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БЕЛОРУССКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
ИНФОРМАТИКИ И РАДИОЭЛЕКТРОНИКИ

Кафедра иностранных языков № 1

ПОСОБИЕ ПО АНГЛИЙСКОМУ ЯЗЫКУ

для самостоятельной работы
студентов 1-го курса БГУИР дневной формы обучения

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CHAPTER I. GRAMMAR STUDY

PART 1

Имя существительное (The Noun)

Существительные бывают **исчисляемыми** (countable) и **неисчисляемыми** (uncountable).

1. Исчисляемые существительные используются для предметов, которые можно сосчитать. Они имеют форму **множественного числа** (the plural form) и могут быть использованы с определенным («the») или неопределенным (a/an) артиклями.

2. **Неисчисляемые** существительные используются для обозначения предметов, которые нельзя сосчитать как отдельные единицы (вещества и материалы: sugar, beer, wood, iron etc.), как собирательные существительные (furniture, rubbish, money etc.) и абстрактные существительные (love, hope, nonsense, politeness etc.). Эти существительные обычно имеют только форму **единственного числа** (the singular form) и не могут быть использованы с неопределённым артиклем (a/an). Образование множественного числа существительных смотри в *табл. 1*.

3. В английском языке различаются два падежа имени существительного: **общий падеж** (the Common Case) и **притяжательный падеж** (the Possessive Case).

4. **Общий падеж** — это падеж с нулевым окончанием, т.е. падеж, в котором нет специального окончания. Форма общего падежа самостоятельно, без помощи дополнительных средств, не может передавать отношений имени существительного к другим словам в предложении. Такими дополнительными средствами являются порядок слов в предложении и предлоги.

Сравните:

The professor spoke of great Russian scientists.

Профессор говорил о великих русских ученых.

Students greeted the professor with loud applause.

Студенты приветствовали **профессора** громкими аплодисментами.

The lecture of the professor was listened to with great attention.

Лекцию **профессора** слушали с большим вниманием.

5. **Притяжательный падеж** выражает **принадлежность** и соответствует в русском языке родительному падежу в том случае, когда он выражает принадлежность. В предложении имя существительное в

форме притяжательного падежа выполняет функцию **определения** другого существительного и занимает место перед определяемым существительным.

Местоимение (The Pronoun)

Местоимения заменяют существительные. Наиболее важными типами местоимений являются:

- 1) личные местоимения (*табл. 2*);
- 2) притяжательные местоимения (см. *табл. 2*);
- 3) указательные местоимения (*табл. 3*);
- 4) вопросительные и относительные местоимения (*табл. 4*);
- 5) неопределенные местоимения (*рис. 2, табл. 7*),
- 6) возвратные и усилительные местоимения: myself, yourself, himself, herself, itself, ourselves, themselves, each other, one other.

Особые трудности (Special Difficulties)

Многозначность One (*табл. 6*)

Значение слова **one** устанавливают в зависимости от следующих признаков:

1. **One** без артикля или другого определителя, стоящее перед личной формой глагола, является формальным подлежащим и указывает на то, что данное предложение является неопределённо-личным. В этом случае на русский язык **one** не переводится, а глагол в личной форме переводят обычно во 2-м лице единственного числа или в 3-м лице множественного числа:

One never knows what may happen. Никогда не знаешь, что может случиться.

В этом случае за **one** могут следовать глаголы can, may (можно), must, have to (нужно), should, ought (следует).

On a political map **one** can see the boundaries of the countries. На политической карте можно увидеть границы государств.

2. Если перед словом **one** стоит артикль (**the one**) либо другие определители и определения (**this one, the black one**) или если у **one** есть суффикс множественного числа **-s (the ones)**, оно выступает заменителем ранее упомянутого существительного. В этом случае при переводе на русский язык **one** обычно опускают или переводят соответствующим существительным.

This room is better than that **one**. Эта комната лучше **той**.

3. Если слово **one** стоит перед существительным, оно выступает в роли числительного — один.

One day is not enough.

Одного дня недостаточно.

Многозначность IT (табл. 5)

1. Если местоимение **it** выступает в предложении в функции подлежащего и его можно отнести к ранее упомянутому существительному, **it** означает **оно (он, она)**.

He came to the window.

Он подошел к окну.

It was open.

Оно было открыто.

2. Если местоимение **it** в функции подлежащего можно отнести ко всему предыдущему предложению, **it** означает **это**.

We are transporting coal over large distances. **It** is an expensive business.

Мы перевозим уголь на большие расстояния. **Это** дорогостоящее дело.

3. Если местоимение **it** в функции подлежащего нельзя отнести к ранее упомянутому существительному, оно может являться формальным подлежащим безличного предложения. В этом случае **it** на русский язык не переводится.

It is reported that the experiments are going on successfully.

Сообщается, что опыты проходят успешно.

4. Местоимение **it** может использоваться в конструкции типа «**It is...that**». В этом случае перевод начинается словами «именно, как раз, только».

It was he who helped me.

Именно он помог мне.

Имя прилагательное (The adjective)

Имена прилагательные в английском языке не изменяются по родам, числам и падежам.

Имена прилагательные в английском языке изменяются только по **степеням сравнения**. Они имеют три степени сравнения: **положительную** (the Positive Degree), **сравнительную** (the Comparative Degree) и **превосходную** (the Superlative Degree).

Сравнительная и превосходная степени в английском языке образуются двумя способами: а) посредством прибавления суффиксов или б) с помощью специальных слов.

Образование степеней сравнения прилагательных смотри в *табл. 8*, **усиление** степеней сравнения прилагательных и **сравнительные конструкции** смотри в *табл. 9 и 10*.

PART 2

Задания для самопроверки усвоения грамматического материала (упражнения-тесты с ключами)

Функции окончания -s (см. *табл. 1, рис. 1*)

Задание 1. Укажите номера предложений, в которых окончание «-s» является показателем: а) множественного числа имени существительного; б) притяжательного падежа имени существительного; с) множественного числа и притяжательного падежа имени существительного.

1. All Belarusian citizens are equal before the law, they enjoy equal rights and equal duties.
2. All citizens enjoy freedom of speech, that is to say they are free to voice their opinions on any matter at meetings, in the press, on the radio and TV.
3. The Belarus's population is less than 10 million now.
4. Not only people's wages and purchasing capacity are growing, but also their needs and demands.
5. The main task facing our people now is to build up the country's economy.
6. Scientists and engineers working in the nuclear industry have to cope with many complex problems.

Личные и притяжательные местоимения (см. *табл. 2*)

Задание 2. Укажите номера предложений, в которых личные местоимения употребляются: а) в именительном падеже, б) в объектном падеже, с) в именительном и объектном падеже.

1. He is reading the book.
2. The students are talking to him.
3. Did you see the snake? — Yes, I saw it and it saw me. — Did it frighten you?
4. Where is Tom? — That's him over there.
5. Look at that bird. It always comes to my window.
6. Bill found me a job.
7. I haven't seen him for three years.
8. He suggested flying, but I didn't like the idea.
9. It's pilots that we need, not ground staff.
10. They need it as soon as possible.

Задание 3. Укажите номера предложений, в которых притяжательные местоимения употребляются: а) в 1-й форме, б) во 2-й форме, с) в 1-й и 2-й форме.

1. Helen's composition is much more interesting than yours or mine.
2. Would you like to see some of her latest sketches?
3. You can very well do without his help.
4. Their radio-set is always out of order.
5. The pleasure was all mine.
6. He has not read a line of yours, how can he criticize your poems?
7. Their knowledge of the subject is not much superior to ours.
8. All our clothes were extremely dirty, and his especially so.
9. This boat was faster than ours.
10. If this book is neither hers nor his, it should be mine.

Указательные местоимения (см. табл. 3)

Задание 4. Укажите номера предложений, в которых указательные местоимения this, these, that, those употребляются в роли: а) определения, б) подлежащего, с) слова-заместителя.

1. Natural rubber is of higher quality than that produced artificially.
2. These factors taken together ensure high production efficiency.
3. This is the TV set of the latest type.
4. This refrigerator defrosts itself.
5. The language in plays is usually easier and more simple than that in novels.
6. We shall stay here, at this place. But see! What is there on that rock?
7. Those are the lorries carrying our brothers to the mines.
8. Those people believe in the future too, but they are fighting for it.
9. These are the girls who serve in the shop.
10. The pictures painted by Rembrandt and those painted by Rubens have very little in common.

Задание 5. В следующих предложениях указательные местоимения выступают как заместители ранее упомянутых существительных. Назовите эти существительные.

1. There are no richer art museums in this country than these of St Petersburg.

2. The electric power output in our country cannot compare to that of pre-revolutionary Russia.
3. Consumption of bread and potatoes is decreasing steadily while that of sugar is increasing despite doctors' recommendations.
4. An important matter is that of raising the effectiveness of external economic relations.

Вопросительные и относительные местоимения (см. табл. 4)

Задание 6. Укажите номера предложений, которые содержат:
а) вопросительные местоимения, б) относительные местоимения.

1. Who pays the bills? 2. The poet whose poems are mentioned lived in Greece. 3. Who is the inventor of the radio? 4. They returned to their canoe which they had left in the stream. 5. Which horse has won? 6. He inquired politely after my brother whom he remembered as a young man. 7. The lecturer repeated the fact that he had mentioned previously. 8. Whose car broke down? 9. The writer who wrote that novel was really a genius. 10. Whom do you represent?

Местоимение it (см. табл. 5)

Задание 7. Укажите номера предложений, в которых «it» выступает как а) личное, б) указательное, с) безличное, в) усилительное.

1. Australia is one of the five continents, but it is much smaller than the other four.
2. It was important to do away with unemployment in the country.
3. Look at the yacht! It is almost touching the waves with the sails.
4. Australia is not rich in oil. The USA is selling oil to Australia in large quantities. It is a very profitable business for the USA.
5. It will be difficult to solve the problem.
6. Blame Bill! It was he who chose this colour.
7. You can take the horse to the water, but you cannot make it drink.
8. He smokes in bed, though I don't like it.
9. It is that electronic equipment is still in great demand.
10. It was Peter who lent us the money.

One (см. табл. 6)

Задание 8. Укажите номера предложений, в которых слово one выступает как а) неопределенно-личное местоимение, б) слово-заменитель, с) числительное *один*.

1. One can hardly imagine modern society without trade unions and other mass organizations.
2. Don't buy the expensive apples; get the cheaper ones.
3. There is only one way to do it.
4. Farming in Siberia is developing in difficult, one could fairly say, adverse geographical and climatic conditions.
5. Hard beds are healthier than soft ones.
6. I lost my old camera; this is a new one.
7. She made the two rooms into one large room.
8. Which train did you catch? — I caught the first one.
9. If you haven't got a big plate, two small ones will do.
10. One hardly knows what to suggest under the circumstances.

Задание 9. В следующих предложениях слово **one** выступает как заменитель ранее упомянутых существительных. Назовите эти существительные.

1. The scientific and technological problems we have to solve here are also big ones.
2. The American economy has become not only gigantic in size, but also one with high quality indices.
3. The normal state for a body is one of rest or uniform motion in a straight line.

Any (см. табл. 7)

Задание 10. Укажите предложения с местоимением «any» в значении «любой».

1. He comes here every day. You can find him in any time between 9 and 6.
2. Don't bother about the colour. You can buy her a dress of any colour. She has a perfect complexion and colour becomes her.
3. Every driver should strictly observe traffic regulations; any driver who violates the regulations in the slightest degree is sure to get into trouble.
4. Unemployment means no income and this lack of income hits the youth especially hard because young people haven't got any savings, no «rainy-day» money to fall back on.

