

Министерство науки и высшего образования Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Владимирский государственный университет  
имени Александра Григорьевича и Николая Григорьевича Столетовых»

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УЧЕБНОЕ ПОСОБИЕ ПО ОБУЧЕНИЮ ЧТЕНИЮ  
И РАЗВИТИЮ НАВЫКОВ УСТНОЙ РЕЧИ  
НА АНГЛИЙСКОМ ЯЗЫКЕ

Профессиональный курс



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Цель пособия – формировать у студентов умения логически мыслить, аргументированно и ясно строить устное и письменное высказывания на иностранном языке, корректно выражать собственную точку зрения в межличностном и повседневном общении.

Предназначено для студентов всех направлений подготовки среднего профессионального образования. Составлено в соответствии с требованиями программы обучения иностранным языкам для неязыковых вузов. Рассчитано на аудиторную и самостоятельную работу студентов 2-го курса. Может быть использовано в качестве справочника для студентов заочной формы обучения с элементами дистанционных образовательных технологий.

Рекомендовано для формирования профессиональных компетенций в соответствии с ФГОС ВО.

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## ПРЕДИСЛОВИЕ

Учебное пособие нацелено на развитие и совершенствование у студентов практических умений и навыков чтения и говорения в сфере профессионального общения. Цель пособия – научить студентов быстро извлекать информацию при чтении, излагать содержание по-английски просто и понятно, самостоятельно делать сообщения, вести диалог на иностранном языке, обсуждать темы различного характера. Составлено в соответствии с требованиями к результатам освоения основных образовательных программ для студентов всех направлений подготовки среднего профессионального образования.

Структурной единицей пособия является учебный модуль (UNIT), который включает:

- базовый текст, который содержит основную смысловую информацию урока и предназначен для развития устной речи;
- комплекс упражнений, направленных на развитие навыков разговорной речи;
- творческие задания, формирующие умение выразить свое отношение к обсуждаемой проблеме;
- грамматический справочник и тестовые задания по грамматике как для самостоятельной работы, так и для работы в аудитории;
- тексты для дополнительного чтения.

В плане языковой организации тексты выдержаны в стиле достаточно простого, стилистически нейтрального изложения средней степени сложности.

Учебное пособие обеспечивает коммуникативную и профессиональную направленность обучения иностранному языку, и направлено на решения задач межличностного и межкультурного взаимодействия.

Автор учебного пособия благодарит рецензентов С. П. Фокину, кандидата педагогических наук, доцента кафедры профессиональной языковой подготовки Владимирского юридического института Федеральной службы исполнения наказаний, и В. И. Горбатова, кандидата педагогических наук, доцента кафедры русской и зарубежной филологии Педагогического института ВлГУ за ценные замечания, высказанные ими в процессе работы над рукописью.

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## PART I EDUCATION

*«Learning is a treasure  
that will follow its owner everywhere».  
(Chinese proverb)*

### Unit 1 HIGHER EDUCATION

#### I. Study and memorize the following words and expressions.

1. the jurisdiction – юрисдикция
2. The Ministry of Education and Science – Министерство образования и науки
3. responsible for – ответственный за
4. the accreditation and licensing – аккредитация и лицензирование
5. State Educational Standards – Государственные образовательные стандарты
6. to maintain – поддерживать
7. to construct – создавать, придумывать
8. at least – по крайней мере
9. a secondary education – среднее образование
10. pursuit – стремление
11. prestigious – престижный
12. demands – требования
13. educational establishments – образовательные учреждения
14. annually – ежегодно
15. to involve – включать ( в себя)
16. to employ – предоставлять работу; нанимать
17. an applicant – кандидат, соискатель
18. public and non-public (non-State) – государственный и негосударственный

19. postgraduate higher education	–	послевузовское высшее образование
20. to receive	–	получать
21. to be capable	–	быть способным
22. mutual recognition	–	общее признание
23. validation	–	признание законной силы
24. seal	–	гарантия; доказательство
25. irrespective	–	независимо(от); несмотря на
26. ownership pattern	–	формы собственности
27. assessment week	–	зачетная неделя
28. assignment works	–	задания; работы
29. to defend course projects	–	представлять к защите дипломные проекты
30. in recent years	–	в последние годы; за последние годы
31. drastic changes	–	кардинальные перемены
32. comprehensive transformation	–	всестороннее преобразование
33. diversification	–	расширение области деятельности
34. emergence	–	ученый

## II. Train the pronunciation of the following words:

construct [kən'strʌkt], pursuit [pə'sju:t], prestigious [pres'tɪdʒəs], employ [ɪm'plɔɪ, em-], sphere [sfɪə], half [hɑ:f], qualification [ˌkwɒlɪfɪ'keɪʃ(ə)n], equivalent [ɪ'kwɪv(ə)lənt], expert ['ekspɜ:t], society [sə'saɪəti], mutual ['mju:tʃʊəl], irrespective [ˌɪrɪ'spektɪv], municipal [ˌmju:'nɪsɪp(ə)l], experienced [ɪk'spɪəriən(t)st], status ['steɪtəs], semester [sɪ'mestə], assignment [ə'saɪnmənt], course project [kɔ:s 'prɒdʒekt], exam [ɪg'zæm, eg-], session ['seʃ(ə)n], drastic ['dræstɪk], the diversification ], emergence [ɪ'mɜ:dʒ(ə)n(t)s], comprehensive [ˌkɒmprɪ'hen(t)sɪv], flexible ['fleksəbl], education [ˌedʒu'keɪʃ(ə)n].

**III. Find the sentences with the following words in the text A and translate them into Russian.**

The jurisdiction, State Educational Standards, basic higher education, postgraduate higher education, in the middle of the 18th century, very prestigious, began to change, academic year, each semester, the national emblem, similar to that of Britain, in Soviet times, evolutionary reformation, open for everything new, another type of education.

**IV. Insert the missing words and word combinations.**

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1. The system was... similar to that of ... .</li><li>2. The ... of higher education was and still is considered to be ... .</li><li>3. There are ... educational establishments of ... in the Russian Federation.</li><li>4. More than ... are employed in the ...</li><li>5. ... has the most ... in the world.</li><li>6. I wash the dishes, go shopping and.....</li><li>7. About 300000 applicants from ... of the world come to study at ... .</li><li>8. ... in Russia is provided by ... accredited higher education institutions.</li><li>9. Major... have noted that Russian... is one of the most educational systems in the world .</li><li>10. The... starts on 1st of September and ends at ... .</li><li>11. Russian educational system is that is why it is always open for everything new.</li></ol> | <p>constructed , very flexible, Germany , pursuit, very prestigious , 180,000 , academic year, all types and categories, 6 million people , sphere of education , Russia , educated population , the end of June ,all the countries, Russian universities , Higher Education , public and non-public (non-State), international experts, educational, system developed and advanced</p> |
|---|---|

## V. Read and translate the text A.

### ***“HIGHER EDUCATION IN RUSSIA”***

Higher Education is under the jurisdiction of The Ministry of Education and Science of the Russian Federation which is responsible for the accreditation and licensing of Higher Education Establishments, and for developing and maintaining State Educational Standards.

#### ***History of education in Russia***

Russia's higher education system started with the foundation of the universities in Moscow and St. Petersburg in the middle of the 18th century. The system was constructed similar to that of Germany. In Soviet times, all of the population in Russia had at least a secondary education. The pursuit of higher education was and still is considered to be very prestigious.



Due in great part to demands of the international educational organizations, the system of education in Russia began to change over the past four to five years. Universities began transitioning to a system similar to that of Brit-

ain and the USA: 4 years for the Bachelor's degree and 2 years for a Master's degree.

#### ***Educational establishments***

There are 180,000 educational establishments of all types and categories in the Russian Federation. About 35 million people or 25 % of the total population of the country are annually involved in one or another type of education. More than 6 million people are employed in the sphere of education. Russia has the most educated population in the world. More than half of Russians have higher education qualification. About 300000 applicants from all the countries of the world come to study at Russian universities.





Higher Education in Russia is provided by public and non-public (non-State) accredited higher education institutions. There are two levels of higher education:

- Basic higher education (4 years) leading to the Bakalavr's degree, the first university level degree. This is equivalent to the B.Sc. degree in the US or Western Europe
- Postgraduate higher education (5-6 years or more). After two years, students are entitled to receive a Magistr's degree. This is equivalent to a Master's Degree (M.Sc, M.A.) in the US or Western Europe. After a Master's degree, students can continue to study towards a doctoral degree: Kandidat Nauk degree (the first level, equivalent to Ph. D.) and Doktor Nauk degree (the second, highest level, equivalent to Professor).

In the Russian Federation there are:

- More than 700 State Higher Educational Institutions
- More than 15 million students
- More than 350,000 foreign students studying at Russian State Universities

### **Russian system of higher education**

Major international experts have noted that Russian educational system is one of the most developed and advanced educational systems in the world. In the context of a changing society, the educational system

proved to be capable of adapting to rapid transformations of new realities and to the phase of prolonged evolutionary reformation.

Only accredited higher education establishments have the right to issue state diplomas and degrees ensuring full vocational and academic rights, and are covered by the international agreements on mutual recognition and validation of education documents. Only accredited higher education establishments have the right to use the seal with the national emblem of the Russian Federation. All state degrees award specific qualifications to a graduate, irrespective of the type of educational institution (University, Academy, and Institute) and the ownership pattern (state, municipal, non-state), are equal in status.

### **Academic year and semester**

The academic year starts on 1st of September and ends at the end of June. It is divided into an autumn and spring semester. A study period of 16 weeks in autumn term and a study period of 15-16 weeks in spring term. Each semester ends with one assessment week during which students take course tests and present assignment works and defend course projects.

Exam session: Two or three weeks' period of examinations and final assessments take place each semester.

In recent years, the system of education of the Russian Federation has been undergoing drastic changes in the framework of the comprehensive transformation of the country as a whole. The main changes have been proceeding along the diversification: emergence of new types of educational institutions, introduction of a multi-level higher education system (Bachelor's and Master's Degrees in addition to the traditional Diploma – Specialist Degree), and profound changes in curricula. Russian educational system is very flexible that is why it is always open for everything new.

<https://eduinrus.ru/en/about-education-in-russia/education-in-russia>

**VI. Comprehension check. Answer the following questions.**

1. Under whose jurisdiction is higher education in Russia?
2. What is the Ministry of Education and Science in the Russian Federation responsible for?
3. What did Russia's higher education system start with and when did it start?
4. What was the higher education system constructed similar to?
5. What education did the population in Russia have in Soviet time?
6. Is the pursuit of higher education considered to be very prestigious or not?
7. Why did the system of education in Russia begin to change over the past years?
8. How did universities begin transitioning?
9. How many educational establishments of all types and categories are there in the Russian Federation?
10. How many people are employed in the sphere of education?
11. What part of the population in Russia has higher education qualification?
12. How many levels of higher education are there and what are they?
13. How many Higher Educational Institutions are there in Russia?
14. What is the number of students in Russia?
15. How many foreign students are studying at Russian State Universities?
16. What have international experts noted about Russian educational system?
17. What did the Russian educational system prove in the context of a changing society?
18. What education establishments have the right to issue state diplomas and degrees ensuring full vocational and academic rights and mutual recognition and validation of education documents?
19. What qualifications do all state degrees award to graduates?
20. When does the academic year start and end? How many semesters are academic years divided?
21. How does each semester end?

22. What main changes have been proceeding along the diversification of the education system?

**VII. Find the English equivalents of the following words and expressions in the Text A.**

Государственные образовательные стандарты; Министерство образования и науки Российской Федерации; среднее образование; стремление получить высшее образование; степень бакалавра; степень магистра; государственные и негосударственные аккредитованные высшие учебные заведения; выдавать дипломы государственного образца; тип учебного заведения; учебный год; многоступенчатая система высшего образования.

**VIII. Match the words and expressions with their translation.**

- |                        |  |
|------------------------|--|
| 1. responsible         | a. переход                               |
| 2. accrediting         | b. сфера образования                     |
| 3. changing society    | c. конструировать, образовывать, строить |
| 4. construct           | d. меняющееся общество                   |
| 5. demand              | e. ежегодно                              |
| 6. transitioning       | f. взаимное признание                    |
| 7. annually            | g. аккредитация                          |
| 8. sphere of education | h. претерпевать, подвергаться            |
| 9. mutual recognition  | i. возникновение                         |
| 10. validation         | j. требование                            |
| 11. adapting           | k. рамки                                 |
| 12. framework          | l. легализация; подтверждение;           |
| 13. emergence          | m. ответственный                         |
| 14. undergo            | n. приспособление, адаптация             |

**IX. Tell whether the sentences below true or false. Start your corrections with the words: It is true, it is false. Correct the false statements.**

1. Higher education is under the jurisdiction of various ministries.
2. Russia's higher education system started with the foundation of the universities in the 12<sup>th</sup> century.
3. In Soviet times, all of the population in Russia had at least a secondary education.
4. Universities began transitioning to a system similar to that of Germany.
5. There are more than 200,000 educational establishments of all types and categories in the Russian Federation.
6. Russia has the most educated population in the world.
7. Higher Education in Russia is provided only by public higher education institutions.
8. In the Russian Federation there are more than 1000 State Higher Educational Institutions.
9. Only universities have the right to issue state diplomas and degrees ensuring full vocational and academic rights.
10. The academic year is divided into three semesters; a study period of 4 weeks in each semester.

**X. Find the English equivalents of the sentences below in the Text A.**

1. Высшее образование находится в ведении Министерства образования и науки Российской Федерации, которое отвечает за аккредитацию и лицензирование высших учебных заведений, а также за разработку и поддержание государственных образовательных стандартов.
2. В советское время у всего населения России было как минимум среднее образование.
3. Во многом благодаря требованиям международных образовательных организаций за последние четыре-пять лет система образования в России начала меняться.

4. В Российской Федерации насчитывается 180 000 образовательных учреждений всех типов и категорий.
5. На обучение в российские вузы приезжают около 300000 абитуриентов со всех стран мира.
6. Крупнейшие международные эксперты отмечают, что российская система образования является одной из самых развитых и передовых в мире.
7. Только аккредитованные высшие учебные заведения имеют право использовать печать с государственным гербом Российской Федерации.
8. Экзаменационные сессии с двух – или трехнедельным периодом экзаменов и итоговых оценок проводятся каждый семестр.
9. В последние годы система образования Российской Федерации претерпевает кардинальные изменения в рамках комплексной трансформации страны в целом.
10. Российская система образования очень гибкая, поэтому всегда открыта для всего нового.

**XI. Divide the text into logical parts and speak briefly about Russia's higher education.**

**XII. Read and translate the text B.**

### ***“LIFE AT COLLEGE AND UNIVERSITY”***

The academic year in Britain's universities, Polytechnics, Colleges of Education is divided into three terms, which usually run from the beginning of



October to the middle of December, from the middle of January to the end of March, and from the middle of April to the end of June or the beginning of July.

There are 109 recognized universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol, Birmingham.

Good A-level results in at least two subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a **grant**<sup>4</sup> from their local education authority.

English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, way of student life.

After three years of study a university graduate will leave with the Degree of **Bachelor of Arts**<sup>5</sup>, Science, Engineering, Medicine, etc. Later he may continue to take a **Master's Degree**<sup>6</sup> and then a **Doctor's Degree**<sup>7</sup>. Research is an important feature of university work.

The Oxford and Cambridge Universities date from the twelfth and thirteenth centuries.

The Scottish universities of St. Andrews, Glasgow, Aberdeen and Edinburgh date from the fifteenth and sixteenth centuries.

In the nineteenth and the early part of the twentieth centuries the so-called **Redbrick**<sup>1</sup> universities were founded. These include London, Manchester, Leeds, Liverpool, Sheffield, and Birmingham. During the late sixties and early seventies some 20 'new' universities were set up. Sometimes they are called 'concrete and glass' universities. Among them are the universities of Sussex, York, East Anglia and some others.

During these years the Government set up thirty Polytechnics. The Polytechnics, like the universities, offer first and higher degrees. Some of them offer full-time and **sandwich courses**<sup>8</sup>. **Colleges of Education**<sup>2</sup> provide two-year courses in teacher education or sometimes three years if the graduate specializes in some particular subject.

Some of those 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 is an interesting form of studies which is called **the Open University**<sup>3</sup>. It is intended for people who study in their own free time and who 'attend' lectures by watching television and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities.

Some 80,000 overseas students study at British universities or further education colleges or train in nursing, law, banking or in industry.

### **References:**

1. **Redbrick universities** – «Краснокирпичные» университеты (*разговорное название университетов, появившихся в XIX - начале XX в.*).
2. **College of Education** – педагогический колледж (*трехгодичный педагогический институт; в 1965 г. такие колледжи получили статус университета*).
3. **Open University** – Открытый университет, университет для всех (*функционирует с 1971 г.*).
4. **grant** – стипендия (*обыкн. выплачивается студентам из средств государственного бюджета или местных органов власти*).
5. Bachelor of Arts – бакалавр искусств (*обладатель степени бакалавра по одной из гуманитарных или математических наук в университетах*).
6. **Master's Degree** – ученая степень магистра (*присуждается университетом лицам, успешно завершившим по крайней мере год учебы и исследовательской работы после окончания университета*).
7. **Doctor's Degree** – ученая степень доктора.
8. **sandwich course** – курсы «сэндвич» (*для работающих; обычно при техническом колледже, где занятия чередуются с работой на предприятии*).

### **XIII. Comprehension check. Answer the following questions.**

1. How many terms is the academic year in Britain's universities, Polytechnics, Colleges of Education divided into?



2. How long do the terms usually run?
3. How many universities are there in Britain?
4. Where are the oldest and best-known universities located?
5. What is necessary to get a place at a university?
6. How do universities choose their students?
7. What does a place at a university bring with it for all British citizens?
8. How do English universities differ from each other?
9. What degree will a university graduate leave with after three years of study?
10. What other degrees can university graduates get?
11. What is an important feature of university work?
12. What centuries do Oxford and Cambridge Universities date from?
13. What centuries do the Scottish universities of St. Andrews, Glasgow, Aberdeen and Edinburgh date from?
14. When were the so-called Redbrick universities founded?
15. When were 20 'new' universities set up? How are they sometimes called?
16. What degrees and courses did the Polytechnics offer?
17. What courses do Colleges of Education provide?
18. Where may those who decide to leave school at the age of 16 go?
19. What can they study at further education colleges?
20. Who is the Open University intended for?
21. How do people study and attend lectures at the Open University?
22. How do they keep in touch with their tutors?
23. How many overseas students study at British universities or further education colleges?

**XIV. Give a short summary of the text “B” using the following words and word combinations:**

The academic year; Britain's universities; divided into; terms; usually run; recognized universities; the oldest and best-known universities; A-level results; at least two subjects; necessary; greatly differ from each other; The Scottish universities; date from the fifteenth and sixteenth centuries; the Government set up;

full-time and sandwich courses; the graduate specializes; strong ties with commerce and industry; the Open University; study in their own free time; by watching television; listening to the radio; be unable to enter; overseas students; further education; train in nursing, law, banking or in industry.

### **XV. Translate into English.**

1. Образование является важной частью современной жизни.
2. Быть образованным, значит знать много необходимых и полезных вещей для жизни.
3. В последнее время происходит положительная динамика роста числа иностранных студентов.
4. После окончания 11-го класса средней школы, лицея или гимназии, ученики могут получить высшее образование.
5. Учиться в России престижно и выгодно. Вы можете быть уверены, что получите все необходимые знания по выбранной специальности.
6. Получать образование можно как на коммерческой основе, так и бесплатно, при поддержке Правительства России.
7. История высшего образования в России возвращает нас к 1755 году, когда первый университет был основан в Москве по инициативе Михаила Ломоносова.
8. Многие учебные заведения предлагают степень бакалавра с четырехлетней программой и степень магистра с двухлетней программой обучения.
9. После завершения высшего образования, можно дополнительно поступать в аспирантуру и учиться еще в течение еще трех лет.
10. Высшее образование - это своеобразный признак интеллигентности и высокого уровня культуры личности.

### **XVI. Read and translate the following dialogues.**

**A**

**Nick:** Do we have a History of State and Law today?

**Lena:** No, the teacher is sick, today is the lesson of Philosophy.

**Nick:** It's good. I love Philosophy.

**Lena:** And I like History more.

## B

**Nick:** Lena, do you like studying at the University?

**Lena:** Yes, I have excellent teachers and wonderful classmates.

**Lena:** Have you already made friends with someone Nick?

**Nick:** Yes, I became friends with Ira. She is fascinated by astronomy. We spend many evenings together, watching the stars.

**Lena:** It's very romantic.

**Nick:** Yes, and she is very beautiful. I think that I like her more than just a friend.

## C

**Lena:** Were you invited to a student's party?

**Nick:** Yes, it will be grandiose.

**Lena:** We go there with Alexander, you come with us.

**Nick:** Yes, it will be fun together.

### **XVII. Make up your own dialogue with your group-mates using the following words and word combinations.**

Nice to meet you, University, enter exams, favorite subjects, years old, friendly, good looking, canteen, party, curriculum, tutor, teaching staff, mark, mid-sessional exam, sessional exam, a freshman, tuition, paid by the students, free of charge, the term of studying.

### **XVIII. Tell about your institution using the following sentences.**

1. My name is ... . I'm a ... year student at the ... institute of the ... university.
2. I study these subjects: ... ..
3. After I graduate from the university, I'll be ... (a teacher, an engineer, a lawyer, ...etc.)
4. My university was founded in ... .
5. It's one of the ... (oldest, newest, largest) higher education establishments in Russia.
6. The university campus consists of a number of big buildings, including the teaching blocks, administrative block, libraries and hostels.
7. There are ... institutes at university , including the faculty of ... and ... .

8. The overall number of students studying at University in the daytime, evening and extra-mural departments is about ... thousand (hundred).
9. Most of them live in the hostel, the others live either with their families or rent rooms.
10. We students take an active part in social work. Most of us also go in for sport.

**XIX. Discuss the following statements.**

1. Higher education plays a very important role in our life.
2. There are many good universities in our country.
3. I think that choosing a future profession and university is a serious step in every person's life.
4. Higher education gives many future possibilities.
5. Higher education gives the chance to find an interesting and well-paid job after graduating from the university.
6. Education makes people kin, helps them understand each other better.
7. Human progress mostly depended upon well-educated people.

**XX. Make up your own project in the form of presentation on the topic: “*The Role of the Higher Education*”.**

**Unit 2**

**WORLD OF PROFESSIONS**

***“If You Don't Think About The Future,  
You Will Not Have One”  
(John Galsworthy)***

**I. Study and memorize the following words and expressions.**

- |                       |   |                  |
|-----------------------|---|------------------|
| 1. to choose a career | – | выбирать карьеру |
| 2. profession         | – | профессия        |

3. tough decision	– трудное решение
4. according to	– согласно кому-л./чему-л.
5. to be passionate	– быть увлеченным(чем-л.)
6. to earn money	– зарабатывать деньги
7. to require	– требовать
8. special training	– специальное образование
9. high social status	– высокий социальный статус
10. to find a job	– находить работу
11. absolutely true	– абсолютная правда
12. to succeed	– достигать цели; иметь успех
13. joyless	– безрадостный
14. high time	– зд. пора(что-то решать)
13. to take action	– начать действовать
14. personality traits	– личностные черты; личностные качества
15. to identify	– определять; идентифицировать
16. a conscious decision	– сознательное решение
17. essential	– существенный; важнейший
18. to explore job options	– изучить рынок труда
19. calling	– призвание; профессия
20. to get appropriate education	– получить соответствующее образование
21. awareness	– информированность; осведомленность
22. individual abilities	– индивидуальные способности
23. to take care of smb.	– заботиться о ком-либо
24. to guess	– догадаться
25. all in all	– в общем; в целом
26. the most popular jobs	– самые востребованные профессии
27. waitresses	– официанты

- |     |                     |                                |
|-----|---------------------|--------------------------------|
| 28. | hairstylists        | – парикмахеры                  |
| 29. | drastic changes     | – кардинальные перемены        |
| 30. | an important issue  | – важная проблема              |
| 31. | to make life filled | – зд. сделать жизнь насыщенной |
| 32. | monotonous          | – монотонный; однообразный     |
|     |                     | –                              |

**Remember the differences :**

A **job** is the work that a person does regularly in order to earn money.

A **career** is the series of jobs that a person does in his/her life.

A **profession** is a job that requires special training and brings other high social status.

**II. Train the pronunciation of the following words:**

career [kə'riə], tough [tʌf], Confucius [kən'fju:ʃəs], absolutely [ˌæbs(ə)'l(j)u:tlɪ], true [tru:], passionate ['pæʃ(ə)nət], succeed [sək'si:d], value ['vælju:], certain ['sɜ:t(ə)n], personality [ˌpɜ:s(ə)'næləti], trait [treɪt, treɪ], identify [aɪ'dentɪfaɪ], suitable ['s(j)u:təbl], conscious ['kɒn(t)ʃəs], decision [dɪ'sɪʒn], grown-up ['grəʊnʌp], essential [ɪ'sen(t)ʃ(ə)l], explore [ɪk'splɔ:, ek-], chase [tʃeɪs], calling ['kɔ:lɪŋ], appropriate [ə'prəʊpriət], awareness [ə'weənəs], individual [ˌɪndɪ'vɪdʒuəl, -dʒuəl], ability [ə'bɪləti], talent ['tælənt], chef [ʃef], instance ['ɪn(t)stən(t)s], therefore ['ðeəfɔ:], veterinary ['vet(ə)rɪn(ə)rɪ], surgeon ['sɜ:dʒ(ə)n], guess [ges], designer [dɪ'zainə], architect ['ɑ:kɪtekt], clerk [klɑ:k], policemen [pə'li:smən], waitress ['weɪtrəs, -rɪs], hairstylist ['heə'staɪlɪst], issue ['ɪʃu:, 'ɪʃju:], monotonous [mə'nɒt(ə)nəs], joyless ['dʒɔɪləs].

**III. Find the sentences with the following words in the text A and translate them into Russian.**

There are people; choosing a career; it is not difficult; according to Confucius; passionate; to succeed; it is high time; have a talent for; the most popular jobs; personality traits; a conscious decision; skills and knowledge; parents' dreams; absolutely wrong; an important issue; not interested to

work; to decide for yourself; make a choice; a lot of job options; the choice of professions; dreams of becoming.

**IV. Insert the missing words and word combinations.**

- 1. It is an important issue that makes life filled, bright, interesting or ... and ... .
- 2. You should take into account your ... , ... , ... .
- 3. Today there are a lot of ... ... to choose from out there.
- 4. If you are... about your work, you have more ... to succeed.
- 5 ..., if you want to influence your... it is high time to ... ..
- 6. Well, choosing a proper career is a ... ... of a grown-up person .
- 7. If you are ... ... to work in a field they want you do, always ... your ....
- 8 Some people ... ... for painting and are not good at the ... ... ..
- 9. ... ... .., today the most ... ... are office clerks, policemen, teachers, waitresses, hairstylists, drivers and some others.
- 10. Moreover, when you .. .. , it is also important to get ... ... that will give you all the... skills, knowledge and ... .. .
- 11. It is not ... to ... that they become painters, designers or architects.

So, popular jobs, conscious decision, monotonous, guess, to have a talent, joyless, values, not interested, appropriate education, chances, stand, interests, skills, future, job options, practical awareness, other things, take actions, necessary, passionate, ground, all in all, make a choice, difficult.

## V. Read and translate the text A.

### “THE WORLD OF PROFESSIONS”

Choosing a career is one of the most important and tough decisions people will ever make in life. According to Confucius, "Find a job you love and you will never work a day in your life." It is absolutely true. If you are passionate about your work, you have more chances to succeed. So, if you want to influence your future, it is high time to take actions. At first, you have to learn about yourself. You should take into account your values, interests, skills, as well as certain personality traits which can identify the most suitable professions for you.



Well, choosing a proper career is a *conscious decision* of a grown-up person, and it is *essential to explore job options* that match your interests, skills and knowledge. It is absolutely wrong to chase your parents' dreams. If you are not interested to work in a field they want you do, always stand your ground. It is high time for you to decide for yourself what to do for living and to find your real *calling*. Moreover, when you make a choice, it is also important *to get appropriate* education that will give you all the necessary skills, knowledge and practical *awareness*.



Today there are a lot of job options to choose from out there. Anyway, the choice of professions depends on people's *individual abilities* and talents. Some people have dreams of becoming a doctor and saving people's lives, others like cooking and become master chefs. There are people, for instance, who like *taking care of* animals, and therefore become veterinary surgeons. Some people have a talent for painting and are not good at the other things. It is not difficult *to guess* that they become painters, designers or architects. *All in all*, today the most popular jobs are office clerks, policemen, teachers, *waitresses*, hairstylists, drivers and some others. It is an important issue that makes life filled, bright, interesting or monotonous and joyless.



### **References:**

1. **Confucius** (551–479 BC), *Chinese philosopher; Latinized name of Kongfuze (K'ung Fu-tzu) 'Kong the master'. His ideas about the importance of practical moral values, collected by his disciples in the Analects, formed the basis of the philosophy of Confucianism.*
2. **BC** (abbreviation) *Before Christ is used to indicate that a date is before the Christian era.*

### **VI. Comprehension check. Answer the following questions.**

1. What is one of the most important and tough decisions people will ever make in life?
2. What did Confucius say about finding a job you love? Is it true or not?
3. What should you do to influence your future?
4. What steps should you take to influence your future?
5. What does choosing a proper career include?
6. Is it absolutely necessary to choose your parents' dreams or not? What should you do if you are not interested to work in a field your parents want you do?
7. What is important when you make a choice what to do for living?
8. Are there a lot of job options to choose from today or not?
9. What does the choice of professions depends on?
10. How can future jobs depend on people's dreams, likings and talents?
11. What are the most popular jobs today?
12. What important issue that makes life filled, bright and interesting?

### **VII. Find the English equivalents of the following words and expressions in the Text A.**

Важное и трудное решение; скучный; самые востребованные профессии; кроме того; найти любимую работу; безрадостный; поэтому; принимать во внимание; важнейший; зависеть от чего-либо; важная проблема; следовать мечтам родителей; призвание; заниматься самообразованием; индивидуальные способности; выбирать; осознание чего-либо; влиять на свое будущее; спасать жизни людей.

### VIII. Match the words and expressions with their translation.

1. stand one's ground	a. карьера
2. skills	b. зд. наполнять(жизнь)
3. fill	c. проявляющий заботу
4. taking care of	d. стоять на своем
5. moral values	e. ученик; последователь
6. a career	f. необходимые знания
7. disciple	g. как бы то ни было; во всяком случае
8. necessary knowledge	h. хирург
9. anyway	i. соответствовать
10. surgeon	j. принимать решение
11. match	k. умения; навыки
12. Chinese	l. Китайский
13. decide	m. моральные ценности

### IX. Complete the sentences with the following words: *occupation, career, creative, architect, vet, responsible, noble, prestigious, librarian, fireman.*

1. A profession of photographer is very....
2. My sister says that teaching is a ... profession.
3. We have always thought that any job in the hospital is ....
4. Careers of computer programmer are very ... nowadays.
5. My cousin wants to be an ....
6. Will you write your... on this form?
7. A ... is a person who works in the library and helps people to choose books and magazines to read.
8. I am sure that the profession of a ... is rather dangerous.
9. His ... as a driver came to an end after a bad road accident.
10. I am going to be a ... because I like animals and birds.

**X. Make up other words with the same root with the help of suffixes -er, -or, -ist, -ian. Translate the words.**

To translate, to teach, photo, to paint, to read, law, journal, farm, garden, electric, to collect, to design, to clean, to bake, to write, to drive, politics, pharmacy, library, optics.

**XI. Match the description and the profession.**

1. This is a person who treats people from different diseases.
2. This is a person who catches criminals and keeps his/her eye on observing the law.
3. This is a person who does sport.
4. This is a man who prevents fire and saves people from fire.
5. This is a person who works in a firm and deals with money.
6. This is a person who works in a shop.
7. This is a person who works with little kids or a person who works in a hospital and helps the doctor.
8. This is a person who treats our teeth.
9. This is a person who delivers letters.
10. This is a person who steers a plane.
11. This is a person who creates buildings before the construction.

**Key words:** *shop assistant, book-keeper, dentist, doctor, pilot, policeman, fireman, shop assistant, architect, sportsman, nurse, postman.*

**XII. Translate into English.**

1. Выбор правильной карьеры является одним из самых важных решений.
2. Очень важно изучить свой выбор профессий со всех сторон, собрать как можно больше информации.
3. Мы проводим большую часть своей жизни на работе.
4. Сначала начните с себя, составьте список ваших интересов, талантов и способностей.
5. Реальная проблема для миллионов людей-быть безработными.
6. Большинство людей делают свою карьеру в таких областях как наука, искусство, социальное обслуживание, бизнес, продажи и так далее.

7. В России нет недостатка в рабочей силе, но в настоящий момент растет потребность в квалифицированных кадрах.
8. Как мы знаем, что в мире есть много профессий, и все они являются важными и необходимыми.
9. Выбор профессии является одним из самых важных решений для каждого человека.
10. Вероятно, выбранная профессия делает каждого человека счастливым и успешным для остальной части его жизни.
11. Будущая профессия должна быть интересной и удовлетворять потребности человека.

**XIII. Find true explanations of what each person does in that profession.**

1. a person that works with flowers.	a. Mechanic
2. they cut your hair or give it a new style.	b. Politician
3. a person that works in a library.	c. Judge
4. a qualified person that decides cases in a law court.	d. Florist
5. a person that repairs machines, especially car motors.	e. Pharmacist
6. a person that reads the news, normally on television.	f. Tailor
7. a person that checks your eyes and try and correct any problems with your sight.	g. Hairdresser
8. a qualified person that works with and dispenses medicine.	h. Newsreader
9. a person who works in politics.	i. Optician
10. a person that makes clothes for others, many times producing exclusive items of clothing.	j. Librarian

#### **XIV. Read and translate the following dialogues.**

##### **A**

**Sergey:** Hello, Mike!

**Mike:** Hi! Sergey.

**Sergey:** How are you?

**Mike:** Very well, thanks! Just a bit worried about the coming exam.

**Sergey:** Why? Is it so difficult to pass?

**Mike:** No, I wouldn't say it's very difficult, but it's definitely important for my future profession.

**Sergey:** I see. Are you worried about Biology?

**Mike:** Yes, I really need good marks in this exam, because I want to enter a Medical college.

**Sergey:** I remember that you've planned to study in the field of medicine. What's so interesting in it? In my opinion, it's a very difficult job to deal with various human illnesses.

**Mike:** You're right. I've never thought it's easy. But I know for sure that working in medical field is interesting and useful. When I imagine that after several years of studying I'll be capable of treating people around me, I want to study even more eagerly. Other than that, I'm interested in various innovations. It would be great if I could make my own discovery in medicine.

##### **B**

**Victor:** Hi, Sasha !

**Sasha :** Hi, Victor!

**Victor:** Where are you going to study?

**Sasha:** I want to go to a Law school. My parents insist on it.

**Victor:** Are you unhappy with their choice?

**Sasha:** I've always wanted to be an artist. You know, I'm really fond of drawing. But my father says that being an artist is more of a hobby than actual work. He says that I can draw in my free time just for pleasure.

**Victor:** He might be right. However, if you don't want to become a lawyer at all, then better refuse now.

**Sasha:** No, it's fine. It has lots of advantages too. Lawyers sometimes deal with interesting people and cases. I will probably like the process of investigation or negotiations at court.

**Victor:** Sounds interesting! I think, you should pass Social studies to enter the City Law School, is that right?

**Sasha:** Yes, that's true. I'm also a bit nervous before the exams. However, I think we'll do just fine. Thanks for cheering me up! I feel much better now.

**Victor:** No problem! We can talk about it anytime.

[https://www.en365.ru/dialog\\_my\\_profession.htm](https://www.en365.ru/dialog_my_profession.htm)

### **XV. Make up your own dialogue with your class-mates using the following words and word combinations.**

Profession; What are you?; to choose; boring; interesting; monotones; high time; to decide; parent's dreams; Do you have any plans?; When I was a kid...; I wanted to become... ; What is your occupation?; the right choice; Good luck! ; I'm not sure; It's a big/not big problem; to work hard; very important; I want to be... ; I want to have ... ; well-paid job; I dream about... ; a lot of work to do; good wages; a realistic view; in a company; at hospital; at bank; I'm not working at present; to develop new ideas; initiate changes; great need and importance; important qualities; great capability persistence; knowledge of science; knowledge of foreign languages.

### **XVI. Learn the word engineering and expressions with it. Translate sentences with them from English into Russian**

- Engineering** 1. 1) прикладной (о науке) 2) технический, инженерный  
engineering brain – технический склад ума  
engineering library – инженерная библиотека  
engineering data – технические данные, технические параметры
2. 1) а) инженерное искусство; машиностроение  
engineering worker – рабочий-машиностроитель  
– chemical engineering – химическое машиностроение (технология)  
– civil engineering – строительное дело (техника)

- computer engineering – компьютерная техника, вычислительная техника (как область знаний)
  - electrical engineering – электротехника
  - heating engineering – теплотехника
  - highway engineering – дорожная техника, дорожное строительство
  - hydraulic engineering – проектирование гидротехнических сооружений, гидротехника, гидравлика
  - marine engineering – судовое машиностроение, морское строительство
  - mechanical engineering – машиностроение, техническое проектирование
  - sanitary engineering – санитарная техника; коммунальные службы (водопровод, канализация); проектирование санитарно-технических сооружений
  - systems engineering – системная разработка, разработка систем
  - traffic engineering – дорожное дело, организация движения транспортных потоков, регулирование трафика
  - transportation engineering – техника уличного движения
  - engineering plant – машиностроительный завод
- Syn: machine-building , machinery construction – машиностроение
- б) разработка и управление (о процессах, механизмах); инженерия
  - genetic engineering – генная инженерия
  - software engineering – разработка программного обеспечения
- 2) техника, аппаратура
- 3) махинации, происки

1. **Engineering** is the branch of science and technology concerned with the design, building, and use of engines, machines, and structures. 2. **Engineering** is the work involved in designing and constructing engines and machinery, or structures such as roads and bridges. 3. Some people have **an engineering** brain. 4. **Genetic engineering**, also called genetic modification or genetic manipulation, is the direct manipulation of an organism's genes using biotechnology. 5. **Civil engineering** is a professional engineering discipline that deals with the design, construction, and maintenance of roads, bridges, canals, dams, airports, pipelines, and railways. 6. **Highway engineering** is an engineering discipline branching from civil engineering that involves the planning, design, construction, operation, and maintenance of roads, bridges, and tunnels to ensure safe and effective transportation of people and goods. 7. There are connections between **engineering** and art, for example, architecture, landscape architecture and industrial design. 8. She found work with **an engineering** firm. 9. This control panel is a good example of smart **engineering**. 10. The bridges across Bosphorus are an example of **an engineering** triumph.

**XVII. Read and translate the text B. Pay attention to exercise XIV.**

### **“THE ENGINEERING PROFESSION”**

Engineering is one of the oldest occupations in history. Without the skills included in the broad field of engineering, our present-day civilization could have never evolved. Engineering is often defined as making practical application of theoretical sciences such as physics and mathematics. Many of the early branches of engineering were based not on science but on empirical information that depended on observation and experience rather than on theoretical knowledge. This kind of experimentation eventually led to what is known as the Industrial Revolution, which began in the eighteenth century. One result of the rapid expansion of scientific knowledge was an increase in the number of engineering specialties. By the end of the nineteenth century there was established not only mechanical, civil, and mining and metallurgical engineering, but also emerged the newer special-



ties of chemical and electrical engineering. This growth in the number of specialties was continuing with the establishment of such disciplines as aerospace, nuclear, petroleum, and electronic engineering.

Because there is the large number of engineering fields today there are many different kinds of engineers working on large projects such as the development of nuclear power or new aircraft. In design of a new aircraft mechanical engineers work not only on the plane engines but on other mechanical aspects such as the braking system. When the aircraft goes into production mechanical and industrial engineers are involved in designing the machines necessary to fabricate different parts and the entire system for assembling them. In both phases of such a project mechanical engineers work with specialists in such fields as aerospace and electronic engineering.

Another result of the increase of scientific knowledge is that engineering has become a profession. Today it requires at least four or five years of university study leading to a Bachelor of Science degree. More and more often engineers, especially those engaged in research; get an advanced master's or doctor's degree. Even those engineers who do not study for advanced degrees must keep up with changes in their profession and those related to it. A mechanical engineer who does not know about new materials cannot successfully compete with one who does. All this means that an engineering education is never really finished because the students might be willing to continue the learning process.

In English the word engineer is used in two senses. One, as it has just been indicated, refers to the professional engineer who has a university degree and an education in mathematics, science, and one of the engineering specialties. An engineer, however, is also used to describe a person who operates or maintains an engine or machine. An excellent example of this is a locomotive engineer who operates a train on a railroad. Engineers in this sense are essentially highly-trained technicians rather than professional engineers.

Especially in the last decade public has become more and more aware of the social and environmental consequences of engineering projects. Countless cars and other mechanical devices are the part of our engineered environment. Engineers are working to solve the problems of environmental

pollution by designing devices that reduce pollution and improve fuel efficiency.

Engineering is described as a profession that is a practical application of theoretical science. The work of every successful engineer must increase the practical significance of the work that is safe and necessary for our society.

**XVIII. Answer the following questions. Give a short summary of the text”B”.**

1. What is the importance of engineering?
2. What is the definition of engineering?
3. What were many early branches of engineering based on?
4. What did this kind of experimentation eventually lead to? When was it?
5. What changes took place in the society at that time?
6. What was a result of the rapid expansion of scientific knowledge?
7. What kinds of engineer were there established in course of time?
8. Why are there many different kinds of engineers working on different projects today?
9. What does a new aircraft mechanical engineers do in design of a new aircraft?
10. Why are there many different kinds of engineers working on large projects today?
11. What do mechanical engineers work on in design of a new aircraft?
12. What do mechanical engineers work on when the aircraft goes into production?
13. What specialists do mechanical engineers work with In both phases of such a project?
14. What is another result of the increase of scientific knowledge?
15. How long is it required to become a Bachelor of Science?
16. Is the university education enough to be a good engineer or not?
17. What is the first and second sense of the word engineer in English?
18. What are the social and environmental consequences of engineering projects? How are they solved?
19. What is the essence of engineering as a profession?

**XIX. Discuss the following statements.**

1. It is easy to find job in Russia.
2. There are many interesting and useful professions and it is really not an easy task to choose the right one.
3. The profession should be chosen according to the character and hobbies of the person.
4. I hope that I'll never regret my choice and get a well-paid and interesting job afterwards.
5. So, by now I haven't made a final decision regarding my future profession yet.

**XX. Make up your own project in the form of presentation on the topic: "The Engineering Professions".**

**Unit 3**

**WORLD'S OUTSTANDING PEOPLE**

**I. Study and memorize the following words and expressions.**

- |                           |   |                               |
|---------------------------|---|-------------------------------|
| 1. physicist              | — | физик                         |
| 2. founder                | — | основатель                    |
| 3. electrical engineering | — | электротехника                |
| 4. contribution           | — | вклад                         |
| 5. ferromagnetism         | — | ферромагнетизм                |
| 6. photoelectric          | — | фотоэлектрический             |
| 7. an eminent             | — | выдающийся                    |
| 8. merchant               | — | купец                         |
| 9. with honours           | — | с отличием                    |
| 10. achievements          | — | достижения                    |
| 11. state scholarship     | — | государственная стипендия     |
| 12. thesis                | — | диссертация                   |
| 13. scientific research   | — | научное исследования          |
| 14. dielectric properties | — | диэлектрические свойства      |
| 15. to dedicate           | — | посвящать                     |
| 16. a professorship       | — | звание и должность профессора |

- |                        |   |                          |
|------------------------|---|--------------------------|
| 17. elegant experiment | – | превосходный эксперимент |
| 18. constant           | – | постоянная, константа    |
| 19. to sign            | – | подписать                |
| 20. unbearable         | – | невыносимый, нестерпимый |

## II. Train the pronunciation of the following words:

physicist ['fɪzɪsɪst], pioneer [ˌpaɪə'niə], photoelectric [ˌfəʊtəʊ'lektrɪk], ceremony ['serɪməni], merchant ['mɜːtʃ(ə)nt], gymnasium [dʒɪm'neɪziə], honor ['ɒnə], accept [ək'sept], thesis ['θiːsiːz], dielectric [ˌdaɪ'lektrɪk], anymore [ˌeni'məː], supervise [ˈs(j)uːpəvaɪz], ohm [əʊm], elegant ['elɪgənt], pressure ['preʃə], battery ['bætəri], necessary ['nesəs(ə)rɪ], due [djuː], unbearable [ʌn'beərəbl], electricity [ˌelek'trɪsəti], Paris ['pærɪs], faculty ['fæk(ə)ltɪ], scholarship ['skɒləʃɪp], Europe ['juərəp], scientist ['saɪəntɪst], Berlin [bɜː'liːn], Heidelberg ['haɪd(ə)lbɜːg], Gottingen ['gɒtɪŋən], current [ˈkʌr(ə)nt], conductor [kən'dʌktə], successfully [sək'sesf(ə)li, -fʊli], Hertz [hɜːts].

## III. Find the sentences with the following words in the text A and translate them into Russian.

An eminent Russian physicist, go abroad, scientific papers, founder, decision, pioneer work, new knowledge, graduated from, electromotive force, health, gold medal, Cambridge, well-educated woman, major problem, Moscow State University, Master's examination, defense, electrode and net, position of a teacher, scientific research, magnetism iron, Doctor's dissertation, young scientist.

## IV. Insert the missing words and word combinations.

- |  |  |
|--|--|
| 1. Russian ..., founder of electrical engineering, and professor in ... ..                               | Read, in Cambridge, an eminent, four, Moscow University, Germany, electric machines work, magnetism iron, merchant family, |
| 2. He visited the ... .. of the physical laboratory ... .. in 1874.                                      |  |
| 3. Alexander was ..., when he learned to ..., and he spent days reading, since his ... wasn't very good. |  |

4. The young... solved this problem and defended his ... .. in 1869.
- 5... Alexander Stoletov performed his first ... ..
6. In 1860 after ... the Master's examination Alexander ... .. the university.
7. ... a theory of ... .. was important, since there was no such ... as electrical engineering.
8. The physicist ... popular ..., wrote popular scientific papers and supervised a ... ..
9. In 1893 three ... .. recommended Stoletov for becoming a member of ... ..
10. Again Stoletov went to ... , where he discovered some important patterns of ... ..
11. ... .. Russian physicist, Alexander Grigorievich Stoletov, was ... into the ... .. in ... .

health, Master's thesis, opening ceremony, graduated from, physicist, scientist, abroad, scientific research, born, the Academy of Sciences, lectures, passing, creating, science, delivered, physical society, Academy members, 1839.

**V. Read and translate the text “A”.**

***“ALEKSANDR GRIGORIEVICH STOLETOV”***

Russian physicist, founder of electrical engineering, and professor in Moscow University. His major contributions include pioneer work in the field of ferromagnetism and discovery of the laws and principles of the photoelectric effect. He visited the opening ceremony of the physical laboratory in Cambridge in 1874, and represented Russia at the first World Congress of Electricity in Paris in 1881, where he presented his work on links between electrostatic and electromagnetic values.



An eminent Russian physicist, Alexander Grigorievich Stoletov, was born into the merchant family in 1839. Alexander's father owned a grocery

shop, and his mother, a well-educated woman, did her best to teach her children the Russian language and arithmetic before they started attending a gymnasium (a grammar school). Alexander was four, when he learned to read, and he spent days reading, since his health wasn't very good.

In 1849 Alexander was admitted to Vladimir gymnasium. Seven years later he left it after with honours and a gold medal for outstanding achievements in learning. The same year Alexander Stoletov was accepted to the faculty of physics and mathematics of Moscow State University with state scholarship.

In 1860 after passing the Master's examination Alexander graduated from the university. However, the Master's thesis defense had to be postponed because Alexander Stoletov went to Europe for new knowledge. Studying physics he spent three years in Berlin, Heidelberg and Gottingen and fascinated physicists with his talent and knowledge.

Abroad Alexander Stoletov performed his first scientific research. The young scientist found out that dielectric properties of water had no effect on electromagnetic interactions of electric current conductors. In 1865 Stoletov returned to Russia and soon got a position of a teacher of mathematical physics and physical geography in Moscow State University. The physicist delivered brilliant lectures and prepared his Master's dissertation, dedicated to the major problem of electrostatics. The young scientist solved this problem and defended his Master's thesis in 1869. The following years were spent in effort to create the University physical laboratory – at that time Moscow University had no experimental facilities, and scientists had to go abroad to perform research. In 1871 Alexander Stoletov started working on his Doctor's dissertation and studied magnetic properties of iron. Creating a theory of electric machines work was important, since there was no such science as electrical engineering. Again Stoletov went to Germany, where he discovered some important patterns of magnetism iron.

