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## **УЧЕБНОЕ ПОСОБИЕ**

по дисциплине

### **«Иностранный язык» (английский)**

для студентов очной и заочной форм обучения по специальности  
08.02.01 «Строительство и эксплуатация зданий и сооружений»

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Учебное пособие предназначено для студентов технических колледжей, вузов, обучающихся по направлению 08.02.01 «Строительство и эксплуатация зданий и сооружений». Представленные тексты также могут быть рекомендованы магистрантам, аспирантам, научным работникам и специалистам широкого круга специальностей, желающим повысить уровень владения профессиональным английским языком.

Основной целью пособия является подготовка студентов к практическому владению английским языком в сфере профессионально–ориентированного чтения и перевода соответствующей научно-технической литературы по специальности.

Практические упражнения нацелены на развитие и закрепление навыков перевода, необходимых для восприятия и понимания научно-технических текстов, подготовку устного и письменного реферирования текстов по специальности, усовершенствование дискуссионных навыков, развитие и закрепление навыков коммуникативного поведения и выполнение креативных заданий.

Печатается по решению Учебно-методического совета Махачкалинского автомобильно – дорожного колледжа, Ученого совета МФ МАДИ.

## Unit 1. CIVIL ENGINEERING

Civil engineering is a field of engineering that deals with the construction and maintenance of the structures that are required for human civilization, such as buildings, roads, and sewers. It is an umbrella field comprised of many related specialties.

Structural engineering, of which structural design is a component, is typically the largest part of civil engineering as a practice. Structural engineers design bridges, buildings, offshore oil platforms, dams etc. Structural analysis is another component of structural engineering and a key component in the structural design process. This involves computing the stresses and forces at work within a structure. There are some structural engineers who work in non-typical areas, designing aircraft, spacecraft and even biomedical devices.

Supporting structural engineering is the field of geotechnical engineering. The importance of geotechnical engineering can hardly be overstated: buildings must be connected to the ground. Geotechnical engineering is concerned with soil properties, foundations, footings and soil dynamics. Over time, researchers have derived empirical equations that work (it is not an exact science).

Transportation engineering is concerned with queuing theory and traffic flow planning. These are highly complex computational problems.

Environmental engineering deals with the treatment of chemical, biological, and/or thermal waste and with hydrology.

Sanitary engineering is primarily concerned with purifying water for drinking and with treating sewage.

Hydraulic engineering is concerned with the flow and conveyance of fluids, principally water. This area of engineering is, of course, intimately related to the design of bridges, dams, channels, canals, and levees, and to both Sanitary and Environmental engineering.

Construction engineering involves planning and execution of the designs from structural and geotechnical engineers.

Civil engineering also includes material science. Engineering materials include concrete, steel and recently, polymers and ceramics with potential engineering application.

A popular misconception is that civil engineering is far from the existing frontiers in mathematics and computer science. In actuality, much of what is now computer science was driven by work in civil engineering, where structural and network analysis problems required parallel computations and development of advanced algorithms.

There are also civil engineers who work in the area of safety engineering, applying probabilistic methods to structural design, safety analysis and even estimates of insurance losses due to natural and man-made hazards.

### *Key Words*

Engineering — инженерное дело, строительство

Structural engineering — структурное инженерное дело

Complex — сложный  
To deal with — иметь дело с  
Maintenance — содержание  
Construction — строительство  
Required — требуемый  
Sewer — канализация  
Design — проектирование  
To design — проектировать  
Stress — давление  
Force — сила  
Aircraft — самолет  
Spacecraft — космический корабль  
Device — устройство  
To overstate — преувеличивать  
Supporting — поддержка  
Ground — земля  
Soil — почва  
Properties — свойства  
Foundation — фундамент  
Footing — опора  
Equation — уравнение  
Exact — точный  
To be concerned with — заниматься чем-либо  
Civil engineering — строительство, инженерное дело  
Traffic flow theory — теория транспортного потока  
Misconception — неправильное представление  
Computational — расчетный  
Treatment — обработка  
Waste — отходы  
Purifying — очистка  
Sewage — канализация  
Conveyance — перемещение  
Intimately — глубоко  
Related to — связанный с  
Dam — дамба  
Levee — плотина, мол  
Execution — реализация  
Concrete — бетон  
Queuing theory — теория очередности  
To compute — рассчитывать  
Estimate — оценка  
Network — сеть  
Loss — потеря  
Due to — из-за, благодаря

### **Exercise 1. Answer the questions**

1. What does the civil engineering deal with?
2. What is structural engineering?
3. What do structural engineers do?
4. What is structural analysis?
5. Why cannot the importance of geotechnical engineering be overstated?
6. What is transportation engineering concerned with?
7. What is sanitary engineering devoted to?
8. What is environmental engineering concerned with?
9. What does hydraulic engineering deal with?
10. What does construction engineering involve?
11. What does civil engineering also include?

### **Exercise 2. Find Russian equivalents**

Empirical equations, over time, soil dynamics, footings, foundations, soil properties, is concerned with, the ground, geotechnical engineering, device, spacecraft, aircraft, within a structure, computing the stresses and forces, this involves, component, dams, offshore oil platforms, design, structural engineers, a practice, the largest part, structural design, structural engineering, insurance losses, estimates, probabilistic methods, network analysis problems, misconception, application, steel, concrete, to include, execution, construction engineering, level, related to, intimately, conveyance of fluids, treating sewage, purifying water, waste, the treatment of, environmental engineering, computational problems, complex, traffic flow planning, queuing theory, man-made hazards.

### **Exercise 3. Find English equivalents**

Строительство, инженерное дело, иметь дело с..., строительство, поддержание, конструкции, необходимый для..., дороги, канализация, состоящий из..., структурное инженерное дело, структурное проектирование, обычно, практика, проектировать, морские платформы, дамбы, ключевой компонент, давление и силы, самолет, космический корабль, биомедицинские приборы, переоценить, земля, заниматься чем-либо, свойства почв, фундаменты, опоры, динамика почвы, с течением времени, транспортное строительство, теория очередей, теория потока транспортных средств, сложные расчетные задачи, очистка отходов, очистка воды, очистка канализационных стоков, тесно связанный с..., плотина (мол), включать в себя, строительные материалы, бетон, железо, применение, ошибочное представление, существующие границы, проблемы сетевого анализа, сложные алгоритмы, применение, вероятностные методы, созданные человеком угрозы.

### **Exercise 4. Say whether it is true or false**

1. Construction engineering involves planning and execution of the designs from

structural and geotechnical engineers.

2. Hydraulic engineering is concerned with purifying water for drinking and with treating sewage.
3. Sanitary engineering is primarily concerned with the flow and conveyance of fluids, principally water.
4. Environmental engineering deals with queuing theory and traffic flow planning.
5. Transportation engineering is concerned with the treatment of chemical, biological, and/or thermal waste and with hydrology.
6. Geotechnical engineering is concerned with computing the stresses and forces at work within a structure.
7. Civil engineering is a field of engineering that deals with soil properties, foundations, footings and soil dynamics.
8. Structural engineers design bridges, buildings, offshore oil platforms, dams etc.
9. Construction engineering involves the flow and conveyance of fluids, principally water.
10. Hydraulic engineering is concerned with planning and execution of the designs from structural and geotechnical engineers.
11. Engineering materials include concrete, steel and recently, polymers and ceramics with potential engineering application.

**Exercise 5. Fill in the gaps with prepositions**

1. There are also civil engineers who work ... the area of safety engineering.
2. This area of engineering is, of course, intimately related ... the design of bridges, dams, channels, canals, and levees.
3. Sanitary engineering is primarily concerned with purifying water ... drinking and with treating sewage.
4. Environmental engineering deals ... the treatment of chemical, biological, or thermal waste.
5. Geotechnical engineering is concerned ... soil properties, foundations, footings and soil dynamics.
6. Civil engineering is a field of engineering that deals with the construction and maintenance ... the structures.

**Exercise 6. Complete the sentences with the information from the text**

1. There are also civil engineers who work ...
2. A popular misconception is that ...
3. Engineering materials include ...
4. Civil engineering also includes ...
5. Hydraulic engineering is concerned with ...
6. Sanitary engineering is primarily concerned with ...
7. Environmental engineering deals with ...

**Exercise 6. Speak about civil engineering**  
**GRAMMAR: Present Indefinite (Simple)**

**1. Write the he, she forms of these verbs.**

- 1) I work in the Insurance Company.
- 2) They go to the office every day.
- 3) I'm tired.
- 4) I come to school on time.
- 5) We get up early.
- 6) I don't drink coffee in the morning.
- 7) You don't speak French.
- 8) I don't know his telephone number.
- 9) We don't like classical music.
- 10) They don't play tennis.

**2. Supply the correct form for the verbs in brackets.**

- 1) Your father (to know) \_\_\_\_\_ that we (to be) \_\_\_\_\_ here.
- 2) Those cameras (to cost) \_\_\_\_\_ too much for me.
- 3) The bus (to stop) \_\_\_\_\_ at the corner.
- 4) The children (to learn) \_\_\_\_\_ Spanish at school.
- 5) His parents (to live) \_\_\_\_\_ in Chicago.
- 6) You (to get up) \_\_\_\_\_ when the alarm-clock (to ring) \_\_\_\_\_.
- 7) My friend (to like) \_\_\_\_\_ apples but I (to prefer) \_\_\_\_\_ pears.
- 8) She (to have) \_\_\_\_\_ a nice house in the country where we (to spend) \_\_\_\_\_ every summer.
- 9) In spring nature (to return) \_\_\_\_\_ to life.
- 10) Kate (to arrive) \_\_\_\_\_ home from work at about seven every evening.
- 11) I (to sleep) \_\_\_\_\_ eight hours every night.
- 12) On Saturday my friends and I (to go) \_\_\_\_\_ to the cinema.
- 13) She (to teach) \_\_\_\_\_ mathematics to children.

**3. Write the negative.**

- 1) I play the piano very well.
- 2) They spend a lot of money.
- 3) The children are in the garden.
- 4) She speaks fluent English.
- 5) The train leaves at nine o'clock.
- 6) We work six days a week.
- 7) Mr. Brook's son wants to go to college.
- 8) You look like a happy man.
- 9) He knows the way.
- 10) I drive to the office every morning.
- 11) These shoes are expensive.
- 12) It snows much this winter.



#### **4. Write the interrogative.**

- 1) The students read a lot of interesting English books.
- 2) He listens to the radio in the evening.
- 3) They go to the disco every Saturday.
- 4) In winter it snows in Moscow.
- 5) We have many classes every day.
- 6) You wear too much make-up.
- 7) I spend the weekend in the country.
- 8) Carol does the shopping on Thursday.

#### **4. Complete the sentences with do, does, is, are.**

- 1) Where \_\_\_\_\_ she live?
- 2) Where \_\_\_\_\_ your parents spend their vacation?
- 3) What \_\_\_\_\_ your father do in his spare time?
- 4) What \_\_\_\_\_ the weather like today?
- 5) What \_\_\_\_\_ you think of me?
- 6) What sports \_\_\_\_\_ they fond of?
- 7) When \_\_\_\_\_ your brother go to work?
- 8) Why \_\_\_\_\_ your sister go shopping on Saturdays?
- 9) What time \_\_\_\_\_ you get up?
- 10) What time \_\_\_\_\_ Tom come back home?
- 11) How often \_\_\_\_\_ they go swimming?
- 12) How often \_\_\_\_\_ Dan come to the club?
- 13) How much \_\_\_\_\_ your sweater cost?
- 14) How much \_\_\_\_\_ your trousers cost?
- 15) \_\_\_\_\_ his wife in France now?

#### **5. Complete the sentences.**

- 1) He's late (always).
- 2) We go by bus (sometimes).
- 3) I watch television (seldom).
- 4) It rains in London (often).
- 5) The sun rises in the east (always).
- 6) Diamonds are expensive (always).
- 7) Italians have black hair (usually).
- 8) Triangles have four sides (never).
- 9) They answer letters (never).
- 10) It is hot in December (never).

#### **6. Choose the correct variant.**

1. A) I not usually have lunch at home.  
B) I usually have not lunch at home.  
C) I doesn't usually have lunch at home.  
D) I usually have lunch at home.

2. A) How you often play basketball?  
 B) How do you often play basketball?  
 C) How often do you play basketball?  
 D) How often you play basketball?
3. A) My brother never waits for us.  
 B) My brother doesn't never wait for us.  
 C) My brother don't never wait for us.  
 D) My brother does never wait for us.
4. A) We always go abroad for our holidays.  
 B) Always we go abroad for our holidays.  
 C) We go always abroad for our holidays.  
 D) We go abroad always for our holidays.
5. A) Who does always speak English in class?  
 B) Who always speaks English in class?  
 C) Who speaks always English in class?  
 D) Who always does speak English in class?

**7. Use these sentences to make questions. Begin your question with the words in italics.**

- 1) The swimming-bath opens at 9 o'clock.  
 What time \_\_\_\_\_?
- 2) He only works at weekend.  
 When \_\_\_\_\_?
- 3) I like football and tennis.  
 Do \_\_\_\_\_?
- 4) My father smokes a lot.  
 How many cigarettes a day \_\_\_\_\_?
- 5) Some boys want to come with us.  
 Which \_\_\_\_\_?
- 6) His parents often go to the theatre.  
 Whose \_\_\_\_\_?
- 7) The Pearsons like to work in the garden.  
 Where \_\_\_\_\_?
- 8) Pete always travels to work by bus.  
 How \_\_\_\_\_?
- 9) I sometimes spend the weekend in the country.  
 Where \_\_\_\_\_?
- 10) Sam goes to the cinema every Sunday.  
 How often \_\_\_\_\_?

**8. Supply the correct form for the verbs in brackets. Ask 6-8 questions.**

Kate Fox (to get up) \_\_\_\_\_ at 6.45. She \_\_\_\_\_ (to work) at an employment agency in London.

But she \_\_\_\_\_ (to live) in Surrey. Kate \_\_\_\_\_ (to have) breakfast at 7.10. She \_\_\_\_\_ (to leave) the house at 7.30. She \_\_\_\_\_ (to travel) to work every day by train. It \_\_\_\_\_ (to take) her about half an hour. She \_\_\_\_\_ (to start) her work at 8.15. Kate \_\_\_\_\_ (to see) a lot of young people every day and she \_\_\_\_\_ (to help) them to find a job. The girl \_\_\_\_\_ (to tell) her friends that she \_\_\_\_\_ (to be) a very happy girl.

**9. Translate the following quotes.**

- 1) The old believe everything, the middle-aged suspect everything, the young know everything. (Oscar Wilde)
- 2) I am where I am because I believe in all possibilities. (Whoopi Goldberg)
- 3) Wisdom comes with winters. (Oscar Wilde)
- 4) Beauty is power; a smile is its sword. (Charles Reade)
- 5) People do not lack strength; they lack will. (Hugo)
- 6) Success doesn't come to you... you go to it. (Marva Collins)
- 7) An investment in knowledge always pays the best interest. (Benjamin Franklin)
- 8) I have nothing to declare except my genius. (Oscar Wilde)
- 9) Knowledge speaks, but wisdom listens. (Jimi Hendrix)
- 10) The human race has one really effective weapon, and that is laughter. (Mark Twain)

**10. Open the brackets using the Present Simple verbs.**

1. Alice (to have) a sister. 2. Her sister's name (to be) Ann. 3. Ann (to be) a student. 4. She (to get) up at seven o'clock. 5. She (to go) to the institute in the morning. 6. Jane (not to be) fond of sports. 7. She (to do) her morning exercises every day. 8. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 9. After breakfast she (to go) to the institute. 10. Sometimes she (to take) a bus. 11. It (to take) her an hour and a half to do her homework. 12. She (not to speak) English well. 13. Her friends usually (to call) her at about 8 o'clock. 14. Ann (to take) a shower before going to bed. 15. She (to go) to bed at 11 p. m.

## **Unit 2. HISTORY OF ENGINEERING**

The concept of engineering has existed since ancient times as humans devised fundamental inventions such as the pulley, lever, and wheel. Each of these inventions is consistent with the modern definition of engineering, exploiting basic mechanical principles to develop useful tools and objects.

The term engineering itself has a much more recent etymology, deriving from the word «engineer», which itself dates back to 1325, when an engineer (literally, one who operates an engine) originally referred to «a constructor of military engines».

In this context, now obsolete, an «engine» referred to a military machine, i.e., a mechanical contraption used in war (for example, a catapult). Notable exceptions

of the obsolete usage which have survived to the present day are military engineering corps, e.g., the U.S. Army Corps of Engineers. The word «engine» itself is of even older origin, ultimately deriving from the Latin ingenium, meaning «innate quality, especially mental power, hence a clever invention».

Later, as the design of civilian structures such as bridges and buildings matured as a technical discipline, the term civil engineering entered the lexicon as a way to distinguish between those specializing in the construction of such non-military projects and those involved in the older discipline of military engineering.

### *Key Words*

Concept — понятие

To exist — существовать

Ancient — древний

Human — человек

To devise — придумать

Invention — изобретение

Pulley — блок

Lever — рычаг

Wheel — колесо

Consistent — соответствующий

To exploit — использовать

To derive from — происходить из

To develop — разрабатывать

Tool — инструмент

Term — термин

To refer to — относиться к

Obsolete — устаревший

Military — военный

Contraption — хитроумное изобретение

Notable — заметный

To survive — пережить

Corps — корпус (инженерный)

Origin — происхождение

Ultimately — в конце концов

Innate — врожденный

Hence — следовательно

To mature — созреть

To distinguish — различать

### **Exercise 1. Answer the questions**

1. How long does the concept of engineering exist?
2. Which types of devices are known since ancient times?
3. Are these inventions consistent with modern engineering?
4. Which etymology does the term «engineering» have?

5. When does the term engineer date back?
6. What did the term «engineer» originally mean?
7. What does the word «engine» mean?
8. When did the term «civil engineering» enter the lexicon?

### **Exercise 2. Find Russian equivalents**

Obsolete, referred to, who operates an engine, literally, dates back, deriving from, recent, useful tools, to develop, basic mechanical principles, exploiting, definition, is consistent with, wheel, lever, pulley, fundamental inventions, existed, devised, humans, ancient times, since, concept, involved in, to distinguish, matured, hence, innate quality, origin, survived, notable, exception, contraption, engineering corps.

### **Exercise 3. Find English equivalents**

Понятие, инженерное искусство, древние времена, люди, придумывать, определение, соответствовать, использовать, основные принципы механики, разрабатывать, полезные инструменты, предметы, термин, новый, происходящий от, датируется, буквально, относиться к, конструктор, устаревший, война, хитроумное изобретение, внутреннее качество, настоящее время, заметное исключение, устаревшее использование, дожить до, умственная сила, умное изобретение, разработка, созреть, войти в лексикон, способ, разграничить, невоенный.

### **Exercise 4. Say whether it is true or false**

1. The term «civil engineering» entered the lexicon as a way to distinguish between those specializing in the construction of such non-military projects and those involved in the older discipline of military engineering.
2. The design of civilian structures such as bridges and buildings matured as a humanitarian discipline.
3. The word «engine» itself is of even older origin, ultimately deriving from the Greek.
4. The term engineering itself has a much more recent etymology.
5. The concept of engineering has never existed.

### **Exercise 5. Fill in the gaps with prepositions**

1. Later, as the design of civilian structures ... bridges and buildings matured as a technical discipline.
2. The word «engine» itself is of even older origin, ultimately deriving ... the Latin «ingenium».
3. An «engine» referred ... a military machine.
4. The term engineering itself has a much more recent etymology, deriving from the word engineer, which itself dates ... .. 1325.
5. Each of these inventions is consistent ... the modern definition of engineering.
6. The concept of engineering has existed ... ancient times.

