
2. a) Janet paid the bill for electricity last week.  
b) The bill for electricity was paid by Janet last week.
3. a) They made Fiat cars in Italy.  
b) Fiat cars are made in Italy.
4. a) My mother does a lot of cooking.  
b) A lot of cooking is made by my mother.
5. a) They celebrate the Day of St. Valentine on 14<sup>th</sup> February.  
b) The Day of St. Valentine is celebrated on 14<sup>th</sup> February.
6. a) My father writes poetry.  
b) Poetry is written by my father.

**6.8. Write questions and answers, as in the model.**

**Model:** – watch / gold / Switzerland

**A: What is your watch made of?**

**B: My watch is made of gold.**

**A: Where was it made?**

**B: It was made in Switzerland.**

- suit / wool / England
- ring / silver / Russia
- T-shirt / cotton / China
- arm-chair / wood / New Zealand
- shoes / leather / Italy

**6.9. Find the verbs in passive in the text “The Russian Federation”.**

**6.10. You are going to read a radio quiz. Read the following questions and think about your answers.**

1. Who was the first television invented by: John Baird or Graham Bell?
2. When did Shakespeare write Hamlet: in 1603 or 1601?
3. How many players are there in each baseball team: nine or eleven?
4. When was the Everest first climbed: in 1953 or 1955?
5. How is Arabic written: from left to right or from right to left?



**6.11. Read the radio quiz and check your answers.**

**Presenter:** Hello, dear friends! My name is Angela and I would be pleased to give a secret prize to a winner of our radio quiz show. Hello! What's your name?

**Nancy:** I am Nancy. Nancy Bright. I am eighteen years old and I am a university student.

**Presenter:** Great! Nancy, you have two minutes to answer five of my questions. Let's start. Question number one. Who was the first television invented by: Graham Bell or John Baird?

**Nancy:** Mmm... Well. Let me see. The first television. Baird. John Baird. Yes, definitely. John Baird.

**Presenter:** Right. Question number two. "*Hamlet*" was written by Shakespeare, wasn't it?

**Nancy:** Yes, of course.

**Presenter:** When exactly? In 1601 or 1603?

**Nancy:** I know. Shakespeare wrote "*Hamlet*" in 1601.

**Presenter:** Great! You are really a quick-thinker, Nancy! Question number three. There are two teams of players in baseball. How many players are there in each team? Nine or eleven?

**Nancy:** Nine. I play baseball in the university team. It's my favourite game. There are nine of us. Yes, nine.

**Presenter:** Excellent! Question number four. When was the Everest first climbed? Did it happen in 1953 or 1955?

**Nancy:** It's a difficult question. I am not very good at geography and history. OK. I'll try to guess. Fifty-five or fifty-three? Fifty-three. I am not sure but I choose nineteen fifty-three.

**Presenter:** You are lucky, Nancy! That's right. The Everest was first climbed in nineteen fifty-three. And now the last question. Is Arabic written from left to right or from right to left?

**Nancy:** From left to right. Oh, no!!! From right to left. Yes, definitely. From right to left. I have recently read about languages.

**Presenter:** Bravo, Nancy. You are the winner of the show. You are a very bright student and now our secret prize is an Encyclopedia. Congratulations!!!



## 6.12. Read the text “Moscow, the Capital of the Russian Federation”.

### MOSCOW, THE CAPITAL OF THE RUSSIAN FEDERATION

In the very beginning of 19<sup>th</sup> century a famous Russian philosopher and a historian Nikolay Karamzin said: ‘If you want to know Russia, go right to Moscow.’ Now, at the very beginning of 21<sup>st</sup> century his words are still true. Moscow today is one of the biggest and the most beautiful cities in the world. Over the years it has become an enormous megapolis with first-rate hotels, restaurants, theatres, exhibition halls and museums, supermarkets and gigantic transport system. But Moscow is still the city where every stone breathes history and it has the right, as ever, to be called the heart of Russia.



Moscow was founded in 1147 by the Prince of Suzdal, Yury Dolgoruky who built it in the very middle of the country. Moscow is the city that, like Rome, is situated on seven hills. Its early architecture was quite simple but rather impressive. The larger part of the city was occupied by the private houses which were made of wood. Some of the buildings such as fortress walls, bridges, churches and cathedrals were made of brick and white stone, decorated with ceramic. For that reason Moscow is called “a city of white stone”. During the reign of Catherine the Great several foreign famous architects were invited who built a number of architectural monuments of western style. Some of them survived after the terrible fire in 1812 and after the World War II. They are still carefully protected by the city authorities.

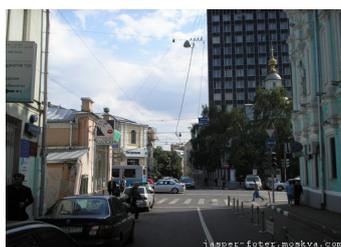


In recent years much attention is paid to the construction of cultural, educational establishments and sports facilities. The population of Moscow reached 11 million people and it is still growing. For that reason one of the most serious problems for Muscovites is transport. The traffic is very busy especially in rush-hours as well as in other large cities of the world. The most convenient means of transport in Moscow is the Metro. Nevertheless there is a permanent need for more modern and more comfortable means of transport.



There are many places in Moscow which are famous for their history and architecture. The Red Square and the Kremlin are among them. The Kremlin is situated on the northern bank of the Moscow

River. The Great Kremlin Palace that was completed in 1849 is the most imposing building within the Kremlin. The other Kremlin palaces are Granovitaya Palace which was built in 1491 and the Terem, built in 1636. The Tower of Ivan the Great, a bell tower of 98 m. high is also located in the Kremlin. A recent part of the Kremlin is the Palace of Congress that was completed in 1961. In the eastern part of the Kremlin the Kitaigorod (Chinese City) is located, the ancient commercial center of Moscow. St Basil's Cathedral, which is famous for its unique architecture, is located on the Red Square.



The area around Sadovoye Ring Road is significant as it is a historical, cultural, educational and administrative public center, the seat of the Government and the Parliament.

The city authorities are doing everything to protect valuable architectural monuments as well as parks and old streets. Moscow remains one of the most beautiful and hospitable capitals of the world.

**6.13. Read the following statements and decide if they are true (T) or false (F).**

1. Moscow was built in the very middle of Russia.
2. The city is situated on six hills.
3. The traffic in Moscow is very busy especially in rush-hours.
4. The city authorities are doing nothing to protect the architecture of Moscow.
5. The Great Kremlin Palace is the most imposing building within the Kremlin.
6. The Palace of Congress was built in 1961.
7. Moscow is called "a city of a white stone".
8. In 12<sup>th</sup> century there were a lot of houses made of wood.

**6.14. Match the following words and expressions with their equivalents.**

- |                        |                               |
|------------------------|-------------------------------|
| 1. to be famous for    | a) уникальная архитектура     |
| 2. valuable            | b) образовательное учреждение |
| 3. unique architecture | c) огромный, громадный        |
| 4. hospitable          | d) часы пик                   |
| 5. to pay attention    | e) спортивные сооружения      |
| 6. city authorities    | f) гостеприимный              |
| 7. means of transport  | g) выжить, выживать           |

8. an educational establishment	h) по этой причине
9. sports facilities	i) выставочный зал
10. rush-hours	j) вид транспорта
11. enormous	k) администрация города
12. for that reason	l) уделять внимание
13. an exhibition hall	m) быть известным, славиться чем-либо
14. to survive	n) ценный, дорогой, полезный
15. busy traffic	o) постоянная необходимость
16. a permanent need	p) тем не менее
17. impressive	q) впечатляющий
18. nevertheless	r) удобный
19. convenient	s) напряженное (сложное) движение

**6.15. Complete the following sentences with the expressions from the box.**

**For that reason    educational establishments    city authorities  
hospitable    is famous for    unique    rush-hours  
pay much attention    means of transport    sports facilities**

1. Jim is very shy. ... .. , he is not often invited to parties.
2. The authorities of the university ... .. to the innovative program, especially to its results.
3. The Stews are always ... . They invite a lot of relatives and friends every weekend.
4. The town where I live is not big but there are some ... .. such as sport halls, stadiums, swimming-pools and tennis courts.
5. The local museum ... .. its collections of historical exhibits which date the last century.
6. There is hardly ever a city with such a ... architecture. Old wooden houses make the town very beautiful and outgoing.
7. The most common ... .. are route buses, trains and taxis.
8. The traffic in the town is very busy especially in ... .. There is always a problem to get home between 5 and 7 p.m.
9. A great number of ... .. makes the city the so-called “the city of students”.
10. There have appeared more parks and gardens because the ... .. control the program of making the town greener and more beautiful.

**Degrees of Comparison****Table 6.2**

<b>Adjective</b>	<b>Comparative</b>	<b>Superlative</b>
cheap large big	<b>cheaper</b> <b>larger</b> <b>bigger</b>	<b>the cheapest</b> <b>the largest</b> <b>the biggest</b>
easy funny	<b>easier</b> <b>funnier</b>	<b>the easiest</b> <b>the funniest</b>
intelligent difficult	<b>more intelligent</b> <b>more difficult</b>	<b>the most intelligent</b> <b>the most difficult</b>
good bad much many little far	<b>better</b> <b>worse</b> <b>more</b> <b>more</b> <b>less</b> <b>further / farther</b>	<b>the best</b> <b>the worst</b> <b>the most</b> <b>the most</b> <b>the least</b> <b>the furthest / farthest</b>

**6.16. Complete the table with the missing forms of adjectives.**

sunny	...	the sunniest
large	larger	...
...	worst	the worst
...	bigger	...
expensive	...	...
...	prettier	...
...	...	the safest
many	...	...
...	taller	...
...	more dangerous	...
...	...	the busiest
good	...	...

**6.17. Choose the correct variant.**

1. Mary is *the tallest / taller* person in her family.
2. Brazil is *bigger / the biggest* South American country.
3. Ice hockey is *more dangerous / the most dangerous* than tennis or basketball.
4. I know that my course project is *the best / better* in our group.
5. Exercise one is *easier / the easiest* to do than exercise three.
6. I think, surfing is *more dangerous / the most dangerous* sport of all.
7. Harrods is *more expensive / the most expensive* department store in London.
8. I am feeling *worse / the worst* today than I felt yesterday.
9. Is Susan *older / the oldest* than Richard?
10. Alan Parker is one of *more successful / the most successful* actors in Hollywood.
11. I am sure that my mother is *more optimistic / the most optimistic* person I have ever met.
12. Peter thinks that people in Germany are *the most polite / more polite* than people in England.
13. The last conference was *more interesting / the most interesting* of all.
14. To my mind, the comedy which I saw yesterday is *the funniest / funnier* in the world.

**6.18. Complete the following sentences with the correct form of the adjective in brackets.**

1. Los Angeles is ... than Vancouver. (*polluted*)
2. That was ... meal I've ever eaten. (*bad*)
3. Kelly has got ... clothes than Jane. (*beautiful*)
4. Susan's brother is ... than she is. (*clever*)
5. David doesn't work very hard. I work ... . (*hard*)
6. France is ... than Britain. (*big*)
7. Who is ... in your family? (*old*)
8. Yesterday it was ... than today. (*cold*)
9. You know ... people in the town than me. (*many*)
10. Rachel is ... student in our group. (*intelligent*)

**6.19. Find the examples of comparatives and superlatives in the text "Moscow, the Capital of the Russian Federation".**



### Ways of Comparison

Table 6.3

His computer is **much cheaper** than mine.  
My flat is **much more expensive** than yours.  
Saint Petersburg is **as big and beautiful as** Moscow.  
My town is **not as beautiful (so beautiful) as** London.  
Her DVD player has **the same price as** ours.  
Their car is **different from** ours a lot.

**6.20. Work in pairs. Use the adjectives from the box and compare Moscow with the town or city where you are living at the moment.**

large clean noisy crowded small polluted dirty safe  
expensive old modern cheap beautiful

**Model:** – I am living in ... now. I think it is ... than Moscow.



**6.21. Which is *the oldest building, the largest park, the busiest road, the most popular café, the most expensive restaurant, the most famous square, the most exciting night club* in your town / city? Write a short paragraph about your town / city.**

**Model:** – I live in ... . The oldest building in my town is ... .



### Relative Pronouns *Who / Which*

Table 6.4

**A teacher** is someone **who** teaches students.  
**A clock** is something **which** shows the time.  
**Italy** is the country **where** we spend our holidays.

**6.22. Match the prompts in columns A and B. Then, write sentences with *who*, as in the model.**

**Model:** – A teacher is a person (someone) **who teaches children.**

- | A                 | B                           |
|-------------------|-----------------------------|
| 1. <b>teacher</b> | a) take care of sick people |
| 2. painter        | b) work in a shop           |
| 3. photographer   | c) build houses             |
| 4. builder        | <b>d) teach children</b>    |
| 5. doctor         | e) take pictures            |
| 6. shop assistant | f) paint portraits          |

**6.23. Match the prompts in columns A and B. Then, write sentences with *which*, as in the model.**

**Model:** – A camera is a thing (something) **which you take pictures with.**

- | A                | B                                |
|------------------|----------------------------------|
| 1. <b>camera</b> | a) shelters you from the rain    |
| 2. spoon         | b) you put on your head          |
| 3. umbrella      | c) you play football with        |
| 4. hat           | <b>d) you take pictures with</b> |
| 5. envelope      | e) you know the time from        |
| 6. football      | f) you eat your soup with        |
| 7. pen           | g) you get the information from  |
| 8. hair          | h) you drink tea out of          |
| 9. book          | i) you put your letters into     |
| 10. cup          | j) you sit on                    |
| 11. clock        | k) you write with                |

**6.24. Match the prompts in columns A and B. Then, write sentences about Helen's trip to Europe, as in the model.**

**Model:** – Helen went to **France** where she visited the Eiffel Tower.

- | A                | B                                |
|------------------|----------------------------------|
| 1. <b>France</b> | a) enjoy a flamenco dancing      |
| 2. England       | b) see the little Mermaid        |
| 3. Spain         | c) visit Buckingham Palace       |
| 4. Denmark       | <b>d) visit the Eiffel Tower</b> |
| 5. Italy         | e) admire the Colosseum          |
| 6. Switzerland   | f) go skiing in the Alps         |

**6.25. Complete the following sentences with *which*, *who* or *where*.**

1. There are several restaurants in the town ... they make business lunches.
2. A scientist, ... discovered a new planet, has won the Nobel Prize.
3. I don't like people ... tell the lies.
4. The DVD player, ... I bought yesterday, is very expensive.
5. An airplane is a machine ... flies.
6. I know somebody ... works in that shop.
7. You always ask questions ... are difficult to answer.
8. Do you know a department store ... you can buy Italian shoes?
9. We had a journey ... took twelve hours.
10. Kelly lives in a house ... is 100 years old.



**6.26. Work in pairs and describe the following places, people and things.**

a post office, an English teacher, a washing machine, a florist, a bed, a knife, soap, a boutique, a hotel, a police officer

**6.27. Find the examples of relative pronouns in the text "Moscow, the Capital of the Russian Federation".**

## Unit 7. THE UNITED KINGDOM

### 7.1. Read the following words and expressions and pay attention to the examples.

<b>apart from</b> кроме, не считая	<b>Apart from</b> English, there are some more languages which are spoken in Great Britain.
<b>to surround</b> окружать	The country <b>is surrounded</b> by three oceans: the Atlantic Ocean, the Pacific Ocean and the Indian Ocean.
<b>constituent</b> составляющий часть целого	The <b>constituent</b> countries of the United Kingdom are England, Scotland, Wales and Northern Ireland.
<b>terrain</b> местность, территория	Most of the country consists of lowland <b>terrain</b> .
<b>a lowland</b> низкая местность, долина, низина	There are a lot of <b>lowlands</b> in European countries.
<b>mountainous</b> гористый	There is some <b>mountainous</b> terrain in the north-west of the country.
<b>to include</b> включать, содержать в себе	The paper <b>includes</b> a lot of new information.
<b>limestone</b> известняк	The <b>limestone</b> hills are situated all over the country.
<b>estuary</b> дельта, устье реки	Apart from Thames England also has the Severn and the Humber <b>estuaries</b> .
<b>a firth</b> узкий морской залив	In the west of the country there are numerous <b>firths</b> and lochs.
<b>a loch</b> озеро, морской залив	The <b>Loch</b> ness in Scotland is famous for its monster.
<b>mainly</b> главным образом, большей частью	The climate of the country is <b>mainly</b> tropical with some difference in the north.

**in total**

в общем, в целом

**temperate climate**

умеренный климат

**plentiful**

обильный, изобильный

**a rainfall**

ливень

**to shelter from smth.**

укрывать, прикрывать  
от чего-либо

**a spell**

короткий промежуток  
времени

**a snowfall**

снегопад

**to occur**

случаться, происходить

**indigenous languages**

местные языки

**worldwide**

всемирно известный,  
мировой; во всем  
мире

**faith**

вера, доверие, верность

**an Established Church**

государственная церковь

**a wide variety of**

большое разнообразие,  
количество

**a denomination**

вероисповедание

**In total**, the population of the United Kingdom is more than 60 million people.

The **climate** of the country is **temperate** especially in the East.

**Plentiful** rains make the climate of the country mainly temperate.

There aren't many **rainfalls** in this part of the country.

This part of the country **is sheltered from** the wind by highlands and mountains.

**The spells** of windy and rainy weather are frequent in northern England.

There are plentiful **snowfalls** in Siberia in winter.

The weather changes **occur** quite often: twice or even three times a day.

**Indigenous languages** are not the official languages of the country.

**Worldwide**, English is the second language after the national one.

The **faith** of people is the most important for the development of the country.

An **Established Church** is the main state body of the country.

A **wide variety** of programs make the channel interesting for people.

There exist different **denominations** and sects all over the world.

<b>taxation</b> обложение налогом, взимание налога	Low <b>taxation</b> is the main feature of the economic policy of the country.
<b>initially</b> первоначально, в исходном положении	<b>Initially</b> , the country was rich in mineral resources.
<b>shipbuilding</b> кораблестроение	<b>Shipbuilding</b> and tourism are the main industries in the United Kingdom.
<b>coal mining</b> добыча угля	<b>Coal mining</b> is very important for the national economy.
<b>a tourist destination</b> достопримечательность, цель	Oxford is one of the most interesting <b>tourist destinations</b> of the world.
<b>to broadcast</b> передавать, транслировать по радио, телевидению	The news is <b>broadcast</b> in all the languages of the country.
<b>the news service</b> служба новостей	A lot of reporters work for the <b>news service</b> .
<b>rowing</b> гребля	<b>Rowing</b> is an obligatory sport in our college.
<b>to compete</b> соревноваться, конкурировать	The school football team <b>competes</b> in a local championship twice a year.
<b>to emulate</b> соперничать, стремиться превзойти	The British Empire is continuing to <b>emulate</b> other countries in different directions.
<b>to retain</b> удерживать, сохранять	Many traditions <b>are retained</b> in our country thanks to the President.
<b>to influence</b> влиять, оказывать влияние	Strong winds in summer <b>influence</b> the climate of the country very much.
<b>the United Nations Security Council (UNSC)</b> Совет Безопасности	Our country is a member of <b>UNSC</b> .



**7.2. Read the text “The United Kingdom” and match the following headings to the paragraphs.**

- |                        |                     |
|------------------------|---------------------|
| a) geography           | f) languages        |
| b) climate             | g) media            |
| c) general information | h) political system |
| d) education           | i) economy          |
| e) sports              | j) religion         |

**THE UNITED KINGDOM**



**1.** The United Kingdom of Great Britain and Northern Ireland commonly known as the United Kingdom, the UK, or Britain, is situated in the north-west of Europe. Great Britain is the largest of the British Isles. It is 974 long and 531 kilometers wide. It comprises the island of Great Britain, the north-east part of the island of Ireland and many small local islands. Northern Ireland is the only part of the UK with a land border, sharing it with the Republic of Ireland. **Apart from** this land border, the UK **is surrounded by** the Atlantic Ocean, the North Sea, the English Channel and the Irish

Sea. The largest island, Great Britain, is linked to France by the Channel Tunnel. Northern Ireland, also known as Ulster, occupies the north-eastern part of the island of Ireland. The total area of the United Kingdom is 242,000 square kilometers. Great Britain is one of the most densely populated countries in Europe. The population of the United Kingdom is more than 60 million people. The four capitals of the United Kingdom’s **constituent** countries are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).

**2.** Most of England consists of **lowland terrain**, with some **mountainous terrain** in the north-west, north and south-west. Lower ranges **include** the **limestone** hills of the Isle of Purbeck, Cotswolds and Lincolnshire Wolds. The main rivers and **estuaries** are the Thames, the Severn and the Humber Estuary. The largest urban area is Greater London. England’s highest mountain is Scafell Pike, which is in the Lake District and 978 meters high. Scotland’s geography is varied, with lowlands in the south and east and highlands in the north and west, including Ben Nevis, the highest mountain in the British Isles at 1,344 meters above the sea level. There are many long and deep sea arms, **firths**, and **lochs**. There are nearly eight hundred islands in Scotland, **mainly** west and north of the mainland. **In total**, it is estimated that the UK includes around one thousand islands. Wales is mostly mountainous, the highest peak being Snowdon at 1,085 meters above sea level.

**3.** All parts of the United Kingdom have a **temperate climate**, with **plentiful rainfalls** all year round. The temperature varies with the seasons but seldom drops below

–10 °C or rises above 35 °C. The prevailing wind is from the south-west, bearing **frequent spells** of mild and wet weather from the Atlantic Ocean. Eastern parts are most **sheltered from** this wind and are therefore the driest. Atlantic currents, warmed by the Gulf Stream, bring mild winters, especially in the west, where winters are also wet, especially over high ground. Summers are the warmest in the south east of England, being the closest to the European mainland, and the coolest in the north. **Snowfall** can **occur** in winter and early spring, though it rarely settles to any great depth away from high ground.

4. Though the UK does not have an official language, the predominant spoken language is English. The other **indigenous languages** are Scots (which is closely related to English) and the Insular Celtic languages. The English language has spread to all corners of the world (largely due to the British Empire) and has thus become the business language of the world. **Worldwide**, it is taught as a second language more than any others.

5. The UK is traditionally a Christian state. Of the four constituent countries that make up the United Kingdom, only England still has a state **faith** in the form of **an Established Church**. Christianity is the majority religion, and **a wide variety of** Christian churches, **denominations**, and sects exist.

6. London is a major center for international business and commerce and is the leader of the three “command centers” for the global economy (along with New York City and Tokyo). For over twenty-five years, the British economy has corresponded with what has been described by some since the 1980s as the Anglo-Saxon model, focusing on the principles of liberalization, the free market, and low **taxation** and regulation. Based on market exchange rates, the United Kingdom is the fifth largest economy in the world and the second largest in Europe after Germany. The British started the Industrial Revolution, and, like most industrializing countries at the time, **initially** concentrated on heavy industries such as **shipbuilding, coal mining**, steel production, and textiles. Tourism is very important to the British economy. With over 27 million tourists a year, the United Kingdom is ranked as the sixth major **tourist destination** in the world.

7. The majority of children in the UK are educated in state-sector schools, only a small proportion of which select on the grounds of academic ability. Around 7 % of children in the UK are educated privately, the vast majority at the anachronistically named public schools. The products of public schools make up about 50 % of students at the leading universities of Cambridge and Oxford, as well as the majority of doctors, judges and business leaders. Some of the UK’s 138 university level institutions are internationally renowned, especially those of Cambridge, Oxford, and London. In 2006, 30 UK institutions were ranked among the top 200 universities in the world.

8. The BBC is the UK’s publicly funded radio, television and internet broadcasting corporation, and is the oldest and the largest broadcaster in the world. It operates several television channels and radio stations both in the UK and abroad. The BBC’s international television **news service**, BBC World, **is broadcast** throughout the world

and the BBC World Service radio network is broadcast in thirty-three languages globally.

**9.** A number of major sports originated in the United Kingdom, including football, rugby, cricket, tennis and golf. The most popular sport in the UK is football. The UK is home to many world-renowned football clubs, such as Rangers, Liverpool, Manchester United, Chelsea, Arsenal and Celtic. Clubs **compete** in national leagues and competitions and some go on to compete in European competitions. The UK has proved its success in the international sporting arena in **rowing**. Rugby is a national sport. The game of tennis first originated from the UK's second city of Birmingham between 1859 and 1865. The Wimbledon Championships are international tennis events held in Wimbledon in south London every summer and are regarded as the most prestigious event of the global tennis calendar.

**10.** The United Kingdom is a constitutional monarchy with Elizabeth II, Queen of the United Kingdom of Great Britain and Northern Ireland, as the head of the state; the monarch of the UK also serves as the head of the state of fifteen other Commonwealth



countries, putting the UK in a personal union with those other states. The UK uses a parliamentary government based on strong democratic traditions, a system that has been **emulated** around the world — a legacy of the British Empire. The UK **retains** major economic, cultural, military and political **influence** today and is a nuclear power, with the second highest defense spending in the world. It holds a permanent seat on the **United Nations Security Council**, and is a member of the G8, NATO, the European Union and the Commonwealth of Nations.

### 7.3. Read the following statements and decide if they are true (T) or false (F).

1. The UK is surrounded by the Pacific Ocean, the North Sea, the English Channel and the Irish Sea.
2. The UK includes around one thousand islands.
3. All parts of the United Kingdom have a temperate climate, with plentiful rainfalls all the year round.
4. The official language of the UK is English.
5. Christianity is the majority religion, and a wide variety of Christian churches, denominations, and sects exist.
6. The British economy is initially concentrated on heavy industries such as shipbuilding, coal mining, steel production, and textiles.
7. The majority of children in the UK are educated in private schools.

8. The BBC World Service radio network is broadcast in thirty languages globally.
9. The most popular sport in the UK is tennis.
10. The United Kingdom is a constitutional monarchy with Elizabeth II, Queen of the United Kingdom of Great Britain and Northern Ireland.

**7.4. Correct false statements from exercise 7.3.**

**7.5. Complete the following sentences with the expressions from the box.**

state-sector focuses on democratic traditions tourist destination  
 The most popular is surrounded by the most prestigious event  
 broadcaster densely majority religion

1. ... .. sport in the UK is football.
2. The majority of children in the UK are educated in ... schools.
3. The country ... .. the Atlantic Ocean and the Irish Sea.
4. The British economy ... .. the principles of liberalization, the free market, low taxation and regulation.
5. The BBC corporation is the biggest and the largest ... in the world.
6. The UK uses a parliamentary government based on strong ... ..
7. The Wimbledon Championships is regarded as ... .. of the global tennis calendar.
8. Great Britain is one of the most ... populated countries in Europe.
9. The United Kingdom is ranked as the sixth major ... .. in the world.
10. Christianity is the ... .. of the country.

**7.6. Read the following international words and notice their pronunciation.**

economy	principles	monarchy
market	constitutional	permanent
globally	regulation	concentrate
parliamentary	private	service
Christianity	prestigious	cultural



## Expressing Abilities

Table 7.1

I **can** find the article about social policy in Russia.

I **cannot (can't)** use a computer at all.

**Can** you find the description of this device on the Internet?

– **Yes, I can.**

– **No, I can't.**

She **could** finish her calculations yesterday but something got wrong with her computer.

He **could not (couldn't)** receive the information in time because he was very busy.

**Could** he include my paper in his book?

– **Yes, he could.**

– **No, he couldn't.**

She **was able to** finish her calculations yesterday but something got wrong with her computer.

He **was not (wasn't) able to** receive the information in time because he was very busy.

**Was** he **able to** include my paper in his book?

– **Yes, he was.**

– **No, he wasn't.**

She **will be able to** finish her report by next Friday.

They **will not (won't) be able to** e-mail us during the next week.

**Will** you **be able to** take part in the faculty meeting?

– **Yes, I will.**

– **No, I won't.**

**7.7. Study the table and complete the sentences below with *can* or *can't*.**

	Steve	Kate	Megan
play tennis	📖	×	×
swim	×	📖	×
cook	×	📖	📖
sing	📖	📖	×
speak English	×	📖	📖
use a computer	📖	×	📖

1. Steve ... play tennis but he ... swim and speak English.
2. Steve and Kate ... sing but Megan ... sing.
3. Kate and Megan ... speak English but Steve ... speak English.
4. Megan and Kate ... play tennis but they ... cook.
5. Steve and Megan ... use a computer but Kate ... use a computer.



**7.8. Read the conversation between Angela and Susan, then complete the table.**

**Angela:** Well, mmm .... speaking about my childhood. I was very, very happy. My parents and grandparents were very kind to me. I think I was a good child. I started talking when I was one. Just a few words. Yes, definitely. But I was two years old when I could talk. Then, I was two when I could count. I could count to ten. I counted dolls and teddy bears. Imagine how many I had. I began to read when I was five. I could read quite well. When I was eight, my granddad bought me a bicycle and taught me to ride. So I could ride a bike when I was eight. Yes, exactly. I guess I could swim when I was four, and I could walk when I was one. I fell down and started crying. My father told me that my first steps were very funny.

**Susan:** I don't remember exactly how old I was when I could read. I believe I was six. Yes, six. My mother remembers because it was she who taught me to read. But I am sure that I was ten when I could ride a bike and I was eight when I started swimming. I went to the local swimming pool with my class-mates. Yes, definitely, I was eight when I could swim. I think I could walk when I was two and I could talk very well when I was three. I could also count at this age. So, the life was different.

	Angela	Susan
talk	2	...
count	...	3
read	5	...
walk	1	...
ride a bicycle	...	10
swim	4	...



**7.9. Write sentences about Angela and Susan, as in the model.**

**Model:** – Angela **could** talk when she was one, but Susan **couldn't** talk **until** she was three.

**7.10. Use the words and expressions from the box and make sentences, as in the model.**

count	read	walk	read	swim	use a computer	talk
play the guitar	ride a bicycle	write				

**Model:** – I **could** talk when I was ... , but I **couldn't** count until I was ... .



**Table 7.2**

**Expressing Certainty**

<p>Look at that man. He is wearing a white uniform. He <b>must</b> be a doctor. He <b>can't</b> be a driver.</p> <p>Listen to his accent. He <b>must</b> be from America.</p> <p>Her lights are out. She <b>can't</b> be at home.</p> <p>He has got a very expensive car. He <b>must</b> earn a lot of money.</p> <p>She always wears old clothes. She <b>can't</b> earn much money.</p> <p>She is not at home. She <b>may</b> visit her parents.</p> <p>He is upset. He <b>might</b> have some problems at work.</p>
---

**7.11. Complete the following sentences with *must* or *can't*.**

1. His light is on. He ... be at home.
2. Look at those books. Mr. Brown ... read a lot.
3. These shoes are too big. They ... belong to Susan.
4. Helen is eating chocolate again. She ... like it very much.
5. Listen to his accent. He ... be from America. He is certainly English.
6. Diana is very bad-tempered. She ... have many friends.
7. Fred studies politics. He ... be interested in it.
8. Steve is the best student of the university. He ... work hard.
9. Lorry had lunch an hour ago. He ... be hungry at all.
10. Sally has just arrived from Brighton. She ... know London very well.

**7.12. Match the following expressions with their equivalents.**

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. to be late for appointment | a) личная жизнь                |
| 2. to take a gift             | b) близкие друзья              |
| 3. to tell jokes              | c) иметь возможность           |
| 4. to take the shoes off      | d) разговаривать с полным ртом |
| 5. to make smb. upset         | e) опаздывать на встречу       |
| 6. to push into a queue       | f) нечетное количество         |
| 7. to talk with full mouth    | g) подарить подарок            |
| 8. an odd number of smth.     | h) остановиться в гостинице    |
| 9. close friends              | i) вкусная пища                |
| 10. private life              | j) шутить                      |
| 11. to have a chance          | k) снимать обувь               |
| 12. to stay in a hotel        | l) толкаться в очереди         |
| 13. a quiet place             | m) тихое место                 |
| 14. delicious food            | n) расстроить кого-либо        |

### 7.13. Read the following sentences and choose the correct variant.

1. In China *never* / *always* be late for appointments.
2. In England *never* / *always* ask personal questions.
3. In Germany *never* / *always* take chocolate or flowers.
4. In Japan *never* / *always* take a gift.
5. In China *never* / *always* tell jokes to people you don't know well.
6. In England *never* / *always* ask before smoking in someone's house.
7. In Germany *never* / *always* remove the paper before you give the flowers to the hostess.
8. In Japan *never* / *always* take your shoes off when you enter the house.
9. In China *never* / *always* kiss anyone in public.
10. In Japan *never* / *always* sit anywhere you like.



### 7.14. Read the text.

#### CUSTOMS AROUND THE WORLD

When in China, don't kiss anyone in public – it's very rude. Never be late for appointments, and don't tell jokes to people you don't know very well. Be careful when you are eating, too – never leave your chopsticks pointing upwards in your rice because it makes people very upset. When you give someone a present, give it with both hands.

When in England, remember to say "please" and "thank you". People's private lives are very important so never ask personal questions. Never talk about religion or matters of finance, education or politics. Always stay with safe subjects like the weather, films, plays, books and restaurants. Never push into a queue of people or they will get angry. Don't be late for appointments and don't talk with your mouth full. Don't forget to ask before smoking in someone's house.

When you visit someone in Germany, take some chocolate or flowers. Remember to take an odd number of flowers, otherwise, people will find you impolite. Don't forget to remove the paper before you give them to the hostess. Don't take wine except when you visit close friends. If the invitation says eight o'clock, arrive exactly at eight.

When you visit someone in Japan, it is polite to take a gift. Remember to take your shoes off as you enter the house – they will give you special slippers to wear instead. Leave your shoes at the door, but make sure the toes are pointing towards the door. When you are in the living room, don't sit anywhere you like – wait until somebody shows you where to sit. Also, don't blow your nose in public – find a place where you can do it alone.



### Ways of Giving Orders and Advice

Table 7.3

**Ask** for permission if you want to smoke.

**Don't forget** to take off your shoes as you enter the house.

**Never take** an even number of flowers.

You **should ask** for permission if you want to smoke.

You **should take off** your shoes as you enter the house.

You **shouldn't take** an even number of flowers.

**If I were you, I would take off** my shoes before entering the house.

**If I were you, I wouldn't take** an even number of flowers.

**7.15. Read the text “Customs around the World” again and exchange the following sentences, as in the model.**

**Model A:** – Never sit anywhere you like in the living room.  
– You **shouldn't** sit anywhere you like in the living room.

**Model B:** – Never sit anywhere you like in the living room.  
– **If I were you, I wouldn't sit** anywhere I like.

1. Don't kiss anyone in public.
2. Don't tell jokes to people you don't know very well.
3. Be careful when you are eating.
4. Give a present with both hands.
5. Never ask people personal questions.
6. Never talk about religion or matters of finance, education or politics.
7. Don't be late for appointments.
8. Arrive exactly at the time mentioned in the invitation.
9. Don't sit anywhere you like in the living room.
10. Find a place where you can blow your nose alone.



**7.16. Read the conversation between Hans from Germany and Helen from Russia. Write the numbers of the questions they are answering.**

1. Where would you go for your perfect weekend?
2. How would you travel?
3. Where would you stay?
4. Would you take a companion?

5. Would you take anything to read?
6. What would you have to eat and drink?
7. What three things you would most like to do?

**Hans:** Mmm... For my perfect weekend I would go to London. Yes, of course, to London. Nowhere else. It's one of the most beautiful cities in the world. Perhaps I would spend there not a weekend. I would stay there for a week at least. I would travel with my family: my mum, dad, and two sisters. I would also take my cousin Rudolf. If we had a weekend in London, the first thing I would do ... er ... . We would go sightseeing. We would visit the National Gallery, Trafalgar Square, the Houses of Parliament, the Westminster Abbey and the famous Big Ben of course. The second thing would be the shopping. I know from my friends that Oxford Street is fantastic for shopping. My sisters would buy a lot of fashionable clothes. And the third thing... . If I were in London, I would go for a walk to beautiful parks and gardens. Well, it's my dream which will probably come true.

**Helen:** Oh, that's a very good idea to have a perfect weekend somewhere in a quiet place in England, say Stratford-upon-Avon. It is a very romantic town in the south-west of England. I am very busy at the moment and have a lot of things to do at work. So, if I had a chance, I would definitely go to Stratford. It's the place where Shakespeare was born. I would travel alone, no any companion. Not even a telephone. I would stay in a quiet and friendly hotel in the center of the city. In the evenings I would have dinner in the restaurant. There are some fantastic restaurants there. The food is delicious: pepper steak, roast chicken, fish with rice, tomato soup. I can't help waiting when I get there.



### Conditionals II

**Table 7.4**

**If I had** a chance, I **would go** to London.

**If Hans went** to London, he **would go** sightseeing.

**If I didn't know** Ann well, I **wouldn't invite** her to my birthday party.

Helen **wouldn't take** a companion **if she went** to Stratford.

**Would you travel** to Italy **if you had** enough money?

– **Yes, I would.**

– **No, I wouldn't.**

What **would you change** in your country **if you were** the President?

**7.17. Complete the following sentences with the correct form of the verb in brackets, as in the model.**

**Model:** – If Julia ... time, she ... how to drive. (*have; learn*)  
– If Julia **had** time, she **would learn** how to drive.

1. If she ... harder, she ... better in her exams. (*study; be*)
2. I ... this jacket if you ... it for me. (*not wear; buy*)
3. Helen ... in a university football team if she ... taller. (*play; be*)
4. If you ... better marks in Physics, you ... in the conference. (*have; take part*)
5. If the Browns ... the Italian food, they ... to the Italian restaurant every weekend. (*not like; not go*)
6. If I ... to New York, I ... the Statue of Liberty. (*travel; visit*)
7. Kelly ... a car if she ... how to drive. (*get; know*)
8. If John ... near the sea, he ... swimming every day. (*live; go*)
9. I ... the humanity college if I ... good at History and Literature. (*enter; be*)
10. Steve ... late for work if he ... earlier. (*not be; get up*)
11. If Mary ... more friends, she ... such a shy person. (*have; not be*)
12. John ... fitter if he ... to the swimming-pool. (*be; go*)

**7.18. Read the conversation from ex. 7.16. again and write down Hans and Helen's answers, as in the model.**

**Model:** – If Helen **had** a perfect weekend, she **would go** to Stratford.

**7.19. Complete the following sentences.**

1. If I studied harder, ... .
2. If I went to the supermarket, ... .
3. I would speak English fluently if ... .
4. If I were ill, ... .
5. If I won the lottery, ... .
6. I would visit the Eiffel Tower if ... .
7. If I traveled to the United Kingdom, ... .
8. I would ask my parents for help if ... .
9. If I bought a camera, ... .
10. I would buy a new computer if ... .
11. I would feel happier if ... .
12. If I had more free time, ... .



## Ways of Joining Sentences

Table 7.5

Fred opened the door **and** turned on the lights.  
I looked out of the window **but** I couldn't see anything.  
You should write the article by next Friday **or** I won't include it in the university journal.  
Barbara wanted to get a higher education **so** she went to Oxford.  
I was having lunch with my group-mates **when** the phone rang.  
I didn't pass the exam **because** I hadn't worked hard.  
Henry finished his work, **then** he left the office.

### 7.20. Complete the following sentences with *and*, *but*, *so*, *because*, *when* or *then*.

1. We were waiting for Tom's answer ... he didn't say anything.
2. Remember to say "please" and "thank you" ... you are in England.
3. Never push into a queue of people ... they will get angry.
4. I find London a very exciting city, ... I will go there on my holiday.
5. The weather was cold ... we arrived in Moscow.
6. The guests took off their shoes, ... they entered the living room.
7. I never go to the library ... I have a lot of books at home.
8. Don't kiss anyone in public ... it's very rude.
9. English is spoken all over the world ... it is the second language in many countries.
10. The climate in the north is temperate ... it is moderate in the south.



### 7.21. Write about your perfect weekend. Mention the following things:

- the country you would like to visit
- the means of transport you would take
- a companion you would take with you
- the food you would have
- things you would take
- a place you would stay at
- three things you would do there

## Unit 8. THE UNITED STATES OF AMERICA

### 8.1. Read the following words and expressions and pay attention to the examples.

**almost entirely**  
почти полностью

The city is situated **almost entirely** in the very center of Europe.

**in the western hemisphere**  
в западном полушарии

The whole country is located **in the western hemisphere**.

**contiguous**  
прилегающий

The **contiguous** area has the total area of more than twenty square km.

**to possess**  
обладать, владеть, овладевать

The city authorities **possess** the power of making local laws.

**insular**  
островной

There are some **insular** areas which are not populated at all.

**to scatter**  
разбрасывать, рассеивать

A lot of islands **are scattered** all over the Pacific Ocean.

**diverse**  
разный, разнообразный, иной

A great number of **diverse** nations make the country really unique.

**colloquial**  
разговорный (*о речи, слове*)

The **colloquial** name of the city is known only to several people.

**to coin**  
создавать (новые слова, выражения)

He was famous because he **has coined** a lot of slang words.

**independence**  
независимость

The Day of **Independence** is celebrated by all the people of the country.

**to adopt**  
принимать, усваивать, выбирать

The constitution **was adopted** by all members of the Parliament.

**deciduous forests**  
лиственные леса

The northern area of the country doesn't have any **deciduous forests**.

**fertile**  
плодородный, плодоносный, изобильный

The **fertile** lands in the west make the region the richest of all.

<b>arid climate</b> сухой климат	The climate in the south is mostly <b>arid</b> .
<b>to approve</b> одобрять, утверждать	The term plan <b>was approved</b> by the dean of the faculty.
<b>a treaty</b> договор, переговоры	A <b>treaty</b> of cooperation and assistance was signed during the conference.
<b>to appoint</b> назначать, утверждать	The rector of the university <b>is appointed</b> by the Minister of Education.
<b>to enforce</b> придавать силу, проводить в жизнь	The federal laws and policies <b>are enforced</b> by the Senate.
<b>an embassy</b> посольство	The British <b>embassy</b> is situated in the very center of Moscow.
<b>nuclear energy</b> ядерная энергия	The <b>nuclear energy</b> is the most powerful and dangerous of all.
<b>rapid advance</b> стремительное продвижение (подъем, прогресс, успех)	The <b>rapid advance</b> of our company mostly depends on the engineers and computer designers.
<b>technological consumer goods</b> бытовая техника	In the new department store you may get different <b>technological consumer goods</b> .
<b>restrictions</b> ограничения	These <b>restrictions</b> were adopted by the head of the factory.
<b>to attend school</b> посещать школу	Some children in Russia <b>attend</b> private <b>schools</b> and educational establishments.
<b>to allow</b> позволять, разрешать, допускать	The students of state schools <b>are allowed</b> not to wear a school uniform.
<b>to enroll</b> регистрировать, вносить в список	Only three candidates <b>were enrolled</b> during the elections.
<b>to be homeschooled</b> находиться на домашнем обучении	It is not popular in my country <b>to be homeschooled</b> .

**audience**  
зрители, публика

The **audience** was applauding for several minutes after the end of the play.

**spectacular sport**  
зрелищный спорт

Football is the most **spectacular sport** in the town where I live.

**to eclipse**  
затмевать, заслонять

According to statistics, football **has eclipsed** the other sports for ever.

**in particular**  
в особенности, в частности

A lot of students took part in the faculty conference, all the students of our group, **in particular**.

## 8.2. Read the following sentences and decide if they are true or false.

1. The United States is the first largest country by total area, and the third largest by land area and by population.
2. The United States is a constitutional republic.
3. The Independence Day is on 4<sup>th</sup> August.
4. The USA is the primary developer and grower of genetically modified food.
5. The president of the USA serves a five-year term.
6. The country's national economy is the largest in the world.
7. There are three political parties in the USA: the Democratic Party, the Republican Party and the Communist party.
8. The United States was the first that largely developed the Arpanet and its successor, the Internet.
9. Thomas Edison, who was American, developed the phonograph, the first long-lasting light bulb, and the first viable movie camera.
10. There are two official languages in the USA: English and Spanish.
11. Football is now the most spectacular sport in the United States.
12. During World War II, the United States developed nuclear weapons.



## 8.3. Read the text "The United States of America" and check your answers.

### THE UNITED STATES OF AMERICA

The United States of America is a federal constitutional republic that comprises fifty states and a federal district. The country is situated **almost entirely in the western hemisphere**: its forty-eight **contiguous** states and Washington, D.C., the capital district, lie in central North America between the Pacific and Atlantic Oceans. They border on Canada in the north and Mexico in the south; the state of Alaska is in the

northwest of the continent bordered on Canada in the east, and the state of Hawaii is in the mid-Pacific. The United States also **possesses** fourteen territories, or **insular** areas, that are **scattered** around the Caribbean and Pacific. The total area of the country is 9.83 million square kilometers with over 300 million people. The United States is the third largest country by total area, and the third largest country by land area and by population. The United States is one of the most ethnically **diverse** nations in the world, the product of large-scale immigration from many countries. Its national economy is the largest in the world.

**Colloquial** names for the country include the common *America* as well as *the States*. The term *Americas*, for the lands of the western hemisphere, was **coined** in the early 16<sup>th</sup> century after Amerigo Vespucci, an Italian explorer and cartographer. The full name of the country was first used officially in the Declaration of **Independence**, which was the “unanimous Declaration of the thirteen united States of America” **adopted** by the “Representatives of the united States of America” on July 4, 1776. The standard way to refer to a citizen of the United State is as an *American*.



The coastal plain of the Atlantic seaboard gives way further inland to **deciduous forests** and the rolling hills of the Piedmont. The Appalachian Mountains divide the eastern seaboard from the Great Lakes and the grasslands of the Midwest. The Mississippi-Missouri River, the world’s fourth longest river system, runs mainly north-south through the

heart of the country. The flat, **fertile** prairie land of the Great Plains stretches to the west. The Rocky Mountains, at the western edge of the Great Plains, extend north to south across the continental United States, reaching altitudes higher than 14,000 feet (4,300 m) in Colorado. The area to the west of the Rockies is dominated by deserts such as the Mojave and the rocky Great Basin. The Sierra Nevada range runs parallel to Rockies, relatively close to the Pacific coast.

Because of the United States’ large size and wide range of geographic features, nearly every type of climate is represented: temperate in most areas, tropical in Hawaii and southern Florida, polar in Alaska, semiarid in the Great Plains, desert in the Southwest, Mediterranean in coastal California, and **arid** in the Great Basin.

The United States is the world’s oldest surviving federation. It is a constitutional republic, “in which majority rule is tempered by minority rights” protected by law. It is fundamentally structured as a representative democracy. Federal government is composed of three branches: legislative, executive and judiciary.



– A legislative branch is represented by the bicameral Congress, that consists of the Senate and the House of Representatives, makes federal law, declares war, **approves treaties**, has the power of the purse, and has the rarely used power of impeachment, by which it can remove sitting members of the government.

– An executive branch is represented by the president who is the commander-in-chief of the military, can veto legislative bills before they become law, and **appoints** the Cabinet and other officers, who administer and **enforce** federal laws and policies.

– A judiciary branch consists of the Supreme Court and lower federal courts, whose judges are appointed by the president with Senate approval, interpret laws and can overturn laws they deem unconstitutional.

The president serves a four-year term and may be elected to the office no more than twice. Politics in the United States have operated under a two-party system for virtually all of the country's history. Since the general election of 1856, the two dominant parties have been the Democratic Party, founded in 1824 (though its roots trace back to 1792), and the Republican Party, founded in 1854. Within American political culture, the Republican Party is considered "center-right" or conservative and the Democratic Party is considered "center-left" or liberal.

The United States has vast economic, political, and military influence on a global scale, which makes its foreign policy a subject of great interest around the world. Almost all countries have **embassies** in Washington, D.C. The United States has a capitalist mixed economy, which is fueled by abundant natural resources. The United States remains an industrial power, with chemical products as the leading manufacturing field. The United States is the third largest producer of oil in the world, and its largest consumer. It is the number one producer of electrical and **nuclear energy** in the world, as well as liquid natural gas, aluminum, sulfur, phosphates, and salt. Agriculture accounts for only 1 percent for the country itself but 60 percent of the world's agricultural production.



The United States has been a leader in scientific research and technological innovation since the late 19<sup>th</sup> century, attracting immigrants such as Albert Einstein. In 1876, Alexander Graham Bell was awarded the first patent for the telephone. The laboratory of Thomas Edison developed the phonograph, the first long-lasting light bulb, and the first viable movie camera. In the early 20<sup>th</sup> century, the automobile companies of Ransom Olds and Henry Ford pioneered assembly line manufacturing. During World War II, the United States developed nuclear weapons, ushering in the atomic age. The space race produced **rapid advances** in rocketry, material science, computers, and many other areas. The United States largely developed the Arpanet and its successor, the Internet. Americans enjoy high levels of access to **technological consumer goods**. Almost half of U.S. households have broadband Internet service. The country is the primary developer and grower of genetically modified food.

Although the United States has no official language at the federal level, English is the national language. In 2003, about 215 million, or 82 percent of the population aged five years and older, spoke only English at home. Spanish, spoken by over 10 percent of the population at home, is the second most common language and the most widely taught foreign language.

American public education is operated by state and local governments, regulated by the United States Department of Education through **restrictions** on federal grants. Children are obliged in most states **to attend school** from the age of six or seven (generally, kindergarten or first grade) until they turn eighteen (generally bringing them through 12<sup>th</sup> grade, the end of high school); some states **allow** students to leave school at sixteen or seventeen. About 12 percent of children are **enrolled** in private schools. Just over 2 percent of children are **homeschooled**. The United States has many competitive private and public institutions of higher education. There are also many smaller universities and liberal arts colleges, and local community colleges of varying quality with open admission policies.

Since the late 19<sup>th</sup> century, baseball has been regarded as the national pastime; football, basketball, and ice hockey are the country's three other leading professional team sports. College football and basketball also attract large **audiences**. Football is now the most popular and the most **spectacular sport** in the United States. Boxing and horse racing were once the most watched individual sports, but they have been **eclipsed** by golf and auto racing. Eight Olympic Games have taken place in the United States, four Summer games and four Winter games. The United States has won 2,191 medals at the Summer Olympic Games, more than any other country, and the second most in the Winter Olympic Games, with 216 medals. Several American athletes have become world famous, **in particular** baseball player Babe Ruth, boxer Muhammad Ali, and basketball player Michael Jordan.

The United States of America has always been the country, that of given much attention and the interest as it has always been the leading in all the spheres of life and technology.

#### **8.4. Read the text "The United States of America" again and answer the following questions.**

1. Who is the President of the USA at the moment?
2. Which countries does the USA border on?
3. Is English an official language of the USA?
4. What are the most popular sports in the USA?
5. Which people made the USA the world famous in the sphere of science and technology?
6. What inventions is Thomas Edison famous for?
7. Is horse racing the most spectacular sport in the USA?
8. How many political parties are there in the USA?
9. What are three leading professional team sports in the USA?
10. What natural resources is the USA rich in?
11. How many medals has the USA won at the Summer Olympic Games?
12. What place does the USA have as the winner of the Winter Olympic Games?

**8.5. Read the following words and notice their pronunciation.**

deciduous	[dɪˈsɪdʒuəs]	widely	[ˈwaɪdlɪ]
fertile	[ˈfɜ:t(ə)l]	government	[ˈgʌv(ə)nmənt]
eclipse	[ɪˈklɪps]	attraction	[əˈtrækʃ(ə)n]
altitude	[ˈæltɪtju:d]	households	[ˈhaʊshəʊldz]
audience	[ˈɔ:diən(t)s]	consumer	[kənˈsju:mə]
vary	[ˈveəri]	embassy	[ˈembəsi]
nuclear	[ˈnju:kliə]	regard	[rɪˈgɑ:d]
develop	[dɪˈveləp]	particular	[pəˈtɪkjələ]
manufacturing	[ˌmænjʊ:ˈfæktʃ(ə)rɪŋ]		



**Table 8.1**

**Past Progressive Tense**

*Yesterday at 5 p.m. I was talking to the dean.*

*He was not (wasn't) cooking dinner at 6 o'clock yesterday.*

**Were they having** a business meeting *at the same time a week ago?*  
 – **Yes, they were.** / **No, they weren't.**

**What were you doing** *yesterday at eight o'clock in the morning?*  
 – **I was having** breakfast.

**I was cooking** dinner *while Ann was cleaning* the house.  
**Pat was reading** a magazine *while Terry was watching* TV.

**8.6. Complete the following sentences with the past progressive form of the verb in brackets, as in the model.**

**Model:** – Angela ... a magazine while Anthony ... computer games.  
 (*read; play*)

– Angela **was reading** a magazine while Anthony **was playing** computer games.

1. The students ... in the Town Park when it started to rain. (*walk*)
2. At the party Hillary ... her new leather jacket while Edward ... a smart black suit. (*wear; wear*)
3. John hurt his leg when he ... the street. (*cross*)
4. Stewart ... photocopies when the photocopier broke down. (*make*)
5. Lilly ... her homework when I phoned. (*not do*)

6. Susan ... into the bus when she noticed her group-mate. (*get*)
7. It ... when I first arrived in Moscow. (*snow*)
8. Dan ... English while his sister ... for the French exam. (*learn; prepare*)
9. Brenda ... along the street when her mobile phone rang. (*walk*)
10. Jennifer and her friends ... coffee in a café when they had some bad news. (*drink*)

**8.7. Write the correct question for the following sentences, as in the model.**

**Model:** – I was having lunch in a café yesterday at 1.30. (*Who*)  
 – **Who were you having lunch with?**

1. Ann was driving fast because she wanted to be in time. (*Why*)
2. It was raining heavily in New York. (*What time*)
3. Fiona was wearing smart clothes at the party. (*What exactly*)
4. Laura was cooking in the kitchen when I arrived. (*What*)
5. Steve was reading yesterday at 10 p.m. (*What*)
6. At midnight Mary and Colin were driving. (*Where*)
7. When I arrived, my sister was talking on the phone. (*Who*)
8. It was the beginning of June, so the sun was shining brightly. (*Why*)
9. I was watching television for the whole evening. (*Which program*)
10. When I looked out of the window, some people were standing near the house. (*How many people*)



**8.8. Read the dialogue between Helen and Christian. They are talking about their last weekend. What time were they doing the following things?**

**Christian:**

1. He was trying to get up.
2. He was shopping with his mother.
3. He was watching an interesting film on TV.
4. He was having dinner with his cousin Andrew.
5. He was preparing for the test in Geometry.
6. He was reading poems.

**Helen:**

1. She was having breakfast with her parents.
2. She was cleaning her room.
3. She was helping to her mother in the kitchen.

4. She was having dinner with her family.
5. She was watching a comedy on TV.
6. She was sleeping.

**Christian:** Hello, Helen!

**Helen:** Hi, Chris! Did you have a nice weekend?

**Christian:** Yes, surely. It was great! At about ten in the morning I was trying to get up. Finally, I got up only at eleven. At twelve thirty I was shopping with my mum. We were looking for the sweater for the father. It's his birthday on Friday. We got home at about three. At a quarter past three there was an interesting film on TV. So I was watching it for two hours. At half past five my cousin Andrew arrived and at six o'clock we were having dinner. My mother is a good cook, you know. Everything was very delicious. At seven I started doing my homework and at eight o'clock I was preparing for the test in Geometry. It is going to be very difficult but I don't know all the answers. On Sunday I usually go to bed at about ten because I have a lot of work on Monday, so at ten thirty I was reading poems in bed. And you? How was your weekend? Did you go anywhere?

**Helen:** No, I was keeping home for the whole day. I got up at about eleven. Then, at a quarter past eleven I was having breakfast with my parents. We usually have breakfast together on Sundays. Then I was doing my homework for Monday. History was the most difficult. At about two I decided to clean my room. I was cleaning up for an hour and a half. After that I was helping my mum in the kitchen. It was four thirty already when I was making a cake. At half past six my brother Richard came with his family. I have two pretty nieces, you know. At seven we were having dinner together. They left at nine. Then I was watching TV; a comedy with Denny Devito. And I didn't notice how I fell asleep. So at eleven o'clock I was sleeping already.

**Christian:** We had a nice weekend, didn't we? I am sorry, I must go. Bye, Helen. See you later.

**Helen:** Bye, Chris.



**8.9. Use the times from exercise 8.8 and write a short paragraph about your last weekend.**



**8.10. Read the text "New York" and match the paragraphs and the headings below.**

- |            |                   |               |             |
|------------|-------------------|---------------|-------------|
| a) climate | b) city structure | c) sport      | d) location |
| e) culture | f) media          | g) conclusion | h) tourism  |

## NEW YORK

1. New York or New York City (officially The City of New York) is located in the Northeastern United States, in southeastern New York State, approximately halfway between Washington D.C. and Boston.

2. Although located at about the same latitude as the much warmer European cities of Naples and Madrid, New York has a humid continental climate resulting from prevailing wind patterns that bring cool air from the interior of the North American continent. New York City has cold winters. Spring and Autumn in New York City are erratic, and can range from cold and snowy to hot and humid, although they can also be cold or cool and rainy. Summer in New York City is warm and humid, with temperatures of 32 °C or higher.



3. The building form most closely associated with New York City is the skyscraper. New York City is comprised of five boroughs, an unusual form of government used to administer the five constituent counties that make up the city. **The Bronx** is New York City's northernmost borough. **Brooklyn** is the city's most populous borough and was an independent city until 1898. Brooklyn is known for its cultural, social and ethnic diversity. **Manhattan Island** is the most densely populated borough and home to most of the city's skyscrapers, as well as Central Park. The borough is the financial center of the city and contains the headquarters of many major corporations, the United Nations, as well as a number of important universities, and many cultural attractions, including numerous museums, the Broadway theatre district, Greenwich Village, and Madison Square Garden. **Queens** is geographically the largest borough and the most ethnically diverse county in the United States, and may overtake Brooklyn as the city's most populous borough due to its growth. Historically a collection of small towns and villages founded by the Dutch, today the borough is largely residential and middle class. The borough annually hosts the U.S. Open tennis tournament and it is also the home to New York City's two major airports, LaGuardia Airport and John F. Kennedy International Airport. **Staten Island** is the most suburban in character of the five boroughs one third of which is parkland.

4. 'Culture just seems to be in the air, like part of the weather,' the writer Tom Wolfe has said of New York City. Numerous major American cultural movements began in



the city, such as the Harlem Renaissance, which established the African-American literary canon in the United States. The city was the epicenter of jazz in the 1940s, abstract expressionism in the 1950s, and the birthplace of hip hop in the 1970s. Today, New York City is the second largest center for the film industry in the United States. The city has more than 2,000 arts and cultural organizations and more than 500 art galleries of all sizes. Wealthy industrialists in the 19<sup>th</sup> century built a network of major cultural institutions, such as the famed Carnegie Hall and Metropolitan Museum of Art

that would become internationally established. In the 1880s New York City theaters on Broadway and along 42<sup>nd</sup> Street began showcasing a new stage form that came to be known as the Broadway musical.

5. About 40 million foreign and American tourists visit New York City each year. Major destinations include the Empire State Building, Ellis Island, Broadway theatre productions, museums such as the Metropolitan Museum of Art, and other tourist attractions including Central Park, Washington Square Park, Rockefeller Center, Times Square, the Bronx Zoo, New York Botanical Garden, luxury shopping along Fifth and Madison Avenues.

6. New York is a global center for the television, advertising, music, newspaper and book publishing industries and is also the largest media market in North America (followed by Los Angeles, Chicago, and Toronto). Two of the three national daily newspapers in the United States are New York papers, *The Wall Street Journal* and *The New York Times*. Major tabloid newspapers in the city include *The New York Daily News* and *The New York Post*.

7. New York City has teams in the four major North American professional sports leagues, each of which also has its headquarters in the city. Baseball is the city's most closely followed sport. The city's two current Major League Baseball teams are the New York Yankees and the New York Mets. The city is represented in the National Football League by the New York Jets and New York Giants. The New York Rangers and the New York Islanders represent the city in the National Hockey League. The city's National Basketball Association team is the New York Knicks and the city's Women's National Basketball Association team is the New York Liberty. As a global city, New York supports many events outside these sports. Queens is host of the U.S. Tennis Open, one of the four Grand Slam tournaments. The New York City Marathon is the world's largest. Boxing is also a very prominent part of the city's sporting scene, with events like the Amateur Boxing Golden Gloves being held at Madison Square Garden each year.

8. New York City is a global hub of international business and commerce and is one of three "command centers" for the world economy (along with London and Tokyo). The city is a major center for finance, insurance, real estate, media and the arts in the United States.

### 8.11. Match the following words and expressions with their equivalents.

- |                         |                                |
|-------------------------|--------------------------------|
| 1. a prominent part     | a) неустойчивая температура    |
| 2. a global hub         | b) рекламировать, объявлять    |
| 3. a major center       | c) поддерживать, содействовать |
| 4. tennis tournament    | d) достопримечательность       |
| 5. a tabloid newspaper  | e) на широте (географ.)        |
| 6. a tourist attraction | f) учреждение культуры         |
| 7. a county             | g) турнир по теннису           |

- |                            |                                      |
|----------------------------|--------------------------------------|
| 8. in the latitude of      | h) этническое разнообразие           |
| 9. approximately           | i) главное управление                |
| 10. headquarters           | j) округ                             |
| 11. ethnic diversity       | к) бульварная (малоформатная) газета |
| 12. erratic temperature    | l) приблизительно                    |
| 13. to support             | м) центр всеобщего внимания          |
| 14. to advertise           | н) видная (значимая) часть           |
| 15. a cultural institution | о) основной центр                    |

**8.12. Read the text “New York” again and answer the following questions.**

1. What is the official name of New York?
2. Where is New York located?
3. What is the weather like in New York in summer?
4. How many boroughs is New York comprised of? What are their names?
5. When was Brooklyn an independent city? What is it known for?
6. Which borough has a lot of parks and gardens?
7. Which borough is the home to New York City’s two major airports, LaGuardia Airport and John F. Kennedy International Airport?
8. Which borough is the financial center of the city and contains the headquarters of many major corporations, the United Nations, as well as a number of important universities, and many cultural attractions?
9. What cultural movements is New York famous for?
10. What are the most popular tourist destinations in New York?
11. What are the names of national daily newspapers in the United States?
12. Which sports are popular in New York?
13. Which sport events does New York support?
14. Would you like to visit New York? Why? Why not?

**8.13. Complete the following sentences with the words and expressions from the box.**

<b>financial establishments</b>	<b>advertisements</b>	<b>tennis tournaments</b>
<b>approximately</b>	<b>university’s sport events</b>	<b>is supported by</b>
<b>media market</b>	<b>the only tourist destinations</b>	<b>some boroughs</b>
<b>is known for</b>		

1. My native town ... .. its cultural institutions and educational establishments.
2. In the local newspaper you can find a lot of job ... .
3. A great number of tourists, 200,000 ... , visit Rome every year.
4. There are ... .. to the south-west of the country which are densely populated.
5. The rector of the university pays much attention to sports and always tries to take part in ... .. .
6. Our football team ... .. the city bank and a lot of fans.
7. There are some ... .. in the central part of the city such as a National bank, the business supporting banks and others.
8. Central newspapers and some central TV channels have taken a major part of the ... .. .
9. The World War II monument, a city park and a local museum are ... .. of the town where I am living now.
10. Tennis is one of the city's most closely followed sport, so ... .. are always the most spectacular events of the year.

**8.14. Read the following international words and notice their pronunciation.**

spectacular	business	population	financial	national
tournament	global	institution	immigrants	geographic
publishing	major	corporations	ethnic	professional
representatives	official	virtually	monument	constitutional



**Table 8.2**

**Past Simple and Past Progressive Tenses**

I **was discussing** some important problems with my boss *when* the telephone **rang**.

*While* I **was discussing** some important problems with my boss, my telephone **rang**.

Pat **was reading** a magazine *while* Terry **was watching** TV.

*While* I **was cooking** dinner, Kelly **came** home from work.

Mary **was walking** to the university *when* she **saw** a car accident.

*When* we **arrived** in the USA, we **had** dinner with our parents and **went** to bed early.

**8.15. Choose the correct variant.**

1. Laura was doing her homework *while* / *when* Fiona was preparing for the test.
2. I was recording a film *while* / *when* the video broke down.
3. How fast were you driving when the police *was stopping* / *stopped* you?
4. When we *came* / *were coming* home, we cooked the dinner.
5. Were you going sightseeing while Tom *was visiting* / *visited* his parents?
6. At six p.m. last Monday I *was having* / *had* extra English lessons at the language school.
7. I was running in the park *when* / *while* it started to snow.
8. What *did you do* / *were you doing* when you came home yesterday?
9. Did anybody disturb you while you *were talking* / *talked* to the head teacher?
10. It was 6 a.m. when somebody *rang* / *was ringing*.

**8.16. Complete the following sentences with the past simple or past progressive form of the verb in brackets, as in the model.**

**Model:** – I ... in France for eight years. (*live*)  
– I **was living** in France for eight years.

1. While the children ... at school, their mother was doing the shopping. (*stay*)
2. When Margaret came home, she ... the TV. (*switch on*)
3. When I ..., it was raining. (*go out*)
4. It ... outside while we were having supper. (*snow*)
5. When Sandra came into my office, I ... on the phone. (*talk*)
6. They ... while they were studying at London University. (*get married*)
7. Sally ... her leg while she was skating yesterday. (*break*)
8. When I ... John, he was shopping with Angela. (*see*)
9. When I noticed my boss, I ... talking to my group-mates. (*stop*)
10. It was a nice evening, so she ... home from work. (*walk*)

**8.17. Read the following situations and answer the questions below.**

Kelly was having breakfast in the kitchen when she heard a crash. She looked out of the window and decided to call for the ambulance.

1. **What was Kelly doing when she heard a crash?**
2. **What did Kelly do when she looked out of the window?**

Fred was in the laboratory, doing his laboratory work, when he saw a strange man getting into the next classroom. He ran out of the laboratory and told the laboratory assistant about it.

1. What was Fred doing when he saw a strange man?
2. What was a strange man doing when Fred saw him?
3. What did Fred do when he ran out of the laboratory?



**8.18. Work in pairs. Discuss the answers to the following questions.**

1. What were you doing at 8 o'clock last night?
2. What were your group-mates doing when you got to the university this morning?
3. What did you do when you got to the university this morning?
4. Were you listening to the teacher attentively during the first pair of lessons?
5. What did you do when you came home yesterday?
6. What was your family (room-mates) doing when you came home yesterday?
7. Did anybody phone you while you were having lunch yesterday?
8. What did you do when you finish your homework yesterday?
9. What were your parents doing while you were having lessons at the university?
10. What were you talking about when your mother phoned you?



### Past Perfect Tense

**Table 8.3**

He **went** shopping *after* he **had written** a letter to his parents.  
We **had done** the homework *before* we **played** chess.

She **had not (hadn't) finished** cooking dinner *when* her parents **came**.  
They **had not (hadn't) opened** the books *before* the teacher **came** into the classroom.

**Had** he **made** an appointment with the dentist *when* he **came** back from work?

– **Yes, he had.** / **No, he hadn't.**

**Had** you **phoned** your friends *before* you **decided** not to go to the cinema?

– **Yes, I had.** / **No, I hadn't.**

What **had** they already **done** *when* I **phoned** them yesterday?

– They **had done** their homework and **had cooked** dinner.

**8.19. Complete the following sentences with the past perfect form of the verb in brackets, as in the model.**

**Model:** – Jim went out for coffee after he ... the article. (*write*)  
 – Jim went out for coffee after he **had written** the article.

1. I ... cooking when my parents came to visit me. (*not finish*)
2. Angela was excited because she ... to Paris before. (*not be*)
3. They were tired after they ... the game. (*win*)
4. The match ... when they arrived at the stadium. (*start*)
5. We ... dinner, then we were watching TV. (*finish*)
6. Daniel received the university grant because he ... the best course project. (*make*)
7. Terry's parents bought him a flat just after he ... from the university. (*graduate*)
8. I ... Chinese food before I started working in China. (*not eat*)
9. Ben ... the article several times before he understood it. (*read*)
10. After my father ..., he was reading a newspaper. (*have a bath*)



**Time Expressions of the Past Perfect Tense**

**Table 8.4**

<b>already</b>	<b>by the time</b>	<b>never</b>	<b>as soon as</b>	<b>just</b>	<b>after</b>	<b>before</b>
When the teacher entered the classroom, all the students <i>had <b>already</b> taken</i> their seats.						
<b>By the time</b> Michael was seventeen, he <i>had learnt</i> two foreign languages.						
When I arrived in London, I realized that I <i>had <b>never</b> seen</i> such a beautiful city.						
The lesson started <b>as soon as</b> the bell <i>had rung</i> .						
Fred <i>had <b>just</b> finished</i> the language school, then he found a job abroad.						
Henry phoned Hillary <b>after</b> he <i>had known</i> her phone number.						
They <i>had taken</i> some money in the bank <b>before</b> they went shopping.						

**8.20. Join the following sentences using the word in brackets, as in the model.**

**Model:** – They watched TV. They finished their homework. (*after*)  
 – They watched TV **after** they **had finished** their homework.