In 1872 Alexander Stoletov successfully defended his Doctor dissertation, and the following year brought him a professorship in Moscow University. The same year his physical laboratory finally opened and Stoletov didn't

need to go abroad to perform experiments anymore. The physicist delivered popular lectures, wrote popular scientific papers and supervised a physical society. After the defense of his Doctor's dissertation Alexander Stoletov became a world-known scientist. Stoletov suggested using ohm for electric resistance. In 1888 Alexander Stoletov started studies of photo effect, which was discovered by Hertz the year before. Elegant experiments resulted in a discovery of the law, linking critical pressure, electromotive force of a battery and distance between the electrode and net. Later this constant was named after him.

In 1893 three Academy members recommended Stoletov for becoming a member of the Academy of Sciences. However, the President of the Academy refused to sign necessary papers due to "unbearable spirits of Alexander Stoletov". Such decision was a hard blow for the physicist, and many scientists sympathized with him due to that unfair situation. Health of the great scientist was weak since his early childhood, and in May 1896 Alexander Stoletov died of pneumonia.

### **References:**

1. **Heidelberg** (Гейдельберг). *It is a city in southwest Germany, on the River Neckar in Baden-Württemberg; population - 144,600 (est. 2006). Its university is the oldest in Germany.*
2. **Göttingen**. *It is a town in north central Germany, on the River Leine; population - 121,600 (est. 2006). It is noted for its university.*
3. **Hertz** (1857–94), *German physicist and pioneer of radio communication. He continued the work of Maxwell on electromagnetic waves and was the first to broadcast and receive radio waves. Hertz also showed that light and radiant heat were electromagnetic in nature.*

### **VI. Comprehension check. Answer the following questions.**

1. What was Alexander Stoletov?
2. What was Stoletov's major contribution to science?
3. When and where was he born?
4. What family was he born into?
5. What was Alexander's father what his mother did?

6. When did Alexander Stoletov learn to read?
7. When was Alexander admitted to Vladimir gymnasium and how did he study?
8. What did Alexander do after leaving the gymnasium?
9. When did Alexander graduate from Moscow University?
10. Why was his Master's thesis defense postponed? What did he do?
11. When and where did Stoletov do his first research? What was his first research about?
12. When did Alexander return to Russia and what did he do after his return?
13. When did he defend his Doctor's dissertation? What was it about?
14. Why was it necessary to create the university physical laboratory?
15. What did Stoletov do as a professor of Moscow University?
16. What important international events did Stoletov visit?
17. What is photo effect and when did Stoletov begin to work at it?
18. Why wasn't he elected a member of the Academy of Sciences? How did Stoletov respond to the situation?
19. When did he die? What was the reason of his death?

**VII. Find the English equivalents of the following words and expressions in the Text A.**

Выдающийся ученый, пневмония, детство, сильный удар, отказывать, закон, значительный вклад, решать проблемы, попытка создать, пришлось отложить, создавать, физическая лаборатория, бакалейная лавка, представлять работу, хорошо образованный, выдающиеся достижения, защита магистерской работы, свойства воды, электрический ток, читать лекции.



### VIII. Match the words and expressions with their translation.

1. discovery	a.	ХОДИТЬ В ГИМНАЗИЮ
2. effect	b.	ЭЛЕКТРИЧЕСКОЕ СОПРОТИВЛЕНИЕ
3. links	c.	УЕЗЖАТЬ ЗА ГРАНИЦУ
4. attending a gymnasium	d.	БЫТЬ НАЗВАННЫМ В ЧЕСТЬ КОГО-ЛИБО
5. new knowledge	e.	ОТКРЫТИЕ
6. electric resistance	f.	РУКОВОДИТЬ
7. to go abroad	g.	НОВЫЕ ЗНАНИЯ
8. to supervise	h.	ЭФФЕКТ
9. sympathized	i.	СООТВЕТСТВОВАТЬ
10. to sign	j.	СИМПАТИЗИРОВАТЬ
11. to perform experiment	k.	ПОДПИСЫВАТЬ
12. to be named after	l.	ПРОВОДИТЬ ЭКСПЕРИМЕНТ

### IX. Divide the text “A” into logical parts and speak briefly about Russian scientist Alexander Stoletov.

#### X. Read and translate the following dialogues.

#### A

**Mr. Sparow :** Hello. May I talk to the Chief Executive Officer (CEO), please?

**Secretary:** Good morning. Mister Browson is busy at the moment. He is holding a meeting. Do you mind leaving the message for him, please?

**Mr. Sparow :** No, I don't. It is Mr. Sparow calling. We arranged to meet for discussion of our new contract. So I'm calling to confirm.

**Secretary:** Oh, yes, Mr. Sparow. I was looking forward to your call. Mr. Browson asked me to confirm that he would meet you at the Brew at 2 p.m.

**Mr. Sparow :** It is very good. Thank you for information. Looking forward to meeting him.

## B

**Mr. Evans :** Hello, Mr. Collins.

**Mr. Collins :** Good morning, Mr. Evans.

**Mr. Evans :** So we've met to discuss our future mutual development.

**Mr. Collins :** Yes. Our businesses can produce much more together rather than by themselves. You specialize in marketing and we specialize in producing high-quality goods. That is going to give an amazing synergy.

**Mr. Evans :** I hope it will. Have you seen the contract yet?

**Mr. Collins :** Yes. My lawyers looked it through and I am ready to sign and start working.

**Mr. Evans :** That's great. So I suggest celebrating such a move in our development. In our company we have a tradition to meet outside the office on a yearly basis. So why don't we commit this year gathering to our agreement?

**Mr. Collins :** That is a very good idea.

## C

**Alice:** We're having a meeting tomorrow. Can you make it?

**Kevin:** When is it taking place?

**Alice:** We're planning on 10 o'clock. Is that OK?

**Kevin:** Yes, that'll be fine.

**Alice:** We're going to go over the suggestions to improve customer's communication.

**Kevin:** Good. I have some suggestions I'd like to make.

**Alice:** Frank is also going to make some suggestions on improving sales in China.

**Kevin:** That'll be interesting. He's got keen insights.

**Alice:** Yes, he's going to outline some new sales strategies.

**Kevin:** Is Alan attending?

**Alice:** No, he's flying to San Francisco and won't be able to make it.

**Kevin:** Oh well.

**XI. Make up your own dialogue with your classmates using the useful phrases in business English.**

How are you? ; I can't quite remember your name; I think we've met before, haven't we?; Let me take your name and number; You can call me on ... ; Can I have your name / telephone number? ; Could I have your email address?; What's the best way to contact you?; Of course, how silly of me to forget... ; I have your email address but I'm not sure if it's current ; Can you text me your business card?; By the way, can I have your business card?; Here's my email address; Actually, you can always reach via skype; Here is my account name ... .

**XII. Read and translate the text “ B “ without dictionary. Try to understand the main plot of the text.**

**“MIKHAIL LOMONOSOV”**

Mikhail Lomonosov was born in 1711 in the family of a fisherman in the northern coastal village of Denisovka not far from Archangelsk. When he was ten years of age his father began to take him sea fishing. The dangerous life of a fisherman taught him to observe the natural phenomena more closely. During the long winter nights young Lomonosov studied his letters, grammar and arithmetic diligently.

Being the son of a peasant, he was refused admission to the local school. After some years, through concealing his peasant origin, he gained admission to the Slavonic-Greek-Latin Academy and for live years lived a hand-to-mouth existence on three kopecks a day. The noblemen's sons studying with him made fun of the twenty-year-old giant who, in spite of the jeers and his own poverty, made rapid progress.



After five years came the chance of entering the Academy of Sciences, as there were not enough noble-born students to fill the quota. His ability and diligence attracted the attention of the professors and as one of three best students he was sent abroad. He spent all the time there studying the works of leading European scientists in chemistry, metallurgy, mining and mathematics. On his return to Russia in 1745 he was made a professor and was the first Russian scientist to become a member of the Academy of Sciences.

For versatility Lomonosov has no equal in Russian science. Many of his ideas and discoveries only won recognition in the nineteenth century. He was the first to discover the vegetable origin of coal, **for** instance, and as a poet and scientist he played a great role in the formation of the Russian literary language, eliminating distortions and unnecessary foreign words. He died in 1765. His living memorial is the Moscow University, which he founded in 1755.

### **XIII. Find the English equivalents of the following words and expressions in the text “B”.**

- Наблюдать явления природы; делать быстрые успехи; способности и усидчивость; работы по химии, металлургии, горному делу и математике; основать Московский Университет; играть большую роль в; не иметь равных в; открытие; едва сводить концы с концами; устранить диспропорции; «памятник», нечто, что увековечивает память; формирование русского литературного языка; быть принятым в Славяно-Греко- Латинскую Академию; родиться; получить отказ в принятии; скрыть свое крестьянское происхождение; чтобы набрать нужное количество; послать за границу получить признание; растительное происхождение угля; знать, знатные люди.

### **XIV. Comprehension check. Answer the following questions.**

1. What part did Lomonosov play in science?
2. What kind of family was Lomonosov born in?
3. What kind of childhood had he?
4. How did he gain admission to the Slavonic-Greek-Latin Academy?

5. What kind of existence did he live during his studies?
6. Why was he able to enter the Academy of Sciences?

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

1. Когда десятилетний Ломоносов стал выходить в море ловить рыбу, он научился наблюдать явления природы.
2. Ломоносову отказали в приеме в городскую школу.
3. В течение пяти лет ему пришлось вести нищенское существование.
4. Несмотря на возраст и бедность, Ломоносов делал быстрые успехи.
5. Для заполнения вакансий в Академии Наук было недостаточно знатных молодых людей, и Ломоносов поступил в Академию.
6. За старательность и прекрасные способности Ломоносова послали за границу, где он изучал химию, металлургию, горное дело и математику.
7. Ломоносову нет равных по количеству сделанных им открытий.
8. Многие его открытия получили признание только в XX веке.
9. Ломоносов сыграл большую роль в формировании русского литературного языка.

**XVI. Give a short summary of the text “B”.**

**XVII. Discuss the following statements.**

1. Young scientists can solve many problems.
2. It's hard work to be a scientist.
3. You must know all about research work.
4. Explain the following proverb “Knowledge has bitter roots but sweet fruits”.
5. Your favourite scientist.

**XVIII. Make up your own project in the form of presentation on the topic: “*World's Outstanding People*”.**

## PART II

### FUTURE PROFESSIONS

*“Work saves us from three great evils:  
boredom, vice and need”.*  
*Voltaire*

#### Unit 1

### MY FUTURE PROFESSION IS INFORMATION TECHNOLOGIES

#### I. Study and memorize the following words and expressions.

- |                              |                                |
|------------------------------|--------------------------------|
| 1. ability                   | – умение, способность          |
| 2. opportunity               | – возможность                  |
| 3. to study                  | – учиться                      |
| 4. getting deeper and deeper | – зд. все больше и больше      |
| 5. to keep the world open    | – зд. открывать мир            |
| 6. to send message           | – послать сообщение            |
| 7. customers and partners    | – клиенты и партнеры           |
| 8. to get information        | – получать информацию          |
| 9. through electronic mail   | – по электронной почте         |
| 10. through the Internet     | – по Интернету                 |
| 11. archives                 | – архивы                       |
| 12. database                 | – базы данных                  |
| 13. to put into digital form | – переводить в цифровой формат |
| 14. whatever else            | – что еще                      |
| 15. to carry out             | – выполнять                    |
| 16. easily                   | – легко                        |
| 17. to save a lot of time    | – экономить много времени      |
| 18. do calculations          | – выполнять вычисления         |
| 19. to process information   | – обрабатывать информацию      |

20. analyze data	– анализировать данные
21. every business	– каждое дело
22. accurate	– точно, тщательно
22. timely information	– своевременная информация
23. to make decisions	– принимать решение
24. to survive	– выживать
25. manufacturing	– производство
26. cheap and quality	– не дорогой и качественный
27. productivity and efficiency	– производительность и продуктивность
28. competitive	– конкурентно способный
29. extensively	– в значительной степени, сильно
30. different industrial sectors	– различные промышленные отрасли
31. computer hardware	– компьютерное оборудование
32. computer repair	– ремонт компьютера
33. to create	– создавать

## II. Train the pronunciation of the following words:

hardware [ˈhɑːdweə], repair [rɪˈpeə], industrial [ɪnˈdʌstriəl], extensively [ɪkˈsten(t)sɪvli, ek-], competitive [kəmˈpetɪtɪv], productivity [ˌprɒdʌkˈtɪvəti], efficiency [ɪˈfɪʃ(ə)n(t)sɪ, ə-], cheap [tʃiːp], quality [ˈkwɒləti], manufacturing [ˌmænʃəˈfæktʃ(ə)rɪŋ], survive [səˈvaɪv], decision [dɪˈsɪʒn], timely [ˈtaɪmlɪ], accurate [ˈækjərət], analyze [ˈæn(ə)laɪz], data [ˈdeɪtə], calculation [ˌkælkjuˈleɪʃ(ə)n], easily [ˈiːzɪli], whatever [(h)wɒtˈevə], digital [ˈdɪdʒɪt(ə)l], database [ˈdeɪtəbeɪs], archives [ˈɑːkaɪvz], through [θruː], customer [ˈkʌstəmə], message [ˈmesɪdʒ], opportunity [ˌɒpəˈtjuːnəti], ability [əˈbɪləti], career [kəˈrɪə], technology [tekˈnɒlədʒɪ].

## III. Find the sentences with the following words in the text “A” and translate them into Russian.

Both computer professionals and users; every business needs; get information from; a person in the field of computers; put into digital form; open

to all young people; personal abilities and interests; complex work; process information; in manufacturing too; for controlling advanced machine functions; they design, create, and develop computer software; made up my mind; will be able to solve many problems

#### **IV. Read and translate the text “A”.**

##### ***“ INFORMATION TECHNOLOGIES IN MORDEN LIFE”***

Young people choose their careers according to their personal abilities and interests. Career opportunities are open to all young people who have the ability and will to study.



We know that computers are getting deeper and deeper into our life. They keep the world open to us. With them we can use the Internet, send messages to friends, customers and partners, get information from them through electronic mail. Through the Internet we can make use of archives, university or company databases, library catalogues, and millions of photographs, documents, sound clips, video or whatever else put into digital form.

Computers also help to carry out complex work easily and save a lot of time. The computers do calculations, process information and perform many other clever operations. They are also being used in business to collect and analyze data. Every business needs accurate, complete, and timely information to make decisions and survive in today's competitive business environment.

Computers are used in manufacturing too. Computer control of automated production opens up new horizons for cheap and quality production of goods. Programs have been developed for controlling advanced machine functions. Electronic technologies are extensively used to improve productivity and efficiency in different industrial sectors.

No doubt, we can't do without computers any more, but, however, the people – both computer professionals and users – are the most important



component in the computer system. Computer professionals design computer hardware and related equipment, they design, create, and develop computer software and professional computer operators run the computer systems and monitor their activities during processing.

As it is, a computer professional is a person in the field of computers who has had formal education in the technical aspects of computer use – a programmer or systems analyst or computer operator who is concerned only with supporting the computer's physical functions in producing information for the user. The employment picture for computer professionals looks good and is getting better. Several million people are employed as computer programmers, computer operators, information managers, systems analysts, data entry clerks and other more technical workers. The growth of the microcomputer hardware and software industries in recent years has created a large number of new jobs in the retail sales and marketing of computers as well. Many jobs have also been created by companies that manufacture various computer components and by companies that specialize in computer repair.



As for me I have made up my mind. I want to be a computer professional. I am sure that information technologies are among the most important in today's world and computer technologists will be able to solve many problems of modern times.

**V. Comprehension check. Answer the following questions on the text “A”.**

1. How do young people choose their careers?
2. Who are career opportunities open to?
3. What role do computers play in our life?
4. What can we do with the help of computers?
5. What complex work do computers also help to carry out?
6. How are computers also being used in business? What does every business need?

7. Are computers used in manufacture control or not?
8. Why is computer control of automated production so necessary?
9. What has been done for controlling advanced machine functions?
10. What is the most important component in the computer system?
11. What do computer professionals do?
12. What do professional computer operators do?
13. Who is a computer professional?
14. What is a programmer or systems analyst or computer operator concerned with?
15. What is an employment forecast for computer professionals?
16. What computer professionals does the sphere of computer engineering employ?
17. What creates a large number of new jobs in computer sphere?
18. What specialist have you made up your mind to be?

#### **VI. Translate into English.**

1. Рост отрасли микрокомпьютерного оборудования и программного обеспечения в последние годы создал большое количество новых рабочих мест в розничных продажах и маркетинге компьютеров.
2. Картина занятости для компьютерных специалистов выглядит хорошо и становится лучше.
3. Несколько миллионов человек работают программистами, операторами компьютеров, информационными менеджерами, системными аналитиками, клерками ввода данных и другими техническими работниками.
4. Информационные технологии являются одними из самых важных в современном мире, и компьютерные технологи смогут решить многие проблемы современности.
5. Мы знаем, что компьютеры все больше и больше проникают в нашу жизнь.
6. С ними мы можем пользоваться Интернетом, отправлять сообщения друзьям, клиентам и партнерам, получать от них информацию по электронной почте.
7. Молодые люди выбирают свою карьеру в соответствии со своими личными способностями и интересами.

8. Возможности карьерного роста открыты для всех молодых людей, которые имеют возможность и желание учиться.
9. Компьютеры также помогают легко выполнять сложную работу и экономят много времени.
10. Они также используются в бизнесе для сбора и анализа данных.

**VII. Give a short summary of the text “A”.**

**VIII. Find the sentences with the following words and word combinations in the text “ B “ given below and translate them into Russian.**

Abacus; multiply; divide; devised a mechanical way of multiplying; slide rule; calculus; mathematical problems; reduce; the human being altogether; attempt; provide with; aim; vacuum tube; the first real calculating machine; generation; predecessor; reliable; tiny integrated circuits; consequently; due to; rectangular; imprint; etch; approximately; transport technology; decade; the use of transistors; ceramic; chip; greatly reduced in size; due to microminiaturization; dependable.

**IX. Read and translate the text “B”.**

***“HISTORY OF COMPUTERS”***

Let us take a look at the history of the computers that we know today. The very first calculating device used was the ten fingers of a man’s hands. This, in fact, is why today we still count in tens and multiples of tens. Then the abacus was invented, a bead frame in which the beads are moved from left to right. People went on using some form of abacus well into the 16<sup>th</sup> century, and it is still being used in some parts of the world because it can be understood without knowing how to read.

During the 17<sup>th</sup> and 18<sup>th</sup> centuries many people tried to find easy ways of calculating. J. Napier, a Scotsman, devised a mechanical way of multiplying and dividing, which is how the modern slide rule works. Henry Brigg used Napier’s ideas to produce logarithm tables which all mathematicians

use today. Calculus, another branch of mathematics, was independently invented by both Sir Isaac Newton, an Englishman, and Leibnitz, a German mathematician.

The first real calculating machine appeared in 1820 as the result of several people's experiments. This type of machine saves a great deal of time and reduces the possibility of making mistakes, depends on a series of ten-toothed gear wheels. In 1830 Charles Babbage, an Englishman, designed a machine that was called "The Analytical Engine". This machine, which Babbage showed at the Paris Exhibition, in 1855, was an attempt to cut out the human being altogether, except for providing the machine with the necessary facts about the problem to be solved. He never finished this work, but many of his ideas were the basis for building today's computers.

In 1930 the first analog computer was built by an American named Vanne-var Bush. This device was used in World War II to help aim guns. Mark I, the name given to the first digital computer, was completed in



1944. The men responsible for this invention were Professor Howard Aiken and some people from IBM. This was the first Machine that could figure out long lists of mathematical problems, all at a very fast rate. In 1946 two engineers at the University of Pennsylvania, J. Eckert and J. Mauchly built the first digital computer using parts called vacuum tubes. They named their new invention ENIAC. Another important advancement in computers came in 1947, when John von Newmann developed the idea of keeping instructions for the computer inside the computer's memory.



The first generation of computers, which used vacuum tubes, came out in 1950. Univac I is an example of these computers which could perform thousands of calculations per second. In 1960, the second generation of

computers was developed and those could perform work ten times faster than their predecessors. The reason for this extra speed was the use of transistors instead of vacuum tubes. Second-generation computers were smaller, faster and more dependable than first-generation computers. The third generation computers appeared on the market in 1965. These computers could do a million calculations a second, which is 1000 times as many as first-generation computers. Unlike second-generation computers, these are controlled by tiny integrated circuits and are consequently smaller and more dependable. Fourth-generation computers arrived in the mid-80s, and the integrated Circuits, which had been developed, greatly reduced in size. This was due to microminiaturization, which means that the circuits were much smaller than before; as many as 1000 tiny circuits then fit onto a single chip. A chip is a square or rectangular piece of silicon, usually from 1/10 to ¼ inch, upon which several layers of an integrated circuit are etched or imprinted, after which the circuit is encapsulated in plastic, ceramic or metal. Early fourth-generation computers were 50 times faster than third-generation computers and could complete approximately 1,000,000 instructions per second. At the rate computer technology is growing, today's computers might be obsolete by the following decade. It has been said that if transport technology had developed as rapidly as computer technology, a trip across the Atlantic Ocean today would take a few seconds.

**X. Decide whether the following statements are true or false by referring to the information in the text. Then make the necessary changes so that the false statements become true.**

1. The abacus and the fingers are two calculating devices still in use today.
2. The slide rule was invented hundreds of years ago.
3. During the early 1880s, many people worked on inventing a mechanical calculating machine.
4. Charles Babbage, an Englishman, could well be called the father of computers.
5. The first computer was invented and built in the USA.

6. Instructions used by computers have always been kept inside the computer's memory.
7. Using transistors instead of vacuum tubes did nothing to increase the speed at which calculations were done.
8. As computers evolved, their size decreased and their dependability increased.
9. Today's computers have more circuits than previous computers.
10. Computer technology has developed to a point from which new developments in the field will take a long time to come.

**XI. Comprehension check. Answer the following questions on the text "B".**

1. What were the very first calculating devices in our history?
2. What branch of mathematics was invented by Newton and Leibnitz?
3. When did the first real calculating machine appear?
4. Who invented the so called "Analytical Engine"?
5. What did Babbage want to achieve by inventing "the Analytical Engine?"
6. What was the first analog computer used for?
7. Who was responsible for the invention of the first digital computer?
8. What is the difference between computers of the first and the second generation?
9. What is the basis of the third-generation computers?
10. What are the advantages of the fourth-generation computers?

**XII. Translate into English.**

1. Чип представляет собой квадратный или прямоугольный кусок кремния, обычно от 1/10 до 1/4 дюйма.
2. Это была первая машина, которая могла вычислять длинные списки математических задач, причем очень быстро.
3. Первое поколение компьютеров, в которых использовались вакуумные лампы, появилось в 1950 году.
4. Самым первым использованным вычислительным устройством были десять пальцев человеческих рук.

5. Затем были изобретены счеты, рама для бусин, в которой бусы перемещались слева направо.
6. В 1830 году англичанин Чарльз Бэббидж разработал устройство, которое получило название «Аналитический двигатель».
7. В 1960 году было разработано второе поколение компьютеров, которые могли выполнять работу в десять раз быстрее, чем их предшественники.
8. Компьютеры третьего поколения появились на рынке в 1965 году. Эти компьютеры могли выполнять миллион вычислений в секунду, что в 1000 раз больше, чем компьютеры первого поколения.
9. По мере роста компьютерных технологий современные компьютеры могут устареть к следующему десятилетию.
10. Говорят, что если бы транспортная технология развивалась так же быстро, как компьютерные технологии, то путешествие через Атлантический океан сегодня заняло бы несколько секунд.

### **XIII. Give a short summary of the text “B”.**

### **XIV. Discuss the following statements.**

1. Today it's hard to imagine our lives without computer.
2. Many people think that the Internet is very important but the others do not agree.
3. Let us consider what the advantages and disadvantages of a computer are.
4. It's generally agreed today that the mobile telephone is very important thing.
5. What does life look like without the Internet?

### **XV. Make up your own project in the form of presentation on the topic: “*INFORMATION TECHNOLOGIES IN MORDEN LIFE*”.**

## Unit 2

### MY FUTURE PROFESSION IS TOURISM

#### I. Study and memorize the following words and expressions.

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1. inner tourism              | – внутренний туризм              |
| 2. international tourism      | – международный туризм           |
| 3. cultural heritage          | – культурное наследие            |
| 4. destination                | – место назначения               |
| 5. tentative list             | – Примерный перечень             |
| 6. tourist routes             | – туристические маршруты         |
| 7. diverse regions            | – разнообразные области          |
| 8. ethnic cultures            | – национальные культуры          |
| 9. a prominent place          | – знаменитое место               |
| 10. picturesque               | – живописный                     |
| 11. favorable conditions      | – благоприятные условия          |
| 12. borders                   | – границы                        |
| 13. outbound tourism          | – выездной туризм                |
| 14. beach                     | – пляж, взморье                  |
| 15. recreational              | – развлекательный                |
| 16. sightseeing               | – экскурсионный                  |
| 17. resort                    | – курорт                         |
| 18. freshwater lake           | – пресноводное озеро             |
| 19. a significant part        | – значительная часть             |
| 20. the Caucasus              | – Кавказские горы                |
| 21. waterfall                 | – водопад                        |
| 22. climber                   | – скалолаз, альпинист            |
| 22. unique species of animals | – уникальные виды животных       |
| 23. to observe                | – наблюдать, изучать             |
| 24. world-famous volcanoes    | – известные во всем мире вулканы |
| 25. foreigners                | – иностранцы                     |



26. geysers	– гейзеры
27. historical cities	– исторические города
28. to exist	– существовать
29. vacationers	– отдыхающие
30. witness	– свидетель, очевидец
31. anniversary	– годовщина, юбилей
32. large-scale festivals	– широкомасштабные фестивали
33. promotion	– содействие, продвижение

## II. Train the pronunciation of the following words:

Tourism ['tuəri:z(ə)m], cultural ['kʌltʃ(ə)r(ə)l], heritage ['herɪtɪdʒ], route [ru:t], diverse [daɪ'vɜ:s], region ['ri:dʒ(ə)n], ethnic ['eθnik], picturesque [ˌpɪktʃ(ə)'resk], favorable ['feɪv(ə)rəbl], outbound ['aʊtbaʊnd], beach [bi:tʃ], recreational [ˌrekri'eɪʃ(ə)n(ə)l], sightseeing ['saɪtˌsi:ɪŋ], resort [rɪ'zɔ:t], the Caucasus [ði: 'kɔ:kəsəs], waterfall ['wɔ:təfɔ:l], climber ['klaɪmə], unique [ju:'ni:k], species ['spi:ʃi:z], observe [əb'zɜ:v], volcano [vɒl'keɪnə], foreigner ['fɔrɪnə], geyser ['gaɪzə, 'gi:zə], vacationer [və'keɪʃ(ə)nə], anniversary [ˌæni'vɜ:s(ə)rɪ], growth [grəʊθ], variety [və'reɪətɪ], cruise [kru:z], souvenir [su:v(ə)'niə], shamanist ['ʃæmənist], ritual ['rɪtʃuəl].

## III. Find the sentences with the following words in the text A and translate them into Russian.

Soviet times; rich; include; contain; while; major tourist routes; ancient; journey; offer; most visited country; potential; ski resort; ice-breaker; the most picturesque and popular; with the " opening of borders "; several million Russian citizens; on UNESCO's tentative lists; Russian Maslenitsa; Trans-Siberian Railway; the most famous large-scale festivals and holidays; vacationers witnessed.

#### IV. Read and translate the text “A”.

##### *“TOURISM IN RUSSIA”*

Tourism in Russia has seen rapid growth since the late Soviet times, first inner tourism and then international tourism as well. Rich cultural heritage and great natural variety place Russia among the most popular tourist destinations in the world. Not including Crimea, the country contains 26 UNESCO World Heritage Sites, while many more are on UNESCO's tentative lists.

Major tourist routes in Russia include a travel around the Golden Ring of ancient cities, cruises on the big rivers including the Volga, and long journeys on the famous Trans-Siberian Railway. Diverse regions and ethnic cultures of Russia offer many different foods and souvenirs, and show a great variety of traditions, including Russian Maslenitsa, Tatar Sabantuy,



or Siberian shamanist rituals. In 2013, Russia was visited by 33 million tourists, making it the ninth-most visited country in the world and the seventh-most visited in Europe.

Rich cultural heritage and natural diversity puts Russia on a prominent place in the world among countries with potential growth

of tourism. There are 26 UNESCO world heritage sites in the country. Different regions and ethnic groups in Russia have a wide variety of traditions. The main tourist routes in Russia include a visit to the old and new capitals of Russia, sanatorium-and-spa institutions of Krasnodar and Stavropol regions, the Kaliningrad region, the ski resorts of the Caucasus and Siberia, a journey through the "Golden ring of Russia", cruises on trip on the Trans-Siberian Railway, with a visit to the Altai Mountains and Lake Baikal, traveling to volcanoes of Kamchatka and in Primorye.

In the most picturesque and popular tourist regions of Russia tourist special economic zones are created, which provide favorable conditions for the organization of tourist business. With the "opening of borders" in the post-Soviet period, the tourism industry in Russia is characterized by a very

large scale of outbound tourism, primarily beach and recreational and sightseeing. Every year up to several million Russian citizens visit foreign countries, and the resorts of Turkey (Antalya, Alanya, etc.) and Egypt (Sharm El-Sheikh, Hurghada, etc.) have actually become new "all-Russian resorts»

In Russia there are many objects of nature, sometimes unique. Nine of them are included in the UNESCO world heritage list. First of all, it is the deepest freshwater lake on earth, Baikal.

A significant part of the territory of Russia is occupied by mountain systems, including the northern part of the highest mountain system in Europe – the Caucasus, where you can

find beautiful waterfalls, canyons, unique species of animals. In Kamchatka there are world-famous volcanoes and the famous Valley of Geysers. This region is also known as the land of bears, which are one of the symbols of Russia. The most popular among tourists are Moscow and St. Petersburg, also very popular routes on the "Golden ring of Russia", in Kazan, Novgorod the Great, Vologda, Pskov, Volgograd.



## **V. Comprehension check. Answer the following questions on the text “A”.**

1. What has seen rapid growth in Russia since the late Soviet times?
2. What places Russia among the most popular tourist destinations in the world?
3. How many UNESCO World Heritage Sites does the country contain?
4. What do major tourist routes in Russia include?
5. What do diverse regions and ethnic cultures of Russia offer and show?

6. How many tourists visited Russia in 2013?
7. How does Russia rate in Europe and the world according to the number of visiting tourists?
8. What puts Russia on a prominent place in the world among countries with potential growth of tourism?
9. What do the main tourist routes in Russia include?
10. What provides favorable conditions for the organization of tourist business in Russia?
11. Where do up to several million Russian citizens go every year?
12. Why is Russia very unique?

## **VI. Translate into English.**

1. Богатое культурное наследие и огромное природное разнообразие делают Россию одним из самых популярных туристических направлений в мире.
2. Основные туристические маршруты в России включают в себя путешествие по Золотому кольцу древних городов.
3. В стране насчитывается 26 объектов всемирного наследия ЮНЕСКО.
4. Значительную часть территории России занимают горные системы, в том числе северная часть самой высокой в Европе горной системы – Кавказ.
5. Здесь также можно увидеть крупных медведей, которые стали своеобразным символом России в глазах иностранцев.
6. Прежде всего, это самое глубокое пресноводное озеро на земле, Байкал.
7. Различные регионы и этнические группы в России имеют широкий спектр традиций.
8. С «открытием границ» в постсоветский период туристическая индустрия в России характеризуется очень большими масштабами выездного туризма.
9. Камчатка является домом для всемирно известных вулканов и знаменитой Долины гейзеров.

10. В 2013 году Россию посетили 33 миллиона туристов, что делает ее девятой по посещаемости страной в мире и седьмой по посещаемости в Европе.

**VII. Give a short summary of the text “A”.**

**VIII. Find the sentences with the following words and word combinations in the text “ B “ given below and translate them into Russian.**

Tourism is the act and process; the commercial provision of services; international tourism; from the Arctic to Antarctica; journey through the desert; exploration; Classical antiquity; grand tour’s expansion; among the middle classes; supporting infrastructure; “sports tourism” and “medical tourism”; tourist sites for Greeks; commercially organized; business-oriented; geographical range; transport and accommodation systems; in the 16th century; similar antiquity.

**VIII. Read and translate the text “B”.**

***”TOURISM”***

Tourism is the act and process of spending time away from home in pursuit of recreation, relaxation, and pleasure, while making use of the commercial provision of services. As such, tourism is a product of modern social arrangements, beginning in Western Europe in the 17th century, although it has antecedents in Classical antiquity. It is distinguished from exploration in that tourists follow a “beaten path,” benefit from established systems of provision, and, as befits pleasure-seekers, are generally insulated from difficulty, danger, and embarrassment. Tourism, however, overlaps with other activities, interests, and



*John K. Walton*

processes, including, for example, pilgrimage. This gives rise to shared categories, such as “business tourism,” “sports tourism” and “medical tourism” (international travel undertaken for the purpose of receiving medical care).

By the early 21st century, international tourism had become one of the world’s most important economic activities, and its impact was becoming



increasingly apparent from the Arctic to Antarctica. The history of tourism is therefore of great interest and importance. That history begins long before the coinage of the word tourist at the end of the 18th century. In the Western tradition, organized travel with supporting infrastructure, sightseeing, and an empha-

sis on essential destinations and experiences can be found in ancient Greece and Rome, which can lay claim to the origins of both “heritage tourism” (aimed at the celebration and appreciation of historic sites of recognized cultural importance) and beach resorts. The Seven Wonders of the World became tourist sites for Greeks and Romans.

Pilgrimage offers similar antecedents, bringing Eastern civilizations into play. Its religious goals coexist with defined routes, commercial hospitality, and an admixture of curiosity, adventure, and enjoyment among the motives of the participants. Pilgrimage to the earliest Buddhist sites began more than 2,000 years ago, although it is hard to define a transition from the makeshift privations of small groups of monks to recognizably tourist practices. Pilgrimage to Mecca is of similar antiquity. The tourist status of the hajj is problematic given the number of casualties that – even in the 21st century – continued to be suffered on the journey through the desert. The thermal spa as a tourist destination regardless of the pilgrimage associations with the site as a holy well or sacred spring – is not necessarily a European invention, despite deriving its English-language label from Spa, an early resort in what is now Belgium. The oldest Japanese onsen (hot

springs) were catering to bathers from at least the 6th century. Tourism has been a global phenomenon from its origins.

Modern tourism is an increasingly intensive, commercially organized, business-oriented set of activities whose roots can be found in the industrial and postindustrial West.

The aristocratic grand tour of cultural sites in France, Germany, and especially Italy – including those associated with Classical Roman tourism – had its roots in the 16th century.



It grew rapidly, however,

expanding its geographical range to embrace Alpine scenery during the second half of the 18th century, in the intervals between European wars. As part of the grand tour's expansion, its exclusivity was undermined as the expanding commercial, professional, and industrial middle ranks joined the landowning and political classes in aspiring to gain access to this rite of passage for their sons. By the early 19th century, European journeys for health, leisure, and culture became common practice among the middle classes, and paths to the acquisition of cultural capital (that array of knowledge, experience, and polish that was necessary to mix in polite society) were smoothed by guidebooks, primers, the development of art and souvenir markets, and carefully calibrated transport and accommodation systems.

### ***References:***

1. ***Mr. John Kimmons Walton*** is a professor at the University of the Basque Country, Leioa, Spain. Walton is an expert on the history of the development of tourism, and particularly the English seaside.

### **IX. Comprehension check. Answer the following questions on the text "B".**

1. What is tourism?
2. How has tourism been developed?

3. What is tourism developed from?
4. What activities does tourism overlap with?
5. What does tourism give rise to?
6. What had happened to international tourism by the early 21st century?
7. When can organized travel with supporting infrastructure in the Western tradition be found?
8. What can lay claim to the origin “heritage tourism”?
9. What places became tourist sites for Greeks and Romans?
10. When did pilgrimage to Buddhist sites and to Mecca begin?
11. Where do the words *thermal spa* come from?
12. What has tourism been from its origins?
13. What is modern tourism like?
14. When did the aristocratic grand tour of cultural sites in France, Germany, and especially Italy have its roots?
15. What became common practice by the early 19th century?

**X. Give a short summary of the text “B”.**

**XI. Find the sentences with the following words and word combinations in the text “ C “ given below and translate them into Russian.**

Unlike any other ancient Russian city; architectural; eight centuries; the Suzdalian lands; the first Christian church; architectural ensemble; the first independent prince; devastated; against the Tatar-Mongols; to retain; independence; religious centre; a long interval; to erect; the heraldic shield; Suzdal's monastery ensembles; to provide; merchant; white-stone Cathedral of the Nativity; modern Suzdal; The Golden Apple; preservation and restoration; development of tourism; to enjoy; political importance; agriculture and tourism; open-air museum.



## **XII. Read and translate the text “C”.**

### ***“THE GOLDEN RING OF RUSSIA: SUZDAL”***

Suzdal, unlike any other ancient Russian city, is rich in architectural monuments. The first written reference of Suzdal is found in the chronicle of 1024 A.D. The city was built during eight centuries. It is 28 km to the north of Vladimir. At the end of the 11th century the Suzdalian lands went to Vladimir Monomakh. The first Christian church was built and trading and artisan settlement grew up which was surrounded by earth fortifications. By the beginning of the 12th century Suzdal was a big town. In 1125 Yuri Dolgoruky, the first independent prince of the Rostov-Suzdalian lands, made it the capital of the principality. In 1238 Suzdal was devastated by Khan Batu's hordes, but gradually recovered. 25 years later its townspeople took part in an uprising against the Tatar-Mongols.

With the growth of the Moscow principality the princes of Suzdal began to struggle against Moscow and tried to retain their independence. But in 1392, however, Suzdal lost its political importance and became a religious centre.



In the 16th century, after a long interval, stone construction was resumed; a number of large buildings were erected on the orders of Moscow Grand Prince Vasily III and the first Russian Tsar Ivan Groznyy (the Terrible). By the end of the 17th century Suzdal's monastery ensembles had taken shape. In the 18th century building was carried out mainly on the money provided by the merchants. Over the century about 30 parish churches were built and gave the town its unique appearance.

In 1796 Suzdal became a district centre of Vladimir province, its coat-of-arms was a falcon in a royal crown on the red-and-blue background of the heraldic shield. In the 19th century Suzdal's trading importance began to decline and the population dropped. Market gardening became the main occupation of the inhabitants.

The town's oldest architectural ensemble is the Kremlin. At the end of the 11th century the fortress was built here, inside the Kremlin is the oldest



specimen of Suzdalian architecture, the white-stone Cathedral of the Nativity of the Mother of God (1222-1225). The Nativity Cathedral is famous for its two 13th century "golden gates". The modern Suzdal is the administrative centre of the Suzdalian District of the Vladimir Region. Its population is about 12 thousand people.

The main occupations of the population are agriculture and tourism. Suzdal is a famous tourism centre. Suzdal is a unique town. It survived almost intact from the 17th century. The town and its surroundings are very



picturesque. The whole Suzdal is a big open-air museum of history, architecture and art. Many thousands of tourists come to Suzdal every year and enjoy their stay in that historical place. In 1982 the International Federation of Journalists and Writers on Tourism (FIJET) awarded Suzdal with The Golden Apple, an international prize which is considered to be very similar to Oscar. This prize was awarded for the preservation and restoration

of historical and architectural monuments, the development of tourism and the construction of the Tourist Centre.

### **References:**

**1. ФИЖЕТ** (FIJET — Fédération Internationale des Journalistes et Ecrivains du Tourisme) — Международная федерация журналистов пишущих о туризме. Создана в 1954 году по инициативе французских, бельгийских, итальянских журналистов в Париже.

**2. THE "GOLDEN APPLE" PRIZE** was awarded to Moscow in September 2015 for the work on the preservation of cultural and historical heritage and the dynamic development of tourist destination.

**XIII. Comprehension check. Answer the following questions on the text “C”.**

1. When is the first written reference of Suzdal found?
2. Where is Suzdal situated?
3. What happened in the history of Suzdal in the 11th century?
4. When did Suzdal become the capital of the principality?
5. When did Suzdal become a religious centre?
6. Who ordered a number of large buildings in Suzdal in the 16th century?
7. What was built in the 18th century?
8. When did Suzdal become a district centre of Vladimir province and receive its coat-of-arms?
9. What is its coat-of-arms?
10. What was Suzdal like in the 19th century?
11. What is the oldest town's ensemble?
12. What is Suzdal now?
13. What is the population of Suzdal?
14. Why is Suzdal very unique?
15. What award was given to Suzdal in 1983?

**XIV. Translate into English.**

1. Первое письменное упоминание о Суздале найдено в летописи 1024 г. н.э. 2.
2. Город был построен в течение восьми веков.
3. В конце XI века суздальские земли перешли к Владимиру Мономаху.
4. Была построена первая христианская церковь, выросло торговое-ремесленное поселение, окруженное земляными укреплениями.
5. В 1238 году Суздаль был опустошен полчищами хана Батые, но постепенно вновь восстановлен.
6. В 1796 году Суздаль стал районным центром Владимирской губернии, гербом которого был сокол в царской короне на красно-синем фоне геральдического щита.

7. К концу 17 века ансамбли Суздальского монастыря уже сформировались.
8. В 18 веке строительство велось в основном на деньги, предоставленные купцами.
9. За столетие было построено около 30 приходских церквей, которые придали городу уникальный облик.
10. Современный Суздаль является административным центром Суздальского района Владимирской области. Население составляет около 12 тысяч человек.

**XV. Give a short summary of the text “С”.**

**XVI. Discuss the following statements.**

1. Tourism in Russia has seen rapid growth since the XIX-th century.
2. Major tourist routes in Russia include a travel around the Golden Ring of ancient cities.
3. What places do you visit every year?
4. Tourism is industry.
5. What is modern tourism like?

**XVII. Make up your own project in the form of presentation on the topic: “*The Golden Ring of Russia*”.**

### Unit 3

## MY FUTURE PROFESSION IS MAINTENANCE AND SERVICE OF ELECTRICAL AND ELECTROMECHANICAL EQUIPMENT

**I. Study and memorize the following words and expressions.**

1. to encompass – заключать (в себе); касаться
2. phenomenon (phenomena) – явление (явления)
3. electric charge – электрический заряд
4. the flow of electric charge – движение (перемещение, течение) электрических зарядов

5. lightning – молния
6. electromagnetic field – электромагнитное поле
7. electromagnetic induction – электромагнитная индукция
8. adequate – соответствующий; адекватный; надлежащий
9. subatomic – субатомный; элементарный
10. particle – частица
11. property – свойство; качество; характеристика; способность
12. interaction – взаимодействие
13. electric current – электрический ток
14. to measure – измерять
15. ampere – ампер
16. influence – влияние; воздействие
17. vicinity – соседство; близость (к чему-либо)
18. capacity – способность
19. presence – присутствие; наличие
20. motion – движение
21. antiquity – античность; древность
22. scientific advance – научный прогресс
23. forthcoming – грядущий; приближающийся; наличный; поступивший в распоряжение
24. extraordinary – необычайный; необычный; удивительный; исключительный
25. versatility – универсальность; разносторонность
26. source of energy – источник энергии
27. transport – перевозка; транспортировка; транспорт
28. heating – отопление
29. lighting – освещение
30. communications – средства связи
31. backbone – основа; суть; сущность

## II. Train the pronunciation of the following words:

Phenomenon [fi'nɒmɪnən], charge [tʃɑ:dʒ], lightning ['laɪtnɪŋ], electromagnetic [ɪˌlektɹə(u)mæɡ'netɪk], field [fi:ld], induction [ɪn'dʌkʃ(ə)n], adequate

[ˈædɪkwət], subatomic [ˌsʌbəˈtɒmɪk], particle [ˈpɑːtɪkl], property [ˈprɒpəti], interaction [ˌɪntərˈækj(ə)n], current [ˈkʌr(ə)nt], measure [ˈmeʒə], ampere [ˈæmpeə], influence [ˈɪnfluəns], vicinity [vɪˈsɪnəti], capacity [kəˈpæsəti], antiquity [ænˈtɪkwəti], forthcoming [ˌfɔːθˈkʌmɪŋ], extraordinary [ɪkˈstrɔːd(ə)n(ə)rɪ, ek-], versatility [ˌvɜːsəˈtɪləti], source [sɔːs], energy [ˈenədʒɪ], heating [ˈhiːtɪŋ], lighting [ˈlaɪtɪŋ], electricity [ˌelekˈtrɪsəti, ɪˌlek'-].

### III. Find the sentences with the following words in the text A and translate them into Russian.

General term; scientific advances; electrical power; lightning and static electricity; familiar concepts; precise terms; subatomic particles; electromagnetic fields; measured in amperes; charges in its vicinity; measured in volts; to put electricity to industrial and residential use; foreseeable future; the late nineteenth century; backbone of modern industrial society; has been studied since antiquity; include.

### IV. Read and translate the text “A”.

#### ***“ELECTRICITY”***

Electricity is a general term that encompasses a variety of phenomena resulting from the presence and flow of electric charge. These include many easily recognizable phenomena such as lightning and static electricity, but

in addition, less familiar concepts such as the electromagnetic field and electromagnetic induction.



In general usage, the word 'electricity' is adequate to refer to a number of physical effects. In scientific usage the term is better identified by more precise terms:

- electric charge – a property of some subatomic particles, which determines their electromagnetic interactions. Electrically charged matter is influenced by, and produces, electromagnetic fields;

- electric current – a movement or flow of electrically charged particles, typically measured in amperes;
- electric field – an influence produced by an electric charge on other charges in its vicinity;
- electric potential – the capacity of an electric field to do work, typically measured in volts;
- electromagnetism – a fundamental interaction between the magnetic field and the presence and motion of an electric charge.

Electricity has been studied since antiquity, though scientific advances were not forthcoming until the seventeenth and eighteenth centuries. It would not be until the late nineteenth century, however, that engineers were able to put electricity to industrial and residential use. This period witnessed a rapid expansion in the development of electrical technology. Electricity's extraordinary versatility as a source of energy means it can be put to an almost limitless set of applications which include transport, heating, lighting, communications, and computation. The use of electrical power is the backbone of modern industrial society, and it can be expected to remain for the foreseeable future.

**V. Comprehension check. Answer the following questions on the text “A”.**

1. What does the term “electricity” encompass?
2. What do phenomena resulting from the presence and flow of electric charge include?
3. What more precise terms is the term “electricity” better identified by in scientific usage?
4. What is electric charge (electric current, electric field, electric potential, electromagnetism)?
5. Since what period of time has electricity been studied?
6. What period witnessed a rapid expansion in the development of electrical technology?
7. Why can electricity be put to an almost limitless set of applications?
8. What does the set of electricity applications include?

## **VI. Match the term and its definition.**

1. Electric field a) a property of some subatomic particles, which determines their electromagnetic interactions
2. Electric charge b) the capacity of an electric field to do work, typically measured in volts
3. Electric current c) a fundamental interaction between the magnetic field and the presence and motion of an electric charge
4. Electric potential d) a movement or flow of electrically charged particles, typically measured in amperes
5. Electromagnetism e) an influence produced by an electric charge on other charges in its vicinity

## **VII. Translate into English.**

1. Электричество изучалось со времен античности, но научные достижения появились лишь в семнадцатом и восемнадцатом веках.
2. Многообразие электричества как источника энергии означает, что области его применения почти безграничны.
3. Невозможно представить современную цивилизацию без электричества.
4. Сегодня потребление энергии на душу населения (consumption of electricity per capita) является показателем (an indicator) экономического здоровья нации.
5. Термин электричество включает в себя разнообразие явлений, возникающих от присутствия и движения заряда.
6. Самое важное преимущество электричества состоит в том, что это чистая, легко получаемая энергия, не дающая побочных продуктов.

## **VIII. Give a short summary of the text “A”.**

### **IX. Find the English equivalents of the following words and expressions in the Text “B” given below.**

Сила тяготения; величина электромагнитного воздействия; электрон; протон; результирующий заряд; отсутствие равновесия; гравитацион-



ное притяжение; электромметр; одноимённо заряженные объекты; сильное взаимодействие; закон Кулона; распространяться; античастица; антиматерия; материя; противоположные по знаку; притягивать их друг к другу прикладывать силу.

**X. Find the Russian equivalents of the following words and expressions in the Text “B” given below.**

Carrier; to give rise to; to interact with; the four fundamental forces of nature; a conserved quantity; to pass along; conducting material; to exert a force; lightweight; a glass rod; to suspend from a string; to deduce; to manifest; to repel; opposite-charged objects; to attract; the magnitude of the electro-magnetic force; inverse-square relation to the distance; the amount of charge.

**XI. Read and translate the text “B”.**

***“ELECTRIC CHARGE”***

Electric charge is a property of certain subatomic particles, which gives rise to and interacts with, the electromagnetic force, one of the four fundamental forces of nature. Charge originates in the atom, in which its most familiar carriers are the electron and proton. It is a conserved quantity, that is, the net charge within an isolated system will always remain constant regardless of any changes taking place within that system. Within the system, charge may be transferred between bodies, either by direct contact, or by passing along a conducting material, such as a wire. The informal term static electricity refers to the net presence (or 'imbalance') of charge on a body, usu-



ally caused when dissimilar materials are rubbed together, transferring charge from one to the other.

