

Министерство науки и высшего образования Российской Федерации
Федеральное государственное бюджетное
образовательное учреждение высшего образования
«Амурский государственный университет»

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STUDYING ECOLOGY

Учебное пособие

Благовещенск

2022

81.2Англ-923

Б 70

*Рекомендовано
ученым советом университета*

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Studying Ecology : учебное пособие / Л.О. Блохинская, Л.В. Ермакова. – 2-е изд., перераб. и доп. – Благовещенск: Изд-во АмГУ, 2022. – 167 с.

Цель пособия – подготовить студентов-бакалавров 1-2-х курсов направления подготовки 20.03.01 «Техносферная безопасность» к самостоятельной работе со специальной и научной литературой, базовой терминологической лексикой, а также научить основам делового общения в устных и письменных формах на английском языке.

Блохинская, Л.О, Ермакова, Л.В., 2022
Амурский государственный университет, 2022

ВВЕДЕНИЕ

Пособие предназначено для обучения студентов-бакалавров направления подготовки 20.03.01 «Техносферная безопасность» английскому языку. «Studying Ecology» может быть использовано как для самостоятельной работы, так и для работы в аудитории со студентами 1-2-х курсов в неязыковом вузе. Пособие может быть также полезно для лиц, самостоятельно совершенствующих свои знания английского языка и интересующихся проблемами охраны окружающей среды. Основная цель пособия – познакомить студентов с широким кругом проблем в сфере своей профессиональной деятельности; совершенствовать и систематизировать самостоятельную деятельность студентов; развивать у них навыки двустороннего перевода и умения вести дискуссии в профессионально-ориентированной речи на английском языке.

Пособие состоит из следующих частей: Major Introduction; Unit 1. Ecology; Unit 2. Problems of modern cities; Unit 3. Global Problems; Appendix I, II, III, IV; Grammar review; Tests.

В пособие включены тексты разного уровня сложности по актуальным вопросам охраны окружающей среды, сопровождающиеся предтекстовыми заданиями, которые способствуют настройке читателя на восприятие предлагаемой информации и развитию навыков прогнозирования содержания текста. Особое внимание уделяется терминологии. Учебное пособие содержит лексические упражнения, которые развивают у студентов умения провести критическую оценку предложенного материала и обосновать свою точку зрения. Большую практическую пользу имеют приложения к основному тексту пособия, в которых приводятся тестовые задания для проверки остаточных знаний по грамматике, для подготовки к контрольным работам и олимпиадам по английскому языку, разговорные формулы, необходимые для проведения ролевых игр, дискуссий, презентаций и т.п., правила оформления деловых писем, конверта и т.п.

MAJOR INTRODUCTION

Your major

Now you are the first-year students. You have already passed your final exams at school, at a vocational school or at a technical college. Say a few words about the educational institution you studied at before entering the university. Give information about:

- 1) the type of school you studied at;
- 2) the place where it is situated;
- 3) the age at which you began to attend it;
- 4) compulsory and optional courses studied at your school (chemistry, drawing, history, geography, etc.);
- 5) how many times a week you had your lessons of English;
- 6) your favorite subjects;
- 7) the exams you passed before entering the university;
- 8) what you liked and what you didn't like about your school.

And of course you want to know something about your group mates. *Think of the questions you would like to ask them (their family, native town, favorite subjects at school and at university, hobbies, sports, TV, cinema, books, future plans, etc.).*

Think and say in which spheres of human activity scientifically based ecological knowledge is needed.

The Amur State University is one of the largest higher educational establishments in our town. There are 9 Departments at the University. You are a first-year student of the Engineering and Physics Department. The department was organized in 1998. It offers some forms of technical specialization that plays a significant role in planning the curricula. The academic program is composed of such subjects as history, philosophy, computer processing of information, chemistry, physics, mathematics, foreign languages and others. Mastering one of the foreign languages enables us to read foreign literature and learn about the latest scientific and technical achievements abroad.

Your future major will be partially concerned with ecology which is a complex of sciences dealing with intricate relationships in the natural world. The first- and second-year students study general engineering subjects such as mathematics, physics, mechanics, strength of materials, elements of machines, drawing as well as computer engineering. Then specialization begins and students take a course in such specialization as ecology. This course includes animal, plant and soil ecology, flora and fauna of Amur region and their protection. The course is practically orientated and uses modern laboratories so that students get chances on experience in techniques and machinery used by modern ecologists. At your disposal you have lecture halls, well-equipped laboratories, some computer classrooms.

While studying at the University students are to fulfill course papers and a diploma paper which is submitted at the end of the fourth year. Students take part in research expeditions. After graduating from the University students can continue their studies at the postgraduate course. The main feature of the educational system is that it is accessible for all. About 75% of the students receive state grants and 10% get allowances from enterprises which sponsored their applications.

Our University considers education not only as a collection of useful facts and theories but also as the process which trains a person to analyze and interrelate various ideas as well as make decisions. You'll be specialists of tomorrow in the society with new technology. Your qualification will determine the scientific and technological progress of the country. Besides, specialists in this field should have a general education to supplement their specialized knowledge and thereby enable them to use it more effectively. The graduates of your department can work as safety engineers.

Task 1. *Read and translate the text.*

Safety Engineer Job

Definition and Nature of the Work

Safety engineers are responsible for keeping people free from danger, risk, or injury in the workplace. They develop safety programs to minimize losses due to injuries and property damage. They try to eliminate unsafe practices and conditions in

industrial plants, mines, and stores as well as on construction sites and throughout transportation systems. Safety engineers work for a wide variety of industrial and commercial companies. Many work for insurance companies. Others are employed by government agencies or safety organizations. Still others teach in colleges and universities or work as independent consultants.

Safety engineers often have other titles, such as director of safety, safety manager, or safety coordinator. Sometimes technicians assist them. The duties of safety engineers vary depending on where they work. Engineers employed in large manufacturing plants often develop broad safety programs. They study the buildings, equipment, procedures, and records of accidents in their plant and point out safety hazards. They may suggest ways to fix unsafe structures or recommend changes in the layout of the plant. Sometimes they draw up plans for the regular maintenance of machinery or teach safe work habits to managers and workers. Other safety engineers work with designers to make sure that their company's products are safe. They may be responsible for seeing that a new automobile model meets safety standards. Or they may check the design and production of children's toys.

Safety engineers who work for insurance companies usually provide consulting services to their clients. They are experts who can spot hazards and recommend ways to eliminate them. For example, they may review plans for a shopping center that is to be insured by their company and point out dangerous traffic patterns. Once the center is built, they inspect it and check that the elevators have been installed properly so that there will not be accidents. They also study maintenance procedures and may recommend that floors be cleaned when customers are not present. The shopping center owners may be able to lower their insurance rates by following the safety engineer's suggestions.

In the trucking industry, safety engineers review patterns of traffic accidents. They study routes, schedules, loads, and speeds to determine how these factors affect accidents. They also inspect trucks for safety hazards.

Safety engineers in the mining industry must check to see that underground or open-pit mines meet the requirements set by state and federal laws. They also design

equipment, such as lamps that are used underground. During mining emergencies they may be in charge of rescue teams.

Education and Training Requirements

You generally need a bachelor's degree in science or engineering to become a safety engineer. It usually takes a minimum of four years to get this formal training. Some employers prefer to hire graduates with special degrees in safety management or occupational safety and health. Others look for people who have a master's degree or some work experience in a related field. In some cases graduates of two-year college programs can become safety engineers after some years of experience as technicians in this field. Undergraduate courses should include behavioral, medical, and social sciences. Many companies provide additional training for their employees. Safety engineers continue to study new developments in their field throughout their careers.

In some cases engineers need to be licensed by the state in which they work. They generally need a degree from an approved engineering college, about four years of work experience as an engineer, and a passing grade on a state examination before being licensed as professional engineers.

Getting the Job

Your college placement office and department notice boards may be able to help you find a job in safety engineering. You can also apply directly to places that hire safety engineers. Your state employment agency may have job information. Other good sources for job leads are the classifieds in trade and professional journals, newspapers, and Internet job banks.

Advancement Possibilities and Employment Outlook

Advancement depends on education, experience, and the industry. In large manufacturing companies, for example, safety engineers can become managers in charge of safety for a large department, an entire plant, or a group of plants. In an insurance company, safety engineers can advance to department head, branch manager, and eventually executive. Some start their own consulting firms.

Health and safety engineers, except mining safety engineers and inspectors, are projected to experience average employment growth through 2014. Although there is

a growing concern for the safety of workers and consumers, there has also been a demand for less government intervention and regulation. Much of the employment growth is expected to be in private industrial firms. This growth will be due to the continuing self-enforcement of government requirements, the rising costs of insurance, and the insistence of unions. Insurance companies should also employ more safety engineers. The best jobs will go to graduates of college programs that are related to safety.

Working Conditions

Safety engineers spend much of their time reviewing and inspecting on-site safety conditions and investigating accidents. They also have an office in which they analyze data and write reports. They may have to do some traveling to worksites, conferences, and seminars. Safety engineers generally work forty hours per week. In many cases, longer hours are necessary. Manufacturing plants may require some shift work. Sometimes safety engineers have to answer unexpected emergency calls. There may be some danger involved in their work, but safety precautions minimize this danger.

Safety engineers often meet with clients, workers, and managers. They must be able to convince these people of the need for safety measures. In addition to knowledge of the engineering problems involved in keeping work areas and other public places free from hazards, safety engineers need to have a good knowledge of management methods, safety laws, and industrial psychology. They should be good at solving problems.

Earnings and Benefits

Salaries vary depending on the safety engineer's experience and education as well as the location and the kind of job. In 2004 the median annual income of safety engineers was \$63,730. Benefits include paid holidays and vacations, health insurance, and pension plans.

Vocabulary to be translated and learnt

To be responsible for; to keep people free from risk or injury; to develop safety programs; to minimize losses; property damage; to eliminate unsafe practices; to work for; a safety organization; safety conditions; safety measures; an insurance company; a technician; the duties of a safety engineer; equipment; a procedure; to point out safety hazards; maintenance of machinery; to teach safe work habits to; to meet safety standards; to meet the requirements; to check; to provide consulting services to; dangerous; to lower; to affect; an emergency; a rescue team; a bachelor's degree (a master's degree) in science/ engineering; a graduate; an employer; an employee; work experience; to provide additional training for smb; to be licensed; to apply to; to hire = to employ; to depend on; to solve a problem; salary.

Exercises

Task 2. *Learn the vocabulary by heart.*

Task 3. *Put the words in the right order and answer the questions.*

1. Duties, safety, depend on, what, engineer, do? Are, duties, these, what?
2. Have to, you, get, a, safety, education, what, do, engineer, to become?
3. As, engineer, titles, position, a, safety, what, you, have, can?
4. Doesn't, it, salary, depends on, a, safety, education, engineer, and, some other, work experience, factors?
5. Difficult, it, to find, a job, is, today, a, safety, for, engineer?
6. To work for, would, like, you, what, a, as, safety, engineer?

Task 4. *Insert prepositions where necessary:*

1. Safety engineers are responsible ... the development ... safety programmes and eliminating ... unsafe conditions ... plants and mines.
2. Safety engineers work ... industrial and commercial companies, government agencies and safety organizations.
3. Safety engineers can teach ... safe work habits ... managers and workers.
4. Safety engineers ... insurance companies can point ... dangerous traffic patterns ... shopping centers.

5. To make a safety engineer you need ... a bachelor's or master's degree ... science and engineering. Besides it's very useful to have work experience ... a related field.
6. To get a job you can apply directly ... places that hire ... safety engineers.
7. Safety engineers often meet ... clients, workers, and managers.
8. Safety engineers must have a good knowledge ... safety laws, safety precautions, and industrial psychology. They also must know how to keep... people free ... hazards, injuries, or death ... the work place.
9. Salaries ... professional safety engineers depend ... their work experience, education and the kind ... job.

Task 5. *Match the words to get word-combinations:*

- | | |
|--------------------------|--------------------------------------|
| 1. to check | a. safety standards |
| 2. to provide | b. the production of children's toys |
| 3. to teach | c. machinery |
| 4. employment | d. graduates |
| 5. maintenance of | e. safe work habits |
| 6. to meet | f. consulting services to clients |
| 7. to be responsible for | g. emergencies |
| 8. to hire | h. agency |
| 9. to provide | i. training for employees |
| 10. mining | j. safety |

Task 6. *Make up statements to agree or disagree with. Discuss your statements with your partner.*

Task 7. *Say a few words about using text information and your own ideas:*

1. Safety engineers in industry.
2. Safety engineers in insurance companies.
3. Safety engineer education.
4. Safety engineer working conditions.

Task 8. *Retell the text.*

Task 9. *Look through the following dialogue and describe ecologist's duties. What is the difference between the job of a safety engineer and an ecologist? Do they have much in common?*

A: As far as I know you are the third-year student of the Amur State University and you are going to be a safety engineer in the nearest future. Could you give me your opinion on ecologist's duties? Unfortunately, though I am a student of the same faculty as you are, I don't have the finest idea about the job of ecologist.

B: Yes, certainly, with great pleasure. First of all, I believe you know that ecologists examine the relationship between the environment and actions that affect it, including rainfall, pollution, temperature shifts, and industrialization. Moreover I'd like to point out that the basic principle that they follow is that all life on Earth is connected and it is supposed to fit together harmoniously, although we have seen over time that it does not.

A: Oh, I see. Are there any other features worth mentioning? I suppose that sustainable development, which is loosely the idea of meeting the needs of the present without compromising the ability for future generations to meet their own needs, is a very important field of study?

B: One more thing I'd like to add here. Ecologists study how humans consume and produce for their own personal, short-term benefit without considering the long-term effects of their actions. They try and promote sustainability ideas, getting more people to understand that we must sometimes act in ways that will help the future environment and ecosystem.

A: Well, I suppose it's impossible to study ecology sitting only in the office and reading different statements and journals. What is your position on this idea?

B: You see the vision of an ecologist as a bearded, outdoorsy, mountain-man standing on a pile of litter is based on about 1 out of 100 of all ecologists. "We're not all Grizzly Adams!" wrote one ecological scientist, and she is right; the most accurate picture of an ecologist would be in a lab coat analyzing volumes of collected data. Some fieldwork is required at the most, three to six months per year, but more often two to four weeks per year. We have also to recognize the fact that ecologists work

with scientific and mathematical models to analyze and interpret correlations between actions and effects on the environment.

A: I may be wrong, but I suppose ecologists usually specialize in one or more biological areas.

B: That's exactly I have in mind. They are: botany, marine biology, microbiology, soil science, toxicology, zoology or related disciplines concerned with conservation of the environment. Often working as a part of multi-disciplinary teams, ecologists conduct research studies into problems such as the effects of dam construction, mining, logging and recreational use on natural habitats, the management of fish, wildlife and forestry resources, and the effects of pollutants discharged into the air by factories or vehicles on natural vegetation and wildlife.

A: By the way, excuse my interrupting you but does it mean that some ecologists work for not-for-profit environmental groups; others work for large corporations or the government.

B: That's right and what's more: ecologists need to be safety conscious and take all necessary precautions as they may be exposed to hazardous chemicals or travel in dangerous areas. Sorry, but I have to go. Our classes will begin in ten minutes. See you later.

A: Thank you very much for explaining these basic points.

B: You are welcome. I am always ready to answer any questions concerning ecological problems.

Task 10. *a) Look through the following text and define the main ecological problems of modern world. Do you think you can help solving some of them?*

There are a lot of problems facing people on the planet Earth nowadays. The most urgent problem is an ecological one. Interrelations between man and the biosphere are complex. Man like any other living organism depends for his life on what the biosphere provides: water, oxygen, food. On the other hand, all sorts of human activity make the environment unhealthy. The main problems are: air pollution, water

pollution, acid rains, safety of nuclear and power station, radioactive and other poisonous materials, disposal of waste and others. Let's consider some of them.

Car engines burn gasoline, factories burn fuels. All these gases pollute the air. The biggest problem is ozone. Ozone can age our lungs, making us more susceptible to dangerous diseases, including cancer. Some factories produce liquid wastes and dump them into rivers and lakes. This problem includes oil pollution which causes great damage to coasts and wild life. Acid rains damage forests, poison rivers and lakes, make them lifeless. Safety of nuclear and hydropower stations is another acute problem. Public anxiety has grown particularly after the Chernobyl disaster.

Radioactive and other poisonous materials present health and safety problems. As the population of large cities continues to grow, the problem of industrial waste disposal has become urgent. In more than a hundred towns and cities the concentration of harmful substances in the air and water is over 10 times the admissible level. In recent years people have become more sensitive towards the environment. Still more public organizations and unofficial movements have been established. In 1987 a "Green Peace" public commission was set up. Its main goal is to combine the people's efforts in the struggle for peace and nature conservation. Russia is cooperating in this field with the USA, Canada, Finland, and Norway. The other way out of ecological problems is to turn technology to the construction of healthy environment. We must leave our planet better for future generations than it is now.

b) Interview your fellow student using the text and expressions:

Can I have a word with you? - Могу я с вами поговорить?

Let's talk it over. - Давайте обсудим это.

I'd like to ask you ... - Мне бы хотелось спросить вас ...

