

Министерство сельского хозяйства РФ

ФГБОУ ВПО

«Брянская государственная сельскохозяйственная академия»

Кафедра иностранных языков

Поцепай С.Н., Васькина Т.И.,
Андрющенок Е.В., Блохина В.В.

АНГЛИЙСКИЙ ЯЗЫК

Учебно – методическое пособие для студентов

направления 110800 Агроинженерия

профиль Электрооборудование и электротехнологии

Брянск 2012

УДК (Англ.) (07)

ББК

П

Поцепаи С.Н. Английский язык: Учебное пособие для студентов 1-2 курсов / С.Н. Поцепаи, Т.И. Васькина, Е.В. Андрищенко.- Брянск.: Издательство Брянской ГСХА, 2012.-109 с.

Данное учебное пособие предназначено для студентов 1-2 курсов направления 110800 - Агроинженерия и имеет цель подготовить студентов самостоятельно читать и переводить со словарем литературу на английском языке, овладеть грамматическими формами и оборотами, основами письма.

Рецензент: к.п.н., доцент кафедры иностранных языков БГУ Антонова Т.В., зав. кафедрой электротехнологий БГСХА к.т.н., доцент Безик В.А., зав. кафедрой информатики БГСХА к.т.н., доцент Безик Д.А.

Рекомендовано методической комиссией факультета энергетики и природопользования протокол № 15 от 11. 05. 2012 г.

© Брянская ГСХА, 2012

© Коллектив авторов, 2012

Методические указания

Учебно-методическое пособие разработано в соответствии с требованиями Государственных образовательных стандартов высшего профессионального образования третьего поколения и примерной программой «Иностранный язык» для неязыковых вузов и факультетов (Москва, 2009).

Данное учебное пособие предназначено для студентов 1-2 курсов направления подготовки 110800 — Агроинженерия, профиль: Электрооборудование и электротехнологии.

Основная цель пособия - формирование языковой компетенции – развитие коммуникативных умений в четырех основных видах речевой деятельности (говорении, аудировании, чтении, письме).

Для того чтобы добиться успеха, необходимо приступить к работе над языком с первых дней занятий в вузе и заниматься языком систематически.

Рекомендуется работать в соответствии с тематическим учебным планом, предлагаемым кафедрой иностранных языков.

Правила чтения

Прежде всего, необходимо научиться правильно, произносить и читать слова и предложения. Чтобы научиться правильно, произносить звуки и правильно читать тексты на английском языке, следует: во-первых, усвоить правила произношения отдельных букв и буквосочетаний, а также ударения в слове и в целом предложении; при этом особое внимание следует обратить на произношение тех звуков, которые не имеют аналогов в русском языке; во-вторых, регулярно упражняться в чтении и в произношении по существующим разделам рекомендованных программой учебников и учебных пособий.

Для того чтобы научиться правильно, читать и понимать прочитанное, следует широко использовать технические средства, сочетающие зрительное и слуховое восприятие. Систематическое прослушивание звукозаписей помогает приобрести навыки правильного произношения.

При чтении необходимо научиться делить предложения на смысловые отрезки - синтагмы, что обеспечит технику чтения, необходимую для правильного понимания текста.

Работа над текстом

Поскольку основной целевой установкой обучения является получение информации, из иноязычного источника, особое внимание следует уделять чтению текстов.

Понимание иностранного текста достигается при осуществлении двух видов чтения:

1. чтение с общим охватом содержания;
2. изучающего чтения.

Понимание всех деталей текста не является обязательным.

Читая текст, предназначенный для понимания общего содержания, необходимо, не обращаясь к словарю, понять основной смысл прочитанного.

Чтение с охватом общего содержания складывается из следующих умений а) догадываться о значении незнакомых слов на основе словообразовательных признаков и контекста; б) видеть интернациональные слова и устанавливать их значение; в) находить знакомые грамматические формы и конструкции и устанавливать их эквиваленты в русском языке; г) использовать имеющийся в тексте иллюстрированный материал, схемы, формулы и т. п., применять знания по специальным и общетехническим предметам в качестве основы смысловой и языковой догадки.

Точное и полное понимание текста осуществляется путем изучающего чтения.

Изучающее чтение предполагает умение самостоятельно проводить лексико-грамматический анализ, используя знания общетехнических и специальных предметов.

Итогом изучающего чтения является точный перевод текста на родной язык.

Проводя этот вид работы, следует развивать навыки адекватного перевода текста с использованием отраслевых, термодинамических словарей.

Выполнение контрольных заданий и оформление контрольных работ

1. Количество контрольных заданий, выполняемых вами на каждом курсе, устанавливается учебным планом академии, вы получите точный график выполнения контрольных работ.

2. Каждое контрольное задание в данном пособии предлагается в пяти вариантах в соответствии с последними цифрами студенческого шифра: студенты, шифр которых оканчивается на 1 или 2, выполняют вариант - №1; на 3 или 4 - № 2; на 5 или 6 - №3; на 7 или 8 -№ 4; на 9 или 0 - №5. Все остальные варианты можно использовать в качестве материала для дополнительного чтения и для подготовки к экзамену.

3. Выполнять письменные контрольные работы следует в отдельной тетради. На обложке тетради напишите свои инициалы, № контрольной работы, № группы, шифр, фамилию преподавателя.

4. Контрольные работы должны выполняться аккуратно, четким почерком. При выполнении контрольной работы оставляйте в тетради широкие поля для замечаний, объяснений и методических указаний рецензента. Образец расположения материала:

Левая страница		Правая страница	
поля	английский	русский	поля

5. Контрольные работы должны быть выполнены в той последовательности, в которой они даны в настоящем пособии.

6. В каждом контрольном задании выполняются один или два абзаца для проверки умения читать без словаря, понимать основную мысль, изложенную в абзаце. После текста даются контрольные задания, с помощью которых проверяется, насколько правильно и точно вы поняли мысль, изложенную в тексте.

7. Выполнение контрольной работы направляйте для проверки и рецензирования в академию в установленные сроки.

8. Если контрольная работа выполнена без соблюдения указаний или не полностью, она возвращается без проверки.

КОНТРОЛЬНАЯ РАБОТА № 1

Для того чтобы правильно выполнить контрольную работу № 1, необходимо усвоить следующие разделы курса английского языка по рекомендованному учебнику.

1. Имя существительное.
2. Множественное число имени существительного.
3. Артикли.
4. Предлоги как показатели имени существительного.
5. Выражения падежных отношений в английском языке с помощью предлогов и окончания -s.
6. Существительное в функции определения и его перевод на русский язык.
7. Имя прилагательное и наречие.
8. Степени сравнения имен прилагательных и наречий.
9. Числительные
10. Местоимения: притяжательные, вопросительные, личные, указательные, неопределенные и отрицательные.
11. Видовременные формы глагола: а) формы Indefinite (Present, Past, Future). б) формы Continuous (Present, Past, Future). в) формы Perfect (Present, Past, Future) в активном залоге.
12. Модальные глаголы: а) can, и его эквиваленты could, to be able. б) may и его эквивалент might. в) must и его эквиваленты, to have, to be. г) should.

ВАРИАНТ 1

1. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием s и какую функцию это окончание выполняет, т.е. служит ли оно:

- а) показателем 3-го лица единственного числа глагола в Present Indefinite;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа имени существительного.

Переведите предложения на русский язык

1. The "Big Ben" clock weighs 13.5 tons.
2. Most of London's places of interest are to the north of the river Thames.

3. Hyde Park covers 360 acres.
4. The students attend lectures and seminars on history.
5. My brother's son is a student.
- 6 He lectures on political economy.

2. Заполните пропуски соответствующими местоимениями перепишите и письменно переведите предложения на русский язык.

1. Roger is a good dog. ... is my best friend.
2. Where are ... pencils? They are in ... pencil-box.
3. ... is an old umbrella. And... is a new umbrella.
4. We haven't ... black stockings.
5. ... is all right, the patient is much better today.
6. Take some tea. There is ... tea in the tea-port.

3. Образуйте степени сравнения следующих прилагательных и наречий, составьте с ними предложения.

1. Easy
2. Beautiful
3. Good
4. Slowly

4. Перепишите следующие предложения, определите в них видо-временные формы глаголов и укажите их инфинитив. Переведите предложения на русский язык.

1. Oscar Wilde and Bernard Shaw are the wittiest British writers.
2. He got books on history in the library two days ago.
3. They will leave for London tomorrow.
4. My mother is cooking a very tasty dinner.
5. I was eating ice-cream, when he rang me up.
6. She will be making a dress on Sunday.
7. I have known her for two years.
8. He had hardly done it when they came.
9. They will have translated this letter by 6 o'clock this afternoon.

5. Перепишите следующие предложения; подчеркните в каждом из них модальный глагол или эквивалент. Переведите предложения на русский язык.

1. He can give you his report on the life of Jack London.
2. She could translate these English texts.
3. Will you be able to do this work tomorrow?
4. Where may I buy fruit?
5. Something was wrong with the car; he might not start it.

6. We must attend a lecture on German History on Tuesday.
7. She had to send a telegram because it was too late to send a letter.
8. Who was to go to the library to get dictionaries?
9. He should consult a doctor.

Text

1. Read the text:

THE STORY OF THE HEIR OF LINNE

There lived long ago in the broad lands of Scotland a worthy lord who had an only son. And as he came to lie on his death bed, he sent for the lad and said:

"My son, too well I know that when I am dead and gone, you will waste the money and the land that I shall leave you and one day you will come to poverty".

The Heir of Linne, as the youth was called, began to say that he would be careful, and do all that he could to obey the wishes of his father, whom he loved so dearly but the old man told him not to make promises which he might be tempted to break, but only to assure him of one thing.

"Far away in the borders of our land", he said, "stands a deserted cottage known as the Lonesome Lodge. Promise that if you sell all else you have in the world, you will never part with this. Take the key, and hang it round your neck, and remember that when all your friends turn their backs upon you, and you have no place to go to, it is *my* desire that you should go to the Lonesome Lodge, and there you will find a friend in need".

This seemed a very strange saying to the young man, but to satisfy his father, he hung the key round his neck, and soon after the old man died. The Heir of Linne was now quite alone in the world, for his mother had died long since. For a time he lived very quiet and sadly, but after a while his friends began to visit him again, and they brought others with them, so that the Heir began to lead a very gay life. He wasted his money right and left. He bought everything he wanted for himself, and for his friends, if they were only heard to admire a horse or a dog or a golden cup, it was at once presented to them.

But money cannot last forever, and after a time his servant told him there was no more left. Moreover, even the house itself did not belong to him any longer. As a matter of fact this servant of his, John O'Scales by name, was a very clever man, and to him the Heir of Linne had left me care

of all his lands, never looking into his accounts. In this way John O'Scales became quite rich and it was he who had bought the house and all the lands of the unfortunate heir and now that the money was at an end he even offered the young man a few pounds for the Lonesome Lodge, which, he said, was all now left of his father's great estate. The Heir was about to accept the offer when he felt the little key grew heavy as it laid on his heart and he remembered his father's words and the promises he made and he refused to part with it.

Notes

to lie on one's death-bed - быть при смерти
 to come to poverty - встретиться с нищетой
 promises which he might be tempted to break - обещания, которые ему не удастся выполнить
 the Lonesome Lodge - Одинокая Сторожка
 turn their backs upon you - отворачиваются от тебя
 wasted his money right and left - тратил деньги на что попало
 to him had left the care of all his lands - оставил все земли в его руках
 the money was at an end - деньги кончились
 he felt the little key grew heavy - он почувствовал, как маленький ключик потяжелел

II. Do the exercises below.

Ex. 1. Fill in the gaps to complete the following questions:

1. What ... the lord think his son " do after his death?
2. The boy agreed to obey his father's orders, ... he?
3. What the lord ... his son? (to give)
4. Who to visit the Heir after a while? (to begin)
5. I wonder what life he ... after his father's death? (to lead)
6. Did the heir care of all this lands or ... he leave the care to his servant?
3. Who ... the heir's house? (to buy)

Ex. 2. Translate into Russian the italicized passage in the text.

Ex.3. One of the answers given below choose the appropriate one to bring about the main ideas of the text:

1. What did the lord know too well before his death?
 - a) He knew that his son would obey his wishes.

- b) He was sure that his son would waste the money very soon.
 - c) He thought that his son would be careful about the money.
2. What did the lord ask his son to promise him?
- a) He asked him not to part with the deserted cottage.
 - b) He asked him to lead a lonely life.
 - c) He asked him never to part with the key on his neck.
3. What did the heir do with his father's money after a while?
- a) He kept the money in the bank.
 - b) He gave the money to the poor.
 - c) He wasted his money right and left.
4. Who offered the heir a small *sum* of money for the Lonesome Lodge?
- a) It was his servant, John O'Scales.
 - b) One of his friends offered him money.
 - c) His father's old friend asked him to sell the cottage.

Ex. 4. Answer the following questions to discuss the details of the text. Consult the text for reference:

1. Where did the worthy lord live?
2. What promises did the father ask his son not to make?
3. What did the father tell his son when he gave him the key to the cottage?
4. What happened to the heir's mother?
5. How did the heir spend his money?
6. What presents did he make for his friends?
7. In what way did John O'Scales become quite rich?

ВАРИАНТ 2

1. Перепишите Следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием *s* и какую функцию это окончание выполняет, т. е. служит ли оно:

a) показателем 3-го лица единственного числа глагола в Present Indefinite;

б) признаком множественного числа имени существительного;

в) показателем притяжательного падежа имени существительного.

Переведите предложения на русский язык.

1. Tallinn exports a great variety of goods.
2. Last month my friend read a very interesting book on Tallinn's history.
3. The inhabitants of Tallinn are fond of their city.

4. After a busy day I usually walk home.
5. What is that child's name?
6. These rooms are very large.

2. Заполните пропуски соответствующими местоимениями, перепишите и письменно переведите предложения на русский язык.

1. Bessie has a fine cow. ... gives a lot of milk.
2. Show me ... picture, Tom.
3. ... apples are green and ... in the basket are red.
4. Didn't you buy ... rotators yesterday?
5. Is there ... interesting in the programme of the concert?
6. There is not ... snow on the ground, ,we can't ski today.

3. Образуйте степени сравнения следующих прилагательных и наречий, составьте с ними предложения.

1. Short
2. Difficult
3. Bad
4. Far

4. Перепишите следующие предложения, определите в них видо-временные формы глаголов и укажите их инфинитив; переведите предложения на русский язык.

1. Fishermen often tell tales about their catches.
2. She read this book two weeks ago.
3. My brother will sing in Italian opera next month.
4. He is smoking on the terrace now.
5. Mary was playing the piano, when suddenly ,we all heard shout.
6. I will be bathing in the Black sea at this time next week.
7. We have not seen our friends since last September.
8. No sooner they had arrived than it started to rain.
9. They will have moved to their new house, by that time.

5. Перепишите следующие предложения; подчеркните в каждом из них модальный глагол или эквивалент. Переведите предложения на русский язык

1. Can you speak English?
2. Last year I couldn't ski, and now I can.
3. We shall be able to see this performance tonight.
4. The children may play in the yard after school.
5. He said that we might use his flat whenever we liked.

6. You must take your children to the country for the weekend.
7. He had to take the documents to the police station.
8. The performance was to begin at six o'clock.
9. You should not give the child so many sweets.

Text

1. Read the text:

THE LADY OR THE TIGER

In the old days, a barbaric king lived in a far-off country. He had great power, and he liked to laugh. Also, he liked to play barbaric jokes with the law. When the man broke a law, the king did not always send him to prison. Sometimes he ordered the man to come to the king's arena and then invited all the people to come and watch.

After the people were in their seats, the king would sit down on his high throne, and the prisoner would step into the centre of the arena. Opposite him were two doors exactly alike. Behind one door was a hungry tiger. Behind the other door was a beautiful lady. The prisoner could open either door. The choice was his. But he had to open a door. If the tiger came out, it ate the man. Then the people were sad because the man was guilty. If the beautiful lady came out, a priest married the two immediately. Then the people were glad because the man was innocent. Either way, the king was pleased with himself.

A day came when the king was not pleased. He discovered that his beautiful daughter, the princess, had been in love with the wrong man for many months. The young man was handsome and brave, but he was not the son of a king. His position in life was low. The king was very angry. But he did not send the young man to prison.

He ordered him to come to the arena. Now the princess loved the young man with all her heart. With the help of gold, she discovered the secret of the two doors. Then she faced a dreadful question. Which did she want for her lover - the lady or the tiger? The lady was beautiful and she had smiled at the lover more than once. The princess hated her. And yet the tiger! The blood! The princess was barbaric like her father. Was the lady to have the lover when the princess could not? After many days and nights, she made up her mind.

On the dreadful day, all the people gathered in the arena. The king sat down on his high throne. His daughter, white and silent, sat beside him. The young man walked to the centre of the arena and looked up at the prin-

cess. His eyes asked "Which door?" She lifted her hand and made a slight, *quick* movement to the right. No one but her lover saw it. He turned and walked with a firm and rapid step across the empty space. He went to the door on the right and opened it.

(After R. Stockton)

Notes

the choice was his - у него был свободный выбор
guilty - виновен, преступник
innocent - невиновен
either way - в любом случае
in love with the wrong man - влюблена не в того человека
a nobleman - знатный человек
to try his fate - самому выбрать свою судьбу
trial - зд.: церемония выбора
which would she prefer - что она предпочтет
she made her decision - она сделала свой выбор
sign- знак

II. Do the exercises below.

Ex.1. Fill in the gaps to complete the following questions:

1. What jokes ... the king like to play?
2. The king invited all the people to come to the arena, ... he?
3. . . . the doors in the centre of the arena alike?
4. Who ... placed behind each door?
5. The princess loved the young man with all her heart, ... she?
6. Was the princess barbaric like her father or ... she kind?
7. I wonder which door the young man ... ? (to choose)

Ex. 2. Translate into Russian the italicised passage in the text

Ex. 3. Out of the answers given each below question choose the appropriate one to bring about the main ideas of the text:

1. What did the king do when a man broke the law?
 - a) He sent him to prison.
 - b) He ordered the man to come to the king's arena.
 - c) He ordered his soldiers to shoot the men.
2. What happened when the prisoner was guilty?
 - a) The tiger came out and ate the prisoner.

- b) The prisoner was hanged.
 - c) The guilty person was sent to prison.
3. Why was the king very angry one day?
- a) His daughter had married the wrong man.
 - b) His daughter 's fiance was poor.
 - c) His daughter was in love with the wrong man.
4. Which door did the princess want to send her lover to?
- a) There's no answer to this question in the text.
 - b) It was the tiger.
 - c) It was the beautiful lady.

