

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ**

**УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ**

**«БРЕСТСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»**

**КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ ПО ТЕХНИЧЕСКИМ СПЕЦИАЛЬНОСТЯМ**

**Методические указания по английскому языку  
для студентов факультета инновационной  
деятельности, управления и финансов и  
факультета заочного обучения**

**по специальностям**

**1-36 04 02 «Промышленная электроника» и**

**1-53 01 02 «Автоматизированные системы обработки  
информации»**

**Брест 2010**

Методические указания по английскому языку предназначены для студентов факультета инновационной деятельности, управления и финансов специальности ПЭ и заочной формы обучения специальности АСОИ.

Основная цель методических указаний – формирование и контроль практических навыков чтения и перевода специальной технической литературы. Данные указания предусматривают самостоятельную работу студентов.

Контрольные работы составлены в соответствии с тематическим учебным планом, предлагаемым кафедрой иностранных языков технических специальностей БрГТУ. Каждая контрольная работа предлагается в пяти вариантах.

Данные методические указания одобрены на заседании кафедры иностранных языков технических специальностей БрГТУ и рекомендованы к изданию.

Составители: Оразюк О.А., преподаватель  
Шелепень Л.П., ст. преподаватель

Рецензент: Троцюк Т.С. кандидат педагогических наук, доцент кафедры иностранных языков УО «Брестский государственный университет им. А.С. Пушкина»

## Предисловие

В условиях всё более расширяющихся международных связей в различных областях культуры, науки, техники и экономики практическое владение иностранным языком приобретает всё большее значение для всех специалистов.

Основная цель методических указаний по английскому языку для студентов заочной формы обучения по специальностям 36 04 02 «Промышленная электроника» и 53 01 02 «Автоматизированные системы обработки информации» - подготовить студентов-заочников технического вуза к чтению и пониманию литературы на английском языке по специальности.

## Программа

При заочном обучении в вузе технического профиля практическое владение английским языком означает умение самостоятельно читать со словарём литературу на английском языке по специальности с тем, чтобы извлекать из нее полезную информацию.

Поскольку лица, поступающие на заочный факультет, имеют различный уровень подготовки по английскому языку, то программа предусматривает, главным образом, самостоятельную работу студентов и включает дополнительный справочный материал, необходимый для овладения умениями и навыками чтения литературы по специальности вуза.

За весь курс обучения студент выполняет то количество контрольных работ, которое установлено учебным планом университета, сдает зачеты и экзамен.

## Требования к зачету и экзамену

Зачёт. К зачёту допускаются студенты, выполнившие контрольные работы и показавшие умения чтения специальных текстов в объеме, предусмотренном программой:

- 1) беглое и безошибочное чтение текста профессиональной направленности;
- 2) объяснение научных и технических терминов;
- 3) грамотный перевод текста (устно);
- 4) ответы на вопросы к тексту на английском языке.

Для получения зачёта студент должен :

Перевести со словарём незнакомый текст на английском языке, содержащий изученный грамматический материал.

Форма проверки - письменный перевод.

Норма перевода - 600-700 печатных знаков за 45 минут.

Экзамен. К экзамену по английскому языку допускаются студенты, имеющие зачёт, выполнившие письменные контрольные работы и продемонстрировавшие знание учебного материала по чтению.

На экзамене по английскому языку проверяются умения:

Переводить со словарём текст по специальности вуза. Форма проверки понимания - письменный перевод. Норма перевода - 1000 печатных знаков за 45 минут.

Читать без словаря и понять текст, содержащий изученный грамматический материал и 5-8 незнакомых слов на 600-800 печатных знаков.

Форма проверки понимания — передача содержания прочитанного на родном языке. Время подготовки — 10 минут.

## Языковой материал

Фонетический минимум. Звуковой строй английского языка; особенности произношения английских гласных и согласных; отсутствие смягченных согласных и сохранение звонких согласных в конце слова; чтение гласных в открытом и закрытом слогах; расхождение между произношением и написанием; ударение; особенности интонации английского предложения.

Лексический минимум. За полный курс обучения студент должен приобрести словарный запас в 1000 лексических единиц (слов и словосочетаний).

Данный объём лексических единиц является основой для расширения потенциального словарного запаса студентов, и поэтому программа предусматривает усвоение наиболее употребительных словообразовательных средств английского языка: префиксов, основных суффиксов имён существительных, прилагательных, наречий, глаголов, приёмов словообразования, явлений конверсии.

Потенциальный словарный состав может быть значительно расширен за счёт интернациональной лексики, совпадающей или близкой по значению с такими же словами русского языка, но отличающейся от них по звучанию, а также за счёт конверсии.

В словарный запас включаются также фразеологические сочетания, например, to take part (принимать участие), to take place (происходить), наиболее употребительные синонимы, антонимы и омонимы английского языка, и условные сокращения слов, принятые в английских научных и технических текстах.

Грамматический минимум. В процессе обучения студент должен усвоить основные грамматические формы и структуры английского языка.

## Морфология

Имя существительное. Артикли (определенный и неопределенный) как признаки имени существительного; предлоги – выразители его падежных форм. Окончание –s – показатель множественного числа имени существительного. Окончание 's как средство выражения притяжательного падежа.

Образование множественного числа имен существительных путем изменения корневой гласной от следующих имен существительных: a man – men, a foot – feet, a child – children.

Множественное число некоторых имен существительных, заимствованных из греческого и латинского языков, например: datum – data, phenomenon – phenomena, nucleus – nuclei. Существительное в функции определения и его перевод на русский язык.

Имя прилагательное и наречие. Степени сравнения. Перевод предложений, содержащих конструкции типа "the more...the less...".

Числительное. Количественные, порядковые. Чтение дат, дробей и математических знаков.

Местоимение. Личные местоимения в формах именительного и объектного падежей, притяжательные местоимения; возвратные и усилительные местоимения; местоимения вопросительные, указательные, относительные. Неопределенное местоимение one (ones) и его функции. Неопределенные местоимения some, any, отрицательное местоимение no и их производные.

Глагол. Изъявительное наклонение глагола и образование видовременных групп (Indefinite, Continuous, Perfect). Действительный и страдательный залоги. Особенности перевода страдательного залога на русский язык. Модальные глаголы и их эквиваленты. Функции глаголов to be, to do, to have. Образование повелительного наклонения и его отрицательной формы. Выражение приказа и просьбы с помощью глагола to let. Условные предложения.

Неличные формы глагола. Инфинитив (Infinitive), его формы, инфинитивные конструкции - объектный инфинитивный оборот, субъектный инфинитивный оборот, инфинитив с предлогом for. Причастие (Participle I, Participle II) в функциях определения и обстоятельства. Независимый причастный оборот. Герундий (Gerund), простые формы и герундиальные обороты.

Предлоги, союзы. Многофункциональность слов: it, that (those), one, because of, as, since, till, until, due to, provided, both, either, neither.

## Синтаксис

Простое распространенное предложение. Члены предложения. Прямой порядок слов повествовательного предложения в утвердительной и отрицательной формах. Обратный порядок слов в вопросительном предложении. Оборот there + be, его перевод. Безличные предложения. Сложносочиненное и сложноподчиненное предложения. Главное и придаточное предложения. Союзное и бессоюзное подчинение определительных и дополнительных придаточных предложений. Обороты, равнозначные придаточным предложениям.

## МЕТОДИЧЕСКИЕ УКАЗАНИЯ

Настоящие методические указания имеют целью помочь студентам в самостоятельной работе над развитием практических навыков чтения и перевода литературы по специальности на английском языке.

Особенностью изучения иностранного языка в заочной системе обучения является то, что большая часть языкового материала должна прорабатываться самостоятельно, поэтому студенту с первых дней занятий в вузе необходимо приучать себя к систематической работе по овладению иностранным языком, в соответствии с тематическим учебным планом кафедры «Иностранные языки технических специальностей БрГТУ».

Прежде чем выполнять то или иное грамматическое упражнение, следует внимательно изучить соответствующую грамматическую тему в любом учебнике по грамматике английского языка.

## I. Правила чтения

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

## II. Запас слов и выражений

Чтобы понимать читаемую литературу, необходимо овладеть определенным запасом слов и выражений. Для этого рекомендуется регулярно читать на английском языке учебные тексты, газеты и оригинальную литературу по специальности.

Работу над закреплением и обогащением лексического запаса рекомендуется проводить следующим образом:

1) работая со словарем, выучите английский алфавит, а также ознакомьтесь по предисловию с построением словаря и с системой условных обозначений, принятых в данном словаре;

2) слова выписывайте в тетрадь или на карточки в исходной форме с соответствующей грамматической характеристикой, т.е. существительные - в ед. числе; глаголы - в неопределенной форме (в инфинитиве), указывая для неправильных глаголов основные формы.

**При переводе с английского языка на русский необходимо помнить, что трудности вызывает следующее:**

1. Многозначность слов. Например: слово "right" может выступать в роли существительного "право", а также и в качестве прилагательного "прямой, правый".

Подобрать нужное значение слова можно только исходя из контекста, т.е. окружающих данное слово слов. Например:

Our working people have the right (право) to work and to study.

A right (прямой) angle equals 90°.

Go to the right. (направо)

When will you see our flat? (квартира)

The flat (плоская) surface of the unit was painted green.

2. Интернационализмы. В английском языке большое место занимают слова, заимствованные из других языков, в основном латинского и греческого. Эти слова получили широкое распространение и стали интернациональными.

По корню таких слов легко догадаться об их переводе на русский язык, например: mechanization - механизация; atom - атом и т.д.

Однако нужно помнить, что многие интернационализмы расходятся в своем значении в русском и английском языках, поэтому их часто называют «ложными друзьями» переводчика. Например: accurate - точный, а не аккуратный; resin - смола, а не резина; control - не только контролировать, но и управлять и т.д.

Словообразование. Эффективным средством расширения запаса слов в английском языке служит знание способов словообразования. Умея выделить в производном слове корень, суффикс и приставку, легче определить значение неизвестного слова. Кроме того, зная значение наиболее употребительных приставок и суффиксов, вы можете без труда понять значение лексического ряда слов, образованных из одного корневого слова, которое вам известно.

