

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
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«СЕВЕРО-КАВКАЗСКАЯ ГОСУДАРСТВЕННАЯ АКАДЕМИЯ»

ИНСТИТУТ ЦИФРОВЫХ ТЕХНОЛОГИЙ

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АНГЛИЙСКИЙ ЯЗЫК

Учебное пособие
для обучающихся 1 курса

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Учебное пособие состоит из 5 циклов-уроков. Каждый цикл объединен единой тематикой и содержит основной текст, назначением которого является обучение чтению технической литературы по специальности, дополнительные тексты для ознакомительного чтения, активизации грамматических структур и лексики по специальности; письменные и устные грамматические и лексические упражнения коммуникативной направленности.

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ПРЕДИСЛОВИЕ

Настоящее пособие предназначено для студентов, изучающих информатику. Цель пособия – подготовить студентов к чтению специальной научно-технической литературы для извлечения информации, а также привить им навыки устной речи по специальной тематике.

При организации учебного материала автор ставил перед обучающимися задачи повторения и обобщения основных грамматических тем и лексики, пройденных в средней школе, а также углубленного изучения тех грамматических явлений, которые необходимы студентам для профессионального общения на английском языке. Тексты пособия отобраны из оригинальных американских источников с учетом их информативности и соответствия изучаемой специальности.

Пособие состоит из десяти уроков и приложения. В каждом уроке представлены три – четыре текста, объединенных общей тематикой, и поурочный англо-русский словарь основных терминов. Все эти тексты предназначены для обучения различным видам чтения. Первый текст урока является основным и подлежит тщательной проработке и анализу для изучения грамматических и лексических явлений урока. Второй, третий и четвертый тексты служат развитию навыков чтения и извлечения необходимой информации, что способствует закреплению лексико-грамматического материала, проработанного в первом тексте. Каждый урок начинается с предтекстовых упражнений для преодоления лексических и грамматических трудностей текста, включает в себя упражнения, направленные на выработку навыков чтения и перевода литературы по специальности, ведения поиска нужной информации в тексте и развитие навыков устной речи в пределах представленной тематики. Упражнения на словообразование содержат в основном активную лексику. Эти упражнения рекомендуется выполнять в аудитории под руководством преподавателя.

Работа над пособием под руководством преподавателя позволяет овладеть навыками перевода текстов по специальности, а также знаниями по основным разделам грамматики. Для снятия трудностей, возникающих в процессе овладения грамматическими навыками и при чтении и переводе текстов, в пособие включено приложение, содержащее следующие разделы: “Правила чтения”, “Наречие”, “Союз”, “Фразеологические сочетания”, “Предлог”, “Порядок слов в английском предложении”, “Система времен глагола в действительном залоге”, “Система времен глагола в страдательном залоге”, “Неличные формы глагола”, “Неправильные глаголы”.

UNIT 1

Глаголы to be, to have

Времена группы Indefinite Active, Passive

Оборот there + to be

Порядок слов в предложении

Суффиксы существительных

Text A. Introduction to today's computers

Text B. Computers in education, science and medicine

Text C. Computer-based communications systems

Как выучить английский язык с нуля?

<https://youtu.be/N-14Ska7tQ0>

PRE-TEXT EXERCISES

1. Поставьте следующие предложения в Past или Future Indefinite, добавляя, где необходимо, слова *last/next week, last/next year, last/next month, tomorrow, yesterday*.

1. We are first-year students now.
2. The students of our group are very busy today.
3. We have three or four lectures every day.
4. Mary is our monitor.
5. She is good at mathematics.
6. She is in the reading-room now.
7. It is quite possible for us to help him.
8. Today we have time to go to the cinema.
9. My knowledge of English is very poor. But my friend is a good student.

His knowledge is better.

10. We are good friends.
11. There are twenty-five students in my group.
12. It is a warm and sunny day today.
13. There is no sun in the sky and there are many clouds there.
14. There is a strong wind today and it is cold outside that's why it is pleasant to stay indoors.
15. There is a good canteen on the ground floor.
16. There are many well-equipped laboratories at our University.

2. Переведите предложения:

1. I am a first year student of the North Caucasian State Academy.
2. There are many computer classes here.
3. I study six days a week.
4. I go to the Academy every day.
5. Usually I get up at seven o'clock.
6. My studies begin at eight o'clock.
7. After the third period, my friend and I go to the canteen.

8. As a rule, I leave the University after the fourth period.
9. At home, I do my homework for the next day.
10. It takes me two or three hours to get ready for my practical classes.
11. On weekdays, I watch television or read.

3. Поставьте все возможные вопросы к каждому предложению:

1. The academic year in higher schools begins on the first of September.
2. Students take exams at the end of each semester.

4. Преобразуйте следующие предложения в вопросительные и отрицательные:

1. University graduates are offered a wide choice of jobs.
2. This matter will be discussed only tomorrow.
3. We hope a solution will be found soon.
4. He was asked about his opinion of the new trends in software design.
5. The seminar was attended by all the students of our group.
6. At the university lectures and seminars are followed by examinations.

5. Переведите следующие предложения, обращая внимание на безличные обороты:

It is impossible... Невозможно...

It is necessary... Необходимо...

It is late... Поздно...

It is difficult for them... Им трудно...

It is easy for us... Нам легко...

It is quite possible for me... Вполне возможно, что я ...

1. It is necessary to work at the language every day.
2. It is difficult for me to translate this text because I do not know the words.
3. It is impossible to answer your question.
4. It is quite possible for him to forget her telephone number.
5. It is easy for us to get to the University by tram or trolleybus.
6. It is late to go to the canteen because the lecture will begin in five minutes.

6. Переведите предложения на английский язык:

Я учусь на первом курсе Северо-Кавказской Государственной Академии, в Институте Цифровых Технологий. Студенты первого курса изучают философию, математику, историю, информатику, иностранный язык и некоторые другие предметы. Учиться на первом курсе трудно, потому что мы еще не умеем планировать свое время.

Обычно у студентов дневного отделения нашего института бывает две лекции в день или две лекции и лабораторная работа.

Учебный год состоит из двух семестров. Каждый семестр завершается экзаменационной сессией, состоящей из зачетов и экзаменов.

Студенты сдают экзамены дважды в год - обычно в декабре и июне. Как правило, студенты сдают не более пяти экзаменов во время сессии.

Старшекурсники изучают предметы по выбранной специальности. Уровень преподавания в Институте Цифровых Технологий очень высок, поэтому нашим выпускникам легко найти работу. Лучшие выпускники, занимающиеся научными исследованиями, становятся аспирантами и продолжают учебу в аспирантуре.

7. WRITING

Write a passage in the third person singular. Use the information you have learned about Steve Jobs.

You can watch the full video here: Stanford University channel on YouTube: <http://www.youtube.com/stanford>

KEY TERMS

8. Запомните следующие слова:

application software	прикладное программное обеспечение
artificial intelligence	искусственный интеллект
assembly language	язык ассемблера
CD-ROM	компакт-диск
central processing unit (CPU)	центральный процессор
computer-aided design (CAD)	автоматизированное проектирование
diskette (floppy disk)	дискета (флоппи-диск)
display monitor	дисплей
dot-matrix printer	матричный принтер
electronic-mail (e-mail)	электронная почта
facsimile machine (FAX)	факс (факсимильная машина)
fixed disk (hard disk)	жесткий диск, винчестер
hard copy (output)	печатный или машинописный текст
hardware	аппаратное обеспечение
high-level programming language	язык программирования высокого уровня
ink-jet printer	струйное печатающее устройство
input device	устройство ввода

integrated circuit	интегральная схема, ИС
keyboard	клавиатура
letter-quality printer	принтер с типографским качеством печати
large-scale integration (LSI)	интеграция высокого уровня
low-level language	язык низкого уровня
main memory	основная память, оперативная память
mainframe	большая ЭВМ
multiuser	многоабонентский
natural language	естественный язык
nonimpact printer	безударный принтер
off-the-shelf software	стандартное ПО
programmer	программист
random-access memory (RAM)	прямой [произвольный] доступ; способ организации доступа к устройству памяти, при котором для чтения/записи произвольного блока данных не требуется последовательный просмотр блоков, начиная с самого первого, например ОЗУ
secondary storage	вспомогательное ЗУ; внешнее ЗУ
second-generation language	язык второго поколения
software	компьютерные программы, программное обеспечение
software interface	1) поверхность раздела; граница раздела; 2) устройство сопряжения; связующее звено, интерфейс (между человеком и ЭВМ или машиной)
very large-scale integration	сверхбольшие интегральные схемы (СБИС)

9. Прочтите и переведите текст.

TEXT A

INTRODUCTION TO TODAY'S COMPUTERS

A computer is an electronic device used to process information. Today, we encounter computers in almost every aspect of society. Computers are highly visible in such professions as education, science, medicine, and business, but they also can be found behind-the-scenes at the grocery store, in our automobiles, microwave ovens, and so on.

Computers have evolved through several generations. Each new generation is based on technological innovations and new methods of processing data. The

first generation began with the development of the earliest large mainframe computers.

These room-sized computers, such as the UNIVAC 1 (UNIVERSAL Automatic Computer), were based on electromechanical devices and vacuum-tube technology. Computers based on the transistor, which was invented in the late 1950s, mark the beginning of the second generation of computers. Transistors brought about the development of smaller, faster, and more efficient computers.

The third generation of computers used integrated circuits that opened the door for the creation of even smaller and faster computers. These smaller computers were known as minicomputers and were the first to incorporate operating systems that automated many of the computer's operational tasks, tasks that had been formerly handled by humans.

The fourth generation of computers is characterized by large-scale integration of computer circuitry and small microprocessors. Microcomputers (also called personal computers or PCs) were based on these microprocessors and they put computing power into the hands of individual users. In the future, computers that utilize artificial intelligence technologies will be able to make decisions based on accumulated evidence.

Although the technological innovations that mark the different generations in the evolution of the computer are generally concerned with the central processing capabilities of the computer, a computer system is actually an integrated set of computing components. A computer system requires input devices (keyboard, mouse, scanners, etc.) to get information into the computer and output devices (monitor, printer, etc.) to get information out of the computer.

These physical components of the computer are known as hardware. The set of instructions or programs that are created by programmers to control the computer's response to user input is known as software.

There are several types of software: systems software, which refers to the programs used to operate the computer itself, applications software, which refers to programs used to perform various tasks such as word processing, database management, and record keeping; and programming software, which refers to programs used to create software.

Programming languages have evolved through a series of generations, just as computer hardware has. Machine languages give the programmer precise control over all of the computer's activities using programming commands that are closely related to hardware capabilities. Assembly languages use easier-to-understand code words rather than the binary code used in machine languages. High-level languages, which utilize English-like instructions, made the programming process much easier.

Today, nonprocedural languages, object-oriented languages, and natural language approaches provide much more flexibility to programmers by eliminating the need for many of the special syntax rules of earlier languages. Just as the personal computer gave computing power to the individual, today's new authoring tools are providing a way for nonprogrammers to create their own programs.

10. Заполните пропуски соответствующими предложениями.

1. Each new generation is basedtechnological innovations and new methodsprocessing data.
2. Transistors broughtthe development of smaller, faster, and more efficient computers.
3. The fourth generationcomputers is characterizedlarge-scale integrationcomputer circuitry and small microprocessors
4. There are several types of software: systems software, which refersthe programs used to operate the computer itself.
5. Today, nonprocedural languages, object-oriented languages, and natural language approaches provide much more flexibilityprogrammerseliminating the needmany of the special syntax rulesearlier languages.

11. Закончите предложения, выбрав соответствующее по смыслу окончание.

1. A computer is.....
2. The first generation began with.....
3. Transistors brought about the development of.....
4. The third generation of computers used.....
5. The fourth generation of computers is characterized by.....
6. A computer system requires.....
7. There are several types of software:.....
8. Machine languages give the programmer.....

12. Ответьте на вопросы:

1. What is a computer?
2. Where are today's computers being used?
3. What technological advances are identified with each generation of computers?
4. What is a programming language and how is it different from an operating system or an applications program?
5. What contribution did the integrated circuit make to the development of computers?
6. How will new technologies such as artificial intelligence and expert systems affect the use of computers in the future?
7. What is the function of a computer's central processing unit (CPU)?
8. Why is a computer's main memory system called random-access memory (RAM) and how does it differ from secondary storage systems?
9. What does the term "interface" refer to?

13. Прочтите и переведите текст.

TEXT B

COMPUTERS IN EDUCATION, SCIENCE AND MEDICINE

In the past, many might have questioned the need to know about computers. Computers were complex, mysterious devices that were managed by computer professionals in computer centers that were hidden away in specially designed, climate-controlled rooms. But today, we use computers and computerized devices every day.

And while there is still a tremendous need for computer programmers and other computer professionals in our society, there is an even greater need for knowledgeable computer users. From word processing to medical imaging, today's computers give us new capabilities and new ways to accomplish our daily tasks. Today's users need to know what computers and computer programs are capable of and how to take advantage of those capabilities.

In education, personal computers have given teachers new ways to individualize instruction. New types of computerized learning programs can combine text, graphics, and even on-screen digitized video to give students more realistic, motivational lessons. Programs that provide practice and feedback about basic concepts have now been supplemented with tutorials and simulations that present students with information about real-world situations.

Today, elementary and secondary schools as well as colleges and universities provide a variety of courses about using computers. Many high schools and colleges are now requiring all students to take at least one course on using computers and some states now require all teachers to be knowledgeable about computers and computer programs before they can acquire teaching credentials.

Researchers in *science and medicine* have used computers since they were invented, but today new, more powerful computers and more sophisticated computer programs have made them indispensable to scientists. Scientific instrumentation for research and analysis has now become thoroughly computerized. And medical diagnostic technologies and computer-based medical imaging represent one of the fastest-growing areas in the computer field.

14. Заполните пропуски соответствующими предложениями.

1. Computers were complex, mysterious devices that were managed ... computer professionals ... computer centers.

2. There is still ... tremendous need ... computer programmers.

3. Today's users need to know what computers and computer programs are capable ... and how to take advantage ... those capabilities.

4. Many high schools and colleges are now requiring all students ... take at least one course ... using computers.

5. Scientific instrumentation ... research and analysis has now become thoroughly computerized

15. Закончите предложения, выбрав соответствующее по смыслу окончание.

1. While there is still a tremendous need for computer programmers and other computer professionals in our society...

2. New types of computerized learning programs can combine...

3. Today, elementary and secondary schools as well as colleges and universities provide...

4. Researchers in *science and medicine* have used computers since they were invented,...

5. Medical diagnostic technologies and computer-based medical imaging represent...

16. Переведите следующие словосочетания:

computer-based communication systems; electronic mail systems; e-mail messages; computerized security systems, electric appliances; phone's numbered dialing buttons; interactive video entertainment; computerized entertainment center; computer-based technologies; FAX machines; business environment; cable TV programs; computer applications.

17. Ответьте на вопросы:

1. Why did only computer professionals manage computers in the past?

2. What do today's users need to know about computers?

3. What can computerized learning programs combine?

4. What have personal computers given teachers?

5. How long have researchers used computers in science and medicine?

18. Прочтите и переведите текст.

TEXT C

COMPUTER-BASED COMMUNICATIONS SYSTEMS

Computer-based communications systems have significantly enhanced our ability to communicate with each other. In the last few decades, computer-based technologies led to a redesign of our telephone systems, and new technologies have created new ways to convey information.

FAX machines and computers that can communicate with FAX machines now quickly send copies of documents across the country or across the world.

Even our traditional methods of sending mail have changed because of the computer. Computers are now used to prepare memos, letters, and business information. New programs can create much more attractive documents that include graphics and varieties of text styles and sizes.

In addition, many computer users now send mail electronically. Electronic mail (e-mail) systems are computer-based systems that provide individual

computer users with an “address” to which computer messages can be sent. Once sent by the computer, the e-mail message will arrive almost instantaneously at its destination, where it will be stored until the addressee uses a computer to access it. Individuals can also send and receive e-mail through subscriber services. E-mail systems are one of the fastest-growing uses of computers. Today, they are becoming common in business and in education.

Over the last few decades, almost every business, whether large or small, has been “computerized.” And every aspect of business — from sales to product delivery — now involves the use of a computer. In marketing, the computer is used to maintain information about customers and accounts. In manufacturing, the computer is used to keep track of raw materials, production, and inventory. Computers are now so common in business that they are used to track a company’s products from their design to their delivery. And most large businesses now have a special department to manage the computers and the flow of computerized business information. In today’s competitive business environments, decisions about which types of computers and computer programs to use are often closely related to the overall success of the company.

Our private homes represent one of the last places in our society to be significantly changed by the computer. While government offices, schools, hospitals and businesses have found advantageous applications for computers, many homes have not. Some have predicted that the next great surge in new computer applications will be for our homes.

They say we will soon be ordering our groceries, our auto service, our cable TV programs, or our Sunday papers simply by choosing an option from a menu of choices on the computer’s screen.

Today, there are already computerized security systems in many homes. Some builders have installed systems in houses that use a computer to control the lights, the heat, and even the electric appliances. In some homes, these computerized systems can be controlled by calling the house from any phone and typing in number sequences using the phone’s numbered dialling buttons.

Now, many computer experts believe that the computer will finally find its way into our homes as part of a unified information and entertainment system. If the technologies of television, computers, and electronic games come together, they will provide a new form of interactive video entertainment. This may take the form of continually available television broadcasts that can be stored inside your computerized entertainment center, letting you determine what you want to see when you want to see it.

19. Заполните пропуски соответствующими предложениями.

1. In ...last few decades, computer-based technologies led ...a redesign ...our telephone systems.
2. Even our traditional methods ...sending mail have changed because ...the computer.

3. In some homes, these computerized systems can be controlled ...calling the house ...any phone and typing ...number sequences using the phone's numbered dialling buttons.

20. Закончите предложения, выбрав соответствующее по смыслу окончание.

1. In the last few decades, computer-based technologies led to...
2. Computers are now used to...
3. New programs can create much more attractive documents that...
4. Electronic mail (e-mail) systems are...
5. In marketing, the computer is used to...
6. In manufacturing, the computer is used to...

21. Выписать из текстов В и С предложения в Passive Voice.

22. TEST.

Ответьте на вопросы:

1. What changes in a society indicate that it is moving into the information age?
2. What do we mean when we say that computers can process information?
3. Computers are now used to enhance our ability to communicate with each other. Name some of the devices and techniques that we are now using to facilitate communications.
4. What were the main characteristics of the first generations of computers? How did they differ from the second and third generation computers?
5. Today computers can be large or small. The smallest computers are based on a new type of processing device. Name that device and describe the new types of computers that are based on it.
6. Describe the differences between main memory and secondary storage.
7. A computer system includes devices that are used to get information into the computer (input devices) and to transfer information out of the computer in a form usable by humans (output devices). List some of today's most common input and output devices.
8. What does the term software refer to? Name the three main classifications of software.

UNIT 2

Степени сравнения прилагательных

Суффиксы прилагательных и наречий

Времена группы Continuous Active, Passive

Безличные предложения

Text A. Computer hardware

Text B. The computer's components

Text C. Input and output devices

PRE-TEXT EXERCISES

1. Приведите недостающие степени сравнения:

newer, more, (the) greatest, less, (the) worst, longer, (the) hardest, faster, (the) hottest, (the) shortest, lower, (the) heaviest, thinner, narrower, (the) biggest, thicker, easier, (the) widest, older, better, colder.

2. Вставьте *more* или *the most*:

1. ...of all I liked this report.
2. Mathematics is ... interesting for me than chemistry.
3. This subject is ...difficult than strength of materials.
4. She is ...beautiful girl here.
5. New classification is ... precise than the old one.
6. Life is becoming ... expensive.

