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«Смоленский областной институт развития образования»**

**УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ
ПО АНГЛИЙСКОМУ ЯЗЫКУ**

**ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ
СРЕДНЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ
(ТЕХНИЧЕСКИЙ ПРОФИЛЬ)**

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Учебно-методическое пособие по английскому языку для самостоятельной работы обучающихся среднего профессионального образования (технический профиль). – Смоленск: ГАУ ДПОС «СОИРО», 2013. – 96 с.

Допущено областным Экспертным советом при ГАУ ДПОС «СОИРО» в качестве учебно-методического пособия для организации самостоятельной работы по английскому языку для обучающихся в учреждениях среднего профессионального образования

Учебное пособие представляет собой комплекс учебного и методического материала, включающий цели и задачи обучения, рекомендации по формированию эффективной методики самостоятельной работы обучающихся и тренировочные задания, охватывающие основные разделы курса английского языка на 1–4 курсах обучения. Текстовый материал, система упражнений представляют собой основную базу для развития знаний, умений и навыков основных видов речевой деятельности. Учебное пособие содержит методические рекомендации, серию тренировочных упражнений, краткий грамматический раздел с упражнениями и тестовые задания для промежуточного тестирования. Главная задача учебного пособия состоит в развитии навыков самостоятельной работы обучающихся, умения рационально использовать время при работе над тем или иным видом речевой деятельности и в подготовке обучающихся к сдаче зачётов.

Предназначено для обучающихся по техническим специальностям.

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Пояснительная записка

An explanatory note

Основополагающим требованием общества к процессу обучения является формирование личности, которая умела бы самостоятельно творчески решать научные, производственные, общественные задачи, критически мыслить, вырабатывать и защищать свою точку зрения, свои убеждения, систематически и непрерывно пополнять и обновлять свои знания путем самообразования, совершенствовать умения, творчески применять их в действительности.

Одним из самых доступных и проверенных практикой путей повышения эффективности знаний, активизации обучающихся является соответствующая организация самостоятельной работы.

Привитие обучающимся навыков самостоятельной работы является ещё более актуальной задачей преподавателя в современных условиях быстрого накопления и обновления информации, расширения международных связей.

Цели и задачи учебной дисциплины – требования к результатам освоения учебной дисциплины.

В результате освоения учебной дисциплины обучающийся должен **знать/понимать:**

- значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;
- языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета, перечисленные в разделе «Языковой материал» и обслуживающие ситуации общения в рамках изучаемых тем;
- новые значения изученных глагольных форм (видовременных, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию;
- лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения;
- тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по специальностям СПО.

В результате освоения учебной дисциплины обучающийся должен уметь:

говорение

- вести диалог (диалог-расспрос, диалог-обмен мнениями/суждениями, диалог-побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию, эмоционально-оценочные средства;
- рассказывать, рассуждать в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов; описывать события, излагать факты, делать сообщения;
- создавать словесный социокультурный портрет своей страны и страны/стран изучаемого языка на основе разнообразной страноведческой и культуроведческой информации;

аудирование

- понимать относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения;
- понимать основное содержание аутентичных аудио- или видеотекстов познавательного характера на темы, предлагаемые в рамках курса, выборочно извлекать из них необходимую информацию;
- оценивать важность/новизну информации, определять свое отношение к ней;

чтение

- читать аутентичные тексты разных стилей (публицистические, художественные, научно-популярные и технические), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи;

письменная речь

- описывать явления, события, излагать факты в письме личного и делового характера;
- заполнять различные виды анкет, сообщать сведения о себе в форме, принятой в стране/странах изучаемого языка.

Указанные цели могут быть достигнуты, как за счёт рациональной организации учебных занятий, так и с помощью дополнительных по объему и индивидуализированных по своему характеру заданий для самостоятельной проработки, а также использования различных методов обучения, направленных на развитие самостоятельности и творчества обучающихся. Проблема организации самостоятельной работы обучающихся по иностранному языку является актуальной и сложной,

и её решение требует значительных совместных усилий, как педагога, так и обучающихся.

Представленный ниже материал содержит рекомендации по организации самостоятельного чтения на английском языке; самостоятельного пересказа на английском языке в монологической или диалогической форме, предложен грамматический минимум и упражнения для работы с грамматическим материалом, рекомендации по самостоятельной подготовке к промежуточным письменным контрольным тестам, а также советы по составлению и оформлению проектов-презентаций и реферативного изложения.

МОДУЛЬ 1. ТЕКСТЫ ДЛЯ ЧТЕНИЯ И ОБСУЖДЕНИЯ

MODULE 1. MATERIALS FOR READING AND DISCUSSING

Памятка по работе над текстом

1. Работа над текстом направлена на развитие навыков понимания при чтении (извлечения информации).
2. Выучите новые лексические единицы, закрепи их в устной речи.
3. Прочитайте внимательно название текста и постараитесь предугадать, о чём в нём может идти речь. Выучи новые лексические единицы, закрепи их в устной речи.
4. Помните, что основная информация нехудожественных текстов, как правило, сообщается в первом или последнем абзацах текста.
5. Кратко ответьте на главный вопрос: о чём этот текст, в чём его главная идея.
6. Подумайте, помогло ли тебе заглавие правильно предугадать содержание текста, соответствует ли оно содержанию текста.
7. Работая над текстом, выпирайте и запоминайте, в первую очередь, строевые слова.
8. Перед тем, как выписать слово и искать его значение в словаре, установите, какой частью речи оно является в предложении.
9. Выписывая слово, отбрасывайте окончания и находите его исходную форму, т.е. для существительных – форму общего падежа единственного числа; для прилагательных и наречий – форму положительной степени; для глаголов – неопределенную форму (инфinitив).
10. Помните, что в каждом языке слово может иметь несколько значений и отбирайте в словаре подходящие по значению русское слово, исходя из его грамматических функций в предложении и в соответствии с общим содержанием текста.
11. Каждый текст сопровождается вопросами – заданиями на понимание, тренировку профессионально-ориентированных лексических единиц и грамматику, которые следует выполнять непосредственно после прочтения текста в письменной форме в соответствии с заданием.

Text 1. Michael Faraday

Michael Faraday, English experimental physicist, was born in 1791 in a poor family. The boy began to work as an apprentice at a bookbinder's shop at an early age. One day a man entered the shop and found the boy studying an article on electricity. The man was surprised to see a boy so interested in such a difficult subject and gave him four tickets for the lectures at the Royal Institutions.

The boy went to the lectures and made notes of what he heard. At the end of the lecture he came to Sir Humphrey Davy, the great English scientist, and showed him his notes. Davy was surprised. Later he made Faraday his assistant and helped him in his education.

Faraday had many important discoveries. Among his works are the concept of the magnetic field and the magnetic "lines of force", production of new kinds of optical glass, and research on electrolysis.

VOCABULARY

1. Michael Faraday – Майкл Фарадей
2. apprentice – подмастерье
3. electricity – электричество
4. discoveries – открытия
5. concept – концепция
6. optical glass – оптическое стекло
8. research – исследование
9. electrolysis – электролиз

1. Read and study the use of the new words to read the text.

2. Answer the following questions:

1. What was the boy interested in?
2. Which of Faraday's discoveries do you know?

3. Put down the Russian for the sentences.

1. The unit of electricity "farad" was named after M. Faraday.
2. The first lightning rod was invented by B. Franklin, the outstanding American scientist.
3. At Cambridge, Newton read with great interest the writings of Galileo.

4. Translate these sentences into Russian, underline the Infinitive.

1. Faraday is believed to be a great English physicist.
2. We consider Tsiolkovsky to be the father of aeronautics.
3. Popov is known to be the inventor of radio in Russia.

5. Choose the correct form.

1. In 1810 Faraday (*began / had begun*) to attend lectures on natural philosophy.
2. To study the nature of light and color Newton (*was carried/ carried*) out many experiments with a prism.

3. The lecture to be delivered by a well-known scientist (*is devoted / was devoted*) to the problems of ecology.

6. Complete these sentences using the correct adverb- *some, any, no*.

1. The *book* contained (*some, any, no*) diagrams.
2. Are there (*some, any, no*) diagrams in the book?
3. We have (*some, any, no*) information on this problem.

7. Put questions to this extract using: *What? How? How many? Where? Why?*

Text 2. Science

Science is important to most people living in the modern world for a number of reasons. In particular, science is important to world peace and understanding, to the understanding of technology, and to our understanding of the world.

Science is important to world peace in many ways. On one hand, scientists have helped to develop many of the modern tools of war. On the other hand, they have also helped to keep the peace through research, which has improved life for people. Scientists have helped us understand the problem of supplying the world with enough energy; using energy from the sun and from the atom. Scientists have also analyzed the world's resources. Scientists study the Universe and how to use its possibilities for the benefit of men.

Scientists are also important to everyone who is affected by modern technology. Many of the things that make our lives easier and better are the results of advances in technology. In some cases, such as technology for taking salt out of ocean water, technology may be essential for our lives on Earth.

Scientists are learning to predict earthquakes, to study many other natural events such as storms. Scientists are also studying various aspects of human biology and the origin and developments of the human race. The study of the natural world may help improve life for many people all over the world. A basic knowledge of science is essential for everyone. It helps people to find their way in the changing world.

VOCABULARY

1. **science – наука**
2. **modern tools – современное оружие**
3. **to supply – снабжать, обеспечивать**
4. **resource – источник**
5. **advance – достижение**
6. **benefit – прибыль**
7. **to predict – предсказывать**
8. **advances – преимущества**
9. **earthquake – землетрясение**

1. Read and study the use of the new words to read the text.

2. Answer the following questions:

1. What is important to most people living in the modern world?
2. What scientists have helped to do?
3. How scientists are learning to predict earthquakes?
4. Who is studying various aspects of human biology?
5. What can improve life for many people all over the world?

3. A role play.

Ask your group mate to describe the most important inventions in the world.

4. Put down the negative form of the following verbs.

Model: moved-did not move

1. have helped
2. develop
3. kept
4. improved
5. understand
6. analyzed
7. study
8. use

5. Translate into Russian in writing.

Science is important to world peace in many ways. On one hand, scientists have helped to develop many of the modern tools of war. On the other hand, they have also helped to keep the peace through research, which has improved life for people. Scientists have helped us understand the problem of supplying the world with enough energy; using energy from the sun and from the atom. Scientists have also analyzed the world's resources. Scientists study the Universe and how to use its possibilities for the benefit of men.

6. Put questions to this extract using: *What? How? How many? Where? Why?*

Text 3. Meters

Among the most common meters used there are the ohmmeter, the ammeter and the voltmeter. The ohmmeter is used to measure the value of resistance. It consists of a millimeter calibrated to read in ohms, a battery and resistors. The meter is connected in parallel and the circuit is not opened when its resistance is measured. The readings on the scale show the measured value.

The ammeter is used to measure the value of current. When the ammeter is used the circuit should be opened at one point and the terminals of the meter should be connected to it. One should take into consideration that the positive terminal of the meter is connected to the positive terminal of the source; the

negative terminal – to the negative terminal of the source.

The ammeter should be connected in series. The readings on the scale show the measured value.

VOCABULARY

1. **meter** – измерительный прибор
2. **battery** – батарея
3. **scale** – шкала
4. **terminal** – клемма
5. **readings** – показания на шкале прибора
6. **negative** – отрицательный
7. **positive** – положительный
8. **to measure** – измерять
9. **to take into consideration** – принимать во внимание

1. Read and study the use of the new words to read the text.

2. Complete the sentences using the correct variant:

1. The ammeter is
 - a) a common meter
 - b) an uncommon meter
2. In order to measure the value of current
 - a) the ohmmeter is used
 - b) the voltmeter is used
 - c) the ammeter is used.
3. A meter has
 - a) positive terminals only
 - b) negative terminals only
 - c) positive and negative terminals
4. When the ammeter is used
 - a) the circuit should be opened
 - b) the circuit should not be opened
5. The ammeter should be connected
 - a) in series
 - b) in parallel
6. One should take into consideration that
 - a) the positive terminal should be connected to the negative terminal
 - b) the positive terminal should be connected to the positive terminal of the source

3. Complete these sentences using *while*.

Follow the model.

Model: The ammeter is used to measure the value of current...

The ammeter is used to measure the value of current while the ohmmeter is used to measure the value of resistance.

1. The ohmmeter is used to measure the value of resistance...
2. The ammeter is connected in series...
3. When the ammeter is used to measure the value of current the circuit should be opened...

4. Answer the questions.

1. What is the ammeter used for?
2. What is the voltmeter used for?
3. What is the ohmmeter used for?
4. What terminals does a meter have?
5. Should the measured circuit be opened when the voltmeter is used?
6. Should the measured circuit be opened when the ammeter is used?
7. In what way should the voltmeter be connected to the circuit?
8. In what way should the ammeter be connected to the circuit?
9. What is the difference between a voltmeter and an ammeter?
10. What common meters are used to measure the values in a circuit?

5. Solve the following problems:

1. Suppose the ammeter scale reads 1.9 amps, the voltmeter scale reads 2.4 V; how much is the value of resistance in the measured circuit?
2. Suppose the ohmmeter scale reads 75 ohms, the voltmeter scale reads 220 V; how much is the value of current in the measured circuit?
3. Suppose that you have a series circuit consisting of three resistors and a voltage source. $R_1 = 0.18$ ohm, $R_2 = 1.15$ ohms, $R_3 = 2$ ohms, $I = 10$ amp. Find the voltage drop across each resistor; find the value of voltage in the circuit. Suppose R_1 gets open. What does it result in?
4. Two resistors are connected in series. $R_1 = 7,000$, $R_2 = 2,200$, $I = 110$ amp. Find the voltage drop across each resistor. Suppose no current passes through the circuit, what does it result from?

Text 4. Resistors

A resistor is one of the most common elements of any circuit. Resistors are used:

1. to reduce the value of current in the circuit;
2. to produce IR voltage drop and in this way to change the value of the voltage.

When current is passing through a resistor its temperature rises high. The higher the value of current the higher is the temperature of a resistor. Each resistor has a maximum temperature to which it may be heated without a trouble. If the temperature rises higher the resistor gets open and opens the circuit.

Resistors are rated in watts. The watt is the rate at which electric energy is supplied when a current of one ampere is passing at a potential difference of one volt. A resistor is rated as a 1-W resistor if its resistance equals 1,000,000 ohms and its current-carrying capacity equals 1/1,000,000 amp, since $P = E \times I = IR \times I = I^2R$ where P – power is given in watts, R – resistance is given in

ohms and I – current is given in amperes.

If a resistor has a resistance of only 2 ohms but its current-carrying capacity equals 2,000 amp, it is rated as a 8,000,000-W resistor.

Some resistors have a constant value-these are fixed resistors, the value of other resistors may be varied-these are variable resistors.

VOCABULARY

1. **circuit** – цепь
2. **to reduce** – сокращать
3. **value** – показание
4. **voltage** – напряжение
5. **to rate** – измерять
6. **ampere** – Ампер
7. **resistance** – сопротивление
8. **constant** – постоянный
9. **variable** – переменный

1. Read and study the use of the new words to read the text.

2. Read the words and put down their Russian equivalents:

Temperature

Energy

Watt

Constant

Potential

3. Translate into Russian using – *чем... тем:*

1. The more one studies nature, the better one knows its laws.
2. The longer one learns, the more one knows.
3. The higher the atmosphere, the less is its pressure.
4. The heavier the object, the more work one has to do in order to lift it.
5. The greater the number of free electrons in any metal, the higher is its conductivity.

4. Translate into Russian. Mind *no.*

1. There is no energy in this machine.
2. No charges move through an open circuit.
3. No material is a perfect conductor of electricity.
4. No electric machinery is used without protection.
5. No special material is needed in this case.

5. Complete the sentences using the correct variant:

1. A resistor is used

- a) to measure the resistance
- b) to reduce the current
- c) to change the resistance
- d) to produce IR voltage drop

2. When current passes through a resistor
 - a) its temperature drops
 - b) its temperature rises
3. Resistors are rated
 - a) in ohms
 - b) in volts
 - c) in watts
4. Power is given
 - a) in amperes
 - b) in watts
5. Fixed resistors have
 - a) a constant value
 - b) a variable value
6. The value of a variable resistor
 - a) is fixed
 - b) is varied
7. A two-ohm resistor rated as-a 8,000,000-W resistor
 - a) has a current-carrying capacity equal to 2,000 amp.
 - b) has a current-carrying capacity equal to 200 amp.
8. The higher the value of current,
 - a) the lower is the temperature of a resistor
 - b) the higher is the temperature of a resistor

6. Complete the sentences using *while*.

Model: The ammeter is used to measure the value of current...

The ammeter is used to measure the value of current while the ohmmeter is used to measure the value of resistance.

1. The value of a fixed resistor is constant...
2. Current-carrying capacity is given in amperes...
3. The lower the value of current, the lower is the temperature of a resistor...
4. An electric source produces energy...

7. Answer the questions.

1. What is a resistor used for?
2. When does the temperature of a resistor rise?
3. What element is used to change the value of voltage?
4. How are resistors rated?
5. What types of resistors do you know?
6. When does a resistor get open?
7. What does an open resistor result in?
8. What is the difference between a fixed resistor and a variable resistor?
9. How much is the current-carrying capacity of a two-ohm resistor?
10. What resistors have a variable value?

8. Solve the problem:

What is the maximum current for a resistor having a 5-watt capacity and a resistance of 20,000 ohms?

Text 5. Electric Cells

An electric cell is used to produce and supply electric energy. It consists of an electrolyte and two electrodes. Electrodes are used as terminals, they connect the cell to the circuit – current passes through the terminals and the bulb lights.

Cells can be connected in series, in parallel and in series-parallel. In order to increase the current capacity cells should be connected in parallel. In order to increase the voltage output cells should be connected in series. In case a battery has a large current capacity and a large voltage output, its cells are connected in series-parallel.

When cells are connected in series the positive terminal of one cell is connected to the negative terminal of the second cell, the positive terminal of the second cell - to the negative terminal of the third ... and soon.

When cells are connected in parallel their negative terminals are connected together and their positive terminals are also connected.

In case a cell has a trouble it stops operating or operates badly. This cell should be substituted by another one.

VOCABULARY

1. **cell** – элемент
2. **output** – ёмкость, мощность
3. **bulb** – электрическая лампочка
4. **and soon** – и так далее
5. **to light** – зажигать, освещать
6. **to increase** – увеличиваться
7. **to substitute** – заменять

1. Read and study the use of the new words to read the text.

2. Complete the sentences using the correct variant:

1. A cell is used
 - a) to increase the voltage output
 - b) to reduce the current capacity
 - c) to supply electric energy
2. The terminals of a cell are used
 - a) to conduct current
 - b) to increase voltage
 - c) to connect the battery to a circuit
3. When cells are connected in series
 - a) all the positive terminals are connected together
 - b) all the negative terminals are connected together

- c) the positive terminal of one cell is connected to the negative terminal of the second
- 4. Cells are connected in series in order
 - a) to increase the current capacity
 - b) to increase the voltage output
- 5. In order to increase the current capacity
 - a) cells are connected in series
 - b) cells are connected in parallel

3. Answer the following questions:

1. What is a cell used for?
2. What does a cell consist of?
3. What is the function of the terminals?
4. In what way are cells connected in order to increase the voltage output?
5. In what way are cells connected in order to increase the current capacity?
6. In what way are the terminals of series cells connected?
7. In what case does a cell stop operating?
8. What should be done in case it stops operating?

4. Solve these problems:

1. Suppose that you have four electric cells. The current capacity of each cell equals 1.5 amps; the voltage output equals 2 V.
 - a) Connect the cells in series. In what way should it be done?
 - b) Connect the battery to a circuit whose resistance value equals 15 ohms. What is the value of current in the circuit?
2. Suppose that you have three cells of the same value.
 - a) Connect them in parallel. In what way should it be done?
 - b) Connect the second battery to the same circuit: what will it result in?

Suppose that one of the cells stops operating. What should be done in this case?

Text 6. Capacitors

A capacitor is one of the main elements of a circuit. It is used to store electric energy. A capacitor stores electric energy provided that a voltage source is applied to it.

The main parts of a capacitor are metal plates and insulators. The function of insulators is to isolate the metal plates and in this way to prevent a short.