### Основные суффиксы существительных

<i>Суффиксы</i>	<i>Примеры</i>	<i>Перевод</i>
-ance	importance	значение
-ence	silence	молчание
-sion	revision	пересмотр
-dom	freedom	свобода
-ion (-tion,-ation)	revolution	революция
-ment	equipment	оборудование
-ness	softness	мягкость
-ship	friendship	дружба
-age	voltage	напряжение
-er	teacher	преподаватель
-ty	difficulty	трудность

### Основные суффиксы прилагательных и наречий

<i>Суффиксы</i>	<i>Примеры</i>	<i>Перевод</i>
-able	remarkable	выдающийся
-ible	extensible	растяжимый
-ant,-ent	constant	постоянный
	different	различный
-ful	successful	успешный
-less	homeless	бездомный
-ous	famous	известный
-y	sunny	солнечный
-ly	happily	счастливо

### Основные приставки

<i>Приставки</i>	<i>Примеры</i>	<i>Перевод</i>
anti-	anti-aircraft	противовоздушный
co-/con-	co-axial;	имеющий общую ось
	convergent	сходящийся
dis-	disadvantage	недостаток
en-	to enlarge	увеличивать(ся)
ex-	ex-president	бывший президент
im-/in-/ir-	impossible;	невозможный
	insignificant	незначительный
un-	unequal	неравный
under-	to underestimate	недооценивать

4. Конверсия. Образование новых слов из существующих без изменения написания слов называется конверсией. Наиболее распространенным является образование глаголов от соответствующих существительных, например: water - to water; control - to control; cause - to cause.

Помните, что одинаковые по форме слова могут относиться к различным частям речи и, выполняя различные синтаксические функции, иметь различный смысл. Поэтому смысловое значение знаменательного слова зависит от его места в предложении и от слов, уточняющих грамматическую категорию этого слова. Например, слово "light" в данных ниже предложениях является:

1. существительным (n):

Light is a form of energy. - Свет есть форма энергии.

2. глаголом (v):

I seldom light a candle. - Я редко зажигаю свечу.

3. прилагательным (a):

I live in a light room. - Я живу в светлой комнате.

5. В английском языке очень часто *существительное* употребляется в *функции определения* без изменения своей формы. Структура «существительное + существительное + существительное» (и т.д.) вызывает трудности при переводе, так как существительные стоят подряд. Главным словом в такой группе является последнее, а все предшествующие существительные являются определениями к нему.

Некоторые существительные - определения могут переводиться прилагательными, например:

cane - тростник; cane sugar - тростниковый сахар;

sugar - сахар; sugar cane — сахарный тростник;

machine - машина; machine-building industry — машиностроительная промышленность.

Однако подобный способ перевода не всегда возможен; часто такие определения приходится переводить существительными в косвенных падежах или предложными оборотами. Порядок перевода обуславливается смысловыми связями между определениями и определяемым словом. Перевод следует начинать справа налево с последнего существительного, а существительные, стоящие перед ним в роли определения, нужно переводить на русский язык существительными в косвенных падежах (чаще родительном) или предложным оборотом, например:

export grain - зерно на экспорт (экспортное зерно)

grain export - экспорт зерна

6. В английском языке есть ряд глаголов, которые употребляются с *послелогом* и образуют новые понятия. Благодаря послелогам сравнительно немногочисленная группа слов отличается большой многозначностью. К этой группе относятся глаголы *to get, to be, to put, to make, to go* и ряд других.

В словаре глаголы с послелогом пишутся после основного значения глагола в порядке алфавита послелогов. Часто перед послелогом пишется только начальная буква основного глагола, например: to go - идти; to go on - продолжать.

7. В текстах научного характера английские *словосочетания* часто переводятся одним словом:

raw materials

сырье

radio operator

радист

construction works

стройка



Сочетание 3-х, 4-х слов может быть передано по-русски двумя-тремя словами: an iron and steel mill - металлургический завод.

8. Иногда при переводе с английского языка на русский приходится применять *описательный перевод* и передавать значение английского слова с помощью нескольких русских слов, например:

*существительные*

characteristics

efficiency

necessities

output

solid

*глаголы и наречия*

to average

mainly (chiefly)

характерные особенности

коэффициент полезного действия

предметы первой необходимости

выпуск продукции

твердое тело

составлять, равняться в среднем

главным образом

9. Характерной особенностью языка научно-технической литературы является наличие *большого количества терминов*. Термин - это слово или устойчивое словосочетание, которое имеет одно строго определенное значение для определенной области науки и техники.

Однако в технической литературе имеются случаи, когда термин имеет несколько значений.

Трудность перевода заключается в выборе правильного значения многозначного иностранного термина. Чтобы избежать ошибок, нужно знать общее содержание отрывка или абзаца и, опираясь на контекст, определить, к какой области знаний относится понятие, выраженное неизвестным термином. Например: термин «reduction» можно перевести как «понижение или превращение, или приведение» (мат.), или как «восстановление» (хим.), или как «обжатие» (метал.). Правильное значение можно определить только по контексту. Поэтому, прежде чем приступить к переводу на русский язык, нужно сначала установить, о чем идет речь в абзаце или в данном отрывке текста.

### III. Работа над текстом

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

Понимание иностранного текста достигается при осуществлении *двух видов чтения*:

1) *просмотрового чтения* (чтения с общим охватом содержания);

2) *изучающего чтения*.

При просмотровом чтении понимание всех деталей текста не является обязательным. Читая текст, предназначенный для понимания общего содержания, необходимо, не обращаясь к словарю, понять основной смысл прочитанного. Чтение с охватом общего содержания складывается из следующих умений:

а) догадываться о значении незнакомых слов на основе словообразовательных признаков и контекста;

б) видеть интернациональные слова и устанавливать их значение;

в) находить знакомые грамматические формы и конструкции, устанавливать их эквиваленты в русском языке;

г) использовать имеющийся в тексте иллюстративный материал, схемы, формулы и т.п.;

д) применять знания по специальным и общетехническим предметам в качестве основы смысловой и языковой догадки.

Точное и полное понимание текста осуществляется путем изучающего чтения.

Изучающее чтение предполагает умение самостоятельно проводить лексико-грамматический анализ, используя знания общетехнических и специальных предметов. Итогом изучающего чтения является точный перевод текста на родной язык.

Проводя этот вид работы, следует развивать навыки адекватного перевода текста (устного или письменного) с использованием отраслевых, терминологических словарей, словарей сокращений.

#### **IV. Анализ предложения**

Предложения анализировать по следующей схеме:

а) найти подлежащее и сказуемое;

б) разбить все предложение на смысловые элементы;

в) перевести дословно;

г) не глядя на предложение, рассказать себе простыми словами основной его смысл;

д) сделать окончательный перевод, строя русское предложение согласно правилам русского языка.

Переведя предложение, следует выписывать незнакомые слова и одновременно отыскивать в словаре значение, соответствующее данному контексту.

Часто при переводе можно встретить идиомы, которые на русский язык дословно не переводятся, поэтому перевод их надо делать, либо исходя из общего смысла данного предложения, либо прибегать к помощи специального словаря.

Переведя все абзацы текста, следует его еще раз прочитать, чтобы установить, хорошо ли читается перевод, понятен ли его смысл, а также обработать встречающиеся шероховатости стиля.

Что касается работы с русско-английским словарем, то, прежде чем начинать работать с ним, рекомендуется ознакомиться с его структурой, прочитав предисловие к словарю. Это поможет быстро и правильно находить нужное слово и его значение.

#### **V. Выполнение контрольных заданий и оформление контрольных работ**

При выполнении контрольной работы по английскому языку учитывайте следующие указания:

1. Каждое контрольное задание в данном пособии предлагается в пяти вариантах. Вы должны выполнить один из пяти вариантов в соответствии с последней цифрой студенческого шифра: студенты, шифр которых оканчивается на 1 или 2, выполняют вариант №1; на 3 или 4 - №2; на 5 или 6 - №3; на 7 или 8 - №4; на 9 или 0 - №5.

2. На титульном листе контрольной работы обязательно напишите свою фамилию и инициалы, номер контрольной работы и вариант, шифр зачетной книжки, свой курс обучения, номер группы. Список использованной литературы указывается в конце выполненной контрольной работы.

3. При выполнении контрольной работы оставляйте поля для замечаний, объяснений и методических указаний рецензента, а также записывайте условия каждого упражнения.

4. Упражнения каждой контрольной работы должны быть выполнены в той последовательности, в которой они даны в настоящем пособии.

5. Выполненные контрольные работы направляйте для проверки и рецензирования в университет в установленные сроки.

**Если контрольная работа выполнена без соблюдения вышеизложенных указаний или они выполнены не полностью, она возвращается без проверки.**

## **VI. Исправление работы на основе рецензии**

1. При получении от рецензента проверенной контрольной работы внимательно изучите отмеченные в работе ошибки.

2. Руководствуясь указаниями рецензента, проработайте еще раз учебный материал. Все предложения, в которых были обнаружены орфографические и грамматические ошибки или неточности, перепишите в конце данной контрольной работы, т.е. выполните работу над ошибками.

3. Отрецензированные контрольные работы являются учебными документами, которые необходимо сохранять; помните о том, что во время зачета или экзамена производится защита контрольной работы, т.е. проверка усвоения материала, вошедшего в контрольную работу.

## КОНТРОЛЬНАЯ РАБОТА №1 для студентов факультета инновационной деятельности, управления и финансов

Для того, чтобы правильно выполнить контрольную работу №1, необходимо изучить следующие грамматические разделы курса английского языка:

1. Видовременные формы глагола:

а) активный залог – формы Indefinite (Present, Past, Future); формы Continuous (Present, Past, Future); формы Perfect (Present, Past, Future);  
б) пассивный залог – формы Indefinite (Present, Past, Future).