3. Выберите правильную степень сравнения:

1. Last year the enrolment to this University was (larger/the largest) of all the Universities.
2. Pete is (better/the best) student in our group. His term papers are always (better/the best) than yours.
3. This subject is (more interesting/the most interesting) of all subjects in this faculty. But it is (more difficult/the most difficult) than other subjects.
4. This student does not work at all. He is (worse/the worst) of all the students of our group.
5. Her term paper is (worse/ the worst) than yours.

4. Прочтите и переведите, обращая внимание на устойчивые словосочетания:

the ... the - чем ... тем;

as ... as... - такой же ... как;

less.. .than - меньше.... чем;

not so... as - не такой... как.

The more we study, the more we know. The more we know, the more we forget.

The more we forget, the less we know. The less we know, the less we forget. The less we forget, the more we know. So, why study?

1. The more you read, the faster you'll learn to understand books and papers in foreign language.
2. The more we knew them, the less we liked them.
3. The less you talk the better.
4. The more I thought about it, the less I understood.
5. His speech was as long as it was dull.
6. This text is not so difficult as that one.
7. The English language is not so difficult as the German language.
8. During the holidays the students are not so busy as during the academic year.
9. There are not so many mistakes in his dictation as in hers.

5. Переведите следующие пословицы на русский язык и подберите для каждой из них русский эквивалент.

Better late than never, but better never late. Say well is good, do well is better.

Those do least who speak most. East or West home is best. All is well that ends well.

The truth does not come at once. Once bitten, twice shy. One cannot be in two places at once. Score twice before you cut once.

6. Прочтите и переведите на английский язык следующие предложения:

1. Чем скорее ты выучишь неправильные глаголы, тем тебе будет легче переводить.

2. Новый проект гораздо сложнее, чем старый.

3. Он говорит по-немецки так же хорошо, как по-английски.

4. Чем больше человек имеет, тем больше ему хочется.

5. Она читает так же быстро, как я.

6. Чем больше человек знает, тем больше он понимает, что знает мало.

7. Объясните употребление времен группы Continuous, переведите предложения:

1 I am sitting at the table and reading an English text.

2. The teacher is listening to me. She is not sitting; she is standing. She is looking at us. She is holding a pen in her hand, but she is not writing.

3. It is getting cold now, isn't it? Look out. Is it raining now?

4. When I came home my brother was watching TV.

5. She usually gets up at seven o'clock. But today she got up at half past seven. Her parents were having breakfast.

6. Yesterday when I was having dinner a friend of mine rang me up.

7. I hope they will be waiting for me when I come back.

8. They will be translating this difficult article the whole day tomorrow.

9. In June the students will be taking their exams for the whole month.

8. Преобразуйте следующие предложения в вопросительные и отрицательные:

1. The students are listening to the lecturer.

2. At the last lecture professor N. was encouraging us to ask questions.

3. A new teacher training computer program is being developed by our programmers.

4. The computer was being repaired when they entered the computer class.

5. They were working all day yesterday.

6. Teachers are discussing merits and demerits of the new approach in language teaching.

7. The Prime Minister will be staying three days in France.

9. Выберите правильную форму глагола:

1. He (is reading/reads) now.
2. She usually (is reading/reads) English books in the evening.
3. Now they (are translating/translate) a technical text.
4. They usually (do not translate/are not translating) stories.
5. He (looked/was looking) through the newspaper when I rang.
6. The students (were having/had) an interesting discussion when their teacher came in.
7. The students often (have/are having) interesting discussions after lectures.
8. What problems (will be being discussed/will be discussed) at the meeting?
9. We (will be taking/ will take) a test next month.

10. Раскройте скобки и поставьте глагол в форме Present или Past Indefinite, или Continuous по смыслу:

1. What you (to do)? - I (to translate) an article.
2. Where you (to get) this magazine? - A friend of mine (to give) it to me yesterday.
3. Last week I (to get) two letters from my brother.
4. He (to show) me their new flat when the letter was brought.
5. When I (to translate) the article I (to use) a dictionary.
6. What you (to do) at 8 o'clock in the evening yesterday? I (to want) to come to see you.
7. It (to rain) from 2 till 4 o'clock yesterday.
8. We (to watch) TV when a friend of mine (to come).
9. The hall (to be) full of people when we (to come) in.
10. It (to rain) still? I am afraid to be late.

11. Переведите следующие предложения на английский язык:

1. Не мешайте ему. Он работает над своим дипломным проектом.
2. На следующей неделе мы уезжаем на конференцию.
3. Члены комиссии ждут вас в 403-й аудитории.
4. Когда они вошли в комнату, мы обсуждали результаты зимней сессии.
5. Этот преподаватель никогда не прерывает студентов, когда они выступают на семинаре.
6. Пока декан говорил, старосты внимательно слушали его.
7. Она всегда опаздывает.

12. Переведите *it* в различных функциях:

1. It is interesting to study at the University.
2. It is a new subject. It is very important for our future profession. We shall study it for two years.
3. We found it necessary to control the whole process.
4. It is no use to dispute the truth.

5. The supposition was correct. It was scientifically proved.
6. It is the development of computer technologies that will solve some very complex problems of industry.
7. It is evident that research is becoming more specialized now.
8. It is the invention of computers that accelerated the industrial progress.
9. It is industrialization that is making ecological problems very serious.
10. It is possible that the problem will be solved.

13. Переведите *one* в различных функциях:

1. One can easily understand why the profession of an engineer requires special college training.
2. We must translate only one text.
3. One cannot translate such a text without a dictionary in the first year.
4. One must pass all the exams well to enter the University.
5. You may take my dictionary. - Thank you, I have one, the one that my friend gave me yesterday.
6. One is never old to learn.
7. The new technologies that are being developed must be connected with traditional ones.
8. The use of an analogue computer permits one to obtain such results quite rapidly.
9. The problem that has become the most important one in the modern world is the problem of terrorism.

14. Переведите *that / those* в различных функциях:

1. That University was founded in 1979.
2. Can you repeat all those questions that the teacher asked?
3. The article that you gave me yesterday is very interesting.
4. We know that he studies at the NCSA.
5. That the profession of an engineer requires a special training is a well-known fact.
6. That computers and industrial robots are important for industrial uses is well known to scientists and engineers.
7. It is the growth of industrialization that is changing the life on the planet.
8. The aim of today's policy is that peace in the world must be permanent.
9. Those computers are more reliable in use.
10. These programs are more reliable than those designed in our laboratory.
11. Every man has three characteristics: that which he exhibits, that which he has, and that which he thinks he has.
12. It is the high qualification of future specialists that will determine the scientific and technological progress of any country.
13. The main purpose of education is that graduates must be able to work with the technology of tomorrow.
14. The education in Oxford and Cambridge is different in many ways from that in other universities.

15. Переведите следующие производные слова:

industry — industrial; profession — professional; person — personal;
evidence — evidential; influence — influential; confidence — confidential;
fame — famous; variety — various; number — numerous;
monotony — monotonous; autonomy — autonomous;
anonymity — anonymous;
to excel — excellent; to confide — confident; innocence — innocent;
to access — accessible; to rely — reliable; to consider — considerable;
to avail — available;
to conserve — conservative; progress — progressive;
effect — effective; intensity — intensive;
power — powerful; success — successful; skill — skillful;
change — changeless; water — waterless, help — helpless;
end — endless; fruitful — fruitless; limit — limitless.

16. а) Образуйте от приведенных ниже глаголов прилагательные с суффиксами -able; -ible согласно образцу и переведите их:

to move — movable: to comfort, to change, to compare, to control, to program, to measure, to drink, to eat, to understand, to access, to suit, to obtain, to win, to reuse, to wash, to transfer, to value, to convert.

б) Образуйте от приведенных ниже слов прилагательные с суффиксами: -less и/или -ful согласно образцу и переведите их:

color - colorless, colorful: taste, father, home, sleep, use, hope, help, tact, joy, care, respect.

17. Запомните суффиксы наречий:

Суффикс	Примеры
-ly	badly, monthly, weekly
-ward, wards	upward, backwards
-wise	clockwise

18. Образуйте наречия от следующих прилагательных и переведите их на русский язык:

nice, slow, easy, attentive, expressive, correct, open, ready, comfortable, clear, certain.

19. Поставьте наречия в нужное место:

1. I don't understand you. (frankly)
2. Please, do your work, (carefully)
3. I do it like this, (always)
4. They are on time, (never)
5. I am busy, (always)
6. With a notebook a programmer can work, (even), (outside)

7. Have you been there before? (ever)
8. I'm late for my appointment, (seldom)
9. They had left when you called, (just).
10. Have you seen this movie? (yet) - Yes. We've seen it. (already)

20. Наречия, значение которых отличается от значения соответствующих прилагательных и которые представляют трудность для перевода

Наречие	Значение
hardly	едва
nearly	почти
readily	легко, охотно
mainly, mostly, chiefly	главным образом
largely	широко, в значительной степени
heavily	сильно, усиленно
highly	очень, весьма, чрезвычайно
increasingly	все более и более
successfully	успешно
lately	недавно
greatly	значительно
shortly	вскоре, короче говоря
likely	вероятно
similarly	подобным образом
properly	должным образом, как следует
unlikely	невероятно
necessarily	обязательно
readily	легко
repeatedly	многократно
successively	последовательно
ultimately	в конечном счете
easily	легко

KEY TERMS

21. Запомните следующие слова:

alphanumeric monitor	буквенно-цифровой монитор
American Standard Code for Information Interchange (ASCII)	Американский стандартный код для обмена информацией

arithmetic logic unit (ALU)	арифметико-логическое устройство
band printer	ленточный принтер
bit	бит
bit-mapped	с побитовым отображением, растровый
byte	байт
cathode-ray tube (CRT)	электронно-лучевая трубка (ЭЛТ)
chain printer	цепное печатающее устройство
character-based interface	текстовый интерфейс
character-mapped display	символьный дисплей
color graphics adapter (CGA)	адаптер цветной графики
command-line interface	интерфейс типа командной строки
computer terminal	терминал вычислительной машины
control unit	блок управления
daisywheel printer	принтер с лепестковым литероносителем
data path (data bus)	тракт прохождения данных, шина данных
decimal system	десятичная система счисления'
dot-addressable monitor	монитор с адресацией (отдельных) точек
download	загружать (по каналу связи)
draft quality	среднее качество
drum printer	печатающее устройство барабанного типа
electroluminescent (EL)	электролюминесцент
display	дисплей, устройство отображения
electrostatic plotter	Электростатический графопостроитель
ergonomics	эргономика
execution cycle or E-cycle Interchange Code (EBCDIC)	исполнительный цикл код обмена информацией
extended graphics adapter (EGA)	усовершенствованный графический адаптер
file server	файловый сервер
flatbed plotter	планшетный графопостроитель
flat-screen monitor	монитор с плоским экраном
font	тип шрифта; семейство шрифтов
gas plasma display	плазменный дисплей
gigabyte (G-byte)	гигабайт (1024 Мбайт= 2 ³⁰ байт)

graphic monitor	графический монитор
graphical user interface (GUI)	графический интерфейс пользователя
graphics scanner (image scanner)	графический сканер
graphics tablet	графический планшет
hand-held computer	карманный компьютер
hexadecimal number system	шестнадцатеричная система (счисления)
host computer	главная вычислительная машина
human-computer interface	человеко-машинный интерфейс
IBM-compatible computer (clone)	IBM-совместимая вычислительная машина
icon	иконка, пиктограмма
instruction cycle or I-cycle	командный цикл
internal clock	внутренний генератор тактовых импульсов
kilobyte (K-byte)	килобайт
laptop computer	“дорожная” вычислительная машина;
light pen	световое перо
line printer	построчно-печатающее устройство
liquid crystal displays (LCD)	жидкокристаллический дисплей
machine cycle	машинный цикл
magneto-optical storage	магнитооптическое ЗУ
megabyte (M-byte)	мегабайт
memory dump	дамп памяти, разгрузка памяти
menuing system	система меню
monochrome monitor	одноцветный, монохромный монитор
multiprocessing	многопроцессорная обработка
nonvolatile	энергонезависимый
notebook computer	блокнотный компьютер, ноутбук,
optical character recognition	оптическое распознавание символов
parity bit	контрольный бит четности,
parallel port	параллельный порт
personal digital assistant (PDA)	“карманный” компьютер
pixel (picture element)	пиксел, минимальный элемент изображения
plotter	плоттер; графопостроитель
portable computer	портативная вычислительная машина
pull-down menu	меню, разворачиваемое (спускаемое) от заголовка

punched card	перфокарта
read head	считывающая головка
register	регистр
resolution	разрешение
RGB monitor	RGB-монитор, цветной монитор
serial port	последовательный порт
storage device	запоминающее устройство
Stylus	пишущий узел; перо
super VGA (S-VGA)	супер VGA
supercomputer	суперкомпьютер
third party	третье лицо, третья сторона
touch pad	сенсорный планшет
touch screen	сенсорный экран
trackball	шаровой манипулятор
track	дорожка; канал; дорожка перфорации, проводник, связь
video display terminal (VDT)	терминал визуальной информации
video graphics array (VGA)	логическая матрица видеографики, стандарт VGA
voice input	голосовой ввод
volatile	временный, энергозависимый
word size (word length)	длина машинного слова в байтах или битах

22. Прочтите и переведите текст на русский язык.

TEXT A

COMPUTER HARDWARE

There are three basic types of computers: mainframes, minicomputers, and microcomputers (personal computers). Although each of these types of computers function in much the same way, they differ in terms of size, speed, and cost. All computers process data using some kind of central processing unit, and they all provide methods for storing data. Computers must also provide specialized devices that humans can use to communicate with the processing hardware. A

computer system's hardware includes the following components: the central processing unit and its related processing components, input devices (such as a keyboard or a mouse), output devices (such as a display monitor or a printer), and secondary storage devices (such as a diskette drive, a fixed-disk drive, or a magnetic tape drive).

A computer usually uses two types of solid-state, chip-based memory: RAM (random-access memory) and ROM (read-only memory). The computer uses RAM to temporarily store program and processing information. This information is lost when the computer is turned off. ROM contains permanently stored information such as the instructions that are needed for the computer's operation. Computers use a data encoding system that is based on a two-state binary system. Information in this system is represented with ones and zeros. The digit 1 stands for on (the presence of an electronic signal), and the digit 0 stands for off (the absence of an electronic signal).

When using magnetic media such as disks and tapes, these two states are indicated with one or two magnetic polarities. When computers store data in a binary representation, each letter, number, and special character is stored based on a coding system. The two most commonly used coding systems are American Standard Code for Information Interchange (ASCII), and the Extended Binary Coded Decimal Interchange Code (EBCDIC), which is usually used only on large mainframe computers.

The smallest unit of data that a computer can deal with is known as a bit, but generally, computers deal with bits in groups of eight, referred to as a byte. As a result, data management and storage capacities are usually measured in bytes. The term secondary storage refers to devices that are used to store data and program files for longer periods. There are many different types of secondary storage devices including diskette drives, fixed disk drives, and magnetic tape drives.

Humans interact with the computer's processing hardware with the help of input and output devices. The most common input devices are the keyboard and the mouse. Pointing devices like the mouse were developed when the first graphical user interfaces came into use. Today, there are a number of new types of input devices based on digitizing technology that allow the user to transfer text and images from hard copy into a form that can be used by the computer.

The most common types of output devices, which are used to get information out of the computer in a form usable by humans, are the display monitor and the printer. Both of these output devices come in many different types. The number of horizontal and vertical picture elements (pixels) available determines the image quality of both monitors and printers. More pixels result in a higher resolution.

Likewise, the image quality of printed output depends on the number of printed dots the printer is capable of producing within a given space (the most common measure of printer capability is dots per inch, often abbreviated as dpi). Ergonomics is the study of how humans interact with machines like computers.

23. Ответьте на вопросы:

1. What are the three main types of computers and how do they differ from each other in terms of size, speed, and processing power?
2. What is the difference between a host computer and a file server?
3. Why is the CPU known as the "brains" of the computer?
4. What is the main memory and how is it different from secondary storage?
5. What is the difference between RAM and ROM?

6. What are the acronyms ASCII and EBCDIC stand for?
7. What terms are used to represent data storage capacity?
8. What are the differences between character-based interfaces and graphical-user interfaces?
9. Why has the mouse become so important for the use of graphical-user interface?
10. What are the advantages of using laser printers over dot-matrix printers?

24. Прочтите и переведите текст.

TEXT B

THE COMPUTER'S COMPONENTS

As we have seen, a computer is a device used to manage the world's information. But a computer is more than one device; in addition to the main computer itself, it includes a group of devices that are used to get data into and out of the computer.

Devices that are used to get information into the computer are known as input devices; those used to transfer information out of the computer in a form useable by humans are known as output devices. The computer along with its related devices is known as a computer system. The physical components of the computer system are known as hardware; that includes the computer itself and/or its related devices.

Processing Hardware. Almost all of today's computers, large and small, are based on a design that couples some sort of central processing device with a memory area that is used to temporarily hold instructions and data that can be used during processing. And, although today's processors are far more capable than the ones used in the first computers, this basic design has been in use since the early days of computing.

The Central Processing Unit. Today's computers are designed around a single large-scale processing chip known as the central processing unit (CPU). At the microscopic level, many circuits and processing capabilities are incorporated into one chip that may only be one or two inches square. The CPU can be thought of as the "brains" of the computer: it directs most of the computer's information-processing activity.

Each new generation of CPUs has added new processing capabilities, and yet, despite this increased capability, each new generation processes information faster. Over the years, as new, faster processing methods were invented, new ways of miniaturizing the required circuits were also devised. This miniaturization, along with new processing techniques, has resulted in ever smaller, faster computers.

Microcomputers that you can now carry in your briefcase have more processing power than computers that used to be as big as a room. And, because many more computers are sold today, their cost has come down significantly.

Today's CPUs are complex devices composed of many different components and circuits that carry out a great variety of functions.

Main Memory. In today's computers, the CPU acts on instructions that are retrieved from a storage system known as main memory. The CPU also uses this main memory to store data temporarily as it carries out-processing tasks.

In today's computers, this temporary storage system is based on sets of silicon chips. Each chip is actually made up of millions of circuits that store data in a coded format. Because data stored using this type of primary storage can be accessed at any time, in any order, it is also known as random-access memory (RAM).

Secondary Storage Systems. Secondary storage devices store data not currently being processed. While the computer's main (primary) memory provides temporary storage, the secondary storage systems are used for more permanent data storage. Usually based on magnetic disks or magnetic tape, secondary storage is often used to store data and program files.

The most common type of secondary storage systems in use today is based on magnetic disks. As these disks rotate inside a disk drive, the computer interacts with the drive to retrieve data from the disk or to send new data to it.

Diskette Drives. Diskettes (also known as floppy disks) are a form of storage that can be inserted into a computer that has a compatible disk drive. Some personal computers use a 5 1/4-inch diskette housed inside a flexible plastic jacket; however, the trend is toward smaller 3 1/2-inch diskettes enclosed in a hard plastic case. Both types of diskettes use the same thin, flexible disk inside, but their capacities can vary from 360,000 bytes to more than 2 million bytes.

Fixed Disk Drives. Fixed disks (also known as hard disks) are very similar to diskettes but they are fixed permanently inside the computer. Fixed disks use one or more spinning platters that are very much like diskettes, but they can hold far greater amounts of data.

Magnetic Tape Drives. Magnetic tape drives were one of the first storage devices that used magnetic media, and many of today's large computers still use them. Because the very long tapes provide far more magnetic surface area than disks, they can hold far more data (for that reason, they are often used for backing up data; that is, for making a second copy for safekeeping).

Optical Disk Drives. Some newer storage devices use a nonmagnetic technology that is based on optical disks. Optical disks are far more durable and they can be used to store significantly more information.

Today, CD-ROM (compact disk — read-only memory) systems are becoming a popular peripheral for use with microcomputers. These systems use a disk that looks just like the well-known music CDs and can hold more than 500 megabytes (millions of bytes) of data. These disks are especially useful when there is a need to store a large amount of information — such as a complete encyclopedia — on a single disk.