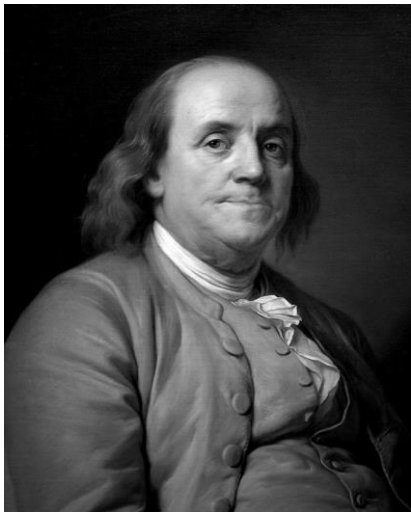
The presence of charge gives rise to the electromagnetic force: charges exert a force on each other, an effect that was known, though not understood, in antiquity. A lightweight ball suspended from a string can be charged by touching it with a glass rod that has itself been charged by rubbing with a cloth. If a similar ball is charged by the same glass rod, it is found to repel



the first: the charge acts to force the two balls apart. Two balls that are charged with a rubbed amber rod also repel each other. However, if one ball is charged by the glass rod, and the other by an amber rod, the two balls are found to attract each other. These phenomena were investigated in the late eighteenth century by Charles-Augustin de Coulomb, who deduced that charge manifests itself in two opposing forms, leading to the well-known axiom: like-

charged objects repel and opposite-charged objects attract.

The force acts on the charged particles themselves, hence charge has a tendency to spread itself as evenly as possible over a conducting surface. The



magnitude of the electromagnetic force, whether attractive or repulsive, is given by Coulomb's law, which relates the force to the product of the charges and has an inverse-square relation to the distance between them. The electromagnetic force is very strong, second only in strength to the strong inter-action, but unlike that force it operates over all distances. In comparison with the much weaker gravitational force, the electromagnetic force pushing two electrons apart is

1042 times that of the gravitational attraction pulling them together.

The charge on electrons and protons is opposite in sign, hence an amount of charge may be expressed as being either negative or positive. By convention, the charge carried by electrons is deemed negative and that by

protons positive, a custom that originated with the work of Benjamin Franklin.

The amount of charge is usually given the symbol  $Q$  and expressed in coulombs; each electron carries the same charge of approximately  $-1.6022 \times 10^{-19}$  coulomb. The proton has a charge that is equal and opposite, and thus  $+1.6022 \times 10^{-19}$  coulomb. Charge is possessed not just by matter, but also by antimatter, each antiparticle bearing an equal and opposite charge to its corresponding particle.

Charge can be measured by a number of means, an early instrument being the gold-leaf electroscope, which although still in use for classroom demonstrations, has been superseded by the electronic electrometer.

### **References**

**1. CHARLES-AUGUSTIN DE COULOMB** - Шарль Огюстен де Кулон (фр. *Charles-Augustin de Coulomb*, 14 июня 1736 — 23 августа 1806) — французский военный инженер и учёный-физик, исследователь электромагнитных и механических явлений; член Парижской Академии наук. Его именем названы единица электрического заряда и закон взаимодействия электрических зарядов.

**2. BENJAMIN FRANKLIN** - Бенджамин Фрэнклин (англ. *Benjamin Franklin*; 17 января 1706 года, Бостон, Провинция Массачусетс-Бэй — 17 апреля 1790 года, Филадельфия, США) — американский политический деятель, дипломат, изобретатель, писатель, журналист, издатель. Один из лидеров войны за независимость США. Ввёл общепринятое теперь обозначение электрически заряженных состояний «+» и «-»; установил тождество атмосферного и получаемого с помощью трения электричества и привёл доказательство электрической природы молнии; установил, что металлические острия, соединённые с землёй, снимают электрические заряды с заряженных тел даже без соприкосновения с ними и предложил в 1752 году проект молниеотвода. Первый американец, ставший иностранным членом Петербургской академии наук (с 1917 года — Российская академия наук).

**XII. Comprehension check. Answer the following questions on the text “B”.**

1. What is a charge?
2. Where does a charge originate?
3. What are its most familiar carriers?
4. What is the net charge within an isolated system?
5. How may charge be transferred within the system?
6. What does the informal term static electricity refer to?
7. What does the presence of charge give rise to the electromagnetic force?
8. How can a suspended ball be charged?
9. How do the charged balls interact?
10. What did Charles-Augustin de Coulomb deduce?
11. What is the magnitude of the electromagnetic force given by Coulomb's law?
12. How strong is the electromagnetic force?
13. How did the notions of the negative and positive charge originate?
14. What is the symbol of the amount of charge and how is it measured?
15. What is the charge of the electron and proton?
16. What can possess charge?
17. In what way can charge be measured?

**XIII. Translate into English.**

1. Движение электрического заряда называется электрическим током, интенсивность которого обычно измеряется в амперах.
2. Ток может состоять из любых движущихся заряженных частиц; чаще всего это электроны.
3. Известно, что электрический ток состоит из потока заряженных частиц, движущихся в любом направлении или даже в обоих направлениях одновременно.
4. Процесс, посредством которого электрический ток проходит через вещество, называется электропроводностью.

5. Природа тока зависит от природы заряженных частиц и вещества, через которое они проходят.
6. Примеры электрических токов включают в себя металлическую проводимость, где электроны проходят через проводник, такой как металл, и электролиз, где ионы (заряженные атомы) проходят через жидкости.
7. В 1800 году Николсон и Карлайл обнаружили, что вода может разлагаться током из вольтового столба. Этот процесс, известен теперь как электролиз.
8. Одно из важнейших открытий, касающихся электрического тока, было сделано в 1820 году Хансом Кристианом Эрстедом, когда он готовил лекцию и стал свидетелем того, как ток в проводе нарушает работу магнитного компаса.
9. Ханс Кристиан Эрстед открыл электромагнетизм - взаимодействие между электричеством и магнетизмом.
10. В технике или в домашних приборах, ток часто описывают как постоянный ток (DC) или переменный ток (AC).

**XIV. Divide the text “B” into logical parts and retell it.**

**XV. Discuss the following statements.**

1. Electricity has been studied since antiquity.
2. The use of electrical power is the backbone of modern industrial society.
3. The presence of charge gives rise to the electromagnetic force.
4. Where does a charge originate?
5. Charge can be measured by a number of means.

**XVI. Make up your own project in the form of presentation on the topic: “*The Appearing of Electricity*”.**

## Unit 4

### MY FUTURE PROFESSION IS RADIO ENGINEERING

#### I. Study and memorize the following words and expressions.

1.achievement	-достижение
2.to amplify	-усиливать
3.application	-применение
4.broadcasting	-радиовещание
5.communication	-передача, сообщение; связь
6.component	-компонент; элемент
7.to convert	-превращать, преобразовывать
8.current	-(электрический) ток
9.to develop	-развивать; разрабатывать
10.direction	-направление
11.to employ	-употреблять, использовать
12.engineering	-техника; инженерное искусство
13.frequency	-частота
14.ground	-заземление
15.oscillator	-генератор
16.to produce	-производить; вырабатывать
17.to radiate	-излучать
18.to reach	-достигать; доезжать
19.receiver	-приемник
20.to set up	-восстанавливать
21.similar	-сходный; подобный

22.transfer	-перенос; передача
23.to transmit	-передавать
24.transmitter	-передатчик
25.wave	-волна

## II. Train the pronunciation of the following words:

phenomena [fi'nɒmɪnə], induction [ɪn'dʌkʃ(ə)n], electromagnetic [ɪ,lektɹə(u)mæg'netɪk], magnetism ['mægnətɪz(ə)m], branch [brɑ:nʃ], science ['saɪəns], due [dju:], line [laɪn], force [fɔ:s], existence [ɪg'zɪst(ə)n(t)s], wave [weɪv], thought [θɔ:t], telegraphy [tə'legrəfi], telephony [tə'lef(ə)nɪ], result [rɪ'zʌlt], broadcasting ['brɔ:dkɑ:stɪŋ], achievement [ə'tʃi:vmənt], employ [ɪm'plɔɪ], energy ['enədʒɪ], communication [kə,mju:nɪ'keɪʃ(ə)n], transmitter [trænz'mɪtə], receiver [rɪ'si:və], necessary ['nesəs(ə)rɪ], component [kəm'pəʊnənt], high-frequency [haɪ 'fri:kwən(t)sɪ], oscillator ['ɒsɪleɪtə], antenna [æn'tenə], amplify ['æmplɪfaɪ], convert ['kɒnvɜ:t], audio ['ɔ:diəʊ], signal ['sɪgn(ə)l].

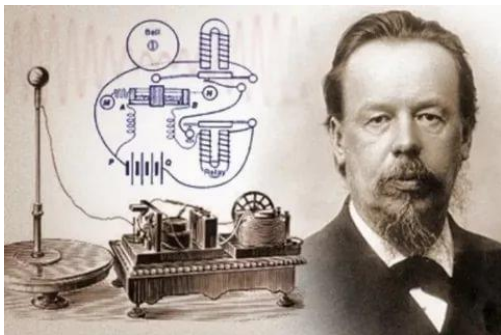
## III. Find the sentences with the following words in the text A and translate them into Russian.

Russian scientist; the advent of television; great discovery; for various purposes; many phenomena; audio frequency signals; high-frequency energy; further development; businesses advertise; similar form; field of electricity; the first radio receiver; high-frequency oscillator; branch of science; proved Faraday's theory; radio telephony; electromagnetic induction; broadcasting; transmit signals; radio waves; modern engineering; the antenna of a receiver; Morse code; telegraphic messages.

#### IV. Read and translate the text “A”.

##### ***“THE DEVELOPMENT OF RADIO. RADIO-TRANSMISSION”***

One of the most wonderful discoveries made by man is radio. It is the wireless transmission of signals or sounds through free space. By all means, it is something worth using. Many famous scientists have worked on the radio creation, including Nicola Tesla and Thomas Edison. However, the first radio receiver was introduced by Russian physicist Alexander Popov in 1895. Since its appearance, radio has been used for various purposes. Its early uses include sending telegraphic messages with the help of Morse code. It was also used during the wars for sending diplomatic and confidential messages. Before the advent of television, radio was used for broadcasting not only news and music, but dramas, comedies and other shows. From late 1920s till mid 1950s radio was the only means of mass media that used sound. Radio is also one of the most powerful means of media. That's why many large and small businesses advertise on radio nowadays



Alexandr Sergeevich Popov, a Russian scientist, invented the first radio-receiving set. Some scientists worked in this field but Popov was the first to make this great discovery. Popov studied many works of those scientists who had explained many phenomena which led to the greatest discovery in the world-radio. Popov demonstrated his radio-receiving set on May 7, 1895. For several years radio existed only in the form of radio telegraphy. Then came radio telephony. Some improvements in the field of radio resulted in radio broadcasting. Radio is one of the greatest achievements of modern engineering. Radio employs electrical energy to transmit signals. The most developed application of radio is in communication and broadcasting. Radio communication is the transfer of high-frequency energy from the transmitter to the receiver.



Michael Faraday, an English scientist, made many discoveries. For example, Michael Faraday made many experiments in the field of electricity. He discovered the electromagnetic induction in 1831. In 1844 Michael Faraday published his theory of the lines of force.

James Clerk Maxwell, a Scottish scientist, was born in 1831, the same year Michael Faraday made his famous discovery of electromagnetic induction.

James Maxwell explained and proved Faraday's theory. In 1873 he published his famous work on electricity and magnetism. The further development of this branch of science was due to the work of Hertz who proved by experiments the existence of electromagnetic waves. After Hertz published his experiments Popov thought of a possibility of using Hertz waves to transmit signals over a distance.

The necessary components of electromagnetic induction are a transmitter and a receiver. The main parts of a transmitter are a high-frequency oscillator, a ground and an antenna. When electric oscillations are produced in the antenna, it starts radiating radio waves. These waves travel in all directions. When radio waves reach the antenna of a receiver, they set up currents in it of a similar form to those in the transmitting antenna. These currents are directed from the antenna to a radio-receiver where they are first amplified and then converted into audio frequency signals. Today, we use radio mainly for listening to music and the daily news. People who drive cars listen to it to get information about the road traffic also.



**V. Comprehension check. Answer the following questions on the text “A”.**

1. Who invented the first radio receiving set?
2. What other scientists explained many phenomena which led to the discovery of radio?
3. In what field of science was Faraday’s work of great importance?
4. What discoveries did Faraday make?
5. When did he publish the theory of the lines of force?
6. Who explained and proved Faraday’s theory?
7. What did Hertz prove by his experiments?
8. Who was the first to use Hertz waves to transmit signals over a distance?
9. When did Popov demonstrate his radio receiving set?
10. In what form did radio exist during the first years of its development?
11. In what paper did Maxwell explain Faraday’s theory?
12. What did Maxwell’s theory show?
13. What is the most developed application of radio?
14. What is radio-communication?
15. What does radio employ to transmit signals?
16. What are the necessary components of radio-communication?
17. Under what condition does the transmitting antenna radiate radio waves?
18. In what direction do these waves travel?
19. What happens when radio waves reach the antenna of a receiver?

**VI. Match the Russian equivalents for the English words and word combinations.**

- |                   |                |
|-------------------|----------------|
| 1. lines of force | а) применение  |
| 2. to result in   | б) изобретать  |
| 3. improvement    | в) приводить к |
| 4. existence      | г) благодаря   |

- |                 |                       |
|-----------------|-----------------------|
| 5. phenomena    | д) существование      |
| 6. due to       | е) возможность        |
| 7. possibility  | ж) доказывать         |
| 8. to prove     | з) явления            |
| 9. to invent    | и) усовершенствование |
| 10. application | к) силовые линии      |

## VII. Translate into English.

1. Попов изобрел радио.
2. Энергия существует во многих формах.
3. Этот знаменитый ученый сделал много открытий в области радиотехники.
4. Максвелл изучил и объяснил многие явления в области электричества и магнетизма.
5. Герц доказал экспериментально существование электромагнитных волн.
6. Фарадей открыл электромагнитную индукцию.
7. Когда в антенне возникают электрические колебания, она начинает излучать радиоволны.
8. Радиоволны распространяются во всех направлениях.
9. Когда радиоволны достигают антенны приемника, они создают в ней токи, сходные с токами в передающей антенне.
10. Эти токи направляются от антенны к радиоприемнику, где они сначала усиливаются, а затем преобразуются в сигналы звуковой частоты.
11. Некоторые улучшения в области радио привели к радиовещанию.
12. Радио является одним из величайших достижений современного машиностроения.

13. Радио использует электрическую энергию для передачи сигналов. 14. Наиболее развитое применение радио в области связи и вещания.

**VIII. Give a short summary of the text “A”.**

**IX. The following sentences define some important words related to radio. Which word is defined in each case?**

1. The magnitude of change in the oscillating variable with each oscillation within an oscillating system.

*A pulse B peak C amplitude 60*

2. A substance that allows heat or electricity to pass through it.

*A insulator B conductor C capacitor*

3. An electromagnetic wave that radio signals can be sent on.

*A microwave B radio wave C infrared radiation*

4. An electrical device, which converts electric power into radio waves, and vice versa.

*A antenna (aerial) B transformer C amplifier*

5. A periodic current whose average value over a period is zero.

*A direct current B oscillating current C alternating current*

6. A piece of electronic equipment used for generating and amplifying a radio-frequency carrier, modulating the carrier with information and feeding it to an aerial for transmission.

*A transmitter B transducer C generator*

7. The process of varying one or more properties of a high-frequency periodic waveform, called the carrier signal, with respect to a modulating signal.

*A variation B modulation C demodulation*

8. An electronic device that receives radio waves and converts the information carried by them to a usable form.

*A receiver B resistor C regulator*

9. The process of extracting the original information-bearing signal from a modulated carrier wave.

*A reception B recovery C demodulation*

10. A device comprising both a transmitter and a receiver, which are combined and share common circuitry or a single housing.

*A modem B transceiver C converter*

**X. When we look into the origin of the word “radio”, we discover that in earlier times radio or radiotelegraphy was called as “wireless telegraphy”. Read the extract about the etymology of radio and use the words bellow to complete the text : *to radiate; networking ; transceiver; transmission; broadcasts; mobile ;communication.***

**A.** Referring to radio etymology, the prefix “radio” in the sense of wireless 1) . . . was first used in the term “radio-conductor”. This word was coined by Edouard Branly, the French physicist, in 1897. It is based on the verb 2) . . . (in Latin “radius” means “spoke of a wheel, beam of light, ray”).

**B.** The United States Navy adopted the word “radio” in 1912 to distinguish it from several other wireless 3) . . . technologies in use at that time. The term had become common by the time of the first commercial 4) . . . in the United States in the 1920s. (The noun “broadcasting” itself comes from the area of agriculture where it means “scattering seeds widely”.) Later, the term was introduced to other languages in Europe and Asia.

**C.** In recent years, the term “wireless” has gained renewed popularity due to the rapid growth of short-range computer 5) . . . , e.g. Wireless Local Area Network (WLAN), Wi-Fi and Bluetooth, as well as 6) . . . telephony such as GSM and UMTS. Today, the term “radio” often refers to the actual 7) . . . device or chip, whereas “wireless” matches the system and/or method used for radio communication.

**XI. Find the sentences with the following words and word combinations in the text “ C “ given below and translate them into Russian. An inventor and a mechanical and electrical engineer; an American citizen; many revolutionary contributions; alternating current electric power (AC) systems; the Second Industrial Revolution; "The Father of Physics"; widely respected as one of the greatest electrical engineers; his early work; his**

discoveries; in the United States; inventor; scientist; history; culture; in varying degrees.

## XII. Read and translate the text “B”.

### *“NIKOLA TESLA”*



Nikola Tesla (10 July 1856 – 7 January 1943) was an inventor and a mechanical and electrical engineer. Born in Austrian Empire, he was an ethnic Serb subject of the Austrian Empire and later became an American citizen. Tesla is best known for many revolutionary contributions in the field of electricity and magnetism in the late 19th and early 20th centuries. Tesla's patents and theoretical work formed the basis of modern alternating current electric power (AC) systems, including the poly-phase power distribution systems and the AC motor, with which he helped usher in the Second Industrial Revolution. Contemporary biographers of Tesla have regarded him as "The Father of Physics", "The man who invented the twentieth century" and "the patron saint of modern electricity." He was widely respected as one of the greatest electrical engineers who worked in America. Much of his early work pioneered modern electrical engineering and many of his discoveries were of ground breaking importance. During this period, in the United States, Tesla's fame rivalled that of any other inventor or scientist in history or popular culture, but due to his eccentric personality, seemingly unbelievable and sometimes bizarre claims about possible scientific and technological developments, Tesla was ultimately ostracized and regarded as a mad scientist. Never having put much focus on his finances, Tesla died impoverished at the age of 86. The SI unit measuring magnetic flux density or magnetic induction, the **tesla**, was named in his honour, as well as the Tesla effect of wireless energy transfer to wirelessly power electronic devices. Aside from his work on electromagnetism and electromechanical engineer-

ing, Tesla has contributed in varying degrees to the establishment of robotics, remote control, radar and computer science, and to the expansion of ballistics, nuclear physics, and theoretical physics. Tesla is honoured in Serbia and Croatia, as well as in the Czech Republic.

**XIII. Comprehension check. Answer the following questions on the text “B”.**

1. What is Nikola Tesla famous for?
2. Where was Tesla born?
3. What revolutionary contributions is Tesla known for?
4. What basis did Tesla's patents and theoretical work form?
5. How have contemporary biographers of Tesla regarded him?
6. Did Tesla's fame rival that of any other inventor or scientist in history or popular culture or not?
7. Why was Tesla ultimately ostracized?
8. When did Tesla die?
9. What physical units and effects were named after Tesla?
10. What other fields a side from his work on electromagnetism and electro-mechanical engineering has Tesla contributed in?
11. Where is Tesla especially honoured?

**XIV. Divide the text “B” into logical parts and retell it.**

**XV. Discuss the following statements.**

1. One of the most wonderful discoveries made by man is radio.
2. Many famous scientists have worked on the radio creation.
3. The most developed application of radio is in communication and broadcasting.
4. Tesla is best known for many revolutionary contributions in the field of electricity and magnetism.
5. The role of radio today.

**XVI. Make up your own project in the form of presentation on the topic: “Famous People in the Field of Radio Engineering”.**

## Unit 5

### MY FUTURE PROFESSION IS FIRE SAFETY

#### I. Study and memorize the following words and expressions.

1. rapid oxidation – быстрое окисление
2. exothermic – экзотермический (идущий с выделением тепла)
3. combustion – горение; сожжение; возгорание
4. rusting – ржавление; коррозия
5. digestion – пищеварение; расщепление; озоление; сжигание
6. bond – связь
7. molecular – молекулярный
8. oxygen – кислород
9. carbon dioxide – двуокись углерода; углекислый газ
10. water vapor – водяной пар
11. nitrogen – азот
12. ignition point – температура воспламенения; точка воспламенения
13. conflagration – большой (сильный) пожар
14. hazard – вред; ущерб
15. atmospheric pollution – атмосферное загрязнение
16. water contamination – загрязнение воды; заражение воды
17. leguminous plant – бобовое растение
18. clover – клевер
19. smelting – плавка (руды)
20. forging – ковка
21. incineration of waste – сжигание мусора
22. cremation – кремация
23. wildfire – пожар, лесной пожар
24. prescribed ( controlled) burns
25. arson – поджог
26. jurisdiction – судопроизводство; отправление правосудия; юрисдикция
27. model building code – ведомственные строительные нормы



28. fire protection – пассивная пожарная защита
29. fire sprinkler – пожарные оросители (спринклеры)
30. furnishings – обстановка (предметы мебели); принадлежности; предметы домашнего обихода
31. water mains – магистрали водопровода
32. fire hydrants – пожарный гидрант; пожарный кран;
33. fire resistance – пожаростойкость; огнестойкость; жаропрочность
34. combustibility – горючесть; воспламеняемость
35. flammability – пожароопасность; возгораемость
36. mitigate – смягчать последствия

## **II. Train the pronunciation of the following words:**

Fighting [ˈfaɪtɪŋ], fire [ˈfaɪə], brigade [brɪˈgeɪd], expansion [ɪkˈspæn(t)ʃ(ə)n, ek-], foam [fəʊm], inert [ɪˈnɜːt], air [eə], concentrate [ˈkɒn(t)s(ə)ntreɪt], bubble [ˈbʌbl], ratio [ˈreɪʃiəʊ], oxygen [ˈɒksɪdʒən], flaming [ˈfleɪmɪŋ], combustion [kəmˈbʌstʃ(ə)n], convert [ˈkɒnvɜːt], quenching [ˈkwentʃɪŋ], effect [ɪˈfekt], fitting [ˈfɪtɪŋ], municipality [mjuˌnɪsɪˈpæləti], supervise [ˈs(j)uːpəvaɪz], steam [stiːm], jet [dʒet], smouldering [ˈsməʊld(ə)rɪŋ], extinguish [ɪkˈstɪŋgwɪʃ, ek-], stabilize [ˈsteɪb(ə)laɪz], relatively [ˈrelətɪvli], research [rɪˈsɜːtʃ], version [ˈvɜːʃ(ə)n], actually [ˈæktʃʊəli], heat [hiːt].

## **III. Find the sentences with the following words in the text “ A “ given below and translate them into Russian.**

Rapid oxidation; in the fertility of the soil; chemical process; conversion; water releases energy; the oxygen; potassium and phosphorus; to cause physical damage; ecological systems; in most developed countries; fire fighting services; weapon or mode of destruction; to teach people how to avoid causing fires; prepare citizens; lead to an increase; contains; to react to a building fire; by leguminous plants; stimulating growth; carbon dioxide; recycled into the soil; purposely starting; hazard to life and property; dangerous weather conditions.

#### IV. Read and translate the text “A”.

##### ***“FIRE”***

Fire is the rapid oxidation of a material in the exothermic chemical process of combustion, releasing heat, light, and various reaction products. Slower oxidative processes like rusting or digestion are not included by this definition.

Fire is hot because the conversion of the weak double bond in molecular oxygen,  $O_2$ , to the stronger bonds in the combustion products carbon dioxide



and water releases energy (418 kJ per 32 g of  $O_2$ ); the bond energies of the fuel play only a minor role here. At a certain point in the combustion reaction, called the ignition point, flames are produced. The flame is the visible portion of the fire. Flames consist primarily of carbon dioxide, water vapor,

oxygen and nitrogen. If hot enough, the gases may become ionized to produce plasma. Depending on the substances alight, and any impurities outside, the color of the flame and the fire's intensity will be different.

Fire in its most common form can result in conflagration, which has the potential to cause physical damage through burning. Fire is an important process that affects ecological systems around the globe. The positive effects of fire include stimulating growth and maintaining various ecological systems.

The negative effects of fire include hazard to life and property, atmospheric pollution, and water contamination. If fire removes protective vegetation, heavy rainfall may lead to an increase in soil erosion by water. Also, when vegetation is burned, the nitrogen it contains is released into the atmosphere, unlike elements such as potassium and phosphorus which remain in the ash and are quickly recycled into the soil. This loss of nitrogen caused by a fire produces a long-term reduction in the fertility of the soil,

which only slowly recovers as nitrogen is "fixed" from the atmosphere by lightning and by leguminous plants such as clover.

Fire has been used by humans in rituals, in agriculture for clearing land, for cooking, generating heat and light, for signaling, propulsion purposes, smelting, forging, incineration of waste, cremation, and as a weapon or mode of destruction.

Wildfire prevention programs around the world may employ techniques such as wildland fire use and prescribed or controlled burns. Wildland fire use refers to any fire of natural causes that is monitored but allowed to burn. Controlled burns are fires ignited by government agencies under less dangerous weather conditions.

Fire fighting services are provided in most developed areas to extinguish or contain uncontrolled fires. Trained firefighters use fire apparatus, water supply resources such as water mains and fire hydrants or they might use A and B class foam depending on what is feeding the fire.

Fire prevention is intended to reduce sources of ignition. Fire prevention also includes education to teach people how to avoid causing fires. Buildings, especially schools and tall buildings, often conduct fire drills to inform and prepare citizens on how to react to a building fire. Purposely starting destructive fires constitutes arson and is a crime in most jurisdictions.



Model building codes require passive fire protection and active fire protection systems to minimize damage resulting from a fire. The most common form of active fire protection is fire sprinklers. To maximize passive fire protection of buildings, building materials and furnishings in most developed countries are tested for fire-resistance, combustibility and flammability. Upholstery, carpeting and plastics used in vehicles and vessels are also tested.

Where fire prevention and fire protection have failed to prevent damage, fire insurance can mitigate the financial impact.

## **V. Find Russian equivalents to the English words and word combinations.**

Exothermic chemical process, combustion, digestion, conversion, ignition point, impurity, conflagration, hazard, water contamination, vegetation, heavy rainfall, soil erosion, potassium, phosphorus, fertility, propulsion purposes, to prevent, to avoid, arson, fire-resistance, flammability, vehicles and vessels, mitigate.

## **VI. Find English equivalents to the Russian words and word combinations.**

Ржавчина, перегнивание, горение, видимый, углерод, пар, кислород, азот, вещество, горящий, послужить причиной, материальные разрушения, экологическая система, обивочный материал, ковровое покрытие, пластмасса, страхование, увеличивать максимально, разбрызгиватель, защита, требовать, финансовое влияние, преступление, свод правил, сокращать, избегать.

## **VII. Comprehension check. Answer the following questions on the text "A".**

1. What is fire?
2. Why is hot?
3. What is produced at the ignition point?
4. What is flame? What does it consists of?
5. When may the gases produce plasma?
6. What does the color of the flame and the fire's intensity depend on?
7. What can fire in its most common form result in?
8. Can fire affect ecological systems around the globe?
9. What are the positive effects of fire include?
10. What are the negative effects of fire?
11. What happens if fire removes protective vegetation?
12. What happens if vegetation is burned?
13. What does the loss of nitrogen caused by a fire produce?
14. Where has fire been used by humans?
15. What may wildfire prevention programs employ?

16. What does wildland fire use refer to?
17. What is controlled burns?
18. What are fire fighting services provided for?
19. What do trained firefighters use in fire fighting services?
20. What does fire prevention include?
21. What is arson? Is it a crime?
22. What do model building codes require?
23. What is the most common form of active fire protection?
24. What is usually done to maximize passive fire protection of buildings?
25. What can help where fire prevention and fire protection have failed to prevent damage?

### **VIII. Translate into English.**

1. Это относительно новый метод борьбы с пожарами, который был впервые изобретен в 1950-х годах для борьбы с пожарами.

2. После дополнительных исследований, основанных на использовании пены с высоким расширением из реактивного двигателя, американцы разработали уменьшенную версию, которую было легче перемещать и которую можно было бы использовать более широко.

3. Пена с высоким расширением фактически состоит из воздуха и концентрата пены, который стабилизирует пузырьки воздуха и воду.

4. При соотношении воздуха к воде около 1000: 1 воздух расширяется примерно на 30%, в то время как он нагревается до температуры кипения воды, а затем вода расширяется в пар примерно в 1700 раз по сравнению с первоначальным объемом.

5. Таким образом, соотношение составляет 1300 частей воздуха и 1700 частей пара, что позволяет снизить содержание кислорода в огне с нормальных 21% до примерно 9%, а дополнительное тепло отводится для превращения воды в пар.

6. Исследования, проведенные Объединенной пожарной ассоциацией, показали, что пламенное горение в пожарах прекращается, когда содержание кислорода в воздухе вокруг них снижается до 12-16%.

7. Хотя все еще может быть тление, когда в воздухе всего 7% кислорода. 8. Несмотря на то, что пена с высоким вспениванием эффективно прекращает воспламенение при горении, необходим эффект охлаждения или тушения, чтобы гарантировать, что глубинный огонь полностью погас.

9. Пена может нуждаться в доливе, поскольку она ломается, пока огонь полностью не погас, и это может занять много времени.

10. У пожарных есть и другие очень важные обязанности, и одной из них является проведение пожарной инспекции.

11. Муниципалитет каждого района обычно считает, что обязанности по проверке являются обязанностью персонала пожарной команды и контролируются главным пожарным инспектором.

**IX. Give a short summary of the text “A”.**

**X. Find the sentences with the following words in the text “ B “ given below and translate them into Russian.**

Extensively trained in firefighting; firefighters work closely with; law enforcement; threaten life, property and the environment; investigate the cause of a fire; regularly practiced; the basic tasks of firefighters; urban areas; aboard ships; skills needed in firefighting technology; size-up, extinguishing, ventilation, search and rescue, salvage, containment, mop up and overhaul; the three main emergency services; skills; required; safe operations; full-time paramedics; a firefighter's career; industrialized life; the fire brigade or fire department.

**XI. Read and translate the text “ B”.**

### ***“A FIREFIGHTER”***

A firefighter is a rescuer extensively trained in firefighting, primarily to extinguish hazardous fires that threaten life, property and the environment as well as to rescue people and animals from dangerous situations.

The complexity of modern, industrialized life has created an increase in the skills needed in firefighting technology. The fire service, also known in some countries as the fire brigade or fire department, is one of the three main emergency services. From urban areas to aboard ships, firefighters have become ubiquitous around the world.

The skills required for safe operations are regularly practiced during training evaluations throughout a firefighter's career. Initial firefighting skills are normally taught through local, regional or state-approved fire academies or training courses. Depending on the requirements of a department, additional skills and certifications such as technical rescue and pre-hospital medicine may also be acquired at this time.

Firefighters work closely with other emergency response agencies such as the police and emergency medical service. A firefighter's role may overlap with both. Fire investigators or fire marshals investigate the cause of a fire. If the fire was caused by arson or negligence, their work will overlap with law enforcement. Firefighters also frequently provide some degree of emergency medical service, in addition to working with full-time paramedics.



The basic tasks of firefighters include: fire suppression, rescue, fire prevention, basic first aid, and investigations. Firefighting is further broken down into skills which include: size-up, extinguishing, ventilation, search and rescue, salvage, containment, mop up and overhaul.

**XI. Comprehension check. Answer the following questions on the text “B”.**

1. What is a firefighter? What should firefighters do?
2. What has the complexity of modern, industrialized life created?
3. How is the fire service also known in some countries? What services does it belong to?
4. When are the skills required for safe operations regularly practiced?
5. Where are initial firefighting skills normally taught? What other skills

may also be acquired at this time?

6. What other emergency response agencies do firefighters work closely with? May a firefighter's role overlap with both?
7. What do fire investigators or fire marshals do? When will their work overlap with law enforcement?
8. Do firefighters also frequently provide some degree of emergency medical service?
9. What do the basic tasks of firefighters include?
10. Into what skills is firefighting further broken down?

## **XII. Translate into English.**

1. В 1472 году Великий князь Иван III, во главе царской дружины участвовавший в тушении пожара в Москве и получивший на нём ожоги, издал указ о мерах пожарной безопасности в городе.
2. В 1504 году в Москве создана первая пожарно-сторожевая охрана.
3. В 1549 году царь Иван Грозный издал специальный указ о мерах противопожарной защиты в городах.
4. В 1624 году в России организована первая специализированная пожарная команда.
5. В годы Великой Отечественной Войны пожарная охрана стала своеобразным щитом, обороняющим от огня военные объекты, критически важные объекты, населенные пункты.
6. В самых тяжелых условиях в таких городах-героях, как Ленинград, Сталинград, Смоленск, Севастополь, Одесса, пожарные были непосредственно в бою.
7. Памятник пожарным и спасателям во дворе Северо-Кавказского регионального центра МЧС России в Пятигорске открыт в июне 2014 года.
8. Первый в России пожарный автомобиль был построен в 1904 году на фабрике фирмы «Фрезе и К°». Автомобиль был оснащён одноцилиндровым двигателем мощностью 8 л.с., предназначался для доставки к месту пожара противопожарной команды из десяти человек



9. В 1890-х годах обер-полицмейстер г. Москвы Власовский А. А. изобрел свето-звуковую сигнализацию (прообраз будущих проблесковых маячков) на пожарных обозах

10. В ночное время все пожарные экипажи ездили с пылающими факелами в ведрах с керосином, подвешенных на палках, что производило сильнейшее впечатление на горожан.

## **XII. Divide the text “B” into logical parts and retell it.**

## **XIII. Discuss the following statements.**

1. The positive effects of fire.
2. The negative effects of fire.
3. Fire has been used by humans.
4. Firefighters work closely with other emergency response agencies such as the police and emergency medical service.
5. The basic tasks of firefighters.

## **XIV. Make up your own project in the form of presentation on the topic: “*FIRE SAFETY*”.**

## **Unit 6**

### **MY FUTURE PROFESSION IS ARCHITECTURE**

#### **I. Study and memorize the following words and expressions.**

1. branch of study – специальность
2. convert – обращать, превращать
3. imagination – воображение
4. reside – обитать; проживать
5. creativity - творческие способности, творчество
6. engineering – инженерное искусство
7. social art – социальное искусство
8. artful science – наука об искусстве
9. blend – смешивать

10. residential house – жилой дом
11. impart – передавать, сообщать
12. ensure – обеспечивать, гарантировать
13. man-made structures – искусственные сооружения
14. environment – окружающая среда
15. promoting – обеспечение
16. health – здоровье
17. well-being – комфорт, благосостояние, благополучие
18. enriching – обогащение, обогащая
19. aesthetically – эстетически
20. spiritually – духовно
21. legacy – наследие, достояние
22. have in common – иметь общее
23. the Statue of Liberty – Статуя свободы
24. science of designing buildings – наука проектирования зданий
25. creative manipulation – творческое воздействие

## II. Train the pronunciation of the following words:

Branch [brɑ:nʃ], convert ['kɒnvɜ:t], imagination [ɪ,mædʒɪ'neɪʃ(ə)n], re-side [rɪ'zaɪd], artful ['ɑ:tf(ə)l, -ful], science ['saɪəns], ensure [ɪn'sʊə, ɪn'ʃə:, en-], enrich [ɪn'rɪʃ, en-], aesthetically [i:s'θetɪk(ə)li], manipulation [mə,nɪpjə'leɪʃ(ə)n, mə,nɪpju'leɪʃ(ə)n], desire [dɪ'zaɪə], skyscraper ['skaɪ,skreɪpə], support [sə'pɔ:t], spiritual ['spɪrɪtʃuəl, -tʃuəl], opportunity [ˌɒpə'tju:nəti], legacy ['legəsi], symbolize ['sɪmb(ə)laɪz], privacy ['praɪvəsi, 'prɪ-], Egyptian [ɪ'dʒɪpʃ(ə)n, ə-, i:-], pyramid ['pɪrəmɪd], statue ['stætfu:, -tʃu:], worst [wɜ:st], texture ['tekstʃə], light [laɪt], shadow [ʃædəʊ], yet [jet], within [wɪ'dɪn], allow [ə'lau], freely ['fri:lɪ], interdisciplinary [ˌɪntə'dɪsɪplɪ'n(ə)rɪ], field [fi:ld], Vitruvius [vɪ'tru:vɪəs], earliest [ɜ:(r)li:st], adorn [ə'dɔ:n], varied ['veəriəd], judgment ['dʒʌdʒmənt], purpose ['pɜ:pəs], vital ['vaɪt(ə)l], neighborhood ['neɪbəhʊd], enhance [ɪn'hɑ:n(t)s, en-], adapt [ə'dæpt], sustainable [sə'steɪnəbl].

### III. Find the sentences with the following words in the text “ A “ and translate them into Russian.

Provide a sense of place or privacy; to overcome its limitations by ignoring its logic; an interdisciplinary field; in terms of design; combine creativity with engineering; a social art and also an artful science; architecture is the art of designing; branch of study; not only imparts knowledge; types of human activity; the man-made structures; symbolizes culture and traditions; depending on the individual; creates and preserves culture; the Statue of Liberty; a struggle between science and art; flexibility to accommodate various uses.

### IV. Read and translate the text “A”.

#### *“ARCHITECTURE”*

The architecture is that branch of study which may convert your imagination into reality. Almost everybody desires to have his own dream house where he can reside happily with his family and architects are those professionals who combine creativity with engineering and give a shape to your dreams. That’s why architecture has been described as a social art and also an artful science.

Architecture is the art of designing houses, office spaces, shopping centres, hospitals, religious monuments, bridges, malls and hotels even entire cities. This branch of study blends culture, design, and science and technology.



Architects are the professionals who are required for designing everything from a residential house to skyscrapers. The course not only imparts knowledge about designing structures but also teaches the concept of planning. The architecture provides a sense of place and support of all types of

human activity. The study of architecture ensures the man-made structures to fit in harmony with the environment while promoting health and well-



being, enriching lives aesthetically and spiritually, providing economic opportunities, and creating a legacy that reflects and symbolizes culture and traditions. Architecture means many different things to those who are devoted to it, depending on the individual. The one thing that all ar-

chitects have in common is the thought that architecture provides a sense of place or privacy for all kinds of human activity.

Architecture creates and preserves culture and traditions for thousands of years; think of the Egyptian Pyramids for example.



chitectural works are also perceived as cultural works of art such as the Statue of Liberty. Architecture is not only the art and science of designing buildings; it's a lot more than that. It's the most meaningful type of art.

Architecture is also a struggle between science and art. Art has no limitation, but science does and so science is sometimes the architects' best friend and worst enemy. That's why architects sometimes try to overcome its limitations by ignoring its logic when they design for theories or pleasure. To define architecture in terms of design, it is the creative manipulation of mass, space, volume, texture, light, shadow, and materials.

This artistic manipulation is limited or restricted by practical elements such as cost, regulations, construction, and technology, yet within these constraints, it is allowed to fly freely.

Architecture is also an interdisciplinary field. It involves mathematics, science, art, technology, social sciences, politics, and history. Vitruvius, one of earliest known architectural theorist, stated, ‘Architecture is a science, arising out of many other sciences, and adorned with much and varied learning: by the help of which a judgment is formed of those works which are the result of other arts.’

In the end though, architecture is usually governed by the architect's personal passion, approach, taste, talent, or philosophy. In this way, it leans well towards art while preserving a basis in science and theory.

Architecture is everywhere. Each and every building: home, school, office, hospital and supermarket were designed for their particular purpose. It is of vital importance that these buildings, and in turn the environments they form and the neighborhoods and cities they are a part of, are designed to be the best possible buildings for their specific context, use and the people who use them.

Architecture has the ability to materially affect outcomes: it can affect the way we relate to each other, increase business productivity, support communities and neighbourhoods, improve health, and even decrease crime. Architecture also has the power to inspire and delight – it can enhance everyday experiences.

There is no one-size-fits approach in architecture, each building project should respond to its very unique context: site, climate, social, budget and materials.

Buildings also need to be able to age well, to adapt to changing requirements and have flexibility to accommodate various uses. They also should be built sustainably, in both the materials that they use during construction, and the energy resources that they require to function.



### **References:**

**1. Vitruvius** - (fl. 1st century BC), Roman architect and military engineer; full name *Marcus Vitruvius Pollio*. He wrote a comprehensive ten-volume treatise on architecture which includes matters such as acoustics and water supply as well as the more obvious aspects of architectural design, decoration, and building

**2. The Egyptian Pyramids** -The Egyptian pyramids are ancient pyramid-shaped masonry structures located in Egypt. Most were built as tombs for the country's pharaohs and their consorts during the Old and Middle Kingdom periods. The earliest known Egyptian pyramids are found at Saqqara, northwest of Memphis. The earliest among these is the Pyramid of Djoser, which was built 2630–2610 BC during the Third Dynasty.

### **V. Find Russian equivalents to the English words and word combinations.**

Arched colonnade, asymmetric plan, pinnacle, exterior, to erect, harmony of form and color, clay for brick, picturesque architecture, interior spaces, lime, dome, landscape architect, marble, mansion, gabled, remodeling, piano nobile, sacristy, post-and-beam construction, pointed arch, pediment, eclecticism.

### **VI. Find English equivalents to the Russian words and word combinations.**

Эстетическая простота, гравюра на дереве/ксилография, Греческие храмы, Испанское Барокко, модель в стиле Нео ренессанса, Неоготический стиль, особенность, подпорка, портик/галерея, Романская церковь, стиль поздней английской готики, тепидарий, Флорентийский Ренессанс, Египетские пирамиды, аркада, балюстрада, венец, грот, интерьер, карниз, купол, лоджия, мансарда, ниша, обмеры, пандус, терраса, флигель, шпиль.

### **VII. Comprehension check. Answer the following questions on the text “A”.**

1. What branch of study is the architecture?
2. Why does almost everybody desire to have his own dream house?

3. What kind of professionals are architects?
4. How has architecture been described?
5. What kind of art is architecture?
6. What does this branch of study blend?
7. What are architects?
8. What does architecture impart and teach?
9. What does architecture impart and teach?
10. What does architecture provide?
11. What does the study of architecture ensure?
12. What does architecture mean to those who are devoted to it?
13. What do all architects have in common?
14. What does architecture create and preserve for thousands of years?
15. How are architectural works perceived?
16. Why is science sometimes the architects' best friend and worst enemy?
17. How do architects sometimes try to overcome science limitations?
18. What is the definition of architecture in terms of design?
19. What practical elements is this artistic manipulation limited or restricted by?
20. Why is architecture an interdisciplinary field?
21. What did Vitruvius, one of earliest known architectural theorist, state about architecture?
22. What is architecture usually governed by in the end?
23. Where can we come across architecture? What is of vital importance in this regard?
24. How can architecture materially affect outcomes?
25. Why is there no one-size-fits approach in architecture?
26. What is necessary for the constructed buildings?
27. How should buildings be built?

### **VIII. Translate into English.**

1. Архитектура зданий города Владимира восхитительна.
2. Здание городской думы спроектировано в древнерусском стиле. Его построили в 1907 году.
3. Водонапорная башня построена из красного кирпича.

4. Успенский Собор — это главнейшее олицетворение белокаменного зодчества 1160 года охраняется ЮНЕСКО.
5. Поддержка сводов Успенского Собора выполняется шестью столпами. Глава увенчается золотым шлемом. Он находится на высоте внушительной, на 5 метров больше Киевской Софии. Роспись и оформление внутреннего убранства проводили греческие изографы.
6. В 1191 году был возведён Дмитриевский собор, который украшен рельефами с ликами святых и таинственных животных.
7. Строительство Троицкой церкви началось в 1916 году в, построена неорусском стиле.
8. Храм Архангела Михаила построили в 19 тысячелетии в Византийском стиле.
9. Золотые ворота Владимира редчайший памятник древнерусской фортификации. Здание построено из белого камня в 1158–1164 годах владимирским князем Андреем Боголюбским,
10. Дмитриевский собор построен в технике полубутовой кладки и в пропорциях «золотого сечения», благодаря чему простая конструкция храма отличается гармонией и прочностью всего сооружения. Снаружи собор имеет изысканный, поистине царственный убор из резных камней.

**IX. Give a short summary of the text “A”.**

**X. Find the sentences with the following words in the text “ B “ given below and translate them into Russian.**

Loves to design; the facets; the process of creating; the aspects of work; to produce detailed designs; involves a great deal of technical knowledge; a leader of various projects; the creative ideas and visions; safety regulations; responsible for public safety and overseeing of projects; distinct personalities; the technical aspects of architecture; to get an opportunity; the documentation phase; discuss detailed design proposals; need to be produced; continual revision; whether you will enjoy being an architect or not; freelance or employed by a company; a variety of workplaces.



## **XI. Read and translate the text: “B”.**

### ***“WHAT IS AN ARCHITECT?”***

An architect is someone who loves to design, and is specifically trained and licensed to work on the planning and design of buildings. The facets of an architect's role are as varied and fascinating as their work; these are professionals who lead the process of creating functional spaces, from concept and design to a full realization of those designs.

Architecture is an art that works hand in hand with science to design places where people can live, eat, work and play. As a leader of various projects, from something as small as an addition to someone's home, to something as large as a hospital, college campus, or an entire neighbourhood, the role of an architect is to bring together the creative ideas and visions of the client and keep in mind the needs of those that will be using the new space.

Architects are not just involved in the design of a building. As a licensed professional they are also responsible for public safety and overseeing of projects. Their role is important in every stage of the building's construction, from the initial concept to the opening ceremony when the building is complete. Beyond completion, an architect often remains involved in a project as buildings evolve to incorporate new surroundings and ideas.

The aspects of work can be split into three main roles or phases – the design, documentation, and construction roles.

In the design role, an architect

is hired by a client to produce detailed designs of a concept or idea that the client wants to bring to reality. As well as needing creative design ideas, this part of the role involves a great deal of technical knowledge and responsibility. There is a need to comply with building and safety regulations, local planning regulations and restrictions. Depending on the project, there may



be laws surrounding the preservation of the local environment or any historic parts of a building. Regular client meetings are important to establish requirements and discuss detailed design proposals. Also important is heading up the team of professionals who will work on this stage of the project including engineers, designers and financiers.

During the documentation phase, the responsibilities are to capture the design on paper, producing detailed drawings and using technology such as CAD to test the feasibility of the design. This stage can involve continual revision and redrawing to incorporate changes based on the client's requirements, budget and regulations. Once the design documents are complete, there are then a second set of documents that need to be produced.

These are the construction documents, which translate the design into instructions and technical specifications for contractors and construction experts. Once the project reaches the construction stage, the architect will be involved in site visits and meetings, overseeing the construction and signing off on various pieces of work, negotiating with contractors and dealing with and resolving any problems that arise.



Architects have distinct personalities. They tend to be artistic individuals, which means they're creative, intuitive, sensitive, articulate, and expressive. They are unstructured, original, nonconforming, and innovative. Some of them are also investigative, meaning they're intellectual, introspective, and inquisitive.

The variety of roles means that there is also a variety of workplaces. Most of the design work will be done from an office, but there will also be visits to clients' offices, meetings with planning offices and local government, and of course site visits. Depending on whether they are freelance or employed by

a company, an architect may work from their own office, sometimes from home, or from a number of company offices. The role can involve travel and international conferences,

Both civil engineers and architects are involved in planning and designing structures. However, a civil engineer will concentrate on making sure the structure will be safe and be able to endure everyday and extreme conditions, while the architect will focus on the aesthetics of the structural work, as well as concentrate on the look, feel, and functionality.

The civil engineer will analyze and evaluate the structural integrity of the design that the architect has created, and find ways to make the construction design possible by suggesting alterations/modifications in order to turn the architect's vision into reality.

Civil engineers and architects often work with each other, as their work sometimes overlaps. A good working relationship between the two professions will make a construction job more effective and successful.

Being an architect can be very challenging and competitive. University does not teach you everything you need to know, but it does develop your creative talents and opens your mind to new ideas.

You will learn about business and the technical aspects of architecture when you start working in the field. You will also develop useful contacts and relationships with contractors, engineers and clients. Practicing architecture for most architects is not about designing per se, but about co-



ordinating projects, solving design problems, and overseeing the details of the construction. All these sometimes mundane and uninspiring tasks will lead to a successful design.

Try to get an opportunity to spend some time in an architecture office if you can. See if you like what the people are doing, chat with them and see if they are the type of people with whom you'd like to work with – this is really the best indicator of whether you will enjoy being an architect or not.

**XII. Find English equivalents to the Russian words and word combi-**

## **nations.**

Строительные нормы и правила (СНиП); правила безопасности; руководство командой профессионалов; проектировать, проект, дизайн; проходить обучение, учиться на кого-либо; получить разрешение (лицензию); грань, аспект; возглавлять, вести; быть вовлечённым; быть ответственным; соответствовать; фиксировать проект на бумаге; техническое обоснование проекта; технические условия (данные).

