

Министерство образования и науки Украины
Донбасская государственная машиностроительная академия

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АНГЛИЙСКИЙ ЯЗЫК
ЧТЕНИЕ НАУЧНО-ПОПУЛЯРНЫХ ТЕКСТОВ,
РАЗВИТИЕ НАВЫКОВ РАЗГОВОРНОЙ РЕЧИ,
АУДИРОВАНИЕ

Учебное пособие

для самостоятельной работы
студентов 1-го курса дневного отделения

Утверждено
на заседании
ученого совета
Протокол № 7 от 28.02.08.

Краматорск 2008

УДК 811.111
ББК 81.2 Англ.
Ш 87

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Ш 87 Английский язык. Чтение научно-популярных текстов, развитие навыков разговорной речи, аудирование : учебное пособие для самостоятельной работы студентов 1-го курса дневного отделения / Л. А. Штаба, Н. Я. Винокурова, Е. В. Гончарова. – Краматорск : ДГМА, 2008. – 96 с.

ISBN 978-966-379-239-2

Настоящее учебное пособие ставит своей целью научить студентов чтению и пониманию текстов средней трудности, построенных на общенаучной лексике, а также текстов страноведческого характера, закрепить и расширить навыки устной речи и аудирования, полученные в средней школе.

Пособие состоит из 15 уроков, каждый включает основной текст по развитию навыков чтения, перевода и один текст для развития навыков аудирования.

Большое внимание уделяется самостоятельной работе студентов с упражнениями и по выполнению тестов.

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ISBN 978-966-379-239-2

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LESSON 1

Грамматика: Глаголы
to be
to have
Оборот "There + be"

ENGLISH UNIVERSITIES

All English universities except Oxford and Cambridge are fairly new. London University is the biggest of the modern English universities and has many colleges and schools.

A university usually has both faculties and departments¹. The faculties are arts², law, medicine, science³ and theology. The departments include engineering, economics, commerce, agriculture, music and technology⁴.

At the head of each faculty there is a professor. A staff of teachers called lecturers help him. Professors and lecturers give lectures to large numbers of students or study with small groups, and here the students have a chance to discuss.

All universities admit⁵ men and women, but within some universities there are colleges specially for one sex⁶. Most of the universities provide hostels for their students.

There are many types of colleges in England. There are colleges within universities. There are teachers' training colleges⁷. There are also technical colleges of various types, colleges of arts and commerce. Colleges give a specialized training.

Those who wish to become teachers spend three years at a teachers' training college. They study various subjects and learn how to teach, they have practice lessons at schools.

Notes

department ¹	– (зд.) отделение;
arts ²	– (зд.) гуманитарный;
science ³	– (зд.) естественный;
technology ⁴	– (зд.) техника;
admit ⁵	– принимать (в учебное заведение);
specially for one sex ⁶	– (зд.) только мужские или женские;
teachers' training colleges ⁷	– учительские колледжи.

Vocabulary Exercises

1. Прочитайте и переведите текст.

2. Дайте русские эквиваленты:

fairly new, arts faculty, science faculty, at the head of, a staff of teachers, to admit men and women, within some, universities, to provide hostels, to study various subjects, to have practice lessons.

3. Дайте синонимы следующих слов:

to study, to admit, to provide, various, fairly.

4. Составьте предложения, употребляя many, much, a lot of.

Образец: Have you many English books?

(faculties, students, subjects, professors, languages, classes, laboratories).

Образец: There is a lot of paper (there are lots of books).

(work, ink, flowers, buses, people, snow).

Образец: There is much milk in the glass.

(money, water, bread, cheese, butter).

5. Заполните пропуски, употребляя much, many, a lot (of).

1. I have ... newspapers in my bag. 2. There are ... colleges within English universities. 3. We have ... classes next week. 4. He knows ... languages. 5. There is ... dust (пыль) on the window. 6. There is ... chalk at the blackboard. 7. We have ... good pupils in our class. 8. He gets ... letters from his friends. 9. Our teacher knows ... 10. She speaks ... languages. 11. We walk ... after school. 12. They do not ask us ... questions.

6. Составьте предложения, употребляя little, a little, few, a few.

Образец: I have little spare time in the morning.

(chalk, coffee, meat, sugar).

Образец: There is a little milk in the glass.

(jam, tea, snow, dust (пыль), grass).

Образец: There are few chairs in the room.

(tables, pictures, boys, cars, girls).

Образец: I have a few English stamps.

(French books, dictionaries, red pencils, exercise-books, German magazines).

7. Заполните пропуски, употребляя little, a little, few, a few.

1. There is ... smoke in the room. 2. Give me ... sheets of paper. 3. I see ... clouds in the sky. 4. She needs ... new dresses. 5. There is ... gas in the kitchen. 6. There are ... beautiful streets in our town. 7. For dessert I usually, take ... apples. 8. There are ... bridges across the river. 9. I have ... trouble with my spelling. 10. I want to drink ... water. 11. Only ... pupils know how to do

it.

12. My brother has ... English books. 13. You eat ... bread, don't you?

8. Переведите на английский язык.

1. Все английские университеты, за исключением Оксфордского и Кембриджского, – новые университеты. 2. Лондонский университет состоит из ряда колледжей и других учебных заведений. 3. Университет имеет обычно факультеты и отделения. 4. В английских университетах имеются гуманитарные и естественные факультеты. 5. Факультеты возглавляются профессорами. 6. Профессора и преподаватели читают лекции студентам. 7. Они также занимаются со студентами в группах. 8. Все университеты принимают мужчин и женщин. 9. Университеты предоставляют студентам общежития. 10. В Англии имеется много различных колледжей. 11. Колледжи есть внутри университетов. 12. Имеются также технические и учительские колледжи. 13. Тот, кто хочет стать учителем, учится три года в учительском колледже. 14. В университетах студенты изучают различные предметы. 15. В Англии есть колледжи мужские или женские.

Grammar Exercises

1. Найдите в тексте все случаи употребления глаголов to be и to have.

2. Переведите на английский язык, употребляя глагол to be в соответствующей форме.

1. Мне семнадцать лет. 2. В прошлом году мне было шестнадцать. 3. Я учусь в 10 классе. 4. Я не опаздываю в школу. 5. Мои друзья вчера опоздали на урок. 6. Первый урок в понедельник утром – математика. 7. Какой урок будет следующий? 8. Моя сестра была больна. 9. Какой ответ был к этой задаче? 10. Пора начинать делать уроки. 11. Они были очень голодны после школы. 12. Моя мать часто болеет. 13. Сегодня по телевидению будет интересная передача. 14. Мы не были заняты вчера. 15. Они устают после работы. 16. Мои друзья не были плохими учениками. 17. Он студент? 18. Ее брат был рабочий. 19. Он не был в классе во время перемены. 20. Книга очень интересная. 21. Будет ли он дома после школы? 22. Это будет трудно?

3. Переведите на английский язык вопросы.

1. Сколько вам лет? 2. Сколько вам было лет в прошлом году? 3. Опоздали ли вы на занятия сегодня утром? 4. Какой был первый урок вчера? 5. Были ли вы больны на прошлой неделе? 6. Не пора ли идти обедать? 7. Были ли вы дома в воскресенье? 8. Будете ли вы свободны после занятий? 9. Он был хорошим другом, не так ли? 10. Когда будет собрание?

LESSON 2

**Грамматика:
Времена гр. Indefinite
(Present, Past, Future Indefinite)**

MARIE CURIE

Marie Curie was born in Warsaw on 7 th of November 1867. Her father was a teacher of science¹ and mathematics in a school in the town, and from him little Marya Sklodovska – which was her Polish name – learned her first lessons in science. Marya's wish was to study at the Sorbonne in Paris and after many years of waiting she finally left her native land in 1891.

Once in Paris Marya began a course of hard study and simple living. She decided to work for two Master's degrees² – one in Physics, the other in Mathematics. Thus she had to work twice as hard as the ordinary student. Yet she had not enough money to live on. She lived in a bare attic in the poorest quarter of Paris. Night after night, after her hard day's work at the University, she would climb to her poorly furnished room and work at her books for hours. Her meals were poor, sometimes no more than a bag of cherries, which she ate as she studied. Though she was often weak and ill under this hard mode of life³, she worked in this way for four years. She chose her course and nothing could turn her from it.

Among the many scientists Marya met and worked with in Paris was Pierre Curie. Pierre Curie, born in 1859 in Paris, was the son of a doctor, and from childhood he liked science. At sixteen he was a Bachelor of Science⁴ and he took his Master's degree in Physics when he was eighteen. When he met Marya Sklodovska he was thirty-five years old and was famous throughout Europe for his discoveries in magnetism. But in spite of the honour he brought to France by his discoveries, the French Government could only spare him a very meagre salary⁵ as a reward, and the University of Paris refused him a laboratory of his own for his researches.

Pierre Curie and Marya Sklodovska, both of whom loved science more than anything else, very soon became the closest friends. They worked together constantly and discussed many problems of their researches. After little more than a year they fell in love with each other, and in 1895 Marya Sklodovska became Mme Curie. Their marriage was not only to be a very happy one but also one of the greatest scientific partnerships.

Notes

a teacher of science¹

– преподаватель естественных наук
(физика, химия, биология);

Master's degree ²	– ученая степень магистра;
under this hard mode of life ³	– при такой тяжелой жизни;
a Bachelor of Science ⁴	– бакалавр естественных наук (звание, присваиваемое после окончания университета);
spare him a very meagre salary ⁵	– (зд.) платило ему мизерное жалованье.

Vocabulary Exercises

1. Прочитайте и переведите текст.

2. Дайте русские эквиваленты:

after many years of waiting, native land, to work twice as hard as, lack of proper food, poorly furnished room, to work at books for hours, under this hard mode of life, once in Paris, a laboratory of his own, to love science more than anything else, to become close friends, after little more than a year, to fall in love with each other, at this time, to be busy with researches, night after night.

3. Дайте английские эквиваленты:

родиться, уехать из родного города, много заниматься, работать в два раза больше, чем; однако, работать над книгами, плохое питание (пища), хотя, образ жизни, таким образом (путем), в течение четырех лет, с детства, по всей стране, несмотря на, оба, стать близкими друзьями, влюбиться.

4. Заполните пропуски словами **among** или **between**.

Например: There is a sportsman among my friends.

I chose the red pencil between these two. 1. He stood ... two girls. 2. There was a newspaper ... magazines. 3. Whom do you like best ... your friends? 4. There was a lot of flowers ... the trees. 5. How many stations are there ... Moscow and Zagorsk? 6. Which pen do you choose ... these three? 7. There is a doctor ... these women. 8. There was a table ... the two beds. 9. What room is there ... the kitchen and the hall? 10. Put the picture ... the windows.

5. Заполните пропуски словами **other**, **another**.

1. Give me ... pen. 2. There were ... boys whom I did not know at all. 3. She received ... degree. 4. I read these books. One is interesting, ... is dull. 5. She worked at ... book last year, 6. Have you got ... lessons to-day? 7. He chose ... course. 8. This laboratory is on the first floor, ...is on the second. 9. On what page is the ... exercise? 10. Where is ... piece of chalk? 11. Tell me something about ... discoveries.

6. Ответьте на вопросы

1. When was Marya Curie born? 2. Who was her father? 3. From whom did Marya learn her first lessons in science? 4. What was Marya's wish?

5. When did she leave her native land? 6. For how many Master's degrees did she decide to work? 7. Where did she live? 8. What meals had she? 9. For how long did she work in this way? 10. Whom did she meet in Paris? 11. When did Pierre Curie take his Master's degree in Physics? 12. How old was he when he met Marya? 13. What salary did the French Government offer him? 14. What kind of friends did Pierre and Marya become? 15. What did they discuss? 16. When did they get married?

Grammar Exercises

1. Поставьте глагол, данный в скобках, в соответствующую форму Present Indefinite.

1. I /read/ in the classroom. 2. This man /swim/ well. 3. In summer my friend and his wife /live/ in the country. 4. Ann /like/ tea very much. 5. His sister /teach/ Russian. 6. We /live/ in a comfortable flat. 7. They /meet/ in this park.

2. Используйте следующие глаголы в Past Indefinite:

- a) to use, to rain, to ask, to wait, to look, to fish, to play;
- b) to be, to go, to come, to see, to know, to speak, to read, to write.

3. Используйте следующие предложения в Past Indefinite, Future Indefinite.

1. Ann plays the piano. 2. He goes home in the evening. 3. His lesson begins in the morning. 4. You like music. 5. The children write letters. 6. My friends speak French.

4. Переведите на английский язык.

1. Я помогаю своей сестре. 2. Мой брат читает. 3. Моя мама преподает математику. 4. Мы слушали радио вечером. 5. У нашей семьи была большая квартира. 6. В следующем году я поеду в Польшу. 7. Наш дом далеко от центра города.

5. Найдите в тексте урока все неправильные глаголы и дайте их основные формы.

6. Переведите на английский язык.

1. Мой отец родился в 1921 году. 2. Когда ему было 8 лет, он пошел в школу. 3. В школе он учился хорошо и окончил ее успешно. 4. Началась война (war), и он пошел на фронт (the front). 5. После войны мой отец учился в институте. 6. После окончания института (graduation) он стал инженером и работал на заводе. 7. На заводе у него было много друзей. 8. После работы он ходил в библиотеку и много там занимался. 9. Он работал над этой книгой. 10. Летом он уезжал отдыхать на юг.

Прочтите и переведите текст. Перескажите текст.

A Dumb Wife

Once there was a man whose wife was dumb, and this made him very sad because he loved her very much. After some time he went to see a doctor and said. «Can you make my wife speak?» «Perhaps I can», said the doctor, «the operation is difficult, but if I try, I'll do my best». «Of course, you may try», said the husband, «I'll bring her tomorrow».

The next day the doctor made the operation and the dumb wife began to speak. She spoke so much and so loudly that in a few hours her husband ran back to the doctor and said, «Can you make my wife dumb again?» «No», said the doctor, «there are many ways to make a dumb woman speak, but no ways to make a woman stop talking». «What must I do?» said the man», «I shall soon die if I have to listen to her all day long». «Well», said the doctor, «I can't make her dumb, but I can make you deaf and you will not have to listen to her». «Very well», said the man, «you may do so. It will be better than the other way».

Notes

Dumb – немой;

Deaf – глухой;

to do one's best – сделать все возможное.

LESSON 3

**Общие, специальные, альтернативные,
разделительные вопросы во временах
Indefinite. Вопрос к подлежащему**

MIKHAIL LOMONOSOV

Mikhail Lomonosov was born in 1711 in the family of a fisherman in the northern coastal village of Denisovka not far from Archangelsk. When he was ten years of age his father began to take him sea fishing. The dangerous life of a fisherman taught the precocious youngster to observe the phenomena of nature more closely. During the long winter nights young Lomonosov studied his letters, grammar and arithmetic diligently.

Since he was the son of a peasant he was refused admission to the town school, so he walked to Moscow. By concealing his peasant origin he gained admission to the Slavonic-Greek-Latin Academy and for five years lived a hand-to-mouth existence on three kopecks a day. The noblemen's sons studying with him made fun of the twenty-year old giant who, despite their jeers and his own poverty, made rapid progress.

After five years came the chance of entering the Academy of Sciences, as there were not enough noble-born students to fill the quota. His ability and diligence attracted the attention of the professors and as one of three best students he was sent abroad. He spent all the time there in delving into the works of leading European scientists, studying chemistry, metallurgy, mining and mathematics. On his return to Russia in 1745 he was made a professor and the first Russian scientist to become a member of the Academy of Sciences.

For versatility Lomonosov has no equal in Russian science. Many of his ideas and discoveries only won recognition in the nineteenth century. He was the first to discover the vegetable origin of coal, for instance, and as a poet and scientist he played a great role in the formation of the Russian literary language, eliminating distortions and unnecessary foreign words. He had a thirst for knowledge and that thirst was an "overpowering passion of a soul filled with, passions". He died in 1765. His living memorial is the Moscow University, which he founded in 1755. How he would have appreciated the gigantic building which stands on the hills where Napoleon stood in 1812 to watch Moscow burn!

Vocabulary Exercises

1. Ответьте на вопросы.

1. When and where was Lomonosov born? 2. How old was Lomonosov when his father began to take him sea fishing? 3. Why was Lomonosov refused admission to the town-school? 4. What helped Lomonosov to gain admission to the Slavonic-Greek-Latin Academy? 5. How long did Lomonosov study at this Academy? 6. Why in spite of his peasant origin could Lomonosov enter the Academy of Sciences? 7. Was Lomonosov a good student? 8. What did Lomonosov study while abroad? 9. Why do we say that Lomonosov has no equal in Russian science for versatility? 10. When did Lomonosov die? 11. What is Lomonosov's living memorial?

2. Поставьте вопросы к следующим предложениям:

1. As he was refused admission to the town-school, Lomonosov went to Moscow. 2. Five years later he entered the Academy of Sciences. 3. The Moscow University was founded by Lomonosov in 1755.

3. Поставьте 10 вопросов к тексту.

4. Составьте английские предложения со следующими словами и фразами.

1. Of the professor, his ability, the attention, attracted. 2. Was made a professor, on his return, to Russia, in 1745, he. 3. Not far from Archangelsk, was born, Lomonosov, in 1711, in a northern village.

5. Вставьте недостающие предлоги.

1. He was born ... 1711 ... the village... Denisovka not far ... Archangelsk. 2. He was ten years ... age ... the time. 3. He walked ... Moscow and ... concealing his peasant origin he gained admission ... the Academy. 4. ... his return... Russia he was made a professor. 5. He had a thirst ... knowledge.

6. Заполните пропуски в предложениях.

1. He was refused... to the town school. 2. His ability and diligence attracted the ... of the professors. 3. Many of his ideas and discoveries only won ... in the nineteenth century. 4. He was the first to ... the vegetable origin of coal.

7. Переведите на английский язык.

1. Этот ученый родился в северной деревне недалеко от Архангельска. 2. В то время ему было восемь лет. 3. Он занимался арифметикой прилежней, чем грамматикой. 4. Ломоносова отказались принять в школу, т. к. он был сыном крестьянина. 5. Когда Ломоносов был студентом, он жил впроголодь на три копейки в день. 6. Студенты часто высмеивали его. 7. Способности и прилежание этого студента привлекли внимание профессоров. 8. Его открытия получили признание во всем мире. 9. Он первым открыл это явление. 10. Его открытия сыграли огромную роль в развитии химии. 11. Ломоносов был основателем Московского университета.

8. Запомните следующие слова и фразы.

To be ... years of age, to make progress, to attract attention, to win recognition, to play a (great) role, to observe, diligence, admission, ability, to appreciate.

Grammar Exercises

1. Поставьте следующие предложения в вопросительную форму:

1. You live in a big house. 2. He reads much. 3. He worked much yesterday. 4. She will take this book from the library tomorrow.

2. Заполните пропуски вопросительными словами who или what.

1. ... says that? 2. ... do you say? 3. ... do you study? 4. ... studies well? 5. ... do you like? 6. ... wants to take this pen? 7. ... opens the window?

3. Задайте специальные вопросы

1. The boy studies well. 2. My brother travelled by bus last summer. 3. We like our dinner. 4. I shall listen to the radio. 5. Ann reads a book in the library. 6. We go to the Institute every day. 7. They will see this film next week.

4. Ответьте на вопросы.

1. Do you want to travel by bus or by train? 2. Did you have breakfast at home or at canteen? 3. Does your friend know English or French? 4. Will you play tennis or volleyball? 5. Do you get up early or late? 6. Shall I speak to your father or to you mother?

5. Переведите на английский язык.

1. Вы изучаете английский или французский язык? 2. Я могу читать и переводить с английского? 3. Я немного говорю по-английски? 4. Какой иностранный язык вы знаете? 5. Немецкий язык достаточно трудный. 6. Я думаю, мы скоро сможем читать книги на иностранном языке.

