

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА
И ПРОДОВОЛЬСТВИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

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Кафедра иностранных языков № 2

АНГЛИЙСКИЙ ЯЗЫК

*Практические задания
для самостоятельной работы студентов
заочной формы обучения агроэнергетического факультета*

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ПРЕДИСЛОВИЕ

Предлагаемое пособие имеет своей целью оказание помощи студентам заочного отделения агроэнергетического факультета в подготовке к выполнению контрольных тестовых заданий по английскому языку, реферированию и аннотированию аутентичных текстов по специальности, а также текстов социально-культурного и страноведческого характера.

В то же время данное пособие может быть полезным для разных категорий лиц, изучающих английский язык и желающих усовершенствовать свои знания профессионально-ориентированной лексики.

Настоящее пособие составлено в соответствии с требованиями программы по иностранным языкам для неязыковых вузов и тематическим учебным планом кафедры иностранных языков № 2.

Пособие состоит из четырех частей. Первая часть (Lexical-Grammar Practice) включает восемь модулей с тренировочными упражнениями по основным разделам грамматики английского языка, аналогичным тем, что содержатся в контрольных тестовых заданиях для студентов заочного отделения АЭФ БГАТУ.

Вторая часть (Reading Comprehension) иллюстрирует задания по смысловому восприятию текста.

В третьей части (Authentic Texts) представлены аутентичные тексты для профессионального общения, тексты социально-культурного и страноведческого характера, а также правила реферирования и аннотирования текстов. Лексическое содержание текстов соответствует тематической направленности аграрного технического вуза. Тексты заимствованы из оригинальных источников и интересны по содержанию.

Четвертая часть (Grammar Reference) представляет собой изложение основных разделов грамматики английского языка, необходимых для развития навыков свободного чтения, понимания и перевода профессионально-ориентированной литературы.

Предлагаемое учебное пособие предназначается для самостоятельной индивидуальной работы студентов, однако может также эффективно использоваться для аудиторной работы под руководством преподавателя.

LEXICAL-GRAMMAR PRACTICE

МОДУЛЬ 1

Видовременные формы глагола: действительный и страдательный залоги – формы Indefinite (Present, Past, Future); Continuous (Present, Past, Future); Perfect (Present, Past, Future) и страдательный залог.

Определите видовременную форму сказуемого действительного или страдательного залога, выбрав один из предложенных вариантов ответа.

A.

- Electrical engineering ... an important branch of national economy.
a) have b) are c) is
- Chief cereal grains ... barley, oats, rye and wheat in our country.
a) is b) are c) am
- Even by 2050 the main source of food ... from land agriculture.
a) will be b) shall have c) was
- Our republic ... 38 state higher educational establishments.
a) have b) has c) is
- The climate of the republic ... favourable for agriculture last year.
a) is b) was c) will be
- His scientific work ... great influence on modern research in agriculture.
a) have b) are c) will have
- The climate and the soil ... very good for grain crops in the republic.
a) were b) has c) is

- Inductance ... a property of a circuit just as resistance.
a) have b) is c) am
- Last summer we ... practical training on a large farm.
a) have b) had c) shall have
- Our country ... many engineering Universities.
a) are b) was c) has
- Agriculture ... one of the main branches of Belarusian economy.
a) am b) is c) has
- I ... an electrical engineer in a year.
a) am b) were c) shall be
- Farmers ... a lot of work in the fields in spring.
a) have b) are c) will be
- We ... the necessary information tomorrow.
a) shall be b) shall have c) had
- Engines of the first cars ... only one cylinder.
a) are b) had c) has

B.

- These forage crops ... clover, alfalfa and many grasses.
a) includes b) were included c) include
- Ecological problems of Belarus ... by the scientists at the last congress.
a) were discussed b) discussed c) are discussing

3. Grain ... on half of the world's cropland.
 a) are growing b) is grown c) grow
4. Farmers ... with the necessary equipment for their work.
 a) are provided b) has provided c) provide
5. A motor ... electrical energy into mechanical.
 a) is converted b) converts c) is being converted
6. Farmers ... fields for the application of fertilizers.
 a) will prepare b) has been prepared c) is prepared
7. Research works in the field of electrical engineering ... in our lab.
 a) will be making b) will be made c) will make
8. Belarusian farmers ... grain crops, all kinds of vegetables and fruits last year.
 a) grew b) grow c) will grow
9. They ... several species of grasses next year.
 a) are sown b) will sow c) were being sown
10. A new method of grain cultivation ... on the farm.
 a) introduced b) was introducing c) was introduced
11. Resistance of a conductor ... on the conductor's material.
 a) depend b) depends c) to depend
12. Today electric motors ... on the farms.
 a) are being used b) have used c) is used

13. The problem of farm electrification ... next week.
 a) is discussed b) will be discussed c) was discussed
14. I ... to prepare a report about the usage of land in our region.
 a) asks b) has been asked c) was asked
15. She ... a consultation.
 a) give b) will be given c) have been given
16. Our students ... to use lab equipment.
 a) am being b) shall be taught c) are taught
 taught
17. The academic year in our University ... into two semesters.
 a) is divided b) were divided c) divides
18. The price of fertilizers ... again.
 a) is rising b) rise c) are rising
19. At 9 o'clock I ... in the field yesterday.
 a) am working b) was working c) shall be working
20. The problems of soil conservation and irrigation practices ... at the meeting.
 a) are speaking b) are being spoken c) will speak
 about ken about about
21. This plant ... only electric motors.
 a) have produced b) produce c) is producing

22. The farmers ... the use of land at the Experimental Station now.

- a) were discussed b) had been discussed c) are discussing

23. The engine ... at constant speed.

- a) is being run b) run c) runs

24. Test ... in room 5.

- a) writes b) is writing c) is being written

25. They ... wheat when he came to the farm.

- a) were sowing b) will sow c) were being sown

26. Civilization constantly ... forward.

- a) have moved b) is moving c) move

27. This fertile land ... very poor as we see today.

- a) has become b) become c) shall become

28. I ... about it.

- a) has been asked b) asked c) is being asked

29. The economic situation in the republic ... by people.

- a) has discussed b) is discussing c) is being discussed

30. The farmers continued to work after the rain ...

- a) stops b) had stopped c) has stopped

31. The agrotown ... by May.

- a) will have been built b) have been built c) is building

32. Look! His father ... him an electrical car.

- a) is buying b) was being bought c) had been bought

33. The chemical and physical properties of these substances ... in the laboratory.

- a) were studying b) are studying c) were being studied

34. Scientists ... different pesticides for the usage on farms.

- a) develops b) has developed c) have developed

35. A new dairy farm ... in this village.

- a) will be building b) is being built c) builds

36. They ... English texts at 8 o'clock tomorrow.

- a) are translating b) will translate c) will be translating

37. 200 electric motors ... produced by December.

- a) will have been produced b) are being produced c) are producing

38. Electronics ... a great progress.

- a) make b) has made c) are making

39. This summer we ... our agricultural training in Gomel district.

- a) have been had b) had had c) have had

40. The driver started the car after he ... the engine.

- a) examined b) had examined c) had been examined

41. Computer ... great changes in all fields of science and technology.

- a) has brought b) are brought c) bring

42. At higher schools specialization ... in the third year.

- a) begin b) begins c) have begun

43. Electric power stations ... steam at high temperature and pressure.

- a) is being used b) was used c) are using

44. He ... to work harder by his father.

- a) has been told b) has told c) told

45. The article on Belarusian agriculture ... by the end of the year.

- a) has published b) will have been published c) will publish

МОДУЛЬ 2

Имя прилагательное. Степени сравнения имен прилагательных. Конструкции типа “the more ... the better”.

Прочитайте предложения. Выберите соответствующую форму прилагательного.

1. The ... research centre in Belarus is the Belarusian Academy of Sciences.

- a) as big as b) bigger than c) biggest

2. ... farmers have good fodder for the cattle, ... they provide big cities with animal products.

- a) many...better b) the more...the better c) the most...the best

3. The ... months in England are January and February.

- a) as bad as b) worst c) worse

4. Food is ... farm product.

- a) the most important b) more important than c) not so important as

5. ... electricity will be wanted for the experiment.

- a) much b) many c) few

6. What is important for ... development of science is the rate of progress of technology.

- a) faster b) as fast as c) faster than

7. ... the summer, ... the yields.

- a) the best...the highest b) the higher...the better c) the better...the higher

8. These electric motors are ... those.
- a) cheap b) not so cheap as c) cheaper
9. They had ... time for the experiment than we had.
- a) little b) less c) the least
10. Our results are as ... as Ivanov's.
- a) more interesting b) not so interesting c) interesting
11. This engine is ... than the engine of the old type.
- a) powerful b) more powerful c) not so powerful as
12. There are ... forms of pollution in the world today.
- a) many b) much c) more than
13. Some electronic circuits are equivalents to the ... operations of the human mind.
- a) simpler than b) the simplest c) as simple as
14. ... the temperature, ... will be the voltage.
- a) the higher...the higher b) the highest...the highest c) high...high
15. Market prices are becoming ...
- a) not so expensive as b) as expensive as c) more expensive
16. It is no good to apply ... fertilizers.
- a) much b) so many as c) as much as
17. The main task of an electrical engineer is to make the work of farmers ...
- a) not so productive b) more productive c) more productive than
18. ... we forget, ... we know.
- a) the most...the least b) the more...the less c) much...little
19. All modern dynamos have ... than two poles.
- a) many b) more c) most
20. From south to north the temperature is progressively ...
- a) lower b) as low as c) not so low as
21. Wheat is ... to winter frost than barley or oats.
- a) the most resistant b) resistant c) more resistant
22. ... people know about the nature, ... they can control it.
- a) the less...the better b) the more...the better c) the least...the most
23. The ... industrial cities of Belarus are Minsk, Vitebsk, Mogilev, Brest and Gomel.
- a) big b) bigger c) biggest
24. One of the ... phenomena in nature is the transmission of energy.
- a) important b) most important c) more important
25. The speed of a car is ... than that of a plane.
- a) less b) as little as c) the least

26. The temperature in the room is ... than outside in summer.

- a) the lowest b) lower c) low

27. Electronic computer has opened great possibilities for ... progress and technology.

- a) as good as b) better c) not so good as

28. Comrade N. did not mention in his report the ... achievements of agriculture.

- a) late b) later than c) latest

29. This soil is too ... to produce high yields.

- a) bad b) worse than c) as bad as

30. Vegetables are ... food for man as they have many vitamins.

- a) not so valuable b) valuable c) as valuable as

МОДУЛЬ 3

Модальные глаголы и их эквиваленты.

Прочитайте предложения. Выберите подходящую форму модального глагола или его эквивалента.

1. Some plants ... live in desert regions.

- a) has to b) can c) is able to

2. Such machines ... plough the soil some 40-50 cm deep.

- a) could b) was to c) am to

3. Some of the fertilizers ... have a harmful effect on plants.

- a) must b) may c) have to

4. How many years do you ... study to become an electrical engineer?

- a) can b) may c) have to

5. The farmers ploughed many fields and ... plough still more.

- a) has to b) is able to c) are to

6. I shall be working at that time and ... to meet you.

- a) may b) shall be unable c) was to

7. The question is where I ... find the necessary materials for this equipment.

- a) can b) is allowed to c) as to

8. We ... introduce many fertilizers to enrich the soil.

- a) have to b) am allowed to c) was to

9. Students ... get any books they need in the University library.
a) is to b) may c) shall be able to
10. Scientists ... measure the forces of gravitation.
a) has to b) are able to c) was able to
11. We ... use water more effectively in industry and agriculture, in cities and towns.
a) was to b) am allowed to c) must
12. One ... find an interesting material on his specialty in English and American magazines.
a) are able to b) have to c) can
13. Belarusian scientists ... help farmers to apply the achievements of science and advanced experience.
a) was to b) must c) am to
14. A modern computer ... to do very quick calculations nowadays.
a) is able b) could c) might
15. For your experiment you ... use the materials available in our laboratory.
a) may b) has to c) was allowed to
16. Nicola Tesla constructed an apparatus which ... receive electromagnetic waves at a distance.
a) can b) could c) may
17. My mother ... do that work because it was very difficult for her.
a) was allowed to b) were allowed to c) was not allowed to

18. Students ... never be late for their lectures.
a) must b) can c) may
19. If you want to enter anyone's room you ... ask for a permission.
a) can b) must c) could
20. To attain good results in oral speech the students ... speak English as much as possible.
a) have to b) was allowed to c) has to
21. No one ... enter the lab while the test is going on.
a) am to b) were to c) may
22. Pavel was happy when at last he ... work in the University laboratory.
a) might b) can c) is able to
23. You ... help your friend whenever you have time.
a) is to b) shall be able to c) must
24. The quality of these grain crops ... be tested very carefully.
a) is to b) have to c) were to
25. He ... to find the source of an electric current.
a) could b) was able c) might
26. You ... smoke only in the smoking-room.
a) is allowed to b) may c) shall be able to
27. We ... start the engine at -30°C .
a) couldn't b) hasn't to c) isn't to

28. Any agronomist ... realize the importance of this invention.

- a) shall able to b) were able to c) can

29. Tomorrow they ... repeat the test again.

- a) are allowed to b) will have to c) have to

30. As it is a small farm the farmer ... do all the work on his farm himself.

- a) have to b) has to c) were to

МОДУЛЬ 4

Простые и сложные формы причастий: Р I (Present Participle), Р II (Past Participle).