Сравнительные конструкции (см. табл. 8–10)

Задание 11. Укажите номера предложений, в которых встречаются сравнительные конструкции, имеющие значение: а) такой же, ... как; б) не такой, ... как; в) чем; г) чем ... тем.

PART 3

Таблица 1

Образование множественного числа существительных

Единственное число	Множественное число	Примечание
A desk	Desks [s]	После глухих согласных -s произносится [s] После гласных и звонких согласных -s произносится [z]
A room	Rooms [z]	
A box	Boxes [ɪz]	После шипящих и свистящих -es произносится [ɪz]
A story	Stories [z]	При прибавлении -s -у в конце слова после согласных переходит в -l
A day	Days [z]	После гласных изменений не происходит При прибавлении -s конечные -f, -fe переходят в -ve -o после согласной -o после гласной
A knife	Knives	
A loaf	[naɪvz]	
A tomato	Loaves	
A zoo	[laʊvz]	
	Tomatoes Zoos	

Особые случаи образования множественного числа имен существительных

Единственное число	Множественное число
Man [mæn] мужчина, человек	Men [men] мужчины, люди
Woman [ˈwʊmən] женщина	Women [ˈwɪmɪn] женщины
Foot [fu:t] фут; ступня	Feet [fi:t] футы, ступни
Tooth [tu:θ] зуб	Teeth [ti:θ] зубы
Child [tʃaɪld] ребенок	Children [ˈtʃɪldrən] дети

Формы существительных латинского и греческого происхождения

Analysis [əˈnælɪsɪs] анализ	Analyses [əˈnælɪsi:z] анализы
Basis [ˈbeɪsɪs] базис, основа	Bases [ˈbeɪsi:z] основы
Crisis [ˈkraɪsɪs] кризис	Crises [ˈkraɪsi:z] кризисы
Datum [ˈdeɪtəm] данная величина	Data [ˈdeɪtə] данные, данная величина
Phenomenon [fɪˈnɪmɪnən] явление	Phenomena [fɪˈnɪmɪnə] явления
Index указатель	Indexes [ˈɪndɪksɪz] индексы
	Indices [ˈɪndɪsi:z] указатели

Существительные, имеющие одну форму единственного и множественного числа

Series [ˈsɪəriːz] серия, ряд Means средство, способ	Series серии, ряды Means средства, способы
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Библиотека БГУИР

Притяжательный падеж существительных

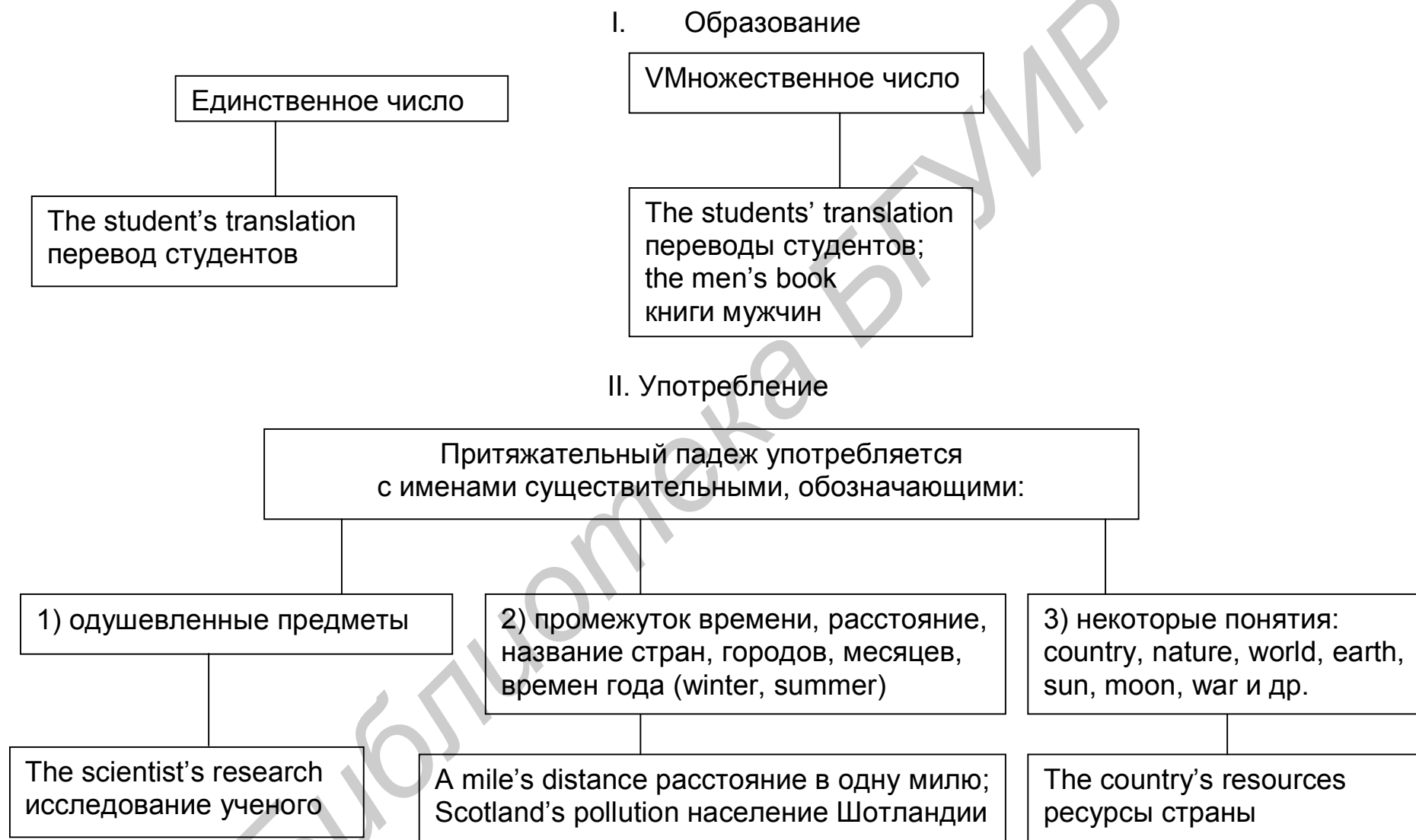


Рис. 1

Личные и притяжательные местоимения

Число	Лицо	Личные местоимения		Притяжательные местоимения	
		Именительный падеж	Объектный падеж	I форма	II форма
		Употребляется в роли подлежащего	Употребляется в роли дополнения	Употребляется перед существительными	Употребляется самостоятельно без существительного
Единственное	1-е	I я	Me меня, мне	My } моя Your } твоя, room } ваша } ком- His } его } ната Her } ее } Its } его, ее }	This } is } room } mine yours his hers its
	2-е	You ты, вы	You тебя, тебе, вас, вам		
	3-е	He он She она It он, она, оно (обозначает неодушевленные предметы, которые в англ. языке не имеют рода)	Him его, ему Her ее, ей It его, ему, ее, ей (имеются в виду неодушевленные предметы)		
Множественное	1-е	We мы	Us нам, нас	Our } наша } ком- Your } room } ваша } на- Their } их } та	This } is } room } ours yours theirs
	2-е	You вы	You вас, вам		
	3-е	They они	Them их, им (обозначает и одушевленные, и неодушевленные предметы)		

Указательные местоимения this (these), that (those)

Число		Определение	Подлежащее	Слово-заменитель
Единственное	This { этот эта это	This book is mine. Эта книга моя.	This is my book. Это моя книга.	
	That { тот та то	That book is his. Та книга его.	That is his book. Это его книга	During the Great Patriotic War there were several examples of self-sacrifice similar to that performed centuries ago by Ivan Susanin. Во время Великой Отечественной войны было много примеров подвигов, подобных подвигу Су-санина, совершенному несколько веков назад.
Множественное	These эти (это)	These books are mine. Эти книги — мои.	These are my books. Это мои книги.	The country is rich in mineral resources. However these are in the hands of foreign corporations. Страна богата полезными ископаемыми. Однако они находятся в руках иностранных монополий.
	Those (эти) { те то	Those books are his. Те книги — его.	Those are his books. Это его книги.	The successes of the industry stand out even more clearly when comparing its growth rates with those of other countries. Успехи промышленности становятся даже более очевидными, если сравнить темпы ее роста с темпами роста промышленности других стран.

Вопросительные и относительные местоимения

Вопросительные местоимения		Относительные местоимения	
WHO	translated this article?	The student	WHO translated this article...
КТО	перевел эту статью?	Студент,	КОТОРЫЙ перевёл эту статью...
WHOSE	research is that?	The scientist	WHOSE research is mentioned...
ЧЬЕ	это исследование?	Ученый,	ЧЬЕ исследование упоминается...
WHOM	will you deliver your lecture to?	The students to	WHOM you will deliver your lecture...
КОМУ	вы прочитаете лекцию?	Студенты,	КОТОРЫМ Вы прочитаете лекцию...
WHAT	has happened?	Nobody knows	WHAT has happened.
ЧТО	случилось?	Никто не знает.	ЧТО случилось.
WHAT	are the mineral resources of the country?	Experts did not know	WHAT the mineral resources of this country were.
КАКОВЫ	полезные ископаемые страны?	Эксперты не знали,	КАКОВЫ полезные ископаемые этой страны.
WHAT	help will you give us?	I will give you	WHAT help I can
КАКУЮ	помощь вы нам окажете?	Я окажу вам ту помощь.	КАКУЮ только смогу оказать.
WHICH	of the articles interests you most?	The task	WHICH the students carried out...
КОТОРАЯ (КАКАЯ)	из статей интересует вас больше всего?	Задание,	КОТОРОЕ выполнили студенты...
		Lomonosov was the greatest scientist	THAT the world has ever know.
		Ломоносов был величайшим учёным,	КОТОРОГО когда-либо знал мир.