1. Ann went to the university. She had breakfast. (*as soon as*)
2. Jason failed his geometry exam three times. He finally got a satisfactory mark. (*before*)
3. Wendy phoned a friend. She finished writing a report. (*after*)
4. The bus left. We arrived at the bus station. (*already; when*)
5. David got into a shower. The doorbell rang. (*just; when*)
6. Paula went to bed. Her group-mates left. (*as soon as*)
7. Geoff was fifteen years old. He learnt to speak German. (*by the time*)
8. The play started. They arrived at the theater. (*already; when*)
9. I cooked dinner. My parents phoned to say they couldn't come. (*already; when*)
10. The lesson was over. Fred fell asleep. (*before*)

**8.21. Look at the box and notice the things Steve had / hadn't done by the time he was seventeen years old. Make sentences about you and Steve, as in the model.**

	Steve	You
get a secondary education		
finish language courses	×	
buy a flat		
get a car	×	
learn to drive		

**Model:** – **By the time** Steve was 17 he **had got** a secondary education.  
 – By the time I was 17 ...



**8.22. Read the conversation between Mio who is from Japan and her school-mate Yoko. Pay attention to Mio's answers.**

**Yoko:** Hello, Mio! It's me, Yoko, speaking.

**Mio:** Hi, Yoko! I haven't seen you for ages.

**Yoko:** How is it going, Mio? Where are you living at the moment? Are you OK?

**Mio:** I am leaving in New York at the moment. I like the city very much. It's big and cosmopolitan. I am living in the students' hostel not far from the university where

I am studying. I must say that the students' life is really busy. We have two lectures every day and some practical lessons, so we usually have a lot of homework.

**Yoko:** Sounds terrible. Do you ever relax?

**Mio:** Of course we do. Yesterday we didn't go to the university. We were having some rest.

**Yoko:** How many students do you live with?

**Mio:** There are five of us. Kiyoto, who is from Tokyo, as well as me, Angela, a student from Switzerland, Ann who is from Russia and Jaclyn, who is from France.

**Yoko:** Do you get on well together? Are your room-mates friendly and helpful?

**Mio:** Yes, they are. We are all from the same faculty. I know, if I have problems with my homework, my room-mates will help me.

**Yoko:** That's fine. What did you do yesterday?

**Mio:** Oh, it was a long day. It was cold outside, so we were keeping home.

**Yoko:** Did your parents phone you?

**Mio:** Yes, of course. My mum often phones me. She misses me a lot. Dad phoned me yesterday. He has found a new job and now he is a head of the financial department.

**Yoko:** It sounds good. And how is your sister? Has she got married yet? She is very pretty. Where is she living now? When did you last see her?

**Mio:** Kylie is all right. You seem to fancy her. Why are you asking so many questions about Kylie? She is still single and she is in Oxford now. She is having an English course in an International language school.

**Yoko:** Has she got a boyfriend? Can you give me her phone number? Can I have her e-mail at least?

**Mio:** I am sorry, Yoko. The lesson is starting. I will phone you later. Bye.

**Table 8.5**



**Reported Statements**

<b>DIRECT SPEECH</b>	<b>REPORTED SPEECH</b>
<b>Present Simple Tense</b>	<b>Past Simple Tense</b>
'We <b>have</b> two lectures every day,' she said.	She said (that) they <b>had</b> two lectures every day.
'I <b>am</b> very tired,' Henry told me.	Henry told me (that) he <b>was</b> very tired.
'Joe <b>doesn't like</b> algebra at all,' he said.	He said (that) Joe <b>didn't like</b> algebra at all.

<p style="text-align: center;"><b>Present Progressive Tense</b></p> <p>‘Sally <b>is cooking</b> something delicious,’ her husband told me.</p> <p>‘I <b>am not watching</b> news. I <b>am watching</b> a football match,’ Terry said.</p>	<p style="text-align: center;"><b>Past Progressive Tense</b></p> <p>Sally’s husband told me (that) she <b>was cooking</b> something delicious.</p> <p>Terry said (that) he <b>was not watching</b> news. He <b>was watching</b> a football match.</p>
<p style="text-align: center;"><b>Present Perfect Tense</b></p> <p>‘Andrew <b>has</b> already <b>come</b> from work,’ Nancy said.</p> <p>‘I <b>haven’t finished</b> my breakfast yet,’ she told me.</p>	<p style="text-align: center;"><b>Past Perfect Tense</b></p> <p>Nancy said (that) Andrew <b>had</b> already <b>come</b> from work.</p> <p>She told me (that) she <b>hadn’t finished</b> her breakfast yet.</p>
<p style="text-align: center;"><b>Past Simple Tense</b></p> <p>‘Stewart <b>e-mailed</b> me <i>yesterday</i>,’ he said.</p> <p>‘Kelly <b>didn’t come</b> in time <i>last Friday</i>,’ her boss told me.</p>	<p style="text-align: center;"><b>Past Perfect Tense</b></p> <p>He said (that) Stewart <b>had e-mailed</b> him <i>the day before</i>.</p> <p>Kelly’s boss told me (that) she <b>hadn’t come</b> in time <i>the previous Friday</i>.</p>
<p style="text-align: center;"><b>Future Simple Tense</b></p> <p>‘I <b>will phone</b> you <i>tomorrow</i>,’ Laura told me.</p> <p>‘Mary <b>won’t come</b> to see you <i>today</i>,’ her mother said.</p>	<p style="text-align: center;"><b>Future-in-the-Past Tense</b></p> <p>Laura told me (that) she <b>would phone</b> me <i>the next day</i>.</p> <p>Mary’s mother said (that) she <b>wouldn’t come</b> to see me <i>that day</i>.</p>

**8.23. Read the conversation from exercise 8.22 again and turn Mio’s direct sentences into reported ones, as in the model.**

**Model:** – ‘I **haven’t seen** you for ages,’ Mio told Yoko.  
 – Mio told Yoko (that) she **hadn’t seen** him for ages.

**Reported Special Questions****Table 8.6**

DIRECT SPEECH	REPORTED SPEECH
<p><b>Present Simple Tense</b> ‘Where <b>does</b> Kelly <b>have</b> lunch?’ he asked.</p>	<p><b>Past Simple Tense</b> He wanted to know where Kelly <b>had</b> lunch.</p>
<p><b>Present Progressive Tense</b> ‘What <b>are</b> you <b>doing</b> <i>tonight</i>?’ Ben asked.</p>	<p><b>Past Progressive Tense</b> Ben was interested what I <b>was doing</b> <i>that night</i>.</p>
<p><b>Present Perfect Tense</b> ‘Why <b>has</b> Lucy <b>left</b>?’ Mike asked.</p>	<p><b>Past Perfect Tense</b> Mike wanted to know why Lucy <b>had left</b>.</p>
<p><b>Past Simple Tense</b> ‘When <b>did</b> Angela <b>arrive</b>?’ John asked.</p>	<p><b>Past Perfect Tense</b> John was interested when Angela <b>had arrived</b>.</p>
<p><b>Future Simple Tense</b> ‘What time <b>will</b> Mary <b>come</b>?’ Ben asked.</p>	<p><b>Future-in-the-Past Tense</b> Ben wanted to know what time Mary <b>would come</b>.</p>

**Reported Yes / No Questions****Table 8.7**

DIRECT SPEECH	REPORTED SPEECH
<p><b>Present Simple Tense</b> ‘<b>Do</b> you <b>like</b> rock music?’ she asked Steve.</p>	<p><b>Past Simple Tense</b> She asked Steve if he <b>liked</b> rock music.</p>
<p><b>Present Progressive Tense</b> ‘<b>Is</b> Daniel <b>going</b> sightseeing?’ I asked his friend.</p>	<p><b>Past Progressive Tense</b> I asked Daniel’s friend if he <b>was going</b> sightseeing.</p>

<b>Present Perfect Tense</b> ‘ <b>Have</b> you <b>seen</b> Fred <i>today</i> ?’ Laura asked me.	<b>Past Perfect Tense</b> Laura asked me if I <b>had seen</b> Fred <i>that day</i> .
<b>Past Simple Tense</b> ‘ <b>Did</b> you <b>like</b> my report?’ I asked the teacher.	<b>Past Perfect Tense</b> I asked the teacher if she <b>had liked</b> my report.
<b>Future Simple Tense</b> ‘ <b>Will</b> you <b>give</b> my book to the library?’ Henry asked me.	<b>Future-in-the-Past Tense</b> Henry asked me if I <b>would give</b> his book to the library.

**8.24. Read the conversation from exercise 8.22 again and turn Yoko’s direct questions into reported ones, as in the model.**

- Model:** – ‘**Where** are you **living** *now*?’ Yoko asked Mio.  
 – Yoko asked Mio **where** she was **living** *then*.
- ‘**Are** you OK?’ Yoko **wanted to know**.  
 – Yoko **wanted to know** if Mio was OK.



**Certain Expressions in Reported Speech**

**Table 8.8**

DIRECT SPEECH	REPORTED SPEECH
tonight today	that night that day
this week this month	that week that month
yesterday	the day before
last night last week	the previous night the previous week
tomorrow	the following (next) day
next week next month	the following (next) week the following (next) month

<b>two days ago</b> <b>three months ago</b>  <b>this</b> <b>these</b>  <b>here</b> <b>now</b>	<b>two days before</b> <b>three months before</b>  <b>that</b> <b>those</b>  <b>there</b> <b>then</b>
--	--

**8.25. Turn the following direct statements and questions into the reported speech. Be careful with the certain words and time expressions.**

1. Kevin said, 'I have lost my car keys today.'
2. Joe told me, 'I am going to drive you to the station tonight.'
3. 'I forgot to phone Mary yesterday,' Laura said.
4. 'What is your room number?' Henry wanted to know.
5. 'When did Tanya's parents buy her a new flat?' my mother asked.
6. 'Mr. Hill is having two business meetings this week,' the secretary said.
7. 'What are you looking for?' Nancy asked me.
8. 'Will Terry join our football team next Saturday?' our coach wanted to know.
9. Barbara asked me, 'Do your parents work?'
10. Lilly told us, 'I have been to Italy twice.'
11. John wanted to know, 'When will you go to the dentist?'
12. 'Is your mother working now?' Bill asked me.
13. 'Ted always does his homework in time,' Julia said.
14. Margaret informed me, 'I haven't cooked the dinner yet.'
15. 'Do you like our English teacher?' Wendy asked me.

**8.26. Choose the correct variant and complete the following sentences.**

1. Helen was very frightened after she ... a horror film.  
a) watched            b) has watched            c) had watched
2. My friends asked me if I ... a party the following weekend.  
a) will have            b) would have            c) have
3. When I got to the hostel, John ... with his book open.  
a) was sleeping            b) has been sleeping            c) had been sleeping

4. Lorry wanted to know if I ... his new stereo system.  
a) liked                      b) like                      c) has liked
5. Mary bought a new car ... she had won the lottery.  
a) before                      b) after                      c) by the time
6. Nick said that they ... to the country the following week.  
a) are moving                      b) will move                      c) were moving
7. Eddy was making sandwiches ... Barbara was washing the dishes  
a) when                      b) while                      c) as soon as
8. I ... working in the National bank after I had graduated from the university.  
a) started                      b) had started                      c) starts
9. Michael ... us that he had made a very serious mistake.  
a) tells                      b) told                      c) tell
10. Henry ... down the street when his mobile phone rang.  
a) walked                      b) has been walking                      c) was walking
11. Violet said that she would start her course project ... .  
a) next Friday                      b) the following Friday                      c) this Friday
12. Both of us were going shopping when we ... a very strange man coming up to us.  
a) see                      b) saw                      c) have seen
13. ... Fred was twenty he had got the driving license.  
a) While                      b) After                      c) By the time
14. Susan asked me ... I liked strawberries.  
a) if                      b) did                      c) what
15. Steve ... me if I had any brothers or sisters.  
a) told                      b) asked                      c) wanted to know

# PART II

## Unit 9. COMMUNICATIONS

### 9.1. Read the following words and expressions and pay attention to their meanings.

<b>to search for</b>	отыскивать (нужную информацию)
<b>to retrieve</b>	извлекать (хранимую информацию)
<b>to share</b> (smth. with smb.)	разделять (что-л. с кем-л.); использовать совместно
<b>business transactions</b>	деловые операции
<b>(communications) network</b>	сеть коммуникаций, сеть связи, система связи
<b>to exchange information</b>	обмениваться информацией
<b>the World Wide Web (WWW)</b>	всемирная паутина (собрание гипертекстовых и иных документов, доступных по всему миру через сеть Интернет)
<b>a web</b>	1) паутина; 2) <i>перен.</i> сеть, система, инфраструктура
<b>an access</b> <b>(to access)</b>	1) выборка (из памяти); 2) обращение (напр., к базе данных); 3) иметь доступ, получить доступ (к чему-л.)
<b>a tool</b>	<i>перен.</i> орудие, средство, инструмент
<b>an icon</b>	1) значок; образ, изображение; 2) отображение (в электронной почте); 3) пиктограмма, <i>проф.</i> иконка
<b>a Web browser</b>	Web-браузер (средство просмотра web-страниц в сети Интернет)
<b>hardware</b>	хардвер, “железо”, детали компьютера (платы, монитор и т.д.), в отличие от программного обеспечения
<b>software</b>	программное обеспечение, программные средства, программы
<b>a provider</b>	провайдер, поставщик

<b>a graphical interface</b>	графический интерфейс
<b>a site</b>	сайт, абонентский пункт
<b>hyperlinks</b>	гиперссылки, гипертекстовые связи (средства компоновки электронного документа, содержащего текстовые, аудио- и видеоданные)
<b>links</b>	ссылки (на страницу в Интернете)
<b>an image</b>	изображение
<b>to store</b>	<i>комп.</i> запоминать; хранить



## 9.2. Read the text.

### INTRODUCTION TO THE WWW AND THE INTERNET

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

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

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

**9.3. Read the text “Introduction to the WWW and the Internet” again and choose the correct question for the following answers.**

1. Millions of people around the world use the Internet to search for and retrieve some information on all sorts of topics in a wide variety of areas.
  - a) What is the Internet?
  - b) What do people use the Internet for?
  - c) Do people in our country use the Internet?
  
2. People communicate through electronic mail (e-mail), discussion groups, chat channels and other means of informational exchange.
  - a) What is electronic mail?
  - b) What are the means of informational exchange?
  - c) How do people communicate?
  
3. The World Wide Web (WWW) is the information that is connected or linked together like a web.
  - a) What does the WWW stand for?
  - b) What is the World Wide Web?
  - c) What is the WWW linked to?
  
4. You access some information through one interface or tool called a Web browser.
  - a) How can you access any information?
  - b) What is a Web browser?
  - c) How many interfaces are there in the WWW?

**9.4. Match the English terms with their definitions.**

- |                                |   |
|--------------------------------|---|
| 1. The Internet                | a) some information held on disk: data, programs, text  |
| 2. An electronic mail (e-mail) | b) an individual or group making use of the output of a computer system   |
| 3. A network                   | c) an informal shared public network linking the operating system UNIX and other computers world-wide using the Internet protocol |
| 4. An interface                | d) a general term for any computer program(s)   |
| 5. A file                      | e) the computer equipment and its peripherals   |

- 6. A user            f) to press the button on a mouse to initiate some action or mark a point on the screen
- 7. Hardware        g) a common boundary between two systems, devices or programs
- 8. An icon          h) a system which connects a number of computers and communication devices to enable messages and data to be passed between those devices
- 9. To click         i) a visual symbol or picture used in menu to represent a program or a file
- 10. Software       j) messages sent between users of computer systems, where the system is used to hold and transport messages



### 9.5. Read the text.

#### THE HISTORY OF TELECOMMUNICATION

The history of telecommunication is an important part of the larger history of communication. Early telecommunications included smoke signals and drums. Drums were used by natives in Africa, New Guinea and South America, and smoke signals in North America and China. In 1792, a French engineer, Claude Chappe built the first visual telegraphy (or semaphore) system between Lille and Paris. However, semaphore as a communication system suffered from the need for skilled operators and expensive towers often at intervals of only ten to thirty kilometers (six to nineteen miles). As a result, the last commercial line was abandoned in 1880.

The first commercial electrical telegraph was constructed in England by Sir Charles Wheatstone and Sir William Fothergill Cooke. It used the deflection of needles to represent messages and started operating over twenty-one kilometers (thirteen miles) of the Great Western Railway on 9<sup>th</sup> April, 1839. On the other side of the Atlantic Ocean, Samuel Morse independently developed a version of the electrical telegraph that he unsuccessfully demonstrated on 2<sup>nd</sup> September, 1837. The first successful transatlantic telegraph cable was completed on 27<sup>th</sup> July, 1866, allowing transatlantic telecommunication for the first time.

The conventional telephone was invented by Alexander Bell in 1876. The first commercial telephone services were set-up in 1878 and 1879 on both sides of the Atlantic in the cities of New Haven and London. Bell held patents needed for such services in both countries. The technology grew quickly from this point, with intercity lines being built and telephone exchanges in every major city of the United States by the mid-1880s. In spite of this, transatlantic voice communication remained impossible for customers until January 7, 1927 when a connection was established

using radio. However, no cable connection existed until TAT-1 was inaugurated on 25<sup>th</sup> September, 1956 providing 36 telephone circuits.

In December 1901, Guglielmo Marconi established wireless communication between Britain and the United States earning him the Nobel Prize in physics in 1909 (which he shared with Karl Braun).

On 25<sup>th</sup> March, 1925, Scottish inventor John Logie Baird publicly demonstrated the transmission of moving silhouette pictures at the London department store Selfridges. In October 1925, Baird was successful in obtaining moving pictures with half-tone shades, which were by most accounts the first true television pictures. This led to a public demonstration of the improved device in January 26, 1926 again at Selfridges. Baird's first devices relied upon the Nipkow disk and thus became known as the mechanical television.

However, for most of the 20<sup>th</sup> century televisions depended upon the cathode ray tube invented by Karl Braun. The first version of such a television to show promise was produced by Philo Farnsworth and crude silhouette images were demonstrated to his family on 7<sup>th</sup> September, 1927. John Logie Baird switched from mechanical television and became a pioneer of colour television using cathode-ray tubes.

In September 11, 1940, George Stibitz was able to transmit problems using teletype to his Complex Number Calculator in New York and to receive the computed results back at Dartmouth College in New Hampshire. In the 1960s, researchers started investigating packet switching – a technology that would allow chunks of data to be sent to different computers without first passing through a centralized mainframe. A four-node network emerged on 5<sup>th</sup> December, 1969 between the University of California, Los Angeles, the Stanford Research Institute, the University of Utah and the University of California, Santa Barbara. This network would become ARPANET, which by 1981 would consist of 213 nodes. In June 1973, the first non-US node was added to the network belonging to Norway's NORSAR project. This was shortly followed by a node in London.

In September 1981, RFC 791 introduced the Internet Protocol v4 (IPv4) and RFC 793 introduced the Transmission Control Protocol (TCP) – thus creating the TCP/IP protocol that much of the Internet relies upon today. An e-mail protocol, SMTP, was introduced in August 1982 by RFC 821 and HTTP/1.0 a protocol that would make the hyperlinked Internet possible was introduced in May 1996 by RFC 1945.

**9.6. Read the text “The History of Telecommunication” again and answer the following questions.**

1. What did early telecommunications include?
2. Who were drums and smoke signals used by?
3. When was the first visual telegraphy (or semaphore) system built?
4. What year was the last commercial line abandoned?

5. Who constructed the first commercial electrical telegraph?
6. What did Samuel Morse develop?
7. What did Alexander Bell invent in 1876?
8. Where were the first commercial telephone services set-up?
9. What is Guglielmo Marconi famous for?
10. What became known as the mechanical television?
11. Who is considered to be a pioneer of colour television?
12. When did researchers start investigating packet switching?
13. When was the TCP/IP protocol created?
14. What year was an e-mail protocol introduced?

**9.7. Read the following statements and decide if they are true (T) or false (F).**

1. Drums were used by natives in Australia.
2. In 1792, a French engineer, Claude Chappe built the first visual telegraphy (or semaphore) system.
3. In December 1901, Guglielmo Marconi established wireless communication between France and the United States.
4. Baird's first devices relied upon the Nipkow disk and thus became known as the colour television.
5. The cathode ray tube was invented by George Stibitz.
6. John Logie Baird became a pioneer of colour television.

**9.8. Choose the correct variant and complete the following sentences.**

1. The first commercial electrical telegraph was constructed by ...
  - a) George Stibitz.
  - b) Guglielmo Marconi.
  - c) Sir Charles Wheatstone and Sir William Fothergill Cooke.
2. The conventional telephone was invented by ...
  - a) John Logie Baird in 1845.
  - b) Alexander Bell in 1876.
  - c) George Stibitz in 1940.
3. In December 1901, Guglielmo Marconi ...
  - a) established wireless communication between Britain and the United States.
  - b) became a pioneer of colour television.
  - c) invented the conventional telephone.

4. On 25<sup>th</sup> March, 1925, Scottish inventor John Logie Baird ...
  - a) started to investigate packet switching.
  - b) publicly demonstrated the transmission of moving silhouette pictures.
  - c) constructed the first commercial electrical telegraph.
5. In September 1981, RFC 791 introduced ...
  - a) the Internet Protocol v4.
  - b) SMTP.
  - c) the Transmission Control Protocol.
6. An e-mail protocol was introduced in ...
  - a) April 1980.
  - b) September 1888.
  - c) August 1982.

**9.9. Fill in the gaps with the words from the text.**

1. Early telecommunications included ... .. and ... .
2. In 1792, a French engineer, ... .. built the first ... .. (or semaphore) system between Lille and Paris.
3. The first commercial electrical ... was constructed ... .. by Sir Charles Wheatstone and Sir William Fothergill Cooke.
4. The conventional ... was invented by Alexander Bell in 1876.
5. In December 1901, Guglielmo Marconi established ... .. between Britain and the United States earning him the Nobel Prize in physics in 1909 (which he shared with Karl Braun).
6. In October 1925, ... was successful in obtaining moving pictures with halftone shades, which were by most accounts the first true ... .. .
7. John Logie Baird switched from ... .. and became a pioneer of ... .. using cathode-ray tubes.
8. In September 11, 1940, ... .. was able to transmit problems using ... to his Complex Number Calculator in New York and to receive the computed results back at Dartmouth College in New Hampshire.
9. In September 1981, RFC 791 introduced the ... .. v4 (IPv4) and RFC 793 introduced the ... .. (TCP) – thus creating the TCP/IP protocol that much of the ... relies upon today.
10. An ... protocol, SMTP, was introduced in August 1982 by RFC 821 and HTTP/1.0 a protocol that would make the ... .. possible was introduced in May 1996 by RFC 1945.



## 9.10. Read the text.

### WAP PHONE

What is WAP? WAP stands for “wireless application protocol” which allows users to send e-mails and access any information from the Internet on a mobile phone. This has been made possible by technological advances in “bandwidths”, the amount of data that can be received or sent within a fraction of a second. This means that it can be used for many more purposes than were previously imagined, including video transmission.

People are expected to use WAP to access online news and financial services, sports scores and infotainment, most of which you should be able to reach by scrolling down a set menu bar. You will also be able to book tickets by WAP.

Sending e-mails is likely to be the application that is used most often, as people will be able to pick up messages at any time from anywhere in the world. Gambling and games, some of which can be downloaded, are also expected to be popular with users. But you can, of course, use the WAP to make regular phone calls.

## 9.11. Match the following words and expressions with their equivalents.

- |   |  |
|---|--|
| 1. Wireless Application Protocol                        | a) строка меню (строка, содержащая названия меню приложения, расположенная под строкой заголовка окна) |
| 2. a fraction of a second                               | b) протокол, предназначенный для распространения информационных материалов по Интернет                 |
| 3. to scroll  | c) получать сообщения  |
| 4. online   | d) <i>комп.</i> прикладная задача  |
| 5. a menu bar   | e) загружать (по каналу связи)   |
| 6. an application                                       | f) доля секунды  |
| 7. to pick up messages                                  | g) в режиме реального времени  |
| 8. to download  | h) прокручивать изображение в окне, скроллировать  |
| 9. e-mail   | j) электронное письмо; имейл ( <i>разг.</i> )  |
| 10. infotainment ( <i>information + entertainment</i> ) | i) информационно-развлекательная среда, такая как мультимедиа системы                                  |

**9.12. Match the beginnings and ends of the following sentences.**

- |  |  |
|--|--|
| 1. WAP stands for  | a) to access online news and financial services. |
| 2. This means that it can be used for many more purposes | b) that is used most often.                      |
| 3. People are expected to use WAP                        | c) are also expected to be popular with users.   |
| 4. You will also be able                                 | d) use the WAP to make regular phone calls.      |
| 5. Sending e-mails is likely to be the application       | e) than were previously imagined.                |
| 6. Gambling and games                                    | f) “wireless application protocol”.              |
| 7. You can   | g) to book tickets by WAP.                       |



**9.13. Translate the text “WAP Phone” into Russian.**



**9.14. Work in pairs. Discuss answers to the following questions.**

1. What are mobile phones mostly used for?
2. What do you personally use your mobile for?
3. What are the advantages and disadvantages of having a mobile phone?



**Syntactical Metalanguage**

- S** – subject  
**V** – verb  
**V<sub>s</sub>** – verb + ending -s  
**V<sub>ed/2</sub>** – verb in the Past Simple  
**V<sub>ed/3</sub>** – Participle II  
**V<sub>ing</sub>** – Participle I



Table 9.1

## Simple (Indefinite) Tenses

Past	Present	Future
S + V <sub>ed/2</sub>	S + V <sub>(s)</sub>	S + will V
I <b>went</b> to the cinema <i>yesterday</i> .	I <b>go</b> to the cinema <i>every week</i> . (He <b>goes</b> ...)	I <b>will go</b> to the cinema <i>tomorrow</i> .
<b>Did + S + V?</b>	<b>Do/Does + S + V?</b>	<b>Will + S + V?</b>
<b>Did</b> you <b>go</b> to the cinema <i>yesterday</i> ? – <b>Yes, I did.</b> / <b>No, I didn't.</b>	<b>Do</b> you <b>go</b> to the cinema <i>every week</i> ? – <b>Yes, I do.</b> / <b>No, I don't.</b> ( <b>Does</b> he <b>go</b> ...?) – <b>Yes, he does.</b> / <b>No, he doesn't.</b>	<b>Will</b> you <b>go</b> to the cinema <i>tomorrow</i> ? – <b>Yes, I will.</b> / <b>No, I won't.</b>
S + <b>did not + V</b> Short form: <b>didn't</b>	S + <b>do/does not + V</b> Short forms: <b>don't, doesn't</b>	S + <b>will not + V</b> Short form: <b>won't</b>
I <b>didn't go</b> to the cinema <i>yesterday</i> .	I <b>don't go</b> (He <b>doesn't go</b> ...) to the cinema <i>every week</i> .	I <b>won't go</b> to the cinema <i>tomorrow</i> .

## 9.15. Change the following sentences into the past simple or future simple tenses.

1. I usually compare the experiment results.
2. They do not often discuss their problems with us.
3. Do you often deal with complicated problems?
4. He always measures all these parameters during the experiment.
5. Does he ever take notes of the initial and final results?
6. We sometimes compare the results received with the theory.
7. I do not often get the equipment ready for the measurements.
8. My colleague and I do independent researches every month.
9. You sometimes try new methods.

10. Does she ever change the experiment conditions?
11. He works in the team on theoretical research.
12. He does not often use electron microscopy.

**9.16. Write the following statements about each person involved, as in the model.**

**Model:** – My assistant and I check the instruments.

- **I check** the instruments.
- **My assistant checks** the instruments.

1. My assistant and I analyze the results.
2. My colleague and I take part in all the experiments.
3. Dr. Brown and I often talk about our achievements.
4. My assistant and I design measuring instruments.
5. My colleague and I always keep a record of the results received.
6. My colleague and I never obtain bad results.
7. My assistant and I often make computations.
8. Dr. Smith and I rarely apply infrared spectroscopy.

**9.17. Make questions with *what, when, where, how, how often, how much, why, as in the model.***

**Model:** – You measure it.

- **What do you measure?**
- **How do you measure it?**
- **Why do you measure it?**
- **When do you measure it?**

1. You study them.
2. We observe it.
3. It changes.
4. He determines it.
5. She checks them.
6. They detect it.
7. We analyze them.
8. It increases.
9. They produce them.
10. It divides.
11. I ignore them.
12. We talk about it.

**9.18. Contradict the following statements, as in the model.**

**Model:** – I assume Dr. Fox reported *some* new data.

– **You are mistaken. (You are wrong.) He didn't report *any* new data.**

1. I think he used some experimental techniques.
2. I suppose he outlined the present state of research in this field.
3. If I am not mistaken, his paper included some theoretical aspects of the last investigations.
4. I think you made some progress in your research work last year.
5. He presented some new experimental data in his paper.
6. I think he took all these facts into account.
7. If I am not mistaken, he formulated a new theoretical concept.
8. I think you made reference to our previous research in your paper.
9. I am sure his experiment attracted the attention of specialists.
10. I think his theory led to some discoveries in physics.
11. I think his research resulted in a new mechanism of the process.
12. If I am not mistaken, they made this experiment last year.
13. I suppose it took her two hours to complete the experiment.
14. If I am not mistaken, this hypothesis lacked confirmation.
15. I think this course of investigation suited our purpose.
16. I suppose they made the fundamental discoveries in this new science nearly twenty years ago.
17. If I am not mistaken, all available data correlated well.

**9.19. Answer the following questions using the future simple tense, as in the model.**

**Model:** – What are you going to do tomorrow? (*go on with experiments*)

– **I think I will go on with my experiments.**

1. What are you going to do on Monday? (*write a report*)
2. What are you going to do at the weekend? (*have a rest*)
3. What are you going to do next week? (*pass exams*)
4. What are you going to do next month? (*read a lot of literature in English*)
5. What are you going to do next year? (*graduate from the university*)
6. What are you going to do in the near future? (*become a programmer*)
7. What another problem are you going to take during the next meeting? (*bring the experiment and theory into agreement*)
8. What are your plans for the next year? (*find a good job*)



Table 9.2

**Progressive (Continuous) Tenses**

Past	Present	Future
S + was/were + V <sub>ing</sub>	S + am/is /are + V <sub>ing</sub>	S + will be + V <sub>ing</sub>
I <b>was doing</b> my homework <i>at 5 o'clock / when he came.</i>	I <b>am doing</b> my homework <i>now.</i>	I <b>will be doing</b> my homework <i>at 5 o'clock / when he comes.</i>
<b>Was/Were + S + V<sub>ing</sub>?</b>	<b>Am/Is/Are + S + V<sub>ing</sub>?</b>	<b>Will + S + be + V<sub>ing</sub>?</b>
<b>Were you doing</b> your homework <i>at 5 o'clock / when he came?</i> – <b>Yes, I was. / No, I wasn't.</b>	<b>Are you doing</b> your homework <i>now?</i> – <b>Yes, I am. / No, I'm not.</b>	<b>Will you be doing</b> your homework <i>at 5 o'clock / when he comes?</i> – <b>Yes, I will. / No, I won't.</b>
S + was/were <b>not</b> + V <sub>ing</sub>  Short forms: I (he she, it) <b>wasn't</b> we (you, they) <b>weren't</b>	S + am/is/are <b>not</b> + V <sub>ing</sub>  Short forms: I'm <b>not</b> he (she, it) <b>isn't</b> you (we, they) <b>aren't</b>	S + <b>will not be</b> + V <sub>ing</sub>  Short form: <b>won't</b>
I <b>wasn't doing</b> my homework <i>at 5 o'clock / when he came.</i>	I'm <b>not doing</b> my homework <i>now.</i>	I <b>won't be doing</b> my homework <i>at 5 o'clock / when he comes.</i>

**9.20. Use the following sentences to describe the modern science, as in the model.**

**Model:** – Scientific information did not grow so rapidly during the last century.

– Scientific information **is growing** very rapidly *now*.

1. Not so many people took part in research during the last century.
2. Scientists did not work in big research teams during the last century.

3. Knowledge did not expand so rapidly during the last century.
4. Science did not provide such a vast mass of data during the last century.
5. Science did not attract so many people during the last century.
6. Scientists did not publish so many papers during the last century.
7. The number of publications did not increase so rapidly during the last century.
8. Not so many new branches of science emerged during the last century.

**9.21. Complete the following sentences with the present, past or the future progressive form of the verb in brackets, as in the model.**

**Model:** – What ... you ... now? (*read*)  
 – What **are you reading** now?

1. When I came home, my sister ... her report. (*prepare*)
2. What ... you ... tomorrow at 11 o'clock? (*do*)
3. Who... he ... yesterday evening? (*talk to*)
4. We ... a test tomorrow morning. (*write*)
5. Where is the teacher? He ... a new material. (*explain*)
6. I ... the article yesterday at 5 o'clock. (*translate*)
7. They ... their exam tomorrow afternoon. (*pass*)



**Table 9.3**

**Perfect Tenses**

<b>Past</b>	<b>Present</b>	<b>Future</b>
<b>S + had + V<sub>ed/3</sub></b>	<b>S + has/have + V<sub>ed/3</sub></b>	<b>S + will have + V<sub>ed/3</sub></b>
<b>I had written</b> the letter <i>by 5 o'clock / before he came.</i>	<b>I have</b> <i>just / already / recently / lately</i> <b>written</b> the letter.	<b>I will have written</b> the letter <i>by 5 o'clock / before he comes.</i>
<b>Had + S + V<sub>ed/3</sub>?</b>	<b>Have/Has + S + V<sub>ed/3</sub>?</b>	<b>Will + S + have + V<sub>ed/3</sub>?</b>

<b>Had</b> you <b>written</b> the letter <i>by 5 o'clock / before he came?</i> – <b>Yes, I had.</b> / <b>No, I hadn't.</b>	<b>Have</b> you <i>already</i> <b>written</b> the letter? – <b>Yes, I have.</b> / <b>No, I haven't.</b>	<b>Will</b> you <b>have written</b> the letter <i>by 5 o'clock / before he comes?</i> – <b>Yes, I will.</b> / <b>No, I won't.</b>
<b>S + had not + V<sub>ed/3</sub></b>  Short form: <b>hadn't</b>	<b>S + have/has not + V<sub>ed/3</sub></b>  Short forms: <b>haven't, hasn't</b>	<b>S + will not have + V<sub>ed/3</sub></b>  Short form: <b>won't have</b>
<b>I hadn't written</b> the letter <i>by 5 o'clock / before he came.</i>	<b>I haven't written</b> the letter <i>yet.</i>	<b>I won't have written</b> the letter <i>by 5 o'clock / before he comes.</i>

**9.22. Change the following sentences, as in the model.**

**Model:** – I **am going to show** my slides.  
– I **haven't shown** my slides *yet.*

1. I am going to review the data.
2. I am going to explain the result of the experiment.
3. I am going to find some mistakes in the article.
4. I am going to write my thesis.
5. He is going to visit our laboratory.
6. He is going to read his paper.
7. She is going to describe the results.
8. She is going to complete this experiment.
9. We are going to test this installation.
10. We are going to discuss this problem.
11. They are going to send us reprints of their papers.
12. They are going to use the new approach.

**9.23. Answer the following questions using the present, past or the future perfect tense, as in the model.**

**Model:** – Why don't you send your paper to a journal? (*already*)  
– I **have already sent** it to "Nature" journal.

1. Why don't you write to the editor of this journal? (*by the end of this week*)

2. Why don't you read my article? (*by 5 o'clock yesterday*)
3. Why don't you have a talk with your group leader? (*recently*)
4. Why doesn't he answer your letter? (*by the end of the week*)
5. Why don't you show him your results? (*just*)
6. Why doesn't he send you a copy of his paper? (*by next Monday*)
7. Why doesn't your leader give you some advice on the matter? (*already*)
8. Why don't you show Dr. Brown a copy of your recent paper? (*by the beginning of the next term*)

**9.24. Choose the right variant and complete the following sentences.**

1. My friend ... the university last year.  
a) had entered                      b) entered                              c) has entered
2. Yesterday at 1 p.m. I ... some additional material in the library.  
a) read                                      b) had read                              c) was reading
3. A programmer ... instructions and data to the computer.  
a) give                                      b) giving                                      c) gives
4. They ... their new project by the end of May.  
a) will finish                              b) will have finished                      c) will be finishing
5. I ... this question over when I ... him.  
a) will talk; meet                      b) will talk; met                              c) will talk; will meet
6. I ... already ... my report.  
a) had made                              b) has made                                      c) have made
7. He ... English before he went to the USA.  
a) learnt                                      b) had learnt                                      c) has learnt
8. 'Have you done your homework yet?' 'No, I ... it now.'  
a) do    b) doing    c) am doing
9. Don't come to my place at 5 o'clock. I ... .  
a) will work                                      b) will be working                              c) will have worked
10. I ... my Diploma Project now.  
a) write    b) wrote    c) am writing
11. We ... it before you ... .  
a) have done; come                      b) had done; came                              c) had done; come

12. As a rule he ... tests well.  
a) is writing                      b) write                      c) writes
13. I can't go out because I ... the experiment.  
a) haven't finished      b) hadn't finished      c) didn't finish



Table 9.4

**Simple Tenses (Passive)****be + V<sub>ed/3</sub>**

Tense	Model	Example
<b>Present</b>	am / is / are + V <sub>ed/3</sub>	The work <b>is done</b> <i>every day</i> .
<b>Past</b>	was / were + V <sub>ed/3</sub>	The work <b>was done</b> <i>yesterday</i> .
<b>Future</b>	will be + V <sub>ed/3</sub>	The work <b>will be done</b> <i>tomorrow</i> .

**9.25. Change the following sentences into the past and future simple passive, as in the model.**

**Model:** – Some interesting facts **are generally reported** *at conferences*.  
 – Some interesting facts **were reported** *at our last conference*.  
 – Some interesting facts **will be reported** *at our next conference I expect*.

1. Some slides are generally shown during the discussions.
2. Some conclusions are generally given at the end of the paper.
3. Some conference papers are often followed by the discussions.
4. Some panel discussions are often organized.
5. Some outstanding scientists are usually invited to give review papers (or invited papers).

Table 9.5

**Progressive Tenses (Passive)****be + being + V<sub>ed/3</sub>**

Tense	Model	Example
<b>Present</b>	am / is / are + being + V <sub>ed/3</sub>	The work <b>is being done</b> <i>now</i> .
<b>Past</b>	was / were + being + V <sub>ed/3</sub>	The work <b>was being done</b> <i>at 5 o'clock / when he came</i> .
<b>Future</b>	<b>Future Simple</b> is used.	

**9.26. Translate the following sentences.**

1. Much attention is being given at present to the development of international scientific cooperation.
2. The idea of conducting researches on the international level was being widely discussed at the scientific meeting when Mr. Brown came.
3. Some improvements are being introduced in the organization of research work in this country and abroad.
4. Much is being done to improve the conditions of the experiment.
5. The problem of training of college and university students for laboratory research is being discussed in numerous articles.
6. Intensive investigation is being carried out in the field of nuclear physics.



**Table 9.6**

**Perfect Tenses (Passive)**  
**have + been + V<sub>ed/3</sub>**

<b>Tense</b>	<b>Model</b>	<b>Example</b>
<b>Present</b>	have / has + been + V <sub>ed/3</sub>	The work <b>has just been done</b> .
<b>Past</b>	had + been + V <sub>ed/3</sub>	The work <b>had been done</b> <i>by 5 o'clock / before he came.</i>
<b>Future</b>	will have + been + V <sub>ed/3</sub>	The work <b>will have been done</b> <i>by 5 o'clock / before he comes.</i>

**9.27. Change the following statements using passive structures, as in the model.**

**Model:** – We **have carried out** a few experiments this week.  
– A few experiments **have been carried out** this week.

1. We have recently undertaken a new program.
2. They had put forward a new idea by the end of the meeting.
3. They will have made an analysis of the data by next Monday.
4. They had held an important meeting by the end of the last week.
5. They had done an interesting research before they got the better results.
6. We have lately published a few papers on this problem.

7. They have recently given some useful recommendations.
8. We have just given a few illustrative examples.
9. He has lately ignored this important fact.
10. They will have introduced some new measuring instruments by the beginning of the presentation of the new method.

### 9.28. Choose the right variant.

1. Этот дом **строился**, когда я вернулся в город.  
a) built                      b) was being built              c) has been built
2. Новые дома **строят** каждый день.  
a) are being built              b) are built                      c) have been built
3. Я уверен, что дом **построят** к октябрю.  
a) will be built              b) is being built              c) will have been built
4. Сейчас там **строится** новый дом.  
a) is being built              b) is building                  c) is built
5. Этот дом **был** уже **построен**, когда я приехал сюда.  
a) has been built              b) was built                      c) had been built
6. Много домов **будет построено** в следующем месяце.  
a) will built                  b) will be built                  c) will have been built
7. Этот дом только что **построили**.  
a) had built                  b) has been built                  c) was built

### 9.29. Choose the correct variant.

1. Что ты делаешь сейчас? **Пишу** тест.  
a) have written              b) am writing                      c) write
2. Он **напишет** доклад к 1 декабря.  
a) will write                  b) will be writing                  c) will have written
3. Я **писал** в то время, когда она пришла.  
a) write                          b) was writing                      c) have written
4. Завтра в 7 часов вечера я **буду работать**.  
a) will be working              b) work                              c) will have worked
5. Я уже **перевел** половину статьи до того, как вы пришли.  
a) was translating              b) had translated                  c) translate

6. Именно эта проблема сейчас **обсуждается** на конференции.  
 a) discussed            b) are being discussed    c) is being discussed
7. Этот вопрос **будет обсуждаться** на следующем заседании.  
 a) will be discussed    b) will have discussed    c) will discuss
8. Дома **будут построены** к сентябрю.  
 a) will be built            b) will have been built    c) will build
9. Иностранные языки **изучаются** студентами.  
 a) are learnt            b) leant                      c) were learnt
10. Эту проблему уже **разрешили**.  
 a) has solved            b) solved                      c) has been solved

**9.30. Translate the following sentences into Russian.**

<b>Simple Active</b> V <sub>ed/2</sub> , V <sub>(s)</sub> , will V	<b>Simple Passive</b> be + V <sub>ed/3</sub>
---	---

- The latest surgical instruments **were used** during this unique operation.
- Before the experiment the substances **are mixed** in a large cup.
- The commission **will consider** this offer carefully.
- This airplane **crosses** the Atlantic in 10 hours' time.
- My friend **entered** the University last year.
- The letter **will be sent** in a day.

<b>Progressive Active</b> be + V <sub>ing</sub>	<b>Progressive Passive</b> be + being + V <sub>ed/3</sub>
--	--

- Next Monday we **will be working** only 5 hours.
- The construction of the road **was being completed** when the commission arrived.
- The new device **is being tested** in the laboratory.
- I **was doing** my homework at 7 o'clock in the evening.
- 'Where is John?' 'He **is repairing** his car.'
- When I saw them, they **were discussing** the principal conclusions from the work.

**Perfect Active**  
**have + V<sub>ed/3</sub>**

**Perfect Passive**  
**have been+ V<sub>ed/3</sub>**

1. By that time we **had** already **changed** our plans.
2. The street **has been widened**.
3. He decided to become a writer when his first story **had been published**.
4. I **have** already **done** my report.
5. They **will have finished** their new project by the end of May.
6. The theatre **will have been built** by the beginning of the year.

## Unit 10. COMPUTERS

10.1. Read the following words and expressions and pay attention to their meanings.

<b>a device</b>	устройство, прибор
<b>originally</b>	первоначально, изначально; сначала
<b>abacus</b>	счеты
<b>a slide rule</b>	логарифмическая линейка
<b>astrolabe</b>	астролябия
<b>an analytical engine</b>	аналитическая машина
<b>a punched paper card</b>	бумажная перфокарта
<b>a template</b>	трафарет, шаблон
<b>Jacquard loom</b>	жаккардовый ткацкий станок (назван по имени французского изобретателя Ж.М. Жаккарда)
<b>automated data processing</b>	автоматическая или автоматизированная обработка данных
<b>a tabulating machine</b>	счётно-аналитическая машина; табулятор
<b>Boolean algebra</b>	булева алгебра, алгебра логики
<b>a thermionic valve</b>	(электронная) лампа с термокатодом
<b>a teleprinter</b>	телетайп, телеграфный печатающий аппарат
<b>a computation</b>	вычисление
<b>key features</b>	основные характеристики
<b>binary arithmetic</b>	1) двоичная арифметика; 2) двоичное арифметическое устройство
<b>floating point</b>	комп. плавающая десятичная запятая
<b>capacitor memory</b>	конденсаторная память, конденсаторное запоминающее устройство
<b>programmability</b>	программируемость, возможность программирования
<b>to rewire</b>	1) переделывать монтажную схему; перемонтировать схему; 2) (за)менять проводку



## 10.2. Read the text.

### THE HISTORY OF COMPUTING

It is difficult to define any **device** as the earliest computer. The very definition of a computer has changed and it is therefore impossible to identify the first computer. Many devices once called “computers” would no longer qualify as such by today’s standards.

**Originally**, the term “computer” referred to a person who performed numerical calculations (a human computer) often with the aid of a mechanical calculating device. Examples of early mechanical computing devices included the **abacus**, the **slide rule** and arguably the **astrolabe** and the Antikythera mechanism (which dates from about 150–100 BC). Wilhelm Schickard’s 1623 device was the first of a number of mechanical calculators constructed by European engineers at the end of the Middle Ages.

However, none of those devices fit the modern definition of a computer because they could not be programmed. In 1801, Joseph Marie Jacquard made an improvement to the textile loom that used a series of **punched paper cards** as a **template** to allow his loom to weave intricate patterns automatically. The resulting **Jacquard loom** was an important step in the development of computers because the use of punched cards to define woven patterns can be viewed as an early, albeit limited, form of programmability.

In 1837, Charles Babbage was the first to conceptualize and design a fully programmable mechanical computer that he called “**The Analytical Engine**”. Due to limited finance and an inability to resist tinkering with the design, Babbage never actually built his Analytical Engine.

Large-scale **automated data processing** of punched cards was performed for the US Census in 1890 by **tabulating machines** designed by Herman Hollerith and manufactured by the Computing Tabulating Recording Corporation, which later became IBM. By the end of the 19<sup>th</sup> century a number of technologies that would later prove useful in the realization of practical computers had begun to appear: the punched card, **Boolean algebra**, the vacuum tube (**thermionic valve**) and the **teleprinter**.

During the first half of the 20<sup>th</sup> century, many scientific computing needs were met by increasingly sophisticated analog computers, which used a direct mechanical or electrical model of the problem as a basis for **computation**. However, they were not programmable and generally lacked the versatility and accuracy of modern digital computers.

More powerful and flexible computing devices were constructed in the 1930s and 1940s, gradually adding the **key features** that are seen in modern computers. The use of digital electronics (largely invented by Claude Shannon in 1937) and more flexible programmability were vitally important steps, but defining one point along this road as

“the first digital electronic computer” is difficult (Shannon 1940). Notable achievements include:

- Konrad Zuse’s electromechanical “Z machines”. The Z3 (1941) was the first working machine featuring **binary arithmetic**, including **floating point** arithmetic and a measure of programmability. In 1998, the Z3 was proved to be Turing complete, therefore being the world’s first operational computer.

- The non-programmable Atanasoff–Berry Computer (1941) which used vacuum tube based computation, binary numbers, and regenerative **capacitor memory**.

- The secret British Colossus computer (1944), which had limited **programmability** but demonstrated that a device using thousands of tubes could be reasonably reliable and electronically reprogrammable. It was used for breaking German wartime codes.

- The Harvard Mark I (1944), a large-scale electromechanical computer with limited programmability.

- The US Army’s Ballistics Research Laboratory ENIAC (1946), which used decimal arithmetic and is sometimes called the first general purpose electronic computer (since Konrad Zuse’s Z3 of 1941 used electromagnets instead of electronics). Initially, however, ENIAC had an inflexible architecture which essentially required **rewiring** to change its programming.

*Defining characteristics of five first operative digital computers*

Computer	Shown working	Binary	Electronic	Programmable	Turing complete
Zuse Z3	May 1941	Yes	No	By punched film stock	Yes (1998)
Atanasoff–Berry Computer	Summer 1941	Yes	Yes	No	No
Colossus	December 1943 / January 1944	Yes	Yes	Partially, by rewiring	No
Harvard Mark I – IBM ASCC	1944	No	No	By punched paper tape	Yes (1998)
ENIAC	1944	No	Yes	Partially, by rewiring	Yes
	1948	No	Yes	By Function Table ROM	Yes

Vacuum tube-based computers were in use throughout the 1950s, but were largely replaced in the 1960s by transistor-based devices, which were smaller, faster, and cheaper, used less power and were more reliable. These factors allowed computers to be produced on an unprecedented commercial scale. By the 1970s, the adoption of integrated circuit technology and the subsequent creation of microprocessors such as the Intel 4004 caused another leap in size, speed, cost and reliability. By the 1980s, computers had become sufficiently small and cheap to replace simple mechanical controls in domestic appliances such as washing machines. Around the same time, computers became widely accessible for personal use by individuals in the form of personal computers. In conjunction with the widespread growth of the Internet since the 1990s, personal computers are becoming as common as the television and the telephone and almost all modern electronic devices contain a computer of some kind.

**10.3. Read the following statements and decide if they are true (T) or false (F).**

1. It is difficult to define any device as the earliest computer.
2. Originally, the term “computer” referred to a machine which performed numerical calculations.
3. Joseph Marie Jacquard invented the first calculating machine.
4. In 1837, Charles Babbage actually built his Analytical Engine.
5. By the end of the 19<sup>th</sup> century the punched card, Boolean algebra, the vacuum tube and the teleprinter had begun to appear.
6. Analog computers didn’t use a direct electrical model of the problem.
7. Digital electronics was invented by Claude Shannon in 1937.
8. The US Army’s Ballistics Research Laboratory ENIAC used decimal arithmetic and is sometimes called the first general purpose electronic computer.
9. Vacuum tube-based computers were in use throughout the 1950s, but were largely replaced in the 1960s by transistor-based devices.
10. In conjunction with the widespread growth of the Internet since the 1990s, personal computers are becoming as common as the teletype.

**10.4. Match the beginnings and ends of the following sentences.**

- |   |   |
|---|---|
| 1. Originally, the term “computer” referred to  | a) an important step in the development of computers.   |
| 2. Wilhelm Schickard’s 1623 device was the first of a number of mechanical calculators  | b) to be produced on an unprecedented commercial scale.   |
| 3. The resulting Jacquard loom was  | c) a person who performed numerical calculations (a human computer).  |
| 4. By the end of the 19 <sup>th</sup> century a number of technologies that would later prove useful in the realization of practical computers had begun to appear: | d) the television and the telephone and almost all modern electronic devices contain a computer of some kind. |
| 5. The use of digital electronics (largely invented by Claude Shannon in 1937) and more flexible programmability  | e) constructed by European engineers.   |

6. These factors allowed computers f) were vitally important steps.
7. In conjunction with the widespread growth of the Internet since the 1990s, personal computers are becoming as common as g) the punched card, Boolean algebra, the vacuum tube (thermionic valve) and the teleprinter.

**10.5. Fill in the gaps with the words from the text.**

1. Examples of early mechanical computing devices included the ..., the ... .. and arguably the ... and the ... ..
2. In 1801, Joseph Marie ... made an improvement to the textile loom that used a series of ... .. as a ... to allow his loom to weave intricate patterns automatically.
3. ... .. was the first to conceptualize and design a fully programmable mechanical computer that he called “The ... ..”.
4. Large-scale ... .. of punched cards was performed for the US Census in 1890 by ... .. designed by Herman Hollerith.
5. Many scientific computing needs were met by increasingly sophisticated ... .. , which used a direct ... or ... model of the problem as a basis for ... .
6. The Z3 was the first working machine featuring ... .., including ... .. arithmetic and a measure of programmability.
7. ... tube-based ... were in use throughout the 1950s, but were largely replaced in the 1960s by ... .. devices.
8. The adoption of ... .. and the subsequent creation of ... such as the Intel 4004 caused another leap in size, ..., cost and ... .



**Participle I**

**Table 10.1**

**Forms**

<b>Aspect</b>	<b>Active</b>	<b>Passive</b>
<b>Simple</b>	translating coming	being translated –
<b>Perfect</b>	having translated having come	having been translated –



Table 10.2

Functions

Form	Example
<b>Simple Active</b>	This is an out-of-date <b>translating</b> system. ( <i>attribute</i> ) The girl <b>translating</b> the article is my sister. ( <i>attribute</i> ) <b>While translating</b> the article the student consulted the dictionary. ( <i>adverbial modifier</i> )
<b>Perfect Active</b>	<b>Having translated</b> the article I went to the University. ( <i>adverbial modifier</i> ) <b>Having come</b> home I wrote a letter to my friend. ( <i>adverbial modifier</i> )
<b>Simple Passive</b>	The property depends on the materials <b>being used</b> . ( <i>attribute</i> ) <b>Being invited</b> to the conference he left for Moscow. ( <i>adverbial modifier</i> )
<b>Perfect Passive</b>	<b>Having been translated</b> the article was sent to the journal. ( <i>adverbial modifier</i> )

10.6. Change the time clause into the participle I construction introduced by *when*, as in the model.

**Model:** – **When you work** with these materials, you should be very careful.  
– **When working** with these materials you should be very careful.

1. When we consider this problem, we should take into account several ideas.
2. When I was writing my paper, I consulted some reference books.
3. When we were doing this research, we were confronted by many difficulties.
4. When I was presenting my report at the conference, I omitted the introduction.
5. When we were doing this experiment, we hit upon an interesting idea.
6. When I was looking through this paper, I came upon a new approach to the problem.

7. When we were making our classification, we followed another principle.
8. When we were discussing this question at the last seminar, we did not know about the results.

**10.7. Point out the forms and functions of the participle I in the following sentences.**

1. When entering the Internet I always find a lot of interesting information.
2. When using a microcomputer you are constantly making choice – to open a file, to close a file, *etc.*
3. The designer left the office having looked through all the documents.
4. The engineer making that experiment took a lot of measurements.
5. Having solved that equation the student found the ratio between the numbers.
6. He told us about the experiments being carried out in his laboratory.
7. Comparing these preliminary estimates we come to the following conclusion.
8. When talking about the new projects the lecturer showed a map.
9. Having been tested the new apparatus was recommended for work in all the laboratories.
10. Having been seen in action the device was greatly modified.

**Table 10.3**



**Complex Object**

<b>Subject</b>	<b>+</b>	<b>Predicate</b>	<b>+</b>	<b>Object</b>	<b>+</b>	<b>Participle I</b>
I		saw		him		<b>entering</b> the laboratory.
We		disliked		<b>the problem</b>		<b>being treated</b> in this way.

**10.8. Translate the following sentences. Point out the complex object.**

1. She saw them leaving the conference hall.
2. We know them being invited to all our meetings.
3. Steve noticed his colleagues making computations.

4. I know him working at this problem.
5. Prof. Wolf watched us comparing our experiment results with the theory.
6. I heard them discussing their problems.
7. They have been listening to him talking about the new method for 20 minutes.
8. We know the problem having been solved.
9. They regard the exercises as being too simple for them.
10. They planned from the first the project as being primarily a communication experiment.
11. One cannot fail to see other countries tending for mutual cooperation.
12. I know the device having been tested.



**Table 10.4**

**Complex Subject**

<b>Subject</b>	<b>+</b>	<b>Predicate</b>	<b>+</b>	<b>Participle I</b>
The <b>delegation</b>		is reported		<b>leaving</b> for Paris at the end of the week.
The <b>delegation</b>		is reported		<b>having left</b> for Paris.

**10.9. Translate the following sentences. Point out the complex subject.**

1. Everybody is reported having kept a record of the results.
2. The attempt to explain the nature of this mechanism is announced having been made successfully.
3. He is said having given two contributed papers at the conference.
4. The students are expected taking part in the experiment.
5. They were seen leaving the conference.
6. The problem was recognized by many scientists being of great importance.
7. They are said bringing up the question of data reliability again.
8. The researchers are announced having set forth a new technique for data analysis.
9. This case cannot be considered as being favourable.
10. The data obtained are considered as not being adequately represented by equation.
11. This may be taken as being the result of overheating.
12. They are reported having completed the experiment.



Table 10.5

**Absolute Participle I Construction**

<b>Form</b>	<b>Example</b>
<b>Simple Active</b>	<b>My brother translating the article</b> , we couldn't go to the disco.
<b>Perfect Active</b>	<b>My brother having translated the article</b> , we went to the disco.
<b>Simple Passive</b>	The cars at that time were very small, <b>the engine (being) placed under the seat</b> .
<b>Perfect Passive</b>	<b>With the experiments having been carried out</b> , we started some new investigations.

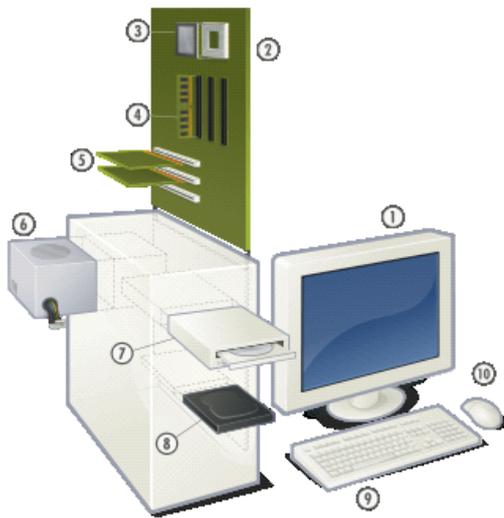
**10.10. Translate the following sentences. Point out the absolute participle I construction.**

1. An electron leaving the surface, the metal becomes positively charged.
2. The CPU controls the operation of the entire system, commands being issued to other parts of the system.
3. Other things being equal, the electron energy values remain constant.
4. The temperature being raised, the kinetic energy is increased.
5. A very basic syntax is used with assembler language, with each line of coding being composed of two basic files.
6. Several extensions of the basic model having been made, we shall pursue the dynamic programming approach.
7. With the structure of various companies being different, the model is often inadequate in each particular case.
8. With the question of representing information having been settled, the major design question becomes one of logic operations.
9. Some scientists do not distinguish between pure and applied mathematics, the distinction being, in fact, of recent origin.
10. The choice having been made, all the other alternatives have been rejected.
11. Several treatments of this problem have been presented, with theories resulting from this investigation falling into one of the two categories.
12. Instructions being obtained, the control unit causes other units to perform the necessary operations.



## 10.11. Read the text.

### CONFIGURATION



An exploded view of a modern personal computer:

- 1 – monitor;
- 2 – motherboard;
- 3 – CPU (Microprocessor);
- 4 – primary storage (RAM);
- 5 – expansion cards;
- 6 – power supply;
- 7 – optical disc drive;
- 8 – secondary storage (hard disk);
- 9 – keyboard;
- 10 – mouse.

### Computer components

A minimal setup of a typical contemporary desktop computer would be: a computer case with power supply (usually sold together), a motherboard, a processor with a heat sink and a fan (usually sold together); at least one memory card, a mass storage, a keyboard and a mouse for input, a monitor for output.

The motherboard connects everything together. The memory card(s), graphics card and the processor are mounted directly onto the motherboard (the processor in a socket and the memory and graphics cards in expansion slots). The mass storage is connected to it with cables and can be installed in the computer case or in a separate case. The same for the keyboard and the mouse, except that they are external, and connected to the back plate. The monitor is also connected to the back plate, not (usually) directly to the motherboard, but to a connector in the graphics card.

The mass storage can be: a hard disk, a floppy drive or a Zip drive (both with removable media), an optical drive (CD or DVD, removable, usually read-only). The operating system (e.g.: Microsoft Windows, Mac OS, Linux or many others) can be located on either of these, but typically it's on one of the hard disks. A live CD is also possible, but it is very slow and is usually used for installation of the OS, demonstrations, or problem solving.

On top of these, a typical computer also has: a sound card, a network card, a modem and possibly a router.

Common additions connected on the outside (peripherals) are: a printer, a scanner, a web cam, speakers, a microphone, a headset, a card reader, gaming devices, such as a joystick.

Several functions (implemented by chipsets) can be integrated into the motherboard, such as typically USB and network, but also graphics and sound. But even if these are present, a separate card can be added if what is available isn't sufficient.

The graphics and sound card can have a break out box to keep the analog parts away from the electromagnetic radiation inside the computer case. For really large amounts of data, a tape drive can be used or (extra) hard disks can be put together in an external case.

There's more detailed information about main computer components.

### **Motherboard**

The motherboard (or mainboard) is the primary circuit board within a personal computer. Many other components are connected directly or indirectly to the motherboard. Motherboards usually contain one or more CPUs, supporting circuitry – usually integrated circuits (ICs) providing the interface between the CPU memory and input/output peripheral circuits, main memory, and facilities for initial setup of the computer immediately after being powered on (often called boot firmware or, in IBM



PC compatible computers, a BIOS). In many portable and embedded personal computers, the motherboard houses nearly all of the PC's core components. Often a motherboard also contains one or more peripheral buses and physical connectors for expansion purposes. Sometimes a secondary daughter board is connected with the motherboard to provide further expandability or to satisfy space constraints.

### **Central processing unit**

The central processing unit, or CPU, is that part of a computer which executes software program instructions. In older computers this circuitry was formerly on several printed circuit boards, but in PC class machines, has been from the first personal computers, a single integrated circuit. Nearly all PCs contain a type of CPU



known as a microprocessor. The microprocessor is often plugged into the motherboard using one of many different types of a socket. IBM PC compatible computers use an x86-compatible processor, usually made by Intel, AMD, VIA Technologies or Transmeta. Apple Macintosh computers were initially built with the Motorola 680x0 family of processors, then switched to the PowerPC series (a RISC architecture jointly developed by IBM, Motorola, and Apple Computer).

### **Main memory**

A four-megabyte RAM card is about twenty-two by fifteen inches (56 by 38 centimeters); made for the VAX 8600 minicomputer (ca. 1986). Integrated circuits

populate nearly the whole board; the RAM chips are the most common kind, and located in the rectangular areas to the left and right.

A PC's main memory (i.e., its "primary store") is a fast storage that is directly accessible by the CPU, and is used to store the currently executing program and immediately needed data. PCs use semiconductor random access memory (RAM) of various kinds such as DRAM or SRAM as their primary storage. The main memory is much faster than mass storage devices like hard disks or optical discs, but is usually volatile, meaning it does not retain its contents (instructions or data) in the absence of power, and is much more expensive for a given capacity than is most mass storage. Main memory is generally not suitable for long-term or archival data storage.



### Hard disk

Mass storage devices store programs and data even when the power is off; they do require power to perform read/write functions during usage. Although semiconductor flash memory has dropped in cost, the prevailing form of mass storage in personal computers is still the electromechanical hard disk.



The disk drives use a sealed head/disk assembly (HDA) which was first introduced by IBM's "Winchester" disk system. The use of a sealed assembly allowed the use of positive air pressure to drive out particles from the surface of the disk, which improves reliability.

If the mass storage controller provides for expandability, a PC may also be upgraded by the addition of extra hard disk or optical drives. For example, DVD-ROMs, CD-ROMs, and various optical disc recorders may all be added by the user to certain PCs. Standard internal storage device interfaces are ATA, Serial ATA, SCSI, and CF+ Type II in 2005.

### Video card

The video card – otherwise called a graphics card, graphics adapter or video adapter – processes and renders the graphics output from the computer to the computer display, also called the visual display unit (VDU), and is an essential part of the modern computer. On older models, and today on budget models, graphics circuitry tended to be integrated with the motherboard but, for modern flexible machines, they are supplied in PCI, AGP, or PCI Express format.



When the IBM PC was introduced, many existing personal computers used text-only display adapters and had no graphics capability.

## Laptop computers

A laptop computer or simply laptop, also called a notebook computer or notebook, is a small personal computer designed for mobility. Usually all of the interface hardware needed to operate the laptop, such as parallel and serial ports, graphics card, sound channel, *etc.*, is built-in to a single unit. Most laptops contain batteries to facilitate operation without a readily available electrical outlet. In the interest of saving power, weight and space, they usually share RAM with the video channel, slowing their performance compared to an equivalent desktop machine.



One main drawback of the laptop is that, due to the size and configuration of components, relatively little can be done to upgrade the overall computer from its original design. Some devices can be attached externally through ports (including via USB); however internal upgrades are not recommended or in some cases impossible, making the desktop PC more modular.

### 10.12. Match the English terms with their definitions.

- |                                    |   |
|------------------------------------|---|
| 1. A monitor                       | a) an output device which changes output data into printed form   |
| 2. Primary storage (RAM)           | b) an input device like a typewriter for entering characters  |
| 3. Secondary storage (a hard disk) | c) an input device used in computer games for controlling the cursor or some other symbol in its movement around a screen |
| 4. A keyboard                      | d) random access memory: this is memory which can be read and written to  |
| 5. A mouse                         | e) an input device which reads images on paper using a photoelectric cell and produces a computer graphic file as output  |
| 6. A joystick                      | f) a fixed disk inside a computer which may not be removed  |
| 7. A printer                       | g) the screen of a computer terminal or PC  |
| 8. A scanner                       | h) a device used to point at a location on a computer screen  |



## Participle II

Table 10.6

### Functions

Functions	Examples
Attribute	A <b>written</b> letter was on the table.
	The device <b>used</b> is very reliable.
Part of predicate	This problem remains <b>unsolved</b> .
	The article was <b>translated</b> by my colleague.
Adverbial modifier (Participle construction)	<b>(When) given some time to think</b> he always answered well.

#### 10.13. Substitute the attribute clause by the participle II, as in the model.

**Model:** – the data **which have been obtained**  
– the data **obtained**

1. the effect which has been predicted
2. the question which has been examined
3. the theory which has been advanced
4. the method which has been suggested
5. the relation which has been demonstrated
6. the experiments which have been described
7. the papers which have been referred to
8. the problem which has been considered
9. the information which has been collected
10. the studies which have been undertaken

#### 10.14. Translate the following sentences.

1. The new materials recommended for car construction were described in the article written by Professor Bright.
2. The data obtained at our laboratory are in full agreement with the theory.
3. The papers given during the morning session were concerned with general problems of physics.

4. In the two chapters which follow the introduction we shall try to survey the problems listed above.
5. The results presented here add to our knowledge of the ion transport mechanism.
6. For details the reader is referred to the paper by Brown and co-workers published in 2006.
7. The characteristics of the components so far considered can be presented by the following scheme.
8. The recent talks resulted in the agreement just signed.
9. The results obtained are of particular importance for our research.

**10.15. Change the time clause into the participle II construction, as in the model.**

**Model:** – **When computers are properly programmed**, they don't make computational errors.

– **When properly programmed**, computers don't make computational errors.

1. When programs are written in a symbolic language, they require the translation into the machine code.
2. When his article was translated, it was sent to the International Congress.
3. When this substance is exposed to X-rays, it emits light.
4. When this liquid is heated, it occupies a larger volume.
5. When these particles are bombarded by electrons, they become ions.
6. When a particle beam is passed through the gas, it ionizes it.



**Complex Object**

**Table 10.7**

**to want, to wish, to watch,  
to hear, to see, to find, to feel,  
to observe, to notice**

I heard **my name mentioned** several times.

I want to have **the device tested**.

We have **the device tested**. (but: We **have tested** the device.)

**10.16. Change the following sentences, as in the model.**

**Model:** – I have failed to carry out this experiment.  
– I want to have **this experiment carried out**.

1. I have failed to resolve this difficulty.
2. He has failed to confirm this result.
3. They have failed to complete the work in time.
4. She has failed to understand the theory.
5. We have failed to calculate the energy losses.
6. You have failed to bring the results into agreement.

**10.17. Translate the following sentences. Point out the complex object.**

1. We have performed a thorough study of the mechanism.
2. We have the program debugged.
3. They have found an interpretation of this effect.
4. He wants to have this article translated.
5. We have approximate calculations made.
6. I want to have this work done.



**Absolute Participle II Construction**

**Table 10.8**

**(When) the project finished**, we stopped the experiment.

**10.18. Translate the following sentences. Point out the absolute participle II construction.**

1. The results obtained, we informed the manager of this fact.
2. The data coded, we finished our work.
3. All the delegations met, the conference began.
4. The article translated, he returned the dictionary.
5. The research finished, the scientists made the analysis of the data obtained.
6. The session was over, with many aspects of the problem left unsolved.
7. All factors considered, we believed that the mechanism is the most likely.
8. All the equipment removed, the explorers stopped working.
9. All things considered, the meeting may be declared closed.

## Unit 11. THE LASER TECHNOLOGY TODAY AND TOMORROW

11.1. Read the following words and expressions and pay attention to their meanings.

<b>to invent</b>	изобретать, делать открытие
<b>a solution (of the problem)</b>	решение (проблемы)
<b>a multipurpose tool</b>	универсальное (комплексное) устройство
<b>to cause (a problem)</b>	являться причиной (проблемы)
<b>therefore</b>	поэтому, следовательно
<b>great distances</b>	большие расстояния
<b>to occupy a special place</b>	занимать особое место
<b>density of radiation</b>	плотность радиации
<b>as compared to smth.</b>	по сравнению с чем-л.
<b>new possibilities</b>	новые возможности
<b>to allow</b>	позволять, разрешать
<b>the speed of light</b>	скорость света
<b>to determine</b>	определять
<b>to perform operations</b>	проводить операции ( <i>мед.</i> )
<b>eye surgery</b>	хирургия глаз
<b>an application</b>	применение
<b>to foresee</b>	предвидеть, предсказывать заранее
<b>simultaneously</b>	одновременно



11.2. Work in pairs and discuss the answers to the following questions.

1. When were lasers invented?
2. Was the invention of lasers a real revolution in technology?
3. What types of lasers do you know?
4. What spheres of science and technology are lasers used in?
5. What will the laser technologies be like in future? Where will they be used?