2. ОТВЕТЬТЕ НА ВОПРОСЫ:

1. What functions does the CPU perform?
2. What is the main memory used for?
3. What are the secondary storage systems used for?
4. What kinds of drives do you know?

28. Прочтите и переведите текст.

TEXT C

INPUT AND OUTPUT DEVICES

Devices that are used to get information into the computer are known as input devices. Input devices are used to convert information from a form used by humans into a form that is useable by computers.

Today, there are many different ways to get information into the computer, but the keyboard, is a device that has been part of computer systems for many years, is still one of the most common input devices. The computer mouse is another input device that is becoming almost as common as the keyboard. It is referred to as a pointing device.

Unlike the keyboard – which is used to enter data one character at a time — a pointing device is used to move a pointer around on the display screen; when the screen pointer is resting on a name or an image on the screen, a button can be pressed to select the option or activity that is represented. In addition to the mouse, a number of other types of pointing devices for computers are also in use today.

Several other types of devices can be used to convert data into a digital form that can be used by computers. Data that exists in the form of characters or pictures on paper, as bar codes printed on packaging, or the magnetic patterns stored on credit cards can all be read by special devices and converted into a form that can be used by computers.

Humans use output devices to get information out of the computer. The display monitor and the printer have long been the computer's primary output devices. Today, they still represent the two most common ways to get information out of a computer, but the type and variety of both monitors and printers are in constant change.

Computer display monitors are the computer's main output devices. Based on the same kind of technology used in television sets, the early display monitors could only produce characters in one color on a black background. Today, computer display monitors can present information in many colors and in many forms, including pictures.

These new output capabilities have led to a number of new computer applications that provide a way to create, display, and print pictures on the computer screen. Computer-aided design (CAD) programs are used to create engineering drawings and blueprints, paint and draw programs provide a set of software tools that can be used to create on-screen pictures, and presentation graphics programs can be used to turn numbers into charts and graphs.

Computer printers have also evolved as computer users sought better-printed representations of what they saw on the display screen. Data that is printed out on paper using a printer controlled by a computer is known as output, or hard copy. Today, there are many different types of computer printers in use but they can generally be categorized as impact or nonimpact.

The most common type of impact desktop printer is the dot-matrix printer. This type of printer places a dot on paper when one of a group of pins in the print-head strike through an inked ribbon. A series of these dots are used to represent characters or graphic images.

Another impact printer is the letter-quality printer. Letter-quality printers also place ink on paper by striking through an inked ribbon using strikers embossed with letters (like a typewriter).

Nonimpact printers produce an image on paper without using a striking device. Laser printers are a type of nonimpact printer. They have been available for some time, but they are now becoming more popular as the price of this printing technology has come down. Using a technology developed in dry-toner copying machines, laser printers are faster and quieter than impact printers and generally produce a high quality output.

Another nonimpact printer that is growing in popularity is the ink-jet. This type of printer places one dot at a time, but instead of using pins to strike through an inked ribbon this type places droplets of ink on the paper.

A number of other new nonimpact printer technologies are also now in use or under development.

29. REVIEW QUESTIONS

Отвeтьте на вопросы:

1. Almost all of today's computers are based on the same design. Describe the three main elements of that design and list the four main types of computers in use today.

2. Computers based on a microprocessor are known as microcomputers. There are now several different types of microcomputers in use. Describe them.

3. The central processing unit is the computer's main processing device. Name the CPU's three different components and describe what they do.

4. Describe the role of input devices.

5. To use today's computers, we have devised a number of different methods to encode computer data. Name three different data encoding systems and describe each system's purpose.

6. Today's computers use secondary storage systems to store data that is not currently being processed. Name and describe three different types of storage systems that use disks.

7. Compare and describe the use of a command-line human-computer interface with a graphically oriented interface.

LESSON 3

Модальный глагол can

Времена группы Perfect

Active, Passive Voice

Подлежащее, сказуемое

Суффиксы глаголов и числительных

Text A. Computer software

Text B. Systems software
Text C. Applications software
Text D. Programming software

PRE-TEXT EXERCISES

1. Объясните употребление времен группы Perfect, переведите:

1. She has been absent this week. She has been ill.
2. We have already written our term papers.
3. We have never been to England.
4. The rain had begun before we arrived home.
5. I have not seen my friend since the holidays.
6. He asked me if I had been invited to the party.
7. This term has been used for a long time.
8. Before the exhibition closes eighty to ninety thousand people will have attended it.
9. The once insoluble problems have been easily resolved by the research team.
10. Has she graduated from the University yet?
11. By the end of March the project will have been realized.
12. The project has already been submitted to the commission.
13. Easton and Pall had found that the quality of the model was improved.
14. The system had been installed before we finished.
15. Have you already finished your diploma work? - No, I shall have finished it by the end of May.

2. Выберите правильную форму сказуемого:

1. He (has graduated/graduated) from the NCSA this year. He (graduated/will have graduated) from the NCSA in 5 years.
2. I (read/ have read) this article in the morning yesterday. I (read/have read) this article this morning.
3. We (saw/have seen) this film last year. We never (had seen/have seen) it before.
4. The title of the article (will be changed/will have been changed) by the author.
5. This method (is used/has been used) since 1999. This method (was used/had been used) yesterday.

3. Раскройте скобки, поставив наречия в нужное место в предложении:

1. We have passed our examination (just).
2. They have finished their research work (already).
3. My sister has been a good student (always). She has been late for classes (never).
4. The dean has changed the time of our meeting (just).
5. I have not heard the news (yet).
6. He has told us about his scientific work (never).

4. Переведите следующие предложения на английский язык:

1. Мы изучаем английский язык уже давно. Еще до того, как мы поступили в университет, мы занимались языком больше пяти лет. Мы будем заниматься им и дальше.

2. Вы приготовили домашнее задание? - Да. – Когда Вы его приготовили? – Вчера. А мой товарищ еще не приготовил его. Он сейчас в читальном зале готовит его. Он обычно готовится к занятиям в читальном зале.

3. Приходи ко мне завтра в 3 часа. В это время я буду переводить статью и объясню тебе все сложные места. Я думаю, что к трем я закончу все свои другие задания.

5. Определите, чем выражено подлежащее в каждом предложении, переведите предложения на русский язык:

1. After the Japanese had set a goal to be the industry leader in ten years the fifth generation computers were introduced in the mid-1990s.

2. FORTRAN (short for FORmula TRANslator), the first high-level language, was developed in 1954 for mathematical computations; COBOL (short for COmmon Business Oriented Language) was introduced in 1959 for business application.

3. Everyone knows that today there are computerized security systems in many homes.

4. What is necessary for the programmers is to get a good qualification.

5. The 1960s and 1970s saw rapid growth in the use of both mainframe computers and minicomputers.

6. These new operating systems automated many tasks.

7. One must study five or six years to become a good programmer.

8. That computers can be found in all aspects of society including education, communication, science, medicine and business is known to everyone.

9. In the last few decades, computer-based technologies led to a redesign of our telephone systems.

10. One may get all the necessary books about computers in libraries and bookshops.

6. Compare the following pairs of the sentences and translate them into Russian (Active Voice vs Passive Voice).

2. Charles Babbage invented the first computer in 1838.

The first computer was invented by Charles Babbage in 1838.

3. People in Singapore speak Chinese.

Chinese is spoken in Singapore.

4. They ask the passengers not to speak to the driver.

The passengers are asked not to speak to the driver.

5. A well-known scientist will address the conference.

The conference will be addressed by a well-known scientist.

6. A loud noise woke us up yesterday morning.

We were woken up by a loud noise yesterday morning.

7. They will check up the results of the

The results of the experiment will be checked

experiment tomorrow.

8. Somebody will tell you where to go.

9. Mr. Smith will teach English to us.

10. Shakespeare wrote "Hamlet".

up tomorrow.

You will be told where to go.

We will be taught English by Mr. Smith.

"Hamlet" was written by Shakespeare.

7. Use the following sentences in the negative and interrogative forms. Translate them into Russian.

1. These digits are easily multiplied. 2. The students will be explained how to solve this problem. 3. The program was written three days ago. 4. These complex calculations were carried out with the help of the computer. 5. The program will be loaded soon. 6. He was asked to speak at the meeting. 7. The computer's basic units are tested regularly. 8. The results of computations will be recorded in the form of tables. 9. Some students are given a scholarship from the local education authority. 10. A new input device was discussed in class.

8. Rewrite the following active sentences as passive ones paying attention to the appropriate tense form.

Example:

A good education gives people the best chance of getting a job.

The best chance of getting a job is given to people by a good education.

1. I wrote a report on the computer this morning.

2. Students study a large number of subjects.

3. He will type the name of the file.

4. They will discuss the problems of artificial intelligence.

5. Large-scale integration technologies reduced the size of computers.

6. We measure the RAM of the computer in megabytes.

7. Large universities put most emphases on research.

8. He put his favorite programs on the desktop.

9. The desktop will only show a small number of icons.

10. Most computers run the Microsoft Windows operating system.

9. Complete the following sentences. Use the passive form (Present, Past or Future Simple) of the verbs in brackets.

1. How many languages _____ (speak) in Switzerland?

2. This examination _____ (take) tomorrow.

3. People often want to know what my progress in studies is. I _____ often _____ (ask) this question.

4. The lecture on computer science _____ (attend) by all the students yesterday.

5. The letter _____ (post) a week ago.

6. This is a big factory. Five hundred people _____ (employ) there now.

7. The company is not independent. It _____ (own) by a much larger company.

8. The students of my group _____ (examine) in classroom 5 in two hours.

9. The book _____ (write) in Spanish and a few years ago it _____ (translate) into English. 10. The conference _____ (hold) next week.

WORD BUILDING

7. Запомните суффиксы глаголов!

Суффикс	Примеры
-en	to shorten, to strengthen, to widen
-ize	to organize, to liberalize, to utilize, to terrorize
-fy, -ate	to fortify, to intensify, to satisfy, to unify, to illuminate, to regulate

8. Переведите следующие производные слова:

Computer - to computerize; special - to specialize; ideal - to idealize; crystal - to crystallize; central - to centralize; light - to lighten; bright - to brighten; deep - to deepen; less - to lessen; magnification - to magnify; occupation - to occupy; satisfaction - to satisfy; qualification - to qualify; ratification - to ratify; identity - to identify.

9. Образуйте глаголы от следующих слов согласно образцу:

Usage — to use: subdivision, indication, complication, production, systematization, difference, appearance, changeable, measurable, large, active.

10. Запомните суффиксы числительных:

Суффикс	Употребление	Примеры
-th	порядковые числительные, кроме: the first, the second, the third	the seventh, the twenty sixth
-teen	количественные числительные от 13 до 19	thirteen, seventeen
-ty	десятки	sixty

11. Запомните арифметические знаки:

+ — plus; = — equals/is equal to; — divided by; > — is greater than; — minus; X -times; % - percent; < — is less than.

12. Прочтите:

- 1) 5000 workers; 398 computers; 620 students;
- 2) 5.7%; 25%; 109%; 0.04%;
- 3) 0.75; 62.359; 9,995; 3.638; 5.67; 1.234;
- 4) June 10, 1946; September 21, 1912; 1799; 1147; 1823; 2005;
- 5) $32 \times 3 =$; $0,25 : 25 =$; $1002 + 8 =$; $56 > 12$; $145 < 693$.

13. Определите, к какой части речи относятся следующие слова и переведите их:

a) to produce—producer—product—production—productive—productivity; overproduction—underproduction—reproduce—reproducible—reproducibility; to act — actor — actress — acting — active — activist — activity — inactivity; reactivity — activator — activate — activated — activation — reactivation; to use — useful — useless — usefulness — uselessness; resistant — resist — resistance — resistor; theory — theorist — theoretical — theorize; physics — physicist — physical — physically; to explain — explainable — explanation; to satisfy — satisfactory — satisfaction;

KEY TERMS

14. Запомните следующие слова:

accomplish	завершать, выполнять
algorithm	алгоритм
assembler	ассемблер
attach	прикреплять, присоединять
beta-testing	бета-тестирование (предварительное тестирование с целью выявления ошибок при программировании)
bug	ошибка, дефект, помеха, сбой
card-punch machine	карточный перфоратор;
code	код; система кодирования; машинная программа; программировать
collectively	коллективно
compile	собирать, составлять, компилировать
compiled language	транслируемый язык (в отличие от интерпретируемого)
compiler	компилятор, транслятор
computer programmer	программист
computer-user interface	взаимодействие пользователя и компьютера
control module	блок управления
consider	рассматривать, считать
debugging	отладка
documentation	документация
describe	описывать, охарактеризовывать
desktop publishing	настольные издательские системы
end user documentation	документация конечного пользователя
error in logic	ошибка в последовательности операций
express	выражать
flowchart	блок-схема, структурная схема
general-purpose application	приложение (прикладная программа) общего назначения
host computer	главный компьютер
GUI (Graphical User	графический интерфейс пользователя (ГИП)

Interface)	
horizontal application	приложения для горизонтального рынка
interpreter	интерпретатор
job-control language (JCL)	язык управления заданиями
mainframe computer	большая ЭВМ
manage	управлять
multitasking	многозадачность
multiuser environment	многопользовательская среда
natural language	родной язык
narrowly	узко
object oriented authoring	объектно-ориентированная авторская система
object program	выходная (конечная) программа
objective	цель
OS/2	операционная система ОС/2
outline	план, схема
primary memory	основная память, оперативная память
procedural language	процедурный язык
productivity software	рабочее приложение
program editor	редактор текстов программ
pseudocode	псевдокод
query language	язык запросов
real memory	основная память
sequence	последовательность
simultaneously	одновременно
single-tasking	одноцелевой
source program	исходная программа
spread sheets	электронные таблицы
structured programming	структурное программирование
succeed	следовать; иметь успех, удаваться
syntax error	синтаксическая ошибка, нарушающая последовательность символов данного языка
systems software	системное программное обеспечение
technical writer	разработчик программ
top-down design	нисходящее проектирование
utility program	утилита, служебная программа
variety	разнообразии
vertical application	приложения для вертикального рынка
virtual memory	виртуальная память
widely	широко

15. Прочтите и переведите текст.

TEXT A

COMPUTER SOFTWARE

Computer programs, known as software, are sets of instructions written by a computer programmer to control the computer's activities. Programming languages underwent considerable development in the 1950s.

Programming gave computer professionals a way to control the computer with stored programs rather than with the "hard-wired" instructions that were previously used. In the early days, computer programmers used punched cards and a binary coding system to program the computer. Today's programming languages use code that is much more like the English language.

When developing software, programmers must carefully consider the computer-user interface, or the way in which information is presented to the user. The group of programs that control and coordinate the resources and operations of the computer system are known collectively as *the systems software*. The system software of a host computer must manage computer resources for the many users who may be in contact with the computer simultaneously. The system software for a personal computer is usually provided as a set of specialized utility programs that are used to manage the computer and its attached input and output devices. Collectively these programs are known as the computer's operating system.

Today's large host computers operate in a multi-user environment: that is, the systems software must keep track of many users who are all in contact with the computer at the same time.

The control commands used with mainframe computers are often referred to as job-control languages (JCLs).

Application software is widely used to accomplish a user's computer tasks; it is used for such things as entering and editing text (word processing and desktop publishing), for entering and manipulating numeric data (spreadsheets and other business programs), and for recordkeeping (database management). These programs are known as general-purpose applications. Because they are also used by a wide variety of users in different environments, they are also known as horizontal applications. Specialized applications programs that are designed to meet the needs of narrowly defined groups of users are called vertical applications.

Programming software is used to create all of the computer programs we use, including applications programs and systems software programs. A programming language has words, symbols, and rules of grammar (known as the syntax of the language).

Machine languages are designed for a specific type of computer processor and are referred to as low-level languages. They were first developed in the early days of computing and are therefore known as first-generation languages.

Assembly languages (second-generation languages) are similar to machine languages but instead of using the binary form of instructions, more English-like instructions are used.

High-level programming languages, referred to as third-generation languages, are more English-like and they are easier to use than the older machine and assembly languages. They are also more machine independent (the programs created can often be used on more than one type of computer with little modification).

Programs, not written in machine language, must be translated into a form that can be understood by the computer. They can be compiled as a whole using a compiler or acted upon instruction-by-instruction using **an interpreter**. High-level computer languages are also known as **procedural languages**; newer, fourth generation languages (4GLs) require less specificity and are referred to as **nonprocedural languages**. A **query language** is used to organize data and print out reports based on information stored in a database. These newer types of programs use a natural language approach and are often referred to as very **high-level languages** or fifth generation languages.

Object-oriented programming (OOP) languages are based on a concept of “objects” that combine stored data and programming instructions. Object-oriented authoring (OOA) systems give non-professionals a way to create their own custom applications by providing programmable objects and graphics tools that can be used to design the screen display.

An algorithm is the sequence of steps that will form a programmed solution to a problem. It can be expressed in **a flowchart** (an outline of the program using a set of geometric symbols) or as **pseudocode** (a set of statements in English that map out the program plan).

Errors in computer programs are often referred to as **bugs** and finding and fixing a program’s errors is referred to as **debugging**.

16. Ответьте на вопросы:

1. What are the identifying characteristics of the three basic types of computer software?
2. Why is the computer-user interface an important consideration in the development of software applications?
3. What is a horizontal program and how does it differ from a vertical application program?
4. What is the difference between a compiler and an interpreter?
5. Why is each succeeding generation of programming language easier to use than the previous generation?
6. What is the difference between a flowchart and pseudocode?
7. What does it mean to “debug” a computer program?
8. What is the difference between a syntax error and an error in logic?
9. What is the difference between programmer documentation and end-user documentation?

17. Прочтите и переведите текст.

TEXT B

SYSTEMS SOFTWARE

Today, software can generally be categorized into one of three types — systems software, applications software, and computer programming software. At any one time, one, two, or all three of these software types may be in operation.

Systems Software. The group of programs that control and coordinate the resources and operations of a computer system are known collectively as the systems software. The systems software controls basic computer operations and coordinates the activity of the other two software types. The systems software has many tasks related to the operation and control of the computer's resources, but its primary role for computer users is related to file management and the control of the devices attached to the computer. For example, users will use one or more systems-control programs to copy or delete files, to check the status and contents of storage devices, and to regulate input and output speeds and protocols.

Systems Software Capabilities. Despite their size, the earliest large computers were designed to be used for only one task, by only one user at a time. As a result, the systems programs that were used with these computers were relatively simple and their capabilities were directly related to the needs of that single user. Today's large computers operate in multiuser environments; that is, the systems software must keep track of many users who are all in contact with the computer at the same time. This is known as time-sharing and it requires more sophisticated systems software.

All this requires more computer *capacity* and today's systems programs must be capable of managing all these resources. For example, the systems programs used with today's computers must constantly keep track of the amount of memory that is required for the programs each user is using. While the past generations of systems programs could only use *primary memory* (referred to as real memory), today's system software can determine when memory demand is great and use secondary storage (for example, disk storage) as if it were primary memory. This new capability of systems software to use secondary storage is known as *virtual memory*. A virtual memory operating system can carry out very large programs by loading only part of a program into primary memory, leaving the rest in secondary storage. It can detect when the next part of the program is needed and load that segment.

Modern systems programs for large computers are capable of carrying out the following tasks:

- Schedule programs for execution, start execution, and monitor execution in case of errors.
- Determine where in primary storage a program will be stored and what input and output devices will be used and where in secondary storage program and data files will be stored.
- Monitor any transfer of data between primary storage and a data file in secondary storage.

On shared processing computers, these tasks are often initiated by a computer operator who types in a special command to initiate the next computer activity. The systems-control commands that are used with mainframe computers are often referred to as *job-control languages*. Since each mainframe computer has its own specialized set of commands, the computer operator must receive special training to use them.