2. Неличные формы глагола, их употребление и способы перевода на русский язык:

а) Инфинитив, его формы, инфинитивные конструкции;

### The Infinitive Формы инфинитива

	Active	Passive
Indefinite (Simple)	to V	to be Ved/ V <sub>3</sub>
Continuous (Progressive)	to be Ving	-
Perfect	to have Ved/ V <sub>3</sub>	to have been Ved/ V <sub>3</sub>
Perfect Continuous	to have been Ving	-

### Complex Object

Объектный падеж с инфинитивом (сложное дополнение)

	Существительное (общий падеж)	+ инфинитив	
	Местоимение (объектный падеж)		
<i>I want</i>	<i>him</i>	<i>to help</i>	<i>me</i>
<i>We saw</i>	<i>the student</i>	<i>enter</i>	

### Complex Subject

Именительный падеж с инфинитивом (сложное подлежащее)

	Существительное (общий падеж)	+ глагол-сказуемое	+ инфинитив	
	Местоимение (именительный падеж)			
<i>He</i>	<i>is said</i>	<i>to know</i>	<i>five foreign languages</i>	
<i>The question</i>	<i>appears</i>	<i>to be</i>	<i>of great importance</i>	

### The for-to-Infinitive Construction

Инфинитивный оборот с предлогом *for*

for +	Существительное (общий падеж)	+ инфинитив	
	Местоимение (объектный падеж)		
<i>He asked for</i>	<i>the papers</i>	<i>to be brought</i>	

б) Конструкции с причастием I и причастием II;

### Absolute Participial Construction

независимый/ самостоятельный причастный оборот

подлежащее (существительное или местоимение + причастие, в именительном падеже)			
<i>The problem</i>	<i>being easy,</i>	<i>the students solved</i>	<i>it at once.</i>
<i>My task</i>	<i>finished,</i>	<i>I went home.</i>	

### The Subjective Participial Construction/ Subjective with Participle (субъектный причастный оборот)

Существительное (общий падеж)	+ глагол в страдательном залоге	+ причастие	
Местоимение (именительный падеж)			
<i>He</i>	<i>was heard</i>	<i>coming</i>	<i>up the stairs</i>
<i>The rocket</i>	<i>was seen</i>	<i>launched</i>	

### The Objective Participial Construction/ Objective with Participle (объектный причастный оборот) Объектный падеж с причастием

	Существительное (общий падеж)	+ причастие	
	Местоимение (объектный падеж)		
<i>I saw</i>	<i>her</i>	<i>crossing</i>	<i>the street</i>
<i>I heard</i>	<i>his name</i>	<i>mentioned</i>	<i>several times</i>

в) Герундий. Конструкции с герундием;

### The Gerundial Construction

(сложный герундиальный оборот)

Существительное (общий, притяжательный падеж)	+ герундий	
Притяжательное местоимение		
<i>We heard of his</i>	<i>having delivered</i>	<i>that report</i>

3. Условные предложения. Их типы.

## ВАРИАНТ 1

**1. Перепишите следующие предложения, подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму и залог. Переведите предложения на русский язык.**

1. Every society has its own specific attitude towards present, past and future, and it is clearly reflected in the way the society prepares its young generation for adulthood.

2. Computers have unlimited and unidentified capabilities and offer us an endless choice of pastimes.

3. The traditional library as a depository of books and a place for students to sit at tables and study will become obsolete.

4. You don't need to be a genius to predict the job areas which will be most affected by technological change.

5. Centuries ago people didn't have much free time, because everybody was working too hard.

**2. Перепишите следующие предложения. Подчеркните в каждом из них инфинитив, определите его форму и залог. Переведите предложения на русский язык.**

1. Computer world has many secrets to be discovered yet.

2. The programmer is thought by most people to be a genius.

3. There were plenty of papers for him to read, but he put them away.

4. You should have thanked him for such an expensive present.

5. The telephone continues to be one of the most widely used and important media in our society.

**3. Перепишите следующие предложения. Подчеркните в каждом из них причастие. Определите тип причастия (Participle I, Participle II). Переведите предложения на русский язык.**

1. While walking through Harvard Square one day, Bill Gates noticed something that would change his life forever.

2. Having finished his experiment, the scientist published an article about the results.

3. How many years do you have to study to become a qualified engineer?

4. Depending on what computer equipment repairers find, they may focus on problems with the hardware or software.

5. Large networks of computers linked together in local, national and international systems become now available and they are creating a quiet profound communication revolution.

**4. Перепишите следующие предложения. Найдите и подчеркните в каждом из них конструкции с герундием. Переведите предложения на русский язык.**

1. Last month two teenagers were charged with breaking into a computer system.

2. Eliza insisted on being taught the methods of speaking good English and finally the professor gave in.

3. Data processing equipment repairers do the important work of repairing complex equipment.

4. We accused him of having betrayed our common cause.

5. I remember having been informed of the latest achievements in this field.

**5. Перепишите следующие предложения. Определите тип условных предложений (I-реального условия; II-нереального условия, относящегося к настоящему или будущему; III-нереального условия, относящегося к прошлому; смешанный). Переведите предложения на русский язык.**

1. They would have sent us some information if there had been anything to send.
2. If I didn't have to do this urgent work, we should spend more time together.
3. If he doesn't get a promotion, he will resign.
4. I couldn't have succeeded if you hadn't helped me.
5. If I had a computer I should learn Computer Studies.

**6. Прочитайте и устно переведите с 1-го по 6-й абзацы текста. Перепишите письменно переведите 1-4-й абзацы текста.**

### **Computer Science**

Computer science is the study of the theory, experimentation, and engineering that form the basis for the design and use of computers – devices that automatically process information. Computer science traces its roots to work done by English mathematician Charles Babbage, who first proposed a programmable mechanical calculator in 1837. Until the advent of electronic digital computers in the 1940s, computer science was not generally distinguished as being separate from mathematics and engineering. Since then it has sprouted numerous branches of research that are unique to the discipline.

Early work in the field of computer science during the late 1940s and early 1950s focused on automating the process of making calculations for use in science and engineering. Scientists and engineers developed theoretical models of computation that enabled them to analyze how efficient different approaches were in performing various calculations. Computer science overlapped considerably during this time with the branch of mathematics known as numerical analysis, which examines the accuracy and precision of calculations.

As the use of computers expanded between the 1950s and the 1970s, the focus of computer science broadened to include simplifying the use of computers through programming languages – artificial languages used to programs that provide a useful interface between a computer and a user. During this time, computer scientists were also experimenting with new applications and computer designs, creating the first computer networks, and exploring relationships between computation and thought.

In the 1970s, computer chip manufactures began to mass produce microprocessors – the electronic circuitry that serves as the main information processing center in a computer. This new technology revolutionized the computer industry by dramatically reducing the cost of building computers and greatly increasing their processing speed. The microprocessor made possible the advent of the personal computer, which resulted in an explosion in the use of computer applications. Between the early 1970s and 1980s, computer science rapidly expanded in an effort to develop new applications for personal computers and to drive the technological advances in the computing industry. Much of the earlier research that had been done began to reach the public through personal computers, which derived most of their early software from existing concepts and systems.

Computer scientists continue to expand the frontiers of computer and information systems by pioneering the designs of more complex, reliable, and powerful computers; enables networks of computers to exchange vast amounts of information efficiently; and seeking ways to make computers behave intelligently. As computers become an increasingly integral part of modern society, computer scientists strive to solve new problems and invent better methods of solving current problems.

The goals of computer science range from finding ways to better educate people in the use of existing computers to highly speculative research into technologies and approaches that may not be viable for decades. Underlying all of these specific goals is the desire to better the human condition today and in the future through the improved use of information.

## ВАРИАНТ 2

**1. Перепишите следующие предложения, подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму и залог. Переведите предложения на русский язык.**

1. Our private homes have been significantly changed by the computer.
2. Success means different things to different people.
3. I was pleased to see my old college friend at the conference last week as we hadn't seen each other for two years.
4. We are truly in a multi-media society and the internet has already revolutionized the way we live and work.
5. A campus is the territory of a university or a college where buildings and halls of residence are located.

**2. Перепишите следующие предложения. Подчеркните в каждом из них инфинитив, определите его форму и залог. Переведите предложения на русский язык.**

1. Computer programmers are to test, modify and maintain the detailed programs that computers must follow to perform their functions.
2. Soon we found that there was another complicated problem to consider.
3. To be instructed by such a good specialist was a great advantage.
4. Jane remembered to have been told a lot about this computer program.
5. His work leaves much to be desired.

**3. Перепишите следующие предложения. Подчеркните в каждом из них причастие. Определите тип причастия (Participle I, Participle II). Переведите предложения на русский язык.**

1. Engineers require specialized knowledge and intensive preparation with continued study after leaving the university.
2. The UNIX talk program is probably the most common application used for direct communication with others.
3. Having spent twenty years abroad, he was happy to be coming home.
4. The student was nervous when writing his paper and couldn't stop worrying until he had handed it.
5. Being obtained in the laboratory the new substance had some valuable properties.



**4. Перепишите следующие предложения. Найдите и подчеркните в каждом из них конструкции с герундием. Переведите предложения на русский язык.**

1. Internet system administrators are responsible for establishing and maintaining networks that are connected to the Internet.

2. Everything depends on the documents being sent straight away.

3. I am surprised at your having missed so many lessons this term.

4. Mainframe computers were used mainly for tabulating and computational purposes.

5. Any noise prevents me from working.

**5. Перепишите следующие предложения. Определите тип условных предложений (I-реального условия; II-нереального условия, относящегося к настоящему или будущему; III-нереального условия, относящегося к прошлому; смешанный). Переведите предложения на русский язык.**

1. If you were more diligent, you would have achieved better results at the last exam.

2. How well you would speak English if you had spoken it since childhood?

3. If I get a work permit I'll stay for another six months.

4. If I had a university degree I would now be sitting in a comfortable office instead of standing at a street corner selling newspapers.

5. If computer-based communication systems hadn't been introduced, it wouldn't have enhanced our ability to communicate with each other.

**6. Прочитайте и устно переведите с 1-го по 5-й абзацы текста. Перепишите письменно переведите 1-3-й абзацы текста.**

#### **Major Branches of Computer Science**

Computer science can be divided into four main fields: software development, computer architecture (hardware), human-computer interfacing (the design of the most efficient ways for humans to use computers), and artificial intelligence (the attempt to make computers behave intelligently). Software development is concerned with creating computer programs that perform efficiently. Computer architecture is concerned with developing optimal hardware for specific computational needs. The areas of artificial intelligence (AI) and human-computer interfacing often involve the development of both software and hardware to solve specific problems.

In developing computer software, computer scientists and engineers study various areas and techniques of software design, such as the best types of programming languages and algorithms to use in specific programs, how to efficiently store and retrieve information, and the computational limits of certain software-computer combinations. Software designers must consider many factors when developing a program. Often, program performance in one area must be sacrificed for the sake of the general performance of the software. For instance, since computers have only a limited amount of memory, software designers must limit the number of features they include in a program so that it will not require more memory than the system it is designed for can supply.

Algorithms and data structures are the building blocks of computer programs. An algorithm is a precise step-by-step procedure for solving a problem within a finite time and using finite, amount of memory. Common algorithms include searching collections such as matrix multiplication. Data structures are patterns for organizing information, and often represent relationships between data values. Some common data structures are called lists, arrays, records, stacks, queues and trees. Computer scientists continue to develop new algorithms and data structures to solve new problems and improve the efficiency of existing programs.

Software engineers use programming languages to communicate algorithms to a computer. Natural languages such as English are ambiguous – meaning that their grammatical structure and vocabulary can be interpreted in multiple ways – so they are not suited for programming. Instead, simple and unambiguous artificial languages are used. Computer scientists study ways of making programming languages more expressive, thereby simplifying programming and reducing errors. A program written in a programming language must be translated into machine language (the actual instructions that the computer follows). Computer scientists also develop better translation algorithms that produce more efficient machine language programs.