There are two common types of capacitors in use nowadays: a fixed capacitor and a variable one. The plates of a fixed capacitor cannot be moved; for this reason its capacity does not change. The plates of a variable capacitor move; its capacity changes. The greater the distance between the plates, the less is the capacity of a capacitor. Variable capacitors are commonly used by radi-

omen; their function is to vary the frequency in the circuit. Fixed capacitors are used in telephone and radio work.

Fixed capacitors have insulators produced of paper, ceramics and other materials; variable capacitors have air insulators. Paper capacitors are commonly used in radio and electronics; their advantage is their high capacity: it may be higher than 1,000 microfarad.

Besides, electrolyte capacitors are highly in use. They also have a very high capacity: it varies from 0.5 to 2,000 microfarad. Their disadvantage is that they change their capacity when the temperature changes. They can operate without a change only at temperatures not lower than -40°C .

Common troubles in capacitors are an open and a short. A capacitor stops operating and does not store energy in case it has a trouble. A capacitor with a trouble should be substituted by a new one.

VOCABULARY

1. **capacitor** – конденсатор
2. **insulator** – изолятор
3. **frequency** – частота
4. **advantage** – преимущество
5. **disadvantage** – недостаток
6. **plate** – анод (лампы)
7. **to apply** – прилагать, применять
8. **to prevent** – предотвращать

1. Read and study the use of the new words to read the text.

2. Complete these sentences using the correct variant:

1. A capacitor is used
 - a) to supply voltage
 - b) to increase the voltage output
 - c) to store energy
2. The main parts of a capacitor are
 - a) insulators only
 - b) metal plates only
 - c) metal plates and insulators between them
3. The function of insulators is
 - a) to store energy
 - b) to isolate the metal plates
 - c) to prevent a short between the metal plates
4. The capacity of a capacitor depends on
 - a) the size of the plates
 - b) the distance between the plates
 - c) the material of the insulators

5. The capacity of a fixed capacitor
 - a) is constant
 - b) is varied
6. The plates of a variable capacitor
 - a) can be moved
 - b) cannot be moved
7. In order to charge a capacitor a
 - a) to the metal plates, voltage source is applied
 - b) to the insulators
8. The greater the distance between the plates
 - a) the greater is the capacity of a capacitor
 - b) the less is the capacity
9. Variable capacitors have
 - a) air insulators
 - b) paper insulators
 - c) ceramic insulators
10. Electrolyte capacitors have
 - a) a very low capacity
 - b) a very high capacity
11. In case a capacitor has a trouble
 - a) it operates
 - b) it stops operating

3. Complete these sentences using *while*.

Model: The ammeter is used to measure the value of current...

The ammeter is used to measure the value of current while the ohmmeter is used to measure the value of resistance.

1. The plates of a fixed capacitor cannot be moved to vary the capacity...
2. The capacity of a variable capacitor is varied...
3. Electrolyte capacitors change their capacity when the temperature changes...
4. The less the distance between the plates, the greater is the capacity...
5. When a capacitor has no trouble it stores energy...

4. Answer the questions.

1. What is a capacitor used for?
2. What are the main parts of a capacitor?
3. What is the function of insulators?
4. What does the capacity of a capacitor depend on?
5. What is the difference between a fixed capacitor and a variable one?
6. What should be done in order to change a capacitor?
7. What is the relation between the value of capacity and the distance of plates?

8. What type of insulators have variable capacitors?
9. What should be done in case a capacitor has a trouble?

5. Solve these problems:

Draw a diagram of a circuit consisting of two resistors and two capacitors connected in parallel. A battery of four cells is applied to the circuit. Two ammeters are used: one is connected to the main line, the other - to a parallel branch. What is the function of each element? In what way can one increase the value of resistance in the circuit?

Text 7. Transformers

A transformer is used to transfer energy. Due to the transformer electric power may be transferred at a high voltage and reduced at the point where it must be used to any value. Besides, a transformer is used to change the voltage and current value in a circuit.

A two-winding transformer consists of a closed core and two coils (windings). The primary winding is connected to the voltage source. It receives energy. The secondary winding is connected to the load resistance and supplies energy to the load.

The value of voltage across the secondary terminal depends on the number of turns in it. In case it is equal to the number of turns in the primary winding the voltage in the secondary winding is the same as in the primary.

In case the secondary has more turns than the primary the output voltage is greater than the input voltage. The voltage in the secondary is greater than the voltage in the primary by as many times as the number of turns in the secondary is greater than the number of turns in the primary. A transformer of this type increases or steps up the voltage and is called a step-up transformer. In case the secondary has fewer turns than the primary the output voltage is lower than the input. Such a transformer decreases or steps down the voltage, it is called a step-down transformer.

Common troubles in transformers are an open in the winding, a short between the primary and the secondary, and a short between turns. In case a transformer has a trouble it stops operating or operates badly. A transformer with a trouble should be substituted.

VOCABULARY

1. **core – сердечник**
2. **winding – обмотка**
3. **turn – виток**
4. **to step up – повышать**
5. **to step down – понижать**
6. **frequency – частота**
7. **due to – благодаря, из-за**

1. Read and study the use of the new words to read the text.

2. Complete the sentences using the correct variant:

1. A transformer is used
 - a) to store charge
 - b) to prevent the change of energy.
 - c) to transfer energy
 - d) to change the voltage and current value in a circuit
2. Electric power is transferred at a high voltage and reduced to any value
 - a) due to resistors
 - b) due to capacitors
 - c) due to transformers
3. A transformer consists of
 - a) cores only
 - b) the primary and the secondary windings
 - c) a core and the primary and the secondary windings
4. The function of the primary is
 - a) to prevent the change of voltage
 - b) to supply energy
 - c) to receive energy
5. The function of the secondary is
 - a) to receive energy
 - b) to supply energy
 - c) to transfer energy
 - d) to decrease the value of charge
6. A step-up transformer is
 - a) to step down or decrease the secondary used voltage
 - b) to step up or increase the primary voltage
7. A step down transformer is used
 - a) to step down the secondary voltage
 - b) to step down the primary voltage
8. A transformer with an iron core
 - a) is used for high-frequency currents
 - b) is used for low-frequency currents
9. A transformer with an air core is used
 - a) for high-frequency currents and for low-frequency currents
 - b) for high-frequency currents only
10. In a step-up transformer
 - a) the number of turns of the secondary winding is greater than the number of turns of the primary
 - b) the number of turns of the primary winding is greater than the number of turns of the secondary

11. A transformer should be

- a) in case it has an open in the winding, substituted
- b) in case it has a short between the primary and the secondary
- c) in case it has a short between turns

3. Complete these sentences using *while*.

Model: The ammeter is used to measure the value of current...

The ammeter is used to measure the value of current while the ohmmeter is used to measure the value of resistance.

- 1. The secondary winding of a transformer is connected to the load resistance...
- 2. The primary winding receives energy...
- 3. A step-down transformer decreases the primary voltage...
- 4. An air core transformer is used for high-frequency currents...

4. Answer the questions.

- 1. What is a transformer used for?
- 2. What does a transformer consist of?
- 3. What is the function of the primary winding?
- 4. What is the function of the secondary winding?
- 5. What type of transformer is called a step-up transformer?
- 6. What type of transformer is used for high-frequency currents?
- 7. What type of transformer is called a step-down transformer?
- 8. What type of transformer is used for low-frequency currents?
- 9. What is the relation between the number of turns in the windings and the value of current?
- 10. What are common troubles in a transformer?
- 11. What should be done in case a transformer has a trouble?

5. Read about current transformers. Answer the questions that follow.

Current Transformers

Current transformers are used for operating ammeters, wattmeters, and other measuring devices. They produce in the meters a current lower than the measured current but proportional to it.

Current transformers also insulate the instrument from the circuit which is being measured. This is necessary for high voltage circuits.

- 1. What is a current transformer used for?
- 2. What type of current does it produce?

Text 8. Coupling

When circuits are indirect-inductively coupled energy is transferred from one circuit to another using electromagnetic field of the inductance through which a varying current is flowing. The coupling device is a transformer. It is not in series with the elements of the circuit, therefore the coupling is indirect. The transformer consists of two windings: the primary and the secondary. The primary circuit is

connected to the voltage source, the secondary – to the load circuit.

The coupling may be tight and loose. In case the coils of the coupling element are close together, the coupling is tight. In case the coils are separated the coupling is loose. In the loose coupling the mutual inductance is small compared with the self-inductance.

VOCABULARY

- 1. device – прибор**
- 2. loose – поле**
- 3. tight – плотный**
- 4. self-inductance – самоиндукция**
- 5. to couple – соединять, сцеплять**
- 6. to separate – отделять**
- 7. to transfer – переносить**

1. Read and study the use of the new words to read the text.

2. Complete the sentences using the correct variant:

1. The circuit connected to the voltage source is called
 - a) the secondary circuit
 - b) the primary circuit
2. The circuit receiving its energy through a coupling is
 - a) the primary circuit
 - b) the secondary circuit
3. The function of a coupling element is
 - a) to separate the circuits
 - b) to transfer energy
 - c) to prevent a short between the circuit
4. When the coupling is tight
 - a) the coils are separated
 - b) the coils are close together
5. When the coils are close together
 - a) the coupling is loose
 - b) the coupling is tight
6. The circuits are indirectly coupled when
 - a) the coupling element is common to both circuits and is in series with their other elements
 - b) the coupling element is not common to the circuits and is not in series with their other elements

3. Complete these sentences using *while*.

Model: The ammeter is used to measure the value of current...

The ammeter is used to measure the value of current while the ohmmeter is used to measure the value of resistance.

1. The circuit receiving energy is the secondary circuit...
2. The coupling is loose when the coils are separated...
3. When the coupling element is not common to the circuits and not in series with their elements, the circuits are indirectly coupled...

4. Answer the following questions:

1. What type of circuit is called the primary?
2. What type of circuit is called the secondary?
3. What is the function of a coupling element?
4. What type of coupling is called loose?
5. What type of coupling is called tight?
6. In what case are the circuits directly coupled?
7. In what case are the circuits indirectly coupled?
8. What is the difference between a tight and loose coupling?
9. In what case should a coupling element be substituted?

5. Draw a scheme of:

- 1) a loose coupling,
- 2) a tight coupling.

Text 9. Filters

This filter is used to separate direct current from alternating current. It consists of a capacitor and a choke coil. Direct current cannot flow through the capacitor since its insulators oppose the flow of direct current. Therefore, it flows through the choke coil. Its windings easily pass direct current through them. Alternating current, on the other hand, passes through the capacitor, since it cannot easily pass through the choke coil. In this way the direct and the alternating currents are separated.

A high-pass filter is used to pass high frequencies and to prevent the flow of low frequencies. It consists of a condenser and an inductance coil. The condenser passes currents of high frequencies and opposes the flow of low frequency currents. Low frequencies must be returned to the source and the inductance coil is used for a bypass.

A low-pass filter is used to pass low frequencies and to prevent the flow of high frequencies. It consists of an inductance coil and a condenser. The inductance coil passes low frequencies and opposes the flow of high frequencies. To return the high frequencies back to the source, a condenser is used for a bypass. Its capacity opposes the flow of low frequencies through it.

VOCABULARY

1. **filter – фильтр**
2. **bypass – шунт**
3. **choke – дроссель**
4. **high-pass – высокопроходной**
5. **low-pass – низкопроходной**
6. **choke coil – дроссельная катушка**

7. bypass coil – шунтовая катушка

8. condenser – конденсатор

1. Read and study the use of the new words to read the text.

2. Complete the sentences using the correct variant.

1. A filter is used in order

- a) to separate d.c. from a.c.
- b) to transfer energy from the primary to the secondary

2. A filter consists of

- a) a resistor and a transformer
- b) a choke coil and a capacitor
- c) an inductance coil and a capacitor

3. Direct current easily passes

- a) through a choke coil
- b) through a capacitor

4. Alternating current easily passes

- a) through a capacitor
- b) through a choke coil

5. A low-pass filter is used

- a) to pass high frequencies and to prevent the flow of low frequencies
- b) to pass low frequencies and to prevent the flow of high frequencies

6. In a low-pass filter

- a) a capacitor is used as a bypass
- b) an inductance coil is used as a bypass
- c) to separate low frequencies from high frequencies

7. In a high-pass filter

- a) an inductance coil is used as a bypass
- b) a capacitor is used as a bypass

3. Complete these sentences using *on the other hand*. Follow the model.

Model: Direct current passes through the choke coil of a filter; alternating current, *on the other hand*, passes through the capacitor.

1. A low-pass filter is used to pass low frequencies...

2. In a high-pass filter an inductance coil is used as a bypass...

3. A high-pass filter is used to prevent the flow of low frequencies...

4. Alternating current passes through a capacitor...

4. Answer the following questions:

1. What is a filter used for?

2. What does a filter consist of?

3. What is the function of a low-pass filter?

4. What is the function of a high-pass filter?

5. What is the difference between a low-pass filter and a high-pass filter?

6. What elements are used as a bypass?
7. What is the function of a choke coil?
8. What is the function of an inductance coil?

5. Draw schemes of a choke input filter and a capacity input filter. Describe the schemes and the function of the filters.

Text 10. Substations

A substation is designed to receive energy from a power system, convert it and distribute it to the feeders. Thus a substation serves as a distribution centre. Substations feed (supply) various consumers provided that their basic load characteristics are similar. Therefore the energy is distributed without transformation of the voltage supplied.

Common substations comprise isolators, switchgear buses, oil circuit breakers, fuses, power and instrument transformers and reactors.

Substations are classed into step up and step down ones. The step up substation includes transformers that increase the voltage. Connected to the bus bars of the substation are the power transmission lines of power plants of the system.

As to step down substations, they reduce the voltage to 10 or 6 kV. At this voltage the power is supplied to the distribution centers and to the transformer substations of power consumers.

A transformer substation serves for transmitting and distributing electric power. It comprises a storage battery, control devices and auxiliary structures.

Transformer substations are classed into indoor and outdoor; both types are used for feeding industrial enterprises. Compared to other types of substations, transformer substations have certain advantages. They have flexible construction and easy and reliable operation. In case of a fault in the left-hand section, the main circuit breaker opens while the normally open section circuit breaker closes and puts the voltage of the section to normal. Power from a substation is delivered to distribution centers.

VOCABULARY

1. **auxiliary** – вспомогательный, добавочный
2. **breaker** – выключатель, прерыватель
3. **feeder** – фидер
4. **flexible** – гибкий
5. **to comprise** – включать в себя
6. **to distribute** – распределять

1. Read and study the use of the new words to read the text.

2. Complete the sentences using the correct variant:

1. A substation serves
 - a) to consume energy
 - b) to distribute energy
 - c) to convert energy

2. A substation feeds consumers
 - a) with various load characteristics
 - b) with similar load characteristics
3. The lines of power plants are connected
 - a) to the bus bars
 - b) to the switchgear
4. A substation comprises
 - a) the main elements
 - b) the main and auxiliary elements
5. Flexible construction is
 - a) an advantage
 - b) a disadvantage

3. Answer the following questions:

1. What does a substation serve for?
2. What type of consumers does a substation feed?
3. What parts are the power transmission lines connected to?
4. What components does a substation comprise?
5. What types are substations classed into?
6. What are advantages of a transformer substation?

4. Translate into Russian in writing.

A transformer substation serves for transmitting and distributing electric power. It comprises a storage battery, control devices and auxiliary structures.

Transformer substations are classed into indoor and outdoor; both types are used for feeding industrial enterprises. Compared to other types of substations, transformer substations have certain advantages. They have flexible construction and easy and reliable operation. In case of a fault in the left-hand section, the main circuit breaker opens while the normally open section circuit breaker closes and puts the voltage of the section to normal. Power from a substation is delivered to distribution centers.

5. Put questions to this extract using: *What? How? Where? Why?*

Text 11. Electronics

Electronic engineering deals with the research, design, integration, and application of circuits and devices used in the transmission and processing of information. Information is now generated, transmitted, received, and stored electronically on a scale unprecedented in history.

Electronic engineers design circuits to perform specific tasks, such as amplifying electrical signals, adding binary numbers, and demodulating radio signals to recover the information they carry.

Prior to the 1960s, circuits consisted of separate electronic devices – resistors, capacitors, indicators, and vacuum tubes – assembled on a chassis and connected to form a bulky package. The electronics revolution of the 1970s and

1980s set the trend towards integrating electronic devices on a single tiny chip of silicon or some other semi conductive material.

The manufacturing of these chips uses the most advanced technology, including computers electron-beam lithography, micro-manipulators, ion-beam implantation, and ultra clear environments.

Much of the research in electronics is directed towards creating even smaller chips, fasten switching of components, and three-dimensional integrated circuits.

VOCABULARY

1. **unprecedented** – беспрецедентный
2. **to add** – сложить
3. **binary numbers** – двоичные числа
4. **to integrate** – интегрировать
5. **electronic devices** – электронные приборы
6. **electron-beam lithography** – литография, выполненная с помощью электронного луча
7. **bulky** – громоздкий
8. **package** – блок

1. Read and study the use of the new words to read the text.

2. Translate into Russian in writing.

Information, chip, technology, computers, electron, signal, resistor, electronics, design indicator, binary, ion, implantation.

3. Translate into Russian in writing the pairs: verb-noun.

- to integrate – integration
- to apply – application
- to indicate – indicator
- to transmit – transmission
- to demodulate – demodulation
- to amplify – amplification
- to add – addition

4. Use either agree or disagree.

1. Circuits are also used to generate waveforms useful for synchronization and timing in television.

2. Circuits are used for correcting errors in digital information in telecommunications.

3. Electronics produced radar. It led to nucleonic and hence to the exploitation of the immense store of energy locked in the atom.

4. Electronics is directed towards creating smaller chips, faster switching of components, any three-dimensional integrated circuits.

5. Electronic devices integrate on a single tiny chip of silicon or some other semi conductive material.

6. Electronics gave birth to the electronic computer.

7. The discovery of the electron by Joseph John Thomson led to a revolution in physics science.

5. Finish the sentences using the text.

1. Electronic engineering deals with application of circuits and...
2. Information is now generated, transmitted, received, and ... electronically.
3. Earlier, circuits consisted of separate electronic devices - resistors, capacitors, indicators and...
4. The trend of electronics revolution towards integrating electronic devices on a single tiny chip of...
5. The manufacturing of these chips uses the most advanced...
6. Research in electronics is directed towards creating three-dimensional integrated...

6. Answer the following questions:

1. What does electronic engineering deal with?
2. What do electronic engineers design? .
3. What did electrical circuits consist of prior to the 1960s?
4. What does the manufacturing of these chips use?
5. What is the research in electronics directed towards?

7. Translate into Russian in writing.

Prior to the 1960s, circuits consisted of separate electronic devices – resistors, capacitors indicators, and vacuum tubes – assembled on a chassis and connected to form a bulky package. The electronics revolution of the 1970s and 1980s set the trend towards integrating electronic devices on a single tiny chip of silicon or some other semi conductive material.

The manufacturing of these chips uses the most advanced technology, including computers electron-beam lithography, micro-manipulators, ion-beam implantation, and ultra clear environments.

8. Put questions to this extract using: *What? How? Where? Why?*

Text 12. Transistors

There are two circuits, one of which contains the emitter and the crystal (base), the other containing the collector and the crystal. The battery in the emitter-base circuit makes the emitter positive with respect to the base. Thus, current flows in the forward direction. The battery in the collector-base circuit makes the collector negative with respect to the base. The flow of current in the emitter-base circuit acts to cause current to flow in the collector-base circuit. The greater the current flow in the emitter-base circuit, the greater will be the current flow in the collector-base circuit.

So, a transistor consists of emitter, collector and base. Emitter emits the current carries electrons or holes. Base controls the current from the emitter. Collector attracts the carriers from the emitter. The functions of the emitter,

base and collector can be compared to those of the cathode, grid and plate of a triode vacuum tube.

The transistor presents a number of advantages over the ordinary triode. It is smaller, more rugged. It requires neither vacuum nor a glass bulb. Its operation requires very little power. Its lifetime is much greater than that of the radio tube.