To avoid the necessity for specialized training and to make it easier to *hire skilled computer operators*, some large computers are now being designed to use the same standardized operating systems that are used on other computer models. For example, some manufacturers of large computers have adopted a version of the UNIX operating system that is also used on desktop and *midrange computers*. Bell Laboratories first developed UNIX for minicomputers in the early 1970s. Over the years, it has undergone many revisions and today it is available for many different types of computers, large and small.

18. Ответьте на вопросы:

1. What functions can the systems software perform?
2. What is the difference between the primary memory and virtual memory?
3. What tasks are modern systems programs for large computers capable of carrying out?
4. Where can the UNIX operating system be used?

19. Прочтите и переведите текст.

TEXT C

APPLICATIONS SOFTWARE

Applications software includes most of the types of programs we use every day to get our computerized work done. Applications programs are widely used in our society for entering and editing text (word processing and desktop publishing programs), for entering and manipulating numeric data (spreadsheets and many other business programs), and for record keeping (database management programs). These types of programs are sometimes referred to as *general-purpose applications*.

Because they are used by a wide variety of users in many different environments, they are also known as *horizontal applications*.

There are only a few types of software that can be truly said to cut across all aspects of computerized activity. They are:

- Word processing and desktop publishing.
- Electronic spreadsheets.
- Database management.
- Graphics.
- Communications.

These programs are used for many different purposes. But there are also much more specialized applications programs. They are used for such computer tasks as the calculation of the wind currents around a skyscraper, for analyzing the

chemical components in an ore sample, or for teaching a child how to tell time. An almost endless variety of such programs is sometimes referred to as *vertical applications* because, even though they are also examples of the applications category, they are used to carry out tasks within a narrowly defined area.

Because both horizontal and vertical applications are used as tools to help us get our work done, they are all sometimes referred to as productivity software. Most of the applications programs that were created during the early computer generations were used for business-related activities. However, as these companies continued to develop programs for in-house use, certain applications began to emerge that solved the types of data-processing problems that were common to a variety of organizations. As computers spread throughout the business community, programmers began to sell their most popular applications programs to other businesses. Eventually, as the demand grew, the manufacture and sale of applications programs became a business in and of itself.

But it took the development of the microcomputer to turn this smattering of software sales into a significant software business. At first, mainly hobbyists who built and programmed their own computers used personal computers. As more and more people bought their own PCs, there was soon a growing demand for programs that could help individual users get their work done. They wanted to keep track of their stamp collection, or to balance their checking accounts. While the big businesses that used big computers used only a narrow range of business-oriented application programs, the needs of the PC world were as varied as the types of users.

Generally, it was not the professional programmers who worked for big businesses, who created the programs to meet this new demand; it was more likely to be the users of the PCs themselves. As personal computers became much more popular in the early 1980s, many books were written about how to program them.

This created a new crop of PC programmers who started to create new types of programs to meet the growing need. They created new, easier-to-use word processing programs. They devised easier ways to create computerized record keeping and report-generating forms. In fact, the changing needs of personal computer users resulted in the creation of entirely new types of programs. For example, many credit the rapid growth of the PC business itself to the creation of computerized spreadsheets that could be used to enter and analyze information based on numbers.

20. Ответьте на вопросы:

1. What does application software include?
2. What are applications programs used for in modern society?
3. What is the difference between general-purpose applications (horizontal applications) and vertical applications?
4. What was the role of non-professional programmers in creation of new application programs?
5. What are the types of software that can cut across all aspects of computerized activity?

6. When were most of the application programs created? What were they used for?

7. When did programmers begin to sell their most popular applications programs to other businesses?

21. Прочтите и переведите текст.

TEXT D

PROGRAMMING SOFTWARE

Programming software is used to carry out a specialized task that is crucial to the use of computers - the creation of computer programs. Software packages in this category are development systems that are used by computer programmers to create all the computer programs we use. Programming software is used to formulate and store the complex sets of instructions that are used to dictate computer tasks. Every program, including all of the systems and applications program, and even the programming languages themselves, begin as a set of specific instructions to the computer. These software development systems provide a way for the computer programmer to set down rules of computer activity and store them so that they can be triggered later when the computer used starts the program.

High-level languages. Ada. Developed specifically for the U.S. Department of Defense to replace both FORTRAN and COBOL. The language was named for Ada Byron who many consider to be the first programmer.

APL (A Programming Language). Designed for mathematical applications, APL uses a symbolic notation system that is useful for scientific and engineering programming.

BASIC (Beginner*s All-Purpose Symbolic Instruction Code). Designed as a straightforward approach to line-by-line programming. Often used to train beginning programmers. Simple versions of BASIC were commonly provided as the only programming software packaged with the early PCs.

C. Originally developed as part of the UNIX operating system. It was designed to provide a structured, machine-independent approach to programming. It includes features that provide programming approaches similar to assembly languages. C is very popular today for application development.

C++. Versions of C that include object-oriented methods are often referred to as C++. These new versions of the language are especially useful for applications development when the application is being designed for modern graphical user interfaces.

COBOL (COmmon Business Oriented Language). Designed as an easier-to-use business oriented language. It includes many English-like statements for automating business tasks.

FORTRAN (FORmula TRANslation). One of the early high-level languages, FORTRAN was designed to solve mathematical problems in science and mathematics. However, it became a programming standard in many different fields, the most widely used language with the earlier generations of computers.

Pascal Designed to be a powerful, structured approach to applications development. Pascal is still widely used and is one of the most popular languages used in college programming courses. The language was named for Blasë Pascal, the pioneering mathematician and philosopher.

PL/1 (Programming Language 1). Designed as a general purpose, easy-to-use language, PL/1 combines many of the features pioneered in earlier languages. It is used in business, science, engineering, and education.

Fifth-Generation Languages. Many people believe that the next generation of programming languages will use query-based methods that are even easier to use.

Some refer to them as fifth-generation languages. These new programming methods generally do not have the special syntax requirements of the fourth-generation languages. Using these newer programming systems, a computer user can write statements that are very much like normal human language. This natural language approach is similar to that used in query languages, but, since the programmer does not have to learn special rules of statement entry, they are even easier to use. A programming statement can be written in many different ways. In some cases, words can even be misspelled. With these languages, the computer interprets the request based on key words in the statement. If needed, the user may be prompted to enter more information to clarify the request.

22. REVIEW QUESTIONS

Отвѣтьте на вопросы:

1. To meet the needs of today's diverse group of computer users, software developers now focus on the computer-user interface. Describe how today's input and output devices have changed to facilitate today's easier to use software designs.

2. Describe the three main types of software used today.

3. Name four common high-level programming languages.

4. Today, programming methods are undergoing change. Describe the differences in programming approaches of new fourth-generation languages, fifth generation languages and object-oriented programming methods.

5. Applications software represents the great variety of computer programs in use today. Describe the difference between horizontal applications and vertical applications. Name four examples of each type.

6. Describe the differences between machine languages, assembly languages, and high-level languages.

7. Describe program documentation and user documentation, and describe the differences between them.

LESSON 4

Согласование времен

Дополнение, дополнительные придаточные предложения

Приставки

Текст А. Computers and society

Текст В. Training for computer professionals

PRE-TEXT EXERCISES

Согласование времен

1. Переведите предложения на русский язык, учитывая правило согласования времен:

1. He knew that I never missed the seminars.
2. We thought that we should be able to see our old friends.
3. I knew that you were very tired.
4. I thought that the meeting took place that day.
5. I hoped that you would meet him.
6. She was sure that the lecture was going on.
7. Students were informed that they would have industrial training in the third year.
8. He said that he had already carried out his research work.
9. The students were told at the lecture that the first programmer Augusta Ada Byron was a daughter of George Byron.
10. He said he would not go to the University tomorrow.

2. Раскройте скобки, поставив глаголы в нужную форму согласно правилу согласования времен:

1. The engineer was told that he (may) test the device in the afternoon.
2. It was known that the head of our laboratory (to be) a graduate of our Academy.
3. They thought that she (to graduate) from a technical institute.
4. When I came they (to tell) me that he (to leave) half an hour before.
5. The chief engineer believed that we (to work) at the problem for a month the following year.
6. We were told that it (to be) cold on the following weekend.
7. He did it better than I (to expect).
8. He asked the students whether they ever (to see) such a book.
9. We thought that he not (to be able) to make his work in time and therefore (to offer) to help him.
10. When I came they (to tell) me that he (to leave) half an hour before.

3. Определите, чем выражено дополнение, переведите предложения на русский язык:

1. The students of our group wrote a test work yesterday. They said it was very difficult.
2. We see that the basic design of the computer has not changed much in the last few decades.
3. The company provided users to select items from menus' of choices by manipulating the mouse.
4. To copy a file from one disc to another the user could use a mouse to select and "drag" a picture that represented the file.
5. A computer will do only what it is precisely told to do.

6. They asked when they should deliver the device.
7. We did not know if he was responsible for this work.
8. We are sure it is possible to change the terms of work.
9. We do not know whether such service stations are useful and convenient in practice.
10. It was realized that large computers are capable of carrying out a lot of tasks.
11. At first it was not clear whether new telephone and teletype communication with ships via six satellites was economical and reliable or not.
12. Specialists did not know if it was possible to continue modernizing the electronic equipment of this kind - the costs were too high.
13. I did not know then if I should see him again.
14. The lecturer told me to look up this term in a good dictionary

4. Переведите на английский язык:

1. Мы полагали, что он скоро вернется.
2. Я задумался о том, что нас ждет в будущем.
3. Он не мог вспомнить, куда он положил свой учебник.
4. Он предупредил, что тест будет трудным.
5. Они сказали, что пробудут у нас только две недели.
6. Мы спросили преподавателя, когда мы будем писать словарный диктант.
7. Они сказали, что уже просмотрели статьи по этому вопросу.
8. Мы знали, что ее родственники живут в Качканаре.

5. Переведите следующие предложения из прямой речи в косвенную:

Примечание. При переводе из прямой речи в косвенную происходит замена

местоимений, наречий и т.п.: *now - then; here - there; yesterday - the day before; tomorrow - the next day.*

Ex: He said, "There will be some changes in the timetable tomorrow". –

He said (*told (us)/informed (us)/explained/announced/insisted*) that there would be some changes in the timetable the next day.

1. The director said, "I won't support this idea".
2. The programmer said, "I shall never change my mind".
3. The chairperson said, "We shall put off the discussion of this issue till tomorrow".
4. He said, "Whatever you say I'm right".

6. WORD-BUILDING

Запомните следующие приставки:

Приставка	Значение	Примеры
Un-	отрицательная	unhappy, uncomfortable, unreal
in-	отрицательная	indefinite, ineffective, informal
ir-	отрицательная	irregular
il-	отрицательная	illegal
im-	отрицательная	impossible, immoral, impolitic
non-	отрицательная	non-standard, non-resistant
anti-	отрицательная	anti-social, anti-constitutional
dis-, de-	противоположное значение	to disorganize, to decode, demobilization, denationalization
counter-	против, контр-	counteraction, counterrevolution
mis-	неправильно	mistake, misunderstanding
re-	повторность действия	to rewrite, remake, but: to replace, to remove
in-	внутри	inside
out-	снаружи	outside
inter-	между, взаимно	interplanetary, interaction
over-	сверх- пере-	overproduction
super-	сверх-, над-	superstructure
Under-	под-, ниже-	underproduction
sub-	под-	submarine, subgroup
pre-	до-	prewar
post-	после-	postwar
semi-	полу-	semiconductor
multi-	много	multinational
poly-	много	polyphony, polygamy
uni-	один	uniform, unidirectional
en-, be-	используется для образования глаголов от прилагательных и существительных	to enlarge, to belittle

7. Переведите следующие слова:

renew, renewal, renewable; reorganize, reorganization; reuse; rebuild; remake;

material, immaterial; important, unimportant; perfect, imperfect; possible,

impossible, natural, unnatural; limited, unlimited;
 to like — to dislike; illusion — disillusion; comfort — discomfort;
 supernatural; superpower; supersonic; superconductor;
 rich — to enrich; large — to enlarge; close — to enclose; to estimate — to overestimate;
 subsystem; subcommittee; subdivision; subsurface;
 underdeveloped; underground;
 non-effective; non-essential; non-standard; non-metal; non-stop;
 anti-fascist; counter-espionage; counter-attack;
 ex-champion; ex-minister;
 demobilization; demoralization; denationalization;
 pre-capitalist; prehistoric; post-operative;
 co-author; interrelation, intersection, interurban.

8. Образуйте производные слова согласно образцу и переведите:

- a) *computer* — *microcomputer*; chip, electronics, film, phone, processor, wave, organism;
 b) *computer* — *minicomputer*; screen, tour, bus, size;
 c) *tidy - untidy*: pleasant, known, able, democratic, cultured, true, happy, kind, lucky.

KEY TERMS

9. Запомните следующие слова:

camera-ready copy (CRC)	фоторепродуцирующий оригинал-макет
cathode-ray tube (CRT)	электронно-лучевая трубка
computer tomography (CAT) scan	компьютерная томография
computer-aided instruction (CAI)	компьютерное обучение
copy protection	защита от копирования
data encryption	шифрование данных
ergonomics	эргономика
hackers	хакеры
magnetic resonance imaging (MRI)	магниторезонансная обработка изображений
password	пароль
shareware	условно-бесплатное ПО
systems analyst	специалист по системному анализу
telecommuting	режим дистанционной работы
user group	пользовательская группа
virus detection program	программа обнаружения вируса
word processing program	программа подготовки текста

10. Прочтите и переведите текст.

TEXT A

COMPUTERS AND SOCIETY

Computers are being used throughout our society to increase the productivity of many different types of users. Some of the key issues regarding the role of computers in society today are summarized below. While some people fear the change that computers represent (this fear is known as technophobia), others are taking advantage of the new capabilities they offer. For example, using computers and communications technologies, some people are working out agreements with their employers wherein they do their work in their homes. This is known as telecommuting.

As computers continue to provide new benefits in productivity, they also introduce new problems that must be addressed if we are to use computers to our best advantage. With so much information stored about each of us in huge databases across the country, there is a legitimate concern for the protection of our right to privacy. In response to this concern, a number of legislative acts have been passed over the years to protect these rights.

Concerns about the computer's affect on our health have also been raised. As a result, computer manufacturers are continually working to improve the safety and usability of their products.

Ergonomics is the study of how humans interact with all kinds of machines, not just computers. The computer industry is attempting to solve problems related to the use of computers. Special attention has been focused on ergonomic factors that can improve the design of input and output devices in order to reduce fatigue and other work-related problems. In addition, new software designs utilize standard ways to carry out standard computer tasks. If the computer-user interface used in software programs is the same or very similar from one program to the next, the user can generalize from information previously learned.

Along with the proliferation of computers in our society, crimes related to the use of computers have also increased. Corporations have had to devise sophisticated methods for protecting both their computers and their computer-stored data. Some computer users unwittingly commit a computer crime by making copies of their computer programs for others. One method that software manufacturers have used to protect themselves against this kind of software piracy is to offer site licenses, which allow the purchaser of a program to make a specified number of copies of the program to be used only in a specified location.

Both those who intend to be computer professionals and those who will work in other professions need some computer training in order to be effective workers in the information age. A wide variety of computer-related courses is available. Some computer courses are required as part of advance degree programs at universities, but many other types of training can be found through special-interest discussion groups, called computer user groups. Additionally, many

professional organizations offer computer training in topics that are of particular relevance to their members.

11. Ответьте на вопросы:

1. How are computers used in business, educations, medicine, science, and art?
2. How is the science of ergonomics related to the computer and its user?
3. Why is privacy an issue that arises with the increased use of computers throughout our society?
4. If you give your friend a copy of a software program that you have purchased, are you committing a crime?
5. What are some of the methods used to protect computer systems and their data from theft?
6. What is a computer virus and how is it similar to human viruses?
7. Why is the study of ethics an important computer-related issue?
8. How can you prepare yourself for a role in the information age?

12. Переведите на русский язык:

Entry-level jobs; data input process; data-entry people; high-quality graphics; ad agencies; on the fly; in the long run; camera-ready copy; in-house training; special interest discussion groups; **computer-related courses; retail store; to get stuck; to be familiar.**

13. Запомните слова:

applicant	кандидат, претендент, соискатель
attempt	попытка
commit	совершать, фиксировать
continually	непрерывно
devise	разрабатывать, изобретать
facilitation	облегчение, помощь
fatigue	усталость
fear	опасение, страх, испуг
huge	огромный
issue	вопрос, проблема, экземпляр
installation	установка, инсталляция
maintenance	содержание, текущий ремонт
proliferation	распространение
safety	безопасность
unwittingly	непроизвольно, невольно
usability	удобство работы, простота работы

14. Прочтите и переведите текст.

TEXT B

TRAINING FOR COMPUTER PROFESSIONALS

The invention and evolution of the computer has resulted in millions of new types of computer-related jobs. From those who enter the data to those who maintain the largest computer systems, there continues to be a worldwide demand for workers who are trained to play a role in the development and use of computer technology.

Data Input Positions. Many of the educational resources can provide the kind of training that you will need for entry-level jobs in the computer industry. Skills related to the use of the basic types of applications programs will often be sufficient for those who want to be involved in the data input process. Because computers are used to store vast amounts of data, there is a great need for people who can use a keyboard, or other input devices, to get data into the system. As companies have become computerized, much of the training of employees to use computers has taken place on the job. Often this training takes place on the fly. Data entry people learn how to use a word processor while using it to do their job. When they get stuck, they refer to manuals and they ask questions. However, many companies have learned that it is more profitable to use a more realistic approach that provides in-house training or payment to employees who attend courses offered elsewhere.

As the use of computers has become more common, many businesses now are more likely to require potential employees to have computer skills before they are hired.

Technical Support Positions (Technicians). Technical support people help in the installation of hardware and systems software. After installation, they are involved in maintenance of the equipment. They also maintain networking hardware and data communications systems. These employees should be familiar with diagnostic procedures and electronics, and they should be able to read and understand technical manuals. These jobs require at least two years of college, but often a bachelor's degree is preferred.

Customer Support Technicians. There are varieties of companies that require customer support technicians. For example, manufacturers of computer hardware and computer software usually hire technical support personnel to answer user's questions related to the company's products. These people need to know not only about their company's products, but also how the products interface with other systems. Retail stores that sell computer hardware and software may also have positions for technical support people in order to keep their customers satisfied.

Technical support personnel usually have a background in computer technology before they are hired; nevertheless, since these positions require knowledge of a great variety of potential hardware and software problems, these employees will usually receive additional specialized training.

Technical Writers. There is a large demand for people who can write instructional manuals about how to use computers and related technologies. All of today's hardware and software products include user manuals, reference guides, and often a variety of other technical documents. Technical writers create these documents. Technical writers may also work with computer trainers to produce training materials and they may be called upon to produce specification sheets, product information sheets, brochures, and newsletters.

The technical writer must be skilled at translating technical jargon into a simplified language that can be readily understood by users of the product. Today, the technical writer is frequently called on to produce camera-ready copy for their employers. This requires special training in the use of desktop publishing and graphics programs, as well as knowledge of page design and a variety of other publishing skills.

For large projects, the technical writer may also become a project manager who works with technical editors and document-production staff during the production of the manual. As part of the production of technical documents, technical specifications must be deciphered, interviews with engineers and programmers must often be conducted, and arrangements must be made with data-entry people, desktop publishers, artists, photographers, and printers. The more of the skills a technical writer has, the more they can offer to potential employers. Sometimes technical writers are hired as outside consultants. Since technical writers must demonstrate knowledge of computer technology and possess excellent writing skills, they often have extensive experience and considerable education. An applicant for a technical writing position must usually show potential employers copies of manuals they have previously written.

Computer Artists. With the proliferation of hardware and software products designed to facilitate the creation of high-quality graphics, there is a growing demand for people who have the skills to put them to use. Ad agencies and design houses are now using microcomputers to create professional marketing documents and other types of advertising. Magazines, newspapers, and book publishers are hiring designers and graphics artists who are able to do their work on computers. Computer artists usually have completed specialized training in art and in the use of computer graphics programs.