**Exercise 6. Complete the sentences with the information from the text**

1. Later, as the design of civilian structures such as ...
2. The word «engine» itself is ...
3. Notable exceptions of the obsolete usage ...
4. The term engineering itself has ...
5. The concept of engineering has existed ...

**Exercise 7. Complete the definitions below with the words from the box**

1. \_\_\_\_\_ the action of inventing something, typically a process or device.
2. \_\_\_\_\_ a circular object that revolves on an axle and is fixed below a vehicle or other object to enable it to move over the ground.
3. \_\_\_\_\_ acting or done in the same way over time.
4. \_\_\_\_\_ make full use of and derive benefit from.
5. \_\_\_\_\_ no longer produced or used.
6. \_\_\_\_\_ an apparatus using mechanical power and having several parts, each with a definite function and together performing a particular task.
7. \_\_\_\_\_ continue to live or exist in spite of.
8. \_\_\_\_\_ recognize or treat (someone or something) as different.

To exploit	Wheel	Obsolete	Consistent
To distinguish	Machine	To survive	Invention

**Exercise 8. Speak about the history of engineering**

**GRAMMAR: Past Indefinite (Simple)**

**1. Write the negative and interrogative**

- 1) He did the translation yesterday.
- 2) We had a very good time at the party.
- 3) My sister helped me with the homework.
- 4) William Shakespeare died in 1616.
- 5) She forgot the meaning of that word.
- 6) Our friends bought a new house a month ago.
- 7) She lost her purse last night.
- 8) She opened the door carefully.
- 9) Charlie Chaplin was a famous film star.
- 10) He lived in Moscow last year.
- 11) They spoke very good English.
- 12) We went to the cinema last Sunday.

## 2. Give complete answers to these questions using the words in brackets

- 1) What time did you come? (at 10)
- 2) How long did it take them to finish this experiment? (a week)
- 3) When did you last see John? (last month)
- 4) Who did she tell about her engagement? (her friends)
- 5) What was she good at school? (at maths)
- 6) When did Alice speak about her last trip? (when she was there)
- 7) What did they sell in those shops? (all kinds of rubbish)
- 8) How long ago did your father leave the job? (five years ago)
- 9) When did the film begin? (at 4)
- 10) When did she hurt her arm? (last Friday)

## 3. Complete the sentences: *spend, hurt, buy, drink, cost, sell, be, enjoy, catch, bring, teach, throw, take, give, feel, send, get, go, fall*

1. Mike was short of money so he \_\_\_\_\_ his car. 2. Kate \_\_\_\_\_ the ball to George and he \_\_\_\_\_ it. 3. She \_\_\_\_\_ him some medicine and he \_\_\_\_\_ better. 4. Mary's mother \_\_\_\_\_ her how to cook cakes. 5. A boy \_\_\_\_\_ down the stairs and \_\_\_\_\_ his hand. 6. Yesterday we \_\_\_\_\_ a lot of money. We \_\_\_\_\_ a new car which \_\_\_\_\_ fifty thousand dollars. 7. They \_\_\_\_\_ us some books and we \_\_\_\_\_ them home. 8. Tom \_\_\_\_\_ me a letter three weeks ago but I \_\_\_\_\_ it only yesterday. 9. George \_\_\_\_\_ to the cinema but he \_\_\_\_\_ the film much. 10. We \_\_\_\_\_ thirsty so we \_\_\_\_\_ some mineral water.

## 4. Supply the correct form for the verbs in brackets. Retell the text.

Howard Hughes

Howard Hughes (to be) \_\_\_\_\_ one of the richest and most powerful men of his time. He (to have) \_\_\_\_\_ everything: good looks, charm, success, power and a lot of money. All his life he (to use) \_\_\_\_\_ money to control everything and everyone around him. In the end he (to lose) \_\_\_\_\_ control of everything, even himself.

Howard Hughes (to be) \_\_\_\_\_ born in 1905 in Houston, Texas. His father (to start) \_\_\_\_\_ the Hughes Tool Company. He (to be) \_\_\_\_\_ a workaholic and (to make) \_\_\_\_\_ a lot of money. He (to buy) \_\_\_\_\_ everything he (to want) \_\_\_\_\_. From his father the boy (to learn) \_\_\_\_\_ to be a successful but ruthless businessman. Howard's mother, Allene, also (to have) \_\_\_\_\_ a big influence on his life. She (to protect) \_\_\_\_\_ the boy and (to give) \_\_\_\_\_ him everything. Unfortunately, Allene (to have) \_\_\_\_\_ mental problems. She (to be) \_\_\_\_\_ afraid of germs and disease. She (to be) \_\_\_\_\_ obsessed with her

son's health, and he (to become) \_\_\_\_\_ obsessed with it too.

Allene \_\_\_\_\_ (to die) when Howard (to be) \_\_\_\_\_ 16 years old. Two years later his father (to die) \_\_\_\_\_. The young man (to inherit) \_\_\_\_\_ Hughes Tool Company. Then he (to marry) \_\_\_\_\_ Ella Rice. He and Ella (to move) \_\_\_\_\_ to Los Angeles. It (to be) \_\_\_\_\_ there that Howard Hughes (to begin) \_\_\_\_\_ to become a legend.

Hughes (to begin) \_\_\_\_\_ to invest his money in movies. He (to own) \_\_\_\_\_ a lot of businesses, including airplane companies, a movie studio, hotels, gold and silver mines, radio and television stations.

Hughes (to love) \_\_\_\_\_ the wild Hollywood life and (to date) \_\_\_\_\_ many famous movie stars. Of course, his marriage (to end) \_\_\_\_\_ very quickly. Howard Hughes (to love) \_\_\_\_\_ fast cars and airplanes. He (to be) \_\_\_\_\_ in many crashes. Because of these accidents the man (to have) \_\_\_\_\_ serious physical and mental problems. As Hughes (to get) \_\_\_\_\_ older, his behaviour (to become) \_\_\_\_\_ even more strange.

Once he (to run) \_\_\_\_\_ away. The rich and handsome businessman (to change) \_\_\_\_\_ his name and (to work) \_\_\_\_\_ at simple jobs for a while. Then he (to return) \_\_\_\_\_ home. He (to have) \_\_\_\_\_ the same dinner every night: a steak, a baked potato and 12 peas. Howard Hughes (to die) \_\_\_\_\_ on an airplane in 1976. He (to be) \_\_\_\_\_ on the way to see a doctor. He (to be) \_\_\_\_\_ very sick from living such a strange life. Sadly, the famous playboy (to lose) \_\_\_\_\_ his mind, his health and his dignity.

## 5. Expand the brackets using the verbs in Past Indefinite

1. I (to be) in Moscow last week. 2. The weather (to be) terrible. 3. It (to be) very cold and rainy. 4. The children (to be, not) at home. 5. The house (to be) clean. 6. There (to be) nothing in the fridge. 7. My friend (to be) at the library two hours ago. 8. She (to be) very tired and hungry yesterday. 9. I (to be) a pupil last year. 10. Where (to be) you two years ago? – I (to be) in the country with my parents.

## 6. Translate into English using verbs in Past Indefinite

1. Это было в мае. Погода была прекрасная. Я проснулась рано утром. 2. Дети играли в саду. 3. Вечером мальчики слушали громкую музыку. 4. Мама была на кухне. Она готовила обед. 5. Куда выходили вчера? 6. На автобусной остановке мы встретили нашу тетю. 7. Она возвращалась с работы. 8. Ее муж был дома, он не ходил на работу в тот день. 9. Он болел. 10. Мы прекрасно провели время вместе.

## Unit 3. MAIN BRANCHES OF ENGINEERING



Engineering, much like other science, is a broad discipline which is often broken down into several sub-disciplines. These disciplines concern themselves with differing areas of engineering work. Although initially an engineer will usually be trained in a specific discipline, throughout an engineer's career the engineer may become multi-disciplined, having worked in several of the outlined areas. Engineering is often characterized as having four main branches:

Chemical engineering — the exploitation of both engineering and chemical principles in order to carry out large scale chemical process.

Civil engineering — the design and construction of public and private works, such as infrastructure (airports, roads, railways, water supply and treatment etc.), bridges, dams, and buildings.

Electrical engineering — a very broad area that may encompass the design and study of various electrical and electronic systems, such as electrical circuits, generators, motors, electromagnetic/electromechanical devices, electronic devices, electronic circuits, optical fibers, optoelectronic devices, computer systems, telecommunications and electronics.

Mechanical engineering — the design of physical or mechanical systems, such as power and energy systems, aerospace/aircraft products, weapon systems, transportation products engines, compressors, power trains, kinematic chains, vacuum technology, and vibration isolation equipment.

Beyond these four, sources vary on other main branches. Historically, naval engineering and mining engineering were major branches. Modern fields sometimes included as major branches include aerospace, architectural, biomedical, industrial, materials science and nuclear engineering.

New specialties sometimes combine with the traditional fields and form new branches. A new or emerging area of application will commonly be defined temporarily as a permutation or subset of existing disciplines; there is often gray area as to when a given sub-field becomes large and/or prominent enough to warrant classification as a new «branch». One key indicator of such emergence is when major universities start establishing departments and programs in the new field.

For each of these fields there exists considerable overlap, especially in the areas of the application of sciences to their disciplines such as physics, chemistry and mathematics.

### *Key Words*

Broad — широкий

To be broken down — распадаться

To concern — затрагивать

Initially — сначала

Throughout — все время

Outlined — выделенный, указанный

Exploitation — использование

To carry out — выполнять

Works — сооружения  
Water supply — водоснабжение  
To encompass — включать в себя  
Electrical circuit — электрическая цепь  
Optical fiber — оптоволоконные кабели  
Indicator — показатель  
Power train — трансмиссия  
Equipment — оборудование  
To vary on — изменяться  
Naval — морской  
Nuclear — ядерный  
Emerging — появляющийся  
Commonly — обычно  
Permutation — перестановка  
Subset — подмножество  
To warrant — подтвердить  
Power and energy systems — электрические и энергетические системы  
Overlap — наложение

### **Exercise 1. Answer the questions**

1. Is engineering a broad or a narrow discipline?
2. Can it be broken down into sub disciplines?
3. What do these sub disciplines concern?
4. How will an engineer initially be trained?
5. What is chemical engineering?
6. What does civil engineering deal with?
7. Is electrical engineering concerned with electrical or transportation systems?
8. What can you say about mechanical engineering?
9. Are there more branches beyond these four?
10. Which branches do modern fields include as major branches?
11. How will a new area be commonly defined?
12. What is the key indicator of the emergence of a new branch of engineering?
13. Do some fields of engineering overlap?

### **Exercise 2. Find Russian equivalents**

Power and energy systems, optical fibers, electronic devices, electrical circuits, encompass, railways, water supply and treatment, infrastructure, public and private works, the design, large scale chemical process, to carry out, in order to, chemical principles, the outlined areas, multi-disciplined, throughout, a specific discipline, initially, concern, often broken down into, a broad discipline, science, overlap, establish, prominent, subset, permutation, commonly, application, emerging area, mining engineering, naval, vary on, beyond, vibration isolation equipment, power trains, engine, weapon systems.

### Exercise 3. Find English equivalents

Инженерное дело, наука, широка дисциплина, подразделяться на ..., несколько, включать в себя, хотя, исходно, на всем протяжении, указанные сферы, ветвь, использование, масштабные химические процессы, выполнять, государственные и частные сооружения, инфраструктура, водоснабжение и очистка стоков, мост, дамба, здание, включать в себя, проектирование, изучение, электрические цепи, военные системы, электрические системы, машины, трансмиссии, оборудование по изоляции от вибрации, морское строительство, применение, обычно, перестановка, подмножество, заметный, обосновать, пересекаться.

### Exercise 4. Say whether it is true or false

1. For each of new fields of engineering there isn't overlap.
2. One key indicator of such emergence is when major universities start establishing departments and programs in the new field.
3. Mechanical engineering — the design and construction of public and private works, such as infrastructure, bridges, dams, and buildings.
4. Civil engineering — the design of physical or mechanical systems, such as power and energy systems.
5. Chemical engineering — the exploitation of both engineering and chemical principles in order to carry out large scale chemical process.
6. An engineer will usually be trained in all existing specific disciplines.
7. Engineering, much like other science, is a broad discipline which is often broken down into several sub-disciplines.

### Exercise 5. Fill in the gaps with the words from the box

1. One key indicator of such emergence is when major universities start \_\_\_\_\_ departments and programs in the new field.
2. There is often gray area as to when a given sub-field becomes large and/or \_\_\_\_\_ enough \_\_\_\_\_ classification as a new «branch».
3. A new or \_\_\_\_\_ area of application will commonly be defined \_\_\_\_\_ as a permutation or subset of existing disciplines.
4. New specialties sometimes \_\_\_\_\_ the traditional fields and form new branches.
5. Historically, \_\_\_\_\_ and mining engineering were major branches.
6. Engineering is often \_\_\_\_\_ as having four main branches.
7. \_\_\_\_\_ an engineer's career the engineer may become \_\_\_\_\_, having worked in several of the outlined areas.
8. These disciplines \_\_\_\_\_ themselves with differing \_\_\_\_\_ of engineering work.

establishing	emerging	naval engineering	temporarily
to warrant	combine with	characterized	prominent
throughout	multi-disciplined	concern	areas

### Exercise 6. Complete the sentences with the information from the text

1. A new or emerging area of application ...
2. Beyond these four ...
3. Mechanical engineering ...
4. Electrical engineering ...
5. Civil engineering...
6. Chemical engineering ...
7. Although initially an engineer will usually be trained in ...
8. These disciplines concern ...
9. Engineering, much like other science, is a broad discipline which ...

### Exercise 7. Speak about main branches of engineering

#### GRAMMAR: Future Indefinite (Simple)

##### 1. Put the verbs in brackets into the Future Indefinite Tense

Tomorrow I (not to go) \_\_\_\_\_ to the University because it (to be) \_\_\_\_\_ Sunday. My parents (not to be) \_\_\_\_\_ at home. They (to go) \_\_\_\_\_ to their friends, the Browns, who got a new flat last week. My father and mother (to go) \_\_\_\_\_ to see it. I (to be) \_\_\_\_\_ at home and (to stay) \_\_\_\_\_ with my friends. I (to invite) \_\_\_\_\_ my groupmates and we (to have) \_\_\_\_\_ a good time. Sam (to bring) \_\_\_\_\_ some discs and we (to listen) \_\_\_\_\_ to music and (to dance) \_\_\_\_\_. I (to make) \_\_\_\_\_ some tea and (to cook) \_\_\_\_\_ something very delicious. It (to be) \_\_\_\_\_ exciting to spend time with my friends.

##### 2. Write the negative and interrogative

- 1) Our friends will go sightseeing tomorrow.
- 2) They will stay at that hotel tonight.
- 3) He will arrive next week.
- 4) I'll be back at 6 o'clock.
- 5) We shall know the result in a week.
- 6) They will go to the restaurant next Saturday.
- 7) I'll leave for Australia in four days.
- 8) Mary will visit her friends in Canada next year.

##### 3. Make questions using the words in brackets

- 1) My sister will wear her new blouse. (Who?)
- 2) Pat will go to the theatre with Mary. (With whom?)
- 3) He will join us later. (When?)
- 4) The children will be very tired after school. (Who?)

- 5) Tomorrow my parents will celebrate their wedding anniversary. (What?)
- 6) We'll be back at 8 o'clock. (What time?)

**5. Supply the correct form for the verbs in brackets**

- 1) I'll help you if I (to have) \_\_\_\_\_ time.
- 2) Marry must eat her breakfast before she (to go) \_\_\_\_\_ away.
- 3) If you (to learn) \_\_\_\_\_ English you will get promoted.
- 4) We'll go to England after we (to pass) \_\_\_\_\_ our exams.
- 5) As soon as I (to graduate) \_\_\_\_\_ I'll start working.
- 6) You'll have an accident if you (not to be) \_\_\_\_\_ careful.
- 7) Will you call on us when you (to come) \_\_\_\_\_ back from London?
- 8) He won't answer your questions until he (to finish) \_\_\_\_\_ work.
- 9) He'll show you the new magazines when you (to have) \_\_\_\_\_ some free time.
- 10) They will go and see Venice as soon as they (to reach) \_\_\_\_\_ Italy.

**6. Put the verb into the correct form, the Present Indefinite or the Future Indefinite.**

- 1) If the weather (to be) \_\_\_\_\_ nice tomorrow we (to go) \_\_\_\_\_ for a picnic.
- 2) Where (to live) \_\_\_\_\_ you \_\_\_\_\_ when you (to get) \_\_\_\_\_ married.
- 3) He (to become) \_\_\_\_\_ an architect after he (to graduate) \_\_\_\_\_ the University.
- 4) I (to have) \_\_\_\_\_ to stop my daughter before she (to get) \_\_\_\_\_ into trouble.
- 5) Everybody is curious if Lena (to marry) \_\_\_\_\_ Ronald when he (to propose) \_\_\_\_\_ to her.
- 6) Life (to seem) \_\_\_\_\_ wonderful to you again as soon as all your worries (to be) \_\_\_\_\_ over.
- 7) The doctor can't say now when the patient (to recover) \_\_\_\_\_.
- 8) If Martin (not to win) \_\_\_\_\_ it (to be) \_\_\_\_\_ the end of his sportcareer.
- 9) Little Fred (not to be able) \_\_\_\_\_ to leave the house until his mother (to come) \_\_\_\_\_ back and (to unlock) \_\_\_\_\_ the door.
- 10) The weather certainly (to change) \_\_\_\_\_ for the better after the rain (to stop) \_\_\_\_\_ and the sky (to clear) \_\_\_\_\_ up.

**7. Read the situations and complete the sentences using *will* or *going to*. Explain your choice.**

- 1) I can't find my book. — Don't worry. I (to give) \_\_\_\_\_ you mine.
- 2) Why have you sold your car? — I (to buy) \_\_\_\_\_ a new one.
- 3) The weather forecast says it (to snow) \_\_\_\_\_ tomorrow.
- 4) Fred is in the front yard. He (to cut) \_\_\_\_\_ the grass there.
- 5) Do you think it (to rain) \_\_\_\_\_ tonight?
- 6) Oh, I have just realised. I haven't got any money. Well, don't worry. I (to lend) \_\_\_\_\_ you some.
- 7) Why are you filling that bucket with water? I (to wash) \_\_\_\_\_ the car

- 8) I've decided to repaint this room. Oh, have you? What colour (to paint) \_\_\_\_\_ it?  
9) I don't know how to use this camera. It's quite easy. I (to show) \_\_\_\_\_ you.  
10) What would you like to eat? — I (to have) \_\_\_\_\_ a sandwich, please.  
11) Did you post that letter for me? Oh, I'm sorry. I completely forgot. I (to do) \_\_\_\_\_ it now.  
12) Has George decided what to do when he leaves school? Oh, yes. Everything is planned. He (to have) \_\_\_\_\_ a holiday for a few weeks and then (to do) \_\_\_\_\_ a computer course.

#### **Unit 4. ENGINEER**

An engineer is a professional practitioner of engineering, concerned with applying scientific knowledge, mathematics and ingenuity to develop solutions for technical and practical problems. Engineers design materials, structures, machines and systems while considering the limitations imposed by practicality, safety and cost. The word engineer is derived from the Latin root «ingenerare», meaning «to create».

Engineers are grounded in applied sciences, and their work in research and development is distinct from the basic research focus of scientists. The work of engineers forms the link between scientific discoveries and their subsequent applications to human needs.

Engineers develop new technological solutions. During the engineering design process, the responsibilities of the engineer may include defining problems, conducting and narrowing research, analyzing criteria, finding and analyzing solutions, and making decisions. Much of an engineer's time is spent on researching, locating, applying, and transferring information. Indeed, research suggests engineers spend 56 % of their time engaged in various different information behaviours, including 14 % actively searching for information.