### 11.3. Read the text “The Laser Technology Today and Tomorrow” and check your answers.

#### THE LASER TECHNOLOGY TODAY AND TOMORROW

Lasers are devices which produce pure, intense beams of light and radiation. When they were first **invented** in 1960, nobody knew what to do with them. Though they seem likely to be useful, they were for a while called “a **solution** waiting for a problem”.

Nowadays the laser has become a **multipurpose tool**. It has **caused** a real revolution in technology. Atoms emit rays of different length which prevent the forming of an intense beam of light. The laser forces its atoms to traveling in the same direction. The result of light that spreads out is very little and is **therefore** able to travel very **great distances**.

Since the invention of the laser, scientists have developed several types of it which make use of luminescent crystals, luminescent glass, a mixture of various gases and finally semiconductors. A CO<sub>2</sub> gas laser can cut through brick and granite at a temperature of 1500 °C.

Having been developed at Lebedev Institute of Physics in 1962, semiconductor quantum generators **occupy a special place** among the optical generators. While the size of the ruby crystal laser comes to tens of centimeters and that of the gas generator is about a meter long, the semiconductor laser is a few tens of a millimeter long, the **density of its radiation** being hundreds of thousands of times greater than that of the best ruby laser.

But the most interesting thing about the semiconductor laser is that it is able to transform electrical energy directly into the light wave one. With an efficiency approaching 100 percent **as compared to** a maximum of about 1 percent of other types, the semiconductor laser opens up **new possibilities** of producing extremely economical sources of light.

The beam of a laser can be focused very precisely. Its accuracy as a means of measurement **has allowed** the scientists to calculate **the speed of light** more precisely than ever before and with the use of laser reflectors, placed on the Moon by American astronauts, **to determine** its exact distance from the Earth.

Surgeons **performing operations** have found the laser as a surgical knife, able to make bloodless incisions and it is proving invaluable in delicate **eye surgery**.

But it is in the field of communication that the laser will find its most extensive **application** in future. Scientists **foresee** the day when a single laser beam will be employed to carry **simultaneously** millions of telephone conversations or a thousand of television programs. It will serve for fast communications across continents, under the sea, between the Earth and spaceships and between men traveling in space.

The potential importance of these applications continues to stimulate new developments in laser technology.

**11.4. Match the beginnings and ends of the following sentences.**

- |   |   |
|---|---|
| 1. Lasers are   | a) it is able to transform electrical energy directly into the light wave one.      |
| 2. Atoms emit   | b) devices which produce pure, intense beams of light and radiation.                |
| 3. A CO <sub>2</sub> gas laser can                              | c) to stimulate new developments in the laser field.                                |
| 4. The semiconductor laser is                                   | d) for fast communications across continents.                                       |
| 5. The most interesting thing about semiconductor laser is that | e) cut through brick and granite at a temperature of 1500 °C.                       |
| 6. The semiconductor laser opens up                             | f) new possibilities of producing extremely economical sources of light.            |
| 7. The beam of a laser  | g) rays of different length which prevents the forming of an intense beam of light. |
| 8. In the field of communication the laser will find            | h) a few tens of a millimeter long.   |
| 9. Laser will serve   | i) can be focused very precisely.   |
| 10. The potential importance of laser application continues     | j) its most extensive application in future.  |

**11.5. Choose the correct variant and complete the following sentences.**

- When lasers were first invented in 1960, ...
  - the thought of completely new applications has generated the excitement over the laser.
  - nobody knew the limits to which these devices would be used.
  - nobody knew quite well what to do with them.
- The first lasers were called ...
  - “a solution waiting for a problem”.

- b) “a problem waiting for a solution”.
  - c) “a solution of all the problems”.
3. The laser forces its atoms to emit ...
    - a) rays having different length and traveling in the same direction.
    - b) rays having the same length and traveling in the same direction.
    - c) rays having the same length traveling in different direction.
  4. Since the invention of the laser scientists ...
    - a) have developed several types of it.
    - b) have developed CO<sub>2</sub> gas laser only.
    - c) have developed semiconductor laser only.
  5. The semiconductor laser is ...
    - a) a few hundreds of a millimeter long.
    - b) a few thousands of a millimeter long.
    - c) a few tens of a millimeter long.
  6. The most interesting thing about the laser is that it is able ...
    - a) to transform light wave energy directly into the electrical one.
    - b) to transform electrical energy directly into the light wave one.
    - c) to transform light energy directly into the electrical one.
  7. The invention of the laser has helped the scientists ...
    - a) to calculate the speed of light more precisely than ever before.
    - b) to calculate the distance between all the planets of solar system.
    - c) to calculate the speed of space shuttles from the Earth to the moon.

**11.6. Read the following statements and decide if they are true (T) or false (F).**

1. A CO<sub>2</sub> gas laser can cut through brick and granite at a temperature of 1500 °C.
2. Having been developed at Lebedev Institute of Physics in 1962, semiconductor quantum generators occupy a special place among the optical generators.
3. The gas laser opens up new possibilities of producing extremely economical sources of light.
4. With the help of laser reflectors, which were placed on the Moon by American astronauts, scientists determined the exact distance from the Earth.

5. Surgeons have found the laser as a “surgical knife”, able to make bloodless incisions.
6. It’s impossible to foresee the day when a single laser beam will be employed to carry simultaneously millions of telephone conversations.
7. The laser will be used for fast communications under the sea and across continents.
8. The invention of lasers is one of the least important achievements in science and technology.

**11.7. Choose the correct answer to the following questions.**

1. What is a laser?
  - a) It is a device which converts one form of energy into another.
  - b) It is a device which produces pure intense beams of light and radiation.
  - c) It is a device which transmits electrical energy into the nuclear one.
2. Which of the following directions can be a laser used in?
  - a) It can be used for cooking meals.
  - b) It can be used in the system of education.
  - c) It can be used in eye surgery.
3. What gas is used to cut through brick and granite?
  - a) CO<sub>2</sub>.
  - b) Argon.
  - c) Helium.
4. Which of the laser qualities is being exploited as a means of measurement?
  - a) The strength.
  - b) The accuracy.
  - c) The sensitivity.
5. How much is the density of semiconductor laser radiation?
  - a) It is hundreds of thousands of times smaller than that of the best ruby laser.
  - b) It is thousands of times smaller than that of the best ruby laser.
  - c) It is hundreds of thousands of times greater than that of the best ruby laser.

**11.8. Write the correct question for the following sentences, as in the model.**

**Model:** – In the nearest future lasers will be used in the sphere of communication.

– **What sphere of technology will the lasers be used in the nearest future?**

1. Lasers produce pure, intense beams of light and radiation.
2. The invention of the laser was called “a solution waiting for a problem”.
3. Surgeons performing operations have found the laser as a surgical knife which is able to make bloodless incisions.
4. Yes, it is. The semiconductor laser is able to transform electrical energy directly into the light wave one.
5. The accuracy of the laser beam has allowed the scientists to calculate the speed of light more precisely.
6. It is the field of communication where the laser technology will find the most extensive application in future.
7. The use of laser reflectors allowed the American astronauts to determine the exact distance from the moon to the Earth.
8. The most interesting thing about the semiconductor laser is its ability to transform electrical energy directly into the light wave one.
9. Semiconductor quantum generators were developed in 1960.
10. Yes, there is. There are a lot of possibilities for the laser technology not only in science and technology, but in everyday life, either.
11. The laser will find its most extensive application in the sphere of communication.
12. The accuracy of the laser has allowed the scientists to calculate the speed of light.

**11.9. Put the words in the right order to make sentences, as in the model.**

**Model:** – a multipurpose tool. / Nowadays / the laser / has become

– **Nowadays the laser has become a multipurpose tool.**

1. several / types / Scientists / have developed / of / lasers.
2. can be focused / very precisely/ The laser beam / in a very small area.
3. are being opened. / laser application / New areas of
4. The laser / can be used / cancer treatment. / as a means of
5. was / invented / in 1962. / Semiconductor / generator



## Gerund

Table 11.1

### Forms

Aspect	Active	Passive
Simple	translating going	being translated –
Perfect	having translated having gone	having been translated –

#### 11.10. Combine the two sentences changing the second one into *by + gerund*.

**Model:** – The machine was tested. We **increased** the load.  
– The machine was tested **by increasing** the load.

1. The changes were traced. We stained the preparation.
2. The condition was created. We increased the pressure.
3. A better result was obtained. We combined these methods.
4. The components were separated. We centrifuged the medium.
5. The defect was reduced. We replaced some parts of the apparatus.
6. The result was checked. We used another technique.
7. The reaction rate was increased. We increased the temperature.
8. We found the error. We repeated the experiment.

#### 11.11. Combine the two sentences changing one of them into gerund construction.

**Model:** – We should **exchange** preprints of papers. The idea is good enough.  
– The idea **of exchanging** preprints of papers is good enough.

1. We should re-examine this conception. The necessity for this is great.
2. We must collect statistical information but the procedure is time-consuming.
3. We should look for a compromise solution. The idea is reasonable.
4. We should use this approach. The advantage of this is beyond doubt.
5. We can test the samples. The procedure is simple.
6. We can measure the density. The method is accurate enough.
7. We should localize the defect but the problem presents much difficulty.
8. We should look for a better technique. The idea seems reasonable.

### 11.12. Change the time clause into *in* + gerund construction.

**Model:** – This approach works well **when we estimate** the results.  
 – This approach works well **in estimating** the results.

1. This technique is preferable when we analyze this material.
2. Computers are indispensable when we process a large amount of information.
3. Many factors become important when we make a classification.
4. Profound knowledge is needed when we evaluate a research work.
5. He was very careful when he was listing the original works.
6. We found this error when we were calculating the other parameters.
7. These facts were taken into account when we were planning our experiment.
8. This question was raised when we were discussing the research program.
9. We observed a curious thing when we were analyzing these samples.
10. I made a mistake when I was planning this experiment.



**Functions**

**Table 11.2**

<b>Function</b>	<b>Example</b>
<b>Subject</b>	<b>Reading</b> English papers is necessary for every engineer. His <b>having read</b> this article helped him with his diploma work.
<b>Part of predicate</b>	His favorite occupation is <b>reading</b> .
<b>Object</b>	He likes <b>reading</b> .
	He is thinking of <b>reading</b> his report at the conference.
<b>Attribute</b>	I like his way of <b>reading</b> .
<b>Adverbial modifier</b>	<b>After reading</b> the article he made a short summary of it. (= <b>having read</b> – причастие I) <b>By reading</b> much we learn much.

**11.13. Point out the gerund function in the following sentences.**

1. Samuel Morse's hobby was experimenting with electricity.
2. I am interested in giving you effective training.
3. Using a computer for this purpose is one of the best ways of keeping the speed steady.
4. There is no way of bringing these views into agreement.
5. He suggested setting up a program committee for this symposium.
6. The idea of exchanging books and preprints appealed to everybody.
7. Scientific meetings help in exchanging the new information.
8. The exercises differ in presenting various grammatical patterns.
9. There are good reasons for making a compromise.
10. The process of editing this book will take some time.
11. Designing and manufacturing of minicomputers were started under the international cooperation.
12. I remember seeing Dr. White at the last conference.



**Table 11.3**

**Gerund and Participle I**

Function	Gerund	Participle I
<b>Subject</b>	<b>Driving</b> a car is a profession.	—
<b>Part of predicate</b>	His hobby is <b>driving</b> .	He is <b>driving</b> to Moscow.
<b>Object</b>	He writes articles <i>about</i> <b>driving</b> .	—
<b>Attribute</b>	His plan <i>of</i> <b>driving</b> to Moscow is not good.	The man <b>driving</b> a car is our chief engineer.
<b>Adverbial modifier</b>	<i>Before</i> <b>driving</b> a car one must learn to do it properly.	<b>Driving</b> a car a man tries to keep steady speed and watch the car in front of him.

**11.14. Point out the function of the gerund and participle I in the following sentences.**

1. Numbers can be multiplied by repeated addition, by adding and shifting or by using multiplication tables.
2. Conflicting reports have been published.

3. Adding numbers is the easiest process in the system of calculation.
4. Having made a great number of experiments with different devices the research group chose the best one for practical work.
5. We are developing a new program of cooperation.
6. Acquiring knowledge is not sufficient in itself; you must also practice the art of applying this knowledge to problems you hit upon.
7. The applications of laser techniques are expanding very rapidly.
8. The next question of the discussion is making a program for the computer.
9. Of course we are limited today by computer size and especially by our understanding of what we try to model.



**Table 11.4**

**Gerund Construction**

<b>Form</b>	<b>Example</b>
<b>Simple Active</b>	I know of <b>his translating</b> the article.
<b>Perfect Active</b>	I know of <b>his having translated</b> the article.
<b>Simple Passive</b>	I know of <b>the article being translated</b> .
<b>Perfect Passive</b>	I know of <b>the article having been translated</b> .

**1.15. Translate the following sentences.**

1. We heard of different experiments having been carried out by our students.
2. Computer's being used for solving many business problems makes its use almost boundless.
3. We know of the computer center being equipped with most up-to-date means of communications.
4. They insisted on the experiment being made to study single stars in details.
5. It is known of their working on the problem of laser application in medicine.
6. Newton's having made a mistake in his calculations has no influence on his theory.
7. Our being invited to take part in such a conference is very important.
8. Our having been sent here to repair some parts of this device is not surprising.



**11.16. Read the text “The Century of Lasers” and answer the following questions.**

1. Why was the 20<sup>th</sup> century called “the age of lasers”?
2. What spheres of science and technology are lasers used in?
3. Did physicists know of the tremendous capabilities of lasers?
4. What is the main problem of quantum electronics nowadays?
5. What is the only thing one has to do in order to increase the capacity in a gas laser device?
6. What types of lasers do you know?
7. What type of laser device was used to achieve the best results?
8. What was the first laser called?
9. Which lasers are very weak? Where are they used?
10. What type of laser can cut through the steel?

### THE CENTURY OF LASERS

The 20<sup>th</sup> century was often called the age of the atom, the age of polymers, or the space age. It would be equally correct to call it the age of laser.

It is impossible to list all the jobs the laser can do. It has become a part of our life being used in various industries, medicine, biology, *etc.* It should be mentioned that all the methods we know of processing materials with the laser were suggested not long ago. Physicists knew of the tremendous capabilities of the laser beam, but they could not be realized until the laser of adequate capacity was developed. To make a real device really useful the radiation intensity had to be increased and high beam efficiently created.

Creating a highly effective laser device is still one of the main problems of quantum electronics. In a gas laser device the only thing one has to do in order to increase the capacity is to increase the volume and the pressure of gas. This sounds simple, but in practice it causes some difficulties.

The best results were achieved with electro-ionizing laser devices (EILD) operating in carbon dioxide. They have found a wide field of application. EILD of some 10 kilojoules and pulse duration of  $1/1,000,000,000^{\text{th}}$  of a second can heat plasma to nearly thermonuclear temperatures.

There are many other types of lasers. The laser medium can be solid, gas, liquid or semiconductor. The first type of laser was called a ruby laser. A ruby laser is a solid-state laser which emits rays at a wave length of 964 nm. Other laser mediums can be selected based on the desired emission wave length, power needed and pulse duration. Some lasers are very powerful, such as the CO<sub>2</sub> laser, which can cut through the steel.

Other lasers, such as diode lasers are very weak and are used as red-pocket lasers to point at things. These lasers typically emit a red beam of light that has a wave length

between 630 nm and 680 nm. Lasers are used in industry and research to do many things, including using the intense laser light to excite other molecules to observe what happens to them.

The age of lasers is endless. There will be the times when one can use lasers in different spheres of science and technology as well as in everyday life.

### 11.17. Correct the mistakes in the following sentences, as in the model.

**Model:** – The first type of laser was called a **diode** laser.

– **The first type of laser wasn't called a diode laser.**

– **It was called a ruby laser.**

1. There are **two** different types of lasers.
2. A ruby laser is a **liquid** laser.
3. Diode lasers are very **strong**.
4. CO<sub>2</sub> laser can cut through the **leather**.
5. To make a device really useful the radiation intensity had to be **decreased**.

### 11.18. Match the following expressions with their equivalents.

- |                             |                              |
|-----------------------------|------------------------------|
| 1. windless weather         | a) реальный взгляд           |
| 2. a universal device       | b) магнитное поле            |
| 3. an active part           | c) важное достижение         |
| 4. a dangerous experiment   | d) разнообразные возможности |
| 5. successful realization   | e) универсальное устройство  |
| 6. an important achievement | f) успешная реализация       |
| 7. various opportunities    | g) опасный эксперимент       |
| 8. a creative approach      | h) безветренная погода       |
| 9. a realistic view         | i) творческий подход         |
| 10. a magnetic field        | j) активная роль             |

### 11.19. Complete the following sentences with some of the expressions from exercise 11.18. Then, translate them.

1. There was not any wind outside when we were having an experiment.  
So ... .. gave us the chance to finish the project by the end of the day.

2. The head of our department was excited with our ... .. of the problem. He considered it to be creative and outgoing.
3. After the ... .. of the new electronic device, we had some interesting suggestions for its mass production from well-known computer companies.
4. Recent ... .. in the sphere of laser technology are described in my research work.
5. I usually take ... .. in the discussion of future plans and possibilities.



### Multifunctional words

Table 11.5

#### The verb *to be*

Function	Example
<b>Main verb</b>	The device <b>was</b> in the lab. The device <b>is</b> in the lab.
<b>Part of predicate</b>	I <b>am</b> a programmer. Our task <b>is</b> to finish the test by 5 o'clock. His notes <b>were</b> <i>of great help</i> in our work.
<b>Auxiliary verb (Active Voice)</b>	They <b>are</b> still waiting for him. They <b>have been</b> waiting for him since 5 o'clock.
<b>Auxiliary verb (Passive Voice)</b>	The work <b>was</b> finished in time. This question <b>is being</b> widely discussed at the seminar now. Some important problems <b>have been</b> solved.
<b>Modal verb</b>	The teacher <b>is</b> to come at five.

#### 11.20. Point out the function of the verb *to be* in the following sentences.

1. His recent theory is of special interest.
2. Everything is in constant motion.
3. The atom is to serve mankind.
4. He was asked to read this paper at the conference.

5. I am familiar with the work of this laboratory.
6. The students are to be at the laboratory at 6 o'clock.
7. Laughter is the best medicine.
8. The delegation is to come on Monday.
9. The effect was surprising.
10. Your recent results have been obtained with a new method.

**11.21. Translate the text. Point out the function of the verb *to be*.**

Physics **is** the science studying various phenomena in nature. Its object **is** to determine exact relations between physical phenomena. Physics **is** divided very naturally into two great branches, experimental and theoretical. The task of the former **is** to make observations and carry out experiments. On the basis of the experimental facts theoretical physics **is** to formulate laws and predict the behavior of natural phenomena. Every law **is** based on experiments. Scientists all over the world **are** doing their best to find answers to numerous unsolved problems.



**Table 11.6**

**The verb *to have***

<b>Function</b>	<b>Example</b>
<b>Main verb</b>	They <b>have (got)</b> new laboratory equipment.
<b>Auxiliary verb (Active Voice)</b>	We <b>have</b> introduced a new system of work.
<b>Modal verb</b>	I <b>have to</b> buy another newspaper.

**11.22. Point out the function of the verb *to have* in the following sentences.**

1. We have measured the dimensions of the object.
2. This material has wonderful properties.
3. She has to do a lot of work today.
4. He had some doubts after the meeting.
5. They have got a new computer.
6. We have traced the particle trajectory.
7. Mr. Smith stayed at his office because he had to write his report.

**11.23. Translate the text. Point out the function of the verb *to have*.**

Radioactivity is invisible and inaudible, and we cannot feel it until we **have** received too much of it and become ill. But in our nuclear age we **have** a vital tool, the Geiger counter, which is used for detecting radioactivity. It was invented by Hans Geiger, a German physicist, and **has** the ability to register cosmic rays as well as gamma-rays. Geiger counters have been made for all kinds of purposes – light ones for uranium prospecting, built-in types for atomic power stations and research establishments; counters with warning signals for factory workers who **have to** handle radioactive matter and whose hands and clothes **have to** be checked and so on.



**Table 11.7**

**The verb *to do***

<b>Function</b>	<b>Example</b>
<b>Main verb</b>	They <b>do</b> their homework every day.
<b>Auxiliary verb (Active Voice)</b>	‘ <b>Do</b> you go to work every day?’ ‘No, I <b>don’t</b> .’ ‘ <b>Does</b> she study at the university?’ ‘Yes, she <b>does</b> .’ ‘ <b>Did</b> they finish the job yesterday?’ ‘No, they <b>didn’t</b> .’
<b>Substitute</b>	Metals conduct electricity better than semiconductors <b>do</b> .
<b>Emphasis</b>	This device <b>does</b> help them in their work. ‘Why didn’t you translate this article?’ ‘But I <b>did</b> translate it!’

**11.24. Complete the following sentences with the correct form of the verb *to do* and point out its function.**

1. We always ... the homework.
2. ‘What ... you ...?’ ‘I am a university teacher.’
3. What methods ... you use during the last experiment?
4. I like mathematics but my brother ... like it at all.
5. ‘... you go to the university yesterday?’ ‘No, I ... .’
6. A wise man seldom changes his mind, a fool never ... .
7. We ... apply mathematical methods.
8. I hate physics, I ... like it at all but Nick ... .
9. ‘Why didn’t you go to the university yesterday?’ ‘But I ... go there!’
10. I ... the test now. And you?

**11.25. Emphasize the verbs in the following statements, as in the model.**

**Model:** – They **failed** to prove their hypothesis.  
 – They **did fail** to prove their hypothesis.

1. We tried to avoid making mistakes.
2. I rely on my own abilities.
3. I share your opinion on this matter.
4. He has reasons for making this statement.
5. The environment has great influence on human ideas.
6. Discoveries push forward research.
7. We pointed to the advantages of this approach.
8. The situation necessitates radical changes.
9. They discussed our participation in the symposium.
10. Confusion in terminology leads to misunderstanding.



**Table 11.8**

**One (ones)**

<b>Function</b>	<b>Example</b>
<b>Numeral (Number)</b>	<b>One</b> example is enough.
<b>Empty subject</b>	<b>One</b> is never late to learn. <b>One</b> must work hard to get good results.
<b>Empty object</b>	This enables <b>one</b> to observe and record all the changes.
<b>Possessive form</b>	One should always keep <b>one's word</b> .
<b>Substitute</b>	I haven't got a dictionary. I must buy <b>one</b> . Here are some books. Which <b>ones</b> would you like to take?

**11.26. Point out the function of the word *one (ones)* in the following sentences.**

1. One cannot read such technical papers without a dictionary.
2. He knew that no one could help him.
3. He is one of the best students in our group.
4. It allows one to estimate the parameter.

5. One is never late to start studying English.
6. These boxes are very small. We want to get bigger ones.
7. The idea of automation is one of the most important ideas for modern industry.
8. The right hand is usually stronger than the left one.

**11.27. Change the following sentences into the active voice with *one* in subject position, as in the model.**

**Model:** – Certain conditions **should be observed** here.  
 – **One should observe** certain conditions here.

1. Ideas must be expressed in a concise form.
2. Such a possibility should be kept in mind.
3. Theories must be supported by argumentation.
4. The existence of other worlds can not be denied.
5. The present difficulties should not be exaggerated.
6. This problem should not be oversimplified.
7. An explanation of this phenomenon should be found.
8. The importance of science should not be underestimated.



**Table 11.9**

***That (those)***

<b>Function</b>	<b>Example</b>
<b>Demonstrative pronoun</b>	Give me <b>that</b> textbook, please. I like <b>those</b> books.
<b>Substitute</b>	The work of the new device is much more efficient than <b>that</b> of the old one.
<b>Relative pronoun</b>	Spaceships can cover distances <b>that</b> are measured in millions of kilometers.
<b>Conjunction</b>	He said <b>that</b> he would do his best to help them.
	<b>That</b> he failed in his examination did not surprise anybody.

**11.28. Use the appropriate substitute (*one, ones, that, those*) to avoid repeating the same noun.**

1. The day on Mars is a little longer than the day on the Earth.
2. These data are the same as the data available in literature.
3. These methods are different from the methods in current use.
4. Most countries use units of the metric system and not the units of the imperial system.
5. There are many technical journals in our library; the most interesting journals are on that shelf.
6. Our data are the same as the data available in literature.
7. You should use a new method, not the old method.
8. This effect is different from the effect resulting from ultraviolet radiation.



**Table 11.10**

**The pronoun *it***

<b>Function</b>	<b>Example</b>
<b>Subject / Object</b> (personal)	Repeat the experiment. <b>It</b> is very important. I've read your report. I liked <b>it</b> .
<b>Subject</b> (demonstrative)	What is this? <b>It</b> is a new device.
<b>Subject</b> (impersonal)	<b>It</b> is cold in the laboratory.
<b>Emphasis</b> (emphatic)	<b>It</b> was D.I. Mendeleev who published the Periodic Law of Elements in 1869.

**11.29. Point out the function of the pronoun *it* in the following sentences.**

1. It was important to solve this problem.
2. It occupied all his thoughts for hours.
3. Learn this rule. It is very simple.
4. It is atomic electricity that will be the electricity of tomorrow.
5. I've read this book. Now I can give it to you.
6. It is easy to translate this text.
7. What's this? It is my new printer.

**11.30. Emphasize the subject with *It was ... that*, as in the model.**

**Model:** – Black’s report attracted most attention.  
– **It was Black’s report** that attracted most attention.

1. This factor underlines the mechanism.
2. This principle is the basis of our approach.
3. This specificity accounts for the changes.
4. These data deserve special attention.
5. These findings are worth special consideration.
6. This situation causes particular anxiety.
7. New demands necessitated changes in the organization of research.
8. This discovery laid the foundations for a new science.
9. These studies provided the basis for further research.
10. This idea provided the basis for our experiments.

## Unit 12. MANAGEMENT



**12.1. Work in pairs. Discuss the answers to the following questions.**

1. Which professional and personal skills does a role of a manager require?
2. What duties does a manager have?
3. Does a manager take part in determining company objectives?
4. Do you know any management functions? What are they?
5. Do you have to graduate from the university to become a manager? Which faculty?
6. Would you like to be a manager? Why? Why not?

**12.2. Read the following words and expressions and pay attention to their meanings.**

<b>to be responsible for smth.</b>	быть ответственным за что-л.
<b>acquisition of coaching techniques</b>	приобретение навыков управления
<b>company objectives</b>	цели компании
<b>regardless of smth.</b>	не обращая внимания на что-л., независимо от чего-л.
<b>to perform functions</b>	выполнять (исполнять) функции
<b>to be engaged in smth.</b>	заниматься чем-л.
<b>efficiently</b>	эффективно
<b>to consolidate manufacturing</b>	укреплять производство
<b>distribution</b>	распространение, доставка
<b>to motivate</b>	побуждать, мотивировать
<b>potential abilities</b>	потенциальные возможности (способности)
<b>to achieve a goal</b>	достигать цели
<b>effective supervision</b>	эффективное руководство
<b>in order to</b>	чтобы
<b>personal skills</b>	личные навыки (умения)
<b>to depend on the situation</b>	зависеть от ситуации



**12.3. Read the text “Management Functions” and check your answers to the questions from exercise 12.1.**

### **MANAGEMENT FUNCTIONS**

Management plays a very important role in any business. Management is composed of a team of managers who **are responsible for** organization of business at all levels. The team roles require leadership abilities that are expressed in the development of superior listening skills, personal responsibility, effective communication as well as the **acquisition of coaching techniques**. The duties of a manager include making sure **company objectives** are met and seeing that the business operates efficiently. **Regardless of** the specific job, most managers **perform** four basic **functions**. These management functions are *planning, organizing, directing and controlling*.

*Planning* involves determining overall company objectives and deciding how they can best be achieved. Managers evaluate alternative plans before choosing a specific course of action, then they check to make sure the chosen plan fits into the objectives established at higher organizational levels. Managers today **are** increasingly **engaged in** fact-based analysis of strategic plans for expanding, redesigning, or contracting their firms' supply chains. They may be motivated by a need to **efficiently** replenish growing markets for the firm's products, **to consolidate manufacturing and distribution** operations after a major acquisition, or to close down underutilized physical facilities.

*Planning* is considered to be the first management function because the others depend on it.

*Organizing*, the second management function, is the process of putting the plan into action. This involves allocating resources, especially human resources, so that the overall objectives can be attained. In this phase managers decide on the positions to be created and determine the associated duties and responsibilities. Staffing, choosing the right person for the right job, may also be included as a part of the organizing function.

*Day-to-day direction* is the third management function. It includes supervising of employees. In directing, managers guide, teach, and **motivate** workers so that they reach their **potential abilities** and at the same time **achieve** the company **goals** that were established in the planning process. **Effective** direction, or **supervision**, requires ongoing communication with employees.

The last management function, *controlling*, includes evaluating how well company objectives are being met. **In order to** complete this evaluation, managers must look at the objectives established in the planning phase and at how well the tasks assigned in the directing are being completed.

If the major problem exists and goals are not being achieved, then changes need to be made in the company's organizational or managerial structure. In making changes, managers might have to go back and replan, reorganize, and redirect.

In order to perform these management functions efficiently managers need **personal**, organizational, and technical **skills**. Although all four functions are managerial duties, the importance of each may vary **depending on the situation**. Effective managers meet the objectives of the company through a successful combination of planning, organizing, directing, and controlling.

**12.4. Read the following statements and decide if they are true (T) or false (F).**

1. While planning, managers choose a specific course of action that fits into the objectives established at higher organizational levels.
2. The only duty of a manager is to supervise that the business operates efficiently.
3. Organizing involves allocating human resources to attain the company overall objectives.
4. Good managers should guide, teach and motivate employees so that they reach their potential abilities.
5. Planning involves determining overall company objectives and the best ways these goals to be achieved.
6. It is necessary to reorganize managerial structure of the company if the goals are not being achieved.
7. Leadership abilities are expressed in analyzing of strategic plans for expanding the firm's supply chains.
8. Directing is considered to be the most important management function because the others depend on it.
9. Managers need only leadership abilities to perform management functions efficiently.

**12.5. Use the expressions from the box and complete the following sentences.**

<b>a very important role</b>	<b>putting the plan into action</b>
<b>company objectives</b>	<b>depend on</b>
<b>supervising of</b>	<b>skills</b>
<b>leadership abilities</b>	<b>managerial structure</b>
	<b>a successful combination of</b>
	<b>basic functions</b>

1. Management plays ..... in any business.
2. Most managers perform four ... : planning, organizing, directing, and controlling.
3. Planning is considered to be the first management function because the others ... it.
4. Organizing, the second management function, is the process of ... ..
5. Day-to-day direction is the third management function. It includes ... employees.
6. The last management function, controlling, includes managers' evaluating how well ... are being met.
7. In order to perform management functions efficiently, managers need personal, organizational, and technical ... .
8. Effective managers meet the company objectives through ... .. planning, organizing, directing, and controlling.
9. A successful manager should have ... which are expressed in analyzing of company strategic plans.
10. If the major problem exists and goals are not being achieved, then changes need to be made in the company's ... .

**12.6. Read text the text "Management Functions" again and choose the best continuation of the following sentences.**

1. Management is composed of ...
  - a) a team of managers.
  - b) a team of employees.
  - c) a team of supervisors.
2. The duties of a manager include ...
  - a) developing of superior listening skills.
  - b) making sure company objectives are met and supervising that the business operates efficiently.
  - c) informing employees about the objectives established at higher organizational levels.

3. Planning involves ...

- a) determining overall company objectives and deciding how these goals can best be achieved.
- b) putting the plan into action.
- c) supervising of employees to motivate them in order to reach their potential abilities.

4. Managers today are increasingly engaged in ...

- a) finding ongoing communication with employees.
- b) fact-based analysis of strategic plans, for expanding, redesigning, or contracting their firms' supply chains.
- c) evaluating how well company objectives are being met.

5. Effective direction or supervision requires ...

- a) ongoing communication with employees.
- b) allocating human resources.
- c) determining overall company objectives.

6. In making changes, managers might have ...

- a) to be responsible that business operates efficiently.
- b) to go back and replan, reorganize, and redirect.
- c) to establish the objectives at higher organizational levels.

### 12.7. Match the beginnings and ends of the following sentences.

- |  |   |
|--|---|
| 1. The team roles require leadership abilities that are expressed in | a) the importance of each may vary depending on the situation.  |
| 2. Regardless of the specific job,                                   | b) then changes need to be made in the companies organizational or managerial structure.                |
| 3. Staffing, choosing the right person for the right job             | c) the development of superior listening skills, personal responsibility, and effective communications. |
| 4. If the major problem exists and goals are not being achieved,     | d) most managers perform four basic functions.  |
| 5. Although all four functions are managerial duties,                | e) may also be included as a part of the organizing function.   |

**12.8. Choose the correct question for the following answers.**

1. The leadership abilities require the developing of superior listening skills and personal responsibility.
  - a) What do the leadership abilities require?
  - b) Are the leadership abilities expressed in the developing of superior listening skills and personal responsibility?
2. Regardless of specific job, most managers perform four basic functions.
  - a) What are the basic functions that managers perform?
  - b) How many basic functions do managers perform?
3. Planning involves determining overall company objectives.
  - a) What does planning involve?
  - b) What aspect is involved in determining overall company objectives?
4. Managers are motivated by a need to consolidate manufacturing.
  - a) Who motivates managers to consolidate manufacturing?
  - b) What are managers motivated by?
5. Managers should have organizational skills in order to perform management functions efficiently.
  - a) Why should managers have organizational skills?
  - b) How should managers perform management functions?
6. Effective direction requires ongoing communication with employees.
  - a) Who requires effective direction?
  - b) What does effective direction require?



**Infinitive**

**Table 12.1**

**Forms**

<b>Aspect</b>	<b>Active</b>	<b>Passive</b>
<b>Simple</b>	to help	to be helped
<b>Progressive</b>	to be helping	—
<b>Perfect</b>	to have helped	to have been helped
<b>Perfect Progressive</b>	to have been helping	—

**12.9. Put the verbs in brackets into the right form, as in the model.**

**Model:** – He didn't want **to be asked** that question. (*ask – simple passive*)

1. I'm sorry ... you but the question is very important (*disturb – simple active*)
2. I was very upset ... the seminar. (*miss – perfect active*)
3. The high-speed devices ... as secondary storage are both input and output devices. (*use – perfect passive*)
4. These difficulties are too great ... . (*ignore – simple passive*)
5. Russia was the first country ... the cosmic era. (*start – simple active*)
6. The film ... for over a month this year attracts attention of many spectators. (*run – perfect progressive active*)
7. A printer is an example of a device ... output in a human readable format. (*produce – simple active*)

**12.10. Substitute the attribute clause by the passive infinitive.**

**Model:** – the questions **which will be discussed**  
– the questions **to be discussed**

1. the reports which will be given
2. the choice which should be made
3. the works which will be cited here
4. the information which will be given here
5. the gap which must be filled
6. the difficulties which must be overcome
7. the phenomena which will be described
8. the conception which must be revised
9. the point which should be stressed
10. the role which must be played by the program committee

**12.11. Combine the two sentences by changing the second one into the active infinitive phrase, as in the model.**

**Model:** – The problem is interesting enough: **it can attract** much attention.  
– The problem is interesting enough **to attract** much attention.

1. The device is sufficiently precise: it can satisfy our needs.
2. The energy is high enough: it can induce the process.
3. This man has enough experience: he can work at this laboratory.
4. We have enough time: we can talk about something else.
5. The temperature is sufficiently high: it can speed up the process.
6. He has done enough work: he can write a doctoral thesis.
7. It is a good enough catalyst: it can accelerate the process.
8. The evidence is convincing enough: it can clear up the question.
9. The measures are effective enough: they can give some good results.
10. The method is sufficiently precise: it enables us to check the results.

**12.12. Combine the two sentences by changing the second one into the passive infinitive phrase, as in the model.**

**Model:** – The method is good enough: **it can be used** in our work.  
 – The method is good enough **to be used** in our work.

1. The error is small enough: it can be neglected.
2. The problem is difficult enough: it should be discussed now.
3. The idea is good enough: it can be applied to our case.
4. The procedure is simple enough: it should be used in our work.
5. The work is promising enough: it should be continued.
6. The solution is sufficiently pure: it can be used in the experiment.
7. These results are reliable enough: they can be used for further work.
8. The device is precise enough: it should be used in our measurements.



**Table 12.2**

**Functions**

Function	Example
<b>Subject</b>	<b>To translate</b> articles is difficult.
<b>Part of predicate</b>	His task was <b>to translate</b> the article in time.
	He can <b>translate</b> articles.
	He will <b>translate</b> this article next week.

<b>Object</b>	He likes <b>to translate</b> technical articles.
	I am glad <b>to have translated</b> this article.
<b>Attribute</b>	He was the first <b>to translate</b> the article.
	Here is the article <b>to translate</b> .
	Here is the article <b>to be translated</b> .
<b>Adverbial modifier</b>	He went home <b>to translate</b> the article.
	<b>To translate</b> articles you must know English well.

**12.13. Point out the infinitive function in the following sentences.**

1. To translate such an article without a dictionary is difficult.
2. Automation makes it possible to obtain and develop new sources of energy.
3. There are projects to use lasers for long distance communication.
4. To work with computer was new to us.
5. Our aim is to translate technical articles without a dictionary.
6. To distinguish between cause and effect is sometimes difficult.
7. A special electronic device signals the engine to stop.
8. To convert the electrical connections of the peripheral an interface is used.
9. Some minicomputers allow the word length to vary.
10. Programming a computer involves analyzing the problem to be solved and a plan to solve it.

**12.14. Translate the text. Point out the infinitive function.**

Information is frequently considered to be almost synonymous with knowledge. It is in this context that information scientists are concerned with information. What then is a satisfactory definition of information? In order to define information, the thing to begin with is the use of information. Information is used to make decisions; in fact, the only available resource for a decision maker is information. The decision maker may be a single person, a committee, or a machine, but in any case the decision is based on information selected from the available data. Thus information represents data of value to make decisions.



Table 12.3

**Gerund and Infinitive functions**

<b>Gerund</b>	<b>Infinitive</b>
<b>Subject</b>	
<b>Studying</b> English is difficult.	<b>To study</b> English is difficult.
<b>Part of predicate</b>	
My aim is <b>studying</b> English.	My aim is <b>to study</b> English.
<b>Object</b>	
I like <b>studying</b> English.	I like <b>to study</b> English.
<b>Attribute</b>	
There are a lot of ways <i>of studying</i> English.	There are a lot of ways <b>to study</b> English.
<b>Adverbial modifier</b>	
I am going to London <i>for studying</i> English.	I am going to London <b>to study</b> English.
admit, mention, complete, hate, consider, recommend, discuss, stop, finish, complete, suggest, keep, mind, understand, enjoy	agree, mean, offer, plan, ask, prepare, decide, seem, expect, believe, learn, make, hope, want, would like ('d like)
approve of, be engaged in, insist on, thank for, think of, be interested in, rely on, reason for, keep on, be worth, depend on, be fond of, object to, opportunity of, look forward, way of, idea of	

**12.15. Choose the correct variant.**

1. I'd like to thank you ... at the conference.  
a) for taking part                      b) to take part
2. We insisted ... about the results of the test.  
a) to be informed                      b) on being informed
3. He seems ... a lot of interesting things in computer business.  
a) to know                              b) knowing
4. Do you really have an opportunity ... your exams with excellent marks?  
a) to pass                              b) of passing
5. She is planning ... the article by the end of the week.  
a) finishing                              b) to finish
6. Before the winter session all the students of our faculty are engaged ... some laboratory works.  
a) to do                                  b) in doing
7. Her report is worth ... the President scholarship.  
a) winning                              b) to win



**12.16. Read the text "Marketing" and answer the following questions.**

1. Which things are necessary to produce something efficiently?
2. What functions does marketing involve?
3. What is the object of market research?
4. How are products distributed to consumers?
5. Why should marketing managers always be in close touch with market conditions?
6. Will the customers buy new products if they don't know about them?
7. Which skills does the selling involve?

**MARKETING**

If production is to meet needs, two things are necessary. The first is that producers must know what to produce. And the second is that consumers must know what is being produced. Linking these two factors together is the task and responsibility of the marketing staff.

Marketing involves keeping producers aware of the needs of consumers and ensuring that their products are made available to consumers in the way and form they want.

There are some functions that marketing involves:

1. **Market research.** The object of market research is primarily to find out what the public wants. Market researchers should find out what consumers want and advise producers accordingly. They also recommend the standard of quality, style of packaging, choice of brand – name and general design of the products concerned.
2. **Distribution.** Products can be distributed to consumers in different ways. Some are best distributed through the manufacturer's own retail outlet, some through a network of wholesalers and retailers, others by direct mail-order.
3. **Pricing.** Marketing managers should always be in close touch with market conditions so that they can advice on the best price to charge for products.
4. **Advertising.** If customers don't know about new products, they will never buy them. Marketing managers are expected to know the best ways to advertise products. This involves choice of media (radio, television, press and boarding). It also involves knowing the best form of advertisement to be taken and the advertising slogan to be used.
5. **Selling.** This involves the skills of personal selling, together with display and presentation skills such as those involved in window displays, exhibitions, news releases, and product promotions.

**12.17. Use the expressions from the box and complete the following sentences.**

<b>effectively</b>	<b>in close touch</b>	<b>the standard of quality</b>
<b>customers</b>	<b>Market researches</b>	<b>advertise functions</b>
<b>consumers</b>	<b>primarily</b>	<b>produce</b>

1. If production is to meet needs ... two things are necessary.
2. There are some ... that marketing involves.
3. ... should find out what consumers want and need.
4. Marketing managers should always be ... with market conditions.
5. If ... don't know about new products, they will never buy them.
6. Marketing managers are expected to know the best ways to ... products.
7. Market researchers recommend ... and style of packing.
8. The ... must know what is being produced.
9. The object of market research is ... to find out what the public wants.
10. Producers must know what to ...

**12.18. Write the correct question for the following sentences, as in the model.**

**Model:** – Market researchers recommend name and general design of products concerned. (*What*)

– **What things do market researchers recommend?**

1. Today’s workers tend to possess higher expectations for the working environment because they have a higher level of education. (*Why*)
2. Customers purchase the organization’s products. (*Who*)
3. Trade organizations study changes in demographics to identify groups of possible buyers. (*What kind of changes*)
4. A top manager uses the information for making critical decisions about markets. (*What*)
5. There are four basic types of short-term objectives in management planning. (*How many*)

**12.19. Match the words in columns A and B to make the expressions.**

A	B
1. management	a) plans
2. personal	b) role
3. specific	c) functions
4. important	d) responsibility
5. alternative	e) job
6. human	f) analysis
7. fact-based	g) resources
8. potential	h) abilities
9. ongoing	i) structure
10. managerial	j) communication

**12.20. Complete the following sentences with the expressions from exercise 12.19.**

1. Management plays a very ... in any business.
2. If the major problem exists, then changes need to be made in the company’s ... .
3. Managers evaluate ... before choosing a specific course of action.

4. Effective direction by managers requires ... with employees.
5. The team roles require leadership abilities that are expressed in the development of ... .
6. In directing managers motivate workers so that they reach their ... .
7. Regardless of the ... , most managers perform four basic functions.
8. Managers today are increasingly engaged in ... of strategic plans for expanding their firms supply chains.
9. The basic ... are planning, organizing, directing and controlling.
10. Organizing involves allocating resources, especially ... .

**12.21. Complete the following sentences with the correct preposition from the box.**

<b>of</b>	<b>out</b>	<b>to</b>	<b>in</b>	<b>through</b>	<b>by</b>	<b>with</b>	<b>for</b>	<b>into</b>
-----------	------------	-----------	-----------	----------------	-----------	-------------	------------	-------------

1. The object ... market research is primarily to find ... what the public wants.
2. Products can be distributed ... consumers ... different ways.
3. Some ... the products are best distributed ... a net work of wholesalers and retailers, others ... mail-order.
4. Marketing managers should always be ... close touch ... market conditions.
5. Managers today are increasingly engaged ... fact-based analysis ... strategic plans ... contracting their firms' supply chains.
6. Organizing is the process ... putting the plan ... action.
7. Choosing the right person ... the right job may also be included as a part ... the organizing.
8. Workers are motivated to achieve the company goals that were established ... the planning process.
9. Supervision ... managers requires ongoing communication ... employees.
10. Managers may be motivated ... a need to efficiently replenish growing markets ... the firm's products.



Table 12.4

**Complex Object**

We know <b>him to be</b> a good programmer.	=	We know <b>(that) he is</b> a good programmer.
I hope <b>her to come</b> .	=	I hope <b>that she will come</b> .

**12.22. Point out the complex object in the following sentences and translate them.**

1. An engineer wanted the device to be examined in this laboratory.
2. We know electrons to be negatively charged particles.
3. We know the data to be translated into direct distance or range.
4. A scientist said a new device to give a high accuracy.
5. Experts know vacuum tubes to amplify the voltage.
6. We all surprised him to become a good engineer.
7. They considered the idea to be reasonable.
8. We know physical changes to be caused by heat.
9. They assume the information to be correct.
10. He believed the results of this test to have been plotted in the diagram.
11. We cannot expect a complicated problem like that of using solar energy to be solved in a year or so.



Table 12.5

**Complex Subject**

<b>He is known to be</b> a good programmer.	=	<i>It is known</i> <b>that he is</b> a good programmer.
<b>to think, to consider, to know, to expect, to believe to see, to hear</b>		
<b>to suppose, to report, to prove, to turn out, to appear, to seem, to say</b>		
<b>to be (un)likely</b>	<b>to be certain</b>	<b>to be sure</b>
<b>Julia is sure to come</b> back in time.		
<b>He seems to know</b> English.		

**12.23. Change the following sentences, as in the model.**

**Model:** – *It seems that the result contradicts* the idea.  
– **The result seems to contradict** the idea.

1. It is likely that the idea will be disapproved.
2. It is certain that this value is constant.
3. It is well known that this method has some disadvantages.
4. It seems that the problem is more complicated.
5. It is seen that the two curves intercept at that point.
6. It does not seem that these data fit our theory.
7. It is expected that this approach will give a better result.
8. It appears that the interest to this problem is growing.
9. It is considered that this method is unreliable.
10. It is known that these events have much in common.

**12.24. Change the following sentences using *seem* or *appear*, as in the model.**

**Model:** – There **are** hundreds of elementary particles.  
– There **seem to be** hundreds of elementary particles.

1. There is some progress in this research.
2. There is some confusion of terms here.
3. There is some discrepancy between the theory and observation.
4. There is no answer to this question at present.
5. There is a certain periodicity in these changes.
6. There is a pressing need for a new theory.
7. There are a few ways of handling this problem.
8. There was no way of explaining this paradox at that time.
9. There was much disagreement between these scientific schools.
10. There were a few projects in action at that time.

**12.25. Point out the complex subject in the following sentences, as in the model.**

**Model:** – **They** are expected **to come** to an agreement.

1. The problem is shown to be urgent.
2. The instrument seems to have been tested.
3. The result is certain to be valid.
4. Printers are known to vary greatly in performance and design.

5. The figures are considered to be reliable.
6. The effect is known to be due to radiation.
7. The results are reported to contradict the idea.
8. He is known to be a good specialist.
9. The article is said to have become the scandal of the week.
10. In ancient time the Earth was thought to be motionless.



### Absolute Infinitive Construction

Table 12.6

We asked him to help us, **(with) the work to be done** in a week.

#### 12.26. Translate the following sentences. Point out the absolute infinitive construction.

1. We are going to overcome this difficulty, with various means to be tried.
2. There are two approaches to the solution of the problem, one to be used in analytical investigations, the other in simulation.
3. The program uses very simple data structures and algorithms, with a few key techniques to take advantage of hierarchy.
4. A brief overview is given in this paper of some concepts required for applying formal methods to software design, with examples to show how they may be used.
5. With these many steps to perform, a general-purpose processor can require many cycles to perform the transfer of each word.
6. There are two types of rules in the proposed system, one to infer descriptors from features and one to infer parameter values from descriptors.



### Infinitive Construction with *for*

Table 12.7

Function	Example
Subject	<b>For me to translate</b> this text is difficult.
Object	We waited <b>for him to come</b> .
Adverbial modifier	I'll reread the rule <b>for you to understand</b> .

**12.27. Substitute the following infinitive expressions by *for*-phrases, as in the model.**

**Model:** – to make this method applicable  
– for this method to become applicable

1. to make the research effective
2. to prove the theory valid
3. to make the method suitable
4. to make the difference noticeable
5. to make the error negligible
6. to make the criterion satisfactory
7. to make the technique reliable

**12.28. Translate the following sentences. Point out the infinitive construction with *for*.**

**Model:** – This question is easy enough **for me to solve**.

1. This situation is too complex for us to understand.
2. This work is simple enough for him to do.
3. This equation is too difficult for me to solve.
4. There is no reason for computer experts to use computers of the first generation nowadays.
5. For these experiments to be meaningful the observations must be made at regular intervals.
6. For me to learn to speak English fluently is not easy.
7. The text was very interesting but rather difficult for the students to translate it without a dictionary.
8. For the results to be valid our technique should be used in combination with statistical analysis.

## Unit 13. ECONOMICS



**13.1. Work in pairs. Discuss the answers to the following questions.**

1. What famous economists do you know?
2. When was the economics first called the “science of wealth”?
3. Is it important to study economics? Why? Why not?
4. What does economics have in common with astronomy, natural sciences, psychology, meteorology, molecular biology, *etc.*?
5. Which aspects does the economics deal with?
6. Is there an exact content of economics?
7. Does the economics include such things as personal finance and ways to start business?
8. Would you like to study economics? Why? Why not?

**13.2. Read the following words and expressions and pay attention to their meanings.**

<b>a content of economics</b>	предмет (содержание) экономики
<b>a notable economist</b>	известный экономист
<b>a science of wealth</b>	наука о благосостоянии (богатстве)
<b>to make an attempt</b>	пробовать, делать попытку
<b>a vast collection</b>	огромная (обширная) коллекция
<b>a theoretical core of economics</b>	теоретическая суть (ядро) экономики
<b>weather forecasting</b>	прогноз погоды
<b>extraordinary array</b>	огромная масса (количество)
<b>for different reasons</b>	по разным причинам
<b>a scope of economics</b>	сфера экономики
<b>related magnitude</b>	относительная величина
<b>(annual) income</b>	(годовой) доход
<b>to deal with (a problem)</b>	заниматься (проблемой), иметь дело с
<b>human behaviour</b>	поведение человека
<b>a conceivable problem</b>	возможная (постижимая) проблема
<b>expedient</b>	подходящий, выгодный



### 13.3. Read the text “What is Economics?” and check your answers to the questions from exercise 13.1.

#### WHAT IS ECONOMICS?

No brief description can offer **the content and character of economics**. A **notable economist** of the last century Alfred Marshall called economics “a study of mankind in the ordinary business of life”. Another scientist Lionell Robbins, in the 1930s, described economics as “the science of choice among scarce means to accomplish unlimited ends”. During much of modern history, especially in the 19<sup>th</sup> century, economics was called simply “**the science of wealth**”. So, economics is a social science studying economy. Like the natural sciences and social sciences that **make attempts** to observe facts (physics, astronomy, meteorology), economics comprises a **vast collection** of descriptive material organized around a central core of theoretical principles. Like psychology, economics draws much of its **theoretical core** from intuition, casual observation, and “common knowledge about human nature”. Like astronomy, economics is largely nonexperimental. Like meteorology, economics is relatively inexact, as the **weather forecasting**. Like molecular biology, economics **deals with an extraordinary array** of closely interrelated phenomena. Like such disciplines as art, fantasy writing, mathematics, economics attracts different people **for different reasons**. Though all sciences and disciplines differ, all of them are remarkably similar in one respect: all are meant to convey an interesting, persuasive, and intellectually satisfying story about selected aspects of experience.

**The scope of economics** is indicated by the facts which it deals with. These consist mainly of data on output, **income**, employment, expenditure, interest rates, prices and **related magnitudes** associated with individual activities of production, consumption, transportation, and trade. Economics deals with only a tiny fraction on the whole spectrum of **human behaviour**, so its range is relatively narrow.

Contrary to popular opinion, economics doesn't normally include such things as personal finance and ways to start business.

In principle, of course, almost any **conceivable problem**, from marriage, capital punishment and religious observance to drug, abuse, extramarital affairs, and mall shopping might serve as an object for some economists' attention. There is no clear division between “economic” and “noneconomic” phenomena. In practice, however, economists have generally found it **expedient** to leave the physical and life sciences to those groups that first claimed them, though not always. In recent years economics have invaded territory once claimed exclusively by political scientists and sociologists, not to mention territories claimed by physical anthropologists, experimental psychologists, and palaeontologists.

**13.4. Read the following statements and decide if they are true (T) or false (F).**

1. There is no brief description of the content and character of economics.
2. In the 19<sup>th</sup> century economics was called “the science of wealth”.
3. Economics is a theoretical science.
4. Economics deals with the problems of income, employment and interest rates.
5. Unlike the natural sciences and social sciences, economics comprises a vast collection of descriptive material.
6. Like psychology, economics is largely nonexperimental.
7. Marriage and capital punishment might serve as an object for some economists’ attention.
8. Economics doesn’t include such things as personal finance and ways to start business.
9. Notable economists of the 19<sup>th</sup> century Alfred Marshall and Lionell Robbins described economics as “the science of choice among scarce means to accomplish unlimited ends”.
10. In practice, economists haven’t found it expedient to leave the physical and life sciences to those groups that first claimed them.

**13.5. Use the expressions from the box and complete the following sentences.**

**character of economics      personal finance      “the science of wealth”**  
**a vast collection          makes an attempt      deals with      clear division**  
**weather forecasting      remarkably      theoretical core**

1. No brief description can offer the content and ... ..
2. During much of modern history, especially in the nineteenth century, economics was called simply ... ..
3. Like the natural sciences, economics comprises ... .. of descriptive material organized around a central core of theoretical principles.
4. Like molecular biology, economics ... .. an extraordinary array of closely interrelated phenomena.
5. Contrary to popular opinion, economics doesn’t normally include such things as ... .. and ways to start business.
6. Like psychology, economics draws much of its ... .. from intuition.
7. There is no ... .. between “economic” and “noneconomic” phenomena.

8. Like ... .., economics is relatively inexact.
9. All sciences and disciplines are ... similar in some aspects.
10. Like natural sciences, economics ... .. to observe facts.

**13.6. Match the beginnings and ends of the following sentences.**

- |  |  |
|--|--|
| 1. Economics deals with                                | a) all are meant to convey an interesting persuasive and intellectually satisfying story about selected aspects of experience. |
| 2. Like psychology, economics                          | b) might serve as an object for some economists' attention.  |
| 3. All sciences are remarkably similar in one respect: | c) a social science studying economy.  |
| 4. Economics is  | d) only a tiny fraction on the whole spectrum of human behaviour.  |
| 5. Almost any conceivable problem ...                  | e) draws much of its theoretical core from intuition and "common knowledge about human nature".                                |

**13.7. Choose the correct question for the following answers.**

1. No, there isn't. There is no clear division between "economic" and "noneconomic" phenomena.
  - a) What is the difference between "economic" and "noneconomic" phenomena?
  - b) Is there a division between "economic" and "noneconomic" phenomena?
2. It was called simply "the science of wealth".
  - a) Was economics called "the science of wealth"?
  - b) What was economics called in the 19<sup>th</sup> century?
3. No, it doesn't. Economics deals with income and interest rates.
  - a) Does economics deal with personal finance and savings?
  - b) What aspects does the economics deal with?

4. It was Alfred Marshall who called economics “a study of mankind in the ordinary business of life”.
  - a) Why was economics called “a study of mankind in the ordinary business of life”?
  - b) Who called economics “a study of mankind in the ordinary business of life”?
5. Yes, it is. Economics is largely nonexperimental science in comparison with natural sciences.
  - a) Is economics a natural science?
  - b) Is economics different from the natural sciences?

**13.8. Put the words in the right order to make sentences, as in the model.**

**Model:** – Any conceivable problem / might be / for economics. / of great importance  
 – **Any conceivable problem might be of great importance for economics.**

1. doesn't / Economics / include / to start business. / normally / ways
2. was / Alfred Marshal / of the nineteenth century. / a notable economist
3. deals with / an extraordinary array / phenomena. / of closely interrelated / Economics
4. economics / has attracted / for different reasons. / Through centuries / different people
5. is / In comparison with / economics / natural sciences / largely / nonexperimental.



**Subjunctive Mood**

**Table 13.1**

It is necessary that the engine **be** light and highly efficient.

I wish he **were** here.

If I **were** you, I **would pay** more attention to Diploma Project.

I **wish I were** more responsible.

I **should (would) pay** more attention to my Diploma Project if I were not so busy at work.

He **would have taken** part at the conference if he had got a letter of invitation in time.

It **would be** interesting to start this experiment.

Our scientists **suggested that** the rocket **should be used in** interplanetary travel.

The professor **insisted that** we **would take** part in the conference.

He must hurry **lest** he **should be** late.

The new material must be thoroughly tested **so that** we **might use** it in a new device.

We **wish** our test of this engine **gave** better results.

They **wish** this method **were used** in their project.

He **wishes** this article **were published** in the scientific magazine.

The Earth **behaves as if** it **were** a large magnet.

He looked at this article **as though (as if)** he **had never seen** it before.

### 13.9. Read the following sentences and contradict them, as in the model.

**Model:** – The new methods don't improve the economic situation.

– **It is important (*urgent; necessary; desirable*) that new methods (should) improve the economic situation.**

1. This conference in New York will not be held under the sponsorship of a private computer company.
2. Some private firms in the USA and Britain don't support the basic research in the sphere of economics.
3. Economic policy in some countries conflicts with the interests of the people.
4. The UNESCO grants for this sort of research are rather small.
5. None of the English participants at the conference are going to make reports.
6. The new concern of the university isn't connected with the advancement of science.
7. Some changes in research process will bring worse results.
8. The students of the Faculty of Management don't have humanity subjects.
9. The introduction of these innovations doesn't promote the progress of science.

10. The authorities of the faculty are not informed about fundamental investigations in the sphere of economics.

**13.10. Choose the correct variant and complete the following sentences.**

1. The experimental conditions require that the temperature ... not less than the average one.  
a) had been            b) should be            c) was
2. I wish we ... necessary equipment for our laboratory.  
a) have                b) will have            c) had
3. Everybody knows that this problem ... many difficulties.  
a) would create        b) will create            c) created
4. He didn't realize the importance of his participation in the conference, so he lost the grant. I wish he ... more responsible.  
a) was                b) had been            c) will be
5. It is desirable that the investigations ... quite in line with our work.  
a) be                b) were                c) will be
6. If I hadn't written the article in time, I ... the grant.  
a) won't get            b) wouldn't get        c) wouldn't have got
7. An international center for theoretical economics was set up in order that scientists from different countries ... in on-line scientific research.  
a) are engaged        b) were engaged        c) will be engaged
8. If he described the necessity of his experiment with more details, he ... an excellent mark.  
a) can get            b) will get            c) could get
9. It is necessary that the under-graduate students ... to become acquainted with laboratory research in this field.  
a) will be able        b) should be able        c) were able
10. I wish I ... to finish my course project in the following month.  
a) can                b) will be able        c) was able

**13.11. Work in pairs and discuss the answers to the following questions.**

1. Which is the first thing to do in setting up any business?
2. What kind of business would you like to start?

3. How much money do you need to set up your own business?
4. Where are you going to take money for your own business?
5. How large is your business going to be?
6. Now long do you expect your business will begin to “pay its way”?
7. Will you take a loan from a bank to start your business?
8. Would you consult the lawyer before setting up any business?



### **13.12. Read the text.**

#### **SOURCES OF FINANCE**

In setting up any business the first thing to do is to estimate how much capital will be needed immediately. The amount needed will depend entirely upon the type of business, how large it is going to be, and how long it will be before the business begins to “pay its way”. Once these amounts have been calculated, a serious look can be taken at how the money is to be obtained.

There is a number of sources of capital which can be considered by small businessmen. They are owner’s private savings, personal friends, taking on a partner and a loan from a bank.

The most obvious source of finance is personal savings. The advantage of an owner using his own money is that the business remains free of commitments to partners or outside lenders. It also means that all profits will be his. Personal savings remain the cheapest form of finance available.

Capital can sometimes be obtained in the form of loans from friends, neighbors or relatives. The only disadvantage is that with any business there is always a risk. This means that, if money is obtained in this way, the borrower may one day tell a friend or a relative that all the money has been lost.

Taking on a partner means persuading a person with capital to become a partner in business. The capital would be interest-free and unlike a loan, wouldn’t have to be repaid. Profits, however, would have to be split.

A loan from a bank is another source of finance. But there are some problems exist: the first is to convince the bank that the proposed business is likely to succeed. The second is that the bank will probably want some forms of “security” for the loan which they can take if the loan is not repaid such as a paid-up life assurance policy, a mortgage on a house or a pledge of reasonably valuable personal possessions. A loan is usually for a fixed, clearly stated period. Interest is charged on the full amount of the loan whether it is taken from a bank or not.

One more source of finance is leasing that means simply renting. Some professional advice of a banker or a lawyer should also be taken regarding the sources of finance for business. All in all, if someone is going to set up any business, he should take up and think over everything seriously.

**13.13. Read the following sentences and decide if they are true (T) or false (F).**

1. The first thing to do in setting up any business is to persuade a person with the capital to become a partner.
2. There are some forms of 'security' for the loan the person can take in a bank.
3. The only possible source in setting up any business is personal savings.
4. You have to convince the bank authorities that the proposed business will succeed.
5. One of the advantages in taking on a partner is that the capital would be interest-free.
6. The most obvious source of finance in setting up any business is leasing.
7. There is always an advantage that you won't have to return money if you take on a partner.
8. Taking a loan in a bank is the best way of setting up any business.

**13.14. Match the words in columns A and B to make the expressions.**

**A**

1. personal
2. to take on
3. to set up
4. a loan
5. forms of
6. a source of
7. to consult
8. bank
9. to persuade
10. a mortgage

**B**

- a) a business
- b) finance
- c) authorities
- d) a lawyer
- e) from a bank
- f) a friend
- g) savings
- h) "security"
- i) a partner
- j) on a house



**13.15. Write some sentences of your own using expressions from exercise 13.14.**

**13.16. Choose the correct question for the following answers.**

1. The most obvious source of finance is personal savings.
  - a) What is the most obvious source of finance?
  - b) Are personal savings the most obvious source of finance?
2. Yes, there are. There are some sources of capital which can be considered by small businessmen.
  - a) How many sources of capital can be considered by a small businessman?
  - b) Are there any sources of capital for a small businessman?
3. Capital can sometimes be obtained in the form of loans from friends, neighbors or relatives.
  - a) How can capital be sometimes obtained?
  - b) How can relatives and friends help in setting up any business?
4. Yes, there are. A loan is usually for fixed, clearly stated period.
  - a) Are there any restrictions for the loan in a bank?
  - b) Is there a stated period for the loan?
5. There is a paid-up life assurance policy, a mortgage on a house or a pledge of reasonably valuable personal possessions.
  - a) What forms of “security” are there in a bank?
  - b) What can banks do if the loan is not repaid?
6. Leasing means renting.
  - a) Does leasing mean renting?
  - b) What does leasing mean?
7. It is some advice of a professional banker or a lawyer.
  - a) What should be taken into account regarding the sources of finance for any business?
  - b) Are there any lawyers in a bank who can consult you in setting up any business?
8. No, it doesn't. Economics doesn't normally include such things as personal finance.
  - a) What does economics refer to?
  - b) Does economics refer to such things as personal finance?
9. One of the advantages of an owner using his own money is that all the profits will be his.
  - a) What is the advantage of a bank owner in setting up any business?
  - b) What is the advantage of an owner using his own money?

10. It is necessary to convince the bank that the proposed business is likely to be succeed.
- What is it necessary to do in taking a loan?
  - Does the bank have to convince a person to start business?

**13.17. Choose the correct variant and complete the following sentences.**

- In setting up any business the first thing to do is...
  - to take on a partner.
  - to estimate how much capital will be needed immediately.
- The amount needed will depend entirely upon...
  - the type of business.
  - the personal savings.
- The most obvious source of capital is...
  - personal savings.
  - leasing or renting.
- The advantage of an owner using his own money is that...
  - the business remains free of commitments to partners.
  - the profits would have to be split.
- Taking on a partner means...
  - some professional advice of an experienced businessman.
  - persuading a person with capital to become a partner in business.
- A loan is usually for...
  - a fixed, clearly stated period.
  - a period until the bank receives the interest.

**13.18. Match the beginnings and ends of the following sentences.**

- Once the amounts of capital have been calculated,
  - on the full amount of the loan whether it is taken out from a bank or not.
- Personal savings remain
  - wouldn't have to be repaid.
- The only disadvantage is that with any business
  - there is always a risk.
- The capital would be interest-free and unlike a loan,
  - the cheapest form of finance available.

5. Interest is charged e) a serious look can be taken at how the money is to be obtained.

**13.19. Choose the correct answer to the following questions.**

1. What aspects does the amount of capital needed depend upon?
  - a) It depends upon the future interest and an owner's job.
  - b) It depends upon the type of business and how large it is going to be.
  - c) It depends upon the calculation of all the expenses.
2. What is the source of capital that can't be considered by small businessmen?
  - a) It is taking on a partner.
  - b) It is interest-free capital.
  - c) It is a loan from a bank.
3. In what form can be the capital sometimes obtained?
  - a) The capital can be obtained in the form of interest.
  - b) The capital can be obtained in the form of loans from friends.
  - c) The capital can be obtained in the form of loans from bankers.
4. What form of "security" doesn't the bank take for the loan?
  - a) It is a mortgage on a house.
  - b) It is a pledge of valuable personal possessions.
  - c) It is a paid-up work assurance policy.
5. Whose advice should be taken into consideration in setting up any business?
  - a) It is some advice of friends and relatives.
  - b) It is some professional advice of a lawyer.
  - c) It is some advice of a bank secretary.

**13.20. Complete the following sentences with the correct preposition from the box.**

<b>of</b>	<b>in</b>	<b>from</b>	<b>by</b>	<b>for</b>	<b>upon</b>	<b>under</b>
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1. Adam Smith was a great scientist who made extraordinary contribution ... economics.
2. Macroeconomics is a branch ... economics that studies the economy as a whole.

3. The scope of economics is indicated ... the facts with which it deals.
4. This month a rate ... inflation is high.
5. The market economy allocates products and resources through the market ... the government control.
6. "Profit" in every day life means money gained ... business.
7. A lot..... public money has been used by the company.
8. Finance ... working capital can be obtained from a variety of sources.
9. Like psychology, economics draws much of its theoretical core ... intuition.
10. The amount of capital needed depends ... the type of business.

## Unit 14. SOCIAL WORK



**14.1. Work in pairs. Discuss the answers to the following questions.**

1. What do you know about the scope of social work?
2. Which things does a social work profession promote?
3. What are the major priorities of social policy in Russia?
4. Is Russia a social state?
5. What are the main aims of social work in Russia?
6. Are there any social protection measures in Russia?
7. Is the social work profession necessary in Russia? Why? Why not?
8. What kind of help do disabled people need?
9. Do you have to be responsible to do the social work?
10. Is reforming of the social protection system necessary in Russia?

**14.2. Read the following words and expressions and pay attention to their meanings.**

<b>human relationships</b>	человеческие отношения
<b>social policy</b>	социальная политика
<b>in accordance with smth.</b>	в соответствии с чем-л., согласно чему-л.
<b>social service system</b>	система социального обслуживания
<b>necessary conditions</b>	необходимые условия
<b>main aims</b>	основные цели
<b>able-bodied citizens</b>	трудоспособное население
<b>living conditions</b>	жилищные условия
<b>social rehabilitation</b>	социальная реабилитация
<b>to provide smb. with some support</b>	поддерживать кого-л., обеспечивать кого-л. поддержкой
<b>needy people</b>	нуждающиеся
<b>a temporary asylum</b>	временный приют
<b>professional activity</b>	профессиональная деятельность
<b>to provide some service</b>	предоставить обслуживание

<b>to sort out problems between smb.</b>	распределять проблемы между кем-л.
<b>to decrease a social stress priorities and objectives</b>	уменьшить стресс в обществе приоритеты и цели
<b>the population social protection</b>	социальная защита населения



**14.3. Read the text “Social Work in Russia” and check your answers to the questions from exercise 14.1.**

### **SOCIAL WORK IN RUSSIA**

The social work profession promotes social changes, problem solving in **human relationships** and the empowerment and liberation of people to enhance well-being. Social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental for social work.

The major priorities of **social policy** in Russia are the increase of a living standard and investing in people. **In accordance with** the constitution, Russia is a social state. It has managed to create a basis of **social service system**, to form **necessary** premises and **conditions** for social work development according to the world standards in difficult social economic and financial conditions. The **main aims** of social policy are:

- the increase of protection of socially vulnerable households that can't settle social problems and need state help.
- the creation of necessary conditions to provide public availability and acceptable quality of basic social goods.
- the creation of economic conditions that allow the own income to reach higher level of social consumption for **able-bodied citizens**.

