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## **ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)**

**ПРАКТИКУМ**

**по одноименной дисциплине  
для студентов экономических  
и технических специальностей  
заочной формы обучения**

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Построен на материале аутентичической экономической и технической литературы, подобранном с учетом их информативности и актуальности. Представленные тексты и упражнения охватывают грамматический и языковой материал и рассчитаны для аудиторской и внеаудиторской работы.

Для студентов экономических и технических специальностей заочной формы обучения.

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## ПРЕДИСЛОВИЕ

(преподавателю на заметку)

Овладение иностранным языком в техническом университете опирается на речевую практику студентов, на превращение элементов теоретических знаний языковых средств в навыки и умения общения на языке в определенных видах иноязычной речевой деятельности. Процесс овладения видами иноязычной речевой деятельности в университете подразумевает усвоение определенного минимума языкового и речевого материала. Компоненты иноязычной компетенции должны при этом тесно коррелировать с целями и задачами обучения и формировать определенные знания, а также соответствующие им умения и навыки, необходимые при общении в межкультурной и межличностной коммуникации.

Параллельно с усвоением собственно языкового и речевого минимума у студентов дистанционной (заочной) формы обучения формируется предметная компетенция межкультурного общения, которая, по своей сути, является составной частью коммуникативной компетенции. Она включает знание основных лексико–грамматических структур, наиболее типичных для жанров научной, научно–экономической речи; определенный объем лексического материала, а также умения и навыки рационального чтения специальных текстов; понимание и построение речи на иностранном языке, т.е. навыки коммуникации.

Овладение языком в высших учебных заведениях технического профиля представляет собой приобретение определенных языковых и речевых знаний, умений и навыков в рамках учебной программы; воспитание и развитие повседневной языковой/речевой способности обучаемых. Основу иностранного языка составляет его грамматический строй, правила словоизменения, словообразования и построения предложений. Грамматика является одним из основных инструментов овладения иноязычной речью. Для того чтобы правильно строить процесс обучения языку в университете, необходимо знать место этого курса в системе подготовки специалиста. Одновременно нужно иметь в виду то, что усвоение иностранного языка в техническом университете носит и избирательный характер. Более обязательным является здесь усвоение наиболее важного учебного материала: языковых единиц, правил изменения и сочетания слов; овладение лексическим минимумом

определенного направления, а также навыками "чтения и перевода общенаучных, научно–популярных, общеэкономических, лингво–страноведческих и общественно–политических текстов. Говоря о речевой деятельности, следует заметить, что она не представляет собой реализацию всей системы языка, всех его словарных богатств и стилистических возможностей. Речевая деятельность – это не что иное как активное использование языка и его средств говорящими. Недостаточное владение студентами грамматическим минимумом, процессами словообразования может вызывать у них определенные затруднения в речи.

Обучение иностранному языку на экономических специальностях предполагает взаимосвязанное развитие и совершенствование иноязычных умений и навыков в основных видах иноязычной речевой деятельности «чтение – перевод – письмо – говорение – аудирование». Основная цель обучения языку в техническом университете – научить будущих специалистов читать, понимать, переводить и интерпретировать с иностранного языка на родной общенаучные, общеэкономические, культурологические, лингвострановедческие тексты, выделять главную информацию в них и развивать элементы устной речи на базе прочитанных текстов. Эта цель по–прежнему остается важным аспектом овладения языком в техническом университете. Подготовка студентов к использованию иностранного языка в их будущей профессиональной деятельности включает также развитие и совершенствование некоторых навыков профессионально ориентированного чтения.

Обучение языку в университете складывается не только из общих, но и более частных целей, а именно:

- обобщение и систематизация полученных знаний, умений и навыков по вопросам грамматики, словообразования, фонетики; умений работать с текстом и со словарем;

- овладение совокупностью лексико–грамматических средств языка в пределах поставленных практических задач обучения;

- обогащение и расширение потенциального словаря обучаемых, включая общеупотребительную, общенаучную, экономическую и специальную лексику, термины и сокращения;

- усвоение наиболее продуктивных словообразовательных аффиксов и основных способов словообразования.

Цели и задачи обучения языку в университете – это направляющее звено, от которого зависит подбор всех дидактических

компонентов обучения. В основе обучения языку в университете служит определенная методическая концепция, система, включающая методы, средства, модели и приемы обучения. Одно из главных мест в этой системе занимает учебник или учебное пособие. В последнее время на кафедре стали использоваться коммуникативно ориентированные учебники, учебные пособия и электронные документы. Они преследуют цель предметного общения в реальных сферах учебной коммуникации. В качестве учебных материалов предлагаются реальные факты коммуникации, адаптированные и неадаптированные тексты для учебных целей. Методические пособия подобного рода помогают студентам овладеть необходимым минимумом языкового и речевого материала.

Целевая установка обучения языку предопределяет основной метод обучения, который включает в себя разнообразные приемы обучения. Последние направлены на достижение конкретной цели в течение определенного периода времени и реализуются при наличии необходимых учебных пособий и дидактических материалов, в которых должны учитываться возрастные, коммуникативно-познавательные и индивидуальные способности обучаемых. Ведущие стратегии обучения иноязычному профессионально ориентированному чтению, пониманию читаемого, выделению главного в тексте, а также переводу выносятся сейчас в университете на первый план. Основной формой пользования иностранным языком в высшем учебном заведении остается учебное чтение с варьируемой целью: чтение и извлечение искомой информации, чтение и развитие навыков устной речи на базе прочитанного.

Важным фактором формирования профессиональной коммуникативной компетентности в процессе университетской подготовки кадров выступает личностно-ориентированная составляющая как интерактивное свойство обучающего и обучаемого. Для развития языковой и коммуникативной компетентности студентов экономических специальностей используется принцип профессиональной направленности, а также системный, личностно-деятельностный и личностно-ориентированный подходы в соответствии с принципами единства целей и методикой обучения языку. Принцип профессиональной направленности в преподавании иностранного языка определяет формы и средства обучения, способствующие развитию профессиональной коммуникативной компетенции обучаемых. Профессиональная направленность



языкового обучения реализуется преимущественно через языковой материал и моделирование типичных ситуаций профессионального общения, позволяющих сформировать коммуникативную компетентность.

В профессиональной ежкультурной коммуникативной компетенции рекомендуется обучать студентов таким трём основным аспектам:

– дискурсивной компетенции (профессионально ориентированные языковые и речевые знания; представления об особенностях поведения коммуникантов в деловых ситуациях другой языковой общности);

– тезаурусной компетенции (знание семантики, связи слов и понятий);

– лингвосоциокультурной компетенции (использование лингвистических средств в соответствии с культурными нормами изучаемого языка в профессиональной сфере деятельности).

Межкультурная коммуникативная компетенция включает также мотивацию на расширение профессионального опыта. Это знания о социокультурных аспектах морально–этических норм общения в странах изучаемого языка, национальной идентичности, сходство и различия профессиональных понятий в родной и иноязычной культурах, нормах и поведенческих установках, различные языковые средства выражения коммуникативных стратегий и тактик в целях эффективного поведения, умения и навыки построения и распознавания культурно–специфических норм высказываний профессионального характера и свободного использования профессиональных понятий, речевого и неречевого поведения в культурно–профессиональных ситуациях.

Процессы экономической глобализации и международной интеграции, а также кардинальные изменения, происходящие в мире, обуславливают появление новых концепций в международном менеджменте и маркетинге, а также в современной методике обучения профессиональному иностранному языку. Поэтому целью языковой подготовки в вузе выступает не просто обучение грамматическим, лексическим и другим языковым умениям и навыкам, а формирование иноязычной коммуникативной компетенции и устранение культурно–ментальных барьеров. В процессе формирования профессиональной коммуникативной компетенции происходит одновременно и формирование личности обучаемого, которая через текст должна уметь вступать в подлинное межкультурное общение и диалог

различных культур. В связи с этим в нынешнее время говорят и о формировании межкультурной компетенции на основе межкультурной дидактики, которая отличается от традиционной иными целями и задачами и новой содержательной составляющей обучения.

Коммуникативная компетенция экономиста, менеджера, маркетолога становится не только неотъемлемой частью, но и системообразующим компонентом его профессиональной деятельности. Обучение будущих руководителей–менеджеров и маркетологов межкультурному иноязычному общению есть процесс, который должен включать в себя реальные факты иноязычной и родной культуры. Культуроведческий компонент при овладении иностранным языком способствует более осознанному изучению языка и повышает мотивацию для более глубокого познания культуры данного народа. Весомой частью учебного процесса в этой области становится формирование культуры речевого общения, развитие способностей управлять коллективом с помощью специальных методов и приемов коммуникации. В этом случае экономист, руководитель–менеджер или маркетолог сможет успешно достигать целей организации по внешней адаптации, направленной на результативную коммуникацию с представителями внешней среды на самых различных уровнях, а также внутренней интеграции компании по формированию корпоративной культуры, установлению и поддержанию эффективных отношений между членами организации и сплочения коллектива.

### **1. Методические рекомендации и указания студенту дистанционной (заочной) формы обучения**

Основная задача электронного учебно–методического документа (ЭУМД) – обеспечить по возможности эффективное и целесообразное начало обучения по дисциплине «Иностранный язык (английский)», так как качество обучения языку на начальном этапе в университете является определяющим фактором во всем последующем процессе овладения иностранным языком на заочной, дистанционной форме обучения, включая дальнейшее самообразование.

Цель ЭУМД – научить студентов самостоятельно работать с экономическими текстами по будущей специальности для извлечения нужной информации. Основная целеустановка ЭУМД – развитие умений и совершенствование навыков чтения, перевода, говорения,

слушания и письма – реализуется на материале текстов, а также на системе упражнений, предусматривающих первичное закрепление материала и развитие языковых и речевых умений.

В работе над иностранным языком требуется определенная система, последовательность, настойчивость и целеустремленность. На каждом этапе изучения языка в университете рекомендуется исходить из того, что составляет основу обучения, совершенствования и развития приобретаемых знаний, навыков и умений. При заочной, дистанционной форме обучения такой основой является усвоение и закрепление основных правил чтения, формирование навыков аппроксимированного произношения и развитие умений в определенных видах иноязычной речевой деятельности. Если на начальном этапе обучения этим видам работы уделяется недостаточное внимание, то дальнейшая работа над языком может тормозиться.

На последующих этапах обучения иностранному языку основным будет практическое овладение необходимыми грамматическими структурами и явлениями, лексикой и основными правилами словообразования.

Изучая материал по ЭУМД, необходимо соблюдать следующую последовательность в работе:

- усвоение определенных правил чтения и произношения;
- изучение основных грамматических явлений, новых слов и словообразования;
- выполнение упражнений для закрепления грамматического и лексического материала;
- систематическая работа над текстом и выполнение предтекстовых, текстовых, послетекстовых и тестовых заданий;
- проработка дополнительных текстов с целью развития и закрепления у студентов навыков чтения с варьируемой целью.

### **Учебное чтение и произношение**

1. Владение умением чтения по окончании курса иностранного языка в неязыковом вузе предполагает сформированность умений читать тексты по специальности с общим охватом содержания и, если необходимо, с точным и полным пониманием некоторых их деталей.

2. Чтобы научиться быстро и правильно читать на изучаемом языке, надо знать различие между звуком и буквой. Для этого необходимо выучить определенные правила чтения и запомнить,

какому звуку соответствует та или иная буква или буквосочетание.

3. Руководствуясь правилами чтения и произношения, рекомендуется систематически самостоятельно прочитывать упражнения, предшествующие каждому уроку, до чтения текста. Их надо озвучивать вслух, следя за произношением и точно соблюдая ударение в слове, словосочетании или предложении.

4. Правильность чтения и произношения слов можно проверять по словарю.

5. Работая над языком, необходимо регулярно закреплять приобретенные навыки правильного чтения и произношения, для чего рекомендуется многократное чтение вслух каждого изучаемого текста.

6. При озвучивании текста большое значение имеет соблюдение фразового или логического ударения в предложении или словосочетании. Следует помнить, что предлоги, союзы, личные и притяжательные местоимения, артикли, глаголы–связки, вспомогательные глаголы в большинстве случаев не несут на себе ударений и произносятся слитно с теми словами, с которыми они связаны по смыслу. При чтении предложений надо правильно членить речь на речевые такты, синтагмы согласно смысловым группам и соблюдать правила речевой интонации.

### **Грамматика**

Не менее важно иметь в виду, что без прочного усвоения определенного грамматического минимума невозможно правильно понимать и переводить экономические тексты, а также правильно говорить на иностранном языке. В связи с этим необходимо отличать минимум грамматических правил, используемых в разговорной речи, от объема грамматических сведений, без которых нельзя научиться адекватно переводить и понимать профессионально ориентированную речь (экономическую), а также тексты по специальности.

К необходимому грамматическому минимуму для развития умений устной речи относят:

1.1. Порядок слов в повествовательном предложении (утвердительная, отрицательная и вопросительная формы). Схемы структур утвердительного, отрицательного и вопросительного предложений. Построение отрицания.

1.2. Понятие об артиклях – определенном, неопределенном и нулевом. Общие правила употребления.

1.3. Оборот there is, there are.

1.4. Имя существительное. Множественное число имен существительных. Притяжательный падеж существительных.

1.5. Степени сравнения имен прилагательных и наречий, сравнительные обороты.

1.6. Имена числительные, количественные и порядковые.

1.7. Местоимения: личные, притяжательные, указательные, вопросительные, относительные, неопределенные, возвратные. Отрицательное местоимение no. Some/any. Объектный падеж личных местоимений.

1.8. Вспомогательные и смысловые глаголы.

Основные формы глагола. Времена действительного залога: Present, Past, Future Indefinite (Simple); Present, Past Continuous; Present, Past Perfect; Present Perfect Continuous.

The Passive Voice (образование, употребление, перевод).

Времена страдательного залога: Present, Past, Future Indefinite.

1.9. Конверсия.

1.10. Простые неличные формы глагола.

Инфинитив (образование, употребление, основные функции, перевод). Инфинитив как основная глагольная форма.

Инфинитив в составе сложного дополнения в сочетании с глаголами to want, to hear, to see типа I want him to help me. He saw them come in. I heard him speak to his parents by telephone.

Причастие I, II (образование, употребление, функции, перевод). Причастие в составе сложного дополнения в сочетании с глаголами to hear, to see типа I heard (I saw) her opening the meeting.

Простой герундий разговорного типа: He began reading a new list of names. Stop making noise!

1.11. Основные предлоги (пространственные, времени, причины/следствия и цели, образа действия) и союзы. Составные предлоги и союзы.

1.12. Наречия. Степени сравнения наречий.

1.13. Понятие о согласовании времен. Время Future-in-the-Past. Прямая и косвенная речь.

1.14. Модальные глаголы.

1.15. Фразовые глаголы.

1.16. Сослагательное наклонение. Условные обороты.

1.17. Простое и сложное предложение. Структура предложения. Подлежащее и сказуемое. Место второстепенных членов предложения. Эллиптические предложения. Сложноподчинённые предложения простой формы. Бессоюзные придаточные.

К необходимому грамматическому минимуму для развития умений письменной речи, чтения и перевода научных, научно-экономических текстов относят:

2.1. Залог глагола: The Active Voice и The Passive Voice (временные формы глагола в сравнении и сопоставлении действительного и страдательного залога времен Indefinite, Continuous, Perfect). Парадигма страдательного залога. Особенности употребления и перевода страдательного залога в английском и русском языках.

2.2. Модальные глаголы и их эквиваленты; глаголы to be to, to have to, to be able to, to be allowed to в модальном значении. Модальные глаголы ought to, need и should.

2.3. Согласование времен. Правила согласования времен.

2.4. Сложные неличные формы глагола. Инфинитив (The Infinitive). Основные функции и формы инфинитива. Indefinite Infinitive (Active и Passive), Continuous Infinitive (Active), Perfect Infinitive (Active и Passive), Perfect Continuous. The Passive Voice в сочетании с модальными глаголами. Перевод инфинитива на русский язык в зависимости от функции и формы. Объектный и субъектный инфинитивные обороты. Инфинитивный оборот с предлогом for.

2.5. Причастие. Participle I, II. Парадигма причастия. Простые, сложные формы причастия настоящего и прошедшего времени в действительном и страдательном залогах. Причастные обороты.

2.6. Герундий (образование, употребление, функции, перевод) (The Gerund). Формы герундия. Сложный герундиальный оборот.

2.7. Сослагательное наклонение (The Subjunctive Mood). Употребление форм сослагательного наклонения. Употребления форм изъявительного и сослагательного наклонений в условных предложениях. Условные предложения первого, второго и третьего типа. Инверсия в условных придаточных предложениях.

2.8. Структура простого предложения. Главные и второстепенные члены предложения. Типы простых предложений по цели высказывания. Порядок слов в предложении. Типы вопросов (общие, специальные, альтернативные, разделительные). Усилительная (эмфатическая) конструкция it is/was... that/who. Специфические конструкции и обороты. Конструкция used to + инфинитив. Безличные и неопределенно-личные предложения. Безличные обороты. Сложноподчиненное предложение. Придаточные предложения подлежащие и сказуемые; придаточные, определительные и обстоятельственные.

## 2.9. Грамматические функции и значения строевых слов:

– многозначность глаголов shall, will, should, would, to be, to have, их функции и перевод;

– употребление многофункционального местоимения it, его функции и перевод;

– употребление неопределенно–личного местоимения one (ones), его функции и перевод.

– употребление местоимения that/those.

2.10. Составные предлоги: as to, as for, according to, as far as, by means of, due to, in addition to, in front of, in order to, in spite of, on account of, owing to, thanks to.

2.11. Союзы: unless, until; составные союзы: as soon as, as long as, as well as, so that, in order that, however, now (that); парные союзы: as... as, both... and, either... or, neither... nor, whether... or, not only ... but.

## 2.12. Цепочка определений.

Для усвоения грамматического минимума может использоваться любой базовый учебник грамматики английского языка для неязыковых вузов. Грамматический справочник настоящего учебника содержит основной грамматический материал, необходимый для развития умений и совершенствования навыков письменной речи, чтения и перевода экономических текстов по специальности.

Грамматические темы рекомендуется усваивать постепенно, согласно распределению их по урокам пособия. Каждую из них необходимо внимательно прочитать, проработать и усвоить.

Следует также изучить систему словообразования английского языка, научиться разбираться в морфологическом составе слова и членить производное слово на приставку, корень и суффикс, а сложное слово – на его составные элементы. Знание основных значений префиксов и суффиксов способствует запоминанию производных слов. А знание системы словообразования, а также контекст и языковая догадка помогут определить значение неизвестного слова по его морфологическому составу, а во–вторых, образовывать уже от известного производные слова.

Упражнения по словообразованию направлены на расширение потенциального словаря студентов, опознание производных слов и слов интернационального характера.

## **Словообразование**

Продуктивные способы образования простых и сложных терминологических единиц.

Конверсия. Словообразование. Словопроизводство. Словосложение. Чередование ударения. Чередование звуков.

Наиболее употребительные префиксы английского языка (a-, be-, co-, ex-, extra-, in-, out-, over-, im-, re-, super-, trans-, under-, multi-).

Префиксы отрицательного значения (mis-, in-, non-, anti-, counter-, de-, dis-).

Образование существительных с помощью суффиксов -age, -er, -or, -ist, -ing, -ian, -ment, -ion (-sion, -ation), -ant (-ent), -ness, -ity, -hood, -th, -ure, -ship, -ism, -ence (-ance).

Образование прилагательных с помощью суффиксов -al, -ous, -ent (-ant), -able (-ible), -ive, -ic, -ful, -less, -y, -ly, -ish, -ty, -ity, -ness, -dom, -ency, -ancy, -ar, -ary.

Образование глаголов с помощью суффиксов -ate, -ise, -ify, -en.

Образование наречий с помощью суффиксов -ly, -ward(s), -out, -in.

Суффиксы числительных -teen, -ty, -th.

Сложные местоимения, предлоги, союзы: a) every + body, every + thing; b) through + out, up + on; c) where + as.

Интернациональные слова.

### **Работа над учебным текстом**

После усвоения грамматических тем того или иного занятия приступают к работе над текстом. До чтения и перевода текста по предложениям, абзацам сначала следует прочитать весь текст целиком, чтобы уяснить себе его общее содержание. После этого можно перейти к переводу всего текста.

В целом работа над текстом может состоять из нескольких этапов. При первичном ознакомлении с текстом может проводиться работа по развитию умений и совершенствованию навыков просмотрового и ознакомительного чтения. Для изучающего чтения характерно умение максимально полно и точно понять содержащуюся в тексте информацию. Данный тип чтения сопровождается детальным анализом всех трудностей, встречающихся в тексте. Такое чтение предполагает перечитывание отдельных абзацев текста несколько раз. При ознакомительном чтении, которым чаще всего пользуется специалист при работе с литературой по специальности, необходимо умение бегло прочитать текст, предназначенный для общего ознакомления с содержащейся в нем информацией. Задача данного вида чтения – понять основную мысль каждого абзаца и текста в



целом. При просмотрном чтении от студента требуется умение быстро просмотреть текст, получить самое общее представление о его содержании в целом и о вопросах, которые затрагиваются в тексте.

### **Работа со словарём и перевод текста**

1. Перевод выполняет важную социальную функцию: он делает возможным межъязыковое общение людей. Перевод с английского языка на русский, белорусский – это эквивалентная передача содержания иностранного текста грамматическими, лексическими и стилистическими средствами родного языка. Перевод и лексико–грамматический анализ предложений текста взаимно дополняют друг друга.

2. Чтобы правильно перевести предложение, сначала нужно определить значения всех незнакомых слов. Но прежде чем искать незнакомое слово в словаре, необходимо уяснить себе, какой частью речи оно является и что оно может обозначать.

3. Для активного пользования словарём нужно хорошо знать алфавит английского языка. Каждый словарь имеет свою систему условных обозначений, сокращений и свой порядок построения, которые объясняются в предисловии к словарю. Поэтому, прежде чем пользоваться словарём, необходимо как следует ознакомиться с его структурой и содержанием.

4. Если в тексте встречается незнакомое производное слово или сложное, то для раскрытия его значения следует, используя знание правил словообразования и словосложения, расчленить производное слово на приставку, корень, суффикс, а сложное слово – на составляющие его слова–основы.

5. Дословный перевод зачастую ведёт к неточности в передаче мысли и даже к смысловым искажениям, поэтому при переводе допускаются отступления грамматического и лексического характера с целью как можно лучше передать смысл оригинала.

6. Идиоматические и другие устойчивые словосочетания и выражения одного языка не могут быть дословно переведены на другой язык. И смысл их не всегда можно уяснить из дословного перевода составляющих его слов. Значения таких словосочетаний и выражений следует смотреть в словаре по знаменательным словам, составляющим эти выражения.

7. Если в предложении грамматические связи неясны, то необходимо провести тщательный лексико–грамматический анализ

этого предложения: выделить сначала центр предложения – сказуемое и подлежащее – а затем определить, какой частью речи выражен данный член предложения, далее приступают к анализу второстепенных членов предложения.

8. Выделив сказуемое и подлежащее и разбив предложение на группу подлежащего и сказуемого, находят относящиеся к ним второстепенные члены предложения и определяют зависимость одного члена предложения от другого.

9. Анализируя сложное предложение, следует предварительно определить его вид (сложносочиненное или сложноподчиненное), а затем выделить его составные части.

10. При анализе и переводе предложений необходимо особое внимание обращать на новые, только что изученные грамматические правила и обороты речи.

11. Перевод текста может быть сделан в устной или письменной форме. Оба эти вида работы взаимосвязаны и поэтому дополняют друг друга. Однако следует помнить, что основным является правильное понимание текста и извлечение из него необходимой информации.

### **Чтение и перевод текста**

После того как текст прочитан и переведен по предложениям, абзацам следует снова прочесть его от начала до конца и перевести или попытаться понять его без перевода, чтобы в нем не осталось ничего, что бы вызывало сомнение.

Полезно прочесть также сделанный перевод через несколько дней, не глядя в текст оригинала. Не находясь под влиянием подлинника, скорее можно заметить все неточности, смысловые искажения и стилистические недочеты.

Для совершенствования навыков правильного учебного чтения рекомендуется повторно читать текст вслух без перевода. Читать текст надо медленно и четко, не останавливаясь на неударных элементах предложения (артикли, предлоги, глаголы–связки, вспомогательные глаголы и другие служебные слова), произнося их слитно с теми словами, с которыми они грамматически связаны, например, предлоги со следующими за ними существительными, местоимениями и т. п. Читать текст вслух желательно несколько раз, пока не будут достигнуты беглость и четкость чтения и понимания.

### **Лексико–грамматические упражнения и задания**

Проработав учебный текст, важно выполнить лексико–

грамматические упражнения к занятию. Эти задания предлагается выполнять письменно с помощью словаря, ибо они могут содержать незнакомую лексику. Кроме того, они рассчитаны на расширение словарного вокабуляра студента. Правильность выполнения упражнений легче проверить, если они выполняются письменно.

Необходимо внимательно относиться к написанию каждого слова и помнить, что нередко замена одной буквы другой может привести к изменению смысла слова и всего предложения, сравните: end – and, feet – fit, pin – pen, land – lent, set – sad, boot – book.

### **Тексты для самостоятельной и индивидуальной работы**

1. В качестве дополнительного учебного материала в учебнике даны тексты, служащие для развития умений чтения и устной речи. Способ проработки этих текстов подобен процессу работы над основными текстами пособия.

2. Упражнения к текстам предназначены для чтения, понимания, перевода и пересказа текста. Работать с этими текстами следует очень внимательно, используя заранее выписанные и выученные слова и выражения.

3. Дополнительные тексты, в которых количество незнакомых слов сведено к минимуму, могут служить также для развития умений беспереводного понимания текста и совершенствования навыков устной речи с опорой на тематические логико–смысловые схемы, интерпретирующие смысловое содержание прорабатываемого текста.

### **Закрепление и обогащение лексики**

1. Для того чтобы овладеть иностранным языком, необходимо постоянно копить соответствующий словарный запас и закреплять его в памяти, так как в дальнейшем он должен стать основной лексической базой для чтения научно–технических текстов. Для этого рекомендуется составлять собственный словарь, записывая слова и выражения в специальную тетрадь или на карточки.

2. Новое слово надо уметь правильно перевести и прочитать. Выписывая новые английские слова и заучивая их значение, необходимо также запоминать правильное написание и звучание этих слов, для этого рядом со словом указывают его транскрипцию.

3. Впервые встречающееся производное слово анализируют с точки зрения словообразования.

4. Записанные слова и выражения следует регулярно

просматривать. Повторению слов, их заучиванию и проверке усвоения можно уделять ежедневно до 20 минут.

5. Рекомендуется запоминать слово не изолированно, а при повторении его в словосочетании, предложении и связном тексте, поэтому регулярное чтение текстов на английском языке способствует расширению словарного запаса.

Чтобы закрепить в памяти отдельные слова и выражения, рекомендуется: а) систематически перечитывать изученные ранее тексты; б) читать по возможности больше незнакомых текстов, статей и книг на английском языке из других источников.

## **2. Программные требования к тестовым заданиям**

Основной целью обучения студентов иностранному языку (английскому) в техническом университете является достижение ими практического владения этим языком, что предполагает при заочном обучении формирование умения самостоятельно читать литературу по специальности университета с целью извлечения искомой учебной информации из иноязычных источников.

В условиях заочного обучения такие виды речевой деятельности, как устная речь (говорение и аудирование) и письмо используются на протяжении всего курса как средство обучения.

Перевод (устный и письменный) используется на протяжении всего курса обучения:

- как средство обучения;
- для контроля понимания прочитанного текста;
- в качестве возможного способа передачи информации, полученной при чтении текста.

В процессе достижения практической цели обучения решаются воспитательные и общеобразовательные задачи, способствующие повышению общеобразовательного и культурного уровня студентов. Рекомендуется использовать также общественно–публицистическую литературу и материалы периодической печати, способствующие выполнению целей и задач обучения.

На заочной форме обучения изучается тот иностранный язык, который изучался в среднем специальном учебном заведении.

Студенты, не изучавшие английский язык в средней общеобразовательной школе или же изучавшие его в полном объеме средней массовой общеобразовательной школы, проходят в

университете все разделы программы курса.

### **Итоговый контроль знаний студента дистанционной (заочной) формы обучения**

В процессе подготовки к зачету и экзамену студенту рекомендуется:

– повторно проработать грамматические темы контрольных заданий (тесты) и упражнения к ним; прочитать и перевести тексты учебника или учебного пособия;

– внимательно изучить языковой материал выполняемых тестовых заданий; проделать наиболее сложные упражнения по закреплению грамматического минимума из учебника/ учебного пособия для самопроверки;

– повторить материал устных заданий и упражнений.

### **Программные требования на зачете и экзамене**

К зачету допускаются те студенты, которые успешно выполнили и прошли собеседование по тестовым заданиям, предусмотренным учебным планом университета, и выполнившие учебный план в полном объеме курса.

Зачет выставляется, как правило, на основе выполненных тестовых заданий и сданных учебных текстов.

В отдельных случаях (пропуски занятий по уважительным, неуважительным причинам) зачет может проводиться в форме экзамена. *Для получения зачета студент должен уметь:*

– прочитать с использованием словаря незнакомый текст на английском языке, содержащий изученный грамматический материал, и выполнить письменный перевод (800 – 1200 п. зн. в 1 академический час);

– прочитать без использования словаря незнакомый текст на английском языке и передать его содержание на родном языке; текст должен содержать изученный материал, а количество незнакомых слов должно составлять 5–8 на 900 печатных знаков.

К экзамену допускаются студенты, имеющие зачет по английскому языку и выполнившие все письменные тестовые задания, предусмотренные учебной программой университета.

### **Содержание курсового экзамена**

1. Чтение со словарем и письменный перевод текста по профилю университета (1200 п. зн. за 1 академический час; при устном

переводе до 1500 п. зн. за 1 академический час).

2. Чтение без словаря текста, содержащего изученный грамматический материал (900 п. зн.; 5–8 незнакомых слов на 900 п. зн.) и передача содержания текста на родном языке (выполнение тестовых заданий по содержанию текста; время подготовки – 10 минут).

3. Беседа с экзаменатором по теме «Моя специальность» (ответы на вопросы).

### 3. ФОНЕТИЧЕСКОЕ ВВЕДЕНИЕ

#### 3.1. ОСНОВНЫЕ ОСОБЕННОСТИ ФОНЕТИЧЕСКОГО СТРОЯ АНГЛИЙСКОГО ЯЗЫКА. ОСНОВНЫЕ ПОНЯТИЯ

Английский язык входит в группу германских языков, поэтому в фонетическом отношении его звуковой состав существенно отличается от фонетической системы русского языка. Так, к примеру, в английском языке 20 гласных и 24 согласных звука (6 гласных и 20 согласных букв), а в русском – 6 гласных и 36 согласных звуков (10 гласных букв и 21 согласная). Различия в фонетической системе английского и русского языков заключаются не только в количестве гласных и согласных смыслоразличительных звуков (фонем). Основные их различия определяются наличием характерных для языков артикуляционных и произносительных навыков, интонационного своеобразия, а также специфических звуков, не имеющих соответствия в другом языке.

В результате исторического развития английского языка и его письменности возникли определённые рассогласования между написанием слов и их произнесением, что и привело к системе специальной записи звукового образа слова – фонетической транскрипции. Транскрипционные знаки пишутся отдельно и заключаются в квадратные скобки. Поэтому всем тем, кто изучает английский язык, кроме алфавита необходимо освоить и систему графической записи звуков; определённые правила чтения букв и буквосочетаний. При этом необходимо не только представлять особенности английской фонетики, но и постоянно тренироваться в произнесении звуков и интонационных моделей. Существуют некоторые отличия в фонетической системе английского и русского языков. Значительно большее число гласных в английском языке по сравнению с русским объясняется тем, что в нем имеются:

1) долгие и краткие гласные, которые служат для различия слов, т.е. они выполняют смыслоразличительную функцию, например: [i:] – [ɪ], [ɔ:] – [ɒ], [ɑ:] – [ɒ], [u:] – [ʊ], [z:] – [e]: feet – fit, cart – cut, port – pot, pool – pull, bird – bed;

2) дифтонги и трифтонги, например: [aɪ], [ɪə], [eɪ], [oɪ], [aʊ], [əʊ], [ɔə] [εə], [aɪə], [aʊə]: sell – sail, fat – fate, man – mine, pin – pine; shirt – spire, third – tired, whirl – wire; so – sour, low – lower, poach – power.

Некоторые согласные в английском языке имеют 2 и более вариантов чтения. Сравните: s [s] – say: [z] – days. А сочетание 2-х согласных может передавать один звук. Сравните: kn [n] – knife, ng [ŋ] – long, sh [ʃ] – shop, th [θ] – thank, wh [w] – why, wr [r] – write. Поэтому для более успешного изучения языка разработаны наиболее типичные правила звукобуквенных соответствий, которые помогают обучающимся прочесть наибольшее количество слов. Некоторые трудности английского языка заключаются в том, что исключениями из этих правил чаще всего являются наиболее употребляемые слова, которые быстро запоминаются в силу их частного употребления.

## 3.2. ГЛАСНЫЕ И СОГЛАСНЫЕ ЗВУКИ

### 3.2.1. Гласные звуки

1. Гласные звуки английского языка в отличие от русского различаются по долготе и краткости и тем самым служат для различия слов. Несоблюдение данного правила приводит к искажению смысла слова. Например: cart (телега) – cut (порез, рана), bede (кайла) – bid (предложение), feel (чувствовать) – fill (наполнять), pool (бассейн) – pull (тяга), sport (спорт) – spot (пятно), dark (темный) – duck (утка) и т. д.

К долгим гласным относятся монофтонги [i:] [ɔ:] [z:] [u:] [ɔ:], а также дифтонги [eɪ], [aɪ], [əʊ], [ɔɪ], [ɪə], [ɛə], [ɔə] и трифтонги [aɪə] [aɪə].

К кратким гласным относятся [ɪ], [e], [æ], [ɒ], [ɔ], [ɔ], [ə].

Долгота и краткость гласных в английском языке имеет смысло-различительную функцию. Сравните: park – pack, feet – fit, cord – cot, heat – hit.

2. Все долгие гласные в английском языке произносятся энергично и одинаково ненапряженно на всем протяжении звука, краткие – ненапряженно.

3. Дифтонги и трифтонги, где ядром звука является первый элемент, произносятся слитно в пределах одного слога и с ударением на первом элементе. В русском языке буквосочетания типа «ай», «ой» дифтонгами не являются.

4. Гласный «е» в конце слова не произносится. Например: late, home, line, plane, fine, stone, type.

5. Гласные звуки, отсутствующие в русском языке: [z:] – girl, [æ] – back, curt – cat, bird – bad.

6. Чтение гласной зависит от:



1) типа слога (открытый: me, tie; закрытый: let; условно-открытый: make);

2) положения гласной в слове: ударное – безударное: can – ca'nal – 'candidate [kæn – kə'næl – 'kændidət]; again ['əgeɪn], control [kən'trəʊl], became [bɪ'keɪm], forgot [fə'gɒt];

3) от её положения среди других букв: gap – gar – garden – gasp; share, ago.

7. В английском языке гласный звук может передаваться на письме сочетанием двух и более букв: ee [i:] – meet, ea [i:] – meat, ie [i:] – field; er [ɜ:] – term, prefer, er [ə] (в суффиксе) – reader; ei [i:] – receive, ey [ɪ] – money, oo [u:] – cool, oa [əʊ] – road, ow [əʊ] – snow.

8. Различают 4 типа ударных слогов:

1-й тип: открытый, заканчивающийся на гласную: be, see, tea, tie; условно-открытый, оканчивающийся на гласный + согласный (кроме r) + «немое» – e: time, spoke, name;

2-й тип: закрытый, оканчивающийся на согласную: cat, bet, bit, lot, cut, address;

3-й тип: слог, когда за ударной гласной следует «r»: car, her, sir, or, fur;

4-й тип: слог, в котором за ударной гласной с буквой «r» следует ещё одна гласная: during, mere, care, fire, tyre.

Ударная гласная в открытом и условно-открытом слогах читается так, как она называется в алфавите: Aa [eɪ], Ee [i:], Ii [aɪ], Oo [əʊ], Uu [ju], Yy [aɪ] (алфавитный тип чтения), а в закрытом слоге – кратко (a – [æ], e – [e], i – [ɪ], o – [ɒ], u – [ʊ], y – [ɪ]) /как во втором типе слога/.

### 3.2.2. Согласные звуки

1. Согласные звуки в английском языке делятся на глухие и звонкие, многие из них имеют соответствующие пары.

Звонкие согласные: [b], [d], [g], [v], [ð], [z], [ʒ], [dʒ], [m], [n], [ŋ], [l], [r], [j], [w].

Глухие согласные: [p], [t], [k], [f], [θ], [s], [ʃ], [tʃ], [h].

Звуки [b], [p], [v], [f], [g], [k], [m] очень близки к русским звукам.

2. Все английские согласные произносятся более напряженно и энергично, включая [b], [p], [v], [f], [g], [k], [m]. В любой позиции они произносятся твердо: black [b], fog [f], pick [p], look [l], girl [g], come [k], said [s].

3. Согласные звуки [b], [t], [k] произносятся с придыханием в позиции перед ударным гласным: race – rack, tape – tap, key – kick.

После звука [s] звуки [p] и [t] произносятся без придыхания: steel – step – spell – spend – speed.

4. В отличие от русского языка в английском звонкие согласные в конце слова (в корне) не оглушаются: bad, cab, bag, dad, pub, send, leg, bub, glad, pig.

Оглушение конечной звонкой согласной ведет к изменению или разрушению смысла слова. Сравните: dock – dog (док – собака), sat – said (сидел – сказал), leaf – leaves (лист – листья), send – sent (посылать – послал), bag – back (сумка – спина).

5. Глухие согласные не озвончаются и сохраняют свою глухость перед любым звонким согласным в слове и на стыке слов в предложении: a black ball, the next day, Ben Dent's car. He sat behind it. Замена глухих согласных соответствующими звонкими ведет к искажению или разрушению смысла слова.

6. В русском языке имеет место противопоставление большинства согласных по твердости и мягкости, например: угол – уголь, лук – люк, мал – мял. В английском языке смягчение согласного (палатализация) не допускается и считается ошибкой; она не искажает смысл слова, но приводит к сильному акценту и затрудняет понимание.

### 3.3. ИНТОНАЦИЯ

Интонация – это сложное единство нескольких компонентов, главными из которых являются мелодия (изменение высоты тона), ударение (сила произнесения слов) и ритм (чередование ударных и неударных элементов).

Словесное ударение – это выделение одного из слогов в слове голосом. В транскрипции оно обозначается ['] перед ударным слогом. Например: dinner ['dɪnə], observe [əb'zɜ:v]. Английские многосложные слова имеют, как правило, 2 ударения: главное и второстепенное. В транскрипции второстепенное ударение обозначается [□] значком перед ударным слогом: engineer – [□end□ɪ'nɪə], downhill [□da□n 'hɪl].

Фразовым ударением называется более сильное произнесение одних слов в предложении по сравнению с другими словами (неударными). Ударными словами, как правило, являются существительные, прилагательные, смысловые глаголы, числительные, наречия, вопросительные и указательные местоимения. Неударными обычно являются артикли, союзы, предлоги, вспомогательные глаголы, личные и притяжательные местоимения. В английском предложении, как и в русском, наиболее важное по смыслу слово располагается в конечной позиции:

He is a \'"student. He is \'"late. Ted is \'"not late.

Ядро предложения может находиться в середине, а также в самом начале предложения. Сравните:

There is a \'"red pen on the table. When are the days longer?

– In \'"summer the days are longer.

Смысл таких предложений становится понятен в контексте или в ситуации. В предложении может быть несколько полнозначных и важных в смысловом отношении слов. В таком случае в предложении кроме ядерного ударного слога имеются одно или более предъядерных и заядерных ударных слогов. Сравните:

Whose tables are there along the wall?

– There are \'"students' tables ,along the ,wall.

Для английской интонации характерны две основные речевые мелодии, два тона: нисходящий и восходящий.

**Нисходящий тон** выражает законченность, завершенность высказываний, а также категоричность. Утвердительные предложения произносятся с нисходящим тоном. Нисходящий тон употребляется также в повелительных и повествовательных предложениях, а также в вопросительных предложениях с вопросительным словом (специальный вопрос). В транскрипции он обозначается следующим знаком, нисходящей стрелкой [↘]: Ann is late ['æn ɪz ↘leɪt]. Write this word. [↘'"raɪt ðɪs wə:d]. Come! [↘'"kʌm].

**Восходящий тон** выражает незавершенность, незаконченность высказывания и отсутствие категоричности. С восходящим тоном произносятся общие вопросы. Восходящий тон употребляется также при перечислении. В транскрипции восходящая мелодия обозначается знаком [↗]: Is Ann late? [ɪz æn ↗leɪt?] Is he always late? [ɪz hi: ↗ɔ:lweɪz leɪt?] You may 'take my 'pens and ↗'pencils, 'books and □copy–books, □dictionaries and □drawing paper.

1. A □test. It is a □test. Is it a □test? □Yes, it □is. It is a□test.

It's a □new test. □No, it is□not. It is□not a test. It's a □note.

□What is it? It is a □set. It's a □new set.

2. 'This is the □file and 'that is the □slide.

'Is 'this model □seventy or □seventeen? It is □seventeen.

3. 'There is a ho□tel there. 'Is there a hotel □there?

4. 'Where is the □blackboard? It is on the □wall.
5. 'Where is 'Ted? He is at 'home now. 'Ask 'Ann, please.
6. 'This is a 'new com□puter, □'isn't it?  
– 'Yes, it □'is. It is a 'new com□puter.

### 3.4. ЗНАКИ ТРАНСКРИПЦИИ И ПРОИЗНЕСЕНИЕ ЗВУКОВ

Краткий обзор транскрипционных знаков и характеристика звуков

#### Гласные:

**[ɪ] big** [bɪg]; it, fill, still, did, fish, trip, swim, since: при произнесении звука [ɪ] язык продвинут вперед, кончик языка находится у нижних зубов; звук произносится очень кратко, ненапряженно; похож на русский звук [ы] в словах «шить», «жить», «снаружи»;

**[ʊ] book** [bʊk]; look, good, hood, cook: при произнесении звука [ʊ] язык немного оттянут назад, его кончик опущен и отходит от нижних зубов, губы вперед не выдвинуты; звук произносится кратко и ненапряженно;

**[i:] be** [bi:]; he, feel, see, eat, feature, tea: при произнесении звука [i:] масса языка продвинута вперед, кончик языка касается нижних зубов, губы несколько растянуты, похож на русский звук [и] в слове «ива», «игры», «избы»;

**[e] get** [get]; desk, test, bed, set, pen: при произнесении звука [e] масса языка находится в передней части ротовой полости, кончик языка находится у нижних зубов, губы слегка растянуты; расстояние между челюстями шире, чем при [ɪ], похож на русский звук [е] в словах «шесть», «Женя»;

**[ɑ:] far** [fɑ:]; plant, harm, car, farm, car, star, dark, large, hard, farther, ask, vast, pass, heart: при произнесении звука [ɑ:] рот открыт почти как для русского [а], язык оттянут назад и лежит плоско при небольшом поднятии задней спинки; это долгий напряженный звук, он похож на долгий и глубокий звук [а] в слове «галка», «зал»;

**[u:] foot** [fu:t]; moon, noon, cool, soon, school, include, move: при произнесении звука [u:] губы сильно округлены, но меньше, чем при произнесении русского звука [у]. Это долгий напряженный гласный; он похож на долгий [у] в слове «булка»;

**[æ] have** [hæv]; act, hat, bad, map, sad, lack, happen; это краткий, открытый звук; что-то среднее между русскими звуками [а] и [у]. При его произнесении губы несколько растянуты, нижняя челюсть сильно опущена, кончик языка сильно прижат к нижним зубам, а средняя

спинка языка немного выдвигается вперед и кверху; похож на русский гласный «я» в слове «*пять*»;

[ɒ] **off** [ɒf]; hot, long, from, drop, clock, song, often, fog, frost, watch; это краткий, открытый звук. Чтобы его произнести, надо подготовиться к произнесению звука [ɔ:], слегка округлить губы (губы не выпячиваются) и произнести краткий, ненапряженный звук, который напоминает краткий [o] в слове «*вот*»;

[ɔ:] **for** [fɔ:]; four, floor, door, morning, warm, call, fall, war, record, therefore, talk, walk; это долгий, напряженный, открытый звук. Чтобы его произнести, надо подготовиться к произнесению звука [ɔ:], значительно округлить губы и выдвинуть их вперед; похож на русский звук [o] в слове «*долго*»;

[ɒ] **come** [kɒm]; bus, cup, dull, fun, much, summer, just; young, subject; это краткий ненапряженный звук; при его произнесении язык несколько отодвинут назад, задняя спинка языка приподнята к передней части мягкого нёба, губы слегка растянуты, расстояние между челюстями довольно большое; похож на русский звук [a] в словах «*какой*», «*сады*»;

[ə] **about** [ə'baʊt]; agree, computer, alone, support, winter, sister, teacher, after, figure; это нейтральный гласный, гласный нечеткого качества; он близок к русскому [э]; это результат ослабления гласных в безударном положении; один из его вариантов напоминает русский конечный [a] в словах «*комната*», «*бумага*», «*рама*»;

[ɜ:] **bird** [bɜ:d]; her, first, girl, word, world, turn, early, learn, earth. Это долгий, напряженный, открытый звук. При его произнесении тело языка приподнято, вся спинка лежит максимально плоско, губы напряжены и слегка растянуты, чуть обнажая зубы. Расстояние между челюстями небольшое; кончик языка находится у нижних зубов, напоминает долгое [ё] в слове «*свёкла*».

### Дифтонги:

[eɪ] **day** [deɪ]; lake, plate, make, take; table, train, raise; дифтонг [eɪ] напоминает русское [эй]. Это сочетание двух гласных, начало дифтонга соответствует английскому гласному [e], который произносится вполне отчётливо, после чего осуществляется скольжение в направлении слабого безударного гласного звука [ɪ]. Не следует уподоблять его [aɪ]; в русском языке похожее сочетание звуков имеется в слове «*шейка*»;

[əʊ] **no** [nəʊ]; open, over, home, hope, close, ocean; low, blow, grow,

cold; дифтонг [əʊ] напоминает русское [ou]. Он начинается с гласного звука [z:], представляющего собой нечто среднее между русскими звуками [o] и [э], язык оттянут назад, губы слегка растянуты и округлены, но не выпячиваются, затем переходит к гласному [ʊ]; в русском языке похожее сочетание звуков имеется в слове «клоун»;

[aɪ] **my** [maɪ]; life, pipe, smile, time, hike, like, kind, fight, right, light; дифтонг [aɪ] похож на русский [ай]. При произнесении данного звука язык продвинут вперед и лежит максимально плоско, кончик языка упирается в нижние зубы, расстояние между челюстями широкое, губы слегка растянуты; первый элемент похож на русский ударный [а] в слове «чай», «байка», «дать», затем переходит к слабому безударному гласному [ɪ];

[ɔɪ] **boy** [bɔɪ]; point, enjoy, join: при произнесении дифтонга [ɔɪ] язык скользит от [ɔ] к [ɪ];

[ɪə] **beer** [bɪə]; here, ear, real, clear, hear, dear, period, engineer. Язык скользит от [ɪ] к нейтральному [ə] с оттенком [ɪ]. Начало звука соответствует изолированному гласному звуку [ɪ];

[pə] **poor** [pə]; sure, moor, tour: язык скользит от первого элемента к нейтральному [ə] с оттенком [p]; начало звука соответствует изолированному гласному звуку [p];

[wɛə] **where** [wɛə]; air, chair, hair, care, wear, square, area: в дифтонге [wɛə] первый элемент похож на русский звук [э] в слове «это», он скользит в направлении к нейтральному [ə] с оттенком [w];

[aʊ] **cloud** [klaʊd]; дифтонг [aʊ] передается скольжением от звука, совпадающего с русским ударным звуком [а], к слабому безударному [y].

### Согласные:

[ŋ] **wrong** [rɒŋ]: в русском языке такого звука нет; при его произнесении можно начинать со вдоха через нос, рот широко открыт; задняя спинка языка смыкается с опущенным мягким нёбом, кончик языка опущен, рот открыт, воздух проходит через носовую полость, он напоминает звук [н], произнесённый в нос задней частью спинки языка, кончик языка упирается в нижние зубы;

[r] **rain** [reɪn]: это слабый русский [р], близкий к «ж», он произносится перед гласными звуками, кончик языка находится за бугорками верхних зубов, образуя щель; язык напряжен и неподвижен, при произнесении данного звука вибрации не должно быть; при его произнесении кончик языка напряжен и поднят к задней части альвеол. Произносить [r] рекомендуется начинать с русского

гласного [a], постепенно загибая кончик языка кверху, либо исходить из артикуляции русского [ж], слегка опустив нижнюю челюсть;

**bird** [bɜ:d]: перед согласными звуками [r] не произносятся;

**poor** [pɔ:ə]: в конце слова обычно произносится как [ə];

**[θ] theory** ['θiəri]: это глухой межзубный щелевой согласный звук; язык распластан во рту, кончик языка слегка высунут между верхними и нижними зубами; звук произносится без голоса; в русском языке подобного звука нет;

**[ð] then** [ðen]: это межзубной щелевой звонкий согласный звук, язык во рту распластан, кончик языка слегка высунут между зубами; в русском языке аналогичного звука нет;

**[f] fact** [fækt]: глухой согласный звук; практически совпадает с русским [ф], при его произнесении нижняя губа неплотно прижимается к верхним зубам;

**[v] every** ['evri]: это звонкий согласный звук; он практически совпадает с русским [в]; при его произнесении нижняя губа неплотно прижимается к верхним зубам;

**[w] wet**: [wet]: это звонкий губно–губный согласный звук, при его произнесении губы сильно округлены и значительно выдвинуты вперед, выдыхаемый воздух с силой проходит через щель, губы энергично раздвигаются; в русском языке схожего звука нет; сильно напряженные и округленные губы произносят краткий звук [y] и переходят в положение для последующего гласного; ср.: белорусское слово «знайшоў»;

**[s] salt** [sɔ:lt]: глухой согласный звук, кончик языка находится у бугорков за верхними зубами; при его произнесении губы слегка раздвинуты, кончик языка оттягивается назад к альвеолам;

**[z] as** [æz]: в отличие от [s], [z] – это звонкий согласный звук, при его произнесении губы слегка раздвинуты, а кончик языка оттягивается назад к альвеолам;

**[ʃ] short** [ʃɔ:t]: это глухой согласный звук, напоминает русский звук [ш], мягкость звука объясняется тем, что средняя часть языка поднята к твердому нёбу; это средний звук между русскими [ш] и [щ];

**[ʒ] measure** ['meɪʒə]: звонкий согласный звук, от русского [ж] отличается мягкостью, напоминает звонкий звук [ʒ];

**[h] hand** [hænd]: это лёгкий, едва слышимый выдох; встречается только перед гласными; в русском языке подобного звука нет;

**[tʃ] cheese** [tʃi:z]: это глухой согласный звук, напоминает русский звук [ч], но произносится твёрже;

**[dɪ]** **age** [eɪdɪ]: этот звук напоминает звонкий [tɪ], т.е. произносится примерно, как и английский согласный [tɪ], но является звонким звуком;

**[kw]** **quick** [kwɪk]: встречается только в сочетании «qu».

[:] после знака означает долготу гласного звука.

В многосложных словах знак ['] стоит перед ударным слогом.

### 3.5. ПРАВИЛА ЧТЕНИЯ УДАРНЫХ ГЛАСНЫХ

#### Гласные

Тип слога	Aa	Ee	Ii	Oo	Uu	Yy
открытый	[eɪ] age plate take make state	[i:] me be he see mete	[aɪ] ice nice size pipe idea	[əʊ] open pole close bone vote	[u:] unit tube mule human tutor	[aɪ] shy sky why dry type
закрытый	[æ] add land map sad had	[e] end send let left held	[ɪ] it miss will rich fish	[ɒ] odd spot block hot shop	[ʊ] up but fun just run	[ɪ] myth; city syntax; baby system; happy carry
гласный + r; гласный + r + согласный	[ɑ:] arm car far star part	[ɜ:] her heard term learn earn	[ɜ:] sir bird firm girl first	[ɔ:] or order port sport lord	[ɜ:] fur burn turn hurt burst	[ɜ:] Byrd Cyrd Byrn myrtle myrrh
гласный + r + гласный	[ɛə] bare chair care dare fare	[ɪə] ear mere here near engineer	[aɪə] fire wire hire tire tired	[ɔ:] ore more shore store story	[jʊə] pure during cure lure secure	[aɪə] tyre lyre dye gyre flyer

### 3.6. ЗВУКО–БУКВЕННЫЕ СООТВЕТСТВИЯ

а) в ударном положении

\*

ar [ɑ:]

art [ɑ:t]:

car, mark, hard;



or [ɔ:]	order ['ɔ:də]:	form, port, force;
ore	more [mɔ:];	bore, core, before;
er [ɜ:]	fern [fɜ:n];	pert, perl, German;
ear	learn [lɜ:n];	earth, early, heard;
ir	first [fɜ:st];	bird, shirt;
ur	burn [bɜ:n];	burst, murder, further;
yr	myrrh [mɜ:];	myrtle;

### б) в неударном положении

a [ə]	about [ə'baʊt];	again, ahead, away;
ar	similar ['sɪmɪlə];	solar, popular;
er	paper ['peɪpə];	sister, silver, number;
or	doctor ['dɒktə];	visitor, sector;
ur	murmur ['mɜmə];	murmurous;
are	care [kɛə];	fare, spare, dare;
	air [ɛə];	pair, hair, fair;
	ear [ɪə];	hear, near, clear;
ere	here [hɪə];	mere, severe, sphere;
eer	peer [pɪə];	beer, deer, sheer;
ire [aɪə]	fire [faɪə];	wire, spire, entire;
yre	tyre [taɪə];	byre, gyre, lyre;
ure [jʊə];	pure [pjʊə];	cure, lure, mure;
	our [aʊə];	hour, sour, lour

## 3.7. ПРАВИЛА ЧТЕНИЯ БУКВОСОЧЕТАНИЙ В РАЗЛИЧНЫХ ПОЗИЦИОННЫХ УСЛОВИЯХ

Открытый слог			Закрытый слог				Букво-сочетание	Буквосоч. в неударн. полож.
<b>Аа</b>	<b>[eɪ]</b>	<b>[ɛə]</b>	<b>[ɔ:]</b>	<b>[ɔ:]</b>	<b>[ɔ:]</b>		<b>[ɪ]</b>	
	ai	a+r+гласн.	a+r/th	a+f/n/st	a+l+согл.	w(h)+a	a+u	a+i
	ay	a+гласн.+r					a+w	a+y
	fairy	care	arm car	draft plant	All also	what walk	launch draw	Sunday
	day	air	path	past	Talk	warm	August	captain

<b>Ее</b>	<b>[i:]</b>			<b>[ɪə]</b>		<b>[e]</b>		<b>[ɜ:]</b>	
	Откры-тый слог	ee, ea	ie	ear, eer, e+r+ гласный	Зак-ры-тый	ea+d v, th, l'th	если в заудар-ном	e+r	ear+со-гласный

					слог		слоге [i]		
	me bee tea	feel meat eat	field piece	near beer mere	let set met	head heavy	medical enemy	her term earn	heard earth
<b>Ii</b> <b>Yu</b>		[aɪ]	[ɪ]				[ɜ:]	[aɪə]	
	В отк- рытом слоге	i+ld/nd/ gn/gh (по типу открыт. слога)	В зак- рытом слоге	Если в заудар- ном слоге [ɪ]	В неудар- ном поло- жении		i+r y+r	(y)i+r+ + сог- лас- ный	i+a i+o
	life buy type quite	find wild sign light	pin myth	pity digit civil typical	Ability activity limiting	first circle myrtle	fire tyre	dia- lion	
	Открытый слог		o+ld		Закрытый слог		o+m/n/th/v		
<b>Oo</b>	[əɒ]	[əɒ]	[ɒ]	[ɒ]					
	go sole vote		cold told hold		not boss hot		come some love		
<b>Uu</b>	[ju:]	[u:]	[ɔ]	[ɔ]			[u:]	[ɜ:]	
	В открытом слоге	В открытом слоге после l	В закрытом слоге	Перед k			u+r	В остальных случаях	
	use tube fuse	glue blues clue	plus must cut	look cook took			too mood cool	turn nurse burn	

### Сочетание гласных

- [i:] ee – meet, ea – deal, ie – chief, ei – ceiling;  
 [ɔ:] a+r – hard, a+th – path, a+ss/st – grass, last, a+sk/sp – grasp, task, a+lf/lm – half, calm, a+nt/nd – plant, grant, ea+r – heart;  
 [ɔ:] o+r(e) – short, oo+r – door, a+ll/lk – wall, chalk, au(aw) – because, draw, aught–taught, ought–thought, wa+r – warm, our – your;  
 [ɔ] wa – was, want, wash;  
 [u:] ou – group, ough – through;  
 [ju:] ew – new, ue (после r, l) – due;  
 [ɔ] oo – look, book;  
 [ɜ:] e+r – term, i+r – shirt, u+r – turn, ea+r – learn, w+or – work;  
 [ɔ] o – son, ou – country, oo – flood;  
 [eɪ] ai – rain, ay – say, ey – grey, igh – weigh;  
 [aɪ] i+gn – sign, i+ld – child, i+nd – blind, igh – high;  
 [ɔɪ] oi – noise, oy – boy,  
 [əɒ] o+ld – old, cold, hold;

[a□] **oa** – boat, **ow** – town, **ow** (в конце слова) – window;  
 [ɪə] **ea+r** – clear, **ee+r** – engineer, **ere** – here;  
 [ɛə] **ai+r** – pair, **a+re** – parents, **e+re** – there, **ea+r** – pear;  
 [□ə] **oo+r** – poor,  
 [a□ə] **our** – hour, sour

### Сочетание согласных

bt [t]	– doubt (в конце слова);	qu [kw]	– quite;
ch [t□]	– chip, much;	ssion [□ən]	– discussion;
tch [t□]	– watch;	sion [□n]	– television;
ch [k]	– school (греч.);	sure [□ə]	– measure;
□	– machine (франц.);	sh [□]	– short;
ck [k]	– luck;	sten [sn]	– listen;
dg [d□]	– bridge;	th [θ]	– tooth;
ften [fn]	– often;	□	– weather;
gh	– eight;	tion [□ən]	– demonstration;
□	– enough (после au, ou);	ture [t□ə]	– future;
gn [n]	– foreign, design (начало, конец слова);	wh [w]	– white;
kn [n]	– know;	wh+o [h]	– whom;
mb [m]	– comb (конец слова);	wr [r]	– write;
mn	– autumn (конец слова);	x [ks]	– box (в конце слова);
ng [ŋ]	– thing;	exercise	(перед согласными);
nk [ŋk]	– tank;	[qz]	– exist (перед ударным гласным)
ph [f]	– physics (греч.);		
q [kw]	– question;		

### Согласные звуки, имеющие два варианта чтения

- \* **c** [s]: перед e, i, y → ice, city, cent;  
 [k]: в остальных случаях → clock, come, close;  
 [□]: перед безударной гласной → social, ancient, musician;
- \* **g** [d□]: перед e, i, y → stage, large, engine;  
 [g]: в остальных случаях → green, go, good

### 3.8. ТРЕНИРОВОЧНЫЕ УПРАЖНЕНИЯ

#### А. Алфавитное и краткое чтение гласных

<b>Aa:</b>	[eɪ] late fate hate base same	[æ] land fan hat bag sad	<b>Ee:</b>	[i:] be me see teen these	[e] bed met set tell then	<b>Oo:</b>	[əʊ] so go note tone smoke	[ɔː] soft got not top smock
<b>Uu</b>	[ju] UK USA unit used fume pupil	 under upper bun cud cut shut	<b>Ii/Yy</b>	[aɪ] nice like mine mice hike	[waɪ] my shy my type pile	[ɪ] nick/cyst sick/system mink/myth mint/twenty hill/ugly pill/plenty		

#### В. Чтение гласной в ударном слоге

<b>Aa:</b>	[eɪ] take date lake rate plane	[æ] tacky dash land rattle plan	[ɔː] park cart farm bard dark	[ɛə] pare care fare bare dare	[ə] a'side a'fire, a'ttend, 'miner 'armor
<b>Ee:</b>	[i:] we mete see me he	[e] West met set melt help	[ɜː] term merge serve learn her	[ɪə] sere mere here near hear	[ə], [ɪ] e'ffect, e'clipse darkness 'element 'eminent
<b>Oo:</b>	[əʊ] over note hope bone tone	[ɔː] off hop not bond tonk	[ɔː] Or horn norm born torn	[ɔː] more fore store bore tore	[ə], [əʊ] po'sition con'trol 'memo lo'cate mo'bility

<b>Uu:</b>	<b>[ju:]</b>	<b>[□]</b>	<b>[ɜ:]</b>	<b>[j□ə]</b>	<b>[ə], [ju:]</b>
	unit cute tube student computer	us but cup uncle upper	Urn fur hurt curd burn	lure pure cure during secure	until united unless utensils unique
<b>Ii:</b>	<b>[aɪ]</b>	<b>[ɪ]</b>	<b>[ɜ:]</b>	<b>[aɪə]</b>	<b>[ɪ]</b>
	dine life size file pie find	din lift sizzle film Finn pick	dirty girl sir fir pirn bird	dire mire sire fire siren lyre	district public bullet dedicate dissimilar
<b>Yy</b>	<b>[aɪ]</b>	<b>[ɪ]</b>	<b>[ɜ:]</b>	<b>[aɪə]</b>	<b>[ɪ]</b>
	my fly type buy style	gyn fifty gyp mystic penny	myrrh myrtle	gyre tyre syren byre dyer	busy twenty thirty forty fifty

### С. Чтение гласных букв и буквосочетаний

Звук	Буква и буквосочетание					
<b>[i:]</b>	<b>e</b>	<b>ee</b>	<b>ea</b>	<b>ie</b>	<b>ei</b>	
	me be see eve cheese	feel deep need meet feed	team mean neat meat beat	piece field chief shield niece	seize ceiling receive deceive deceit	
<b>[□:]</b>	<b>a+r</b>	<b>a+th</b>	<b>a+ss/st</b>	<b>a+sk/sp</b>	<b>a+lf/lm</b>	<b>a+f/n/s</b>
	arm card bard park large	path bath father rather pathway	pass last grass brass class	ask bask grasp task mask	halm half palm calm balm	answer can't plant path class
<b>[□]</b>	<b>o+r(e)</b>	<b>a+ll/lk</b>	<b>au(aw)</b>	<b>au/gh</b>	<b>ough+t</b>	<b>wa+r + + our</b>
<b>[a□ə]</b>	sore shore	all/call hall	cause pause	August launch	bought thought	war sour

	more core door	small fall talk	autumn law saw	taught daughter caught	brought	our warm power
[eɪ]	<b>a</b>	<b>ai</b>	<b>ay</b>	<b>ey</b>	<b>eigh</b>	
	made fame late date same	aim main paint mail wait	say play may day stay	obey they grey greylag	eight weigh neigh weight neighbour	
[aɪ]	<b>i/y</b>	<b>igh</b>	<b>i+ld</b>	<b>i+nd</b>	<b>i+gh</b>	
	line/by fine/my mile/shy pipe/type time/dye	high light night bright sight	wild mild child childish	find mind bind blind kind	sign design designer	
[əʊ]	<b>o</b>	<b>oa</b>	<b>ow</b>	<b>o+st, ld</b>		
	open note home stone dose	goal coat boat coal road	low know snow blow slow	most post sold hold told		
[aʊ]	<b>ou</b>	<b>ow</b>	<b>oi [ɔɪ]</b>	<b>oy</b>		
	out house found pound cloud	now how allow crowd town	oil coin soil boil voice	boy toy foyer joy loyal		
[ɜ:]	<b>er</b>	<b>ir</b>	<b>ur</b>	<b>ea+r</b>	<b>w+or</b>	
	term person certain service verb	girl bird first shirt third	fur turn burn curve purle	earn earth learn early	worm word work world worth	
[ʊ]	<b>u</b>	<b>o+m/n/v/th</b>	<b>ou</b>	<b>oo+d</b>	<b>ou+gh[f]</b>	
	us bus sun luck cut	mother son some come money	cousin coupler country double doublet	blood bloody flood	rough tough enough	

[u:]	<b>oo</b>	<b>ou(gh)</b>	<b>ou+r[uə]</b>	<b>ou+r[auə]</b>	<b>l+u</b>	<b>ure/ our</b>
	too cool mood noon loop	mouch louver wound	poor moor sure tour	our hour sour tour tourist	blue blues clue glue Pluto	pure cure secure our hour
[ɛə]	<b>a+re</b>	<b>air</b>	<b>[ɪə] ere</b>	<b>ear</b>	<b>eer</b>	
	bare dare care fare spare	air pair chair fair hair	mere sphere here	year near tear bear dear	peer beer deer seer leer	
[ə]	<b>ar</b>	<b>er</b>	<b>or</b>	<b>ur</b>		
	solar popular similar dollar	silver paper number summer	visitor doctor factor actor	murmur pur'sue		

### 3.9. КОНТРОЛЬНЫЕ УПРАЖНЕНИЯ

[e]	[æ]	[æ]	[ɑ:]	[ʌ]	[ɑ:]	[ɑ]	[ɑ:]	[ɑɪ]
men	man	at	art	up	sharp	on	or	boy
end	and	back	bark	cut	cart	not	nor	toy
ten	tan	cat	cart	much	March	pot	port	foil
bed	bad	pack	park	but	barter	spot	sport	hoist
set	sad	match	March	duck	dark	tot	tort	moist

[i:]	[ɪ]	[ɪ]	[e]	[ɪə]	[ɪ]	[e]	[aɪ]
feet	fit	pin	pen	here	bid	bed	by/bye
see	sit	sit	set	mere	sing	send	sign
eat	it	fill	fell	hero	sit	Ted	sigh
deed	did	lit	let	near	till	pen	sight
feel	ill	tin	ten	bear	pin	set	tie/tight

[æ]	[e]	[eɪ]	[ə]	[ɑ:]	[ɑ]	[ə]	[ɑɪ]
-----	-----	------	-----	------	-----	-----	------

land	lent	late	alight	lord	lot	lone	loiter
dag	deck	day	adapt	cord	cot	cope	coin
lad	let	lade	alike	torn	top	tone	toil
pan	pen	pain	better	North	not	note	noise
man	men	main	letter	sport	spot	spoke	spoil

<b>[u:]</b>	<b>[ʊ]</b>	<b>[au]</b>	<b>ɜ:</b>	<b>[ɔ]</b>	<b>[əʊ]</b>
boot	book	about/how	turn	torn	tone
toot	took	tout/cow	burn	born	bone
cool	cook	count/now	fur	four	phone
food	foot	foul/bow	surge	sort	sole
pool	took	loud	nurse	nort	nose

<b>[e]/[ɪ]/[ɪ]</b>	<b>[ɜ:]</b>	<b>[eə]</b>	<b>[ɔə]</b>	<b>[jɔe]</b>	<b>[aɪə]</b>	<b>[aɪə]</b>
bed	berth	bear	sure	pure	tired	sour
ten	term	tear	tour	fury	fire	our
bit	bird	there	boor	during	entire	hour
fill	first	fair	moor	mure	wire	flower
but	burn	wear/where	poor	puree	require	power

<b>[d]</b>		<b>[t]</b>		<b>[z]</b>		<b>[s]</b>	
bed	bet	need	bead	film	films	pump	pumps
Bede	beet	Ted	blend	sin	sins	lake	lakes
deed	deep	Deb	Dent	globe	globes	rate	rates
bed	pet	Pete	seat	miner	miners	set	sets
end	tent	tend	mend	bill	bills	step	steps

<b>[ɪz]</b>		<b>[ɪz]</b>		<b>[z] – [s]</b>		<b>[ɪz]</b>	
face	faces	brush	brushes	to live	he lives	to use	he uses
box	boxes	match	matches	to sit	he sits	to	he places
size	sizes	bridge	bridges	to	he	place	he mixes
page	pages	inch	inches	stand	stands	to mix	he
mass	masses	dish	dishes			to	catches
						catch	he

<b>[z]</b>	<b>[s]</b>
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Ben's model	Miss Dene's bills	on the box	in the box
Dent's note	Fennell's pets	on the desk	under the desk
Peter's plan	Ben Dent's teams	at the table	at home
this student's file	Steve's best tests	to the mine	from the mine
these student's slides	Missis Bennett's lists	near the bag	with the student

<b>[k]</b>			<b>[g]</b>		<b>[d]</b>	
------------	--	--	------------	--	------------	--

cake	can	cut	game	gamp	age	job
call	course	court	gay	grey	stage	jacket
came	come	comb	get	got	change	juice
core	cock	cooker	glam	glint	agent	join
clear	coil	cure	leg	bag	gentle	just

<b>[f]</b>		<b>[v]</b>		<b>[w]</b>		<b>[w]</b>
fork		vote		work		wake
ford		vocal		word		week
forth		voice		worth		white
fill		vice		will		want
face		veil		waist		wind

<b>[ ]</b>	<b>[t ]</b>	<b>[d ]</b>		<b>[h]</b>	
shake	chair	Jane	gin	hate	hat
ship	chess	jack	gym	hope	hop
dish	chalk	job	gem	high	hide
shed	fetch	join	stage	hear	hare
fish	match	joke	page	her	herd
	*	*		*	

<b>[θ]</b>			<b>[ð]</b>	
thank		teeth	that	those
thick		tenth	there	their
theme		myth	they	these
third		length	then	them
thought		ninth	weather	leather

sin	sing	single	sitting	rain	train	trunk	doctor
win	wing	angle	blank	rise	trade	truck	summer
thin	thing	angry	thank	red	bread	break	teacher
bin	bing	hunger	pink	rich	bridge	bright	winter

motor	motorist	to act	action	near	nearness
special	specialist	to inform	information	hard	hardness
science	scientist	to produce	production	dark	darkness
art	artist	to observe	observation	white	whiteness
agronomy	agronomist	difference	differentiation	power	powerless
use	useful		organ	organic	
skil	skilful		science	scientific	
form	formal		real	to realize	
physics	physical		organ	to organize	

lake – land; we – west, mete – met, lift – left; set – sat, lend – land, send – sand; see – sit, me – mist, eve – if; wide – win, life – lift, time – tin; note – not, hope – hop, open – top; rule – run, true – trust, due – just; rub – rib, but – bit, must – mist, sun – sin; mile – mild, while – wild, mine – mind, milk – mild; run – ran, lump – lamp, hut – hat; lie – fly, spy – system, fly – lynx; try – true, fly – fifty, my – many, dry – very; will – mill, bell – tell, banner – hatter; cat – sat, cup – sup, clip – slip; cent – sent, cell – sell, cite – site, rick – risk, Dick – disc, deck – desk; ship – chip, shop – chop, cash – catch, Jim – gin, jet – gender, wish – witch, want – what, hole – whole, hoop – whoop, wall – law, war – raw; tin – ten – tan, pin – pen – pan, big – beg – bag

# ОСНОВНОЙ КУРС: ЯЗЫКОВОЙ И РЕЧЕВОЙ ПРАКТИКУМ

## 1. ТЕСТОВОЕ ЗАДАНИЕ № 1.

### ТРЕНИРОВОЧНЫЕ УПРАЖНЕНИЯ И ЗАДАНИЯ. ТЕКСТЫ

Чтобы правильно выполнить тест № 1, необходимо проработать следующие разделы грамматики английского языка по одному из учебников, рекомендованных преподавателем.