Местоимения MUCH, MANY, FEW, LITTLE

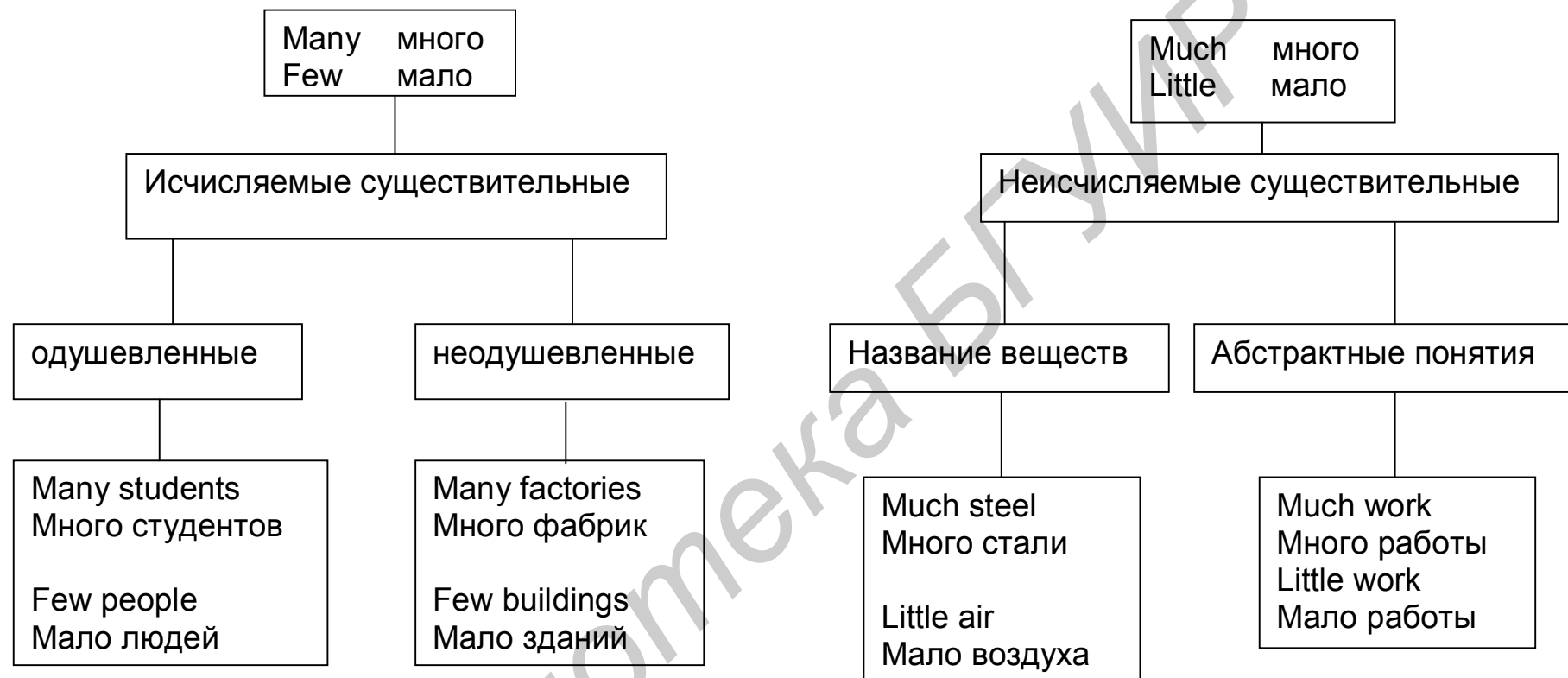


Рис. 2

Таблица 5

Местоимение IT

IT	1. Личное (он, она, оно — заменяет неодушевленное существительное)	1. Though Pinsk is an industrial city it does not know smog. Хотя Пинск — промышленный город, он не знает смога.
	2. Указательное (это)	2. In the North we are building everything that people need for normal life and work. It is an expensive business and technically very complicated. На севере мы строим все, что необходимо людям для нормальной жизни и работы. Это дорогостоящее и технически очень сложное дело.
	3. Безличное (не переводится)	3. It is important to note that in Belarus shorter hours do not mean less wages. Важно отметить, что в Белоруссии более короткая рабочая неделя не означает снижения заработной платы.
	4. Усилительное (It is ... that — именно, как раз, только)	4. It is the peace policy of our republic that has such an influence on the peaceful international cooperation. Именно миролюбивая политика нашей республики оказывает такое влияние на осуществление мирного международного сотрудничества.

Таблица 6

ONE

ONE	1. Неопределенно-личное местоимение (не переводится)	one + may, can можно, must, ought нужно, should следует. One can spend days in the Hermitage in St Petersburg. Можно провести много дней в Эрмитаже в Санкт-Петербурге. It was in agriculture that one could see the extreme backwardness of that country. Именно в сельском хозяйстве проявлялась исключительная отсталость той страны.
	2. Слово-заменитель (переводится соответствующим существительным или не переводится вообще)	The efficiency of the new method is much higher than the efficiency of the old one . It differs greatly from the one used at our enterprise. Эффективность нового метода значительно выше, чем эффективность старого метода. Он значительно отличается от метода, применяемого на нашем предприятии.
	3. Числительное один	One swallow does not make a summer. Одна ласточка весны не делает. (Пословица)

Местоимения SOME, ANY, NO и их производные

	Some, any, no	+ thing (неодуш.)	+body +one (о человеке)	+where	Примеры
Утвердительные предложения	SOME Некоторый, какой-то, какой-нибудь, несколько	Something Что-то, что-нибудь	Somebody, someone Кто-то, кто-нибудь	Somewhere Где-то, где-нибудь, куда-то, куда-нибудь	They sent some letters to foreign firms yesterday. Они отправили несколько писем иностранным фирмам вчера.
	ANY Всякий, любой	Anything Все	Anybody, anyone Всякий, все	Anywhere Везде, повсюду	The CMEA is open to any country ready to accept the aims and principles of the organization. Вступление в СЭВ возможно для любой страны, готовой принять цели и принципы организации.
Вопросительные предложения	ANY Какой-нибудь	Anything Что-то, что-нибудь	Anybody, anyone Кто-то, кто-нибудь	Anywhere Где-то, куда-то, где-нибудь, куда-нибудь	Does the country buy any equipment from foreign firms? Покупает ли эта страна оборудование у иностранных фирм?
Отрицательные предложения	NO = not any Никакой, ни один	Nothing = not... anything Ничто, ничего	Nobody = no one, Not... anybody Никто	Nowhere = not... anywhere Нигде, никуда	No city of the world can boast of the purity of its atmosphere as Minsk. Ни один город мира не может похвастаться такой чистотой атмосферы, как Минск.

Таблица 8

Степени сравнения прилагательных и наречий

Прилагательные	Положительная степень	Сравнительная степень	Превосходная степень
1. Односложные 2. Двухсложные на -er, -y, -ow, -le	Shot — короткий Early — ранний, рано	Short — короче (более короткий) Earlier — более ранний, раньше	(the) shortest — кратчайший, самый короткий (the) earliest — самый ранний
Многосложные	Important — важный	More important — важнее (более важный)	(the) most important — важнейший, самый важный
Исключения	Mash — много Many — Little — мало Good — хороший Well — хорошо Bad — плохой Badly — плохо	More — больше Less — меньше Better — лучший Worse — худший, хуже	(the) most — наибольший, больше всего (the) least — наименьший, меньше всего (the) best — самый лучший, (наи)лучший, лучше всего (всех) (the) worst — самый плохой, (наи)худший, хуже всего (всех)

Таблица 9

Усиление степеней сравнения прилагательных

Усиление степеней сравнения прилагательных:

а) в положительной степени

a most difficult — (крайне) в высшей степени трудный
 ever so interesting — чрезвычайно интересный
 only too glad — очень довольный

б) в сравнительной степени

much more advanced — значительно (гораздо) более передовые
 a great deal faster — гораздо быстрее
 still easier — еще легче
 an ever greater scope — значительно большой размах
 far better — намного лучше
 (all) the more complicated — еще сложнее
 no better — несколько не лучше
 not any clearer — ничуть не ясней

в) в превосходной степени

by far the best — значительно превосходящий
 the nearest ... possible ближайший ... — какой только возможен
 the cheapest ... to be found — самый дешевый ... какой только можно найти

Сравнительные конструкции

Конструкция	Перевод	Употребление	Пример
С союзом as ... as	Такой же ...как, так же ... как	В утвердительных предложениях	To judge by the number of people for whom it is the staple crop, rice is as important a food crop as wheat. Если учитывать количество потребителей риса как основного сельскохозяйственного продукта, то он является таким же важным, как пшеница.
С союзом not so ... as	Не такой ... как, не так ... как	В отрицательных предложениях	Old enterprises were usually not so spacious and well-equipped as new ones. Старые предприятия обычно не были так просторны и хорошо оборудованы, как новые.
С союзом than	Чем (может опускаться)	После сравнительной степени	Rice, which is grown mainly on irrigated land, is a much more productive crop than wheat for certain regions. Рис, который растет главным образом на поливных землях, — гораздо более производительная сельскохозяйственная культура для некоторых регионов, чем пшеница.
The (bigger) ... the (bigger)	Чем ... тем	The + прилагательное (наречие) в сравнительной степени ... + the + другое прилагательное (наречие) в сравнительной степени	The bigger the plan of an enterprise the bigger the profit it gets. Чем больше план предприятия, тем больше прибыль, которую оно получает.

CHAPTER II. READING PRACTICE

PART 1

INDEPENDENT READING PRACTICE FOR FIRST YEAR STUDENTS OF THE FACULTIES OF COMPUTER-AIDED DESIGN, RADIO ENGINEERING AND TELECOMMUNICATIONS

UNIT I

- I. *Read the text. Then read the titles. Which of the following titles is the best?*
- a) Radio and Electronic Devices.
 - b) Radio Waves.
 - c) The Birth of Radio.
 - d) Radio and TV.

Today we don't think twice when we turn on the radio, but when a 21-year-old Italian invented it over 100 years ago no one could believe their ears.

One day in 1895 in Bologna, Italy, an Italian engineer sent the world's first radio signal. Using a simple radio transmitter and a receiver, he sent a signal from his attic room to his brother who was hidden in a field a kilometer away. 1 _____. The Italian government showed no interest in young Marconi's invention, but his mother believed he had a good idea. So in February of the following year, she sent him to England to meet her cousin who was an important engineer. 2 _____.

In England this engineer and his cousin were joined by two other inventors. In 1897 he formed the Wireless Telegraph Company in London and started to transmit simple radio signals over long distances. In 1899 he sent the first wireless telegraph across the English Channel to France. 3 _____.

He had always believed that radio waves could travel round the curve of the earth. By 1901 he had improved his radio system so much that on 12th December he astonished the world by sending the first radio signals across the Atlantic Ocean. 4 _____. His system was soon adopted by the British and Italian navies. From now on, his company had the monopoly of wireless communication and he became a multi-millionaire.

This engineer is one of the key figures of the twentieth century. He even recognized the military importance of radar and thought of the idea of sending radio signals out into space. When he died in 1937, wireless stations all over the world closed down for two minutes as a mark of respect. He made only one big mistake. 5 _____.

II. *Read the text again. Choose the best sentence from the list below to complete each gap.*

- a) They were transmitted from Poldhu in Cornwall, and were received 3,520 kilometres away in St John's, Newfoundland, using an aerial flown in the air by a kite.
- b) When his brother received the signal he fired a gun.
- c) He thought that television would never become popular.
- d) This meant that ships were now able to send messages from ship to shore if they were in distress.
- e) It was a journey that would change the world.

III. *Choose the best answer to these questions according to the text.*

- 1. Who invented the radio?
 - a) a French engineer,
 - b) an American engineer,
 - c) an Italian engineer.
- 2. What was the Italian government's attitude towards this invention?
 - a) The Italian government was interested in this invention.
 - b) The Italian government didn't believe that this invention was very useful.
 - c) The Italian government wasn't interested in this invention.
- 3. Who helped this Italian engineer to continue his work?
 - a) American engineers,
 - b) His cousin and two other inventors,

- c) Italian scientists.
4. Why was this invention so important for the British and Italian navies?
- a) Because it was very cheap.
 - b) Because it helped the ships to send messages from ship to shore if they were in danger or difficulty.
 - c) Because they wanted to use it against the USA navy.
5. What was the only mistake made by the inventor?
- a) He didn't recognize the importance of radar.
 - b) He didn't recognize the importance of telegraph.
 - c) He didn't recognize the importance of television.

IV. *Here are some dictionary definitions of words from the text. Each word has more than one definition. Choose the definition that fits each of the words in the text best.*

1. invent a) if you invent something, you are the first person to think of it or make it.
 b) if you invent a story or excuse, you try to persuade people that it is true when it is not.
2. transmit a) when a message or electronic signal is transmitted, it is sent by radio waves.
 b) to transmit something to a different place or person means to pass or send it to the place or person.
3. wave a) a wave is a raised mass of water on the sea or a lake, caused by the wind.
 b) wave is used to refer to the way in which things such as sound, light, and radio signals travel, or the way in which the force of an explosion or earthquake spreads.
4. space a) space is the area that is empty or available in a building or container.
 b) space is the area outside the Earth's atmosphere.