A complex system of social protection measures has been developed which aims at:

- the reduction of a social stress in the society.
- social help to families and independent; to citizens that are in difficult situation, as well as to disabled people.
- adaptation to new social-economic **living conditions**, **social rehabilitation** of disabled people.
- **providing needy people with some support**, social service or **temporary asylum**.
- the creation of an efficient system of rules protecting the interest of minors abandoned by their parents (so-called social orphans), neglected children, and the protection of children's rights.

The increasing demand in social protection of people is very much connected with crisis occurrences in the economy. Present scope at volume of professional activities in the social sphere depends on difficult social economic situation which is influenced by the scale and directions of services which should be provided to needy people.

Direction of social work activities, fundamental reconstruction of social-economic and political system and appearance of new social problems determined the necessity of a social worker profession.

There are more than 450,000 social workers and social pedagogues that **provide services** to veterans, older people, disabled people, families, women and children. Pauly social workers help **to sort out problems** of people that turned out to be in a critical situation, provide them with support, and thus help **decrease a social stress** in the society. They are people, who aware the responsibility that lies on each of them and on the system as a whole.

In 1991, the Population Social Protection Department of Russian Federation was formed, that joined Labour Department of Russia.

One of the main directions of its work is reforming of the social protection system, working out of approach to provision of rightly addressed social service, **priorities and objectives** of social policy. The main priorities of social policy are the increase of people's living standard and investing in people.

One of the central tasks of XXI century **population social protection** is intensified attention to veterans and children's needs. Arrangement of social service for these groups of population is of great importance.

**14.4. Read the following statements and decide if they are true (T) or false (F).**

1. One of the main aims of social policy is creation of economic conditions that allow the own income to reach higher level.
2. A social work profession promotes the social changes, problem solving in relationships between politicians and their environment.
3. Creation of necessary conditions to provide public availability and acceptable quality of basic social goods is the least important aim in social policy.
4. In accordance with the constitution of Russian Federation, it has managed to create a complex system of social protection measures.
5. The appearance of new social problems determined the necessity of profession as a social worker.
6. A complex system of social protection measures aims at intensified attention to veterans and children's needs.
7. Nothing is being done to form necessary premises and conditions for social work development.
8. The increasing demand in social protection of people is partly connected with crisis occurrences in the economy.
9. The main aim of the Population Social Protection Department is the reforming of social protection system.

**14.5. Use the expressions from the box and complete the following sentences. Then, translate them.**

a complex system	control economic situation	social workers	
aware the responsibility	crisis occurrences	The appearance of	
central task	an increasing demand	social changes	a living standard

1. At present time ... .. of the society is to form acceptable quality of living conditions.
2. Disabled people must be protected from ... .. which happen quite often in Russia.
3. One of the main objectives of the Population Social Protection department is to ... .. in the country.
4. There are more than 2,000 ... .. in my native town, so the social work profession is actual and important.
5. ... .. of social work profession has made it possible to provide services to veterans and disabled people.
6. There are a lot of homeless children in the country, and the ... .. of the country's policy is to provide temporary asylum.
7. The government has to take some measures to increase ... .. of older people.
8. Some ... .. will surely be a good solving of unemployment problem.
9. The head of the Population Social Protection Department and the President ... .. which they have, and they are doing everything to avoid a social crisis in the society.
10. There exists ... .. of measures to help sick and disabled people to survive.

**14.6. Write the correct question for the following sentences, as in the model.**

**Model:** – There are more than 450,000 social workers in the country. (*How many*)  
– **How many social workers are there in the country?**

1. They are veterans, orphans and disabled people who need the improving of living conditions more than anyone. (*Who*)
2. The major priorities of social policy in Russia are the increase of a living standard and investing in people. (*What*)

3. The creation of an efficient system of rules protecting the interest of neglected children is of great importance nowadays. (*What measure*)
4. In 1991, the Population Social Protection Department of Russian Federation was formed. (*When*)
5. The reforming of the social protection system is a necessary demand because the standard of living is quite low. (*Why*)

**14.7. Match the beginnings and ends of the following sentences.**

- |   |  |
|---|--|
| 1. The increasing demand in social protection of people is                            | a) Russia is a social state.   |
| 2. A complex system of social protection measures                                     | b) provide services to veterans and older people, disabled people, families, women and children. |
| 3. In accordance with the constitution  | c) of great importance   |
| 4. The major aims of social policy in Russia are                                      | d) the priorities and objectives of social policy.   |
| 5. Present scope at volume of professional activities in the social sphere depends on | e) very much connected with crisis occurrences in the economy.                                   |
| 6. A Population Social Protection Department of Russian Federation works out          | f) the social economy situation.   |
| 7. Social workers and social pedagogues   | g) has been developing in Russia.  |
| 8. A management of social service in Russia is  | h) the increase of a living standard and investing in people.                                    |

**14.8. Choose the correct answer to the following questions.**

1. What is a central task of the XXI century?
  - a) The central task of the XXI century is a social protection of population.
  - b) The central task of the XXI century is joining the Labor Department.

2. What do social workers do?
  - a) Social workers provide people with some advice, support and care.
  - b) Social workers reduce a social stress in the society.
3. What does a social work profession need so that to be more effective?
  - a) It needs some fundamental reconstruction of social-economic and political system.
  - b) It needs the appearance of Population Social Protection Department of Russian Federation.
4. What are the major priorities of social policy in Russia?
  - a) They are the increasing demand in social protection of people from crisis occurrences.
  - b) They are the increase of people's living standard and investing in people.
5. What does the present scope of social work depend on?
  - a) It depends on the difficult social economic situation.
  - b) It depends on the protection of families and independent.



**Table 14.1**

**Modal verbs *can* and *may***

I **can** find the article about social policy in Russia.

I **cannot (can't)** use a computer at all.

**Can** you find the description of this device on the Internet?

– **Yes, I can.**

– **No, I can't.**

She **could** finish her calculations yesterday but something got wrong with her computer.

He **could not (couldn't)** receive the information in time because he was very busy.

**Could** he include my paper in his book?

– **Yes, he could.**

– **No, he couldn't.**

She **was able to** finish her calculations yesterday but something got wrong with her computer.

He **was not (wasn't) able to** receive the information in time because he was very busy.

**Was he able to** include my paper in his book?

– **Yes, he was.**

– **No, he wasn't.**

She **will be able to** finish her report by next Friday.

They **will not (won't) be able to** e-mail us during next week

**Will you be able to** take part in the faculty meeting?

– **Yes, I will.**

– **No, I won't.**

We **may** use my father's computer for homework.

I **may not (mayn't)** use my father's computer because he needs it to finish the article for the conference.

**May you accompany** me on my visit to London?

– **Yes, I may.**

– **No, I mayn't.**

The students **might** enter the classroom in spite of their arriving late.

I **might not (mightn't)** take that device for my laboratory work.

**Might** he show you the test results?

– **Yes, he might.**

– **No, he mightn't.**

The students **were allowed to** enter the classroom in spite of their arriving late.

I **was not (wasn't) allowed to** take that device for my laboratory work.

**Was he allowed to** show you the test results?

– **Yes, he was.**

– **No, he wasn't.**

I **will be allowed to** use the laboratory equipment after 6 o'clock.

She **will not (won't) be allowed to** pass the exams earlier.

**Will they be allowed to** leave the classroom during the lecture?

– **Yes, they will.**

– **No, they won't.**

**14.9. Write the sentences in the past, present or the future, as in the model.**

**Model:** – John **can** give me a copy of his article for the conference.

– John **could** give me a copy of his article for the conference yesterday.

– John **will be able to** give me a copy of his article for the conference tomorrow.

1. I **couldn't** answer all the questions as they were very difficult.
2. Helen **may** assist you if she finishes her homework early.
3. The teacher **will be able to** give his opinion about our experiment today.
4. Nancy **mighn't** include the abstract of my article in her report yesterday.
5. Ben **can** present his research work for our group today.



**14.10. Read the text “Jane Addams – a Mother of Social Work” and answer the following questions.**

1. What was Jane Addams famous for?
2. Where was she from?
3. When did she get the Nobel Peace Prize?
4. Which need was compelling for women at the beginning of 20<sup>th</sup> century?
5. What kind of people did Jane Addams neglect?

**JANE ADDAMS — A MOTHER OF SOCIAL WORK**

Jane Addams has been described as one of “founding foremothers” of America. Her influence on 20<sup>th</sup> century America was incredible. She wrote eleven books. She helped to found the National Association for the Advancement of Colored People and the American Civil Liberties Union, institutions that influence American culture today. In 1931, she was the first American woman to receive the Nobel Peace Prize. Was it a gift? Perhaps it was.

She went on to point out that American children were dying every autumn as they “have begun to wear the overcoats and cloaks which have been sent from infected city sweatshops”. In other countries, notably Scandinavia, England, Canada and Australia, this was unheard of. Italian women wanted a washhouse where they could gather as a group to wash their clothes as they did in the streams of Italy. Jewish women expected the covered markets they enjoyed in Russia and Poland, because the soot and dust that covered the vegetables in the open markets of Chicago were unacceptably indecent. But the men, who ran the city just didn't understand, even such rudimentary needs that women would provide each other without hesitation. The compelling need was to give women the vote so they could fix the problems and get back to concentrating on providing their men with the clean, healthy and tidy households they insisted upon.

Jane Addams neglected the poor, took advantage of minorities and believed that the male ruling class had a reason to fear. Jane was on a roll. Her pamphlet entitled “Why Women Should Vote” made too much sense. She opened with the premise that a woman's simplest duty was just what men had been promoting all along. Jane Addams made her childhood dream of improving living conditions for the poor come true.

**14.11. Match the beginnings and ends of the following sentences.**

- |   |  |
|---|--|
| 1. The compelling need was                                    | a) come true.                          |
| 2. Jane Addams' influence on 20 <sup>th</sup> century America | b) made too much sense.                |
| 3. She was the first American woman                           | c) to give women the vote.             |
| 4. Her pamphlet entitled "Why Women Should Vote"              | d) was incredible.                     |
| 5. Jane Addams made her childhood dream                       | e) who received the Nobel Peace Prize. |

**14.12. Choose the correct question for the following answers.**

- Jane Addams was the first to help found the National Association for the Advancement of Colored People.
  - What did Jane Addams found?
  - Which institution did Jane Addams help found?
- The American children were dying every autumn as they "have begun to wear the overcoats and cloaks which have been sent from infected city sweatshops".
  - Why were the American children dying every autumn?
  - When did American children begin to wear the overcoats?
- Jewish women expected the covered markets that they enjoyed in Russia and Poland.
  - Who expected the covered markets?
  - Why did Jewish women enjoy covered markets in Russia and Poland?
- Jane Addams believed that the male ruling class had a reason to fear.
  - What did Jane Addams believe in?
  - Who had the reason to fear while running the city?
- The title of the pamphlet that made too much sense was "Why Women Should Vote".
  - How was Jane Addams' pamphlet entitled?
  - What was the title of Jane Addams' pamphlet that made too much sense?

**14.13. Match the words in columns A and B to make the expressions.**

**A**

1. childhood
2. covered
3. compelling
4. without
5. each
6. come
7. solve
8. disabled
9. improve
10. insist
11. simple

**B**

- a) markets
- b) people
- c) hesitation
- d) a problem
- e) living conditions
- f) true
- g) dream
- h) on (upon)
- i) other
- j) need
- k) duty



**14.14. Write sentences using expressions from exercise 14.13.**

**14.15. Put the words in the right order to make a sentence or a question, as in the model.**

1. of / personal social protection / The system / has changed / for the last ten years. / a lot
2. includes / the support / of / elderly people. / The main direction / of / social work
3. help / problems / of / people in need. / Social workers / sort out
4. does / the system / of / social family service / What / include?
5. less than / cost of living / The percentage / of / people / with / income / has decreased.

**14.16. Complete the following sentences with the correct preposition from the box.**

<b>of</b>	<b>in</b>	<b>with</b>	<b>by</b>	<b>for</b>	<b>to</b>	<b>at</b>
-----------	-----------	-------------	-----------	------------	-----------	-----------

1. The increasing demand ... social protection ... people is very much connected ... crisis ... economy.

2. The directions ... social work activities determined the necessity ... a social worker profession.
3. Social workers help sort out problems ... people and provide them ... some support.
4. A complex system ... social protection measures aims ... adaptation ... new social economic living conditions.
5. It has managed to form necessary premises and conditions ... social work development according ... the world standards.
6. The government should create an efficient system of rules protecting the interests ... minors abandoned ... their parents.



### Modal verb *must*

**Table 14.2**

He **must** describe the results of the experiment to Professor Bright.  
 He **must not (mustn't)** use this information to construct the device.  
**Must** they include the results of the experiment in the article?  
 – **Yes, they must.**  
 – **No, they mustn't.**

She **had to** present some different results.  
 He **did not (didn't) have to** inform his colleagues about his achievements.  
**Did you have to** use a computer during that semester?  
 – **Yes, I did.**  
 – **No, I didn't.**

You **will ('ll) have to** avoid errors in conducting the experiment.  
 We **will not (won't) have to** choose which lectures to attend.  
**Will she have to** display the data received on the Internet?  
 – **Yes, she will.**  
 – **No, she won't.**

**14.17. Write the sentences in the past, present or the future, as in the model.**

- Model:** – We **must** check all the mistakes before giving the tests to the teacher today.  
 – We **had to** check all the mistakes before giving the tests to the teacher yesterday.  
 – We **will have to** check all the mistakes before giving the tests to the teacher tomorrow.

1. You **won't have** to take any things when you enter the laboratory tomorrow.
2. Today Laura **must** persuade her parents to buy her a new computer.
3. The head of the department **didn't have to** discuss the results of the experiment yesterday.
4. Professor Bright **will have to** give a public report on new information technologies.
5. **Did** the head of the university **have to** support the students' participation in the conference?

## Unit 15. ECOLOGICAL PROBLEMS OF THE WORLD



**15.1. Work in pairs. Discuss the answers to the following questions.**

1. What do you know about ecology?
2. What problems do the ecologists face?
3. Is the ecological situation changing for the worse with the growth of population? Why? Why not?
4. How do industrial enterprises influence the air pollution?
5. Is there a problem of water pollution?
6. Are the scientists doing anything to help solve ecological problems?
7. What does the government of Russia do to improve the ecological situation?
8. What measures would you offer to find the way out of the ecological crisis?

**15.2. Read the following words and expressions and pay attention to their meanings.**

<b>environment</b>	окружающая среда
<b>the problem of (air) pollution</b>	проблема загрязнения (воздуха)
<b>evident</b>	очевидный
<b>in a few decades</b>	через несколько десятков лет
<b>in different ways</b>	по-разному, различными способами
<b>the growth of population</b>	рост населения
<b>a harmful effect</b>	вредное влияние (эффект)
<b>to consider</b>	полагать, считать
<b>consumption of energy</b>	потребление энергии
<b>an ozone layer</b>	озоновый слой
<b>industrial wastes</b>	промышленные отходы
<b>acid rain</b>	кислотный дождь
<b>armed conflicts</b>	вооруженные конфликты
<b>the theory of interaction</b>	теория взаимодействия
<b>to find a solution to the problem</b>	найти решение проблемы
<b>joint efforts</b>	объединенные усилия



**15.3. Read the text “Environmental Problems of the World” and check your answers to the questions from exercise 15.1.**

**ENVIRONMENTAL PROBLEMS OF THE WORLD**

Ecology is a science which is concerned with the interrelations of organisms and their **environment** that is with everything that surrounds them.

The ecologists face a lot of problems in the modern world – the air we breathe, the water we drink, the food we eat, the soil we stand on, the great projects we construct. That the **problem of pollution** and ecology has become the most important one is **evident**. The more civilization is developing, the greater the ecological problems are becoming. In the 21<sup>st</sup> century they are changing from national into international ones.

There are about 6 billion people in the world at present. The population is growing very fast and scientists believe that **in a few decades** it will be too big for the Earth to support. The Earth is being constantly damaged **in different ways**. Speaking about **the growth of population** we have to admit the increase of industries and their **harmful effects** on the environment – the pollution of air from choking factory chimneys and the pollution of water caused by industrial wastes. The latter (the problem of water pollution) **is considered** to be of more importance in territories where rivers cross several countries. The seas and oceans are also becoming seriously polluted.

There are some more serious problems which our planet is facing: the increasing **consumption of energy** and water, the pollution of air by car exhausts, the increasing hole in the atmospheric **ozone layer**, the rivers that are poisoned by **industrial** and agricultural chemicals and **wastes**, the forests that are felled and vast forest territories that are devastated by fire and **acid rains**. Besides, **armed conflicts** and local wars are added to critical situation on the planet.

At present scientists in industrially developed countries are working on the **theory of interaction** of all the atmospheric and oceanic global processes that determine the climate and the weather of the world. Increasing growth of population, industrialization and the use of resources are slowly but surely changing the global climate and water balance. This can be described as a great experiment, one that may bring about changes in the environment more serious than ever before. If we realize the coming danger, we'll see that we should **find solutions to all the problems** to survive. It is necessary to develop an international program to study data on land, forest, atmospheric and oceanic resources. They are **joint efforts** of many scientists and special public organizations that can deal with the problem and take necessary measures to protect the environment.

What should be done to change the situation for the better?

- We must change people's attitude towards the environment.
- We should stop the pollution of air and water.
- We must save more energy and water and try to use other sources of energy (solar and tidal energy, the energy of the wind, subterranean hot waters, etc.).

These and many other steps should be made already now to make our planet a safer and a better place to live on. It is still a big problem and much needs to be done to change the ecological situation in the world.

**15.4. Read the following statements and decide if they are true (T) or false (F).**

1. The problems of water and air pollution have recently changed from national into international ones.
2. The more civilization is developing, the less important the ecological problems are becoming.
3. In a few decades the harmful effects of industries on the environment will increase.
4. In the nearest future the population will be too big for the Earth to support.
5. The water pollution is of more importance in territories where rivers cross several countries.
6. It is the decreasing of industries in highly developed countries that is a serious problem which our planet is facing.
7. The increasing growth of population, industrialization and the use of resources have no influence on changing the global climate and water balance.
8. Interaction of all the atmospheric and oceanic global processes determines the climate and the weather of the world.

**15.5. Use the expressions from the box and complete the following sentences.**

people's attitude	in a few decades	are poisoned by	
coming danger	are devastated	joint efforts	cause
take necessary measures	highly developed	stops the pollution	

1. The ecological situation in the world is very serious, so some ... .. countries have to ... .. to change the situation for the better.
2. A lot of forests and woods ... .. by fires and acid rains.

3. First of all, ... .. to some ecological problem must be changed.
4. If nobody supports the Earth and ... .. , we'll face more serious results than have ever had before.
5. A great number of cars and industrial enterprises ... air and water pollution.
6. A lot of rivers as well as some big lakes ... .. industrial wastes and agricultural chemicals.
7. The president and the government must realize the ... .. and make special laws to protect the environment.
8. If nothing is done, and no ... .. are made, there will be a lot of dead forests, rivers and oceans ... .. .

**15.6. Match the beginnings and ends of the following sentences.**

- |  |  |
|--|--|
| 1. Ecology is a science which                          | a) we have to admit the increase of industries.                              |
| 2. The problems of water and air pollution             | b) the increasing hole in the atmospheric ozone layer.                       |
| 3. The more civilization is developing                 | c) is concerned with the interrelations organisms and their environment.     |
| 4. Speaking about the growth of population,            | d) we will see that we should find solutions to all the problems to survive. |
| 5. The seas, oceans and rivers                         | e) are becoming seriously polluted.  |
| 6. Our planet is facing                                | f) have become the most important.   |
| 7. If we realize the coming danger                     | g) to take global measures to change the situation for the better.           |
| 8. It is necessary                                     | h) the greater the ecological problems are becoming.                         |
| 9. The government should take some global measures and | i) organize people to help the environment.                                  |

**15.7. Choose the correct answer to the following questions.**

1. What problems have become the most important ones for the last few years?
  - a) They are the problems of water and air pollution.
  - b) They are the problems of decreasing industries.
2. What aspect causes considerable pollution of the air?
  - a) It is the growth of population.
  - b) It is the increasing number of cars.
3. What measures are necessary to achieve some progress in environment protection?
  - a) They are armed conflicts and local wars.
  - b) They are joint efforts of people throughout the world.
4. What theory are the scientists in industrially developed countries working on?
  - a) They are working on the theory of interaction of all the atmospheric and oceanic global processes that determine the climate of the world.
  - b) They are working on the theory of taking global measures to change the ecological situation for the better.
5. Why are global climate and water balance changing?
  - a) They are changing because of increasing growth of population and industrialization.
  - b) They are changing because of changing people's attitude towards the environment.

**15.8. Write the correct question for the following sentences, as in the model.**

**Model:** – It is necessary to develop an international program to study data on land, forest, atmospheric and oceanic resources. (*What program*)  
– **What program is it necessary to develop?**

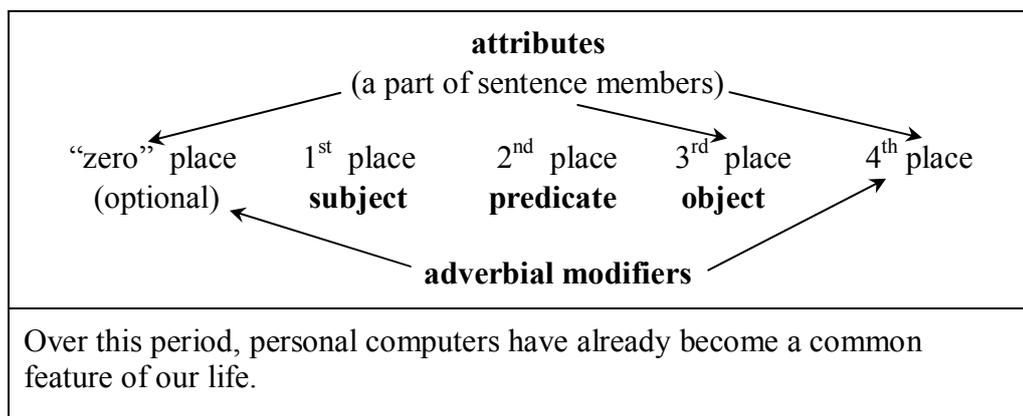
1. We should save more water and try to use solar and tidal energy. (*What*)
2. They are armed conflicts and local wars that influence the critical ecological situation on the planet. (*What events*)
3. Scientists are developing a new concept because it is necessary to predict some changes in the environment more accurately. (*Why*)

4. The pollution of air by car exhausts is one of the most serious problems that our planet is facing. (*What*)
5. An increasing growth of population and industrialization may bring some serious changes to the environment. (*What*)



**Table 15.1**

**The Structure of Simple Sentence**



**Table 15.2**

**The functions of nouns in sentences**

Member of sentence	Example
<b>Subject</b>	This <b>account</b> is good.
<b>Part of predicate</b>	He is <b>an accountant</b> .
<b>Object</b>	She wrote <b>an account</b> .
	She wrote him <b>an account</b> .
	She wrote her boss <b>an account</b> of the changes.
<b>Adverbial modifier</b>	All changes are shown <b>in the account</b> .
<b>Attribute</b> (see Table 15.3)	<b>Account</b> data are of great importance.

**15.9. Point out the function of nouns in the following sentences.**

1. Einstein's first paper on the relativity theory came out in 1905.
2. English is of great importance for any scientist.
3. We are observing some changes in the process.
4. They have made an attempt to explain the nature of this mechanism.
5. The experiment results will be included in my new article.
6. The appearance of the new material was a fundamental discovery.
7. They advanced another interpretation of this effect some time ago.
8. This problem has been systematically studied for about ten years.
9. Computers have found a wide application in science and technology.
10. The development of the relativity theory ran parallel to important experimental observations.



**Table 15.3**

**Attribute group**

<b>noun + noun:</b>	state emblem	wage rise	price control
<i>Note:</i>	a simulation technique	measurement parameters	
	regulation speed	<b>BUT:</b> regulation of speed	
<b>noun + participle I</b>	<b>+ noun:</b>	the rock-feeding system	
<b>noun + participle II</b>	<b>+ noun:</b>	a water-cooled conveyer	
<b>noun + gerund</b>	<b>+ noun:</b>	the job scheduling problem	
<b>noun + adjective</b>	<b>+ noun:</b>	Newton's important works	
		an oxygen free gas	
<b>adjective + noun</b>	<b>+ noun:</b>	The important measurement parameters are presented in Table 1.	
<b>Different forms:</b>			
<b>adjective</b>	<b>noun</b>	<b>participle II</b>	<b>noun</b>
a natural	language	oriented	question
			<b>gerund</b>
			answering
			<b>noun</b>
			system

**15.10. Translate the following expressions.**

1. multimedia computer
2. central processing unit
3. city water-supply system

4. data processing systems
5. solid-state device
6. a computer-literate citizen
7. an everyday problem-solving device
8. an information-dependent society
9. step-by-step operations
10. data storage hierarchy



**Attributes in preposition**

**Table 15.4**

Part of speech	Example
<b>Adjective</b>	His <b>greatest</b> pleasure is reading.
<b>Pronoun</b>	<b>His</b> answer surprised me.
<b>Number</b>	The <b>first</b> meeting was not successful.
<b>Participle I</b>	I saw the <b>working</b> people in the lab.
<b>Participle II</b>	I bought an <b>illustrated</b> edition of the book.
<b>Noun in possessive case</b>	The <b>professor's</b> opinion influenced my choice.
<b>Noun in common case</b>	<b>Export</b> oil is sold very cheaply.
<b>Group of words</b>	<b>British-made</b> computers are widely known.



**Attributes in postposition**

**Table 15.5**

Part of speech	Example
<b>Participle I</b>	The man <b>standing</b> near the open window is our dean.
<b>Participle II</b>	The figures <b>mentioned</b> in his report were published in the latest newspaper.
<b>Noun in apposition</b>	Albert Einstein, the <b>founder</b> of the theory of relativity, was born in 1879.

<b>Infinitive</b>	She got a permission <b>to leave</b> .
	He was the first <b>to do the test</b> .
	He made the list of books <b>to be read</b> .
<b>Infinitive construction with <i>for</i></b>	The first thing <b>for them to do</b> was to finish work in time.
<b>Gerund</b>	His manner <b>of speaking</b> made him a very popular orator.
<b>Subordinate clause</b>	The book <b>that I am reading</b> is very interesting.

**15.11. Point out the attribute in the following sentences.**

1. He bought some illustrated magazines.
2. The teacher corrected the students' mistakes.
3. Shakespeare, the famous English poet, was born in 1564.
4. The data presented are derived from more sophisticated approaches.
5. Einstein's ideas made a great impression on his contemporaries.
6. His way of treating most complicated problems is always intelligible.
7. Semiconductors possess valuable properties.
8. The first section will contain tables and diagrams.
9. These two curves will necessarily overlap.
10. I have visited the laboratory at which this research was done.
11. A digital computer is a machine capable of performing operations on data represented in digital or number form.
12. In most electronic digital computers the method of number representation is based on the system of binary notation.



**15.12. Read the text "If I Were the Leader of My Country..." and answer the following questions.**

1. Why can Nancy hardly breathe when she is riding her bike?
2. What does acid rain kill?
3. What would happen if public transport was better?
4. What will happen if the hunters continue to kill endangered species?
5. What happens when trees disappear?
6. What do trees produce? Why is it important to us?

### IF I WERE THE LEADER OF MY COUNTRY...

A lot of people in the world are worried about coming danger the Earth is facing. They try to find the solutions of problems and help the planet survive.

**James:** 'If I were the leader of my country, I wouldn't allow hunters to kill endangered species. Do you know that animals such as tigers and rhinos have been hunted so much that there will none be left soon? I think, we need to teach hunters that it's wrong to kill these animals. I would also create special parks where these animals could live safely.'

**Nancy:** 'If I were the leader of my country, I would ban cars because they cause too much air pollution. I hate it when I am riding my bike in the street and I can hardly breathe because of traffic fumes. It makes me feel really ill. Air pollution causes acid rains, too, which kills trees and plants. I would also improve public transport. People wouldn't need to use their cars so much then. I think people should walk more often or use a bicycle, like me! If they did, our cities would be healthier places to live in.'

**Richard:** 'If I were the leader of my country, I would stop logging companies from destroying the rainforests. It's terrible the way that animals and rare plants die when the trees disappear. Don't these companies know that they are destroying trees and wildlife? They could destroy us all! Trees produce oxygen, which is one of the most basic needs. One answer to the problem is to make the logging companies plant new trees. If they did that, it could save the rainforests and give all of us cleaner air to breathe.'

### 15.13. Match the words in columns A and B to make the expressions.

- | A              | B              |
|----------------|----------------|
| 1. basic       | a) cars        |
| 2. rare        | b) pollution   |
| 3. ban         | c) fumes       |
| 4. acid        | d) rain        |
| 5. logging     | e) transport   |
| 6. live        | f) companies   |
| 7. plant       | g) plants      |
| 8. air         | h) trees       |
| 9. cleaner     | i) air         |
| 10. endangered | j) species     |
| 11. public     | k) needs       |
| 12. traffic    | l) safely      |
| 13. destroy    | m) rainforests |
| 14. feel       | n) ill         |
| 15. produce    | o) oxygen      |



**15.14. Write sentences using the expressions from exercise 15.13.**

**15.15. Read the suggestions and match them to the results, then write sentences, as in the model.**

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| 1. put bins on every street corner | a) people have more oxygen           |
| 2. have more trees and green areas | b) not be so much rubbish everywhere |
| 3. improve public transport        | c) people not drop litter in streets |
| 4. people use bicycles             | d) people leave cars at home         |
| 5. people recycle things           | e) children be able to play safely   |
| 6. create more parks               | f) cities be less polluted           |

**Model:** – If we **put** bins on every street corner, people **wouldn't drop** litter in streets.



**15.16. Read the text and choose the best title.**

1. Nothing has Lost yet.
2. A Lot of Problems and no Ways out.
3. What shall We Do for the Environment?

Every hour two or three kinds of animals, plants or insects die out for ever. If nothing is done about it, one million species that are alive today will have become extinct in twenty years' time.

The seas are also in danger. They are being filled with poison: industrial and nuclear waste, chemical fertilizers, pesticides and sewage. The Mediterranean is already dead; the North Sea is following. If nothing is done about it, one day nothing will be able to live in the seas.

The tropical rainforests which are the home of half the Earth's living things (including many rare animals and plants) are being destroyed. If nothing is done about it, they will disappear in twenty years' time. The effect on the world's climate and on our agriculture, wood, food suppliers and medicine will be disastrous.

Fortunately, somebody is trying to do something about it. In 1961, the World Wildlife Fund was founded – a small group of people who wanted to raise money to save animals and plants from extinction now called the Worldwide Fund for Nature (WWF). WWF is a large international organization working to stop the destruction of the Earth's natural resources. It has raised over 400 million dollars for conservation projects over the last ten years and has created or given support to national parks in five continents. It has helped to a lot of mammals and birds to survive. Perhaps this is not much but it's just a start. If more people give more money and if more

governments wake up to what is happening, perhaps Worldwide Fund for Nature will be able to keep us to avoid the disaster of the natural world and all of us with it.

**15.17. Read the text again and answer the following questions.**

1. What is your reaction to the information?
  - a) You have already known.
  - b) You are surprised and shocked.
  - c) You don't believe it.
  - d) You are not very interested.
2. Which of these sources of poison are not mentioned in the text?
  - a) factories
  - b) lavatories
  - c) atomic power stations
  - d) oil tankers
  - e) farms
3. Do you know any places where rainforests are being destroyed?
4. Do you know why the world climate will be affected?
5. Where does the WWF get its money from?

**15.18. Match the words in columns A and B to make the expressions.**

- | A                    | B                |
|----------------------|------------------|
| 1. die               | a) danger        |
| 2. in                | b) rainforests   |
| 3. nuclear           | c) money         |
| 4. tropical          | d) projects      |
| 5. to raise          | e) fertilizers   |
| 6. international     | f) out           |
| 7. conservation      | g) parks         |
| 8. national          | h) organization  |
| 9. natural           | i) resources     |
| 10. chemical         | j) waste         |
| 11. to avoid         | k) the disaster  |
| 12. to disappear     | l) for ever      |
| 13. to be interested | m) in the result |

**15.19. Complete the following sentences with the expressions from exercise 15.18.**

1. The seas and oceans are ... .
2. The rivers and seas are being filled with ... .
3. The destruction of the Earth's ... is one of the most important ecological problems of the world.
4. The World Wildlife Fund is trying ... to save animals and plants from extinction.
5. Every hour two or three kinds of animals, plants or insects ... for ever.
6. The home of half of the Earth's living things, ... , are being destroyed.
7. The Worldwide Fund for Nature is a large ... working to stop the disaster on the planet.
8. The Worldwide Fund for Nature has raised over 400 million dollars for ... over the last ten years.
9. A lot of people take part in creating and supporting ... in five continents.
10. Pesticides, sewage and ... fill rivers, seas and oceans with poison.

**15.20. Complete the following sentences with the correct preposition from the box.**

<b>of</b>	<b>to</b>	<b>in</b>	<b>with</b>	<b>for</b>	<b>about</b>	<b>on</b>	<b>from</b>
-----------	-----------	-----------	-------------	------------	--------------	-----------	-------------

1. Ecology is a science which is concerned ... the interrelations ... organisms and their environment.
2. A lot ... animals, plants and insects ... the world die out ... ever.
3. The Earth is being constantly damaged ... different ways.
4. We need some joint efforts ... many special public organizations that can deal ... the problem ... pollution.
5. What should we do to change the situation ... the better?
6. If nothing is done ... the destroying ... the tropical rain forests, they will have nearly disappeared ... twenty years' time.
7. A small group ... people founded the World Wildlife Fund ... 1961 to save animals and plants ... extinction.
8. ... present, scientists ... industrially developed countries are working ... the problem ... air pollution.



**15.21. What measures would you take to protect the environment if you were the leader of your country? Write a short paragraph.**



### Complex Sentences

Table 15.6

#### Subject Clauses

that	what	who	where	how
<b>What you say</b> is not quite clear.				
<b>Who will do it</b> depends on the circumstances.				
whether				
<b>Whether these two phenomena are related</b> has to be discovered.				

**15.22. Translate the following sentences. Point out the subject clauses.**

- Whether or not this synthesis will take place is not known.
- What a decision problem is must be clearly defined.
- That the method is too complicated is obvious.
- How it has been done does not matter.
- What has been said above indicates one of the limitations of the method.
- Whether these statements are true is another matter.
- What we usually call a nature law is a statement about a particular model of the universe.
- What we mean by questions and what we mean by acceptable answers is becoming a topic of interest to more and more researchers.
- That these patterns can be critical has been demonstrated by Dr. Brown.
- Whether this is a good thing or a bad thing is irrelevant from the point of view with which we are concerned in this chapter.
- Whether this series has functional significance is not known.
- That it is easy to confuse the two notions is indicated by this example.
- How the plus and minus came into use is a matter of considerable conjecture.
- Whether the methods have been used since then is not known.
- Which method is preferred depends entirely on circumstances.



Table 15.7

**Predicate Clauses**

<b>that</b>	<b>what</b>	<b>who</b>	<b>how</b>
The difficulty of distance education is <b>that</b> it demands great efforts from the students.			
<b>whether</b>			
The question remains <b>whether</b> these data are reliable.			

**15.23. Translate the following sentences. Point out the predicate clauses.**

1. The question is how he does it.
2. The question remains whether this method is of great importance.
3. The decision was that the similarities and differences should be explored in detail.
4. The question is whether this scientific model will apply to the industrial plant.
5. What we really mean is that this explanation fits well all our experience.
6. The question remains whether the mathematical interpretation of the physical event is adequate in a strict sense, or whether it gives only an inadequate image of physical reality.
7. The key point is that the deterministic nature of a deterministic system is not something dependent on the ability of a man's brain to detect it.



Table 15.8

**Object Clauses**

<b>that</b>	<b>if</b>	<b>whether</b>					
Everybody knows <b>that</b> one must work regularly to master a foreign language.							
I am not sure <b>if (whether)</b> he will take part in this conference.							
<b>who</b>	<b>whom</b>	<b>whose</b>	<b>which</b>	<b>that</b>	<b>when</b>	<b>where</b>	<b>why</b>
They ask <b>when</b> they should deliver the apparatus.							
I think we will complete our research in time.							

### 15.24. Change the complex object into object sentences.

**Model:** – He has shown **the density to vary** within certain limits.  
– He has shown **that the density varies** within certain limits.

1. He has found the temperature to be a determining factor in this process.
2. We have considered these processes to be interconnected.
3. He has recently reported this factor to be an integral part of the mechanism.
4. We consider the process to be reversible.
5. We believe this conclusion to be erroneous.
6. We have assumed the substance reactivity to be reduced.

### 15.25. Change the following statements into object clauses introduced by *whether*, as in the model.

**Model:** – This conception is erroneous.  
– *We do not know yet (We are not sure) whether* this conception is erroneous.

1. This law holds for all these cases.
2. This factor plays an important part in the process.
3. These processes have much in common.
4. The side effect will disappear completely.
5. This hypothesis will hold true.
6. Our theory will be confirmed by observation.
7. These particles predominate in the medium.
8. This work will give conclusive results.
9. The data analysis will give an answer to the question.
10. The commission will approve our project.



Table 15.9

#### Attribute Clauses

who	whom	whose	which	that
He was the first <b>who</b> referred to her work.				
The text ( <b>which</b> ) the student is reading is about latest achievements in computer science.				

**15.26. Combine the two sentences without a conjunction, changing the second one into an attribute clause.**

**Model:** – I am sending you the book. You asked for it.  
– I am sending you the book **you asked for**.

1. He described the work. He is doing it at the moment.
2. I know the work. You referred to it.
3. I have heard about the seminar. You attended it.
4. I have seen the papers. You told me about them.
5. I want to see the results. You have obtained them.
6. I am familiar with the subject. He is working on it.
7. I can give you the article. You are looking for it.
8. We observe the rules. They insist on them.
9. I can answer the question. You are asking it.
10. I am familiar with the research. You are engaged in it.

**15.27. Combine the two sentences without a conjunction, changing the first one into an attribute clause.**

**Model:** – I have read the paper. It concerns cosmology.  
– The paper **I have read** concerns cosmology.

1. He has read the paper. It concerns computers.
2. You have suggested the method. It seems practicable.
3. You have done the work. It interests me.
4. You have described the method. It has some advantages.
5. I have referred to the work. It was done by my colleagues.
6. You are looking for the answer. It cannot be given today.
7. We are working on the problem. It causes much attention.
8. You have talked about the problem. It concerns all of us.
9. You need the book. It is available in the library.
10. I have heard about the seminar. It is to be held in April.

**15.28. Combine the two sentences with *which, who or that*.**

**Model:** – We look forward to the meeting. It is to be held next week.  
– We look forward to the meeting **which (that) is to be held next week**.

1. I appreciate his assistance. It was most helpful.
2. I have met the man. He heads the physics laboratory here.

3. We have obtained some results. They disapprove the idea.
4. He made some comments. They should be taken into consideration.
5. He touched upon the problem. It interests all of us.
6. I have met some people. They are engaged in similar studies.
7. I know the man. He pioneered this research.



**Table 15.10**

**Adverbial Clauses**

Type	Example
Clause of place	<b>Where</b> there is a will there is a deed.
Clause of time	Problems cannot be solved <b>until</b> they are accurately defined.
Clause of concession	<b>Although</b> the new method can be used to study these systems we shall use the old one.
Clause of purpose	Two different sources were used <b>lest</b> there be interference.
Clause of result	They gathered together round the table <b>so that</b> they could review the procedures they now follow.
Clause of reason	I went away <b>because</b> there was no one in the classroom.
Clause of condition <i>(see also Units 5, 7)</i>	<b>If</b> the temperature is low, the reaction will proceed slowly. We would test the device <b>if</b> we got it. We would have tested the device <b>if</b> we had got it. He could (might) complete the test <b>if</b> he had time. He could (might) have completed the test <b>if</b> he had had time.

**15.29. Point out the type of the adverbial clauses.**

1. He went to the lecture early so that he got a comfortable seat.
2. Some television programs are recognized everywhere you go to over the world.
3. When you finish your work, you may be free.

4. Although there is no generally accepted theory, there is much data.
5. Since you have finished your work, you may be free.
6. I spent a year in France in order that I might learn French.
7. As soon as the date of the symposium becomes known, we will go to Moscow.
8. We have made some progress in the understanding of these regularities, although some critical aspects of the problem still remain unclear.
9. When I complete the work, I will write the article.
10. We'll start the experiment if the material is ready.

**15.30. Make the following sentences negative, as in the model.**

**Model:** – We'll be able to do this work if we have precise instruments.  
 – We **won't be able** to do this work *unless* we **have precise** instruments.

1. We'll know the answer if we solve this problem.
2. She'll be satisfied if she gets a positive result.
3. They'll be able to upgrade their research if they concentrate on theoretical studies.
4. You'll get the same result if you observe these conditions.
5. We'll be able to guarantee effective work if our needs are satisfied.
6. This problem will be solved if we cooperate.
7. He'll be able to control this process if he understands its nature.
8. We'll resolve many of our difficulties if we have a good theory.
9. We'll save time if we take the right line in this discussion.

**15.31. Change the clause of condition into the one of concession, as in the model.**

**Model:** – We'll start the experiment **if** the material is ready.  
 – We'll start the experiment **whether or not** the material is ready.  
 (or: We'll start the experiment **whether** the material is ready **or not**.)

1. His presentations are always interesting if he speaks about his own work.
2. He will go to the conference if he has some new results to report about.
3. They will miss the next seminar if they are assigned to go to Moscow.
4. He likes to make digressions if time permits.
5. This substance dissolves in water if it is heated.

**15.32. Combine the two sentences with *although, though* or *in spite of the fact that*, as in the model.**

**Model A:** – The work was difficult but we have done it.  
– We have done the work **although** it was difficult.

**Model B:** – The work is not completed but we can make preliminary conclusions.  
– We can make preliminary conclusions **in spite of the fact that** the work is not completed.

1. We know a lot about these processes but their nature remains obscure.
2. Many researchers are working on this problem but it has not been solved yet.
3. I have some difficulties but I am going on with my experiments.
4. We have learned a lot about the atom but some questions still remain unanswered.
5. These phenomena have been studied intensively but they are not well understood yet.
6. This work presents much difficulty but it is interesting.
7. Much attention is being given to theoretical studies but they do not satisfy the experiment's needs.
8. It is difficult but we can upgrade our research.
9. Technology is developing rapidly but it cannot satisfy all the needs of research.

# READER

## TEXT 1

### THE EVOLUTION OF TECHNOLOGY – THE HISTORY OF COMPUTERS

While computers are now an important part of the lives of human beings, there was a time where computers did not exist. Knowing the history of computers and how much progression has been made can help you understand just how complicated and innovative the creation of computers really is.

Unlike most devices, the computer is one of the few inventions that does not have one specific inventor. Throughout the development of the computer, many people have added their creations to the list required to make a computer work. Some of the inventions have been different types of computers, and some of them were parts required to allow computers to be developed further.

#### **The Beginning**

Perhaps the most significant date in the history of computers is the year 1936. It was in this year that the first “computer” was developed. It was created by Konrad Zuse and dubbed the Z1 Computer. This computer stands as the first as it was the first system to be fully programmable. There were devices prior to this, but none had the computing power that sets it apart from other electronics.

It wasn't until 1942 that any business saw profit and opportunity in computers. This first company was called ABC computers, owned and operated by John Atanasoff and Clifford Berry. Two years later, the Harvard Mark I computer was developed, furthering the science of computing.

Over the course of the next few years, inventors all over the world began to search more into the study of computers and how to improve upon them. Those next ten years saw the introduction of the transistor, which would become a vital part of the inner workings of the computer, the ENIAC 1 computer, as well as many other types of systems. The ENIAC 1 is perhaps one of the most interesting, as it required 20,000 vacuum tubes to operate. It was a massive machine and started the revolution to build smaller and faster computers.

The age of computers was forever altered by the introduction of International Business Machines, or IBM, into the computing industry in 1953. This company, over the course of computer history, has been a major player in the development of new systems and servers for public and private use. This introduction brought about the first real signs of competition within computing history, which helped to spur faster and better development of computers. Their first contribution was the IBM 701 EDPM Computer.

## **A Programming Language Evolves**

A year later, the first successful high level programming language was created. This was a programming language not written in “assembly” or binary, which are considered very low level languages. FORTRAN was written so that more people could begin to program computers easily.

The year 1955, the Bank of America, coupled with Stanford Research Institute and General Electric, saw the creation of the first computers for use in banks. The MICR, or Magnetic Ink Character Recognition, coupled with the actual computer, the ERMA, was a breakthrough for the banking industry. It wasn't until 1959 that the pair of systems was put into use in actual banks.

During 1958, one of the most important breakthroughs in computer history occurred, the creation of the integrated circuit. This device, also known as the chip, is one of the base requirements for modern computer systems. On every motherboard and card within a computer system, there are many chips that contain information on what the boards and cards do. Without these chips, the systems as we know them today cannot function.

## **Gaming, Mice, & the Internet**

For many computer users now, games are a vital part of the computing experience. 1962 saw the creation of the first computer game, which was created by Steve Russel and MIT, which was dubbed Spacewar.

The mouse, one of the most basic components of modern computers, was created in 1964 by Douglass Engelbart. It obtained its name from the “tail” leading out of the device.

One of the most important aspects of computers today was invented in 1969. ARPA net was the original Internet, which provided the foundation for the Internet that we know today. This development would result in the evolution of knowledge and business across the entire planet.

It wasn't until 1970 that Intel entered the scene with the first dynamic RAM chip, which resulted in an explosion of computer science innovation.

On the heels of the RAM chip was the first microprocessor, which was also designed by Intel. These two components, in addition to the chip developed in 1958, would number among the core components of modern computers.

A year later, the floppy disk was created, gaining its name from the flexibility of the storage unit. This was the first step in allowing most people to transfer bits of data between unconnected computers.

The first networking card was created in 1973, allowing data transfer between connected computers. This is similar to the Internet, but allows for the computers to connect without use of the Internet.

## **Household PC's Emerge**

The next three years were very important for computers. This is when companies began to develop systems for the average consumer. The Scelbi, Mark-8 Altair, IBM 5100, Apple I and II, TRS-80, and the Commodore Pet computers were the forerunners in this area. While expensive, these machines started the trend for computers within common households.

One of the most major breakthroughs in computer software occurred in 1978 with the release of the VisiCalc Spreadsheet program. All development costs were paid for within a two week period of time, which makes this one of the most successful programs in computer history.

1979 was perhaps one of the most important years for the home computer user. This is the year that WordStar, the first word processing program, was released to the public for sale. This drastically altered the usefulness of computers for the everyday user.

The IBM Home computer quickly helped to revolutionize the consumer market in 1981, as it was affordable for home owners and standard consumers. 1981 also saw the mega-giant Microsoft enter the scene with the MS-DOS operating system. This operating system utterly changed computing forever, as it was easy enough for everyone to learn.

## **The Competition Begins: Apple vs. Microsoft**

Computers saw yet another vital change during the year of 1983. The Apple Lisa computer was the first with a graphical user interface, or a GUI. Most modern programs contain a GUI, which allows them to be easy to use and pleasing for the eyes. This marked the beginning of the out dating of most text based only programs.

Beyond this point in computer history, many changes and alterations have occurred, from the Apple-Microsoft wars, to the developing of microcomputers and a variety of computer breakthroughs that have become an accepted part of our daily lives. Without the initial first steps of computer history, none of this would have been possible.

## **TEXT 2**

### **WHAT IS USB?**

Today just about every PC comes with Universal Serial Bus, or USB ports. In fact, many computers have additional USB ports located on the front of the tower, in addition to two standard USB ports at the back. In the late 1990s, a few computer manufacturers started including USB support in their new systems, but today USB has become a standard connection port for many devices such as keyboards, mice, joysticks and digital cameras to name but a few USB devices. USB is able to support and is supported by a large range of products.

Adding to the appeal of USB is that it is supported at the operating system level, and compared to alternative ports such as parallel or serial ports, USB is very user-friendly. When USB first started appearing in the marketplace, it was (and still is) referred to as a plug-and-play port because of its ease of use. Consumers without a lot of technical or hardware knowledge were able to easily connect USB devices to their computer. You no longer needed to turn the computer off to install the devices either. You simply plug them in and go. USB devices can also be used across multiple platforms. USB works on Windows and Mac plus can be used with other operating systems, such as Linux, for example, with a reliable degree of success.

Before USB, connecting devices to your system was often a hassle. Modems and digital cameras were connected via the serial port which was quite slow, as only 1 bit is transmitted at a time through a serial port. While printers generally required a parallel printer port, which is able to receive more than one bit at a time – that is, it receives several bits in parallel. Most systems provided two serial ports and a parallel printer port. If you had several devices, unhooking one device, setting up the software and drivers to use another device could often be problematic for the user.

The introduction of USB ended many of the headaches associated with needing to use serial ports and parallel printer ports. USB offered consumers the option to connect up to 127 devices, either directly or through the use of a USB hub. It was much faster since USB supports data transfer rates of 12 Mbps for disk drives and other high-speed throughput (and 1.5 Mbps for devices that need less bandwidth). Additionally, consumers can literally plug almost any USB device into their computer, and Windows will detect it and automatically set-up the hardware settings for the device. Once that device has been installed you can remove it from your system and the next time when you plug it in, Windows will automatically detect it.

### **USB 1x**

First released in 1996, the original USB 1.0 standard offered data rates of 1.5 Mbps. The USB 1.1 standard followed with two data rates: 12 Mbps for devices such as disk drives that need high-speed throughput and 1.5 Mbps for devices such as joysticks that need much less bandwidth.

### **USB 2x**

In 2002 a newer specification USB 2.0, also called Hi-Speed USB 2.0, was introduced. It increased the data transfer rate for PC to USB device to 480 Mbps, which is 40 times faster than the USB 1.1 specification. With the increased bandwidth, high throughput peripherals such as digital cameras, CD burners and video equipment could now be connected with USB. It also allowed for multiple high-speed devices to run simultaneously. Another important feature of USB 2.0 is that it supports Windows XP through Windows update.

## USB OTG

USB On-the-Go (OTG) addresses the need for devices to communicate directly for mobile connectivity. USB OTG allows consumers to connect mobile devices without a PC. For example, USB OTG lets consumers plug their digital camera directly into a compliant printer and print directly from the camera, removing the need to go through the computer. Similarly, a PDA keyboard with a USB OTG interface can communicate with any brand PDA that has a USB OTG interface.

USB-OTG also provides limited host capability to communicate with selected other USB peripherals, a small USB connector to fit the mobile form factor and low power features to preserve battery life. USB OTG is a supplement to the USB 2.0 specification.

### Types of USB Connectors

Currently, there are four types of USB connectors: Type A, Type B, mini-A and mini-B and are supported by the different USB specifications (USB 1, USB 2 and USB-OTG).

#### USB A (Host)

Often referred to as the downstream connector, the Type A USB connector is rectangular in shape and is the one you use to plug into the CPU or USB hub.



#### USB B (Device)

Also called the upstream connector, the Type B USB connector is more box-shaped and is the end that attaches directly to the device (such as a printer or digital camera).



USB 1.1 specifies the Type A and Type B.

#### Mini-B

The USB 2.0 connector was too large for many of the new handheld devices, such as PDAs and cell phones. The mini-B was introduced to enable consumers to take advantage of USB PC connectivity for these smaller devices.



USB 2.0 specifies the Type A, Type B and mini-B.

#### Mini-A

With the need to connect mobile devices without the aid of a computer, the mini-A port was designed to connect the new generation of smaller mobile devices.



USB OTG specifies the mini-A.

## **Certified Wireless USB**

With an estimated 2 billion plus USB connected devices in the world and a growing interest in wireless computing, it's no surprise that development has turned to wireless USB. The USB Implementers Forum has introduced Certified Wireless USB, the newest extension to the USB technology. Wireless USB applies wireless technology to existing USB standards to enable wireless consumers to still use USB devices without the mess of wires and worry of cords. Still in its infancy, the Wireless USB specifications were made available to the public only in May 2005.

Wireless USB is based on the WiMedia MAC Convergence Architecture, using the WiMedia Alliance's MB-OFDM ultra wideband MAC and PHY. It delivers speeds equivalent to wired Hi-Speed USB, with bandwidths of 480 Mbs at 3 meters and 110 Mbs at 10 meters.

## **TEXT 3**

### **WHAT IS 64-BIT COMPUTING?**

When reading about PCs and servers, you'll often see the CPU described by the number of bits (e.g., 32-bit or 64-bit), here's a little info about what that means.

32-bit refers to the number of bits (the smallest unit of information on a machine) that can be processed or transmitted in parallel. The term when used in conjunction with a microprocessor indicates the width of the registers; a special high-speed storage area within the CPU. A 32-bit microprocessor can process data and memory addresses that are represented by 32 bits.

64-bit therefore refers to a processor with registers that store 64-bit numbers. One of the most attractive features of 64-bit processors is the amount of memory the system can support. 64-bit architecture will allow systems to address up to 1 terabyte (1000 GB) of memory. In today's 32-bit desktop systems you can have up to 4 GB of RAM (provided your motherboard that can handle that much RAM) which is split between the applications and the operating system (OS).

When making the transition from 32-bit to 64-bit desktop PCs, users won't actually see Web browsers and word processing programs run faster. Benefits of 64-bit processors would be seen with more demanding applications such as video encoding, scientific research, searching massive databases; tasks where being able to load massive amounts of data into the system's memory is required. Many companies and organizations with the need to access huge amounts of data have already made the transition to using 64-bit servers, since a 64-bit server can support a greater number of larger files and could effectively load large enterprise databases into memory allowing for faster searches and data retrieval. Additionally, using a 64-bit server means organizations can support more simultaneous users on each server potentially removing the need for extra hardware as one 64-bit server could replace the use of several 32-bit servers on a network.

While 64-bit servers were once used only by those organizations with massive amounts of data and big budgets, we do see in the near future 64-bit enabled systems hitting the mainstream market. It is only a matter of time until 64-bit software and retail OS packages become available thereby making 64-bit computing an attractive solution for business and home computing needs.

## **TEXT 4**

### **INTEL® DUAL CORE PROCESSORS**

In April of 2005, Intel announced the Intel® Pentium® processor Extreme Edition, featuring an Intel® dual-core processor, which can provide immediate advantages for people looking to buy systems that boost multitasking computing power and improve the throughput of multithreaded applications. An Intel dual-core processor consists of two cores in one physical processor, both running at the same frequency. Both cores share the same packaging and the same interface with the chipset/memory. Overall, an Intel dual-core processor offers a way of delivering more capabilities while balancing energy-efficient performance, and is the first step in the multi-core processor future.

An Intel dual-core processor-based PC will enable new computing experience. Imagine that a dual-core processor is like a four-lane highway – it can handle up to twice as many cars as its two-lane predecessor without making each car drive twice as fast. Similarly, with an Intel dual-core processor-based PC, people can perform multiple tasks such as downloading music and gaming simultaneously.

And when combined with Hyper-Threading Technology (HT Technology) the Intel dual-core processor is the next step in the evolution of high-performance computing. Intel dual-core products supporting Hyper-Threading Technology can process four software threads simultaneously by more efficiently using resources that otherwise may sit idle.

By introducing its first dual-core processor for desktop PCs, Intel continues its commitment and investment in PC innovation as enthusiasts are running ever more demanding applications. A new Intel dual-core processor-based PC gives people the flexibility and performance to handle robust content creation or intense gaming, plus simultaneously managing background tasks such as virus scanning and downloading. Cutting-edge gamers can play the latest titles and experience ultra-realistic effects and gameplay. Entertainment enthusiasts will be able to create and improve digital content while encoding other content in the background.

The new Intel® Core™ Duo processors have ushered in a new era in processor architecture design. The Intel dual-core products represent a vital first step on the road to realizing Platform 2015, Intel's vision for the future of computing and the evolving processor and platform architectures that support it.

## TEXT 5

### SMARTPHONE



A smartphone is a full-featured mobile phone with personal computer like functionality. Most smartphones are cellphones that support full featured email capabilities with the functionality of a complete personal organizer. An important feature of most smartphones is that applications for enhanced data processing and connectivity can be installed on the device, in contrast to regular phones which support sandboxed applications. These applications may be developed

by the manufacturer of the device, by the operator or by any other third-party software developer. “Smart” functionality includes any additional interface including a miniature QWERTY keyboard, a touch screen, or even just secure access to company mail, such as is provided by a BlackBerry.

#### Definition

Smartphones can be noted by several features which include, but are not limited to, touchscreen, operating system, and tethered modem capabilities on top of the default phone characteristics. A full-fledged email support seems to be a characteristic key defining feature found in all existing and announced smartphones as of 2007. Most smartphones also allow the user to install extra software, normally even from third party sources, but some phones vendors like to call their phones smartphones even without this feature.

Smartphone features tend to include Internet access, e-mail access, scheduling software, built-in camera, contact management, accelerometers and some navigation software as well as occasionally the ability to read business documents in a variety of formats such as PDF and Microsoft Office.

#### History

The first smartphone was called Simon designed by IBM in 1992 and shown as a concept product that year at COMDEX, the computer industry trade show held in Las Vegas, Nevada. It was released to the public in 1993 and sold by BellSouth. Besides being a mobile phone, it also contained a calendar, address book, world clock,

calculator, note pad, e-mail, send and receive FAX, and games. It had no physical buttons to dial with. Instead customers used a touchscreen to select phone numbers with a finger or create facsimiles and memos with an optional stylus. Text was entered with a unique on-screen “predictive” keyboard. By today’s standards, the Simon would be a fairly low-end smartphone.

The Nokia 9000, released in 1996, was marketed as a Communicator, but was arguably the first in a line of smartphones. The Ericsson R380 was sold as a

”smartphone” but could not run native 3<sup>rd</sup> party applications. Although the Nokia 9210 was arguably the first true smartphone with an open operating system, Nokia continued to refer to it as a Communicator.

Although the Nokia 7650, announced in 2001, was referred to as a “smartphone” in the media, and is now called a “smartphone” on the Nokia support site, the press release referred to it as an “imaging phone”. The term gained further credence in 2002 when Microsoft announced its mobile phone OS would thenceforth be known as “Microsoft Windows Powered Smartphone 2002”.

Out of 1 billion camera phones to be shipped in 2008, smartphones, the higher end of the market with full email support, will represent about 10 % of the market or about 100 million units.

## TEXT 6

### HIGH-DEFINITION TELEVISION

High-definition television (HDTV) is a digital television broadcasting system with a significantly higher resolution than traditional formats (NTSC, SECAM, PAL). While some early analog HDTV formats were broadcast in Europe and Japan, HDTV is usually broadcast digitally, because digital television (DTV) broadcasting requires much less bandwidth if it uses enough video compression. HDTV technology was first introduced in the US during the 1990s by a group of electronics companies called the Digital HDTV Grand Alliance.



#### History

High-Definition television was first developed by Nippon Hōsō Kyōkai, and was unveiled in 1969. However, the system did not become mainstream until the late 1990s.

In the early 2000s, a number of high-definition television standards were competing for the still-developing niche markets.

Three HDTV standards are currently defined by the International Telecommunication Union (ITU-R BT.709). They include 1080i (1,080 actively interlaced lines), 1080p (1,080 progressively scanned lines), and 720p (720 progressively scanned lines). All current HDTV broadcasting standards are encompassed within the ATSC and DVB specifications.

Projection screen is in a home theater, displaying a high-definition television image.

HDTV is also capable of “theater-quality” audio because it uses the Dolby Digital (AC-3) format to support “5.1” surround sound. It should be noted that while

HDTV is more like a theater in quality than conventional television, 35 mm and 70 mm film projectors used in theaters still have the highest resolution and best viewing quality on very large screens. Many HDTV programs are produced from movies on film as well as content shot in HD video.

The term “high-definition” can refer to the resolution specifications themselves, or more loosely to media capable of similar sharpness, such as photographic film and digital video. As of July 2007, HDTV saturation in the US has reached 30 percent – in other words, three out of every ten American households own at least one HDTV. However, only 44 percent of those that do own an HDTV are actually receiving HDTV programming, as many consumers are not aware that they must obtain special receivers to receive HDTV from cable or satellite, or use ATSC tuners to receive over-the-air broadcasts; others may not even know what HDTV is.

### **HDTV Sources**

The rise in popularity of large screens and projectors has made the limitations of conventional Standard Definition TV (SDTV) increasingly evident. An HDTV compatible television set will not improve the quality of SDTV channels. To get a better picture HDTV televisions require a High Definition (HD) signal. Typical sources of HD signals are over the air with an antenna. Most cities in the US with major network affiliates broadcast over the air in HD. To receive this signal an HD tuner is required. Newer HDTV televisions have a HD tuner built in. For HDTV televisions without a built-in HD tuner, a separate set-top HD tuner box can be rented from a cable or satellite company or purchased.

Cable television companies often offer HDTV broadcasts as part of their digital broadcast service. This is usually done with a set-top box or CableCARD issued by the cable company. Alternatively one can usually get the network HDTV channels for free with basic cable by using a QAM tuner built into their HDTV or set-top box. Some cable carriers also offer HDTV on-demand playback of movies and commonly viewed shows.

Satellite-based TV companies, such as Optimum, DirecTV, Sky Digital, Virgin Media (in the UK and Ireland) and Dish Network, offer HDTV to customers as an upgrade. New satellite receiver boxes and a new satellite dish are often required to receive HD content.

Video game systems, such as the Xbox (NTSC only), Xbox 360, and Playstation 3, can output an HD signal.

Two optical disc standards, Blue-ray and HD DVD, can provide enough digital storage to store hours of HD video content.

### **Notation**

In the context of HDTV, the formats of the broadcasts are referred to using a notation describing:

- The number of lines in the vertical display resolution.

Whether progressive scan (p) or interlaced scan (i) are used. Progressive scan redraws all the lines (a frame) of a picture in each refresh. Interlaced scan redraws every second line (a field) in one refresh and the remaining lines in a second refresh. Interlaced scan increases picture resolution while saving bandwidth but at the expense of some flicker or other artifacts.

- The number of frames or fields per second.

The format 720p60 is  $1280 \times 720$  pixels, progressive encoding with 60 frames per second (60 Hz). The format 1080i50 is  $1920 \times 1080$  pixels, interlaced encoding with 50 fields (25 frames) per second. Often the frame or field rate is left out, indicating only the resolution and type of the frames or fields, and leading to confusion. Sometimes the rate is to be inferred from the context, in which case it can usually be assumed to be either 50 or 60, except for 1080p which is often used to denote either 1080p24, 1080p25 or 1080p30 at present but will also denote 1080p50 and 1080p60 in the future.

A frame or field rate can also be specified without a resolution. For example 24p means 24 progressive scan frames per second and 50i means 25 interlaced frames per second, consisting of 50 interlaced fields per second. Most HDTV systems support some standard resolutions and frame or field rates. The most common are noted below.

### **Advantages of HDTV expressed in non-engineering terms**

High-definition television (HDTV) potentially offers a much better picture quality than standard television. HD's greater clarity means the picture on screen can be less blurred and less fuzzy. HD also brings other benefits such as smoother motion, richer and more natural colors, surround sound, and the ability to allow a variety of input devices to work together. However, there are a variety of reasons why the best HD quality is not usually achieved. The main problem is a lack of HD input. Many cable and satellite channels and even some "high definition" channels are not broadcast in true HD. Also, image quality may be lost if the television is not properly connected to the input device or not properly configured for the input's optimal performance.

Almost all commercially available HD is digital, so the system cannot produce a snowy or washed out image from a weak signal, effects from signal interference, such as herringbone patterns, or vertical rolling. HD digital signals will either deliver an excellent picture, a picture with noticeable pixelization, a series of still pictures, or no picture at all. Any interference will render the signal unwatchable. As opposed to a lower-quality signal one gets from interference in an analogue television broadcast, interference in a digital television broadcast will freeze, skip, or display "garbage" information.

With HDTV the lack of imperfections in the television screen often seen on traditional television is another reason why many prefer high definition to analog.

As mentioned, problems such as snow caused from a weak signal, double images from ghosting or multi-path and picture sparkles from electromagnetic interference are a thing of the past. These problems often seen on a conventional television broadcast just do not occur on HDTV.

HD programming and films will be presented in 16:9 widescreen format (although films created in even wider ratios will still display “letterbox” bars on the top and bottom of even 16:9 sets.) Older films and programming that retain their 4:3 ratio display will be presented in a version of letterbox commonly called “pillar box”, displaying bars on the right and left of 16:9 sets (rendering the term “fullscreen” a misnomer). While this is an advantage when it comes to playing 16:9 movies, it creates the same disadvantage when playing 4:3 television shows that standard televisions have playing 16:9 movies. A way to address this is to zoom the 4:3 image to fill the screen or reframe its material to 14:9 aspect ratio, either during reproduction or manually in the TV set.

The colors will generally look more realistic, due to their greater bandwidth. The visual information is about 2–5 times more detailed overall. The gaps between scanning lines are smaller or invisible. Legacy TV content that was shot and preserved on 35 mm film can now be viewed at nearly the same resolution as that at which it was originally photographed. A good analogy for television quality is looking through a window. HDTV offers a degree of clarity that is much closer to this.

The “I” in these numbers stands for “interlaced” while the “p” stands for “progressive”. With interlaced scan, the 1,080 lines are split into two, the first 540 being “painted” on a frame, followed by the second 540 painted on another frame. This method reduces the bandwidth and raises the frame rate to 50–60 per second. A progressive scan displays all 1,080 lines at the same time at 60 frames per second, using more bandwidth.

Dolby Digital 5.1 surround sound is broadcast along with standard HDTV video signals, allowing full surround sound capabilities. (Standard broadcast television signals usually only include monophonic or stereophonic audio. Stereo broadcasts can be encoded with Dolby Surround, an early home video surround format.) Both designs make more efficient use of electricity than SDTV designs of equivalent size, which can mean lower operating costs. LCD is a leader in energy conservation.

## **TEXT 7**

### **WI-FI**

Wi-Fi® (also WiFi, wifi, etc.) is a brand originally licensed by the Wi-Fi Alliance® to describe the underlying technology of wireless local area networks (WLAN) based on the IEEE 802.11 specifications. It was developed to be used for mobile computing devices, such as laptops, in LANs, but is now increasingly used for more services, including Internet and VoIP phone access, gaming, and basic

connectivity of consumer electronics such as televisions and DVD players, or digital cameras. More standards are in development that will allow Wi-Fi to be used by cars in highways in support of an Intelligent Transportation System to increase safety, gather statistics, and enable mobile commerce (see IEEE 802.11p). Wi-Fi® and the Wi-Fi CERTIFIED™ logo are registered trademarks of the Wi-Fi Alliance® – the trade organization that tests and certifies equipment compliance with the 802.11x standards.

### **Wi-Fi: How it works**

A typical Wi-Fi setup contains one or more Access Points (APs) and one or more clients. An AP broadcasts its SSID (Service Set Identifier, “Network name”) via packets that are called beacons, which are usually broadcast every 100 ms. The beacons are transmitted at 1 Mbit/s, and are of relatively short duration and therefore do not have a significant effect on performance. Since 1 Mbit/s is the lowest rate of Wi-Fi it assures that the client who receives the beacon can communicate at least 1 Mbit/s. Based on the settings (e.g. the SSID), the client may decide whether to connect to an AP. If two APs of the same SSID are in range of the client, the client firmware might use signal strength to decide which of the two APs to make a connection to. The Wi-Fi standard leaves connection criteria and roaming totally open to the client. This is strength of Wi-Fi, but also means that one wireless adapter may perform substantially better than the other. Since Wi-Fi transmits in the air, it has the same properties as a non-switched ethernet network. Even collisions can therefore appear as in non-switched ethernet LAN’s. Unlike a wired Ethernet, and like most packet radios, Wi-Fi cannot do collision detection, and instead uses a packet exchange (RTS/CTS used for Collision Avoidance or CA) to try to avoid collisions.

### **Channels**

Except for 802.11a, which operates at 5 GHz, Wi-Fi uses the spectrum near 2.4 GHz, which is standardized and unlicensed by international agreement; although the exact frequency allocations vary slightly in different parts of the world, as does maximum permitted power. However, channel numbers are standardized by frequency throughout the world, so authorized frequencies can be identified by channel numbers.

The frequencies for 802.11 b/g span 2.400 GHz to 2.487 GHz. Each channel is 22 MHz wide yet there is a 5 MHz step to the next higher channel.

The maximum numbers of available channels for wi-fi enabled devices are: 13 for Europe, 11 for North America, 14 for Japan.

In North America, only channels 1, 6, and 11 are deployed for 802.11 b/g.

### **Advantages of Wi-Fi**

Allows LANs to be deployed without cabling, typically reducing the costs of network deployment and expansion. Spaces where cables cannot be run, such as outdoor areas and historical buildings, can host wireless LANs.

Wi-Fi silicon pricing continues to come down, making Wi-Fi a very economical networking option and driving inclusion of Wi-Fi in an ever-widening array of devices.

Wi-Fi products are widely available in the market. Different brands of access points and client network interfaces are interoperable at a basic level of service. Products designated as Wi-Fi CERTIFIED by the Wi-Fi Alliance are interoperable and include WPA2 security.