Engineers must weigh different design choices on their merits and choose the solution that best matches the requirements. Their crucial and unique task is to identify, understand, and interpret the constraints on a design in order to produce a successful result.

Engineers apply techniques of engineering analysis in testing, production, or maintenance. Analytical engineers may supervise production in factories and elsewhere, determine the causes of a process failure, and test output to maintain quality. They also estimate the time and cost required to complete projects. Supervisory engineers are responsible for major components or entire projects. Engineering analysis involves the application of scientific analytic principles and processes to reveal the properties and state of the system, device or mechanism under study. Engineering analysis proceeds by separating the engineering design into the mechanisms of operation or failure, analyzing or estimating each

component of the operation or failure mechanism in isolation, and re-combining the components.

Many engineers use computers to produce and analyze designs, to simulate and test how a machine, structure, or system operates, to generate specifications for parts, to monitor the quality of products, and to control the efficiency of processes.

Most engineers specialize in one or more engineering disciplines.

Numerous specialties are recognized by professional societies, and each of the major branches of engineering has numerous subdivisions. Civil engineering, for example, includes structural and transportation engineering, and materials engineering includes ceramic, metallurgical, and polymer engineering. Engineers also may specialize in one industry, such as motor vehicles, or in one type of technology, such as turbines or semiconductor materials.

## **Key Words**

Practitioner — исполнитель

Ingenuity — изобретательность

Practicality — практикой

To narrow — сужать

Solution — решение

Limitation — ограничение

To create — создавать

Distinct from — отличается от...

Discovery — открытие

Subsequent — последующий

To weight — взвесить

Merit — заслуга, достоинство

Output — выход

To simulate — имитировать

Failure — неудача

Crucial — ключевой

## **Exercise 1. Answer the questions**

1. Who is an engineer?
2. What is an engineer concerned with?
3. What do engineers design?
4. What is the word engineer derived from?
5. Where do engineers work?
6. What does their work form?
7. What do engineers develop?
8. What is much of engineer's time spent on?
9. How do the engineers take decisions?
10. Where do engineers apply their techniques?

11. Do many engineers use computers?
12. Do most engineers specialize in different engineering disciplines?

### **Exercise 2. Find Russian equivalents**

Engaged in, making decisions, analyzing criteria, conducting and narrowing research, new technological solutions, human needs, subsequent applications, discoveries, the link, to form, basic research focus, distinct from, applied sciences, grounded in, practicality, imposed by, the limitations, design, to develop, ingenuity, applying, concerned with, practitioner, semiconductor materials, turbines, motor vehicles, industry, numerous, to generate specifications, to simulate, isolation, component, state, to reveal the properties, entire projects, to maintain, failure, to determine, to supervise, the constraints, to identify, the requirements, match, merit, to weigh.

### **Exercise 3. Find English equivalents**

Иметь дело с, проектировать, решение, применение, научное знание, ограничения, проходить от, основан на, прикладные науки, исследование, разработка, связь, открытие, последовательное применение, техническое решение, процесс разработки, принятие решений, проведение исследований, анализ критериев, передача информации, на самом деле, связана в, поиск информации, взвесить, варианты выбора, по заслугам, выбрать решение, соответствовать требованиям, важное задание, интерпретировать, требования, проект, дать удачный результат, применять, техники, содержание, контролировать, проверить выход, закончить проекты, ответственный за, свойства, выявить свойства, состояние системы, устройство, механизм, отделение, неудача, оценка, изоляция, симулировать, работать, генерировать, контролировать качество продукции, признаваться, материалы, турбины, полупроводниковые материалы.

### **Exercise 4. Say whether it is true or false**

1. Supervisory engineers are responsible for major components or entire projects.
2. Engineers apply techniques of engineering analysis in theoretical elaboration of a project.
3. The work of engineers forms the link between scientific discoveries and their subsequent applications to human needs.
4. Engineers develop new solutions in the Arts.
5. The work of engineers in research and development is distinct from the basic research focus of scientists.
6. Engineers are grounded in natural sciences.
7. The word engineer is derived from the Greek root «ingenerare», meaning «to create».
8. Engineers design furniture, fibres and textiles.



9. An engineer is a professional practitioner of engineering.

**Exercise 5. Fill in the gaps with the words from the box**

1. An engineer is a professional practitioner of engineering, concerned with applying scientific knowledge, mathematics and \_\_\_\_\_ to develop solutions for technical and practical problems.
2. Engineers design materials, structures, machines and systems while considering the limitations \_\_\_\_\_ by practicality, safety and cost.
3. The work of engineers forms the link between scientific discoveries and their \_\_\_\_\_ applications to human needs.
4. During the engineering design process, \_\_\_\_\_ of the engineer may include defining problems, conducting and narrowing research, analyzing criteria, finding and analyzing solutions, and making decisions.
5. Engineers must weigh different design choices on their \_\_\_\_\_ and choose the solution that best matches the requirements.
6. Their crucial and unique task is to identify, understand, and interpret the \_\_\_\_\_ on a design in order to produce a successful result.
7. Analytical engineers may \_\_\_\_\_ production in factories and elsewhere.
8. Many engineers use computers to produce and analyze designs, \_\_\_\_\_ and test how a machine, structure, or system operates.

subsequent	merits	imposed	the responsibilities
supervise	ingenuity	to simulate	constraints

**Exercise 6. Fill in the gaps with prepositions**

1. Supervisory engineers are responsible ... major components or entire projects.
2. Engineering analysis proceeds ... separating the engineering design ... the mechanisms of operation or failure, analyzing or estimating each component of the operation or failure mechanism in isolation, and re-combining the components.
3. Most engineers specialize ... one or more engineering disciplines.
4. Numerous specialties are recognized ... professional societies, and each of the major branches of engineering has numerous subdivisions.
5. Engineers also may specialize in one industry, ... motor vehicles, or in one type of technology, such as turbines or semiconductor materials.
6. The work of engineers forms the link ... scientific discoveries and their subsequent applications ... human needs.

**Exercise 7. Complete the sentences with the information from the text**

1. An engineer is a professional practitioner of ...
2. Engineers design ...

3. Engineers are grounded in ...
4. Engineers develop ...
5. Much of an engineer's time is spent on ...

### **Exercise 9. Speak about the profession of the engineer**

#### **GRAMMAR: Present Continuous**

#### **1. Choose the right form of the verbs: Present Simple or Present Continuous.**

1. Water ... at 0 degrees Celsius. (freeze)
2. I ... to my sister at the moment. (talk)
3. How often ... you ... them? (visit)
4. Kelly ... chocolate. She is allergic to it. (eat)
5. Hurry up! Everybody ... for you. (wait)

#### **2. Choose the right form of the verbs: Present Simple or Present Continuous.**

1. boil
  - a) Water ... . Can you turn the kettle off?
  - b) Water ... at 100 degrees Celsius.
2. go to bed
  - a) It is very late. I ... now.
  - b) My little sister usually ... at 9 o'clock in the evening.
3. work
  - a) John ... very hard. He is a great specialist.
  - b) You always ... . Can you do something else?
4. live
  - a) I ... with my cousin until I find my own accommodation.
  - b) My brother ... in a big city.
5. think
  - a) What ... he ... about?
  - b) I ... it is a brilliant idea.

#### **3. Ask different types of questions to the next sentences:**

1. I always drink coffee with milk.
2. Dave is reading a very interesting book right now.
3. It snows in winter.
4. My parents finish work at 5 o'clock in the evening.
5. They are still arguing with each other.

#### **4. Write the negative form of Present Simple or Present Continuous.**

1. I ... my laptop at the moment. You can borrow it. (use)
2. It ... in summer. (snow)
3. He ... English, he only speaks Russian. (speak)
4. Last week they rented a nice flat, so now they ... for a place to live. (look)

They moved to another neighbourhood. We ... each other very often now.(see)

### 5. Complete the sentences

**A.** 1. I \_\_\_ (watch) a reality show on TV. 2. My favourite team \_\_\_ (win)! 3. Someone \_\_\_ (swim) in the sea. 4. Two people \_\_\_ (cook) dinner on the beach. 5. We \_\_\_ (not watch) a soap opera. 6. I \_\_\_ (not do) my homework. 7. Mum \_\_\_ (read) a magazine. 8. My brother \_\_\_ (not listen) to the radio. 9. Dad \_\_\_ (not cook) dinner. 10. Tara \_\_\_ (talk) by phone. 11. Joe \_\_\_ (play) on the computer. 12. Who \_\_\_ (watch) TV? 13. Tina \_\_\_ (do) grammar exercises. 14. I \_\_\_ (eat) a pizza. 15. We \_\_\_ (sit) in the classroom. 16. I \_\_\_ (not write) an email. 17. Amy \_\_\_ (not go) to school today. 18. We \_\_\_ (not have) fun today. 19. My team \_\_\_ (not win) the match. 20. My parents \_\_\_ (drive) to work now. 21. \_\_\_ they \_\_\_ (read) magazines? Yes, they are. 22. \_\_\_ you \_\_\_ (learn) English? Yes I am. 23. \_\_\_ Helen \_\_\_ (write) a letter? No, she isn't. 24. \_\_\_ Sarah \_\_\_ (play) the guitar? Yes, she is. 25. We \_\_\_ (not play) basketball.

**B.** 1. Trina \_\_\_ (walk) past the supermarket. 2. Where are you? We \_\_\_ (wait) for you! 3. I'm on a bus and it \_\_\_ (not move). 4. When \_\_\_ you \_\_\_ (come) to see me? 5. I \_\_\_ (sit) on a bus. 6. Pete's mother \_\_\_ (not have) a burger. 7. John's friends \_\_\_ (play) football at the Sports Centre. 8. My best friend \_\_\_ (sit) next to me. 9. I \_\_\_ (not wear) something blue. 10. My teacher \_\_\_ (not stand) behind me. **C.** 1. I \_\_\_ (learn) how to swim. 2. I \_\_\_ (eat) my lunch. 3. I \_\_\_ (watch) television. 4. She \_\_\_ (read) a book. 5. Dad \_\_\_ (bake) a cake. 6. My sister \_\_\_ (listen) to music. 7. Peter \_\_\_ (clean) his car. 8. The dog \_\_\_ (bark) in the garden. 9. We \_\_\_ (sing) our favourite song. 10. My brother and I \_\_\_ (play) a computer game. 11. The teachers \_\_\_ (show) us a film. 12. They \_\_\_ (bring) a TV in the classroom. 13. She's bored. Her friend \_\_\_ (watch) TV again. 14. Martin's excited. Chelsea \_\_\_ (win) the match. 15. I'm scared. A big dog \_\_\_ (stand) in front of me. 16. She's happy. She \_\_\_ (not work) today. 17. I'm worried. It \_\_\_ (rain) and I haven't got an umbrella. 18. The teacher is annoyed. We \_\_\_ (not listen). 19. What \_\_\_ you \_\_\_ (wait) for? I'm \_\_\_ (wait) for John. 20. \_\_\_ it \_\_\_ (snow)? No, it \_\_\_ (rain). 21. What \_\_\_ you \_\_\_ (do) today? We \_\_\_ (go) to the park. 22. \_\_\_ you \_\_\_ (listen) to me? No, I \_\_\_ (listen) to the radio.

### 6. Make sentences in Present Continuous

1. in the classroom / am / I / standing /now.
2. Pete / reading / not / a book / now / is.
3. listening / now / the pupils /are / to the teacher.
4. now / playing / they / are / games.
5. me / helping / now / my / not / friend / is.
6. dancing / with / is / she / now / Fred?

### 7. Complete the sentence using the words given in brackets.

1. Why \_\_\_\_\_ (you / look) at me like that?
2. Jen is a student at a university. Is he? What \_\_\_\_\_ (he / study)?
3. How is your Japanese? (it / get) \_\_\_\_\_ better?
4. I'm tired. I \_\_\_\_\_ (go) to bed now. Goodnight!

5. We can go out now. It \_\_\_\_\_ (not /rain) any more.
6. Mike has just started his evening classes. He (study) English.

### **8. Read about the people working in the office.**

Lillian is talking on the phone at the moment, and Sam and Carla are looking at some posters. Benny is reading a report. Bruce and Loretta are working on their computers, and Ed is doing some photocopying.

*b) What are they doing in the office? Ask and answer.*

- Benny / work / on his computer?
- Bruce and Loretta / talk on the phone?
- Ed / do /some photocopying?
- Lillian /read / I a report?
- Sam and Carla / look / at some posters?

*c) What are the people in the office doing? Can you remember? Ask and answer.*

What / Bruce and Loretta / do?

What / Sam and Carla / look at?

What / Ed / do?

What / Lillian / do?

What / Benny / read?

### **9. Put the verb into the correct form, the Present Indefinite or the Present Continuous.**

1. Her father (not to watch) TV at the moment. He (to sleep) because he (to be) tired.
2. Where your uncle (to work)? – He (to work) at school.
3. Your friend (to do) his homework now?
4. When you usually (to come) home from school? – I (to come) at four o'clock.
5. My sister (not to play) the piano now. She (to play) the piano in the evening.
6. You (to read) a magazine and (to think) about your holiday at the moment?
7. I (to sit) in the waiting room at the dentist's now.
8. When you (to listen) to the news on the radio?
9. You (to play) chess now?
10. My father (not to work) at the shop.
11. Look at the sky: the clouds (to move) slowly, the sun (to appear) from behind the clouds, it (to get) warmer.
12. I (not to drink) coffee in the evening. I (to drink) coffee in the morning.
13. What your friend (to do) now? – She (to wash) the dishes.
14. Your grandfather (to work) at this factory?

## **Unit 5. DESIGN**

Design as a noun informally refers to a plan or convention for the construction of an object or a system (as in architectural blueprints, engineering drawing, business process, circuit diagrams and sewing patterns) while «to design» (verb)

refers to making this plan. No generally-accepted definition of «design» exists, and the term has different connotations in different fields. However, one can also design by directly constructing an object.

The person designing is called a designer, which is also a term used for people who work professionally in one of the various design areas, usually also specifying which area is being dealt with (such as a fashion designer, concept designer or web designer). A designer's sequence of activities is called a design process. The scientific study of design is called design science.

Designing often necessitates considering the aesthetic, functional, economic and sociopolitical dimensions of both the design object and design process. It may involve considerable research, thought, modeling, interactive adjustment, and redesign. Meanwhile, diverse kinds of objects may be designed, including clothing, graphical user interfaces, skyscrapers, corporate identities, business processes and even methods of designing.

Typical stages consistent with The Rational Model include the following.

1. Pre-production design.

Design brief or Parti — an early (often the beginning) statement of design goals.

Analysis — analysis of current design goals.

Research — investigating similar design solutions in the field or related topics.

Specification — specifying requirements of a design solution for a product (product design specification) or service.

Problem solving — conceptualizing and documenting design solutions.

Presentation — presenting design solutions.

2. Design during production.

Development — continuation and improvement of a designed solution.

Testing — in situ testing a designed solution.

3. Post-production design feedback for future designs.

Implementation — introducing the designed solution into the environment.

Evaluation and conclusion — summary of process and results, including constructive criticism and suggestions for future improvements.

4. Redesign — any or all stages in the design process repeated (with corrections made) at any time before, during, or after production.

Each stage has many associated best practices.

## **Key Words**

Noun — существительное

Convention — договоренность

Blueprint — проект

Circuit diagram — схема соединений

Sewing pattern — выкройка

Ассепт — принимать

Connotation — подтекст

Term — термин

Sequence — последовательность  
Aesthetic — эстетический  
Dimension — расширение  
Summary — вывод  
Evaluation — оценка  
Stage — стадия  
Current — текущий  
Goal — цель  
Continuation — продолжение  
Improvement — улучшение

### **Exercise 1. Answer the questions**

1. What does the design informally refer to?
2. Is there a generally accepted definition of «design»?
3. Who is a designer?
4. What is a design process?
5. What does designing often necessitate?
6. What else can designing also involve?
7. What are the typical stages of the Rational Model of Design?

### **Exercise 2. Find Russian equivalents**

Design, informally, refers to, convention, blueprint, engineering drawing, circuit diagrams, sewing patterns, generally-accepted definition, exist, directly, design areas, sequence of activities, to necessitate, dimensions, to involve, research, thought, meanwhile, interface, corporate identities, skyscrapers, consistent with, brief, statement, current, goal, similar, related topics, a design solution, continuation, improvement, environment, suggestions, future improvements, redesign, best practices.

### **Exercise 3. Find English equivalents**

Проектирование, существительное, относиться, договоренность, объект, система, архитектурный проект, инженерный чертеж, круговая диаграмма, выкройка для шитья, определение, существовать, термин, дополнительное значение, тем не менее, непосредственно, конструируя объект, человек, проектировщик, различный, обычно, уточняя, сфера, дизайнер одежды, веб-дизайнер, требует, включать в себя, значительное исследование, обдумывание, моделирование, интерактивная корректировка, повторная разработка, в то же время, различные виды, одежда, интерфейс, небоскреб, деловой процесс, метод, утверждение, цели, анализ, исследование, уточнение, услуга, решение проблемы, документация, представление, разработка, улучшение, тестирование, выполнение, заключение, повторный дизайн.

#### **Exercise 4. Say whether it is true or false**

1. Design as a verb informally refers to a plan or convention for the construction of an object or a system.
2. No generally-accepted definition of «design» exists.
3. One can also design by inventing an object.
4. The person designing is called an engineer.
5. Analysis — investigating similar design solutions in the field or related topics.
6. Research — analysis of current design goals.
7. Specification — conceptualizing and documenting design solutions.
8. Problem solving — specifying requirements of a design solution for a product (product design specification) or service.
9. Presentation — continuation and improvement of a designed solution.
10. Development — presenting design solutions.
11. Testing — in situ testing a designed solution.

#### **Exercise 5. Complete the sentences with the information from the text**

1. Design as a noun informally refers to ...
2. However, one can also design by ...
3. The person designing is called ...
4. A designer's sequence of activities is called ...
5. The scientific study of design is called ...
6. Designing often necessitates ...
7. Diverse kinds of objects may be ...
8. Analysis is ...
9. Research is ...
10. Specification is ...
11. Development is ...

#### **Exercise 6. Complete the definitions below with the words from the box**

1. \_\_\_\_\_ the action of building something, typically a large structure.
2. \_\_\_\_\_ have objective reality or being.
3. \_\_\_\_\_ a particular order in which related things follow each other.
4. \_\_\_\_\_ the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.
5. \_\_\_\_\_ find an answer to, explanation for, or means of effectively dealing with.
6. \_\_\_\_\_ a brief statement or account of the main points of something.
7. \_\_\_\_\_ the making of a judgment about the amount, number, or value of something; assessment.

8. \_\_\_\_\_ carry out a systematic or formal inquiry to discover and examine the facts of (an incident, allegation, etc.) so as to establish the truth.

Sequence	To solve	Research	To exist
Summary	Construction	Evaluation	To investigate

### Exercise 7. Speak about the process of the design

#### GRAMMAR: Present Perfect

##### 1. Identify sentences in which verbs are used in the present perfect.

1. My name is Lisa.
2. Sally has a lot of questions to ask.
3. Molly has never been to Tanzania.
4. I had a good holiday last year.
5. Have Sally and Molly ever been to North Africa?

##### 2. Translate the sentences into English.

1. Ты купил подарок бабушке?
2. Мередит еще не видела этот фильм.
3. Я только что разбил вазу.
4. Вероника только что вернулась из Парижа.
5. Петр уже сделал домашнее задание.