V. *Find words and expressions which mean the same as the following.*

- 1. give something a second thought
- 2. made better
- 3. amazed
- 4. total control

5. a person with a lot of money

VI. *Make a written outline of the text (5-6 sentences).*

UNIT II

I. *Read the text. Then read the titles. Which of the following titles is the best.*

- a) TV and Radio.
- b) TV Companies.
- c) TV and «University of the Air».
- d) TV and Violence.

Watching television is one of the great British pastimes! Broadcasting in the United Kingdom is controlled by the British Broadcasting Corporation (BBC) and the Independent Broadcasting Authority (IBA). 1 ____.

National radio is controlled by the BBC, and listeners can choose between four stations. Radio 1 is a pop-music station with news and magazine-style programs. Radio 2 plays light music and reports on sport. 2 _____. There are many local stations, some private and some run by the BBC. Their programs consist mainly of music and local news.

The BBC has two TV channels. BBC 2 has more serious programs and news features. The IBA is responsible for looking after the regional independent TV companies who broadcast their own programs and those they have bought from other regions. There is a break for advertisements about every 15-20 minutes. 3 _____. In general, people think the programs offered on British television are of a very high standard. 4 _____.

TV and radio are also two of the main teaching channels used by the Open University. 5 _____. They also have to do without sleep as most of their programs are broadcast early in the morning or late at night!

New technology has made it possible for viewers to receive many more programs into their homes through satellite TV. The 1990s may well see many changes in British TV and radio.

II. *Read the text again. Choose the best sentence from the list below to complete each gap.*

- a) Radio 3 plays classical music whilst Radio 4 has news programs, drama and general interest programs.

- b) The BBC receives its income from the government, but the private companies controlled by the IBA earn money from advertising.
- c) Some people, however, are becoming worried about the amount of violence on TV, and the effect this may have on young people.
- d) This 'university of the air', allows many thousands of students to study at home for degrees they would never have obtained in the main educational system.
- e) The most recent independent channel is called Channel 4 and it has more specialized programs than the main channels.

III. *Choose the best answer to these questions according to the text.*

1. Who is broadcasting in the United Kingdom controlled by?
 - a) It is controlled by the Prime Minister.
 - b) It is controlled by the BBC and the IBA.
 - c) It is controlled by the government.
2. Which station plays a lot of classical music?
 - a) Radio 1.
 - b) Radio 2.
 - c) Radio 3.
3. What is the IBA responsible for?
 - a) It is responsible for earning money from advertising.
 - b) It is responsible for looking after the regional independent TV companies.
 - c) It's responsible for education.
4. What do people think about the programs offered on British television?
 - a) They think they are of a very high standard.
 - b) They think the programs leave much to be desired.
 - c) They think that there are few educational programs on British television.
5. Why is 'university of the air' so popular among the young people?
 - a) A lot of light music is played there.

- b) This university gives them the opportunity to study at home.
- c) It has news programs, drama and general interest programs.

IV. *Here are some dictionary definitions of words from the text. Each word has more than one definition. Choose the definition that fits each of the words in the text best.*

- 1. feature a) your features are your eyes, nose, mouth, and other parts of your face.
 b) a special article in a newspaper or magazine, or a special program on radio or television.
- 2. break a) a short period of time when you have a rest or a change from what you have a rest or a change from what you are doing.
 b) a lucky opportunity; an informal use.
- 3. standard a) a level of quality or achievement.
 b) moral principles which affect people's behaviour.
- 4. change a) if there is a change in something, it becomes different.
 b) the money that you receive when you pay for something with more money than it costs.

V. *Find words and expressions which mean the same as the following.*

- 1. services or industries that are owned
- 2. by an individual person or group
- 3. something that exists, happens, or acts separately from other people or things
- 4. a large business or company
- 5. the activity of telling people about products, events, or job vacancies, and making them want to buy the products, go to the events, or apply for the jobs

VI. *Prepare a written short summary of the text.*

UNIT III

I. *Read the text. Then read the titles. Which of the following titles is the best?*

- a) From the History of Mainframes.
- b) From the History of Personal Computers.
- c) From the History of Xerox Corporation.
- d) From the History of Digital Research.

II. *Read the text again. Choose the best sentence from the list below to complete each gap.*

In 1952, a major computing company took a decision to get out of the business of making mainframe computers. They believed that there was only a market for four mainframes in the whole world. That company was IBM. 1_____.

In 1980, IBM decided that there was a market for 250,000 PCs, so they set up a special team to develop the first IBM PC. It went on sale in 1981 and set a world-wide standard for IBM – compatibility which, over the next ten years, was only seriously challenged by one other company, Apple Computers. Since then, over seventy million PCs made by IBM and other manufactures have been sold. 2_____.

The history of the multi-billion dollar PC industry has been one of mistakes. Xerox Corporation funded the initial research on personal computers in their Palo Alto Laboratory in California. However, the company failed to capitalize on this work, and the ideas that they put together went into the operating system developed for Apple's computers. 3_____.

The first IBM PC was developed using existing available electrical components. When IBM were looking for an operating system, they went initially to Digital Research, who were market leaders in command- based operating systems (4_____). When the collaboration between IBM and Digital Research failed, IBM turned to Bill Gates to write their operating system.

Bill Gates founded Microsoft on the basis of the development of MS/DOS, the initial operating system for the IBM PC. Digital Research have continued to develop their operating system, DR/DOS, and it is considered by many people to be a better product than Microsoft's. However, without an endorsement from IBM, it has become a minor player in the market. 5_____.

The cost of buying the hardware has come down considerably as the machines have become commodity items. Large companies are considering running major applications on PCs, something which, ten years ago, no one would

have believed possible of a PC. In contrast, many computers in people's homes are just used to play computer games.

The widespread availability of computers has in all probability changed the world forever. The microchip technology which made the PC possible has put chips not only into computers, but also into washing-machines and cars. Some books may never be published in paper form, but may only be made available as part of public databases. Networks of computers are already being used to make information available on a world-wide scale.

- a) these are operating systems in which the users type in commands to perform a function.
- b) Over this period, PCs have become commodity items.
- c) Novell, the leaders in PC networking, now own Digital Research, so things may change.
- d) The following year they reversed their decision.
- e) This was a graphical interface: using a mouse, the user clicks on icons which represent the function to be performed.

III. *Choose the best answer to these questions according to the text.*

1. How many mainframes did IBM think it was possible to sell in 1952?
 - a) a hundred,
 - b) four,
 - c) 250,000.
2. Which company was IBM only contested by?
 - a) Xerox Corporation,
 - b) Digital Research,
 - c) Apple Computers.
3. Who paid for the first research into PCs?
 - a) IBM,
 - b) Novell,
 - c) Xerox Corporation.
4. Which company later used the results of this research?

- a) IBM,
 - b) Apple Computers,
 - c) Novell.
5. Which company turned to Bill Gates to write their operating system?
- a) IBM,
 - b) Apple Computers,
 - c) Digital Research.

IV. Here are some dictionary definitions of words from the text. Each word has more than one definition. Choose the definition that fits each of the words in the text best.

1. team a) a group of people who play together against another group in a sport or game.
 b) a group of people that work together.
2. command a) if you command someone to do something, you order him to do it.
 b) a special sentence used in programming languages.
3. system a) a way of organizing or doing something in which you follow
 a fixed plan or set of rules, also a particular set of rules (or programs in computing), especially in
 mathematics or science.
 b) whole institution or aspect of society that is organized in a particular way.
4. mouse a. a device used to point at a location on a computer screen.
 b. a small furry animal with a long tail.

V. Find words and expressions which mean the same as the following.

- 1. international
- 2. contested
- 3. errors
- 4. paid for

5. recommendation

VI. *Read the text again and make a written outline of it.*

UNIT IV

I. *Read the text. Then read the titles. Which of the following titles is the best?*

1. Portable Computers.
2. Desktop Computers.
3. Clipboard Computers.
4. Mainframe Computers.

II. *Read the text again. Choose the best sentence from the list below to complete each gap.*

For the last generation, Silicon Valley and Tokyo have been working to design computers that are ever easier to use. There is one thing, however, that has prevented the machines from becoming their user friendliest: you still have to input data with a keyboard, and that can require you to do a lot of typing and to memorize a lot of elaborate commands.

Enter the clipboard computer, a technology that has been in development for the last 20 years but took hold in the mass market only this year. Clipboard PCs —which, as their name suggests, are not much bigger than an actual clipboard — replace the keyboard with a liquid crystal display (LCD) screen and an electronic stylus. 1 ____.

There are two technologies at work in a clipboard PC: one allows raw data to get into the computer and the other allows the computer to figure out what that data means. The first technology relies principally on hardware and varies depending on the particular computer. In one system, marketed under the name GRID Pad, the computer's LCD screen is covered by a sheet of glass with a transparent conductive coating. Voltages are sent across the glass in horizontal and vertical lines forming a fine grid; at any point on the grid, the voltage is slightly different. When the stylus — which is essentially a voltmeter — touches the screen, it informs the computer of the voltage at that point. 2 ____.

The position of the stylus is monitored several hundred times a second, so as the stylus moves across the glass, whole strings of pixels are activated.

Making that writing comprehensible to the computer, however, requires the help of some powerful software. When the stylus is being used, the computer is programmed to look for moments when the tip does not touch the screen for a third of a second or more. 3 _____. The pixel positions of this fresh character are then passed on to the computer's pattern recognition software, which instantly identifies the letter or number written.

The software does this by first cleaning up the character — smoothing out crooked lines and removing errant dots. 4 _____. When the computer finds the closest match, it encodes the character in memory and displays it on the screen as if it had been typed. 5 _____. To move to the next page, you flick the stylus at the bottom of the screen as if you're flicking the page of a book.

- a) The computer uses this information to determine where the stylus is and causes a liquid crystal pixel to appear at those coordinates.
- b) The remaining lines and curves are then compared with a series of templates in the computer's memory that represent hundreds of thousands of different versions of every letter in the English alphabet and all ten numerals.
- c) Users input data by printing individual letters directly on the screen.
- d) To delete a word, you simply draw a line through it.
- e) Every time this happens the software assumes that one letter or number has been written.

III. Choose the best answer to these questions according to the text.

How big is a clipboard PC?

- a) It is smaller than an actual clipboard.
 - b) It is not much bigger than an actual desktop computer.
 - c) It is not much bigger than an actual clipboard.
1. How does the computer know when one letter or number is complete?
- a) The software decides that one character or number is complete if the tip of the stylus is not in contact with the screen for more than half a second.
 - b) The computer is programmed to look for moments when the tip does not touch the screen for a third of a second or more.

- c) The computer gives a user one second for each letter or number.
- 2. How can you delete a word after you have written it?
 - a) You must clean the screen with a special piece of cloth.
 - b) You must write a word 'delete' on the screen.
 - c) You draw a line through it.
- 3. How can you change the page?
 - a) You must write 'next page' on the screen.
 - b) You must draw a line at the top of the screen.
 - c) You must flick the stylus at the bottom of the screen.
- 5. Does a clipboard computer have a keyboard?
 - a) On a clipboard, an electronic pen replaces the traditional keyboard.
 - b) A clipboard computer uses a keyboard instead of a stylus.
 - c) Every clipboard computer has a keyboard and a stylus.