Прочитайте предложения. Выберите подходящую форму причастия Р I или Р II.

A.

1. The main crops ... in Belarus are grain crops, potatoes, flax and vegetables.

- a) cultivated b) cultivating c) having cultivated

2. They always inform us in time about the results ...

- a) obtaining b) obtained c) having obtained

3. Farms provide almost all the world's food ... some fish.

- a) having been included b) being included c) including

4. ... in the country for many years he knew the village life very well.

- a) being lived b) having lived c) lived

5. ... all the problems the delegates went home.

- a) discussing b) having discussed c) discussed

6. Humus is the chief factor ... the fertility of a soil.

- a) determined b) determining c) having been determined

7. The farmers can grow other crops with ... high temperature.

- a) requiring b) having required c) required

5. Plants *растущие* in the fields must be fertilized.

- a) grown b) growing c) being grown

6. *После того как закончил* my test I gave it to my teacher.

- a) having been finished b) finishing c) having finished

7. *Изучая* new words without examples you will not remember them.

- a) having learnt b) leaning c) learnt

8. *Окончив* from the University he started to work as an electrical engineer.

- a) having graduated b) being graduated c) having been graduated

9. *Будучи опрашиваемым* about his life he told us a great many interesting things.

- a) asking b) being asked c) having asked

10. The question *который обсуждается* by the farmers is of great interest.

- a) being discussed b) discussing c) having discussed

11. The question *который обсудили* by the farmers is of great interest.

- a) having been discussed b) discussing c) being discussed

12. When *просили* he always helped us.

- a) being asked b) having asked c) asked

13. When *построят* this farm will be the best in our region.

- a) building b) built c) having built

14. *После того как отремонтировали* tractors were sent to the farms.

- a) repaired b) having been repaired c) repairing

15. Highly *квалифицированные* specialists may solve many agricultural tasks.

- a) qualified b) qualifying c) having qualified

16. *Читая* slowly he never makes mistakes.

- a) read b) having read c) reading

17. The sky *окружающее* the Moon is as black as night even in the daytime.

- a) surrounded b) surrounding c) being surrounded

18. Newton's law of motion was written in Latin, as Latin was the only language *используемым* science at that time.

- a) having been used b) used c) using

19. The students *изучающие* agronomy began their studies in September.

- a) studying b) studied c) being studied

20. Because of his inventions the methods *используемые* at the plant were substituted by new ones.

- a) using b) used c) having used

МОДУЛЬ 5.

Инфинитив. Сложные формы инфинитива (Indefinite, Continuous, Perfect, Perfect Continuous) в действительном и страдательном залогах.

Прочитайте предложения. Выберите соответствующую форму инфинитива из предложенных вариантов ответа.

1. Electric power must ... to other parts of the country.

- a) be transmitted b) to be transmitted c) to transmit

2. A current of 50 ma is dangerous for a man; it may ... an electric shock.

- a) be resulted in b) result in c) to have resulted in

3. Insulators should ... a high dielectric strength and a high resistivity.

- a) to have had b) to have c) have

4. Nuclear energy can ... for good and evil.

- a) use b) have used c) be used

5. The petroleum or crude oil must ... into other products before usage.

- a) be refined b) to be refined c) refine

6. You had better ... this wire, you may get a shock.

- a) not to touch b) not touch c) not be touched

7. I would rather ... at a modern nuclear power plant.

- a) work b) to work c) have worked

8. The customs officer made me ... my suitcases.

- a) open b) be opened c) have opened

9. I think the famers had better ... or they won't be able to harvest the wheat.

- a) to hurry b) hurry c) to have hurried

10. The engineer made me ... his instructions to be sure that I understood everything properly.

- a) be repeated b) repeat c) to repeat

11. They would rather ... to be given new equipment.

- a) to prefer b) prefer c) to have preferred

12. Let's ... the device working.

- a) watch b) to watch c) be watched

13. The teacher let the students ... the test.

- a) be rewritten b) to be rewritten c) rewrite

14. A steam turbine needs boilers ... steam.

- a) to be provided b) provide c) to provide

15. He is tired. He claims ... hard for three weeks.

- a) to work b) have been working c) to have been working

16. We know this hydropower plant ... last year.

- a) to have modernized b) to have been modernized c) have been modernized

17. It was clever of him ... this device.

- a) have been used b) to have used c) have used

18. The mechanic seems ... the harvester since morning.

- a) to have been repairing b) have been repairing c) to have repaired

19. I'm sorry... your mood.

- a) to have spoilt b) to have been spoiling c) to have been spoilt

20. He pretended ... attentively.

- a) be listening b) be listened c) to be listening

21. ... the maximum potential use of natural resources, smaller water flows must also be used.

- a) to be reached b) to reach c) reach

22. ... oil and natural gas companies drill through the earth to the deposits deep below the surface.

- a) to find b) to be found c) to have found

23. His main task was ... the nature of electricity and magnetism.

- a) find out b) to have found out c) to find out

24. Wind turbines are used ... batteries from which electricity is supplied.

- a) to be charged b) be charged c) to charge

25. The plastic ... in our laboratory will replace iron and its alloys.

- a) to be produced b) to produce c) be produced

МОДУЛЬ 6.

Инфинитивные конструкции: инфинитивная конструкция «сложное подлежащее» (Complex Subject), инфинитивная конструкция «сложное дополнение» (Complex Object), оборот «for + существительное / местоимение + инфинитив».

Прочитайте предложения. Выберите соответствующую форму инфинитивной конструкции из предложенных вариантов ответа.

1. a) Physicists consider nuclear energy to be the prime source of heat energy.

b) Physicists consider nuclear energy be the prime source of heat energy.

c) Physicists consider nuclear energy have been the prime source of heat energy.

2. a) The sun is a power of source which makes it possible for man live on Earth.

b) The sun is a power of source which makes it possible for man to live on Earth.

c) The sun is a power of source which makes it possible for man be living on Earth.

3. a) Faraday knows to have improved the telescope as the result of a-four-year work.

b) Faraday is known to have been improved the telescope as the result of a-four-year work.

c) Faraday is known to have improved the telescope as the result of a-four-year work.

4. a) They found radon be three times as heavy as hydrogen.

b) They found radon to be three times as heavy as hydrogen.

c) They found radon have been three times as heavy as hydrogen.

5. a) The necessity may exist for the pilot to reduce the speed of the airplane.

b) The necessity may exist that the pilot to reduce the speed of the airplane.

c) The necessity may exist for the pilot to be reduced the speed of the airplane.

6. a) Their points of view on the subject appear to be similar in many respects.

b) Their points of view on the subject appear be similar in many respects.

c) Their points of view on the subject appear to be being similar in many respects.

7. a) Lomonosov believed Franklin to have been achieved remarkable results in the field of atmospheric electricity.

b) Lomonosov is believed Franklin to have achieved remarkable results in the field of atmospheric electricity.

c) Lomonosov believed Franklin to have achieved remarkable results in the field of atmospheric electricity.

8. a) Some scientists abroad know to have attacked Franklin's point of view on the electric point of lightning.

b) Some scientists abroad are known to have been attacked Franklin's point of view on the electric point of lightning.

c) Some scientists abroad are known to have attacked Franklin's point of view on the electric point of lightning.

9. a) Lomonosov and Franklin happened to be made their experiments in the field of atmospheric electricity.

b) Lomonosov and Franklin happened to make their experiments in the field of atmospheric electricity.

c) Lomonosov and Franklin happened to have been made their experiments in the field of atmospheric electricity.

10. a) Recent research has shown the nucleus to be an exceedingly complex structure.

b) Recent research has shown the nucleus be an exceedingly complex structure.

c) Recent research has shown the nucleus have been an exceedingly complex structure.

11. a) The time taken equilibrium conditions to be set is small.

b) The time taken for equilibrium conditions to be set is small.

c) The time taken for equilibrium conditions be set is small.

12. a) During the Dark Ages people were believed the Earth to be flat.

b) During the Dark Ages people believed the Earth to be flat.

c) During the Dark Ages people believed the Earth be flat.

13. a) We know Faraday to have been taken interest in many scientific and technical problems of his time.

b) We know Faraday have taken interest in many scientific and technical problems of his time.

c) We know Faraday to have taken interest in many scientific and technical problems of his time.

14. a) Lightning knows to have frequently destroyed wooden buildings before the lightning rod was invented.

b) Lightning is known to have frequently destroyed wooden buildings before the lightning rod was invented.

c) Lightning is known to have been frequently destroyed wooden buildings before the lightning rod was invented.

15. a) The early artificial satellites showed the Earth to surround by intense radiation.

b) The early artificial satellites showed the Earth to be surrounded by intense radiation.

c) The early artificial satellites showed the Earth to be surrounding by intense radiation.

16. a) We saw him test this device.

b) We saw him to test this device.

c) We saw he test this device.

17. a) Telescopes make it possible for we to see objects that are extremely far away.

b) Telescopes make it possible for us to be seen objects that are extremely far away.

c) Telescopes make it possible for us to see objects that are extremely far away.

18. a) The station is known to be produced large quantities of plutonium.

b) The station knows to produce large quantities of plutonium.

c) The station is known to produce large quantities of plutonium.

19. a) The total capacity of the station was expected to be increased to 1,5-2 million kilowatts by 1965.

b) The total capacity of the station expected to be increased to 1,5-2 million kilowatts by 1965.

c) The total capacity of the station was expected to increase to 1, 5-2 million kilowatts by 1965.

20. a) We know wind energy to have widely used as a source of power before the industrial revolution.

b) We know wind energy to have been widely used as a source of power before the industrial revolution.

c) We know wind energy have been widely used as a source of power before the industrial revolution.

21. a) It is not the right time for us to speak about it.

b) It is not the right time for we speak about it.

c) It is not the right time for we to speak about it.

22. a) Biomass is known to have used to fuel both domestic and industrial activities.

b) Biomass is known to have been used to fuel both domestic and industrial activities.

c) Biomass knows to have been used to fuel both domestic and industrial activities.

23. a) It will be easy for an engineer to install this equipment.

b) It will be easy for an engineer install this equipment.

c) It will be easy for an engineer to be installed this equipment.

24. a) They didn't watch us to make experiments in the lab.

b) They didn't watch us make experiments in the lab.

c) They didn't watch we make experiments in the lab.

25. a) The weather appears to be improving.

b) The weather appears to be improved.

c) The weather appears be improving.

МОДУЛЬ 7

Герундий. Сложные формы герундия. Функции герундия в предложении и способы перевода на русский язык. Герундиальные обороты.

Прочитайте предложения. Выберите соответствующий перевод подчеркнутой грамматической формы (герундия, герундиального оборота или причастия).

1. Mankind is interested in atomic energy being used only for peaceful purposes.

- a) чтобы атомная энергия использовалась b) в использованной энергия использовалась c) чтобы атомная энергия использовала

2. By means of a relay electric current flowing in one circuit can open or close a second circuit.

- a) протекающий b) течь c) протекавший

3. The disadvantage of power plants utilizing nuclear fuel is their radiation.

- a) использование b) использовать c) использующих

4. Having employed a durable carbonized filament, he solved at last the problem of cheap illumination on a large scale.

- a) применяя b) применив c) применение

5. Getting no aid from the government, Yablochkov had to spend all he had on his invention.

- a) так как он не получил b) не получивший c) не полученный

6. While making a series of experiments with the induction coil, Yablochkov found out that the a. c. had many advantages over the d. c.

- a) проведение b) проводя c) проводивший

7. Having discovered that carbon filaments were not efficient enough, Lodygin tried to find some other material.

- a) открывая b) будучи открытым c) открыв

8. Coal is mined out of the ground using various methods.

- a) будучи использованным b) использовать c) используя

9. Being used in space engineering the material must be light and strong.

- a) используя b) используясь c) использовав

10. Many atomic power plants for producing electric energy were built in many countries of the world.

- a) производства b) произведя c) произведший

11. There are great possibilities of using nuclear energy for transport purposes.

- a) используя b) использовавший c) использования

12. Before working on a circuit, deenergize (отключать) it.

- a) после работы b) работая c) прежде чем работать

13. Connecting to ground is made by means of measuring devices.

- a) заземляя b) заземление c) заземлив

14. Fossil fuels can be saved by conserving energy.
а) сохранением б) сохранивший в) сохранить
15. Having been cooled for two hours the mixture was examined.
а) после того как б) охлаждаемая в) охлаждение
смесь охлаждалась
16. He insisted on the device being repaired today.
а) чтобы прибор б) ремонтируя в) отремонтиро-
был отремонтирован ванный прибор
17. Our group had some difficulties in carrying out the experiments.
а) проводящий б) проведение в) проводившийся
18. The locomotive left the station without having taken a sufficient quantity of fuel.
а) не взявший б) не брать в) не взяв
19. Dairy farms specialize in raising milk cows.
а) выращивании б) выращивая в) вырастив
20. The farmers having improved the soil fertility will result in higher yields.
а) улучшая б) улучшение в) то, что ферме-
ры улучшили
21. After drying in the sun most hay is baled (складывать в тюки).
а) после сушки б) высохнув в) высыхая
22. I heard of his having been appointed a chief engineer of a big plant.
а) что его назначили б) он назначил в) его назначении
23. He is responsible for the work being completed in time.
а) окончание работы б) чтобы работа в) закончен-
была закончена ная работа
24. Use of agricultural machinery substantially reduces the amount of human labor needed for raising crops.
а) выращенных б) выращиваемых в) выращивания
25. Splitting the atom was very important, because it led the way to nuclear power.
а) расщепляя б) расщепление в) расщепи

МОДУЛЬ 8

Условные предложения: I-III типы (Conditional Sentences: types I-III).