6. Переведите на английский язык.

1. Он читает по-французски, не так ли? 2. Его сын уже умеет писать, не правда ли? 3. Он хороший студент? 4. У него нет вашей книги, не правда ли? 5. Фильм был не очень интересен, правда?

7. Поставьте общие, специальные, альтернативные, разделительные вопросы к предложениям.

1. Boris came from Kiev. 2. The weather was nice that day. 3. They go to work early in the morning. 4. He will come home late.

Прочтите и переведите текст. Перескажите текст. Поставьте 10 вопросов к тексту.

Here is your money

It is two o'clock at night. A young American doctor is fast asleep. Suddenly he hears the door-bell ring. (Вдруг он слышит, что звонит звонок.) What can a doctor do? It's his duty to help his patients even at night. When he opens the door, he sees a gentleman.

"How do you do, Doctor?" says the gentleman. "Can you go now to a place out of town? It's not near? I know you have a car. I can show you the way, "Certainly," says the doctor. "I am quite ready. I can go with you now."

He goes to the garage and takes his car. In a few minutes the car is standing in front of the house and they start off.

They drive (= go) for some time. They must be about 10 or 15 kilometers from the town when the gentleman says: "Here we are. This is my home. Thank you very much. Now I want to pay you and you can go back home."

"How can I go back?" says the doctor. "I must see the patient. Where is he?"

"There is no patient" says the gentleman. "Nobody is ill. I live here, as you see and one must get home somehow. There are no taxis at this time of the night but it's a duty of a doctor to help his patients even at night. So, excuse me. Here is your money. Thank you. Good night."

LESSON 4

**Повторение: оборот
there + be. Типы вопросов.**

TSIOLKOVSKY – FOUNDER OF ASTRONAUTICS

Konstantin Eduardovich Tsiolkovsky was born on September, 5, 1857. in the village of Izhevsk, in Ryazansky province. When he was ten he contracted scarlet fever; although he recovered he was left permanently deaf. This was to have a great influence on the subsequent course of his life. He educated himself; he read; he wrote verses; he constructed models-balloons, a winged flying machine, a carriage driven by a steam turbine, etc... It was not until he reached the age of fifteen that he became acquainted with even elementary mathematics. At about this time he first conceived the idea of constructing a large balloon or dirigible with a metallic envelope. This idea was one to which he was to return again and again throughout his life. When he was sixteen he began to think of applying centrifugal force to the ascent into space, but soon he realized his mistake. This experience made him realize the gaps in his knowledge and he began to study higher mathematics. He actually became a mathematics and physics teacher. And remained so for nearly forty years.

Tsiolkovsky carried out experiments on steam engines for a time, but then he returned to the theoretical study of the metallic dirigible. In 1887, his first published communication on the dirigible appeared. Mendeleev was interested in this work and helped Tsiolkovsky. Thus, through his agency, Tsiolkovsky was able to present a paper on his aeronautical work to the Imperial Russian Technical Society in 1890; he also submitted a model of dirigible. The account of this work was eventually submitted to the Imperial Academy of Sciences, who regarded it favourably and made him a grant of 470 rubles.

Meanwhile he had not given up his ideas about space travel. A popular account of his views on this subject was first published in 1895, and a more detailed survey of a liquid-fuelled spaceship¹ was prepared in 1898 and eventually published in 1903. This first design was a streamline shape² divided up into a long conical combustion chamber³ propellant tanks⁴, and a living compartment⁵. It embodies one of Tsiolkovsky's great contributions to aeronautics – the use of liquid fuels.

During the next quarter of a century, Tsiolkovsky brought out various other designs for rocket propelled spaceships⁶. They were not intended as working drawings for the construction of these vessels, but rather as a rough guide to the equipment and facilities that would be needed. Some of them are grotesque, but others are now standard practice in the guided missile⁷ field. However,

Tsiolkovsky's fame does not rest solely on these proposals. During the period 1903 – 1926 he published several articles and books dealing with the mathematical theory of rocket flights and space travel. He obtained equations enabling us to work out the velocities and expenditure of energy needed for flight along different types of path, the effect of a resistance, the times of flight, etc. His calculations showed that it would be perfectly possible to travel out into space in rockets and even to set up manned space stations around the Earth.

Notes

a liquid-fuelled spaceship ¹	– космический корабль на жидком топливе;
a streamline shape ²	– обтекаемой формы;
a combustion chamber ³	– камера сгорания;
a propellant tank ⁴	– бак с реактивным топливом;
a living compartment ⁵	– кабина для человека;
a rocket propelled spaceship ⁶	– космический корабль, приводимый в движение ракетой;
a guided missile ⁷	– управляемый снаряд.

Vocabulary Exercises

1. Ответьте на следующие вопросы.

1. When and where was Tsiolkovsky born? 2. What happened to Tsiolkovsky when he was ten? 3. How old was Tsiolkovsky when he first conceived the idea of constructing a large balloon or dirigible with a metallic envelope? 4. What was Tsiolkovsky's idea of the ascent into space when he was sixteen? 5. What great Russian scientist was interested in his work and helped Tsiolkovsky? 6. What was Tsiolkovsky able to do through Mendeleev's agency? 7. What are Tsiolkovsky's great contributions to aeronautics? 8. What did his calculations show? 10. When did Tsiolkovsky die?

2. Задайте вопросы к предложениям.

1. Tsiolkovsky was born in 1857 in the village of Izhevsk. 2. A popular account of his views on space travel was first published in 1895. 3. His calculations showed that it would be possible to travel out into space in rockets.

3. Составьте 10 вопросительных предложений к тексту.

4. Составьте предложения со следующими словами и фразами.

To have a great influence on, apart from, to become acquainted with, in some way or another, to carry out experiments, founder, to submit, to be interested in, to attend, to realize, to give up one's idea, design, fame, to enable, to deal with, to achieve distinction, contribution, space travel, to receive encouragement, to educate.

5. Заполните пропуски в предложениях недостающими предлогами.

1. Tsiolkovsky was born ... September 5, 1857, ... the village ... Izhevsk, ... Ryazansky province. 2. This was to have a great influence ... the subsequent course ... his life. 3. ... that time he first conceived the idea ... constructing a dirigible ... a metallic envelope. 4. ... 1887 he published his first communication ... the dirigible. 5. Many Russian scientists were interested ... his work. 6. He presented a paper ... his aeronautical studies ... the Imperial Russian Technical Society ... 1890. 7. The use ... liquid fuels is one ... Tsiolkovsky's greatest contributions ... aeronautics.

6. Заполните пропущенные места в предложениях.

1. Tsiolkovsky ... on September 5, 1857. 2. While a boy he could not ... the ordinary school as he was deaf. 3. His wish was ... knowledge in some way or another. 4. He became... with even elementary mathematics when he was fifteen. 5. At that time he ... experiments on steam engines. 6. Tsiolkovsky ... a model of a dirigible to the Imperial Russian Technical Society in 1890. 7. The use of liquid Fuels is one of Tsiolkovsky's great ... to aeronautics.

7. Переведите на английский язык.

1. Это событие оказало огромное влияние на всю жизнь ученого. 2. Так как Циолковский не мог посещать обычную школу, он сам занялся своим образованием. 3. Он познакомился с основами математики, когда ему было 15 лет. 4. Это заставило ученого понять свою ошибку. 5. Кроме проведения экспериментов над паровыми двигателями Циолковский занимался теорией воздухоплавания. 6. Многие ученые интересовались его трудами. 7. Он не отказался от своей идеи о космическом полете. 8. Циолковский внес огромный вклад в теорию воздухоплавания.

Grammar Exercises

1. Поставьте предложения в отрицательную и вопросительную формы.

1. There were mistakes in your dictation. 2. There is a telegram on the table. 3. There are two English books in my bag. 4. There is a large window in my room.

2. Раскройте скобки, выбрав нужную форму глагола.

1. There (is, are) three tables in the classroom. 2. There (was, were) very many children in the park yesterday. 3. There (wasn't, weren't) a school here 10 years ago. 4. There (is, are) a text-book and two exercise-books on my table. 5. There (is, are) a table and three chairs in my sister's room.

3. Поставьте вопросы различных типов к предложениям.

1. Professors give lectures to students. (3?) 2. All our universities admit men and women. (3?) 3. There are ten students in that class. (3?) 4. They pro-

vide hostels for their students. (4?) 5. They spent 3 years at a teachers' training college. 6. They learn 2 foreign languages. 7. They had a chance to discuss yesterday. 8. Professors will help their students in research work. 9. Not all English universities are new.

Прочтите и переведите текст. Поставьте к тексту 10 вопросов разных типов.

A Laconic Answer

The Spartans (спартанцы) lived in that part of southern Greece called Laconia. Sometimes people call them Spartans and sometimes Laconians. Those people were very brave and their way of life was very simple. One of their rules (правила) was that they must always speak very briefly (кратко) using no more words than were necessary. To this day, we often call a short answer laconic; that is, such an answer as a Laconian might give.

There was in northern Greece a land called Macedon, ruled over by a king, Philip by name. Philip wanted to become head of all Greece. He had a great army and conquered state after state. But although his strength was so great, Laconia remained free. When Philip reached Laconia he sent a letter to the brave Spartans saying, "If I conquer your country, I will level your great city to the ground." In a few days he saw the answer brought to him. On opening the letter he found only one word written in it. That word was IF.

LESSON 5

<p>Грамматика: Времена Continuous (active voice)</p>

MY FIRST DAY IN LONDON

I shall never forget, as long as I live, the day when I first set foot in London. I came from a quiet little town in Switzerland and I had never before lived in a big city, so London was a new world to me and I was dying to find out more about it¹ for myself.

The general opinion abroad is that London has fog or rain, or both every day of the year, but on the day that I arrived it was fine and warm, the sun was shining brightly and the sky was cloudless. The next day was just as beautiful; a slight wind was blowing and you could smell the spring in the air. I went for a walk in Kensington Gardens. I found the way there quite easily. When I got my first sight of the gardens² the beauty of it took my breath away³. The trees were

just bursting into leaf, fresh and green⁴, and there were beds of spring flowers, red and yellow and blue. People in light spring clothes were walking about, and to my surprise, they were walking not only along the paths but also across the grass. I passed a pool in which ducks were swimming: children were playing in playgrounds.

It was time for me to go home, but which way was it? I hurriedly turned down one path that I thought would take me back⁵ – and found myself in Hyde Park. I ran to the left and to the right, asked several men for the way to the street where I had stayed, but I found to my horror that I could not understand a single word they said in reply. I wandered on till I came to a big open place where men were standing on a chair, or on a platform, or on the ground. They were speaking or preaching, and people of all kinds were listening or asking questions or making remarks and sometimes laughing at the speaker. Other groups were singing loud. This was the famous Hyde Park meeting. Meanwhile, the sun went behind the cloud, I was terribly tired. At last I got to the park gate and came out into the street, but this was worse than ever⁶. Motorcars, bicycles, buses were running, People were climbing in buses or hurrying along. In despair I crossed the street on to an island⁷ where I found a policeman who explained the way to me.

Notes

I was dying to find out more about it ¹	– я умирал от желания узнать о нем больше;
When I got my first sight of the gardens ²	– когда я впервые увидел этот парк;
took my breath away ³	– у меня захватило дыхание;
bursting into leaf, fresh and green ⁴	– распускались почки и появлялись молодые зеленые листочки;
would take me back ⁵	– приведет меня обратно;
this was worse than ever ⁶	– (зд.) здесь было еще ужаснее;
an island ⁷	– (зд.) безопасное место, «остров», посередине улицы, площади.

Vocabulary Exercises

1. Дайте русские эквиваленты:

as long as I live, to set foot, the general opinion, it was just as beautiful, to burst into leaf, a bed of flowers, not to understand a single word, in despair, in reply.

2. Дайте английские эквиваленты:

приехать из, узнать, общее мнение, за границей, легкая одежда, к моему удивлению (ужасу), гулять по, пройти мимо, пора, тропинка привела меня, очутиться, направо, налево; спросить, как пройти; делать замеча-

ние, зайти за тучи, добраться до, спешить, пересечь улицу, слабый ветер, задать вопрос.

3. Составьте предложения со следующими словами и выражениями:

to my surprise, to go to the left (the right), to ask for the way, to say in reply, to make a remark, to hurry along, to pass.

4. Дайте антонимы следующих слов:

to forget, quiet, to arrive, easily, light, to go home, loud, to run, to raise, behind.

5. Заполните пропуски предлогами или наречиями.

1. I came ... a little town ... England. 2. London was a new world ... me. 3. ... the day I arrived it was fine. 4. We went ... a walk ... Kensington Gardens. 5. The trees burst ... leaf. 6. People ... light clothes were walking ... paths and also ... the grass. 7. It was time ... me to come back. 8. I turned ... one path, then ran ... the left. 9. I asked a lot of men ... the way. 10. ... my horror I could not understand what they said ... reply. 11. They were laughing ... the speakers. 12. The sun went ... the cloud. 13. I got ... the park gate. 14. ... despair I crossed the street ... the island.

6. Объясните значение суффикса -less. Переведите на русский язык следующие прилагательные.

jobless, rainless, moneyless, heartless, sleepless, noiseless, smokeless, hairless, lifeless, limitless, childless, motherless, groundless, homeless.

7. Объясните значение суффикса -ful, образуйте прилагательные с этим суффиксом и переведите их на русский язык.

colour, beauty, meaning, thought, wonder, care.

8. Дайте 3 основные формы следующих глаголов:

forget, set, find, shine, swim, think, run, stand, speak, sing.

9. Ответьте на следующие вопросы.

1. What city does the author describe? 2. Where did he come from? 3. What was London to him? 4. What is the general opinion of London weather? 5. What was the weather like when he arrived in London? 6. Where did he go for a walk? 7. How did he find the way there? 8. What did he see in the park? 9. How were people dressed? 10. Where were they walking? 11. Where were the ducks swimming? 12. Where did he turn down? 13. Where did he find himself? 14. What did he ask several men for? 15. Who was standing on chairs or on platforms? 16. What were these people doing? 17. Who(m) were the people laughing at? 18. What were other people doing? 19. What place did he get to at last? 20. Where did he find the policeman?

10. Переведите на английский язык.

1. Я никогда не забуду день, когда я приехал в Лондон. 2. Я никогда не был в большом городе. 3. Я хотел многое узнать об этом городе. 4. В день моего приезда погода была хорошая. 5. Светило солнце, небо было

безоблачно. 6. Следующий день был такой же прекрасный. 7. В воздухе чувствовался запах весны. 8. Я пошел погулять в Кенсингтонский парк. 9. Этот парк очень красивый. 10. Деревья распускались, кругом были клумбы с красивыми цветами. 11. Гуляли люди, одетые в легкую одежду. 12. К моему удивлению, они ходили не только по дорожкам, но и по траве. 13. Я прошел мимо водоема, в котором плавали утки. 14. Мне было пора идти домой. 15. Скоро я очутился в Гайд-Парке. 16. Я спросил у них, как туда пройти, но не понял ни одного слова. 17. В Гайд-Парке некоторые (люди) стояли на стульях. Они выступали с речами. 18. Другие (люди) слушали их и задавали им вопросы. 19. Солнце зашло за облако. 20. По дороге ехали автобусы и автомобили. 21. Полицейский объяснил мне, как пройти в центр города.

Grammar Exercises

1. Переведите и объясните употребление времен.

1. I am at my English lesson. I am writing my English exercises. 2. The teacher is speaking with my friend. They are speaking English. I do not hear what they are speaking about. 3. Where were you at six o'clock? We were sitting in the reading-room. 4. What will you be doing in the laboratory tomorrow morning? We shall be watching the operation of the new machine.

2. Употребите нужное время.

1. What you (to do) when I came in? I (to read) an article on internal combustion engines. 2. Where you (to go) when I met you? I (to go) to Dzerzhinski Square, I (to intend) to visit the exhibition in the Polytechnic Museum. 3. We (to arrive) at the station when the train (to approach) the platform. 4. At the corner of the street we (to see) a car. The driver (to examine) its engine.

3. Поставьте глаголы в соответствующем времени.

It (to be) summer time. The sun (to shine) brightly and lots of people (to swim) in the river. Two men (to be) in the water. One of them (to wear) evening dress. The other man (to look) at the man in evening dress. He (to be surprised) to see the man. He (to ask) the man why he (to wear) evening dress while he (to swim), «I (not to swim)», said the man. «I (to drown).»

4. Переведите на английский язык.

1. Вчера в 5 часов вечера я читал газету. 2. В воскресенье с 2-х до 4-х мы работали в саду. 3. Мы занимались английским весь день. 4. Когда я позвонил ему, он готовился к урокам. 5. Мы шли в кино, когда она нас встретила. 6. Что вы делали в прошлую субботу вечером? 7. Когда я писал письмо, он делал упражнения по английскому языку. 8. Мы смотрели телевизор, а они слушали радио. 9. Во время обеда, он читал газету. 10. Было уже темно, когда они выходили из леса. 11. Где вы работали сегодня в 9 часов утра? 12. Я ждал вас с 3-х до 4-х, а затем ушел. 13. Мы сели на

скамейку. Рядом с нами два мальчика о чем-то громко разговаривали. Один из них задавал вопросы, а другой отвечал. Под деревом играли две девочки. Несколько студентов гуляли по дорожкам парка. На деревьях пели птицы. Становилось жарко, и мы решили искупаться

5. Ответьте на вопросы.

1. What were you doing at 5 o'clock yesterday? 2. Who was waiting for you when classes were over? 3. Whom did you meet when you were walking along the corridor? 4. Were you washing at that time? 5. What was your friend doing five minutes ago? 6. Where were you going at 6 o'clock? 7. Where was your father working at that moment? 8. What was your mother doing when you left home? 9. Were you sleeping when your father came home yesterday? 10. Were you watching TV yesterday from 7 to 9 in the evening? 11. What were you carrying when I saw you?

Прочтите и переведите тексты, перескажите их содержание.

a) «All tickets, please», - said the inspector coming into the compartment. While the inspector was asking for the tickets, one of the passengers was searching his pockets. The inspector looked at him, smiled and said: «You are holding it in your teeth, sir». Then he left.

«What an absent-minded man you are», another passenger said.

«Oh, no, not at all. I was just chewing off the wrong date».

compartment	– купе;
to search	– искать, обыскивать;
to chew	– жевать;
the wrong date	– (зд.) старая дата;
absent-minded	– рассеянный;

b) An old lady was sitting next to an American soldier in the station waiting-room. The soldier was chewing a piece of gum. The old lady smiled at him and said: «It is very kind of you to talk to me, young man, but I am stone deaf».

gum	– жевательная резинка;
stone deaf	– совершенно глухой;

c) A certain English gentleman thought too much about his health. He was always taking medicine and sending for the doctor when it was not necessary. One morning the nervous gentleman cut himself slightly while he was shaving. He phoned for the doctor. The doctor was tired after a busy night. Nevertheless he came at once and looked at the cut. He got very angry when he saw that it was only a very slight cut. He did not even put anything on it, turned to go away seeing there was nothing for a doctor to do.

«Tell me please», said the gentleman in great horror, «can't you do anything for me»?

«Oh, yes, I think I can», said the doctor, «but I must first go home and get some plaster».

«Oh, dear», cried the gentleman with increasing trouble in his voice, «I hope there is no danger!» «Yes, there is, indeed», said the doctor. «The cut may heal before I come back».

to heal – затянуться, заживать;

cut – порез;

nevertheless – тем не менее.

LESSON 6

<p>Грамматика: Степени сравнения прилагательных и наречий</p>
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NEW YORK

New York is not a very old city. It was founded some three hundred years ago. New York, the largest city in the U. S., is situated in the mouth of the Hudson River. The centre of New York is Manhattan Island, which at the same time is the oldest part of the city.