IV. *Here are some dictionary definitions of words from the text. Each word has more than one definition. Choose the definition that fits each of the words in the text best.*

- 1. stylus
 - a) a pointed implement for drawing or writing.
 - b) an electronic device that is used to draw or write on the screen.
- 2. sheet
 - a) a large, flat, thin piece of glass, metal or wood.
 - b) a large rectangular piece of cloth, used on a bed.
- 3. letter
 - a) a written symbol which represents a sound of a language.
 - b) a message on paper that you send to someone.
- 4. memory
 - a) your ability to remember things.
 - b) a device or medium which can store information.

V. *Find words and expressions which mean the same as the following.*

- 1. understand
- 2. covering

3. points
 4. made by mistake
 5. move quickly and sharply
- VI. *Make an outline of the text in 5-7 sentences.*

UNIT V

I. *Read the text. Then read the titles. Which of the following titles is the best?*

1. Robots and Their Masters.
2. Robots in Education.
3. Robots in Medicine.
4. Robots: Past, Present and Future.

II. *Read the text again. Choose the best sentence from the list below to complete each gap.*

The word 'robot' was invented by the Czech playwright, Karel Čapek. It comes from the Czech word for 'work'. In Čapek's play RUR (Rossum's Universal Robots), which came to London in 1921, the robots became so intelligent and so disillusioned with their human masters that they revolted. They destroyed the humans and created a new world inhabited only by robots. 1_____.

In 1954, the American inventor George Devol began work that eventually led to the industrial robot as we know it today. 2_____. Since then, many companies have entered the robotics market.

Between 1967 and 1969, researchers at the Stanford Research Institute in the United States developed a robot with wheels named Shakey. Shakey was fitted with bump detectors, a sonar range finder, and a TV camera. 3_____. However, at the time, Shakey was thought to be a failure. This was because it could only be controlled by a separate mainframe computer, which sent its commands to the robot through a radio channel.

The next important step was the development of robots with legs. In 1967, the General Electric Corporation had developed a four-wheeled machine for the US Department of Defense. The machine carried a human operator who had to control each of the four legs. 4_____.

Later devices were more successful – for example, a four-legged robot developed at the Tokyo Institute of Technology in 1980. This system combined a human controller with automatic processing of information about the terrain, right down to the foot movements needed to ensure smooth movement.

In 1983, a six-legged robot was developed by Odetics Incorporated, for commercial production. 5____. This machine could walk over obstacles and lift loads several times its own weight.

Meanwhile, research continues on machines that rely on one or two legs. In 1984, Marc Raibert developed one-legged hopping robots at Carnegie Mellon University in the USA.

- a. His company, the Unimation Company, developed flexible industrial machines and began to market them in the early sixties.
- b. This was an extremely difficult job for the driver, and the machine regularly became unbalanced and fell over.
- c. A battery-powered model, Odex I, used a radio channel for leg control and a video link for conveying images.
- d. All three helped Shakey to move freely and avoid obstacles.
- e. This theme of ungrateful robots rebelling against their human creator is one that has been used by many science fiction writers.

III. *Choose the best answer to these questions according to the text.*

1. Who invented the word 'robot'?
 - a) American scientists,
 - b) Czech scientists,
 - c) the Czech playwright.
2. When did George Devol begin his work that led to the industrial robot?
 - a) in 1921,
 - b) in 1954,
 - c) in 1967.
3. Where was a robot with wheels named Shakey developed?
 - a) in the UK,
 - b) in the USA,

- c) in Canada.
- 4. What corporation developed robots with legs?
 - a) the British Broadcasting Corporation,
 - b) Xerox Corporation,
 - c) the General Electric Corporation.
- 5. What kind of robot was developed by Odetics Incorporated?
 - a) a one — legged hopping robot,
 - b) a four — legged robot,
 - c) a six — legged robot.

IV. *Here are some dictionary definitions of words from the text. Each word has more than one definition. Choose the definition that fits each of the words in the text best.*

- 1. play
 - a) to spend time with toys or taking part in some games.
 - b) a piece of writing performed in a theatre, on the radio, or on television.
- 2. work
 - a) to do the tasks which your job involves, or a task needs to be done.
 - b) the tasks which your job involves, or any tasks which need to be done.
- 3. master
 - a) the man a servant works for.
 - b) if you master something, you manage to learn it.
- 4. step
 - a) if you step in particular direction, you move in that direction.
 - b) one of a series of stages, or a single action taken for a particular purpose.

V. *Find words and expressions which mean the same as the following.*

- 1. a person who writes plays,
- 2. work that involves studying something and trying to discover facts about it,
- 3. something that is unsuccessful,
- 4. orders,
- 5. someone who is employed to operate or control a machine.

VI. *Make an outline of the text in 5–7 sentences.*

UNIT VI

I. *Read the text. Then read the titles. Which of the following titles is the best?*

1. New Models of Robot in Stock Now.
2. Humans Against Robots. Who is the Best?
3. Artificial Intellect — Reality or Fiction?
4. The Robotics Revolution.

II. *Read the text again. Choose the best sentence from the list below to complete each gap.*

Many of the robots in use today do jobs that are especially difficult for human workers. These are the types of jobs that require great strength or pose danger. 1 _____. A welding tool used by a human worker weighs about 100 pounds or more and is difficult to handle. As mechanical supermen, robots may be called upon to do anything from moving heavy components between workstations on a factory floor to carrying bags of cement.

Spay painting is another task suited to robots because robots do not need to breathe. 2 _____. Robots are better at this task, not because they are faster or cheaper than humans, but because they work in a place where humans cannot.

Third in the list of useful jobs for robots is the assembly of electronic parts. Robots shine at installing chips in printed circuit boards because of a capability that robots have that people don't. 3 _____. This automatic accuracy is particularly valuable in this kind of industry because locating and fixing mistakes is costly.

Earlier robots were usually blind and deaf but newer types of robots are fitted with video cameras and other sensing devices that can detect heat, texture, size, and sound. 4 _____.

In their efforts to expand the range of robotic applications, researchers are looking beyond traditional designs to examine a variety of potential models from the biological world. The industrial arm is a classic example. Scientists have been able to model robots to imitate the vertebrate spine of a snake in order to paint the interior of automobiles. 5 _____.

The challenge of equipping robots with the skills to operate independently, outside of a factory or laboratory, has made heavy demands on the ingenuity and creativity of academic, military, and industrial scientists for years. Simply put, robot hands — like robot legs, or eyes, or reasoning powers – have a long way to go before they can approach what biological evolution has achieved over the course of hundreds of millions of years. Much more will have to happen in laboratories around the world before robots can be compared to nature's handwork.

In the meantime, the robotics revolution is already beginning to change the kind of work that people do. The boring and dangerous jobs are now performed by robots. By the turn of the century, more and more humans will be required for tasks that machines cannot do.

- a) These robots are used in space projects, nuclear reactor stations, and underwater exploration research.
- b) Unlike human painters, they are unaffected by the poisonous fumes.
- c) For example, robots are particularly useful in the auto-manufacturing industry where parts of automobiles must be welded together.
- d) They have simulated the muscle structure and movement of an elephant's trunk in an attempt to create a robotic arm capable of lifting heavy objects.
- e) A robot, once properly programmed, will not put a chip in the wrong place.

III. *Choose the best answer to these questions according to the text.*

1. What kind of job do robots do today?
 - a) They usually do the types of jobs, which are interesting for human workers.
 - b) They usually do the types of jobs, which are very simple for human workers.
 - c) They usually do the types of jobs, which are very dangerous and require great strength.
2. Why do robots do very well at installing chips in printed circuit boards?
 - a) Because robots work very quickly.
 - b) Because this kind of job is very dangerous for people.
 - c) Because robots have the ability to put a chip in the proper place if they are once programmed properly.
3. Where do researchers try to find examples of potential models?
 - a) in the technical world,

- b) in the chemical world,
 - c) in the biological world.
4. What do researchers try to teach robots to do?
- a) They try to teach robots to operate independently, outside of a factory or laboratory.
 - b) They try to teach robots to fly.
 - c) They try to teach robots to write fiction books.
5. What kind of jobs will more and more humans be required for by the end of the century?
- a) for jobs which are too dangerous for robots.
 - b) for jobs which are too easy for robots.
 - c) for jobs which only humans can do.

IV. *Here are some dictionary definitions of words from the text. Each word has more than one definition. Choose the definition that fits each of the words in the text best.*

1. examine
- a) if you examine something, you look at it or consider it carefully.
 - b) if a teacher examines you, he or she finds out how much you know by asking you questions or by making you take an examination.
2. model
- a) a model is a three- dimensional copy of an object, usually one that is smaller than the object.
 - b) if a system is used as a model, people copy it in order to achieve similar results.
3. handle
- a) the part of an object that you hold in order to carry it or operate it.
 - b) if you handle something, you hold it and move it about in your hands.
4. assembly
- a) a large number of people, gathered together, especially a group of people who meet regularly to make laws.

b) the assembly of a machine or device is the process of fitting its parts together.

V. Find words and expressions which mean the same as the following.

1. manipulate
2. correcting
3. expensive
4. increase
5. copy

VI. Make an outline of the text in 5–7 sentences.

UNIT VII

I. Read the text. Then read the titles. Which of the following titles is the best.

1. Off Line Services.
2. Online Services.
3. Computer Book Club.
4. Computer Service.

II. Read the text again. Choose the best sentence from the list below to complete each gap.

I'm frequently asked which online service is 'best' but the answer is there is no best. 1 _____. Price is important to some people, while the number of files available for download is important to others. Because of these and so many other different judgments, there can be no absolute. 2 _____.

Still, users tend to be fiercely loyal to their 'home' online service — which is usually the first online service they ever used. 3 _____. For my part, I like all the services I use and I'm on two dozen.

Each offers one or more products or features that either do not exist elsewhere or are superior to the same features on other services. 4 _____.

So, the real answer to the question is simple: the best online service is the service that has what you want and easy for you to use. The point? Keep an open mind when checking out an online service. Judge it based on what it offers and how it meets your needs – not in comparison to what you're used to using. (5 ____).

Eventually, we're all going to be interlinked, no matter which service we use, in what DIALOG'S Richard Ream calls a 'network of networks'.

Until then, most of us have to go to more than one service to find everything we need.

- a) They tend to judge all other online services based on this first service — often preventing themselves from seeing the advantages of a specific service.
- b) Rating a particular service over another is entirely subjective.
- c) It takes a couple of sessions to shake preconceived notions of what an online service 'should' be.
- d) It all comes down to individual needs and preferences.
- e) And I've a really subjective reason for being on one service — I use it to send monthly articles to magazines in Japan.

III. *Decide whether the following statements are true (T) or false (F) in relation to the information in the text.*

1. Most people choose an online service because of the price or the number of available files.
2. Everybody has one service which he/she likes more than all the others.
3. Each online service offers one or more products or features that either do not exist elsewhere or are better to the same features on other services.
4. You should judge each service according to whether it is better or worse overall than the service you are currently using.
5. Eventually, all services will be accessible from the service you are using.

IV. Here are some dictionary definitions of words from the text. Each word *has more than one definition*. Choose the definition that fits each of the words in the text best.

1. service a) a system that provides something for the public.
 b) a religious ceremony.