##### 3. Write the verbs in brackets in the Present Perfect

- He \_\_\_\_\_ (finish) training.  
 She \_\_\_\_\_ (score) twenty points in the match.  
 We \_\_\_\_\_ (watch) all the Champions League matches this season.  
 That's amazing! She \_\_\_\_\_ (run) fifteen kilometers this morning!  
 She \_\_\_\_\_ (buy) some really nice rollerblades!  
 Oh, no! I \_\_\_\_\_ (lose) my money!  
 My mum \_\_\_\_\_ (write) shopping list. It's on the kitchen table.  
 Dad, you \_\_\_\_\_ (eat) my biscuit!  
 I'm tired. I \_\_\_\_\_ (watch) three X-Files videos.  
 Hurry up! They \_\_\_\_\_ (start) the film!  
 Mary \_\_\_\_\_ (study) hard this year, so she'll pass her exams.  
 Oh no! She \_\_\_\_\_ (drop) the plate!  
 The garden is very green. It \_\_\_\_\_ (rain) a lot this month.  
 These are my favourite trousers. I \_\_\_\_\_ (have) them for five years.  
 Tom's my best friend. I \_\_\_\_\_ (know) him for three years.  
 They \_\_\_\_\_ (live) in Miami for two years.  
 Jo has earache. He \_\_\_\_\_ (have) it since 7 o'clock.



Brad \_\_\_\_\_ (live) in Chicago since 1998.

#### 4. Complete the sentences. Use for or since

1. I've lived in Washington \_\_\_\_\_ 1997.
2. Ben has studied English \_\_\_\_\_ three years.
3. They haven't visited their grandparents \_\_\_\_\_ months.
4. Julie's ill. She's been in bed \_\_\_\_\_ Tuesday.
5. My dad has had his car \_\_\_\_\_ sixteen.
6. It's been ten years \_\_\_\_\_ we moved to Oxford.

#### 6. Using the supporting words, as well as the words for and since, make sentences in Present Perfect Simple

1. Kate/be/in bed/a long time.
2. She / not eat / anything / this morning.
3. She / not see / her friends / a week.
4. She / stay / at home / Tuesday.
5. She / have / a red nose / three days.
6. She / not play / basketball / last weekend.
7. She / not do / any school work / Monday.

#### 6. Use the verbs in Present Perfect or Present Perfect Continuous

1. I (not to see) him for ages.
2. He (to do) his lessons since lunch.
3. I (not to hear) about him for a long time.
4. I (to drive) since I was 17.
5. Jack (to fail) his driving test three times because he doesn't know how to park.
6. I think he (make) a lot of improvement.
7. Alice (not/pass) her driving test because she doesn't know the rules well.
8. She (worry) about this for two months.
9. She (study) the driver's manual for hours every day.
10. She (not/take) another test yet.
11. I (to have) a headache since I got up.
12. He is my friend, I (to know) him for a long time.
13. Ivan has a stomachache. He (to eat) junk food all day.
14. I (never to hear) that song before.

#### 7. Correct the mistakes if any.

1. They are discussing the problem for hours, but has not solved it yet.
2. Somebody has been playing tennis since 2 o'clock.
3. Is it still raining? No, it have stopped.

4. John has been winning the championship two times.
5. The boys have fished for 3 hours.
6. How many books have you written?
7. Mike has invited many friends to his birthday party.
8. He has been hating oranges since his childhood.
9. They have been taken the dog for a walk.
10. Irene has left for the airport.

**8. Fill in have to/has to, don't / doesn't have to, etc**

1. Sandy\_\_\_\_\_ buy any milk. Her sister melody has already bought it.
2. I don't have a pencil. I\_\_\_\_\_ ask somebody for a pencil.
3. Nick is studying literature. He\_\_\_\_\_ read a lot of books.
4. \_\_\_\_\_ you\_\_\_\_\_ learn the poem by heart? No, I know it.
5. I\_\_\_\_\_ clean the blackboard. Tim has already cleaned it.

**Unit 6. ENVIRONMENTAL ENGINEERING**

Environmental engineering is the application of science and engineering principles to minimize the adverse effects of human activities on the environment (pollution of air, water, and/or land resources). Although it is widely considered impossible to eliminate all negative impacts, it is thought human effects can be decreased and controlled through public education, conservation, regulations, and the application of good engineering practices (set up of processes, and facilities).

Development of environmental engineering.

Two of the principal environmental problems are:

1. The increasing number of humans on Earth. Along this line, one of the first applications of environmental engineering is the removal of sewage from cities, which became increasingly important as population grew. There were (and still is in many countries) initially no treatment: wastes are for example simply brought to the nearest stream. However, since sewage disposal eventually cause damages to natural waters, methods of treating wastewaters prior to discharge were developed. This has evolved into a large industry.

2. The second major factor is the rising standard of living in many nations, such as in Europe and Australia. A higher living standard generate more consumption of natural resources and more wastes. The standard of living of developed nations is due in part to development of synthetic chemical industry in the XX century and to the exploitation of fossil fuels for energy production. These industries produced toxic and hazardous chemicals in great quantities long before they were known to be dangerous. Unlike sewage, even small amounts of these molecules may be harmful, but the technology to detect them at low levels did not existed when the new industries appeared. It was then impossible to detect and identify them as factors in human health or environmental problems. There were initially no attempts to control their production, use and disposal.

«Pollutants» may be chemical, biological, thermal, radioactive, or even mechanical. Environmental engineering emphasizes several areas: process

engineering, environmental chemistry, water and wastewater treatment (sanitary engineering), waste reduction, and pollution prevention. It is a branch of civil engineering, chemical engineering and sometimes a branch of public health and mechanical engineering.

### **Key Words**

Application — применение

To eliminate — устранить

To minimize — минимизировать

Pollution — загрязнение

Adverse — обратный

To decrease — уменьшать

Facilities — оборудование

Increasing — увеличивающееся

Sewage — сточные воды

Initially — исходно

Treatment — обработка

Stream — река

To cause — вызвать

Eventually — случайно

Prior — раньше

To discharge — выливать

To generate — получить

Fossil — полезные ископаемые

Hazardous — опасный

To detect — определять

Harmful — вредный

Reduction — снижение

Prevention — предупреждение

Health — здоровье

### **Exercise 1. Answer the questions**

1. What is environmental engineering?
2. What are two of the principal environmental problems?
3. Why is the increasing number of humans important?
4. What does a higher living standard in many nations imply?
5. What does environmental engineering emphasize?

### **Exercise 2. Find Russian equivalents**

Environmental chemistry, environmental problems, human health, to detect, great quantities, hazardous chemicals, fossil fuels, to discharge, wastewaters, damages, to cause, population, removal, the Earth, increasing number, regulations,

conservation, controlled through public education, all negative impacts, to eliminate, adverse effects, engineering, application.

### **Exercise 3. Find English equivalents**

Экологическое строительство, применение, минимизировать, обратный, окружающая среда, устранить, влияние, хотя, снизить, регулирование, развитие, опыт, совокупность, вспомогательные средства, отрасль промышленности, человек, применение, устранение, сточные воды, население, исходно, очистка, выбрасывать, получилась, главный фактор, генерировать, потребление, ресурсы, отходы, отчасти, развитие, эксплуатация, опасный, сточные воды, попытка, использование, ставить акцент, снижение, отрасль.

### **Exercise 4. Say whether it is true or false**

1. Mechanical engineering is the application of science and engineering principles to minimize the adverse effects of human activities on the environment.
2. Human effects cannot be decreased and controlled through public education, conservation, regulations, and the application of good engineering practices.
3. There are four main environmental problems.
4. Since sewage disposal eventually cause damages to natural waters, methods of treating wastewaters prior to discharge were developed.
5. The standard of living of developed nations is due in part to development of the car building industry in the XX century.
6. There were attempts to control their production, use and disposal.
7. «Pollutants» may be chemical, biological, thermal, radioactive, or even mechanical.
8. Environmental engineering is a branch of civil chemistry and sometimes a branch of public health and mechanical engineering.

### **Exercise 5. Fill in the gaps with the words from the box**

1. Environmental engineering is the application of science and engineering principles \_\_\_\_\_ the adverse effects of human activities on the environment.
2. It is widely considered impossible \_\_\_\_\_ all negative impacts.
3. It is thought human effects can be decreased and controlled through public education, \_\_\_\_\_, regulations, and the application of good engineering practices.
4. One of the first applications of environmental engineering is the \_\_\_\_\_ of sewage from cities, which became increasingly important as population grew.
5. There were (and still is in many countries) initially no treatment: wastes are

for example simply brought to the nearest \_\_\_\_\_.

6. However, since sewage disposal eventually cause damages to natural waters, methods of treating wastewaters \_\_\_\_\_ to discharge were developed.

7. These industries produced toxic and \_\_\_\_\_ chemicals in great quantities long before they were known to be dangerous.

8. \_\_\_\_\_ sewage, even small amounts of these molecules may be harmful, but the technology to detect them at low levels did not existed when the new industries appeared.

to minimize	removal	prior	c onservation
hazardous	unlike	to eliminate	stream

### Exercise 6. Complete the sentences with the information from the text

1. Environmental engineering is the application of science and engineering principles to minimize the adverse effects of human activities ...
2. Although it is widely considered impossible ...
3. It is thought human effects can be decreased and controlled through public education, conservation, regulations, and the ...
4. A higher living standard generate more consumption of ...
5. The standard of living of developed nations is due in part to development of synthetic chemical industry ...
6. These industries produced toxic and hazardous chemicals in great quantities long before ....
7. Unlike sewage, even small amounts of these molecules may be harmful, but the technology to ....
8. It was then impossible to detect and identify them as factors in human health or ....

### Exercise 7. Speak about environmental engineering

#### GRAMMAR: Past Continuous.

##### 1. Uncover brackets using Past Continuous verbs.

1. Around me people (to talk) Russian, Italian and English.
2. Arnold (to talk) to some of the other guests on the terrace when Hardy came.
3. Alex (to look) at his watch.
4. All night long the stars (to glitter).
5. Elizabeth (to eat) and didn't raise her head.
6. He drank some of the wine and ate several chunks of bread while he (to wait) for his dinner to come up.
7. The family (to prepare) for the party.
8. She (to argue) that only Belinda knew how to treat men.

9. A few minutes later Edward (to hurry) through the streets to his bus stop.
10. They moved across the room, which (to start) to fill up, to a vacant corner.

**2. Uncover brackets using Past Continuous verbs (all sentences refer to the past).**

1. They (to write) the test at this time yesterday.
2. He (to work) in the garden from six till nine o'clock.
3. We (to watch) television the whole evening.
4. You (to play) chess at six o'clock?
5. You (to drink) tea at seven o'clock?
6. He (to draw) from three till five o'clock?
7. Who (to listen) to the radio at this time?
8. It (to rain) the whole day yesterday?
9. They (to skate) at five o'clock?
10. She (not to help) mother about the house from two till seven.

**3. Expand brackets using verbs in Future Continuous, Present Continuous, Future Simple or put the construct to be going + to inf.**

1. At 5 o'clock tomorrow he \_\_\_\_\_ (work).
2. He can't come at noon tomorrow because he \_\_\_\_\_ (give) a lesson at that time.
3. She \_\_\_\_\_ (read) an interesting book the whole evening tomorrow.
4. At 10 o'clock tomorrow morning he \_\_\_\_\_ (talk) to his friend.
5. You will recognize her when you see her. She \_\_\_\_\_ (wear) a yellow hat.
6. He \_\_\_\_\_ (have a party) on Saturday 4th December in London at 10 pm.
7. In the next days you \_\_\_\_\_ (visit) famous sights.
8. Jeanne and Paul \_\_\_\_\_ (move) to London next month.
9. Leave the washing up. -I \_\_\_\_\_ (do) it later.
10. This time tomorrow I \_\_\_\_\_ (lie) on the beach.
11. Look out! You \_\_\_\_\_ (spill) your tea!

**4. Expand the parentheses using verbs in Present Simple, Future Simple, Present Continuous, or put the construct to be going + to inf.**

1. When you \_\_\_\_\_ (know) your examination results?
2. Kathy \_\_\_\_\_ (travel) to Caracas next month to attend a conference.
3. Do you have any plans for lunch today? — I \_\_\_\_\_ (meet) Shannon at the Sham Cafe in an hour. Do you want to join us?
4. I \_\_\_\_\_ (buy) a bicycle for my son for his birthday next month. Do you know anything about bikes for kids? — Sure. What do you want to know?
5. How do you like your new job? — I don't start it until tomorrow. I \_\_\_\_\_ (give) you an answer next week.
6. I suppose he \_\_\_\_\_ (talk) about his new invention.

7. Why are you packing your suitcase? — I \_\_\_\_\_ (leave) for Los Angeles in a couple of hours.
8. My regular doctor, Dr. Jordan, \_\_\_\_\_ (attend) a conference in Las Vegas next week, so I hope I \_\_\_\_\_ (meet) her partner, Dr. Peterson, when I \_\_\_\_\_ (go) for my appointment next Friday.
9. What time class \_\_\_\_\_ (begin) tomorrow morning? — It \_\_\_\_\_ (begin) at eight o'clock sharp.
10. The coffee shop \_\_\_\_\_ (open) at seven o'clock tomorrow morning. I'll meet you there at 7:15. — Okay. I'll be there.

**6. Put the verbs in the correct tense form (Present Simple, Present Perfect, Present Continuous, Past Simple, Past Continuous).**

1. Alice ... (not to take) the bus to school every day. She usually ... (to walk) to school...
2. (to take) ... you the bus to get to school or ... (to walk) you?
3. Who is this man? I ... (to think) that I ... (to know) him, but I ... (to forget) his name.
4. The children ... (to have) a good time in the park yesterday. They ... (to give) small pieces of bread to the ducks. Then they ... (to take) pictures of themselves.
5. Where are the children? They ... (to watch) TV in the room now. Some minutes ago they ... (to play) a game.
6. Now I am in my class. I... (to sit) at my desk. I always ... (to sit) at the same desk.

**7. Put the verbs in brackets in the correct tense form (Past Simple or Past Continuous):**

Dear Peter,

I'm writing to tell you about what happened to me last week while I 1) \_\_\_ my aunt who lives by sea (visit). One afternoon I 2) \_\_\_ her dog for a walk by the cliffs when I 3) \_\_\_ a girl who 4) \_\_\_ a tree by the edge of the cliff (take) / (notice) / (climb). As she 5) \_\_\_ there, the branch suddenly 6) \_\_\_ and the girl 7) \_\_\_ over the edge (hang) / (break) / (fall). I 8) \_\_\_ to the edge, but although the girl 9) \_\_\_ for help, I 10) \_\_\_ see her (run) / (shout) / (not / be able to). 11) \_\_\_ about what to do when a man 12) \_\_\_ the cliff path (think) / (come along). I 13) \_\_\_ what had happened and while he 14) \_\_\_ for help I 15) \_\_\_ to the girl (explain) / (go) / (talk) . Well, everything 16) \_\_\_ happily (end). The girl was rescued and her parents 17) \_\_\_ me by giving me a large bunch of flowers (thank). The story 18) \_\_\_ in the newspaper too (be)! That's all my news – write and tell me yours soon.

**Unit 7. ELECTRICAL ENGINEERING**

Electrical engineering is an engineering discipline that deals with the study and application of electricity and electromagnetism. Its practitioners are called electrical engineers.

In the subfield of electronics, electrical engineers construct models of electrical components (such as resistors, capacitors, inductors, transistors, diodes, semiconductors) for simulation purposes. They combine these components into larger electrical networks.

The subfield of power engineering deals not only with electricity generation, electric power transmission and electricity distribution but also with electrical circuits and materials (e.g. insulators) that need to resist high voltages and currents.

Another subfield is accurate measurement of electrical properties. Measuring an electrical circuit inevitably changes the voltages and currents in it. The objective is to minimize the influence of the measuring circuit or even compensate for it. The field also includes sensors that use a material's electrical properties or electromechanical means of measurement. Examples of the former are piezoelectricity for measuring pressure and temperature-dependent resistors for measuring temperature. These sensors can be used in control engineering.

Other major subfields of electrical engineering are telecommunication and electromagnetism. Transmitting information from one place to another requires a transport channel such as a coax cable, optical fiber or free space. These channels can be accurately described using the laws of electromagnetism, particularly Maxwell's equations.

Some other examples of how electromagnetism is put to every day use are antenna design for use in mobile phones, and controlling the form of the electromagnetic field in an MRI scanner by the exact placement and alignment of its electromagnets. Another technology made possible by electromagnetism is the microwave oven. The field of high-power radio-frequency (RF) engineering was once feared to be a lost art. Because of the trend for low-power, miniaturized circuitry, there is a perception that the need for high-power radio engineering and engineers is diminishing. On the contrary, the need for engineers and technicians in this particular field has never been greater, and the need will only increase in the foreseeable future.

The tools and theories an electrical engineer can consult include mathematics and physics in general, the theory of electromagnetism, the theory of quantum mechanics, the mathematics of digital signal processing, control theory, the teachings of computer science.

Electronics that deal with both electrons (electricity) and photons (light) are also called optoelectronics. The related field of fibre optics has led to the development of fast telecommunication systems and the expansion of the Internet.

### **Key Words**

Practitioner — исполнитель

Subfield — подраздел

Components — компоненты



Resistor — резистор  
Capacitor — конденсатор  
Inductor — проводник  
Transistor — транзистор  
Diode — диод  
Semiconductor — полупроводник  
Simulation — моделирование, имитация  
Electric power — электроэнергия  
Transmission — передача  
Distribution — распределение  
Circuit — цепь  
Insulator — диэлектрик  
To resist — сопротивляться  
Voltage — напряжение  
Current — ток (электрический)  
Accurate — точный  
Measurement — измерение  
Inevitably — неизбежно  
Objective — цель  
Influence — влияние  
To compensate — компенсировать  
Former — последний  
Pressure — давление  
To require — требовать  
To transmit — передавать  
Coaxial cable — коаксиальный кабель  
Equation — уравнение  
Optical fibre — оптоволокно  
Placement — ориентировка  
Alignment — выравнивание  
Microwave oven — микроволновая печь  
Frequency — частота  
Circuitry — схема  
High-power — мощный  
was feared to be a lost art — боялись, что был утерянным искусством  
Trend — тенденция  
Perception — понимание  
To diminish — опасаться  
Foreseeable — прогнозируемый  
To include — включать  
Digital — цифровой  
To lead to — привести

### **Exercise 1. Answer the questions**

1. What is electrical engineering?
2. Who are electrical engineers?
3. What does electrical engineering deal with?
4. Is accurate measurement of electrical properties another subfield of power engineering?
5. Does measuring an electric circuit change the voltages and currents in it?
6. What are other major fields of electrical engineering?
7. What does transmitting information from one place to another require?
8. Is antenna design for mobile phones an other example of electromagnetism?
9. Which tools and theories can an electric engineer use?

### **Exercise 2. Find Russian equivalents**

that deals with, practitioner, construct, electrical components, resistor, capacitor, inductor, transistor, diode, semiconductor, simulation purposes, network, transmission, distribution, electrical circuits, insulator, voltage, current, accurate, measurement, inevitably, compensate, former, pressure, objective, influence, means, coax cable, optical fiber, free space, accurately, particularly, every day use, design, exact placement and alignment, microwave oven, high-power radio-frequency, a lost art, the trend for, low-power, miniaturized circuitry, perception, diminish, on the contrary, the foreseeable future, tools, development.

### **Exercise 3. Find English equivalents**

Иметь дело с, изучение, применение, исполнитель, компонент, резистор, проводник, конденсатор, диод, диэлектрик, полупроводник, моделирование, комбинировать, сеть, электрическая цепь, распределение электроэнергии, высокое напряжение, ток, точное измерение, неизбежно, цель, минимизировать, влияние, компенсировать, последний, передача информации, давление, требовать, оптоволокно, коаксиальный кабель, точное размещение, выравнивание, магниты, микроволновая печь, мощный, миниатюрные схемы, восприятие, напротив, техники, распространение, цифровой, передача сигнала, привести к.

