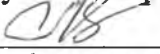


Государственное бюджетное профессиональное образовательное учреждение
«Байконурский электrorадиотехнический техникум имени М.И. Неделина»
(ГБ ПОУ «БЭРТТ»)

УТВЕРЖДАЮ

Заместитель директора
по учебной работе

 М.М. Иванова
« *01* » *марта* 2022 г.


Методические рекомендации по выполнению практических работ
по дисциплине
«Иностранный язык»

для специальности 08.02.09


Монтаж, наладка и эксплуатация электрооборудования промышленных и
гражданских зданий

г. Байконур
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РАССМОТРЕНО
Председатель ПЦК
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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Практические занятия проводятся согласно учебной программе по дисциплине «Иностранный язык» в соответствии с ФГОС по специальности 08.02.09 Монтаж, наладка и эксплуатация электрооборудования промышленных и гражданских зданий. Целью практических работ по дисциплине «Иностранный язык» является проведение практических занятий и овладение фундаментальными знаниями, профессиональными умениями и навыками по профилю изучаемой дисциплины, закрепление и систематизация знаний, формирование умений и навыков и овладение опытом творческой, исследовательской деятельности.

Практические занятия содержат тематические текстовые материалы, упражнения на расширение словарного запаса и образование потенциального профессионального словаря, грамматические таблицы, тренировочные задания для активизации знаний грамматических форм и синтаксических оборотов.

Задачи практических занятий:

- обобщить, систематизировать, углубить, закрепить полученные знания по изучаемым темам;
- формировать умения применять полученные знания на практике;
- выработать при решении поставленных задач таких профессионально значимых качеств, как самостоятельность, ответственность, точность, творческая инициатива.

Цель практических занятий:

- формировать у студентов навыки устной речи по профессиональной тематике;
- развивать потребность и умение пользоваться справочной литературой;
- развивать умение высказываться целостно, как в смысловом, так и в структурном отношении;
- развивать навыки чтения с полным пониманием основного содержания текста;
- активизировать знание грамматических форм и синтаксических оборотов, употребительных в специальной литературе.

Перечень практических занятий по дисциплине

№	Тема практического занятия	Кол-во часов
1	Образование времен страдательного залога. Эрмитаж	2
2	Употребление страдательных оборотов. Британский театр	2
3	Употребление времен страдательного залога. Обычаи и традиции Англии	2
4	Способы перевода страдательных оборотов. Праздники и фестивали Британии	2
5	Дифференциальные признаки глаголов в Past Perfect, Past Continuous. Британское правительство.	2
6	Дифференциальные признаки глаголов в Future in Past. Правительство США	2
7	Признаки инфинитива в инфинитивных оборотах и способы передачи их значений	2
8	Признаки и значения слов и словосочетаний с формами на -ing	2
9	Кабели	2
10	Прокладка кабеля	2
11	Полиэтиленовая обертка кабеля	2
12	Телефон, телеграф	2
13	Передатчик, ресивер	2
14	Защита телефонных линий	2
15	Из истории телефонии	2
16	Радио	2
17	Полупроводники	2
18	Высокочастотный сигнал	2
19	Телевизионная система	2
20	Космические коммуникации	2
21	Космический двигатель	2
22	Кварцевый механизм радио	2
23	Научно-технический прогресс	2
24	Дифференцированный зачет	2
	Общее количество	48

Критерии оценки выполнения студентом практических заданий

Процент результативности (правильных ответов)	Оценка уровня подготовки	
	балл (отметка)	вербальный аналог
90-100	5	отлично
70-89	4	хорошо
50-69	3	удовлетворительно
менее 49	2	неудовлетворительно

Практическое занятие №1

Тема: «Образование времен страдательного залога. Эрмитаж».

Цель:

- научиться различать виды залога;
- образование страдательного залога

Пояснения по грамматической теме

В английском языке глаголы могут иметь два залога: действительный (The Active Voice) страдательный (The Passive Voice).

В действительном залоге действие совершает само подлежащее.

В страдательном залоге действие совершается над подлежащим.

Страдательный залог образуется с помощью вспомогательного глагола *to be* в нужной форме и *причастия II* смыслового глагола (3 форма глагола).

to be + V3 (Participle II)

Форма причастия II никогда не изменяется, а показателем лица, числа и времени является вспомогательный глагол *to be*.

Present Simple Am
 Is + V3
 Are

Past Simple was + V3
 Were

Future Simple will be + V3

Вопросительная форма страдательного залога образуется постановкой первого вспомогательного глагола перед подлежащим:

Am I	Мне показывают ...?
Is he	Ему показывают ... ?
Are we	Нам показывают ...?
Was she shown...?	Ей показывали ...?
Were they	Им показывали ...?
Shall I be	Мне покажут ...?
Will it be	Ему (ребенку) покажут ...?

Отрицательная форма страдательного залога образуется при помощи отрицательной частицы *not*, которая ставится после первого вспомогательного глагола:

I am	Мне не показывают ...
He is	Ему не показывают ...

We are	not shown...	Нам не показывают ...
She was		Ей не показывали (не показали)
...		
They were		Им не показывали (не
показали)...		
} I shall		Мне не покажут ...
It will	not be shown...	Ему (ребенку) не покажут
...		

Практические задания

1. Переведите предложения с активным залогом в предложения с пассивным залогом.

Пример: I asked him about his job. / He was asked by me.

1. I asked the teacher to speak a little bit louder, as I couldn't hear anything.
2. We did all the work by the evening.
3. Recently my boss offered her to take a rest from the office.
4. Someone took my documents.
5. The fire destroyed the whole village.
6. He paid me after the concert.
7. The hostess showed us all rooms in the house.

2. Раскройте скобки, употребляя глаголы в Present, Past или Future Simple Passive.

Bread (to eat) every day. 2. The letter (to receive) yesterday. 3. Nick (to send) to Moscow next week. 4. I (to ask) at the lesson yesterday. 5. I (to give) a very interesting book at the library last Friday. 6. Many houses (to build) in our town every year. 7. This work (to do) tomorrow. 8. This text (to translate) at the last lesson. 9. These trees (to plant) last autumn. 10. Many interesting games always (to play) at our PT lessons. 11. This bone (to give) to my dog tomorrow. 12. We (to invite) to a concert last Saturday. 13. My question (to answer) yesterday. 14. Hockey (to play) in winter. 15. Mushrooms (to gather) in autumn. 16. Many houses (to burn) during the Great Fire of London. 17. His new book (to finish) next year. 18. Flowers (to sell) in shops and in the streets. 19. St. Petersburg (to found) in 1703.

3. Раскройте скобки, употребляя глаголы в Active или Passive Voice.

Nobody (to see) him yesterday. 2. The telegram (to receive) tomorrow. 3. He (to give) me this book next week. 4. The answer to this question can (to find) in the encyclopedia. 5. We (to show) the historical monuments of the capital to the delegation. 6. You can (to find) interesting information about the life in the USA in this book. 7. Budapest (to divide) into two parts: Buda and Pest. 8. Yuri Dolgoruki (to found) Moscow in 1147. 9. Moscow University (to found) by Lomonosov

4. Передайте следующие предложения в Passive Voice.

1. I bought potatoes yesterday. 2. We shall bring the books tomorrow. 3. They are repairing the clock now. 4. They sell milk in this shop. 5. I have translated the whole text. 6. They broke the window last week. 7. When I came home, they had eaten the sweets. 8. We shall do the work in the evening. 9. He wrote this book in the 19th century. 10. They were playing tennis from four till five. 11. He stole a lot of money from the shop. 12. By six o'clock they had finished the work. 13. At twelve o'clock the workers were loading the trucks. 14. By three o'clock the workers had loaded the trucks. 15. We send our daughter to rest in the south every year. 16. They will show this film on TV. 17. They are building a new concert-hall in our street. 18. They have made a number of important experiments in this laboratory. 19. Livingstone explored Central Africa in the 19th century. 20. By the middle of autumn we had planted all the trees. 21. They will stage this play at the beginning of next season. 22. They have forgotten the story. 23. Has anybody explained the rules of the game to you? 24. They haven't brought back my skates.

5. Переведите на английский язык, употребляя глаголы в Passive Voice.

1. Ее отправили в больницу два дня назад. 2. Вчера нас послали в лабораторию. 3. Это сочинение было написано на прошлой неделе. 4. Эту книгу взяли из библиотеки только вчера. 5. Этим трех студентов спросили два дня тому назад. 6. Вас экзаменовали утром? 7. Эта мышь была поймана ночью. 8. Телеграмму послали поздно вечером, и он получит ее только утром. 9. Эту статью должна прочитать вся группа. 10. Это упражнение можно написать карандашом. 11. Все ваши сочинения будут возвращены на будущей неделе. 12. Это письмо можно написать на одном листе. 13. На этой фабрике делают очень красивые сумки. 14. Письма туда можно посылать только летом, а телеграммы круглый год. 15. Мою подругу каждый год посылают за границу.

6. Употребите правильную форму глагола в пассивном залоге.

1. The roads (cover) with the snow
2. Chocolate (make) from cocoa.
3. The Pyramids (build) in Egypt.
4. This coat (buy) four years ago.
5. The stadium (open) next month.
6. Your parents (invite) to a meeting.
7. Where is your car? – It (mend) at the moment.
8. The books already (pack).
9. The castle can (see) from a long distance..
10. The guests must (meet) at noon.

7. Переведите текст на русский язык

Hermitage

The State Hermitage Museum in Saint Petersburg is the largest museum and picture gallery in Russia. It is also one of the most influential institutions in art sphere in the world. The museum is situated at the Harbor of Neva River in Winter Palace, which used to be the official residence of Russian monarchs.

Hermitage has appeared in 1764 as a private collection of Catherine the Great, Empress of Russia. She was fond of European pictorial art and her first collection consisted of 200 pictures painted by Dutch and Flemish artists. At first these pictures weren't on display. On the opposite, they were hidden in remote and secluded rooms of the Winter Palace. This has also become a reason to give the collection a name "Hermitage", which means from French "a private secluded place". In 1769 more pictures were purchased for the collection. They were brought from Dresden especially for the Empress. However, one of the most important renewals happened in 1772, when Queen Catherine has bought a large collection of European art in Paris. The collection included pictures which were dominantly of Italian, French, Flemish and Dutch artists.

As a museum, Hermitage has opened its doors for numerous visitors in 1852 in the New Hermitage building. Already by the 1880 the attendance of Hermitage reached 50 000 visitors a year.

Практическое занятие №2

Тема: «Употребление страдательных оборотов. Британский театр».

Цель:

- научиться употреблять страдательный залог;
- уметь применять страдательные обороты.

Пояснения по грамматической теме

Употребление страдательного залога.

Страдательный залог в предложении употребляется тогда, когда говорящий либо не знает, кто совершает действие, либо не придает этому значения. Однако, если возникает необходимость назвать лицо или предмет, который совершает действие, то употребляется оборот с предлогом *by, with*. Если дополнение выражено одушевлённым именем существительным, то оно употребляется с предлогом *by*, благодаря которому, стоящие за ним существительные отвечают на вопрос кем (творительный падеж). Предлог в данной ситуации не переводится.

This play was written by B. Shaw. Эта пьеса была написана Б. Шоу.

Если дополнение выражено неодушевлённым существительным, то перед ним употребляется предлог *with*.

Объектный падеж местоимений.

Если местоимение является дополнением в предложении, то берётся его форма в объектном падеже с предлогом *by*.

Ед. число

1. I - me
2. You - you
3. He - him

She - her

It-it

Мн. число

1. We - us
2. You-you
3. They - them

Предложения содержащие глагол-сказуемое в страдательном залоге переводятся на русский язык неопределённо-личными предложениями, глаголами на *-ся-, не*

имеющими возвратного значения, краткими причастиями с глаголом быть, а в некоторых случаях глаголом в личной форме.

Практические задания

1. Определите время, в котором стоит сказуемое и переведите предложения на русский язык

1. Interesting books are sold in this bookstore. 2. English language is taught in schools nowadays. 3. I was not told about the new students in the group. 4. It was divided into two parts after the war. 5. The students were informed about the new department. 6. The poem will be written by me. 7. The best essay was chosen by the committee. 8. My money is kept in the bank.

2. Переведите на английский язык.

1. Я приглашаю. – Меня приглашают.
2. Он присылает. – Ему присылают.
3. Она рассказывает. – Ей рассказывают.
4. Он вызывает. – Его вызывают.
5. Они сообщают. – Им сообщают.
6. Рабочий строит. – Дом строится.
7. Писатель пишет книгу. – Книга публикуется.
8. Школьник пишет упражнение. – Упражнение выполняется.
9. Студент помогает. – Студенту помогают.
10. Профессор читает лекцию. – Профессора спрашивают.
11. Врач советует. – Им советуют.

3. Раскройте скобки, употребляя глаголы в Present, Past или Future Indefinite Passive.

1. Moscow (to found) in 1147.
2. Football (to play) in summer.
3. Her new article (to finish) next year.
4. The letter (to receive) tomorrow.
5. That bone (to give) to her dog today.

4. Переведите на английский язык, употребляя глаголы в Present, Past и Future Indefinite Passive.

1. Ее послали учиться в Оксфордский университет два года назад.
2. Нас всегда приглашают на день рождения их сына.
3. На прошлой неделе по телевидению показали много интересных фильмов.
4. Завтра меня вызовут.
5. Об этой новой книге много говорили.
6. На выставке нам показали много хороших картин.
7. Об этом событии много говорят.
8. Это письмо ей передали вчера.
9. Меня часто об этом спрашивают.
10. Их пригласят на юбилей университета.

5. Закончи предложения, используя один из приведенных глаголов в нужной форме.

Например: hear

The music at the party was very loud and _____ from far away.

The music at the party was very loud and WAS HEARD from far away.

Arrest, wake, knock, check translate, find, drive, make, spend carry.

1. A decision will not _____ until the next meeting.
2. That old building was dangerous. So it _____ down.
3. When you go through customs, your luggage _____ by the customs officer.
4. In the morning I _____ by my alarm clock.
5. Next year her new book _____ into a number of foreign languages.
6. John kicked a policeman, so he _____.
7. After a long search the missing boy _____ in the forest near the town.
8. Many people think that today too much money _____ on arms. (arms - зд. оружие.)
9. The injured man couldn't walk, so he _____ by the hospital orderlies.
10. I don't mind driving but I like when I _____ by other people.

