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АНГЛИЙСКИЙ ЯЗЫК

Учебно-методический комплекс для студентов математического факультета

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Данный учебно-методический комплекс по английскому языку предназначен для студентов математического факультета, занимающихся на заочной форме обучения.

Издание содержит теоретический материал по грамматике и комплексы упражнений для его закрепления, текстовой материал с системой упражнений и задания для самостоятельной работы в течение межсессионного периода.

П Р Е Д И С Л О В И Е

Учебно-методический комплекс предназначен для занятий по английскому языку на математическом факультете (заочная форма обучения).

Комплекс состоит из пяти частей, структурно соотносящихся с этапами обучения иностранного языка, предусмотренными программой высшей школы для заочного отделения: 1-я часть предназначена для занятий в период установочной сессии, 2-я часть – для занятий во время I семестра, 3-я часть – II семестра, 4-я часть – III семестра, 5-я – IV семестра.

В каждой части представлен грамматический материал с логически выстроенной системой упражнений для его закрепления. Издание также содержит текстовой материал по специальностям факультета: «4 основные операции арифметики», «Дроби», «Окружности», «5-е поколение компьютеров». Тексты снабжены активным словарем, а также лексическими предтекстовыми и послетекстовыми упражнениями.

В конце каждой части дается задание для самостоятельной работы в течение межсессионного периода. Оно состоит из:

1) вопросов для самоконтроля;

2) текстов для самостоятельного чтения с пред- и послетекстовыми заданиями;

3) контрольных работ по изученному грамматическому материалу.

Установочная сессия

LESSON 1

О пользовании словарем

Словарь – главный помощник в процессе перевода. Им пользуются не только тогда, когда хотят узнать значение того или иного слова, но также и для отбора наиболее подходящего значения из ряда уже известных.

Для того, чтобы умело пользоваться словарем, надо знать его структуру.

Все слова расположены в словаре строго в алфавитном порядке и по гнездовому принципу. Слова надо отыскивать не по первой букве, а по первым трем буквам. В верхнем левом углу каждой страницы стоят первые три буквы первого слова на этой странице, а в верхнем правом углу – первые три буквы последнего слова на этой странице. Твердое знание английского алфавита – обязательное условие быстрой работы со словарем.

Перевод отдельного слова может не совпадать с переводом того же слова в словосочетаниях: **to make** – делать, производить; **to make a bed** – стелить постель; **to make an answer** – отвечать. Поэтому при многих словах даются сочетания слов, в состав которых входит данное гнездовое слово. Заголовочное слово внутри словарной статьи не повторяется, вместе него ставится знак ~ (тильда).

В словаре отражена многозначность английских слов. Различные значения одного и того же слова обозначены арабскими цифрами. Римскими цифрами обозначены омонимы: брак (супружество) и брак (испорченная продукция); **case** (случай, дело) и **case** (ящик, коробка).

После глагола в его основных значениях расположены составные глаголы с послеслогами, меняющими значение основного глагола. Послеслоги даны в алфавитном порядке, например: **to look** – смотреть; **~ about** – осматриваться; **~ down** – смотреть свысока; **~ for** – искать; **~ forward** – предвкушать и т. д.

Словарная статья заканчивается наиболее употребительными устойчивыми словосочетаниями (фразеологизмами), которые приводятся за знаком ◊ (ромб). Например, для глагола **to keep**: ◊ **to ~ bad company** – быть в плохой компании; **to ~ one's end** – стоять на своем; **to ~ on at a person** – беспрестанно бранить кого-либо и т. д.

* * *

Не следует выписывать из текста все незнакомые слова сразу, чтобы затем, отложив текст, искать их значения по словарю. Многие слова имеют несколько значений. То значение, которое подходит для данного текста, не всегда стоит первым.

Прежде чем приступить к переводу текста, надо просмотреть этот текст для того, чтобы понять, о чем в нем пойдет речь. Особое внимание следует обратить при этом на заглавие, т. к. оно обычно называет тему научной статьи. Общее содержание текста и его характер подскажут, какое из нескольких значений слова необходимо выбрать. Так, в текстах о школе слово **period** обычно переводится как «урок», в текстах же по математике или астрономии – как «период». Слово **student** в зависимости от контекста может быть переведено как «студент», «учащийся», «ученый».

* * *

В английском языке, также как и в русском, существует много международных слов, которые имеют сходные написание и значение в обоих языках. Значение таких слов можно установить при чтении самостоятельно, не обращаясь к словарю. Например:

constitution	конституция	**mathematics**	математика
delegation	делегация	**history**	история
fact	факт	**physics**	физика

Правильность определения значения этих слов следует, однако, всегда проверять контекстом. Необходимость такой проверки вызвана тем, что некоторые международные слова значительно изменили свое значение в русском языке по сравнению с английским, например:

data	данные, а не дата
novel	роман, а не новелла
pretend	притворяться, а не претендовать
magazine	журнал, а не магазин

* * *

Слова в словаре даются в их исходной форме: глагол – в инфинитиве, существительное – в общем падеже, прилагательные и наречия – в положительной степени. В тексте же слова встречаются, как правило, в производных формах. Следовательно, прежде чем обращаться к словарю, надо восстановить исходную форму искомого слова, отбросив суффиксы и окончания. В английском языке пять словоизменительных окончаний: **-es, -er, -est, -ed, -ing.**

При отбрасывании окончания чтение основы слова не должно меняться. Например, чтобы найти исходную форму слова **shines,** надо отбросить лишь окончание **–s,** но не **–es,** т.к. иначе вместо [ʃain] основа слова станет читаться [ʃin].

Если окончанию **–ing** предшествует буква «**y**» в односложном слове-основе, имеющем одну согласную, буква «**y**» заменяется буквосочетанием **ie: lying – lie, dying – die.**

Если перед окончаниями **–es, -er, -est, -ed** есть буква «**i**», перед которой стоит согласная буква, то для определения исходной формы слова надо отбросить окончание, а букву «**i**» заменить буквой «**y**»**: tries – try, easier – easy.**

Упр. 1. Расставьте слова в алфавитном порядке по первой букве:
Failure, mental, intelligence, ability, common, mature, underestimate, join, yet, testing.

Упр. 2. Расставьте слова в алфавитном порядке по первым трем буквам:
Psychological, individual, challenge, quite, concern, complain, infant, quarrel, prove.

Упр. 3. Определите по часам, сколько времени вам потребуется на то, чтобы найти по словарю первые значения следующих существительных. Если вы затратите больше 4 минут, повторите алфавит и еще раз прочтите параграф о структуре словаря:
Objective, level, curriculum, need, demand, law, point, personnel, reach, trade.

О необходимости определения части речи незнакомого слова

Перевод – это не механическая подстановка взятых из словаря значений вместо иностранных слов. Можно знать все слова и не понимать смысла предложения. Нельзя правильно понять английское предложение, если не выяснена принадлежность слова к определенной части речи и его функция в предложении. Так, предложение **Our windows face south** не может быть переведено правильно, если слово **face** ошибочно принять за существительное. При этом в русском варианте получится лишенный смысла набор слов: Наши окна лицо юг.

В связи с почти полным отсутствием окончаний многие английские слова вне контекста оказываются лишенными признаков определенной части речи. Совершенно одинаковые по написанию слова **face** - существительное и **to face** – глагол имеют различные значения «лицо» и «выходить на» (Наши окна выходят на юг).

Такой переход слова из одной части речи в другую без изменения самой формы слова (**house** - дом, **to house** - вмещать; **cause** - причина, дело, **to cause** - причинять; **demand** - требование, **to demand** - требовать) является специфическим способом образования новых слов в английском языке. Для русского языка это явление не типично.

Одним из признаков принадлежности слова к определенной части речи являются суффиксы. В словаре могут отсутствовать некоторые производные слова, о значении которых легко догадаться, если известно значение корневого слова: Например, редко встречаются в словарях слова с суффиксом **–ly**. Зная, что это суффикс наречия, легко найти значение всего слова, найдя перевод соответствующего слова без суффикса. Например, **strict** – строгий, **strictly** – строго.

На принадлежность слова к определенной части речи указывают также артикли, притяжательные местоимения, префиксы, окончания и т. д.

Распознаванию части речи по синтаксическим признакам помогает твердый порядок слов в английском предложении.

В английском языке, также как и в русском, предложение состоит из подлежащего, сказуемого, дополнений и обстоятельств. Некоторые части речи могут выполнять в предложении лишь одну функцию. Например, личные местоимения **I, he, she, we, they** могут быть только подлежащими, наречия выполняют функции обстоятельств, модальные глаголы – первый элемент сказуемого и т. д. Но большинство слов могут выполнять различные синтаксические функции в зависимости от позиции в предложении.

Итак, при определении части речи незнакомого слова следует исходить из:

1) анализа внешних формальных признаков слова (артикля, суффиксы, окончания и т. д.);
2) анализа порядка слов в предложении.

Основные формально-строевые признаки частей речи

Имя существительное

1. Наличие артикля перед словом. Если за артиклем идет ряд существительных, не разделенных предлогами, артикль относится к последнему из них: **an adult, a toy, the games, a study period, the school activities.**

2. Наличие детерминатива (определителя) к слову. В качестве детерминатива могут выступать числительные, существительные в притяжательном падеже, **слова some, any, no, this, that, these, my, his, her, our, its, your, their, much, many, every** и т. д.: **these ideas, your troubles, the Parents' Associations, every chance, three attempts.**

3. Характерные суффиксы существительного: **-er/-or, -ist, -ism, -ness, -ent, -ant, -ance, -ence, -dom, -hood, -(i)ty, -y, -ment, -tion, -sion, -ture: childhood, reaction, failure, patience.**

4. Наличие предлога **of** перед словом: **the organization of a play, a feeling of respect**.

5. Наличие других предлогов перед словом: **in reference, on the board**.

6. Наличие окончания **–(e)s**, если слово не занимает при этом второго места в предложении: **units, rules.**

7. Наличие предлога **of** после слова, если это слово не является глаголом: **the system of education**.

<u>Глагол</u>

1. Суффиксы **–ate, -en, -(i)fy, -ize, -ise: characterize, satisfy, penetrate**.

2. Окончания **–s, -ed,** если слово занимает второе место в предложении: **The museum <u>houses</u> rich collections of sculpture and painting**.

3. Окончания отсутствуют, слово занимает в предложении место после подлежащего и перед прямым дополнением: **They <u>involve</u> pupils in the learning process.**

<u>Наречие</u>

1. Суффикс **–ly: unfortunately, lately.**

<u>Прилагательные</u>

1. Суффиксы **–able, -ible, -al, -an, -ful, -ic, -ish, -less, -en: capable, visible, critical, childish.**

2. Наличие перед данным словом таких слов как **more, the most, more important, the most difficult.**

3. Окончание **–er** при наличии союза **than** и окончание **–est**: **the <u>widest</u> practical use of mental testing. Minsk is <u>larger</u> than Vitebsk.**

Упр. 4. Запишите исходную форму данных слов:

Experiences, youngest, activities, toys, cries, tried, highest, losing, worried, planning, earlier, clearly, devoting, dying.

Упр. 5. Подберите по словарю наиболее подходящее значение глагола to leave (left, left) в каждом из следующих предложений:
1) The first train leaves at 6 o'clock.
2) He leaves the house early.
3) We left the book on the desk.
4) He left school when he was 16.
5) They left Minsk for Moscow.

Упр. 6. Не заглядывая в словарь, определите, какой частью речи являются следующие слова, назовите структурный признак, по которому вы ее определили:

Softly, purify, development, hopeless, regional, changeable, responsible, assistance, indicator, scientist, science, architecture, redden, peaceful, periodic.

Упр. 7. Догадайтесь, что означают следующие международные слова:

Situation, test, radical, constant, concentrate, fundamental, social, practice, normal, dynamic, reality, optimism.

КОНВЕРСИЯ

Многие английские слова в их основной форме могут относиться к различным частям речи (существительным, прилагательным, глаголам) без изменения в написании и произношении:

Smile улыбка – to smile улыбаться, empty пустой – to empty опустошать.

Иногда глаголы отличаются от существительного по значению, или могут преводиться описательно:

Result результат – to result иметь результатом, повлечь за собой, приводить к …, house дом – to house располагаться, помещаться.

Определить часть речи данного конкретного слова можно по наличию служебных слов (артиклей, местоимений, частиц), окончаний и функции его в предложении.

Упр. 8. Прочтите и переведите предложения. Определите, какой частью речи является подчеркнутое слово:

1. Please, give me a sheet of <u>paper</u>. 2. He is good at <u>paper</u> work. 3. Send these <u>papers</u> at once. 4. Are you fond of hard <u>work</u>? 5. My <u>work</u>-day starts at 7 o'clock. 6. He <u>works</u> six days a week. 7. There's a great <u>need</u> for a book on this subject. 8. Does he <u>need</u> help? 9. No admittance without a <u>pass</u>. 10. The road is narrow for cars to <u>pass</u>. 11. He is under the <u>influence</u> of his wife. 12. Do parents <u>influence</u> their child's character? 13. Does goodness <u>charm</u> more than beauty? 14. Her <u>charm</u> makes her very popular. 15. There is a handbag with long <u>handles</u> on the chair. 16. Ann knows how to <u>handle</u> her husband. 17. What's your home <u>address</u>? 18. Don't <u>address</u> me as "You". 19. You <u>cause</u> trouble to all of us. 20. There's no <u>cause</u> for worry.

LESSON 2

Множественное число существительных

	Окончание	*Произношение*	*Единственное число*	*Множествен-ное число*
1. После звонких согласных и глас-ных	s	[z]	a boy a dog a hand	boys dogs hands
2. После глухих согласных	s	[s]	a book a cat	books cats
3. После шипящих и свистящих зву-ков, которые дают следующие буквы и буквосочетания: s [s], ss [s], x [ks], ch [tʃ], tch [tʃ], sh [ʃ]	es	[iz]	a bus a box a brush a match	buses boxes brushes matches

Особые случаи образования множественного числа:

Man (мужчина) – men
Woman (женщина) – women ['wimin]
Foot (нога) – feet
Child (ребенок) – children
Fish (рыба) – fish
Hair (волос) – hair
Fruit (фрукт) – fruit

Упр. 1. Прочтите следующие существительные, обращая внимание на правильное произношение окончаний множественного числа:

Books, pens, pencils, bags, windows, pages, boxes, pictures, walls, desks, tables, girls, boys, teachers, cities, towns, rivers, glasses, rooms, dresses, proc-esses, inches, maps, names, pupils, students, studies.

Упр. 2. Переведите на английский язык:

Две ручки, 5 учеников, много учителей, хорошие манеры, молодые женщины, счастливые дети, два сына, две дочери, много фруктов, трое мужчин, большие города, много картин, хорошие студенты, белые стены, красные карандаши, седые волосы, большие комнаты.

Неопределенный артикль

a	an	Употребляется с исчисляемыми
перед согласн.	перед гласными	существительными в единствен-
a book	**an apple**	ном числе, когда речь идет о
		предмете, упоминаемом впервые.

Упр. 3. Вставьте правильную форму неопределенного артикля:

… end, … apple, … bed, … aim, … small table, … nice bag, … old flat, … easy lesson.

*Упр. 4. Определите, какие существительные являются а) исчис-
ляемыми; б) неисчисляемыми. Поставьте неопределенный артикль
перед исчисляемыми существительными:*

Stamp, book, petrol, tree, air, money, pound, music, job, work, apple, soup, plane, problem, information, flower, wine, rice, water, car, blood, sugar, meat, camera.

Определенный артикль

the [ð∂]	the [ði:]	Употребляется с исчисляемыми и не-
перед согл.	перед глас.	исчисляемыми существительными в
the book	**the apple**	единственнром и множественном
		числе, когда речь идет о конкретных
		предметах, известных говорящему.

Упр. 5. Вставьте артикль, где необходимо:

1. This is … tree . … tree is green. 2. I can see three … boys. … boys are playing. 3. I have … bicycle. … bicycle is black. My … friend has no … bicy-cle. 4. Our … room is large. 5. We wrote … dictation yesterday. … dictation was long. 6. She has two … daughters and one … son. Her … son is … pupil. 7. My … brother's … friend has no … dog. 8. This … pencil is broken. Give me that … pencil, please. 9. She has … ball. … ball is … big. 10. I got … letter from my … friend yesterday. … letter was interesting.

Упр. 6. Вставьте артикль, где необходимо:

1. This is … pen. … pen is red. 2. These are … pencils. … pencils are black. 3. This is … soup. … soup is tasty. 4. In the morning I eat … sandwich and drink … tea. 5. She gave me … coffee and … cake. … coffee was hot. … cake was tasty. 6. Do you like … ice-cream? 7. I see … book in your … hand. Is … book interesting? 8. She bought … meat, … butter and … potatoes yesterday. She also bought … cake. … cake was very … tasty. We ate … cake with … tea. 9. This is my … table. On … table I have … book, two … pencils, … pen and … paper. 10. This is … bag. … bag is brown. It is my sister's … bag. And this is my … bag. It is … yellow.

Левое определение, выраженное существительным

Английское существительное часто может выполнять функцию определения, отвечая на вопрос **какой?** и не обладая при этом дополнительно никакими внешними признаками (в русском языке подобное невозможно): Sometimes Jack and Fred have a _coffee break_ with their friends. _Иногда Джек и Фред устраивают перерыв, во время которого пьют кофе со своими друзьями._

ЗАПОМНИТЕ: если в английском предложении встречаются подряд два или несколько существительных, то главным (опорным) из них является то, которое стоит последним, а все предыдущие только описывают его, отвечая на вопрос **какой?** Перевод в таких случаях делаем справа налево: table **window** – окно (какое?) → **окно**, расположенное над столом / у стола; window **table** – **стол** (какой?) → стол, расположенный у окна / рядом с окном.

Опорному существительному может предшествовать целая цепочка определений, выраженных существительным:

a space flight **section** – _отдел космических полетов_

an office telephone **number** – _номер рабочего телефона_

Существительное в функции определения может, в свою очередь, иметь определение, выраженное существительным, прилагательным, причастием, числительным порядковым или количественным:

a working people delegation – делегация трудящихся

a first year student – студент первого курса

foreign language study – изучение иностранного языка

a ten per cent wage increase – увеличение зарплаты на 10%

Существительное в функции левого определения может переводиться:

- прилагательным: a newspaper article – газетная статья;
- существительным в родительном падеже: a rest home – дом отдыха, a computer programme – программа компьютера;
- существительным в одном из косвенных падежей с предлогом: a watch pocket – карман для часов, air requirement – потребность в воздухе;
- словосочетанием с описательной конструкцией: return ticket – билет в обе стороны, the Children Rehabilitation Unit special education program – особая программа учебно-воспитательной работы, разработанная центром по оказанию помощи трудным детям.

Для правильного перевода необходимо установить границы определения, выраженного существительным. Его _левая граница_ – определитель существительного, которым может быть **_артикль, притяжательное, указательное или неопределенное местоимение._** Его **_правая граница_** –

опорное существительное, признаком которого является формальный грамматический показатель начала следующего члена предложения:

The experiment traced the eye movements of children in the process of reading. – Признаком опорного существительного является правое определение *of children*, начинающееся предлогом *of*.

Упр. 7. Переведите на русский язык:

A bus stop, a picture gallery, a river port, our university building, oil export, export oil, grammar rules, one way ticket, return ticket, the North Pole expedition, the Moon Exploration (исследование) Committee, a two centimetre thick rope, an everyday life case (случай), personality development, personality – social – emotional development, Vicky's growing memory capacity, separation anxiety.

Упр. 8. Найдите комбинации слов с конструкцией "noun + noun". Предложения переведите:

1. Organized teacher training did not begin in England and Wales until the 19th century. 2. From time to time he appeared at public protest meetings. 3. The orchestra's art director and conductor (дирижер) was Vasily Andreyev, a famous musician and a virtuoso balalaika player. 4. There are more study films and Moscow TV's education programmes are also used. 5. When adults begin to learn foreign language pronunciation problems often arise. 6. People vary in their reading abilities and interests. 7. Vicky's growing memory capacity underlines the development of separation anxiety, the fear that Mother will not return.

Притяжательный падеж существительных

Притяжательный падеж передает различные оттенки принадлежности и употребляется с одушевленными существительными, а также с некоторыми неодушевленными, обозначающими время, расстояние, время года, день, месяц, название страны, реки, города:	
Единственное число	*Множественное число*
My sister's letter. Письмо моей сестры.	These students' book. Книга этих студентов.
The student's book. Книга студента.	The Petrovs' room. Комната Петровых (семьи).
Aunt Julia's face. Лицо тети Джулии.	

> В некоторых случаях, при обозначении места (дома, квартиры, магазина…), опорные существительные опускаются. Например, вместо **at the baker's shop** говорят просто **at the baker's** – в булочной, **at the brother's** у моего брата (т.е. в доме брата), **at the hairdresser's** в парикмахерской и т. п.

Упр. 9. Переведите на русский язык:

Diana and Mary's answer, the child's mother, children's voices, women's rights, the students' works, at the doctor's, in December's morning, at my grandmother's, the teachers' flowers, to my friend's.

Упр. 10. Переведите на английский язык:

Стол учителя, портфель студента, книжка ученика, друг сестры, имя мальчика, сын врача, мамины платья, картина учителя, ручки студентов, Анин учебник, комната брата, муж сестры, ученики Ивана Георгиевича, у сестры, в парикмахерской, у врача, у бабушки.

of + существительное

(соответствует русскому родительному падежу)

the streets of Vitebsk – улицы Витебска

the students of our University – студенты нашего университета

the father of Ann's mother – отец Аниной матери

Примечание: перед существительным, за которым следует предлог **of**, стоит, как правило, артикль **the**.

Упр. 11. Переведите на английский язык:

Города Беларуси, книга маминой подруги, парки нашего города, кинотеатры Витебска, лица женщин, собака моего дяди, одежда детей, глаза кошки, комната моих братьев, дети этой женщины, имена моих друзей, руки ребенка, ноги мужчины, школа сына, день рождения матери, жена брата, страницы книги, окна дома.

Личные и притяжательные местоимения

Ли-цо	Личные местоимения		Притяжательные местоимения	
	Именит. падеж	*Объектный падеж*	*I форма (справа стоит существительное)*	*II форма (существ. справа нет)*
1.	I	me – мне, меня	my – мой, мои	mine
2.	-	-	-	-
3.	he	him – ему, его	his – его	his
	she	her – ей, ее	her – ее	hers
	it	it – его, ее	its – его, ее	its
1.	we	us – нам, нас	our - наш, наши	ours
2.	you	you – вам, вас	your – ваш, ваши	yours
3.	they	them – им, их	their - их	theirs

Упр. 12. Переведите на английский язык:

Their flat, a friend of mine, your table, our classroom, his name and mine, my room and yours, your book and hers, their house and ours, his car and yours, our teacher and theirs, your letter and his, her mother, their newspaper.

Упр. 13. Переведите на английский язык:

Наши проблемы, их игра, ее манеры, их пример, ваши дети, его ученики, моя первая учительница, его музыка, его (дома) стены, ее (газеты) статьи, их (книг) страницы, их отец, эта книга моя, а эта - твоя, этот дом наш, а этот - её, эти учебники их, а эти - наши.

Упр. 14. Замените личным местоимением:

My sister, Robert Brown, these books, a cat, our rivers, you and me, Olga, Minsk, Moscow, my dogs, Nick and Mike.

Спряжение глагола to be

	Present Indefinite	**Past Indefinite**	**Future Indefinite**
Утвердительная форма	I am	I was	I shall be
	You are	You were	You will be
	He	He	He
	She } is	She } was	She } will be
	It	It	It
	We are	We were	We shall be
	You are	You were	You will be
	They are	They were	They will be

Вопросительная форма	Am I? Are you? Is { he? she? it? Are we? Are you? Are they?	Was I? Were you? Was { he? she? it? Were we? Were you? Were they?	Shall I be? Will you be? Will { he be? she be? it be? Shall we be? Will you be? Will they be?
Отрицательная форма	I am not You are not He She } is not It We are not You are not They are not	I was not You were not He She } was not It We were not You were not They were not	I shall not be You will not be He She } will not be It We shall not be You will not be They will not be

Упр. 15. Переведите на русский язык:

1. He is not at home. 2. I'm from Vitebsk. 3. We were ill. 4. I'm cold. 5. She is 25. 6. We are first year students. 7. They are happy. 8. We shall be at the University. 9. He was in Polotsk. 10. They will be here tomorrow.

Упр. 16. Переведите на английский язык:

1. Я студентка. Меня зовут Ира. Мне 17 лет. Я из Полоцка. Моя подруга из Орши. Мы не из Витебска.

2. Витебск – красивый город. Наш университет старый. Ему около 80 лет. Университет находится на Московском проспекте. Это очень широкая улица.

Упр. 17. Сделайте предложения отрицательными и вопросительными:

1. They are workers. 2. He is 25 years old. 3. Her parents' flat is small. 4. Pete's sister is a teacher. 5. I am here. 6. You are my friend. 7. These are your books. 8. This house is new. 9. She is a popular actress. 10. You are young.

Запомните следующие словосочетания, в состав которых входит глагол to be:

to be ready	быть готовым
to be afraid of	бояться
to be proud of	гордиться
to be late	опаздывать
to be good at	иметь способности к (чему-либо)

to be fond of	увлекаться (чем-то)
to be sure of	быть уверенным
to be glad	радоваться
to be tired	быть усталым
to be sorry	сожалеть; извиняться
to be over	заканчиваться
to be on	идти (о фильме, спектакле)
to be married	быть женатым, быть замужем

Упр. 18. Укажите, в каком времени стоит глагол to be, переведите предложения:

1. You will be proud of me. 2. Why are you late? 3. He is fond of music. 4. I'm glad to see you. 5. We were tired. 6. The lesson is over. 7. What is on at the cinema "Belarus"? 8. We are not afraid of you. 9. She is good at nothing. 10. I was sure of it. 11. Why are you so tired? 12. You will be sorry for this one day.

Упр. 19. Вставьте глагол to be в нужной форме:

1. My grandmother … young at that time. 2. I … glad to see you tomorrow. 3. … you ready for the lesson today? 4. I … not sure of it. 5. You … married next year. 6. The film … over at 3 o'clock. 7. I … tired in the evening. 8. When I … small, I wanted to become a doctor. 9. Yesterday they … together. 10. We … friends at school. 11. … you fond of music? 12. She … good at languages.

Упр. 20. Переведите на английский язык:

1. В «Беларуси» идет интересный фильм. 2. Я горжусь тобою. 3. Почему ты опоздал? 4. У меня нет способностей к математике. 5. Сколько лет этим девочкам? 6. Нет, они не из нашей группы. 7. Мы из Беларуси. 8. Я буду рада видеть вас. 9. Ты в этом уверен? 10. Занятия закончатся в 2 часа. 11. Он еще не старый. 12. Когда ты там был?

LESSON 3

Конструкция с вводящим there (is, are …)

Предложения с оборотом **there is** утверждают наличие или отсутствие какого-либо предмета (предметов) в определенных условиях (в данном месте, в данное время и т.д.). На русский язык они переводятся предложениями, начинающимися с обстоятельства. Глагол **to be** в обороте может употребляться в разных временных формах.

There are different books on the shelf.

There were many mistakes in your dictation.

There will be a meeting after classes.

В вопросах компоненты конструкции **there is** меняются местами:

Is there a newspaper on the desk? – Yes, **there is**.

Упр. 1. Переведите на русский язык:

1. There will be an interesting exhibition in our museum. 2. There are many schools in Vitebsk. 3. There was an evening party yesterday. 4. There is no smoke without fire. 5. While there is life, there is hope. 6. Where there is a will, there is a way. 7. Will there be a concert tomorrow?

Упр. 2. Переведите на английский язык:

1. В Витебске 4 университета. 2. В нашей квартире три комнаты. 3. В библиотеке много студентов? 4. В нашей группе нет парней. 5. Сегодня будет собрание? 6. На концерте было много людей? 7. На этой улице нет магазинов. 8. Здесь будет парк в будущем. 9. Вчера здесь было две книги. 10. Сколько студентов в вашей группе?

Местоимения some, any, no

Утвердительная форма	some	There are **some** books on the shelf.
Вопросительная форма	any	Are there **any** books on the shelf?
Отрицательная форма	no not any	There are **no** books on the shelf. There are **not any** books on the shelf.

Примечание: В утвердительных предложениях **any** имеет значение «любой, какой-нибудь».

Неопределенные местоимения и наречия, производные от some, any, no

Неопределенные местоимения	Производные слова			
	body	one	thing	where
some несколько, некоторые, какой-нибудь, некоторое количество	somebody кто-то, кто-нибудь	someone кто-то, кто-нибудь	something что-то, что-нибудь	somewhere где-то, куда-то
any какие-либо, какие-нибудь, сколько-нибудь	anybody кто-то, кто-нибудь	anyone кто-то, кто-нибудь	anything что-нибудь	anywhere где-то, куда-то
no никакие	nobody никто, никого	no one никто, никого	nothing ничто, ничего	nowhere нигде, никуда

Упр. 3. Вставьте some, any, no или их производные:

I. Are there … students in the classroom? 2. Are there … pictures in the magazine? – Yes, there are … pictures in the magazine. 3. There is … opera-house in Vitebsk. 4. There is … in the bag. 5. There is … in the room. 6. Is there … in the classroom? 7. This book is … on the shelf. 8. There are … cinemas in this town.

Упр. 4. Сделайте предложения отрицательными и вопросительными:

1. There is somebody in the next room. 2. There was something in the news-paper about it. 3. There are some children in the classroom. 4. There was some-body at home. 5. There are some interesting articles in the magazine. 6. There will be some poets there. 7. There was something on the blackboard. 8. There is somebody behind the door.

Упр. 5. Переведите на английский язык:

I. У тебя в руках есть что-нибудь? 2. Их нигде нет. 3. В той комнате кто-то есть. 4. Там никого нет. 5. В аудитории несколько студентов. 6. В газете есть что-нибудь интересное? 7. В этой комнате нет телевизора. 8. Есть что-нибудь в этой сумке? 9. В этой книге нет ничего нового.

Спряжение глагола to have

Present	*Past*	*Future*
I have	I	I shall
You have	You	You will
He	He	He will
She has	She had	She will have
It	It	It will
We have	We	We shall
You have	You	You will
They have	They	They will

Примечание: Часто в разговорной речи вместо have, has употребляется сочетание have got, has got (краткие формы 've got и s'got) с тем же значением: We've got a nice flat. – У нас хорошая квартира.

Упр. 6. Вставьте правильную форму глагола to have:

1. My mother … two sisters. 2. We … many plans for the future. 3. I … no time yesterday. 4. They … a new flat next year. 5. The farmer … many cows. 6. How many pages … the book? 7. Last year I … three problem pupils in my class. 8. We … a good speciality in the future. 9. The classroom … three windows.