### **Exercise 4. Say whether it is true or false**

1. Electrical engineering is an engineering discipline that deals with the study and application of chemistry.
2. Electric engineering practitioners are called mechanical engineers.
3. Electrical engineers construct models of electrical components for simulation purposes.
4. They combine these components into larger electrical networks.
5. Measuring an electrical circuit doesn't change the voltages and currents in it.

6. The objective is to maximize the influence of the measuring circuit or even compensate for it.
7. Other major subfields of electrical engineering are civil engineering and mechanical engineering.
8. Transmitting information from one place to another requires a vehicle and wind.
9. Some other examples of how electromagnetism is put to every day use are clothes design.
10. There is a perception that the need for high-power radio engineering and engineers is diminishing.
11. The need for engineers and technicians in electrical engineering has never been greater, and the need will only increase in the foreseeable future.

**Exercise 5. Fill in the gaps with prepositions**

1. Electrical engineering is an engineering discipline that deals ... the study and application of electricity and electromagnetism.
2. They combine these components ... larger electrical networks.
3. These sensors can be used ... control engineering.
4. Another technology made possible ... electromagnetism is the microwave oven.
5. The objective is to minimize the influence of the measuring circuit or even compensate ... it.
6. On the contrary, the need ... engineers and technicians ... this particular field has never been greater, and the need will only increase ... the foreseeable future.
7. The related field ... fibre optics has led .. the development of fast telecommunication systems and the expansion ... the Internet.

**Exercise 6. Complete the sentences with the information from the text**

1. Electrical engineering is an engineering discipline that deals with ...
2. In the subfield of electronics, electrical engineers construct models of electrical components for ...
3. The subfield of power engineering deals not only with ...
4. Measuring an electrical circuit inevitably changes ...
5. The objective is to minimize the influence of ...
6. Other major subfields of electrical engineering are ...
7. Transmitting information from one place to another requires ...
8. The field of high-power radio-frequency (RF) engineering was ...
9. Electronics that deal with both ...
10. The related field of fibre optics has led to the development ...

**Exercise 7. Complete the definitions below with the words from the box**

1. \_\_\_\_\_ a device having resistance to the passage of an electric current.

2. \_\_\_\_\_ a device used to store an electric charge, consisting of one or more pairs of conductors separated by an insulator.
3. \_\_\_\_\_ a solid substance that has a conductivity between that of an insulator and that of most metals, either due to the addition of an impurity or because of temperature effects.
4. \_\_\_\_\_ an electromotive force or potential difference expressed in volts.
5. \_\_\_\_\_ providing a faithful representation of someone or something.
6. \_\_\_\_\_ arrangement in a straight line or in correct relative positions.
7. \_\_\_\_\_ give a detailed account in words of.
8. \_\_\_\_\_ not approximated in any way precise.

Semiconductor	Accurate	Capacitor	Alignment
To describe	Resistor	Exact	Voltage

## GRAMMAR: English tenses

### 1. Supply the correct form for the verbs in brackets

1. I (to play) chess tomorrow.
2. I (not to play) chess tomorrow.
3. You (to play) chess tomorrow?
4. He (to play) chess every day.
5. He (not to play) chess every day.
6. He (to play) to chess every day?
7. They (to play) chess now.
8. They (not to play) chess now.
9. They (to play) chess now?
10. Nick (to go) to the park now.
11. Nick (to go) to school every day.
12. Nick (to go) to school tomorrow.
13. I (to miss) your excellent cooking!
14. You ever (to buy) presents?
15. You (to think) it (to be) easy or difficult to choose the right presents for people?
16. What present your mother (to receive) for her next birthday?
17. The weather (to be) unpredictable three days.
18. Well, maybe it (to be) warm and sunny.
19. It (to get) cold and damp.
20. You (to be right). It (to get) cold. My feet (to freeze). You (to know), it might be snow.
21. You never (to know). They (to say) fog (to cover) the area early tomorrow morning. It (to clear) and (to become) sunny by noon.

### 2. Ask questions to suggestions

1. I've been to Mir. — When
2. I've read this book. — When
3. I've just come from village. — How long
4. I've broken a vase. — What
5. I've met Kate. — Where

### 3. Complete the sentences using Past Continuou

.

1. When my mother came home, I
2. On Saturday at 9 o'clock my brother
3. When the telephone suddenly rang, we still
4. When I met my friend yesterday, he
5. From 2 till 5 o'clock yesterday I

**4. Insert last night, ever, just, yet, always in the right place:**

1. My uncle went to Bosnia.
2. Scot has come back from America.
3. Have you been to Yemen?
4. You haven't visited your granny.
5. I clean my teeth two times a day.

**5. Choose the correct word**

1. Why (do, have) you bought so much sugar?
2. What foreign language (have / do) you know?
3. Where (do, have) you celebrate New Year?
4. Why (do, have) you broken this toy?
5. What (do, have) you do every day?

**6. Complete the tail questions**

1. The book is very interesting, \_\_\_\_\_?
2. You haven't seen The Lost World: Jurassic Park yet, \_\_\_\_\_?
3. You can go to granny tomorrow, \_\_\_\_\_?
4. My brother thinks adventure stories are exciting, \_\_\_\_\_?
5. Kate really likes eating ice-cream, \_\_\_\_\_?

**7. Ask questions.**

1. Greg finished repairing his bicycle yesterday. — When \_\_\_\_\_?
2. Yesterday Nelly was working at her English from 5 till 7. — How long ?
3. My sister is in the kitchen. — Where ?
4. Little Millie is brushing her teeth at the moment. — What ?
5. Aunt Pam got a postcard from her cousin two days ago. — When ?

## **Unit 8. ENGINEERING ECONOMICS**

Engineering economics, previously known as engineering economy, is a subset of economics for application to engineering projects. Engineers seek solutions to problems, and the economic viability of each potential solution is normally considered along with the technical aspects.

In the U.S. undergraduate engineering curricula, engineering economics is often a required course. It is a topic on the Fundamentals of Engineering examination, and questions might also be asked on the Principles and Practice of Engineering examination; both are part of the Professional Engineering registration process.

Considering the time value of money is central to most engineering economic analyses. Cash flows are discounted using an interest rate, except in the most basic economic studies.

For each problem, there are usually many possible alternatives. One option that must be considered in each analysis, and is often the choice, is the do nothing alternative. The opportunity cost of making one choice over another must also be considered. There are also noneconomic factors to be considered, like color, style, public image, etc.; such factors are termed attributes.

Costs as well as revenues are considered, for each alternative, for an analysis period that is either a fixed number of years or the estimated life of the project. The salvage value is often forgotten, but is important, and is either the net cost or revenue for decommissioning the project.

Some other topics that may be addressed in engineering economics are inflation, uncertainty, replacements, depreciation, resource depletion, taxes, tax credits, accounting, cost estimations, or capital financing. All these topics are primary skills and knowledge areas in the field of cost engineering.

Since engineering is an important part of the manufacturing sector of the economy, engineering industrial economics is an important part of industrial or business economics. Major topics in engineering industrial economics are:

- the economics of the management, operation, and growth and profitability of engineering firms;
- macro-level engineering economic trends and issues;
- engineering product markets and demand influences;
- and the development, marketing, and financing of new engineering technologies and products.

### **Key Words**

Economics — экономика

Subset — подмножество

To seek — искать

Viability — жизнеспособность

Curriculum — учебная программа

Examination — исследование

Estimate — оценивать

Salvage value — ликвидационная стоимость

To term — называть

Attribute — свойство

Cost — стоимость Revenue — доход

To discount — уменьшать цену

Interest rate — процентная ставка

Inflation — инфляция  
Replacement — замещение  
Depreciation — амортизация  
Depletion — уменьшение  
Net cost — чистая стоимость  
Uncertainty — неопределенность  
To decommission — списывать  
Accounting — учет  
Tax — налог  
Tax credit — налоговая скидка  
Primary — первичный  
Profitability — доходность  
Trend — тенденция  
Issue — проблема

### **Exercise 1. Answer the questions**

1. What is engineering economics?
2. What do engineers seek?
3. Is engineering economics a required course in the U.S. undergraduate engineering curricula?
4. Considering the time value of money is central to most engineering economic analyses, isn't it?
5. Are cash flows discounted using an interest rate?
6. Are there possible alternatives for each problem?
7. Must the opportunity cost be considered?
8. Are there noneconomic factors to be considered?
9. Are costs usually considered?
10. Is engineering an important part of the manufacturing sector of the economy?
11. What are major topics in engineering industrial economics?

### **Exercise 2. Find Russian equivalents**

Previously, known as, engineering economy, a subset, application, solutions to problems, viability, normally, undergraduate engineering curricula, a required course, the time value of money, cash flows, interest rate, except, option, are termed attributes, revenue, the net cost, replacement, depreciation, resource depletion, taxes, tax credits, accounting, cost estimations, capital financing, primary skills, knowledge areas, cost engineering, the manufacturing sector, management, operation, growth, profitability.

### **Exercise 3. Find English equivalents**

Инженерная экономика, применение, инженерные проекты, искать, решение проблем, жизнеспособность, потенциальное решение, обычно, требуемый курс, тема, стоимость денег во времени, амортизационная ставка, выбор, альтернатива, альтернативная стоимость, общественный имидж, оцениваемая жизнь проекта, ликвидационная стоимость, чистая стоимость, прибыль, списание, инфляция, неопределенность, замена, амортизация, уменьшение ресурсов, налоги, налоговые скидки, учет, оценка затрат, капитальное финансирование, первичные навыки, сфера знаний, промышленный сектор, основные сферы, управление, рост, доходность, проблемы, тенденции, товарные рынки, влияние спроса, развитие, финансирование.

#### **Exercise 4. Say whether it is true or false**

1. Engineering economics, previously known as engineering economy, is a subset of economics for application to engineering projects.
2. Engineers do not seek solutions to problems.
3. In the U.S. undergraduate engineering curricula, engineering economics is not often a required course.
4. Considering the time value of money is not central to most engineering economic analyses.
5. Cash flows are discounted using a fixed sum, except in the most basic economic studies.
6. For each problem, there are no possible alternatives.
7. The opportunity cost of making one choice over another must also be considered.
8. Engineering is not an important part of the manufacturing sector of the economy.

#### **Exercise 5. Complete the sentences with the information from the text**

1. Engineering economics, previously known as engineering economy, is ...
2. Engineers seek solutions to problems, and the economic viability ...
3. Considering the time value of money is central ...
4. Cash flows are discounted using an interest rate, except in ...
5. One option that must be considered in each analysis ...
6. The opportunity cost of making one choice over another ...
6. There are also noneconomic factors to be considered, like ...
7. Costs as well as revenues are considered, for ...
8. The salvage value is often forgotten, but is important, and is ...

#### **Exercise 6. Speak about engineering economics**

#### **GRAMMAR:English adjective**



**1. Choose an adjective or an adverb to make sentences grammatically correct.**

Examples: It is clear. I see it clearly.

1. It is (correct, correctly).
2. Spell the word (correct, correctly).
3. You know it (good, well).
4. Of course it is (good, well).
5. It is (cold, coldly) in the room.
6. Don't look so (cold, coldly) at me.
7. It is (easy, easily).
8. I can do it (easy, easily).
9. It is (warm, warmly) today.
10. He always greets us (warm, warmly).

**2. Give the Comparative and Superlative Degrees.**

Sad, grey, bad, old, happy, free, far, dry, big, near, shy, unusual, able, mountainous, little, polite, famous, well-known, heavy.

**3. Put adjectives into correct forms.**

1. John is (young) of the 3 brothers.
2. The Sun is (bright) the Moon.
3. Is the diameter of Jupiter (big) than that of the Earth?
4. That room is (light) than yours.
5. This room is (large) than the one upstairs.
6. It doesn't take (much) than four days to cross the Atlantic, does it?

**4. Choose the correct form of an adjective.**

1. Jane is the (taller — tallest) of the 2 girls.
2. Father was the (eldest — elder) of seven sons.
3. Albert is (elder — older) than John.
4. I think your plan is the (best — better) of the two.
5. This is the (most large-largest) power — station, I've ever seen.
6. Henry is the (oldest — eldest) of the 3 brothers.

**5. Put the adjectives in parentheses in superlatives.**

1. Everest is.....(high) mountain in the world.
2. A whale is.....(big) animal on our planet.
3. He is the.....(good) student in our class.
4. This is.....(interesting) story by Dickens.
5. I am.....(happy) man in the world.

**6. Correct the errors in the sentences.**

1. He is the most oldest student in his group.
2. You are taller then me.
3. My car is beter than his.
4. It is one of most beautiful lakes in the world.
5. These flowers are more cheap than those ones.

**7. Put the adjective in brackets in the desired form.**

1. The Volga is.....(long) river in Europe.
2. Life in the country is.....(relaxing) than in the city.
3. He is one of.....(rich) people in the world.
4. My house is.....(modern) than yours.
5. The weather today is.....(good) than it was yesterday.

**Unit 9. STRUCTURAL ENGINEERING**

Structural Engineering is largely the application of Mechanics, and can sometimes be generalized as a subfield of mechanical engineering. Traditionally it used careful placement of coordinate axis to simplify complex equations associated with tensor quantities such as stress and resulting displacements of beams or structural elements. This simplification was essential to being able to solve problems. The successful engineer must know that a structure could meet the loads specified to be placed upon it. As long as the design loads were not exceeded the structure must spring back when the load was lifted or hold steady indefinitely.

Modern use of advanced powerful desktop computers begs the question of when it will become economically advantageous to actually solve many of the structural problems via iterative methods rather than use knowledgeable human time to simplify the problem sufficient for accurate approximation as described above.

A typical task of a beginning structural engineer might consist of performing the analysis to size the beams necessary to support a chemical vat on the second or third floor of an operational manufacturing plant.

Structural engineers are responsible for engineering design and analysis. Entrylevel structural engineers may design the individual structural elements of a structure, for example the beams, columns, and floors of a building. More experienced engineers would be responsible for the structural design and integrity of an entire system, such as a building.

Structural engineers often specialize in particular fields, such as bridge engineering, building engineering, pipeline engineering, industrial structures, or special mechanical structures such as vehicles or aircraft.

The role of a structural engineer today involves a significant understanding of both static and dynamic loading, and the structures that are available to resist them. The complexity of modern structures often requires a great deal of creativity from

the engineer in order to ensure the structures support and resist the loads they are subjected to. A structural engineer will typically have a four or five year undergraduate degree, followed by a minimum of three years of professional practice before being considered fully qualified.

Structural engineers are licensed or accredited by different learned societies and regulatory bodies around the world. Depending on the degree course they have studied and/or the jurisdiction they are seeking licensure in, they may be accredited (or licensed) as just structural engineers, or as civil engineers, or as both civil and structural engineers.

### **Key Words**

Coordinate axis — ось координат

Responsible for — ответственный за

Complex equations — сложные уравнения

To be licensed — получить лицензию

To simplify — упростить

Integrity — целостность

Tensor quantities — тензорные величины

Entire system — целая система

Experienced — опытный

Civil — гражданские

Beams — балки

To involve — включать в себя

Loads — нагрузки

Significant — значительный

To exceed — превысить

Static loading — статическая нагрузка

To spring back — отпрянуть, вернуться  
в исходное положение

Dynamic loading — динамическая нагрузка

Displacement — смещение

Available — пригодны для

Iterative — повторяющийся

To ensure — обеспечить

Sufficient — достаточный

Subject to — подвергнуть

Approximation — приближенное значение

Learned societies — научные сообщества

To specialize in — специализироваться на...

Structural design — проектирование зданий и сооружений

Vat — бак, цистерна

To size — точно по размеру

Structural engineers — структурные инженеры

Regulatory bodies — ответственные органы

Column — колонна

Seek — стремиться

Floors — полы

Entry-level — начальный уровень

To hold steady — поддерживать на постоянном уровне

To be accredited — получить аккредитацию

### **Exercise 1. Answer the questions**

1. What is structural engineering?
2. What was placement of coordinate axis used for?
3. What must a successful engineer know?
4. What happens to a structure when the load is lifted?
5. How can modern computers help solve structural engineering problems?
6. What is a typical task of a beginning structural engineer?
7. What are structural engineers responsible for?
8. What fields do structural engineers specialize in?
9. What does a role of a structural engineer involve?
10. When is an engineer considered fully qualified?

### **Exercise 2. Find Russian equivalents**

Coordinate axis, complex equations, tensor quantities, beams, loads, to exceed, sufficient, approximation, column, floors, structural design, entire system, involve, static loading, dynamic loading, available, ensure, structural engineers, civil engineers.

### **Exercise 3. Find English equivalents**

Сложные уравнения, тензорные величины, смещение, упростить, структурные элементы, решать проблемы, превысить, вернуться в исходное положение, поддерживать на постоянном уровне, повторяющийся, достаточный, колонна, полы, ответственный за, целостность, включать в себя, значительный, пригодный, подвергнуть, стремиться.

### **Exercise 4. Say whether it is true or false**

1. Structural Engineering is largely the application of civil engineering.
2. Traditionally it used careful placement of coordinate axis to solve complex equations.
3. Complex equations are associated with load quantities such as stress and resulting displacements of beams or structural elements.
4. The successful engineer must know that a structure could meet the stresses specified to be placed upon it.

5. Structural engineers are responsible for engineering design and construction.
6. Structural engineers often specialize in particular fields, such as beams, columns, and floors of a building.
7. The role of a structural engineer today involves a significant improvement of both static and dynamic loading.
8. The complexity of modern structures often requires a great deal of learning from the engineer in order to ensure the structures support and resist the loads they are subjected to.

**Exercise 6. Fill in the gaps with prepositions**

1. Traditionally it used careful placement of coordinate axis to simplify complex equations associated ... tensor quantities.
2. The successful engineer must know that a structure could meet the loads specified to be placed ... it.
3. As long as the design loads were not exceeded the structure must spring ... when the load was lifted or hold steady indefinitely.
4. Modern use of advanced powerful desktop computers begs the question of when it will become economically advantageous to actually solve many of the structural problems via iterative methods rather than use knowledgeable human time to simplify the problem sufficient ... accurate approximation as described above.
5. A typical task of a beginning structural engineer might consist ... performing the analysis.
6. Structural engineers often specialize ... particular fields.
7. The structures support and resist the loads they are subjected ...
8. Structural engineers are licensed or accredited ... different learned societies and regulatory bodies around the world.
9. Depending ... the degree course they have studied and/or the jurisdiction they are seeking licensure in.

**Exercise 7. Complete the definitions below with the words from the box**

1. \_\_\_\_\_ the science of movement and force.
2. \_\_\_\_\_ to make sure that smth happens or is definite.
3. \_\_\_\_\_ the process of making smth easier to do or understand.
4. \_\_\_\_\_ to move suddenly and with a quick movement in a certain direction.
5. \_\_\_\_\_ the amount of weight that is pressing down.
6. \_\_\_\_\_ the art or process of deciding how smth will look, work by drawing plans, making models, etc.
7. \_\_\_\_\_ good or useful in a particular situation.
8. \_\_\_\_\_ large or important enough to have effect or be noticed.

To ensure	Simplification	To spring	Design
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Significant	Advantageous	Mechanics	Load

## **GRAMMAR: Passive voice. Word Formation.**

### **1. Write the verbs in brackets in the passive voice**

The Academy Awards Presentation 1) .....(first/organise) in 1929 and since then, it 2) ... (hold) every year. The presentation 3) .....(attend) by those at the top of the film industry and 4)..... (watch) on TV by millions of viewers who want to see who 5) ..... (present) with the golden statue which 6) ..... (desire) by everyone in the motion picture world. The voting for the Academy Awards 7) ..... (conduct) secretly and the results 8) ..... (not/reveal) to anyone until the envelope 9) ..... (open) on stage in front of the audience. Awards 10) ..... (give) for the best individual or collective work and 11) ..... (separate) into different categories. Up to five nominations 12) ..... (make) in each category. The awards, which 13) ..... (know) as Oscars, 14) ..... (consider) to be the highest honour anyone in the film industry can 15) ..... (give).