6. Rewrite the sentences in Passive Voice

Образец: A telephone call woke me up. – I was woken up by a telephone call.

1. My father built this cottage.
2. Beginners use that computer.
3. Somebody is opening the window now.
4. We sold the last French text -book.
5. People all over Russia watch the news.
6. The moonlight lit everything in the room.
7. Don't worry, we shall settle your problems.
8. We have just sent for the doctor.
9. The Semyenovs don't use this room very often.
10. Thomas Coryate brought forks from Italy to England.

7. Переведите текст на русский язык

British Theatres

There are a lot of old and famous theatres in Great Britain and some of them have an interesting history.

One of the most old theatre is the Globe theatre. The first building was built in 1599 and William Shakespeare acted on its stage. His famous plays were put here such as Hamlet, King Lear and others. Unfortunately in 1613 it burnt down after a theatre cannon went off during the play «Henry VIII».

It was rebuilt but later it was destroyed again by the Puritans. In 1997 it was rebuilt again but not exactly where it used to be. It's open now.

One of the most famous and important modern theatres is the Roya Opera House, Covent Garden. It's was built in 1858 and it's the home of the Royal opera and ballet. «Carmen» is an opera by Georges Bizet and it was staged here.

There are other famous theatres in London such as the Lyceum Theatre, the Bush Theatre, the Piccadilly Theatre, the Aldwych Theatre, the Shaftesbury Theatre, the Peacock Theatre, the Prince of Wales Theatre and many more.

Other British cities are also proud of their theatres. There is a great opera theatre in Manchester. York has beautiful Royal theatre called the Aylesbury Waterside Theatre. There is the Mayflower Theatre in Southampton and the Empire Theatre in Liverpool and one more Royal Theatre in Bristol.

It's just a small part of all the theatres in Great Britain. Even small towns have theatres or theatrical studios. People in Great Britain like performing arts and go there often.

Практическое занятие №3

Тема: «Употребление времен страдательного залога. Обычай и традиции Англии».

Цель:

- научиться различать времена страдательного залога;
- определять наличие страдательного залога во временах.

Пояснения по грамматической теме

Употребление страдательных оборотов в английском языке. В русском языке при превращении действительного оборота в страдательный только прямое дополнение действительного оборота может стать подлежащим параллельного ему страдательного оборота:

В английском же языке при наличии двух дополнений — прямого и беспредложного косвенного — не только прямое, но и беспредложное косвенное дополнение (отвечающее на вопрос to whom? кому?) может стать подлежащим страдательного оборота.

В русском языке такие страдательные обороты невозможны. Если дополнение с предлогом by отсутствует, что часто бывает в оборотах этого типа, то они переводятся на русский язык неопределенно-личными оборотами: I was shown a new dictionary. Мне показали новый словарь. При наличии дополнения с предлогом by страдательные обороты этого типа переводятся соответствующими русскими действительными оборотами:

I was shown a new dictionary by my brother.

Мой брат показал мне новый словарь.

Таким образом, если в английском действительном обороте сказуемое имеет два дополнения — прямое и беспредложное косвенное, то действительному обороту могут соответствовать два параллельных страдательных оборота: один с прямым дополнением в роли подлежащего, а другой — с косвенным. Страдательный оборот с косвенным дополнением в роли подлежащего является более употребительным.

Особенности употребления страдательного залога в английском языке по сравнению с русским языком состоят в следующем:

В английском языке глаголы to allow, to permit - разрешать; to ask - спрашивать, просить;

to award - присуждать; to deny - отрицать; to forgive - прощать; to give - давать; to grant - даровать; to invite - приглашать; to offer - предлагать; to order, to command - приказывать; to pay - платить; to promise - обещать; to refuse - отказывать; to show - показывать; to tell - велесть, говорить; to teach - учить и некоторые другие употребляются в страдательном залоге в функции сказуемого с примыкающим к нему прямым дополнением. В таком употреблении, эти глаголы обозначают действие, направленное на подлежащее и на прямое дополнение (I was given the book).

Предложения с глаголом-сказуемым указанного типа переводятся на русский язык следующим образом:

1) Неопределенно-личным предложением, если отсутствует дополнение с предлогом by, выражающее производителя действия. При переводе подлежащее английского предложения соответствует косвенному дополнению в дательном падеже в русском предложении.

Эти глаголы в действительном залоге также имеют двойную направленность - на косвенное и прямое дополнение:

He was offered this job himself. (M.W.) - Ему самому предложили эту работу.

A new turbine was given a full load. - Новой турбине дали полную нагрузку (или: Новой турбине была дана...)

Oliver was told to come near the table and sit down. - Оливеру велели подойти к столу и сесть.

2) Личным предложением с глаголом-сказуемым в действительном залоге, если имеется дополнение с предлогом by. При переводе дополнение с предлогом by соответствует подлежащему русского предложения, а подлежащее английского предложения соответствует в русском предложении косвенному дополнению в дательном падеже:

Oliver was told by Mr Brownlow to come near the table and sit down. (Ch.D.) - Мистер Браунлоу велел Оливеру подойти к столу и сесть.

2. Вторая особенность состоит в том, что в английском языке в страдательном залоге в функции сказуемого употребляются глаголы с предлогами: to look at - смотреть на; to laugh at - смеяться над; to send for - посылать за; to speak to - говорить с и др. Предложения с такими глаголами-сказуемыми также соответствуют русским неопределенно-личным предложениям или личным предложениям с глаголом-сказуемым в действительном залоге.

In Mr Ventnor's office you spoke when you were spoken to. (R.Gr.) - В конторе мистера Вентнора вы говорили только тогда, когда к вам обращались.

A body at rest remains at rest unless it is acted upon by an external force. - Тело, находящееся в покое, остается в состоянии покоя, пока на него не воздействует внешняя сила.

В английском языке в качестве глагола-сказуемого в страдательном залоге

употребляются такие переходные глаголы, которые соответствуют русским непереходным глаголам, употребляющимся с предлогами. К таким глаголам относятся: to attend - присутствовать на; to follow - следовать за; to influence - влиять на; to answer - отвечать на; to join - вступить в, присоединиться к; to affect - воздействовать на и т.д.

Предложения с такими глаголами-сказуемыми в страдательном залоге переводятся способами, указанными выше, с той разницей, что подлежащее английского предложения соответствует в русском предложении не косвенному дополнению в дательном падеже, а предложному дополнению в том падеже, который требуется соответствующим русским предлогом:

The mounted constables were followed by a great crowd. - За конными полицейскими следовала большая толпа.

The gamma-rays are affected by a magnetic field. - Магнитное поле оказывает воздействие на гамма-лучи.

Предложения с вводящим **it** в качестве формального подлежащего с глаголом-сказуемым в страдательном залоге переводятся на русский язык неопределенноличными предложениями: it is said - говорят; it is thought - думают; it is believed - полагают; it is reported - сообщают и т.д.:

It is said that the language of figures is the most convincing language. - Говорят, что язык цифр самый убедительный язык.

It has long been known that lightning is nothing else but an electric spark. - Давно было известно, что молния - не что иное, как электрическая искра.

Примечание: Если перед страдательным оборотом этого типа стоит **as** - как, безличное местоимение **it** может быть опущено:

As is known there is free medical service in the USSR. - Как известно, в СССР существует бесплатная медицинская помощь.

Практические задания

1. Измените предложения по образцу:

Н-р: Shakespeare wrote "Romeo and Juliet". (Шекспир написал «Ромео и Джульетту».)
 – "Romeo and Juliet" was written by Shakespeare. («Ромео и Джульетта» была написана Шекспиром.)

1. Popov invented radio in Russia.
2. Every four years people elect a new president in the USA
3. The police caught a bank robber last night.
4. Sorry, we don't allow dogs in our safari park.
5. The postman will leave my letter by the door.
6. My mum has made a delicious cherry pie for dinner

7. George didn't repair my clock.
8. Wait a little, my neighbor is telling an interesting story.
9. My son can write some more articles about football.
10. You must clean your bedroom tonight.

2. Напишите полные ответы на следующие вопросы.

Are the Olympic Games held every 10 years

Is bread made from flour or potatoes? Was the Eifel Tower built in Moscow?

Will the final exams be taken in summer or in winter?

When is Christmas celebrated in Europe?

3. Измените предложения, поставив глаголы в форму пассивного залога.

1 The gardener has planted some trees. Some trees have been planted by the gardener.

2 Doctor Brown will give you some advice.

3 A famous designer redecorates the hotel.

4 Steven Spielberg directed this film.

5 Someone has broken the crystal vase.

6 They will advertise the product on television.

7 They often remake films

8 You must leave the bathroom tidy.

9 You should water the plant daily.

10 I have to return these books to the library.

11 He gave me a present.

12 The waiter will bring the bill

4. Раскройте скобки, выбирая требующуюся форму глагола.

1. The porter will (bring, be brought) your luggage to your room. 2. Your luggage will (bring, be brought) up in the lift. 3. You may (leave, be left) your hat and coat in the cloak-room downstairs. 4. They can (leave, be left) the key with the clerk downstairs. 5. From the station they will (take, be taken) straight to the hotel. 6. Tomorrow he will (take, be taken) them to the Russian Museum. 7. At the station they will (meet, be met) by a man from the travel bureau. 8. She will (meet, be met) them in the hall upstairs.

5. Переведите на английский язык, употребляя глаголы в Present Simple Active или Present Simple Passive.

1. Он каждый день рассказывает нам что-нибудь интересное.
2. Ему каждый день рассказывают что-нибудь интересное.
3. Я часто посылаю письма друзьям.
4. Меня часто посылают на юг.
5. Я всегда хвалю моих друзей.
6. Меня всегда хвалят дома.
7. Каждую субботу мы ходим в бассейн.
8. Каждую субботу меня приглашают в кино.
9. Мы часто вспоминаем вас.
10. Нас часто вспоминают в деревне.
11. Мне бронируют билет каждый месяц.
12. Каждое утро я даю кошке молоко.
13. Меня часто приглашают в ресторан.
14. Моей сестре часто помогают в школе.
15. Я иногда забываю взять дневник.
16. Он пишет много писем.
17. Книги А. Кристи читают с интересом.
18. Собаки любят кости.
19. Собак любят во многих семьях.
20. Когда в вашей семье пьют чай?
21. Где хранят старые

письма? 22. Почему эти правила всегда забывают? 23. Почему вы всегда забываете эти правила? 24. Где живут ваши друзья? 25. Где покупают хлеб? 26. Когда задают вопросы?

6. Translate the sentences

1. Их всегда видели только вместе.
2. Дверь открылась и он вошел.
3. Имя было написано печатными буквами.
4. Его послали в школу в Лондон.
5. Мне сказали что что-то было не в порядке
6. Правило было объяснено студентам.
7. Мне продиктовали номер телефона.
8. Том вышел на улицу, где его встретила Бетти.
9. Наш разговор был прерван телефонным звонком

7. Переведите текст на русский язык

British traditions and customs

Every nation becomes special by means of its own traditions and customs. There is no other nation that clings to the past with the tenacity of the British. They are really proud of their traditions, they cherish them. When we think of Britain we often think of people drinking white tea, eating fish and chips, sitting by the fireplace or wearing bowler hats, but there is much more in Britain than just those things. Some British traditions are royal, such as the Changing of the Guard which takes place every day at Buckingham Palace. The Trooping of the Colour happens on the Queen's official birthday. It's a big colourful parade with hundreds of soldiers and brass bands.

British holidays (Christmas, Easter, Guy Fawkes Night, Remembrance Day) are especially rich in old traditions and customs. A traditional Christmas dinner consists of roast turkey and potatoes, cranberry sauce, sweet mince pies and Christmas pudding. On Christmas Eve children hang up their stockings around the fireplace for Father Christmas to fill with presents. At Easter chocolate eggs are given as presents symbolizing new life. Guy Fawkes Night is also known as Bonfire Night because English people burn stuffed figures on bonfires. On Remembrance Day red poppies are traditionally worn in memory of servicemen who lost their lives in wars. National Morris Dancing can be seen throughout the month of May in most of English villages. Groups of men and women wear coloured costumes, carry white handkerchiefs and perform their lively folkdance.

One of Englishmen's traditions is their tender love for animals. Pets are members of English families and are protected by law. There are even special cemeteries for animals in Great Britain. Most English people love their gardens too. They enjoy gardening and decorating their houses with beautiful flowers and plants.

Sports play an essential part in the life of Britain and it is a popular leisure activity. Rugby, golf, cricket, polo and horse-racing are British national sports and they are played on village greens and in towns on Sundays.

Politeness and punctuality are typical features of all British people. They often say "Sorry", "Please" and "Thank you" with a smiling face and they always try to arrive on time.

The British are also traditional about their breakfast. They usually eat bacon and eggs, a toast with orange jam, a bowl of cereals or porridge in the morning.

Практическое занятие №4

Тема: «Способы перевода страдательных оборотов. Праздники и фестивали Британии».

Цель:

- научиться переводить страдательные обороты;
- определять наличие страдательных оборотов в предложениях.

Пояснения по грамматической теме

1. Способы перевода сказуемого в страдательном залоге

А. 1) Страдательный залог при переводе на русский язык может быть передан:

а) кратким страдательным причастием прошедшего времени с суффиксом -н или -т (с вспомогательным глаголом быть или без него), т. е. русским страдательным залогом;

б) глаголом на -ся в соответствующем времени, лице и числе;

в) глаголом действительного залога в соответствующем времени, 3-м лице мн. числа, являющимся частью неопределенно-личного предложения:

The experiments were made last year.

а) Опыты (были) проведены в прошлом году.

б) Опыты проводились в прошлом году

в) Опыты проводили в прошлом году.

2) Предложения с сочетаниями «модальный глагол + инфинитив страдательного залога» рекомендуется переводить со словами можно, нужно, следует и др.:

The problem must be solved.

Эту проблему нужно решить.

3) Страдательный оборот с подлежащим it переводится неопределенно-личным предложением:

It was thought... — Думали, полагали...

It is known... — Известно...