Ex. 4. Answer the questions below to discuss the details of the text. Consult the text for reference:

1. In what case did the king order a prisoner to come to the arena? 2. Was it the prisoner's choice which door to open? 3. What usually made the people sad? 4. The king did not send his daughter's lover to prison, did he? 5. How did the princess discover the secret of the doors? 6. How long did it take the princess to make up her mind? 7. Did the young man know which door to open?

ВАРИАНТ 3

1. Перепишите следующие предложения. Определите грамматическим признакам, какой частью речи являются слова, оформленные окончанием *s* и какую функцию это окончание выполняет, т.е. служит ли оно:

- a) показателем 3-го лица единственного числа глагола в Present Indefinite;
- б) признаком множественного числа имени существительного;
- в) Показателем притяжательного падежа имени существительного.

Переведите предложения на русский язык.

- 1. The lecturer gave several examples of the Sevastopol scientists' international ties.
- 2. The foundation of Sevastopol dates back to 1783.
- 3. The author mentions this phenomenon in his article.
- 4. There are matches in the box.

5. This child's foot is sore.
6. She understands the rule.

2. Заполните пропуски соответствующими местоимениями, перепишите и письменно переведите предложения на русский язык.

1. Nick and Peter are friends. ... are students.
2. Academy is rather young. ... lecture halls are large.
3. ... is a large building and... is a small one.
4. There are ... shops in the street.
5. I could not see ... : it was quite dark.
6. Very ... people know about it.

3. Образуйте степени сравнения следующих прилагательных и наречий. Составьте с ними предложения.

1. Nice
2. Important
3. Little
4. Late

5. Перепишите следующие предложения, определите в них видоформенные формы глаголов и укажите их инфинитив, переведите предложения на русский язык

1. I go to bed at 11 o'clock every day.
2. He spent last summer in the country.
3. My friends will come to see me the day after tomorrow.
4. These children are eating their soup without bread.
5. The engineer Petrov was having dinner at half past three yesterday.
6. We shall be discussing this question at this time tomorrow.
7. They have looked for the book everywhere.
8. He had read two English books in the original by the first of September.
9. We shall have discussed his report by four o'clock in the afternoon.

5. Перепишите следующие предложения; подчеркните в каждом из них модальный глагол или эквивалент. Переведите предложения на русский язык.

1. His brother can play the piano very well.
2. Could you help me?
3. It was a fine day yesterday, so we were able to have a picnic.
4. Don't go out: mother may come soon, but she has no the key.
5. I asked if I might bring my wife down next Saturday.

6. I must go to see my grandmother on my day off.
7. I will have to learn this poem by Wednesday.
8. At what time are we to be at the Academy tomorrow?
9. You should be more careful.

Text

I. Read the text:

THE HORSEMAN'S JOKE

On the bank of the Hudson River there was a little quiet village where people told many stories about ghosts. The most terrible story was about a horseman who had no head.

Many years ago a school-teacher, Crane by name lived in that village. He was a very tall man with a clever face. In the same village lived Katrina Van Tassel, the daughter of a rich farmer who had no other children. She was beautiful and many young men wanted to marry her. Crane, too, loved the young girl. So all the other young men were Crane's enemies. The most dangerous among them, was a young man Brunt by name. He was a strong man who was popular with the village people.

One afternoon, when Crane was at his school, a servant came from Katrina and brought him a letter which invited him to a party at Van Tassel's house. The pupils went home before the usual time and Crane began to dress for the party. He wanted to look well that night. Besides, he asked the farmer in whose house he lived then to give him a horse to ride to Katrina's house. In the evening Crane came to the party where he saw many other guests. There were many good things to eat and much dance. Everybody had a very good time that night.

When the party almost came to an end Crane suddenly left the room where the dances continued. He went to Katrina's room and stayed there for a short time. Nobody knows what the young people talked about. But the conversation was not pleasant because the schoolteacher looked upset when he came back. It was late at night when Crane started back home. He rode through the forest as the night grew darker and darker. He came to a place where the road went over a small bridge across the river. When Crane

came up to it, his heart began to beat fast. He suddenly remembered all the stories about the ghosts. He was so frightened that he pushed his horse forward but the animal suddenly stopped. On the bank of the river stood a horseman on a black horse. Crane pushed his horse again and rode as fast as he could. The horseman followed. Crane looked behind and could not believe his eyes: the horseman had no head. Crane was still more frightened when he saw that the horseman held his head in his hands. Crane tried hard to get away from the man. He rode faster and faster but the horseman came after him. Soon the schoolteacher saw a bridge behind the trees.

"If I get to that bridge everything will be all right", he thought.

Again he looked behind. He saw how the ghost raised his head and threw it at him. It struck Crane on the head and threw him off his horse. The ghost horseman and his black horse quickly passed by.

The next morning people found Crane's horse near his master's house. But nobody saw the school-teacher himself.

(After W. Irving)

Notes

ghost (n) - призрак
to invite (v) - приглашать
to ride (v) - ездить верхом
to look upset – выглядеть расстроенным
to beat (v) – биться, ударять
horseman (n) - всадник

II. Do the exercises below.

Ex. 1. Fill in the gaps to complete the following questions:

1. What stories ... people tell in the little quiet village?
2. Whose daughter ... Katrina?
3. Brunt was the most dangerous man for Crane, ...he?
4. Did Crane go to the party or he stay at home?
5. I wonder when Crane ... the party? (to leave) .
- 6.,The conversation with Katrina was not pleasant,... it?
7. Who ... Crane in the forest? (to follow)

Ex. 2. Translate into Russian the italicized passage in the text.

Ex. 3. Out of the options given below choose the correct one to bring about the main ideas of the text.

1. Why did many young men want to marry Katrina?

- a) She was rich.
- b) She was beautiful.
- c) She was clever.

2. Why did Crane go to the party.

- a) He wanted to meet Brunt.
- b) He was in love with Katrina.
- c) He wanted to have a good meal.

3. What did Crane and Katrina talk about?

- a) They talked about their marriage.
- b) They talked about Brunt.
- c) Nobody knew what they talked about.

4. Whom did Crane meet in the forest?

- a) He met Katrina's father.
- b) He met one of the guests.
- c) He met a horseman without a head.

Ex. 4. Answer the following questions to discuss the details of the text. Consult the text for reference.

1. What was Crane? 2. Who were Crane's enemies? 3. What did Brunt look like? 4. Who brought a letter to Crane? 5. Whom did Crane ask to give him a horse? 6. When did Crane start back home? 7. Where did Crane meet the horseman? 8. What did the horseman do with his head?

ВАРИАНТ 4

Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием *s* и какую функцию это окончание выполняет, т.е. служит ли оно:

- a) показателем 3-го лица единственного числа глагола в Present Indefinite;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа имени существительного.

Переведите предложения на русский язык

1. The first mention of the city on the Volga dates back to 1589.
2. The doors of the Volgograd Young People's Theatre are always open to children of school age.
3. Both Russian and foreign artists take part in the performances of the Volgograd Circus.
4. The lecture starts at 10.15.
5. The flowers look fresh.
6. My sister's friend is an engineer.

2. Заполните пропуски соответствующими местоимениями, перепишите и письменно переведите предложения на русский язык.

1. It is an English book. Give ... to Ann.
2. What is ... telephone number?
3. ...metal is very hard, and ... is not so hard.
4. Are there ... pictures in your book?
5. ... in this group has got a dictionary.
6. Do you speak English? Yes, ...do.

3. Образуйте степени сравнения следующих прилагательных и наречий, составьте с ними предложения.

1. Big
2. Handsome
3. Much
4. Fast

4. Перепишите следующие предложения, определите в них видовременные формы глаголов и укажите их инфинитив; переведите предложения на русский язык

1. In the evening we usually study foreign languages .
2. My friend wrote many letters to me last year.
3. These students will write a dictation in three days.
4. I am talking to my old friend.
5. My sister was paying for her new coat when I came into the shop.
6. We shall still be packing our things when you come to our place.
7. They have invited many people to take part in the performance.
8. They went to England after they had left school.
9. After you finish this book, you will have learned over a thousand words.

5. Перепишите следующие предложения, подчеркните в каждом из них модальный глагол или эквивалент. Переведите предложения на русский язык.

1. I can't translate this sentence.
2. I was sure you could translate that article.
3. He was very strong; he was able to ski all day.
4. Be careful; you may spill the milk if you carry it like that.
5. I am not sure that he might be in his office now.
6. You must return my magazines on Wednesday.
7. I had to finish this work yesterday.
8. They were to come at 5 o'clock, and it is 6 o'clock already.
9. She should listen to the teacher's advice.

Text

I. Read the text

SILVER BLAZE DISAPPEARS

In Devon, a valuable race horse, Silver Blaze, had disappeared; its trainer, John Starker, was found dead.

Silver Blaze was due to run in an important race in a few days' time. On the night he disappeared, a stable boy was guarding him. The boy had a dog with him, and two other boys were sleeping above the stable.

A girl who was taking the boy his supper saw a stranger near the stables. She ran back to the house to get help, and the stranger ran away. The stable boy said that the stranger had asked him if Silver Blaze would really win the race. The boy said he hadn't opened the stable door.

At about midnight, John Starker, the horse's trainer, told his wife he was still worried about the horse. He went out, towards the stables, taking a sharp doctor's knife with him.

The next morning, the stable door was opened. The horse had gone, and the stable boy was unconscious. Opium was found in his food. Usually, you can taste opium, but he had strong curry for supper, and that had hidden the taste.

John Starker was found out on Dartmoor. He was dead, his head crushed. His coat was hanging over a bush. Near him was his knife, and a scarf which was recognized as the stranger's.

The police found and arrested the stranger, a Mr. Simpson. They said he had drugged the boy, stolen the horse and killed Starker. Simpson denied it all, and they still didn't know where the horse was.

Colonel Ross, the horse's owner, then sent a telegram to Sherlock Holmes, asking him to find the horse. Holmes and his friend, Dr Watson, were at their flat in Baker Street, in London. They had read the whole story in the newspapers. Holmes took no notice of the telegram, saying that Silver Blaze was obviously loose on Dartmoor, and would soon be found.

Two days later, Holmes realized he was mistaken, and he and Dr Watson took a train to Tavistock, in Devon. They went to the place on Dartmoor where Starker's body was found. There Holmes found a match. They then searched the moor a while, and finally found the tracks of Silver Blaze. Some of the hoof prints were alone, pointing towards Colonel Ross's stables; others had the footprints of a man with them, and pointed towards another stable.

Holmes and Watson talked to the owner there, and he finally admitted that he had seen Silver Blaze loose, taken him home and hidden him. He wanted his own horse to win the race. He said he knew nothing about the murder.

Now, said Dr. Watson, the mystery was over. The police had found the murderer, and they had found the horse. Sherlock Holmes didn't agree. When they went back to Colonel Ross's stables, Holmes asked if there was anything wrong with any animals on the farm. A farm-worker said that three of the sheep had gone lame.

Did the police arrest the right man?

(From "Club")

Notes

valuable - ценный

stable boy - конюх

unconscious - без сознания

curry- восточное блюдо, приправленное специальными пряностями и чесноком

had hidden the taste - отбило вкус

a Mr. Simpson - некий м-р Симпсон

drugged - опоил (наркотиком)

(the horse) was loose - лошадь была на свободе

point (towards) - вести к

had gone lame - стали хромать

II. Do the exercises below:

Ex. 1. Fill in the gaps to complete the following questions:

1. What horse ... disappeared in Devon?
2. When ... Silver Blaze due to run?
3. The boys ... sleeping above the stable, ...they?
4. Whom ... the girl see near the stables?
- 5 the stranger sure that Silver Blaze ... win the race?
6. Who ... worried about the horse?
7. I wonder if the police ... the stranger, (to arrest)
8. ... Holmes realize that he ... mistaken?

Ex. 2. Translate into Russian the italicized passage in the text

Ex. 3. Out of the answers given below each question choose the appropriate one to bring out the main ideas of the text:

I. What happened to Silver Blaze?

- a) He was killed.
- b) He disappeared.
- c) The horse got side.

2. Why was the boy unconscious?

- a) He was given opium with his food.
- b) He was poisoned.
- c) His head was crushed.

3. Who was found dead on Dartmoor?

- a) Mr. Simpson, the stranger.
- b) Colonel Ross, the horse's owner.

- c) John Starker, the horse's trainer.
- 4. Where did Holmes find the horse?
 - a) They found him in the moor.
 - b) They found him in the owner's home.
 - c) A farm-worker was keeping the horse on his farm.

Ex. 4. Answer the following questions to discuss the details of the text. Use the text for reference:

1. Who saw a stranger near the stables? 2. Had the boy opened the stable door? 3. Why did the horse's trainer go towards the stables at about midnight? What was found near the dead body of John Starker? 5. Why did the police arrest Mr. Simpson? 6. Who sent a telegram to Sheetrock Holmes? 7. Why did Holmes take no notice of the newspaper report about the horse? 8. What helped Holmes find the horse in the owner's home? 9. Why didn't Sherlock Holmes agree that the mystery was over?

ВАРИАНТ 5

1. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием *s* и какую функцию это окончание выполняет, т.е. служит ли оно:

- a) показателем 3-го лица единственного числа глагола в Present Indefinite;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа имени существительного.

Переведите предложения на русский язык.

1. The Novopolotsk chemical works produces polyethylene and nitron.
2. A well-known scientist works at this plant.
3. The workers' hostel is within 20 minutes' walk from the plant.
4. She remembers them well.
5. The museums are open from 10 till 18.
6. This article is published in today's newspaper.

2. Заполните пропуски соответствующими местоимениями, перепишите и письменно переведите предложения на русский язык.

1. What are you? ... am a worker.

2. Nina is .. little sister, ... eyes are brown and .. hair is dark.
3. ... stories will be interesting and ... are funny.
4. There are ... flowers here in winter.
5. There is ... absent in our group.
6. I want to say ... words at the meeting.

3. Образуйте степени сравнения следующих прилагательных и наречий, составьте с ними предложения.

1. Small
2. Interesting
3. Many
4. Quickly

4. Перепишите следующие предложения, определите в них видо-временные формы глаголов и укажите их инфинитив; переведите предложения на русский язык

1. Her friend writes English sentences at home.
2. He took his son to the park after work.
3. My friend will be an economist in two years.
4. They are playing chess with their friends in that room.
5. She met Helen when she was walking along the street.
6. I shall be waiting for you at seven o'clock in the evening.
7. His wife has just returned from the Crimea.
8. When John and I got to the river, the boat race had already started.
9. By the end of the month the commission will have come to some

decision.

5. Перепишите следующие предложения; подчеркните в каждом ИЗ них модальный глагол или эквивалент. Переведите предложения на русский язык.

1. I can show you an interesting picture of our city.
2. We knew that she could swim very well.
3. Perhaps one day we will be able to travel to the Moon.
4. They may take four magazines from the shelf.
5. I can't find my bag anywhere. You might have left it in the shop.
6. She must be waiting us at the Academy.
7. According to our new time-table we are to have three English

lessons a week

8. The director has not come yet. You will have to wait a little.
9. You should not miss English lessons.

Text

1. Read the text

A HOLIDAY INCIDENT

It happened while Harris and his wife were riding through Holland during their holidays. They were riding on one of those bicycles for two people, what they call a tandem bicycle. The road was very stony and without turning his head, Harris said to his wife, "Hold on!"

But Mrs. Hams thought he said "Jump off!" Why she thought he said "Jump off" when he said "Hold on", is difficult to say. He insists that she didn't hear him right, and she insists that he didn't tell her dearly what to do. Mrs. Harris thought she heard him tell her to jump off, and she jumped off, while Harris went on, not knowing that she was no longer behind him.

At first she thought he wanted to go up the hill alone, with the purpose of showing what a fine cyclist he was. She thought he would jump off when he came to the top of the hill and wait for her. But when she saw him pass the top without stopping, she was surprised, then angry and at last worried. She shouted, but he went on and never turned his head. Suddenly, she felt she was all alone in the world, and she sat down and began to cry. She had no money and she did not know the Dutch language. People passed and looked at her kindly. She tried to make them understand what had happened. They thought she had lost something, but could not understand what. They took her to the nearest village and found a policeman for her. She tried to tell him what had happened. but the only thing he understood was that a man had taken her bicycle. A boy was discovered riding a lad's bicycle in a village not far away, and they brought him to her. But as she didn't want the boy or his bicycle, they let him go.

All this time, Harris continued on his way with much enjoyment. It seemed to him that he had suddenly become a stronger and in every way a better cyclist.

He decided to show his wife how fast he could go. He went on for about five miles, moving very fast, when a strange feeling that something was wrong began to grow in him. He turned his head and looked behind him; but there was only space there, nothing else. He jumped off and looked back up the road; there was nobody there. He got on the bicycle and rode back up the hill as fast as he could. In ten minutes he came to a place where three roads met. He got off and tried to remember which road he had taken on his way down.

As nobody could help him, Harris got on the bicycle again and took the middle road. Half-way up, he met two young women and asked if they

had seen his wife. They asked him what she looked like. He did not know enough Dutch to describe her; all he could tell them was that she was a very beautiful woman. This was not enough for them, they thought many women were beautiful. They asked him how she was dressed, but he could not remember what she was wearing that day. The young women told him to go to the police station in the next town. Harris found the place at last.

The police told him to write down a full description of his wife and when and where he had lost her. He did not know. All he could tell them was the name of the village where they had had lunch. He knew that he had had her with him then, and that they had started from there together.

Quite naturally, the police began to ask several questions. First, was she really his wife? Second, had he really lost her? Third, why had he lost her?

But they didn't refuse to help him. In the evening, they brought her to him. The meeting was not a pleasant one. Mrs. Harris had never been a good actress and had always had a great difficulty in controlling her feeling. This time, she herself says, she did not even try.

Notes

Holland - Голландия

tandem bicycle - велосипед с двойным седлом

Hold on! - Держись!

she was worried - она была встревожена

the Dutch language - голландский язык

discovered - обнаружила, нашла

what she was wearing - что на ней было надето

enjoyment – радость, удовольствие

feeling ... began to grow in him - начало овладевать им, чувство

half-way up - на ГЮЛПУТИ вверх по холму

had difficulty in controlling her feeling - (ей) было трудно сдер-

жать свои чувства

II. Do the exercises below.

Ex. 1. Fill in the gaps to complete the following questions:

1. On what bicycle ... Harris and his wife riding?
2. Harris tell his wife to hold on or ... he ask her to jump off?
3. Why ... his wife surprised and angry?
4. I wonder why Harris... stop.
5. ... the Dutch women help Harris or ... they send him to the police?
6. Harris couldn't describe his wife to the Dutch women, ... he?
7. ... Harris's meeting with his wife pleasant?