Databases and information retrieval are related fields of research. A database is an organized collection of information stored in a computer. Computer scientists attempt to make it easier for users to access databases, prevent access by unauthorized users, and improve access speed. They are also interested in developing techniques to compress the data, so that more can be stored in the same amount of memory. Databases are sometimes distributed over multiple computers that update the data simultaneously, which can lead to inconsistency in the stored information. To address this problem, computer scientists also study ways of preventing inconsistency without reducing access speed.

### ВАРИАНТ 3

**1. Перепишите следующие предложения, подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму и залог. Переведите предложения на русский язык.**

1. Any form of tool or complex machine which is used by a man forms a machine system.

2. It may be stated that the modern electronic industry was born with the invention of the electron tube.

3. He will have been in his business for five years by next summer.

4. I was pleased to see my old college friends at the conference last week as we hadn't seen each other since we finished our course.

5. Correct me if I'm wrong, but you have taught in many countries, as far as I know.

**2. Перепишите следующие предложения. Подчеркните в каждом из них инфинитив, определите его форму и залог. Переведите предложения на русский язык.**

1. He learned the language in six months. He must have worked very hard.

2. New communication technologies will enable a lot of people to become information rich.

3. He should know how to use the film projector, but if he doesn't you had better show him.

4. The headmaster of our college is glad to have been presented with modern computer equipment.

5. You seem to be looking for trouble.

**3. Перепишите следующие предложения. Подчеркните в каждом из них причастие. Определите тип причастия (Participle I, Participle II). Переведите предложения на русский язык.**

1. Becoming tired of my complaints, she turned the program off.

2. Having analyzed the results of the tests and having determined the source of the problem, repairers replace worn parts of a computer.

3. The duty completed, he had three months' leave.

4. Having been written long ago the manuscript was illegible.

5. The door of the lecture-hall being open, we looked in.

**4. Перепишите следующие предложения. Найдите и подчеркните в каждом из них конструкции с герундием. Переведите предложения на русский язык.**

1. Computers have become our family necessity, our favorite means of entertaining ourselves and communicating with other people.

2. He liked neither reading aloud nor being read aloud too.

3. He is proud of having spoken to this outstanding scientist.

4. Engineering is putting together various parts in a new way to create value.

5. Learning a computer language is not as difficult as it seems.

**5. Перепишите следующие предложения. Определите тип условных предложений (I-реального условия; II-нереального условия, относящегося к настоящему или будущему; III-нереального условия, относящегося к прошлому; смешанный). Переведите предложения на русский язык.**

1. I shall come in time unless I am detained at the University.

2. If I had consulted my own interests, I should never have come here.

3. Suppose he wrote to you, would you answer?

4. You would have understood the theme if you hadn't missed the teacher's explanation.

5. If Fleming hadn't discovered penicillin, there would be more fatal cases every year.

**6. Прочитайте и устно переведите с 1-го по 7-й абзацы текста. Перепишите письменно переведите 2-5-й абзацы текста.**

### **Problems of the Computer Age**

Because computers provide such convenient storage for large amounts of information, less and less information is stored on paper. Much of the convenience of computers stems from their ability to from networks by means of tele-

phone lines. But a computer that makes up part of a network resembles a room with many doors. Intruders who slip through these "doors" are difficult to trace. For this reason, computer designers work to safeguard stored information from unauthorized access, as well as from system breakdown or failure.

Many people fear that their right to privacy is threatened by the possible misuse or unauthorized disclosure of information in computer databases. Databases often contain private and personal information, such as medical, banking, or tax records. Other databases pertain to business plans or inventions that a company must conceal from competing companies. Still other databases store top-secret military information or other kinds of data important to a nation's security. Today, laws control the disclosure of data.

Computer operating systems are designed to prevent unauthorized entry into a computer, but computer crimes sometimes occur. Industrial spies and thieves often use telephone lines to gain access to computers. Some of these criminals steal or change the information in a computer database. Others steal money by using the capability of computers to transfer funds electronically from one account to another. Major problems can result if someone obtains illegal access to secret information in government or corporate databases. Sometimes, people within an organization commit computer crimes. Other crimes are committed by outsiders who create chaos by breaking into computer systems.

In the late 1980s, computer experts became aware of a dangerous type of program called a computer virus. A computer virus is designed to do mischief, sometimes by deleting or changing information and sometimes by simply inserting a message. A virus eventually enters a computer's operating system. It spreads by rapidly making copies of itself, thus "infecting" the other computer systems in a network. This process can quickly overload huge computer networks.

Various methods help safeguard computer systems and databases. Protective measures are built into many computer operating systems to prevent access by invaders. Many computers require a user to enter a secret password. Some systems automatically scramble information so that it can only be decoded by authorized personnel. Careful protection of these passwords and codes helps decrease the likelihood of illegal access.

Computers are valuable in many ways. But if a computer breaks or is damaged, the people who rely on its face great difficulties. Until the computer is fixed, these people may be worse off than if they never had a computer at all. For example, information may be lost if a computer system suffers damage in a natural disaster, such as a fire or flood. Computer breakdowns and faculty programming in business organizations delay transactions, disrupt work, and create inconveniences for consumers. An undetected computer malfunction at air traffic control center could cause a collision. A computer failure at a national defense installation could have even more serious consequences.

Computers, together with their programs, are the most complicated machines in history – and, arguably, the most useful. Modern industrial societies depend on computers in the home, school, and workplace. As computers become more powerful and widespread, computer education must continue to increase as well.

## ВАРИАНТ 4

**1. Перепишите следующие предложения, подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму и залог. Переведите предложения на русский язык.**

1. Cybernetics has prompted attempts to build machines that imitate human behaviour, including decision-making and analysis of data.

2. Internet was designed for military purposes to survive a nuclear war.

3. I have worked upon the problem for a long time without researching any conclusion.

4. When men of sense invented the computer, they probably did not know how much of an impact it would have on people's lives.

5. Obviously, a school that makes active children sit at desks studying mostly useless subjects is a bad school.

**2. Перепишите следующие предложения. Подчеркните в каждом из них инфинитив, определите его форму и залог. Переведите предложения на русский язык.**

1. They happened, at the moment, to be standing near a large auditorium at the end of the corridor.

2. He is a wonderful specialist and I have never seen him lose his temper.

3. Computer equipment needs to be maintained and fixed by computer repairers.

4. Laws were not made to be broken, laws were made to follow them.

5. I sometimes think it is a shame for people to spend so much money this way.

**3. Перепишите следующие предложения. Подчеркните в каждом из них причастие. Определите тип причастия (Participle I, Participle II). Переведите предложения на русский язык.**

1. The internet keeps people informed about current events, as well as latest achievements in science and culture.

2. She saw the advertisement of a play being acted at the neighbouring town.

3. Ask a number of people chosen at random what the word "engineering" conveys to them and you'll be surprised at the differences in their answers.

4. He drove slowly, enjoying the quite of the evening.

5. You need to have specialized knowledge or skills while maintaining a broad perspective.

**4. Перепишите следующие предложения. Найдите и подчеркните в каждом из них конструкции с герундием. Переведите предложения на русский язык.**

1. After locating the school's computer center, he lost himself in the world of computers again.

2. It was a great mistake, my being born a man, I would have been much more successful as a sea-gull or a fish.

3. She denied having been at the university that morning.

4. In addition to having sent his partner all necessary documents he telephoned him twice a day.

5. You should think about taking this examination.

5. Перепишите следующие предложения. Определите тип условных предложений (I-реального условия; II-нереального условия, относящегося к настоящему или будущему; III-нереального условия, относящегося к прошлому; смешанный). Переведите предложения на русский язык.

1. Mary would indeed have been grateful to her teacher, could she have known all that woman did for her.

2. In case I don't find her in the office, I shall leave her a note.

3. If he paid his staff properly they might work better.

4. If he had patented his invention, he would have made a lot of money.

5. He speaks English as well as if it were his native language.

6. Прочитайте и устно переведите с 1-го по 6-й абзацы текста. Перепишите письменно переведите 1-3-й абзацы текста.

### Grace Murray Hopper (1906-1992)

Few people have done as much to transform the world as Grace Murray Hopper, "Amazing Grace" to those who knew and loved her. In her work with the first computers she put us on the track to making computers accessible to everyone. Without her belief that computers could be programmed in plain English and her invention of the first computer compiler it is unlikely that you would be on the Web today.

Murray Grace Hopper was born in December 1906 in New York City. The oldest of three children she showed a very early interest in gadgets always trying to figure out how things worked. When she was seven she disassembled seven alarm clocks to see what made them tick. Her love of mechanics led her to Vassar College where she earned a B.A. in Math and Physics. After her graduation she joined the Vassar faculty where she remained until 1943. Never one to be idle, she continued her studies at Yale while teaching. In 1930 she earned her M.A. and then in 1934 her Ph. D in Mathematics.

Wanting to assist in the war effort and from a family with a history of military service, Grace decided to join the Navy. At first the Navy didn't want to take her. At 34 years old and 105 pounds she was both overage and underweight. In addition, her profession as math professor was viewed as vital to the war effort. However, the Navy gave in.

After she completed her training she was assigned to the Bureau of Ordnance Computation Project at Harvard University where she worked on the first full scale digital computer, the Mark I. Grace was only the third person to program the Mark I and her work not only fanned the fires of love for mechanics, it also won her the Naval Ordnance Award for her work on these computers (including Mark I, II and III). She earned the high rank of Real Admiral before her retirement.

Her work has changed the face of computing. She was the first person ever to receive the Computer Sciences Man of the Year Award from the Data Processing Management Association in 1969. In 1991, she was the first individual woman to receive the National Medal of Technology. And all of us continue to uphold her memory when we talk about computer bugs. She was the first person to coin this term when she found a moth jammed into a computer processor had stopped its operation.

According to the Invention Connection, Grace Hopper hung a clock in her Naval office that ran counterclockwise as a reminder of the key principle to her success: «Most problems have more than one solution». She proved that through her many achievements that have left a lasting legacy for all of us who use computers today.

## ВАРИАНТ 5

**1. Перепишите следующие предложения, подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму и залог. Переведите предложения на русский язык.**

1. Computers are categorized by both size and the number of people who can use them concurrently.

2. No sooner had he arrived than he was told to start back again.

3. Advances in the technology of integrated circuits have spurred the development of smaller and more powerful digital computers.