Transistors may be classified according to the process by which they are constructed. Here we find various types of junction and point-contact-transistors. By the principle of action they fall into two big classes, bipolar and unipolar transistors. Transistors may also be classified according to the number of elements. Thus there are the triodes, or three-element transistors, and the tetrodes, or four-element transistors.

Transistors are widely used in computers, radio, TV sets and other devices.

VOCABULARY

1. **emitter-base circuit** – цепь эмиттер-база
2. **collector-base circuit** – цепь коллектор база
3. **with respect to** – по отношению к
4. **current carries** – носители тока (заряда)
5. **to attract** – притягивать
6. **grid** – управляющая сетка
7. **advantages** – преимущества
8. **rugged** – прочный
9. **life-time** – срок эксплуатации
10. **point-contact-transistor** – точечный транзистор
11. **junction transistor** – плоскостной транзистор

1. Read and study the use of the new words to read the text.

2. Complete the sentences using the correct variant:

1. The basic transistor circuit consists of...
 - a) one circuit
 - b) two circuits
 - c) three circuits
2. The battery *a* in the emitter-base circuit makes the emitter...
 - a) negative with respect to the base
 - b) positive with respect to the base
 - c) neutral with respect to the base
3. The battery *b* in the collector-base circuit makes the collector...
 - a) positive with respect to the base
 - b) neutral with respect to the base
 - c) negative with respect to the base
4. The flow of current in the emitter-base circuit acts to cause current to flow...
 - a) in the collector-base circuit;

- b) in the emitter-base circuit;
- c) in the base-collector circuit.

5. Transistor consists of....

- a) emitter, collector and base
- b) cathode, grid and plate
- c) emitter, collector and plate

6. The transistor presents a number of advantages...

- a) heavy
- b) long life
- c) unrugged

7. By the principle of action transistors they fall into...

- a) bipolar
- b) unipolar
- c) bipolar and unipolar

3. Answer the following questions:

1. What do you know about the construction of transistors?
2. What are the advantages of transistors?
3. What is said in the text about classification of transistors?
4. What can you say about application of transistors?

4. Translate into Russian in writing.

So, a transistor consists of emitter, collector and base. Emitter emits the current carries electrons or holes. Base controls the current from the emitter. Collector attracts the carriers from the emitter. The functions of the emitter, base and collector can be compared to those of the cathode, grid and plate of a triode vacuum tube.

The transistor presents a number of advantages over the ordinary triode. It is smaller, more rugged. It requires neither vacuum nor a glass bulb. Its operation requires very little power. Its lifetime is much greater than that of the radio tube.

5. Put questions to this extract using: *What? How? Where? Why?*

Text 13. Alexander Fleming

Alexander Fleming came from a Scottish family of farmers. He was born in August, 1881, the youngest of children. He began to go to school when he was five lessons came easily to him, he had a good memory and very intelligent.

It was quite by chance that he came into contact with the man who was to affect his whole life – Sir Almroth Wright, a famous bacteriologist. Fleming became interested in antibacterial medicaments. After the army service, during which he was able to make studies of the problem of infection Fleming returned to laboratory work.

One day Fleming's assistant brought him a plate on a colony of dangerous bacteria was growing. "This plate is spoiled," said the assistant. "Some mould has grown on it and I'll have to throw it away." Fleming was ready to

agree. Then he looked at the plate again and saw that; the microbes all round the mould were gone. "Whatever killed them must have come from that blue-green mould," thought Fleming.

He was a real researcher. For over fifteen years he knew what he was looking for. He understood the importance of what had happened (to take place) and began to study it. He put some of the mould on other plates and grew more colonies of it. Now came the most important experiment of all. Was this new product toxic to an animal? Would it harm the human body at the same time as it killed microbes? Fleming tried it on animals and it did them no harm.

He named it penicillin. It belongs to the same family of moulds that often appear on dry bread, or on fruit. In a few days it becomes dark green and secretes yellow liquid. This liquid stops the growth of microbes. Fleming was finding out more and more about penicillin. He found that the mould began to produce penicillin on the fifth day, when one drop of penicillin to twenty of distilled water would kill microbes. "If only I could interest biologists and mould experts in penicillin," Fleming thought, "so that someone somewhere could solve the problem of production."

His dreams came true, when at Oxford two great research workers, Florey and Chain had found a new method for extracting penicillin. They tried their new product on different bacteria. They tried it on animals and had good results. It was the happiest day in Fleming's life.

Penicillin had not yet been used on man. Then one day in 1942 Fleming tried his own first experiment. A friend of his was- very ill, dying. After several injections his life was saved. Later on during World War II this medicine saved a great many lives. It was a great triumph. In 1945 he was given the Nobel Prize for Medicine. "Everywhere I go people thank me for saving their lives. I did not do anything. Nature makes penicillin-I just found it," said Fleming. He died on the 11-th of March 1955 in London and was buried in St. Paul's Cathedral. In 1957 a very simple monument was built at the entrance of Loch field Farm, a block of red granite with the words written on it: "Sir Alexander Fleming – Discoverer of Penicillin Was Born Here at Loch field on 6th August, 1881."

VOCABULARY

1. **by chance** – случайно
2. **to affect** – влиять
3. **to spoil** – портить
4. **to harm** – причинять вред
5. **drop** – капля
6. **liquid** – жидкость
7. **to secrete** – выделять
8. **to extract** – извлекать

1. Read and study the use of the new words to read the text.

2. Answer the following questions:

1. Say a few words about the history of this scientific discovery.
2. Say a few words about A. Fleming as a scientist as a person (including his biography).
3. Why do you think this discovery is of great importance for man and medical science?
4. Name the dates of A. Fleming's birth and death id say where he has been buried.

3. Translate into Russian in writing.

He was a real researcher. For over fifteen years he knew what he was looking for. He understood the importance of what had happened (to take place) and began to study it. He put some of the mould on other plates and grew more colonies of it. Now came the most important experiment of all. Was this new product toxic to an animal? Would it harm the human body at the same time as it killed microbes? Fleming tried it on animals and it did them no harm.

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4. Put down the negative form of the following verbs.

Model: moved-did not move

1. came
2. was born
3. began
4. go
5. had
6. brought
7. grew
8. spoiled
9. said
10. looked
11. saw

5. Put questions to this extract using: *What? How? Where? Why?*

Text 14. Charles Babbage

The first suggestion that a machine for mathematical computation could be built was made more than a hundred years ago by the mathematician Charles Babbage. We now realize that he understood clearly all the fundamental principles of modern computers.

Babbage was born in Devonshire, England, 1792. He didn't receive a good education but he taught himself mathematics so well that when he went to Cambridge, he found that he knew more algebra than his tutor. At that time mathematics at Cambridge was still under the finance of Newton and was quite unaffected by the contemporary developments on the continent. Charles Babbage was outstanding among his contemporaries because he insisted on the practical application of science and mathematics. For example, he wrote widely on the economic advantages of mass production and on the development of machine-tools.

In 1812 he was sitting in his room looking at table of logarithms which he knew to be full of mistakes, when an idea occurred to him of competing all tabular functions by machinery. Babbage constructed a small working model which he demonstrated in 1822. The Royal Society supported the project and Babbage was promised a subsidy.

In 1833 he began to think, of building a machine was in fact the first universal digital computer, as the expression is understood today. Babbage devoted the rest of his life to an attempt to develop it. He had to finance all of the work himself and he was only able to finish part of the machine though he prepared thousands of detailed drawings from which it could be made.

Babbage wrote more than 80 books and papers, but he was misunderstood by his contemporaries and died a disappointed man in 1871.

VOCABULARY

1. **suggestion** – предположение
2. **computation** – подсчёт
3. **fundamental** – основной
4. **contemporary** – современник, современный
5. **application** – применение
6. **logarithms** – логарифмы
7. **tabular** – табличный
8. **to construct** – создавать
9. **attempt** – попытка

1. Read and study the use of the new words to read the text.

2. Answer the question using the correct variant:

1. Who did Charles Babbage owe his excellent knowledge of math to?
 - a. to his teacher of math in Devonshire
 - b. to no one but his talent and effort
 - c. to his tutor at Cambridge
 - d. only to his good education

2. Charles Babbage stood out of his contemporaries because he _____.
a. wrote widely on science developments on the continent
b. supported Newton's ideas
c. insisted that science and math should be widely taught at all kinds of Universities
d. realized the importance of practical application of science and math

3. When did the idea of a computing machine first come to Ch. Babbage?
a. in 1822
b. in 1812
c. in 1833
d. in 1871

4. How did the Royal *Society* react to the demonstration of a small working model of a computing machine developed by Ch. Babbage?
a. The project was approved but they refused to finance it.
b. The project was approved; even a decision was passed to support it financially.
c. Ch. Babbage was misunderstood by its members.
d. The Royal Society refused either to approve or to finance the project

5. Why did Babbage die a disappointed man?
a. He was not recognized by his contemporaries.
b. He didn't manage to solve a number of problems he had set himself.
c. He had lost some detailed drawings from which a computer could be made.
d. Nobody understood the egression "digital computer".

3. Translate into Russian in writing.

Babbage was born in Devonshire, England, 1792. He didn't receive a good education but he taught himself mathematics so well that when he went to Cambridge, he found that he knew more algebra than his tutor. At that time mathematics at Cambridge was still under the finance of Newton and was quite unaffected by the contemporary developments on the continent. Charles Babbage was outstanding among his contemporaries because he insisted on the practical application of science and mathematics. For example, he wrote widely on the economic advantages of mass production and on the development of machine-tools.

4. Put down the negative form of the following verbs.

Model: moved-did not move

1. knew
2. occurred
3. constructed
4. promised
5. began
6. understood
7. devoted

8. had
9. prepared
10. made

5. Put questions to this extract using: *What? How? Where? Why?*

МОДУЛЬ 2.
ТЕМАТИЧЕСКИЕ ТЕКСТЫ И ЗАДАНИЯ К НИМ

MODULE 2.
TOPICAL TEXTS AND ASSIGNMENTS

Text 1

Benjamin Franklin attended the convention as a delegate from Pennsylvania. He was 81 years old and in poor health. Like Washington, he was highly respected by the Americans. He had been a printer, inventor and writer. He had also helped the country develop good relations with other nations. At the convention, he encouraged the delegates to cooperate with each other and work hard to settle their differences.

The USA Constitution was written by fifty-five men who met at Philadelphia Convention in 1787. In four months they wrote the Constitution which has lasted over 200 years! All were white men. The average age was forty-two. Many of these men had been leaders during the American Revolution. About three-fourths of them had served in Congress. Most were leaders in their states. Some were rich, but most were not. None were poor. There were no native Americans among the delegates. There were no women. There were no black men or slaves. Poor farmers were not present either.

George Washington, James Madison, and Benjamin Franklin were the three important delegates to the Convention. George Washington came from Virginia. He was probably the most respected man in the country. As the commander-in-chief of the American army during the Revolution, he was a great hero to most people. Then he had retired to his plantation and would have liked to remain there. However, his friends told him he should attend the convention. They said his support was necessary to get a new constitution accepted by the people. Since Washington thought a stronger national government was necessary, he came to Philadelphia.

James Madison is often called the "Father of the Constitution". His ideas about government greatly influenced the other delegates. He had already developed a written plan for the new government which he brought to Philadelphia. It was known as the Virginia plan and it called for a strong national government. Madison took notes during the meetings. Much of what we know about the Philadelphia Convention is based on his notes.

- 1. Arrange the paragraphs of the text in the logical order.**
- 2. Give the title to the text.**
- 3. Think of 5 questions covering the contents of the text. Use them in a talk with a group mate.**

Text 2

Or consider the achievements of medical science on its practical side. The modern doctor's business is a very simple one. This is the way it is done. The patient enters the consulting room. "Doctor," he says, "I have a bad pain." "Where is it?" "Here" "Stand up," says the doctor, "and put your arms up above your head." Then the doctor goes behind the patient and strikes him a powerful blow in the back. "Do you feel that?" he says. "I do," says the patient. Then the doctor turns suddenly and lets him have a left hook under the heart. "Can you feel that?" he says, as the patient falls over on the sofa nearly fainting. "Get up," says the doctor, and counts ten. The patient rises. The doctor looks him over very carefully without speaking, and then walks over to the window and reads the morning paper for a while. Then he turns and begins speaking in a low voice more to himself than to the patient. "Hum!" he says, "there's a slight anesthesia of the tympanum." "Is that so?" says the frightened patient. "What can I do about it, doctor?"

Certainly the progress of science is a wonderful thing. Naturally one feels' proud of it. I must say that I do. Whenever I get talking to anyone – that is, to anyone, who knows even less about it than I do – about the surprising development of electricity for instance, I feel as if I had been personally responsible for it. However, that is not the point I am going to discuss. What I want to speak about is progress of medicine. There, if you like, is something really surprising. Just think of it. A hundred years ago there were no bacilli, no diphtheria and no appendicitis. All of these we have thanks to medical science.

"Well," says the doctor, "I want you to keep very quiet-, you'll have to go to bed and stay there and keep quiet." In fact the doctor hasn't the least idea what's wrong with the man; but he does know that if he goes to bed and keeps quiet, really very quiet, he'll either get quietly well again or else die a quiet death. "What about diet, doctor?" says the patient, quite frightened. The answer to this question varies a great deal. It depends on how the doctor is feeling and whether it is a long time since he had a meal himself.

- 1. Arrange the paragraphs of the text in the logical order.**
- 2. Give the title to the text.**
- 3. Think of 5 questions covering the contents of the text. Use them in a talk with a group mate.**

Text 3

Across the square, they observed an approaching figure. They watched it with a new intensity, exchanging also, for the first time, a glance with one another. For the first time also they spoke. "Who is it?" said one. "Duke, isn't it?" "Looks like Duke," the other said. "But I can't see that far."

Leaning forward on their sticks, they watched the approach of this figure with intent expectancy. He, too, was old. Beside him, indeed, it was as if they were adolescent. He was patriarchal. He resembled a Biblical prophet, bearded

and white and immemorial. He was timeless. But though he looked like a patriarch he came across the square with the haste of a man in a walking race. He moved with a nimbleness and airiness that were miraculous. Seeing the old men on the seat he waved his stick with an amazing gaiety at them. It was like the brandishing of a youthful sword

Sitting on an iron seat fixed about the body of a great chestnut tree breaking into pink-flushed blossom, two old men gazed dumbly at the sunlit emptiness of a town square. The morning sun burned in a sky of marvelous blue serenity, making the drooping leaves of the tree most brilliant and the pale blossoms expand to fullest beauty. The eyes of the old men were also blue, but the brilliance of the summer sky made a mockery of the dim and somnolent light in them. Their thin white hair and drooping skin, their faltering lips and rusted clothes, the huddling bones of their bodies had come to winter. Their hands tottered, their lips were wet and dribbling, and they stared with a kind of earnest vacancy, seeing the world as a stillness of amber mist. They were perpetually silent, for the deafness of one made speech a ghastly effort of shouting and misinterpretation. With their worn sticks between their knees and their worn hands knotted over their sticks they sat as though time had ceased to exist for them.

Nevertheless every movement across the square was an event. Their eyes missed nothing that came within sight. It was as if the passing of every vehicle held for them the possibility of catastrophe; the appearance of a strange face was a revolution; the apparitions of young ladies in light summer dresses gliding on legs of shell pink silk had on them something of the effect of goddesses on the minds of young heroes. There were, sometimes, subtle changes of light in their eyes.

- 1. Arrange the paragraphs of the text in the logical order.**
- 2. Give the title to the text.**
- 3. Think of 5 questions covering the contents of the text. Use them in a talk with a group mate.**

Text 4

House of Representatives: The number of representatives each state can send to the House of Representatives depends on its population. For example, in 1988, California, which has the largest population, had 45 representatives. The US House of Representatives has 435 members. Congress has the power to tax the people, to create a court system, and to declare a war. The Constitution gives Congress the power to pass all laws that are necessary to carry out its responsibilities. Congress is responsible for providing the general welfare of the US.

The Framers knew that constitutional governments are often divided into different parts or branches. Each branch is given certain power of the government among three branches. Legislative branch. The Framers gave this branch the power to make laws. The US national legislature is called Congress. Con-

gress has two parts or houses: the Senate and the House of Representatives. Executive branch. The Framers gave this branch the power to enforce, or carry out the laws made by Congress. The President is the head of this branch. Judicial branch. The Framers gave this branch the power to settle disagreements about what the laws mean. The Supreme Court is the highest power in this branch. Senate: Each state can send two representatives to the Senate. The US Senate now has 100 members.

The power of Congress is limited. Congress cannot make any law it wishes and have the law enforced. The Supreme Court has the power to declare a law made by Congress unconstitutional. The Framers wanted to give the President enough power to carry out and enforce the laws made by Congress. They did not want to give the President too much power. If they did, the President might be able to gain unlimited power and become a dictator. The duties and the powers of the President are listed in Article II of the Constitution.

The President is the head of the executive branch. The President is the commander-in-chief of the armed forces. The President is responsible for dealing with other countries. The President is the single most powerful person in the US government. The President has the power to appoint people to important jobs in the executive and judicial branches. However, the Senate can limit or check this power by not approving the persons suggested by the President. The President has the power to make a treaty with another nation. However, the treaty must be approved by the Senate. The President can conduct a war. However, only Congress can declare a war. Although the President commands the armed forces, Congress can check this power by controlling the money needed to conduct a war.

- 1. Arrange the paragraphs of the text in the logical order.**
- 2. Give the title to the text.**
- 3. Think of 5 questions covering the contents of the text. Use them in a talk with a group mate.**

Text 5

You can easily spot Americans abroad by their toughness. It comes from their sense of individual freedom – their first value and belief. Americans realize however that individual must rely on themselves; otherwise they risk losing their freedom. They must come to both financial and emotional independence from their parents as early as possible, usually by age of 18 or 21. So, self-reliance usually is the second trait and moral value supposed to be obligatory to a true American.

Here we come to the fourth American value – competition. 60% of the Americans believe competition and desire to win are healthy and desirable. So you can hardly see a person wishing to look incapable or "a loser". But you shouldn't think that their optimistic look is but make believe. In spite of the fact that society can't consist only of "winners" the Americans are optimistic. This

trait proceeded from a "can-do" spirit of earlier settlers which had to be inventive experimenters and had come to believe that every problem has a solution: a difficult problem can be solved immediately – an impossible one may take a little longer. This "can-do" spirit was for all that strengthened by natural abundance and unmeasured territory. It greatly reduced the conflict between the rich and the poor too. "If at first you don't succeed, try, try again," they say here.

It designates the ability of succeeding on one's own. "Pull yourself up by the bootstraps" is their saying as well as "Life is what you make it" and "Actions speak louder than words". The third national value accounts for their confident and unaffected manners. It's the old belief that everyone in America has equal opportunity to succeed, an equal chance for success. This value is said to be particularly true at the times of settlers' moving west to make a new beginning, from 1600s to 1890s. The differences in wealth between rich and poor were little at that time, so one's fortune depended only on one's industry. But if everybody had chance to better his living conditions, then everybody's duty was to try, which led to the overall competition with one another. And up to now people who compete successfully are honored and called "winners". Those who do not like to compete and are failures are dishonored and called "losers".

- 1. Arrange the paragraphs of the text in the logical order.**
- 2. Give the title to the text.**
- 3. Think of 5 questions covering the contents of the text. Use them in a talk with a group mate.**

Text 6

Presidential candidates are selected by their respective party's national conventions in the summer of each election year. The delegates attending that convention are associated with a particular candidate and are normally chosen either at State conventions of party members (the caucus system) or at State primary elections held in the months preceding presidential elections. In a closed primary only registered party members can vote, while in an open primary any voter can participate (obviously voting in only one party's primary election). The President is elected on the first Tuesday after the first Monday in November of a leap year and takes office at noon on January 20.

Each US State is free to determine its own electoral laws, subject to certain limitations imposed by the Constitution, national legislation and the Supreme Court. This has enabled many states, particularly in the South, to prevent blacks and different minorities from voting by such means as poll taxes and literacy tests. After the 1965 Voting Act (giving federal government officials the job of registering voters in States where literacy tests are used) and the abolition of poll taxes (24th Amendment), black voters are now proportionally only 10 % fewer than white voters.