## **XIII. Find Russian equivalents to the English words and word combinations.**

Contractor; signing off on various pieces of work; negotiating; artistic individual ; intuitive; sensitive; articulate; expressive; unstructured; non-conforming;  
investigative; introspective; inquisitive; structural integrity; per se.

## **XIV. Comprehension check. Answer the following questions on the text “B”.**

1. What is an architect?
2. What are the facets of an architect's role?
3. What science does architecture as an art work hand in hand with?
4. What is the role of an architect as a leader of various projects?
5. What processes are architects responsible for in addition to the design of a building?
6. When does the role of an architect remain important in building construction and why?
7. How can the aspects of an architect's work be split?
8. What is an architect hired by a client for in the design role?
9. What does this part of the role involve together with creative design ideas?
10. What should the design comply with?
11. What is important to establish requirements and discuss detailed design

- proposals?
12. What are the responsibilities during the documentation phase?
  13. What need to be produced once the design documents are complete?
  14. What will the architect be involved in when the project reaches the construction stage?
  15. What personalities and features do architects have?
  16. Where do architects work?
  17. What are the duties of civil engineers and architects?
  18. What can University give a future architect?
  19. Where will you learn about business and the technical aspects of architecture?
  20. What is practicing architecture for most architects?
  21. What is the best indicator of whether you will enjoy being an architect or not?

## **Unit 7**

### **MY FUTURE PROFESSION IS PHYSICAL TRAINING**

#### **I. Study and memorize the following words and expressions.**

1. competition – состязание
2. event – соревнование, вид спорта
3. exhibition – показательные выступления, демонстрация
4. experience – опыт
5. practice – тренировка
6. warmup – разминка
7. medal – медаль
8. team – группа, команда
9. female – женский
10. international – международный
11. male – мужской
12. official – официальный
13. an athlete – спортсмен
14. gym – гимнастический зал

15. stadium – стадион
16. coach – тренер
17. court – корт
18. ice ring – каток
19. national team – сборная страны
20. referee – судья
21. sports ground – спортивная площадка
22. to break a record – побить рекорд
23. to compete in a championship – участвовать в чемпионате
24. to draw a game – свести игру вничью
25. to lose the competition - проиграть соревнование
26. to score points/ goals – набирать очки; забивать голы
27. to set records – устанавливать рекорды
28. to win the competition – победить в соревнованиях
29. to win the cup – выиграть кубок
30. tournament – турнир
31. pool – бассейн
32. working out – занятия на снарядах
33. instructor – инструктор
34. cue – кий
35. Olympic Games – Олимпийские Игры
36. World Cup – Кубок Мира

## II. Train the pronunciation of the following words:

Aerobics [eə'reʊbɪks], archery ['ɑ:ʃəri], biathlon [baɪ'æθlən], billiards ['bɪliədz], canoeing [kə'nu:ɪŋ], bow [bau], climbing ['klaɪmɪŋ], coach [kəʊtʃ], cue [kju:] , cycling ['saɪklɪŋ], downhill skiing ['daʊn'hi:l'ski:ɪŋ], draughts [dra:fts], figure skating ['fɪgə 'skeɪtɪŋ], fist ball [fɪst bɔ:l], gliding['glɑɪdɪŋ] , gymnastics[dʒɪm'næstɪks] , hurdle race ['hɜ:dl reɪs], javelin ['dʒæv(ə)lɪn] , jogging ['dʒɔŋɪŋ], judo ['dʒu:dəʊ], martial arts ['mɑ:ʃ(ə)l ɑ:ts], pole-vaulting [pəʊl 'vɔ:ltɪŋ], puck [pʌk], shuttlecock ['ʃʌtlkɒk] , rugby ['rʌgbɪ].

### III. Find the sentences with the following words in the text “ A “ and translate them into Russian.

Enjoyment, many centuries, aquatic sports, go in for sports, indoor sports, some physical work, may be practiced , active relaxation, mental health, outdoor sports, great entertainment, like to watch matches, attractive, people feel the need, turn to sport, get rid of tension, an amateur level, professional sport.

### IV. Read and translate the text “A” .

#### *“SPORTS AND GAMES”*

Sport has played an important part in our lives for many centuries.

Sport is enjoyment because of the good feeling that is produced when the body has done some physical work. Sports are very good for active relaxation and are important for our physical and mental health. After 6-8 hour work in offices people feel the need for exercise at the end of the day and turn to sport.



How better get rid of tension or let off steam than to hit a ball hard or go running? Sport at an amateur level is for enjoyment and fitness and provides an outlet for surplus energy. Professional sport seems less to do with enjoyment and more to do with making money. Top sports people view their sport as a way of making as much money as possible in as short time as possible. As a result of this desire some participants take drugs to help their performances and their bank balances.

Televised sport is a great entertainment. Millions of people like to watch matches on TV or listen to them on the radio and keep their fingers crossed for their favourite teams. And without these potential record-breaking performances sport would not be so attractive to watch on TV.

There are lots of types of sports and games. We can practice outdoor and indoor sports, there are also aquatic sports.

Outdoor sports are: golf, skiing (cross-country, down-hill, slalom, ski-jump), windsurfing, marathon-running, fishing, climbing, hiking (tourism), mountaineering, horse riding, rallies.

Indoor sports include table tennis, gymnastics, chess. Ball games, athletics (sprint, high jump, long jump, javelin throw), tennis, shooting, skateboarding and skating (figure skating, speed skating and roller skating), may be practiced both outdoors and indoors.

Aquatic sports are water skiing, swimming, diving, water polo, yachting, canoeing, rowing.

People all round the world go in for sports.



**V. Find the Russian equivalents of the following words and expressions in the text “A”.**

Body, physical work, relaxation, physical and mental health, feel the need, exercise, at the end of the day, surplus energy, desire, participants, slalom, cross-country, windsurfing, marathon-running, fishing, climbing, hiking, mountaineering, horse riding, rallies, table tennis, gymnastics, chess, ball games, athletics, sprint, high jump, long jump, javelin throw, tennis, shooting, skate-boarding, figure skating, speed skating , roller skating.



**VI. Comprehension check. Answer the following questions on the text “A”.**

1. How can people get rid of tension or let off steam?
2. What are the levels of sport?
3. Why do millions of people like to watch sport programmes?
4. What types of sports and games do you know?
5. Do you use sport as a way of relaxation? If not, what physical activity do you take?
6. Would you like to have a career of a professional sportsman? In what kind of sport? Why?
7. What are outdoor sports ?
8. What are indoor sports ?
9. What are aquatic sports?
10. What is the difference between outdoor , indoor and aquatic sports?
11. What is your favourite sport programme on TV?
12. Does the professional sport give more opportunities to make money?

**VII. Find English equivalents to the Russian words and word combinations.**

Борьба, тяжелая атлетика, водные лыжи, перетягивание каната, тройной прыжок, санный спорт, хоккейная клюшка, мечи/шпаги, снукер(игра на бильярде), лыжные палки, парусный спорт, состязание в беге, шайба, прыжки с шестом, альпинизм, мотоциклетный спорт, боевые искусства, конькобежный спорт, бег трусцой, дельтапланеризм, бег с барьерами.

**VIII. Translate into English.**

1. Каждый человек может самостоятельно проанализировать и оценить значение физкультуры и спорта в своей собственной жизни.

2. Как минимум, ежедневная гимнастика, пусть всего 15 минут в любое удобное для вас время должна стать такой же привычкой, как утреннее умывание.
3. Не секрет, что большинство из нас - обычные люди, и отнюдь не спортсмены.
4. Так какие же преимущества приносят физкультура и спорт в нашей жизни?
5. Физкультура и спорт в нашей жизни тренируют наши мышцы, систему кровообращения, силу, выносливость организма.
6. Физкультура и спорт положительным образом влияют на иммунитет, состояние здоровья, молодость и красоту, сохраняют способность к труду и активному образу жизни на долгие, долгие годы.
7. Старайтесь бывать на свежем воздухе каждый день и не менее часа, и тогда вы забудете такие слова, как «лишние килограммы», «бессонница», «депрессия», «стрессы», и даже «медицина».
8. Не пренебрегайте физкультурой и спортом, и вы сможете до старости сохранить нравственные, психические и физические здоровье и активность.
9. Любые физические упражнения полезны по-своему.
10. Неоценимую услугу физкультура и спорт оказывают и в формировании у молодёжи высоких моральных качеств. Они воспитывают волю, мужество, упорство в достижении цели, чувство ответственности и товарищества.

**IX. Give a short summary of the text “A”.**

**X. Find the sentences with the following words in the text “ B “ given below and translate them into Russian.**

## X. Read and translate the text “ B”.

### *“HOW SPORTING ARE THE BRITISH?”*

The list of sports invented by the British is a long one. It includes boxing, football, golf, lawn tennis, badminton, cricket, rugby, squash, darts, billiards and snooker. That's why Britain is sometimes called the cradle of sports. In Britain today sport is almost a national obsession. Sport occupies 40 percent of the news pages of the popular newspapers. The British are very sporting people. They knight their most famous footballers and cricketers.



Team games are not as popular as they used to be in the 1950s. The sports which were popular in the 1980s and 1990s were mostly sports for individuals, like swimming, cycling, snooker. Team games drew fewer spectators including football. But it is worth mentioning that international matches and cup matches in all the major sports still filled the grounds. Motor-racing, on the other hand, more than doubled its popularity and golf became a major spectator sport.

Television has an enormous influence on sport. Darts, snooker, golf and cycling have found regular places in TV programmes. Thanks to television,

darts has become an international game, played by professionals. American football and Japanese sumo wrestling have won over British TV fans.

More and more British people do exercises to keep fit and this turns Britain from the nation of spectators into the nation of doers.

**XI. Comprehension check. Answer the following questions on the text “B”.**

1. What does the list of the British sports include?
2. Why Britain is sometimes called the cradle of sports?
3. How many percent of the news pages of the popular newspapers does sport occupy?
4. When team games were popular in Britain?
5. When sports for individuals like swimming, cycling, snooker were popular in Britain ?
6. What was a major spectator sport?
7. Why did team games draw fewer spectators?
8. What kind of sport is the least popular among sports fans?
9. What kind of sport doubled its popularity in 1990s?
10. What was the role of television in that time?
11. Thanks whom darts had become an international game?
12. What kind of sports have won over British TV fans?
13. What British people usually do to keep fit?

**XII. Divide the text “B” into logical parts and retell it.**

**XIII. Discuss the following statements.**

1. Sport has played an important part in our lives for many centuries.
2. Sport is enjoyment.
3. Sports are very good for active relaxation.
4. In Britain today sport is almost a national obsession.
5. Television has an enormous influence on sport.

**XIV. Make up your own project in the form of presentation on the topic: “SPORT IN MY LIFE”.**

## Unit 8

### MY FUTURE PROFESSION IS ACCOUNTING

#### I. Study and memorize the following words and expressions.

1. accounting – бухгалтерский учет
2. to a significant в значительной степени
3. phase – стадия; фаза
4. capture - (зд.) получение( информации )
5. processing - обработка (информации)
6. communication – передача (информации)
7. recording – запись (информации)
8. book-keeping – счетоводство
9. record – 1). запись 2). отражать в отчетности, записывать
10. at a profit – с прибылью
11. to meet one's commitments – выполнять обязательства
12. to fall due – подлежать оплате, подлежать выполнению
13. accounting equation – бухгалтерское равенство
14. assets – активы
15. liabilities – пассивы
16. owner's equity – собственный (акционерный) капитал компании
17. financial statements – финансовая отчетность
18. balance sheet – балансовый отчет, баланс
19. income statement – отчет о прибылях
20. profit and loss account – счет прибылей и убытков
21. double- entry book-keeping – бухучет по методу двойной записи
22. entry – запись, проводка
23. account – счет
24. cash basis – 1). метод записи доходов и издержек на счетах только при их поступлении и выплате  
2). кассовая база

25. accrual basis - 1). метод вычислений при учете доходов и издержек 2) запись доходов и издержек в момент завершения операции
26. debit – дебет
27. debit side – левая сторона баланса, дебет счета
28. credit – кредит
29. credit side – правая сторона баланса, кредит счета
30. tax planning – планирование налогообложения
31. capital budgeting – составление смет капитальных расходов
32. budgeting for current operations – составление смет текущих расходов
33. auditing – аудит
34. cost accounting – производственный учет
35. certified public accountant – дипломированный частнопрактикующий бухгалтер
36. financial information system – финансовая информационная система

## II. Train the pronunciation of the following words:

Accounting [ə'kauntɪŋ], capture ['kæptʃə], commitments [kə'mɪtmənt], fall due [fɔ:l dju:], equation [ɪ'kwɛɪʒ(ə)n], assets ['æsɛts], liability [ˌlaɪə'bɪlətɪ] es, owner ['əʊnə], equity ['ekwɪtɪ], financial [faɪ'nænʃ(ə)l], balance ['bæləns], income [ˈɪnkʌm], profit ['prɒfɪt], account [ə'kaunt], double ['dʌbl], entry ['entri], cash [kæʃ], basis ['beɪsɪs], accrual [ə'kru:əl], debit ['deɪt], credit ['kredɪt], tax [tæks], budget ['bʌdʒɪt], current ['kʌr(ə)nt], audit ['ɔ:dɪt], certified ['sɜ:tɪfaɪd].

## III. Find the sentences with the following words in the text “ A “ and translate them into Russian.

An accounting system; significant; economic system's development; managers or owners; commitments; fall due; capturing; book-keeping; theoretical concept; calculation; financial results; accounting equation; owners' equity; the balance sheet; each transaction; profit and loss account; a firm's sales; financial information; down up periodically; to describe the transactions; an income.

#### IV. Read and translate the text “A” .

### **“ACCOUNTING”**

An accounting system in a given country is one of the key elements of the economic system. It is determined to a significant extent by the level and direction of the economic system's development.

The most important theoretical concept of the Anglo-American accounting may be summed up as follows: the subject of accounting is the calculation of the financial results of an economic entity's business activity.

Accounting is used to describe the transactions entered into by all kinds of organizations.

Accounting can be divided into three phases: capture, processing and communication of financial information.

The first phase, the process of capturing financial information and recording it, is called book-keeping. Accounting extends far beyond the actual making of records. It includes their analysis and interpretation, it shows the relationship between the financial results and events, which have created them.

Accounting can show the managers or owners of a business whether or not the business is operating at a profit, whether or not the business will be able to meet the commitments as they fall due.



Accounting is based on the accounting equation, which states that a firm's assets must equal its liabilities plus its owners' equity.

Assets and liabilities, profits and losses are listed in financial statements. The two main types of financial statements are the balance sheet and the income statement,(profit and loss account).

The balance sheet lists a firm's assets, liabilities and owner's equity at a point of time.

Changes in the balance sheet are made according to the principle of double-entry book-keeping. This principle states that each transaction must be recorded on the balance sheet as two separate entries so that the totals of each side will always equal one another, and that this will always be true no matter; how many transactions are entered into.

Balance sheets are drawn up periodically: monthly, quarterly, half-yearly, annually.

There is an account for every asset, every liability and capital. Accounts can be prepared either on a cash or accrual basis. Each account should be shown on a separate page.

The double entry system divides each page into two halves. The left-hand side is called the debit side, while the right-hand side is called the credit side.

The balance sheet shows a lot of useful financial information, but it does not show everything. A firm's sales, costs, and profits for a given period are shown in an income statement.

## **V. Find English equivalents to the Russian words and word combinations.**

Ключевой элемент экономической системы; финансовые результаты хозяйственной деятельности хозяйствующего субъекта; сделки, в которые вступают различные организации; получение, обработка и передача информации; отражение информации в финансовой отчетности; работать с прибылью; выполнять свои обязательства; бухгалтерское равенство; активы должны быть равны пассивам; в балансе отражаются; учет по принципу двойной записи; отражать в балансе, составлять баланс; счет прибылей и убытков.

## **VI. Find Russian equivalents to the English words and word combinations.**

Consulting services; professional body; budgeting for current operations; private accountant; judgement; holder of a license; be authorized; to grant a license; to keep knowledge up to date; integrity; to be held in low esteem; to have much in common; consulting services; practice; market economy.



**VII. Comprehension check. Answer the following questions on the text “A”.**

1. What role does an accounting system play in an economy?
2. Into what phases is accounting broken down?
3. What is an accounting equation?
4. What is the most widely practiced principle of book-keeping?
5. What does the balance sheet list?
6. What is shown in the income statement?

**VIII. Translate into English.**

1. Бухгалтерский учет – это система документального оформления информации об объектах учета и составление на ее основе отчетности.
2. Бухгалтерский учет представляет собой систему наблюдения и контроля за объектами хозяйственной деятельности.
3. Вести бухучет и составлять бухгалтерскую отчетность обязаны все без исключения организации.
4. Объектами бухгалтерского учета являются имущество организации, их обязательства и хозяйственные операции, осуществляемые организациями в процессе их деятельности.
5. Все хозяйственные операции отражаются одновременно по дебету одного бухгалтерского счета и кредиту другого счета на одинаковую сумму.
6. Все операции записываются по мере их возникновения, а не в момент оплаты.
7. Доходы отчётного периода должны быть соотнесены с расходами, благодаря которым эти доходы были получены.
8. Принцип периодичности это регулярное составление бухгалтерского баланса и отчетности за следующие периоды: год, полугодие, квартал, месяц.
9. Принцип денежного измерения - единицей количественного денежного измерения фактов хозяйственной деятельности выступает валюта страны.

10. Документирование - письменное свидетельство о совершенной хозяйственной операции, придающее юридическую силу данным бухгалтерского учета.

**IX. Give a short summary of the text “A”.**

**X. Find the sentences with the following words in the text “ B “ given below and translate them into Russian.**

The accounting profession; public accountants; refers to the holder; by business firms; do their best; a very low esteem in the country; should take full responsibility for; by a state government; educational and experience requirements; public accountants in Russia; auditing; consulting services; capital budgeting for current operations; business organization; the highest standard; up to date.

**XI. Read and translate the text “ B”.**

***“THE ACCOUNTING PROFESSION IN THE MARKET ECONOMY”***

The accounting profession in the market economy consists of public and private accountants. Public accountants are independent professionals who provide services for a fee. Accountants who are employed by business firms are known as private accountants.

The main form of business organization in the accounting profession is partnership, though some public accountants practice alone and the others have formed professional corporations. Public accountants try to avoid limited liability, because they believe that professionals should take full responsibility for their judgements.

The title certified public accountant refers to the holder of a license to practice public accounting. The license is granted by a state government. It is granted to people who meet educational and experience requirements and pass an examination. All American certified public accountants are expected to keep their knowledge up to date and to maintain the highest standard of integrity, professional independence and confidentiality.



In Russia accountants also try and do their best to keep up high professional standards. For many years they were held in a very low esteem in the country, now the situation is changing for the better. Public accountants in Russia offer different services. The main service is auditing. Besides, public accounting firms offer consulting services, some accountants are also active in tax planning and preparation of tax returns. Russian and American public accountants have much in common.

The work of private accountants in Russia differs greatly from what American accountants employed by business firms do because Russia is only entering a market economy.

Accountants who work for the US business firms have wide responsibilities. Their duties include cost accounting, capital budgeting for current operations, tax planning, they must know how to design financial information systems, and do many other things.

**XII. Comprehension check. Answer the following questions on the text “B”.**

1. What are public accountants?
2. What are private accountants?
3. How do public accountants organize their activities?
4. Who can get a license to practice public accounting?
5. What services do Russian public accountants provide?

**XIII. Divide the text “B” into logical parts and retell it.**

#### **XIV. Discuss the following statements.**

1. An accounting system in a given country is one of the key elements of the economic system.
2. Accounting can be divided into three phases.
3. The main form of business organization.
4. The work of private accountants in Russia.
5. The work of private accountants in America.

#### **XV. Make up your own project in the form of presentation on the topic: “THE ACCOUNTING PROFESSION IN THE MARKET ECONOMY”.**

### **Unit 9**

#### **MY FUTURE PROFESSION IS ROAD CONSTRUCTION AND ROAD USAGE**

##### **I. Study and memorize the following words and expressions.**

- |                            |  |
|----------------------------|--|
| 1. the common name         | – общее название                               |
| 2. varieties               | – разнообразие; ряд; множество;                |
| 3. land transport routes   | – сухопутные транспортные маршруты             |
| 4. designed                | – спланированный; проектный                    |
| 5. vehicles                | – транспортные средства; перевозочные средства |
| 6. traffic                 | – движение; транспорт; перевозки;              |
| 7. freight                 | – перевозка грузов; фрахт;                     |
| 8. road network            | – дорожная сеть                                |
| 9. regular traffic         | – регулярное движение                          |
| 10. millennium (millennia) | – тысячелетие                                  |
| 11. cobbled roads          | – мощенные дороги                              |
| 12. hewn out of rocks      | – высеченный в скалах                          |
| 13. amber route            | – янтарный путь                                |
| 14. deposit                | – месторождение                                |

15. cobble stone	– булыжный камень
16. gravel	– гравий
17. cut stone	– тёсанный камень
18. lime mortar	– известковый раствор
19. swampy regions	– болотистые районы
20. marker	– маркер; ориентир
21. shipping weigh	– перевозимый вес
22. lapis lazuli	– лазурит; ляпис-лазурь
23. Achaemenid roads	– дороги державы Ахеменидов
24. unshod pack	– неподкованные вьючные животные
25. saddle animals	– осёдланные животные
26. halt	– останавливать; обрывать; прекращать
27. a surface of a solid layer	– поверхность из прочного слоя
28. packed gravel	– уплотнённый гравий
29. highways	– большая дорога; автомагистраль; автострада
30. avenue road	– магистральная дорога
31. dirt	– почва
32. reinforced	– усиливать; укреплять
33. log	– бревно
34. crushed rock	– дроблёный камень; дроблёная горная порода
35. Moscow Highway	– Московская дорога
36. highway	– скоростная автомобильная дорога, автомагистраль; автострада; скоростная дорога
37. reading machinery	– измерительные механизмы
38. production of new road-building materials	– производство новых дорожно-строительных материалов
39. urban roads	– городская дорога
40. intercity roads	– междугородние дороги
41. interstate roads	– межгосударственные автомобильные дороги.

- |                                     |  |
|-------------------------------------|--|
| 42. engineering structures          | – инженерные сооружения                |
| 43. high traffic speed              | – скоростное движение транспорта       |
| 44. tolerate heavy loads            | – выносить тяжёлые нагрузки            |
| 45. intersections on the same level | – пересечения на одном и том же уровне |

## II. Train the pronunciation of the following words:

Variety [və'raɪəti], rout [raʊt], vehicle [ 'vi:ɪkl], freight [freɪt], cobble ['kɒbl], hewn [hju:n], gravel ['græv(ə)l], mortar ['mɔ:tə] , swampy ['swɒmpi], region ['ri:dʒ(ə)n], weigh [wei], unshoe [ʌn'ʃu:] , saddle ['sædl], amber ['æmbə], surface ['sɜ:fɪs], halt [hɔ:lt], layer ['leɪə], highway ['haɪwei], avenue ['ævən(j)u:], surface ['sɜ:fɪs], dirt [dɜ:t], reinforce [ ,ri:ɪn'fɔ:s] , crushed [krʌʃt], machinery [mə'ʃi:n(ə)rɪ], production [prə'dʌkʃ(ə)n], building ['bɪldɪŋ], material [mə'tɪəriəl], urban ['z:b(ə)n], road [rəʊd], intercity [ ,ɪntə'sɪti], interstate [ ,ɪntə'steɪt], structure ['strʌktʃə], high [haɪ], tolerate ['tɒl(ə)reɪt], heavy ['hevi], load [ləʊd], intersection [ ,ɪntə'sekʃ(ə)n], same [seɪm], reading ['ri:dɪŋ], Moscow ['mɒskəʊ], deposit [dɪ'pɒzɪt].

## III. Find the sentences with the following words in the text “ A “ and translate them into Russian.

In ancient times; covered with tar; the first to build; by preparing earth-works; roadways are basically designed; sediments and erosion; stone thickness; road alignment; slope gradients; the binding agents and admix- tures; the Appian Way in Rome; highway space management and proper drainage of water; major works; moisture content; the designed specifica- tions; low index of plasticity; use of recyclable materials; increasing traf- fic; since a bulldozer is expensive; useful for road construction; maximum traffic in optimal space.

#### IV. Read and translate the text “A” .

### **“ROAD CONSTRUCTION”**

In ancient times, river transport was much faster and easier than road transport. The Romans were the first to build stone paved roads in North Africa and Europe to support their military operations. Later the Arabs built roads that were covered with tar. The roads were constructed by preparing earthworks and lifting the road foundation at the center for water drainage. Road construction techniques gradually improved by the study of road traffic, stone thickness, road alignment, and slope gradients. Initial road construction materials were stones that were laid in a regular, compact design, and covered with smaller stones to produce a solid layer.

The building techniques were simple but effective as they reduced the travel time considerably and connected one place to another by land. The Appian Way in Rome still exists although it was constructed 2300 years ago. If Roman roads are considered the beginning of road construction,

Telford Pavements are known as the second step of this process, followed by the Macadam Pavements that ultimately lead to the Bitumen Roads. Today, the concrete roads have added another dimension to stability and strength of the roadways.



Modern road construction involves the removal of geographic obstacles, and the use of new construction materials that are far more improved and durable. Rock and earth is removed by explosion or digging. Embankments, tunnels, and bridges are constructed, and then vegetation is removed by deforestation, if necessary. Finally, the pavement material is laid by using a range of road construction equipment.

Roadways are basically designed and constructed for use by vehicles and pedestrians. Storm drainage and ecological considerations should be considered seriously. Sediments and erosion are controlled to avoid damaging effects. Drainage systems are constructed so that they should be able to carry waste water to a waterway, stream, river, or the sea.

Earthwork is one of the major works involved in road construction. This process includes excavation, material removal, filling, compaction, and construction. Moisture content is controlled, and compaction is done according to standard design procedures. The fill layer is distributed and compacted to the designed specifications. This procedure is repeated until the compaction desired is reached. The fill material should not contain organic elements, and possess a low index of plasticity. Fill material can include gravel and decomposed rocks of a particular size, but should not consist of huge clay lumps. Sand clay can be used. The area is considered to be adequately compacted when the roller movement does not create a noticeable deformation. The road surface finish is reliant on the economic aspects, and the estimated usage.

Bulldozers are some of the most important items of equipment used in road construction. Since a bulldozer is expensive, economic usage factors



should be considered when using one. Bulldozers are extremely useful for road construction where it is possible to throw the waste excavated material on the road sides. Bulldozers may only be used if the slopes

at the sides are not excessively steep. However, work on steep slopes can be accomplished by a bulldozer by using special techniques and expertise.

Construction of roads in challenging conditions is no more difficult task because the binding agents and admixtures make it possible for the roads to last long and carry the heavy loads without cracking under tough environ-



mental conditions. Use of recyclable materials for the construction of roads has added balance to the environment too.

With ever increasing traffic and exponentially increasing vehicular load, construction management techniques have become the need of the hour. Managing maximum traffic in optimal space is what the world needs today. Safe designing of roads, highway space management and proper drainage of water are major aspects that the site engineers have to take care of.

#### **V. Find English equivalents to the Russian words and word combinations.**

Техника; бульдозер; строительство дорог; дренаж вод; пригодный для переработки; склон; чрезвычайно крутой; очевидная деформация; дорожное покрытие; речной транспорт; вымощенные камнем дороги; смола (деготь); прочность; протяженность; земляные работы; дорожное покрытие из бетона; проектные работы; стандартный; прочный; окружающая среда.

#### **VI. Find Russian equivalents to the English words and word combinations.**

Increasing traffic; optimal space; safe designing of roads; highway; construction of roads; equipment; heavy loads; military operations; road foundation; to support; study of road traffic; modern road construction; more improved and durable; compact design; by explosion or digging; embankments; tunnels.

#### **VII. Comprehension check. Answer the following questions on the text "A".**

1. What was faster river or road transport in ancient times?
2. Who was the first one to build stone paved roads in Europe?
3. What roads did Arabs build?
4. How did road construction techniques improve?
5. What were initial road construction materials?
6. Why were the building techniques simple but effective?

7. What are the different steps of road construction?
8. What does modern road construction involve?
9. How is rock and earth removed?
10. What is done Embankments, tunnels, bridges and vegetation?
11. What is finally done?
12. What are roadways basically designed for?
13. What should one consider seriously?
14. Why are sediments and erosion controlled?
15. How is drainage system constructed?
16. What is one of the major works in road construction? What does this process include?
17. How is compaction done?
18. What should fill material not contain? What can it contain?
19. When is the area considered to be adequately compacted?
20. What is the road surface finish reliant on?
21. What are the most important items of equipment used in road construction?
22. Where are bulldozers extremely useful for road construction?
23. When may bulldozers only be used? Can bulldozers work on steep slopes?
24. Why is construction of roads in challenging conditions no more difficult task now?
25. Have construction management techniques become the need of the hour? Why?
26. What does the world need today?

### **VIII. Translate into English.**

1. Строители дорог должны знать технологию строительства покрытий и оснований из горячих, теплых и холодных асфальтобетонных смесей.
2. Одно из перспективных направлений в области строительства асфальтобетонных покрытий это включение в состав асфальтобетонных смесей добавок, улучшающих его свойства.

3. Важная проблема, которую необходимо решать при строительстве асфальтобетонных покрытий является обеспечение безопасности движения по ним в сырую погоду.
4. На изготовленное земляное полотно вывозят доменный шлак автомобилями и разравнивают бульдозерами толщиной слоя 20 см.
5. При строительстве дорог в условиях повышенного увлажнения наиболее эффективны гранулированные шлаки.
6. Действующие СНиПы предписывают вести строительство дорог и аэродромов поточным методом.
7. Дорога, вписанная в окружающий ландшафт, обеспечивает постоянный или плавный переменный режим движения, способствует работоспособности водителей и создает хорошее настроение у проезжающих.
8. Трасса дороги, проходя по местности, встречает на своем пути различные препятствия: реки, ручьи, овраги, горные хребты, лощины, суходолы.
9. Дорожную одежду следует проектировать с требуемым уровнем надежности, под которой понимают вероятность безотказной работы в течение межремонтного периода.
10. Проектирование автодорог магистрального назначения имеет свою специфику, так как на таких дорогах происходит движение не только легковых, грузовых транспортных средств, но и крупнотоннажного транспорта.

**IX. Give a short summary of the text “A”.**

**X. Find the sentences with the following words in the text “B” given and translate them into Russian.**

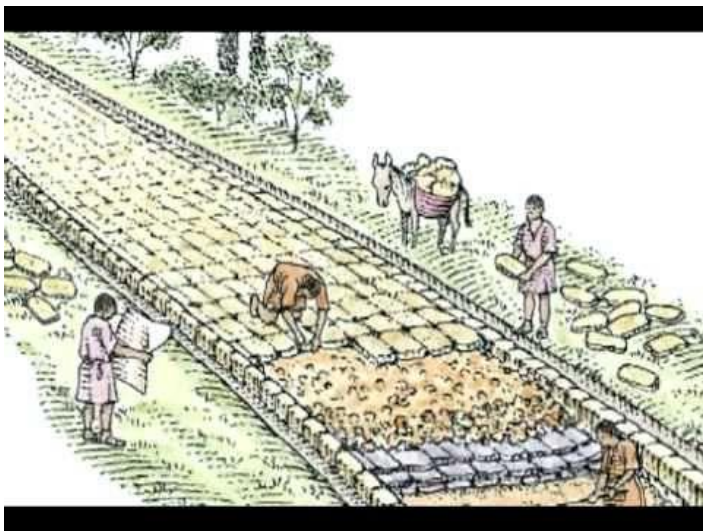
The common name; road network; to develop in Eurasia; were not surfaced; these routes reached as far as Scandinavia; the American continent; an ancient transport routes; the Romans created a network of roads; also influenced the planning of settlements; the ancient agricultural settlements; intersected as well as along them; took into account

the possibilities; the so-called lazurite route; exchange and regular cultural contacts; in the fourth millennium B.C.; the most well known of the Achaemenid roads.

## **XI. Read and translate the text “ B”.**

### **“ROADS”**

Roads are the common name for all varieties of land transport routes, designed to carry people, vehicles, traffic, and freight. A road network for regular traffic began to develop in Eurasia during the fifth millennium B.C.



ordinarily these ancient roads, as well as a majority of roads of the second and first millennia B.C., were not surfaced. The basic road network in Eurasia stabilized during the first millennium B.C. It served as the basis for such transcontinental routes of exchange and commerce as the Great Silk Route and the

roads of the Arab Caliphate; these routes reached as far as Scandinavia. On the American continent road construction flourished in the first half of the first millennium B.C., when cobbled roads and roads hewn out of rocks were built in the Incan empire. The formation of the road network also influenced the planning of settlements. From the irregular development typical for the ancient agricultural settlements, one can note a transition in the second millennium B.C. in southern Eurasia to constant principles for laying out the settlements and towns that took into account the possibilities of moving traffic through the streets. Large settlements arose at the points where major roads intersected as well as along them.

Ancient transport routes were characteristically a combination of river and sea transport with overland transport. This was the case with the major

trade routes that were built at the end of the third millennium B.C., including the “amber route,” which crossed all of Central Europe, and the “lead route” from the Cornwall Peninsula in England to the Mediterranean countries. The role of overland traffic increased as exchange and regular cultural contacts grew stronger.

Traces of the so-called lazurite route, over which the lapis lazuli of the Badakhshan deposits were spread to a considerable portion of Southwest Asia beginning in the fourth millennium B.C., have been found in the Middle East and Middle Asia. Roads



of considerable length, often with stone paving, were built by the Hittites and Assyrians during periods when their states flourished and made major military conquests. Arising on the site of ancient caravan routes, these roads in turn became part of the road network of the Achaemenid state from the sixth century through the fourth century B.C. The Imperial Road is among the most well known of the Achaemenid roads; it extended from Ephesus to Susa and Sardes. The road had a stone surface, road markers indicating distances, stations with hotels, and so forth. On the model of this road, the Appian Way was built at the end of the fourth century B.C. from Rome to Capua and Brundisium; this marked the beginning of the active construction of Roman trade and military roads. The Romans created a network of roads across Western Europe consisting of 372 major roads, 29 of which ended in Rome. The Roman roads were built from gravel, cobble stone, and cut stone laid in lime mortar. In swampy regions the Romans paved their roads with wood, making use of the experience of the native populations. The Roman roads had markers for distance and intersections. The surfacing, which was made up of several layers, was as much as a meter in depth. The paved portion of a Roman road was not wide. The Appian Way, which was up to 4.3 m wide, was an exception; more often the roads were designed for a single carriage. There were dirt tracks on both sides of

the paved roadway for the traffic of unshod pack and saddle animals. The Roman roads that crossed the Alps were between 1.5 and 3.5 m wide and very steep.

Road construction in Europe halted with the fall of the Roman Empire. Only in the 13th century did the building of roads resume, and roads were built in Sweden, Germany, England,

Spain and the Netherlands. In England a maximum shipping weight was established for the first time, and a rule was introduced that all carriages would keep to one side. In the 15th and 16th centuries in Italy a road network was built that was designed for the passage of two carriages. The organization of regular mail and passenger services in the 17<sup>th</sup> century led to a significant rise in road construction in Europe. The invention of a surface of a solid layer of packed gravel at the beginning of the 19<sup>th</sup> century caused the rapid growth of road construction and began to be widely used in building highways in the 1820's.

On the territory of ancient Russia in the eighth to the tenth centuries, the Kievan State had several trade routes (chiefly water) linking Kiev with the Crimea and the mouth of the Don. With the growth of the Russian state, a road network was formed from Moscow to the borderlands. The year 1722 can be considered the beginning of systematic road building in Russia, when Peter I ordered the construction of a road between St. Petersburg and Moscow. (Called the "avenue road," it was made of dirt reinforced in a number of areas with logs.) In 1817 work was started on the paving of this road with crushed rock, and by 1834 the St. Petersburg-Moscow road, over 700 km long, began to be called the Moscow Highway. The turn of the 19th century was characterized in all countries by intensive highway construction (that is, roads with a hard, chiefly crushed rock, surface). The thickness of the surfacing was reduced from 1 m to 0.24-0.27 m. The creation of the automobile made new demands upon roads. Road surfaces of crushed rock could not withstand the intensive automobile traffic, and with the 1920's extensive construction was started of motor roads and motor highways with an asphalted surface. The growth of the road network necessitated the development of road machinery and the production of new road-building materials. Modern urban, intercity, and interstate roads

are complexes of that provide for high traffic speed, tolerate heavy loads, and, as a rule, do not have intersections on the same level.



The Crimea Bridge

The first public railroad was built in Great Britain in the 1820's. In Russia the construction of the first such railroad (between St. Petersburg and Tsarskoe Selo) was completed in 1837.

The development of large cities with the enormous expansion of transport arteries and the difficulty of surface automobile traffic have led to the development of underground railroads, subways, and above-ground mono-rails.

## XII. Match the words and expressions with their translation.

- |                          |  |
|--------------------------|--|
| 1. land transport routes | a. высеченный в скалах                       |
| 2. cobbled roads         | b. янтарный путь                             |
| 3. hewn out of rocks     | c. уплотнённый гравий                        |
| 4. amber route           | d. междугородние дороги                      |
| 5. swampy regions        | e. дроблёный камень; дроблёная горная порода |
| 6. Achaemenid roads      | f. дороги державы Ахеменидов                 |
| 7. intercity roads       | g. сухопутные транспортные маршруты          |
| 8. unshod pack           | h. неподкованные вьючные животные            |
| 9. packed gravel         | i. измерительные механизмы                   |
| 10. crushed rock         | j. выносить тяжёлые нагрузки                 |
| 11. tolerate heavy loads | k. перевозка грузов; фрахт                   |
| 12. reading machinery    | l. мощные дороги                             |
| 13. freight              | m. болотистые районы                         |

**XIII. Comprehension check. Answer the following questions on the text “B”.**

1. What are the roads?
2. When did a road network for regular traffic begin to develop in Eurasia?
3. When did the basic road network in Eurasia stabilize?
4. What did it serve for?
5. What did the formation of the road network also influence?
6. What were ancient transport routes like?
7. What did the ancient roads have?
8. Who built a network of roads across Western Europe?
9. What were the Roman roads built from?
10. What did the Romans pave their roads with in swampy regions?
11. What did the Roman roads have?
12. How deep was the surfacing of the Roman roads?
13. Was the paved portion of a Roman road wide or not?
14. What were dirt tracks on both sides of the paved roadway for?
15. When did road construction in Europe halt?
16. When did the building of roads resume? In what countries were the roads built at that time?
17. What measures were taken in road construction in England at that time?
18. What was done in building construction in Italy in the 15th and 16th centuries? What did the
19. organization of regular mail and passenger services in the 17<sup>th</sup> century lead to?
20. What caused the rapid growth of road construction at the beginning of the 19<sup>th</sup> century and when did it begin to be widely used in building highways in the 1820's?
21. What trade routes were on the territory of ancient Russia in the eighth to the tenth centuries?
22. What road network was formed with the growth of the Russian state?
23. What period can be considered the beginning of systematic road building in Russia?
24. What happened in 1817?



25. When did the St. Petersburg-Moscow road begin to be called the Moscow Highway?
26. What was the turn of the 19th century characterized in all countries by?
27. To what thickness was the surfacing reduced at that time?
28. What did the creation of the automobile make?
29. Why was started the construction of motor roads and motor highways with an asphalted surface?
30. What did the growth of the road network necessitated?
31. What are modern urban, intercity, and interstate roads?
32. When and where was the first public railroad built in?
33. When was the first public railroad construction completed in Russia?
34. What have the development of large cities with the enormous expansion of transport arteries and the difficulty of surface automobile traffic led to?

**XIV. Translate the following sentences into Russian.**

1. In ancient times, river transport was much faster and easier than road transport.
2. The building techniques were simple but effective.
3. Roads are the common name for all varieties of land transport routes.
4. The formation of the road network also influenced the planning of settlements.
5. The organization of regular mail and passenger services in the 17<sup>th</sup> century led to a significant rise in road construction in Europe.
6. The creation of the automobile made new demands upon roads.
7. The growth of the road network necessitated the development of reading machinery and the production of new road-building materials.

**XV. Divide the text “B” into logical parts and retell it.**

**XVI. Discuss the following statements.**

**XVII. Make up your own project in the form of presentation on the topic: “*THE CONSTRUCTION OF ROADS, BRIDGES AND AIR-PORTS*”.**

## Unit 10

### MY FUTURE PROFESSION IS AUTOMATION

#### I. Study and memorize the following words and expressions.

- |                                |   |
|--------------------------------|---|
| 1. automation                  | – автоматизация                                 |
| 2. mechanization               | – механизация                                   |
| 3. simplification              | – упрощение                                     |
| 4. without human intervention  | – без вмешательства человека                    |
| 5. technical innovations       | – технические инновации                         |
| 6. to extend                   | – расширять                                     |
| 7. nonmanufacturing systems    | – создавать, придумывать                        |
| 8. independently               | – по крайней мере                               |
| 9. automatic devices           | – среднее образование                           |
| 10. automated guidance         | – стремление                                    |
| 11. arose out                  | – престижный                                    |
| 12. feedback systems           | – требования                                    |
|                                | –   |
| 13. work pieces                | – ежегодно                                      |
| 14. specialized machines       | – включать ( в себя)                            |
| 15. ingot                      | – слиток, болванка                              |
| 16. step- by- step manufacture | – постепенное, ступенчатое производ-<br>водство |
| 17. telephone industry         | – отрасль телефонной связи                      |
| 18. dialing                    | – набор номера                                  |
| 19. billing                    | – составление счетов                            |
| 20. packaging of foods         | – упаковка продуктов                            |
| 21. refinery                   | – нефтеперерабатывающий завод                   |
| 22. crude oil                  | – сырая нефть                                   |

23. cracking	– крекинг (однопроходный выход бензина)
24. distillation	– независимо(от); несмотря на
25. raw materials	– формы собственности
26. an array	– ряд
27. to govern	– управлять; руководить
28. valve	– клапан; вентиль; задвижка
29. heater	– нагревательный прибор
30. steel	– зд. металлургия
31. beverage	– ликеро-водочная промышленность
32. canned	– консервированный (о продуктах)
33. to load	– загружать
34. consumer product	– потребительские товары
35. assembly	– монтаж, сборка
36. approximate	– приблизительный, примерный
37. daily life	– повседневная жизнь
38. workstation	– рабочее место
39. transfer system	– система передачи
40. automated production line	– автоматизированная поточная линия
41. raw work part	– необработанная деталь
42. programmable logic controllers	– программируемые логистические диспетчеры

## II. Train the pronunciation of the following words:

Automation [ˌɔ:tə'meɪʃ(ə)n], manufacture [ˌmænjə'fæktʃə, ˌmænju'fæktʃə], designed [dɪ'zaɪnd], capacity [kə'pæsəti], done [dʌn], humans ['hju:mənz], control [kən'trəʊl], sequence ['si:kwən(t)s], astronautics [ˌæstrə(u)'nɔ:tɪks], switching [swɪtʃɪ], equipment [ɪ'kwɪpmənt], pilot ['paɪlət], guidance

[ˈgaɪd(ə)n(t)s], system [ˈsɪstəm], require [rɪˈkwaɪə], duplicate [ˈdjuːplɪkət], diagnosis [ˌdaɪəgˈnəʊsɪs], prescribe [prɪˈskraɪb], therapy [ˈθerəpi], continuously [kənˈtɪnjuəsli], through [θruː], pipe [paɪp], gasoline [ˈgæs(ə)liːn], fuel [fjuːəl, ˈfjuəl], govern [ˈgʌv(ə)n], valve [vælv], heater [ˈhiːtə], thereby [ˌðeəˈbaɪ], beverage [bɛvərɪdʒ], canned [kænd], squeezed [skwiːzd], assembly [əˈsembli], approximate [əˈprɒksɪmət], mechanization [ˌmekənəɪˈzeɪʃ(ə)n].

### **III. Find the sentences with the following words in the text “ A “ and translate them into Russian.**

To perform certain tasks; the next step in the development of automation; to describe nonmanufacturing systems; can operate independently or nearly independently; programmed or automatic devices; telephone switching equipment; became known as Detroit automation; most people think of as automation; a number of separate machines; the division of labor; developed in the latter half of the 18th century; the level of skills required of workers; the British economist Adam Smith.

### **IV. Read and translate the text “A” .**

#### ***“AUTOMATION. ELEMENTS OF AUTOMATION”***

Automation is a system of manufacture designed to extend the capacity of machines to perform certain tasks formerly done by humans, and to control sequences of operations without human intervention. The term *automation* has also been used to describe nonmanufacturing systems in which programmed or automatic devices can operate independently or nearly independently of human control. In the fields of communications, aviation, and astronautics, for example, such devices as automatic telephone switching equipment, automatic pilots, and automated guidance and control systems are used to perform various operations much faster or better than could be accomplished by humans.



Automated manufacture arose out of the intimate relationship of such economic forces and technical innovations as the division of labor, power transfer and the mechanization of the factory, and the development of transfer machines and feedback systems as explained below. The division of labor (that is, the reduction of a manufacturing or service process into its smallest independent steps) developed in the latter half of the 18th century and was first discussed by the British economist Adam Smith in his book *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776). In manufacturing, the division of labor results in increased production and a reduction in the level of skills required of workers.

Mechanization was the next step necessary in the development of automation. The simplification of work made possible by the division of labor also made it possible to design and build machines that duplicated the motions of the worker. As the technology of power transfer evolved, these specialized machines were motorized and their production efficiency was improved. The development of power technology also gave rise to the factory system of production, because all workers and machines had to be located near the power source.

The transfer machine is a device used to move a work piece from one specialized machine tool to another, in such a manner as to properly position the work piece for the next machining operation. Industrial robots, originally designed only to perform simple tasks in environments dangerous to human workers, are now extremely dexterous and are being used to

transfer, manipulate, and index (that is, to position) both light and heavy work pieces, thus performing all the functions of a transfer machine.



In actual practice, a number of separate machines are integrated into what may be thought of as one large machine. In the 1920s the auto industry combined these concepts into an integrated system of production. The goal of this assembly-line system was to make automobiles available to people who previously could not afford them. This method of production was adopted by most automobile manufacturers and rapidly became known as Detroit automation. Despite more recent advances, it is this system of production that most people think of as automation.

#### **V. Find English equivalents to the Russian words and word combinations.**

Термин; ликеро-водочная промышленность; нефтеперерабатывающая промышленность; автомобилестроение; сельское хозяйство; переработка мусора; автоматизированная линия производства; различные операции; специальные станки; развитие отрасли; обсуждать; продвигаться вперед; единая система производства; завод; фабрика; промышленные роботы; выполнять; быстро; несмотря на; большинство людей думают, что ... .

#### **VI. Find Russian equivalents to the English words and word combinations.**

Available to people; previously; these concepts; an integrated system of production; environments dangerous; in actual practice; a number of separate machines; arose out; feedback system; technical innovations; manufacture designed; to control sequences of operations; much faster or better; accomplished by humans.

**VII. Comprehension check. Answer the following questions on the text “A”.**

1. How do you understand the term “automation”?
2. What devices are used to perform various operations much faster or better than could be accomplished by humans?
3. What main factors pushed the development of automated manufacture?
4. How do you understand the term “division of labor”?
5. What are the main results of the division of labor for society?
6. What were the main steps in the development of automation?
7. Why the development of power technology gave rise to the factory system of production?
8. How can you describe the transfer machine?
9. What are the fields of industrial robots application nowadays?
10. What was the initial goal of automation in auto industry?

**VIII. Translate into English.**

1. Электричество является наиболее широко используемым источником энергии в современных автоматизированных системах.
2. Автоматизированные системы выполняют в основном два вида операций: 1) обработка; 2) перемещение и расположение.
3. Автоматизация это система производства, предназначенная для увеличения производительности машин и механизмов.
4. Связь, авиация и космонавтика являются отраслями, наиболее широко использующими автоматизацию.
5. Разделение труда, передача энергии и механизация производства ускорили процесс развития автоматизации.
6. Следующим шагом, необходимым в развитии автоматизации, стала механизация.
7. Развитие технологии передачи энергии, способствовало развитию автоматизации.
8. Промышленные роботы, изначально были разработаны для выполнения простых задач в опасных для человека окружающих средах.
9. В 1920-е годы автопром объединил эти понятия в единую систему производства.

10. По мере развития технологии передачи энергии эти специализированные машины были моторизованы, и их эффективность производства была повышена.

11. В производстве разделение труда приводит к увеличению производства и снижению уровня квалификации работников.

**IX. Give a short summary of the text “A”.**

**X. Find the sentences with the following words in the text “B” given and translate them into Russian.**

Many industries; all done automatically; may consult a computer; the concept of automation; oil and chemical industries; by automatic signaling devices; service industries such as supermarkets; automatic-control devices; the movement and location of trains; become more mechanized; the applications of automation techniques; the continuous-flow method of production; through pipes in cracking; such products as gasoline and fuel oil; step-by-step manufacture and assembly; little automation; evident; automated machines.