Ex. 2. Translate into Russian the italicized passage in the text.

Ex. 3. Out of the answers given below each question choose the appropriate one to bring out the main ideas of the text:

1. Why didn't Harris know that he had lost his wife?

a) He did his best to ride fast.

b) He didn't feel that the bicycle had become lighter.

c) He had not spoken to her for half an hour, and was paying no attention to her.

2. Why was it difficult for Harris to find his wife?

a) He didn't know where he had lost her.

b) He didn't remember how she was dressed.

c) Nobody wanted to help him.

3. Where did Harris go when he discovered that he had lost his wife?

a) He went back to the village where they had had lunch.

b) He went to the village where he had lost her.

c) He went to a village not very far from the one where his wife was.

4. What did Mrs. Harris do when the police brought her to Harris?

a) She was sweet and kind to Harris.

b) She was very happy and all in tears.

c) She was very angry and did not try to control her feelings.

Ex. 4. Answer the following questions to discuss the details of the text Use the text for reference.

1. Why did Harris' wife jump off the bicycle? 2. Why didn't Harris stop when his wife jumped off the bicycle? 3. Why didn't people passing by help her? 4. Where was she taken by the people? 5. What did Harris feel when he was riding alone? 6. Which road did he take on his way back? 7. What questions did the police ask?

Грамматический справочник

Существительное (Noun)

В английском языке у существительных отсутствует категория рода. Все существительные, кроме существительных, обозначающих людей, относятся к среднему роду.

Единственное и множественное число существительных. Все существительные делятся на две категории: исчисляемые и неисчис-

ляемые, то есть те, которые имеют только форму единственного числа, и те, что имеют форму и единственного, и множественного числа.

Например:

a book - books (книга) - исчисляемое существительное,

water (вода), air (воздух) - неисчисляемые существительные.

Множественное число существительных образуется прибавлением окончаний **-s**, **-es**, которые произносятся в зависимости от того, на какой звук оканчивается существительное.

После звонкого согласного и гласного окончание произносится звонко: [z].

После глухого согласного окончание произносится глухо [s]

Если слово оканчивается на **-s**, **-e**, **-x**, **-sh**, **-ch**, произносится [ɪz].

Ряд существительных образует форму множественного числа не по общему правилу. К ним относятся:

man - men	человек, мужчина - люди, мужчины
woman - women	женщина - женщины
child - children	ребенок - дети
foot - feet	стопа - стопы
sheep - sheep	овца- овцы
mouse - mice	мышь -мыши
tooth - teeth	зуб - зубы и др.

Некоторые существительные, оканчивающиеся в единственном числе на **-f**, при образовании множественного числа меняют **f** на **v + es**:

Life – lives	жизнь - жизни
Knife – knives	нож - ножи
Wife - wives	жена - жены

Некоторые имена существительные употребляются только во множественном числе и требуют употребления глагола во множественном числе: clothes - одежда, wages - заработная плата и др. Существительные means- средство (-а), series- серия (-и), species - вид (-ы),

apparatus - аппарат (-ы) имеют одинаковую форму для единственного и множественного числа.

Существительные heat - тепло, copper - медь, iron - железо, information- информация, news- новость (новости), progress прогресс, knowledge знания и т.п. имеют только форму единственного числа.

В английской медицинской научной литературе часто встречаются существительные, заимствованные из латинского и греческого языков, которые сохранили форму множественного числа этих языков.

Английские существительные не склоняются, не изменяются по падежам, как в русском языке (не имеют падежных окончаний). Все они имеют одну неизменяемую форму общего падежа; кроме того, существительные, обозначающие одушевленные предметы и некоторые неодушевленные (например, обозначающие время, расстояние), могут иметь притяжательный падеж, который указывает на принадлежность чего-либо кому-либо.

Падежные отношения выражаются с помощью предлогов:

Им.п. (кто? что?) - без предлога (подлежащее)

Род.п. (кого? чего?) - of, for

Дат.п. (кому? чему?) - to

Вин.п. (кого? что?) - без предлога (прямое дополнение)

Твор.п. (кем? чем?) - by, with

Предл.п. (о ком? о чем?) - about, of

Английские предлоги, соответствующие падежам, в зависимости от контекста, могут не переводиться, а указывать только на падеж, но могут и переводиться.

ПРИТЯЖАТЕЛЬНЫЙ ПАДЕЖ

(POSSESSIVE CASE OF NOUNS)

Для выражения отношения принадлежности в английском языке существует особая форма существительного, так называемый притяжательный падеж, который частично соответствует родительному падежу в русском языке и отвечает на вопрос «чей?» - whose?

Притяжательный падеж образуется прибавлением к существительному апострофа и окончания -s:

John's book	книга Джона
Mr Priestly's study	кабинет мистера Пристли

Во множественном числе к существительным, которые уже имеют окончание -s, прибавляется только апостроф после s.

the boys' books	книги мальчиков
two kilometres' distance	расстояние в 2 км.

Притяжательный падеж употребляется только с определенными существительными, к которым относятся:

1) существительные, обозначающие одушевленные предметы:

the patient's temperature	температура больного
my friend's work	работа моего друга
my sister's room	комната моей сестры

2) существительные, обозначающие время, расстояние, меры длины или веса, стоимость:

an hour's interval	часовой перерыв
two weeks' rest	двухнедельный отдых
a day's work	однодневная работа

Существительное без предлога может выполнять роль определения к другому существительному. В этом случае оно обычно не имеет формы множественного числа и может переводиться прилагательным, существительным с предлогом или существительным в каком-либо падеже

summer time	летнее время
a watch chain	цепочка для часов
a morning newspaper	утренняя газета
a light beam	луч света
the particle size	размер частицы (но не «частичный размер»)
blood serum	сыворотка крови.

Местоимение (Pronoun)

1. ЛИЧНЫЕ МЕСТОИМЕНИЯ (PERSONAL PRONOUNS)

	Именительный падеж (подлежащее)		Объектный падеж (дополнение)	
	Ед. ч.	Мн. ч.	Ед. ч.	Мн. ч.
1 л	I - я	We – мы	me	Us
2 л	You – ты, вы	You - вы	you	you
3 л	He – он (мужчина, человек) She – она (женщина) It - - оно, он, она, любой неодушевленный предмет, животное)	They - они	Him her it	them

Личные местоимения имеют две формы - именительного и объектного падежа. Местоимение в именительном падеже (кто? что?) всегда является подлежащим (The Subject) и предшествует сказуемому (The Predicate). Местоимение в объектном падеже (кого? что? кому? чему?) всегда выполняет роль дополнения (Object) и стоит после сказуемого:

I know him. He knows me.

II. ПРИТЯЖАТЕЛЬНЫЕ МЕСТОИМЕНИЯ (POSSESSIVE PRONOUNS)

Притяжательные местоимения имеют две формы и отвечают на вопрос «чей?», «чья?».

1. Местоимения в первой форме всегда стоят перед существительным независимо от его числа и выполняют роль определения.

2. Местоимения во второй форме используются вместо существительного с притяжательным местоимением.

	I форма		II форма	
	ед. ч.	Мн.ч.	ед.ч.	Мн.ч.
1 л	My -Мой, моя. мое	Наш	Mine	ours
2 л	Your –Твой, ваш	Ваш	Yours	Yours
3 л	His - Его Hes – ee its	Ваш. их	His	theirs

Сводная таблица личных и притяжательных местоимений

Ед.ч.				Мн.ч.			
Личн. мест.		Притяжат. мест.		Личн. мест.		Притяжат. мест.	
Подлежащее	Дополнение	Опред. I	Опред. II	Подлежащее	Дополнение	Опред. I	Опред. II
1 л. I	Me	my	mine	we	us	ous	ours
2 л. you	you	your	yours	you	you	your	yours
3 л. he	him	his	his	they	them	their	theirs
she	her	her	hers				
it	it	its	its				

III. УКАЗАТЕЛЬНЫЕ МЕСТОИМЕНИЯ (DEMONSTRATIVE PRONOUNS)

Указательные местоимения выполняют роль определения. Кроме того, местоимения *this, these* часто заменяют ранее использованное существительное. Местоимения *that, those* могут играть роль заменителей существительного с правым определением, поэтому после *that* и *those* часто идет предлог *of*. Эти местоимения можно переводить либо тем существительным, которое они заменяют, либо словами «это» («эти»), «все это», «все они»

Ед.ч.	This – этот	That – тот
Мн.ч	These - эти	Those -те

This book is interesting.	эта книга интересная.
This books are interesting.	Эти книги интересные.
That book is difficult.	Та книга трудная,
The book is <i>more</i> interesting than that of your brother.	Эта книга интереснее, чем книга вашего брата.
The results are interesting especially those of our colleagues.	Данные результаты интересны, в особенности результаты наших коллег.
The result is close to that reported by Dr B. et al.	Этот результат близок к тому (результату), о котором сообщил доктор Б. и другие.

Значения слова THAT

1. Указательное местоимение - «тот», «та», «то» (перед существительным в единственном числе).
2. Заменитель существительного (переводится ранее упомянутым существительным, за ним идет предлог, предложения, абзаца).
3. Союз. Вводит придаточные предложения:
 - а) подлежащие (переводится союзом «то что»);
 - б) сказуемые (переводится Союзом «что»);
 - в) Дополнительные (переводится союзом «что»);
 - г) определительные (переводится союзным словом «который»);
 - д) цели (переводится союзом «чтобы», «для того чтобы»);
 - е) входит в конструкцию для выделения отдельных членов предложения (не переводится).

IV. НЕОПРЕДЕЛЕННЫЕ МЕСТОИМЕННИЯ (INDEFINITE PRONOUNS)

Неопределенные местоимения дают качественное или количественное определение существительному и употребляются как с исчисляемыми, так и с неисчисляемыми существительными со следующими значениями:

Some - «какой-то», «несколько», «некоторый», «какое-то количество». С этим значением оно употребляется в утвердительном предложении. С тем же значением в вопросительном и отрицательном предложении употребляется any.

I have some books. He has some work. Do you have any English books? Do you have any work? He hasn't any work.

Some может употребляться в вопросах с ожидаемым утвердительным ответом. Например: May I have some paper? (Ср.: Is there any paper?) Will you buy some medicine? Will you have some more tea? (ср.: Is there any tea?).

В отрицательном предложении (при глаголе в отрицательной форме) местоимение any переводится «никакой», «нисколько».

No -- «никакой», «ни один», «нисколько» или совсем не переводится (при глаголе в утвердительной форме, так как в английском предложении может употребляться только одно отрицание).

I have no English books.	у меня совсем нет английских книг.
I have no time.	у меня нет времени.
We have no information.	у нас нет никаких сведений.
No student was present at the lecture.	Ни один студент не присутствовал на лекции.

Some перед числительными переводится словами «около», «приблизительно», «примерно»:

He has some hundred English books. У него около сотни английских книг

Any может употребляться и в утвердительном предложении, но со значением «любой», «всякий»

Take any book.

Возьми любую книгу.

Производные местоимений some, Any, No, прилагательного every

	Some – какой-то	Any – какой-нибудь	No - ни один, никакой	Every - каждый
Body – человек	Somebody – кто-то	Anybody – кто-нибудь	Nobody- никто	Everybody – каждый, все
Thing – предмет	Something – что-то	Anything – что-нибудь	Nothing – ничто	Everything – все
One – некто	Someone – кто-то, один	Anyone – кто-нибудь	No one, none – никто, ни один	Everyone – каждый
Where – где, куда	Somewhere – где-то, куда-то	Anywhere – где-нибудь, куда-нибудь	Nowhere - нигде, никуда	Everywhere – везде, повсюду
How - как	Somehow – как-то	Anyhow – как-нибудь	no how – никак, никоим образом	

**V. ВОЗВРАТНЫЕ МЕСТОИМЕНИЯ
(REFLEXIVE PRONOUNS)**

Возвратные местоимения образуются прибавлением Окончанию -self к притяжательному местоимению в единственном числе и selves во множественном числе (исключения: himself, itself, themselves).

Возвратные местоимения выполняют две функции:

- а) усиливают существительное;
- б) делают глагол возвратным.

Переводятся словами сам, сама, сами или возвратными глаголами:

I translated the paper myself.

We did the work ourselves.

He cut himself when he made an experiment.

Я перевел статью сам.

Мы сами сделали работу.

Когда проводил эксперимент, он порезался.

Числительное (Numeral)

1. КОЛИЧЕСТВЕННОЕ (CARDINAL)

Количественные Числительные от 13 до 19 образуются прибавлением суффикса *-teen* к соответствующим количественным Числительным. Причем на суффикс так же падает ударение. Числительные *thirteen* (13), *fifteen* (15) меняют гласную в корне. В *eighteen* (18) при прибавлении суффикса *-teen* пишется одно *t*.

Числительные от 20 до 90 образуются прибавлением суффикса *-ty* к количественному числительному: *sixty* (60) .. Числительные *thirty* (30) и *fifty* (50) меняют гласный в корне, а числительное *forty* (40) изменяет орфографию без изменения звучания корня» Числительное *twenty* (20) образуется от измененной основы числительного.

В Двухзначных Числительных десятки с единицами соединяются черточкой (дефисом): *hventy-two* '22), *thirty-five* (35). При Произнесении между Сотнями и десятками ставится союз *and*. До 1500 Числительные счищаются Сотнями, а начиная с 1600 тысячами и сотнями:

154 *one hundred and fifty-four*

1110 *eleven hundred and ten*

1425 *fourteen hundred and twenty-five*

1650 *one thousand six hundred and fifty*

II ПОРЯДКОВОЕ (ORDJNAL)

Порядковые числительные образуются прибавлением к количественным числительным суффикса *-th*. Исключение составляют числительные «первый» - *the first*, «второй» - *the second*, «третий» - *the third*. Числительные «пятый» - *the fifth* «девятый» - *the ninth*, «двенадцатый» - *the twelfth* изменяют написание по сравнению с количественными числительными, при этом *the fifth* и *the twelfth* меняют звучание, а *the ninth* - не меняет. К количественному числительному *eight* для образования порядкового Числительного добавляется на письме только буквы *h* - *the eighth*. Числительные от 20 до 90 принимают суффикс *-eth*, при этом буква *u* в окончании числительного меняется на *i*. Звучит окончание как [п9]: *the fiftieth* - 50-й.

Двухзначные и многозначные числительные образуют порядковые Числительные прибавлением суффикса *-th* к последней цифре: 25-

й- twenty-fifth 1,038,685-й- one million thirty eight thousand six hundred and eighty fifth.

Порядковые числительные, как правило, являются ограничивающим определением, и поэтому существительные, определяемые порядковыми числительным, обычно употребляются с определенным артиклем.

III. ДРОБИ

Дроби, как и в русском языке, имеют Числителем количественное Числительное, а знаменателем порядковое:

1/6 – одна шестая – one sixth

2/9 - две девярых – two ninth

В десятичных дробях целое от дроби отделяется точкой: 0.5 читается nought [ПУЛ], или [эй] point five («ноль- точка- пять»), или point five.

Числительное в степени (x²) читается: x to the second power, the second power of x.

Схема числительных

one (1); 1\^0 (2); three (3); four (4); five (5); six (6); seven (7); eight (8); . nine (9); ten (10); eleven (11); twelve (12); thirteen (13);fourteen (14); fifteen (15) + teen; twenty (20); twenty-one (21); thirty (30); forty (40); fifty (50); + ty.

СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫЕ НАРЕЧИЙ

Имена прилагательные и наречия, как и в русском языке, имеют положительную, сравнительную и превосходную степени.

1. Односложные Прилагательные и наречия, Двусложные с ударением на первом слоге и некоторые другие двусложные прилагательные образуют сравнительную степень с помощью суффикса :er , а превосходную степень с помощью суффикса -est. Существительное, опре-

деляемое прилагательным в превосходной степени, употребляется с определенным артиклем, а перед наречием в превосходной степени артикль не употребляется.

Положительная степень	Сравнительная степень	Превосходная степень

2. Сравнительная степень Многосложных Пригательных и наречий образуется при помощи Слова **more**, а превосходная - при помощи Слова (the) **most**. Для того чтобы выразить уменьшение качества Или свойства предмета, употребляются слова **less** менее; (the) **least** наименее.

Положительная степень	Сравнительная степень	Превосходная степень
This film is interesting.	That film is more interesting	That is the most interesting film Ive seen
Этот фильм очень интересный	Тот фильм более интересный	Это фильм самый интересный каторый я видел
This Work is important.	That work is less important	This work is the least impotant
Эта работа важная.	Та работа менее важная	Эта работа наименее важная

3. Некоторые прилагательные и наречия образуют степени сравнения от разных основ.

Положительная степень	Сравнительная степень	Превосходная степень
good, well хороший, хорошо	better лучше	(the) best Самый лучший, лучше всего
bad, badly плохой, плохо	worse хуже	(the) worst самый худший, хуже всего
Many, much много	more больше	(the) most Самый большой, больше всего
little маленький, мало	less меньше	(the) least самый маленький, наименьший, меньше всего

Имеются также способы выражении сравнения с помощью союзов:

1. Для сравнения двух предметов Одинакового качества прилагательное в основной форме ставится между парными союзами as ... as, обозначающий такой же как.

Для того чтобы избежать повторения существительного. употребляется местоимение one (ones - для множественного числа) или указательное местоимение that (those):

This street is as long as that one.

The days in summer are longer than those in winter.

Эта улица такая же длинная, как та.

Летом дни длиннее, чем (дни) зимой.

2. Для выражения неравной степени качества в двух сравниваемых предметах используется парный союз not so ... as, который на русский язык переводится не такой как

3. Конструкция the ... the в сочетании с прилагательным или наречием в сравнительной степени переводится на русский язык союзом чем

The sooner the better.

Чем скорее, тем лучше.

4. После сравнительной степени употребляется союз than который переводится словом чем или совсем не переводится:

Exercise 5 is easier than exercise 7.
упражнение) упражнения 7.

Упражнение 5 легче (чем.