2. judgment a) a decision made by a judge or by a court of law.
 b) an opinion that you have or express after thinking carefully about something.
3. feature a) a special article in a newspaper or magazine, or a special program on radio or television.
 b) a feature of something is an interesting or important part or characteristic of it.
4. article a) a piece of writing in a newspaper or magazine.
 b) an article of a formal document is a section dealing with a particular point.
- V.** *Find words and expressions which mean the same as the following.*
1. It is a question of,
 2. about twenty-four,
 3. examining,
 4. suggest,
 5. You have to use the online service at least two times to decide.
- VI.** *Prepare a short written summary of the text.*

PART 2

INDEPENDENT READING PRACTICE FOR FIRST YEAR STUDENTS OF THE FACULTY OF ECONOMICS

UNIT I

- I.** *Read the text. Then read the titles. Which of the following titles is the best?*
- | | |
|----------------------|---------------------|
| a) Inflation | c) Purchasing Power |
| b) Budget Imbalances | d) Money |

The work which people undertake provides them with money. 1 _____. All values in the economic system are measured in terms of money. Our goods and services are sold for money, and that money is in its turn exchanged for

other goods and services. Coins are adequate for small transactions, while paper notes are used for general business. Originally, a valuable metal (gold, silver or copper) served as a constant store of value, and even today the American dollar is technically «backed» by the store of gold which the US government maintains. Because gold has been universally regarded as a very valuable metal, national currencies were for many years judged in terms of the so called «gold standard». 2 ____.

Valuable metal has generally been replaced by paper notes. These notes are issued by government and authorized banks, and are known as «legal tender». 3 _____. They perform the function of substitute money and are known as «instruments of credit». Credit is offered only when creditors believe that they have a good chance of obtaining legal tender when they present such instruments at a bank or other authorized institutions. If a man's assets are known to be considerable then his credit will be good. If his assets are in doubt, then it may be difficult for him to obtain large sums of credit or even to pay for goods with a cheque.

The value of money is basically its value as a medium of exchange or as economists put it, its «purchasing power». 4 _____. The demand of money is calculated as the quantity needed to effect business transactions. The demand for money is related to the rapidity with which the business is done. The supply of money is the actual amount in notes and coins available for business purposes. 5 _____. This condition is known as «inflation».

II. *Read the text again. Choose the best sentence from the list below to complete each gap.*

- a) Nowadays national currencies are considered to be as strong as the national economies which support them.
- b) Other arrangements such as cheques and money orders are not legal tenders.
- c) Overdrafts may be recalled by the bank at a very short time.
- d) People buy essential commodities with money.
- e) If too much money is available, its value decreases.
- f) It's legal to make untrue statements about goods.
- g) This purchasing power is dependent on supply and demand.

III. *Choose the best answer to these questions according to the text.*

1. What does the work which people undertake provide them with?
- a) clothes, b) money, c) products.

2. What served as a constant store of value?

a) valuable metal, b) paper notes, c) money.

3. What is «legal tender»?

a) coins, b) paper notes; c) credit cards.

4. What does not legal tender include?

a) cheques and money orders,

b) transfer orders,

c) deposits.

5. What is purchasing power depend on?

a) inflation, b) goods, c) supply and demand.

IV. *Here are some dictionary definitions of the words from the text. Each word has more than one definition. Choose the definition that fits each of the words in the text best.*

1. transaction a) records of the proceeding of,
 b) business operation.

2. business a) task, duty; what has to be done,
 b) buying and selling; commerce; trade.

3. supply a) assistance;
 b) stock or amount of smth. which is obtainable; stores necessary for some public need

V. *Find words and expressions which mean the same as the following*

1. costly

2. today

3. speed

4. intention

5. clause

VI. *Write down key words, phrases and sentences from each paragraph.*

VII. Reduce the text to one fifth of its original length giving the most important information.

UNIT II

I. Read the text. Then read the titles. Which of the following titles is the best?

- a) Accounting system
- b) Money in the U.S. Economy
- c) Money as Property
- d) The Federal Banks

The quantity of money in an economy is central to determining the state of that economy — it affects the level of prices, the rate of economic growth and the level of employment. It is a medium of exchange that people will accept for their goods or services and a unit of account for prices or debts. 1 _____.

Money in the United States consists of coins and paper currency. According to federal law, only the U.S. 2 _____. The Treasury issues all coins, while the Federal Reserve and the Treasury each issue a type of paper money — Federal Reserve notes and United States notes, respectively. All U.S. currency carries the nation's official motto «In God We Trust».

Coins come in various denominations based on the value of a dollar: the penny, one cent or one-hundredth of a dollar; the nickel, five cents or five-hundredths of a dollar; the dime, 10 cents or ten hundredths of a dollar; the quarter, 25 cents or one-fourth of a dollar; the 50-cent piece or half-dollar; and the one-dollar coin.

Paper money issued in the United States consists almost entirely of Federal Reserve notes, which are issued by the 12 Federal Reserve Banks in the Federal Reserve System. These notes come in denominations of \$1, \$2, \$5, \$10, \$20, \$50, and \$100. 3 _____.

The U.S. Treasury issues the only other paper money in the United States today, and these notes are issued _____ only _____ in _____ \$100 _____ denominations.

4 _____.

II. Read the text again. Choose the best sentence from the list below to complete each gap.

- a) In addition, it can be used like property or precious metals — as a store of wealth that people can save for future purchases.

- b) Until 1969 the Federal Reserve Banks also issued \$500, \$1,000, \$5,000, and \$10,000 notes.
- c) Advertising enriches our economy.
- d) Treasury and the Federal Reserve System can issue U.S. currency.
- e) The federal income tax is levied on the worldwide income of U.S. citizens and resident aliens.

- f) Both United States notes and Federal Reserve notes carry the printed signatures of the secretary of the treasury and the treasurer of the United States.

III. *Choose the best answer to these questions according to the text.*

1. What is money?
 - a) property,
 - b) a medium of exchange,
 - c) precious metal.
2. What does money in the U.S. consist of?
 - a) credit cards,
 - b) checks,
 - c) coins and paper currency.
3. What federal organizations can issue currency?
 - a) The U.S. Treasury and the Federal Reserve System.
 - b) The International Monetary Fund.
 - c) The Organization for Economic Cooperation and Development
4. What is the nation's official motto?
 - a) «We Believe in Dollar»
 - b) «In God we Trust»
 - c) «We Like Our Money»
5. What denominations are the U.S. Treasury notes issued in?
 - a) \$100, b) \$50, c) \$1000.

IV. *Here are some dictionary definitions of words from the text. Each word has more than one definition. Choose the definition that fits each of the words in the text best.*

1. service a) benefit, use, advantage;
 b) system or arrangement that supplies public needs.
2. purchase a) buying;
 b) value or worth.
3. currency a) money that is actually in use in a country;
 b) the state of being in common or general use.
4. motto a) short sentence or phrase used as a guide or rule of behavior;
 b) quotation prefixed to a book or chapter.

V. *Find words and expressions which mean the same as the following.*

1. standard
2. slogan
3. outlet
4. different
5. exchequer

VI. *Write down key words, phrases and sentences from each paragraph.*

VII. *Make a written short outline of the text.*

UNIT III

I. *Read the text. Then read the titles. Which of the following titles is the best?*

- a. Banking System.
- b. Commercial Banks.
- c. Commercial Banks of Britain.

d. The Bank of England.

A bank is an intermediary between a depositor will and a borrower. The interest rate which the commercial banks charge borrowers and pay to depositors will be influenced by the interest rate which is quoted from time to time by the Bank of England, which is, of course, controlled by the British government. If the Bank of England recommends that the interest rates will have to rise then the commercial banks and most other financial institutions will also raise their interest rates.

A rise in the interest rate will make borrowing more expensive and saving more attractive. 1 ____.

The government may use the interest rate (sometimes called the Bank Rate) to regulate the economic climate of the country. By this we mean that if borrowing becomes more expensive, businessmen will become more reluctant to borrow and develop their business, but if it falls, then they will probably become more active.

If the economy becomes too active, there is usually a tendency for inflation to occur, and this is usually caused by too many goods being produced and too much money circulating in the economy.

To combat inflation the government will often raise the interest rate. 2 ____.

There are, of course, other factors which the government must consider before it influences the financial institutions to raise or lower their interest rates. Banks make a profit by:

1. Making loans to businessmen and private individuals.
2. Charging interest payments on overdrawn accounts.
3. Lending to the money market.
4. Investing in sound shares and securities.

The commercial bank offers its customers accounts of two types: the deposit account and the current account. The deposit account will probably pay a fixed rate of interest, and will sometimes issue the saver with a bank saving book. 3 ____.

A cheque book is used to make payments from an account and a paying-in book is used when money is paid into the account.

Banks will normally give statements to both deposit and current account holders about once every three months, or more frequently if required by the account holder. 4 ____.

Money is the commodity that banks sell. A bank seeks to buy money cheaply and to sell it dearly. This is what the banks are busy doing. Naturally the banks put their money where it brings the highest profit. That is why they always keep up to date with the market situation by shifting money from one geographical region to another, the banks

activity stimulates progress in industry, construction and agriculture.

Banks are interested in keeping most of their money in circulation so that it should bring them profit. They seek to reduce their lending rates in order to attract buyers. The cuts in interest rates are more than made up for by an increase in the amount of money in circulation.

In their pursuit of high profit, the banks sometimes get involved in risky operations fraught with bankruptcy. 5 _____. Every bank is obliged to take out insurance against robbery or bankruptcy lest the clients should lose their money in any case.

The banks cater to big companies, small companies and to individuals.

II. *Read the text again. Choose the best sentence from the list below to complete each gap.*

- a) A fall in the interest rate will make borrowing cheaper and savings less attractive.
- b) The current account pays no interest.
- c) Statements give a detailed account, on a day-to-day basis, of all money and cheques which have either been paid into account or withdrawn from the account.
- d) If the economy were stagnant then the interest rate would probably be lowered to encourage it to expand and become more active.
- e) That is why the government takes measures to minimize the danger of banks going broke.

III. *Choose the best answer to these questions according to the text.*

1. Who is the bank an intermediary between?
 - a) a depositor and a creditor,
 - b) a depositor and a borrower,
 - c) a depositor and a lender.
2. What is the Bank of England controlled by?
 - a) Partnerships,
 - b) the British government,
 - c) the commercial banks.

3. In what way will a rise in the interest rate affect savings?
 - a) Make less attractive,
 - b) Make impossible,
 - c) Make more attractive.
4. What will businessmen do if borrowing becomes more expensive?
 - a) Become more reluctant to borrow,
 - b) Become more active,
 - c) Become indifferent.
5. How often will banks give statements to deposit and current account holders?
 - a) about once every three weeks,
 - b) about once every three months,
 - c) about twice every three months.

IV. Here are some dictionary definitions of words from the text. Each word has more than one definition. Choose the definition that fits each of the words in the text best.

1. commodity
 - a) bulk-produced agricultural products such as coffee, tea and rubber exchanged in trade.
 - b) any article exchanged in trade.
2. profit
 - a) advantage or good obtained from something.
 - b) money gained in business.
3. share
 - a) one of the equal parts into which the capital of a company is divided, entitling the holder of the share to a proportion of the profits.
 - b) part or division which somebody has in, receives from, or gives to, a stock held by several or many persons, or which he contributes to a fund, expenses, etc.
4. interest
 - a) condition of wanting to know or learn about something or somebody.
 - b) a sum paid for the use of borrowed capital, usually expressed in terms of a rate or percentage of the capital involved (the interest «rate»), which is normally higher when the risk (including the probability of inflation) is greater.