The President is not elected directly, but by an Electoral College. The electors who actually choose the President are now completely pledged in advance to one person and their names have almost entirely disappeared from the

ballot papers to be replaced by the names of the candidates themselves. The candidates who win the most votes within a State receive all its Electoral College votes (equal to the number of senators and representatives from that State), no matter how small the majority.

- 1. Arrange the paragraphs of the text in the logical order.**
- 2. Give the title to the text.**
- 3. Think of 5 questions covering the contents of the text. Use them in a talk with a group mate.**

Text 7

There is little ideological difference between the Democratic and Republican parties, as both parties defend the free-enterprise capitalist system, accepted by almost all Americans as the basis of American society. The Democrats, unlike the Republicans, tend to favor some Government intervention, but both parties have liberal and conservative wings, and in Congress the liberal and conservative wings of the two parties often side with each other against the other wing. It is broadly possible to say that poor people vote for the Democrats and wealthy people for the Republicans. American politics are the politics of pragmatism and a party will always alter its platform to try and catch the mood of the nation, the middle ground.

Political parties or "factions" were not mentioned in the original Constitution. Differences over the role of the federal government led to the first national parties – the Federalists and the Republicans. Since then two major parties have dominated political life. The Democratic Party has existed in one form or another since the beginning of the 1800s and has been opposed in successive eras by the Federalist, Whig and Republican parties. The Republican Party was founded in 1854 and was originally the anti-slavery party.

On the same day as the electors vote for the President, they also vote for Senators, members of the House of Representatives, State governors and a host of minor officials. It was once common for people to vote the straight ticket, whereby a single cross against the party label on the ballot paper means a vote for every one of the party's candidates from the President downwards, but this is now rare. This explains why there has been a succession of Republican Presidents and Democrat majorities in Congress.

- 1. Arrange the paragraphs of the text in the logical order.**
- 2. Give the title to the text.**
- 3. Think of 5 questions covering the contents of the text. Use them in a talk with a group mate.**

Text 8

America's earliest media audiences were quite small. These were the colonies' upper class and community leaders - the people who could read and who could afford to buy newspapers. The first regular newspaper was the Bos-

ton News-letter, a weekly started in 1704 by the city's postmaster, John Campbell. Like most papers of the time, it published shipping information and news from England. Most Americans, out in the fields, rarely saw a newspaper. They depended on travelers or passing townsmen for this news. When rebellious feelings against Britain began to spread in the 1700s, the first battles were fought in the pages of newspapers and pamphlets. Historians consider the birth of America's free-press tradition to have begun with the 1734 trial of John Peter Zenger. Zenger, publisher of the New York Weekly Journal, had boldly printed stories that attacked and insulted Sir William Cosby, the colony's unpopular royal governor.

By the early 1800s, the United States had entered a period of swift technological progress that would mark the real beginning of "modern media." The inventions of the steamship, the railroad and the telegraph brought communications out of the age of wind power and horses. The high-speed printing press was developed, driving down the cost of printing. Expansion of the educational system taught more Americans to read and sparked their interest in the world. Publishers realized that a profitable future belonged to cheap newspapers with large readerships and increased advertising. In 1833 a young printer named Benjamin Day launched the New York Sun, the first American paper to sell for a penny. Until then, most papers had cost six cents. Day's paper paid special attention to lively human interest stories and crime. Following Day's lead, the press went from a small upper class readership to mass readership in just a few years.

Cosby ordered Zenger's arrest on a charge of seditious libel. As the King's representative, royal governors had the power to label any report they disliked – true or not – "libelous," or damaging to the government's reputation and promoting public unrest. Zenger's lawyer, Andrew Hamilton, argued that "the truth of the facts" was reason enough to print a story. The American jury agreed, ruling that Zenger had described Cosby's administration truthfully. Perhaps one of America's greatest political journalists was one of its first, Thomas Paine. Paine's stirring writings, urging independence made him the most persuasive "media" figure of the American Revolution against Britain in 1776. His pamphlets sold thousands of copies and helped mobilize the rebellion.

- 1. Arrange the paragraphs of the text in the logical order.**
- 2. Give the title to the text.**
- 3. Think of 5 questions covering the contents of the text. Use them in a talk with a group mate.**

Text 9

The problem of describing American radio and television is simply this: there's so much of it, so many different types, and so much variety. In 1985, there were over 9,000 individual radio stations operating in the United States. Of this number, over 1,000 were non-commercial, that is, no advertising or commercials of any type are permitted. These public and educational radio sta-

tions are owned and operated primarily by colleges and universities, by local schools and boards of education, and by various religious groups.

At the same time, there were close to 1,200 individual television stations, not just transmitters that pass on programs. Of these TV stations, just under 300 were non-commercial that is nonprofit and educational in nature and allowing no commercials and advertising. Like the non-commercial radio stations, the non-commercial television stations are supported by individual donations, grants from foundations and private organizations, and funds from city, state, and federal sources. In short, if someone wanted to describe what can be heard and seen on American radio and television, he or she would have to listen to or watch close to 10,000 individual stations. There are similar types of stations, but no one station is exactly the same as another.

Laws prohibit any state or the federal government from owning or operating radio and television stations (stations such as Voice of America may only broadcast overseas). There is also no governmental censorship or "reviewing" on programs and content. There are no governmental boards or appointed groups which control any radio or television broadcasting. Rather, the FCC ensures that no monopolies exist and that each area has a variety of types of programming and stations. It also regulates media ownership: no newspaper, for example, may also own a radio or TV station in its own area, nor may a radio station also have a television station in the same area. No single company or group may own more than a total of 12 stations nationwide. These and other FCC policies work to prevent any single group from having too much influence in any area and to guarantee a wide range of choices in each.

All radio and television stations in the United States, public or private, educational or commercial, large and small must be licensed to broadcast by the Federal Communications Commission (FCC), an independent federal agency. Each license is given for a few years only. If stations do not conform to FCC regulations, their licenses can be taken away. There are several regulations which should be noted. Although the FCC regulates radio and television transmissions, it has no control over reception. As a result, there are no fees, charges, taxes, or licenses in the United States for owning radio and television receivers or for receiving anything that is broadcast through the air. This also means that, for example, anyone who wishes to build his or her own satellite receiving antenna – that metal dish now seen in many gardens or on rooftops of houses – may simply do so. No permission is needed and no fees are paid.

- 1. Arrange the paragraphs of the text in the logical order.**
- 2. Give the title to the text.**
- 3. Think of 5 questions covering the contents of the text. Use them in a talk with a group mate.**

Text 10

Despite fears that the so-called electronic media – especially radio, television, and videos – might damage book publishing, the opposite seems to be true. Book sales since the introduction of television have increased considerably, well beyond the increase in population. In fact, the U.S. leads in the number of books read per capita. These books range from the most recent best seller or biography to histories, gardening and cookbooks, or technical volumes and encyclopedias.

The third and probably most important reason is that there are no laws which protect book sellers or fix prices. Anyone can sell new and used books at discount and sale prices, and just about everyone does. Very early, books were sold every where, in drug stores and supermarkets, department stores and 24-hour shops, through book clubs and by colleges, as well as in regular book stores. Many university book stores are student-owned and run. They operate on a nonprofit basis, that is, all profits go towards keeping the prices of books down, for paying the student employees, and often to support student scholarships and other financial aid. Then, there are the large "paperback supermarkets" located in most shopping centers, which sell mainly paperback books on a variety of subjects. These, too, have done a great deal to keep the book trade healthy and growing. Nationwide radio and television shows, new movies, and filmed versions of books have often helped to create spectacular book sales.

Several reasons have been offered to account for this fact. First, American schools have traditionally stressed and tried to develop a "love of reading," to make it a habit. This general educational emphasis has been successful. One notes how many people are reading books – not only newspapers or magazines – in city buses, airports, during: lunch breaks, or on the beach. Secondly, public libraries have always been very active in communities throughout the country. Here, too, the general policy has been to get books to people rather than to protect the books from people. A favorite way of raising money for libraries is to have thousands of used books donated by the community and then to have a book sale ("Any five for \$11"). The money made in this fashion goes to buy new books for the library. Such popular community fund-raising activities also increase the feeling among people that the library is theirs.

- 1. Arrange the paragraphs of the text in the logical order.**
- 2. Give the title to the text.**
- 3. Think of 5 questions covering the contents of the text. Use them in a talk with a group mate.**

МОДУЛЬ 3.
ПЕРЕСКАЗ ТЕКСТА

MODULE 3.
RETELLING THE TEXT

Памятка по работе над пересказом

Пересказ текста – это особый, специфический вид работы с текстом, который направлен, прежде всего, на демонстрацию навыков монологической и диалогической речи.

Пересказывая текст, обращайте внимание на фонетическое оформление своей речи: звуки, интонация, методика речи, синтагматическое деление предложений и т.п. Пересказ текста не может дословно воспроизвести текст, который Вы только что читали и переводили. Заучивать текст слово в слово не рекомендуется.

Текст при пересказе следует подвергать ряду трансформаций:

1. По объёму пересказ будет меньше оригинально текста примерно на одну треть.

2. Сложные грамматические конструкции, характерные для письменной речи, можно заметить на более простые конструкции, свойственные разговорной речи.

3. Облегченной может быть и лексика пересказа.

4. Неплохо “оснастить” пересказ разговорными конструкциями, если таковые имеются в тексте, то, читая его, отметьте их и используйте при пересказе. Если же нет, воспользуйтесь домашними заготовками, но – в меру.

5. Пересказывая текст, постарайтесь выдержать его в одном времени – настоящем, прошедшим или будущем. Там, где это невозможно, в одном времени следует излагать конкретные фрагменты текста.

6. Как правило, в пересказе текста прямая речь заменяется на косвенную, и рассказ ведётся от третьего лица.

EXAMPLES FOR RETELLING THE TEXT

The text with monological speech

A certain gentleman thought too much about his health. He used to take a lot of medicine. One morning the nervous gentleman cut himself slightly while he was shaving. He immediately phoned the doctor asking for help. The doctor was tired after a busy night. Nevertheless he came at once and examined the cut. He got very angry when he saw that it was only a very slight cut. He did not even put anything on it, and made for the door seeing there was nothing for a doctor to do.

“Tell me, please”, said the gentleman in great horror, “can’t you do anything for me?”

“Yes, I think I can” said the doctor, “but I have to go home first and get some plaster”.

“Oh, Lord”, cried the gentleman in despair, “I hope there is no danger!”

“Yes, there is, indeed”, answered the doctor, “The cut may heal before I come back.”

RETELLING THE TEXT

Пример пересказа

The story’s about a gentleman who cared too much about his health. Once he slightly cut his cheek while shaving and phoned the doctor...

Although the doctor was tired after a busy night he came at once. Seeing that there was only a very slight cut the doctor got very angry and made for the door.

The gentleman got afraid that the doctor might leave him without doing anything.

But the doctor calmed the gentleman saying that he was going home to get some plaster.

He also added ironically – that the only danger about the cut was that it might heal before he returned.

The text with dialogical speech

Peter: What were you doing at 10 o’clock on Monday?

Nelly: I was playing tennis. What were you doing?

P: While you were playing tennis I was sweating in the office.

N: But you weren’t working when I phoned. You said you were sleeping.

P: I wasn’t sleeping, I was sweeping. When you phoned I was sweeping the floor.

N: What was the office boy doing while you were sweeping?

P: He was visiting his aunt. When I arrived, he was crying. So I gave him a day off.

N: I am glad his aunt is better.

P: What do you mean?

N: When I saw him at 11, was playing poker.

An example for retelling

Пример пересказа

Peter asked Nelly what she was doing at 10 o’clock on Monday and Nelly answered she was playing tennis. Peter said that while she was playing tennis he was sweating in the office. Nelly protested saying that she had phoned him said he was sleeping.

Peter explained that he had said he was sweeping and not sleeping. He was sweeping the floor in the office. Nelly wondered what the office boy was doing at the time and Peter explained that he had given him a day off to visit his sick aunt. He said the boy was crying when he arrived. Nelly remarked ironical-

ly that she was glad the boy's aunt was better. She had seen him at 11 playing poker.

Text 1

This is the last time I'll look at the clock. I will not look at it again. Its ten minutes past seven. He said he would telephone at five o'clock. "I'll call you at five, darling." I think that's where he said "darling." I'm almost sure he said it there. I know he called me "darling" twice, and the other time was when he said good-by. "Good-by, darling." He was busy, and he can't say much in the office, but he called me "darling" twice. I know you shouldn't keep telephoning them I know they don't like that. When you do that they know you are thinking about them and wanting them, and that makes them hate you. But I hadn't talked to him in three days-not in three days. And all I did was ask him how he was; it was just the way anybody might have called him up. He couldn't have minded that. He couldn't have thought I was bothering him. "No, of course you're not," he said. And he said he'd telephone me. He didn't have to say that. I didn't ask him to, truly I didn't. I'm sure I didn't. I don't think he would say he'd telephone me, and then just never do it. Please don't let him do that, God. Please don't.

Text 2

"I'll call you at five, darling." "Good-by, darling." He was busy, and he was in a hurry, and there were people around him, but he called me "darling" twice. That's mine, that's mine. I have that, even if I never see him again. Oh, but that's so little. That isn't enough. Nothing's enough, if I never see him again. Please let me see him again, God. Please, I want him so much. I want him so much. I'll be good, God. I will try to be better, I will, If you will let me see him again. If you will let him telephone me. Oh, let him telephone me now.

Text 3

I think he must still like me a little. He couldn't have called me "darling" twice today, if he didn't still like me a little. It isn't all gone, if he still likes me a little; even if it's only a little, little bit. You see, God, if you would just let him telephone me, I wouldn't have to ask you anything more. I would be sweet to him, I would be gay, I would be just the way I used to be, and then he would love me again. And then I would never have to ask You for anything more. Don't you see, God? So won't You please let him telephone me? Won't you please, please, please?

Text 4

I won't. I'll be quiet. This is nothing to get excited about. Look. Suppose he were someone I didn't know very well. Suppose he were another girl. Then I'd just telephone and say, "Well, for goodness' sake, what happened to you?" That's what I'd do, and I'd never even think about it. Why can't I be casual and

natural, just because I love him? I can be. Honestly, I can be. I'll call him up, and be so easy and pleasant. You see if I won't, God. Oh, don't let me call him. Don't, don't, don't.

Text 5

Books can fit almost every need, temper, or interest. Books can be read when you are in the mood; they don't have to be taken in periodic doses. Books are more personal and more impersonal than professors. Books have an inner confidence which individuals seldom show; they rarely have to be on the defensive. Books can afford to be bold, and courageous, and explanatory; they don't have to be so careful of boards of trustees, colleagues, and community opinion. Books are infinitely diverse; they run the gamut of human activity. Books can express every point of view; if you want a different point of view, you can read a different book. Reading is probably the most important skill you will need for success in your studies. You will have to read lengthy assignments in different subjects with varying degrees of detail and difficulty. If you read inaccurately, you will fail to understand some of the information and ideas you read. If you read slowly, you will have to spend too much time reading your assignments so that your other work may suffer. Poor reading may be a problem for you, but it is not a hopeless one. Like other skills your ability to read English rapidly and accurately will depend upon a careful instruction and purposeful practice. You must continue to practice on your own to improve your reading skill. Reading speed is determined in part by how many words your eyes can see at a single glance. Here is a comparison of three different readers and how many stops their eyes make.

Text 6

The United Kingdom of Great Britain and Northern Ireland with an area of 244 000 square miles is situated on the British Isles, which are separated from the European continent by the North Sea, the Strait of Dover and the English Channel. Britain's population is over 56 million. Four out of every five people live in towns. The largest cities of the country are London, Birmingham, Liverpool, Manchester, Glasgow and Edinburgh. The UK is a monarchy: the head of the state is a king or a queen. In practice, the Sovereign reigns, but does not rule: the UK is governed by the Government. The present Sovereign is Queen Elizabeth II. The territory of Great Britain is small. Yet the country has a wide variety of scenery. The heart of Britain is England. It is the richest, the most fertile and most populated in the country. The north and the west of England are mountainous, but all the rest of territory is a vast plain. In Northwest England, there are many beautiful lakes with green, wooded or grassy shores and grey mountains all around. The smallest of Britain's countries is Wales. The largest part of Wales is covered with Rocky Mountains, which are difficult to climb. Most people in Wales live in the coastal plains. Scotland is a land of mountains, wild moorlands, narrow valleys and plains, famous lakes and no

end of large and small islands. The Highlands of Scotland are among the oldest mountains in the world. One-third of the people in Scotland live in or near its capital, Edinburgh, and its great industrial center, Glasgow. The capital of Great Britain, London, and stands on the Thames. The Thames is the busiest and the most important river in Great Britain, but it is not very long. The climate of Great Britain is mild.

Text 7

The British press consists of several kinds of newspapers. The national papers are the ones sold all over the country, with a large circulation, giving general news. There are two main types of national paper - the "popular" papers and the "quality" papers. The popular papers are smaller in size (they are tabloid size), with lots of pictures, big headlines and short articles. They are easy to read and often contain little real information. They give much space to opinions. They usually have "human interest" stories - stories about ordinary people and events. Examples of this type of newspapers are "The Daily Mail", "The Sun", etc. Quality" papers appeal to the more serious reader, who wants to read about politics and foreign affairs. These papers such as "The Daily Telegraph", "The Guardian" are bigger in size (they are called "broad-sheets"), with longer articles and a wider coverage of events. They have different pages for home news, foreign affairs, features articles, fashion, business, sport and so on. People in Britain buy more papers on Sunday than on weekdays. The Sunday papers have a higher circulation than the dailies. As with the dailies, there are both popular and quality Sunday newspapers. The quality ones have different sections and a color magazine (usually full of advertisements)

Text 8

Choosing a career is like any other activity; it is best to work to a plan. Too many people start looking for a specific job before thinking out their occupational aims. It is a good idea to begin by attempting to define in clear terms what your requirements are from a career. This involves taking a realistic view of your strengths and weaknesses. You may think for example, that you would like a job which involves organizing people, but liking such a job is not a sufficient justification if experience you already may have suggests that this is not your strong point. On the other hand, you should remember that training will equip you to do new things. A further point to consider is how far you will be willing to do for a time things which you do not like knowing that they are necessary to achieve your longer term objectives. Having thought carefully about the sort of person you are, try to work out a realistic set of occupational requirements. In particular, you can answer to important questions. First: what sort of life do you want to lead? For example, do you want to live in the country or in the town? Is leisure time of great importance to you? Is the size of your salary important? Do you want to put down roots or travel widely? Second: what sort of work do you want to do? For example, do you like working alone or

with others? Does teaching people appeal to you? Do you want to be an organizer of other people's activities? Do you want to develop new ideas and initiate changes?

Text 9

When Charles Babbage, a professor of Mathematics at Cambridge University, invented the first calculating machine in 1812 he couldn't imagine the situation we find ourselves in today. Nearly everything we do in the world is helped, or even controlled by computers, the complicated descendants of his simple machine. Computers are used more and more often in the world today, for the simple reason that they are far more efficient than human beings. They have much better memories and they can store much information. No man alive can do 500000 sums in one second, but a computer can. In fact, computers can do many of the things we do, but faster and better. They can predict weather, and ever play chess, write poetry or compose music. Just as television has extended human sight across the barriers of time and distance, so the computers extend the power of the human mind across the existing barriers. Computers are one of great importance in modern hospital. The chief use of computers is the storing and sorting the medical knowledge which has been enquired in the last 50 years. No doctor cans possible keep up with all discoveries. The only solution of the problem is store medical knowledge in a computer. Today there are medical computer centers were all existing knowledge of symptoms of various diseases and of their treatment is stored. Doctors feed data on symptoms in the computer and get the necessary information on correct diagnostics and treatment.

МОДУЛЬ 4.

РЕФЕРАТИВНОЕ ИЗЛОЖЕНИЕ

MODULE 4.

A REPORTING EXPOSITION

Памятка по написанию реферативных изложений

Реферат – это конспективное изложение содержания статьи или книги, передающее ее основной смысл. Реферат должен содержать в обобщенном виде все основные положения оригинала. Объем реферата определяется степенью важности реферируемого материала, хотя средний объем не должен превышать 2000 печатных знаков.