ВРЕМЕНА ГРУППЫ INDEFINITE ACTIVE

Глаголы в формах Indefinite относят действие к настоящему прошедшему или будущему времени, не уточняя, как оно протекает во времени. Времена Indefinite' Active образуются от инфинитива

Present Indefinite

Формы глагола в Present Indefinite совпадают с инфинитивом частицы to. Лишь в 3-м лице единственного числа добавляется суффикс S.

Это время употребляется для выражения действия, происходящего обычно, регулярно, или для обозначения вневременных фактов и явлений:

I get up at seven every day except Sunday.

The sun rises in the east and sets in the west.

я встаю в семь утра каждый день, кроме воскресенья. Солнце всходит на востоке заходит на западе.

Past Indefinite

Стандартные глаголы образуют формы в Past Indefinite прибавления к инфинитиву (без частицы to) суффикса -ed (-, всех лиц единственного и множественного числа. Например:

to ask (спрашивать) - asked to translate (переводить)

translated

Нестандартные глаголы образуют формы в Past Indefinite личными способами. Например:

to go ходить - went

to write писать - wrote

to give давать - gave

to take брать - took

to come приходить - came

Past Indefinite употребляется

а) для выражения ряда последовательных действий в прошлом:

He stood up came to the window and saw an endless stream of cars running along the street.

Он встал, подошел к окну увидел бесконечный поток машин, едущих по улице.

б) когда действие соотносится с обстоятельственными словами, точно обозначающими прошедшее время (к ним относятся наречия ago тому назад, yesterday вчера, last month/week/year в прошлом месяце/на прошлой неделе/в прошлом году и т.п.):

My friends came to see me on Saturday:

We didn't get home until midnight

Мои друзья приходили ко мне в субботу.

Мы добрались домой только в полночь.

в) когда интересуются временем совершения действия в прошлом, т.е. в вопросительном предложении, начинающемся с when, what time:

When did you see her last?

Когда вы видели ее в последний раз?

Когда вы добрались домой?

What time did you arrive home?

Future Indefinite

Формы глагола в Future Indefinite образуются при помощи вспомогательного глагола will и инфинитива глагола без частицы to. Например:

They will go to the country tomorrow.

Завтра они поедут за город.

с1 -м лицом единственного и множественного числа в британском варианте английского языка часто употребляется также глагол shall. В разговорной речи используется форма -'ll:

He'll make his report next week. Он сделает доклад на следующей неделе.

таблица лица времен группы Past Indefinite active

Форма	Present Indefinite	Past Indefinite	Future Indefinite
Утвердительная	My friends study French. He speaks English.	My friends studied French at school. He spoke English at the conference.	My friends will study French at the Institute. The teacher won't speak about our English exam.
Вопросительная	Do your friends study French? Does he speak English?	Did your friends study French at school? Did he speak English at the conference?	Will your friends study French at the Institute? Will the teacher speak about our English exam?
Отрицательная	My friends don't study French. He doesn't speak English.	My friends did not study French. He didn't speak English at the conference.	My friends won't study French at the Institute. The teacher won't speak about our English exam.

Он сделает доклад на следующей неделе.

В будущем году мне будет 21 год.

ВРЕМЕНА ГРУППЫ CONTINUOUS ACTIVE И PASSIVE

Глаголы в формах Continuous употребляются, когда требуется подчеркнуть, что действие продолжается, продолжалось или будет продолжаться в то время, о котором идет речь, т.е. когда нужно выразить действие в процессе его совершения.

Present Continuous (Active и Passive) употребляется для выражения длительного действия, совершаемого в момент речи. Эти формы образуются следующим образом:

Active Passive

to be в настоящем времени to be в настоящем времени

(am, is, are) + Participle (am, is, are) + being + Participle

I смыслового глагола II смыслового глагола

Глаголы в формах Present Continuous (Active и Passive) переводятся на русский язык глаголами несовершенного вида, иногда с добавлением слова сейчас:

They are translating the article. (Active) Они переводят эту новую статью сейчас.

The article is being translated. (Passive) Эта статья сейчас переводится.

(Эту статью переводят.)

Примечание. Глаголы в формах Present Continuous Passive переводятся на русский язык формами глагола только несовершенного вида с окончанием -ея или неопределенно-личным предложением.

Past Continuous (Active и Passive) употребляется для выражения действия, которое продолжалось совершаться в определенный момент или отрезок времени в прошлом, обозначаемом либо точным указанием момента или отрезка времени, либо другим действием, выраженным глаголом в Past Indefinite. Эти формы образуются следующим образом:

Active.

to be в прошедшем времени (was, were) + Participle I смыслового глагола.

We were working in the lab

5

from 5 till 7 o'clock (Active) He was translating the article when I came. (Active)

The article was being translated when I came. (Passive)

Passive

to be в прошедшем времени (was, were) + being + Participle II смыслового глагола.

Мы работали в лаборатории с

до 7 часов.

Он переводил статью, когда я пришел.

Статья переводилась, когда я пришел.

Future Continous (Active) употребляется для выражения действия, которое будет совершаться в определенный момент или отрезок времени в будущем. Образуется из сочетания вспомогательного глагола to be в будущем времени (shall be, will be) + Participle I смыслового глагола.

I shall be reading the book завтра

all day long tomorrow.

я буду читать эту книгу целый день.

Примечание. Пассивная форма в Future Continous не употребляется.

ВРЕМЕНА ГРУППЫ PERFECT ACTIVE И PASSIVE

Глаголы в формах Perfect указывают, что действие закончено или закончится к определенному моменту времени в настоящем прошедшем или будущем.

Глаголы в формах Perfect обычно (хотя и не всегда) переводятся на русский язык глаголами в форме прошедшего или будущего времени совершенного вида, чем подчеркивается завершенность действия.

Present Perfect (Active и Passive) употребляется:

1) для выражения завершившегося действия, когда время действия не указано.

I have seen a new film. (Active) Я видел новый фильм.

The letter has been sent. (Passive) Письмо отправлено.

2) С обстоятельствами, выражающими период времени, не закончившийся до момента речи (today, this week, this month, this year).

They have completed the work this week. (Active)

Они закончили работу на этой неделе.

3) С наречиями неопределенного времени:

always всегда already

ever когда-либо just

often часто not yet

never никогда seldom

уже только что еще не редко

в этом случае глагол в форме Present Perfect обычно переводится на русский язык глаголом несовершенного вида:

I have never read that book. He has been to London many times.

4) для обозначения действия, начавшегося в прошлом и продолжающегося в настоящем, со словами since с, с тех пор как и for в течение, в этом случае глагол в форме Present Perfect обычно переводится на русский язык глаголом в настоящем времени:

Я никогда не читал той книги. Он много раз бывал в Лондоне.

I have known him since 1970. Я знаю его с 1970 года.

He has lived here for many years Он живет здесь уже много лет.

Формы глагола в Present Perfect образуются следующим образом:

Active

to have в настоящем времени (have, has) + Participle II смыслового глагола.

Passive

to have в настоящем времени (have, has) + been + Participle 2 смыслового глагола

Past Perfect (Active и Passive) употребляется для выражения действия, закончившегося до начала другого действия или до указанного момента в прошлом

The letter had been sent by

Вчера к вечеру письмо было

Yesterday evening. (Passive) отправлено.

He had already sent the letter '

Формы глагола в Past Perfect Active образуются при помощи вспомогательного глагола to have в прошедшем времени (had) и Participle II смыслового глагола.

Формы глагола в Past Perfect Passive образуются следующим образом: had + been + Participle II смыслового глагола.

Future Perfect (Active и Passive) употребляется для выражения

действия, которое закончится до начала другого действия или до указанного момента в будущем:

They will have returned before you come home. (Active)

Many letters will have been sent by the end of the week. (Passive)

Они возвратятся до того, как вы придете домой. Много писем будет отправлено к концу недели.

Формы глагола в Future Perfect Active образуются при помощи вспомогательного глагола to have в будущем времени - will have (shall have) + Participle II смыслового глагола. Формы Future Perfect Passive содержат been между will have (shall have) и Participle II смыслового глагола.

МОДАЛЬНЫЕ ГЛАГОЛЫ CAN, MAY, MUST

И ИХ ЭКВИВАЛЕНТЫ

Модальные глаголы обозначают не само действие, а указывают на отношение к нему говорящего. Модальные глаголы выражают способность, возможность, допустимость, вероятность действия, обозначенного последующим инфинитивом.

Модальные глаголы употребляются только в сочетании с инфинитивом смыслового глагола без частицы to. Эти глаголы часто называются недостаточными, так как они:

1. Не имеют не личных форм - инфинитива, причастия, герундия.
2. Не изменяются ни по лицам, ни по числам (не имеют окончания в 3-м лице ед. числа):

He can do it himself.

Он может сделать это сам.

3. Образуют вопросительную форму путем постановки глаголов can, must или may перед подлежащим, а отрицательную форму путем добавления отрицания not после модального глагола:

Can you play tennis?

Must I translate this article?

Вы умеете играть в теннис? Мне нужно переводить эту статью?

You must tell me the truth. Ты должен сказать мне правду.

Примечание. Поскольку отрицательная форма глагола must употребляется только для выражения запрещения, для того чтобы передать значение отсутствия необходимости. (не нужно, не надо, не должен) употребляется модальный глагол need в отрицательной форме needn't. ex.:

You mustn't light fires here.

Вы не должны (вам запрещено) разжигать здесь огонь.

Нужно ли мне переводить эти предложения?

- Нет, не нужно.

Must I translate these sentences? - No,
you needn't.

4. Can и say имеют формы прошедшего времени (could и might); глагол must имеет только одну форму.

Наряду с модальными глаголами can, say, must для выражения

долженствования, допустимости, способности или возможности совершения действия используется ряд других глаголов, которые употребляются как наряду с модальными глаголами, так и вместо недостающих форм этих глаголов.

Выражение долженствования Долженствование может быть выражено:

1) глаголом must + инфинитив без частицы to в настоящем времени во всех лицах:

I must leave at once Я должен уехать немедленно.

2) to have + инфинитив с частицей to в настоящем, прошедшем и будущем времени.

To have to выражает долженствование, вытекающее из внешних условий, и часто переводится на русский язык глаголом приходится; пришлось и т.д.

I had to work hard to pass the exam Я должен был (мне пришлось)
examination. много работать, чтобы сдать

экзамен.

3) to be + инфинитив с частицей to в настоящем и прошедшем времени.

To be to означает долженствование, вытекающее из предварительной договоренности или плана:

We were to inspect the new samples.

Мы должны были тщательно осмотреть новые образцы.

4) should выражает моральный долг или совет:

you should go and see him tomorrow ;

Вы должны (вам следует) навестить его завтра.

Выражение способности или возможности совершения действия

Это значение может быть выражено:

1) глаголом can + инфинитив без частицы to (настоящее время) или could + инфинитив без частицы to (прошедшее время):

I can play tennis.

я могу (умею) играть в теннис.

He could help you.

Он мог (бы) помочь вам.

2) выражением to be able to - инфинитив с частицей to

Мы сможем часто видеться.

Он сумел (ему удалось) помочь мне.

Выражение разрешения совершить действие Это значение может быть выражено:

1) глаголом may + инфинитив без частицы to или might + инфинитив без частицы to. May и might относят действия к настоящему или будущему:

You may come here every day.

Do you think it'll snow? - Yes, it may/might.

Вы можете приходить сюда каждый день.

Ты думаешь, будет снег? - Да, возможно (вероятно).

2) to be allowed + инфинитив с частицей to, может быть использовано в настоящем, прошедшем и будущем времени:

He was allowed to borrow books from the University library.

Ему разрешили (позволили) брать книги из университетской библиотеки.

КОНТРОЛЬНАЯ РАБОТА №2

Для того чтобы правильно выполнить задание №2, необходимо усвоить следующие разделы курса английского языка по рекомендованному учебнику.

1. Инфинитив.
2. Формы и функции инфинитива.
3. Инфинитивный оборот "сложное подлежащее".
4. Инфинитивный оборот "сложное дополнение"..
5. Причастие настоящего времени.
6. Причастие прошедшего времени.
7. функции причастий в предложении.
8. Пассивный залог.
9. Пассивный залог времен группы Indefinite
10. Пассивный залог времен группы Perfect,
11. Пассивный залог времен группы Continuous.

Упражнения

1. Прочитайте и переведите следующие предложения, подчеркните инфинитив.

1. John must get up early to be in time for the lessons. 2. One must study hard to know English well. 3. To improve pronunciation one must read aloud. 4. It will take her much time to perform this work. 5. I want you to consider the matter at once. 6. It is impossible to translate this text without a dictionary.

2. *Употребите соответствующую форму инфинитива.*

1. I don't think them (to take) the book from the library. It was closed yesterday. 2. She is not (to trust). 3. He didn't allow anyone (to carry) his luggage. 4. Mary is disappointed (not to be) awarded the prize. 5. It must (to rain) now. 6. They can't (to wait) for so long time. It is already 9 p.m.

3. *Употребите инфинитив в скобках в составе сложного дополнения, переведите предложения на русский язык.*

Образец: Every mother wants her children (to be happy).

Every mother wants her children to be happy.

1. The manager wanted the letter (to post) immediately. 2. Nobody heard him (to leave) the house. 3. When we came to the theatre we found the play (to cancel). 4. The teacher told us (to learn) the poem. 5. They consider the translation (to finish).

4. *Образуйте формы причастий I и II от следующих глаголов.*

a) Model: to work - working

To play, to speak, to ask, to finish, to move, to go, to write, to read, to skate, to smoke.

b) Model: to use - used

To repeat, to discuss, to invite, to ask, to wash, to study, to take, to give, to see, to meet, to bring, to buy, to know, to leave, to forget, to build.

5. Переведите на английский язык

а) спрашивающий, дающий, полагающий, показывающий, отдыхающий, смеющийся, идущий, бегущий.

б) спящий ребенок, улыбающийся мальчик, играющие дети.

в) прочитанный, сделанный, найденный, проданный, законченный, сделанный, приготовленный.

г) данная задача, обсужденный вопрос, закрытая книга, проданная вещь, забытая песня.

6. Раскройте скобки, используя формы Participle I и Participle II.

1. This is a letter (to address) to you. 2. (To go) through the park I met my teacher. 3. Jane likes to read stories (to write) by this author. 4. Ben did not go to the heifer with us (to say) that he was busy. 5. Do you know the girls (to play) tennis now? 6. We were walking about the hall (to look) at the pictures. 7. (To answer) the question, John made a mistake. 8. Mary found the key (to lose) by me yesterday. 9. Gregory lived in the house (to build) a hundred years ago. 10. You must learn all the words (to give) by the teacher. 11. (To translate) into many languages the books of this author are known in the whole world.

7. Определите видо-временную и залоговую форму глагола.

Переведите предложения на русский язык.

1. Our neighbours bought a new car yesterday.

2. Usually the students of our group are given home task at the end of a lesson.

3. The Junior Theatre was being built from October till June in 1988.

4. John is going to graduate from the University in 3 years.

5. This book will have been translated from English into Russian by the next September.

6. Everyone knows this fact very well.

7. They have done all the exercises in a written form.

8. A newly married couple was given many presents.

9. My house is being repaired now.

8. *Измените активную форму глагола на пассивную, обращая внимание на времена группы Passive Indefinite.*

Example: They often invite me to their parties.

I am often invited to their parties.

1. People speak English in different parts of the world.

2. Somebody locked the front door.

3. The parents punished the boy for bad behavior.

4. My friend will tell you when to come.

5. We form the Passive Voice with the help of the auxiliary verb "to be".

6. People will laugh at you if you say it.

7. Where will they build a new library?

8. Someone broke my pen last night.

9. Everybody will forget it very soon.

9. *Измените активную форму глагола на пассивную, обращая внимание на времена группы Passive Perfect.*

Example: No one has seen him anywhere this week.

He has been seen by no one this week.

1. The students have done all the exercises in a written form.

2. Jim had done everything before we came.

3. I thought they had already sent the letter.
4. They have not yet told Tim about it.
5. Jane informed me that she had seen you in Oxford Street.
6. He will have finished his report by the week-end.
7. They have just shown me a new magazine.
8. A young writer will have translated this essay before he graduates from the University.
9. Nobody has ever spoken to me in such a way.

10. Измените активную форму глагола на пассивную, обращая внимание на времена группы *Passive Continuous*.

Example: They are constructing some new metro lines now.

Some new metro lines are being constructed now.

1. Wait a little. They are examining the last students there.
2. The scientists are discussing this question now.
3. We could not use the tape-recorder, they were repairing it.
4. When I switched on the radio, they were broadcasting a very interesting programme.
5. Why are they laughing at her?
6. The teacher was looking through the examination questions.
7. They are typing the text. You'll have to wait.
8. I am making a new dress at the moment.
9. Mother was cooking an apple pie, when we came home.
10. Students were looking for a vacant room at 2 o'clock yesterday.

Задание к текстам

1. Перепишите текст, пронумеруйте каждое предложение.
2. Письменно переведите текст.

3. Выпишите из текста предложения с инфинитивом и причастием I(II) и определите их функции.

4. Выпишите из текста предложения в пассивном залоге, подчеркните глагол-сказуемое и определите его видо-временную форму.

Вариант 1

A Few Words on the History of Electricity

The study of electricity began with Dr. Gilbert who lived at about the same time as Galileo. In 1600 he wrote a book describing experiments on electricity and magnetism.

Russia played an important part in the development of electrical science. In spite of difficult conditions under which the scientists and inventors had to work in tsarist Russia they discovered electrical phenomena of great importance. In addition to that Russian scientists and inventors always tried to find practical application for the phenomena discovered.

The first work on electricity published in Russia was that written by the father of Russian science Lomonosov. Lomonosov was the first to find that heat, light and electricity are different forms of movement. He was also the first to find the electrical nature of some atmospheric phenomena.

Academician Petroff was the first scientist in the world who observed the phenomena known later as the electric arc.

Another Russian scientist Yablochkov made a great contribution to the development of electrical science. It was Yablochkov who created the principle of a transformer. It is he who found the first practical application of the electric arc.

Thanks to Lodygin's great discovery, an electric lamp lights up our rooms.

Popov transmitted signals by means of electromagnetic waves and gave the world his great discovery—radio.

It is Lebedev who discovered and measured the pressure of light. The photoelectric effect was among the numerous discoveries of the famous Russian scientist Stoletov.

However, it is impossible even to list here the great inventions and discoveries that our scientists made in various fields of science and engineering.

Вариант 2

Uses of Electricity

Electricity is the power that has made possible the engineering progress of today. In fact, electricity has always been with a man, but only within the last few centuries he has learned to apply it.