Wi-Fi networks support roaming, in which a mobile client station such as a laptop computer can move from one access point to another as the user moves around a building or area.

Wi-Fi is a global set of standards. Unlike cellular carriers, the same Wi-Fi client works in different countries around the world.

As of 2006, WPA and WPA2 encryption are not easily crackable if strong passwords are used.

New protocols for Quality of Service (WMM) and power saving mechanisms (WMM Power Save) make Wi-Fi even more suitable for latency-sensitive applications (such as voice and video) and small form-factor devices.

### **Disadvantages of Wi-Fi**

Wi-Fi can be interrupted by other devices, notably 2.4 GHz cordless phones and microwave ovens.

Spectrum assignments and operational limitations are not consistent worldwide; most of Europe allows for an additional 2 channels beyond those permitted in the US (1–13 vs 1–11); Japan has one more on top of that (1–14) and some countries, like Spain, prohibit use of the lower-numbered channels. Furthermore some countries, such as Italy, used to require a “general authorization” for any Wi-Fi used outside an operator’s own premises, or require something akin to an operator registration.

The most common wireless encryption standard, Wired Equivalent Privacy or WEP, has been shown to be breakable even when correctly configured.

Wi-Fi Access Points typically default to an open (encryption-free) mode. Novice users benefit from a zero configuration device that works out of the box but might not intend to provide open wireless access to their LAN. WPA Wi-Fi Protected Access which began shipping in 2003 aims to solve these problems and is now generally available, but adoption rates remain low.

Many 2.4 GHz 802.11b and 802.11g Access points default to the same channel, contributing to congestion on certain channels.

Wi-Fi networks have limited range. A typical Wi-Fi home router using 802.11b or 802.11g with a stock antenna might have a range of 45 m (150 ft) indoors and 90 m (300 ft) outdoors. Range also varies with frequency band, as Wi-Fi is no exception to the physics of radio wave propagation. Wi-Fi in the 2.4 GHz frequency block has better range than Wi-Fi in the 5 GHz frequency block, and less range than the oldest Wi-Fi (and pre-Wi-Fi) 900 MHz block. Outdoor range with improved antennas can be several kilometers or more with line-of-sight.

Wi-Fi pollution, meaning interference of a closed or encrypted access point with other open access points in the area, especially on the same or neighboring channel, can prevent access and interfere with the use of other open access points by others caused by overlapping channels in the 802.11g/b spectrum as well as with decreased signal-to-noise ratio (SNR) between access points. This is a widespread problem in high-density areas such as large apartment complexes or office buildings with many Wi-Fi access points.

It is also an issue when municipalities or other large entities such as universities seek to provide large area coverage. Everyone is considered equal when they use the band (except for amateur radio operators who are the primary licensee); often this causes contention when one user seeks to claim priority in this unlicensed band. This openness is also important to the success and widespread use of Wi-Fi, but makes Part 15 (US) unsuitable for “must have” public service functions.

Interoperability issues between brands or deviations from the standard can disrupt connections or lower throughput speeds on other user’s devices within range. Wi-Fi Alliance programs test devices for interoperability and designate devices which pass testing as Wi-Fi CERTIFIED.

Wi-Fi networks can be monitored and used to read and copy data (including personal information) transmitted over the network when no encryption such as VPN is used.

### **Wireless Access Point (WAP)**

A wireless access point (AP) connects a group of wireless stations to an adjacent wired local area network (LAN). An access point is similar to an ethernet hub, but instead of relaying LAN data only to other LAN stations, an access point can relay wireless data to all other compatible wireless devices as well as to a single (usually) connected LAN device, in most cases an ethernet hub or switch, allowing wireless devices to communicate with any other device on the LAN.

### **Wireless Routers**

A wireless router integrates a wireless access point with an IP router and an ethernet switch. The integrated switch connects the integrated access point and the integrated ethernet router internally, and allows for external wired ethernet LAN de-

vices to be connected as well as a (usually) single WAN device such as cable modem or DSL modem. A wireless router advantageously allows all three devices (mainly the access point and router) to be configured through one central configuration utility, usually through an integrated web server.

### **Wireless Ethernet Bridge**

A wireless Ethernet bridge connects a wired network to a wireless network. This is different from an access point in the sense that an access point connects wireless devices to a wired network at the data-link layer. Two wireless bridges may be used to connect two wired networks over a wireless link, useful in situations where a wired connection may be unavailable, such as between two separate homes.

### **Range Extender**

A wireless range extender (or wireless repeater) can increase the range of an existing wireless network by being strategically placed in locations where a wireless signal is sufficiently strong and nearby locations that have poor to no signal strength. An example location would be at the corner of an L-shaped corridor, where the access point is at the end of one leg and a strong signal is desired at the end of the other leg. Another example would be 75 % of the way between the access point and the edge of its useable signal. This would effectively increase the range by 75 %.

### **Wi-Fi and its support by operating systems**

There are two sides to Wi-Fi support under an operating system: driver level support and configuration and management support.

Driver support is usually provided by the manufacturer of the hardware or, in the case of Unix clones such as Linux and FreeBSD, sometimes through open source projects.

Configuration and management support consists of software to enumerate, join, and check the status of available Wi-Fi networks. This also includes support for various encryption methods. These systems are often provided by the operating system backed by a standard driver model. In most cases, drivers emulate an ethernet device and use the configuration and management utilities built into the operating system. In cases where built-in configuration and management support is non-existent or inadequate; hardware manufacturers may include their own software to handle the respective tasks.

### **Microsoft Windows**

Microsoft Windows has comprehensive driver-level support for Wi-Fi, the quality of which depends on the hardware manufacturer. Hardware manufactures almost always ship Windows drivers with their products. Windows ships with very few Wi-Fi drivers and depends on the OEMs and device manufactures to make sure

users get drivers. Configuration and management depend on the version of Windows.

Earlier versions of Windows, such as 98, ME and 2000 do not have built-in configuration and management support and must depend on software provided by the manufacturer.

Microsoft Windows XP has built-in configuration and management support. The original shipping version of Windows XP included rudimentary support which was dramatically improved in Service Pack 2. Support for WPA2 and some other security protocols require updates from Microsoft. To make up for Windows' inconsistent and sometimes inadequate configuration and management support, many hardware manufacturers include their own software and require the user to disable Windows' built-in Wi-Fi support.

Microsoft Windows Vista is expected to have improved Wi-Fi support over Windows XP. The original betas automatically connected to unsecured networks without the user's approval. This is a large security issue for the owner of the respective unsecured access point and for the owner of the Windows Vista based computer because shared folders may be open to public access. The release candidate (RC1 or RC2) does not continue to display this behavior, requiring user permissions to connect to an unsecured network, as long as the user account is in the default configuration with regards to User Account Control.

### **Apple Mac OS X & Mac OS**

Apple was an early adopter of Wi-Fi, introducing its AirPort product line, based on the 802.11b standard, in July 1999. Apple makes the Mac OS operating system, the computer hardware, and the accompanying drivers and configuration and management software, simplifying Wi-Fi integration. All Intel based Apple computers either come with or have the option to included AirPort Extreme cards. These cards are compatible with 802.11g. Many of Apple's earlier PowerPC models came with AirPort Extreme as well, and all Macs starting with the original iBook at least included AirPort slots.

Mac OS X has Wi-Fi support, including WPA2, and ships with drivers for Apple's AirPort cards. Many third-party manufacturers make compatible hardware along with the appropriate drivers which work with Mac OS X's built-in configuration and management software. Other manufacturers distribute their own software.

### **Unix-like systems**

Linux, FreeBSD and similar Unix-like clones have much coarser support for Wi-Fi. Due to the open source nature of these operating systems, many different standards have been developed for configuring and managing Wi-Fi devices. The open source nature also fosters open source drivers which have enabled many third party and proprietary devices to work under these operating systems. See Comparison of Open Source Wireless Drivers for more information on those drivers.

Linux has patchy Wi-Fi support. Native drivers for many Wi-Fi chipsets are available either commercially or at no cost, although some manufacturers don't produce a Linux driver, only a Windows one. Consequently, many popular chipsets either don't have a native Linux driver at all, or only have a half-finished one. For these, the freely available NdisWrapper and its commercial competitor DriverLoader allow Windows x86 NDIS drivers to be used on x86-based Linux systems but not on other architectures. The FSF has some recommended cards and more information can be found through the searchable Linux wireless site. As well as the lack of native drivers, some Linux distributions do not offer a convenient user interface and configuring Wi-Fi on them can be a clumsy and complicated operation compared to configuring wired Ethernet drivers.

FreeBSD has similar Wi-Fi support relative to Linux. Wi-Fi support under FreeBSD is best in the 6.x versions, which introduced full support for WPA and WPA2, although in some cases this is driver dependent. FreeBSD comes with drivers for many wireless cards and chipsets, including those made by Atheros, Ralink, Cisco, D-link, Netgear, and many Centrino chipsets, and provides support for others through the ports collection. FreeBSD also has "Project Evil", which provides the ability to use Windows x86 NDIS drivers on x86-based FreeBSD systems as NdisWrapper does on Linux, and Windows amd64 NDIS drivers on amd64-based systems.

NetBSD, OpenBSD, and DragonFly BSD have similar Wi-Fi support to FreeBSD. Code for some of the drivers, as well as the kernel framework to support them, is mostly shared among the 4 BSDs.

### **Wi-Fi vs. amateur radio**

In the US and Australia, a portion of the 2.4 GHz Wi-Fi radio spectrum is also allocated to amateur radio users. In the US, FCC Part 15 rules govern non-licensed operators (i.e. most Wi-Fi equipment users). Under Part 15 rules, non-licensed users must "accept" (e.g. endure) interference from licensed users and not cause harmful interference to licensed users. Amateur radio operators are licensed users, and retain what the FCC terms "primary status" on the band, under a distinct set of rules (Part 97). Under Part 97, licensed amateur operators may construct their own equipment, use very high-gain antennas, and boost output power to 100 watts on frequencies covered by Wi-Fi channels 2–6. However, Part 97 rules mandate using only the minimum power necessary for communications, forbid obscuring the data, and require station identification every 10 minutes. Therefore, expensive automatic power-limiting circuitry is required to meet regulations, and the transmission of any encrypted data (for example https) is questionable. In practice, microwave power amplifiers are expensive and decrease receive-sensitivity of link radios. On the other hand, the short wavelength at 2.4 GHz allows for simple construction of very high gain directional antennas. Although Part 15 rules forbid any modification of commercially constructed systems, amateur radio operators may modify commercial systems for optimized construction of long links, for

example. Using only 200 mW link radios and high gain directional antennas, a very narrow beam may be used to construct reliable links with minimal radio frequency interference to other users.

## TEXT 8

### ECOLOGY AND HUMAN RIGHTS IN RUSSIA

For the last few years conditions for energizing human rights activities have been created in modern Russia. They emerged due to the combination of efforts of two developing independently of each other for the most part movements: the environmental movement and the human rights movement. There are about 100 active environmental organizations and groups in the Russian Federation. The number of human rights groups is almost the same. The environmentalists are usually more organized, have larger constituencies, and are less politicized compared to human rights groups. They rely on the support of various political movements. After several years of slackening attention to environmental issues, public interest has picked up. The initiative of environmental organizations to conduct a national referendum in Russia clearly testifies to such an increase in interest. In August / September of 2000, almost three million people, who signed the formal appeal for conducting such a referendum, supported environmentalists. A number of environmental organizations comprise hundreds of thousands of members.

However, at the same time some environmental organizations and individual activists are increasingly becoming targets of the secret service. Leaders of the secret service openly declare that environmental organizations are drawing their special attention. This explains why environmentalists are looking for contacts with the human rights movement. The very first attempt to create such an alliance encountered strong opposition of authorities. Since the early spring of 1998, the Moscow Department of Justice has been declining the formal registration application of the organization Ecology and Human Rights. According to the opinion of this department, which is supported by the Federal Department of Justice, as well as inter-municipal and municipal courts of Moscow, only government and professional attorneys are empowered to protect human rights in Russia. Everybody else can only assist them in providing such a protection.

Since 1995 the aura of secrecy has undergone rapid growth. Over the last few years, this trend was added to by militarizing government rules and policies. Five new military federal structures were formed in the Russian government in 1998–1999. The year 2000 witnessed a time and a half increase in military expenditures compared to 1999. These trends are gaining strength: more and more generals and secret service agents are promoted to the highest state positions (six out of seven governor-generals are professional military officers, and the number of governors with military background is growing).

The judiciary system, which has just acquired its independence as a branch of the government, is quickly shedding elements of its independence: courts often make openly lawless decisions. Courts fulfill the political orders of the administration.

The alliance of the human rights movement and the environmental movement opens up new promising prospects for the human rights movement. By the same token, such an alliance will serve as a new step in the creation of civil society in Russia. The first successful attempt of such a union was made in St. Petersburg in year 2000 with the creation and registration of the inter-regional coalition “Environment and Human Rights”. The coalition is developing its branches in the regions.

Among possible specific directions of action are the following:

- the creation of a coordinating network for environmental human rights organizations;
- attracting professional lawyers to work in environmental human rights organizations;
- providing urgent legal assistance to persecuted environmental activists;
- creation of environmental human rights organizations based on existing environmental and human rights groups in several regions of the country;
- court trials against lawless actions of the government (e.g., in the cases when environmental human rights organizations are not allowed to register);
- publishing a new magazine “Environment and Human Rights”;
- publishing of environmental human rights literature;
- training new lawyers specializing in environmental human rights protection.

All of the above will become possible only if the appropriate material support is provided by those foundations interested in the protection of human rights and creation of civil society in Russia.

## **TEXT 9**

### **OUR HEALTH**

Throughout the world, the prevalence of particular diseases and other threats to human health depend largely on local climate. Extreme temperatures can directly cause the loss of life. Moreover, several serious diseases only appear in warm areas. Finally, warm temperatures can increase air and water pollution, which in turn make harm to human health.

The most direct effect of climate change would be the impacts of hotter temperatures themselves. Extremely hot temperatures increase the number of people who die on a given day for many reasons: people with heart problems are vulnerable because one’s cardiovascular system must work harder to keep the

body cool during hot weather. Heat exhaustion and some respiratory problems increase.

Higher air temperatures also increase the concentration of ozone at ground level. The natural layer of ozone in the upper atmosphere blocks harmful ultraviolet radiation from reaching the earth's surface; but in the lower atmosphere, ozone is a harmful pollutant. Ozone damages lung tissue, and causes particular problems for people with asthma and other lung diseases. Even modest exposure to ozone can cause healthy individuals to experience chest pains, nausea, and pulmonary congestion. In much of the nation, a warming of four degrees (F) could increase ozone concentrations by about 5 percent.

Warmer temperatures may decrease the number of people who die each year from cold weather. However, in the United States, only 1000 people die from the cold each year, while twice that many die from the heat. Global warming is unlikely to reduce either of these situations. Finally, deaths due to the heat are more sensitive to temperature changes than deaths due to the cold; the difference between  $-20^{\circ}\text{F}$  and  $-15^{\circ}\text{F}$ , for example, has a much smaller impact than an increase from  $95^{\circ}\text{F}$  to  $100^{\circ}\text{F}$ .

Global warming may also increase the risk of some infectious diseases, particularly those diseases that only appear in warm areas. Diseases that are spread by mosquitoes and other insects could become more prevalent if warmer temperatures enabled those insects to become established farther north.

In spite of these risks, increased mortality is not an inevitable consequence of global warming. Malaria, for example, is rare in the United States even in warmer regions where the mosquito that transmits the disease is found, because this nation has the ability to rapidly identify and contain outbreaks when they appear. Heat-related deaths can be prevented by emergency measures to move vulnerable people to air-conditioned buildings, and by reducing the emissions of photochemical oxidants which cause ground-level ozone. Many of the impacts of climate change on health could be avoided through the maintenance of strong public health programs to monitor, quarantine, and treat the spread of infectious diseases and respond to other health emergencies as they occur. Although air-conditioning and public health programs may impose additional costs on the public and private sectors, they would often be preferable to the impacts on human health that would otherwise occur.

## **TEXT 10**

### **CHALLENGES OF LEADERSHIP IN TEAMS**

Within the global marketplace many successful companies have moved away from command and control management systems that rely on top-down decision making and functionally driven problem solving. Taking the place of these traditional

methods of operation are flatter, team-based organizations designed to integrate people with diverse backgrounds and different skill sets into a culture that emphasizes cross-functional cooperation and personal responsibility for effective group participation. These team roles require unique leadership abilities that are expressed in the development of superior listening skills, the acquisition of coaching techniques, and the ability to apply the principles of mind-set management to create a workforce that is highly motivated and self-empowered.

By reconfiguring the workforce in this way, leading companies have recognized the benefits of improving effective response time to clients, innovating within product lines, and creating a culture that fosters cross-functional decision making and shared strategic problem solving. Classic leadership activity, consisting of telling people what to do and how to do it, has been replaced by senior executives who hone their abilities to orchestrate and facilitate significant and meaningful team-based activities.

Transforming organizations from a classic leadership organization to a shared leadership organization is predicated upon ‘recognition of the importance of empowering team members by placing responsibility for performance at the locus of the team’s productive activities’. Team leadership includes creating an environment that fosters the evolution of a set of appropriate behavioral patterns among team members and encourages assumption of personal responsibility, effective communications, and development of necessary skill sets.

Managers today are increasingly engaged in fact-based analysis of strategic plans for expanding, redesigning, or contracting their firms’ supply chains. They may be motivated by a need to efficiently replenish growing markets for the firm’s products, to consolidate manufacturing and distribution operations after a major acquisition, or to close down underutilized physical facilities. They seek supply chain network optimization models to help them unravel the complex interactions and ripple effects that make strategic planning exercises difficult and important. Very recently, extended models have been developed and applied that integrate supply chain decisions with those concerned with demand management. The goal is to identify plans that maximize net revenues by varying product mix, rather than merely seeking plans that minimize the total supply chain costs of meeting fixed demand.

By constructing and optimizing “what if” scenarios about the firm’s future, supply chain network optimization models serve to refine and extend managerial intuition about major strategic decisions. In a typical supply chain study, 50 scenarios or more may be optimized and their results reviewed before managers have confidence in the courses of action to pursue. The state-of-the-art is to construct and optimize deterministic models that treat each scenario as a description of the firm’s future that will occur with certainty.

# **GRAMMAR REFERENCE**

## Unit 1. PRONOUNS, THE VERB TO BE , THE VERB TO HAVE (GOT), ARTICLES, PLURALS, POSSESSIVE CASE

### Личные местоимения (Personal Pronouns)

Личные местоимения (Personal Pronouns) заменяют существительные.

**John** is my brother.

**Джон** – мой брат.

**He** is a very good man.

**Он** очень хороший человек.

Личные местоимения имеют субъектную и объектную формы. Местоимения в субъектной форме (subject form) отвечают на вопросы **who?** (кто?), **what?** (что?) и соответствуют именительному падежу в русском языке.

Местоимения в объектной форме (object form) отвечают на вопросы **who?/whom?** (кого?/кому?) и **what?** (что?/чему?), таким образом соответствуя дательному, винительному и всем остальным косвенным падежам.

#### Комментарии к таблице 1.1

Изучите таблицу личных местоимений. Они используются в единственном и множественном числе, изменяются по лицам.

Число	Лицо	Субъектная форма	Объектная форма
Единственное	1	I – я	me – мне, меня
	2	you – ты	you – тебе, тебя
	3	he – он	him – ему, его
		she – она	her – ей, ее
		it – оно	it – ему, его
Множественное	1	we – мы	us – нам, нас
	2	you – вы	you – вам, вас
	3	they – они	them – им, их

Запомните! Местоимение первого лица единственного числа **I** всегда пишется с большой буквы. Местоимение второго лица имеет одну форму **you** для единственного и множественного числа. Глагол в сочетании с этим местоимением всегда имеет форму множественного числа.



### Комментарии к таблице 1.3

<b>This</b> man is very strong. Whose books are <b>these</b> ?	<b>Этот</b> мужчина очень сильный. Чьи <b>эти</b> книги?
Look at <b>that</b> new car in front of the bank.	Посмотри на <b>тот</b> новый автомобиль напротив банка.
<b>Those</b> pictures on the wall are too large.	<b>Те</b> картины на стене слишком большие.

**This/these** указывают на предметы, расположенные ближе к говорящему, и переводятся, как и **it**, словом *это*. Предметы на расстоянии обозначаются словами **that/those** и переводятся как *то* или *это*.

<b>This</b> is a book.	<b>Это</b> книга.
<b>That</b> is a pen.	<b>Это</b> ручка.
<b>These</b> are books and <b>those</b> are pens.	<b>Это</b> книги, а <b>то</b> – ручки.

### Глагол *to be* (The verb *to be*)

В русском языке глагол-связка **быть** в настоящем времени обычно опускается. Вместо него часто ставится тире. В английском языке глагол-связка обязателен.

Я – студент. I **am** a student.

Вопросительная форма глагола **to be** – это пример полной инверсии (т.е. сказуемое предшествует подлежащему). Ответ может быть кратким и полным. В отрицательной форме после глагола **to be** ставится частица **not**.

– **Are** you a student?  
– Yes, I **am**. I **am** a student. / No, I **am not**. I **am not** a student.

Второе значение глагола **to be** – *находиться*.

He **is** at work. Он на работе.

В **таблице 1.4** приведено спряжение глагола **to be** в настоящем времени.

Англичане говорят быстро, примерно 250 слов в минуту; поэтому в разговорной речи используются краткие формы глагола **to be**, т.е. он присоединяется к подлежащему и сливается с ним, теряя при этом часть себя.

Следует иметь в виду, что в утвердительных и отрицательных предложениях обычно используются сокращенные формы (в прошедшем времени – только в отрицательных). В **таблице 1.5** представлены полные и краткие формы глагола **to be**.

Спряжение глагола **to be** в прошедшем (Past) и будущем (Future) временах показано в **таблице 1.6**. В будущем времени к основе глагола добавляется вспомогательный глагол **will**. **Shall** используется только для выражения оттенка долженствования с местоимениями **I** и **we**.

I **shall be** at home  
tomorrow.

Я **должен быть** дома завтра.

### Глагол **to have (got)** (The verb **to have got**)

Глагол **to have** (иметь, обладать) – один из самых употребляемых глаголов в английском языке. Следует иметь в виду особенность перевода глагола **to have** (иметь) на русский язык:

I **have** a computer.

У меня есть компьютер  
(*a не: Я имею компьютер*).

She **has** a new coat.

У нее новое пальто.

We **have** a good mood.

У нас хорошее настроение.

Англичане предпочитают использовать конструкцию **to have got** вместо **to have** в устном общении и в неофициальных письмах. Для американцев более характерна форма **to have**.

#### Комментарии к таблице 1.7

Как видно из таблицы, форма глагола **to have** в настоящем времени изменяется лишь в третьем лице единственного числа – **has**, в остальных случаях она неизменна.

I **have** got a brother.

У меня есть брат.

He **has** got a car.

У него есть автомобиль.

Часто используются сокращенные формы глагола **to have got**\*: **I've got** (= **I have got**), **she's got** (= **she has got**).

#### Примечание:

\* Не путайте сокращенную форму глагола **has got** с аналогичной формой глагола **to be**:

**She's got** a new watch.

У нее есть новые часы.

**She's** a good student.

Она хорошая студентка.

При построении вопросительных предложений глагол **to have** выносится на первое место.

**Have** you got a brother? – Yes, I **have**. / No, I **haven't**. (= **have not**)

**Has** he got a car? – Yes, he **has**. / No, he **hasn't**. (= **has not**)

Если вопрос ставится к существительному во множественном числе, добавляется местоимение **any**, которое не переводится.

**Have** you got *any* children? У вас есть дети?

Отрицательная форма образуется путем постановки частицы **not** после глагола **have (has)**, которая, сливаясь с ним, образует сокращенные формы: **haven't**, **hasn't**.

I **haven't** got a brother. У меня нет брата.

He **hasn't** got a car. У него нет автомобиля.

Перед существительными множественного числа так же, как в вопросах, ставится местоимение **any**.

We **haven't** got *any* children. У нас нет детей.

### Комментарии к таблице 1.8

В прошедшем времени всем местоимениям соответствует одна и та же форма – **had**. В будущем времени наблюдается та же тенденция, что и в случае с глаголом **to be** – к основе глагола добавляется вспомогательный глагол **will (shall)** используется только для выражения оттенка долженствования с местоимениями **I** и **we**).

He **had** some problems. У него были проблемы.

She **will have** a good job. У нее будет хорошая работа.

### Неопределенный и определенный и артикли (Articles *a(an)* and *the*)

Артикль является определителем существительного. Подобной части речи в русском языке нет, хотя в некоторых случаях ему можно найти какой-либо эквивалент.

Неопределенный артикль **a(an)** произошел от слова **one** (один) и поэтому употребляется только с исчисляемыми существительными, стоящими в единственном числе. Он имеет две формы: **a** перед словом, начинающимся с согласного звука, например: **a dog**, и **an** перед словом, начинающимся с гласного звука: **an apple**.

У определенного артикля только одна форма – **the**. Данный артикль произошел от указательного местоимения, поэтому в некоторых случаях его можно ассоциировать со словами *этот, эта, это, эти* (и их

падежными формами). Определенный артикль употребляется с существительными в единственном и множественном числе.

Отсутствие артикля считается также важным показателем. В этом случае говорят о нулевом артикле.

### Комментарии к таблице 1.9

Рассмотрим более подробно случаи употребления артиклей.

**Неопределенный артикль употребляется**, когда мы сообщаем факт, какую-то новую информацию, например:

I see **a** man in the street.                      Я вижу (какого-то) человека на улице.

Следует иметь в виду, когда сообщенная информация уточняется, употребляется определенный артикль.

**The** man I see is your brother.                      Человек, которого я вижу, – твой брат.

### Неопределенный артикль не употребляется:

- С неисчисляемыми и «абстрактными» существительными

I like cheese and milk.                      Я люблю сыр и молоко.

- С существительными во множественном числе

There are people in the street.                      На улице есть люди.

- С именами собственными

John is my husband.                      Джон – мой муж.

- С существительными, перед которыми стоят притяжательные или указательные местоимения

His car is in the garage.                      Его машина в гараже.

- С существительными, за которыми следует количественное числительное, обозначающее номер

Mary lives in apartment seven.                      Мэри живет в седьмой квартире.

### Определенный артикль употребляется:

- Когда говорящему и слушающему известно (из контекста, из окружающей обстановки и т.д.), о каком предмете (предметах, явлении) идет речь

Open **the** window, please.                      Открой (это) окно, пожалуйста.

I'm going to **the** library.                      Я иду в библиотеку.

- Когда речь идет об уникальном, единственном в своем роде предмете или явлении

**The** sun is shining brightly.                      Солнце светит ярко.

- В словосочетаниях типа **in the east, to the south, at the theatre, the same, in the country.**

We were at **the** theatre                      Вчера мы были в театре.  
yesterday.

- Когда существительное имеет ограничивающее определение, чаще всего с предлогом **of**

I don't know **the** name                      Я не знаю названия этой  
of this street.                      улицы.

- Если перед существительным стоит прилагательное в превосходной степени

He is **the** best student in our                      Он самый лучший студент  
group.                      в нашей группе.

- Перед порядковыми числительными

My birthday is on **the** fifth of                      Мой день рождения пятого  
April.                      апреля.

С географическими названиями, как и с прочими собственными именами, артикль, как правило, **не употребляется**, кроме следующих случаев:

- С названиями океанов, морей, рек, горных хребтов, групп островов

**the** Thames, **the** Alps                      Темза, Альпы.

- С названиями ряда стран и областей (хотя обычно с этими существительными артикль не используется)

**the** Ukraine, **the** Crimea                      Украина, Крым

- С названиями стран, имеющих в своей номенклатуре уточняющие слова (republic, federation, states, etc.)

**the** United States of America                      Соединенные Штаты Америки  
(**the** USA)                      (США)

## Исчисляемые и неисчисляемые существительные (Countable and uncountable nouns)

Все существительные делятся на две основные категории: имена собственные, т.е. имена и фамилии, названия стран, городов и т.д., которые всегда пишутся с большой буквы (например: **America, John**); и нарицательные (**a pen** – ручка, **silver** – серебро). Последние, в свою очередь, подразделяются на **исчисляемые (countable nouns)**, т.е. те, которые можно сосчитать (**a pen – pens**) и **неисчисляемые (uncountable nouns)**: **silver**.

В современном английском языке нет грамматической категории рода существительных. Они относятся к тому или иному роду только по смысловым признакам: к мужскому роду относятся существительные, обозначающие лиц мужского пола (**a father, a son**); к женскому роду относятся существительные, обозначающие лиц женского пола (**a mother, a daughter**); к среднему роду, как правило, относятся существительные, обозначающие неодушевленные предметы и названия животных, птиц, насекомых (**a room, a dog**).

Внешним показателем рода существительного в английском языке является употребление личных местоимений при замене существительного: **he** – для мужского рода; **she** – для женского рода; **it** – для среднего. Некоторые существительные могут обозначать лиц как мужского, так и женского рода: **a teacher** – учитель, учительница.

Различие мужского и женского пола может выявляться путем прибавления особых слов к существительному. Такими словами для существительных, обозначающих лиц мужского пола, являются **a boy, a man, a male**, местоимение **he**; для существительных, обозначающих лиц женского пола, – **a girl, a woman, a female** и местоимение **she**:

<b>a boyfriend</b>	– друг	<b>girlfriend</b>	– подруга
<b>a policeman</b>	– полицейский (мужчина)	<b>a policewoman</b>	– полицейский (женщина)
<b>a male reader</b>	– читатель	<b>a female reader</b>	– читательница
<b>he-cat</b>	– кот	<b>she-cat</b>	– кошка.

Некоторые существительные, обозначающие существа женского пола, образуются путем прибавления суффикса **-ess** к форме существительного в единственном числе или к основе слова, обозначающего существо мужского пола:

<b>an actor</b>	– актер	<b>an actress</b>	– актриса
<b>a waiter</b>	– официант	<b>a waitress</b>	– официантка.

## Множественное число (Plurals)

### Стандартные способы образования множественного числа (Regular Plurals)

Исчисляемые существительные, как правило, имеют форму единственного и множественного числа. В единственном числе они не имеют никаких окончаний.

#### Комментарии к таблице 1.10

Множественное число существительных образуется путем прибавления к основе окончания **-s**, которое произносится как [z] после гласных: **a boy** (мальчик) – **boys**, и звонких согласных: **a girl** (девочка) – **girls**, и как [s] после глухих согласных: **a parent** (родитель) – **parents**.

Окончание **-es**, которое читается как [ɪz], добавляется в следующих случаях:

- после шипящих и свистящих звуков: **an address** (адрес) – **addresses**, **box** (коробка) – **boxes**;
- если форма единственного числа оканчивается на букву **-o**, которой предшествует согласная: **a potato** (картофелина) – **potatoes**, **hero** (герой) – **heroes**.

Исключения: **a piano** (фортепиано) – **pianos**, **a solo** (соло, сольный номер) – **solos**, **a photo** (фотография) – **photos**, **radio** (радио) – **radios**, **studio** (студия) – **studios**.

Есть слова с таким же окончанием, образующие множественное число как с помощью окончания **-es**, так и **-s**: **cargo** (груз) – **cargoes**, **cargos**; **volcano** (вулкан) – **volcanoes**, **volcanos**.

Существительные, форма единственного числа которых оканчивается на **-y**, следующую за согласной, подвергаются во множественном числе некоторым изменениям: буква **y** переходит в **i**; слово принимает окончание **-es**: **a family** (семья) – **families**.

В существительных, оканчивающихся в единственном числе на **-f**, **-fe**, в ряде случаев во множественном числе **-f**, **-fe**, переходят в **-ves**: **a wife** (жена) – **wives**, **a scarf** (шарф) – **scarves**.

Исключения: **a chief** (шеф, начальник) – **chiefs**, **a roof** (крыша) – **roofs**.

Некоторые существительные на **-f** во множественном числе могут иметь любое из двух окончаний, например: **hoof** (копыто) – **hooves**, **hoofs**.

## Нестандартные способы образования множественного числа (Irregular Plurals)

### Комментарии к таблице 1.11

Ряд существительных образует множественное число не по общим правилам.

- Изменяется корневая гласная (или гласные): **a man** (мужчина) – **men**, **a woman** (женщина) – **women**, **a tooth** (зуб) – **teeth**, **a goose** (гусь) – **geese**, **a foot** (нога) – **feet**, **a mouse** (мышь) – **mice**, **a louse** (вошь) – **lice**.

- Добавляется окончание **-en**: **an ox** (бык) – **oxen**; **a child** (ребенок) – **children**.

- Не подчиняется правилу образование множественного числа существительного **a person** (человек) – **people** (люди).

- Форма множественного числа совпадает с формой единственного числа: **an aircraft** (самолет) – **aircraft**, **a sheep** (овца) – **sheep**, **a swine** (свинья) – **swine**, **a fish** (рыба) – **fish**, **a deer** (олень) – **deer**.

- Заимствуются формы единственного и множественного числа из латинского и греческого языков: **an analysis** (анализ, исследование) – **analyses**, **a basis** (базис, основа) – **bases**, **a crisis** (кризис) – **crises**, **a thesis** (тезис, диссертация) – **theses**, **a criterion** (критерий) – **criteria**, **a datum** (исходный факт) – **data**, **a phenomenon** (феномен, явление) – **phenomena**.

Некоторые существительные имеют только единственное число: **money** (деньги), **business** (бизнес, дело), **fruit** (фрукты), **progress** (прогресс, успехи), **advice** (совет, советы), **information** (информация, сведения), **news** (новость, новости), **knowledge** (знание, знания), **furniture** (мебель), **luggage** (багаж), **peace** (мир), **love** (любовь), **hair** (волосы).

Но:

to be within **a hair** of smth.

быть **на волоске** от чего-л.

Только во множественном числе употребляются:

- обозначения предметов, состоящих из двух и более частей: **trousers** (брюки), **jeans** (джинсы), **shorts** (шорты), **glasses** (очки), **scissors** (ножницы);

- следующие собирательные существительные: **people** (люди), **police** (полиция);

- **clothes** (одежда), **goods** (товары), **riches** (богатства), **manners** (манеры), **thanks** (благодарность).

## Притяжательный падеж (Possessive Case)

В русском языке существует шесть падежей имени существительного для выражения связей существительного с другими словами. В английском языке имеется только два падежа – **общий** и **притяжательный** (**Common** и **Possessive**).

**Общий падеж** соответствует всем падежам в русском языке, за исключением родительного. Существительные в общем падеже не имеют никаких окончаний, и те отношения и связи, которые в русском языке передаются падежами, в английском языке передаются с помощью предлогов.

Английские предлоги **of**, **to**, **with**, **by** соответствуют следующим падежам: **of** – родительному, **to** – дательному, **by**, **with** – творительному, **about** – предложному.

A book <b>of</b> my brother.	Книга моего брата.
Give this money <b>to</b> him.	Отдайте эти деньги ему.
I go to work <b>by</b> bus.	Я еду на работу на автобусе.
He writes <b>with</b> a pen.	Он пишет ручкой.
I know everything <b>about</b> you.	Я все о тебе знаю.

### Комментарии к таблице 1.12

**Притяжательный падеж (Possessive Case)** соответствует родительному падежу в русском языке. Существительное в притяжательном падеже является определением к другому существительному, перед которым оно стоит. Оно выражает принадлежность предмета или его отношение к другому предмету, т.е. практически заменяет оборот с предлогом **of**. Притяжательный падеж образуется путем прибавления знака апострофа (') и окончания **-s** к существительному. Как правило, в форме притяжательного падежа употребляются существительные, обозначающие одушевленные предметы.

Diana's brother (= the brother of Diana)	брат Дианы
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При наличии двух и более подлежащих апостроф ставится только после последнего.

Diana and Richard's brother (= the brother of Diana and Richard)	брат Дианы и Ричарда
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Иногда встречаются замысловатые конструкции, например: the woman next door's cat	кошка женщины из соседней квартиры
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## Unit 2. NUMBERS, THERE + TO BE, PRESENT SIMPLE TENSE, INDEFINITE PRONOUNS

### Имя числительное. Количественные и порядковые числительные (Cardinal and Ordinal Numbers)

**Числительное (number)** – это часть речи, которая обозначает количество предметов или порядок предметов при счете.

Как и в русском языке, числительные в английском делятся на количественные (**cardinal numbers**), отвечающие на вопрос «сколько?», и порядковые (**ordinal numbers**), отвечающие на вопрос «какой?».

### Количественные числительные (Cardinal Numbers)

#### Комментарии к таблице 2.1

1–10		11–19		20–90	
<b>1</b>	one	<b>11</b>	eleven	<b>-ty</b>	
<b>2</b>	two	<b>12</b>	twelve	<b>20</b>	twenty
<b>3</b>	three	<b>13</b>	thirteen	<b>30</b>	thirty
<b>4</b>	four	<b>14</b>	fourteen	<b>40</b>	forty
<b>5</b>	five	<b>15</b>	fifteen	<b>50</b>	fifty
<b>6</b>	six	<b>16</b>	sixteen	<b>60</b>	sixty
<b>7</b>	seven	<b>17</b>	seventeen	<b>70</b>	seventy
<b>8</b>	eight	<b>18</b>	eighteen	<b>80</b>	eighty
<b>9</b>	nine	<b>19</b>	nineteen	<b>90</b>	ninety
<b>10</b>	ten				

Количественные числительные от **1** до **12** – простые. Они не имеют специальных окончаний. Количественные числительные от **13** до **19** оканчиваются на суффикс **-teen**. Количественные числительные, обозначающие десятки, оканчиваются на суффикс **-ty**.

Обратите внимание на особенности образования и правописания некоторых числительных: **thirteen**, **thirty**, **fifteen**, **fifty**, **forty**, **eighteen**, **eighty**.

Числительные, включающие десятки и единицы, пишутся через дефис: **twenty-one**, **thirty-eight**.

Слова **dozen** (дюжина), **hundred** (сто), **thousand** (тысяча), **million** (миллион) в английском языке являются существительными.

## Порядковые числительные (Ordinal Numbers)

### Комментарии к таблице 2.2

1 <sup>st</sup> – 10 <sup>th</sup>		11 <sup>th</sup> – 19 <sup>th</sup>		20 <sup>th</sup> – 90 <sup>th</sup>	
1 <sup>st</sup>	the first	11 <sup>th</sup>	the eleventh		
2 <sup>nd</sup>	the second	12 <sup>th</sup>	the twelfth	20 <sup>th</sup>	the twentieth
3 <sup>rd</sup>	the third	13 <sup>th</sup>	the thirteenth	30 <sup>th</sup>	the thirtieth
4 <sup>th</sup>	the fourth	14 <sup>th</sup>	the fourteenth	40 <sup>th</sup>	the fortieth
5 <sup>th</sup>	the fifth	15 <sup>th</sup>	the fifteenth	50 <sup>th</sup>	the fiftieth
6 <sup>th</sup>	the sixth	16 <sup>th</sup>	the sixteenth	60 <sup>th</sup>	the sixtieth
7 <sup>th</sup>	the seventh	17 <sup>th</sup>	the seventeenth	70 <sup>th</sup>	the seventieth
8 <sup>th</sup>	the eighth	18 <sup>th</sup>	the eighteenth	80 <sup>th</sup>	the eightieth
9 <sup>th</sup>	the ninth	19 <sup>th</sup>	the nineteenth	90 <sup>th</sup>	the ninetieth
10 <sup>th</sup>	the tenth				

Порядковые числительные образуются путем прибавления суффикса **-th** к количественным числительным: **four – the fourth**. При образовании порядковых числительных **двадцатый – девяностый** конечная буква **-y** меняется на **-ie**.

Обратите внимание на особенности образования и правописания некоторых числительных: **the first, the second, the third, the eighth, the the ninth, the twelfth**.

**Порядковые числительные** всегда употребляются с определенным артиклем **the**.

Примеры порядковых числительных, включающих десятки и единицы: 21-й – **the twenty-first**; 36-й – **the thirty-sixth**.

## Оборот *there + to be* (There is / There are)

### Комментарии к таблице 2.3

Оборот **there + to be** используется в английском языке для сообщения о наличии в данном месте какого-либо лица или предмета. Данный оборот «перечисляет» то, что **кто-либо** или **что-либо** имеется (находится) в определенном месте. Слово **there** является «формальным» подлежащим, т.е. на русский язык не переводится. Глагол **to be** имеет соответствующие формы для настоящего, прошедшего и будущего времен.

В **утвердительных** предложениях, перед исчисляемыми существительными единственного числа ставится неопределенный артикль **a(an)**, тогда как во множественном числе артикль **a(an)** не употребляется.

**There's a** library in the town. В городе **есть** библиотека.  
(**There is a** library in the town.)

**There are** some tables and chairs В кабинете **есть** столы  
in the classroom. и стулья.

**Отрицательные** предложения с оборотом **there + to be** образуются с помощью отрицательной частицы **not**, которая ставится после глагола **to be**.

**There is not (there isn't)** a В колледже **нет** компьютерного  
computer room in the college. зала.

**There are not (there aren't)** any В библиотеке **нет** студентов.  
students in the library.

В **вопросительных** предложениях глагол **to be** ставится перед «формальным» подлежащим **there**.

**Is there** a car park near here? Где-нибудь поблизости **есть**  
автомобильная стоянка?

– **Yes, there is.** / **No, there isn't.** – **Да.** / **Нет.**

**Are there** two students from Italy В вашей группе (**есть**) два  
in your group? студента из Италии?

– **Yes, there are.** / **No, there aren't.** – **Да.** / **Нет.**

**How many people are there** in Сколько человек (**есть**)  
your family? в вашей семье?

– **There are** three people in my В моей семье (**есть**) три  
family: my mother, my father and человека: мама, папа и я.  
me.

В обороте **there + to be** глагол **to be** может употребляться в личной и неличной форме, в любом времени, наклонении (кроме повелительного) и с модальными глаголами.

**there is / are** имеется, существует

**there was / were** имелись, существовали

**there will be** будет (будут) существовать

<b>there have (has) been</b>	имелись, существовали
<b>there must be</b>	должно быть, должно существовать
<b>there could be</b>	могло (бы) существовать
<b>there would be</b>	имелось бы, могло бы существовать

### Настоящее простое время (Present Simple Tense)

#### Комментарии к таблице 2.4

**Настоящее простое время (Present Simple Tense)** имеет форму инфинитива смыслового глагола без частицы **to** для всех лиц и чисел, кроме **3-го лица единственного числа**. С местоимениями или существительными в третьем лице единственном числе к основе инфинитива глагола прибавляется окончание **-s** или **-es**.

I always **do** my homework in the evening.

He always **does** his homework in the evening.

При прибавлении окончаний **-s** или **-es** с некоторыми глаголами происходят следующие изменения:

- Глаголы, оканчивающиеся в инфинитиве на гласную букву **-y** с предшествующей ей согласной буквой, меняют **-y** на **i** и принимают окончание **-es**:

try – tries      fly – flies      carry – carries

- Глаголы, оканчивающиеся в инфинитиве на гласную букву **-y** с предшествующей ей гласной буквой, принимают окончание **-s** по общему правилу:

play – plays      say – says

- Глаголы, оканчивающиеся в инфинитиве на буквосочетания **-ch**, **-sh**, **-ss**, **-x**, принимают окончание **-es**:

watch – watches    pass – passes    wash – washes    relax – relaxes

- Глаголы **do** и **go** принимают окончание **-es**:

do – does      go – goes

- Глагол **have** имеет форму **has**.

**Отрицательные предложения** образуются при помощи вспомогательных глаголов **do** или **does**, отрицательной частицы **not** и **инфинитива смыслового** глагола. Вспомогательный глагол **does** употребляется с существительными или местоимениями в 3-ем лице единственного числа.

I <b>do not (don't) do</b> my homework in the morning.	Я <b>не делаю</b> домашнее задание утром.
We <b>do not (don't) have</b> lessons on Sundays.	У нас <b>нет</b> занятий по воскресеньям.
He <b>does not (doesn't) do</b> his homework in the morning.	Он <b>не делает</b> домашнее задание утром.
She <b>does not (doesn't) work</b> in a shop.	Она <b>не работает</b> в магазине.
They <b>do not (don't) often visit</b> their parents.	Они <b>не часто навещают</b> своих родителей.
You <b>do not (don't) do</b> any sport.	Вы <b>не занимаетесь</b> никаким видом спорта.

**Вопросительные предложения** образуются при помощи вспомогательных глаголов **do** или **does**, которые ставятся перед подлежащим, и **инфинитива смыслового** глагола.

<b>Do you have</b> lunch at the university cafeteria? – Yes, I <b>do</b> . / No, I <b>don't</b> .	Вы <b>обедаете</b> в университетской столовой? – Да. / Нет.
<b>Does he work</b> in an office? – Yes, he <b>does</b> . / No, he <b>doesn't</b> .	Он <b>работает</b> в офисе? – Да. / Нет.
What time <b>do you go</b> to bed? – I <b>go</b> to bed late.	Во сколько вы <b>ложитесь</b> спать? – Я <b>ложусь</b> спать поздно.
Where <b>does he live</b> ? – He <b>lives</b> in the hostel.	Где он <b>живет</b> ? – Он <b>живет</b> в общежитии.
What <b>do you usually do</b> after lessons? – I always <b>go</b> to the library to read some books or magazines on the subjects I have.	Что вы обычно <b>делаете</b> после уроков? – Я всегда <b>хожу</b> в библиотеку, чтобы почитать книги или журналы по предметам, которые я изучаю.

**Формы настоящего простого времени  
(Present Simple Forms)**

AFFIRMATIVE	NEGATIVE	QUESTIONS
I work	I don't work	Do I work?
You work	You don't work	Do you work?
He <b>works</b>	He <b>doesn't</b> work	<b>Does</b> he work?
She <b>works</b>	She <b>doesn't</b> work	<b>Does</b> she work?
It <b>works</b>	It <b>doesn't</b> work	<b>Does</b> it work?
We work	We don't work	Do we work?
You work	You don't work	Do you work?
They work	They don't work	Do they work?

**Present Simple** употребляется:

1. Для выражения действия, которое происходит **регулярно, обычно, вообще**. Эти действия обозначают **традиции, привычки** или **ежедневную рутину**.

I **wake up** early *every morning*. *Каждое утро я просыпаюсь рано.*

He **goes** to the gym *twice a week*. *Он ходит в спортзал два раза в неделю.*

We **visit** our parents *at weekends*. *Мы навещаем родителей по выходным.*

Для выражения регулярно повторяющегося действия используются следующие выражения:

<b>every day (week, month, year)</b>	каждый день (неделю, месяц, год)
<b>as a rule</b>	как правило
<b>on Mondays</b>	по понедельникам
<b>on holidays</b>	по праздникам (на каникулах)
<b>regularly</b>	регулярно
<b>once a week</b>	раз в неделю
<b>twice a month</b>	два раза в месяц
<b>three times a year</b>	три раза в год

Эти выражения употребляются в конце или в начале предложения.

She **goes** shopping *once a week*. Она **ходит** за покупками *раз в неделю*.

*Once a week* she **goes** shopping. *Раз в неделю* она **ходит** за покупками.

*Every year* I **fly** to Paris. *Каждый год* я **летаю** в Париж.

I **fly** to Paris *every year*. Я **летаю** в Париж *каждый год*.

2. Для выражения фактов и общеизвестных истин.

It **often snows** in winter. Зимой **часто идет** снег.

Banks **open** at nine a.m. Банки **открываются** в девять часов утра.

Some shops **close** on Sunday. Некоторые магазины **закрыты** в воскресенье.

3. Для выражения постоянного состояния или чувства.

I **like** reading novels by Steven King. Я **люблю** читать романы Стивена Кинга.

She **lives** in a flat not far from the city center. Она **живет** недалеко от центра города.

He **wants** to be a programmer. Он **хочет** стать программистом.

My friend doesn't **believe** in luck. Мой друг **не верит** в удачу.

4. Для выражения будущего действия, совершающегося по расписанию, со следующими глаголами: **leave, depart, arrive, begin, go, start, come, end**.

When **does** our plane **leave**? Когда **улетает** наш самолет?

The show **starts** at 8 o'clock. Представление (спектакль) **начинается** в восемь.

The train **arrives** at one twenty. Поезд **прибывает** в час двадцать.

The exhibition **opens** next Tuesday. Выставка **открывается** в следующий вторник.

## Способы выражения времени (Expressing Time)

### Комментарии к таблице 2.5

Для выражения времени в английском языке существуют предлоги **past**, **to** и слово **o'clock**. Слово **o'clock** употребляется для выражения целого часа.

ten **o'clock** – 10.00 (десять часов)

seven **o'clock** – 7.00 (семь часов)

five **past** three – 3.05 (пять минут четвертого)

ten **past** eight – 8.10 (десять минут девятого)

twenty-five **past** eleven – 11.25. (двадцать пять минут двенадцатого)

twenty **to** four – 3.40 (без двадцати четыре)

five **to** nine – 8.55 (без пяти девять)

ten **to** two – 13.50 (без десяти два)

В английском языке **половина** всегда обозначается словом **half**, а **четверть** словом **quarter**:

**half** past six – 6.30 (половина седьмого)

**a quarter** past four – 4.15 (пятнадцать минут пятого)

**a quarter** to seven – 6.45 (без пятнадцати семь)

В англоговорящих странах существует 12-часовая система исчисления времени. Для обозначения времени существуют выражения **a.m.**, которое обозначает промежуток времени с **12 ночи до 12 дня**, и **p.m.** – выражение, обозначающее промежуток времени с **12 дня до 12 ночи**.

It is ten to nine **a.m.** (8.50)

Сейчас без десяти девять (утра).

It is twenty past five **p.m.** (17.20)

Сейчас двадцать минут шестого (вечера).

При обозначении времени, кроме выражений **p.m.** и **a.m.**, используются выражения **in the morning** (утром), **in the afternoon** (днем) и **in the evening** (вечером).

It is ten o'clock **in the morning**.

Сейчас десять часов утра.

It is three o'clock **in the afternoon**.

Сейчас три часа дня.

It is eight o'clock **in the evening**.

Сейчас восемь часов вечера.

Для обозначения времени совершения событий или действий употребляются следующие предлоги (**prepositions of time**):

### **in**

**in** summer – летом  
**in** November – в ноябре  
**in** the morning – утром  
**in** the afternoon – днем  
**in** the evening – вечером

### **on**

**on** Monday – в понедельник  
**on** weekdays – в будние дни  
**on** Friday morning – в пятницу утром  
**on** holidays – по праздникам, на каникулах, в отпуске

### **at**

**at** night – ночью  
**at** midday – в полдень  
**at** midnight – в полночь  
**at** seven o'clock - в семь часов  
**at** the weekend – в выходной  
**at** weekends – по выходным

## **Наречия, называющие частоту действия (Adverbs of Frequency)**

### **Комментарии к таблице 2.6**

Для выражения регулярности совершения действия используются следующие наречия: **usually** (обычно), **always** (всегда), **sometimes** (иногда), **often** (часто), **never** (никогда).

Данные наречия употребляются **перед** смысловыми глаголами, но **после** глагола **to be**.

I **usually** get up at 7 o'clock in the morning.      Я **обычно** встаю в семь часов утра.

Steve is **usually** tired after lessons.      Стив **обычно** устает после уроков.

The lectures <b>always</b> start at 8.50 a.m.	Лекции <b>всегда</b> начинаются в 8.50 утра.
Kelly is <b>always</b> late for the first lecture.	Келли <b>всегда</b> опаздывает на первую лекцию.
I <b>sometimes</b> have breakfast in bed.	Я <b>иногда</b> завтракаю в постели.
Greg is <b>sometimes</b> ill.	Грэг <b>иногда</b> болеет.
We <b>often</b> go to the library after lessons.	Мы <b>часто</b> ходим в библиотеку после уроков.
Lucy is <b>often</b> worried about the test results.	Люси <b>часто</b> беспокоится о результатах теста.
Henry <b>never</b> misses the lessons.	Генри <b>никогда</b> не пропускает занятия.
I am <b>never</b> rude with my group-mates.	Я <b>никогда</b> не бываю груб с одноклассниками.

### Неопределенные местоимения *some / any* (Some / Any)

#### Комментарии к таблице 2.7

Неопределенное местоимение **some** употребляется в **утвердительных** предложениях с существительными во **множественном числе** и с **неисчисляемыми** существительными; имеет значение *какой-то, некоторый, несколько, некоторое количество*.

There are <b>some letters</b> in that file.	В папке есть <b>(какие-то) письма</b> .
There is <b>some interesting information</b> for students and teachers on the board.	На доске есть <b>(какая-то) интересная информация</b> для студентов и преподавателей.
He asked me <b>some questions</b> .	Он задал мне <b>несколько вопросов</b> .

В **вопросительных и отрицательных** предложениях употребляется неопределенное местоимение **any**. Перевод местоимения **any** зависит от

того, в каких предложениях оно употребляется. **Any** имеет значение *какой-нибудь, сколько-нибудь* в **вопросительных** предложениях; *никакой, нисколько* – в **отрицательных**.

There are not **any newspapers** on the table. На столе нет (**никаких**) газет.

Are there **any students** in the classroom? В кабинете есть (**какие-нибудь**) студенты?

There isn't **any new information** for you today. Сегодня для вас нет (**никакой**) новой информации.

Is there **any new information** for my class-mates? Есть ли (**какая-нибудь**) новая информация для моих одноклассников?

**Any** может использоваться в **утвердительных** предложениях в значении *любой (из)*.

**Any** of these articles is interesting. **Любая из** этих статей является интересной.

Местоимение **some** может использоваться в **вопросительных** предложениях, которые по содержанию выражают *просьбу* о чем-либо или *предложение* чего-либо.

Would you like **some** wine? Хотите вина? (*Предложение*)

Can I have **some** milk in my coffee? Можно мне молоко в кофе? (*Просьба*)

Could you give me **some** information on your project? Не могли бы вы мне предоставить информацию по вашему проекту? (*Просьба*)

Do you want to have **some** extra lessons in Geometry? Хотите дополнительные уроки по геометрии? (*Предложение*)

Местоимения **some / any** в сочетании со словами **one, body** и **thing** образуют следующие неопределенные местоимения:

**someone (somebody, anyone, anybody)** – кто-то, кто-нибудь, кое-кто  
**something (anything)** – что-то, что-нибудь, кое-что

There is **somebody** in the classroom.

В аудитории **кто-то** есть.

Is there **anybody** in the laboratory?

**Кто-нибудь** есть в лаборатории?

There is **something** interesting in your article.

В вашей статье есть **кое-что** интересное.

Is there **anything** new in his report?

В его докладе есть **что-нибудь** новое?

### Неопределенные местоимения *much / many* (Much / Many)

#### Комментарии к таблице 2.8

Местоимения **much** и **many** употребляются как в качестве местоимений-прилагательных, так и местоимений-существительных.

**Much** и **many** в качестве местоимений-прилагательных имеют значение **много**: **much** употребляется перед **неисчисляемыми** существительными, **many** – перед **исчисляемыми**.

I don't have **much** free **time** today.

У меня сегодня **нет много** свободного **времени**.

Do you spend **much** **time** to do your homework?

Вы тратите **много времени** на домашнее задание?

Has he got **many** **friends** in London?

У него **много друзей** в Лондоне?

There are not **many** foreign **students** in our group.

В нашей группе нет **много студентов** из-за рубежа.

**Much** и **many** в качестве местоимений-существительных имеют значение: **much** – **многое, значительная (большая) часть**; **many** – **многие**. После **much** и **many** в этом значении часто употребляется предлог **of**.

I usually do **much of** the housework.

Я обычно выполняю **большую** часть работы по дому.

**Many of** the students from our group will take part in the conference.

**Многие** студенты нашей группы примут участие в конференции.

Местоимения **much** и **many** употребляются главным образом в вопросительных и отрицательных предложениях. В утвердительных предложениях вместо **much** и **many** употребляются выражения **a lot (of), lots (of), plenty (of), a great deal (of)**.

At weekends we always have **a lot of (lots of, plenty of)** free time.

По выходным у нас всегда **много** свободного времени.

There are **lots of (a great deal of, plenty of)** interesting books in the university library.

В библиотеке университета **много** интересных книг.

### Неопределенные местоимения *a few / a little* (A Few / A Little)

#### Комментарии к таблице 2.9

Местоимения **a few** и **a little** имеют значение *немного*. **A few** также имеет значение *несколько, некоторое количество*.

Местоимение **a few** употребляется перед **исчисляемыми** существительными, **a little** – перед **неисчисляемыми**.

We have **a few friends** in Rome.

У нас есть **несколько друзей** в Риме.

I would like **a little juice** for breakfast.

Мне бы хотелось **немного сока** на завтрак.

Местоимение **a little** и **a few** могут употребляться без неопределенного артикля **a** – **little** и **few**, когда они употребляются в значении *мало, почти нет*.

He usually includes **little** new information in his reports.

Он обычно включает **мало** новой информации в свои доклады.

They have **few** books on the subject.

У них **мало** книг по этому предмету.

## Unit 3. PRESENT PROGRESSIVE TENSE, ADJECTIVES AND ADVERBS

### Настоящее продолженное время (Present Progressive Tense)

#### Комментарии к таблице 3.1

**Настоящее продолженное время (Present Progressive Tense)** образуется при помощи вспомогательного глагола **to be** в настоящем времени (**am, is, are**) и причастия настоящего времени (**Present Participle**) смыслового глагола. Глагол **to be** является вспомогательным и, следовательно, на русский язык не переводится.

My friend **is looking** for a well-paid job.

Мой друг **ищет** хорошо оплачиваемую работу.

I **am working** on my course project *at the moment*.

*В данный момент* я **работаю** над курсовым проектом.

We **are preparing** for the test on Computer science *now*.

*Сейчас* мы **готовимся** к тесту по информатике.

She **is wearing** a smart costume because she **is having** an exam *today*.

На ней нарядный костюм, так как она *сегодня* **сдает** экзамен.

В **вопросительных предложениях** вспомогательный глагол ставится перед подлежащим.

**Is** your friend **looking** for a well-paid job?

Ваш друг **ищет** хорошо оплачиваемую работу?

– **Yes, he is.** / **No, he isn't.**

– **Да.** / **Нет.**

**Are** you **working** on your course project *at the moment*?

Вы *сейчас* **работаете** над курсовым проектом?

– **Yes, I am.** / **No, I am not.**

– **Да.** / **Нет.**

**Are** you **preparing** for the test on computer science *now*?

Вы *сейчас* **готовитесь** к тесту по информатике?

– **Yes, we are.** / **No, we aren't.**

– **Да.** / **Нет.**

**Where** are you **living** *now*?

**Где** вы *сейчас* **живете**?

– I **am living** with my parents in the country.

– Я **живу** с родителями за городом.

**Отрицательные предложения** образуются при помощи частицы **not**, которая ставится после вспомогательного глагола.

My friend <b>is not (isn't) looking</b> for a well-paid job.	Мой друг <b>не ищет</b> хорошо оплачиваемую работу.
I <b>am not ('m not) working</b> on my course project <i>at the moment</i> .	<i>В данный момент я не работаю</i> над курсовым проектом.
We <b>are not (aren't) preparing</b> for the test on Computer science <i>now</i> .	<i>Сейчас мы не готовимся</i> к тесту по информатике.

#### Формы настоящего продолженного времени (Present Progressive Forms)

AFFIRMATIVE	NEGATIVE	QUESTIONS
I <b>am speaking</b>	I <b>am not ('m not) speaking</b>	<b>Am I speaking?</b>
You <b>are speaking</b>	You <b>are not (aren't) speaking</b>	<b>Are you speaking?</b>
He <b>is speaking</b>	He <b>is not (isn't) speaking</b>	<b>Is he speaking?</b>
She <b>is speaking</b>	She <b>is not (isn't) speaking</b>	<b>Is she speaking?</b>
It <b>is speaking</b>	It <b>is not (isn't) speaking</b>	<b>Is it speaking?</b>
We <b>are speaking</b>	We <b>are not (aren't) speaking</b>	<b>Are we speaking?</b>
You <b>are speaking</b>	You <b>are not (aren't) speaking</b>	<b>Are you speaking?</b>
They <b>are speaking</b>	They <b>are not (aren't) speaking</b>	<b>Are they speaking?</b>

При образовании причастия настоящего времени (**Present Participle**) с некоторыми глаголами происходят следующие изменения:

- Если глагол в инфинитиве оканчивается на немую гласную букву **-e**, то при прибавлении окончания **-ing** она опускается.

make – **making**    give – **giving**    come – **coming**    have – **having**

- Если односложный глагол в инфинитиве оканчивается на одну согласную букву с предшествующей ей одной гласной буквой, то при прибавлении окончания **-ing** согласная удваивается.

sit – **sitting**    run – **running**    get – **getting**    put – **putting**

- Если глагол в инфинитиве оканчивается на букву **-l**, то **-l** удваивается независимо от того, падает ударение на последний слог или нет.

travel – **travelling**    cancel – **cancelling**    compel – **compelling**

• Причастие настоящего времени глаголов **to die** (умирать), **to lie** (лежать, лгать), **to tie** (связывать) образуется путем изменения сочетания букв **-ie** на **-y** и добавления окончания **-ing**.

**die – dying**            **lie – lying**            **tie – tying**

**Present Progressive** употребляется:

1. Для выражения **длительного** действия, совершающегося **в момент говорения**.

He **is reading** a book *now*.            *Сейчас он читает* книгу.

She **is typing** a letter *at the moment*.            *В данный момент* она печатает письмо.

Be quiet! The baby **is sleeping**.            Не шумите! Ребенок спит.

2. Для выражения **длительного** действия, совершающегося в **настоящий период времени или в данный период жизни**.

She **is writing** a new novel *at the moment*.            *В данный момент* она пишет новый роман.

He **is living** in England *now*.            Он **живет** в Англии *сейчас*.

3. Для обозначения **действия в будущем**, когда выражается **уверенность** в его совершении. В этом случае в предложении обычно имеется обстоятельство времени, указывающее на будущее время.

They **are going** to the theatre *tonight*.            Они **идут** в театр *сегодня вечером*.

My friend **is coming** *on Monday*.            Мой друг **приезжает** *в понедельник*.

She **is leaving** *at 5 o'clock*.            Она **уезжает** *в 5 часов*.

В английском языке существуют глаголы, которые не используются в продолженном времени. Они называются **non-progressive verbs**. Это глаголы **love, like, hate, want, see, hear, know, understand, remember, forget, believe, be, have**. Вместо Present Progressive Tense они употребляются в Present Simple Tense.

He <b>wants</b> to buy a new car <i>now</i> .	<i>Сейчас</i> он <b>хочет</b> купить новую машину.
She <b>hates</b> rock music <i>at the moment</i> .	<i>В данный момент</i> она <b>ненавидит</b> рок-музыку.

Глагол **have** употребляется в Present Progressive только в сочетании с существительным и образует устойчивое выражение:

**have breakfast** – завтракать  
**have lunch** – обедать  
**have dinner** – ужинать  
**have a bath** – принимать ванну  
**have a shower** – принимать душ

She is <b>having lunch</b> with her boyfriend.	Она <b>обедает</b> со своим другом.
He can't phone you now. He <b>is having a shower</b> .	Он не может позвонить вам сейчас. Он <b>принимает душ</b> .

### Лексические аналоги настоящего продолженного времени (Time Expressions of the Present Progressive Tense)

#### Комментарии к таблице 3.2

Для выражения действий, которые происходят в настоящий момент времени или в данный (временный) период жизни, кроме формы глагола в Present Progressive, могут использоваться следующие лексические аналоги:

**now** сейчас  
**right now** прямо сейчас  
**at the moment** в данный момент  
**at present** в настоящее время  
**today** сегодня  
**tonight** сегодня вечером  
**these days** в эти дни  
**this week** на этой неделе  
**this month** в этом месяце  
**this year** в этом году

Данные лексические аналоги употребляются как в конце, так и в начале предложения.

My friends are going to the disco **tonight**.

**Сегодня вечером** мои друзья идут на дискотеку.

**At the moment** my sister is buying some new clothes.

**В данный момент** моя сестра покупает новую одежду.

Peter is looking for a better job **at present**.

Питер ищет новую работу **в настоящее время**.

**This month** I am having driving lessons.

**В этом месяце** я посещаю уроки вождения.

We are not having many lessons **this week**.

**На этой неделе** у нас немного уроков.

The children are playing in the garden **now**.

**Сейчас** дети играют в саду.

Ann is talking to her parents **right now**.

**Прямо сейчас** Анна разговаривает со своими родителями.

Bob is having three business meetings **this week**.

**На этой неделе** у Боба три деловые встречи.

Are you meeting David **today**?

Вы **сегодня** встречаетесь с Дэвидом?

They are taking English courses **this year**.

**В этом году** они посещают курсы английского языка.

**Настоящее простое и настоящее продолженное времена  
(Present Simple and Present Progressive Tenses)**

**Комментарии к таблице 3.3**

<p align="center"><b>Настоящее простое время (Present Simple Tense)</b></p>	<p align="center"><b>Настоящее продолженное время (Present Progressive Tense)</b></p>
<p>1. <b>Present Simple</b> употребляется для выражения действия, которое повторяется обычно (<i>usually</i>), всегда (<i>always</i>), каждый день (<i>every day</i>), т.е. регулярно.</p> <p>I <i>always</i> <b>have lunch</b> with my class-mates at 12.30 in the afternoon.</p> <p>Я <i>всегда</i> <b>обедаю</b> с одноклассниками в 12.30 дня.</p> <p>We <b>do not (don't)</b> <i>usually</i> <b>do</b> our homework at weekends.</p> <p>Мы <i>обычно</i> <b>не делаем</b> домашнее задание по выходным.</p> <p><b>Do they go</b> to the gym <i>every day</i>?</p> <p>Они <b>ходят</b> в спортзал <i>каждый день</i>?</p> <p>– <b>Yes, they do.</b> Да. – <b>No, they don't.</b> Нет.</p> <p>Where <b>do</b> you <i>usually</i> <b>go</b> after lessons?</p> <p>Куда вы <i>обычно</i> <b>ходите</b> после уроков?</p> <p>– I <i>usually</i> <b>go</b> to the library. Я <i>обычно</i> <b>хожу</b> в библиотеку.</p>	<p>1. <b>Present Progressive</b> употребляется для выражения действия, которое происходит в данный период времени (<i>at the moment</i>), сейчас, (<i>now</i>), на этой неделе (<i>this week</i>).</p> <p>I <b>am having lunch</b> with my class-mates <i>now</i>.</p> <p>Я <i>сейчас</i> <b>обедаю</b> с одноклассниками.</p> <p>We <b>are not (aren't)</b> <b>doing</b> our homework <i>today</i> because it is Saturday.</p> <p>Мы <b>не делаем</b> домашнее задание <i>сегодня</i>, так как сегодня суббота.</p> <p><b>Are they going</b> to the gym <i>at the moment</i>?</p> <p>Они <i>сейчас</i> <b>идут</b> в спортзал?</p> <p>– <b>Yes, they are.</b> Да. – <b>No, they aren't.</b> Нет.</p> <p>Where <b>are</b> you <b>going</b>?</p> <p>Куда вы <b>идете</b>?</p> <p>– I <b>am going</b> to the library. Я <b>иду</b> в библиотеку.</p>

<p>2. Действие или состояние, выраженное глаголом в <b>Present Simple</b>, является постоянным, перманентным.</p> <p>He <b>works</b> as a university teacher.</p> <p>Он <b>работает</b> преподавателем университета.</p> <p>She <b>doesn't live</b> in London. She <b>lives</b> in Milan.</p> <p>Она <b>не живет</b> в Лондоне. Она <b>живет</b> в Милане.</p> <p><b>Does she have</b> many lessons <i>every week</i>?</p> <p>У нее много уроков <i>каждую неделю</i>?</p> <p>– <b>Yes, she does.</b> Да. – <b>No, she doesn't.</b> Нет.</p> <p>What <b>does she like</b> cooking? Что она <b>любит</b> готовить?</p> <p>– She <b>likes</b> cooking meat dishes. Она <b>любит</b> готовить мясные блюда</p>	<p>2. Действие или состояние, выраженное глаголом в <b>Present Progressive</b>, является временным, непостоянным.</p> <p>He <b>is working</b> in a bank <i>at the moment</i>.</p> <p><i>В данный момент</i> он <b>работает</b> в банке.</p> <p>She <b>is not (isn't) living</b> in London <i>now</i>. She <b>is living</b> in Milan.</p> <p><i>Сейчас</i> она <b>не живет</b> в Лондоне. Она <b>живет</b> в Милане.</p> <p><b>Is she having</b> many lessons <i>this week</i>?</p> <p>У нее много уроков <i>на этой неделе</i>?</p> <p>– <b>Yes, she is.</b> Да. – <b>No, she isn't.</b> Нет.</p> <p>What <b>is she cooking</b>? Что она <b>готовит</b>?</p> <p>– She <b>is cooking</b> something delicious. Она <b>готовит</b> что-то вкусное</p>
<p>3. В <b>Present Simple</b> используются следующие <b>лексические аналоги</b>:</p> <p><b>always</b> – всегда <b>never</b> – никогда <b>usually</b> – обычно <b>sometimes</b> – иногда <b>often</b> – часто <b>every day (week, month, year)</b> – каждый день (неделю, месяц, год) <b>once (twice, three times)</b> – один раз (два раза, три раза)</p>	<p>3. В <b>Present Progressive</b> используются следующие <b>лексические аналоги</b>:</p> <p><b>now</b> – сейчас <b>right now</b> – прямо сейчас <b>at the moment</b> – в данный момент <b>at present</b> – в настоящий момент <b>today</b> – сегодня <b>tonight</b> – сегодня вечером <b>this week (month, year)</b> – на этой неделе (в этом месяце, в этом году)</p>

## Прилагательные и наречия (Adjectives and Adverbs)

### Комментарии к таблице 3.4

**Имена прилагательные** в английском языке не изменяются по родам, числам и падежам.

an <b>interesting</b> book	<b>интересная</b> книга
a <b>good</b> film	<b>хороший</b> фильм
<b>famous</b> people	<b>известные</b> люди

В предложении имена прилагательные употребляются в функции **определения** или в функции **именной части составного именного сказуемого**.