#### ВОПРОСЫ

1. Пассивный залог (The Passive Voice) видовременных форм Indefinite, Continuous, Perfect.

Особенности употребления страдательного залога в английском языке, перевод пассива на русский язык.

2. Простые неличные формы глагола.

Образование, употребление, функции, перевод.

Инфинитив в функции:

- 1) подлежащего,
- 2) части составного глагольного сказуемого,
- 3) дополнения,
- 4) определения,
- 5) обстоятельства.

3. Причастие (The Participle). Participle I – Present Participle. Participle II – Past Participle. Причастие в функции:

- 1) обстоятельства (времени, причины, образа действия),
- 2) определения,
- 3) части глагола–сказуемого.

4. Герундий (The Gerund) и его функции:

- 1) подлежащего,
- 2) части составного сказуемого,
- 3) дополнения (прямого и предложного),
- 4) определения,
- 5) обстоятельства (времени и образа действия).

5. Модальные глаголы и их эквиваленты.

6. Усилительно-выделительная конструкция “It is...that/who...”

7. Конверсия.

8. Имя числительное.

\*Грамматические функции и значение слов that, one, it.

\*Функции глаголов to be, to have, to do.

## Образцы выполнения тестовых заданий:

### Образец выполнения 1

English is spoken all over the world. – На английском говорят во всем мире. (Present Indefinite Passive – is spoken от глагола to speak ‘говорить’)

### Образец выполнения 2

Here is the article to be translated. – Вот статья, которую нужно перевести. (to be translated – Infinitive Indefinite Passive в функции определения)

### Образец выполнения 3

When asked he refused to answer. – Когда его спросили, он отказался отвечать. (asked – Participle II в функции обстоятельства времени)

### Образец выполнения 4

I am tired of arguing with you. – Я устал спорить с вами. (arguing – герундий в функции предложного дополнения)

\* One should know the importance of this investigation. – Необходимо (следует) знать важность этого исследования.

\* You have to conduct the meeting. – Вы должны (вам надо) провести это собрание.

One – в функции подлежащего в предложении со сказуемым, в состав которого входит модальный глагол.

Have – в функции модального глагола.

## 1.1. ВАРИАНТ I

I. Перепишите следующие предложения, определите в каждом из них видовременную форму и залог глагола–сказуемого. Переведите предложения на русский язык.

1. When much basic work had been done, the new office was opened.

2. The message has been sent from the manager to the receiver.

3. Computers are widely used all over the world.

4. Comfortable ways of communication were found by the manager.

II. Перепишите следующие предложения, переведите на русский язык, обращая внимание на функцию инфинитива.

1. It's very important for a manager to have good listening skills.

2. The Bank of America was one of the first to use employee surveys.
3. His idea is to recognize potential problems.
4. To listen attentively is very important.

III. Перепишите следующие предложения, подчеркните Participle I и Participle II и установите функцию каждого из них (являются ли они определением, обстоятельством или частью глагола–сказуемого). Переведите предложения на русский язык.

1. This question becomes increasingly complicated.
2. Is the receiver really paying attention?
3. A manager needs to analyze the situation for determining the right communication channel.
4. Written communication may be precise and clear.

IV. Перепишите следующие предложения, переведите на русский язык, обращая внимание на функцию герундия.

1. Telephoning is very convenient when you are on businessstrip.
2. He kept on asking about the details.
3. Your suggestion needs discussing.
4. You have no reason for saying that.
5. He left the office without saying a word.

\*\*\* Перепишите следующие предложения, переведите на русский язык, обращая внимание на разные значения слов it, that, one.

1. It is known that we live in a new age of modern technology.
2. One must know ways of written communication.
3. It is an oral message that may persuade an individual more than a written one.

\*\*\* Перепишите следующие предложения, переведите на русский язык, обращая внимание на разные значения глаголов to be, to have, to do.

1. You have to study much to become a good specialist.
2. Telephone, letters, E-mail, face-to-face are communication channels.
3. The meeting was to begin at 5 sharp.
4. Do you know the disadvantages of the telephone?

V. Прочтите и переведите текст Communication Channels устно с 1-го по 5-й абзацы, письменно – 1-й и 4-й абзацы.

## COMMUNICATION CHANNELS

With the advent of sophisticated telephone networks, overnight express mail, and telecommunications, the question of the message is to be sent from the manager to the receiver becomes increasingly complicated. Also with ever-increasing salaries and the volume of information exchanged, costs have grown significantly.

When deciding upon the appropriate mode of communication, a manager may consider many different options arising from the four media available: oral, written, oral and written, and visual. These media can be subdivided into formal and informal types.

Habits complicate channel selection. Managers find ways of communicating that are comfortable for them and continue to use the same methods even when they are inappropriate. For instance, some managers may shy away from memos because of their dislike for writing, whereas others who have a habit of putting everything in writing, avoid oral communication. Both modes have an appropriate time and place, so managers must make individual decisions for each situation.

Which channel is appropriate for which message? Written communication (memos, letters, and reports) provides the opportunity for permanent records and may be precise and clear; however, it usually does not provide the opportunity for immediate feedback. Thus, in choosing channels, managers must decide whether feedback or clarity is important. In addition, it may be more difficult to persuade an individual in a written message than in oral one.

The telephone, another channel of communication, can be quick, but it generally provides no permanent record of conversation. Also, while it provides oral feedback, the participants can observe few nonverbal messages. Then, too, one of the greatest disadvantages of the telephone is that one never really knows what distractions are interfering with the conversation on the other end of the line. Is the receiver really paying attention? Once again, a manager needs to analyze the situation to determine the appropriate communication channel.

Questions:

1. Why is it difficult for a manager to select a channel of communication?
2. What is important in choosing channels?

## 1.2. ВАРИАНТ II

I. Перепишите следующие предложения, определите в каждом из них видовременную форму и залог глагола–сказуемого. Переведите предложения на русский язык.

1. When some outstanding scientists had received international recognition for their work they were given Noble awards.

2. A lot of persons' work time is spent in listening-based activities.

3. A cross-section of the employees will be surveyed every 6 months.

4. The efficiency of operations has been increased by management's listening to employees.

II. Перепишите следующие предложения, переведите на русский язык, обращая внимание на функцию инфинитива.

1. It is necessary for a manager to be a good user of computer.

2. This office-worker was the first to get an increased salary.

3. His idea was to determine the appropriate communication channel.

4. To speak of communication channels one must know their advantages and disadvantages.

III. Перепишите следующие предложения, подчеркните Participle I и Participle II и установите функцию каждого из них (являются ли они определением, обстоятельством или частью глагола–сказуемого). Переведите предложения на русский язык.

1. It is the least taught communication skill.

2. There are some facts illustrating the importance of healthy and strong small business.

3. Banking cards are given by your bank when opening an account.

4. The efficiency of operations has been increased.

IV. Перепишите следующие предложения, переведите на русский язык, обращая внимание на функцию герундия.

1. Testing began last Friday.

2. His having received a message did not surprise anybody.

3. All workers like being praised.

4. You are responsible for arranging the conference.

5. He has a bad habit of interrupting people.

\*\*\* Перепишите следующие предложения, переведите на русский язык, обращая внимание на разные значения слов it, that, one.

1. It's necessary for employees to feel that they can approach management to discuss their personal problems.

2. One must know that the Bank of America is the world's largest bank.

3. It is the Bank of America that is considered to have outstanding management employee relations.

\*\*\* Перепишите следующие предложения, переведите на русский язык, обращая внимание на разные значения глаголов to be, to have, to do.

1. This is a major problem facing industry today.

2. Every modern manager has to listen well to his or her employees.

3. It was discovered that listening to workers made management recognize potential problems.

4. Do techniques of listening vary from company to company?

V. Прочтите и переведите текст The Importance Of Good Listening Skills устно с 1 по 7 абзацы, письменно – 1 и 5 абзацы.

## **THE IMPORTANCE OF GOOD LISTENING SKILLS**

Miscommunication due to poor listening costs industry billions of dollars every year. The importance of good listening skills in business today cannot be emphasized enough. Persons in business today spend more than 50 % of their work time in listening-based activities. Even though listening is so vital in business, it is the least taught communication skill. This is a major problem facing industry today. The way many companies are battling it is by using special listening training programmes and techniques of their own.

The implications of good listening skills are not only external, but also internal, poor management-employee relations can lead to high employee turnover. This is expensive. Employees must feel that they can approach management to discuss not only on-the-job problems, but also personal problems.

Maintaining good management-employee relations and keeping employees happy add to the unity of the corporation, and, as a result, employee turnover is reduced.

Techniques used to listen to employees vary from company to company. A good example of how a large corporation undertakes this task



is the Bank of America. Even though the Bank of America is the world's largest bank, with 77,000 employees, it has outstanding management–employee relations.

One of the bank's techniques is the use of employee surveys. These are used to reveal the moods and attitudes of its employees toward management, benefits, their salaries, their jobs, their image of the bank, and other job–related concerns. The bank surveys a cross–section of its employees every six months, keeping the questions basically the same in order to spot changes in employee opinion and see trends. With this constant influx of information, management is able to recognize potential problems and react accordingly.

Surveys are but one of Bank's methods of listening to their employees. Others include an employee assistance department, where employees can contact officers confidentially for assistance with a problem.

Management's listening to employees has not only increased the efficiency of operations, but also has helped restructure operations for the better.

Questions:

1. Why is listening so vital for business?
2. What is one of the American Bank's techniques?

### **1.3. ВАРИАНТ III**

I. Перепишите следующие предложения, определите в каждом из них видовременную форму и залог глагола–сказуемого. Переведите предложения на русский язык.

1. When the meeting had been conducted all the employees left the hall.
2. The agenda is confirmed by the Managing Director.
3. The office–workers were not informed about their tasks and duties.
4. New equipment will be installed in the office next month.

II. Перепишите следующие предложения, переведите на русский язык, обращая внимание на функцию инфинитива.

1. It is necessary for a manager to be flexible.
2. She was the first to diagnose the situation and to determine the appropriate behaviour.
3. The main problem was to choose the correct leadership style and to meet the goals of the meeting.

4. To speak of a leader one must know that he is the one who helps the group to achieve results.

III. Перепишите следующие предложения, подчеркните Participle I и Participle II и установите функцию каждого из них (являются ли они определением, обстоятельством или частью глагола–сказуемого). Переведите предложения на русский язык.

1. Most of the documents were signed and sent to our partners.
2. The problems facing organizations are complex and numerous.
3. This letter is written in German and must be translated as soon as possible.
4. A manager conducting a meeting must personally feel most comfortable.

IV. Перепишите следующие предложения, переведите на русский язык, обращая внимание на функцию герундия.

1. You can't become a good specialist without being trained for a long time.
2. They left the hall without waiting for the end of the conference.
3. You can perfect your skills by practicing every day.
4. I insist on the decision being taken immediately.
5. Don't leave without telling us your new address.

\*\*\* Перепишите следующие предложения, переведите на русский язык, обращая внимание на разные значения слов it, that, one.

1. One must not do such experiments.
2. It is important to choose the correct leadership style.
3. The man that is making the report is our new employee.

\*\*\* Перепишите следующие предложения, переведите на русский язык, обращая внимание на разные значения глаголов to be, to have, to do.

1. It is known that a meeting leader is responsible for meeting specific goals.
2. He has influenced over participants in the group.
3. Does it help a manager to monitor his own behaviour?

V. Прочтите и переведите текст Ways Of Conducting A Meeting устно с 1-го по 6-й абзацы, письменно – 1-й и 2-й абзацы.

## WAYS OF CONDUCTING A MEETING

Many managers are probably unaware of the numerous formats they can use to conduct a meeting. A key consideration is the leadership style. It is important to choose the correct leadership style to meet the goals of the meeting; the leadership style, in turn, dictates the meeting format.

The manager who is the meeting leader is responsible for meeting specific goals and, as such, has influence over participants in the group. One can categorize the behaviour the manager exhibits in a meeting as his leadership style. The problems facing organizations are so varied and complex that no one style of leadership suits all situations. Consequently, a manager must be flexible and diagnose the situation to determine the appropriate behaviour from one meeting to another. A leader is not a person who can get others to do what he desires; rather he is the one who can help the group to achieve results.

When diagnosing the situation to determine the most effective style, managers need to consider three factors: the group, the objective of the meeting, and the type of leadership behaviour with which the manager personally feels most comfortable.

Although each group differs, each needs a leader with some degree of interpersonal orientation. Therefore, the autocrat or strict controller approaches are generally inappropriate. Less control is required when the group is mature and knows the topic, whereas a new or immature group needs a leader who can give more control and direction.

A routine or structured decision-making meeting may call for more control and task orientation, but for solution of an abstract problem, or one requiring a creative solution, a democratic approach may be required.

Finally, a manager must be aware of the type or leadership behaviour with which he is personally most comfortable. This awareness helps a manager to monitor his own behaviour and remain flexible rather than use the same behaviour repeatedly.

Questions:

1. What is meant by the leadership style?
2. What factors do managers have to consider while conducting a meeting?

### 1.4. ВАРИАНТ IV

I. Перепишите следующие предложения, определите в каждом из них видовременную форму и залог глагола-сказуемого. Переведите

предложения на русский язык.

1. Employees were told about important new decisions.
2. Workers are persuaded to perform a desired task.
3. A problem-solving meeting was being conducted from 5 p. m. till 6 p. m. yesterday.
4. Informational meeting will be conducted to inform us about company activities.

II. Перепишите следующие предложения, переведите на русский язык, обращая внимание на функцию инфинитива.

1. Our aim is to obtain facts and to present information.
2. To satisfy all the people's needs we must create an abundance of goods.
3. To solve this problem means to meet with all key people who have knowledge of the situation.
4. It's useless to discuss the question.

III. Перепишите следующие предложения, подчеркните Participle I и Participle II и установите функцию каждого из них (являются ли они определением, обстоятельством или частью глагола-сказуемого). Переведите предложения на русский язык.

1. Goods produced by this firm enjoy great popularity with consumers.
2. Managers use meetings solving different problems at them.
3. While speaking of goals one must decide they may best be accomplished.
4. Our firms have successfully developing contracts on different levels.

IV. Перепишите следующие предложения, переведите на русский язык, обращая внимание на функцию герундия.

1. She is busy preparing for the exams.
2. I'm afraid of making a mistake.
3. You have no reason for saying that.
4. After returning home he resumed his work.
5. I know the document having been signed by both parties.

\*\*\* Перепишите следующие предложения, переведите на русский язык, обращая внимание на разные значения слов it, that, one.

1. One must use meetings for several different functions.
2. It is known that he will speak about the future of our firm.
3. Management that uses informational meetings tell employees about important new decisions.

\*\*\* Перепишите следующие предложения, переведите на русский язык, обращая внимание на разные значения глаголов to be, to have, to do.

1. It is being done by the group of young managers.
2. He has completed the work in time.
3. Managers use meetings for several different functions, don't they?

V. Прочтите и переведите текст Meeting And Managers Activities устно с 1-го по 5-й абзацы, письменно – 1-й и 3-й абзацы.

### **MEETING AND MANAGERS ACTIVITIES**

Managers use meetings for several different functions. These business meetings may be categorized as informational meetings, fact-finding meetings, or problem-solving and decision-making meetings. Thus while a meeting may be termed as staff, marketing, committee or whatever, the actual meeting is designed to present information, to obtain facts, or solve a problem, or it will be a combination of all three.

Management uses informational meetings to tell employees about important new decisions, or about company activities of which they should be aware, or to persuade them to perform a desired task. The essential aim is to communicate a company point of view and have it accepted by the employees. Such meetings succeed when they get the employees to identify their own interests with the company's.

Management conducts fact-finding meetings when it wants to obtain facts for planning and decision making by using the expertise of several employees at the same time. For example, sales manager may call in all his sales representatives to find out about such matters as business conditions, competition, customer desires, and complaints. On the other hand a production manager having trouble with a specific operation might meet with all the key people who have knowledge of the situation.

Problem-solving and decision-making meetings call for the participation of employees who pool their specialized expertise with the objective of developing a specific solution. This meeting goes beyond

simply finding facts. It identifies the issues and discusses the probable gains and losses resulting from alternate actions.

Once having identified the best manner for approaching a situation – informational, fact gathering or decision making – the manager must decide if the goal may best be accomplished through a group or individual effort.

Questions:

1. How may meetings be categorized?
2. It's very important to identify the best manner for approaching a situation, isn't it?

### 1.5. ВАРИАНТ V

I. Перепишите следующие предложения, определите в каждом из них видовременную форму и залог глагола-сказуемого. Переведите предложения на русский язык.

1. Attention was gained and hold by this person.
2. Any of the following styles is considered to be effective.
3. The situation has been controlled by the dictator who was a totally rational person.
4. Comfort, understanding, approval will have been given by parents in a negotiation.

II. Перепишите следующие предложения, переведите на русский язык, обращая внимание на функцию инфинитива.

1. It's very important for managers to consider their own style.
2. To be effective in negotiation one mustn't use one style habitually.
3. This firm has been established to manufacture and distribute goods.
4. Our aim was to provide all kinds of needed services.

III. Перепишите следующие предложения, подчеркните Participle I и Participle II и установите функцию каждого из них (являются ли они определением, обстоятельством или частью глагола-сказуемого). Переведите предложения на русский язык.

1. People using the fast-flashy style overwhelm their opponents with quick charm.
2. A lot of manager's time is spent communicating.
3. Styles called "fast-flashy", "dictators" and "parents" are very important in negotiation.
4. New managers have been trained to conduct interviews effectively.

IV. Перепишите следующие предложения, переведите на русский язык, обращая внимание на функцию герундия.

1. In considering the question use the latest information on the subject.
2. You are responsible for arranging the conference.
3. I don't like being asked such questions.
4. We insisted on organizing a conference.
5. Instead of going home he looked through the documents.

\*\*\* Перепишите следующие предложения, переведите на русский язык, обращая внимание на разные значения слов it, that, one.

1. I suggest that you do it.
2. It is rather cold today, isn't it?
3. One can read it in the library.

\*\*\* Перепишите следующие предложения, переведите на русский язык, обращая внимание на разные значения глаголов to be, to have, to do.

1. Does parent seem like a nice person?
2. Such a person is extremely pleasant to everyone around.
3. He has a joke for every occasion along with a brilliant wit.

V. Прочтите и переведите текст Styles Of Negotiation устно с 1-го по 6-й абзацы, письменно – 3-й и 4-й абзацы.

### **STYLES OF NEGOTIATION**

Managers should consider their own style as well as that of their adversaries in negotiation. Style is a person's predictable behaviour pattern or familiar way of being.

The manager can be flexible, but only after the recognizing the basic style. Any of the following styles may be effective in generating power in different situations. A manager must determine the most effective style for a given situation rather than use one style habitually.

#### **THE FAST-FLASHY STYLE**

People using the fast-flashy style of negotiation are razzle-dazzle negotiators with high volume and quick actions. They generate power by attempting to overwhelm their opponents with quick charm and compelling magic. Such a person constantly smiles, is extremely pleasant to everyone around, and has a joke for every occasion along with a brilliant wit. This person gains and holds attention.

## DICTATORS

In negotiation, the dictator tries to overpower with his subtle demonstration of confidence. This show of confidence results from his being extremely well organized. He presents the image of a totally rational person. Because of his extreme organization and professional image, the dictator can control situations. He keeps close control of the agenda, the flow of communication, and the physical surroundings.

## PARENTS

Parents represent a third negotiation style. Parents offer comfort, listen intensely, provide a soothing environment and try to convince opponents that the solution proposed is for opponents own good. Just as it is from a mother or father, their offering of love, acceptance, understanding, approval, praise and tangible rewards is difficult to resist. Through this compassion, the parent generates power knowing that it is difficult for a person to oppose someone so compassionate and supportive in a negotiation.

The parent seems like a nice person. In fact, the parent may even let the other win a small victory, but the win is calculated to appease temporarily.

Questions:

1. What does the text deal with?
2. What three styles of negotiations are described?

## **2. Тексты по проверке умений читать и понимать незнакомый оригинальный текст по широкому профилю университета с общим охватом содержания прочитанного**

### **2.1. 2,500 years ago people knew the earth was round**

It is generally thought that the concept of a round Earth is a principle that was hard-won by science in the face of stiff opposition. There is a well-known image of Cristopher Columbus (1451–1506) holding up an egg to illustrate the roundness of the Earth to skeptical onlookers<sup>1</sup>. However, the truth is that most educated people since the days of the Greek were convinced that the world is round.

It is said that Pythagoras was the first to suggest that the Earth is round about 525 BC. The suggestion was made on philosophical grounds – the sphere was considered to be the perfect shape. Later, Aristotle had convincing evidence<sup>2</sup> that the Earth is round. He noted that as one travelled north or south while observing the night sky, visible stars disappeared beneath the



horizon behind and new stars appeared over that horizon ahead. He also noted that when ships sailed out to sea, regardless of the direction, they always disappeared from sight hull<sup>3</sup> first. On the other hand, ships heading towards land always showed their masts<sup>4</sup> first as they came over the horizon. All of these observations could be explained only by assuming that the earth was a sphere.

The idea of a rotating Earth was much less easily established. The Greek philosopher Heraclides of Pontus suggested in 350 BC that the Earth rotates on its axis but most ancient and medieval scholars refused to accept this idea. The Copernican model of the solar system (1543), in which the Earth revolves around the sun, made the idea of a non-spinning Earth illogical, and slowly the idea that the Earth rotates on its axis was accepted by all. However, it was not until 1851 that the Earth's rotation was experimentally demonstrated by the French physicist Jean Bernard Foucault (1819–1868). The Earth is not a perfect sphere. Centrifugal forces tend to push material away from the centre of rotation. Notes:

1. onlooker – зритель, наблюдатель
  2. convincing evidence – убедительное свидетельство
  3. hull – корпус корабля
  4. mast – мачта
1. Who was the first to suggest that the Earth is round?
  2. What proved that the Earth is round?
  3. Was the idea that the Earth rotates on its axis easily accepted?

## **2.2. ALIEN CREATURES ON EARTH?**

In stories alien creatures<sup>1</sup> have visited the Earth for thousands of years. The ancient Greeks and Romans told tales of gods who visited the Earth from the heavens and who possessed exceptional powers. Although science has proven that these tales are myths, many people say that they had seen unidentified flying objects (UFOs)<sup>2</sup> and creatures who came to the Earth from the space.

Some of these stories are rather convincing. One such event happened on July 5, 1947, near Roswell, New Mexico, USA. On this day Dr. Holder, professor at Texas Tech University, and some of his students were working on the archeological site when they found the craft and bodies of alien creatures. Dr. Holder immediately reported about the find to the mayor who arrived at the site with military personnel. They cordoned off<sup>3</sup> the site and checked it for radiation. Photographers took close-up pictures<sup>4</sup>. The mayor and the military personnel questioned Dr. Holden and his students

about what they had seen and then took them to the air base. The mayor instructed them not to tell anybody about their findings because the event could threaten<sup>5</sup> national security.

The eyewitnesses at the site stated that the craft was about seven meters wide and had a rounded nose. Inside the ship they could see the bodies of space beings. They described the bodies as slender and about 1 to 1,5 meters tall with very large heads and long thin arms, definitely not human.

The bodies were put in bags and taken by ambulance to the military base. At night they were sent to Washington, D.C., so that top government officials could see them. The craft was sent to Wright Field in Ohio, USA where the army could study it. To date, there is no reliable report about this event.

Notes:

1. alien creatures – инопланетяне
2. unidentified flying object – неопознанный летающий объект
3. cordon off – отгородить
4. close-up pictures – фотографии крупным планом
5. threaten – угрожать

1. What did Dr. Holder and some of the students find on the archeological site?

2. Why did the mayor instruct the students not to tell anybody about their findings?

3. What was the width of the craft?

### **2.3. ANNUAL REPORT ON SPACESHIP EARTH**

Passengers of Earth: we are on a spaceship which is called "Earth". It is time for you to hear the annual report on the state of our ship. As you know, we are flying through space at about 107 000 km/hr on a fixed course. Although we can never return to home base to take on new supplies, the ship has a reliable life-support system. The system uses solar energy to provide us with water, air and food.

Let me briefly sum up the state of our passengers and our life-support system. There are about 6 billion of us on board, with more than 150 nations occupying various sections of the craft. About 25% of us have taken good places in the tourist and first-class sections, and they have about 80% of all available resources. In fact, most of the North Americans have the best places. Even though they represent only about 5% of our total population, they consumed about 35% of last year's resources.

I am sad to say that things have not really improved this year for 75% of our passengers traveling in the hold<sup>2</sup>.

Over one third of us are suffering from hunger, malnutrition<sup>3</sup>, or both, and three quarters of us do not have adequate water or shelter. At the same time, the North America consumes 25 to 50 times as much as others, and causes 25 to 50 times more pollution than other sections.

Passengers of Earth, we are now entering early stages of our first major spaceship crisis – a crisis of pollution, resource depletion, and danger of mass destruction by inter-group wars. Our best experts agree that the situation on this ship is serious, but certainly not hopeless. On the contrary, they feel that it is well within man's ability to learn how to control pollution and resource consumption, and to learn how to live together in co-operation and peace. But we have only 30 to 50 years to deal with these matters, and we must begin now.

Notes:

1. supplies – запасы
2. hold – трюм
3. malnutrition – плохое питание

1. What does the life-support system use to provide us with water, air and food?

2. How much does North America consume and how much pollution does it cause?

3. What do experts say about how to control pollution and resource consumption?

#### **2.4. THE SECRET OF THE BERMUDA TRIANGLE**

According to some reports over 100 ships and planes have disappeared in the Bermuda Triangle since 1945. There are many explanations of this mystery. But I think it is very difficult to believe that in this area there are some sea monsters<sup>1</sup> who pull the ships into the sea bed<sup>2</sup> or visitors from outer space who take the planes, ships and the people to the unknown planet.

More reasonable people say that a large number of losses in this part of the world can be explained more simply. Let's sum up the information we have and try to find some reasonable explanation.

Disappearances very often happen in good weather, without any warning. Ships and planes just seem to vanish<sup>3</sup> into the air. Usually radio contact is broken and SOS signals are seldom received from the planes and ships that disappear.

Some people survived the dangers of the Bermuda Triangle and returned to land safely. A ship's captain and an aeroplane pilot are among them. They say that the compass was spinning wildly. They couldn't see the horizon. They didn't know where they were because there was a cloud around the ship and the plane. There was no electricity, all the instruments stopped working. The electric system started working only after the ship and the plane moved forward out of the cloud.

So the simplest explanation is connected with the earth's magnetic field. There are only two places on the earth where the compass points to a true north. One is in the Pacific Ocean, off the east coast of Japan, and the other is in the area of sea known as "The Bermuda Triangle". It is possible that the magnetic field may cause pilots and captains to lose their direction. It may also cause changes in the atmosphere and create storms, which pull ships and planes into the sea. It is interesting to note that both these places are well-known for such mysterious disappearances.

Notes:

1. sea monster – морское чудовище
2. sea bed – морское дно
3. vanish – исчезать

1. Are SOS signals received from the planes and ships that disappear?
2. When did the electric systems of the plane and ship with people survived start working?
3. What can the earth's magnetic field cause?

## **2.5. EDISON**

One of the most outstanding American inventors is Thomas Edison. There are a lot of stories about him.

Edison is known as one of the greatest inventors of his time. He invented so much that it is difficult to say which of his achievements is the greatest. He was an experimenter and a practical man more than a theoretician.

Edison did not have any education. He went to school only for three months. Then he left it because the teacher considered him a dull boy. His mother became his teacher. The boy loved books and his mother said that he had a wonderful memory. When he first visited a public library and saw a lot of shelves with books he decided that he would read all the books and then he would know everything in the world. He measured the shelf and decided to read a foot of books every week.

In 1868 Edison built his first patented invention – an electromagnetic device.

It is told that he planned to ask three thousand dollars for his invention, though he secretly decided he would sell it for two thousand if necessary. He was invited to a meeting of businessmen who were interested in buying his invention, but when he was asked to name the price he was very nervous and quite unable to speak.

"It is no use asking us a big price," said one of the businessmen, "we have already decided how much we will pay. Forty thousand dollars is our limit."

With this money Edison established a workshop and began his career as a professional inventor at the age of twenty-two.

A lot of new inventions appear every day to make our lives easier, longer, warmer, speedier. All Edison's inventions were the result of hard work. He sometimes made thousands of experiments. According to his words the idea that a genius works only by inspiration was absurd. "Genius is 2 per cent inspiration and 98 per cent perspiration," he often said.

1. In what way did Edison read books?
2. How old was Edison when he patented his first invention?
3. How did he make his inventions?

## **2.6. INVENTORS AND THEIR INVENTIONS**

Samuel Colt was an American. He lived in the 19th century. In 1836 he designed and patented a pistol. It was a pistol with a revolving barrel that could fire six bullets<sup>1</sup> one after another. It was the first pistol of its kind. Later there came many other pistols with six bullets.

Rudolf Diesel was a German engineer. He was born in 1858. In 1897 he invented a new internal combustion engine. This engine is known as a diesel and it began a transport revolution in cars, lorries, trains and ships. The main advantage of diesels is that they run on rather cheap fuel.

Samuel Finley Morse was born in 1791. He was a portrait painter. Then he became an inventor. For twelve years he tried to perfect the telegraph and he was a success. Later he invented the telegraphic dot-and-dash<sup>2</sup> alphabet. Now it is known as Morse code. Morse code was not only one in America of that time. There were some others. But now we use Morse code all over the world.

Charles Makintosh lived from 1766 to 1843. He lived in Scotland and was a chemist by profession. He worked in a textile industry. In 1823 he

developed a rubber<sup>3</sup> solution. This rubber solution was used for raincoat production. Raincoats with this rubber solution didn't allow water to penetrate. These raincoats were called makintoshes. Now people all over the world use them in spring and in autumn.

Charles Rolls was born in 1881 in Great Britain. He was an aristocrat and businessman. He was especially interested in cars. Once he met another enthusiast of cars Henry Royce. Henry Royce was a famous car engineer. They decided to design the most comfortable and reliable car. At the beginning of the 20th century it seemed to be a fantasy. But they worked hard and at last in 1907 they created the world-famous Rolls-Royce car. It was so comfortable and reliable that one of the models of Rolls-Royce cars "Silver Ghost" hadn't changed greatly for 20 years since 1907.

Notes:

1. bullet – пуля
2. dot-and-dash – точка-тире
3. rubber – каучук

1. What kind of pistol did Samuel Colt invent?
2. What is the main advantage of diesels?
3. What raincoats are called makintoshes ?
4. Who was Henry Royce?

## 2.7. THE GREAT ESCAPE

Moving to small towns is a new trend in the USA which is very evident now. In the 1990s, two million more Americans moved from metropolitan centers to rural<sup>1</sup> areas than migrated the other way. In the 1980s, by contrast, rural areas suffered a net loss of 1,4 million people. Unlike the middle class escape from multiethnic cities to the suburbs a generation ago, this middle-class migration is from crowded, mainly white suburbs to small towns and rural counties<sup>2</sup>.

Thanks to the newcomers, 75% of the nation's rural counties are growing again after years of decline. Some towns are even booming<sup>3</sup>, with high-tech industrial parks and busy downtowns in which you can find restaurants and community theaters, pubs and coffee bars.

Inevitably, a cottage industry is springing up to service the newcomers. At last four recent books promise to teach city folk how to find the village of their dreams, and one entrepreneur has a company, the Greener Pastures Institute, that helps urban people plan great escape.

The trend, which began in the back-to-nature 1970 but stopped in the 1980, has returned back because of powerful technological forces that are decentralizing the American economy. The Internet and the overnight shipping<sup>4</sup> are enabling high-tech industries to settle in the countryside, creating jobs for skilled workers almost anywhere.

There's a software-design company in Bolivar, Mo (population 6,845), a big computer-maker in North Sioux City, SD ( population 2,019), a major catalogue retailer in Dodgeville, Wis., all attracting people who want to live in places where the landscape is emptier, the housing costs lower, the culture is more gentle.

If young professionals move because their jobs can move with them, pensioners are moving because their fat accounts can put them almost anywhere. And whether young or old, the new emigrants believe that in rural America they won't get lost, and maybe they'll even leave a mark.

Notes:

1. rural – сельский
2. county – графство
3. boom – процветать
4. overnight shipping – ночные перевозки

1. What is the direction of middle-class migration now?
2. What enables high-tech industries to settle in the countryside?
3. Why do young professionals move to the countryside?

## **2.8. KIDS ARE BORED TO DEATH BY LEARNING**

Arthur Godsil, headmaster of a high-profile fee-paying secondary school in south Dublin has something on his mind other than academic process. He is concerned about the growing number of his students, who, even with a 10 to 1 pupil-teacher ratio, one of the state's lowest, are unable to deal with the basic demands of a secondary-level curriculum. He says the school provides a significant amount of personalized support for children with what are called "specific learning difficulties". These cover the reading problems, difficulties with concentration, attention, verbal<sup>1</sup> reasoning<sup>2</sup> and comprehension.

Mr. Godsil believes the way children are being raised in the Ireland of the 1990s is inhibiting their academic and social development. He mentions such factors as the pressures on working parents; the extraordinary range of leisure activities and constant entertainment available to children; the passivity of TV-dominated

households; and the very high expectations children have in a new affluent society<sup>3</sup>.

A few miles further north, Paul Meaney, principal of Marian College, boy's school, takes in a much broader mix of students. He talks about a contrast between the tempo of the electronic home and the traditional school. The computer culture is very fast, and teenage boys play sophisticated computer games at a high speed.

If you don't like something on one of Ireland's 25 TV channels, you zap<sup>4</sup> to something else. He compared this to the teacher with his chalk and teenagers sitting in rows in old-fashioned classrooms designed for the industrial age. In the face of such contrasts, the students' concentration level may suffer.

Notes:

1. verbal – словесный
2. reasoning – логический ход рассуждений
3. affluent society – общество изобилия
4. zap – переключать ТВ с программы на программу

1. Does the school provide a significant amount of personalized support for children?

2. What are the factors inhibiting children's academic and social development?

3. What is the contrast between the tempo of electronic home and traditional school?

## **2.9. WHAT ARE BIORHYTHMS?**

At the beginning of the 20th century, medical scientists made a surprising discovery: we are built not only of flesh and blood<sup>1</sup> but also of time. The scientists demonstrated that we all have an internal "body clock" which regulates the rise and fall of our body energies, making us different from one day to the next. The forces which create the "highs" and "lows" in our everyday life are called biorhythms.

The idea of an internal "body clock" should not be too surprising since the lives of most living things have the 24-hour night-and-day cycle. The most obvious<sup>2</sup> feature of this cycle is the way we feel tired and fall asleep at night and are active during the day. If the 24-hour rhythm is interrupted, most people experience unpleasant side effects.

As well as the daily rhythms of sleeping and waking, we also have other rhythms that last longer than one day and which influence wide areas



of our lives. Most of us would agree that we feel good on some days and not so good on others. There are days when accidents happen and you easily lose your temper<sup>3</sup>. On some days you work hard and your head is full of ideas and on some other days you can't concentrate on anything.

Scientists identified three biorhythmic cycles: physical, emotional and intellectual. Each cycle lasts about 28 days and each is divided into a high energy period and a low energy period of equal length. During the high energy period we are more resistant to illness, better coordinated and more energetic; during the low energy period we are less resistant, worse coordinated and are easily tired.

The "critical" or weakest time is the time of changeover from the high energy period to the low energy period, or vice versa. This "critical" time usually lasts a day. On the critical day of a physical bio-rhythm there is a greater chance of accident and illness. Some car insurance companies in Japan have issued biorhythm forecasts to its clients to cut the number of accidents.

Notes:

1. flesh and blood – ПЛОТЬ И КРОВЬ
2. obvious – ОЧЕВИДНЫЙ
3. lose one's temper – ПОТЕРЯТЬ САМООБЛАДАНИЕ

1. What regulates the rise and fall of our energy?
2. What problems can people have if their 24-hour rhythm is interrupted?
3. What three biorhythmic cycles have scientists identified?

## 2.10. TELEVISION IN OUR LIFE

No doubt, television is one of the greatest achievements of the twentieth century. It is difficult to estimate its role in modern life. It has done much for education, for bringing culture to very distant places. You can choose a programme to your taste. If you like classical music, you can listen to it on a special channel.

Sport events are broadcast almost every day for those who are interested in sports. With a TV-set at home you need not go to the cinema – you can see most of the feature films on TV. And it is television that is considered to be one of the main factors<sup>1</sup> responsible for the decline in cinema-going.

But nevertheless it is a great thing. With the help of television you can reach every corner of the world and see things that take place

thousands of kilometres from your home. Intervention gives you a chance to witness world festivals and Olympic Games and other interesting events.

For those who are interested in politics there are many political programmes including news, debates, interviews with famous public figures. TV serials gather millions of viewers before the screen. The cinema can hardly give you an opportunity like this.

In addition, educational programmes are very popular with the young people. Television helps them to study foreign languages, to improve knowledge in some subjects, to learn new discoveries.

People often ask about harmful emission the TV-set generates. Specialists reply the TV-set does not create any harmful electromagnetic field since it is not an emitting apparatus, it is a device that converts emission into a visible image. Its electromagnetic field practically does not differ from the powerline<sup>2</sup> field in the room.

Though the TV-set's kinescope is electrostatically charged its intensity drops practically to zero at a half-a-meter distance from the screen. And hardly anyone watches the TV that close. "Watch TV from the distance not less than three meters," specialists recommend.

Notes:

1. it is television that is considered to be one of the main factors – именно телевидение и считается одним из главных факторов

2. powerline – линия сети электропитания

1. What TV programmes are the most popular with young people?

2. Does the TV-set create any harmful electromagnetic field?

3. How far from the screen should you sit?

## **2.11. ERNEST RUTHERFORD**

Ernest Rutherford was born on August 30, 1871, in New Zealand, in the family of English settlers. In 1861 gold was found in New Zealand and many foreigners came to live there. Industry began to develop, the country began to increase its export. Ernest's father earned his living by bridge-building and other construction work required in the country at that period. At the same time he carried on small-scale farming.

Little Ernest was the fourth child in the family. When the boy was five he was sent to primary school. After finishing primary school he went to the secondary school. He liked to read at school very much. His favourite writer was Charles Dickens. He also liked to make models of

different machines. He was particularly interested in watches and cameras, he even constructed a camera himself.

At school he was good at physics, mathematics, English, French and Latin. He paid much attention to chemistry too. Ernest became the best pupil at school. At the age of 19 he finished school and entered the New Zealand University.

At the University Ernest Rutherford was one of the most talented students. He worked hard and took an active part in the work of the Scientific Society of the University. But he was also fond of sports and took part in the students' sport competitions.

At one of the meetings of the Scientific Society he made his scientific report "The Evolution of Elements". At the same time he began his research work. For his talented scientific research he got a prize. After graduation Rutherford went to Cambridge where he continued his investigations (исследования).

Some years later Rutherford moved to Canada to continue his research work at the University in Montreal. Besides his successful researches he also lectured a lot at the leading Universities of the United States and England.

Rutherford's famous work "The Scattering (распространение) of Alpha and Beta Particles of Matter and the Structure of the Atom" proved that the atom could be bombarded so that the electrons could be thrown off, and the nucleus (ядро) itself could be broken. In the process of splitting the nucleus matter was converted into energy, which for the scientists of the 19th century seemed unbelievable.

1. In what subjects did Ernest distinguish himself (отличился)?
2. In what activities did Rutherford take part when he was a student?
3. What did Rutherford do besides research work?

## **2.12. LITTLE-KNOWN FACTS ABOUT WELL-KNOWN PEOPLE**

Albert Einstein is one of the greatest scientists of our age, yet in his childhood he was slow, shy and backward. He found it extremely difficult to learn even to talk.

Later he became one of the most famous men in the world. The Theory of Relativity brought him fame on five continents. Yet, he led a very simple sort of life, went around in old clothes, and seldom wore a hat. He said that he did not care for fame or riches. The captain of a transatlantic ship once offered Einstein the most expensive rooms on the ship; Einstein refused and said he would rather travel on deck than accept

any special favours (привилегия).

Einstein impressed everybody as being a very happy man. He said he was happy because he didn't want anything from anybody. He didn't want money or titles or praise. He made his own happiness out of such simple things as his work, his violin and his boat. Einstein's violin brought him more joy than anything else in life. He said he often thought in music.

Einstein's Theory of Relativity, which seemed a flight of imagination (полет воображения) to many at first, is now the cornerstone of modern physics. Many physical phenomena could never be explained without the Theory of Relativity.

Einstein said that there were only twelve people living who understood his Theory of Relativity, although more than nine hundred books had been written trying to explain it.

He himself explained relativity by this very simple illustration: "When you sit with a nice girl for an hour, you think it is only a minute; but when you sit on a hot stove for a minute, you think it is an hour. Well, well – so that's relativity. It sounds all right to me; but if you don't believe me and would like to try it out (хотели бы проверить), I'll be glad to sit with the girl if you'll sit on the stove."

Mrs. Einstein said that even she didn't understand the Theory of Relativity; but she understood something that is more important for a wife; she understood her husband. Mrs. Einstein said that her husband liked order in his thinking, but he didn't like it in his living. He did whatever he wanted to, whenever he wanted to, he had only two rules of conduct (поведение). The first was: don't have any rules whatever. And the second was: be independent of the opinions (мнение) of others.

1. What brought Einstein more joy than anything else?
2. By what illustration did Einstein explain his Theory of Relativity?
3. What two rules of conduct did Einstein have?

### **2.13. DIFFERENT KINDS OF LAND TRANSPORT**

In Washington the story is told of a director of the Patent Office who in the early thirties of the last century suggested that the Office be closed because "everything that could possibly be invented had been invented". People experienced a similar feeling after the invention of the steam engine.

But there was a great need for a more efficient engine than the steam engine, for one without a huge boiler, an engine that could quickly be started and stopped. This problem was solved by the invention of the

internal combustion engine.

The first practical internal combustion engine was introduced in the form of a gas engine by the German engineer N. Otto in 1876.

Since then motor transport began to spread in Europe very rapidly. But the person who was the first to make it really popular was Henry Ford, an American manufacturer who introduced the first cheap motor car, the famous Ford Model "T".

The rapid development of the internal combustion engine led to its use in the farm tractors, thereby creating a revolution in agriculture. The use of motor vehicles for carrying heavy loads developed more slowly until the 1930s when diesel-engined lorries became general.

The motor cycle steadily increased in popularity as engines and tyres became more reliable and roads improved. Motor cycles were found well suited for competition races and sporting events and were also recognized as the cheapest form of fast transport.

Buses were started in Paris in 1820. In 1828 they were introduced in London by George Shillibeer, a coach builder who used the French name Omnibus which was obtained from the Latin word meaning "for all". His omnibuses were driven by three horses and had seats for 22 passengers. Then in the 20th century reliable petrol engines became available, and by 1912 the new motor buses were fast replacing horse-driven buses.

Trams were introduced in the middle of the 19th century.

Another form of transport used in London, Paris, Berlin, Moscow, St. Petersburg, Kiev and some other crowded cities is the underground railway.

1. What was the reaction of the people after the invention of the steam engine?

2. Who introduced the first cheap motor car?

3. When did diesel-engined lorries become general?

## **2.14. THE FIRST VOYAGE ROUND THE WORLD**

Magellan lived from 1480 till 1521. The first voyage round the world was made by him over 400 years ago. He thought that by going west he could travel by sea round the world and come to the same place again.

In those early days many people in Europe were interested in India. They knew it was a very rich country whose culture was older than theirs. Magellan wanted to find a new way to India. His country, Portugal, did not help him, but he got money, ships, and all things necessary for the voyage

from Spain. At last the great day came and the voyage began. That was in September of 1519. Some people thought that nothing would come of it, that Magellan and his men would get lost and never come home again; others were sure that the whole thing would be a success. Who would be right, it was difficult to say at the moment. Magellan belonged to those who stop at nothing and always do their best to get what they want.

One day, after a voyage of many months, Magellan's crew saw land. It turned out to be South America. As the travellers were badly in need of food and water, Magellan decided to stop there. With some of his sailors he went to see what the country was like. They were soon met by a crowd of men and women, who looked quite different from them. These people were dark and had neither shoes, nor clothes. They soon made friends. They could not speak, of course, but understood one another well enough. Then these people went off, but soon returned, bringing with them many different things to eat. In his turn Magellan and his men gave them things which were not dear but looked beautiful. Everyone was well pleased.

Magellan did not stay long in South America: he was in a hurry to get to India. This voyage was long and difficult. Islands were few and far between, and the travellers were often in need of food and water. Many of them fell ill, but at last, after many months of travelling, they reached the Philippine Islands. People used to get to India going east, while Magellan wanted to get there by travelling west.

In the Philippine Islands Magellan and his men were well met by the people. They stayed there for some time and took part in a war between two different peoples of the islands. Magellan was killed in this war.

Of Magellan's five ships which started for India in 1519 only one returned three years later, after making the first voyage round the world.

1. What was the aim of Magellan's voyage?
2. What kind of person was Magellan?
4. Why was the voyage to the Philippine Islands difficult?

## **2.15. LONDON AIRPORT SERVES THE WORLD**

If you have travelled by plane (we also say "by air"), you will probably agree that travelling by plane is a very exciting experience. An airport is so different from a railway station or a bus stop, the people you meet and the things you see are very interesting and new. What is more, a big airport is like a town – with its own shops, banks and police,

London airport is one of the most modern in the world today and is a

popular visiting place for both old and young. The airport covers over four square miles, and the road round it is 13 miles long. The airport has five main runways: the longest is 12,000 feet. The total number of people who work at the airport is nearly 36,000. London airport is one of the busiest in the world – more than 50 airlines operate from it every week. Every day of the week in the summer, over 800 planes land or take off.

London airport is unique in its layout (планировка). All passenger and control buildings are in the centre of the airport. The only way for passengers to approach these buildings is by a tunnel which has been constructed under the main runways.

This great airport is famous for the efficiency of its service to the passengers who are continually travelling to all parts of the world. At the airport, all luggage (багаж) is mechanically handled. This is done by a system of conveyor belts, which enables the passengers to pass this great airport with ease.

The cost of making such an airport was approximately 20 millions, but much more will be spent before the work is completed. Each year money is needed for the development of the airport to accommodate great new transatlantic aircraft. Runways have to be lengthened to enable these airplanes to take off with their heavy loads. Air bus system started in 1977.

One of the big attractions at London airport is the Roof Gardens which are open to visitors who wish to see how a modern airport operates. The Roof Gardens give a view of the whole of the airport. From the garden you can see all the aircraft landing and taking off: you can see VC – 10 – an intercontinental airliner – which has its engines at the back, and has a speed of 600 m.p.h., the Trident, the Boeing 707, the Concorde, and many others.

1. Why is a big airport like a town?
2. What helps the passengers to pass London airport easily and quickly?
3. From what place can the visitors see how London airport operates?

### **3. ТЕСТОВОЕ ЗАДАНИЕ 2.**

#### **ТРЕНИРОВОЧНЫЕ УПРАЖНЕНИЯ И ЗАДАНИЯ. ТЕКСТЫ**

Для выполнения тестового задания № 2 необходимо проработать следующие разделы грамматики английского языка.

## ВОПРОСЫ

1. Сложные формы инфинитива (Passive Infinitive, Perfect).  
Обороты, равнозначные придаточным предложениям: объектный инфинитивный оборот (сложное дополнение), субъектный инфинитивный оборот (сложное подлежащее).
2. Причастие (Participle I, II). Причастные обороты. Независимый (самостоятельный) причастный оборот.
3. Сослагательное наклонение. Условные предложения.
4. Цепочка определений.
5. Многозначность слов. Работа со словарем.
6. Составные предлоги и союзы.

### *Некоторые образцы выполнения тестовых заданий*

#### Образец выполнения 1

- |   |   |
|---|---|
| 1. The manager of our department <u>wanted us to carry out the plan on time</u> . | Управляющий нашего отдела хотел, чтобы мы выполнили план вовремя. |
| 2. The Draft Contract <u>to be worked out</u> is very important.                  | План контракта, который надо разработать, очень важен.            |
| 3. The terms of payment seems <u>to have been stipulated</u> in this Contract.    | Кажется, условия оплаты были оговорены в контракте.               |

#### Образец выполнения 2

- |  |   |
|--|---|
| 1. <u>Having made a positive decision on their offer</u> , the firm signed the contract. | Приняв положительное решение по их предложению, фирма подписала контракт. |
| 2. <u>All preparations being made</u> , we started negotiating.                          | Когда все приготовления были сделаны, мы начали переговоры.               |
| 3. She listened attentively, <u>giving her comments</u> .                                | Она слушала внимательно, давая свои комментарии.                          |

#### Образец выполнения 3

- |  |  |
|--|--|
| 1. <u>If I am not too busy</u> , I shall take part in the Statistical Association Project. | Если я не буду очень занят, я приму участие в проекте статистической ассоциации. |
| 2. If you had learnt it yesterday <u>you</u>   | Если бы ты вчера выучил, то не   |



wouldn't have been at a loss in растерялся бы на занятии.  
class.

3. Perhaps it would be wiser not to go there. Возможно, было бы умнее не ходить туда.

### 3.1. ВАРИАНТ I

I. Перепишите и письменно переведите на русский язык следующие предложения. Помните, что объектный и субъектный инфинитивные обороты соответствуют придаточным предложениям.

1. The market approach is commonly considered to be “capitalist”.

2. The transition to be worked out was the task of a powerful Commission.

3. He believes it to have been a mistake.

4. They reported the firm's statement to be worsening with every day.

II. Перепишите и письменно переведите на русский язык следующие предложения, обращая внимание на перевод зависимого и независимого (самостоятельного) причастных оборотов.

1. It being Sunday, the shops were closed.

2. A market test will result in performance because of autonomous managers being paid for performance.

3. Having made a fortune, he moved to Germany.

4. Working under pressure, someone may find it difficult to do what is ethically correct.

III. Перепишите и письменно переведите на русский язык следующие сложные предложения, обращая внимание на то, как переводятся условные предложения.

1. It would be false to say that his idea was splendid.

2. If I were you I would work harder.

3. As soon as we finish work, we shall phone you.

IV. Прочитайте и устно переведите текст с 1 по 4 абзацы. Перепишите и письменно переведите 3 и 4 абзацы.

### MARKET APPROACH AND COMPETITION

The market approach is commonly considered to be “capitalist”. The prevailing idea that the U. S. economy is capitalistic because

ownership is private is a misunderstanding. Decisive ownership of American big business is in the hands of the people – that is, in the hands of the mutual funds and pension funds who are the fiduciaries for the middle class and workers. Big business in the U. S. has not been nationalized, but it has largely been socialized.

Japan conforms even less to the traditional identification of ownership. If anyone in Japan can be said to own the big companies, it would be their employees and especially their managers.

The discussion about market approach goes back to the years when the Social Democrats, newly in power, expected to nationalize business. The transition from a capitalist to a socialist economy to be worked out was the task of a powerful Socialization Commission. But, of course, government monopolies failed to produce and build a strong economy.

The debate over the market and the morality of private ownership for profits largely becoming irrelevant. The debate should be conducted over the performance capacity of a system under which business is being paid for results and performance as against a system in which it is being financed out of budget allocations. On that score there is essentially no debate. Wherever a market test is truly possible, it will result in performance and results – not because of the greater “virtue” of free enterprise or of autonomous managers but because being paid for performance and results directs toward performance and results.

Questions:

1. Where is ownership of American big business situated?
2. Does Japan conform to the traditional identification of ownership?

### **3.2. ВАРИАНТ II**

I. Перепишите и письменно переведите на русский язык следующие предложения. Помните, что объектный и субъектный инфинитивные обороты соответствуют придаточным предложениям.

1. Whether the decisions required in these tasks be difficult or simple, a good many decisions are supposed to be required.
2. The Buyers want the equipment they buy to be in conformity with the latest technical achievements.
3. Here is the article to be translated.
4. We are certain to finish this work today.

II. Перепишите и письменно переведите на русский язык

следующие предложения, обращая внимание на перевод зависимого и независимого (самостоятельного) причастных оборотов.

1. There being a lot of things to discuss, the meeting lasted for a long time.
2. When answered there still remains the further question as to what interference with the businessman's autonomy is required.
3. Frankly speaking, I don't know the answer.
4. I found it difficult to follow the discussion, having missed the beginning.

III. Перепишите и письменно переведите на русский язык следующие сложные предложения, обращая внимание на то, как переводятся условные предложения.

1. If John helped me, I should be very glad.
2. Even if he had joined them they wouldn't have finished the work in time.
3. The moment the bell rings they will leave the room.

IV. Прочитайте и устно переведите текст. Перепишите и письменно переведите 2-й абзац.

## **THE ROLE OF DECENTRALIZED DECISION**

As is well known, in the past, private business management has had decisive responsibilities in the economy. It has decided what to produce, in what quantity, at what price, paying what wages and with what investigation to increase future production. In addition it has had the responsibility for organizing and managing production. Whether the decisions required in these tasks be difficult or simple, a good many decisions are supposed to be required. The most distinctive characteristic of the business – the thing that most sharply distinguishes him from the lawyer, college professor or, generally speaking, the civil servant – is his capacity for decision. The effective business is invariably able to make up his mind, often on limited evidence, without uncertainty as to his own wisdom. It is a part of this talent not to reflect on past mistakes or even to concede that a mistake has been made.

The presumption of a rule of competition in the economy led to the further presumption that these business decisions would be at least generally in the public interest. Poor decisions or mistakes harmed the business, not

the public; good decisions benefited all. As a result, state interference with business decision was either redundant or positively harmful. With the increasing implausibility of the assumption of competition, the ancient basis for the businessman's claim to independence became subject to serious erosion. The question that now arises to what independent business decision is rehabilitated when countervailing power, not competition, is recognized as a restraint on the private exercise of economic power. When answered there still remains the further question as to what interference with the businessman's autonomy is required, not to prevent the misuse of power, but to insure that the economy finds its peacetime norm without too much inflation.

Questions:

1. What has private business management decided?
2. Is the most distinctive characteristic of the business his authority?

### 3.3. ВАРИАНТ III

I. Перепишите и письменно переведите на русский язык следующие предложения. Помните, что объектный и субъектный инфинитивные обороты соответствуют придаточным предложениям.

1. Many countries want their goods to be exhibited at international fairs.
2. He was the last to be expected to come here.
3. They are said to be conducting negotiations in London now.
4. He claimed to have been badly treated.

II. Перепишите и письменно переведите на русский язык следующие предложения, обращая внимание на перевод зависимого и независимого (самостоятельного) причастных оборотов.

1. Long-term service quality depends more on what we do in harmony with others, including customers.
2. When spoken to, he replied politely and without much conceit.
3. The details about the project being learnt, the contractor told us them at the meeting.
4. Travellers, looking for better deals, got to their destinations via other means.

III. Перепишите и письменно переведите на русский язык следующие сложные предложения, обращая внимание на то, как

переводятся условные предложения.

1. If we probed, we would find them expect a lot.
2. If you had turned off the lights when not in use you would have saved energy.
3. We'll discuss it when we meet.

IV. Прочитайте и устно переведите текст с 1-го по 3-го абзацы. Перепишите и письменно переведите 2-го и 3-го абзацы.

### **CUSTOMERS MORE SOPHISTICATED**

Most books on service lead you to believe that quality is a matter of taking control of yourself, your people, your systems, and your customers and aligning them all under a slogan or theme like “have it your way”. Few in business today have such control over all these elements. Besides, it’s becoming clearer that long-term service quality depends less on what we try to control, and more on what we do in harmony with others, including customers. One reason for this is the nature of the service economy. Manufacturers can still make products against their own specifications, and then count, weigh, stack, and inventory them. In short, products are tangible things they can control. Service, however, is intangible (even for manufactures). You can’t make it in advance. You can’t follow a standard template. In fact, you often have to customize it for the customer – who is looking right over your shoulder.

When we primarily made things, business could be run in the absence of the customer. Manufacturers controlled what they did, when, how, and how well. But since the 1950s or so, people have been learning how to be better customers. They are finally recognizing that it’s the satisfaction of their and expectations that controls the ultimate success or failure of the service transaction.

Most people in business agree with this statement: “We succeed by exceeding our customer’s expectations”. But does this really make sense? It means: 1) *we don’t really know what customers expect from us*. If we probed, we’d find they expect a lot and that we are lucky just to meet their expectations, let alone surpass them. 2) *We’re not thinking about price*. Exceeding expectations means committing ourselves to doing what customers pay us to do along with something extra they are not paying us for. Down that road lies bankruptcy. Exceeding expectations sounds good until you have to do it. That is why.