Прочитайте предложения. Выберите один из предложенных вариантов ответа, учитывая тип условных предложений.

1. If you ... systematically you will fail the exam.
a) don't work b) will not work c) didn't work
2. If the weather is fine the farmer ... grain crops.
a) would plant b) will plant c) plants
3. The device ... working if you press on the button.
a) starts b) will start c) started
4. She will translate the text easily if she ... the words.
a) learns b) learn c) will learn.
5. If more fertilizes ... the farmers will get better yields.
a) is used b) use c) are used
6. The conduction of electric current in gasses ... easily predictable if it didn't depend on so many variables.
a) will be b) would be c) was
7. If I ... here I would solve this problem.
a) were b) was c) am
8. I ... the problem with him if I had his telephone number.
a) shall easily settle b) easily settle c) should easily settle

9. If I ... the results of the experiment I would phone her immediately.
a) shall know b) should know c) knew
10. If they had completed the research, the results ... at the conference.
a) will have been discussed b) would have been discussed c) would have discussed
11. If this method of work ... we should succeed in obtaining better results.
a) were applied b) was applied c) would be applied
12. If I knew enough about the machine I ... it myself.
a) shall mend b) mended c) should mend
13. If the student ... more careful during the experiment, he wouldn't have broken the instrument.
a) has been b) had been c) was
14. We ... here in time if we had not met our friend.
a) should have arrived b) shall have arrived c) have arrived
15. If she had known how difficult the job was, she ... it.
a) wouldn't have taken b) shouldn't have taken c) won't have taken
16. If I ... you I should join the Students' Scientific Society.
a) was b) shall be c) were
17. If he ... this formula, he would not have made this mistake.
a) hasn't used b) wouldn't have used c) hadn't used

18. They ... this metal if they had known the properties of polymeric materials.

- a) will not have used b) would not have used c) haven't used

19. If he ... present at the lecture he wouldn't have understood the rule.

- a) hadn't been b) hasn't been c) wouldn't have been

20. If the electron tube ... the modern electronic industry wouldn't have appeared.

- a) had not invented b) has not been invented c) had not been invented

21. ... the fisherman been less patient he wouldn't have caught so much fish.

- a) had b) has c) would have

22. If I had been warned I ... the work in time.

- a) should have done b) have done c) shall have done

23. ... he more courageous he would not be afraid.

- a) was b) were c) is

24. Had I more pocket money I ... a new car.

- a) can buy b) could buy c) could be bought

25. ... he been invited he would have come to the party last Sunday.

- a) has b) will have c) had

READING COMPREHENSION

Прочитайте текст.

WHAT IS AGRICULTURE?

Agriculture is a vital sector of the economy. Its condition and development largely determine the country's achievements, the supply of the population with foodstuffs and many industries with raw materials. The more agriculture develops, the better man will live.

At present there are two main branches of agriculture. They are crop growing and livestock breeding.

We do not know when people began to grow crops. It was many thousand years ago. Now crop growing is a highly developed branch of agriculture.

Depending upon the soil and climatic zones effective methods should be introduced for the utilization of mineral fertilizers in combination with organic fertilizers along with the liming of acid soils. The production and use of chemical and biological means of plant protection should be increased. But all intensification factors, such as full mechanization, high application of fertilizers and extensive use of herbicides must be used in such a way as not to disturb the biological equilibrium of the soil.

The soil is the basis of agriculture. The soil productivity depends to a great extent of its mechanical properties. So an increase in the yield of grain and other crops is ensured by a number of factors. First comes the system of agronomical measures. All farms have to introduce better crop rotation systems. Rotation systems naturally differ in various areas and under various conditions. Second goes the technical equipment of farms. Tractors, combines, lorries and other machinery will considerably reduce the time required for agricultural work. Field work has already been mechanized to a very high degree. Third, an increase in the deliveries of chemical fertilizers and the improvement of their quality.

The enlargement of the material and technical basis of agriculture and its intensification through chemization, the comprehensive mechanization of crop and animal farming and improvement are the key conditions to increase agricultural production.

Выберите вариант ответа (а, б или с), соответствующий содержанию прочитанного текста.

1. What are the tasks of agriculture?

a) Land improvement is an important element in a comprehend programmer for the intensification of agriculture.

b) Chemical methods of harvest protection are being improved.

c) The development of agriculture is connected with the development of mechanization, electrification, the utilization of fertilizers and the usage of high-productive seeds.

2. Why is the soil the basis of agriculture?

a) Enough food for all the people can be grown if there are sufficient good soils for crops and pastures for animals to produce high yields.

b) Both in crop production and livestock breeding the main thing is to increase crop, meat and milk yields.

c) By crop rotation many weeds are controlled on different soils.

3. Why is the technical basis of agriculture very important?

a) The new generation of Belarusian tractors is more powerful machines.

b) With modern agricultural machinery less time is required in crop and animal farming and it makes the farmers' work easier.

c) All intensification factors, such as full mechanization, high application of fertilizers and extensive use of herbicides must be used in such a way as not to disturb the biological equilibrium of the soil.

Прочитайте текст.

A FARM

It is a cattle-breeding farm situated in the central part of our country. As one approaches the farm, forest gradually gives way to open countryside. One can see large fields and meadows of the farm. The farm breeds different kinds of animals, the cattle being the leading type there. All the animals belong to high-productive breeds.

Most of the area of the farm is under pastures. The main pasture grasses are alfalfa and clover. Cattle are pastured only in summer. In winter they are kept in cattle-sheds and fed with high-quality corn and grass silage and legume hay. During the winter period breeders must pay great attention to the quality of the feed.

Water is very important for farm animals. The necessary amount of water being unavailable, the cattle may be in poor condition. The quantity of water required by livestock depends on the nature of the feed, the size and the activity of the animal and the season. Milk containing about 87 per cent of water, dairy cows must consume large quantities of water for the production of milk. A high-yielding cow is given 8 - 10 gallons of water per day.

The animal output of the farm has increased considerably over the last ten years, the area of the agricultural land remaining the same. This nearly 100 per cent rise in production has been due to higher productivity achieved through increased mechanization. Nearly all the work on the farm is done with farm up-to-date machines. Dozens of tractors, combine harvesters and other machines work in the fields of the farm. Special milking machines are used to milk the cows. The number of farm machines has increased almost three times as compared with that ten years ago.

Using the increased amount of fertilizers and growing legumes the farmers improve their pastures and obtain high-milk yields per cow per year.

Note: gallon – галлон (англ. = 4,54 л; ам. = 3,78 л)

Выберите вариант ответа (а, б или с), соответствующий содержанию прочитанного текста.

1. Why is the most of the area of this farm under pastures?

a) Breeding cattle, the farmers must provide them with pastures in summer.

- b) The farm breeding dairy cattle, most of the area is under pastures.
- c) Using the increased amount of fertilizers and growing legumes the farmers improve their pastures.

2. How do the farmers obtain high-milk yields of their cows?

- a) Milking is done with electric milking machines.
- b) The farm has greatly increased its milk output in recent years both by an increase in the number of cattle and by an extension of the pastures.
- c) Breeders keep only high-productive cattle and feed the cows with high-quality fodders.

3. Why is water very important for dairy cows?

- a) Farmers usually pay great attention to the quality of water at the farm.
- b) Spring grass being high in water, animals must not consume it too much.
- c) Dairy cows consuming large quantities of water, their milk yield will be high.

Прочитайте текст.

WHO DISCOVERED ELECTRICITY?

The story of the discovery of electricity is connected with the name of Thales, the Greek philosopher. The story goes that one day Thales rubbed a piece of amber against his sleeve and found to his great surprise that it attracted small bits of dried leaves. After further experimenting he concluded that this attractive force was a property that amber alone possessed. He called this characteristic "electricity" because the Greek word for amber was electron.

Thales' great discovery remained a curiosity for more than two thousand years. Then many other substances were found to have this curious property of electricity too. Naturally the people of the past had no idea of what electricity was. They thought of it as "rays" or "stream" passing from the rubbed material. There were scientists who thought electricity to be a sort of "fluid" flowing through wires as water flows through pipes. Later many of them found out electricity to be made of tiny particles of some kind. In this way they tried to separate electricity into individual particles. Some attempts were made to weigh a single particle of electricity and calculate its electric charge. This was one of the most delicate weighing jobs ever done by a man. To make up a pound, it would take more of those particles than there are drops of water in the Atlantic Ocean. Now we know these electric particles to be electrons.

When a large number of electrons break away from their atoms and move through the wire, we describe this action by saying that electricity is flowing through the wire and the electrical "fluid" that scientists of the past talked about is nothing else than electrons flowing along a wire. A lot of scientists worked in the field of electricity doing their best to make the life of people good and happy.

Выберите предложения, соответствующие содержанию прочитанного текста.

1. The discovery of electricity is known to be connected with the name of Greek inventor.
2. A piece of amber rubbed against Thales' sleeve couldn't attract small bits of dried leaves.

3. Thales made a conclusion that the attractive force was a property that amber alone possessed.

4. Amber in Greek meant electron that's why Thales called this characteristic electricity.

5. Amber was the only thing that had the attractive force.

6. People of the past understood quite well what electricity was.

7. Scientists didn't make any attempts to weigh a single particle of electricity.

8. Nowadays these electric particles are known to be electrons.

9. The electrical "fluid" that scientists of the past talked about and electrons flowing along a wire are quite different things.

Прочитайте текст

INVENTIONS OF THE 19TH CENTURY

The second half of the 19th century was a period of rapid growth of electrical engineering. Among those who founded this branch of knowledge and contributed to its further development are P. Yablochkov and A. Lodygin – two great Russian scientists and inventors.

Yablochkov is known to have invented the electric candle. It became known all over the world under the name of "Russian Light".

At the time when the direct current was in universal use he realized the advantages of alternating current.

The first incandescent lamp for practical use was produced in Russia in 1873 by the great Russian scientist A. Lodygin. In his lamp he fixed a small carbon rod of about 2mm in diameter between two copper conductors. In order to protect the lamp from burning through, the lamp's air had been evacuated. Vacuum at the time being far from perfect, the first lamp was short-lived. Its life was measured in hours.

In 1890 Lodygin made his first lamps with a metal filament using metals with high melting points. Today the filament of the incandescent lamp is twisted into a spiral. The melting point of tungsten being 3,300°, it can be heated to 3,000°. At this temperature, however, tungsten begins to evaporate. In order to avoid evaporation of tungsten, today lamps are filled with chemically inert gas. In a gas-filled incandescent lamp the ends of a filament are connected to the two wires passing through the bulb and attached to the metal base. One of the wires is attached to the base and the other to the base contact insulated from the base.

The modern tungsten filament lamp in its present form is the result of the efforts of many inventors, but it to Lodygin that it owes the principal feature of its design. The tungsten filament is placed in an evacuated glass bulb and heated by electric current.

Выберите предложения, соответствующие содержанию прочитанного текста.

1. The first part of the 19th century is known to be a period of rapid growth of electrical engineering.

2. P. Yablochkov and A. Lodygin were two great scientists and inventors.

3. The electric candle was invented by A. Lodygin.

4. P. Yablochkov realized the advantages of alternating current.

5. A. Lodygin produced the first incandescent lamp for practical use.

6. A small hydrogen rod was fixed between two copper conductors in Lodygin's lamp.

7. The first lamps with a metal filament using metals with high melting points were made in 1873.

8. Today it is possible to avoid evaporation of tungsten in lamps due to chemically inert gas.

9. The principal features of Lodygin's incandescent lamp are not used in the modern tungsten filament lamp.

AUTHENTIC TEXTS

PART I

IMPROVING SOIL FERTILITY

In planning a farm or a system of farming for a whole area one has to consider the natural fertility of the soil. For innumerable centuries nature has grown plants and allowed them to decay. This is humus, the chief factor determining the fertility of a soil. And it must be there to produce a good crop, for it is humus which contains the main chemical ingredients necessary for the thriving of plants. But if humus is partly or completely lacking this deficiency has to be compensated.

In terms of chemistry, phosphorus, potassium and nitrogen make up the most important components of a rich soil. Most of the soils that are rich in nitrogen, potassium and phosphorus are productive. If a soil contains a poor amount of these ingredients the deficiency has to be compensated by adding fertilizers or manure.

At the same time soil fertility can also be improved by good crop rotation which prevents exhaustion of soil.

Crop rotation means that crops are grown in definite succession so that a certain crop following in the sequence restitutes to a certain extent to the soil the elements taken away by the preceding crop, so that the ground is never "sick".

The principal advantages of crop rotation are: 1) all plants tend to exhaust the soil, but in different manner, hence a rotation tends to maintain the balance; 2) all plants do not take up the same ingredients in the same proportion from the soil and air, thus, crops which in carbonaceous matter take up relatively small amounts of food from the soil, but large quantities from the air; 3) certain crops help in accumulating humus, such as various grasses; 4) legumes are often sown which enrich the soil with nitrogen.

Of course the rotation system has most frequently to be used together with the application of fertilizers and it sometimes comprises fallow for the ground to rest and be freed from weeds by tillage.

PLANTS LIFE

Plants are very important for man's life. There are over 350,000 species of plants. They supply us with different food products, clothing and many other necessary things.

Man will not be able to live without growing plants for himself and for feeding farm animals.