One hundred years ago there were neither electric lamps, nor electric motors, nor telephone, nor radio. Now electricity is everywhere. We use electricity in our homes and in buildings where we work or study. Electric lamps light our rooms." The uses of electricity in our homes do not end with producing light. How many electric motors are working in our homes! Electric motors operate washing machines, refrigerators, vacuum cleaners, fans, clocks, and other electrical appliances.

Electricity plays a very important part both in industry and in agriculture. We use electricity as a means of transportation and communication. A primitive man depended upon fire, smoke or other kind of signals to send his thoughts to his neighbor. And a modern man can talk with someone in some distance. In recent years electricity has made a great contribution to radio communication between the spaceships and also between the astronauts and the Earth. In addition to that we apply electricity in automation

and in research. Much of today's scientific research depends on the solution of different difficult mathematical problems, some of which would require days to solve by the used methods. Electrically-operated computers now give the answers to these problems in seconds.

Вариант 3

Famous Inventor

P. N. Yablochkov was born in Saratov Province, on September 26, 1847. The boy was taken by his parents to Petersburg, when he was 14 years old. Having finished school, he entered the military engineering College and later the Electro technical School for officers. At both schools he studied mathematics, physics, chemistry, electrical engineering, foreign languages, and other subjects. After graduating from these two schools he continued to perfect his knowledge in electrical engineering.

Then Yablochkov moved to Moscow. While being in Moscow, Yablochkov often met with well-known scientists and inventors of that time. He organized a physical laboratory and workshop of his own. It is there he spent all his free time studying electrical phenomena. However, never getting any support in Russia he was obliged to leave his Motherland.

It is in France he received the patent for his "candle" or "Russian candle" as it was generally called. The practical application of the electrical arc for lighting purposes begins with Yablochkov. He placed the two carbon electrodes parallel to each other instead of placing them end to end. The arc appeared between the upper ends of the parallel rods.

All newspapers and magazines of that time published articles discussing Yablochkov's great invention. The practical application of the electrical candle spread and Yablochkov's name became known all over the world.

In spite of such great success he went on working hard at the improvement of his invention. Working at his candle, he arrived at the idea of the transformer.

He wanted to organize a mass production of the candle in his own fatherland. So, he came to Russia in order to develop electrical engineering here. Yablochkov continued working in the field of electricity to the day of his death.

Вариант 4

A Few Words on Magnetism

Kinds of magnets. Loadstone is classified as a natural magnet. It was discovered many centuries ago and one of the earliest practical uses made of the ore was in making compasses. Its use in the compass was known the world over by the time of Columbus.

Artificial magnets may be made by rubbing a piece of steel with a piece of loadstone. The steel may be in the form of a straight bar, or it may be bent much like a horseshoe with the ends or poles a short distance apart.

Any magnet has a much stronger field when the ends or poles are close together, thus reducing the air gap.

Permanent magnets may be made by running an electric current through a coil of insulated wire wound around the piece of hard steel to be magnetized.

Poles. If a magnet is dipped into iron filings most of the filings will be attracted near the ends and only a few near the middle. Therefore, magnetism is stronger at the ends where it enters and leaves the magnet. These ends are called the poles of the magnet.

If the bar magnet is hung by a string so that it swings freely with no

other metal or magnet near, it will come to rest with one end pointing North and the other end pointing South. Such action is due to the influence of the earth's magnetism which is always on the earth surface. Thus one end of a bar magnet is usually marked "N" and the other is marked "S".

In fact, these two poles are very different in action; the north pole of one magnet will attract the south pole of another but will repel the North Pole. Let us suspend a bar magnet with marked poles, as in Fig. 1, by a string. Hold a second magnet as shown and observe the action. Notice, that the closer the magnets are together, the stronger the action.

Remember then that:

Like poles are repelled.

Unlike poles are attracted.

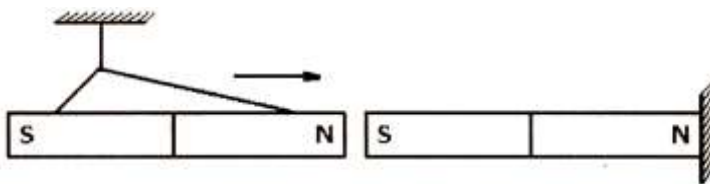


Fig. 1. Opposite poles are attracted. Free magnet moves towards fixed magnet

Вариант 5.

Two Types of Electricity

Generally speaking, there are two types of electricity: static or standing electricity and current or electricity in motion.

Static electricity was the first kind of electricity mentioned in history. Static electricity is generated by friction.

Franklin proved that lightning was static electricity generated by

moving molecules of moisture in the clouds and discharging to other clouds or to earthly objects. Now lightning rods have been set up on buildings to take static charges directly into the ground.

The first person to produce an electric current was Volta. It happened in 1799. He built the first "dry" cell, which was made of a disk of copper, a layer of cloth moistured with salt water, then a disk of zinc, another layer of cloth, another disk of copper and so on for several layers of three, materials. The first disk of copper and the last disk of zinc were connected by means of a wire. This connection produced current electricity. The word "volt" comes from Volta, the name of the inventor. Our present day cells and batteries of cells work on the same principle as Volta's dry cell.

Two words the meaning of which you must know are voltage and amperage or volts and amperes. "Voltage" means "force" or "pressure" of an electric current. Before electricity flows there must be force or voltage just as there must be force to move water. Amperage means "amount" of electricity flowing. So electricity flowing is measured by amperes.

Грамматический справочник Неличные формы глагола

1. Инфинитив.
2. Причастие.

2. Инфинитив (The Infinitive)

В английском языке формальным признаком инфинитива является частица to (в русском языке окончание глагола -ть). Инфинитив имеет временные и залоговые формы (см. таблицу 1).

Таблица 1. Формы инфинитива

Залог инфинитив	Действительный	Страдательный
неопределенный	TO TAKE	TO BE TAKEN
длительный	TO BE TAKING	
совершенный	TO HAVE TAKEN	TO HAVE BEEN TAKEN

Инфинитив имеет черты существительного и глагола и употребляется в предложении как:

а) подлежащее

To study English is your duty.

Учить английский - ваша обязанность.

б) прямое дополнение

Our students like to sleep.

Наши студенты любят поспать.

в) частью сказуемого (составного)

Our goal is to know English.

Наша цель - знать английский.

Инфинитив имеет также и другие синтаксические функции. После глаголов восприятия, как: TO SEE, TO FEEL, TO HEAR инфинитив употребляется без частицы to:

I see the children play in the garden. Я вижу, как дети играют во дворе.

1. Причастие (**The participle**) I и II

Это глагольная форма, совмещающая свойства глагола и прилагательного.

Причастие настоящего времени (The Present Participle (Participle I)) образуется путем добавления суффикса - ING к основе глагола: work -working. Оно имеет формы времени и залога.

Таблица 2. Формы причастия настоящего времени

Причастие настоящего времени	Залог	
	действительный	страдательный
(Simple) простые	TAKING	BEING TAKEN
(Perfect) перфектные	HAVING TAKEN	HAVING BEEN TAKEN

Простые формы причастия выражают одновременное действие со сказуемым.

I watched them playing football. Я видел их играющими в футбол.

Перфектные формы выражают действия, предшествующее действию, выраженному сказуемым (глаголом).

Having greeted the audience the president began his report.

Поприветствовав аудиторию, президент начал доклад.

Причастие страдательного залога употребляется, чтобы показать, что слово, к которому относится причастие не является действующим лицом.

The work being carried out by the professor is very interesting.

Работа, сделанная профессором, очень интересна.

Причастия настоящего времени употребляются в предложении как:

1. времена Continuous;

2. определения, обстоятельства, дополнения и переводятся на русский язык деепричастием и причастием.

The falling leaves remind me (of) her.

Падающие листья напомнили мне о ней.

Crossing the street I met him.

Переходя улицу, я встретил его.

Причастие настоящего времени может употребляться с союзами:

When - когда (если)

While - пока

If - если

As though - (как) будто

Be careful when crossing the street.

Будь осторожен, переходя улицу.

Take care while looking out of the window.

Будь осторожен, выглядывая из окна.

Причастие прошедшего времени (The Past Participle (Participle II)) образуется:

1. прибавлением суффикса - ED к основной форме глагола:

Decide - решать; decided - решенный.

2. особым способом для неправильных глаголов (см. таблицу неправильных глаголов)

Write - писать; written - написанный.

Причастие участвует:

1. в образовании времен группы Perfect;

2. страдательного залога.

В предложении может выступать в некоторых функциях, например:

1. Определения к подлежащему

The broken plate was on the Разбитая тарелка была на table. столе.

2. Определения к существительному

He paid attention to the received letter. Он обратил внимание на полу- ченное письмо.

Страдательный (пассивный) залог

1. Понятие залога. Образование страдательного (пассивного) залога.

2. Видо - временные формы пассивного залога.

3. Способы перевода и употребления пассивного залога.

1. Страдательный (пассивный) залог

3. Понятие залога. Образование страдательного (пассивного) залога

В английском языке глаголы имеют два залога.

Залог - это форма глагола, которая показывает, является ли подлежащее предложения действующим лицом - исполнителем действия (действительный залог - The Active Voice).

О нем речь шла выше:

I closed the book.

Я закрыл книгу.

He reads a newspaper.

Он читает газету.

Если подлежащее (лицо или предмет) подвергается действию со стороны другого лица или предмета, то это страдательный залог.

The book was closed.

Книгу закрыли.

(Книга была закрыта)

A newspaper is read by him.

Газету читает он.

(Газета читается им).

Он образуется: вспомогательный глагол to be (в соответствующем времени, лице, числе) в сочетании с причастием II.

Формула: TO BE + Past Participle

The doctor was sent for.

За доктором послали.

Вопросительные и отрицательные предложения образуются по известной схеме:

Was the doctor sent for?

Послали за доктором?

The doctor was not sent for.

За доктором не послали.

В английском языке страдательный залог употребляется шире, чем в русском языке.

Таблица 3. Страдательный залог

Базовое предложение (действительный залог)

Nick writes a letter. Ник пишет письмо.

Времена	Present	Past	Future
Indefinite	The letter <u>is written</u> by Nick.	The letter <u>was written</u> by Nick.	The letter <u>will be written</u> by Nick.
Continuous	The letter <u>is being written</u> by Nick.	The letter <u>was being written</u> by Nick.	
Perfect	The letter <u>has been written</u> by Nick.	The letter <u>had been written</u> by Nick.	The letter <u>will have been written</u> by Nick.

Напоминание: правильные глаголы будут изменяться лишь добавлением - ED.

I paint a picture.

Я рисую картину.

The picture is painted by me.

Картина нарисована мной.

Для сравнения:

Таблица 4. Действительный залог

Времена	Present	Past	Future
Indefinite	Nick <u>writes</u> a letter.	Nick <u>wrote</u> a letter.	Nick <u>will write</u> a letter.
Continuous	Nick <u>is writing</u> a letter.	Nick <u>was writing</u> a letter.	Nick <u>will be writing</u> a letter.
Perfect	Nick <u>has written</u> a letter.	Nick <u>had written</u> a letter.	Nick <u>will have written</u> a letter.

2. Видо- временные формы пассивного залога

Они вошли в таблицу 4. Для упрощения запоминания составим формулы для каждого времени.

Для группы времени Indefinite, формула изложена выше. Чтобы проще было запомнить формулы, заменим термин "Past participle" следующим:

-ED

-III столбик

Где V -Verb (глагол); ED - прошедшее время правильных глаголов; III - столбик - неправильных глаголов (см. таблицу неправильных глаголов).

Формулы образования неправильных глаголов

Неопределенное (простое) время - Indefinite (Simple) Tense

-ED

TO BE + -III столбик

В соответствующем времени, лице, числе.

Длительное время - Continuous Tense

-ED

TO BE + BEING + -III столбик

В соответствующем времени, лице, числе.

В будущем времени страдательного залога нет.

Совершенное время - Perfect Tense

-ED

TO BE + BEEN + -III столбик

В соответствующем времени, лице, числе.

В вопросительной форме первый вспомогательный глагол (TO BE или TO HAVE) становится перед подлежащим.

В отрицательной форме отрицательная частица NOT ставится после первого вспомогательного глагола.

1. Способы перевода и употребления пассивного залога

Предложения, в которых предложное или косвенное дополнение становятся подлежащим пассивной конструкции, вызывают трудность при переводе на русский язык. Необходимо помнить, что они переводятся неопределенно-личными оборотами:

The children were told to go to bed.	Детям сказали лечь спать.
He is always laughed at.	Над ним всегда смеются

Глагол в страдательном залоге в английском языке можно переводить на русский язык следующими тремя способами:

1. Сочетанием глагола "быть" с краткой формой страдательного причастия - в этом сочетании глагол to be в настоящем времени на русский язык не переводится;

2. Глаголом, оканчивающимся на – ся (-сь);

3. Глаголом в действительном залоге в 3-м лице множественного числа в составе неопределенно-личного предложения.

Страдательный залог употребляется:

1. Когда вам не известно лицо, совершающее действие, или по каким-то причинам мы не хотим упоминать его;

A lot of books are published in our country every year.

Очень много книг ежегодно издается в нашей стране.

2. Когда предмет действия представляет для нас больший интерес, чем действующее лицо;

The picture was bought yesterday.

Картина была куплена вчера.

TOPICS

I. Listen to the text and repeat after the speaker

THE ENGLISH LANGUAGE

English is a world language. It is the language of progressive science and technology, trade and cultural relations, commerce and business. It is the universal language of international aviation, shipping and sports. It is also the major language of diplomacy.

Hundreds and hundreds of books, magazines and newspapers are printed in English and read all over the world. 75% of the world's mail and 60% of the world's telephone calls are in English. Half of the world's scientific literature is written in English.

English is spoken by more than 350 million people. Geographically, it is the most widespread language on earth, second only to Chinese in the number of people who speak it.

It is the official language of the United Kingdom of Great Britain and Northern Ireland, of the United States of America, of Australia and New Zealand. English is used as one of the official languages in Canada, the Republic of South Africa and the Irish Republic. It is also spoken as a second language in many parts of India and Africa. The number of second-language speakers may soon exceed the number of native speakers.

Besides, millions of people study and use English as a foreign language. In our country English is very popular: it is studied at schools (sometimes even at nursery schools), colleges and universities.

Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and patience. But to know English today is absolutely necessary for every educated person, for every good specialist.

I want to know foreign languages because I have always been interested in foreign countries, their cultures and peoples.

II. Read, write down the words and memorize them

Names

Australia [ost'reiljə] - Австралия

New Zealand [nju: 'zi:lənd] - Новая Зеландия

the Republic of South Africa - Южно-Африканская республика

Canada ['kænədə] - Канада

the Irish ['aiəriʃ] **Republic** - Ирландская Республика (*т.ж.* Южная Ирландия, столица - Дублин)

India ['indiə] - Индия

Vocabulary

- progressive** [prə'gresiv] — прогрессивный
science ['saɪəns] — наука
technology [tek'nolədʒi] — технология
trade — торговля
commerce ['kɒmə:s] — коммерция, торговля
aviation [ˌeɪvɪ'eɪʃn] — авиация
shipping — морской флот, судоходство
major ['meɪdʒə] — главный, основной
diplomacy [dɪ'plɒməsi] — дипломатия
to print — печатать
mail ['meɪl] — почта
scientific [ˌsaɪəntɪ'fɪk] — научный
widespread ['waɪdspred] — (широко) распространённый
Chinese [ˌtʃaɪ'ni:z] — китайский, китайский язык
official language — государственный язык
to exceed [ɪk'si:d] — превышать
native speaker — носитель языка
nursery school — детский сад
process ['prəʊsəs] — процесс
patience ['peɪʃəns] — терпение
peoples — народы

I. Listen to the text and repeat after the speaker

MY FAMILY

Let me introduce myself. I am Alex Sidorov. Alex is my first name and Sidorov is my surname. I am seventeen years old. I want to tell you a few words about my family. My family is large. I have got a mother, a father, a sister, a brother and a grandmother. There are six of us in the family.

First of all, some words about my parents. My mother is a teacher of biology. She works in a college. She likes her profession. She is a good-looking woman with brown hair. She is forty-four but she looks much younger. She is tall and slim.

My father is a computer programmer. He is very experienced. He is a broad-shouldered, tall man with fair hair and grey eyes. He is forty-

six. My father often sings and when we are at home and have some free time, I play the guitar and we sing together. My father knows all about new radio sets and likes to repair old ones. He is also handy with many things. He can fix almost everything: a vacuum cleaner, a washing machine, a fridge and what not.

My parents have been married for twenty-six years. They have much in common, but they have different views on music, books, films, sports. For example, my father likes horror films and my mother likes "soap operas". My father is fond of tennis. My mother doesn't go in for sports. But my parents have the same opinion about my education and upbringing.

My parents are hard-working people. My mother keeps house and takes care of me and my father. She is very good at cooking and she is clever with her hands. She is very practical. My father and I try to help her with the housework. I wash the dishes, go shopping and tidy our flat.

My grandmother is a pensioner. She lives with us and helps to run the house. She is fond of knitting.

My sister Helen is twenty-five. She is married and has a family of her own. She works as an accountant for a joint venture company. Her husband is a scientist. They have got twins: a daughter and a son. They go to a nursery school.

My brother Boris is eleven. He is a schoolboy. He wants to become a doctor but he is not sure yet. Three months ago he dreamed of being a cosmonaut.

I want to become an economist. I'd like to learn foreign languages. I think I take after my father. I'm tall, fair-haired and even-tempered. I always try to be in a good mood.

We have got a lot of relatives. We are deeply attached to each other and we get on very well.