New York, one of the leading U. S. manufacturing cities¹, is the home of great firms and banks. The most important branches of industry are those producing vehicles, paper and paper products, glass, chemicals and all kinds of machinery. The city has very busy traffic, its streets and highways are full of cars and buses.

The mouth of the Hudson River makes an excellent harbour with different kinds of ships not only for passengers but also for much of the materials by which the city lives. Numerous bridges link Manhattan Island with the opposite shores. The sea encircles many of the city's areas.

Many of sky-scrapers of fifty and more storeys reaching high into the sky house the banks and offices of America's money kings, the richest men in the country. Yet most of the population are working people who carry on a bitter struggle for existence and live in constant fear of misery and unemployment.

Comparatively few of New York's inhabitants live in Manhattan, although the majority spend a considerable part of the day in this centre of business life. Here Broadway begins, here is Wall Street and the Stock Exchange² filled from ten to three with a crowd of businessmen.

Among the inhabitants of New York one can meet people of almost all nationalities who came here during the immigration in the 19th and at the beginning of the 20th century.

Another feature of New York population is the vast number of Negroes living in Harlem, which is the most densely populated section of the city.

Notes

manufacturing city¹

– промышленный город;

the Stock Exchange²

– биржа.

Vocabulary Exercises

1. Дайте русские эквиваленты:

the home of great firms, branches of industry, to produce paper, busy traffic, opposite shores, to house banks, to reach high into the sky, fear of misery, imperialist policy, the vast number of, than anywhere else.

2. Дайте английские эквиваленты:

расположенный, в то же самое время, уличное движение, соединять городские районы, большинство населения, трудящиеся, вести борьбу за существование, безработица, большинство, от 10 до 3, жители, в начале, густонаселенный район, квартплата.

3. Составьте предложения, употребляя следующие слова и выражения:

to found, to be situated, to produce, traffic, to link, working people, to carry on, struggle, unemployment, inhabitant, majority, at the beginning of, conditions, to enjoy rights.

4. Заполните пропуски предложениями или наречиями.

1. New York, the largest city in the U. S., is situated ... the mouth ... the Hudson River. 2. Its streets are full ... cars. 3. Ships go ... or ... New York traffic. 4. Working people carry ... a bitter struggle ... existence and live ... constant fear. 5. Wall Street is filled ... ten ... three ... crowd ... businessmen. 6. Many people came here ... the 19th and ... the beginning ... the 20th century. 7. The houses ... Harlem are ... worse conditions than anywhere else. 8. ... fact, Negroes are deprived ... any rights.

5. Поставьте 15 вопросов к тексту.

6. Переведите на английский язык.

Нью-Йорк был основан около 300 лет тому назад. Он является самым большим городом США и одним из самых больших городов мира. Нью-Йорк расположен в устье реки Гудзон; центром города является остров Манхэттан. Нью-Йорк – один из крупнейших промышленных городов США. Наиболее важными отраслями промышленности Нью-Йорка являются: автомобильная, бумажная, химическая и машиностроение. Нью-

Йорк переполнен машинами, уличное движение очень оживленное. В устье Гудзона расположена гавань, куда приходят суда из всех стран мира. На острове Манхэттан находятся самые высокие небоскребы, имеющие 50 и более этажей. В них размещаются банки и многочисленные конторы. Большинство населения Нью-Йорка составляют трудящиеся. Они ведут борьбу за свои права. Манхэттан – финансовый центр американского капитализма. В Нью-Йорке можно встретить людей почти всех национальностей. Самым густонаселенным районом Нью-Йорка является Гарлем. Там живут негры. Дома в Гарлеме хуже, чем в остальной части города, а квартирная плата выше.

7. Перескажите текст урока, используя следующие слова и выражения:

to found, to be situated, branches of industry, to produce, traffic, harbour, bridge, to link, building, skyscrapers, to house, inhabitants, district, nationality, densely populated, to live in conditions, rent, to be full of, story, to enjoy rights,

Grammar Exercises

1. Образуйте сравнительную и превосходную степени.

Образец: big – bigger – biggest

great, slow, high, tall, hard, strong, hot, short, simple, young, dirty, heavy, busy, clever.

Образец: difficult – more difficult – most difficult

comfortable, important, different, probable, primitive, significant, careful.

Образец: good – better – best (нерегулярные словоформы)

far, old, late, near, bad, much, many, little.

2. Употребите прилагательные и наречия в соответствующей степени.

1. This boy is (fat) than that one. 2. My brother is (tall) than my sister. 3. Where does your (old) brother live? 4. We heard (late) news over the radio. 5. Did you read his (late) novel? 6. This box is (heavy) of all. 7. Your class work is (bad) than mine. 8. June is (good) month of the year. 9. Whose translation is (good)? 10. Our teacher lives in (far) part of the city. 11. Your hands are (big) than mine. 12. This street is (noisy). 13. Peter is (small) of the family. 14. She will get (thin) when she gets (old). 15. Your dress is (fashionable) of all. 16. She answered (well) than my brother. 17. My grandfather is two years (old) than my grandmother. 18. His watch is 5 minutes (fast) than yours. 19. Where is (near) bus stop?

3. Переведите на английский язык.

1. Он выше своего отца. 2. Мой дедушка старше бабушки на пять лет. 3. Вы старше или моложе вашего брата? 4. Наша улица более тихая, чем ваша. 5. Какая самая высокая гора в мире? 6. Какой ящик самый тяжелый? 7. Английский язык не труднее французского. 8. Вода в реке была

вчера холоднее, чем сегодня. 9. Июль – самый жаркий месяц года. 10. Где здесь ближайшая станция метро? 11. Сколько лет вашей старшей сестре? 12. Кто был лучший ученик в вашем классе? 13. Я прочитал столько же книг, сколько и ты. 14. Сегодня у нас меньше работы, чем вчера. 15. Фильм не такой интересный, как книга. 16. Они шли так же медленно, как и мы. 17. Эта улица такая же длинная, как и та. 18. Кто прыгает выше и бежит быстрее? 19. Она переводит медленнее, чем ты. 20. Какой последний фильм вы видели? 21. Какая будет следующая остановка? 22. Она взяла самое большое яблоко. 23. Сейчас вы учитесь лучше, чем в прошлом году. 24. Моя комната такая же светлая, как и ваша.

Прочтите и переведите текст. Поставьте 10 вопросов к тексту

Jack was a small dog. But he was cleverer than big dogs. His master (хозяин) taught him to do many tricks. Jack learnt them more rapidly than a dog could do. But there was one thing Jack could not understand. All dogs like to bury (закапывать) their food in the ground. Jack often buried a bone or a piece of bread. He never forgot where he could find it. When he was hungry, he always knew where to look for food.

In summer when the weather got warmer Jack loved to gnaw (грызть) a piece of ice. It made his mouth feel cooler. He sat and waited when the iceman left a piece of ice for him. Later when he dug (копать) in the place where he had left the ice there was no ice there. He seemed greatly puzzled (озадачить) when he could not find the ice.

LESSON 7

<p>Грамматика: Времена Perfect (active voice)</p>

BENJAMIN FRANKLIN

Benjamin Franklin, American statesman¹, printer, scientist², inventor, and writer, was born³ about three hundred years ago in Boston, Massachusetts. At the time of his birth, 1706, Massachusetts was still a colony and the United States had not yet become an independent nation. At that time candles were used for lights in houses and Franklin's father was a candle-maker. Benjamin was the tenth of seventeen children. When he was only ten years old he had to leave school⁴ to help his father.

Benjamin was not happy working in his father's candle shop, and so when

he was thirteen his father sent him to Ben's elder brother where he became a printer. In these years he learned to write so well that he often wrote something for his brother's newspaper.

Franklin liked the work in the printing shop, but he did not get along very well with⁵ his brother. At the age of seventeen⁶ he set out to make his own way in the world⁷. He went to New York, but not finding any work there, went to Philadelphia. He arrived there dirty and hungry.

Franklin began working in a printing shop in Philadelphia, but by 1729 he became the owner of a popular newspaper.

Franklin was greatly interested in electricity and is famous for flying a kite during a thunderstorm: thus he proved the connection of lightning with electricity. This was one of the many investigations, which won Franklin recognition⁸ as a scientist.

In Philadelphia Franklin founded⁹ the first public library in America. Franklin served his country as a statesman and as a diplomat. Benjamin Franklin died in 1790 when he was eighty-four years old.

Notes

statesman ¹	– государственный деятель;
scientist ²	– ученый;
was born ³	– родился;
to leave school ⁴	– окончить школу; бросить учиться;
to get along well with somebody ⁵	– быть в хороших отношениях, уживаться, ладить с кем-нибудь;
at the age of 17 ⁶	– в возрасте 17 лет;
to make one's own way in the world ⁷	– сделать карьеру, завоевать положение в обществе, выбиться в люди;
investigations, which won recognition ⁸	– исследования, которые принесли признание, славу;
to found ⁹	– основать;
to serve one's country ¹⁰	– служить своей стране.

Vocabulary Exercises

1. Ответьте на вопросы:

a) 1. What do you know about Franklin? 2. When and where was he born? 3. What was Massachusetts at the time of his birth? 4. What was Franklin's father? 5. What did Franklin do at his brother's shop? 6. What was Franklin greatly interested in? 7. What did Franklin found in Philadelphia? 8. How did Franklin serve his country? 9. What brought Franklin recognition as a scientist? 10. When did he die?

b) 1. What famous Russian scientists do you know? 2. What did Popov

invent? 3. What is Edison famous for? 4. Who discovered the Periodic Law? 5. What was the name of the woman who worked in the field (области) of chemistry and discovered radium? 6. Who is the father of Russian aviation? 7. Who is the founder of astronautics? 8. What law did Isaac Newton discover? Is this law important for science?

2. Составьте предложения, используя данные словосочетания:

at the time of his birth; in these years he learned to; at the age of seventeen; he set out to make his own way; he was greatly interested in; to win recognition as; he served his country; he died

3. Переведите на английский язык, используя активную лексику урока.

Михаил Ломоносов, великий русский ученый и поэт, родился в 1711 г. в семье рыбака. Когда ему было 10 лет, отец начал брать его в море.

Ломоносов не ходил в школу, но умел хорошо читать и писать. В возрасте 19 лет Ломоносов отправился в Москву. В Москве Ломоносов поступил в Славяно-греко-латинскую академию (Slavonic-Greek-Latin Academy). Он занимался упорно и достиг больших успехов (to make progress).

Ломоносов очень интересовался химией, математикой и поэзией (poetry). Он проводил много исследований в различных областях науки. Его работы принесли ему славу ученого. В 1748 г. Ломоносов основал первую в мире химическую лабораторию. Он написал русскую грамматику. Ломоносов служил своей стране как ученый и как поэт. Он умер в 1765 году.

Grammar Exercises

1. Переведите предложения на русский язык. Объясните употребление времен.

1. The launching of the first artificial Earth satellite has opened a new era in the exploration of outer space. 2. I have not seen you since spring. 3. Where have you been all this time? 4. I have been to the Crimea this summer. 5. Have you ever been to the Caucasus? Yes, I have. I was there two years ago. 6. We have already translated this text. 7. During the year we have thought of many things. We have thought about books and the joy we can get from reading. At the same time we have learned to speak and write better than before.

2. Употребите нужное время.

1. I ... never ... this book (to read). 2. I ... this book last summer (to read). 3. He ... his report at last (to finish). 4. I ... Leningrad many times (to visit). 5. Ann ... as she was crossing the street (to fall down). 6. When the bell rang, Dan ... from his seat and ... out of the room (to jump, to run). 7. The day before yesterday we ... a bad storm (to have). 8. The rain ... but a cold wind is still

blowing (to stop). 9. I ... this exercise over and over, still I don't understand it (to study). 10. I ... not ... my parents since autumn (to see).

Прочтите и переведите текст. Поставьте к тексту 10 вопросов разных типов.

He is a Brick¹
(A Spartan story)

If you are in England, you will often hear an Englishman say about his friend, "Oh, he is a brick." He wants to say that this man is honest and brave and is always ready to help his friends.

Once a foreign king came to visit³ Sparta⁴. He visited many Spartan² towns and at last came to the capital.

"How do you like my towns?" asked the king of Sparta⁴.

"They are beautiful," answered the foreign king, "but one thing I do not understand. Why are there no walls round your towns? Are your people not afraid to live in the towns without walls? Haven't you bricks in your country?"

"We have very good bricks," laughed the Spartan king, "and there are walls in every town of Sparta. Come with me tomorrow and I shall show you the walls of Sparta."

Notes

brick ¹	– кирпич; разг. славный парень;
Spartan ²	– спартанский;
came to visit ³	– посетил;
Sparta ⁴	– Спарта.

LESSON 8

**Грамматика:
Модальные глаголы.**

THE FIRST RUSSIAN WOMAN-SCIENTIST

The outstanding Russian mathematician, Sophia Kovalevskaya, lived and worked in the second half of the 19th century. It was the period of Russia's most remarkable advancement in science and culture.

Sophia was born in Moscow on January 15, 1850 in a well-off family of an-artillery general, Korvin-Krukovsky. Her father, a well educated person him-

self, insisted that his children – two daughters and a son – should get a sound education, too. But, as the family used to live in the village of Palibino almost all the year round, he had to invite teachers from St. Petersburg who were to instruct his children in arithmetic, grammar, geography, history, literature and foreign languages.

Though Sophia liked literature very much, she showed an unusual gift in mathematics, too. When she was only twelve she surprised her teacher by suggesting a new solution for the determination of the ratio of the diameter of the circle to its circumference.

In 1866, Sophia and her elder sister were taken to St. Petersburg where Sophia was allowed to go on with her studies. But, as women were not permitted to attend public lectures, she was obliged to read privately. Her teacher was Strannolyubsky, an ardent supporter of the cause of education in general and women education in particular. He suggested that she should apply for permission to attend lectures at the University, which she did.

Although the permission was granted, she was not allowed to take examinations, to say nothing of taking a degree¹.

The only possible way out for her was to go abroad. But in this case there was a condition, which was to be observed: if a woman wanted to go abroad, she should be married. In 1868 she married Vladimir Kovalevsky and soon they left for Vienna where she began to study physics at the University. But she wouldn't stop at that. Soon Sophia made up her mind to go to Heidelberg University. There she could study under such scholars as Helmholtz and Bunzen, as her intention was to take examinations and get a degree (Ph. D).

In 1870 the Kovalevskys went to Berlin. During the four years spent in Berlin, Sophia succeeded not only in covering the University course but also in writing free dissertations, for which the University of Gottingen granted her a Degree of Doctor of Philosophy in absentia². They even excused her from oral examinations in consideration of the scientific value of her dissertations, one of which, "On the Theory of Partial Differential Equations", was considered one of her most remarkable works.

Some years later the Kovalevskys returned to St. Petersburg. Despite the efforts of Mendeleev, Butlerov and Chebyshev, Sophia Kovalevskaya, an outstanding scientist already, could not get any position at the University and was obliged to turn to journalism. But as she had made up her mind to take her Magister's Degree, she returned to Berlin to complete her work on the refraction of light in crystals.

It was only in 1883 that she was given an opportunity to report on the results of her research at a session held in Odessa, but again no post followed. That is why, when she was offered lectureship at Stockholm University, she willingly accepted the offer.

In 1888 she achieved the greatest of her successes, winning the highest

prize offered by the Paris Academy of Sciences for the solution of a complicated problem: to perfect in one important point the theory of the movement of a solid body about an immovable point. The solution suggested by her made a valuable addition to the results submitted by Euler and Lagrange. The prize was doubled as recognition of the unusual merits of her work.

In 1889 Sophia Kovalevskaya was awarded another prize, this time by the Swedish Academy of Sciences. Soon in spite of her being³ the only woman-lecturer in Sweden, she was elected professor of mathematics and held the post until her death.

Along with her scientific and pedagogical work she carried out a good deal of literary work, took part in editing the journal "Acta Mathematica", and translated Chebyshev's works into French. She was able to do it owing to the thorough knowledge of foreign languages. In consideration of her literary work she was elected member of the Literary Club in Stockholm, where she used to meet Ibsen and Grieg with whom she made friends.

Unfortunately, Sophia Kovalevskaya died at the age of 41 on February 10, 1891, just as she had attained the height of her fame and had won recognition even in her own country where she was elected member of the St. Petersburg Academy of Sciences.

Notes

to say nothing of taking a degree ¹	– не говоря уже о том, чтобы получить степень;
in absentia ²	– (лат), заочно;
in spite of her being ³	– несмотря на то, что она была.

Vocabulary Exercises

1. Ответьте на следующие вопросы, используя текст, приведенный выше:

a) 1. Was Sophia able to speak and write French in her childhood? 2. Could her father find highly qualified teachers in Palibino? 3. Did he have to invite a teacher from St. Petersburg to give his children a sound education? 4. Were women allowed to take a degree in old Russia? 5. Were progressive scientists able to make the government grant women the right to education? 6. Was Sophia allowed to go abroad when she got married? 7. Was she granted a degree in Berlin? 8. Did her Ph. D help her to get a position in Russia?

b) 1. When was Sophia Korvin-Krukovskaya born? 2. What were her favourite subjects while she was a child? 3. What kind of solution did she suggest at the age of twelve? 4. Why couldn't she attend lectures at the St. Petersburg University? 5. In what countries did her works get recognition? 6. What did she

get her first prize for? 7. Where was she offered lectureship? 8. Why was she elected member of the Literary Club in Stockholm? 9. Whom would she meet there? 10. Whose works did she translate into French? 11. How old was she when she won recognition in Russia? 12. When did she die?

2. Переведите на английский язык предложения.

1. Когда я учился в школе, я обычно проводил каникулы с родителями в деревне. 2. В прошлом году я был в студенческом лагере, там мы, бывало, вставали рано. 3. В студенческом лагере я подружился со многими студентами. 4. Принимая во внимание хорошую работу студентов в течение всего семестра, преподаватели освобождают их от устных зачетов. 5. В прошлом столетии русские женщины не имели права на высшее образование, несмотря на то, что многие ученые настоятельно требовали, чтобы им предоставили это право. 6. Им не разрешали также посещать лекции в университете. 7. Чтобы получить ученую степень, Софья Ковалевская была вынуждена поехать за границу. 8. Несмотря на все свои заслуги, она не могла получить разрешение читать лекции в высших учебных заведениях России. 9. Женщины, которые хотели получить высшее образование, вынуждены были уезжать за границу. 10. В Швеции Софья Ковалевская много работала, прежде чем ее избрали профессором математики.

Grammar Exercises

1. Переведите предложения и объясните употребление модальных глаголов и их эквивалентов.

1. When Sophia asked professor Chebyshev for advice he said: "You should ask for special permission to take examinations but I am not sure that you will be allowed to do it." 2. "The examinations are to be held at the very beginning of next month," said Sophia. "Shall I be able to get the permission by that time?" 3. "You may go abroad, but to do it you must get married," said the professor. 4. "You should discuss this problem with your family," he added. 5. So strong was Sophia's wish to go on with her studies that her parents had to let her get married and go abroad. 6. When the Kovalevskys arrived in Berlin they learned that women were not permitted to take examinations there either. 7. The only possible way out for her was to read privately, which she did. "I shall have to work very hard to cover the University course in four years," said she. 8. During the four years she stayed in Berlin Sophia Kovalevskaya was able not only to cover the University course, but also to write three dissertations. 9. "In consideration of these dissertations they ought to let me make my Doctorate," she thought. 10. It was the University of Gottingen that granted her a degree of Ph. D. for the paper "On the Theory of Partial Differential Equations". Their opinion was that the author of such a remarkable work should be granted a degree. 11. Moreover, they informed the young scientist that she needn't take oral examinations, as she had been excused from them. 12. It was then that the Kovalevskys decided to return to Russia, as Sophia hoped that with her Ph. D. she would be permitted to work at the University.