V. Find the words and expressions which mean the same as the following.

- d) stock
- e) inert
- f) bill
- g) to put
- h) owner

VI. Write down words, phrases and the key sentences from each paragraph.

VII. Reduce the text to one fifth of its original length preserving the most important information.

UNIT IV

I. Read the text. Then read the titles. Which of the following titles is the best?

- a) Modern Information Technology.
- b) Interest Rates and Currency Exchange.
- c) The Interaction of Supply and Demand.
- d) Stock Market Prices.

Modern information technology had led to news being transmitted worldwide quicker than even before. Time difference around the world means that financial news is being made twenty-four hours a day, and it is this amount of readily accessible information that serves as a basis for many of the business decisions that are made concerning international banking and financing.

Techniques of analysis are applied to information to determine its implications and try to discern trends in the future.

Many prices are determined by a complex interaction of factors. With regard to currencies it may be said that one fact governing process is the interaction of supply and demand. Interest rates prevailing in different countries af-

fect currency exchange rates. 1 _____. The dollar will therefore fall in value, while the price of sterling will rise.

Trade between countries may also affect currency rates. If, say, Japanese exports to Germany rise, and German exports to Japan remain the same, there will be an increase in the supply of Deutschmarks as Japanese exporter sells them for dollars. 2 _____.

Government intervention may also affect exchange rates. If sterling is weak for instance, the Bank of England may enter the market to buy sterling with some of its reserves of other currencies. 3 _____.

Stock market prices in a particular country are often affected by stock market prices elsewhere in the world, and markets tend to move together, as indicated by the worldwide crash in the autumn of 1987. The share price of any one company will obviously tend to be influenced by the financial performance of the company details of which are released at various times during the financial year.

The factor of supply and demand mentioned will also tend to affect commodity prices. 4 _____. The over-production of oil, on the other hand, will lead to a fall in the price of the commodity, since there will be a glut of oil available on the market.

II. *Read the text. Choose the best sentence from the list below to complete each gap.*

1. This will normally increase the value of the Yen in relation to Deutschmarks.
2. They will then sell dollars for sterling, and the demand for sterling will rise, while at the same time the supply of dollars will rise too.
3. This will reduce the supply of sterling, thereby increasing its value.
4. A bad coffee harvest in Brazil will increase the price of coffee because demand will exceed supply.
5. The bank charges interest on a daily basis.
6. Lend is the opposite to borrow.

III. *Choose the best answer to these questions according to the text.*

1. How long is financial news being made?
 - a) twelve hours a day,
 - b) twenty-four hours a day,
 - c) ten hours a day.

2. What do interest rates affect?
 - a) currency exchange rates,
 - b) techniques of analysis,
 - c) news being transmitted worldwide.
3. What affects currency rates?
 - d) trade, b) a partnership, c) a sole proprietorship.
4. What will happen if US investors sell dollars for sterling?
 - a) the demand for sterling will fall,
 - b) the demand for sterling will rise,
 - c) the demand for sterling will remain the same.
5. When was the world crash?
 - a) in the autumn of 1978,
 - b) in the autumn of 1988,
 - c) in the autumn of 1987.

IV. Here are some dictionary definitions of words from the text. Each word has more than one definition. Choose the definition that fits each of the words in the text best.

1. exchange
 - a) the giving and receiving of the money of one country for that of another.
 - b) place where merchants or financiers meet for business.
2. demand
 - a) act of demanding.
 - b) desire of by people ready to buy, employ, etc. (for goods, services, etc.).
3. currency
 - a) money that is actually in use in a country.
 - b) the state of being in common or general use.
4. reserve
 - a. military forces kept back for use when needed.
 - b) something that is being or has been stored for later use.

V. Find words and expressions which mean the same as the following.

- a) ruin
- b) transfer
- c) foundation
- d) to use
- e) predomination

VI. Find key words, phrases and sentences which best express the general meaning of each paragraph.

VII. Using the information obtained make an outline of the text.

UNIT V

I. Read the text. Then read the titles. Which of the following titles is the best?

- a) The Stock Exchange.
- b) Stock Prices.
- c) The Bank of England.
- d) Market Operations.

A maxim which should be followed by all investors is 'buy at the bottom and sell at the top'. Prices of all stocks fluctuate from time to time, and the art of speculation is to buy securities at the best time. It is not as easy as it sounds for two reasons. First, it is as difficult to know when share prices have finished falling as it is to know when they have reached their peak. Second, the maxim assumes that the speculator is in a position to take the necessary action. 1

_____.

The Stock Exchange is a highly sensitive market and stock prices fluctuate in response to a wide variety of pressures. Speculators should always be looking to the future and attempting to anticipate events. For example, businesses are interdependent to a large extent and will be affected by the general economic climate. Orders for ships lead to orders for steel which in turn leads to money in the pocket of shipbuilders and steel-workers to buy tele-

vision sets and carpets. 2 ____.

Speculators pay attention when the Chancellor of the Exchequer introduces his Budget. This is the time when tax rates are changed, future government spending patterns are declared and the effect of the changes on their securities can be gauged.

The government also promotes its policies through the Bank of England, perhaps using the government broker to conduct open market operations. 3 _____. This will pressurize the banking system to raise interest rates with the effect of reducing inflation. The government broker buying government stocks will have the opposite effect, lowering interest rates and reducing unemployment.

All these things will affect the price of shares on the Stock Exchange, as will the fact that some political parties are seen as more sympathetic to business interests. 4 _____.

II. *Read the text again. Choose the best sentence from the list below to complete each gap*

- a) Conversely, the closing of a motor assembly plant causes a fall in the sale of beer which increases the number of redundancies this time in the breweries.
- b) For example, funds may not be available for a purchase at the vital moment.
- c) Prices will be particularly sensitive at the time of parliamentary elections.
- d) Government stocks are sold when the government wants to reduce the supply of money.
- e) I will be informed about the right issue.
- f) They will be offered new shares.

III. *Choose the best answer to these questions according to the text.*

- 1. What is the art of speculation?
 - a) to buy securities at the worst time,
 - b) to buy securities at the best time,
 - c) to buy securities at any time.
- 2. What is the Stock Exchange?
 - a) not a market,
 - b) an insensitive market,

- c) a highly sensitive market.
- 3. What does the Chancellor of the Exchequer introduce?
 - a) the code,
 - b) his Budget,
 - c) share prices.
- 4. What is sold when the government wants to reduce the supply of money?
 - a) government stocks,
 - b) private stocks,
 - c) IBM shares.
- 5. How does the government promote its policies?
 - a) through the code of laws,
 - b) through speculators,
 - c) through the Bank of England.

IV. *Here are some dictionary definitions of words from the text. Each word has more than one definition. Choose the definition that fits each of the words in the text best.*

- 1. to invest
 - a) surround a fort, town, etc. with army forces.
 - b) put money in.
- 2. price
 - a) sum of money for which something is sold or bought.
 - b) value, worth.
- 3. to speculate
 - a) consider, form opinions (without having complete knowledge).
 - b) buy and sell goods, stocks and shares, etc. with risk of loss and hope of profit through changes in their market value.
- 4. securities
 - a) something that provides safety, freedom from danger or anxiety.
 - b) document, certificate, etc. showing ownership of property (especially bonds, stocks and shares).

V. *Find words and expressions which mean the same as the following.*

- d) top

- e) place
- f) buying
- g) vitally important
- h) to oscillate

VI. *Write down the possible headlines which best express the main idea of each paragraph.*

VII. *Reduce the text to one fifth of its original length providing the most important information.*

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Таблица 1
Образование множественного числа существительных

Единственное число	Множественное число	примечание
A desk	Desks [s]	После глухих согласных –s произносится [s]
A room	Rooms [z]	После гласных и звонких согласных –s произносится [z]
A box	Boxes [ɪz]	После шипящих и свистящих –es произносится [ɪz]
A story	stories [z]	При прибавлении –s –y в конце слова после согласных переходит в –ɪ
A day	days [z]	После гласных изменений не происходит
A knife A loaf	knives [naɪvz] loaves [ləʊvz]	При прибавлении –s конечные –f, -fe переходят в –ve
A tomato	tomatoes	-o после согласной
A zoo	zoos	-o после гласной

Особые случаи образования множественного числа имен существительных

Единственное число	Множественное число
Man [mæn] мужчина, человек	Men [men] мужчины, люди
Woman [ˈwʊmən] женщина	Women [ˈwɪmɪn] женщины
Foot [fu:t] фут; ступня	Feet [fi:t] футы, ступни
Tooth [tu:θ] зуб	Teeth [ti:θ] зубы
Child [tʃaɪld] ребенок	Children [ˈtʃɪldrən] дети

Формы существительных латинского и греческого происхождения

Analysis [əˈnælɪsɪs] анализ	Analyses [əˈnælɪsi:z] анализы
Basis [ˈbeɪsɪs] базис, основа	Bases [ˈbeɪsi:z] основы
Crisis [ˈkraɪsɪs] кризис	Crises [ˈkraɪsi:z] кризисы
Datum [ˈdeɪtəm] данная величина	Data [[ˈdeɪtə] данные, данная величина
Phenomenon [fɪˈnɪmɪnən] явление	Phenomena [fɪˈnɪmɪnə] явления
Index указатель	Indexes [ˈɪndɪksɪz] индексы
	Indices [[ˈɪndɪsi:z] указатели

Существительные, имеющие одну форму единственного и множественного числа

Series [ˈsɪəri:z] серия, ряд	Series серии, ряды
Means средство, способ	Means средства, способы

Притяжательный падеж существительных

I. Образование

Единственное число

The student's translation
Перевод студентов

Множественное число

The students' translation
переводы студентов;
the men's book
книги мужчин

II. Употребление

Притяжательный падеж употребляется с именами существительными, обозначающими:

1) одушевленные предметы

The scientist's research
Исследование ученого

2) промежуток времени, расстояние,
название стран, городов, месяцев,
времен года (winter, summer)

A mile's distance расстояние в одну
милю; Scotland's pollution население
Шотландии

3) некоторые понятия:
country, nature, world, earth,
sun, moon, war и др.

The country's resources ре-
сурсы страны

Рисунок 1
Таблица 2

Личные и притяжательные местоимения

	л и ц о	Личные местоимения		Притяжательные местоимения	
		Именительный падеж	Объектный падеж	I форма	II форма
		Употребляется в роли подлежащего	Употребляется в роли дополнения	Употребляется перед существительными	Употребляется самостоятельно без существительного
Единственное число	1-е	I я	Me меня, мне	My } моя	This } mine room is } yours } his } hers } its
	2-е	You ты, вы	You тебя, тебе, вас, вам	Your } твоя, } ваша	
	3-е	He он She она It он, она, оно (обозначает неодушевленные предметы, которые в англ. языке не имеют рода)	Him его, ему Her ее, ей It его, ему, ее, ей (имеются в виду неодушевленные предметы)	His } его Her } ее Its } его, ее (для неодушевленных предметов)	

Множественное число	1-e	We	мы	Us	нам, нас	Our	} room	наша	} ком- ната	This	is	{	ours yours theirs
	2-e	You	вы	You	вам, вас	Your		ваша					
	3-e	They	они	Them	их, им	Their		их					
				(обозначает и одушевленные, и неодушевленные предметы)		(для одушевленных и неодушевленных предметов)							

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Указательные местоимения this (these), that (those)

Таблица 3

число		Определение	Подлежащее	Слово-заменитель
Единственное	This { этот эта это	This book is mine. Эта книга моя.	This is my book. Это моя книга.	
	That { тот та то	That book is his. Та книга его.	That is his book. Это его книга	During the Great Patriotic War there were several examples of self-sacrifice similar to that performed centuries ago by Ivan Susanin. Во время Великой Отечественной войны было много примеров подвигов, подобных подвигу Сусанина, совершенному несколько веков назад.
Множественное	These эти (это)	These books are mine. Эти книги – мои.	These are my books. Это мои книги.	The country is rich in mineral resources. However these are in the hands of foreign corporations. Страна богата полезными ископаемыми. Однако они находятся в руках иностранных монополий.