Plants also play a very important part in conservation and protection of soil, water and animals. They protect soil from the wind and keep water in the soil. They also provide us with oxygen.

Plant culture began many thousand years ago, As civilization progressed, man began to study plants more carefully and to change them. Soon plant science appeared and great progress in the 'improvement and growing of plants followed.

Plants grow and develop in the soil, which is known to be a natural resource that supports plant life. All plants grow well in a fertile soil, they cannot grow well if the soil is poor. Soil fertility is very important for agricultural crops. To improve soil fertility and to increase the yields farmers use fertilizers.

The fertilizers used in modern agriculture may be subdivided into organic and mineral. All kinds of fertilizers are assimilated through the root system of plants. Plants cannot grow well if there is not enough water. Proper temperature is also essential for successful plant growth.

ELECTRICITY BASICS

Electricity is something we do not notice until we do not have it. However, few people understand what it is and still fewer can explain it. Let us try it anyway.

So, what is electricity? Electricity is simply a movement of charged particles through a closed circuit. The electrons, which flow through this wire, carry a negative charge. A lightning discharge is the same idea, just without the wire.

Electricity is made by converting some form of energy into flowing electrons at the power plant. The type of power plant depends on the source of energy used: thermal power (coal, oil, gas, nuclear, underground steam), solar power (photovoltaic), kinetic power (water, wind) and chemical power (fuel cell).

After it is made, electricity is sent into a system of cables and wires called a transmission grid. This system enables power plants and end users to be connected together.

The basic notions in electricity include the following.

An Amp (A) is a unit measure of the amount of current in a circuit. An ammeter permits the current to be measured.

The pressure that forces the current to flow is measured in Volts (V). A transformer is used to change the voltage of electricity. This allows electricity to be transmitted over long distances at high voltages, but safely used at a lower voltage. A Watt (W) is a unit measure of electric power that depends on amps and volts. The more watts the bulb uses the more light is produced. $\text{Watts} = \text{Volts} \times \text{Amps}$.

An Ohm (Ω) is a unit measure of materials resistance to a flowing current. The filament in the light bulb glows because its high resistance makes it hot. Low resistance of the support wires does not let them glow. The glass has a resistance so high that it does not allow the current to move through it - this property makes glass a good insulator.

ELECTRICITY BASICS (continued)

There are two different kinds of electrical current. One is called direct current because electrons are made to move in one direction only. It is usually abbreviated to DC. This kind of electricity is produced by a battery.

AC stands for alternating current which is generated by power stations for domestic and industrial use. The wires in the centre of the generator rotate past the North and South poles of the (red) magnet. This movement forces the electrons in the circuit to reverse the direction of their flow. The number of these alterations (or cycles) per second is known as frequency.

As domestic supply requires alternating current it is therefore necessary to change it to direct current inside most electrical appliances. A rectifier allows AC to be converted into DC.

Power stations are designed to provide electrical energy to large housing developments. This causes the necessity to transmit power from its source, the generating station, to wherever it is required for use, which may be far away, with minimal energy losses. It is cheaper and easier to carry a very high voltage but low current, over long distances.

It can be done with the help of thinner overhead conductor wires, with an air gap between them to act as an insulator.

A transformer is used to increase or decrease the voltage of an electric power supply. This is a static machine since it has no moving parts. It consists of two coils of wire that are wound around a soft iron core. The coils are called windings, one is the primary, or input winding, and the other is the secondary, or output winding.

When current passes through the primary winding, a magnetic field is created around the iron core, which induces a voltage in the secondary winding. If the number of turns in the secondary winding is greater than that in the primary winding it is a step-up transformer and the output voltage is greater than the input voltage. And vice versa, a step-down transformer enables the input voltage to be reduced.

A device, which allows an electrical charge to be built up and stored for some time is known as a capacitor (or a condenser). A simple capacitor is made from two metal plates (electrodes), which are separated by an insulator such as air, paper or mica (the dielectric).

PHOTOVOLTAIC SYSTEMS

Photovoltaic (PV) systems, developed originally for space applications, transform light directly into electricity. Their basic principle is the photoelectric effect, first explained by Einstein, whereby light makes electrons emerge from matter. Photovoltaic devices - solar cells - are flat crystals made of thin layers of semiconductor material with different electronic properties resulting in strong built-in electric fields. When light enters the crystal, photo-generated electrons are separated by these fields and an electric potential develops between the top and bottom faces of the cell. This results in a direct current if the circuit is completed.

To protect them from the environment, PV cells are linked together and encapsulated in modules. Modules mounted on a plane with the proper orientation and tilt for maximum yearly or seasonal collection form the PV panel or array. Either a single module panel or huge array fields are possible, with a wide range of DC voltages which are further turned into any desired DC or AC form by solid-state electronic power conditioning. The PV system typically includes electrochemical storage batteries for stand-alone applications.

PV development for terrestrial applications began at the time of the first oil crisis along two radically different paths. One is aimed at concentration technologies where cost reduction can be achieved by replacing PV area with lens area, and the other one is aimed at cost reduction of the PV modules by high-volume industrial fabrication.

HYDROGEN GENERATION

Hydrogen generation from solar energy and water deserves particular attention since this would be a fuel that is inexhaustible and also environmentally benign. When hydrogen is burned, either directly for thermal or mechanical end-uses, or in fuel cells for electricity generation, only water is released. Since hydrogen can be used both for transport and long-term energy storage, with a higher density than natural gas if used in liquid form, it could displace our dependence on fossil fuels. Concentrated sunlight could drive thermochemical reactions or high-temperature electrolysis for the generation of solar hydrogen. Solar hydrogen can also be obtained from photoelectrochemical systems that yield hydrogen and oxygen directly from water. One recent development in this field that may deserve particular attention mimics the role of chlorophyll in photosynthesis by means of titanium dioxide particles coated with a ruthenium-based photosensitive dye. However, both this and all other current photoelectrochemical research needs much further development to enhance device efficiency and solve degradation problems which still plague the solid liquid interface. Water electrolysis driven by photovoltaic electricity has already been demonstrated and is probably the simplest way to obtain solar hydrogen.

It can be envisioned that countries in the Northern Hemisphere will have exploited their national solar energy potentials relatively sooner than the South, and that after that time they may want to import renewable energy.

KINDS OF MODERN FARMS

Today, about one half of the world's people are farmers. Most of them struggle along as subsistence farmers. This means that they raise plants and animals to provide for their families, usually having little or nothing left over to sell or trade for other goods. Subsistence farming is

common in crowded, poorer, underdeveloped countries and in depressed areas even in advanced countries. In this type of farming, a farm may be less than 1 acre (0.4 hectare) in size and the land of poor quality. The family that works on such a farm usually coaxes it to provide enough to live on only through intensive hand labor.

In more developed, less crowded countries, such as the United States, Australia, and Canada, a single farm may reach as far as the eye can see in any direction, and may be run by a large corporation that uses only the latest machines and technology. Such commercial farms are the big agricultural producers in developed nations. They are operated much like other industries. Many are family run, but the family functions as management for the parent corporation.

The amount of farmland owned by those who farm is smaller than most people realize. Many farms are rented, and often sharecropping, in which income from the crop is shared, is arranged to pay the land's owner. In countries such as Israel and China, there are communal farms owned by the state.

Diversified, general farming, in which many crops and different kinds of animals are raised, is the traditional farming practiced in Western countries with temperate climates. These farms are often composed of land claimed from forest and prairie.

WIND PUMPS

Applications of water-pumping wind turbines are: water supply for livestock in remote regions; small-scale irrigation; and low-head pumping for aquatic breeding. Water supply for livestock is the main application of wind pumps. Over a million of these pumps are in use today - e.g. in Argentina, the USA, South Africa and Australia. The energy production of these wind pumps is equivalent to about 50-75 MW per year. In South America more than 600,000 wind pumps have been installed, especially in Argentina.

A global evaluation of wind pump programmes has been conducted in a study commissioned by the World Bank and the United Nations Development Programme. Since 1975, so-called modern wind pumps, intended for local production, have been developed in several countries, especially for low-lift and medium-lift applications. About 10,000 of these pumps are now in operation. The pumps are being used for supply

of domestic water and for small-scale irrigation. In China, there is a large demand for wind pumps that can be used for high-volume, low-lift applications for irrigation, prawn breeding and land reclamation. Optimum designs for such wind pumps are not available at the moment.

The number of wind pumps installed decreased sharply in the 1950s and 1960s, since in this period cheap fuel became available world-wide and the investment costs of small internal combustion engine-driven pumps went down considerably. The present rate of installation is estimated to be just over 10,000 wind pumps per year. A conservative estimate of the total world-wide potential of wind pumps would be 100,000 installations per year.

BIOMASS RESOURCES

A small portion of the solar radiation reaching the earth's atmosphere is captured in the photosynthetic process of plants. The photosynthate takes the form of a carbohydrate - e.g. starch, sugar, cellulose and hemicelluloses. The amount of energy stored annually by photosynthesis is several times higher than the world's total current use of energy, and probably 200 times the world's current food energy consumption. It is also informative to note that this biomass, which is 90% in trees, is equivalent to the current proven extractable fossil fuel reserves.

The maximum efficiency of photosynthetic conversion of solar energy is between 5 and 6%. However, in practice, taking into account the world's terrestrial areas, the overall average efficiency of photosynthetic conversion is about 0.3%. The average efficiency when improved agricultural techniques are implemented is around 0.5-1.0%.

Biomass resources suitable for energy production encompass a wide spectrum of materials. These range from fuel wood collected from farmlands and natural woodland, through agricultural and forestry crops grown specifically for energy purposes, agricultural and forestry residues, food and timber processing residues, municipal solid waste and sewage, to aquatic flora.

Biomass tends to occur in a dilute form, unlike the currently used fossil fuels which are found in concentrated deposits. The cost of collecting large quantities of biomass for a commercial energy application can thus be significant since the material is dispersed, is often of low energy density, and frequently moist, if not wet.

AUTHENTIC TEXTS

PART II

ECOLOGICAL CHANGES HAVE BECOME A GLOBAL PROBLEM

For thousands of years people have lived in harmony with environment and natural riches seemed to be unlimited. With the development of civilization man's interference in nature increased. Large cities with smoky industrial enterprises appeared all over the world. So now the by-products of their activities pollute the air we breathe, the water we drink, the soil we use to grow grain and vegetables. In order to meet production goals enterprises cut off money and take few measures to protect the environment from pollution.

The destruction of nature gradually leads to the loss of a healthy biological habitat on the Earth. Environmental pollution increases the cases of disease, raises the cost of medical service, reduces the life-span of a man. By now the pollution and poisoning of the soil, water and air have reached a critical level.

As environmental protection is a universal concern, serious measures to create a system of ecological security should be taken. Some progress has been already made in this direction. 159 countries – members of the United Nations Organization – have set up environmental protection agencies. Their aim is to discuss questions of ecologically poor regions all over the world and to suggest possible measures to solve ecological problems. The international organization "Greenpeace" is also doing much to preserve the environment.

MY HOBBY

Tastes differ. Different people like different things, different people have different hobbies.

I go in for sports, I like to play tennis. I go to play tennis every day.

Sport is very important part of our life. Many people go in for sports, they jogging, walking, swimming, skating, skiing, train themselves in clubs and different sections.

Physical training is an important subject at school. Pupils play volleyball, football, basketball.

I have been playing tennis for 5 years. Tennis became very popular now. I take part in different competitions.

To be in a good shape I'm jogging every morning and do my morning exercises.

Everyone should do all he can to stay healthy and choose the sport he is interested in. I do not understand people who say that they like sport, but they only watch sport on TV.

If one goes in for sports he feels much better, looks much better, sleeps much better. Your physical appearance will change, too. You will be slimmer and trimmer. And what is even more important you will not get sick often.

Why do I go in for sports? Because I think that it is very important for a man to be strong and well-built. Sport is not for weak, because, you have to learn how to lose, and it's not easy.

My favourite proverb says: "A sound mind in sound body".

HISTORY OF THE OLYMPIC GAMES

PART I

Long ago ancient Greeks often waged wars. Small states suffered and lost much even if they did not take any side and stayed out of wars. The ruler of such a small state, Elis, wanted to live in peace with all neighbours. He was a good diplomat because his negotiations were successful and Elis was recognized a neutral state. To celebrate this achievement, he organized athletic games.

In the beginning this feast lasted one day, but later a whole month was devoted to it. All wars and feuds were stopped by special heralds who rode in all directions of Greece.

The games were held every four years in Olympia on the territory of Elis. The first games which later were called the Olympic Games were held about a thousand years before our era.

Usually the Olympic Games began before the middle of the summer. Best athletes arrived from many Greek states to Olympia to compete in running, long jumps, throwing of discus and javelin and wrestling. In the course of time fist fighting (boxing) and chariot races were also included in the Games.

All athletes took an oath that they had been preparing well for the Games and promised to compete honestly and keep the rules of the sacred Olympics. The athletes took part in all kinds of competitions. Winners were called "olympionics", they were awarded olive wreaths and cups of olive oil. This tradition has survived. In our time sportsmen often get cups and wreaths for winning the first place in sports competitions.

PART II

The olympionics of ancient Greece became very popular. Best craftsmen were chosen to make honorary cups, many poets wrote and recited in public poems about the best athletes. Sculptors made their statues which were put up at the birthplace of the winners.

The Olympic Games were accompanied by arts festivals. Poets recited their poems, singers sang hymns, dancers danced and orators pronounced speeches — all this in honour of the sacred Games.