2. Замените модальные глаголы, данные в скобках, на подходящие эквиваленты.

1. According to her father's plans Sophia (must) get a sound education. 2. As there were no teachers in Palibino Sophia's father (must) invite an experienced teacher from St. Petersburg. 3. To cover the school programme Sophia's teacher (must) instruct her in languages, arithmetic, grammar, literature, geography and history. 4. Sophia (can) speak and write French quite well since her childhood. 5. Sophia was a very capable pupil. She (can) write excellent compositions and solve complicated problems in mathematics as well. 6. Her teacher didn't expect that at the age of twelve Sophia (can) suggest a new solution for the determination of the ratio of the diameter of the circle to its circumference. 7. At the age of sixteen Sophia asked her father for permission to go on with her studies in St. Petersburg. "You (must) take private lessons, as women (may not) attend lectures at the University," he said. 8. He told her that women (must) obtain special permission from the University authorities. 9. Sophia did get that permission, but still she (may not) take examinations. 10. "I (must) go abroad to complete my education," decided Sophia.

3. Переведите предложения и объясните использование should.

1. One should know that S. Kovalevskaya made a valuable addition to the results submitted by Euler and Lagrange. 2. The Paris Academy of Sciences decided that the prize for her remarkable work "On the Theory of the Movement of a Solid Body about an Immovable Point" should be doubled. 3. When she was awarded another prize by the Swedish Academy of Sciences and, at the same time, offered lectureship in Stockholm she said: "I knew I should get a position somewhere." 4. When the Swedish scientists had discussed her works they decided that she should be elected professor of mathematics. 5. When in 1891, at the age of 41, she was at last elected member of the St. Petersburg Academy of Sciences, she said: "I did hope I should win recognition in my own country." 6. It should be kept in mind that it is hard labour that makes a gifted person a great scientist.

4. Замените would на used to, где это возможно.

1. While Sophia Kovalevskaya was in Heidelberg she would attend lectures on mathematics and do a lot of practical work, as well. 2. She thought she would do research under such scholars as Helmholtz and Bunzen. 3. When Kovalevskaya returned to Russia, she was not allowed to take her degree there, but she would not surrender. 4. Again she went to Berlin to complete her work on the refraction of light in crystals. She hoped she would be able to get a degree there. 5. It was characteristic of her that whatever she did, she would do it well. 6. While she was completing her research in Berlin, she didn't think that soon she would be obliged to return home. 7. The University authorities would not permit a woman to work at the University. 8. Along with research Sophia would do a lot of literary work. 9. As she was a member of the Literary Club she

would go there quite often. 10. For a number of years she would publish her papers abroad, that is why her name became known in many countries.

5. Переведите следующие предложения, обращая внимание на наречия.

1. When Sophia Kovalevskaya came to St. Petersburg she asked for permission to attend lectures at the University. 2. Since she could not receive the permission, she was obliged to read privately. 3. As she had an unusual gift in mathematics, some progressive scientists tried to help her to get permission to attend lectures at the University. 4. Unfortunately, they were unable to change the state of things at that time. 5. Thus, Sophia was forced to leave Russia and continue her education abroad. 6. But, first, she was to get married, for unmarried women were not allowed to go abroad. 7. In Berlin, however, women were not permitted to take examinations either. 8. Yet, some years later due to her outstanding works she was granted a degree by the Gottingen University. 9. Moreover, they granted her a degree in absentia excusing her from oral examinations. 10. Soon she decided to return home to try to get a position as a Ph. D. 11. Though she was not quite sure she would be given a position, she was badly disappointed when she learnt that her application had not been accepted. 12. Indeed, it was this work that won her the highest prize of the Paris Academy of Sciences. 13. For a number of years Kovalevskaya translated Chebyshev's works into French. She did it to popularize the Russian mathematical school abroad. She was able to do it owing to her sound knowledge of French. 14. Only when she was 41, shortly before her death, did she win recognition in Russia.

Прочтите и переведите текст. Поставьте к тексту 10 вопросов. Перескажите текст.

A Broken Vase

The young man was going to marry a beautiful girl. One day the girl said to him that the next day she would celebrate her birthday and invited him to her birthday party. The young man was eager to make her a present, so he went to a gift shop. There he saw many beautiful things. Of all the things he particularly liked the vases. But they were very expensive, and as he had very little money, he had to leave the shop without buying anything. Making for the door he suddenly heard a noise: one of the vases fell on the floor and broke to pieces. A brilliant idea came to his mind. He came up to the counter and asked the salesman to wrap up the broken vase he wanted to buy. The salesman got a little surprised but did what the young man had asked him to do.

The young man took the parcel and went straight to the girl's place. By the time he entered the room the guests had already gathered. Everybody was enjoying the party. Some of the people were dancing, others talking, joking and

laughing. Saying "Many happy returns of the day", the young man told the girl that he had bought a small present for her. With these words he began to unwrap the parcel. Suddenly he got pale and said: "I'm afraid, I have broken it. There were so many people in the bus..." But when he unwrapped the parcel, he saw that the salesman had wrapped up each piece of the vase separately.

LESSON 9

<p>Грамматика: Времена Indefinite (passive voice)</p>
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D. I. MENDELEYEV

D. I. Mendeleev, the great Russian scientist, was born in Tobolsk in 1834. After finishing school at the age of 16 he went to St. Petersburg and entered the Pedagogical Institute. He graduated from the Institute in 1855. In 1866 Mendeleev was appointed professor at the University where he gave a course of lectures on chemistry. His lectures were always listened to with great interest and attention. Even in a class of two hundred students everyone was able to follow his discussions from the beginning to the end.

Interesting experiments were made in his classes. Both he and his student-assistants worked long hours in preparing the demonstrations so that all would go well¹.

At the University Mendeleev taught classes in the morning. In the afternoon he made experiments in his two-room laboratory. At night Mendeleev spent much of his time working with the cards on which he put down information about each of the chemical elements.

Mendeleev made thousands of experiments with his own hands. He made thousands of calculations, wrote a lot of letters, studied many reports. Everything in the world that was known about the chemical elements Mendeleev knew. For months, for years he searched for missing data². All those data were being brought together and grouped in a special way. In 1869 the description of more than 60 elements was completed, and Mendeleev published his Periodic Table.

The Periodic Table is spoken of as the beginning of a new era in chemical thought.

In addition to this work Mendeleev paid much attention to many subjects of an applied chemical nature. He was the first to put forward the idea of studying the upper layers of the atmosphere.

Mendeleev was elected member of many academies abroad. He died in February 1907 at the age of 75.

Mendeleev's Periodic Table

D. I. Mendeleev was the first to discover the law of dependence of the properties of the elements upon their atomic weights. (The atomic weight is the only property which is unaffected by chemical changes).

Mendeleev suggested a system of classification in which the elements are arranged in the order of increasing atomic weights. The main idea of the Periodic system is that of the periodic repetition of properties with the increase of the atomic weights.

But Mendeleev did more than that. He predicted the existence of unknown elements which he called ekaboron, ekaaluminum and ekasilikon and for which he left gaps in his table. He even described the properties of these elements.

Late one night in November 1875 while he was writing an article he heard someone running to his study. He waited... The door opened. It was professor Menshutkin, Mendeleev's friend.

"Mitya!" he cried. "Mitya! They have found ekaaluminum! Perfect prediction! I think they are going to call it "Gallium." Here - read!" And he gave Mendeleev the article of the Paris Academy of Sciences.

The discovery of gallium was followed by the discovery of scandium (ekaboron) in 1879 and the discovery of germanium (ekasilicon) in 1886. No gaps are left now for undiscovered elements.

With the Periodic Table at his disposal a chemist needn't learn all the properties of all the elements. When he knows the properties of one or two elements in each group, the Table will give him a very good idea of what to expect of the other elements.

The Table is, was, and will be referred to and used in solving research problems of industrial importance.

Notes

so that all would go well¹

data²

– с тем, чтобы все было хорошо;

– сведения.

Vocabulary Exercises

1. Выразите одним словом следующие понятия, подобрав эти слова из активного словаря текста.

1. To bring to an end. 2. To get something ready. 3. An arrangement of facts, figures, etc. usually in columns. 4. To arrange in classes, put into groups.

5. To get knowledge of something that existed before but which was unknown.
6. To find the answer to.

2. Дополните предложения, используя словосочетания at the age of.

1. I finished school 2. I entered the Institute 3. Mendeleev graduated from the Institute... . 4. Mendeleev was appointed professor

3. Употребите в следующих предложениях союз both ... and.

My brother and I were invited there.

Both my brother and I were invited there.

A. P. Borodin was a composer and chemist.

A. P. Borodin was both a composer and chemist.

1. My sister and I were glad to see him. 2. Lomonosov was a scientist and a poet. 3. Mendeleev made thousands of experiments and thousands of calculations. 4. Comrade A. and his friend know chemistry well.

4. Прочтите и переведите.

1. Shut the door after you when you go out. 3. Element 101 was named mendelevium after the great Russian scientist Mendeleev. 3. Where will you work after you graduate from the Institute? 4. After breakfast sit a while, after supper walk a mile. 5. I can tell you only what I know. 6. He is the only student who has failed in chemistry.

5. Закончите следующие предложения

a) 1. I listened to 2. We wait for 3. You look at 4. You should put on... . 5. I shall get off

b) 1. I (speak, refer) to 2. We (ask, look, pay) for 3. You (laugh) at 4. You should (turn, depend, rely) on 5. I shall (turn) off

Grammar Exercises

1. Переведите на русский язык:

a) 1. He told me to come at once. 2. I was told to come at once. 3. He gave her the book. 4. She was given the book. 5. They paid the man for the job. 6. The man was well paid for the job. 7. They showed us the way to the post-office. 8. We were shown the way to the post-office

b) 1. Mendeleev's Periodic Table is spoken of as one of the greatest discoveries of the 19th century. 2. Lectures on the use of the atomic energy in industry are always listened to with great interest. 3. A taxi was sent for some minutes ago. 4. Why was he laughed at? 5. He was looked at with interest.

c) 1. A surface covered by rhodium (родий) is not affected by air. 2. The conference will be attended by many guests from abroad. 3. That law was soon followed by another one. 4. They were influenced by his good example. 5. All these questions will be answered.

d) 1. He is listening to the music. He is listened to. He is to be listened to. 2. He was sent for. He was to send a telegram, but he forgot. He was sending a

telegram. 3. She will speak to him. She will be spoken of. She will be speaking at the meeting at that time tomorrow. She will be spoken to.

2. Переведите на английский язык (сказуемое во всех предложениях поставьте в пассивную форму).

а) 1. Ей велят много гулять. 2. Мне разрешили уйти. 3. Ему дадут вашу статью. 4. Им покажут, как пройти к станции. 5. На его расчеты часто ссылаются. 6. На те картины всегда смотрят с интересом. 7. Ее слушали внимательно. 8. С ними говорили. 9. За доктором пошлют.

б) 1. За лекцией последует концерт. 2. На собрании присутствовало 200 человек. 3. Море влияет на погоду в Англии. 4. На его письмо ответят.

3. Поставьте по два вопроса к каждому из следующих предложений.

1. Comrade Sedov was sent for two hours ago. 2. He will be spoken to after the lecture. 3. They were listened to attentively.

4. Переведите на английский язык.

1. Письма отправят завтра. 2. Журнал принесли вчера. 3. Газеты приносят утром. 4. Нас учат английскому языку. 5. Лектору задали много вопросов. 6. Эту книгу везде искали. 7. Об этой статье много говорят. 8. Студентов попросят перевести эту статью. 9. Аспирантам дадут интересную работу. 10. На эту картину часто смотрят.

Прочтите текст, перескажите его на английском языке.

The Birthday Gift

A young man met a beautiful girl at a party and immediately fell in love with her. For days he thought of ways of showing her how much she meant to him. At last the opportunity came: he heard by chance that the next day was the girl's twenty-first birthday.

The young man at once ran to a flower shop. He bought twenty-one beautiful roses and asked the owner of the shop to send them to the girl's house the next morning. And he wrote a message: "Happy Birthday! I am sending you red roses – one for each year of your life."

The shop owner knew the young man quite well and he liked him. He knew he was a poor student. When the young man left the shop, the owner thought: "It is clear the flowers are for the girl he is going to marry. He'd like to send more roses, but he hasn't enough money. I'll help him." And he added nine more roses and put thirty roses instead of twenty-one into a nice box together with the young man's message.

When the young man came to the girl's house the next day, she opened the door herself. Imagine his surprise when, before he could open his mouth she said: "I never want to see you or speak to you again!" And she closed the door in his face.

LESSON 10

<p>Грамматика Времена Continuous (passive voice)</p>

NIELS BOHR

Bohr is a Danish physicist, one of the most ingenious interpreters of his generation of the problems of modern theoretical physics. Born in Copenhagen on October 7, 1885, he did physics at the University of Copenhagen, obtaining his doctor's degree in 1911 and proceeded immediately to Cavendish Laboratory at Cambridge for further study under Sir J. J. Thomson. In 1912 he moved to Manchester University, where he was associated with Ernest Rutherford in the latter's atomic research. In 1914, following a year as lecturer at the University of Copenhagen Bohr returned to Manchester, remaining there until 1916, when he was made professor of Theoretical Physics at the University of Copenhagen.

In 1920, largely due to Bohr's efforts, the Institute of Theoretical Physics was established at Copenhagen. He became its first head and under him the Institute has become an important centre for the development of theoretical and experimental physics. Prior to World War II Bohr's Institute had become the world centre for atomic physics.

Just before World War II, Bohr advanced the idea that the compound nucleus was fundamental to the phenomena of nuclear disintegration, a concept that proved fruitful in later work. In collaboration with John Archibald Wheeler he proposed a theory of nuclear fission that led to atomic research which produced the atomic bomb.

In 1943, after the Nazis had occupied Denmark, Bohr escaped to England in a small boat. Making the way to the United States, he took a leading part in the atomic bomb project, working mainly at the laboratory established in early 1943 at Los Alamos in New Mexico. In 1944 – 1945 Bohr served as adviser to the Scientific Staff of the Manhattan Project. In 1945 Bohr returned to Copenhagen to resume his duties as director of the Institute of Theoretical Physics.

Bohr's great achievement was recognized internationally by the Nobel prize award to him in 1922 for his study of atomic structure and radiation. In 1957 he was the first recipient of the Atoms for Peace award. That same year at the Massachusetts Institute of Technology, he delivered his lecture on the Philosophical Lessons of Atomic Progress.

Vocabulary Exercises

1. Переведите следующие предложения на русский язык.

1. Bohr is one of the most ingenious interpreters of his generation of the problems of modern theoretical physics. 2. He did physics at the University of Copenhagen, obtaining his doctor's degree in 1911. 3. He proceeded immediately to Cambridge for further studies under Thomson. 4. In 1912 he moved to Manchester University where he was associated with Rutherford in the latter's atomic research. 5. In 1914, following a year as lecturer at the University of Copenhagen, Bohr returned to Manchester. 6. In 1920, largely due to Bohr's efforts, the Institute of Theoretical Physics was established at Copenhagen. 7. Bohr became its first head and under him the Institute has become a world famous centre of research. 8. Bohr took a leading part in the atomic bomb project, working mainly at the laboratory established in early 1943. 9. In 1944–1945 Bohr served as adviser to the scientific staff of the Manhattan project. 10. In 1945 Bohr returned to Copenhagen to resume his duties as director of the Institute. 11. Bohr's great achievement was recognized internationally by the Nobel prize award to him. 12. In 1957 he was the first recipient of the Atoms for Peace Award. 13. That same year he delivered his lecture on the Philosophical Lessons of Atomic Progress.

2. Ответьте на вопросы.

1. When did Bohr graduate from the University? 2. Where did he go in 1912? 3. What idea did he put forward just before World War II? 4. Did he advance this idea alone or working together with Wheeler? 5. Did he participate in atomic research? 6. When did he come back to Copenhagen? 7. When did Bohr's contribution win him international recognition? 8. Was he the first to receive the Atoms for peace award? 9. When did he give his lecture on the Philosophical Lessons of Atomic Progress?

Grammar Exercises

1. Переведите на английский язык.

1. Ему показывают сейчас фотографии. 2. Нам показывали фильм с 10 ч. до 12 ч. дня. 3. Его слушали внимательно с 8 ч. до 9 ч. утра. 4. О нем говорят сейчас. 5. Его спрашивают в данный момент. 6. Новый мост строился, когда я приехал в этот город. 7. Большое внимание уделяется сейчас исследовательской работе.

2. Поставьте вопросы к предложению.

He was being spoken to by the dean from 10 till 11.

Прочтите и перескажите текст.

The Bridge

Peter's parents died when he was a child of 5. He was brought up by his grandmother who took great care of the child and did her best to make him happy. But the boy was very shy and timid.

One day he took his bicycle and went for a ride. Suddenly he saw another cyclist at the distance. Soon he could see that the cyclist was a young girl. As soon as the girl noticed Peter she increased her speed as she didn't want Peter to catch up with her. Suddenly Peter remembered that a few yards ahead of them there was no road as the bridge across the river was under repairs. Peter realised that the girl would run a terrible risk in case she tried to cross the bridge. He cried out to her to stop, but it was too late. The girl had reached the bridge and at once Peter saw her lose balance and fall into the water together with her bicycle. When Peter rode up he saw the girl holding on to a board standing in the water. Without a moment's hesitation he jumped into the water as he wanted to help the girl. The current under the bridge was very strong and Peter had to swim against it. At last he swam up to the board and saw the girl's frightened eyes looking at him with hope. "Can you swim?" asked Peter but the girl shook her head.

Peter ordered the girl to hold on to his neck and they both started for the bank. It was very difficult for Peter to swim with such a burden and at moments it seemed to him that he could not stand the strain and that they both would be drowned. When they reached the bank, Peter was so tired that he could hardly breathe. When he came to himself he saw the girl looking at him with admiration.

"You are a real hero", she said. "You are the bravest boy I've ever met", and she smiled. And it was at that moment that Peter felt a great confidence in himself. He was afraid of nothing now, he was able to overcome any difficulty.

LESSON 11

<p>Грамматика Времена Perfect (passive voice)</p>
--

Albert Einstein

On March 29, 1919, there was an eclipse of the Sun. It was a particularly important eclipse. For years astronomers had eagerly awaited it, since it would

enable them to check a revolutionary new theory in physics, proposed four years earlier by a scientist named Albert Einstein.

On the day of the eclipse one group of astronomers was stationed in Northern Brazil, another on an island of the western coast of Africa. Delicate cameras were set up and waiting. Pictures would be taken during the eclipse – not of the eclipsed Sun, but of the stars that appear in the suddenly darkened sky around the Sun.

Einstein had said that the position of the stars would be somewhat changed, since the rays of starlight passing near the Sun would be bent by the Sun's mass. To many scientists this sounded impossible. How could light, which was immaterial, they argued, be affected by gravity? If Einstein were correct, the picture of the Universe built up by the great Newton more than two hundred years earlier would have to be considerably revised.

The eclipse came. The pictures were taken and developed. The distances of the stars from the Sun and from one another were carefully measured. There could be no doubt about the results. Einstein was right. The light rays had been bent by the attraction of the Sun. One of the key points of Einstein's theory had been experimentally confirmed.

It was said that only twelve persons in the world really understood exactly at that time what Einstein meant in his theory of relativity. Yet throughout the civilized world everyone who read the newspapers knew that Einstein was a genius, that he had overthrown the foundations on which physics, chemistry and astronomy had rested for two hundred years, and upset all earlier concepts of the Universe. Later they learned that this revolution had made possible the development of the photoelectric cell, television, a whole series of electronic inventions, and, finally, the harnessing of atomic energy.