4) При переводе английских предложений с глаголом в форме страдательного залога часто используется обратный порядок слов (русское предложение начинается со сказуемого):

New technique has been developed. Была разработана новая методика.

Б. 1) В английском языке формой выражения лица или предмета, производящего действие, является косвенное дополнение с предлогом by.

На русский язык такие дополнения могут быть переведены:

а) существительным в творительном падеже при сохранении формы страдательного залога сказуемого,

б) существительным в именительном падеже или местоимением; при этом английский страдательный залог передается действительным залогом:

Imperfections in polymer structure can be revealed with an electron microscope - Дефекты структуры полимера можно обнаружить с помощью электронного микроскопа (электронным микроскопом).

An interesting phenomenon was registered by dr. N. - Доктор N. отметил интересное явление.

2. Особенности перевода подлежащего при сказуемом в страдательном залоге
В ряде случаев при сказуемом в страдательном залоге подлежащее английского предложения переводится прямым или косвенным дополнением и ставится соответственно в форме винительного или дательного падежа:

He was given a book. Ему дали книгу.

При следующих глаголах, употребленных в форме страдательного залога, подлежащее английского предложения следует переводить существительным в косвенном падеже:

ask спрашивать

assist помогать, содействовать

avoid избегать

discuss обсуждать

forbid запрещать что-либо

give давать; приводить к

help помогать; содействовать

inform сообщать; уведомлять

neglect пренебрегать

order приказывать; заказывать

precede предшествовать; предпосылать

promise обещать

refuse отказывать

show показывать

1. When should we use the Passive? (Употребление страдательного залога)

1. When we want to change the focus of the sentence (когда необходимо сместить фокус в предложении, подчеркнуть объект):

- The Mona Lisa was painted by Leonardo Da Vinci. – Мона Лиза была нарисована Леонардо да Винчи.

2. When who or what causes the action is unknown or unimportant or obvious or 'people in general' (когда действующее лицо неизвестно):

- He was arrested (obvious agent, the police) – Его арестовали.

- My bike has been stolen (субъект неизвестен). – Мой велосипед украли

- The road is being repaired (субъект неважен) – Дорогу ремонтируют.

3. In factual or scientific writing (при написании научных статей):

- The chemical is placed in a test tube and the data entered into the computer – Химикат помещается в пробирку, а результаты заносятся в компьютер.

В конструкциях с формальным подлежащим it, когда глаголы в страдательном залоге обозначают умственное или физическое восприятие, предложение, приказ, решение и т. д. (с такими глаголами, как to say — говорить, to announce — объявить, to explain — объяснять, to think — думать, to know — знать, to believe — верить, to demand — требовать, to decide — решать, to agree — соглашаться и др.). За этой

конструкцией (в страдательном залоге) следует придаточное предложение с союзом that.

It is said that she turned the job down - Говорят, что она отказалась от работы.

She is expected to win - Ожидают, что она выиграет.

Radio is known to have been invented by Popov - Известно, что радио было изобретено Поповым. (Радио изобрёл Попов.)

1. In formal writing instead of using someone/ people/ they (these can be used in speaking or informal writing) (в официальных документах):

- The brochure will be finished next month – брошюра будет закончена в следующем месяце.

2. In order to put the new information at the end of the sentence to improve style (для того чтобы выделить новую информацию):

- Three books are used regularly in the class. The books were written by Dr. Bell – в классе регулярно используются три книги. Книги написаны Доктором Бэллом.

3. When the subject is very long (когда подлежащее слишком длинное):

- I was surprised by how well the students did in the test. (Уместнее чем: 'how well the students did in the test surprised me')

Практические задания

1. Fill in the verb is or are.

1. Grammar rules ... always learnt by heart.
2. Rare animals ... protected in many countries.
3. This scarf ... made by my granny.
4. Animals in the reserve ... fed two times a day.
5. The same shirts ... worn by all the members of our team.
6. New Belarussian books ... shown in our library
7. Many Belarussian towns ... described in this book.
8. Dinner ... always cooked by my mother.
9. This place ... crowded on Sunday.
10. Our village ... surrounded with a forest.

2. Write true sentences in Passive Voice. Use the words in table.

A:

- | | | |
|----------------|-----|------------------------------|
| 1) BMW cars | | grown in India. |
| 2) CDs | | sent via satellite. |
| 3) Tea | is | played in England. |
| 4) Modems | are | sold in music shops. |
| 5) Cricket | | made in Germany. |
| 6) TV pictures | | used to access the Internet. |

B:

- | | | |
|----------------|-----|----------------------------|
| The house | | invited to the concert |
| The children | | brought in the morning |
| We | am | cooked by my mother |
| The letter | is | painted by my friend |
| The newspapers | are | cleaned every day |
| Dinner | | given text-books at school |
| The picture | | built of stone |

The classroom	written in English
I	not allowed to ride a motor-
Potatoes	bike.
	grown in many countries.

3. Choose the correct form of the verb in brackets to complete the sentences.

1. I ... (like / am liked) this place.
2. What books by Charles Dickens ... (translated / are translated) into Belarussian?
3. Who ... (protects / is protected) animals?
4. This city ... (is visited / visited) by many people.
5. Who ... (gives / is given) bad marks in your class?
6. Our house ... (made / is made) of wood.
7. Our holiday ... (is begun / begins) next week.
8. Pupils ... (are given / give) textbooks by the teacher.
9. The holiday ... (celebrated / is celebrated) every year.

4. Fill in the gaps using the Present Simple Passive Voice form of the verb in brackets.

A)

Mushroom and Ham Salad

First, 5 mushrooms ... (1 – cut) into small pieces and ... (2 — mix) with two cut spring onions. Then, 100 g cooked ham ... (3— cut) into fine cubes. Now, mushrooms, onions and ham ... (4 — mix) in a bowl. Finally, 2 tablespoons of lemon juice ... (5 — mix) with 1 tablespoon of soy sauce and the mixture... (6 — add) to the salad mixture. Enjoy your salad!

B)

The news reporter and a camera operator _____ (1 – send) to investigate a news story. People _____ (2 – interview) by a reporter and the interviews _____ (3 – film) by a camera operator. The film _____ (4 – take) back to the TV studio, and the best parts of the film _____ (5 – choose) by the news editor. Finally, the news report _____ (6 – send) to televisions in people's homes and the news _____ (7 – watch) by people all over the country.

C)

My motherland is the Republic of Belarus. My country (1 – situate) in the centre of Europe. It (2 – make up) of six regions: Brest, Vitebsk, Gomel, Grodno, Minsk and Mogilev. Belarus (3 – not wash) by any seas or oceans, so it (4 – not separate) from other countries by seas and oceans. Belarus (5 – border) by five countries.

Belarus is mostly flat (плоская). Some uplands can (6 – find) near Minsk and in some districts of Mogilev and Grodno regions. Most of Belarus (7 – cover) by forests. It is a beautiful country with a lot of lakes.

5. Put the passive sentences in order.

1. in a lot of schools / are / used / Computers
2. of plastic / made / are / CDs
3. seen / The information / on a screen/can be
4. are / very quickly / The answers / calculated
5. played / The game / is / on a computer
6. with a modem / are / sent / E-mails
7. is / on a disk / Information / stored
8. sent / Text messages / are / using mobile phones

9. to get information / used / is / The Internet

6. Respond to the situations with a negative sentence using the words and word combinations in brackets.

Example:

Cars are made at this factory, (bicycles)

— But bicycles are not made at this factory.

1. Bread is sold in this shop, (milk)

2. Our house is built of wood, (their house)

3. My books are kept on the shelf. exercise-books)

4. My younger sister is usually given fruit and milk for supper, (my elder brother)

5. Apples are grown in Belarus, (oranges)

6. Glass is made of sand, (paper)

7. My dresses are made by my mother, (jackets)

8. Films are watched by many people, (sports programmes)

9. This apple-tree is planted by me. (that cherry-tree)

10. All the words are always learnt by the pupils. (rules)

7. Переведите текст на русский язык

British Holidays

Every country and every nation has its own holidays. In the United Kingdom there are two types of them — bank and public holidays. Bank holidays are the days, when all people in the UK have a day off and celebrate a national event. Those days are: New Year's Day, Good Friday, Easter Monday, Early May, Spring Bank holiday, Summer Bank holiday, Christmas and Boxing Day.

Public holidays are special occasions like «Guy Fawkes Night», «Mother's Day», «Remembrance Day», «Valentine's Day» and so on. People usually celebrate them but do not have a day off on these events, unless they falls on weekends.

Each holiday is good, but there are some of them that are really special and more popular than others.

New Year's Day (December 31 – January 1) is a bank holiday. Like many nations around the world, British people celebrate it by hosting parties with their friends and families to await the countdown to the New Year. In Scotland they call it Hogmanay and celebrate it by having a party with friends and setting fireworks off. In many cities there are free celebrations that anyone can join.

Valentine's Day (February 14) is celebrated in many countries around the world, although it is not a public holiday in most of them. This day has a Catholic origin and has been associated with romantic love since it was mentioned in one of Geoffrey Chaucer's poems. Nowadays, it's the day of anyone who is in love. On the Valentine's Day people usually give to the person they love some sweets, a traditional heart-shaped card ("valentine") and say, "Be my Valentine".

Halloween (October 31) also known as All Hallow's Eve, or All Saint's Eve, is a yearly celebration observed in a number of countries on October 31. It is the time in the liturgical year dedicated to remembering the dead. On this day children will dress up in costumes and go 'trick or treating' around the neighborhood. "Trick or Treating" involves knocking on someone's door and saying 'Trick or Treat'. That person gives them a treat (usually sweets). Children enjoy the holiday because they go home with a bag of sweets!

Guy Fawkes Night (November 5) is a firework festival associated with the tradition of celebrating Guy Fawkes's failed attempt to blow up the Houses of Parliament in 1605. It is an annual event dedicated to bonfires, fireworks and celebrations.

Christmas (December 25) is the most important holiday for British families. This is the day that people spend with their families. There are many Christmas traditions, but the most important one is about presents. Family members prepare their gifts and put them under the Christmas tree. In the evening they sit down around the table and enjoy the meal. Then they watch the Queen's speech on the television as she delivers her traditional Christmas message to the people of the United Kingdom. After that, family eats the Christmas cake and goes to sleep. In the morning all the family members wake up and gather around the tree to find the presents that were prepared for them.

Boxing Day (December 26) is based on the tradition of giving gifts to poor people after celebrating Christmas. The word "boxing" refers to gift boxes, and has nothing to do with the sport.

There are also a few uniquely British holidays, such as Burns Supper in Scotland, dedicated to the poet Robert Burns, or the Queen's Birthday, but these are the most important and popular holidays in the United Kingdom.

Практическое занятие №5

Тема: «Дифференциальные признаки глаголов в Past Perfect, Past Continuous. Британское правительство».

Цель:

- обобщение и систематизация материала по теме «Дифференциальные признаки глаголов в Past Perfect, Past Continuous»;
- сформировать умения употреблять в речи Past Perfect, Past Continuous Tense

Пояснения по грамматической теме

The Past Continuous Tense – обозначает действие, происходившее в определённый момент в прошлом, которое обозначено либо обстоятельством времени, либо другим действием в прошлом, как правило подчёркивается сам процесс действия, его продолжительность, например:

I was doing homework at 5 o'clock yesterday – Я делал домашние задание в 5 часов вчера

We were reading a book from 5 till 6 o'clock – Мы читали книгу с 5 до 6

When he came I was watching TV – Когда он зашел, я смотрел телевизор.

Глаголы в Past Continuous употребляются со следующими временными маркерами:

from 5 till 6 yesterday – с 5 до 6 вчера,

when I came – когда я пришел ,

when I saw him – когда я увидел его,

on our way home – по пути домой,

all day (long) yesterday – все день вчера ,

still – все еще,

while – пока ,

during the night – в течении ночи,

for 2 hours – в течение 2-х часов.

Образование форм:

The Past Continuous Tense образуется при помощи вспомогательного глагола to be в прошедшем времени (was, were) и первой формы смыслового глагола с окончанием -ing.

was	}	+V ₁ +ing	- утвердительное предложение
were			

Утвердительное предложение

I/he/she/it	was	Working
We/you/they	were	

Отрицательное предложение

I/he/she/it	was not = wasn't	working
We/you/they	were not = weren't	

Вопросительное предложение

Where Why	was	I/he/she/it	working?
were	We/you/they		

Как и все продолженные времена, The Past Continuous (Progressive) Tense выражает незаконченное, длительное действие, происходившее в какой-то момент или период (в прошлом).

Основные случаи употребления:

ü Для выражения длительного действия, которое началось до определенного момента в прошлом и продолжалось в указанный момент. Этот момент может быть определен:

· точным указанием времени:

What were you doing at 6 o'clock yesterday? - Что ты делал в 6 часов вечера? I was reading. - Я читал.

· другим кратким одновременным действием в прошлом, причем это действие всегда выражается глаголом в Past Indefinite (Simple):

I was reading when you came in. - Я читал, когда ты вошла.

· контекстом или ситуацией, т.е. точное указание времени или начало другого действия выражены в предыдущем предложении или ясны из ситуации:

I came to the station. My brother was waiting for me on the platform. - Я приехал на станцию. Мой брат ждал меня на платформе.

ü Для выражения действия, которое непрерывно продолжалось в течение указанного отрезка времени с целью придания эмоционального оттенка длительности действия. Обычно в предложениях с таким значением употребляются слова all day (night и др.) long, the whole morning (day, night и т.д.), all the time:

I was reading from 7 till 9 o'clock. - Я читал с 7 до 9 часов.

I was reading all day yesterday. - Я читал вчера весь день.

ü для выражения двух длительных действий, которые происходили одновременно в течение одинакового промежутка времени:

While he was speaking to the teacher I was waiting for him. - Пока он разговаривал с учителем, я ждал его.

ü используется для описаний:

This morning was really beautiful. The sun was shining, the birds were singing, and everyone in the street was smiling and saying hello to each other. - Утро было действительно прекрасным. Сияло солнце, птицы пели, люди на улице улыбались, приветствуя друг друга.

Практические задания

1. Раскройте скобки, употребляя глаголы в Past Simple или Past Continuous.