	(эти) Those	те to Those books are his. Те книги – его.	Those are his books. Это его книги.	The successes of the industry stand out even more clearly when comparing its growth rates with those of other countries. Успехи промышленности становятся даже более очевидными, если сравнить темпы ее роста с тем- пами роста промышленности других стран.
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Таблица 4

Вопросительные и относительные местоимения.

Вопросительные местоимения		Относительные местоимения	
WHO	translated this article?	The student	WHO translated this article...
КТО	перевел эту статью?	Студент,	КОТОРЫЙ перевёл эту статью...
WHOSE	research is that?	The scientist	WHOSE research is mentioned...
ЧЬЕ	это исследование?	Ученый,	ЧЬЕ исследование упоминает-ся...
WHOM	will you deliver your lecture to?	The students to	WHOM you will deliver your lecture...
КОМУ	вы прочитаете лекцию?	Студенты,	КОТОРЫМ Вы прочитаете лекцию...
WHAT	has happened?	Nobody knows	WHAT has happened.
ЧТО	случилось?	Никто не знает.	ЧТО случилось.
WHAT	are the mineral resources of the country?	Experts did not know	WHAT the mineral resources of this country were.
КАКОВЫ	полезные ископаемые страны?	Эксперты не знали,	КАКОВЫ полезные ископаемые этой страны.
WHAT	help will you give us?	I will give you	WHAT help I can
КАКУЮ	помощь вы нам окажете?	Я окажу вам ту помощь.	КАКУЮ только смогу оказать.
WHICH	of the articles interests you most?	The task	WHICH the students carried out...

КОТОРАЯ (КАКАЯ)	из статей интересуется вас больше всего?	Задание,	КОТОРОЕ	выполнили студенты...
		Lomonosov was the greatest scientist	THAT	the world has ever know.
		Ломоносов был величайшим учёным,	КОТОРОГО	когда-либо знал мир.

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Местоимения MUCH, MANY, FEW, LITTLE

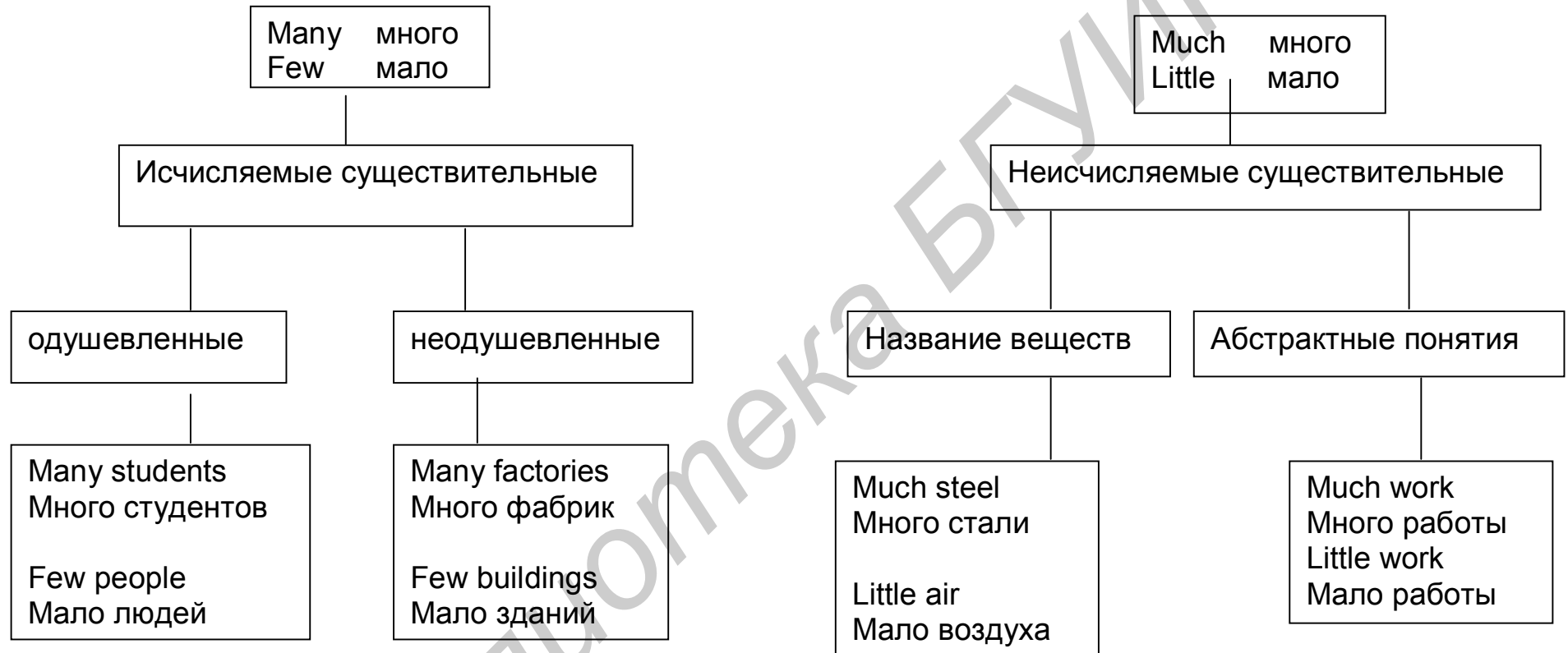


Рисунок 2

Таблица 5

Местоимение IT

IT	1. Личное (он, она, оно – заменяет неодушевленное существительное)	1. Though Pinsk is an industrial city it does not know smog. Хотя Пинск – промышленный город, он не знает смога.
	2. Указательное (это)	2. In the North we are building everything that people need for normal life and work. It is an expensive business and technically very complicated. На севере мы строим все, что необходимо людям для нормальной жизни и работы. Это дорогостоящее и технически очень сложное дело.
	3. Безличное (не переводится)	3. It is important to note that in Belarus shorter hours do not mean less wages. Важно отметить, что в Белоруссии более короткая рабочая неделя не означает снижения заработной платы.
	4. Усилительное (It is ... that – именно, как раз, только)	4. It is the peace policy of our republic that has such an influence on the peaceful international cooperation. Именно миролюбивая политика нашей республики оказывает такое влияние на осуществление мирного международного сотрудничества.

Таблица 6

ONE

ONE	1. Неопределенно-личное местоимение (не переводится)	one + may, can можно, must, ought нужно, should следует. One can spend days in the Hermitage in St Petersburg. Можно провести много дней в Эрмитаже в Санкт-Петербурге. It was in agriculture that one could see the extreme backwardness of that country. Именно в сельском хозяйстве проявлялась исключительная отсталость той страны.
	2. Слово-заменитель (переводится соответствующим существительным или не переводится вообще)	The efficiency of the new method is much higher than the efficiency of the old one . It differs greatly from the one used at our enterprise. Эффективность нового метода значительно выше, чем эффективность старого метода. Он значительно отличается от метода, применяемого на нашем предприятии.
	3. Числительное один	One swallow does not make a summer.

Местоимения SOME, ANY, NO и их производные

	Some, any, no	+ thing (неодуш.)	+body +one (о человеке)	+where	Примеры
Утвердительные предложения	SOME Некоторый, какой-то, какой-нибудь, несколько	Something Что-то, что-нибудь	Somebody, someone Кто-то, кто-нибудь	Somewhere Где-то, где-нибудь, куда-то, куда-нибудь	They sent some letters to foreign firms yesterday. Они отправили несколько писем иностранным фирмам вчера.
	ANY Всякий, любой	Anything Все	Anybody, anyone Всякий, все	Anywhere Везде, повсюду	The CMEA is open to any country ready to accept the aims and principles of the organization. Вступление в СЭВ возможно для любой страны, готовой принять цели и принципы организации.
Вопросительные предложения	ANY Какой-нибудь	Anything Что-то, что-нибудь	Anybody, anyone Кто-то, кто-нибудь	Anywhere Где-то, куда-то, где-нибудь, куда-нибудь	Does the country buy any equipment from foreign firms? Покупает ли эта страна оборудование у иностранных фирм?
Отрицательные предложения	NO = not any Никакой, ни один	Nothing=not... anything Ничто, ничего	Nobody= no one, Not... anybody Никто	Nowhere = not... anywhere Нигде, нигде	No city of the world can boast of the purity of its atmosphere as Minsk. Ни один город мира не может похвастаться такой чистотой атмосферы, как Минск.

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Таблица 8

Степени сравнения прилагательных и наречий

Прилагательные	Положительная степень	Сравнительная степень	Превосходная степень
1. Односложные 2. Двухсложные на -er, -y, -ow, -le	Short - короткий Early - ранний, рано	Short – короче (более короткий) Earlier – более ранний, раньше	(the) shortest – кратчайший, самый короткий (the) earliest – самый ранний
Многосложные	Important - важный	More important – важнее (более важный)	(the) most important – важнейший, самый важный
Исключения	Mash — много Many Little - мало Good - хороший Well - хорошо Bad - плохой Badly - плохо	More - больше Less - меньше Better - лучший Worse – худший, хуже	(the) most – наибольший, больше всего (the) least – наименьший, меньше всего (the) best – самый лучший, (наи)лучший, лучше всего (всех)

			(the) worst – самый плохой, (наи)худший, хуже всего (всех)
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Таблица 11

Усиление степеней сравнения прилагательных

Усиление степеней сравнения прилагательных:

а) в положительной степени

a most difficult - (крайне) в высшей степени трудный
 ever so interesting - чрезвычайно интересный
 only too glad - очень довольный

б) в сравнительной степени

much more advanced - значительно (гораздо) более передовые
 a great deal faster - гораздо быстрее
 still easier - еще легче
 an ever greater score -значительно большой размах
 far better - намного лучше
 (all) the more complicated - еще сложнее
 no better - нисколько не лучше
 not any clearer - ничуть не ясней

в) в превосходной степени

by far the best - значительно превосходящий
 the nearest ... possible ближайший ... - какой только возможен
 the cheapest ... to be found - самый дешевый ... какой только можно найти

Таблица 10

Сравнительные конструкции

Конструкция	Перевод	Употребление	Пример
С союзом as ... as	Такой же ... как, так же ... как	В утвердительных предложениях	To judge by the number of people for whom it is the staple crop, rice is as important a food crop as wheat. Если учитывать количество потребителей риса как основного сельскохозяйственного продукта, то он является таким же важным, как пшеница.
С союзом not so ... as	Не такой ... как, не так ... как	В отрицательных предложениях	Old enterprises were usually not so spacious and well-equipped as new ones. Старые предприятия обычно не были так просторны и хорошо оборудованы, как новые.
С союзом than	Чем (может опускаться)	После сравнительной степени	Rice, which is grown mainly on irrigated land, is a much more productive crop than wheat for certain regions. Рис, который растет главным образом на поливных землях, - гораздо более производительная сельскохозяйственная культура для некоторых регионов, чем пшеница.
The (bigger) ... the (bigger)	Чем ... тем	The + прилагательное (наречие) в сравнительной степени ... + the + другое прилагательное (наречие) в сравнительной степени	The bigger the plan of an enterprise the bigger the profit it gets. Чем больше план предприятия, тем больше прибыль, которую оно получает.

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