Vocabulary Exercises

1. Закончите следующие предложения.

1. The eclipse of the Sun enabled scientists to 2. On the day of the eclipse astronomers 3. Cameras were set up to take pictures of 4. The position of the stars was somewhat changed because 5. Many scientists thought that the light rays could not be affected by 6. As a result of Einstein's theory Newton's picture of the Universe 7. The astronomers measured the distances of the stars from 8. Great Einstein is the founder of the theory of 9. Einstein's theory has overthrown the foundations of 10. The theory made it possible to

2. Поставьте к тексту 10 вопросов.

3. Перескажите текст на английском языке.

Grammar Exercises

1. Прочтите и переведите предложения. Поставьте их в вопросительную форму.

1. These new houses have been built by our students in summer. 2. Your letter has been sent in time. 3. The delegation has just been met. 4. This question had been widely discussed by 3 o'clock. 5. The articles will have been read by 6. 6. They had been invited to the party by Monday.

2. Закончите предложение, поставив глагол–сказуемое в форму Past Perfect Passive.

1. When I came ... 2. By 5 o'clock yesterday ... 3. By last Monday ... 4. By the time you arrived ...

Прочтите текст. Перескажите его на английском языке.

Story

Once upon a time and in a country a long way off there was a king who was very ill. All the doctors of the court attended him but, in spite of all they could do, he got worse instead of better. At last they called in a famous doctor from another country. He came, looked at the king, and then looking very serious, said, «Your Majesty, there is only one thing that can help you».

«What is that?» said the king. «Whatever you want shall be brought for you».

«You must sleep for one night», said the doctor, «in the shirt of a happy man!»

So the king sent two of his chief servants to find a happy man and, when they had found him, to bring back his shirt.

Well, they went first to the richest man in the city and asked him if he was a happy man.

«Happy!» he said, «when I never know whether my ships are going to be lost next day, when thieves are always trying to break into my house. How can a man be happy with all these troubles?»

So they went to the king's Chief Minister, the most powerful man in the country, except for the king.

«Are you a happy man?» they said.

«Don't be silly,» he said. «Our enemies are trying to make war on us any day. There's John trying to push me out of power, the workers are always wanting to have more money, and the rich wanting to pay less taxes. How do you think a Chief Minister can be a happy man?»

So they went all over the country looking everywhere for a happy man but never finding one.

They were returning home, tired and miserable (for they quite expected that the king would have them put to death for not finding what he wanted), when they saw a beggar, sitting by the roadside. He had made a little fire, and was frying some sausages in a frying-pan, and singing merrily as he watched his supper cooking.

They looked at each other. Had they found what they were looking for? They went up to him and one of them said, "You sound very happy, my friend." "Of course, I'm happy," he said. They could hardly believe their ears. With one voice they said, "We want your shirt." The beggar laughed heartily. "I'm sorry, gentle-men," he said, "but I haven't got a shirt."

LESSON 12

**Грамматика: повторение
времен (active, passive)**

1. Поставьте глаголы в нужном времени.

MENDELEYEV

D. I. Mendeleev, the great Russian scientist, (to be born) in Tobolsk in 1834. After finishing school at the age of 16 he (to go) to St. Petersburg and (to enter) the Pedagogical Institute. He (to graduate) from the Institute in 1855. In 1856 Mendeleev (to appoint) to the University where he (to give) a course of lectures on chemistry. His lectures always (to listen) to with great interest and attention. Even in the hall with two hundred students everyone (to be able) to follow his discussions from the beginning to the end.

Interesting experiments (to make) in his lectures. Both he and his students-assistants (to work) long hours in preparing the demonstrations of the experiments so that all (to go) well.

At the University Mendeleev (to teach) classes in the morning. In the afternoon he (to make) experiments in his two-room laboratory. At night Mendeleev (to spend) much of his time working with the cards on which he (to put down) information on each of the chemical elements.

Mendeleev (to make) thousands of experiments with his own hands. He (to make) thousands of calculations, (to write) a lot of letters, (to study) many reports. Everything in the world that there (to be) about the chemical elements Mendeleev (to know). For months, for years he (to search) for the missing data. Finally, he (to bring) all the data together and (to group) them in a special way. In

1869 the description of more than 60 elements (to complete), and Mendeleev (to publish) his Periodical Table. The Periodical Table (to speak of) as the beginning of a new era in chemical thought.

In addition to this work Mendeleev (to pay) much attention to many subjects of an applied chemical nature. He (to be) the first to put forward the idea of studying the upper layers of the atmosphere. Mendeleev (to elect) the member of many academies abroad.

Vocabulary Exercises

1. Переведите вопросы на английский язык. Ответьте на них.

1. Кто такой Д. И. Менделеев? 2. Когда родился Д. И. Менделеев? , 3. Где родился Д. И. Менделеев? 4. Когда он окончил школу? 5. Где он получил высшее образование? 6. Где он работал после окончания института? 7. Какие лекции читал Д. И. Менделеев? 8. Как он готовился к демонстрации опытов? 9. Куда Д. И. Менделеев вносил сведения о химических элементах? 10. Каким образом Д. И. Менделеев изучал все, что было известно в мире о химических элементах? 11. Как он создавал Периодическую систему элементов? 12. Когда Д. И. Менделеев опубликовал свою Периодическую систему элементов? 13. Какими другими проблемами интересовался Д. И. Менделеев?

2. Прочитайте текст, переведите и перескажите. Предварительно запомните выражения.

to perform experiments – проводить эксперименты; to collect information – собирать данные; accelerator of charged particles – ускоритель заряженных частиц; provision – обеспечение; to test a hypothesis – проверить гипотезу.

At the Laboratory

A modern research laboratory is an important part of any scientific centre for performing experiments and collecting information at higher school, research institute, industrial enterprise, etc. In our times science requires different experimental installations such as large telescopes, atomic reactors, or accelerators of charged particles. Laboratories need provision of all up-to-date experimental facilities for accumulation of necessary scientific data. As a rule, the scientist plans experiments to test his hypothesis. His laboratory is found wherever he must go in order to do his investigations. To an astronomer the starry skies become a laboratory. The biologist may do experimental work in a field or an ocean. The physicist and chemist are often surrounded by a mass of compounds and apparatuses housed in buildings designed specially for their purposes.

Grammar Exercises

1. Поставьте глаголы в нужном времени.

1. You (to read) today's newspaper? 2. How many pages you (to read)? – I already (to read) about seventy pages. 3. You ever (to translate) this article? – No, I not (to translate) yet. I not (to master) the English language well enough. 4. You (to wash) your hands? Are you ready for breakfast? 5. Your sister (to be) here half an hour ago. 6. Your sister (to finish) school? – Yes, she (to do). – When she (to finish) school? – She (to finish) it two years ago. 7. I just (to see) my friends and he (to tell) me some interesting news. 8. You (to be) in Moscow last year. – No, I (to be) not. I (to live) in Kiev at that time. 9. He (to take) an examination when I came to the lab. 10. I (to look) through my magazine at the moment you received yours. 11. The sun (to rise) when they (to cross) the bridge.

2. Поставьте предложение во временах Active, Passive.

He (to solve) a difficult problem.

Прочтите и перескажите текст.

Mary, Queen of Scots

In 1542 James V, the King of Scotland died. His daughter, Mary, who was only one week old, became Queen. While she was still only a child, Mary Stuart married Francis, the son of the French King. In 1559 Francis became the King of France. So at the age of 17, Mary, who was a beautiful woman with lovely red hair, was Queen of two countries. But only after one year as King, Francis died. Her mother-in-law, Mary of Guise, did not want Mary in France and so she returned to Scotland.

She married again. This time she married her cousin, Lord Darnley. Mary and Darnley did not like each other. Darnley became very jealous of an Italian, called Riccio, who was Mary's secretary. One night, Darnley and a group of his friends murdered Riccio in front of Mary.

Two years later, Darnley, too, died. That's how it happened. Mary had gone to a dance, but her husband was ill and stayed at home. In the middle of the night the house where Darnley was asleep exploded and caught fire. But Darnley's body was not found in the house. It was found in the garden. He had been strangled.

Who was the murderer? People suspected the Earl of Bothwell but it could not be proved. Then Mary shocked the people of Scotland. She married Bothwell. This was too much for the Scots. There was a rebellion and the Scottish people made Mary's son, James, King. Bothwell, who escaped to Norway, went mad and died in prison. Mary escaped to England.

The English Queen, Elizabeth, who was Mary's cousin, welcomed Mary, but the English lords did not trust the beautiful Scottish Queen. She was put in prison and then, finally in 1587, she was beheaded for treason. When the executioner lifted up her head, he picked up only the hair. It was a wig. Mary's own beautiful red hair had turned thin and grey.

In the end, Mary had lost everything. She had lost the crowns of France and Scotland, three husbands, her son, her life – even her famous beauty.

LESSON 13

<p>Грамматика: Согласование времен Прямая и косвенная речь</p>

ALEXEI NIKOLAYEVICH KRYLOV

The name of Alexei Nikolayevich Krylov is well known to the people of our country. He was a great scientist – an eminent physicist and mathematician, a naval architect and the founder of the modern theory of ships.

A. N. Krylov was born in the family of a military officer on August 15, 1863 in Alaty, Simbirsk province.

In 1884, having graduated from the Naval Academy, Krylov was given a post in the Compass Department of the Central Hydrographical Board¹. Many important problems connected with the theory of the compass being investigated there, Alexei Nikolayevich took an active part in that work. Having obtained valuable results, he soon published a paper on the deviation of the compass.

Four years later A. N. Krylov was appointed teacher at the Naval College and lecturer at the Naval Academy where he went on teaching and working for the next fifty years.

In 1898 A. N. Krylov applied to the Naval Ministry for the organization of the Faculty of Naval Architecture² at the Politechnical Institute in St. Petersburg. Although Alexei Nikolayevich had declined the post of dean he was offered, he took an active part in the organization of the faculty. He delivered a course of lectures on vibration of ships, the subject being then quite a novel one.

When in England, he reported on the problem of oscillation of ships at the London Institution of Naval Architects, his reports being of such importance that he was awarded the gold medal of the Institution.

From 1900 to 1918 Krylov was superintendent of the Experimental Tank

of the Naval Ministry³, his experimental work there culminating in a theoretical paper on the non-submersion of ships which was a continuation of Admiral R. O. Makarov's work on the same problem. As early as in 1902, three years before Tsushima, Krylov presented the Naval Technical Committee a note explaining the principles and practical measures necessary to ensure safety against sinking⁴ by proper distribution of watertight bulkheads.

Though scientifically proved, his note met strong opposition of the then officials of the Naval Ministry. It was only the tragedy of Tsushima that forced them to accept A. N. Krylov's principles.

A. N. Krylov's practical and pedagogical work being closely linked with his scientific research, he used to apply the results of his investigations in practice, his works *On the Test of the Torpedo-boat "Bystri"* and *On the Influence of Water Depth on the Speed of Ships* being most instructive examples of the application of science to practical problems.

While working for the Navy, Krylov devised a series of optical instruments and published a number of scientific papers, the most outstanding of them being: *On Approximate Calculations* and *On Differential Calculations*.

In the course of his work Alexei Nikolayevich acquired a profound knowledge of astronomy and celestial mechanics. The approach of Halley's comet announced in 1910, Krylov took interest in Newton's method of determining the parabolic orbits of heavenly bodies from three observations, which resulted in a treatise *On the Determination of the Orbits of Comets and Planets from a Small Number of Observations*. But his interest in Newton did not end here. In 1914 he started translating Newton's immortal creation *Mathematical Origin of Natural Philosophy*, which he had finished by the end of 1916. This work, as well as his translation of Euler's *New Theory of Lunar Motion*, showed Krylov's profound knowledge of the exact sciences.

In 1916 A. N. Krylov was elected Member of the Russian Academy of Sciences and soon after became Director of the Chief Physical Observatory.

In 1919 the Revolutionary War Council of the Baltic Navy appointed A. N. Krylov Chief of the Naval Academy. In 1920–1921 he took an active part in the work of the Atomic Commission set up at the Optical Institute.

Notes

Compass Department of the
Central Hydrographical Board¹

the Faculty of Naval Architecture²

the Experimental Tank of the
Naval Ministry³

safety against sinking⁴

– компасная часть Главного гидрографического управления;

– факультет военно-морского строительства;

– опытный бассейн Военно-морского министерства;

– непотопляемость.

Words and word combinations to be remembered

activity – деятельность;
distribution – распределение;
appoint – назначать;
appreciate – оценивать;
culminate – завершать (ся);
ensure – обеспечивать, гарантировать;
navy – военно-морской флот;
non-submersion – непотопляемость;
obtain – получать;
origin – происхождение, начало;
present – передавать на рассмотрение;
safety – безопасность;
watertight – водонепроницаемый;
to apply to ... for – обратиться с просьбой;
approximate calculation – приближенные вычисления;
as early as in ... – еще в ...;
a series of – ряд;
as well as – так же как, а также;
closely linked – тесно связанный.

Vocabulary Exercises

1. Ответьте на вопросы.

1. When and where was A. N. Krylov born? 2. What Higher School did he graduate from? 3. Where did Krylov work after graduation? 4. What problem was Krylov interested in while working in the Compass Department? 5. What was Krylov's first scientific paper devoted to? 6. Whose follower was A. N. Krylov in his work on the non-submersion of ships? 7. Who opposed the application of A. N. Krylov's practical measures necessary to ensure safety against sinking? 8. What made the Naval Ministry accept A. N. Krylov's principles? 9. What instruments did A. N. Krylov devise for the Navy? 10. Whose works did A. N. Krylov translate into Russian? 11. In what language had those works been originally written? 12. Who appointed A. N. Krylov Chief of Naval Academy in 1919? 13. What title was A. N. Krylov awarded by the Soviet Government in 1943? 14. Which of A. N. Krylov's remarkable works are known to you?

2. Переведите на русский язык.

1. A. N. Krylov was an outstanding scientist. His experimental, practical, and pedagogical activities were closely linked. 2. A. N. Krylov translated Newton's Optics. His translation showed not only his knowledge of Latin, but of the exact sciences as well. 3. The approximate method of integrating differential equations was successfully applied by A. N. Krylov. He had a profound

knowledge of mathematics. 4. The theory of the non-submersion of ships had been advanced by Admiral R. O. Makarov. A. N. Krylov developed it and insisted on its being applied in the Navy.

3. Переведите на английский язык.

1. Путешествуя, Крылов приобрел глубокие знания нескольких иностранных языков, а именно: французского, немецкого и английского. Это оказалось полезным в его дальнейшей работе. 2. Организовав факультет военно-морского строительства, Крылов, хотя и отказался от предложенной ему должности декана, прочитал там курс лекций по кораблестроению. 3. Когда Крылову предложили должность декана факультета военно-морского строительства, он отказался от нее. 4. Переводя книгу Ньютона, Крылов снабжал ее примечаниями. 5. Переведа книгу Ньютона, Крылов начал переводить «Новую теорию движения Луны» Эйлера. 6. Несмотря на то, что Крылов был еще молодым ученым, его пригласили в институт военно-морского строительства в Лондоне прочитать доклад об отклонении курса корабля. 7. Разработав практические меры, обеспечивающие непотопляемость кораблей путем правильного размещения водонепроницаемых перегородок, А. Н. Крылов представил свой проект военно-морскому министерству. 8. Отклонив этот проект, чиновники военно-морского министерства не приняли надлежащих мер для усовершенствования русского военно-морского флота. 9. Когда А. Н. Крылова избрали членом Академии наук, его одновременно назначили директором главной физической обсерватории. 10. Практическая и научная деятельность А. Н. Крылова была высоко оценена нашим правительством, которое удостоило его в 1943 году звания Героя Социалистического Труда в связи с его восьмидесятилетием.

4. Переведите предложения на русский язык, задайте 10 вопросов и составьте краткую аннотацию к тексту.

Among the great Russian inventors of the past an honourable place is held by I. P. Kulibin.

When quite young, he specialized in making watches of different size and appearance, some of them being spoken of as an 18th century wonder. Later Kulibin built the so-called planetary watch, the latter showing not only the day of the month, the week, the month, the season, the hour, the minute and the second, but also the quarter second. Kulibin's art having attracted attention in the capital, he was taken on as a mechanic at the St. Petersburg Academy of Sciences.

While there, Kulibin created many useful things, the project of one-span bridge which was to be built across the Neva being one of them.

In 1779 Kulibin made a lantern which could cast a powerful beam of light a long distance ahead. The lantern was made of a great number of small mirrors arranged so that they intensified the light of a single candle placed in its centre

500 times. But to his disappointment the lantern was mostly used for amusements.

Having retired in 1801, Kulibin returned to Nizhny Novgorod and was soon forgotten, with many of his inventions unused and some of his projects unfinished. He died a very poor man.

Grammar Exercises

1. Придумайте примеры на согласование времен.

Образец: She knew that he was busy. (to share a room, to be clever, to give a lecture, to work, to disappear, to choose).

Образец: He said that he had repeated the speech word for word.

(to arrive at a decision, to come back, to gather, to spend, to laugh, to take).

Образец: The Dean said they would choose the candidate after the lecture.

(to go on with, to work at, to take out of the pocket, to review grammar, to make a choice).

2. Употребите глаголы в соответствующей форме в следующих предложениях.

1. I thought that you (to arrive) at some decision. 2. We did not remember that he (to repeat) that speech from memory. 3. He believed that a fine memory (to be) absolutely necessary for that post. 4. I did not know if you (to apply) for this job. 5. They said they (to work) 7 hours a day. 6. He promised that he (to give) a lecture in near future. 7. I did not know how my bag (to disappear). 8. The teacher said he (to call on) the students in alphabetical order. 9. Did she say that there (to be) a lot of mistakes in your composition? 10. Did she find out that he (to come) late at night? 11. She asked me if I (to get on) well with my classes. 12. I was sure that his brother (to leave) home. 13. She discovered that we (to be taken) by surprise. 14. Did they decide that they (to leave) for Leningrad?

3. Переведите на английский язык.

1. Знаете ли вы, что мы не пришли ни к какому решению? 2. Я был уверен, что он может повторить эти предложения слово в слово. 3. Отец не думал, что он выберет эту комнату. 4. Все знали, что мы не придем в воскресенье. 5. Наш учитель сказал, что для успешного изучения иностранных языков нужна хорошая память. 6. Мы еще не решили, кто пойдет на конференцию. 7. Никто не знал, что у него есть только одна карта Англии. 8. Мальчик надеялся, что его возьмут в кино. 9. Все ученики знали, что мой сын много работает над английским. 10. Кто-то спросил, кто будет жить с ним в этой комнате. 11. Я полагал, что окончательный выбор будет сделан позже. 12. Ему сказали, что все студенты пошли в лекционный зал.

13. Джон обнаружил, что книга исчезла. 14. Все полагали, что у него есть братья и сестры. 15. Он ответил, что еще не обедал. 16. Учитель спросил, кто хочет отвечать. 17. Елена не была уверена, что сможет подготовиться к докладу завтра.

4. Переделайте следующие предложения, заменив прямую речь косвенной.

Образцы: a) He said: "She will come tomorrow." He said (that) she would come the next day.

b) She said to me; "I am busy." She told me (that) she was busy.

c) They asked me: "Do you speak French?" They asked me whether (if) I spoke French.

d) My father asked me: "When did you leave home yesterday?"

My father asked me when I had left home the day before.

e) The boy said: "Bring me some water." The boy asked to bring him some water.