I have a question ... - У меня есть вопрос ...

I'd like to know ... - Мне бы хотелось знать ...

I think (suppose, presume) that... - Я думаю, что ...

I believe ... - Я полагаю ...

Do you consider that ... - Считаете ли вы, что...?

What is your opinion on ... - Каково ваше мнение по ...

In my opinion ... - По-моему, ...

As to me ... – Что касается меня ...

They say that ... - Говорят, что ...

It seems to me ... - Мне кажется, ...

There's no doubt that ... - Несомненно ...

Be so kind as ... - Будьте любезны...

This is beside the point... - Это не по существу.

I'd like some details about ... - Не могли бы вы подробно рассказать о...

Can you give me some information about ... - Не могли бы вы рассказать мне о ...

I believe you know that... - Я думаю вы знаете, что...

Task 11. *How green you are? Take the quiz and find out. Give each item a number from 1 to 5.*

1 = *always* 2 = *often* 3 = *sometimes* 4 = *hardly ever* 5 = *never*

Do you....?

- 1) avoid throwing things away if they can be reused, repaired, recycled
- 2) use recycled paper
- 3) make sure the paper, glass, and cans you throw away will be recycled
- 4) avoid products from nonrenewable source (e.g., wood from tropical rain forests)
- 5) avoid buying over packaged products
- 6) use a bike or walk when traveling short distances
- 7) use public transportation when traveling long distances
- 8) avoid or turn down the air-conditioning in the summer
- 9) make sure the heat isn't turned up too high in the winter
- 10) use low-energy light bulbs
- 11) turn off the lights when you leave a room
- 12) avoid using more water than you need

Compare your answers to the quiz. Do you and your partner do the same things? Who is more "green"? What do you think is the most (the least) important thing to do listed in the quiz?

The interpretation of your quiz score is:

Score	
12-23	You're so green. It's unbelievable! Are there even more things you do to protect the environment?
24-35	You're very environmentally aware. You care about and respect the world around you.
36-47	You do some things to protect the environment, but there's always room for improvement.
48-60	You're not green at all. Be aware of the things you can do and try. Everything you do will help.

Task 12. *Answer the question.* Why did you decide to be a safety engineer? Explain your choice considering professional scope, typical tasks, job characteristics, educational requirements, personal qualities required for the job, educational requirements, and career possibilities.

Role play *Why I want to be a safety engineer*

Any country needs safety engineers. Ask your foreign friend who is trained to be a safety engineer why he wants to make a career in safety management or occupational safety and health.

Unit I “Ecology”

Pre-reading exercises

Task 1. *Transcribe the following terms and give Russian equivalents to them. Learn the terms by heart.*

Deterioration; environmental crisis; consequences; surroundings; sustainability; hierarchy; hypotheses; biota; coexistence; cycle; equilibrium; process, hydrosphere, hydrothermal, nitrogen.

Task 2. *Study the definitions of the key terms of ecology and guess the meanings of related terms.*

- 1) **biota** – fauna and flora together.
- 2) **coexistence** – occurrence of two or more species in the same habitat; usually applied to potentially competing species.
- 3) **community** – an association of interacting populations, usually defined by the nature of their interaction or the place in which they live.
- 4) **condition** – physical or chemical attributes of the environment that, while not being consumed, influence biological processes and population growth; for example, temperature, salinity, acidity.
- 5) **cycle** – recurrent variation in a system periodically returning to its starting point.
- 6) **death rate** – the percentage of newborns dying during a specified interval.
- 7) **demography** – study of the age structure and growth rate of populations.
- 8) **ecology** – the study of the relations among organisms and the relationships between them and their physical environment.
- 9) **ecosystem** – system which includes all the organisms of an area and the environment in which they live.
- 10) **environment** – surroundings of an organism, including the plants, animals, and microbes with which it interacts.
- 11) **safety** – without danger.
- 12) **evolution** – change in heritable traits of organisms through the replacement of genotypes within a population.

13) **habitat** – place where an animal or plant normally lives, often characterized by a dominant plant form or physical characteristics (that is, the stream habitat, the forests habitat).

14) **species** – a group of actually or potentially interbreeding populations that are reproductively isolated from all other kinds of organisms.

Task 3. *Questions for thought.*

1. Ecology is a very broad-ranging and complex topic, isn't it?
2. Why do you think ecology is an interdisciplinary field?
3. How do you think the ecology will be different 10 years from now? 50 years from now?
4. What is the worst environmental problem in your country? Who do you think is responsible for these problems? In your opinion, which of these problems will cause the worst damage to the world? Why? Number the problems from the most serious (1) to the least serious (8).

- _____ More and more people are living in cities.
- _____ Rivers and lakes are becoming more polluted.
- _____ Some plants and animals are becoming extinct.
- _____ The air in our cities is becoming more polluted.
- _____ The greenhouse effect is causing the earth's temperature to rise.
- _____ The population of the world is growing.
- _____ The fishing industry is depleting our oceans' population of fish.
- _____ Holes are developing in the ozone layer, the part of atmosphere that protects the earth from dangerous radiation.

5. What constitutes a healthy or an unhealthy society?

Task 4. *Place the appropriate word from the list in each of the blanks below. Do not use each word more than once.*

interactions	principles	to protect	support	ecologists	biocide
correlation	ecosystems	adaptability	disaster	damage	biodiversity

1) ... try and promote sustainability ideas, getting more people to understand that we must help the future environment and ecosystem;

- 2) ecologists also work with scientific and mathematical models to analyze and interpret ... between actions and effects on the environment;
- 3) they have applied thoughtful ... to attempt to improve the quality of their environment;
- 4) the main task of environmental engineers is ... public health by protecting, preserving, and enhancing the environment;
- 5) the ... between living organisms and their abiotic and biotic environments, the focus of ecology, generally convey an overall sense of unity and harmony in nature;
- 6) findings in ecology may be used to ... or counter various goals, assertions, or actions of environmentalists.
- 7) ... are composed of dynamically interacting parts including organisms, the communities they make up, and the non-living components of their environment;
- 8) ... refers to the varieties of species in ecosystems, the genetic variations they contain, and the processes that are functionally enriched by the diversity of ecological interactions;
- 9) ... is ability to change to fit new situation;
- 10) is substance that which kills living organisms;
- 11) ... is terrible event which kills or causes massive destruction;
- 12)... is harm done to the environment, e.g. pollution of rivers, etc.

Task 5. *Read and translate the passage of the text your teacher gives to you. Make up the plan of the text and get ready to summarize the text.*

Ecology as a Science

At first it should be noted that the English word *ecology* is taken from the Greek *oikos*, meaning “house”, our immediate environment. Then in 1870 the German zoologist Ernst Haeckel suggested the word a broader meaning: the study of the natural environment and of the relations of organisms to one another and to their surroundings. Thus, ecology is a very young science, which studies conditions of living organisms' being and the interrelation between organisms and environment, where they inhabit. Ecology as an independent science was formed to the time of the 1900 year approximately

Nowadays there are many definitions of ecology, but the majority of modern researchers suppose that the term *ecology* is the science by which we study how organisms (animals, plants and microbes) interact in and with the natural world.

The term *ecology* came into general use only in the late 1800s, when European and American scientists began to call themselves ecologists. The first societies and journals explicitly devoted to ecology appeared in the early decades of this century. Since that time, ecology has undergone immense growth and diversification, so much so that those who are devoting their professional lives to ecology now number in the tens of thousands. With the dual crises of rapid growth of the human population and accelerating deterioration of the earth's environment, ecology has assumed the utmost importance. Management of biotic resources in a way that sustains a reasonable quality of human life depends on the wise application of ecological principles not merely to solve or prevent environmental problems but also to inform our economic, political, and social thought and practice.

Theory in ecology consists of principles used to construct models. Unlike evolutionary theory, ecology has no generally accepted global principles. Contemporary ecology consists of patchwork of sub-disciplines including population ecology, community ecology, ecosystem ecology, metapopulation ecology, metacommunity ecology, evolutionary ecology, functional ecology, behavioral ecology. What is common to all these fields is the view that: 1) different biota interact in ways that can be described with sufficient precision and generality to permit their scientific study; 2) ecological interactions set the stage for evolution primarily because they provide an external component of an entity's fitness.

It's necessary to pay attention to the interrelation of the ecology and nature security. Scientists of the West differ in the science of ecology and the sciences of the environment. The ecology studies three types of factors, which have an influence on organisms:

- abiotic,
- biotic,
- anthropogenic.

The nature security sees into the third factor only the human effect on the environment doesn't concur with total ecology approach. The nature conservation is in and out of the ecology bounds (it's wider) because not any effect is analyzed, but only the one which has an impact on peoples' lives.

We shall also discuss *levels of ecological organization*.

The *organism* is the most fundamental unit of ecology. No smaller unit in biology, such as the organ, cell, or molecule, has a separate life in the environment. The structure and function of organism - whether it is a plant, animal, or microbe - are determined by a set of genetic instructions inherited from its parents and by influences in the environment in which the organism lives. Every organism is bounded by a membrane or other covering across which it exchanges energy and materials with its surroundings. Its success as an ecological entity depends on its having a positive balance of energy and materials to support its maintenance, growth, and reproduction.

In the course of their lives, organisms transform energy and process materials in a variety of ways as they metabolize, grow, and reproduce. In doing so, they modify the conditions of the environment and the amounts of resources available for other organisms; they contribute to energy fluxes and to the cycling of elements in the natural world. Organisms and their physical and chemical environments together make up an ecosystem. The ecosystem approach to ecology describes organisms in terms of common "currencies", their contents of energy and chemical elements. Thus it provides a framework for studying the movement of energy and the cycling of elements within ecological systems.

We may speak of a forest ecosystem, a prairie ecosystem, and an estuarine ecosystem as distinct units because relatively little exchange of energy or substances occurs between these units compared to the innumerable transformations going on within each of them. Ultimately, however, all ecosystems are linked together in a single *biosphere* that includes all the environments and organisms at the surface of the earth. The importance of movement of materials between ecosystems within the biosphere is underscored by the global consequences of human activities. Industrial and agricul-

tural wastes spread far from their points of origin, inflicting their detrimental consequences on all regions of the earth.

Many organisms of the same kind together constitute a *population*. Populations differ from organisms in that they are potentially immortal, their numbers being maintained over time by the birth of new individuals that replace those that die. Populations also have collective properties, such as geographic boundaries, densities (number of individuals per unit of area), and dynamic properties (for example, evolutionary responses to environmental change and periodic cycles of numbers in some cases) that are not exhibited by individual organisms. The population approach to ecology is concerned with the numbers of individuals and their changes through time.

Many populations of different kinds living in the same place constitute a community. The populations within a community interact in various ways. Some - such as bees and the plants whose flowers they pollinate, and many symbiotic associations involving microbes living together with plants and animals - enter into cooperative arrangements, called mutualisms, in which both parties benefit from the interaction. All these interactions influence rates of change in the numbers of individuals in populations - that is, in the *dynamics* of populations.

Unlike organisms, communities have no rigidly defined boundaries; no skin separates a community from what surrounds it. The total interconnectedness of ecological systems means that interactions between populations spread across the globe as individuals and materials move between habitats and regions. Water flowing from a headwater to an estuary connects the terrestrial and aquatic communities of the watershed to those of the marine realm. The migrations of gray whales link the communities of the Bering Sea and the Gulf of California. Thus the community is an abstraction representing a level of organization rather than a unit of structure in ecology.

Communities and ecosystems are related but quite distinct concepts that derive from different fields of study within ecology. We may speak of the forest ecosystem or the community of animals and plants that inhabit the forest. But the two terms apply to different types of processes. The study of ecosystems addresses the movement of energy and materials within the environment, as they are affected by the activities

of organisms and by the physical and chemical transformations in the soil, atmosphere, and water. The study of populations and communities is more concerned with the development of ecological processes by means of population growth and interactions of populations with the environment and each other. Thus the population/community and ecosystem approaches represent different ways of looking at the natural world.

In the nearest future we shall discuss various processes involved in biological production and in the regulation of communities and ecosystems. These processes occur in managed as well as natural ecosystems. The key points about ecosystem function are the harnessing of energy and continual recycling of materials. In natural systems, the primary source of energy is sunlight; recycling is accomplished by a variety of regenerative processes, some of them physical or chemical, some of them biological. In any of these processes, imbalance that is more concerned with the development of ecological processes or depletion of a component of the ecosystem normally sets in motion restorative processes that push the system back to a self-maintaining steady state. For example, when dead organic matter accumulates within a system, decomposing organisms increase number and consumes the excess detritus. When herbivores increase to high levels and begin to deplete their food resources, declining birth rates and increasing mortality check population growth and restore a sustainable relationship between consumer and resource.

Restorative process may be physical, but more often they involve biological transformations. From the composition of the atmosphere to the most basic character of many habitats, plants, animals, and microbes have greatly modified the conditions of the earth's land surfaces and waters and are responsible for maintaining their qualities. When natural processes are disrupted, the environment may undergo severe change. Worse, it may lose its capacity to respond to perturbation and become permanently degraded. Thus, maintaining a sustainable biosphere requires that we conserve the ecological processes responsible for its productivity.

All human activities have consequences for the environment. Often the consequences of human activities are less direct and are unexpected. The key to the surviv-

al of the human population is the development of sustained interactions within the biosphere. This will necessitate the control of human population growth, an increasing reliance on renewable energy sources, the total recycling of material wastes.

Solutions to the environmental crisis will require the development of new attitudes promoting sustainability and self-restraint.

Task 6. *Answer the following questions.*

1. When did the science of ecology appear?
2. What is general principle of ecology?
3. What is the difference between science of ecology and science of environment?
4. What is the most fundamental unit of ecology? What is its main function?
5. Why do the populations within a community interact in various ways?
6. What are the reasons of the environment's severe change?
7. What is the key to the survival of the human population?

Vocabulary to be learnt

- 1) ecology (n) экология
ecologist (n) эколог
ecological (adj) экологический
ecofreak (n) фанатичный приверженец охраны окружающей среды
ecofriendly (adv) экологичный
- 2) environment (n) окружение, окружающая обстановка / среда
environmental (adj) относящийся к окружающей среде
environmentalist (n) ученый, занимающийся защитой окружающей среды
- 3) term (n) термин, срок; *pl* выражения, условия соглашения / оплаты
- 4) science (n) наука
scientific (adj) научный
scientist (n) ученый, естествоиспытатель
- 5) to come into general use – начать использоваться
- 6) to interact (v) взаимодействовать, действовать, влиять друг на друга
- 7) to be devoted to (v) посвящаться ч-л,
- 8) to appear (v) показываться, появляться, проявляться, казаться

- 8) to undergo (underwent; undergone) immense growth испытывать, переносить, подвергаться огромному росту
- 10) definition (n) определение, толкование
- 11) surrounding (n) среда, окружение
- 12) consequence (n) следствие, вывод, заключение
consequently (adv) следовательно, поэтому, в результате
- 13) researcher (n) исследователь
- 14) consumption (n) потребление, сфера потребления, расход
- 15) deterioration (n) ухудшение, порча, износ
- 16) threat (n) угроза
to threaten (v) угрожать, предвещать
- 17) biota (n) флора и фауна данного района
- 18) extinction (n) вымирание рода
- 19) to respond to perturbation реагировать на волнение, отвечать, отзываться, поддаваться расстройству
- 20) habitat(n) место, среда обитания; родина

Supplementary Language Tools

Study the expressions which are used to express different language functions. The list of expressions in each function can be continued. Think of expressions which can be added to each function.

<p>Starting conversation I'll start by saying that... First of all I'd like to say that... At first... In the first place I'd like to say that...</p>	<p>Generalizing It is a well known fact... It is common knowledge that... Admittedly...</p>
<p>Connecting ideas Besides... Furthermore... By the way... Moreover... In this connection I'd like to add that ... What is more... There is one more thing to be noted...</p>	<p>Drawing conclusion In conclusion ... In view of all this ... Summing it up... In a word... In short... On the whole... Finally I would like to note that...</p>
<p>Giving opinions I really think...</p>	<p>Expressing contrast Although...</p>

It is my belief that... In my opinion.... I suppose ... I' m sure... Speaking for myself... It's everybody's opinion...	But... However... Despite... In spite off...
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Task 5. Using terms, vocabulary and language tools make up your own situation on ecology items (3-5 sentences).

Vocabulary exercises

Task 1. Find synonyms among the following words:

A) society, study, framework, liable, condition, worsening, variety, field, cycle, surroundings, enterprise, disaster, extinction, solution, development, protect, habitat.

B) terms, entity, diversity, area, deterioration, responsible, structure, community, examine, environment, territory, set, improvement, disappearance, decision, catastrophe, care for.