### **2. Use verbs in brackets in the passive or active voice**

Coffee 1) ... (say) to originate from Kaffa in Ethiopia and most species of coffee plant 2) ... (find) in the tropics of the Eastern Hemisphere. The species which 3) .... (think) to be the earliest coffee plant 4) ....(ever/cultivate) by man is Coffee arabica. Today it 5) .... (grow) mostly in Latin America. The coffee shrub 6) .... (reach) a height of 8-10 metres and 7) .... (have) white scented flowers. It 8) .... (produce) a red fruit which 9) .... (call) a cherry. The cherry 10) .... (contain) two seeds which 11) .... (join) together. These seeds, which 12) .... (also/know) as beans, 13) .... (first/roast) and then they 14) ....(grind) to make coffee. The grounds 15) ..... (then/process) in a variety of different ways.

### **3. Translate sentences using passive voice.**

1. Мне рассказали об этом вчера. 2. Его встретят завтра на автобусной остановке. 3. Говорят, что в этом году весна будет теплее обычного. 4. Курицу пожарят на обед. 5 Дом построен два года тому назад. 6. Это письмо только что получено мною. 7. Об этом ребенке никто не заботится. 8. За врачом уже отправили. 9. Эти тексты переводятся учениками во время уроков. 10. Книги куплены в магазине на прошлой неделе.

## Грамматический справочник

### 1. АРТИКЛЬ

В английском языке существует два артикля — **a/an** и **the**. **A/an** — неопределенный артикль. Произшел от слова **one** и означает «один», «один из», «любой». Его используют с исчисляемыми существительными (то есть с теми, которые можно посчитать — «one apple» («одно яблоко»), «one banana» («один банан»)) в единственном числе.

- **A** ставим, если слово начинается на согласный звук;
- **An** используем, если слово начинается на гласный звук.

Обратите внимание, что именно звук, а не буква. Например:

- **A book** /bʊk/ — книга
- **An apple** /'æpl/ — яблоко
- **An hour** /aʊər/ **later** — час спустя
- **An SOS** /,es.əʊ'es/ **call** — звонок SOS

**The** — определенный артикль. Обозначает «этот», «эти», то есть указывает на что-то конкретное. Употребляется с любыми существительными: исчисляемыми и неисчисляемыми существительными, единственного и множественного числа.

- **The book** — эта книга
- **The apples** — эти яблоки

Зачем нужны артикли?

Неопределенный артикль, как уже было сказано выше, означает «один из», «какой-то», «любой». То есть артикли **a/an** относят существительные к определенному классу, обобщают их, говорят, что предмет или человек являются одним из представителей какой-то группы.

А вот артикль **the** поступают наоборот. Любому существительному, которое стоит после него, он придает индивидуальность, делает его уникальным и особенным.

В мультфильме «Кунг-Фу Панда» Панда По произносит:

- **I am not a big fat panda. I'm the big fat panda.** — Я не просто большая толстая панда. Я та самая большая толстая панда.

Что он имел в виду? Все панды — большие и толстые. Но По — не просто один из них (**I am not a big fat panda**). Он — единственная панда, овладевшая кунг-фу и ставшая воином дракона (**I am the big fat panda**).

Поэтому и в предложении, например, «**He is a doctor**» («Он доктор»), нельзя употребить определенный артикль. Если сказать, «**He is the doctor**», это будет значить, что он единственный на планете доктор. Если нужно подчеркнуть его уникальность как специалиста, всегда можно использовать определенный артикль **the** с превосходной степенью прилагательного:

**He is the best doctor.** — Он самый лучший доктор.

Благодаря артиклю меняется значение всего предложения. Сравните два предложения:

- **A boy saw the dog.** — Мальчик видел собаку.
- **The boy saw a dog.** — Мальчик видел собаку.

Разница между ними только в артиклях, но благодаря им значение меняется существенно. В первом случае какой-то мальчик (неважно или неизвестно какой) видел собаку. Но не просто собаку, а конкретную, собеседникам уже известную. Например, она укусила их вчера или принадлежит одному из них. Во втором случае тот самый мальчик (которого они, например, обсуждали) видел какую-то собаку. Об этой собаке собеседники ничего не знают. **The** подчеркнул информацию, которая им известна. **A** сделал акцент на новой, незнакомой информации.

В английском языке два артикля — **неопределенный (a/an)** и **определенный (the)**. Артикль является признаком существительного и ставится или непосредственно перед существительным, или перед определяющим его прилагательным.

СЛУЧАИ УПОТРЕБЛЕНИЯ ОПРЕДЕЛЕННОГО АРТИКЛЯ THE		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	Если говорится о единственном в мире предмете	<b>The sun is in the sky.</b> <i>Солнце находится на небе.</i>
2	Когда говорится о предмете (или лице), единственном в данной обстановке	<b>The teacher is in the classroom.</b> <i>Учитель в классе. (В</i>



		данном классе находится только один учитель)
3	Когда о данном предмете уже упоминалось в разговоре или повествовании	"I've got a very interesting book," says Mike. "Please show me <b>the</b> book," says Nick. «У меня есть интересная книга», — говорит Майк. «Покажи мне пожалуйста эту книгу», — говорит Ник.
4	С <u>существительным</u> , перед которым стоит порядковое числительное	We are on <b>the</b> fourth floor. Мы на пятом этаже.
5	С <u>существительным</u> , перед которым стоит <u>прилагательное</u> в превосходной степени	He is <b>the</b> best student in our group. Он лучший студент в нашей группе.
6	Если говорится об определенном (по контексту) количестве вещества, например <b>tea</b> чай, <b>milk</b> молоко, <b>bread</b> хлеб и т. п.	Is <b>the</b> milk on <b>the</b> table? Молоко на столе? (т. е. именно молоко (в определённой упаковке / в определённом объёме и т. д.), подразумеваемое по контексту, а не просто молоко как вещество)
7	Перед названиями морей, горных массивов, островов, рек, пустынь, кораблей, гостиниц, кинотеатров, театров; перед словами <b>country</b> за городом, <b>sea</b> море, <b>seaside</b> у моря, <b>mountains</b> горы (и при обобщении)	I'm taking a trip to <b>the</b> mountains next week. На следующей неделе я еду в горы. Did you go to <b>the</b> Black Sea or to <b>the</b> Volga? Вы ездили на Черное море или на Волгу?
8	Перед существительным в единственном числе, обозначающим целый класс предметов, людей (т. е. при обобщении)	<b>The</b> whale is a mammal, not a fish. Кит — это млекопитающее, а не рыба.
9	После слов <b>one of</b> один (из), <b>some</b>	Most of <b>the</b> stories are very

	<b>of</b> некоторые (из), <b>many of</b> многие (из), <b>each of</b> каждый (из), <b>most of</b> большинство (из) (часто после слов <b>all</b> все, <b>both of</b> оба)	interesting. Большинство рассказов очень интересны. Give me one of <b>the</b> books. Дайте мне одну из (этих) книг.
10	Перед названиями четырех сторон света	<b>the</b> Northern part of our country — север нашей страны
11	Перед фамилией во множественном числе (при обозначении всех членов семьи)	<b>The</b> Petrovs are at home. Петровы дома.

СЛУЧАИ УПОТРЕБЛЕНИЯ НЕОПРЕДЕЛЕННОГО АРТИКЛЯ A/AN		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	При упоминании чего-либо впервые	<b>A</b> man came up to <b>a</b> policeman. Человек подошел к полицейскому.
2	При обобщении	<b>A</b> baby deer can stand as soon as it is born. Оленята могут стоять на ногах сразу после рождения.
3	При обозначении неопределенного количества конкретного предмета	Pass me <b>a</b> piece of bread. Передайте мне (немного) хлеба.
4	Перед названиями профессий или должностей	He is <b>a</b> doctor. Он врач.
5	В значении один перед исчисляемыми <u>существительными</u> , обозначающими время	Will you be back in <b>an</b> hour? Вы вернетесь через час?
6	Перед исчисляемыми существительными в единственном числе, определяемыми словами <b>such, quite, rather, most</b> (в значении <i>очень</i> )	He is quite <b>a</b> young man. Он совсем еще молодой человек. It is <b>a</b> most interesting book. Это очень интересная книга.
N.B.	Артикль <b>an</b> употребляется тогда, когда следующее за ним слово	

начинается с гласного звука: **an** old woman *старуха*, **an** honest man *честный человек*.

<b><u>ОТСУТСТВИЕ АРТИКЛЯ</u></b>		
№ п/п	СЛУЧАЙ	ПРИМЕР
1	Перед исчисляемыми <u>существительными</u> во множественном числе (в тех случаях, когда в единственном числе следует употребить неопределенный артикль)	My father and my uncle are doctors. <i>Мой отец и мой дядя врачи.</i>
2	При обобщении (обычно используется множественное число или неисчисляемое <u>существительное</u> без артикля)	Carrots are my favourite vegetable. <i>Морковь — мой любимый овощ.</i>
3	В выражениях с собственным <u>существительным</u> в притяжательном падеже	John's coat <i>пальто Джона</i>
4	Перед <u>существительным</u> в функции определения	guitar lessons <i>уроки игры на гитаре</i>
5	Перед названиями континентов, стран, штатов, городов, улиц, озер	I've been neither to South Africa nor to North America. <i>Я не был ни в Южной Африке, ни в Северной Америке.</i>
6	Перед неисчисляемыми (абстрактными) <u>существительными</u>	This is important information. <i>Это важная информация.</i> I need advice. <i>Мне нужен совет.</i>
7	В некоторых сочетаниях <u>существительного</u> с <u>предлогом</u> , когда все сочетание имеет характер <u>наречия</u> . <b>to /</b>	You can get there in time if you go by train.

	<b>at / from school, university, college; to / in / into / from church; in time; at / from home; by car, bus, bicycle, plane, train, metro, boat etc.; for breakfast</b> и т. д.	<i>Вы можете добраться туда вовремя, если поедете поездом.</i>
8	Перед именами и фамилиями людей	My name is Bond, James Bond. <i>Меня зовут Бонд, Джеймс Бонд.</i>

## Множественное число существительных

### Образование множественного числа

1. Общее правило подходит большей части существительных в английском, и звучит оно так: к слову в единственном числе нужно добавить *—s*, и мы получим множественное число.  
*A spoon – spoons* (ложка – ложки).  
*A dog – dogs* (собака – собаки).
  2. Если существительное заканчивается на *—s*, *—ss*, *—sh*, *—ch*, *—tch*, *—z*, *—x*, то мы добавляем *—es*.  
*A brush – brushes* (щетка – щетки).  
*A torch – torches* (факел – факелы).  
*A match – matches* (спичка – спички).
  3. Если существительное заканчивается на *—y* (и *—y* читается, как русская /и/), то *—y* исчезает, а добавляется *—ies*.  
*A country – countries* (страна – страны).  
*A cherry – cherries* (вишня – вишни).
  4. Если существительное заканчивается на *—ay*, *—ey*, *—oy* (-у в конце читается как русская /й/), то мы просто добавляем *—s*.  
*A boy – boys* (мальчик – мальчики).  
*A toy – toys* (игрушка – игрушки).
  5. Если существительное заканчивается на *—o*, то добавляем *—es*.  
*A tomato – tomatoes* (помидор – помидоры).  
*A hero – heroes* (герой – герои).
- НО!**
- A piano – pianos* (пианино – несколько пианино)  
*A kilo – kilos* (килограмм – килограммы)  
*A photo – photos* (фотография – фотографии)  
*A video – videos* (видео – несколько видео)

*A flamingo – flamingos (es)* (фламинго – несколько фламинго)

*A volcano – volcanos (es)* (вулкан – вулканы)

6. Если существительное заканчивается на *—f* или *—fe*, то *—f* меняется на *—v* и добавляется *—es*.

*A loaf – loaves* (буханка – буханки).

*A wife – wives* (жена – жёны).

7. Некоторые существительные не поддаются никаким правилам. К сожалению, нам не остается ничего другого, как учить наизусть форму множественного числа таких существительных.

1. *A man – men* (мужчина – мужчины).

2. *A person – people* (человек – люди).

3. *A woman – women* (женщина – женщины).

4. *A mouse – mice* (мышь – мыши).

5. *A foot – feet* (нога – ноги).

6. *A child – children* (ребенок – дети).

7. *A tooth – teeth* (зуб – зубы).

8. *A goose – geese* (гусь – гуси).

9. *An ox – oxen* (бык – быки).

8. А еще есть существительные, которые имеют одинаковые формы, как в единственном, так и во множественном числе.

1. *A fish – fish* (рыба – рыбы).

2. *A swine – swine* (свинья – свиньи).

3. *A deer – deer* (олень – олени).

4. *A sheep – sheep* (овца – овцы).

## МЕСТОИМЕНИЯ

### Личные местоимения

В английском языке личные местоимения могут использоваться в функции подлежащего и дополнения:

Подлежащее

I я

you ты

he он

she она

it он, она, оно

we мы

you вы

they они

Дополнение

me меня, мне, мной

you тебя, тебе, тобой

him его, ему, им, (о) нем

her ее, ей, ею, (о) ней

it его, ему, им, (о) нем, ее, ей, ею,  
(о) ней

us нас, нам, нами

you вас, вам, вами

them их, им, (о них)

- Кроме людей, которым соответствуют разные местоимения в зависимости

от пола (he или she), названия домашних животных, а также других животных, к которым испытывают какие – либо чувства или чей пол хотят подчеркнуть, могут обозначаться местоимениями he или she:

· О животных, которые рассматриваются бесстрастно и пол которых не имеет значения говорят **it**.

· Предметам и понятиям в обыденной речи обычно соответствует местоимение it. О машинах, лодках и кораблях, как правило, говорят как об относящихся к женскому роду.

- What's your rabbit's name? - *Как зовут вашего кролика?*

- **She's** called Fluffy. - *Ее зовут Флаффи.*

You don't have to kill the spider – just put **it** outside. *Вы не должны убивать паука, просто выбросьте его.*

После некоторых глаголов перед личными местоимениями могут опускаться предлоги **to** и **for**. В этом случае местоимение следует непосредственно за глаголом.

### ***Притяжательные местоимения***

Притяжательные местоимения имеют две формы: *основную* и *абсолютную*. В английском языке такие притяжательные местоимения не изменяются.

Основные формы притяжательных местоимений:

my	<i>мой (моя, мое, мои и т.д.)</i>
your	<i>твой (и т.д.)</i>
his	<i>его</i>
her	<i>ее</i>
its	<i>его, ее</i>
our	<i>наши и т.д.</i>
your	<i>ваши и т.д.</i>
their	<i>их</i>

### ***Абсолютная форма притяжательных местоимений***

Абсолютная форма притяжательных местоимений заменяет притяжательное местоимение + существительное (например, **his wife** *его жена*). За исключением **mine** и **his**, она образуется добавлением **-s** к притяжательному местоимению:

mine	<i>мои, моя, мое, моего и т.д.</i>
yours	<i>твой, твоя, твое и т.д.</i>
his	<i>его</i>
hers	<i>ее</i>
its	<i>его, ее</i>
ours	<i>наши и т.д.</i>
yours	<i>ваши и т.д.</i>
theirs	<i>их</i>

That's her house, this is ours. *Тот дом ее, этот дом наш.*

### Возвратные местоимения

Возвратные местоимения в английском языке соответствуют в русском языке местоимению «себя (себе, собой)» или возвратной частичке –ся, которые ставятся после глагола:

I could cut myself.	<i>Я мог порезаться (порезать себя).</i>
You could cut yourself.	<i>Ты мог порезаться (порезать себя).</i>
He could cut himself.	<i>Он мог порезаться (порезать себя).</i>
She could cut herself.	<i>Она могла порезаться (порезать себя).</i>
It could cut itself.	<i>Он/Она/Оно мог/могла/могло порезаться (порезать себя).</i>
We could cut ourselves.	<i>Мы могли порезаться (порезать себя).</i>
You could cut yourselves.	<i>Вы могли порезаться (порезать себя).</i>
They could cut themselves.	<i>Они могли порезаться (порезать себя).</i>

### Употребление возвратных местоимений

Некоторые английские глаголы, в отличие от соответствующих русских глаголов, не могут употребляться с возвратными местоимениями. К ним относятся:

concentrate	<i>концентрироваться</i>
meet	<i>встречаться</i>
move	<i>двигаться</i>
hurry (up)	<i>торопиться</i>
dress/ get dressed	<i>одеваться</i>
change/ get changed	<i>изменяться</i>
wash/ get washed	<i>умываться</i>
get ready	<i>готовиться</i>
be interested in	<i>интересоваться</i>

### *each other/ one another*

Русским выражениям «взаимно» или «друг друга», «друг с другом», «друг о друге» в английском языке соответствуют **each other** (если речь идет о двух действующих лицах) или **one another** (при двух или большем количестве действующих лиц):

Why do they have to shout at each other? *Почему они должны кричать друг на друга?*

All the villagers helped one another during the floods *Во время наводнения все жители деревни помогали друг другу*

### Указательные местоимения

· **This** (единственное число) и **these** (множественное число) указывают большей частью на кого–то или что–то, близкое к говорящему (также по времени).

· **That** (единственное число) **those** (множественное число) указывают часто на кого–то или что–то, удаленное от говорящего (также по времени).

Тем не менее выбор между **this/ these** и **that/those** часто очень субъективен:

**Is this** his desk? *Это (здесь) его письменный стол?*

What are **these** glasses doing here? *Что здесь делают эти стаканы?*

**That's** my school. *Это моя школа*

Did you water **those** plants on the window–sill? *Вы полили те растения на подоконнике.*

**That** или **those** могут использоваться также для того, чтобы эмоционально усилить высказывание:

I hate **those** jeans! *Я ненавижу эти джинсы!*

You should be much stricter with **that** boy! *Вы должны быть более строги к этому мальчику!*

## ИМЯ ПРИЛАГАТЕЛЬНОЕ

### Форма имен прилагательных

В английском языке прилагательное в положительной степени имеет всегда одну и ту же форму, независимо от того, относится ли оно к мужчине или женщине, к существительному в единственном или множественном числе:

**a nice** boy      *приятный мальчик*

**a nice** girl      *приятная девочка*

**a nice** family    *приятная семья*

**nice** children    *приятные дети*

### Степени сравнения прилагательных

Односложные прилагательные образуют сравнительную и превосходную степени с помощью суффиксов *-er/ -est*. Превосходная степень употребляется обычно с определенным артиклем **the**.