1. She answered: "I did not work day and night." 2. I asked her: "Will you come to see us to-morrow?" 3. The doctor said: "I shall apply for this post." 4. He asked me: "Is there only one hotel in the town?" 5. I answered: "He shares the room with his brother." 6. They asked us: "Where did you come from?" 7. We answered: "He did not spend the evening with us." 8. Jane said: "Wait for me, at the school entrance." 9. He asked: "When did you have lunch to-day?" 10. The girl said to them: "Stop talking." 11. The professor asked the students: "Are you ready to listen to the lecture?". 12. A young man asked the policeman: "How can I get to London University?" 13. She asked me: "Shall we get off the bus at the next stop?" 14. The old woman asked us: "Where did you go yesterday?" 15. The grandmother asked me: "Did you go to school last year?" 16. My father said: "You can buy a new coat next year." 17. She said: "I am good at languages." 18. The boy said "I have never eaten such a dish in my life."

Прочтите текст. Задайте вопросы к тексту.

The Lost Gold Piece

Once a rich merchant arranged dinner for poor people, ex-soldiers. Mr. Lebeau was among the guests. After dinner Grandin, the host, showed his guests a large gold coin. Each man examined it with interest as it passed around the long table. However, talking and drinking the men soon forgot all about the coin. Later on the guests were about to leave the house. Grandin thought of the coin and asked for it. But the coin was gone. The village lawyer being one of the guests suggested that everybody should be searched. All at once agreed but Lebeau. His friends looked at him with surprise. "I cannot allow it" he said. "I did not steal the coin. I will not allow anybody to search me", he repeated. One

by one the rest turned out their pockets but the coin was not found. Lebeau would not turn out his pocket though his friends were persuading him to. It seemed suspicious to everybody. From that day on nobody respected Lebeau.

A few years passed. When this episode had become almost legendary, Grandin decided to rebuild his house. A workman found the gold coin between two planks of the floor of the room in which the dinner had taken place.

Grandin hurried to Lebeau's poor home and told him that he had found the coin and apologized for having suspected him. "But why did you not allow us to search you if you had not taken the coin?" he asked.

Lebeau answered: "Because I was a thief all the same. For weeks my family and I had not enough to eat and my pockets were full of food that I had taken from the table to carry home for my wife and hungry children".

Notes

coin – монета;

to respect – уважать;

to search – обыскивать;

plank – половица;

to persuade – убеждать;

to apologize – извиниться;

suspicious – подозрительный;

to suspect – подозревать.

LESSON 14

**Грамматика: Инфинитив.
Формы и функции инфинитива.
Придаточно-определительные
предложения**

X-RAYS

Have you ever thought about the time when there was no radio, when flying was a dream of inventors and the cinema was only one year old?

It was the time when the first motor-cars had just appeared. As soon as they had been brought to England the English Government issued a special bill which was intended to protect the population against those horseless monsters. The bill stated that self-propelled vehicles could venture on the public highway only when they were protected by a man carrying a red flag by day or a red light by night. According to the bill the speed of the vehicles was not to surpass four miles per hour.

In the closing month of 1895 an announcement appeared that a German professor, Wilhelm Konrad Rontgen, no one had ever heard of before, had discovered a new kind of invisible rays which could pass through clothes, skin and flesh and cast the shadow of the bones themselves on a photographic plate.

Can you imagine the impression this announcement produced at that time?

Let us see how Rontgen came to discover those all-penetrating rays. One day Rontgen was working in his laboratory with Crookes tube. Crookes had discovered that when he sealed two electric wires in a glass tube, pumped as much air as possible out of it and connected the wires to opposite electric poles, a stream of electric particles emerged out of the cathode, that is, the negative electric pole.

Rontgen was interested in the fact that these cathode rays, as they were then called, caused certain chemicals to glow¹ in the dark when they were brought within a few inches of the window the rays were emerging through

On this particular day Rontgen, who was working in his darkened laboratory, enclosed his Crookes tube in a box made of thin black cardboard.

To make that this black box was light-proof Rontgen switched on the current to his tube to check that no light came through the box. No light did come through the box², but to his puzzlement Rontgen noticed a strange glow. He thought it was merely his imagination and switched on the current again. And again he saw the glow at the far end of his bench. Still puzzled³ he drew back the curtain of the laboratory window and found that the glow had come from a small fluorescent screen which was lying at the far end of the bench.

Rontgen knew that cathode rays could not penetrate the cardboard mask he had made for his tube. Yet, here⁴ his fluorescent screen had been set aglow. If, as Rontgen was certain, the fluorescent effect was not due to the cathode rays, then what mysterious new rays were being caused by?

When Rontgen had found that the newly discovered rays which he called X-rays were able to penetrate the air much more strongly than the cathode rays, and even came through his cardboard box, he placed all sorts of opaque materials between the source of his X-rays and the fluorescent screen. He found that those rays passed through wood, thin sheets of aluminium, the flesh of his own hand and some other materials; but they were completely stopped by thin lead plates and partially stopped by the bones of his hand. When he had tested their effect on photographic plates he saw that they were darkened on exposure to the X-ray.

Rontgen was sure that his discovery would contribute much to the benefit of science, and indeed medicine was quick to realize⁵ the importance of Rontgen's discovery. Yet the medical exploitation of X-rays is not the only field of their application; X-rays are increasingly used in industry as well.

Notes

caused certain chemicals to glow ¹	– вызывали свечение;
no light did come through the box ²	– свет действительно не проникал через коробку;
still puzzled ³	– все еще удивляясь;
yet, here ⁴	– и все же;
medicine was quick to realize ⁵	– медики сразу поняли.

Vocabulary Exercises

1. Ответьте на вопросы.

1. What inventions preceded the discovery of X-rays? 2. What kind of device was Rontgen experimenting with? 3. What kind of device is the Crookes tube? 4. What phenomenon attracted Rontgen's attention while he was experimenting with the Crookes tube? 5. What did Rontgen notice when he switched on the current? 6. What puzzled Rontgen? 7. Where was the mysterious glow coming from? 8. What was the source of those mysterious rays? 9. Why did Rontgen call those all-penetrating rays X-rays? 10. What materials can X-rays penetrate? 11. By what materials are X-rays stopped? 12. What are the main fields of application of X-rays? 13. Did the discovery of X-rays contribute much to the development of science?

Grammar Exercises

1. Переведите на русский язык. Укажите формы и функции инфинитива.

1. I am glad to invite you to the conference. 2. I am glad to be inviting you to the conference. 3. I am glad to have invited you to the conference. 4. I am glad to be invited to the conference. 5. I am glad to have been invited to the conference. 6. He asked to be shown the new machines. 7. He liked to listen to stories about animals. 8. The teacher asked him to read the text twice.

2. Переведите.

1. Я рад, что пригласил вас на концерт. 2. Я хочу поддержать вас. 3. Он хочет сдать экзамен хорошо. 4. Попов первым изобрел радио. 5. Знать английский язык необходимо.

3. Переведите. Укажите формы и функции инфинитива.

1. To develop high-temperature alloys was of paramount importance. 2. The task set before the metallurgists of the 20th century to develop new metals capable of withstanding very high temperatures is of great importance. 3. Scien-

tists should take into consideration the behaviour of metals under various conditions. 4. Experiments helped Mendeleev to discover the properties of new chemical elements. 5. Mendeleev left blank spaces in his Table for the elements to be discovered in future. 6. Lavoisier was the first to discover the importance of quantitative analysis of chemical elements. 7. To obtain the desired properties of a metal for specific engineering applications metallurgists alloy it with small amounts of other metals. 8. Tshernov was proud to have found the best temperatures for the hot working of steel. 9. The term "pure metal" is used to describe a material from which all chemical elements but one have been eliminated. 10. The only way to produce a pure metal is to eliminate from it all chemical elements but one. 11. High temperature alloys make it possible for jet engines to be operating under severe conditions for a long period of time.

Переведите текст. Перескажите его на английском языке.

The World First X-Ray Picture

Joseph Thomson Crookes was very much interested in the composition and possibilities of cathode rays which he had discovered.

But when cathode-ray tubes first appeared scientists thought that they were of no practical value, except for scientific research. Only in 1895 something changed that attitude. With the help of a cathode-ray tube, a German physicist, Doctor Wilhelm Konrad Rontgen, made his historic discovery of X-rays. One day, during the course of experimenting with the Crookes tube in his laboratory the scientist enclosed the tube in a lightproof box. Then he darkened his workshop to check whether any light was coming from the tube. To his surprise he noticed a glow coming from a nearby object, a metal screen coated with a fluorescent chemical. Rontgen thought that his cathode tube was giving off some kind of radiation rather than emitting light, but what it was he could not say. Thus he gave the name X-ray to the unknown radiation.

Soon Rontgen found that those X-rays affected photographic plates. He made his wife place her hand on photographic plate and aimed the mysterious rays upon it. The bone structure of the hand was closely outlined on the plate. Thus he had taken the world's first X-ray picture.

LESSON 15

<p>Грамматика: The Complex Object The Complex Subject</p>
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A VISIT TO STRATFORD

Stratford-on-Avon is the place where Shakespeare was born and died. It is a very interesting town, right in the centre of England, You can't get very far from the sea anywhere in England, but Stratford is the farthest point you can get from it¹. There are no mountains or deep valleys near Stratford, but there are beautiful woods, green fields, a quiet gentle river and lovely houses.

Stratford is quite a busy town, especially on market day when the farmers come to buy or sell cows or pigs or sheep. We came to Stratford from London on the day when Shakespeare was born. The first place we went to was Shakespeare's birthplace, a small house with small rooms in the centre of Stratford. We saw the room where Shakespeare was born.

In one room was a little wooden desk, the very desk that Shakespeare sat at when he went to the grammar school in Stratford. There is a garden behind the house. In this garden are growing all the flowers, trees and plants that are mentioned in Shakespeare's plays.

When Shakespeare became successful in London he bought the biggest house in Stratford, but there is nothing left of it but² a few bricks and the garden.

Then we went to the church where Shakespeare is buried. There is a bust of Shakespeare that was carved by a Dutch sculptor who lived near the Globe theatre³.

We had a look at the Shakespeare Memorial Theatre which was built on practical lines⁴, but it has the best stage in England. We wanted to see a play there. "Hamlet" was on that evening, but all the tickets had been sold long ago. We were very tired when we returned to London and I hope that I can go to Stratford next year.

Notes

the farthest point¹

– (зд.) самое отдаленное место;

but²

– (зд.) кроме;

the Globe Theatre³

– театр «Глобус»;

which was built on practical lines⁴

– построенный с чисто утилитарными целями.

Vocabulary Exercises

1. Прочитайте и переведите текст урока.

2. Дайте русские эквиваленты:

right in the centre, deep valley, quite a busy town, market day, the very desk, to become successful, nothing left of it, to have a look at, the best stage, 'Hamlet' is on, to carve a bust.

3. Переведите на английский язык.

Шекспир родился в Стрэтфорде-на-Эвоне. 2. Этот город находится в самом центре Англии. 3. Около Стрэтфорда нет гор и долин, но есть красивые леса, зеленые поля и река. 4. Фермеры продают и покупают коров, свиней и овец. 5. Мы осмотрели дом, в котором родился Шекспир. 6. Он находится в центре Стрэтфорда. 7. Мы видели комнату, в которой родился Шекспир. 8. За домом – сад, где растут все цветы, деревья и растения, о которых упоминается в пьесах Шекспира. 9. От дома, купленного Шекспиром, ничего не осталось, кроме нескольких кирпичей. 10. В церкви, в которой похоронен Шекспир, есть его бюст. 11. Мы пошли через поле к домику, где жила жена Шекспира. 12. Там мы видели стулья, на которых Шекспир сидел, и тарелки, из которых он ел. 13. Мы осмотрели шекспировский мемориальный театр, имеющий лучшую сцену в Англии. 14. В тот вечер в театре шел "Гамлет". 15. Однако все билеты были давно распроданы.

Grammar Exercises

1. Переведите на английский язык.

1. Я слышал, что он просил ее подождать. 2. Слышали ли вы, как поет наша дочь? Видели ли вы, как они играют в теннис? 4. Я не видел, что он готовился к урокам. 5. Мы наблюдали, как ученики выходят из класса. 6. Ребята наблюдали, как она рисовала. 7. Видели ли вы, как он читал лекцию? 8. Мы не видели, как она улыбалась ему. 9. Отец наблюдал, как играли его дети. 10. Мы не слышали, что звонок прозвенел. 11. Вы когда-нибудь видели, как она танцует? 12. Я никогда не слышал, как он говорит по-английски.

2. Переведите на русский язык.

1. He is known to be a diligent student. 2. She is supposed to be a great actress. 3. I am likely to see you tomorrow. 4. She is sure to be sent abroad. 5. Silver seems to be the best conductor.

Прослушайте текст. Перескажите его. (Для аудирования)

Florence Nightingale

The Nightingales were wealthy and could live wherever they wanted. When William Nightingale married he and his beautiful bride toured Europe and visited many cities. On May 12, 1820 in Florence, Italy, their first child was born and they called their daughter Florence. Later the family lived most of the time in London, England. During her childhood and youth Florence was chiefly interested in taking care of poor people in hospitals: her dream was to become a nurse. At the age of seventeen she was presented to Queen Victoria; with her sister she toured Italy, Germany and France where she learned the languages of those nations. In Germany Florence entered the nurse institute for a three-month training course. When she was 34 Florence became the Head of the hospital for governesses in London. She organized the work of medical nurses very well there. The Sponsors of the hospital were very pleased with her.

During the war in the Crimea, Florence and her nurses took care of the wounded and dying. They brought order and cleanliness into the army hospitals. In England she was asked to organize an army hospital reform. She returned to her native land to popularize nurse's uniforms and the nursing institutes.

The fame of F.Nightingale spread and throughout the world she was known as the "Lady of the Lamp". Today all Nurse Training centers exist due to Florence Nightingale's first institute. She also wrote a practical book entitled Notes on Nursing.

She had much to do with bringing the Red Cross into army medical activities. Florence Nightingale lived to be very old and on August 13, 1910 at the age of ninety she died.

Story

One day some Americans were having dinner at a hotel in London. When fish was put on the table one of them, a young man, said: "Let's examine the fish carefully, perhaps we'll find a diamond in it." Everybody began to laugh, but an old man said quietly: "Yes, I'm sure we have all heard stories like that. Let me tell you what happened to me once."

"When I was a young man," he began, "I worked for a big company in New York; and I was sent to England to do some work there. I was in love with a beautiful girl, and before I left for England, we decided that we would get married when I returned home.

I stayed in England for two months. I sent letters and postcards to the girl almost every day, but after the first two weeks I didn't receive any answers. But I didn't think anything was the matter, and before I left for home, I bought a beautiful diamond ring for her.

On the ship one morning, a telegram was brought to me. It was from a friend in New York, who told me that the girl had changed her mind and was

going to get married to another man. I was so angry that I threw the diamond ring into the sea.

My friend came to the port to meet me, and he invited me to dinner. While we were sitting down at the table and I was eating fish, I suddenly felt something hard in my mouth. What do you think it was?"

"The diamond!" all the Americans cried.

"No", the old man answered, "It was the fish bone."

SUPPLEMENTARY GRAMMAR TESTS

Articles

1. Поставьте артикли, где это требуется.

a) a; c) an;

b) the; d) –.

1. I'd like to have ... hamburger for ... breakfast.
2. Pushkin is ... outstanding Russian poet.
3. Can you play ... piano?
4. Thomas Banks is ... last person I want to see.
5. My favourite subject at school is ... History.
6. Tom is going to take ... his fishing-rod.
7. The rent is 50 dollars ... week.
8. We often go to ... theatre and to ... cinema.
9. Yesterday Dad came home at 8 o'clock, we had ... dinner and then watched ... TV. We went to ... bed at 11 p. m.
10. What ... pity they haven't come.
11. I can't find ... letter which I received this morning.
12. – By ... way, have you heard anything from Tom lately?
– ... last year he entered ... Oxford University.
13. ... President is going open ... new hospital in ... capital ... next month.
14. Are you going to ... country on ... Saturday?
15. Dad came to ... school to see my teacher yesterday.
16. – Could you tell me ... time, please?
– It's ... quarter past four.
17. To tell ... truth, I didn't expect to see you.
18. ... earth goes round ... sun.
19. ... life is hard in that climate.
20. What ... lovely song!
21. It took me one and ... half hours to get there.

Articles with Proper Names

1. Заполните пропуски артиклями, где это необходимо.

a) the; b) –.

1. I went to ... France last year, but I haven't been to ... Netherlands yet.
2. I live in ... Tverskaya Street.
3. ... Thames flows through ... London.
4. ... United Kingdom includes ... Great Britain and ... Northern Ireland.
5. ... USA is ... fourth largest country in ... world after ... Russia, ... Canada and ... Republic of ... China.
6. ... English Channel is between ... Great Britain and ... France.
7. ... Trafalgar Square is the geographical centre of ... London.
8. ... When a student, Tom spent two years in ... Africa.
9. ... Houses of Parliament have over 1,000 rooms and 2 miles of corridors.
10. Where is ... John's raincoat?
11. ... Pacific is the largest ocean on our planet.
12. I've made up my mind to go to ... Black Sea next summer.
13. ... Urals are old and not very high.

2. В следующих словосочетаниях заполните пропуски артиклями, там, где это необходимо.

- a) a; b) the; c) –.
- | | |
|-----------------------------|---------------------------|
| 1. as ... result | 14. to play ... football |
| 2. in ...demand | 15. in ... conclusion |
| 3. to tell ... truth | 16. at ... time |
| 4. to be at ... loss | 17. to be in ... hurry |
| 5. once ... week | 18. from ... time to time |
| 6. as ... matter of fact | 19. by ... mistake |
| 7. in ... loud voice | 20. ... other day |
| 8. at ... first sight | 21. at ... sunset |
| 9. ... day before yesterday | 22. to watch ... TV |
| 10. after ... lunch | 23. to listen to...radio |
| 11. twice ... day | 24. to be in ... bed |
| 12. in ... fact | 25. for ... example |
| 13. to have ... good time | 26. to take ... seat |

3. Заполните пропуски артиклями, если это необходимо.

a) a; b) an; c) the; d) –.

1. Please clean ... blackboard.
2. good books have ... good examples.
3. I must go to ... bank and ... post office.

4. It's as cold as ... ice.
5. Which is longer: ... Volga or ... Danube?
6. ... news that you brought was ... great shock.
7. Is ... Everest ... highest mountain in ... world?
8. ... weather was fine, and we decided to take ... walk.
9. They say ... sugar is bad for you.
10. He went to ... prison to visit his son.
11. This school has quite ... large campus.
12. ... Statue of Liberty was presented as ... gift by ... people of ... France to ... people of ... United States.
13. ... sun rises in ... east and sets in ... west.
14. ... Loch Ness is ... lake in Scotland.
15. ... English are very proud of their history.
16. Is Malta in ... Mediterranean?
17. They are looking for ... man with ... long dark. He is armed and dangerous.

Degrees of comparison

1. Выберите подходящую степень прилагательного или наречия.

1. She is speaking in ... voice than the last time.
a) a loud; b) a louder; c) the loudest; d) more loud.
2. This is ... problem she has ever had.
a) a great; b) a greater; c) the greatest; d) the most great.
3. My case isn't very Yours is
a) heavy; b) heavier; c) the heaviest; d) more heavy.
4. China has got ... population in the world.
a) a large; b) a larger; c) the largest; d) the most large.
5. Happiness is ... than money.
a) important; b) more important; c) most important
6. These trousers are too small. I need ... size.
a) a large; b) a lager; c) the largest; d) more large.
7. Do you know that the Deal Sea in ... sea.
a) a salty; b) saltier; c) the saltiest; d) the most salty.
8. I think dogs are ... than cats.
a) intelligent; b) more intelligent; c) most intelligent.
9. Which is ... : five, fifteen or fifty?
a) little; b) less; c) the least; d) more little.
10. Of the three girls this one is... .
a) pretty; b) prettier; c) the prettiest; d) the most pretty.