Task 2. Match the following words and words combinations with their Russian equivalents from the column opposite:

1) variety of ways	a) основные угрозы
2) disaster area	b) иметь последствия
3) the principal threats	c) зона бедствия
4) recycling of wastes	d) осознавать глобальное ухудшение
5) have consequences	e) углекислый газ
6) aware of the global deterioration	f) охрана окружающей среды
7) conservation of the environment	g) переработка отходов
8) to be accomplished by a variety	h) изменение среды обитания
9) carbon dioxide	i) связан с развитием процессов в экологии
10) habitat conversion	j) решения проблем кризиса окружающей среды
11) Solutions to the environmental crisis	к) завершаться разнообразием

12) is concerned with the development of ecological processes	1) разнообразные пути (способы)
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Task 3. Match the words to get word combinations and translate them into Russian:

1) to study	a) the predictions they generate
2) to confirm	b) the intelligent application of general principles of ecology within the framework of political, economic, and social consideration
3) to consume	c) people aware of the global deterioration of the quality of human life and
4) to require	d) people in the basic ecological principles
5) to make	e) natural systems with a variety of techniques
6) to educate	f) biological forms of energy
7) to influence	g) or prevent environmental problems
8) to play	h) public health by protecting, preserving, and enhancing the environment
9) to protect	i) different roles in the functioning of ecosystems
10) to solve	j) biological processes and population growth; for example, temperature, salinity, acidity.

Task 4. Agree or disagree with the following statements. Say whether it is true or false using the formulas of agreement and disagreement.

Agreement:

I think so - Думаю, что так.

Yes, that's true – Да, это правда.

You are right / Right you are – Вы правы.

Quite correct – Совершенно верно.

You said the right thing – Вы правильно сказали.

That's just what I was going to say – Это как раз то, что я собирался сказать.

No doubt whatever / Beyond all doubt – Вне всякого сомнения.

Looks like that. I suppose so. – Похоже, что именно так.

Exactly. Precisely so. That's it – Точно.

I fully / quite agree with you – Я полностью с вами согласен.

That goes without saying – Само собой разумеется.

I think so too – Я тоже так думаю.

Disagreement:

I don't agree with you – Я с вами не согласен.

Nothing of the kind – Ничего подобного!

On the contrary – Наоборот!

Just the other way round – Как раз наоборот.

You are mistaken – Вы ошибаетесь.

I can't agree with you - Вы ошибаетесь.

That's where you're wrong, I am afraid – Вот в этом вы как раз и не правы.

I don't (happen to) think so – Я иного мнения.

I'm of a different opinion – Я придерживаюсь иного мнения.

Far from it - Далеко не так.

Not at all - Отнюдь нет. Совсем нет.

I'm not sure – Я не уверен.

I'm afraid I don't know (I can't say why, who...) – Боюсь, что я не знаю (не могу сказать почему, кто) ...

1. Ecology is the study of the natural environment and of the relationships of organisms to each other and to their surroundings.
2. Organisms, population, community, and ecosystem don't represent levels of organization of ecological structure and functioning. They form a hierarchy of progressively more complex entities.
3. Different kinds of organisms don't play different roles in the functioning of ecosystems
4. A plant's or animal's habitat is the place in which that plant or animal lives.
5. Ecological processes and structures don't have characteristic dimensions of time and space, which ecologists refer to as their scale.
6. Ecological systems function within the constraints of thermodynamic laws governing energy transformations. Other attributes of communities and ecosystems are regulated by the interactions among their constituent populations.
7. All ecological systems are subject to evolutionary change.

8. Diversity of ecological systems is generated by the proliferation of species in a heterogeneous environment.

9. Ecologists study natural systems with a variety of techniques. The most important of these are observations, the development of hypotheses to explain observations, and testing of hypotheses by attempting to confirm the predictions they generate. Experiments are not an important tool in testing hypotheses.

10. Humans are a major element of the biosphere, and our activities have created an environmental crisis of global proportions.

11. Solving our acute environmental problems will require the intelligent application of general principles of ecology within the framework of political, economic, and social consideration.

Task 5. *Find odd one out. Explain your choice:*

- 1) Population, community, species, ecosystem;
- 2) semisphere, hydrosphere, lithosphere, atmosphere, biosphere;
- 3) phosphorus, calcium, potassium, carbon, nitrogen, mercury, oxygen;
- 4) cellular respiration, photosynthesis, recycling of elements, organic state.

Task 6. *Complete the sentences using the active vocabulary:*

1. First of all I'd like to say that there are a lot of problems facing people on the planet Earth nowadays; the most urgent problem is ...

2. I'd like to note that interrelations between man and the biosphere are complex; man like any other living organism depends for his life on what ...

3. Moreover in recent years people have become more Still more public organizations and unofficial movements have been established.

4. In this connection I'd like also to add that solving our acute environmental problems will require...

5. As far as I can judge there are many definitions of ecology, but the majority of modern researchers suppose...

6. It's everybody's opinion that ecosystems are not isolated from each other, but are...

7. There is one more thing to be noted that extinction is ...
8. In fact ecologists usually specialize in one or more of the following biological areas: ... or related disciplines concerned with conservation of the environment
9. On the whole it is the job of safety engineers to...
10. In short the key to the survival of the human population is ...

Task 7. Ask 5 or 6 questions concerning the text 1 to your partner.

Speech exercises

Task 1. Discuss the following topics.

1. Ecology is not only my choice.
2. The nature, scope and methods of ecology.
3. Ecology is a very broad-ranging and complex topic.

Topics for individual web search

(Share your findings within your group)

Topic A: New technologies in Ecology.

Topic B: Conferences and congresses on new ecological problems.

Topic C: Ecology and its problems in your region.

Topic D: The modern movements in ecology

Topic E: An environmental crisis of global proportions and the ways of solving them.

Task 2. Use the vocabulary of the Unit and act out the dialogue.

1. Ecology is a multi-disciplinary science.
2. The history of ecology.
3. We are facing an ecological catastrophe.
4. Russia's polluted environment is also a source of danger for other countries.
5. Your ideas on how to survive.

Writing activity

Task 1. Read the definitions of the term "Ecology" and give your own one.

1. Ecology or ecological science is the scientific study of the distribution and abundance of living organisms and how these properties are affected by interactions between the organisms and their environment. The environment of an organism includes both the physical properties, which can be described as the sum of local abiot-

ic factors like climate and geology, as well as the other organisms that share its habitat.

2. Ecology may be more simply defined as the relationship between living organisms and their abiotic and biotic environment or as "the study of the structure and function of nature" (Odum 1971). In this later case, structure includes the distribution patterns and abundance of organisms, and function includes the interactions of populations, including competition, predation, symbiosis, and nutrient and energy cycles.

3. Ecology is generally spoken of as a new science, having only become prominent in the second half of the twentieth century. Nonetheless, ecological thinking at some level has been around for a long time, and the principles of ecology have developed gradually, closely intertwined with the development of other biological disciplines. There is no consensus on its beginnings, as it developed more like a multi-stemmed bush than a tree with a single trunk (Smith 1996).

4. Ecology is an interdisciplinary field that includes biology and Earth science. The word "ecology" ("Ökologie") was coined in 1866 by the German scientist Ernst Haeckel (1834–1919). Ancient Greek philosophers such as Hippocrates and Aristotle laid the foundations of ecology in their studies on natural history. Modern ecology transformed into a more rigorous science in the late 19th century. Evolutionary concepts on adaptation and natural selection became cornerstones of modern ecological theory.

5. Ecology is not synonymous with environment, environmentalism, natural history, or environmental science. It is closely related to evolutionary biology, genetics, and etiology. An understanding of how biodiversity affects ecological function is an important focus area in ecological studies.

6. Ecology is the study of:

a) matter and natural forces;

b) living things;

c) relations of animals, plants and people to each other and to their surroundings;

d) the way in which wealth is produced and used;

- e) government;
- f) substances which make up the Universe, how these substances combine and behave;
- g) the countries of the world and the Earth's surface.
- 6) There are many definitions of ecology, but the majority of modern researchers suppose that the ecology is a science, which studies conditions of living organisms' being and the interrelation between organisms and environment where they inhabit.

As far as I can judge ecology is...

Task 2. *Read the following Russian text, make up the list of key-words in English and render the text.*

Современное значение понятия экология имеет более широкое значение, чем в первые десятилетия развития этой науки. В настоящее время чаще всего под экологическими вопросами ошибочно понимаются, прежде всего, вопросы охраны окружающей среды. Во многом такое смещение смысла произошло благодаря последствиям влияния человека на окружающую среду, однако необходимо разделять понятия ecological («относящееся к науке экологии») и environmental («относящееся к окружающей среде»).

Вот некоторые возможные определения науки «экология»:

Классическое определение экологии - наука, изучающая взаимоотношения живой и неживой природы. Полагают также, что экология - познание экономики природы, одновременное исследование всех взаимоотношений живого с органическими и неорганическими компонентами окружающей среды. Кроме того, экология - биологическая наука, которая исследует структуру и функционирование систем надорганизменного уровня (популяции, сообщества, экосистемы) в пространстве и времени, в естественных и изменённых человеком условиях. Одним словом, экология — это наука, изучающая все сложные взаимосвязи в природе, рассматриваемые Дарвином как условия борьбы за существование.

С точки зрения ученых, сложности определения экологии связаны:

во-первых, с неопределённостью границ данной дисциплины и ее взаимоотношений со смежными дисциплинами;

во-вторых, существуют неустоявшиеся представления о структуре этой дисциплины.

С одной стороны, экологию делят на общую экологию и частную экологию. С другой стороны, экологию подразделяют на четыре отдела – экологию особей, популяций, биогеоценозов и экосистем.

В заключение заметим, что в связи с многогранностью предмета и методов исследований в настоящее время некоторые ученые рассматривают экологию как комплекс наук, который изучает функциональные взаимосвязи между организмами (включая человека и человеческое общество в целом) и окружающей их средой, круговорот веществ и потоков энергии.

Что касается методов исследований в экологии, то их подразделяют на полевые, экспериментальные и методы моделирования.

Полевые методы представляют собой наблюдения за функционированием организмов в их естественной среде обитания. Экспериментальные методы включают в себя варьирование различных факторов, влияющих на организмы, по выработанной программе в стационарных лабораторных условиях.

Методы моделирования позволяют прогнозировать развитие различных процессов взаимодействия живых систем между собой и с окружающей их средой. Что касается связи экологии с другими науками, то она как комплекс наук, тесно связана с такими науками, как биология, химия, математика, география, физика, эпидемиология, биогеохимия.

Известно, что экология рассматривает взаимодействие живых организмов и неживой природы. Практика показывает, что это взаимодействие, во-первых, происходит в рамках определенной системы (экологической системы, экосистемы) и, во-вторых, оно не хаотично, а определенным образом организовано, подчинено законам. Главная теоретическая и практическая задача экологии - раскрыть общие закономерности организации жизни и на этой основе разработать принципы рационального использования природных ресурсов в условиях

все возрастающего влияния человека на биосферу. Экологическая ситуация в современном мире становится всё более далека от благополучной, что связано с непомерной жадностью потребления "цивилизованного" человека.

Task 3. *Make up your own crosswords using as much terms of ecology as possible.*

There is the example below.

1) Find 11 words of ecology in the crossword:

c	e	l	e	n	b	o	r	r	e	e	s	e	s
o	n	o	k	d	e	r	w	o	r	c	a	l	y
m	v	e	k	e	e	c	e	r	e	o	s	e	t
b	i	o	t	a	p	u	s	c	n	l	a	c	i
o	r	l	a	n	c	e	t	y	e	o	t	o	l
s	o	a	m	r	e	c	o	l	o	g	y	s	s
a	n	n	a	a	s	y	r	o	f	i	r	y	d
f	m	u	g	i	s	c	t	t	i	s	p	s	r
e	e	s	e	n	p	l	s	h	a	t	i	t	o
c	o	m	m	u	n	i	t	y	b	i	t	a	t
y	t	t	i	d	e	i	l	e	n	t	y	m	m
r	u	y	e	d	g	t	w	n	s	h	e	n	o
t	s	t	c	o	e	x	i	s	t	a	n	c	e

Answer Key: ecology, environment, biota, ecosystem, damage, ecologist, community, cycle, demography, coexistence, habitat.

Unit II “Problems of Modern Cities”

Pre-reading exercises

Task 1. *Transcribe and give equivalents for the following terms. Learn them by heart.*

- 1) **air** (n) – the mixture of gases that forms the earth’s atmosphere
- 2) **dust** (n) – dry fine powdery material, such as particles of dirt, earth or pollen
- 3) **smog** (n) – a mixture of smoke, fog or chemical fumes
- 4) **pollution** (n) – the act of polluting or the state of being polluted
- 5) **pollutant** (n) – a substance that pollutes, especially a chemical or similar substance that is produced as a waste product of an industrial process
- 6) **combustion** (n) – the process of burning
- 7) **fuel** (n) – any substance burned as a source of heat or power such as coal or petrol
- 8) **trash (rubbish)** (n) – discarded or waste matter; worthless, useless, or unwanted matter
- 9) **recycling** (n) – passing through a system again for further treatment or use; re-claiming, e.g. packaging, for further use

Task 2. *Questions for thought.*

1. What are the main sources of air pollution?
2. What substances are major air pollutants? Which of them are the most dangerous?
3. Does air pollution have negative influence on human health?
4. Air pollution can cause a lot of diseases, can’t it? What age group of population is especially vulnerable to air pollution?
5. Could there be any solutions to the air pollution problem?

Task 3. *Answer the following questionnaire, and add up your score to find out how environmentally aware you are. Then, suggest ways in which people with low scores in this quiz could become more environmentally aware. Use expressions like: They should / ought to ..., They’d better ..., The best thing would be ..., etc.*

How environmentally aware are you?

1. What does your family do with empty bottles?

A take them to a recycling bin

B return them to the supermarket

C throw them in the rubbish bin

2. When you buy one or two items at the supermarket, you

A take a plastic carrier bag

B reuse an old plastic carrier bag

C use your own bag

3. How often do you choose products which contain recycled materials?

A always

B never

C sometimes

4. If you were asked to contribute to a Save the Animals project, you would

A give generously

B give a small amount

C refuse to give anything

5. A local beach has been polluted with oil. You

A donate money for the clean-up project.

B do nothing.

C volunteer to help with clean-up project.

6. You eat a chocolate bar in the street. What do you do with the wrapper?

A drop it on the pavement

B put it in a litter bin

C save it for recycling

7. When you buy paper products, you

A buy whatever is cheapest

B try to purchase recycled paper

C purchase recycled paper as long as it doesn't cost more

8. When you clean your teeth, you

A turn the tap on only when you need water

B leave the tap running until you have finished

C only use one glass of water.

1	A	3	B	2	C	0
2	A	0	B	2	C	3
3	A	3	B	0	C	2
4	A	3	B	2	C	0
5	A	2	B	0	C	3
6	A	0	B	2	C	3
7	A	0	B	3	C	2
8	A	2	B	0	C	3

18-24 – Keep up the good work! You are doing your part to protect the environment.

13-17 – There's some room for improvement. Change your habits and you'll soon be green.

0-12 – You are part of the problem. You should try to become part of the solution.

Task 4. *Read and translate the text.*

Air Pollution and Smog are the Problems of Modern Cities

Almost half of the world populations live in urban areas and, as cities grow even larger, conditions for city dwellers are likely to get worse. One of the most critical problems is environmental problems. Practically all cities all over the world face air pollution and smog.

The word *smog* comes from *smoke* and *fog*. Smog is a sort of fog with other substances mixed in. Smog has been here a long time. Billions of years ago, volcanoes sent millions of tons of ash and smoke into the air. Winds wiped up dust clouds. Animal and vegetable matter decayed, adding polluting gases.

When people came along, they began to produce their own kind of air pollution. They discovered fire. In the Middle Ages, people in cities such as London used soft coal to heat their homes. The smoke from these fires, combined with moisture in the air, produced dense layers of smog. The smog would blanket the city for days, particularly in winter. The heat generated in large cities tends to circulate air within a dome-like shape. This traps the smog and holds it over the city.

Smog, and the chemicals and other substances in it, can be harmful, even deadly. Smog blurs vision. It irritates the eyes, the throat, and the lungs. Eyes water, throats get sore, people cough. Smog can make people ill. And it can make sick people sicker. Air pollution has been linked to eczema, asthma, emphysema, cardiovas-

cular difficulties, and lung and stomach cancer. It also has a harmful effect on the environment. Food crops and animals suffer. Paint may peel from houses. It is obvious that we must do everything possible to reduce man-made atmospheric pollutants and smog.

Smog, along with smoke, is the most visible evidence of atmospheric pollution. But some atmospheric pollution is not visible and may not become visible until it is mixed with moisture. Lead compounds from leaded gasoline, hydrocarbons (unburned gasoline), carbon monoxide, and other gases may pollute the air without being seen. All air is polluted to some extent. Much of it is natural: smoke and ash from volcanoes, dust stirred up by the wind, compounds given off by growing vegetation, gases given off by rotting animal and vegetable matter, salt particles from oceans, and so on.

Man adds to these pollutants by burning coal, oil, gas, gasoline, and many other things.

Before we get to the automobile, however, let us review what we know about combustion. Most fuels, such as coal, gasoline, and wood, contain hydrogen and carbon in various chemical combinations. During combustion, oxygen unites with hydrogen and carbon to form water (H_2O), carbon monoxide (CO), and carbon dioxide (CO_2).

In addition, many fuels contain sulfur; this burns to produce sulfur oxides. Also, in this heat combustion, some of the nitrogen in the air combines with oxygen to form nitrogen oxides (NO_x). Some of the fuel may not burn completely, so that smoke and ash are formed. Smoke is simply particles of unburned fuel and soot, called particulates, mixed with air.