Упр. 7. Переведите на английский язык:

1. У меня есть время помочь тебе. 2. О, у тебя новая сумка! 3. У них большая семья. 4. У нас очень мало времени. 5. У моего брата есть деньги, чтобы купить эти книги. 6. У нее была трудная жизнь. 7. У нас к вам есть вопросы. 8. У него очень хорошая профессия. 9. У нас есть шанс. 10. У тебя будет много работы.

Неопределенные местоимения many, much, little, a little, few, a few

Исчисляемые существительные	*Неисчисляемые существительные*
Many – много There are many students here.	Much – много There is much light in the room.
Few – мало I have few English books.	Little – мало I have very little time.
A few – немного, несколько I have many Russian books but a few English books.	A little – немного I have a little time, I can help you.

Примечание: **much** и **many** употребляются преимущественно в вопросительных и отрицательных предложениях. В утвердительных предложениях вместо них употребляются выражения **a lot of, lots of, plenty of, a great deal of, a large number of, a good many.**

Упр. 8. Переведите на русский язык:

1. Much depends on your answer. 2. I like plenty of butter on my bread. 3. He has a lot of friends there. 4. I have a lot of time. 5. You have a lot of mistakes in your dictation. 6. There isn't much hope. 7. I don't eat much bread for breakfast. 8. There aren't many trees in the garden. 9. There are few people in the street. 10. There are a few people in the street. 11. There is little sugar in the box. 12. There is a little sugar in the box. 13. My friend means much to me.

Упр. 9. Вставьте **many, much, little, a little, few, a few:**

1. He is a lonely man, he has … friends. 2. Will you go to the shop? There is … bread in the house. 3. He is very ill; there is … hope for him. 4. This new hat costs … money. 5. … people study English nowadays. 6. I haven't … sugar, but I have … jam. 7. … people understood him as he did not speak clearly. 8. The cactus needs very … water. 9. Do not ask so … questions. 10. How … cups of tea did you drink yesterday? 11. How … money do you spend? 12. How … sugar did you put? 13. How … books are there on the table? 14. How … mistakes are there in your exercise?

Упр. 10. Переведите на английский язык:

1. У него мало друзей. 2. У нас было мало времени. 3. У меня много работы. 4. У них было много комнат. 5. У нас еще есть немного кофе. 6. У нас мало снега в этом году. 7. Здесь мало воздуха. 8. У них много денег. 9. У меня дома много цветов. 10. У нее много работы. 11. В парке много людей. 12. У тебя много подруг.

Vitebsk State University

Упр. 1. Прочитайте и переведите следующие интернациональные слова:

university, education, institution, tradition, republic, professional, date, type, territory, modern, centre, international, regional, conference, department, agricultural, practice, museum, faculty, decorative, literature, student.

Упр. 2. Прочитайте и выучите названия факультетов:

the Biology faculty, the Physics faculty, the Philology faculty, the Mathematical faculty, the Law faculty, the Faculty of Belarussian Philology and Culture, the Faculty of History, the Faculty of Social Studies, the Physical Training and Sport Faculty, the Arts Faculty, The Faculty of Education, The Staff Retraining Faculty.

Упр. 3. Выучите новые слова:

camp	лагерь	gym hall	спортзал
internal	очное	hostel	общежитие
external	заочное	main	главный, основной

famous	знаменитый	total	полный, весь
foundation	основание	to train	обучать

Упр. 4. Прочитайте и переведите текст:

Vitebsk State University

Vitebsk State University named after P.M. Masherov is the oldest higher educational institution in the Republic of Belarus. It is famous for its main traditions in training professionals. The date of foundation is 1910. It was the first educational establishment of such a type on the territory of modern Belarus. Today the University is a centre of international republican and regional conferences.

There are 2 departments at the University: internal and external. The University has 12 faculties: the Biology faculty, the Physics faculty, the Philology faculty, the Mathematical faculty, the Law faculty, the Faculty of Belarussian Philology and Culture, the Faculty of History, the Faculty of Education, the Faculty of Social Studies, the Physical Training and Sport Faculty and the Arts Faculty, The Staff Retraining Faculty. The University has 4 buildings, 6 hostels, a botanical garden, agricultural biological station, a centre for field practice, a stadium, 7 gym halls, a camp, calculating and television centres, a publishing house, 5 museums. They are the museum of the history of the University, P.M. Masherov's memorial museum, the museum of Biology, the museum of literature and the museum of decorative and applied arts.

Now the total number of students is more than 5000.

Упр. 5. Дайте английские эквиваленты следующим словосочетаниям:

высшее учебное заведение, дата основания, вычислительный центр, декоративно-прикладное искусство, сельскохозяйственная станция, полевая практика, издательский центр, общежитие, корпус университета, дневное и заочное отделения, подготовка специалистов.

Упр. 6. Скажите, с какими существительными употреблялись в тексте следующие числительные:

2, 12, 1910, 6, 4, 5.

Упр. 7. Задайте вопросы, начав их со специального слова в скобках:
1. The full name of our institution is Vitebsk State University. (What…?)
2. The date of foundation is 1910. (What…?)
3. There are more than 5000 students at our University. (How many…?)
4. We have 11 faculties at the University. (How many…?)
5. The University has 4 buildings. (How many…?)

LESSON 4

Основные формы глаголов

Глаголы в английском языке имеют четыре формы:

а) инфинитив **the Infinitive** (глагол отвечает на вопрос *что делать?*): to go, to play, to help.

б) прошедшее неопределенное время **Past Indefinite** (V-ed, V_2 – вторая форма в таблице неправильных глаголов): went, played, helped.

в) причастие прошедшего времени **Past Participle** (Participle II) (V-ed, V_3 – третья форма в таблице неправильных глаголов): gone, played, helped.

г) причастие настоящего времени **Present Participle** (Participle I) (V-ing): going, playing, helping.

Английские глаголы бывают правильные и неправильные. Например: to play, to help – правильные, to be, to have, to go – неправильные. Правильность и неправильность глаголов учитывается при образовании Past Indefinite и Participle II. Формы неправильных глаголов даны в таблице в конце пособия.

Упр. 1. Пользуясь таблицей неправильных глаголов, распределите следующие глаголы на две группы – правильные и неправильные:

Ask, answer, sell, repeat, buy, teach, help, live, leave, work, walk, read, write, tell, give, eat, describe, go, remember, do, know, have.

Упр. 2. Приведите формы данных инфинитивов:

Model: to help – helped – helped – helping
to go – went – gone – going

To help, to leave, to walk, to go, to live, to work, to eat, to teach, to build, to make, to tell, to talk, to speak, to take, to think, to win.

Видо-временные формы английского глагола

в действительном залоге

	Indefinite (Simple) Простое	Continuous Длительное	Perfect Завершенное	Perfect Continuous Завершенно-длительное
	Констатация факта to V	Процесс to be V-ing	Завершенность to have V_3	Процесс уже в течение некоторого периода времени to have been V-ing
P R E S E N T	V, V-s I write *Я пишу* (часто)	am is } V-ing are I am writing *Я пишу* (сейчас)	have } has } V_3 I have written *Я написал* (сегодня, уже, только что)	have } been has } V-ing I have been writing *Я пишу* (уже час; с двух часов)
P A S T	V – ed, V_2 I wrote Я *(на)писал* (вчера; два дня тому назад)	was were } V-ing I was writing *Я писал* (вчера в три часа; когда он вошел; пока он читал)	had V_3 I had written *Я написал* (вчера к трем часам; до того, как он пришел)	had been V-ing I had been writing *Я писал* (уже два часа, когда он пришел)
F U T U R E	shall/will V I shall/will (I'll) write *Я напишу, буду писать завтра.*	shall/will be V-ing I shall/will (I'll) be writing *Я буду писать* (завтра в 3 часа).	shall/will have V_3 I shall/will (I'll) have written *Я напишу* (завтра к трем часам; до того, как он придет)	shall/will have been V-ing I shall/will (I'll) have been writing *Я буду писать* (завтра уже 3 часа, когда он придет)

Условные обозначения: V - основа глагола; V-s - форма глагола в 3-ем лице ед. числа; V-ed - Past Indefinite стандартных глаголов; V₂ - Past Indefinite нестандартных глаголов; V₃ - Participle II как стандартных, так и нестандартных глаголов; V-ing - Participle I.

Упр. 3. Используя таблицу, определите время следующих форм глаголов:

1. am V-ing	7. had V-ed	а) настоящее
2. V-s	8. was V-ing	б) прошедшее
3. V	9. will V	в) будущее
4. have V-ed (V₃)	10. has V-ed	
5. V-ed	11. had been V-ing	
6. will have V-ed (V₃)	12. has been V-ing	

Упр. 4. Соотнесите формы глагола с их видовыми характеристиками.

1. to be V-ing	а) констатация факта (Indefinite)
2. V-s, V	б) завершенность действия (Perfect)
3. to have been V-ing	в) процесс, незаконченность действия (Continuous)
4. to have V-ed (V₃)	
5. will V	г) действие, совершающееся уже в течение определенного периода времени (Perfect Continuous).
6. V-ed	

Упр. 5. Прочтите русские предложения. Определите, какая характеристика действия заложена в каждом из выделенных глаголов:

1) Я учу английский язык каждый день. 2) Я учу новые слова. Не мешай мне. 3) Я учил эти слова вчера. 4) Я выучил слова. Проверь меня. 5) Я буду учить слова завтра. 6) Я учил слова вчера, когда ты смотрел телевизор. 7) Я буду учить английский завтра в 6 часов вечера. 8) Вчера к 6 часам я уже выучил все слова. 9) Я надеюсь, что к 7 часам я их выучу. 10) Я изучаю английский уже 3 года. 11) Я учил слова уже час, когда пришла сестра. 12) На будущий год я буду изучать английский язык уже 5 лет.

Упр. 6. Пользуясь таблицей временных форм глагола, определите, какую видовую характеристику вы выбрали бы для перевода следующих предложений:

а) незаконченность (процесс)

б) завершенность (результат)

в) констатация факта (регулярность)

г) процесс + завершенность уже в течение определенного периода времени.

a) сейчас.

1) Я пишу   б) уже 20 минут.

в) каждый день.

a) уже (на этой неделе).

2) Я написал сочинение   б) вчера.

в) вчера к 7 часам.

a) вчера.

3) Я писал статью   б) вчера, когда вы пришли.

в) вчера уже 3 часа, когда вы пришли.

a) завтра

4) Я напишу сочинение   б) завтра к 7 часам.

5) Я буду писать сочинение a) когда он придет.

б) уже час, когда ты придешь.

Упр. 7. Найдите сказуемое, определите его время и переведите, исходя из его характеристики:

1. The taxi has just arrived. 2. They have been cooking lunch since 11 a.m. 3. My sister prefers to travel by air. 4. The director of the car factory goes to work by Rolls-Royce. 5. Tony's two stepsisters worked in a bank 2 years ago. 6. The spouses are getting divorced. 7. When we reached the airport, the plane had already taken off. 8. All week long they were trying to choose a name for their child. 9. He will come back tomorrow. 10. I will have completed the work by Friday. 11. I have been working there for three months. 12. The Prime Minister will be speaking on TV tonight at 9.30. 13. I have just returned from my trip round Europe. 14. I have something in my eye. 15. He had had breakfast by the time when his family got up.

Упр. 8. Прочтите данные интернациональные слова и назовите их русские эквиваленты.

• numeration [ˌnjuːmə`rei∫ən] *n*; • system [`sistim] *n*; • group [gruːp] *n,v*; • combination [ˌkɔmbi`nei∫ən] *n*; • base [beis] *n*; • sentence [`sentəns] *n*; • equal [iːkwəl] *adj*; • result [ri`zʌlt] *n,v*; • product [`prɔdʌkt] *n*; • expression [iks`pre∫ən] *n*; • contain [kən`tein] *v*.

Упр. 9. Прочтите вслед за преподавателем:

• number [`nʌmbə] *число, количество*; • numeral [`njumərəl] *цифра, символ числа*; • digit [`did it] *цифра*; • value [`væljuː] *1. n величина, значение; 2. v ценить*; • equation [i`kwei∫ən] *уравнение, равенство*; • sign [sain] *1. n знак; 2. v подписывать*; • add [æd] *складывать, прибавлять*; • addend [ə`dend] *слагаемое*; • inverse [in`vəːs] *обратный*; • subtract [səb`trækt] *вычитать*; • minued [`minjuənd] *уменьшаемое*; • subtrahend [`sʌbtrəhend] *вычитаемое*; • difference [`difərəns] *разность, разница*; • summand [`sʌmənd]

слагаемое; ● multiplicand [,mʌltipli`kænd] *множимое*; ● division [di`viʒn] *деление*; ● divide [di`vaid] *делить*; ● divident [`dividend] *делимое*; ● diviser [di`vaizə] *делитель*; ● quotient [`kwouʃənt] *частное*; ● whole [houl] *целый*; ● remainder [ri`meində] *остаток*; ● meaningless [`mi:niŋlis] *не имеющий смысла*; ● factor [`fæktʃə] 1. *n сомножитель*; 2. *v разложить на сомножители*.

Упр. 10. Пояснения к тексту:

and so on - и так далее; *numeration system* - система счисления; *Hindu-Arabic system* - арабская система; *over and over again* - многократно, часто; *in a special way* - особым образом; *place-value system* - позиционная система разрядов; *one and the same* - одно и то же; *for example* - например; *the same thing* - то же самое; *a way of thinking of ...* - способ представить себе …; *from the above* - из вышесказанного; *as a result of* - в результате; *a whole number of times* - целое число раз; *a part left over* - остаток, оставшаяся часть; *in our case* - в нашем случае; *check division by using multiplication* - проверить деление, пользуясь умножением.

Упр. 11. Прочитайте и переведите текст:

FOUR BASIC OPERATIONS OF ARITHMETIC

We cannot live a day without numerals. Numbers and numerals are everywhere. On this page you see number names. They are zero, one, two, three, four and so on. And here are numerals: 0, 1, 2, 3, 4 and so on. In a numeration system, numerals are used to represent numbers, and the numerals are grouped in a special way. The numbers used in our numeration system called digits.

In our Hindu-Arabic system we use only ten digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 to represent any number. We use the same ten digits over and over again in a place-value system whose base is ten.

These digits may be used in various combinations. Thus 1, 2, and 3 are used to write 123, 132, 213 and so on.

One and the same number could be represented in various ways. For example, take number 3. It can be represented as 2+1, 4-1 and so on.

A very simple way to say that each of the numerals names the same number is to write an equation – a mathematical sentence that has an equal sign (=) between them. For example, 3+4=5+2, or 3-1=6-4. The + is a plus sign. The – is a minus sign. We say three plus six equals five plus four, or three minus one is equal to six minus four.

Another example of an equation is 3+5=8. In this equation three is an addend. Five is also an addend. Eight is the sum. We add three and five and we get eight.

There are four basic operations of arithmetic that you know of. They are addition, subtraction, multiplication and division. In arithmetic an operation is a

way of thinking about two numbers and getting one number. As you remember from above in the operation of addition the two numbers with which you work are called addends or summands, and the number that you get as a result of this operation is the sum. In subtraction again you use two numbers. In the equation 7-2=5 seven is the minuend and two is the subtrahend. As a result of this operation you get the difference. We may say that subtraction is the inverse operation of addition since 5+2=7 and 7-2=5.

The same might be said about multiplication and division, which are also inverse operations.

In multiplication there is a number that must be multiplied. It is the multiplicand. There is also a multiplier. If we multiply the multiplicand by the multiplier we shall get the product as a result. When two or more numbers are multiplied, each of them is called a factor. For example, in the expression 5x2 (five multiplied by two), the 5 and the 2 will be factors.

In the operation of the division there is a number that is divided and it is called the dividend; the number by which we divide is called the divisor. As a result of the operation of division we shall get the quotient.

In some cases the divisor is not contained a whole number of times in the dividend. For example, if you divide 10 by 3 you will get a part of the dividend left over. This part is called the remainder. In our case it will be 1.

Since multiplication is the inverse operation of division you may check division by using multiplication. There are two very important facts that must be remembered about division.

a) The quotient is 0 whenever the dividend is 0 and the divisor is not 0. That is, 0 : n for all values of n except n=0.

b) Division by 0 is meaningless. If you say that you cannot divide by 0 it really means that division by 0 is meaningless. That is, n : 0 is meaningless for all values of n.

Упр. 12. Ответьте на вопросы к тексту:

1. Can we live without numerals? 2. How many digits do we use in our Hindu-Arabic system? 3. What is the base of this place-value system? 4. How much is eight minus three? 5. How much is six multiplied by zero? 6. How much is ten + two? 7. How much is twenty divided by five? 8. Which numeral is the difference in the expression 7-5=2. 9. Which numeral is the product in the expression 8x2=16. 10. 10. Which numerals are the factors in the mathematical sentence 7x3=21. 11. What shall we get if we subtract five from twelve? 12. Is subtraction the inverse operation of addition? 13. Is division the inverse operation of division? 14. Is the product the result of subtraction? 15. Is the difference the result of multiplication? 16. Can you multiply three or four numbers? 17. Will there be a remainder if we divide 30: 6? 18. Will there be a reminder if we divide 21: 4? 19. How many basic operations do you know?

Упр. 13. Дополните начатые высказывания.

1. We cannot live a day without … 2. In a numeration system numerals are used to … 3. The numerals used in our numeration system are called … c 4. These digits are used in various … 5. In our Hindu-Arabic system we use … 6. An equation is a mathematical sentence that has … 7. There are four fundamental … 8. Addition is the inverse … 9. Division is the inverse … 10. The number which we must multiply is called … 11. The number by which we multiply is … 12. The result of the multiplication is called … 13. In the expression 2x3=6, the 2 and the 3 … 14. The number which we divide is … 15. The number by which we divide is … .

Упр. 14. а) Спросите вашего товарища или скажите ему по-английски.

1. Вы умеете пользоваться этой системой счисления? 2. Сколько цифр в нашей системе счисления? 3. Что является основой индо-арабской системы счисления? 4. Какое это уравнение? 5. Как мы можем получить разность этих двух чисел? 6. Существует четыре основных действия арифметики. 7. Я умею умножать. 8. Он не должен произвести действие деления. 9. В выражении 3х2=6 имеется два сомножителя. 10. В выражении 10:5=2, 10 есть делимое, а 5 есть делитель. 11. В выражении 9-4=5, пять есть разность. 12. Выражение 9-5=8:2 есть уравнение. 13. В этом действии деления есть остаток? 14. Вы можете разделить 9 на 2?

б) Попросите вашего товарища.

1. Напишите три различных числа. 2. Назовите два числительных. 3. Напишите уравнение. 4. Представьте, что вы должны вычесть это число из 356. 5. Сложите 35 и 284 и назовите сумму. 6. Найдите разность. 7. Напишите знак равенства между этими числами. 8. Напишите различные комбинации этих чисел.

LESSON 5

Неопределенные времена (Indefinite Tenses)

			Present	*Past*	*Future*
Утвердительная форма	Единств. число		I write You write He She — writes It	I wrote You wrote He She — wrote It	I shall write You will write He She — will write It
	Множ. число		We write You write They write	We wrote You wrote They wrote	We shall write You will write They will write
Вопросительная форма	Единств. число		Do I write? Do you write? Does ← he / she / it write?	Did I write? Did you write? Did he / she / it write?	Shall I write? Will you write? Will he / she / it write?
	Множ. число		Do we write? Do you write? Do they write?	Did we write? Did you write? Did they write?	Shall we write? Will you write? Will they write?
Отрицательная Форма	Единств. число		I do not write You do not write He She does not write It	I did not write You did not write He She did not write It	I shall not write You will not write He She will not write It
	Множ. число		We do not write You do not write They do not write	We did not write You did not write They did not write	We shall not write You will not write They will not write

Do not - don't [dɔunt]
Does not – doesn't [dʌznt]
Did not – didn't [didnt]
Shall not – shan't [ʃa:nt]
Will not – won't [wɔunt]

Употребление времен группы Indefinite

<table>
<tr>
<td rowspan="2">Present Indefinite</td>
<td>
1. Для выражения обычного или регулярно повторяющегося действия.
2. Для выражения будущего действия в придаточных обстоятельственных предложениях времени и условия.
</td>
<td>
1. We take our examinations twice a year.
2. They often go to the cinema.
1. If you finish your work early ring me up.
2. When you come we shall go to see our friends.
</td>
</tr>
</table>

<table>
<tr>
<td rowspan="3">Present Indefinite</td>
<td>1. Для выражения обычного или регулярно повторяющегося действия.
2. Для выражения будущего действия в придаточных обстоятельственных предложениях времени и условия.</td>
<td>1. We take our examinations twice a year.
2. They often go to the cinema.
1. If you finish your work early ring me up.
2. When you come we shall go to see our friends.</td>
</tr>
<tr>
<td>Past Indefinite
1. Для обозначения действия, совершившегося в прошлом.
2. Для выражения ряда последовательных действий.</td>
<td>1. I saw him two days ago.
2. In winter we went skating.
1. In the morning I got at 7, took my breakfast and went to the Institute.</td>
</tr>
<tr>
<td>Future Indefinite
1. Для выражения действия, которое совершится в будущем.

Примечание: to be going, to be about являются эквивалентами будущего времени</td>
<td>1. They will come soon.
2. In summer we'll have our holidays.

1. I'm going to enter the Institute.
2. He is about to enter the University.</td>
</tr>
</table>

Упр. 1. Запомните слова-сигналы, которые подсказывают, что сказуемое надо употреблять в:

Present Indefinite – usually, always, every day (week, month), as a rule, sometimes, often, rarely (seldom);

Past Indefinite – yesterday, last week (month, year), two days ago, in May, on Sunday, in 1990;

Future Indefinite – tomorrow, tonight, next week (year, month), in a day (через день).

Чтение окончания – (e)s в 3-м лице единственного числа

После глухих согласных	*После гласных и звонких согласных*	*После –s, -z, -ss, -ch, -sh, -x*
[s]	[z]	[iz]
He looks	He wonders	He passes
He talks	He rides	He teaches

Запомните исключения:

Идти	to go – he goes [gɔuz]
Делать	to do – he does [dʌz]
Говорить	to say – he says [sez]

Упр. 2. Прочтите следующие глаголы в 3-м лице единственного числа.
Обратите внимание на правильное чтение окончаний:

He/She speaks, listens, dresses, writes, hurries, passes, awakens, wears, studies, shines, watches, spends, teaches, gets, catches, smiles, points, knows, raises.

Обратите внимание на орфографию:

1) to study – I study – he studies (y/i + es [iz])
   но: to play – I play – he plays [z]
2) to teach – I teach – he teaches [iz]

Упр. 3. Поставьте глаголы в 3-е лицо единственного числа:

Do, go, brush (чистить), sell (продавать), match (сочетать), give, take, smile, answer, watch, dress, hear, eat, study, mix (смешивать), fly (летать), shine, hurry, catch, stay (оставаться), smoke (курить), move (двигать), manage, have.

Упр. 4. Выберите правильную форму глагола:

1. My daughter (go/goes) to bed at 9 p.m. 2. Our dog (eat/eats) everything we give him. 3. I (do/does) my work attentively. 4. He (speak/speaks) in a soft, quiet voice. 5. My grandmother often (tell/tells) me nice stories. 6. We (have/has) two French classes a week. 7. They (sing/sings) English songs. 8. She (come/comes) from Poland. 9. Jerry (smoke/smokes) a lot. 10. The sun (warm/warms) the earth. 11. The teacher (point/points) to our mistakes. 12. My watch (show/shows) the correct time.

Упр. 5. Используя следующие словосочетания с глаголами, составьте предложения по образцу:

I speak English. He/She speaks English too.

To write Spanish; to speak in a soft voice; to know how to manage one's business; to make a joke; to get a sleep; to sleep at classes; to tell funny stories to friends; to listen to a lecture; to ride a bike; to dress in good taste; to have lunch at home; to go to the university; to do homework; to work hard.

Примечание: местоимение one's, соответствующее русскому «чье-либо», в предложении заменяется притяжательным местоимением, соответствующим подлежащему или смыслу предложения.

For example: I manage **my** business, he manages **his** business.

Упр. 6. Поставьте глагол в Present Indefinite. Следите за орфографией:

1. He (to understand) German well. 2. She (to get up) at 6 a.m. 3. We (to have) two English classes a week. 4. Peter (to have) coffee in the morning. 5. My mother (to come) home at 6 p.m. 6. I (to wonder) why you always (to

walk) alone. 7. Our teacher (to wear) suits of dark colours. 8. They (to take) a train to get to Minsk. 9. In summer my son (to ride) a horse (лошадь). 10. John and Jake (to come) from America. 11. The girl (to talk) to strange people. 12. The sound of Big Ben (to go) all over the world. 13. He (to want) to catch the six o'clock train.

Упр. 7. Переведите на английский язык:

1. Она читает английские книги. 2. Петр не курит. 3. Я ношу яркие платья (костюмы). 4. Он преподает французский. 5. Мы ходим в университет по будням. 6. Она рассказывает детям смешные истории. 7. У них два урока немецкого языка в неделю. 8. Анна плавает хорошо. 9. Летом дети купаются в море. 10. Он работает до полуночи.

Упр. 8. Сделайте предложения отрицательными:

1. She knows English well. 2. I get up early. 3. Her mother teaches at school. 4. We find our flat cosy. 5. She tells the truth. 6. They make an awful noise. 7. They dance every day. 8. She keeps company with these students. 9. He drinks red wine. 10. We spend our days in reading.

Упр. 9. Сделайте предложения вопросительными:

1. You buy many books. 2. He hates shopping. 3. We ask many questions. 4. You live in Pushkin Street. 5. You pay much money for the room. 6. Your mother lives with you. 7. Your friends like to sing. 8. We know these young people.

Различные функции окончания -s (-es)

-s	Показатель множественного числа существительных: walls, classes
-es	Показатель 3-го лица единственного числа глаголов в Present Indefinite: he goes, he reads
	Показатель притяжательного падежа существительных: a student's book, students' books, Mike's flat

Упр. 10. Определите функцию окончания -s (-es) в слове. Предложения переведите:

1. I changed <u>places</u> with Mrs. Clark. 2. He <u>places</u> his books on the shelf. 3. She always <u>books</u> tickets in advance (заранее). 4. There are two national <u>parks</u> in this country. 5. Sometimes he <u>parks</u> his car near the house. 6. I went to my <u>friend's</u> two weeks ago. 7. The <u>results</u> of the game were unpredictable. 8. He got good <u>marks</u> in French. 9. The teacher <u>marks</u> our homework twice a week. 10. He is <u>Tom's</u> son.

Упр. 11. Прочитайте следующие интернациональные слова. Переведите их, не пользуясь словарем:

- triangle [trai`æŋgl]; • distance [`dist∂ns].

Упр. 12. Прочтите и запомните слова к тексту:

- angle [æŋgl] - *угол*; • side closed shape [said kl∂uzd ∫eip] – *замкнутая фигура*; • dimension [di`men∫n] – *измерение, размер*; • circle [s∂:kl] – *круг, окружность*; • length [leŋθ] - *длина*; • acute [∂`kju:t] - *острый*; • obtuse [∂b`tju:s] - *тупой*; • isosceles [ai`s∋s∂li:z] - *равнобедренный*; • equilateral [i:kwi`lætr∂l] – *равносторонний*; • scalene [`skeili:n] - *неравносторонний*.

Упр. 13. Прочтите и переведите следующий текст:

MEET THE TRIANGLE FAMILY

Every angle has one side that is open. If you close this open side, you'll have a closed shape with three straight sides and three angles.

A shape of this kind is called a triangle. *Triangle* means "three angles".

If a triangle could talk, it might say that it's "better" than either a point or a line. A point, remember, has no dimensions. A line has one dimension – length. But a triangle (or any other closed shape, such as a square or circle) has two dimensions – length and width. You can measure a triangle's sides to find out how long they are. And you can measure the distance from one side to another side to find out how wide a triangle is.

Just as there are different kinds of angles, there are different kinds of triangles. And just as angles have special names, so do triangles.

Some triangles are named after the kinds of angles they have.

For example, an angle that makes a square corner is called a right angle. And a triangle with a right angle in it is called a right triangle.

An angle that is less than a right angle is called an acute angle. And a triangle with three acute angles is called an acute triangle.

An angle that is greater than a right angle is called an obtuse angle. And a triangle with one obtuse angle is called an obtuse triangle.

Other kinds of triangles have special names that describe the way they look.

A triangle that has two sides, or "legs", that are equal in length, and two equal angles at the base, is called an isosceles triangle. *Isosceles* means "equal legs".

A triangle that has three sides that are equal in length, and three equal angles, is called an equilateral triangle. The word *equilateral* means "equal sides".

A triangle that has sides of three different lengths, and three unequal angles, is called a scalene triangle. The word *scalene* means "uneven legs".

Упр. 14. Ответьте на вопросы:

1. What is a triangle? 2. How can you get a triangle from an angle? 3. What dimensions does a triangle have? 4. What different kinds of triangles do you know? Explain their names according to the kinds of angles. 5. What names of triangles do you know according to the length of their sides?

Упр. 15. Прочитайте следующие правильные глаголы во 2-ой форме (Past Indefinite), обращая внимание на произношение суффикса –ed: после глухих согласных он передает звук [t], после звонких и гласных - [d], после [t] и [d] - [id]:

Asked, worked, kicked, laughed, tried, called, translated, troubled, tied, stopped, walked, saved, destroyed, jumped, helped, wanted, worried, finished, remembered, lived, liked, loved, respected, watched, visited.

Упр. 16. Приведите и запомните 3 формы следующих неправильных глаголов:

Be, begin, buy, come, do, get, give, go, have, know, leave, meet, read, see, send, show, speak, take, teach, tell, think, write.

Упр. 17. Скажите, что Вы (или кто-то другой) делали это же вчера, на прошлой неделе, в прошлом году … :
Модель: - I often write letters to my friend.
- I wrote a letter to my friend on Sunday.

1. I come home at 6 o'clock. 2. I often think about you. 3. My sister teaches Belorussian. 4. This boy works at his English hard. 5. My son likes ice-cream. 6. Lessons at our school begin at 8 o'clock. 7. I want to see our first teacher. 8. My daughter often asks me this question. 9. We go there every week. 10. I have a dog. 11. I am a sportsman. 12. She is my friend.

Упр. 18. Сделайте предложения отрицательными и вопросительными:

1. She taught at our school two years ago. 2. I knew that. 3. We told you about that. 4. My mother bought a new coat. 5. They showed us his photo. 6. You asked me this questions. 7. He kicked me. 8. They saved a lot of money. 9. You saw many American films last year. 10. You did it on Sunday. 11. She saw you. 12. We met her in Gagarin Street.