Only men could take part in the Olympic Games. Women were not allowed even to watch the competitions at the stadium under the fear of death penalty. There was a single exception, when a woman coached her son and accompanied him to the stadium in men's clothes. That brave woman was spared the penalty because her son excelled in many events.

Magnificent strong bodies inspired artists and sculptors. They painted wall pictures and made statues of marble and bronze, so now we can admire the corporal beauty of ancient and eternally young discus thrower, javelin bearer and others.

The Olympic Games had been held for about eleven hundred years, until the emperor Theodosius banned them for religious reasons in 394 A. D.

The revival of the Olympic Games began long time afterwards, in 1892, when a young French teacher Pierre de Coubertin made a public speech before the Union of French sports clubs in Paris. At that time many people in many countries practiced various kinds of sports and games. They wanted to make friends and compete with sportsmen from other lands. Pierre de Coubertin understood the importance of sports which unified peoples of the world and served the cause of peace like in ancient time.

On the 23rd of June 1894 the International Congress of amateur sportsmen made an important decision: to revive the Olympic Games and to establish the International Olympic Committee which would be responsible for the administration of the modern Olympic Games. The

first Committee consisted of 12 members. Now 82 members of the International Olympic Committee control the affairs of all member countries which joined the Olympic movement.

TRAVELLING

Modern life is impossible without travelling. Thousands of people travel every day either on business or for pleasure. They can travel by air, by rail, by sea or by road.

Of course, travelling by air is the fastest and the most convenient way, but it is the most expensive too. Travelling by train is slower than by plane, but it has its advantages. You can see much more interesting places of the country you are travelling through. Modern trains have very comfortable seats. There are also sleeping cars and dining cars which make even the longest journey enjoyable. Speed, comfort and safety are the main advantages of trains and planes. That is why many people prefer them to all other means.

Travelling by sea is very popular. Large ships and small river boats can visit foreign countries and different places of interest within their own country.

As for me, I prefer travelling by car. I think it's very convenient. You needn't reserve tour tickets. You needn't carry heavy suitcases. You can stop wherever you wish, and spend at any place as much time as you like.

Every year my friend and I go somewhere to the South for holidays. The Black Sea is one of the most wonderful places which attracts holiday-makers all over the world. There are many rest-homes, sanatoriums and tourist camps there. But it is also possible to rent a room or a furnished house for a couple of weeks there. Sometimes, we can place ourselves in a tent on the sea shore enjoying fresh air and the sun all day long.

As a rule, I make new friends there. In the day-time we play volleyball, tennis, swim in the warm water of the sea and sunbathe. In the evening I like to sit on the beach watching the sea and enjoying the sunset. I'm fond of mountaineering. So I do a lot of climbing together with my friends. Time passes quickly and soon we have to make our way back. We return home sunburn and full of impressions.

ENGLISH IS THE LANGUAGE OF COMMUNICATION

"Do you speak English?" – with this phrase begins the conversation between two people, that speak different languages and want to find a common language.

It's very good when you hear: "Yes, I do", and start talking. People of different countries and nations have to get along well with the progress in world, trade and technology as well as with each other.

So it is very useful to learn foreign languages. Knowledge of foreign languages helps us to develop friendship and understanding among people.

English is very popular now. It's the language of computers, science, business, sport and politics. It's spoken all over the world. It is the official language of the United Kingdom, Ireland, the United States of America, Canada, Australia. There are more than 750 million speakers of English in the world.

Speaking a foreign language you can read papers, magazines and original books by great writers, watch satellite TV Programs. If you like travelling you can go anywhere without being afraid that other people will not understand you. English is very important to find a good job.

Learning a foreign language isn't an easy thing. Nowadays it's especially important to know foreign languages. Some people learn languages because they need them for their work, others travel abroad, for the third studying foreign languages is a hobby. Everyone, who knows foreign languages can speak to people from other countries, read foreign authors in the original, which makes your outlook wider. I study English. It's a long and slow process that takes a lot of time and efforts. Over 300 million people speak it as a mother tongue. The native speakers of English live in Great Britain, the United States of America, Australia and New Zealand. English is one of the official languages of the United Nations Organization and other political organizations.

English language is a wonderful language. It's the language of the great literature. It's the language of William Shakespeare, Charles Dickens and others. Half of the world's scientific literature is in English. It's the language of computers technology. The great German poet Goethe once said, "He, who knows no foreign language, doesn't know his own one". That's why in order to understand oneself and environment one has to learn foreign languages.

I think, that to know English today is absolutely necessary for every educated man, for every good specialist.

A DEVOTED HOLIDAYMAKER

Wherever you are in Britain, you are never more than 120 kilometres from the sea. So perhaps it is not surprising that the idea of the seaside holiday started here. The fashion began at the end of the eighteenth century and by the 1930s, twenty million more people used Britain's railways during August than in May or October. For a few weeks every year the whole of Britain seemed to be at the seaside. There were enough beds in Blackpool's hotels and guest houses for half a million holiday-makers.

But holiday fashions have changed a lot since the thirties. Today two-thirds of British holidaymakers spend their holidays abroad. Some people, though, still remain faithful to the traditional British seaside holiday: 78-year-old grandmother, Edna Parker has just been to Blackpool for her annual summer holiday for the 58th time!

It all began back in 1934 when Edna, just married, spent her honeymoon in Blackpool with her husband. They liked it so much that they decided to return the following year. Edna became a mother, a grandmother and sadly, a widow, but she still continued to choose Blackpool for her summer holidays. She always takes her holiday in the first two weeks of June and over the years she has always enjoyed doing the same things. Every year she sits in her deckchair in the same spot on the beach below the famous Blackpool Tower, takes a donkey-ride along the sands and enjoys her favourite seaside lunch of fish, chips and peas.

PROBLEMS OF SMOKING

The World Health Organization reports that 3.5 million people die every year from tobacco related diseases. Half of these deaths occur in industrial countries. Anti-smoking campaigns have been started in most developed countries – banning tobacco advertising in the mass media, increasing cigarette taxes and requiring health warnings on cigarette packages.

For the first time in a quarter of a century the number of women smoking is on an increase. Statistics show that it's the youngest women who are increasingly taking up the habit.

The habit is on an increase among teenage girls while it is falling in all other groups of the population. Now almost one in three girls of

school-leaving age is a smoker. Teenage girls who smoke believe cigarettes help keep them slim, make them look grown-up and control stress, health experts say.

Teenage girls are twice as likely to start smoking if one of their parents is a smoker. They probably have a best friend who smokes and parents who do not disapprove of their taking up the habit. They are more likely to leave school at 16.

Fifty per cent of girls who leave school to start a career in hairdressing are smokers. In nursing the figure is 44 per cent and around 34 per cent in secretarial work.

One of the most effective methods of getting girls to stop smoking is to point out how much they smell, says Dr. Charlton. Others stop when a boyfriend insists he does not like it.

VAN GOGH'S "SUNFLOWERS"

When Polly left school, she had no idea what she wanted to do. A friend of hers, who was a year older, and whose name was Josephine, was at Art College, and she persuaded Polly to join her there.

Polly's father worked in a factory, and her mother worked in a shop. They were saving their money to buy their own house, and they had hoped that Polly would start earning too as soon as she left school, so when she told them that she wanted to go to art college, she expected to have an objection. But in fact they had none.

«You'll have to find some kind of a job to pay for your college, » Polly's mother warned her. «Thank you very much, » Polly answered. «I'm really very grateful to you both. And there's no problem about getting a job; the head of the art college has offered me one in their library».

After a few months, Polly's parents really felt very proud that their daughter was going to college, especially when she brought home some of the things she had painted, for which she had received high praise from her teachers.

Polly sometimes went to museums to see paintings by famous artists, and one day she invited her parents to the museum.

They waited until Saturday and then they all went off to the museum that Polly had chosen.

She showed her parents some famous paintings, and then they came to one that they recognized.

«This is Van Gogh's "Sunflowers" » Polly said.

«What a cheek! » her father answered. «He's copied the picture we've had in our hall for the last ten years! »

WOMEN POLICE-OFFICERS

There are about 22,000 police officers in England. Out of these, 1,500 are women. Twenty years ago, a woman police-officer was an unusual sight. Then there were only 500 of them. Their job was mostly in the police stations doing the routine office work, or going out and doing what you could call social work. But today the picture is quite different. You meet female officers on the beat, controlling crowds, and directing traffic.

«That's the way it should be, » says one policewoman. «We get the same pay as the men and we share the same conditions as they have. Of course there are still some policemen who haven't quite accepted us yet. I must admit, too, that there are certain situations where we are not in the front line. For example if there is a very violent demonstration. We are given other jobs. Often we are better than the men when there are problems with women – and specially children. The younger officers are very glad to work with us. What is even more important, I think, is the reaction of the public. They are always very positive. Women are good at calming people down. There is still a lot of respect for women in general – for example, some people think it is all right to hit a policeman they wouldn't dream of hitting a woman. In violent situations we do not seem as aggressive as men, and this really helps. Mind you, if it comes to a fight women police-officers are highly trained! »

TOM'S FIRST JOURNEY BY TUBE

Tom was looking forward to his first journey by Tube, as the underground railway in London is called.

Tom entered the station just after five o'clock in the afternoon. This is a bad time to travel in London, both by bus and train, because crowds of people go home from work at this hour. He had to join a long queue of people who were waiting for tickets. When at last his turn came, he had some difficulty in making the man understand the name of the station he wanted to go to. However, he got the right ticket in the end and found the right platform. This was packed with people. He did not manage to

get on the first train, but he was able to move nearer the edge of the platform and was in a better position to get on the next one. When this came in, Tom was pushed forward on to the train by the people behind him. The doors closed and the train moved off. He was unable to see the names of the stations where the train stopped, but he had counted the number of stops so that he knew exactly where to get off. His station was the sixth along the line.

When the train reached the sixth station, Tom got off, happy that his journey had been so easy. But he was alarmed to see that he had got off at a station that he had never heard of! He did not know what to do. He explained his difficulty to a man who was standing on the platform. With a look of amusement on his face the man told Tom that he had travelled on a train going in the wrong direction.

Для составления реферата необходимо:

1. Провести логический анализ текста, разбить текст на тематические единства, обобщить содержание тематических единств в одном предложении.
2. Составить план из обобщающих предложений – ключевых предложений текста.
3. Развить те пункты, которые раскрывают тему текста.
4. Исключить предложения, которые непосредственно не относятся к теме текста.
5. Ввести связующие предложения при отсутствии логической связи на границе двух пунктов плана.
6. Упростить сложные синтаксические структуры.

План реферирования текстов

План состоит из 5 обязательных пунктов, каждый из которых снабжен рядом устойчивых конструкций и выражений, необходимых при кратком пересказе (реферировании) текстов.

1. Заголовок текста (the head-line)

The text is head-lined ... – Текст озаглавлен ...

The head-line of the text under discussion is ... – Заголовок обсуждаемого текста

2. Автор текста (The author of the text).

The author of the text is ... – Автором текста является ...

The text is written by ... – Текст написан (тем-то) ...

3. Главная идея текста (The main idea of the text).

The main idea of the text is ... – Главной идеей текста является

The text is about ... – Текст рассказывает о ...

The text deals with ... – В тексте рассматривается вопрос о ...

The purpose of the text is to give the reader some information on..... – Цель текста – дать читателю некоторую информацию о ...

4. Содержание текста (The contents of the text).

The author starts retelling the readers about ... – Автор начинает свой рассказ...

The author writes (states, thinks) that ... – Автор пишет (утверждает, думает), что...

According to the text ... – В соответствии с текстом ...

Further the author says that ... – В дальнейшем автор пишет, что...

In conclusion ... – В заключение ...

The author comes to the conclusion that ... – Автор делает вывод, что ...

5. Ваше мнение относительно прочитанного (Your opinion of the text).
I found the article (the text) interesting (important, dull, too hard, to understand)... – По-моему, текст интересен (важен, скучен, слишком сложен для понимания)...

Для того чтобы написать аннотацию текста, используйте следующие выражения:

The text deals with

The text is about

..... are considered in the text.

The difference between.... is emphasized.

In addition the author considers... .

The author considers some facts relating to They are

In conclusion, the author emphasizes that

In addition, ... are considered.

Finally, ... are considered.

GRAMMAR REFERENCE

ИМЯ ПРИЛАГАТЕЛЬНОЕ (THE ADJECTIVE). ОБЩИЕ СВЕДЕНИЯ

Имя прилагательное — часть речи, обозначающая признак предмета:

a young man	молодой человек
English literature	английская литература
fine weather	хорошая погода

По своему значению прилагательные делятся на качественные и относительные.

Качественные прилагательные обозначают такие признаки (качества) предмета, которые отличают один предмет от другого по форме (round круглый), по размеру (large большой), по свойству (solid твердый), по цвету (black черный), по вкусу (sweet сладкий), по весу (heavy тяжелый) и т. д. Эти качества могут быть присущи предмету в большей или меньшей степени, поэтому качественные прилагательные имеют формы степеней сравнения.

Относительные прилагательные передают такие признаки предмета, которые не могут быть в предмете в большей или меньшей степени. Обычно они обозначают материал, из которого сделан предмет (wooden деревянный), место действия (rural сельский, деревенский), область знаний (mathematical математический), эпоху (medieval средневековый) и т. д.

Относительные прилагательные не имеют степеней сравнения и не сочетаются с наречием very очень.

Прилагательные в современном английском языке не имеют категории числа, падежа и рода.