Altogether, it is estimated that 200 million tons of man-made pollutants enter the air every year in the United States alone. This is about a ton for every man, woman, and child in the country.

This man-made pollution is what clean-air laws are aimed at.

Consider Los Angeles, a large city set in a basin, with about 7,000,000 inhabitants. It is surrounded on three sides by mountains and on the fourth by the Pacific

Ocean. When the wind blows out over the ocean, it sweeps away pollutants. But at the other times, the air is stagnant. Smoke and other pollutants from industry and automobiles do not blow away. They just build up into a thick, smelly, foggy layer of smog. The location of Los Angeles, plus all the people and industry there, make it one of the biggest “smog centers” in the country. And it is Los Angeles which has led in measures to reduce smog.

Los Angeles has banned unrestricted burning, for example, burning trash. Incinerators without pollution controls were outlawed. Industry was forced to change combustion processes and add controls to reduce pollutants coming from their chimneys. Laws were passed that required the addition of emission controls on automobiles. All these measures have significantly reduced atmospheric pollution in the Los Angeles area.

If not controlled, the automobile can give off pollutants from four places. Pollutants can come from the fuel tank, the carburetor, the crankcase and the tail pipe. Pollutants from the fuel tank and carburetor consist of gasoline vapors. Pollutants from the crankcase consist of partly burned air-fuel mixture that has blown by the piston rings. Pollutants from the tail pipe consist of partly burned gasoline (HC), carbon monoxide (CO), nitrogen oxide (NO_x), and – if there is sulfur in the gasoline – sulfur oxides (SO_x).

A number of solutions have been proposed to solve the problems mentioned above beginning with the idea of digging all the rubbish and ending with reducing the number of cars and replacing them with public transport. However, it has turned out obviously that these methods won't demolish the roots of the problem and it will return anyway. However, there are still some opportunities to improve the situation. First of all, we should pay more attention to the recycling mechanisms and introduce this system almost everywhere as it may help us to overcome rubbish burning problems. Participants should be encouraged to use this system to make the involvement more effective. Another solution is to introduce eco-friendly fuel by cutting off its price. The more people use it, the better ecological situation will be.

Vocabulary to be learnt:

- 1) to get worse (v) – ухудшаться
- 2) an environmental problem – экологическая проблема
- 3) to face (v) – сталкиваться
- 4) substance (n) – вещество
- 5) to produce smog / pollution (v) – создавать смог / загрязнять
- 6) to pollute (to give off pollutants) (v) – загрязнять
- 7) chemicals (n) – химические вещества, химикаты
- 8) be (deadly) harmful to – быть (смертельно) опасным для
- 9) to reduce (v) – снижать, уменьшать
- 10) man-made atmospheric pollution – загрязнение атмосферы, вызванное деятельностью человека
- 11) lead compounds – свинец
- 12) burning of coal / oil / gas – сжигание угля / нефти / газа
- 13) carbon monoxide / carbon dioxide – угарный газ / углекислый газ
- 14) to ban smth (v) – запрещать что-либо
- 15) to pass a law – принимать закон
- 16) to suffer from (v) – страдать от
- 17) to solve a problem (solution of a problem) – решать проблему (решение проблемы)
- 18) eco-friendly (adj) – экологически чистый
- 19) recycling mechanisms – механизмы вторичной переработки
- 20) oxygen / hydrogen / nitrogen (n) – кислород / водород / азот

Supplementary Language Tools

Study the expressions which are used to express different language functions. The list of expressions in each function can be continued. Think of expressions, which can be added to each function.

Introducing points First Second In the first place To begin with Finally As far as ... is (are) concerned it (they)... Evidently... Certainly... Mainly... Consequently...	Expressing Surprise It's rather surprising that... How strange (odd) that... Incredibly... I am very surprised that... Wasn't it strange that...	Expressing comparison as...as More ...than Less... than	Expressing condition if as long as in case on condition that provided / providing unless
		Giving advice You should... You had better... Why don't you... If I were you I would... I'd advise you... I think you should...	Expressing contrast However... But... Yet... Although / though... While / whereas...

Task 5. *Using vocabulary and supplementary language tools make up your own situations on air pollution in Russian cities and towns (3-5 sentences).*

Vocabulary exercises

Task 1. *Find synonyms among the following words:*

A) burning; reduce; pass an environment law; give off pollutants; fuel; face an environment problem; a problem; ban; trash; harmful; harmful environment substances; solve a problem.

B) decrease; pollute; make an environment law official; gasoline; combustion; deal with an environment problem; prohibit; damaging; pollutant; issue; rubbish; cope with a problem.

Task 2. *Match the words to get word-combinations and translate them into Russian:*

A

- 1) irritate
- 2) reduce
- 3) face
- 4) use

B

- a) compounds
- b) coal to heat homes
- c) cardiovascular difficulties
- d) nitrogen with oxygen

- | | |
|-----------------|--------------------------------|
| 5) harmful | e) air pollution and smog |
| 6) be linked to | f) eco-friendly fuel |
| 7) lead | g) chemicals |
| 8) combine | h) trash burning |
| 9) a city with | i) man-made pollutants |
| 10) ban | j) about 7,000,000 inhabitants |
| 11) solve | k) the eyes and throat |
| 12) introduce | l) ecological problems |

Task 3. Which word is different? Why?

- | | | |
|----------------|------------------|-------------------------|
| a) automobile | vehicle | venture |
| b) combustion | burning | breathing |
| c) install | fit | dismantle |
| d) accelerate | speed up | maintain |
| e) inefficient | wasting (energy) | capable to do smth well |
| f) reduce | decrease | become bigger |
| g) emission | exhaust | absorption |

Task 4. Agree or disagree with the following using the phrases given in task 9. p. 29

1. The car is one of the biggest air polluters today.
2. People are negatively affected by the bad air quality.
3. Environment conditions for dwellers of large cities are likely to get better.
4. The development of better cars can be of a great aid in improving air quality.
5. Introducing of eco-friendly fuel can completely solve the problem of air pollution.
6. The man doesn't add pollution by burning coal, gas, oil and other substances.

Task 5. Place the appropriate word from the list in each of the blanks below.

Combustion	traffic	photochemical smog	pollution	ozone
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1. Concentrations of many dangerous substances in the air have crept up over recent years as streets have been congested with
2. Carbon monoxide is produced by incomplete ... of fuel.
3. Ground level ... has harmful effect.

4. ... is a complex chemical mixture.
5. Air ... problem crosses national boundaries.

Task 6. *Complete the sentences using the active vocabulary:*

1. Smog is mainly ...
2. I think air pollution is more harmful to children because ...
3. Men add to bad air quality by ...
4. Many dangerous substances in the air ...
5. An increase of road traffic ...
6. Some people suppose that using a car less ...
7. As for automobile pollutants they ...
8. Many countries try to ...
9. Recycling mechanisms will certainly ...

Task 7. *Ask 5 or 6 questions concerning the text to your partner.*

Speech exercises

Task 1. *Discuss with your partner:*

1. Is smog an actual ecological problem of modern cities? What causes smog?
2. Cars give off a lot of harmful pollutants, don't they?
3. Are ecological conditions for city dwellers getting better or worse?
4. What health problems are the results of air pollution?
5. What do governments of different countries do to solve ecological problems of their countries?
6. Can recycling mechanisms completely solve the air pollution problem?

Task 2. *Look at the following points. In pairs, give examples to support the points for and against travelling by bicycle:*

For

environmentally friendly
 good exercise
 economical
 quick in heavy traffic

Against

dangerous
 unhealthy fumes breathed in
 does not protect from weather
 not good for long trips

e.g. Travelling by bicycle is environmentally friendly because you do not have to use petrol and a bicycle does not produce any pollution.

Task 3. *Discuss the following topics:*

- a. Automobile pollution has lowered the air quality in many cities.
- b. Air pollution is threatening the health of older people and children.
- c. Each person can do one thing to help the environment.

Task 4. *Use the vocabulary of the unit to act out dialogs discussing:*

- a. Ways of improving air quality.
- b. Ecological conditions in the capital of your region.

Task 5. *Get ready with a topic on:*

- a. Road traffic is the fastest growing cause of air pollution.
- b. Increasing air pollution can lead to an environmental disaster.
- c. Recycling is good for the environment.

Task 6. Round-table discussion. Using the language of meetings and round-table discussions debate why we should improve ecological situation in our town (region).

Writing activity

Task 1. *Read the following Russian text. Make up a list of key words in English and render the text using the Appendix 2 p. 64:*

Основные экологические проблемы Дальнего Востока России и направления их решения

Многообразие экологических проблем региона в общем определяется разнообразием, географической дифференциацией природных систем, сочетаний природных ресурсов и типов хозяйственного освоения, природопользования. ...

В настоящее время на Дальнем Востоке России выделяются следующие крупные группы экологических проблем:

- загрязнение речных и морских вод в прибрежных зонах;
- интенсивные, часто незаконные вырубки леса;
- крупномасштабная добыча полезных ископаемых;
- нерациональное ведение сельского хозяйства;

- загрязнение атмосферы электростанциями, работающими на угле;
- радиоактивное загрязнение некоторых бухт.

...Основными причинами появления и обострения экологических проблем является широкое использование устаревших технических средств и технологий во многих отраслях хозяйства, неиспользование положительного сельскохозяйственного и лесохозяйственного опыта соседних стран (например, Китая и Кореи).

Важнейшим инструментом предотвращения серьезных последствий таких природных процессов является прогноз, опирающийся на достоверную информационную базу. В настоящее время в пределах Дальневосточного региона РФ в связи с сокращением числа станций наблюдений Росгидромета и отсутствием обновления парка оборудования долгосрочный качественный прогноз становится большой проблемой. ...

Негативные последствия экологических проблем региона проявляются в следующих формах:

- снижение уровня здоровья населения;
- загрязнение питьевой воды и продуктов питания;
- ухудшение условий воспроизводства биотических компонентов наземных и морских экосистем;
- сокращение биоразнообразия, возрастание угрозы редким видам животных и растений (амурский тигр, дальневосточный леопард, трепанг, морской гребешок, женьшень и др.). ...

(Вестник ДВО РАН, 2019)

Task 2. *Make up your own crosswords using as much terms of the unit as possible.*

Unit III “Global Ecological Problems”

Task 1. *Transcribe and give equivalents for the following terms. Learn them by heart.*

- 1) **an issue** (n) – an important subject requiring a decision
- 2) **environment** (n) – the external surroundings in which a plant or animal lives, which tend to influence its development and behavior; external conditions or surroundings, especially those in which people live or work
- 3) **a disaster** (n) – an occurrence that causes great distress or destruction
- 4) **extinction** (n) – the act of extinguishing or the state of being extinguished; complete destruction, annihilation
- 5) **destruction** (n) – the act of destroying or state of being destroyed, demolition
- 6) **a disease** (n) – any impairment of normal physiological function affecting all or part of an organism, especially a specific pathological change caused by infection, stress; illness or sickness in general
- 7) **wastewater** (n) – water rejected as useless, worthless
- 8) **radiation** (n) – the emission or transfer of radiant energy as particles, electromagnetic waves, sound, etc.
- 9) **a nanoparticle** (n) – a particle with dimensions less than 100 nanometers

Task 2. *Questions for thought.*

1. What are the major environmental issues confronting humanity today?
2. How do humankind’s efforts affect the environment condition?
3. Do you think companies are more or less environmentally responsible now than they were in the past?
4. Why are many people concerned about protecting environment from pollution?
5. What can you personally do to improve the environment condition of your city / region / country?

Task 3. *The planet is faced with many environmental problems today; however, there are a number of issues that are shared by all nations. The following ten environmental problems are generally considered to be the most significant issues currently*

faced by our planet. Make a list of these problems in order of importance: from the most important to the least important:

climate change
the generation of energy
water
biodiversity and land use
chemicals, toxics and heavy metals
air pollution
waste management
ozone layer depletion
oceans and fisheries
deforestation

Task 4. *Read and translate the text.*

Global Ecological Problems

Today the Earth's environment is in a sorry state. Wherever one looks, one encounters pollution. Forests are disappearing. The green patches in the city are being replaced by concrete buildings. Waste products are being dumped indiscriminately. Water is too toxic to drink. The air is unfit to breathe. Global warming has become a menacing issue. There is a question mark over the survival of life on the Earth. The human race is at the brink of a self-created disaster. This text aims to acquaint you some global environmental problems and issues. For ease of understanding, the different problems have been divided into four main categories.

Air-related environmental problems

Greenhouse Effect

Any gas in the atmosphere that absorbs and emits radiations in the thermal infrared range is called a greenhouse gas. The greenhouse effect is a process by which thermal radiation from a planetary surface is absorbed by atmospheric greenhouse gases, and is re-radiated in all directions. This process repeats over and over again, trapping the radiations in the atmosphere. This is one of the major causes of global warming. Global warming is causing the Earth to lose its snow cover; glaciers are

melting, the sea-level is rising, and a lot of arctic floral and faunal species are on the verge of extinction.

Ozone Depletion

The ozone envelope around the Earth is depleting in volume consistently since 1980s. This is largely due to the effect of halocarbon refrigerants (such as halons, freons, etc.). Halocarbons (being lighter than other gases in the atmosphere) rise much higher in the atmosphere. They then photodissociate to give atomic halogens. These atoms catalyze the destruction of the ozone gas. Depletion of the ozone can practically threaten human life, and life of other animals as well. The ozone layer protects us from UV rays of the sun; without the ozone layer, everyone would be susceptible to a number of skin diseases, including skin cancer.

Water-related environmental problems

Acid Rain

Gases like carbon dioxide, nitrogen oxide, sulfur dioxide can react with water to produce corresponding acids. When this happens in the atmosphere, we get rain that is of acidic (or low) pH. The gases mentioned above are released into the atmosphere by certain natural processes like lightning, volcanoes, etc. However, the amount of these gases released due to factories, vehicles and different industries surpasses that produced naturally. It goes beyond a level that can be tolerated by nature. Acid rains cause stone, rocks, steel, metal to erode and paint to peel off. This means monuments, statues, bridges, buildings, all are at a risk. Going at the current rate, there may come a time when children won't be able to play in the rain because it scars their skin!

Wastewater

One cannot really control or stop wastewater from being generated. However, due to anthropogenic effects of human development, the components of wastewater are changing every year, so that more materials are being added to wastewater and, ultimately, to water in general. If the amount of these substances goes on increasing, they will accumulate in the food chain. Eutrophication (excessive growth of phyto-

plankton) is a grave consequence of inefficient and / or inadequate treatment of wastewater.

Land-related environmental problems

Desertification is when an ordinary piece of land is converted into a desert. It is one of the scariest prospects of human development; to convert a beautiful garden, a park, a forest into a desert! Dryland occupies more than 40% of the Earth; and that we are adding to it through our actions. One of the most intense examples of desertification is that of Lake Chad, Nigeria - more than 95% of it is lost!

Land pollution is primarily caused due to inefficient and / or inadequate waste disposal, increased mechanization and excessive use of chemical fertilizers, pesticides etc. in gardens and farms. All of these causes have their own set of unique effects; put them all together, and we are practically scourging our own land with our own hands!

Other environmental problems

Nuclear development is another topic that has been in debate and discussion for quite some time now. The most alarming aspect of nuclear development are the prospective nuclear accidents that can take place. We do not need another Chernobyl disaster; we do not want another city facing the same fate as Hiroshima and Nagasaki. Nuclear radiations are probably the deadliest of all. They do not just affect you, they can affect your children and their children as well.

Nanotechnology

As for this new technology the most serious challenge about it is to be able to monitor and assess the impact of nanoparticles precisely. This is especially difficult since at 'nano' dimensions, materials change their properties, behavior etc. and hence should be looked at from a totally different, fresh point of view; more so in medical applications. The toxicity of nanoparticles needs to be assessed and worked down to a science.

Vocabulary to be learnt:

- 1) to disappear (v) – исчезать
- 2) to be dumped (v) – БЫТЬ ВЫБРОШЕННЫМ, СВАЛЕННЫМ

- 3) survival (to survive) – выживание (выживать)
- 4) global warming – глобальное потепление
- 5) greenhouse effect – парниковый эффект
- 6) ozone depletion (to deplete) – истощение озонового слоя (истощать)
- 7) to absorb smth (v) – поглощать что-либо
- 8) to emit (v) – испускать, излучать
- 9) to cause smth (a cause of smth) – являться причиной, вызывать (причина чего-либо)
- 10) to threaten human life / animals – угрожать жизни человека / животным
- 11) skin cancer – рак кожи
- 12) to protect smb from smth (v) – защищать кого-либо от чего-либо
- 13) to produce (v) – производить, вырабатывать
- 14) to be released into (v) – выделяться в
- 15) to generate wastewater – вырабатывать, производить сточные воды
- 16) to increase = to rise (v) – увеличивать(ся)
- 17) desertification (n) – опустынивание земель
- 18) waste disposal (to dispose) – размещение отходов (размещать, помещать)
- 19) to affect smb (v) – воздействовать на кого-либо
- 20) the toxicity of nanoparticles – токсичность наночастиц

Supplementary Language Tools

Study the expressions. The list of expressions can be continued. Think of expressions, which can be added to the following ones.