Упр. 19. Прочтите, употребляя Past Simple Tense:

When in Spain two Englishmen (to come) into a small restaurant to have their lunch. They (not to speak) Spanish, the waiter (not to speak) English. The Englishmen (to want) to order some milk. They (to pronounce) the word several times, they (to write) it, they (to draw) it, but the waiter (not to understand) them. At last one of them (to decide) to draw a cow. He (to take) out a pencil

and (to draw) a picture of a cow. The waiter (to smile) and (to nod) in approval and (to run) out of the room. In a quarter of an hour he (to come) back and (to put) in front of his clients two tickets for a bullfight [`bulfait] *бой быков*.

Упр. 20. Переведите на английский язык:
1. Ты вчера получил письмо? 2. Они нам об этом не рассказывали. 3. Экзамен начался в 9 часов. 4. Ты в воскресенье в кино ходила? 5. Что ты вчера делала? 6. Я не знала об этом. 7. У нее вчера был день рождения. 8. Я видела тебя в субботу. 9. Он показал мне эту статью. 10. Мы не подумали об этом. 11. Она преподавала в нашей школе физику. 12. Они не хотели идти с нами.

Упр. 21. Прочитайте следующие предложения и назовите слова/словосочетания, выражающие будущее время. Обратите внимание на их место в предложении:
1. They will finish their work soon. 2. Tomorrow they will clean the car. 3. She will see you next week. 4. He will visit his friend in hospital in a few day's time. 5. Next year they will travel to Australia. 6. The concert will begin in a few seconds. 7. On the 30th of December the school will break up for holidays. 8. In a day or two she will get a job in a restaurant. 9. The forecast says it will snow heavily in February.

Упр. 22. Скажите, что Вы (или кто-то другой) будет делать это же завтра, в следующем месяце, году ... :
Модель: - I teach at school.
- I shall also teach at school in the future.
1. I get a lot of letters. 2. She worked in summer. 3. We called her Sally. 4. My father gave up smoking. 5. They finished school two years ago. 6. He climbs mountains. 7. They make good shoes. 8. We spend summer in the south. 9. She remembers my name. 10. They run in the mornings.

Упр. 23. Сделайте предложения отрицательными и вопросительными:
1. We shall buy this bag. 2. The horse will kick me. 3. Peter will teach biology at school. 4. I shall do something with it. 5. She will tell somebody about it. 6. The teacher will give you the book. 7. You will find the answer in this article. 8. I shall leave my bag here. 9. We shall show you the document.

LESSON 6

Продолженные времена   (Continuous Tenses)

		Present	Past	Future
		Образование: to be + ing-form		
Утвердительная форма	единств. число	I am writing you are writing he she — is writing it	I was writing you were writing he she — was writing it	I shall be writing you will be writing he she — will be writing it
	множ. число	we are writing you are writing they are writing	we were writing you were writing they were writing	we shall be writing you will be writing they will be writing
Вопросительная форма	единств. число	Am I writing? Are you writing he Is — she writing? it	Was I writing? Were you writing? he Was — she writing? it	Shall I be writing? Will you be writing? he Will — she be writing? it
	множ. число	Are we writing? Are you writing? Are they writing?	Were we writing? Were you writing? Were they writing?	Shall we be writing? Will you be writing? Will they be writing?
Отрицательная форма	единств. число	I am not writing you are not writing he she — is not writing it	I was not writing? you were not writing he she — was not writing it	I shall not be writing you will not be writing he she — will not be writing it
	множ. число	we are not writing you are not writing they are not writing	we were not writing you were not writing they were not writing	we shall not be writing you will not be writing they will not be writing

Примечание: глаголы   **to see, to hear, to forget, to remember, to believe, to be, to seem, to know, to want, to like, to love, to understand** в Continuous Tenses не употребляются.

Упр. 1. Запомните обстоятельства времени, с которыми обычно употребляются:

Present Continuous   – now, at the present moment, at this moment;
Past Continuous   – at that time yesterday, at 5 o'clock yesterday, when he came;
Future Continuous   – at this time tomorrow, when she comes, at 3 o'clock tomorrow.

Упр. 2. Сделайте предложения отрицательными и вопросительными:

1. She is speaking Polish. 2. You are thinking about your family now. 3. Charlie is reading a book. 4. It is raining. 5. They are taking their examination. 6. The teacher is writing on the blackboard. 7. These students are staying at my friend's.

Упр. 3. Употребите глагол to be (am, is, are) в нужном лице и числе:

1. He … sleeping now. 2. We … drinking tea now. 3. They … going to the University now. 4. I … not watching TV now. 5. … my mother working now? 6. He … not playing. 7. … your sister having a rest now? 8. What … you doing? 9. They … walking? 10. I … not writing a letter. 11. We … listening to the music. 12. … she playing golf now? 13. Carry … cleaning the house at the moment. 14. What … you and your sister doing? 15. … your teacher reading now? 16. … the students writing a test-paper?

Упр. 4. Переведите на русский язык:

1. I was waiting for you the whole evening yesterday. 2. Irene was watering the flowers when Peter came. 3. As I was having at breakfast this morning, there came a knock at my door. 4. I was walking along the avenue one day when I heard my name called. 5. We were watching TV at that time yesterday. 6. What were you doing at 6 oclock on Friday? 7. What were you doing all day yesterday? – I was working in the garden. 8. When I was crossing the street a policeman saw me. 9. When I went out the sun was shining.

Упр. 5. Переведите на русский язык:

1. We shall be sitting at the concert at this time tomorrow. 2. At this time tomorrow we shall be going home. 3. What will you be doing at 7 o'clock? – I'll be preparing my lessons. 4. I shall be sleeping if you come so late. 5. I shall be cleaning up when you come with my things. 6. He will be working in his garden from 9 till 12. 7. We shall be having our lesson at that time. 8. We shall be having breakfast in a minute. 9. I shall be waiting for you at 5 o'clock sharp. 10. She will be talking for at least another two hours.

Упр. 6. Прочтите слова, обращая внимание на ударение. Догадайтесь об их значении, проверьте точность догадки по словарю:

bank [bænk], business [`biznis], complex [`kɔmpleks], result [ri`zʌlt], category [`kætigɔri], energy [`enɑdʒi], medicine [`medsin], segment [`segmɑnt], administrative [ɑd`ministrɑtiv], period [`piɑriɑd], diagram [`daiɑgræm], diagnostic [,daig`nɔstik], finance [fai`næns], intensive [in`tensiv], machine [mɑ`ʃi:n], technology [tek`nɔlɑdʒi], confidential [,kɔnfi`denʃ(ɑ)l], transformation [,trænsfɑ`meiʃ(ɑ)n], potential [pɑ`tenʃ(ɑ)l].

Упр. 7. Прочтите и запомните значения новых слов:

• to solve [sɔlv] *решать (задачу)* • to operate [`ɔp∂reit] *работать* • speed [spi:d] *скорость* • to store [stɔ:] *запоминать, хранить (в памяти)* • quantity [`kwɔntiti] *количество* • to apply [∂`plai] *применять* • education [,edju:`keiʃ(∂)n] *образование, обучение* • to process [`prouses] *обрабатывать* • volume [`vɔljum] *объем* • sum [sʌm] *сумма* • to calculate [`kælkjuleit] *вычислять, подсчитывать* • skill *умение, опыт* • device [di`vais] *устройство, прибор* • spreadsheet [`spr∂dʃi:t] *электронная таблица* • database [`deit∂beis] *база данных*

Упр. 8. Замените слова в скобках их английскими эквивалентами:

1. Try to find the proper (решение) of the problem. 2. The computer's memory can (хранить в памяти) numbers and instructions. 3. The usual (количество) of characters of a printer's line is 120-150. 4. Secondary (образование) is a compulsory minimum in our country. 5. The (скорость) of this computer translation is one page per 40 seconds. 6. A (текстовой процессор) can correct grammar mistakes. 7. Memory units on magnetic disks store a large (объем) of data. 8. We (применяем) this method to solve the problem. 9. A (сумма) is the result between the computer and the user. 11. RBase is a well-known (база данных) of the Microrim Co. 12. The first automatic machine for complex (вычисления) was designed by Ch. Babbage. 13. I don't know how to (работать) this computer. 14. (Электронные таблицы) are very helpful in business and research. 15. Computers in education help to test a particular (умение) or knowledge.

Упр.9. Заполните пропуски словами из упражнения 7:

1. The … of supercomputers is about 10 billion operations per second. 2. The … of memory cells (ячейки) of this computer is more than 100. 3. A … helps the user to manipulate with a text. 4. There are three forms of … in our country: fulltime, evening and correspondence. 5. Educational games are very useful if you want to develop a … or knowledge. 6. Computers process a large … of data in a short period of time. 7. 35 plus 16 is equal to 51. 51 is a … . 8. This electronic … was constructed by our lab assistant. 9. We store information and form a … with the help of the computer. 10. If you want to … the computer, press this key. 11. I do all mathematical … with the help of the computer. 12. SuperCalc is a well-known … . 13. The part of a computer which stores information is called a … or memory. 14. Computers help to … many problems in science. 15. Today people … computers in business, medicine, education, at home.

Упр. 10. Прочитайте и переведите текст:

COMPUTER APPLICATION

An electronic computer is one of the greatest achievements of the man. Today computers play computers play chess, compose music, translate from and into foreign languages, help to solve many important problems in science, engineering, business. They save a lot of time and energy, operate at great speed, store large quantities of information, carry out long and complex operations. There are some categories of computer application: business, science, medicine, engineering, education, home.

The business segment is one of the largest. Computers process a large volume of data in a short period of time. No man can do 500,000 sums per second, but a modern computer can. Databases, spreadsheets, and word-processors help business to run more efficiently, make administrative work easier.

In science and engineering, computers do calculations, draw diagrams, process the results of experiments, keep records, help with different kinds of chores.

In medicine databases, diagnostic devices, monitoring systems serve doctors in their work, in medical and laboratory research.

The ability to work with a computer is a necessary basic skill today. In primary and secondary schools pupils learn how to operate a computer. Computer assisted instruction helps students to study at their own pace more intensively, and helps teachers to do their work more creative.

At home, most often people use personal computers to play video games or for education, to teach children. Computers also serve as word-processors, electronic message centres and personal finance devices.

There are some social problems of computer technology. The most important is the elimination of jobs by computers. Another problem is the invasion of privacy, the security of all confidential data banks. Still another is a technophobia, a fear of machines in general and computers in particular. Very often the technophobia is the result of the elimination of jobs or the invasion of privacy.

Scientists study all these problems to find the way out, because computer technology has a great potential for more progressive transformation of our society.

Notes

1. chores [tʃɔːz] – *черновая работа* 2. monitoring – *мониторинг, наблюдение* 3. at their own pace – *собственным темпом* 4. message – *сообщение* 5. elimination of jobs – *упразднение рабочих мест, должностей* 6. invasion of privacy [in`vei (∂)n ∂v `praiv∂si] – *посягательство на секретность* 7. security [si`kju∂riti] – *безопасность*

Упр. 11. Заполните пропуски соответствующими предлогами, где необходимо:

1. Today computers translate … and … foreign languages. 2. They operate … great speed. 3. Computers process a large volume of data … a short period … time. 4. A modern computer can do 500 000 sums … second. 5. In science computers help … different kinds of chores. 6. In schools pupils learn how to operate … a computer. 7. One of the social problems is the elimination of jobs … computers. 8. Computer technology has a great potential … more progressive, transformation of our society.

Упр. 12. Подберите в тексте английские предложения, которые дополняют содержание данных русских:

1. Компьютеры проникают во все сферы деятельности человека. 2. Широкое использование компьютеров объясняется их огромными потенциальными возможностями. 3. Использование компьютеров в коммерческой деятельности - одно из главных областей их применения. 4. Современная научно-исследовательская работа не может обойтись без вычислительной техники. 5. Компьютеры помогают врачам в медицинских и лабораторных исследованиях. 6. Обучение с помощью компьютеров проникает в стены школ и университетов. 7. Компьютер становится другом человека в его доме. 8. Использование компьютерной техники приводит к ряду социальных проблем.

Упр. 13. Ответьте на вопросы:

1. Why is an electronic computer one of the greatest achievements of the man? 2. What are the categories of computer applications? 3. What do you know about business applications of computers? 4. How do computers help scientists and engineers? 5. What is a computer application in medicine? 6. What place do computers occupy in education? 7. How do people use computers at home? 8. What are social problems of computer technology? 9. What is a technophobia?

Вопросы для самоконтроля:

1. Как располагаются слова в словаре, если в них совпадают первые 2 буквы?
2. Что является признаком принадлежности слова к определенной части речи?
3. Что помогает определить, что данное слово является существительным? Глаголом? Наречием? Прилагательным?
4. Какой порядок слов в простом повествовательном предложении?

5. Какие категории слов могут иметь окончание -s ? Как их отличить друг от друга?
6. Как переводятся на русский язык предложения с оборотом **there is**?
7. Что нужно сделать, чтобы предложение, содержащее оборот **there is**, превратить в вопрос?
8. Какое слово в цепочке существительных (the Institute lecture hall) является главным (опорным)? Какую функцию выполняют остальные существительные цепочки?
9. В чем разница в употреблении слов some и any? В чем отличие в употреблении **many** и **much**, **few** и **little**?
10. Какая характеристика действия заложена в каждой из 4-х групп времен в английском языке? На примере любого глагола назовите формулы 4-х групп времен.
11. Какое действие передает Present Indefinite и какое – Present Continuous? Что в значении этих двух времен общее и чем они отличаются по значению друг от друга?
12. Как образуется вопрос и отрицание в Present Indefinite?
13. Как образуется утвердительная форма Past Indefinite? Как образуется вопрос и отрицание?
14. Как образуется Present Continuous?
15. Чем правильные глаголы отличаются от неправильных?

ЗАДАНИЕ НА I СЕМЕСТР

*1. **Знать ответы на все вопросы для самоконтроля (см. выше)***
*2. **Выполнить письменно контрольную работу № 1.***
*3. **Уметь читать и устно переводить тексты по специальности; выписать и выучить незнакомые слова к этим текстам.***

ТЕКСТ 1

Упр.1. Отработайте чтение следующих слов активного словаря. Запомните их:

• quotient [`kwəuʃnt] *разность* • quantity [`kwɔntəti] *количество* • frequently [`fri:kwəntli] *часто* • sign [sain] 1) *символ, знак*; 2) *подписывать* • combine [kəm`bain] *сочетать* • sum [sʌm] *сумма* • complete [kəm`pli:t] 1) *полный*; 2) *законченный, заканчивать* • parentheses [pə`renθəsi:z] *круглые скобки* • arithmetic [ə`riθmətik] *арифметика* • fraction [`frækʃn] *дробь* • subtraction [səb`trækʃn] *вычитание* • operation [ˌɔpə`reiʃn] *операция* • equation [ik`weiʃn] *равенство* • may be true for *может быть верным для* • our interest is in finding *нам интересно найти* • in question [in `kwestʃən] *иско-*

мое ● to check the accuracy [`ækjərəsi] *чтобы проверить точность* ● consists in omitting *состоит в устранении* ● root [ru:t] *корень*

Упр. 2. Образуйте имена существительные из предложенных ниже слов и переведите их на русский язык:

To indicate, to add, to operate, to subtract, to mean, to express, to divide, to place, to differ.

Упр. 3. Прочитайте и переведите текст:

EQUATIONS

An equation is a statement of equality. The statement may be true for all values of the letters.

The value of the letters for which the equation is true is the root or solution of the equation.

When a statement of equality of this kind is given, our interest is in finding the value of the letter for which it is true. The following rules aid in finding the root.

1. The roots of an equation remain the same if the same expression is added to or subtracted from both sides of the equation.

2. The roots of an equation remain the same if both sides of the equation are multiplied or divided by the same expression other than zero and not involving the letter whose value is in question.

The equation $2x = 4$ where x is the unknown, is true for $x = 2$. To illustrate the first of the above two rules, add $5x$ to both sides of the equation $2x = 4$. We get $2x+5x = 4+5x$ which, like equation $2x = 4$ is true for only $x = 2$. To illustrate the importance of the restriction in the second of the above two laws, multiply both sides of the equation by x and get $(2x)x = (4)x$ which is true not only for $x = 2$ but also for $x = 0$.

It is always a good plan to check the accuracy of one's work by substituting the result in the original equation to see whether the equation is true for this value.

Rule 1 is applied very frequently. It is, therefore, desirable to state it in a way which mechanizes its application.

If the equation $4x = 28 - 3x$ is given, in applying Rule 1, $3x$ may be added to both sides of the equation, yielding $4x+3x = 28 - 3x+3x = 28$.

The result of the operation consists in omitting the term $+3x$ to the left side. We call this operation transposition of the term $3x$. This operation is an application of Rule 1 and may be explained in the following way:

Any term of one side of an equation may be transposed to the other side if its sign is changed.

Example. Find the value of *x* which satisfies $3x+7(4 - x)+6x = 15$. Clearing of parentheses and combining terms:

$$3x+28 - 7x+6x = 15,$$
$$2x+28 + 15.$$

Transposing +28 from the left side:
$$2x = 15 - 28,$$
$$2x = -13.$$

Dividing each side by 2, according to Rule 2:

$$\frac{2x}{2} = -\frac{13}{2}; x = -\frac{13}{2}.$$

An equation which can be reduces to the form $ax + b = 0$ ($a \neq 0$), is called a linear equation in x.

To solve an equation containing fractions, first reduce each fraction to its lowest terms. Then multiply each side of the equation by the least common denominator of all the denominators. This process is called clearing of fractions.

A quadratic equation is one which can be reduced to the form $ax^2+bx+c = 0$ ($a \neq 0$) where *a*, *b* and *c* are known and *x* is unknown.

Упр. 4. Письменно ответьте на вопросы к тексту:
1. What is an equation? 2. What are the expressions on either side of the sign of equality called? 3. What should be done to keep the balance of the equation? 4. How do we check an equation? 5. What operations must one do when solving an equation by the combination of rules?

TEXT 2

Упр. 1. Прочтите интернациональные слова, обращая внимание на их произношение:
• vertex [`v∂:teks] • vertices [`v∂:tisi:z] • isosceles [ai`s⊃sili:z] • inscribe [in`skraib] • describe [di`skraib] • equal [`i:kw∂l] • curve [k∂:v] • square [skw∂e] • rectangle [rek`tæŋgl] •quadrilaterals [͵kw⊃dri`læt∂r∂lz] • right [rait] • parallel [`pær∂lel] • trapezoid [tr∂`pi:z⊃id] • hexagon [`hek∂sg∂n] • octagon [`⊃kt∂g∂n].

Упр. 2. Прочитайте и переведите текст:

KINDS OF POLYGONS

Triangles. A triangle is a plane figure bounded by three straight lines and containing three angles. The sum of the angles of every triangle is 180º.

A triangle is identified by naming its vertices in any order. Thus, the triangle given in the figure 1 may be called ΔABC, ΔBAC, ΔBCA, ΔCAB, ΔCBA or ΔACB. The symbol Δ means triangle.

Figure 2 shows the various types of triangles. A *scalene triangle* (Fig. 1) is a triangle with no two sides equal. An *isosceles triangle* is a triangle which has two equal sides. The equal sides are called the legs; the third side is called the base. The angles at the base are called the base angles. The angle formed by the two equal sides, is called the vertex angle. An *equilateral triangle* is a triangle with all three sides equal.

Fig. 1   Fig. 2

Quadrilaterals. A quadrilateral is a plane figure bounded by four straight lines. There are several kinds of quadrilaterals (Fig. 3).
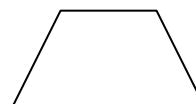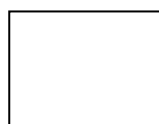
Fig. 3

A *parallelogram* is any quadrilateral in which two pairs of opposite sides are parallel.

A *rectangle* is a parallelogram whose angles are all right angles.

A *square* is a rectangle in which all the sides are equal in length.

A *trapezoid* is a quadrilateral in which only one pair of opposite sides are parallel.

The rectangle and the square both have four right angles. You have learned how to draw a 90º-angle with a protractor and construct the angle with compasses. Using this knowledge, you can construct rectangles and squares.

Other Plane Figures (Fig. 4). A *pentagon* is a polygon which has five sides. A *hexagon* is a polygon which has six sides. An *octagon* is a polygon which has eight sides.
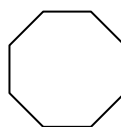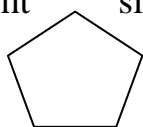
Fig. 4

Since a regular polygon has equal sides and equal angles, all the vertices are equidistant from the centre.

A *circle* is a curved line all points of which are equidistant from the centre. Therefore, if we inscribe a regular polygon inside of a circle every vertex of the polygon will rest on the line of the circle.

Perimeter. The perimeter of a plane figure is the line around it. The perimeter of each the figures we have been studying would equal the sum of the lengths of its sides.

The perimeter of a rectangle equals two times the length plus two times the width

$$p = 2l + 2w \text{ or } p = 2(l+w).$$

Since a square is a rectangle having four equal sides, we can represent each of the sides by the letter *s*. The perimeter of the square is expressed by the formula

$$p = s + s + s + s,$$

which is written as: $p = 4s$.

The perimeter of a square equals the length of one side multiplied by 4.

Упр. 3. Ответьте на вопросы к тексту:

1. What is a polygon? 2. What triangles do you know? 3. What kind of quadrilaterals do you know? 4. What is a plane figure? 5. What is the perimeter of a plane figure?

Упр. 4. Переведите на русский язык:

The name of the triangle is derived from the Latin word "triangulum"=three-angle, which in its turn was derived from the Greek word "trigonon" or three-angle.

Cut a square of convenient size from a sheet of paper. Make a fold from one corner to the opposite corner. Into what kind of triangles is the square divided by the fold in the paper?

Упр. 5. Переведите на английский язык:

Треугольник - это плоская фигура, ограниченная тремя линиями и содержащая три угла.

Треугольники бывают равносторонние, разносторонние, равнобедренные.

Четырехугольники - это тоже плоские фигуры. Если стороны четырехугольника равны и все углы прямые, то такой четырехугольник называется квадратом.

Многоугольники - это также плоские фигуры. Пятиугольник имеет пять сторон, шестиугольник - шесть, восьмиугольник - восемь, десятиугольник - десять сторон.

Линия вокруг плоской фигуры называется периметром. Периметр плоской фигуры равен сумме длин его сторон.

TEXT 3

Упр. 1. Прочитайте и запомните значения новых слов:

• add [æd] *складывать, прибавлять* • addition [ə`diʃən] *сложение* • multiply [`mʌltiplai] *умножать* • multiplication [ˌmʌltipli`keiʃ(ə)n] *умножение* • invent [in`vent] *изобретать* • invention [in`venʃn] *изобретение* • produce [prə`dju:s] *создавать, производить* • production [prə`dʌkʃ(ə)n] *производство, продукция* • slide-rule [`slaidru:l] *логарифмическая линейка* • punch [pʌntʃ] *1) пробивка, перфорация, 2) перфорировать* • punched card [pʌntʃt ka:d] *перфокарта* • digit [`did it] *цифра, разряд* • complete [kəm`pli:t] *заканчивать, завершать* • completely [kəm`pli:tli] *полностью* • count [kaunt] *считать* • counter [`kauntə] *счетчик* • generation [ˌd enə`reiʃ(ə)n] *поколение* • chip [tʃip] *чип, кристалл* • rely [ri`lai] *полагаться* (на – on, upon) • reliable [ri`laiəbl] *надежный* • capacity [kə`pæsiti] *емкость, мощность* • storage capacity *емкость запоминающего устройства* • capable [`keipəbl] *способный, восприимчивый* • capability [ˌkeipə`biliti] *возможность, способность, производительность* • size [saiz] *размер, величина, ёмкость (памяти).*

Упр. 2. Замените слова в скобках их английскими эквивалентами:

1. The (изобретение) by Ch. Babbage the machine which he called the Analytical Engine was a new era in the computer development. 2. In 1884 Russia began (производить) computing machines. 3. The (логарифмическая линейка) presents a quick and easy way of multiplication, division, raising to power. 4. He used (перфокарты) to operate this computer. 5. The letter "b" in the word "binary" and two letters "it" in the word ("цифра") form the word "bit". 6. They will (завершать) this program next week. 7 .I shall (подсчитать) the results of this experiment with the help of a calculator. 8. MINSK 1 and IBM 650 are examples of the first (поколение) computer systems. 9. A typical microprocessor (чип) is half a centimeter on its side. 10. I (полагаюсь) on your words. 11. What is the storage (емкость) of this computer? 12. Full (размер) floppy disks are 8 inches in diameter.

Упр. 3. Вставьте слова активного словаря:

l. The examples of the fourth … of computers in our country are ES-1065, NAIRI-4, ISKRA-1256, etc. 2. Microfloppy disks are from 3 to 4 inches in ... . 3. One of the characteristics of the fifth generation computer will be its high … . 4. In our Hindu-Arabic system we use only ten ... to represent any number. 5. In the example like a + bxc we must perform ... after... . 6. In 1950 the Ukrainian Academy of Sciences ... the first electronic digital computer in the Soviet Union. 7. The famous Russian scientist M.V. Lomonosov ... a lot of calculating tables and several computing devices. 8. H.Aiken began to work at his Mark 2 computer in 1945 and ... it in 1947. 9.Ch.Babbage wanted to build a computer ... to hold a thousand numbers. 10. One of the methods to input data into a computer is via a ... card. 11. My younger sister likes arithmetic and can ... quite well. 12. The primary memory … of the personal computer is 64 kilobytes or more.

Упр. 4. Прочитайте и переведите и текст:

ON THE HISTORY OF COMPUTER DEVELOPMENT

The oldest form of mechanical calculating devices was the abacus. It remained the only aid to calculation until the 17th century. After the invention of logarithms in 1614, W. Oughtred constructed the first slide-rule in1630. B. Pascal built an adding machine in1642 at the age of 19. In 1671 Leibnitz invented the first machine, which performed multiplication by repeated addition. Ch. Babbage, the English mathematician of the 19th century, was the first who conceived the idea of the automatic machine for complex calculations. He designed his Analytical Engine to perform four arithmetic operations. It was to have three parts: a store, a mill, and sequence mechanisms. Ch.Babbage couldn't translate his ideas into reality because there were no reliable and accurate electrical equipment, but his Analytical Engine was a true prototype of the modern digital computer.

Ch.Babbage and Lady Lovelace, Lord Byron's daughter, worked out a coded program. Lady Lovelace took an active part in Babbage's experiments. So it is fair to say that she was the world's first computer programmer.

About seventy years passed before the production of the first digital computer, which was similar to Babbage's Analytical Engine. In 1937 Dr. H.Aiken of Harvard University began to work at the first completely automatic digital computer which he called the Mark 1. He completed it in 1944. The Mark 1 was mainly mechanical with some electro-magnetic devices. It was a very large computer, 51 feet long and 8 feet tall. The store had 72 counters. Each counter could hold 23 digits.

The first electronic computer, the Electronic Numerical Integrator and Calculator (ENIAC), was constructed in 1946 at the University of Pennsylvania. The machine used 18,000 vacuum tubes for storage and basic functions in arithmetic and logic. Though it was not as large as the Mark 1, it weighed 30

tons and measured 20 by 40 feet. Whereas the Mark 1 could add 2 numbers in one-third of a second, ENIAC could add 5000 numbers in one second.

In 1945 John von Neuman worked out the concept of the stored program. He recommended to store operational instruction and numbers in the same unit in the binary system. EDVAC, EDSAC, UNIVAC were the first computers which put these new ideas into practice.

The first generation computers (from 1940s till 1959) were very large in size and used thousands of vacuum tubes. Though their operations were very rapid in comparison with manual calculations they were slow by today's standards.

The second-generation computers began in 1959. The use of transistors instead of vacuum tubes made these computers smaller, more powerful, and more reliable. The second generation also saw the development of programming languages.

The third generation computers started in1964. There were silicon chips instead of transistors. This advance made possible the invention of the microcomputer in the 1970s, which, because of its low cost, small size, ease of use, large capabilities, is the computer most characteristic of the fourth generation.

All computers of the present time, from the microcomputer to the supercomputer, belonged to the fourth generation. This fourth generation is the first in which there are a lot of computers for the application in business, science, medicine, education, or for general use.

Упр. 5. Заполните пропуски недостающими данными из текста:

1.After the invention of logarithms in 1614, ... constructed the first slide-rule in ... . 2. ... built an adding machine in 1642. 3. In 1671 ... produced the first machine capable of multiplication. 4. ... was the first who conceived the idea of the automatic computer. 5. Ch. Babbage and ... worked out a coded program. 6. In 1937 ... began to work at the first completely automatic digital computer. 7. He completed his Mark 1 in ... . 8. The first electronic computer was constructed in ... at ... . 9. In 1945 ... worked out the concept of the stored program. 10. The first generation computers began in ... . 11. The second generation computers started in ... . 12. The third generation computer systems beginning in ... made use of silicon chips. 13. The first microcomputer appeared in ... .

Упр. 6 . Расположите предложения в соответствии с текстом:

1. Babbage's contribution to the automatic computer development. 2. The abacus, the oldest form of mechanical calculating device. 3. The first generation computers. 4. Calculating devices of the 17th century. 5.The first electronic computer (ENIAC). 5.The fourth generation computers. 7. The first completely

automatic digital computer. 8. Future computer development. 9. The second and third generation computer systems.

Контрольная работа № 1

Вариант № I

Упр. 1. Перепишите предложения, указав время, в котором стоит глагол-сказуемое. Предложения переведите:

1. Where are you going? 2. Where does he go in the evenings? 3. We went to the cinema. 4. They will not go there. 5. You go there every month. 6. Your parents are proud of you. 7. He has no family. 8. They didn't understand us. 9. Shall I see you tomorrow? 10. I know that. 11. You knew that.

Упр. 2. Сделайте предложения отрицательными:

1. Mary knows three thousand English words. 2. Tom worked in the garden yesterday. 3. They try to help us. 4. You will take the first place in the competition. 5. It is raining at present. 6. They are going to the stadium. 7. Kate met her friend. 8. I shall think about you.

Упр. 3. Сделайте предложения вопросительными:

1. I go to the University by bus. 2. My friend has breakfast at home. 3. They came home from the University at 3 o'clock. 4. Ann is speaking English. 5. You are listening to me. 6. We shall translate the text tomorrow. 7. They study at our University.

Упр. 4. Перепишите предложения, подчеркнув слово с окончанием -s. Укажите, какую функцию выполняет это окончание в каждом конкретном случае (т.е. служит ли оно для образования множественного числа существительного, 3 лица сказуемого в Present Indefinite или образует притяжательный падеж):

1. There are a lot of studies at our University. 2. Bill studies well. 3. It was pleasant to see the children's rosy faces. 4. The room faces south. 5. My brother parks his car here. 6. Near our houses there is a large park. 7. I am going to my friend's.