*soft* (мягкий) – *softer* (мягче) – *the softest* (самый мягкий, мягчайший)

*hard* (твёрдый) – *harder* (твёрже) – *the hardest* (самый твёрдый)

Если в конце слова после краткого гласного стоит только одна гласная, она удваивается:

*big* (большой) – *bigger* (больше) – *the biggest* (самый большой)

*fat* (жирный) – *fatter* (жирнее) – *the fattest* (жирнее)



*hot* (горячий) – *hotter* (горячее) – *the hottest* (самый горячий)

Если в конце прилагательного стоит **-y**, а перед ней согласная, то **y** меняется на **-i**:

*easy* (легкий) – *easier* (легче) – *the easiest* (самый легкий)

*happy* (счастливый) – *happier* (счастливее) *the happiest* (самый счастливый)

Если прилагательное оканчивается на немое **-e**, то прибавляется только **-r**/**-st**:

*large* (большой) – *larger* (больше) – *the largest* (самый большой)

*polite* (вежливый) – *politer* (вежливее) – *the politest* (самый вежливый)

Многосложные прилагательные также образуют степени сравнения с помощью **more/most**:

*beautiful* (красивый) – *more beautiful* (красивее) – *the most beautiful* (самый красивый)

*difficult* (сложный) – *more difficult* (сложнее) – *the most difficult* (самый сложный)

Бывает, нужно сказать, что предмет не более красивый, умный, и т.д., а менее. Тогда перед словом ставим **less** (для сравнительной степени) или **the least** (для превосходной):

*beautiful* (красивый) – *less beautiful* (менее красивый) – *the least beautiful* (наименее красивый)

*difficult* (сложный) – *less difficult* (менее сложный) – *the least difficult* (наименее сложный)

Слова-исключения, у которых свои формы

Слово	Сравнительная степень	Превосходная степень
good (хороший)	better (лучше)	(the) best (самый лучший)
bad (плохой)	worse (хуже)	(the) worst (самый плохой, худший)
little (маленький)	less (меньше)	(the) least (наименьший, самый маленький)
much (много – с неисчисл.)	more (больше)	(the) most (больше всего)
far (далёкий)	farther (дальше – в значении физического расстояния) further (дальше – в более широком смысле)	(the) farthest (самый дальний) (the) furthest (самый дальний)
old (старый)	older (старше, старше по возрасту) elder (старше, старше по	(the) oldest (самый старый) (the) eldest (самый старый)

Слово	Сравнительная степень	Превосходная степень
Late	старшинству в семье)	
	later (более поздний – о времени)	(the) latest (самый поздний)
	latter (последний из двух упомянутых)	(the) last (самый последний по порядку)

### Другие способы выражения сравнения

*такой же как – as ... as*

You're as clever as your father. *Вы такой же умный, как ваш отец.*

**сравнительная степень + чем = than**

She's taller than her mother. *Она выше, чем ее мать.*

**чем ... тем = the + сравнительная степень ... the + сравнительная степень**

The fatter he gets, the more greedy he gets. *Чем толще он становился, тем алчнее.*

**все более = -er and -er/ more and more ...**

His beard is growing longer and longer. *Его борода становилась все более длинной (длиннее и длиннее).*

## ГЛАГОЛ

### The Present Simple

#### Образование простого настоящего времени (Present Simple)

Формы простого настоящего времени совпадают с инфинитивом (без частицы to), кроме формы 3-го лица единственного числа (**he он, she она, it он, она, оно, the dog собака, my brother мой брат** и т.д.), где к инфинитиву добавляется **-s**:

talk – he talks	<i>говорить – он говорит</i>
run – she runs	<i>бежать – он бежит</i>
kick – the horse kicks	<i>лягаться – лошадь лягается</i>

Глаголы, которые оканчиваются на **-s, -sh, -ch, -o** или **-x**, образуют форму 3-го лица единственного числа прибавлением к инфинитиву **-es**:

miss – she misses	<i>пропускать – она пропускает</i>
push – it pushes	<i>толкать – он (она, оно) толкает</i>
catch – it catches	<i>ловить – он (она, оно) ловит</i>

Глаголы, оканчивающиеся на согласные (**m, p, s, v** и т.д.) + **-y**, в форме 3-го лица единственного числа имеют окончание **-ies**:

carry – it carries	<i>нести – он (она, оно) несет</i>
try – she tries	<i>стараться – она старается</i>
deny – he denies	<i>отрицать – он отрицает</i>

Если –у стоит после гласной (а, е, і, о, u), то –у остается без изменения:  
 buy – he buys *покупать – он покупает*  
 say – she says *говорить – она говорит*

Утвердительные предложения:

I play	We play
You play	You play
He / she / it plays	They play

Для того, чтобы построить **вопросительное предложение**, перед подлежащим нужно поставить **вспомогательный глагол**.  
 Время **Present Simple** используется без него, поэтому в этом случае добавляется вспомогательный глагол **do** (или **does** в 3 л. ед. ч.):

**Do** you **like** rock?

Тебе нравится рок?

**Does** he **speak** Spanish?

Он говорит по-испански?

Вопросительные предложения:

Do I play?	Do we play?
Do you play?	Do you play?
Does he / she / it play?	Do they play?

В **отрицательных предложениях** тоже используется вспомогательный глагол **do/does**, но не перед подлежащим, а перед глаголом. После него прибавляется отрицательная частица **not**. **Do/does** и **not** часто сокращаются до **don't** и **doesn't** соответственно:

I **do not** like black coffee. Я не люблю черный кофе.

She **doesn't** smoke. Она не курит.

Отрицательные предложения:

I do not play	We do not play
---------------	----------------

You do not play	You do not play
He / she / it does not play	They do not play

### **Употребление настоящего простого времени**

Настоящее простое время описывает действия, которые происходят повторно, регулярно, по привычке или по традиции:

I eat five pieces of fruit a day. *Я ем ежедневно пять фруктов.*

She writes to all her friends. *Она пишет всем своим друзьям.*

Настоящее простое время употребляется также для описания абсолютных истин и естественных законов:

Water consists of hydrogen and oxygen. *Вода состоит из водорода и кислорода.*

The monsoon seasons starts in April. *Период муссонов начинается в апреле.*

### **Past Simple - простое прошедшее время**

Время **Past Simple** используется для обозначения действия, которое произошло в определенное время в прошлом и время совершения которого уже истекло.

Для уточнения момента совершения действия в прошлом при использовании времени **Past Simple** обычно используются такие слова, как:

*five days ago* – пять дней назад

*last year* – в прошлом году

*yesterday* – вчера

*in 1980* – в 1980 году

- *Yesterday we played the guitar.* — Вчера мы играли на гитаре.
- *She launched a new product 3 years ago.* — Она запустила новый продукт 3 года назад.
- *We chose the president in 2014.* — Мы выбрали президента в 2014 году.

Утвердительные предложения:

I played	We played
You played	You played
He / she / it played	They played

Для того, чтобы поставить английский глагол во время **Past Simple**, нужно использовать его «вторую форму». Для большинства глаголов она образуется прибавлением окончания **-ed**:

*examine* – *examined*

*enjoy* – *enjoyed*

*close – closed*

Однако есть также достаточно большая группа неправильных английских глаголов, которые образуют форму прошедшего времени не по общим правилам, для них форму прошедшего времени нужно просто запомнить.

*We saw your dog two blocks from here. – Мы видели вашу собаку в двух кварталах отсюда*

Вопросительные предложения:

Did I play?	Did we play?
Did you play?	Did you play?
Did he / she / it play?	Did they play?

В **вопросительном предложении** перед подлежащим нужно использовать вспомогательный глагол **do** в прошедшем времени – **did**, а после подлежащего поставить основной, значимый глагол в начальной форме:

*Did you wash your hands? – Ты помыл руки?*

*Did they sign the contract? – Они подписали контракт?*

Отрицательные предложения:

I did not play	We did not play
You did not play	You did not play
He / she / it did not play	They did not play

В **отрицательных предложениях** перед глаголом нужно поставить вспомогательный глагол **did** и отрицательную частицу **not**. В разговорной речи **did not** сокращается до **didn't**:

*We did not find our car. – Мы не нашли свою машину.*

*I did not understand this question. – Я не понял этот вопрос.*

**Случаи употребления Past Simple:**

- Указание на простое действие в прошлом:  
*I saw Jeremy in the bank. – Я видел Джереми в банке.*

- Регулярные, повторяющиеся действия в прошлом:  
*The old man often **visited** me.* – Старик часто меня навещал.  
*I **noticed** this charming shop girl each time I went to buy something.* – Я замечал эту очаровательную продавщицу каждый раз, когда шел за покупками.
- Перечисление последовательности действий в прошлом:  
*I **heard** a strange sound, **looked back**, and **saw** a huge cat sitting on the table.*  
 Я услышал странный звук, обернулся и увидел здоровенного кота, сидящего на столе.

### Таблица неправильных глаголов английского языка

В первом столбике таблицы вы увидите глаголы в той форме, в которой они встречаются в словаре, то есть это инфинитив (*Infinitive*). Второй столбик – глаголы во времени *Past Simple*. Глаголы из третьего столбика используйте во временах группы *Perfect*. И, конечно, все неправильные глаголы даны с переводом на русский, чтобы легче было запомнить слово.

<i>Infinitive</i>	<i>Past Simple (V2)</i>	<i>Participle II (V3)</i>	Перевод
<i>arise</i>	<i>arose</i>	<i>arisen</i>	подниматься
<i>awake</i>	<i>awoke</i>	<i>awoken</i>	пробуждать
<i>be</i>	<i>was (were)</i>	<i>been</i>	быть
<i>bear</i>	<i>bore</i>	<i>born</i>	рожать, переносить
<i>beat</i>	<i>beat</i>	<i>beaten</i>	бить
<i>become</i>	<i>became</i>	<i>become</i>	становиться
<i>begin</i>	<i>began</i>	<i>begun</i>	начинать

<i>bend</i>	<i>bent</i>	<i>bent</i>	наклонять
<i>bet</i>	<i>bet</i>	<i>bet</i>	заключать пари
<i>bind</i>	<i>bound</i>	<i>bound</i>	связывать
<i>bite</i>	<i>bit</i>	<i>bitten</i>	кусать
<i>bleed</i>	<i>bled</i>	<i>bled</i>	кровоточить
<i>blow</i>	<i>blew</i>	<i>blown</i>	дуть
<i>break</i>	<i>broke</i>	<i>broken</i>	ломать
<i>breed</i>	<i>bred</i>	<i>bred</i>	разводить животных
<i>bring</i>	<i>brought</i>	<i>brought</i>	приносить
<i>build</i>	<i>built</i>	<i>built</i>	строить
<i>buy</i>	<i>bought</i>	<i>bought</i>	покупать
<i>catch</i>	<i>caught</i>	<i>caught</i>	ловить
<i>choose</i>	<i>chose</i>	<i>chosen</i>	выбирать
<i>cling</i>	<i>clung</i>	<i>clung</i>	цепляться
<i>come</i>	<i>came</i>	<i>come</i>	приходить

<i>cost</i>	<i>cost</i>	<i>cost</i>	СТОИТЬ
<i>cut</i>	<i>cut</i>	<i>cut</i>	резать
<i>deal</i>	<i>dealt</i>	<i>dealt</i>	вести дела
<i>dig</i>	<i>dug</i>	<i>dug</i>	копать
<i>do</i>	<i>did</i>	<i>done</i>	делать
<i>draw</i>	<i>drew</i>	<i>drawn</i>	рисовать, тянуть
<i>drink</i>	<i>drank</i>	<i>drunk</i>	пить
<i>drive</i>	<i>drove</i>	<i>driven</i>	водить автомобиль
<i>eat</i>	<i>ate</i>	<i>eaten</i>	кушать
<i>fall</i>	<i>fell</i>	<i>fallen</i>	падать
<i>feed</i>	<i>fed</i>	<i>fed</i>	кормить
<i>feel</i>	<i>felt</i>	<i>felt</i>	чувствовать
<i>fight</i>	<i>fought</i>	<i>fought</i>	бороться
<i>find</i>	<i>found</i>	<i>found</i>	находить
<i>flee</i>	<i>fled</i>	<i>fled</i>	сбегать



<i>fly</i>	<i>flew</i>	<i>flown</i>	летать
<i>forbid</i>	<i>forbade</i>	<i>forbidden</i>	запрещать
<i>forget</i>	<i>forgot</i>	<i>forgotten</i>	забывать
<i>forgive</i>	<i>forgave</i>	<i>forgiven</i>	прощать
<i>freeze</i>	<i>froze</i>	<i>frozen</i>	замораживать
<i>get</i>	<i>got</i>	<i>got (gotten)</i>	получать
<i>give</i>	<i>gave</i>	<i>given</i>	давать
<i>go</i>	<i>went</i>	<i>gone</i>	идти
<i>grow</i>	<i>grew</i>	<i>grown</i>	расти
<i>hang</i>	<i>hung</i>	<i>hung</i>	висеть
<i>have</i>	<i>had</i>	<i>had</i>	иметь
<i>hear</i>	<i>heard</i>	<i>heard</i>	слышать
<i>hide</i>	<i>hid</i>	<i>hidden</i>	прятать
<i>hit</i>	<i>hit</i>	<i>hit</i>	ударять, попадать
<i>hold</i>	<i>held</i>	<i>held</i>	держать

<i>hurt</i>	<i>hurt</i>	<i>hurt</i>	причинять боль
<i>keep</i>	<i>kept</i>	<i>kept</i>	сохранять, соблюдать
<i>know</i>	<i>knew</i>	<i>known</i>	знать
<i>lay</i>	<i>laid</i>	<i>laid</i>	класть
<i>lead</i>	<i>led</i>	<i>led</i>	вести, лидировать
<i>learn</i>	<i>learnt (learned)</i>	<i>learnt (learned)</i>	учиться, узнавать
<i>leave</i>	<i>left</i>	<i>left</i>	покидать, оставлять
<i>lend</i>	<i>lent</i>	<i>lent</i>	давать взаймы
<i>let</i>	<i>let</i>	<i>let</i>	позволять
<i>lie</i>	<i>lay</i>	<i>lain</i>	лежать
<i>light</i>	<i>lit</i>	<i>lit</i>	зажигать, освещать
<i>lose</i>	<i>lost</i>	<i>lost</i>	терять
<i>make</i>	<i>made</i>	<i>made</i>	делать, мастерить
<i>mean</i>	<i>meant</i>	<i>meant</i>	значить

<i>meet</i>	<i>met</i>	<i>met</i>	встречать, знакомиться
<i>pay</i>	<i>paid</i>	<i>paid</i>	платить
<i>put</i>	<i>put</i>	<i>put</i>	класть, ставить
<i>read</i>	<i>read</i>	<i>read</i>	читать
<i>ride</i>	<i>rode</i>	<i>ridden</i>	ездить верхом
<i>ring</i>	<i>rang</i>	<i>rung</i>	звонить
<i>rise</i>	<i>rose</i>	<i>risen</i>	возрастать, подниматься
<i>run</i>	<i>ran</i>	<i>run</i>	бежать
<i>say</i>	<i>said</i>	<i>said</i>	сказать
<i>see</i>	<i>saw</i>	<i>seen</i>	видеть
<i>seek</i>	<i>sought</i>	<i>sought</i>	искать
<i>sell</i>	<i>sold</i>	<i>sold</i>	продавать
<i>send</i>	<i>sent</i>	<i>sent</i>	посылать
<i>set</i>	<i>set</i>	<i>set</i>	устанавливать
<i>shake</i>	<i>shook</i>	<i>shaken</i>	трясти

<i>shine</i>	<i>shone</i>	<i>shone</i>	светить, сиять
<i>shoot</i>	<i>shot</i>	<i>shot</i>	стрелять
<i>show</i>	<i>showed</i>	<i>shown</i>	показывать
<i>shrink</i>	<i>shrank</i>	<i>shrunk</i>	сжиматься
<i>shut</i>	<i>shut</i>	<i>shut</i>	закрывать, затворять
<i>sing</i>	<i>sang</i>	<i>sung</i>	петь
<i>sit</i>	<i>sat</i>	<i>sat</i>	сидеть
<i>sleep</i>	<i>slept</i>	<i>slept</i>	спать
<i>slide</i>	<i>slid</i>	<i>slid</i>	скользить
<i>smell</i>	<i>smelt</i>	<i>smelt</i>	пахнуть, нюхать
<i>speak</i>	<i>spoke</i>	<i>spoken</i>	говорить
<i>spell</i>	<i>spelt (spelled)</i>	<i>spelt (spelled)</i>	произносить или писать по буквам
<i>spend</i>	<i>spent</i>	<i>spent</i>	тратить, проводить время
<i>spill</i>	<i>spilt (spilled)</i>	<i>spilt (spilled)</i>	разлить

<i>spin</i>	<i>spun</i>	<i>spun</i>	крутить
<i>split</i>	<i>split</i>	<i>split</i>	разделять, раскалывать
<i>spoil</i>	<i>spoilt (spoiled)</i>	<i>spoilt (spoiled)</i>	портить
<i>spread</i>	<i>spread</i>	<i>spread</i>	разворачивать, распространять
<i>stand</i>	<i>stood</i>	<i>stood</i>	стоять
<i>steal</i>	<i>stole</i>	<i>stolen</i>	воровать
<i>sting</i>	<i>stung</i>	<i>stung</i>	жалить
<i>stink</i>	<i>stank</i>	<i>stunk</i>	вонять
<i>strike</i>	<i>struck</i>	<i>struck</i>	бастовать, ударять
<i>swear</i>	<i>swore</i>	<i>sworn</i>	клясться, ругаться
<i>sweep</i>	<i>swept</i>	<i>swept</i>	подметать
<i>swell</i>	<i>swelled</i>	<i>swollen (swelled)</i>	опухать
<i>swim</i>	<i>swam</i>	<i>swum</i>	плавать
<i>take</i>	<i>took</i>	<i>taken</i>	брать

<i>teach</i>	<i>taught</i>	<i>taught</i>	обучать
<i>tear</i>	<i>tore</i>	<i>torn</i>	рвать
<i>tell</i>	<i>told</i>	<i>told</i>	рассказывать
<i>think</i>	<i>thought</i>	<i>thought</i>	думать
<i>throw</i>	<i>threw</i>	<i>thrown</i>	бросать
<i>understand</i>	<i>understood</i>	<i>understood</i>	понимать
<i>wake</i>	<i>woke</i>	<i>woken</i>	будить
<i>wear</i>	<i>wore</i>	<i>worn</i>	носить (одежду)
<i>win</i>	<i>won</i>	<i>won</i>	побеждать
<i>wind</i>	<i>wound</i>	<i>wound</i>	обматывать, изгибаться
<i>write</i>	<i>wrote</i>	<i>written</i>	писат

## Future Simple - простое будущее время

Future Simple Tense (или просто Future Simple) — это простое будущее время в английском языке.

Мы используем Future Simple, чтобы высказать предположения о будущем или о событиях, которые точно произойдут и на которые мы не можем повлиять. А также, для обещаний, угроз, предупреждений и предостережений.

Узнать Future Simple можно по таким словам, как:

- soon (скоро)
- later (позже)
- as soon as (как только)
- tomorrow (завтра)
- the day after tomorrow (послезавтра)
- tonight (вечером)
- next week (на следующей неделе)
- next year (на будущий год)
- in a month (через месяц)
- in three days (через три дня)
- in 2020 (в 2020 году)

Утвердительные предложения:

I will play	We will play
You will play	You will play
He / she / it will play	They will play

Для того, чтобы поставить глагол во временную форму **Future Simple**, нужно использовать его начальную форму и вспомогательный глагол **will**. В устной речи **will** чаще всего сокращается до формы **'ll**, которая может использоваться во всех лицах.

*Примечание:*

Ранее при употреблении будущего времени для первого лица (**I, we**) было принято использовать вспомогательный глагол **shall**:

*I shall write to you every day. Я буду писать тебе каждый день.*

Однако, в современном английском, особенно в устной речи, **will** стал использоваться для всех лиц:

*I will go to Paris next summer. Следующим летом я поеду в Париж.*

Вопросительные предложения:

Will I play?	Will we play?
Will you play?	Will you play?
Will he / she / it play?	Will they play?