Computer-Based Training Specialists. Many types of organizations are now hiring trainers to develop and implement computer-based training programs for their employees. These training programs may be entirely or partially delivered by computer. The designer of a computer-based training program must have a great deal of knowledge about the topics being taught and about the hardware and software that is used in the training. These specialists must have education and experience not only in computer technology but they must also have skills in all methods, and they must possess excellent communication skills, both verbal and written. They are often also responsible for developing the training manuals and instructional materials that often accompany computer-based training programs.

15. Ответьте на вопросы:

1. What computer-related jobs do you know?
2. What functions do technicians perform?
3. What skills must technical writers possess?
4. How many years of college training does a job of technical writer require?
5. What are the functions of a computer artist?
6. What skills must computer-based training specialists have?

16. Прочтите и переведите текст.

TEXT C

COMPUTER OPERATOR POSITIONS

Customer Support Personnel. Customer support staffs are often employed by manufacturers of computer hardware and software to provide information and advice to customers. If the customer is purchasing a complex computer system, these employees may have to spend a great deal of time at the customer's office during installation. They are to assure that no problems arise during and after the installation. These employees must know how to work with programmers and engineers. Usually they have experience and training in systems analysis and programming. They may also be involved in training the customer's employees to use the products.

Sales Personnel. There are a large number of jobs available for people who have the skills to sell computer hardware and software. These people may work for the manufacturers of products or they may work for retail or wholesale houses that sell hardware or software products. The growth of the computer industry has also resulted in technical sales positions with publishers of technical books and magazines and a number of other businesses related to the use of computers. In addition to having skills in sales, these employees must have knowledge of the products they are selling.

Database Managers (Database Administrators). These employees are responsible for the development of an organization's database-management system or they may be responsible for the maintenance of a system already in place. They generally do not have to be hardware specialists, but they must have completed extensive training on using database-management software. In addition, they must have experience to solve problems related to the organization's data. These positions generally require at least two years of specialized training. An applicant with a college degree will have an advantage when applying for these positions.

Data Control Positions. Because data is so important to businesses and other organizations, it is important to have a mechanism for checking the accuracy of data input into the system. Data control employees are responsible for double-checking data that is input by other people. They keep records and conduct periodic checks to be sure that procedures are being followed. These employees

usually have completed at least two years of training at a college or technical school.

In addition, an organization may hire one or more individuals who are responsible for managing and protecting the organization's data storage media. The employees who keep track of active and backup copies of data may also be responsible for the protection of data and programs against theft or damage. Often these employees need at least two years of college or technical school training.

These people keep complex systems running. They may be involved in scheduling data analysis and maintaining program and data files. There are a number of different levels of these positions. The entry-level position usually requires at least a degree from a two-year college or training at a technical school. Experience and on-the-job training can lead to advancement to higher-level positions. A college degree in a technical field is generally required for highest-level (management) positions in computer operations.

Computer Professionals. The development of new hardware and software and the installation and maintenance of computer systems are areas that are handled by professionals with extensive training in computer science. Engineers and programmers (software engineers) are responsible for the development of hardware and systems software. These employees may work with a systems analyst in the design and implementation of data-management systems.

Engineers and programmers are generally classified into trainee, junior, or senior (lead) levels. Trainees may have as little as two years of college, but more often, a college degree is required. Often trainees have little or no practical experience with the organization's computer system and must therefore work under the supervision of others. With more experience and specialized education, trainees can move to the junior level. Often additional specialized education, such as a graduate degree in a technical field, along with a great deal of experience is required before a junior employee can become a lead engineer or senior programmer.

Systems analysts. Systems analysts are often responsible for developing and implementing new computer-based data-management systems. They are also responsible for maintaining and implementing changes to existing computer systems.

A systems analyst may be an engineer or a programmer, and often needs to have specialized skills related to the overall design of an organization's computer system.

The analyst must also have the organizational and communication skills (written and verbal) to serve as a liaison between all the users of the computer system. This person must have education and experience in computer technology and should have knowledge about computer programming and training in the type of organization where employed. A bachelor's or master's degree in computer science with additional training in business administration or a related technical field may be required.

Experienced managers of the departments that are responsible for overseeing an organization's computer operations are always in demand. There are a number of jobs available for people-oriented individuals who want to be involved at the management level. Managers are needed throughout the computer industry, as well as in companies and organizations that have installed extensive computer systems.

Managers of operations, information systems managers, database managers, managers of systems development, product managers, managers of technical support, and managers of end-user support are all needed in today's computer-using organizations.

REVIEW QUESTIONS TEST

17. Ответьте на вопросы:

1. Computers can now be found in every school. The key to their effective use is in the development of good learning software. Contrast computer-aided instruction and computer-managed instruction programs.

2. What software programs and what computer devices are used in the process of creating camera-ready copy?

3. What does the term ergonomics refer to? Describe why it is important to all computer users.

4. With the increased use of computers to store large amounts of information about all citizens there is increased concern about privacy. Describe how computer data could be used to reveal private information about taxpayers, health service users, or credit card users.

5. As computers take on a more important role in our society, computer crime becomes more of a problem. Name three types of computer crime and describe ways to combat each.

6. Today, the number of jobs that are related to the use of computers or the maintenance of computers is growing steadily. Describe four different computer related jobs and the skills these jobs require.

LESSON 5

Определения

Определительные придаточные предложения

Суффиксы и приставки

Text A. Word processing and desktop publishing

Text B. Word processing

Text C. Editing your document

Text D. Desktop publishing

PRE-TEXT EXERCISES

1. Переведите словосочетания, обращая внимание на разные способы выражения определения:

Computer's operation, computer's evolution, hundreds of different English-like programming languages, coded instructions used to instruct the computer, machine language, assembly language, high-level language, machine-language instructions, binary-coded sets of ones and zeros, easier-to-use programming languages, natural language approach, special syntax requirements, object-oriented techniques, graphics-oriented systems, Microsoft's Windows operating environment, Apple Macintosh operating system.

2. Найдите определения в следующих предложениях и переведите их на русский язык:

1. The device made in our laboratory will be used in industry.
2. Scientists working at new computer programs have a lot of different problems to solve
3. A citizen of our country was the first to circle the globe.
4. Computers of different types and sizes have appeared in every country of the world.
5. Materials necessary to produce supercomputers are difficult to make
6. A system capable of transmitting long distance messages was developed at the end of the last century.

3. Укажите способы присоединения придаточных дополнительных и определительных предложений к главному, переведите предложения на русский язык:

1. When the mass production of computers began, people realized they wanted to have computers at homes.
2. Experiments proved that a photon could greatly increase the operation of a computer.
3. Can you tell me whether computers are used for desktop publishing?
4. It became clear computerization had a great influence on people's life.
5. Russian newspapers informed that about 2,000 satellites had been launched into the orbit.
6. People often view problems the way they want to view them.
7. Every task a computer does must be programmed.
8. Life has a purpose that must be fought for.
9. There is no particular reason why this should be so.
10. Everything comes to him who knows how to wait.
11. This is the only way by which we can distinguish which of the two events came first.
12. Most laboratories have some devices that are being used for demonstration purposes.

4. Укажите, чем выражено определение:

1. Yesterday, we watched a very late TV program of a football match.

2. Our electronics and radio electronics industry have developed from the country's only radio laboratory in Nizhny Novgorod.

3. It was announced that 1,000 well-equipped sport clubs could be opened in this country.

4. Mendeleev was the first to make a classification of chemical elements.

5. The experiments carried out by these scientists didn't give any positive results for a long time.

6. Communication satellites used by all countries make intercontinental television transmission possible.

7. The number of components supercomputers consist of is great.

8. The new methods applied in computer technology were more effective.

9. The results obtained showed that this theory was right.

10. Materials new computers depend on must be of the best quality.

11. Nowadays computers capable of performing billions of operations a second are required.

5. WORD-BUILDING

а) Переведите следующие слова, обращая внимание на суффиксы и приставки:

technical, vocational, optional, educational, national; guaranteed, specialized,

qualified: economics, physics, mathematics; co-education, coexistence, cooperation;

hill-time employment; post-war, post-revolutionary; post-graduate, undergraduate.

б) Переведите следующие слова, обращая внимание на отрицательные

приставки *un-*, *ir-*, *dis-*:

unbalanced, unequal, undone, insignificant, unnecessary, unemployed, unbalanced, untested, unloaded, independent, inorganic, irrespective, irregular,

irreversible, impossible, underdeveloped, underline, underground; to disappear, to

displace, to discharge, to disagree; unhappiness, unexpected.

в) Переведите следующие слова, обращая внимание на суффиксы – *ize*, *-ssion*, *-tion*, и приставки *sub-*, *re-*, *dis-*, *mis-*:

expression, equation, calculation, approximation; characterize, organize, generalize, individualize, materialize; subdivision, subinterval, subway, subtropical,

subnormal, submarine; to rewrite, to remake, to reread, to rearrange; displacement,

disintegrate; to misunderstand, to mislead, to mispronounce, to misinform.

d) Образуйте от приведенных ниже слов прилагательные с суффиксами *-able, -ible; -less, -full* и переведите их:

to drink, to eat, to understand, to read, to access, to suit, to obtain, to win, to reuse, to wash, to transfer, to value, to compare, to convert; color, taste, home, sleep, use, hope, help, tact, joy, care, respect.

e) Переведите следующие слова, обращая внимание на суффиксы и приставки:

to resist — resistance — resisting — resistant; physics — physical;
 to distribute — distribution — distributor — distributed — distributive;
 to value — value — valuable — evaluation — devaluation;
 to attract — attraction — attractive — to distract — distraction;
 to modify — modifier — modification;
 to arrange — to rearrange — rearrangement;
 to mix — mixer — mixture.

KEY TERMS

6. Запомните следующие слова:

arrow keys	клавиши со стрелкой
centered justification	выравнивание по центру
defined style	заданный именованный набор параметров для форматирования текста (размер и гарнитура шрифта, выравнивание текста)
dragging	перетаскивание
font	шрифт
footer	нижний колонтитул
header	верхний колонтитул
help option	опция подсказки
insert mode	режим вставки
insertion point indicator	указатель точки вставки
justification	выравнивание
macro	макрос
mail-merge	формирование стандартных писем слиянием
menu	меню,
optical character recognition (OCR)	оптическое распознавание символов

page composition program	программа пополосного набора,
page preview	предварительный просмотр
ragged justification	неровное выравнивание
right justification	ровное выравнивание
ruler line	строка линейки
save option	опция сохранения
scroll bar	линейка прокрутки
scroll box	ползунок линейки прокрутки
spell checker	программа проверки правописания
status information	информация о состоянии
text style	стиль текста
thesaurus	тезаурус
typeface	гарнитура шрифта
typeover mode	режим перезаписи
word wrap	автоматическое выравнивание текста (укладка текста)
WYSIWYG	What You See Is What You Get

7. Прочтите и переведите текст.

TEXT A

WORD PROCESSING AND DESKTOP PUBLISHING

Word processing programs provide software tools that make it easier to edit text on the computer's screen, to prepare that text for printing, and to save a document as a file on disk for later retrieval.

Using the keyboard, text is entered starting from the left side of the screen (determined by the left margin setting for that particular document). When enough characters are entered to reach the end of the line, the Return key could be pressed to end that line and drop the cursor down to the beginning of the next line.

Alternatively, modem programs can detect the position determined by the right margin down to the beginning of the next line (known as the word wrap feature).

Many word processing programs provide a way to search for characters in the document, and a way to replace found text with different characters. A spell checker is a special feature of some modem word processing programs that is used to check the spelling of words in your document against a dictionary of words that can be accessed by the program.

Desktop publishing (DTP) programs evolved to meet the needs of page designers. They add special capabilities for displaying and managing graphics,

fonts, and other page design features like lines and boxes, and they can display a close representation of what your printed pages will look like (known as WYSIWYG, or what-you-see-is-what-you-get).

Desktop publishing programs provide the capability to define styles (define text attributes for each section of a document).

Image scanners convert printed pictures or photographs to digital files that can be incorporated into a desktop publishing document. With optical character recognition (OCR) software, an image scanner can also be used to convert printed text to disk files that can be read by a word processing program.

8. Ответьте на вопросы:

1. What is the advantage of using a word processing program's "word wrap" feature?
2. What is a "ruler line" and how is it used?
3. What are the two types of dictionaries used by modern word processing programs?
4. What are the main differences between word processing and desktop publishing?
5. What is WYSIWYG?
6. How can images be incorporated into documents?

9. Переведите текст.

TEXT B

WORD PROCESSING

In the past, people processed words using typewriters. Although the typewriter did a fair job of getting readable characters into paper, once they were there it was hard to get them off. And because you didn't get a chance to see your words until they were on paper, by the time you realized you had made a mistake it was too late: you had to try to erase the mistake or start the document over. This problem was solved when computer word processing programs gave you a chance to preview the pages of your document before they were printed.

Word processing refers to the use of a computer program to prepare and print documents. A word processing program can be used to create letters, memos, and a variety of other types of documents. Word processing programs include features that are used to create, edit, format, save, and print documents.

For our purposes, we will define a word processing document as a text file that was created using a computerized word processing program. Such a file can be revised and reformatted as often as necessary. If the computer has a printer attached, the document can be printed as often as necessary. Today, if you are using a modem, full-featured word processing program, your documents can even include graphics. In addition to text, a modem word-processed document can

contain special page-design elements such as lines and boxes designed to make pages easier to read.

Word Processing Program Design. For many first-time users, a computerized word processing program might seem very much like using a typewriter. The characters and punctuation are typed using a keyboard that looks very much like the one on a typewriter. The big difference is that the characters are not printed directly to paper, but are instead displayed on the monitor screen.

Document Status. Usually the word processing program includes status information at the top or at the bottom of the screen that displays the name of the file you are working on and the page, line, and character number related to the current position in the document.

Menu Options. Many modern word processing programs also include a set of keywords across the top of the screen that refers to menus that provide program options. With these word processing programs, selecting a menu name results in a display of that menu. Each menu groups and summarizes specific areas of the program's functions. An option title is selected from the menu to initiate that option. Often, selecting the menu title "opens" that menu directly beneath the title.

The Cursor. Word processing programs display either an on-screen cursor or an insertion point indicator. The cursor indicates the position at which the next character entered will be placed. The cursor may be a horizontal bar that is displayed beneath text characters or a rectangle that overlays each character. Many modern word processing programs use an insertion point indicator that is a vertical bar narrow enough to be displayed between characters. We will refer to each type as a "cursor."

If the word processing program supports the use of a mouse, the cursor can be moved to a new position by repositioning the mouse pointer and pressing a button on the mouse. The cursor can also be moved by pressing one of the arrow keys on the keyboard. Each press of a left- or right-pointing arrow key moves the cursor one character position in the direction of the arrow, each press of an up- or down-pointing arrow key moves the cursor up or down one line. Many beginners make the mistake of repositioning the cursor by pressing the spacebar. Many typewriter users got used to moving to a new position on the page by using the typewriter's spacebar. But that method should not be used with a word processing program because the program places an invisible space-holding character at the cursor position every time the spacebar is pressed. Likewise pressing the Return key adds a line-holding character at the cursor position and moves the rest of the lines in the document down one line. (The Return key is sometimes referred to as the Enter key).

If either of these keys is used for cursor placement, you will soon fill up your document with these invisible characters. To avoid this problem, some word processing programs include an option that displays a special character on the screen to indicate the presence of each invisible character.

Some word processing programs include other cursor movement options that provide ways to move between words or between pages in the document. For example, special key combinations or menu options may provide a way to go to a

different place in the document. Many of today's word processing programs provide menu options for navigating through the document and for initiating many of the program's main features. Most also provide a set of keyboard shortcuts for the same purposes. Many programs take advantage of the Control key that appears on most keyboards. You hold down the Control key while you press one of the letter keys as a shortcut method of initiating a program option.

Many modern word processing programs support the use of a mouse as a pointing device. If so, you may be able to move through your document by repeatedly clicking the mouse button while the pointer is positioned over the scroll bar that is displayed at the right side of the screen.

You can also move to a new position in the document by dragging the scroll box up or down. "Dragging" means to position the mouse pointer over the scroll box, hold down one of the buttons on the mouse, and move the scroll box up or down.

When you release the mouse button, a new section of text will be displayed that is associated with the area of the scroll bar where you placed the scroll box. You can also move the area of text displayed by positioning the mouse pointer over the scroll arrows at the top or bottom of the scroll bar and then clicking the mouse button. Each click on the scroll arrow moves the display one line. It may take some experimenting with the scroll bar, the scroll box, and the scroll arrows to learn how much each action changes the displayed position in the document.

Entering Text. Using the keyboard, text is entered starting from the left side of the screen. The left side starting position is determined by the left margin setting for that particular document. When enough characters are entered to reach the end of the line, the Return key could be pressed to end that line and drop the cursor down to the beginning of the next line. However, using today's word processing programs, you don't have to press the Return key to end each line. Modern programs can detect the position determined by the right margin setting and automatically move the cursor down to the beginning of the next line. This is known as the word wrap feature. It makes it easy to keep your hands on the proper character keys because you don't have to take them off to press the Return key to end the line. In addition, if you enter the words automatically wrap to the next line, any changes you might make later will automatically be reformatted.

The Tab key is used to add blank spaces at the beginning of text lines or between words. Each press of the Tab key moves the cursor to the next preset tab position. To add blank lines between paragraphs or titles, you press the Return key (once for each blank line). Remember, as described earlier, the program will place an invisible line holding character at the cursor position each time you press the Return key.

10. Отвѣтьте на вопросы:

1. How did people process words in the past?
2. What were the disadvantages of using typewriters?
3. What can word processing program be used to?
4. Where is a set of keywords situated?

5. What does the cursor indicate?
6. What is the Tab key used to?

11. Прочтите и переведите текст.

TEXT C

EDITING YOUR DOCUMENT

Most of today's word processing programs provide "full-screen" editing. That means you can move the cursor to any position on the screen and change the text that appears there. You just move the cursor to that position and begin typing. If you are in insert mode, each new character you add will be inserted at the cursor position and the characters that follow will be pushed to the next position. If you are in type-over mode, each new character you enter will replace the character at the cursor position. The rest of the characters on that line will not be moved.

Deleting Text. Most word processing programs have been programmed so that one or more keys on the keyboard can be used to delete text. Most computer keyboards have a Delete key that is usually used to delete the character that is at or to the right of the cursor position. Each time you press the Delete key, the next character is deleted and the characters that follow on the line are moved one position to the left. Since the spacebar, the Tab key, and the Return key insert invisible characters into your document, they too can be erased using the Delete key. With most word processing programs, the Backspace key is also used to delete characters. However, the Backspace key generally deletes characters to the left instead of to the right

Formatting Your Document. All word processing programs have a number of features that make it easy to format your document. This includes features for setting margins, tabs, and indents. Modern word processing programs also generally include options that give you a way to format special headers and footers that will appear on every page of the document automatically.

Setting Margins, Tabs, and Indents **Setting Margins.** Word processing programs provide a way to set the left and right margins for each document. The margins are usually set by entering a number, in inches or other unit of measure for left, right, top, and bottom margins.

The Ruler Line. Some word processing programs provide a visual representation of the current margins, indents, and tab settings by displaying a ruler line. A ruler line is a horizontal line across the screen with the margins, indents, and tab settings noted along it. With some word processing programs, you can insert additional ruler lines throughout the document to change the formatting for text that follows it.

Setting Tabs and Indents with a Mouse. Some modern word processing programs take advantage of the mouse's pointing and dragging capabilities by providing a ruler line that lets you set the tabs and indents more directly by positioning special markers along it. Notice that there are small pictures, known as

icons, displayed along this type of ruler line. After highlighting areas of text (by holding down the mouse button and dragging the mouse pointer across the text area), you can reset the indents, tabs, and other formatting features by clicking on the ruler's icons with the mouse. For example, you could use the mouse to drag the left-indent marker to the right until it is positioned under the ruler's one-inch mark. As a result, the text that is highlighted will be indented one inch.