1. When I (to come) home, my little sister (to sleep). 2. When Nick (to come) home, his brother (to play) with his toys. 3. When mother (to come) home, I (to do) my homework. 4. When father (to come) home, Pete (to sleep). 5. When mother (to come) home, the children (to play) on the carpet. 6. When I (to get) up, my mother and father (to drink) tea. 7. When I (to come) to my friend's place, he (to watch) TV. 8. When I (to see) my friends, they (to play) football. 9. When I (to open) the door, the cat (to sit) on the table. 10. When Kate (to open) the door, the children (to dance) round the fir-tree. 11. When I (to ring) up my friend, he (to sleep). 12. When grandfather (to watch) TV, he (to fall) asleep. 13. When my friend (to come) to see me, I (to do) my homework. 14. When I (to go) to the stadium, I (to meet) Kate and Ann. 15. When Nick (to ring) me up yesterday, I (to help) mother.

2. Поставьте глаголы из скобок в форму Past Perfect или Past Perfect Continuous.

1. Julia wanted to sit down as she ... (stand) at work all day long. (Джулия хотела присесть, потому что она весь день на работе стояла на ногах.)

2. She ... (learn) "Eugene Onegin" by the autumn. (К осени она выучила «Евгения Онегина».)

3. The rain stopped but there were a lot of puddles because it ... (rain) cats and dogs. (Дождь прекратился, но было много луж, потому что лило как из ведра.)

4. Olivia and Victor ... (chat) via Skype for an hour when the connection broke. (Оливия и Виктор беседовали по скайпу в течение часа, когда связь прервалась.)

5. They ... (decorate) the New Year tree before the children arrived. (Они украсили новогоднюю елку до того, как прибыли дети.)

6. Bob ... (eat up) all the muffins by lunchtime. (Боб съел все маффины к обеду.)

7. My sister ... (do) the laundry since early morning. (Моя сестра занималась стиркой с самого раннего утра.)

8. I knew that our parents ... (grow) melons in their greenhouse since they bought the house. (Я знал, что наши родители выращивали дыни в теплице с тех пор, как купили дом.)

9. He ... (lose) much weight by the end of the year. (Он сильно похудел к концу года.)

3. Раскройте скобки, поставив глагол в Past Perfect Continuous.

1. Sally _____ (type) this text for 3 hours before Mark came.

2. Anthony _____ (wait) for his airplane for 3 hours when its delay was announced.

3. I saw many huge puddles. _____ it _____ (rain) hard?

4. Sam did not even realize what a hard time Molly _____ (have).

5. Rita _____ (train) for a year and she was very fit when her ex-boyfriend met her.
6. Rachel's husband _____ (fix) the car since early morning.
7. Paul and Molly _____ (talk) on the phone for an hour when the line broke.
8. How long _____ you _____ (watch) TV before you decided to go to bed?
9. Steven felt tired as he _____ (sail) for several hours.
10. Zina _____ (try) to find her mother for years but she failed.

4. Составьте предложения.

1. went / Kate / it / for five years / had / for that company / working / when / been / out of business.
2. all day / Mark / to sit down / wanted / he / because / had / standing / been / at work.
3. teaching / a year / Jack / had / than / he / for / been / more / before / at the university / left for Asia.
4. long / studying / How / moved / you / been / Japanese / before / had / you / to Tokyo?

5. Переведите на английский.

1. Джонни выглядел уставшим, так как он пробежал большую дистанцию.
2. Хелен набрала лишний вес, так как в последнее время она переела.
3. Лиза провалила тест, так как не готовилась к нему и не посещала занятия.
4. Алекс был уставшим, потому что он много упражнялся.
5. Она долго плакала прежде чем успокоится.

6. Ответьте, используя Past Perfect Continuous.

HOW LONG HAD

- 1 ... it been snowing when you left the old house? (for 4 hours)
- 2 ... Eton been working before he retired? (for 20 years)
- 3 ... Mike been living there when Janet moved in? (for a fortnight)
- 4 ... they been studying German before they finally went to Berlin? (for 5 years)
- 5 ... the authors been working on the novel before they sent it to a publisher? (for 2 years).
- 6 ... Pele been playing football before he took part in that championship? (for 6 years)
- 7 ... the students been listening attentively to the dialog before they could understand the basic meaning? (for an hour)
- 8 ... the children been walking before the granny called them? (for 2 hours)

7. Переведите текст на русский язык

Politics of the United Kingdom

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. It means that the sovereign reigns but does not rule.

Britain does not have a written constitution, but a set of laws.

Parliament is the most important authority in Britain. Technically Parliament is made up of three parts: the Monarch, the House of Lords; and the House of Commons. In reality the House of Commons is the only one of the three which has true power.

The monarch serves formally as head of state. But the monarch is expected to be politically neutral and should not make political decisions.

The present sovereign is Queen Elizabeth II. She was crowned in Westminster Abbey in 1953.

The House of Commons consists of Members of Parliament. There are 650 of them in the House of Commons. They are elected by secret ballot. General elections are held every five years. The country is divided into 650 constituencies. All citizens, aged 18 and registered in a constituency, have the right to vote. But voting is not compulsory in Britain. Only persons convicted of corrupt and certain mentally ill patients don't take part in voting. There are few political parties in Britain thanks to the British electoral system. The main ones are: the Conservative Party, the Labour Party and the Liberal / Social Democratic Alliance.

Each political party puts up one candidate for each constituency. The one who wins the most votes is elected MP for that area.

The party which wins the most seats in Parliament forms the Government. Its leader becomes the Prime Minister. His first job is to choose his Cabinet. The Prime Minister usually takes policy decisions with the agreement of the Cabinet.

The functions of the House of Commons are legislation and scrutiny of government activities. The House of Commons is presided over by the Speaker. The Speaker is appointed by the Government.

The House of Lords comprises about 1,200 peers. It is presided by the Lord Chancellor. The House of Lords has no real power. It acts rather as an advisory council. It's in the House of Commons that new bills are introduced and debated. If the majority of the members are in favour of a bill, it goes to the House of Lords to be debated. The House of Lords has the right to reject a new bill twice.

But after two rejections they are obliged to accept it. And finally a bill goes to the monarch to be signed. Only then it becomes law.

Parliament is responsible for British national policy. Local governments are responsible for organizing of education, police and many others.

Практическое занятие №6

Тема: «Дифференциальные признаки глаголов в Future in Past. Правительство США».

Цель:

- обобщение и систематизация материала по теме «Дифференциальные признаки глаголов в Future in Past»;
- сформировать умения употреблять в речи в Future in Past Tense

Пояснения по грамматической теме

Что такое Future in the Past Simple?

В английском языке будущее в прошедшем не выделяется в отдельную группу времен. Англоязычные пособия предлагают изучать Future in the Past в контексте согласования времен. О глаголе would (форма will) речь также заходит в тех ситуациях, когда разбирается косвенная речь: *I said I would give him some money (Я сказал, что дам ему немного денег)*. Однако в русских учебниках зачастую говорят о будущем в прошедшем как об отдельной группе времен, куда

входят Future Simple in the Past , Future Perfect in the Past, Future Continuous in the Past и Future Perfect Continuous in the Past.

Все четыре вышеназванных времени используются для того, чтобы подчеркнуть, что действие, которое мы помещаем в придаточное предложение, случится позже, чем главное действие в прошлом.

Например, *My friend hoped that you would miss this party* (Мой друг надеялся, что ты пропустишь эту вечеринку) . В представленном примере глагол «надеялся» случится раньше, чем человек, о котором идет речь, пропустит или не пропустит вечеринку.

Примечательно, что Future in the Past в обязательном порядке предполагает наличие в главном предложении глагола в Past Simple. При несоблюдении этого правила ни о каком будущем времени в прошедшем речи быть не может. Важно также упомянуть, что Future in the Past часто употребляется после глаголов говорения (say, tell) или же после глаголов чувств и знаний (hope — надеяться, believe — верить, know — знать, think — думать и т. п.).

I thought you would not visit me. — Я думал, ты не наведишь меня.

Правила образования Будущего в Прошедшем

Будущее прошедшее время в английском языке, как мы уже говорили, используется в придаточном предложении. Для его образования нам всегда нужен вспомогательный глагол would. В первом лице (я, мы) иногда также можно встретить should. Однако would все-таки предпочтительнее. Таким образом, базовая схема образования Future in the Past выглядит следующим образом:

Подлежащее + Would + смысловой глагол.

Jane said she would meet with him. — Джейн сказала, что встретится с ним.

Поскольку это время употребляется исключительно в придаточных предложениях, сложно представить применение вопросительных конструкций в Future in the Past. Однако вопрос можно выразить при помощи союза if:

I asked him if he would come tomorrow. — Я спросил его, придет ли он завтра.

Отрицательная конструкция в Future in the Past создается посредством добавления к вспомогательному глаголу would частицы not.

Jane said she would not meet with him. — Джейн сказала, что не встретится с ним.

Практические задания

Переведите предложение на русский язык. Выберите правильный вариант.

1. Ann said that she... there the next month.

would have gone away

would go away

will go away

went away

2. The chief asked them if they... in that project.

would take part

take part

will take part

would have been taken part

3. The guy said that by the time his friend... them up they... for two hours.

picks, will have been walking

picked, would have been walking
 would pick, would have walked
 would have picked, would be walked

4. He knew Mary... next Monday.

would pack
 would be packing
 will have packed
 would pack

5. The student said he... the text-book by the time the librarian... him to give it back.

will read, would ask
 would have been reading, ask
 would have read, asked
 will have read, shall ask

6. The girl said that she... French lessons twice a week.

would be taking
 would take
 would have taken
 will have been taking

7. He said that his friend... by 9 o'clock.

would come
 would have come
 will come
 would be coming

8. We were sure that you... late.

would have been
 will be
 would be being
 would be

9. We knew that Ann... from her trip the next month.

will return
 would have returned
 would return
 would be returning

10. We decided that we... to Paris on holidays.

will go
 would be going
 would go
 will have gone

11. The guy knew his aunt... him any money.

will not lend
 would not lend
 would be lending
 lends

12. I was sure that after midnight they all

would be sleeping
 would sleep

would have slept

would have been sleeping

13. His teacher was almost sure the student... all the exams.

would be passing

would have passed

will have been passing

would pass

14. I was sure that Kate... by the time I

comes, have arrived

came, would arrive

will have come, arrive

would have come, arrived

15. The employee says that he... on business next week.

will go away

will be going away

would have gone

would have been going away

16. Our teacher is almost sure we... our exams.

would pass

will be passing

will pass

would have passed

17. The guide has said that he... at 7 o'clock.

would come back

will come back

would have come back

will have come back

18. I thought the manager... everything by our arrival, but I... wrong.

will prepare, am

would have prepared, was

would have been preparing, have been

will have prepared, had been

19. The student explains that she... German lessons twice a week.

would take

will take

would be taking

will be taking

20. The manager knows that the chief... next month.

would return

will return

would be returning

will have returned

21. My friend has assured me he... the book by the time I... him to give it back.

would have read, asked

will have read, ask

would have been reading, had asked

will have read, have asked

22. He assures me that he... the book by the time I... him to give it back.

will have read, ask

would have been reading, asked

will read, asked

will have been reading, ask

23. Our new friend promised he... to see us when he... in London.

came, is

would come, was

comes, would be

will come, has been

24. This employee has just said that he... on business to the USA next summer.

would go

will go

goes

went

25. The employee said that he... to the USA the next summer.

will go

will be going

would go

goes

7. Переведите текст на русский язык

The USA is a **presidential republic**.

The legislative branch of the US Government, or the Congress, represents all of the American states. It consists of two parts: the House of Representatives and the Senate. Each state has two senators, who are elected every 6 years. A senator must be at least 30 years old, a citizen of the United States for 9 years, and live in the state she or he will represent. A representative must be at least 25 years old, a citizen for 7 years, and live in the state.

The job of the Congress is to **make laws**. The President can **veto a bill**. The Congress can **pass the law** anyway if it **gets a two-thirds majority vote**. The Congress can also **declare war**. The House of Representatives can also **impeach the President**. This means that the House can **charge the President with a crime**. In this case, the Senate will **put the President on trial**. The Senate **votes to approve the justices** that the President **appoints to the Supreme Court**.

The executive branch of the government puts the country's laws into effect. The President of the United States is a member of the executive branch. The President must be at least 35 years old, and **be a natural citizen of the USA**. In addition, he must have lived in the US for at least 14 years, and **be a civilian**. The President is elected every four years and cannot **serve more than two terms**. **The Vice-President** of the USA is president of the Senate. When the President receives a bill from the Congress, he must **sign** it, and then the bill becomes a law. However, if he disagrees with the law, he can veto it. The President can also ask the Congress to declare war. He also appoints the justices to the Supreme Court. He must do his job according to the Constitution, or he may be impeached.

The judicial branch of the government is the **system of courts** in the United States. Its job is **to enforce laws**. The Supreme Court is the highest court in the country. It consists of 9 **justices**: one **Chief Justice** and 8 **associate justices**. The President appoints the justices, but the Senate must approve them. The justices **are appointed for life**. The Supreme Court makes sure that people **obey the laws**. The Supreme Court can also decide if a law is **constitutional**, that is, if it is in agreement with the Constitution. The judicial branch works together with the legislative and executive branches **to protect the Constitution and the rights of people**.

Практическое занятие №7

Тема: «Признаки инфинитива в инфинитивных оборотах и способы передачи их значений».

Цель:

- научиться различать виды инфинитивных оборотов и передавать их значения;
- определять признаки инфинитива.

Пояснения по грамматической теме

Инфинитив (неопределённая форма глагола) представляет собой неличную глагольную форму, которая только называет действие, не указывая ни лица, ни числа. Инфинитив отвечает на вопросы *что делать? Что сделать?*

Образование форм инфинитива

1. Indefinite Infinitive Active – to ask – является единственной простой формой инфинитива. В этой форме глаголы даются в словарях (без частицы to). Все остальные формы инфинитива являются сложными.
2. Continuous Infinitive Active образуется при помощи вспомогательного глагола to be и формы Present Participle смыслового глагола: to be asking.
3. Perfect Infinitive Active при помощи вспомогательного глагола to have и формы Past Participle смыслового глагола: to have asked.
4. Perfect Continuous Infinitive Active образуется при помощи Perfect Infinitive вспомогательного глагола to be – to have been – и формы Present Participle смыслового глагола: to have been asking.
5. Indefinite Infinitive Passive образуется при помощи вспомогательного глагола to be и формы Past Participle смыслового глагола: to be asked.
6. Perfect Infinitive Passive образуется при помощи Perfect Infinitive вспомогательного глагола to be – to have been – и формы Past Participle смыслового глагола: to have been asked.