4. From 8 till 12 I'll be busy at university. I'll be having classes at this time.

5. It must be pointed out that the use of the resistor of any type must be very carefully considered.

**2. Перепишите следующие предложения. Подчеркните в каждом из них инфинитив, определите его форму и залог. Переведите предложения на русский язык.**

1. I would like him to go to the university but I can't make him go.

2. He is said to have been a brilliant programmer.

3. Each newly-installed computer system must be supplied with a manual for the users to apply to.

4. Computer managers' job is just to direct the work of computer-related workers.

5. The boy is said to be hiding in the woods near the house.

**3. Перепишите следующие предложения. Подчеркните в каждом из них причастие. Определите тип причастия (Participle I, Participle II). Переведите предложения на русский язык.**

1. War is an armed clash between nations because of hostility or military conflicts.

2. Using Internet and being affected by it we increase our knowledge of the outside world.

3. There are days when any electrical appliance in the house, including the vacuum cleaner, seems to offer more entertainment than the TV set.

4. Computers have unlimited and unidentified capabilities and offer us an endless choice of pastimes.

5. Electrons moving through a wire, electrical energy is generated.

**4. Перепишите следующие предложения. Найдите и подчеркните в каждом из них конструкции с герундием. Переведите предложения на русский язык.**

1. Dr. Atanasoff had always been interested in finding new ways to perform mathematical computations faster.

2. She likes being stared at because she thinks she is attractive but she hates being ignored.

3. She has risen to be head of the company in spite of being a woman in a man's world.

4. There are plenty of software companies who specialize in writing software that make computers hacker-proof.

5. He congratulated himself on having thought of such a good idea.

**5. Перепишите следующие предложения. Определите тип условных предложений (I-реального условия; II-нереального условия, относящегося к настоящему или будущему; III-нереального условия, относящегося к прошлому; смешанный). Переведите предложения на русский язык.**

1. If he weren't so stubborn, they might have reached an agreement at the last meeting.

2. If I can have your attention for a moment, I should be very grateful.

3. They would all be surprised if I made such a mistake.

4. If my friend had been trying harder, he would have succeeded.

5. If I had written the test yesterday, I should be free now.

**6. Прочитайте и устно переведите с 1-го по 8-й абзацы текста. Перепишите письменно переведите 3-6-й абзацы текста.**

### **Bill Gates: the Gold of the Computerworld**

Bill Gates created things without which it is impossible to imagine modern computing. He is chairman and chief executive officer of Microsoft Corporation, the worldwide leader in software, Internet technologies for personal and business computing.

Born on October 28, 1955, Bill and his two sisters grew up in Seattle, Washington. Their father, William H. Gates II, is a Seattle attorney. Their mother, Mary Gates, was a schoolteacher, University of Washington regent and a chairwoman of United Way International.

Gates attended public elementary school for six years. In the seventh grade he entered Seattle's private Lakeside School, where he met Paul Allen, a co-founder of Microsoft Corporation. There he was first introduced to computers and programming languages and discovered his interest in software at the age of 13. At that time, the school was one of the few that provided students with access to a computer. Soon afterward Gates, Allen and others students convinced a local computer company to give them free access to a new minicomputer made by a Digital Equipment Corporation. In exchange for the computer time the students tried to find flaws in the system. Gates spent much of his free time on learning programming languages such as BASIC, FORTRAN, and LISP. In 1972 Gates and Allen founded a company that designed and built computerized car-counting machines for traffic analysis.

In 1973, Gates entered Harvard University as a freshman, where he lived down the hall from Steve Ballmer, now Microsoft's president. While attending Harvard, Gates and Allen developed a version of the BASIC programming language for the first person computer – the Altair. In his junior year he decided to drop out of Harvard to devote his full time to Microsoft, a company he had begun in 1975.



Under Gates' leadership, Microsoft expanded rapidly in the 1980s and 1990s. They continually advanced and improved software technology to make it easier, more enjoyable for people to use computers. The company's Windows operating systems became the most widely used for personal computers.

His first book "The Road Ahead" was published in 1995. In 1999, Gates wrote "Business @ the Speed of Thought", a book that shows how computer technology can solve business problems in fundamentally new ways. The book was published in 25 languages and is available in more than 60 countries. It has received wide critical acclaim and was listed on the best-seller lists of the American newspapers and magazines. Gates has donated the proceeds of both his books to non-profit organizations that support the use of technology in education and skills development.

In addition to his love of computers and software, Gates is interested in biotechnology. He is an investor in a number of biotechnology companies. In 1989 he founded Corbis Corporation, which is developing one of the world's largest resources of visual information – a comprehensive digital archive of art and photography from public and private collections around the globe. In 1994 Gates became one of the primary investors in Teledesic Corporation, which planned to launch several hundred low-orbiting artificial satellites to create a global, high-speed telecommunications network.

Bill Gates is the richest man in the world. He used his money to take care of it. In the dozen years since Microsoft went public, Gates has donated enormous sums of money to charities, including the Gates' Library foundation, libraries in North America to take advantage of new technologies and the Informational Age. He is mostly interested in education, world public health and population, non-profit, civic and arts organizations, budget sound-area capital campaigns. Gates is an avid reader, and enjoys playing golf and bridge.

## КОНТРОЛЬНОЕ ЗАДАНИЕ 1 для студентов заочного отделения

Для того чтобы правильно выполнить контрольную работу, необходимо усвоить следующие разделы курса.

1. Имя существительное. Множественное число. Артикли и предлоги как показатель имени существительного. Выражения падежных отношений в английском языке с помощью предлогов и окончания –s. Существительное в функции определения и его перевод на русский язык.

2. Имя прилагательное. Степени сравнения имен прилагательных. Конструкции типа the more ... the less.

3. Числительные.

4. Местоимения: личные, притяжательные, вопросительные, указательные, неопределенные и отрицательные.

5. Форма настоящего (Present), прошедшего (Past) и будущего (Future) времени групп Indefinite, Continuous, Perfect действительного и страдательного залогов.

### Вариант I

I. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием –s, и какую функцию это окончание выполняет:

а) показатель 3-го лица единственного числа глагола в Present Simple;

б) признак множественного числа имени существительного;

в) показатель притяжательного падежа имени существительного.

Переведите предложения на русский язык.

1. Some people say we live in the age of computers.

2. The state newspaper's history goes back to 1808.

3. Man needs robots to carry out a series of similar operations.

II. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.

1. Most automobile engines operate on the four-stroke cycle.

2. The current energy problem is the result of many complex and interrelated factors.

3. There are suggestions the laser beams may ultimately replace cables in telecommunications.

4. Young engineers are not accustomed to real-world situations.

III. Переведите следующие предложения, содержащие различные формы сравнения, и переведите их на русский язык.

1. It almost seems that the more expensive the wedding, the shorter the marriage.

2. The Pan-American Highway is the longest road in the world.

3. Is the Mona Lisa the most valuable painting in the world?

**IV. Перепишите и переведите предложения на русский язык, обращая внимание на перевод неопределённых и отрицательных местоимений.**

1. Any bicycle parked in this area will be removed by the police.
2. Although she was born in Spain, some of her earliest poems were written in French.
3. We wanted to go to the island but there was no boat.
4. Mr. Smith used to work in London, but later he and his wife moved to another city.

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

1. Hurry up, Jane! We are all waiting for you.
2. We had a picnic yesterday, but the rain spoiled the whole pleasure.
3. I will accompany you as soon as I finish as soon as I finish my report.

**VI. Прочитайте и устно переведите на русский язык с 1-го по 6-й абзацы текста. Перепишите и письменно переведите со 2-го по 6-й абзацы.**

#### **A MAN / MACHINE SYSTEM.**

1. Any form of tool or complex machine which used by a man forms a man/machine system. The purpose of the system may be to get a man or goods from one place to another; it may be to communicate, or it may be to manufacture some useful objects or to mine coal out of the ground. Here we try to describe a man/machine system as the machine becomes more complex and relive the man of many mechanical tasks.

2. Level 1 is the simple machine in which a man provides the power as well as the controlling skill. Some examples are the woodsman's axe, the carpenter's saw, mallet and chisel, and the hand-pulled or -pushed cart, trolley. The tool or machine can be regarded as an extension of the man's body since he grasps it firmly and guides its motion directly with his own muscular effort.

3. Level 2 is the powered machine or tool. The power may come, for example, from an animal as in the case of a horse-drawn cart, from wind as for the sailing ship and the windmill. Here the man is fully responsible for controlling the system but he requires devices such as switches, pedals and steering wheels to control the power system.

4. Level 3 is simple automation. The single-process machine or a tool with built-in auto-control can perform any process whenever it is fed with raw materials by the operator. It has its own source of power. An example is the automatic lathe in use early in the 20th century.

5. Level 4 is the man extender. These are the machines which carry out complex programmes for which they are instructed by the man. But they only do these when a man is telling them to do that particular job. One example in use at present is the digital computer which is capable of doing very quickly any operation of very great complexity.

6. Level 5 is the robot. This is the system which is powered and programmed to produce a succession of identical products or carry out a series of similar operations. The human can instruct the robot to vary its actions in accordance with variations which it observes in the surrounding situation.

## Вариант 2

**I. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием –s, и какую функцию это окончание выполняет:**

**а) показатель 3-го лица единственного числа глагола в Present Simple;**

**б) признак множественного числа имени существительного;**

**в) показатель притяжательного падежа имени существительного.**

**Переведите предложения на русский язык.**

1. Without saying anything to her, he began looking for a flat near her parents' house.

2. Nowadays major advances are made in computer technology.

3. The machine relieves the man of many mechanical tasks.

**II. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.**

1. Ernest's father earned his living by construction work required in the country at that period.

2. Boris had a job interview a few days ago at the Insurance Company.

3. The advance in land transport came with the invention of the wheel.

4. Dickens was born in 1812 in a middle-class family, his father was a government official.

**III. Переведите следующие предложения, содержащие различные формы сравнения, и переведите их на русский язык.**

1. One of the most ancient games is chess, which originated in India or probably in China.

2. The more they hurried the less obvious it was they would be in time to see him off.

3. Most people are better off than their parents used to be.

**IV. Перепишите и переведите предложения на русский язык, обращая внимание на перевод неопределённых и отрицательных местоимений.**

1. Any bicycles parked in this area will be removed by the police.

2. The chemical need to be handled with care as some give off poisonous fumes.

3. She learned both classics and philosophy, but knows neither of them.

4. At weekends Laura seldom went anywhere, she was always working.

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

1. When I met her, her eyes were red. She and Mike again had been quarreling.

2. The first draft resolution was not discussed yesterday; it had been withdrawn long before the beginning of the meeting.