1. To tell the truth ... – по правде говоря ...
2. Nevertheless ... – тем не менее ...
3. On the one hand ..., on the other hand ... – с одной стороны ..., с другой стороны ...
4. As I have already mentioned ... – как я уже упомянул ...
5. In fact ... – в действительности, на самом деле ...
6. Fortunately / unfortunately ... – к счастью / к сожалению, ...
7. No doubt ... – без сомнения ...

8. It is widely accepted that ... – широко принято, что ...
9. Some people say/assert/are of the opinion that ... – некоторые говорят / утверждают / придерживаются мнения, что ...
10. Generally = in general ... – вообще, в основном ...
11. In terms of = from the point of view of ... – с точки зрения ...
12. In spite of the fact that ... – несмотря на то, что ...
13. As far as I know ... – насколько я знаю ...

Task 5. *Using vocabulary and supplementary language tools make up your own situations on global ecological problems (3-5 sentences).*

Vocabulary exercises

Task 1. *Find synonyms among the following words:*

- A) disappear; menacing; emit; deplete; protect; disease; produce; development; accident; application; problem; wastewater.
- B) use; exhaust; vanish; generate; sewage; growth; threatening; issue; defend; give off; disaster; illness.

Task 2. *Match the words to get word-combinations and translate them into Russian:*

A

- 1) absorb
- 2) deplete
- 3) threaten
- 4) skin
- 5) control
- 6) convert
- 7) inefficient
- 8) alarming aspects of
- 9) toxicity of
- 10) produce
- 11) protect
- 12) rising

B

- a) living organisms from UV rays
- b) nanoparticles
- c) wastewater generation
- d) radiation
- e) sea-level
- f) ozone layer
- g) nuclear development
- h) diseases
- i) land into a desert
- j) human life
- k) waste disposal
- l) acids

Task 3. Find English equivalents for Russian words and word combinations:

1. мусорная свалка

a. rubbish dump b. dustbin c. wastage

2. годный для переработки

a. recycled b. recyclable c. disposal

3. разложение, гниение

a. build-up b. breeding c. break-down

5. выхлоп, отработавшие газы

a. exhaust b. flood c. glaciations

6. угроза, опасность

a. maintenance b. menace c. permit

7. выживать

a. survive b. put out c. protect

8. пресная вода

a. ground water b. drinking water c. fresh water

9. отравление

a. contamination b. combination c. combustion

10. последствие

a. decay b. after-effect c. danger

Task 4. Which word is different? Why?

extra	left	additional
build up	accumulate	clean up
provide	take away	supply
run	be in working order	be out of order
aim	favour	objective
mainly	partly	principally
extract	mine	process
trend	tendency	measure
entirely	partially	completely
artificial	natural	man-made

permanently temporally constantly
evidence proof doubt

Task 5. *Agree or disagree with the following using the phrases given in task 9 p.29.*

1. Today the Earth's environment is in a perfect state.
2. The human race faces a lot of environmental issues connected with air, water and land pollution.
3. All ecological problems threaten human life and can be a cause of various diseases.
4. Nowadays people cannot control or stop different kinds of pollution.
5. The burning of gas, oil, and coal creates acid rain and ozone depletion.
6. Nuclear disasters are the deadliest of all because they affect not only you, but your children and their children as well.

Task 6. *Place the appropriate word from the list in each of the blanks below. Do not use more than one word.*

receives	trapped	radiates	keeps	return
greenhouse	flooding	rise	increase	essential

1. The Earth ... the energy from the sun as visible sunlight.
2. The warm Earth ... infrared energy back into space.
3. Some of it is ... by atmospheric gases.
4. Greenhouse gases ... additional heat to the earth.
5. The natural greenhouse effect ... the temperature of the Earth about 30° C warmer than it would be otherwise.
6. Natural greenhouse effect is ... to life.
7. ... gases go up into the Earth's atmosphere and stop heat from leaving the Earth.
8. An ... in the greenhouse effect may cause the ice at the North Pole and South Pole to melt and sea levels to rise, leading to serious in many parts of the world.
9. In other places, temperature will ... and there will be less rain, turning more of the land in to desert.

Task 7. *Complete the sentences using the active vocabulary:*

1. Rare animals and plants disappear because ...
2. Acid rain damages ...

3. The ozone depletion ...
4. To prevent many environmental disasters human beings should ...
5. Rain forests need to be protected as ...
6. Land pollution is mainly caused by ...
7. Water is too toxic to drink because ...
8. Nuclear accidents can harm ...
9. People must learn to ...

Task 8. Ask 5 or 6 questions concerning the text to your partner.

Speech exercises

Task 1. Read the table, then in pairs discuss the problems, their effects and their solutions as in the example:

Problems	Effects	Solutions
litter / rubbish	dirty streets, spread of disease	encourage recycling, use litter bins
air pollution	breathing problems, cancer risk	unleaded petrol, filters in factories, ban cars from city centres
water pollution	fish die, stomach illnesses	limit use of chemicals in industry, fine factories which pollute seas / rivers

e.g. A: Dropping litter can result in dirty streets.

B: That's true. I think we should use litter bins instead of dropping litter carelessly. etc.

Task 2. Discuss the following topics:

1. Any ecological problem can result in negative consequences not only for nature, but for human beings as well.
2. Investment in new environmentally-friendly technologies and industries will lower ecological damage.
3. Tree-planting campaign all over the world can help in solution of desertification issue.

Task 3. Use the vocabulary of the unit to act out dialogs discussing:

1. Nanotechnologies and their influence on our environment.

2. Introduction of harsher punishments for environmental pollution and illegal hunting.

Task 4. *Get ready with a topic on:*

1. Greenhouse effect and global warming are the most serious environmental issues causing climate change.
2. Industrial wastes are dumped into the environment polluting our air, water and land.
3. Environmentalists are working hard to protect the environment, and they badly need our help.

Writing activity

Task 1. *Read the following Russian text. Make up a list of key words in English and render the text using Appendix 2, p. 64:*

Убивая природу, мы убиваем себя

Согласно данным главного государственного санитарного врача, в России около 50 млн. человек живут в условиях повышенного загрязнения воздуха. В свете этого события мы решили разобраться, каким вообще воздействиям подвергаются амурчане и насколько это вредно с точки зрения экологии. В этом нам помогли сотрудники областной общественной экологической организации «АмурСоЭС». Вопросы охраны окружающей среды в Благовещенске остаются достаточно острыми, а экологическая обстановка – напряженной. Экологи утверждают, что общий уровень загрязненности стабильно растет.

Воздух

Выбросы загрязняющих веществ в атмосферу на одного жителя Благовещенска увеличились со 100 кг до 120 кг в год. В городе 28 муниципальных котельных, которые являются источниками загрязнения воздуха, из них 18 подлежат закрытию до 2015 г.

Причины загрязнения: транспорт (в воздух выделяется оксид углерода), ТЭЦ и котельные (из-за сжигания топлива - комплекс оксидов азота и серы).

Заболевания: от аллергических и легочных заболеваний до прямого отравления.

Вода

По данным Амурского областного центра по гидрометеорологии и мониторингу окружающей среды, качество воды рек Амура и Зеи в районе Благовещенска соответствуют III классу (умеренно загрязненная), а в отдельные годы снижается до IV класса (загрязненная). Большое количество загрязняющих веществ (взвешенные и органические вещества, нефтепродукты, патогенная микрофлора) поступает в городские водотоки с дождевыми и талыми водами. Наиболее загрязненными водными объектами являются Асташинские озера, речки Бурхановка и Чигири.

Причины загрязнения: особенности географии (в воде высокий уровень железа), хлорирование водопроводной воды, загрязнения нефтепродуктами от автотранспорта, заправок, бытовые стоки.

Заболевания: накопление хлора может привести к онкологическим заболеваниям и нарушениям развития плода у беременных.

Почва

В Благовещенске ежегодно образуется более 500 тысяч тонн отходов, в том числе более 300 тысяч тонн промышленных и более 200 тысяч тонн бытовых. Практически все отходы без переработки и обезвреживания подвергаются захоронению на свалке.

Причины загрязнения: выхлопы этилированного бензина и дизельного топлива (на почве оседают тяжелые металлы, такие как свинец, стронций), химические удобрения (гербициды), твердые бытовые отходы, выбросы жидкой ртути в результате активной золотодобычи, захоронение ядовитых отходов, мусорники, нефтестоки.

Заболевания: онкологические заболевания, желудочные отравления.

Пыль

Ежегодно в атмосферу выбрасывается более 10 тысяч тонн мельчайших твердых веществ. По генплану города, площадь зеленых насаждений в пределах городской черты составляет почти 12 тысяч га, то есть 36,7 % общей площади города. Наибольшую площадь занимают городские леса. А вот зеленых

насаждений общего пользования очень мало. Нынешняя площадь - около 2 кв. м. на человека вместо положенных 16 кв. м.

Причины загрязнения: отработанные автомобильные шины, частицы почвы (мало газонов), горнодобывающее, строительное производство, сгорание топлива (бурого, каменного угля), очень мелкие частицы породы, переносимые ветром из близлежащих районов Китая.

Заболевания: аллергия, легочные заболевания. Частицы почвы действуют сильнее на невысоком уровне от поверхности земли. Поэтому маленькие дети получают в 1,5 раза больше воздействия, чем взрослые.

Что еще нам угрожает?

Радиация. Природные источники – залегающие под землей горные породы.

Заболевания: возможно проникновение через разломы в почве радиационного газа радона в подвальные помещения жилых домов. Если подвалы не проветриваются, радон накапливается и может вызвать заболевания крови, легких, поражения кожи, ослабление иммунитета.

Шум. К сожалению, уровень его воздействия на амурчан никем не измеряется. Основными источниками шума являются автотранспорт, строительство, промышленное производство (ТЭЦ, котельные).

Заболевания: нарушается работа нервной системы, ослабевает слух, в тяжелых случаях нарушается координация движений, ослабевает чувствительность конечностей, развиваются суставные заболевания.

ГЭС. Большое количество воды образует тепловой аккумулятор.

Заболевания: большое количество водных испарений вызывает легочные заболевания

(АиФ «Дальний Восток»)

Task 2. *Make up your own crosswords / glossaries using as much terms of the unit as possible.*

APPENDICES

APPENDIX 1

HOW TO MAKE A GOOD PRESENTATION

Preparation

It is essential to identify **WHY** you are giving your presentation. To help you establish your objective, ask yourself these three questions: Why am I giving this presentation?

- What knowledge do I expect my audience to take away with them?
- What action do I expect the audience to take at the end of my presentation?
- Divide your presentation into three or four main subject areas.
- Then make notes under each heading.
- Remember it is important to give facts, evidence and examples as well as opinions. Concrete examples bring your presentation to life and support your objective.

Opening

The opening is your chance to grab the audience's attention and make them sit up and listen to you. The opening section should take no more than a couple of minutes maximum. In your opening section you should include some or all of the following stages:

- Open with a bang!

Start with an incredible fact, a visual stimulus, a joke, an anecdote, a quote Anything which grabs the audience's attention and focuses them on the matter at hand.

- Welcome the audience.
- Be polite and welcome everyone to the presentation.
- Introduce yourself. Give a brief introduction of yourself if there are people in the audience you have never met.
- Say why you are there.

Tell the audience what the presentation is going to be about. Be careful, don't tell them **YOUR** objective, e.g. 'My objective is to sell you 100 computers for as high a

price as possible', but turn it around, e.g. 'The reason I am here is to explain to you exactly why our computers are the best on the market.'

- Outline the structure of your presentation

Before you start, briefly run through the main points or subject areas you are going to talk about. Again this will help you to clearly organize your talk, but also it means the audience will be able to follow you much better.

- Give instructions about questions

Make sure your audience knows when to ask questions. At the end? During? At half time? Keep them informed and make sure you don't lose control of them.

К отличительным особенностям презентации относятся следующие технические моменты:

- демонстрация осуществляется на площади приблизительно в 1,2м высоты и 2,4 м ширины;
- используются отдельные листы бумаги или слайды;
- на каждом листе выделяется от 3 до 5 основных вопросов;
- отдается предпочтение не словам, а диаграммам, таблицам и другим графическим материалам;
- текст должен быть легко читаем на расстоянии.

При подготовке презентации следует придерживаться следующей структуры:

- название презентации с указанием фамилии автора и его места работы (1 лист);
- краткое содержание (1 лист);
- основное содержание (10-15м листов), в котором излагается не более 5 главных вопросов;
- итоговая информация (1 лист).

Possible language

Can I have your attention, please?

1. *To begin your presentation:* Let's begin! Let's get started! Shall we begin?

2. *To address the audience:* Good morning, ladies and gentlemen; Hello everybody! My name is...; I am a student of...

3. *To state the topic:* I'd like to speak to you about...; I'd like to tell to you about...; I'd like to discuss...; I'd like to give you a brief outline of...; I'll take about ...minutes of your time; This will take about ...minutes...I'd like to pass around some handouts I've prepared for my presentation; I've divided my talk into five main parts: first (ly) ..., secondly; thirdly, fourth... finally; Well? That's all I have to say about; So that, then, is ...; Now we've dealt with...

4. *To introduce new topics:* Let me draw your attention to...; Let me point out that...; Let me focus on...; Let me remind

you...; Let me move on to ...; Let me go on to...; Let me turn to...; Let's move on now to ...; The next point I'd like to make is...; Next we come to ..; Turning now to...; If you remember I said at the beginning...; As we will see later...

5. *To conclude your presentation:* To conclude...; In conclusion...; Now, to sum up...; That's all I have to say now. That concludes my talk. Finally may I remind you some of the main points ...; Let me finish here. In conclusion my recommendations are...; I therefore suggest/recommend the following...; Thank you; Thank you for listening to me attentively; May I thank you all for being such an attentive audience If you have any questions, please feel free to ask them. Now I'll try to answer all the questions you may have; Does anyone have any questions? You are welcome to ask questions. If there are any questions, I'll be glad to answer them.

Let's sum up. Use the three parts of your presentation. In the opening part, you tell your audience what your message is going to be. In the main part, you tell your audience your real message. In the closing part, you summarize what your message was.

APPENDIX 2

Реферирование (Writing abstracts)

Реферирование представляет собой интеллектуальный творческий процесс, включающий осмысление, аналитико-синтетическое преобразование информации и создание нового документа — реферата, обладающего специфической языково-стилистической формой.

Реферат — это семантически адекватное изложение основного содержания первичного документа, отличающееся экономной знаковой оформленностью постоянством лингвистических и структурных характеристик и предназначенное для выполнения разнообразных информационно-коммуникативных функций в системе научной коммуникации.

Рефератом называется текст, передающий основную информацию подлинника в свернутом виде и составленный в результате ее смысловой переработки.

Реферирование иностранных источников имеет ряд особенностей. Начиная работу над рефератом, переводчик должен, прежде всего, правильно выбрать вид будущего реферата и наиболее целесообразный способ охвата первоисточника.

Большое значение имеет информативность реферативных переводов. Нельзя допустить, чтобы реферат был подменен развернутой аннотацией, как это часто происходит при реферировании иностранных источников. Необходимо передать не только то, о чем написана работа, но и сущность основных идей оригинала, содержащихся в нем методов, результатов, рекомендаций и предложений. Поэтому переводчик должен быть хорошим специалистом в соответствующей области знания и уметь выявлять наиболее информативные элементы текста.

Процесс работы над текстом первоисточника складывается из нескольких этапов:

1. Ознакомительное чтение, в результате которого решается вопрос о целесообразности реферирования иностранного материала. На этом этапе переводчик просматривает заглавие, введение, оглавление, выводы, резюме. Затем он бегло читает текст и определяет научно-практическую значимость и информационную новизну источника. Ключевые слова, содержащиеся в заглавии, введении, рубриках оглавления, выводах создают содержательную установку, активизирующую в дальнейшем процесс осмысления текста.

2. Анализ вида первоисточника и выбор аспектной схемы изложения материала в будущем реферативном тексте (общий план изложения, план изложения отраслевой методики реферирования и т.д.).

3. Изучающее чтение текста. Переводчик в данном случае не делает полного письменного перевода текста. Мысленное декодирование иноязычного текста происходит под влиянием установки на реферативный анализ. Необходимость выделения аспектов, обозначенных в плане изложения, активизирует мыслительную деятельность референта и придает ей поисковый характер.

4. Разбивка текста на «аспектные блоки» (разметка текста с помощью удобных для референта — переводчика обозначений).

5. Конструирование (синтез) новых высказываний на родном языке, в краткой лаконичной форме передающих основное смысловое содержание по каждому аспекту.

6. Запись фрагментов перевода, полученных в результате вышеописанных преобразований, в последовательности, заданной планом изложения.

7. Критическое сравнение текстов реферата и первоисточника с позиции потребителя и внесение в случае необходимости изменений и дополнений в текст реферата.

8. Оформление и редактирование реферата, когда переводчик должен придерживаться наиболее распространенной структуры, состоящей из трех элементов:

- заголовочной части (библиографическое описание первоисточника);

- собственно реферативной части, передающей основное смысловое содержание первоисточника;
- справочного аппарата (индекс, рубрикационный шифр, информация о таблицах, чертежах, графиках, иллюстрациях и т.д., примечания переводчика, фамилия переводчика или название организации, сделавшей перевод).