Рефераты следует составлять по следующей схеме:

- 1) автор, название работы (на английском языке), перевод названия;
- 2) выходные данные журнала/книги на иностранном языке: номер, год издания, место издания, том, серия выпуска, количество страниц реферируемой статьи (от – до), количество рисунков, таблиц, библиографических названий и т. д.;
- 3) краткое содержание работы;
- 4) выводы или резюме составителя реферата.

Образец реферата текста

Текст

NEW ENERGY FROM OLD SOURCES

Automobile Engineer, vol. 82, No. 5, 1990, New York

1. The resources of fossil (ископаемое) fuel which made the industrial revolution possible and have added to the comfort and convenience of modern life were formed over a period of 600-million years. We will consume them in a few hundred years at current rates. Certain steps should be taken to find solutions of energy problems.

2. The current energy problem is the result of many complex and interrelated factors, including a world-wide demand for energy; inadequate efforts during the recent past to develop new energy resources, delays in the construction of nuclear power plants (ядерные электростанции), automobile changes that increase gasoline consumption. Demand must, of necessity, be moderated, and intensive efforts must be made to expand the overall energy supply.

3. But energy is available to use in practically unlimited quantities from other sources. Large amounts of energy can be received from ocean tides (приливы) and currents, from huge underground steam deposits, from the power of wind and from the heat of the Sun. The idea of heating houses with the warmth of the Sun has become popular in the last few years. Since the U.S. News and World Report first told about solar heated homes near Washington some years ago, many similar projects have appeared around the country. In many places schools are using solar units to provide classroom heat.

4. Most solar-heating systems coming on the market use a black surface

to absorb the Sun's heat. Engineers cover the surface with glass which lets in the rays, but holds heat. The heat is transferred to water that runs through small pipes. The hot water is then circulated through the house. It is estimated that 40 million new buildings will be heated by solar energy by the year 2000. The solar cell (батарея) is another way to produce power from the Sun. It converts sunlight directly into electricity. These cells are used with great success in the space program, but remain far too expensive for widespread application. In the meantime, solar homes are being built and lived in from California to Connecticut. The next step is mass production of homes, office buildings and schools—all heated by the Sun.

5. Putting the wind to work researchers are showing great interest in the age-old windmill (мельница). Several big companies are now studying windmills. These companies are to analyze windmills ranging from 100 to 2,000 kilowatts. The smallest would provide sufficient electricity to power several homes, the largest could provide electricity to a small village.

THE SYNOPSIS
Реферат
New Energy from Old Sources

(Новые ресурсы энергии из старых источников)

Automobile Engineer, vol. 82, No. 5, 1990, New York

Статья посвящена важной проблеме поиска путей получения энергии. Вследствие того, что залежи полезных ископаемых, являющихся в настоящее время основным источником энергии, истощаются, необходимо разрабатывать способы получения энергии из других источников. В качестве таковых автор предлагает использовать тепловую энергию солнца, ветер, приливные течения и подземные запасы пара. В статье приводятся данные о возможности отопления жилых домов за счет солнечного тепла и снабжения электроэнергией небольших поселков от ветряных мельниц. Упомянутые в статье источники смогут дать в будущем неограниченные возможности получения энергии.

THE APPROXIMATE TOPICS FOR REPORTING EXPOSITIONS
Примерная тематика реферативных изложений

1. **How different the world!** – Социально-культурная сфера.
2. **Sightseeing places of London.** – Достопримечательности Лондона.
3. **Sightseeing places of Washington.** – Достопримечательности Вашингтона.
4. **Sightseeing places of Moscow.** – Достопримечательности Москвы.
5. **Sightseeing places of Desnogorsk.** – Достопримечательности Десногорска.
6. **Political system of Russia.** – Политическая система России.
7. **Political system of Great Britain.** – Политическая система Великобритании.

8. **Political system of the USA.** – Политическая система США.
9. **Modern subcultures.** – Молодёжные субкультуры.
10. **Youth in modern society.** – Молодёжь в современном обществе.
11. **What helps you to enjoy yourself?** – Досуг молодёжи.
12. **Mass media.** – Средства массовой информации.
13. **Television.** – Телевидение.
14. **Film studios in Hollywood.** – Киностудии Голливуда.
15. **Inventions that shook the world.** – Научно-технический прогресс.
16. **High-tech life. What are pros and cons?** – Современные технологии: за или против?
17. **Is it easy to be young?** – Легко ли быть молодым?
18. **The rights of teenagers. Convention.** – Права подростков. Конвенция.
19. **Young people – old problems.** – Межличностные отношения подростков.
20. **Is the system of welfare fare?** – Система социального обеспечения.
21. **Medical care.** – Медицинское обслуживание.
22. **A man and health care.** – Человек, здоровье и забота о нём.
23. **Sport.** – Спорт.
24. **Education in Russia.** – Система образования в России.
25. **Education in the USA.** – Система образования в США.
26. **Education in Great Britain.** – Система образования в Великобритании.
27. **Modern professional field.** – Современный мир профессий.
28. **Professional habits and abilities.** – Профессиональные навыки и умения.
29. **My future specialty.** – Моя будущая специальность.
30. **Placing in a job.** – Трудоустройство.
31. **Ecology. Transport.** – Экология. Транспорт.
32. **The protection of environment.** – Проблемы охраны окружающей среды.
33. **Science. Modern professional achievements.** – Наука. Современные профессиональные достижения.
34. **Electrical energy.** – Электроэнергия.
35. **An oscilloscope.** – Осциллограф.
36. **Instructions. Guidance.** – Инструкции. Руководства.
37. **NPP. Safety of NPP.** – АЭС. Безопасность АЭС.
38. **Machinery equipment.** – Машины и оборудование.
39. **Modern equipment and electrical plants.** – Современные машины и производства.
40. **Computer. IP-technologies.** – Компьютер. ИКТ-технологии.

МОДУЛЬ 5. ПРОЕКТ-ПРЕЗЕНТАЦИЯ

MODULE 5. THE PROJECT-PRESENTATION

Памятка по составлению проекта-презентации на английском языке Общие рекомендации

1. Вся презентация должна выполняться в одной цветовой гамме, на базе одного шаблона.
2. Сжатый, информационный способ изложения материала проекта-презентации.
3. Не более трех фактов, выводов, определений на одном слайде.
4. Ключевые пункты отображаются по одному на слайде.
5. Один слайд рассчитывайте примерно на 2 минуты.
6. Не перегружайте текстом.
7. Не более 3 рисунков на слайд.
8. Минимум строк и столбцов в таблицах.
9. Количество слайдов с новой учебной информацией в проекте-презентации не должно превышать 15.
10. Проект-презентация должна дополнять, иллюстрировать то, о чем идет речь в ходе изучения темы занятия.

Шрифты

1. Рекомендуемые шрифты (например, Arial, Verdana, Tahoma и т. п.).
2. Размер шрифта – 36–44 пунктов для заголовков и 22–36 пунктов для основного текста.
3. Не следует смешивать разные типы шрифтов в одном проекте-презентации.

Текст

1. Тщательная проверка орфографии и пунктуации.
2. Выровнять текст, буквицы, маркеры списков.
3. Предпочтительно горизонтальное расположение информации.
4. Наиболее важная информация должна располагаться в центре экрана.
5. Использование коротких слов и предложений, минимум предлогов, наречий, прилагательных.

Рисунки, графики

1. Сложный рисунок или схему следует выводить постепенно. Использование рисунков хорошего качества.
2. Пояснительная надпись преимущественно располагается под рисунком.

Четко указать все связи в схемах и диаграммах.

3. Не следует использовать музыкальное или звуковое сопровождение, если оно не несет смысловую нагрузку.

4. Анимация должна быть сдержанна, хорошо продумана и допустима.
5. Анимация текста должна быть удобной для восприятия: темп должен соответствовать технике чтения студента.

THE APPROXIMATE TOPICS FOR THE PROJECT-PRESENTATION

Примерная тематика проекта-презентации

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5. **Sightseeing places of Desnogorsk.** – Достопримечательности Десногорска.
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11. **What helps you to enjoy yourself?** – Досуг молодёжи.
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13. **Television.** – Телевидение.
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15. **Inventions that shook the world.** – Научно-технический прогресс.
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за или против?
17. **Is it easy to be young?** – Легко ли быть молодым?
18. **The rights of teenagers. Convention.** – Права подростков. Конвенция.
19. **Young people – old problems.** – Межличностные отношения подростков.
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23. **Sport.** – Спорт.
24. **Education in Russia.** – Система образования в России.
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28. **Professional habits and abilities.** – Профессиональные навыки и умения.

- 29. My future specialty.** – Моя будущая специальность.
- 30. Placing in a job.** – Трудоустройство.
- 31. Ecology. Transport.** – Экология. Транспорт.
- 32. The protection of environment.** – Проблемы охраны окружающей среды.
- 33. Science. Modern professional achievements.** – Наука. Современные профессиональные достижения.
- 34. Electrical energy.** – Электроэнергия.
- 35. An oscillograph.** – Осциллограф.
- 36. Instructions. Guidance.** – Инструкции. Руководства.
- 37. NPP. Safety of NPP.** – АЭС. Безопасность АЭС.
- 38. Machinery equipment.** – Машины и оборудование.
- 39. Modern equipment and electrical plants.** – Современные машины и производства.
- 40. Computer. IP-technologies.** – Компьютер. ИКТ-технологии.

МОДУЛЬ 6. ГРАММАТИКА

MODULE 6. GRAMMAR

Памятка по выполнению грамматических заданий

1. Уясните себе, к какому правилу относится данное упражнение. Внимательно изучите грамматическое правило, рассмотрите примеры.
2. Тщательно проанализируйте примеры-образцы.
3. Выучите примеры-образцы наизусть. Страйтесь запомнить как можно больше примеров-образцов, научитесь строить новые предложения по этим образцам.
4. Приступая к выполнению заданий, внимательно прочитайте указания к нему.
5. Выполняйте упражнения сначала в устной, а затем в письменной форме.
6. Выполнив задание, тщательно проверьте написанное, обращайте внимание на соблюдение правил грамматики и орфографии.
7. Страйтесь в дальнейшем чаще использовать изученное грамматическое явление в речи.
8. Исправляя ошибки, уясните, какое правило нарушено, повторите его или повторите примеры-образцы, продумайте собственные примеры.

GRAMMAR SUPPORT WITH TASKS

Грамматический справочник с заданиями

АРТИКЛЬ (THE ARTICLE)

В английском языке артикль служит определителем существительного, передает значение определенности/неопределенности существительного и собственного вещественного значения не имеет. В английском языке есть два артикля: неопределенный (*the Indefinite Article*) и определенный (*the Definite Article*).

Неопределенный артикль английского языка имеет две формы:

- 1) *an*, стоящую перед существительным, начинающимся с гласного звука: *an apple, an uncle, an hour* (согласная *h* в этом слове не произносится);
- 2) *a*, стоящую перед существительным, начинающимся с согласного звука: *a tree, a pen*.

Неопределенный артикль английского языка происходит от числительного *one – один*, поэтому его употребление ограничено: он свободно употребляется с исчисляемыми существительными в единственном числе, но не может, в силу своего происхождения, сочетаться с исчисляемыми существительными во множественном числе или с неисчисляемыми существительными. Место неопределенного артикля в английском языке

остается в таком случае пустым. Такое отсутствие артикля обычно называется нулевым артиклем, который по своему функциональному назначению равен неопределенному артикулю.

Сравните:

He gave me a flower/flowers. – Он дал мне цветок/цветы.

I saw admiration in her eyes. – Я увидел восхищение в ее глазах.

Определенный артикль английского языка произошел от древнеанглийского указательного местоимения *se – том* и может употребляться с самыми различными существительными без ограничения, сохраняя в некоторых случаях свое указательное значение.

Например:

This is the sort of thing I like. – Это то, что я люблю.

Артикли относятся непосредственно к существительному, но если к нему есть определение, то артикли ставятся перед всеми определениями.

Например:

... *a wild dirty black cat* – дикая грязная черная кошка;

... *the long busy street* – длинная оживленная улица

Таким образом в английском языке, возможны следующие варианты употребления артиклей с исчисляемыми/неисчисляемыми существительными:

Категория существительного	<i>A (an)</i>	<i>The</i>	Нулевой
Единственное число исчисляемых существительных	<i>A cat</i>	<i>The cat</i>	
Множественное число исчисляемых существительных		<i>The cats</i>	<i>Cats</i>
Неисчисляемые существительные		<i>The water</i>	<i>Water</i>

Неопределенный артикль (The Indefinite Article)

Общее значение неопределенного артикля в английском языке – это указание на принадлежность предмета к какому-либо классу предметов. Так, например, *a pencil* значит «какой-то, один из многих, любой карандаш». В этом значении неопределенный артикль используется в общих утверждениях, когда мы называем какой-либо предмет, лицо, явление, понятие.

Например:

This is a flower. – Это цветок (этот предмет относится к категории цветов).

He is a teacher. – Он учитель (этот человек по профессии учитель).

В английском языке существительное с неопределенным артиклем в этом значении выражает в единичном понятии общее. При этом существительное принимает оттенок, соответствующий русскому слову «всякий, любой».

Например:

A baseball is round. – Бейсбольный мяч круглый (характеристика всех бейсбольных мячей).

A cow gives milk. – Корова дает молоко (всякая корова). Неопределенный артикль может употребляться в значении «один»: *An apple a day keeps the doctor away.* – Ешь по (одному) яблоку в день – и обойдешься без врача.

Неисчисляемые существительные (абстрактные и вещественные), употребленные с неопределенным артиклем в числовом значении, становятся исчисляемыми, конкретными.

Неисчисл. сущ.	Исчисл. сущ.	Пример
<i>Tea</i> – чай	<i>A tea</i> – порция, чашка чая	<i>I ordered a tea.</i> Я заказал чашку чая.
<i>Thought</i> – мышление	<i>A thought</i> – мысль, идея	<i>A thought struck him.</i> Его внезапно осенила мысль.
<i>iron</i> – железо	<i>an iron</i> – утюг	<i>Do you need an iron?</i> Тебе нужен утюг?

Неопределенный артикль обычно употребляется:

- с исчисляемыми существительными в единственном числе после оборота *there is*:
There is a cup on the table. – На столе чашка.
There was a knock at the door. – Раздался стук в дверь.
- с конкретными существительными в восклицательных предложениях после слов *what, such, rather, quite, as*:
What a day! – Какой/Что за день!
It's rather a long way from here! – Это весьма далеко отсюда!
- после слова *many* в значении «не мало, много»:
For many a day it was raining hard. – Много-много дней шел сильный дождь.
- с существительным, которому предшествует слово *half*:
I'll be back in half an hour. – Я вернусь через полчаса.
- в составе устойчивых словосочетаний: *a lot of* – уйма, много; *a great deal of* – много; *as a rule* – как правило, обычно; *at a loss* – в затруднении (недоумении); *for a while* – на время; *in a hurry* – второпях; *to have a good time* – хорошо провести время; *it's a pity* – жаль; *to do somebody a pleasure* – доставлять кому-либо удовольствие; *it's a shame* – жаль; *what a shame* – какая досада, жаль и т.п.

Определенный артикль (The Definite Article)

В английском языке существительное, употребленное с определенным артиклем, обозначает определенный, конкретный предмет. При этом говорящий и слушающий знают, о каком именно объекте, предмете идет речь, потому что:

1) собеседники видят этот предмет и один из них каким-то образом на него указывает.

Например:

Put the milk into the fridge. – Поставь молоко в холодильник.
(Мать – сыну, передавая бутылку молока)

2) этот объект уже известен им из их предыдущего опыта.

Например:

How did you like the play? – Как вам понравилась пьеса?
(о пьесе, просмотренной ранее)

3) говорящий уже упоминал этот объект в своей речи.

Например:

Once I saw an old man in the street. – Однажды я увидел старика на улице.

The old man was carrying a basket full of snakes. (Этот) старик нес корзину, полную змей.

4) говорящий сам поясняет, о каком именно предмете/объекте идет речь.

Например:

This is the house that Jack built. – Вот дом, который построил Джек.
Those are the girls who live next door. – Это те девочки, что живут по соседству.

В английском языке такие поясняющие слова стоят после существительного. Однако они могут стоять и перед существительным, если они выражены:

- порядковым числительным – *January is the first month of the year*;
- превосходной степенью прилагательного – *Pushkin was the best poet of his time*;
- словами *main* – главный; *principal* – главный, основной, ведущий; *central* – центральный; *present* – настоящий; *same* – тот же; *wrong* – не тот, неправильный; *right* – тот, правильный; *very* – именно тот; *only* – единственный; *next, following* – следующий; предшествующий; *last* – последний; *former* – бывший, упомянутый первым; *latter* – последний из упомянутых; *other* – другой, второй из двух и др. Но слова *next* и *last* могут

иметь значение «будущий» и «прошлый». В этом случае артикль в английском языке не употребляется.

Например:

Theystudiedat the same school. The dentist pulled out the wrong tooth. Are we on the right road? That's the very book I'm looking for. He was the only child in the family. He was the next man to come. I'll tell you the following things. The previous lecture was very important. It was the last chance to leave. The former USSR was the largest country in the world. I'd hire neither Bill nor Jack: the former is stupid, the latter is ugly. He had two brothers: one was a sailor, the other was a tailor. Ho: They came here last year and will come again next year.

5) этот объект единственный в своем роде: *the Moon, the Sun, the Earth, the Kremlin, the White House* и т.п.;

6) собеседники логически включают этот объект в число известных:

Например:

Can I see the director? – Могу я видеть директора?

(Посетитель, ранее не бывавший в этом учреждении, – к секретарю).

В английском языке в тех случаях, когда существительное, обозначающее лицо или предмет, обобщает весь класс подобных объектов, употребляется определенный артикль. В этом значении существительное употребляется в единственном числе.

В английском языке определенный артикль употребляется:

а) с существительными, обозначающими социальные классы в целом: *the common people* – простой народ; *the peasants* – крестьяне; *the workers* – рабочие; *the bourgeoisie* – буржуазия; *the aristocracy* – аристократия и др.;

б) с субстантивированными прилагательными и причастиями в обобщающем значении: *the poor* – бедные; *the rich* – богатые; *the strong* – сильные; *the wounded* – раненые; *the learned* – ученые и т.п.

Как правило, имена собственные в английском языке употребляются без артикля.