3. You never did anything good to anyone. If you had done you would have support now.

**VI. Прочитайте и устно переведите на русский язык с 1-го по 4-й абзацы текста. Перепишите и письменно переведите со 2-го по 4-й абзацы.**

### **WHERE ARE WE GOING?**

1. In 1829, when Stephenson entered his invention, the steam engine, for a competition, people were shocked to find that it was possible to travel at a dangerous speed of 36 m.p.h. There were many powerful opponents of the railway companies. The greatest number of people who were against the introduction of the railways into Britain were those who were interested in the natural conservation of the country. Trains were considered to be dangerous and it was said that they frightened cows, killed birds with their smoke, and set houses on fire with their sparks.

2. On the other hand, communication was certainly helped by the railways. The laying of the tracks provided work for thousands and transporting people and goods was made easier. In fact traveling by rail soon became a common thing in everyone's life, and it is now difficult to imagine a world without railways or any other form of rapid transport.

3. But how much faster do we want to travel? How much further can transport be developed? Apparently more and more means of transport are being invented. For example, ten years ago Anthony Hawker bought a house with a moat around it which he used as a testing place for models of his latest invention, a small hovercraft, and his friends laughed.

"I have never been so laughed at in my life. Everyone thought I was mad. I was told it was totally impossible. Everyone said it wouldn't work," --- he said. But it did work and the result is a fourseater hovercraft. Meanwhile Anthony Hawker is not idle, he is now working on a flying saucer. It will probably work.

4. The hovercraft and the flying saucer will probably be considered as a necessity in everyday life in thirty years time, as we now accept the railway. Have we any right to stop scientific research because we feel it to be dangerous or ridiculous?

Should we be more aware of the effects that development in travel is having on us? How small can we make our world?

### **Вариант 3**

**I. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием -s, и какую функцию это окончание выполняет:**

**а) показатель 3-го лица единственного числа глагола в Present Simple;**

**б) признак множественного числа имени существительного;**

**в) показатель притяжательного падежа имени существительного.**

**Переведите предложения на русский язык.**

1. Harrods is one of the world's best known department stores in London.

2. Petrol prices were increased last summer.

3. Basically tea is a drink made of the dried leaves of a plant that only grows in hot countries.

**II. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.**

1. If you are staying at a hotel you need to remember your room number.
2. You can use a credit card to pay for things instead of cash.
3. The first underground travel in the world took place in 1863 in London.
4. New metro lines are being built in Minsk in different parts of the city.

**III. Переведите следующие предложения, содержащие различные формы сравнения, и переведите их на русский язык.**

1. The more you study, the cleverer you become.
2. In a city the fastest way of traveling is on a bike, which is not very noisy.
3. Another, even more complex computer, had to be designed to control the environment of the space station.

**IV. Перепишите и переведите предложения на русский язык, обращая внимание на перевод неопределённых и отрицательных местоимений.**

1. I was surprised to hear that some of the most poisonous spiders in the world live in Australia.
2. Any of his paintings, even the smallest, would today sell for thousands of pounds.
3. They said that they didn't want to have problems with the police, so everyone went home.
4. They looked at each other and understood everything.

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

1. I was growing more and more excited, for I had never seen a hurricane before.
2. It is difficult to say exactly what technological changes will be made in television in future.
3. She can't help me right now, because she is talking on the phone.

**VI. Прочитайте и устно переведите на русский язык с 1-го по 4-й абзацы текста. Перепишите и письменно переведите со 2-го по 4-й абзацы.**

### **WHAT IS ROBOT?**

1. What is robot? A lot of people think of robots as machines that both do the work of humans and look like them. Strictly speaking, these devices should be termed androids, from the Greek "andros" meaning "of man" and "aidos" meaning "form". A number of androids have indeed been created, but they have been mostly for amusement value.

2. So how should we define a robot? A robot is a gadget which wholly or in part imitates man --- sometimes in appearance and sometimes in action. Thus a machine which simulates the action of a person's limb can be called a robot. Likewise a machine that walks up and down and gives a passable impression of smoking a cigarette can also be bracketed in this category.

3. There are few microelectronic applications more likely to raise fears regarding future employment opportunities than robots for the very obvious reason that such machines directly replace human labour. The emotive nature of the subject inevitably gives rise to misapprehensions.

4. It is necessary first to define an industrial robot. Alternative definitions and classifications abound but basically a robot is a machine which moves, manipulates, joins and processes components in the same way as human hand or arm. It consists basically of three elements: the mechanical structure (including the artificial wrist and gripper), the power unit (hydraulic, pneumatic or, increasingly, electrical) and the control system (increasingly minicomputers and microprocessors). However, the essential characteristic of a robot is that it can be programmed. Thus many devices (often called robots) would be better termed "numerically-controlled arms", since they are mechanical arms controlled by simple (non-computer) software and as such are not radically different to much existing automation equipment. There are reported about 20000 of the latter in use in Japan, and perhaps several thousand in the United Kingdom. A robot, however, is here defined as a hybrid of mechanical, electrical and computing engineering.

#### Вариант 4

**I. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием -s и какую функцию это окончание выполняет:**

**а) показатель 3-го лица единственного числа глагола в Present Simple;**

**б) признак множественного числа имени существительного;**

**в) показатель притяжательного падежа имени существительного.**

**Переведите предложения на русский язык.**

1. I am writing to request further information on the climbing holidays.

2. Scientists claim that oil pollution is now the most common cause of death among sea birds.

3. The longer Sue stays in Canada, the less likely she will ever go back to England.

**II. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.**

1. Alice didn't appear to have heard me.

2. The experiences of the Scottish sailor are supposed to have inspired the novel "Robin Crusoe" by Daniel Defoe.

3. The Greeks seem to have known papyrus as early as the beginning of the 5th century BC

**III. Перепишите следующие предложения, содержащие различные формы сравнения и переведите их.**

The town is situated by the sea, which ensures that it is cooler in the summer than other islands towns.

The author's latest novel wasn't any better than his previous one.

The town itself is one of the most picturesque in Southern Ireland.

**IV. Перепишите и переведите предложения на русский язык, обращая внимание на перевод неопределённых и отрицательных местоимений.**

1. Any of the money collected will go to helping children with heart disease.
2. She lives some distance away from the nearest town.
3. It is no use asking him about it. He has hardly any knowledge of the subject.
4. There can be hardly any doubt that he is the best tennis player in the world.

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

1. By the time you move into the house, the new express way will have been finished.
2. There was a complete strange man in the room. I had never seen him before.
3. No one knows what inventions will be added to this time line in the future.

**VI. Прочитайте и устно переведите на русский язык с 1-го по 4-й абзацы текста. Перепишите и письменно переведите со 2-го по 4-й абзацы.**

1. Computer systems have been classed into three generations. The first generation consisted of vacuum-tube-based machines. They used magnetic drums for internal storage and magnetic tape for external storage. These computers were slow compared to modern machines and required data to be brought to them.

2. Second-generation computers using transistors began to appear in 1959. The internal storage used magnetic cores, with magnetic material wired into frames that were stacked into large cores. This form of storage represented a tremendous increase in speed and reduction in bulk over previous storage methods. The external storage in second-generation computers used magnetic disks. This form of storage also added increased speed and greater "online" capability as compared to magnetic tape system

3. Since 1964, a third generation of computers has begun to emerge. These computers utilized integrated circuits to increase capability and decrease size, while integrated technology also provided improved internal storage capability. Solid-state memory, being now totally electronic, greatly increased the speed and capacity of the internal memory while decreasing its cost and complexity. External memory continued to use magnetic disks, which became larger and faster.

4. It was stated that early computers required data to be brought to them. These data were always prepared by using punched card or magnetic tape. The cards or tapes would then be carried to the computer where they would be processed. The transfer of data in this fashion was called batch processing. As each batch of data was received, it was placed into line with other batches of data which were processed one after another. Reports were generated, files were updated, new tapes were made and the revised data was routed to appropriate location in the form of punched cards or magnetic tape. The inefficiency of such a system is easily seen in retrospect.



## Вариант 5

**I. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием –s, и какую функцию это окончание выполняет:**

**а) показатель 3-го лица единственного числа глагола в Present Simple;**

**б) признак множественного числа имени существительного;**

**в) показатель притяжательного падежа имени существительного.**

**Переведите предложения на русский язык.**

1. Have you been invited to Bill and Jane's wedding ceremony?
2. Edward is fond of reading and all his book-shelves in the room are full of books.
3. It smells a bit strange. I think it might have gone off.

**II. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.**

1. He went to night school to learn how to write business programs.
2. Direct energy conversion call for a combination of mechanical, electrical and often chemical engineering.
3. After the telephone, the fax is the most important modern office innovation created in the 19th century.
4. The Internet, a global computer network, which embraces millions of users all over the world, began in the United States in 1969.

**III. Переведите следующие предложения, содержащие различные формы сравнения, и переведите их на русский язык.**

1. It is not always the brightest students who do well in test.
2. Most people are better off than their parents used to be.
3. The higher the temperature, the greater the demand for ice-cream.

**IV. Перепишите и переведите предложения на русский язык, обращая внимание на перевод неопределённых и отрицательных местоимений.**

1. Some students who are late will not be allowed to take the exam.
2. What a stupid thing to do! No intelligent person would do such a thing.
3. There are many good inns in Scotland. While traveling, you may stay in any of them.
4. I am sorry, but the practical experience shows that his work is of no value.

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

1. Please, don't call me this evening because I will be working in the garden.
2. When the fire brigade came, the fire had destroyed the building.
3. I will have answered all the business letters by noon.

**VI. Прочитайте и устно переведите на русский язык с 1-го по 4-й абзацы текста. Перепишите и письменно переведите со 2-го по 4-й абзацы.**

1. What is robot? A lot of people think of robots as machine that both do the work of humans and look like them. Strictly speaking, these devices should be termed androids, from the Greek "andros" meaning "of man" and "aidos" meaning "form". A number of androids have indeed been created; but they have been mostly for amusement value.

2. So how should we define a robot? A robot is a gadget which wholly or in part imitates man — sometimes in appearance and sometimes in action. Thus a machine which simulates the action of a person's limb can be called a robot. Likewise, a machine that walks up and down and gives a passable impression of smoking can also be bracketed in this category.

3. There are few microelectronic applications more likely to raise fears regarding future employment opportunities than robots for the very obvious reason that such machines directly replace human labour. The emotive nature of the subject inevitably gives rise to misapprehensions.