В функции определения прилагательное стоит перед определяемым словом.

He is reading an <b>interesting</b> book.	Он читает <b>интересную</b> книгу.
I am watching a <b>good</b> film.	Я смотрю <b>хороший</b> фильм.
I know some <b>famous</b> people.	Я знаю несколько <b>известных</b> людей.

В функции именной части составного именного сказуемого прилагательное всегда стоит после глагола-связки (**to be, to get, to grow, to become**).

Our English teacher <b>is</b> very <b>beautiful</b> .	Наша учительница по английскому языку – очень <b>красивая</b> .
The test in Economics <b>was</b> <b>difficult</b> .	Тест по экономике был <b>трудным</b> .

**Наречие** указывает на признак действия или на различные обстоятельства, при которых протекает действие. Наречие относится к глаголу и показывает **как, где, когда** и т.д. совершается действие.

I work <b>hard</b> to get a better mark in Chemistry.	Я <b>усердно</b> работаю, чтобы получить хорошую оценку по химии.
They live <b>here</b> .	Они живут <b>здесь</b> .
I haven't met him <b>lately</b> .	Я его не встречал <b>в последнее время</b> .

**Наречие** может относиться к **прилагательному** или другому **наречию**.

He is a **very good** student.                    Он **очень хороший** студент.

She translated the article **quite well**.                    Она перевела статью **довольно хорошо**.

**Наречия** делятся на две группы: **производные и простые**.

**Простые наречия:** **here** (здесь), **there** (там, туда), **now** (сейчас, теперь), **almost** (почти), **soon** (скоро) и т.д.

**Производные наречия** образуются от имен прилагательных при помощи суффикса **-ly**:

quiet – **quietly** (тихо, спокойно)

loud – **loudly** (громко)

dangerous – **dangerously** (опасно).

• Если прилагательное оканчивается на немую гласную **-e**, то при прибавлении суффикса **-ly** гласная **-e** опускается:

comfortable – **comfortably** (удобно)

gentle – **gently** (нежно)

• Если прилагательное оканчивается на гласную **-y**, гласная **-y** опускается и добавляется **-ily**:

easy – **easily** (легко)

heavy – **heavily** (тяжело)

• Следующие наречия не отличаются по форме от соответствующих им прилагательных:

late – **late** (поздно)

fast – **fast** (быстро)

hard – **hard** (усердно, тяжело)

early – **early** (рано)

He speaks English **fluently**.                    Он **бегло** говорит по-английски.

He loves her **gently**.                    Он ее **нежно** любит.

This problem can be solved **easily**.                    Эту проблему **легко** решить.

We get up very **early**.                    Мы встаем очень **рано**.

## Unit 4. PAST SIMPLE TENSE, PRESENT PERFECT TENSE, PRESENT PERFECT PROGRESSIVE TENSE

### Простое прошедшее время (Past Simple Tense)

#### Комментарии к таблице 4.1

**Past Simple** употребляется:

1. Для выражения действия в прошлом.

*Two years ago I **finished** school  
and **entered** the university.*

*Два года назад я **закончил**  
школу и **поступил** в универси-  
тет.*

*Yesterday she **went** shopping and  
**bought** some souvenirs for her  
family.*

*Вчера она **ходила** за покупками  
и **купила** сувениры для своей  
семьи.*

2. Для выражения ряда последовательных действий в прошлом.

*The manager **entered** the office,  
**sat down** at the desk and **began**  
to look through the documents.*

*Менеджер **вошел** в офис,  
**сел** за стол и **начал**  
просматривать документы.*

3. Для выражения обычного, повторяющегося действия в прошлом.

*When she **studied** at the  
university, she **attended** all  
the lectures.*

*Когда она **училась** в универси-  
тете, она **посещала** все лекции.*

В английском языке существует две группы глаголов: **правильные (regular) и неправильные (irregular)**.

Прошедшее время **правильных** глаголов образуются путем прибавления окончания **-ed** к форме инфинитива:

work – **worked**      talk – **talked**

При добавлении окончания **-ed** с некоторыми глаголами происходят следующие изменения:

• Глаголы, оканчивающиеся в инфинитиве на гласную **-y** с предшествующей ей согласной буквой, меняют **-y** на **-i** и принимают окончание **-ed**:

cry – **cried**      try – **tried**      carry – **carried**

• Глаголы, оканчивающиеся в инфинитиве на гласную **-y** с предшествующей ей гласной буквой, образуют прошедшее время по общему правилу:

play – played      stay – stayed

• К глаголам, оканчивающимся в инфинитиве на немую (непроносимую) гласную **-e**, прибавляется окончание **-d**:

live – lived      hope – hoped      like – liked

• Если односложный глагол в инфинитиве оканчивается на одну согласную с предшествующей ей одной гласной буквой, при прибавлении окончания **-ed** согласная удваивается:

stop – stoppped      wrap – wrappped      nod – noddded

• Двусложные и многосложные глаголы, оканчивающиеся в инфинитиве на одну согласную с предшествующим кратким гласным звуком, удваивают согласную только в том случае, если ударение падает на последний слог:

permit – permitted      refer – referrred

но:

order – ordered      develop – developed

Обратите внимание на правила произношения окончания **-ed**.

• Если глагол в инфинитиве оканчивается на звонкий согласный звук (не букву) или гласный звук, окончание **-ed** произносится [**d**].

live – lived [livd]

inform – informed [in`fɔ:md]

answer – answered [`a:n(t)səd]

follow – followed [`fɒləud]

• Если глагол в инфинитиве оканчивается на глухой согласный звук (не букву), окончание **-ed** произносится [**t**].

help – helped [helpt]  
ask – asked [ɑ:skt]  
finish – finished [ˈfɪnɪʃt]

- Если глагол в инфинитиве оканчивается на звук (не букву) [d] или [t], окончание **-ed** произносится [ɪd].

complete – completed [kəmˈpli:tɪd]  
decide – decided [dɪˈsaɪdɪd]  
repeat – repeated [rɪˈpi:tɪd]

К **неправильным** глаголам принадлежат глаголы, образующие прошедшее время не путем прибавления окончания **-ed** к инфинитиву, а различными другими способами.

- Некоторые неправильные глаголы образуют прошедшее время путем изменения корневой гласной инфинитива.

begin – began      meet – met      drink – drunk

- Другие неправильные глаголы образуют прошедшее время путем изменения корневой гласной и прибавления окончания к инфинитиву.

give – gave      speak – spoke

- Существуют глаголы, которые образуют прошедшее время путем изменения окончания инфинитива.

send – sentt      build – builtt      spend – spentt

- У некоторых неправильных глаголов форма инфинитива и прошедшего времени совпадает.

cut – cut      put – put      hit – hit

**Отрицательные предложения** с участием как правильных, так и неправильных глаголов образуются при помощи вспомогательного глагола **did**, отрицательной частицы **not** и инфинитива смыслового глагола без частицы **to**.

He **did not (didn't) play** football *yesterday.*      *Вчера он не играл в футбол.*

They **did not (didn't) have** lunch together *last week.*      *Они не обедали вместе на прошлой неделе.*

I **did not (didn't) live** in Italy *a year ago.*      *Год тому назад я не жил в Италии.*

**Вопросительные предложения** образуются при помощи вспомогательного глагола **did**, который ставится перед подлежащим, и инфинитива **СМЫСЛОВОГО** глагола.

**Did you go shopping yesterday?** Вы *вчера* **ходили** за покупками?

– **Yes, I did.** / **No, I didn't.** – Да. / Нет.

**Did he listen to jazz yesterday?** Он **слушал** джаз *вчера*?

– **Yes, he did.** / **No, he didn't.** – Да. / Нет.

**Did you like sport when you were a small child?** Вы **любили** спорт, *когда вы были ребенком*?

– **Yes, I did.** / **No, I didn't.** – Да. / Нет.

What time **did you come home yesterday?** Во сколько вы **пришли** *вчера* домой?

– **I came home at about 10 in the evening.** – Я **пришел** домой *примерно в 10 вечера*.

Who **did you spend your last weekend with?** С кем вы **провели** *прошлый выходной*?

– **My last weekend I spent with my parents.** – Свой *прошлый выходной* я **провел** со своими родителями.

### Формы прошедшего простого времени (Past Simple Forms)

AFFIRMATIVE	QUESTIONS	NEGATIVE
I worked	<b>Did I work?</b>	I <b>didn't work</b>
You worked	<b>Did you work?</b>	You <b>didn't work</b>
He worked	<b>Did he work?</b>	He <b>didn't work</b>
She worked	<b>Did she work?</b>	She <b>didn't work</b>
It worked	<b>Did it work?</b>	It <b>didn't work</b>
We worked	<b>Did we work?</b>	We <b>didn't work</b>
You worked	<b>Did you work?</b>	You <b>didn't work</b>
They worked	<b>Did they work?</b>	They <b>didn't work</b>

## Лексические аналоги простого прошедшего времени (Time Expressions of the Past Simple Tense)

### Комментарии к таблице 4.2

Действие в прошлом может передаваться не только формой глагола, но и следующими лексическими аналогами:

<b>last night</b>	прошлой ночью
<b>last Sunday</b>	в прошлое воскресенье
<b>last week</b>	на прошлой неделе
<b>last month</b>	в прошлом месяце
<b>last year</b>	в прошлом году
<b>yesterday</b>	вчера
<b>yesterday morning</b>	вчера утром
<b>yesterday afternoon</b>	вчера днем
<b>the day before yesterday</b>	позавчера
<b>two days ago</b>	два дня назад
<b>three weeks ago</b>	три недели назад

*I wrote* a letter to my grandfather **yesterday**.

**Вчера** я *написал* письмо дедушке.

Mr. Smith *began* teaching in a secondary school **in 1985**.

Мистер Смит *начал* преподавать в средней школе **в 1985 году**.

**Last Monday** he *came* to the office by taxi.

**В прошлый понедельник** он *приехал* в офис на такси.

I *went* to Ireland with a package tour **two years ago**.

Я *ездил* по путевке в Ирландию **два года назад**.

**Last month** they *visited* Scotland and *stayed* in a hotel.

**В прошлом месяце** они *ездили* в Шотландию и *остановились* в гостинице.

**From 1987 to 1993** I *didn't go* to the university. I *went* to school.

**С 1987 по 1993 годы** я *не учился* в университете. Я *учился* в школе.

## Настоящее совершенное время (Present Perfect Tense)

### Комментарии к таблице 4.3

**Present Perfect Tense** образуется при помощи вспомогательных глаголов **have (has)** и причастия прошедшего времени (**Past Participle**) смыслового глагола.

**Past Participle правильных глаголов** образуется при помощи прибавления окончания **-ed**, то есть аналогично образованию Past Simple правильных глаголов. **Past Participle неправильных глаголов** образуется другими способами:

- Путем изменения корневой гласной инфинитива

begin – begun      meet – met

- Путем изменения корневой гласной и прибавления окончания к инфинитиву

speak – spoken      give – given

- Путем изменения окончания инфинитива

send – sentt      build – builtt

- У некоторых неправильных глаголов инфинитив и форма Past Participle совпадают

cut – cut      put – put

Обратите внимание на примеры:

I **have already done** my homework.

Я **уже сделал** домашнее задание.

He **has met** Professor Bright in the library.

Он **встретил** профессора Брайта в библиотеке.

We **have visited** the main building of the university.

Мы **были** в главном корпусе университета.

**Отрицательные предложения** образуются при помощи частицы **not**, которая ставится после вспомогательного глагола **have (has)**.

I **have not (haven't) gone** shopping *yet*. Я *еще не* ходил за покупками.

She **has not (hasn't) made** the dinner *yet*. Она *еще не* приготовила обед.

В **вопросительных предложениях** вспомогательный глагол **have (has)** ставится перед подлежащим.

**Have you washed** the dishes *yet*? Вы *уже* **помыли** посуду?

– **No, I haven't.** – **Нет.**

– **Yes, I have.** – **Да.**

**Has he met** Mr. White *yet*? Он *уже* **встретил** мистера Уайта?

– **Yes, he has.** – **Да.**

– **No, he hasn't.** – **Нет.**

#### Формы настоящего совершенного времени (Present Perfect Forms)

AFFIRMATIVE	NEGATIVE	QUESTIONS
I <b>have worked</b> (met)	I <b>have not (haven't)</b> <b>worked (met)</b>	<b>Have I worked</b> (met)?
You <b>have worked</b> (met)	You <b>have not (haven't)</b> <b>worked (met)</b>	<b>Have you worked</b> (met)?
He <b>has worked</b> (met)	He <b>has not (hasn't)</b> <b>worked (met)</b>	<b>Has he worked</b> (met)?
She <b>has worked</b> (met)	She <b>has not (hasn't)</b> <b>worked (met)</b>	<b>Has she worked</b> (met)?
It <b>has worked</b> (met)	It <b>has not (hasn't) worked</b> (met)	<b>Has it worked</b> (met)?
We <b>have worked</b> (met)	We <b>have not (haven't)</b> <b>worked (met)</b>	<b>Have we worked</b> (met)?
You <b>have worked</b> (met)	You <b>have not (haven't)</b> <b>worked (met)</b>	<b>Have you worked</b> (met)?
They <b>have worked</b> (met)	They <b>have not (haven't)</b> <b>worked (met)</b>	<b>Have they worked</b> (met)?

### Present Perfect Tense употребляется:

1. Для выражения действия, совершившегося в прошлом, результат которого имеется или подразумевается в настоящий момент. Предложения в Present Perfect на русский язык переводятся прошедшим временем.

She <b>has written</b> an article for the conference.	Она <b>написала</b> статью для конференции.
We <b>have finished</b> the course project.	Мы <b>закончили</b> курсовой проект.
She <b>has had</b> a baby.	Она <b>родила</b> ребенка.

2. Для выражения действия, совершившегося в неопределенный момент времени в прошлом. При этом значение имеет не время совершения действия, а само действие.

I <b>have been</b> to Italy.	Я <b>был</b> в Италии.
He <b>has watched</b> a new film.	Он <b>посмотрел</b> новый фильм.
We <b>have cleaned</b> the house.	Мы <b>сделали уборку</b> в доме.

3. Для выражения действия, которое началось в прошлом, и продолжается в настоящий момент.

I <b>have known</b> my friends <i>since</i> 2001.	Я <b>знаю</b> своих друзей <i>с</i> 2001 года.
She <b>has been</b> in Paris <i>for three months already</i> .	Она ( <b>находится</b> ) в Париже <i>уже три месяца</i> .
John <b>has always wanted</b> to be more sensible.	Джон <i>всегда</i> <b>хотел</b> быть более разумным.

4. Для сообщения говорящим о своем жизненном опыте или о событиях, которые произошли в прошлом. В таких предложениях часто сообщается, сколько раз свершилось действие.

I <b>have read</b> "Gone with the Wind" <i>three times</i> .	Я <b>читал</b> «Унесенные ветром» <i>три раза</i> .
He <b>has traveled</b> abroad <i>twice</i> .	Он <b>был</b> за границей <i>дважды</i> .
We <b>have never made</b> pizza before.	Мы <i>никогда</i> <b>не готовили</b> пиццу раньше.

**Лексические аналоги настоящего совершенного времени  
(Time Expressions of the Present Perfect Tense)**

**Комментарии к таблице 4.4**

Действие в Present Perfect может передаваться не только формой глагола, но и следующими словами и выражениями:

<b>for</b> – в течение	<i>I have known</i> Lucy <b>for</b> seven years. Я <i>знаю</i> Люси <b>в течение</b> семи лет.
<b>since</b> – с; с тех пор как	Laura <i>has not been</i> to New York <b>since</b> 2003. Лаура <i>не была</i> в Нью-Йорке <b>с</b> 2003 года.
<b>just</b> – только что	Fred <i>has just finished</i> his home work, so he may go to bed early. Фред <b>только что</b> закончил делать домашнее задание, поэтому он может пойти спать рано.
<b>already</b> – уже	Our English teacher <i>has already come</i> back from London. Наша учительница английского <b>уже</b> вернулась из Лондона.
<b>yet</b> – уже; еще не	<i>Has your mother arrived yet?</i> Ваша мама <b>уже</b> приехала?  <i>I have not done</i> my laboratory work <b>yet</b> . Я <b>еще не</b> сделал лабораторную работу.
<b>so far</b> – пока нет; еще не	<i>Have you read</i> Nancy’s article in the university magazine? Вы <i>прочитали</i> статью Нэнси в университетском журнале? – No, I <i>haven’t read</i> it <b>so far</b> . Нет, я <b>еще (пока) не</b> прочитал её.
<b>ever</b> – когда-либо; когда-нибудь	<i>Have you ever been</i> to Germany? Вы <b>когда-либо</b> были в Германии? – No, I <i>haven’t</i> . Нет.
<b>recently</b> – недавно; в последнее время	<i>We have heard</i> nothing of Sam <b>recently</b> . <b>В последнее время (недавно)</b> мы ничего <i>не слышали</i> о Сэме.

<b>lately</b> – в последнее время	Sarah <i>has been</i> ill a lot <b>lately</b> . <b>В последнее время</b> Сара часто <i>болеет</i> .
<b>never</b> – никогда	They <i>have never discussed</i> the problem with the group-mates. Они <b>никогда не обсуждали</b> эту проблему с одноклассниками.
<b>this week</b> – на этой неделе	Barbara <i>has had</i> some new instructions from her boss <b>this week</b> . <b>На этой неделе</b> Барбара <i>получила</i> новые указания от начальника.

Следует обратить внимание на употребление **already** и **yet**. **Already** (*уже*) употребляется только в утвердительных предложениях. **Yet** употребляется в отрицательных и вопросительных предложениях. В отрицательных предложениях **yet** переводится на русский язык *еще не*, тогда как в вопросительных предложениях **yet** имеет значение *уже*.

*Have you come back from the conference yet?*

Вы **уже** *вернулись* с конференции?

He *hasn't told* us the truth **yet**.

Он **еще не** *сказал* нам правду.

We *have already visited* all the relatives in this town.

Мы **уже** *навестили* всех родственников в этом городе.

### Настоящее совершенное продолженное время (Present Perfect Progressive Tense)

#### Комментарии к таблице 4.5

**Present Perfect Progressive (настоящее совершенное продолженное время)** образуется при помощи вспомогательного глагола **to be** в форме Present Perfect (**have been / has been**) и причастия настоящего времени (**Present Participle**) смыслового глагола.

She **has been working** on her diploma project *for half a year*.

Она **работает** над своим дипломным проектом *полгода*.

I **have been running** computer business *since 1995*.

Я **занимаюсь** компьютерным бизнесом *с 1995 года*.

В **вопросительных предложениях** первый вспомогательный глагол ставится перед подлежащим.

**Has she been working** on her diploma project *for three months*?

Она **работает** над своим дипломным проектом *три месяца*?

– **Yes, she has.** / **No, she hasn't.**

– **Да.** / **Нет.**

**Have you been running** computer business *since 1995*?

Вы **занимаетесь** компьютерным бизнесом *с 1995 года*?

– **Yes, I have.** / **No, I haven't.**

– **Да.** / **Нет.**

*How long has she been working* on her diploma project?

*Как долго* она **работает** над своим дипломным проектом?

– She **has been working** on her diploma project *for half a year.*

– Она **работает** над своим дипломным проектом *полгода.*

*How long have you been running* computer business?

*Как долго* вы **занимаетесь** компьютерным бизнесом?

– I **have been running** computer business *since 1995.*

– Я **занимаюсь** компьютерным бизнесом *с 1995 года.*

**Have they been living** in London *for a year*?

Они **живут** в Лондоне *один год*?

– **Yes, they have.** / **No, they haven't.**

– **Да.** / **Нет.**

**Отрицательные предложения** образуются при помощи отрицательной частицы **not**, которая ставится после первого вспомогательного глагола.

She **has not (hasn't) been working** on her diploma project *for a year.*

Она **не работает** над своим дипломным проектом *в течение одного года.*

I **have not (haven't) been running** computer business *since 1993.*

Я **не занимаюсь** компьютерным бизнесом *с 1993 года.*

They **haven't been living** in London *for three years.*

Они **не живут** в Лондоне *три года.*

**Формы настоящего совершенного продолженного времени  
(Present Perfect Progressive Forms)**

AFFIRMATIVE	NEGATIVE	QUESTIONS
I <b>have been working</b>	I <b>have not (haven't) been working</b>	<b>Have I been working?</b>
You <b>have been working</b>	You <b>have not (haven't) been working</b>	<b>Have you been working?</b>
He <b>has been working</b>	He <b>has not (hasn't) been working</b>	<b>Has he been working?</b>
She <b>has been working</b>	She <b>has not (hasn't) been working</b>	<b>Has she been working?</b>
It <b>has been working</b>	It <b>has not (hasn't) been working</b>	<b>Has it been working?</b>
We <b>have been working</b>	We <b>have not (haven't) been working</b>	<b>Have we been working?</b>
You <b>have been working</b>	You <b>have not (haven't) been working</b>	<b>Have you been working?</b>
They <b>have been working</b>	They <b>have not (haven't) been working</b>	<b>Have they been working?</b>

**Present Perfect Progressive** употребляется:

1. Для выражения действия, которое началось в прошлом, и продолжается (длится) в настоящий момент.

She **has been typing** the article for the conference *for two hours*.      Она **печатает** статью для конференции *в течение двух часов*.

2. Для выражения действия, которое продолжалось (длилось) в прошлом, и уже закончилось, но результат этого действия очевиден сейчас.

She looks tired.      Она выглядит усталой.  
 She **has been working for nine hours**.      Она **работала** *в течение девяти часов*.

## Настоящее совершенное и прошедшее простое времена (Present Perfect and Past Simple Tenses)

### Комментарии к таблице 4.6

Различие между употреблением **Past Simple** и **Present Perfect** существуют во времени совершения действия.

- Действие, выраженное в **Past Simple**, совершилось в прошлом в определенный момент времени и закончилось.

He **passed** his English exam *a week ago*.      Он **сдал** экзамен по английскому языку *неделю тому назад*.

I **did not (didn't)** read the fashion magazine *yesterday morning*.      *Вчера утром я не читал* журнал мод.

When **did** you **go** to Italy?      Когда вы **ездили** в Италию?  
– I **went** there *three years ago*.      – Я **ездил** туда *три года назад*.

**Did** you **like** living there?      Вам **понравилось** там жить?  
– **Yes, I did.** / **No, I didn't.**      – **Да.** / **Нет.**

- Действие, выраженное в **Present Perfect**, или совершилось в прошлом в неопределенный (неизвестный) момент времени, или длится до сих пор.

He **has just passed** his English exam.      Он *только что сдал* экзамен по английскому языку.

I **have not (haven't)** read the fashion magazine *yet*.      Я *еще не прочитал* журнал мод.

**Have** you *ever been* to Italy?      Вы *когда-либо были* в Италии?  
– **Yes, I have.** / **No, I haven't.**      – **Да.** / **Нет.**

**Present Perfect Tense** не употребляется:

- с выражениями, указывающими на прошедшее время типа **yesterday** (вчера), **last week (month, year)** (на прошлой неделе, в прошлом месяце, в прошлом году), **in 1930** (в 1930 году) и т.д.;

- с выражением **just now**;

- в вопросительных предложениях, начинающихся с **when**;

В этих случаях употребляется **Past Simple Tense**.

**Вопросительные слова *кто?* (*who*), *что?* (*what*)  
(Questions with *Who* / *What*)**

**Комментарии к таблице 4.7**

В английском языке вопросительные слова **who** (кто) и **what** (что) могут использоваться при построении вопросов к **подлежащему** и к **дополнению**.

I met a lot of new friends at the party.

Я встретил много новых друзей на вечеринке.

**Вопрос к подлежащему:**

**Who** met a lot of new people at the party?

**Кто** встретил много новых людей на вечеринке?

– I met a lot of new friends at the party.

– **Я** встретил много новых друзей на вечеринке.

**Вопрос к дополнению:**

**Who** did you meet at the party?

**Кого** вы встретили на вечеринке?

– I met a lot of new friends at the party.

– Я встретил много новых друзей на вечеринке.

При построении вопроса к подлежащему на первом месте используются вопросительные слова **who** или **what**; далее следует смысловый глагол в прошедшем времени. При этом вопросительное слово **who** является **подлежащим** вопросительного предложения. В данных предложениях вспомогательный глагол **did** не употребляется.

**Helen** finished the work late.

**Елена** закончила работу поздно.

– **Who** finished the work late?

– **Кто** закончил работу поздно?

~~**Who** did finish the work late?~~

Steve saw me at the university.

Стив видел меня в университете.

– **Who** saw you at the university?

– **Кто** видел вас в университете?

~~Who did you see at the university?~~

My parents phoned me yesterday.

Мои родители звонили мне вчера.

– **Who** phoned you yesterday?

– **Кто** звонил вам вчера?

~~Who did phone you yesterday?~~

Nothing serious happened.

Ничего серьезного не произошло.

– **What** happened?

– **Что** произошло?

~~What did happen?~~

Вопросительные слова **who** или **what** могут относиться не только к подлежащему, но и к **дополнению**. В таких предложениях порядок слов такой же, как в обычном специальном вопросе.

I met a lot of new friends at the party.

Я встретил много новых друзей на вечеринке.

– **Who** did you meet?

– **Кого** вы встретили?

I phoned my parents yesterday.

Я звонил родителям вчера.

– **Who** did you phone yesterday?

– **Кому** вы звонили вчера?

He said nothing.

Он не сказал ничего.

– **What** did he say?

– **Что** он сказал?

Barbara e-mailed Richard yesterday but he didn't answer.

Барбара написала Ричарду письмо по электронной почте вчера, но он не ответил.

– **Who** did Barbara e-mail yesterday?

– **Кому** Барбара написала письмо по электронной почте вчера?

## Оборот *used to* (Used to)

### Комментарии к таблице 4.8

Оборот **used to** употребляется для выражения действия, которое происходило в прошлом, но уже не происходит в настоящий момент.

She **used to drink** a lot of coffee.     *Раньше (в прошлом) она пила* много кофе.

She **doesn't drink** much coffee *now*.     *Сейчас* она не **пьет** много кофе.

Оборот **used to** употребляется только в **Past Simple**. Следовательно, для построения **отрицательных** и **вопросительных** предложений используется вспомогательный глагол **did**.

**Did** she **use to** drink much coffee?     Она *раньше (в прошлом)* **пила** много кофе?

– **Yes, she did.** / **No, she didn't.**     – **Да.** / **Нет.**

She **didn't use to** drink much coffee.     *Раньше* она **не пила** много кофе.

She **drinks** a lot of coffee *now*.     Она **пьет** много кофе *сейчас*.

## Unit 5. TALKING ABOUT FUTURE

Несколько слов о будущем времени. Употребление форм будущего времени в английском языке имеет некоторые особенности, существенно отличающие его от русского языка. Они состоят в том, что в определенных случаях использование форм будущего времени для выражения будущего действия невозможно, и такие действия передаются соответствующими формами настоящего, например Present Simple или Present Progressive.

В сферу будущего времени входят: Future Simple, Future Progressive, Future Perfect и Future Perfect Progressive. В данном учебном пособии будет рассматриваться только время Future Simple.

### Настоящее продолженное время в значении будущего (Present Progressive Tense with the Future Meaning)

Вы уже знакомы с этим временем, напоминаем лишь, что оно образуется при помощи вспомогательного глагола **to be** и основного глагола в «инговой» форме (Participle I). Основная формула выглядит так:

**be + V<sub>ing</sub>**

#### Комментарии к таблице 5.1

Present Progressive обозначает:

1. Действие, происходящее в момент речи. Присутствуют слова-сигналы: **(right / just) now, at the moment, at present, currently**, которые обозначают (*прямо, как раз*) *сейчас, в данный момент, в настоящее время*.

**I am working now.**

**Я сейчас работаю.**

2. Будущее событие, которое к моменту речи уже запланировано и произойдет в ближайшем будущем (момент указан).

Обратите внимание на перевод: в русском языке часто используется глагол настоящего времени.

**I am working this Saturday.**  
ду

**Я работаю в эту субботу** (буду работать).

**We are having our last exam on Monday.**

**В понедельник у нас будет** последний экзамен.

## Конструкция *be going to* (Be going to)

Конструкция **be going to** передает значение, полностью тождественное значению форм будущего времени.

### Комментарии к таблице 5.2

1. Планы, принятые ранее (но без указания момента, когда они осуществятся), намерение (собираться сделать что-то).

Nick <b>is going to see</b> Maria.	Ник <b>увидится</b> с Марией. (Они уже договорились о встрече.)
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I <b>am going to call</b> home.	Я <b>позвоню (собираюсь позвонить)</b> домой.
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2. Предсказания, предположения в отношении будущего.

It's <b>going to rain</b> soon.	Скоро <b>пойдет</b> дождь. (На небе тучи.)
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В конструкции **to be going to** изменяется только глагол **to be**.

## Настоящее простое время в значении будущего (Present Simple Tense with the Future Meaning)

### Комментарии к таблице 5.3

Настоящее простое время (Present Simple) употребляется также в значении будущего и обозначает действия, которые произойдут согласно расписанию, особенно с глаголами: **come** (приходить), **arrive** (прибывать), **go** (уходить), **leave** (отправляться), **depart** (отходить, отправляться); **start**, **begin** (начинаться), **end** (заканчиваться).

The show <b>begins</b> at 8 and it <b>ends</b> at midnight.	Представление <b>начинается</b> в 8 и <b>заканчивается</b> в полночь.
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When <b>does</b> our plane <b>leave</b> ?	Когда <b>улетает</b> наш самолет?
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This train <b>doesn't arrive</b> early.	Этот поезд <b>не прибывает</b> рано.
---	--------------------------------------

В русском языке мы также употребляем настоящее время в значении будущего. В английском языке формы настоящего простого времени используются в придаточных предложениях времени и условия вместо форм будущего времени (см. комментарии к табл. 5.6).

## Будущее простое время (Future Simple Tense)

### Комментарии к таблице 5.4

Будущее простое время образуется при помощи вспомогательного глагола **will** и 1-й формы основного глагола.

В официальной устной и письменной речи для образования 1 лица единственного числа будущего времени используется вспомогательный глагол **shall**, который в разговорной речи имеет сокращенную форму 'll.

В устной и неофициальной письменной речи чаще употребляется краткая форма утверждения и отрицания.

I'll call you later.

Я **позвоню** вам позже.

You **will not (won't) get** to work in time.

Вы **не доберетесь** до работы вовремя.

В общих вопросах вспомогательный глагол **will** ставится перед подлежащим.

– **Will you work?**

– Ты **будешь работать?**

– **Yes, I will. / No, I won't.**

– **Да. / Нет.**

В специальных вопросах перед глаголом на первое место выносится вопросительное слово.

– **Where will you work?**

– **Где ты будешь работать?**

– **I will work** at home.

– Я **буду работать** дома.

### Комментарии к таблице 5.5

**Future Simple** обозначает:

1. Общие факты, относящиеся к будущему.

They **will have** English lessons twice a week.

У них **будут** уроки английского языка два раза в неделю.

2. Спонтанное решение, принятое в момент речи.

– Jane, I'm hungry.

– Джейн, я голоден.

– I'll **make** you a sandwich.

– Я **сделаю** тебе сэндвич.

3. Обещание, согласие или отказ сделать что-либо.

I'll **send** you a letter.

Я **пришлю** вам письмо.

OK, I **will** really **stop** smoking.

Хорошо, я действительно **брошу** курить.

I **won't help** you.

Я **не буду** тебе **помогать**.

4. Предсказания, предположения, догадки в отношении будущего. Часто они сопровождаются вводными сочетаниями **I think** (я думаю), **I guess** (я полагаю), **probably** (вероятно), **I'm sure** (я уверен) и т.п.

*I'm sure* Ann **will manage**  
the project.

*Я уверен*, Энн **справится**  
с проектом.

We'll *probably* **hold** a meeting  
of high-graduates in November.

Мы, *вероятно*, **проведем** встре-  
чу выпускников школ в ноябре.

5. Условное наклонение (см. ниже).

### Реальное условное наклонение (Conditionals I)

Реальное условное наклонение **Conditionals I** употребляется, когда мы говорим о том, что произойдет в будущем при определенных условиях.

#### Комментарии к таблице 5.6

Придаточное предложение	Главное предложение	Перевод
<b>If</b> you <b>study</b> hard,	you <b>will pass</b> your exams.	Если ты <b>будешь</b> упорно учиться, ты <b>сдашь</b> экзамены.
<b>If</b> he <b>runs</b> fast,	he <b>will win</b> the race.	Если он <b>побежит</b> быстро, он <b>выиграет</b> забег.
<b>If</b> you <b>don't study</b> hard,	you <b>won't pass</b> your exams.	Если ты <b>не будешь</b> упорно учиться, ты <b>не сдашь</b> экзамены.
<b>If</b> he <b>doesn't run</b> fast,	he <b>won't win</b> the race.	Если он <b>не побежит</b> быстро, он <b>не выиграет</b> забег.

В отличие от русского языка, где в обеих частях предложения употребляется будущее время, в английских условных предложениях в главном предложении используется будущее время, но в придаточном предложении с **if** употребляется **настоящее время** (см. примеры в таблице: **study, runs**).

### Комментарии к таблице 5.7

Это правило относится также к условным предложениям с союзом **unless** (пока не, если не), и к предложениям с придаточным времени с союзами **when** (когда), **as soon as** (как только), **before** (прежде чем), **after** (после того как), **until** (пока не).

I won't go to the party  
**unless** I write the report.

Я не пойду на вечеринку,  
**пока не** напишу доклад.

You will understand people  
better **when** you grow older.

Ты будешь лучше понимать  
людей, **когда** станешь старше.

He will come **as soon as**  
I ask him.

Он придет, **как только** я его  
попрошу.

**After** we finish studying,  
we will go to the park.

**После того как** мы закончим  
заниматься, мы пойдем в парк.

**Before** I go to bed, I'll  
watch TV.

**Прежде чем** пойти спать,  
я буду смотреть телевизор.

We won't see him **until** he  
comes back.

Мы не увидим его, **пока он**  
**не** вернется.

### Комментарии к таблице 5.8

**Внимание!** Используйте **when**, когда уверены – то, о чем вы говорите, обязательно случится; говоря о вещах, которые, возможно, произойдут, используйте **if**. Сравните два предложения:

**If** I have free time, I'll go  
to Paris.

**Если** у меня будет свободное  
время, я поеду в Париж.  
(но я не уверен, будет ли оно).

**When** I have free time, I'll  
go to Paris.

**Когда** у меня будет свободное  
время, я поеду в Париж.  
(Я уверен, что оно будет,  
поэтому планирую эту  
поездку.)

Обратите внимание на пунктуацию: если первым идет придаточное предложение, после него ставится запятая; если предложение начинается с главного — запятая после него не ставится. (В русском языке запятая ставится в обоих случаях).

**If** he doesn't cook dinner,  
we will order a pizza.

**Если** он не приготовит обед,  
мы закажем пиццу.

We will order a pizza **if** he  
doesn't cook dinner.

Мы закажем пиццу, **если** он  
не приготовит обед.

## Unit 6. PASSIVE VOICE, DEGREES OF COMPARISON, RELATIVE PRONOUNS

### Страдательный (пассивный) залог (Passive Voice)

#### Комментарии к таблице 6.1

В английском языке существует два залога: **действительный (активный) – the Active Voice**, и **страдательный (пассивный) – the Passive Voice**.

Формы залога показывают, является ли подлежащее лицом (предметом), совершающим действие, или лицом (предметом), подвергающимся действию.

Когда подлежащее является лицом (предметом), совершающим действие, глагол употребляется в форме **действительного залога**.

People **drink** coffee in most countries.

Люди **пьют** кофе во многих странах.

We **discuss** the problems of the faculty once a month.

Мы **обсуждаем** проблемы факультета один раз в месяц.

The students **asked** Professor Bright a lot of questions yesterday.

Вчера студенты **задали** профессору Брайту много вопросов.

Когда подлежащее является лицом (предметом), подвергающимся действию со стороны другого лица или предмета, глагол употребляется в форме **страдательного залога**.

Coffee **is drunk** in most countries.

Кофе **пьют** во многих странах.

The problems of the faculty **are discussed** once a month.

Проблемы факультета **обсуждаются** один раз в месяц.

Professor Bright **was asked** a lot of questions after the lecture yesterday.

Вчера после лекции профессору Брайту **задали** много вопросов.

Формы страдательного залога образуются при помощи вспомогательного глагола **to be** в соответствующем времени и причастия прошедшего времени (**Past Participle**) смыслового глагола. Следовательно, при

спряжении глагола в страдательном залоге изменяется только глагол **to be**, смысловой глагол имеет во всех временах одну и ту же форму – **Past Participle**.

Professor Bright **is** usually **asked** a lot of questions after the lecture.

Профессору Брайту обычно **задают** много вопросов после лекции.

The authorities of the faculty **are** always **asked** some questions during their meetings with teachers and students.

Руководству факультета **задают** вопросы во время их встреч с преподавателями и студентами.

A lot of letters **were sent** yesterday to inform everybody about the conference.

Вчера было отправлено много писем, чтобы сообщить всем о конференции.

Professor Bright **was asked** a lot of questions after the lecture yesterday.

Вчера после лекции профессору Брайту **задали** много вопросов.

При образовании **вопросительных** предложений вспомогательный глагол ставится перед подлежащим.

**Are** my questions **understood**?

Мои вопросы **понимают**?

**Is** Professor Bright usually **asked** many questions after the lecture?

Профессору Брайту обычно **задают** много вопросов после лекции?

**Was** Professor Bright **asked** many questions after the lecture yesterday?

Вчера профессору Брайту **задали** много вопросов после лекции?

**Were** the letters **sent** yesterday?

Письма **отправили** вчера?

При образовании **отрицательных** предложений частица **not** ставится после вспомогательного глагола.

I **am not** usually **asked** about my family.

Меня обычно **не спрашивают** о семье.

Professor Bright **wasn't asked** many questions yesterday.

Профессору Брайту вчера **не задали** много вопросов.

**Формы пассивного залога настоящего простого времени  
(Present Simple Passive Forms)**

AFFIRMATIVE	NEGATIVE	QUESTIONS
I am asked	I am not ('m not) asked	Am I asked?
You are asked	You are not (aren't) asked	Are you asked?
He is asked	He is not (isn't) asked	Is he asked?
She is asked	She is not (isn't) asked	Is she asked?
It is asked	It is not (isn't) asked	Is it asked?
We are asked	We are not (aren't) asked	Are we asked?
You are asked	You are not (aren't) asked	Are you asked?
They are asked	They are not (aren't) asked	Are they asked?

**Формы пассивного залога прошедшего простого времени  
(Past Simple Passive Forms)**

AFFIRMATIVE	NEGATIVE	QUESTIONS
I was asked	I was not (wasn't) asked	Was I asked?
You were asked	You were not (weren't) asked	Were you asked?
He was asked	He was not (wasn't) asked	Was he asked?
She was asked	She was not (wasn't) asked	Was she asked?
It was asked	It was not (wasn't) asked	Was it asked?
We were asked	We were not (weren't) asked	Were we asked?
You were asked	You were not (weren't) asked	Were you asked?
They were asked	They were not (weren't) asked	Were they asked?

Предложение со сказуемым, выраженным глаголом в действительном залоге, носит название **действительного оборота**, а предложение со сказуемым, выраженным глаголом в страдательном залоге, носит название **страдательного оборота**.

Страдательные обороты употребляются в тех случаях, когда лицо или предмет, совершающие действие, неизвестны, или когда отсутствует необходимость о них сообщить.

This problem **was discussed** during the last faculty meeting.

Эта проблема **обсуждалась** на прошлом собрании факультета.

About 200 articles **are** usually **written** for the conference.

Для конференции обычно **пишут** около 200 статей.

В тех случаях, когда необходимо указать лицо или предмет, совершающие действие, употребляется **действительный** оборот или **страдательный** оборот с предлогом **by**.

*The authorities* of the faculty **discussed** this problem during the last meeting.

*Руководство* факультета **обсудило** эту проблему на последней встрече.

This problem **was discussed by** *the authorities* of the faculty during the last faculty meeting.

Эта проблема **обсуждалась** *руководством* факультета на последней встрече.

*The students* usually **write** about 200 articles for the conference.

*Студенты* обычно **пишут** около 200 статей для конференции.

About 200 articles **are** usually **written by** *the students* for the conference.

Около 200 статей обычно **пишется** *студентами* для конференции.

Существует несколько способов перевода сказуемого в страдательном залоге:

1. Глаголом в страдательном залоге с окончанием **-ся** или **-сь**.

Professor Bright **is** usually **asked** a lot of questions.

Профессору Брайту обычно **задается** много вопросов.

2. Глаголом во множественном числе без указания лица, совершающего действие. (Весь страдательный оборот, таким образом, является безличным предложением).

Professor Bright **is** usually **asked** a lot of questions.

Профессору Брайту обычно **задают** много вопросов.

3. Если в страдательном обороте употребляется лицо (лица), совершающее действие, данный оборот можно переводить двумя способами:

- а) страдательным оборотом

Professor Bright **is** usually **asked** a lot of questions *by the students*.

Профессору Брайту обычно **задается** много вопросов *студентами*.

- б) действительным оборотом

Professor Bright **is** usually **asked** a lot of questions *by the students*.

*Студенты* обычно **задают** профессору Брайту много вопросов.

## Степени сравнения прилагательных (Degrees of Comparison)

### Комментарии к таблице 6.2

Positive	Comparative	Superlative
<b>cheap</b> дешевый	<b>cheaper</b> более дешевый (дешевле)	<b>the cheapest</b> самый дешевый
<b>large</b> большой	<b>larger</b> больше	<b>the largest</b> самый большой
<b>big</b> большой	<b>bigger</b> больше	<b>the biggest</b> самый большой
<b>easy</b> легкий	<b>easier</b> более легкий (легче)	<b>the easiest</b> самый легкий
<b>funny</b> забавный, смешной	<b>funnier</b> более забавный (забавнее), смешнее	<b>the funniest</b> самый забавный, самый смешной
<b>intelligent</b> умный	<b>more intelligent</b> более умный (умнее)	<b>the most intelligent</b> самый умный
<b>difficult</b> трудный	<b>more difficult</b> более трудный (труднее)	<b>the most difficult</b> самый трудный
<b>good</b> хороший	<b>better</b> лучше	<b>the best</b> самый хороший
<b>bad</b> плохой	<b>worse</b> хуже	<b>the worst</b> самый плохой
<b>much</b> много	<b>more</b> больше (более)	<b>the most</b> самый большой (наибольший)
<b>many</b> много	<b>more</b> больше (более)	<b>the most</b> самый большой (наибольший)
<b>little</b> мало	<b>less</b> меньше (менее)	<b>the least</b> меньше всего (наименьший)
<b>far</b> далекий	<b>further / farther</b> более далекий (дальше)	<b>the furthest / farthest</b> самый далекий

В английском языке имена прилагательные образуют две степени сравнения: **сравнительную (the Comparative Degree)** и **превосходную (the Superlative Degree)**. Основная форма имени прилагательного не выражает сравнения и является **положительной (the Positive Degree)**.

Обратите внимание на неопределенные местоимения **much, little**. Они могут употребляться в предложении не только как местоимения-прилагательные и местоимения-существительные. Данные местоимения могут быть и наречиями.

I like Computer Science <b>much</b> .	Мне очень ( <b>сильно</b> ) нравится информатика.
I like Chemistry <b>more</b> .	Химия мне нравится <b>больше</b> .
I like Physics <b>the most</b> .	Физика мне нравится <b>больше всего</b> .

После имен прилагательных в сравнительной степени употребляется союз **than** (чем). При образовании сравнительной степени с именами прилагательными происходят следующие изменения:

- К односложным прилагательным добавляется суффикс **-er**.

cheap – cheaper  
cold – colder

Today it is **colder than** it was yesterday.      Сегодня **холоднее, чем** вчера.

- Если прилагательное оканчивается на немую гласную **-e**, то при прибавлении суффикса **-er** немая **-e** опускается:

large – larger  
late – later

Tomorrow I will come **later than** I came yesterday.      Завтра я приду **позже, чем** пришел вчера.

- Если прилагательное или оканчивается на одну согласную с одной предшествующей ей гласной буквой, то при прибавлении суффикса **-er** согласная буква удваивается:

big – bigger  
slim – slimmer

London is **bigger than** Oxford.      Лондон **больше, чем** Оксфорд.

The climate in the north is **wetter than** in the south.      Климат на севере – более влажный, **чем** на юге.

- Если прилагательное оканчивается на гласную букву **-y** с предшествующей ей согласной, то при прибавлении суффикса **-er** гласная **-y** изменяется на **-i**.

easy – **easier**  
 funny – **funnier**

This film is **funnier** *than* that I saw yesterday.

Этот фильм **смешнее**, *чем* тот, который я видел вчера.

- Большинство прилагательных, состоящих из двух и более слогов, образуют сравнительную степень при помощи слова **more**, которое ставится перед прилагательным.

intelligent – **more** intelligent  
 difficult – **more** difficult

Cleaning the house is **more difficult** *than* washing the dishes.

Сделать уборку в доме **труднее**, *чем* помыть посуду.

- Некоторые имена прилагательные образуют сравнительную степень от другого корня.

good – <b>better</b>	many – <b>more</b>
bad – <b>worse</b>	little – <b>less</b>
much – <b>more</b>	far – <b>farther / further</b>

I have **less** free time *than* he has.

У меня **меньше** свободного времени, *чем* у него.

Имена прилагательные в **превосходной** степени употребляются с определенным артиклем **the**. При образовании превосходной степени с именами прилагательными происходят следующие изменения:

- К односложным прилагательным добавляется суффикс **-est**.

cheap – the **cheapest**  
 cold – the **coldest**

Today is **the coldest** day we have ever had this year.

Сегодня – **самый холодный** день в этом году.

- Если прилагательное оканчивается на немую гласную **-e**, то при прибавлении суффикса **-est** немая **-e** опускается:

large – the **largest**  
late – the **latest**

Russia is **the largest** country in the world.      Россия – **самая большая** страна в мире.

- Если прилагательное оканчивается на одну согласную букву с одной предшествующей ей краткой гласной буквой, то при прибавлении суффикса **-est** конечная согласная буква удваивается:

big – the **biggest**  
slim – the **slimmest**

Mexico City is **the biggest** city of the world.      Мехико – **самый большой** город в мире.

- Если прилагательное оканчивается на гласную букву -y с предшествующей ей согласной буквой, то при прибавлении суффикса **-est** гласная -y изменяется на -i.

easy – the **easiest**  
funny – the **funniest**

“The Problem Child” is **the funniest** comedy I have ever seen.      «Трудный ребенок» – **самая смешная** комедия, которую я когда-либо видел.

- Большинство прилагательных, состоящих из двух и более слогов, образуют превосходную степень при помощи слова **most**, которое ставится перед прилагательным.

intelligent – the **most** intelligent  
difficult – the **most** difficult

Writing the article for the conference is **the most difficult** task for me.      Написать статью для конференции – **самая сложная** задача для меня.

- Некоторые имена прилагательные образуют превосходную степень от другого корня.

good – the **best**      bad – the **worst**  
much – the **most**      many – the **most**  
little – the **least**      far – the **farthest / furthest**

I have **the least** number of bad marks of all the students of the faculty.

У меня **наименьшее** количество плохих оценок среди всех студентов факультета.

### Способы сравнения (Ways of Comparison)

#### Комментарии к таблице 6.3

В английском языке кроме сравнительной и превосходной степеней имен прилагательных существуют следующие способы сравнения:

1. Для усиления сравнения употребляется слово **much**, которое ставится перед именем прилагательным в **сравнительной степени** и имеет значение *гораздо, намного*.

His computer is **much cheaper** than mine.

Его компьютер **намного (гораздо) дешевле** моего.

My flat is **much more expensive** than yours.

Моя квартира **намного (гораздо) дороже**, чем ваша.

2. Для сравнения двух предметов (явлений, лиц) одинакового качества употребляется конструкция **as...as**, которая имеет значение *такой же ... как, так же ... как*. Эта конструкция употребляется с прилагательным в положительной степени.

Saint Petersburg is **as big and beautiful as** Moscow.

Санкт Петербург – **такой же большой и красивый, как** Москва.

Конструкция **as ... as** имеет противоположные формы – **not so ... as, not as ... as**, которые имеют значение *не такой ... как*.

My town is **not as beautiful (not so beautiful) as** London.

Мой город **не такой красивый, как** Лондон.

3. Для сравнения двух предметов (явлений, лиц) одинакового качества употребляется конструкция **the same ... as**, которая имеет значение *такой же ... как*.

Her DVD player has **the same price as** ours.

Её DVD-плеер имеет **такую же** цену, **как** и наш.

Конструкция **the same ... as** имеет противоположную форму – **different from**, которая имеет значение *не такой ... как, отличный от ...*.

Their car is <b>different from</b> ours a lot.	Их машина сильно <b>отличается от</b> нашей.
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### Относительные местоимения *кто (who), который (which)* (Relative Pronouns *Who / Which*)

#### Комментарии к таблице 6.4

**Относительные местоимения who** (кто) и **which** (который) служат для связи определительного придаточного предложения с главным. Они являются не союзами, а союзными словами, следовательно, они не только связывают придаточное предложение с главным, но и являются его членами.

Относительное местоимение **who** употребляется по отношению к лицам, имеет значение *который* и выполняет функцию **подлежащего** придаточного предложения.

<b>A teacher</b> is someone <b>who</b> teaches students.	<b>Преподаватель</b> – это человек, <b>который</b> обучает студентов.
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<b>A banker</b> is a person <b>who</b> is at the head of the bank.	<b>Банкир</b> – это человек, <b>который</b> находится во главе банка.
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Относительное местоимение **which** употребляется по отношению к неодушевленным предметам, имеет значение *который* и выполняет функцию подлежащего или служит для связи главного и определительного придаточного предложения и является союзом.

<b>A clock</b> is something <b>which</b> shows the time.	<b>Часы</b> – это предмет, <b>который</b> показывает время. (Подлежащее)
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I have heard the <b>song which</b> I will never forget.	Я услышал <b>песню, которую</b> никогда не забуду. (Союз)
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Для связи определительных придаточных предложений с главным употребляется наречие **where** (где), которое выполняет функцию союза придаточного предложения.

<b>Italy</b> is the country <b>where</b> we spend our holidays.	<b>Италия</b> – страна, где мы проводим каникулы.
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## Unit 7. MODAL VERBS, CONDITIONALS II

### Способы выражения способности и возможности (Expressing Abilities)

Модальный глагол **can** используется для выражения физических и умственных способностей и имеет значение *могу, умею, можем, умеем, может, умеет*.

#### Комментарии к таблице 7.1

I **can** find the article about social policy in Russia.

Я **могу** найти статью о социальной политике в России.

I **cannot (can't)** use a computer at all.

Я совсем **не умею** пользоваться компьютером.

**Can** you find the description of this device on the Internet?

Вы **можете** найти описание этого прибора в Интернете?

– Yes, I **can**.

– Да.

– No, I **can't**.

– Нет.

В прошедшем времени глагол **can** имеет форму **could** и в русском языке имеет значение *мог, умел, могла, умела*.

She **could** finish her calculations yesterday but something got wrong with her computer.

Она **могла** закончить свои вычисления еще вчера, но что-то произошло с компьютером.

He **could not (couldn't)** receive the information in time because he was very busy.

Он **не мог** получить информацию вовремя, так как был очень занят.

**Could** he include my paper in his book?

Он **мог** включить мою статью в свою книгу?

– Yes, he **could**.

– Да.

– No, he **couldn't**.

– Нет.

Для выражения **прошедшего и будущего** времен модальный глагол **can** имеет **эквивалент**, который передает его лексическое значение; это выражение **to be able to (able – способный)**. В прошедшем времени используется форма **was (were) able to** (мог, умел, могли, умели). Для выражения будущего времени используется форма **will (shall) be able to** (смогу, сумею, сможем, сумеем).

She **was able to** finish her calculations yesterday but something got wrong with her computer.

Она **могла** закончить свои вычисления еще вчера, но что-то произошло с компьютером.

He **was not (wasn't) able to** receive the information in time because he was very busy.

Он **не мог** получить информацию вовремя, так как был очень занят.

**Was he able to** include my paper in his book?

Он **мог** включить мою статью в свою книгу?

– **Yes, he was.**

– **Да.**

– **No, he wasn't.**

– **Нет.**

She **will be able to** finish her report by next Friday.

Она **сможет** закончить свой доклад к следующей пятнице.

They **will not (won't) be able to** e-mail us during the next week.

Они **не смогут** связаться с нами по электронной почте в течение следующей недели.

**Will you be able to** take part in the faculty meeting?

Вы **сможете** принять участие в собрании факультета?

– **Yes, I will.**

– **Да.**

– **No, I won't.**

– **Нет.**

### Способы выражения предположения и уверенности (Expressing Certainty and Probability)

#### Комментарии к таблице 7.2

В английском языке, так же как и в русском, существуют следующие способы выражения **предположения** и **уверенности**:

1. Выражения, которые употребляются в начале или в конце предложения:

**I think (I guess, I believe, I suppose)** – я думаю, я полагаю, я считаю

**In my opinion (to my mind)** – по-моему, по моему мнению

**I am sure** – я уверен

**I am not sure** – я не уверен

She is wearing a suit and a white blouse. **I think** she is a secretary.

Она носит костюм и белую блузку. **Я думаю (полагаю, считаю)**, что она – секретарь.

He is wearing a white uniform. Он носит белый халат.  
**I am sure** he is a doctor. **Я уверен**, что он – врач.

2. Модальный глагол **must**, который выражает предположение, граничащее с уверенностью, и имеет значение *должно быть*.

Look at that man. He is wearing a white uniform. He **must be** a doctor. Посмотрите на этого мужчину. Он носит белый халат. **Должно быть**, он врач.

Listen to his accent. He **must be** from America. Послушайте его акцент. **Должно быть**, он из Америки.

He has got a very expensive car. He **must** earn a lot of money. У него очень дорогая машина. **Должно быть**, он зарабатывает много денег.

Для выражения отрицания служит не отрицательная форма глагола **must**, а отрицательная форма глагола can – **can't**, которая имеет значение *не может быть, должно быть не*.

Look at that man. He is wearing a white uniform. He **must be** a doctor. He **can't** be a driver. Посмотрите на этого мужчину. Он носит белый халат. Должно быть, он врач. **Не может быть**, что он – шофер.

Her lights are out. She **can't** be at home. У нее не горит свет. **Должно быть**, она **не** дома. (**Не может быть**, что она дома).

She always wears old clothes. She **can't** earn much money. Она всегда носит старую одежду. **Должно быть**, она **не** зарабатывает много денег. (**Не может быть**, что она зарабатывает много денег).

3. Модальные глаголы **may** и **might**, которые имеют значение *может быть*.

She is not at home. She **may** visit her parents. Её нет дома. **Может быть**, она у родителей.

He is upset. He **might** have some problems at work. Он расстроен. **Может быть**, у него проблемы на работе.

## Способы выражения указания и совета (Ways of Giving Orders and Advice)

### Комментарии к таблице 7.3

В английском языке существует несколько способов выражения **указания и совета**:

#### 1. Повелительное наклонение (**the Imperative Mood**).

Глагол в повелительном наклонении выражает побуждение к действию, т.е. **приказание, просьбу или совет**.

**Утвердительная форма** повелительного наклонения совпадает по форме с инфинитивом (без частицы **to**).

Ask for permission if you want to smoke.	<b>Спросите</b> разрешение, если вы хотите закурить.
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**Отрицательная форма** образуется при помощи вспомогательного глагола **do** и отрицательной частицы **not**. В повелительном наклонении вместо **do not** используется сокращенная форма **don't**.

<b>Don't forget</b> to take off your shoes as you enter the house.	<b>Не забудьте</b> снять обувь, когда входите в дом.
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Для выражения настоятельного совета или просьбы используется конструкция **never + инфинитив** (без частицы **to**).

<b>Never take</b> an even number of flowers.	<b>Никогда не приносите</b> с собой четное количество цветов.
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2. Модальный глагол **should / shouldn't**. В этом случае **should** имеет значение *должен, следует* и употребляется со всеми лицами единственного и множественного числа.

You <b>should</b> ask for permission if you want to smoke.	<b>Следует</b> спросить разрешение, если вы хотите закурить.
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You <b>should</b> take off your shoes as you enter the house.	<b>Следует</b> снимать обувь, когда входите в дом.
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You <b>shouldn't</b> take an even number of flowers.	<b>Не следует</b> приносить с собой четное количество цветов.
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3. Условные придаточные предложения второго типа, начинающиеся с **If I were you** (Если бы я был на вашем месте).

<b>If I were you, I would take off</b> my shoes before entering the house.	<b>Если бы я был на вашем</b> <b>месте, я бы снимал обувь,</b> перед тем как войти в дом.
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<b>If I were you, I wouldn't take an</b> odd number of flowers.	<b>Если бы я был на вашем</b> <b>месте, я бы не взял четное</b> количество цветов.
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Следует отметить, что данные способы выражения указания и совета относятся только к **настоящему или будущему времени**.

### Условные предложения второго типа (Conditionals II)

#### Комментарии к таблице 7.4

Придаточные предложения условия присоединяются к главному при помощи союза **if**. При этом **главное** предложение выражает следствие, а **придаточное** предложение – условие.

**Условные предложения второго типа (Conditionals II)** выражают **невероятные или маловероятные предположения**. Они относятся к **настоящему или будущему времени** и соответствуют в русском языке условным предложениям с глаголом в **сослагательном наклонении**, т.е. с глаголом в форме прошедшего времени с частицей **бы**.

В условных предложениях второго типа в придаточном предложении сказуемое употребляется в **Past Simple**, а в главном предложении сказуемое выражено сочетанием глагола **would** с **инфинитивом смыслового глагола** (без частицы **to**).

<b>If I had</b> a chance, I <b>would go</b> to London.	<b>Если бы у меня была</b> возмож- ность, я <b>бы поехал</b> в Лондон.
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<b>If Hans went</b> to London, he <b>would go</b> sightseeing.	<b>Если бы Ганс поехал</b> в Лондон, он <b>бы пошел осматривать</b> до- стопримечательности.
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Условные предложения второго типа могут быть **отрицательными**. При этом в придаточном предложении сказуемое употребляется в **отрицательной форме Past Simple**, а в главном предложении после глагола **would** употребляется частица **not**.

**If I didn't know** Ann well,  
**I wouldn't invite** her to my  
birthday party.

**Если бы я не знал** Анну хо-  
рошо, **я бы не пригласил** её на  
день рождения.

Helen **wouldn't take**  
a companion **if she went** to  
Stratford.

Елена никого **бы не взяла** с со-  
бой, если **бы поехала** в Страт-  
форд.

Условные предложения второго типа могут быть **вопроситель-  
ными**. При этом глагол **would** употребляется перед подлежащим.

**Would you travel** to Italy **if you**  
**had** enough money?

Вы **бы поехали** в Италию,  
**если бы имели** достаточно  
денег?

– **Yes, I would.** / **No, I wouldn't.**

– Да. / Нет.

*What would* you **change** in your  
country **if you were** the President?

*Что бы* вы **изменили**  
в стране, **если бы были**  
президентом?

– **If I were** the President, **I would**  
**give** more money to elderly people.

– Если **бы я был** президентом,  
**я бы давал** больше денег  
пожилым людям.

В условных предложениях второго типа главное предложение мо-  
жет употребляться перед придаточным предложением и после него. Если  
придаточное предложение употребляется перед главным, то после него  
ставится запятая.

**I would buy** a new computer  
**if I earned** a lot of money.

**Я бы купил** новый компьютер,  
**если бы заработал** много де-  
нег.

**If I earned** a lot of money,  
**I would buy** a new computer.

**Если бы я заработал** много де-  
нег, **я бы купил** новый компь-  
ютер.

В придаточных предложениях глагол **to be** имеет как форму **was** для  
местоимений и существительных единственного числа, так и **were** для  
всех лиц и чисел.

**If he were** in Paris, he **would visit**  
the Eiffel Tower.

Если бы он **был** в Париже,  
он **бы посетил** Эйфелеву  
башню.

If he **was** in Paris, he **would visit** the  
Eiffel Tower.

I **would be** more attentive to elderly people **if I were** the President.

Я **был бы** более внимателен к пожилым людям, **если бы был** президентом.

I **would be** more attentive to elderly people **if I was** the President.

## Способы соединения предложений (Ways of Joining Sentences)

### Комментарии к таблице 7.5

Самым распространенным способом соединения главного и придаточного предложений служат **союзы**. Союзы делятся на **сочинительные** и **подчинительные**.

**Сочинительные союзы** связывают однородные члены предложения, а также независимые друг от друга предложения. Это союзы **and** (и), **but** (но), **or** (или).

Fred opened the door **and** turned on the lights.

Фред открыл дверь **и** включил свет.

I looked out of the window **but** I couldn't see anything.

Я выглянул из окна, **но** ничего не увидел.

You should write the article by next Friday **or** I won't include it in the university journal.

Вам следует написать статью до пятницы **или** я не включу её в университетский журнал.

**Подчинительные союзы** служат для присоединения придаточного предложения к главному. Это союзы **so** (поэтому), **when** – (когда), **then** (потом, затем), **because** (потому что, так как) и т.д.

Barbara wanted to get a higher education **so** she went to Oxford.

Барбара хотела получить высшее образование, **поэтому** она поехала в Оксфорд.

I was having lunch with my group-mates **when** the phone rang.

Я обедал с одногруппниками, **когда** зазвонил телефон.

I didn't pass the exam **because** I hadn't worked hard.

Я не сдал экзамен, **потому что** не работал усердно.

Henry finished his work, **then** he left the office.

Генри закончил работу, **потом** он ушел из офиса.

## Unit 8. PAST PROGRESSIVE TENSE, PAST PERFECT TENSE, DIRECT AND REPORTED SPEECH

### Прошедшее продолженное время (Past Progressive Tense)

#### Комментарии к таблице 8.1

**Past Progressive** образуется при помощи вспомогательного глагола **to be** в прошедшем времени – **was (were)** и причастия настоящего времени (**Present Participle**) смыслового глагола.

*Yesterday at 5 p.m. I was talking to the dean.*      *Вчера в пять часов вечера я разговаривал с деканом.*

*Last weekend at the same time she was having lunch with her friends.*      *В это же время в прошлый выходной она обедала с друзьями.*

В **вопросительных** предложениях вспомогательный глагол ставится перед подлежащим.

*Were they having a business meeting at the same time a week ago?*      *У них была деловая встреча в это же время неделю назад?*

– **Yes, they were.**      – **Да.**  
– **No, they weren't.**      – **Нет.**

*What were you doing yesterday at eight o'clock in the morning?*      *Что вы делали вчера в восемь часов утра?*

– **I was having breakfast.**      – **Я завтракал.**

*Where were they having the interview last Friday at 3 p.m.?*      *Где они проходили собеседование в прошлую пятницу в три часа дня?*

– **They were having the interview in the university business center.**      – **Они проходили собеседование в центре бизнеса университета.**

**Отрицательные** предложения образуются при помощи отрицательной частицы **not**, которая ставится после вспомогательного глагола:

*He was not (wasn't) cooking dinner at 6 o'clock yesterday.*      *Он не готовил обед в шесть часов вчера.*

**Формы прошедшего продолженного времени  
(Past Progressive Forms)**

AFFIRMATIVE	NEGATIVE	QUESTIONS
I was working You were working	I was not (wasn't) working You were not (weren't) working	Was I working? Were you working?
He was working She was working It was working We were working You were working	He was not (wasn't) working She was not (wasn't) working It was (wasn't) working We were (weren't) working You were not (weren't) working	Was he working? Was she working? Was it working? Were we working? Were you working?
They were working	They were not (weren't) working	Were they working?

**Past Progressive** употребляется для выражения действия, которое продолжалось (длилось) в определенный момент времени в прошлом.

I was **preparing** for the test in the library at 4 p.m. the day before yesterday.      Позавчера в четыре часа вечера я **готовился** к тесту в библиотеке.

Когда существует необходимость сообщить о двух или нескольких действиях, которые продолжались (длились) в прошлом, часто используется союз **while** (в то время как, пока).

I was **cooking** dinner while Ann was **cleaning** the house.      Я **готовил** обед, в то время как (пока) Анна делала уборку в доме.

Pat was **reading** a magazine while Terry was **watching** TV.      Пет **читала** журнал, в то время как (пока) Терри **смотрел** телевизор.

**Прошедшее простое и прошедшее продолженное времена  
(Past Simple and Past Progressive Tenses)**

**Комментарии к таблице 8.2**

**Past Progressive** употребляется для выражения действия, которое продолжалось (длилось) в прошлом и было прервано другим действием, также в прошлом. Действие, которое прервало его продолжительность, выражено **Past Simple**.

I **was discussing** some important problems with my boss *when* the telephone **rang**.

Я **обсуждал** важные проблемы с начальником, *когда* **зазвонил** телефон.

Действие, выраженное **Past Progressive**, присоединяется союзом **while** – в то время как (пока).

*While* I **was discussing** some important problems with my boss, my telephone **rang**.

*В то время как (Пока)* я **обсуждал** важные проблемы с начальником, **зазвонил** телефон.

*While* I **was cooking** dinner, Kelly **came** home from work.

*В то время как (Пока)* я **готовил** ужин, Келли **пришла** домой с работы.

Действие, выраженное **Past Simple**, присоединяется союзом **when**.

Mary **was walking** to the university *when* she **saw** a car accident.

Мэри **шла** в университет, *когда* она **увидела** аварию.

Действия в прошлом, которые произошли друг за другом, независимо от их количества, выражены **Past Simple**.

*When* we **arrived** in the USA, we **had** dinner with our parents and **went** to bed early.

*Когда* мы **приехали** в США, мы **пообедали** с родителями и рано **легли** спать.

I **woke up** early, **had** breakfast, **called** a taxi and **went** quickly to the office.

Я рано **проснулся**, **позавтракал**, **вызвал** такси и быстро **поехал** в офис.

**Past Progressive** употребляется как в главном, так и в придаточном предложении.

I **was discussing** some important problems with my boss *when* the telephone **rang**.

Я **обсуждал** важные проблемы с начальником, *когда* **зазвонил** телефон.

*While* I **was discussing** some important problems with my boss, the telephone **rang**.

*Пока (В то время как)* я **обсуждал** важные проблемы с начальником, **зазвонил** телефон.

## Прошедшее совершенное время (Past Perfect Tense)

### Комментарии к таблице 8.3

**Past Perfect** образуется при помощи вспомогательного глагола **to have** в форме прошедшего времени – **had** и причастия прошедшего времени (**Past Participle**) смыслового глагола.

He <b>went shopping</b> <i>after</i> he <b>had written</b> a letter to his parents.	Он <b>пошел</b> за покупками, <i>после того как</i> <b>написал</b> письмо своим родителям.
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В **вопросительных** предложениях вспомогательный глагол ставится перед подлежащим.

<b>Had</b> he <b>made</b> an appointment with the dentist <i>before</i> he <b>came</b> back from work?	Он <b>записался</b> к стоматологу, <i>перед тем как</i> <b>вернулся</b> с работы?
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– **Yes**, he **had**.

– **Да**.

– **No**, he **hadn't**.

– **Нет**.

<b>Had</b> you <b>phoned</b> your friends <i>before</i> you <b>decided</b> not to go to the cinema?	Вы <b>позвонили</b> своим друзьям, <i>перед тем как</i> <b>решили</b> не ходить в кино?
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– **Yes**, I **had**.

– **Да**.

– **No**, I **hadn't**.

– **Нет**.

What <b>had</b> they <i>already</i> <b>done</b> <i>when</i> I <b>phoned</b> them yesterday?	Что они <i>уже</i> <b>сделали</b> , <i>когда</i> я им <b>позвонил</b> вчера?
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– They <b>had done</b> their homework and <b>had cooked</b> the dinner.	– Они <b>сделали</b> домашнее задание и <b>приготовили</b> ужин.
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**Отрицательные** предложения образуются при помощи отрицательной частицы **not**, которая ставится после вспомогательного глагола.