**XI. Read and translate the text “ B”.**

### ***“AUTOMATION IN INDUSTRY”***

Many industries are highly automated or use automation technology in some part of their operation. In communications and especially in the tele-



phone industry, dialing, transmission, and billing are all done automatically. Railroads too are controlled by automatic signaling devices, which have sensors that detect cars passing a particular point. In this way the movement and lo-

cation of trains can be monitored. Not all industries require the same degree of automation. Agriculture, sales, and some service industries are difficult to automate. The agriculture industry may become more mechanized,



especially in the processing and packaging of foods; however, in many service industries such as supermarkets, for example, a checkout counter may be automated and the shelves or supply bins must still be stocked by hand. Similarly, doctors may consult a computer to assist in diagnosis, but they must make the final decision and prescribe therapy.

The concept of automation is involving (developing; growing) rapidly, partly because the applications of automation techniques vary both within a plant or industry and also between industries. The oil and chemical industries, for example, have developed the continuous-flow method of production, owing to the nature of the raw materials used. In a refinery, crude oil enters at one point and flows continuously through pipes in cracking, distillation, and reaction devices as it is being processed into such products as gasoline and fuel oil.

An array (range, group, selection) of automatic-control devices governed by microprocessors and coordinated by a central computer is used to control valves, heaters, and other equipment, thereby regulating both the flow and reaction rates. The steel, beverage, and canned food industries, on the other hand, some of the products are produced in batches. For example, a steel furnace is charged (loaded with the ingredients), brought up to heat, and a batch of steel ingots produced. In this phase very little automation is evident. These ingots, however, may



then be processed automatically into sheet or structural shapes by being squeezed through a series of rollers until the desired shape is achieved.

The automobile and other consumer product industries use the mass production techniques of step-by-step manufacture and assembly. This tech-

nique approximates the continuous-flow concept but involves transfer machines; thus, from the point of view of the auto industry, transfer machines are essential to the definition of automation.

Each of these industries uses automated machines in all or part of its manufacturing processes. As a result, each industry has a concept of automation that fits its particular production needs. More examples can be found in almost every phase of commerce. The widespread use of automation and its influence on daily life provides the basis for the concern expressed by many about the influence of automation on society and the individual.

**XII. Comprehension check. Answer the following questions on the text “B”.**

1. Are many industries use automation technology in their production process and to what extend this technology is used?
2. What operations are automated in communications and telephone industry?
3. By means of what automatic signaling devices railroads are controlled?
4. What industries require less degree of automation?
5. Can we state that the concept of automation is developing rapidly?
6. How can you explain the continuous-flow method of production, and in what fields of industry this method is used?
7. Can valves, heaters and similar equipment be operated automatically? If yes, how?
8. How automation is used in certain stages of steel industry?
9. How do you understand step-by-step manufacture and assembly?
10. What is the main principle of the continuous-flow concept in industry?
11. What industries use automated machines in all or part of their manufacturing processes?
12. Can you give examples of automation technologies used in commerce?
13. Do you think that the widespread use of automation influences on individual's and society's daily life?

14. Does automation provide the basis for the concern of society and the individual?

### **XIII. Insert the missing words and word combinations.**

Railroads too are controlled by ... signaling devices.

1. The ... industry may become more mechanized, especially in the processing and packaging of foods.
2. In beverage and canned food industries some of the products are produced in ... .
3. When a steel furnace is charged and brought up to heat a very little .... is needed.
4. The ingots are processed ... into sheet or structural shapes.
5. The automobile and other consumer product industries use the mass production ... of step-by-step manufacture and assembly.
6. Most of the modern industries use ... machines in all or parts of their manufacturing processes.
7. Each industry has a concept of ... that fits its particular production needs.
8. More examples of ... can be found in almost every phase of commerce.
9. The widespread use of automation and its ... on daily life provides the concern expressed by many about the influence of automation on society and the individual.

### **XIV. Define whether the following statements correspond to the content of the text.**

1. All industries are highly automated or use automation technology in some part of their operation.
2. In communications and especially in the telephone industry, dialing, transmission, and billing are all done manually.

3. Railroads are controlled by automatic signaling devices.
4. Agriculture, sales, and some service industries are easy to automate.
5. Doctors consult a computer to assist in diagnosis and computer also make the final decision and prescribe therapy.
6. The concept of automation is growing rapidly.
7. In petrochemical industry an array of automatic-control devices are used to control valves, heaters, and other equipment.
8. The automobile industry uses the mass production techniques of step-by-step manufacture and assembly.
9. In auto industry the volume of power consumed is essential to the definition of automation.
10. The widespread use of automation doesn't influence our daily life.

**XV. Translate the following sentences into Russian.**

1. Mechanization is often used to refer to the simple replacement of human labor by machines.
2. Automation generally implies the integration of machines into a self-governing system.
3. Automation has revolutionized those areas in which it has been introduced.
4. There is scarcely an aspect of modern life that has been unaffected by automation.
5. The term automation was coined in the automobile industry about 1946 to describe the increased use of automatic devices and controls in mechanized production lines.
6. The origin of the word is attributed to D.S. Harder, an engineering manager at the Ford Motor Company.
7. In general usage, automation can be defined as a technology concerned with performing a process by means of programmed commands combined with automatic feedback control to ensure proper execution of the instructions.
8. The automatic system is capable of operating without human intervention.

9. Advanced systems represent a level of capability and performance that surpass in many ways the abilities of humans to accomplish the same activities.

## **XVI. Translate the following sentences into English.**

1. Автоматизация производства – это процесс в развитии машинного производства, при котором функции управления и контроля, ранее выполнявшиеся человеком, передаются приборам и автоматическим устройствам. 2. Введение автоматизации на производстве позволяет значительно повысить производительность труда, обеспечить стабильное качество выпускаемой продукции, сократить долю рабочих, занятых в различных сферах производства.

3. До внедрения средств автоматизации замещение физического труда происходило посредством механизации основных и вспомогательных операций производственного процесса.

4. Числовое программное управление ( ЧПУ – англ. computer numerical control, сокр. CNC) – область техники, связанная с применением цифровых вычислительных устройств для управления производственными процессами.

5. Промышленные роботы в производственном процессе способны выполнять основные и вспомогательные технологические операции.

6. Промышленный контроллер – подсистема, управляющая работой подключенных к ней устройств, возможно форматирование потока данных для передачи или записи на носитель.

7. Человеко-машинный интерфейс ( сокр. ЧМИ - англ. Human-machine interface, НМИ) – широкое понятие, охватывающее инженерные решения, обеспечивающие взаимодействие человека-оператора с управляемыми им машинами.

8. Нанороботы, или наноботы – роботы, размером сопоставимые с молекулой (менее 100 нм), обладающие функциями движения, обработки и передачи информации, исполнения программ.

9. Гибкая производственная система ( FMS flexible manufacturing system) - это производственная система, в которой существует определенная гибкость, которая позволяет системе реагировать в случае изменений номенклатуры продукции или технологии, независимо от того, были ли они предсказаны или непредсказуемы.

10. Система автоматизированного проектирования — автоматизированная система, реализующая информационную технологию выполнения функций проектирования ( сокр. САПР).

**XVII. Divide the text “B” into logical parts and retell it.**

**XVIII. Discuss the following statements.**

**XIX. Make up your own project in the form of presentation on the topic: “*AUTOMATION IN INDUSTRY AND IN HUMAN LIFE*”**

### PART III SUPPLEMENTARY READING

*I. Read and translate the text. Before reading the text translate the words and word combinations in bold.*

#### **TEXT 1: “VLADIMIR REGION”**

The Vladimir Region (Vladimir Oblast) in the Russian Federation **was created** on the 14<sup>th</sup> of August 1944. Its area is 29,000 square kilometers and population is 1,443,693 people **according to** the Census of 2010. The Vladimir Region is divided into 16 districts. It includes 20 towns and 34 **townships**. The administrative center of the Region is the city of Vladimir.

The Vladimir Region is located in the central part of **the Eastern European Plain**. Its surface is a slightly hilly plain.

The region has hundreds of rivers with **a total length** of more than 8.6 million kilometers – there are 560 rivers and **streams throughout the oblast**. The Klyazma River flows into the Oka River on **the south-eastern edge** of the oblast's border with the Nizhny Novgorod Region. The Oka River is **navigable** throughout the region (157 km). The rivers in the region are **characterized by their flat currents**. There are about three hundred lakes covering an area of five thousand **hectares**. Most of them are small and **undrained** and many are overgrown with **a peat layer**.

The climate is **moderately continental**. The average January temperature is between 11° and – 12° C, and **the average temperature** in July is between 17° and 18.5° C. The **precipitation** is 480 – 580 mm a year. The length of the growing period is between 160 and 180 days.

**The Region's fauna** currently includes more than fifty **species of mammals** (some examples including **elks**, wild boars, roe deer, **red and spotted deer**, **lynxes**, wolves, squirrels, rabbits, **martens**, foxes, **weasels**, **badgers** and other fur-bearing animals), five **species of reptiles**, and ten **species of amphibians**. The **semiaquatic Russian desmans** are listed in the Russian Red Book of **endangered species**. The region is inhabited by 216 species of birds, among which are the **capercaillie**, black grouse, **grouse**, **partridge**, woodcock, goose, duck, etc. The white-fronted goose is listed in the Red Book.



Most of the soil is *light loamy sand* of varying composition. The Meshchera and other lowlands are characterized by *peaty and podzol sandy and bog soils*. The Vladimir Opolie has gray forest and dark-colored peaty soils lying on *blanket loams*. The valleys of the Oka and the Klyazma have *alluvial peaty soils*.

The Vladimir Region has many forests; about half of its territory is covered by them. Mixed *deciduous and coniferous forests* are typical in the Region. The most wooded area is the Meshchera Lowland, where forests cover between 50 and 65 percent of the territory. The *predominant trees* pines, birches, *aspens, and spruces*.

The territory of modern Vladimir Oblast has been populated since ancient times. The oldest known traces of *human settlement* date to *the Upper Paleolithic*. A settlement of Homo Sapiens dating back to 25,000 BCE was discovered in the area of Sungir. Since the 10th century CE, Slavic colonization of the area began. The territory of *current Vladimir Region* became a part of the Old Russian state. In the 11th century, the region became part of *the Rostov-Suzdal principality* and in the 12th century the Vladimir-Suzdal principality. The Vladimir region rapidly developed in the mid-12th century during the rule of Yuri Dolgorukiy and Andrey Bogolyubsky. New towns were founded. The historical monuments *preserved* in Vladi-



mir, Suzdal and other towns bear witness of an important role of the local lands in *the medieval Russian history*. The 12th-century cathedrals of Vladimir, Suzdal and Bogolyubovo are included into the UNESCO World Heritage List.

Russians make up the basic population. *The average population density* is 52 *inhabitants* per square kilometers. The town population is 1,024,000, or 68 percent. The major towns are Vladimir, Kovrov, Murom, Alexandrov, Gus-Khrustalny, Kolchugino, Vyazniki, Kirzhach, Yuryev-Polsky, Sobinka, Raduzhny and Pokrov.

The Vladimir Region has *diversified industry* and developed agriculture. The electric power production of the Region uses mainly fuel that has been brought in from other regions. There is a big thermal electric power plant in Vladimir. According to the industries structure of the Vladimir Region *the major share* fell



on machine-building and metal-working industries (42.2 percent). Food industry *amounted to* 16.3 percent; chemical and petrochemical totaled 6.6 percent; *non-ferrous metallurgy*– 3.6 percent; forestry, woodwork and timber industry – 2.5 percent; *construction materials industry* made 2.4 percent; *flour and grain industry* – 1.2 percent and fuel industry – 0.1 percent.

There are many small businesses. Small businesses employ the greater part of *the working force* in the Region; the employment in small businesses comprises 70 percent of *the total employment in the Region*. The second largest number of workers (one-third) are employed in *light industry* –

chiefly the textile industry. There are enterprises of the chemical industry (plastics) in Vladimir.

The Vladimir Region has a developed glass industry. The production of building-materials *satisfies mainly local requirements*. There are also art handicrafts, such as embroidery, jewelry, and lacquer boxes in Mstera.

The chief branches of agriculture are dairy and meat output and potato farming. Agricultural fields cover 38 percent of the Region territory with a *predominance of plowed landed*. They grow grain crops (rye, oats, wheat, buckwheat, and leguminous crops), potatoes, and fodder crops. Vegetables are grown in the suburbs of Vladimir, Kovrov and Murom.

The main branches of *animal husbandry* are *dairy and meat livestock* raising. Pig and poultry breeding are also developed.

The Vladimir Region has *a dense railroad network*, amounting to 965 kilometers, 361 kilometers of which are *electrified*. The most important *trunk*



*Mstera lacquer box*

*lines* are Moscow-Vladimir-Gorky, Moscow-Murom-Kazan, and Moscow-Aleksandrov-Ivanovo. *The length of highways* is 2,517 kilometers. The Oka and the Klyazma rivers are navigable in their *lower reaches*.

*It is not by chance* that the Vladimir Region with its historical heritage and developed infrastructure is visited by *numerous Russian and foreign tourists*. Some towns of the Region are included into *the most popular tourist route*

The Golden Ring of Russia. On the territory of the Region there is an additional small Golden Ring. There are *diverse tourist attractions and opportunities* in combination with various forms of tourism.

***II. Make up your own questions on the text.***

***III. Make up your own plan of the text and render its content.***

*I. Read and translate the text. Before reading the text translate the words and word combinations in bold.*

**TEXT 2: “SIR CHRISTOPHER WREN (1632 – 1723)”**

Christopher Wren was an English *scientist and mathematician* and one of Britain's most *distinguished architects*, best known for the design of many London churches, including St Paul's Cathedral.

Christopher Wren was born on 20 October 1632 in East Knoyle, Wiltshire, where his father was rector. His father *later* moved to Windsor and Wren was educated at Westminster School and then Oxford University. He showed an early talent for mathematics and *enjoyed inventing things*, including an instrument for writing in the dark and *a pneumatic machine*. In 1657, Wren was *appointed* professor of astronomy at Gresham College in London and four years later, professor of astronomy at Oxford. In



1662, he was one of the founding members of *the Royal Society*, along with other mathematicians, scientists and *scholars*, many of whom were his friends.

Wren's interest in architecture developed from his study of *physics and engineering*. In 1664 and 1665, Wren was *commissioned to design* the Sheldonian Theatre in Oxford and *a chapel* for Pembroke College, Cambridge and from then on, architecture *was his main focus*. In 1665, Wren visited Paris, *where he was strongly influenced by* French and Italian *baroque styles*.



*St Paul's Cathedral, London*

In 1666, *the Great Fire of London* destroyed much of the medieval city, providing *a huge opportunity* for Wren. He produced *ambitious plans* for *rebuilding* the whole area but they were *rejected*, partly because *property owners* insisted on keeping the sites of their *destroyed buildings*. Wren did design 51 new city churches, as well as the new St Paul's Cathedral. In 1669, he was appointed *surveyor of the royal works* which *effectively* gave him control of all government building in the country. *He was knighted* in 1673.

In 1675, Wren was commissioned to design the Royal Observatory at Greenwich.



*The Royal Observatory at Greenwich*

In 1682, he received another royal commission to design a hospital in Chelsea *for retired soldiers* and in 1696 a hospital for *sailors* in Greenwich. Other buildings include Trinity College Library in Cambridge (1677 – 1692), and *the facade* of Hampton Court Palace (1689 - 1694). Wren often worked with the same team of craftsmen, including *master plasterer* John Groves and *wood carver* Grinling Gibbons.

Wren died on 25 February 1723. His *gravestone* in St Paul's Cathedral features the Latin inscription which translates as: 'If you seek his memorial, look about you.'

**II. Make up your own questions on the text.**

**III. Make up your own plan of the text and render its content.**

**I. Read and translate the text. Before reading the text translate the words and word combinations in bold.**

### **TEXT 3: “PRITZKER ARCHITECTURAL PRIZE”**

*The international prize*, which *is awarded* each year to *a living architects* for *significant achievement*, was established by the Pritzker family of Chicago in 1979. It is granted *annually* and is often *referred to* as “architecture’s Nobel” and “the profession’s highest *honor*.”

The award consists of \$100,000 (US) and *a bronze medallion*. The award is *conferred on* the laureates at a ceremony held at an architecturally significant site *throughout the world*.

Jay and Cindy Pritzker believed that *a meaningful prize* would *encourage* and stimulate not only a greater public awareness of buildings, but also would inspire greater creativity within the architectural profession.



The prize takes its name from the Pritzker family, whose international business interests are *headquartered* in Chicago. Their name is *synonymous* with Hyatt Hotels located throughout the world. The Pritzkers have long been known for their support of educational, scientific, medical, and cultural *activities*. Jay A. Pritzker, (1922-1999), founded the prize with his wife, Cindy. His eldest son, Thomas J. Pritzker, *the current president* of The Hyatt Foundation, explains, “As native Chicagoans, it’s not surprising that our family was *keenly aware* of architecture, living in *the birthplace of the skyscraper*, a city filled with buildings designed by architectural legends such as Louis Sullivan, Frank Lloyd Wright, Mies van der Rohe, and many others.”

Many of the *procedures and rewards* of the Pritzker Prize are modeled after the Nobel Prize. *Laureates* of the Pritzker Architecture Prize receive a \$100,000 grant, *a formal citation certificate*, and since 1987, a bronze medallion.

The official ceremony granting the award takes place every year, usually in May, at an architecturally *significant site throughout the world*. The event is attended by international guests and guests from *the host country*. The ceremony itself normally consists of welcoming remarks usually from *a dignitary* of the host country; comments from *the jury chairman*; the presentation of the prize by Tom Pritzker; and *an acceptance speech* from the Laureate.

The laureate receives \$100,000 and also a bronze medallion. The bronze medallion awarded to each Laureate of the Pritzker Architecture Prize is based on designs of Louis Sullivan, famed Chicago architect generally acknowledged as the father of the skyscraper. On one side is the name of the prize. On the *reverse*, three words are *inscribed*, “firmness, commodity and delight,” recalling Roman architect Vitruvius' fundamental principles of architecture of *firmitas, utilitas, venustas*.

#### **References:**

1. *Pritzker Architecture Prize* – Прицкеровская премия (ежегодная награда, присуждаемая за достижения в области архитектуры).
2. *The Hyatt Foundation* – фонд Хаят, из средств которого архитекторы ежегодно денежную премию.

3. *Chicagoans* – чикагцы.
4. *Louis Sullivan* – Луис Генри Салливан (3 сентября 1856 — 14 апреля 1924) — американский архитектор, первопроходец рационализма, отец американского модернизма. Создатель одного из первых небоскребов и концепции органической архитектуры, один из самых видных представителей и идеолог Чикагской школы архитектуры, учитель Фрэнка Ллойда Райта. Ему принадлежит афоризм «форму в архитектуре определяет функция».
5. *Frank Lloyd Wright* – Фрэнк Ллойд Райт ( 8 июня 1867 — 9 апреля 1959) — американский архитектор, который создал «органическую архитектуру» и пропагандировал открытый план. Созданные им «дома прерий» стали прообразом американской жилой архитектуры XX века. По заключению Американского института архитекторов, Райт — самый влиятельный из всех архитекторов США. Британская энциклопедия называет его «наиболее творческим гением американской архитектуры».
6. Mies van der Rohe – Людвиг Мис ван дер Роэ (нем. *Ludwig Mies van der Rohe*, настоящее имя нем. *Maria Ludwig Michael Mies* — Мария Людвиг Михаэль Мис; 27 марта 1886, Ахен — 17 августа 1969, Чикаго) — немецкий архитектор-модернист, ведущий представитель «интернационального стиля», один из художников, определивших облик городской архитектуры в XX веке. Построил в 1946-1951 гг. знаменитый «Стеклянный Дом».
7. Vitruvius – Витрувий. На данный момент известно только родовое имя (номен) — *Vitruvius*. Имя (преномен) *Марк* и прозвище (когномен) *Поллион* являются вероятными, поскольку источником большей части биографических сведений являются труды самого Витрувия. Трактат «Десять книг об архитектуре» (лат. *De architectura libri decem*) является по свидетельству самого Витрувия — единственной на тот момент книгой об архитектуре на латыни.

***II. Make up your own questions on the text.***

***III. Make up your own plan of the text and render its content.***

*I. Read and translate the text. Before reading the text translate the words and word combinations in bold.*

#### **TEXT 4: “ROBOTS TAKE ON NEW ROLES”**

As **robot production** has increased, costs have gone down. Over the past 30 years, **the average robot price** has fallen by half in real terms and even further **relative** to labor costs. As demand from **emerging economies encourages** the production of robots to shift to lower-cost regions, they are likely to become cheaper still.



People with the **skills** required to design, **install**, operate, and maintain robotic production systems are becoming more **widely available**, too. Robotics engineers were once **rare and expensive specialists**. Today, these subjects are widely **taught** in schools and colleges around the

world, either in **dedicated courses** or as part of more general education on **manufacturing technologies** or engineering design for **manufacture**. The **availability of software**, such as **simulation packages and offline programming systems** that can test robotic applications, has **reduced engineering time and risk**. It's also made the task of programming robots easier and cheaper.



Advances in computing power, **software-development techniques**, and **networking technologies** have made assembling, installing, and maintaining robots faster and less costly than before. For example, while **sensors and actuators** once had to be individually **connected to**

robot controllers with dedicated wiring through **terminal racks, connectors, and junction boxes**, they now use **plug-and-play technologies** in



which components can be connected using simpler *network wiring*. The components will identify themselves automatically to the control system, *greatly reducing setup time*. These sensors and actuators can also monitor themselves and report their status to the control system, to aid process control and *collect data* for maintenance, and for continuous improvement and *troubleshooting purposes*. Other standards and network technologies make it *similarly straightforward* to link robots to wider production systems.

Robots are *getting smarter*, too. Where early robots *blindly* followed the same path, and *later iterations* used lasers or vision systems to detect the orientation of parts and materials, the latest generations of robots can integrate information from *multiple sensors* and *adapt* their movements in real time. This allows them, for example, to use force *feedback* to mimic the skill of a craftsman in *grinding, deburring, or polishing applications*. They can also make use of more powerful computer technology and big *data-style analysis*. *For instance*, they can use spectral analysis to check the quality of a *weld* as it is being made, dramatically reducing the amount of post manufacture inspection required.

Today, these factors are helping *to boost* robot adoption in the kinds of application they already *excel* at today: repetitive, high-volume production activities. As the cost and complexity of automating tasks with robots goes down, it is likely that the kinds of companies already using robots will use even more of them. In the next five to ten years, however, we expect a more fundamental change in the kinds of tasks for which robots become both technically and economically *viable*.



The *inherent flexibility* of a device that can be programmed quickly and easily will greatly reduce the number of times a robot needs to repeat a given task *to justify* the cost of buying and commissioning it. This will lower the *threshold* of volume and make robots an economical choice for niche tasks, where annual volumes are measured in the tens or hundreds rather than in the thousands or hundreds of thousands. It will also make them viable for companies working with small *batch sizes and significant product variety*. For example, *flex track products* now used in *aerospace* can “crawl” on *a fuselage* using vision to direct their work. The cost savings offered by this kind of low-volume automation will *benefit* many different kinds of organizations: small companies *will be able to access* robot technology for the first time, and larger ones could increase the variety of their product offerings.

Advances *in artificial intelligence* and sensor technologies will allow robots to *cope with* a far greater degree of *task-to-task variability*. The ability to adapt their actions in response to changes in their environment will create opportunities for automation in areas such as the processing of agricultural products, where there is significant *part-to-part variability*. In Japan, trials have already demonstrated that robots can cut the time required



*to harvest* strawberries by up to 40 percent, using a *stereoscopic imaging system* to identify the location of fruit and *evaluate its ripeness*.

These same capabilities will also drive quality improvements in all sectors. Robots will be able to compensate for potential quality *issues* during manufacturing. Examples here include *altering the force* used to assemble two parts based on the dimensional differences between them, or selecting and combining different sized components *to achieve* the right *final dimensions*.

While today’s general-purpose robots can control their movement to within 0.10 millimeters, some *current configurations of robots* have repeatable *accuracy* of 0.02 millimeters. Future generations are likely to offer even higher levels of *precision*. Such capabilities will allow them *to participate*

in increasingly delicate tasks, such as *threading needles or assembling highly sophisticated electronic devices*. Robots are also becoming better coordinated, with the availability of controllers that *can simultaneously drive* dozens of *axes*, allowing *multiple robots* to work together on the same task.

Finally, advanced sensor technologies, and the computer power needed to analyze the data from those sensors, will allow robots to take on tasks like *cutting gemstones* that *previously* required highly skilled craftspeople. The same technologies may even *permit* activities that cannot be done at all today: for example, *adjusting the thickness* or composition of *coatings* in real time as they are applied to compensate for *deviations* in the underlying material, or “painting” electronic circuits on the surface of structures.

*II. Make up your own questions on the text.*

*III. Make up your own plan of the text and render its content.*

*I. Read and translate the text. Before reading the text translate the words and word combinations in bold.*

### **TEXT 5: “AUTOMATION”**

Automation is *the creation of technology* and its application in order to control and monitor the production and *delivery of various goods and services*. It performs tasks that were *previously* performed by humans. Automation is being used in a number of areas such as manufacturing, transport, utilities, defense, *facilities*, operations and lately, information technology. Automation can be performed in many ways in various industries. For example, in the information technology *domain*, *a software script* can test a software product and produce a report. There are also various *software tools* available in the market which can *generate code* for an application. The users only need to *configure the tool and define the process*. In other industries, automation is greatly improving productivity, saving time and cutting costs.

Automation is *evolving* quickly and business intelligence in applications is a new form of *high-quality automation*. In the technology domain, the impact of automation is increasing *rapidly*, both in *the software/hardware* and machine layer. However, *despite advances* in automation, some manual intervention is always advised, even if the tool can perform most of the tasks.

Automation systems are becoming increasingly *flexible and intelligent*, adapting their behavior automatically to maximize output or minimize cost per unit. Expert systems used in *beverage filling* and packing lines can automatically adjust the speed of the whole production line *to suit whichever activity* is the critical *constraint* for a given *batch*. In automotive production, expert systems can automatically make *tiny adjustments* in line speed to improve the overall balance of individual lines and maximize the effectiveness of the whole manufacturing system.

The replacement of fixed *conveyor systems* with automated guided *vehicles* (AGVs) even lets plants reconfigure the flow of products and components seamlessly between *different workstations*, allowing *manufacturing sequences* with *entirely different process* steps to be completed in a fully automated *fashion*. This kind of flexibility delivers a host of benefits: facilitating shorter lead times and *a tighter link* between *supply and demand*, accelerating new product introduction, and simplifying the manufacture of highly *customized products*.

Automation strategy must *align* with business and operations strategy. As we have noted above, automation can achieve four *key objectives*: improving worker safety, reducing costs, improving quality, and increasing flexibility. *Done well*, automation may deliver improvements in all these areas, but the balance of benefits may vary with different *technologies and approaches*. The right balance for any organization will depend on its overall operations strategy and its *business goals*.

Automation programs must start with *a clear articulation of the problem*. It's also important that this includes the reasons automation is *the right solution*. Every project should be able to identify where and how automation

can offer *improvements* and show how these improvements link to the company's *overall strategy*.

Automation must show a clear return on investment. Companies, especially large ones, should take care not to *overspecify, overcomplicate, or overspend* on their automation investments. Choosing the right level of complexity to meet current and *foreseeable future* needs requires a deep understanding of the organization's processes and manufacturing systems.

Companies face increasing *pressure* to maximize the return on their capital investments and to reduce the time required to take new products *from design to full-scale production*. Building automation systems that are *suitable* only for a single line of products runs counter to both those aims, requiring repeated, lengthy, and *expensive cycles* of equipment design, *procurement*, and commissioning. A better *approach* is the use of production systems, cells, lines, and factories that can be easily modified and adapted.

Just as platforming and *modularization strategies* have simplified and reduced the cost of managing complex product portfolios, so a platform approach will become increasingly important for manufacturers *seeking* to maximize flexibility and economies of scale in their *automation strategies*. Automation systems will also need *to be highly integrated* into the organization's other systems. That integration starts with communication between machines *on the factory floor*, something that is made more straightforward by modern *industrial-networking technologies*. But it should also extend into the wider organization. Direct integration with *computer-aided design*, computer-integrated engineering, and *enterprise-resource-planning systems* will accelerate the design and *deployment* of new *manufacturing configurations* and allow *flexible systems* to respond in near real time to changes *in demand* or material availability. Data on process variables and manufacturing performance flowing the other way will be recorded for *quality-assurance purposes* and used to inform design *improvements* and future product generations.

Integration will also extend *beyond* the walls of the plant. Companies won't just require close *collaboration* and *seamless* exchange of information with customers and *suppliers*; they will also need to build such *relationships* with the manufacturers of processing *equipment*, who will in-

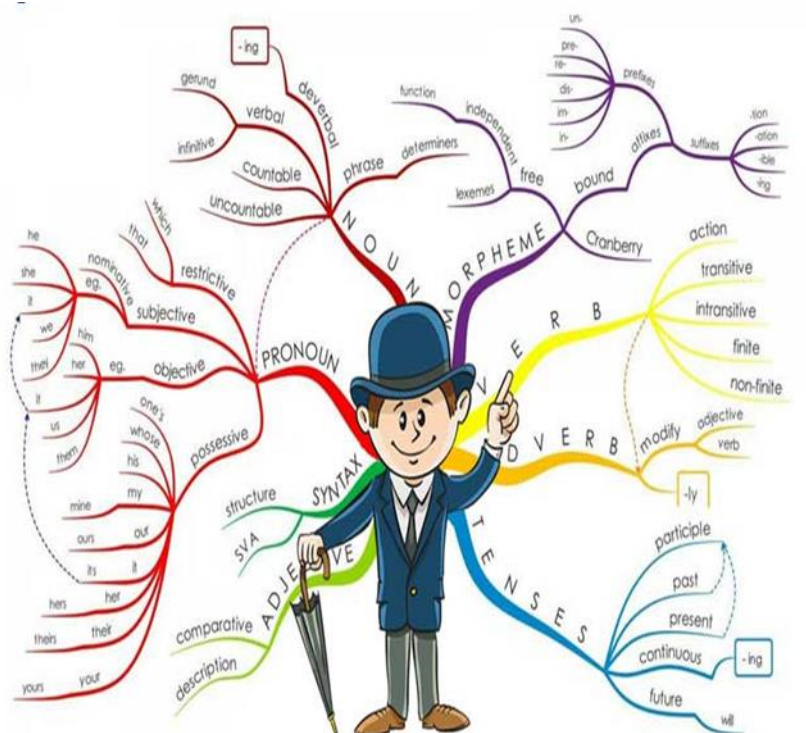
creasingly hold much of the *know-how and intellectual property* required to make automation systems perform *optimally*. The technology required to permit this integration is becoming increasingly *accessible*, thanks to the availability of open architectures and *networking protocols*, but changes in culture, management processes, and mind-sets will be needed in order to balance the costs, benefits, and risks.

Cheaper, *smarter*, and more *adaptable* automation systems are already transforming manufacturing in *a host* of different ways. While the technology will become more straightforward *to implement*, the *business decisions* will not. To *capture* the full value of the opportunities presented by these new systems, companies will need to take *a holistic and systematic approach, aligning* their automation strategy closely with the current and future needs of the business.

*II. Make up your own questions on the text.*

*III. Make up your own plan of the text and render its content.*

## TEN INTERESTING FACTS ABOUT THE ENGLISH LANGUAGE THAT YOU DIDN'T KNOW



### 1. *Pronouns correctly italicized words and phrases from the text given below.*

tip [tɪp], misspell [mɪs'spel], punctuation [ˌpʌŋktʃu'eɪʃ(ə)n, -tju-], probably ['prɒbəblɪ], misinterpretation [ˌmɪsɪntɜːpri'teɪʃ(ə)n], pangram ['pɑŋɡrɑm], approximately [ə'prɒksɪmətɪ], popularize ['pɒpjəl(ə)raɪz, -ju-], movie ['muːvi], eventually [ɪ'ventʃʊəli, -tju-], dictionary ['dɪkʃ(ə)n(ə)rɪ], lung[lʌŋ], disease [dɪ'ziːz], cause [kɔːz], inhale [ɪn'heɪl], pronouncing [prə'naʊn(t)sɪŋ], ghost [ɡəʊst], error ['erə], nonexistent [ˌnɒnɪg'zɪst(ə)nt], known [nəʊn], medieval [ˌmedɪ'iːv(ə)l] manuscript ['mænjəskrɪpt, 'mænjʊskrɪpt], hour[auə], catch [kæʃ], dissertation [ˌdɪsə'teɪʃ(ə)n], committee [kə'mɪtɪ], project ['prɒdʒekt], crutch [krʌʃ], word [wɜːd], pretty ['prɪtɪ], obvious ['ɒbvɪəs], actually, honestly ['æktʃʊəli], basically ['beɪsɪk(ə)li], regardless[rɪ'gɑːdləs], origin['ɒrɪdʒɪn], initially [ɪ'nɪʃ(ə)li], specific [spə'sɪfɪk], gender ['dʒendə].

## **2. TEXT 1. Read and translate the text without a dictionary.**

**Here's a tip:** Want to make sure your writing always looks great? Grammar can save you from *misspellings*, grammatical and *punctuation* mistakes, and other writing issues on all your favorite websites.

Compared to other languages, English may seem simple, but that is *probably* because most people don't realize it is full of *crazy inventions, misinterpretations*, mistakes, strange words, and needless words!

Let's take a look at ten interesting facts about the English language:

**The first** - "I am" is the shortest complete sentence in the English language.

"I-am".

**The second** - A *pangram* sentence is one that contains every letter in the language.

For example, the sentence "The quick brown fox jumps over the lazy dog" is a pangram.

**The third** - Supercalifragilisticexpialidocious (\*breath\*) is NOT the longest word in English.

This extra long word (that *approximately* means "fantastic") was *popularized* by the *movie* Mary Poppins and was *eventually* added to the dictionary. What you probably didn't know is that there is a word that is longer—yes longer—than this one. Pneumonoultramicroscopicsilicovolcanoconiosis is a type of *lung disease caused by inhaling* ash and dust.

Go ahead and try *pronouncing* that!

**The forth** - There are "*ghost* words" that mean nothing.

Believe it or not, there are some words that appeared in the *dictionary* because of printing *errors*. The *nonexistent* word "dord" appeared in the dictionary for eight years in the mid-20th century. It became *known* as a "ghost word."



**The fifth** - The shortest, oldest, and most commonly used word is “I.”

*Medieval manuscripts* reveal that some of the oldest words in English are “I,” “we,” “two,” and “three.” This makes “I” one of the shortest and oldest words in the English language. It is also the most commonly used word in English conversations.



**The sixth** - A new word is added to the dictionary every two *hours*.

Between now and your next meal, a new word will be put into the dictionary. During the course of the year, almost 4,000 new words are added! So, the next time you try to *catch* the attention of the *dissertation committee*, try adding some new words to your *project*.

**The seventh** - There’s a name for words that we repeat often.

Words we always use even *though* they add no meaning or value to a sentence are called *crutch words*. For example, in the sentence “Then I was like, OMG, then like, he went there, and like...” it is *pretty obvious* that “like” is the crutch word. “*Actually,*” “*honestly,*” and “*basically*” are also commonly used as crutch words.

**The eights** - Swims will be swims even when turned upside down.

Such words are called ambigrams.

**The ninth** - English is the language of the air.

This means that all pilots have to identify themselves and speak in English while flying, *regardless of their origin*.

**The tenth** - Girl used to mean small boy or girl.



The word “girl” was not *initially* used to refer to a *specific gender*. It used to mean “child” or “young person” regardless of the gender.

**3. Complete the sentences.**

1. Words we always use even though they add no meaning or value to a sentence are called ... ..
2. Grammar can save you from ... .
3. Let’s take a look at ten interesting facts about ... ..
4. What you probably didn’t know is that there is a word that ... ..  
... ..
5. Believe it or not, there are some words that appeared in the dictionary ... ..
6. The word “girl” was not initially used to refer ... ..
7. This means that all pilots have to identify themselves and speak in English ... .., ... ..
8. It used to mean “child” or “young person” ... ..
9. Words we always use even though they add no meaning or value to a sentence ... ..
10. The nonexistent word “dord” appeared in the dictionary for eight years ... ..
11. It became known as a “... ..”.
12. English is the language ... ..
13. A new word is added to the dictionary ... ..
14. Between now and your next meal, a new word ... ..  
... ..
15. During the course of the year, almost ... .. !

**4. Fill in the missing words and word combinations in the following sentences.**

1. This extra long word (that ... means “fantastic”) was .... by the ... Mary Poppins and was ... added to the ... .
2. “...,” “...,” and “...” are also commonly used as crutch words.

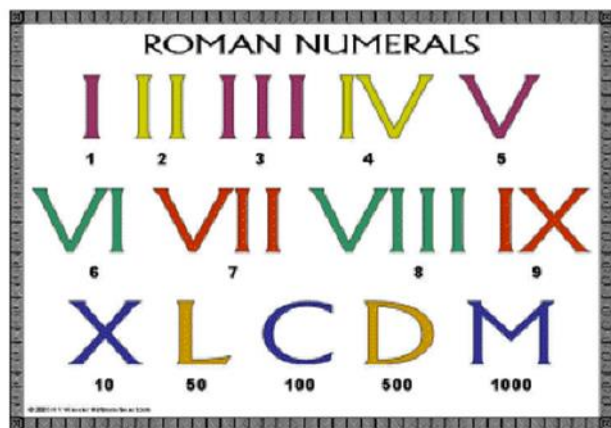
3. Grammar can save you from ..., grammatical and ... mistakes, and other writing issues on all your favorite websites.
4. Compared to other languages, English may seem simple, but that is ... because most people don't realize it is full of ... .., ... , mistakes, strange words, and needless words!
5. Pneumonoultramicroscopicsilicovolcanoconiosis is a type of ... .. by ... ash and dust.
6. So, the next time you try to ... the attention of the ... .., try adding some new words to your ... .
7. The ... word “dord” appeared in the dictionary for eight years in the mid-20th century.
8. It became ... as a “ghost word.”
9. This means that all pilots have to identify themselves and speak in English while flying, ... of their ... .
10. The word “girl” was not ... used to refer to a ... ..

**5. Give a short summary of the “TEXT 1”.**

## ***FUNCTIONS OF NUMERALS***

**1. “TEX T2”. Read and translate the text with the dictionary.**

A **numeral** is a figure, a letter, a word (or their combinations) representing a number. **Cardinal numerals** indicate number, **quantity or amount** and are used in counting. Ordinal numerals indicate order, that is, the order of things in a series. Numerals can be written in **figures or words** (2 or two; 25 or twenty-five; 17th or seventeenth).



Numerals **function** as nouns and adjectives. In a sentence, a numeral can **serve** as a subject, attribute, object, predicative complement, or adverbial modifier.

It is interesting to note that the numeral is not a **part of speech** in English. The word "numerals" in English **sources** refers **mostly** to figures

(not words). Words like "three, six, twenty, forty-five, hundred, third, sixth, twentieth, forty-fifth, hundredth" are nouns and adjectives in English. **Compare** English and **Russian parts of speech**.

There are eight parts of speech in English: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. (In some English sources, articles are **included** in **this list** as a part of speech.)

There are ten parts of speech in Russian: nouns, pronouns, adjectives, numerals, verbs, adverbs, prepositions, conjunctions, particles, and interjections.

**Both** in British English and in American English groups of three digits in numerals of one thousand and **higher** are usually separated by a comma, counting from the right: 4,286; 12,345; 378,925; 6,540,210. Some **manuals** of style recommend writing four-digit numerals without a comma: 1570; 2358; 5625.

In numbers written as words in British English, the conjunction "and" is used before tens, or before ones if there are no tens, starting with hundreds: one hundred and twenty-three (123); four hundred and seven (407); three thousand five hundred and thirty-eight (3,538); seventy-three thousand and five (73,005); five million three hundred thousand and fifty (5,300,050).

• BEWARE:



YEAR	AMERICAN ENGLISH	BRITISH ENGLISH
2001	TWO THOUSAND ONE	TWO THOUSAND AND ONE

**Note** the use of more than one conjunction "and" in large numbers in **British English**: two million six hundred and twenty-five thousand three hundred and ten (2,625,310).

The words "digit, figure, numeral, number" **may present some difficulty** for language learners. For example, you can say "the digit 3; the figure 3; the numeral 3; the number 3", but **the meanings** of these word combinations are not **the same**.

The word "digit" refers to any of **Arabic figures** from 0 to 9. **Examples**: the digit 4; the digit 7; a three-digit number; a group of three digits; use digits to write these numbers.

The word "figure" refers to **a numerical symbol** for a number and can also refer to **the numerical value** of a number. Examples: the figure 4;

Arabic figures; a six-figure number; a figure of 3.5 million; round figures; write these numbers in figures and in words. The word "figures" can also mean "*arithmetic*": He is good at figures.

Greek numerals, also known as Ionic, Ionian, Milesian, or Alexandrian numerals, are a system of writing numbers using the letters of the Greek alphabet. In modern Greece, they are still used for ordinal numbers and in contexts similar to those in which Roman numerals are still used elsewhere in the West.

For ordinary cardinal numbers, however, Greece uses Arabic numerals.

α	alpha	1	ι	iota	10	ρ	rho	100
β	beta	2	κ	kappa	20	σ	sigma	200
γ	gamma	3	λ	lambda	30	τ	tau	300
δ	delta	4	μ	mu	40	υ	upsilon	400
ε	epsilon	5	ν	nu	50	φ	phi	500
ς	stigma	6	ξ	xi	60	χ	chi	600
ζ	zeta	7	ο	omicron	70	ψ	psi	700
η	eta	8	π	pi	80	ω	omega	800
θ	theta	9	Ϟ	koppa	90	Ϡ	sampi	900

A numeral is a name used *for denoting a number*. Numerals can be in the form of any symbols denoting a number. In texts of *general character*, numerals are usually *written as figures or words*. Examples: the numeral 7; the numeral seven; ordinal numerals; Arabic numerals, Roman numerals.

The word "number" refers to quantity or amount (*in various fields of application*) and is one of *the main concepts* in *mathematics*. Examples: whole numbers; natural numbers; prime numbers; even numbers; odd numbers; large numbers; round numbers; negative numbers; the number 12; the number twelve; the number 165.

One of the meanings of the word "number" is "numeral". Because of that, the word "number" can be used *in many cases* where the word "numeral" is meant, for example, you can say "cardinal numerals" or "cardinal numbers"; "ordinal numerals" or "ordinal numbers".  
<http://usefuleenglish.ru/miscellany/numbers-and-numerals>

**2. Find Russian equivalents for the English words and word combinations.**

Quantity; separated by a comma; amount; odd numbers; round numbers; negative numbers; denoting a number; general character; digit; to refer; language learners; starting with hundreds; a comma; some manuals of style; counting; indicate order; can be written in figures or words.

**3. Find English equivalents for the Russian words and word combinations.**

Количественные числительные; порядковые числительные; интересно отметить; часть речи; существительные; прилагательные; сравните; местоимения; глаголы; наречия; предлоги; союзы; междометия; артикли; обычно отделяются запятой; считая справа; некоторые справочники; по стилю; рекомендуют писать; в британском английском; представлять некоторую трудность; для изучающих английский язык.

**4. Fill in the missing words and word combinations in the following sentences.**

1. The word "digit" refers to any of ... .. from 0 to 9.
2. ... : the digit 4; the digit 7; a three-digit number; a group of three digits.
3. Because of that, the word "number" can be used in ... ..
4. ... in ... English and in American ... groups of three digits in numerals of one thousand and ... are usually separated ... ..
5. The word "number" refers to quantity or amount (in ... ..) and is one of the main ... in ... .
6. The word "figure" refers to a ... .. for a number and can also refer to ... .. of a number.
7. The words "... , figure,... , number" may present some... for language ... .
- 8.... the use of more than one ... "and" in large numbers in... English.
9. ... English and .... parts of ... .
10. ... numerals ... number, quantity or amount and are used in ... .

**5. Translate from Russian into English the sentences given below.**

1. Интересно отметить, что числительное не является частью речи в английском языке.

2. Слово "numerals" в английских источниках имеет в виду в основном цифры (а не слова).

3. В английском языке восемь частей речи: существительные, местоимения, прилагательные, глаголы, наречия, предлоги, союзы и междометия.

4. Как в британском, так и в американском английском, группы из трёх цифр в числительных от одной тысячи и выше обычно отделяются запятой.

5. Некоторые справочники по стилю рекомендуют писать четырёхзначные числительные без запятой.

6. Числительное – это название, используемое для обозначения числа. 7. Числительные могут быть в виде любых символов для обозначения числа.

8. В текстах общего характера, числительные обычно пишутся цифрами или словами.

9. Слово "number" имеет в виду число или количество (в различных областях применения) и является одним из основных понятий в математике.

10. В русском языке десять частей речи: существительные, местоимения, прилагательные, числительные, глаголы, наречия, предлоги, союзы, частицы и междометия.

**6. Give a short summary of the "TEXT 2".**

**7. Find numerals from 1 to 10.**

D	T	T	N	H	G	V	J
E	W	H	L	Z	V	V	E
X	O	R	F	V	V	A	G
R	R	E	E	I	G	H	T
S	Q	E	V	N	V	A	F
I	T	E	N	I	I	E	G
X	S	E	V	E	N	N	H
J	P	Q	P	Z	C	J	E
H	F	O	U	R	X	R	T
W	B	W	J	O	N	E	R

**one  
two  
three  
four  
five  
six  
seven  
eight  
nine  
ten**

## THE RISE OF THE PHRASAL VERB IN EARLY MODERN ENGLISH

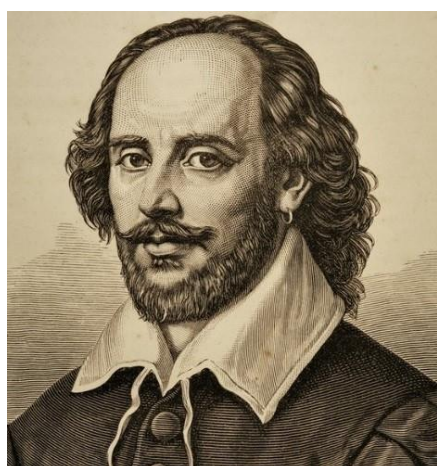
1. *Pronouns correctly italicized words and phrases from the text given below.*

Incidence ['ɪn(t)sɪd(ə)n(t)s], exploded [ɪk'spləʊdɪd, ek-], Shakespeare [ʃeɪkspɪr], applied [ə'plaɪd], throughout [θru'au], the Renaissance [rɪ'neɪs(ə)ns, -ɒs] per cent, exceed [ɪk'si:d, ek-], extensively [ɪk'sten(t)sɪvli, ek-], variable ['veəriəbl], productive [prə'dʌktɪv], capacity [kə'pæsəti], occur [ə'kɜ:], frequently ['fri:kwəntli], essay ['eseɪ], confirm [kən'fɜ:m], Latinate ['latneɪt], semantic [sɪ'mæntɪk], incidentally [ɪn(t)sɪ'dent(ə)li], syntactic [sɪn'tæktɪk], entrench [ɪn'trentʃ, en-], compound ['kɒmpaʊnd], arose [ə'rəʊz], particle ['pɑ:tɪkl], verbal ['vɜ:b(ə)l], currently ['kʌr(ə)ntli], prepositional [prepə'zɪʃ(ə)n(ə)l], movable ['mu:vəbl], cousin ['kʌz(ə)n], notable ['nəʊtəbl], assert [ə'sɜ:t], restore [rɪ'stɔ:], powerful ['paʊəf(ə)l, -fʊl], productivity [ˌprɒdʌk'tɪvətɪ], support [sə'pɔ:t], yielding ['ji:ldɪŋ].

2. *“TEXT 3”. Read and translate the text with the dictionary.*

The *incidence* of phrasal verbs *exploded* in Early Modern English. *Shakespeare* [1] himself applied the form widely *throughout* the plays.

*Hiltunen* [2] cites a study by *Castillo*[3], in which 5744 phrasal verbs have been identified within the body of the plays. Nevalainen also notes Spasov's study, which analysed 46 plays from *the Renaissance*[4] to Present-Day English, finding that phrasal verbs remained “below ten *per cent* of the total of all verbs from his four Early Modern English sub-periods, but does *exceed* the five per cent level from about 1600 onwards.” Hiltunen explains that phrasal verbs were used *extensively* in Early Modern English dramatic texts because of their *variable* shades of meaning and *productive capacity* “to be expanded to form new idioms”.