11. I'm not so ... as a horse
 a) strong; b) stronger; c) the strongest.
12. She has ... job of all.
 a) a difficult; b) a more difficult; c) the most difficult.
13. Don't talk about them. Let's talk about something ...
 a) interesting; b) more interesting; c) the most interesting.
14. Is it ... to go there by car or by train?
 a) cheap; b) cheaper; c) the cheapest; d) more cheap.
15. Money is ..., but isn't ... thing in the world.
 a) important; b) more important; c) the most important.
16. A shark is ... than a dolphin.
 a) long; b) longer; c) the longest; d) more long.

2. Укажите, какое предложение оформлено грамматически правильно, а какое нет. Исправьте неверное предложение.

1. The more you study, the more clever you became.
2. The weather is much more worth today.
3. I feel much better today I did last week.
4. I know my jokes are bad, but yours are more bad
5. Flying is much fast than traveling by car.
6. We are going to travel by car. It's much cheaper.
7. If you don't want to be tired in the morning, you should go to bed more early.
8. He drives more slowly as his brother.
9. Einstein is one of intelligent scientist who have ever lived.
10. A train is the uncomfortablest place to sleep in.
11. She speaks French much more rapidly than she does German.
12. It's best picture I've ever seen.
13. It's becomming more and more difficult to find a job.
14. The sooner you take your medicine, the better you will feel.
15. She is as pretty so her sister.
16. She is not so pretty so her sister.

3. Употребите нужную степень прилагательного.

The Americans are very (proud) of their country. They say that in the USA buildings are (tall), the cigars are (long), the cars are (big), and the girls are (pretty) than anywhere in the world. The English don't always agree. Some say the Americans are (loud), (rich) and (noisy) than any other nationality. Other British people think there are lots of (good) things about the USA like Hollywood, Jazz and Superman.

It is true that most American skyscrapers are (tall) than buildings in the UK, but the British think there are (old) and (beautiful) than anything in the USA. The Americans love cola and hamburgers. People in the UK think British food is much (healthy). Clothes are (cheap) in the USA, but fashion design in the UK is (good) than design in the USA.

Grammar Tests

To be, to have

1. Выберите правильную форму глаголов to be, to have.

1. This ... an interesting Ukrainian magazine.

- a) have; c) are;
- b) has; d) is.

2. My mother ... a bad headache.

- a) have; c) is;
- b) has; d) are.

3. I ... an engineer in a year.

- a) am; c) shall be;
- b) was; d) be.

4. The Browns ... a nice house in the country.

- a) are; c) has;
- b) have; d) is.

5. ... your friends first or second-year students?

- a) is; c) are;
- b) was; d) shall be.

6. Don't you want ... a little rest after the lesson?

- a) to have; c) has;
- b) have; d) had.

7. It ... rainy in summer.

- a) isn't; c) haven't;
- b) hasn't; d) shall be.

8. Where ... hotter: in Ukraine or in Central Asia?

- a) it is; c) are;
- b) is it; d) has.

9. Next year they ... English three times a week.

- a) are; c) have;
- b) has; d) will have.

10. The proverb says "No news ... good news".

- a) is; c) has;
- b) are; d) have.

11. I ... a lot of work to do yesterday.
 a) was; c) am;
 b) had; d) have.
12. Where ... my money? Your money ... in your handbag.
 a) is; c) have;
 b) are; d) has.
13. He preferred ... alone at that moment and not to talk to anybody.
 a) is; c) to be;
 b) was; d) to have.

2. Правильно употребите конструкции there + be, it + be.

1. ... three apple-trees in front of the house.
 a) it is; c) there are;
 b) there is; d) are.
2. ... rather pleasant to sit in the sun.
 a) it was; c) there were;
 b) there was; d) there is.
3. Close the door, please! ... very noisy in the corridor.
 a) there is; c) it has;
 b) there are; d) it is.
4. ...many types of teachers' training colleges in England?
 a) there are; c) it is;
 b) are the; d) is there.
5. I think...warmer tomorrow then today.
 a) it will be; c) will be;
 b) there will be; d) there is.
6. ...an interesting English book on the shelf.
 a) it is; c) there is;
 b) is there; d) there are.
7. ...always pleasant to do what you wish.
 a) it; c) there is;
 b) it is; d) there are.
8. ...one thing that I can't understand.
 a) there is; c) there are;
 b) it is; d) has.
9. It ... rather hot yesterday.
 a) there is; c) was;
 b) there was; d) is.
10. I invite you to the new performance. I hope it ... interesting.
 a) be; c) shall be;
 b) was; d) will be.

3. Выберите правильную форму глаголов to be, to have и конструкций there + be.

1. I hope that he ... no problems with his study at Oxford.
a) there will be; c) will be;
b) will have; d) is.
2. When I came in I saw that ... two men in the room.
a) are; c) there were;
b) there are; d) were.
3. I ... no money to pay for your education.
a) there is; c) have;
b) am; d) has.
4. He ... very strict to his children.
a) be; c) is;
b) there is; d) it is.
5. The papers ... on the table.
a) was; c) there were;
b) were; d) they were.
6. He always ... papers on the table.
a) were; c) had;
b) there were; d) was.
7. ... always papers on the table.
a) were; c) they were;
b) had; d) there were.
8. I invite you to a corporate party. ... very interesting there.
a) it will be; c) shall be;
b) will be; d) it;
9. ... a letter for the director to sign.
a) is; c) there is;
b) has; d) it is.
10. When I was a student I ... a lot of friends.
a) am; c) there were;
b) have; d) had.

Indefinite Active

1. Выберите правильную временную форму Indefinite Tenses

1. Tom's father ...him how to drive a car when he was 17.
a) will teach; c) taught;
b) teach; d) teaches.
2. If I ... somewhere to live, then I shall give you my address.
a) shall find; c) find;
b) will find; d) found.

3. I'm sure Tom ... some job in a day.
a) get; c) shall get;
b) gets; d) will get.
4. I ... that you were busy last Friday.
a) knew; c) knows;
b) know; d) shall know.
5. I'm sure she ... our trip to Kiev next week. She is ill now.
a) shan't join; c) doesn't join;
b) won't join; d) don't join.
6. Generally, a school year ... on the 1-st of September.
a) begins; c) began;
b) begin; d) begun.
7. If he ... at the door, please don't open the door to him.
a) knock; c) shall knock;
b) knocks; d) will knock.
8. I think it ... next week more than this week.
a) snow; c) shall snow;
b) snows; d) will snow.

2. Выберите правильный вариант отрицательного предложения.

1. Those books were expensive, so I ... then.
a) don't buy; c) didn't buy;
b) doesn't buy; d) not buy.
2. We shall go for a walk, if it...
a) doesn't rain; c) won't rain;
b) don't rain; d) not rain.
3. She knew all about it, but she ... to tell us.
a) don't want; c) didn't want;
b) doesn't want; d) not wanted.
4. I shall not finish my work soon, so ... for me, please.
a) don't wait; c) not wait;
b) doesn't wait; d) won't wait.
5. Usually they ... at the factory after six o'clock.
a) don't stay; c) won't stay;
b) doesn't stay; d) not stay.
6. We ... those questions at the last meeting at all.
a) don't discuss; c) won't stay;
b) doesn't stay; d) not stay.
7. Sorry, I ... tomorrow.
a) shan't come; c) don't come;
b) didn't come; d) doesn't come.

8. She had a headache, so she ... TV.
 a) don't watch; c) didn't watch;
 b) doesn't watch; d) won't watch.
9. Fruit ... in the North.
 a) doesn't grow; c) shan't grow;
 b) don't grow; d) not grow.

3. Выберите правильную форму глагола в Past Indefinite.

On the 15-th of October, two men (try/trying) to get to the top of Everest. They (make/made) their camp at the bottom of the mountain. They (feel/felt) very well in it. The night before the climb, they (drink/drank/drunk) tea and (have/had) supper. They (decide/decided) to leave their sleeping bags and tents behind because the equipment (be/was/were/been) too heavy.

Early in the morning they (have/had) breakfast and (get/got) dressed. Then they (start/started) to go up the mountains. It (be/was/were/been) extremely difficult. After a long, hard climb they (reach/reached) the top of the mountain. They (be/was/were/been) very happy and (take/took/taken) some photographs.

Then the sun (disappear/disappeared). It (be/was/were/been) almost night. They (go/went/gone) a little way down the mountain, but there (be/was/were/been) no moon and it (be/was/were/been) too dangerous.

They (have/had) to spend the night on the mountain, at about 3,000 metres, with no tent, sleeping bags or food. They (dig/dug) a hole in the snow and (try/trying) to sleep. But they (don't/didn't) sleep. It (be/was/were/been) – 30°C. When the light (come/comes/came) at last they (begin/began/begun) climbing down, and soon they (get/got) their camp.

Modal Verbs and their Equivalent

1. Правильно употребите одну из форм модального глагола can (could) и его эквивалента be able to

1. They didn't have any shampoo so they wash their hair.
 a) can; b) can't; c) couldn't; d) be able to.
2. When the ship disappeared, Mary cried and cried. She...stop crying.
 a) can; b) can't; c) couldn't; d) is able to.
3. They won't... to drive a car until they are eighteen.
 a) can; b) can't; c) couldn't; d) be able to.
4. You... do it even if you tried.
 a) can't; b) couldn't; c) were able to.
5. In two month you... speak English.
 a) are able to; b) can; c) will be able to; d) could.

6. The news... be true! I don't believe you.
 a) can; b) can't; c) is able to; d) could.
7. As the ship entered the harbour, we... see the Statue of Liberty.
 a) can; b) couldn't; c) are able to; d) were able to.

Типы вопросительных предложений

1. Определите тип вопросительного предложения. Предложения переведите.

1. Why did you miss the lecture on physics yesterday ?
 a) general; c) disjunctive;
 b) special; d) alternative.
2. You haven't any objections to my suggestion, have you ?
 a) special; c) disjunctive;
 b) general; d) alternative.
3. Are you very fond of music?
 a) special; c) disjunctive;
 b) general; d) alternative.
4. Shall I help you or will you do it yourself?
 a) general; c) disjunctive;
 b) special; d) alternative.
5. Nick did his best to master English, didn't he?
 a) special; c) alternative;
 b) general; d) disjunctive.
6. Is your watch 5 minutes fast?
 a) special; c) alternative;
 b) general; d) disjunctive.
7. In what year of study do our students begin to specialize?
 a) general; c) alternative;
 b) special; d) disjunctive.
8. You won't come to Mr. and Mrs. Brown dinner party, will you?
 a) general; c) alternative;
 b) special; d) disjunctive.

2. Выберите правильный вариант вопросительного предложения.

1. ... tea or coffee? – Tea, please. And put a slice of lemon into it.
 a) you like; c) do you like;
 b) you liked; d) did you like.
2. Why ... in her exams last term?
 a) does she fail; c) she fails;
 b) did she fail; d) she failed.

3. When ... to read English special engineering literature?
 - a) you will begin;
 - b) you began;
 - c) will you begin;
 - d) you begin.
4. ... letters immediately or after some days?
 - a) do you always answer;
 - b) you always answer;
 - c) you always answered;
 - d) you will always answer.
5. What day of the week ... after Tuesday?
 - a) come;
 - b) comes;
 - c) do come;
 - d) does come.
6. ... the students ... English or German at the Institute?
 - a) do ... study;
 - b) does ... study;
 - c) study;
 - d) studies.
7. ... this machine operate well?
 - a) does;
 - b) do;
 - c) is;
 - d) – .
8. He is not an expert in this field of science, ...?
 - a) isn't he;
 - b) does he;
 - c) is he;
 - d) doesn't he.
9. Who ... English?
 - a) do speak;
 - b) does speak;
 - c) speak;
 - d) speaks.

3. Исправьте вопросительные предложения, выбрав правильный вариант.

1. Did she went early to bed yesterday?
 - a) does she go;
 - b) did she go;
 - c) she went;
 - d) she goes.
2. He son translate English articles without a dictionary?
 - a) does he translate;
 - b) he will translate;
 - c) did he translate;
 - d) will he translate.
3. They saw the play at the theatre, do they?
 - a) don't they;
 - b) didn't they;
 - c) did they;
 - d) aren't they.
4. They do these exercises in 2 days or in a week?
 - a) will they do;
 - b) they will do;
 - c) do they do;
 - d) did they do.
5. Do he usually stay at this hotel?
 - a) he usually stays;
 - b) does he usually stay;
 - c) is he usually;
 - d) was he usually.
6. ... your parents or sponsors pay for your tuition at the Academy?
 - a) does;
 - b) do;
 - c) are;
 - d) –

7. Whose horse did win the first prize yesterday?
 a) win; c) do win;
 b) won; d) does win.
8. We visited many places of interest, isn't we?
 a) aren't we; c) did we;
 b) don't we; d) didn't we.
9. What time ... the performance begin?
 a) do; c) is;
 b) does; d) –

Continuous Active

1. Выберите из предложенных вариантов правильную форму глагола.

1. John (listen) to the radio when the batteries (run).
 a) listened; b) is listening;
 c) was listening; d) listens;
 e) run; f) ran;
 g) is running; h) was running.
2. What you (do) when I(phone) you yesterday?
 a) do; b) did;
 c) are you doing; d) were you doing;
 e) phone; f) phoned;
 g) are you phoning; h) were you phoning.
3. It....(snow) : the garden is covered with snow.
 a) snows; b) snowed;
 c) is snowing; d) was snowing.
4. It (grow) dark, so we.... (decide) to return.
 a)grows; b)grew;
 c) is growing; d)was growing;
 e) decide; f) decided;
 g) are deciding; h) were deciding.
5. – Don't come to my place tomorrow.
 – I (write) a composition a whole evening.
 a) write; b)am writing;
 c) was writing; d) shall be writing.
6. Jane's clothes are wet. She (wash) her dog.
 a) washes; b) washed;
 c) is washing; d) was washing.
7. What you (do) from 6 till 9 tomorrow?
 a) do you do; b) will you do;
 c) you will be doing; d) will you be doing.

3. Jone to a new flat a month ago.
(moved/has moved)
4. I'm glad to tell you that you your exam.
(passed/have passed)
5. I swim every day when I was young.
(used to/have used to)
6. I already two plates. Shall I go on washing up?
(broke/have broken)
7. I'm not sure we before.
(met/have met)
8. When you to Brazil?
(did you go/have you gone)
9. It's two months since I driving a car.
(started/have started)
10. This is the first time I so many hamburgers.
(ate/have eaten)
11. I don't think I ever her booking so upset before.
(saw/have seen)

3. Выберите одну из форм: Past Indefinite или Past Perfect.

1. She The cleaning by 6 o'clock yesterday.
(did/had done)
2. He Sick because hetoo much.
a) (felt/had felt)
b) (ate/had eaten)
3. By two o'clock he all the letters he
a) (answered/had answered)
b) (received/had received)
4. The bus Before I The bus station.
a) (left/had left)
b) (reached/had reached)
5. When we Our friends they already the news.
a) (met/had met)
b) (knew/had known)
6. Jane all the test-tubes after she The experiment.
a) (washed/had washed)
b) (completed/had completed)
7. They their work at 11 o'clock and went home.
(Finished/had finished)
8. The robbers The car and then Away.
a) (stole/had stolen)
b) (drove/had driven)

9. She to buy a dress, but a thief all her money.

- a) (went/had gone)
- b) (stole/had stolen)

4. Выберите одну из форм: Past Simple, Present Perfect, Past Perfect, Perfect Continuous, Past Continuous.

1. The door was unlocked. She ... (to wonder) who ... (to leave) the door open.

- a) wondered;
- b) has wondered;
- c) had wondered;
- d) left;
- e) has left;
- f) had left.

2. He ... (to play) football when the ball ... (to hit) his head.

- a) played;
- b) was played;
- c) has played;
- d) had played;
- e) hit;
- f) was hitting;
- g) has hit;
- h) had hit;
- i) has been hitting.

3. He ... (to drive) to work for half an hour when suddenly his car ... (to break) down.

- a) drove;
- b) was driving;
- c) has driven;
- d) had driven;
- e) has been driving;
- f) had been driving;
- g) broke;
- h) was breaking;
- i) has broken;
- j) had broken;
- k) has been breaking;
- l) had been breaking.

4. When he arrived at the office he (to discover) that he (to leave) all the necessary papers at home.

- a) discovered;
- b) was discovering;
- c) has discovered;
- d) had discovered;
- e) left;
- f) has left;
- h) had left.

5. She looks tired. She ... (to type) letters all morning.

- a) typed;
- b) was typing;
- c) has typed;
- d) had typed;
- e) has been typing.

6. He ... (to clean) the car when the phone rang, so he ... (not to answer) it.

- a) cleaned;
- b) was cleaning;
- c) has cleaned;
- d) had cleaned;
- e) has been cleaning.
- f) didn't answer;
- g) hasn't answered;
- h) hadn't answered.

7. Jerry (to be) nervous, for he (never to fly) in an aero plane before.

- a) was;
- b) has been;
- c) had been;
- d) flew;
- e) has flown;
- f) had flown.

4. The doctor said that Tommy's leg ... at the moment.
 a) is X-rayed; b) is being X-rayed;
 c) has X-rayed; d) has been X-rayed.
5. The police car came when the injured man ... the road.
 a) was carried off; b) had carried off;
 c) was being carried off; d) has been carried off.
6. The police car came when the injured man ... already ...
 a) was carried off; b) was being carried off;
 c) had carried off; d) has been carried off.
7. A new concert hall ... in our town recently.
 a) is built; b) is being built;
 c) has built; d) has been built.
8. Look! A new concert hall ... in our town.
 a) is built; b) is being built;
 c) has built; d) has been built.

4. Употребите глагол в скобках в нужной временной форме.

The Tower of London

The Tower of London (build) by William the Conqueror in 1078 as a castle and palace. Since that time it (use) as an armoury, a zoo, a royal mint, a prison and a museum. At the time when it was a prison a lot of people (lock) in it for their religious beliefs or suspected treason. Spies (imprison) in The Tower during both World Wars too. Some of the prisoners (allow) to walk on the grounds, live in comfortable rooms and receive visitors.

The Jewel House (situate) also in the Town. The collection of the Crown Jewels (keep) in it. Saint Edward's Crown (use) for the coronation ceremonies. 3000 precious jewels (contain) in the Imperial State Crown. In 1671 an attempt (make) to steal the Crown Jewels by a man named Captain Blood.

When we came to the Jewel House the collection (demonstrate) to the visitors.

Build – a) built; b) was built; c) was being built; d) had been built.

Use – a) used; b) was used; c) has been used; d) had been used.

Lock – a) locked; b) were locked; c) have been locked; d) had been locked.

Imprison – a) imprisoned; b) were imprisoned; c) have been imprisoned; d) had been imprisoned.

Allow – a) are allowed; b) were allowed.

Situate – a) situates; b) is situated; c) was situated.

Keep – a) keeps; b) is kept; c) is keeping.

Guard – a) guard; b) are guarded; c) are being guarded.

Use – a) uses; b) is used; c) is being used.
Contain – a) contain; b) are contained; c) are being contained.
Make – a) made; b) is made; c) was made; d) was being made.
Demonstrate – a) demonstrate; b) is demonstrated; c) was demonstrated;
d) was being demonstrated.

Sequence of Tenses Direct and Indirect Speech

1. Выберите правильную форму глагола в соответствии с правилом согласования времён.