She <b>had not (hadn't) finished</b> cooking dinner <i>when</i> her parents <b>came</b> .	Она <b>не закончила</b> готовить ужин, <i>когда</i> <b>пришли</b> её родители.
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The head of the company <b>phoned</b> me <i>right after</i> I <b>had not (hadn't) agreed</b> to sign the contract.	Руководитель компании <b>позвонил</b> мне <i>сразу же после того, как</i> я <b>отказался</b> подписать контракт.
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**Формы прошедшего совершенного времени  
(Past Perfect Forms)**

AFFIRMATIVE		NEGATIVE		QUESTIONS
I	<b>had worked</b>	I	<b>had not (hadn't) worked</b>	<b>Had I worked?</b>
You	<b>had worked</b>	You	<b>had not (hadn't) worked</b>	<b>Had you worked?</b>
He	<b>had worked</b>	He	<b>had not (hadn't) worked</b>	<b>Had he worked?</b>
She	<b>had worked</b>	She	<b>had not (hadn't) worked</b>	<b>Had she worked?</b>
It	<b>had worked</b>	It	<b>had not (hadn't) worked</b>	<b>Had it worked?</b>
We	<b>had worked</b>	We	<b>had not (hadn't) worked</b>	<b>Had we worked?</b>
You	<b>had worked</b>	You	<b>had not (hadn't) worked</b>	<b>Had you worked?</b>
They	<b>had worked</b>	They	<b>had not (hadn't) worked</b>	<b>Had they worked?</b>

**Past Perfect** употребляется для выражения действия, которое совершилось раньше другого действия в прошлом. Сказуемое, выраженное **Past Perfect**, в большинстве случаев переводится на русский язык глаголом совершенного вида.

She **had not (hadn't) finished** cooking dinner *when* her parents **came**.

Она **не закончила** готовить ужин, *когда* **пришли** её родители.

We **had done** the homework *before* we **started** to play chess.

Мы **сделали** домашнее задание *перед тем, как* **начали** играть в шахматы.

**Past Perfect** может употребляться как в главном, так и в придаточном предложениях.

She **had** already **written** the article *when* her phone **rang**.

Она **уже написала** статью, *когда* **зазвонил** телефон.

They **went** sightseeing *just after* they **had arrived** in London.

Они **пошли** осматривать достопримечательности *сразу же после того, как* **приехали** в Лондон.

Употребление **Past Perfect** в отрицательной форме выражает действие, которое еще не произошло до совершения другого действия в прошлом.

They **had not (hadn't) opened** the books *before* the teacher **came** into the classroom.

Они **не открыли** книги, *до того как (перед тем как)* преподаватель **вошел** в аудиторию.

## Лексические аналоги прошедшего совершенного времени (Time Expressions of the Past Perfect Tense)

### Комментарии к таблице 8.4

**Past Perfect Tense** часто сопровождается следующими наречиями и союзами: **already** (уже), **never** (никогда), **just** (только что), **by the time** (к тому времени когда), **as soon as** (как только), **after** (после того как), **before** (до того как / перед тем как).

**Before** the teacher came into the classroom, the students *had opened* the books.

When the teacher *entered* the classroom, all the students *had already taken* their seats.

**By the time** Michael *was* seventeen, he *had learnt* two foreign languages.

When I *arrived* in London, I *realized* that I *had never seen* such a beautiful city.

The lesson *started as soon as* the bell *had rung*.

Fred *had just finished* the language school, then he *found* a job abroad.

Henry *phoned* Hillary **after** he *had known* her phone number.

They *had taken* some money in the bank **before** they *went* shopping.

**After** I *had got* the answer to my letter, I *realized* that I had the chance to get a well-paid job.

**До того как (Перед тем как)** преподаватель вошел в аудиторию, студенты *открыли* учебники.

Когда преподаватель *вошел* в кабинет, все студенты **уже** *заняли* свои места.

**К тому времени, когда** Майклу *было* семнадцать лет, он *выучил* два иностранных языка.

Когда я *приехал* в Лондон, я *понял*, что **никогда не видел** такой красивый город.

Урок *начался, как только прозвенел* звонок.

Фред **только что** *окончил* языковую школу, затем *нашел* работу за рубежом.

Генри *позвонил* Хиллари, **после того как** *узнал* номер её телефона.

Они *взяли* деньги в банке, **до того как** *пошли* за покупками.

**После того как** я *получил* ответ на свое письмо, я *понял*, что у меня есть возможность получить хорошо оплачиваемую работу.

## Прямая и косвенная речь (Direct and Reported Speech)

Речь какого-либо лица, передаваемая буквально так, как она была произнесена, называется **прямой речью. (Direct Speech)**. Прямая речь представляет собой самостоятельное предложение. Для передачи прямой речи используются кавычки, а после слов, вводящих прямую речь, ставится запятая. Прямая речь может представлять собой:

- а) повествовательное предложение  
**'I am a university student,'** he said.
- б) отрицательное предложение  
**'I don't like pop music,'** she said.
- в) вопросительное предложение  
**'Did you have a good time?'** they asked.

Речь, передаваемая не слово в слово, а только по содержанию, в виде дополнительных придаточных предложений, называется **косвенной речью (Reported Speech)**.

**He said** that he **was** a university student.  
**She said** that she **didn't** like pop music.

## Утвердительные и отрицательные предложения (Reported Statements)

### Комментарии к таблице 8.5

При обращении прямой речи в косвенную происходят следующие изменения.

- Если сказуемое в прямой речи выражено формой глагола в **Present Simple**, то при обращении в косвенную речь она изменяется на форму глагола в **Past Simple**.

DIRECT SPEECH	REPORTED SPEECH
'We <b>have</b> two lectures every day,' she said. Она сказала: «У нас две лекции каждый день».	She said (that) they <b>had</b> two lectures every day. Она сказала, что у них две лекции каждый день.
'I <b>am</b> very tired,' Henry told me. Генри сказал мне: «Я очень устал».	Henry told me (that) he <b>was</b> very tired. Генри сказал мне, что он очень устал.

<p>‘Joe <b>doesn’t like</b> algebra at all,’ he said. «Джо совсем не нравится алгебра», – сказал он.</p>	<p>He said (that) Joe <b>didn’t like</b> algebra at all. Он сказал, что Джо совсем не нравится алгебра.</p>
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• Если сказуемое в прямой речи выражено формой глагола в **Present Progressive**, то при обращении в косвенную речь она изменяется на форму глагола в **Past Progressive**.

DIRECT SPEECH	REPORTED SPEECH
<p>‘Sally <b>is cooking</b> something delicious,’ her husband told me. «Сэлли готовит что-то вкусное», – сказал мне ее муж.</p> <p>‘I <b>am not watching</b> the news. I <b>am watching</b> a football match,’ Terry said. «Я не смотрю новости. Я смотрю футбол», – сказал Терри.</p>	<p>Sally’s husband told me (that) she <b>was cooking</b> something delicious. Муж Сэлли сказал мне, что она готовит что-то вкусное.</p> <p>Terry said (that) he <b>was not watching</b> the news. He <b>was watching</b> a football match. Терри сказал, что он не смотрит новости. Он смотрит футбол.</p>

• Если сказуемое в прямой речи выражено формой глагола в **Present Perfect**, то при обращении в косвенную речь она изменяется на форму глагола в **Past Perfect**.

DIRECT SPEECH	REPORTED SPEECH
<p>‘Andrew <b>has</b> already <b>come</b> from work,’ Nancy said. «Эндрю уже пришел с работы», – сказала Нэнси.</p> <p>‘I <b>haven’t finished</b> my breakfast yet,’ she told me. «Я еще не закончила завтракать», – сказала она мне.</p>	<p>Nancy said (that) Andrew <b>had</b> already <b>come</b> from work. Нэнси сказала, что Эндрю уже пришел с работы.</p> <p>She told me (that) she <b>hadn’t finished</b> her breakfast yet. Она сказала мне, что еще не закончила завтракать.</p>

• Если сказуемое в прямой речи выражено формой глагола в **Past Simple**, то при обращении в косвенную речь она изменяется на форму глагола в **Past Perfect**.

DIRECT SPEECH	REPORTED SPEECH
<p>‘Stewart <b>e-mailed</b> me <i>yesterday</i>,’ he said. Он сказал: «Стюарт вчера прислал мне сообщение по электронной почте».</p> <p>‘Kelly <b>didn’t come</b> in time <i>last Friday</i>,’ her boss told me. «Келли не пришла на работу вовремя в прошлую пятницу», – сказал мне её начальник.</p>	<p>He said (that) Stewart <b>had e-mailed</b> him <i>the day before</i>. Он сказал, что Стюарт прислал ему вчера сообщение по электронной почте.</p> <p>Kelly’s boss told me (that) she <b>hadn’t come</b> in time <i>the previous Friday</i>. Начальник Келли сказал мне, что она не пришла на работу вовремя в прошлую пятницу.</p>

• Если сказуемое в прямой речи выражено формой глагола в **Future Simple**, то при обращении в косвенную речь она изменяется на форму глагола в **Future-in-the-Past**.

DIRECT SPEECH	REPORTED SPEECH
<p>‘I <b>will phone</b> you <i>tomorrow</i>,’ Laura told me. Лаура сказала мне: «Я позвоню завтра».</p> <p>‘Mary <b>won’t come</b> to see you <i>today</i>,’ her mother said. «Мэри не придет к вам сегодня», – сказала её мама.</p>	<p>Laura told me (that) she <b>would phone</b> me <i>the next day</i>. Лаура сказала мне, что позвонит завтра.</p> <p>Mary’s mother said (that) she <b>wouldn’t come</b> to see me <i>that day</i>. Мама Мэри сказала, что она (Мэри) не придет ко мне сегодня.</p>

При обращении прямой речи в косвенную с модальными глаголами происходят следующие изменения:

- Глагол **can** изменяется на **could** или его эквивалент **was (were) able to**.

DIRECT SPEECH	REPORTED SPEECH
<p>‘I <b>can</b> use a computer,’ he said. Он сказал: «Я умею (могу) пользоваться компьютером».</p>	<p>a) He said (that) he <b>could</b> use a computer. Он сказал, что умеет (может) пользоваться компьютером.</p> <p>b) He said (that) he <b>was able to</b> use a computer. Он сказал, что умеет (может) пользоваться компьютером.</p>

- Глагол **must** изменяется на эквивалент **had to**.

DIRECT SPEECH	REPORTED SPEECH
<p>'I <b>must</b> always be in time at work,' she said. Она сказала: «Я всегда должна приходить на работу вовремя».</p>	<p>She said (that) she <b>had to</b> be in time at work. Она сказала, что всегда должна приходить на работу вовремя.</p>

Когда глагол **must** выражает приказание или совет, **must** остается без изменения.

DIRECT SPEECH	REPORTED SPEECH
<p>'You <b>must</b> e-mail me immediately,' my boss said. Мой начальник сказал: «Вы должны связаться со мной по электронной почте немедленно».</p>	<p>My boss told me that I <b>must</b> e-mail him immediately. Мой начальник сказал, что я должен связаться с ним немедленно по электронной почте.</p>
<p>'You <b>mustn't</b> use mobile phones here,' the security guard said. Охранник сказал: «Здесь <b>нельзя</b> пользоваться мобильными телефонами».</p>	<p>The security guard said (that) we <b>mustn't</b> use mobile phones here. Охранник сказал, что здесь <b>нельзя</b> пользоваться мобильными телефонами.</p>

- Глагол **may** изменяется на **might** или его эквивалент **was (were) allowed to**.

DIRECT SPEECH	REPORTED SPEECH
<p>'You <b>may</b> use my telephone,' he said. Он сказал: «Вы можете пользоваться моим телефоном».</p>	<p>a) He said (that) I <b>might</b> use his telephone. Он сказал, что я могу (мне разрешено) пользоваться его телефоном. b) He said (that) I <b>was allowed</b> to use his telephone. Он сказал, что я могу (мне разрешено) пользоваться его телефоном.</p>

- Глагол **should** не изменяется. Он имеет одну форму независимо от времени употребления: настоящего, прошедшего или будущего.

DIRECT SPEECH	REPORTED SPEECH
'He <b>should</b> start sport,' they told him. «Вам следует заняться спортом», – сказали они ему.	They told him (that) he <b>should</b> start sport. Они сказали, что ему следует заняться спортом.

В главном предложении как в прямой речи, так и в косвенной глаголы **say** и **tell** употребляются в Past Simple – **said, told**. Глагол **tell** употребляется только с местоимением или существительным в **косвенном** падеже.

'You are not right,' he <b>told me</b> .	Он сказал (мне): «Вы не правы».
He <b>told me</b> that I was not right.	Он сказал (мне), что я не прав.
'You are not right,' he <b>said</b> .	Он сказал: «Вы не правы».
He <b>said</b> that I was not right.	Он сказал, что я не прав.

### Вопросительные предложения в косвенной речи (Reported Questions)

Если предложение в прямой речи является **вопросительным**, то при обращении в косвенную речь, оно становится **дополнительным** придаточным предложением. Порядок слов вопросительного предложения в косвенной речи зависит от его типа. В большинстве случаев два типа вопросительных предложений употребляются в косвенной речи:

1. **Специальные вопросы** (Wh-questions) – это вопросы, которые начинаются с вопросительного слова или группы слов: **what, where, when, which, whose, why, how, how many, how much, what time** и т.д.

2. **Общие вопросы** (Yes / No questions) – это вопросы, которые начинаются со вспомогательных или модальных глаголов.

## Специальные вопросы в косвенной речи (Reported Special Questions)

### Комментарии к таблице 8.6

При обращении **специального вопроса** из прямой речи в косвенную происходят следующие изменения:

- Вопросительный знак опускается.
- Порядок слов вопросительного предложения изменяется на порядок слов повествовательного предложения, т.е. сказуемое, выраженное смысловым или модальным глаголом, употребляется после подлежащего.
- Вопросительное слово или группа слов служат союзами придаточного предложения.
- Временные изменения при обращении специального вопроса из прямой речи в косвенную происходят по аналогии с повествовательным и отрицательным предложениями.

Как в прямой речи, так и в косвенной употребляется глагол **ask** (спрашивать). При этом глагол **ask** употребляется только с местоимением или существительным в **косвенном** падеже. Однако при обращении вопросительных предложений из прямой речи в косвенную глагол **ask** можно заменить на выражения **want to know** (хотеть знать) или **be interested** (интересоваться). Эти выражения употребляются в Past Simple.

‘Where do you live?’ he **asked**. Он **спросил**: «Где вы живете?»

He **wanted to know** where I lived. Он **хотел знать**, где я живу.

He **was interested** where I lived. Он **поинтересовался**, где я живу.

При обращении **специальных вопросов** из прямой речи в косвенную вспомогательные глаголы **do, does, did** опускаются, а смысловой глагол употребляется в соответствующем времени.

‘What **do** you **do**?’ she asked me. Она спросила меня: «Чем вы занимаетесь?»

She asked me what I **did**. Она спросила меня, чем я занимаюсь.

She wanted to know what I **did**. Она хотела знать, чем я занимаюсь.

~~She wanted to know what **do I do**.~~

‘What time **does** she **get up**?’ they asked me. Они спросили меня: «Во сколько она встает?»

They asked me what time she <b>got up</b> .	Они спросили меня, во сколько она встает.
They wanted to know what time she <b>got up</b> .	Они хотели знать, во сколько она встает.
<del>They wanted to know what time <b>does she get up</b>.</del>	
'Where <b>did</b> you <b>go yesterday</b> ?' we asked Sam.	Мы спросили Сэма: «Куда вы вчера ездили?»
We asked Sam where he <b>had gone the day before</b> .	Мы спросили Сэма, куда он ездил вчера.
We wanted to know where Sam <b>had gone the day before</b> .	Мы хотели знать, куда Сэм ездил вчера.
<del>We asked Sam where <b>did he go that day</b>.</del>	

DIRECT SPEECH	REPORTED SPEECH
<p><b>Present Simple Tense</b></p> <p>'Where <b>does</b> Kelly <b>have</b> lunch?' he asked me. Он спросил меня: «Где обедает Келли?»</p>	<p><b>Past Simple Tense</b></p> <p>He wanted to know where Kelly <b>had</b> lunch. Он хотел знать, где обедает Келли.</p>
<p><b>Present Progressive Tense</b></p> <p>'What <b>are</b> you <b>doing</b> tonight?' Ben asked me. Бен спросил меня: «Что вы делаете сегодня вечером?»</p>	<p><b>Past Progressive Tense</b></p> <p>Ben was interested what I <b>was doing</b> that night. Бен поинтересовался, что я делаю сегодня вечером.</p>
<p><b>Present Perfect Tense</b></p> <p>'Why <b>has</b> Lucy <b>left</b>?' Mike asked him. «Почему ушла Люси?» – спросил его Майк.</p>	<p><b>Past Perfect Tense</b></p> <p>Mike wanted to know why Lucy <b>had</b> left. Майк хотел знать, почему ушла Люси.</p>

<b>Past Simple Tense</b>	<b>Past Perfect Tense</b>
‘When <b>did</b> Angela <b>arrive</b> ?’ John asked us. Джон спросил нас: «Когда приехала Анжела?»	John was interested when Angela <b>had arrived</b> . Джон поинтересовался, когда приехала Анжела.
<b>Future Simple Tense</b>	<b>Future-in-the-Past Tense</b>
‘What time <b>will</b> Mary <b>come</b> ?’ Ben asked me. Бен спросил меня: «Во сколько приедет Мэри?»	Ben wanted to know what time Mary <b>would come</b> . Бен хотел знать, во сколько приедет Мэри.

### Общие вопросы в косвенной речи (Reported Yes / No Questions)

#### Комментарии к таблице 8.7

При обращении **общего вопроса** из прямой речи в косвенную происходят следующие изменения.

- Вопросительный знак опускается.
- Порядок слов вопросительного предложения изменяется на порядок слов повествовательного предложения, т.е. сказуемое, выраженное смысловым или модальным глаголом, ставится после подлежащего.
- Для присоединения косвенного вопроса к главному предложению употребляются союзы **if** или **whether**. При этом оба союза имеют значение частицы *ли*.
- Временные изменения при обращении общего вопроса из прямой речи в косвенную происходят по аналогии с повествовательным и отрицательным предложениями.

При обращении общих вопросов из прямой речи в косвенную вспомогательные глаголы **do, does, did** опускаются, а смысловой глагол употребляется в соответствующем времени.

‘**Do** you **like** music?’ he asked me.      Он спросил: «Вам нравится музыка?»

He asked me **if** I **liked** music.      Он спросил меня, нравится ли мне музыка.

~~He asked me **if do** I **like** music.~~

'Does she **go** to the university?'  
I asked him.

Я спросил его: «Она учится  
в университете?»

I asked him if she **went** to the  
university.

Я спросил его, учится ли  
она в университете.

~~I asked him if **did he go** to the  
university.~~

'**Did** you **meet** Ann yesterday?'  
she asked me.

«Вы видели вчера Анну?» –  
спросила она меня.

She asked me if I **had met** Ann the  
day before.

Она спросила меня, видел  
ли я Анну вчера.

~~She asked me if **did I meet** Ann  
before.~~

DIRECT SPEECH	REPORTED SPEECH
<p><b>Present Simple Tense</b></p> <p>'<b>Do</b> you <b>like</b> rock music?' she asked Steve. Она спросила Стива: «Вам нравится рок-музыка?»</p>	<p><b>Past Simple Tense</b></p> <p>She asked Steve if he <b>liked</b> rock music. Она спросила Стива, нравится ли ему рок-музыка.</p>
<p><b>Present Progressive Tense</b></p> <p>'<b>Is</b> Daniel <b>going</b> sightseeing?' I asked his friend. «Дэниел осматривает достоприме- чательности?» – спросила я его друга.</p>	<p><b>Past Progressive Tense</b></p> <p>I asked Daniel's friend if he <b>was</b> <b>going</b> sightseeing. Я спросила друга Дэниела, осмат- ривает ли он (Дэниел) достопри- мечательности.</p>
<p><b>Present Perfect Tense</b></p> <p>'<b>Have</b> you <b>seen</b> Fred <i>today</i>?' Laura asked me. Лаура спросила меня: «Вы видели сегодня Фреда?»</p>	<p><b>Past Perfect Tense</b></p> <p>Laura asked me if I <b>had seen</b> Fred <i>that day</i>. Лаура спросила меня, видела ли я сегодня Фреда.</p>

<b>Past Simple Tense</b>	<b>Past Perfect Tense</b>
‘ <b>Did</b> you <b>like</b> my report?’ I asked the teacher. «Вам понравился мой доклад?» – спросил я своего преподавателя.	I asked the teacher if she <b>had liked</b> my report. Я спросил своего преподавателя, понравился ли ей мой доклад.
<b>Future Simple Tense</b>	<b>Future-in-the-Past Tense</b>
‘ <b>Will</b> you <b>give</b> my book to the library?’ Henry asked me. «Вы отдадите мою книгу в библиотеку?» – спросил меня Генри.	Henry asked me if I <b>would give</b> his book to the library. Генри спросил (меня), отдам ли я его книгу в библиотеку.

Изменение форм модальных глаголов при обращении прямой речи в косвенную в вопросительных предложениях происходит по аналогии с другими вопросительными предложениями.

‘What <b>can</b> I do for you?’ he asked me.	Он спросил меня: «Что я могу для вас сделать?»
He asked me what he <b>could</b> do for me.	Он спросил, что он может сделать для меня.
‘ <b>Can</b> I help you?’ he wanted to know.	Он хотел знать: «Могу ли я вам помочь?»
He wanted to know if he <b>could</b> help me.	Он хотел знать, может ли он мне помочь.
‘Where <b>should</b> I go?’ I asked her	«Куда мне следует идти?» – спросил я её.
I asked her where I <b>should</b> go.	Я спросил её, куда мне следует идти.

#### Указательные местоимения, наречия времени и места в косвенной речи (Certain Expressions in Reported Speech)

#### Комментарии к таблице 8.8

Указательные местоимения и наречия времени и места при обращении прямой речи в косвенную заменяются на следующие слова и выражения:

DIRECT SPEECH	REPORTED SPEECH
<b>tonight</b> – сегодня вечером	<b>that night</b> – сегодня вечером
<b>today</b> – сегодня	<b>that day</b> – сегодня
<b>this week</b> – на этой неделе	<b>that week</b> – на этой неделе
<b>this month</b> – в этом месяце	<b>that month</b> – в этом месяце
<b>yesterday</b> – вчера	<b>the day before</b> – вчера
<b>last night</b> – вчера вечером	<b>the previous night</b> – вчера вечером
<b>last week</b> – на прошлой неделе	<b>the previous week</b> – на прошлой неделе
<b>tomorrow</b> – завтра	<b>the following (next) day</b> – на следующий день (завтра)
<b>next week</b> – на следующей неделе	<b>the following (next) week</b> – на следующей неделе
<b>next month</b> – в следующем месяце	<b>the following (next) month</b> – в следующем месяце
<b>two days ago</b> – два дня назад	<b>two days before</b> – два дня назад
<b>three months ago</b> – три месяца назад	<b>three months before</b> – три месяца назад
<b>this</b> – это, этот	<b>that</b> – тот, этот
<b>these</b> – эти	<b>those</b> – те, эти
<b>here</b> – здесь	<b>there</b> – там
<b>now</b> – сейчас, теперь	<b>then</b> – тогда

Важным моментом является грамматически корректное употребление указательных местоимений и наречий времени и места в косвенной речи, так как они часто имеют один и тот же перевод и в прямой речи и в косвенной.

‘What are you doing **now**?’ she asked.

Она спросила: «Что вы сейчас делаете?»

She asked what I was doing **then**.

Она спросила, что я сейчас делаю.

## Unit 9. REVISING TENSES

### Синтаксический метаязык (Syntactical Metalanguage)

Для изучения английского языка иногда используется язык-посредник (метаязык).

Запомните следующие символы языка-посредника:

<b>S</b> (subject)	– подлежащее;
<b>V</b> (verb)	– глагол-сказуемое;
<b>V<sub>s</sub></b> (verb + ending -s)	– глагол с окончанием -s;
<b>V<sub>ed/2</sub></b> (verb in the Past Simple)	– глагол в простом прошедшем времени;
<b>V<sub>ed/3</sub></b> (Participle II)	– причастие II;
<b>V<sub>ing</sub></b> (Participle I)	– причастие I.

Данные символы являются основой любого предложения, все остальные слова можно найти в словаре.

Существует мнение, что одна из трудностей усвоения английского языка заключается в наличии в нем большого количества видовременных форм. Это связано с тем, что характер действия в русском языке раскрывается обстоятельством времени, а в английском языке для этого существуют разные видовременные формы. Однако эти формы легко усваиваются, если хорошо понять четыре видовые характеристики действия, выражаемого английским глаголом.

<b>V<sub>(s)</sub></b>	– регулярное действие, выражаемое временами группы <b>Simple</b>
<b>be + V<sub>ing</sub></b>	– длительное действие, выражаемое временами группы <b>Progressive</b>
<b>have + V<sub>ed/3</sub></b>	– завершенное действие, выражаемое временами группы <b>Perfect</b>
<b>have been + V<sub>ing</sub></b>	– действие, продолжающееся определенный момент времени, выражаемое временами группы <b>Perfect Progressive</b>

## Простые (неопределенные) времена (Simple (Indefinite) Tenses)

Данные времена называются простыми (**Simple**) потому, что только они образуют утвердительные предложения без участия вспомогательных глаголов. Для времен остальных групп требуется вспомогательный глагол (**to be** или **to have**).

Времена группы **Simple\*** (иногда их называют **Indefinite**) означают обычное, закономерное, периодически повторяющееся действие, которое происходило, происходит или будет происходить. Точный момент времени не определен. Действие могло иметь место **вчера, в прошлый понедельник** (*yesterday, last Monday*), может происходить **дважды в неделю** или **каждый день** (*twice a week, every day*) или случиться **завтра, в следующую пятницу** (*tomorrow, next Friday*).

### Комментарии к таблице 9.1

Прошедшее простое время (Past Simple) образуется по следующей формуле – **S + V<sub>ed/2</sub>**:

**I went** to the cinema *yesterday*.      **Я ходил** в кино *вчера*.

Формула для простого настоящего времени Present Simple – **S + V<sub>(s)</sub>**:

**I go** to the cinema *every week*.      **Я хожу** в кино *каждую неделю*.

Не забудьте добавить окончание **-s** к глаголу третьего лица единственного числа (He **goes**...).

Для будущего времени (Future Simple) применяем следующее – **S + will V**:

**I will go** to the cinema *tomorrow*.      **Я пойду** в кино *завтра*.

Давайте вспомним, как образуются вопросительные формы. Здесь не обойтись без глаголов-помощников: **did** – для Past Simple, **do** или **does** – для Present Simple, которые также употребляются в кратких ответах. Для будущего времени они не нужны, поскольку используется глагол **will**. Не забудьте важное правило: **основной глагол в вопросах имеет форму инфинитива**.

В отрицательных предложениях используются те же вспомогательные глаголы, что и в вопросах, плюс частица **not**, в основном, в краткой форме.

#### **Примечание:**

\* Для получения более подробной информации см. Units 2, 4, 5.

## Продолженные (длительные) времена (Progressive (Continuous) Tenses)

Продолженные времена **Progressive\*** (или **Continuous**) имеют общую формулу следующего вида: глагол **to be** плюс глагол с «инговым» окончанием – причастие I. Все они означают длительное действие, которое происходило, происходит или будет происходить **в точно указанный момент** в прошлом: **at 5 o'clock, when he came** (в 5 часов, когда он пришел); настоящем: **now, at the moment** (сейчас, в данный момент); либо будущем: **at 5 o'clock, when he comes** (в 5 часов, когда он придет). Все времена этой группы выражают незаконченное действие и, следовательно, переводятся глаголом несовершенного вида.

### Комментарии к таблице 9.2

**I was doing** my homework  
*at 5 o'clock (от: when he came).*

**Я делал** домашнюю работу  
*в 5 часов (или: когда он пришел).*

**I am doing** my homework *now.*

**Я делаю** домашнюю работу  
*сейчас.*

**I will be doing** my homework  
*at 5 o'clock (от: when he comes).*

**Я буду делать** домашнюю  
работу *в 5 часов (или: когда он  
придет).*

Обратите внимание на то, что будущее время не употребляется в придаточных предложениях времени и условия. В этих предложениях вместо Future Simple употребляется Present Simple, хотя глагол на русский язык переводится будущим временем – когда он **придет** (when he **comes**).

Вопросительные формы в продолженных временах образуются просто – глагол **to be** ставится перед подлежащим.

Внимание: в будущем времени на первое место выносятся только глагол **will**!

В отрицательных предложениях после глагола **to be** ставится частица **not**, причем используются краткие отрицательные формы.

В разговорной речи (в утвердительных и отрицательных предложениях) употребляются сокращенные формы глаголы **to be**.

### Примечание:

\* Для получения более подробной информации см. Units 3, 8.

## Совершенные времена (Perfect Tenses)

Совершенные времена (**Perfect**)\* имеют общую формулу следующего вида: глагол **to have** плюс глагол в третьей форме – причастие II. Глагол **to have** спрягается и служит указателем, какой именно Perfect перед нами – Present, Past или Future. Они означают действие, **свершившееся к определенному моменту** в прошлом, настоящем и будущем, причем налицо всегда имеется результат, так или иначе связанный с настоящим. В отличие от продолженных времен все времена этой группы выражают законченное действие и, следовательно, переводятся глаголом совершенного вида.

### Комментарии к таблице 9.3

I <b>had written</b> the letter <i>by 5 o'clock</i> (or: <i>before he came</i> ).	Я <b>написал</b> письмо <i>к 5 часам</i> (или: <i>до того как он пришел</i> ).
I <b>have just</b> ( <i>already/recently/lately</i> ) <b>written</b> the letter.	Я <i>только что</i> ( <i>уже, недавно</i> ) <b>написал</b> письмо.
I <b>will have written</b> the letter <i>by 5 o'clock</i> (or: <i>before he comes</i> ).	Я <b>напишу</b> письмо <i>к 5 часам</i> (или: <i>до того как он придет</i> ).

Как и в продолженных временах, будущее время не употребляется в придаточных предложениях времени и условия. В этих предложениях вместо Future Simple употребляется Present Simple, хотя глагол на русский язык переводится будущим временем – до того как он **придет** (*before he comes*).

Вопросительные формы в совершенных временах образуются так же, как и в продолженных – вспомогательный глагол ставится на первое место. Но в будущем времени на первое место выносятся только глагол **will**!

В отрицательных предложениях после глагола **to have** ставится частица **not**, сливаясь с ним в прошедшем и настоящем временах; но в будущем времени сокращенная форма такая – **won't have**.

Сокращенная форма также характерна для повествовательных предложений (**will = 'll**).

### **Примечание:**

\* Для получения более подробной информации см. Units 4, 8.

## Страдательный залог (Passive Voice)

В английском языке, как и в русском, переходные глаголы (глаголы, которые имеют при себе прямые дополнения) употребляются в действительном и страдательном залоге.

Denisov **designed** a new computer program.

Денисов **составил** новую компьютерную программу.

A new computer program **was designed** by Denisov.

Новая компьютерная программа **была составлена** Денисовым.

Если в предложении необходимо сообщить, кем или чем совершается действие, то употребляются предлоги **by, with**.

America **was discovered** by Columbus.

Америка **была открыта** Колумбом.

The paper **was cut** with a knife.

Бумага **была разрезана** ножом.

На русский язык страдательный залог переводится **тремя способами**.

1. При помощи глагола *быть* и краткой формы причастия страдательного залога:

Many experiments **were performed**.

**Было проведено** много экспериментов.

2. Глаголом, оканчивающимся на **-ся**:

Some new material **is explained** by the teacher.

Новый материал **объясняется** учителем.

3. Глаголом в действительном залоге:

**Has this question been discussed?** Этот вопрос **обсудили?**

В английском языке в страдательном залоге могут употребляться переходные глаголы, которые требуют после себя предложное дополнение, такие как **to laugh at** (смеяться над кем-либо, чем-либо), **to listen to** (слушать кого-либо, что-либо), **to speak about** (говорить о ком-либо, чем-либо) и др. В таких предложениях предлог сохраняет свое место после глагола:

The problem of the environment **is much spoken about** on TV.

О проблеме окружающей среды много **говорится** по телевидению.

### Простые времена в страдательном залоге (Simple Tenses (Passive))

Основная формула – **be** +  $V_{ed/3}$

#### Комментарии к таблице 9.4

Время	Модель перевода	Пример	Перевод
<b>Настоящее</b>	am / is / are + $V_{ed/3}$	The work <b>is done</b> every <i>day</i> .	Работа <b>выполняется</b> (ее <b>выполняют</b> ) <i>каждый день</i> .
<b>Прошедшее</b>	was / were + $V_{ed/3}$	The work <b>was done</b> <i>yesterday</i> .	Работа <b>выполнялась</b> (ее <b>выполнили</b> ) <i>вчера</i> .
<b>Будущее</b>	will be + $V_{ed/3}$	The work <b>will be done</b> <i>tomorrow</i> .	Работа <b>будет выполняться</b> (ее <b>будут выполнять</b> ) <i>завтра</i> .

### Продолженные времена в страдательном залоге (Progressive Tenses (Passive))

Основная формула – **be** + **being** +  $V_{ed/3}$

#### Комментарии к таблице 9.5

Время	Модель перевода	Пример	Перевод
<b>Настоящее</b>	am / is / are + being + $V_{ed/3}$	The work <b>is being done</b> <i>now</i> .	Работа <b>выполняется</b> (ее <b>выполняют</b> ) <i>сейчас</i> .
<b>Прошедшее</b>	was / were + being + $V_{ed/3}$	The work <b>was being done</b> <i>at 5 o'clock / when he came</i> .	Работа <b>выполнялась</b> (ее <b>выполнили</b> ) <i>в 5 часов / когда он пришел</i> .
<b>Будущее</b>	Вместо отсутствующей формы <b>Future Progressive</b> употребляется форма <b>Future Simple</b>		

## Совершенные времена в страдательном залоге (Perfect Tenses (Passive))

Основная формула – **have + been + V<sub>ed/3</sub>**

### Комментарии к таблице 9.6

Время	Модель перевода	Пример	Перевод
<b>Настоящее</b>	have / has + + been + V <sub>ed/3</sub>	The work <b>has just been done.</b>	Работа <b>выполнена</b> (ее <b>выполнили</b> ) <i>только что.</i>
<b>Прошедшее</b>	had + been + + V <sub>ed/3</sub>	The work <b>had been done by 5 o'clock / before he came.</b>	Работа <b>была выполнена</b> (ее <b>выполнили</b> ) <b>к 5 часам / до того как он пришел.</b>
<b>Будущее</b>	will have + + been + V <sub>ed/3</sub>	The work <b>will have been done by 5 o'clock / before he comes.</b>	Работа <b>будет выполнена</b> (ее <b>выполнят</b> ) <b>к 5 часам / до того как он придет.</b>

## Unit 10. PARTICIPLE

**Причастие (Participle)** представляет собой одну из так называемых неличных форм глагола (**Verbals**), к которым также относятся герундий и инфинитив. Неличные формы образуются от глагола, имеют одинаковое с ним лексическое значение, но, в отличие от глагола, не изменяются по лицам, числам, не могут служить в предложении сказуемым. Они представляют собой ряд застывших неизменных глагольных форм, указывающих лишь на относительное время действия (настоящее, прошедшее) и его характер (активный, пассивный). Кроме глагольных свойств они имеют свойства некоторых других частей речи (имени существительного, имени прилагательного, наречия) и, следовательно, могут выполнять их функции в предложении.

### Причастие I (Participle I)

**Причастие I (Participle I)** – неличная форма глагола, обладающая свойствами глагола, прилагательного и наречия. Оно образуется от основы глагола с помощью окончания **-ing** (to drink – **drinking**, to run – **running**, to write – **writing**)\* и участвуют в образовании времен групп Progressive (He is running) и Perfect Progressive (I have been writing). Причастие I соответствует формам причастия и деепричастия в русском языке.

#### Комментарии к таблице 10.1

Вид	Действительный залог	Страдательный залог
Неперфектный (несовершенный)	translating coming	being translated –
Перфектный (совершенный)	having translated having come	having been translated –

Как и глагол, причастие I имеет формы вида (перфекта) и залога. Для причастий, образованных от переходных глаголов, имеется 4 формы, от непереходных – 2.

**Примечание:**

\* О способах образования причастия I см. Unit 3.

## Функции причастия I в предложении (Functions)

### Комментарии к таблице 10.2

Причастие I в функции определения обычно переводится на русский язык действительным причастием.

This is an out-of-date **translating** system.      Это устаревшая **транслирующая** система.

The girl **translating** the article is my sister.      Девушка, **переводящая (которая переводит)** статью, – моя сестра.

Однако существуют некоторые особенности перевода причастия в функции обстоятельства.

**Неперфектное** причастие I действительного залога Simple Participle I Active обозначает действие, параллельное действию, выраженному глаголом-сказуемым. Перед причастием в функции обстоятельства часто стоят союзы **when** или **while**.

**While translating** the article the student consulted the dictionary.

Такие словосочетания переводятся на русский язык различными способами:

- Деепричастным оборотом с опущением союза

**Переводя статью**, студент пользовался словарем.

- Предлогом **при** + существительное

**При переводе статьи** студент пользовался словарем.

- Придаточным предложением, которое начинается с союзов *когда*, *в то время как*. В качестве подлежащего этого предложения употребляется существительное, стоящее за этим оборотом, или заменяющее его личное местоимение

**Когда студент переводил статью**, он пользовался словарем.

**Перфектное** причастие I действительного залога Perfect Participle I Active обозначает действие, предшествующее действию, выраженному глаголом-сказуемым, и переводится:

- деепричастием совершенного вида

**Having translated** the article I went to the University.      **Переведя** статью, я пошел в университет.

- либо придаточным предложением

**Having come** home I wrote a letter to my friend.

**Когда я пришел домой,** я написал письмо другу.

**Неперфектное** причастие I страдательного залога Simple Participle I Passive переводится на русский язык глаголом-сказуемым придаточного предложения в **настоящем времени**, если сказуемое английского предложения имеет форму настоящего времени.

The property depends on the materials **being used**.

Это свойство зависит от материалов, **которые используются**.

Но оно может переводиться глаголом-сказуемым в **прошедшем времени**, если сказуемое английского предложения стоит в прошедшем времени.

**Being invited** to the conference he left for Moscow.

**Так как его пригласили на конференцию,** он уехал в Москву.

**Перфектное** причастие I страдательного залога Perfect Participle I Passive переводится придаточным предложением, которое начинается с союзов *когда, после того как*:

**Having been translated** the article was sent to the journal.

**Когда (или: после того как)** статью перевели, ее послали в журнал.

Такие обстоятельственные обороты, относящиеся к подлежащему предложения, называются **зависимыми**.

### **Дополнение с причастием I (Complex Object)**

Оборот **Дополнение с причастием I (Complex Object)** относится (наряду с **Complex Subject** и **Absolute Participle Construction**) к так называемым независимым причастным оборотам. **Независимые причастные обороты** – это такие, в которых перед причастием есть слово, обозначающее действующее лицо или предмет, которое при переводе становится подлежащим придаточного предложения. Таким образом, в английском предложении, имеющем в своем составе такой причастный оборот, как у сказуемого (личной формы глагола), так и неличной формы глагола (в данном случае причастия), есть свое «подлежащее», поэтому при переводе получаем два предложения: со сказуемым английского

предложения – главное, а с причастием (которое становится сказуемым) – придаточное.

Конструкция **Complex Object** состоит из личного местоимения в объектном падеже или существительного в общем падеже и причастия, обозначающего действие.

### Комментарии к таблице 10.3

При переводе предложения с таким оборотом между сказуемым и дополнением ставится союз *что* или *чтобы* (иногда *как*), подлежащее со сказуемым образуют главное предложение; дополнение становится подлежащим, а причастие – сказуемым придаточного предложения, время которого определяется с учетом времени и формы причастия.

I saw **him entering** the laboratory.

Я видел, как **он входил** в лабораторию.

We disliked **the problem being treated** in this way.

Нам не нравилось, что эта **проблема трактовалась** таким образом.

### Подлежащее с причастием I (Complex Subject)

Подлежащее с причастием I (**Complex Subject**) – это сочетание существительного в общем падеже или местоимения в именительном падеже в функции подлежащего с причастием I в качестве второго элемента составного глагольного сказуемого. Служебную часть этого сказуемого составляют глаголы в форме страдательного залога.

### Комментарии к таблице 10.4

При переводе предложения с таким оборотом сказуемое выносится вперед и оформляется в главное, обычно неопределенно-личное предложение; подлежащее английского предложения становится подлежащим русского придаточного предложения, а причастие – его сказуемым. Для соединения главного предложения с придаточным вводятся союзы *что*, *чтобы*. При переводе причастия глаголом-сказуемым придаточного предложения время его определяется с учетом времени сказуемого и формы причастия.

The **delegation** is reported **leaving** for Paris at the end of the week.

Сообщают, что **делегация выезжает** в Париж в конце недели.

The **delegation** is reported **having left** for Paris.

Сообщают, что делегация **выехала** в Париж.

### Абсолютный оборот с причастием I (Absolute Participle I Construction)

Абсолютный причастный оборот (**Absolute Participle I Construction**) имеет собственное подлежащее, выраженное существительным в общем падеже или личным местоимением в форме именительного падежа. На русский язык этот оборот переводится придаточным обстоятельственным предложением, начинающимся союзами *так как*, *когда*, *после того как*. Он всегда отделен запятой от остальной части предложения.

#### Комментарии к таблице 10.5

**My brother translating the article**, we couldn't go to the disco.

**Так как мой брат переводил статью**, мы не могли пойти на дискотеку.

Употребление формы **Perfect Participle I** обозначает, что выраженное ею действие предшествует действию глагола-сказуемого.

**My brother having translated the article**, we went to the disco.

**Когда брат перевел статью**, мы пошли на дискотеку.

Предложение с независимым причастным оборотом, стоящим в конце предложения, чаще всего переводится на русский язык сложносочиненным предложением с союзами *причем*, *а*, *и*, *но*. Глагол-связка **being** иногда опускается, однако при переводе следует использовать глагол *быть*, *являться* или другой, подходящий по смыслу.

The cars at that time were very small, **the engine (being) placed under the seat**.

Автомобили были в то время очень маленькими, **причем двигатель находился под сиденьем**.

Некоторые независимые причастные обороты, выражающие сопутствующие обстоятельства, иногда начинаются предлогом **with**, который на русский язык не переводится.

**With the experiments having been carried out**, we started some new investigations.

**После того как опыты были закончены**, мы начали новые исследования.

## Причастие II (Participle II)

**Причастие II**, третья основная форма глагола, имеет одну неизменяемую форму со страдательным значением и обозначает действие, которое испытывает на себе лицо или предмет. Оно соответствует в русском языке причастию страдательного залога. Причастие II правильных глаголов образуется прибавлением к инфинитиву окончания **-ed** (to finish – finished), форму причастия II неправильных глаголов следует знать наизусть\*.

Причастие II используется, главным образом, для образования аналитических форм:

- 1) страдательного залога;
- 2) перфектных форм.

Подобно причастию I, причастие II обладает свойствами глагола, прилагательного и наречия. Как и глагол, оно обозначает действие. Однако, в отличие от русского языка, где форма причастия настоящего или прошедшего времени совершенного или несовершенного вида указывает на время совершения действия и его завершенность или незавершенность, в английском языке существует только одна форма причастия II. В зависимости от контекста, причастие II может соответствовать разным формам страдательного причастия в русском языке.

The book **discussed** (*yesterday*)  
at the lesson deals with science.

Книга, **обсужденная** (*вчера*)  
на уроке, связана с проблемами  
науки.

The book **discussed** now  
is very interesting.

Книга, **обсуждаемая**  
сейчас, очень интересна.

## Функции причастия II (Functions)

### Комментарии к таблице 10.6

В зависимости от выполняемой функции причастие II переводится на русский язык причастиями настоящего и прошедшего времен, глаголами в соответствующем времени и залоге, придаточными предложениями.

#### **Примечание:**

\* О способах образования причастия II см. Unit 4.

Функция	Пример	Перевод
<b>Определение</b> а) перед определяемым словом б) после определяемого слова	A <b>written</b> letter was on the table. The device <b>used*</b> is very reliable.	<b>Написанное</b> письмо было на столе. <b>Используемый</b> прибор ( <i>или</i> : прибор, <b>который используется</b> ) – очень надежный.
<b>Часть сказуемого</b> а) составного глагольного сказуемого б) простого глагольного сказуемого	This problem remains <b>unsolved</b> . The article was <b>translated</b> by my colleague.	Эта проблема остается <b>нерешенной</b> . Статья была <b>переведена</b> моим коллегой.
<b>Обстоятельство</b> (причастный оборот)	<b>(When) given some time to think</b> he always answered well.	<b>Когда</b> ему давали <b>подумать</b> , он всегда отвечал хорошо.

*Примечание:*

\* одиночное причастие II в роли определения, стоящее после определяемого слова, при переводе на русский язык следует или поставить перед определяемым словом, или перевести придаточным предложением после определяемого слова.

### Дополнение с причастием II (Complex Object)

#### Комментарии к таблице 10.7

Конструкция **Дополнение с причастием II (Complex Object)** отличается от аналогичных конструкций с причастием I тем, что в ней причастие II называет действие, направленное на лицо (или предмет), выраженное личным местоимением в объектном падеже или существительным в общем падеже. Эта конструкция употребляется после глаголов, выражающих физическое восприятие, желание и намерение (**to want, to wish, to watch, to hear, to see, to find, to feel, to observe, to notice**), и соответствует русскому придаточному предложению.

I heard **my name mentioned** several times.

Я слышал, **как мое имя упоминали** несколько раз.

После глаголов **to get, to keep, to have** дополнение с причастием II может употребляться для выражения действия, которое совершается не лицом, обозначенным подлежащим, а кем-то другим для него.

I want to have **the device tested**.

Я хочу, чтобы **прибор испытали**.

We have **the device tested**.

Нам **испытали прибор**.

Чтобы лучше понять суть такой конструкции, можно сравнить ее с формой Perfect.

We **have tested** the device.

Мы (сами) **испытали прибор**.

### **Абсолютный оборот с причастием II (Absolute Participle II Construction)**

#### **Комментарии к таблице 10.8**

Абсолютный оборот с причастием II (**Absolute Participle II Construction**) состоит из двух частей. Первая выражена личным местоимением в именительном падеже или существительным в общем падеже, которое обозначает лицо, претерпевающее действие, выраженное причастием II, т.е. второй частью конструкции.

В предложении этот оборот употребляется в функции различных обстоятельств и на русский язык переводится соответствующими обстоятельными предложениями.

**(When) the project finished,**  
we stopped the experiment.

**Когда проект был закончен,**  
мы остановили эксперимент.

## Unit 11. GERUND, MULTIFUNCTIONAL WORDS

### Герундий (Gerund)

**Герундий** – это неличная форма глагола, сочетающая в себе свойства глагола и существительного. Герундий выражает действие, представляя его как название процесса. Он образуется от основы глагола с помощью окончания **-ing**. Формы глагола, подобной герундию, в русском языке нет.

Характерные приметы герундия:

- не имеет при себе артиклей;
- не имеет множественного числа;
- может иметь прямое дополнение;
- перед ним может стоять притяжательное местоимение;
- может определяться наречием.

Внешне похожее на герундий **отглагольное существительное**, напротив:

- может иметь артикли и множественное число;
- может определяться прилагательным;
- никогда не имеет при себе прямого дополнения.

#### Комментарии к таблице 11.1

Герундий, как и глагол, называет действие и имеет категории перфекта и залога. Герундий, образованный от переходных глаголов, имеет 4 формы: а от непереходных – 2.

#### Формы герундия (Forms)

Вид	Действительный залог	Страдательный залог
<b>Неперфектный (несовершенный)</b>	translating going	being translated –
<b>Перфектный (совершенный)</b>	having translated having gone	having been translated –

## Функции герундия (Functions)

### Комментарии к таблице 11.2

Функция	Пример	Перевод
Подлежащее	<b>Reading</b> English papers is necessary for every engineer.  His <b>having read</b> this article helped him with his diploma work.	<b>Чтение / читать</b> по-английски необходимо каждому инженеру. (отглагольное существительное или неопределенная форма глагола)  <b>То, что он прочел</b> эту статью, помогло ему с дипломной работой. (придаточное предложение)
Часть составного сказуемого	His favourite occupation is <b>reading</b> .	Его любимое занятие – <b>чтение / читать</b> . (отглагольное существительное или неопределенная форма глагола)
Дополнение а) прямое  б) предложное*	He likes <b>reading</b> .  He is thinking of <b>reading</b> his report at the conference.	Он любит <b>чтение / читать</b> . (отглагольное существительное или неопределенная форма глагола)  Он думает <b>прочитать</b> свой доклад на конференции. (неопределенная форма глагола)
Определение**	I like his way <i>of</i> <b>reading</b> .	Мне нравится его манера <b>чтения / читать</b> . (отглагольное существительное или неопределенная форма глагола)
Обстоятельство***	<i>After reading</i> the article he made a short summary of it. (ср. <b>having read</b> – причастие I)  <i>By reading</i> much we learn much.	<b>Прочитав статью, / После чтения статьи</b> он кратко изложил ее содержание. (деепричастие или существительное с предлогом)  Много <b>читая</b> , мы многое узнаем. (деепричастие)

**Примечание:**

\* после глаголов с послелогами: **to depend on, to insist on, to object to, to think of** и др.

\*\* перед герундием всегда ставится предлог **of**)

\*\*\* перед герундием ставится один из следующих предлогов: **after, before, on, at, in, for, by, without** и др.

**Функции герундия и причастия  
(Gerund and Participle I)**

**Комментарии к таблице 11.3**

Герундий имеет формы, одинаковые с причастием I, но выполняет различные с ним функции.

<b>Функция</b>	<b>Герундий</b>	<b>Причастие</b>
<b>Подлежащее</b>	<b>Driving</b> a car is a profession. <b>Водить</b> машину – это профессия.	–
<b>Часть составного сказуемого</b>	His hobby is <b>driving</b> . Его хобби – <b>вождение</b> / <b>водить</b> машину.	He is <b>driving</b> to Moscow (now). Он <b>едет</b> на машине в Москву (сейчас).
<b>Дополнение</b>	He writes articles <i>about driving</i> . Он пишет статьи о <b>вождении</b> (о том, как <b>водить</b> машину).	–
<b>Определение</b>	His plan <i>of driving</i> to Moscow is not good. Его план <b>поехать</b> в Москву на машине (за рулем) не очень хороший.	The man <b>driving</b> a car is our chief engineer. Человек, <b>управляющий</b> машиной (за рулем), – наш главный инженер.
<b>Обстоятельство</b>	<i>Before driving</i> a car one must learn to do it properly. <b>Прежде чем водить</b> машину, нужно как следует научиться этому.	<b>Driving</b> a car a man tries to keep steady speed and watch the car in front of him. <b>Управляя</b> машиной, человек старается держать постоянную скорость и наблюдать за автомобилем впереди него.

## Герундиальный оборот (Gerund Construction)

### Комментарии к таблице 11.4

**Герундиальный оборот** – это сочетание притяжательного местоимения или существительного в притяжательном или общем падежах с герундием. Такой оборот переводится обычно придаточным предложением с союзами *что, то, что, о том, чтобы*, причем герундий в русском предложении становится сказуемым этого придаточного предложения. Притяжательное местоимение (или существительное в притяжательном падеже) становится подлежащим придаточного предложения.

Вид и залог	Пример	Перевод
Неперфектный вид, действительный залог	I know of <b>his translating</b> the article.	Я знаю, что <b>он</b> <b>переводит</b> статью.
Перфектный вид, действительный залог	I know of <b>his having</b> <b>translated</b> the article.	Я знаю, что <b>он</b> <b>перевел</b> статью.
Неперфектный вид, страдательный залог	I know of <b>the article</b> <b>being translated</b> .	Я знаю, что статью <b>переводят</b> .
Перфектный вид, страдательный залог	I know of <b>the article</b> <b>having been translated</b> .	Я знаю, что статью <b>перевели</b> .

## Многофункциональные слова (Multifunctional Words)

### Функции глагола *to be* (The verb *to be*)

#### Комментарии к таблице 11.5

Функция	Пример	Перевод
<b>Смысловый глагол</b> со значением <i>быть, находиться</i>	The device <b>was</b> in the lab. The device <b>is</b> in the lab.	Прибор был в лаборатории. Прибор в лаборатории.
<b>2. Связка*</b> в составном именном сказуемом со значением <i>быть, являться, состоять, заключаться</i>	I <b>am</b> a programmer. Our task <b>is</b> to finish the test by 5 o'clock. His notes <b>were of great help</b> in our work.	Я – программист. Наша задача – закончить тест к 5 часам. Его заметки оказались очень полезными в нашей работе.
<b>Вспомогательный глагол</b> для образования действительного залога	They <b>are</b> still waiting for him. They <b>have been</b> waiting for him since 5 o'clock.	Они все еще ждут его. Они ждут его с пяти часов.
<b>Вспомогательный глагол</b> для образования страдательного залога	The work <b>was</b> finished in time. This question <b>is being</b> widely discussed at the seminar now. Some important problems <b>have been</b> solved.	Работа была закончена вовремя. Этот вопрос широко обсуждается сейчас на семинаре. Было разрешено несколько важных проблем.
<b>Модальный глагол</b> (означает действие в соответствии с намеченным планом)	The teacher <b>is</b> to come at five.	Преподаватель должен прийти в 5 часов.

**Примечание:**

\* С сочетаниями типа **to be of interest**, **to be of importance**, в которых связочный глагол **to be** стоит перед существительным с предлогом **of**, следует использовать глаголы типа *иметь, представлять, оказывать*.

**Функции глагола *to have***  
(The verb *to have*)

**Комментарии к таблице 11.6**

<b>Функция</b>	<b>Пример</b>	<b>Перевод</b>
<b>Смысловый глагол</b> со значением <i>иметь, обладать</i> (часто с <b>got</b> )	They <b>have (got)</b> new laboratory equipment.	У них (они имеют) новое лабораторное оборудование.
<b>Вспомогательный глагол</b> для образования действительного залога	We <b>have</b> introduced a new system of work.	Мы ввели новую систему работы.
<b>Модальный глагол</b> (часто переводится, как <i>приходиться, пришлось</i> и т.п.)	I <b>have to</b> buy another newspaper.	Я должен (мне придется) купить еще одну газету.

**Функции глагола *to do***  
(The verb *to do*)

**Комментарии к таблице 11.7**

<b>Функция</b>	<b>Пример</b>	<b>Перевод</b>
<b>Смысловый глагол</b> со значением <i>делать, выполнять</i>	They <b>do</b> their homework every day.	Они делают домашнюю работу каждый день.
<b>Вспомогательный глагол</b> для образования действительного залога	‘ <b>Do</b> you go to work every day?’ ‘No, I <b>don’t</b> .’ ‘ <b>Does</b> she study at the university?’ ‘Yes, she <b>does</b> .’ ‘ <b>Did</b> they finish the job yesterday?’ ‘No, they <b>didn’t</b> .’	Вы ходите на работу каждый день? – Нет. Он учится в университете? – Да. Они закончили работу вчера? – Нет.

<b>Глагол-заместитель</b> для замены смыслового глагола во избежание его повторения	Metals conduct electricity better than semiconductors <b>do</b> .	Металлы проводят электричество лучше, чем (проводят) полупроводники.
<b>Глагол-усилитель</b> для усиления значения действия, выраженного смысловым глаголом.*	This device <b>does</b> help them in their work.  'Why didn't you translate this article?' 'But I <b>did</b> translate it!'	Этот прибор действительно помогает им в работе.  Почему ты не перевел эту статью? – Да я же перевел ее!

**Примечание:**

\* В русском предложении усиление значения передается частицей *же*, или словами *действительно, несомненно*.

### Функции и перевод слова *one (ones)* (*One (ones)*)

#### Комментарии к таблице 11.8

Функция	Пример	Перевод
<b>Числительное</b>	<b>One</b> example is enough.	Одного примера достаточно.
<b>Формальное подлежащее*</b> (стоит перед сказуемым).	<b>One</b> is never late to learn.  <b>One</b> must work hard to get good results.	Учиться никогда не поздно.  Надо упорно работать, чтобы получить хорошие результаты.
<b>Формальное дополнение**</b> (стоит после сказуемого)	This enables <b>one</b> to observe and record all the changes.	Это позволяет (нам) наблюдать и регистрировать все изменения.
<b>One</b> в форме притяжательного падежа***	One should always keep <b>one's</b> word.	Надо всегда держать свое слово.

Слово-заместитель****	I haven't got a dictionary. I must buy <b>one</b> . Here are some books. Which <b>ones</b> would you like to take?	У меня нет словаря. Я должен купить ( <b>словарь</b> ). Вот несколько книг. Какие ( <b>книги</b> ) вы хотели бы взять?
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**Примечания:**

- \* Данное предложение является неопределенно-личным. В этом случае **one** часто употребляется с модальными глаголами.
- \*\* Обычно не переводится или заменяется формальным *нам*.
- \*\*\* Переводится на русский язык местоимением *свой, своя, свое*.
- \*\*\*\* Употребляется для замены ранее упомянутого исчисляемого существительного или существительных. Переводится или словом, которое заменяет, или не переводится совсем.

**Функции и перевод слова *that (those)*  
(*That (those)*)**

**Комментарии к таблице 11.9**

Функция	Пример	Перевод
<b>That</b> (ед. ч.) – указательное местоимение <i>тот, та, то</i> (иногда <i>этот</i> ), обычно стоит перед существительным.  <b>Those</b> (мн.ч.) - <i>те</i>	Give me <b>that</b> textbook, please.  I like <b>those</b> books.	Дайте мне, пожалуйста, <b>тот</b> учебник.  <b>Те</b> книги мне нравятся.
<b>That (of), those (of)</b> – слова-заместители	The work of the new device is much more efficient than <b>that of</b> the old one.	Работа нового прибора гораздо более эффективна, чем <b>работа</b> старого.
<b>That</b> – относительное местоимение <i>который, -ая, -ое, -ые</i> ; после существительного вводит определительное придаточное предложение	Spaceships can cover distances <b>that</b> are measured in millions of kilometers.	Космические корабли могут покрывать расстояния, <b>которые</b> измеряются миллионами километров.

<b>That</b> – союз <i>что</i> ; после глагола вводит дополнительное придаточное предложение	He said <b>that</b> he would do his best to help them.	Он сказал, <b>что</b> сделает все возможное, чтобы помочь им.
<b>That</b> – союз <i>то, что</i> ; вводит придаточное подлежащее и придаточное сказуемое	<b>That</b> he failed in his examination did not surprise anybody.	<b>То, что</b> он провалился на экзамене, никого не удивило.

### Функции и перевод местоимения *it* (The pronoun *it*)

#### Комментарии к таблице 11.10

Функция	Пример	Перевод
<b>Подлежащее / Дополнение</b> (личное местоимение)	Repeat the experiment. <b>It</b> is very important.	Повторите опыт. <b>Он</b> очень важен.
<b>Подлежащее</b> (указательное местоимение)	What is this? <b>It</b> is a new device.	Что это? <b>Это</b> новый прибор.
<b>Подлежащее</b> (формальное)	<b>It</b> is cold in the laboratory.	В лаборатории холодно.
<b>Часть усилительной конструкции</b> (для выделения отдельных членов предложения)	<b>It</b> was D.I. Mendeleev who published the Periodic Law of Elements in 1869.	Именно ( <b>это</b> ) Д.И. Менделеев опубликовал периодический закон в 1869 году.

## Unit 12. INFINITIVE

**Инфинитив** – неличная форма глагола, которая отвечает на вопрос «что делать?» и формальным признаком которой является частица **to**.

Чаще всего инфинитив употребляется после глагола в личной форме или после модального глагола (без частицы **to**).

I like **to play** tennis.

Я люблю **играть** в теннис.

I can **play** tennis well.

Я могу хорошо **играть** в теннис.

### Комментарии к таблице 12.1

#### Формы инфинитива (Forms)

В английском языке инфинитив имеет следующие формы временной отнесенности и залога.

**Simple Infinitive** выражает действие, происходящее одновременно с действием глагола-сказуемого или непосредственно следующее за ним.

He is glad **to help** his friend.

Он рад **помочь** своему другу.

He is glad **to be helped**.

Он рад, что ему **помогают**.

**Progressive Infinitive** означает действие, происходящее одновременно с действием глагола-сказуемого.

He is glad **to be helping** his friend.

Он рад, что **помогает** своему другу (сейчас).

**Perfect Infinitive** выражает действие, которое произошло раньше действия, выраженного глаголом-сказуемым.

He is glad **to have helped** his friend.

Он рад, что **помог** своему другу.

He is glad **to have been helped**.

Он рад, что ему **помогли**.

В английском языке распространены структуры типа:

He *seems to know* English.

Он, *кажется*, **знает** английский язык.

На русский язык такие предложения переводятся простым предложением с вводными словами типа: *кажется, по-видимому, случайно, очевидно*.

The child *seems to be sleeping* now. Ребенок, *кажется*, сейчас **спит**.

**Perfect Progressive Infinitive** подчеркивает, с какого времени продолжается это действие.

It's 5 o'clock now. The child **seems to have been sleeping** since 2 o'clock (or: for 3 hours). Сейчас 5 часов. Ребенок, *кажется*, **спит с двух часов** (или: *уже три часа*).

#### Комментарии к таблице 12.2

#### Функции инфинитива в предложении (Functions)

Функция	Пример	Перевод
<b>Подлежащее</b> (ставится в начале предложения или во главе группы слов перед сказуемым)	<b>To translate</b> articles is difficult.	<b>Переводить</b> статьи трудно.
<b>Часть составного сказуемого:</b> а) после глагола <b>to be</b> б) после модального глагола в) после вспомогательного глагола	His task was <b>to translate</b> the article in time. He can <b>translate</b> articles. He will <b>translate</b> this article next week.	Его задача состояла в том, чтобы <b>перевести</b> статью вовремя. Он может <b>переводить</b> статьи. Он будет <b>переводить</b> эту статью на следующей неделе.

<b>Дополнение:</b> а) после глагола  б) после прилагательного	He likes <b>to translate</b> technical articles.  I am glad <b>to have translated</b> this article.	Он любит <b>переводить</b> технические статьи.  Я рад, что <b>перевел</b> эту статью.
<b>Определение:</b> а) после слов <b>the first, the last</b> и т.д.  б) после существительного (инфинитив выражает действие, которое должно произойти в будущем)	He was the first <b>to translate</b> the article.  Here is the article <b>to translate</b> .  Here is the article <b>to be translated</b> .	Он первый <b>перевел</b> эту статью.  Вот статья для <b>перевода</b> .  Вот статья, <b>которую нужно перевести</b> . <i>(определятельное придаточное предложение)</i>
<b>Обстоятельство цели:</b> а) в конце предложения б) в начале предложения	He went home <b>to translate</b> the article.  <b>To translate</b> articles you must know English well.	Он пошел домой, чтобы <b>переводить</b> статью.  Чтобы <b>переводить</b> статьи, вы должны хорошо знать английский язык. <i>(придаточное предложение)</i>

### Сравнение функций инфинитива и герундия в предложении (Gerund and Infinitive functions)

В предложении инфинитив часто выполняет те же функции, что и герундий.

Однако имеется отличие в употреблении герундия и инфинитива.

Для обозначения **часто повторяющегося действия** или деятельности используется **герундий**.

He never forgets **doing** his homework.

Он никогда не забывает делать домашнюю работу.

Для обозначения **однократного действия** употребляется **инфинитив**.

He forgot **to do** his homework.

Он забыл сделать домашнюю работу.

### Комментарии к таблице 12.3

Инфинитив	Герундий	Перевод
<b>Подлежащее</b>		
To study English is difficult.	Studying English is difficult.	Трудно <b>изучать</b> английский язык.
<b>Часть сказуемого</b>		
My aim is to study English.	My aim is studying English.	Моя цель – <b>изучать</b> английский язык.
<b>Дополнение</b>		
I like to study English.	I like studying English.	Мне нравится <b>изучать</b> английский язык.
<b>Определение (чаще с предлогом of)</b>		
There are a lot of ways to study English.	There are a lot of ways of studying English.	Существует много способов <b>изучать</b> английский язык.
<b>Обстоятельство цели (с предлогом for)</b>		
I am going to London to study English.	I am going to London for studying English.	Я поеду в Лондон (чтобы) <b>изучать</b> английский язык.

**Инфинитив** употребляется после следующих глаголов, а также после выражения **would like ('d like)**:

**agree** соглашаться

**offer** предлагать

**ask** спрашивать

**decide** решать

**expect** ожидать, предполагать

**learn** учить

**make** в значении «заставлять»

**mean** означать

**plan** планировать

**prepare** подготавливать

**seem** казаться

**believe** считать, полагать

**hope** надеяться

**want** хотеть

I decided **to go** home.

He would like **to speak** to Mr. Brown.

Я решил **идти** домой.

Он хотел бы **поговорить** с мистером Брауном.

Герундий употребляется после следующих глаголов:

<b>admit</b> признавать, допускать	<b>mention</b> упоминать
<b>complete</b> заканчивать, завершать	<b>hate</b> ненавидеть,
<b>consider</b> полагать, рассматривать	<b>recommend</b> рекомендовать
<b>discuss</b> обсуждать	<b>stop</b> прекращать
<b>finish, complete</b> заканчивать	<b>suggest</b> предлагать
<b>enjoy</b> наслаждаться	<b>keep</b> продолжать делать
	<b>mind</b> иметь что-л. против
	<b>understand</b> понимать

Stop **talking!**

Прекратите **разговаривать!**

He completed **writing** his report. Он закончил **писать** отчет.

Герундий также употребляется после следующих выражений и глаголов с предлогами:

<b>approve of</b> одобрять что-л.	<b>be engaged in</b> заниматься
<b>insist on</b> настаивать на чем-л.	чем-л.
<b>think of</b> думать о чем-л.	<b>thank for</b> благодарить за что-л.
<b>rely on</b> полагаться на кого-л.	<b>be interested in</b> интересоваться
<b>reason for</b> причина для чего-л.	чем-л.
<b>keep on</b> продолжать делать что-л.	<b>be worth</b> заслуживать чего-л.
<b>object to</b> возражать чему-л., кому-л.	<b>depend on</b> зависеть от кого-л., чего-л.
<b>look forward</b> ожидать чего-л.	<b>opportunity of</b> возможность чего-л.
<b>be fond of</b> любить что-л.	<b>idea of</b> мысль, идея о чем-л.
<b>way of</b> способ, манера	делать что-л.

We **are looking forward to**  
hearing from you.

С нетерпением ждем Вашего  
ответа.

### Сложное дополнение (Complex Object)

#### Комментарии к таблице 12.4

В английском языке суждение, мнение, предположение о чем-либо или о ком-либо можно выразить двумя способами:

1) сложноподчиненным предложением с дополнительным придаточным предложением

We know (*that*) **he is** a good programmer. Мы знаем, что он хороший программист.

2) простым предложением со сложным дополнением (**Complex Object**), состоящим из местоимения в объектном падеже или существительного в общем падеже и инфинитива

We know **him to be** a good programmer. Мы знаем, что он хороший программист.

На русский язык Complex Object переводится придаточным дополнительным предложением с союзами *что, чтобы, как*. Существительное или местоимение становится подлежащим, а инфинитив – сказуемым русского придаточного предложения.

I hope **her to come**. Я надеюсь, **что она придет**.  
(= I hope **that she will come**.)

«Вводящими» чаще всего бывают глаголы, выражающие:

- **желание и намерение**: *to want, to wish, to desire, to intend, to mean*;
- **умственное восприятие**: *to know, to think, to consider, to believe, to suppose, to expect, to imagine*;
- **приказ, разрешение, просьбу**: *to order, to ask, to allow, to have, to make*;
- **физическое восприятие**: *to see, to watch, to observe, to notice* (после этих глаголов инфинитив употребляется без частицы **to**);
- **чувства и эмоции**: *to like, to love, to hate, to dislike*.

### Сложное подлежащее (Complex Subject)

#### Комментарии к таблице 12.5

В английском языке мнение или предположение группы неопределенных лиц о чем-либо или о ком-либо можно также выразить двумя способами:

1) сложноподчиненным предложением

It is known that he is a good programmer. Известно, что он хороший программист.

2) простым предложением со сложным подлежащим (**Complex Subject**), которое состоит из подлежащего и инфинитива

He is known **to be** a good programmer.

Известно, что он хороший программист.

«Вводящие» глаголы употребляются в страдательном залоге и выражают:

- **умственное восприятие:** *to think, to consider, to know, to expect, to believe;*
- **физическое восприятие:** *to see, to hear;*
- **предположение, сообщение:** *to suppose, to report, to prove, to turn out, to appear, to seem, to say.*

Complex Subject употребляется также с выражениями: **to be (un)likely** (вероятно, маловероятно, вряд ли), **to be certain, to be sure** (обязательно, наверняка).

**Julia is sure to come back** in time.

**Джулия обязательно** вернется вовремя.

«Вводящие» глаголы **to seem** (казаться), **to prove, to turn out, to appear** (оказываться), **to happen** (случаться) употребляются в действительном залоге.

He **seems to know** English.

**Кажется, он знает** английский язык.

При переводе «вводящие» глаголы передаются неопределённо-личным предложением, первый член конструкции переводится подлежащим русского предложения, инфинитив – сказуемым предложения.

### **Абсолютный инфинитивный оборот (Absolute Infinitive Construction)**

#### **Комментарии к таблице 12.6**

Порядок слов в этом обороте такой же, как и абсолютном причастном обороте:

- есть слово, обозначающее действующее лицо или предмет, за которым стоит инфинитив (а не причастие, как в причастном обороте);
- данный оборот вводится словом **with**, которое не переводится.