7. Отрицательная частица *not* ставится перед инфинитивом: *not to ask*, *not to be asked* и т.д.

Практические задания

1. Замените придаточные предложения инфинитивными оборотами.

EXAMPLE: He is so old that he cannot skate. He is **too old to skate**.

1. The problem is so difficult that it is impossible to solve it. 2. The box is so heavy that nobody can carry it. 3. The baby is so little that it cannot walk. 4. He is so weak that he cannot lift this weight. 5. She is so busy that she cannot talk with you. 6. She was so inattentive that she did not notice the mistake. 7. The rule was so difficult that they did not understand it. 8. He was so stupid that he did not see the joke. 9. She has got so fat that she cannot wear this dress now. 10. The accident was so terrible that I don't want to talk about it. 11. They were so empty-headed that they could not learn a single thing. 12. The window was so dirty that they could not see through it. 13. She was so foolish that she could not understand my explanation. 14. I have very little wool: it won't make a sweater.

2. Переведите на английский язык, употребляя застывшие словосочетания с инфинитивом.

1. Мягко выражаясь, она была невежлива. 2. Ваша работа оставляет желать лучшего. 3. Сказать по правде, я не люблю бокс. 4. Вашей сестре трудно угодить. 5. Начнем с того, что я занят. 6. На него было приятно смотреть. 7. Короче говоря, он не сдал экзамен. 8. Мы все были рады, не говоря уже о маме: она сказала, что это самый счастливый день в ее жизни. 9. Твое сочинение оставляет желать лучшего. 10. Это очень странно, по меньшей мере. 11. Для начала, она открыла все окна. 12. С моим соседом трудно иметь дело. 13. По правде говоря, я очень устал. 14. Его поведение оставляет желать лучшего. 15. Мягко выражаясь, вы меня удивили. 16. На этих детей приятно посмотреть. 17. Короче говоря, они поженились. 18. Самая известная книга Джерома — «Трое в лодке, не считая собаки.» 19. Вам трудно угодить. 20. По меньшей мере, мы были удивлены.

3. Переведите на английский язык, употребляя застывшие словосочетания с инфинитивом.

1. Чтобы получить хорошую оценку, вы должны упорно поработать. 2. С ней трудно иметь дело. 3. Начнем с того, что он болен. 4. Чтобы читать Диккенса в оригинале, вы должны хорошо знать язык. 5. Мягко выражаясь, он не прав. 6. Чтобы успеть на этот поезд, вы должны поторопиться. 7. Книга оставляет желать лучшего. 8. Сказать по правде, мне это не нравится. 9. Им нечего смотреть по телевизору. 10. Короче говоря, он не готов к экзамену. 11. Дима Билан был первым в России, кто выиграл Евровидение. 12. Чтобы перевести эту статью, вы должны воспользоваться словарем. 13. Ему было не с кем обсудить эту проблему. 14. Вчера Катя пришла в школу последней.

4. Определите функцию инфинитива в предложении

1. He advised us **to spend** a night in the basement.
2. You can **leave** any time.
3. We began **to work** on the problem.

4. The tourists made a fire **to warm** up the kettle.
5. It is great fun **to swim** with dolphins.
6. The police asked us **to tell** what we saw.
7. The two lovers went out so as **to listen** to nightingales.
8. I am too old **to make** such journeys.
9. **To walk** every day is good for health.
10. We are so happy **to visit** him on weekends.

5. Определите функцию инфинитива в предложении

11. He advised us **to spend** a night in the basement.
12. You can **leave** any time.
13. We began **to work** on the problem.
14. The tourists made a fire **to warm** up the kettle.
15. It is great fun **to swim** with dolphins.
16. The police asked us **to tell** what we saw.
17. The two lovers went out so as **to listen** to nightingales.
18. I am too old **to make** such journeys.
19. **To walk** every day is good for health.
20. We are so happy **to visit** him on weekends.

Практическое занятие №8

Тема: «Признаки и значения слов и словосочетаний с формами на -ing».

Цель:

- научиться различать виды и значения слов и словосочетаний с формами на -ing;
- определять признаки слов и словосочетаний с формами на -ing.

Пояснения по грамматической теме

Окончание ing

Окончание -ing у глаголов служит для образования некоторых форм причастия (Participle), которое также используется в качестве глагольной формы времен Continuous, и формы Gerund. -Ing также может выступать в роли суффикса для образования существительных и прилагательных. После добавления окончания -ing изменяется значение слова с ответа на вопрос «Что делать?» на «Что? Какой? Как?».

being – будучи

crying – плач, плачущий, плача

having – имеющий, имея

swimming – плавание, плавающий, плава

to be – быть

to cry – плакать

to have – иметь

to swim – плавать

При добавлении окончания -ing к глаголам есть несколько частных случаев, которые перечислены ниже. Если глагол не попадает ни под одно из этих правил, то

достаточно просто добавить -ing к первой форме глагола без каких-либо преобразований.

trying – старания, старающийся, стараясь

breaking – ломая, ломающий, ломание

finishing – заканчивая, заканчивающий

crouching – притаившись, ползущий, присевший

to try – попробовать, пытаться

to break – ломать

to finish – заканчивать

to crouch – присесть, пригнуться

Непроизносимая «е»

Если глагол заканчивается на непроизносимую букву «е», то она выпадает. Если звук [е] произносится, то буква «е» остается.

«е» не произносится

to make → making

to take → taking

to forgive → forgiving

to write → writing

«е» произносится

to agree → agreeing

to free → freeing

to pee → peeing

to fee → feeing

Окончание -ie меняется на -y

Если глагол заканчивается на сочетание букв «ie», то при прибавлении -ing суффикс -ie меняется на букву «y».

to die → dying

to lie → lying

to tie → tying

Буква «y» сохраняется

Если глагол заканчивается на букву «y», то она не изменяется при добавлении окончания -ing, в отличие от добавления окончания -ed.

to carry → carrying

to study → studying

to play → playing

to try → trying

to say → saying

to worry → worrying

Удвоение согласных

Удвоение происходит при добавлении -ing, если глагол заканчивается на одну согласную букву, перед которой есть ударный гласный звук.

to get → getting

to hit → hitting

to run → running

to occur → occurring

to refer → referring

to begin → beginning

to stop → stopping

to forget → forgetting

При добавлении -ing удвоение согласных не происходит, если ударение стоит не на предстоящем гласном звуке, или предстоящий – это долгий гласный звук (диграф).

open → opening

order → ordering

remember → remembering

feel → feeling

cool → cooling

read → reading

Конечная буква «х» не удваивается, потому что эта буква передает сразу два звука [ks] или [gz]. Также не удваивается конечная буква «w».

Практические задания

1. Поставьте глаголы в скобках в правильную форму (-ing форма (герундий)) или инфинитив (с или без to).

1. His mother always tells him (study) hard.
2. Does she know how (play) this game?
3. You need (say) sorry to your mother.
4. Do you fancy (go) out tonight?
5. You must (visit) your grandma at hospital.
6. I've never been to a language camp but I'd like (go) one day.

2. Поставьте глаголы в скобках в правильную форму (-ing форма (герундий)) или инфинитив (с или без to).

1. You should avoid (have) an argument with your mother.
2. Let me (stay) up a little longer. I don't want to come back in empty house.
3. The attic needs (paint).
4. They didn't let us (leave) the room.
5. She's not old enough (drive) a car.
6. Take a deep breath (feel) better.
7. I can't stand (watch) stupid videos.
8. My parents made me (stay) at home.
9. Will you help me (repair) this toy?
10. It's not worth (try) to spend your time on him.
11. You should (be) very careful when you cross the street.
12. He was advised (report) about the accident to the police.
13. I can't wait (tell) you the good news.
14. She can't stand (be/told) lies.
15. I don't mind (help) you with the homework.

3. Поставьте глаголы в скобках в правильную форму (-ing форма (герундий)) или инфинитив (с или без to).

1. I'm hungry! How about (order) a pizza?
2. I would like (be) a musician when I'm older.
3. Her mother made her (tell) where she had been last night.
4. It's too late (apply) for the job. They've already found a teacher.
5. I love (play) board games with my family.

6. He went to the gym without (eat) any dinner.
 7. It was very unusual for our teacher (shout) like that.
 8. There's no point in (do) this.
 9. I'd love (see) your rabbit!
 10. Bill keeps (forget) to do his chores.
 11. You must (go) with her.
 12. Do you fancy (go) to the cinema now?
4. Поставьте глаголы в скобках в правильную форму (-ing форма (герундий)) или инфинитив (с или без to).
1. She didn't mean (be) rude. It was just a joke.
 2. Dieting means (be) very careful about food.
 3. I remember (put) my wallet in my bag before I left home.
 4. Did you remember (buy) some milk?
 5. He went on (type) his report until the morning.
 6. After Jane had completed her Italian course she went on (improve) her Spanish.
 7. Why don't you try (drink) not so much coffee?
 8. I tried (open) the door but I couldn't.
 9. We regret (tell) you that you have not been selected for the team.
 10. Sam regretted (tell) his best friend lies.
 11. Children had been playing for quite a while before they stopped (have) dinner.
 12. She's been having trouble sleeping lately so she's (have) coffee in the afternoon.
 13. I hate (bother) you, but may I ask you to help me?
 14. I hate (cause) you so much trouble.
 15. I will never forget (meet) you for the first time.
 16. Tom forgot (buy) milk.

Практическое занятие №9

Тема: «Кабели».

Цель: уметь переводить технические термины.

Практические задания

CABLES

1. Practise the following words from the text:

part [pa:t]	часть	to put (put, put)	класть
wire [waɪə]	провода, провод	pair [peə]	пара
to carry ['kæri]	нести	con'ductor	проводник
'copper	медь	circuit ['sə:ktɪ]	цепь, контур
cable	кабель	thus	таким образом
to con'sist of	состоять из	main	главный

2. Read and translate the following word combinations:

copper wire conductors; modern power plant; insulated circuit of transmission line; a

number of metallic cables; main parts of insulated conductors; thick wire conductors

3. Translate the following words without a dictionary:

metallic, basic, metal, element, line, to form, local, cement, temperature

4. Translate the following sentences:

1. The transmission line may consist of ...

- thick wires.
- long and thick copper cables.
- numerous metallic conductors.

2. Thick cables...

- carry electric power.
- form the main part of the line.
- carry electric current.

5. Read and translate the questions. Find answers to the questions in the text:

1. What is the main part of the transmission line?
2. What parts does one pair consists of?

TEXT

Electric power is generated at power plants and it must be transmitted to other parts of the country. How is current transmitted to these parts? Thick wires carry electric power over long distances. The wires are not always made of copper, often they are made of other metals. A number of wires put together form one thick cable. A cable consists of a number of wires put together and a pair consists of two insulated conductors forming a metallic circuit.

Thus the basic transmission element of communication is a long transmission line, and a cable is the main part of this line.

Практическое занятие №10

Тема: «Прокладка кабеля».

Цель: уметь переводить технические термины.

Практические задания

CABLE LAYING

1. Practise the following words and word combinations from the text:

to lay (laid, laid) прокладывать	'possible	возможный
direct [di'rekt] прямой	low [lou]	низкий
ground [graund] земля	damage ['dæmɪdʒ]	повреждение
duct канал	to take place (took, taken)	иметь место
pro'tection защита	to 'operate	действовать
advantage [əd'va:ntɪdʒ]		преимущества

2. Translate the following word combinations:

Cables laid directly; cable paper damage; cables drawn into ducts; cables warmed before laying; direct corrosion protection; faulty cables

3. Translate the following sentences:

1. Cables may be...

-laid directly.

-buried directly in the ground.

-drawn into ducts.

2. Cables are protected...

-against corrosion.

-against low and high temperatures.

3. Faulty cables...

-are inefficient.

-stop operating.

4. Direct laying...

-is (im)possible in cities.

-has a number of disadvantages.

-is cheap.

4. Translate the following sentences. Mind 'no':

1. There is no electricity in the circuit. 2. No charges can move through an open circuit.

3. No material is a perfect conductor of electricity. 4. No cable is used without protection.

5. No apparatus has only advantages. 6. No city has cables laid directly.

5. Read and translate the questions. Find answers to the questions in the text:

1. What types of cables must have protection against corrosion? 2. Has direct laying only advantages? What are the disadvantages of it? 3. Is it possible to use direct laying in cities?

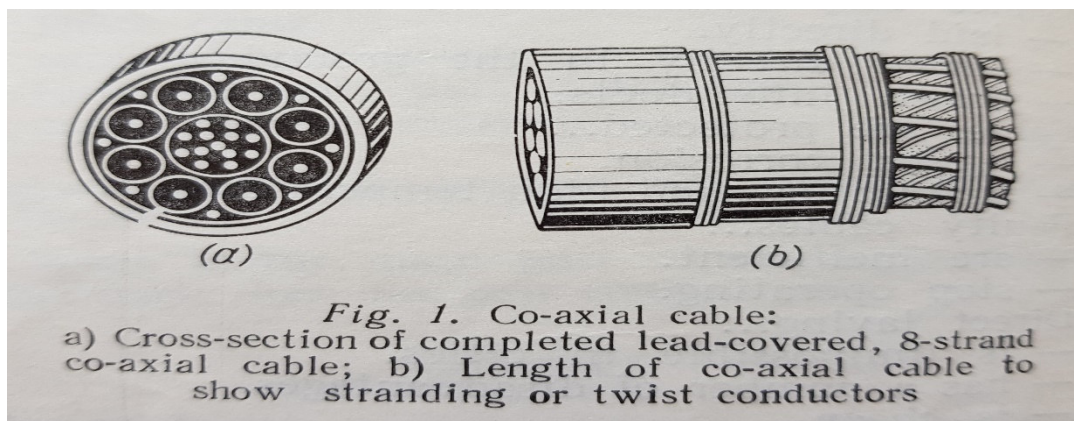
4. Why are faulty cables inefficient?