Questions:

1. What do manufacturers do if they make products only against their own specifications?
2. Service is tangible, isn't it?

### 3.4. ВАРИАНТ IV

I. Перепишите и письменно переведите на русский язык следующие предложения. Помните, что объектный и субъектный инфинитивные обороты соответствуют придаточным предложениям.

1. If you want things to be done well, do them yourself.
2. I am sorry to have kept you waiting.
3. The people who buy the shares are known to become shareholders.
4. The data to be analysed are significant.

II. Перепишите и письменно переведите на русский язык следующие предложения, обращая внимание на перевод зависимого и независимого (самостоятельного) причастных оборотов.

1. The people lending the money will expect convincing answers to a lot of questions.
2. It being pretty late, they decided to postpone their visit.
3. Having written this exercise, I began to doubt whether it was correct.
4. The speaker faced the audience, his hand raised for silence.

III. Перепишите и письменно переведите на русский язык следующие сложные предложения, обращая внимание на то, как переводятся условные предложения.

1. If the business is really failing, no one will buy the shares at all and you risk losing all your money.
2. If she were not so absent-minded, she would be a much better student.
3. If you had asked for help, they would have helped you.

IV. Прочитайте и устно переведите текст с 1-го по 4-й абзацы. Перепишите и письменно переведите 3-й и 4-й абзацы.

### RAISING CAPITAL TO RUN A FIRM

Britain works on what is called a capitalists system. This means that anyone who has an idea for a new way of making a living can raise the

capital needed to go ahead with it. Capital is the money that is used to start a business. A very common way of raising money to start a business is to get a loan from a bank or from one of other finance houses.

Before they agree to give someone a loan, the people lending the money will expect convincing answers to a lot of questions they will ask about the business. They will want to make sure it has a good chance of making a profit and that the person applying for the loan knows what he or she is doing and will run the business along sound lines. Larger companies often raise money by selling shares in the business (this is called “going public”). The people who buy the shares become shareholders. By lending their money to the company they have bought a share of the business and get a say in how the company is run at shareholders’ meetings.

At the end of the year the firm divides some of profits among the shareholders. This is called the dividend. Some of the profits will be kept by the company so that it can invest in new equipment, or take on more employees. If you are a shareholder and you want to get back the money you have put into a company, you must sell you shares at the Stock Exchange. The Stock Exchange is a place where shares are bought and sold.

The price of shares is controlled by the amount people are willing to pay for them. If the company is making a profit, other people may want to buy share in it, so you may be able to sell the shares at a higher price than you paid for them. If you bought 100 shares at J 1,00 each and you sold them later at J 1,50 each, you would make J 50 profit on the 100 shares, as well as keeping any dividend paid during the period when you owned the shares. But if business is not going well, other people may not be willing to pay as much as £ 1,00 a share. If the business is really failing, no one will buy the shares at all and you risk losing all your money.

Questions:

1. What will a bank want to make sure giving a loan?
2. Do larger companies often raise money by opening different funds?

### **3.5. ВАРИАНТ V**

I. Перепишите и письменно переведите на русский язык следующие предложения. Помните, что объектный и субъектный инфинитивные обороты соответствуют придаточным предложениям.

1. We didn’t expect the government to be running late clearing the cheques.
2. The benefit principle is considered to be essentially identical to the

commercial principle that it is fair to pay for what you get.

3. The materials to be printed are of great importance.
4. He seems to know the truth.

II. Перепишите и письменно переведите на русский язык следующие предложения, обращая внимание на перевод зависимого и независимого (самостоятельного) причастных оборотов.

1. The total taxes collected from all individuals will provide a measure of the worth of the public services.
2. Given this information, the provision of any service can be extended to the point just equals the marginal cost of providing the service.
3. This being understood, the conference was over.
4. Having finished our work, we went home.

III. Перепишите и письменно переведите на русский язык следующие сложные предложения, обращая внимание на то, как переводятся условные предложения.

1. If you don't work systematically, you will fail at the examination.
2. If he had worked hard, he would have achieved great progress.
3. It would be too simple to implement this project.

IV. Прочитайте и устно переведите текст с 1 по 3 абзацы. Перепишите и письменно переведите 2 абзац.

### **THE CASE FOR BENEFIT TAXATION**

The benefit approach to taxation may be advocated on both equity and efficiency grounds. In equity terms, the benefit principle is essentially identical to the commercial principle that it is fair to pay for what you get. When a consumer buys a loaf of bread in the store, he gets the loaf of bread and the storekeeper gets the money. Similarly, when a citizen receives a direct and measurable benefit from a government activity, it seems only fair that he pays for what he receives.

The case for the benefit approach is even stronger on efficiency grounds. If each taxpayer pays for each public service an amount just equal to his or her evaluation of the marginal benefits received for the service, then the total taxes collected from all individuals will provide a measure of the worth of the public services. Given this information, the provision of any service can then be extended to the point at which the marginal



evaluation of the service by all individuals, as measured by what they are willing to pay for it, just equals the marginal cost of providing the service. In such an ideally efficient fiscal system each individual will pay a marginal tax for collective goods and services that is just equal to the marginal benefits he or she receives, and just enough of each good or service will be provided to make the total incremental benefits (and taxes) equal to the marginal cost of supplying the service. This ideal benefit tax system thus determines both the level and structure of public expenditure and the level and distribution of taxation. Little more can be asked of any tax than this.

The application of the benefit principle in practice is much more limited. Benefit taxation is quite unsuitable as a means of financing that part of government activity which takes the form of providing “public goods”, that is, services which by their very nature cannot be sold to individuals. Once such services are made available to one, they are automatically available to all.

Questions:

1. What grounds has the benefit approach to taxation got?
2. The application of the benefit principle in practice is unlimited, isn't it?

#### **4. ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННЫЕ ТЕКСТЫ**

Тексты по проверке умения читать с полным и точным пониманием содержания оригинального текста по профилю университета

##### **4.1. EFFECTIVE COMMUNICATION**

More than 75 percent of manager's time is spent communicating. Considering the amount of information for which a manager has responsibility, this is not surprising. No doubt exists that effective communication is the key to planning, leading, organizing, and controlling the resources of the organization to achieve its stated objective.

Communication, the essential process that managers use to plan, lead, organize, and control, is not easy. Another person understands the manager's message based on the receiver's perception and interpretation of

the message. The process becomes more complex when a group of people receives the message because of the variety of perceptions and interpretations possible when communicating with more than one person.

In the communication process, symbols such as words or gestures, comprise messages, and understanding first rests on a common meaning or frame of reference for those symbols. When sending a message, a manager may have clearly in his mind the meaning of the symbols selected, but, if someone receiving the message attributes a different meaning, an accurate understanding of the message will not take place. The process is complicated even more because the meanings of symbols not only differ between people but change as the experiences of the people involved change.

A true communication experience requires the involvement of two individuals until they both understand one another. It may require an indefinitely large number of communication interactions, in some situations, or a finite number, in others. Consider an example in which manager chairs a decision-making meeting. A participant may ask a question; the manager responds. The participant requests clarification; the manager provides another, more elaborate clarification. The participant still looks puzzled. Consequently, the leader asks the participant to describe what is confusing him. Clearly, understanding is seldom achieved with one interaction.

*Questions:*

1. Why do practicing managers recognize the importance of communication?
2. Is the process of communication always complicated? If so, why?
3. What are the most important elements of the communication process?

#### **4.2. MENTAL «FILTERS»**

Communication involves people – an obvious but often forgotten fact. The fact that people are dynamic and unique is what makes the world interesting, but communication difficult.

Because all are unique, all view the world differently. Consider three people walking down a corridor in a machine shop who see a sign that reads «Safety Pays». The first person is a safety director, the second is 17 years old and is new to the industrial environment, and the third person cannot read. The sign will communicate something different to each of these people because each has had different life experiences. These

differences make communication different.

Because each individual's life experiences differ, messages go through mental «filters». Filters consist of all the things that exist in the mind that will influence the interpretation of symbols. Filters are what a person is and has been. They are comprised of all that a person knows and thinks, as well as emotions, opinions, attitudes and beliefs.

Clearly each filter is unique because no two people have identical experiences. Some factors create unique individual filters and understanding them can improve managerial communication skills.

The communication process, then, depends on the personalities of those involved and the environment in which they operate. This process creates a dynamic interaction, this interaction is not perfect.

Even when people believe they are communicating what is “real”, they are communicating only what is reality in their minds. No perfect correspondence exists between what is real in the world and the reality perceived by the mind because of the filters of the mind.

*Questions:*

1. What makes communication difficult?
2. What precisely does a manager need to know about communication?
3. Is understanding always achieved with one communication interaction? If not, why?

### **4.3. MARKET SEGMENTATION**

Research is the basic tool of marketing. A marketer must determine what customer needs are. Marketing experts have developed techniques for determining the needs of prospective customers. It's done by way of market segmentation.

How can market segmentation be of help to a manager who wants to develop a new product? Every market can be divided into segments or, in other words, into separate groups of consumers. First there are demographic factors like age, income, educational background, occupation, size of family, type of home and neighbourhood, etc. Then there are psychographic factors – the customers' opinions and interests, hobbies, vacation spots, favourite sports etc.

Then a product is compared with the goods already established in the market by quality and quantity standards. To be a success you must be ahead of your competitors.

Competition never stops. That is why market segmentation must

never stop as well. It should be on a permanent basis. Introduction of a pioneer product can immediately change the composition and number of a consumer grouping.

The fundamental principles for a marketer are:

1. understand the customer (through research);
2. understand the grouping (to which the customer or his business belongs);
3. create a choice (a difference in price, concept or value that will distinguish your product);
4. communicate that choice (through promotion and advertising).

Consumer marketing should be based on understanding consumer values, wants and needs.

*Questions:*

1. What is understood by market segmentation?
2. Why is it very important to encourage competition?
3. By what principles should a marketer be guided?

#### **4.4. MARKETING TODAY**

Marketing is a new science. What has been around previously is the art of salesmanship. Salesmanship is the art of manufacturing something and making another person want it. Marketing is the art of finding out what the other person wants, then manufacturing it for him.

In a market of multiple choice, it is no longer sufficient to produce a product and show your customers that it satisfies one of their basic needs. You must show them it provides benefits other products fail to provide, that it can be supplied at a competitive price and above all, supplied reliably. But in this fast-changing world, competitors catch up more quickly than ever.

Preferences that consumers have for this or that product work for shorter and shorter periods. Choice makes marketing work.

Companies need to be constantly engaged in product development, if they wish to grow and make profits. Coca Cola was successful for many years with one product in one size until Pepsi Cola challenged them with a bottle double the size at the same cost to the consumer. Since then Coca Cola has made many changes. Today Coca Cola has many different soft drinks, cheeses, wines, movie companies, television production companies, to name only a few of its holdings.

Multiple choices for the consumer is the motor that drives the marketing vehicle.

Research is the basic tool of marketing. A marketer must determine what customer needs are. Marketing experts have developed techniques for determining the needs of prospective customers. It's done by way of market segmentation.

How can market segmentation be of help to a manager who wants to develop a new product? Every market can be divided into segments or, in other words, into separate groups of consumers.

*Questions:*

1. What is the fundamental difference between salesmanship and marketing?
2. What are the key elements of marketing?
3. What is the driving force of marketing?

#### **4.5. THE FOUR P'S**

There are four principal controllable factors, that provide the most effective choice for the consumer – the Four P's: product, price, place and promotion. The owner of a factory manufacturing transportation equipment could produce an economy car, a luxury car, truck, van, tractor, motorcycles and apply different marketing techniques.

Place includes location of production and distribution. The place to see your product could be in dealers' showrooms or directly from the factory or from catalogs, direct-mail coupons, telemarketing with telephone sales people or through computer shopping services.

Promotion includes all forms of marketing communication (advertising, direct mail, customer service, image, special events sales and the product or service itself). Promotion is the most complex thing how to select and divide your market according to the type of product, its price and where it will be available. Each group of the population has its own values to which you want to make your product appeal.

The most controllable of these factors is the first "p". – Product (service).

All products and services have what have been traditionally called "product life cycles".

The stages of the product life cycle are: introduction, growth, maturity and decline.

The length of a product life cycle depends upon the:

- intensity of the competition;
- extent to which the new product is an innovation, a modification of an existing product;

- introductory timing of technologically superior products;
- marketing techniques.

*Questions:*

1. What are the controllable factors in marketing?
2. On what does the pricing policy of a firm depend?
3. What is the product life cycle?

#### **4.6. THE SMALL BUSINESS SCENE**

Today small businesses are the heart of the market economy. There are a great number and variety of small businesses. People become owners and operators of small business firms in one of three ways: start a new firm, buy a franchise, buy or inherit an existing firm.

Small firms have been established to do just about any kind of business imaginable. They have been established to manufacture and distribute goods, to sell them at retail, and, of course, to provide all kinds of needed services. Some serve only the local community, while others function in national and international markets.

The vast majority of small firms concentrate on selling material products, although an increasing number of firms provide a service. Although an increasing number operate in local markets, services, too, are exported. In recent years there has been a great increase in the export of services, such as management consulting, medical, and technological services.

The existence of a strong, healthy small business community has always been recognized as the best way to preserve competition, prevent monopolistic control of any industries, and thus assure the population of the benefits of competition through better prices and quality products. Incentives have been provided to assist small firms. The government of the US created the Small Business Administration (SBA) in 1954 to provide financial, management, and procurement assistance for small firms.

There are some facts that illustrate the importance of small business. According to the Small Business Administration:

- 99 % of all businesses in the US can be classified as small;
- 43 % of the gross national product is contributed by small business;
- while large business has been cutting back employment, small business has been creating new jobs;
- many of new products and services in the US are created by small businesses.

*Questions':*

1. How do people become owners and operators of small business firms?
2. What are the aims of establishing small firms?
3. What facts illustrate the importance of small business?

#### **4.7. MONEY**

Money is one of man's greatest inventions and the fact that all but the least developed of human societies use money indicates that it is an essential tool of civilization. In the absence of some form of money, exchange may take the form of barter which is the direct exchange of goods and services for goods and services.

Barter will serve man's requirements quite adequately when he provides most of his needs directly and relies upon market exchanges for very few of the things he wants. As the extent of specialisation increases, the barter system proves very inefficient and frustrating. In the simplest societies each family will provide by its own efforts most of its needs and perhaps some small surpluses. A farmer will exchange any small surplus of food, wool or hides for the surpluses of other producers. But this system of exchange becomes very cumbersome as economic activities become more specialized. A specialist metal worker must seek out a large number of other specialists in order to obtain, by barter, the variety of goods he needs to satisfy his daily wants.

The great disadvantage of barter is the fact that it depends upon a "double coincidence of wants". A hunter who wants to exchange his skins for corn must find, not merely a person who wants skins, but someone who wants skin and has a surplus of corn for disposal. The alternative is to exchange his skins for some other article and they carry out a series of similar exchanges until he finally gets his corn. Time and energy which could be devoted to production is spent on a laborious system of exchange.

*Questions':*

1. What is barter?
2. When may exchange take the form of barter?
3. What are the main functions of money?

#### **4.8. TRADITIONAL ECONOMIES**

The oldest and until fairly recent times by far the most common way of solving economic problem was that of tradition. In traditional societies, people use methods of production and distribution that were devised in the

distant past and which have become the accepted ways of doing things by a long process of trial and error.

In these societies we find that the division of land among the families in the village or tribe, the methods and times of planting and harvesting, the selection of crops, and the way in which the produce is distributed among the different groups are all based upon tradition. Year by year, little is changed; indeed a change in working procedures may well be regarded as an affront to memory of one's ancestors or as an offence against the gods.

The basic economic problems do not arise as problems to be discussed and argued about. They have all been decided long ago. One follows the path that one was born to follow; a son follows in the footsteps of his father and uses the same skills and tools. A caste system provides a good example of the rigidity of a traditional society. The production problems (i.e. What? and How?) are solved by using land as it has always been used and the worker carrying out the traditional skills according to his or her fixed place in social structure. The distribution problem (i.e. For Whom?) is solved in a similar manner. There will be time-honoured methods of sharing out the produce of the harvest and hunt. The elders, the heads of families, the women and the children will receive shares according to ancient custom

*Questions':*

1. What methods of production and distribution do people in traditional societies use?
2. What example does a caste system provide?
3. How are the production problems (What? and How?) solved in traditional societies?

#### **4.9. LABOUR**

Labour is human effort – physical and mental – which is directed to the production of goods and services. But labour is not only a factor of production, it is also the reason why economic activity takes place. The people who take part in production are also consumers, the sum of whose individual demands provides the business person with the incentive to undertake production. For this reason when we are considering real-world economic problems it is necessary to treat labour somewhat differently from the other factors. There are social and political problems which have to be taken into account. For example, the question of how many hours per day a machine should be operated will be judged solely in terms of



efficiency, output and costs. The same question applied to labour would raise additional considerations of individual freedom and human rights.

It must be borne in mind that it is the services of labour which are bought and sold, and not labour itself. The firm cannot buy and own labour in the same way that capital and land can be bought and owned.

### THE SUPPLY OF LABOUR

The supply of labour available to an economy is not the same thing as the number of people in that community. The labour supply is a measure of the number of hours of work which is offered at given wages over some given period of time. It is determined, therefore, by the number of workers and the average number of hours each worker is prepared to offer. Both of these features are subject to change and, at any moment of time, they will depend upon a number of things.

*Questions':*

1. What does the term "labour" involve?
2. Why is it necessary to treat labour somewhat differently from the other factors of production?
3. What is labour supply?

### 4.10. TYPES OF INTERVIEWS

Many of the activities of an organization are transacted through people, and those transactions often take place during interviews or meetings. Both take place frequently. There are interviews between purchasing agent and vendor, salesperson and customer, personnel director and job candidate, chief engineer and director of research. In addition, there are the meetings held among a group of individuals to solve organizational problems. Like the interview, this one-to-group communication situation is the medium for the exchange of important information in most organizations.

Despite the frequency with which these meetings and interviews are held, probably no two other communication activities are carried on so inefficiently. Surprisingly enough, few managers have been trained to conduct interviews effectively.

And yet both interviews and meetings are vital activities for the exchange of information and for reaching the solution to the problems. The purposes of the interview are many. In general, the interview should be recognized as an effective communication method for:

- sending and receiving information;
- gaining understanding and the acceptance of ideas;
- developing and changing attitudes and behaviour;
- motivating others to work for a common goal.

Some of the more specific types of interviews are:

- Selection Interview – for choosing employees;
- Orientation Interview – for orienting employees, new and old, to organizational policies and practices;
- Training Interview – for instructing employees in new skills and attitudes;
- Appraisal Interview – for evaluating employees, reviewing job performance, establishing objectives, and analyzing future directions;
- Problem–Solving Interview – for discussing company, departmental or individual problems;
- Disciplinary Interview – for dealing with disciplinary or behavioural situations on the job;
- Counseling Interview – for advising employees on family, health, financial, or other personal matters;
- Exit Interview – for recording valuable input given by employees who are leaving the company.

*Questions':*

1. Do interviews solve organizational problems?
2. What should the interview be used for?
3. Are both interviews and meetings vital activities for the exchange of information and for reaching the solution to the problem?

#### **4.11. CAPITAL**

Capital is a man-made resource. Any product of labour and land which is reserved for use in the further production is capital.

Capital was created when people began to make simple tools and implements to assist them in the production of food, the hunting of animals, and in the transportation of their possessions.

It might be helpful at this stage to deal with the confusion which commonly arises over the meanings of three important terms: capital, money, and wealth. Capital, as already indicated, means any produced means of production. Wealth is quite simply the stock of all those goods which have a money value. Capital, therefore, is an important part of the community's wealth.

Money is a claim to wealth. From the standpoint of the community as

a whole, money is not wealth, since we can not count both the value of real assets and the value of the money claims to those assets. From the point of view of the individual citizen, however, money represents a part of his personal wealth since he sees it as a claim on assets held by other people. To the individual business person, therefore, any money he possesses he regards as capital since it gives him a claim on resources now possessed by others. It must be quite clear, however, that money is not part of the national wealth.

Capital is usually divided into two types: that which is used up in the course of production and that which is not. Working capital consists of the stocks of raw materials, partly finished goods held by producers.

*Questions':*

1. What is capital?
2. When was capital created?
3. What is wealth?

#### **4.12. THE SOLE PROPRIETOR**

This is the simplest and the oldest form of business enterprise and often referred to as the one–person business. A single person provides the capital, takes the decisions, and assumes the risks. He or she is solely responsible for the success or failure of the business and has, therefore, the sole rights to such profits as may be made, or, alternatively, bears the sole responsibility for such losses as may accrue. The one–person business is still far more numerous than any other types of business organization, but in terms of total output employment, value of capital employed, or value of total output, it is relatively unimportant compared with the joint stock company.

The strength of this type of firm lies in the direct personal interest of the proprietor in the efficiency of his enterprise. Ownership and control are vested in one person who enjoys all the fruits of success and hence has a great incentive to run the firm efficiently. Since the proprietor is the sole decision – taker and has no need to consult colleagues when changes of policy are required we should expect this type of organization to be extremely flexible and capable of quick and easy adjustment to changes in market conditions.

The great disadvantage of the sole proprietor from an enterprise lies in the fact that the owner is personally liable for the debts incurred by his firm and his liability is unlimited. All his personal possessions are at risk and may be seized to meet creditors demands in the event of the business

becoming insolvents. Another disadvantage of this type of firm is the disadvantage of its ability to acquire capital for expansion.

*Questions':*

1. What is the simplest and oldest form of business enterprise?
2. What is the strength of the one–person business?
3. What are the disadvantages of this form of business organization?

#### **4.13. THE PARTNERSHIP**

Partnerships are voluntary combinations of from 2 to 20 persons formed for the purpose of carrying business with a view of profit. This type of organization represents a logical development from the one–person business since the obvious method by which such a firm may acquire further capital is to form a partnership. The motive, however, may not be financial and partnerships are often formed in order to bring new ability and enterprise into the business.

The partners usually share in the task of running the business, but a partner need not play an active role. A person who joins a partnership, supplying capital and sharing in the profits, but taking no part in the management is known as a dormant or sleeping partner. Partnerships are a common form of business organization in such professions as law, accountancy, surveying and medicine.

The advantages of this type of firm are similar to those of the one–person business. It is a flexible organization which allows a greater degree of specialisation than the one–person business. Partners usually specialize in one or more aspects of the business; one may be responsible for buying, one for selling, one for production, and so on. Since it has greater access to capital, it can achieve greater size than the sole proprietor.

The great disadvantage, like that of the one–person business, is the fact that the liability of the partners is unlimited and they are all fully liable for the acts of the other partners.

*Questions:*

1. What is partnership?
2. What is a sleeping partner?
3. What are the advantages and disadvantages of the partnership?

#### **4.14. FORMS OF PAYMENT**

Bank–notes and coins are not the most important form of money in developed economies. In the UK about 90 %, by value, of all transactions are settled by means of cheques. But cheques themselves are not money,

they are merely orders to bankers to transfer money from one person to another. The money so transferred consists of bank deposits. If there is no money in the form of a bank deposit then any cheques drawn on that account will be worthless.

Cheques were used as early as the second half of the seventeenth century, but they did not come into general use until the second half of the nineteenth century. The Bank Charter Act of 1844 put strict limitations on the note issue at a time when the output of goods and services was expanding rapidly. The need for an expansion of the money supply to keep pace with increasing output greatly stimulated the use of bank deposits.

This most developed form of money (i.e. bank deposit) consists of entries in the banks ledgers, or more likely nowadays, of records on computer tapes. The greater part, in value terms, of the payments made each day are carried out by adjustment made to the totals in different bank deposits. A payment from one person to another merely requires that the banker reduces the amount in one deposit and increases it in another. Transferring money, therefore, has become little more than a kind of bookkeeping exercise, the money itself does not consist of some physical tangible commodity.

*Questions:*

1. What forms of payment do you know?
2. What are cheques?
3. What is the most developed form of money?

#### **4.15. SURVEYING WORK OPPORTUNITIES. ANALYZING COMPANIES**

One of the ways to get an overview of your life so that you can prepare your resume (and prepare for an interview) is to write an autobiographical sketch, starting with your earliest years. Tell about where you grew up, your parents, your interests and hobbies and how they changed over the years; about your hopes, goals, satisfactions; about your feelings regarding remembered events and situations and about “special” people you remember and how and why you remember them. Account for your early work experience, school experience, and (if any) military experience. Write down your reasons for your college choice and curriculum interest. Try to formulate your career and personal goals. Try to recall dates, and organize your autobiographical sketch for clear continuity. This activity will probably take more than one draft. If you summarize the content into a one or two-page summary, you'll be prepared if an interviewer asks you,

a week or so later: “Tell me a little about yourself or “Tell me your life story in two minutes”. You will know how to stress attitudes and interests, education, experience, and goals. In an interview you will be selective rather than chronological, of course. But your autobiographical sketch isn't your resume.

The next two steps in a wise job search are surveying work opportunities and analyzing companies of interest. One way of checking your previous self-analysis and relating the findings to appropriate work opportunities is the information interview.

*Questions:*

1. How should you prepare for an interview?
2. What should you write in your resume?
3. Your resume isn't your autobiographical sketch, is it?

### **HANDLING YOUR MONEY**

Banks in the USA usually open at 9 or 10 a. m. and close between 3 and 5 p. m., but some banks have longer hours. Most banks are confined to a particular state, but it is always possible to use checks for cash in states other than the one, in which your bank account is located, although many businesses only take located checks.

When you open a checking account at a bank, be sure to have an ID (your passport, driver's license, etc.). There is usually no need to fill out any forms: the information is fed directly into the computer. After that you may deposit your checks (e. g. paychecks) into your account. You must endorse these checks by signing them on the back. Be sure to use the form of your name that appears on the front of the check. Note that you are supposed to write it sideways (not lengthwise) across the left-hand end. It is also necessary to fill out a special form that comes with your checkbook, indicating the sum of your deposit. You can withdraw money after the deposited checks have been verified, which usually takes a couple of days.

When you write out a check to pay for goods or services you will be asked for an ID – a driver's license will usually do. When you open an account, you are issued a PIN – a four digit personal identification number, and in a few days you receive a checkbook and an ATM by mail. The latter has two functions: it allows you to withdraw money from your account (24 hours a day from ATMs) and confirms your account automatically. You receive a receipt after each transaction stating your balance. Often you can transfer the required sum of money to another account (that of a supermarket, department store, etc.). It is also possible to deposit money

using a cash machine. In this case you have to put a check into an envelope and slip it into the machine. Be sure to remember your PIN, as you will have to enter it into the machine every time you use it.

From an ATM you can get a predetermined amount of cash each day. Some banks will pay no more than one hundred dollars at a time and no more than five hundred per day. This easy-to-use machine makes it unnecessary to carry around a lot of cash, therefore reducing the risk of robbery. The only inconvenience is that you have to repeat the process several times if you want more than one hundred dollars, so it makes more sense to use checks to pay large sums of money.

If you happen to lose your ATM card there is little chance that someone else can use it

ATM – automated teller machine.

*Questions:*

1. What is good about the newest ways of payment?
2. What are you issued when you open an account?
3. How much will some banks pay at a time or per day?

## 5. ТЕСТ

### 5.1. ВАРИАНТ 1

*А. Переведите следующие предложения на русский язык, обращая внимание на грамматические формы речи (страдательный залог, инфинитив, причастие, герундий, условные предложения, эквиваленты модальных глаголов, строевые и многозначные слова).*

1. a) Yesterday our students were shown an experimental model of a robot.

b) Modern telegraph systems have been influenced by achievements of science and technology.

c) Every term different problems are discussed by our professors for their students' future research.

2. a) The engine to be used in this vehicle is of a new design.

b) Samuel Morse was the first to produce a practical telegraph.

c) Electronic equipment is assumed to find ever growing application.

3. a) The power station producing energy for our town is very efficient.

b) Electrical devices find a wide application in every house, a refrigerator being one of them.

c) The problems discussed at the conference are of great importance for future research.

4. a) Russian scientists played an important part in solving the problem of atmospheric electricity.

b) Studying nature without making observation is useless.

c) The engineer told us about his having been invited to that research institute.

5. a) If new composite materials are used, it will be possible to reduce overall device weight.

b) If electric motors were used, cars would not pollute the air.

c) Unless the internal combustion engine had been invented, the automobile industry would not have begun to develop so rapidly.

6. a) We were allowed to leave our classes earlier as our teacher was unwell.

b) We had to come back by boat because the airport was closed by fog.

c) This power station is to supply us with all necessary energy.

7. a) One should know that alternating current can be changed into direct current when necessary.

b) It is an accelerator that accelerates elementary particles of matter and imparts to them enormous energy.

c) We know that there exist different types of amplifiers.

*В. Прочитайте текст, постарайтесь понять его основное содержание и выполните тестовые задания к нему.*

## ERNEST RUTHERFORD

Ernest Rutherford was born on August 30, 1871, in New Zealand, in the family of English settlers.

In 1861 gold was found in New Zealand and many foreigners came to live there. Industry began to develop, the country began to increase its export.

Ernest's father earned his living by bridge-building and other construction work required in the country at that period. At the same time he carried on small-scale farming.

Little Ernest was the fourth child in the family. When the boy was five he was sent to primary school. After finishing primary school he went to the secondary school. He liked to read at school very much. His



favourite writer was Charles Dickens. He also liked to make models of different machines. He was particularly interested in watches and cameras, he even constructed a camera himself.

At school he was good at physics, mathematics, English, French and Latin. He paid much attention to chemistry too. Ernest became the best pupil at school. At the age of 19 he finished school and entered the New Zealand University.

At the University Ernest Rutherford was one of the most talented students. He worked hard and took an active part in the work of the Scientific Society of the University. But he was also fond of sports and took part in the students' sport competitions.

At one of the meetings of the Scientific Society he made his scientific report "The Evolution of Elements". At the same time he began his research work. For his talented scientific research he got a prize. After graduation Rutherford went to Cambridge where he continued his investigations (исследования).

*1. Ответьте на вопросы по содержанию прочитанного текста:*

1. How did Ernest Rutherford's father earn his living?
2. What subjects was Rutherford good at?
3. In what activities did Rutherford take part when he was a student?

*2. Дополните предложения в соответствии с содержанием текста:*

1. Ernest Rutherford was the ... child in the family.
2. His favourite writer was ... .
3. When a child Rutherford enjoyed making ... and was interested in ... .

*3. Напишите, верны(+) или неверны (-) следующие высказывания в соответствии с содержанием текста:*

1. Rutherford's parents moved to New Zealand from England.
2. Ernest Rutherford didn't attend school.
3. Having graduated from New Zealand University Ernest Rutherford continued his investigations in Cambridge.

## **5.2. ВАРИАНТ 2**

*А. Переведите следующие предложения на русский язык, обращая внимание на грамматические формы речи (страдательный залог, инфинитив, причастие, герундий, условные предложения, эквиваленты модальных глаголов).*

1. a) Computers using integrated circuits were first produced in the 1960s.  
b) Communication equipment and techniques are still being

developed and improved.

c) All the lasers are designed to carry out both simple and complex operations.

2. a) We know J. Kepler to have stated the laws of planetary motion.

b) Now hundreds of materials are known to become superconductors at low temperature.

c) The optical equivalent of a transistor is reported to have been produced.

3. a) Having seen photographs of the place, I had no desire to go there.

b) While being a teacher of deaf people Bell became interested in sound and its transmission.

c) The cars at that time were very small, the engine being placed under the seat.

4. a) You can't become a good specialist without being trained for a long time.

b) On reaching the boiling point the water temperature is no longer increased.

c) His being invited to take part in this conference is natural as everybody knows of his having made a great number of experiments in physics.

5. a) If he had had all the necessary books, he would have made his report in time.

b) In case the temperature is raised, the reaction will proceed more rapidly.

c) If we had used new methods, we would have saved a lot of time.

6. a) He had to work much before he was able to finish his research.

b) As the student was late he was not allowed to enter the classroom.

c) Mathematics is of great importance for engineers. Every technical student is to study it for some years.

7. a) One can say that solids and liquids are almost incompressible.

b) It is to be noted that ocean cables are one of the most dependable means of transmission.

c) They designed that part of the building efficiently.

**В. Прочитайте текст, постарайтесь понять его основное содержание и выполните тестовые задания к нему.**

### **ALBERT EINSTEIN**

Albert Einstein is one of the greatest scientists of our age, yet in his

childhood he was slow, shy and backward. He found it extremely difficult to learn even to talk.

Later he became one of the most famous men in the world. The Theory of Relativity brought him fame on five continents. Yet, he led a very simple sort of life, went around in old clothes, and seldom wore a hat. He said that he did not care for fame or riches.

Einstein impressed everybody as being a very happy man. He said he was happy because he didn't want anything from anybody. He didn't want money or titles or praise. He made his own happiness out of such simple things as his work, his violin and his boat. Einstein's violin brought him more joy than anything else in life. He said he often thought in music.

Einstein's Theory of Relativity, which seemed a flight of imagination (полет воображения) to many at first, is now the cornerstone of modern physics. Many physical phenomena could never be explained without the Theory of Relativity.

He himself explained relativity by this very simple illustration: "When you sit with a nice girl for an hour, you think it is only a minute; but when you sit on a hot stove for a minute, you think it is an hour. Well, well – so that's relativity. It sounds all right to me; but if you don't believe me and would like to try it out (хотели бы проверить), I'll be glad to sit with the girl if you'll sit on the stove."

Mrs. Einstein said that even she didn't understand the Theory of Relativity; but she understood something that is more important for a wife; she understood her husband.

*1. Ответьте на вопросы по содержанию прочитанного текста:*

1. Was Einstein a capable or a backward (умственно отсталый) child?
2. What brought Einstein more joy than anything else?
3. By what illustration did Einstein explain his Theory of relativity?

*2. Дополните предложения в соответствии с содержанием текста:*

1. Einstein never cared for ... and ... .
2. Einstein made his happiness out of his ..., his ... and his ... .
3. The Theory of Relativity is the ... of modern physics.

*3. Напишите, верны(+) или неверны(-) следующие высказывания в соответствии с содержанием текста:*

1. Einstein was a very shy and modest (скромный) person.
2. Einstein couldn't play any musical instrument.
3. Einstein's wife didn't understand the Theory of Relativity.

## ПРИЛОЖЕНИЯ

### 1. СИСТЕМАТИЗИРОВАННЫЙ ГРАММАТИЧЕСКИЙ МИНИМУМ

#### 1.1. Группа неопределенных времен (Indefinite Tenses).

Действительный залог (Active voice)

*A) Теоретическая часть*

**The Present Indefinite (Active)** (Настоящее неопределенное время)

Действие происходит регулярно, обычно. Present Indefinite также используется для обозначения действий, которые отражают объективные процессы в природе и обществе, общеизвестные факты; в рассказах, комментариях и репортажах; для обозначения действий, которые должны произойти в ближайшее будущее согласно расписанию или графику.

Обстоятельства времени для Present Indefinite: always, usually, often, frequently, sometimes, seldom, rarely, never, as a rule, every day, once (twice) a month.

#### Структура утвердительного предложения (+)

Подлежащее	Глагол–сказуемое	Второстепенные члены предложения
I, you, we, they	begin	work in time.
He, she, it	begins	work in time.

#### Структура вопросительного предложения (?)

Вспомогательный глагол	Подлежащее	Глагол–сказуемое	Второстепенные члены предложения
Do	I, you, we, they	begin	work in time?
Does	he, she, it	begin	work in time?

Вопросительное местоимение	Вспомогательный глагол	Подлежащее	Глагол–сказуемое	Второстепенные члены предложения
What When	do	I, you, we, they	begin	in time?
Where Why	does	he, she, it	begin	work in time?

#### Вопрос к подлежащему

Вопросительное местоимение	Глагол–сказуемое	Второстепенные члены предложения
Who What Which of you	begins	work in time?

### Структура отрицательного предложения (-)

Подлежащее	Вспомогательный глагол	Глагол-сказуемое	Второстепенные члены предложения
I, you, we, they	do not/don't	begin	work in time.
He, she, it	does not/doesn't	begin	work in time.

Примеры:

1. My parents work at a factory. – Мои родители работают на заводе.

2. Skill comes with practice. – Умения приходят с практикой.

3. Do you hear the noise outside? Why don't you go and check what it can be? – Ты слышишь шум за дверью? Почему бы тебе не пойти и не проверить, чтобы это могло быть?

4. Does he really think that he has been very polite to her? – Он на самом деле полагает, что был вежлив с ней.

5. Who wants to work this weekend? – Кто желает поработать на этих выходных?

Правила написания окончания -s (-es):

1. speak – speaks, work – works, add – adds

2. produce – produces, take – takes, manufacture – manufactures

3. -s, -ss, -x, -sh, -ch, -o + -es: establish – establishes, go – goes

4. -a, -o + -y + -s: employ – employs, play – plays

5. согласная + -y → -i + -es: apply – applies, study – studies

**The Past Indefinite (Active)** (Прошедшее неопределенное время)

Действие произошло в некоторый момент времени в прошлом.

Past Indefinite также используется для обозначения последовательных действий в прошлом; когда речь идет об открытиях, изобретениях.

Обстоятельства времени для Past Indefinite: yesterday, the other day, ago, last week, last year, last Monday, not until, in May, in 2005, just now, in childhood, on holidays, when I was at school.

### Структура утвердительного предложения (+)

Подлежащее	Глагол-сказуемое	Второстепенные члены предложения
I, you, we, they	finished (правильный глагол)	work in time.
He, she, it	began (II форма неправильного глагола)	work in time.

### Структура вопросительного предложения (?)

Вспомогательный глагол	Подлежащее	Глагол–сказуемое	Второстепенные члены предложения
Did	I, you, we, they	finish	work in time?
	he, she, it	begin	work in time?

Вопросительное местоимение	Вспомогательный глагол	Подлежащее	Глагол–сказуемое	Второстепенные члены предложения
What When	did	I, you, we, they	finish	in time?
Where Why	did	he, she, it	begin	work in time?

### Вопрос к подлежащему

Вопросительное местоимение	Глагол–сказуемое	Второстепенные члены предложения
Who Which of you	finished began	work in time?

### Структура отрицательного предложения (–)

Подлежащее	Вспомогательный глагол	Глагол–сказуемое	Второстепенные члены предложения
I, you, we, they	did not/didn't	finish	work in time.
He, she, it	did not/didn't	begin	work in time.

Примеры:

1. She opened the cupboard, took out a cup and poured some hot tea.  
– Она открыла шкафчик, взяла чашку и налила себе горячего чая.

2. The Browns did not go on an excursion to the Lake District last weekend. – Семья Браунов не поехала в Озерный край на прошлых выходных.

3. Did you watch the football match last night? Who won the game?  
– Ты вчера вечером смотрел футбольный матч? Кто выиграл?

Правила написания окончания –ed у правильных глаголов:

1. want – wanted, add – added
2. purchase – purchased, hire – hired
3. stop – stopped, travel – travelled
4. employ – employed ; apply – applied

**The Future Indefinite (Active)** (Будущее неопределенное время)

Действие произойдет в некоторый момент времени в будущем.

Future Indefinite также используется для обозначения неизбежного

действия в будущем, на которое нельзя повлиять; для обозначения действия, решение о выполнении которого принято в момент речи; для выражения обещания, просьбы, твердых намерений; в сочетании с выражениями предположения, сомнения после I think, I wonder, I believe, I am sure, probably, perhaps.

Обстоятельства времени для Future Indefinite: tomorrow, tonight, next week, next month, soon, sooner or later, in future, in 5 years, in a minute, in 2015.

#### Структура утвердительного предложения (+)

Подлежащее	Вспомогательный глагол	Глагол-сказуемое	Второстепенные члены предложения
I, we	will/shall	finish	work in time.
He, she, it, you, they	will	begin	work in time.

#### Структура вопросительного предложения (?)

Вспомогательный глагол	Подлежащее	Глагол-сказуемое	Второстепенные члены предложения
Will/shall	I, we	finish	work in time?
Will	he, she, it, you, they	begin	work in time?

Вопросительное местоимение	Вспомогательный глагол	Подлежащее	Глагол-сказуемое	Второстепенные члены предложения
What When	will/shall	I, we	finish	in time?
Where Why	will	he, she, it, you, they	begin	work in time?

#### Вопрос к подлежащему

Вопросительное местоимение	Глагол-сказуемое	Второстепенные члены предложения
Who	will finish	work in time?
Which of you	will begin	

#### Структура отрицательного предложения (-)

Подлежащее	Вспомогательный глагол	Глагол-сказуемое	Второстепенные члены предложения
I, we	will not/won't/shan't	finish	work in time.
He, she, it, you, they	will not/won't	begin	work in time.

Примечание:

В придаточных предложениях времени и условия после союзов when, after, before, till, until, as soon as, as long as, if, in case, unless для обозначения будущего времени употребляется форма Present Indefinite:

– He will buy a new bicycle if he saves enough money. – Он купит новый велосипед, если соберет необходимую сумму денег.

– I will talk to you as soon as I finish the meeting. – Я поговорю с вами, как только я закончу совещание.

– We think we'll go home now. – Мы думаем, что мы уже пойдем домой.

В технической литературе Future Indefinite часто употребляется безотносительно к будущему времени и переводится на русский язык настоящим временем:

The valve will open and close at regular intervals.– Клапан регулярно открывается и закрывается.

**Видовременные формы глагола to be в группе Indefinite. Present Indefinite**

#### Структура утвердительного предложения (+)

Подлежащее	Глагол–сказуемое	Второстепенные члены предложения
I	am	a student.
You, we, they	are	at work.
He, she, it	is	a chief project engineer.

#### Структура вопросительного предложения (?)

Глагол–сказуемое	Подлежащее	Второстепенные члены предложения
Am	I	a student?
Are	you, we, they	at work?
Is	he, she, it	a chief project engineer?

Вопросительное местоимение	Глагол–сказуемое	Подлежащее	Второстепенные члены предложения
What	am	I	?
When	are	you, we, they	at work?
Where	is	he, she, it	a chief project engineer?
Why			

#### Вопрос к подлежащему

Вопросительное местоимение	Глагол–сказуемое	Второстепенные члены предложения
Who	is	a student?
Which of you	is	a chief project engineer?



### Структура отрицательного предложения (-)

Подлежащее	Глагол-сказуемое	Второстепенные члены предложения
I	am not	a student.
You, we, they	are not/aren't	at work.
He, she, it	is not/isn't	a chief project engineer.

Примеры:

1. I'm cold. Can you close the window, please? – Я замерзла. Пожалуйста, можешь закрыть окно?

2. Are you interested in politics? – Ты интересуешься политикой?

3. Who is absent today? – Кто сегодня отсутствует?

### Past Indefinite

### Структура утвердительного предложения (+)

Подлежащее	Глагол-сказуемое	Второстепенные члены предложения
I	was	a student.
You, we, they	were	at work.
He, she, it	was	a chief project engineer.

### Структура вопросительного предложения (?)

Глагол-сказуемое	Подлежащее	Второстепенные члены предложения
Was	I	a student?
Were	you, we, they	at work?
Was	he, she, it	a chief project engineer?

Вопросительное местоимение	Глагол-сказуемое	Подлежащее	Второстепенные члены предложения
What	was	I	?
When	were	you, we, they	at work?
Why	was	he, she, it	a chief project engineer?

### Вопрос к подлежащему

Вопросительное местоимение	Глагол-сказуемое	Второстепенные члены предложения
Who	was	a student?
What	was	at work?
Which of you	was	a chief project engineer?

### Структура отрицательного предложения (-)

Подлежащее	Глагол-сказуемое	Второстепенные члены предложения
I	was not/wasn't	a student.
You, we, they	were not/weren't	at work.
He, she, it	was not/wasn't	a chief project engineer.

Примеры:

1. The hotel was comfortable and it wasn't expensive. – Гостиница была уютной и недорогой.

2. Why were you late this morning? – Почему вы опоздали сегодня утром?

3. Who was at the meeting last week? – Кто был на совещании на прошлой неделе?

### Future Indefinite

#### Структура утвердительного предложения (+)

Подлежащее	Вспомогательный глагол	Глагол–сказуемое	Второстепенные члены предложения
I, we	will/shall	be	at work.
He, she, it, you, they	will	be	home soon.

#### Структура вопросительного предложения (?)

Вспомогательный глагол	Подлежащее	Глагол–сказуемое	Второстепенные члены предложения
Will/shall	I, we	be	at work?
Will	he, she, it, you, they	be	home soon?

Вопросительное местоимение	Вспомогательный глагол	Подлежащее	Глагол–сказуемое	Второстепенные члены предложения
What When	will/shall	I, we	be	at work?
Where Why	will	he, she, it, you, they	be	soon? home soon?

#### Вопрос к подлежащему

Вопросительное местоимение	Глагол–сказуемое	Второстепенные члены предложения
Who What Which of you	will be	a student? at work? home soon?

#### Структура отрицательного предложения (-)

Подлежащее	Вспомогательный глагол	Глагол–сказуемое	Второстепенные члены предложения
I, we	will not/won't/shan't	be	at work.
He, she, it, you, they	will not/won't	be	home soon.

Примеры:

1. In August we'll be away for a week. Could you look after our cat?  
– Нас не будет неделю в августе. Вы могли бы присмотреть за нашим котом?

2. What will the weather be like tomorrow? – Какая погода будет завтра?

3. What will be right: to tell the truth or just pretend that nothing has happened? – Что будет правильным: сказать правду или просто сделать вид, что ничего не произошло.

*B) Практическая часть*

**Ex. 1. Translate into Russian.**

Let me introduce myself. My name is Alexey Ivanov. I'm twenty and I'm single. I have a younger sister, she is a schoolgirl. I am from Belarus, and I live in Minsk. I am a third-year student at the Engineering Faculty of the Technical University. I'm lucky to study here. Apart from this, I'm interested in computers. I'm satisfied with the standard of teaching at the University, and, as a rule, our graduates are highly-qualified specialists. As for me, I'd like to get an interesting job. I also learn English.

**Ex. 2. Fill in the gaps. Use *to be* in the right form.**

1. We ... first-year students of the Technical University. 2. Our names ... Oleg, Mike and Kate. 3. We ... eager to study here. 4. They say the Technical University ... a very exciting University to attend. 5. I ... Oleg Sokolov. I ... fond of computers. 6. He ... interested in programming. 7. ... you good at drawing? 8. We ... from Grodno. 9. He ... 18 years old, ... he? 10. I ... sorry, who ... this student? 11. He ... my friend here at the University. 12. I ... glad to meet you. 13. We ... freshmen at the University. 14. ... you technical students? 15. ... you interested in mechanical engineering?

**Ex. 3. Make the following sentences interrogative and negative.**

1. He is a part-time student of electrical engineering.
2. She is at work now.
3. My house is far from the University.
4. They are fond of foreign languages.
5. He is a freshman.
6. She is 19.
7. They are from Germany.
8. He is interested in science.

**Ex. 4. Put all possible questions to the following statements.**

Model. He is an engineer.

- Is he an engineer?
- Is he an engineer or an economist?
- What is he?
- He is an engineer, isn't he?
- 1. She is a programmer.
- 2. Hans is an electrician.
- 3. They are workers.
- 4. Paul is a technical student.
- 5. We are first-year students.

**Ex. 5. Translate the following sentences into English.**

1. Мы – студенты технического университета.
2. Он – студент первого курса и очень увлекается компьютером.
3. Как выживаете?
- Спасибо, хорошо.
4. Откуда Джон?
- Джон из Лондона, он англичанин.
5. — Кто это? — Это Андрей.
- Кто он ?
- Он – студент–первокурсник энергетического факультета.
1. Чем занимается твой друг?
- Он – студент машиностроительного факультета.
7. Он женат или холост?
8. Сколько ему лет?

**Ex. 6. Translate the following sentences into Russian. Point out the verbs in the Present Indefinite Tense.**

1. The scientists of our University work at a new problem.
2. He knows several foreign languages.
3. Old Belarusian cities attract many tourists.
4. The plane leaves Minsk for Moscow at 11.15.
5. Our students take their examinations in January.
6. The first term at the University lasts four months.
7. This man works in the field of mathematics.
8. She makes very good coffee.
9. These students have five examinations.
10. We live in the same hostel.

**Ex. 7. Change the following sentences from the 1<sup>st</sup> person into the 3<sup>rd</sup> person.**

1. I leave home at 8 every day. 2. We usually go to bed at 11 p.m. 3. I finish my work at about 5 p.m. 3. We know many new words. 5. I go to the University on foot. 6. We go in for sports. 7. I live in the students' hostel. 8. We go to the theatre on Sundays. 9. I always visit my friends. 10. Every day we have three or four lectures and seminars in different subjects.

**Ex. 8. Change the following sentences from the 3<sup>rd</sup> person into the 1<sup>st</sup> person.**

1. He goes to the University every day. 2. She assists him in his studies. 3. The students take exams in January. 4. They go to the stadium by bus. 5. She studies at the Technical University. 6. He buys newspapers every day. 7. The students take an active part in the social life of the University. 8. They often spend weekends in the country. 9. He lives in Gomel. 10. They always have dinner at home. 11. He often works on a computer.

**Ex. 9. Put the verbs in brackets into Present Indefinite Tense.**

1. The academic year (begin) in September. 2. The students usually (attend) lectures in the morning and only sometimes in the evening. 3. The lectures (begin) at 9 o'clock and (be) over at 2 o'clock or between two and three o'clock. 4. The students (come) back from the University at 3 o'clock in the afternoon. 5. Many students (live) in the hostel which (be) not far from the University. 6. Those who (live) far from the University (go) there by bus or trolleybus. 7. There (be) over 20 students in every group. 8. Students (have) no lectures on Sundays. 9. In winter and in summer students (have) their examinations. 10. Today our group (have) three lectures. 11. Students at the Technical University often (carry out) different experiments.

**Ex. 10. Make the following sentences interrogative and negative.**

1. My brother works much every day. 2. The classes begin at 8 a.m. 3. He studies at the University. 4. It takes me half an hour to get to the University. 5. The country is rich in natural resources. 6. He learns to drive a car. 7. They study at the Machine-Building Faculty. 8. She often stays at the office after work for her English. 9. They often walk to the plant. 10. The course of study at a University lasts 5 years. 11. The electronic machines receive and store information. 12. My friends learn programming languages.

**Ex. 11 . Put all possible questions to the following statements.**

*A computer processes information rapidly.*

Does a computer process information rapidly?  
What does a computer process rapidly?  
How does a computer process information?  
What processes information rapidly?

1. Computers control mechanical operations in the car industry.
2. The design of computers changes quickly.
3. The technicians usually install new computers in our laboratory.
4. Computers change the conditions of our work to a great extent.

**Ex. 12 . Correct mistakes in the following sentences.**

1. He often work on a computer.
2. My friends doesn't learn any programming language.
3. What operations a modern computer performs.
4. Do you often employ minicomputers? – No, we doesn't.
5. Alex have a new computer–notebook.
6. Always computers help people solve difficult tasks.

**Ex 13. Put the verbs into the correct form.**

1. The swimming bath (open) at 9.00 and (close) at 19.30 every day.
2. I have a car but I (use, not) it very often.
3. «What you (do)?» «I'm an electrical engineer».
4. «Where your father (come) from?» «He (come) from Scotland».
5. If you need money why you (get, not) a job?
6. I (play) the piano, but I (play, not) very well.
7. I (understand, not) the word «deceive».
8. What «deceive» (mean)?
9. What time the banks (close) in Britain?
10. He (drink) two cups of coffee every morning before he (go) to work.
11. She (read) the morning paper every morning.

**Ex. 14 . Fill in the gaps using the proper tense form.**

1. James ... a serious student (be).
2. He ... hard (work).
3. He ... up early every day because he ... to sleep late and he ... breakfast at 7 o'clock (get, like, have).
4. He ... to the University at 7.50 because he ... to start his day early (get, like).
5. He ... physics and astronomy and he ... a part-time job (study, have).
6. He ... every day at noon, Monday through Friday (teach).
7. Every Wednesday and Friday morning he ... a physics discussion section with his students (have).
8. His astronomy classes ... on Tuesday and Thursday in the afternoon (be).
9. James ... athletic but he ... to get fat, so he ... at the beach on Wednesday and Saturday in the late afternoon (be).

not, want, not, jog).10. He also ... tennis with Bill on Sunday morning (play).11. He ... always very busy (be).

**Ex. 15. Translate into English:**

1. Ты часто видишь моего брата на заводе? – Да. 2. Роберт никогда мне не пишет. 3. Когда ты ужинаешь? – В 8 часов. 4. Николай живет далеко отсюда, не так ли? – Да, очень. 5. Иногда я хожу на работу пешком. А ты? – Я всегда еду на машине. 6. Петр не говорит по-немецки, не правда ли? 7. Ты обычно обедаешь дома или в столовой? – Как правило, дома. Я живу недалеко от работы. 8. Ты любишь смотреть телевизор? – Да, я смотрю телевизор каждый день. 9. Я люблю проводить вечера дома, послушать музыку, почитать книгу. 10. Мой брат учится в техническом университете. 11. Где вы проводите свободное время? – Мы часто выезжаем за город. 12. Я возвращаюсь домой поздно, потому что у меня много работы.

**Ex. 16. Translate the sentences into Russian. Point out the verbs in the Past Indefinite Tense.**

1. We began the experiment three days ago. 2. They studied ten subjects last year. 3. The taxi took him to the airport. 4. Yesterday we worked in the physics laboratory. 5. He opened a new way to solve this problem. 6. She left the room a moment ago. 7. They played computer games yesterday. 8. She entered the room and didn't bang the door. 9. My friend made progress in English last month. 10. A computer changed my lifestyle to a great extent.

**Ex 17. Put the verbs in brackets into the Past Indefinite Tense.**

1. He (to stop) the car and we (to get out). 2. We (to be) busy yesterday. 3. The plane (to land) safely. 4. The workers (to test) the machine two hours ago. 5. The equipment (to work) well. 6. The students (to watch) the experiment with great attention. 7. Most of the students (to translate) the article in time. 8. They (to hear) some interesting songs last week. 9. My brother (to begin) to study English some years ago. 10. The other day I (to go) to the library and (choose) some books there. 11. They went to the country last Sunday. They (to ski) and (to skate) there. 12. This student (to come) to Minsk for the first time 5 years ago.

**Ex. 18. Answer the questions.**

1. Was it cold yesterday? 2. Where were you last night? 3. Were you

at the concert on Saturday? Was the concert a success? 4. How many students were present at the lecture on Monday? 5. How old were you when you entered the University? 6. When were the classes over yesterday? 7. Did you come home late last night? 8. Did you see any foreign movies yesterday? 9. Did your friend make progress in English last month? 10. What did you do in the morning? 11. What day was it yesterday?

**Ex. 19. Make the following sentences interrogative and negative.**

1. They lived in Kiev last year. 2. My friend worked at the construction site. 3. He introduced me to his father. 4. We played football last Sunday. 5. She lived in the country three years ago. 6. His friend graduated from the University last year. 7. The train started an hour ago. 8. His experiments had a great effect on the development of science. 9. The students finished the translation of the article at the lesson. 10. My father worked at a factory some years ago. 11. She took music lessons from this teacher. 12. Yesterday we worked in the physics laboratory.

**Ex. 20. Put all possible questions to the following statements**

First-generation computers came out in the USA in the 1950s.

Did first-generation computers come out in the USA in the 1950s?

When did first-generation computers come out in the USA ?

Where did first-generation computers come out in the 1950s?

1. Engineers designed computers for particular purposes.
2. My groupmate studied the application of minicomputers last term.
3. The book on the history of computers dealt with basic capabilities of computers.
4. Computers changed the condition of our work and life to a great extent.

**Ex. 21. Put the verbs in brackets into Past Indefinite Tense.**

1. Oleg ... late yesterday and ... not time for breakfast (get up, have).
2. We ... Gomel during our last holidays and ... not ... anywhere (stay, go).
3. ... your sister ... from the Medical University two years ago (graduate).
4. The sportsmen ... happy to return home (be).
5. In what field of physics ... this scientist ... research at that period (do)?
6. We all ... so ... that nobody ... at this joke (tired, laugh).
7. When ... they ... in Minsk (arrive)?
8. Who ... you in that discussion (support)?
9. ... you on a computer last night (work)?
10. First-generation computers ... slow (be).



11. Second-generation computers ... transistors (use). 12. People ... dependent on computers (become).

**Ex. 22. Translate into English.**

1. В воскресенье мы не ездили на дачу. Мы навестили своих друзей. 2. Вчера мы пришли домой поздно. 3. Тебе понравилась лекция? – Да, очень. 4. Куда ты ходил вчера после занятий? – В библиотеку. 5. Вечером меня не было дома. 6. Его отец работал на заводе 10 лет назад. 7. Мой друг окончил технический университет в прошлом году. 8. Вчера студенты не работали в библиотеке. 9. Они начали эксперимент 3 дня назад. 10. В прошлое воскресенье мы хорошо отдохнули в лесу. 11. Семья моего друга жила в этом городе 2 года тому назад. 12. Позавчера мы купили билеты в театр.

**Ex. 23. Change the following sentences into the Future Tense.**

1. I work hard at my English.
2. He speaks English to his friends.
3. We have dinner at 3 p.m.
4. Her design was ready yesterday.
5. I passed my exams successfully.
6. Last summer we didn't rest at the seaside.
7. We watch TV in the evening.
8. We went to the theatre yesterday.
9. We went on a picnic at the weekend.
10. I met Roger on Friday.

**Ex. 24. Replace the present or past time expressions by Future time expressions.**

Model: He did the work yesterday.

- a) He will do the work tomorrow.
  - b) He's going to do the work tomorrow.
1. How many lectures had you last week?
  2. Where does your friend study?
  3. She wrote letters from Canada.
  4. They did not play chess yesterday.
  5. We began the work early.
  6. We spent our day off in the country.
  7. He didn't change his job.
  8. She spoke French at the reception.

9. We got home late.
10. The students take a test in English at the end of the term every year.

**Ex. 25. Make the following sentences interrogative and negative.**

1. The professor will make a report at the conference.
2. He will publish the result of his experiments.
3. Tomorrow I will have my day off.
4. We will study philosophy next year.
5. The young specialist will take part in the scientific expedition in July.
6. We will become engineers in 5 years.
7. During holidays some of the students will go to the country rest house.
8. You will probably find him in the laboratory.
9. He will make you a cup of tea.
10. They will be away for a month.
11. I'll have my English classes three times a week.

**Ex. 26. Put all possible questions to the following statements.**

*They will discuss experimental data in a week.*

- Will they discuss experimental data in a week?  
 What will they discuss in a week?  
 When will they discuss experimental data ?  
 Who will discuss experimental data in a week?

1. Our industry will introduce complex robots with minicomputers into production in the future .
2. Computers will find wide application in different branches of engineering soon.
3. The students will compile new programmes in a month.
4. We will discuss all advantages and disadvantages of the Internet at tomorrow 's conference .

**Ex. 27. Correct mistakes**

1. I studied the capabilities of a new computer tomorrow.
2. First-generation computers will come out in 1950.
3. During the 18<sup>th</sup> century many people try to find easy ways of calculating .

4. The first calculating machine don't perform operations high speeds.
5. Modern computers will to save a great deal of time.
6. Henry Briggs didn't invented calculus.
7. Soon a new generation of computers will appears.
8. Third-generation computers did appear in 1965.

**Ex. 28. Translate the following sentences from Russian into English using the Future Indefinite Tense.**

1. Я буду в университете в 5 часов.
2. Сколько времени у тебя уйдет на то, чтобы закончить эту работу? – Я думаю, что закончу ее через неделю.
3. Где ты собираешься отдыхать этим летом?
4. Группа студентов нашего университета уезжает в Киев в следующую пятницу. Они остаются там до понедельника.
5. Когда ты собираешься заниматься английским сегодня? – Вечером.
6. Кто-нибудь из студентов вашей группы примет участие в конференции? – Несомненно.
7. В какой области науки ты будешь работать? – Я буду проводить исследования в области экологии.
8. Что вы собираетесь делать завтра вечером?
9. Вы будете хорошо говорить по-английски в следующем году.
10. Она приготовит нам завтрак.

**Ex. 29 . Translate the passage into Russian.**

Engineering is a very practical activity. It is the process of applying the latest achievements of science and technology into practice .

There are a lot of branches in engineering. Mechanical engineers are experts in the design and manufacture of tools and machines. Mechanical engineering has marine, automobile, aeronautical, heating and ventilating branches.

Electrical engineering deals with producing and applying electricity in various fields of national economy. It has the following branches: electrical installations, electrical generation, lighting, etc.

Components and equipment for computing and communicating are the products of electronic engineering. Civil engineering deals with constructing bridges, roads and airports.

**Ex. 30. Match each branch of engineering with its products.**

- |                            |                       |
|----------------------------|-----------------------|
| 1. civil                   | a ) planes            |
| 2. electronic              | b ) ships             |
| 3. automobile              | c ) wires             |
| 4. electric                | d ) roads and bridges |
| 5. heating and ventilating | e ) cars and lorries  |
| 6. marine                  | f ) air-conditioning  |
| 7. aeronautical            | g) computers          |

**Ex. 31. Render the dialogues in English.**

**A.** Alice: Paul, what are you going to do at your laboratory classes today?

Paul: I'm going to work on a computer.

Alice: And do you often work in the computer centre?

Paul: Not very often. But I like to work on a computer. It does the work of many human beings at fantastically high speeds.

Alice: Well, if I'm not mistaken it's primarily a calculating machine.

Paul: Oh, I believe that it's almost a human machine with "brains". A computer usually replaces people in dull, routine tasks. It works according to the instructions.

Alice: Well, I see. In my opinion, it's a fascinating machine.

Paul: Exactly.

**B.** Alice: What did you do at your laboratory classes yesterday?

Dima: I observed a very interesting experiment with superconductors. And what about you?

Alice: As for me, I made a new programme for the microcomputer.

Dima: Well, two years ago computer systems interested me, too. Yesterday I read a very interesting book on the history of computers by Norma D. Miller. Did you read it?

Alice: I don't think I did. What does it deal with?

Dima: It deals with many remarkable powers of computers and their basic capabilities.

**C.** Alice: What will you do at your laboratory classes tomorrow?

Dima: I expect I'll study changes in the properties of substances under different conditions.

Alice: You will use superconductors, won't you?

Dima: Yes, I will. And what are you going to do?

Alice: I think I'll study commercial applications of minicomputers.

Dima: You are interested in computer systems, aren't you?

Alice: Yes, I am.

## 1.2. Группа продолженных времен (Continuous Tenses)

Действительный залог (Active voice)

A) Теоретическая часть

**The Present Continuous (Active)** (Настоящее продолженное время)

Действие происходит в момент речи или в настоящий период времени, оно временное, а не постоянное. Present Continuous также употребляется для выражения изменяющейся ситуации (социальные, политические изменения, которые происходят в современном обществе); для выражения лично запланированных действий, которые обязательно произойдут в ближайшем будущем. Конструкция «to be going to + глагол в инфинитивной форме» используется для выражения уверенности в совершении действия – «собираться сделать что-либо», или есть все признаки того, что действие вот-вот произойдет.

Примечание: существует группа глаголов, которые не употребляются в формах Continuous, вместо этого они будут употребляться в формах Indefinite или Perfect: see, hear, know, think, believe, hope, understand, suggest, like, love, want, wish, need, be, exist, have, depend, agree, cost и др.

Обстоятельства времени для Present Continuous: now, still, at the moment, nowadays, at present, these days, today, this week, this season.

### Структура утвердительного предложения (+)

Подлежащее	Вспомогательный глагол + лексический глагол с -ing	Второстепенные члены предложения
I	am working	hard these days.
You, we, they	are working	hard these days.
He, she, it	is working	hard these days.

### Структура вопросительного предложения (?)

Вспомогательный глагол	Подлежащее	Лексический глагол с -ing	Второстепенные члены предложения
Am	I	working	hard these days?
Are	you, we, they	working	hard these days?
Is	he, she, it	working	hard these days?

Вопросительное местоимение	Вспомогательный глагол	Подлежащее	Лексический глагол с -ing	Второстепенные члены предложения
What Where	Am	I	doing working	these days?
When	Are	you, we, they	working	hard?
Why	Is	he, she, it	working	hard these days?