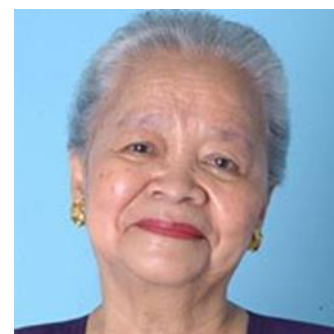




Akimoto notes also that “phrasal verbs *occur* more *frequently* in letters and dramas than in *essays* or academic writing” in the eighteenth and nineteenth centuries . This *confirms* that phrasal verbs occupied a lower social position in Early Modern English than, perhaps, single *Latinate verbs* that could fill their *semantic* fields, which gives rise, *incidentally*, to a *syntactic* test for phrasal verbs. However, phrasal verbs continued to become *entrenched*. Stage-three *compound* nouns *arose*, such as “breakdown” and “comeback”. The stress on the *particle* in the *verbal* form (we say, “I have to break DOWN these boxes) moved from the particle to the verbal component when the compound acted as a noun (as in, “he had a BREAKdown”). Phrasal verbs in Early Modern English also could be formed with a noun + particle, such as “to louse up”. It was also in this period that pronominal objects were firmly established before particles (“She put it on” not \*She put on it) as a standard practice, while nominal objects retained movement before and after the particle (She put the dress on / She put on the dress).

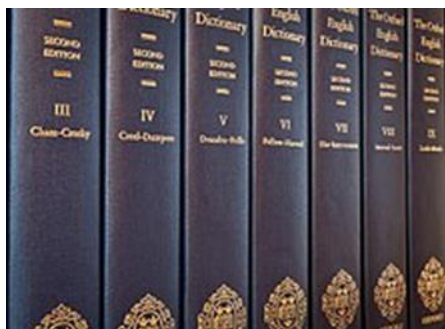


Phrasal verbs are still *currently* productive, and there has been the rise of a more complex form, the three-part phrasal-prepositional verb, which includes a verb, a post-positioned particle, and a complementary *prepositional* phrase. Examples of the first type include “put up with” and “do away with”, which qualify as phrasal verbs because they can be translated by the single Latinate verbs “tolerate” and “abolish”, although their particles are not movable: “I put up with traffic every day”, not \*I put with traffic up every day.



A second variation of phrasal-prepositional verbs (type II) in Present-Day English takes a *movable* particle around a noun-phrase direct object as well as a complementary prepositional phrase, as in “she fixed her friend up with her *cousin* / she fixed up her friend with her cousin.” The *notable* distinctions from type I are (1) that the particle can move, because (2) there

is an explicit direct object. The proliferation of the various types of phrasal verbs is alleged to be more productive in North America than in Britain. Traugott *asserts* that the use of phrasal verbs is a distinguishing feature between British and American English. Her claim that phrasal senses of verbs are often not cited in the *OED*[5] still proves true in some cases, such as “to build up” meaning “to advertise or promote”.



The 32 intervening years between Traugott’s 1972 study and the current state of the OED have seen updates to the dictionary in this respect. The introduction to British English of what Traugott calls “Americanisms” is *restoring* the *powerful productivity* of phrasal verbs across regions. In *support* of this, Baugh and Cable cite an interesting fact from Kennedy’s 1920 study, that twenty common English verbs had at that time entered into 155 combinations with particles, *yielding* 600 distinct meanings.

<http://homes.chass.utoronto.ca/~cpercy/courses/6361lamont.htm>

### **REFERENCES:**

1. **William Shakespeare** ( 26 April 1564 – 23 April 1616) was an English poet, playwright and actor, widely regarded as the greatest writer in the English language and the world's greatest dramatist.
2. **Hiltunen - Хилтунен Елена Александровна.** Журналист, педагог, автор книг о воспитании детей в духе педагогики Монтессори. Пропагандист, инициатор и родоначальник возрождения Монтессори - движения в России. Обладатель международного педагогического сертификата немецкой Академии развивающей реабилитации.
3. **Casitllo** - Philippine National Scientist Gelia Casitllo.
4. **The Renaissance** - The Renaissance is a period in European history, covering the span between the 14th and 17th centuries and marking the transition from the Middle Ages to modernity. The traditional view focuses more on the early modern aspects of the Renaissance and argues

that it was a break from the past, but many historians today focus more on its medieval aspects and argue that it was an extension of the middle ages.

5. *Oxford English Dictionary* - The Oxford English Dictionary (OED) is the principal historical dictionary of the English language, published by Oxford University Press. It traces the historical development of the English language, providing a comprehensive resource to scholars and academic researchers, as well as describing usage in its many variations throughout the world. The second edition, comprising 21,728 pages in 20 volumes, was published in 1989.

**3. *Find Russian equivalents for the English words and word combinations.***

Phrasal verbs; occur; frequently; trace; a comprehensive resource; throughout the world; second edition; traditional view; focuses; modern aspects; argue; scholars and academic researchers; the Middle Ages; modernity; widely regarded as the greatest writer; Latinate verbs; used extensively in Early Modern English; confirm; compound nouns; a movable particle; a post-positioned particle; semantic fields.

**4. *Find English equivalents for the Russian words and word combinations.***

Страница; том; описать использование глагола; развитие английского языка; традиционное видение проблемы; инициатор и родоначальник возрождения Монтессори - движения в России; обладатель международного педагогического сертификата немецкой Академии развивающей реабилитации; фразовые значения глаголов; заметные различия в грамматике английского языка; частотность фразовых глаголов; значения глаголов; новые формы глаголов; появление новых идиом; дополнительная предложная фраза; подвижная частица; фразовый глагол; распространение различных типов фразовых глаголов; отличительные черты глаголов.

**5. Fill in the missing words and word combinations in the following sentences.**

1. ... notes also that “phrasal verbs ... more ... in letters and dramas than in... or academic writing” in the eighteenth and .... centuries .
2. The ... to British English of what ... .. “Americanisms” is restoring the powerful ... .. across regions.
3. In support of this, ... and ... cite an interesting fact from Kennedy’s 1920 study, that ... common English ... had at that time ... into ... combinations with particles, yielding... distinct ... .
4. ... himself applied the ... widely ... the ... .
5. Phrasal ... remained “below ... .. of the total of ... .. from Early Modern English ... .. .
6. This ... that ... .. occupied a ... .. in Early Modern English.
7. Phrasal verbs are ... .. and there has been the rise of a more ... form.
8. There are the ... - ... phrasal-prepositional ..., which includes a..., a post-positioned ..., and a complementary ... .. .
9. Traugott ... that the use of ... .. is a distinguishing... between ... and ... English.
10. The introduction to ... .. of what ... calls “...” is restoring the powerful productivity of ... .. across regions.

**6. Translate from Russian into English the sentences given below.**

1. Фразовый глагол в английском языке — это сочетание двух или трех слов: глагола и наречия, глагола и предлога либо глагола, наречия и предлога.

2. Фразовые глаголы — изюминка английского языка.

3. Фразовые глаголы представляют собой практически бесчисленную группу глаголов, которые в сочетании с различными предлогами или короткими наречиями могут принимать разнообразные новые значения.

4. Происхождение фразовых глаголов можно отследить до самых ранних древнеанглийских письменных источников.

5. Наречия и предлоги в них использовались в очень буквальном смысле и обозначали, в основном, направление, место или ориентацию объекта в пространстве.

6. Как в русском языке приставка служит мощным инструментом образования различных глаголов от одного корня (ходить, выходить, приходить, сходить, уходить и т. д.), так в английском языке эту же роль выполняют предлоги и наречия.

7. Фразовые глаголы можно встретить в английском тексте любого стиля и жанра, но все же основная сфера их употребления — это разговорная речь.

8. В официально-деловом и научном стиле чаще принято использовать глаголы французского, латинского или греческого происхождения.

9. Большинство фразовых глаголов неразделяемые, то есть предлог или наречие следуют непосредственно за основной частью.

10. Фразовые глаголы возникли в английском языке естественным образом, однако, произошло событие, которое заставило язык развиваться двумя параллельными путями. Этим событием было Нормандское завоевание Англии, произошедшее в 1066 году.

<https://skyeng.ru/articles/vse-sekrety-frazovyh-glagolov-v-anglijskom>

## ENGLISH GRAMMAR IN RULES AND EXERCISES

### *ГЛАГОЛЫ TO BE И TO HAVE, ОБОРОТ THERE + TO BE* *ГЛАГОЛ TO BE*

Глагол *to be* в Present, Past и Future Indefinite имеет следующие формы:

Present Indefinite	Past Indefinite	Future Indefinite
I } <b>am</b>	I } <b>был</b>	I } <b>shall/will be</b> буду
he } <b>is</b>	he } <b>was</b> была	he } <b>will be</b> будет
she } <b>is</b>	she } <b>was</b> была	she } <b>will be</b> будет
it } <b>is</b> (есть)	it } <b>was</b> было	it } <b>will be</b> будет
we } <b>are</b>	we } <b>were</b> были	we } <b>shall/will be</b> будем
you } <b>are</b>	you } <b>were</b> были	you } <b>will be</b> будете
they } <b>are</b>	they } <b>were</b> были	they } <b>will be</b> будут

В вопросительном предложении глагол **to be** ставится перед подлежащим.

Например:

**Was** he in Africa last year? Он был в Африке в прошлом году?

Where **were** you yesterday? Где вы были вчера?

Отрицательная форма глагола **to be** в Present и Past Indefinite образуется без вспомогательного глагола; отрицание **not** следует непосредственно за глаголом **to be**. Например:

The Institute **isn't** far from the metro station. Институт находится недалеко от станции метро.

#### **Функции глагола *to be***

1. Перед обстоятельством, обычно выраженным наречием или существительным с предшествующим предлогом, выступает в роли смыслового глагола со значением **быть, находиться**:

His books **were** in the bag. Его книги были в портфеле.

2. В сочетании с Participle II смыслового глагола употребляется для образования всех времен страдательного залога (Passive Voice):

The work **was finished** in time. Работу закончили вовремя.

3. В сочетании с Participle I смыслового глагола употребляется для образования глагольных времен Continuous и Perfect Continuous:

They **are still waiting** for him. Они все еще ждут его.

They **have been waiting** for him since breakfast. Они ждут его с завтрака.

4. В сочетании с инфинитивом другого глагола с частицей **to** имеет модальное значение долженствования и указывает, что действие должно

иметь место в соответствии с намеченным планом:

The teacher **is to come** at five. Преподаватель должен прийти в 5 часов.

### ГЛАГОЛ TO HAVE

Глагол **to have** в Present, Past и Future Indefinite имеет следующие формы:

Present Indefinite	Past Indefinite	Future Indefinite
I } у <b>have</b> } меня we } у нас you } у вас they } у них } <b>есть</b>	I } у <b>had</b> } меня we } у нас you } у вас they } у них } <b>был</b>	I } <b>shall/will</b> у <b>have</b> } меня we } у нас you } у вас they } у них } <b>будет</b>
he } у не- <b>has</b> } го she } у неё it }	he } у не- <b>had</b> } го she } у неё it }	he } у не- <b>will have</b> } го she } у неё it }

Вопросительная форма глагола **to have** может быть образована двумя способами:

1) Путем постановки глагола **to have** перед подлежащим. Например:  
**Had** you a lecture on philosophy yesterday? У вас вчера была лекция по философии?

2) С помощью глагола **to do**. Например:  
**Did** you **have** a lecture on philosophy yesterday? У вас вчера была лекция по философии?

Отрицательная форма глагола **to have** может строиться двумя способами:

1) При помощи отрицательного местоимения **no** (или отрицательной группы **not any**) перед существительным. Например:

They have **no** car. У них нет машины.

I have **not any** car. У меня нет машины.

2) Обычным способом образования отрицательной формы глагола, т.е. при помощи вспомогательного глагола **to do**. Например:

I **did not have** much work to do yesterday. Вчера у меня было немного работы.

В разговорной речи вместо to have очень часто употребляется **have, has got ('ve/'s got)**:

I've got a good car. У меня хорошая машина.

Have you got an English dictionary? У вас есть английский словарь?

У меня нет английского словаря.

I haven't got an English dictionary.

### Функции глагола *to have*

1. Перед существительным выступает в роли смыслового глагола со значением *иметь, обладать* (часто с **got**):

They **have (got)** a house in the country. У них дом (они имеют дом) за городом.

2. В сочетании с Participle II смыслового глагола употребляется для образования глагольных времен группы Perfect:

We **have introduced** a new system of work. Мы ввели новую систему работы.

3. В сочетании с инфинитивом другого глагола с частицей **to** имеет модальное значение долженствования (часто переводится как «приходится, пришлось и т.п.»):

I **have to buy** another newspaper. Я должен (мне придётся) купить ещё одну газету.

### ОБОРОТ *THERE + TO BE*

Оборот **there + to be** имеет значение *есть, находится, имеется, существует*. Глагол **to be** ставится в личной форме (**is, are, was, were, will be**) и согласуется с последующим именем существительным. Перевод таких предложений надо начинать с обстоятельства места или со сказуемого, если обстоятельство отсутствует.



- |  |    |   |
|--|----|---|
| 1. <b>There are</b> many new books <i>at the Institute library</i> . | 1. | В институтской библиотеке много новых книг.                       |
| 2. <b>There are</b> different methods of learning English words.     | 2. | Существуют различные методы (способы) заучивания английских слов. |

В вопросительном предложении глагол в личной форме ставится на первое место перед **there**:

- |  |                            |
|--|----------------------------|
| <b>Is there</b> a school in your street? | На вашей улице есть школа? |
| Yes, <b>there is</b> .                   | Да, есть.                  |
| No, <b>there is not</b> .                | Нет.                       |

### 1 *Общий вопрос:*

*Is there anything in the box?*

### 2. *Специальный вопрос:*

*What is there in the box?*

### 3. *Разделительный вопрос:*

*There are some people in the room, aren't there?*

С исчисляемыми существительными в единственном числе используется неопределенный артикль; с неисчисляемыми существительными и с исчисляемыми существительными во множественном числе могут использоваться местоимения *some* (в утвердительных) и *any* (в вопросительных и отрицательных предложениях).

Выбор формы глагола *to be* зависит от числа следующего непосредственно за ним существительного:

*There is a chair and two armchairs in the room.*

*There are two armchairs and a chair in the room.*

В полном отрицательном предложении после оборота **there + to be** ставится отрицательное местоимение **no**:

There <b>will be no</b> lecture <b>on</b> physics tomorrow.	Завтра лекции по физике не будут.
---	-----------------------------------

Перед **many, much, any** и числительными ставится **not** вместо **no**:

### *Grammar Exercises*

**1. Put the sentences into the future and past tense changing the verb to be and using suitable adverbial modifiers of time: yesterday, tomorrow, next week, last month, next year, at 5 o'clock, etc.**

1. Victor is free in the evening.
2. John is in America.
3. I am very busy.
4. She is at the lecture.
5. The child is 10 years old.
6. This work is interesting.
7. The expedition is in Africa.
8. The new film is long.
9. My mother is at home.
10. The workers are at the factory.
11. The students are at the Institute.

**2. Make the sentences negative and interrogative**

1. You are students.
2. They will be engineers in five years.
3. My father is a very busy man.
4. I was at the University yesterday.
5. She will be free tomorrow.
6. The students are in the classroom now.
7. My sister is 15 today.
8. I was in Moscow yesterday.
9. Her work is very interesting.
10. He is from New York.
11. She is 16.
12. They are married.
13. Jane was ill last week.
14. I am a student.
15. It was cold last winter

**3. Explain the use of the verb to be in the sentences below and translate them into Russian.**

1. They were at home last night.
2. He is a well known scientist.
3. They

are to leave Moscow to-night. 4. The children were walking down the street. 5. She is an experienced teacher. 6. The letter will be posted at once. 7. He is in Kiev now. 8. We were to part that day. 9. The letter was written by the secretary. 10. They were to have arrived at seven o'clock. 11. The purpose of his visit was to negotiate for the purchase of timber.

**4. Translate into English.**

1. Ее нет здесь сейчас, она дома. 2. Его не было дома вчера вечером. 3. Он один из лучших врачей нашей больницы. 4. Его задача заключается в том, чтобы собрать материал по этому вопросу к 1 июня. 5. Он находится сейчас в Крыму. 6. Она будет там в пять часов. 7. Пароход должен прийти в 6 часов вечера. 8. Его брат инженер. 9. Я должен был встретиться с ним в 8 часов вечера. 10. Он будет рад вас видеть.

**5. Explain the use of the verb to have in the sentences below and translate them into Russian.**

1. She has come home. 2. He has a large family. 3. We have to leave home early, in the morning. 4. He had the letter typed. 5. He has dinner at home. 6. They had to complete their work on Monday. 7. We shall have plenty of fruit in the autumn. 8. He will have read the story by ten o'clock. 9. They will have the book you need in 5 days.

**6. Translate into English.**

1. У меня нет ее адреса. 2. У меня был вчера очень интересный разговор с профессором Д. 3. У него есть очень интересные книги по радио. 4. Я должен буду пойти туда еще раз. 5. У нас завтра будет собрание. 6. Я должен вставать теперь очень рано. 7. Вы вчера обедали в ресторане? 8. Есть ли у вас красный карандаш? 9. У меня не было времени навестить его вчера. 10. Нужно ли вам идти в библиотеку сегодня?

**6. Put the sentences into the future and past tense changing the verb to have and using suitable adverbial modifiers of time: yesterday, tomorrow, next week, last month, next year, at 5 o'clock, etc.**

1. They have a big house in the country.
2. My friend has many interesting books.
3. His mother has a nice garden.
4. She has a good map of London.

5. We have a good dog.
6. I have a beautiful picture.
7. These students have five examinations.
8. His parents have a comfortable flat.
9. John had good work.
10. These pupils have four lessons every day.

**7. Put the sentences into the future and past tense changing the verb to be.**

1. There are twelve students in our group.
2. There is a beautiful garden near the house.
3. There is a big blackboard in the classroom.
4. There is a letter for him on the table.
5. There are two lifts in the house.
6. There is a new stadium in the town.
7. There is a table in the middle of the room.
8. There is a hospital in the village.
9. Are there many sentences in this exercise?
10. Is there much work to do at home?
11. There are no pictures in the book.

**8. Paraphrase according to the pattern using suitable forms of the verb to have.**

**Pattern:** There are no books in his bag. – *He has no books in his bag.*

1. There is no TV-set in his room.
2. There are no mistakes in his dictation.
3. There is no garden near his house.
4. There are no pictures in her room.
5. There are no French books in her library.
6. There is no English newspaper on her table.
7. There is no coffee in my cup.
8. There is no telephone in my flat.
9. There are no maps on the walls of our classroom.
10. There is no sugar in Peter's tea
- 11.

**9. Put general and special questions to the sentences below using any where it is necessary.**

1. There is a tea-pot on the table. 2. There are some flowers in the vase. 3. There are some English books on the shelf. 4. There is somebody in the garden. 5. There is a lot of milk in the jug. 6. There are some mistakes in your test. 7. There is some ink in your pen. 8. There are some pictures on the wall of the room. 9. There is some coffee in the cup. 10. There are six continents in the world. 11. There are a lot of flowers in the garden. 12. There is something in the box. 13. There are some new words in the text. 14. There is a lot of snow in the forest.

**10. Translate into English using there is /there are; pronouns any, some, no and words formed from them**

1. В вашей семье есть дети? 2. На улице много народу. 3. В кувшине нет молока. 4. За вашим домом есть сад? 5. За вашим садом есть площадь, не так ли? 6. В вашем городе есть парки? 7. У вас есть вопросы? 8. На столе около окна стоят часы. 9. На полке мои книги и тетради. 10. В моем столе ничего нет. 11. В этом журнале есть что-нибудь интересное? 12. Что там на столе? Там стоит чашка и три стакана. 13. Есть кто-нибудь в соседней комнате? 14. На столе есть соль, но мало. 15. Времени нет.

**11. Fill in the proper form of to be in present, past or future.**

1. She travels a lot. Yesterday she.....in Paris. Today she .....in London. Tomorrow she.....in New York.
2. .... you at home yesterday?
3. ....you .....at home tomorrow?
4. I.....in Great Britain last week.
5. ‘.... you ready yet?’ ‘Not yet. I ....ready in five minutes.’
6. The weather....nice today.
7. My sister is going away for a few days, so she .... at home tomorrow
8. I ... a pupil. I go to school.
9. .... You in the country last summer?
10. It’s Tom’s birthday next Sunday. He .....11.
11. I ....cold. Can you close the window, please?
12. You may visit Jane tomorrow. She .....busy.

13. Where.....Ann yesterday?
14. My brother and I ....good tennis players. We like to play tennis very much.
15. ‘.....the soup ....ready soon?’ ‘Yes, it ..... ready in a few minutes.’

**12. Fill in is, are, was, were.**

1. There .....three people in the photo.
2. There..... a woman, a man and their child in our garden now.
3. There.....an exhibition in our town last month.
4. I didn’t like the hotel because there.....a lot of furniture in the room.
5. He was thirsty but there..... no drinks in the fridge.
6. The furniture was very old, there.....two chairs and a table in the room.
7. She is at her office now. There.....a lot of people waiting to see her.
8. Today there.....a lot of snow on the ground.
9. There.....some chicken and fish in the fridge now.
10. ....there any furniture in the room?
11. ....somebody in the kitchen now.
12. There .....no one on the roof of the house at the moment.
13. There .....no flowers in our garden last summer.
14. There.....a sports centre near our house.
15. There..... 26 letters in the English alphabet.

**13.Fill in is/are/was/were/have/has.**

1. Tom.....lost his note-book.
2. This bridge.....built ten years ago.
3. ....you finished your work yet?
4. This town is always clean. The streets ..... cleaned every day.
5. Where .....you born?
6. I .....just made some coffee. Would you like some?
7. Cheese .....made from milk.
8. This is a very old photograph. It .....taken a long time ago.
9. Mike .....bought a new car.
10. ....Ann working today?

## **ПРОСТОЕ ПРЕДЛОЖЕНИЕ SIMPLE SENTENCE**

По своей структуре предложения делятся на **простые** и **сложные**. По цели высказывания различают четыре вида предложений: **повествовательные, вопросительные, восклицательные** и **повелительные**.

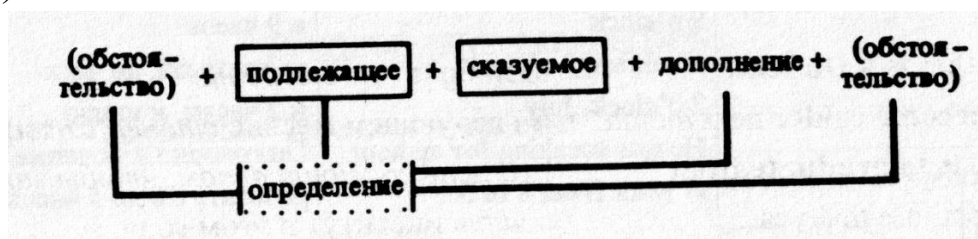
**Члены предложения (Sentence parts)**. В английском языке, как и в русском, пять членов предложения, которые подразделяются на

- 1) **главные (the main sentence parts)**(подлежащее – **subject** и сказуемое – **predicate**),
- 2) **второстепенные (subordinate part of the sentence)** (дополнение – **object**, определение – **attribute** и обстоятельство – **adverbial modifier**).

Для правильного перевода необходимо прежде всего определить, какой частью речи является переводимое слово и какую синтаксическую функцию оно выполняет в данном предложении. Для этого необходимо знать:

- а) место слова в предложении,
- б) показатели частей речи (артикль, предлог и др.),
- в) признаки частей речи (окончания, суффиксы).

**Порядок слов (Word order)**. В английском языке в **повествовательном предложении** (утвердительном и отрицательном) **прямой порядок слов (direct word order)**, т. е. подлежащее – сказуемое. Дополнение следует непосредственно за сказуемым, обстоятельство может стоять в начале предложения (перед подлежащим) или в конце предложения. Определение – единственный член предложения, который не имеет фиксированного положения, так как может определять любой член предложения (кроме сказуемого, если это не именовое составное).



Найти **подлежащее** можно по следующим признакам:

- 1) если перед существительным (или группой существительного),

стоящим перед сказуемым, отсутствует предлог;

2) если личное местоимение стоит в именительном падеже;

3) если инфинитив или герундий стоят перед сказуемым (и если нет другого подлежащего).

Найти **сказуемое** можно:

а) по вспомогательным и модальным глаголам:

to be (am, is, are, was, were)	must
to have (has, had)	can (could)
to do (does, did)	may (might)
shall (should) will (would)	

б) по окончанию глагола **-s, -es** в 3-м лице ед. числа и окончанию **-ed** в Past Indefinite, учитывая место слова в предложении;

в) по наречиям неопределенного времени (**always, seldom, often, just, never** и др.), которые обычно стоят перед глаголом или между вспомогательным и смысловым глаголом:

I **often** go to work by bus. *Я часто езжу на работу автобусом.*

г) по личному местоимению в объектном падеже без предлога, которое всегда следует за сказуемым:

He gave **me** a valuable information on the new device. Он дал **мне** ценную информацию об этом новом приборе.

Сказуемое бывает трех видов:

а) **простое (глагольное):**

My brother does not live **in Moscow, he lives here.** Мой брат *живет не в Москве, он живет здесь.*

б) **составное именное** (compound nominal predicate) выражается глаголом-связкой (link-verb) (**to be, to become, to get, to grow** и др.) и именной частью (predicative), выраженной именем существительным, прилагательным, местоимением, а также инфинитивом или герундием:

My brother **is a student.** Мой брат – *студент.*

It **will become colder** next month. В следующем месяце *станет холоднее.*



*His aim is to graduate from the institute this year.*      *Его цель состоит в том, чтобы закончить институт в этом году.*

в) **составное глагольное (compound verbal predicate)** состоит из модального глагола (или его эквивалента) или глаголов, выражающих начало, продолжение или конец действия, и смыслового глагола:

I must work hard at my English      *Я должен упорно работать над своим английским.*

She **began to translate** this article into Russian yesterday.      *Она начала переводить эту статью на русский язык вчера.*

**Дополнение** следует за сказуемым. Оно бывает

а) **прямое (direct object)(кого? что?)**

I never see **him** here.      *Я никогда не вижу его здесь.*

б) **косвенное (indirect object) (кому? чему?)**. Косвенное дополнение может быть как с предлогом (если стоит после прямого), так и без предлога (если предшествует ему):

I showed my drawing to **him** yesterday.      *Я показал свой чертеж (что?) ему (кому?) вчера.*

I showed *him* **my drawing** yesterday.      *Я показал ему свой чертеж вчера.*

в) **предложное (с кем? с чем? о ком? о чем?)**

*This article is* about our plant.      *Это статья о нашем заводе.*

г) **сложное:**

The engineer wants **me to make** this design.      *Инженер хочет, чтобы я сделал этот проект.*

**Обстоятельство** стоит в конце предложения или перед подлежащим. Имеются обстоятельства **места, времени, причины, цели и др.** (где? когда? зачем? почему?):

In the morning **I work** at the plant.      *Утром я работаю на заводе.*

**Определение** (какой? чей? который? сколько?) обычно стоит перед определяемым словом, а иногда после него.

**This young** engineer works in a lab **organized** last year.      *Этот молодой инженер работает в лаборатории, созданной в прошлом году.*

### *Grammar exercises*

#### ***1. Make sentences with the words given below observing correct word order***

1. she, won, easily, the game
2. tennis, every weekend, Ken, plays
3. quietly, the door, I, closed
4. his name, after a few minutes, I, remembered
5. a letter to her parents, Ann, writes, every week
6. some interesting books, found, we, in the library
7. across from the park, they, a new hotel, are building
8. to the bank, I, every Friday, go
9. on Saturday night, didn't see, at the party, you, I
10. brightly, is, shining, sun, the
11. a, decided, go, on, picnic, to, we
12. always, at nine o'clock, out of the garage, in the morning, gets, his car, he
13. he, into town, after breakfast, often, Mrs Hodges, takes
14. a parking place, near the shops, they, find, rarely
15. sometimes, in a garage, Mr Hodges, his car, parks
16. fly, with my parents, to Florida, sometimes, I, in winter
17. late, came, last year, she, often, to school, in spring
18. often, have, at about three o'clock, a cup of tea, they, at the hotel, in the afternoon
19. meet, at the bar, they, after dinner, always, their friends
20. enjoys, very much, swimming, in our pool, always, in the morning, she

#### ***2. Mark the sentences with the wrong word order and correct them in accordance with the rules. Work according to the model.***

**Model:** Tom walks every morning to work. – Tom walks to work every morning

1. Jim doesn't like very much baseball.
2. Ann drives every day her car to work.
3. When I heard the news, I immediately called Tom.
4. Maria speaks very well English.
5. After eating quickly my dinner, I went out.

6. You watch all the time television.
  7. Liz smokes about 20 cigarettes every day.
  8. I think I'll go early to bed tonight.
  9. You should go to the dentist every six months.
  10. We went last night to the movies.
  11. We go every summer to the sea in August.
  12. In the evening my parents go to the cinema with their friends.
- 3. Find the subject and the predicate of the sentences, comment on the word order and translate the sentences.**
1. John often comes late to class.
  2. My friend and I both have a dog named Spot.
  3. Many parts of the Asian coastline were destroyed by a tsunami in 2004.
  4. The old hotel at the end of the street is going to be knocked down to make way for a new supermarket.
  5. Sitting in a tree at the bottom of the garden was a huge black bird with long blue tail feathers.
  6. In the evening we came to the place again.
  7. On Saturdays I never get up before 9 o'clock.
  8. Before giving a test the teacher should make sure that the students are well-prepared.
  9. Lying on the sofa watching old films is my favourite hobby.
  10. Our family has always been a very happy one.

### **ВОПРОСИТЕЛЬНЫЕ ПРЕДЛОЖЕНИЯ INTERROGATIVE SENTENCES**

**1. Общий вопрос (General question)** – вопрос, относящийся ко всему предложению и требующий ответа **yes** или **no**.

*Порядок слов в общем вопросе – General question word order*

a)

Смысловой глагол или глагол-связка	Подлежащее	Именная часть сказуемого	Остальные члены предложения
<b>Is</b>	your friend	–	in Moscow?
<b>Is</b>	your friend	an engineer?	

б)

Вспомогательный глагол	Подлежащее	Смысловый глагол	Остальные члены предложения
<b>Does</b>	your brother	<b>work</b>	at this plant?

Разновидностью общего вопроса является альтернативный вопрос (Alternative question) – вопрос с союзом **or** или, представляющий возможность выбора (альтернативу). Ответ на него всегда полный:

Do you work at a plant **or** at an institute?

I work at the institute.

### *Grammar exercises*

#### *1. Put general questions to the sentences below*

1. There is a tea-pot on the table. 2. I work from nine to ten. 3. We are leaving for Hamburg next Saturday. 4. I have been busy the whole evening. 5. My friend studied in Sorbonne when he was young. 6. It is winter. 7. I can swim in cold water. 8. I had to go there in the daytime. 9. I will show you how to do it. 10. You must work hard. 11. She didn't play well that evening. 12. I can't read English authors in the original. 13. I wasn't prepared to this sort of questions. 14. She likes biscuits with jam. 15. Louise was the brightest pupil in class. 16. We could have done it easily. 17. John was sleeping peacefully in his bed.

#### *2. Put general and alternative questions to the sentences below*

1. She likes her tea with cream. 2. He decided to go to the theatre. 3. John had to walk to the village. 4. Although the weather was fine they decided to stay at home. 5. Last winter our class visited Rome. 6. I'm used to drinking a glass of milk before going to bed. 7. We were invited to stay at the castle for a fortnight. 8. I'm fond of opera. 9. We are going to Moscow with my brother today. 10. If I don't pass the exams I'll try to do it again next time. 11. They are at home now. 12. James played chess with his friend yesterday. 13. He has been waiting for me all day. 14. Mary is speaking on the phone now. 15. Usually I wake up at 6 o'clock.

2. **Специальный вопрос (Special question)** – вопрос, относящийся к какому-либо члену предложения. Специальный вопрос начинается с вопросительного слова (**who, what, when, where, why** и др.) и требует полного ответа.

*Порядок слов в специальном вопросе – Special question word order*

а)

Вопросительное слово	Основной глагол или глагол-связка	Подлежащее	Именная часть составного сказуемого	Остальные члены предложения
<b>Where</b>	are	your par-		now?
<b>What</b>	is	ents	your fa- ther?	

б)

Вопросительное слово	Вспомогательный глагол	Подлежащее	Смысловой глагол	Остальные члены предложения
<b>Where</b>	do	you	go	in summer?

3. Вопрос к подлежащему или его определению. При вопросе к **подлежащему или его определению сохраняется прямой порядок слов.**

Вопросительное слово (на месте подлежащего)	Сказуемое	Остальные члены предложения
<b>Who</b>	will make	a report?
<b>Whose journal</b>	lies	on the desk?

### *Grammar exercises*

**1. Put special questions to subjects, predicates, objects and adverbial modifiers. Where it is necessary make the logical changes e.g. asking a question to the predicate in the sentence: “The man was run over by a car”, it is better to ask: “What happened to the man?”)**

1. John visited me in the hospital yesterday. 2. A yellow bird fell on the roof of his pontiac. 3. I was taken by surprise. 4. Despite the stormy weather he was able to swim to the shore. 5. He couldn't reach the hammer which lay on the shelf. 6. Our bus was broken into. 7. I have been cheated by the best friend. 8. A girl from Barbados wrote a letter to the BBC. 9. The clock stopped an hour ago. 10. You have to stop near the traffic lights.

***2. Put the questions to the words in the bold type***

1. He wore a straw hat. 2. The cover of this book is made of leather. 3. They invited my sister and me. 4. Sugar cane grows in warm climates. 5. These students want to take part in the expedition. 6. I shall speak **to the** manager about it. 7. The buyers were interested in the purchase of 5,000 tons of fuel oil. **8.** The suppliers sent a telegram to the buyers. 9. I shall discuss the matter with the chief engineer. 10. An English ton contains **1,016 kilograms**. 11. The cargo will be discharged in St. Petersburg. 12. Some bags were damaged by sea water. 13. Thirty cases of spare parts are ready for shipment. 14. A hundred bags were taken to the warehouse. 15. The steamer could not be unloaded yesterday because of the storm. 16. Helen is my sister. 17. He is a bookkeeper. 18. The distance between that village and Moscow is **60** kilometres. 19. The price of the drilling machine is **8,000** roubles. 20. The weight of the machine is two tons. 21. They are doctors. 22. The buyers asked for a reduction of 5 per cent in the price.

***Порядок слов в разделительном вопросе***

***Disjunctive question word order***

**4. Разделительный вопрос (Disjunctive question или Tag-question)** представляет собой утвердительное или отрицательное повествовательное предложение, к которому присоединен общий вопрос, состоящий из соответствующего местоимения и того вспомогательного или модального глагола, который входит в состав сказуемого повествовательного предложения. Первая часть расчлененного вопроса (повествовательное предложение) произносится с понижающейся интонацией, а вторая часть (общий вопрос) – с повышающейся интонацией. Утвердительное начало требует вопроса с отрицанием; отрицательное

– вопроса без отрицания.

Ответы на расчлененные вопросы обычно краткие. Они могут выражать как согласие, так и несогласие с говорящим.

– She **is** very busy, **isn't she?**

– Она очень занята, **не правда ли!**

– Yes, she is. (No, she isn't.)

– Да, очень. (Нет, не очень.)

– She isn't very busy, is she?

– Она не очень занята, **не правда ли.** – Нет, не очень. (Очень занята.)

– No, she isn't. (Yes, she is.)

–Your friend can speak English, can't he?

– Ваш приятель умеет говорить по-английски, **не правда ли?**

–Yes, he can. (No, he can't.)

– Да, умеет. (Нет, не умеет.)

–Your friend can't speak English, can he?

– Ваш приятель не умеет говорить по-английски, **не правда ли?**

–No, he can't. (Yes, he can.)

– Да, умеет. (Нет, не умеет.)

–Your sister went to Moscow, didn't she?

– Ваша сестра поехала в Москву, **не так ли!**

–Yes, she did. (No, she didn't.)

– Да, поехала. (Нет, не поехала.)

–Your sister didn't go to Moscow, did she?

– Ваша сестра не поехала в Москву, **не так ли!**

– No, she didn't. (Yes, she did.)

– Да, не поехала. (Нет, поехала.)

### *Grammar exercises*

#### *1. Write disjunctive questions to the sentences below*

1. He speaks Chinese very well. 2. His father was a doctor. 3. These books were published in Moscow. 4. He wrote them a letter from Sochi. 5. The weather will be fine tomorrow. 6. All books must be returned to the library before the 1st of July. 7. I ought to have done it. 8. He has been working hard for the last two months. 9. He has a motor car. 10. This box weighs more than that one. 11. He can swim well. 12. He is working in the library. 13. They were glad to see him. 14. These boys like reading travel stories.

#### *2. Finish the sentences below forming the disjunctive questions*

1. She looks like you, ...? 2. It isn't cold today, ...? 3. You saw him at the club yesterday, ...? 4. They won't come today, ...? 5. You haven't bought your ticket yet, ...? 6. You play chess, ...? 7. You will travel by train, ...? 8.

He can't speak French, ...? 9. She ought to go there at once, ...? 10. They are not in town, ...? 11. We shall see you tomorrow, ...? 12. You don't know her, ...?

### ***3. Translate into English***

1. Он очень умный человек, не правда ли? – Да, умный. 2. Он не вернулся еще в Москву, не правда ли? – Нет, вернулся. 3. Он будет завтра в институте, не правда ли? – Да, будет. 4. Вы не говорили с директором по этому вопросу, не правда ли? – Да, не говорил. 5. Он не знает французского языка, не правда ли? – Да, не знает. 6. Она еще не окончила университет, не правда ли? – Нет, окончила. 7. Он не сможет сделать эту работу в такой короткий срок, не правда ли? – Нет, сможет.

## ***THE INDEFINITE TENSES***

### ***The Present Indefinite (Simple) Tense***

***The Present Simple*** широко используется в устной речи и употребляется:

1) для выражения обычных, регулярных, повторяющихся или постоянных действий в настоящем времени, факта:

The sun rises every morning. / Penguins live in the Antarctica.

Часто употребляются обстоятельства времени, выражающие частоту и повторность действия (always, often, usually, regularly, every day etc.) или редкую повторяемость и её отсутствие (never, seldom, sometimes etc.)

We often go to the movies on Sundays.

My friend sometimes lends me his book.

2) для выражения мыслей и чувств: I think so, I like it. Во фразах типа: I promise, I agree, etc. I promise I'll pay you back.

3) для выражения заранее намеченных действий в ближайшем будущем, по расписанию, программе (главным образом с глаголами to leave, to start, to come, to return, to go, to arrive и т.д.)

What time does your train leave tomorrow?

The match starts at half past seven.

The new supermarket opens this Friday.



**В утвердительных предложениях** используется глагол в форме инфинитива без частицы to. Если подлежащее 3 лица единственного числа (he, she, it), то к форме глагола-сказуемого присоединяется окончание **-es/s**.

I /we /you / they	<b>drive/ work/ do</b>
He /she /it	<b>drives/ works/ does</b>

Мы используем вспомогательный глагол **do/does** в **вопросительных и отрицательных предложениях**.

**QUESTION**

**NEGATIVE**

<u><b>Do</b></u>	I /we / you / they	<b>work?</b> <b>drive?</b>	I /we / you / they	<u><b>don't</b></u>	<b>work.</b> <b>drive</b>
<u><b>Does</b></u>	He /she /it	<b>do?</b>	He /she /it	<u><b>doesn't</b></u>	<b>do.</b>

**Grammar Exercises**

**1. Put the verb in the brackets into the correct form of the Present Simple.**

- Ann ...doesn't drink... (not/drink) tea very often.
- What time..... (the library/close) here?
- I've got a computer, but I..... (not/use) it much.
- Where..... (your friend/come) from? He's British.
- What..... (you/do)? I'm a tutor.

**2. Translate into English.**

- Моя семья обычно обедает в ресторане.
- Наши друзья всегда пьют кофе на завтрак.
- Днём у неё масса работы.
- Я занимаюсь английским по вечерам.
- Мы никогда не едим мясо.

**3. Make the sentences negative and interrogative**

1. He goes to school every day.
2. My sister works here.
3. They eat a lot.
4. We work every day.
5. He comes from Germany.
6. They live in the USA.
7. He plays football every day.
8. His father works at an office.

**4. Complete the sentences by putting in the verbs. Use positive or negative meanings of the Present Simple.**

Model: Claire is very sociable. She knows (know) lots of people.

We've got plenty of chairs, thanks. We don't want (not/want) any more.

1. My friend is finding life in Paris a bit difficult. He..... (not/speak) French.
2. Most students live quite close to the college, so they..... (walk) there.
3. I've got four cats and two dogs. I..... (love) animals.
4. No breakfast for Mark, thanks. He..... (not/eat) breakfast.
5. What's the matter? You..... (not/look) very happy.

**5. Put the verb into the correct form. Write sentences about yourself. Use always/never/often/ sometimes/ usually.**

Model:(watch television) I never watch television. / I usually watch television in the evening. (etc.)

1. (read in bed) I.....
2. (get up before 7 o'clock).....
3. (go to university / by bus).....
4. (drink coffee).....
5. (watch soap operas).....

## **THE PAST SIMPLE (INDEFINITE) TENSE**

Правильные глаголы (Regular Verbs) образуют прошедшее время путём добавления к основной форме глагола окончания –ed.

Неправильные глаголы (Irregular Verbs) имеют 3 основные формы – 1) инфинитив, 2) прошедшее неопределенное время (Past Simple (Indefinite)), 3) причастие прошедшего времени (см. приложение List of Irregular Verbs).

Отрицательная и вопросительная формы образуются при помощи вспомогательного глагола прошедшего времени did(not) и глагола-сказуемого в форме инфинитива без частицы to.

He liked the film / He didn't like the film / Did he like the film?

The Past Simple используется:

– для описания факта прошлого, описания привычки, занятий

*Emma passed her exam last year. / When she was young she played football.*

– для перечисления прошедших действий, происходивших один за другим

*She put on her coat, took her bag and left the house.*

### POSITIVE

### QUESTION

### NEGATIVE

I/ we			I/ we			I/ we		
you	<i>enjoyed</i>		you	<i>enjoy?</i>		you		<i>enjoy</i>
she/ he	<i>saw</i>	<b>Did</b>	she/ he	<i>see?</i>		she/ he	<b>didn't</b>	<i>see</i>
it	<i>went</i>		it	<i>go?</i>		it		<i>go</i>
they			they			they		

Часто употребляются такие обстоятельства времени как: **yesterday** – вчера; **last week** – на прошлой *неделе*; а year **ago** – год назад; **in 1999** – в 1999; **then** – тогда; **when** – когда.

Часто употребляются такие обстоятельства времени как: yesterday – вчера; last week – на прошлой неделе; а year ago – год назад; in 1999 – в 1999; then – тогда; when – когда.

## *Grammar Exercises*

### ***1. Complete the sentences with the Simple Past tense of the verbs in the brackets.***

1. The boys (whisper) secrets to each other.
2. Uncle Ben (hurry) to catch his bus.
3. We (return) our books to the library.
4. She (kiss) the frog and it (change) into a prince.
5. Someone (tap) me on the shoulder.

### ***2. Write these sentences in the positive, interrogative and negative forms of the Past Simple.***

**Model:** He teaches history at the university. He taught history at the university. Did he teach history at the university? He didn't teach history at the university.

1. My parents leave home at 8 o'clock.
2. You smoke a lot.
3. I look very tired.
4. We stop at Oxford.
5. The restaurant closes at 11 o'clock.

### ***3. Translate into English.***

1. Мой отец родился в 1965 году.
2. Когда мне было 7 лет, я пошёл в школу.
3. Все наши друзья хорошо окончили школу, поступили в университет, нашли вечернюю работу.
4. Летом мы ездили отдыхать на юг.
5. Где ты был вчера?

### ***4. Complete the conversation. Put in the Past Simple negatives and questions.***

**Model:** Claire: Did you have (you / have) a nice weekend in Paris?

Nick: Yes, thanks. It was good. We looked around and then we saw a show.

(we / not / try) to do too much.

Claire: What sights (you / see)?

Nick: We had a look round the Louvre. (I / not / know) there was so much in there.

Claire: And what show (you / go) to?

Mark: Oh, a musical. I forget the name. (I / not / like) it.

Claire: Oh, dear. And (Sarah / enjoy) it?

Mark: No, not really. But we enjoyed the weekend. Sarah did some shopping, too, but (I / not / want) to go shopping.

### ***THE FUTURE SIMPLE (INDEFINITE) TENSE***

***The Future Simple*** образуется при помощи вспомогательного глагола **will** и основы инфинитива основного глагола.

#### ***POSITIVE***

#### ***NEGATIVE***

#### ***QUESTION***

<i>I/you</i>		<i>I/you</i>	<b><i>will not</i></b>		<i>I/you</i>	
<i>we/they</i>	<b><i>will</i></b>	<i>we/they</i>	<b><i>(won't)</i></b>	<b><i>Will</i></b>	<i>we/they</i>	<b><i>wash?</i></b>
<i>he/she/it</i>	<b><i>wash</i></b>	<i>he/she/it</i>	<b><i>wash</i></b>		<i>he/she/it</i>	

***The Future Simple*** время употребляется для обозначения:

– **действия**, которое возможно произойдёт в будущем, **предположения** по поводу будущего

*We'll travel around the world one day. / You'll be a great doctor one day.*

– **намерение**, решение, принятое **спонтанно**, в момент разговора

*The bag is too heavy. –I'll help you.*

– будущего действия после: **hope, think, expect, I'm sure, I'm afraid, probably, perhaps**

*We hope we'll see them tonight.*

Часто употребляются такие обстоятельства времени как: **tomorrow** – завтра; **next week** – на следующей неделе; **soon** – скоро; **in many years** – через много лет; **tonight** – сегодня вечером; **the day after tomorrow** – послезавтра.

### ***Grammar Exercises***

#### ***1. Write down the sentences using the verbs in brackets in Future Simple***

1. I (to see) them next Saturday.
2. They (to be) here tomorrow.
3. We (to have) the test in a week.
4. She (to spend) holidays in the country.
5. The journey (to take) three hours.

6. I (to open) the door for you.
7. I (to go) to school tomorrow?
8. They (to come) back next week?

**2. Put in will ('ll) or won't.**

**Model:** Can you wait for me? I ...*won't*... be very long.

1. There is no need to take an umbrella with you. It..... rain.
2. If you don't eat anything now, you ..... be hungry later.
3. I'm sorry about what happened yesterday. It ..... happen again.
4. I've got some incredible news! You ..... never believe what happened.
5. Don't ask Amanda for advice. She ..... know what to do.

**3. Make the following interrogative and negative.**

1. The meeting will begin at eight.
2. They will be in Brussels the day after tomorrow.
3. She will cook breakfast for us.
4. We shall start at dawn.
5. The boy will be seven next year.
6. The plane will take off in five minutes.
7. We shall climb the mountain next week.
8. I shall see you on Monday.
9. I'll buy a camera next month.
10. They'll tell us about it.

**4. Translate into English.**

1. Мой друг окончит университет в следующем году.
2. Кто будет переводить этот текст?
3. Вероятно, я получу вскоре интересную работу.
4. Как долго твои родственники пробудут в нашем городе?
5. У нас не будет экзаменов зимой.

В придаточных предложениях условия и времени вместо будущего времени употребляется настоящее.

Придаточные предложения условия и времени вводятся союзами:

if – если    after – после

when – когда    till (untill) – до тех пор пока

before – до, перед    as soon as – как только

**5. Write down the sentences using the verbs in brackets in Present Simple or Future Simple. All the sentences refer to future.**

1. When I (to see) him, I (to phone) you.
2. If he (to decide) not to do it, he (to be) right.
3. Tell me when she (to come) to visit you.

4. I (to give) it to him when he (to visit) us.
5. You (to pass) your exam if you (to work) hard.
6. We (to go) to the country next week if the weather (to be) fine.
7. As soon as we (to know) results, we (to inform) you.
8. Don't open the car door before it (to stop).
9. You (not like) this film when you (to see) it.
10. Wait for me till I (to return).

**6. Write down the sentences using the verbs in brackets in Present, Past, Future Simple**

1. She (not/ to teach) English at school.
2. You (to meet) him yesterday?
3. The firm (to buy) new computers next month.
4. The Dean (to ask) many questions at the lecture last week.
5. Where you (to go) next summer?
6. They (to use) new scientific data for their last experiment.
7. When the concert (to be over) all the people (to leave) the hall.
8. Every year students (to take part) in scientific research.
9. The first computer (to appear) in the 1960-s.
10. If the weather (to be) fine, we (to go) to the village.

## **THE CONTINUOUS TENSES**

### ***The Present Continuous (Progressive) Tense***

***The Present Continuous*** образуется при помощи вспомогательного глагола ***to be*** в соответствующем времени, лице и числе (I – ***am***; He/she/it – ***is***; They/we/you – ***are***) и глагола- сказуемого в форме инфинитива без частицы ***to*** с ***-ing*** окончанием.

***The Present Continuous*** **означает:**

- 1) длящийся процесс, действие которого происходит в момент речи.  
I'm waiting for the train. (I'm at the station now.)
- 2) Мы также используем Present Continuous, когда находимся в середине процесса чего-либо, пусть даже не в момент речи.  
I'm quite busy these days. I'm doing a course at university.
- 3) Используем Present Continuous, говоря о встречах, событиях, запланированных на ближайшее **будущее**, о том, что возможно занесе-

но в ваш ежедневник; часто с глаголами **go, come, see, meet, stay, have, leave.**

*I'm meeting Henry at six o'clock. We're having a party tomorrow.*

<i>POSITIVE / NEGATIVE</i>			<i>QUESTION</i>		
<b>I</b>	<b>am(not)</b>	<i>living doing watching</i>	<b>Am</b>	<b>I</b>	<i>living? doing? watching?</i>
<b>he/she/it</b>	<b>is (isn't)</b>		<b>Is</b>	<b>he/she/it</b>	
<b>we/you/they</b>	<b>are (aren't)</b>		<b>Are</b>	<b>we/you/they</b>	

Часто употребляются такие обстоятельства времени как: **now** – сейчас; **at the moment** – в данный момент; **at present** – в настоящее время; теперь; **these days** – теперь.