1. Mike hoped that his friend (help) him with his car.
a) would help; b) will help; c) helped.
2. We didn't know the score, but we were sure their team (lose) the game.
a) has lost; b) had lost; c) lost.
3. Yesterday Tom heard that his aunt (be ill) for five days.
a) was ill; b) has been ill; c) had been ill.
4. He gave all his money to me because he (trust) me.
a) would trust; b) trusted; c) had trusted.
5. My parents decided that we (celebrate) my birthday on Saturday.
a) would celebrate; b) shall celebrate;
c) celebrated; d) should celebrate.
6. I knew that Mercury (be) the closed planet to the Sun.
a) was; b) is; c) had been.
7. The children were afraid of making any noise-Mum (sleep).
a) was sleeping; b) slept; c) had been sleeping.
8. Ann hasn't been informed that the lecture (not/take place) on Friday.
a) hasn't taken place;
b) wouldn't take place;
c) won't take place.

2. Выберите правильную форму глагола в соответствии с правилом согласования времён.

1. She hoped that her friend ... to see her.
a) will come; b) would come.
2. He thought that his father ... the bicycle.
a) repaired; b) has repaired; c) had repaired.
3. I suppose she ... English very well.
a) knows; b) knew.
4. She was glad she ... no mistakes in her dictation.
a) made; b) has made; c) had made.
5. I knew she ... at her English hard.
a) works; b) worked; c) has worked.

6. I was told she ... better than anybody else.
 a) dances; b) danced; c) is dancing.
7. I learnt he ... a very interesting offer from the firm.
 a) receives; b) received;
 c) has received; d) had received.
8. We heard she ... a new picture.
 a) paints; b) is painting; c) was painting.
9. We were sure her new picture ... a masterpiece.
 a) is; b) will; c) would be.
10. I was afraid that my child ... and break his leg.
 a) will fall; b) would fall.

3. Измените прямую речь на косвенную, выбрав правильный вариант ответа.

1. "I'm waiting my parents", Nick said.

Nick told that

- a) he is waiting for my parents;
 b) he is waiting for his parents;
 c) he was waiting for my parents;
 d) he was waiting for his parents.
2. "I can't the engine myself", my brother admitted.

My brother admitted that

- a) can't start the engine myself;
 b) couldn't start the engine myself;
 c) couldn't start the engine himself.
3. "The Sun isn't planet, it is a big star", the teacher explained.
 The teacher explained that.
- a) the Sun isn't a planet, it is a big star;
 b) the Sun wasn't a planet, it is a big star;
 c) the Sun wasn't a planet, it was a big star.

4. "Don't make so much noise" the neighbour said to Pete.

The neighbour asked Pete

- a) to make much noise;
 b) to not make so much noise;
 c) not to make so much noise.
5. "Do you know where Kate is living?"

Ann asked me

- a) if I know where Kate is living;
 b) if I knew where was Kate living;
 c) if I knew where Kate was living.

6. He said, "Where is Jell going?"

He asked where

- a) was Jill going;
- b) Jill went;
- c) Jill was going.

7. The doctor asked, "How do you feel?"

The doctor asked

- a) how did I fell;
- b) how I felt;
- c) how I had feel.

8. "Don't swim too far, dear", asked Dad.

Dad asked

- a) not to swim too far;
- b) don't swim too far;
- c) to swim not too far.

Infinitive (forms, function)

1. Употребите нужную форму инфинитива.

1. I hope ... you soon.

- a) to see;
- b) to be seen;
- c) to have seen;
- d) to have been seen.

2. He expected ... by his friends.

- a) to help;
- b) to be helped;
- c) to be helping;
- d) to have helped.

3. He seems ... since morning.

- a) to read;
- b) to be read;
- c) to be reading;
- d) to have been reading.

4. I am glad ... all the homework yesterday.

- a) to do;
- b) to be doing;
- c) to have done;
- d) to have been doing.

5. I am sorry ... your pen.

- a) to break;
- b) to be broken;
- c) to have broken;
- d) to have been broken.

6. I want ... to the concert by my father.

- a) to take;
- b) to be taken;
- c) to have taken;
- d) to have been taken.

7. I want ... you to the concert.

- a) to take;
- b) to be taken;
- c) to have taken;
- d) to have been taken.

visit – to visit, to be visited, to have visited, visited;
be – be, were, have been, to be;
discuss – to discuss, to be discussing, to have been discussing;
settle – settle, to settle, to be settled, to have been settled;
go – to go, to be going;
stop – to stop, to be stopping, to have stopped;
repair – repair, to repair, to be repaired;
visit – to visit, to be visited, to have visited;
spend – spend, to spend, to be spent.

Complex Object

1. Правильно употребите инфинитив в конструкции Complex Object.

1. Granny didn't want Mum (marry) Dad.
a) marry; b) to marry;
c) married; d) to be married.
2. Teddy's words made me (feel) uncomfortable.
a) to feel; b) feeling; c) feel.
3. I watched my cat (play) with her kittens.
a) played; b) play; c) to play; d) playing.
4. Our English teacher told us (not/feel) shy and speak English as much as possible.
a) not to feel; b) not feel; c) to not feel.
5. I have never heard Helen (sing).
a) sing; b) to sing; c) to be singing.
6. Mary would like her brother (avoid) Tom's company.
a) to avoid; b) avoid; c) avoided.
7. We expected the Harrison's (arrive) later than usual.
a) to arrive; b) arrive; c) arrived.
8. What make you (do) such rash actions?
a) do; b) to do; c) doing.
9. I consider him (be) a good engineer.
a) be; b) to be; c) being.

2. Выберите вариант предложения, который не может употребляться в английском языке.

1. a) I saw her enter the room;
b) I saw her to enter the room;
c) I saw her entering the room.

Complex Subject

1. Раскройте скобки, употребляя нужную форму инфинитива в конструкции Complex Subject.

1. He seems (know) French very well: he is said (spend) his youth in Paris.

- a) to know; b) to be known; c) to have known;
d) to spend; e) to be spending; f) to have spent.

2. The enemy army was reported (overthrow) the defence lines and (advance) towards the suburbs of the city.

- a) to overthrow; b) to be overthrown;
c) to have overthrown; d) to have been overthrown;
e) to advance; f) to be advanced;
g) to have advanced; h) to have been advanced.

3. You seem (look) for trouble.

- a) to look; b) to be looking;
c) to have looked; d) to have been looking.

4. It seemed (snow) heaving since early morning: the ground was covered with a deep layer of snow.

- a) to snow; b) to be snowing;
c) to have snowed; d) to have been snowing.

5. They are supposed (work) at the problem for the last two months.

- a) to work; b) to be working;
c) to have worked; d) to have been working.

6. Her ring was thought (lose).

- a) to lose; b) to be lost;
c) to have lost; d) to have been lost.

7. They are likely (quarrel): I can hear angry voices from behind the door.

- a) to quarrel; b) to be quarrelling;
c) to have quarreled.

2. Выберите правильный вариант перевода.

1. He is likely to come late at night.

- a) Он любит приходить домой поздно вечером.
b) Похоже, он придет домой поздно вечером.
c) Непохоже, что он придет домой поздно вечером.

2. She is unlikely to change her mind.

- a) Она не любит менять свое мнение.
b) Она, похоже, изменит свое мнение.
c) Непохоже, что она изменит свое мнение.

3. He happened to be at home and we were playing cards the whole evening.

a) Он был счастлив, что я оказался дома, и мы играли в карты весь вечер.

b) Он случайно оказался дома и мы весь вечер проиграли в карты.

c) Ему случилось быть у меня дома, и тогда мы играли в карты вечер напролет.

4. They are relieved to have made a great scientific discovery.

a) Они верили, что сделали великое научное открытие.

b) Они полагали, что сделали великое научное открытие.

c) Полагают, что они сделали великое научное открытие.

5. She is known to be a great actress.

a) Она знает, что она – великая актриса.

b) Известно, что она – великая актриса.

c) Известно, что она была великой актрисой.

Participle 1, 2

1. Раскройте скобки, выбрав Participle 1 или Participle 2 по смыслу.

1. I don't find the story (amusing, amused).

2. Can you smell something (burning, burned)?

3. He opened the letter with (shaking, shaken) hands.

4. Deeply (shocking, shocked) I left them.

5. When (answering, answered) your question yesterday I forgot this fact.

6. He walked along the road with his collar (turning, turned) up, hands in pockets.

7. Why not throw away the (breaking, broken) umbrella, we are not likely to repair it.

8. She didn't pay any attention to the (ringing, rung) telephone.

9. Can you think of the name of an animal (beginning, begun) with "B"?

10. I would stay at home after such a (tiring, tired) day.

2. Замените придаточные предложения причастием, определите его функцию.

1. People who take books from- the library must return them in time.

(ф. определения / ф. обстоятельства)

2. Since he needed a shelter for the night, Peter decided to go to the neighbour's house.

(ф. определения / ф. обстоятельства)

3. When you speak English, pay attention to the order of words.

(ф. определения / ф. обстоятельства)

4. As he now felt more at ease, the man spoke in a louder voice.
(ф. обстоятельство / ф. определения)
5. The apparatus that stand on the table in the corner of the laboratory is quite new.
(ф. определения / ф. обстоятельства)
6. When they were travelling in Central Africa, the explorers met many wild animals.
(ф. определения / ф. обстоятельства)
7. As he thought that it was his brother at the door, Paul decided to open it.
(ф. определения / ф. обстоятельства)
8. All the people who live in this hostel are students.
(ф. определения / ф. обстоятельства)

3. Замените придаточные предложения причастными оборотами.

Выберите соответствующую форму причастия.

1. As the book was translated into Russian, it could be read by everybody.
a) translated; b) being translated;
c) having translated; d) having been translated.
2. When he was crossing the street, he fell.
a) crossing; b) having crossed; c) being crossed.
3. She closed the book, put it aside and looked at the children who were running in the yard.
a) running; b) having run.
4. As we were given dictionaries, we managed to translate the article easily.
a) giving; b) being given;
c) having given; d) having been given.
5. He looked at the cars which were passing by.
a) passing; b) having passed.

3. Раскройте скобки и выберите соответствующую форму причастия.

1. (Spend) a week in the country, Ann looked almost fully recovered.
a) spending; b) having spend; c) spent.
2. Some people do not like plays (take) from novels as they believe that a novel can seldom be made into a successful play.
a) taking; b) taken;
c) being taken; d) having been taken.
3. The student was nervous when (write) his test-paper.
a) writing; b) written;
c) being written; d) having written.

4. (Win) the first match, the players realized that they must train much harder to win the championship.
- a) winning; b) being won;
c) having won; d) having been won.
5. (Translate) by a good specialist, the story preserved all the sparkling humor of the original.
- a) translating; b) translated;
c) being translating; d) having been translating.
6. (Write) in a very bad handwriting, the letter was difficult to read.
- a) writing; b) written;
c) being written; d) having been written.
7. They reached the oasis at last, (walk) across the endless desert the whole day.
- a) walking; b) walked;
c) having walked; d) having been walked.
8. The problem (discuss) at the meeting was very impotent.
- a) discussing; b) discussed;
c) being discussed; d) having been discussed.
9. (Wait) in the hall, he thought about his family affairs
- a) waiting; b) having waited;
c) having been waited.
10. (Wait) for some time in the hall, he was invited into the cabinet
- a) waiting; b) having waited;
c) having been waited.

Независимый причастный оборот (Nominative Absolute Participial Construction)

1. Раскройте скобки. Употребите причастие в соответствующей форме в следующих предложениях с независимым причастным оборотом. Предложения переведите.

1. He arrived at the railway station, the train (leave)
- a) leaving; b) being left;
c) having left; d) left.
2. The books (read), we found out a lot of interesting things.
- a) being read; b) read;
c) having read; d) having been read.
3. The new flats (build) according to a new architectural project, the future dwellers hope they will be comfortable.
- a) built; b) being built;
c) having built; d) having been built.

4. The questions (ask), nobody could answer it.
 a) asked; b) being asked;
 c) having asked; d) having been asked.
5. You must learn the new English words on page 125, all of them (concern) strength of materials.
 a) concerning; b) being concerned;
 c) concerned.
6. I live in a historical house, it (built) more than a hundred years ago.
 a) built; b) being built;
 c) having built; d) having been built.
7. The dictionary (lend) to my friend, I had to go to the library to get one for myself.
 a) lent; b) lending;
 c) being lent; d) having been lent.

2. Определите, какой причастный оборот используется в данных предложениях (зависимый, независимый). Раскройте скобки. Употребите причастия в соответствующей форме. Предложения переведите.

1. When (fill) in a form you must write your name and address clearly.
 А) зависимый Б) независимый
 a) filling; b) filled;
 c) being filled; d) having filled.
2. Group three (examine), many questions were asked.
 А) зависимый Б) независимый
 a) examining; b) being examined;
 c) having examined; d) having been examined.
3. (Read) the telegram twice he understood that the matter needed immediate attention.
 А) зависимый Б) независимый
 a) reading; b) read;
 c) being read; d) having read.
4. The translation (finish), the students were allowed to leave the room.
 А) зависимый Б) независимый
 a) finishing; b) finished;
 c) being finished; d) having been finished.
5. (Pay) the rent Henry Jones found that he had only a small change left till the end of the week.
 А) зависимый Б) независимый
 a) paying; b) paid;
 c) being paid; d) having paid.

6. The teacher (be pleased) with the student's answers, he gave him an excellent mark.

- A) зависимый Б) независимый
a) being pleased; b) pleased;
c) been pleased; d) having been pleased.

7. The letters (register), the secretary sent them to be posted.

- A) зависимый Б) независимый
a) registered; b) registering;
c) being registered; d) having been registered.

8. (register) the letters the secretary sent them to be posted.

- A) зависимый Б) независимый
a) registered; b) registering;
c) being registered; d) having registered.

9. When (cross) the street be very careful, said the policeman to the man.

- A) зависимый Б) независимый
a) crossing; b) having crossed;
c) having been crossed.

Gerund

1. Раскройте скобки. Поставьте герундий в соответствующую форму.

1. They accuse him of (rob) the house.
a) robbing; b) being robbed;
c) having robbed; d) having been robbed.
2. He never agreed to their (go) on that dangerous voyage.
a) going; b) having gone.
3. I insist on (tell) the truth.
a) telling; b) being told;
c) having told; d) having been told.
4. He didn't approve of her (drink) so much coffee.
a) drinking; b) being drunk;
c) having drunk; d) having been drunk.
5. All the happiness of my life depends on your (love)
a) loving; b) being loved;
c) having loved; d) having been loved.
6. The poor peasant Robin Hood heartily for (help) him.
a) helping; b) being helped;
c) having helped; d) having been helped.
7. I stretched out my hand to prevent her for (fall)
a) falling; b) having fallen.

8. I object to his (borrow) money from you.
 a) borrowing; b) having borrowing.
9. Can you remember (see) the man before?
 a) seeing; b) being seen;
 c) having seen; d) having been seen.
10. After (correct) by the teacher, the students' papers were returned to them
 a) correcting; b) being corrected;
 c) having corrected; d) having been corrected.
11. At last he broke the silence by (invite) everybody to walk into the dining-room.
 a) inviting; b) being invited;
 c) having invited.

2. Определите, является ли слово в скобках герундием или причастием. Укажите их форму.

1. After describing the situation in general, he went on (talk) about details.
 А) причастие Б) герундий
 a) talking; b) having talked.
2. They stopped (discuss) where to go now.
 А) причастие Б) герундий
 a) discussing; b) being discussed;
 c) having discussed; d) having been discussed.
3. Not (know) my friend's new address I could hardly hope to find him.
 А) причастие Б) герундий
 a) knowing; b) being known;
 c) having known; d) having been known.
4. Is there anything is that new magazine worth (read)?
 А) причастие Б) герундий.
 a) reading; b) being read;
 c) having read; d) having been read.
5. (Write) a letter I posted it.
 А) причастие Б) герундий
 a) writing; b) being written;
 c) having written; d) having been written.
6. Would you mind (close) the front door?
 А) причастие Б) герундий
 a) closing; b) being closed;
 c) having closed; d) having been closed.
7. In this shop you can buy things (make) in Europe.
 А) причастие Б) герундий

- a) making; b) made;
 c) being made; d) having been made.
8. His (study) at Oxford helped him to find highly paid job.
 А) причастие Б) герундий
 a) studying; b) being studied;
 c) having studied; d) having been studied.

3. Переведите предложения с герундиальными оборотами.

1. The manager was surprised at Miss Posie's cancelling all the engagements so suddenly.
2. We asked them for their answering our letter quickly.
3. We don't mind the doctor's considering the matter again.
4. I'm tired of his telling everybody my story.
5. Excuse my bothering you at this late hour.
6. You remembered your promising to lend me your big dictionary, don't you?
7. Thank you for your having helped me.
8. Nobody's seeing them was a mere chance.

4. Раскройте скобки. Используйте соответствующую форму герундия или инфинитива.

1. I'm thinking of (go) to Brazil.
2. You cannot live without (do) such stupid things.
3. He seems (know) everything about it.
4. It's useless (argue) with him. He won't listen to any reason.
5. They were advised (take) a light lunch.
6. Do you think it is worth (see) this film?
7. If you want (lose) weight, try (eat) less.
8. It's forbidden (smoke) here.
9. I'm not very fond of (shop).
10. He managed (calm) her by promising to return soon.
11. In Arabia the usual way of (travel) is by camel.
12. You needed (add) some more sugar to that.
13. Mary is crazy about (take) photographs.

Conditional Sentences

1. Выберите соответствующую форму глагола в условных предложениях.

1. Plants die, if you (not/ water) them.
 a) won't water; b) don't water;
 c) wouldn't water.

2. If I had one million dollars, I (probably/ buy) a yacht.
 a) shall probably buy; b) should probably buy;
 c) probably bought.
3. What a pity my husband is away! If he (be) here he (help) us.
 a) were; d) will help;
 b) would be here; e) would help.
 c) is f) helps.
4. If I (get up) early tomorrow morning, I (go) swimming.
 a) shall get up; d) go;
 b) get up; e) am going to go;
 c) got up; f) shall go.
5. If Benjamin Franklin (not/work) so hard, he (not/ become) the symbol of America.
 a) didn't work; b) wouldn't have worked;
 c) hadn't worked; d) wouldn't have become;
 e) hadn't become; f) wouldn't become.
6. – Did you say anything when he asked you?
 – No, I didn't. You see, if I (say) even a word, he (fly) into a rage.
 a) said; d) flew;
 b) would say; e) would have flown;
 c) had said; f) had flown.
7. Would it be all right if I (come) round at about six?
 a) come; b) came; c) will come.
8. If the water (be heated) to 100 0C, it (boil).
 a) will be heated; b) would boil;
 c) would be heated; d) boils;
 e) is heated; f) boil.
9. – How did it happen that you missed your stop yesterday?
 –I (not/ miss) it, if the conductor (announce) the stops.
 a) shouldn't miss; b) hadn't missed;
 c) shouldn't have missed; d) had accounted;
 e) would have announced; f) announced.
10. If pigs (have) wings, they (fly)
 a) had; b) will fly;
 c) have; d) flew;
 e) would have; f) would fly.

Навчальне видання

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НАУКОВО-ПОПУЛЯРНИХ ТЕКСТІВ,
РОЗВИТОК НАВИЧОК РОЗМОВНОЇ МОВИ,
АУДІЮВАННЯ**

Навчальний посібник

**для самостійної роботи
студентів 1-го курсу денного відділення**

Редактор Я. О. Бершацька

Комп'ютерна верстка О. П. Ордіна

284/2008. Підп. до друку 13.03.08. Формат 60 x 84/16.
Папір офсетний. Ум. друк. арк. 5,58. Обл.-вид. арк. 4,76.

Тираж 500 прим. Зам. № 39.

Видавець і виготівник

«Донбаська державна машинобудівна академія»
84313, м. Краматорськ, вул. Шкадінова, 72.

Свідоцтво про внесення суб'єкта видавничої справи
до Державного реєстру
серія ДК №1633 від 24.12.03.