#### Вопрос к подлежащему

Вопросительное местоимение	Вспомогательный глагол + лексический глагол с -ing	Второстепенные члены предложения
Who	is working	hard these days?
Which of you	is working	hard these days?

#### Структура отрицательного предложения (-)

Подлежащее	Вспомогательный глагол + лексический глагол с -ing	Второстепенные члены предложения
I	am not working	hard these days.
You, we, they	are not (aren't) working	hard these days.
He, she, it	is not (isn't) working	hard these days.

Примеры:

1. Jean-Marie is staying with a friend in London at present. She wants to improve her English. – Джин-Мари сейчас гостит у друзей в Лондоне. Она хочет улучшить свой английский.

2. Are your students working on a project on an environmental problem? – Yes, they are. – Сейчас ваши студенты работают над проектом по экологическим проблемам? – Да.

3. I am sorry but I am not coming tonight. I am still unwell. – Мне жаль, но я не приду сегодня вечером. Я все еще болею.

Правила написания окончания -ing:

1. work – working, add – adding
2. research – researching, watch – watching
3. purchase – purchasing, give – giving
4. knit – knitting, travel – travelling
5. fly – flying, employ – employing
6. lie – lying

#### The Past Continuous (Active) (Прошедшее продолженное время)

Действие происходило в определенный момент времени в прошлом. Past Continuous также используется при описании действия, на фоне которого произошло другое действие. Как правило, такие

предложения являются сложноподчиненными с союзами when и while. Либо Past Continuous употребляется в двух частях сложноподчиненного предложения с союзом while для выражения одновременно выполняемых действий двумя разными лицами.

Обстоятельства времени для Past Continuous: at 7 o'clock, from 5 to (till) 9, between 1 and 2, at midnight, the whole evening, at that time yesterday.

#### Структура утвердительного предложения (+)

Подлежащее	Вспомогательный глагол + лексический глагол с -ing	Второстепенные члены предложения
I	was working	from 5 to 9.
You, we, they	were working	from 5 to 9.
He, she, it	was working	from 5 to 9.

#### Структура вопросительного предложения (?)

Вспомогательный глагол	Подлежащее	Лексический глагол с -ing	Второстепенные члены предложения
Was	I	working	from 5 to 9?
Were	you, we, they	working	from 5 to 9?
Was	he, she, it	working	from 5 to 9?

Вопросительное местоимение	Вспомогательный глагол	Подлежащее	Лексический глагол с -ing	Второстепенные члены предложения
What	was	I	doing	from 5 to 9?
Where			working	
When	were	you, we, they	working	?
Why	was	he, she, it	working	from 5 to 9?

#### Вопрос к подлежащему

Вопросительное местоимение	Вспомогательный глагол + лексический глагол с -ing	Второстепенные члены предложения
Who	was working	from 5 to 9?
Which of you	was working	from 5 to 9?

#### Структура отрицательного предложения (-)

Подлежащее	Вспомогательный глагол + лексический глагол с -ing	Второстепенные члены предложения
I	was not (wasn't) working	from 5 to 9.
You, we, they	were not (weren't) working	from 5 to 9.
He, she, it	was not (wasn't) working	from 5 to 9.

Примеры:

1. My elder sister was working on the report all day long yesterday. – Моя старшая сестра работала над своим докладом вчера весь день.

2. We were discussing this question when the bell rang. – Мы обсуждали этот вопрос, когда прозвенел звонок.

3. My friend was putting down the new words while I was writing the exercise. – Мой друг записывал новые слова, в то время как я писал упражнение.

4. Were they still discussing the plan at midnight? – No, they weren't. – Они все еще обсуждали план в полночь? – Нет.

### **The Future Continuous (Active) (Будущее продолженное время)**

Действие будет происходить в определенный момент времени в будущем. Future Continuous также используется для обозначения запланированного действия в будущем (как и Present Continuous); в вопросах о планах собеседника, если потом за этим следует просьба от спрашивающего что-то сделать для него.

Обстоятельства времени для Future Continuous: at 7 o'clock, from 5 to (till) 9, between 1 and 2, at midnight, the whole evening, this time next week, while, when she comes back.

#### **Структура утвердительного предложения (+)**

<b>Подлежащее</b>	<b>Вспомогательный глагол + лексический глагол с -ing</b>	<b>Второстепенные члены предложения</b>
I	will be working	from 5 to 9 tomorrow.
You, we, they	will be working	from 5 to 9 tomorrow.
He, she, it	will be working	from 5 to 9 tomorrow.

#### **Структура вопросительного предложения (?)**

<b>Вспомогательный глагол</b>	<b>Подлежащее</b>	<b>Вспомогательный глагол + лексический глагол с -ing</b>	<b>Второстепенные члены предложения</b>
Will	I	be working	from 5 to 9 tomorrow?
Will	you, we, they	be working	from 5 to 9 tomorrow?
Will	he, she, it	be working	from 5 to 9 tomorrow?



Вопросительное местоимение	Вспомогательный глагол	Подлежащее	Вспомогательный глагол + лексический глагол с -ing	Второстепенные члены предложения
What Where	will	I	be doing be working	from 5 to 9 tomorrow?
When	will	you, we, they	be working	tomorrow?
Why	will	he, she, it	be working	from 5 to 9 tomorrow?

### Вопрос к подлежащему

Вопросительное местоимение	Вспомогательный глагол + лексический глагол с -ing	Второстепенные члены предложения
Who	will be working	from 5 to 9 tomorrow?
What	will be working	from 5 to 9 tomorrow?
Which of you	will be working	from 5 to 9 tomorrow?

### Структура отрицательного предложения (-)

Подлежащее	Вспомогательный глагол + лексический глагол с -ing	Второстепенные члены предложения
I	will not (won't) be working	from 5 to 9 tomorrow.
You, we, they	will not (won't) be working	from 5 to 9 tomorrow.
He, she, it	will not (won't) be working	from 5 to 9 tomorrow.

Примеры:

1. Will you be going past the post office? Could you buy a few post stamps and envelopes? – Ты будешь проходить мимо почты? Ты мог бы, пожалуйста, купить несколько марок и конвертов для меня?

2. I'll be working in the laboratory at 2 p.m. tomorrow. – Завтра в 2 часа дня я буду работать в лаборатории.

3. She will be working till you come. – Она будет работать до вашего прихода.

### В) Практическая часть

**Ex. 1. Say what is true for you and your groupmates now.**

Model 1: study English. I am studying English.

They/ watch TV. They are not watching TV now.

- I/ listen to the teacher.
- We/ practice a new grammar rule.
- He / perform mathematical calculations.
- I/ drive a car.
- We / sit in the class.
- They / measure the dimensions of this room.

**Ex. 2. You are now at the lab class with your groupmates. Ask each other what they are doing.**

Model 1: *to study the instrument panel of the car / car design*

A: Are you studying the instrument panel of the car?

B: Yes, I am. I'm studying the instrument panel of the car.

or B: No, I am not. I'm studying the car design.

to look at the indications of a speedometer / tachometer

to repair the car / tyre

to test the new device / new engineering materials

to check the volume of the petrol / oil

Model 2: *to test the new engine*

A: What <u>are</u> you <u>doing</u> ?	What <u>is</u> he <u>doing</u> ?
B: I <u>am</u> testing the new engine now.	He <u>is</u> testing the new engine now.

to perform mathematical operations

to investigate the properties of copper

to control the quality of engineering materials

to work with wood

**Ex. 3. Give your partner more information about what these people are doing.**

Model: *Oleg – to drive a car – do it carefully*

A: Oleg is driving a car, isn't he?

B: Yes, that's right. He is driving a car and he is doing this very carefully.

Michael – to increase the speed – to watch the indications of the speedometer;

Andrew – to turn the key clockwise – to start the engine;

Paul – to test the device – to describe the results of the test;

Paul and Alex – to measure the pressure in the wheels – to put air in the tyres;

Anna – to draw different objects – to define their area.

**Ex. 4. Put all possible questions to the following statements. Consult the table.**

*Paul is carefully studying a new device in the lab now.*

Is Paul carefully studying a new device in the lab now?

What is Paul carefully studying in the lab now?  
 What is Paul carefully doing in the lab now?  
 Where is Paul carefully studying a new device now?  
 How is Paul studying a new device in the lab now?  
 When is Paul carefully studying a new device in the lab?  
 Which device is Paul carefully studying in the lab now?  
 Who is carefully studying a new device in the lab now?

1. The battery is discharging rapidly.
2. The students are testing the new engineering materials.
3. The driver is measuring the pressure in the wheels.
4. This car is moving at the speed of 70 kph now.

**Ex. 5. Complete the sentences. Use was / were + one of these verbs:**

*Writing, carrying out, drawing, measuring, determining, testing.*

Model: Paul was testing a new device from 11 till 12 yesterday.

1. I ... a report on the latest achievements in electricity at 7 o'clock yesterday.
2. Alex ... the current in the circuit at 5.45 yesterday.
3. Yesterday at 11.15 Helen ... graphs at the lesson.
4. The students ... the resistance of new materials from 3 till 10 yesterday.
5. The engineers ... an important experiment at 10 o'clock last Tuesday.

**Ex. 6. Your friend was looking for you yesterday at 2 p.m., but you weren't at home. Tell him what you were doing at that time.**

Model 1: *to work in the lab/to work in the workshop*

A: Were you working in the lab from 2 till 4 o'clock yesterday?

B: Yes, I was. I was working in the lab at that time.

or B: No, I was not. I was working in the workshop.

to observe changes in the behaviour of the current / to measure the resistance of the lead;

to perform mathematical operations / to draw different shapes;

to study electrical devices / to watch their indications;

to use clips / to connect two leads;

Model 2: *to study electrical devices*

A: What were you doing at 2 o'clock yesterday?

B: I was studying electrical devices.  
to connect two leads;  
to measure the value of the current;  
to turn on the function selector switch of the multimeter;  
to study the results of the test.

**Ex. 7. Use all the verbs in the Past Continuous Tense.**

1. The scientist is carrying on research.
2. He will be writing his report from 5 till 7 o'clock.
3. My friend will be studying at the University for five years.
4. I will be preparing for my examinations all day long.
5. They are waiting for you in the Marketing Department on the 4<sup>th</sup> floor.
6. I will be working at the design bureau tomorrow for two hours only.
7. What will you be doing tomorrow at 5 o'clock?
8. This time on Friday I will be flying to Spain.
9. They will be working at the physics laboratory tomorrow in the morning.
10. He is experimenting with the device now.
11. Now I am taking my examinations.
12. A group of students is speaking with a well-known scientist.
13. It is raining now.

**Ex. 8. Put all possible questions to the following statements. Consult the table.**

*a) Alex was working in the lab from 5 till 7 yesterday.*

Was Alex working in the lab from 5 till 7 yesterday?

What was Alex doing in the lab from 5 till 7 yesterday?

Where was Alex working from 5 till 7 yesterday?

Who was working in the lab from 5 till 7 yesterday?

1. I was measuring the value of a resistor from 2 till 3 yesterday.

2. Olga was connecting the leads to the resistor at that moment.

3. The students were investigating superconductors at 10.30.

*b) Alex will be working in the lab from 5 till 7 tomorrow.*

Will Alex be working in the lab from 5 till 7 tomorrow?

What will Alex be doing in the lab from 5 till 7 tomorrow?

Where will Alex be working from 5 till 7 tomorrow?

Who will be working in the lab from 5 till 7 tomorrow?

1. Helen will be studying the properties of copper at 4 tomorrow.
2. Paul will be observing the indications of a multimeter in the lab tomorrow.
3. We will be studying various electrical devices all the morning tomorrow.

**Ex.9. Tell your fellow students what you will be doing in half an hour.**

Model: *to study the properties of alloys*

A: What will you be doing in half an hour?

B: I'll be studying the properties of alloys.

to measure electrical units with a multimeter;  
to decrease the voltage in the electrical chain;  
to study electrical devices;  
to study the properties of conductors.

**Ex. 10. Give the opposite of these sentences.**

1. The professor will be reporting the results of the tests at the class tomorrow.
2. My groupmates weren't increasing the voltage in the electrical chain in the lab.
3. They won't be studying any electrical instruments.
4. I was checking the battery at 5 o'clock on Thursday.

**Ex. 8. Translate the following sentences into Russian. Point out the verbs in the Continuous Tenses. Define the form of the verb.**

1. We shall be expecting you at 5.
2. The driver was examining the engine when I came in.
3. Our specialists were taking part in the construction of the power station.
4. Are you getting off at the next station?
5. The plane is flying at the height of 1500 meters.
6. The scientists of our University will be discussing the problem tomorrow.
7. Housing construction is going on a large scale in our country.
8. They will be working at the laboratory from 9 till 12.
9. Jane is speaking on the phone.

10. I am going to London next week.
11. The students are testing the new engineering materials.

**Ex. 9. Open the brackets and use the correct tense of the verbs in the sentences.**

1. He (read) a book when I (see) him.
2. When the phone bell (ring), I (work) in the garden.
3. It (rain) all day yesterday and we had to stay indoors.
4. He (wait) for a call now.
5. You (make) any experiment tomorrow afternoon?
6. All the department staff (discuss) the result obtained yesterday.
7. You straight up the street. The car (wait) for you at the entrance to the theatre.
8. I hate the place in autumn. It always (rain) there. It (rain) when we came and it (rain) when we left.
9. At this time tomorrow the boys of our group (play) football.

**Ex. 10. Correct mistakes.**

1. We will be study the properties of copper from 5 till 6 tomorrow.
2. I will preparing for my test the whole day yesterday.
3. The students not were measuring the value of the current at the lesson.
4. I was drawing a graph at the class tomorrow.
5. Will be you carrying out this experiment next time?
6. My friends was finishing the laboratory work at the previous class.
7. The teacher will be not telling the students about electricity at the next lesson.

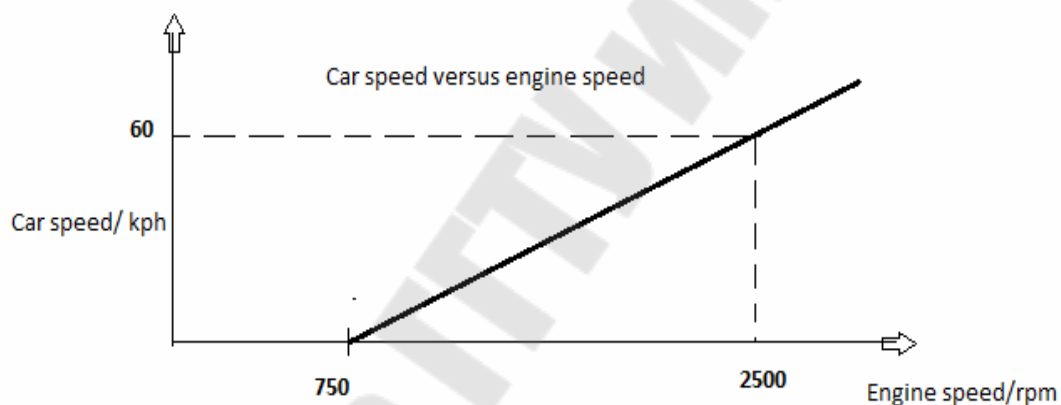
**Ex. 11. Translate into English using the Present, Past or Future Continuous Tense (active).**

1. Вчера весь день я работал над статьей.
2. Мои друзья будут ждать меня в театре.
3. Какую проблему они обсуждают?
4. Первый семестр подходит к концу.
5. Мальчики сейчас играют в футбол.
6. С кем вы разговаривали по телефону, когда я вошел?
7. Я буду просматривать журналы завтра весь вечер.
8. Мои друзья приезжают в воскресенье. Я собираюсь встретить их на вокзале.

9. Сегодня вечером я иду в театр.
10. В понедельник с 8 до 10 вечера я готовился к экзамену.
11. С кем ты разговаривал, когда я тебя встретил?
12. Вчера мы изучали электронные приборы в лаборатории с 2-х до 4-х часов дня.

**Ex. 12. Read the text and learn how to draw graphs in the correct way.**

Graphs are very important for recording the results of any experiments. Now the students are drawing graphs in their exercise books. First, they are giving the graph a title. Then they are drawing the axes and putting the independent variable along the bottom of the graph paper (the horizontal axis). The other variable depends on this one and the students are drawing it up the side of the paper (the vertical axis). It is also called the dependent variable. The origin of the graph is usually the point (0,0).



For example, if you are measuring the speed of a car when it is moving, you choose the speed of the engine and put it along the horizontal axis (rpm). In this case the speed of the car is on the vertical axis.

Now the students are choosing the scales so that the graph fills most of the paper. After that they are numbering the scales evenly and labelling them (the scales) with the correct units. For example, "Speed in kph" or "Speed/kph".

**Ex. 13. Answer the following questions.**

1. What is the title of the graph?
2. Is engine speed/rpm the independent or dependent variable?
3. What is the name of the independent variable?
4. What is the origin of the graph?

**Ex. 14. Read the dialogues and learn how to speak about your present, past and future activities.**

**A**

*Alex:* Hello, Paul! How are you doing?

*Paul:* Hi, Alex. I'm great, thanks. And you?

*Alex:* Not bad. What are you doing here?

*Paul:* Well, I'm studying some car devices. For example, this one is called a tachometer.

*Alex:* A tachometer? And do you know what it is used for?

*Paul:* Sure, it is used for indicating the engine speed. It is called a revolution counter. You see, now it is indicating 2500 rpm. It means that the engine is turning over quite fast.

*Alex:* And what is this instrument? What is it indicating?

*Paul:* This one is called an ammeter.

At the moment it is indicating + 10A.

*Alex:* Well, I see.

*Paul:* By the way, we are writing a test on car devices tomorrow.

*Alex:* Really? Then I'm staying with you in the lab.

*Paul:* OK, then.

**B**

*Peter:* Hi, Paul. Glad to see you.

*Paul:* So am I. Peter, can you tell me what you were doing yesterday from 9 till 11 p.m.? I was looking for you.

*Peter:* Well, let me see. A few students and I were carrying out some experiments with different electrical devices. As for me, I was measuring the voltage.

*Paul:* And what about Alex? Do you happen to know what he was doing?

*Peter:* As far as I remember, he was measuring the resistance of a lead.

*Paul:* Oh, I see. I hope Julia and Michael were helping him.

*Peter:* Yes, they were. They were connecting leads to the multimeter. The needle was indicating the value of the resistance on the scale.

**C**

*Alex:* Excuse me, Professor.

*Professor:* Yes, Alex.

*Alex:* What will you be doing from 9 till 10 tomorrow?

*Professor:* I'll probably be working in the lab. Have you got any problems?



*Alex:* Oh, yes. I'd like to discuss the plan of the experiment with you, if you don't mind.

*Professor:* Of course, I don't. When are you going to carry out the experiment with a resistor.

*Alex:* I expect in a week or two.

*Professor:* OK. I'll be waiting for you at 9 in the lab.

*Alex:* Thank you ever so much.

*Professor:* Not at all. See you tomorrow.

*Alex:* Good-bye.

### 1.3. Группа совершенных времен (Perfect Tenses)

Действительный залог (Active voice)

*A) Теоретическая часть*

#### **The Present Perfect (Active) (Настоящее совершенное время)**

Действие совершилось в настоящем, но неизвестно в какой момент времени.

Обстоятельства времени для Present Perfect: already, just, yet, still, ever, never, of lately/lately/recently, before, so far, up to now, today, this week, this year, in (over) the last two years, for an hour, since morning, all my life, How many/much...?, Since when ...?, How long ...?

Но: Специальный вопрос, который начинается с вопросительного местоимения When...?, будет употребляться в Past Indefinite вместо Present Perfect.

#### **Структура утвердительного предложения (+)**

Подлежащее	Вспомогательный глагол + лексический глагол с -ed/неправильный глагол в V3	Второстепенные члены предложения
I	have returned	from Egypt today .
You, we, they	have returned	from Egypt today .
He, she, it	has left	school this year.

#### **Структура вопросительного предложения (?)**

Вспомогательный глагол	Подлежащее	Лексический глагол с -ed/неправильный глагол в V3	Второстепенные члены предложения
Have	I	returned	from Egypt today?
Have	you, we, they	returned	from Egypt today?
Has	he, she, it	left	school this year?

Вопросительное местоимение	Вспомогательный глагол	Подлежащее	Лексический глагол с -ed/неправильный глагол в V3	Второстепенные члены предложения
What				from Egypt
Where	have	I	returned	today?
How long	have	you, we, they	been	from Egypt today?
Why	has	he, she, it	left	school this year?

#### Вопрос к подлежащему

Вопросительное местоимение	Вспомогательный глагол + лексический глагол с -ed/неправильный глагол в V3	Второстепенные члены предложения
Who	has returned	from Egypt today?
What	has returned	from Egypt today?
Which of you	has left	school this year?

#### Структура отрицательного предложения (-)

Подлежащее	Вспомогательный глагол + лексический глагол с -ed/неправильный глагол в V3	Второстепенные члены предложения
I	have not (haven't) returned	from Egypt today.
You, we, they	have not (haven't) returned	from Egypt today.
He, she, it	has not (hasn't) left	school this year.

Примеры:

1. We have built 20 new schools this year. – В этом году мы построили 20 новых школ.
2. She has never heard such a funny joke. – Она никогда не слышала такой смешной шутки.
3. How long have they lived in Spain? – Как долго они живут в Испании?

#### The Past Perfect (Active) (Прошедшее совершенное время)

Действие совершилось к определенному моменту в прошлом. Past Perfect также употребляется в сложноподчиненных предложениях, указывая на предшествование, на то, что действие в Past Perfect совершилось раньше, чем другое действие в Past Indefinite, с союзами when, that, which, before, after.

Обстоятельства времени для Past Perfect: by 5 o'clock, by Sunday, by the time he arrived.

### Структура утвердительного предложения (+)

Подлежащее	Вспомогательный глагол + лексический глагол с -ed/неправильный глагол в V3	Второстепенные члены предложения
I	had returned	from Egypt by Sunday .
You, we, they	had returned	from Egypt by Sunday .
He, she, it	had left	school by June.

### Структура вопросительного предложения (?)

Вспомогательный глагол	Подлежащее	Лексический глагол с – ed/неправильный глагол в V3	Второстепенные члены предложения
Had	I	returned	from Egypt by Sunday?
Had	you, we, they	returned	from Egypt by Sunday?
Had	he, she, it	left	school by June?

Вопросительное местоимение	Вспомогательный глагол	Подлежащее	Лексический глагол с/-ed/неправильный глагол в V3	Второстепенные члены предложения
What				
Where	had	I	returned	from by Sunday?
By what time	had	you, we, they	returned	from Egypt?
Why	had	he, she, it	left	school by June?

### Вопрос к подлежащему

Вопросительное местоимение	Вспомогательный глагол + лексический глагол с -ed/неправильный глагол в V3	Второстепенные члены предложения
Who	had returned	from Egypt by Sunday?
What	had returned	from Egypt by Sunday?
Which of you	had left	school by June?

### Структура отрицательного предложения (-)

Подлежащее	Вспомогательный глагол + лексический глагол с -ed/неправильный глагол в V3	Второстепенные члены предложения
I	had not (hadn't) returned	from Egypt by Sunday .
You, we, they	had not (hadn't) returned	from Egypt by Sunday .
He, she, it	had not (hadn't) left	school by June.

Примеры:

1. I had studied at school before I entered the University.–Я учился в школе, прежде чем поступил в университет.

2. She had completed to write her report by 9 o'clock. – Она закончила писать доклад к 9 часам.

3. Why had they left before we arrived at the party? – Почему они ушли, до того как мы приехали на вечеринку?

### The Future Perfect (Будущее совершенное время)

Действие совершится к определенному моменту времени в будущем.

Обстоятельства времени для Future Perfect: by 7 o'clock, by the end of the year, by Monday, when he comes, before it starts, by the time the plane lands.

#### Структура утвердительного предложения (+)

Подлежащее	Вспомогательный глагол + лексический глагол с -ed/ неправильный глагол в V3	Второстепенные члены предложения
I	will have returned	from Egypt by Sunday .
You, we, they	will have returned	from Egypt by Sunday .
He, she, it	will have left	school by June.

#### Структура вопросительного предложения (?)

Вспомогательный глагол будущего времени	Подлежащее	Вспомогательный глагол + лексический глагол с -ed/ неправильный глагол в V3	Второстепенные члены предложения
Will	I	have returned	from Egypt by Sunday?
Will	you, we, they	have returned	from Egypt by Sunday?
Will	he, she, it	have left	school by June?

Вопросительное местоимение	Вспомогательный глагол будущего времени	Подлежащее	Вспомогательный глагол + лексический глагол с -ed/ неправильный глагол в V3	Второстепенные члены предложения
What				
Where	will	I	have returned	from?
By what time	will	you, we, they	have returned	from Egypt?
Why	will	he, she, it	have left	school by June?

### Вопрос к подлежащему

Вопросительное местоимение	Вспомогательный глагол + лексический глагол с -ed/ неправильный глагол в V3	Второстепенные члены предложения
Who	will have returned	from Egypt by Sunday?
What	will have returned	from Egypt by Sunday?
Which of you	will have left	school by June?

### Структура отрицательного предложения (-)

Подлежащее	Вспомогательный глагол + лексический глагол с -ed/ неправильный глагол в V3	Второстепенные члены предложения
I	will not (won't) have returned	from Egypt by Sunday .
You, we, they	will not (won't) have returned	from Egypt by Sunday .
He, she, it	will not (won't) have returned	school by June.

Примеры:

1. By the end of the year I will have read all of her books. – К концу года я прочитаю все ее книги.

2. I will have finished my work when you come.– Я (уже) закончу работу, когда вы придете.

### Совершенные продолженные времена

#### The Present, Past and Future Perfect Continuous Tenses

English	Russian	Rule
Present		
I have been translating this article for an hour. He has been writing the test since 2 o'clock.	Я уже перевожу эту статью в течении часа. Он пишет контрольную работу с 2-х часов.	Выражает действие, начавшееся в момент речи или завершающееся к моменту речи.
Past		
I had been translating this article for an hour before you came.	Я уже переводил эту статью в течение часа, когда вы пришли.	Выражает действие, начавшееся ранее и продолжавшееся до определённого момента или в момент речи в прошлом
Future		
I shall have been translating this article for an hour before you come. By 2015 he will have been working here for 20 years.	Я буду переводить эту статью уже в течении часа, когда вы придете. К 2015 году он уже проработает здесь 20 лет.	Выражает действие, которое, начавшись в будущем, будет продолжаться некоторый период времени до наступления определённого момента в будущем

Примечание. Глаголы в форме Perfect Continuous не употребляется в страдательном залоге.

*В) Практическая часть*

**Ex. 1. Translate the following sentences into Russian. Mind the use of the Present Perfect Tense.**

1. He has become famous for his invention.
2. My friend has often helped me.
3. They have just tested the new equipment in the lab.
4. I have met two of my friends today.
5. He has already finished the experiment.
6. Have you ever visited this picture gallery?
7. They have lived here for many years.
8. I have never taken sugar with my coffee.
9. We have not played tennis together since last may.
10. The professor has described achievements in robotics to his students.

**Ex. 2. Supply “have” or “has” in the following sentences.**

1. We ... translated this article.
2. ... you ever been to Moscow?
3. She ... not given him this book.
4. ... he always been very kind to you?
5. John ... left for school.
6. I ... sent them a telegram.
7. How long ... you been to Minsk.
8. We ... not seen our friends for a month now.
9. ... you seen young Thompson recently?
10. I ... learned English for the last two years.

**Ex. 3. Make the following sentences: a) interrogative; b) negative.**

1. We have studied the robot's application at the laboratory today.
2. I have observed the new industrial equipment.
3. She has tried to learn driving this year.
4. They have received good results.
5. We have already returned to Gomel.
6. The scientists have made a lot of important developments in technology over the last 10 years.
7. He has invented a calculating method recently.

8. I have attended lectures on physics since September.
9. They have already installed the new apparatus in the laboratory.
10. The students have already studied computer history.

**Ex. 4. Put all possible questions to the following statements.**

*They have just tested the new equipment in the lab*

Have they just tested the new equipment in the lab?

What have they just tested in the lab?

Where have they just tested the new equipment?

What equipment have they just tested in the lab?

Who has just tested the new equipment in the lab?

1. The operator has already changed the direction of the robot manipulator.
2. She has become famous for her invention .
3. We have studied the robot's application at the class today.
4. Our engineers have just completed the description of the system in operation.

**Ex. 5. Use the verbs in brackets in the Present Perfect Tense.**

**Translate the sentences into Russian.**

1. His brother (finish) school this year.
2. That student (make) great progress since September.
3. You (tell) that story quite well.
4. Your friend (pass) his examinations well?
5. We (not see) her for ages.
6. I (meet) two of my friends today.
7. They (see) various types of robots in operation.
8. He ( come) to ask for some information.
9. It's a long time since I (smoke) my last cigarette.
10. He ever (tell) you the story of his like?

**Ex. 6. Fill in the blanks with "for", "since", "already", "ever", "just", "never", "yet", "recently".**

1. I've been in the lab ... 5 o'clock.
2. Why have not you written to me ... two months?
3. They have ... arrived.
4. I have seen them ... .
5. Have you ... been to London?

6. A group of engineers has applied the new technology ... .
7. He has worked for this company ... 2 years.
8. We have known about this achievement ... a long time.
9. A group of students has worked on this project ... the beginning of the term.
10. The students have studied the robot's application ... a month.
11. Alex has been at the laboratory class ... this morning.

**Ex. 7. Choose the correct verb form.**

1. A group of engineers has applied / applied the new technology recently.
2. Our teacher described / has described the manipulator at the lesson yesterday.
3. When did you change / have you changed the robot programme?
4. I have never tested / never tested the new equipment.
5. Did you ever study / Have you ever studied the robot history?
6. Andrew has changed / changed the robot application two days ago.

**Ex. 8. Correct mistakes.**

1. The design and materials for robots has changed over the years.
2. Professor Levashov developed new moving devices lately.
3. I know Dr. Kosov from the Department of Mechanical Engineering since 1999.
4. Did you have carried out your research work yet?
5. Where you have been? I worried about you.
6. Michal not has checked the programme.

**Ex. 9. Translate into English using Present Perfect Tense**

1. Недавно белорусские учёные изобрели новую технологию.
2. Студенты уже изменили программу компьютера.
3. Она в лаборатории с 9 часов.
4. Он стал известным благодаря своему изобретению.
5. Вы уже завершили эксперимент?
6. Они только что провели испытание нового оборудования.
7. Мы только что прослушали лекцию об истории робототехники.
8. Вы когда-либо были в Австралии?
9. Мы ещё не определили свойства этого вещества.
10. Они недавно вернулись из США.



**Ex. 10. Translate the following sentences into Russian. Mind the use of the Past Perfect Tense.**

1. I had studied at school before I entered the University.
2. By the end of the month he had finished his article.
3. The students had solved the problem when the professor came.
4. By the end of November we had carried out a most interesting research.
5. By 7 o'clock he had not done his work and could not go for a walk.
6. Had you rung him before you came?
7. I had not been to Minsk before I moved there.

**Ex. 11. Use the verbs in brackets in the Past Perfect Tense.**

1. He(to pass) all his exams by June.
2. They(to work) at a plant before they joined the army.
3. By the time we left school, we( to learn) English well.
4. The lesson( to begin) when he entered the classroom?
5. After he( to come) I went home.
6. We(not to finish) translating the text when he came.
7. We(to investigate) this substance before you came into the lab.
8. Our engineers( to build) a new station by the end of December?

**Ex. 12. Complete these sentences using the verbs in brackets.**

Model: Alex had prepared everything for the experiment by the beginning of the lesson. (*to prepare*).

1. I ... the switches on the control panel when the Instructor came. (*to check*).
2. The students ... a series of exercises by the end of the week. (*to perform*).
3. Paul ... the necessary measuring devices before the classes began. (*to prepare*).
4. The scientist ... already ... a new model of a robot before he became famous. (*to develop*).

**Ex. 13 . You are now at the practical class in Robotics.**

a) Ask your friend if he had done the following things by certain time in the past.

Model: *to prepare everything by 5 o'clock.*

A: Had you prepared everything by 5 o'clock yesterday?

B: Yes, A had. A had prepared everything by 5 o'clock yesterday.

or B: No, I hadn't. I had not prepared everything by 5 o'clock yesterday.

To develop a new robot power system	<i>by that time.</i>
To invent a new device	<i>by the end of the week.</i>
To widen the robot's abilities	<i>by 8 o'clock yesterday.</i>
To increase product quality	

b) Ask your friend what he will have done by certain time in the future.

Model: *to finish one's work by 5 o'clock*

A: Will you have finished your work by 5 o'clock.

B: Yes, I will. I will have finished my work by 5 o'clock.

or B: No, I won't. I will not have finished my work by 5 o'clock.

To mount a new gripping device	<i>by 4 o'clock.</i>
To finish the test with a new robot	<i>by that time.</i>
To develop a new type of an actuator	<i>by the end of the month.</i>
To design a new type of a robot.	

**Ex. 14. Give the opposite to the following sentences.**

1. By that time the students had already completed their research.
2. The students of our department will have passed all the exams by the end of May.
3. When the teacher entered the lab the mobile robot had already performed many different tasks.
4. When you come to see me I will have already finished to test a new industrial robot.
5. My assistant had done all the preparatory work by the time I came to the research room.
6. I will have already studied the new unit by 7 pm.

**Ex. 15. Put all possible questions to the following statements. Consult the tables.**

a) *He had checked a device by 5 yesterday.*

Had he checked a device by 5 yesterday?

What had he checked by 5 yesterday?

By what time had he checked a device?

Who had checked a device by 5 yesterday?

1. He had already become a famous scientist by that time.

2. The engineers had designed first robot systems by the end of the 19<sup>th</sup> century.

3. The engineers had equipped the robot with new sensors before they put it into operation.

b) *She will have developed a new method by 5 tomorrow.*

Will she have developed a new method by 5 tomorrow?

What will she have developed by 5 tomorrow?

By what time will she have developed a new method ?

Who will have developed a new method by 5 tomorrow?

1. The engineers will have constructed a new moving device by the end of May.

2. The students will have completed an experiment before the class begins.

3. The robot designers will have developed a new model of a robot by the beginning of June.

**Ex. 16. Correct mistakes.**

1. My brothers had never study robot engineering before.

2. The teacher will has explain the new material by the time you come to the lecture.

3. Will have the engineers improved the electrical system by the beginning of September ?

4. People invented mechanical devices long before the first robot was designed.

5. The students didn't have finished the experiment by the end of the lecture.

**Ex. 17 Fill in the blanks with the proper verbs from those given below.**

1. The use of new machinery ... the output of coal considerably.

2. Yesterday delivering his lecture the professor... of the computers and automatic control system.

3. ... you know how to process the information given by a computer?

4. The computer ... only programmes prepared by man.

5. New automobile works ... the manufacture of lorries on a mass scale.

6. The engineer ... sketches of a new aircraft when we entered the design bureau.

7. One must ... acids very accurately while preparing them for an experiment.

8. We ... your new design of the undercarriage at this time tomorrow.

9. Our chemists ... new materials for the automobile industry recently.

10. By the beginning of the new year the plant ... a powerful electric locomotive of new design.

a) have developed; b) spoke; c) will increase; d) will have produced; e) was drawing; f) do; g) will begin ; h) performs; i) shall be discussing; j) measure; k) was working

**Ex. 18 Translate the sentences paying attention to the verbs in the Perfect Continuous Tenses.**

1. The railway transport has been providing mass regular passenger traffic for many years already. 2. This Car Works has been producing light cars since 1929. 3. The driver started on his route at five a.m. so that by two p.m. he will have been driving for nine hours. 4. The engineer had been studying the specifications of the proposed aircraft before he could begin his design work. 5. This engineer has so far been dealing with the organization of production of plastics and synthetic substances. 6. The students had been discussing the report for 20 minutes by the time I came and took part in the discussion. 7. Before landing the aircraft will have been cruising over the runway for 2–3 minutes.

**Ex. 19 Translate the sentences into English.**

1. Мой друг работал в исследовательском институте до того, как стал преподавать в нашем университете.

2. Какую часть исследования вы провели до того, как опубликовали вашу статью?

3. Я ещё не читал его отчет и попросил показать мне его.

4. Когда мы приехали в университет, собрание только что началось.

5. Что вы сделали до того, как начался эксперимент? –До того, как начался эксперимент, мы проверили всё оборудование и подготовили необходимые материалы.

6. Робот закончил все операции к шести часам.

7. Вы завершите эксперимент к семи часам? –К сожалению, нет. Думаю, что мы выполним его к восьми часам.

**Ex. 20 Translate the text into Russian.**

Man widened his possibilities and relieved himself from monotonous and hazardous tasks after he had invented the robot. Nowadays there's an endless variety of robots in the size, shape and jobs they perform. Scientists and engineers devise robots both for industry and homes. Some of the robots are experimental and look more like living creatures. Many

people are working today in the field of robotics and they are trying to find new applications for robots in the future.

Now let's have a look at some students of Technical University that study robotics. Yesterday they saw a robot in operation. They had never seen a robot before. After the operator had pushed some buttons the robot began to perform a sequence of operations. By the time the manipulator performed some actions, feedback devices had provided the necessary information about the robot's motions and positions.

The control system directed the manipulator's actions. After the manipulator had completed all the operations, it put all the workpieces into storage. With the help of a gripping device, the robot operated very accurately and precisely. When the robot completed all the actions the operator switched it off. By the end of the term the students will have learned everything about robot design, i.e. the body structure, the power system, the control system and various sensors, actuators and manipulators.

**Ex. 21 Answer the questions.**

1. How did the invention of the robot affect the man ?
2. What system directs the manipulator's actions?
3. What did the robot do after the manipulator had finished all the operations?
4. Did the students enjoy the work of the robot?
5. What will the students have learned by the end of the term?

**Ex. 22 Read the dialogue and say what operations robots perform.**

*Peter:* Hello, Nick.

*Nick:* Hello, Peter. I haven't seen you for ages. Where have you been?

*Peter:* I have been to the Motor Plant. I've studied the industrial applications of robots there.

*Nick:* You have learned a lot of interesting things, haven't you?

*Peter:* Oh, definitely. I have seen various types of robots in operation.

*Nick:* Have you? And what operations do they perform?

*Peter:* Well, they pick up and place different objects, carry the objects from one place to another, in short they replace men in all kinds of jobs.

*Nick:* Have you got any useful experience for your future career?

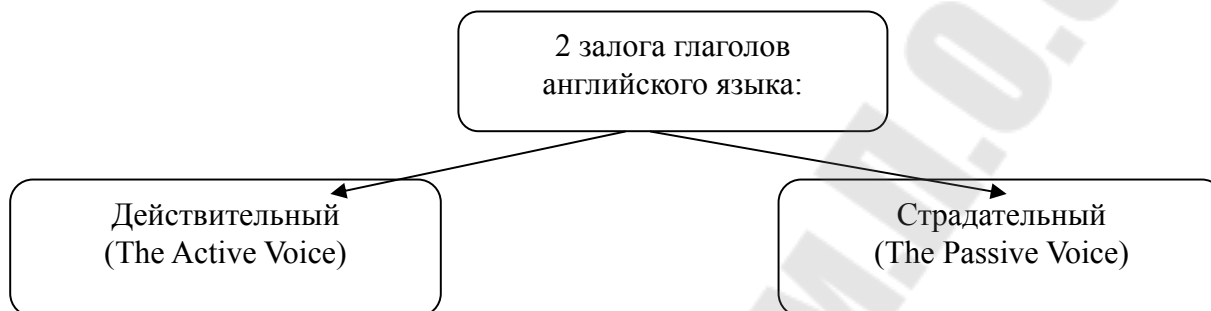
*Peter:* Sure, and I'm going to make a diploma project on industrial-robots.

*Nick:* I see. Well, good luck to you then.

*Peter:* Thanks

#### 1.4. Страдательный залог (Passive Voice) времен Indefinite, Continuous, Perfect.

##### A) Теоретическая часть



**В действительном залоге** глагол показывает, что действие совершается лицом или предметом, обозначенным подлежащим:

*Electricity moves machines* – Электричество приводит в действие станки.

**В страдательном залоге** подлежащее (лицо или предмет) подвергается действию со стороны другого лица или предмета:

*Machines are moved by electricity* – Станки приводятся в действие электричеством.

Indefinite	I am asked he (she) is asked we (you, they) are asked	I (he, she) was asked we (you, they) were asked	I (we) will be asked he (she, you, they)
Continuous	I am being asked he (she) is being asked we (you, they) are being asked	I (he, she) was being asked we (you, they) were being asked	
Perfect	I, we, you, they have been asked he (she) has been asked	I (he, she, we, you, they) had been asked	I, we will have been asked he, she, you, they

Примеры:

#### Indefinite Passive (to be + Participle II)

1. The newspapers are delivered every morning (Present Indefinite Passive). Газеты доставляются каждое утро.

2. This book was bought a month ago. (Past Indefinite Passive) Эта

книга была куплена месяц назад.

3. The letter will be sent tomorrow. (Future Indefinite Passive)  
Письмо будет отправлено завтра.

### **Continuous Passive (to be + being + Participle II)**

1. The house is being repaired. (Present Continuous Passive)

Дом ремонтируется.

2. When John was ill he was being taught at home. (Past Continuous Passive) Когда Джон болел, его обучали дома.

### **Perfect Passive (to have + been + Participle II)**

1. This letter has been brought by the secretary. (Present Perfect Passive) Секретарь принёс письмо. (Письмо принесено секретарём)

2. He decided to become a writer only when his first story had been published. (Past Perfect Passive) Он решил стать писателем, только когда его первый рассказ был напечатан.

3. By the 1<sup>st</sup> of July you will have passed the last exam. (Future Perfect Passive) К 1<sup>му</sup> июля вы сдадите последний экзамен.

Сказуемое в страдательном залоге может переводиться на русский язык: а) кратким страдательным причастием; б) глаголом на –ся; в) неопределённо–личным глаголом.

The office is built. а) Офис построен. б) Офис строится. в) Офис строят.

При переводе английских предложений с глаголом в форме страдательного залога часто используется обратный порядок слов (русское предложение начинается со сказуемого):

New technique has been developed. Была разработана новая методика.

Следует обратить особое внимание на перевод глаголов с предлогом в страдательном залоге. Наиболее распространённые из этих глаголов:

hear of – слышать о

look after – присматривать за (кем–либо)

look at – смотреть на

rely on – полагаться на

send for – посылать за

speak of (about) – говорить о

pay attention to – обращать внимание на

take care of – заботиться о

to listen to – слушать что–либо, кого–либо  
to look for – искать что–либо  
to provide for – обеспечить кого–либо, чем–либо  
to explain to – объяснять кому–либо

The book is much spoken about. Об этой книге много говорят.

В русском переводе не все глаголы сохраняют предлог:

He was listened to with great attention. Его слушали с большим вниманием.

Употребление модальных глаголов с инфинитивом страдательного залога.

Предложения с сочетаниями «модальный глагол + инфинитив страдательного залога» рекомендуется переводить неопределенно–личными предложениями с глаголами *нужно, следует, необходимо, можно* с последующим инфинитивом;

Your work must be corrected (Вашу работу нужно исправить).

This distance can be covered in an hour. (Это расстояние можно проехать за час).

The soundness of these castings should be ascertained. (Необходимо проверить прочность этих отливок).

Английские пассивные конструкции с формальным подлежащим **it** переводятся неопределенно–личными предложениями.

It was expected that she would finish her experiment in time. (Предполагалось, что она закончит эксперимент вовремя).

It should not be forgotten that uranium is radioactive. (Не следует забывать, что уран радиоактивен).

### *B) Практическая часть*

**Ex. 1. Change the following sentences so as to use Present Simple Passive. Follow the model.**

Model: *A: We obtain petrol from petroleum.*

*B: Petrol is obtained from petroleum.*

1. An engine produces power.
2. We usually use oil in different branches of industry.
3. They provide us with the necessary equipment.
4. The engineer controls the fuel systems.
5. Nowadays they made pistons from plastics.

**Ex. 2. Give the opposite to the following sentences.**

1. This mechanism is used in the engine.



2. Power is not produced by the engine.
3. Fuel is burnt in the engine to produce power.
4. Fuel and air are not mixed in the carburettor.

**Ex. 3. Your partner wants to check your knowledge of automotive engineering. Answer his questions. Use different adverbs of frequency such as *always, never, sometimes, often, seldom, usually.***

Model: a) *Oil is used in diesel engines.*

A: Is oil always used in diesel engines?

B: Yes, it is.

b) *Sulphur is used in petrol fuel.*

A: Is sulphur always used in petrol fuel?

B: No, it isn't. It's never used in petrol fuel.

1. Diesel fuel is used in different engines.
2. Gas is kept in a special tank.
3. Petroleum is needed in all branches of industry.
4. Fuel is carried by the fuel pipe.
5. Fuel is mixed with air in the carburettor.

**Ex. 4. Ask all possible questions. Consult the table below.**

*Fuel is usually stored in a fuel tank.*

Where	is	Fuel	usually	stored	
Why	is	Fuel	usually	stored	in a fuel tank?
When	is	Fuel	usually	stored	in a fuel tank?
What is usually stored in a fuel tank?					

1. This fuel is used in all types of engines.
2. Fuel and air are compressed by the piston.
3. The body of the car is supported on the frame.
4. Gases are expelled from the cylinder.

**Ex. 5. Choose the right form of the verb.**

1. This data is calculated / calculates by that electronic device.
2. Students are always solved / always solve complicated problems with the help of logarithm tables.
3. Our workshops are equipped / equip with automatic machinery.
4. A robot packs / is packed the necessary instruments for the experiment.
5. Useful information is provided / provides for the engineers.

**Ex. 6. Correct mistakes.**

1. This car be powered by the energy of the Sun.
2. Machines are not maked of wood.
3. This car are equipped with the experimental fuel system.
4. To this theory is often referred in scientific literature.
5. Is our engineer invite to the scientific conference in Denmark?
6. How different fuels to be produced?

**Ex. 7. Change the following sentences so as to use Past and Future**

**Simple Passive.**

Model 1: *I saw her in the workshop.*

She was seen in the workshop.

1. They sold the cars all over Europe.
2. They measured the temperature of water 5 minutes ago.
3. He increased the volume of liquid an hour ago.
4. We repaired the car yesterday.
5. They used this fuel for different engines.

Model 2: *They will solve the problem tomorrow.*

The problem will be solved tomorrow.

1. He will publish the results of the experiment next month.
2. I will control the work of this device.
3. We will explain the work of the carburettor next time.
4. They will improve the car design.
5. The new device will reduce the time of the operation.

**Ex. 8. These two sentences have a different structure but the same meaning. Change the structure of the sentences below so as to keep their meaning unchanged. Pay attention to the place of prepositions in the sentence.**

Model: *We listened to this lecture with great pleasure.*

His lecture was listened to with great pleasure.

1. We sent for the mechanic two hours ago.
2. People spoke much about the new invention.
3. We will take care of the new equipment.
4. Teachers will refer to the results of this experiment.
5. The Professor paid attention to the work of this student.

**Ex. 9. Correct mistakes.**

1. The Belarusian National Technical University was not found in 1935.
2. An interesting problem will to be discussed at the lecture tomorrow.
3. When Belarusian State University was founded?
4. All the work was did by automatic machinery.
5. The Nobel prize be given to our outstanding scientist.
6. The testing of a new vehicle will be not completed by the end of the week.
7. The electric lamp was invented with Yablochkov.
8. To the work of this engineer was paid attention.

**Ex. 10. Change the following sentences so as to use Present Perfect**

**Passive.**

Model: *A: They have equipped Ford tractors with climate control filters, haven't they?*

*B: Yes, Ford tractors have been equipped with climate control filters.*

1. They have already cleaned the oil filter, haven't they?
2. You have repaired your tractor already, haven't you?
3. The engineers have provided these tractors with new equipment, haven't they?
4. They have modified shock absorbers, haven't they?
5. Our young engineer has improved the acoustical system in this tractor, hasn't he?

**Ex. 11. Answer your friend's questions about the following actions.**

Model: *A: Has the application of filters been explained by the teacher?*

*B: Yes, it has been explained already. Or No, it hasn't. It hasn't been explained yet.*

1. Have the new trucks been chosen by the customers?
2. Has the air cleaner been widely used since its invention?
3. Have oil filters been improved during the field testing?
4. Have Ford tractors been trusted by many farmers?
5. Has the new tractor been equipped with climate control filters?

**Ex. 12. Make up all possible questions. Consult the table.**

*A new device has been installed in the tractor recently?*

Has a new device been installed in the tractor recently?

Where has a new device been installed recently?

What has been installed in the tractor recently?

1. Transmission controls have been mounted on the flat floor recently.

1. The climate control system has been inspected by the engineer.

2. He has been asked many questions about the performance characteristics of the new tractor.

3. The Ford Company has been deeply involved in the development of tractor technology.

**Ex. 13. Choose the right verb form.**

1. They (*have already increased, have already been increased*) the efficiency of a new tractor.

2. The oil filters in this vehicle (*have replaced, have been replaced*) recently.

3. This engine (*has just been tested, has just tested*) by our mechanic.

4. New refinements (*have introduced, have been introduced*) into this type of tractors.

5. The engineers (*have manufactured, have been manufactured*) the new acoustic system.

**Ex. 14. Correct mistakes in the following sentences.**

1. The transmission control has been improve recently.

2. All these machines have been made of metal.

3. Have been the new achievements in tractor engineering shown to young specialists?

4. A new model of a tractor has be delivered to the farm.

5. The driver's seat has provided with different comfort adjustments.

**Ex. 15. Change the following sentences so as to use passive form of the verb underlined.**

Model 1: A: They had finished the experiment before the lesson was over.

*B:* The experiment had been finished before the lesson was over.

1. He had completed the chemical reaction when the teacher came.
2. We had published the results of our work by the end of the year.
3. They had dried the sample before the experiment started.
4. They had begun the experiment before the assistant came.
5. They had obtained all the necessary data by the time the experiment began.

Model 2: *A:* We will have published the article by the beginning of the conference.

*B:* The article will have been published by the beginning of the conference.

1. By the end of the next month he will have repaired his car.
2. They will have brought the necessary tools by the beginning of the work.
3. We will have improved this tool by the end of the year.
4. They will have delivered new books to the library by the end of the week.
5. They will have installed new equipment in the practical classes by the beginning of a new academic year.

**Ex. 16. You completed your practical work at the Machine–building plant last week.**

**a)** Say what work had been done by the end of your practice.

Model: *to perform a lot of different operations*

A lot of different operations had been performed by the end of the practice.

- to study the operation of the milling machine
- to deliver a new model of a lathe
- to instruct the students properly
- to investigate the advantages of machine tools
- to obtain valuable practical experience

**b)** Say what work will have been done by the end of this term.

Model: *to write the course project*

- The course project will have been written by the end of the year.
- to carry out the research on machine tools
- to repair the old cutting tool

to demonstrate the work of metal-cutting machines  
to perform various operations on the drilling machine  
to experiment with metal-forming machines

**Ex. 17. Ask all possible questions. Consult the tables below.**

*The device had been repaired in our lab by the end of the day.*

Had the device been repaired in our lab by the end of the day?  
By what time had the device been repaired?  
Where had the device been repaired?  
What had been repaired in our lab by the end of the day?

- 
1. A new machine tool had been devised by the end of the week.
  2. The experiment had been finished in our laboratory before the lesson was over.
  3. The engineers had improved the design of this machining centre before the plant began to produce it.

*The workpiece will have been cut by 2 o'clock.*

Will the workpiece have been cut by 2 o'clock?  
By what time will the workpiece have been cut?  
What will have been cut by 2 o'clock?  
What will have been done by 2 o'clock?

- 
1. A new milling machine will have been introduced in this plant by the beginning of May.
  2. A new cutting tool will have been put into operation by the time our workshop opens.
  3. The research will have been completed by a group of engineers by the time you arrive.

**Ex. 18. Correct mistakes in the following sentences.**

1. New safety rules have been established by the end of the last year.
2. A new device will be designed by next week.
3. Will have the design of the tool been improved by the end of September?
4. The necessary tools were brought into the laboratory by the beginning of the experiment.
5. These new properties of the substance had predicted by the scientists before the experiment began.

6. The construction of the workshop will have be completed by next year.

**Ex. 19. Read the text attentively to learn more about mini motor cars.**

Mini motor cars are sold all over Europe. The first Mini was produced in Britain in 1959 and it has become Britain's most popular and successful car since that time.

In the late 1950s, BMC, the British Motor Corporation, wanted to build a car that was different from other cars. They wanted a small, cheap and economical car – a family car that was big enough to carry four passengers. In the 1950s it was a difficult problem. At that time a typical family car was quite long, about three and a half meters. It had large wheels and large space for the engine. So there wasn't much room for the passengers. Besides that, it was very expensive to make.

The Mini was designed by Alec Issigonis. His design was revolutionary. First, the car was made half a meter shorter. Next, the wheels were made much smaller and they were put right at the four corners of the car. Then the engine was turned sideways and the gearbox was put underneath. And there was still enough room for four passengers.

Today nearly every small car is based on the design of the Mini. So why is the Mini so popular? The answer is simple: it is well designed, very economical, it is easy to drive around the city and easy to park.

**Ex. 20. Answer these questions.**

1. When was the first Mini produced?
2. Who was this car designed by?
3. How did a typical family car look like in the 1950s?
4. What changes did Alec Issigonis make in a new car, called the Mini?
5. What are the advantages of the Mini?
6. Do you think that the Mini is a good car? Why? / Why not?
7. Would you like to drive such a car yourself?

**Ex. 21. Translate this text into Russian.**

The Minsk Tractor Works is the world's leading manufacturer of agricultural equipment. Since 1953 thousands of universal wheeled tractors under the manufacturer's brand "Belarus" have been produced.

The well-known advantages of these tractors are their low fuel

consumption, long service life and simplicity and convenience of maintenance. The modern tractors have been fitted with six-cylinder diesel engines. Thus they can develop the sufficient horsepower under most unfavorable conditions and show a high efficiency. The nine-speed gearbox provides a wide range of speed for performance of all types of farm operations. The comfortable, safe and noise-proof cab provides excellent visibility and together with an adjustable soft seat, tinted glass, cab air filtering and a heating device ensures comfort for the driver throughout the whole working day.

All the features of “Belarus” tractors meet the international standard specifications.

**Ex. 22. Oleg hasn't seen his friend Paul for a long time. Read the dialogue to find out where he has been and what he has been busy with.**

Paul : Hello, Oleg! How are you?

Oleg: Fine, thanks Paul. What about you?

Paul: Very well, thanks you.

Oleg: Where have you been? I haven't seen you for ages.

Paul: Oh, I have been really busy this week. You know, we have been shown an experimental tractor with a 6-cylinder engine at the Minsk Tractor works.

Oleg: How interesting! And why are there so many cylinders in the engine?

Paul: Well, this engine has been designed to provide precisely the right combination of power and torque for each job. So it's very efficient. And besides we have tested new oil filters. They have been designed according to new tractor specifications.

Oleg: And what are the advantages of these filters.

Paul: Well, the main advantage is that they help to maintain internal cleanliness of the engine and protect against wear and corrosion much better than the old ones.

Oleg: That sounds good. By the way ,where have these oil filters been tested?

Paul: In the testing field. Their work has been watched by the engineers. Soon these oil filters will be used in different types of tractors in our country.



**Ex. 23. Translate the text into Russian. Use your technical dictionary.**

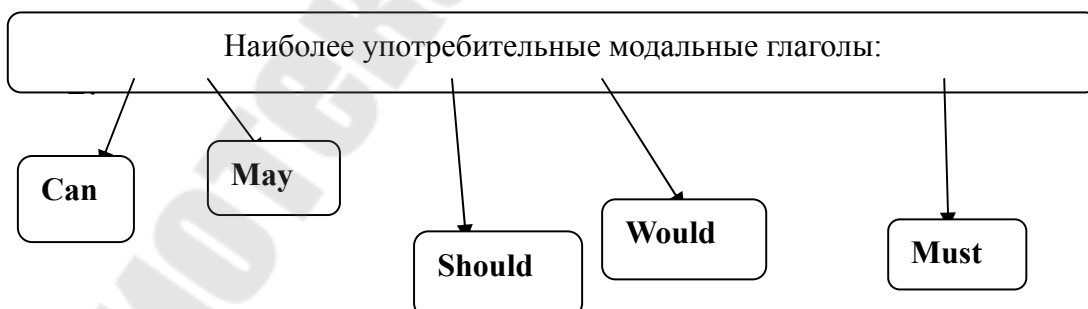
By the beginning of the new millennium a great number of complex machine tools had been designed to speed up production. Although these tools include features of the basic machine tools and perform the same operations, they incorporate design modifications that let them perform complex operational sequences quicker. Furthermore, after the production machine has been set up by a skilled worker or machinist, a less skilled operator also can produce parts accurately and quickly.

There's one more improvement that had already been incorporated in machine tools by the 21st century. This is a highly automated machining system, called adaptive control that involves the use of a microprocessor. A microprocessor is a tiny electronic device that performs the work of a computer. The microprocessor regulates variables in the machining process such as the speed of the spindle. That makes the process very efficient. It also receives information from sensors that measure force, temperature, and other variables. It uses the information to operate the system at the level that is safe for the machine tool and the workpiece. Specialists predict that by the year 2015 all major industrial works in Belarus will have been equipped with such machining centres.

### 1.5. Модальные глаголы и их эквиваленты

#### А) Теоретическая часть.

Модальные глаголы – это глаголы, обозначающие не само действие, а отношение говорящего к действию или состоянию, выраженному инфинитивом.



Модальные глаголы отличаются от других глаголов в следующих показателях:

1. Модальные глаголы не имеют неличных форм (инфинитива, причастия и герундия).
2. Модальные глаголы не принимают окончания –s в 3-м лице единственного числа настоящего времени.

3. После модальных глаголов следующий глагол в форме инфинитива употребляется без частицы to.

4. Вопросительные предложения строятся путем инверсии, т.е. модальный глагол выносится вперед и употребляется перед подлежащим.

5. При отрицании частица not ставится непосредственно после модального глагола. В разговорной речи в отрицательной форме употребляются следующие сокращения:

cannot – can't, could not – couldn't, must not – mustn't, might not – mightn't, should not – shouldn't, ought not to – oughtn't to, would not – wouldn't.

#### 1. CAN

Present	Past	Future
Can am are able to is	Could was able to were	will be able to

Модальный глагол CAN указывает на физическую и умственную способность (могу, умею); на дружескую просьбу или разрешение (можно); в прошедшей форме COULD указывает на общую способность, умение выполнить действие (умел, мог), а WAS/WERE ABLE TO – возможность выполнить действие в определенной ситуации (сумел, удалось, получилось).

Употребление модального глагола CAN с некоторыми глаголами:

Can see, can hear, can smell, can taste, can feel, can understand, в которых модальный глагол не переводится.

Примеры:

1. He can compile difficult programmes. – Он может составлять сложные программы.

2. Can I borrow your car? – Yes, you can, but be careful. – Можно я возьму твою машину? – Да, можешь, но будь осторожен.

3. We could spend hours sitting in front of the fire on a cold winter day. – Мы могли сидеть часами у камина в холодный зимний день.

4. I am so happy. Yesterday I was able to talk to our manager at last. – Я так счастлив. Наконец вчера я смог поговорить с нашим управляющим.

5. He hasn't been able to come. He is still at work. – Он не смог прийти. Он все еще на работе.

6. Jane hopes to be able to help us in this issue. – Джейн надеется, что сможет нам помочь в этом вопросе.

7. She could smell something burning. – Она почувствовала, что что–то горело.

## 2. MAY

Present	Past	Future
May am are allowed to is	Might was allowed to were	will be allowed to

Модальный глагол MAY указывает на официальную просьбу, разрешение (можно); письменный запрет (нельзя). Его эквивалент BE ALLOWED TO употребляется, как правило, для выражения разрешения/запрет выполнить то или иное действие.

Примеры:

1. May I call your office, Mr. Petrov? – Of course, you may. – Можно я позвоню Вам на работу, г–н Петров? – Конечно, можно.

2. Children are not allowed to eat in class. – Детям не разрешается есть во время урока.

3. He may return next week. – Он возможно вернется на будущей неделе.

## 3. MUST

Модальный глагол MUST в утвердительных и вопросительных предложениях употребляется в значении долженствования/приказа/личного убеждения (должен); в отрицательных предложениях – в значении запрета (по правилам «запрещено; нельзя»). Модальный глагол MUST употребляется только в настоящей форме. В остальных формах употребляется его эквивалент HAVE TO.

Примеры:

1. All participants of the international conference must follow rules. – Все участники международной конференции должны/обязаны следовать правилам.

2. You must measure the water level. –Вы должны измерить уровень воды.

3. You mustn't smoke on the plane board. – Нельзя курить на борту самолета.

## HAVE TO

Present	Past	Future
I have to We, you, they have to He, she, it has to	Had to	Will have to

В утвердительных и вопросительных предложениях HAVE TO выражает необходимость выполнить действие в силу сложившихся

обстоятельств. В отрицательных предложениях формы DON'T HAVE TO/ DOESN'T HAVE TO/DIDN'T HAVE TO/WON'T HAVE TO указывают на отсутствие такой необходимости в выполнении действия, исходя из конкретной ситуации.

Примеры:

1. We have to consult a specialist when the apparatus fails. – Мы должны консультироваться со специалистом, когда прибор не работает.

2. I had to stay at the laboratory two hours more to complete the work. – Мне пришлось ( мне нужно было, я должен был) остаться в лаборатории ещё на два часа, чтобы закончить работу.

3. You will have to do this task yourself. Вы должны выполнить это задание сами.

Другой эквивалент модального глагола MUST это сочетание BE TO.

Present	Past
Am to	Was to
Are to + инфинитив	Were to + инфинитив
Is to	

BE TO имеет значение действия, которое запланировано и должно произойти по договоренности.

Примеры:

1. The President is to visit our city on May, 16<sup>th</sup>. – Президент должен посетить наш город 16 мая.

2. You are to do your homework at first if you want to watch your favourite TV show at 7 p.m. – Ты должен сделать сначала уроки, если хочешь посмотреть свою любимую передачу в 7 часов вечера.

#### 4. SHOULD / OUGHT TO

Модальные глаголы SHOULD / OUGHT TO употребляются в значении совета (*следует, должен*). Однако, форма SHOULD выражает общий совет в утвердительных и отрицательных предложениях, а форма OUGHT TO выражает моральный долг выполнить то или иное действие.

Примеры:

1. You should remember that the current enters the coil through this terminal. – Вам следует помнить, что ток поступает в катушку через эту клемму.

2. You ought to help your friend. – Вам следует (следовало бы) помочь вашему другу.

Являясь модальными глаголами, ought to и should употребляются со всеми лицами единственного и множественного числа.

### 5. NEED

Глагол NEED имеет модальное значение, если он употребляется в вопросительных или отрицательных предложениях. В этих случаях он выражает необходимость совершения действия или отсутствие такой необходимости. В утвердительных предложениях он употребляется, как обычный глагол в значении нуждаться.

Примеры:

1. You needn't wash up after dinner – we have a new dish washer installed. – Ты можешь не мыть посуду после ужина – мы установили новую посудомоечную машину.

2. You need to pay for the bill before leaving the restaurant. – Вам нужно оплатит счет перед тем, как уйти из ресторан.

### 6. SHALL

Модальный глагол SHALL употребляется в вопросительных предложениях с местоимениями первого лица единственного и множественного числа (I, we) в значении запроса об инструкциях или в значении предложения.

Примеры:

1. Shall I help you with your luggage? – Мне помочь Вам с багажом?

2. Where shall we go now? – И куда же нам теперь идти?

В утвердительных предложениях модальный глагол SHALL имеет значение обещания, указания или угрозы.

1. You shall begin your translation at once.– Вы сейчас же начнете( должны начать) перевод.

### 7. WILL / WOULD

Модальные глаголы WILL / WOULD употребляются для описания свойств или характеристики материала. На русский язык переводятся глаголами в настоящем времени.