Таким образом, при реферировании речь идет, прежде всего, о сплошном чтении первоисточника, касается ли это использования текстовых частей документа или смысловой интерпретации текста. Главное это выбор информации, относящейся к основным элементам содержания документа, и наиболее компактное ее представление. Кроме того, в процессе реферирования происходит исключение второстепенных, малосущественных сведений, не относящихся к объекту исследования и его основным характеристикам.

Образцы клишированных рефератов на английском языке

The paper is devoted to (is concerned with)...

The paper deals with ...

The investigation (the research) is carried out ...

The experiment (analysis) is made ...

The measurements (calculations) are made...

The research includes (covers, consists of) ...

The data (the results of ...) are presented (given, analyzed, compared with, collected) ...

The results agree well with the theory...

The results proved to be interesting (reliable) ...

The new theory (technique) is developed (worked out, proposed, suggested, advanced) ...

The new method (technique) is discussed (tested, described, shown) ...

This method (theory) is based on...

This method is now generally accepted ...

The purpose of the experiment is to show

The purpose of the research is to prove (test, develop, summarize, find) ...

Special attention is paid (given) to...

Some factors are taken into consideration (account)...

Some factors are omitted (neglected)...

The scientists conclude (come to conclusion) ...

The paper (instrument) is designed for...

The instrument is widely used ...

A brief account is given of...

The author refers to ...

Reference is made to ...

The author gives a review of...

There are several solutions of the problem ...

There is some interesting information in the paper ...

It is expected (observed) that ...

It is reported (known, demonstrated) that ...

It appears (seems, proves) that ...

It is likely (certain, sure) ...

It is possible to obtain ...

It is important to verify ...

It is necessary to introduce ...

It is impossible to account for...

It should be remembered (noted, mentioned) ...

Аннотирование (Writing summaries)

Аннотация — это предельно сжатая характеристика материала, заключающаяся в информации о затронутых в источниках вопросах.

Аннотация включает характеристику основной темы, проблемы объекта, цели работы и ее результаты. В аннотации указывают, что нового несет в себе данный документ в сравнении с другими, родственными по тематике и целевому назначению.

Существуют различные виды аннотаций в зависимости от назначения аннотации или от вида документа, на который составляется аннотация. Анноти-

рование может осуществляться как на языке оригинала, так и на языке перевода.

С точки зрения *объема* аннотации подразделяются на краткие и развернутые (или подробные).

Краткая аннотация (*brief summary*), как правило, характеризует документ в определенном аспекте: уточнение тематического содержания, расшифровка или пополнение заглавия, оценка уровня материала и так далее.

Развернутая аннотация (*detailed summary*) часто представляет собой перечисление рубрик первичного документа. Она составляется в тех случаях, когда документ представляет значительный научный интерес, а также при описании многоаспектных документов (учебники, справочники, сборники и т.д.).

С точки зрения *метода анализа и оценки документа* аннотации можно разделить на **описательные** (или справочные) и **рекомендательные** (в том числе и критические).

Описательная аннотация дает общее представление о документе, в то время как рекомендательная аннотация характеризует тематику и содержание документа под определенным углом зрения. В информационной сфере наибольшее применение находит описательная аннотация.

В зависимости от *тематического охвата* содержания документа аннотации делятся на **общие** и **специализированные**.

Общие аннотации характеризуют весь документ в целом, они не ориентированы на определенный круг потребителей. В специализированных аннотациях находят отражения только те части, те аспекты содержания документа, которые интересуют потребителей данной информационной системы (данного круга читателей).

В информационной практике используется, как правило, специализированная аннотация, рассчитанная на информирование.

The Scheme of Rendering the Text

1. The title of the article.

The article is headlined...

The headline of the article I have read is...

2. The author of the article; where and when the article was published.

The author of the article is...

The article is written by...

It is (was) published in...

It is (was) printed in ...

3. The main idea of the article.

The main idea of the article is...

The article is about...

The article is devoted to...

The article deals with...

The article touches upon...

The purpose of the article is to give the reader some information on....

The aim of the article is to provide the reader with some information on...

4. The contents of the article. Some facts, names, figures.

a) The author starts by telling the reader (about, that) ...

b) The author writes (states, stresses, thinks, points out) that ...

c) According to the text...

Further the author reports that...

The article goes on to say that...

d) In conclusion...

The author comes to the following conclusion...

The author comes to the conclusion that ...

5. Your opinion of the article.

Finally I'd like to remark (note, say) that I found the article interesting (important, dull, of no value, too hard to understand).

APPENDIX 3

Business documentations

Записка

Простая записка (**note**) носит полуофициальный характер и может быть написана от руки. Вместе с тем, это документ, в котором дается краткая информация о событиях, планах или действиях (например, сообщается о чьем-либо звонке, оперативном совещании или изменениях в планах). Простая записка отличается краткостью и может быть написана эмоциональным языком.

Если это важно, записку следует начать с указания времени, дня, недели или даты. Для того, чтобы усилить значение наиболее важных фактов, можно использовать заглавные буквы, подчеркивание или знаки пунктуации, например, тире вместо точек, запятых. Допускается также исключения ненужных слов.

Образец 1

John Boss asked to bring him the report as soon as you finish with the figures. Ann

Образец 2

Sam Call Emma Dell to confirm meeting time with Coca-Cola representative next Monday at 11.am. Phone number 533 27 16.
--

Памятная записка

Памятная записка (**memo**) относится к одной из наиболее распространенных форм деловой переписки внутри одной организации. Записка печатается на чистом листе бумаги или на специальных бланках внутреннего обращения и имеет постоянные разделы:

- дата (**date**)
- фамилия и имя человека, кому направляется записка (**to whom**), или должности группы людей;
- фамилия и имя отправителя (**from whom**) или его должность;
- о чем записка или тема (**subject**);

- краткое введение, в котором излагается наиболее важная информация;
- основное содержание записки;
- заключительная часть, которая обычно включает рекомендации по предлагаемым действиям.

Образец 3

MEMO
<p>To: Heads of Department From: PR Director Date: 14 February Subject: New company logo</p> <p>As you know, the Public Relations Department has been looking into ways to make our company logo more attractive and easily recognizable by customers. Could you please take the following actions in your departments:</p> <ol style="list-style-type: none"> 1. Encourage staff to share their personal vision of a new logo, which will be used on all our products and in ads. 2. Ask staff to put their drawings or descriptions in the box placed in the lobby downstairs. 3. Inform staff that the best drafts will get special gifts. <p>Please contact the PR Department if you or anyone in your department has any further suggestions.</p>

Answer the questions.

1. What is a memo?
2. Who and where writes memos?
3. What are the rules of memo-writing?

Образец 4

MEMO
<p><i>Date</i> 9th June</p> <p>To: Vincent Mills, Human Resources Manager From: Philip Groves, Managing Director Subject: Seminars on Far East Ecological Problems</p> <p>The seminars as we discussed are to be held on 15-17 June.</p> <p>Could you contact the members of Seminars and inform me about the following:</p> <ul style="list-style-type: none"> - the topics that these Seminars cover - short description of each topic - whether you think we should use reports printed in advance <p>We haven't much time, so could you do this a.s.a.p. and also check the availability of the members who will be involved in these Seminars.</p> <p style="text-align: right;">Signature PG</p>

Выберите слова или словосочетания так, чтобы они отражали особенности оформления служебной записки.

1.
To _____ : Shipping Department

(1) _____ : Clancy Brite, Personnel Director

Date _____ : (2) _____

(3) _____ : Conference Participation

I want to inform you that on April 17 your department will be audited. Your questions and comments can be sent to (4) _____ Clancy Brite.

From

10 April

Personnelle@cam.uk

Subject

2.

(1) _____ : Evercare and Senior&Retiree Services Leadership

From _____ : Management

(2) _____ : 4 February

Subject _____ : (3) _____

We are sorry to announce that Mary Brown has accepted a position with Health and Care Company and will leave United Health Group as of 5 February.

(4) _____

To

Management

Career news for Mary Brown

Date

Объявление

Объявление (**advertisement**) составляется для информирования о купле-продаже в бизнесе и пр. Первое слово, часто выступающее в качестве ключевого, должно быть выбрано с особенной тщательностью, т.к. именно оно будет содержать главную цель объявления. Для сокращения расходов, если объявление платное, допускается использование укороченных предложений и сокращений. Внимание читателя может быть привлечено к подчеркнутым фразам и печатным буквам, Объявление должно содержать ответы на вопросы: **что? где? когда? кто?**

Образец 5

ANNOUNCEMENT

IT, the Information Technology Company?

Time for English Company,

The Local authorities are calling for the submission of joint scientific research projects.

Письмо

Если вы пишете на чистом листе бумаги, а не на бланке организации, составление письма начинается с вашего обратного адреса (**return address**), который пишется в правом верхнем углу страницы. При этом соблюдается обратный по сравнению с русским порядок написания: номер дома, улица, город, почтовый индекс, страна. Если хотите получить ответ на ваше письмо, пишите четко.

Под адресом справа указывается дата (**date**) подготовки письма. Имеются различия в британском и американском вариантах написания даты, а именно в британском варианте сначала указывается число, месяц и год: 7th January, 2010, которое сокращается иногда до 7 Jan'10. Другие месяцы также могут иметь сокращенные формы, например: Feb, Mar, Jun, July, Aug, Sept, Oct, Nov, Dec. **В цифрах это выглядит так 7/1/10.**

В американском варианте сначала указывается месяц, потом число и год. Например, та же дата будет написана следующим образом: January 7, 2010, в цифрах 1.7.10. Можно использовать любой вариант, но все же хотелось посоветовать писать месяц не цифрами, а буквами.

Далее в письме слева пишутся имя, должность получателя (**addressee**) и адрес компании или организации, в которую вы обращаетесь, адрес дается также в обратном порядке.

Ниже следует указать и подчеркнуть ссылку (**reference**), если вы отвечаете на письмо, и предмет (**subject**), о котором пойдет речь в письме. Здесь указывается самая суть, чтобы читающий смог понять, по нескольким словам, главное, с чем к нему обращаются.

Приветствие также содержит ряд особенностей. Неправильное обращение может невольно обидеть человека, поэтому лучше подумать, прежде чем написать так называемый «титул» (**title**). Здесь существуют правила, которые нужно запомнить сразу.

– Если вы пишете в компанию или организацию в целом, а не конкретному человеку, вы обращаетесь «Уважаемые господа» – **Dear Sirs.**

– Если вы пишете человеку, который занимает определенную должность, но не знаете его или ее фамилию, вы обращаетесь «Уважаемый господин /мадам» – **Dear Sir / Madam.**

– Если вы знаете фамилию адресата, вы обращаетесь «Уважаемый (-ая) господин / госпожа Тетбери» – **Dear Mr. / Mrs. Tetbury.**

– Если вы хорошо знакомы с человеком, находитесь с ней/с ним в приятельских отношениях и при личной встрече обращаетесь друг к другу по имени, то такое обращение допускается и в письме, например, Dear Elton. Только следует иметь в виду, что в деловом письме, затрагивающем принципиальные вопросы лучше сохранять официальный стиль и писать **Dear Mr. Simpson / Dear colleague.**

Научные или иные титулы должны ставиться перед фамилией – **Dr. / Professor.**

Тема и суть проблемы или основное содержание письма находятся в середине письма.

Заключительная часть может содержать такие стандартные фразы, как «Благодарю за сотрудничество» (**Thank you for your cooperation**). «Жду ответа от Вас» (**Looking forward to hearing from you**).

Конец письма может включать фразы «Искренне Ваш /Ваша» (**Yours sincerely**) если известна фамилия адресата, и «С совершенным почтением» (**Yours faithfully**), если фамилия адресата неизвестна. Письмо может заканчиваться фразой «С наилучшими пожеланиями» (**With best wishes**).

В письмах не допускается никаких грамматических сокращений типа I'm, don't, we've, и т.п. Все эти слова нужно писать полностью.

В законченном виде структура письма выглядит следующим образом:
обратный адрес – address (содержащий название и адрес организации, отправляющей письмо, либо только адрес отправителя являющегося частным лицом);
дата подготовки письма - date;

название (имя) и адрес получателя письма;
 приветствие - salutation;
 суть проблемы - problem;
 заключительная формула вежливости - closing;
 подпись - signature;
 должность отправителя - position;
 приложения - enclosure (Enc.)
 pp - pro procurationem - по доверенности, за кого-то;
 AP / CL - посылочные инициалы указывающие на тех, кто писал (переводил)
 или печатал его;
 cc - указания на адресатов копий письма даются в самом конце.

Government of Canada 1	
Office of the Chairman Public Service Commission Ottawa, Ontario KIA ON7 Attention: P. Smith 3	2
	December 8, 20XX 4
Dear Sir: 5 Ref: PC Program analyst XX XX	
	Yours sincerely, 7 A. Robertson A. Robertson 8 Director General Services Division
AP/CL 9 Encl. 10 cc: D. Dube 11	

Расположите части делового письма в правильном порядке

- Thomas R. Hood Associates
Fourth and Pine Streets
Los Angeles, CA 88888
- Dear Sir:
- September 22, 2012
- ABC Corporation

132 Long Street
Cottown, CA 88668

- Thomas R. Hood
- Yours truly,
- This is to acknowledge receipt of the housing contract that I requested.

Expressions most commonly used in commercial letters

Обращение, вступление, заключительные формулы вежливости

<i>Адресат</i>	<i>Вступительное обращение</i>	<i>Заключительная формула</i>
Messrs	Dear Sirs,	Yours faithfully,
Smith & Co	Gentlemen:	Yours truly,
Ms. A. Smith	Dear Sir,	Yours faithfully,
Mrs. B. Brown	Dear Mrs. Brown,	Yours sincerely,
Mr. A. Smith	Dear Mr. Smith,	Yours sincerely,
Mrs. B. Brown	Dear Madam,	Yours truly,
Miss G. White	Dear Madam,	Yours faithfully,
Miss G. White	Dear Miss White,	Yours very sincerely,

We are pleased to receive ... Мы рады получить...

We acknowledge (confirm) receipt of ... Мы подтверждаем получение

This is to acknowledge your letter dated September 6 ... Пишу, чтобы подтвердить получение вашего письма от 6 сентября

It is a great pleasure to receive your letter of ... С большим удовольствием получили ваше письмо от ...

This is to inform you that I have received your letter of ... Настоящим сообщая, что получил ваше письмо от...

I wish to thank you most sincerely for your kind letter ... Хочу искренне поблагодарить вас за ваше любезное письмо ...

I very much appreciate having a reply from you ... Я очень благодарен за ваш скорый ответ

Thank you (Many thanks) for your prompt reply of ... Благодарю за скорый ответ...

I am most grateful to your letter ... Я очень благодарен вам за ...

I am in receipt of your letter ... В подтверждение вашего письма, я

We are sending you herewith ... С настоящим письмом высылаем вам

I enclose herein ... К настоящему письму прилагаем ...

You will find enclosed ... В данном письме вы найдете ...

Attached to this letter you will find ... С удовольствием

I have the pleasure of sending you ... высылаю

I have the pleasure in sending you ... вам

This is to inform you ... Настоящим ставим вас в известность ...

I am happy to supply you with ... Счастлив снабдить вас ...

I am sending you under separate cover ... Отдельным письмом высылаю вам ...

In reply to your letter of March 10 ... В ответ на ваше письмо от 10 марта ...

This is in reply to your enquiry of ... В ответ на ваш запрос от...

Replying to your kind letter ... В ответ на ваше любезное письмо ...

Further to our letter of April 6 ... В дополнение к нашему письму...

In conformity with your request of ... В соответствии с вашей просьбой

In accordance with your letter dated June ... В соответствии с вашей просьбой...

With further reference to your letter of May 18 ... Повторно ссылаясь на ваше письмо от ...

Referring to your letter of ... Ссылаясь на ваше письмо от ...

We are in receipt of your letter of 4 June, we write ... Мы получили ваше письмо от ...

We should greatly appreciate your telling us ... Мы будем признательны, если вы сообщите нам...

Will you kindly inform us ... Не будете ли вы так любезны сообщить нам...

I am making use of this opportunity to approach you with the request ... Пользуюсь данной возможностью, чтобы обратиться к вам с просьбой ...

I avail myself of the opportunity to ... Пользуюсь возможностью ...

I would ask you to attend kindly to my request ... Я хочу попросить вас любезно уделить внимание моей просьбе.

In accordance (conformity) with your request ... В соответствии с вашей просьбой ...

We trust you will ... Надеемся, что вы ...

We are glad to answer your inquiry... Мы рады ответить на ваш запрос ...

We very much regret to say (inform you) that ... С большим сожалением сообщаем вам, что ...

I regret that it has not been possible to ... Сожалею, что не было возможности

I am awfully sorry not to have replied to ... Я очень сожалею, что не ответил на ...

Please forgive me for my late reply ... Прошу извинить меня за запоздалый ответ ...

We apologize for ... Приносим свои извинения за ...

To our deep regret ... К нашему глубокому сожалению ...