К именам собственным английского языка, употребляемым с артиклем, относятся:

1) названия стран света, географические названия: *the North /the South Pole* – Северный/Южный полюс; *the Arctic* – Арктика; *the Antarctic* – Антарктика; *the North/ South* – юг/север (не путать с омонимичными наричиями *south/ north* – на юг/ на север);

2) названия океанов, морей, рек, каналов, проливов, озер и т.п.: *the Pacific (Ocean), the Atlantic (Ocean), the Indian Ocean; the Baltic*

(Sea), the Black Sea; the (river) Volga; the Panama Canal; the English Channel; the Bering Strait; the Baikal, the Ontario (Ho: *Lake Baikal, Lake Ontario*);

3) названия заливов, если в их составе есть *of-фраза*: *the Bay of Bengal* – Бенгальский залив, но чаще без артикля: *Hudson Bay, Baffin Bay*;

4) названия горных цепей и групп островов: *the Alps, the Urals, the Rocky Mountains (=the Rockies); the Bermudas, the Canary Islands*. Названия отдельных горных вершин и островов обычно артикля не имеют:

Everest, Elbrus; Cuba, Cyprus, Corsica. Артикль используется, когда в названии он есть в родном европейском языке: *the Matterhorn, the Maije*. Ho: *Mont Blank*;

5) названия пустынь: *the Sahara, the Gobi, the Karakum*;

6) названия полуостровов, если в названии упоминается не только имя собственное: *the Balkan Peninsula, the Kola Peninsula*. Ho: *Indo-China, Labrador*;

7) названия стран, которые содержат имя нарицательное: *the People's Republic of China, the United Arab Emirates, the USA, the ex-USSR*. Артикль, как правило, опускается на географических картах, табличках, ярлыках и т.п.;

8) названия некоторых других стран, местностей и регионов, а также в названии города Гаага: *the Netherlands, the Argentine, the Congo, the Crimea, the Ruhr, the Midwest; the Hague* Ho: *Argentine, Ukraine* и т. п.;

9) названия кораблей: *the Sedov, the Queen Mary, the Titanic*;

10) названия газет: *the Times, the Guardian*. Ho: *Izvestia, Pravda*;

11) названия кинотеатров и театров: *the Odeon (Cinema), the Globe (Theatre)*;

12) названия гостиниц: *the Savoy (Hotel), the Ambassador Hotel*;

13) названия отдельных парков, улиц и площадей, если эти названия являются иностранными: *the Botanical Gardens, the High/ Main street, the Strand, the Tiergarten*;

14) названия музеев, галерей, концертных залов, клубов: *the British Museum, the Tate (Gallery); the Festival Hall; the Rotary Club*;

15) названия отдельных зданий: *the Old Bailey, the Tower, the Royal Exchange*. Ho: *Scotland Yard, Westminster Abbey*;

16) названия территорий, включающих нарицательные существительные: *the Lake District, the Yorkshire Forests, the Tomsk Region*;

17) названия государственных институтов, организаций и политических партий: *the Supreme Soviet, the Duma; the Liberal Party, the Church; the City Council*. Ho: *Parliament*;

18) названия языков, если за ними следует слово *language*: *the English language, the Italian language*;

19) географические названия, употребляемые, как правило, без артикля, если у этого названия имеется лимитирующее определение: *In his novels Walter Scott described the England of Middle Ages*;

20) фамилии в форме множественного числа, называющие всю семью в целом: *the Forsytes* – Форсайты; *the Petrows* – Петровы. Иногда существительное, обозначающее имя человека, может употребляться с определенным или неопределенным артиклем. В таких случаях определенный артикль подчеркивает исключительность данной личности и соответствует русскому «тот самый», «знаменитый». Неопределенный артикль английского языка, стоящий перед именем, несет противоположное значение: «какой-то», «некий». Например: *Is he **the** Mr Johnson? – No, he is **a** Mr Johnson*;

21) в английском языке следующие слова, входящие в состав географических названий, употребляются с определенным артиклем и в их нарицательном значении: *the country* – сельская местность; *thesea* – море; *theseaside* – берег моря; *themountains* – горы. Например: *I'm going to the country for the week-end. I love the mountains, but I hate the sea*.

22) названия национальностей при обозначении нации в целом: *the French* – французы; *the Russians* – русские; *the British* – британцы.

Определенный артикль входит в ряд устойчивых словосочетаний:

<i>by the way, by the by</i>	между прочим
<i>out of the question</i>	не может быть и речи
<i>on the one hand... on the other hand</i>	с одной стороны... с другой стороны
<i>in the singular</i>	в единственном числе
<i>in the plural</i>	во множественном числе
<i>tell the truth</i>	говорить правду
<i>the other day</i>	на днях, недавно
<i>play the piano (the guitar and so on)</i>	играть на рояле (гитаре и т.п.)
<i>What's the time?</i>	Который час?
<i>tell the time</i>	показывать (определять по часам) время
<i>the sooner... the better</i>	чем скорее... тем лучше
<i>in the morning (afternoon, evening)</i>	утром (днем, вечером)

EXERCISES

I. Fill in the article (a, an, the) if necessary.

1. ...half... year she lived in Spain, was really full of joy.
2. It is too much of... advice to get at once.
3. What... strange person! He is always coming into the office with ... half-smile!
4. Mr. and Mrs. Smiths go to the sea twice... year.
5. It takes me... half... hour to get the office.
6. Are you stupid?! You've paid twice... price for this leather jacket!
7. I was so hot and thirsty that took... double milk shake.
8. What... type of... book are you going to buy?
9. All... children must be at home after 11 p.m.
10. I want to buy both... T-shirts.
11. "Harry Potter" is... rather... interesting book even for adults.
12. Have you ever tried guava juice? It's... quite... tasty drink.
13. You are such... wonderful mother!
14. What... dirty hands you have!
15. However... interesting... book it was, he didn't finish it.
16. That was as... exciting... film as I had ever watched.
17. She was too... beautiful ... woman to be a cleaner.
18. He was just... man I dreamt of.
19. All... people in the meeting were very rich.
20. It is not... kind of... trip I prefer.
21. It is... sort of... tea to make.
22. Why do you think it is yours? I've paid... half... price!

II. Fill in the article (a, an, the) if necessary.

1. There was... swing in the yard. ...swing was so old that my granny remembered it.
2. ...elephant is... mammal.
3. We have Music once... week.
4. Nick Krutoy has... dozen cars in his collection.
5. It is the first time I make... speech.
6. We too... last look before leaving the hotel.
7. Every child should be given... chance to improve ... bad mark.
8. Pupils usually take... nap after school.
9. Let me have... look at your homework.
10. Romeo and Juliette had... unforgettable love!
11. We can't go to the cinema. We have too... little money.
12. No problem! I'll buy something for dinner. I have... little money.
13. Don't be afraid. There is no... dog in the yard. It is not... dog at all.
14. It was... strange thought. Such genius people like John often have... strange thought.

15. ...banana ice-cream is... ice-cream, which contains banana flavor.
16. When I came home I was as... hungry as... wolf.
17. Fillip has... fantastic ability: he is always in... good mood.
18. Sasha was sleeping so we were talking in... low voice.
19. They couldn't stay longer because their children caught... cold.
20. He is crazy! He is always driving at... speed of... plane!
21. After changing her job she is always in... hurry.
22. – Thanks for help! – It's... pleasure.
23. How could you forget to call your granny? What... shame! It's her birthday today.

Неличные формы глагола

1. Инфинитив (The infinitive)

Инфинитив – это неличная форма глагола, сочетающая в себе свойства глагола и имени существительного. Инфинитив обычно употребляется с частицей *to*.

Be sure to come. – Обязательно приходи.

I'm so glad to have met you. – Я так рад, что познакомился с тобой.

В отличие от неопределенной формы глагола в русском языке, английский инфинитив непереходных глаголов имеет категорию аспекта, а переходных глаголов – аспекта и залога.

Образование инфинитивов переходных и непереходных глаголов

форма инфинитива	непереходный глагол	переходный глагол	
		Active Voice	Passive Voice
Indefinite	<i>to swim</i> – плавать	<i>to discuss</i> – обсуждать	<i>to be discussed</i> – обсуждаться
Continuous	<i>to be swimming</i> – плыть	<i>to be discussing</i> – обсуждать	
Perfect	<i>to have swum</i> – проплыть	<i>to have discussed</i> – обсудить	<i>to have been discussed</i> – быть обсуждённым
Perfect Continuous	<i>to have been swimming</i> – плавать (и плавать)	<i>to have been discussing</i> – обсуждать (и обсудить)	

Значение временных форм инфинитива

Indefinite Infinitive обозначает действие (или состояние), одновременное с действием (или состоянием), выраженным глаголом в личной форме.

I'm very glad to see you. – Я очень рад тебя видеть.

I'm sorry to be late. – Извините, что я опоздал.

I don't like to be interrupted. – Я не люблю, когда меня перебивают.

Continuous Infinitive употребляется для выражения действия, для-
щегося в момент/период, к которому относится другое действие, выра-
женное глаголом в личной форме:

The weather seems to be changing. – Кажется, погода меняется.

It was a real pleasure to be swim. – Было так приятно плавать в море

Ming in the sea on such a hot day. – *В* такой жаркий лень.

Perfect Infinitive обозначает действие/состояние, предшествующее
действию/состоянию, выраженному личной формой глагола:

I'm glad to have bought this book. – Я рад, что купил эту книгу.

It's awfully nice of you to have. – Как любезно с вашей стороны сделать,
что вы пришли.

После глаголов *to hope*, *to mean*, *to expect* в *Past Indefinite* и модаль-
ных глаголов *should*, *could*, *ought (to)*, *to be (to)* употребление *Perfect Infinitive*
обозначает, что действие (намерение, обязательство) не было выпол-
нено:

I hoped to have come in time. – Я надеялся прийти вовремя.

He could have written the – Он мог бы написать сочинение *composition much better*. намного лучше.

She was to have come yesterday. – Она должна была приехать вчера.

Perfect Continuous Infinitive обозначает действие/состояние, кото-
рое началось до начала действия/состояния, выраженного личной формой
глагола, и совершилось к началу действия, выраженного личной формой
глагола:

She turned out to have been – Оказалось, что она с утра cleaning the
house since morning. убирается в доме.

Формы инфинитива действительного залога (**Indefinite**,
Continuous, **Perfect**, **Perfect Continuous**)описывают действие как совер-
шаемое кем-то или чем-то. Формы инфинитива страдательного залога
описывают действие как совершающее над кем-либо или чем-либо.

This work must be done today. – Эта работа должна быть закончена
сегодня.

I'm afraid it can't be helped. – Боюсь, ничего нельзя сделать.

Инфинитив, как и личные формы глагола, может определяться наречием.

I can't speak so loudly. – Я не могу говорить так громко.

You must come back as soon as – Вы должны вернуться как можно раньше.

Инфинитив переходных глаголов, как и личные формы глагола, может принимать прямое, косвенное и предложное дополнение:

Я буду рад составить вам компанию.	<i>I'll be glad to keep you company.</i>	<i>company</i>	косвенное дополнение
		<i>you</i>	прямое дополнение
Я не собираюсь вас ждать.	<i>I'm not going to wait for you.</i>	<i>for you</i>	предложное дополнение

Функции инфинитива в предложении

1) Чаще всего инфинитив выполняет в предложении **роль части составного глагольного** сказуемого в сочетании с модальными глаголами и с такими глаголами, как *to begin, to start, to continue, to end, to stop, to finish, to want, to intend, to decide* и т.п., выражаяющими начало, продолжение или конец действия, или отношение лица, выраженного подлежащим, к действию, выраженному инфинитивом:

We can actually begin the. – Теперь мы действительно *experiment* можем начать опыт.

My watch began to gain. – Мои часы начали спешить.

2) **Именная часть составного сказуемого:**

To prolong this discussion is to. – Продолжать это обсуждение waste time. значит попусту тратить время.

3) **Подлежащее:**

To smoke is bad for health. – Курить вредно для здоровья.

Инфинитив-подлежащее обычно ставится после сказуемого, а предложение в таких случаях начинается с вводного *it*:

It is bad for health to smoke.

Наиболее типичными конструкциями подобного рода являются:

a) *It is (was, will be, has been, would be, must be) better (good, bad, easy, difficult, necessary, nice, hard) + инфинитив.*

Например:

It is impossible to understand what – Невозможно понять, что ты *you say*. говоришь.

Will it be hard to pass this exam? – Будет трудно сдать этот экзамен?

б) *It is (was, etc.) kind (wrong, wise, unwise, clever, rude, nice, good, bad, bold, careless) of smb. + инфинитив.*

Например:

It was wrong of you to say that. – Зря ты это сказал.

It was nice of you to help me. – Было очень мило с твоей стороны помочь мне.

4) Дополнение после переходных глаголов *to help, to like, to assist, to prefer, to ask, to forget, to beg, to promise, to recommend* и др.: *He forgot to wind the watch when*. – Он забыл завести часы, когда *he went to bed*. отправился спать.

5) Часть сложного дополнения:

Everybody watched him walk across – Все смотрели, как он шел *the garden*. через сад.

6) Определение:

He was the first to come here. – Он первым пришел сюда.

Please give me some water to drink. – Пожалуйста, дайте попить воды.

Инфинитив, определяющий существительное, часто приобретает модальное значение и переводится на русский язык определительным придаточным предложением с модальным глагольным сказуемым, выражающим возможность или долженствование. Иногда инфинитив переводится глаголом в будущем времени:

We intended to camp in one of the inlets to be found round that tiny shore. – Мы предполагали заночевать в одном из заливчиков, которые можно найти у этого островка.

He is the man to do it. – Он как раз тот человек, который сделает это.

7) Обстоятельство цели:

We came to the station to see them off. – Мы пришли на вокзал, чтобы проводить их.

8) Обстоятельство следствия:

At that time I was too young to. – В то время я был слишком молод, думать о таких вещах.

9) В сочетании с относительными местоимениями и наречиями *what, which, whom, how, when, where*, а также с союзами *whether, if* инфинитив образует группы, которые могут употребляться в функции разных членов предложения:

<i>I don't know what to do.</i>	Я не знаю, что делать.	дополнение
<i>The question is where to go.</i>	Вопрос в том, куда пойти.	предикатив
<i>What to do next was our main problem.</i>	Что делать дальше – вот в чем заключалась наша главная проблема.	подлежащее

Употребление частицы *to* с инфинитивом

Инфинитив, как правило, употребляется с частицей *to*, которая является его признаком.

What are you going to do now? – Что ты собираешься теперь делать?

What's to be done? – Что нужно сделать?

I'm sorry to have done it. – Я сожалею, что сделал это.

В разговорной речи, особенно в ответах на вопросы, инфинитив после частицы *to* нередко опускается во избежание повторения:

Why didn't you help him? – Почему вы ему не помогли?

He didn't ask me to. – Он не просил меня (помочь).

Если в предложении употребляются два инфинитива, соединенные союзом *and* или *or*, частица *to* перед вторым инфинитивом обычно опускается:

We wanted to find the boy and – Мы хотели найти мальчика и *persuade him to return home.* уговорить его вернуться домой.

Инфинитив с частицей *to* употребляется после глаголов *to be* и *to have*, используемых в качестве модальных глаголов, и после модального глагола *ought*:

I have to be at home at 5. – Я должен быть дома к 5.

You'll have to obey me. – Тебе придется меня слушаться.

You ought to be more attentive. – Тебе следует быть более внимательным.

Инфинитив употребляется без частицы *to* в следующих случаях:

1) в сочетании со вспомогательными и модальными глаголами, кроме упомянутых выше:

It must be six o'clock. – Сейчас, наверно, шесть часов.

I cannot swim yet. – Я еще не умею плавать.

Do you know the new timetable? – Ты знаешь новое расписание?

2) в составе сложного дополнения после глаголов *to see*, *to hear*, *to watch*, *to observe*, *to notice*, *to feel*, *to let*, *to make*, *to get*, *to have*, *to help*:

I heard her play the piano. – Я слышал, как она играла на пианино.

Who let you take the jam? – Кто позволил тебе взять варенье?

Однако если эти глаголы стоят в страдательном залоге, инфинитив после них будет употребляться с частицей *to*:

He was heard to lock the door. – Слышали, как он запирал дверь.

He was made to do it. – Его заставили сделать это.

3) в обороте с *I won't have*:

I won't have this cat play on my – Я не потерплю, чтобы этот кот *bed!*
играл на моей постели!

4) в эллиптических вопросах с *why*:

Why not go there? – Почему бы тебе не пойти туда?

5) после выражений *had better, would rather, would sooner*:

He said he would rather stay at – Он сказал, что предпочел бы home. остаться дома.

George said we had better get the – Джордж сказал, что нам лучше canvas first. сначала натянуть парусину.

2. Причастие (The participle)

Причастие – это неличная форма глагола, сочетающая свойства глагола, прилагательного и наречия. Причастию в английском языке соответствует причастие и деепричастие в русском языке. Формы причастия показаны в следующей таблице:

форма причастия	непереходные глаголы	переходные глаголы	
	<i>Active Voice</i>	<i>Active Voice</i>	<i>Passive Voice</i>
причастие настоящего времени	<i>going</i> - идя/ идущий	<i>asking</i> – спрашивая, спрашивающий	<i>being asked</i> - будучи спрашиваемым
перфектное причастие	<i>having gone</i> – уйдя	<i>having asked</i> – спросив	<i>having being asked</i> – будучи спрошенным
причастие прошедшего времени	<i>gone</i> – ушедший		<i>asked</i> – спрошенный

Значение причастий

Причастие настоящего времени действительного и страдательного залога (*The Present Participle Active and Passive*) обозначает действие, одновременное с действием глагола в личной форме:

Seeing that I was late, I hurried. – Видя, что я опаздываю, я поторопился.

Being left alone, I went on – Оставшись один, я продолжал working. работать.

Перфектное причастие действительного и страдательного залога (*The Perfect Participle Active and Passive*) обозначает действие, предшествующее действию глагола в личной форме:

Having slept two hours he felt – Поспав два часа, он почувствовал rested. себя отдохнувшим.

Having prescribed the medicine – Выписав лекарство, врач ушел. the doctor went away.

Причастие прошедшего времени (*The Past Participle*) переходных глаголов является страдательным причастием и соответствует русскому

страдательному причастию прошедшего времени, обозначая законченное действие, выполненное над каким-то объектом:

On our excursion we saw a wall – На экскурсии мы видели стену, *built many hundreds years ago*. построенную много сотен лет назад.

В английском языке **нет действительных причастий прошедшего времени**, и соответствующие русские причастия обычно передаются определительным придаточным предложением.

Сравните:

The boy who went in front. – Мальчик, шедший впереди, *stopped*. остановился.

The Past Participle непереходных глаголов, как правило, самостоятельно не употребляются, а лишь входят в состав сложных форм глагола (перфекта, пассива).

Подобно личным формам глагола, причастие может определяться наречием:

He saw a group of children talking. – Он увидел группу детей, громко и смеявшимися.

Причастие переходных глаголов может, подобно личным формам, принимать дополнение:

Having read the book he went to. – Прочитав книгу, он пошел в *the library*. библиотеку.

Taking Mike by the hand Tom led. – Взяв Майка за руку, Том повел его *the way upstairs*. на второй этаж.

Функции причастия в предложении

Причастие в предложении может выполнять те же функции, что и прилагательные и наречия.

The Present и *Past Participle* употребляются в предложении в следующих функциях:

1) определения:

The sleeping children didn't hear – Спящие дети не слышали, когда *when their father came home*. их отец пришел домой.

Lost time is never found again. – Потерянное время больше никогда не найдешь.

Причастие также входит в состав определительного причастного оборота, который всегда следует за определяемым словом:

Here's a place set for you – Вот место, приготовленное для вас.

2) предикатива:

I'm very much obliged to you. – Я очень вам обязан.

A page is missing from the book. – В книге не хватает страницы.

От этой функции следует отличать те случаи, когда причастие, со-

четаясь с вспомогательным глаголом, образует сложные формы времени и залога:

What are you doing? – Что ты делаешь?

Many houses have been built in – Много домов было построено *our town since then*. в нашем городе с тех пор.

3) обстоятельства (обычно в форме причастного оборота):

а) времени:

Coming to the stadium they saw a – Придя на стадион, они увидели *game in full swing*. игру в разгаре.

Be careful while crossing the – Будь осторожен при переходе street улицы.

б) обстоятельства образа действия или сравнения:

“No”, he answered shaking his – Нет – ответил он, качая head. головой.

в) обстоятельства причины:

Not knowing what to say he kept – Он молчал, не зная, что сказать. silent.

Being well prepared, he answered – Будучи хорошо подготовленным, at once. он сразу же ответил.

Having plenty of time I didn't – Поскольку у меня было много hurry. времени, я не спешил.

Причастие в функции обстоятельства обычно соответствует в русском языке деепричастию или деепричастному обороту.

3. Герундий (The Gerund)

Герундий – неличная форма глагола, сочетающая свойства глагола и существительного. Подобной неличной формы в русском языке нет.

Образование герундия

формы герундия	непереходные глаголы	переходные глаголы	
	Active Voice	Active Voice	Passive Voice
неопределенный	<i>coming</i>	<i>asking</i>	<i>being asked</i>
перфектный	<i>having come</i>	<i>having asked</i>	<i>having been asked</i>

Все формы герундия совпадают с формами причастия (*The Present Participle*, *The Perfect Participle*). Однако **причастие и герундий являются разными формами глагола**, как по значению, так и по синтаксическим функциям.

Сравните:

<i>The boy, reciting a poem, forgot several lines.</i>	Мальчик, декламирующий стихотворение, забыл несколько строк.	<i>Present Participle</i>
<i>He likes reciting poems.</i>	Он любит декламировать стихи.	<i>Indefinite Gerund</i>
<i>Having passed the exams, we went on a hike.</i>	Сдав экзамены, мы пошли в поход.	<i>Perfect Participle</i>
<i>He was proud of having passed the exams very well.</i>	Он гордился тем, что сдал экзамены очень хорошо.	<i>Perfect Gerund</i>

Значение форм герундия

The Indefinite Gerund обычно обозначает действие, одновременное с действием глагола в личной форме:

I couldn't help laughing when I saw – Я не мог не засмеяться, увидев *her in that strange dress*. ее в таком странном платье.