1. Steam will not condense unless cooled. – Пар не конденсируется без охлаждения.

2. When heated the metal will expand. – При нагревании металл расширяется.

3. The metal would rust in wet air. – Металл ржавеет под действием влажного воздуха.

*В) Практическая часть*

**Ex. 1. Say what these people could do in the past.**

Model: I *can't use* the new apparatus now but I could use it yesterday at the lesson.

1. He can't do research on copper alloys this term but he ... it last term.
2. We can't compare the properties of these substances now but we ... them during our previous experiment.
3. They can't study aluminium bronze at the lesson now but they ... it in the lab yesterday.
4. We can't extract copper with the help of stone and bone tools but ancient people ... it in this way thousands of years ago.
5. I can't describe the results of his experiment today but he ... it yesterday.

**Ex. 2. Use the following statements in the past and future.**

Model: He can drive well.

He could drive well 10 years ago.

He will be able to drive well in a month.

1. He can continue his studies at the Mechanical Engineering faculty.
2. Our engineers can extract copper in several ways.
3. I can visit the Bingham Canyon copper mine.
4. This new car can move without a driver.
5. The scientists can use the samples of this substance in the test.

**Ex. 3 Put these statements into Present, Past and Future using the modal expression *to be able to (not to be able to)* instead of *can(can't)*.**

Model:

I can study materials science.	He can't complete this work himself.
I <b>am able to</b> study materials science.	He <b>is not able to</b> complete this work himself.
I <b>was able to</b> study materials science.	He <b>was not able to</b> complete this work himself.
I <b>will be able to</b> study materials science.	He <b>will not be able to</b> complete this work himself.

1. We can alloy copper with aluminium.
2. The engineers can use copper for electrical conductors.
3. I can do research on phosphor bronze now.
4. She cannot explain the properties of this group of alloys.
5. This student cannot explain the difference between brass and bronze.
6. They cannot evaluate the results of the first series of experiments.

**Ex. 4. Correct mistakes in the following sentences.**

1. We didn't can work in the laboratory on Sunday.
2. Will be you able to make a report on your scientific research?
3. He could to use the old equipment in his experiment.
4. The teacher can explains this rule again.
5. You will able to cut soft metal with greater speed than hard metal.
6. Engineers will be not able to use this new alloy in industry, I'm afraid.
7. The student not able to determine the nickel content of this copper alloy.
8. Can this technology to make the extraction of copper easier?

**Ex. 5. Use the following statements in Past and Future.**

Model: He *may* continue the research.

He *was allowed to* continue the research.

He *will be allowed to* continue the research.

1. You may use carbon steel in the construction of this building.
2. She may extract iron from iron ores.
3. You may use manganese for changing properties of steels.
4. You may apply alloy steels for various engineering purposes.
5. The engineer may increase the carbon content of the steel.

**Ex. 6. Your partner is an Instructor in the lab. Ask him if you may perform the following actions. Work in pairs.**

Model: *to use these substances for the experiment*

A: May I use these substances for the experiment?

B: Yes, you may. You may use these substances for the experiment.  
to elaborate the plan of the research  
to experiment with alloying elements

to carry out different operations on milling machines  
to demonstrate the properties of tool steels  
to observe the steel making process

**Ex. 7. Your friend wanted to do a lot of things in the practical class yesterday. Ask him if he was allowed to do all of them.**

Model: *to demonstrate the new applications of steels*

A: Were you allowed to demonstrate the new applications of steels?

B: No, I wasn't. But I will be allowed to do it tomorrow.

to work in the rolling mill

to test the performance characteristics of alloy steels

to use a new milling machine

to study the structure of stainless steels

to observe how steel is cast

**Ex. 8. Discuss with your friend which of these things may be done.**

Model: *machine tools / to be made of pig iron*

A: May machine tools be made of pig iron?

B: Certainly they may. They may be made of pig iron.

or B: I'm afraid they may not. They may not be made of pig iron.

- a) pure iron / to be refined
- b) the properties of iron / to be modified easily
- c) the carbon content of steel / to be varied
- d) hydrogen / to be added to alloy steel
- e) steel / to be tempered
- f) steel alloys / to be protected from corrosion
- g) steel / to be used for electrical wiring
- h) machine tools / to be made of pure iron

**Ex. 9. Correct mistakes in the following sentences.**

1. Metals which are used in industry may to be called engineering metals.
2. He wasn't allowed determine the constituents of this steel.
3. The majority of metals may to become harder after they have been cold-worked.
4. You doesn't may carry out the investigation here.
5. The students be allowed to practise in the rolling mill yesterday.



6. Will be I allowed to use the mobile equipment?

**Ex. 10. Say what these people must or mustn't do in these situations.**

Model: *engineers / to finish the test in half an hour*

The engineers must finish the test in half an hour.

**Or** *engineers / to break safety instructions*

The engineers mustn't break safety instructions.

students / to attend classes

scientists / to perform all the experiments according to the instructions

students / to be late for their practical classes

friends / to help each other in difficult situations

students / to carry out a lot of experiments

engineers / to work with faulty devices

**Ex. 11. Ask your friend whether your groupmates must do these things.**

Model: *to complete the test*

A: Must Alex complete the test?

B: No, he needn't, but Dima must.

to follow these instructions

to determine the strength of polythene

to study the advantages of polymers

to receive new data

to draw up a laboratory report

**Ex. 12. Put these statements into Present, Past and Future using the modal verb *to have (not to have to)* instead of *must (mustn't)*.**

Model: *He **must** write a detailed report of the test.*

He **has to** write a detailed report of the test.

He **had to** write a detailed report of the test.

He **will have to** write a detailed report of the test.

1. The students must complete another series of experiments.
2. They must compare the results of two tests.
3. Alice must determine the composition of nylon.
4. The engineers must develop new plastics.
5. The scientist must elaborate the plan of his research.

**Ex. 13. Ask your friend if he had to do the following things last week.**

Model: *to draw up a laboratory report*

A: Did you have to draw up a laboratory report last week?

B: No, I didn't. But I will have to draw up a laboratory report next week.

to study the influence of temperature on the strength of plastics

to describe the properties of bakelite

to compare the properties of phenolic resin and polythene

to do research on thermoplastics

to follow the procedure of the laboratory experiment

**Ex.14. Ask your instructor if these things must be done.**

Model: *a detailed report of the experiment / to be written*

Student: Must a detailed report of the experiment be written?

Instructor: Certainly it must. It must be written without mistakes.

oil / to be used as a raw material for plastics

plastics / to be widely applied in construction work

plugs / to be made of phenolic resin

the conclusions / to be included in the report

the procedure of the experiment / to be described in detail

**Ex. 15. Choose the right modal verb in these dialogues.**

a) – How ... I get to the Technical University (*can, may*)?

– You ... go by bus or you ... walk (*can, may*).

b) – ... I use this device tomorrow (*can, may*)?

– Of course, you ... (*can, may*).

c) – ... I have a look at your results (*can, may*)?

– Oh, yes. Here they are.

d) –Why is he late?

– He ... be busy, I'm not sure (*may, can*).

e) – ... we start the experiment tomorrow? (*must, can*)

– No, we ... (*can't, needn't*).

**Ex. 16. Substitute the modal verbs *can, may, and must* by their equivalents and translate the sentences.**

1. At present every student can explain the origin of X-rays.

2. When Rontgen first noticed the new rays he could not understand their nature.

3. You can investigate the effects of these rays on various materials.
4. No one may enter the lab while the test is going on.
5. According to the plan you must begin the test at 5 o'clock sharp.
6. You must help your friend whenever you have time.
7. You must rely on your friends.

**Ex. 17. Fill in the blanks with the proper modal verbs.**

1. The students of our group ... pass their examination on mathematics on Monday.
2. This young specialist ... take part in the scientific conference in April.
3. Our educational institutions prepare specialists with a good ground in the fundamentals of science who ... play an active role in the creative activities of the people.
4. The new project ... have many advantages.
5. We ... replace old machines with new ones.
6. The new automobile works ... produce cars on a mass scale.
7. Scientists of different countries ... cooperate in their research and in the peaceful application of their discoveries.

**Ex. 18. Put the following sentences into the interrogative and negative forms.**

1. We have to connect this wire to the plate.
2. Rontgen had to check up the light-proof box several times.
3. They will have to repeat the test again.
4. The test was to begin at 9 o'clock.
5. The quality of these metal parts is to be checked up very carefully.
6. He allowed his friend to watch his experiments.
7. The students will be permitted to work in the lab whenever they want.

**Ex. 19. Give advice to your friend in the following situations. Use the modal verb *should*.**

Model: *A: I have an examination tomorrow.*

*B: Well, you should work very hard tonight.*

1. I don't know how to draw up a report of my experiment.
2. I'm very tired after the practical class.
3. I'd like to know more about plastics.
4. I'd like to buy good sports equipment.

5. I want to become a materials engineer but I don't know what I must study and at what University.

**Ex. 20. Translate the following sentences paying attention to the different meanings of the verbs *should, ought and need*.**

1. You should work at your English as much as possible.
2. You need not (needn't) take part in this research, if you do not want.
3. You ought to remember the names of the scientists who have contributed to the development of your speciality.
4. You needn't devote particular attention to this phenomenon, as we have already studied its effect.
5. The results of the experiments should be checked up very carefully.
6. Every researcher ought to be interested in the results of his work.

**Ex. 21. Correct mistakes.**

1. Denis hadn't to write a detailed report of the experiment with thermosets.
2. I will must to study all the peculiarities of this technological process next week.
3. He have to deliver a report on the applications of plastics.
4. I don't must switch on this machine without our teacher's permission.
5. Have you to recycle unwanted nylon?
6. Must be non-recycable plastics burnt?

**Ex. 22. Translate into English.**

1. Текст был трудный, и мне пришлось пользоваться словарём.
2. У меня ушло около двух часов, чтобы перевести текст.
3. Ты сможешь помочь мне по математике сегодня вечером?
4. Мне предстоит поехать в аэропорт встретить своего приятеля.
5. Я должен поторопиться.
6. Не надо вставать так рано.
7. Можно мне просмотреть эти журналы?
8. Я напряженно работал и смог завершить работу в срок.
9. Я не смогу пойти с вами в театр.
10. Я должен буду встретить мою сестру в аэропорту завтра.
11. Он не принёс эту книгу вчера, и я должен был идти к нему домой.

12. Вы можете прочитать эту статью, если хотите. Я смогу дать её вам через два дня.
13. Нам предстоит провести десять испытаний в этом месяце.
14. Можно здесь курить? – Нет, нельзя.
15. Где мы можем встретиться? – В библиотеке.
16. Я могу поговорить с вами? – Да, пожалуйста.

**Ex. 23. Read the text attentively for the detailed information about polymers. Plastics**

Whether you are aware of it or not, plastics play an important part in your life. Plastics are polymers – long chains of many units that are usually made of carbon, hydrogen, oxygen, and/or silicon. Polymers have been with us since the beginning of time – tar, amber and horns are the easiest examples. In the 1800s these natural polymers were chemically modified and many materials such as vulcanized rubber and celluloid were produced. The first truly synthetic polymer Bakelite was developed in 1909 and was soon followed by the first synthetic fibre, rayon, in 1911.

Polymers come in a great variety of characteristics and colors. This fact alone must be considered as an advantage of these materials. They are cheaper and easier to make than, say paper. Besides, polymers possess the properties of easy processing, durability, light weight, sufficient strength, thermal and electrical insulation and resistance to chemicals, corrosion and shock. These valuable qualities of polymers can be further enhanced by a wide range of additives, which broaden their uses and applications.

Unfortunately we have to admit that plastics pollute the environment. Luckily, most polymers are thermoplastic (e.g. nylon, polythene), i.e. they can be heated and reformed again. The recycled plastics keep all their properties when they are combined with virgin plastics. The other group of polymers, thermosets (e.g. bakelite, phenolic resin), must not be recycled, as reheating causes their deformation. However, the controlled incineration of thermosets converts waste into heat energy.

The usefulness of plastics can only be measured by our imagination. These are definitely the materials of past, present, and future generations.

**Ex. 24. Find answers to these questions.**

1. What are the applications of plastics?
2. What is a polymer?
3. Are there any natural polymers?

4. What was the first synthetic polymer and when was it developed?
5. Do polymers possess valuable properties?
6. What is the disadvantage of plastics?
7. How can pollution by plastics be reduced?

**Ex. 25. Read the dialogue and say what you have learnt about plastics.**

*Alice:* Hi, Andrew, are you busy now?

*Andrew:* Yes, I am. I have to draw up a laboratory report. Can you help me do it properly?

*Alice:* Well, as far as I know, a laboratory report must contain the object of the experiment, the results that were obtained and the conclusions.

*Andrew:* And what about the procedure and the equipment? Must they be included into report, too?

*Alice:* In my view, both of them must be included if you need a detailed report. By the way, Andrew, what did you have to determine during your experiment?

*Andrew:* We had to compare the properties of different plastics.

*Alice:* And what result did you get?

*Andrew:* Well, you know that plastics may be divided into thermoplastics and thermosetting plastics. So we have come to the conclusion that thermoplastics may be heated several times, while thermosetting plastics may be heated only once.

*Alice:* Oh, this is very interesting. And as far as I understand, this peculiarity of plastics must be taken into account when different engineering products are produced.

*Andrew:* Certainly. And I will have to prove it in my report.

**Ex. 26. Complete the dialogue.**

*A:* ...

*B:* Yes, I'm very busy. I have to draw up ... . Do you know to do it properly?

*A:* ...

*B:* What do I have to do to draw up a laboratory report?

*A:* ...

*B:* And must the procedure and the equipment be included into the report, too.

*A:* ...

*B:* I had to determine the basic properties of thermoplastics.

*A:* ...

*B:* Certainly. It was very interesting.

*A:* ...

*B:* Oh, we will have to carry out another tensile test in a week.

*A:* Well, good luck to you.

*B:* ...

**Ex. 27. Read the dialogue and learn what properties copper has and where it can be used.**

*Teacher:* Dear students, today we're going to discuss the main properties and applications of copper. So far, what can you say about this metal?

*Andrew:* If I'm not mistaken, copper is a non-ferrous metal. And it can be found in free state in nature.

*Alice:* And as far as I remember, people were able to extract this metal in prehistoric times. Various things such as weapons, tools and decorations could be made of it.

*Teacher:* Very good. Were those copper tools very reliable ?

*Andrew:* I think not. Pure copper is a soft ductile metal. Strong cutting tools could be made only of copper alloys such as bronze.

*Teacher:* OK. What are the present applications of copper?

*Alice:* Well, they are numerous. Copper metals can be used in most domestic appliances. Electrical industry is impossible without copper wiring as it is a very good conductor of electricity. Also, copper is corrosion resistant which makes it valuable for marine industry. Besides, this metal is even used in making money!

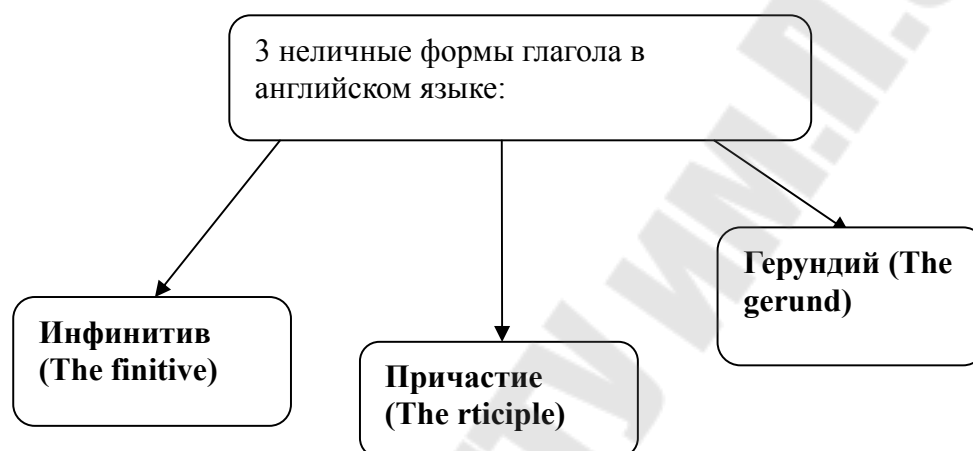
*Teacher:* You are quite right. Tomorrow we will be able to study the valuable properties of copper in the practical class.

## 1.6. Неличные формы глагола. ИНФИНИТИВ (the Infinitive)

### А) Теоретическая часть

Неличные формы глагола имеют следующие особенности:

- Не обладают признаками сказуемого, т. е. не показывают на лицо, число и время;
- в предложении выступают в функции подлежащего, дополнения, обстоятельства, определения или смысловой части составного сказуемого;
- имеют простые и совершенные (перфектные) формы в действительном и страдательном залогах.



**Инфинитив (the Infinitive)** – это неличная форма глагола, которая называет действие. Инфинитив является основной (или I) формой глагола и представляет глагол в словаре. Признаком инфинитива является частица *to*: *to help* – помогать, *to read* – читать.

Инфинитив употребляется без частицы *to* в следующих случаях:

1) После глаголов *shall*, *will*. He will write to his parents tomorrow. Завтра он напишет своим родителям.

2) После модальных глаголов (кроме глагола *ought*). She can ski and skate. Она умеет кататься на коньках и на лыжах.

3) После глаголов чувственного восприятия *feel*, *see*, *hear*, *watch* и др. We saw him enter. Мы видели, как он вошел.

4) После глаголов *let* (разрешать), *have*, *make* (заставлять). What makes you think so? Что заставляет тебя так думать? Let me take this book, please. Пожалуйста, разрешите мне взять эту книгу.

5) После выражений *had better* (лучше), *would rather* (лучше бы). You had better go now. Лучше уйди / иди сейчас. I must see you at once. Мне надо сейчас же встретиться с тобой.

В современном английском языке инфинитив имеет следующие формы.



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

Инфинитив в форме действительного залога обозначает действие, произведённое лицом, выраженным в предложении подлежащим, а в страдательном залоге – действие, направленное на это лицо. I like to help. Я люблю помогать. I like to be helped. Я люблю, когда мне помогают.

Инфинитив в Indefinite Active обозначает действие, не уточняя характер его протекания.

Инфинитив в Continuous Active подчёркивает длительность действия.

She must be still writing. Она, должно быть, всё ещё пишет.

Неперфектный инфинитив выражает действие, одновременное с действием глагола–сказуемого (или следующее за ним).

Перфектный инфинитив выражает действие, предшествующее действию, выраженному глаголом–сказуемым. I am glad to study at the University. Я рад, что учусь в университете. I am glad to have studied at the University. Я рад, что учился в университете.

#### Функции инфинитива

В предложении инфинитив может быть:

1. Подлежащим. To read a lot is to know much. Много читать – много знать.

2. Обстоятельством цели. To read the book I went to the reading-hall. Чтобы прочитать эту книгу, я пошёл в читальный зал.

3. Определением. Инфинитив в функции определения переводится на русский язык тремя способами:

а) Придаточным определительным предложением с модальным сказуемым. The device to be tested has been brought to our laboratory. Прибор, который надо испытать (подлежащий испытанию), принесли в нашу лабораторию.

б) Неопределённой формой глагола. I have nothing to say. Мне нечего сказать.

в) Личной формой глагола, если определение относится к порядковому числительному. She was the first to come. Она пришла первой.

4. Дополнением. He was glad to have been given a new job. Он

был рад, что ему дали новую работу. I decided to read this book. Я решил прочитать эту книгу.

5. Частью сказуемого. You may come in. Вы можете войти. We ought to leave early in the morning. Мы должны уехать рано утром. My wish is to read much. Моё желание – много читать.

## ИНФИНИТИВНЫЕ ОБОРОТЫ

Объектный инфинитивный оборот (Сложное дополнение)

**The Complex Object (The Objective – with – the – Infinitive Construction).**

Эта конструкция состоит из существительного в общем падеже или местоимения в объектном падеже и инфинитива.

Обычно переводится на русский язык придаточным дополнительным предложением. We would like you to test the device. Мы хотели бы, чтобы вы протестировали этот прибор.

He wants the book to be returned tomorrow. Он хочет, чтобы книгу вернули завтра.

Субъектный инфинитивный оборот (Сложное подлежащее)

**The Complex Subject (The Nominative – with – the – Infinitive Construction)**

Эта конструкция состоит из существительного или местоимения в именительном падеже и инфинитива. Переводится на русский язык придаточным предложением.

She is expected to come any minute. Ожидается, что она приедет с минуты на минуту.

The car was seen to disappear. Видели, как машина скрылась.

Эта конструкция употребляется:

1. С глаголами, обозначающими чувственное восприятие — to see, to hear, to notice и др. После них инфинитив употребляется без частицы “to”; и с глаголами, обозначающими умственную деятельность – to think, to consider, to expect и др. (в страдательном залоге);

а также с глаголами to say, to report, to ask, to order, to announce (в страдательном залоге). The delegation is reported to have left London. Сообщается, что делегация покинула Лондон.

She is said to be very clever. Говорят, что она очень умна.

He is known to be a great scientist. Известно, что он большой ученый.

2. Со словосочетаниями to be likely (вероятно), to be unlikely

(маловероятно), to be certain / to be sure (несомненно / обязательно).

The project is likely to be completed soon. Вероятно, что проект скоро завершат.

He is sure to be asked about it. Его, наверняка, об этом спросят.

3. С глаголами в действительном залоге to seem / to appear (казаться / по-видимому), to prove / to turn out (оказываться), to happen (случаться).

4. She appears to be a very good specialist in the subject. Кажется, она хороший специалист в этой области.

Инфинитивная конструкция с предлогом for

### **The For – to – Infinitive Construction.**

В этой конструкции перед существительным или местоимением находится предлог for. При переводе на русский язык используется или придаточное предложение или инфинитив.

It's easy for me to answer this question. Мне легко ответить на этот вопрос.

There was nothing else for me to say. Мне больше нечего было сказать.

It is for you to decide. Вам решать.

Here are some books for you to read. Вот несколько книг для вашего чтения (вам почитать).

### *B) Практическая часть*

**Ex.1.** These two sentences have a different structure but the same meaning. Change the structure of the sentences below so as to keep their meaning unchanged.

Model: It is very important To make a strong joint is to make a strong joint. very important.

1. It is impossible to store gas in an open tank.
2. It is quite necessary to make metal electrodes.
3. It is very essential to provide a hot enough flame.
4. It is not difficult to adjust the welding flame.
5. It is unnecessary to mix these substances.
6. It is easy to follow these instructions.

**Ex. 2.** Translate the following sentences into Russian. Point out the difference in translation of the Infinitive depending on its function in the sentence.

<u>Model:</u> To obtain these results is our aim. (получение, получить)	To obtain these results we must work hard. (для того, чтобы получить)
1. To translate this text takes much time.	1. To translate this text I had to work hard.
2. To make this experiment is very important.	2. To make this experiment you should use a computer.
3. To explain this fact is not easy.	3. To explain this fact you will have to make a series of experiments.
4. To know physics well is necessary.	4. To know physics well we must study hard.
5. To start this work is not difficult.	5. To start this work today we have to obtain some new data.
6. Not to forget about it was my only wish.	6. Not to forget the word I put it down.
7. Not to change anything is our wish.	7. Not to change anything we decided to use an old equipment.

**Ex. 3. Point out the purpose of the objects according to the model.**

Model A: *This paper describes important properties of new engineering materials.*

B: The purpose (aim, goal, object) of this paper is to describe properties of new materials.

1. This experiment establishes the relations between these two quantities.
2. The article deals with the prospects for electric road cars.
3. This book gives the description of the electrical instruments in the car.
4. His report presents some information on the new fuel system.
5. The speedometer is used to indicate the speed of a car.
6. The filter is used to clean petrol.

**Ex. 4.** The two sentences have a different structure but the same meaning. Change the structure of the sentences so as to keep their meanings unchanged.

Model: A: *the substance that should be analysed is of great value.*

B: The substance to be analysed is of great value.

1. The equipment that should be installed in the workshop has specific use.
2. The petrol that should be delivered from the petrol tank should be clean.
3. The new battery that should be used in the car is very effective.

4. The new car devices that should be developed have several advantages.
5. The car emissions that should be controlled are very harmful to the environment.
6. The automobile that should be developed will run on hydrogen.

**Ex. 5. Replace the Attributive Clause by the Infinitive. Follow the model.**

Model: There are some other properties that are to be studied.

Yes, there are some other properties to be studied.

1. His article which will be published soon is on the subject of magnetism.
2. The rod which must be magnetized is made of iron.
3. This is the diagram which will be considered below.
4. The figure which will be taken as an example is given below.
5. There is more important question which must be discussed today.
6. The external temperature which is to be specified is not known to us.
7. The particles which will be accelerated pass through strong magnetic fields.
8. The group which will be organized will carry out this investigation.

**Ex. 6. Translate the following sentences into Russian.**

1. This is the result to be expected.
2. The method to be followed by us is rather interesting.
3. The report to be made is connected with your work.
4. This is the magnet to accelerate the particles.
5. The belt to communicate the charge to the electrode is made of insulation material.
6. The article to be read is published in this journal.
7. The measurements to be made are necessary for our further investigation.
8. Here is the metal to be used as a conductor.
9. Here is the device to help you in the experiment.

**Ex. 7. Answer the following questions. Follow the model.**

Model: What must we do for the computer to start calculations? (to program). For the computer to start calculations we must program it.

1. What must we do for the reaction to take place? (to raise the temperature).
2. What must we do for the particles to be accelerated? (to direct them properly).
3. What must we do for the current to flow in the circuit? (to apply a positive charge to the plate).
4. What must we know for this equation to be solved? (to know the relation between these values).
5. What must we do for the method to be a success? ( follow it accurately).
6. What must we do for the valve to be blocked? (to apply a strong negative charge to the grid).
7. What must we get for these phenomena to be

explained? (to get some new information). 8. What must we do for the whole system to function automatically? (to use some electronic equipment).

**Ex. 8. Report what these people said.**

Model 1: *The instructor said to the students, "Switch off the power immediately".*

The instructor told the students to switch off the power immediately.

1. Sasha said to Sergey, "Connect the ammeter to the circuit".
2. Alice asked Oleg, "Control the electrical pressure in the circuit".
3. Denis warned Natasha, "Take the bulb out of the socket first".
4. Kate reminded Oleg, "Measure the potential difference across two points in a circuit".

Model 2: *Mr. Pavlov said to the students, "Don't increase the pressure in the system".*

Mr. Pavlov told the students not to increase the pressure in the system.

1. Alice said to Paul, "Don't switch on the power".
2. Natasha warned Oleg, "Don't connect the contacts of the circuit".
3. Alice asked Susan, "Don't use faulty electrical devices in your work".
4. Nick ordered Ann, "Don't touch the socket".

**Ex. 9. Translate the following sentences into Russian. Pay attention to the difference in meaning of Simple and Complex Object.**

Simple Object

1. He wants to make it himself.
2. I should like to take part in this work.
3. The scientist expected to obtain some new data.
4. He supposes to finish the work in an hour.
5. I want to explain these phenomena myself.
6. We expect to solve this problem successfully.
7. We should like to know the results.

Complex Object

1. He wants me to make it myself.
2. I should like everybody to take part in this work.
3. The scientist expected his assistants to obtain some new data.
4. He supposes us to finish the work in an hour.
5. I want you to explain these phenomena.
6. We expect the group to solve this problem.
7. We should like them to know the result.

**Ex. 10. Translate the following sentences into Russian.**

1. They watched the operator remove the rod from the sphere.
2. We observe the pressure of a given mass of a gas decrease as the temperature

decreases. 3. The engineer made his assistant check the results many times. 4. We know a diode to behave as one-way resistance, this property being used for rectifying currents. 5. He supposes this phenomenon to occur in the upper layers of atmosphere. 6. We know research to have been completed successfully. 7. They thought the information to have been published recently. 8. Knowing him to be good at mathematics, I asked him to explain this rule.

**Ex. 11. Complete the following questions using the Complex Object with the Infinitive.**

1. Do you expect him (come). 2. Did you hear her (sing). 3. Do you often see them (play chess). 4. Do you like me (read aloud). 5. Do you want him (bring the book). 6. Did anybody find the rule (be difficult). 7. Does he know her (swim well). 8. Do you think him (be a good sportsman).

**Ex. 12. Change complex sentences into simple ones using the Complex Object.**

Model: I saw that he did it.

I saw him do it.

1. I heard how he played the piano. 2. He thinks that she is clever. 3. The teacher watched how his pupils prepared their home-work. 4. She ordered that the books should be close. 5. I found that she was a skilled worker. 6. We did not expect that the weather would change. 7. She believes that they will invite her to the party. 8. We noticed that she fell down.

**Ex. 13. These two sentences have a different structure but the same meaning. Change the structure of the sentences below so as to keep their meanings unchanged.**

Model: *This allowed him to follow the rules.*

This allowed the rules to be followed.

1. This device enables the students to measure the current in the circuit.  
2. This analysis permitted them to obtain new data.  
3. The information enables us to predict the properties of the new substance.  
4. This result forced them to check the circuit again.  
5. Modern equipment caused us to introduce new methods.  
6. The tutor would like us to complete the coursework on time.

**Ex. 14. Find Complex Object in the following sentences. Translate them into Russian.**

1. We expect these phenomena to have been investigated. 2. Everybody considers him to be a great organizer. 3. We found that effect to have been unknown. 4. Nobody observed this value decrease. 5. You can see the needle make a great oscillation. 6. We expected him to demonstrate the relationship between magnetism and electricity. 7. You can see this magnet to be placed in a uniform external magnetic field. 8. We consider these two phenomena to be of common origin.

**Ex. 15. Match the beginnings of the sentences with their ends. Pay attention to the verbs used with Complex Subject.**

1. Second-year students are expected to ...
  2. The kilowatt-hour is known to ...
  3. Alternative sources of energy are considered to ...
  4. The solar village was reported to ...
  5. The resources of fossil fuels seem to ...
  6. Solar-powered cars turned out to ...
  7. A small windmill is likely to ...
  8. Electricity and magnetism are sure to...
- a) generate 100 kilowatts of electricity.
  - b) know the basics of electricity.
  - c) be the unit measure of electricity.
  - d) be inexhaustible.
  - e) produce no pollution.
  - f) be connected.
  - g) come to an end.
  - h) be built in Australia

**Ex. 16. Open the brackets and use the verbs in the correct form.**

1. Some materials (to prove) to produce electricity when they are exposed to light.
2. The battery (to be likely) to be recharged.
3. Mr. Frolov (to say) to be a good engineer.
4. The collector (to suppose) to be black.
5. That energy source (to seem) to be inexhaustible.
6. A specialist (to expect) to tackle all the technical problems.
7. The solar thermal heating systems (to assume) to be very efficient



**Ex. 17. Match a line in A with a line in B.**

**A**

1. What is so special about these cars?
2. Are solar-powered cars fast?
3. What are the drawbacks of these cars?
4. Why are solar-powered cars created?
5. There are still numerous problems to tackle.
6. Are solar heating systems cost-efficient?

**B**

- a. They are believed to reduce water–heating costs by about 50 %.
- b. They appear to be very expensive.
- c. Well, they are considered to be pollution free.
- d. It seems so.
- e. Yes, they are reported to win races.
- f. We are likely to run out of fossil fuels soon and there will be no petrol.

**Ex. 18. Find Infinitives or Infinitive constructions in the following sentences.**

1. I wanted you to help me to weld these two pieces by an electric arc.
2. He suddenly felt the electrode touch the surface of the workpiece.
3. Robots are supposed to facilitate people’s work.
4. The short circuit is reported to have caused a lot of damage.
5. To drive safely it is important to check the brake system regularly.
6. All this makes me think that it is fascinating to experiment with lasers.
7. You are likely to spot distant planets if you know about Doppler’s effect.
8. Ecologists would not like CFCs to be used as industrial gases.
9. The material to be investigated is of great value.
10. The need to develop stronger alloys forces the experiments to be continued.

**Ex. 19. Translate the following sentences paying attention to the for-phrases.**

1. The students were waiting for the professor to explain the properties of a newly developed alloy.
2. It is for you to choose which of the two methods to use.
3. Watch the operation of this machine; this is the only thing for you to do.
4. It was impossible for the Russian Academy

of Sciences not to acknowledge Kovalevskaya's merits after they had been so highly appreciated abroad. 5. It was for her to decide whether to repeat the experiment or not. 6. It is advisable for engineering students to know the properties of various alloys.

**Ex. 20. Choose the correct translation for the underlined part of the sentence.**

1. The scientists are said to be developing solar thermal heating systems nowadays.  
a) разработали b) разрабатывают
2. They seem to have improved previous results.  
a) улучшают b) улучшили
3. An experimental solar heating systems proves to have been built in this region.  
a) строится b) был построен
4. Our total solar energy consumption is estimated to be increasing.  
a) увеличивается b) увеличится
5. The research is reported to have been carried out successfully.  
a) было проведено b) будет проведено
6. The sufficient amount of electricity is likely to be generated by a small windmill.  
a) вырабатывается b) вырабатывает

**Ex. 21. Read and translate the following sentences into Russian. Point out the Complex Subject.**

1. The people of all ancient civilizations are known to have made maps. 2. Great changes are expected to take place in the economies of developing countries in the near future. 3. The Congress is believed to be attended by more than 300 representatives from different countries. 4. The session was announced to last for three days. 5. The group is asked to calculate the energy of the particles. 6. This vacuum tube seems to have been in operation for a long time.

**Ex. 22. Insert *to* where necessary.**

1. You should ... recharge your car battery directly.
2. He made me ... use protective clothing during welding.
3. We would like you ... show us how the actuator works.
4. The function of a thermometer is ... measure the temperature.
5. ... obtain an alloy, one must ... mix metals with non-metals.

6. The distance ... be measured is between these two points.
7. Professor watched the students ... quench a steel bar in oil.
8. Don't let children ... play with matches.
9. Domestic appliances are supposed ... consume plenty of electricity.
10. It is obviously necessary ... demonstrate the properties of this substance to the researches.

**Ex. 23. Define the functions of the Infinitive. Translate the sentences into Russian.**

1. To dissolve this substance is difficult. 2. The purpose of tension test is to determine the mechanical characteristics of a material. 3. The design of a mechanism depends on the work to be done. 4. The construction of a new bridge was reported to have been completed. 5. They are unlikely to change their plans. 6. This material is sure to help you in your work. 7. To determine the density of a body, it is necessary to determine its mass and its volume. 8. Your task is to conduct the experiment.

**Ex. 24. Answer the following questions. Use the Complex Subject Construction in your answers. Follow the model.**

Model: Shall we finish the work today? (expect)

We are expected to finish it.

1. Will such definitions simplify calculations? 2. Are these forces interrelated? (suppose) 3. Are the magnetic forces due to forces between currents? (find) 4. Are the current loops all pointed in the same direction? (find) 5. Do the current loops in atoms cancel each other out? (believe) 6. Is any sample of ferromagnetic material made up of macroscopic domains? (suppose) 7. Have ferromagnetic substances any peculiar properties? (know).

**Ex. 25. Translate the following negative sentences into Russian. Notice the way they are translated. Follow the model.**

Model: He doesn't seem to know them.

По-видимому, он не знает их.

1. He doesn't seem to use this device. 2. There doesn't seem to be any relationship between these values. 3. This substance doesn't seem to have this property.

Model: The temperature is unlikely to fall.

Маловероятно, что температура понизилась.

1. This method is unlikely to give the results required. 2. This plan is unlikely to have been changed. 3. Our results are unlikely to be similar to those reported by Dr. Smith.

**Ex. 26. Translate into Russian. Mind the translation of the verb “to prove”**

Model: We proved this suggestion to be wrong

Мы доказали, что это предположение неверно.

The suggestion was proved to be wrong

Было доказано, что это предположение неверно.

The suggestion proved to be wrong

Предположение оказалось неверным.

1. We proved this substance to be very dense. 2. This substance proved to be very dense. 3. The experiment proved the particles to collide with great force. 4. The particles were proved the particles to collide with great force. 5. The particles proved the particles to collide with great force. 6. For years scientists couldn't prove this element occur naturally. 7. For years this element was not proved to occur naturally. 8. This element didn't prove to occur naturally.

**Ex. 27. Translate the following pairs of sentences and compare them.**

1. We expect any processing engineer to be familiar with the basic fabricating processes. Any processing engineer is expected to acquainted with the basic fabricating processes. 2. We know electronic equipment and turbine parts to be produced by different fabricating processes. Electronic equipment and turbine parts are known to be produced by different fabricating processes. 3. A processing engineer considers the choice of the most economical manufacturing process to be of great importance. The choice of the most economical manufacturing process is considered to be of great importance. 4. People proved iron to be readily cast into various shapes a long time ago. Iron was proved to be readily cast into various shapes long ago. 5. Technologists believe casting to have been used for centuries for producing a wide variety of articles. Casting is believed to have been used for centuries for producing a wide variety of articles. 6. Foundrymen expect casting processes to be developed in such a way that most castings will require no machining operations. Some casting

processes are expected to produce castings which will require no machining operations.

**Ex. 28. Read and translate the following sentences. Point out the Complex Object and the Complex Subject.**

1. The conference was declared to have been cancelled.
2. We know the scientists to have made an important discovery in electronics.
3. I heard them speak about the replacement of some equipment in one of the shops.
4. Our Head Engineer was known to have made an important discovery.
5. This process seems to have been introduced long ago.
6. The designer wanted the design of a new jet plane to be improved.
7. All the difficulties are believed to have been overcome.
8. The creation of complex modern machines is considered to require a thoroughly developed industry and a high technical level in all branches of industry.
9. I often saw them make experiments in the physics laboratory.
10. The conference on the ecological problems is supposed to open on October 19
11. The driver wanted the car to be filled up.
12. The scientists expected their assistants to obtain some new data.

**Ex. 29. Read the text attentively and find out how to weld plates correctly.**

Welding is one of the most important operations that are used in industry. Many parts of machines, automobiles, airplanes, ships, bridges and buildings are welded.

In order to join two metal pieces it is necessary to soften them with heat and then to press, hammer or fuse them together. The most widely used method of welding is electric arc welding where the workpieces are joined by means of electricity at the temperature of about 7.232 F. This is the hottest heat that can be obtained for engineering purposes.

In electric arc welding two workpieces are welded by an electric arc. In order to create the arc a powerful electric current should be provided. The current must be at least 60A and for thicker workpieces it may be 250A or more.

To supply the current it is necessary to use a transformer. The latter

must be switched on to strike the arc. To join the workpieces the electrode holder should contain an electrode rod. When the arc is struck the electrode must brush against the workpiece at 80 to its surface. As the current flows between the electrode and the workpiece the tip of the electrode melts and falls onto the workpiece. Thus a joint is created.

It is essential to hold the electrode approximately 4 mm from the surface of the workpiece. One should not leave the electrode too long in the same position because it will become attached to the workpiece. The electrode must be moved across the joint continuously backwards in a straight line. However, if it is moved too quickly neither the electrode nor the workpiece will melt.

And it is important to remember that to weld plates by an electric arc is quite dangerous. In order to protect yourself you should always follow certain safety rules. For example, it is absolutely necessary to wear overalls with long sleeves, gloves, an apron, a cap, and rubber boots. A mask or helmet is used to protect the face and especially eyes from sparks.

**Ex. 30. Answer the questions.**

1. What is welding? What processes does it involve?
2. What Method of welding is the most widely used today?
3. What device is used to supply the current?
4. How is joint created?
5. How far should the electrode be held from the workpiece?
6. Why is it dangerous to leave the electrode in the same position?
7. In what way is it necessary to move the electrode across the joint?
8. What safety rules should you follow in the process of welding?

**Ex. 31. Read the dialogue and learn how to weld workpieces correctly?**

Denis: Will you tell me how to join these two workpieces ,Peter?

Peter: No problem. It is not very difficult. I think you should use an electric arc to weld the pieces. Are they of the same metal?

Denis: Oh, yes. Why do you ask?

Peter: Well, it is desirable to join the workpieces of the same material, for example, steel to steel, in order to make a very strong joint.

Denis: Oh, I see. How do I weld them?

Peter: Look at these pictures. Everything is shown and explained here. It is essential to follow all these instructions.

Denis: OK, I get it. By the way ,I hear that electric arc welding is

dangerous. Is that right?

Peter: Yes. However ,if you follow safety rules nothing will happen to you.

Denis: What safety rules?

Peter: Don't you know? First of all, it is necessary to put on special protective clothing, you know, an apron, gloves, rubber boots ad cap. Everything must be dry and clean. Then you should always wear a mask or a helmet to protect your face...

Denis: Fine. Shall we start welding now?

Peter: Well, let's try.

### Ex. 32. Complete the dialogues .

1. – Is it easy to ... ?

–No, it is rather difficult to o that job .To my mind ,you should use an electric arc to ...

– ...

2. – Should the workpieces be made ... metal?

– Yes, it is desirable to ...

3. – Electric arc welding is quite dangerous, ...?

– ... ,that is why it is important to ...

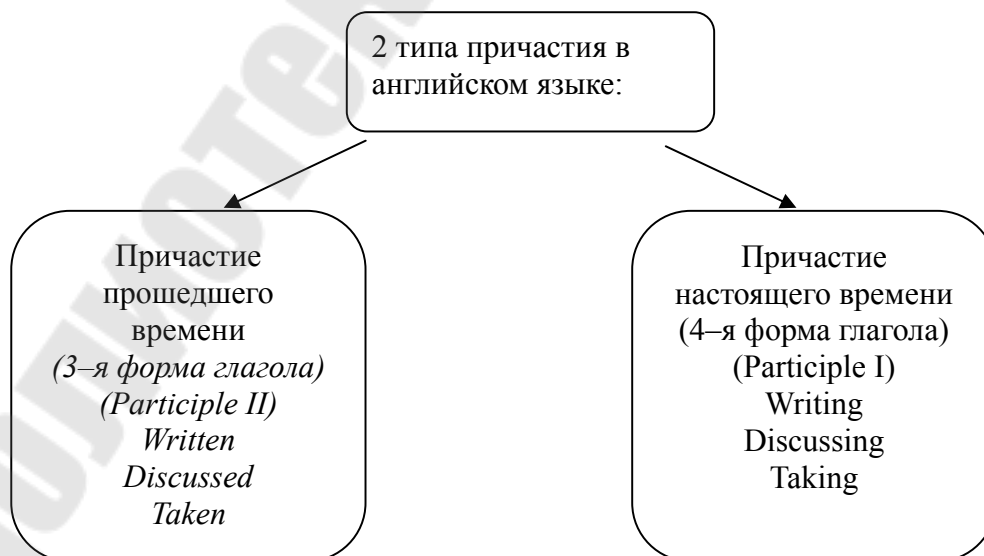
– Will you tell me what they are?

– Well, it is necessary to ...

### 1.7. Причастие (The Participle)

#### A) Теоретическая часть

Это неличная форма глагола, которая имеет функции как прилагательного и наречия, так и глагола



### Формы причастия (на примере правильного глагола)

	Active	Passive
Indefinite	asking	being asked
Perfect	having asked	having been asked

### Формы причастия (на примере неправильного глагола)

Tense Voice	Active	Passive
Indefinite	giving	being given
Perfect	having given	having been given

Participle I Indefinite обозначает действие, одновременное с действием глагола–сказуемого. While translating difficult technical texts we use a dictionary. Переводя трудные технические тексты, мы пользуемся словарём.

Participle I Perfect обозначает действие, предшествующее действию, выраженному глаголом–сказуемым. Having read the book I returned it to the library. Прочитав книгу, я вернул её в библиотеку.

### Функции причастия I

В предложении причастие I (Participle I) может быть:

1. Определением. В этой функции употребляется только Participle I Indefinite, которое соответствует русскому причастию настоящего времени в той же функции. A smiling girl. Улыбающаяся девочка.

The men building our house with me are my friends. Люди, строящие наш дом вместе со мной, – мои друзья.

The house being built in our street is a new building of office.

Дом, строящийся на нашей улице – это новое здание офиса.

2. Обстоятельством. В этой функции Participle I Indefinite Active чаще всего стоит в начале предложения и переводится на русский язык деепричастием несовершенного вида.

Making experiments we carefully put down the results.

Делая опыты, мы тщательно записываем результаты.

Перед таким причастием в функции обстоятельства часто стоят союзы when или while. Такие словосочетания переводятся либо деепричастным оборотом (или деепричастием) с опущением союза, либо придаточным предложением, которое начинается с союзов «когда», «в то время как».

While translating the article the student consulted the dictionary. Переводя статью, студент пользовался словарём. / Когда студент



переводил статью, он пользовался словарём.

Participle I Indefinite Passive

Being left alone, I went on working.

Оставшись один, я продолжал работать.

Participle I Perfect Active переводится деепричастием совершенного вида.

Having slept two hours he felt rested.

Поспав два часа, он почувствовал себя отдохнувшим.

Participle I Indefinite Passive в функции обстоятельства (времени, причины) переводится обстоятельственным придаточным предложением. При этом в качестве подлежащего русского придаточного предложения употребляется подлежащее английского предложения.  
Being well prepared, he answered at once.

Будучи хорошо подготовленным, он сразу же ответил.

3. Частью сказуемого. Participle I Indefinite Active может быть частью сказуемого.

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

**Причастие II (Participle II)** – неличная форма глагола (III основная форма глагола), имеет одну неизменяемую форму со страдательным значением и обозначает действие, которое испытывает на себе лицо или предмет. Оно соответствует в русском языке причастию страдательного залога.

Причастие II правильных глаголов имеет ту же форму, что и Past Indefinite, и образуется при помощи прибавления суффикса –ed к основе глагола to ask – asked, to help – helped.

Образование причастия II неправильных глаголов смотрите по таблице неправильных глаголов.

Подобно причастию I, причастие II обладает свойствами глагола, прилагательного и наречия. Как и глагол, оно обозначает действие. Время действия, обозначаемое причастием II, определяется временем действия глагола–сказуемого или контекстом.

The economic book discussed yesterday was interesting. Экономическая книга, обсуждавшаяся вчера, была интересной.

The books discussed at the lessons are always interesting. Книги, обсуждаемые на уроках, всегда интересны.

### **Функции причастия II**

В предложении причастие II может быть:

1. Определением. We installed a new heating system. Мы установили новую обогревательную систему.

We live in the house heated by the Sun all the year round. Мы живем в доме, который обогревается солнцем круглый год.

2. Обстоятельством. Перед причастием II в функции обстоятельства могут стоять союзы if, unless, when. В таком случае английское причастие переводится обстоятельственным придаточным предложением, в котором подлежащее то же, что и в главном предложении. If built of the local stone, the road will serve for years. Если построить дорогу (Если дорога построена) из местного камня, она будет служить долгие годы.

Building solar houses we save energy.

Строя дома на солнечных батареях, мы сохраняем энергию.

3. Частью сказуемого.

I am very much obliged to you. Я очень вам обязан.

### **Независимый причастный оборот (the Nominative Absolute Participial Construction)**

В этой конструкции причастие I выражает действие, не связанное с действием, обозначенным глаголом–сказуемым предложения. Сам оборот состоит из существительного в общем падеже (реже местоимения в именительном падеже) и причастия I. Действие, выраженное причастием, относится к этому существительному (или местоимению). Этот оборот характерен для письменной речи и почти не употребляется в разговорной. В предложении этот оборот выступает в роли обстоятельства и на письме всегда отделяется запятой от остального предложения. На русский язык переводится придаточным предложением или самостоятельным предложением.

The sun having risen, we continued our way. После того, как солнце взошло, мы продолжили свой путь. (обстоятельство времени)

The article having been translated, the student showed it to the teacher. После того как (когда) статья была переведена, студент показал её преподавателю. (обстоятельство времени)

An experiment was carried out yesterday, new equipment being used.

Вчера был проведен эксперимент, причем использовалось новое оборудование.

Речевые структуры:

Seeing that I was late, I hurried.

Видя, что я опаздываю, я поторопился.

Being left alone, I signed this document.

Оставшись один, я подписал этот документ.

Having read the book he went to the library.

Прочитав книгу, он пошел в библиотеку.

Having been shown the wrong direction, he lost his way.

Ему неправильно показали дорогу, и он заблудился.

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

The weather permitting, we shall go to the country.

Если погода позволит, мы поедем за город.

### *B) Практическая часть*

**Ex 1. Translate the following sentences into Russian. Mind the use of Participle I in the function of the attribute.**

1. He oiled the moving parts of the machine carefully. 2. They looked at the flying jet plane. 3. The engineer examining the new machine tool works at this plant. 4. The developing industry of our country meets the demands of our people. 5. The student answering the lesson is from our group. 6. A triode is a vacuum tube consisting of three elements. 7. The space surrounding a charged body is called an electric field of force.

**Ex. 2. Express the same idea in a shorter way.**

Model: *The engineers who researched fossil fuels came to disappointing results.*

The engineers researching fossil fuels came to disappointing results.

1. In the future we are certain to have vehicles that will move at a greater speed.

2. The student, who is controlling the work of a relay, does not follow safety rules.

3. The person who changes a burnt bulb must switch off the power first of all.

4. In the laboratory I found students that were studying the work of a switching device.

5. Windmills that make 100 kW can provide enough electricity to power several houses.

6. Man that consumes a lot of energy is faced with the energy shortage.

**Ex. 3. Translate into Russian. Mind the use of Participle II in the function of the attribute.**

1. The metal discovered found wide application in industry. 2. The work done was of great importance. 3. The results discovered were of great interest. 4. The methods of calculation used showed good results. 5. The laboratory equipment used was of simple construction. 6. This is the lightest element known in nature. 7. This is the most promising theory developed lately. 8. We discussed the machine tested.

**Ex. 4. Join these sentences into one.**

**Model:** *Students were carrying out a test in the lab. They were discussing it.*

They were discussing the test being carried out in the lab.

1. The battery is producing a current. I'd like you to measure it.
2. Engineers are constructing solar villages worldwide. They are very economical.
3. Man is exhausting fossil fuels quickly. They are not likely to last long.
4. They are tackling the energy problem now. The problem is of great importance.
5. The teacher is checking an electric circuit. It is broken.
6. Olga is connecting the coils to a battery. They are made of copper.

**Ex. 5. Provide more detailed information.**

**Model:** *Scientific investigations were of great value. (to carry out in this lab)*

Scientific investigations carried out in this lab were of great value.

1. The new properties of engineering materials have been discussed at the last seminar. (to refer to at the lecture)
2. The results of the check of the complete electric circuit have revealed many faults. (to describe in the engineer's report)
3. Numerous advantages of a new personal computer interested scientists from different countries. (to enumerate in the report)
4. The lecture was followed by a demonstration of interesting data. (to obtain during a set of experiments)
5. The car does not pollute the environment. (to supply with solar batteries)
6. Robots have made our life much easier. (to develop recently)

**Ex. 6. Choose the right option.**

1. The engineers *tackling/tackled/being tackled* the energy problem did not reach a compromise.
2. The equipment *delivering/delivered/being delivered* yesterday has just been installed.
3. The coils *connecting/connected/being connected* to each other will be attached to a battery through an on–off switch.
4. Tests of the properties of the electromagnetic circuit *carrying /carried/being carried* out by this team have shown good results.
5. The high voltage circuit *checking/checked/being checked* now will be used soon.
6. Many people are against power plants *burning/burnt/being burnt* waste.

**Ex. 7. Open the brackets and use Participles in the right form.**

1. Scientists (to deal) with solar energy have made great progress.
2. The investigation (to carry out) by the students now is very interesting.
3. The bulb (to turn) into the socket burnt out at once.
4. The project (to discuss) by the engineers at the moment has numerous advantages.
5. The professor (to deliver) a lecture on the use of solar energy provided working models.
6. In Japan there are many villages (to use) geothermal energy of the Earth for heating.

**Ex. 8. Replace the Attributive Clause either by the Participle I or II. Follow the models.**

Model 1: A barometer is an instrument which measures atmospheric pressure. A barometer is an instrument measuring atmospheric pressure.

Model 2: The metal which was discovered was called gallium. The metal discovered was called gallium.

1. Our delegates made reports at the conference which was organized in Warsaw.
2. The people who were organizing the conference made a great deal of work.
3. Experiments which are demonstrated at our lectures on physics are always of great interest.
4. Experiments which demonstrate this property can be easily made.
5. A scientific study of properties which were predicted began much later.
6. A study of properties which predict new discoveries must begin at once.
7. The methods which are used at our factory give good results.

**Ex. 9. Make all possible sentences, matching the actions that take place at the same time.**

Model: *to repair the car / to follow the mechanic's instructions*

(When) repairing the car I followed the mechanic's instructions.

to park your car	to remember about the speed limit
to maintain the car in order	to start the engine
to press the accelerator	to save yourself a lot of trouble
to push a car forwards and backwards	to consider road signs
to introduce automated vehicles	to keep the distance
to drive a car	to take into account the safety of traffic

**Ex. 10. Explain why these things happen.**

Model: *The spark plugs gave a spark at last. (to clean)*

Being cleaned the spark plugs gave a spark.

1. The engine needs cooling. (to heat)
2. The ammeter is recording no current. (to break)
3. The moving parts work almost without friction. (to oil)
4. Solar-powered systems operate at night. (to supply with batteries)
5. The project promises good results. (to design carefully)
6. The car needs a serious overhaul. (to damage)

**Ex. 11. Study the following sentence and point out the difference in their translation.**

1. a) A car running on hydrogen was invented long ago.  
b) Running on hydrogen this car is not likely to cause pollution.
2. a) Students attending classes regularly study better.  
b) Attending classes regularly students understand the material quicker.
3. a) The exhaust system being repaired at the moment produces too much smoke.  
b) Being repaired by a skilful mechanic the exhaust system is now in order.
- c) If not repaired the exhaust system will have to be replaced.
4. a) When redesigned the engine will perform better.  
b) Being redesigned completely the engine became more efficient.  
c) The engine redesigned and improved by the researchers showed excellent performance.

**Ex. 12. Choose the appropriate form of the Participle. Translate the sentences into Russian.**

1. ... this device they could use it for several purposes. A) improved, B) having improved, C) improving 2. The metal ... in the experiment is titanium A) using, B) having used, C) being used 3. ... water become ice A) cooling, B) being cooled, C) having been cooled 4. The scientist ... at this method is well known A) being worked, B) working, C) worked 5. ... many years ago this metal found wide application in industry A) having been discovered, B) discovering, C) being discovered 6. ... the experiment he used some new devices A) having carried (out), B) carried (out), C) carrying (out) 7. ... the first and the second lengths we may find the area. A) having defined, B) defining, C) defined.

**Ex. 13. Use the appropriate form of the Participle of the verbs in brackets.**

Model: (to open) the door I saw his friend at the window.

Opening the door I saw his friend at the window.

1. The student has translated the article (to write) by famous Russian botanist. 2. The construction of power stations (to operate) on atomic fuel is of great importance for the development of our economy. 3. When (to translate) the article the student used a dictionary. 4. The amount of electricity (to generate) depends on many factors. 5. While (to look) through the paper he was listening to their conversation. 6. The man (to sit) at the table is an outstanding scientist. 7. The machine (to use) showed good results. 8. When (to complete) the translation will be given to the engineer.

**Ex. 14. Define the functions of Participles I and II. Translate the following sentences into Russian.**

1. When moving in space any object does work. 2. If carefully programmed, the computer makes no errors. 3. Now nuclear reactor is one of the most reliable devices producing atomic energy. 4. The machine used showed good results. 5. While speaking of the peaceful use of atomic energy, it is necessary to mention nuclear power plants. 6. Using new methods we shall increase the speed of analysis. 7. When heated to the boiling point water evaporates. 8. The flight of any object moving through the air depends upon the laws of aerodynamics.

**Ex.15. Translate the following sentences into Russian.**

1. I saw the machine prepared for work. 2. I found the work done and them gone. 3. You may hear him talking with a group of workers. 4. We watched the students making experiments. 5. I heard him delivering a lecture on that problem. 6. You can see them starting their work. 7. They saw us preparing for the experiment. 8. We matched the instruments being packed.

**Ex.16. Make up sentences, using the Complex Object. Follow the model.**

Model: He opened the door. I saw it. I saw him opening the door.

1. He smoked in the corridor. I saw it. 2. She left the room noiselessly. I felt it. 3. She cooked dinner. I watched it. 4. He wrote a letter. I saw it. 5. They took their seats. I noticed it. 6. He packed his things. I saw it. 7. She read aloud I heard it. 8. He answered the questions well. I heard it.

**Ex.17. Complete the sentences using Complex Objects.**

1. We heard the teacher (speak to him). 2. I saw him (play chess). 3. We watched the plane (fly in the sky). 4. They heard the director (speak at the meeting). 5. I saw my friend (play the piano). 6. He felt somebody (pull him be the sleeve). 7. She noticed her sister (to take the book). 8. We heard the bell (to ring).

**Ex.18.** These two sentences have a different structure but the same meaning. Change the structure of the sentences of the sentences below so as to keep their meaning unchanged.

*Model: We found that a laser beam is split by means of a beam-splitter device.*

We found that a laser beam being split by means of a beam-splitter device.

1. We found that a laser beam is split into two separate beams.
2. The students assumed that laser beams are reflected off the two mirrors.
3. She supposed that one of the laser beams is reflected off the mirror onto the holographic plate.
4. You heard how the teacher was explaining the properties of a laser beam.
5. I'd like to watch how they are working with a holographic plate.
6. We consider that a hologram is a three-dimensional image.



**Ex. 19. Change the structure of these sentences so as to keep their meaning.**

*Model: It is found that a laser produces a powerful beam of light.*

A laser is found producing a powerful beam of light.

1. It is known that lasers produce multidimensional images.
2. It is found that a laser beam is split into two beams.
3. It is assumed that holograms are widely used in industry.
4. It is believed that this group of researchers experiments with a new type hologram.
5. It is considered that this scientist applies advanced methods of research.
6. It is observed that the student explains the principles of hologram production.

**Ex. 20. Say how you want these things changed.**

*Model: A: The laser is out of order (to fix)*

*B: I'd like to have (see, get, ect.) the laser fixed.*

1. The beam-splitter has gone wrong (to test).
2. The hologram has been badly produced (to reproduce).
3. The green safelights are out of order (to measure them again).
4. The dimensions of the object are badly measured (to measure them again).
5. The equipment for making a hologram is not ready yet (to prepare).
6. The TV-set is producing a lot of noise (to switch off).

**Ex. 21. Make one sentence from each pair using the Absolute Participle Construction according to the model.**

*Model: The translation is done. I can take another article.*

*The translation being done, I can take another article.*

1. The student is unable to solve this equation (управление). We must show him how to do it.
2. The bridge was completed. The communication between two regions of the city was improved.
3. The car reached the station in time. They were not late for the train leaving for Minsk.
4. New electronic devices have been recently constructed. Their application is especially important in space communication.
5. In this article particular attention is paid to the construction of the house. It is built of glass and plastics.
6. Technology has reached a high stage of development. New methods of work became possible.
7. The site for the

railway station has been chosen. Many transport facilities are being built there. 8. These integrated circuits are unsuitable for our computer. We found other ones to replace them. 9. Everything is ready. We may start testing the computer.

**Ex. 22. Translate the following sentences into Russian. Mind the difference in translation of the Absolute Participial Construction.**

Having introduced new production methods the workers raised their labour productivity. 2. The new production methods having been introduced, the productivity of labour at the plant went up. 3. Electrical devices find a wide application in every house, a refrigerator being one of them. 4. The cheapest large collector of solar energy is an ocean or a lake, its waters being heated by the sun.

**Ex. 23. Split these complex sentences into simple ones using suitable conjunctions. Pay attention to the translation of Absolute Participial Constructions into Russian.**

Model: A hologram is a three-dimensional image, special equipment being necessary to produce it.

A hologram is a three-dimensional image and special equipment is necessary to produce it.

1. A holographic plate is a piece of glass coated with a substance, the latter being sensitive to light.

2. The first beam is reflected off the mirror onto the holographic plate, the second beam being reflected onto the object.

3. One beam is called the reference beam, the other being called the object beam.

4. The analysis of the new data having been carried out, the researchers made an interesting report.

5. A beam-splitter having been repaired, the students began to make a hologram.

6. The experiments having been carried out, the students started a new series of tests.

**Ex. 24. Read the text attentively and learn about the most common faults in the car and the ways to repair them.**

#### **Finding a Fault in the Car**

Servicing your car regularly you prevent it from becoming unreliable. Of course, you can't foresee everything. Having failed to start

the car in the morning you had better check three things first: the battery, the fuel level and the spark plugs. It is quite easy to repair these faults.

If the battery appears to be flat it is necessary to recharge it. If this doesn't work, you should replace it.

An empty tank is another common fault in the car. Having noticed a fuel warning light on the instrument panel of your car you should fill up the tank with more petrol.

Dirty spark plugs are also certain to cause a problem. To drive the car it is important to clean them regularly and adjust the gap in the spark plugs to the proper width. If the gap is not correct the engine will not run well.

If your car still does not start, the petrol pump may be broken, or the fuel pipe may be blocked. Having discovered a broken pump, it is a good idea to repair or replace it. If the fuel pipe is blocked, take it off and unblock it.

Having heard a loud CLICK! when you turn the key, you are sure to realize that the starter motor may be jammed. If it is, you can try to release it pushing the car forwards and backwards (in the 2nd gear). If the car still doesn't start, the starter motor should be repaired or even replaced.

If you are a poor mechanic, stopping at service stations periodically you will save at least time and money. As they say, prevention is better than cure.

**Ex. 25 Answer the following questions.**

1. Do modern cars need servicing regularly?
2. What are the three most common faults in the car?
3. What should you do if the battery appears to be dead?
4. What does a fuel warning light show?
5. Why is there no spark sometimes?
6. What is likely to happen to the petrol pump?
7. How can the fuel pipe become blocked?
8. How do you know that the starter motor is likely to be jammed?

**Ex. 26 Read the dialogue and learn what faults can occur in a car.**

*Peter:* Alex, I would like you to have a look at my car, please.

*Alex:* What's wrong with it?

*Peter:* I don't know. Having just started the engine stops again.

*Alex:* There is no petrol in the tank, I'm afraid.

*Peter:* On the contrary! The tank is full and the battery seems to be in order.

*Alex:* Let's go into the garage then and ask Denis to have a look at it. He is said to be a good car mechanic and is sure to find the fault in your car.

*Peter:* OK. Considering the situation, we are going to need his help.

*(a couple of hours later)*

*Peter:* What are you busy with?

*Denis:* I'm repairing the engine of your car.

*Peter:* But what has happened? It's quite new as far as I know.

*Denis:* Don't you understand that you should never operate the engine if the air filter is out of order? Well, having entered the engine, dust and dirt damaged the cylinders, pistons and piston rings.

*Peter:* OK, I get it, I should have changed the filter.

*Denis:* Yes. By the way, have you ever checked your spark plugs?

*Peter:* Let's see... But they are as good as new!

*Denis:* Certainly, they are all right. Having cleaned and tested them, I only have to repair the engine now.

*Peter:* Oh, now it's clear why there was no spark.

*Denis:* And there wouldn't be. Being covered with oil the spark plugs will not give a spark. That's why your engine stops.

*Peter:* I see.

**Ex. 27. Complete the following dialogues.**

a) – Vlad, ...?

– ...

– What's wrong with it?

– ...

b) – ...

– The tank is full, I have checked it.

– What about the ...?

– ...

c) – Well, let's go into the garage and ...

– Is he good at repairing cars?

– ...

– OK. ...

d) – The engine seems completely ... . What can it be?

– Look here, the spark plug is ... .

– ... The car won't start as ... .

## 1.8. Герундий(The Gerund)

### А) Теоретическая часть

Эта неличная форма глагола имеет свойства как глагола, так и существительного. Подобной неличной формы в русском языке нет. Как существительное он может выполнять в предложении функции подлежащего, дополнения, определения и обстоятельства с предлогом. Как глагол может иметь после себя прямое дополнение и определяться наречием, иметь перфектную форму, категорию залога, а также выражать действие как процесс.

Герундий образуется от основы глагола с помощью суффикса – ing.

To translate – translating, to read – reading.

### Формы герундия (на примере правильного глагола)

Tense Voice	Active	Passive
Indefinite	asking	being asked
Perfect	having asked	having been asked

### Формы герундия (на примере неправильного глагола)

Tense Voice	Active	Passive
Indefinite	giving	being given
Perfect	having given	having been given

Формы Indefinite Gerund обозначают действия, одновременные с действием, выраженным глаголом–сказуемым.