4. It is necessary first to define an industrial robot. Alternative definitions and classifications abound but basically a robot is a machine which moves, manipulates, joins or processes components in the same way as human hand or arm. It consists basically of three elements: the mechanical structure (including the artificial wrist and gripper), the power unit (hydraulic, pneumatic or, increasingly, electrical) and the control system (increasingly minicomputers and microprocessors). However, the essential characteristic of a robot is that it can be programmed. Thus many devices (often called robots) would be better termed "numerically-controlled arms", since they are mechanical arms controlled by simple (non-computer) software and as such are not radically different to much existing automation equipment. There are reported about 20000 of the latter in use in Japan, and perhaps several thousand in the United Kingdom. A robot, however, is here defined as a hybrid of mechanical, electrical and computing engineering.

## **КОНТРОЛЬНОЕ ЗАДАНИЕ 2**

Для того, чтобы правильно выполнить контрольную работу №2, необходимо изучить следующие грамматические разделы курса английского языка:

1. Видовременные формы глагола:
  - а) активный залог – формы Indefinite (Present, Past, Future); формы Continuous (Present, Past, Future); формы Perfect (Present, Past, Future);
  - б) пассивный залог – формы Indefinite (Present, Past, Future).
2. Неличные формы глагола, их употребление и способы перевода на русский язык:
  - а) Инфинитив, его формы, инфинитивные конструкции;
  - б) Конструкции с причастием I и причастием II;
  - в) Герундий. Конструкции с герундием;
3. Условные предложения. Их типы.

## Вариант 1

**I. Перепишите следующие предложения, подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму и залог. Переведите предложения на русский язык.**

1. Alice felt pleased with herself; she had found what she was looking for.
2. Also Clara tried to hide her face, I could see that she had been crying.
3. Large areas of forest are being destroyed every day.

**II. Перепишите следующие предложения. Подчеркните в каждом из них инфинитив, определите его форму и залог. Переведите предложения на русский язык.**

1. I watched the plane take off and then I left.
2. The people being asked to take early retirement are all over the age of 60.
3. She wastes too much time lying on the beach all day long.
4. She takes no interest in making friends with her new neighbours.

**III. Перепишите следующие предложения. Подчеркните в каждом из них причастие. Определите тип причастия (Participle I, Participle II). Переведите предложения на русский язык.**

1. The children being moved to another school all have learning difficulties.
2. The book published last week is his first written for children
3. The agreement has been signed to protect the forests being cut down all over the world.

**IV. Перепишите следующие предложения. Найдите и подчеркните в каждом из них конструкции с герундием. Переведите предложения на русский язык.**

1. The weather is so awful that I don't fancy going out this evening.
2. If I give you the information, I risk losing my job.
3. One of the boys finally admitted having started the fire.
4. Why does Bill keep looking at his watch?

**V. Перепишите следующие предложения. Определите тип условных предложений (I-реального условия; II-нереального условия, относящегося к настоящему или будущему; III-нереального условия, относящегося к прошлому; смешанный). Переведите предложения на русский язык.**

1. Unless we cut resources use and waste, we will face a decline in the quality of our lives.
2. I wouldn't have taken your umbrella if I had known that it was the only one you had.
3. If he were clever he wouldn't have behaved so foolishly.

**VI. Прочитайте и устно переведите на русский язык с 1-го по 4-й абзацы текста. Перепишите и письменно переведите со 2-го по 4-й абзацы.**

## HERO OF ALEXANDRIA

1. About sixty years after the death of Archimedes, Hero of Alexandria was born. Nobody knows the date of his birth, but according to the best authorities, he lived about 150 B.C. In addition to being a great mathematician, he invented the siphon, the gear-wheel, the pump, the water clock and the steam engine.

2. His book on mechanics translated into Arabic, was carefully studied by mechanics and describes five simple ways by which an unusually heavy weight may be lifted and moved with minimum effort. These five principles form the basis of all the machinery in the world today and, though described in detail by Hero their practical application to machinery didn't come about for more than a thousand years. They are: the lever, the wheel and axle, the pulley, the wedge, the screw.

3. While it is true that the invention of the screw is attributed to Archimedes and the wedge and the lever were known long before Hero's time, he was the man, who showed for the first time that all machinery is based on these five principles, and how to apply these principles to machinery — such as it was in those early times. Neither he nor anyone else of his time realized the importance of these inventions. Hero's book on pneumatics, which was translated into Italian in 1549 and later into English, described more than seventy totally useless inventions, most of which embody important basic principles.

4. Their main function was to entertain. The siphon that is essential to modern plumbing and sanitation, Hero saw as a sort of toy. Nineteen centuries later Robert Fulton would employ the power of steam for locomotion, but Hero used it to make a hissing sound of rattlesnake. He invented the pump, so vital to our civilization, but he used it only as a toy. Hero applied it for the automatic pumping of an organ where the air was supplied by a wheel turning in the wind. The importance of pumps in industry was not realized until the middle of the sixteenth century, sixteen hundred years after the death of the inventor. Among his other inventions we find slot machine placed in the temple for different purposes and some other inventions of this kind. It is doubtful whether any other inventors in history applied so many world-shaking ideas to what would appear to us as entertainments. But all this was in keeping with Greek reverence for philosophy and scientific theory and indifference to practical application.

### Вариант 2

**I. Перепишите следующие предложения, подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму и залог. Переведите предложения на русский язык.**

1. He often changes his political views. Now he belongs to the Conservative party.
2. The installation of the new computer system will be completed by next month.
3. Last night my favourite TV program was interrupted by a special news bulletin.

**II. Перепишите следующие предложения. Подчеркните в каждом из них инфинитив, определите его форму и залог. Переведите предложения на русский язык.**

1. You look rather tired. You are unlikely to finish the work in time, you had better go home now.
2. When I came in the discussion seemed to be coming to an end.
3. The work is supposed to have been done successfully.
4. They seem to have been watching TV all afternoon.

**III. Перепишите следующие предложения. Подчеркните в каждом из них причастие. Определите тип причастия (Participle I, Participle II). Переведите предложения на русский язык.**

1. We saw the Queen welcoming the British Olympic winners.
2. Having spent nearly all our money, we couldn't afford to stay in a hotel.
3. Having taken the wrong bus, Tony found himself in an unfamiliar town.

**IV. Перепишите следующие предложения. Найдите и подчеркните в каждом из них конструкции с герундием. Переведите предложения на русский язык.**

1. I couldn't prevent him from helping her.
2. "The front wheel wants pumping," --- Dobbins muttered to himself.
3. They insisted on my coming with them.
4. The talks will be aimed at organizing elections in all ethnic homelands.

**V. Перепишите следующие предложения. Определите тип условных предложений (I-реального условия; II-нереального условия, относящегося к настоящему или будущему; III-нереального условия, относящегося к прошлому; смешанный). Переведите предложения на русский язык.**

1. She will be furious if she finds out the truth.
2. If you had watered the plants regularly, they would be blooming now.
3. If I were you, I wouldn't buy that coat. It's much too expensive.

**VI. Прочитайте и устно переведите на русский язык с 1-го по 5-й абзацы текста. Перепишите и письменно переведите со 2-го по 5-й абзацы.**

1. The village of Nagaro, on the River Dunga, forms the southern boundary of one of Kenya's great national parks. At its small airfield I was met by Alison Smith. Dr Smith is a biologist working on the Kenya White Rhino Project. She and her husband have built a small house on the banks of the river and the household includes a large dog, two cats and a mongoose which had enjoyed the run of the camp before taking the habit of attacking people.

2. Since Dr Smith had mentioned its bad character, I was unpleasantly surprised to see this animal appear underneath the wooden wall of the outdoor shower where I had come limping just before dusk. There was no doubt about its intention, which was to bite me as quickly as possible, and sure enough it ran into the shower and nipped my heel. A mongoose is much too quick even for a cobra, let alone an injured man in a small shower slippery with soap. With a twisted and swollen ankle I was already at an enormous disadvantage.

3. I called out to Dr Smith that she could find her mongoose near the shower. She replied that she had meant to take "Goose" for a walk and started to call it. The mongoose completely ignored her, darting in and out of sight under the shower door. I flicked hot water at it and made threatening noises, but it disappeared for a moment and then rushed in from another angle and sank its teeth into my toe. "Is Goose biting you? --- called Dr Smith. --- I am so sorry." She said she was feeding her baby, but would come and fetch the mongoose in a minute.

4. I picked up a steel bucket and banged it down in front of the animal. This drove him back a little, but didn't deter him. My toe was bleeding and my ankle hurt. Although I didn't want to kill the pet by bashing its brains out with a bucket, I was considering this when it ran out of sight for a moment and shot it again from another angle, fixing itself on my left foot with a terrific bite. There it stayed until I kicked it away, crying out.

5. Perhaps worried about her pet, Dr Smith appeared almost at once and joined me in the shower. On the soapy floor she slipped over and crashed into the wooden wall. Looking up, now soaked in water, she saw her guest trying to cover himself with the bucket. "Sorry," --- she said, starting to laugh, and I laughed too. "I have no secrets, --- I said, reaching for a towel. --- Just remove that mongoose." I pointed at my bloody foot and with suspicious speed Dr Smith was back at the shower door with bandages and disinfectant.

### Вариант 3

**I. Перепишите следующие предложения, подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму и залог. Переведите предложения на русский язык.**

1. Mr.Pitt has just phoned to say that he is not coming back till Wednesday evening.

2. The damaged ship was being towed into harbour when the towline broke.

3. By the end of my university course I will have attended 12000 lectures.

**II. Перепишите следующие предложения. Подчеркните в каждом из них инфинитив, определите его форму и залог. Переведите предложения на русский язык.**

1. He is likely to be writing a new book.

2. A Scottish sailor, Alexander Selkirk, was marooned on one of the islands between 1704 and 1709 and his experiences are supposed to have inspired the novel "Robinson Crusoe".

3. None of you seems to know how to behave in a decent way.

4. It would have been better for him not to be told.

**III. Перепишите следующие предложения. Подчеркните в каждом из них причастие. Определите тип причастия (Participle I, Participle II). Переведите предложения на русский язык.**

1. Thinking they might be hungry, I offered them something to eat.

2. Having been invited to the party, we could hardly refuse to go.

3. Later she heard the luggage being carried up the stairs.

**IV. Перепишите следующие предложения. Найдите и подчеркните в каждом из них конструкции с герундием. Переведите предложения на русский язык.**

1. You risk losing your job if you withdraw your support for the scheme.

2. As we didn't feel welcome any more we stopped visiting her.

3. Mr. Benn's department has committed itself to taking part in the project.

4. It's no good complaining after the event.

**V. Перепишите следующие предложения. Определите тип условных предложений (I-реального условия; II-нереального условия, относящегося к настоящему или будущему; III-нереального условия, относящегося к прошлому; смешанный). Переведите предложения на русский язык.**

1. If I had more self-confidence, I would have applied for a better-paid job long ago.
2. If they hadn't been painting the house all day, they wouldn't be so tired now.
3. You will have to take a taxi home if you want to leave now.