Имена прилагательные бывают простые, не имеющие в своем составе ни префиксов, ни суффиксов, и производные, образованные с помощью словообразовательных элементов от других частей речи.

К наиболее характерным суффиксам прилагательных относятся следующие:

- ful**: useful полезный, hopeful надеющийся
- less**: useless бесполезный, helpless беспомощный
- ous**: famous знаменитый, courageous мужественный
- al**: formal формальный, central центральный

-able (-ible): eatable съедобный, visible видимый

Самыми употребительными префиксами прилагательных являются такие, как **un-** и **in-**. Например:

un-: unhappy несчастный, unequal неравный

in-: incomplete неполный, indifferent безразличный

Перед начальной буквой **I**- префикс **in-** превращается в **il-**, перед **r**- в **ir-**, а перед **m-** и **p-** — в **im-**: illogical нелогичный, irregular нерегулярный, immobile неподвижный, immortal бессмертный, impatient нетерпеливый, impossible невозможный и т. д.

СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ

Качественные прилагательные имеют следующие степени сравнения (Degrees of Comparison): положительную (Positive Degree), которая является основной формой прилагательного, сравнительную (Comparative Degree) и превосходную (Superlative Degree). Например:

The Dnieper is a long river (long — положительная степень).	Днепр — длинная река.
The Volga is longer than the Dnieper (longer — сравнительная степень).	Волга длиннее Днепра.
The Volga is the longest river in Europe. (longest — превосходная степень).	Волга самая длинная река в Европе.

Существуют три способа образования степеней сравнения английских прилагательных: 1) при помощи прибавления суффиксов **-er** и **-est** к основной форме (синтетический); 2) за счет употребления слов **more** и **most** перед основной формой (аналитический); 3) путем образования степеней сравнения от разных корней.

1. Односложные прилагательные образуют форму сравнительной степени при помощи суффикса **-er**, а форму превосходной степени при помощи суффикса **-est**, которые прибавляются к основной форме.

Положительная степень	Сравнительная степень	Превосходная степень
Green – зеленый	Greener-зеленее	(the) greenest-самый зеленый
Warm - теплый	warmer -теплее	(the) warmest-самый теплый
hard - тяжелый	harder - тяжелее	(the) hardest-самый тяжелый

Некоторые двусложные прилагательные: а) имеющие ударение на втором слоге и б) оканчивающиеся на **-y**, **-ow**, **-er**, **-le**, образуют степени сравнения этим же способом.

Положительная степень	Сравнительная степень	Превосходная степень
а) polite - вежливый remote - удаленный	Politer - вежливее Remoter - удаленнее	(the) politest - самый вежливый (the) remotest самый удаленный
б) easy - легкий Funny - смешной	Easier - легче funnier - смешнее	(the) easiest - наилегчайший (the) funniest - самый смешной
Narrow - узкий	Narrower - уже	(the) narrowest –самый узкий
Low - низкий	Lower - ниже	(the) lowest - самый низкий
Clever - умный	Cleverer - умнее	(the) cleverest - самый умный

При образовании степеней сравнения посредством суффиксов **-er** и **-est** соблюдаются следующие правила орфографии:

– если прилагательное оканчивается на немое **-e**, то при прибавлении **-er** и **-est** немое **-e** опускается:

large большой – larger – (the) largest

ripe зрелый – riper – (the) ripest

brave храбрый – braver – (the) bravest

– если прилагательное оканчивается на согласную с предшествующим кратким гласным звуком, то в сравнительной и превосходной степени конечная согласная буква удваивается:

big большой – bigger – (the) biggest

hot горячий – hotter – (the) hottest

wet мокрый – wetter – (the) wettest

–если прилагательное оканчивается на **-y** с предшествующей согласной, то в сравнительной и превосходной степени **-y** переходит в **-i**:

dirty грязный — dirtier — (the) dirtiest

busy занятой — busier — (the) busiest

easy легкий – easier – (the) easiest

– если перед **-y** стоит гласная, то **-y** остается без изменения: gay – веселый – gay^{er} – (the) gay^{est}

1. Большинство двусложных прилагательных, а также прилагательные, состоящие из трех или более слогов, образуют сравнительную степень при помощи слова **more** более, а превосходную – **most** наиболее. Эти слова ставятся перед прилагательным в форме положительной степени:

Положительная степень	Сравнительная степень	Превосходная степень
Beautiful - красивый	more beautiful - красивее	(the) most beautiful - самый красивый
interesting - интересный	more interesting - интереснее	(the) most interesting - самый интересный

3. Прилагательные **good, bad, much, many, little** образуют степени сравнения от разных корней:

Положительная степень	Сравнительная степень	Превосходная степень
good хороший	better лучше	(the) best самый лучший
bad плохой	worse хуже	(the) worst самый плохой
much/ many много	more больше	(the) most больше всего
little маленький, мало	less меньше	(the) least меньше всего

СРАВНИТЕЛЬНЫЕ КОНСТРУКЦИИ С ПРИЛАГАТЕЛЬНЫМИ

1. Если при сравнении предметов (явлений) один предмет уподобляется другому, то в таком предложении используется союз **as... as** такой как, а прилагательное стоит в положительной степени. Например:

He is as brave as a lion.	Он храбр, как лев.
She is as fresh as a daisy.	Она свежа, как маргаритка.

2. Если сравниваемые предметы обладают одним и тем же признаком в разной степени, то в предложении употребляются, либо союз **than** чем и прилагательное в сравнительной степени, либо союз **not so... as** не такой..., как и прилагательное в положительной степени. Например:

She is prettier than her sister.	Она более хорошенькая, чем ее сестра.
Her sister is not so pretty as she is.	Ее сестра не такая хорошенькая, как она.

Конструкция типа “the more..., the better”.

Английское предложение, две части которого (разделенные запятой) начинаются с прилагательного или наречия в сравнительной степени с определенным артиклем перед ними, переводится на русский язык при помощи парного союза **чем..., тем...**

The more we read, the more we know.	Чем больше мы читаем, тем больше мы знаем.
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Глаголы to be и to have (have got) в простом настоящем времени

to be		to have	
I	am ('m)	I	have ('ve)
he, she, it	is ('s)	he, she, it	has ('s)
we, you, they	are ('re)	we, you, they	have ('ve)

Спряжение глагола to be в простом прошедшем времени

Утвердительная форма	Вопросительная форма	Отрицательная форма
I He She It } was	Was { I he she it	I He She It } was not (wasn't)
We You They } were	Were { we you they	We You They } were not (weren't)

Конструкция с вводящим *there* (оборот *there + be*)

В английском языке широко употребляются предложения, начинающиеся с оборота **there + be** со значением **есть, имеется, находится, существует**. Данный оборот употребляется, когда хотят сообщить о наличии или отсутствии **какого-либо** предмета или лица в **определённом** месте.

Глагол **to be** употребляется в личной форме и согласуется в числе с подлежащим, которое следует непосредственно за ним. Неисчисляемые существительные всегда согласуются с глаголом в единственном числе.

Перевод предложений начинается с обстоятельства места/времени (т.е. с конца предложения) или со сказуемого, если обстоятельство отсутствует.

There is a park near our house.

Недалеко от нашего дома
(есть, находится) парк.

There are some ways of solving this problem.

Существует несколько способов решения этой задачи.

Сводная таблица видовременных форм английского глагола в действительном залоге

		Active			
		Indefinite	Continuous	Perfect	Perfect Continuous
		Констатация факта	Процесс	Завершенность	Процесс в течение некоторого периода времени
Present	V, V-s в do, does	am is are	V-ing	have has	V-ed, V ₃ have been V-ing
	I write, he writes	I am writing	I have written	I have been writing	
	Я пишу (часто)	Я пишу (сейчас)	Я написал (уже, только что)	Я пишу (уже час, с двух часов)	
Past	V-ed, V ₂ did	was were	V-ing	had V-ed, V ₃	had been V-ing
	I wrote	I was writing	I had written	I had been writing	
	Я писал (вчера, два дня тому назад)	Я писал (вчера в два часа, когда он вышел)	Я написал (вчера к трем часам; до того, как он пришел)	Я писал (уже два часа, когда он пришел)	
Future	shall will	shall will ing	be V-	shall will	have V-ed V ₃ have been V-ing
	I shall write	I shall be writing	I shall have written	I shall have been writing	
	Я буду писать (завтра)	Я буду писать (завтра в три часа)	Я напишу (завтра к трем часам)	Я буду писать (завтра уже три часа, когда он придет)	

СТРАДАТЕЛЬНЫЙ ЗАЛОГ (THE PASSIVE VOICE)

Страдательный залог в английском языке употребляется тогда, когда внимание говорящего сосредоточено не на субъекте, а на объекте действия. Глагол в страдательном залоге показывает, что подлежащее подвергается действию, а не само его выполняет. Сравните:

He **translates** a book. Он переводит книгу.
The book is **translated**. Книгу переводят.

Сводная таблица видовременных форм английского глагола в страдательном залоге

Таблица всех времен в Passive Voice				
	Present	Past	Future	Future in-the-past
Indefinite	Letters are written every day	The letter was written yesterday	The letter will be written tomorrow	(He said that) the letter would be written the next day
Continuous	The letter is being written now	The letter was being written at 5 o'clock yesterday	X	X
Perfect	The letter has already been written	The letter had been written by 5 o'clock yesterday	The letter will have been written by 5 o'clock tomorrow	(He said that) the letter would have been written by 5 o'clock the next day

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

- 1) глаголом с окончанием - **ся**, - **сь**;
- 2) глаголом **быть** (в прошедшем и будущем времени) и краткой формой причастия;
- 3) неопределенно-личным предложением.

При переводе следует выбирать тот способ, который лучше всего подходит в каждом отдельном случае. Например:

Present	Many houses are built in this city.	Много домов строится (строят) в этом городе. Много домов было построено (построили, строилось).
Past	Many houses were built last year.	
Future	Many houses will be built soon.	Много домов будет построено (будет строиться) скоро.

Следует помнить, что подлежащее в предложении с глаголом в страдательном залоге переводится на русский язык винительным или дательным падежом:

He was sent to the library
He was sent a book

Его послали в библиотеку.
Ему послали книгу.

Простые неличные формы причастия: PI (Present Participle) и PII (Past Participle) в функциях определения, обстоятельства, в составе сказуемого.

PARTICIPLE I (ПРИЧАСТИЕ I)

Participle I образуется прибавлением суффикса **-ing** к основе глагола:

to stand стоять standing стоящий

Функции Participle I в предложении

Функция	Место в предложении	Примеры	Перевод	Способ перевода на русский язык
Определение	1. <i>Перед</i> определяемым словом.	boiling water.	<i>кипящая</i> вода	<i>Причастием на -ащий, -ящий, -ущий, -ющй, -щий, -вший, -ший.</i>
Часть определительного причастного оборота	2. <i>После</i> определяемого слова	The girl reading newspaper is a student.	Девушка, <i>читающая</i> газету, студентка.	
Обстоятельство	3. В <i>начале</i> или в <i>конце</i> предложения в обстоятельном причастном обороте.	Looking through the book she came across the description of the process.	<i>Листая</i> книгу, она натолкнулась на описание этого процесса.	<i>Деепричастием с окончанием на -я</i>
Входит в состав временной группы Continuous	4. <i>После</i> вспомогательного глагола to be .	She is reading a book.	Она <i>читает</i> книгу.	Глаголом в личной форме соответствующего времени несовершенного вида

PARTICIPLE II — (ПРИЧАСТИЕ II)

Participle II *стандартных* глаголов образуется прибавлением суффикса **-ed** к основе глагола.

to design конструировать designed сконструированный

Participle II *нестандартных* глаголов имеет особую форму, которая образуется по-разному у различных глаголов (смотри таблицу нестандартных глаголов английского языка).

Функции Participle II в предложении

Место Participle II в предложении	Функция	Перевод
1. <i>Перед</i> определяемым словом: The selected stories.	Определение	<i>Избранные</i> рассказы.
2. <i>После</i> определяемого слова: The house built in our street has simple and severe lines.	Определение	Дом, <i>построенный</i> на нашей улице, имеет простые и строгие линии.
3. В начале или в конце предложения (в обстоятельном причастном обороте с союзами when, if); When built , this house will be the highest in our street.	Обстоятельство	Когда этот дом <i>построят</i> , он будет самым высоким на нашей улице. (Выбор времени глагола для перевода обстоятельного оборота зависит от времени глагола - сказуемого)

ПРИЧАСТИЕ (THE PARTICIPLE)

PI		Active	Passive
	Present	writing	being written
	Perfect	having written	having been written
PII	Past	–	written

Формы причастия I не выражают времени, а указывают лишь на то, как соотносится действие, выраженное причастием, с действием, выраженным сказуемым предложения. Неперфектные формы (формы Present Active и Present Passive) причастия I указывают на то, что действие, выраженное причастием, происходит одновременно с действием, выраженным сказуемым.

Перфектные формы причастия I указывают на то, что действие, выраженное причастием, предшествовало действию, выраженному сказуемым.

Вспомогательный глагол to **have** в форме **having** в составе причастия I является признаком перфектной формы: **having asked, having used, having been translated:**

Translating the article, I used a dictionary.

Переводя статью, я пользовался словарем.

Having translated the article I went to the Institute.

Переведя статью, я пошел в институт. (*После того как я перевел* статью,...)

Перфектная форма причастия I указывает на то, что действие **having translated** произошло раньше действия **went**: *Сначала я перевел текст, а потом уже пошел в институт.* Сравните:

Reading the letter, I listened to the radio.