He likes inviting friends to his place. Он любит приглашать друзей к себе.

He likes being invited to his friends. Он любит, когда его приглашают к себе его друзья.

Перфектные формы герундия (Perfect Gerund) обозначают действия, предшествующие действию, выраженному глаголом–сказуемым.

He is proud of having invited this man to his place. Он гордится тем, что пригласил этого человека к себе.

He was proud of having been invited to the party. Он гордился тем, что его пригласили на вечер.

### Функции герундия

**В предложении герундий или герундиальный оборот может быть:**

1. Подлежащим. Reading technical books is important for every specialist.

Чтение технической литературы важно для каждого специалиста.

*Или:* Каждому специалисту важно читать техническую литературу.

Smoking is not allowed here. Курить (Курение) здесь не разрешается.

2. Определением.

There are different ways of obtaining this substance. Существуют различные способы получения этого вещества.

3. Именной частью сказуемого. His hobby is driving a car. Его хобби – вождение (водить) машину (ы).

4. Прямым дополнением. The floor of the office needs painting. Пол этого офиса нуждается в покраске (нужно покрасить).

В вышеприведённых функциях герундий переводится существительным или инфинитивом.

5. Предложным дополнением. They spoke about their travelling. Они говорили о своём путешествии (том, как они путешествовали).

В данной функции герундий переводится существительным или придаточным предложением.

6. Обстоятельством. Learning rules without examples is of little use. Изучение правил (изучать правила) без примеров приносит мало пользы.

Обратите внимание на предлоги, стоящие перед герундием:

By doing that you'll save a lot of time. Делая это, ты сэкономишь много времени.

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

Before going home, she locked the door of shop. Прежде чем идти домой, она заперла дверь магазина.

### **Герундиальный оборот**

Герундий может определяться существительным в притяжательном или общем падеже, а также притяжательным или указательным местоимением. Такие герундиальные обороты обычно переводятся придаточным предложением, вводимым словами:

то, что; в том, что; тем, что; о том, что и т.п.

John's returning so late stayed unnoticed.

То, что Джон вернулся так поздно, осталось незамеченным.

His returning home so late surprised nobody.

Его возвращение домой так поздно никого не удивило.

Речевые структуры:

1. Excuse my coming late.

Извините за опоздание.

Простите меня за то, что я пришел поздно.

2. I am surprised at his being awarded the prize.

Меня удивляет, что ему дали премию.

3. The author reports having applied a new method.

Автор сообщает о том, что он применил новый метод.

4. He remembers having been asked to make a report.

Он помнит, что его попросили сделать доклад

*В) Практическая часть*

**Ex. 1. Paraphrase the sentences using the Gerund when it functions as the Subject. Follow the model.**

Model: It is interesting to read books. Reading books is interesting.

1. It is harmful to smoke. 2. It is necessary to write without mistakes.  
3. It is interesting to play chess. 4. It is difficult to speak English. 5. It is useful to read aloud. 6. It is not allowed to talk at the lessons. 7. It is necessary to consult the dictionary. 8. It is important to write dictations.

**Ex. 2. These sentences have a different structure but the same meaning. Change the structure of the sentences below so as to keep their meanings.**

**Model:** *To make a hologram is rather difficult.*

Making a hologram is rather difficult.

1. To produce a powerful beam of light is possible with the help of a laser.  
2. To recognize a problem is the first step to its solution.  
3. To establish relationship between natural phenomena is a major task of his theory.  
4. To introduce the invention into practice sometimes requires more effort than making it.  
5. To point out the mistakes to some people proves quite difficult.  
6. To analyze the evidence correctly requires a lot of attention.

**Ex. 3. Translate the following sentences with the Gerund in the function of the prepositional object.**

1. They spoke of organizing a library, 2. I think of going to Minsk. 3. Thank you for having informed me about it. 4. You must be proud of being

students. 5. Are you pleased at being a member of the expedition? 6. He tells me of his going on a business mission tomorrow. 7. He translated the story without using the dictionary. 8. I congratulated my friend by sending a telegram.

**Ex. 4. Translate the sentences with the Gerund in the function of the adverbial modifier.**

1. After returning to Minsk he resumed his work. 2. Before starting the engine you should carefully clean, and oil it. 3. It is easy to remember the spelling of the new words by repeating them several times. 4. You will never be able to translate correctly without knowing grammar well. 5. Instead of going home he continued his work. 6. After reading the article he made a short summary of it. 7. You can produce this solution by melting those liquids. 8. He opened the box without damaging the cover.

**Ex. 5. Say if it is impossible (hard, difficult, easy, etc.) to do these things.**

Model: *to carry out underwater welding / to use robots*

It is hardly possible to carry out underwater welding without using robots.

to calculate at high speed / to apply a computer

to make further experiments / to estimate the results obtained

to control this robot / to reprogramme

to make the robot move / to use actuators

to make exact measurements / to use a laser

to apply new technologies in industry / to test them first

**Ex. 6. Translate the following sentences. Learn the prepositions used before the Gerund.**

1. She is surprised at hearing the news. 2. He is proud of winning the first prize. 3. Excuse me for coming so late. 4. She agreed to taking part in the work immediately. 7. I thank you for calling on me. 8. He succeeded in writing a good composition.

**Ex. 7. Paraphrase complex sentences into simple ones by using the Gerund.**

Model: *When he was crossing the street he fell down.*

*In crossing the street he fell down.*



1. I was surprised when I heard his voice. 2. When I read the story I learned a lot of new expressions. 3. Before we wrote the test we listened to the teacher's explanation. 4. When he came home he found a letter. 5. Before she went to the South she consulted the doctor. 6. After they discussed the problem they adopted a resolution. 7. After he slept an hour he was able to continue his work. 8. When I listened to her story I decided to help her.

**Ex. 8. Shorten these sentences but do not change their meanings.**

Model: *Having made a hologram we drew up a laboratory report.*

On (after) making a hologram we drew up a laboratory report.

1. Having recognized the problem the scientist tried to find its solution.
2. Having changed the light spectrum we received another hologram.
3. Having invented the laser man expanded his possibilities.
4. Having studied the specific features of a new laser we put it into operation.
5. Having considered all the factors the engineers changed the whole system.
6. Having applied the laser at the works we increased the production dramatically.

**Ex. 9. Define the functions of the Gerund. Translate the sentences into Russian.**

1. Doing exercises every morning is necessary. 2. The engineer insisted on completing the work in time. 3. The method of experimenting usually gives excellent results. 4. Centrifugal training is an important element of preparing for space flight. 5. Experimenting is widely used in different branches of science and industry. 6. The main function of a transformer is changing voltage in the circuit. 7. The experimenting process generally takes considerable time. 8. On arriving at the port we began to repair the engine. 9. After having tested the motor the mechanic placed it at its place in the machine. 10. He could repair these parts without using a special device. 11. They started charging batteries. 12. The idea of water being carried through a pipe is very old. 13. By burning coal we may heat water in a boiler. 14. Special instruments for measuring cosmic rays are installed in any satellite. On having being adjusted the equipment operated properly. 15. We know of copper having been used as a conductor

owing to its suitable characteristics. 16. They insisted on finishing the work not later than in a month.

**Ex. 10. Join the two sentences into one using the Gerundial Construction functioning as the Subject.**

Model: *He works at this problem. It is known to us.*

His working at this problem is known to us.

or:

*He has made the experiment. It is important.*

His having made the experiment is important.

1. They have obtained some new data. It is very important. 2. We had asked for help. It surprised him greatly. 3. He had stopped making experiments. It was unknown to us. 4. He had worked at the theory of magnetism. It helped him much. 5. He makes the calculations regularly. It helps us in our work. 6. They have repeated this operation many times. It is Important to remember. 7. He makes use of this device. It will give good results.

**Ex. 11. Translate the following sentences Into Russian.**

1. His having made such a discovery interested everyone. 2. Our having finished all the experimental part in time did not surprise them. 3. Their having obtained the new equipment will help them greatly. 4. Their being invited to the conference was known to us. 5. Her working in this field of physics was mentioned at the conference. 6. His having taken part in the conference was reported in the press. 7. His having failed in the examination was due to his illness. 8. Her not getting ready for the examinations was discussed at the meeting of the group.

**Ex.12. Join to sentences into one. Pay attention to the use of prepositions.**

Model: *Nitrogen is used in metal industry. We know that.*

We know of nitrogen being used in metal industry.

1. Silver and cooper are very good conductors of electricity. We are aware of that.
2. Freon destroy the ozone layer. We are afraid of that.
3. Robots will replace men. The idea of that goes back to ancient times.
4. Alice was making that hologram without any help. I was surprised at that.

5. The students should study the properties of carbon. The professor insists on that.

6. Radioactive carbon should be used to date ancient things. The scientists recommend that.

**Ex. 13. Rephrase the following questions and let your friend answer them. Use the prepositions where necessary.**

Model: *Do you mind if I use your computer?*

–Do you mind my using your computer?

–No, I don't. You can use it whenever you want.

1. Would you mind if they create an intelligent robot?
2. Do you mind if I make a report on air pollution?
3. Do you insist that we should sign the Clean Air Act? (on)
4. Will they object if I use the laser without asking for their permission? (to)
5. Do you believe that we will restore the ecological balance on the planet? (in)
6. Are you sorry that you are late? (for)

**Ex. 14. Open the brackets and use the gerund in the Active or Passive Voice.**

1. Nobody is surprised at his (to receive) the Nobel prize for his discoveries in optics.
2. We are interested in new technologies (to develop).
3. Environmentalists insist on our (to cut) releases of CO<sub>2</sub> into the atmosphere.
4. We hear of gases (to apply) to produce the flame temperature of 6,000 °F.
5. I object to acetylene (to mix) with air in the workshop.
6. We are against transport (to pollute) the atmosphere.
7. The inventor made a report on the laser (to use) in surgery.

**Ex. 15. Translate the following sentences paying attention to different forms of the gerund.**

1. I require thermal power stations being closed because of their damaging the environment.
2. We hear of biosilk having been invented.
3. Newspapers report of acid rains having destroyed life in several Swiss lakes.

4. Global warming will cause polar ice melting.
5. It is difficult to imagine robots having explored ocean depths autonomously.
6. I know of toxic gases having been used during the last experiment.
7. I am sure of having read this article earlier.
8. Safety rules insist on acetylene being stored in the liquid state under pressure.

**Ex. 16. Find Gerunds or Gerundial constructions in the following sentences.**

1. The teacher insists on our coming on time.
2. We don't know much of the Challenger having failed its mission.
3. The value of his having discovered natural lasers is not realized completely yet.
4. The idea of connecting these wires was not mine.
5. Using renewable resources can significantly reduce the amount of air pollution.
6. I don't mind your reading science magazines in the reading room.
7. We hear of the up-to-date equipment being bought for your lab.
8. He was sure of repairing the ignition system without anybody helping him.
9. Exploring other worlds by means of robots soon will become a reality.
10. Seeing is believing.

**Ex. 17. Read the text attentively for more information about industrial gases.**

**Industrial Gases**

We know of many gases used in industry for making various products. They are called industrial gases. Some of them are manmade and some are found in their natural state. Let us consider the most important ones.

Colourless, odourless, tasteless, non-toxic, and non-flammable, nitrogen has many uses, including glass making, food conserving, preventing semiconductors

Oxygen is the second largest volume industrial gas used in producing steel, building bridges and making electric equipment.

Being the most abundant element (98 %) in the universe hydrogen

has almost as many industrial uses as nitrogen and oxygen. It is needed in metal industry, in food industry for preparing margarine and in oil processing. Also, power stations depend on hydrogen cooling their high-speed turbine generators.

Can you imagine your life without eating ice-cream, spraying deodorants, drinking sodas, and fire fighting devices? All these things are possible due to carbon dioxide.

Some people believe that balloon flying is for children. Still, helium is a serious gas capable of rays detecting and aircraft lifting. It is also used in arc welding.

It is impossible to imagine present-day life without air conditioning, refrigerators, spraying aerosols, and packaging foam for the TV or VCR. However, freon, necessary for making these common things, is found depleting the ozone layer, which protects us from the destructive solar ultraviolet radiation. That is why scientists all over the world insist on fluorocarbon refrigerants being banned.

The air itself is used as an industrial gas. It acts as a protective envelope for metals during the welding process because it does not react chemically with these metals or other elements.

**Ex. 18. Read the dialogue and say what you have learnt about the industrial gases.**

*Teacher:* Pavel! Where are Nick and Olga?

*Pavel:* I'm afraid they are late.

*Teacher:* I insist on both of them coming on time. We can't work like this.

*Pavel:* And what are we going to do today, I wonder?

*Teacher:* We'll speak about some industrial gases and their properties.

*Pavel:* And what are industrial gases?

*Teacher:* Well, these gases are used in industry in making various products.

*Pavel:* Are these gases natural?

*Teacher:* Well, some of them, such as oxygen, nitrogen etc. are found in free state in the air. Others are man-made, like freon, which is used in welding.

*Pavel:* I suppose they have a very wide range of applications.

*Teacher:* You are quite right. The importance of using them can hardly be overestimated. However gases are not only part of the industrial process. They also pollute the environment. Do you know what problems air pollution causes?

*Pavel:* Certainly. I've heard a lot about acid rains, the greenhouse effect, the ozone layer depletion.

*Teacher:* Very good. Well, Nick, here you are at last.

*Nick:* Sorry for being late, sir.

## 1.9. СОГЛАСОВАНИЕ ВРЕМЕН

### А) Теоретическая часть

При переводе прямой речи в косвенную необходимо соблюдать правило согласования времен, если в главном предложении глагол-сказуемое употребляется в Past Indefinite:

Present Indefinite → Past Indefinite	I work → I worked
Present Continuous → Past Continuous	I am working → I was working
Present Perfect → Past Perfect	I have worked → I had worked
Past Indefinite → Past Perfect	I worked → I had worked
Past Continuous → Past Continuous	I was working → I was working
Future Indefinite → Future-in-the-Past	I will work → I would work
can	could
may	might
must	had to

### Примечания:

1. Помимо видовременных форм в придаточном предложении меняются указательные местоимения и наречия места/времени:

Here → there, this → that, these → those, now → then, right away, today → that day, tonight → that night, yesterday → the day before yesterday/the previous day, last night → the night before/the previous night, two days ago → two days before, tomorrow → the next day/the following day, next week → the next week/the following week, in a week → a week later

### Примеры:

1. Jane said that she felt exhausted and wanted to go home right away. – Джейн сказала, что устала и хочет идти домой прямо сейчас.

2. Mother said to Ann that she could invite her friends to her birthday party. – Мама сказала Ане, что она может пригласить друзей на свой день рождения.

2. Повелительное наклонение в косвенной речи, т.е. команды, просьбы, обычно выражается инфинитивным оборотом. В качестве глаголов, вводящих косвенную речь, употребляются глаголы to tell, to order, to ask.

Примеры:

1. The policeman asked the man to tell him the facts. – Полицейский попросил мужчину рассказать ему факты.

2. Frank asked the girls not to make so much noise. – Фрэнк попросил девочек не шуметь.

3. В косвенном вопросе не происходит инверсии членов предложения, т. е. порядок слов такой же, как в обычном утвердительном предложении без использования вспомогательных глаголов и за подлежащем следует сказуемое.

Примеры:

1. The tourist asked if all was included into the hotel service. – Турист спросил, все ли включено в гостиничный сервис.

2. The girl wondered how much the dress cost. – Девушка поинтересовалась, сколько стоит платье.

4. Правило согласования времен не соблюдается, если глагол-сказуемое в главном предложении употребляется в форме настоящего или будущего времени; если сказуемое придаточного предложения выражено модальными глаголами must, should, ought; если сказуемое придаточного предложения выражает общеизвестный факт; в придаточных определительных, причинных и сравнительных с союзами because, than, which.

Примеры:

1. He was not able to translate that article from German because he does not know this language well enough. – Он не смог перевести статью с немецкого, потому что он недостаточно хорошо знает этот язык.

2. At the lecture on chemistry the students were told that the atom is divisible into still smaller particles. На лекции по химии студентам сообщили, что атом делится на еще более мелкие частицы.

*B) Практическая часть*

**Ex. 1. Translate the following sentences paying attention to the Sequence of Tenses.**

1. He said that his friend lived near the railway station.

2. My friend said he had a good dictionary.

3. They knew that the students were organizing a meeting.

4. Our teacher said the term “engineering” had many Russian equivalents.

5. The teacher was glad that the students were listening to him so attentively.

6. He was told that his friend was a good driver.
7. I knew that the students had organized a meeting.
8. The students said they had finished all their drawings.
9. He told us that all his drawings had been signed.
10. He said that he would always remember his first day at the university.
11. He told me that we should go to the plant on the following day.
12. They were told where they would have their industrial training.
13. I thought I should achieve good results.

**Ex. 2. Put the verbs in brackets into the appropriate tense-form. Mind the Sequence of Tenses.**

1. She said that the course of study (last) five years so she (graduate) from the University in about four years.
2. She answered that she (not want) to run any risk of missing another bus.
3. He said he (become) an engineer when he (graduate) from the University.
4. The scientist said that he (devote) much time to the investigation in the field of atomic energy.
5. The representative of the scientific society told us that fully automatic factories (establish) in some branches of industry.
6. The specialists said that they (finish) the building of the bridge only by the end of the year.
7. The scientist informed us that more than 30 per cent of the land surface of the earth (represent) hot deserts.

**Ex. 3. Put the verbs of the main sentences into the Past Indefinite Tense and make the necessary changes in the subordinate clauses.**

1. He says that plastics are good thermal and electric insulators.
2. The engineers think that plastics will find application as structural material and fittings.
3. The student asks whether plastics can be obtained from various kinds of primaries.
4. The students ask if reinforced plastics are extensively used.
5. We know that a number of higher learning establishments are installing electronic data processing systems.
6. The driver believes that no accident will happen during their drive.
7. The engineer is sure that he will receive the information in time.
8. He says that the plant intends to introduce the latest achievements of up-to-date technique.



**Ex. 4. What opinion did these people express?**

Model: *Laser operation is based on a simple behavior of atoms. I knew it.*

I knew that laser operation was based on a simple behavior of atoms.

1. Optical devices are hardly used in the scientific research. They announced it.
2. The Sun moves around the Earth. People believed it.
3. The microscope is used for observing stars. He said so.
4. Robots do not possess intelligence. I was sure.
5. Materials engineers do not synthesize new materials. She supposed it.
6. Any scientific research takes a lot of time and patience. The engineer thought so.

**Ex. 5. The researchers reported about an important experiment. What did they say? Use the verbs *to say, to report, to announce, to state, to point out, to claim.***

Model: *The research was carried out successfully. (to announce)*

They announced that the research had been carried out successfully.

1. We studied the possibilities of laser communication.
2. Miniature multifunction telescopes were developed for scientific observations.
3. The instruments were adapted to imaging and communication applications on Earth.
4. The multi-function telescope served three purposes: space navigation, communication and infrared spectrometry.
5. A prototype device was built and tested to demonstrate two of these functions.
6. The prototype instrument was assembled mostly from commercially available parts.

**Ex. 6. Explain the difference between these sentences.**

1. a) He said that the object was badly illuminated.  
b) He said that the object had been badly illuminated during the experiment.
2. a) They noticed that the microscope was significantly modified.  
b) They noticed that the microscope had been modified to increase magnification.

3. a) The observers reported that they recorded laser signals by means of a telescope.

b) The observers reported that they had recorded laser signals from the universe.

**Ex. 7. Say what the scientists predicted long ago.**

Model: *Man will invent artificial intelligence. (to be certain)*

The scientists were certain that man would invent artificial intelligence.

1. A super powerful microscope will produce images. (to be sure).
2. We will contact an alien civilization by means of a laser telescope. (to suggest).
3. Air pollution will cause the global warming of the climate. (to predict).
4. Energy will be obtained from alternative sources. (to assume).
5. Fascinating achievements will be made in the area of biotechnology. (to suppose).
6. Mars will be explored by completely autonomous robots. (to believe).

**Ex. 8. Open the brackets and use the verb in the right form.**

1. We learnt that laser communication (to be) practicable in the near future.
2. The engineers were surprised to see that modified robot (to move) like a human.
3. She was sure that she (to find) the most energy-efficient way if sending signals soon.
4. He found out that properties of a substance (to depend) on its structure.
5. I was afraid that she (to damage) the microscope objective lens.
6. Peter told me that he (to see) the William Hershel Telescope in operation.

**Ex. 9. Correct mistakes.**

1. We thought that those parts are combined to form a microscope.
2. He realized that he spotted a distant planet.
3. I was told that he takes part in the research

4. It was announced that engineers object to applying this technology.
5. He said that an artificial star was created with a laser telescope.
6. We supposed that the new approach will be more fruitful.
7. The investigators announced that they obtained a powerful microscope soon.

**Ex. 10. Read the conversation and say what you have learnt about space shuttles.**

*Astronaut:* Shuttles are fascinating vehicles. They appeared only in the 1980s and have already become irreplaceable.

*Olga:* Are they different from spaceships?

*Astronaut:* Certainly! They are reliable, recoverable and therefore reusable and less expensive. The hundredth successful launch was in October 2000.

*Olga:* Could you tell us how shuttles work?

*Astronaut:* Of course. At the take-off the boosters and the orbiter's engines have to initially provide about 30 MN of thrust to lift a 2,000 tonne shuttle off.

*Olga:* This must be very hard on the crew.

*Astronaut:* Indeed, during the take-off the crew can experience forces up to 3 times their own weight. When they are in orbit, however, they feel weightless.

*Olga:* And how does the shuttle find its way when in space?

*Astronaut:* Using the global positioning system (GPS), of course. Pilots essentially run the computers, which fly the shuttle.

*Olga:* How interesting! But how is electrical power supplied to all on-board systems of the orbiter?

*Astronaut:* Electricity is generated by fuel cells. They combine oxygen and hydrogen to make electrical for on-board systems and water for cooling.

*Olga:* What is the major role the shuttle plays today?

*Astronaut:* Well, it is used for building the International Space Station by delivering components built on the Earth and attaching them to existing modules in space.

**Ex. 11. Complete the dialogue.**

- ...?

- Well, they combine the features of a rocket, a spaceship, and an airplane.
- And do shuttles differ ...?
- Of course they do! ...
- I wonder how much power is necessary to ...?
- ...
- What does the crew experience ...?
- ...
- Do you know how shuttles navigate in space?
- ... . They use ...
- Is the electricity for the on-board systems provided by batteries?
- ...
- Shuttles are very important for building ...?
- ...

**Ex. 12. Match a line in A with a line in B.**

A

1. Do you know when shuttles appeared? 2. Did he tell you what he experienced at the take-off? 3. I wonder how the on-board computers fly the shuttle. 4. Where do the flight computers get the information about the position and the speed of the orbiter? 5. What did he say was the by-product of the fuel cell? 6. I wonder if tourists will fly to space in the near future.

B

- a) Without any doubts.
- b) Water.
- c) From the GPS satellites.
- d) They talk to each other and vote to settle arguments.
- e) He felt his body thrice as heavy.
- f) Sure. In the 1980s.

**Ex. 13. Read the dialogue and learn about an unusual application of the laser telescope.**

*Peter:* Pavel, have you heard about artificial stars?

*Pavel:* Not yet, but I'd like to know about them more, anyway.

*Peter:* Well, this article says they are created with the help of a laser telescope. One of these experiments is described here.

*Pavel:* Really? And what was the result of the experiment?

*Peter:* The reporter claimed that a bright sodium star, as big as about a natural star, had been generated.

*Pavel:* That sounds fascinating! How was the experiment carried out?

*Peter:* Oh, it was said in the article that the Solar Vacuum Tower Telescope had launched a 4-watt laser beam to the atmosphere and recorded the return light from the generated artificial star at the same time.

*Pavel:* Why do you think this artificial star has been created?

*Peter:* Well, there may be other reasons but I'm sure the star will serve as a model for further research of the universe

*Pavel:* Oh really? May be in this way we'll be able to establish interstellar communication?

*Peter:* That's a good idea, but the scientists will have to carry out a number of experiments to prove that.

**Ex. 14. Complete the dialogue.**

- How are artificial stars ...?
- As far as I know, a laser telescope is ....
- And ... about any successful ...?
- Yes, yesterday I found out ...
- ... interesting ... carried out?
- ...
- I wonder why ...
- Well ...
- Do you suppose ...?
- ...

## Приложения 2

### 2. ТЕКСТОВОЙ МАТЕРИАЛ ДЛЯ ИНДИВИДУАЛЬНОЙ И САМОСТОЯТЕЛЬНОЙ РАБОТЫ

#### Тексты для чтения и перевода

#### 2.1. THE SUBJECT MATTER OF ECONOMICS

##### VOCABULARY

Study the meaning of the following words and word combinations and memorize them:

1. Unemployment – безработица  
Rising unemployment has been the price we've had to pay for getting inflation down.
2. Poverty – бедность, нищета  
We need an effective strategy to fight poverty.
3. Consumption – потребление  
The Government wants to reduce tobacco consumption by 40%.
4. To allocate – распределять  
The dean allocated the funds to several students.
5. Scarce – недостаточный, скудный  
There was fierce competition for the scarce resources.
6. Prediction – предсказание, прогноз  
The data can be used to make useful economic predictions.
7. Income – доход, прибыль  
His annual income is £250,000.
8. Outcome – итог, результат  
People who had heard the evidence at the trial were surprised at the outcome.
9. Stagnation – застой, отсутствие развития  
Economic stagnation
10. To examine – рассматривать, исследовать  
Hegel's philosophy will be examined in Chapter 4.

## VOCABULARY EXERCISES

**Ex. 1. Learn the pronunciation of the following words and word combinations. Translate them into Russian:**

Experience, poverty, foreign, consumption, determine, scarce, supply, labour, behaviour, particular.

**Ex. 2. Read and translate the international words without a dictionary.**

Economics, finance, problem, nation, resource, central, product, model, principle, analysis, interest, system, social, theory, group, method, centralized, psychology, political, statistics, capitalist, communist.

**Ex. 3. Match the words from column A with the words from column B to form pairs of a) synonyms and b) antonyms.**

a)

**A**

Unknown

Allocation

Outcome

Growth

To study

To determine

**B**

to examine

unfamiliar

to decide

distribution

result

development

b)

**A**

Growth

Efficient

Poverty

Centralized

Unknown

**B**

famous

stagnation

inefficient

wealth

decentralized

**Ex. 4. Make up word combinations. Use them in the sentences of your own.**

Foreign

Economic

resources

a decision

To allocate	science
scarce	currencies
To take	system
political	resources

Ex.5. State to what part of the speech the underlined words belong. Translate the sentences into Russian:

1. Much of our everyday experience is related to economics. Many old people will experience problems as the result of retirement.
2. Economics deals with the problems of labour, finance, taxation, etc. The concerts are financed by the Arts Council.
3. Most students rent rooms in their second year. I pay the rent at the beginning of every month.
4. We can supply the goods from our main store. There was a plentiful supply of cheap labour.
5. Most churches were built with donations of private individuals. Children get more individual attention in small classes.

### WORD-BUILDING

I. Build nouns with the help of the suffix -(t)ion:

produce, distribute, consume, allocate, assume, explain, predict.

II. Build antonyms with the help of the prefixes un-, in-, de-.

Known, employment, efficiency, centralized.

III. Complete the chart.

VERB	NOUN	ADJECTIVE
To allocate	finance	
	summary	explaining
		concluding



## TEXT

Study carefully the meaning of the following phrases and word combinations to avoid any difficulty in understanding the following text.

1. ...that involve everyone – ...которые касаются каждого
2. economics is concerned with – экономика имеет дело с (занимается...)
3. by examining – путем изучения
4. ... are regarded as uniform enough – ...рассматриваются как достаточно однородные
5. ... that called for a take-over of the state by the workers – ... которая предусматривала, что рабочие возьмут на себя руководство государством
6. did bring about strong economic growth – действительно привело к экономическому росту
7. supply and demand – спрос и предложение
8. in a decentralized way – децентрализованно
9. to some extent – до некоторой степени

### **The Subject Matter of Economics**

No one comes to economics as a traveller to an unknown land. Much of our everyday experience is related to economics. Studying economics is directly connected with very important things that involve everyone, such as unemployment, inflation, wages, poverty, taxes, banks, foreign currencies. Economics is the science that deals with the production, distribution and consumption of wealth and with the various related problems of labour, finance, taxation etc.

Economics is concerned with the economy or economic system. The economic system determines how the nation's resources of land, labour, machinery and raw materials are allocated and used. The problem of allocating resources is a central theme of economics, because most resources are scarce. The allocation of scarce resources and the distribution of the product of those resources are a major part of the subject matter of economics.

In Western economies many resources are allocated to whoever is willing and able to pay the most for them. The distribution is determined by the amounts of money paid as wages, rent and other forms of income.

Economists use assumptions to build models, both for explanation and for prediction of economic events. They summarize conclusions on economic questions into economic principles. Western economists believe that all economic questions can be analysed by examining the decisions of individuals and the outcome of those decisions made by people as consumers or as managers of firms. The Marxist analysis of Western economies is based on the interrelations between social classes – workers and capitalists – whose interests and behaviour are regarded as uniform enough for a whole class to be seen as a single unit. The Communist system was based on an economic and social theory that called for a take-over of the state by the workers. Although Communist central planning did bring about strong economic growth in some countries – such as in the rapidly industrializing Soviet Union of the 1920s and 1930s – it often resulted in long-term inefficiency and economic stagnation.

A country's economic system is its way of organizing economic activities, including the ways in which people come to specialize in particular tasks they do best. There is a variety of economic systems, which can be divided into three groups:

a) Market or decentralized economic systems in which economic decisions are taken by individuals. Free-market economists examine markets using a fundamental method of economics: supply and demand analysis.

b) Planned or centralized economic systems, in which economic decisions are taken by government planners.

c) Mixed economic systems, in which many economic activities are organized in a decentralized way, but in which the government takes some of the most important economic decisions. In practice, every economic system is mixed to some extent.

d) Economics is connected with such sciences as psychology, history, law, political science, accounting, engineering, mathematics and statistics.

## COMPREHENSION

I. Translate the following word combinations from the text:

To allocate the nation's resources, to predict economic events, to organize economic activities, to specialize in particular tasks, to examine markets, a variety of economic systems.

II. Are the following sentences true or false?

1. Economics is concerned with everyday issues, such as unemployment, prices, wages etc.
2. Inflation has nothing to do with economics as a science, but it has a lot to do with my personal income.
3. The allocation of scarce resources is the only subject matter of economics.
4. Economists can explain economic events, but they are unable to predict them.
5. Karl Marx called for a "dictatorship of the proletariat", where the workers would replace the capitalist ruling class.
6. If some economic decisions are taken by the government, we have a centralized economy.

III. Write a short summary of the text.

## 2.2. MONEY

### VOCABULARY

Study the meaning of the following words and word combinations and memorize them:

1. buying (purchasing) power – покупательная способность

The purchasing power of the local currency has halved.

2. a medium of exchange – средство обмена

A medium of exchange is anything generally acceptable as a means of payment in the exchange of goods and services.

3. a store of value – средство накопления

Money is a store of value because it can be used to make purchases in the future

4. a unit of account – единица расчета

Historically, societies designated a single item to serve as the unit of account, say, a kilogram of wheat.

5. bargain – удачная сделанная покупка (с точки зрения покупателя)

That second-hand table was a real bargain.

6. cash – наличные

The shop charges less if the customer pays un cash.

7. coin – монета

Almost every society now has a money economy based on coins and paper notes of one kind or another.

8. cost, costs – стоимость, издержки

The total cost of the trip was under \$500.

The shop was not making enough money to cover its costs.

9. cost of living – стоимость жизни

Average wages have increased in line with the cost of living.

10. currency – валюта

The bank can supply you with foreign currency.

11. expenses – расходы

He borrowed £150,000 and used the money for legal expenses.

12. legal tender – законное платежное средство

token money – символические, знаковые деньги

Society enforces the use of token money by making it legal tender.

13. to owe – быть должным

When you have a bank deposit the bank owes you money.

14. to be in debt – быть в долгу

The band will be in debt to the record company for years.

15. to store up – копить, накапливать

value – ценность

But modern money has some very serious disadvantages as means of storing up value.

## VOCABULARY EXERCISES

**Ex. 1. Learn the pronunciation of the following words and word combinations. Translate them into Russian:**

Society, precise, precious, equal, receipt, issue, engraving, value, currency, counterfeit.

**Ex. 2. Read and translate the international words without a dictionary.**

Services, primitive, barter, system, practical, tobacco, metal, aluminium, plastic, banker, popular, sum, cheque, credit card.

**Ex. 3. Match the words from column A with the words from column B to form pairs of a) synonyms and b) antonyms.**

a)

**A**

Face value  
Valuable  
Merchant  
To counterfeit  
Barter  
To handle

**B**

trader  
to manipulate  
exchange  
precious  
nominal value  
to forge

b)

**A**

Primitive  
Light  
Seldom  
Coincide  
Modern  
Precise

**B**

often  
ancient  
developed  
inexact  
heavy  
contradict

**Ex. 4. Make up word combinations. Use them in the sentences of your own.**

Monetary  
Business  
Credit  
Life  
Paper  
precious

expectancy  
metals  
money  
card  
worth  
transaction

**Ex. 5. Make up sentences combining A and B. Start with the phrase 'ONE CAN'**

**A**

Earn money  
Spend money  
Save money  
  
Make money  
Loan money  
Borrow money

**B**

that is to get money as salary or wages  
when one buys something as a customer  
when one wants to buy something expensive, or  
one lives economically.  
and then he grows rich, acquires wealth  
that is to give money at an interest (in a bank)  
that is to take money with a promise to pay back

	in future
Lend money	that is to give it to somebody for a period of time
Owe money	that is to borrow money when one becomes a debtor, and owes it to the lender
Accumulate	that is to store up a large amount of money
Donate money	that is to give it to a good cause
Raise money	i.e. to collect it in somebody's favour
Pay money	i.e. to give it to someone in exchange for services or goods
Invest money	i.e. to put money into shares\ business in something
Waste money	i.e. to spend it on something which is not worth it
Charge money	for goods and services

**Ex. 6. State to what part of the speech the underlined words belong. Translate the sentences into Russian:**

1. Barter is the system of direct exchange of goods. Somebody could exchange a sheep, for example, for anything in the market-place if they considered to be of equal value.
2. His research has been of little practical value. Paintings valued at over \$200,000 were stolen from her home.
3. Standard washing machines use about 40 gallons of water. It's hard to underestimate the increasing use of computers in education.
4. You promised me the car would be ready on Monday. Don't make promises you can't keep.
5. She refused to counterfeit documents. Under French law anyone knowingly purchasing a counterfeit product is committing a crime.

### WORD-BUILDING

I. Build adjectives with the help of the suffix -able, -ible

Recognize, divide, value, reason.

II. Build antonyms with the help of the prefixes un-, im-, ir-, in-.

Satisfactory, convenient, respective, possible, popular.

III. Complete the chart.

VERB	NOUN	ADJECTIVE
To value	recognition	
To accept	use	divisible

### TEXT 1

Read and translate the text. Get ready to do the exercises that follow it:

### MONEY

Money can be anything that is generally accepted in payment for goods or services. Almost every society now has a money economy based on coins and paper notes of one kind or another. However, this has not always been true. In primitive societies a system of barter was used. Barter was a system of direct exchange of one good or service for another. Somebody could exchange a sheep, for example, for anything in the market-place if they considered to be of equal value. Barter, however, was a very unsatisfactory system because people's precise needs seldom coincided. People needed a more practical system of exchange, and various money systems developed based on goods which the members of a society recognized as having value. Cattle, grain, teeth, shells, feathers, skulls, salt, elephant tusks and tobacco have all been used. Precious metals gradually took over because, when made into coins, they were portable, durable, recognizable and divisible into larger and smaller units of value.

A coin is a piece of metal, usually disc-shaped, which bears lettering, designs or numbers showing its value. Until the eighteenth and nineteenth centuries coins were given monetary worth based on the exact amount of metal contained in them, but most modern coins are based on face value, the value that governments choose to give, irrespective of the actual metal content. Coins have been made of gold (Au), copper (Cu), aluminium (Al), nickel (Ni), lead (Pb), plastic, and in China even from pressed tea leaves.

Nowadays however valuable metal has generally been replaced by

paper notes. The use of paper money in Western civilization began in the Middle Ages. The major forms of money in those days, gold and silver coins, were inconvenient to carry and liable to be stolen.

To make business transactions safer and more convenient, people began depositing their coins with local goldsmiths, who gave them a written receipt in exchange for the coins. In this way, the goldsmith became a kind of medieval banker.

Merchants accepted the receipts in payment for goods because they could redeem the receipts for gold at the goldsmith's shop. In time, the goldsmiths' receipts became very popular with merchants and travelers who had to move large sums of money. As their use spread, the earliest form of paper money in Western Europe came into being.

Now most governments issue paper money in the form of notes, which are really 'promises to pay'. It may or may not be backed by gold or silver. Paper money is obviously easier to handle and much more convenient in the modern world. Cheques, bankers' card, and credit card are being used increasingly and it is possible to imagine a world where 'money' in the form of coins and paper currency will no longer be used.

Although anything can serve as money, it should possess the following qualities:

**Portability.** Modern money has to be small enough and light enough for people to carry.

**Durability.** The material chosen has to have a reasonable life expectancy. For that reason most countries use a very high quality paper for their money.

**Divisibility.** One of the principal advantages of money over barter is its ability to be divided into parts.

**Recognizability.** Money should be easily recognized for what it is and hard to copy. The quality of the paper and the engravings make paper money extremely difficult to counterfeit.

## COMPREHENSION

I. Find expressions which mean:

1. A place where goods are bought and sold.
2. The period between 1801 and 1900.
3. The bony structure of the head.
4. Round and flat in shape.



5. An exchange of goods for other goods.

II. Find words which mean:

1. Can be divided.
2. Lasts a long time.
3. Can be carried.
4. Can be recognized.

III. Put these words in the correct place in the sentences below:

*coins/cash/currency/money*

1. The ... of Japan is the yen.
2. She has got a lot of ... in her bank account.
3. It costs £10 if you're paying ...: It'll be more if you pay by cheque.
4. Can you change this pound note into ... for the coffee machine?

IV. Answer the questions:

1. What is money?
2. How are goods exchanged in a barter economy?
3. Why was the barter an unsatisfactory system?
4. What is a coin?
5. What is the history of paper money in Western civilization?
6. Why can we say the goldsmith became a kind of medieval banker?
7. Why did merchants accept the receipts of goldsmiths in payment for goods?
8. Can you imagine a world without money in the form of coins and paper currency? Why?
9. What qualities should money possess?

V. Write a short summary of the text.

## TEXT 2

Read and translate the text. Get ready to do the exercises that follow it:

### Money and its Functions

Money provides us with a *medium of exchange, a measure of value, and a store of value.*

**A Medium of Exchange.** It is the very greatest use. The principal difference between a barter economy and a money economy is that in a barter economy you must find someone who has what you want and wants what you have. In a money economy people can buy or sell goods in exchange for money. Workers exchange labour services for money. Money is the medium through which people exchange goods and services.

**A Measure of Value.** Money enables us to state the price of something in terms that everyone can understand. We can say the eggs we have for sale are worth 85 cents a dozen. This is a far simpler than having to figure out how much milk or meat we would expect in payment for a dozen eggs.

**A Store of Value.** Money is a store of value because it can be used to make purchases in the future. For example, our egg seller could put the money from the day's sale toward a college education sometime in the future.

Money takes up very little space, and if you put it in a bank, it is as safe as anything in this world can be. But modern money has some very serious disadvantages as means of storing up value. In the old days, when money was in the form of gold and silver coins, the metal in each was really worth the amount stamped on the coin. But the paper in modern paper money and even the metal in most modern coins are worth very much less than the amount written on them. As a result, the buying power of modern money can change very greatly in a short time.

Money also serves as a unit of account. It is the unit in which prices are quoted and accounts are kept. In Britain prices are quoted in pounds sterling, in France in francs. It is usually convenient to use the units in which the medium of exchange is measured as the unit of account as well. However there are exceptions. During the rapid German inflation of 1922–23 when prices in marks were changing very quickly, German shopkeepers found it more convenient to use dollars as the unit of account. Prices were quoted in dollars even though payment was made in marks, the German medium of exchange.

There are different kinds of money.

In prisoner-of-war camps, cigarettes served as money. In the nineteenth century money was mainly gold and silver coins. These are examples of commodity money, ordinary goods with industrial uses (gold) and consumption uses (cigarettes) which also serve as a medium of exchange.

A token money is a means of payment whose value or purchasing power as money greatly exceeds its cost of production or value in uses other than as money. A \$10 note is worth far more as money than as a 3x6 inch piece of high-quality paper. The essential condition for the survival of token money is the restriction of the right to supply it. Private production is illegal. Society enforces the use of token money by making it legal tender. The law says it must be accepted as a means of payment.

In modern economies, token money is supplemented by IOU money. An IOU money is a medium of exchange based on the debt of a private firm or individual. A bank deposit is IOU money because it is a debt of the bank. When you have a bank deposit the bank owes you money. Bank deposits are a medium of exchange because they are generally accepted as payment.

### COMPREHENSION

Answer the questions:

1. What are the functions of money?
2. Does modern money have any serious disadvantages as means of storing up value?
3. What else can be used instead of money as a store of value?
4. What is the unit of account in our country?
5. When did Germany not use its own currency?
6. What is 'commodity money'?
7. Explain in your own words what 'token money' means?
8. What is IOU money?

### 2.3. BUSINESS. TYPES OF BUSINESS VOCABULARY

Study the meaning of the following words and word combinations and memorize them:

1. Joint stock company – акционерная компания

The most important form of business in the UK is the joint stock company.

2. liability – ответственность

Tenants have legal liability for any damage they cause.

3. loss – убыток, потеря

profit – доход

Any profits go to the owner; any losses are his or her responsibility as well.

4. maintenance – техническое обслуживание, эксплуатация

Engineers are carrying out essential maintenance work on the main line to Cambridge.

5. ownership – собственность

The price of home ownership is increasing.

6. partnership – товарищество

Partnerships are voluntary combinations of from 2 to 20 persons formed for the purpose of carrying on business with a view of profit.

7. possess – обладать

Neither of them possessed a credit card.

8. refer to – относиться, ссылаться

This is the simplest and the oldest form of business enterprise and often referred to as the one-person business.

9. responsible – ответственный

A single person is solely responsible for the success or failure of the business.

10. restrict – ограничивать

The new law restricts the sale of hand guns.

11. retail – розничный

Retail sales fell by 1.3% in January.

12. seize – захватывать

All his personal possessions are at risk and may be seized to meet creditors' demands in the event of the business becoming insolvent.

13. sole proprietorship – индивидуальное частное предприятие

The legal form of business organization that has only one owner is known as a sole proprietorship.

### VOCABULARY EXERCISES

**Ex. 1. Learn the pronunciation of the following words and word combinations. Translate them into Russian:**

Surplus, accrue, proprietor, liable, incur, seize, survival, debt, debenture.

**Ex. 2. Read and translate the international words without a dictionary.**

Concept, technical, conversion, product, functioning, corporation, combination, specialize, aspect, stable, association, creditor.

**Ex. 3. Match the words from column A with the words from column B to form pairs of a) synonyms and b) antonyms.**

a)

**A**

Responsible  
Proprietor  
Insolvent  
Sole  
Goal  
Efficiently  
Possessions  
Enterprise  
Expenses

**B**

firm  
purpose  
costs  
liable  
bankrupt  
owner  
rationally  
single  
property

b)

**A**

Increase  
Profit  
Primary  
Success  
Advantage  
Prevalent  
Distinction  
Retailing  
Ill

**B**

occasional  
failure  
wholesale  
loss  
healthy  
decrease  
secondary  
disadvantage  
similarity

**Ex. 4. Make up word-combinations. Use them in the sentences of your own.**

business  
to take  
to share  
to bear  
to enjoy  
unlimited

responsibility  
enterprise  
liability  
the profits  
the decision  
success

**Ex. 5. State to what part of the speech the underlined words belong. Translate the sentences into Russian:**

1. We don't have enough books so you'll have to share. They were able to sell their shares at a higher price.
2. A single person provides the capital, takes the decisions, and assumes the risks. You'd be crazy to risk your money on an investment like that!
3. A number of groups offer their services free of charge. The company withdrew their offer of employment.
4. The basic distinction between a private and a public company is that a public company can offer its shares and debentures for sale to the general public.
5. The great disadvantage is the fact that the liability of the partners is unlimited and they are all fully liable for the acts of the other partners. Politicians will only act when enough people demand that they do something.

## WORD-BUILDING

I. Form nouns from the following verbs:

Organize, classify, decide, assume, lose, employ, compare, direct, control, consult, change, require, expect, adjust, possess, expand, restrict, provide.

II. Form opposite words using prefixes needed:

Advantage, limited, able, employment, important, compared, personal, capable.

III. Complete the chart.

NOUN	VERB	ADJECTIVE
limitation	to differ	increasing definite
	to produce	

## TEXT 1

Read and translate the text. Get ready to do the exercises that follow it:

## What is Business?

Business is a word that is commonly used in many different languages. But exactly what does it mean? The concepts and activities of business have increased in modern times. Traditionally, business simply meant exchange or trade for things people wanted or needed. Today it has a more technical definition. One definition of business is the production, distribution, and sale of goods and services for a profit. To examine this definition, we will look at its various parts. First, production is the creation of services or the changing of materials into products. One example is the conversion of iron ore into metal car parts.

Next, these products need to be moved from the factory to the marketplace. This is known as distribution. A car might be moved from a factory in Detroit to a car dealership in Miami.

Third is the sale of goods and services. Sale is the exchange of a product or service for money. A car is sold to someone in exchange for money. Goods are products that people either need or want; for example, cars can be classified as goods. Services, on the other hand, are activities that a person or group performs for another person or organization. For example, an auto-mechanic performs a service when repairing a car. A doctor also performs a service by taking care of people when they are ill. So, business is a combination of all these activities: production, distribution, and sale. Still, there's another important factor. This factor is the creation of profit or economic surplus. A major goal in the functioning of an American business company is making a profit. Profit is the money that remains after all the expenses are paid. Creating an economic surplus or profit is, therefore, a primary goal of business activity.

### COMPREHENSION

Give definitions of the following:

- a) production
- b) distribution
- c) sale
- d) goods
- e) services
- f) business

II. Answer the questions.

1. What is one modern definition of business?
2. What does production involve?
3. What example of distribution is given in the reading?
4. How do goods differ from services?
5. In addition to production, distribution, and sale, what other factor is important in defining business?
6. What is profit?

## TEXT 2

Read and translate the text. Get ready to do the exercises that follow it:

### Types of business

The different types of business organisation to be found in the UK and most other capitalist countries may be classified under five headings: the sole proprietor, the partnership, the joint stock company, the cooperative society, and the public corporation.

### The sole proprietor

This is the simplest and the oldest form of business enterprise and often referred to as the one-person business. A single person provides the capital, takes the decisions, and assumes the risks. He or she is solely responsible for the success or failure of the business and has, therefore, the sole rights to such profits as may be made, or, alternatively, bears the sole responsibility for such losses as may accrue. The strength of this type of firm lies in the direct personal interest of the proprietor in the efficiency of his enterprise. Ownership and control are vested in one person who enjoys all the fruits of success and hence has a great incentive to run the firm efficiently. The great disadvantage of the sole proprietor from an enterprise lies in the fact that the owner is personally liable for the debts incurred by his firm and his liability is unlimited. All his personal possessions are at risk and may be seized to meet creditors' demands in the event of the business becoming insolvent. Another disadvantage of this type of firm is the strict limitation of its ability to acquire capital for expansion. Finance is restricted to the amounts which the entrepreneur is able to provide from his own resources and whatever sums he can borrow on his own security. We find the one-person business prevalent in farming, retailing, building,



repair and maintenance work, and personal services such as hairdressing.

### Partnerships

Partnerships are voluntary combinations of from 2 to 20 persons formed for the purpose of carrying on business with a view of profit. A person who joins a partnership, supplying capital and sharing in the profits, but taking no part in the management is known as a dormant or sleeping partner. Partnerships are a common form of business organization in such professions as law, accountancy, surveying, and medicine. The advantages of this type of firm are similar to those of the one-person business; it is a flexible organisation which allows a greater degree of specialisation than the one-person business. Partners usually specialize in one or more aspects of the business; one may be responsible for buying, one for selling, one for production, and so on. The great disadvantage, like that of the one-person business, is the fact that the liability of the partners is unlimited and they are all fully liable for the acts of the other partners. The survival of a partnership depends upon the continued harmonious relationships between a number of people in situations which often give much cause for disagreement. Thus, where trading risks are very great, the partnership is not a very stable type of organisation.

### Joint stock company

The most important form of business in the UK is the joint stock company. Basically, it consists of an association of people who contribute towards a joint stock of capital for the purpose of carrying on business with a view to profit. A company may be defined as a legal person created to engage in business, capable of owning productive assets, of entering into contracts and of employing labour in the same way as an individual. There are two kinds of joint stock company, the private company and the public company. Public companies are much larger units and account for about two-thirds of all the capital employed by companies. In general, private companies are small firms, often consisting of the members of one family. Both public and private companies must have at least 2 members. A public company must have a minimum allotted share capital of 50 000 pounds (sterling) of which at least one-quarter has been paid up. A private company must include the word "limited" in its name while public company must have the words "public limited company" at the end of its

name although this can be abbreviated to plc. The basic distinction between a private and a public company is that a public company can offer its shares and debentures for sale to the general public.

## COMPREHENSION

I. Complete the sentences using the words given:

*possessions, adjustment, proprietor, failure, headings, enterprise, efficiency, ownership, conditions, flexible, liability, debts, decisions, responsible.*

1. The different types of business organisation may be classified under five ... .
2. This is the simplest and the oldest form of business ... .
3. A single person is solely...for the success or ... of the business.
4. His ... is unlimited.
5. ... and control are vested in one person.
6. This type of organisation is extremely ... and capable of quick ... to change in market ... .
7. The owner is personally liable for the ... incurred by his firm.
8. All his ... are at risk.
9. A single person provides the capital, takes the ..., and assumes the risks.

II. Complete the sentences using the proper forms of the verbs in the brackets:

1. The different types of business organization ... (to find) in the UK may ... (to classify) under five headings.
2. He ... (to have) the sole rights to such profits as may ... (to accrue) or, alternatively, ... (to bear) the sole responsibility for such losses.
3. The one-person business ... (to be) still far more numerous than any other type of business organisation.
4. Ownership and control ... (to vest) in one person who ... (to enjoy) all the fruits of success.
5. He ... (to have) no need ... (to consult) colleagues when changes of policy ... (to require).
6. We should ... (to expect) this type of organisation ... (to be) extremely flexible.
7. All his personal possession may ... (to meet) creditors demand.
8. Finance ... (to restrict) to the amounts which the entrepreneur is able ...

(to provide) from his own resources and whatever sums he can ... (to borrow) on his own security.

III. Answer the questions:

1. What are the types of business organisation to be found in the UK?
2. What is the simplest and oldest form of business enterprise?
3. What is the strength of the one-person business?
4. What are the disadvantages of this form of business organisation?
5. Why is the one-person business less important compared with the joint stock company?
6. Where is the one-person business prevalent?

IV. Write a short summary of the text.

## 2.4. TAXES

### VOCABULARY

Study the meaning of the following words and word combinations and memorize them:

Taxes:

income tax – подоходный налог

property tax – налог на собственность

tax of natural resources – налог на природные ресурсы

value-added tax – налог на добавочную стоимость

federal/local/city tax – федеральный/местный/городской налог

real estate tax – налог на недвижимость

ad tax – налог на рекламу

excise tax – акцизный налог

direct tax – прямой налог

indirect tax – косвенный налог

corporation tax – налог на корпорации

revenue – выручка, поступления, доходы

tax privileges – налоговые льготы

tax exemptions – освобождение от налога

untaxable minimum – необлагаемый минимум

duties, customs – таможенные сборы

cut off – ограничение, граница  
installment – частичный взнос  
tax rate reduction – сокращение налоговой ставки

## VOCABULARY EXERCISES

**Ex. 1. Learn the pronunciation of the following words and word combinations. Translate them into Russian:**

Jewels, enterprise, wholesaling, supervision, distributive, declare, efficiency, diverse.

**Ex. 2. Read and translate the international words without a dictionary.**

Resources, republican, federal, local, parliament, privilege, formation, mechanism, pensioner.

**Ex. 3. Match the words from column A with the words from column B to form pairs of a) synonyms and b) antonyms.**

a)

**A**

to obtain  
fair  
modern  
compulsory  
to estimate

**B**

current  
to value  
to get  
just  
obligatory

b)

**A**

to buy  
rich  
direct  
to import  
low

**B**

poor  
high  
to export  
to sell  
indirect

**Ex. 4. Make up word combinations. Use them in the sentences of your own.**

to arrange

system

to tax	money
to pay	equally
to collect	taxes
tax	the duties

**Ex. 5 State to what part of the speech the underlined words belong. Translate the sentences into Russian:**

1. Taxes consist of money which people pay to support their government. He had the full support of the general committee.
2. Taxes can be divided into direct taxes and indirect taxes. I want to direct my efforts more towards my own projects.
3. Many things imported into the country have to be taxed. American demand for Japanese imports is growing rapidly.
4. He pays 40% tax on his income. Cigarettes are heavily taxed in Britain.

### WORD-BUILDING

I. Make up nouns with the help of the suffixes -ment, -ion.

To govern, to arrange, to collect, to tax, to invest, to develop.

II. Complete the chart.

NOUN	VERB	ADJECTIVE
variety	to reside	
	To confuse	imported distributive

### TEXT 1

Read and translate the text. Get ready to do the exercises that follow it:

#### Taxation System in Russia

Everyone knows that taxation is necessary in a modern state. By

means of taxation we pay for things that we need. Taxes consist of money which people pay to support their government. But though everyone knows that taxation is necessary different people have various ideas about how taxes should be arranged. Should each person have to pay a certain amount of money to the government each year? Or should there be a tax on things that people buy and sell? If the first kind of taxation is used, should everyone pay the same, whether he is rich or poor? If the second kind of taxation is preferred, should everything be taxed equally?

Taxes can be divided into direct taxes such as income tax, property tax, tax on natural resources; and indirect taxes (value-added tax, custom or 'duty', tax on investments and others.) In most of countries income tax is arranged in such way that poorest people pay nothing and the percentage of tax grows greater as the tax payer's income grows. But countries with direct taxation nearly always have indirect taxation too. Many things imported into the country have to be taxed. Of course, it is the men and women who buy these imported things in the shops who really have to pay the duties in the form of higher prices. In some countries there is a tax on things sold in the shop. If the most necessary things are taxed, a lot of money is collected, but the poor people suffer most. If unnecessary things like jewels and fur coats are taxed, less money is obtained, but the taxes are fair as the rich pay them. Probably this last kind of indirect tax on unnecessary things together with a direct tax on incomes which is low for the poor and high for the rich is the best arrangement. Russia has both direct and indirect taxation too.

The Russian modern tax system law was enacted on the 27<sup>th</sup> of December in 1991. According to it there are three levels of taxes in Russia. There are republican taxes, federal taxes and local taxes. Federal taxes include a value-added tax, tax on investment. Federal taxes are chartered by Parliament of RF. To Republican taxes we refer the same taxes of the subjects of RF and also tax on natural resource, forest tax, tax on property of enterprises. Local taxes are not compulsory for the whole territory of Russia. The local taxes are real estate tax, ad tax, wholesaling tax and others. The local taxes are chartered by local government organs. The modern taxation provides for tax privileges, for example, tax exemptions, untaxable minimum, tax rate reduction and others. It is declared to have to promote manufacturing and residential building, development of small business, pensioners' employment and charities. Taxes have 2 functions: distributive and control. Thanks to them formation and supervision of government financial resources are provided. Besides, owing to control

function tax mechanism efficiency is estimated. Since 1992 many changes have been brought into the tax law. But, however, the fairness has been broken more than once (for instance, amendments enacted and others). I can say that our tax system is rather diverse and confusing.

## TEXT 2

Read and translate the text. Get ready to do the exercises that follow it:

### Taxes in the USA

Americans often say that there are only two things a person can be sure of in life: death and taxes. Americans do not have a corner on the “death” market, but many people feel that the USA leads the world with the worst taxes.

Taxes consist of the money which people pay to support their government. There are generally three levels of government in the US – federal, state, city. Therefore there are three types of taxes.

Salaried people who earn more than four to five thousand dollars per year must pay a certain percentage of their salaries to the federal government. The percentage varies for individuals. It depends on their salaries. The federal government has two – level income tax that is 15 % and 28 %. \$17,850 is the cutoff the tax rate is 15 % below \$17,850 and 28 % above. With the high cost of taxes, people are not very happy on April 15, when the federal taxes are due.

The second tax is for the state government of New York, California or any other 47 states. Some states have an income tax similar to that of the federal government, of course the percentage for the state is lower. Other states have a sales tax, which is a percentage charged to any item which you buy in that state. For example, a person might want to buy a package of gum for 25 cents if there is a sales tax of eight % in that state. Then the cost of the gum is 27 cents. This figure includes the sales tax. Some states use income tax in addition to sales tax to raise their revenues. The state tax laws are diverse and confusing.

The third tax is for the city, this tax comes in two forms: property tax (residents who own a home have to pay taxes on it) and excise tax, which is levied on vehicles in a city. The cities utilize these funds for education, police and fire departments, public works (including street repairs, water and sanitation) and municipal building.

Since Americans pay such high taxes, they often feel that they are working one day each week just to pay their taxes. People always complain about taxes. They often protest that the government misuses their tax dollars. They say that it spends too much on useless and unpractical programs. Although Americans have conflicting views on many issues—religions, racial, cultural, political – they tend to agree on subject: taxes are too high.

## COMPEHENSION

I. Translate the following word combinations from the text:

To arrange taxation, to pay the duties, a value-added tax, real estate tax, tax privileges, tax rate reduction.

II. Answer the following questions:

1. Why do we have to pay taxes?
2. What direct taxes are mentioned in the text?
3. What indirect taxes are mentioned in the text?
4. If I could arrange taxation, I'd...
5. If you could avoid paying taxes, would you take advantage of it? (To say honestly...)

III. Write a short summary of the text.

## 2.5. FRANCHISING

### VOCABULARY

Study the meaning of the following words and word combinations and memorize them:

1. franchising – франшизинг, фрэнчайзинг; выдача компанией лицензии (франшизы) на продажу товара под маркой компании
2. franchiser (franchisor) – хозяин (владелец) торговой привилегии
3. franchisee – получатель (держатель) торговой привилегии
4. franchise –1) франшиза (право сбыта товара на льготных условиях); –2) предприятие
5. franchise fee – первоначальный взнос
6. royalty fee – плата за право пользования патентом



7. straight-product-distribution franchise – франшиза, предусматривающая непосредственное распределение продукции
8. product-license franchise – франшиза на лицензионный выпуск продукции
9. trade-name franchise – франшиза на торговый знак
10. dealership – местное представительство, агенство (фирмы)  
In the early 1900s car manufacturers adopted the same system and sold franchised dealerships all over the country.
11. brand – торговая марка  
What brand of detergent do you use?
12. to expand – расширяться, увеличиваться  
The computer industry has expanded greatly over the last decade.
13. outlet (store) – торговая точка  
Benetton has retail outlets in every major European city.
14. to run – управлять  
For a while, she ran a restaurant in Boston.
15. to own – владеть  
You need to get permission from the farmer who owns the land.
16. self-starter – инициативный человек  
To be a good franchisee you must be a self-starter.
17. premises – помещение, здание (с прилегающими постройками)  
Schools may earn extra money by renting out their premises.
18. operator – владелец предприятия  
Singer sold 'franchises' to local operators who then built and maintained their own stores while selling the manufacturer's products.
19. service sector – сектор услуг  
The service sector of franchising accounts for 15 percent of all franchises in the United States.

## VOCABULARY EXERCISES

**Ex. 1. Learn the pronunciation of the following words and word combinations. Translate them into Russian:**

Franchising, sewing machine, store, require, franchisee, appliance, manufacture, identity, specify, license, unique, hybrid, presumably, expertise, advertising campaign.

**Ex. 2. Read and translate the international words without a dictionary.**

Special, period, capital, local, fast–food, sector, category, type, agency, brand, method, control, function, hybrid, basis, instruction, national, reputation, contract, registration.

**Ex. 3. Match the words from column A with the words from column B to form pairs of a) synonyms and b) antonyms.**

a)

**A**

To start  
Store  
Manufacturer  
Quickly  
Prominent  
To own  
Expertise

**B**

producer  
outstanding  
skill  
to begin  
shop  
fast  
to possess

b)

**A**

Formal  
To sell  
Wholesaler  
Seldom  
Success  
Expenses

**B**

retailer  
income  
to buy  
failure  
often  
informal

**Ex. 4. Make up word combinations. Use them in the sentences of your own.**

Initial	control
To earn	campaign
To exercise	investment
advertising	businesses
monthly	profit
small	sales

**Ex. 5. State to what part of the speech the underlined words belong. Translate the sentences into Russian:**

1. The franchisor seldom exercises any control over the product or service being marketed. Leadership does not rest on the exercise of force alone.

The Democrats continued to control the Senate until last year.

2. Cost will determine the methods of manufacture. The plant manufactures equipment for agriculture.

3. The franchisor licenses its trade name to the franchisee. With the demand for franchising so high today, it's tempting to sign an overseas contract and consider the \$500,000 license fee as profit to your company.

4. Local people have given us a lot of support in our campaign. We strongly support the peace process.

### WORD-BUILDING

I. Complete the chart.

VERB	NOUN	ADJECTIVE
To manufacture	product	
To distribute		operating
To compete		Advertising

### TEXT

Read and translate the text. Get ready to do the exercises that follow it:

#### Franchising

Franchising means granting a formal right to the manufacturer, wholesaler or retailer to produce or to sell the company's goods or services in a special area for a specified period of time.

Franchising started during the Civil War, when the Singer Sewing Machine Co. figured out a way to grow its retail operation without spending its own capital. Singer sold 'franchises' to local operators who then built and maintained their own stores while selling the manufacturer's products. In the early 1900s car manufacturers adopted the same system and sold franchised dealerships all over the country. They were followed by the oil companies, who franchised gas stations to fuel the cars.

Fast-food franchising became the rage and outfits like McDonald's, Kentucky Fried Chicken, Dairy Queen and Hardee's grew quickly.

The service sector of franchising accounts for 15 percent of all franchises in the United States. That includes maid services, lawn care franchises, home security concepts, handyman services and others.

The majority of franchises in the service category are small businesses with fewer than 50 total units. Most require less than \$50,000 initial investment. Franchises are a big deal in the USA. Today, there are between 2,000 and 2,500 operating franchise systems and more than a half million franchise outlets nationwide. One out of 16 workers is employed at one.

Most franchises can be classified into one of the three categories that follow:

–straight-product-distribution franchises. Under this type of franchise, which is the most popular today, franchisors merely supply the franchisees with their products in salable form and the franchisees sell them in that same form. Auto agencies and appliance shops are prominent examples. The franchisors earn their profit from the price at which they sell to the franchisee.

–product-license franchises. In these cases the franchisees use the franchisor's name but manufacture their products to comply with the franchisor's requirements. The franchisors provide brand identity and usually specify methods of manufacturing and/or distributing the product.

–trade-name franchises. Under this type of franchise, the franchisor licenses its trade name to the franchisee but seldom exercises any control over the product or service being marketed. Equipment distributors often use this method of franchise.

Running a franchise isn't like having a traditional job where you're in charge of one function. At first, franchisees must do everything – from ordering business cards to buying fax paper. Franchisees are a unique hybrid of both boss and employee: you're involved on a daily basis. You're the owner of the premises and you're responsible for all operations.

You own and run your franchised outlet, but you must follow the system and detailed instruction of the franchiser who has presumably perfected the business.