С глаголами, которые обозначают не действие, а состояние (*non-continuous verbs*), Present Continuous обычно не употребляется: **to be, to feel, to forget, to live, to love, to like, to want, to think, to hear, to see, to remember, to know, to stay, to mean, to understand, to believe, to belong, to sound, to smell, to prefer, to have(=possess)** и т.д.

### *Grammar Exercises*

**1. What's happening at the moment? Make up true sentences.**

**Model:** (I/ eat) I'm *not* eating.

1. (I/ learn/ English).
2. (The sun/ shine).
3. (My teacher/sit / on a chair)
4. (You /listen /to music)
5. (Students /wear/ shoes)

**2. Fill in the blank spaces with the Present Continuous tense of the verbs in the brackets.**

1. He (fix) my bike in the garage.
2. I (help) Mom in the kitchen.
3. My sister and I (watch) television in our bedroom.
4. They (come) with us to the museum.
5. We (paint) some pictures for Aunt Susan.



### 3. Translate into English.

1. Не входите в аудиторию! Студенты пишут там контрольную работу.
2. Этот писатель пишет новую книгу.
3. Не мешайте мне. Я готовлюсь к докладу.
4. О чем вы думаете?
5. Осторожно! Та машина едет с огромной скоростью!

### 4. What can you say in these situations? Add a sentence with the Present Continuous.

**Model:** A friend rings you up in the middle of your favourite film. – *Is it important? I'm watching the most impressive blockbuster.*

1. A friend is at your flat and suggests going out, but you can see rain outside.

*I don't want to go out now. Look,.....*

2. A friend rings you up at work. – *Sorry, I can't talk now.*

.....

3. You want to get off the bus, but the old lady next to you is sitting on your coat. – *Excuse me,.....*

4. A friend of yours wants to discuss the latest news with you, but you've just started to make a report. – *Can I talk to you later?.....*

5. You have been ill, but you're better now. – *I'm OK now.*

.....

### **Present Continuous or Present Simple?**

### 5. Complete the sentences. Put in the Present Continuous or Present Simple of the verbs in the brackets.

**Model:** **I'm writing** (I / write) to my parents. **I write** (I / write) to them every weekend.

1. (It / snow) outside. (It / come) down quite hard, look.
2. Normally (I / start) work at eight o'clock, but (I / start) at seven this week. We're very busy at the moment.
3. I haven't got a car at the moment, so (I / go) to work on the bus this week. Usually (I / drive) to work.
4. The sun (rise) in the east, remember. It's behind us so (we / travel) west.

5. I'm afraid I have no time to help just now (I / write) a report. But (I / promise) I'll give you some help later.
6. (I / want) a new car (I / save) up to buy one.

**6. Complete the following sentences with either the Simple Present form or the Present Continuous form of the verbs in the brackets.**

1. The teacher always (give) us interesting project work.
2. The wind (blow) very strongly today.
3. I (like) chocolate ice cream.
4. Be quiet! We (try) to listen to the radio.
5. Let's go inside now. It (begin) to rain.
6. Penguins (eat) fish.
7. Dad never (let) us play in the street when it's dark.
8. The children (go) swimming every day.
9. We're trying to catch the ball that (roll) down the hill.
10. My teacher (know) a lot about plants and animals.

### ***To Be Going To***

Оборот **to be going to** (*собираться что-то делать*) употребляется для обозначения запланированных действий, намерений говорящего, его уверенности в будущем.

*Students are going to take exams on Friday. Are you going to take exams?*

Оборот **to be going to** может сочетаться с любым глаголом, кроме глаголов **to go** и **to come**, а также ряда глаголов движения (намерение с этими глаголами выражаются при помощи **the Present Continuous**).

*I am going to the cinema tonight.*

#### ***POSITIVE***

#### ***NEGATIVE***

#### ***QUESTION***

I	<i>am</i>	<i>going to work</i>	I	<i>am not (I'm not)</i>	<i>going to work</i>	<i>Am</i>	I	<i>going to work ?</i>
He she it	<i>is</i>		He she it	<i>is not (isn't)</i>		<i>Is</i>	He she it	
you we they	<i>are</i>		you we they	<i>are not (aren't)</i>		<i>Are</i>	you we they	

## *Grammar exercises*

### **1. Put these sentences in the question and negative forms.**

**Model:** They are going to play football.

**Are they going to play football? / They are not going to play football.**

1. It is going to snow.
2. I am going to listen to the opera today.
3. She is going to make presents for all her family.
4. My parents are going to look for a new house.
5. These students are going to study Japanese.

### **2. Translate into English.**

1. Мы играем в теннис сегодня днём.
2. Мой друг намеревается продать свою машину.
3. Взгляни на небо! Дождь собирается!
4. Что ты собираешься надеть на вечеринку сегодня?
5. Она не будет завтракать, она не голодна.

### **3 Complete the sentences, putting the verbs into the be going to.**

**Model :** My parents **are going to bring** (bring) their tent with them.

1. His brother (look) for a new job soon.
2. Watch out! The glass (break).
3. We (not/stay) with friends. We (find) a hotel.
4. I (not/pass) my driving test.
5. You (watch) that film on the television tonight.

**Will and be going to**

### **4. What would you say? Use will or be going to.**

**Model:** You want to express your intention to look round the museum.

**Your friend:** Do you have any plans for this afternoon?

**You:** Yes, I'm going to look round the museum.

1. You hate dogs. Dogs always attack you if they get the chance.

**Your friend:** That dog doesn't look very friendly.

**You:** It's coming towards us..... .

2. You predict the landing of aliens on the earth in the next ten years.

**Your friend:** All this talk about aliens is complete nonsense, isn't it?

**You:** Is it? I think.....

3. You know that your friend's sister has decided to get married.

**Your friend:** Have you heard about my sister?

**You:** Well, I heard that.....

4. You suddenly decide you want to invite Nalini for a meal.

**Your friend:** Do you know Nalini will be in town next weekend?

**You:** No, I don't. ....

**6. Complete the conversations. Put in will or be going to with the verbs.**

Model: **Vicky:** Have you got a ticket for the play?

**Daniel:** Yes, I'm going to see (see) it on Thursday.

1. **Daniel:** Did you buy this book?

**Matthew:** No, Emma did. She (read) it on holiday.

2. **Laura:** Would you like tea or coffee?

**Sarah:** Oh, I (have) coffee, please.

3. **Trevor:** I'm going to miss a good film on TV because I'll be out tonight.

**Laura:** I (video) it for you, if you like.

4. **Rachel:** I'm just going out to get a paper.

**Emma:** What newspaper (you / buy)?

### ***The Past Continuous (Progressive) Tense***

**The Past Continuous** образуется при помощи вспомогательного глагола *to be* в соответствующем прошедшем времени, лице и числе (I/he/she/it – *was*; They/we/you – *were*) и глагола- сказуемого в форме инфинитива без частицы **to** с *-ing* окончанием.

**Прошедшее продолженное время означает:**

1) действие в процессе, которое совершалось в определенный момент или протекало в течение четко ограниченного периода времени в прошлом.

*I was watching television at 17.30 yesterday.*

*We were all dancing at the party the whole night.*

2) Используем для двух и более действий, которые происходили в одно время в прошлом.

*They were dancing while he was playing the guitar.*

3) Говоря о прошлом действии, которое было в процессе(Past Continuous), когда другое однократное действие его прервало(Past Simple).

*He was painted the bedroom (процесс прошлого) when suddenly he fell*

*off the ladder* (однократное действие).

4) Глаголы состояния (*non-continuous verbs*) в Past Continuous также не употребляется.

**POSITIVE / NEGATIVE**

**QUESTION**

I	<b>was</b>		<b>Was</b>	I	
He/she/it	<b>(wasn't)</b>	<i>living</i>		he/she/it	<i>living?</i>
	<b>were</b>	<i>doing</i>			<i>doing?</i>
We/you/they	<b>(weren't)</b>	<i>watching</i>	<b>Were</b>	we/you/they	<i>watching?</i>

Часто употребляются такие обстоятельства времени как: **at ... o'clock** yesterday – вчера в ... часов; **at that time** – в то время; **from 5 till 6 last Sunday** (*from 5 to 6 o'clock*) – с 5 до 6 в прошлое воскресенье; **the whole evening** – весь вечер.

**Grammar exercises**

**1. Answer the questions using the words from the round brackets.**

**Model:** –Where were you at 6 o'clock? – (library/ read a book)

– *I was reading a book in the library.*

- Where were you at this time last week? (Spain/ stay at the hotel)
- What was your grandmother doing the whole yesterday evening? (armchair/ watch a serial)
- What were you doing from 2 to 3? (home/ make lunch)
- Where was your brother at midday? (walk with his dog/ park)

**2. Complete the sentences with the past progressive tense of the verbs in brackets.**

- At the party lots of people (dance) in the street while our neighbours (have) a barbecue.
- I (sit) in my bedroom and (read) a book from 4 till midnight.
- Someone (make) a very loud noise in the street.
- Why you all (laugh) when I came in?
- Sally (practice) the piano the whole morning.

**3. Translate into English.**

- Где вы работали сегодня в 9 часов утра?
- Он с друзьями занимался английским весь день.
- Мы смотрели телевизор, а они слушали радио.

4. Во время обеда она читала научный журнал.
5. Автобус стоял на остановке с 3 до 4, а затем уехал.

**4. Add a sentence with the past continuous to say that an action lasted a long time. Model:** You had to work yesterday. The work went on all day.

*I was working all day.*

1. You had to make phone calls. The calls went on all evening.
2. Students had to wait in the rain. The rain lasted for half an hour.
3. We had to make sandwiches. This went on all afternoon.
4. The lorry had to stay in a traffic jam. It was there for two hours.
5. Your neighbour played loud music. This went on all night.

*Past Continuous or Past Simple?*

**5. Put in the correct form of the verbs in the brackets using the Past Continuous or Past Simple.**

**Model:** When Martin **arrived** (arrive) home, Anna **was talking** (talk) to someone on the phone. Martin **started** (start) to get the tea.

1. I (lie) in the bath when the phone (ring). It (stop) after a few rings.
2. It (be) cold when we (leave) the house that day, and a light snow (fall).
3. Your friend who (come) here the other day (seem) very nice. I (enjoy) meeting her.
4. When I (open) the cupboard door, a pile of books (fall) out.
5. I (walk) along the street when I suddenly (feel) something hit me in the back. I (not / know) what it was.

**6. Each of these sentences has a mistake, correct them.**

**Model:** The hotel were very quite. **The hotel was very quiet.** – (correct)

1. It was peaceful, and the birds were sing.
2. I washed my hair when the phone rang.
3. You came to the club last night?
4. As I was watching him, the man was suddenly running away.
5. Everything was seeming OK.
6. Where bought you that bag?

## *The Future Continuous (Progressive) Tense*

*The Future Continuous* образуется при помощи вспомогательного глагола **to be** в соответствующем будущем времени (**will be**) и глагола-сказуемого в форме инфинитива без частицы **to** с **-ing** окончанием.

*The Future Continuous* употребляется:

-для выражения действия, которое будет длиться в точно указанный момент или период в будущем.

*This time tomorrow I'll be working at home.*

– Глаголы состояния (*non-continuous verbs*) в Future Continuous не употребляется.

### *POSITIVE / NEGATIVE*

### *QUESTION*

I he/she/it we/you/they	will be (won't be)	living doing watching		Will	I he/she/it we/you/they	be	living? doing? watching?
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Часто употребляются такие обстоятельства времени как: **this time tomorrow** – в это время завтра; **from 8 till 9** – с 8 до 9 завтра; **tomorrow at 6 o'clock** –завтра в 6.

### *Grammar exercises*

#### *1. Write these sentences in question and negative forms.*

1. We will be relaxing on the beach at this time on Saturday.
2. Students will be answering the teacher's questions at 10 o'clock tomorrow.
3. You will be taking an exam from 8 to 12 on Wednesday.
4. Bill will be making a report on economy the whole day tomorrow.
5. I will be fixing a car at 5.

#### *2. Describe your tomorrow day. Begin with:*

1. Tomorrow at 9 am I will be.....
2. At midday I.....
3. My best friend from 10 to 2pm.....
4. At 6 o'clock in the evening my parents.....
5. At midnight our group mates.....

**3. Make the questions according to the answers.**

1. ...will you be doing at 6? – I'll be taking an exam.
2. ...will Steve be writing the article? – Tomorrow.
3. ...will they be making the presentation tomorrow at 1 o'clock? – They were absent yesterday.
4. ...will my mother be planting flowers after breakfast? – In the garden.
5. ...will we be watching after supper? – A new documentary about our planet.

**THE PERFECT TENSES**

**The Present Perfect Tense**

**The Present Perfect** образуется при помощи вспомогательного глагола **to have/ has** (в 3-ем лице ед.ч.) и причастия прошедшего времени Participle II (**-ed** /III форма неправильного глагола) глагола сказуемого.

Мы употребляем **Present Perfect**:

– когда виден результат того, что происходило в прошлом (опыт, события, новости).

*I have done my report on history.*

*She has already cooked the birthday cake.*

– чтобы рассказать о действиях, которые начались в прошлом и все ещё продолжают в настоящем.

*I have known Mary for ten years.*

*Bob has been in love since last year.*

– говоря о событии, которое произошло в неистекший отрезок времени (today, this week, this month).

*I have bought a book today.*

<b>POSITIVE</b>		<b>NEGATIVE</b>		<b>QUESTION</b>	
I/you/ we/they	<b>have washed</b>	I/you/ we/they	<b>haven't washed</b>	<b>Have</b>	I/you/ we /they <b>washed?</b>
he/she/it	<b>has washed</b>	he/she/it	<b>hasn't washed</b>	<b>Has</b>	he/she/it <b>washed?</b>

Часто употребляются такие обстоятельства времени как: **already** – уже (что-то сделано, произошло); **yet** – уже (что-то сделано, произо-



шло), еще не; *вопрос и отрицание*; **just** – только что (что-то произошло); **never** – никогда (не делал, не совершал за все это время); **ever** – когда-либо (за все это время)- *вопросительные предложения*; **for** (*ten years*) – в течении (*десяти*) лет; **recently** – недавно, за последнее время; **so far** – до сих пор, пока, до настоящего времени; **since** *Friday* – с пятницы( и до настоящего времени); **How long** *have you known* him? – *I have known him for ten years.* – Как долго/Сколько лет ты его знаешь? – Я знаю его десять лет.

### **Grammar exercises**

#### **1. Change the sentences into Present Perfect and translate them.**

1. Students are writing a dictation.
2. They are having tea.
3. We are looking for more CDs with good music.
4. Molly is translating a difficult article from German into Russian.
5. I'm telling my friends an interesting story.

#### **2. Complete the sentences using word in brackets.**

**Model:** My friend....*has opened* ... (open) a shop in the village.

1. I ..... (not /do) my homework yet.
2. .... (you / send) aunt Mary a birthday card yet?
3. Nalini ..... (not/hear) from his brother for two months.
4. We ..... (have) a lot of work to do recently.
5. They .....(be) in France for two years.

#### **3. Translate into English.**

1. Я никогда не видел таких прекрасных картин.
2. Мы только что говорили с деканом о моём новом проекте.
3. Твой друг когда-нибудь был в Волгограде?
4. Студенты недавно успешно сдали сложный экзамен.
5. Где вы были всё это время?

#### **4. Make a sentence. Use the present perfect.**

**Model:** I'm tired. (I / walk / miles) – *I've walked miles.*

1. Emma's computer is working now. (she / repair / it)
2. It's cooler in here now. (I / open / the window)
3. The visitors are here at last. (they / arrive)

4. Mark's car isn't blocking us in now. (he / move / it)
5. We haven't got any new videos. (we / watch / all these)

### *Present Perfect or Past Simple?*

#### **5. Put in the correct verb form.**

**Model:** I've done (I / do) all the housework. The flat is really clean now.  
A young couple **bought** (buy) the house next door. But they didn't live there long.

1. Our visitors (arrive). They're sitting in the garden.
2. There's still a problem with the television. Someone (repair) it, but then it broke down again.
3. (I / lose) my bank card. I can't find it anywhere.
4. The match (start). United are playing well.
5. My sister (run) away from home. But she came back two days later.
6. (We/plant) an apple tree in the garden. Unfortunately it died.
7. Prices (go) up. Everything is more expensive this year.
8. (I / make) a cake. Would you like a piece?

#### **6. Choose the best sentence a) or b).**

**Model:** Have you heard about the woman walking across the US?  
– Yes, she's reached the Rockies.

- a) The walk is continuing      b) **The walk has finished.**
1. Have you ever played beach volleyball? – Yes, we played it on holiday.  
a) The holiday is still going on      b) The holiday is over.
2. Did you know old Mr. Green? – No, I never met him.  
a) Mr. Green is probably alive      b) Mr. Green is probably dead.
3. Wayne Johnson is a great footballer. – Yes, he's scored 200 goals for United.  
a) Wayne Johnson still plays for United      b) Wayne Johnson has left United.

## *The Past Perfect Tense*

Образуется с помощью вспомогательного глагола *to have* в прошедшем времени *had* и Participle II (-ed /III форма неправильного глагола) глагола сказуемого.

Глагол в *Past Perfect* обозначает:

– действие, законченное к определенному моменту в прошлом или до начала другого действия.

*He had read the book by 10 o'clock yesterday.*

*When we came to the airport the plane had already landed.*

– Употребляется в предложениях, в которых одно действие завершилось до другого действия, длящегося в прошлом.

*He had read the book and was watching TV when I came.*

<i>POSITIVE</i>		<i>NEGATIVE</i>		<i>QUESTION</i>		
I/you/ we/they	<i>had washed</i>	I/you/ we/they	<i>hadn't washed</i>	<i>Had</i>	I/you/ we /they	<i>washed?</i>
he/she/it		he/she/it			he/she/it	<i>washed?</i>

Часто употребляются такие обстоятельства времени как: **by the time** – к этому времени; **already** – уже; **till/ until** – до (какого-то времени).

### *Grammar exercises*

#### *1. Put these sentences in the question and negative forms.*

1. You had studied English before you entered the University.
2. They had arrived at the station by 6 o'clock.
3. James had finished reading the book by last Sunday.
4. I had done my lessons by the time you called me up.
5. The teacher had given the students their homework before the bell rang.

#### *2. Read the situation and write the sentences from the words in brackets.*

**Model:** You went to Sue's house, but she wasn't there.

(she/ go/ out).... **She had gone out**.....

1. You went back to your home town after many years. It wasn't the same as before. (It/ change/ a lot).
2. I invited Ian to the partry but he couldn't come. (He/ arrange/ to do something else).

3. You went to the cinema last night. You got to the cinema late. (the film/ already/begun )
4. It was nice to see Dan again after such a long time. ( I/ not/ see/ him/ for five years)
5. I offered my parents something to eat, but they weren't hungry. ( They/ just/ have breakfast)

**3. Translate into English.**

1. Когда вы пришли, я уже перевел весь текст.
2. К тому времени как вы позвонили, гости ещё не собрались.
3. Вы изучали английский перед тем, как поступили на эти курсы?
4. Дождь уже прекратился, когда мы вышли из дома.
5. Сколько страниц этой книги твой брат прочитал к концу прошлой недели?

**4. Make the questions to the underlined words.**

1. The people went home after they had finished their work.
2. The young man has decided to buy the new vase after the old one had fallen down and broken to pieces.
3. The lecture has begun by the time I entered the room.

***The Future Perfect Tense***

***The Future Perfect*** – сложная временная форма, образующаяся при помощи вспомогательного глагола to have в Future Simple (will have) и Past Participle (–ed /III форма неправильного глагола) глагола сказуемого.

POSITIVE		NEGATIVE			QUESTION		
I/you/ we/they he/she it	<b>will have asked</b>	I/you we/they he/she it	<b>will not (won't) have asked</b>	<b>Will</b>	I/you we/they he/she it	<b>have</b>	<b>asked?</b>

Future Perfect обозначает действие, которое будет закончено до определенного момента в будущем.

*By the end of the term we'll have read four English books.*

## *Grammar exercises*

### **1. Put these sentences in the question and negative forms.**

1. Trevor and Laura **will have lived** here for four years next April.
2. This chess game is going to last ages. They **won't have finished** it until midnight.
3. **I will have read** this book by the time it's due back to the library.
4. My husband **will have finished** his work by half past eight, so he should be home about nine.
5. Phone me after 8 o'clock. **We'll have finished** dinner by then.

### **2. Translate into English.**

1. 1.Моя сестра вернется домой к 10 часам. Позвоните позднее.
2. К концу сентября мы получим хорошую премию.
3. Я плохо себя чувствую, но к концу недели я выздоровлю.
4. На следующей неделе у меня будет больше времени, так как я сдам все экзамены.
5. Когда мой папа вернется домой, он будет очень усталым.

### **3. Paul wants to be an artist. He's reading about a famous artist called Winston Plummer.**

*Winston Plummer was a great artist, who had a wonderful career. He won lots of prizes before he was twenty. By the age of twenty-five he had had his own exhibition. He was the subject of a TV documentary by the time he was thirty. By the age of thirty-five he had become world-famous. He made millions of pounds from his pictures before he was forty.*

### **Paul is daydreaming about his own future career. What is he thinking?**

**Model:** I hope I'll have won lots of prizes before I'm twenty.

1. Perhaps ..... my own exhibition by the age of twenty-five.
2. I wonder if ..... by the time I'm thirty.
3. Maybe ..... by the age of thirty-five.
4. I hope ..... by the age of forty.

### **4. How good is your maths? Can you work out the answers?**

**Model:** It's quarter to six. Melanie is putting something in the oven. It needs to be in the oven for an hour and a half. When will it have cooked?

**It will have cooked at quarter past seven.**

1. It's seven o'clock in the evening, and Andrew is starting to write an es-

say. He writes one page every fifteen minutes. He plans to finish the essay at midnight. How many pages will he have written? He will have written ..... pages.

2. It's Monday morning, and Sarah is travelling to work. It's twenty miles from her home to the office. How far will she have travelled to and from work by the time she gets home on Friday? She will have traveled ..... miles.

3. Matthew is doing press-ups – one every two seconds. How many will he have done after five minutes? He will have done ..... press-ups.

### *The Present Perfect Continuous (Progressive) Tense*

**Present Perfect Continuous** образуется при помощи вспомогательного глагола **to be** в Present Perfect (have been, has been) и глагола-сказуемого с **-ing** окончанием.

Обозначает действие или состояние, которое началось в прошлом и продолжалось в течение определенного периода до момента речи и либо все ещё продолжается в этот момент, либо закончилось непосредственно перед ним.

*I have been waiting for him for two hours.*

– Глаголы состояния (*non-continuous verbs*) в Present Perfect Continuous не употребляется.

#### **POSITIVE**

#### **NEGATIVE**

#### **QUESTION**

I/you/we/ they	<i>have been washing</i>	I/you/ we/they	<i>haven't been wash- ing</i>	<i>Have</i>	I/you/ we/ they	<i>been</i>	<i>washing?</i>
He she/it	<i>has been washing</i>	he/she/ it	<i>hasn't been washing</i>	<i>Has</i>	he/she/ it	<i>been</i>	<i>washing?</i>

Часто употребляются такие обстоятельства времени как: **for** (*ten years*) – в течении (*десяти*) лет; **for a long time** – на протяжении долгого времени; **all day long** – в течении всего дня; **since Friday** – с пятницы( и до настоящего времени).

## *Grammar exercises*

### **1. Write a question for each situation.**

1. You meet Sam as he is leaving the swimming pool.

**Model:** You ask: (you/swim?) ***Have you been swimming?***

2. You have just arrived to meet a friend who is waiting for you.

You ask: (you/wait/long)..... ?

3. You meet a friend in the street. His clothes are completely wet.

You ask: (what/you/do).....?

4. A friend of yours is now working in a supermarket.

You ask: (how long/you/work/there)..... ?

5. The fellow student tells you about his job - he sells computers. You want to know how long.

You ask: (how long/you/sell / computers).....?

### **2. Translate into English.**

1. Как долго вы изучаете испанский язык?

2. Мы живем здесь только год.

3. Дождь идёт с раннего утра.

4. Чем он занимается с тех пор, как мы виделись с ним в последний раз?

5. Я пытаюсь отремонтировать компьютер на протяжении всего дня.

### **3. Put in the verbs. Use the present perfect continuous.**

Ilona: Sorry I'm late.

**Model:** Emma: It's OK. ... ***I haven't been waiting...*** (I / not / wait) long.

What (1)..... (you/do)?

Nelly: I've been with Mrs. King. (2)..... (she / help) me with my English.

Nelly: Your English is very good. You don't need lessons, surely.

How long (3)..... (you / study) English?

Ilona: Er, eight years now. But my accent wasn't so good before I came to England. (4)..... (I / try) to improve it. I think (5)..... (it / get) better lately.

Nelly: Your accent is fine, Ilona. Honestly.

## *Revision*

### ***1. Translate into English***

1. На кухне шумела вода. Алиса мыла посуду.
2. Извини, у меня мокрые руки. Я мыла посуду.
3. Ты вымыла посуду?
4. Кто съел мое яблоко?
5. Они сидели за столом и ели спагетти.
6. Вы уже обсудили этот вопрос?
7. Запишите то, что мы тут сегодня обсуждали.
8. Они закончили писать и обсуждали, кто отправит письмо.
9. Они разговаривали о погоде и планах на лето.
10. О чем вы тут разговаривали?

### ***2. Write down sentences using the correct tense of the verbs in brackets.***

1. I'll read for an hour or so before I (to turn off) the light.
2. We shall be obliged to you if you (to find out) it.
3. Shall we go somewhere if the weather (to change) for the worse?
4. I am so tired that I shall go to bed as soon as I (to get) home.
5. He will sleep until the alarm (to wake up) him.
6. They don't know when he (to call).
7. You will get wet through unless you (to take) an umbrella.
8. Ring up when you (to get) back.
9. I am not sure if he (to ring).
10. We shall go to the country if the weather (to keep) fine.
11. He won't come unless you (to ask) him.
12. I will ask him if he (to do) it.
13. I will be cooking dinner while you (to pack).
14. We will have finished the work by the time they (to arrive).
15. He won't tell me if something (to go) wrong.
16. I would like to know when you (to return) the money.
17. Will you see him after he (to get) back from holiday?
18. Could you find out when the concert (to start)?



## **THE PASSIVE VOICE**

Глагол-сказуемое в *Passive Voice (страдательный залог)* показывает, что подлежащее предложения является объектом действия со стороны другого лица или предмета.

*I wrote three letters yesterday/Past Simple of the Active Voice/-*

*Three letters were written yesterday/ the Past Simple Passive /*

Времена страдательного залога образуются при помощи вспомогательного глагола *to be* в соответствующем времени действительного залога и глагола-сказуемого в форме причастия прошедшего времени Participle II (-*ed* /III форма неправильного глагола) глагола сказуемого.

	<b>ACTIVE</b>	<b>PASSIVE</b>
<b>Present Simple:</b>	<i>We bake the bread here.</i>	<i>The bread is baked here.</i>
<b>Present Continuous:</b>	<i>We are baking the bread.</i>	<i>The bread is being baked.</i>
<b>Present Perfect:</b>	<i>We have baked the bread.</i>	<i>The bread has been baked.</i>
<b>Past Simple:</b>	<i>We baked the bread yesterday.</i>	<i>The bread was baked yesterday.</i>
<b>Past Continuous:</b>	<i>We were baking the bread.</i>	<i>The bread was being baked.</i>
<b>Past Perfect:</b>	<i>We had baked the bread.</i>	<i>The bread had been baked.</i>
<b>Future simple: To be going to:</b>	<i>We will bake the bread next. We are going to bake the bread.</i>	<i>The bread will be baked next. The bread is going to be baked.</i>
<b>Modals:</b>	<i>We should bake the bread soon.</i>	<i>The bread should be baked soon.</i>

Объект действия выражен подлежащим, а субъект действия либо совсем не упоминается, либо указан с предлогами **by** или **with**.

*Football is played all over the world. / The sky was covered with clouds.*

Времена Perfect Continuous и Future Continuous в страдательном залоге не употребляются.

### **Grammar exercises**

#### **1. Open the brackets.**

1. Those magazines (return) to the library yesterday.
2. Why your home task (not/do)?
3. The children (take) to the circus this afternoon.

4. Dictionaries may not (use) at the examination.
5. This room (not/ use) for a long time.

## **2. Translate into English.**

1. Его часто посылают за границу.
2. Телеграмма была получена вчера.
3. Когда будет переведена эта книга?
4. Кому поручили это задание?
5. Мне предложили очень интересную работу.

## **3. Rewrite these sentences beginning with the underlined words.**

**Model:** Thieves robbed a woman. – ***A woman was robbed.***

1. They may ban the film.
2. They offered Nancy a pay increase.
3. We need to correct the mistakes.
4. Someone reported that the situation was under control.
5. They are testing the new drug.

## **МОДАЛЬНЫЕ ГЛАГОЛЫ (MODAL VERBS)**

**Модальные глаголы** обозначают не само действие, а указывают на отношение к нему говорящего лица. Модальные глаголы *can, may, must* выражают способность, возможность, допустимость, долженствование.

**Модальные глаголы** употребляются только в сочетании с инфинитивом смыслового глагола без частицы *to*, исключения составляют эквиваленты модальных глаголов *to be able to, to be allowed, to have to, to be to, ought to*. Эти глаголы часто называют недостаточными, так как они:

1. не имеют неличных форм – инфинитива, причастия, герундия.
2. не изменяются ни по лицам, ни по числам (не имеют окончания в 3-м лице единственного числа).
3. образуют вопросительную форму путём постановки модальных глаголов *can, may, must* перед подлежащим, а отрицательную форму – путём добавления отрицания *not* к модальному глаголу.

Для выражения необходимости, допустимости, способности выпол-

нения какого-нибудь действия после подлежащего ставится модальный глагол *can, may, must*, затем смысловой глагол в первой форме.

*Shall, will* в модальном значении могут употребляться со всеми лицами. Однако чтобы отличить их от вспомогательных глаголов, *shall* употребляется со 2-м и 3-м лицом в значении долженствования, необходимости; *will* с 1-м лицом употребляется в значении желания, намерения. *Will* в модальном значении может выражать так же тенденцию к исполнению действия.

*Should* употребляется как модальный глагол для выражения долженствования или совета для всех лиц единственного и множественного чисел.

*Would* придаёт намерение, повторяемость и систематичность действия в прошлом и переводится на русский язык «бывало, обычно», а в отрицательной форме передаёт нежелание, противодействие усилиям человека. В технической литературе употребляется для выражения обычности или неизбежности действия.

### ***Варианты употребления модальных глаголов в сочетании с Passive и Perfect Infinitive***

Сочетание модальных глаголов с *Infinitive Passive* указывает на то, что подлежащее является объектом, на который направлено действие. Модальные глаголы *must, may, might* в сочетании с *Perfect Infinitive* выражают возможность или вероятность действия, относящегося к прошлому, и обычно переводятся словами «должно быть», «возможно».

Глаголы *can* и *could* в отрицательной форме в сочетании с *Perfect Infinitive* выражают сомнение в возможности совершения действия в прошлом и обычно переводятся при помощи словосочетания «не может быть».

Модальные глаголы *ought (to), should, might* в сочетании с *Perfect Infinitive* указывают на то, что действие, которое могло или должно было бы совершиться, не совершилось.

**Таблица модальных глаголов и их эквивалентов**

<b>Модальные глаголы и их эквиваленты</b>	<b>Значение</b>	<b>Present</b>	<b>Past</b>	<b>Future</b>
<b>1. can</b>  <i>To be able (to)</i>	<b>1. физическая, умственная способность, возможность или умение совершения действия;</b> <b>2. удивление, сомнение по поводу возможности совершения действия;</b> <b>Быть в состоянии совершить действие</b>	<b>Can</b>  <i>Am, is, are able (to)</i>	<b>Could</b>  <i>Was, were able (to)</i>	<p align="center">—</p> <i>Shall/will be able (to)</i>
<b>2. may</b>  <i>To be allowed (to)</i>	<b>Разрешение, предположение (с оттенком сомнения) или допускаемая возможность совершения действия</b> <b>Допущение возможности, разрешение совершить действие</b>	<b>May</b>  <i>Am, is, are allowed (to)</i>	<b>Might</b>  <i>Was, were allowed (to)</i>	<p align="center">—</p> <i>Shall/will be allowed (to)</i>
<b>3. must</b>  <i>To have (to)</i>  <i>To be (to)</i>  <i>Should</i>  <i>Ought (to)</i>  <i>Needn't</i>	<b>Выражает долженствование, предположение, которое граничит с уверенностью, необходимостью и неизбежностью совершения действия;</b> <b>Вынужденная необходимость (в силу непредвиденных обстоятельств);</b> <b>Необходимость, предусмотренная планом; по расписанию; по договорённости;</b> <b>Необходимость как нечто требуемое; совет;</b> <b>Необходимость как моральный долг, как нечто отвечающее общепринятым взглядам или когда мы говорим о законе, правилах;</b> <b>Нет никакой необходимости (нужды) выполнения действия.</b>	<b>Must</b>  <i>To have (to)</i>  <i>To be (be)</i>  <i>Should</i>  <i>Ought (to)</i>  <i>Needn't</i>	<p align="center">—</p> <i>Had (to)</i>  <i>Was, were (to)</i>  <p align="center">—</p> <p align="center">—</p> <p align="center">—</p> <p align="center">—</p>	<p align="center">—</p> <i>Shall/will have (to)</i>  <p align="center">—</p> <p align="center">—</p> <p align="center">—</p> <p align="center">—</p>

## *Grammar exercises*

### **1. Rephrase the following situations using an appropriate modal verb.**

1. I advise you to stop eating chocolate. You \_\_\_\_\_ stop eating chocolate.
2. I insist that you do your homework. You \_\_\_\_\_ do your homework.
3. Will you let me speak to David, please? \_\_\_\_\_ I speak to David, please?
4. She can hear you well enough. You \_\_\_\_\_ shout.
5. Talking is not permitted during the test. You \_\_\_\_\_ talk during the test.
6. It isn't right to speak to your mother like that. You \_\_\_\_\_ speak to your mother like that.
7. It isn't possible for him to come to the party. He \_\_\_\_\_ come to the party.
8. He is obliged to go to the police station once a week. He \_\_\_\_\_ to go to the police station once a week.
9. It's forbidden to feed the animals in the Zoo. You \_\_\_\_\_ feed the animals in the Zoo.
10. It's necessary to dust the furniture. You \_\_\_\_\_ dust the furniture.
11. Would you mind if I read your book? \_\_\_\_\_ I read your book?
12. Perhaps they'll come with us. They \_\_\_\_\_ come with us.
13. Would you mind if I use your glasses? \_\_\_\_\_ I use your glasses?
14. Let's try doing this exercise. \_\_\_\_\_ we try doing this exercise.
15. He can do it himself. Why \_\_\_\_\_ he ask anybody for help?
16. Perhaps, she will phone them today. She \_\_\_\_\_ phone them today.

### **2. Choose the correct modal verb.**

1. Mike \_\_\_\_\_ play the piano very well. And what about you? ( a) *can*; b) *should*; c) *must*)
2. I \_\_\_\_\_ skate when I was little. ( a) *can't*; b) *couldn't*; c) *mustn't*)
3. We \_\_\_\_\_ hurry. We've got plenty of time. (a) *can't*; b) *needn't*; c) *must*)
4. \_\_\_\_\_ you help me with this task? (a) *Could*; b) *Must*; c) *May*)
5. I'm sorry I'm late. \_\_\_\_\_ I come in? (a) *Must*; b) *Should*; c) *May*)
6. \_\_\_\_\_ you speak any foreign languages?(a) *Can*; b) *Should*; c) *May*)
7. It's raining. You \_\_\_\_\_ take an umbrella. (a) *can't*; b) *don't have to*; c) *should*)
8. I'm afraid I \_\_\_\_\_ come to the party on Friday. (a) *can*; b) *can't*; c) *may*)
9. You \_\_\_\_\_ go there at once. It's really very urgent. (a) *don't have to*; b) *needn't*; c) *must*)
10. When I was young, I \_\_\_\_\_ run for miles. (a) *could*; b) *must*; c) *should*)
11. ' \_\_\_\_\_ I translate this sentence?' 'No, you needn't.' (a) *Can*; b) *May*; c) *Must*)
12. ' \_\_\_\_\_ I smoke here?' 'No, you mustn't.' (a) *Can*; b) *May*; c) *Should*)
13. I looked everywhere for the book but I \_\_\_\_\_ find it. (a)

*couldn't; b) mustn't; c) shouldn't*) 14. You \_\_\_ drive carefully on a busy road. (*a) can; b) may; c) should*) 15. There's nothing I \_\_\_ do about it. (*a) can; b) may; c) don't have to*) 16. Schools \_\_\_ teach children the difference between right and wrong. (*a) can't; b) mustn't; c) must*) 17. I don't feel well today. \_\_\_ I leave earlier? (*a) Should; b) May; c) Must*) 18. That \_\_\_ be true! It's absolutely impossible. (*a) can't; b) must; c) needn't*) 19. Yesterday I stayed at home because I \_\_\_ help my father. (*a) must; b) had to; c) can*) 20. You \_\_\_ use my dictionary as long as you like. (*a) must; b) have to; c) may*)

### **3. Fill in the necessary modal verbs.**

1. Sally's husband \_\_\_ play football, tennis but he \_\_\_ not cook or iron.  
 2. \_\_\_ I ask you a question? – You certainly \_\_\_. 3. You \_\_\_ not put so much sugar in your tea. 4. You \_\_\_ stay in town for the whole summer or you \_\_\_ go to the seaside with us if you want. 5. \_\_\_ I do anything for you? 6. We \_\_\_ to meet at 5, but I \_\_\_ put off the meeting till later. 7. Sorry, madam. You \_\_\_ not smoke here. 8. We \_\_\_ phone her at her office. She \_\_\_ be still working. 9. You \_\_\_ be more attentive next time. 10. In many countries people \_\_\_ drive the car at the age of 16. 11. I'm sorry. I \_\_\_ not come at 6 o'clock tomorrow. I \_\_\_ attend a meeting which begins at the same time. 12. I'm afraid something is wrong. They \_\_\_ be back an hour ago. 13. – \_\_\_ you help me with Math? – No, I \_\_\_ not. I \_\_\_ read a whole chapter in Geography. 14. We \_\_\_ hear some music through the open window. 15. I'm late. I \_\_\_ hurry. 16. You \_\_\_ not eat so much sweets. You \_\_\_ become fat. 17. Mother leaves home early on Mondays and he \_\_\_ make his breakfast himself. 18. Every child \_\_\_ know traffic rules. 19. It's dark outside, it \_\_\_ be about 7 o'clock now 20. The doctor says I \_\_\_ stay in bed for a week.

### **4. Choose the correct modal verb.**

1. I don't want anyone to know it. You (*mustn't/ don't have to*) tell anyone.  
 2. Listen! I (*can/must*) hear someone crying. 3. When we were at school, we (*had to/ ought to*) wear a uniform. 4. You (*don't have/mustn't*) wear your seatbelt during the whole of the flight. 5. You (*should/have to*) tell her

that you are sorry. 6. You (*need/must*) be a member of the library before you can borrow books. 7. I (*needn't/shouldn't*) wear glasses because my eyesight is still quite good. 8. When I first come to Madrid, I (*could/couldn't*) say only a few words in Spanish. 9. Helen (*must/had to*) leave the meeting early because she had a train to catch. 10. I (*didn't need to/couldn't*) get tickets after all – they were sold out. 11. I left my bike outside the house last night and this morning it isn't there any more. Somebody (*can't/must*) have stolen it. 12. 'I can't find my umbrella.' 'You (*should/might*) have left it in the restaurant last night.' 13. (*Must/May*) I see your passport, please? 14. He's not working tomorrow, so he (*doesn't have to/should*) get up early. 15. Ann was in a very difficult situation. It (*must/can't*) have been easy for her. 16. That shirt is dirty. You (*have to/needn't*) wash it. 17. Last year I got a lot of money, so we (*had to/were able to*) buy a new house.

18. I had forgotten to bring my camera, so I (*couldn't/shouldn't*) take any pictures. 19. Don't tell anybody what I said. You (*must/can*) keep it secret. 20. I'm really hungry. I (*could/might*) eat a horse!

**5. Complete this text using the verbs below.**

should (4)	can (3)	ought (1)	have to (1)	need (1)
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***How to be a friend of the Earth.***

There are many simple things we \_\_\_ (1) all do to stop the destruction of the environment. First of all, we \_\_\_ (2) not dump our rubbish without thinking which things, such as bottles and paper, \_\_\_ (3) be recycled. We \_\_\_ (4) put objects that we \_\_\_ (5) recycle in recycling bins. Secondly, instead of taking our car wherever we go, we \_\_\_ (6) to leave it at home whenever possible, and go on foot or by public transport. If there is something wrong with our car's exhaust pipe, we \_\_\_ (7) get it fixed immediately. When we \_\_\_ (8) to drive to the supermarket to do our shopping, we \_\_\_ (9) always remember to take our own bag, so that we don't \_\_\_ (10) to use the supermarket's plastic bags.

**6. Translate the sentences using modal verbs.**

1. Он, наверное, учит это стихотворение уже час.
2. Тебе следовало бы давно забыть об этом.
3. Автобус должен был прийти пять минут назад.
4. Не может быть, чтобы он был занят сейчас.
5. Возможно, он сможет помочь тебе.
6. Вам не надо приходить завтра.
7. Должно быть, ему пришлось сделать это.
8. Не могли бы Вы повторить свой вопрос?
9. Может быть, мне придётся работать в воскресенье.
10. Вероятно, он всё ещё ждёт меня.
11. Тебе следует закончить эту работу.
12. Через год я смогу говорить по-английски очень хорошо.
13. Что тебе пришлось делать вчера?
14. Можно мне выйти?
15. Он должен был прийти час назад.
16. Неужели он забыл про мой день рождения?
17. Учитель сказал, что мы можем идти домой.
18. Ты не должен читать эту книгу.
19. В прошлом году я не умел плавать, а теперь могу.
20. Возможно, он всё ещё ждёт меня.

**7. Translate the sentences into Russian.**

1. Carol can speak three foreign languages.
2. Could you help me with my translation?
3. We were to meet at the railway station at 12 o'clock.
4. You may take a day off whenever you like.
5. Jim said that he might go home for the holidays.
6. You must tell me the truth.
7. I have to do some shopping today.
8. You don't have to answer my question if you don't want to.
9. Students should be well prepared for every exam.
10. Do you think Paul ought to see a doctor?
11. If you don't take your umbrella, you can get wet.
12. When Bob was a child he could play the piano wonderfully.
13. It can't true.
14. May I have my test on Tuesday?
15. It's 7 o'clock now. They must be at home now.
16. Do we have to stay in town the whole summer?
17. Children shouldn't smoke.
18. You oughtn't to eat cakes.
19. He might be ill. He ate too much yesterday.
20. Parents must take care of their children.



## **ИНФИНИТИВ (THE INFINITIVE)**

**Инфинитив**, являясь неличной формой глагола, имеет свойства как существительного, так и глагола. Инфинитив может выполнять функции подлежащего, дополнения, обстоятельства, определения, а также может быть именной частью составного сказуемого:

<b>To make</b> mistakes is easy. <b>It is easy to make</b> mistakes.	Ошибиться легко. (в функции <i>подлежащего</i> )
His task was <b>to complete</b> the work in time.	Его задача состояла в том, чтобы закончить работу вовремя. (в функции <i>именной части сказуемого</i> )
He likes <b>to read</b> English.	Ему нравится читать по-английски. (в функции <i>дополнения</i> )
He stopped for a minute <b>to rest</b> (in order to rest).	Он остановился, чтобы передохнуть. (в функции <i>обстоятельства цели</i> )
He's looking for a place <b>to live in</b> .	Он ищет себе жилье. (в функции <i>определения</i> ) (букв, место где он может жить)
Если определение выражено инфинитивом в пассивной форме, то на русский язык оно переводится придаточным определительным предложением с оттенком долженствования:	

The texts **to be typed** today are **on** your desk.      Тексты, которые следует напечатать сегодня, на вашем столе. (в функции *определения*).

### **Таблица форм инфинитива**

Voice Tense	Active	Passive
<b>Indefinite</b>	<b>He is glad to help his friend.</b> Он рад <i>помочь</i> своему другу.	<b>He is glad to be helped</b> Он рад, что ему <i>помогают</i> .
<b>Continuous</b>	<b>He is glad to be helping his friend.</b> Он рад, что <i>помогает</i> своему другу (сейчас).	
<b>Perfect</b>	<b>He is glad to have helped his friend.</b> Он рад, что <i>помог</i> своему другу.	<b>He is glad to have been helped.</b> Он рад, что ему <i>помогли</i> .

Инфинитив в функции определения после слов **the first, the last** и т.п. переводится на русский язык глаголом в личной форме в том времени, в каком стоит глагол-сказуемое английского предложения:

He was the first **to come**. Он **пришел** первым.

### ***Употребление форм инфинитива***

Инфинитив может выражать характер действия (длительность, законченность) и имеет залог.

1. Indefinite Infinitive (Active и Passive) обозначает действие, одновременное действию, выраженному глаголом-сказуемым:

I want **to show** you a new picture. Я хочу **показать** вам новую картину (Active)

I want **to be shown** a new picture. Я хочу, чтобы **мне показали** новую картину. (Passive)

2. Continuous Infinitive (Active) обозначает действие, которое развивается одновременно с действием, выраженным глаголом-сказуемым:

Why's she so late? She can't still **be working**. Почему она опаздывает? Не может быть, чтобы она все еще работала.

3. Perfect Infinitive (Active и Passive) обозначает действие, предшествовавшее действию, выраженному глаголом-сказуемым:

She said she was sorry **to have missed** you. Она сказала, что сожалеет, что не встретила с вами.

### ***ГЕРУНДИЙ (THE GERUND)***

**Герундий** – неличная форма глагола, имеющая грамматические особенности как глагола, так и существительного и всегда выражающая действие как процесс.

Например: increasing – увеличение; obtaining – получение; heating – нагревание и т.д.

Глагольные свойства герундия.

1. Герундий имеет две грамматические категории глагола: залог (действительный и страдательный) и относительное время.

2. Герундий переходного глагола употребляется с прямым дополнением

3. I like translating the articles. – Мне нравится переводить статьи.

4. Герундий может определяться наречием.

I was frightened by his opening the door so suddenly. Я испугался, когда он так неожиданно открыл дверь.

### Таблица форм герундия

Voice Tense	Active	Passive
Indefinite	writing	being written
Perfect	having written	having been written

### Синтаксические функции герундия в предложении и способы его перевода на русский язык

Герундий, как и существительное, может выполнять в предложении все функции, кроме функции глагольного сказуемого.

Функция	Пример	Перевод
1. Подлежащее	1. Smoking is not allowed here.	1. <i>Курить</i> (курение) здесь не разрешается.
2. Именная часть составного сказуемого	2. His hobby is driving a car.	2. Его любимое занятие – <i>водить</i> (вождение) машину.
3. Дополнение		
а) прямое	3a. The car needs repairing.	3a. Машина нуждается в ремонте.
б) предложное	3b. They spoke about their travelling to the North.	3b. Они говорили о <i>поезде</i> на север.
4. Определение	4. There are different ways of obtaining this substance.	4. Существуют различные способы <i>получения</i> этого вещества
5. Обстоятельство	5. After receiving good results they stopped experiments.	5. <i>Получив</i> (после того как получили) хорошие результаты, они прекратили эксперименты.

1. В функции подлежащего, определения, именной части сказуемого и прямого дополнения герундий переводится существительным или инфинитивом (см. примеры 1, 2, 3а, 4).
2. В функции предложного дополнения герундий переводится существительным или придаточным предложением (см. пример 3б).
3. В функции обстоятельства герундий переводится существительным с предлогом, деепричастием или придаточным предложением (см. пример 5).
4. Сложные формы герундия чаще всего переводятся придаточным предложением:

I know of his **having been appointed** to a new job.      Я знаю, что его назначили на новую работу.

### *Герундиальный оборот (The Gerundial Construction)*

В сочетании с существительным (в притяжательном или общем падеже) или притяжательным местоимением герундий образует сложные члены предложения, которые могут выполнять в предложении различные функции, и на русский язык обычно переводятся придаточными предложениями, вводимыми словами: **то, что; в том, что; тем, что; о том, что:**

- |  |  |
|--|--|
| 1. <u>The man's coming</u> so early surprised us.              | 1. То, что этот человек пришел так рано, удивило нас.                |
| 2. We objected to <u>your going</u> there.                     | 2. Мы возражали против того, чтобы вы пошли туда.                    |
| 3. They insist on <u>this experiment being made</u> once more. | 3. Они настаивают на том, чтобы этот эксперимент был сделан еще раз. |

### *Grammar Exercises*

#### *1. Translate the sentences below paying attention to the gerunds.*

1. Reading English technical magazines is important for an engineer.
2. He remembers having added some water to the mixture.
3. They finished installing the apparatus only on Saturday.
4. They began making the experiment in May.