В **вопросительном предложении** вспомогательный глагол **will** ставится перед подлежащим. Значимый глагол остается после подлежащего в своей начальной форме:

*Will we go to the beach? Мы пойдём на пляж?*

*Will your boss agree with our conditions? Ваш босс согласится с нашими условиями?*

Отрицательные предложения:

I will not play	We will not play
You will not play	You will not play
He / she / it will not play	They will not play

В **отрицательных предложениях** за вспомогательным глаголом следует отрицательная частица **not**. Вместе они могут быть сокращены до формы **won't**:

*I will not let you down. Я вас не подведу.*

*Fred won't agree to help us. Фред не согласится нам помочь.*

**Случаи употребления Future Simple:**

- Указание на простое действие в будущем:  
*We'll return in 4 hours.*  
*Мы вернемся через 4 часа.*  
*It will not be easy to convince him.*  
*Его будет нелегко убедить.*
- Регулярные, повторяющиеся действия в будущем:  
*I promise I'll visit you every day.*  
*Обещаю, что буду навещать тебя каждый день.*
- При перечислении последовательности действий в будущем:



*I cannot wait for my vacation. I **will go** to the river, **swim** and **fish** every day.  
Не могу дождаться своего отпуска. Буду каждый день ходить к речке,  
купаться и ловить рыбу.*

## **Present Continuous - настоящее длительное время**

Время **Present Continuous** обычно указывает на процесс, длящийся непосредственно в момент речи. На это могут указывать контекст или такие слова, как:

*now – сейчас*

*at the moment – в данный момент*

*at present – в настоящее время*

*still – все еще*

*Look! – Смотри!*

*Listen! – Послушай!*

Утвердительные предложения:

I am playing	We are playing
You are playing	You are playing
He / she / it is playing	They are playing

Для того, чтобы поставить глагол в форму времени **Present Continuous**, требуется вспомогательный глагол **to be** в настоящем времени и причастие настоящего времени (Participle I) смыслового глагола.

**To be** в настоящем времени имеет три формы:

- **am** – 1 лицо, ед. ч. (I am shaving.)
- **is** – 3 лицо, ед. ч. (He is reading.)
- **are** – 2 лицо ед. ч. и все формы мн. ч. (They are sleeping.)

*Примечание:*

Личные местоимения и вспомогательный глагол часто сокращаются до I'm, he's, she's, it's, we're, you're, they're.

Причастие настоящего времени (Participle I) можно получить, прибавив к начальной форме значимого глагола окончание **-ing**:

*jump – jumping*

*live – living*

Вопросительные предложения:

Am I playing?	Are we playing?
Are you playing?	Are you playing?
Is he / she / it playing?	Are they playing?

В **вопросительном предложении** вспомогательный глагол выносится на место перед подлежащим, а значимый глагол остается после него:

*Are you **using** this dictionary? Вы используете этот словарь?*

Отрицательные предложения:

I am not playing	We are not playing
You are not playing	You are not playing
He / she / it is not playing	They are not playing

В **отрицательных предложениях** за вспомогательным глаголом следует отрицательная частица **not**. Формы **is** и **are** при этом могут быть сокращены до **isn't** и **aren't** соответственно.

*She **is not** standing. Она не стоит.*

*Radio **isn't** working. Радио не работает.*

### Случаи употребления Present Continuous

- Указание на процесс, происходящий непосредственно в момент разговора:  
*The doctor **is conducting** an operation now. Врач сейчас проводит операцию.*  
*Jack **is talking** on the phone at the moment. В настоящий момент Джек разговаривает по телефону.*
- Действие, находящееся в процессе своего развития, но необязательно происходящее в момент разговора:  
*Are you still **working** in London? Ты все еще работаешь в Лондоне?*  
*Chicago police **are investigating** the case. Полиция Чикаго расследует дело.*
- Описание повторяющихся действий с использованием слов **always, constantly, forever**. Как правило это относится к характерным свойствам и поведению людей, часто с негативной окраской:  
*Why **are** you always **interrupting** people?*  
*Почему ты вечно перебиваешь людей?*

*He is constantly **complaining** about his brother.  
Он постоянно жалуется на своего брата.*

### ***Глаголы, которые обычно не употребляются в настоящем продолженном времени***

Некоторые глаголы относительно редко употребляются в настоящем продолженном времени, так как они не описывают процессы как таковые, а скорее обозначают «статические» состояния. К ним относятся следующие глаголы в указанных значениях:

believe <i>верить</i>	think <i>думать</i>
hope <i>надеяться</i>	understand <i>понимать</i>
feel <i>чувствовать</i>	know <i>знать</i>
like <i>любить</i>	mean <i>значить</i>
hate <i>ненавидеть</i>	remember <i>вспоминать</i>
want <i>хотеть</i>	forget <i>забывать</i>
wish <i>желать</i>	cost <i>стоить</i>
sound <i>звучать</i>	contain <i>содержать</i>
look <i>выглядеть</i>	belong <i>принадлежать</i>
seem <i>казаться</i>	own <i>владеть</i>
see <i>видеть</i>	need <i>нуждаться</i>

*It depends. Это зависит от обстоятельств.*

*She smells lovely. Она пахнет чудесно.*

*You sound awful. Вы звучите ужасно.*

*This tastes strange. Это имеет странный вкус.*

Если такие глаголы употребляются в настоящем продолженном времени, они большей частью имеют другое значение. Действие относится к будущему:

*He's seeing the doctor tomorrow. Завтра он идет к врачу.*

### ***Настоящее продолженное время глаголов to have***

Глагол **to have** не употребляется в настоящем продолженном времени, если выражает значение «иметь, владеть».

В других значениях он может употребляться в настоящем продолженном времени:

*Jamie has a computer. У Джемми есть новый компьютер.*

*We're having our tea. Мы пьем чай.*

## Past Continuous - прошедшее длительное время

Время **Past Continuous** указывает на процесс, длившийся в определенный момент или период в прошлом. В отличие от времени Past Simple, этот момент в прошлом должен быть назван прямо (например, yesterday at 5 o'clock, when you called, when rain started) или быть очевидным из контекста.

*When you called I **was taking** a shower.*

*Когда ты позвонил, я принимал душ.*

*Charlie and me **were already driving** home when the engine suddenly stopped.*

*Мы с Чарли уже ехали домой, как вдруг заглох мотор.*

Узнать время Past Continuous можно по особым словам-маркерам, встречающимся в предложении. Обычно они отвечают на вопрос «Когда это происходило?».

- *at the moment (в тот момент)*
- *when (когда)*
- *while (в то время, как)*
- *as (так как)*
- *all night (long) (всю ночь)*
- *all morning (все утро)*
- *all day (long) (весь день)*
- *last Sunday (в прошлое воскресенье)*
- *last month (в прошлом месяце)*
- *last year (в прошлом году)*
- *from Monday to Wednesday (с понедельника по среду)*
- *at 3:15 pm*
- *at 6 yesterday*

Утвердительные предложения:

I was playing	We were playing
You were playing	You were playing
He / she / it was playing	They were playing

Для того, чтобы поставить глагол в форму **Past Continuous**, нужен вспомогательный глагол to be в прошедшем времени и причастие настоящего времени (Participle I) смыслового глагола.

**To be** в прошедшем времени имеет две формы:

- **was** – 1 и 3 лицо ед. ч. (I was smoking. He was eating.)
- **were** – 2 лицо ед. ч. и все формы мн. ч. (They were laughing.)

Вопросительные предложения:

Was I playing?	Were we playing?
Were you playing?	Were you playing?
Was he / she / it playing?	Were they playing?

В **вопросительном предложении** вспомогательный глагол выносится на место перед подлежащим, а значимый глагол остается после него:

**Were you sleeping** when I called? You sounded drowsy.

Ты спал, когда я позвонил? Ты казался сонным.

Отрицательные предложения:

I was not playing	We were not playing
You were not playing	You were not playing
He / she / it <b>was</b> not playing	They were not playing

В **отрицательных предложениях** за вспомогательным глаголом следует отрицательная частица **not**. Формы **was** и **were** при этом могут быть сокращены до **wasn't** и **weren't** соответственно.

We **were not playing** chess when you called.

Мы не играли в шахматы, когда ты позвонил.

In the morning our elevator **wasn't working**.

Утром наш лифт не работал.

## Случаи употребления Past Continuous

- 1 Указание на процесс, происходивший в конкретный момент времени в прошлом:

*I was sleeping when someone knocked at the door. Когда я спал, кто-то постучал в дверь.*

2 Мы используем *Past Continuous*, когда говорим о двух действиях, которые происходили одновременно в прошлом. Эти действия могут соединяться союзами *and* (и, а), *while* (пока, в то время как).  
*My girlfriend and I were watching a film and my baby sister was playing with her new doll.* – Мы с моей девушкой **смотрели** фильм, **а** моя сестренка **играла** со своей новой куклой.

3 *Past Continuous* часто встречается в рассказах и историях. Мы используем это время, чтобы описать атмосферу, обстановку, дать общие сведения о том, что будет происходить. *I was driving to my granny's house to the suburbs. It was raining. The road was slippery. I was looking carefully not to miss the turn to my granny's house.* – Я ехал к бабушке в пригород. Шел дождь. Дорога была скользкой. Я внимательно смотрел, чтобы не пропустить поворот к дому моей бабушки.

## Present Perfect

**Present Perfect** – это настоящее совершенное время формируется с помощью двух глаголов. Первый глагол – вспомогательный глагол **have**, который “действителен” только для I (я), you (ты, вы), we (мы), they (они) или **has** – для he (он), she (она), it (оно). Второй глагол – это основной глагол в **3-й форме**. В английском языке **3-я форма правильных глаголов** создается посредством присоединения к основе слова окончания –ed (to wish – wished, to blame – blamed, to clean – cleaned). **Третью форму неправильных глаголов** можно всегда найти соответственно в третьей колонке в таблице неправильных глаголов.

Здесь главное не действие в прошлом, а его результат в настоящем. Действие совершилось к моменту речи. Переводится на русский язык прошедшем времени.

число	лицо	утвердительная форма	вопросительная форма	отрицательная форма
Ед.ч.	1	<i>I have cooked</i>	<i>Have I cooked</i>	<i>I have not cooked</i>
	2	<i>You have cooked</i>	<i>Have you cooked?</i>	<i>You have not cooked</i>
	3	<i>He</i>  <i>She has cooked</i>  <i>It</i>	<i>he</i>  <i>Has she cooked?</i>  <i>it</i>	<i>He</i>  <i>She has not cooked</i>  <i>It</i>
Мн.ч.	1	<i>We have cooked</i>	<i>Have we cooked?</i>	<i>We have not cooked</i>
	2	<i>You have cooked</i>	<i>Have you cooked?</i>	<i>You have not cooked</i>
	3	<i>They have cooked</i>	<i>Have they cooked?</i>	<i>They have not cooked</i>

### Сокращенные формы

I have = I've

He has = He's

I have not = I haven't

He has not = He hasn't

При образовании **вопросительной формы** вспомогательный глагол **have (has)** ставится перед подлежащим. При переводе вопросительных предложений следуйте установленному порядку слов вопросительного предложения: 1 – вопросительное слово (например, **who?, what?**), 2 – вспомогательный глагол (have или has), 3 – подлежащее, 4 – сказуемое (в данном случае причастие)

- Have you ordered pizza? – Ты заказал пиццу? (вопросительного слова нет, поэтому вопрос начинается с have)
- Where has he put my glasses? – куда он положил мои очки?

Вопрос к подлежащему начинается со слова Who?

- Who has painted this picture? – кто нарисовал эту картину?

**В вопросительных предложениях типа When..? What time...?** используется Past Simple, а не Present Perfect, потому что здесь важно время (Когда? Во сколько?), а не результат.

### Примеры

When did she come? — Когда она пришла?

What time did they leave? — Во сколько они уехали?

*Слова подсказки:* **already** (уже), **just** (только что), **yet** (уже – в вопросительных предложениях, еще не – в отрицательных предложениях), **just** (только что), **ever** (когда-либо, используется в вопросительных предложениях), **never** (никогда), **lately** (за последнее время), **recently** (недавно), **for ages** (целую вечность), **for month** (в течение месяца), **for three days** (в течение трех дней), **since childhood** (с детства), **since morning** (с утра), **this week** (на этой неделе)

## Случаи употребления Present Perfect:

- Для выражения действия, которое было произведено в недавнем прошлом, но его результат важен для настоящей минуты:

**I have lost my key. I cannot open the door – Я потерял ключи. Я не могу открыть дверь.** (Действие произошло в прошлом, но результат потери ключей влияет на настоящее).

**I have ruined the meal. It's burnt. — Я испортил еду. Она сгорела.**

**Children have drunk all the milk. Now I have to go to the shop – Дети выпили все молоко. Сейчас Мне надо идти в магазин** (результат в том, что молока дома нет и нужно пойти в магазин чтобы его купить)

**He has already published your poem in a local paper. — Он уже опубликовал ваше стихотворение в местной газете** (результат в том, что сейчас это стихотворение есть в газете).

**I haven't done my work yet — Я еще не сделал свою работу** (результат в том, что она (работа) еще не готова, и сейчас мне приходится ее делать, чтобы закончить).

- *Present Perfect* используется, когда мы говорим о нашем личном опыте.

**I have been to England but I haven't been to Scotland. – Я был в Англии, но не был в Шотландии** (на данный момент моей жизни я посетил Англию и не успел посетить Шотландию, но я все еще надеюсь там побывать).

Наречия *ever* (когда-нибудь) и *never* (никогда) часто встречаются, когда мы говорим о жизненном опыте. Они показывают, что мы делали или не делали в нашей жизни.

**Have you ever been to Paris? – Ты когда-нибудь был в Париже?**



**Have you ever seen this film? – Ты видел когда-нибудь этот фильм?**  
**No, I have never seen this film before. – Нет, я никогда не видел этот фильм раньше.**

**Запомните:**

**been to ... — был в (но уже вернулся)**

**gone to ... — уехал в (еще не вернулся)**

**ПРИМЕРЫ.**

**She has been to Italy. (= Она была в Италии, но уже вернулась.)**

**He has gone to Italy. (= Он уехал в Италию, но еще не вернулся.)**

• Если говорящему важен сам факт произошедшего действия, а не его время или обстоятельства:

**I have visited the Louvre 3 times – Я посетил Лувр три раза.**

• Если период, в который произошло действие, еще не закончился (то есть, *период еще не завершился, а действие уже произошло*):

**He has visited two galleries today – Сегодня он побывал в двух галереях.** (сегодня еще не закончилось, и он может отправиться в третью галерею)

**I have not visited my grandmother this week – На этой неделе я не навещала свою бабушку** (Неделя – это отрезок времени, который еще не закончился).

**He has written two books this year. — Он написал две книги в этом году** (год еще не закончен).

**I have met her twice this week – На этой неделе я дважды ее встретил** (неделя все еще длится, а я ее уже дважды встретил).

**Peter has washed his car today – Петр сегодня помыл машину** (все еще сегодня, но машина уже помыта)

- Для обозначения действий, которые начались в прошлом и продолжаются в момент разговора. Переводится настоящим временем:

**I have studied Spanish since childhood – Я изучаю испанский с детства** (т.е. начал испанский изучать с детства и сейчас продолжаю).

**She has known my brother for five years – Она знает моего брата уже пять лет**

**I've known her sister since 1992 — Я знаю ее сестру с 1992 года**

**I haven't seen you for ages – Я не видел(а) тебя целую вечность.**

**I have lived in Moscow since I moved there – Я живу в Москве с тех пор, как я переехал туда.**

В таком случае глагол переводится на русский в настоящем времени:

### For/Since

for		since	
three days	ten minutes	Monday	Wednesday
an hour	two hours	9 o'clock	Christmas
a week	for weeks	24 July	I was 10 years old
a month	six months	January	we arrived
five years	a long time (долгое время)	1985	childhood (дество)
	ages (целая вечность)		

Предлоги **Since** и **For** являются предлогами времени.

**Since** используется с указанием точного времени, момента во времени, с которого что-либо началось, как, например: **March 31**, или **9:19 a.m.**, или **Tuesday**.

Например:

I have been studying English **since 1993**.

Я изучаю английский *с 1993 года*.

John has helped me **since 10:00 this morning**.

Джон помогает мне *с 10 утра*.

Those people have been in Europe **since August**.

Эти люди находятся в Европе *с августа*.

Обратите внимание, что, так как действие в таких предложениях начинается в прошлом и продолжается вплоть до настоящего момента, то необходимо использовать времена группы Perfect.

**For** используется с указанием периода, промежутка времени, в течение которого что-либо совершается, происходит, как, например: **1 day**, или **3 hours**, или **5 years**.

Например:

John has helped me **for 8 hours**.

Джон помогает мне уже *8 часов*.

### Пассивный залог (passive voice)

В английском языке существует два залога — активный (active voice) и пассивный или страдательный (passive voice). В активном залоге действие выполняет подлежащее. В пассивном залоге действие происходит над подлежащим. Давайте сравним:

*Mary **cleans** the office every morning.* — *Мэри **убирает** офис каждое утро.*

(активный залог)

Подлежащее (Мэри) выполняет действие (убирает).

*The office **is cleaned** every morning.* — *Офис **убирают** каждое утро.*

(пассивный залог)

Неизвестно, кто выполняет действие. Подлежащее (офис) подвергается действию (его убирают).

*She **asked** her students to come earlier.* — *Она **попросила** студентов прийти раньше.* (активный залог)

*The students **were asked** to come earlier.* — *Студентов **попросили** прийти раньше.* (пассивный залог)

Страдательный залог в английском языке образуется с помощью вспомогательного глагола to be и смыслового глагола в третьей форме. На месте подлежащего в утвердительных предложениях будет стоять человек или предмет, над которым будет производиться действие.

Образование пассивного залога в разных временах представлено в таблице ниже. Времена группы Perfect Continuous, а также Future Continuous в пассивном залоге не используются.

Время	Когда используем	Формула	Пример
Present Simple	– регулярное действие – констатация факта	is/am/are + V3	Thousands of dollars <b>are spent</b> on coffee in America every day. — Тысячи долларов <b>тратятся</b> на кофе в Америке каждый день.
Past Simple	– завершенное действие в прошлом	was/were + V3	The radio <b>was invented</b> 150 years ago. — Радио <b>изобрели</b> 150 лет назад.
Future Simple	– действие произойдет в будущем	will be + V3	The letter <b>will be sent</b> tomorrow. — Письмо <b>отправят</b> завтра.
Present Continuous	– действие происходит в момент речи, прямо сейчас	am/is/are + being + V3	The car <b>is being refueled</b> now. — Машину <b>заправляют</b> сейчас.
Past Continuous	– действие происходило в определенный момент в прошлом, акцент на продолжительности действия	was/were + being + V3	The exam <b>was being taken</b> yesterday morning. — Экзамен <b>сдавали</b> вчера утром.
Present Perfect	– действие уже завершилось, акцент на результат	has/have + been + V3	The flowers <b>have already been watered</b> . — Цветы уже <b>полили</b> .
Past Perfect	– действие завершилось до определенного момента или другого события в прошлом	had + been + V3	The police <b>had been called</b> before the burglars ran away. — Полицию <b>вызвали</b> до того, как воры убежали.
Future Perfect	– действие будет завершено до определенного момента в будущем	will + have + been + V3	The article <b>will have been rewritten</b> by tomorrow morning. — Статью <b>перепишут</b> к

			завтрашнему утру.
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Для образования отрицательной формы пассивного залога необходима частица *not*. Ставим ее после вспомогательного глагола. Если вспомогательных глаголов несколько, ставим *not* после первого.

*I left my camera on the bench and it was not stolen!* — Я забыл камеру на лавочке, и ее не украли!

*The car has not been transported yet.* — Машины еще не перевезли.

Чтобы задать вопрос в пассивном залоге, необходимо поставить вспомогательный глагол на первое место.

*Will the meeting be held next week?* — Встречу проведут на следующей неделе?

*Was the match canceled because of the weather?* — Матч отменили из-за погоды?

Если есть необходимость указать, кем выполняется действие, в конце предложения ставим предлог *by* + того, кто выполняет действие.

*The book was written by an unknown author.* — Книга была написана неизвестным автором.

*You will never be disappointed by your loyal employees.* — Ты никогда не будешь разочарован своими верными сотрудниками.

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