Setting Alignment and Line Spacing. Many of today's word processing programs give you a great deal of control over your document's alignment of text and line spacing. Most provide a way to align your lines of text along the left margin, leaving the right ends of the line ragged. This is left justification. Some programs let you align the right margin, leaving the left end of the text lines ragged. This is right justification. You can also set paragraphs as full justified: the program adds spacing between words or letters on each line so all lines will end evenly at the margins. Finally, you can center each line of text.

Different word processing programs provide different ways to set text alignment. You can set the alignment for all text in a document, for a block of text that follows a ruler line, or for a block of text that has been highlighted. Some word processing programs also let you set the line spacing for the entire document or for selected paragraphs.

Saving Your Document. Modern word processing programs give you a chance to save your work to disk at any time. Experienced users don't wait until they have finished entering text and editing their document before saving: they save periodically as they work.

Save Your Work Often. There are good reasons for saving your work often. If something happens to the computer's power supply, you could lose all the work you did since the last time you saved. When you are working on a document, a record of what you enter is kept in the computer's memory. If the computer is turned off, or if there is even a momentary interruption of power to the computer, this memory will be erased and all your work will be lost if you have not saved it.

Save to Disk Options. With most word processing programs, your document is not permanently saved to disk storage until you name and save it using a Save or Save As option. Some programs require that you specify a name for the disk file when you start the document; others don't ask for the name until you choose the Save option. Either way, with most word processing programs, you have to select the Save option to save the file on disk.

Printing Your Document. Word processing programs include special features that communicate the document's text and formatting to a printer that is attached to your computer. To use a printer with your word processing program, you may have to tell the program what type of printer you are using. Most word processing programs provide special subprograms called "drivers" for each type of printer that the program can use.

Background Printing. With some word processing programs, if used with suitable computer systems, you may be able to continue working on your

document while printing. This is known as “background” printing. With some systems, you can even use other programs while your document is being printed.

Other Word Processing Features. Today’s word processing programs often include a great variety of additional editing and formatting features. Each new revision of a specific word processing program will likely add at least a few new features to make the program more attractive to potential buyers. While many of these features are not commonly used with simple documents, some can be invaluable when your document becomes more complex. Some of the more common editing and formatting options are described in the following sections.

Block Operations. Once you have entered some sentences and paragraphs in your document, you may find that you want to copy or reorder some of them. If your word processing program does not have the capability to deal with blocks of text, you would have to reenter it all over again.

A Two-Step Process. Managing blocks of text in word processing is a two-step process. First, you have to specify the text block you want to work with. This is usually done by highlighting the text block. Second, you choose a block operation that acts on the selected text block.

First, the user highlights the block of text. This can be done by positioning the cursor at the beginning of the block, selecting a “start block” option, and then moving the cursor to the end of the block and choosing an “end block” option. With most programs, the block will be highlighted. If you are using a mouse, you can usually highlight the block by dragging the mouse pointer across the block of text while holding down one of the mouse buttons. The second step in the above example shows that the user then selected a Move Block option. At that point, most programs would ask you to specify a location for the block. Once the location is specified, the highlighted block of text will be moved to the new location. Once a block of text is highlighted, it can also be copied. This leaves the original block of text in place and places a copy of it in the specified location. Also, once it is highlighted, a block of text can also be deleted.

Search and Replace Options Searching for Text. In longer documents, it may be difficult to find a particular word or sentence. For that reason, many word processing programs provide a way to search for one or more characters the document.

Replacing Text. In addition to searching for characters, many word processing programs provide a way to replace the found text with different characters. For example, you may want to change every occurrence of the words “Patent 1993” with “Patent applied for 1992” throughout an entire document. Using the Search and Replace option, you can specify a search for the first phrase replacing it with the second. You can choose to replace the text the first time it is found, or you can replace it throughout the document.

Headers and Footers. Most modern word processing programs provide a way to enter a line of text that will be printed at the top of each page of your document (a header) and another that is to be printed at the bottom of each page (a

footer). Such programs often give you a way to automatically insert the current page number in the header or footer

Spell Checkers. A spell checker is a special feature of some modern word processing programs that is used to check the spelling of words in your document against a dictionary of words that can be accessed by the program.

Thesaurus. Some word processing programs even give you access to a thesaurus to show you some alternatives to a selected word. As with spell checkers, the program attempts to locate the word in a dictionary of synonyms. If found the program displays a set of alternative words.

Mail Merge. Is a name for a set of special word processing features that make it easier to prepare form letters. Using these features, you can leave blank areas in a letter (for example, the inside address and the salutation). To personalize the letter, these blanks can be filled automatically just before each letter is printed by instructing the program to insert names from a list of names another computer file

Macros. To avoid the need to constantly repeat of ten used keystrokes, some word processing programs give you a way to store a series of keystrokes as a macros. You can usually start the stored keystroke sequence by pressing one special key or a combination of two keys.

Help. Many word processing programs provide a special option to give you help with all the program's features. When you choose the help option many programs will display a list of word processing topics for which help is available.

Page Preview. A number of new word processing programs now provide an option that allows you to see on-screen exactly, what your document will look like when it is printed. This page preview option lets you view each individual page of your document so that you can see if the margins and centering are right, and if the headers and footers look the way you want them to. For complex pages with multiple columns and a variety of text styles and sizes, this option is valuable for examining the balance of each page before printing.

12. Ответьте на вопросы:

1. What keys are used to delete characters?
2. What options are included to help the user in formatting a document?
3. What ways do word processing programs provide to set text alignment?
4. Why is it necessary to save the work often?
5. What is known as "background" printer?
6. What operations can be done with the highlighted block of text?
7. How can different words or characters be replaced throughout the document?
8. What does page preview option allow you to do?

13. Прочтите и переведите текст.

TEXT D

DESKTOP PUBLISHING

Word processing programs were originally designed to produce simple documents like letters or memos. Today, even the most capable of our modern full featured word processing programs are line oriented: that is, they make it easy to create and print documents that are composed of lines of print. But as personal computers and printers become more capable, users want to put more than simple lines of text into their documents. With today's computer systems, you can work with graphics as well as text, and while some of the newer word processing programs can import graphics files, they are not designed to work with lines of text that flow around or interact with graphics. That specialty area is the domain of desktop publishing programs.

The Evolution of DTP. Desktop publishing (DTP) programs evolved to meet the needs of page designers. Sometimes known as page composition programs, desktop publishing programs provide many word processing functions, but, in addition, they add special capabilities for displaying and managing graphics, fonts, and other page-design features like lines and boxes. Desktop publishing programs are designed to help you work on pages details presentation of what your printed pages will look like as possible. This is known as WYSIWYG (what-you-see-is-what-you get). The term is pronounced "wiz-wig."

The Role of the Laser Printer. A key to the rapid growth in popularity of desktop publishing programs was the invention of the laser printer. Laser printers noiselessly produce high-quality text and graphics on plain paper. With the use of a full-featured desktop publishing program and a laser printer, a personal computer user can often produce the kinds of professional-looking documents that formerly required the services of a professional typesetting company. If higher-quality typesetting is required, the output from many desktop publishing programs can be sent directly to typesetting equipment or to very high-resolution laser printers.

People, who use desktop publishing to create professional-quality documents, often use their in-house laser printer to create proof copies of their document and then use service bureaus with specialized equipment to print the final version.

Importing Graphics. All desktop publishing programs provide a way to import graphics. Although their methods vary, most desktop publishing programs make it easy to insert these imported pictures into the document you are creating. The types of graphics files that can be imported are dictated by the capabilities of the desktop publishing program you are using. Once imported, pictures can be resized or moved to a new position in the document. Some desktop publishing programs even give you a way to edit the picture after it is brought into the desktop publishing environment, but generally, you create and modify the graphic in a separate graphics program.

Most desktop publishing programs also provide a limited set of graphics creation and editing tools that let you create and edit your own simple graphics as you develop the document. These tools are very useful for drawing lines and boxes

and other simple objects that can enhance your document by emphasizing important items on the page.

Standard Desktop Publishing Features. Desktop publishing offers more than graphics and text management. Desktop publishing programs provide a number of special features that make it easier to design complex pages that include text in a variety of fonts and sizes along with graphics and other page design elements. Many desktop publishing programs provide a way to organize your document's pages into blocks or frames. Following page layout principles that evolved long before the invention of personal computers, these programs help you design your pages by providing separate areas for blocks of text and graphics. Once created, text and graphics can then be placed into those blocks.

Page-Design Features. While word processing programs are designed to make it easier to create text lines and paragraphs, desktop publishing programs are designed to produce complete pages. These programs usually provide a number of different views of the page you are working on. You can display a full-page view to see how your overall page is looking, or you can work on page details by "zooming" in until a small portion of your page fills the entire screen.

Editing Mode. Some desktop publishing programs provide a special editing mode that allows the user to work with the text in a form that is much more like word processing. When the user selects this special editing option, all of the text is displayed in an easy-to-read font in a scrolling field. The user can then move easily from one part of the document to the next without having to spend the time required to display each page individually. Spell checking and search and replace options can also be performed more efficiently in this edit mode than they can in page mode.

Creating Standard Page Elements. Another special feature that users create professional documents is the capability to create text and design elements that will appear consistently on every page of the document. Generally, this option is used to create repeating page-design elements such as headers and footers. If the user wants to specify different design elements for right and left pages (as you might for a book), that is easy to do.

OCR Scanning. Scanners can be used to convert printed text to disc files that can be read by a word processing program or imported into a desktop publishing document. This type of scanning is known as optical character recognition (OCR).

Originally, OCR technology did not do a very good job of recognizing characters, and the process of cleaning up the mistakes was along and tedious process. Now the technology is improving, and the process of scanning printed documents can save a great deal of time over entering text by hand.

14. REVIEW QUESTIONS

Ответьте на вопросы:

1. In recent years, word processing programs have incorporated more document processing features. Name three of today's common word processing features that were relatively unknown a decade ago.

2. Describe two ways in which a desktop publishing program differs from a word processing program.

3. Describe the differences between using an image scanner to convert a photograph to a digital file and using the same scanner for optical character recognition.

4. When using either a word processing program or a desktop publishing program, text can be aligned in four different ways. Describe each type of alignment.

ПРИЛОЖЕНИЕ

UNIT 1

1. Порядок слов в английском предложении

Английское утвердительное предложение характеризуется прямым порядком слов, т.е. подлежащее всегда предшествует сказуемому, за сказуемым следует дополнение.

Ex: I see Ann. They often play tennis. Winter is cold in northern countries.

I	I	II	III	IV
Обстоятельство	Подлежащее	Сказуемое	Дополнение	Обстоятельство
<i>где? почему? как? когда? (либо в самом начале предложения, либо в конце)</i>	<i>кто? что?</i>	<i>что делает? что делают с подлежащим?</i>	<i>с кем? о ком? кому? на кого? у кого? и т.д. (соотв. всем падежам русского языка, кроме именит.)</i>	<i>где? почему? как? когда?</i>

Примечание. Определение (какой? какая? какие? какое?) не имеет постоянного места в предложении и занимает место либо перед, либо после определяемого слова.

1) **We study English every day.**
 подл. сказ. доп. обст. врем.
 Мы изучаем английский язык ежедневно.

2) **The students lived in Moscow last summer.**
 подл. сказ. обст. места обст. врем.
 Студенты жили в Москве прошлым летом.

3) **Now I tell you the truth.**
 обст. врем. подл. сказ. доп. доп.
 Сейчас я говорю тебе правду.

2. Множественное число имён существительных

а) Исчисляемые существительные в английском языке образуют форму множественного числа с помощью окончания – s, которое читается поразному.

-s		
[z]	[s]	[ɪz]
После гласных и звонких согласных	После глухих согласных	После шипящих и свистящих звуков
film – films	desk – desks	page – pages
name – names	sport – sports	age – ages
friend – friends	pilot – pilots	match – matches

б) Запомните особые формы образования множественного числа:

Мужчина	man – men
Джентльмен	gentleman – gentlemen
Женщина	woman – women [wɪmən]
Спортсменка	sportswoman – sportswomen
Ребёнок	child – children
Ступня	foot – feet
Зуб	tooth – teeth

в) Множественное число некоторых существительных образуется с помощью изменения согласной.

Жена	wife – wives
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Нож	knife – knives
Полка	shelf – shelves
Лист	leaf – leaves

г) Множественное число некоторых существительных совпадает с формой единственного числа.

Овца	sheep – sheep
Олень	deer – deer

д) Множественное число существительных, оканчивающихся на “y” после согласной, образуется с помощью окончания “s”, причём буква “y” меняется на “ie”.

Город	city – cities
Ребёнок	baby – babies

3. Артикль

Артикль – это грамматический определитель существительного:

а) неопределённый артикль a/an произошёл от числительного one и употребляется с исчисляемыми существительными в единственном числе. Употребление неопределённого артикля относит существительное к классу подобных, не выделяя его из этого класса (один, некий, какой-то).

Ex: It is a dog. I am a student. It is a table. You are a manager.

Если существительное начинается с гласной, то неопределённый артикль имеет форму **an**.

Ex: It is an office. I am an accountant.

б) определённый артикль the произошёл от указательного местоимения this (этот) и указывает на то, что существительное известно как говорящему, так и слушающему.

Ex: The hotel is not far from the station. The book is on the table.

Определённый артикль может употребляться с исчисляемыми и с неисчисляемыми существительными в единственном и множественном числе. Он может также употребляться с названиями:

рек – the Thames;

морей – the Black Sea;

океанов – the Atlantic Ocean;

горных цепей – the Alps;

некоторых стран – the USA;

газет – The Moscow News, The Times;

целой семьи – the Browns.

в) Имена людей, клички животных, названия городов, стран пишутся с большой буквы, и, как правило, употребляются без артикля:

America, Rome, Paris, China, John, Japan, England, London.

4. Местоимения

а) Личные местоимения

Лицо	Число	
	Единственное	Множественное
1-е	I [ai] – я	we [wi:] – мы
2-е	you [ju:] – (ты), вы	you [ju:] – вы
3-е	it [it] – он, она, оно	they [ðei] – они

Падежи личных местоимений

Лицо	Именительный падеж	Объектный падеж
1 л. ед. ч.	I	Me
1 л. мн. ч.	We	Us
2 л. ед. ч.	You	You
3 л. ед. ч.	He	Him
3 л. ед. ч.	She	Her
3 л. ед. ч.	It	It
3 л. мн. ч.	They	Them

б) Притяжательные местоимения отвечают на вопрос “чей?” и обозначают принадлежность.

Личные местоимения	Притяжательные местоимения
I	My [mai] – мой
You	Your [jo:] – ваш, твой
He	His [hiz] – его
She	Her [hə:] – её
It	Its [its] – его, её
We	Our [auə] – наш
They	Their [ðeə] – их
My name is Nick. Your name is Pete. His name is Victor. Her name is Helen. It is a dog. Its name is Spot.	Меня зовут Николай. Тебя зовут Пётр. Его зовут Виктор. Её зовут Елена. Это – собака. Её зовут Спот.

в) Указательные местоимения.

this – этот that – тот these – эти those – те

This is a table.	Это – стол.
These are students.	Это – студенты.
That is a desk.	Это – парта.

Those are pupils.	То – ученики.
These are our books.	Это – наши книги.
Those are their friends.	Те – их друзья.

5. Числительные

Количественные числительные

1 – one	11 – eleven	20 – twenty
2 – two	12 – twelve	30 – thirty
3 – three	13 – thirteen	40 – forty
4 – four	14 – fourteen	50 – fifty
5 – five	15 – fifteen	60 – sixty
6 – six	16 – sixteen	70 – seventy
7 – seven	17 – seventeen	80 – eighty
8 – eight	18 – eighteen	90 – ninety
9 – nine	19 – nineteen	
10 – ten		100 – one hundred
		1000 – one thousand

Порядковые числительные

One – first	seven – seventh
Two – second	eight – eighth
Three – third	nine – ninth
Four – fourth	ten – tenth
Five – fifth	eleven – eleventh
Six – sixth	twelve – twelfth

Запомните: Today is **the** first of October.

В предложении порядковые числительные употребляются с **определённым артиклем.**

6. Повелительное наклонение.

Повелительное наклонение глагола в английском языке обозначает приказание, просьбу, совет, рекомендацию, побуждение к действию и может иметь, соответственно, утвердительную и отрицательную формы

Meet my friend, please.	Познакомьтесь с моим другом.
Come to the blackboard.	Идите к доске.
Say it again.	Скажите снова.
Don't take it.	Не берите это.
Repeat it, please.	Повторите, пожалуйста.
Let me introduce myself.	Разрешите представиться.
Let me introduce you to my chief.	Разрешите представить вам моего шефа.

Let me introduce my colleague to you. коллегу.

Let us do it together.

Let us go home.

Let them do it.

Разрешите представить моего

Давайте сделаем это вместе.

Давайте пойдём домой.

Пусть они сделают это.

7. ГЛАГОЛ TO BE / TO HAVE

В английском языке глаголы могут быть:

самостоятельными — и описывать действие,

вспомогательными — и участвовать в образовании времен,

модальными — и выражать отношение говорящего к действию.

Глаголы to have и to be относятся ко всем этим категориям.

Глагол TO BE

Глагол to be - быть, находиться, являться - единственный глагол в английском языке, который изменяется не только по временам, но и по лицам и числам

When?	Who?	Form	Example
Base form		be	It can <u>be</u> simple.
Simple Present	I	am	I <u>am</u> here.
	You	are	You <u>are</u> here.
	He/She/It	is	She <u>is</u> here.
	We	are	We <u>are</u> here.
	They	are	They <u>are</u> here.
Simple Past	I	was	I <u>was</u> here.
	You	were	You <u>were</u> here.
	He/She/It	was	She <u>was</u> here.
	We	were	We <u>were</u> here.
	They	were	They <u>were</u> here.
Simple Future	I	will be	I <u>will be</u> here.
	You	will be	You <u>will be</u> here.
	He/She/It	will be	She <u>will be</u> here.
	We	will be	We <u>will be</u> here.
	They	will be	They <u>will be</u> here.
Progressive form		being	He is <u>being</u> unusual.
Perfect form		been	It has <u>been</u> fun.

Запоминаем

Сочетания глагол to be + глагол не существует в природе. Нельзя сказать he is drive или managers are work.

Поставьте следующие предложения в Past или Future Indefinite, добавляя, где необходимо, слова *last/next week, last/next year, last/next month, tomorrow, yesterday.*

1. We are first-year students now.
2. The students of our group are very busy today.
3. We have three or four lectures every day.
4. Mary is our monitor.
5. She is good at mathematics.
6. She is in the reading-room now.
7. It is quite possible for us to help him.
8. Today we have time to go to the cinema.
9. My knowledge of English is very poor. But my friend is a good student. His knowledge is better.
10. We are good friends.
11. There are twenty-five students in my group.
12. It is a warm and sunny day today.
13. There is no sun in the sky and there are many clouds there.
14. There is a strong wind today and it is cold outside that's why it is pleasant to stay indoors.
15. There is a good canteen on the ground floor.
16. There are many well-equipped laboratories at our University.

Глагол to be в отрицательных предложениях

Отрицательное предложение строится очень просто: нужно добавить после глагола частицу NOT. Например:

1. They are not (aren't) friends
2. It was not (wasn't) that simple
3. My sister is not (isn't) married
4. They will not (won't) be there on time
5. We were not (weren't) naughty kids

Глагол to be в вопросительных предложениях

Вопросы с глаголом to be строятся очень просто: выносим глагол в самое начало предложения и ставим перед подлежащим.