Абсолютный инфинитивный оборот чаще всего стоит в конце предложения, поэтому при переводе его придаточным предложением обычно (но не всегда) используются сочинительные союзы: *причем, а, и.*

Кроме того, следует обратить внимание на то, что при переводе инфинитива сказуемым придаточного предложения русский глагол используется или в будущем времени, или со словом *должен*, например:

We asked him to help us,  
**(with) the work to be done**  
in a week.

Мы попросили его помочь нам,  
**так как работа должна быть**  
**сделана** через неделю.

### Инфинитивный оборот с предлогом *for* (Infinitive Construction with *for*)

#### Комментарии к таблице 12.7

Функция инфинитива	Пример	Перевод
Подлежащее	<b>For me to translate this text is difficult.*</b>	<b>Мне трудно перевести</b> этот текст.
Дополнение	We waited <b>for him to come.</b>	Мы ждали, <b>пока он</b> <b>придет.</b>
Обстоятельство	I'll reread the rule <b>for you to understand.</b>	Я прочитаю правило снова, <b>чтобы вы его</b> <b>поняли.</b>

**Примечание:**

\* Этот оборот может употребляться в функции сложного подлежащего с вводным *it*: *It's difficult for me to translate this text.*

Инфинитивный оборот с предлогом **for** представляет собой сочетание предлога **for** с существительным в общем падеже или местоимением в объектном падеже и инфинитива. Инфинитив показывает, какое действие должно быть совершено лицом, обозначенным существительным или местоимением. Этот оборот переводится на русский язык придаточным предложением обычно с союзом *что, чтобы*.

В предложении данный оборот выполняет такие же функции, что и инфинитив.

## Unit 13. SUBJUNCTIVE MOOD

### Комментарии к таблице 13.1

Сослагательное наклонение, в отличие от **изъявительного**, выражает не реальное, а предполагаемое, возможное или желаемое действие.

В русском языке сослагательное наклонение выражается сочетанием формы прошедшего времени глагола с частицей **бы** (сделал бы, сходил бы, закончил бы).

В английском языке сослагательное наклонение может выражаться **синтетически**, т.е. простыми глагольными формами или **аналитически**, т.е. при помощи сложных глагольных форм.

К **синтетическим** формам относятся:

1. Для глагола **to be**:

а) форма **be** для всех лиц единственного и множественного числа.

It is necessary that the engine **be** light and highly efficient.      Необходимо, чтобы двигатель **был** лёгким и очень эффективным.

б) форма **were** для всех лиц единственного и множественного числа.

I wish he **were** here.      Я хочу, чтобы он **был** здесь.  
(Жаль, что его нет.)

Форма **were** употребляется в придаточных предложениях, выражающих **желание, сравнение** или **условие**.

If I **were** you, I would pay more attention to Diploma Project.      Если **бы я был** на вашем месте, я бы уделял больше внимание дипломному проекту. (Условие)

I wish I **were** more responsible.      Мне **бы** хотелось **быть** более ответственным. (Сравнение)

I wish I **were** the President of the USA.      Мне **бы** хотелось **быть** президентом США. (Желание)

2. Для всех остальных глаголов **синтетической** является форма инфинитива без частицы **to** для всех лиц единственного и множественного числа: she **work**, he **study**, they **come**.

We suggested that he **inform** us about his work.      Мы предложили, чтобы он **проинформировал (бы)** нас о своей работе.

**Синтетические** формы, кроме формы **were**, употребляются довольно редко, более обычным является употребление аналитических форм сослагательного наклонения.

**Аналитические** формы представляют собой сочетания глаголов **should** или **would** с **простым инфинитивом (Simple Infinitive)**, если предполагаемое действие относится к настоящему или будущему времени; или с **перфектным инфинитивом (Perfect Infinitive)**, если действие относится к прошлому.

I **should (would) pay** more attention to my Diploma Project if I were not so busy at work.

Я **бы** уделял больше внимания дипломному проекту, если бы не был слишком занят на работе. (Действие относится к настоящему или будущему)

He **would (should) have taken** part at the conference if he had got a letter of invitation in time.

Он **бы** принял участие в конференции, если бы вовремя получил приглашение. (Действие относится к прошлому)

В английском языке сослагательное наклонение употребляется:

1. В **простых** предложениях, выражающих предположение или пожелание. В этом случае используются вспомогательные глаголы **should** и **would**. В простых предложениях наряду с **should** и **would** употребляются глаголы **might** и **could**, которые сохраняют своё лексическое значение (могла бы, могло бы, могли бы, мог бы).

It **would be** interesting to start this experiment.

**Было бы** интересно начать этот эксперимент.

I **should take** part in this project.

Я **бы** принял участие в этом проекте.

Atomic energy **might be used** for this purpose.

Атомная энергия **могла бы** быть использована для этой цели.

2. В **сложноподчиненных** предложениях:

а) в **подлежащих** придаточных предложениях (**Subject Clause**), которые начинаются с союза **that** после следующих оборотов:

**It is required that...**

– требуется, чтобы...

**It is necessary that...**

– необходимо, чтобы...

**It is important that...**

– важно, чтобы...

**It is possible that...**

– возможно, чтобы...

<b>It is desirable that...</b>	– желательно, чтобы...
<b>It is probable that...</b>	– вероятно, что...
<b>It is improbable that...</b>	– невероятно, что...

<b>It is required that</b> the scientific article <b>should include</b> an introduction and conclusion.	<b>Требуется, чтобы</b> научная статья имела вступление и заключение.
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<b>It is necessary that</b> we <b>should do</b> three laboratory works.	<b>Необходимо, чтобы</b> мы сделали три лабораторные работы.
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b) в **дополнительных** придаточных предложениях (**Object Clause**), которые начинаются с союза **that**, после глаголов, выражающих **приказание, требование, рекомендацию** или **предложение**.

<b>to order</b>	приказывать
<b>to demand</b>	требовать
<b>to insist</b>	настаивать
<b>to suggest (that)</b>	предлагать
<b>to propose</b>	предлагать
<b>to recommend</b>	рекомендовать

Our scientists <b>suggested that</b> the rocket <b>should be used</b> in interplanetary travel.	Ученые <b>предложили</b> использовать эту ракету для межпланетных путешествий.
---	--

The Professor <b>insisted that</b> we <b>would take</b> part in the conference.	Профессор <b>настаивал</b> на нашем участии в конференции.
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с) в **обстоятельственных** придаточных предложениях **цели (Adverbial Clause of Purpose)** после союзов **so that** (для того, чтобы) и **lest** (чтобы не). В этом случае наряду с **should** употребляются также глаголы **might** и **could**, которые сохраняют свое лексическое значение.

He must be hurry <b>lest</b> he <b>should be</b> late.	Он должен торопиться, <b>чтобы не</b> опоздать.
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The new material must be thoroughly tested <b>so that</b> we <b>might use</b> it in a new device.	Новый материал надо тщательно протестировать <b>для того, чтобы</b> мы <b>могли</b> использовать его в новом устройстве.
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d) в **дополнительных** придаточных предложениях (**Object Clause**) после глагола **wish** (желать, хотеть).

We <b>wish</b> our test of this engine <b>gave</b> better results.	Нам <b>хотелось бы, чтобы</b> испытания этого двигателя <b>дали</b> лучшие результаты.
--	--

They <b>wish</b> this method <b>were used</b> in their project.	Им <b>хотелось бы, чтобы</b> этот метод <b>использовался (бы)</b> в их проекте.
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He <b>wishes</b> his article <b>were published</b> in the scientific magazine.	Он <b>хотел бы, чтобы</b> его статью <b>опубликовали (бы)</b> в научном журнале.
--	--

e) в **обстоятельственных** придаточных предложениях образа действия (**Adverbial Clause of Manner**), выражающих нереальное сравнение, после союзов **as if** и **as though** (как будто; как будто бы). В этом случае сослагательное наклонение передается формами, совпадающими с Past Simple и Past Perfect.

The Earth <b>behaves as if it were</b> a large magnet.	Земля ведет себя так, <b>как будто</b> она – огромный магнит.
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He looked at this article <b>as though (as if) he had never seen it</b> before.	Он смотрел на эту статью, <b>как будто бы</b> раньше её никогда не видел.
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**Условные предложения II и III типов (Conditionals II and III)** также относятся к сослагательному наклонению.

## Unit 14. MODAL VERBS

**Модальные глаголы** не употребляются самостоятельно (кроме кратких ответов), а только в сочетании со смысловым глаголом. Они обозначают возможность, вероятность, способность и необходимость совершения действия, выраженного смысловым глаголом. В английском языке три основных модальных глагола: **can (could), may (might), must**.

В отличие от других глаголов модальные глаголы являются недостаточными глаголами (*defective verbs*), так как они не имеют всех форм настоящего, прошедшего и будущего времен. Для выражения недостающих форм используются их эквиваленты. Обратите внимание на основные признаки модальных глаголов:

1. Модальные глаголы не имеют неличных форм – инфинитива, причастия и герундия.

2. Инфинитив смыслового глагола, следующий за этими глаголами, употребляется без частицы **to**.

I **can use** a computer.

3. В 3-ем лице единственного числа настоящего времени модальные глаголы не имеют окончания **-s**.

He **can write** an article.

4. Вопросительная форма образуется без вспомогательного глагола, модальный глагол ставится перед подлежащим.

**May** I come in?

5. Отрицательная форма образуется при помощи частицы **not**, которая ставится после модального глагола. Отрицательные формы могут быть полными и краткими.

He **must not (mustn't)** wear a uniform.

### **Модальные глаголы *can* и *may*** **(Modal verbs *can* / *may*)**

#### **Комментарии к таблице 14.1**

Глагол **can** (могу, умею, можем, умеем, может, умеет и т.д.) используется для выражения физических и умственных способностей.

I **can** find the article about social policy in Russia. Я **могу** найти статью о социальной политике в России.

I **cannot (can't)** use a computer at all. Я совсем не умею пользоваться компьютером.

**Can** you find the description of this device on the Internet? Вы **можете** найти описание этого прибора в Интернете?

– **Yes, I can.**

– **Да.**

– **No, I can't.**

– **Нет.**

В прошедшем времени глагол **can** имеет форму **could** (мог, умел, могла, умела и т.д.).

She **could** finish her calculations yesterday but something got wrong with her computer. Она **могла** закончить свои вычисления еще вчера, но что-то произошло с компьютером.

He **could not (couldn't)** receive the information in time because he was very busy. Он **не мог** получить информацию вовремя, так как был очень занят.

**Could** he include my paper in his book? Он **мог** включить мою статью в свою книгу?

– **Yes, he could.**

– **Да.**

– **No, he couldn't.**

– **Нет.**

Для выражения **прошедшего и будущего** времен модальный глагол **can** имеет **эквивалент**, который передает его лексическое значение; это выражение **to be able to (able – способный)**. В прошедшем времени используется форма **was (were) able to** (мог, умел, могли, умели и т.д.). Для выражения будущего времени используется форма **will (shall) be able to** (смогу, сумею, сможем, сумеем и т.д.).

She **was able to** finish her calculations yesterday but something got wrong with her computer. Она **могла** закончить свои вычисления еще вчера, но что-то произошло с компьютером.

He **was not (wasn't) able to** receive the information in time because he was very busy. Он **не мог** получить информацию вовремя, так как был очень занят.

**Was** he **able to** include my paper in his book? Он **мог** включить мою статью в свою книгу?

– **Yes, he was.**

– **Да.**

– **No, he wasn't.**

– **Нет.**

She **will be able to** finish her report by next Friday.

Она **сможет** закончить свой доклад к следующей пятнице.

They **will not (won't) be able to** e-mail us during the next week.

Они **не смогут** связаться с нами по электронной почте в течение следующей недели.

**Will you be able to** take part in the faculty meeting?

Вы **сможете** принять участие в собрании факультета?

– **Yes, I will.**

– **Да.**

– **No, I won't.**

– **Нет.**

Глагол **may** (могу, можем, могут, может и т.д.) используется для выражения разрешения, позволения или возможности совершения действия.

We **may** use my father's computer for homework.

Мы **можем (нам разрешено)** использовать компьютер моего отца для выполнения домашнего задания.

She **may not (mayn't)** take the book from the library without her passport.

Она **не может (не позволено)** взять книгу из библиотеки без паспорта.

**May you accompany** me during my visit to London?

Вы **можете** сопровождать меня в течение моей поездки в Лондон?

– **Yes, I may.**

– **Да.**

– **No, I mayn't.**

– **Нет.**

В прошедшем времени глагол **may** имеет форму **might** (мог, умел, могла, умела и т.д.).

The students **might** enter the classroom in spite of their arriving late.

Студенты **могли (им разрешили)** войти в кабинет, несмотря на то, что они опоздали.

I **might not (mightn't)** take that device for my laboratory work.

Я **не мог (мне не позволили)** взять этот прибор для лабораторной работы.

**Might** he show you the test results?

Он **мог (ему разрешили)** показать вам результаты теста?

– **Yes, he might.**

– **Да.**

– **No, he mightn't.**

– **Нет.**

Для выражения **прошедшего и будущего** времен глагол **may** имеет **эквивалент**, который передает его лексическое значение; это выражение **to be allowed to (to allow – разрешать, позволять)**. В прошедшем времени используется форма **was (were) allowed to** (мог, могли, и т.д.). Для выражения будущего времени используется форма **will (shall) be allowed to** (смогу, сможем, и т.д.).

The students **were allowed to** enter the classroom in spite of their arriving late.

Студенты **могли (им разрешили)** войти в кабинет, несмотря на то, что они опоздали.

I **was not (wasn't) allowed to** take that device for my laboratory work.

Я **не мог (мне не позволили)** взять этот прибор для лабораторной работы.

**Was he allowed to** show you the test results?

Он **мог (ему разрешили)** показать вам результаты теста?

– **Yes, he was.**  
– **No, he wasn't.**

– **Да.**  
– **Нет.**

I **will be allowed to** use the laboratory equipment after 6 o'clock.

Я **смогу (мне разрешат)** использовать оборудование лаборатории после 6 часов.

She **will not (won't) be allowed to** pass the exams earlier.

Она **не сможет (ей не разрешат)** сдать экзамены раньше.

**Will they be allowed to** leave the classroom during the lecture?

Они **смогут (им позволят)** уйти из аудитории во время лекции?

– **Yes, they will.**  
– **No, they won't.**

– **Да.**  
– **Нет.**

### Модальный глагол *must* (Modal verb *must*)

Модальный глагол **must** (должен, должны, нужно, надо и т.д.) используется для выражения необходимости совершения действия, а также для выражения приказа или совета.

Для выражения **прошедшего и будущего** времен глагол **must** имеет два **эквивалента**, которые передают его лексическое значение: это выражение **to be to**, которое используется только в настоящем и прошедшем

временах; и выражение **to have to** для выражения настоящего, прошедшего и будущего времен.

Следует обратить внимание, что глагол **must** и его эквиваленты можно переводить одинаково – словом *должен*, однако они имеют разные оттенки в значении.

I <b>must go</b> to the conference.	Я <b>должен (мне нужно)</b> поехать на эту конференцию.
I <b>am to go</b> to the conference.	Я <b>должен (я обязан, мне предстоит по плану или по договоренности)</b> поехать на эту конференцию.
I <b>have to go</b> to the conference.	Я <b>должен (я вынужден, мне приходится вместо кого-то)</b> поехать на эту конференцию.

#### Комментарии к таблице 14.2

Обратите внимание на примеры использования модального глагола **must** и его эквивалентов.

He <b>must</b> describe the results of the experiment to Professor Bright.	Он <b>должен</b> описать результаты эксперимента профессору Брайту.
He <b>mustn't</b> use this information to construct the device.	Он <b>не должен (ему не надо)</b> использовать информацию, чтобы сконструировать это устройство.
<b>Must</b> they include the results of the experiment in the article?	Они <b>должны (им надо)</b> включить результаты эксперимента в статью?
– <b>Yes, they must.</b> – <b>No, they mustn't.</b>	– <b>Да.</b> – <b>Нет.</b>
She <b>had to</b> present some different results.	Она <b>должна была (ей пришлось)</b> представить другие результаты.
He <b>did not (didn't) have to</b> inform his colleagues about his achievements.	Он <b>не должен был (ему не пришлось)</b> сообщать своим коллегам о своих достижениях.

**Did you have to** use a computer during that semester?

- **Yes, I did.**
- **No, I didn't.**

You **will ('ll) have to** avoid errors in conducting the experiment.

We **will not (won't) have to** choose which lectures to attend.

**Will she have to** display the data received on the Internet?

- **Yes, she will.**
- **No, he won't.**

Вы **должны были (вам пришлось)** пользоваться компьютером в течение семестра?

- **Да.**
- **Нет.**

Вы **должны будете (вам придется)** избежать ошибок во время эксперимента.

Мы **не должны будем (нам не придется)** выбирать, какие лекции посещать.

Она **должна будет (придется ли ей)** размещать полученные данные в Интернете?

- **Да.**
- **Нет.**

## Unit 15. SIMPLE AND COMPLEX SENTENCES

### Структура английского простого повествовательного предложения (The Structure of Simple Sentence)

#### Комментарии к таблице 15.1

В отличие от русского предложения (со свободным порядком слов) английское имеет фиксированный (строгий) порядок слов, который можно выразить в виде следующей схемы.



Рассмотрим пример.

Over this period, personal computers have already become a common feature of our life.

**Первое место** в английском предложении при прямом порядке слов занимает **подлежащее** или, точнее, **группа подлежащего**, т.е. подлежащее со всеми определениями, стоящими как перед подлежащим, так и после; в нашем примере **personal computers** (персональные компьютеры).

**Сказуемое** занимает в предложении, как правило, строго определенное место – **второе**: **have already become** (уже стали).

**Дополнение** (если в предложении нет инверсии) стоит после сказуемого, **на третьем месте**, в нашем примере их два: прямое дополнение – **a common feature** (обычной чертой, явлением), и предложное – **of our life** (нашей жизни).

**Обстоятельство** обычно стоит в конце предложения, на четвертом месте. Однако иногда оно может находиться перед группой подлежащего. В этом случае обстоятельство находится на «предпервом» месте, т.е. занимает **«нулевое место»**. Наш пример отображает эту особенность обстоятельства – оно как раз занимает «нулевое место» – **over this period** (за этот период.)

**Определение** обычно находится до или после определяемого слова и, так как может определять любой член предложения, **может находиться в любой части предложения**, В нашем примере имеется три определения, входящие в группу подлежащего (**personal**) и дополнений (**common, our**).

Таким образом, структуру простого распространенного повествовательного предложения можно представить в виде формулы:

(A) S – P<sub>1</sub> P<sub>2</sub> – O – A,

где S – подлежащее; P<sub>1</sub> – изменяемая часть сказуемого; P<sub>2</sub> – неизменяемая часть сказуемого; O – дополнение; A – обстоятельство.

### Функции существительного в предложении (The functions of nouns in sentences)

#### Комментарии к таблице 15.2

Имя существительное берет на себя функции любого члена предложения.

- **Подлежащее**

Это самая характерная функция для существительного. В этой функции оно употребляется как без определений, так и с ними, которые могут быть выражены различными частями речи, например, указательными местоимениями.

This **account** is good.                      Этот **отчет** хороший.

- **Именная часть составного сказуемого**

В этой функции существительное употребляется после глагола-связки.

He is **an accountant**.                      Он – **бухгалтер**.

- **Дополнение**

Данная функция требует особого пояснения. Оно может быть прямым и косвенным. Прямое дополнение стоит после сказуемого обычно без предлога и отвечает на вопросы **кого? что?**

She wrote **an account**.                      Она написала **отчет**.

Косвенное дополнение отвечает на вопросы косвенных падежей (**кому? чему?**). Оно стоит после сказуемого, и если выражено местоимением в объектном падеже, то перевод предложений, в состав которых входят два дополнения (косвенное и прямое), не вызывает затруднений,

например:

She wrote **him** (*косвенное дополнение*) **an account** (*прямое дополнение*).  
Она написала **ему отчет**.

Часто после сказуемого употребляются два дополнения, выраженные существительными, не соединенные предлогом. В этом случае следует помнить об особенностях их перевода: первое из них, косвенное дополнение, переводится дательным падежом, второе, прямое, – винительным падежом. Предложное дополнение переводится дословно, например:

She wrote **her boss** (*косвенное дополнение*) **an account** (*прямое дополнение*) **of the changes** (*предложное дополнение*).  
Она написала **своему начальнику отчет об изменениях**.

- **Обстоятельство**

В роли обстоятельства существительное всегда бывает с предлогом и с определенным артиклем.

All changes are shown **in the account**.  
Все изменения отражены **в отчете**.

- **Определение** (см. ниже)

**Account** data are of great importance.  
**Отчетные** данные имеют важное значение.

### **Атрибутивная группа (Attribute group)**

Очень важная функция, которую выполняют существительные, – **функция определения**.

Дело в том, что существительных в роли определения к другому («главному») существительному, может быть несколько. В этом случае рекомендуется применять правило ряда, которое гласит:

**Если после артикля (или другого определителя существительного) стоит ряд слов, чаще всего существительных в единственном числе и без предлога (предлоги обычно прерывают ряд!), то только последнее из них будет тем словом, к которому относится артикль и с которого надо начинать перевод этого ряда, мысленно ставя после него вопрос «какой?». Все остальные слова являются его определениями.**



the rock-feeding system	система, подающая горную воду
a water-cooled conveyer	конвейер, охлаждаемый водой
the job scheduling problem	проблема планирования работ
Newton's important works	известные работы Ньютона

Перевод определения, в составе которого имеются прилагательные, вызывает некоторые трудности, поэтому следует помнить следующее.

- Если среднее слово в таком ряду выражено прилагательным, которое как бы **заключает в себе предлог**, например, **free** – свободный (от), то при переводе следует вводить этот предлог.

an oxygen <b>free</b> gas	газ, <b>свободный от</b> кислорода.
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- Имеет значение место, которое занимает прилагательное: если оно стоит в ряду **первым**, то оно обычно относится к последнему (ключевому) слову.

The <b>important</b> measurement <b>parameters</b> are presented in Table 1.	Эти <b>важные параметры</b> измерения представлены в таблице 1.
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Встречаются очень сложные ряды, включающие различные глагольные формы. Однако во всех случаях определяемым словом будет последнее.

A natural ( <i>adjective</i> ) language ( <i>noun</i> ) oriented ( <i>participle II</i> ) question ( <i>noun</i> ) answering ( <i>gerund</i> ) system ( <i>noun</i> )	система (какая?) ответа на вопросы, ориентированная на естественные языки.
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### Определение и способы его выражения (Attributes)

В русской грамматике слова, относящиеся к именам существительным, делятся на определения и дополнения. В английском языке все слова, зависимые от существительного (или его эквивалента), считаются определениями. Определение может стоять перед определяемым словом (препозиция) или после него (постпозиция).

Функцию определения могут выполнять многие части речи: существительное в общем или притяжательном падеже, прилагательное, местоимение, числительное, неличные формы глагола. Определением может являться даже целое придаточное предложение.

### Определения в препозиции (Attributes in preposition)

Перевод определений в препозиции не вызывает затруднений и показан в таблице.

#### Комментарии к таблице 15.4

Часть речи	Пример	Перевод
Прилагательное	His <b>greatest</b> pleasure is reading.	<b>Самое большое</b> удовольствие для него – это чтение.
Местоимение	<b>His</b> answer surprised me.	<b>Его</b> ответ удивил меня.
Числительное	The <b>first</b> meeting was not successful.	<b>Первая</b> встреча была неудачной.
Причастие I	I saw the <b>working</b> people in the lab.	Я увидел <b>работающих</b> в лаборатории людей.
Причастие II	I bought an <b>illustrated</b> edition of the book.	Я купил <b>иллюстрированное</b> издание книги.
Существительное в притяжательном падеже	The <b>professor's</b> opinion influenced my choice.	Мнение <b>профессора</b> повлияло на мой выбор.
Существительное в общем падеже	<b>Export</b> oil is sold very cheaply.	<b>Экспортная</b> нефть продается очень дешево.
Группа слов	<b>British-made</b> computers are widely known.	Компьютеры <b>британского производства</b> широко известны.

### Определения в постпозиции (Attributes in postposition)

Трудности в понимании смысла возникают, прежде всего, при переводе тех английских конструкций, которые не имеют аналогов в русском языке. Рассмотрим признаки и методику перевода наиболее типичных конструкций.

## Комментарии к таблице 15.5

**Причастие I**, занимающее первое место после определяемого существительного, обычно переводится на русский язык причастием действительного залога настоящего времени, точнее оборотом с ним.

The man **standing** near the open window is our dean.

Человек, **стоящий** (или: **который стоит**) у открытого окна, – наш декан.

**Причастие II**, занимающее постпозицию по отношению к определяемому существительному, переводится также причастным оборотом с причастием страдательного залога прошедшего времени.

The figures **mentioned** in his report were published in the latest newspaper.

Цифры, **упоминаемые** (или: **которые упоминались**) в его докладе, были опубликованы в последней газете.

Эти причастные обороты соответствуют по значению определительным придаточным предложениям.

Перевод **существительного-приложения** не вызывает затруднений.

Albert Einstein, the founder of the theory of relativity, was born in 1879.

Альберт Эйнштейн, основатель теории относительности, родился в 1879 году.

**Инфинитив** в функции определения всегда занимает позицию после определяемого слова и употребляется с частицей **to**. Здесь наблюдается полное соответствие между английским и русским языками.

She got a permission **to leave**. Она получила разрешение **уйти**.

Инфинитив в функции определения после порядковых числительных **the first** и т.д. и слов **the last**, **the only**, **the next** переводится на русский язык глаголом в личной форме в том времени, в каком стоит глагол-сказуемое английского предложения.

He was the first **to do** the test. Он первым **выполнил** тест.

Инфинитив, определяющий существительное, часто приобретает модальное значение и переводится на русский язык определительным придаточным предложением с модальным глагольным сказуемым, выражающим возможность или долженствование. Иногда инфинитив переводится будущим временем.

He made the list of books **to be read**. Он составил список книг, **которые следовало прочитать**.

Инфинитивный оборот с предлогом **for** всегда переводится придаточным предложением.

The first thing **for them to do** was to finish work in time. **Первое, что им нужно было сделать**, – это закончить работу вовремя.

**Герундий** в функции определения обычно употребляется с предлогом. Наиболее распространен предлог **of**. В этом случае на русский язык герундий в функции определения переводится неопределенной формой глагола.

His manner **of speaking** made him a very popular orator. Его манера **говорить** сделала его очень популярным оратором.

Определением также может быть целое **придаточное предложение**, перевод которого не вызывает затруднений.

The book **that I am reading** is very interesting. Книга, **которую я читаю**, очень интересная.

### Сложные предложения (Complex Sentences)

Сложные предложения подразделяются на сложносочиненные и сложноподчиненные. Сложносочиненное предложение состоит из двух или нескольких простых, самостоятельных предложений, которые соединяются сочинительными союзами **and, but, or** и др. или бессоюзной связью.

My boss phoned yesterday, **but** he didn't leave a message.

Сложноподчиненное предложение состоит из главного предложения и одного или нескольких придаточных, которые поясняют главное. Придаточное предложение может соединяться с главным подчинительными союзами и союзными словами или без союзов.

I was working so hard **that** I forgot what time was.  
I know he has done everything he had promised.

Любой член предложения может быть заменен придаточным предложением. Поэтому придаточные предложения подразделяются на придаточные подлежащие, сказуемые, дополнительные, определительные и обстоятельственные.

Необходимо отличать придаточное предложение от главного и от причастного или инфинитивного оборота.

1. Придаточные предложения в большинстве случаев вводятся союзами или союзными словами. Наиболее употребительные союзы: **that, who, which, when, where, how, if, though, although, after, because, before, till, until, as soon as, as if, as though, in case, provided.**

2. Придаточное предложение в отличие от зависимого оборота всегда имеет в своем составе подлежащее и сказуемое.

3. Придаточные предложения, зависимые от главного предложения, могут сами иметь придаточные, зависимые от них предложения.

### Придаточные подлежащие (Subject Clauses)

#### Комментарии к таблице 15.6

**Придаточные подлежащие** стоят перед сказуемым и вводятся союзами и союзными словами **that, what, who, where** и др.

**What you say** is not quite clear.      **То, что вы говорите**, не совсем ясно.

**Who will do it** depends on the circumstances.      **Кто будет это делать**, зависит от обстоятельств.

Перевод придаточного подлежащего, вводимого союзом **whether**, следует начинать с перевода глагола-сказуемого (стоящего справа от этого союза), который выносится в начало предложения с добавлением к нему частицы **ли**, например:

**Whether these two phenomena are related** has to be discovered.      **Связаны ли между собой эти два явления**, еще предстоит выяснить.

**Whether or not these processes interact with others** has to be checked.      Взаимодействуют или не взаимодействуют эти процессы с другими (процессами), следует проверить.

## Придаточные сказуемые (Predicate Clauses)

**Придаточные сказуемые** в предложении являются смысловой частью сказуемого главного предложения, стоят после глагола-связки **to be** и могут вводиться теми же союзами и союзными словами, что и придаточные подлежащие: **that, what, who** и др.

### Комментарии к таблице 15.7

Обратите внимание на способы перевода глагола-связки, который предшествует придаточному сказуемому.

The difficulty of distance education <b>is that</b> it demands great efforts from the students.	Трудность дистанционного образования <b>заключается в том</b> , что оно требует от студентов большого напряжения.
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В роли глагола-связки может использоваться глагол **to remain** (оставаться), например:

The question <b>remains</b> whether these data are reliable.	<b>Остается выяснить</b> , являются ли эти данные надежными.
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## Придаточные дополнительные (Object Clauses)

### Комментарии к таблице 15.8

**Придаточные дополнительные** следуют за сказуемым и вводятся

- союзами **that, if, whether**, причем на место последних при переводе ставится сказуемое (стоящее справа) с частицей **ли**:

Everybody knows <b>that</b> one must work regularly to master a foreign language.	Всем известно, <b>что</b> надо работать регулярно, чтобы овладеть иностранным языком.
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I am not sure <b>if (whether)</b> he will take part in this conference.	Я не уверен, примет <b>ли</b> он участие в конференции.
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- союзными словами **who, whom, whose, which, that, when, where, why**:

They ask <b>when</b> they should deliver the apparatus.	Они спрашивают, <b>когда</b> они должны доставить аппарат.
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Придаточные дополнительные могут соединяться с главным предложением и бессоюзной связью.

I think we will complete our research in time.

Я думаю, **(что)** мы завершим свое исследование вовремя.

### Придаточные определительные (Attribute Clauses)

#### Комментарии к таблице 15.9

**Придаточные определительные** могут служить определениями в любому члену предложения, выраженному существительным. Они всегда стоят **справа** от определяемого слова и не отделяются запятой. Они вводятся разными союзами и союзными словами **who, whom, whose, which, that**.

He was the first **who** referred to her work.

Он был первым, **кто** сослался на ее работу.

Придаточные определительные могут соединяться с главным предложением и без союзного слова, которое нужно использовать при переводе.

The text (**which**) the student is reading is about latest achievements in computer science.

Текст, **который** читает этот студент, – это текст о последних достижениях в информатике.

### Придаточные обстоятельственные (Adverbial Clauses)

Придаточные обстоятельственные указывают на обстоятельства, при которых совершается действие. Они подразделяются на придаточные места, времени, цели, условия и т.д. и поэтому могут вводиться многими союзами.

#### Комментарии к таблице 15.10

**Придаточные места действия** вводятся союзом **where** (где, куда, там, где).

**Where** there is a will there is a deed.

**Там, где** есть желание, там есть дело.

**Придаточные времени действия** вводятся союзами: **when** (когда), **as** (по мере того как), **while** (в то время как), **before** (до того как), **after** (после того как), **as soon as** (как только), **as long as** (пока), **till (until)** (до тех пор, пока ... не).

Problems cannot be solved  
**until** they are accurately  
defined.

Проблемы не могут быть  
решены **до тех пор, пока** они  
**не** будут точно определены.

**Уступительные придаточные** вводятся союзами: **though (although)**, **while** (хотя), **whereas** (несмотря на то, что), **even if** (даже если).

**Although** the new method can  
be used to study these systems  
we shall use the old one.

**Хотя** новый метод может быть  
реализован для изучения этих  
систем, мы все же будем  
использовать старый.

**Придаточные цели** вводятся союзами: **that** (чтобы), **in order (that)** (для того, чтобы), **lest** (чтобы ... не) к глаголу. С этими глаголами сказуемое стоит в сослагательном наклонении.

Two different sources were  
used **lest** there be interference.

Использовались два различных  
источника, **чтобы не** было  
взаимовлияния.

**Придаточные следствия** вводятся союзом: **so that** (так чтобы).

They gathered together round  
the table **so that** they could  
review the procedures they  
now follow.

Они собрались за круглым  
столом, **(так) чтобы** обсудить  
методы, которые они  
используют сейчас.

**Придаточные причины** вводятся союзами: **as** (так как), **since** (по-скольку, так как), **for** (ибо, потому что, так как), если **for** стоит в начале предложения и после запятой, **because** (потому что).

I went away **because** there was  
no one in the classroom.

Я ушел, потому что в классе  
никого не было.

**Придаточные условия** вводятся союзами: **if** (если), **unless** (если ... не), **provided that (providing that)** (при условии, если), **given** (если дано / имеется), **even though / if** (даже если), **but / not for** (если бы не). Их можно разделить на три типа.

• **Реальное (выполнимое) условие\*** может относиться к любому времени и переводится **изъявительным наклонением**.

If the temperature is low,  
the reaction will proceed  
slowly.

**Если** температура будет низкой,  
реакция будет проходить  
медленно.

• **Маловероятное условие\*\*** может относиться к настоящему или будущему времени. Переводится **сослагательным наклонением**.

We would test the device  
if we got it.

Мы бы проверили этот прибор,  
если бы получили его (*но это  
маловероятно*).

• **Нереальное (невыполнимое) условие** относится к прошедшему времени. Переводится **сослагательным наклонением**.

We would have tested  
the device if we had got it.

Мы бы проверили этот прибор,  
если бы получили его. (*Но мы  
его не получили, поэтому не  
проверили.*)

В условных предложениях второго и третьего типа могут употребляться глаголы **might** (возможно, вероятно) и **could** (мог бы).

He **could (might) complete** the  
test if he had time.

Он мог бы закончить (*возможно,  
закончил бы*) тест, если бы у него  
было время (*сегодня, завтра*).

or:

или:

He **could (might) have  
completed** the test if he had had  
time.

Он мог бы закончить тест (*вчера*),  
если бы у него было время.  
(*Но у него не было времени,  
поэтому он не закончил тест.*)

**Примечание:**

\* см. также Unit 5 "Conditionals I"

\*\* см. также Unit 7 "Conditionals II"

# **ADDITIONAL EXERCISES**

## THE VERBS *TO BE*, *TO HAVE*

1. These data are available in current scientific literature. 2. Electric conductivity is characteristic of all metals. 3. Electronic devices are in an important wide use in laboratory research. 4. From the official point of view this research institute has a good financial support. 5. These results are in good agreement with the theoretical prediction. 6. This question is outside the scope of my paper. 7. Similar studies are in progress at many laboratories of the world. 8. These data are important for further research. 9. We have an excellent opportunity to check our result. 10. This research is interesting from many points of view. 11. From the practical point of view this research work was not an easy task. 12. Each atom has an electron cloud in normal conditions. 13. From the academic point of view this seminar course was of no interest to theoretical physicists. 14. His arguments were convincing. 15. The results of his work were impressive. 16. Our failure was apparent. 17. These data are a good basis for our further work. 18. We had a hope that these investigations would fill the gap in our understanding of the mechanism. 19. From the practical point of view the setting up of this research center was important. 20. The purpose of the input hardware is to collect data and convert it into a form suitable for computer processing.

## THERE + TO BE

1. There are some modern devices in our laboratory. 2. There is a new computer in the self-study room of our university. 3. Is there a new article in the scientific magazine? 4. There are some practical lessons which students can have during the experiment. 5. There are three monographs of Professor Schneider in the library. 6. There are a lot of unsolved problems in microelectronics. 7. There is the only problem we haven't discussed yet. 8. There isn't any new information for the students on the board. 9. There is a great variety of scientific works in the university library. 10. There are some interesting ideas which students can take for their course projects. 11. Are there any new approaches in optoelectronics? 12. There are some new results received after the experiment. 13. There is some information on viruses in my recent article but there isn't any data. 14. There are a lot of excellent opportunities for the students after they graduate from the university. 15. There aren't many new directions in modern physics. 16. Are there any new results received after the experiment? 17. There are a few students from our group who take part in annual conferences. 18. There is a wide range of complicated problems which should be decided soon. 19. There are some innovative methods which should be taken into consideration. 20. There is a little gas and oxygen needed for the experiment. 21. How many students are there in the laboratory?

22. 'Is there any vacuum in the tube?' 'No there isn't'. 23. There is only one solution of this equation. 24. Are there any other ways of solving the problem? 25. There are some misunderstandings on the problem that must be solved very quickly. 26. Is there any cooperation between computer companies of the town and your department? 27. How many faculties are there at the university? – There are six faculties, twenty one departments and forty-nine specialties. 28. There aren't any suitable methods to prove your idea. 29. There is a great difference between the results received after a number of tests. 30. There isn't much information about recent discoveries in this direction.

### **SOME / ANY; MUCH / MANY; A FEW / A LITTLE**

1. There are some evident difficulties in solving the problem. 2. The laboratory does not have any medical equipment to conduct the experience. 3. There are a few ideas that are offered in the article. 4. The experiment didn't give any unexpected results. 5. While doing the research work, the engineers of our department discovered some new properties of this material. 6. Have you received any new data necessary for your course project? 7. I am not sure if you have much time to finish the laboratory work by the end of the lesson. 8. There are not many applications of the method presented by Professor Heloise. 9. There are a few useful instructions how to use the new equipment. 10. There is not much new information but we hope for some better results. 11. Are there any other properties this staff has? 12. I do not know any other interpretations of this translation. Does the word "device" have any more meanings? 13. During the international exhibition some interesting models of the new plane were presented. 14. The teacher of computer science does not think that I have given much attention to the theoretical foundation of the subject. 15. I completely agree with some new approaches but I am sure there exist some evident problems and it is early to make a conclusion yet. 16. The success of the experiment depends on some data, the most important of which is the installation of some modern equipment in the laboratory. 17. The designers have proved that there are not many new methods of using this device. 18. At the moment the leading engineers of our department are trying to find some explanation on the data received but they have no any ideas yet. 19. There are some problems on your project which need some serious attention to the practical use of the device. 20. There are some interesting seminars on History during this semester but I do not know how many exactly. 21. I haven't received any new information, so I can't start the experimental part of the project. 22. There are some important ecological problems which have to be solved soon. 23. I am not sure if you have given much attention to the aim of the experiment.

## **TENSES OF THE ACTIVE AND PASSIVE VOICE**

### **Simple Active**

1. Out-of-date instruments cause a lot of complications in research. 2. He made an attempt to interpret the previous results in terms of the new theory. 3. They left out the minor problems completely. 4. The paper will contain an analysis of the existing theories and some related questions. 5. They set forth a new technique for data analysis. 6. This procedure reduces the energy losses. 7. My paper will consist of several sections: a brief introduction, discussion of the materials and methods, consideration of the experimental results, and conclusions. 8. The temperature remains constant throughout the experiment. 9. They brought up the question of data reliability again. 10. Consideration of the new results will require a thorough analysis and a careful comparison with the available data. 11. This method minimizes the experimental errors. 12. The recent findings fit our assumption. 13. From the experimental point of view such a study seems quite feasible. 14. His project for further research met with enthusiastic support from everyone. 15. In the introduction I will outline the present state of research in the field of physics. 16. This method facilitates the measurements. 17. They gave about one hundred contributed papers at the conference. 18. To close this section, we shall discuss the principal conclusions from the work and possible applications of the obtained results. 19. They withdrew two invited papers from the program. 20. The paper will contain a discussion of recent developments in this area of physics.

### **Simple Passive**

1. This technique is now generally accepted in physical research. 2. The present situation in this field was carefully analyzed. 3. In this paper some account will be given of the experimental techniques. 4. This modification was effectively used by Smith and his co-workers. 5. Reference will be made to the experimental difficulties. 6. All of these requirements are met in the experiment. 7. Some new methods and research techniques were suggested. 8. Steps are taken to minimize the defect. 9. Some consideration will be given to the related questions. 10. We are interested in the recent studies of this research group. 11. This correlation was convincingly shown in his paper in 2006. 12. Some illustrative examples of this idea will be given here. 13. The papers were followed by interesting discussions. 14. Several factors are involved in this process; these factors are interrelated. 15. A brief account will be given of the available data and interpretations concerning this mechanism. 16. The particle trajectory will necessarily be shifted. 17. In this analysis account will be taken of the complicated features of this process. 18. The

latest developments were reviewed. 19. Measurement of the radiation intensity is made with a special instrument. 20. Some panel discussions will possibly be arranged during the conference. 21. Some new ideas and theories were advanced. 22. The readings are taken regularly. 23. All of these problems will be dealt with from both theoretical and experimental viewpoints. 24. Some information is lost in data processing. 25. The theories were illustrated by experimental findings. 26. This paper will be intended for theoretical physicists. 27. The measurements are written down regularly. 28. This technique was profitably used in the study of electron scattering. 29. An attempt will be made to resolve this controversy. 30. The theoretical aspects of the problem will be considered in depth. 31. Some illustrations are given at the end of the book. 32. The plenary sessions were attended by all conference members. 33. A theoretical treatment of the problem will be suggested. 34. Simultaneous translation of papers was provided. 35. The meetings of this society are held regularly. 36. This theory is well founded.

### **Progressive Active and Passive**

1. Considerable changes are currently taking place in the organization of research. 2. New superconducting magnets are currently being built which will find application in research and industry. 3. A thorough analysis of these optical phenomena is still lacking. 4. Study of the intrinsic properties of materials is going on a large scale. 5. Several solutions of the problem of controlled thermonuclear reactions are currently being investigated at various places. 6. We are now facing a difficult dilemma: either to look for a better approach or to call off the experiments. 7. Some of our older conceptions are presently being revised, since they have come into conflict with new experimental findings. 8. Science is becoming a leading factor of progress of mankind. 9. We are now looking for an optimal solution, since there is a choice. 10. The body of scientific information is growing at an exponential rate.

### **Perfect Active and Passive**

1. During the last few years we have witnessed remarkable progress in the space research techniques. 2. The contribution of Russian scientists to space research has been greatly appreciated. 3. The idea of direct probing of the universe has become a popular one. 4. In recent years much of our interest has been centered round the problem of the evolution of comets. 5. In the last few decades much of the data in various areas of physics has been analyzed quite well in terms of quantum theory. 6. During the last several years some

attempts have been made to classify the elementary particles. 7. The studies which have been described in this paper have become classical ones. 8. Recent experiments concerning these phenomena have focused considerable attention on getting reliable data. 9. We have recently attempted a study of the feedback mechanism and have found some direct evidence against that widely spread conception. 10. In recent years a considerable number of works have appeared on various problems of elementary particle physics. 11. In recent literature the problem and prospects of this new trend in science have not been discussed exhaustively. 12. The recent advancements in instrumentation have facilitated the solution of this problem which in the past was only approached by hit and miss methods. 13. A few improvements have lately been recommended to facilitate the experiments on atomic collisions. 14. Progress in computer science has given rise to a lot of popularizing books and articles. 15. Your work has not been discussed at the laboratory seminars. 16. This conclusion has mainly been drawn from observation. 17. The inconsistency of this assumption has largely been shown by electron microscopic studies. 18. The intensive research has culminated in a few important discoveries. 19. This problem has lately been studied very intensively. 20. The problem you are studying has not been widely discussed in literature.

## **PARTICIPLE**

### **Participle I**

#### **Complex Object**

1. I knew this mistake being made automatically. 2. We know our dean having worked on the problem of environment since 2003. 3. We found out some data having been changed in accordance with the program. 4. I saw some students waiting for the exam results near the dean's office. 5. The Professor knew the students having had some questions before the laboratory work. 6. The head of the computer company heard some students of Radioengineering Department trying to find a part-time job. 7. We know the best students of the university being invited to work abroad. 8. I disliked the results of the test having been announced a week later. 9. The members of the delegation knew some important documents having been signed. 10. I thought my article having been published in the university journal but I was mistaken.

## **Absolute Participle I Construction**

1. Data being accessed randomly, semiconductor memories are called random access memory (RAM). 2. The information capacity of a single bit being limited to two alternatives, codes are based on combination of bits. 3. Primary storage having similarity to a function of the human brain, the storage is also called memory. 4. Computer system architecture being organized around the primary storage unit, all instructions must pass through it. 5. Electromechanical memories depend upon moving mechanical parts, their data access time being longer than is that of electronic memories. 6. For this reason most computer systems use electronic memory for primary storage, electromechanical memory being used for secondary storage. 7. A new technique having been worked out, the yields rose. 8. The steam engine having been invented 1825, a self-propelled vehicle was built. 9. These data must be taken into account, the effect of interconnections being by no means negligible. 10. Brakes having become more efficient, cars achieved greater reliability. 11. Some new devices having been obtained, the researches could make more complex experiment. 12. It being late, we decided to stop the experiment. 13. The program having been written, the students had to attend some extra lectures. 14. The important decision having been made, the head of the company had to refuse some new ideas. 15. No new information being received, I am asked to cancel the meeting.

## **Participle II**

### **Functions**

1. Data recorded in the form of magnetized dots can be arranged to represent coded patterns of bits. 2. The essential point of this talk is to give a unified treatment of seemingly unrelated data cited above. 3. The evidence presented points to the possible existence of a common mechanism for these changes. 4. A theoretical treatment of the problem concerned keeps in line with the main purpose of this paper. 5. Within the accuracy of the data described these rules are strikingly well satisfied. 6. For want of a better analogy we shall turn to the one given in the earlier paper. 7. The fundamental point of our approach is to use profitably the knowledge gained during the past two years. 8. The time required for the computer to locate and transfer data to and from a storage medium is called the access time. 9. The scientist chooses between several procedures mentioned above. 10. Much of the data collected will be fed into machines and computers during the coming months.

## **Complex Object**

1. I found my article published in the scientific journal. 2. We don't want the conference held in the state University. 3. The leading engineer of our company wishes his device exhibited at the exhibition of modern scientific applications. 4. My group-mates feel the last exam been the most difficult. 5. The head of the financial company wants the business meeting taken place in time. 6. Our English teacher noticed one test written by the student from another group. 7. I have heard some prices on computer equipment gone down sufficiently. 8. All the members of the delegation want to have the contract signed. 9. He found his e-mail read by somebody else. 10. The secretary observed some letters corrected and but not sent.

## **Absolute Participle II Construction**

1. The article written, he could take part at the conference. 2. The device tested, we used it to make some important calculations. 3. The questions asked, the students started translating the article without a dictionary. 4. The themes of the course projects given, we went to the library. 5. The choice made, all the other variants were rejected. 6. The equipment installed in the laboratory, the members of the delegation signed the documents. 7. The model reconstructed, we had to change the experiment conditions. 8. The new method discussed, the engineers decided to continue the project later. 9. The difficulties recognized, the authorities of the faculty changed some points of the academic plan. 10. The task properly carried out, they were given a new one. 11. The conference held in Moscow, we discussed a number of important scientific problems at the meeting of our faculty.

## **GERUND**

### **Functions**

1. This warning will keep us from making the same mistake. 2. Some of our failures result from underestimating the importance of theory in research. 3. The best way of approaching this knotty problem is to treat it in terms of the newest data. 4. The problem of introducing this principle in research brings about much difficulty. 5. In his report he emphasized the complexity of producing these materials in sufficient quantities. 6. In his talk he drew our attention to the simplicity of performing such observations. 7. We are having a lot of difficulty in trying to avoid these complications. 8. The procedure of

awarding scientific degrees has been much criticized lately. 9. The question of financing this work brought about a spirited discussion. 10. I have the honour of being present at a meeting of scientists who have made substantial contributions to the ever developing area of magnetism. 11. The idea of looking for a compromise solution to this problem has been much debated in literature. 12. One should avoid giving too general definitions of these phenomena. 13. Lack of active contacts among scientists results in duplicating some investigations. 14. This approach consists in practicing sentence structures. 15. I think you should keep on practicing the exercises at home. 16. Excuse my being late in answering your letter. 17. I can see that you have made good progress in studying this problem. 18. I look forward to seeing you at the conference next year. 19. New technical developments have occurred for processing educational data and for organizing instructional material in the classroom.

### **Gerund Construction**

1. They insisted on my staying here till tomorrow. 2. My Physics teacher insisted on my passing the exam together with other students. 3. I feel satisfied of our having taken part in the main scientific contest of the year. 4. We have known of his having won the President Grant. 5. He approved of my writing a description of the experiment results. 6. Everybody has heard of Professor Smith's retiring. 7. The dean of the faculty didn't mind the competition with the other faculties being announced. 8. Nobody knew of his moving to another country. 9. There is no possibility of his entering the university next year. 10. I know of his having been offered the post of the director of the big financial company. 11. All the students insisted on the results of the test being commented.

## **INFINITIVE**

### **Functions**

1. Lasers to be placed on Earth satellites will transform solar radiation into laser beams. 2. To design, construct and operate a laser system is a great technological achievement. 3. To illustrate the use of the technique described in this article two examples are now presented. 4. The instruction is loaded from memory and then decoded to provide the control signals necessary for the processor to execute the instruction. 5. The apparatus to be assembled is very complicated. 6. He asked the student to define the unit of resistance more accurately. 7. Equipment must be analyzed to determine the kinds of

equipment needed and how the data processing functions will be mechanized. 8. The system should be designed to meet information requirements. 9. The problem to be investigated is set up from the electronic analogue computer model. 10. A linear differential equation results from the assumptions to be made. 11. The literature to be reviewed in connection with this problem should primarily be concerned with theoretical treatments of the electron transfer phenomena. 12. The difficulties to be resolved in the first place concern the theoretical aspects of the experiments to be carried out. 13. The attempts to explain the deviation of the experimental findings from calculations to be found in current literature have been inadequate. 14. For lack of time many of the important contributions to be considered in this connection will only be mentioned in passing. 15. The best experimental evidence for the correlation to be considered later in more detail comes from the recent work by Hiller and his collaborators. 16. The data to be reported here point to the possibility of a feedback mechanism, but this is to be checked. 17. A committee headed by Professor Bright began to work out a resolution to be presented to the conference.

### **Complex Subject**

1. A computer centre is expected to be installed at the University next year. 2. Improvements in decision making are expected to result from new development in data processing and management science. 3. Business application of computers may not appear to be as difficult as scientific problems, although some people consider them to be more intricate. 4. More limitations are likely to exist on the freedom to change the input and output, that on the freedom to modify processing methods. 5. We expect a computer to work for at least several hours without a fault. 6. A machine which carried out its internal arithmetic in binary notation is likely to be especially suitable for scientific and mathematical applications. 7. The result of a computation is said to involve error if the result differs by only a small percentage from the solution. 8. This idea has recently been reported to contradict experimental findings. 9. These experiments are likely to throw some light on this complicated problem. 10. Some time ago these phenomena were found to be intimately related to solar activity. 11. This idea has recently been reported to contradict experimental findings. 12. This hypothesis has been found to disagree with experimental evidence. 13. The relativity theory appeared to be a turning point in physical thinking. 14. Lasers have proved to be indispensable in many fields of research. 15. Electronic equipment is likely to find an over growing applications.

## **Complex Object**

1. I noticed some mistakes in my test to be not corrected. 2. The monitor of our group instructed us to attend all the lectures this week. 3. All of us hope our Chemistry teacher to give some extra lectures before the exam. 4. I know her to speak English fluently. 5. We didn't want anybody to stop the experiment. 6. Everybody noticed him to be proud of the results received. 7. The students of our faculty know Professor White to be a very experienced and talented teacher. 8. The authorities of the company expect the contract to be signed immediately. 9. He didn't hope his parents to give him some money for the second higher education. 10. I heard his name to be mentioned among the members of the students' research team. 11. I noticed the text to be difficult, so I had to use a dictionary. 12. His friends knew him to have come just back from England. 13. Nobody noticed her to have left the classroom. 14. We heard her to be good at German, so we asked her to help with the translation.

## **Infinitive Construction with *for***

1. For such data to find application in further work their validity must be left in no doubt. 2. For this effect to manifest itself the following conditions should be created. 3. For the long-term experiments to be realizable various aspects of the problem must be taken into account. 4. For such a study to be of any scientific value the researcher must have acquaintance with several adjacent fields. 5. For such a modification to be justifiable the resulting conditions must have several advantages over the present situation. 6. For such an approach to be justified the final result must have a much degree of accuracy. 7. For the pupils to understand the function of the mouse in computer operation was not difficult. 8. For such suggestions to be of practical use they must be based on observation and experience. 9. For this method to become applicable to our experiment the following alterations should be made.

## **COMPLEX SENTENCES**

### **Subject Clauses**

1. That the lawyer's advice is necessary persuaded me to find a good lawyer. 2. Who of the third-year students will take part in research project depends on the dean's choice. 3. Where to stay while traveling on business is usually very important. 4. What he has done doesn't clear the matter.

5. Whether both these devices will be exhibited during the conference has yet to be decided. 6. That you have failed the exam in management is known to everybody in our group. 7. Who has won in the competition will be known after the public voting. 8. That you are an intelligent student will give you the opportunity to graduate from the university with the Red Diploma. 9. Where we will carry out the experiment is very meaningful. 10. Whether he is a student of our group or another doesn't matter at all. 11. That he has missed a very important meeting is strange. 12. Whether we will have the same number of exams next semester is uncertain. 13. Where we will have summer practice is not known yet. 14. How much money I will need to start my business is not calculated yet.

### **Predicate Clauses**

1. The importance of our experiment is that it will be carried out in cooperation with some students from Holland. 2. The matter of starting any business is whether to take a partner or to take a loan from a bank. 3. The difficulty is whether the dean will give the permission to miss his lecture. 4. The trouble is that I have completely forgotten to inform the teacher about the students' meeting. 5. The problem is who of the students wouldn't like to work for our company. 6. The question was whether our university had won the international grant. 7. The only important result of our cooperation with the students from another faculty was that our project was announced the best one. 8. According to statistics, the most popular question among young people is whether to find a well-paid job abroad.

### **Object Clauses**

1. He was sure that the book was a standard of clarity and objectivity. 2. He emphasized in his talk that the new program made provision for intensive theoretical investigations. 3. We were aware of the fact that the problem required fundamental study. 4. We concluded from this finding that the feedback mechanism was involved. 5. We expected that the new conference regulations would stimulate informal discussion and exchange of ideas. 6. We were convinced that some day we would be able to benefit from these findings. 7. They admitted that even after the research was completed, the nature of these changes would still remain open to the question. 8. He pointed out in his paper that lack of experimental evidence would stand in the way of further work. 9. We were aware that a mistake had been made in the experimental design. 10. He said that he had encountered references to that work in earlier

literature. 11. He reported two years later that his original idea had been erroneous. 12. He pointed out that the question had been raised long before any actual work was started in this direction. 13. We showed in our previous paper that a certain balance had been achieved between the experiment and the theory. 14. We believe that this case is an exception to the general rule. 15. We think that this problem is a great challenge to a theorist.

### **Attribute Clauses**

1. I have mentioned a few cases to which the theory applies. 2. You are asking a question to which no answer can be given at present. 3. I can describe the conditions under which the experiment was conducted. 4. There is no doubt where the defect is localized. 5. There is no evidence when this mechanism comes into action. 6. There is no doubt which factor plays an essential part in this process. 7. There is no evidence how these facts are interrelated. 8. We have no idea how far this relation goes. 9. We have no information on what factors might be involved. 10. We have no explanation why this value should be so large. 11. We have no idea to what extent these processes are interrelated. 12. There is no explanation why these values should differ so much. 13. The man who is talking to somebody by the window is the dean of our faculty. 14. The person whose e-mail I received yesterday wants to invite me to the interview. 15. The report which I presented at the conference has been discussed for two hours. 16. The members of the university football team who had taken part in the competition were awarded with gold medals. 17. I have finally found the title for the article which I have written already.

### **SUBJUNCTIVE MOOD**

#### **I.**

1. If we used this approach, we would have a lot of problems. 2. You should understand the point if you made an effort. 3. If I met Professor Bright, I would discuss my future plans. 4. If you offered your assistance, the authorities of the university would appreciate it. 5. If Den didn't take part in scientific conferences, he wouldn't be responsible for the project. 6. The questions wouldn't be discussed right now if the dean didn't agree to sign the paper. 7. We shouldn't go into too many details if the problem was not very serious. 8. If John was able to describe the results of the experiment, they would include his article in the journal. 9. If Henry knew how to control the process, the results would be different. 10. Our group would start a laboratory work, if we knew the answers to some questions. 11. We should be warned if

something went wrong. 12. If they had all the necessary equipment, we would start the experiment. 13. We would have a better result of the experiment if we used the modern equipment. 14. If I was in the town, I would visit the exhibition of the new computer equipment. 15. If somebody informed me about the meeting I wouldn't be late. 16. The data accuracy would be higher if we combined the two methods. 17. What would happen if certain experimental conditions were not satisfied? 18. I would start the laboratory work just now if I knew that you would help me. 19. If the technology supplied the science, we would have more contracts with our colleagues abroad.

## II.

1. It would be more useful now to renew our contact with the research group. 2. It would be necessary to stimulate the researchers' interest in this particular problem. 3. It would be interesting now to discuss the possibilities that arise from the application of this approach. 4. It would be natural to ask how the problem is solved in this case. 5. It would be difficult for our research group to analyze the results of the experiment without Mr. Owen. 6. It would be useful to learn where this error comes from. It would be unacceptable to have the tests in the end of this year. 7. It would be interesting to know whether our principal will work in other conditions. 8. It would be useful for you to choose between the two methods as they are both inaccurate. 9. It would be impossible for our department to build a new laboratory during this year. 10. It would be necessary to invite the members of the committee to take part in the experiment.

## III.

1. He would have received the post if he hadn't been late. 2. What would you have done if I had given you the list of the recent discoveries? 3. If Mr. Harris had asked me those questions earlier, I would definitely have got the results in the morning. 4. 'What would have happened if the teacher had given us the test to home?' 'We would have written it with the better results.' 5. We would have discussed your suggestion if we had had the plan of your research work. 6. I wouldn't have answered the questions if I hadn't read the article the day before. 7. If I had been informed about the conference a week before, I would have taken part and would have presented some new ideas. 8. We would have obtained the better results if we had used this method in combination with X-ray analyses. 9. If the equipment of the laboratory hadn't been so primitive and old we would have already finished the project. 10. The work would have been done much better if the students had prepared for it properly. 11. They would have responded to our request in time if they had known about it.

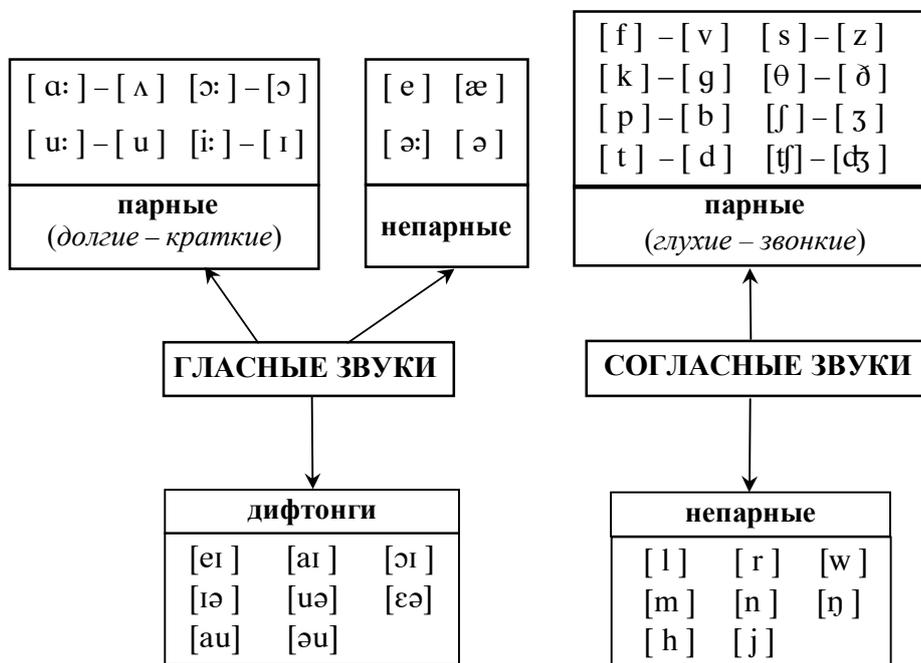
# APPENDICES

# APPENDIX A

## Английский алфавит

<b>A a</b>	[eɪ]	<b>N n</b>	[en]
<b>B b</b>	[bi:]	<b>O o</b>	[əu]
<b>C c</b>	[si:]	<b>P p</b>	[pi:]
<b>D d</b>	[di:]	<b>Q q</b>	[kju:]
<b>E e</b>	[i:]	<b>R r</b>	[ɑ:]
<b>F f</b>	[ef]	<b>S s</b>	[es]
<b>G g</b>	[dʒi:]	<b>T t</b>	[ti:]
<b>H h</b>	[eɪtʃ]	<b>U u</b>	[ju:]
<b>I i</b>	[aɪ]	<b>V v</b>	[vi:]
<b>J j</b>	[dʒeɪ]	<b>W w</b>	[ˈdʌblju:]
<b>K k</b>	[keɪ]	<b>X x</b>	[eks]
<b>L l</b>	[el]	<b>Y y</b>	[waɪ]
<b>M m</b>	[em]	<b>Z z</b>	[zed]

## Знаки транскрипции



### Правила чтения

Тип слога	А а	Е е	І і	О о	U u	Y y
Открытый слог (оканчивается на гласную или <b>e</b> немую)	[ eɪ ] <i>case</i>	[ ɪ ] <i>she</i>	[ aɪ ] <i>line</i>	[ əʊ ] <i>zone</i>	[ juː ] <i>rude</i>	[ aɪ ] <i>my</i>
Закрытый слог (оканчивается на согласную)	[ æ ] <i>tank</i>	[ e ] <i>bet</i>	[ ɪ ] <i>bit</i>	[ ɔ ] <i>lot</i>	[ ʌ ] <i>cut</i>	[ ɪ ] <i>myth</i>
Гласная + <b>r</b> и гласная + <b>r</b> + согласная	[ aː ] <i>car</i> <i>park</i>	[ əː ] <i>her</i> <i>term</i>	[ əː ] <i>sir</i> <i>third</i>	[ ɔː ] <i>or</i> <i>born</i>	[ əː ] <i>fur</i> <i>burn</i>	[ əː ] <i>Cyrd</i>
Гласная + <b>r</b> + гласная	[ eə ] <i>vary</i>	[ ɪə ] <i>here</i>	[ aɪə ] <i>tire</i>	[ ɔː ] <i>story</i>	[ juə ] <i>pure</i>	[ aɪə ] <i>tyre</i>

## APPENDIX B

### Основные способы словообразования Аффиксация (суффиксация и префиксация) Основные суффиксы существительных

Суффиксы	Примеры	Перевод
<b>-er</b> <b>-or</b>	to read – <b>reader</b> to elect – <b>elector</b>	читать – читатель избирать – избиратель
<b>-ant</b> <b>-ent</b>	to assist – <b>assistant</b> to study – <b>student</b>	помогать – помощник изучать – студент
<b>-ian</b>	academy – <b>academician</b>	академия – академик
<b>-ist</b>	to type – <b>typist</b>	печатать – машинистка
<b>-tion</b> <b>-ation</b>  <b>-sion</b>  <b>-ssion</b>	to connect – <b>connection</b> to organize – <b>organization</b>  to collide – <b>collision</b>  to admit – <b>admission</b>	соединять – соединение организовывать – организация сталкиваться – столкновение допускать – допущение
<b>-age</b>	to clear – <b>clearage</b>	очищать – очистка
<b>-ment</b>	to fulfil – <b>fulfilment</b>	выполнять – выполнение
<b>-ure</b>	to press – <b>pressure</b>	давить – давление
<b>-ance</b> <b>-ence</b>	to appear – <b>appearance</b> to depend – <b>dependence</b>	появляться – появление зависеть – зависимость
<b>-ing</b>	to begin – <b>beginning</b>	начинать – начало
<b>-ness</b>	dark – <b>darkness</b>	темный – темнота
<b>-ity</b> <b>-th</b>	active – <b>activity</b> wide – <b>width</b>	активный – активность широкий – ширина
<b>-dom</b> <b>-ism</b> <b>-hood</b> <b>-ship</b>	free – <b>freedom</b> real – <b>realism</b> child – <b>childhood</b> friend – <b>friendship</b>	свободный – свобода действительный – реализм ребенок – детство друг – дружба

### Основные суффиксы прилагательных

Суффиксы	Примеры	Перевод
<b>-ant</b> <b>-ent</b> <b>-ive</b>	to tolerate – <b>tolerant</b> to differ – <b>different</b>  to act – <b>active</b>	терпеть – терпимый различаться – непохожий, другой, отличный (от) действовать – активный
<b>-ful</b> <b>-al</b>	use – <b>useful</b> centre – <b>central</b>	польза – полезный центр – центральный
<b>-ic</b> <b>-ous</b>	history – <b>historic</b> advantage – <b>advantageous</b>	история – исторический преимущество – выгодный
<b>-y</b> <b>-ly</b>	dirt – <b>dirty</b> day – <b>daily</b>	грязь – грязный день – ежедневный
<b>-less</b> (переводится приставкой <i>без-, с-</i> )	noise – <b>noiseless</b>	шум – бесшумный
<b>-ish</b>	old – <b>oldish</b>	старый – староватый

### Основные суффиксы глаголов

Суффиксы	Примеры	Перевод
<b>-en</b> <b>-ify</b>	strength – to <b>strengthen</b> simple – to <b>simplify</b>	сила – усиливать простой – упрощать
<b>-ize</b> <b>-ate</b>	real – to <b>realize</b> active – <b>activate</b>	настоящий – осуществлять активный – активизировать

## Префиксы с отрицательным значением

Префиксы	Примеры	Перевод
<b>un-</b> { не- без (с)-	known – <b>unknown</b> limited – <b>unlimited</b>	известный – неизвестный ограниченный – безграничный
<b>il-</b> <b>im-</b> { не- <b>in-</b> без (с)- <b>ir-</b>	logical – <b>illogical</b> polite – <b>impolite</b> accuracy – <b>inaccuracy</b> regular – <b>irregular</b>	логичный – нелогичный вежливый – невежливый точность – неточность регулярный – нерегулярный
<b>non-</b> { не- без- (с)-	conductor – <b>non-conductor</b>	проводник – непроводник (изолятор)
<b>dis-</b> { раз- не-	to connect – to <b>disconnect</b> ability – <b>disability</b>	соединять – разъединять способность – неспособность
<b>anti-</b> анти-	war – <b>antiwar</b>	военный – антивоенный
<b>mis-</b> означает «неверно»	to print – to <b>misprint</b>	печатать – сделать опечатку

## Префиксы с разными значениями

Префиксы	Примеры	Перевод
<b>super-</b> сверх-	man – <b>super</b> man	человек (мужчина) – сверхчеловек (супермен)
<b>over-</b> пере- над-	to heat – to <b>over</b> heat	нагревать – перегревать
<b>sub-</b> ниже- под- и др.	dean – <b>sub</b> dean system – <b>sub</b> system	декан – заместитель декана система – подсистема
<b>en-</b> (для образования глагола)	large – to <b>en</b> large	большой – увеличить
<b>post-</b> после- <b>pre-</b> до- заранее-	war – <b>post</b> (-)war  heat – <b>pre</b> heat	война – послевоенный  нагреть – предварительно нагреть
<b>re-</b> снова, еще раз	to write – to <b>re</b> write to use – to <b>re</b> use  to elect – to <b>re</b> -elect (пишется через дефис)	писать – переписывать использовать – снова использовать избирать – переизбирать
<b>semi-</b> полу-	conductor – <b>semi</b> conductor	проводник – полупроводник
<b>inter-</b> меж(ду)- взаимо-	<b>change</b> – <b>inter</b> change	обмен – взаимообмен

## Конверсия

**Конверсия** – образование новых слов из уже существующих без всякого изменения их написания и произношения.

a **square** (квадрат)  
*существительное*

a **square** window (квадратное  
окно) *прилагательное*

**staff** (штат, персонал; штатный)  
*существительное, прилагательное*

to **staff** (набирать штаты)  
*глагол*

**double** (двойной)  
*прилагательное*

to **double** (удваивать)  
*глагол*

## Перенос ударения

Существительные и прилагательные имеют ударение на первом слоге (даже если это приставки), а совпадающие с ним по форме глаголы – на втором слоге, например:

**export** (экспорт)

to **ex**port (вывозить)

## Словосложение

**Словосложение** – способ образования новых слов путем соединения двух слов в одно. Пишутся слитно или через дефис.

**timekeeper** – устройство для отсчета времени

**voltage-to-ground** – напряжение по отношению к земле.

## APPENDIX C

### Литература

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