I regret very much that I am not in a position ... Я очень сожалею, что я не в состоянии ...

I am sorry to have caused you so much trouble ... Я очень сожалею, что причинил Вам столько беспокойства (неудобств) ...

We must acknowledge with regret that ... С сожалением мы должны признать, что ...

Please accept my apologies for ... Примите, пожалуйста мои извинения ...

It is my great regret that I have to ... К моему великому сожалению, я вынужден ...

Please, note / kindly note ... Обратите, пожалуйста, внимание ...

Please be advised that ... Примите, пожалуйста к сведению, что ...

Please pay attention to ... Пожалуйста, обратите внимание на ...

I would like to bring to your attention ... Я бы хотел представить Вашему вниманию ...

I wish to draw (call) your attention to ... Хочу обратить Ваше внимание на ...

We request your consideration of ... Мы просим рассмотреть ...

I should like very much to hear your consideration concerning ... Я бы хотел узнать Ваше мнение относительно ...

We should appreciate a prompt reply ... Мы рассчитываем ...

A prompt reply would be appreciated ... На срочный ответ ...

Please give (convey, extend, send) my best regards to ... Пожалуйста, передайте мой сердечный привет ...

Meanwhile I remain ... Тем временем остаюсь ...

We trust you will ... Мы рассчитываем, что Вы ...

We look forward to the pleasure of meeting, welcoming, hearing ... С нетерпением ждем встречи, ответа ...

We look forward to seeing, meeting, hearing ... Мы рассчитываем на встречу, разговор ...

Добрые пожелания

Best wishes – наилучшие пожелания

with best wishes – с наилучшими пожеланиями

with kind regards – с дружеским приветом

with best wishes and kind regards – с наилучшими пожеланиями и дружеским приветом

please accept my best wishes примите мои наилучшие пожелания

our best wishes to Mr ... наилучшие пожелания господину...

my kindest regards to Mrs ... мой сердечный привет госпоже ...

wishing you the best of success, I remain ... желаю всяческих успехов, остаюсь

Письмо - просьба

Образец 6

Danish Centre 51
Strangade DK -1401 Koben K
Denmark

1st March 20XX

Time for English
21 Tverskaya str. Moscow
Russia

Dear Sir/Madam

Exchange Agreements

We are in the process of up-dating our mailing-list pertaining to exchange agreements and ask you

kindly to fill in the enclosed questionnaire and return it to us as soon as possible.
At the same time please correct your own address on the form if necessary.
Please note that exchange publications for us should be mailed to the above indicated address whereas correspondence concerning exchange agreements should be forwarded for attention of the undersigned.
Thank you in advance.
Yours faithfully
Lisbeth Dursine
Encl.

Образец 7

Письмо - предложение (*Letter of Offer*)

Mr. Fred North
Purchasing Manager
Broadway Autos

November 11, 20XX

Dear Mr. North,

Thank you very much for your enquiry. We are of course very familiar with your range of vehicles and are pleased to inform you that we have a new line of batteries that fit your specification exactly. The most suitable of our products for your requirements is the Artemis 66A Plus. This product combines economy, high power output and quick charging time and is now in stock.

I enclose a detailed quotation, specifications and delivery terms. As you will see from this, our prices are very competitive. I have arranged for our agent Mr. Martin of Fillmore S.A. to deliver five of these batteries to you next week, so that you can carry out the laboratory tests. Our own laboratory reports, enclosed with this letter, show that our new Artemis 66A Plus performs as well as any of our competitor's product and, in some respects, outperforms them.

If you would like further information, please telephone or telex me:

My extension number is 776. Or you may prefer to contact Mr. John Martin Fillmore S.A. in M _____: his telephone number is 01 99 02 77.

I look forward to hearing from you.

Yours sincerely,

Fred Stock
Fred Stock

Using the following phrases make up your own letter of offer:

We are pleased to learn your interest in ...

We are glad to say that we can reserve you ...

We take pleasure in sending you the desired samples and offer ...

We enclose our latest catalogue and price-list.

Our detailed catalogue will demonstrate the wide range of our products.

Our proposal is valid to ...

We deliver our products on CIF terms.

The price covers packing and transportation expenses.

We can give you a 5 per cent discount.

I especially call your attention to ...

Besides the above mentioned goods our company also produces ...

The model ... will meet most of your requirements.

We would appreciate if we get the order from you as soon as possible.

We are looking forward to hearing from you so soon.

Clearly, there's more to be said about types of business letter, but this brief introduction should **give you** a sense of both similarities and the diversities among them and memo as well.

Test yourself:

1. A letter and a memo: the following phrases are from a letter and a memo. They are all mixed up. Put them in the correct order.

a) I have asked the Secretarial Supervisor to come and speak to you and she may wish to arrange a later demonstration for her staff.

b) From: Vincenta Enjuanes,

Purchasing Manager

c) Subject: Demonstration of word processor

d) We would be pleased to have you with us on the 3 April as you suggest.

e) I look forward to meeting you.

f) Subject: Demonstration of word processor

g) We would be pleased to have you with us on the 3 April as you suggest.

h) The Sales Manager of Smart Offices Ltd will visit the firm on 3 April to demonstrate the AX3000 word processor which I am sure will be interesting in seeing.

i) Please ring my secretary to range a time to meet the Sales Manager. A later demonstration can be arranged for members of your staff to see it.

j) Dear Mr Devereux

k) To: Secretarial Supervisor

l) Thank you for your letter of 12 March offering to come to our firm to demonstrate the AX3000 word processor.

m) Yours sincerely,

Vicenta Enjuanes

Vicenta Enjuanes

Purchasing Manager

n) V.E.

Memo

Letter

Define the type of business letters:

1.

<i>Education</i>	
August	Baltimore Community College. Baltimore MD
2010- present:	A.A.S.-X-Ray Technologist Program

a) *Advertising letter* b) *Memo* c) *Resume* d) *Inquiry letter*

2.

I have seen your ad in the Boston Globe of Sunday, February 12, and would like to order the following weather vane: Model EPC-18" eagle with arrow, copper, \$34.95

a) *Order Letter* b) *Cover Letter* c) *Letter of Complaint* d) *Contract*

3.

All the Containers are to be marked on three (3) sides. Each container should bear the following markings made in indelible pain (in Russian and English)

a) *Memo* b) *Contract* c) *Inquiry letter* d) *Cover Letter*

4.

On 12 August I ordered 13 copies of Background Music by H. Lowery under my order number FT567. On opening the parcel I found that it contained 12 copies of History of Music by the same author. I trust you will credit my account with invoiced value of the returned copies including reimbursement for the postage cost of \$17.90

a) *Cover Letter* b) *Inquiry letter* c) *Letter of Complaint* d) *Memo*

Тема: **Оформление конверта**

Перед вами конверт. Соотнесите информацию под определенным номером на конверте с тем, что она обозначает.

1.

Mrs. Stele
(1) 15 Mansfield Road

(2) Stratford – upon Avon CV37 7JT
United Kingdom

(3) SLZ Agency
01(4) Koala Bark Dr
(5) New Canberra WA 1234
(6) Australia

- the house number in the return address
- the town the letter comes from
- the addressee
- the country in the mailing address
- the town in the mailing address
- the street name in the mailing address

2.

Mr. Fox
4(1) New High Street
(2) Oxford OX37AQ
(3) England

(4) Mr Bhahman
(5)55Shandi Av
New Delhi (6) 110003
INDIA

- the street name in the return address
- the town the letter comes from
- the ZIP Code in the mailing address
- the country the letter comes from
- the addressee
- the addressee's house number

3.

(1) Cogent Power ltd
(2) Teesside Works Street
Redcar (3) TS 10 5QW
United Kingdom

(4) Monkey Enterprise
203 (5) Broadway Ave
West Beach, (6)SA, 5024
AUSTRALIA

- the house number in the return address
- the sender
- the addressee
- the ZIP Code in the return address
- the state name in the mailing address
- the street name in the mailing address

Appendix 4

Useful phrases for conducting conferences, talks

Attracting attention

Right, can we start?

Ladies and Gentlemen, are we ready to begin?

Well, shall we get things started?

If everybody's ready, maybe we could make a start?

Directing attention

Let's get straight down to business.

Shall we get down to business?

Let's get the meeting under way.

Why are we here?

We're meeting today to sign the agreement between our joint-ventures.

The reason we're here is to work out in details our new curriculum.

The subject of today's meeting is to reconsider the rate of interest and the interest on a savings account.

Today we shall be looking at the situation in the emerging market.

Today we shall be dealing with the problem of training specialists under new conditions.

Today we intend to sign the agreement of our cooperation.

Let's take the first item of the agenda "The hundred-million-dollar syndicated loan to Turkey".

Has everyone got a copy of the agenda?

Inviting someone to state their position

Would you like to start, John?

Could I ask you for your comments first, John?

Can I turn first to Mr. Black to make inquiries about the firm?

So, let's go first to the problem of capital markets transactions.

Could I ask you first for your opinion on the analysis of the ability of some firms to repay the staggering sums of money they had borrowed from commercial banks worldwide?

Could I ask you for your view on this matter?

John, perhaps you could give us a brief outline of your company's position on this matter?

David, what are your first impressions of the new proposals?

Peter, can I ask you for your views on the matter of leasing?

Stating your own position

Perhaps I could begin by saying that ...

If you allow me to give you a brief outline of my position on this matter I would like to say that ...

Perhaps I ought to say right from the start that the sellers will not be able to deliver the equipment on time.

I want to make it clear that our specialists are highly experienced in this field of activity.

I would like to say here that ...

I feel I should point out to you that ...

By the way, I'm interested in ...

Let me comment on this matter ...

Referring to a previous point

I'd like to say something about a point John mentioned earlier.

I think we should look closer at an issue that we only touched on earlier.

I'd like to return to the previous point.

Getting back to the point

If we could just get back to the subject under discussion.

I think we've strayed a little from our main point.

I think we're moving away from the main problem.

Let's get back to your original point.

Perhaps we could return to that point later.

Deferring

I think that's something we could look at in detail later.

Perhaps we could consider that matter a little later in our discussions.

I see your point, but perhaps we could leave that matter until later on/

I'd rather not go into those details here, if you don't mind.

It might be better to return to that point later.

Checking a point

Correct me if I'm wrong, but what you are saying is ...

So, what you seem to be suggesting is ...

Would I be right in thinking that ...?

So, what you're actually saying is ...

Making suggestions

Why don't we ...

I think we should ...

What about getting long-term credit?

Let's reconsider the analysis of ...

Can't you just make a better offer?

May be it would be a good idea to ask for ...

Have you thought about lowering the cost?

Have you considered lowering the cost?

Is it any possibility of discussing outstanding matters in a more relaxed atmosphere over dinner?

It might be worth looking into the matter.

One more question, please.

I use this opportunity to draw your attention to ...

Expressing an opinion

I'm inclined to think that ...

I tend to think that ...

As I see it we could return to that point later?

I consider you should inform us that ...

Personally, I guess the price is very competitive.

My point of view is that business is good at present.

Making a point

I would like to say that ...

You should know that ...

I think I should be frank and say ...

I think we have to consider the fact that ...

We must bear in mind the fact that ...

I believe you know that ...

The point is that ...

You must realize that ...

Personally, my point of view is that ...

Eliciting information

I wonder if you'd mind telling me ...

What I'd like to know is whose account all expenses are on?

Can you give me some information about ...

I'd like some details about the terms of the agreement?

What I really need to know is ...

Can you tell me something about the practice of Milbank?

I wonder if I could ask you for participating in talks.

I'm afraid I need to know of the activity of your firm.

What is your position on cutting interest rates?

As far as I can judge ...

Do you agree with the statement that ...?

Misunderstanding. Clearing up things

Are you following me?

Did you get me?

I'm afraid you didn't get me.

I'm afraid you got me wrong.

Did I get you right?

I got you.

I see.

I didn't (quite) get you.

I beg your pardon?

How shall I put it?

I don't know how to put it.

I mean to say that ...

It's like this.

The matter is that ...

This is not the point.

Speak to the point.

It doesn't make sense.

Where were we?

Hesitating

Well, let me see if ...

Oh, let me think for a moment...

I'm glad you asked me that ...

I'd rather not answer that, if you don't mind.

I've no idea, I'm afraid.

I'm sorry, but I'm not the right person to answer that question.

I can't answer that.

I'll need some time to think about that one.

Interrupting

Do you mind if I just interrupt?

Might I interrupt at this point?

Could I say something on that point?

If I could just interrupt for a moment?

Could I just correct one small detail?

May I add something to that?

May I make a point?

Could I say a word about something?

What is your opinion on ...?

Accepting the interruption

Certainly. Please do. Yes, of course.

Go ahead. Not at all. Sure.

Refusing the interruption

If you could just allow me to finish.

Could I just finish?

Just a moment / second, please. This won't take more than few seconds.

Agreeing

I absolutely agree.

I completely agree.

I agree with you most strongly.

You're right of course. / Yes, indeed.

Exactly. That's true. That's a wonderful idea.

That would be marvelous.

You may be well right, but ...

To a large extent you're right, but ...

I take your point, but ...

You have a point there, but ...

I appreciate your point of view, but ...

You could be right, but ...

Disagreeing

Are you sure?

I'm not sure entirely here.

I can't quite go along with you there.

I don't think I really like the idea.

No, I think you're mistaken here.

No, I'm sorry, there I have to disagree. No, I disagree. I can't agree at all.

I really must object to that comment you know.

Expressing incredulity

Is there any proof that ...?

Do you really mean to say that ...?

I find that very hard to believe.

You don't honestly believe that ...

You can't really expect me to believe that ...?

That's incredible. You must be joking!

Asking for clarification

Could I ask you just to explain that again?

What exactly do you mean?

What are you really saying? What are you trying to say?

Perhaps we could move on to the next point under discussion.

That brings us to the next item on the schedule.

Perhaps we could turn our attention to the question of...

I think we should now consider this offer.

Let's turn to the question of ...

As we running short of time, perhaps we could hear if you can...

I must emphasize that ...

I think the figures / the facts speak for themselves.

Summarizing

May be we could just run over the main areas of agreement.

Can we just stop here a moment and summarize the points so far?

Perhaps it would be useful if we just summarized what we've said so far?

We examined the situation in detail, and are prepared to make an offer of a good discount ...

I can't see any reason why we shouldn't agree to that.

That sounds most satisfactory.

OK, it's a deal.

I'm afraid I must reject this offer.

I'm sorry, but we can't agree to that / I'm sorry but that's completely out of the question.

Perhaps it would be worth looking at the offer again?

There are certain points I'd like to clarify before I give my final word.

That point needs careful consideration.

Please correct me if I am wrong, but what they are saying is ...

We should greatly appreciate your taking part in our discussing but we are running short of time we should stop our consideration of ... there.

Thank you for hearing me out.

Let our observers make the conclusion.

Share your findings!

I look forward to cooperating with you on the problem of ...

Thank you for your kind invitation. Same to you.

Thank you for your attention. We are glad to inform you that ...

We look forward to meeting you soon. It would be fine. Thanks.

We are waiting for your ideas and suggestions with interest.

We'll be delighted to see you again. Good luck. That's settled. See you.

GRAMMAR REVIEW

Спряжение глагола **to be**

(быть, являться, состоять, заключаться)

Настоящее время (**Present Indefinite**)

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.ч.	I am	Am I?	I am not
	You are	Are you?	You are not
	He (she, it) is	Is he (she, it)?	He (she, it) is not
Мн.ч.	We (you, they) are	Are we (you, they)	We (you, they) are not

Short forms:

I'm (not)	we're (not) or we aren't
he's (not) or he isn't	you're or aren't
she's (not) or she isn't	they're (not) or aren't
it's (not) or it isn't	

Прошедшее время (**Past Indefinite**)

число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.ч.	I (he, she, it) was	Was I (he, she, it)?	I (he, she, it) was not
Ед.ч.	You were	Were you?	You were not
Мн.ч.	We (you, they) were	Were we (you, they)?	We (they, you) were not

Short forms:

I (he, she, it) wasn't	we (you, they) weren't
------------------------	------------------------

Будущее время (**Future Indefinite**)

число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.ч.	I will be	Shall I be?	I will not be
Ед.ч.	You (he, she, it) will be	Will you (he, she, it) be?	You (he, she, it) will not be
Мн.ч.	We will be	Shall we be?	We will not be
Мн.ч.	You (they) will be	Will you (they) be?	You (they) will not be

Short forms:

I'll (we'll) or I (we) won't

he'll (she'll, you'll, they'll) or he (she, it, you, they) won't

Exercise 1. Выберите правильную форму глагола to be:

a) is b) are c) am

1. I ... a student. 2. My friend ... also a student 3. He ... a second - year student. 4. We ... all students. 5. They ... not good at mathematics. 6. The book ... worth reading. 7. What faculty ... you in? 8. What year student ... your friend? 9. How old ... your parents? 10. ...she free in the evening? 11. The child ... 10 years old. 12. The students ... at the lecture. 13. Who ... absent today? 14. ...it Sunday today? 15. ... you twenty years old? 16. ... his answer good? 17. ... mathematics difficult for you? 18. Knowledge ... a power. 19. They ... from Canada. 20. I ... Russian. 21. What ... your educational background?