Упр. 5. Вставьте some, any, no и производные от них слова:

1. Have you … books? 2. Put … sugar in your tea. 3. He does not need … help. 4. Give me … to eat. 5. We read … about it. 6. Is there … on the table? 7. Is … listening to the radio?

Вариант № 2

Упр. 1. Перепишите предложения, указав время, в котором стоит глагол-сказуемое. Предложения переведите:

1. He reads well. 2. He read well. 3. What is he reading? 4. They will not read this book. 4. Why didn't you read it? 5. He is not afraid of anybody. 6. I had many friends at school. 7. We saw you. 8. I shall understand you. 9. They do not go there. 10. She does not remember me. 11. She is looking for something.

Упр. 2. Сделайте предложения отрицательными:

1. She thinks about you. 2. Jane wanted to buy some fruit. 3. I shall see you tomorrow. 4. They are walking with little Alice. 5. I come home late. 6. I am waiting for you. 7. I get up early. 8. She understood this rule well.

Упр. 3. Сделайте предложения вопросительными:

1. Peter worked at the plant last year. 2. She often meets her friends at the University. 3. They are listening to music. 4. Alice's brother is sitting in the garden. 5. I teach Biology. 6. I shall come home late. 7. She will understand you.

Упр. 4. Перепишите предложения, подчеркнув слова с окончанием -s. Укажите, какую функцию выполняет это окончание в каждом конкретном случае (т.е. служит ли оно для образования множественного числа существительных, 3 лица сказуемого в Present Indefinite или образует притяжательный падеж):

1. Their great aims are mental health and normal development. 2. Our foreign policy aims at promoting peace. 3. He is Tom's father. 4. The children's names are Peter, Jack and Bill. 5. This hall houses only a part of the exhibits. 6. There are many new houses in our town. 7. London stretches for many miles.

Упр. 5. Вставьте some, any, no и производные от них слова:

1. … can understand this text: it is so difficult. 2. There is … in the next room. 3. Did you read … about it? 4. I can see … without glasses. 5. Is there … in that box? 6. Does … like apples? 7. He wrote … letters in the morning.

Вариант № 3

Упр. 1. Перепишите предложения, указав время, в котором стоит глагол-сказуемое. Предложения переведите:

1. John writes poems. 2. You do not understand me. 3. What are they writing? 4. What books did he write? 5. I wrote a letter to my friend. 6. When will you write it? 7. He was there at 12 o'clock. 8. She has many friends. 9. We didn't tell them about it. 10. What will you do? 11. They are laughing at us.

Упр. 2. Сделайте предложения отрицательными:

1. I shall go there next week. 2. They visited the museum on Sunday. 3. She likes sweets. 4. I know Belorussian as well as Russian. 5. Her parents arrived yesterday. 6. Mary is having an exam now. 7. We are going to the cinema. 8. We study French.

Упр. 3. Сделайте предложения вопросительными:

1. My brother goes to town every day. 2. My sisters are standing at the window. 3. I bought the book. 4. They'll come here on Tuesday. 5. You are studying the same book. 6. We get back at 5 o'clock. 7. They went by bus to the University.

Упр. 4. Перепишите предложения, подчеркнув слова с окончанием -s. Укажите, какую функцию выполняет это окончание в каждом конкретном случае (т.е. служит ли оно для образования множественного числа существительного, 3 лица сказуемого в Present Indefinite или образует притяжательный падеж:

1. There are two tram stops near our University. 2. The tram stops not far from my house. 3. The boy places his instrument into a special box. 4. I'd like to see all the places of interest in your town. 5. We looked at the women's faces. 6. I didn't know that teacher's friends. 7. He plays Hamlet.

Упр. 5. Вставьте some, any, no и производные от них слова:

1. … boys are football fans. 2. Have you … questions? 3. Is there … in the classroom? 4. It was very dark. We could see … . 5. Is there … in that box? 6. She is singing … . 7. He said … about it.

ЧАСТЬ II

LESSON 1

Степени сравнения прилагательных
Degrees of Comparison

Качественные прилагательные	*Положительная the positive degree*	*Сравнительная the comparative degree*	*Превосходная the superlative degree*
одно- и двуслож-ные на –er, –ow, –y, –e.	young heavy hot simple	young**er** heavi**er** hot**ter** simpl**er**	the young**est** the heavi**est** the hot**test** the simpl**est**
многосложные	difficult	more 　　　　}difficult less	the most 　　　　}difficult the least
особая группа	good bad many, much little	better worse more less	the best the worst the most the least
имеющие по две формы степеней сравнения, разли-чающиеся по зна-чению и употреб-лению	far *далекий*	farther *более далекий* further *дальнейший*	the farthest *самый дальний* the furthest *самый далекий*
	old *старый*	older *старше* *(по возрасту)* elder *старше* *(в пределах одной семьи или по об-ществ. положен.)*	the oldest *самый старый* the eldest *самый старший*
	near *близкий*	nearer *ближе*	the nearest *ближайший* the next *следующий*
	late *поздний*	later *более поздний* latter *последний из двух*	the latest *последний (по врем. появления)* the last *последний (по порядку)*

Для выражения сравнения существует также ряд конструкций

Конструкция	Значение	Перевод	Пример
As… as	Равная степень качества	Такой же… как	He is as cheerful as his brother.
Not so… as	Отрицание равенства степени качества	Не такой… как	This table is not so small as that one.
More… than	Сравнение степеней качеств предметов	Более… чем	This task is more important than that task.
Less… than		Менее… чем	
The + сравн.степень the + сравн.степень the warmer…, the better	Зависимость одного от другого	Чем + сравнит. степень, тем + сравнит. степень Чем теплее…, тем лучше	The warmer the weather, the better I feel. *(Чем теплее погода, тем лучше я себя чувствую)*
Much }+ сравн.ст. far much cheaper far more serious	Значительное превышение качества одного предмета над другим	гораздо (намного) дешевле гораздо серьезнее	Let's go by car. It's much cheaper. Her illness was far more serious than we at first thought.
a bit }+ сравн.ст. a little a little warmer	Незначительное превышение	Немножко (чуточку) теплее	It's a little warmer today than it was yesterday.

Упр. 1. Прочтите и переведите следующие прилагательные:

Big – bigger – biggest, busy – busier – busiest, brave – braver – bravest, dirty – dirtier – dirtiest, hot – hotter – hottest, early – earlier – earliest, nice – nicer – nicest, simple – simpler – simplest, easy – easier – easiest, sad – sadder – saddest.

Упр. 2. Образуйте сравнительную и превосходную степени от следующих слов:

Old, young, large, wide, difficult, good, hot, bad, much, easy, early, many, big, interesting, dangerous, far, late, near.

Упр. 3. Употребите слова, данные в скобках, в нужной степени сравнения:

1. I want a (small) room. This one is too large. 2. Give me a (short) piece of string. This one is too long. 3. Ann is two years (old) than Kate. 4. The game becomes (interesting). 5. Which of the three girls has the (good) dress? 6. Kate is

much (beautiful) than her sister. 7. Australia is the (large) island in the world. 8. The first is still (important) question than the second. 9. This is the (weak) point of his report. 10. I am tall, but there is a (tall) girl in our class. 11. My tea is too strong, can you make it (weak)? 12. The new bed is (comfortable) than the old one. 13. Mike is the (brave) of all the soldiers. 14. The flag flies at the top of the (high) mast. 15. The lake is much (clear) than the river. 16. This is the (dark) room in the house. 17. Where is (near) bus stop? 18. Where does your (old) brother live? 19. We heard (late) news over the radio. 20. Your paper is (bad) than mine. 21. Whose translation is (good)? 22. She lives in (far) part of the city. 23. She will get (thin) when she gets (old).

Упр. 4. Переведите:

1. The longer (is) the night, the shorter (is) the day. 2. The more we read, the more we know. 3. He can speak German twice as fast. 4. Your room is three times as large as mine. 5. We shall drive at a speed as great as 90 km per hour. 6. New streets are usually not so (as) narrow as old streets. 7. She does not know Moscow so (as) well as we do. 8. This boy is as tall as my brother. 9. The earlier you get up, the more you will do.

Упр. 5. а)Прочтите и переведите текст:

A LETTER

Deat Jane!

I am very happy in my new job and my new town. In fact I'm much happier than I was before. I like my new job very much. It's much better than my old one. My boss is more polite than my old boss. My office is larger than the previous one. My co-workers are more friendly than the ones I worked with before. My hours are shorter than the hours at m y old job. And my salary is higher than my previous salary. I also like my new town. In general it's much cleaner, the buildings are nicer, and the weather is warmer and the people are more hospitable. You should visit here. I think you'll like it a lot. Please write soon.

Yours sincerely, Lucy.

b) Ответьте на вопросы:

1. What does Lucy think of her new job? 2. Does she like her new boss? Why? 3. What does she think about her new co-workers? 4. What else does she like about her new job? 5. What is her impression of her new town?

c) Перескажите текст.

LESSON 2

Упр. 1. а) Прочтите предложения. Найдите сказуемое, определите время, объясните его употребление. b) Сделайте предложения вопросительными и отрицательными:

1. He often reads books in the evening. 2. He has a magazine in his hand and he is reading it. 3. My friend lived in Riga some years ago. 4. I came into the room because the boys were making a lot of noise. 5. They'll be having a lecture at 5 o'clock tomorrow. 6. He was writing an article the whole day yesterday. 7. Look! The boys are working very hard. 8. In the picture a woman is sitting in an arm-chair. She often sits in that arm-chair in the afternoon. 9. They'll come next week. 10. She makes very good coffee. 11. She made very good tea yesterday.

Perfect Tenses   (Перфектные времена)

Образование: to have + Participle II смыслового глагола		
Present	*Past*	*Future*
I have written You have written He She } has written It We have written You have written They have written	I had written You had written He She } had written It We had written You had written They had written	I shall have written You will have written He She } will have written It We shall have written You will have written They will have written
Have I written? Have you written? he Has she } written? it Have we written? Have you written? Have they written?	Had I written? Had you written? he Had she } written? it Had we written? Had you written? Had they written?	Shall I have written? Will you have written? he Will she } have written? it Shall we have written? Will you have written? Will they have written?
I have not written You have not written He She } has not written It We have not written You have not written They have not written	I had not written You had not written He She } had not written It We had not written You had not written They had not written	I shall not have written You will not have written He She } will not have written It We shall not have written You will not have written They will not have written

The left column labels read (top to bottom): Утвердительная форма (множ. чис. един. число); Вопросительная форма (множ. чис. един. число); Отрицательная форма (множ. числ. ед. числ.).

***Упр. 2. Запомните слова, которые обычно употребляются с совершен-
ными временами:***

Present Perfect – already (уже), just (только что), never (никогда), ever (ко-
гда-либо), since (с тех пор, как), yet (еще), lately (в послед-
нее время), recently (недавно), а также - today, this month,
this week, this year …;

Past Perfect – by that time yesterday, by 3 o'clock, before he came;

Future Perfect – by that time tomorrow, by 4 o'clock, before she comes …

***Упр. 3. Переведите предложения на русский язык. Сделайте их отри-
цательными и вопросительными:***

1. We have made a mistake. 2. The lesson has begun. 3. I have read to-
day's newspapers. 4. We have seen some boys. 5. Ann has been to London. 6.
She has put on a new dress. 7. She has bought a new watch. 8. They have seen a
lot of things. 9. The bus has stopped. 10. We have studied this problem since
1990.

***Упр. 4. Поставив глаголы в Present Perfect, скажите, что действие уже
выполнено:***

Model: Why isn't Igor doing his translation? – He has already done it.

1. Why isn't Ann cooking dinner? 2. Why aren't the boys learning the
song? 3. Why aren't you helping us? 4. Why isn't he watching the film? 5. Why
aren't they learning the verbs? 6. Why aren't you reading up for your exams?
7. Why isn't he answering this question? 8. Why aren't they typing the papers?

Упр. 5. Сравните времена:

Past Simple	*Present Perfect*
I finished my work two hours ago.	I have already finished my work.
Я закончил работу 2 часа тому на-зад. *(В определенные момент в про-шлом – 2 часа назад).*	Я уже закончил работу. *(В неопреде-ленное время в прошлом).*
He was in Europe last year (three years ago, in 1989, in 1992, when I was ten years old. *(Действие произошло в определенный момент в прошлом).*	I have been to Europe many times (several times, a couple of times, once). *(Действие происходило раз или несколько раз, но не указано ко-гда).*

***Упр. 6. Переведите предложения, обращая внимание на разницу в
употреблении Present Perfect и Past Simple:***

1. Has he come yet? When did he come? 2. Have you been to any mu-
seum lately? Yes, I have. I was in the Art Museum some days ago. 3. I have

never been to Moscow, but my brother was there last year. 4. I have seen the new film. I saw it last week. 5. He began to read the book two weeks ago, but he hasn't finished it yet. 6. When did you finish school? 7. Were you in England last year? No, I have never been to England. 8. Where were you born? 9. Your hair looks nice. Have you had a haircut? Yes, I had my haircut yesterday. 10. Where is Tom? He has gone out. He left his flat ten minutes ago. 11. Do you want to go to the cinema with us tonight? No, thanks. We have seen the new film. We saw it on Wednesday. 12. Have you ever eaten at the student canteen? Yes, I have. I have eaten there many times. I ate breakfast there an hour ago.

Упр. 7. Раскройте скобки, употребляя глаголы в Present Perfect или Past Indefinite:

1. We (to travel) around Europe last year. 2. My father knows so much because he (to travel) a lot. 3. I (to see) Pete today. 4. She (to see) this film last Sunday. 5. Alex (to meet) his friend two hours ago. 6. I just (to meet) our teacher. 7. The children already (to decide) what to do with the books. 8. Yesterday they (to decide) to help their grandmother. 9. Helen speaks French so well because she (to live) in France. 10. She (to live) there last year. 11. The rain (to stop) and the sun is shining in the sky again. 12. The rain (to stop) half an hour ago. 13. Mary (to buy) a new hat. 14. I (to buy) a pair of gloves yesterday. 15. The wind (to blow) off the man's hat, and he cannot catch it. 16. The weather (to change), and we can go for a walk. 17. The wind (to change) in the morning.

Упр. 8. Прочитайте предложения и объясните употребление Past Perfect. Предложения переведите:

1. She had written the report by six o'clock. 2. By what time had the meeting been over? 3. I had not finished my work by Monday. 4. When we entered the hall, the performance had already begun. 5. As soon as I saw him I understood that something had happened. 6. I bought a new dictionary because I had lost my old one. 7. I told my friends a new joke which I had heard recently. 8. When I came out into the street I saw that the rain had stopped. 9. On my way home I met a friend of mine whom I had not seen for many years. 10. I didn't recognize him because so many years had passed since we met last.

Упр. 9. Ответьте на вопросы, говоря, что действие уже произошло до того, как вас об этом спросили. Глаголы в скобках употребите в Past Perfect:

Model: - Why didn't you watch that film on TV yesterday? (see)

   - Because I had seen it before.

1. Why didn't you see Ann when you came to Minsk? (leave) 2. Why didn't you tell him my address? (forget) 3. What did Tom hear about Kate's ex-

mination? (pass) 4. Why did Fred come home so soon from his holiday? (spend all the money) 5. Why couldn't you get into your flat at once? (lose the key) 6. What did you learn about Bob? (marry) 7. What did he learn about Helen from the letter he received? (be ill for a month).

Упр. 10. Прочтите диалоги. Найдите глаголы в Perfect. Объясните его употребление. Диалоги переведите:

1.

- I'll have written my composition by 6 o'clock.
- Oh, I shan't even have begun mine by then. But I'll have begun it as soon as supper is over.
- I hope you will.

2.

- Kitty, I want you to go to the baker's before 6 o'clock. I have this ironing to do but I shall have finished it in half an hour and I need a loaf of bread for supper.
- Can I go after 6 o'clock, Mum? I am watching an interesting film and it won't have finished by 6 o'clock.
- I'm sorry, but the baker's shop will have closed by the time the film finishes.
- All right, Mum. I'll go now.
- I hope you will. We shall have had supper and you will have cleared the table by half past seven, then you can watch another film before your bed-time. Will it have finished by 9 o'clock?
- Oh, yes, it will have finished by half past eight.

Упр. 11. Скажите, что все эти действия уже произойдут к определенному моменту в будущем:

Model*:* The concert (finish) by 10 o'clock. – The concert will have finished by 10 o'clock.

1. We hope you (learn) all this by tomorrow. 2. I (finish) everything by the time you get back. 3. … you (write) all your letters by 5 o'clock? 4. By next Tuesday you (stay) with us for 5 weeks. 5. He (write) his report by Monday. 6. They (arrive) at the theatre by the end of the journey. 7. When we reach that village we (do) half of the journey. 8. They (go) for a walk by the time I have finished the job. 9. You (have) a good rest by the end of the week.

LESSON 3

The Passive Voice
Indefinite Tenses

В любом языке глаголы могут употребляться в 2-х залогах: активном (действительном) и пассивном (страдательном). Если глагол-сказуемое стоит в активном залоге, это означает, что подлежащее активно, т.е. само выполняет дейстие над объектом.

В предложении *__Я послал телеграмму__*

Я – подлежащее (деятель) выполнил действие над объектом (дополнением).

Если глагол-сказуемое стоит в пассивном залоге, это означает, что объект действия выполняет функцию подлежащего, и действие производится над ним. Исполнитель действия может не указываться. В предложении *__Телеграмма была послана мною__* подлежащее пассивно, действие выполняется над ним.

Упр. 1. Определите залог сказуемого в следующих предложениях:

1. Том убирает класс. 2. Мистер Грин коллекционировал марки. 3. Работа сделана вовремя. 4. Телеграмма будет отправлена вовремя. 5. Я отправлю телеграмму завтра. 6. Мы получили ответ 2 дня спуся. 7. Ответ был получен 2 дня спустя. 8. Они покажут тебе дорогу к университету. 9. Дом был построен 5 лет назад. 10. Текст будет переведен завтра.

В английском языке формы пассивного залога совпадают с русскими: т.е. они образуются при помощи вспомогательного глагола **to be** в соответствующем времени (Present: am, is, are; Past: was, were; Future: will be) и смыслового глагола в форме причастия прошедшего времени (V -ed/$_3$)

$$\boxed{\text{to be} + \text{V -ed/}_3}$$

Спряжение глагола to invite в Present, Past и Future Indefinite

Present Indefinite	*Past Indefinite*	*Future Indefinite*
I am He is ⎫ invited We are ⎭	I was We were ⎫ invited They were ⎭	I shall He will ⎫ be invited They will ⎭

Сравните:

Active Voice	*Passive Voice*
I ask – я спрашиваю	I am asked – меня спрашивают
I asked – я спрашивал	I was asked – меня спрашивали
I will ask – я спрошу	I will be asked – меня спросят

Упр. 2. Переведите предложения:

I teach – I am taught; I ask – I am asked; he introduced – he was introduced; they prepared – they were prepared; we ensure – we were ensured; I shall instruct – I shall be instructed; she will dress – she will be dressed; she admires – she is admired; we took – we were taken; it made – it was made; we shall invite – we shall be invited.

Способы перевода предложений со сказуемым в пассивном залоге

1) глаголом «быть» в сочетании с краткой формой причастия страдательного залога (I was invited to the concert. - Я был приглашен на концерт);

2) глаголом, оканчивающимся на **–ся, -сь** (This question is being discussed. – Этот вопрос обсуждается);

3) глаголом в действительном залоге в 3-ем лице множественного числа в составе неопределенно-личного предложения (Houses are built very quickly now. – Дома строят теперь очень быстро);

4) глаголом в действительном залоге, если в предложении (в страдательном залоге) есть дополнение с предлогом **by** (He was laughed at by the boys. – Мальчики смеялись над ним);

5) если дополнение с предлогом **by** отсутствует, то страдательный оборот переводится на русский язык неопределенно-личным предложением (He was laughed at. – Над ним смеялись; The doctor was sent for. – За доктором послали).

Упр. 3. Выберите нужный вариант перевода сказуемого:

1) Special attention is paid to the translation of passive constructions.
а) уделяли; б) уделяется; в) уделяет; г) будет уделено; д) уделялось.

2) The students will be shown a new film.
а) показывают; б) показали; в) будут показывать; г) покажут; д) были показаны.

3) This road was built last year.
а) строят; б) строилась; в) строится; г) была построена; д) будет построена.

Обратите внимание, что предлог **by** присоединяет исполнителя действия (кем?): by me – мною, by him – им, by her – ею. А предлог **with**

присоединяет орудие, при помощи которого выполняется действие (чем?): with a knife – ножом, with snow – снегом.

Упр. 4. Заполните пропуски «by» или «with»:
  1. America was discovered … Columbus in 1492. 2. It was made … simple tools *инструментами*. 3. The ground was covered … snow. 4. Rice is eaten … chopsticks in China. 5. Donald Duck was created … Walt Disney in 1936. 6. Whatever he did was always done … passionate conviction *с горячей убежденностью*. 7. These contests are held … Olympic Committee. 8. Only one of his books was translated into Russian … our specialists. 9. The bridge was destroyed … a bomb. 10. A lot of damage was done … the earthquake *землетрясение*. 11. The house was seriously damaged … the flood *наводнение*.

Упр. 5. Переведите на английский язык, употребляя глаголы в Past Indefinite Active или Past Indefinite Passive:
Я рассказал	- Мне рассказали (tell)
Я показал	- Мне показали (show)
Она привела	- Ее привели (take)
Мы спросили	- Нас спросили (ask)
Мы ответили	- Нам ответили (answer)
Мы послали	- Нас послали (send)
Они дали	- Им дали (give)
Он помог	- Ему помогли (help)
Он посоветовал	- Ему посоветовали (advise)
Он забыл	- Его забыли (forger)
Он вспомнил	- Его вспомнили (recall)
Мы пригласили	- Нас пригласили (invite)
Мы поправили	- Нас поправили (correct)
Он вылечил	- Его вылечили (cure)
Он позвал	- Его позвали (call)

Упр. 6. Переведите на английский язык, употребляя глаголы в Present, Past или Future Indefinite Passive:
Мне рассказали	- Мне рассказывают	- Мне расскажут
Мне показали	- Мне показывают	- Мне покажут
Ее привели	- Ее приводят	- Ее приведут
Нас спросили	- Нас спрашивают	- Нас спросят
Нам ответили	- Нам отвечают	- Нам ответят
Нас послали	- Нас посылают	- Нас пошлют
Им дали	- Им дают	- Им дадут
Ему помогли	- Ему помогают	- Ему помогут
Ему посоветовали	- Ему советуют	- Ему посоветуют

Его забыли	- Его забывают	- Его забудут
Его вспомнили	- Его вспоминают	- Его вспомнят
Нас пригласили	- Нас приглашают	- Нас пригласят
Нас поправили	- Нас поправляют	- Нас поправят
Его позвали	- Его зовут	- Его позовут

Упр. 7. Найдите сказуемые в следующих предложениях и определите их видовременную форму:

1. The work of this student was discussed at the meeting. 2. The letter will be sent at once. 3. I was told to buy tickets. 4. We were given new equipment. 5. She was looked at coldly. 6. Who was shown the Palace of Congress yesterday? 7. Why are children forbidden to play on the carriage-way? 8. The examinations were taken in June. 9. All these magazines are sent abroad.

The Present Simple Passive

Подлежащее	*Глагол* *в активном залоге*	*Дополнение*
Milkmen	sell	milk
Milk	is sold	by milkmen
Подлежащее	*Глагол* *в пассивном залоге*	*Деятель*

The Past Simple Passive

Подлежащее	*Глагол* *в активном залоге*	*Дополнение*
Milkmen	sold	milk
Milk	was sold	by milkmen
Подлежащее	*Глагол* *в пассивном залоге*	*Деятель*

Упр. 8. Преобразуйте предложения из активного залога в пассивный, сделав все необходимые изменения. Используйте таблицу, данную выше, как образец:

1. Hob opened the door. 2. Mary helped the teacher. 3. The porter takes the luggage to the train. 4. Mrs. Priestley welcomes the visitors. 5. Susan brought in the coffee. 6. I'll finish my work about 5 o'clock. 7. Susan washes the dishes. 8. Lucille drives the car. 9. Sir Joseph Binks will give Tom a small

cheque. 10. Mr. Priestley brings some students for tea. 11. Hob tells the students about Uncle Tom. 12. My friend took me to the cinema yesterday. 13. Hob sends some cigarettes to Uncle Albert. 14. We'll use your books in our class. 15. Hob often tells us jokes.

Вопросы для самоконтроля:

1. Как образуются степени сравнения от прилагательных, состоящих из 1-2 слогов?
2. Как образуются степени сравнения от многосложных прилагательных?
3. Назовите степени сравнения от good, bad, much, many, little, far.
4. Как образуется Present Perfect?
5. Каким временем переводятся глаголы в Present Perfect на русский язык?
6. Какие слова подсказывают, что в предложении надо употребить это время?
7. В чем смысловое различие в употреблении времен Present Perfect и Past Indefinite?
8. В чем смысловое отличие в употреблении Past Perfect и Past Indefinite?
9. Из каких компонентов состоит глагол в страдательном залоге в английском языке?
10. Является ли подлежащее в предложении со сказуемым в страдательном залоге объектом или субъектом действия?
11. Какие способы перевода предложений со сказуемым в страдательном залоге вы знаете?

Задание на II семестр:

1. *Знать ответы на все вопросы для самоконтроля.*
2. *Выполнить письменно контрольную работу № 2.*
3. *Уметь читать и устно переводить тексты по специальности; выписать и выучить незнакомые слова к этим текстам.*

ТЕКСТ 1

Упр. 1. Прочтите данные интернациональные слова и назовите их русские эквиваленты:
  • fraction [`fræk∫∂n] *n*; • equivalent [i:`kwiv∂lent] *adj*; • relatively [`rel∂tivli] *adv*; • rational [`ræ∫∂n∂l] *adj*; • reduce [ri`dju:s] *v*; • divisible [di`vizibl] *adj*; • valid [`vælid] *adj*.

Упр. 2. Прочитайте и запомните слова активного словаря текста:
  • chapter [`t∫æpt∂] *глава*; • numerator [`nju:m∂reit∂] *числитель*; • denominator [`di`n⊃mineit∂] *знаменатель*; • quantity [`kw⊃ntiti] *количество*; • proper [`pr⊃p∂] 1) *правильный*; 2) *присущий, собственный*; • improper

[im`prɔpɘ] *неправильный*; • integer [`intɘd ɘ] *целое число*; • term [tɘ:m] *член*, *термин*; • low [lɔu] *низкий*; • accordingly [ɘ`kɔ:diŋli] *соответственно*;

Упр. 3. Пояснения к тексту:

The same is true of - то же самое справедливо; *as a matter of fact* - кстати, между прочим; *The process of bringing* -процесс приведения; *reduce a fraction* - сократить дробь; *draw a conclusion* - сделать вывод; *just as valid* - столь же справедливо.

Упр. 4. Прочитайте и переведите текст:

FRACTION

In this chapter you will deal with fractions. Every fraction has a numerator and denominator. The denominator tells you the number of parts of equal size into which some quantity is divided. The numerator tells you how many of these parts are to be taken.

Fractions representing values less than 1, like 2/3 (two thirds) for example, are called proper fractions. Fractions which name a number equal to or greater than 1, like 2/2 or 3/2, are called improper fractions.

There are numerals like 1 ½ (one and one second), which name a whole number and a fractional number. Such numerals are called mixed fractions.

Fractions which represent the same fractional number like ½, 2/4, 3/6,4/8, and so on, are called equivalent fractions.

We have already seen that if we multiply a whole number by 1 we shall leave the number unchanged. The same is true of fractions since when we multiply both integers named in a fraction by the same number we simply produce another name for the fractional number. For example, 1x 1/2 = ½. We can also use the idea that 1 can be expressed as a fraction in various ways 2/2,3/3, 4/4 and so on.

Now see what happens when you multiply ½ by2/2. You will have ½ = 1x ½ = 2/2 x 1/2 = 2/4. As a matter of fact in the above operation you have changed the fraction to its higher terms.

Now look at this: 6/8 : 1 = 6/8 : 2/2 = ¾. In both of the above operations the number you have chosen for 1 is 2/2. In the second example you have used division to change 6/8 to lower terms, that is to ¾. The numerator and the denominator in this fraction are relatively prime and accordingly we call such a fraction the simplest fraction for the given rational number.

You may conclude that dividing both of the numbers named by the numerator and the denominator by the same number, not 0 or 1 leaves the fractional number unchanged. The process of bringing a fractional number to lower terms is called reducing a fraction.

To reduce a fraction to lowest terms, you are to determine the greatest common factor. The greatest common factor is the largest possible integer by which both numbers named in the fraction are divisible.

From the above you can draw the following conclusion: mathematical concepts and principles are just as valid in the case of rational numbers (fractions) as in the case of integers (whole numbers).

Упр. 5. Напишите вопросы, ответы на которые содержаться в данных предложениях:

1. Fractions like $^2/_3$ are called proper fractions. 2. In the proper fraction the denominator is greater than the numerator. 3. In the improper fraction the denominator is less than the numerator. 4. A mixed fractions contains an integer and a proper fraction. 5. There also exist equivalent fractions. 6. You are to give an example of a mixed fraction. 7. The little boy was able to multiply and divide fractions. 8. If you write first $^1/_2 = {}^3/_6$ and then $^1/_2 = {}^n/_6$ that means that you have replaced *3* with *n*. 9. The words choose and select mean one and the same thing. 10. If you change a fraction from $^{16}/_{48}$ to $^1/_3$ you will reduce it to its lowest terms. 11. We are to read another chapter of this book. 12. This chapter deals with various kinds of fractions. 13. Now we are concerned with mixed fractions. 14. You should take two parts of equal size for your experiment. 15. The quantity of material has to be reduced. 16. Everything happened during the recent experiment.

Упр. 6. Дополните начатые высказывания (в связи с текстом):

1. In this chapter you will deal with … . 2. The denominator tells you the number of parts of equal size … . 3. The numerator tells you … . 4. Fractions representing values less that 1 are … . 5. Fractions which name a number equal to or greater than one … . 6. We have seen that multiplying a whole number by 1 leaves the number … . 7. Changing a fraction to lowest terms by dividing both numbers names in a fraction by the same number not 0 is … . 8. By using mathematical … and … we can show the validity of this rule of arithmetic. 9. From the above we can draw the following … .