On an ongoing basis, you pay a percentage of sales for the franchiser's expertise, support, national advertising campaigns and established reputation. Depending on the franchise company and industry, monthly royalty fees will range between 3 % and 8 % of monthly sales. In the best cases, this is a guaranteed success. To be a good franchisee you must be a self-starter. Franchising is believed to be a great field for

entrepreneurs but you must find a franchise system that will give you the right amount of freedom and the ability to put your own stamp on the business. With the demand for franchising so high today, it's tempting to sign an overseas contract and consider the \$500,000 license fee as profit to your company. But with attorney's fees, translations, travel, trademark registrations and other expenses, you can run through that money very quickly. If you want to franchise internationally, do it because you believe your products or services will make a difference there. Don't do it to fix your problems at home.

### COMPREHENSION

I. Find in the text English equivalents for:

охватывать, включать в себя различные виды; становиться повальным увлечением, помешательством; иметь большое значение; теоретически, прокладывать путь к; отвечать за; помещение; внести свой вклад в дело; расходы; промотать, истратить деньги; решить свои проблемы.

II. Answer the questions.

- 1) How would you define a franchise? Is it a new and popular form of running business?
- 2) What rights are given by a franchise?
- 3) What are the contacts between franchisor and franchisee based on?
- 4) Franchising offers advantages and has disadvantages for a franchisor and a franchisee. What are they for both parties?
- 5) What categories are franchises classified into?
- 6) What is a trade-name franchise?

III. Match the words with their definitions.

*franchise, trade-mark, ownership, failure, profitable, to earn, license, cost, investment, expenses*

- 1) Sums of money spent on the running of a business in such a way that they do not add to the value of its assets.
- 2) A special mark that is placed on a particular brand of, article or commodity to distinguish it from similar goods sold by other producers.

- 3) Formal permission in writing, from an authority recognized by law, to perform an act with, without that permission, would be unlawful.
- 4) Lack of success; inability to pay debts; insolvency, bankruptcy.
- 5) To get something especially by working.
- 6) The act of using money to obtain income or profits; money invested.
- 7) An arrangement by which a monopoly producer gives another producer or trader by formal license the exclusive right to manufacture, or sell the products in a certain area.
- 8) The price paid for something.
- 9) The right to hold a thing entirely as one's own, including complete and permanent control over it.
- 10) Paying a profit; producing an income; useful.

IV. In each of the following, select the word or phrase which best completes the statement or answers the question.

1. A franchised business is owned by
 

a) government	c) stockholders
b) franchisor	d) franchisee
  
2. A franchise business does not have to be
 

a) large	c) expensive
b) a fast-food operation	d) all of these
  
3. Franchises include all of the following kinds of business except
 

a) retailing	c) government services
b) wholesaling	d) manufacturing
  
4. Which one of the following would most likely not be a franchised business?
 

a) radio station	c) gas and electric company
b) auto dealership	d) gas station
  
- 5) The right to grant a franchise agreement is reserved to the
 

a) parent company	c) vendor
b) franchisee	d) license
  
- 6) A franchise is a good way for a person to
 

a) get business experience.	
-----------------------------	--

- b) get started in business with limited capital.
- c) get rich.
- d) meet competition.

V. Write a short summary of the text.

## 2.6. BANKING

### VOCABULARY

Study the meaning of the following words and word combinations and memorize them:

1. Savings – сбережения

a savings bank – сберегательный банк

a savings account – сберегательный счет

I opened a savings account at my local bank.

2. Deposit [di'pɒzɪt] – положить на хранение; вклад, взнос, депозит

Millions were deposited in Swiss bank accounts.

Deposits can be made at any branch.

3. Loan [ləʊn] – заем; давать в займы, ссуда

Where can we find bank loans with low interest rates?

The bank is ready to loan money to small businesses.

4. Stocks – акции, акционерный капитал (амер): ценные бумаги, облигации (англ).

I'd like to buy some stocks of this company.

5. Competition – конкуренция

competitive – конкурентоспособный, конкурирующий

to compete – конкурировать

competitor – конкурент

Several companies are competing for the contract.

We need to work harder to remain competitive with other companies.

You are our main competitor.

6. Rate of interest – процент (ссудный)

Interest rates have risen by 1%.

7. Profit (ant. loss) – доход; приносить выгоду (доход)  
profitable – доходный, прибыльный  
Profit from exports rose 7,3%.  
It is usually more profitable to sell direct to the public.

8. Facilities – условия  
Banks provide facilities for the movement of money.

9. To borrow – брать в долг; занимать  
borrower – заемщик  
She borrowed \$2000 from her friends.

10. Inventories – материальные запасы  
The businessmen borrowed \$50 000 from the bank to increase his inventories.

11. Added expense – дополнительные расходы  
The businessmen must consider interest on loans as an added expense of any expansion.

12. Prosperity (syn. affluence) – процветание  
The country is enjoying a period of peace and prosperity.

13. To lend – ссужать, давать в долг  
lender – кредитор  
The bank refused to lend the money to us.

14. To repay (repaid, repaid) – отдавать долг; возвращать  
repayment [ˈrɪpeɪmənt] – возмещение; оплата  
repayable – подлежащий уплате  
I'll repay the money I owe them next week. The loan is due for repayment by the end of the year.

15. Mortgage [ˈmɔːɡɪdʒ] – заклад; ипотека; закладная  
mortgagee [ˈmɔːɡəˈdʒiː] – кредитор по закладной  
mortgager [ˈmɔːɡɪdʒə] – должник по закладной  
What are monthly mortgage repayments?  
If you want to buy a house, apply for a mortgage.



16. Pledge [pledʒ] – залог; заклад  
to put in pledge – заложить  
to take out of pledge – выкупить из залога  
What can you put in pledge?

17. Overdraft – превышение кредита (в банке)  
to overdraw (overdrew, overdrawn) – превышать кредит  
Customers who overdraw their accounts will be charged a fee.

18. Security – гарантия  
in security for – в залог, в качестве гарантии  
His home and business are being held as security for the loan.

19. Withdrawal [wɪd'drɔ:ə] – взятие назад; изъятие; снятие  
to withdraw – снять деньги с банковского счета  
You can make withdrawals of up to \$250 a day.  
I'd like to withdraw \$250 please.

### VOCABULARY EXERCISES

**Ex. 1. Learn the pronunciation of the following words and word combinations. Translate them into Russian:**

Savings, idle funds, deposit, loan, excess, vital, facilities, inventories, added expense, postpone, prosperity, assurance, succeed, mortgage, pledge, overdraft, overdrawn.

**Ex. 2. Read and translate the international words without a dictionary:**

Deposit, bank, association, institution, function, economy.

**Ex. 3. Match the words from column A with the words from column B to form pairs of a) synonyms and b) antonyms:**

a)

**A**

Valuable

To borrow

**B**

To preserve

To take

Mortgage  
Prosperity  
To retain

Affluence  
Home loan  
Precious

b)

**A**

To borrow money  
To save  
To succeed  
Profit  
Deposit

**B**

To waste  
Withdrawal  
To lend money  
To fail  
Loss

**Ex. 4. Match the words with their definitions:**

- 1) loan
- 2) prosperity
- 3) facilities
- 4) savings
- 5) idle
- 6) profit

- A) aids, circumstances which make it easy to do things
- B) doing no work, not active or in use
- C) money saved up
- D) an arrangement with a bank to borrow money with a promise to pay it back at a future date
- E) state of being successful
- F) what remains from a company's income from sales after its expenses have been deducted

**Ex. 5. Fill in the words from the box:**

<i>savings</i>	<i>prosperity</i>	<i>idle</i>	<i>services</i>	<i>facilities</i>
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- 1) When people can't find employment they are \_\_\_\_\_.
- 2) \_\_\_\_\_ of many people were lost after financial crisis of 1998.
- 3) Sport \_\_\_\_\_ at our Institute are rather good.
- 4) Some economists believe \_\_\_\_\_ of the country depends not on natural resources but on its government.
- 5) Banks now offer insurance policies, investments, business advice and

other financial \_\_\_\_\_.

**Ex. 6. State to what part of the speech the underlined words belong. Translate the sentences into Russian:**

1) People can deposit their savings in a commercial bank.

We've put down a 5 % deposit on the house.

2) They pay \$ 200 a week for their apartment.

Her job is hard work, but the pay is good.

3) The landlord has put the rent up again.

Who do you rent the land from?

4) Do you need any help?

There is no need for you to pay in cash

**Ex. 7 Make up word combinations. Use them in the sentences of your own:**

Added	funds
Rate of	account
Idle	repayment
Lend	interest
Require	expense
Overdraw	money

### WORD-BUILDING

**Ex. 1 Build nouns with the help of the suffixes -ment, -(t)ion:**

to move, to govern, to process, to develop, to improve, to expect.

**Ex. 2 Build adjectives with the help of the suffixes -able, -ible, -ful:**

Value, profit, to suit, success.

**Ex. 3 Complete the chart:**

VERB	NOUN	ADJECTIVE
pay		
	profit	
		prosperous
	borrower	

value		
	competition	

## TEXT

Read and translate the text. Get ready to do the exercises that follow it:

### Banking

There are several ways in which consumers and businesses can use their savings or idle funds. They can deposit them in a commercial bank, they can take them to a savings bank or to a savings and loan association, or they can buy stocks and *bonds*.

They can also keep *excess* funds completely *idle* by holding their cash in a safe place.

Since there is competition for savings, the bank must offer an attractive rate of interest. The higher the rate, the less likely it will be that savers will bring funds to the bank because people will prefer a more profitable way to save. Besides being saving institutions, banks serve another vital function. They act as a market for money. People and businesses in need of money are willing to pay for the use of it, just as people pay rent for the use of a flat or for a car they need only for some time. Banks provide facilities for the movement of money. Businessmen borrow to expand their factories or stores, to increase their inventories and to buy machinery. They expand in the expectation that they will increase their profits. Businessmen must consider interest on loans as an added expense of any expansion.

Businessmen and consumers may postpone actions that require borrowed money when in their opinion the interest rate is too high.

There is another side to the bank's role in the economy. Since the prosperity of a bank is tied directly to the prosperity of the community in which it does business, bankers usually take an active interest in local development *efforts* to bring new industry to the area. They help and advise businessmen who are interested in setting up or expanding businesses. These businessmen are the biggest buyers of local government bonds. By buying these bonds they lend money for local improvements that will make their community a better place to live and to do business.

*Loan from a bank.*

All commercial banks are involved in lending money to suitable

businesses. The first problem is to convince the bank that the proposed business is likely to succeed. The second is that the bank will probably want some form of “security” for the loan which they can take if the loan is not repaid. Examples include a mortgage on a house or a pledge of valuable personal possessions.

Banks may lend money by a formal loan or simply by allowing the customer to overdraw his account known as “an overdraft”.

A loan is usually for a fixed, clearly stated period. Interest is charged on the full amount of the loan whether it is taken out of the bank or not. Security for the loan is usually required.

On an overdraft, interest is paid only on the amount actually overdrawn on a day-to-day basis, but the rate is usually higher than on loans. Banks usually retain the right to call an overdraft in (that is to require repayment) without notice.

*Notes:*

1. idle – незанятый, бездействующий
2. bond – облигация
3. excess – избыточный, излишний
4. effort – усилие

## COMPREHENSION

I. Find words and word expressions which mean:

- 1) a sum of money that is paid into a bank account;
- 2) the extra money that you pay back when you borrow money or that you receive when you invest money;
- 3) a legal agreement by which a bank or a similar organization lends you money to buy a house, etc., and you pay the money back over a particular number of years; the sum of money that you borrow;
- 4) the amount of money that you owe to a bank when you have spent more money than is in your bank account; an arrangement that allows you to do this;
- 5) a sum of money or sth valuable that you leave with sb to prove that you will do sth or pay back money that you owe.

II. Explain the meaning of the following words and phrases in English:

to lend, bank, to require, repayment, to borrow possessions, lender.

III. Say if the phrases below are true or false. If they are true, repeat them. If they are false, correct them using the following:

- That's not right
  - I don't think that's right
  - I can't agree
  - I'm afraid that's not so
- 1) There is only one way for consumers and businesses to use their savings or idle funds.
  - 2) The lower the rate, the less likely it will be that savers will bring funds to the bank.
  - 3) Banks don't provide facilities for the movement of money.
  - 4) A loan is usually for a fixed, clearly stated period.
  - 5) Banks don't have the right to call an overdraft in without notice.

IV. Answer the questions:

- 1) In what ways can consumers and businesses use their savings or idle funds?
- 2) Why must the bank offer an attractive rate of interest?
- 3) Are banks only saving institutions?
- 4) What facilities do they provide?
- 5) Why do businessmen borrow money from the bank?
- 6) Why do they expand their business?
- 7) What happens when interest rate is too high?
- 8) What is another side to the bank's role in the economy?
- 9) What are the main problems when borrowing money from a bank?
- 10) What is a loan?
- 11) What is an overdraft?
- 12) Why do two or more banks in area reinforce each other?

V. Translate from Russian into English:

а) покупать акции и облигации; хранить наличные деньги в безопасном месте; процент; доходный; важная функция; платить за; брать в долг; увеличить материальные запасы; учитывать дополнительные расходы; давать в долг; преуспевать.

- b) 1. Свободные деньги, сбережения можно положить на хранение в банк или купить на них акции или облигации.  
2. Банки выполняют различные функции.  
3. Бизнесмены берут ссуду в банке для увеличения своих материальных запасов и закупки оборудования.  
4. Первая проблема при взятии ссуды в банке – это суметь убедить его в том, что ваш бизнес будет процветать.  
5. Вторая проблема при взятии ссуды – это то, что банк, скорее всего, потребует гарантии (залога) возврата денег.  
6. Ссуда предоставляется на четко определенный период.  
7. Я старалась не брать кредиты в банке, поскольку процентная ставка по ним часто достаточно высока.

VI. Pair work. Ask your partner:

- how to use idle funds or savings;
- how to convince the bank that the proposed business is likely to succeed;
- whether to use an overdraft or not.

VII. Write a summary of the text in English.

## 2.7. Advertising

### VOCABULARY

Study the meaning of the following words, word combinations and memorize them:

1. Advertising [ˈædvɜːtaɪzɪŋ] – реклама товара, услуги или компании в СМИ, исходящая от коммерческого источника, например производителя или розничного торговца. Слово “advertising” неисчисляемое.

People don't like much advertising on TV.

advertisement – [ədˈvɜːtɪsmənt] – объявление, реклама, анонс. Слово “advertisement” исчисляемое.

to put/to place an advertisement in the newspaper/the magazine/ on the Internet – разместить объявление в газете, журнале, интернете.

Put an advertisement in the local paper to sell your car.

advertising campaign – рекламная кампания  
A good advertising campaign will increase our sales.

to advertise [ˈæd və taɪz] – рекламировать  
The cruise was advertised as the “journey of a lifetime”  
advertiser – рекламодатель; специалист по рекламе  
He works as an advertiser for an advertising agency.

э2. Ad breaks = advertisement breaks – перерывы для рекламы  
What are the norms for ad breaks?

3. Billboard (syn. hoarding) – доска для объявлений; рекламный щит

4. commercial [kəˈmɜːl] – реклама на телевидении, радио;  
рекламный ролик  
How do you find that commercial?

5. cost-effective – эффективный  
What kind of advertising is the most cost-effective?

6. Manufacturer [ˌmænjuˈfæktʃ(ə)rə] – производитель  
to manufacture – производить  
Always follow the manufacturer’s instructions.

7. Medium [ˈmiːdiəm] (pl – media) – средство  
TV is the chief medium used by advertisers.

8. Novelty (pl – novelties) – мелкий дешевый товар (календари,  
брелоки) для подарков  
This product includes a novelty.

9. Outdoor advertising – наружная реклама  
These days outdoor advertising is very popular all over the world.

10. To promote – продвигать, содействовать распространению  
promotion – продвижение  
This new product is being promoted.  
Her job is mainly concerned with sales and promotion.

11. Point-of-purchase display [ˈpɔɪnt ɪs] – выкладка на месте покупки



Point-of-purchase displays are becoming more and more popular.

12. Publicity – гласность, известность, слава; рекламные материалы; сообщение маркетингового характера в СМИ о кампании или ее продукции, в отличие от рекламы, не оплачивается

The new store was given a wide publicity.

13. Revenues (syn. receipts) [ˈreʊɪnɪʊ:] – доходы

The company's annual revenues rose by 30 %.

14. Sales – продажи

volume of sales – объем продаж

retail sales – розничные продажи

a sales manager – менеджер по продажам

The volume of sales fell in November by 10 %.

15. Telephone directory [d(a)ɪ'rekt(ə)rɪ](pl – directories) – телефонный справочник

Telephone directories can be used as a medium of advertising.

16. Transit advertisements – реклама в городском транспорте

I find transit advertisements useful.

17. Window display – витрина

Beautiful window displays always attract people.

## VOCABULARY EXERCISES

**Ex. 1 Learn the pronunciation of the following words and word combinations. Translate them into Russian:**

Favourable, successful, purchase, directory, an average, revenues, purpose, advertising, advertisement.

**Ex. 2. Read and translate the international words without a dictionary:**

Product, idea, role, business, company, budget, programmes, transport, popular.

**Ex. 3 Match the words from column A with the words from column B to form pairs of a) synonyms and b) antonyms:**

a)

**A**

Manufacturer  
Revenues  
Billboard  
Advertisements  
Profitable  
Objective

**B**

Hoarding [ˈhɔːdɪŋ]  
Maker  
Commercial  
Receipts  
Goal

b)

**A**

To increase  
Indoor  
Urban

**B**

Outdoor  
Rural  
To decrease

**Ex. 4. Match the words with their definitions:**

1) snack

A) process of making goods and services known to people

2) manufacturer

B) light meal

3) advertising

C) a person or company that makes goods from raw materials

4) publicity

D) attracting the public's attention but not necessary to sell anything specific

5) revenues

E) the money that an organization receives from its business

**Ex. 5. Make up word combinations. Use them in the sentences of your own.**

Advertising	displays
Window	breaks
Telephone	mail
Ad	directories
Direct	campaign
Transit	advertisements

**Ex. 6. State to what part the underlined words belong. Translate the sentences into Russian:**

1. Advertising plays an important role in our lives.  
I like these plays by Shakespeare.
2. Small and large firms use advertising to sell their products.  
I am not sure that this is the most valuable use of my time.
3. If you are not satisfied with your purchase we will give you a full refund.  
They want to purchase this land for \$ 1 million.
4. Transport to and from the airport is included in the price.  
Trains can transport goods and passengers.

### WORD-BUILDING

**Ex. 1 Build adjectives with the help of the suffixes -able, -ible, -ful, -al: Access, tradition, function, success, favour, use.**

**Ex. 2. Build antonyms with the help of the prefixes un-, im-, ir-, in-: Important, effective, responsible, significant, direct.**

**Ex. 3 Complete the chart:**

VERB	NOUN	ADJECTIVE
advertise		
	production	
complete		
	effect	
		favourable
communicate		

### TEXT

Read and translate the text. Get ready to do the exercises that follow it.

### ADVERTISING

Advertising is a message to promote a product, a service, or an idea. The purpose of most advertising is to sell products or services. Advertising plays a key role in the competition among businesses for the

consumer's money. In many businesses, the volume of sales depends largely on the amount of advertising done.

Manufacturers advertise to persuade people to buy their products. Large firms also use advertising to create a *favourable* image of their company. The company can advertise in many ways depending on how much it wishes to spend, and the size and type of the target audience. If the company wants to enter the market or launch a new product, it often starts an advertising campaign.

Such campaigns are usually very successful because people learn about new products or services.

There are different ways of advertising:

print advertising in popular magazines and newspapers;

- TV advertising;
- radio advertising;
- direct mail of prospects;
- participation and *charity* actions and its covering in mass media;
- outdoor advertising which can be subdivided into several kinds:

1. Billboard advertising – the most traditional type of outdoor advertising, is usually exposed on the busiest streets and highways and becomes the most *accessible* and obvious medium of information for drivers and passengers. A large address program of billboards (series) allows to cover all important vehicular and pedestrian arteries of the city and to produce a cumulative effect of frequency.

2. Citylights are a widespread type of advertising. Functionality and small sizes of them allow their *installation* in the central areas of the city – both along the busy motor highways running through the center, and on sidewalks and pedestrian zones. Owing to moderate design and utility, citylights *blend* easily and organically with any *urban* environment. Concentration of citylights in the busiest districts and key areas of the city, business and shopping centers increases efficiency of an advertising structure of this format.

3. Transport advertising (motor transport and public transport) is very effective, since it covers mass audience, and the complexity of routes produces a feeling of omnipresence of advertising, owing to which it is perfectly suitable whenever it is necessary to introduce a new trade mark to the public or to develop corporate image.

4. other ways (window displays, point-of-purchase displays, telephone directories and novelties).

Outdoor advertising is popular. Many people think it makes the city

more beautiful. It is especially widely used by car manufacturers, clothing and telecommunications companies. Such advertising attracts wide audience and is cost-effective.

In Britain there are hundreds of free local newspapers which are delivered door-to-door every week. They provide good advertising media for many local businesses.

Television is the chief medium used by advertisers. In the USA 100-largest advertisers spend on average 75 per cent of their advertising budgets on television. Food companies spend about 80 per cent on television, and candy, snack, and soft drink companies spend about 85 per cent;

Advertising on TV is often criticized. People don't like it when programmes are interrupted every fifteen minutes. In Russia TV, advertising generates \$300 million a year. Of course, advertising revenues are important, but there are international norms which recommend ad breaks every 45 minutes.

In conclusion we should say that advertising plays an important role in our lives whether we like it or not.

*Notes:*

1. charity – благотворительность; благотворительный
2. accessible – доступный
3. installation – установка
4. to blend – сочетаться, гармонировать
5. urban – городской
6. favourable – благоприятный

## COMPREHENSION

I. Find words and word expressions which mean:

1. a notice, picture or film telling people about a product, job service
2. a large board on the outside of a building or at the side of the road, used for putting advertisements on
3. to help sell a product service or make it more popular by advertising
4. a small cheap object sold as a toy or a decorative object
5. having become popular and made a lot of money

II. Explain the meaning of the following words and phrases in English:

a manufacturer, a commercial, ad breaks, outdoor advertising, cost–

effective, transit ads, advertiser.

III. Say if the phrases below are true or false. If they are true, repeat them. If they are false, correct them using the following:

- That's not right
  - I can't agree
  - I'm afraid that's not so
- 1) In many businesses the volume of sales doesn't depend on the amount of advertising done.
  - 2) There are only two ways of advertising: on the radio and on TV.
  - 3) In the USA food companies spend on advertising = 80% on TV.
  - 4) There are international norms which recommend ad breaks every 45 minutes.
  - 5) If the company wants to enter the market, it often starts an advertising company.

IV. Answer the questions:

1. What is advertising?
2. What is the purpose of advertising?
3. Why do manufacturers / large firms use advertising?
4. What ways of advertising can you name?
5. Describe outdoor advertising.
6. What is the chief medium of advertising in the USA, Russia, Belarus? Why?
7. Why advertising on TV criticized?
8. Do you think advertising is really important?
9. What do you like/hate in advertising nowadays?

V. Translate from Russian into English:

a) играет ключевую роль в конкуренции, объем продаж зависит от, главное средство, тратят в среднем на, программы прерываются, доходы от рекламы, освещение в СМИ, распространенный вид наружной рекламы, такая реклама привлекает, является эффективным.

b)

- 1) Реклама нужна для продвижения товара или услуг.
- 2) Объем продаж во многом зависит от количества и качества рекламы.
- 3) Хорошая рекламная компания – одна из важнейших составляющих успешного ведения бизнеса.

- 4) Телевизионная реклама – один из самых широко распространенных видов рекламы.
- 5) Сегодня такие виды наружной рекламы как реклама в городском транспорте, рекламные щиты – очень популярны во всем мире и привлекают много людей.
- 6) Один из существенных недостатков рекламы – это то, что она прерывает передачу / фильм каждые 15–20 минут.

VI. Write a summary of the text in English.

VII. Creative work.

Work in a group of three or four people and write a list of things that you think help to make successful advertisements. Form an advertising agency. Choose one product that your agency is going to promote. Using this list as a guideline, discuss some ideas and draw a poster or write a commercial.

- What image do you want to project?
- What approach/technique will you use?
  - How will you attract the reader's / listener's attention?
- What will your slogan be? (maximum 10 words)
- What will the text of your commercial be (50–80 words)
- Will you use someone famous to advertise the product?

## 2.8. Management

### VOCABULARY

Study the meaning of the following words and word combinations and memorize them:

1. Management – управление; заведование; умение справляться (с работой)

to manage – руководить, управлять; стоять во главе

the management – правление; дирекция, администрация

manager – управляющий, заведующий; директор

The report blames bad management.

We need people who are good at managing.

2. Managing director (M. D.) – директор, которого устав фирмы уполномочия управлять ее текущими целями; обычно следующий по важности человек после председателя; его можно называть генераль-

ным директором (заместитель директора по административно-хоз. части).

3. C.E.O. (chief executive officer) – соответствует М. Д.; в некоторых фирмах эта должность объединяется с должностью председателя; можно называть его главным директором  
C.E.O. and managing director are top managers.

4. Division – отдел, подразделение  
divisional / director (head) – руководитель отдела, подразделения  
She resigned as head of department (division).

5. To employ – предоставлять работу, нанимать  
to be employed by – работать, служить у  
employment [ɪmˈplɔɪmənt] – служба, занятия, работа  
out of employment – без работы  
employee [emˈplɔɪˈi:] – служащий; работающий по найму  
employer [ɪmˈplɔɪə] – предприниматель; наниматель  
employable – трудоспособный  
The firm has over 500 employees.  
How many people does the company employ?

6. To achieve – достигать, добиваться  
to achieve a goal – достигать цели  
He had finally achieved success.

7. Efficient [ɪfɪj(ə)nt] – действенный; эффективный; умелый; рациональный  
efficiency [ɪfɪj(ə)nsɪ] – действенность, эффективность  
She is an efficient secretary.

8. Effective [ɪfektɪv] – действительный, результативный; эффективный  
I admit the effective use of colour in her paintings.  
Aspirin is a simple but effective treatment.

9. To delegate [ˈdeɪləʒeɪt] – делегировать; уполномочивать; передавать полномочия  
delegate [ˈdeɪləʒɪt] – делегат, представитель  
Some managers find it difficult to delegate.



10. Subordinate (syn. inferior) [sə'bo:dɪnət] – подчиненный  
to subordinate [sə'bo:dɪnət] – подчинять

This book is about the relationship between subordinates and superiors.

11. To monitor – контролировать, проверять

Each student's progress is closely monitored.

12. To be in charge of – быть ответственным за что-либо

She is in charge of the day-to-day running of the business.

13. Executive [ɪg'zekjʊtɪv] – исполнительный; административный;  
должностное лицо, руководитель; администратор (фирмы, компании)

What is he? – He is a top executive in a computer firm.

14. To supervise ['s(j)u:pəvaɪz] – смотреть, наблюдать (за чем-либо)

supervisor ['s(j)u:pəvaɪzə] – руководитель; служащий фирмы, имеющий  
право решать кадровые вопросы

She supervised the children playing near the pool.

15. Superior [s(j)u:'prɪ(ə)ɪə] – начальник

I'm going to complain to your superiors.

16. Operations manager – директор по складским операциям;

17. To run – управлять

He has no idea how to run a business.

18. Plant manager – директор завода; управляющий предприятием

19. Office manager – руководитель конторы; руководитель отделения  
фирмы

20. Middle manager – руководитель среднего звена

21. First-line manager – руководитель низшего звена на производстве

## VOCABULARY EXERCISES

**Ex. 1. Learn the pronunciation of the following words and word combinations. Translate them into Russian:**

Management, to be employed, human resources, to achieve, organizational goals. efficient, effective, delegating, subordinates, exceptions, employees, successful, immediate, foreman, to require, supervisor, executive.

**Ex. 2. Read and translate the international words without a dictionary:**

Practice, organization, financial, resources, effective, president, plan, manager, firm, operation, administrative.

**Ex. 3. Match the words from column A with the words from column B to form pairs of a) synonyms and b) antonyms:**

a)

**A**

To be in charge of

Various

To manage

To monitor

Correct

Work

b)

**A**

To employ

Subordinate

Employer

Exception

Right

**B**

To control

To track

To be responsible for

Right

Employment

Diverse

**B**

Wrong

To fire

Superior

Employee

Rule

**Ex. 4. Match the words with their definitions:**

1) efficient

less

2) effective

a

3) a subordinate

A) a person who has a position with

authority and power than sb else in an organization;

B) the act of running and controlling

business or similar organization;

C) doing sth well and thoroughly with

no

4) management  
or

result;

5) vice president  
part of

6) executive officer  
laws

waste of time, money or energy;  
D) producing the result that is wanted

intended; producing a successful

E) a person in charge of a particular

a business company;

F) having the power to put important  
and decisions into effect;

Ex. 5 Make up word combinations. Use them in the sentences of your own.

Human	making
Decision	managers
Top	resources
To achieve	president
Vice	a goal

Ex. 6 State to what part of the speech the underlined words belong.  
Translate the sentences into Russian:

1. Read through your report and correct the mistakes.  
I think you have made the correct decision.
2. Don't control me!  
The party will lose control of Congress.
3. Top managers make up a small group of executives.  
Think how to group activities.
4. All employees should work together.  
He started work as a clerk.

## WORD-BUILDING

**Ex. 1. Build adverbs with the help of the suffix – ly:**

Wise, typical, relative, usual

**Ex. 2. Build adjectives with the help of the suffixes -ful, -ive, -al:**

Success, effect, type, administration.

**Ex. 3. Build nouns with the help of the suffixes -er, -or:**

To manage, to direct, office, to inspect, to sell.

**Ex. 4. Complete the chart:**

VERB	NOUN	ADJECTIVE
	employment	
organize		
		manageable
	effect	
	necessity	

TEXT

Read and translate the text. Get ready to do the exercises that follow it.

Management. Managing a business

Management is the art or practice of managing a business, money, products, and all the people employed by a company. In other words management is a set of activities directed at an organization's human, financial, physical, and information resources, with the aim of achieving organizational goals in an efficient and effective manner. In this case "efficient" means "using resources wisely and without unnecessary waste" while "effective" means "doing the right things".

Planning and decision making

Determining the organization's goals and deciding how best to achieve them, delegating responsibilities to subordinates.

Controlling

Monitoring and correcting ongoing activities, receiving reports from subordinates and helping subordinates handle exceptions.

Organizing

Determining how best to group activities and resources. Getting all employees to work together.

Leading

Motivating members of the organization to work in the best interests of the organization.

The golden rule of successful management can be summed up in the following words: "The system works well as long as we don't have any exceptions." Successful management is getting things done through "others", that is through the manager's immediate subordinates.

The word "management" is also used to denote the people who are in charge of a company or an organization. Although large organizations typically have a number of levels of management, the most common view considers three basic levels: top, middle and first-line managers.

Top managers (president, vice president, chief executive officer (CEO), managing director) make up the relatively small group of executives who control the organization.

Middle managers (plant manager, operations manager, division head) make up the largest group of managers in most organizations. The company usually requires that a middle manager should implement the policies and plans developed by top management.

First-line managers (foreman, supervisor, office manager) typically spend a large portion of their time supervising the work of operating employees.

Managers of different levels may work in various areas within a company. In any given firm, there may be marketing, operations, administrative, and other kinds of managers at all three levels.

## COMPREHENSION

I. Find words and words expressions which mean:

1. a worker who is in charge of a group of other factory or building workers;
2. a person who is in charge of small groups of people and departments within a business organization who is not involved in making important decisions;
3. the person who is in charge of a business;
4. to give part of your work, power or authority to sb in a lower position than you;
5. to succeed in reaching a particular goal, status or standard;
6. to watch and check sth over a period of time in order to see how it develops;

II. Explain the meaning of the following words and phrases in English:

An employee, a manager, a president, an office manager, human resources, successful management.

III. Say if the phrases below are true or false. If they are true, repeat them. If they are false, correct them using the following:

- That's not right
  - I wrong surely
  - I can't agree
- 1) Management is the art of managing people.
  - 2) "Efficient" means "doing the right things".
  - 3) Successful management is getting things done through "others", that is through the manager's immediate subordinates.
  - 4) Large organizations typically have 4 levels of management.
  - 5) First-line managers typically the work of operating employees.

IV. Answer the questions:

1. What is management?
2. Explain the difference between the words "effective" and "efficient".
3. What elements must be included in management?
4. What is the golden rule of successful management?
5. What 3 basic levels of management can you name?
6. What can you tell about top (middle, first-line) managers?
7. Would you like to become a top, middle or first-line manager?

V. Translate from Russian into English:

a)

другими словами, искусство управления, информационные ресурсы, достичь цели, подчиненные, мотивировать служащих, золотое правило, 3 уровня управления, генеральный директор, руководитель отдела, наблюдать (заведовать), работать у, передать полномочия, менеджер среднего звена.

b)

1. Могу я поговорить с вашим генеральным директором?
2. Руководители отделов относятся к среднему звену администрации.
3. Искусство управления людьми является одной из важнейших составляющих понятия "менеджмент".
4. Хороший управляющий – это тот, кто умеет рационально распределить обязанности между своими подчиненными.
5. Менеджер должен знать, как мотивировать членов своей компании работать в ее интересах.
6. Именно менеджеры высшего звена (президент, вице-президент) руководят компанией.

7. Я буду жаловаться вашему начальнику.

VI. Discussion point. Look through the text once more and discuss:  
What makes a good manager?

VII. Write a summary of the text in English.

## 2.9. Marketing

### VOCABULARY

Study the meaning of the following words and word combinations and memorize them:

1. Market – рынок; сбыт; торговля

to market – привезти на рынок; купить или продать на рынке; продавать; сбывать

to be on the market – продаваться

black market – черный (нелегальный) рынок

buyer's market – конъюнктура рынка, выгодная для покупателя (предложение превышает спрос)

seller's market – рынок, на котором спрос превышает предложение

target ['tɑ:ɡɪt] market – особая группа потребителей, чьи потребности собирается удовлетворить предприятие (целевой рынок)

market research [mɑ:'ri:ʒə:t] – изучение конъюнктуры рынка, маркетинговое исследование

market segmentation – процесс разделения рынка на субрынки, каждый из которых образован группой потребителей чем-то похожих друг на друга, например, уровнем образования, возрастом

We buy our fruit and vegetables at the market.

They have increased their share of the market by 10%.

There are hundreds of different brands on the market.

2. Marketing – процесс выяснения и удовлетворения потребностей

marketing mix – маркетинговый комплекс, состоящий из продукта, системы его распространения, рекламы и цены, который фирма использует для обслуживания потребителей на его целевом рынке; смешанная система сбыта

She works in sales and marketing.

3. To satisfy – удовлетворять  
satisfaction – удовлетворение  
to satisfy a need – удовлетворять потребность  
Marketing can be defined as human activity which is directed at satisfying needs and wants.

4. Consumer – потребитель  
to consume – потреблять  
consumer products (goods) – потребительские товары  
consumption – потребление  
prospective consumers – будущие (потенциальные) покупатели  
Health – conscious consumers want more information about the food they buy.

5. Communications – организация контактов с потребителями  
the communications mix – мероприятия по организации контактов с потребителями  
The communications mix comprises advertising, public relations, direct mail.

6. Public relations (PR) – связи с общественностью, сознательная попытка создать положительный имидж компании  
She works in public relations.

7. Competition – конкуренция  
competitor – конкурент  
competitive – конкурентный; конкурентоспособный  
to compete – конкурировать  
Graduates have to fight for jobs in a highly competitive market.

8. To launch [lɔ:nt] – запускать (завод, продукт); выпускать  
The new model will be launched in July.

9. Price – цена  
pricing – ценообразование  
to price – назначать цену  
Boat for sale, price \$ 2000.

10. To position the product – позиционировать товар



product positioning – позиционирование товара  
It's important to position the product in a proper way.

11. Distribution [ˌdɪstrɪˈbjʊːʃ(ə)n] – распределение  
to distribute [dɪsˈtrɪbjʊ(:)t] – распределять  
distribution channel – цепь фирм, которые участвуют в покупке и  
продаже товаров по мере их продвижения от производителя к  
пользователю  
We were told about the distribution of food & medicines to the flood  
victims.

12. Durable goods [ˈdʒʊ(ə)rəbl] – товары, срок потребления которых  
превышает один год  
What durable goods have you got?

13. Buyer's behaviour – процесс принятия покупателем решения о том,  
какой продукт покупать и у кого. Процесс состоит из 5 этапов:  
осознание проблемы, поиск информации, оценка информации,  
решение о покупке, оценка после покупки  
The company studied the group of people (aged 30–40) and the features of  
its buying behaviour.

14. Profit margin [ˈmɑːdʒɪn] – чистая прибыль в виде процентов от  
продаж  
What are your average operating margins?

15. Top–end market / upmarket – рынок для элитарных покупателей  
ant. bottom–end market / down–market –рынок для потребителей с  
низким доходом  
It was an upmarket restaurant.

16. Essential (ant. dispensable, non–essential) [ɪˈsenʃ(ə)l] –  
существенный; необходимый; важный  
Experience is essential for this job.

17. Controllable (ant. uncontrollable) – управляемый  
controllable factors – управляемы факторы  
The controllable factors are: product, price, place, promotion

18. Selling techniques – приемы и методы продаж  
What selling techniques do you know?

19. Leaflet (syn. booklet) ['li:flɪt] – листовка, тонкая брошюра  
Take this leaflet on local places of interest.

20. Survey ['sɜ:veɪ] – осмотр; исследование  
A recent survey showed 70% of those questioned were in favour of the plan.

21. Exhibition [ˌeksɪ'biʃ(ə)n] – выставка, показ  
to exhibit [ɪg'zɪbɪt] – показывать, выставлять  
Have you seen the Picasso exhibition?

### VOCABULARY EXERCISES

**Ex. 1. Learn the pronunciation of the following words and word combinations. Translate them into Russian:**

To satisfy needs, to be persuaded, non-essential, consumer, segments, to launch, target, research, uncontrollable, promotion, competitor, conducting, survey, exhibition, to exhibit, environmental, attitudinal, exchanging, strategy, distribution.

**Ex. 2. Read and translate the international words without a dictionary:**

Marketing, company, group, segment, product, model, motorcycle, factor, type, situation, experiment, demographic, radio, information.

**Ex. 3. Match the words from column A with the words from column B to form pairs of a) synonyms and b) antonyms:**

a)

**A**

Leaflet

Poster

Price

To persuade

Non-essential

**B**

Cost

To convince

Dispensable

Booklet

To display

To exhibit

Placard

b)

**A**

**B**

Upmarket

Customer

Buyer

Similar

Producer

Seller

Different

Down-market

Ex.4. Translate the sentences given below. Pay attention to the words in italics:

1. Access to new foreign *markets* was assured.
2. This device *was* first *marketed* by a Japanese firm.
3. They have never had to operate in a *market* economy.
4. It's a *seller's market* at the moment.
5. A talking watch will shortly *be on the market*.
6. They *took* the mineral water *off the market* while tests were being made.

Ex.5. Make up word combinations. Use them in the sentences of your own.

Controllable	behaviour
To satisfy	techniques
Selling	group
Buying	mix
Target	needs
Marketing	factors

Ex. 6 Fill in the gaps with the words from the box:

marketing mix	marketing	customers
persuade	positioned	satisfy needs

- 1) Today competition is stiff, and companies which can best \_\_\_\_\_ of the customers will survive and make the largest profits.
- 2) The factors that help a firm to sell its products are known at the \_\_\_\_\_.
- 3) \_\_\_\_\_ means promoting goods and services to customers.

- 4) The product should be distributed to the most convenient place for \_\_\_\_\_ to buy it.
- 5) The company is looking for a trade representative possessing high communicative skills and being able to \_\_\_\_\_ people.
- 6) "Zolotaya bochka" is \_\_\_\_\_ on the market as beer of high quality.

Ex. 7 State to what part of the speech the underlined words belong. Translate the sentences into Russian:

- Set yourself targets that you can achieve.  
This magazine that targets single men is very popular.  
The company decided to launch a new model which could meet the needs of the target group.
- Position the product in a proper way.  
Is everybody in position?
- I start work at 9.  
We've had problems from the start.
- Don't go – I might need you.  
I had no need to open the letter.

## WORD-BUILDING

**Ex. 1. Build nouns with the help of the suffixes**

a) -er, -or, -ist; b) -cy, -ty, -ion, -our;

a) to produce, to sell, to buy, to consume, to competition, to promote, to specialize;

b) Bankrupt, possible, to promote, to behave, active, to discuss;

**Ex. 2. Build adjectives with the help of the suffixes –able, –ible, –al:**

Control, environment, change, market, type.

**Ex. 3. Complete the chart:**

VERB	NOUN	ADJECTIVE
	control	

		competitive
market		
	satisfaction	

## TEXT

Read and translate the text. Get ready to do the exercises that follow it.

### Marketing

Marketing can be *defined* as human activity which is directed at satisfying needs and wants by creating and exchanging goods or services. The marketing concept has replaced the selling concept. The "selling concept" means that consumers have to be *persuaded* by selling techniques to buy non-essential goods and services. The "marketing concept", on the contrary, means that the producer should produce the products which the customers need.

Marketing can be approached in terms of marketing mix.

Let's consider the case of the company "Harley-Davidson", the company in the USA which produced bikes. For a number of years the company had serious problems. Its profits decreased, and the company was facing a possibility of bankruptcy.

In order to survive, the company had to use the main principles of marketing. 1. Determine the customer groups or segments. 2. Determine their needs. 3. Position the product in a proper way. While the company was trying to determine a new group of customers, it identified a numerous group of baby-boomers, born after World War II. At that time they were in their forties. The second stage of this work was determination if these rather grown-up and conservative people could become buyers of bikes. The company studied this group and the features of its buying behaviour and came to a conclusion that it was possible.

The company decided to launch a new model and position it in such a way it could meet the needs of the target group. The new model was meant for top-end, or upmarket instead of mid-range market. The motorcycle was made large and reliable. The company realised that new buyers would not repair the motorcycle themselves, so it used a new motor "V-twin". A lot was done to improve the image of the motorcycle. A shift was made from "hard metal" to a more soft variant. Such famous personalities as Kurt Russell and Elizabeth Taylor were advertising the new model. The company was successful. Its sales have risen, and its profit margins have grown more than three times. Now the company is looking for new markets at home and internationally.

Marketing has become a key factor in the success of western business. In the 20th century, marketing has played an increasingly larger role in determining company policy, influencing product development, pricing, methods of distribution, advertising and promotion techniques.

#### Marketing Strategies Nowadays

Nowadays general marketing strategy includes such essential elements as planning, market research, new product development, sales, communications and advertising.

**Planning.** While speaking of marketing planning, one should think first of all of the so-called controllable and uncontrollable factors. The controllable factors are the following: product, price, place and promotion; the uncontrollable ones – *environmental factors*. Both these types are very important when one starts analysing the market situation.

**Research.** Market research is concerned first of all with product choice study and the study of competitors' interests and their claims. The most popular methods of conducting marketing research are observation, survey, experiment and public opinion polls through different channels.

**Production.** Attitudinal research should affect the product to be produced, so production is inevitably based on marketing Intelligence study. Marketing investigates stages before, during and after production and also the stage following sales.

**Sales.** Sales are always involved with customers service of all kinds. Markets for consumer products are segmented on the basis of demographic and psychographic data research.

**Communications and advertising.** The communications mix comprises advertising, public relations, direct mail and special events such as product shows, conferences and exhibitions. Advertising is an important means of promoting the goods that have been produced already, as well as new lines in business. Nowadays there are special departments and agencies dealing with advertising. Different kinds of mass media – TV, radio, newspapers, cinema, magazines, posters – are used for advertising aims. Special leaflets, booklets and other printed matters with the information about goods may be published for the same purpose. The choice of media for advertising depends on the kind of goods and on the local conditions and people's habits.

*Notes:*

1. to define – определять
2. to persuade – убеждать
3. environmental factors – факторы, связанные с внешней средой

## COMPREHENSION

I. Find words and words expressions which mean:

1. the combination of the features of product, its price, the way it is advertised and where it is sold, each of each a company can adjust to persuade people to buy the product;
2. among the best, most expensive, etc examples of sth.;
3. the difference between the cost of buying or producing sth. and the price that it is sold for;
4. the work of collecting information about what people buy and why;
5. the number of items sold;
6. the process of questioning people who are representative of a larger group in order to get information about the general opinion;

II. Explain the meaning of the following words and phrases in English:

Non-essential, consumer products, needs, segment, seasonal factors, competition, leaflets, controllable factors, public relations.

III. Say if the phrases below are true or false. If they are true, repeat them. If they are false, correct them using the following:

- That's not right
- I wrong surely
- I can't agree

- 1) Nowadays general marketing strategy includes planning, market research and advertising.
- 2) The "selling concept" means that the producer should produce the products which the customers need.
- 3) The controllable factors are the following: product, price, place and promotion (four Ps).
- 4) The uncontrollable factors are less important than the controllable ones.
- 5) Market research is concerned first of all with product choice study.

IV. Answer the questions:

1. What is marketing?
2. What is the "selling concept"?
3. What is the "marketing concept"?
4. How many parts does marketing strategy include?
5. What is meant by planning?
6. Why is production inevitably based on marketing study?

7. What is the aim of advertising?
8. What are the main principles of marketing?

V. Translate from Russian into English:

a)

удовлетворять потребности; ценовая политика; факторы, связанные с внешней средой; связи с общественностью; проводить выставки и конференции; включать в себя рекламное дело; проводить сегментацию рынка; влиять на выбор продукции; можно определить как; концепция маркетинга; концепция продаж; целевая группа; позиционировать товар; рынок для потребителей с низким доходом.

b)

1) Маркетинг можно определить как деятельность человека направленная на удовлетворение потребностей и желаний потребителя.

2) Цель маркетинга – определить нужды и потребности своих будущих потребителей.

3) Четыре основных управляемых фактора маркетинга – это товары, цена, размещение и продвижение. К неуправляемым факторам относятся факторы, связанные с внешней средой.

4) В своей работе компания ориентировалась на достаточно узкий рынок.

5) Для того чтобы выжить, компания должна была использовать основные принципы маркетинга:

- выявить группы или сегменты рынка;
- определить их потребности;
- позиционировать товары должным образом;

6) Компания решила запустить новую модель.

7) Новая модель была предназначена для элитарных покупателей.

8) Сейчас компания ищет новые рынки в своей стране и за рубежом.

VI. Write a summary of the text in English.

VII. 8 Discussion point.

*What can help a firm (company) to sell their products? (Use the plan below) Plan*

1. The main marketing principles are:

- a) determine the customer groups or segments;



- b) determine their needs;
- c) position the product in a proper way;

2. Marketing strategies include:

- a) planning;
- b) market research;
- c) new product development;
- d) sales;
- e) advertising;

### About Economy and Economics

The word *economy* comes from the Greek word for "one who manages a household." At first, this origin might seem peculiar. But, in fact, households and economies have much in common.

A household faces many decisions. It must decide which members of the household do which tasks and what each member gets in return: Who cooks dinner? Who does the laundry? Who gets the extra dessert at dinner? Who gets to choose what TV show to watch? In short, the household must allocate its scarce resources among its various members, taking into account each member's abilities, efforts, and desires.

Like a household, a society faces many decisions. A society must decide what jobs will be done and who will do them. It needs some people to grow food, other people to make clothing, and still others to design computer software. Once society has allocated people (as well as land, buildings, and machines) to various jobs, it must also allocate the output of goods and services that they produce. It must decide who will eat caviar and who will eat potatoes. It must decide who will drive a Porsche and who will take the bus.

The management of society's resources is important because resources are scarce. Scarcity means that society has less to offer than people wish to have. Just as a household cannot give every member everything he or she wants, a society cannot give every individual the highest standard of living to which he or she might aspire.

Economics is the study of how society manages its scarce resources. In most societies, resources are allocated not by a single central planner but through the combined actions of millions of households and firms. Economists therefore study how people make decisions: how much they work, what they buy, how much they save, and how they invest their

savings. Economists also study how people interact with one another. For instance, they examine how the multitude of buyers and sellers of a good together determine the price at which the good is sold and the quantity that is sold. Finally, economists analyze forces and trends that affect the economy as a whole, including the growth in average income, the fraction of the population that cannot find work, and the rate at which prices are rising.

### The Legacy of Adam Smith and David Ricardo

Economists have long understood the principle of comparative advantage. Here is how the great economist Adam Smith put the argument: It is a maxim of every prudent master of a family, never to attempt to make at home what it will cost him more to make than to buy. The tailor does not attempt to make his own shoes, but buys them of the shoemaker. The shoemaker does not attempt to make his own clothes but employs a tailor. The farmer attempts to make neither the one nor the other, but employs those different artificers. All of them find it for their interest to employ their whole industry in a way in which they have some advantage over their neighbors, and to purchase with a part of its produce, or what is the same thing, with the price of part of it, whatever else they have occasion for.

This quotation is from Smith's 1776 book *An Inquiry into the Nature and Causes of the Wealth of Nations*. This book was a landmark in the analysis of trade and economic interdependence. Many economists consider Smith to be the founder of modern economics.

Smith's book inspired David Ricardo, a millionaire stockbroker, to become an economist. In his 1817 book *Principles of Political Economy and Taxation*, Ricardo developed the principle of comparative advantage as we know it today. His defense of free trade was not a mere academic exercise. Ricardo put his economic beliefs to work as a member of the British Parliament, where he opposed the Corn Laws, which restricted the import of grain.

The conclusions of Adam Smith and David Ricardo on the gains from trade have held up well over time. Although economists often disagree on questions of policy, they are united in their support of free trade. Moreover, the central argument for free trade has not changed much in the past two centuries. Even though the field of economics has broadened its scope and refined its theories since the time of Smith and

Ricardo, economists' opposition to trade restrictions is still based largely on the principle of comparative advantage.

### John Maynard Keynes (1883–1946)

The English economist John Maynard Keynes is regarded as the father of modern macroeconomics.

In 1935 George Bernard Shaw received a letter from John Maynard Keynes in which Keynes asserted, "I believe myself to be writing a book on economic theory which will largely revolutionize . . . the way the world thinks about economic problems." And, in fact, Keynes' *The General Theory of Employment, Interest, and Money* (1936) did revolutionize economic analysis and established Keynes as one of the most brilliant and influential economists of all time.

The son of an eminent English economist, Keynes was educated at Eton and Cambridge. While his early interests were in mathematics and probability theory, Keynes ultimately turned to economics.

Keynes was far more than an economist: He was an incredibly active, many sided man who also played such diverse roles as principal representative of the Treasury at the World War I Paris Peace Conference, deputy for the Chancellor of the Exchequer, a director of the Bank of England, trustee of the National Gallery, chairman of the Council for the Encouragement of Music and the Arts, bursar of King's College, Cambridge, editor of the *Economic Journal*, chairman of the *Notion* and later the *New Statesman* magazines, and chairman of the National Mutual Life Assurance Society. He also ran an investment company, organized the Camargo Ballet (his wife, Lydia Lopokova, was a renowned star of the Russian imperial Ballet), and built (profitably) the Arts Theatre at Cambridge.

In addition, Keynes found time to amass a \$2 million personal fortune by speculating in stocks, international currencies, and commodities. He was also a leading figure in the "Bloomsbury group," an avant-garde group of intellectual luminaries who greatly influenced the artistic and literary standards of England.

Most importantly, Keynes was a prolific scholar. His books encompassed such widely ranging topics as probability theory, monetary economics, and the economic consequences of the World War I peace treaty. His *magnum opus*, however, was the aforementioned *General Theory* which has been described by John Kenneth Galbraith as "a work of profound obscurity, badly written and prematurely published." Yet the

*General Theory* convincingly attacked the classical economists' contention that recession would cure itself. Keynes claimed that the capitalistic system contained no automatic mechanism capable of propelling it toward full employment. The economy might languish indefinitely in depression and poverty. Indeed, the massive unemployment of the worldwide depression of the 1930s seemed to provide sufficient empirical evidence that Keynes was right. His basic policy recommendation—a startling one at the time—was for government to increase its spending in order to induce more production and put the unemployed back to work.

### Economic Goals

It is important at this point that we note, and reflect upon, a number of economic goals or value judgments which are widely, though not universally, accepted in our society and, indeed, in many other societies. These goals may be briefly listed as follows:

#### 1. ECONOMIC GROWTH

The production of more and better goods and services, or, more simply stated, a higher standard of living, is desired.

#### 2. FULL EMPLOYMENT

Suitable jobs should be available for all who are willing and able to work.

#### 3. ECONOMIC EFFICIENCY

We want to get the maximum benefits at the minimum cost from the limited productive resources which are available.

#### 4. PRICE LEVEL STABILITY

Sizable upswings or downswings in the general price level, that is, inflation and deflation, should be avoided.

#### 5. ECONOMIC FREEDOM

Business executives, workers, and consumers should enjoy a high degree of freedom in their economic activities.

#### 6. AN EQUITABLE DISTRIBUTION OF INCOME

No group of citizens should face stark poverty while other citizens enjoy extreme luxury.

#### 7. ECONOMIC SECURITY

Provision should be made for those who are chronically ill, disabled, handicapped, aged, or otherwise dependent.

#### 8. BALANCE OF TRADE

We seek a reasonable balance in our international trade and financial transactions.

This list of widely accepted goals (There are other goals which might be added. For example, improving the physical environment is a widely held goal) provides the basis for several significant points. First, note that this or any other statement of basic economic goals inevitably entails problems of interpretation. What are "sizable" changes in the price level? What is a "high degree" of economic freedom? What is an "equitable" distribution of income? Although most of us might accept the above goals as generally stated, we might also disagree very substantially as to their specific meanings and hence as to the types of policies needed to attain these goals. It is noteworthy that, although goals 1 to 4 and 8 are subject to reasonably accurate measurements, the inability to quantify goals 5 to 7 undoubtedly contributes to controversy over their precise meaning.

Second, certain of these goals are complementary in that to the extent one goal is achieved, some other goal or goals will also tend to be realized. For example, the achieving of full employment (goal 2) obviously means the elimination of unemployment, a basic cause of low incomes (goal 6) and economic insecurity (goal 7). Furthermore, considering goals 1 and 6, it is generally agreed that the sociopolitical tensions which may accompany a highly unequal distribution of income are tempered to the extent that most incomes rise absolutely as a result of economic growth.

Third, some goals may be conflicting or mutually exclusive. Some economists argue that those forces which further the attainment of economic growth and full employment may be the very same forces which cause inflation. In fact, the apparent conflict between goals 2 and 4 has been at the forefront of economic research and debate in recent years. Goals 1 and 6 may also be in conflict. Some economists point out that efforts to achieve greater equality in the distribution of income may weaken incentives to work, invest, innovate, and take business risks, that is, to do the things that promote rapid economic growth. They argue that government tends to equalize the distribution of income by taxing high-income people quite heavily and transferring those tax revenues to low-income people. The incentives of a high income individual will be diminished because taxation reduces one's income rewards. Similarly, a low-income person will be less motivated to work and engage in other productive activities when government stands ready to subsidize that individual. International example: Through central planning the Soviet Union has been able to virtually eliminate unemployment with the result that this source of worker insecurity has almost disappeared completely.

However, with little fear of losing one's job, Soviet workers are quite cavalier regarding work effort and therefore productivity and efficiency in the Soviet Union are quite low. Here we have a conflict between goal 7, economic security, and goal 1, the growth of worker productivity.

This leads us to a fourth point: When basic goals do conflict, society is forced to develop a system of priorities for the objectives it seeks. To illustrate: If full employment and price stability are to some extent mutually exclusive, that is, if full employment is accompanied by some inflation *and* price stability entails some unemployment, society must decide upon the relative importance of these two goals. Suppose the relevant choice is between, say, a 7 percent annual increase in the price level accompanied by full employment on the one hand, and a perfectly stable price level with 8 percent of the labor force unemployed on the other. Which is the better choice? Or how about a compromise goal in the form of, say, a 4 percent increase in the price level each year with 6 percent of the labor force out of work? There is clearly ample room for disagreement here.

### The Foundation of Economics (I)

Two fundamental facts provide a foundation for the field of economics and, in fact, comprise the *economizing problem*. It is imperative that we carefully state and fully understand these two facts, because everything that follows in our study of economics depends directly or indirectly upon them. The first fact is this: *Society's material wants, that is, the material wants of its citizens and institutions are virtually unlimited or insatiable*. Second: *Economic resources – the means of producing goods and services – are limited or scarce*.

#### Unlimited wants

Let us systematically examine and explain these two facts in the order stated. In the first statement, precisely what do we mean by "material wants"? We mean, first, the desires of consumers to obtain and use various *goods* and *services* which provide *utility*, the economist's term for pleasure or satisfaction. (This definition leaves a variety of wants-recognition, status, love, and so forth—for the other social sciences to worry about.) An amazingly wide range of products fills the bill in this respect: houses, automobiles, toothpaste, compact-disc players, pizzas, sweaters, and the like. In short, innumerable products which we sometimes classify as *necessities* (food, shelter, clothing) and *luxuries* (perfumes, yachts, mink

coats) are all capable of satisfying human wants. Needless to say, what is a luxury to Smith may be a necessity to Jones, and what is a commonplace necessity today may have been a luxury a few short years ago.

But services satisfy our wants as much as do tangible products. A repair job on our car, the removal of our appendix, a haircut, and legal advice have in common with goods the fact that they satisfy human wants. On reflection, we realize that we indeed buy many goods, for example, automobiles and washing machines, for the services they render. The differences between goods and services are often less than they seem to be at first.

Material wants also include those which businesses and units of government seek to satisfy. Businesses want factory buildings, machinery, trucks, warehouses, communications systems, and other things that assist them in realizing their production goals. Government, reflecting the collective wants of its citizenry or goals of its own, seeks highways, schools, hospitals, and military hardware.

As a group, these material wants are, for practical purposes, insatiable, or unlimited, which means that material wants for goods and services are incapable of being completely satisfied. (It should be mentioned in passing that the fallacy of composition is relevant here. Our wants for a *particular* good or service can be satisfied; that is, over a short period of time we can get sufficient amounts of toothpaste or beer. Certainly one appendicitis operation is par for the course. But goods *in general* are another story. Here we do not, and presumably cannot, get enough.) A simple experiment will help to verify this point: Suppose we are asked to list those goods and services we want but do not now possess. If we take time to ponder our unfilled material wants, chances are our list will be impressive. And over a period of time, wants multiply so that, as we fill some of the wants on the list, at the same time we add new ones. Material wants, like rabbits, have a high reproduction rate. The rapid introduction of new products whets our appetites, and extensive advertising tries to persuade us that we need countless items we might not otherwise consider buying. Not too many years ago, the desire for personal computers, light beer, video recorders, digital watches, and microwave ovens was nonexistent. Furthermore, we often cannot stop with simple satisfaction: The acquisition of an Escort or Chevette has been known to whet the appetite for a Porsche or Mercedes.

In summary, we may say that at any given time the individuals and institutions which constitute society have innumerable unfulfilled

material wants. Some of these wants—food, clothing, and shelter—have biological roots. But some are also influenced by the conventions and customs of society: The specific kinds of food, clothing, and shelter we seek are frequently determined by the general social and cultural environment in which we live. Over time, wants change and multiply, abetted by the development of new products and by extensive advertising and sales promotion.

Finally, let us emphatically add that the overall end or objective of all economic activity is the attempt to satisfy these diverse material wants.

## The Foundation of Economics (II)

### Scarce resources

Consider now the second fundamental fact: *Economic resources are limited or scarce*. What do we mean by "economic resources"? In general, we are referring to all the natural, human, and manufactured resources that go into the production of goods and services. This clearly covers a lot of ground: factory and farm buildings and all sorts of equipment, tools, and machinery used in the production of manufactured goods and agricultural products; a variety of transportation and communication facilities; innumerable types of labor; and, last but not least, land and mineral resources of all kinds. There is an apparent need for a simplified classification of such resources, which we shall meet with the following categories: (1) *property* resources—land or raw materials and capital; (2) *human* resources—labor and entrepreneurial ability.

### Resource categories

Let us examine these various resource categories.

**LAND** What does the economist mean by land? Much more than do most people. Land refers to all natural resources—all "gifts of nature"—which are usable in the productive process. Such resources as arable land, forests, mineral and oil deposits, and water resources come under this general classification.

**CAPITAL** What about capital? Capital, or investment goods, refers to all manufactured aids to production, that is, all tools, machinery, equipment, and factory, storage, transportation, and distribution facilities used in producing goods and services and getting them to the ultimate consumer. The process of producing and accumulating capital goods is known as investment.

Two other points are pertinent. First, *capital goods* ("tools") differ



from *consumer goods* in that the latter satisfy wants directly, whereas the former do so indirectly by facilitating the production of consumable goods. Second, the term "capital" as here defined does *not* refer to money. True, business executives and economists often talk of "money capital," meaning money which is available for use in the purchase of machinery, equipment, and other productive facilities. But money, as such, produces nothing: hence, it is not to be considered as an economic resource.

*Real capital*— tools, machinery, and other productive equipment – is an economic resource; *money or financial capital* is not.

**LABOR** Labor is a broad term which the economist uses in referring to all of the physical and mental talents of men and women which are usable in producing goods and services (with the exception of a special set of human talents – entrepreneurial ability—which, because of their special significance in a capitalistic economy, we choose to consider separately). Thus the services of a logger, retail clerk, machinist, teacher, professional football player, and nuclear physicist all fall under the general heading of labor.

**ENTREPRENEURIAL ABILITY** Finally, what can be said about this special human resource which we label entrepreneurial ability, or, more simply, *enterprise*? We shall give the term a specific meaning by assigning four related functions to the entrepreneur.

1. The entrepreneur takes the initiative in combining the resources of land, capital, and labor in the production of a good or service. Both a sparkplug and a catalyst, the entrepreneur is at once the driving force behind production and the agent who combines the other resources in what is hoped will be a profitable venture.

2. The entrepreneur undertakes the chore of making basic business–policy decisions, that is, those non–routine decisions which set the course of a business enterprise.

3. The entrepreneur is an innovator—the person who attempts to introduce on a commercial basis new products, new productive techniques, or even new forms of business organization.

4. The entrepreneur is a risk bearer. This is apparent from a close examination of the other three entrepreneurial functions. The entrepreneur in a capitalistic system has no guarantee of profit. The reward for his or her time, efforts, and abilities may be attractive profits or losses and eventual bankruptcy. In short, the entrepreneur risks not only time, effort, and business reputation, but his or her invested funds and those of associates or stockholders.

## Oil and the Economy

Some of the largest economic fluctuations in the U.S. economy have originated in the oil fields of the Middle East. Crude oil is a key input into the production of many goods and services, and much of the world's oil comes from Saudi Arabia, Kuwait, and other Middle Eastern countries. When some event (usually political in origin) reduces the supply of crude oil flowing from this region, the price of oil rises around the world. U.S. firms that produce gasoline, tires, and many other products experience rising costs. The result is a leftward shift in the aggregate-supply curve, which in turn leads to stagflation.

The first episode of this sort occurred in the mid-1970s. The countries with large oil reserves got together as members of OPEC, the Organization of Petroleum Exporting Countries. OPEC was a *cartel* – a group of sellers that attempts to thwart competition and reduce production in order to raise prices. And, indeed, oil prices rose substantially. From 1973 to 1975, oil approximately doubled in price. Oil importing countries around the world experienced simultaneous inflation and recession. In the United States, the inflation rate exceeded 10 percent for the first time in decades. Unemployment rose from 4.9 percent in 1973 to 8.5 percent in 1975.

Almost the same thing happened again a few years later. In the late 1970s, the OPEC countries again restricted the supply of oil in order to raise the price. From 1978 to 1981, the price of oil more than doubled. Once again, the result was stagflation. Inflation, which had subsided somewhat after the first OPEC event, again rose above 10 percent per year. Unemployment rose from about 6 percent in 1978 and 1979 to about 10 percent a few years later.

The world market for oil can also be a source of favorable shifts in aggregate supply. In 1986 squabbling broke out among members of OPEC. Member countries reneged on their agreements to restrict oil production. In the world market for crude oil, prices fell by about half. This fall in oil prices reduced costs to U.S. firms, which shifted the aggregate-supply curve to the right. As a result, the U.S. economy experienced the opposite of stagflation: Output grew rapidly, unemployment fell, and the inflation rate reached its lowest level in many years.