TEXT

Cables may be laid directly, that is buried directly in the ground, or drawn into ducts already laid. Cables laid directly in the ground must always have some protection against corrosion.

Direct laying is cheaper but it has a disadvantage: a cable laid directly cannot be taken out. In cities it is not possible to use direct laying and cables must be laid in ducts.

In tunnels and subways cables are put on the walls on hangers. In cold weather cables must be kept warm or warmed before laying. No cable must be laid when the temperature is low because damage to the cable papers will take place. Faulty cables stop operating.



Практическое занятие №11

Тема: «Полиэтиленовая обертка кабеля».

Цель: уметь переводить технические термины.

Практические задания

POLYTHENE CABLES

1. Practise the following words from the text:

both ... and	как ... так и	to reduce [rɪ'dju:s]	сокращать
sheath	оболочка	to lead (led, led)	вести
lead [led]	свинец	'network	сеть
core	сердцевина	property ['prɒpəti]	свойство
while	в то время как		

2. Read and translate the following word combinations:

Lead –sheathed cables; asbestos-cement ducts; long –length cabling; local line network; lead-sheathed paper-core cables; co-axial cables of reduced length; a great number of joints

3. Translate the following sentences:

- Modern cables have...
 - polythene insulation.
 - natural polythene sheaths.
- Properties of modern cables...
 - are being improved by the use of polythene.
- The number of joints...
 - is the same.
 - is reduced.
- Polythene cables...
 - have only advantages.
 - have both advantages and disadvantages.
 - are not damaged by corrosion.

- are used to longer lengths than lead covered cables.
- are used in local line network.

4. Read and translate the following questions. Find answers to the questions in the text

1. May polythene be used for producing a sheath? 2. What advantages have polythene cables? 3. Why is "long-length cabling" popular?

TEXT

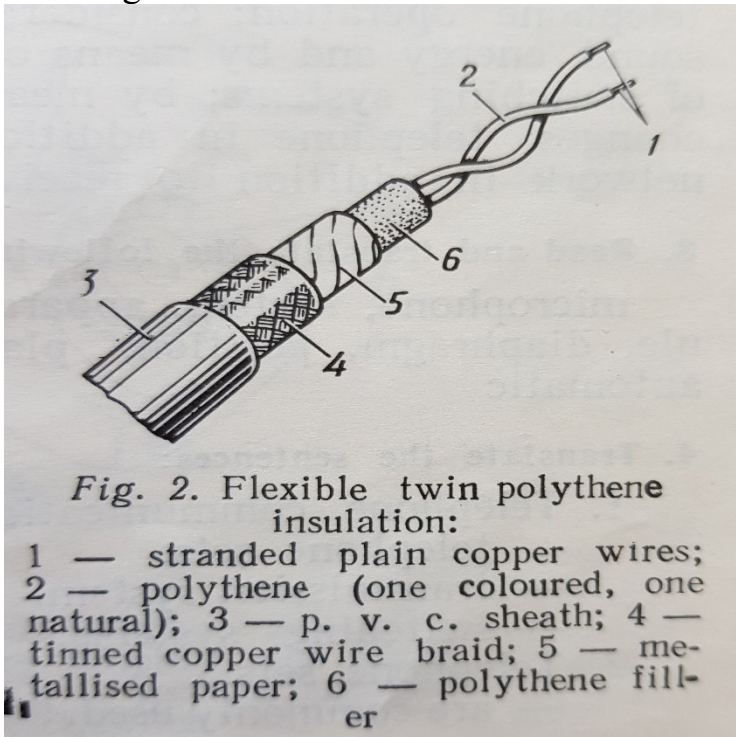
In a polythene cable polythene may be used for both a conductor insulation and a sheath.

There are two types of polythene cables: the one having polythene insulation for the conductors and the other having paper insulation as used in lead-sheathed paper-core cables. Cables including 100 pairs and more have natural polythene sheaths.

Polythene cables were produced after World War II and have a number of advantage over the lead –sheathed cables. For example, they may be laid directly in the group without ducts, while lead –sheathed cables are usually laid in asbestos-cement ducts. Polythene cables are not damaged by corrosion as lead –sheathed cables are. They can be, when put into ducts, used in much longer lengths than lead-covered cables. Thus, the number of joints used in laying is reduced. This process is very popular. It is known as 'long-length cabling'.

Numerous advantages of polythene cables have led to their use in local line networks.

Since 1921 a large number of co-axial cables of different and often increasing length have been made and laid. Their properties were improved by the use of polythene as an insulating material.



Практическое занятие №12

Тема: «Телефон, телеграф».

Цель: уметь переводить технические термины.

Практические задания
TELEPHONE

In this chapter you will read about the telephone, its construction, its operation, and its use.

1. Practice the following words and word combination from the text:

Speech [spi:tʃ]	речь	To add	добавлять
Considerable [kən'sɪdərəbl]	значительный	In addition to	в добавлении к
To switch	переключать	Receiver [ri'si:və]	слуховая трубка
By means of	при помощи	To re'ceive	получать, принимать
To change [tʃeɪndʒ]	изменять	End	конец
Any зд. Любой		Sound [saund]	звук

2. Read and translate the following word combination:

Speech and sound transmission; telephone equipment; telephone operation; considerable changes; by means of sound energy and by means of electric waves; by means of switching systems; by means of a telephone set; any changes; telephone in addition to microphone; electric network in addition to receivers

3. Read and translate the following words without a dictionary:

Microphone, system, apparatus, press, constant, granule, diaphragm, position, plastic, vibrate, limit, mile, automatic

4. Translate the sentences:

- Telephone communication includes...
 - telephone sets.
 - transmission system.
 - switching system.
- Telephone sets...
 - are commonly used.
 - change sound energy into electric waves.
 - include a number of elements.
- Sounds are reproduced...
 - by means of a telephone set.
 - over considerable distances.
- The receiver includes...
 - a telephone.
 - both a telephone and a microphone.

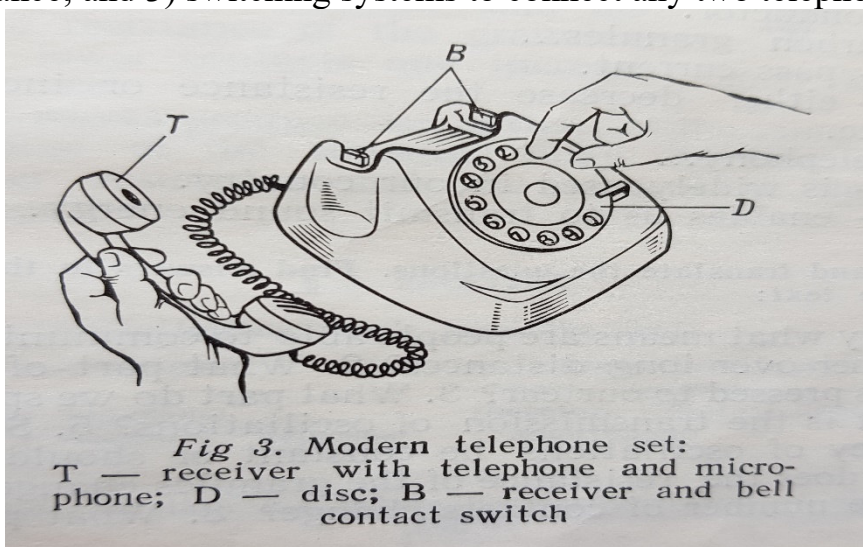
5. Read and translate the questions. Find answers to the questions in the text:

1. By what means is speech transmitted over a distance? 2. By what means are electric waves carried over a distance? 3. By what means are two telephone sets connected? 4. What parts does a telephone set include? 5. What parts does a telephone receiver include? 6. What parts are linked to a common circuit? 7. What device is used for reproducing sounds over considerable distances?

TEXT

Telephony is the transmitting of speech over a considerable distance by means of electric current, using wires.

Telephone communication includes: 1) telephone sets to change sound energy into electric waves and back again; 2) transmission systems to carry electric waves over any distance; and 3) switching systems to connect any two telephone sets.



Telephone is a device for reproducing sounds over considerable distances. A telephone set includes a transmitter and an electric network in addition to a receiver. The receiver includes a telephone and a microphone. Both the telephone and microphone are linked to a common circuit with an apparatus at the other end of the line.

Практическое занятие №13

Тема: «Передатчик, ресивер».

Цель: уметь переводить технические термины.

Практические задания

TRANSMITTER

1. Practise the following words and word combinations from the text:

Wide широкий Pressure [ˈpreʃə] давление
 To enable давать возможность To vary [ˈveəri] менять(ся)
 Frequency [ˈfri:kwənsi] частота Either ... or или... или

Carbon [ˈka:bən] углерод, уголь To decrease [di:'kri:s] уменьшать, по-
 низать

To pass [pa:s] проходить Oscillation [ˌɒsɪˈleɪʃn] колебание

2. Read and translate the following word combination:

Transmission of oscillations; frequency of oscillations; microphone housing;
 carbon chamber; carbon granules; insulating spacer; sound pressure

3. Translate the following sentences:

1. The transmitter consists of...
 -a microphone housing, a carbon chamber, a carbon diaphragm, carbon granules, an insulating spacer, and a conductor.
2. Carbon granules...
 -pass current.
 -either decrease the resistance or increase the resistance.
3. Telephone...
 -is widely used in our country.
 -enables us to transmit sound energy.

4. Read and translate the questions. Find answers to the questions in the text:

1. By what means are people able to communicate with each other over long distances? 2. What part of the telephone is pressed to our ear? 3. What part do we speak into? 4. What is the transmission of oscillations? 5. Should the frequency of oscillations be constant or should it vary? 6. How does the resistance of the granules change? 7. How does the number of contacts change? 8. What parts does current pass through? 9. Does the sound pressure vary on the diaphragm vary? 10. What is the frequency of oscillations produced by sound waves?

TEXT

Telephony is widely used in everyday life. By means of a telephone people communicate with each other at a distance of thousands of kilometers. Thus a telephone is a very useful invention. Telephony enables us to transmit sound energy over long-length distances.

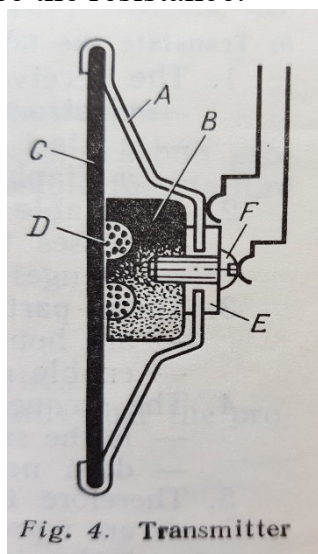
When speaking over a telephone, we press the receiver to our ear. We speak into the microphone or transmitter.

The transmission of sounds over a distance is the transmission of oscillations. The frequency of the transmitted oscillations should be constant.

The microphone or transmitter (Fig.4) consists of microphone housing A, carbon chamber B, carbon diaphragm C, carbon granules D, insulating spacer E, and conductor F.

The current passes through the diaphragm, carbon chamber and carbon granules. The sound pressure on the diaphragm varies the pressure on the granules of carbon. These

granules either make more contacts and decrease the resistance of the granules or make fewer contacts and increase the resistance.



Sound waves produce oscillations of the same frequency as those of the sounding body. At this both the transmitter resistance and the current in the circuit will change.

Практическое занятие №14

Тема: «Защита телефонных линий».

Цель: уметь переводить технические термины.

Практические задания

TELEPHONE SET PROTECTION

1. Practise the following words from the text:

To need	нуждаться	Fuse [fju:z]	предохранитель
Without [wi'daut]	без	To serve [sə:v]	служить, обслуживать

2. Read and translate the following word combinations:

unique protector unit; ground conductor; carbon protector device; power contact current; possible fuse failure

3. Translate the following sentences:

1. Fuses...

- serve as protectors.
- protect the protector blocks.
- are not used with insulated wires.

2. Power contact current may overheat either the protector or its ground part.

3. A protector unit...

- is an important part.
- serves as protection element.

4. Read and translate the questions. Find answers to the questions in the text:

1. Why do need telephone sets need protection?
2. Why is a fuse an important part of a protector block?
3. What parts does the protector unit consist of?
4. What units serve as protection devices?
5. What current may overheat the protector?

TEXT

Lines serving telephone sets may have contacts with power lines or with lightning. Therefore telephone sets and their lines need protection, and protector units serve as protection devices.

Usually a protector unit consists of carbon protector blocks connected between each wire of the line and the ground. Fuses are also used on the protector blocks: they protect protector blocks against power contact currents.

A fuse is an important part of protector blocks; without it power contact currents may overheat the protector or its ground conductor. Sometimes fuses are not used. No fuse is used if the building is served by insulated wires that are connected to metal-sheathed cables on the line pole.

Практическое занятие №15

Тема: «Из истории телефонии».

Цель: уметь переводить технические термины.

Практические задания

FROM THE HISTORY OF TELEPHONE

1. Practise the following words from the text:

To in'vent	изобретать	'complex	сложный
Field [fi:ld]	поле	To separate	['sepəreit] отделять
To induce [in'dju:s]	наводит	Auxiliary [ɔ:g'ziljəri]	вспомогательный
To cause [kɔ:z]	вызывать, причинять	'switchboard	коммутатор
O'iginal	первоначальный	Trunk	телефонная связь

2. Read and translate the following words without a dictionary:

Automatic, problem, limit, mile, central, system, local

3. Read and translate the following word combinations:

simple and complex units; complex devices; interconnection problem; long-distance offices; intercity transmission lines; automatic switchboards; connecting trunk; auxiliary equipment; new and original sounds

4. Translate the following sentences:

1. The first telephone...

-was invented in the 19th century.

-had a very simple construction had only two main parts.

2. The telephone of later construction...

-was more complex.

-had the main and auxiliary parts.

- had separate transmitters and receivers.

-was linked to the switchboard.

3. Sound waves...

-strike the diaphragm.

-cause the diaphragm to vibrate.

-pass to the other telephone.

4. Today telephone connection service uses...

- dial switching systems.

- connecting trunks.