Упр. 7. Скажите по-английски:

1. Мы уже знаем, что каждая дробь имеет числитель и знаменатель. 2. На что указывает знаменатель? 3. На что указывает числитель? 4. Дроби, подобные $^2/_3$ или $^3/_5$ называют правильными дробями. 5. Дроби, называющие число больше, чем единица, называют неправильными дробями. 6. Дайте пример смешанной дроби. 7. Мы только что разделили отрезок на равные части. 8. Что вы знаете об эквивалентных дробях? 9. Вы, возможно, помните, что когда целое число умножают на 1, оно остается неизменным. 10. Что вы изменили в этом уравнении? 11. В этом уравнении вы заменили

а числительным. 12. Дробь $^2/_3$ меньше единицы. 13. Дробь $^5/_3$ больше единицы. 14. Возможно ли сократить эту дробь?

TEXT 2

Упр. 1. Прочтите данные интернациональные слова и назовите их русские эквиваленты:
   • secret [`si:krit] • Greek [gri:k] • Pythagoras [pai`θægərəs] • hypotenuse [hai`pɔtenju:z].

Упр. 2. Прочитайте и запомните слова активного словаря:
   • space [speis] *расстояние* • relationship [ri`leiʃnʃip] *отношение, связь* • to wonder [`wʌndə] *удивляться* • dozen [`dʌzən] *десяток* • to square [skwəɛ] *возводить в квадрат* • to discover [dis`kʌvə] *обнаруживать* • unite [`ju:nit] *единица* • to add [æd] *прибавлять* • the same amount [ə`maunt] *то же количество, сумма* • to equal [`i:kwəl] *равнять, быть равным* • rule [ru:l] *правило* • to stretch [stretʃ] *растягивать(ся), тянуть(ся), натягивать(ся)* • knotted rope [`notid rəup] *веревка с узелками* • stake out [steik] *отмечать границу*.

Упр. 3. Прочитайте и переведите текст:

THE SPECIAL TRIANGLE

Even the ancient Egyptians knew how to make a right triangle – a triangle that has one right angle forming a square corner. The sides of the triangle were three, four, and five spaces long. And anytime you have a triangle with sides having this three, four, five relationship, it will *always* be a right triangle.

But people in other parts of the world also knew the secret. And, in time, some people began to wonder just why this way of making a right triangle always worked.

One of the people who wondered about this was an ancient Greek named Pythagoras. Pythagoras made dozens and dozens of right triangles of different sizes. And when he *squared* the sides of the triangles, he discovered something. What he learned can be shown in the form, like this:

To square a number, multiply the number by itself. The triangle in the picture has sides 3, 4, and 5 units long. When you multiply 5x5, you get 25. Then you multiply 4x4, getting 16, and 3x3, getting 9. Count the little squares next to each of the triangle's sides and you'll see that there are 25, 16, and 9 of them.

Now if you add the numbers you got by squaring the two smallest sides – 9 and 16 – you get 25. So, the number of little squares next to the *same amount* as the number of squares next to the longest side!

Pythagoras made up a rule about this. The rule says that for a right triangle the square of the longest side equals the sum of the squares of the other two sides. The longest side has a special name. It is called the *hypotenuse*, which means 'stretching under'.

This is something that is true of all right triangles. It is why Egyptian rope-stretchers always got a right triangle with their knotted rope. As long as they staked out triangles with sides having a three, four, five relationship, they could *only* get a right triangle.

What Pythagoras learned may not seem very important, but it is. His rule helps engineers, mathematicians, astronomers, and others to solve many different kinds of problems.

Упр. 4. Письменно ответьте на вопросы по тексту:

1. What did the ancient Egyptians know about a right triangle? 2. Who else wondered about a right triangle? 3. What did Pythagoras discover? 4. In what way did he come to that conclusion? 5. What rule did he make up? 6. Is his rule important? In what spheres?

TEXT 3

Упр 1. Прочитайте интернациональные слова, обращая внимание на их произношение:

• international a. [͵int∂`næ∫n∂l] • generation n. [͵d en∂`rei∫n] • intensification n. [in͵tensifi`kei∫n] • technology n. [tek`n⊃l∂d i] • machine n. [m∂`∫i:n] • robot n. [`r∂ub⊃t] • sensory a. [`sens∂ri] • expert n, a [`eksp∂:t] • organization n. [͵⊃:g∂nai`zei∫n] • construction n. [k∂n`strΛk∫n] • hyperintelligent [͵haip∂rin`telid ∂nt] • cryogenic a. [͵krai∂u`d einik]

Упр. 2. Выучите слова активного словаря:

• to differ [`dif∂] различаться, отличаться • artificial [͵a:ti`fi∫l] искусственный • application [͵æpli`kei∫n] применение • to create [kri`eit] творить, создавать • creative [kri`eitiv] творческий, созидательный • aid [eid] помощь, поддержка • solution [s∂`lu:∫n] решение, разрешение • capability [͵keip∂`bil∂ti] способность, возможность

Упр. 3. Прочитайте и переведите текст:

THE FIFTH GENERATION COMPUTER SYSTEM
The fifth generation computer will not only differ in size, speed, and storage capacity. By contrast with the fourth generation systems, which mainly store and process data, it will have the following characteristics: the use the artificial intel-

ligence and natural languages, a speech input, knowledge bases, very large-scale integration technologies, the application of optical fibres and videodiscs, flexibility and high reliability.

The idea of artificial intelligence is the intensification of man's creative activities with the aid of computers. Artificial intelligence is a machine intelligence. A programmer packs a program in the computer for the solution of some practical problems. In operation it looks like human intelligence. There are different categories of artificial intelligence uses, such as robots and machines with sensory capabilities, knowledge-based systems and expert systems. A knowledge base is more flexible and less structural than a database. It is able to function with fewer stored facts, to generate and infer new facts in the process of the problem solution. Expert systems are knowledge-based systems for highly specialized areas: branches of medicine, spectroscopic analysis, and the like.

Artificial intelligence needs new methods of program organization and construction. Very large-scale integration technologies will reduce the size of the computer, enlarge its speed and storage capacity. For the solution of these problems some researchers think of optical, gallium arsenide circuitry, and cryogenic (extremely cold) circuitry. For the solution of still more difficult problems, such as the production of hyperintelligent robots, some researchers discuss the problems of biochip circuitry. This is a revolutionary idea and its realization is in the distant future.

Упр. 4 .Вставьте предлоги там, где это необходимо:

1. The fifth generation … computer will not only differ … size. 2. The idea … artificial intelligence is the intensification … man's creative activity … the aid …computers. 3. A programmer packs a program … the computer … the solution … some practical problems. 4. A knowledge base is able to function … fewer stored facts to generate and infer new facts … the process … the problem solution.

Упр. 5. Ответьте на вопросы:

1. What is the difference between the 4th and 5th generation computer systems?

2. What is artificial intelligence?

3. How does artificial intelligence work?

4. What are the categories of artificial intelligence application?

5. What technological problems of the 5th generation computer system do researchers work at?

Контрольная работа № 2

Вариант № 1

Упр. 1. Поставьте слова, данные в скобках, в нужной степени сравнения:

1. The sooner, the (good). 2. I think that rainy autumn is the (bad) season of the year. 3. One of the (rich) libraries in the world is situated in the British Museum. 4. It is the (big) risk I have ever taken. 5. John is (little) musical than his sister. 6. He looked (young) than his years. 7. You are not as (nice) as people think.

Упр. 2. Ответьте на вопросы по модели (употребив Present Perfect):
Model: - Why isn't Nick translating the text?
     - He has already translated it.

1. Why aren't you buying this house? 2. Why isn't Ann opening the window? 3. Why aren't they going to the cinema? 4. Why isn't she making tea? 5. Why aren't they returning the document? 6. Why aren't you phoning the doctor? 7. Why isn't he bringing the magazine?

Упр. 3. Сделайте предложения отрицательными и вопросительными:

1. She has bought a new dress. 2. Dr. Johnson has given an interesting lecture today. 3. They have been to Berlin. 4. We have written some new articles. 5. Allan has washed his clothes. 6. He has shown me her photo. 7. I have heard about it.

Упр. 4. Раскройте скобки, употребив глагол-сказуемое в Past Indefinite или Present Perfect:

1. He (to forget) to bring my book and I cannot do my lessons. 2. I (to read) much about the historical monuments of the city. 3. He (to smoke) a cigarette and (to leave) the room. 4. Every evening this month we (to play) in the garden. 5. A moment ago we (to enter) the house. 6. Mr. Worthing (not to return) from town yet. I (to see) this film last week.

Упр. 5. Переведите на английский язык:

1. Ты видел этот фильм? 2. Я не читала этой книги. 3. Они уже ушли. 4. Он принес мне сегодня новый журнал. 5. Я никогда не был в Ташкенте. 6. Она в этом месяце купила два новых платья. 7. Они нас уже поблагодарили.

Упр. 6. Переведите:

1. He did as you had told him. 2. Come tomorrow evening; by that time I'll have finished my work. 3. The old man had laid down his knife and fork, and was staring at his son in amazement. 4. I shall be back by six, and I hope you will have had a good sleep by that time.

Упр. 7. Заполните таблицу, поставив предложение в соответствующие времена:

время	*предложение*	*обстоятельство*	*перевод*
Present Indefinite	The doctor examines the patients	every morning.	Доктор обследует пациентов каждое утро.
Past Indefinite		two hours ago.	
Future Indefinite		tomorrow morning.	
Present Continuous		at the moment.	
Past Continuous		at 10 o'clock yesterday.	
Future Continuous		from 10 to 12 tomorrow morning.	
Present Perfect		just.	
Past Perfect		when the students came.	
Future Perfect		by 12 o'clock tomorrow.	

Упр. 8. Перепишите предложения, указав время и залог сказуемого. Предложения переведите:

1. I told nothing more. I was told nothing more. 2. You will be translated the article tomorrow. You will translate the article tomorrow. 3. She asks many questions. She will be asked many questions. 4. I send postcards to my sister. I am sent postcards by my sister.

Вариант № 2

Упр. 1. Поставьте слова, данные в скобках, в нужной степени сравнения:

1. The farther you go, the (long) is the way back. 2. He is 2 years (old) than his brother. 3. He knows the history of your town (good) than you. 4. What is the (large) city in the world? 5. The University of London is the (important) higher school and the (big) research centre in Great Britain. 6. To my mind the (interesting) thing in art is the personality of the artist. 7. It was as (cold) as in winter there.

Упр. 2. Ответьте на вопросы по модели (употребив Present Perfect):
Model*:* Why isn't Nick translating the text?
- He has already translated it.

1. Why aren't you reading the book? 2. Why isn't Pete opening the window? 3. Why ins't she showing the document? 4. Why aren't you cooking dinner? 5. Why isn't the child drinking the milk? 6. Why aren't they thanking Tim? 7. Why aren't you calling the doctor?

Упр. 3. Сделайте предложения отрицательными и вопросительными:
1. I have brought you the book. 2. We have seen some boys there. 3. The workers have already come back. 4. They have helped me. 5. Robert has thanked us. 6. Sally has called them. 7. They have just gone out.

Упр. 4. Раскройте скобки, употребив глагол-сказуемое в Past Indefinite или Present Perfect:
1. We already (to learn) 1000 English words. 2. They (to come) to the theatre at 7 o'clock. 3. Why are you reading the letter? – I (to read) it. 4. No scientist (to do) so much for the development of Russian science as M. Lomonosov. 5. I (not to miss) any lectures this month. 6. The sun (to come) out a moment ago. 7. I (not to sleep) since that night.

Упр. 5. Переведите на английский язык:
1. Я уже слышал об этом фильме. 2. Ты Веру сегодня видела? 3. Мы еще не звонили врачу. 4. Они уже съели свой завтрак. 5. Сестра дала мне 50 рублей. 6. Ребенок уже ушел в школу. 7. Он никогда не был в Воркуте.

Упр. 6. Переведите:
1. He had finished to do his work before we came. 2. I shall have worked as a teacher for 20 years by next May. 3. He knew the poem by heart when he had heard it several times. 4. They will have reached the place by noon. 5. Those two had not spoken to each other for three days and were in a state of rage.

Упр. 7. Заполните таблицу, поставив предложение в соответствующие времена:

время	предложение	обстоятельство	перевод
Present Indefinite	The teacher marks the test	every day.	Учитель проверяет тесты каждый день.
Past Indefinite		two hours ago.	
Future Indefinite		in the evening.	
Present Continuous		at the moment.	
Past Continuous		at 10 o'clock last night.	
Future Continuous		from 10 to 12 tomorrow	

		morning.	
Present Perfect		just	
Past Perfect		when the students came.	
Future Perfect		by 2 o'clock.	

Упр. 8. Перепишите предложения, указав залог и время сказуемого. Предложения переведите:

1. I shall give you this photo. I shall be given this photo. 2. The children were shown new games. They will show us new games. 3. Mike has promised us these tickets. 4. He is laughed at.

Вариант № 3

Упр. 1. Поставьте слова, данные в скобках, в нужной степени сравнения:

1. Two heads are (good) than one. 2. The population of Great Britain is (large) than the population of Belarus. 3. She works at her English (much) than you. 4. That was the (difficult) year in my life. 5. The more books he has read the (interesting) will be his report. 6. He looked much (young) than Sheila or me. 7. My mother was the (proud) of women.

Упр. 2. Ответьте на вопросы по модели (употребив Present Perfect):
Model: Why isn't Nick translating the text?
-   He has already translated it.

1. Why aren't you thanking Nick? 2. Why isn't he helping you? 3. Why aren't you buying this dress? 4. Why isn't she leaving? 5. Why aren't you opening the window? 6. Why isn't Jim coming in? 7. Why aren't they phoning the hotel?

Упр. 3. Сделайте предложения отрицательными и вопросительными:

1. Jim has just come back. 2. Ted and Pete have seen you. 3. She has already shouted at us. 4. We have taken some papers. 5. I have lost your address. 6. They have phoned me. 7. I have helped David.

Упр. 4. Раскройте скобки, употребив глагол-сказуемое в Past Indefinite или Present Perfect:

1. We (to come) home at 7 o'clock. 2. The students already (to pass) all their examinations. 3. My friend (to tell) me the news last night. 4. Nobody (to see) you, I am sure. 5. I (to be) always on friendly terms with all my groupmates. 6. He (to do) a great deal of work today. 7. We (to meet) in the club.

Упр. 5. Переведите на английский язык:

1. Она очень изменилась. 2. Вы когда-нибудь видели моего сына? 3. Они никогда не были в Воронеже. 4. Он купил себе сегодня новый костюм. 5. Извините, я взяла Вашу ручку. 6. Мы перевели уже две статьи. 7. Аня ушла в кино.

Упр. 6. Переведите:

1. Our students had completed the experiment by the end of the last month. 2. He will have returned to the town by the time you come from Moscow. 3. She said she had expected to return to work soon. 4. I shall have been a teacher for 20 years by next May. 5. When they had left, I went down to the beach.

Упр. 7. Заполните таблицу, поставив предложения в соответствующие времена:

время	*предложение*	*обстоятельство*	*перевод*
Present Indefinite	He buys the newspaper	twice a week.	Он покупает газеты 2 раза в неделю.
Past Indefinite		two hours ago.	
Future Indefinite		in the morning.	
Present Continuous		now.	
Past Continuous		when I came up to him.	
Future Continuous		when you see him.	
Present Perfect		just.	
Past Perfect		before we saw him.	
Future Perfect		by 12 o'clock.	

Упр. 8. Перепишите предложения, указав залог и время сказуемого. Предложения перепишите:

1. We looked for the headmaster everywhere. The document is looked for everywhere. 2. We shall be shown his photo. They will show you this photo. 3. She was not answered. She did not answer. 4. They sent the result of our work to Moscow. You will also be sent the result of our work. 5. I shall not be asked this question.

ЧАСТЬ III

LESSON 1

Особые случаи употребления пассивного залога

В английском языке ряд глаголов: to ask, to give, to invite, to offer, to order, to pay, to promise, to show, to tell, to teach и некоторые другие могут принимать два дополнения: прямое (кого? что?) и косвенное (кому?):

They showed **the children** (кому?) **his photograph** (что?).

В пассивном залоге с этими глаголами возможны две конструкции:

1) **His photograph** was shown to the children. – *Его фотография была показана детям* (Совпадает с употреблением пассивного залога в русском).

2) **The children** were shown his photograph. – ***Детям*** *(кому?) показали его фотографию* (Пассивный залог невозможен в русском языке).

Во второй конструкции подлежащим стало косвенное дополнение. При переводе его следует поставить в дательный падеж, а остальную часть предложения переводим неопределенно-личным оборотом, если не указан деятель (**by** + существительное или местоимение в объектном падеже (см. пример выше). При наличии дополнения с предлогом **by** оно становится подлежащим русского предложения: The children were shown his photograph **by the policeman**. – **Полицеский** показал его фотографию детям.

Упр. 1. Постройте как можно больше предложений и переведите их, обращая внимание на то, что их дословный перевод на русский невозможен:

Pete and Mike	was shown	his photograph.
The children	were given	tickets for the concert.
He	were promised	new toys.
The pupils	was offered	the post of a headmaster.
They	will be shown	the new games.
We	have been promised	a large sum of money.
	shall be allowed	a short trip.

Составные глаголы в пассивной форме

Многие глаголы получают свое смысловое значение только в сочетании с предлогом, частицей или существительным.

а) Глаголы с предлогами:

to look at – смотреть на, **to look after** – присматривать за, **to look for** – искать кого-либо, **to arrive at/in** – достигать чего-либо, принимать (решение), **to deal with** – иметь дело с кем-либо, рассматривать, излагать, **to insist on** – настаивать на чем-либо, **to laugh at** – смеяться над, **to rely on (upon)** – полагаться на кого-либо, **to speak (about)** – говорить о чем-либо, **to send for** – посылать за кем-либо, **to refer to** – ссылаться на что-либо, **to depend on** – зависеть от чего-либо, **to listen to** – слушать кого-либо, **to comment upon** – толковать, объяснять.

б) Фразеологические сочетания:
to do away with – избавиться от чего-либо, **to lose sight of** – потерять из виду, **to make use of** - использовать, **to take care of** – заботиться о, **to make a fool of** – делать дурака из кого-либо, **to pay attention to** – обращать внимание на кого-либо, что-либо.

В тех случаях, когда в качестве подлежащего пассивной конструкции употребляется предложное дополнение, предлог **сохраняет** свое место **после глагола** и стоит под ударением:

Everyone listened **to him** with great attention. – **He** was `listened `to with `great attention. The headmaster sent **for the boy's parents**. – **The `boy's parents** were `sent `for. *За родителями мальчика послали.*

При переводе предлог ставится впереди английского подлежащего, превращая его в предложное дополнение. Некоторые английские глаголы с послелогами переводятся на русский глаголами, требующими прямого дополнения:

to listen to smb – слушать кого-либо, to look for smb – искать кого-либо и др.

Упр. 2. Переведите, обращая внимание на предлоги:
1. He was **talked about.** 2. He was **sent for.** 3. He was **waited for.** 4. He was **looked at.** 5. He was **listened to.** 6. He was **laughed at.**

Упр. 3. а) Определите сказуемое; б) переведите смысловой глагол с послелогом; в) определите время сказуемого; г) переведите предложение:
1. After a long and heated discussion the compromise was arrived at. 2. These terms will be insisted upon. 3. This problem will be dealt with in a number of articles. 4. Her strange behaviour was commented upon. 5. Geometry is much written about. 6. Children are looked after by their parents. 7. This problem was not spoken about. 8. The doctor was sent for. 9. The film "Titanic" was much spoken about. 10. They will be waited for. 11. His article is referred to in all recent publications.

Упр. 4. Письменно постройте как можно больше предложений. Переведите их на русский:

He	is always listened to	everywhere.
His new article	was sent for	with great attention.
The student teachers	were laughed at	by many scientists.
The papers	are looked for	everywhere.
His advice	was referred to	by many students.
She	is listened to	carefully.
The freshmen	will be spoken to	seriously.

Упр. 5. Скажите то же самое, поставив сказуемое в страдательный залог:

Образец: They sent for him – He was sent for.

1. They speak much about B. Akunin's new book. 2. Everybody often laughs loudly at his jokes. 3. Readers often ask for this book. 4. We looked for the prefect in the hostel. 5. They listened to the chief with great attention. 6. We often look after the children. 7. Parents take great care of children. 8. The administration will pay for their work.

Английские переходные глаголы, соответствующие русским глаголам с предложным косвенным дополнением

В английском языке имеется ряд глаголов, которые, являясь переходными, требуют прямого дополнения, а соответствующие им русские глаголы являются непереходными и имеют после себя предлог.

К ним относятся: **to affect (smb, smth)** – влиять на (кого-либо, что-либо), **to answer (smth)** – отвечать на что-либо, **to attend (smth)** – присутствовать на (чем-либо), **to enjoy (smth)** – получать удовольствие от (чего-либо), **to follow (smb, smth)** – следовать за (кем-либо, чем-либо), **to join** – присоединяться к (кому-либо, чему-либо), **to need (smb, smth)** – нуждаться в (ком-либо, чем-либо), **to watch** – следить за (кем-либо, чем-либо).

Трудность перевода таких страдательных оборотов заключается в том, что соответствующие русские глаголы не могут употребляться в страдательном залоге.

Active Voice	*Passive Voice*
An interesting film **followed** the lecture.	The lecture **was followed** by an interesting film.
За лекцией **последовал** интересный фильм.	За лекцией **последовал** интересный фильм.

Как видно из примера, на русский язык такие глаголы в пассивном залоге переводятся соответствующими действительными оборотами, причем перевод предложения следует начинать с предлога, превращая подлежащее английского предложения в предложное косвенное дополнение.

The lecture **was attended** by a great number of students.

На лекции присутствовало большое количество студентов.

При отсутствии дополнения с предлогом **by** такие пассивные обороты переводятся на русский язык неопределенно-личными предложениями, которые начинаются с предложного дополнения.

Your help is needed.   **В вашей** помощи нуждаются.

English is spoken all over the world.   **На английском** говорят во всем мире.

Упр. 6. Определите сказуемое предложения, переведите смысловой глагол, подобрав соответствующий предлог. Начните перевод предложения с этого предлога:

Образец: Young F.S. Fitsgerald was influenced by a spirit of competition ruling at the University. – На молодого Ф.С. Фитджеральда повлиял дух соперничества, царящий в университете.

1. The letter will be answered immediately. 2. Our group was joined by some new people. 3. The football match was watched with great interest by everybody. 4. His report was followed by a discussion. 5. The concert was enjoyed by the children. 6. That discovery was soon followed by another one. 7. The meeting was attended by thousands of people. 8. These textbooks are needed by all our students.

Упр. 7. Составьте письменно как можно больше предложений. Переведите их на русский язык.

The lecture	are needed	by thousands of people.
These text-books	was followed	by all our students.
All your questions	will be watched	with great interest.
The hockey match	will be answered	in three days.

LESSON 2

Длительные и перфектные времена глаголов
в Passive Voice

Continuous (процесс) to be being V_3	Perfect (завершенность) to have been V_3
I am being shown He She $\}$ is being shown It We You $\}$ are being shown They	I have been shown He She $\}$ has been shown It We You $\}$ have been shown They
I He $\}$ was being shown She It We You $\}$ were being shown They	I He $\}$ had been shown She It We You $\}$ had been shown They
-	I We $\}$ shall have been shown He She It $\}$ will have been shown You They

Времена страдательного залога употребляются по тем же правилам, что и времена действительного залога.

Так как глагол в форме Continuous Passive показывает действие в его развитии, он переводится на русский язык формами глагола несовершенного вида с окончанием – ся или неопределенно-личным предложением.

A vast Palace of Sports is being built in our street. – Грандиозный дворец спорта строят/строится на нашей улице.

При переводе глагола в Perfect Passive необходимо подчеркнуть законченность действия, поэтому его всегда переводят глаголом совершенного вида.

A vast Palace of Sports has been built in our street. – На нашей улице построили грандиозный дворец спорта.

Упр. 1. Переведите следующие предложения, сказуемые которых обозначают действия в процессе развития:

1. His lecture was being listened to attentively when the door suddenly opened. 2. The new film was being shown in all the cinemas of our town the whole week. 3. The children were being sent for when I entered the room. 4. This question is not connected with the problem which is being discussed now. 5. He is being waited for. 6. The new project is still being worked at. 7. What was being displayed in the Pushkin Art Museum when you visited it? 8. What's going on in the yard? – Trees and bushes are being planted *сажать* there. 9. What is going on in the laboratory? – A new device *прибор* is being tested there.

Упр. 2. Переведите следующие предложения, сказуемые которых обозначают действия завершенного характера:

1. When you rang up, the work had just been finished. 2. Come at 11. The documents will have been checked and the letters will have been typed when you come. 3. His problem has been solved *решать* by Russian scientists. 4. The house will not have been lived in till warm days come. 5. That house hasn't been lived in any longer. 6. The children have been already sent for. 7. This room hasn't been used for ages. 8. You have been warned *предупреждать*. 9. I had a letter from my brother some days ago. He wrote he had been accepted to the college.

Упр. 3. Найдите сказуемые в следующих предложениях, определите их залог, время и характер действия. Предложения переведите:

1. When we returned the door had been locked *закрывать на замок*. 2. In fact Jim knew about the change of plans. He had been told. 3. By what time will the work have been finished? 4. How much has Susan been fined for speeding *штрафовать за превышение скорости*? 5. Two men are being questioned *допрашивать* at the Police Station in connection with armed robbery *вооруженное ограбление*. 6. Another man has been arrested for the crime *преступление*. 7. Missing *пропавшая* schoolgirl Sheila Patterson, aged eleven, has been found alive and well. Now she is being looked after at Leicester Police station. 8. I couldn't use my car last week, it was being repaired *ремонтировать*. 9. By the year 2010, many actresses who are famous today will have been forgotten. 10. Shakespeare's plays have been translated into many languages. 11. You can't go into the sitting-room. The walls are being painted there. 12. When we came to Kiev there were a lot of houses there which had been destroyed by the German fascists.

Упр. 4. Переведите на русский, обращая внимание на время сказуемого:

1. This question is still being discussed. 2. Mary is proud. Her work has been praised *хвалить*. 3. Her remark *замечание* was not answered. 4. Dick is happy. His dog has been found. 5. The guests *гости* were upstairs. They were being shown the laboratories. 6. We were joined by the whole class. 7. Do you know that your voice *голос* is being recorded *записывать*? 8. Let's go to Peter's birthday. – How can we? We haven't been invited. 9. The documents will have been typed before the boss returns. 10. His strange behavior was commented upon. 11. It is said that the teachers talk too much. 12. It is known that some children grow faster than the others. 13. It is thought that much study time is spent reading textbooks. 14. The child was greatly affected by the scene. 15. When I entered the hall the young specialists were being instructed what to do. 16. The room had been prepared for the Hunts but they didn't come. 17. The book will have been published by the end of the year. 18. The computer will have been tested by the end of the work day. 19. They realized that the telegram hadn't been received.

LESSON 3

MODAL VERBS

Present In-definite	Past Inde-finite	Отрица-тельная форма	Перевод	Что обозначает	эквива-ленты (синонимы)
can	could	cannot can't could not	могу, мо-жем, смо-жешь…	1) физическая или умствен-ная возмож-ность, умение; 2) вежливая просьба	to be able (to)
may	might	may not might not	можно, возможно, могу, быть может	1) разрешение; 2) предположе-ние;	to be allowed (to)
must	had to	must not mustn't need not needn't	должен, надо	долженствование;	to have (to)
to have (to) has (to)	had (to)	don't have (to), doesn't have (to), didn't have (to)	придется, вынужден, надо (было)	необходимость, вызванная обстоятельствами;	-
to be (to) am is (to) are	was (to) were (to)	is not (to) was not (to)	должен, надо	необходимость совершения зара-нее заплани-рованного (обуслов-ленного) дейст-вия;	-
should	-	should not shouldn't	следует, надо	совет, желательность (субъективное мнение);	ought (to)
ought (to)	-	ought not	следует, надо	необходимость, обусловленная логикой вещей, моральный долг;	-

Упр. 1. Пользуясь таблицей, переведите предложения. Обратите вни-мание на перевод модальных глаголов и их эквивалентов:

1. He couldn't do this work. 2. We will be able to finish this work in time. 3. Will you be allowed to take this magazine? 4. You ought to help your sister in English. 5. Students have to pass exams twice a year. 6. Our sportsmen can win gold medals at the competition. 7. You may ring me up. 8. She can enter the

University. 9. That Sunday I might get up later. 10. They must wait for us. 11. You should be more tactful. 12. You ought to visit your parents. 13. I am to come at 5. 14. I'm typing the letter you had to type in the morning.

Упр. 2. Переведите, обращая внимание на различные значения двух отрицательных форм глагола must:

Отрицательная форма

They must not go there.	They needn't go there.
Выражает категорическое запрещение. В переводе – нельзя, не должен.	*Выражает отсутствие необходимости и долженствования. В переводе – не надо, не нужно.*
Им нельзя идти туда.	Им не надо идти туда.

1. You mustn't do it. 2. Peter must not come here today. 3. Peter needn't come here today. 4. We must not stay here long. 5. Children must not smoke. 6. You needn't do this translation. 7. You needn't call the doctor. 8. You mustn't take this medicine.

Упр. 3. Поставьте частицу to перед инфинитивами после модальных глаголов, где необходимо:

I can … see; he ought … know; he will be able … change; he was allowed … translate; I may … arrive; he could … go; I must … do; he has … ask; they are … read; they have … translate; he should … help; we had … build; they may … build; they were allowed .. answer; he will be able … make; he has … arrive; she must … change; you will be able … translate; they should … tell; they ought … tell the truth.

Упр. 4. Сделайте предложения отрицательными и вопросительными:

1. You can lift this box. 2. I could translate this text then. 3. I may smoke at the performance. 4. You must leave the room at once. 5. You should take an aspirin. 6. We will have to change our style of living. 7. We are to hand in our projects on Monday. 8. Ann can dance well. 9. They could do it themselves. 10. Alice can give you her book.

Упр. 5. Поставьте следующие предложения в прошедшее и будущее время:

1. The students have to work hard. 2. I can go shopping with you. 3. We may borrow books from the library. 4. They are to read all texts from this book. 5. We must help him. 6. You may ask any questions you like. 7. She can act on the stage well. 8. We must discuss this problem in detail. 9. She has to take part in the conference. 10. He may come in. 11. You must pay your taxes. 12. I can

run very fast. 13. They are to answer these questions. 14. They have to get up early.