II. Read, write down the words and memorize them

Vocabulary

good-looking — красивый, милостивый

to go in for smth. — заниматься чем-либо

slim — стройный

opinion [ə'pɪnjən] — мнение

experienced [ɪk'spɪəriənst] — опытный, квалифицированный, со стажем

upbringing ['ʌp,brɪŋɪŋ] — воспитание

to take care of smb. — заботиться о ком-либо

broad-shouldered [ˌbroːdʹʃouldəd] — широкоплечий

she is good at cooking — она хорошо готовит

to play the guitar [gi'ta:] — играть на гитаре

she is clever with her hands — у нее умелые руки

to repair [ri'peə] — чинить, исправлять

to tidy ['taidi] — убирать, приводить в порядок

to be handy with smth. — уметь делать что-либо; быть искус-

НЫМ в чем-либо

pensioner ['penʃənə] — пенсионер

to run the house — вести хозяйство

to knit ['nit] — вязать

to manage — суметь, справиться, ухитриться

accountant [ə'kauntənt] — бухгалтер

joint venture company [dʒɔɪnt 'ventʃə kʌmpəni] — совместное

предприятие

scientist ['saɪəntɪst] — ученый

to fix — чинить, исправлять

twins — близнецы

vacuum cleaner ['vækjuəm 'kli:nə] — пылесос

nursery ['nɜːsəri] **school** — детский сад

cosmonaut ['kɒzmənoʊt] — космонавт

to take after — быть похожим, пойти (в кого-либо из родителей)

fridge ['frɪdʒ] — холодильник

and what not — и так далее, и тому подобное

fair-haired — светловолосый

even-tempered [i:vn 'tempəd] — уравновешенный

to have much in common — иметь много общего

to be in a good mood — быть в хорошем настроении

views ['vju:z] **on smth** — взгляды на

horror ['horə] **film** — фильм ужасов

to be deeply attached [ə'tætʃt] **to smb** — быть сильно привязан-

НЫМ к кому-либо

"soap opera" — "мыльная опера", многосерийная мелодрама

to get on well — быть в хороших отношениях, ладить друг с

другом

to be fond of smth. — увлекаться чем-либо

I. Listen to the text and repeat after the speaker

OUR ACADEMY

Bryansk State Agricultural Academy is one of the most popular educational establishments in the Bryansk region. It has a long history dating back from 1930 when a new agricultural college was set up in a small village of Kokino not far from Bryansk. The college was organized and headed by P. D. Rylko, who did much to make Kokino one of the most beautiful and attractive places in the region. Specialists trained by the college contributed much to the development of agriculture in the Bryansk region as well as in many countries of Asia, Africa and Latin America. In 1967 the college was decorated with the Order of the Red Banner of Labour.

In 1980 to meet the increasing demands for highly qualified specialists Bryansk Agricultural Institute was formed on the basis of Kokino Agricultural College. The first teachers who contributed much to the development of the Institute were Y. P. Vaschekin (the former rector), B. V. Lyabakh, V. V. Varyvdin, S. D. Pogorelov, N. I. Putintsev and some others. In 1984 the first students graduated from the Institute. Since then the Institute has trained about 5, 000 highly qualified specialists for different spheres of agriculture. Now many of them head big agricultural enterprises, banks and offices. Some of them work as teachers and are engaged in research.

In April 1995 thanks to its achievements in educational, scientific, cultural and instructive activities the Institute was reorganized into Bryansk State Agricultural Academy.

At present the Academy is a large educational, scientific and production complex, comprising the experimental farm "Kokino", the Kokino base of Russian Horticulture Selection Institute, the joint-stock company "Dobrun", Trubchevsk Agricultural College.

The Academy has six faculties, such as the Agro-ecology Institute, the Faculty of Veterinary Medicine and Biotechnology, the Engineering Faculty, the Faculty of Power Engineering and Land Management, the Economics Faculty and the Correspondence Faculty. The Academy trains agronomists, ecologists, veterinarians, economists, accountants, engineers and other qualified specialists.

The Academy has 35 departments and the teaching staff includes over 300 teachers. There are 18 academicians, 49 professors and 165 associate professors among them. About 5, 200 people study at the Academy. The best students may continue their studies and carry out researches taking a postgraduate course the Academy provides.

The curriculum consists of the disciplines the students specialize in, social sciences and physical training. All the students study foreign languages. Students are to attend different lectures and seminars. Students' practical work is given much attention to at our Academy.

Each faculty has a students' research society stimulating their creative thinking and scientific work.

The course of studies lasts about five years. An academic year is divided into two semesters each ending in an examination session. Those who pass the exams successfully get a scholarship. On graduating the students receive diplomas.

The Academy has 7 buildings housing numerous classrooms, lecture halls, laboratories and workshops equipped with modern instruments and apparatus. The department of foreign languages has 5 laboratories where students may listen to a tape-recording or see a video-film.

In the Academy there is a canteen and a café, 6 hostels, a large assembly hall, a musical school, two gymnasiums and a stadium where students go in for amateur talent activities and sports.

The library of the Academy has a lot of books and textbooks on different specialties and 190 magazines and newspapers. The reading room is at students' disposal.

The historical museum of the Academy has a rich exposition of photos, documents and things telling visitors about the history of Kokino and the Academy.

II. Read, write down the words and memorize them

Vocabulary

academician [ə, kedi'miʃn]- академик

accept [ək'sept]- принимать

activity - деятельность

as well as - а также

associate [ə'souʃiit] professor - доцент

attend - посещать

attention - внимание

attractive - привлекательный

base - опорный пункт

be engaged [in'geidʒd] **in research** [ri'sə:tʃ]- заниматься научно-исследовательской работой

be interested in - интересоваться чем-либо
carry out - заниматься (чем-либо)
consist of - состоять из
continue - продолжать
contribute [kən'tribju:t]- вносить вклад
correspondence faculty - факультет заочного образования
curriculum [kə'rikjuləm]- учебная программа
date back from - относиться к. вести начало от, вести исчисление
decorate (with)- награждать
department - кафедра
development - развитие
divide (into) - делить (на)
educational establishment - учебное заведение
enter - поступать (в учебное заведение)
enterprise - предприятие, хозяйство
equip [i'kwip]- оснащать, оборудовать
graduate (from) - заканчивать (высшее учебное заведение)
head - возглавлять
horticulture ['hotikʌltʃə]- садоводство
instructive - просветительский
instrument – прибор, инструмент
joint-stock company - акционерное общество
learn - учить, узнавать
meet the demands - отвечать потребностям
pass an exam - сдать экзамен
post-graduate course - аспирантура
provide - снабжать, обеспечивать
scholarship ['sko:ləʃɪp]- стипендия
set up - создавать, учреждать
society [sə'saiəti]- общество
subject - учебный предмет
successfully [sək'sesfʊli]- успешно
train - обучать, готовить

I. Listen to the text and repeat after the speaker

THE RUSSIAN FEDERATION

The Russian Federation is the largest country in the world. It occupies about one-seventh of the earth's surface. It covers the eastern part of Europe and the northern part of Asia. Its total area is about 17 million square kilometres. The country is washed by 12 seas of 3 oceans: the Pacific, the Arctic and the Atlantic. In the south Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, the Baltic States, Byelorussia, and the Ukraine. It also has sea-borders with the USA and Japan.

There is hardly a country in the world where such a variety of scenery and vegetation can be found. We have steppes in the south, plains and forests in the midland, tundra and taiga in the north, highlands and deserts in the east.

There are two great plains in Russia: the Great Russian Plain and the West Siberian Lowland. There are several mountain chains on the territory of the country: the Urals, the Caucasus, the Altai and others. The largest mountain chain, the Urals, separates Europe from Asia.

There are over two million rivers in Russia. Europe's biggest river, the Volga, flows into the Caspian Sea. The main Siberian rivers — the Ob, the Yenisei and the Lena — flow from the south to the north. The Amur in the Far East flows into the Pacific Ocean.

Russia is rich in beautiful lakes. The world's deepest lake (1,600 metres) is Lake Baikal. It is much smaller than the Baltic Sea, but there is much more water in it than in the Baltic Sea. The water in the lake is so clear that if you look down you can count the stones on the bottom.

Russia has one-sixth of the world's forests. They are concentrated in the European north of the country, in Siberia and in the Far East.

On the vast territory of the country there are various types of climate, from arctic in the north to subtropical in the south. In the middle of the country the climate is temperate and continental.

Russia is very rich in oil, coal, iron ore, natural gas, copper, nickel and other mineral resources.

Russia is a parliamentary republic. The Head of State is the President. The legislative powers are exercised by the Duma.

The capital of Russia is Moscow. It is its largest political, scientific, cultural and industrial centre. It is one of the oldest Russian cities.

At present, the Russian Federation is facing a lot of challenges in the economy. The prices are constantly rising; the rate of inflation is rather high. But in spite of it the industrial production is steadily growing. And

new opportunities open up for young graduates of higher educational establishments. I'm sure that we, the younger generation, can do very much to make Russia as strong and powerful as it used to be.

II. Read, write down the words and memorize them

Names

the Russian Federation — Российская Федерация

Europe ['ju:əp] — Европа

Asia ['eiə] — Азия

the Pacific Ocean [pə'sifik 'oufn] — Тихий океан

the Arctic Ocean ['a:ktik 'oufn] — Северный Ледовитый океан

the Atlantic Ocean [ə'tlæntik 'oufn] — Атлантический океан

China ['tʃaɪnə] — Китай

Mongolia [mɒŋ'gouliə] — Монголия

Korea [kou'riə] — Корея

Kazakhstan [,ka:za:h'sta:n] — Казахстан

Georgia ['dʒo:dʒjə] — Грузия

Azerbaijan [a:,zə:'baɪ'dʒa:n] — Азербайджан

Norway ['no:wei] — Норвегия

Finland ['fɪnlənd] — Финляндия

the Baltic ['bo:ltɪk] **States** — Прибалтийские государства

Belorussia [,belou'rʌʃjə] — Беларусь

the Ukraine [ju:'kreɪn] — Украина

Japan [dʒə'pæn] - Япония

the Great Russian Plain — Русская (Восточно-Европейская)

равнина

the West Siberian [saɪ'biəriən] **Lowland** — Западно-Сибирская

низменность

the Urals ['juərəlz] — Уральские горы

the Caucasus ['ko:kəsəs] — Кавказ

the Altai — Алтай

the Volga — Волга

the Caspian Sea — Каспийское море

the Ob — Обь

the Yenisei [jeni'sei] — Енисей

the Amur [ə'muə] — Амур

Lake Baikal — озеро Байкал

the Baltic Sea — Балтийское море

Siberia [saɪ'biəriə] — Сибирь

the Far East — Дальний Восток

Vocabulary

- to occupy** ['ɒkjʊpaɪ] — занимать
surface ['sɜ:fɪs] — поверхность
eastern ['i:stən] — восточный
northern ['nɔ:ðən] — северный
total area ['æriə] — общая площадь
square ['skwɛə] — квадратный
to border ['bɔ:də] **on** — граничить с
sea-border — морская граница
There is hardly a country in the world... — Едва ли найдется страна...
variety [və'raɪəti] — разнообразие, множество
scenery ['si:nəri] — пейзаж, ландшафт
vegetation [,vedʒi'teɪʃn] — растительность
midland ['mɪdlənd] — средняя полоса
highland ['haɪlənd] — нагорье, высокогорная местность
desert ['dezət] — пустыня
chain — цепь
to separate ['sepəreɪt] — разделять
to flow ['fləʊ] **into** — впадать
to count ['kaʊnt] — считать
bottom ['bɒtəm] — дно
European [ˌjʊərə'pi:ən] — европейский
vast ['vɑ:st] — обширный
various ['vɛəriəs] — различный
temperate ['tempəreɪt] — умеренный
oil [ɔɪl] — нефть
coal [kəʊl] — уголь
iron ore ['aɪən 'o:] — железная руда
copper — медь
mineral resources [rɪ'sɔ:sɪz] — полезные ископаемые
complicated ['kɒmplɪkeɪtɪd] — сложный, запутанный
parliamentary [ˌpɑ:lə'mentri] — парламентский
to decrease [dɪ'kri:s] — снижаться, падать
head of state — глава государства
constantly ['kɒnstəntli] — постоянно
legislative ['ledʒɪslətɪv] — законодательный
the rate of inflation [ɪn'fleɪʃn] — уровень инфляции
powers ['paʊəz] — полномочия
to go bankrupt ['bæŋkrʌpt] — обанкротиться
to exercise ['eksəsaɪz] — осуществлять, выполнять
in spite of — несмотря на
the younger generation [ˌdʒenə'reɪʃn] — молодое поколение

I. Listen to the text and repeat after the speaker

GREAT BRITAIN

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland, and about five thousand small islands. Their total area is over 244,000 square kilometres.

The United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland. Their capitals are London, Edinburgh, Cardiff and Belfast respectively. The capital of the UK is London.

The British Isles are separated from the European continent by the North Sea and the English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea.

The surface of the British Isles varies very much. The north of Scotland is mountainous and is called the Highlands, while the south, which has beautiful valleys and plains, is called the Lowlands. The north and west of England are mountainous, but all the rest – east, centre and south-east is — a vast plain. Mountains are not very high. Ben Nevis in Scotland is the highest mountain (1343m).

There are a lot of rivers in Great Britain, but they are not very long. The Severn is the longest river, while the Thames is the deepest and the most important one.

The mountains, the Atlantic Ocean and the warm waters of Gulf Stream influence the climate of the British Isles. It is mild the whole year round.

The UK is one of the world's small countries. Its population is over 57 million. About 80% of the population is urban.

The UK is a highly developed industrial country. It is known as one of the world's largest producers and exporters of machinery, electronics, textile, aircraft and navigation equipment. One of the chief industries of the country is shipbuilding.

The UK is a constitutional monarchy. In law, the Head of State is the Queen. In practice, the Queen reigns, but does not rule. The country is ruled by the elected government with the Prime Minister at the head. The British Parliament consists of two chambers: the House of Lords and the House of Commons.

There are three main political parties in Great Britain: the Labour, the Conservative and the Liberal parties. The Labour party is the ruling party nowadays. The Prime Minister is Gordon Brown.

II. Read, write down the words and memorize them

Names

The United [ju:'naitɪd] Kingdom of Great Britain and Northern Ireland

– Соединенное Королевство Великобритании и Северной Ирландии

the British Isles [ˈaɪlz] – Британские острова

Edinburgh [ˈedɪnbərə] – Эдинбург

Cardiff [ˈkɑːdɪf] – Кардифф

Belfast [ˌbelˈfɑːst] – Белфаст

the North Sea – Северное море

the English Channel [ˈtʃæŋəl] – Английский канал (принятое в Великобритании название пролива Ла-Манш)

the Irish [ˈaɪəri] Sea – Ирландское море

Highlands [ˈhaɪləndz] – гористая часть

Lowlands [ˈləʊləndz] – низменная часть

Ben Nevis [benˈneɪvɪs] – Бен Невис

the Severn [ˈsevən] – Северн

the Thames [ˈtɛmz] – Темза

Gulf Stream [ˈgʌlfstriːm] – Гольфстрим

the House of Lords – палата лордов

the House of Commons – палата общин

the Labour [ˈleɪbə], the Conservative [kənˈsəːvətɪv] and the Liberal [ˈlɪbərəl] parties – Лейбористская, Консервативная и Либеральная партии

Vocabulary

to consist [kənˈsɪst] of – состоять из

respectively [rɪsˈpektɪvli] – соответственно

to include [ɪnˈkluːd] – включать

to mean [miːn] (meant, meant) – означать

to separate [ˈsepəreɪt] – разделять

surface [ˈsɜːfɪs] – поверхность

to vary [ˈveəri] – менять(ся), разнообразить

mountainous [ˈmaʊntɪnəs] – гористый

valley ['væli] – долина
vast ['va:st] – огромный
plain – равнина
deep – глубокий
to influence ['influəns] – влиять
climate ['klaɪmɪt] – климат
mild ['maɪld] – мягкий, умеренный
the whole year round – круглый год
urban ['ʌ:bən] – городской
highly developed [di'veləpt] – высокоразвитый
producer [prə'dju:sə] – производитель
exporter [ɪk'spɔ:tə] – экспортер
machinery [mə'ʃi:nəri] – машинное оборудование
electronics [ɪ'lektrɒnɪks] – электроника
textile ['tekstail] – текстиль
aircraft ['eəkrɑ:ft] – самолеты
navigation [ˌnævɪ'geɪʃn] – судоходство
equipment [i'kwɪpmənt] – оборудование
chief [tʃi:f] – главный, основной
shipbuilding – кораблестроение
constitutional monarchy [ˌkɒnstɪ'tjuʃənəl 'mɒnəki] – конституционная монархия
law ['lo:] – закон
in law – по закону
the head of state – глава государства
queen ['kwi:n] – королева
in practice ['præktɪs] – фактически, на практике
to reign ['reɪn] – царствовать
to rule [ru:l] – править
to elect [ɪ'lekt] – выбирать
government – правительство
Prime Minister – премьер-министр
at the head – во главе
parliament ['pɑ:ləmənt] – парламент
chamber [tʃeɪmbə] – палата

Unit 1 Electricity

Text 1

NATURE OF ELECTRIC CURRENT

In the modern conception of the constitution of matter it is composed of atoms. The atom is made up of a positive nucleus surrounded by negative charges of electricity, called electrons, which revolve about the nucleus at tremendous speeds. The nucleus consists of a number of protons, each with a single positive charge, and, except for hydrogen, one or more neutrons, which have no charge. The atom is neutral when it contains equal numbers of electrons and protons. A negatively charged body contains more electrons than protons. A positively charged body is one, which contains fewer electrons than its normal number.

When the two ends of a conductor are connected to two points at different potentials, such as the terminals of a battery, we say that there is an electric current in the conductor. What actually happens?

The conductor has equal numbers of positive and negative charges in its atoms, and we want to know how the charges can be made to produce a current. The atoms in metals are packed so closely that they overlap to some extent, so that it is comparatively *easy* for the outer electrons to pass from one atom to another if a small force is applied to them. The battery causes a potential difference between the ends of the wire, and thus provides forces that make the negative electrons in the wire move toward the point of higher potential. This electron flow toward the positive electrode is the electric current. Naturally materials differ considerably in the ease with which electrons can be made to migrate from atom to atom.

The current will not flow unless there is an electric circuit. The magnitude of the current depends simply on the rate of flow of electrons along the conductor.

Vocabulary Notes

Read, write down and learn the words and word combinations

constitution - состав

to compose - составлять

charge - заряд, плата

to revolve - вращаться

tremendous - огромный, громадный

hydrogen - водород
conductor - проводник
potential - потенциал, напряжение
terminal - зажим, ввод, вывод
battery - аккумулятор, батарея
current - ток, поток
to overlap to some extent - они взаимно проникают в какой-то мере
outer - наружный, внешний
to apply - применять, обращаться, относиться
to cause - причинять, вызывать; причина, дело
wire - проволока
to provide - обеспечивать
flow - поток ease - легкость
circuit - схема, цепь, сеть, цикл
magnitude - величина, размер

Text Work

I. Give the Russian for

1. to be composed of atoms
2. negative charges
3. tremendous speed
4. a number of protons
5. positive charge
6. terminal of a battery
7. outer electrons
8. electron flow
9. to produce a current
- 10.** the nucleus consists of protons

II. Give the English for

1. состав вещества
2. состоять из положительного ядра
3. отрицательные заряды электричества
4. состоять из протонов
5. один или более нейтронов
6. проводник
7. положительные и отрицательные заряды
8. сравнительно ослаблено
9. природные материалы
- 10.** величина тока

III. Read the text again and put in the missing words

1. The atom is _____ up of a positive nucleus surrounded by _____ charges of electricity, called electrons, which revolve about the _____ at tremendous speeds. 2. The atom is neutral when it _____ equal numbers of _____ and protons. 3. A positively charged _____ is one which contains fewer _____ than its normal number. 4. The _____ has equal numbers of positive and negative charges in its. 5. This electron flow _____ the positive electrode is the current.