In recent years, the world market for oil has been relatively quiet. The only exception has been a brief period during 1990, just before the Persian Gulf War, when oil prices temporarily spiked up out of fear that a long military conflict might disrupt oil production. Yet this recent

tranquility does not mean that the United States no longer needs to worry about oil prices. Political troubles in the Middle East (or greater cooperation among the members of OPEC) could always send oil prices higher. The macroeconomic result of a large rise in oil prices would most likely resemble the stagflation of the 1970s.

## ENTREPRENEURS

Entrepreneur is a person who organizes and manages a business. This is a French word that has been accepted into the English language. Its popularity probably has something to do with its grand sound which befits anyone who has the initiative to create and run a business.

Entrepreneurs are a mystery to some people, especially those who are only comfortable with a nine-to-five existence and assured weekly paychecks and fringe benefits. The entrepreneur is a business person who prefers to take calculated risks in order to be his or her own boss.

Sometimes the entrepreneur is regarded as a business person who takes risks. This is not so. An entrepreneur is a business person who minimizes risks. He or she does this by advance planning, research, and meticulous consideration of all factors that could affect and possibly endanger her or his enterprise. When the entrepreneur forgets to do advance investigation and preparation, then he or she is a gambler at best, and a failure statistic at worst.

Speaking about entrepreneurship, Professor K. Vesper of the University of Washington says that "Businesses continue to be launched by people who didn't make it the first time around. A driving force in entrepreneurship is addictiveness. Once people have a taste of freedom in a business of their own, they like it. They don't want to go back to working for someone else."

While the percentage of growth for men entering into business independence could be measured in the teens, women's increase in a single decade was 69 percent. There is no mystery here. Women go into business for the same reason men do – to make money and to be their own bosses. The rise in female entrepreneurship is reminiscent of what the early-20<sup>th</sup>-century immigrants did – and the more recent waves of immigrants from different parts of the world. Entrepreneurship is regarded to be the first track to success. Rather than to take low-wage, big-industry job, people opt to use their wits and energy to climb the ladder of independence the entrepreneurial way.

The American magazine *Venture* attempted to dissect entrepreneurs and to see what makes them tick. They conducted a survey to which 2,740 readers responded. Here is what they had in common:

1) Typically they were firstborn children who had a positive relationship with their father. (2) They held jobs before they were 15 and started their first businesses by the time they reached 20. (3) They borrowed money to launch their enterprises and made themselves personally liable. (4) Most of them are college graduates, consider themselves demanding of others, and start work early in the day (82 percent start work before 9 a. m.). (5) Twenty percent described themselves as successful; another 53 percent claimed moderate success; 27 percent reported the expectation of success.

While these entrepreneurs are intrepid adventurers on the business sea, they still seek the approval of others—often after they have launched an action. Respondent Richard M. Ask, president of the 2000-member National Association of Entrepreneurs, wrote, "I go out and do what I damn well please, and then I look around for approval to reinforce the action."

How old are the people who start new businesses? The majority are 30 to 34, with the biggest segment (70 percent) between 25 and 44.

Age of entrepreneur	%
Under 20 years	1
20 to 24	8
25–29	17
30–34	21
35–39	18
40–44	15
45–49	9
50–59	10
60 and over	1

With what do entrepreneurs start up new businesses? How much money do they invest? Most businesses require between \$20,000 and \$50,000 in cash. The vast majority of business start-ups (87 percent) are in the range of a few thousand dollars to \$ 100,000.

Start-up capital	%
Under \$5,000	17

\$5,000 – 10,000	14
\$20,000 – 50,000	25
\$50,000 – 100,000	15
\$100,000 – 250,000	8
\$250,000 – 500,000	2
Over \$500,000	1

Which businesses are the most popular? There is no doubt that retailing is number one. Nearly half of all new business start-ups are retail shops. Here is the line-up:

Type of business	%
Retailing	46
Service	19
Services	8
Construction	8
Manufacturing	5
Finance	5
Professional	4
Wholesale	2
Transporting	2
Agriculture	1

#### On the Money-go-round

Money – usually the lack of it – is a universal problem for travellers. Whatever the amount they take there is a variety of ways to carry it. Since each has both advantages and disadvantages, a combination of two or three is advisable, the mixture depending on financial circumstances as well as destination.

*Traveller's cheques:* will be replaced if lost or stolen, theoretically within 24 hours. You pay 1 to 15 percent of the value of the cheques (and may be a fixed handling fee if you are buying in any of the 20 plus foreign currencies) but usually get a better rate when cashing them. In any of the America be sure to carry dollar cheques.

Foreign currency: carry a small amount (for taxis, porters, telephone calls, snacks) until you can get to a bank. Most UK banks need advance notice of your requirements, otherwise change sterling at the airport or port (though exchange rates are less favourable).

The commission and rate of exchange do vary but hopping around is rather impractical. Some countries (in particular Greece) restrict the amount of their currency that you can import. You should also carry some sterling for necessary expenses when you return.

Postcheques: Each cheque, when accompanied by a Postcheque Card (included free with your first order of cheques) can now be used to draw up to £100 in local currency from 90,000 post offices in most of Europe and around the Mediterranean as well as Home King, the Bahamas and Japan.

Credit cards: Access (linked to MasterCard in the US and Eurocard in Europe) and Barclaycard (linked to Visa) are accepted in nearly 5 million outlets each though they vary in their acceptability – Barclaycard, for example, is stronger in France, Spain and Italy, whereas Access is most useful in Germany and the US. Their acceptance in Continental petrol stations, top is not always certain.

They may also be used for cash advances and instead of a deposit on car hire.

Charge cards: American Express and Diners Club are less widely accepted than credit cards and the interest-free settlement period is shorter but then is no pre-set spending limit. In addition to the initial starting and annual fee for the cards, both charge a one percent processing charge for bills converted back into sterling.

Eurocheques can be used to withdraw local currency as well as pay for hotels, restaurants, garages and other services in nearly 5 million, mostly European, outlets. The cheques, made out to the exact amount you require are then debited to your account in the same way as a domestic cheque.

Individual cheques can be cashed for up to a maximum of £ 100 or the equivalent in local currency.

There is no limit to the number of cheques you can use to make a purchase. You pay around £3.50 for the card and there is also a commission of 1.25 percent on the value of the transaction, plus roughly a 30 pence handling fee per cheque.

## Inflation and the Transition to a Market Economy

One of the most intractable problem confronting societies in transition from centralized to free market economies is that of inflation. It is, however, a challenge that such societies must meet if they are to enjoy the material benefits that a market economy can provide.

What exactly is inflation? It is an increase in the average price level of the goods and services produced and sold in an economy. Inflation typically occurs in a market economy for one of two reasons: either people increase their spending faster than producers are able to increase the supply of the goods and services; or there is a decrease in the supply of goods and services to consumers and/or producers, which drives up prices. Inflation has sometimes been described as an increasing amount of money chasing a shrinking number of goods.

Inflation hits economies in transition hard because price liberalization – the removal of government control of prices – is an essential step toward a market economy. The initial result of such price liberalization is predictable – a wave of price increases for goods that were in chronic short supply. Why? Because the government held their prices artificially low, or because of other economic distortions and inefficiencies created by government decision-makers. In addition, if people are holding large amounts of money at the time of this transition (since there was little of value to buy), the pressure of inflation can be even greater. Nevertheless the rewards of enduring the inevitable bout of inflation during this transitional period are substantial. Unfettered by government, the market mechanism of supply and demand can begin function. High prices signal strong demand and the market albeit slowly and haltingly at first, responds with increased production. Peoples' money may have lost value, but what money they have is now real and consumers can buy the goods that are beginning to appear in stores. With supplies increasing, prices stabilize and queues begin to disappear as consumers realize that more and varied products will continue to be available for sale.

Entrepreneurs and investors respond to the new economic freedom by starting new businesses and competing to provide goods and services, thereby creating jobs, expanding supply and causing prices to moderate further.

The key element in this transition is for the government to relinquish its role in setting prices and permit the market forces of supply and demand to establish prices for virtually all goods and services. When such a free market is established, inflation may persist, but it is a far more manageable and less threatening problem than in the early, a far more manageable and less threatening problem than in the early, hard days of economic transition.

## Wholesaling

Wholesalers are one of the two major institutions that make up a firm's marketing channel. They are persons or firm who sell to retailers and other wholesalers or to industrial users but who do not sell in significant amounts to ultimate consumer.

There are two large groups of independent wholesalers: merchant wholesalers and agents and brokers. Merchant wholesalers take title to the good they handle. Selling agent, brokers are classified as agent wholesaling middlemen because they do not take title to goods.

The operating expenses of wholesaling middleman vary considerably, depending on the services provided out and the cost involved. The services include storage facilities in conveniently located warehouses, market coverage by a sales force, financing for retailers and manufacturers, market information for retailer, management services, retail sales training and merchandising assistance and advice.

Although the percentage of wholesale trade by manufacturer owned facilities has increased since 1925 independent wholesaling middlemen continue to account for 90 percent of all wholesale establishments and nearly two-thirds of total wholesale trade. They accomplish this by continuing to provide desired services to manufacturers, retailers, and industrial buyers.

### What is Retailing?

Harrods is engaged in retailing activities. Giant stores like Harrods may generate daily sales of several million dollars, while a small shoe store may have annual sales of less than \$100,000. But both large and small perform the major activity: creating time, place and ownership utility. In a very real sense, retailers are the marketing channel for most consumers, since the typical shopper has little contact with manufacturers and virtually none with wholesaling intermediaries. As a result, the services provided – location, store hours, quality of salespeople, store layout, selection and the returns policy, among others – are often more important than the physical product in developing consumer images of the products and services offered.

Retailing may be defined as all the activities involved in the sale of products and services to the ultimate consumer. The supermarket is a large-scale departmentalized retail store offering a variety of food products



such as meat products, canned goods, and frozen goods in addition to various nonfood items. It operates on a self-service bases and emphasizes low prices and adequate parking facilities.

Supermarket customers typically shop once or twice a week. With a razor-thin profit margin (only about 1 percent of sales after taxes) supermarkets complete through careful planning of retail displays in order to sell a large amount of merchandise each week and by retaining a low investment in inventory. In an attempt to fight the fast-food threat – the tendency of consumers to eat many of their meals outside the home – supermarkets have begun to feature their own delicatessen. In Florida, the supermarkets sell fried chicken by the bucket. Supermarkets General of New Jersey has even established cafeterias and snack shops in factories.

Supermarkets carry nonfood products such as magazines, records, small kitchen utensils, toiletries and toys for two reasons: consumers have displayed a willingness to buy such items in supermarkets, and supermarket managers like the profit margin on the items, which is higher than that of food products. Nonfood sales account for almost one-fourth of all supermarket sales.

Department store is a series of special stores under one roof. It is a large retail firm handling a variety of merchandise: women's wear and accessories, household linens and dry goods, home furnishings, appliances and furniture.

Department stores are known for offering their customers a wide variety of services, such as charge accounts, delivery, gift wrapping and liberal return privileges. In addition, some 50 % of their employees and 40 % of their floor space are devoted to non-selling activities.

Now Department stores have faced intensified competition in the past thirty years. Their relatively high operating costs make them vulnerable to such new retailing innovations as discount stores, catalog merchandisers, and hypermarkets.

In addition, department stores were typically located in downtown business districts and experienced the problems associated with limited parking, traffic congestion, and urban migration to the suburbs.

They have displayed a willingness to adapt to changing consumer desires. They have added bargain basement and expanded parking facilities in attempts to compete with discount operations and suburban retailers. They have also followed the movement of the population to the suburbs by opening major branches in outlying shopping centers.

## Advertising

Economic analysis of advertising dates to the thirties and forties, when critics attacked it as a monopolistic and wasteful practice. Defenders soon emerged who argued that advertising promotes competition and lowers the cost of providing information to consumers and distributing goods. Today, most economists side with the defenders most of the time.

There are many different types of advertising – the grocery ads that feature weekly specials, "feel-good" advertising that merely displays a corporate logo, ads with detailed technical information, and those that promise "the best". Critics and defenders have often adopted extreme positions, attacking or defending any and all advertising. But at the very least, it seems safe to say that the information that firms convey in advertising is not systematically worse than the information volunteered in political campaigns or when we sell a used car to a stranger. Modern economics views advertising as a type of promotion in the same vein as direct selling by salespersons and promotional price discounts. This is because it is easier to understand why advertising is used in some circumstances and not in others by looking at the problems firms face in promoting their wares, rather than by focusing on advertising as an isolated phenomenon.

While advertising has its roots in the advance of literacy and the advent of inexpensive mass newspapers in the nineteenth century, modern advertising, as we know it, began at the turn of the century with two new products, Kellogg cereals and Camel cigarettes. What is generally credited as the first product endorsement also stems from this period: Honus Wagner's autograph was imprinted on the Louisville Slugger in 1905.

Advertising as a percentage of GNP has stayed relatively constant since the twenties at roughly 2 per cent. More than half of that total is national, as opposed to local, advertising. In the eighties newspapers accounted for 26 per cent of total advertising expenditures, magazines for 23 per cent, television for 22 per cent, radio for 7 per cent, and miscellaneous techniques such as direct mail, billboards, and the Goodyear blimp for the remaining 22 per cent. One popular argument in favor of advertising is, in fact, that it provides financial support for newspapers, radio, and television. In reply critics remark that advertiser-supported radio and television programming is of low quality because it appeals to those who are easily influenced by advertising. They also charge that advertiser-supported newspapers and magazines are too reluctant to criticize products of firms that are actual or potential advertisers.

While aggregate expenditures on advertising have remained steady as a percentage of GNP, the intensity of spending varies greatly across firms and industries. Many inexpensive consumer items such as over-the-counter drugs, cosmetics, and razor blades are heavily advertised. Advertising-to-sales ratios also are high for food products such as soft drinks, breakfast cereals, and beer. And there is remarkable stability in this pattern from country to country. If a type of product is heavily advertised in the United States, it tends to be heavily advertised in Europe as well. Even within an industry, however, some firms will advertise more, others less. Among pharmaceutical manufacturers, Warner-Lambert's spending on advertising is over 30 percent of sales, while Pfizer's advertising-to-sales ratio is less than 7 percent.

The differences among industries, while stable, are deceptive. For example, automakers typically spend only 1 to 2 per cent of sales on advertising, but their products are heavily promoted by the sales staffs in dealer showrooms. Similarly, industrial products are not heavily advertised because trade fairs and point-of-sale promotion are often more cost-effective than advertising. Products with relatively few customers may not be advertised at all, or advertised solely in specialized publications.

While persuasion and the creation of brand loyalty are often emphasized in discussions of advertising, economists tend to emphasize other, perhaps more important, functions. The rise of the self-service store, for example, was aided by consumer knowledge of branded goods. Before the advent of advertising, customers relied on knowledgeable shopkeepers in selecting products, which often were unbranded. Today, consumer familiarity with branded products is one factor that makes it possible for far fewer retail employees to serve the same number of customers.

Newly introduced products are typically advertised more heavily than established ones, as are products whose customers are constantly changing. For example, cosmetics, mouthwash, and toothpaste are marked by high rates of new product introductions because customers are willing to abandon existing products and try new ones. Viewed this way, consumer demand generates new products and the advertising that accompanies them, not the other way around.

In a similar vein "non-informative," or image, advertising (the Marlboro man, for example) can be usefully thought of as something that customers demand along with the product. When some customers are unwilling to pay for image, producers that choose not to advertise can supply them with a cheaper product. Often the same manufacturer will

respond to these differences in customer demands by producing both a high-priced, labeled, heavily advertised version of a product and a second, low-priced line as an unadvertised house brand or generic product.

Advertising messages obviously can be used to mislead, but a heavily advertised brand name also limits the scope for deception and poor quality. A firm with a well-known brand suffers serious damage to an image that it has paid dearly to establish when a defective product reaches the consumer. Interestingly, officials in the Soviet Union encouraged the use of brand names and trademarks even under central planning as a way of monitoring which factories produced defective merchandise and as a way of allowing consumers to inform themselves about products available from various sources.

Economic debate in the fifties focused on whether advertising promotes monopoly by creating a "barrier to entry". Heavy advertising of existing brands, many economists thought, might make consumers less likely to try new brands, thus raising the cost of entry for newcomers. Other economists speculated that advertising made consumers less sensitive to price, allowing firms that advertise to raise their prices above competitive levels. The purported link between advertising and monopoly became so widely accepted that in the sixties the U.S. attorney general proposed a tax on advertising.

Economic researchers addressed this issue by examining whether industries marked by heavy advertising were also more concentrated or had higher profits. The correlation between advertising intensity and industry concentration turned out to be very low and erratic from sample to sample, and it is largely ignored today. What's more, early research found that high levels of advertising in an industry were associated with unstable market shares, consistent with the idea that advertising promoted competition rather than monopoly.

The idea that advertising creates monopoly received support from studies that found high rates of return in industries with high levels of advertising. As other economists pointed out, however, the accounting rates of return used to measure profits do not treat advertising as an asset. Consequently, measured rates of return income divided by measured assets will often overstate profit rates for firms and industries with heavy advertising. Subsequent work showed that when attention is restricted to industries with relatively small bias in the accounting numbers, the correlation disappears. A lucky by-product of the advertising-and-profits dispute were studies that estimated depreciation rates of advertising – the

rates at which advertising loses its effect. Typically, estimated rates are about 33 per cent per year, though some authors find rates as low as 5 per cent.

Contrary to the monopoly explanation (and to the assertion that advertising is a wasteful expense), advertising often lowers prices. In a classic study of advertising restrictions on optometrists, Lee Benham found that prices of eyeglasses were twenty dollars higher (in 1963 dollars) in states banning advertising than in those that did not. Bans on price advertising but not on other kinds of advertising resulted in prices nearly as low as in the states without any restrictions at all. Benham argued that advertising allowed high-volume, low-cost retailers to communicate effectively with potential customers even if they could not mention price explicitly.

The importance of price advertising, however, apparently varies with the way the consumers typically obtain price information and make purchase decisions. An unpublished study by Al Ehrbar found that gasoline prices are significantly higher (about 6 percent, net of excise taxes) in communities that prohibit large price signs in gas stations.

In the past many professions such as doctors, lawyers, and pharmacists succeeded in getting state legislatures to implement complete or partial bans on advertising, preventing either all advertising or advertising of prices. Recent court decisions have overturned these restrictions. At the federal level the U.S. Federal Trade Commission has jurisdiction over advertising by virtue of its ability to regulate "deceptive" acts or practices. It can issue cease-and-desist orders, require corrective advertising, and mandate disclosure of certain information in ads.

The regulation of cigarette advertising has been particularly controversial. The Federal Trade Commission has required cigarette manufacturers to disclose tar and nicotine content since 1970, although it had curiously prohibited precisely the same disclosure before that. The federal government also banned all radio and television advertising of cigarettes beginning January 1, 1971. While overall cigarette advertising expenditures dropped by more than 20 per cent, per capita cigarette consumption remained unchanged for many years. Critics of the regulations maintain that it was the growing evidence of the harmful effects of smoking, rather than the reduction in advertising, that ultimately led to the smaller percentage of smokers in society. The critics also contend that the advertising ban may have slowed the rate at which low-tar cigarettes were introduced.

## Demand

One of the most important building blocks of economic analysis is the concept of demand. When economists refer to demand, they usually have in mind not just a single quantity demanded, but what is called a demand curve. A demand curve traces the quantity of a good or service that is demanded at successively different prices. The most famous law in economics, and the one that economists are most sure of, is the law of demand. On this law is built almost the whole edifice of economics. The law of demand states that when the price of a good rises, the amount demanded falls, and when the price falls, the amount demanded rises. Some of the modern evidence for the law of demand is from econometric studies which show that, all other things being equal, when the price of a good rises, the amount of it demanded decreases. How do we know that there are no instances in which the amount demanded rises and the price rises? A few instances have been cited, but they almost always have an explanation that takes into account something other than price. Nobel Laureate George Stigler responded years ago that if any economist found a true counter-example, he would be "assured of immortality, professionally speaking, and rapid promotion". And because, wrote Stigler, most economists would like either reward, the fact that no one has come up with an exception to the law of demand shows how rare the exceptions must be. But the reality is that if an economist reported an instance in which consumption of a good rose as its price rose, other economists would assume that some factor other than price caused the increase in demand. The main reason economists believe so strongly in the law of demand is that it is so plausible, even to non-economists. Indeed, the law of demand is ingrained in our way of thinking about everyday things. Shoppers buy more strawberries when they are in season and the price is low. This is evidence for the law of demand: only at the lower, in-season price are consumers willing to buy the higher amount available. Similarly, when people learn that frost will strike orange groves in Florida, they know that the price of orange juice will rise. The price rises in order to reduce the amount demanded to the smaller amount available because of the frost. This is the law of demand. We see the same point every day in countless ways. No one thinks, for example, that the way to sell a house that has been languishing on the market is to raise the asking price. Again, this shows an implicit awareness of the law of demand: the number of potential buyers for any given house varies inversely with the asking price. Indeed,

the law of demand is so ingrained in our way of thinking that it is even part of our language. Think of what we mean by the term *on sale*. We do not mean that the seller raised the price. We mean that he or she lowered it. The seller did so in order to increase the amount of goods demanded. Again, the law of demand. Economists, as is their wont, have struggled to think of exceptions to the law of demand. Marketers have found them. One of the best examples was a new car wax. Economist Thomas Nagle points out that when one particular car wax was introduced, it faced strong resistance until its price was raised from \$.69 to \$1.69. The reason, according to Nagle, was that buyers could not judge the wax's quality before purchasing it. Because the quality of this particular product was so important – a bad product could ruin a car's finish – consumers "played it safe by avoiding cheap products that they believed were more likely to be inferior". Many non-economists are skeptical of the law of demand. A standard example they give of a good whose quantity demanded will not fall when the price increases is water. How, they ask, can people reduce their use of water? But those who come up with that example think of drinking water, or using it in a household, as the only possible uses. Even for such uses, there is room to reduce consumption when the price of water rises. Households can do larger loads of laundry, or shower instead of bathe, for example. The main users of water, however, are agriculture and industry. Farmers and manufacturers can substantially alter the amount of water used in production. Farmers, for example, can do so by changing crops or by changing irrigation methods for given crops. It is not just price that affects the quantity demanded. Income affects it too. As real income rises, people buy more of some goods (which economists call normal goods) and less of what are called inferior goods. Urban mass transit and railroad transportation are classic examples of inferior goods. That is why the usage of both of these modes of travel declined so dramatically as postwar incomes were rising and more people could afford automobiles. Environmental quality is a normal good, which is a major reason that Americans have become more concerned about the environment in recent decades. Another influence on demand is the price of substitutes. When the price of Toyota Tercels rises, all else being equal, demand for Tercels falls and demand for Nissan Sentras, a substitute, rises. Also important is the price of complements, or goods that are used together. When the price of gasoline rises, the demand for cars falls.

## WAGES AND WORKING CONDITIONS

CEOs of multinational corporations, exotic dancers, and children with lemonade stands have at least one thing in common. They all expect a return for their effort. Most workers get that return in a subtle and everchanging combination of money wages and working conditions. This article describes how they changed for the typical U.S. worker during the twentieth century.

Surely the single most fundamental working condition is the chance of death on the job. In every society workers are killed or injured in the process of production. While occupational deaths are comparatively rare overall in the United States today, they still occur with some regularity in ocean fishing, the construction of giant bridges and skyscrapers, and a few other activities.

For all United States workers the number of fatalities per dollar of real (inflation-adjusted) GNP dropped by 96 per cent between 1900 and 1979. Back in 1900 half of all worker deaths occurred in two industries – coal mining and railroading. But between 1900 and 1979 fatality rates per ton of coal mined and per ton-mile of freight carried fell by 97 per cent.

This spectacular change in worker safety resulted from a combination of forces that include safer production technologies, union demands, improved medical procedures and antibiotics, workmen's compensation laws, and litigation. Ranking the individual importance of these factors is difficult and probably would mean little. Together, they reflected a growing conviction on the part of the American people that the economy was productive enough to afford such change. What's more, the United States made far more progress in the workplace than it did in the hospital. Even though inflation-adjusted medical expenditures tripled from 1950 to 1970 and increased by 74 per cent from 1975 to 1988, the nation's death rate declined in neither period. But industry succeeded in lowering its death rate, both by spending to improve health on the job and by discovering, developing, and adopting ways to save lives.

Data for injuries are scarcer and less reliable, but they probably declined as well. Agriculture has one of the highest injury rates of any industry; the frequent cuts and bruises can become infected by the bacteria in barnyards and on animals. Moreover, work animals and machinery frequently injure farm workers. Since the proportion of farm workers in the total labor force fell from about 40 per cent to 2 per cent between 1900 and 1990, the U.S. worker injury rate would have fallen even if nothing else



changed. The limited data on injuries in manufacturing also indicate a decline.

Another basic aspect of working conditions is exposure to the weather. In 1900 more than 80 per cent of all workers farmed in open fields, maintained railroad rights of way, constructed or repaired buildings, or produced steel and chemicals. Their bosses may have been comfortably warm in the winter and cool in the summer, but the workers were not. A columnist of that era ironically described the good fortune of workers in Chicago steelworks, who could count on being warmed by the blast from the steel melt in freezing weather. Boys who pulled glass bottles from furnaces were similarly protected – when they didn't get burned. By 1990, in contrast, more than 80 per cent of the labor force worked in places warmed in the winter and cooled in the summer.

Hours of work for both men and women were shorter in the United States than in most other nations in 1900. Women in Africa and Asia still spent two hours a day pounding husks off wheat or rice for the family food. American women bought their flour and cornmeal, or the men hauled it home from the mill. Women, however, still typically worked from dawn to dusk, or even longer by the light of oil or kerosene lamps. Caring for sick children lengthened those hours further. Charlotte Gilman, an early feminist leader, declared that cooking and care of the kitchen alone took forty–two hours a week. Early budget studies are consistent with that estimate. Men, too, worked dawn to dusk on the farm, and in most non–farm jobs (about 60 per cent of the total), men worked ten hours a day, six days a week.

By 1981 (the latest date available), women's kitchen work had been cut about twenty hours a week, according to national time–budget studies from Michigan's Institute of Survey Research. That reduction came about because families bought more restaurant meals, more canned, frozen, and prepared foods, and acquired an arsenal of electric appliances. Women also spent fewer hours washing and ironing clothes and cleaning house. Fewer hours of work in the home had little impact on women's labor force participation rate until the great increase after 1950.

Men's work hours were cut in half during the twentieth century. That decline reflected a cut of more than twenty hours in the scheduled work week. It also reflected the fact that paid vacations – almost non–existent in 1900 – had spread, and paid holidays multiplied.

In addition, the percentage of the labor force in the worst jobs has declined dramatically. Common laborers in most societies face the most

arduous, dangerous, and distasteful working conditions. Their share of the U.S. labor force fell from about 30 per cent to 5 per cent between 1900 and 1990. Thousands of men in 1900 spent their lives shoveling coal into furnaces to power steam engines. Less than 5 per cent of factory power came from electric motors. By 1990 nearly all these furnaces, and men, had been replaced – first by mechanical stokers and then by oil burners and electric motors. Tens of thousands of other men in 1900 laid railroad track and ties, shifting them by brute force, or shoveled tons of coal and grain into gondola cars and ships' holds. They too have given way to machines or now use heavy machinery to ease their toil.

The largest group of common laborers in 1900 was the men, women, and children who cultivated and harvested crops by hand (e.g. cotton, corn, beets, potatoes). Most blacks and many Asian and Mexican-American workers did so. These millions were eventually replaced by a much smaller group, generally using motorized equipment. New machinery also eased the lot of those who once spent their lives shoveling fertilizer, mixing cement, working in glue-works, carrying bundles of rags, waste paper, or finished clothing, and tanning hides.

Such tasks remain a miserable fact of life in many societies. But the expanding U.S. economy forced improvement as workers got the choice of better jobs on factory assembly lines, in warehouses, and in service establishments. Producers increasingly had to replace departing common labor with machinery. They substituted machinery for labor across the board. (Computer software even replaced some bank vice presidents). But many more men who labored at difficult and boring jobs were replaced by machines tended by semi-skilled workers. Between 1900 and 1990 the amount of capital equipment used by the typical American worker rose about 150 per cent, taking all industries together.

Rock singers, movie stars, athletes, and CEOs stand at one end of the income distribution. At the other end are part-time workers and many of the unemployed. The differences in annual earnings only partly reflect hourly wages. They also reflect differences in how many hours a year workers spend on the job.

Thanks to increased income tax rates since 1936, today's workers attempt to reduce taxes by converting their earnings into other, non-taxable forms of income. Why use after-tax income to pay for medical care if you can get it as an untaxed fringe benefit? Why pay for the full cost of lunch if the company can subsidize meals at work? The proliferation of such "receipts in kind" has made it increasingly difficult to make meaningful

comparisons of the distribution of income over time or of earnings in different social and occupational groups.

Comparing money wages over time thus offers only a partial view of what has happened to worker incomes. But what do the simple overall figures for earnings by the typical worker (before tax and ignoring "in kind" allowances) show? By 1980 real earnings of American non-farm workers were about four times as great as in 1900. Government taxes took away an increasing share of the worker's paycheck. What remained, however, helped transform the American standard of living. In 1900 only a handful earned enough to enjoy such expensive luxuries as piped water, hot water, indoor toilets, electricity, and separate rooms for each child. But by 1990 workers' earnings had made such items commonplace. Moreover, most Americans now have radios, TVs, automobiles, and medical care that no millionaire in 1900 could possibly have obtained.

The fundamental cause of this increase in the standard of living was the increase in productivity. What caused that increase? The tremendous changes in Korea, Hong Kong, and Singapore since World War II demonstrate how tenuous is the connection between productivity and such factors as sitting in classrooms, natural resources, previous history, or racial origins. Increased productivity depends more on national attitudes and on free markets, in the United States as in Hong Kong and Singapore.

Output per hour worked in the United States, which already led the world in 1900, tripled from 1900 to 1990. Companies competed away much of that cost savings via lower prices, thus benefiting consumers. (Nearly all of these consumers, of course, were in workers' families). Workers also benefited directly from higher wages on the job.

The U.S. record for working conditions and real wages reveals impressive and significant advances, greater than in many other nations. But the quest for still higher wages and for less effort and boredom shows no sign of halting.

### 3. РЕЧЕВОЙ МАТЕРИАЛ (учебный материал для индивидуальной самостоятельной работы)

#### I. STUDENTS' LIFE

Language practice

1. Pronounce the following words correctly:

a) [ æ ]	[ ɜ: ]	[ eɪ ]	[ aɪ ]
<u>a</u> ctive	<u>f</u> irst	<u>n</u> ame	<u>l</u> ife
<u>m</u> athematics	<u>w</u> ork	<u>f</u> avourite	<u>t</u> ime
<u>h</u> appy	<u>t</u> hird	<u>t</u> ake	<u>l</u> ike
<u>f</u> aculty	<u>l</u> earn	<u>g</u> raduate	<u>m</u> ysel <u>f</u>

b) [ tʃ ]	[ ʃ ]	[ θ ]	[ ð ]
<u>w</u> hich	<u>f</u> inish	<u>t</u> heatre	<u>w</u> ith
<u>ch</u> oose	<u>a</u> ttention	<u>f</u> ourth	<u>t</u> ogether
<u>m</u> uch	<u>s</u> ocial	<u>m</u> athematics	<u>r</u> ather
<u>l</u> ecture	<u>r</u> ecreation	<u>f</u> ifth	<u>t</u> his

[ ɪ ]  
reading  
listening  
video-filming  
playing

2. Vocabulary. Study the meaning of the following words and memorize them:

1. To be born – родиться

My brother was born in Vitebsk in 1990.

2. To be a first – (second, third, fourth, fifth)– year student – быть первокурсником (второ-, третье-, четверо-, пятикурсником).

My friend is a third-year student.

3. To be good at smth. – иметь способности к чему-либо

She is good at languages.

4. To be fond of – любить

syn. to like

- We are fond of travelling.
5. To be interested in – интересоваться чем–либо  
Are you interested in history?
  6. To enjoy [In'dzoI] – получать удовольствие  
Many people enjoy active forms of recreation  
I enjoy reading books.
  7. To enter – 1 Входить куда–либо  
2 Поступать куда–либо  
A man entered the room.  
In 2001 I entered the Gomel State Technical University named after P.O. Sukhoi.
  8. Faculty (pl.–ies) [fækəltI] – факультет  
Machine–building Faculty – машиностроительный факультет  
Economic and Humanities Faculty – гуманитарно–экономический факультет  
Technological Faculty – механико–технологический факультет  
Power Engineering Faculty – энергетический факультет  
Automation and Control Systems Faculty – факультет автоматизированных и информационных систем  
I study at the Technological Faculty.
  9. Favourite [ 'feIvərIt] – любимый  
favourite subject – любимый предмет  
My favourite subject is physics.
  10. Full name – полное имя  
My full name is Vinogradova Elena Pavlovna.
  11. To get (got; got) acquainted [ə'kweIntId] with – познакомиться с (чем–либо; кем–либо)  
They got acquainted in June.
  12. To get good (excellent, bad) marks – получать хорошие (отличные, плохие) оценки  
At school I got good and excellent marks.
  13. To go in for (went; gone) – заниматься (каким–либо видом спорта)  
They go in for football.
  14. To graduate ['grædjueIt] from – окончить ВУЗ  
He graduated from our University in 2000.  
Graduate ['grædjuət] – выпускник  
He is a graduate of our University.
  15. Hobby (pl.–ies) – хобби, любимое занятие  
syn. Interest

- What is your hobby? My hobbies are cooking and fishing.
16. Hostel [hostl] – общежитие  
My friends live in the hostel of our University.
17. To introduce oneself – представиться  
Let me introduce myself. (Allow me to introduce myself.)
18. To keep fit (kept; kept) – быть бодрым и здоровым  
You have to go in for sports to keep fit.
19. To make friends with (made; made) – подружиться с  
He finds it difficult to make friends with other students.
20. To miss – пропускать  
to miss lecture (practical classes) – пропускать лекции, практические занятия  
ant. to attend – посещать  
Don't miss lectures!
21. Scientific and research work [ˌsaɪəntɪfɪk ənd rɪ'sɜ:tɪv wɜ:k] – научно-исследовательская работа  
to do scientific and research work – заниматься научно-исследовательской работой  
Do you do scientific and research work?
22. To spend time (spent; spent) – проводить время  
to spend free (spare) time – проводить свободное время  
How do you spend your free time?
23. To study well (badly) – учиться хорошо (плохо)  
This student studies rather well.
24. To take part (took; taken) – принимать участие  
syn. to participate  
He takes an active part in the social life of the University.
25. To work hard – усердно работать (заниматься)  
I get good and excellent marks because I work hard.
26. To consist of – состоять из  
My family consists of 5 persons.
27. To become an engineer (became; become) [bɪ'kʌm ən endʒɪ'nɪə] – стать инженером  
He wants to become an engineer.
3. Read and translate the following text. Ask, answer questions on it and retell it:

## Students' life

Let me introduce myself. My name is Igor. My full name is Tarasenko Igor Vladimirovich. I was born on February 16, 1991 in Svetlogorsk, a small town which is situated near Gomel. In 2008 I finished school and entered the Gomel State Technical University named after P.O. Sukhoi because I wanted to become an engineer. Now I am a first-year student of the Machine-building Faculty.

I have no relatives in Gomel that is why I live in the hostel of our University.

As I want to be a good specialist I try not to miss lectures and practical classes. My favourite subjects are Mathematics and Physics. I study rather well because I work hard. Every day after classes I go to the library and do my homework or prepare reports in the<sup>2</sup> reading-hall. I also take part in different students scientific conferences.

Apart from studies I participate in the social life of our University. I am an active member of our KVN team. <sup>3</sup>Thanks to KVN I got acquainted with new people. Thus, my students' life is interesting.

When I have some free time I enjoy reading adventure books, listening to music, <sup>4</sup>video-filming. I am also fond of sports: I go in for volleyball. I think that going in for sports is the best way to keep fit and make friends. Sometimes (generally at weekends) I go to the cinema or disco with my friends.

And now some words about my family. It is not large. It consists of 3 persons: my mother, my father and myself. We are a happy family and enjoy spending time together.

Notes: <sup>1</sup> to prepare reports – готовить доклады

<sup>2</sup> reading-hall – читальный зал

<sup>3</sup> thanks to – благодаря

<sup>4</sup> video-filming – видеосъемка

4. Answer the questions to the text:

1. What is your name? What is your full name?
2. How old are you?
3. Where are you from?
4. When did you enter the G.S.T.U.?
5. What faculty do you study at?

6. Do you live in the hostel or with your parents?
7. What are your favourite subjects?
8. Do you work hard? Do you miss classes?
9. Do you take part in the social life of the University?
10. Do you belong to any students' club / society?
11. What are your hobbies?
12. What do you do at weekends?
13. Do you go in for sports?
14. Is your family large?

## II. THE REPUBLIC OF BELARUS

### Language practice

1. Pronounce the following words correctly:

a) [ θ ]	[ tʃ ]	[ ʃ ]	[ ɪ ]
worth	charge	ancient	painting
theatre	cultural	patient	hard-working
other	rich	population	amazing
	nature	establishment	

b) [ aɪ ]	[ aʊə ]
bicycle	power
airline	tower
highly	

2. Vocabulary. Study the meaning of the following words and memorize them:

1. Ancient ['eɪnʃənt] – древний  
Polotsk is an ancient town
2. To admire [əd'maɪə] – любоваться, восхищаться  
admiration [əd'mæ'reɪʃn] – восхищение, восторг  
Malevich's works are admired in many countries
3. Entertainment [entə'teɪnmənt] – развлечения  
to entertain – развлекать  
Minsk offers a great variety of entertainment.
4. Free of charge [tʃa:dʒ] – бесплатно



- Secondary education is free of charge.
5. Hard-working – трудолюбивый  
Our people are hard-working.
  6. Hospitable ['hospɪtəbl] – гостеприимный  
Are you hospitable? – Yes, I am.
  7. Network ['netwɜ:k] сеть (железных дорог, каналов)  
Belarus has a large network of railways.
  8. To produce – производить  
Our factories produce different goods.
  9. Secondary ['sekəndəri] – средний (об образовании)  
Secondary education is compulsory.
  10. Science ['saɪəns] – наука  
scientific – научный  
Minsk is known as a city of art and science.
  11. Well-developed – хорошо развитый  
Industry in Belarus is well-developed.
  12. Place of interest – достопримечательность  
to go sightseeing – пойти осматривать достопримечательности  
What places of interest in Belarus do you know?
  13. Repertoire ['repətwa:] – репертуар  
The repertoire of our theatre is interesting.
  14. Picture gallery – картинная галерея
  15. Exhibition [,eksɪ'bɪʃn] – выставка  
to exhibit [ɪg'zɪbɪt] – выставлять; экспонировать на выставке.  
Have you seen the Picasso exhibition?
  16. Show – показ, выставка; спектакль  
to show (showed, showed) – показывать, демонстрировать  
She is the star of the show
  17. Rich [rɪtʃ] – богатый  
Our cultural life is rich in traditions.
  18. To be worth [wɜ:θ] – заслуживающий внимания, стоящий  
This book is worth reading
  19. Industry ['ɪndəstri] – промышленность, отрасль промышленности  
What are the leading industries in Belarus?
  20. Enterprise [ˈentəpraɪz] – предприятие  
There are many enterprises in Belarus.

3. Read and translate the following text. Ask, answer questions on it and retell it:

### The Republic of Belarus

The Republic of Belarus is situated in Eastern Europe. Its population is more than 10 million. 64 % of the population live in cities, the largest of which are Minsk (the capital), Gomel, Brest, Vitebsk, Grodno, Mogilev. Belarus has a highly developed industry. There are hundreds of enterprises such as Gomeldrev, MAZ which produce tractors, bicycles, TV-sets. Belarus has a large network of railways, roads, airlines.

Belarus is also a republic of well-developed science and culture. There is an Academy of Sciences, 37 state higher educational establishments, about 400 professional schools. Secondary education is compulsory and free of charge.

The rich Belarusian poetry, literature, painting are admired not only by the Belarusians but also by<sup>1</sup> foreigners. Chagall's, Bogdanovich's, Bykov's works are known<sup>2</sup> far beyond the borders of our republic.

The cultural life of the people of the Belarusian capital is varied and interesting. Minsk offers a variety of entertainment, namely the Opera and Ballet Theatre, the Yanka Kupala State Academic Theatre, the Art Museum, the Circus and many other theatres, cinemas, museums, art galleries. The Minsk ballet is famous all over the world. They have an<sup>3</sup> amazing repertoire with different ballets and operas.

There are a lot of places of interest in Belarus worth seeing such as ancient Polotsk, Byelovezhskaya Pushcha, the "Khatyn" Memorial Complex and others.

The Belarusian people are hospitable, patient and hard-working.

Notes: <sup>1</sup> foreigner – иностранец

<sup>2</sup> far beyond the borders of – далеко за пределами

<sup>3</sup> amazing – удивительный, поразительный

4. Answer the questions to the text:

1. Where is Belarus situated?
2. What is the population of Belarus?
3. What are the largest cities?
4. Is Belarus a country with a highly developed industry?

5. Is Belarus a republic of well–developed science and culture?
6. How many state higher educational establishments are there in Belarus?
7. Are Belarusian painting, literature, ballet famous far abroad?
8. The cultural life of the people in Minsk is varied and interesting, isn't it?
9. What are the most famous theatres, museums in Minsk?
10. There are many places of interest in Belarus, aren't there? Name some of them.
11. What can you say about our people?

### III. GREAT BRITAIN

#### Language practice

1. Pronounce the following words correctly:

- |                   |                         |                       |                  |
|-------------------|-------------------------|-----------------------|------------------|
| a) [dʒ]           | [tʃ]                    | [ʃ]                   | [ŋ]              |
| engineering       | Man <u>ch</u> ester     | sh <u>ip</u> building | King <u>dom</u>  |
| large             | ri <u>ch</u>            | Engl <u>ish</u>       | le <u>ad</u> ing |
| en <u>joy</u>     | cu <u>lt</u> ural       | offi <u>ci</u> al     | mi <u>ni</u> ng  |
| b) [æ]            | [aɪ]                    |                       |                  |
| g <u>al</u> lery  | hi <u>gh</u> ly         |                       |                  |
| fl <u>a</u> t     | ind <u>us</u> trIALIZED |                       |                  |
| na <u>t</u> ional | mi <u>ni</u> ng         |                       |                  |
| ca <u>p</u> ital  | li <u>gh</u> t          |                       |                  |

2. Vocabulary. Study the meaning of the following words and memorize them:

1. The United Kingdom of Great Britain and Northern Ireland [ju:'naɪtɪd 'kɪŋdəm əv' greɪt' brɪtn ən' nɔ :ðən' ələlənd] – Соединенное Королевство Великобритании и Северной Ирландии

The U.K. consists of England, Wales, Scotland, Northern Ireland.

2. Highly industrialized country – страна с высокоразвитой промышленностью

Is Britain a highly industrialized country?

3. Leading ['li:dɪŋ] – ведущий

The leading industries in Britain are mining and shipbuilding.

4. Light engineering – легкая промышленность
5. Mining – горное дело; горная промышленность; добыча полезных ископаемых  
Mining and light engineering are the leading industries in Britain.
6. Custom ['kʌstəm] – обычай  
Great Britain is a country with old customs.
7. To keep up (kept, kept) – придерживаться, соблюдать  
The British keep their traditions up.
8. To observe [əb'zɜ:v] – следить; соблюдать  
Christmas is not observed in Scotland.
9. Holiday ['hɒlədɪ] – праздник  
What is your favourite holiday?
10. Expensive [ɪks'pensɪv] – дорогой  
ant. cheap – дешевый  
The education in Britain is expensive.
11. To attract – привлекать, притягивать  
The Tower of London attracts millions of tourists.
12. Festival ['festɪvəl] – празднество, фестиваль  
A lot of festivals are held in Britain.
13. To hold (held, held) – проводить  
The festival of flowers was held yesterday.
14. Educational centre – центр образования  
Oxford and Cambridge are Britain's main educational centres.

3. Read and translate the following text. Ask, answer questions on it and retell it:

### Great Britain

The United Kingdom of Great Britain and Northern Ireland is situated in northwestern Europe. It consists of 4 parts: England, Scotland, Wales, Northern Ireland.

Great Britain is a highly industrialized country. The leading industries are light engineering, shipbuilding, mining.

The largest cities are London (the capital), Manchester, Glasgow, Cardiff.

The official language is English.

Great Britain is a country with old cultural traditions and customs. Its citizens carefully keep them up. To this day a British family prefers a

house with a <sup>1</sup>fireplace to a flat. The British are great lovers of animals and flowers.

Holidays are especially rich in traditions and are different throughout the country. <sup>2</sup>Christmas is a great English national holiday and in Scotland it is not observed. But on <sup>3</sup>New Year's Eve the <sup>4</sup>Scotts begin to enjoy themselves.

The most famous educational centres are Oxford and Cambridge. The education is very expensive.

Britain gave the world a lot of talented people: Shakespeare, Burns, Turner and others.

Britain is rich in its historic places that attract millions of tourists: <sup>5</sup>Stonehenge, Westminster Abbey, the Tower of London and many others.

London is a cultural centre of Britain with a great number of theatres, museums, art galleries. The most famous of them are the National Theatre, the Royal Opera House, the National Gallery, the British museum.

Notes: <sup>1</sup>a fireplace [ˈfaɪəpleɪs] – камин

<sup>2</sup>Christmas [ˈkrɪsməs] – Рождество

<sup>3</sup>New Year's Eve [iːv] – канун Нового года

<sup>4</sup>the Scotts – шотландцы

<sup>5</sup>Stonehenge – Стоунхендж (доисторический монумент, сооруженный друидами).

4. Answer the questions to the text:

1. Where is the United Kingdom of Great Britain and Northern Ireland situated?
2. Great Britain is a highly industrialized country, isn't it?
3. What are the leading industries?
4. What are the largest cities?
5. What is the official language?
6. Is Britain a country with old cultural traditions?
7. Where do the British prefer to live?
8. Are the British great lovers of animals?
9. Are holidays rich in traditions? Are they different in different parts of the country?
10. What are the most famous educational centres?
11. Britain gave the world a lot of talented people, didn't it? Name some of them.

12. What are the most popular places of interest?  
 13. Is London a cultural centre of Britain? Name the most famous theatres, art galleries, museums.

#### IV. THE YOUTH: EDUCATION, SPARE TIME, PROBLEMS

##### Language practice

1. Pronounce the following words correctly:

a) [w]	[r]	[θ]	[ð]
<u>w</u> ork	<u>r</u> ecreation	youth <u>th</u>	<u>th</u> e
own	<u>c</u> reative	<u>th</u> eatre	<u>ei</u> ther
<u>w</u> alk	differe <u>n</u> t	<u>th</u> eory	<u>oth</u> ers
<u>w</u> eekend	<u>b</u> roaden	<u>th</u> rough	to <u>g</u> ether
[tʃ]	[ʃ]	[dʒ]	[ʒ]
research <u>ch</u>	attenti <u>o</u> n	engage	leis <u>u</u> re
<u>ch</u> ess	establi <u>s</u> hment	teenager	pleas <u>u</u> re
<u>m</u> atch	potenti <u>a</u> l	jo <u>y</u>	visi <u>o</u> n
cult <u>u</u> re	<u>sh</u> are	jo <u>b</u>	
b) [æ]	[a:]	[ə]	[ɜ:]
establi <u>s</u> hment	pasti <u>m</u> e	care <u>e</u> r	le <u>a</u> rn
tal <u>e</u> nt	danc <u>e</u>	ab <u>i</u> lity	ear <u>th</u>
acti <u>v</u> ity	participat <u>e</u>	ab <u>o</u> ut	turn
relax	art		per <u>f</u> ect
[eɪ]	[eə]	[aɪ]	
motiv <u>a</u> te	sh <u>a</u> re	lif <u>e</u>	
teenag <u>e</u> r	sp <u>a</u> re	high <u>e</u> r	
engag <u>e</u> d	prepar <u>e</u>	organizati <u>o</u> n	
play			

2. Vocabulary. Study the meaning of the following words and memorize them:

1. Ability (pl. – ies) [ə'bilɪtɪ] – способность, умение

To develop one's abilities and talents – развивать (совершенствовать) способности и таланты

2. To bring out (brought, brought) – выявлять  
Youth clubs help to bring out their talents.
3. To join [dʒɔɪn] – соединять(ся); вступать  
All my groupmates have already joined our university students' club.
4. Job [dʒɒb] – работа  
a part-time job – вечерняя работа  
Have you got a job? – No, I haven't.
5. The generation gap [gæp] – расхождения во вкусах, взглядах и т.д. между младшим и старшим поколениями.  
This film is about the generation gap.
6. To earn [ɜːn] – зарабатывать  
Young people have to earn money.
7. To be engaged in [ɪn'geɪdʒd] – быть занятым в..., поглощённым чем либо,  
I am engaged in our university theatre club.  
They were engaged in conversation.
8. Establishment [ɪs'tæblɪʃmənt] – учреждение  
higher educational establishment – высшее учебное заведение (ВУЗ)  
syn. higher educational institution  
to enter a higher educational establishment – поступить в ВУЗ,  
There a lot of higher educational establishments in our country.
9. To give up bad habits – отказаться от вредных привычек  
You won't get well unless you give up bad habits.
10. To go out (went, gone) – выходить куда-либо, бывать в обществе,  
He likes to go out every evening.
11. Independent [ɪndɪ'pendənt] – независимый  
to be independent – быть независимым  
independence – независимость  
Going away to college has made me much more independent.
12. Leisure ['leɪzə] – досуг, свободное время  
syn. spare time  
What do you do at your leisure?
- 13 Misunderstanding – непонимание  
There is some misunderstanding between my father and my brother.
14. To motivate ['mɒv tɪveɪt] – служить причиной, побуждать  
motivated – мотивированный  
She is good at motivating her students.  
He is a highly motivated student.
15. Pastime [ˈpɑːstaɪm] – приятное времяпрепровождение

- Needlework is her favourite pastime.
16. Recreation [rekr'eɪʃn] – развлечение, отдых  
I like active forms of recreation: travelling, sports.
17. Creative – творческий  
These young people are very creative – they write poetry and paint.
18. To relax [rɪ'læks] – расслаблять(ся)  
relaxation – расслабление  
When I get home I like to relax with the newspaper.
19. Unemployment [ʌnɪm'plɔɪmənt] – безработица  
Youth unemployment is one of the most serious problems in our society.
20. The Youth [juθ] – молодой  
Youth culture – молодежная культура.  
Youth subculture – молодежная субкультура  
The youth of today differ a lot from the youth of yesterday  
It is nice to be young.

3. Read and translate the following text. Ask, answer questions on it and retell it:

The Youth: their education, spare time, problems.

Future belongs to the youth that is why much attention is paid to their education, recreation, etc. The desire of young people to become good specialists motivates them to enter higher educational establishments. Higher education is the method of developing their talents, abilities, creative potential.

Besides their studies young people are engaged in youth clubs (clubs for photography, music, theatre) and organizations. For example, Boy or Girl Scouts in the USA. In Belarus, Russia almost every school, university has its own team of joyful and smart – KVN. It helps to bring out young people's talents, and to create team spirit.

A lot of young people go in for sports (football, tennis, etc.) because they are interested in keeping fit.

There are young people who belong to political parties and organizations such as “the greens”.

On Sunday or Saturday nights young people generally go to disco, concerts, arrange parties. Those who study away from home may go home at weekends.



Some young people (students, teenagers) try to find part-time jobs. They earn money by<sup>1</sup> delivering newspapers, working as assistants in shops, cafés. But for the majority of young people especially school-leavers it is difficult to find a job. They have no skills, experience.

There are some other problems that are common for young people in different countries: smoking, alcohol, <sup>2</sup>drug-taking, <sup>3</sup>Internet Addiction Syndrome, the problem of fathers and sons.

Notes: <sup>1</sup> to deliver [dɪ'livə] – доставлять; разносить (газеты, журналы);  
<sup>2</sup> drug-taking [drʌg] – принятие наркотиков;  
<sup>3</sup> Internet Addiction Syndrome – синдром интернет зависимости.

4. Answer the questions to the text:

1. Is much attention paid to every aspect of young people's lives? Why?
2. Is higher education important for young people? Why?
3. Besides studies young people are engaged in youth clubs and organizations, aren't they? Can you name any?
5. Why do young people go in for sports? Do you?
6. Are some young people interested in political life of their countries? Are you?
7. How do young people prefer to spend their free time?  
Do they prefer active forms of recreation? What about you?
8. What problems are common for all young people?  
What do they do to overcome (преодолеть) them? Who can help them?
9. Do you have bad habits?
10. What youth subcultures do you know? What is their main function? Do you belong to any youth subculture?

## V. ECOLOGY. ENVIRONMENTAL POLLUTION

Language practice

1. Pronounce the following words correctly:

a) [ʒ]	[dʒ]	[ʃ]	[tʃ]
explos <u>ion</u>	ag <u>e</u>	pollut <u>ion</u>	s <u>uch</u>
measur <u>e</u>	urg <u>ent</u>	protect <u>ion</u>	natur <u>e</u>
treasur <u>e</u>	oxyg <u>en</u>	sh <u>ip</u>	Chernobyl
	vegetab <u>le</u>	destru <u>ct</u> ion	wh <u>ic</u> h

[θ]	[ ð ]
Earth	other
thousand	this
thin	breathe
	weather

b) [æ]	[ɜ:]	[aɪ]	[aɪə]
man <u>kin</u> d	bu <u>rn</u>	dr <u>y</u>	fi <u>r</u> e
an <u>i</u> mal	bi <u>rd</u>	ki <u>nd</u>	hi <u>gh</u> er
ba <u>l</u> ance	uni <u>ve</u> rsal	en <u>ter</u> pr <u>is</u> e	en <u>vi</u> ronment
ac <u>i</u> d	con <u>ce</u> rn	bu <u>y</u>	

2. Vocabulary. Study the meaning of the following words and memorize them:

1. Acid rains [ˈæsɪd]– кислотные дожди  
Our forests are dying from acid rains.
2. Atomic power station [əˈtɒmɪk paʊə steɪʃn]–атомная электростанция  
Atomic power stations are useful but dangerous.
3. To cause [ko:z]–причинять, быть причиной  
Environmental pollution causes global warming.
4. Concern [kən'sɜ:n]– забота  
Environmental protection is our universal concern.
5. To damage [ˈdæmɪdʒ]– повредить, нанести убыток  
damage– ущерб, вред  
to cause damage– нанести ущерб  
Environmental pollution causes damage to people's health.
6. To destroy [dɪˈstrɔɪ]–разрушать, уничтожать, истреблять  
destruction [dɪˈstrʌkʃn]– разрушение, уничтожение  
Dangerous dust of the enterprises destroy the life around.
7. To disappear [dɪsəˈpɪə]– исчезать  
disappearance [ˌdɪsəˈpɪərəns]–исчезновение  
Rare species of animals, birds, plants can disappear for ever.
8. Disaster [dɪˈzɑ:stə]– бедствие, катастрофа  
disastrous [dɪˈzɑ:stɹəs]–бедственный, губительный  
The Chernobyl disaster is the most horrible ecological tragedy.
9. To dry up–высыхать  
A lot of lakes and rivers dry up.
10. To dump –сбрасывать, сваливать мусор

- Industrial enterprises dump their wastes into rivers.
11. Environment [In'vaIərənmənt]– окружающая среда  
 environmental – относящийся к окружающей среде  
 For many years people lived in harmony with the environment.
12. Exhaust [Ig'zɔ:st]–выхлоп, выпуск  
 exhaust gases– выхлопные газы  
 The main causes of air pollution are smoke and exhaust gases.
13. Global warming– глобальное потепление  
 Global warming is the increase in the average temperature.
14. Harmful–вредный, пагубный;  
 harm – вред;  
 to harm – наносить вред;  
 to do harm– вредить, причинять вред  
 Plants and factories pollute air with dust and harmful substances.
15. Horrible– ужасный, страшный  
 The results of environmental pollution are horrible.
16. Poison [pɔIzn]– яд;  
 poisonous – ядовитый  
 Poisonous gases can cause death.
17. To pollute–загрязнять  
 pollution – загрязнение  
 There are different types of environmental pollution.
18. To protect – защищать, охранять  
 protection – защита  
 Urgent measures to protect environment should be taken.
19. To recycle [rI'saɪkl]– перерабатывать отходы  
 recycling– переработка отходов  
 Many kinds of wastes can be recycled.
20. Rubbish ['rʌbɪʃ]– хлам, мусор  
 People leave a lot of rubbish on the land.
21. Substance ['sʌbstəns]–вещество  
 The territory of Belarus is polluted by radioactive substances.
22. To take measures ['meɪzə]– принимать меры  
 It is necessary to take urgent measures.
23. Waste [weɪst]–отходы, отбросы  
 Toxic wastes are dangerous.
24. Invention [In'venʃn]–изобретение;  
 to invent– изобретать  
 Television is one of the greatest inventions.

3. Read and translate the following text. Ask, answer questions on it and retell it:

### Ecology. Environmental pollution

For thousands of years people lived in <sup>1</sup>uncrowded rural areas in harmony with Nature. They didn't have <sup>2</sup>pollution – causing machines. But with the development of crowded industrial cities the problem of environmental pollution has become more important. Automobiles and other inventions make pollution worse.

Pollution is a serious and <sup>3</sup>complicated problem. Automobiles <sup>4</sup>provide transportation for people but pollute air with exhaust gases. Enterprises <sup>5</sup>provide jobs for people and produce goods but pollute air, water, soil. Plants and factories dump their wastes into rivers, lakes, on the soil.

Thus, on the one hand different inventions make our life easier. On the other hand they pollute our environment. In its turn environmental pollution causes a great number of horrible ecological problems: acid rains, global warming, the destruction of the ozone layer and other problems.

We can't but mention the Chernobyl disaster in April, 1986. As a result 18% of the territory of Belarus was polluted by radioactive substances.

So, people must take serious measures to protect Nature. Some progress has been already made in this direction. A lot of countries have set up environmental protection agencies. A lot of ecological conferences have been held. Ecological education has become a part of secondary and higher education. Recycling has become popular in many countries. It helps to <sup>6</sup>save forests, animals, plants.

But these are the <sup>7</sup>initial steps that must be carried forward for the future generations.

Notes: <sup>1</sup>uncrowded rural areas – слабонаселенные сельские территории (площади)

<sup>2</sup>pollution – causing machines – механизмы (машины), вызывающие загрязнение.

<sup>3</sup>complicated [кЛ 'mpIkeItId] – сложный

<sup>4</sup>to provide – обеспечивать

<sup>5</sup>we can't but mention – нельзя не упомянуть

<sup>6</sup>to save – спасать

<sup>7</sup>initial – начальный

4. Answer the questions to the text:

1. For the thousands of years people lived in harmony with nature, didn't they?
2. Why has the problem of environmental pollution become more important?
3. What makes pollution worse?
4. Is pollution a serious problem?
5. Are automobiles useful for people? Why?
6. Do automobiles cause damage to Nature? How?
7. Are industrial enterprises important nowadays? Why?
8. Do plants, factories pollute air, water, land?
9. What ecological problems does environmental pollution cause?
10. What do you know about the Chernobyl disaster?
11. What has been done to protect the environment?
12. Why is it important to protect Nature?
13. What do you do to protect Nature?

## VI. MY FUTURE SPECIALITY

Language practice

1. Pronounce the following words correctly:

- |               |          |            |
|---------------|----------|------------|
| a) [dʒ]       | [tʃ]     | [ʃ]        |
| job           | lecture  | special    |
| general       | choose   | machine    |
| language      | research | graduation |
| engineering   |          | education  |
| technological |          |            |

- |             |       |
|-------------|-------|
| b) [aɪ]     | [aɪə] |
| diversified | hire  |
| vitae       | fire  |
| provide     | tyre  |
| design      |       |

2. Vocabulary. Study the meaning of the following words and memorize them:

1. To choose a career (chose, chosen) – выбирать профессию  
It is important to choose a career.
2. Diversified [dai'vz:sɪfaɪd] – разнообразный  
The profession of an engineer is diversified.
3. To be in demand [dɪ'mɑ:nd] – пользоваться спросом  
Good engineers are in a great demand.
4. To make contribution to [ˌkɒntrɪ'bju:ʃ(ə)n] – вносить вклад в ...  
I want to make my contribution to the development of this plant.
5. Responsible [rɪs'pɒnsəbl] – ответственный  
responsibility – ответственность  
If you are responsible, you will find a good job.
6. Engineer [ˌendʒɪnɪə] – инженер  
mechanical engineer – инженер–механик  
electric engineer – инженер–электрик  
electronic engineer – инженер–электронщик  
computer engineer – инженер–компьютерщик  
If you want to become an engineer enter the G.S.T.U. named after P.O. Sukhoi.
7. To improve one's qualification [ˌkwɒlɪfɪ'keɪʃən] – повышать квалификацию  
It is time to improve your qualification.
8. To look for a job – искать работу  
Are you looking for a job? – Yes, I am.
9. To apply for a job – претендовать на какую–либо работу  
I want to apply for this job.
10. Resume ['rezju:meɪ] – резюме; краткие анкетные данные  
Where is your resume?
11. C.V. [ˌsi:'vi:] (curriculum vitae [kə'rikjələm ˌvi:tai]) – автобиография  
I need your C.V.
12. To be hired [haɪəd] – быть нанятым  
ant. to be fired [faɪəd] – быть уволенным  
It is more difficult to be hired than to be fired.
13. Prestigious [pre'stɪdʒəs] – престижный  
Is your job prestigious?
14. Well paid – хорошо оплачиваемый  
I want to find a well paid job.
15. Employment [ɪm'plɔɪmənt] – служба; занятие;  
ant. unemployment – безработица  
to employ – предоставлять работу

to be employed – работать; служить; быть занятым

to be unemployed – быть безработным

The new road will employ hundreds of men.

16. To provide [prə'vaɪd] – предоставлять, давать

Our University provides good engineering education.

17. Research laboratory – научно-исследовательская лаборатория

I would like to work at a research laboratory.

18. Design office – конструкторское бюро

My friends work at a design office.

19. Post-graduate courses – курсы усовершенствования

post-graduate studies – аспирантура

The best students enter post-graduate studies.

20. What are you? – Кто вы по профессии?

What is your job? – Чем вы занимаетесь?

3. Read and translate the following text. Ask, answer questions on it and retell it:

### My future speciality

I am a first-year student of the Gomel State Technical University named after P.O. Sukhoi. I study at the Economics and Humanities faculty. I want to become a professional economist. I am sure that the profession of an economist is one of the most important and prestigious nowadays in view of the situation in our Republic.

What makes a good economist? Whatever he does, an economist should have a thorough training in Economic theory, Maths and our University offers such training. We are taught general and special subjects, such as Macroeconomics, Management, Statistics, Computer Science, Foreign Languages, etc.

The profession of an economist is diversified. The graduates of our faculty work as managers, accountants at educational institutions, research centres, in industry, at banks, for the government. They may also continue their studies at the Post-graduate Courses if they have abilities, and a desire to be a scientist.

I would like to find an interesting and wellpaid job at a bank. I think I am rather responsible, disciplined for this job.

Knowing the economic laws of the development of the society, economists can solve many problems facing our Republic. I hope

that I'll be able to make my contribution to this process.

4. Answer the questions to the text:

1. What is your future profession?
2. Why did you choose the engineering profession (the profession of an economist)?
3. Who helped you in your choice of your future profession?
4. What attracts you in your future profession?
5. What job are you interested in (well paid, responsible, prestigious, interesting, quiet; in a small business, in a large and famous company)?
6. Are there a lot of employment opportunities for the graduates of our University?
7. Where do they work?
8. Where would you like to work?
9. What position would you like to have (to manage people – a manager, to work for someone else – an employer, a businessman)?
10. What qualities are required to become a good specialist?



**Пузенко Иван Николаевич  
Зинкевичус Ксения Александровна**

**ИНОСТРАННЫЙ ЯЗЫК  
(АНГЛИЙСКИЙ)**

**Практикум  
по одноименной дисциплине  
для студентов экономических  
и технических специальностей  
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