Упр. 6. Раскройте скобки, выбрав нужный модальный глагол:

1. The talker (can, must) remember that conversation (must, should) serve a purpose (цель). 2. We often (may, have to) use encyclopaedias where we (must, can) find information that we need at the moment. 3. Writers do not always express things directly so that you (have to, may) think carefully to see what they mean. 4. Reading a book (may, should) be a conversation between you and the author. 5. To achieve (чтобы достичь) progress in any subject we (may, must) discuss things. 6. You (can't, shouldn't) worry. 7. When we are introduced to new people we (may, should) try to appear friendly (казаться дружелюбными). 8. You (must, can) be there on time. 9. I (may, have to) get up early. 10. The lecturer (may, must) remember the names of his students.

Упр. 7. Переведите, указав значения модальных <u>to be</u> и <u>to have</u>:

To have to – to be to		
необходимость		
To have to + inf – *вынужденная необходимость*		
To be to + inf – *необходимость по договоренности, плану или приказу*		
I have to go there	I had to go there	I'll have to go there
Я вынужден идти туда	*Я вынужден был идти туда*	*Я вынужден буду идти туда*
I am to go there	I was to go there	
Я должен идти туда (договорились)	*Мне предстояло идти туда*	

1. We are to meet Jane at the station. 2. Helen is to go to the country. 3. Ann has to cook dinner as her mother is away. 4. They had to wait long as she didn't return in time. 5. The Dean isn't in the Dean's office. You will have to come here again. 6. What time were they to come here yesterday? 7. My sister is to arrive on Sunday. 8. We are to take four exams in winter. 9. The train goes out at 5 a.m., so we shall have to get up early. 10. The meeting is to take place after classes.

Упр. 8. Поставьте нужную форму глагола <u>to be.</u> Предложения переведите:

1. The lecture … to begin at eight. 2. She … to come and help. 3. You … to learn all the new words. 4. The planters … to gather their cotton at once. 5. I … to leave tomorrow. 6. The youngest children … to play on the beach. 7. We … to wait for them at the door. 8. He … to meet her at the station yesterday. 9. They … to stay at that hotel yesterday. 10. They … to start on Monday.

Упр. 9. Поставьте нужную форму глагола <u>to have</u>. Предложения переведите:

1. She … to send a telegram because it was too late to send a letter. 2. I … to finish some work at the phonetics laboratory. 3. The child has stomach trouble (проблемы с желудком) and … to take castor oil. 4. If I don't ring up before six o'clock, then you … to go to the concert hall alone. 5. He … to wear glasses as my eyesight (зрение) is very weak. 6. You … to do it alone. Without anybody's help. 7. They … to translate this article. 8. It's raining. You … to put on your rain-coat. 9. I didn't feel well yesterday but I … to go to the University because I was to take an exam. 10. The text is rather difficult that's why you … to look the new words up in the dictionary.

Упр. 10. Передайте следующие предложения в пассивном залоге. Предложения переведите:

Образец: You must do it.   –   It must be done.
           Вам нужно это сделать. – Это нужно сделать.
            You can do it.   –   It can be done.
           Ты можешь это сделать. – Это можно сделать.

1. You must do three of these exercises tomorrow. 2. You can find the book you need in any library. 3. We must send these letters at once. 4. You must take the box to the station. 5. You can cross the river on a raft. 6. The workers can finish the building of the house very soon. 7. You must return the books the day after tomorrow. 8. I can easily forgive this mistake. 9. You can find such berries everywhere. 10. You must do this work very carefully.

Упр. 11. Переведите следующие предложения, обращая внимание на то, что неопределенное местоимение <u>one</u> может быть подлежащим для обозначения неопределенного лица. Такие предложения на русский язык переводятся неопределенно-личными предложениями:

One can see – <u>можно</u> видеть
One <u>must</u> know – <u>нужно</u> знать
One needn't hurry – <u>не надо</u> спешить
One must not be late – <u>нельзя</u> опаздывать

1. One must know at least one foreign language. 2. If one wants to study, one can always find time for it. 3. One can easily do it. 4. One must work hard at a foreign language if one wants to master it. 5. One mustn't be late for classes. 6. What can one see out of the window of your classroom? 7. One may take magazines from the library. 8. One needn't use a dictionary if the text is clear. 9. One must know a lot of words to read books on the speciality.

Вопросы для самоконтроля

1. Назовите, из каких компонентов состоит сказуемое в пассивном залоге. Какой из них несет смысловую нагрузку, а какой отвечает за видо-временную форму?
2. Совершается ли действие, выраженное глаголом в страдательном залоге, подлежащим?
3. Какой предлог употребляется перед дополнением, называющим производителя действия?
4. Как переводится предложение при употреблении в пассивном залоге глаголов, требующих после себя предлог (**These children are not looked after**)?
5. Поставьте глагол **to answer** во всех видо-временных формах пассивного залога.
6. В чем разница в значении модальных глаголов can, may, must?
7. Назовите форму прошедшего времени глаголов **can**, **may** и эквивалент **must** в прошедшем времени.
8. Назовите эквиваленты **can**, **may** и **must** в будущем времени.
9. В чем разница в значении модальных глаголов **to be, to have**?
10. После каких модальных глаголов и их эквивалентов инфинитив ставится с частицей **to** ?

Задание на III семестр:

1. *Знать ответы на все вопросы для самоконтроля.*
2. *Выполнить письменно контрольную работу № 3.*
3. *Уметь читать и устно переводить тексты по специальности; выписать и выучить незнакомые слова к этим текстам.*

TEXT 1

Упр. 1. Прочитайте интернациональные слова и догадайтесь об их значении:

polynomial [`poli`noumj∂l], binomial [bai`n⊃mi∂l], trinomial [trai`noumj∂l], monomial [mo`noumj∂l], exponent [eks`poun∂nt], coefficient [ki⊃`fi∫∂nt].

Упр. 2. Прочитайте и запомните следующие слова:

• law [l⊃:] *закон* • skip [skip] *перескакивать* • restrict [ri`strict] *ограничивать* • parenthesis [p∂`renθisis] *скобка* • arrange [∂`reind ] *размещать* • respect [ri`spekt] *отношение, касательство* • descend [di`send] *убывать, спускаться* • ascend [∂`send] *подниматься, восходить* • convenient [k∂n`vi:ni∂nt] *удобный* • you are going to need *вам понадобится* • may be

thought of as *можно представить себе как* ● in much the same way *примерно так же* ● used to *бывало* ● with respect to *относительно*.

Упр. 3. Прочитайте и переведите текст:

POLYNOMIALS

In many of the problems in the preceding chapters you found that one of the unknowns has to be represented by an expression containing two terms, such as $x+5$ or $2x-3$. Any expression of this kind consisting of two or more terms is known to be called a polynomial, which means an expression with many parts. However, polynomials with only two terms are often referred to as binomials to classify them more specifically. Similarly, polynomials with three terms are usually referred to as trinomials and single terms are called monomials.

You are sure to remember rules for signs, laws of exponents, definitions of term, like terms, factors, coefficients and exponents. You are going to need all these to develop ways of combining, multiplying, and dividing polynomials. Here we shall skip combining polynomials and shall only restrict ourselves to multiplying by a polynomial.

The product of one polynomial by another is usually indicated by writing each expression in parentheses with no sign of operation between the expression. You have already learned to multiply each term within a parenthesis by the multiplier outside it. Therefore, a pair of parentheses written in this way means that each term in one set of parentheses is to be multiplied by each term in the other parentheses. For example, $(x+2)(x+5)$ may be thought of as $x(x+2)$ and $5(x+2)$. Multiplying we get $x^2+2x+5x+10$ and combining like terms, $x^2+7x+10$. However, when all the steps of the multiplication are to be shown, it is more common to write a polynomial multiplier under the multiplicand and multiply by each term in the multiplier in much the same way as you have done in arithmetic.

$$x^2+2x-3$$

$$\underline{x-2}$$

$$x^3+2x^2-3x$$

$$\underline{-2x^2-4x+6}$$

$$x^3-7x+6$$

Writing the multiplier at the left end of the multiplicand and multiplying from left to right, as shown in the given example proves to be more convenient than from right to left as you used to do in arithmetic. You will also find it possible to arrange both the multiplier and the multiplicand in the same order. In this case all terms with powers of the same letter are to be written in order with re-

spect to the exponents, as x^3, x^2, x. If the terms of a polynomial are arranged in order from the highest exponent of a given letter to the smallest, it is said to be arranged in descending order (x^3, x^2, x). If they are in the order from the smallest to the highest exponent, they are arranged in ascending order (x, x^2, x^3). As in the case of multiplication, the division of polynomials is merely a series of divisions by monomials. Therefore, we find the division of any algebraic expression by another to be based on the same rules for signs and exponents as those used with monomial terms.

Упр. 4. Письменно ответьте на вопросы по тексту:

1. Is an expression containing more than one term called a polynomial? 2. Is a polynomial containing three terms referred to as a trinomials? 3. Are polynomials containing two terms referred to as monomials? 4. Are parentheses used in multiplying polynomials? 5. Is it more convenient to multiply polynomials from right to left? 6. Are the terms in the polynomial (x^3, x^2, x) arranged in ascending order?

TEXT 2

Упр. 1. Прочитайте слова, обращая внимание на их произношение:

● right [rait] *правильный* ● height [hait] *высота* ● identify [ai`dentifai] *определять* ● satisfy [`sætisfai] *удовлетворять* ● sine [sain] *синус* ● cosine [`kousain] *косинус* ● combine [kəm`bain] *сочетать* ● secant [`si:kənt] *секущая* ● cosecant [`kou`sikənt] *пересекающая* ● tangent [`tænd ənt] *тангенс, касательная* ● cotangent [`kou`tænd ənt] *котангенс* ● angle [æŋgl] *угол* ● triangle [trai`æŋgl] *треугольник* ● abbreviate [ə`bri:vieit] *сокращать* ● adjacent [ə`d eisənt] *смежный* ● reciprocal [ri`siprək(ə)l] *взаимный* ● ratio [`rei ʃiou] *отношение, пропорция*.

Упр. 2. Добавьте суффиксы к следующим словам и переведите их на русский язык:

- wise: clock, counterclock, other;
- tion: relate, opposite, abbreviate, definite;
- ing: write, call, construct, shorten.

Упр. 3. Прочитайте и переведите текст:

TRIGONOMETRIC FUNCTIONS

Trigonometry is based on certain "functions" of angles. A function is quantity that depends on another quantity for its value. Any quantity that depends upon an angle for its value is the function of that angle. If a right triangle is con-

structed, having a certain angle at one corner, there will be certain definite relations between the sides of this triangle.

These ratios are six in number and are called the trigonometric functions.

In any right triangle, we call the two lines that form the right angle the sides, while the line opposite the right angle is called the hypotenuse.

In speaking of the angle PON in the triangle PON (Fig. 1) the side NP is called the opposite side, while the side ON is called the adjacent side. The ration of the opposite side to the adjacent side is called the tangent of the angle. The tangent is abbreviated tan. Hence, tan < NOP = NP/On. The ratio of the adjacent side to the opposite side is called the cotangent (abbreviated cot). Cot < NOP = ON/NP, the word cotangent is an abbreviation or shortening of the word: "complementary tangent" or "tangent of the complementary angle". The tangent of any angle is the cotangent of its complement, and the cotangent of any angle is the tangent of its complement.

In any right triangle, the sine of either acute angle is the ratio of the side opposite the angle to the hypotenuse. In writing "the sine of the angle PON" in an equation or formula, it would be abbreviated sin PON. Hence, sin < PON = PN/OP.

In any right triangle, the cosine of either acute angle is the ratio of the adjacent side to the hypotenuse. In writing "the cosine of the angle PON" in an equation or formula, it would be abbreviated cos PON. Hence, cos < PON = ON/OP.

The secant of the angle is the reciprocal of the cosine; that is, it is reverse ratio of the cosine. In a right triangle, the secant of an angle is the ratio of the hypotenuse to the side adjacent to the angle. The secant is abbreviated sec.

The cosecant is the reciprocal of the sine; that is the reverse ratio, being the ratio of the hypotenuse to the side opposite the angle. The abbreviation for the cosecant is csc.
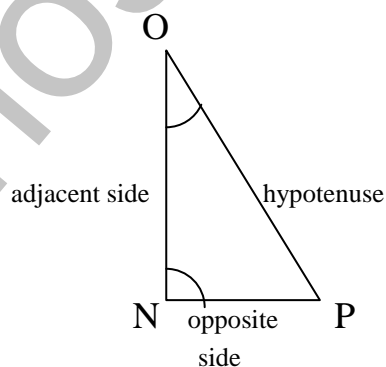

Fig. 1

Упр. 4. Письменно ответьте на вопросы по тексту:

1. What is a trigonometric function? 2. What lines in any right triangle are called sides? 3. What is called the tangent of the angle? 4. What is called the cotangent? 5. What is the sine of an angle? 6. What is the cosine of an angle? 7. What is the secant of an angle? 8. What is the cosecant of an angle?

TEXT 3

Упр. 1. Прочтите и переведите следующие интернациональные слова:
tabulator [`tæbjuleit∂], calculator [`kælkju`leit∂], signal [signl], position [p∂`zi∫(∂)n], laser [`leiz∂], line [lain], impulse [`impΛls], transform [træns`f⊃:m], vibration [vai`brei∫(∂)n], tone [toun], identic(al) [ai`dentik(∂)l], electronics [ilek`tr⊃niks], component [k∂m`poun∂nt], indicator [`indikeit∂], cursor [`k∂:s∂], keyboard [`ki:b⊃:d]

Упр. 2. Прочтите и запомните значения новых слов:
● digitizer [`did itaiz∂] *цифровой преобразователь или датчик*; graphic digitizer *преобразователь из графической формы в цифровую*; picture digitizer *преобразователь изображения в цифровой код* ● shift *сдвиг, сдвигать*; shift key *клавиша переключения регистров* ● interrupt [,int∂`rΛpt] *прерывать, сигнал прерывания*; program-error interrupt *прерывание из-за ошибки в программе* ● relate [ri`leit] *устанавливать связь или отношение*; relation [ri`lei∫(∂)n] *отношение, соотношение, связь* ● wire [wai∂] *провод, проводник*; plug-wire *коммутационный шнур* ● dot [d⊃t] *точка; ставить точку, отмечать пунктиром*; dot matrix *точечная матрица* ● quality [`kw⊃liti] *качество* ● choose [t∫u:z] (chose, chosen) *выбирать, избирать*; choice [t⌐is] *выбор; вариант (в языке Ада)* ● mode [moud] *способ работы; метод; режим (работы)*; off-line mode *автономный режим*; on-line mode *режим (работы) под управлением центрального процессора, неавтономный режим* ● device [di`vais] *устройство, прибор* ● input [`input] *ввод* ● output [autput] *вывод* ● key [ki:] *клавиша* ● button [bΛtn] *кнопка*

Упр. 3. Приведите английские эквиваленты словам в скобках:
1. Every computer keyboard has a (клавиша переключения регистров). 2. What is the (связь) between these two facts? 3. We can control the (качество) of the printer's work by means of art (неавтономный режим). 4. There is a new model of (цифровой преобразователь) in our computer centre. 5. Lines, letters, numbers on a computer screen consist of (точки). 6. You can (выбирать) the name of toe program you need from the directory. 7. There is a magnetic tape (прерывание). 8. In black-and-white (режим работы), a microcomputer will show a dot only as black or white.

Упр. 4 Заполните пропуски словами из активного словаря:
l. A ... key allows each key on a keyboard to have two meanings. 2. Many input devices have ... for the connection with a computer. 3. The dates 1878 and

1882 have a very close ... in P.L. Chebyshev's life: in 1878 he constructed an original computing machine and in 1882 he invented an arithmometer. 4. Look, the computer has stopped its work. I think, it is an internal ... . 5. A computer puts pictures on its screen in the form of .... . 6. You mist ... a system diskette to load the operational system. 7. Computers of the mid-1980s put much fewer dots on the screen than TV-sets, that's why the ... of images (изображение) was also worse. 8. I'd like to work in a dialogue ... with a computer.

Упр. 5. Прочитайте и переведите текст:

INPUT AND OUTPUT DEVICES

We have already discussed that peripherals include input and output devices. An input unit is a section of the computer which accepts information from outside. An output device puts out computer information. There are many input and output devices of different types. All have their own advantage, depending on aims, circumstances, cost and so on.

Input devices include a keyboard, a joystick, a mouse, a light pen, and a digitizer.

A computer keyboard looks like a typewriter keyboard. But there are a few differences. There is nearly always a key CONTROL (sometimes CTRL or CNTRL). There are other keys that you will not find on a typewriter keyboard. But the CONTROL key is the most important nontypewriter key. Its function is the same as that of the SHIFT key, which makes it possible for each key on a typewriter keyboard to have two meanings. The presence of the CONTROL key allows each letter key to have one more meaning.

Joysticks are simply sticks or 'handles' which we can move in at least four directions. We can relate them to a TV screen and use to control the position of a letter, word or picture on it.

A mouse is a palm-sized box with a wire that links the mouse to the computer. The mouse has three control buttons on the top, and a ball on the bottom. The mouse allows a user to move the on-screen cursor quickly and accurately to any point on the screen and control many kinds of the text and graphics functions.

Another useful pointing device is a light pen. It looks like an ordinary pen but it has a plug-wire. In a good educational program we can use a light pen to draw, design or point to the right answer.

A graphic tablet or digitizer serves to transmit maps, designs, or pictures onto a screen. This can be useful in design, or geography, for example.

The way information comes from a computer to a man depends on the output device. The most common way of presenting information is a screen, or visual display. A visual display unit can be either an ordinary TV screen or a computer monitor. A monitor usually produces clearer, more accurate texts and

pictures. The dots on a computer screen are called picture elements, or pixels: lines, drawings, letters, numbers consist of these dots.

The second common form of computer output is output on paper by means of printers and plotters. There are different types of printers: dot matrix, ink-jet, line-printers and laser printers.

Plotters do not text at all, but only drawings, graphs, maps or pictures. Plotters are cheaper than laser printers, but their speed is lower.

The third way of computer output is sound: music, speech or just noise. A computer can generate electrical impulses which its speaker will transform into vibration of the air. If the choice of these electrical impulses is correct, the generated sounds will be music. The principles of speech output are identical with those of music output. The only difference is in the nature of electrical impulses. In practice, however, speech reproduction is a far more complicated problem than the reproduction of simple musical tones.

Упр. 6. Сопоставьте слова и определения. При необходимости обратитесь к тексту:

An input unit		an input device to transmit maps, designs, pictures onto a screen.
An output unit		a stick which can control the position of a letter, word or picture on a screen.
A mouse	is	a section of the computer which accepts information from outside.
A joystick		a device or devices which puts out the information of the computer.
A digitizer		an input device which allows a user to move the on-screen cursor to any point on the screen and control many text and graphic functions.

Упр. 7. Ответьте на вопросы:
1. What is the difference between input and output units? 2. What input devices do you know? 3.What do we use joysticks for? 4. What does a mouse allow a user to do? 5. What can we do with the help of a light pen? 6. What does a digitizer serve to do? 7. What output devices do you know? 8.What types of printers are there? 9. What printers are the fastest? 10. What are the principles of music and speech output?

Контрольная работа № 3

Вариант № 1

Упр. 1. Заполните таблицу, поставив предложения в соответствующие времена пассивного залога:

Время	Предложение	Обстоятельство	Перевод
Present Simple	A dictation is written	twice a week.	Диктант пишут 2 раза в неделю.
Past Simple		an hour ago.	
Future Simple		in the morning.	
Present Continuous		now.	
Past Continuous		when I came into the classroom.	
Present Perfect		just.	
Past Perfect		before the bell rang.	
Future Perfect		by 12 o'clock.	

Упр. 2. Распределите предложения на 2 группы:
1) предложения в Active Voice;
2) предложения в Passive Voice;
Определите время каждого предложения. Предложения переведите:

1. We have read the book. 2. The book has already been read. 3. Water surrounds an island. 4. Bob mailed the package. 5. He was invited to the party. 6. I'll ask you to do this work. 7. I'll be asked to help him. 8. The meeting was canceled by the president. 9. I was given the money. 10. They were brought the telegram. 11. They brought me the telegram.

Упр. 3. Вставьте __can__, __may__ или __must__ в нужной форме:

1. I … go and see him in a day or two. 2. … you drive? 3. It … rain tonight. 4. You … use all my books. 5. May I take your pencil? – Yes, you … . 6. John … be at the station by now. 7. … you give me this magazine? 8. At 2 o'clock they … go to the dining-room for dinner. 9. … I read the letter? 10. You … not smoke so much.

Упр. 4. Сделайте предложения отрицательными и вопросительными:

1. I can see him there. 2. We must go there at once. 3. He may come tomorrow. 4. You may take this magazine. 5. I can imagine how angry he is. 6. You must talk to your daughter about her future.

Упр. 5. Подчеркните модальные глаголы и их эквиваленты. Предложения переведите:

1. You ought to have another opinion. 2. The little boy could not open the heavy door, so a passer-by had to do it for him. 3. It cannot be true. 4. I had to do it yesterday. 5. You should do it now. 6. We were to meet at the entrance of the theatre at a quarter to eight. 7. I shall have to take the pupils into the hills, as usual. 8. Did you have to walk all the way home? 9. You should be more careful. 10. It may snow soon. 11. Why couldn't you do it yourself? 12. Can I have my photo taken?

Вариант № 2

Упр. 1. Заполните таблицу, поставив предложения в соответствующие времена пассивного залога:

Время	*Предложение*	*Обстоятельство*	*Перевод*
Present Simple	A text is discussed	twice a week.	Текст обсуждают 2 раза в неделю.
Past Simple		an hour ago.	
Future Simple		in the morning.	
Present Continuous		now.	
Past Continuous		when I came into the classroom.	
Present Perfect		just.	
Past Perfect		before the bell rang.	
Future Perfect		by 12 o'clock.	

Упр. 2. Распределите предложения на 2 группы:
3) предложения в Active Voice;
4) предложения в Passive Voice;
Определите время каждого предложения. Предложения переведите:

1. She was offered a new job. 2. You will teach English next year. 3. You will be taught English next year. 4. She has always be admired. 5. I am being waited for. 6. They helped me a lot. 7. She is laughed at. 8. They were helped a lot. 9. The documents haven't been typed yet. 10. I interviewed some people to the job. 11. Ann is often spoken about.

Упр. 3. Вставьте <u>can</u>, <u>may</u> или <u>must</u> в нужной форме:

1. A fool may ask more questions that a wise man … answer. 2. … you speak English? – Of course, I … . 3. … I write in pencil? – No, you … not. 4. Jack … run for two hours without a rest. 5. You … clean your teeth every

day. 6. We … work at our English systematically. 7. Children … obey their parents. 8. … I smoke here? 9. You … call on me if you need my help. 10. … you draw?

Упр. 4. Сделайте предложения отрицательными и вопросительными:
1. He can translate the text. 2. She could walk very fast. 3. We must go now. 4. You must consult a doctor. 5. She may take my book. 6. You may come in.

Упр. 5. Подчеркните модальные глаголы и их эквиваленты. Предложения переведите:
1. We'll have to wait for Ann. 2. I was to do this work. 3. May I use your phone? 4. You must not smoke so much. 5. She was and remains an enigma to me. She may not be an enigma to you. 6. He ought never to have married a woman 18 years younger than he is. 7. You should be more careful. 8. What am I to do? 9. Why should I do it? 10. It couldn't be true. 11. You ought to say a word or two about yourself. 12. He may have been at home for about two hours.

Вариант № 3

Упр. 1. Заполните таблицу, поставив предложения в соответствующие времена пассивного залога:

Время	Предложение	Обстоятельство	Перевод
Present Simple	A new material is explained	twice a week.	Новый материал объясняют дважды в неделю.
Past Simple		an hour ago.	
Future Simple		in the morning.	
Present Continuous		now.	
Past Continuous		when I came into the classroom.	
Present Perfect		just.	
Past Perfect		before the bell rang.	
Future Perfect		by 12 o'clock.	

Упр. 2. Распределите предложения на 2 группы:
5) предложения в Active Voice;
6) предложения в Passive Voice;
Определите время каждого предложения. Предложения переведите:

1. The reporter was given 20 minutes. 2. I am told nothing. 3. This little girl is taught music. 4. We have written the letter. 5. She told her nothing. 6. She has been sent 2 telegrams. 7. Teachers often ask questions. 8. They were helped a lot when they were children. 9. They haven't yet sent for the assistant. 10. We shall be translating the article for the next 45 minutes. 11. We are translating the sentences now.

Упр. 3. Вставьте <u>can</u>, <u>may</u> или <u>must</u> в нужной форме:

1. … I sit down? 2. I … not answer this question. 3. … I speak to you? 4. You … be ready by 9 o'clock. 5. He … speak English fluently. 6. Jane … climb high mountains. 7. Pupils … obey their teachers. 8. If you want to know English, you … read much. 9. It … rain today. Take the umbrella. 9. … we take these books? 10. You … ring me up if you need my help.

Упр. 4. Сделайте предложения отрицательными и вопросительными:

1. Her name can be Doolittle. 2. He can do it for you. 3. You may come in. 4. He may be in the house now. 5. You must do that. 6. We must come tomorrow.

Упр. 5. Подчеркните модальные глаголы и их эквиваленты. Предложения переведите:

1. We worked that land for maybe a hundred years. 2. You should consult a doctor. 3. What a pity you have to go now. 4. Am I to come tomorrow? 5. I'm afraid I must be off. 6. I don't see why we shouldn't make friends. 7. You ought to help him; he is in trouble. 8. Why do I have to do everything? 9. He must have been writing a letter when I came. 10. Could I have a cup of tea, Mother? 11. At your age you ought to be earning your living. 12. Is he to arrive tomorrow?

ЧАСТЬ IV

LESSON 1
Функции глаголов to be и to have (обобщение)

Функция	to be	to have
1. Смысловой глагол	Справа нет другого глагола. Имеет значение «быть, находиться». We <u>are</u> in the Institute now.	Справа нет другого глагола. Имеет значение «иметь». He <u>has</u> a good library.
2. Вспомогательный глагол	Справа стоят другой глагол в 3 форме или с суффиксом **–ing**. Не переводится. She <u>is</u> reading a book. We <u>were</u> invited there.	Справа стоит другой глагол в 3 форме. Не переводится. I <u>have</u> read your letter.
3. Глагол-связка	**To be** в этом случае является первой частью составного именного сказуемого и не переводится. Справа стоит основная часть сказуемого, выраженного существительным, прилагательным, местоимением, инфинитивом, герундием или наречием: She is a pretty child. His aim is to become a teacher.	-
4. Модальный глагол для выражения долженствования	Справа стоит другой глагол в инфинитиве (с частицей to). Переводится словами «надо, должен…» I was to send a telegram but I forgot to do it.	Справа стоит другой глагол в инфинитиве (с частицей to). Переводится словами «пришлось, придется, надо…». I shall have to stay at home as my mother is ill.
5. Первый компонент устойчивого сочетания с существительным или другой частью речи	Значения таких словосочетаний надо найти в словаре и запомнить: to be fond of – увлекаться; to be afraid of – бояться; to be late – опаздывать; to be proud of – гордиться.	Значения таких словосочетаний надо запомнить: to have dinner – обедать; to have a smoke – покурить; to have a look – взглянуть.
6. Первый компонент объектного причастного оборота	-	Оборот состоит из have + существительное (или местоимение) + причастие II. Оборот указывает, что действие, выраженное причастием, выполняется по настоянию (просьбе, требованию) подлежащего: She has her hair cut short. – Она коротко постриглась (т.е. ее постригли).

Упр. 1. Определите функции глагола to be и переведите предложения:

1. She is an experienced teacher. 2. We were to meet on Sunday. 3. Where are you going? 4. Were you in the south last summer? 5. Don't forget that we are to meet in the evening. 6. He is in the library now. 7. There will be an interesting concert next week. 8. He is reading up for his exams. 9. They are to come in 20 minutes. 10. You were to tell us about it. 11. I am afraid of nothing.

Упр. 2. Переведите, учитывая разные функции глагола to be:

He was to listen to you; he was listening; he was listened to; he was a rich person; it is translated; it is to translate; he is translating; it is a difficult text; they are caused; they are to cause; he will be changed; he is changed; he is to change.

Упр. 3. Определите функции глагола to have и переведите предложения:

1. I have a very good English dictionary. 2. Have a look at this picture! 3. I have to write a letter to my parents today. 4. I have already seen this film. 5. She has just read an interesting story. 6. They have an English lesson every day. 7. We have breakfast in the morning. 8. He had to stay at home as it was raining hard. 9. We had a meeting after the lessons yesterday. 10. We had to wait for him for half an hour. 11. They had had dinner before we came. 12. Next week I shall have to return this textbook. 13. I'll have the car brought round. 14. Why don't you have your hair waved? 15. The man had his leg amputated. 16. We have to translate all these texts. 17. They will have a new flat soon.

Упр. 4. Переведите, учитывая разные функции глагола to have:

I have arrived; I have to arrive; he had to translate; he had translated; he had the text to translate; I will have to understand; he has helped; he has to help; he will have to help; he had to help; he has asked; they have to ask; you had asked; she has to ask.

LESSON 2

The Infinitive   Инфинитив

Инфинитив – неличная форма глагола, обладающая признаками и глагола и существительного.

Формальным признаком инфинитива является частица **to** (to go, to do, to help).

Частица **to** не ставится:

1) после модальных глаголов (**can, may, must, need, could, might, should**): She can **swim** well. They should **do** it.
2) после глаголов **to make** (в значении «заставлять» в активном залоге), **to let** *(разрешать):* She let them **go**.
3) после выражений **had better** *(лучше бы):* You'd better **sing** us. А также **would rather** *(предпочел бы):* I would rather **do** it later.

Упр. 1. Найдите инфинитив в предложении. Объясните случаи, где инфинитив употреблен без частицы to. Предложения переведите:

1. He wanted to help us in Biology. 2. They promised to inform us about their work. 3. His parents let him watch this film. 4. To swim in cold water is healthy. 5. Jane wants to buy a present to her Mum. 6. Our teacher makes us read every class. 7. You had better think about it. 8. Let me know what's happening. 9. They will go to the library to read new magazines. 10. You needn't decide at once how to act. 11. Don't make him eat. 12. His friend made him learn English.

Упр. 2. Раскройте скобки, употребив инфинитив с частицей to или без нее:

1. You may (join) us, if you wish. 2. Let her (do) what she wants (do). 3. When I was a child my granny made me (practise) the piano every day. 4. I won't make Jim (come) to the club tonight. 5. You'd better (try) not to think about it. 6. I will make him (do) the work again. 7. I'd like (eat) fish this evening. 8. I'm glad (see) you. 9. She will be happy (invite) them. 10. Give me something (read). 11. She doesn't like (ask) questions. 12. I want (learn) English.

Свойства инфинитива

1. Инфинитив имеет формы залога (т. е. может быть активным и пассивным).