**VI. Прочитайте и устно переведите на русский язык с 1-го по 7-й абзацы текста. Перепишите и письменно переведите со 2-го по 6-й абзацы.**

1. Scientists are finally beginning to unlock the secret everyone has been dying to know: "Just how long can we live?" They confidently predict that in the 21st century people will be living to the incredible age of 130. And this is just the start. Experts studying the process of ageing believe it is possible that people will live long enough to have great-great- great- great-grandchildren.

2. Dr Vijg, a Dutch biologist, is the coordinator of a project which is studying the growing senior citizen population. Dr Vijg and his colleagues are looking at our genes, which, they believe, hold the key to what kills us, early or late in life.

3. Only a little more than a century ago average life expectancy in Europe was 45. Nowadays, providing we are looking after ourselves, drive our cars carefully, and cut down on things like butter, alcohol and cigarettes, we can add nearly 30 years to that figure. Dr Vijg reckons that by 2100 we will all have added a couple more years to our lives.

4. But that is nothing compared to what will happen once scientists have cracked the secret of our genes. Some of the problem genes have already been tracked down, like those that cause haemophilia and muscular dystrophy. Dr Vijg says: "Nobody dies from old age --- just from diseases that affect people as they get older." And he forecasts that within 30 years, science will be preparing people for a longer life. "Already the killer diseases are being eradicated, --- he says. --- About 50% of cancers are curable, and I really believe that this will increase to 80%."

5. There are also encouraging developments in the fight against AIDS, and also a vaccine will not be available for some time, the experts are cautiously hopeful that by early in the 21st century the disease will have been brought under control. Doctors believe that the death rate from the bigger killers --- diseases of the circulatory system --- will decline as man comes to his senses by giving up smoking and eating more healthily. Dr Vijg points to experiments with animals in laboratories. "Those given less food, but of higher quality, lived to the human equivalent of 150 years."

6. Dr Vijg believes that as life span increases, so will other expectations. Women will be having babies at an older age. "More and more women are hav-

ing their first child when they are over 30, --- he says. --- In another ten years people might think it normal for a woman of 50 to be having her first child."

7. What about living for ever? Will eternal life ever become a reality? "So far, that is science fiction, --- says Dr Vijg. --- Theoretically it is possible, but it will be another hundred, perhaps two hundred years before we know all the secrets of our genes."

#### Вариант 4

**I. Перепишите следующие предложения, подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму и залог. Переведите предложения на русский язык.**

1. The accident had been reported before I phoned.
2. Rafael's greatest work "The School of Athens" was painted in the Vatican at the same time that Michelangelo was working on the Sistine Chapel.
3. They have been working a couple of hours trying to move the truck. But they have failed so far.

**II. Перепишите следующие предложения. Подчеркните в каждом из них инфинитив, определите его форму и залог. Переведите предложения на русский язык.**

1. Jack, you seem to be driving too fast. The speed is already 100 miles.
2. I absolutely refuse to take part in anything that illegal.
3. Many reliable methods of storing information tended to be forgotten when computer arrived.
4. He is known to have been wounded three times during the war.

**III. Перепишите следующие предложения. Подчеркните в каждом из них причастие. Определите тип причастия (Participle I, Participle II). Переведите предложения на русский язык.**

1. Never having borrowed money before, he found a number of people who were willing to lend him small sums.
2. Light was coming through in the corner room, and he could hear a piano being played.
3. In the theatre there were always a seat reserved for him.

**IV. Перепишите следующие предложения. Найдите и подчеркните в каждом из них конструкции с герундием. Переведите предложения на русский язык.**

1. It's too late now, but I will always regret asking John to drive faster on the slippery road.
2. I avoid telling him anything that might do him harm.
3. Do you fancy taking the dog for a walk this afternoon.
4. The last time I see Alan he denied losing those files.



**V. Перепишите следующие предложения. Определите тип условных предложений (I-реального условия; II-нереального условия, относящегося к настоящему или будущему; III-нереального условия, относящегося к прошлому; смешанный). Переведите предложения на русский язык.**

1. You will soon be making a profit if all will go according to plan.
2. If you took more exercises you would feel better.
3. If I hadn't seen the trick with my own eyes, I would never have believed it possible.

**VI. Прочитайте и устно переведите на русский язык с 1-го по 6-й абзацы текста. Перепишите и письменно переведите со 2-го по 5-й абзацы.**

1. In the 20th century advances in science and technology gave rise to the mass-communication media. Preoccupation with information and knowledge is stronger today than at any other time in history. The democratization of information is a characteristic of the last decades of the 20th century.

2. Lately press, radio and television were usually significant for the formation of attitudes. They focused the attention on certain personalities and issues, and many people subsequently formed opinions about those issues under their influence. Today the mass media can also activate and reinforce latent attitudes. Political attitudes, for example, are likely to be activated and reinforced just before an election.

3. Voters are often worked up by the mass media to a point where they do not take the trouble to vote. The mass media play an important role in letting individuals know what other people think. They make it possible for public opinion to include a large number of individuals and spread over wider geographic areas. In some European countries the growth of television had affected the operation of the parliamentary system. Television in France and the United States has been regarded as a powerful force strengthening the presidential system. The president can easily appeal to a national audience over the heads of elected legislative representatives.

4. In countries where important news is suppressed by the government, a great deal of information is transmitted by rumor. In totalitarian countries it helps "underground" public opinion to form. These processes are slower and usually involve fewer people than in countries where the media network is uncontrolled.

5. For more than half the world's population, an independent press, radio and television are still an unattainable goal. In the past western mass media freedom was also illusory, because wealthy minorities controlled what was to be printed. New technology offers escape from this impasse.

6. The Internet had its origin in a U.S. Department of Defense program established in 1969. It provided a secure communication network for organizations engaged in defense-related research. By the mid-1990s the Internet connected millions of computers throughout the world. The original uses of the Internet were electronic mail, file transfer and remote computer access. The World Wide Web, which enables simple and intuitive navigation of Internet expanded dramatically during the 1990s to become the most important component of the Internet.

## Вариант 5

**I. Перепишите следующие предложения, подчеркните в каждом из них глагол-сказуемое и определите его видовременную форму и залог. Переведите предложения на русский язык.**

1. The police haven't found the reason for the accident yet.
2. The book that was written last month is being discussed a lot.
3. By the time he arrives everything will be settled.

**II. Перепишите следующие предложения. Подчеркните в каждом из них инфинитив, определите его форму и залог. Переведите предложения на русский язык.**

1. Sally encouraged Jack to apply for the job.
2. Acid rain is said to be damaging many trees all over Europe.
3. It seems strange for him to have written such an article.
4. She is rumoured to have been advised not to marry Teddy.

**III. Перепишите следующие предложения. Подчеркните в каждом из них причастие. Определите тип причастия (Participle I, Participle II). Переведите предложения на русский язык.**

1. He was surprised to hear such words being uttered by an officer.
2. Without waiting for permission he switched on the light.
3. Tom and Dave were both in the highest spirits, and had clearly no intention of being parted.

**IV. Перепишите следующие предложения. Найдите и подчеркните в каждом из них конструкции с герундием. Переведите предложения на русский язык.**

1. Do you mind leaving your application form at the reception?
2. He wanted to hide the embarrassment he felt at making the speech.
3. Do you think there is any chance of our being believed?
4. I couldn't bear the thought of her being so unhappy and so far away.

**V. Перепишите следующие предложения. Определите тип условных предложений (I-реального условия; II-нереального условия, относящегося к настоящему или будущему; III-нереального условия, относящегося к прошлому; смешанный). Переведите предложения на русский язык.**

1. If he had booked tickets yesterday, he would be lying on the beach now.
2. If they get married they will probably move to France.
3. Roman would have been captured by the enemies if the geese hadn't cackled.

**VI. Прочитайте и устно переведите на русский язык с 1-го по 6-й абзацы текста. Перепишите и письменно переведите со 2-го по 5-й абзацы.**

1. We are living in the age of swiftly changing and developing communication technology. Among these changes is an increasing use of rapid communication devices for both interpersonal and public communication.

2. New media of communication alter the communication process itself. Each new medium imposes special requirements on the ways in which messages are formulated; it controls the speed and convenience with which information is transmitted or recorded; and it influences ways in which receivers reconstruct meanings from the messages they receive. New media also lead to significant changes in the social, economic, and cultural features of society.

3. The telephone, along with associated devices such as answering machines and voice-mail networks, continues to be one of the most widely used and important media in our society. It is so familiar that people often fail to follow appropriate norms of usage — procedures that can make it a more effective means of communication. A fax using long-distance lines has gained in popularity as a means of transmitting written messages quickly and inexpensively.

4. Increasing use is being made of computer networks of various sizes and complexities for the transmission of many categories of information. Electronic mail is typed into a sender's computer to be read on screen at his or her convenience. E-mail is very fast and convenient, and it is replacing slower, paper media for many purposes.

5. Larger networks of computers linked together in local, national and international systems become now available and they are creating a quiet but profound communication revolution. It has already brought remarkable modifications in the ways by which people communicate in our society. An example is Internet which brings together 2000 other networks in many countries. People are able to exchange written messages more rapidly on a worldwide basis. With a 10-cm movement of your mouse and a click of a button you can jump from Australia to Europe in less time than it takes to read this paragraph.

6. With the various media by which we can communicate quickly and over large distances we must ask how these will have an influence on the human condition.

Учебное издание

Составители:  
Юлия Алексеевна Оразюк  
Людмила Петровна Шелепень

**Методические указания по английскому языку  
для студентов факультета инновационной  
деятельности, управления и финансов и  
факультета заочного обучения**

**по специальностям**

**1-36 04 02 «Промышленная электроника» и  
1-53 01 02 «Автоматизированные системы обработки  
информации»**

Ответственный за выпуск: Оразюк Ю.А.  
Редактор: Строкач Т.В.  
Компьютерная верстка: Боровикова Е.А.  
Корректор: Никитчик Е.В.

---

Подписано к печати 19.11.2010 г. Формат 60x84 1/16. Бумага «Снегурочка».  
Усп. печ. л. 2,55. Уч.-изд. л. 2,75. Зак. № 1114. Тираж 50 экз.

Отпечатано на ризографе учреждения образования  
«Брестский государственный технический университет».  
224017, г. Брест, ул. Московская, 267.