Читая письмо, я слушал радио.

Having read the letter, I showed it to my friend.

Прочитав письмо, я показал его моему другу

Наличие в составе причастия I вспомогательного глагола to **be** в сочетании с причастием II смыслового глагола указывает на страдательный залог: **being asked, having been used.** Причастие I в страдательном залоге выражает действие, которое испытывает на себе лицо или предмет:

Being **asked** about his life, he told us a great many interesting things.

Когда его спросили (Будучи спрошенным) о его жизни, он рассказал нам много интересного.

На русский язык обороты со сложными формами причастия в страдательном залоге переводятся обычно придаточными обстоятельственными предложениями с союзами *когда; так как; после того, как* и т. п. Причастия при этом переводят сказуемыми придаточного предложения, а подлежащее используют из главной части предложения:

Being used for different purposes, these plants are cultivated in many countries

Так как эти растения используются для различных целей, они культивируются во многих странах.

В функции обстоятельства могут употребляться все формы причастия I, однако, в функции определения — только неперфектные формы. Перфектные формы определениями быть не могут.

Если от таких глаголов как *беречь, пахать, писать* и др. в русском языке нельзя образовать деепричастие, то обстоятельственный причастный оборот с такими глаголами переводится на русский язык придаточными предложениями:

Ploughing his field R. Burns made up his poems.

Когда Р. Бернс пахал свое поле, он сочинял стихи.

Перед причастием I в функции обстоятельства могут употребляться союзы **when, while** и др. Сочетание причастия I с этими союза-

ми переводится на русский язык либо просто деепричастием (союз опускается), либо придаточным предложением, начинающимся с союза *когда, в то время как*:

When speaking about the new project the lecturer showed a map.

Рассказывая о новом проекте, лектор демонстрировал карту. *Когда лектор рассказывал о новом проекте*, он демонстрировал карту.

While working on the farm in autumn the students helped the farmers harvest crops.

Работая осенью в колхозе, студенты помогали колхозникам убирать урожай.

МОДАЛЬНЫЕ ГЛАГОЛЫ И ИХ ЭКВИВАЛЕНТЫ (MODAL VERBS AND THEIR EQUIVALENTS)

Модальные глаголы выражают не само действие или состояние, а отношение к ним со стороны говорящего. Модальными являются глаголы **can, may, must, should, would, need**.

	Возможность		Разрешение		Долженствование	
	CAN-to be able (to)		MAY-to be allowed (to)		MUST-to have (to), to be (to)	
Present	I can Я могу	I am able (to) Я могу (в состоянии), умею	I may Мне разрешается	I am allowed (to) Мне позволяют	I must Я должен	I have (to) Я должен (мне приходится, я вынужден) I am (to) Я должен (мне предстоит)
Past	I could	I was able (to)	I might	I was allowed (to)		I had (to) I was (to)
Future		I shall be able (to)		I shall be allowed (to)		I shall have (to)

Наряду с глаголом **must** и взамен его недостающих форм употребляются его эквиваленты **to have** (должен, вынужден в силу обстоятельств) и **to be** (должен в силу запланированности, намеренности действия), а следующий за ними инфинитив имеет частицу **to**:

Глагол (назначение)	Настоящее	Прошедшее	Будущее
Неизбежность: надо, необходимо must	must		
Вынужденность (в силу непредви- денных обстоя- тельств): прихо- дится, вынужден to have (to)	have (to)	had (to)	shall have (to) will have (to)
Обусловленность (планом, догово- ренностью): пред- стоит to be (to)	am } is } (to) are }	was } were } (to)	

It was raining heavily and we **had to** stay at home. Шел сильный дождь, и мы вынуждены были остаться дома.

He **is to** take his exam in June. Он должен сдавать этот экзамен в июне.

Ought

Глагол **ought** выражает моральный долг, желательность действия, относящиеся к настоящему и будущему времени. На русский язык **ought** переводится словами *следовало бы, следует, должен*. После **ought** инфинитив всегда употребляется с частицей **to**:

You **ought to** see a doctor. Тебе следовало бы обратиться к врачу.

Should

Глагол **should** в качестве модального глагола выражает обязанность, желательность действия, совет, рекомендацию. На русский язык **should** переводится как *следует, должен, обязан*:

You **should** know about it. Вам следует знать об этом.

Would

Глагол **would** в качестве модального глагола может выражать:

а) обычные и повторяющиеся действия в прошлом (в этом значении он является синонимом выражению **used to**):

He **would** spend hours in the Tretyakov Gallery. Он обычно проводил многие часы в Третьяковской галерее.

He **used to** spend hours in the Tretyakov Gallery. Он любил проводить многие часы в Третьяковской галерее.

б) упорное нежелание выполнить какое-то действие:

I asked him to do it but he **wouldn't**. Я попросил его сделать это, но он ни за что не хотел.

в) присущее свойство, характеристику (часто встречается в технической литературе):

Paper **would** burn. Бумага хорошо горит.

Need

Need может употребляться как модальный глагол и как правильный глагол. Как модальный глагол **need** имеет только одну форму. Он в основном употребляется в отрицательных предложениях:

You **needn't** come here today. Тебе не нужно приходить сюда сегодня.

ИНФИНИТИВ (THE INFINITIVE)

Инфинитив – неопределенная форма глагола. Он называет действие, но не называет ни лица, ни числа. Признаком инфинитива, как правило, выступает частица “to”, употребленная перед глаголом. Однако она не употребляется после вспомогательных (*will/shall; don't/didn't*) и модальных глаголов (*may, can, must, etc.*), после глаголов чувственного восприятия (to see, to hear, to feel, to watch, to notice, etc.) в инфинитивных конструкциях. Инфинитив является исходной глагольной формой для образования всех личных форм глагола.

Формы инфинитива

Группа времен	Действительный залог	Страдательный залог
Indefinite	to +v e.g.: to test/to write	to be +v_{ed}/v₃ e.g.: to be tested/to be written
Continuous	to be +v_{ing} e.g.: to be testing/ to be writing	-
Perfect	to have +v_{ed}/v₃ e.g.: to have tested/ to have written	to have been + v_{ed}/v₃ e.g.: to have been tested/to have been written

Indefinite Infinitive выражает действие, которое происходит одновременно со сказуемым:

He was glad **to explain** the problem. Он был рад **объяснить** эту задачу.

Continuous Infinitive выражает действие, продолжающееся одновременно с действием сказуемого:

He was glad **to be explaining** the problem. Он был рад **объяснять** эту задачу.

Perfect Infinitive выражает действие, которое предшествовало действию сказуемого:

He was glad **to have explained** the problem. Он был рад, что уже **объяснил** эту задачу.

Формы страдательного залога обозначают, что действие направлено на предмет извне:

He was glad **to have been explained** the problem. Он был рад, что **ему объяснили** эту задачу.

Способы перевода инфинитива

Способ перевода инфинитива на русский язык зависит от функции инфинитива в предложении. Инфинитив же может выполнять в предложении самые различные функции:

1) Подлежащее:

To electrify our agriculture is very important. Электрификация нашего сельского хозяйства очень важна. (Электрифицировать наше сельское хозяйство очень важно.)

В этом случае инфинитив переводится **отглагольным существительным или глаголом в неопределенной форме**.

2) Именная часть составного сказуемого:

The purpose of this experiment is to test new equipment. Цель этого эксперимента состоит в том, чтобы испытать новое оборудование.

Здесь инфинитив переводится **неопределенной формой глагола**, а глагол-сказуемое “to be” как «**состоит в том, чтобы**» или «**заканчивается в том, чтобы**»:

3) Дополнение:

The chief of the laboratory told me to conduct this experiment. *Начальник лаборатории сказал мне провести этот эксперимент.*

Инфинитив переводится здесь **неопределенной формой глагола**.

4) Определение:

The load to be driven is very large. *Нагрузка, которую следует привести в движение, слишком велика.*

В данном случае инфинитив стоит после определяемого существительного и переводится на русский язык **определятельным придаточным предложением** со сказуемым, выражающим будущее время, необходимость или возможность совершения действия.

5) Обстоятельство:

In order to compile with this recommendation we must do the work today. *Чтобы удовлетворить это требование, (Для удовлетворения этого требования) мы должны выполнить работу сегодня.*

Инфинитив в этой функции стоит в начале предложения перед подлежащим или после дополнения и часто вводится союзом **“in order to”**. На русский язык он переводится придаточным предложением с союзом **«чтобы»** (для **того, чтобы**) или отглагольным существительным с предлогом **«для»**.

Примечание: Инфинитив в начале предложения может быть либо подлежащим, либо обстоятельством цели. Если он выступает в роли подлежащего, то перед сказуемым нет другого подлежащего.

ИНФИНИТИВНЫЕ ОБОРОТЫ

1. Инфинитивный оборот *Complex Object* («дополнение с инфинитивом» или «сложное дополнение»).

Эта конструкция строится по следующей модели:

Подлежащее	Сказуемое (в действительном залоге)	Объектный падеж + инфинитив
We	expect	them to do it in time.
Мы	надеемся	что они сделают это вовремя

«Дополнение с инфинитивом» состоит из существительного или местоимения в объектном (косвенном) падеже и инфинитива. Инфинитив обозначает действие, которое совершает лицо или предмет, выраженный существительным или местоимением, стоящим перед инфинитивом. На русский язык «сложное дополнение» переводится придаточным предложением с союзами **что, как, чтобы**. При этом существительное или местоимение переводится подлежащим, а инфинитив — сказуемым. Время сказуемого при переводе определяется временем сказуемого в главном предложении. Эта конструкция в предложении стоит на месте дополнения (т.е. на третьем месте).

Конструкция **«дополнение с инфинитивом»** может использоваться только после таких глаголов, как: **to know, to want, to expect, to consider, to think, to suppose, to find, to believe** и некоторых других, употребленных в действительном залоге:

I **want you to work** better. Я *хочу, чтобы вы работали* лучше.

После глаголов, выражающих чувства, восприятие (**to feel чувствовать, to see видеть, to hear слышать, to watch наблюдать** и др.), частица **to** перед инфинитивом опускается:

We saw **them work** on the construction site. Мы *видели, как они работали* на стройке.

2. Инфинитивный оборот *Complex Subject* («подлежащее с инфинитивом»)

Эта конструкция строится по следующей модели:

Подлежащее (существительное или местоимение в имени- тельном падеже)	Сказуемое (обычно глагол в стра- тельном залоге)	Инфинитив
<i>He</i>	is known	<i>to go to work to Siberia.</i>

Инфинитив (**to go**) обозначает действие, которое совершает подлежащее (**he**) и, следовательно, переводится как сказуемое, а «формальное» сказуемое (**is known**) переводится вводными словами (**как известно, как говорят**) или неопределенно-личным предложением с последующим союзом **что**: «Известно, что он поедет работать в Сибирь» или «Он, как известно, поедет работать в Сибирь».

Перфектный инфинитив (Perfect Infinitive) обозначает законченное действие и поэтому переводится глаголом в прошедшем времени:

He is said to have gone to work to Siberia. Говорят, что *он уехал* работать в Сибирь.

В качестве «формального» сказуемого в этой конструкции могут употребляться только определенные глаголы, а именно:

1) в страдательном залоге (Passive Voice) – **to report сообщать; to say говорить; to know знать; to suppose предполагать; to state утверждать; to expect ожидать, надеяться; to consider рассматривать, считать; to believe полагать; to think думать; to find находить**:

They are expected to come back in two days. Ожидают, что *они вернутся* через два дня.

2) в действительном залоге (Active Voice) – **to seem казаться** (в составе этой конструкции - «по-видимому»); **to happen случаться** (в составе этой конструкции - «случается», «случалось»); **to ap-**

pear появляться (в составе этой конструкции - «по-видимому»); **to prove доказывать** (в составе этой конструкции - «оказывается», «оказалось»); **to be likely вероятно; to be unlikely вряд ли; to be sure, to be certain быть уверенным** (в составе этой конструкции — «наверняка»):

They are unlikely to come in time. *Они* вряд ли *придут* вовремя.

The work proved to be useful. *Работа* оказалась *полезной*

3. Оборот «for + существительное (местоимение) + инфинитив».

В русском языке этому обороту соответствует придаточное предложение; при этом слову **for** соответствует союз **чтобы**, а инфинитив переводится сказуемым:

For people to work better they should be interested in the results of their labour.

Чтобы люди работали лучше, они должны быть заинтересованы в результатах своего труда.

The collective farmers decided to build a new school for children to study in better conditions.

Колхозники решили построить новую школу, **чтобы дети учились** в лучших условиях.

ГЕРУНДИЙ (THE GERUND)

Герундий — это неличная форма глагола, обладающая свойствами, как существительного, так и глагола.

Герундий выражает действие, представляя его как название процесса. Герундий образуется путем прибавления окончания **-ing** к основе глагола. В русском языке нет формы глагола, соответствующей английскому герундию. Подобно существительному, герундий может быть в предложении подлежащим, частью сказуемого, прямым дополнением; перед ним может стоять предлог в функции определения или обстоятельства и, наконец, герундий может иметь в качестве определения существительное в притяжательном или общем падеже или притяжательное местоимение.

Подобно глаголу герундий имеет видовременные и залоговые формы, прямое дополнение и может определяться обстоятельством, выраженным наречием. В предложении

The energy of body is its capacity for **doing** work. Энергия тела – это его способность **совершать** работу.