2. Инфинитив имеет формы относительного времени (т. е. выражают одновременность по отношению к другому действию (Indefinite Infinitive,

Continuous Infinitive) или предшествование по отношению к другому действию (Perfect Infinitive).

Перевод инфинитива на русский язык зависит от его формы.

The Infinitive

	Active	*Passive*
Indefinite	to write	to be written
Continuous	to be writing	-
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	-

Упр. 3. a) пользуясь таблицей, дайте остальные формы следующих инфинитивов:

to ask, to do, to help, to make, to translate, to pass, to take, to answer;

b) определите форму данных инфинитивов:

to trouble (беспокоить), to have troubled, to be working, to have been told, to be invited, to have been working, to be done, to be doing, to have invited, to have lost, to stay, to be answered, to have made, to have been made, to have been reading, to have phoned, to have been asked, to have met, to be met, to have been helped, to be helping, to be helped, to have sent, to have been questioned.

Упр. 4. Укажите форму инфинитива. Сравните значения различных форм:

1. I like to ask questions. Я люблю задавать вопросы. 2. I like to be asked many questions. Я люблю, когда мне задают много вопросов. 3. They happened, at the moment, to be asking something about the examination. В этот момент они как раз что-то спрашивали об экзамене. 4. I remember to have asked this question. Я помню, что задавал этот вопрос. 5. I remember to have been asked this question. Я помню, что мне задавали этот вопрос. 6. For about twenty minutes they seemed to have been asking one and the same question formulating it in different ways. Минут двадцать они, казалось, задавали один и тот же вопрос, по-разному формулируя его.

Упр. 5. Переведите:

1. We were ready to take the exam beforehand. 2. I wanted to be invited to the concert. 3. He is glad to have chosen this University. 4. I am glad to have seen you. 5. There was nothing left for him to do but watch and wait. 6. Laws are not made to be broken. 7. To visit her was all that I wanted. 8. He is proud to have been offered this post. 10. My greatest wish was to tell her everything. 11. For a moment she seemed to be hesitating. 12. In that same week I happened to have been enquiring whether all the invitations have been sent out. 13. All I

want to do is to help you. 14. He seemed to have received all he wanted. 15. Alice arrived in time to hear Tom's remark. 16. I am sorry not to have seen her. 17. I don't like to be interrupted. 18. I don't like to interrupt.

Упр. 6. а) вставьте подходящую по смыслу форму инфинитива: Passive или Active:

1. The lecturer wants … The students want … (to understand, to be understood). 2. We expected the meeting … next month. He expected … the attention of the audience (to hold, to be held). 3. Some changes had … He wanted … some changes in the project (to make, to be made). 4. There were a lot of things … He was nowhere … (to see, to be seen).

b) вставьте подходящую по смыслу форму инфинитива Indefinite или Perfect:

1. It's good … work for the day (to finish, to have finished). 2. She admits … the same mistake in her previous paper (to make, to have made). 3. He was sorry not … the idea earlier (to give up, to have given up). 4. She confessed … the man before (to see, to have seen). 5. The negotiations seem … to an end (to come, to have come). 6. The relations between the two countries seem … the lowest point (to reach, to have reached).

Употребление и способы перевода инфинитива

Инфинитив употребляется в английском языке в целом ряде функций.

Инфинитив - подлежащее

To make mistakes is easy. *It* is easy *to make* mistakes.	Ошибки *делать* легко.

Инфинитив – дополнение

He asked us *to help*. We found *it* difficult *to help* him.	Он просил нас *помочь*. Нам было трудно *помочь* ему.

Инфинитив – часть сказуемого

Our plan was *to introduce* new methods of research. They must *continue* their research.	Наш план заключался в том, *чтобы ввести новые* методы исследования. Они должны *продолжить* свое исследование.

Особое внимание нужно обратить на инфинитив-определение и инфинитив-обстоятельство.

Инфинитив в функции определения следует переводить придаточным определительным предложением, начиная его словом **«который»**.

При переводе предложения с инфинитивом в функции обстоятельства перед инфинитивом логично поставить слово **«чтобы»**.

Инфинитив-определение

Here is an example *to be followed*.	Вот пример, которому *нужно следовать*.
The examples *to be found* in this paper are interesting.	Примеры, которые *содержатся (можно найти)* в этой статье, интересны.
Can you give me some work *to do*.	Дайте мне какое-нибудь дело (работу), *которую я мог бы выполнить*.

Инфинитив-обстоятельство

He stopped for a minute *to rest (in order to rest)*.	Он остановился на минуту, *чтобы отдохнуть*.
We were too tired *to discuss* the matter.	Мы *слишком* устали, *чтобы обсуждать* этот вопрос.
You are old *enough to earn* your own living.	Ты уже *достаточно* взрослый, *чтобы* самому *зарабатывать* на жизнь.

Упр. 7. Переведите, обращая внимание на различные функции инфинитива:

1. To see is to believe. 2. To swim in the Black Sea was a real pleasure. 3. He wants to accept your offer. 4. He wants to be accepted to the University. 5. He is happy to have been accepted to the Academy. 6. To produce a great number of excellent consumer goods, meeting the requirements of the population, is the task of our light industry. 7. I am sorry to have interrupted you. 8. To resume meetings of our circle we have to speak to the Dean. 9. This is the problem to be solved as soon as possible. 10. That was a nice seaside place to spend the holidays. 11. I need a pen to write with. 12. Lomonosov was the first to use the Russian language in scientific books. 13. She was the last to speak at the meeting. 14. We were the first to ring him up and to tell the news. 15. He told us nothing about his plan of research work to be carried out next year. 16. I have something interesting to tell you. 17. There was nothing interesting at the exhibition to attract our attention. 18. To master this speciality one must work hard. 19. To improve the drawing skill one must draw every day. 20. To come to my office in time I must leave at 7.30. 21. To greet the teacher the students stand up when the teacher enters the classroom.

LESSON 3

The Participle   Причастие

Participle I	V + ing: reading, doing
Participle II	V₃/Ved: translated, done

В английском языке различают причастие первое (Participle I) и причастие второе (Participle II).

Вы уже встречались с ними, изучая времена английского глагола, где Participle I и Participle II являлись частью сказуемого и входили в состав времен: Participle I – в состав времен группы Continuous, а Participle II – в состав времен группы Perfect и форм пассивного залога.

He is **reading** now. – Он читает сейчас (Participle I).

They will have **finished** the work by 5 p.m. – Они закончат работу к 5 вечера; Texts are **translated** by students. – Тексты переводятся студентами (Participle II).

Кроме того, Participle I и Participle II могут быть в предложении определением и обстоятельством. Тогда Participle I переводится на русский язык действительным причастием с помощью суффиксов **–ащ, -ящ, -ущ, -ющ** или деепричастием (словом, отвечающим на вопрос *что делая?* в зависимости от его функции в предложении): reading – читающий, читая; doing – делающий, делая.

Participle II переводится на русский язык страдательным причастием с помощью суффиксов **–анн, -ем**: read [red] – прочитанный, читаемый; done – сделанный, делаемый; asked – заданный, задаваемый.

Упр. 1. а) Разделите причастия на 2 группы: I и II:

Speaking, seen, standing, asked, destroyed, written, shut, living, falling, interested, given, singing, repeated, sent, chosen, broken, eaten.

b) Образуйте причастие I и II:

To work, to walk, to give, to send, to arrest, to write, to read, to offer, to form, to go, to bring, to do, to approach, to take, to break, to forget, to grow, to know, to change, to plan.

Упр. 2. Переведите на русский язык, обращая внимание на Participle I:

1. Everybody looked at the dancing girl. 2. The little plump woman standing at the window is my grandmother. 3. The man playing the piano is Kate's uncle. 4. Entering the room, she turned on the light. 5. Coming to the theatre, she saw that the performance had already begun. 6. Looking out of the window,

he saw his mother watering the flowers. 7. Hearing the sounds of music we stopped talking. 8. She went into the room, leaving the door open.

Упр. 3. Переведите на русский язык, обращая внимание на Participle II:

1. My sister likes boiled eggs. 2. We stopped before a shut door. 3. Tied to the tree, the goat could not run away. 4. They saw overturned tables and chairs and pieces of broken glass all over the room. 5. This is a church built many years ago. 6. The books written by Dickens give us a realistic picture of the 19th century England. 7. She put a plate of fried fish in front of me. 8. The coat bought last year is too small for me now. 9. Nobody saw the things kept in that box.

Упр. 4. Переведите на русский язык, обращая внимание на Participle I и Participle II:

1. a) A fish taken out of the water cannot live.
   b) A person taking a sun-bath must be very careful.
   c) Taking a dictionary, he began to translate the text.
2. a) A line seen through this crystal looks double.
   b) A teacher seeing a mistake in a student's dictation always corrects it.
   c) Seeing clouds of smoke over the house, the girl cried: "Fire! Fire!"
3. a) The word said by the student was not correct.
   b) The man standing at the door of the train carriage and saying goodbye to his friends is a well-known musician.
   c) Standing at the window, she was waving her hand.
4. a) A letter sent from St. Petersburg today will be in Moscow tomorrow.
   b) He saw some people in the post-office sending telegrams.
   c) When sending the telegram she forgot to write her name.
5. a) Some of the questions put to the lecturer yesterday were very important.
   b) The girl putting the book on the shelf is the new librarian.
   c) While putting the eggs into the basket she broke one of them.
6. a) A word spoken in time may have very important results.
   b) The students speaking good English must help their classmates.
   c) The speaking doll interested the child very much.
   d) While speaking to Nick some days ago I forgot to ask him about his sister.

Упр. 5. Выберите из скобок требующуюся форму причастия:

1. a) The girl (writing, written) on the blackboard is our best pupil.
   b) Everything (writing, written) here is quite right.
2. a) The house (surrounding, surrounded) by tall trees is very beautiful.
   b) The wall (surrounding, surrounded) the house was very high.
3. a) Who is that boy (doing, done) his homework at that table?
   b) The exercises (doing, done) by the pupils were easy.

4. a) The girl (washing, washed) the floor is my sister.

   b) The floor (washing, washed) by Helen looked very clean.

5. a) We listened to the girls (singing, sung) Russian folk songs.

   b) We listened to the Russian folk songs (singing, sung) by the girls.

6. Do you know the girl (playing, played) in the garden?

7. The book (writing, written) by this scientist is very interesting.

8. Translate the words (writing, written) on the blackboard.

9. We could not see the sun (covering, covered) by dark clouds.

10. The (losing, lost) book was found at last.

11. (Going, gone) along the street, I met Mary and Ann.

12. Read the (translating, translated) sentences once more.

13. Name some places (visiting, visited) by you last year.

14. I picked up the pencil (lying, lain) on the floor.

15. She was reading the book (buying, bought) the day before.

16. Yesterday we were at a conference (organizing, organized) by the pupils of the 10th form.

17. (Taking, taken) the girl by the hand, she led her across the street.

18. It was not easy to find the (losing, lost) stamp.

19. I shall show you a picture (painting, painted) by Hogarth.

20. Here is the letter (receiving, received) by me yesterday.

21. Look at the beautiful flowers (gathering, gathered) by the children.

22. His hat (blowing, blown) off by the wind was lying in the middle of the street.

23. "How do you like the film?" he asked, (turning, turned) towards me.

24. When we came nearer, we saw two boys (coming, come) towards us.

25. I think that the boy (standing, stood) there is his brother.

Упр. 6. Переведите на английский язык, употребив либо Participle I или Participle II.

Помогающий, приносящий, сломанный, растущие силы, известный писатель, работающие студенты, забытая книга, посылающий, данная задача, играющие дети, спящая девочка, выполненное задание, бегущий мальчик, написанное письмо, переведенный текст, изученный материал, съеденный обед, прочитанный журнал.

LESSON 4

Gerund   Герундий

Герундий – одна из неличных форм глагола, выражающая **название** действия. Кроме глагольных свойств, герундий имеет свойства имени существительного. В русском языке соответствующей формы нет; по значению к герундию близки такие русские отглагольные существительные, как *хождение, ожидание, воспевание* и т. п.

Формы герундия совпадают с формами Participle I: V + ing: to work – working, to read – reading.

Значение герундия может передаваться существительным, инфинитивом, деепричастием (в функции обстоятельства), глаголом в личной форме и придаточным предложением:

Reading English books every day will improve your knowledge of the language.	Ежедневное *чтение* английских книг улучшит ваше знание языка.
I remember **hearing** this song in my childhood.	Я помню, что *слышал* эту песню в детстве.

Выбор способа перевода герундия зависит от его формы и функции в предложении.

Глагольные свойства герундия

Формы герундия

Tense \ Voice	Active	Passive
Indefinite *одновременность*	telling	being told
Perfect *предшествование*	having told	having been told

Упр. 1. Рассмотрите предложения, иллюстрирующие значение разных форм герундия:

Indefinite Tense *действие происходит одновременно со сказуемым*	**Perfect Tense** *действие предшествовало действию сказуемого*
He *likes* **telling** fairy-tales. *Он любит **рассказывать** сказки.* He *liked* **telling** fairy-tales. *Он любил **рассказывать** сказки.*	He *is* proud of **having done** the work. *Он гордится, что **сделал** эту работу.* He *was* proud of **having done** the work. *Он гордился, что **сделал** эту работу.*

Упр. 2. По форме сказуемого определите, одновременно ли его действие действию сказуемого или предшествовало ему. Предложения переведите:

1. I remember *(помнить)* having read the book before. 2. She likes sitting in the sun. 3. He talked without stopping. 4. Can you remember having seen the man before? 5. I avoided *(избегать)* speaking to them about that matter. 6. Excuse my interrupting *(прерывать)* you. 7. Excuse my having interrupted you. 8. They accuse *(обвинять)* him of having robbed *(грабить)* the house.

Active Voice	*Passive Voice*
Действие выполняет подлежащее предложения или лицо, выраженное притяжательным местоимением/существительным, которые стоят перед герундием.	*Действие герундия выполняется над подлежащим или лицом, обозначенным притяжательным местоимением/существительным, которые стоят перед герундием.*
1. I am looking forward to **sending** my children to the country. *Я с нетерпением жду, когда отправлю своих детей в деревню.* 2. I object to **her asking** such questions. *Я возражаю (я против того), чтобы **она** задавала такие вопросы.*	1. I am looking forward to **being sent** to the country. *Я с нетерпением жду, когда меня отправят в деревню.* 2. I object to **her being asked** about it. *Я возражаю, чтобы **ее** спрашивали об этом.*

Упр. 3. Переведите предложения, обращая внимание на залог герундия:

1. I am against being helped in this work, I can do it myself. 2. They are against helping him. 3. Mankind *(человечество)* is interested in atomic energy being used only in peaceful purposes *(цели)*. 4. I never mind *(возражать)* seeing a good film twice. 5. He keeps asking me the time and I keep telling him to buy himself a watch. 6. She doesn't like being interrupted. 7. They must not come to the party without being invited.

Свойства существительного, присущие герундию

Герундий, как и существительное, может выполнять в предложении функции подлежащего, части сказуемого, прямого и предложного дополнения, определения, обстоятельства.

Упр. 4. Изучите таблицу:

Функ-ция	Особенности	Примеры	
подлежащее	занимает первое место в предложении	**Reading** means gaining knowledge.	Читать – значит, приобретать знания.
дополнение	третье место в предложении	1. Do you like **dancing**? 2. He insisted **on adopting** the new plan.	1. Вы любите танцевать? 2. Он настаивал на принятии нового плана.
часть сказуемого	после to be; to stop *прекращать;* to finish *заканчивать;* to continue, to keep on, to go on *продолжать;* to begin, to start *начинать*	1. My favourite occupation is **walking** in the forest. 2. He began **writing** his books in 1990. 3. The young man stopped **reading** the notices.	1. Мое любимое занятие – прогулки в лесу. 2. Он начал писать книги в 1990 году. 3. Молодой человек перестал читать объявления.
определение	всегда с предлогом после абстрактных существительных, как: opportunity (of) *возможность;* way (of) *способ;* experience (in) *опыт;* interest (in) *интерес к;* reason (for) *причина, основание;* chance (of) *возможность*	1. I see no other way **of doing** it. 2. Do you realize the importance **of learning** foreign languages? 3. It is difficult to improve your English if you haven't much chance **of speaking** it. 4. She takes much interest in reading French books.	1. Я не вижу другого способа сделать это. 2. Осознаете ли вы важность изучения иностранных языков? 3. Трудно усовершенствовать свой английский, если у вас мало возможностей говорить на нем. 4. Она проявляет живой интерес к чтению французских книг.

| обстоятельство времени, образа действия или сопутствующего действия | всегда с предлогом: after, on *после того, как;* before *до того, как;* by *существительным в творительном падеже или деепричастием;* instead of *вместо того, чтобы;* besides *кроме* | 1. **After training** for a long time, …
2. **On seeing** his father, the boy ran up to him.
3. We learn a lot **by reading.**
4. You can't leave **without saying** good-bye to them.
5. **Besides taking** part in amateur performances, he … | 1. После длительной тренировки..
2. Увидев отца, мальчик подбежал к нему.
3. Читая, мы многое познаем.
4. Вы не можете уехать, не попрощавшись с ними.
5. Помимо того, что он принимает участие в концертах самодеятельности, он… |

Упр. 5. Переведите на русский язык, определив формы и функции герундия:

1. Learning rules without examples is useless. 2. She suspected *(подозревать)* him of deceiving *(обманывать)* her. 3. She denied *(отрицать)* having been at home that evening. 4. After graduating from the university she left Vitebsk and went to teach in her home town. 5. Seeing a good film is a pleasure. 6. He went home without seeing the film. 7. He talked without stopping. 8. Miss Brown was in the habit of asking Mr. Dick his opinion *(мнение)*. 9. He solved the problem of inventing such a device *(прибор)*. 10. He solved the problem, by inventing a new device. 11. Ring us up before leaving home. 12. Instead of reading up for his exam, he is watching TV.

Сложные герундиальные обороты

Подобно существительному, герундий может определяться притяжательным местоимением или существительным в притяжательном (иногда в общем) падеже. Это сочетание называется сложный герундиальный оборот.

При переводе на русский язык это существительное или местоимение становится подлежащим придаточного предложения, а герундий – сказуемым. Такой оборот часто вводится словами *то, что; о том, что*.

Сравните:

I don't mind opening the window.	Я не против того, чтобы открыть окно.
I don't mind **his** opening the window.	Я не против того, чтобы он открыл окно.
She insisted on being allowed to go home.	Она настаивала, чтобы ей разрешили поехать домой.
She insisted on **her son** being allowed to go home.	Она настаивала, чтобы ее сыну разрешили поехать домой.

Упр. 6. Переведите на русский язык, обращая внимание на сложный герундиальный оборот:

1. I am told of your being very busy. 2. Do you mind my smoking here? 3. My teacher insists *(настаивать на)* on my reading aloud every day. 4. I am not very friendly with him, so I was surprised by his asking me to dinner. 5. The thieves *(воры)* broke into the shop without anyone seeing them. 6. He doesn't mind his daughter going to the cinema once a week. 7. The teacher insists on these articles being translated into Russian. 8. There is no hope of our coming in time.

Упр. 7. Выучите значение следующих глаголов и словосочетаний, после которых упоребляется герундий. Предложения переведите:

Would you mind … - Будьте любезны …;
I don't mind … - Я не возражаю …;
It is worth … - Стоит (что-либо делать) …;
I cannot help … - Я не могу не …;
to succeed in … -удаваться …;
to fail … - потерпеть неудачу, не суметь сделать что-либо.

Образец:

1. <u>Would you mind</u> passing me the salt?
   Будьте любезны, подайте мне соль.
2. <u>I don't mind</u> your staying with your friend.
   Я не возражаю, если ты погостишь у своего друга.
3. His lectures <u>are worth</u> listening to.
   Стоит послушать его лекции.
4. I <u>cannot help</u> laughing at his stories.
   Я не могу не смеяться над его рассказами.
5. He <u>succeeded in</u> mastering his speciality.
   Ему удалось овладеть специальностью.
6. They <u>failed</u> passing the exam.
   Они не сдали экзамен.

1. You look wonderful today. I can't help looking at you. 2. She can't help telling him about this letter. 3. I couldn't help inviting them to our party. 4. Do you mind my switching on the TV? 5. Do you mind our publishing the results of our work? 6. The exhibition *(выставка)* is worth seeing. 7. The article is worth seeing. 8. This country is worth visiting. 9. She succeeded in organizing the discussion. 10. They succeeded in getting the permission to see their son. 11. They failed keeping their promise. 12. John failed finding any job in London. 13. He didn't come that evening. He failed catching the last train.

Вопросы для самоконтроля

1. Какие формы инфинитива передают действие, происходящее одновременно с действием, выраженным сказуемым? Приведите примеры.
2. Какие формы инфинитива передают действие, предшествующее действию, выраженному сказуемым? Приведите примеры.
3. В чем разница между активным и пассивным инфинитивом? Приведите примеры.
4. После каких слов частица **to** не употребляется перед инфинитивом?
5. Как образуется Participle I и какие функции выполняет и как переводится на русский язык (в функции определения и обстоятельства)? Приведите примеры.
6. Как образуется Participle II и как переводится на русский язык? Приведите примеры.
7. Какие свойства, общие с существительным, имеет герундий?
8. Какая разница между простой и перфектной формами герундия?
9. Назовите словосочетания, после которых англичане предпочитают употреблять герундий.

Задание на IV семестр

*1. **Знать ответы на все вопросы для самоконтроля.***
*2. **Прочитать и перевести тексты по специальности.***
*3. **Письменно выполнить контрольную работу № 4.***

TEXT 1

Упр. 1.Прочитайте данные интернациональные слова и догадайтесь об их значении:

• condition [kən`diʃn] • person [`pə:sn] • theory [`θiəri] • tennis • start • comment • collection • algebra [`æld ibrə].

Упр. 2. Прочитайте и выучите слова:

• adjust [ə`dʌst] *приспособлять* • gain [gein] *выиграть, приобрести* • likely [`laikli] *вероятно* • series [`siəri:z] *ряд* • purpose [`pə:pəs] *цель* • tool [tu:l]

инструмент • similar [`similə] *подобный* • brace [breis] *круглые скобки, заключать в скобки* • misunderstanding [`misʌndə`stændiŋ] *недоразумение* • you are sure to remember *вы, разумеется, помните* • in this case *в этом случае* • orbits of both planets do lie *орбиты обеих планет действительно находятся*

Упр. 3. Прочитайте и переведите текст:

SOLUTION SETS

If each element of a set makes a given statement true, the set is called the solution (решение) set for that statement. You have worked with statements of equality as well as with statements called inequalities. You are sure to remember that the simple fact that one number is not equal to another can be expressed by the symbol $\neq$. For example $5 - 2 \neq 4$. However, to know which of two unequal number is the larger we need a more exact description. In this case we use more specific symbols $<$ or $>$. Therefore a mathematical sentence like $5 \neq 3$ expresses the general inequality, $5 > 3$ stating the specific condition that 5 is greater than 3 and $3 < 5$ showing the specific condition in which 3 is less than 5. In dealing with mathematical sentences you are to choose the correct symbol for a statement to be true. If you choose the incorrect symbol the statement is false. Similar statements in which the symbol of relationship is given, but one of the required (требуемых) quantities is missing (недостающий), are called open sentences. Thus, the sentence "- is a planet whose orbit around the sun is smaller than the earth's orbit" is an open sentence. If you write "Jupiter" in the blank (пробел) you have not made a true statement. The solution set for this open sentence is { Venus, Mercury } , since both of these planets satisfy the two conditions of the required set. That is, the orbits of both planets do lie inside (внутри) the earth's orbit and these are the only known planets that do travel (проходят) closer to the sun than the earth does.

Mathematical sentences may also be written as open sentences. Thus to write $5+ - = 8$ is to write an open sentence whose solution set is {3} since this is the only number that will make this a true statement. The open sentence $5+ - >8$, however (однако), can be completed with any number greater than 3. Therefore, the solution set for this sentence can be written {all numbers greater than 3}. When the numbers from which you are to choose a solution set are limited to a particular group of numbers, it sometimes happens (случается) that there is no solution to satisfy a given statement. That is, there is no natural number that will make the two statements $5+ - = 3$ and $5+ - <$ true statements. Therefore, if you are limited to natural numbers the solution for such statements is said to be an empty set, which is indicated by the symbol $\varnothing$.

1. What is a solution set? 2. What is each element of the solution set called? 3. Is the sentence "he is an Olympic champion" true or false? What must you do to make it either true or false? 4. Can you find the solution set of $y+2 < 6$ if the replacement set is the set of integers? 5. Can the solution sets contain only one element or they can contain an unlimited number of elements? 6. Why does a solution set have to be a subset of the replacement set? 7. Why is the solution set also called the truth set? 8. What is the set containing no elements called? 9. Can we say that to solve on equation means to find the solution set? 10. Is an open sentence true or false?

TEXT 2

Упр. 1. Прочитайте и переведите следующие интернациональные слова:

• aspect [`æspəkt] • typical [`tipikəl] • revision [ri`vi n] • algorithm [`ælgəri (ə)m] • unique [ju`ni:k] • formulae [`fɔ:mjulə] • syntax [`sintæks] • spiral [`spaiərl] • block [blɔk] • technique [tek`ni:k] • equivalent [i`kwivələnt] • version [və:n] • distance [`distəns] • radius [`reidiəs] (pl. radii) • symbolize [`simbəlaiz] • fix [fiks] • chord [kɔ:d] • perimeter [p∂`frimit∂] • diameter [dai`æmi:tə] • centre [`sentə]

Упр. 2. Прочитайте и выучите слова:
• sharp [ʃa:p] *острый* • compass [`kʌmpəs] *циркуль* • sheet [ʃi:t] *лист (бумаги)* • enclose [in`klouz] *окружать* • circle [sə:kl] *круг* • equidistant [`i:kwi`distənt] *равноудаленный* • through [θru:] *через* • arc [a:k] *дуга* • circumference [sə:`kʌmfərəns] *окружность* • is equal to twice the length [ iz `i:kwəl tu `twais ə lenθ] *вдвое больше длины* • matter [`mætə] *материя* • sightly [`slaitli] *слегка* • fortunatly [`fɔ:tʃənətli] *к счастью* • discover [dis`kʌvə] *обнаруживать* • ratio [`reiʃiou] *соотношения* • twice [twais] *дважды* • designate [`dezigneit] *обозначение* • while [wail] *между тем* • no matter how *независимо от того как*

Упр. 3. Прочитайте и переведите текст:

CIRCLES

If you hold the sharp end of a compass fixed on a sheet of paper and then turn the compass completely around you will dray a curved line enclosing parts of a plane. It is a circle. A circle is a set of points in a plane each of which is equidistant, that is the same distance from some given point in the plane called the center. A line segment joining any point of the circle with the center is called

a radius. In the figure above R is the center and **RC** is the radius. What other radii are shown? A chord of a circle is a line segment whose endpoints are points on the circle. A diameter is a chord which passes through the center of the circle. In the figure above **AB** and **BC** are chords and **AB** is a diameter. Any part of a circle containing more than one point forms an arc of the circle. In the above figure, the points C and A and all the points in the interior of ∠ARC that are also points of the circle are called arc AC which is symbolized as **AC**. **ABC** is the arc containing points A and C and all the points of the circle which are in the exterior of ∠**ABC**. Instead of speaking of the perimeter of a circle, we usually use the term circumference to mean the distance around the circle. We cannot find the circumference or a circle by adding the measure of the segments, because a circle does not contain any segments. No matter how short an arc is, it is curved at least slightly. Fortunately mathematicians have discovered, that the ratio of the circumference (C) to a diameter (d) is the same for all circles. This ratio is expressed $\dfrac{C}{d}$. Since d = 2r (the length of a diameter is equal to twice the length* of a radius of the same circle), the following denote the same ratio.

$$\frac{C}{d} = \frac{C}{2r} \text{ since } d = 2r.$$

The number $\dfrac{C}{d}$ or $\dfrac{C}{2r}$, which is the same for all circles, is designated by π. This allows us to state the following:

$$\frac{C}{d} = \pi \quad \text{or} \quad \frac{C}{2r} = \pi.$$

By using the multiplication property of equation, we obtain the following:
C = πd or C = 2πr.
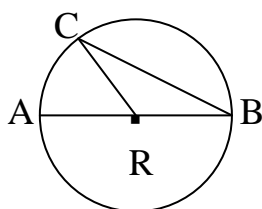
Упр. 4. Письменно ответьте на вопросы к тексту:
1. How can one draw a cured line enclosing part of a plane? 2. In what geometric figure are all the points equidistant from the centre? 3. Which line segment passes through the centre of the circle? 4. Is a short are also curved? 5. What have mathematicians discovered about the ratio of the circumference (c)

to the diameter (d)? 6. Do we usually speak of a perimeter of a circle or do we rather use the term circumference? Why? 7. Does the formula $\dfrac{C}{d} = \pi$ mean the same as $\dfrac{C}{2r} = \pi$.

TEXT 3

Упр. 1. Прочтите и запомните значения новых слов:

• assemble [∂`sembl] *собирать, монтировать; транслировать (программу) с помощью ассемблера* • assembler [∂`sembl∂] *ассемблер, компонующая программа* • assembly language *язык ассемблера* • compile [k∂m`pail] *компилировать* • compiler [k∂m`pail∂] *компилятор, компилирующая программа* • interpret [in`t∂:prit] *интерпретировать, транслировать (программу) в режиме интерпретации* • interpreter [in`t∂:prit∂] *интерпретатор, интерпретирующая программа* • variable [`vɛ∂ri∂bl] *переменная (величина)* • dependent variable *зависимая переменная* • value [`vælju:] *значение, величина* • assign [∂`sain] *назначать, присваивать* • assignment [∂`sainm∂nt] *назначение, присвоение* • declare [di`klɛ∂] *описывать, объявлять* • declaration [,dekl∂`rei∫(∂)n] *описание, объявление* • save [seiv] *сохранять (состояние системы в памяти); экономить* • safety [`seifti] *безопасность; сохранность; надежность* • label [`leibl] *метка, идентификатор* • facility [f∂`siliti] *устройство;* ***pl.*** *средства, оборудование*

Упр. 2. Приведите английские эквиваленты русским словам в скобках:

1. An (*интерпретирующая программа*) immediately informs the user of any syntax error. 2. An (*назначение*) to a function name is only allowed in the block of the function. 3. You should compile the program into its machine code equivalent and (*сохранить*) this object code version. 4. A (*компилирующая программа*) can check the syntax of each source code instruction and issue an error message. 5. The basic symbols of ALGOL are: digits, letters, logical (*значения*), and ALGOL delimiters. By means of special grammar the basic symbols are grouped to represent different quantities: simple (*переменные*), arrays, (*метки*), switches and procedures. 6. An ALGOL program consists of data items, statements and (*описания*). 7. PASCAL has extensive structuring (*средства*).