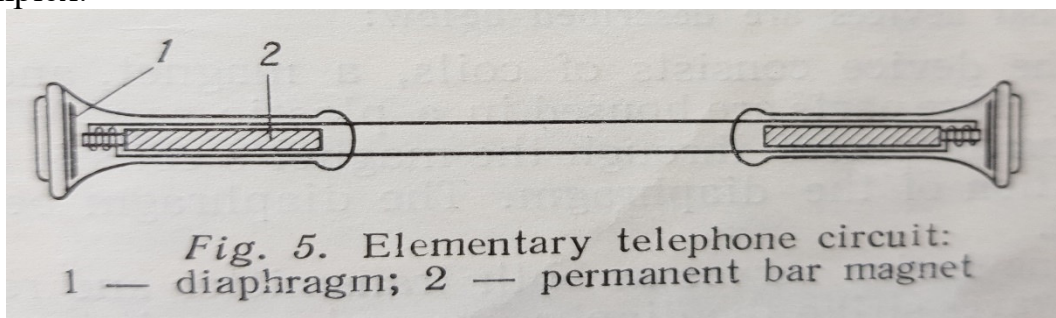
5. Read and translate the questions. Find answers to the questions in the text:

1. What was the construction of the first telephone? 2. What was the construction of the later telephones? 3. By what devices are central offices connected to long- distance offices? 4. For what kind of telephone service are dial switching systems used?

TEXT

The telephone was invented in 1876. Speech transmission in those days was limited to a distance of a few miles. The construction of the first telephone was very simple: a wire with a ground provided the connection. The main parts were a transmitter and a receiver. Sound waves strike the diaphragm and cause it to vibrate. The vibration of the diaphragm changes the magnetic field and induces electric waves of varying voltage and current. These waves pass to the distant telephone where the changes produced in the magnetic field cause the diaphragm to reproduce the original sound.

Later development of the telephone changed its construction, it became more complex.



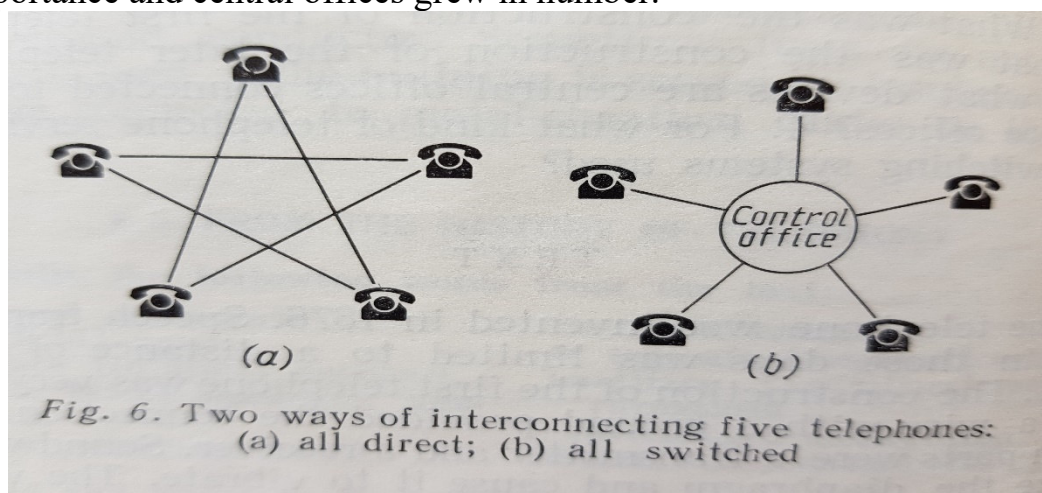
*Fig. 5. Elementary telephone circuit:
1 — diaphragm; 2 — permanent bar magnet*

Transmitters and receivers were separated. Auxiliary elements were used in its circuit to provide for better transmission of speech.

The need to connect any two of a large number of telephone sets led to the development of a switchboard in 1878. The advantage of a central switching office with a switchboard was very great.

In 1889 telephone sets were interconnected automatically. Further development improved the switching system and more and more complex telephone constructions were used.

The number of telephones to be interconnected increased and large cities needed more switchboard offices. There-fore the interconnection problem was of great importance and central offices grew in number.



Today central offices are connected to long-distance offices by connecting trunks. Long-distance offices are interconnected by intercity trunks.

Dial switching systems are now used in most countries of the world for local service and in many countries for intercity service.

6. Say what devices are described below:

1. The device consists of coils, a magnet, and a diaphragm. These parts are housed in a plastic cap. When variable current passes through the magnet's coils it changes the position of the diaphragm. The diaphragm begins to oscillate. 2. One device serves as both transmitter and receiver. Sound waves strike the diaphragm and cause it to vibrate. These vibrations change the magnetic field. In this way electric waves of varying voltage are induced. Changes induced in the magnetic field cause the diaphragm to reproduce the original sound.

Практическое занятие №16

Тема: «Радио».

Цель: уметь переводить технические термины.

Практические задания

1. Practise the following words from the text:

‘transfer передача to ‘travel распространяться

Since так как space пространство

Necessary [ˈnesɪsəri] необходимый speed скорость

Amplifier [ˈæmplifaɪə] усилитель to ‘differ (from) отличаться (от)

2. Read and translate the following word combination:

high and low frequency energy; necessary amplifier parts; bad reception; oscillatory circuits; changing wave direction; wave modulation

3. Read and translate the following words without a dictionary:

amplitude, crystal, station, plan, operation, idea, cycle, variant

4. Read and translate the following sentences:

1. The necessary components of a transmitter are a high-frequency oscillator, an amplifier, and electron tubes.

2. Electron tubes...

-amplify currents.

- give greater transmitting range

- give better reception.

3. A receiver...

- receives high-frequency energy.

- demodulates high-frequency energy.

4. Radio waves...

-travel through space.

-travel at high speed.

-differ from other wave forms.

-travel in different directions

5. Read and translate the questions. Find answers to the questions in the text:

1. Which device produces high-frequency energy? 2. Which device receives radio waves? 3. What necessary components has radio? 4. What are the parts of a transmitter?

TEXT

Radio communication is the transfer of high-frequency energy from the transmitter to the receiver without wires.

Radio is a device that transmits and receives signals and programs by electromagnetic waves. Since the process of radio communication includes transmission and reception of signals, the necessary components of radio are a transmitter and a receiver.

The transmitter is a device that produces radio-frequency energy. The main parts of a transmitter are a high-frequency oscillator including an oscillatory circuit and one or a few amplifiers.

The receiver is a device that receives waves sent out by a transmitter. Radio receiver demodulates these waves and they are heard as speech, music, or signals.

Electric oscillations produced in the antenna of the transmitter travel in all directions.

Radio waves are waves of very high frequency; they travel through space at the speed of light. They differ from other wave forms only in frequency (number of vibrations per second).

Практическое занятие №17

Тема: «Полупроводники».

Цель: уметь переводить технические термины.

Практические задания

Практическое занятие №18

Тема: «Высокочастотный сигнал».

Цель: уметь переводить технические термины.

Практические задания

HIGH-FREQUENCY CURRENT

1. Practise the following words from the text:

To flow [flou]	течь	source	источник
To range	колебаться	capacitance [kæ'ræsɪtəns]	емкость
To con'sider	рассматривать	area ['eəriə]	пространство, площадь
Charge [tʃɑ:dʒ]	заряд	to move [mu:v]	двигать(ся)
To store [stɔ:]	накапливаться	plate	пластина

2. Read and translate the following words without a dictionary:

idea, cycle, positive, negative, stationary, construction, apparatus

3. Read and translate the following word combination:

charged and uncharged capacitors; stationary plates; variable capacitor; positive and negative charges; movable plates

4. Translate the following sentences:

1. The smaller is the area of the plates the less is the simpler is its operation the capacitance

2. The simpler is the construction of an apparatus the simple is its operation.

3. The greater is the number of plates the higher is the

4. A charged capacitor...

-is a power source.

-has a potential difference across its plates.

-stores electric energy

5. Alternating current frequency ranges from hundreds to millions of cycles per second.

5. Read and translate the questions. Find answers to the questions in the text:

1. How is a device that stores electric charges called? 2. How is a capacitor with stationary and movable plates called? 3. Why is a charged capacitor a power source?

TEXT

During sound transmission, current flowing in telephone wires changes with the frequency of sound oscillations. The frequency of sound oscillations ranges from 50 to 10,000 cycles. The currents of these frequencies are called audio or low frequency currents.

Radio transmission is based on the use of alternating currents with frequencies of hundreds, thousands and even millions of cycles per second. These currents called high-frequency currents are produced by means of an oscillatory circuit. The oscillatory circuit consists of a coil and a capacitor.

In order to have a general idea about electric oscillations, let us consider a capacitor. It is a device in which electric charges are stored. A simple capacitor consists two metal plates separated by an oscillator. When one of the plates is charged positively and the other negatively, an electric field appears between them

A charged capacitor is a power source since there is a potential difference across its plates. If the plates are connected by a wire, a current will flow in it for some time.

The property of a capacitor to store electric energy is called its capacitance. It is the greater, the greater the area of its plates, and the closer they are to each other.

Variable capacitors are used when the capacitance of a capacitor connected to the circuit should be changed. A variable capacitor consists of a system of stationary and movable plates; when the capacity is changed movable plates enter the spaces between the plates or leave them increasing the capacitance of the device or decreasing it.

Практическое занятие №19

Тема: «Телевизионная система».

Цель: уметь переводить технические термины.

Практические задания

TELEVISION SYSTEM

1. Practise the following words from the text:

Separate ['seprɪt]	отдельный	image	изображение
To em'ploy	использовать	'proper	соответствующий
Channel ['tʃænl(ə)]	канал	aerial ['æəriəl]	антенна
Simultaneous [ˌsim(ə)l'teɪnjəs]	одновременный	To accompany [ə'kmpni]	сопровождать
		carrier ['kæriə]	несущая

2. Read and translate the following words without a dictionary:

Television, camera, impulse, convert, optical, radiate

3. Read and translate the following word combination:

Sound and picture channels; optical images; frequency-modulated transmitter; low-frequency carrier; proper amplification; simultaneous transmission; simultaneously transmitted images and sounds

4. Translate the following sentences:

1. In a television system

- two transmitters are employed.
- the sound accompanies the image
- the optical image is converted into impulses
- proper amplification is necessary

2. The video signal...

- modulates the high-frequency carrier.
- is radiated into space.
- is radiated by the aerial.

3. The sound transmitter is frequency-modulated; the frequency-modulated; sound transmitter is high in use today

4. The picture carrier...

- is amplitude-modulated.
- is the necessary part of the television system.

5. Read and translate the questions. Find answers to the questions in the text:

1. What kind of transmitters is employed in a television system? 2. By what is the image accompanied? 3. What part of the system converts the optical image into electrical impulses? 4. By what element is the video signal radiated into space?

TEXT

In a television system two separate transmitters are employed -one for the sound channel and the other for the picture channel. The sound transmitter is frequency-modulated and simultaneously transmits the sound which accompanies the image. Each transmitter has its own antenna. The image being televised is received by the television camera, which converts electrical impulses into optical impulses. These electrical impulses are amplified by the video or picture amplifier. After proper amplification the video signal modulates the high-frequency carrier of the television transmitter and is radiated into space by the aerial. The picture carrier is amplitude-modulated.

6. Read the article. Translate it using a dictionary. Think of a title to it:

The antenna receives both the amplitude-modulated picture signals and the frequency-modulated sound signals that are transmitted on carriers. The carriers differ in frequency so that they may be separated in the receiver. The signals are passed to the radio-frequency selector, by means of which the necessary station is tuned in. The frequency-modulated signals of the sound channel and the amplitude-modulated signals of the video channel pass from the converter. These signals are amplified and separated by the circuit blocks. They reach the loud speaker and the kinescope, respectively.

Практическое занятие №20

Тема: «Космические коммуникации».

Цель: уметь переводить технические термины.

Практические задания

SPACE COMMUNICATION

1. Practise the following words from the text:

Earth [ə:θ]	Земля, земной шар	'spaceship	корабль
Ve'locity	скорость	exact [ɪg'zækt]	точный
Altitude ['æltɪtju:d]	высота	via ['vaɪə]	через

2. Read and translate the following word combinations:

Orbit, ton, telemetry, ultra-short, signal, mile, radio

3. Translate the following word combinations:

Radio-controlled spaceship, exact altitude, one-way transmitter

4. Translate the following sentences:

1. Modern devices...

- provide space communication.
- enable the cosmonauts to communicate with the Earth.
- show the exact altitude of the spaceship.

2. Two-way radio transmitters...

- operate on ultra-short waves.
- enable the spaceship to send signals.

3. The spaceships...

- travel around the Earth.
- are equipped with radio-transmitters.
- travel at altitudes of more than 100 miles.

5. Translate the questions. Find answers to the questions in the text:

1. At what altitude did the first spaceship travel? 2. At what velocity did it travel? 3. It is equipped? 4. On the waves did the radio transmitters operate?

TEXT

A new era in space communication opened on April 12, 1961, by the Soviet cosmonaut Major Yuri Gagarin-the first man in space. Yuri Gagarin travelled around the Earth at the velocity of 17,000 miles per hour at altitudes ranging from 181 to 327 kilometres. The radio-controlled spaceship named *Vostok* was equipped with two-way radio transmitters operating on short and ultra-short waves. These transmitters enabled the cosmonaut to send signals to the Earth. What was the

cosmonaut's pulse? Temperature? What were the exact altitudes of the space ship? Electronic communications received the answers to these questions via radio, radar, and telemetry.

German Titov was the second Soviet cosmonaut, who on August 6, 1961, rode the spaceship *Vostok 2* seventeen times around the Earth in 25 hours and 11 minutes. German Titov communicated with the Earth by radiophone He travelled at altitudes ranging from 178 to 244 km.

Практическое занятие №21

Тема: «Космический двигатель».

Цель: уметь переводить технические термины.