IV. Make up sentences

1. neutrons, the, consists, charge, a number, of, except, charge, nucleus, one, of, protons, which, single, or, more, each, and, with, have, for, no, hydrogen.

2. difference, potential, battery, provides, negative, more, forces, the, a potential, make, electrons, in, causes, and, of, higher, between, the, wire, of, the, thus, the, ends, toward, that, the, point.

3. there, flow, the, circuit, current, an, will, electric, not, unless.

V. Get ready to answer the following questions

1. What is an atom? 2. When is atom neutral? 3. What is a negatively charged body? 4. What is a positively charged body? 5. What is an electric current? 6. What does the magnitude of the current depend on?

VI. Get ready to retell the text

Text 2

PRACTICAL UNITS

The main units in electrical engineering are those relating to current, pressure or voltage, resistance, power and energy.

Current is that which flows along the conductors forming the electric circuit. It is measured in amperes. Pressure, potential, voltage, or electromotive force is that which causes a current to flow between two points when they are joined by a conductor. The unit is the volt.

The total pressure generated by a cell or generator is called its electromotive force (e.m.f). The difference in pressure between any two points in a circuit is simply known as the potential difference, voltage, or pressure of the circuit. The opposition which a substance offers to the flow of current through it is called its resistance. Substances having a small resistance, such as metals and most liquids, are called conductors, those offering a high re-

sistance are called insulators. The unit of resistance is the ohm, represented by the Greek letter Ω . A mega ohm equals one million ohms.

When resistances are connected in succession to form a circuit, they are said to be connected in series. The total resistance of such a circuit is the sum of all the resistances. Resistances connected to the same terminals are said to be in parallel.

In a circuit in which a steady direct current is flowing *there* is a direct relation between the current, voltage, and resistance, temperature remaining constant, and this is expressed by what is known as Ohm's law. The law is represented by the following equation:

$$I = \frac{E}{R}$$

I - current in amperes

R - resistance in ohms

E - voltage in volts

The power in a d. c. circuit is found from the product of the amperes flowing in it and the pressure at its terminals. The unit of power is the watt. It is the power in a circuit when a current of one ampere flows under a pressure of one volt. The practical unit of electrical energy is the kilowatt-hour (kw/h). It is the energy transformed in a circuit when the power is one kilowatt and the time taken is one hour. In general practice this value is spoken of as a unit, and is the basis of charges for electrical energy.

Vocabulary Notes

Read, write down and learn the words and word combinations

unit – единица, агрегат, узел, установка

pressure – давление; напряжение

voltage – вольтаж, напряжение

resistance – сопротивление

electromotive – электродвижущий; электровоз

to generate – порождать, производить

cell – элемент

generator – генератор

substance – вещество, материя

to offer – предлагать, оказывать

liquid – жидкость

succession – последовательность

series – серия, последовательное соединение
steady – неуклонный, постоянный
direct current – постоянный ток
equation – уравнение
product – произведение
to transform – превращать, преобразовывать
value – величина, ценность

Text Work

I. Give the Russian for

1. electrical engineering
2. electromotive force
3. pressure of the circuit
4. the unit of resistance
5. to be connected in series
6. practical unit of electrical energy
7. the energy transformed in a circuit
8. to be joined by a conductor
9. direct current
- 10.** the unit of power is the watt

II. Give the English for

1. напряжение
2. сопротивление
3. электрический ток
4. постоянный ток
5. вещества, имеющие маленькое сопротивление
6. мегом равен одному миллиону омов
7. электрическая цепь
8. единица мощности
9. заряд
- 10.** электродвижущая сила

III. Read the text again and put in the missing words

1. Current is that which ____ along the conductors forming the ____ circuit. 2. The ____ pressure generated by a ____ or generator is called its electromotive force. 3. The unit of ____ is the ohm, represented by the Greek letter. 4. The total resistance of such a ____ is the sum of all the _____. 5. It is the ____ in a circuit when a ____ of one ampere flows under a pressure of one _____. 6. It is the energy ____ in a circuit when the power is one ____ and the time ____ is one hour.

IV. Make up sentences

1. unit, the, is, volt. the.
2. flow, opposition, the, called, a, is, substance, it, which, its, to resistance, the, though, of, current, offers.
3. equals, ohms, a, one, megohm, million
4. are, series, succession, when, said, are, to, be, circuit, connected, they, resistances, form, to, a, connected, in.
5. energy, the, unit, is, kilowatt-hour, electrical, of, the, practical.
6. value, energy, general, in, spoken, for, basis, of, this, electrical, is, practice, as, charges, is, of, a, unit, and, the.

V. Get ready to answer the following questions

1. What is an ampere? 2. What is a volt? 3. What is a watt? 4. What is the practical unit of electrical energy? 5. What is electromotive force? 6. What types of resistance connections do you know?

VI. Translate into English

1. Материя состоит из атомов. 2. Атом состоит из положительно заряженного ядра и отрицательно заряженных электронов, движущихся вокруг ядра. 3. Электроны могут переходить от одного атома к другому. 4. Ток течет по проводникам, образуя электрическую цепь. 3. Студент должен знать такие термины, как ток, напряжение, Э.Д.С. и сопротивление.

VII. Get ready to retell the text

Text 3

ELECTRICITY AND MAGNETISM

Much has been learned about electric currents through their effects. We all are familiar with incandescent filament in the ordinary electric lamp bulb (heating effect), with the vibrating hammer of the electric bell when ringing (magnetic effect), with the decomposition of acidulated water into hydrogen and oxygen (chemical effect), and with the mechanical forces acting in the electric motor used for starting an automobile engine (mechanical effect).

Electricity is completely intermingled with magnetism. We must know these fundamental properties of a magnet well: a magnet attracts pieces of iron, nickel and cobalt; the magnetic property is concentrated more in the poles: if freely hung the magnetic needle sets itself with one

pole toward the north; like poles repel each other, unlike poles attract each other; magnetism can be induced; a magnetic line of force is the path along which an independent north pole would tend to move; a magnetic field is a space in which there are magnetic lines; permeability refers to the ease with which lines of force may be established in any material, and reluctance is the resistance which a substance offers to magnetic lines of force, i. e. to magnetic flux.

Many practical applications have resulted from the utilization of the magnetic effects of electric currents. These effects are employed in motors, in most electric meters (ammeters, voltmeters and galvanometers), in electromagnets, and in practically all electromechanical apparatus.

Vocabulary Notes

Read, rite down and learn the words and word combinations

effect - действие, влияние
incandescent - накаливаемый
filament - нить накала, волосок
electric bulb - электрическая лампа
to vibrate - вибрировать, дрожать
hammer - молот, молоток
decomposition - разложение, распад
to acidulate - подкислять
to intermingle - смешивать(-ся)
magnet - магнит
to repel - отталкивать
to induce - побуждать, индуцировать
permeability - проницаемость
reluctance - магнитное сопротивление
flux - поток
meters - счетчик, измерительный прибор

Text Work

1. Give the Russian for

1. electric current
2. incandescent
3. electric lamp bulb
4. vibrating hammer
5. decomposition of acidulated water

6. to intermingle with magnetism
7. fundamental properties of a magnet
8. the magnetic needle
9. magnetic field
- 10.** electromechanical apparatus

II. Give the English for

1. много было изучено об электричестве
2. накалившая добела нить накала
3. электрический мотор
4. основные свойства магнита
5. магнитная линия силы
6. магнитное сопротивление
7. магнит притягивает кусочки железа
8. магнитное свойство сконцентрировано на полюсах
9. электромеханическое оборудование
- 10.** разложение подкисленной воды

III. Read the text again and put in the missing words

1. Much has been learned about ___ currents through their ___ effect. 2. Electricity is completely ___ with magnetism. 3. A magnet ___ pieces of iron, nickel and cobalt. 4. A magnetic line of _____ is the path along which an independent north _____ would tend to move. 5. Many practical ___ have resulted from the utilization of the effects of electric currents. 6. The magnetic property is concentrated more in the _____.

IV. Make up sentences

1. We, with, familiar, incandescent filament, are, the, ordinary, bulb, electric lamp.
2. the, mechanical, forces, are, for, starting, used, an automobile engine, acting in the electric motor.
3. if, hung, the magnetic needle, freely, itself, with, sets, one pole, the north, toward.
4. is, the path, a magnetic line, along which, of force, an independent north pole, to move, would tend.
5. a, field, a space, is, magnetic, in which, magnetic lines, are, there.
- 6.** effects, are, these, in, employed, motors, meters, and, electric, all, electromagnets, apparatus, electromechanical.

V. Get ready to answer the following questions

1. What effects of electric current do you know?

2. Is electricity intermingled with magnetism?
3. What kind of pieces does a magnet attract?
4. When does the magnetic needle set itself toward the north?
5. What is a magnetic field?
6. Where are the magnetic effects of electric current employed?

VI. Get ready to retell the text

Text 4

BRANCHES OF ELECTRICITY

The study of electricity may be divided into three branches: magnetism, electrostatics and electrodynamics. Magnetism is the property of the molecules of iron and some other substances to store energy in a field of force. Electrostatics is the study of electricity at rest. Rubbing glass with silk produces static electricity. Electrodynamics is the study of electricity in motion, or dynamic electricity. The electric current which flows through wires is a good example of the latter type of electricity.

This flow of electricity through a conductor is analogous to the flow of water through a pipe. A difference of pressure at the two ends of the pipe is necessary in order to maintain a flow of water. A difference of electric pressure is necessary to maintain a flow of electricity in a conductor. Different substances differ in electrical conductivity because of the ease with which their atoms give up electrons. Electrical energy has intensity and quantity. Instruments have been devised which can be used to measure it in amperes and volts.

Vocabulary Notes

Read, write down and learn the words and word combinations

electrostatics - электростатика

static - 1) неподвижный, 2) статический

in motion - в движении

latter - последний, второй из двух

pipe - труба

intensity - интенсивность, сила, напряженность

to devise - изобретать

quantity - количество, сила

Text Work

I. Give the Russian for

1. to be divided into three parts
2. the property of the molecules of iron
3. to store energy in a field of force
4. the study of electricity at rest
5. to produce static electricity
6. electricity in motion
7. to flow through wires
8. a conductor
9. electric pressure
- 10.** to give up electrons

II. Give the English for

1. электродинамика
2. магнетизм
3. свойство молекул железа и других веществ
4. электричество в покое
5. различные вещества отличаются электропроводимостью
6. электрическая энергия имеет напряжение и величину
7. поддерживать поток электричества в проводнике
8. измерять напряжение и величину тока в амперах и вольтах
9. электростатика
- 10.** трение стекла с шелком

III. Read the text again and put in the missing words

1. Electricity may be divided into three branches: _____. 2. The property of the ____ of iron and some other substances to store in a field of force is called magnetism. 3. Electricity at _____ is defined as electrostatics. 4. The ____ which flows through wires, is a good example of electrodynamics. 5. To maintain a flow of electricity in a conductor there must be a difference of _____. 6. Different substances differ in electrical ____ because of the ease with which their atoms give up _____. 7. The flow of electricity through a conductor is _____ to the flow of water through a pipe. 8. Electrical energy has _____ and _____.

IV. Make up sentences

1. Are, branches, the, of, study, three, magnetism, electricity, electrostatics, and, electrodynamics, of.
2. Electricity, rubbing, silk, produces, with, glass, static.

3. The, molecules, is, magnetism, of, the, in, a, and, some, substances, to store, energy, field, force, property, of, iron, other, of.
 4. Difference, pressure, is, a, electric, of, necessary, to maintain, of, electricity, in, conductor, a, flow.
 5. Have, instruments, devised, which, been, can, used, it, be, in, amperes, volts, and, to measure.
 6. The, study, is, electrostatics, of, at, electricity, rest.
- V. Ask and answer questions on all the parts of the text.*
- VI. Get ready to retell the text*

Unit 2 Electric Machines

Text 1

ELECTRIC MOTORS

There is a wide variety of d. c and a. c. motors. There are shunt motors, series motors, synchronous motors, induction motors, single-, two-, and three-phase motors. They are used to drive various machines.

Direct-current motors are of three principal kinds, and are named according to the manner in which their field coils are connected to the armature. They are named respectively: series, shunt, and compound.

In the series motors the field windings and armature are connected in series with each other. All the current, which passes through the armature, passes through the field coils. The field windings are therefore composed of a few turns of thick wire. Starting under heavy load, a series motor will take a large current to provide the huge torque required.

The field coils of shunt motors are connected direct across the brushes, hence they have the full voltage of the mains applied to them. The shunt motor may be called a constant speed motor, and is suitable for driving machine tools, lathes, wood-working machines and any machines requiring a steady speed.

A compound motor has both shunt and series field windings and therefore partakes of the nature of both types of motors.

Vocabulary Notes

Read, write down and learn the words and word combinations

- d. c (direct current) - постоянный ток
 a. c. (alternating current) - переменный ток
 shunt m. - двигатель с параллельным возбуждением

synchronous m. - синхронный двигатель
induction m. - асинхронный двигатель
to drive - приводить в движение
manner - способ, манера, обычай
coil - катушка, обмотка
armature - арматура, якорь
compound m. - двигатель со смешанным возбуждением
winding - подъем, обмотка
field winding - обмотка возбуждения
to pass - проходить, подавать, принимать
turn - оборот, поворот, виток; поворачивать
load - груз, нагрузка, запуск
huge - огромный
torque - вращающий момент, скручивающее устройство
machine tool - металлорежущий станок
lathe - токарный станок
to partake - принимать участие, иметь черты
series m. - двигатель с последовательным возбуждением
field - зд. возбуждение

Text Work

I. Give the Russian for

1. a wide variety of direct current
2. to drive various machines
3. field coils
4. the series motors
5. to pass through the armature
6. a few turns of thick wire
7. huge torque
8. a constant speed motor
9. wood-working machines
- 10.** to partake of nature of both types of motors

II. Give the English for

1. имеется много видов электрических моторов
2. они используются для приведения в движение различных машин
3. моторы постоянного тока бывают трех типов
4. обмотка состоит из нескольких витков толстой проволоки
5. типы моторов постоянного тока различаются по способу подсоединения катушек к якорю

III. Read the text again attentively and complete the following sentences

1. They are used to ___ various machines. 2. They are named respectively: ___, ___ and compound. 3. Starting under heavy ___, a series motor will take a large ___ to provide the huge ___ required. 4. All the current which ___ through the ___ passes through the field coils. 5. The field coils of shunt ___ connected direct across the ___, hence they have the full the mains applied to them.

IV. Get ready to answer the following questions orally

1. What motors do you know? 2. What are the principal kinds of the direct-current motors? 3. What are the field windings composed? 4. What is a series motor? 5. What is a shunt motor? 6. What field windings has a compound motor?

V. Form sentences using the following word combinations

To drive various machines; a few turns of thick wire; to provide the huge torque required; suitable for driving machine tools; both shunt and series field windings.

VI. Translate into English:

1. Имеется много видов электрических моторов. 2. Они используются для проведения в движение различных машин. 3. Моторы постоянного тока бывают трех типов. 4. Обмотка состоит из нескольких витков толстой проволоки. 5. Типы моторов постоянного тока различаются по способу подсоединения катушек к якорю.

VII. Get ready to retell the text

Text 2

ELECTRIC MOTORS

Motors for alternating-current circuits may be either single-phase or poly-phase (two- or three-phase). They may again be divided into two kinds, named respectively: 1. synchronous; 2. non- or asynchronous, ordinary called induction motors.

The most widely used a. c. motor has two main parts: a) the stationary winding or stator, which sets up a rotating magnetic field, and b) the rotating part of the motor, i.e. the rotor. The rotor of a commercial a. c. motor consists of an iron core with large copper bars placed in slots around the

circumference and connected at both ends to copper rings. This is called a Squirrel-cage rotor. When a rotor is placed in a rotating magnetic field, a large current is induced in it.

A. c. motors are exactly similar in construction to a. c. generators and may be called inverted alternators, since the same machine may be used as either a generator or a motor.

Synchronous motors are very suitable for large powers, where the machine can be started up without load, and once started run for long periods.

For supplying direct-current power networks, the supply comes first from an alternating-current source and is converted to direct current by synchronous converters or motor-generator sets.

Vocabulary Notes

Read, write down and learn the words and word combinations

stationary - неподвижный, стационарный stator - статор
to rotate - вращаться, чередоваться
rotor - ротор, барабан, рабочее колесо
commercial - промышленного значения core - сердечник
bar - штанга, прутик; преграждать; бар (единица атмосферного или акустического давления)
slot - прорез, паз
circumference – окружность
induction - индукция
ring - кольцо, обод
squirrel-cage - решетчатый барабан
inverted alternators - инвертированный (обратимый) генератор переменного тока
to run - работать (о машине)
network - сеть, система
to convert - переводить, превращать
converter - конвертер, преобразователь тока

Text Work

I. Give the Russian for

1. alternating-current circuits
2. winding in rotor slot
3. short circuiting segments

4. the stationary winding
5. an iron core
6. large copper bars
7. to connect at both ends to copper rings
8. synchronous motor
9. direct-current power networks
10. synchronous converter

II. Give the English for

1. двигатель для цепей с переменным током
2. однофазный мотор
3. асинхронный двигатель
4. неподвижная (стационарная) обмотка
5. создавать вращающееся магнитное поле
6. ротор двигателя переменного тока промышленного значения
7. железный сердечник
8. медные кольца
9. медные штанги, помещенные в позы по окружности
10. обратимый генератор переменного тока

III. Read the text again and put in the missing words

- 1 The most widely used _____ is the induction motor.
 2. The rotor of a commercial a. c. motor consists of an _____ around the circumference and connected at both ends to copper _____. 3. A. c. motors are similar in construction to a. c. generator and may be called _____. 4. _____ motors are very suitable for large powers. 5. Motors for _____-_____ may be either single-phase or poly-phase.