Например:

1. Am I right?
2. Were they late?
3. Was Nick your boss?
4. Is it Natasha's bag?
5. Will you be there at 6 o'clock?
6. Are we happy?

Выберите правильную форму глагола *ant/am not; is/is not; are/are not:*

1. I ... from Russia.

2. I ... a student of the North Caucasian State Academy.
3. Excuse me, how old ... you? I ... seventeen.
4. My friend ... interested in computers.
5. His parents ... around 40.
6. My father and my brother ... both programmers.
7. I ... keen on sports. But I ... rather good at basketball.
8. There ... part-time and full-time students here.
9. This ... our dean. His name ... N.N.
10. The dean's office ... on the first floor.

Глагол **to have**

Глагол *to have* означает «иметь, обладать». На русский язык предложения с *to have* в этом значении мы обычно переводим с помощью «у меня/тебя/него есть/был/будет».

Например:

I have an idea. — У меня есть идея.

Do you have siblings? — У тебя есть братья или сестры?

They had a long flight yesterday. — У них вчера был долгий перелет.

We'll have a piece of cheesecake and a brownie. — Мы будем кусочек чизкейка и брауни.

В некоторых случаях дополнение меняет смысл глагола *to have*:

to have breakfast — завтракать,

to have a shower — принимать душ,

to have fun — веселиться,

to have a sleep — спать.

Глагол **to have** в **Present Simple**

В настоящем простом времени (**Present Simple**) у глагола *to have* две формы: *has* в 3-м лице единственного числа и *have* во всех остальных случаях. **Отрицание** образуется так же, как и для других глаголов, — с помощью вспомогательных **do not / does not**.

В вопросе вспомогательные *do/does* выносятся на первое место.

Например:

We have \$100.

We don't have \$100.

Do we have \$100?

Have got

В **Present Simple** вместо *have* может также использоваться *have got*. Этот вариант считается менее формальным и свойственным британскому английскому. Для *have got* вспомогательный глагол в отрицательных предложениях и вопросах не нужен. Также *have* и *has* можно сократить.

Утвердительная форма

I, you, we, they have ('ve) got
he, she, it has ('s) got

Отрицательная форма

I, you, we, they have not (haven't) got
he, she, it has not (hasn't) got

Вопросительная форма

Have I, you, we, they got?
Has he, she, it got?

Например:

You've got a new message.

You haven't got any new messages.

Have you got any new messages?

1. Выберите правильную форму глагола:

My friend Ann (have, has) a large family. She (have, has) a father, a mother, a sister and two brothers. Her sister (is, are) only five years old. Her brothers (are, is) older than Ann. They (is, are) not schoolchildren, they (is, are) students. They (have, has) a lot of friends at the Academy. Ann's family (have, has) a three-room flat. It (are, is) large and comfortable.

8.Безличные предложения

Безличные предложения (impersonal sentences) — особый тип предложений, в котором нельзя четко определить действующее лицо: (он?) холодает, (она?) холодает, (оно?) холодает.

Безличное англоязычное предложение — это по сути своей предложение с формальным подлежащим «**it**».

Например:

It's rainy. – Дожливо.

It's foggy. – Туманно.

It's sunny. – Солнечно.

It's getting better. – Становится лучше.

It's getting foggy. – Становится туманно.

It's getting hotter. – Становится жарче.

Правила образования безличных предложений (Impersonal Construction)

Утверждение

It is muddy.

Слякотно.

It is getting really hot.

Становится очень жарко.

Отрицание

It is not muddy.

Не слякотно.

It is not getting hot.

Не становится жарко.

Вопрос

Is it muddy?

Слякотно?

Is it getting hot?

Становится жарко?

WORD-BUILDING

9. Запомните суффиксы существительных:

Суффикс	Значение	Пример
-er; -or	аппарат, действующее лицо, профессия, химически действующее активное вещество	refrigerator, transformer, teacher, actor, transmitter, hardener, operator
-ian	специальность, национальность	Russian, Indian, Italian, technician, politician, physician
-ist	профессия, партийная принадлежность	biologist, chemist; socialist, activist
-ee	человек – объект действия	trainee, employee, addressee
-ing	процесс, действие	melting, burning, writing, reading
-ness	состояние, свойство, качество	usefulness, happiness, hardness
-ity	состояние, свойство, качество	community, electricity, nationality, intensity
-ment	действие, событие	government, development, achievement, movement, requirement
-tion, -ion, -ssion	процесс, действие	administration, definition, session
-ture, -age	отвлеченное понятие	nature, future, picture, message, advantage
-th	используется для образования существительного от прилагательного	wide — width, strong — strength, long - length
-dom, -hood, -ship	отвлеченное понятие	freedom, childhood, friendship

10. Местоимения

Неопределённые местоимения **some, any**.

Some, any употребляются для обозначения небольшого количества предметов или вещества. **Some** употребляется в утвердительных предложениях, **any** – в вопросительных и отрицательных:

I've got some English newspapers in my bag – У меня есть несколько английских газет в портфеле.

Have you got any French books? – У вас есть французские книги?

No, I haven't any – Нет.

Неопределённые местоимения many, much – много; few, little – мало.

Many, few употребляется с исчисляемыми существительными,

much, little – с неисчисляемыми:

She has got much money – У неё много денег

He has got little time to do the work – У него мало времени, чтобы выполнить эту работу.

My brother has got many friends – У моего брата много друзей.

We have few classes today – У нас сегодня мало уроков.

В английском языке вместо many и much может употребляться a lot of: a lot of time, a lot of work, a lot of days, a lot of students.

11. Притяжательный падеж существительных.

В английском языке существительные имеют два падежа: **общий и притяжательный**. Существительные в общем падеже не принимают никаких окончаний.

Существительное в притяжательном падеже принимает **окончание 's** и стоит перед определяемым существительным. Существительные в притяжательном падеже являются определением к другому существительному, обозначают принадлежность и отвечают на вопрос **whose? – чей, чья**.

My son's friends – Друзья моего сына.

My daughter's favorite books.	Лю б и м ы е к н и г и
His friend's wife.	м о е й д о ч е р и .
My wife's sisters.	Ж е н а е г о д р у г а .
My children's books.	С е с т р ы м о е й ж е н ы .
Peter's test.	К н и г и м о и х д е т е й .
	К о н т р о л ь н а я
	р а б о т а П е т р а .

12. The Present Indefinite Tense / Present Simple

Настоящее неопределенное / простое время

Употребляется для обозначения обычно повторяющихся действий, совершающихся постоянно, регулярно.

Present Simple образуется с помощью инфинитива, то есть, так называемой первой, словарной формы глагола (to get, to walk, to go) без частицы to.

I get up at 7 o'clock.

Я встаю в 7 часов.

You get up at 7 o'clock.

Ты встаешь в 7 часов.

We get up at 7 o'clock.

Мы встаем в 7 часов.

They go to the University every day. Они ходят в университет каждый день.

В 3-м лице ед. числа к глаголу добавляется окончание – s, es:

He / she gets up at 7 o'clock. Он / она встает в 7 часов.

She goes to the University every day. Она ходит в университет каждый день.

Чтобы задать **общий вопрос** в Present Indefinite надо вспомогательный глагол *do* или *does* для 3-го лица ед. числа поставить перед подлежащим.

Do I get up at 7 o'clock?-	Я встаю в 7 часов?	Yes, I do	Да
Do you get up at 7 o'clock?	Ты (вы) встаёшь в 7 часов?	No, I do not	Нет
		Yes, I you do	Да
		No, I you do not	Нет

В отрицательных предложениях вспомогательный глагол *do+not* или *does+not* ставится после подлежащего.

I do not get up at 7 o'clock.

Я не встаю в 7 часов.

You do not get up at 7

Ты (вы) не встаешь в 7 часов.

He does not get up at 7 o'clock.

Он не встает в 7 часов.

Она не встает в 7 часов.

She does not get up at 7 o'clock.

Мы не встаем в 7 часов.

We do not get up at 7 o'clock.

Они не встают в 7 часов.

They do not get up at 7 o'clock

Запомните: do not = don't, does not = doesn't

13.Пассивный залог в английском языке (Passive Voice)

Залог глагола в английском языке нужен для того, чтобы показать отношение к действию. Есть два варианта:

Человек или предмет совершает действие сам. То есть конкретное лицо производит действие над объектом. В таком случае это называется **активный залог (active voice) или действительный:**

Я сломал свою машину. – I broke my car

В том случае, когда сам объект действие не совершает, а подвергается влиянию извне (причем объектом в предложении может быть и человек, и предмет), такое явление носит название

пассивный залог (passive voice) или страдательный.

Машина была сломана. – The car was broken

Ex: This fairy tale is written by my friend.

This fairy tale isn't written.

Is this fairy tale written by your friend?

14. Наречия неопределенного времени usually-обычно, sometimes-иногда, often-часто, seldom-редко, always-всегда.

В предложении такие наречия, как правило, стоят перед смысловым глаголом:

They often read English books.
I seldom watch TV in the morning.
He usually comes home at 6 o'clock in the evening.
She always helps her mother.

В повествовательном предложении с глаголом to be указанные наречия ставятся после глагола: His tests are always good.

Наречие **sometimes** может ставиться в начале предложения: Sometimes I come home at 10 o'clock in the evening.

15. Оборот there is / are

Оборот there is / are употребляется для выражения наличия или отсутствия лица, предмета или явления. Слово there в данном обороте на русский язык не переводится.

Утвердительная форма (+)

There is a desk in the room. В классе есть парта.

There are three books on the desk. На парте три книги.

Вопросительная форма (?)

Is there a desk in the room? - Yes, there is. No, there isn't.

Are there chairs at the desk? - Yes, there are. No, there aren't.

Отрицательная форма (-)

There is no TV-set in the hall.

There are no students in the classroom.

Соответствующие русские предложения начинаются обстоятельством места:

В углу стол. - There is a table in the corner.

На нем книги. - There are books on it.

16. Types of questions

Special questions. Специальные вопросы.

Специальные вопросы начинаются с вопросительных слов:

what, when, where, why, how, how many и требуют подробного ответа.

Where do you live? – I live in Moscow.

What is your name? – My name is Olga.

How many children have you got? – I've got two children.

What does he do? – He is an economist.

When do you get up? – I get up at 6 o'clock.

Специальный вопрос с «Who».

Специальный вопрос с **who** ставится к подлежащему и по своей структуре отличается от других специальных вопросов:

Who studies at the University? – My brother does.

Who works at a plant? – My father does.

Who lives in Minks? – My relatives do.

Сравните: Where do you go every morning? Who goes to school every day? When do you usually come home? Who comes home very late?

Alternative questions. Альтернативные вопросы.

Альтернативные вопросы предлагают выбор между двумя или более предметами, действиями, качествами:

Is it a school or a college? – It's a school.

Is your friend a student or a teacher? – She is a teacher.

Do you live in Moscow or in Oral? – I live in Moscow.

Is your flat large or small? – It's small.

Have you got a dog or a cat? – I've got a dog.

Сравните: Общий вопрос: Are you a student?

Альтернативный вопрос: Are you a student or a teacher?

Disjunctive questions. Разделительные вопросы.

Кроме специальных, альтернативных и общих вопросов, в английском языке существуют разделительные или расчленённые вопросы. Эти вопросы, также, как и общие вопросы, требуют утвердительного или отрицательного ответа т.е. подтверждения или отрицания мысли, выраженной в вопросе. Они состоят из двух частей. Первая представляет собой повествовательное предложение, а вторая – краткий общий вопрос. В русском языке таким вопросам соответствуют вопросительные обороты «не правда ли?», «не так ли?» или усилительные слова «неужели», «ведь»:

It is Sunday to-day, isn't it? – Yes, it is.

It isn't Sunday to-day, is it? – No, it isn't.

Your brothers are in Moscow, aren't they? – Yes, they are.

You can speak English, can't you? – Yes, I can.

They always have six classes, don't they. – Yes, they do.

He doesn't go by bus, does he? – No, he doesn't.

UNIT 2

Суффиксы прилагательных и наречий

Степени сравнения прилагательных

Времена группы Continuous Active, Passive

Функции *it, that, one*

1. Наречие и Прилагательное

Наречие в английском языке традиционно относится к глаголу, демонстрируя где, когда и как совершается то или иное действие.

She came home late. – Она пришла домой поздно.

I can speak English fluently. – Я могу бегло говорить по-английски.

Если же наречие определяет прилагательное или другое наречие, оно указывает на их признаки.

She is a very good teacher. – Она – очень хороший учитель.

I don't want to order this dish. It's quite expensive. – Я не хочу заказывать это блюдо. Оно достаточно дорогое.

Наречия в английском языке можно определить по суффиксу —*ly*.

Именно этот суффикс и является показателем такой части речи, как наречие.

- *Terrible – terribly* (ужасный – ужасно)
- *Momentary – momentarily* (моментальный – на мгновение)
- *Practical – practically* – (практический – практически)
- *Week – weekly* (неделя – еженедельно)
- *Right – rightly* (правильный – правильно)
- *Exceeding – exceedingly* (превышающий – чрезвычайно)
- *Rare – rarely* (редкий – редко, нечасто)

Но не забывайте, что это правило образования наречий в английском языке не является незыблемым. В этом языке есть много прилагательных с суффиксом —*ly*, поэтому будьте внимательны.

• *Kindly* – добрый (наречие в такой же форме, переводится «доброжелательно», «любезно»).

- *Mannerly* – вежливый.
- *Painterly* – живописный.
- *Queenly* – царственный.

Главное – разобраться в разнице значений и грамотно употреблять как прилагательное, так и наречие: *fast – fast, hard – hard, early – early, late – late, long – long*. Чтобы различать прилагательные и наречия, одинаковые по форме, необходимо определить их функцию в предложении. Мы же помним, что наречие будет определять глагол (прилагательное или другое наречие), а вот прилагательному приходится определять существительное.

2. Степени сравнения прилагательных и наречий.

Английские прилагательные делят на две категории: **качественные прилагательные и относительные прилагательные.**

Качественные прилагательные описывают **качество**, например: *narrow* (узкий), *beautiful* (красивый), *friendly* (дружелюбный).

Относительные прилагательные называют **признак**, например: *wooden* (деревянный), *French* (французский).

French и *German* — **относительные прилагательные**, сравнивать их невозможно. Нельзя сказать, что какой-то предмет более немецкий или самый французский.

Образование сравнительной степени прилагательных в английском языке

Часто нужно сравнить какие-то вещи – например, сказать, что один объект лучше или хуже другого, или вообще самый лучший или самый плохой, красивей другого или самый красивый, легче или самый лёгкий и т.д.

Только у качественных прилагательных есть три степени сравнения.

- положительная (Positive),
- сравнительная (Comparative)
- превосходная (Superlative).

ПОЛОЖИТЕЛЬНАЯ СТЕПЕНЬ	СРАВНИТЕЛЬНАЯ СТЕПЕНЬ	ПРЕВОСХОДНАЯ СТЕПЕНЬ
Односложные прилагательные и наречия		
warm теплый	warm er теплее	warm est самый теплый
hot горячий	hot ter горячее	hot test самый горячий
Двусложные прилагательные на -ow, -le, -er, -y		
nice приятный	nice r приятнее	nice st самый приятный
narrow узкий	narrow er более узкий	narrow est самый узкий
simple простой	simpl er проще	simpl est самый простой
tender нежный	tender er нежнее	tender est нежнейший
happy счастливый	happi er счастливее	happi est самый счастливый
severe строгий	sever er строже	sever est самый строгий

Все остальные прилагательные		
modern современный	more modern более современный	most modern самый современный
terrible страшный	more terrible страшнее	most terrible самый страшный

Наречия **early** (рано) и **loudly** (громко) образуют степени сравнения только с помощью суффиксов **-er** и **-est**.

- *early* → *earlier* → *the earliest*
- *loudly* → *loudlier* → *the loudliest*

Наречия **quickly** (быстро) и **slowly** (медленно) могут иметь две разные формы степеней сравнения.

- *quickly* → *quicker* → *the quickest*
- *quickly* → *more quickly* → *the most quickly*
- *slowly* → *slower* → *the slowest*
- *slowly* → *more slowly* → *the most slowly*

Слова **less** (менее) и **the least** (наименее) используются с прилагательными и наречиями для образования их меньшей и наименьшей степени. Они используются как и слова **more** и **the most** и являются их антонимами.

Превосходная степень, как правило, используется с определенным артиклем **the**, однако перед наречиями он часто опускается.

- *He is the most powerful man in the world.* – Он самый могущественный человек в мире.
- *Kate is the cutest girl i have ever met.* – Кейт – самая милая девочка, которую я когда либо встречал.

3.Времена группы Continuous Active, Passive

Времена группы Continuous обозначают действия, которые протекают (протекали, будут протекать) в точно указанное время в настоящем, прошедшем или будущем. Дополнительными характеристиками таких действий являются их незаконченность, динамичность и наглядность.

Спряжение времен группы Continuous
Active Voice

Инфинитив **to be working** *работать*
Present Continuous

I am working	<i>я работаю</i>
he (she, it) is working	<i>он (она, оно) работает</i>
we are working	<i>мы работаем</i>
you are working	<i>вы работаете</i>
they are working	<i>они работают</i>

Past Continuous

I was working	<i>я работал</i>
he (she, it) was working	<i>он (она, оно) работал(-а, -о)</i>
we were working	<i>мы работали</i>
you were working	<i>вы работали</i>
they were working	<i>они работали</i>

Future Continuous

I will/shall be working	<i>я буду работать</i>
he (she, it) will be working	<i>он (она, оно) будет работать</i>
we will/shall be working	<i>мы будем работать</i>
you will be working	<i>вы будете работать</i>
they will be working	<i>они будут работать</i>

Passive Voice

Инфинитив **to be invited** *быть приглашенным*

Present Continuous

I am being invited	<i>меня приглашают</i>
he (she, it) is being invited	<i>его (ее, его) приглашают</i>
we are being invited	<i>нас приглашают</i>
you are being invited	<i>вас приглашают</i>
they are being invited	<i>их приглашают</i>

Past Continuous

I was being invited	<i>меня приглашали</i>
he (she, it) was being invited	<i>его (ее, его) приглашали</i>
we were being invited	<i>нас приглашали</i>
you were being invited	<i>вас приглашали</i>
they were being invited	<i>их приглашали</i>

Будущего времени страдательного залога в группе Continuous нет.
Рассмотрим сводную таблицу времен группы Continuous.

to be asking *спрашивать*

	Время	Местоимение	Вспомогательный глагол	Смысловой глагол	Перевод
Active Voice	Present	I	am	asking	<i>я спрашиваю</i>
	Past		was		<i>я спрашивал</i>
	Future		will/shall be		<i>я буду спрашивать</i>

Passive Voice	Present	I	am being	asked	меня спрашивают
	Past		was being		меня спрашивали

Вопросительная форма глаголов во временах группы Continuous образуется путем перестановки первого (вспомогательного) глагола на первое место. Возьмем глагол **to do** *делать*:

	Active Voice		Passive Voice	
Present	Am I doing?	<i>Делаю ли я?</i>	Is it being done?	<i>Делается ли это?</i>
Past	Was I doing?	<i>Делал ли я?</i>	Was it being done?	<i>Делалось ли это?</i>
Future	Will/shall I be doing?	<i>Буду ли я делать?</i>		

Отрицательная форма образуется с помощью отрицания **not**, которое ставится после первого (вспомогательного) глагола: *he is not speaking; we were not running; it was not being done.*

Краткий ответ на вопрос с глаголом в форме Continuous образуется по общему правилу: в ответе повторяется вспомогательный глагол вопроса:

Are you working?	Yes, I am. No, I am not.
Is he doing his lessons?	Yes, he is. No, he is not. (No, he isn't.)

4.Безличные предложения. Функции *it, that, one*

Безличные предложения (impersonal sentences) — особый тип предложений, в котором нельзя четко определить действующее лицо: (он?) холодает, (она?) холодает, (оно?) холодает.