5. After failing his examination in January he had to take it again in February.
6. After graduating from the Institute he worked in the Far North.
7. At the meeting they discussed different ways of improving their work.
8. There are different ways of obtaining the substance.
9. He improved his report by changing the end.
10. Instead of restoring the old theatre they decided to build a new one in the centre of the town.

**2. Translate the sentences below paying attention to the gerundial constructions.**

1. I know of his having been sent to work to the Far East.
2. What is the reason for his having left our city so suddenly?
3. We heard of the experiment having been started last week.
4. The organizers of the conference were informed of his refusing to take part in it.
5. I remember his having been interested in languages in his childhood.
6. They objected to his staying at home.

**3. Translate the sentences paying attention to gerunds and gerundial constructions**

1. I remember your having objected to this schedule.
2. He entered the room without noticing her.
3. We were surprised at hearing his name among the winners.
4. Nothing could prevent him from playing tennis practically every day.
5. Did you have any difficulty in solving this problem?
6. He improved his report by changing the end.
7. She is against being sent to this faraway place.
8. Is there any possibility of their finding a suitable building material so soon?
9. They insisted on the question being reconsidered.
10. Flying is better for long journeys but travelling by car is more interesting.
11. Wood has many uses. We use it for making chairs and tables. It is used for building houses. It is used for making matches.
12. Thank you for doing this work for me.

## *Gerund or Infinitive?* *Герундий или инфинитив?*

У герундия и инфинитива есть много общего, поскольку и тот и другой обладают свойствами существительного и глагола. Однако в инфинитиве преобладающими являются свойства глагола, а в герундии существительного.

Одной из проблем, связанных с выбором точного английского эквивалента, является согласование некоторых глаголов с герундием и инфинитивом. После некоторых глаголов можно использовать только инфинитив, после некоторых – только герундий, некоторые же глаголы допускают после себя использование и инфинитива, и герундия.

Инфинитив используется, как правило, после следующих глаголов:

*agree* – соглашаться; *intend* – намереваться; *appear* – казаться, появляться; *learn* – узнавать, учить; *arrange* – устраивать, организовывать; *manage* – справляться, успешно выполнять; *ask* – просить, спрашивать; *mean* – подразумевать, иметь в виду; *claim* – требовать, признавать; *offer* – предлагать; *consent* – соглашаться, смиряться; *plan* – планировать; *decide* – решать; *prepare* – готовить; *demand* – требовать; *pretend* – притворяться, представлять себе; *deserve* – заслуживать; *promise* – обещать; *expect* – ожидать; *refuse* – отказывать; *fail* – терпеть неудачу; *seem* – казаться; *forget* – забывать; *threaten* – угрожать; *hesitate* – колебаться; *wait* – ждать; *hope* – надеяться; *want* – хотеть

После следующих глаголов, как правило, используется герундий:

*forbid* – запрещать; *admit* – признавать; *mention* – упоминать; *appreciate* – ценить, признавать; *miss* – пропускать, скучать; *avoid* – избегать; *postpone* – откладывать; *complete* – завершать; *practise* – практиковать; *consider* – считать, оценивать; *quit* – прекращать, бросать; *delay* – откладывать; *recall* – вспоминать; *deny* – отрицать; *recommend* – рекомендовать; *discuss* – обсуждать; *risk* – рисковать; *enjoy* – наслаждаться, получать удовольствие; *suggest* – предлагать; *finish* – заканчивать; *tolerate* – терпеть, выносить; *keep* – держать, продолжать; *understand* – понимать; *regret* – сожалеть.

Основная разница в значении герундия и инфинитива состоит в том, что герундий имеет более общее значение, в то время как значение инфинитива более определённое и связано с какой-то конкретной ситуацией. Когда они сочетаются с одним и тем же глаголом следует чётко представлять разницу между ними

1. С глаголами *to like*, *to hate*, *to prefer* герундий обозначает более общее или повторяющееся действие, инфинитив более конкретное одиночное.

I like swimming (I am fond of swimming).

I hate interrupting people.

They prefer staying indoors when the weather is cold.

I shouldn't like to swim in this lake.

I hate to interrupt you, but I have to.

I'd prefer to stay at home in this cold weather.

2. С глаголами *to begin* и *to start* может использоваться любая форма, однако, если значение имеет общей характер, то предпочтительнее герундий.

She began singing when a child.

She went over to the piano and began to sing.

3. Герундий не используется

a) после глаголов во времени Continuous

He is beginning to study French.

It's beginning to rain.

b) с глаголами *to understand* и *to see* (в значении *to understand*)

He began to understand how it was done.

c) когда подлежащее является неодушевленным предметом

The doors began to creak.

The clock began to strike.

4. После глагола *to remember* следует герундий, если он обозначает предшествующее действие (*to recall* – вспоминать, *to keep in one's memory* – держать в памяти), или инфинитив, когда он обозначает одновременное действие (работу памяти, запоминание).

I remembered posting the letters.      Я помнил, что опустил письмо.

I remembered to post the letters. =      Я не забыл опустить письмо.

I remembered and posted.

То же самое относится к глаголу *to forget*.

I shall never forget hearing him sing     Я никогда не забуду как он пел.

Don't forget to post the letters!     Не забудь опустить письма.

I didn't forget to post the letters.     Я не забыл опустить письма.

4. После глагола *to regret* следует герундий, если предполагается предшествование одного действия другому, или инфинитив, если предполагается их одновременность.

I regret following his advice.     Я сожалею, что последовал его совету.

I regret to inform you.     ту.

I regret to have to inform you.     С сожалением сообщаю вам это.

Сожалею, что вынужден сообщить вам это.

5. После глагола *to stop* герундий используется, когда предполагается конец им обозначаемого действия, в то время как используемый после этого глагола инфинитив будет являться обстоятельством цели.

Stop arguing!     Перестань спорить!

I stopped talking.     Я замолчал.

I stopped to talk to a friend of mine     Я остановилась, чтобы поговорить с другом.

6. После фазового глагола *to go on* герундий означает продолжение действия

How long do you intend to go on playing those records?     Как долго ты намерен продолжать проигрывать эти пластинки?

инфинитив после *to go on* означает перейти к какому-то новому действию

He welcomed the new students and went on to explain the college regulations.     Он приветствовал новых студентов и перешёл к объяснению правил распорядка в колледже.

7. После глагола *to allow* используется герундий, если после этого глагола не употребляется дополнение.

They don't allow smoking here.     Здесь курить запрещено.

They allowed us to smoke.     Они разрешили нам курить.



## Отдельные случаи употребления герундия

### Герундий употребляется

1. После таких фраз, как:

It's no use ... бесполезно

It's useless...

It's no good ... не стоит ...

I can't help ... не могу не ...

It's no good leaving the work incomplete. Не стоит оставлять работу незавершенной.

I can't help being surprised at their success. Не могу не удивляться их успеху.

2. После прилагательных: *like, busy, worth (worth-while)*

One more fact is worth mentioning. Стоит упомянуть еще один факт.

He is busy checking the equipment for the experiment. Он занят проверкой оборудования для проведения эксперимента

3. После глаголов, требующих после себя предлога: *rely on, depend on, insist on, think of, thank for, devote to, object to, succeed in, prevent from.*

Our success depends on being supplied with the necessary equipment. Успех наш зависит от обеспечения необходимым оборудованием.

They succeeded in obtaining all the instruments they needed. Им удалось получить все необходимые приборы.

4. После прилагательных и причастий прошедшего времени, требующих после себя предлога: *fond of, tired of, proud of, used to.*

He is used to working under such conditions. Он привык работать в таких условиях.

5. После таких существительных, как: *idea, method, way, pleasure*, требующих после себя предлога *of*.

I like your idea of spending the evening at home. Мне нравится твоя идея провести вечер дома.

6) После предлогов *in, on (upon), after, before, by, without.*

On pressing the button you will get the information desired. Нажав кнопку, вы получите необходимую информацию.

**1. Choose the correct form of the verb in the brackets in the following sentences.**

1. The teacher decided (accepting/to accept) the paper.
2. They appreciate (to have/having) this information.
3. His father doesn't approve of his (going/to go) to Europe.
4. We found it very difficult (reaching/to reach) a decision.
5. Donna is interested in (to open/opening) a bar.
6. George has no intention of (to leave/leaving) the city now.
7. We are eager (to return/returning) to school in the fall.
8. You would be better off (to buy/buying) this car.
9. She refused (to accept/accepting) the gift.
10. Mary regrets (to be/being) the one to have to tell him.
11. George pretended (to be/being) sick yesterday.
12. Carlos hopes (to finish/finishing) his thesis this year.
13. They agreed (to leave/leaving) early.
14. Helen was anxious (to tell/telling) her family about her promotion.
15. We are not ready (to stop/stopping) this research at this time.
16. Henry shouldn't risk (to drive/driving) so fast.
17. He demands (to know/knowing) what is going on.
18. She is looking forward to (return/returning) to her country.
19. There is no excuse for (to leave/leaving) the room in this condition.
20. Gerald returned to his home after (to leave/leaving) the game.

**2. Choose the correct form of the verb in the brackets in the following sentences.**

1. They denied (to steal/stealing) the money.
2. He gave up (to smoke/smoking).
3. I don't want (to go/going) out tonight. I am too tired.
4. Try to avoid (to make/making) him angry.
5. Is there anything here worth (to buy/buying)?
6. I refuse (to answer/answering) any more questions.
7. He finished (to speak/speaking) and sat down.
8. Would you mind (to put/putting) your pet snake somewhere else?
9. I've enjoyed (to meet/meeting) you. I hope (to see/seeing) you again soon.

10. The boy's father promised (to pay/paying) for the broken window.
11. He decided (to steal/stealing) her bag.
12. I don't feel like (to work/working). What about (to go/going) to a disco instead?
13. Would you like (to join/joining) us?
14. I hope (to see/seeing) you soon.
15. Please go on (to write/writing). I don't mind (to wait/waiting).
16. He keeps (to ask/asking) me the time and I keep (to tell/telling) him (to buy/buying) himself a watch.
17. I wish (to see/seeing) him as soon as possible.
18. I offered (to help/helping) him to translate the text.
19. Tom suggested (to go/going) to the cinema.
20. How old were you when you learnt (to drive/driving)?

### ***3. Translate into Russian***

1. I can't help mentioning one more interesting fact. 2. The idea of using this technique is new and somewhat unexpected. 3. It's worth mentioning in this connection that this technique found no support two years ago. 4. It's useless devoting too much time to this problem without specifying all the details of the procedure. It's no good wasting much time in debates. 5. We insist on treating another important element in this technique. 6. The way of avoiding these difficulties is unknown at present. 7. This procedure will give us the possibility of determining both the state estimation and the time delay.

### ***3. Translate into English***

1. Стоит рассмотреть этот вопрос. 2. Бесполезно думать об этом. 3. Не стоит тратить на это время. 4. Мы не можем не предпринять еще одной попытки. 5. Им удалось объяснить это явление. 6. Подумайте о том, как объяснить результаты ваших опытов. 7. Вы будете возражать против участия в этой работе? 8. Я устал от выполнения такой работы. 9. Идея использовать высокое напряжение не нова.

## ПРИЧАСТИЕ (THE PARTICIPLE)

*Причастие* является неличной формой глагола, в которой сочетаются признаки прилагательного или наречия с признаками глагола.

В английском языке существуют два вида причастий: **Participle I** и **Participle II**.

**Participle I** может иметь простую (**coming**) и сложные (аналитические) формы (**having come, being read**). **Participle II** имеет только простую форму (**written**).

**Participle I** выполняет в предложении самостоятельные функции определения и обстоятельства.

Participle I в функции определения может находиться:

а) перед определяемым словом:

**a shining star** – сияющая звезда

б) после определяемого слова:

1. The stars shining in the dark sky seem blue. 1. Звезды, сияющие в темном небе, кажутся голубыми.

2. The stars **shining** in the dark sky seemed blue. 2. Звезды, сиявшие в темном небе, казались голубыми.

На русский язык Participle I в функции определения переводится причастием действительного залога с суффиксами-окончаниями *-щий (-щийся), -щая, -щее, -щие*, иногда *-вший, -вшие*.

Participle I в функции обстоятельства стоит чаще всего в начале предложения и отвечает на вопросы: *как? когда?* Переводится на русский язык деепричастием несовершенного вида, оканчивающимся на *-ая, -я*, например, *читая, сидя* и т.п.

**Translating** the article he consulted the dictionary *Переводя* статью, он пользовался словарем.

Перед Participle I в функции обстоятельства часто стоят союзы **when** или **while**. Такие словосочетания переводятся на русский язык либо деепричастным оборотом с опущением союза, либо 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.

**While translating** the article the student consulted the dictionary. 1. *Переводя статью*, студент пользовался словарем.

2. *Когда студент переводил статью*, он пользовался словарем.

*При переводе статьи* студент пользовался словарем.

**Participle II** выполняет в предложении функции определения и обстоятельства.

Participle II в функции определения отвечает на вопрос *какой?, какая?, какое?* и может стоять:

а) перед определяемым словом:

The **injured** man was taken to hospital. *Потерпевшего* (человека) отвезли в больницу.

б) после определяемого слова:

The theatre **built** in the last century needed reconstruction. *Театр, построенный* в прошлом веке, нуждался в реконструкции.

На русский язык Participle II в функции определения переводится причастиями страдательного залога совершенного и несовершенного вида с суффиксами-окончаниями *-нный, -емый, -имый, -тый*.

Перед Participle II в функции обстоятельства иногда могут стоять союзы **if, unless, when**. В таком случае конструкция переводится на русский язык чаще всего безличным обстоятельственным придаточным предложением, в котором подлежащее то же, что и в главном предложении:

**When asked** this question, the student could not answer it at once. *Когда студенту задали этот вопрос*, он не смог ответить на него сразу.

### *Сложные формы причастий*

**Participle I Indefinite Passive** выполняет функции:

1) *определения*; переводится на русский язык причастием настоящего времени действительного или страдательного залога или определительным придаточным предложением:

The bridge **being built** across the river is going to be beautiful. *Мост, строящийся* (который строится) через реку, будет очень красивым.

2) *обстоятельства (времени, причины)*; переводится на русский язык обстоятельством придаточным предложением:

**Being built** of wood the bridge could not carry heavy loads. Так как мост *был построен (будучи построенным)* из дерева, он не мог выдержать тяжелых нагрузок.

**Perfect Participle Active** выражает действие, предшествовавшее действию, выраженному сказуемым, и переводится на русский язык деепричастием совершенного вида:

**Having finished** the experiment the students left the laboratory. *Закончив* эксперимент, студенты ушли из лаборатории.

### Таблица форм причастий

**Perfect Participle Passive**, выполняя функцию обстоятельства (времени, причины), выражает действие, предшествовавшее действию сказуемого, и переводится на русский язык обстоятельством придаточным предложением. При этом в качестве подлежащего русского придаточного предложения употребляется подлежащее английского предложения.

**Having been** translated into many languages Pushkin's books became known all over the world. После того как книги Пушкина *были переведены* на многие языки, они стали известны во всем мире.

		Participle I		Participle II
		Active	Passive	
Indefinite	<b>changing</b> 1) определение: <i>изменяющий(ся) (вищий) (ся)</i>	<b>being changed</b> 1) определение: <i>изменяю - щийся, изменяемый, который изменяется</i>	<b>changed</b> 1) определение: <i>изменяе- мый, измененный</i>	2) обстоятельство: <i>когда (его) изменили, так как (его) изменили</i>
	2) обстоятельство: <i>изменяя(сь)</i>	2) обстоятельство: <i>будучи измененным</i>		
Perfect	<b>having changed</b> обстоятельство: <i>изменив(шись)</i>	<b>having been changed</b> обстоятельство: <i>когда (его) изменили, после того как (его) изменили</i>		

## **НЕПРАВИЛЬНЫЕ ГЛАГОЛЫ (IRREGULAR VERBS)**

<i>Infinitive</i>	<i>Past Indefinite</i>	<i>Participle II</i>	<i>Перевод</i>
	<i>nite</i>		
1. to be	was, were	been	быть
2. to bear	bore	born	рождать
3. to beat	beat	beaten	бить
4. to become	became	become	становиться
5. to begin	began	begun	начинать(ся)
6. to blow	blew	blown	дуть
7. to break	broke	broken	ломать, разбивать
8. to bring	brought	brought	приносить
9. to broadcast	broadcast; ~ed	broadcast; ~ed	передавать по радио
10. to build	built	built	строить
11. to burn	burnt	burnt	гореть, жечь
12. to buy	bought	bought	покупать
13. to catch	caught	caught	ловить, хватать
14. to choose	chose	chosen	выбирать
15. to come	came	come	приходить, приезжать
16. to cost	cost	cost	стоять
17. to cut	cut	cut	резать
18. to deal (with)	dealt (with)	dealt (with)	иметь дело с
19. to do	did	done	делать
20. to draw	drew	drawn	рисовать, чертить
21. to dream	dreamt; ~ed	dreamt; ~ed	мечтать
22. to drink	drank	drunk	пить
23. to drive	drove	driven	везти, управлять
24. to eat	ate	eaten	есть (принимать пищу)
25. to fall	fell	fallen	падать
26. to feed	fed	fed	кормить, питать
27. to feel	felt	felt	чувствовать
28. to fight	fought	fought	бороться

29. to find	found	found	находить
30. to fly	flew	flown	летать
31. to foresee	foresaw	foreseen	предвидеть
32. to forget	forgot	forgotten	забывать
33. to freeze	froze	frozen	замерзать, замораживать
34. to get	got	got	получать, становиться
35. to give	gave	given	давать
36. to go	went	gone	идти, ехать
37. to grow	grew	grown	расти, становиться
38. to hang	hung	hung	висеть, вешать
39. to have	had	had	иметь
40. to hear	heard	heard	слышать
41. to hold	held	held	держать, владеть
42. to keep	kept	kept	держать, хранить
43. to know	knew	known	знать
44. to lay	laid	laid	класть
45. to lead	led	led	вести
46. to learn	learnt; ~ed	learnt; ~ed	учиться, узнавать
47. to leave	left	left	оставлять, уезжать
48. to let	let	let	позволять, пускать
49. to lie	lay	lain	лежать
50. to light	lit (lighted)	lit (lighted)	зажигать, освещать
51. to lose	lost	lost	терять
52. to make	made	made	делать
53. to mean	meant	meant	значить, предполагать
54. to meet	met	met	встречать
55. to overcome	overcame	overcome	преодолевать
56. to pay	paid	paid	платить
57. to put	put	put	класть
58. to read	read	read	читать
59. to ring	rang	rung	звонить, звенеть
60. to rise	rose	risen	вставать
61. to run	ran	run	бежать



62. to say	said	said	говорить, сказать
63. to see	saw	seen	видеть
64. to sell	sold	sold	продавать
65. to send	sent	sent	посылать
66. to set	set	set	ставить, устанавливать
67. to shine	shone	shone	сиять, блестеть
68. to show	showed	shown	показывать
69. to sit	sat	sat	сидеть
70. to sleep	slept	slept	спать
71. to speak	spoke	spoken	говорить
72. to spend	spent	spent	тратить, проводить
73. to split	split	split	расщеплять
74. to spread	spread	spread	распространять(ся)
75. to stand	stood	stood	стоять
76. to strike	struck	struck	ударять
77. to swim	swam	swum	плавать
78. to take	took	taken	брать
79. to teach	taught	taught	учить, обучать
80. to tell	told	told	рассказывать
81. to think	thought	thought	думать
82. to throw	threw	thrown	бросать
83. to undergo	underwent	undergone	подвергаться
84. to under- stand	understood	understood	понимать
85. to wake	woke; ~ed	woken; ~ed	будить, просыпаться
86. to wear	wore	worn	носить
87. to win	won	won	выигрывать
88. to withstand	withstood	withstood	противостоять
89. to write	wrote	written	писать

## FINAL TESTS

### TEST 1. ARTICLES

*Choose the correct answer.*

1. This is \_\_\_ house that Jack built.

- 1) an
- 2) a
- 3) that
- 4) –

2. What is \_\_\_ first month of the year?

- 1) a
- 2) the
- 3) an
- 4) -

3. \_\_\_ milk is a good for you.

- 1) the
- 2) an
- 3) a
- 4) -

4. Have you understood \_\_\_ lesson?

- 1) an
- 2) a
- 3) the
- 4) -

5. \_\_\_ dolphin is an intelligent animal.

- 1) A
- 2) An
- 3) --
- 4) The

6. Could you pass me \_\_\_ milk?

- 1) a
- 2) an
- 3) -
- 4) the

7. Mary goes to \_\_\_ school every morning.

- 1) A
- 2) The
- 3) An
- 4) -

8. In \_\_\_ 1876 I lived with my family in Philadelphia.

- 1) a
- 2) an
- 3) the
- 4) -

9. By \_\_\_ way, what mark have you got?

- 1) the
- 2) a
- 3) an
- 4) -

10. To tell \_\_\_ truth he didn't want to see me off yesterday.

- 1) a
- 2) the
- 3) an
- 4) -

11. I studied English at \_\_\_ university.

- 1) an
- 2) the
- 3) --
- 4) a

12. There are fifty bedrooms in \_\_\_ Queen Hotel.

- 1) the
- 2) -
- 3) a
- 4) an

13. Do you play any instrument? — I play \_\_\_ violin.

- 1) a
- 2) the
- 3) an
- 4) -

14. Excuse me. What is \_\_\_ time?

- 1) a
- 2) the
- 3) -
- 4) an

15. \_\_\_ Japanese export a lot of cars.

- 1) an
- 2) the
- 3) a
- 4) -

16. We visited \_\_\_ Prado Museum when we were in Milan.

- 1) a
- 2) -
- 3) an
- 4) the

17. What is \_\_\_ matter with you?

- 1) a
- 2) the
- 3) -
- 4) an

18. Did you go to \_\_\_ Scotland by car or by train?

- 1) the
- 2) -
- 3) a
- 4) an

19. Solomon was famous of \_\_\_ wisdom.

- 1) -
- 2) the
- 3) a
- 4) an

20. \_\_\_ water is necessary for our life.

- 1) an
- 2) the
- 3) -
- 4) a

21. Last year \_\_\_ summer was very hot and windy.

- 1) the
- 2) a
- 3) an
- 4) -

22. \_\_\_ Atlantic Ocean is larger than \_\_\_ Indian Ocean.

- 1) an, an
- 2) The, the
- 3) the, an
- 4) an, the

23. Last night \_\_\_ moon was shining brightly.

- 1) the
- 2) an
- 3) a
- 4) -

24. Most people want to see where \_\_\_ Queen lives.

- 1) an
- 2) the
- 3) a
- 4) –

25. Have you visited \_\_\_ Hermitage? It is one of the best museums in the world.

- 1) the
- 2) a
- 3) -
- 4) an

***TEST 2. TO BE, THERE + BE, HAVE/HAS GOT***

Choose the correct answer.

1. My mum \_\_\_ born in 1969.

- 1) will be
- 2) was
- 3) is
- 4) were

2. I \_\_\_ painting now.

- 1) was
- 2) are
- 3) am
- 4) were

3. We \_\_\_ students at the moment.

- 1) are
- 2) were
- 3) was
- 4) is

4. Who \_\_\_ singing now?

- 1) is
- 2) was
- 3) be
- 4) were

5. Look, there \_\_\_ my books on the desk.

- 1) is
- 2) was
- 3) were
- 4) are

6. Do you know these men? What \_\_\_ their names?

- 1) are
- 2) were
- 3) was
- 4) will be

7. What \_\_\_ your favourite color?

- 1) were
- 2) are
- 3) is
- 4) am

8. How old \_\_\_ you?

- 1) are
- 2) is
- 3) was
- 4) were

9. \_\_\_ there letters in the box?

- 1) Are
- 2) Is
- 3) Was
- 4) Will be

10. There \_\_\_\_ many birds on the roof.

- 1) are
- 2) is
- 3) was
- 4) be

11. Many years ago there \_\_\_\_ many dinosaurs on the Earth.

- 1) are
- 2) is
- 3) was
- 4) were

12. There \_\_\_\_ some lessons in English next week.

- 1) are
- 2) is
- 3) will be
- 4) were

13. \_\_\_\_ there any lessons yesterday?

- 1) Are
- 2) Is
- 3) Were
- 4) Was

14. There \_\_\_\_ much snow this winter.

- 1) are
- 2) is
- 3) was
- 4) were

15. There \_\_\_\_ some interesting news today.

- 1) are
- 2) is
- 3) was
- 4) were



16. \_\_\_ there any food in our home?

- 1) Are
- 2) Is
- 3) Be
- 4) Were

17. William likes animals. He \_\_\_ a dog.

- 1) have got
- 2) has got
- 3) haven't got
- 4) hasn't got

18. We \_\_\_ many lessons every day.

- 1) have got
- 2) has got
- 3) had got
- 4) hasn't got

19. I am poor. I \_\_\_ much money.

- 1) have got
- 2) has got
- 3) haven't got
- 4) hasn't got

20. Mr. and Mrs. Hamburger \_\_\_ two children, a boy and a girl.

- 1) have got
- 2) has got
- 3) haven't got
- 4) hasn't got

21. My friend is popular. He \_\_\_ many friends.

- 1) have got
- 2) has got
- 3) haven't got
- 4) hasn't got

22. I am tired. I \_\_\_\_ many problems.

- 1) have got
- 2) has got
- 3) haven't got
- 4) hasn't got

23. David Beckham \_\_\_\_ much money.

- 1) have got
- 2) has got
- 3) haven't got
- 4) hasn't got

24. I met a hooligan. I \_\_\_\_ a mobile phone now.

- 1) have got
- 2) has got
- 3) haven't got
- 4) hasn't got

25. It is a powerful computer. It \_\_\_\_ many functions.

- 1) have got
- 2) has got
- 3) haven't got
- 4) hasn't got

### ***TEST 3. PRESENT SIMPLE AND PRESENT CONTINUOUS***

Choose the correct answer.

1. She usually \_\_\_\_ the bus to school.

- 1) catches
- 2) catch
- 3) is catching
- 4) was catching

2. My brother \_\_\_\_ tennis every Saturday.

- 1) play
- 2) plays
- 3) is playing
- 4) was playing

3. What is the noise? Jane \_\_\_\_ in the next room.

- 1) sing
- 2) sings
- 3) is singing
- 4) are singing

4. Linda \_\_\_\_ in Los Angeles all her life.

- 1) live
- 2) lives
- 3) is living
- 4) are living

5. My granny is in the kitchen. She \_\_\_\_ cakes.

- 1) cook
- 2) cooks
- 3) is cooking
- 4) are cooking

6. Fred \_\_\_\_ English well.

- 1) speak
- 2) speaks
- 3) is speaking
- 4) are speaking

7. Look! Douglas \_\_\_\_ baseball for his University team.

- 1) play
- 2) plays
- 3) is playing
- 4) are playing

8. John and Jack \_\_\_\_ test now.

- 1) write
- 2) is writing
- 3) are writing
- 4) is writing

9. \_\_\_\_ he drive to work every day?

- 1) Does
- 2) Is driving
- 3) Are
- 4) Do

10. I usually \_\_\_\_ tea for breakfast.

- 1) drink
- 2) drinks
- 3) am drinking
- 4) is drinking

11. The train \_\_\_\_ at 6 in the evening.

- 1) arrives
- 2) is arriving
- 3) arrive
- 4) are arriving

12. It \_\_\_\_ now.

- 1) rains
- 2) is raining
- 3) rain
- 4) are raining

13. She \_\_\_\_ tennis well.

- 1) isn't playing
- 2) doesn't play
- 3) don't play
- 4) isn't play

14. Look! He \_\_\_\_ .

- 1) is swimming
- 2) swim
- 3) swims
- 4) are swimming

15. \_\_\_\_ to her friend?

- 1) Does this house belong
- 2) Are this house belonging
- 3) Do this house belong
- 4) Does this house belongs

16. I \_\_\_\_ the rule now.

- 1) understand
- 2) understands
- 3) am understanding
- 4) is understanding

17. This flower \_\_\_\_ well.

- 1) smells
- 2) are smelling
- 3) smell
- 4) is smelling

18. Look at Mary! She \_\_\_\_ flowers.

- 1) smell
- 2) smells
- 3) is smelling
- 4) has smelling

19. What \_\_\_\_ in the kitchen, Chris? We are waiting for you in the garden.

- 1) do you
- 2) are you doing
- 3) you do
- 4) you are doing

20. The family \_\_\_\_ dinner now.

- 1) is having
- 2) have
- 3) has
- 4) are having

21. She \_\_\_\_ what you said.

- 1) isn't understanding
- 2) don't understanding
- 3) doesn't understand
- 4) don't understand

22. Be quiet. The baby \_\_\_\_ .

- 1) sleeps
- 2) is sleeping
- 3) sleep
- 4) are sleeping

23. My brother \_\_\_\_ tennis every Saturday.

- 1) play
- 2) plays
- 3) is playing.
- 4) are playing

24. Water \_\_\_\_ at 100 degrees Celsius.

- 1) are boiled
- 2) is boiling
- 3) boil
- 4) boils

25. The water \_\_\_\_ . Can you turn it off?

- 1) are boiled
- 2) is boiling
- 3) boil
- 4) boils

### ***TEST 4. PAST SIMPLE AND PAST CONTINUOUS***

Choose the correct answer.

1. At three o'clock yesterday afternoon Mike and his son \_\_\_\_ the dog.

- 1) was washing
- 2) washed
- 3) were washing
- 4) were washed

2. Princess Diana \_\_\_\_ a lot of countries.

- 1) visiting
- 2) was visited
- 3) visited
- 4) was visiting

3. Mother \_\_\_\_ the window twice last week.

- 1) cleaning
- 2) was cleaning
- 3) has cleaning
- 4) cleaned

4. Did you \_\_\_\_ the film on TV last night?

- 1) watch
- 2) watched
- 3) watching
- 4) have watch

5. At nine o'clock yesterday morning, the plane \_\_\_\_ to Tahiti from New York.

- 1) was flying
- 2) flying
- 3) was flied
- 4) flied

6. I played tennis yesterday but I \_\_\_\_ win.

- 1) do not
- 2) does not
- 3) did not
- 4) was not

7. Yesterday he \_\_\_\_ to work by car.

- 1) was going
- 2) went
- 3) was went
- 4) going

8. \_\_\_\_ shopping when I saw you yesterday morning?

- 1) Did you go
- 2) Were you going
- 3) Was you going
- 4) Did you went

9. I \_\_\_\_ my teeth three times yesterday.

- 1) cleaned
- 2) clean
- 3) was cleaning
- 4) was cleaned

10. Did she \_\_\_\_ to the theatre last week?

- 1) go
- 2) went
- 3) going
- 4) was going

11. I \_\_\_\_ at home from work when it began to snow.

- 1) walked
- 2) was walking
- 3) was walked
- 4) walk



12. What \_\_\_ when the phone rang?

- 1) did you do
- 2) does you do
- 3) were you doing
- 4) are you doing

13. It \_\_\_ when we went out.

- 1) raining
- 2) rained
- 3) was raining
- 4) rain

14. When \_\_\_ acting?

- 1) was you starting
- 2) was you start
- 3) did you start
- 4) did you started

15. He \_\_\_ home early yesterday in the evening because he felt ill.

- 1) go
- 2) was going
- 3) gone
- 4) went

16. I \_\_\_ a noise, so I went to see what it was.

- 1) heard
- 2) hear
- 3) was hearing
- 4) hearing

17. The party \_\_\_ very good, so we didn't stay long.

- 1) was not
- 2) did not
- 3) were not
- 4) do not

18. We \_\_\_ a lot of work yesterday.

- 1) did
- 2) do
- 3) was doing
- 4) doing

19. The party \_\_\_ at midnight.

- 1) was finishing
- 2) was finished
- 3) finished
- 4) finish

20. Caroline \_\_\_ to the cinema three times last week.

- 1) was going
- 2) was gone
- 3) went
- 4) go

21. What \_\_\_ at 11.30 yesterday?

- 1) did you do
- 2) were you doing
- 3) did you doing
- 4) had you done

22. I saw Barbara but I didn't \_\_\_ Jane.

- 1) see
- 2) saw
- 3) seen
- 4) seeing

23. She \_\_\_ TV last night.

- 1) watched
- 2) was watching
- 3) has watched
- 4) watching

24. She \_\_\_ the room an hour ago.

- 1) was cleaning
- 2) clean
- 3) cleaned
- 4) has cleaned

25. In 1985 we \_\_\_ in Canada for 3 month.

- 1) was living
- 2) were living
- 3) leaved
- 4) have leaved

### ***TEST 5. PAST SIMPLE AND PRESENT PERFECT***

***Choose the correct answer.***

1. When \_\_\_ the school?

- 1) have you joined
- 2) did you joined
- 3) did you join
- 4) have you ever joined

2. I would like to visit Prague. Unfortunately, I \_\_\_ there.

- 1) will never be
- 2) have never been
- 3) was never
- 4) has been

3. That's the best speech I \_\_\_

- 1) never heard
- 2) didn't hear
- 3) heard
- 4) have ever heard

4. Jack \_\_\_ in Boston for the past 15 years.

- 1) lives
- 2) lived
- 3) has lived
- 4) has live

5. I \_\_\_ to him last week.

- 1) spoke
- 2) have already spoken
- 3) haven't spoke
- 4) speaked

6. We \_\_\_ a contract last year.

- 1) have signed
- 2) signed
- 3) haven't signed
- 4) have sign

7. I \_\_\_ back from a business trip to France last weekend.

- 1) come
- 2) came
- 3) never came
- 4) have just come

8. Can you help me? I \_\_\_ my homework, but I still don't understand exercise number 7.

- 1) finished
- 2) don't finish
- 3) have finished
- 4) finish

9. Dad, \_\_\_ reading the paper yet?

- 1) have you finished
- 2) are you finishing
- 3) did you finish
- 4) has you finish

10. I can't believe that you \_\_\_\_ the news.

- 1) haven't read
- 2) didn't read
- 3) don't read
- 4) read not

11. My car \_\_\_\_ down. I can't drive home.

- 1) has broken
- 2) broke
- 3) have broken
- 4) broken

12. I \_\_\_\_ her since my childhood.

- 1) know
- 2) have known
- 3) knew
- 4) has known

13. You are too late! The program \_\_\_\_ at least two hours ago.

- 1) has started
- 2) have started
- 3) starts
- 4) started

14. My tape-recorder \_\_\_\_ out of order for a long time. Let us take yours.

- 1) has been
- 2) was
- 3) was being
- 4) have been

15. I think I \_\_\_\_ in this theater before.

- 1) was
- 2) have been
- 3) has been
- 4) was being

16. Just a moment! I \_\_\_ of a good idea yet!

- 1) didn't think
- 2) haven't thought
- 3) don't think
- 4) haven't think

17. Look! Somebody \_\_\_ milk on our new carpet.

- 1) spilt
- 2) splited
- 3) have spilt
- 4) has spilt

18. She looks young because she \_\_\_ weight.

- 1) lost
- 2) have lost
- 3) loses
- 4) has lost

19. Where \_\_\_ you go yesterday morning?

- 1) had
- 2) have
- 3) has
- 4) did

20. How long \_\_\_ at your present address?

- 1) have you lived
- 2) did you live
- 3) do you live
- 4) lived

21. He started his business last year. He \_\_\_ it for 9 months already.

- 1) has
- 2) has had
- 3) had
- 4) have

22. We haven't gone skiing since we \_\_\_\_ young.

- 1) has been
- 2) be
- 3) have been
- 4) were

23. I \_\_\_\_ the university last summer, but I haven't decided what second language to choose so far.

- 1) has entered
- 2) was entered
- 3) entered
- 4) have entered

24. Up to now they \_\_\_\_ three languages.

- 1) learned
- 2) have learned
- 3) learn
- 4) has learned

25. The television \_\_\_\_ wrong several times during last five months.

- 1) went
- 2) has gone
- 3) was going
- 4) gave going

### ***TEST 6. MODALS***

***Choose the correct answer.***

1. Jack \_\_\_\_ play football since childhood.

- 1) must
- 2) should
- 3) need
- 4) can

2. \_\_\_ I ask you?

- 1) Must
- 2) Should
- 3) Have
- 4) May

3. Steven \_\_\_ read and write until he was seven years old.

- 1) must
- 2) can
- 3) could not
- 4) could

4. You've been reading all day. You \_\_\_ be tired.

- 1) can
- 2) could
- 3) must
- 4) should

5. Jack \_\_\_ go to hospital yesterday.

- 1) can
- 2) had to
- 3) need
- 4) will

6. I recommend you to apologize. You \_\_\_ apologize.

- 1) would
- 2) should
- 3) must
- 4) shall

7. \_\_\_ I have one of these cakes?

- 1) Could
- 2) Must
- 3) Have to
- 4) May



8. \_\_\_ you speak any foreign languages?

- 1) May
- 2) Can
- 3) Have
- 4) Might

9. His suggestion may be of little value, but you \_\_\_ discuss it all the same.

- 1) may
- 2) need
- 3) might
- 4) should

10. I went to the doctor yesterday and I \_\_\_ wait for an hour.

- 1) had to
- 2) must
- 3) should
- 4) can

11. Hello, \_\_\_ I speak to Tom, please?

- 1) shall
- 2) will
- 3) can
- 4) would

12. If you want to become a teacher, you \_\_\_ go to the college.

- 1) may
- 2) should
- 3) have to
- 4) must

13. Sue \_\_\_ be able to help them.

- 1) can
- 2) have to
- 3) will
- 4) shall

14. You \_\_\_ cross the road without looking first. It's dangerous.

- 1) need not
- 2) must not
- 3) must
- 4) can not

15. I'll \_\_\_ go now. My friends are waiting.

- 1) may
- 2) can
- 3) have to
- 4) be able to

16. I \_\_\_ to work tomorrow.

- 1) must
- 2) should
- 3) could
- 4) have

17. You \_\_\_ give your grandparents more attention.

- 1) would
- 2) may
- 3) ought to
- 4) has to

18. We haven't got much time. We \_\_\_ hurry.

- 1) must
- 2) needn't
- 3) can
- 4) had to

19. \_\_\_ you speak slowly, please?

- 1) Must
- 2) Could
- 3) May
- 4) Should

20. I \_\_\_ leave the party early last night. I wasn't very well.

- 1) have to
- 2) was to
- 3) had to
- 4) must

21. I \_\_\_ only listen to my radio when my mother was not at home.

- 1) did
- 2) may
- 3) can
- 4) could

22. \_\_\_ you help me carry this downstairs?

- 1) May
- 2) Should
- 3) Must
- 4) Could

23. My grandfather \_\_\_ speak six languages many years ago.

- 1) should
- 2) shall
- 3) could
- 4) need

24. \_\_\_ you like a cup of coffee?

- 1) Will
- 2) Could
- 3) Would
- 4) Should

## ***TEST 7. FUTURE TENSES***

***Choose the correct answer***

1. He \_\_\_ to Moscow in a few days.
  - 1) return
  - 2) will return
  - 3) will returns
  - 4) returned
  
2. We \_\_\_ him till Monday.
  - 1) don't see
  - 2) didn't
  - 3) will not see
  - 4) has not see
  
3. They \_\_\_ for Paris tonight. They have bought tickets.
  - 1) are leaving
  - 2) leave
  - 3) are left
  - 4) was leaving
  
4. The steamer \_\_\_ tomorrow.
  - 1) sails
  - 2) are sailing
  - 3) will be sail
  - 4) will sailed
  
5. He \_\_\_ his summer vocation in the Crimea.
  - 1) spend
  - 2) has spending
  - 3) was spending
  - 4) is going to spend

6. What \_\_\_\_ do this weekend?

- 1) are you going to
- 2) is you going to
- 3) will you to
- 4) were you going to

7. The road \_\_\_\_ in the summer.

- 1) open
- 2) are going to
- 3) will be opened
- 4) will open

8. The lesson \_\_\_\_ at 8.30 tomorrow.

- 1) starts
- 2) is going to start
- 3) will be start
- 4) will starting

9. I've got my tickets. I \_\_\_\_ Spain.

- 1) am going to
- 2) go
- 3) will go
- 4) am gone

10. You look tired. Sit down. I \_\_\_\_ you a cup of coffee.

- 1) will make
- 2) am making
- 3) make
- 4) made

11. What time \_\_\_\_ tomorrow?

- 1) is the sun rising
- 2) the sun rises
- 3) do the sun rises
- 4) does the sun rise

12. Where \_\_\_ for lunch today?

- 1) do you go
- 2) you will go
- 3) are you going
- 4) you are going

13. \_\_\_ Spanish next year?

- 1) Do we learn
- 2) Does we learn
- 3) Will we learn
- 4) Are we learn

14. Do you think it \_\_\_ later?

- 1) is raining
- 2) will rain
- 3) rains
- 4) will be rained

15. I can't come because I \_\_\_ on holiday.

- 1) will be
- 2) am being
- 3) was
- 4) be

16. You want to speak to Ann. Just one minute, please. I \_\_\_ her.

- 1) am going to call
- 2) will call
- 3) call
- 4) am calling

17. Don't worry about me, Mum. I \_\_\_ to you every day from the States.

- 1) am writing
- 2) will write
- 3) write
- 4) will be written

18. Tomorrow it \_\_\_\_ another cold day in all parts of the country.

- 1) will be
- 2) is being
- 3) is
- 4) is going to

19. Do you want to play tennis on Friday? I can't. I \_\_\_\_ my Mum.

- 1) will visit
- 2) visit
- 3) am going to visit
- 4) visiting

20. I am tired. I think I \_\_\_\_ to bed early tonight.

- 1) will go
- 2) go
- 3) am going
- 4) gone

21. \_\_\_\_ this letter for me?

- 1) Does you post
- 2) Will you post
- 3) Are you posting
- 4) You will post

22. Look at those black clouds in the sky. It \_\_\_\_ .

- 1) is going to rain
- 2) is raining
- 3) rains
- 4) rain

23. What will you do tomorrow? I know. I \_\_\_\_ the kitchen.

- 1) paint
- 2) will paint
- 3) am painting
- 4) painted

24. Why are you putting on those old clothes? I \_\_\_\_ the kitchen.

- 1) paint
- 2) will go
- 3) am going to paint
- 4) am paint

25. What time \_\_\_\_ tomorrow evening. At 6.15.

- 1) the tennis starts
- 2) does the tennis start
- 3) will the tennis start
- 4) the tennis will start

### ***TEST 8. THE PASSIVE VOICE***

***Choose the correct answer***

1. Много новых зданий строится сейчас в нашем городе.

- 1) Many new buildings are built in our city now.
- 2) Many new buildings are being built in our city now.
- 3) Many new buildings are building in our city now.
- 4) Many new buildings have been built in our city now.

2. Его спрашивают на каждом занятии.

- 1) He asked at every lesson.
- 2) He is asked at every lesson.
- 3) He was asked at every lesson.
- 4) He asks at every lesson.

3. Попов изобрел радио в 1895 году.

- 1) Popov invented the radio in 1895.
- 2) Popov was invented the radio in 1895.
- 3) Popov invents the radio in 1895.
- 4) Popov is invented the radio in 1895.



4. Вопрос будет обсужден на следующем заседании.

- 1) The matter will be discussed at the next meeting.
- 2) The matter would be discussed at the next meeting.
- 3) The matter be discussed at the next meeting.
- 4) The matter will discussed at the next meeting.

5. Этот вопрос обсуждался, когда я вошел в комнату.

- 1) This question was discussing when I entered the room.
- 2) This question was been discussing when I entered the room.
- 3) This question was discussed when I entered the room.
- 4) This question was being discussed when I entered the room.

6. The rules were changed a year ago.

- 1) Правила изменили год назад.
- 2) Они изменили правила год назад.
- 3) Правила изменятся через год.
- 4) Правила меняются год из года.

7. The work had been finished before you called.

- 1) Работа была закончена и вы позвонили.
- 2) Работа была закончена после того, как вы позвонили.
- 3) Работа была закончена перед тем, как вы позвонили.
- 4) Мы закончили работу перед тем, как вы позвонили.

8. The typist has just typed the letter.

- 1) Машинистка только что напечатала письмо.
- 2) Машинистка напечатала письмо вчера.
- 3) Машинистка уже напечатала письмо.
- 4) Машинистка печатает письмо.

9. The plan had been discussed for two hours when he came.

- 1) План уже обсуждался два часа, когда он пришел.
- 2) План уже обсудили, когда он пришел.
- 3) Они уже обсуждали план два часа, когда он пришел.
- 4) План обсудили за два часа, и он пришел.

10. Sarah has been invited to the party.

- 1) Сару пригласили на вечеринку.
- 2) Сара пригласила на вечеринку.
- 3) Друзья пригласили Сару на вечеринку.
- 4) Вечеринка проходила у Сары.

11. I can't let you work on my computer now - it \_\_\_\_.

- 1) is used
- 2) used
- 3) is using
- 4) is being used

12. You will be connected in a minute. The telephone call \_\_\_\_ now.

- 1) made
- 2) is made
- 3) is being made
- 4) is been making

13. What program \_\_\_\_ by the children now?

- 1) is watched
- 2) is watching
- 3) is being watched
- 4) was being watched

14. The new program \_\_\_\_ by millions of people every day.

- 1) watches
- 2) is watched
- 3) watched
- 4) are watched

15. The mouse \_\_\_\_ under the kitchen table.

- 1) is sitting
- 2) is sat
- 3) sits
- 4) sat

16. New pop groups \_\_\_ about among teenagers.

- 1) are usually much being spoken
- 2) are usually much spoken
- 3) were usually much spoken
- 4) was usually much spoken

17. Tom is wearing a yellow tie today. He \_\_\_ about.

- 1) speaks
- 2) is being spoken
- 3) is spoken
- 4) is been speaking

18. London \_\_\_ by millions of tourists last summer.

- 1) was visited
- 2) is visited
- 3) is being visited
- 4) was being visited

19. Dinner \_\_\_ now. We should wait a little.

- 1) cooks
- 2) will be cooked
- 3) is being cooked
- 4) is cooking

20. The house \_\_\_ at the moment.

- 1) is being painted
- 2) is painting
- 3) has been painting
- 4) paints

21. America \_\_\_ in 1492.

- 1) discovered
- 2) was discovered
- 3) is discovered
- 4) to be discovered

22. The Mona Liza \_\_\_\_ by Leonardo da Vinci.

- 1) was painted
- 2) has been painted
- 3) were painted
- 4) painted

23. A new remedy to cure the flu \_\_\_\_ recently.

- 1) discovered
- 2) has been discovered
- 3) was discovered
- 4) is discovered

24. The pupils \_\_\_\_ a lot of difficult questions at the exam all day yesterday.

- 1) were asked
- 2) were been asking
- 3) were being asked
- 4) asked

25. Look! Our country house \_\_\_\_.

- 1) redecorated
- 2) has been redecorated
- 3) was redecorated
- 4) will be redecorated

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## CONTENTS

<b>ПРЕДИСЛОВИЕ</b> .....	3
<b>PART I. EDUCATION</b> .....	5
<b>Unit 1. HIGHER EDUCATION</b> .....	5
<b>Unit 2. WORLD OF PROFESSIONS</b> .....	20
<b>Unit 3. WORLD'S OUTSTANDING PEOPLE</b> .....	35
<b>PART II. FUTURE PROFESSIONS</b> .....	46
<b>Unit 1. MY FUTURE PROFESSION IS INFORMATION     TECHNOLOGIES</b> .....	46
<b>Unit 2. MY FUTURE PROFESSION IS TOURISM</b> .....	56
<b>Unit 3. MY FUTURE PROFESSION IS MAINTENANCE     AND SERVICE OF ELECTRICAL     AND ELECTROMECHANICAL EQUIPMENT</b> .....	68
<b>Unit 4. MY FUTURE PROFESSION IS RADIO     ENGINEERING</b> .....	78
<b>Unit 5. MY FUTURE PROFESSION IS FIRE SAFETY</b> .....	88
<b>Unit 6. MY FUTURE PROFESSION IS ARCHITECTURE</b> .....	97
<b>Unit 7. MY FUTURE PROFESSION IS PHYSICAL TRAINING</b> ....	109
<b>Unit 8. MY FUTURE PROFESSION IS ACCOUNTING</b> .....	117
<b>Unit 9. MY FUTURE PROFESSION IS ROAD CONSTRUCTION     AND ROAD USAGE</b> .....	124
<b>Unit 10. MY FUTURE PROFESSION IS AUTOMATION</b> .....	138
<b>PART III. SUPPLEMENTARY READING</b> .....	151
<b>TEN INTERESTING FACTS ABOUT THE ENGLISH LANGUAGE     THAT YOU DIDN'T KNOW</b> .....	167
<b>THE RISE OF THE PHRASAL VERB IN EARLY MODERN     ENGLISH</b> .....	176
<b>ENGLISH GRAMMAR IN RULES AND EXERCISES</b> .....	182
<b>FINAL TESTS</b> .....	250
<b>LIST OF SOURCES</b> .....	285

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