He went out without saying a word. – Он вышел, не говоря ни слова.

После глаголов *to remember, to forget, to excuse to forgive, to thank*, а также с предлогами *after, on/ upon* **The Indefinite Gerund** обозначает действие, предшествующее действию глагола в личной форме, т.е. имеет значение **The Perfect Gerund**:

Thank you for your coming. – Спасибо вам за то, что вы пришли.

I don't remember seeing him – Я не помню, чтобы я видел его *before*. раньше.

On entering the room we found – Войдя в комнату, мы обнаружили, *it empty*. что она пуста.

The Perfect Gerund выражает действие, предшествующее действию глагола в личной форме:

Ann was proud of having got an – Энн гордилась тем, что получила *excellent mark at the exam*. отличную оценку на экзамене.

The Passive Gerund (Indefinite and Perfect) обозначает действие, производимое над лицом или предметом:

I insist on being told everything. – Я настаиваю на том, чтобы мне все рассказали.

He was proud of having been elected chairman. – Он гордился тем, что его избрали *elected chairman*. председателем.

Синтаксические свойства герундия

К синтаксическим свойствам герундия относятся следующие:

1) глагольные свойства:

а) герундий переходных глаголов может иметь прямое, косвенное и предложное дополнение:

Вы не могли бы передать мне хлеба?	<i>Would you mind passing me the bread?</i>	<i>me</i>	косвенное дополнение
		<i>the bread</i>	прямое дополнение
Я люблю читать подобные книги	<i>I like reading books of that sort.</i>	<i>books</i>	прямое дополнение
Вы не против, если я с ним поговорю?	<i>Do you mind my speaking to him?</i>	<i>to him</i>	предложное дополнение

б) герундий может определяться наречием:

The child burst out crying bitterly. – Ребенок горько расплакался.

2) именные свойства:

а) герундий, так же как и существительное, образует предложные сочетания, чаще всего с предлогами *of, for, in, without, before, after, on, upon, by, about, to*:

What's the use of arguing? – Какой толк в споре?

I'm tired of waiting. – Я устала ждать.

Thank you for helping me. – Спасибо за помощь.

б) герундий может иметь определение, выраженное притяжательным местоимением или существительным в притяжательном падеже:

What do you say to his joining us? – Что вы скажете насчет того, что он присоединится к нам?

Jane's coming is always a pleasure. – Приход Джейн – всегда удовольствие.

в) герундий может выполнять в предложении функции, свойственные существительному: подлежащего, дополнения и именной части составного сказуемого.

На русский язык герундий переводится по-разному: отглагольным существительным, инфинитивом или придаточным предложением в зависимости от функции герундия в предложении и контекста:

The floor in this room needs painting. – Пол в этой комнате нуждается в покраске.

Stop talking. – Прекратите разговаривать.

Everybody laughed on hearing his answer. – Все рассмеялись, услышав его ответ. *remember hearing this story before.* – Я помню, что уже слышал этот рассказ.

Функции герундия в предложении

Герундий употребляется в предложении в следующих функциях:

1) **прямого дополнения** к глаголам *to avoid, to enjoy, to finish, to give up, to go on, can't help, to keep (on), to mind* (в вопросительных и

отрицательных предложений), *to mention, to put off, to stop, to want* (нуждаться):

You must go on working. – Ты должен продолжать работать.

My brother gave up smoking a year ago. – Мой брат бросил курить год назад.

Avoid making mistakes like these. – **Избегайте совершать** подобные ошибки.

Следующие глаголы могут принимать в качестве дополнения как герундий, так и инфинитив: *to continue, to dislike, to begin, to like, to forget, to intend, to hate, to love, to learn, to need, to mean* (намереваться), *to prefer, to propose, to start, to try, to remember*:

We intend to go to Moscow. – Летом мы намереваемся поехать going в Москву.

Nick proposed to start. – Ник предложил выехать starting the next morning. – на следующее утро.

2) предложного дополнения к глаголам *to think of, to complain of, to dream of, to begin by, to finish by, to end by, to mean by, to thank for, to go in for, to excuse for, to use for, to prepare for, to help in, to fail in, to succeed in, to look forward to, to save from, to keep from, to stop from, to insist on, to look like, to feel like*:

We are thinking of going on a hike. – Мы подумываем о том, не during our summer holidays сходить ли в поход летом.

What do you mean by saying that? – Что ты хочешь этим сказать?

He succeeded in solving the problem. – Ему удалось решить проблему.

В разговорной речи предложный герундий (с предлогом *about*) часто употребляется в вопросах типа *What/ how about + герундий*:

What about going to the concert? – **Как насчет того, чтобы сходить** на концерт?

How about having some tea? – **Как насчет чаю?**

3) предложного дополнения к прилагательным и причастиям, обычно после глагола *to be*: *fond of, sure of, proud of, tired of, ashamed of, afraid of, good at, bad at, clever at, pleased at, surprised at, ready for, sorry for, grateful for, famous for, good for, right in, used to*:

Nick is very good at painting. – Ник очень хорошо рисует.

Are you sure of winning the competition? – Ты уверен, что победишь на конкурсе?

4) беспредложного дополнения к прилагательным *worth(while)* и *busy*:

This book is worth reading. – Эту книгу стоит почитать.

It's not worthwhile quarrelling. – Не стоит ссориться.

Soon she was busy eating. – Вскоре она занялась едой.

5) постпозитивного предложного определения (чаще всего с

предлогами *on, in, for* и др.)

I don't see any use in going there. – Не вижу никакого смысла **в** том, чтобы идти туда.

Is there any hope of getting tickets? – Есть ли какая-нибудь надежда **на** билеты?

I've had little time for reading this week. – У меня было мало времени **для** чтения на этой неделе.

6) The Indefinite Gerund, как и существительное, может употребляться в качестве **препозитивного определения к другому существительному**. Такие сочетания близки к сложным существительным и трудноотличимы от них.

Например:

a swimming race – соревнование по плаванию (герундий); *a walking-stick* – трость (существительное);

7) подлежащего:

Walking always gives me an appetite. – Ходьба всегда поднимает у меня аппетит.

Learning rules without examples is of little use. – Учить правила без примеров не очень полезно.

Герундий-подлежащее часто вводится местоимением *it*:

It was a pleasure meeting you. – Было приятно с вами познакомиться.

В разговорной речи употребляются конструкции *it's no use (good/sense) + герундий-подлежащее*:

It's no use waiting any longer. – **Бесполезно** ждать дальше.

8) предикатива:

Our aim is learning to speak English. – Наша цель – научиться говорить по-английски.

9) обстоятельства (в этой функции герундий всегда употребляется с предлогом):

а) обстоятельства времени (с предлогами *on, upon, after, before, in*)

Think before answering. – Подумай, **прежде чем** ответить.

On seeing me he stopped. – Увидев меня, он остановился.

б) обстоятельства образа действия (обычно с предлогами *in, without, by*):

The girl listened without saying a word. – Девушка слушала, не говоря ни слова.

By doing this, you'll save a lot of time. – Сделав это, вы сэкономите много времени.

EXERCISES

1. Fill in-to. Translate into Russian in writing.

1) I think you ought to... apologize. 2) Make him... speak louder.

3) Help me... carry this bag. 4) My son asked me... let him... go to the party. 5) I must... go to the country. 6) It cannot... be done today. 7) She asked me... read the letter carefully and... write an answer. 8) The man told me not... walks on the grass. 9) Let me... help you with the work. 10) We had better... stop to rest a little. 11) I don't know what... do. 12) He was seen... leave the house. 13) I cannot... go with you now, I have some work... do. 14) You must make him... practice an hour a day. 15) I looked for the book everywhere but could not... find it. 16) She was made... repeat the song. 17) Would you rather learn French than English? 18) He had... miss quite a number of lectures. 19) He was very sorry... have missed so many lessons just before the exams. 17) The boy was left to the film after 10 o'clock. 18) ... walk in the garden was a pleasure.

2. Follow the model. Translate these sentences into Russian, underline the Infinitive

Model:

We must speak slowly. We don't want to wake him up. – We must speak slowly not to wake him up.

1) It is very cold. We can't bath. 2) The boy is very young. He can't have a front-door key. 3) It was too dark. We couldn't see the car. 4) I sent the son out of the room. I wanted to discuss his problems with the headmaster. 5) He sent his children to his sister's house. He wanted to have some rest. 6) Don't let the baby play with my glasses. He may break them. 7) We must take our gloves. We don't want to get frozen.

3. Translate these sentences into English, underline the Infinitive

1) Кататься на коньках приятно. 2) Дети могут пойти погулять. 3) Я сказал ему пойти туда. 4) Я счастлив слышать это. 5) Сегодня слишком холодно, чтобы купаться. 6) Помоги мне открыть дверь. 7) я слишком устал, чтобы идти в ресторан сегодня. 8) Я пришел, чтобы поговорить с вами о важном деле.

4. Choose the correct translation.

1) I have no hope of seeing him soon.	1) Он привык вставать рано.
2) The idea of spending our holidays in the country belongs to my brother.	2) Идея провести выходные за городом принадлежит моему брату.
3) I remember being asked about it.	3) У меня нет надежды увидеть его скоро.
4) I can't go there without being invited.	4) Я не могу пойти туда без приглашения.
5) He is used to getting up early.	5) Я помню, что меня спрашивали об этом.

5. Choose the correct translation.

1) I like reading detective stories.	1) То, что он виноват, очевидно.
2) He was accused of committing a crime.	2) Помню, что прочитал эту статью по криминологии.
3) His being guilty is evident.	3) Я люблю читать детективные рассказы.
4) The officers identifying the criminal helped arrest him.	4) То, что полицейский опознал преступника, помогло арестовать его.
5) I remember having read this article on criminology.	5) Его обвинили в совершении преступления.

6. Translate into Russian in writing.

1. The process of solving a problem by analogy may often give good results.
2. After having been discussed by the whole population the law was adopted.
3. The juvenile was found guilty of having committed a murder.
4. Carrying out a criminal order issued above a punishable.
5. Reading judicial books is useful.

7. Translate into Russian in writing, underline the gerund.

1. We were surprised at hearing of the crime.
2. The witness didn't remember having seen the man before.
3. My friend likes telling detective stories.
4. My friend likes being told detective stories.
5. Patrolling is one of the preventive methods.

8. Translate into Russian in writing, underline the gerund.

1. Taking part in scientific conferences helps the students to master theory.
2. After receiving a notification that a crime was committed the Militia must immediately start the investigation.
3. The state encourages all kinds of emulation by instituting cash prizes.
4. In 1947 the U.N. General Assembly passed decisions on apprehending war criminals and deporting them to the countries, where they had committed their crimes, for trial and punishment.
5. Carrying out a criminal order issued above is punishable.
6. One of the aims of the police is eradicating crime.
7. The task of the police was finding the thief and recovering the stolen property.
8. After having been considered the case was defined as one of the most difficult.
9. The juvenile was found guilty of having committed a murder.

Modal Verbs Модальные глаголы

Модальными глаголами в английском языке называются глаголы, которые выражают не действие (состояние), а отношение к нему: возможность, необходимость или способность совершения действия, его вероятность и т.п.

Например:

I must go home. – Я должен идти домой.

Can you swim? – Вы умеете плавать?

May I sit down? – Можно мне сесть?

Модальными глаголами являются *can – could, must; have to, have got to, may – might, ought, should, be to, need, dare*.

Глаголы *have, be, should* могут быть не только модальными, но и вспомогательными, а глаголы *need, have, be, get* – также и смысловыми:

<i>You should consult a doctor.</i>	Вам следует обратиться к врачу.	модальный глагол
<i>I should like to read this book.</i>	Я бы хотел прочесть эту книгу.	вспомогательный глагол
<i>What a pity you have to go.</i>	Как жаль, что вам нужно уходить.	модальный глагол
<i>I have bought a new dictionary.</i>	Я купил новый словарь.	вспомогательный глагол
<i>I have a new dictionary.</i>	У меня есть новый словарь.	смысловой глагол

По своим морфологическим свойствам модальные глаголы, кроме *have, be, dare, have got*, являются недостаточными, т.е. не имеют личных форм и в связи с этим не образуют сложных глагольных форм. Кроме того, недостаточные модальные глаголы не принимают окончания *-(e)s* в 3-м лице единственного числа в *Present Indefinite*.

Модальные глаголы *must, ought to, should, need, have got* имеют только одну временную форму. Модальные глаголы *can, may, be to* имеют формы настоящего и прошедшего времени (*Present Indefinite and Past Indefinite*), соответственно: *can – could; may - might; am, is, are to – was, were to*. Модальный глагол *have to* имеет формы настоящего, прошедшего и будущего времени (*Present, Past и Future Indefinite*), соответственно: *have/ has to – had to – shall/ will have to*.

Вопросительную и отрицательную форму модальные глаголы, кроме глагола *have to*, образуют без вспомогательного глагола *do*, как в сложных временных формах:

Am I to come tomorrow? – Должен ли я прийти завтра?

You mustn't do it. – Вы не должны этого делать.

I cannot answer this question. – Я не могу ответить на этот вопрос.

Модальные глаголы являются полувспомогательными и употребляются в предложении со смысловым глаголом в форме инфинитива, об разуя сложное модальное сказуемое. При этом глаголы *must*, *can* (*could*), *may* (*might*), *should*, *need* сочетаются с основой инфинитива (т.е. с формой инфинитива без частицы *to*), а глаголы *be to*, *ought to*, *have (got) to* – с инфинитивом (т.е. с формой инфинитива с частицей *to*):

I'm afraid I must be off. – Боюсь, мне нужно уходить.

Can't you see him? – Разве вы не можете увидеться с ним?

May I speak to you? – Можно с вами поговорить?

What are we to do now? – Что мы должны сейчас делать?

You ought to know it. – Тебе следует это знать.

We'll have to wait for Mary. – Придется подождать Мэри.

Модальные глаголы могут употребляться без инфинитива в кратких ответах на вопросы и во второй части разделительных вопросов.

Например:

– *Can you speak English?* – Вы говорите по-английски?

– *Yes, I can.* – Да.

– *You can come today, can't you?* – Вы ведь можете прийти сегодня, да?

Во избежание повторения смысловой глагол после модального может быть опущен, если он употреблялся ранее.

Например:

I don't feel like going there but – Я не хочу туда идти, но, боюсь, мне *I'm afraid I'll have to.* придется.

The boy ran as fast as he could. – Мальчик бежал изо всех сил.

Do it yourself if you can. – Сделай это сам, если можешь.

EXERCISES

1. Translate these sentences into English, underline the modal verbs.

1. Она, должно быть, дома сейчас.
2. Она, должно быть, была дома вчера.
3. Мы, может быть, придем к вам завтра.
4. Они, может быть, приходили к нам вчера, но нас не было дома.
5. Он, должно быть, видел этот памятник, когда был в вашем городе.
6. Он, может быть, видел этот памятник, когда был в вашем городе.
7. Не может быть, что он знает эту картину.
8. Не может быть, что он видел эту картину.
9. Ты можешь пойти туда: я не возражаю.

10. Ты можешь пойти туда: это совсем близко.
11. Ты не можешь пойти туда: ты не знаешь адреса.
12. Ты можешь не ходить туда: я могу им позвонить.
13. Ты не должен идти туда: они очень плохие люди.
14. Ты мог и не ходить туда вчера.
15. Тебе следует пойти туда: они тебя ждут.
16. Тебе следовало пойти туда вчера.
17. Тебе не следовало ходить туда вчера.

2. Choose the correct form of modal verb.

1. another form of can.

- a) should
- b) could
- c) might

2. the translation of may.

- a) могу, умею
- b) должен, нужно, надо
- c) могу, можно

3. the translation of can.

- a) могу, умею
- b) должен, нужно, надо
- c) могу, можно

4. the translation of must.

- a) могу, умею
- b) должен, нужно, надо
- c) могу, можно

5. the translation of have to.

- a) должен, обязан
- b) должен, вынужден
- c) могу, умею

6. the verb is not modal verb.

- a) must
- b) need
- c) can
- d) take
- e) may

DIRECT AND INDIRECT SPEECH ПРЯМАЯ И КОСВЕННАЯ РЕЧЬ

Прямой речью называется буквальная передача чьего-либо высказывания. На письме прямая речь заключается в кавычки, которые в английском языке, в отличие от русского языка, ставятся в начале прямой речи не внизу строки, а на одном уровне с кавычками, закрывающими прямую речь. Точка или какой-либо другой знак препинания ставится внутри кавычек при окончании прямой речи.

Первое слово прямой речи начинается с прописной буквы:

The teacher says, "The lesson is over." – Учитель говорит: "Урок окончен".

Слова автора, вводящие прямую речь, могут, как предшествовать ей, так и следовать за ней. В обоих случаях они отделяются от прямой речи запятой: *"The lesson is over," the teacher says.*

Однако, как правило, вводящие слова стоят после прямой речи. Кроме того, слова, вводящие прямую речь, могут разрывать прямую речь и стоять посередине. В этом случае они выделяются запятыми, или, если они стоят между самостоятельными предложениями, после них ставится точка: *'The lesson is over,' said the teacher, 'and you can go home.'* – "Урок окончен, – сказал учитель, – и вы можете идти домой".

Косвенной речью называется передача прямой речи в виде пересказа. Переход от прямой речи к косвенной связан с некоторым изменением формы высказывания.

Например:

She said, 'Mike has been arrested'. She said that Mike had been arrested.

Она сказала: "Майк арестован". Она сказала, что Майк арестован.

Общим для прямой и косвенной речи является то, что оба вида речи передают одинаковое содержание. Кроме того, они оба могут вводиться одним и тем же глаголом *to say* – говорить, сказать. Глагол *to say* – переходный глагол, который может употребляться как с косвенным дополнением, так и без него.

Косвенное дополнение при глаголе *to say* всегда употребляется с предлогом *to*:

'I'm fond of my dog,' the girl – "Я люблю свою собаку", – сказала said to her mother. девочка матери.

The girl said to her mother that - Девочка сказала матери, что любит *she was fond of her dog*. свою собаку.

Если за глаголом *to say*, вводящим косвенную речь, следует дополнение, то при обращении прямой речи в косвенную глагол *to say* обычно заменяется глаголом *to tell* - говорить, сообщать.

Дополнение после глагола to tell, в отличие от to say, всегда употребляется без предлога:

He said to me, 'I have seen you – Он сказал мне: "Я где-то вас видел". somewhere.'

He told me that he had seen – Он сказал мне, что он где-то видел меня. me somewhere.

Косвенная речь имеет форму дополнительного придаточного предложения, вводимого союзом that или бессоюзно к глаголам сообщения to say, to tell, to write, to answer, to reply, to know, to think и др. Глаголы to write, to answer, to reply обычно употребляются без косвенного или придложного дополнения:

She replied that she knew nothing about it. – Она ответила, что она ничего об этом не знала.

I didn't know she had left. – Я не знал, что она ушла.

ПЕРЕВОД УТВЕРДИТЕЛЬНЫХ ПРЕДЛОЖЕНИЙ ИЗ ПРЯМОЙ РЕЧИ В КОСВЕННУЮ

При переводе прямой речи в косвенную в повествовательном утвердительном предложении **соблюдаются следующие правила:**

1. Запятая, отделяющая слова, вводящие прямую речь, опускается. Кавычки при косвенной речи не употребляются.

2. Все личные и притяжательные местоимения изменяются в зависимости от изменения лица, от которого ведется речь (так же, как и в русском языке).

3. Перед косвенной речью употребляется союз that – что. Союз that может быть опущен после глаголов to say, to know, to think. После других глаголов, вводящих косвенную речь (например, после глаголов to reply – отвечать, to state – утверждать, to remark – замечать и т.д.) союз that обычно не опускается. Косвенная речь является дополнительным придаточным предложением, а слова, вводящие прямую речь, – главным предложением.

4. Если сказуемое в главном предложении выражено глаголом в одном из прошедших времен, то при изменении прямой речи в косвенную глагол-сказуемое в придаточном дополнительном предложении (в косвенной речи) изменяется в соответствии с правилами согласования времен. В соответствии с этими правилами время глагола прямой речи не изменяется, если глагол, вводящий косвенную речь, стоит в настоящем времени.