герундий **doing** выполняет функцию определения существительного **capacity** (именное свойство герундия) и в то же время имеет прямое дополнение **work** (глагольное свойство герундия).

Формы герундия

	Active	Passive
Indefinite (Simple)	v+ing e.g.: writing	being + v-ed/V3 e.g.: being written
Perfect	having + v-ed/V3 e.g.: having written	having been +v-ed/V3 e.g.: having been written

Функции герундия и способы перевода

Герундий может выполнять в предложении следующие функции:

1) подлежащего

Reading special literature is necessary for every engineer.

Чтение (читать) специальной литературы необходимо каждому инженеру.

His **having read** that article helped him with his term work.

То, что он прочел эту статью помогло ему с курсовой работой

В функции подлежащего герундий переводится на русский язык существительным или неопределенной формой глагола, придаточным предложением, если перед герундием стоят определяющие его слова.

2) части составного сказуемого

His favourite occupation is **reading**.

Его любимое занятие – **чтение (читать)**.

В функции именной части составного сказуемого герундий переводится на русский язык существительным или неопределенной формой глагола:

3) прямого и предложного дополнения

He likes **reading**.

Он любит **чтение (читать)**.

В функции прямого и предложного дополнения герундий переводится на русский язык существительным или неопределенной формой глагола.

В функции предложного дополнения герундий обычно употребляется после глаголов с послелогом **to depend on** *зависеть от*, **to insist on** *настаивать на*, **to agree to** *соглашаться*, **to object to** *возражать против*, **to think of** *думать о*, **to succeed in** *удаваться*, **to prevent from** *мешать* и т. д.:

He thinks of **reading** his report at the next conference.

Он думает **прочитать** свой доклад на следующей конференции.

4) обстоятельства

On (after) reading the article he made a short summary of it.

После **чтения (прочитав)** статью), он кратко изложил ее содержание.

By reading much we learn much.

Много **читая**, мы многое узнаем.

Перед герундием в функции обстоятельства всегда стоит один из следующих предлогов: **after, before, on, at, in, for, by, without** и др. В этой функции герундий обычно переводится существительным с предлогом или деепричастием несовершенного или совершенного вида.

5) определения

I like his way **of reading**.

Мне нравится его манера **читать (чтения)**.

I'm glad to have the opportunity **of reading** this book.

Я рад возможности **прочитать** эту книгу.

... a means **of doing** work.

... средство для **выполнения** работы.

Герундию в функции определения обычно предшествует предлог **of** (иногда **for**). В этой функции герундий переводится на русский язык существительным в родительном падеже, существительным с предлогом или неопределенной формой глагола.

Герундий с последующим существительным указывает на назначение предмета, отвечает на вопросы **для чего? для какой цели?** и переводится либо существительным в именительном или родительном падежах, либо прилагательным:

reading hall
writing paper

читальный зал
почтовая бумага, писчая бумага,
бумага для письма

ГЕРУНДИАЛЬНЫЙ ОБОРОТ

Герундиальный оборот — это сочетание притяжательного местоимения или существительного в притяжательном или общем падеже с герундием. Такой оборот переводится обычно придаточным предложением:

We knew of **his having read** his report at the conference.

Мы знали, что он прочитал свой доклад на конференции.

We know of **the earth behaving** as a large magnet.

Мы знаем, что земля ведет себя как большой магнит.

We knew of **Newton's having written** «the Principia» in a very short time.

Мы знаем, что Ньютон написал «Начала» за очень короткое время.

Герундий, его функции в предложении и способы перевода на русский язык.

Пример	Перевод	Функции в предложении	Способы перевода
1	2	3	4
I Reading books is useful. Asking him about it was useless.	Читать книги полезно. Просить его об этом было бесполезно.	I Подлежащее	Без предлога 1) существительное
His greatest pleasure is reading such books. He began reading this book yesterday.	Самое большое удовольствие для него — это чтение таких книг. Он начал читать эту книгу вчера.	II 2-я часть сложного сказуемого	2) инфинитив 3) деепричастие
III a) I like reading books.	Я люблю читать книги.	III Дополнение: а) прямое	

1	2	3	4
b) I am pleased with his studying English so hard.	Я довольна тем, что он так усердно занимается английским.	б) косвенное	С предлогом 4) придаточное предложение
IV I had the pleasure of knowing him personally. I don't like his manner of reading .	Я имел удовольствие знать его лично. Мне не нравится его манера чтения (читать).	IV Определение (обычно с предлогом of, for после существительного)	С предлогом 1) существительное 2) инфинитив 3) деепричастие
V a) After having read the letter, she put it into her bag. b) We enrich our knowledge by reading books. c) They walked quickly without stopping to rest.	Прочитав письмо, она положила его в сумочку. Мы обогащаем свои знания, читая книги (чтением книг). Они шли быстро, не останавливаясь для отдыха.	V Обстоятельство: а) времени (предлоги in при, в то время как; on (upon) по, после; after, before) б) образа действия (предлог by) с) прочие обстоятельства (с предлогами: without, instead of, for и др.)	4) придаточное предложение

СОСЛАГАТЕЛЬНОЕ НАКЛОНЕНИЕ (SUBJUNCTIVE MOOD)

Сослагательное наклонение выражает не реальное действие, а лишь **желательность, необходимость, возможность** его совершения:

I should do it myself.	Я <i>сделал бы</i> это сам.
It is necessary that he be present .	Необходимо, чтобы он <i>присутствовал</i> .
I suggest that Petrov come too.	Я предлагаю, чтобы Петров <i>пришел</i> тоже

В русском языке сослагательное наклонение имеет одну форму для всех времен: сочетание формы глагола в прошедшем времени с частицей **бы**:

Если бы он был свободен сегодня, Если бы он был свободен завтра, Если бы он был свободен вчера,	} мы <i>пошли бы</i> на выставку.
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Частица **бы (б)** исторически слилась с некоторыми союзами в одно слово **чтобы**: Необходимо, **чтобы** перевод был готов вовремя.

В английском языке сослагательное наклонение выражается как простыми, так и сложными формами:

I. Простые формы сослагательного наклонения.

1. Инфинитив глагола без частицы **to**, употребляемый для всех лиц единственного и множественного числа:

It is necessary that the part be cold .	Необходимо, чтобы деталь <i>была холодной</i> .
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Эта форма употребляется главным образом в американском варианте английского языка.

2. Форма, совпадающая с **Past Indefinite** для всех лиц единственного и множественного числа в предложениях, относящихся

к настоящему и будущему времени, причем глагол **to be** в этом случае всегда употребляется в форме множественного числа — **were**:

I wish he **were** an engineer. Мне хотелось бы, **чтобы** он **был** инженером. (Как жаль, что он не инженер.)

II. Сложные формы сослагательного наклонения. В современном английском языке обычно употребляются:

1. Сложная форма сослагательного наклонения, представляющая собой сочетание глаголов **should** (для 1-го лица) и **would** (для 2-го и 3-го лица) с инфинитивом смыслового глагола без частицы **to** в предложениях, относящихся к настоящему или будущему времени, и с перфектным инфинитивом в предложениях, относящихся к прошедшему времени:

I **should do** it this week. Я **сделал бы** это на этой неделе (в настоящее время или в будущем).
He **would have done** it last week. Он **сделал бы** это на прошлой неделе (а на самом деле не сделал)

Should и **would**, как и все вспомогательные глаголы, своего значения не имеют и на русский язык не переводятся. Сказуемое переводится на русский язык смысловым глаголом в сослагательном наклонении.

2. Сложные формы, состоящие из модальных глаголов **could** и **might** с простым или перфектным инфинитивом смыслового глагола. При этом модальные глаголы сохраняют свое лексическое значение, но переводятся на русский язык формой сослагательного наклонения:

You **could do** it. Вы **могли бы** это **сделать**.
He could have done it. Он **мог бы** это **сделать** (но не сделал).
He spoke slowly that we **might understand** him. Он говорил медленно, **чтобы** мы **могли понять** его (**поняли бы** его).

III. Наиболее распространенные случаи употребления сослагательного наклонения в английском языке. В простом предложении предпочтительна сложная форма.

Without computers space flights **would be impossible**. Космические полеты **были бы невозможны** без компьютеров.

Сложная форма **should** (для всех лиц единственного и множественного числа) + инфинитив употребляется:

1. В придаточных предложениях подлежащих, вводимых союзом **that** после безличных оборотов типа: **it is necessary необходимо; it is important важно; it is desirable желательно; it is required требуется** и т. д.:

It is necessary that atomic energy **should be used** for industrial purposes. Необходимо, **чтобы** атомная энергия **использовалась** в промышленных целях.

2. В дополнительных придаточных предложениях после глаголов, выражающих **желание, приказание, сомнение, требование, предположение (to wish, to order, to require, to demand, to suggest** и др.):

The increased use of electric power **requires** that the efficiency of electric motors **should be increased**. Возросшее использование электроэнергии требует, **чтобы** к. п. д. электрических моторов **был увеличен**.

3. В придаточных предложениях обстоятельства цели после союзов: **lest чтобы не, so that чтобы, с тем, чтобы; in order that для того, чтобы**:

Timber is painted **lest** it **should decay**. Дровесину окрашивают, **что бы** она **не гнила**.
In order that the tubers be of **the proper seed-size** they are planted between 6 and 9 inches apart. Для того, **чтобы** клубни **были соответствующего размера**, их сажают на расстоянии 6-9 дюймов друг от друга.

УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ.

Под условным предложением обычно подразумевается сложно-подчиненное предложение, в котором придаточное предложение выражает условие, а главное предложение выражает следствие, вытекающее из этого условия.

Условные придаточные предложения вводятся союзами: **if если, unless если не, provided при условии, если.**

В зависимости от характера выраженного условия (реально оно или нет) условные предложения делятся на реальные (со сказуемым, выраженным формой изъявительного наклонения глагола) и нереальные (со сказуемым, выраженным формой сослагательного наклонения глагола).

1. Реальные условные предложения, относящиеся к будущему времени (I тип).

В реальных условных предложениях, относящихся к будущему времени, в английском языке употребляется **настоящее время** в придаточном предложении и **будущее время** в главном предложении. В русском языке употребляется форма **изъявительного** наклонения глагола в будущем времени.

If he goes to bed early, he will get up early.	Если он ляжет спать рано, он встанет рано.
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2. Нереальные условные предложения.

В предложениях, выражающих нереальное условие, и в английском, и русском языках употребляется форма сослагательного наклонения глагола.

В русском языке форма сослагательного наклонения глагола совпадает с формой прошедшего времени глагола в сочетании с частицей **бы**, и для настоящего, прошедшего и будущего времен эта форма остается одинаковой: Если **бы** я **был** свободен сейчас (вчера, завтра), я **бы помог** вам.

В английском языке форма сослагательного наклонения глагола в зависимости от времени совершения действия имеет разные способы выражения.

2.1. Нереальные условные предложения, относящиеся к настоящему или будущему времени (II тип).

В условных предложениях, относящихся к настоящему или будущему времени, для выражения сослагательного наклонения в главном предложении употребляется сочетание **should** (для 1-го лица) или **would** (для 2-го и 3-го лица) с простым инфинитивом, а в придаточном — форма, совпадающая с **Past Indefinite**:

If we had no plastics with some unique properties we should not solve the problem of protecting spaceships against solar radiation.	Если бы у нас не было пластмасс с уникальными свойствами, мы не решили бы проблему защиты космических кораблей от солнечной радиации
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Примечание. Глагол **to be** в нереальных условных предложениях, относящихся к настоящему или будущему времени, имеет форму **were** для всех лиц единственного и множественного числа.

If I were here tomorrow I should help you.	Если бы я был здесь завтра, я бы помог вам.
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If they were here now they would help us.	Если бы они были сейчас здесь, они бы помогли нам.
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2.2. Нереальные условные предложения, относящиеся к прошедшему времени (III тип).

В нереальных условных предложениях, относящихся к прошедшему времени, в главном предложении употребляется сочетание **should** (для 1-го лица) или **would** (для 2-го и 3-го лица) с перфектным инфинитивом, а в придаточном — форма, совпадающая с **Past Perfect**:

Unless the cultural level of the Soviet people had grown , rapid progress of science and technology in our country would have been impossible .	Если бы культурный уровень советских людей не вырос , быстрый прогресс науки и техники в нашей стране был бы невозможен .
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Условные предложения

Тип	Придаточное предложение	Главное предложение	Перевод
I (реальные для будущего времени)	If + Present Tense e.g. If he studies well.	Shall/ will + V he will pass the exams easily.	Изъявительное наклонение глагола в будущем времени Будет учиться... сдаст.
II (нереальные для настоящего и будущего времени)	If + Past Indefinite e.g. If he studied well	Should/ would +V He would pass the exams easily	Сослагательное наклонение глагола (с <i>бы</i>) Если бы учился... сдал бы
III (нереальные для прошедшего времени)	If + Past Perfect e.g.: If he had studied well last	should/would +have v_{ed}/v_3 He would have passed the exams easily.	Сослагательное наклонение глагола (с <i>бы</i>) Если бы учился... сдал бы

Инверсия (обратный порядок слов) в условных предложениях.

В условных предложениях, в которых опущен союз **if**, используется инверсия. Перед подлежащим употребляются глаголы **were, had, should, could, might**, входящие в состав сказуемого:

Had we not had (= **if we had not had**) the necessary polymeric materials, it **would be impossible** to launch space rockets. *Не будь у нас (= Если бы у нас не было) необходимых полимерных материалов, было бы невозможно* запускать космические ракеты.

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