Функции it

В качестве самостоятельного члена предложения **it** выступает:

а) в функции формального подлежащего безличного типа предложения

It is winter (Зима)

It rains (Идет дождь)

It is cold (Холодно)

Употребление безличных предложений такого типа ограничено, они относятся только к обозначению явлений природы, времени и расстояния.

В этих случаях *it* на русский язык не переводится.

Ex: *It is important to understand the fundamentals of this science.*

Важно понять основные принципы этой науки.

b) В функции знаменательного подлежащего: как личное местоимение со значением он, она, оно и как указательное местоимение со значением это.

В качестве вводного или предваряющего слова it выступает:

a) в функции формального подлежащего в предложениях с логическим подлежащим, выраженным инфинитивом, герундием, инфинитивным или герундиальным комплексом и придаточным предложением со сказуемым типа:

it is necessary/possible/wrong и т. п.;

it is supposed/believed/expected и т.п.;

it is likely, it seems.

В этих случаях it на русский язык не переводится.

Ex: *He said it was possible for an agreement to be reached.*

Он сказал, что достичь соглашения возможно.

b) в функции формального дополнения в тех случаях, когда за глаголом типа to make, to think, to consider, to find, to feel считать, to believe полагать и т.п. стоит сложное дополнение, состоящее из имени и инфинитива (инфинитивного комплекса или придаточного предложения). Слово it следует непосредственно за глаголом. На русский язык не переводится.

Ex: *He felt it his duty to help the Government.*

Он считал своей обязанностью помочь правительству.

с) в обороте it is (was)... who (that, when и т.п.), выполняющем эмоционально-усилительную функцию и употребляющемся для выделения любого члена предложения (кроме сказуемого). Член предложения, который необходимо выделить, ставят после it is (was). После него идет соответствующее относительное местоимение (who, whom, whose, that и т.п.) или союз (when, where). При помощи оборота it is (was)... who (that... и т.п.) может быть выделено и целое придаточное предложение.

При переводе на русский язык для выделения соответствующего члена предложения следует использовать те средства русского языка, которые наилучшим образом передадут эту эмфазу. Она может быть передана лексически (словами именно, это или другими словами) или путем вынесения выделяемых слов в начало или в конец предложения. It is (was) и относительное местоимение или союз не переводятся на русский язык.

Ex: *It was Popov who invented the radio in 1895.*

Именно Попов изобрел радио в 1895г.

It was the radio that Popov invented in 1895.

Именно радио изобрел Попов в 1895г.

It was in 1895 that Popov invented the radio.

Именно в 1895 г. Попов изобрел радио.

Примечание. перед выделяемым обстоятельством на русский язык переводится обычно: только после, только когда.

Ex: *It is not until 1959 that chemists succeeded in obtaining this compound.*
Химикам удалось получить это соединение лишь в 1959 году.

Функции one

Слово **ONE** выступает в качестве числительного и в качестве местоимения.

В качестве местоимения оно может выполнять функцию подлежащего неопределённо-личного предложения.

Ex: *One never knows what his answer may be.*

Никогда не знаешь, что он ответит.

Слово **one** выступает также в качестве слова-заместителя, которое употребляется вместо существительного, упомянутого ранее (one для единственного числа и ones для множественного числа). На русский язык one переводится тем существительным, которое оно заменяет, либо совсем не переводится, если смысл предложения ясен и без него.

Ex: *The economic crisis is now being compounded by a political one.*

Сейчас экономический кризис осложняется и политическим (кризисом).

Слово **that** может выступать в качестве:

a). указательного местоимения. В этом случае оно всегда стоит перед существительным и на русский язык переводится соответствующими указательными местоимениями: **тот, та, этот** и т. д.

Ex: *That house over there belongs to my family.*

*Вон **тот** дом принадлежит моей семье.*

*Who will come to you today? **The one** we haven't seen for a long time.*

*Кто сегодня придет к тебе? **Тот**, кого мы давно не видели.*

b). союза, вводящего придаточные предложения, дополнительные предикативные. На русский язык переводится соответствующими союзами: **что, чтобы...**

Ex:	<i>They</i>	<i>see</i>	<i>that he</i>	<i>is</i>	<i>busy.</i>
<i>Они</i>	<i>видят,</i>	<i>что</i>	<i>он</i>	<i>занят.</i>	
<i>I</i>	<i>know</i>	<i>that</i>	<i>that book</i>	<i>belongs</i>	<i>to him.</i>

*Я знаю, **что** та книга принадлежит ему.*

c). союзного слова, вводящего придаточное определительное предложение. На русский язык переводится соответствующими союзными словами: **который, которая** и т. д.

Ex: *This is the company **that** I will work at.*

*Это компания, **в которой** я буду работать.*

d). слова-заместителя, которое употребляется вместо существительного или группы слов, упомянутых раньше (that для

единственного числа, those для множественного числа). На русский язык переводится заменяемым существительным или соответствующим **личным или относительным местоимением**.

*Ex: Better **than** lying here suffering... I don't think you believe **that** (that it is better than lying here, suffering), old buddy.*

Это лучше, чем лежать тут и страдать... Не думаю, что ты этому веришь, старина.

Также сочетание: now that – теперь, когда.

LESSON 3

Модальный глагол can

Времена группы Perfect

Active, Passive Voice

Подлежащее, сказуемое

Суффиксы глаголов и числительных

1. Модальные глаголы.

Модальные глаголы не обозначают действия, а выражают отношения к ним, то есть возможность, вероятность, необходимость совершения действия. Само же действие выражается инфинитивом смыслового глагола, следующего за модальным глаголом.

Ex: I swim. — Я плаваю. (Действие.)

I can swim. — Я умею плавать.

(Can — модальный глагол, выражает способность плавать; swim — смысловой глагол.)

Модальные глаголы не изменяются по лицам и числам. У них единая форма для всех лиц единственного и множественного числа. Инфинитив смыслового глагола следует за ними **без частицы to**.

Глагол **can** обозначает возможность, умение, способность и переводится, могу, умею, можно.

The Verb can

Can означает способность, умение что-то делать и переводится как «уметь, мочь». Если умение относится к прошлому, используется **could**.

*Ex: Her five-year-old son **can** read and write.
 Ее пятилетний сын **умеет** читать и писать.
 She **could** do a split a couple of years ago.
 Пару лет назад она **могла** сесть на шпагат.*

I	Can	speak English very well	
He		play football	
She		write English letters	
We		tell you the time	
You		cannot	see a very nice picture
They		(can' t)	give me a book

Can	I	speak French	yes, no,	I	Can cannot (can't)
	He	take a bus		He	
	She	play tennis		She	
	We	phone you		We	
	You	meet you		You	
	They	help me		They	

Can часто используется с глаголами восприятия:

to hear — слышать,
to smell — чувствовать запах,
to see — видеть

и глаголами, которые описывают умственные и мыслительные процессы

to understand — понимать,
to imagine — представлять,
to guess — догадываться.

На русский язык при этом can никак не переводится.

В вопросе отрицательная форма can't выражает упрек.

Ex: Can't you just sit still?

Неужели ты не можешь просто посидеть на месте?

Что касается **could**, напомним: это прошедшее время глагола can, но использоваться could может и для того, чтобы выразить возможность, вероятность чего-либо в настоящем или будущем.

При этом с глаголом **could** просьба звучит более вежливо, и перевести ее можно с частицей «**бы**»: «**Не мог бы ты...**» / «**Не могли бы вы...**».

Ex: Could you please repeat your phone number?

Не могли бы вы повторить свой номер телефона?

Actually, it could be true.

На самом деле, это может быть правдой. (Настоящее время.)

The weather could get worse.

Возможно, погода **станет** еще хуже. (Будущее время.)

В тех случаях, когда *can* использовать нельзя, но нужно, например в будущем времени или после *to*, на помощь приходит его заменитель - **to be able to**. При этом глагол *to be* из этой конструкции можно поставить в любое лицо и время.

Ex: He will be able to compete despite his injury.

Он **сможет** принять участие в соревнованиях несмотря на травму.

She should be able to translate this English text.

Она **должна суметь** перевести этот текст на английском языке.

Will you be able to meet them at the railway station tomorrow?

Сможешь встретить их завтра на вокзале?

В настоящем времени *to be able to* звучит более формально, чем *can*.

Ex: I can't give you this information.

Я **не могу** предоставить вам эту информацию. (Менее формально.)

I am not able to give you this information.

Я **не могу** предоставить вам эту информацию. (Более формально.)

2. Времена группы Perfect

Времена группы Perfect выражают действия, которые уже завершены до определенного момента в прошлом, будущем или настоящем.

В данную группу входят следующие времена:

- [Present Perfect](#)
- [Past Perfect](#)
- [Future Perfect](#)

В образовании форм глаголов участвует вспомогательный глагол *to have* и третья форма смыслового глагола (причастия II). Вспомогательный глагол выражает нужное время, а также участвует в образовании вопросительной и отрицательной формы.

Ниже представлены формы глагола *to work* во временах группы Perfect.

Время	Форма		
	Повествовательная	Отрицательная	Вопросительная
Present Perfect	I have worked	I have not worked	Have I worked?
Past Perfect	I had worked	I had not worked	Had I worked?

Время	Форма		
	Повествовательная	Отрицательная	Вопросительная
Future Perfect	I will have worked	I will not have worked	Will I have worked?

Наиболее употребительные суффиксы при образовании производных глаголов.

Суффикс	Значение	Примеры и комментарии
<u>существительное</u> + -en	использовать то, что обозначено основой для определенного воздействия на предмет	length - lengthen (удлинять) threat - threaten (угрожать) height - heighten (повышать) strength - strengthen (усиливать)
<u>прилагательное</u> + -en	переход в состояние, указанное основой	live - liven (оживить) bright - brighten (делать ярче) ripe - ripen (созревать) deep - deepen (углублять) wide - widen (расширять) weak - weaken (ослаблять)
существительное + -ify прилагательное + -ify	производить действие или сделать(ся) таким, как обозначено основой ударение всегда падает на основу	beauty - beautify (украшать) class - classify (классифицировать) simple - simplify (упрощать) intensiv - intensify (усиливать) just - justify (оправдывать) pure - purify

		(очищать)
существительное + -ate прилагательное + -ate	подвергать воздействию при помощи того, на что указывает основа; превращать(ся) в то, на что указывает основа	granule - granulate (дробить, измельчать) origin - originate (происходить) vaccine - vaccinate (делать прививку) active - activate (активировать) regular - regulate (регулировать) different - differentiate (различать)
существительное + -ize/-ise [aiz] AmE (американский) BrE (британский)	использовать, применять что- либо; готовить к чему- либо; заниматься чем- либо	sympathy - sympathize, sympathise (сочувствовать) character - characterize, characterise (характеризовать) apology - apoioigize, apoioigise (извиняться) memory - memorize, memorise (запоминать) theory - theorize, theorise (теоретизировать)
прилагательное + -ize /-ise [aiz] AmE (американский) BrE (британский)	приобрести качество или состояние, обозначенное основой	central - centralize, centralise (центпализовать) modern - modernize, modernise (модернизировать) national - nationalize, nationalise (национализировать) legal - legalize, legalise (легализовать)
существительное -yze/-yse [aiz] AmE (американский) BrE (британский)		analyst - analyze, analyse (анализировать) paralysis - paralyze, paralyse (парализовать) catalyst - catalyze, catalyse (катализировать)

Суффиксы **-ize, -ise**, пишутся по-разному, но имеют одинаковое произношение [aiz]. Главная трудность для изучающих язык в том, что в

британском английском многие из таких глаголов имеют два варианта написания, например,

organize - organise,
recognize - recognise,
normalize - normalise.

В американском английском обычно пишутся с суффиксом **-ize**.

Примечание:

Есть глаголы, оканчивающихся на **-ise**, в которых **-ise** произносится [is] (в этих словах **-ise** является частью корня, а не суффиксом), например,

promise ['promis] - обещать;
premise ['premis] - предпосылать;
practice (AmE) ['præktis] - **practise (BrE)** - применять на практике.

LESSON 4

The Verb must

Согласование времен

Дополнение, дополнительные придаточные предложения

Приставки

1. The Verb must

Глагол **must** обозначает необходимость, обязательность действия и переводится должен, нужно, надо.

I	must	do this work at once
He	mustn't	go and see it today
She		understand us
We		smoke so much
You		forget about it
They		work hard at your English

Структура вопроса с **must** та же, что и глагола **can**:

Must I do it to-day? – Я обязательно должен сделать это сегодня?

Yes, I'm afraid you must – Да, к сожалению обязательно

Must I come in the evening? – Мне обязательно прийти вечером?

No. You needn't. You can do it next week. – Нет, не обязательно. Вы сможете сделать это на следующей неделе.

2. Согласование времен

Согласование времен заключается в том, что в сложном предложении время в придаточной части (subordinate clause) зависит от времени в главной части (main clause). Посмотрите видео, где все времена английского языка объясняют за 12 минут на русском языке.

<https://youtu.be/ULMKfit95FY>

3. Дополнение, дополнительные придаточные предложения

Придаточное предложение в английском языке не может быть самостоятельным, так как оно не выражает законченную мысль. Оно заставляет читателя думать: «Что же дальше?». Если группа слов начинается с заглавной буквы и заканчивается точкой, она должна содержать хотя бы одно главное предложение. Иначе это будет грубая грамматическая ошибка.

After Bob came home from school (После того, как Боб пришел из школы) — Что было дальше? Он стал делать уроки или пошел играть с друзьями?

Once John climbed the mountain (Когда Джон взобрался на гору) — Что потом? Он стал спускаться вниз или поставил флаг?

Until he watches his favourite film (Пока он не посмотрит свой любимый фильм) — Он не ляжет спать? Или не примется за работу?

Если придаточное предложение в английском языке стоит перед главным, нужно разделять их запятой: придаточное предложение + , + главное предложение

After Bob came home from school, he had dinner.

Once John climbed the mountain, he put up the tent.

Until he watches his favourite film, he cannot fall asleep.

Если придаточное предложение стоит после главного, знаки препинания обычно не требуются: главное предложение + Ø + придаточное предложение

Bob did poorly on his math test Ø because he did not review the material.

John went straight back to the camp Ø where his friends were waiting for him.

He turned off the TV Ø once the film was over.

LESSON 5

The Verbs may, might

Определения

Определительные придаточные предложения

Суффиксы и приставки

The Verbs may, might

1. Глагол may, так же как и can, используется для просьб (в вопросах), разрешений и запретов (в отрицательных предложениях). May в этом случае — более формальный вариант, чем can. Переводится так же — «можно, можешь» и «нельзя» в отрицательном предложении.

Ex: May I use your laptop?

Можно воспользоваться твоим ноутбуком?

You may take my headphones.

Ты можешь взять мои наушники.

You may not stay here after 4 p.m.

Вам нельзя здесь оставаться после 4 часов вечера.

2. С помощью **may** и **might** выражают предположения, что что-то может произойти. **Might** указывает на меньшую степень уверенности, чем **may**. Переводится с помощью слов «возможно», «может быть».

Ex: It may/might rain tomorrow.
Может быть, завтра пойдет дождь.

3. **May** используется в поздравлениях и пожеланиях. В этом случае с него начинается предложение. Перевести можно как «пусть».

Ex: May all your dreams come true!
Пусть сбудутся все твои мечты!

4. **Might** выражает упрек.

Ex: You might call me from time to time.
Мог бы и звонить мне время от времени.

Если упрек относится к прошлому, используется **might have + V3**.

Ex: You might have texted me when your plane landed.
Мог бы отправить мне сообщение, когда самолет приземлился.

Определительные придаточные предложения

Определительные придаточные предложения в английском языке (attributive clauses) выполняют задачи определения и отвечают на следующие вопросы:

what? which? – какой?

Определительные придаточные связаны с главным предложением при помощи соединительных местоимений:

who – который;

whose – чей, которого;

whom – которого;

which, that – который;

и с помощью наречий:

when – когда;

where – где, куда;

why – почему и др.;

Например:

He is the most interesting man that I have ever met. – Он самый интересный человек, которого я когда-либо встречал.

Yesterday I met an old school fellow whom I recognized at once. – Вчера я встретил (своего) старого школьного товарища, которого я узнал сразу.

Определительные придаточные предложения классифицируют на три вида:

ограничительные определительные придаточные предложения (limiting clauses);

описательные определительные придаточные предложения (descriptive clauses);

классифицирующие определительные придаточные предложения (classifying clauses);

1.Ограничительные определительные придаточные предложения (limiting clauses)- данный тип определительных придаточных предложений описывает признаки, которые относятся только к данному предмету или лицу и выделяют его среди всех лиц или предметов того же класса.

Если в данных предложениях опустить ограничительное определительное, тогда общая смысловая нагрузка полностью измениться или сильно исказиться.

Например:

The man to whom I spoke was an engineer. – Мужчина, с которым я разговаривал, был инженером.

I don't know the exact place where it happened. – Я не знаю точное место, где это произошло.

2. Классифицирующие определительные придаточные предложения (classifying clauses)- В данной категории определительных придаточных предложений речь идет о способности указывать к какой группе или классу относится предмет, обозначенный существительным.

Данное существительное будет использовано в единственном числе с неопределенным артиклем и без артикля во множественном числе. Отделяться от главного предложения классифицирующие определительные предложения не буду при помощи запятой. В случае если опустить классифицирующее предложение, тогда смысловой оттенок всего предложения значительно исказиться или совсем измениться.

Например:

A man who had taken me across the ferry is a boatman. – Мужчина, который перевез меня через переправу – лодочник.

Persons who break the law will be punished. – Лица, нарушающие закон, будут наказаны.

Это важно!

Whom (who) или **which** часто заменяется местоимением **that**, но ещё чаще связка просто опускается.

(например, можно сказать – The man that had taken me...)

3. Описательные определительные придаточные предложения (descriptive clauses)- В описательных определительных придаточных предложениях описывается лицо или предмет или содержится дополнительная информация о лице или предмете. Существительное, к которому относится описательное определительное предложение, может употребляться как с артиклем (определенным или неопределенным), так и без него.

Например:

He bought a dozen eggs, two of which were bad. – Он купил дюжину яиц, два из которых были испорчены.

I know a man who can help us. – Я знаю человека, который может помочь нам.

Важно знать!

В описательных определительных предложениях употребляется whom (who) или which, а that не употребляются.

Бессоюзное соединение предложений

В случаях, когда относительные местоимения **which, that, who** не являются подлежащим в придаточном определительном предложении, тогда их можно опустить и придаточное предложение присоединяется **бессоюзно**.

Эти ситуации часто можно увидеть в разговорной речи. Когда мы переводим такие предложения на русский язык, то используем подходящее по смыслу соединительное слово, как правило, слово который (-ая, ую, ...):

Where is the letter (which) I gave you to read? / Где письмо, которое я дал тебе почитать?

Here is the book (that или which) we have spoken about. / Вот книга, о которой мы говорили.

Give me the book which I gave you yesterday. / = Give me the book I gave you yesterday. / Дай мне книгу, которую я дал тебе вчера.

There is the student that (whom) I saw at the theatre yesterday. / = There is the student I saw at the theatre yesterday. / Вот тот студент, которого я видел вчера в театре.

He posted the letter that (which) he had written. / = He posted the letter he had written. / Он отправил письмо, которое он написал.

The drawing the engineer gave us helped to understand the task better. / Чертежи, которые инженер дал нам, помогли лучше понять задачу.

В ситуациях, когда перед опускаемым союзным словом находился предлог, он будет перемещен в конец придаточного предложения (находится после глагола или дополнения, если оно есть).

This is the house in which we live. = This is the house we live in. / Вот дом, в котором мы живем.

Когда мы переводим предложения присоединенные к главному без союза, где находится предлог, то он относится к подразумеваемому (опущенному) союзу (which который, whom которого и т. д.), например:

The house I live in is not far from the institute. / Дом, в котором я живу, находится недалеко от института.

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