Наречия времени и места

Обычно наречия, которые указывают на близость (в расстоянии или во времени) в прямой речи, заменяются на наречия, указывающие на отдаленность, в косвенной речи. При переводе на русский язык такая замена не всегда прослеживается.

Ниже приведены наиболее распространенные наречия места и времени в прямой и косвенной речи.

Прямая речь	Косвенная речь
now / just – теперь, сейчас, только что	then – тогда
come – прийти	иногда заменяется на go – идти
tomorrow – завтра	the next day / the following day – на следующий день
yesterday – вчера	the day before / the previous day – в предыдущий день, за день до этого
next week / month / year – на следующей неделе / в следующем месяце / году	the following week / month / year – на следующей неделе / в следующем месяце / году
last week / month / year – на прошлой неделе / в прошлом месяце / году	the previous week / month / year – на прошлой неделе / в прошлом месяце / году
ago – назад	before – назад
this / these – этот / эти	иногда заменяется на that / those – тот / те
here – здесь	there – там

Например:

*He said, "I won't answer your question **now**." – He said that he wouldn't answer my question **then**.*

Он сказал: «Я не буду отвечать на твой вопрос сейчас». – Он сказал, что он не будет отвечать на мой вопрос сейчас.

*He told her, "I want to leave for Delhi **tonight**." – He told her that he wanted to leave for Delhi **that night**.*

Он сказал ей: «Я хочу отправиться в Дели сегодня вечером». – Он сказал ей, что он хотел отправиться в Дели в тот вечер.

ПЕРЕВОД ВОПРОСОВ В КОСВЕННУЮ РЕЧЬ

Вопросы в косвенной речи в английском языке передают лишь содержание вопроса прямой речи, но сами они вопросами, как таковыми, не являются. Исходя из этого, порядок слов в косвенных вопросах такой же, как в утвердительных предложениях, то есть подлежащее следует до сказуемого, вспомогательные глаголы (**do, did**) не используются, а также в конце таких вопросов не ставится вопросительный знак.

Например:

He said, "When are you leaving?" – He asked me when I was leaving.

Он спросил: "Когда ты уезжаешь?" – Он спросил меня, когда я уезжаю.

I said, "Where are you staying?" – I asked her where she was staying.

Я спросил: "Где ты остановилась?" – Я спросил ее, где она остановилась. "Where does John live?" she asked me. – She asked me where John lived.

"Где живет Джон?" спросила она меня. – Она спросила меня, где живет Джон.

John asked, "Where did you go last weekend?" – John asked where I had gone the previous weekend.

Джон спросил: "Куда ты ездил в прошлые выходные?" – Джон спросил, куда я ездил в прошлые выходные.

Общие и альтернативные вопросы вводятся в предложение союзами if / whether:

"Do you speak English?" she asked him. – She asked him if he spoke English.

"Ты говоришь по-английски?" спросила она его. – Она спросила его, говорит ли он по-английски.

"Are you British or French?" they asked me. – They asked me whether I was British or French.

"Вы из Британии или Франции?" спросили они меня. – Они спросили меня, из Британии я, или Франции.

"Did you come by train?" she required. – She required if I had come by train.

"Вы приехали поездом?" поинтересовалась она. – Она поинтересовалась, приехал ли я поездом.

Специальные вопросы вводятся вопросительным словом (when, where, why, и др.):

"What is your name?" he asked me. – He asked what my name was.

"Как тебя зовут?" спросил он меня. – Он спросил, как меня зовут.

"How old is your mother?" he asked her. – He asked her how old her mother was.

"Сколько лет твоей матери?" спросил он ее. – Он спросил ее, сколько лет ее матери.

ПЕРЕВОД В КОСВЕННУЮ РЕЧЬ ПРИКАЗАНИЙ, КОМАНД, ПРОСЬБ

Для перевода в косвенную речь просьб, приказаний и предложений используется конструкция глагол **сообщения** (например, **tell**) + дополнение + инфинитив с частицей **to**.

Например:

"Be careful," I told him. – I **told him to be** careful.

"Будь осторожен", сказал я ему. – Я сказал ему быть осторожнее.

"Go away," he said. – He **told me to go away**.

"Уходи", сказал он. – Он велел мне уходить.

"Call the first witness," said the judge. – The judge **ordered them to call** the first witness.

"Позовите первого свидетеля", сказал судья. – Судья сказал позвать первого свидетеля.

She told him, "Please wait here till I return". – She **requested him to wait** there till she returned.

Она сказала ему: "Подожди, пожалуйста, здесь, пока я не вернусь". – Она попросила его подождать здесь, пока она не вернется.

"Stop smoking," the doctor said. – The doctor **told me to stop** smoking.

"Перестаньте курить", сказал врач. – Врач сказал мне перестать курить.

The stranger said to me, "Please help me." – The stranger **requested me to help** him.

Незнакомец сказал мне: "Пожалуйста, помогите мне". – Незнакомец попросил меня помочь ему.

Просьбы какой-либо вещи или предмета переводятся в косвенную речь при помощи конструкции **ask + for + предмет (вещь)**.

Например:

She asked, "Can I have an apple?" – She **asked for an apple**.

Она спросила: "Можно мне яблоко?" – Она попросила яблоко.

"Sugar, please," she said. – She **asked for sugar**.

"Сахару, пожалуйста", сказал она. – Она попросила сахара.

Для передачи **просьбы и приказаний** могут использоваться такие глаголы, как: **tell** – велеть, сказать, **command** – приказывать, **warn** – предупреждать, **ask** – просить, **advise** – советовать, **invite** – просить, **beg** – упрашивать, **forbid** – запрещать.

EXERCISES

1. Turn the following sentences into Reported Speech.

Helen: I want to tell you something about my holiday in London.

Gareth: What does she say?

You: She says that _____.

Helen: I went to London in July.

Gareth: What does she say?

You: She says that _____.

Helen: My parents went with me.

Gareth: What does she say?
You: She says that _____.
Helen: We spent three days in London.
Gareth: What does she say?
You: She says that _____.
Helen: London is a multicultural place.
Gareth: What does she say?
You: She says _____.
Helen: I saw people of all colors.
Gareth: What does she say?
You: She says that _____.
Helen: Me and my parents visited the Tower.
Gareth: What does she say?
You: She says that _____.
Helen: One evening we went to see a musical.
Gareth: What does she say?
You: She says that _____.
Helen: I love London.
Gareth: What does she say?
You: She says _____.
Helen: The people are so nice there.
Gareth: What does she say?
You: She says _____.

2. Turn the following sentences into Reported Speech.

1. She said, "I am reading."
She said that _____.
2. They said, "We are busy."
They said that _____.
3. He said, "I know a better restaurant."
He said that _____.
4. She said, "I woke up early."
She said that _____.
5. He said, "I will ring her."
He said that _____.
6. They said, "We have just arrived."
They said that _____.
7. He said, "I will clean the car."
He said that _____.
8. She said, "I did not say that."
She said that _____.
9. She said, "I don't know where my shoes are."
She said that _____.
10. He said: "I won't tell anyone."
He said that _____.

3. Turn the following sentences into Reported Speech.

1. "Stop talking, Joe," the teacher said. The teacher told Joe _____.
2. "Be patient," she said to him. She told him _____.
3. "Go to your room," her father said to her. Her father told her _____.
4. "Hurry up," she said to us. She told us _____.
5. "Give me the key," he told her. He asked her _____.
6. "Play it again, Sam," she said. She asked Sam _____.
7. "Sit down, Caron" he said. He asked Caron _____.
8. "Fill in the form, Sir," the receptionist said. The receptionist asked the guest _____.

4. Turn the following sentences into Reported Speech.

1. "Don't touch it," she said to him. She told him _____.
2. "Don't do that again," he said to me. He told me _____.
3. "Don't talk to me like that," he said. He told her _____.
4. "Don't repair the computer yourself," she warned him. She warned him _____.
5. "Don't let him in," she said. She told me _____.
6. "Don't go out without me," he begged her. He begged her _____.
7. "Don't forget your bag," she told me. She told me _____.
8. "Don't eat in the lab," the chemistry teacher said. The chemistry teacher told his students _____.
9. "Don't give yourself up," he advised her. He advised her _____.
10. "Don't hurt yourselves, boys," she said. She told the boys _____.

5. Translate into English in writing.

1. Она сказала, что будет рада увидеть нас вновь.
2. Он сказал, что знает, как я себя чувствую.
3. Я сказал, что он только что вернулся из командировки.
4. Мы не заметили, как дети вышли из комнаты.
5. Она пообещала, что пришлет нам письмо.
6. Он не хотел верить, что они не понимают его.
7. Он не сказал, что не любитходить в театр.
8. Мы надеялись, что он уже вернулся домой.
9. Она сказала, что живет в Саранске уже двадцать лет.

10. Мой брат сказал, что не согласен со мной.
11. Мы хотели знать, где он и что он делает в это время.
12. Все знали, что она поедет в командировку, но не знали, когда она вернется.
13. Я не мог понять, почему он не пришел. Я подумал, что он болен.
14. Мама сказала, что она вернется до семи вечера.
15. Никто из учеников не знал, что он такой сильный.
16. Он сказал, что занят, что он работает над докладом.
17. Моя сестра сказала, что никогда не встречала эту женщину раньше и ничего не слышала о ней.
18. Мы были очень рады, что они не заблудились в незнакомом городе и пришли вовремя.
19. Все думали, что лекция начнется в десять.
20. Мы не надеялись, что увидим его снова.

**МОДУЛЬ 7.
ТРЕНИРОВОЧНЫЕ ТЕСТЫ**

**MODULE 7.
CHECK UP TESTS**

TEST 1

Choose the correct variant.

- 1.** Jane (водит) a car very well.
a) is driving b) drives c) is driven
- 2.** I (слушали) to with great attention.
a) were listened b) has been listened c) was listened
- 3.** They have lived (счастливо) all their lives.
a) happiest b) happy c) happily
- 4.** My story is (смешнее) than his.
a) more funnier b) funnier c) more funny
- 5.** Mrs. Smith has got about 20 (овец).
a) sheep b) sheeps c) sheepes
- 6.** The students (должны) to work hard.
a) should b) has c) have
- 7.** I don't like red flowers, give me yellow (цветы).
a) those b) ones c) one
- 8.** Her (братьев) names are Cane and Sam.
a) brother's b) brothers c) brothers'
- 9.** Yesterday his son (разбил) a window.
a) break b) broke c) has broken
- 10.** The manager (ушел) just home.
a) has gone b) went c) had gone
- 11.** He has got few mistakes in his dictation.
a) много b) мало c) несколько
- 12.** Everyone in my family can play tennis.
a) кто-то b) все c) никто
- 13.** There were some 20 students at the lecture.
a) примерно b) несколько c) также
- 14.** Mars as well as Venus is a planet where no life exists.
a) так же хорошо как b) поскольку c) так же как и
- 15.** The more I study English the better I understand it.
a) когда ... тогда b) чем... тем c) если... то
- 16.** The doctor's son knows Chemistry well.
a) сын доктора b) доктор сына c) доктора сына

17. Ted has been reeding a book since 10 o'clock a.m.

a) читал b) должен читать c) читает

18. They were not invited to the party.

a) они не пригласили b) их не пригласили c) к ним не пригласили

19. She has to come into the Institute in time.

a) пришла b) должна прийти c) (у нее) есть возможность прийти

20. This is the only English text I understand.

a) единственный b) только c) только один

21. They have not translated this text yet.

a) Они еще должны перевести этот текст.

b) Они еще не перевели этот текст.

c) У них есть еще один текст для перевода.

22. There is some milk in the bottle.

a) В какой-то бутылке есть молоко.

b) Немного молока есть в бутылке.

c) В бутылке есть немного молока.

23. The students were allowed to go home earlier.

a) Студентам разрешили уйти домой пораньше.

b) Студенты ушли домой пораньше.

c) Студенты были вынуждены уйти домой пораньше.

24. It is Bill Gates who is much spoken about in mass media.

a) Это Билл Гейтс много выступает в средствах массовой информации.

b) О ком много говорят в средствах массовой информации, так это о Билле Гейтсе.

c) Именно о Билле Гейтсе много говорят в средствах массовой информации.

25. Any student of our group can translate difficult English texts without a dictionary.

a) Какой-то студент из нашей группы может переводить трудные английские тексты без словаря.

b) Любой студент нашей группы может переводить трудные английские тексты без словаря.

c) Только один студент из нашей группы может переводить трудные английские тексты без словаря.

26. Mrs. Smith has been listened to by the dean with great attention.

a) Миссис Смит выслушала декана с большим вниманием.

b) Декан выслушал миссис Смит с большим вниманием.

c) Миссис Смит выслушала декана без особого внимания.

27. This article is easier than the one we translated last week.

a) Эта статья легче одной, которую мы переводили на прошлой неделе.

b) Эта статья легкая, так как на прошлой неделе мы уже переводили один

раз.

с) Эта статья легче, чем та, которую мы переводили на прошлой неделе.

28. They haven't seen him since 1990.

а) Они не видели его с 1990 года.

б) Они не видели ученого в 1990 году.

с) Они не видели его с ученым в 1990 году.

29. They came back because of the rain.

а) Они вернулись из-за дождя.

б) Они возвращались под дождем.

с) Им пришлось вернуться из-за дождя.

30. I shall be reading the book all day long tomorrow.

а) Я буду читать эту книгу завтра в течение дня.

б) Я буду читать эту книгу завтра целый день.

с) Я буду читать эту книгу завтра весь долгий день.

ANSWERS TO THE TEST

1b. 2c. 3c. 4b. 5a. 6c. 7b. 8c. 9b. 10c.

11b. 12b. 13a. 14c. 15b. 16a. 17c. 18b. 19b. 20a.

21b. 22c. 23a. 24c. 25b. 26b. 27c. 28a. 29a. 30b.

TEST 2

Choose the correct variant.

1. She often (повторяет) new words before the lesson.

а) repeated b) is repeating c) repeats

2. My brother (может) to speak 3 foreign languages.

а) is able b) is allowed c) can

3. It is (важно) to do this work in time.

а) necessary b) essential c) carefully

4. The architect (проектирует) a new building for 2 years.

а) has been designed b) is deigning c) designing

5. An electronic computer is (способен) of solving different problems.

а) available b) skilled c) capable

6. (To, что) he is a good engineer is a well-known fact.

а) That's b) That c) This

7. The Volga (говорят) to be the largest in Russia.

а) say b) is said c) talks

8. They wanted (чтобы их выслушали) as soon as possible.

а) listened to b) been listened to c) to be listened to

9. (Ожидая) for him she looked through some magazines.

а) waiting b) having waited c) having waiting

10. I have never been (в) Rostsov.

a) at b) in c) to

11. There are some 20 students in our group.

a) несколько b) около c) наверное

12. You shood reread this article.

a) перечитать b) дочитать c) прочитать

13. I haven't got a dictionary. I must buy one.

a) однажды b) один c) словарь

14. These boots are too small for him.

a) вдвое b) тоже c) слишком

15. They distributed new products through the Internet.

a) распространяющий b) распространяли c) распространяемый

16. Professor N was being waite for by his students in the hall.

a) ожидал b) ожидали c) подождали

17. This is the most interesting novel I have ever read.

a) интереснее b) самый интересный c) гораздо интереснее

18. Any leaver of a secondary school can get a higher education free of charge.

a) любой b) какой-нибудь c) ни один

19. My mother spoke with my reading teacher yesterday.

a) читающий учитель b) учитель чтения c) учитель, о котором прочла

20. Living in a big town has many advantages.

a) живя b) живущий c) проживание

21. A child was looked for by them everywhere.

a) Ребенок везде их искал.

b) Они везде искали ребенка.

c) Со всех сторон на них смотрели дети.

22. She had scarcely enough money to buy a ticket.

a) Ей едва хватило денег на билет.

b) Ей с лихвой хватило денег на билет.

c) Ей вполне хватило денег на билет.

23. They object to our change in the plan.

a) Их цель – внести изменения в наш план.

b) Они против того, чтобы мы внесли изменения в план.

c) Объект их изменения – наш план.

24. Her brother doesn't like being asked about his work.

a) Ее брату не нравится, когда его спрашивают о работе.

b) Ее брату не нравится спрашивать о работе.

c) Ее брат не собирается спрашивать о работе.

25. Let me explain them everything.

a) Пусть они мне все объяснят.

- b) Разрешите мне им все объяснить.
- c) Давайте я им все объясню.

26. The less you eat the better you feel.

- a) Меньше есть – лучше чувствовать себя.
- b) Чем меньше ешь, тем лучше чувствуешь себя.
- c) Чем лучше чувствуешь себя, тем меньше ешь.

27. She said that she couldn't understand him.

- a) Она сказала, что не поняла его.
- b) Она сказала, что может быть поймет его.
- c) Она сказала, что не понимает его.

28. John has to work hard on his English.

- a) Джон должен усердно работать над своим английским языком.
- b) Джон поработал усердно над своим английским языком.
- c) У Джона работа, связанная с английским языком.

29. Translating English texts I accumulate new words.

- a) Чтобы перевести тексты, я накапливаю новые слова.
- b) Переводя английские тексты, я накапливаю новые слова.
- c) Переводимые мною английские тексты помогают мне накапливать новые слова.

30. I wish I were a millionaire!

- a) Как бы мне хотелось стать миллионером!
- b) Я желаю стать миллионером!
- c) Мне хочется очутиться среди миллионеров!

ANSWERS TO THE TEST

- 1c. 2a. 3b. 4a. 5c. 6b. 7b. 8c. 9a. 10c.
- 11b. 12a. 13c. 14c. 15b. 16b. 17b. 18a. 19b. 20c.
- 21b. 22a. 23b. 24a. 25c. 26b. 27c. 28a. 29b. 30a.

МОДУЛЬ 8.
ПАМЯТКА К ЗАДАНИЯМ С ПЕРЕВОДОМ

MODULE 8.
TEMPLATES FOR TASKS WITH TRANSLATION

- 1. Answer the following questions.** – Ответить на следующие вопросы.
- 2. Put questions to this extract using.** – Поставить вопросы к отрывку.
- 3. Complete these sentences using the correct adverb.** – Дополнить предложения, используя правильную форму наречия.
- 4. Choose the correct form (variant).** – Выбрать правильную форму (вариант).
- 5. Translate these sentences into Russian, underline the Infinitive.** – Перевести предложения на русский язык, подчеркнуть инфинитив.
- 6. Put down the Russian for the sentences.** – Перевести на русский язык предложения.
- 7. A role play.** – Ролевая игра. (создать ситуацию по заданной теме)
- 8. Put down the negative form of the following verbs.** – Образовать отрицательную форму глаголов.
- 9. Translate into Russian in writing.** – Перевести на русский язык в письменной форме.
- 10. Read the words and put down their Russian equivalents.** – Прочитать слова и записать русские эквиваленты.
- 11. Solve the following problems.** – Решить заданные проблемы.
- 12. Draw a scheme of.** – Нарисовать схему.
- 13. Finish the sentences using the text.** – Закончить предложения с опорой на текст.
- 14. Use either agree or disagree.** – Выразить согласие или несогласие с предложениями, используя на текст.
- 15. Translate into Russian in writing the pairs: verb-noun.** – Перевести на русский язык письменно, образуя пары: глагол – существительное.
- 16. Follow the model.** – Следуй образцу.
- 17. Arrange the paragraphs of the text in the logical order.** – Расставь абзацы по-порядку в соответствии со смыслом текста.
- 18. Give the title to the text.** – Озаглавь текст.
- 19. Think of 5 questions covering the contents of the text. Use them in a talk with a group mate.** – Поставь 5 вопросов к основному содержанию текста. Составь диалог с одногруппником.
- 20. Fill in.** – Вставьте.
- 21. Choose the correct translation.** – Выбрать верный вариант перевода.
- 22. Turn the following into Reported speech.** – Преобразуй предложения из прямой в косвенную речь.
- 23. Read and study the use of the new words to read the text.** – Прочитай и выучи новые слова, прежде чем приступить к чтению текста.

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Для заметок

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Для заметок

Учебно-методическое пособие по английскому языку
Для самостоятельной работы обучающихся
среднего профессионального образования
(технический профиль)

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