IV Make up sentences

1. May, motors, be, alternating-current circuits, for. divided, into, kinds, two, synchronous, and, motors, asynchronous.
2. The, motor, has, induction, parts, the, stator, main, and, the, two, rotor.
3. Of, the, consists, rotor, a, commercial, of, iron core, a.c. motor, of, an, large, with, placed, copper bars, in, around, slots, the, circumference.
4. When, is, a rotor, in, a rotating magnetic field, placed, is, in, a, large, it, current, induced.
5. For, powers, synchronous, are, very, large, are, motors.

V. Get ready to answer the following questions

1. Into what kinds are a. c. motors divided? 2. What is the difference between a. c. motors and a. c. generators? 3. Where are synchronous motors used? 5. By what machines is alternating current converted to direct current?

VI. Get ready to retell the text

Text 3

TRANSFORMERS

A transformer consists of two insulated coils of wire linked with a ring of iron. The coils are called high-voltage and low-voltage windings, primary and secondary windings. The primary winding is connected to the source of energy, and the secondary is connected to the load. The high-voltage winding is designed for the higher voltage, and has the greater number of turns. The ring of iron is called the core.

Each coil consists of a number of loops of round or rectangular wire. Several strands may be used in parallel but electrically insulated from each other, from the core and from the other coil.

The core consists of thin sheets of high-grade silicon steel. The thickness depends somewhat on the frequency at which the transformer is to operate. The thickness commonly used for 60 cycles is approximately 0,014 in.

The primary function of a transformer is to transform electrical energy from one alternating voltage to another. To transform large amounts of energy with maximum efficiency, many factors must be considered in determining the materials, design, and arrangement of the primary and secondary coils and the core.

Vocabulary Notes

Read, write down and learn the words and word combinations

transformer - трансформатор, преобразователь
insulated coils - изолированная катушка
loop - виток
rectangular - прямоугольный
strand - нитка; вить
sheet - пластина коллектора
high-grade - высокопроцентный, высококачественный
silicon – кремний
frequency - частотность, частота
cycle - (круговой) процесс, такт; совершать цикл
approximately - приблизительно
arrangement – расположение, монтаж

Text Work

I. Give the Russian for

1. isolated coil of wire
2. high-voltage winding
3. silicon steel
4. a transformer a ring of iron
5. to have the greater number of turns,
6. to consist of a number of loops
7. to be electrically insulated
8. sheets of high-grade
9. to transform electrical energy from one alternating voltage to another
10. a strand

II. Give the English for

1. первичная функция трансформатора
2. трансформировать большое количество энергии с максимальной эффективностью
3. сердечник состоит из тонких пластин из высококачественной кремниевой стали

4. первичная (вторичная) обмотка
5. нагрузка
6. катушка состоит из множества витков проволоки
7. быть изолированным
8. толщина катушки зависит от частоты работы трансформатора
9. принимать во внимание много факторов
10. устройство первичной и вторичной катушек и сердечника

III. Read the text again and put in the missing words

1. A transformer consists of two _____ of wire. 2. The ring of iron is called the _____. 3. Several _____ may be used in parallel but electrically _____ from each other, the core and the other coil. 4. The thickness of core depends on the _____ at which the transformer is to operate. 5. To transform large amounts _____ of energy with many factors must be considered.

IV. Make up sentences.

1. Consists, each, of, coil, a, of, loops, number, of, wire.
2. Coils, are, the, called, windings, high-voltage, and, low-voltage.
3. The, winding, is, secondary, to, connected, the, load.
4. Is, the, high-voltage, designed, for, winding, the, voltage, higher.
5. The, transformer, is, to transform, function, of, primary, a, electrical energy, from, alternating, to, one, voltage, another.
6. To transform, with, energy, maximum, efficiency, large, must, amount, be considered, determining materials, in, design, of, arrangement, the, and, secondary, coils, the, core, the, primary, and.

V. Ask questions on the text and answer them

VI. Get ready to retell the text

Text 4

ELECTRIC GENERATORS AND MOTORS

A device for converting mechanical energy into electric energy is called a generator. The function of a motor is just the reverse, that is, it transforms electric energy into mechanical energy. The enormous energy of steam engines, gas engines, and water turbines can now be transformed into

electricity and transmitted many miles.

The generator has revolutionized modern industry by furnishing cheap electricity.

The essential parts of a generator are: a) the magnetic field, which is produced by permanent magnets or electromagnets; and b) a moving coil of copper wire, called the armature, wound on a drum.

D.c. generators are used for electrolytic processes. Large d.c. generators are used in certain manufacturing processes such as steel making. Generators of small capacities are used for various special purposes, such as welding, automobile generators, train lighting communication systems, etc.

Vocabulary Notes

Read, write down and learn the words and word combinations

device - прибор

generator - источник энергии; генератор

reverse - обратный, перевернутый

enormous - громадный, огромный

revolutionize - производить коренную ломку

permanent - постоянный, неизменный

moving coil - движущаяся катушка

wind - наматывать

electrolytic - электролитический

welding - сварка

Text Work

1. Give the Russian for

1. to convert mechanical energy into electric energy
2. a generator
3. to be the reverse
4. a device for...
5. to furnish cheap electricity
6. magnetic field
7. a moving coil of copper wire
8. an armature wound on a drum
9. electrolytic process
10. generators of small capacities

II. Give the English for

1. генератор превращает механическую энергию в электрическую
2. огромная энергия паровых двигателей
3. производить революцию в современной промышленности
4. вырабатывать дешевую энергию
5. основные части генератора
6. магнитное поле, создаваемое электромагнитами
7. движущаяся катушка медной проволоки
8. якорь
9. электролитные процессы
10. производство стали

III. Read the text again and put in the missing -words

1. The _____ of steam engines, gas engines, and water turbines can now be transformed into electricity. 2. A device for _____ mechanical energy into electric energy is called _____. 3. The generator has revolutionized modern industry by furnishing _____. 4. A generator consists of a) the _____ and b) a moving _____ of copper wire called the _____. 5. _____ are used for electrolytic processes.

IV. Make up sentences

1. D. c. generator, used, for, large, are, in, manufacturing, processes, as, making, such, steel.
2. Of, small, generators, for, capacities, used, various, are, purposes, as, special, welding, such, automobile, generators, train lighting, so on, and.
3. A, coil, moving, is, of, called, copper wire, the armature.
4. The, field, produced, magnetic, by, permanent, is, magnets, or, electromagnets.
5. Device, converting, a, mechanical energy, for, into, is, electric energy, a, called, generator.

V. Ask questions on the text and answer them

VI. Get ready to retell the text

Unit 3 Electronics

Text 1

HISTORY OF ELECTRONICS

Electronics is the science dealing with devices operated by control of the movement of electric charges in a vacuum, in gases, or semiconductors; or with the processing of information or the control of energy by such devices. This definition covers the whole complex family of vacuum and gaseous electron tubes and their applications. It also includes metallic contact or semiconductor rectifiers and the transistors, which utilize the control of electrons or positive charges (holes) to process information or to convert energy.

Electronics was born in the 19th century. Like hydrolysis or chemistry it has come into its own only recently. Electronics first established itself, however, in wireless telegraphy. Industrial applications of electronics include control gauging, counting, heating, speed regulation, etc. But in a larger field electronics leads to automatic control of large-scale industrial operations.

Today, electronics has started a new era. Electronic devices are doing simple, but human-like thinking. Some industries are controlled by electronic robots. Automation is the industrial keynote of the day. Planes and rockets are electronically controlled. Some radio-telescopes work like radar to receive radio waves from outer space. Shortly speaking, electronics is not so much a new subject as a new way of looking at electricity.

Vocabulary Notes

Read, write down and learn the words and word combinations

deal with - иметь дело с

vacuum - вакуум, пустота

semiconductor - полупроводник

to process - обрабатывать

gaseous - газообразный

tube - труба, трубка

rectifier - ректификатор; выпрямитель тока

transistor - транзистор

hole - отверстие, шпур

hydrolysis - гидролиз

wireless - беспроводный

gauge - мера, измерительный прибор
to count - считать, вести учет
keynote - основа
to come into one's own - занимать подобающее место

Text Work

I. Give the Russian for

1. electric charges
2. to deal with devices
3. in a vacuum
4. a semiconductor
5. processing of information
6. a rectifier
7. wireless telegraphy
8. large-scale industrial operations
9. to be electronically controlled
10. a keynote of the day

II. Give the English for

1. электроника имеет дело с приборами, управляемыми движением электрических зарядов в вакууме, в газах или в полупроводниках или обработке информации
2. вакуумные и газообразные электронные трубки
3. полупроводниковый ректификатор
4. использовать
5. гидролиз
6. промышленное применение электроники
7. автоматический контроль промышленных процессов
8. занимать подобающее место
9. основа
10. электронно-управляемые самолеты и ракеты

III. Read the text and put in the missing words

1. The definition covers the whole complex family of _____ and _____ electron tubes and their applications. 2. _____ was born in the 19th century. 3. Electronics first established itself in _____. 4. Industrial applications of electronics include control gauging, _____, heating, etc. 5. Electronics devices are doing simple, but _____. 6. Radio-telescopes work like radar _____ radio waves from outer _____.

IV. Translate into Russian paying attention to the word "as"

1. Electron tube is used as a sensitive detector. 2. In many cases the electronic circuit performs the same functions as some mechanical or other type of devices. 3. As a result electronic devices are very versatile. 4. Computers are classified as to the functions they can perform. 5. As the fragments fly apart, they collide with nearby atoms causing them to move more rapidly. 6. Special-purpose computers are widely used as well.

V. Get ready to answer the following questions

1. What is electronics? 2. When was electronics born? 3. Where did electronics first establish itself? 4. What does electronics lead to in a larger field? 5. What thinking is electronics doing? 6. Hi what branches of science and technology is electronics used?

VI. Get ready to retell the text

Text 2

TRANSISTORS

In 1948 a revolutionary concept was introduced to the electronics world: the invention of the transistor, a crystal which amplified, was announced. Nothing like this had happened in electronics since the discovery of the triode vacuum tube in 1907; some years later radio tubes replaced the crystal detectors of the wireless era.

Now a crystal amplifier, the transistor, challenges the vacuum tube because transistors are smaller, simpler, more efficient, more rugged and longer lived. Already transistors have replaced tubes in hearing aids, with unheard-of battery economy. Moreover, many transistor circuits have fewer components than the vacuum tube circuits, such as multi vibrators. For example, in switching circuits, such as multi vibrators, one point-contact transistor will do the work of two triode tubes.

The transistor is a current-operated device, whereas the vacuum tube is a voltage-operated device. The transistor seems destined to become a relatively high current, low-voltage device, although the vacuum tube is a high-voltage, low current device. Transistors, because of their desirable properties, shortly may replace electron tubes to a large extent in communication equipment, computers, radio and television receivers

Vocabulary Notes

Read, write down and learn the words and word combinations

to amplify - усиливать, расширять
to announce — объявлять, заявлять
triode - триод
to challenge - бросать вызов
ragged - неровный, твердый, стойкий
unheard-of- неслыханный
multivibrators - мультивибратор
receive - приемник; резервуар
to seem destined to become - кажется, суждено стать

Text Work

I. Give the Russian for

1. the invention of the transistor
2. triode vacuum tube
3. a crystal amplifier
4. to challenge
5. to be rugged
6. hearing aids
7. transistor circuits
8. a current-operated device
9. communication equipment
10. radio and television receivers

II. Give the English for

1. революционное понятие
2. триодная вакуумная трубка
3. кристаллический усилитель
4. неслыханная экономия батареек
5. цепи транзистора имеют меньше компонентов, чем цепи вакуумной трубки
6. прибор, работающий от тока

III. Read the text again and put in the missing words

1. In 1948 the _____ was invented. 2. Nothing, like this had happened in electronics since the discovery' of the _____ vacuum tube in 1907. 3. Now crystal amplifier, the transistor, _____ the vacuum tube because transistors are smaller, simpler, more efficient more _____.4. Many transistor _____ have fewer components than the vacuum tube circuits,

such as multimm vibrators. 5. Transistors may replace electron tubes to a large extent in communication equipment, _____, and _____. 6. The transistor is a _____ - _____ device.

IV. Translate into Russian paying attention to the words "because" and "because of"

1. Energy resources of Russia are very large **because of** the great power potential in Siberia. 2. World energy resources are practically unlimited **because** we have studied only a small part of the mineral wealth of the earth. 3. Electronics is useful to industry and science **because** a physical condition - temperature, weight, viscosity and thickness - can be converted into an electric signal. 4. All electrical effects are really electronic, **because** all electric currents result from the movement of electrons, and all electric charges appear **because of** accumulation of electrons.

V. Get ready to answer the following questions

1. When were transistors invented? 2. When was the triode vacuum tube discovered? 3. What is the difference between the transistor and the vacuum tube? 4. Why does the transistor challenge the vacuum tube? 5. What can you say about the destiny of transistors?

VI. Get ready to retell the text

Text 3

SEMICONDUCTORS

A transistor is an active semiconductor device with three or more electrodes. By active we mean that the transistor is capable of current gain, voltage, amplification and power gain. A transistor is an electron device, in which electronic conduction takes place within a semiconductor.

A semiconductor is an electric conductor with resistivity in the range between metals and insulators, in which the electrical charge carrier concentration increases with increasing temperature over some temperature range.

The resistivities of semiconductors and insulators decrease rapidly with rising temperatures, while those of metals increase relatively slowly. Unlike metals and insulators, the semiconductors depends upon the direction of current flow. The direction of easiest current flow or lowest resistivity is called the forward direction, the direction of restricted current flow or highest resistivity is known as the reverse or back direction.

Semiconductors, such as the elements germanium and silicon, pos-

sess two types of current carriers, namely, negative electrons and positive holes. A hole is a mobile vacancy in the electronic valence structure of a semiconductor, which acts like a positive electronic charge with a positive mass.

Vocabulary Notes

Read, write down and learn the words and word combinations

amplification - увеличение, расширение
gain - усиление
conduction - проводимость
resistivity - удельное сопротивление
range - ряд, предел (колебаний)
insulator - изолятор
forward - передний, передовой; ускорять, способствовать
to restrict - ограничивать
reverse - обратный, перевернутый
back direction - обратное направление
germanium - германий
valence - валентность

Text Work

I. Give the Russian for

1. an active semiconductor device
2. to be capable of current gain
3. voltage
4. an electric conductor
5. resistivity in the range between metals and insulators
6. to depend upon the direction of current flow
7. the forward direction .
8. the back direction
9. to possess two types of current carriers
10. a hole

II. Give the English for

1. изолятор
2. положительная масса
3. удельное сопротивление проводников зависит от направления тока
4. концентрация носителя электрического заряда

5. усиление тока
6. германий и кремний имеют два типа носителя тока: отрицательные электроны и положительные отверстия

III. Read the text again and put in the missing words

1. A _____ is an active semiconductor device with three or more electrodes. 2. A _____ is an electric conductor with _____ in the range between metals and insulators. 3. In the semiconductor the electrical charge carrier concentration _____ with increasing temperature over some temperature range. 4. The resistivities of semiconductors and insulators _____ rapidly with rising temperatures. 5. A _____ is a mobile vacancy in the electronic _____ structure of a semiconductor.

IV. Answer the following questions

1. Is a semiconductor defined as an electric conductor? 2. Do semiconductors vary greatly in appearance? 3. May transistors replace vacuum tubes? 4. Does the state of substances depend on temperature and pressure? 5. Will you study electronics this year? 6. Have many human activities played a part in scientific inventions? 7. Did the ancients know anything about electricity?

V. Get ready to retell the text

Text 4

THE DESTINY OF SEMICONDUCTORS

A semiconductor is often defined as an electric conductor that has a conductivity intermediate between that of an insulator and that of a metal. The more important semiconductors are: boron, germanium, silicon, selenium, phosphorus, gray tin and others.

The mechanical properties of semiconductors vary greatly. However, in hardness, brittleness, and fracture strength, semiconducting crystals resemble insulating crystals more than they do metals. Besides their electric properties, which in themselves may be of great variety, semiconductors vary in such physical qualities as magnetism, specific heat and thermal conductivity.

Semiconductors are widely used in electronics. They challenge vacuum tubes in many applications in the electronic industry. Engineers and physicists are going to solve many engineering problems by means of semiconductors.

Vocabulary Notes

Read, write down and learn the words and word combinations

conductivity - удельная проводимость; электропроводность in-
termediate - промежуточный
boron - бор
selenium - селен
phosphorus - фосфор
gray tin - серое олово
hardness - твердость
brittleness - хрупкость
fracture - перелом, трещина
resemble - быть похожим
thermal - термический

Text Work

I. Give the Russian for

1. conductivity intermediate between that of an insulator and that of a metal
2. selenium
3. gray tin
4. chemical properties of semiconductors
5. to vary greatly
6. brittleness
7. fracture strength
8. to resemble
9. insulating crystals
10. physical qualities

II. Give the English for

1. полупроводник определяют часто как электрический проводник с удельной проводимостью металла и изолятора
2. механические свойства полупроводников сильно отличаются
3. походить
4. изолирующие кристаллы
5. электрические свойства
6. теплопроводимость
7. полупроводники широко используются в электронике
8. решать проблемы инженерии

III. Read the text again and put in the missing words

1. The more important _____ are boron, germanium, silicon, selenium, phosphorus, gray tin and others. 2. The mechanical properties of semiconductors _____ greatly. 3. Semiconducting crystals _____ insulating crystals more in _____, _____ and _____. 4. Semiconductors vary in such _____ as magnetism, specific heat and thermal conductivity. 5. Semiconductors have a _____ intermediate between that of an insulator and that of metal.

IV. Ask questions on the text and answer them

V. Get ready to retell the text

Учебное пособие

Поцепай Светлана Николаевна
Васькина Татьяна Ивановна
Андрющенок Елена Владимировна
Блохина Виктория Валерьевна

АНГЛИЙСКИЙ ЯЗЫК

Учебное пособие для студентов факультета заочного обучения

Редактор Павлютина И.П.

Подписано к печати 21.06.2012 г. Формат 60x84 ¹/₁₆.
Бумага печатная. Усл. п. л. 6,33. Тираж 100 экз. Изд. № 2190.

Издательство Брянской государственной сельскохозяйственной академии.
243365 Брянская обл., Выгоничский район, с. Кокино, Брянская ГСХА