Практические задания

SPACE VEHICLES

1. Practise the following words from the text:

'nowadays	в наши дни	to design [di'zain]	проектировать
To launch [lɔ:ntʃ]	запускать	to 'follow	следовать за
To re'volve	вращаться	ability [ə'bilɪti]	способность
Vehicle ['vi:ɪkl]	экипаж		

2. Read and translate the following words and word combinations:

- a) atmosphere; collect; telemetry; base; radiation; meteoric, visual
- b) visual information; satellite station; vertical direction; communication relay stations; astronomical observation; space information; meteoric impact
- c) high-altitude rocket; high escape velocity; usual space information; unmanned data collecting ability vehicles; manned ships;

3. What is the Russian for?

Information to be collected; vehicles to be launched into space; vehicles to be used for investigating the Moon unmanned vehicles to be followed by manned ships

4. Translate the following sentences:

1. The first space rocket...

- was launched in a vertical direction.
- was followed by other space vehicles of different design.

2. Space vehicles...

- are launched from the Earth.
- may be manned or unmanned
- have the escape velocity of 7 mi/sec.

3. Earth satellites...

- revolve around the Earth.
- are designed to serve as a base for observation.

5. Read and translate the questions. Find answers to the questions in the text:

1. Where is space vehicles launched from? 2. What type of space vehicle was used first? 3. By what vehicles were the first vehicles followed? 4. By what means do unmanned spaceships transmit their data to the Earth?

TEXT

Nowadays spaceships may be launched from the Earth and return to it; or they may be launched from the Earth and not return to it. They may also be launched from a satellite space station.

The first spaceship was a high-altitude rocket which was launched from the Earth in a vertical direction, passed through the atmosphere into space, and returned to the Earth. During the flight, information on space was collected and transmitted to the Earth by telemetry.

As to the Earth satellites, they are designed to revolve around the Earth. The Earth satellites are used as communication relay stations, or as a base for astronomical observation. Vehicles designed to collect information on space have a very high escape velocity from the Earth: it is about 7 mi/sec.

Lunar vehicles are space vehicles designed to investigate the Moon. They go closely by the Moon and return to the Earth, or land on the Moon.

In addition to the usual space information to be collected and returned to the Earth, such as temperature, radiation, meteoric impact, television is used to send back visual information.

Nowadays both unmanned and manned vehicles are used for space flights; of these unmanned vehicles were used first. They were followed by manned ships with much larger data collecting ability. Mathematically based investigation on space flight was carried out in Russia by K. E. Tsiolkovsky.

Практическое занятие №22

Тема: «Кварцевый механизм радио».

Цель: уметь переводить технические термины.

Практические задания

CRYSTAL RADIO SET

1. Practise the following words from the text:

Audio [ˈɔ:diə]	звуковой,	rectifier [ˈrektɪfaɪə]	выпрямитель
низкий		In 'order to	для того чтобы
Alternating [ˈɔ:ltə:neɪtɪŋ]	пе-	to rectify [ˈrektɪfaɪ]	выпрямлять
ременный		the ... the	чем... тем
To es'tablish	устанавливать		

2. Read and translate the following word combination:

direct and alternating current; rectified current; audio frequency rectified current; constant amplitude signal; radio set operation

3. Translate the sentences:

1. Current in the rectifier...

-is not alternating current.

-is rectified current.

-is audio frequency rectified current.

2. An alternating current...

-should be rectified.

- is established in the microphone.

3. In order to produce oscillations an oscillatory circuit is used.

4. The more energy is received by a radio set the better its operation is.

4. Read and translate the questions. Find answers to the questions in the text:

1. What kind of current is established in the micro- phone and antenna circuits? 2.

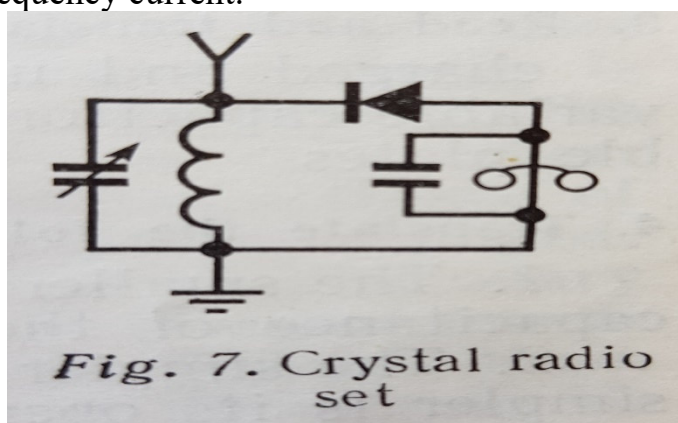
What kind of current produces oscillations? 3. By what means is the antenna grounded?

4. By what means is the transmitted sound reproduced?

TEXT

Radio waves start travelling when a transmitter sends a constant amplitude signal at a very high frequency radio waves are travelling but the transmitter makes sound.

A microphone is connected to the circuit of the transmitting antenna (Fig. 7). When we speak into the microphone its resistance varies with the audio frequency. An alternating current is established in the micro phone and antenna circuits and its frequency is the same as the audio frequency. Oscillations of the same frequency are induced in the antenna and in the oscillatory circuit of a receiver. These oscillations are in fact a high-frequency current.



In order to reproduce the transmitted sound, this current modulated by audio frequency should be sent through a telephone. The high-frequency alternating current cannot pass through the telephone coils. In order to reproduce the transmitted sounds, a detector or rectifier should be connected to the telephone circuit. It passes the current only in one direction. Therefore the current in the rectifier telephone circuits will not be alternating current but rectified current.

The audio frequency rectified current passes through the telephone and produces oscillations. These oscillations will reproduce the sounds produced at the transmitting stations.

The device called a crystal radio set uses the energy induced in the receiving antenna. Its operation will be the better, the more energy is received by its oscillatory circuit. The oscillatory circuit is also provided with a ground. It is important for good operation of the receiver. The antenna should be grounded by means of a switch.

Практическое занятие №23

Тема: «Научно-технический прогресс».

Цель: уметь переводить технические термины.

Практические задания

PEACUFUL EXPLORATION OF OUTER SPACE

1. Practise the following words from the text:

To advance [əd'vɑ:ns]	выдвигать	penetration	проникновение
exploration	исследование	sample ['sɑ:mpl]	образец
condition	условие	'matter	материя, вещество
to create [kri:ei]	создавать	investigation	исследование
utilization	использование	source [sɔ:s]	источник
Moon [mu:n]	Луна	soil	почва
Resource [ri'sɔ:s]	ресурс	task [ta:sk]	задача

2. Read and translate the following word combinations:

outer space; peaceful exploration; lunar resources; lunar matter; lunar soil; solar system penetration; lunar matter samples; solar energy utilization; outer space exploration; new space technologies

3. Translate into Russian. Mind the participles:

programme advanced by the Soviet Union; conditions created for utilization; space studied from the Moon; possibilities considered by experts

4. What is the Russian for?

fundamentally new power engineering; peacefully explored outer space; practically impossible projects; globally considered tasks

5. Translate the following sentences:

1. The Moon's resources...

- are to be explored.
- need further investigation.

2. Expert consider..

- possibilities of using the Moon for penetration into the space.
- possibilities of solar energy investigation.

3. Solar power plants...

- are to generate electric energy.
- are to reflect solar light to the Earth.

6. Read and translate the questions. Find answers to the questions in the text:

1. What has the Soviet Union advanced?
2. Why is it considered necessary to study the Moon and utilize its resources?
3. What problems arose during the study of the samples of the lunar matter?
4. What are the functions of solar power plants on high orbits?

TEXT

The Soviet Union has advanced a programme of peaceful exploration of the outer space till the year 2000. During this period conditions are to be created for the practical development and utilization of the Moon, as a base for flights to other planets. Near and deep space can be studied from the Moon. Moon's study and the development of lunar resources is a necessary stage in penetration into the solar system.

Some problems arose during the study on the Earth of the samples of lunar matter; they need further investigation. What is the source of magnetization of lunar rock? Why do plants in the lunar soil develop better than those in their native earthy soil? Experts consider possibilities of using the Moon and lunar materials in the exploration of near-Earth orbits by manned and automatic systems.

One of the global tasks nowadays is solar energy utilization. Possibilities are considered to set up solar power plants on high orbits. The plants are to generate electric energy and reflect solar light to the Earth. On that basis a fundamentally new power engineering and new space technologies are to be developed. It is practically impossible to carry out such projects without the utilization of lunar resources.

It will be of great benefit for all mankind if different countries co-operate in the peaceful exploration of the outer space.

Практическое занятие №24

Тема: «Дифференцированный зачет».

Цель: уметь переводить технические термины.

Практические задания

1. Translate the sentences. Mind one:

1. The second sputnik was launched about a month after the first one. 2. There are many insulating materials from which one may choose. 3. Some substances are efficient conductors, others -poor ones. 4. One uses special devices to measure current, voltage, and resistance.

2. Translate the sentences. Mind the cases of conversion:

1. A large area was blacked out in the US. 2. Paper- insulated conductors are grouped into cables. 3. The circuit is powered by the AC supply. 4. The design of the system is rather complex. This system is designed for use in airplanes. 5. The signal is inductor-powered. 6. The coded inscription faces the mark on the case. 7. Electric current is a flow of electric charges. 8. Mark the value of resistance, please! 9. The energy of dry cells is used in the system. 10. Dry the wet surface to avoid the electric shock.

3. Mind the meanings of 'time':

1. The experiment was repeated many times. 2. The power radiated as light is almost three times as great as the power radiated as heat. 3. They studied the reaction very carefully because it lasted over a long time. 4. Large turbines have an economy of three or four times that of the units in a small plant. 5. One knows that iron molecules are magnets at all times.

4. Mind modal verbs and their equivalents:

1. The equipment can be used in any climate. 2. The voltage has to be very high if the wires are not thick. 3. The cable is to be used to test electric transmission line. 4. The electric field may be thought of as consisting of a number of lines of force. 5. A number of TV stations are to be linked up into a network. 6. Nowadays one is able to connect power stations into power grids. 7. One should always take safety precautions. 8. Deserts could be turned into gardens by solar energy. 9. The currents should be as small as possible not to melt the wires. 10. One has to separate the wires from the pilons with insulators. 11. One can see that there is no principal difference between iron and copper as conductors. 12. The device is faulty; you cannot rely on the data. 13. The department is to be equipped with modern devices. 14. One should never touch an aluminium cable- the high voltage will drive a heavy current through the body. 15. One may choose among a great many insulating materials.

5. Mind the Passive Voice:

1. The data of faulty devices cannot be relied upon. 2. As the current was flowing through the circuit heat was being produced in it. 3. When the two conductors are separated by an insulator they have some capacity. 4. If thin wires were used in the device they would get hot or melt. 5. The results of the experiment are referred to in the article.

6. Distinguish between the predicates and the participles:

1. A radio locating apparatus is called radar. 2. Receiver provided with five transistors was installed in the lab. 3. Wires made of copper are not in common use. 4. Thirty wires put together form one thick cable. 5. The energy lost in the capacitor appears in the form of heat being generated in the dielectric. 6. The grade of aluminium employed has 99.5 % purity. 7. Modern methods discussed at the conference included space communication. 8. The parallel-connected coils are to be used in the new device. 9. The methods used nowadays are very effective. 10. The faults determined are to be eliminated. 11. A charged capacitor becomes a power source.

7. Translate the sentences into Russian. Mind negative constructions:

1. The people in the USSR pay no fee for education. 2. No charges can move in an open circuit. 3. Nothing less than a map of the Universe is planned by

the research.

4. No special requirements are demanded in this case. 5. A current which does not change its polarity is called a direct current.

8. Mind verbals:

1. I. Newton thought of making an astronomical telescope. 2. To magnetize a body requires some energy. 3. To organize international exchange of information, the International Telecommunication Union (ITU) was founded in 1895. 4. The problem to be worked at is interplanetary travel. 5. Ships are equipped with radar sets helping them to orientate. 6. To build the power plant near Northfield (USA) three miles of tunnels were drilled. 7. Copper conductors covered with insulating paper are used for producing underground cables. 8. They detected charges moving through the circuit. 9. The motors should be prevented from overheating. 10. For measuring the atmospheric pressure a barometer is used. 11. Earthing is of great importance in all electrical systems. 12. Heating resulted in demagnetization. 13. The distance to be covered equals 10 miles. 14. A way of transmitting Morse code signals was found by A. Popov. 15. The readings of faulty devices cannot be relied upon. 16. Not to lose power, wires should be thick. 17. By talking into the microphone the diaphragm inside moves back and forth. 18. The method should be used for measuring the distance and determining the faults in the cables. 19. T. Edison invented a method of sending four messages over the same line. 20. Paper- insulated lead-covered cables are highly in use nowadays.

9. Mind verbal constructions:

1. Radio communication is known to have no limits nowadays. 2. The circuit is said to be open when no charges can move through it due to a break. 3. The circuit is said to be closed when no break exists. 4. One knows every battery to have two terminals. 5. The magnet being broken in two, two magnets appeared. 6. The current flowing through the circuit, heat starts being produced. 7. We know small powerful magnets to be used in medicine. 8. One knows silver and copper to be very good conductors. 9. Mica is known to be used as a dielectric because of its having high voltage strength. 10. Other factors being constant, the current is known to be directly proportional to conductivity. 11. Copper being much cheaper than silver, it is widely used nowadays. 12. The flow of current through the circuit causes heat to be generated. 13. P. Curie's findings have been included into the text- books all over the world; they are considered to have become the foundation for atomic industry. 14. Travelling radio waves become attenuated because of energy being lost in travel. 15. The readings of some devices cannot be relied upon because of their being not sensitive enough. 16. The signals being received, the operator counted the distance to the object. 17. What two things are necessary to cause an electric current to flow? 18. Ebonite, rubber, and glass are considered to be good insulators and are known to be widely used in industry. 19. Radio communication being unlimited, numerous radio stations are being built over the world. 20. The laboratory appeared to be equipped with the most modern equipment.

10. Mind the perfect forms:

1. Having been insulated with polythene, the cable was tested under unfavourable conditions. 2. Having lost some of its electrons, the atom has a positive charge. 3. The substance became electrified after having been rubbed 4. The capacity of generating units has been increased in the USSR. 5. Having been impregnated, paper is used in production of cables. 6. Having made a number of tests the researchers got useful results. 7. Marie Sklodowska's having made numerous experiments resulted in isolating two new elements. 8. Having been tested under different conditions cables were put to use. 9. The reflected signal having been received, the distance to the object was counted. 10. Many substances produce electricity when having been rubbed.

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