Упр. 3.Замените высказывания одним словом:

1. A program written in an assembly language. 2. A program which translates instructions written in a high level language into a machine code. 3. A

statement that assigns a new value to a variable. 4. A character which identifies an instruction, a program, a constant, a variable or a data area.

Упр. 4. Заполните пробелы словами из активного словаряу:

l. To ... a program means to translate it into its machine code equivalent. 2. When you write or correct л program, it is more convenient to use an ..., as the programmer is immediately informed of any error. 3. Data items in FORTRAN are either variables or constants, and the programmer ... alphanumeric names to them. 4. BASIC has various expressions (constants and ... combined by arithmetic and algebraic operators), line numbers, spaces, remarks, data, and statements. 5. Each statement can be preceded by a numerical ... . 6. ... used in high level languages provide the compiler with information about the quantities of the program. 7. Business languages have special ... for processing business documents. 8. An assembly language requires the use of an ... to trаnslate a source program into an object code.

Упр. 5. Прочитайте и переведите текст:

COMPUTER LANGUAGES

There are two main types of computer or programming languages - low level and high level. Low level languages can be further subdivided into machine code and assembly languages.

Any computer is designed to understand only one language and this is called its machine code or machine language. When the machine code instructions are in the central memory of the computer, they will be in a numeral form, in certain binary patterns, since this is the natural number system of digital computers. To write instructions in decimal numbers is difficult enough because we must remember all the time which number means which operation. Since people prefer to use words, a new type of the language based on the machine code was developed. It uses letters instead of decimal numbers to represent computer operations, e.g. 01 means ADD, 02 - SUBTRACT. However, "subtract" is a long word, so a shorthand form was used, namely, SUB. Both ADD and SUB are symbolic names which represent addition and subtraction operations of a computer. These mnemonic type languages are known as assembly level languages.

Both machine and assembly language are called "low level". The term "low" does not mean "inferior", but rather "closeness" to the way in which the machine has been built. A typical low level instruction consists essentially of two parts: a function part (i.e., do some activity) and an address part (i.e. use the contents of an address location).

One disadvantage with a low level language is that because of the simple instruction format it takes many instructions to perform even not a difficult task. Thus, writing a low level program can be a lengthy business. For this reason an-

other class of language was developed. Algol, Fortran, Basic, Pascal, C, PL/I are such examples. These languages are called high level languages. The term "high" means oriented towards the problem rather than towards the structure of the machine.

Machine code languages were the earliest (1940s) computer languages, assembly level languages first began to appear in the early 1950s, and high level languages were introduced in about 19S8.

Since a computer understands only the machine code language, other languages require a translation process from the source program to the machine level program. The technical term for the translator of assembly language programs into an object code is called a compiler, or in some cases an interpreter.

Each compiler has the following functions: to translate the source code instructions into an object code; to check up the syntax of each source code instruction; to allocate location addresses to each variable name used by the program; to check up any library routine which the program may wish to use; to instruct the central unit to begin the execution of the object program if there are no syntax errors.

The other type of high level language translator is the interpreter. The interpreter performs similar tasks to the compiler but is different in one particular aspect. The compiler translates the entire program into an object code before the program instructions are executed. The interpreter translates one instruction (or a group of related instructions) and then allows the translated object code instruction to be executed before the next instruction. One advantage of this procedure is that the programmer is immediately informed of any syntax error. This may be corrected at once and the program is allowed to continue its progress.

Упр. 6. Выразите свое согласие или несогласие:

1. Any computer is designed to understand only one language that is its machine code. 2. Assembly level language use letters instead of decimal numbers to represent computer operations. 3. The term "low" means "inferior". 4. A typical low level instruction consists essentially of three parts. 5. Writing a low level program requires little time. 6. High level languages are oriented towards the problem rather than towards the structure of the machine. 7. The technical term for the translator of assembly language programs into an object code is an interpreter. 8. The interpreter performs similar tasks to the compiler.

Упр. 7. Завершите предложения в соответствие с текстом:

1. Low level languages can be divided into ... . 2. To write instructions in decimal numbers is difficult enough because ... . 3. Since people prefer to use words, a new type of the language ... . 4. The number of bits required to represent one instruction is determined by ... . 5. One disadvantage with a low level language is that ... . 6. ALGOL, FORTRAN, BASIC, PASCAL are ... . 7.

The translator of a high level language into an object code is called ... . 8. The compiler translates the entire program into an object code before ... . 9. The interpreter translates one instruction and then ... . 10. When you write or correct a program, it is more convenient ... . 11. Once the program has been fully tested and is ready for execution, it is more sensible to ... .

Упр. 8. Ответьте на вопросы к тексту, начиная свои предложения фразами: **as far as I know, in fact, it is hard to say, to my mind, I believe/ suppose:**

1. What are the main types of programming languages? 2. In what form are machine code instructions written? 3. What is the difference between Machine and assembly languages? 4. Why are machine and assembly languages called "low level"? 5. What are the main parts of a typical low level instruction? 6. What docs the term "high" concerning high level languages mean? 7. When did low level and high level programming languages begin to appear? 8. What is an assembler? 9. How is the translator of a high level language into an object code called? 10. What functions has the compiler? 11. What tasks does the interpreter perform? 12. What is the difference between the compiler and the interpreter?

Контрольная работа № 4

Вариант № 1

Упр. 1. Подчеркните инфинитив и укажите его форму. Предложения переведите:

1. Andrew was the third to be interviewed. 2. There is always a question or two to be considered. 3. It is so glorious to love and to be loved. 4. I was glad to have seen this man. 5. I happened to be spending a day in Paris. 6. He looked too young to have taken part in this conference. 7. He must have forgotten my address.

Упр. 2. Вставьте частицу to перед инфинитивом, где необходимо:

1. I like … play the guitar. 2. My brother can … speak French. 3. What makes you … think you are right? 4. I would rather … stay at home today. 5. She did not let her mother … go away. 6. Would you like … go to England?

Упр. 3. Переведите, обращая внимание на разные функции глагола to be. Глагол to be подчеркните:

1. How are they to know that you are here? 2. I am leaving tonight. 3. The house was too big. 4. They were in Spain for their honeymoon. 5. If you manage to do it I'll be proud of you.

Упр. 4. Переведите, обращая внимание на разные функции глагола to
  have:

1. As I was to be there at 5 o'clock, I had to take a taxi. 2. I am a little frightened for I have lost my way. 3. I'd like to have a look at that part of the world. 4. She wants to have her hair cut. 5. You will have many new friends.

Упр. 5. Прочтите предложения, найдите Participle I и II. Переведите
  на русский язык:

1. The flying plane is TU-144. 2. The broken cup was lying on the floor. 3. The lost document was returned to Helen. 4. The girl playing in the garden is my daughter.

Упр. 6. Выберите из скобок требующуюся форму причастия:

1. I don't find this story (amusing, amused). 2. He walked along the road with his collar (turning, turned) up, hands in pockets. 3. She didn't pay any attention to the (ringing, rung) telephone. 4. I enjoyed the book. It was very (interested, interesting). 5. It was (surprising, surprised) that she didn't come to the station. 6. The students are (interesting, interested) in learning more about the subject. 7. I heard some (surprising, surprised) news on the radio. 8. I'm (boring, bored). Let's do something. How about going to a movie?

Упр. 7. Переведите на русский язык, обращая внимание на разные фор-
  мы герундия:

1. Watching football matches may be exciting enough, but of course it is more exciting playing football. 2. Can you remember having seen the man before? 3. He never agreed to their going on that dangerous voyage. 4. He did not approve of her drinking so much coffee.

Вариант № 2

Упр. 1. Подчеркните инфинитив и укажите его форму. Предложения
  переведите:

1. To know her is to love her. 2. I wanted to be answered at once. 3. We are happy to have been working together all these years. 4. He likes to speak with us on this subject. 5. I hoped to have written you a long letter. 6. I don't like to be interrupted. 7. This work must be finished today.

Упр. 2. Вставьте частицу to перед инфинитивом, где необходимо:

1. They wanted … cross the river. 2. May I … use your telephone? 3. You look tired. You had better … go home. 4. I'd like … dance. 5. Will you let me … visit my friend? 6. She made me … repeat my words several times.

Упр. 3. Переведите, обращая внимание на разные функции глагола to be. Глагол to be подчеркните:

1. Erik says that you may be coming to New York. 2. We are to go there tonight. 3. I am fond of animals. 4. He may be ill. 5. They are in the next room.

Упр. 4. Переведите, обращая внимание на разные функции глагола to have:

1. He had his watch mended. 2. Let's have a smoke in the corridor. 3. She has no pets at home. 4. You have to go to the dentist. 5. Where have you been since last Thursday?

Упр. 5. Прочтите предложения, найдите Participle I и II. Переведите на русский язык:

1. I saw her smiling. 2. All books taken from the library were new. 3. She sent all the letters written by her father. 4. Knowing English well she spoke fluently.

Упр. 6. Выберите из скобок требующуюся форму причастия:

1. Uncle Frank has a gentle old horse (naming, named) Pete on his farm. 2. I am tired of Mr. Sawyer. I think he is a (boring, bored) person. 3. Why not throw away the (braking, broken) umbrella we are not likely to repair it. 4. They were (shocked, shocking) when they heard the news. 5. He thought the story was (amusing, amused). 6. Don't bother to red this book. It is (boring, bored). 7. I don't understand this direction. I'm (confusing, confused). 8. I read an (interesting, interested) article in the newspaper this morning.

Упр. 7. Переведите на русский язык, обращая внимание на разные формы герундия:

1. After being corrected by the teacher, the students' papers were returned to them. 2. On being told the news she turned pale. 3. All the happiness of my life depends on your loving me. 4. I object to his borrowing money from you.

Вариант № 3

Упр. 1. Подчеркните инфинитив и укажите его форму. Предложения переведите:

1. Nothing can be done, I'm afraid. 2. He could have written the composition much better. 3. It's very nice of you to have come. 4. Can he be waiting for us? 5. The facts are too few to be spoken about. 6. To see is to believe. 7. We happened to be staying at the same hotel.

Упр. 2. Вставьте частицу* to *перед инфинитивом, где необходимо:

1. He did not want … play in the garden any more. 2. I'd like … speak to you. 3. Let me … help you with your homework. 4. That funny scene made me … laugh. 5. You are sleepy. You should … go to bed right now. 6. You'd better … put on your raincoat because it is raining.

Упр. 3. Переведите, обращая внимание на разные функции глагола to be. Глагол to be подчеркните:

1. We are to wait for them at the entrance. 2. We were told some interesting news. 3. Peter is busy. 4. They are in the language laboratory. 5. Mike will never be afraid of dogs after he has been saved by Rex.

Упр. 4. Переведите, обращая внимание на разные функции глагола to have:

1. Have you a letter for me, postman? 2. What have they done? 3. They will have to come here again. 4. He had his leg broken. 5. I had breakfast at home.

Упр. 5. Прочтите предложения, найдите Participle I и II. Переведите на русский язык:

1. Passing the shop I saw a beautiful dress. 2. She sat looking out of the window. 3. He was very proud of the vase made in China. 4. The received letter made her pale.

Упр. 6. Выберите из скобок требующуюся форму причастия:

1. He opened the letter with (shaking, shaken) fingers. 2. Deeply (shocking, shocked) I left them. 3. I didn't enjoy the party because I was (boring, bored) there. 4. Are you (interesting, interested) in biology? 5. I usually find hockey rather (boring, bored). 6. Mrs. Green doesn't explain things well. The students are (confusing, confused). 7. Have you heard the latest news? It's really (exciting, excited)! 8. When (answering, answered) your question yesterday I forgot this fact.

Упр. 7. Переведите на русский язык, обращая внимание на разные формы герундия:

1. At last he broke the silence by inviting everybody to walk into the dining-room. 2. The place is worth visiting. 3. He keeps insisting on my going to the south. 4. Do you mind my asking you a difficult question?

ЧАСТЬ V

IV семестр

LESSON 1

Инфинитив является составной частью нескольких конструкций: Complex Object (Сложное дополнение), Complex Subject (Сложное подлежащее), For-to-Infinitive Construction (Инфинитивная конструкция с предлогом **for**).

Complex Object   Сложное дополнение

Ранее уже отмечалось, что инфинитив может выполнять в предложении функцию дополнения:

I want *(чего?)* to go to London. - Я хочу *(чего?)* поехать в Лондон.

Но если перед инфинитивом (или Participle I) стоит существительное в общем падеже или местоимение в объектном падеже (**me, us, you, him, her, it, them),** то это существительное (или местоимение) и инфинитив образуют сложное дополнение.

I want **Jane to go** to London.

Complex Object является эквивалентом дополнительного придаточного предложения и переводится на русский язык дополнительным придаточным предложением, вводимым союзами: ***чтобы, что, как, когда.***

Таким образом, предложение **I want Jane to go to London** на русский язык переводится *Я хочу, чтобы Джейн поехала в Лондон.*

Сложное дополнение   Complex Object

I	wish	you	to be happy.	Я желаю, чтобы вы были счастливы.
He	wants	me	to tell him everything.	Он хочет, чтобы я сказал ему всё.
She	likes	her son	to be at home.	Она любит, когда ее сын дома.
I	should like	them	not to be late.	Я бы хотел, чтобы они не опоздали.
My friends	hope	Mike	to finish the experiment.	Мои друзья надеются, что Майк закончит эксперимент.
He	saw	a man	run across the street.	Он увидел, что (как) человек перебегает улицу.
I	heard	them	talk about it.	Я слышал, как они говорили об этом.

Примечание 1: инфинитив в сложном дополнении употребляется без частицы **to** после глаголов **to see** *видеть,* **to notice** *замечать,* **to watch** *наблюдать,* **to make** *заставлять,* **to let** *разре-*

шать, **to feel** *чувствовать,* **to hear** *слышать* и некоторых других.

Примечание 2: после глаголов **hear, see, feel, watch, notice** может употребляться также сложное дополнение с причастием I вместо инфинитива. В этом случае не просто констатируется факт, а подчеркивается продолжительность действия, выраженного причастием: **I saw the man cross the road.** – *Я видел, что человек перешел улицу* (констатация факта); **I saw the man crossing the road.** – *Я видел, как человек переходил улицу* (продолжительность действия).

Упр. 1. Укажите Complex Object. Предложения переведите:

1. We consider this congress to be one of the biggest events of our time. 2. Have you ever heard him speak at the meeting? 3. I should like you to do this work at once. 4. Some of the delegates may wish the report to be translated into their native language. 5. I expect them to be discussing this question now. 6. We suppose them to have changed the time-table. 7. Nothing could make him stay there. 8. The pupil wanted the teacher to ask him. 9. The patient wants the doctor to examine him. 10. The doctor made me take the medicine. 11. I hope my friends to come to my birthday party. 12. The old man hoped the dog to show him the way.

Упр. 2. Вставьте частицу to, где необходимо (см. примечание 1):

1. Our teacher wanted us … stay after classes. 2. We saw her son … enter the house. 3. Everybody noticed Peter … leave the room. 4. My parents prefer me … stay at home. 5. They made me … do it. 6. We were watching the boat … come up to the shore. 7. We can't let you … go so early. 8. The guests would like her … sing for them. 9. I wish him … be healthy, wealthy and wise. 10. We are waiting for the guests … arrive.

Упр. 3. Переведите (см. примечание 2):

1. Nobody has noticed him come in. 2. Nobody has seen him go upstairs. 3. He heard footsteps coming from the direction of the library. 4. Bridget heard Luke drive up. She came out on the steps to meet him. 5. As I looked out at the garden I heard a motor-truck starting on the road. 6. One night in late November I heard him make a remark about his coming marriage. 7. I heard him saying the other day he could do with a few more pounds a week. 8. I held her close against me and could feel her heart beating. 9. We saw the troops marching along the road.

Упр. 4. Закончите предложения, употребив Complex Object:

1. Our friends wanted (чтобы мы пошли на концерт). 2. We saw (как дети играли в футбол). 3. This girl has a fine voice. Have you heard (как она поет)? 4. I watched (как молодой человек играл на пианино). 5. We didn't notice (как он вышел). 6. We want (чтобы вы получили хорошее образование). 7. I saw (как он работает). 8. We consider (что он хороший друг).

Упр. 5. Закончите предложения:
1. I want you to … . 2. I'd like the dean to … . 3. We hope our pupils to …. 4. I didn't expect you to … . 5. We saw our Rector … . 6. I wanted my mother to … . 7. I know you to … .

LESSON 2

Complex Subject   Сложное дополнение

Оборот «сложное подлежащее» состоит из двух компонентов: **существительного** в общем падеже (или **местоимения** в именительном падеже), расположенного перед сказуемым, и **инфинитива**, расположенного после сказуемого.

В предложении **He is said to know Chinese** *He … to know* – Complex Subject, но <u>переводить</u> нужно начинать <u>со сказуемого</u>, выражающего чужие мысли по поводу действия, о котором идет речь в предложении.

Complex Subject употребляется после определенных глаголов, а именно:

is ⟶
are ⟶
was ⟶
were ⟶

known – *известно (было известно)*
said – *говорят (говорили)*
believed – *полагают (полагали)*
considered – *считают (считали)*
supposed – *предполагают (предполагали)*
expected – *полагают (полагали)*

, что …

seem (s/ed) – *кажется (казалось)*

is ⟶
are ⟶

likely – *вероятно*
unlikely – *маловероятно*
sure [∫u∂] – *точно, обязательно, непременно, безусловно*

После того, как перевели сказуемое неопределенным личным предложением или вводным предложением, переводим само Complex Subject. Его первый элемент делаем подлежащим придаточного предложения, а второй (инфинитив) – сказуемым. Полученное придаточное предложение присоединяем к главному союзом *«что»*.

Таким образом, **He** *is said* **to know** **Chinese** переводится: ***Говорят, что он знает*** *китайский.*

Упр. 1. Назовите Complex Subject. Предложения переведите:

1. They were seen to leave the house early in the morning. 2. Philip Bosinney was known to be a young man without fortune. 2. These islands are said to have been discovered as early as 1762. 4. We are sure to come back. 5. He is said to be very ill. 6. She was not expected to answer, but she did. 7. He was thought to be honest and kind. 8. The book is believed to have been written in the 15th century. 9. But he is sure to marry her. 10. This fire is certain to produce

a panic in the morning. 11. They seemed to have quite forgotten him already. 12. Only yesterday we happened to see Soames Forsyte. 13. The experiment proved to be a failure. 14. The Earth was proved not to be quite a sphere. 15. The first university in Britain is known to be founded in the 12th century.

Упр. 2. Преобразуйте следующие предложения, употребив Complex Subject.

> **<u>Образец</u>**: It *is expected* that **summer** will start soon. – **Summer** *is expected* **to start** soon.

1. It is believed that everything will be O.K. 2. It is known that she drives a car well. 3. It is supposed that there is a secret tunnel between them. 4. It is expected that the company will lose their money this year. 5. It seems that the class will end soon. 6. It is likely that we will learn new words. 7. It is expected that the computer saves the scientists a lot of time. 8. It is said that this factory produces modern furniture. 9. It is believed that the expedition will return next Sunday. 10. It is unlikely that the meeting will take place tomorrow.

LESSON 3

For-to-Infinitive Construction

Инфинитивный оборот с предлогом *for* состоит из предлога **for** + **существительное** в общем падеже (или **местоимение** в именительном падеже) + **инфинитив**. Оборот переводится придаточным дополнительным предложением, связанным с главным союзами *чтобы, что* или простым предложением, поставив существительное/местоимение после for в дательный падеж.

It is necessary for you to know it. – *Необходимо, чтобы вы знали это. Вам необходимо знать это.*

Упр. 1. Переведите следующие предложения:
1. Have you got anything for me to read? 2. It will take a number of years for the two sides to come to an agreement. 3. It will be convenient for all of us to have the exam on Monday. 4. We are waiting for the jury to announce their verdict. 5. He waited for the papers to be published. 6. There is only one thing for you to do. 7. For the experiment to be successful he had to do much work. 8. It will be convenient for them to postpone *отложить* the visit.

Упр. 2. Из данных слов и выражений составьте предложения, употребляя конструкцию "For … to + Infinitive":

It is necessary	journalists	take a different view.
It is important	economists	take some interest in politics.
It is essential	politicians	confront reality /face facts.
It is impossible	philosophers	deny the progress of science.

Упр. 3. Закончите следующие предложения:
1. It is necessary for her … . 2. It is advisable *желательно* for them … . 3. They waited for us … . 4. It was important for them … . 5. There was no reason for him … .

LESSON 4

Перевод слов с суффиксом –ed

1) Глагол с суффиксом –**ed** является **сказуемым**, если в предложении нет другого глагола и (или) если слева от него стоят:

а) личное местоимение в именительном падеже или другое подлежащее:
Fortunately she <u>recognized</u> the boy. – *К счастью, она узнала мальчика.*

б) неопределенные наречия always, often, usually, sometimes, never … :
They often <u>played</u> in small groups. – *Они часто играли маленькими группами.*

в) глагол **to be** или **to have**:
She is not well and has <u>changed</u> very much of late. – *Она нездорова и сильно изменилась в последнее время.* **The room was dimly <u>lighted</u> from the ceiling by a single electric lamp.** – *Комната слабо освещалась с потолка единственной электрической лампочкой.*

2) В остальных случаях слово с суффиксом –**ed** является причастием II. Справа от него часто стоят словосочетания с предлогами **by, in** и др. Перевод причастия II обусловлен контекстом и временем глагола-сказуемого:

discussed → обсуждаемый
обсуждающийся
обсужденный
обсуждавшийся
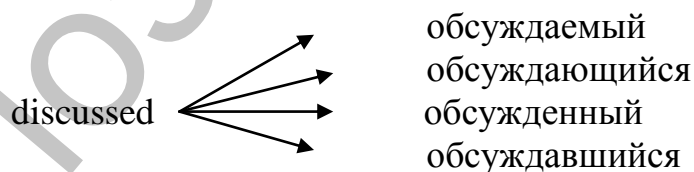
Упр. 1. а) Прежде чем переводить предложение, определите, являются ли слова с суффиксом –ed сказуемыми или выполняют другую функцию;
б) Предложения переведите:

1. The results <u>received</u> by the scientists were <u>discussed</u> at the conference. 2. The article <u>translated</u> at the lesson is of great interest for me. 3. I was very much <u>surprised</u>. 4. They say the programmes will be <u>based</u> on episodes from students' life. 5. No nation was ever <u>ruined</u> by trade. 6. <u>Brain-damaged</u> children <u>placed</u> in a classroom <u>limited</u> to 10 or 12 pupils were able to return to regular classes within one to three years. 7. The question <u>asked</u> by the professor was

very difficult. 8. I have not yet <u>looked</u> at the newspaper. 9. At last you have come: I have <u>waited</u> for you for about an hour. 10. The child began a sitdown strike <u>expressed</u> by negativences. 11. The boy <u>progressed</u> from the very simple social-emotional stage to a very complex personality. 12. It is a mistake to discipline the child out of habit <u>determined</u> by his temperament. 13. The pupil's pride in successful achievement <u>strengthened</u> his newly <u>established</u> work habits. 14. They always <u>used</u> such methods. 15. We spoke of some frequently <u>used</u> methods of work.

Перевод слов с суффиксом –ing

1) Слово с суффиксом **–ing** является частью сказуемого только в том случае, если слева от него есть глагол **to be (am, is, are, were, was, been), will (shall) be.** Это может быть:

а) простое глагольное сказуемое в Present, Past или Future Continuous:
Rain was falling heavily by that time. – *К тому времени уже шел сильный дождь.*

б) составное именное сказуемое:
His hobby is reading. – *Его хобби – чтение.*

2) В остальных случаях это либо причастие I, либо герундий. Перевод причастия I обусловлен контекстом и временем глагола-сказуемого:

playing → играющий
игравший
играя
поиграв
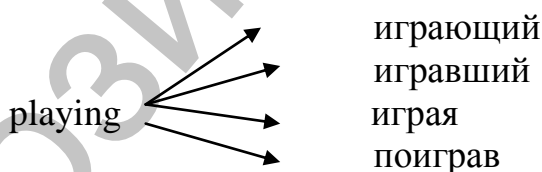
3) Герундий может переводиться существительным, деепричастием, инфинитивом или целым придаточным предложением:
<u>Smoking</u> is not allowed here. – *Курение (курить) здесь запрещено.* **I am surprised at her son's <u>coming</u> in time.** – *Я удивлен тем, что ее сын пришел вовремя.*

***Упр. 2.** а) Прежде чем переводить предложение, определите, входят ли слова с суффиксом -ing в состав сказуемого или выполняют другую функцию;*
б) Предложения переведите:
1. After leaving her umbrella in the hall, she entered the living room. 2. Opening the door, he went out on the terrace. 3. I never talk while I am working.

4. He is coming to us tomorrow to stay till next month. 5. Not being able to read, think, or work, Bathsheba asked Liddy to stay and breakfast with her. 6. Anna hearing his step, ran to the door to meet him. 7. I am afraid I took your wife's umbrella for my own, when I was leaving your house tonight. 8. God knows what I shall be saying in a minute. 9. Watching them with excited eyes, Simon discussed their character. 10. But back in his office, looking down at his desk, his sense of humour left him. 11. I was going to thank you for looking after my son till I came. 12. He saw me watching him. 13. The bus passed us without stopping. 14. We had both sat for a long time, not speaking in the quiet. I knew she was not reading. 15. He went out and was heard laughing in the hall. 16. I noticed him working in the garden. 17. Learning rules without examples is useless. 18. Avoiding difficulties is not my method. 19. Deciding is acting.

Таблица глаголов, изменяющихся не по общим правилам

Неопределенная форма The Infinitive	Прошедшее время Past Indefinite	Причастие про- шедшего времени Participle II
1. be [bi:] быть	was [wɔz], were [wə:]	been [bi:n]
2. become [bi`kʌm] становиться	became [bi`keim]	become [bi`kʌm]
3. begin [bi`gin] начинать	began [bi`gæn]	begun [bi`gʌn]
4. blow [blou] дуть	blew [blu:]	blown [bloun]
5. break [breik] ломать	broke [brouk]	broken [broukn]
6. bring [briŋ] приносить	brought [brɔ:t]	brought [brɔ:t]
7. build [bild] строить	built [bilt]	built [bilt]
8. burn [bə:n] гореть	burnt [bə:nt]	burnt [bə:nt]
9. buy [bai] покупать	bought [bɔ:t]	bought [bɔ:t]
10. can [kæn] мочь	could [kud]	
11. catch [kætʃ] ловить	caught [kɔ:t]	caught [kɔ:t]
12. come [kʌm] приходить	came [keim]	come [kʌm]
13. cost [kɔst] стоить	cost	cost
14. cut [kʌt] резать	cut	cut
15. deal [di:l] иметь дело с …	dealt [delt]	dealt [delt]
16. do [du:] делать	did [did]	done [dʌn]
17. draw [drɔ:] рисовать	drew [dru:]	drawn [drɔ:n]
18. drink [driŋk] пить	drank [dræŋk]	drunk [drʌŋk]
19. drive [draiv] ехать	drove [drouv]	driven [drivn]
20. eat [i:t] есть	ate [et]	eaten [i:tn]
21. fall [fɔ:l] падать	fell [fel]	fallen [fɔ:ln]
22. feel [fi:l] чувствовать	felt [felt]	felt
23. find [faind] находить	found [faund]	found
24. fly [flai] летать	flew [flu:]	flown [floun]
25. forget [fə`get] забывать	forgot [fə`gɔt]	forgotten [fə`gɔtn]
26. get [get] получать	got [gɔt]	got
27. give [giv] давать	gave [geiv]	given [givn]
28. go [gou] идти	went [went]	gone [gɔn]
29. grow [grou] расти	grew [gru:]	grown [groun]
30. hang [hæŋ] вешать	hung [hʌŋ]	hung
31. have [hæv] иметь	had [hæd]	had
32. hear [hiə] слышать	heard [hə:d]	heard
33. hide [haid] прятать	hid [hid]	hidden [hidn]
34. hurt [hə:t] причинять боль	hurt [hə:t]	hurt
35. keep [ki:p] хранить	kept [kept]	kept
36. know [nou] знать	knew [nju:]	known [noun]
37. learn [lə:n] учиться	learned [lə:nd] learnt [lə:nt]	learned learnt
38. leave [li:v] оставлять	left [left]	left
39. lend [lend] давать взаймы	lent [lent]	lent
40. let [let] позволять	let	let

Неопределенная форма The Infinitive	Прошедшее время Past Indefinite	Причастие прошедшего времени Participle II
41. lose [lu:z] терять	lost [lɔst]	lost
42. make [meik] делать	made [meid]	made [meid]
43. mean [mi:n] значить	meant [ment]	meant
44. meet [mi:t] встречать	met [met]	met
45. put [put] класть	put	put
46. read [ri:d] читать	read [red]	read [red]
47. ride [raid] ездить верхом	rode [roud]	ridden [ridn]
48. rise [raiz] подниматься	rose [rouz]	risen [rizn]
49. run [rʌn] бежать	ran [ræn]	run [rʌn]
50. say [sei] сказать	said [sed]	said [sed]
51. see [si:] видеть	saw [sɔ:]	seen [si:n]
52. sell [sel] продавать	sold [sould]	sold
53. send [send] посылать	sent [sent]	sent
54. set [set] устанавливать	set	set
55. show [ʃou] показывать	showed [ʃoud]	shown [ʃoun]
56. sit [sit] сидеть	sat [sæt]	sat
57. sing [siŋ] петь	sang [sæŋ]	sung [sʌŋ]
58. speak [spi:k] говорить	spoke [spouk]	spoken [spoukn]
59. spend [spend] проводить	spent [spent]	spent
60. stand [stnd] стоять	stood [stu:d]	stood
61. sweep [swi:p] подметать	swept [swept]	swept
62. swim [swim] плавать	swam [swæm]	swum [swʌm]
63. take [teik] брать	took [tuk]	taken [teikn]
64. tear [tɛ∂] рвать	tore [tɔ:]	torn [tɔ:n]
65. tell [tel] рассказывать	told [tould]	told [tould]
66. teach [ti:tʃ] обучать	taught [tɔ:t]	taught
67. think [θiŋk] думать	thought [θɔ:t]	thought
68. throw [θrou] бросать	threw [θru:]	thrown [θroun]
69. understand [,ʌnd∂`stænd] понимать	understood [,ʌnd∂`stu:d]	understood
70. wear [wɛ∂] носить	wore [wɔ:]	worn [wɔ:n]
71. win [win] выигрывать	won [wʌn]	won
72. write [rait] писать	wrote [rout]	written [ritn]

О Г Л А В Л Е Н И Е