Exercise 2. Выберите правильную форму a) was или b) were

1. This ... five months ago. 2. These ... good examples. 3. The information ... important. 4. The goods ... in demand. 5. The news ... exciting. 6. The game ... important. 7. The experiments ... interesting. 8. I ... very much interested in it. 9. These ... fresh data. 10. It ... just the time to begin the experiment. 11. The expedition ... in Africa last year. 12. My mum always said that I ... a clever boy. 13. Why ... you so sad yesterday? 14. ... summer plans interesting? 15. It ... late and I ... cold and wet. 16. Who ... very interested to learn of the vacancy for a junior secretary in the Music media Corporation? 17. ... they looking for a job? 18. What ... your previous experience? 19. What ... your educational plans? 20. What ... your dream when you ... a child? 21. What kind of people ... your grandparents?

Exercise 3. Выберите правильный вспомогательный глагол:

a) will b) won't

1. ... you be at home in the evening? 2. I ...be an economist. 3. It's sunny and dry today. It ... be much the same tomorrow. 4. Hurry up, please. I ... be ready in a second. 5. What ... he be soon? 6. Can we afford to buy it? It ... be very expensive. 7. ... they be in when I come? 8. Can I see you on Friday? I... be busy on Friday. 9. She ... be

short of money. Her salary is pretty good. 10. ... he be in town on Sunday. 11. She ... be ready for the lesson tomorrow. 12. There ... be 7 milliard people on our planet by the end of the century. 13. My husband ... be on business next week. 14. He ... be an efficient communicator and quick thinker, I suppose. 15. ... she be punctual in keeping the appointment?

Распространенные выражения с глаголом "to be"

to be glad (pleased) – быть радостным (довольным)
to be happy (delighted) – быть счастливым
to be hungry – быть голодным (хотеть есть)
to be ill (healthy) – быть больным (здоровым)
to be ready for something – быть готовым к чему-либо
to be late for something – опаздывать куда-либо
to be five minutes late – опаздывать на пять минут
to be sorry – сожалеть
to be (un)comfortable – чувствовать себя (не)удобно
to be out of place – чувствовать себя неуютно (не к месту)
to be proud of something / somebody – гордиться чем(кем)-либо
to be sure of – быть уверенным
to be mistaken – ошибиться
to be surprised at somebody – удивиться кому - либо
to be angry with somebody – быть сердитым на кого-либо
to be busy with – быть занятым чем-либо
to be blame – быть виноватым
to be for (against) – быть за (против)
to be present – присутствовать
to be right – быть правым
to be wrong – ошибаться
to be afraid – бояться
to be tired – быть уставшим
to be situated – быть расположенным
to be born – родиться
to be in a hurry – спешить
to be interested in something – интересоваться чем-либо

Exercise 4. Переведите на английский язык.

1. Она рада встречи с тобой. 2. Он был болен на прошлой неделе. 3. Мои родители гордятся мной. 4. Мой друг интересуется математикой. 5. Вы ошибаетесь. 6. Я буду занят завтра. 7. Эти студенты опоздали на лекцию. 8. В данном случае они были виновны. 9. Наш университет расположен в центре города. 10. Я

боюсь, что они будут против этого предложения.11. Моя сестра хорошо готовит.12. Вы обычно обедаете дома? 13. Мы будем готовы к уроку английского завтра. 14. К счастью, мои бабушка и дедушка здоровы и уверены в своем будущем. 15. Вы сердитесь на меня?

Exercise 5. Закончите предложения, используя каждый раз глагол “to be”.

Model: (you single or married?) *Are you single or married?* _____

1. (The seminars and talks of the last conference extremely interesting) _____
2. (He ready to work hard)_____
3. (They glad to study at the university)_____
4. (you busy this week, Sam?)_____
5. (How soon you ready to leave?)_____
6. (We tired when we arrived home)_____
7. (Mr. Forsyte glad to see you next week) _____
8. (I sorry to have said that) _____
9. (She born in 1996) _____
10. (I afraid of missing the stop) _____
11. (I not good at music and art)_____

Конструкция **there + to be**

Indefinite	утвердительная	отрицательная	вопросительная
Present	There is... There are...	There is not (isn't) There are not (aren't) ... There is no ... There are no ...	Is there ...? Are there ...?
Past	There was... There were ...	There was not... (wasn't) There were... (weren't)	Was there...? Were there ...?
Future	There will be ...	There will not be... (won't be)	Will there be...? Will there be...?

Эта конструкция переводится русским предложением со словами: *имеется, находится, имеет место, происходит и т.д.*

Exercise 6. Выберите правильную форму глагола “to be” в конструкции **there + to be**.

a) is b) are c) will be

1. There ... no guarantee at all.
2. There ... something wrong here.
3. There ... no other way.
4. There ... a language laboratory at our university.
5. There ... some reasons for such a decision.
6. There ... a chance to solve this problem.
7. There ... new hotels in this district by 2008 year.
8. There ... no research institute in this city.
9. There ... much information on this subject.
10. There ... nothing wrong at the publishers.

Exercise 7. Заполните пропуски.

a) this b) there c) they

1. ... were people united by one idea.
2. ... are other problems.
3. ... are regular exchange of news.
4. ... are applying the law to defend their economic interests.
5. ... are all professional journalists.
6. ... are 30 kg of paper per capita.
7. ... should be cost-accounting associations.
8. ... must be no unanimity of views.
9. ... is because we planned to increase newsstand sales.
10. ... are quite different.

Exercise 8. Выберите правильный вариант подчеркнутых слов.

1. This was after the list of candidates was determined.

a) они b) было, проходило c) это

2. There was a live discussion.

a) они b) было, проходило c) это

3. They were ready.

a) они b) было, проходило c) это

4. They are either not ready or don't want to restrict themselves.

a) там b) они c) есть, имеются

5. There is nobody there.

a) там b) они c) есть, имеются

6. There are other problems.

a) там b) они c) есть, имеются

7. There is a need for action.

a) их b) это c) есть

8. This is how it was done.

a) их b) это c) есть

9. Their policy is aimed at this.

a) их b) это c) есть

10. That is not business.

a) есть b) это c) там

11. Either there is democracy or there isn't.

a) есть b) это c) там

12. This is our great concern.

a) есть b) это c) там

Exercise 9. *Задайте вопросы к следующим утверждениям и затем ответьте на них согласно образцу.*

Pattern: There is a good program on TV tonight.

- Is there a good program on TV tonight?

- *Yes, there is.*

There aren't any theatres in my town.

- Are there any theatres in your town?

- *Yes, there are not / there aren't.*

1. There are few changes in the text. 2. There were a lot of people in the stadium. 3. There wasn't anybody in the room. 4. There will be many people there. 5. There is a telephone in my room. 6. There were not any pears on the plate. 7. There is something on the shelf. 8. There aren't difficult exercises in this book. 9. There was a hospital in the village. 10. There will be twelve students in our group.

Exercise 10. Переведите на английский язык, используя конструкцию **there + to be**.

1. В вашей семье есть дети?
2. На улице много народу?
3. За вашим домом есть сад?
4. За вашим садом есть площадь, не так ли?
5. В вашем городе есть парки?
6. На столе около окна стоят часы.
7. В этом журнале есть что-нибудь интересное?
8. Есть кто-нибудь в соседней комнате?
9. Существует несколько способов решения этой проблемы.
10. В этом журнале было несколько интересных статей.
11. На этой улице была школа?

Wh-questions

	am	I	from
	are	you	
	is	he	
Where		she	
		it	
	are	we	
		they	

More Wh-questions

What's her name? How old are you? How many children are there in your family?
 What's your hometown? What's your major? When is your birthday? What's your address?

Спряжение глагола **to have**

(иметь, обладать)

Настоящее время (**Present Indefinite**)

число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.ч.	I (you) have	Have I (you)? Do I (you) have (got)?	I (you) have no I (you) do not have
	He (she, it) has	Has he (she, it)? Does he (she, it) have?	He (she, it) has no He (she, it) does not have
Мн.ч.	We (you, they) have	Have we (you, they)? Do we (you, they) have?	We (you, they) have no We (you, they)

			do not have
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Short forms:

I've (not) or I haven't (got)	we've (not) or we haven't (got)
he's (not) or hasn't (got)	they've (not) or they haven't (got)
she's (not) or she hasn't (got)	you've (not) or you haven't (got)

Прошедшее время (**Past Indefinite**)

число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.ч.	I (he, she, it, you) had	Had I (he, she, it, you)? Did I (he, she, it, you) have ?	I (he, she, it, you) had no did not have
Мн.ч.	We (you, they) had	Had we (you, they)? Did we (you, they) have ?	We (you, they) had no did not have

Short forms:

I (he, she, it, you, we, they)'d (not) or I (he, she, it, you, we, they) hadn't

Будущее время (**Future Indefinite**)

число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.ч.	I will have	Shall I have ?	I will not have
	He (she, it, you) will have	Will he (she, it, you) have ?	He (she, it, you) will not have
Мн.ч.	We will have You (they) will have	Shall we have ? Will you (they) have ?	We will not have You (they) will not have

Short forms:

I'll (we'll) or I (we) won't have
he'll (she'll, you'll, they'll) or he (she, it, you, they) won't have

Exercise 1. Вставьте вместо пропуска форму **have** или **has**.

1. We should ...some basis for reconstruction. 2. She ... her own opinion. 3. The market ... other laws. 4. The two sides ... equal rights. 5. People ... a poor idea of

what is happening in China. 6. These students ... five examinations. 7. John ...good work. 9. He often ... a sore throat. 10. I often ... a headache in the evening.

Распространенные выражения с глаголом “ to have”

to have dinner / breakfast / lunch

to have tea or coffee

to have a bath / a shower

to have a shave / a wash

to have a rest

to have a sleep

to have a dream

to have a holiday

to have a good time

to have an appointment with somebody – иметь деловую встречу с кем-либо

to have good references – иметь хорошие отзывы

to have a pleasure

Exercise 2. Переведите предложения на английский язык.

1. Обычно я обедаю дома. 2. У них есть мечта - поступить в университет. 3. Мы хорошо провели время вчера. 4. Он имел хорошие рекомендации с предыдущего места работы. 5. Ты принимал душ вчера? 6. Она хорошо провела отпуск на юге. 7. У Вас есть книги по истории Англии? 8. Когда вы пьете чай? 9. У моего брата много друзей. 10. У меня вчера болела голова.

Exercise 3. Закончите предложения, используя каждый раз глагол to have.

Model: (you have tea or coffee for breakfast) *Do you have tea or coffee for breakfast?*

1. (Where he dinner yesterday?) _____

2. (I an appointment with my lawyer at 9a.m.) _____

3. (He excellent references from his previous job) _____

4. (She a pleasure in accepting this position) _____

5. (Tomorrow he lunch with the Governor of The Bank of England and in the evening have talks with businessmen) _____

6. (The customer a right to know where products are made) _____
7. (We a good time on holiday) _____
8. (Each new word a different meaning) _____
9. (My lawyer an appointment with a bank manager tomorrow at 10 o'clock) _____
10. (My new secretary good references from a previous job) _____

Exercise 4. Напишите вопросы.

1. (you / a bicycle?) Have you got a bicycle?
2. (your father / an expensive car?)
3. Carol / many friends?)
4. (How much money / you?)
6. (His parents comfortable flat?)
7. (What kind of flat / John in future?)
8. (She / a toothache?)
9. (Alice / brothers / sisters?)
- 10 (They / a meeting yesterday?)

Exercise 5. Выберите верный перевод подчеркнутых глаголов.

1. She was the only person who could help me.
a) была b) будет c) является
2. A rare book you are eager to buy will be on sale next week.
a) есть в продаже b) была в продаже c) будет в продаже
3. Did you have a pet when you were a child?
a) был ребенком b) будешь ребенком c) является ребенком
4. Julia wants to go on holiday but she hasn't got any money.
a) не было денег b) нет денег c) не будет иметь деньги
5. The child is 10 years old.
a) ребенку 10 лет b) ребенку было 10 лет c) ребенку будет 10 лет
6. Oh, lucky I have the fare without change.
a) у меня есть b) у меня была c) у меня будет
7. This company has a reputation for efficiency.
a) имеет b) имела c) будет иметь

8. His parents will have a comfortable flat and expensive car.

a) у его родителей были b) у его родителей будет c) у его родителей есть

Exercise 6. Заполните пропуски нужной формой глаголов *to be, to have* и переведите следующие предложения.

A) John Turner... 30. He... married and ... got his own family. He... a wife, a daughter and a son. His wife ... a businesswoman. Her name ... Jane. It... due to Jane, that the company ... a go-go one. The names of their children ... Kate and Pete. They ... twins. They ... four. The family lives in a small house in Greenwood. Greenwood ... a small place not far from London.

John works in London. He ... a manager of a big trade firm. His salary ... pretty good, so they ... a well-to-do family. His firm sells goods to various countries. In the morning he always goes to his office in London on Monday, Tuesday, Wednesday, Thursday and Friday. He doesn't go to the office on Saturday and Sunday. These ... his day - off.

John frequently meets the representatives of English and French firms. He takes much interest in the latest political and business news. He ... a very busy man. He always ... a lot of work. He speaks on the phone with the customers, makes appointments with his business partners, discusses business matters with director or goes to different cities to discuss business with their customers.

Linda Forster ... a secretary to Mr. John Turner. She ... 22. She ... good at her work. Her main strengths ...: reliability, loyalty, energy. She ... accustomed to work under pressure. Moreover, she ... a student of correspondence department at the university. That's why in the evenings Linda ... her French lessons and reads a lot of interesting books. Linda wants to know French well because she wants to work with French customers. She also ... responsible for the order in their office. She ... got a computer, a fax and a telephone on her desk. She stays in the office till 6. Of course she feels exhausted at the end of the day. Her dream ... to rest a little after years of studies and hard exam sessions.

B) Dear Sirs,

I wish to apply for the post of secretary advertised in the Times of 15 August.

I ...25 years of age and my working experiences ... follows:

After taking the final examination at The Lewis School for girls I went for a year's secretarial course at The Bell School of Business. Then I worked for seven years as a Private Secretary of "The Managing Director of Roger's & Co".

I ...a good knowledge of correspondence and ... well experienced in all types of secretarial work. My shorthand speed ... 170 words a minute, and I type 90 words a minute without mistakes.

The personal side ... best told by others. I ... sure the firm I ... worked for will give you any information about my character and my work which you may want.

I... happy to come for an interview any time you say. I enclose an addressed and stamped envelope for your reply.

Sincerely

Exercise 7. Исправьте ошибки в следующих предложениях, обращая внимание на глаголы *to be*, *to have*.

1. Steve Baxter am a journalist in London. He are a busy man. His work was very interesting. He shall be fond of tennis. Steve's wife, Jill is a teacher at languages school. She was good-looking and very nice. She will be busy as a bee. Steve and Jill is hard-working people. They is deeply attached to each other and get on very well.

2. My friend's name are Peter Morrison. He am English. He was an economist. His address will be 27 Grafton Street, London, W1 5, A.N. England. He are 28 years old and about 1.75 meters tall. He was a very nice man. He are very honest and just understanding and kind. His wife trusts him a lot. She were sure that she can rely on him in any situation. He never lets people down. He am always ready to help.

Exercise 8. Не согласитесь с утверждением.

1. Blagoveshchensk is an old city.
2. Life was very interesting in Paris.
3. Everything will be all right.
4. The songs were beautiful.
5. It's difficult for me to learn English.
7. French is the international language of business.

8. The country had a rapidly expanding population.
9. The company will have a complex management structure.
10. Statistics was always my worst subject.

Познакомьтесь с визитной карточкой и ответьте на следующие вопросы.

CONTINENTAL EQUIPMENT

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Whose card is this?

What is he?

What company is he from?

What city is he from?

What is his telephone number?

What is the address of his company?

Составьте визитную карточку на английском языке для себя. Обратите внимание на то, как пишется адрес в англоязычных странах. Сначала указывается квартира, дом, улица, а затем город и страна. Здесь возможны сокращения: Apt (apartment), Ave (avenue), Bld (building), Sq (square), St (street), for example, Victor Sokolov, Apt 56, 27 Suworov St, Moscow, Russia.

Транслитерация русских имен, т.е. передача их буквами английского языка, также может вызвать у вас затруднения. Руководствуйтесь приведенными ниже соответствиями.

Русские буквы Английские буквы

е, ее е, уо (Semyenov)

ж zh (Zhukov)

з z or s (Vosnesenskiy, Kuzmin)

й ei, iy, ai (Chaikovsky)

х kh or h (Khruschov)

ц	ts (Tsokov)
ч	ch (Chekhov)
ш	sh (Shukshin)
щ	sch or shch (Blagoveshchensk)
ы	y (Bykov)
ь	‘ (Belen’kiy)
ю	iu or yu (Yurkin)
я	ia or ya (Yakovlev)

Exercise 9. Speak about yourself using the verbs *to be* and *to have*.

Модальные глаголы и их эквиваленты

Модальные глаголы обозначают не само действие, а указывают на отношение к нему говорящего. Модальные глаголы выражают способность, допустимость, вероятность действия, обозначенного последующим инфинитивом.

Большинство модальных глаголов употребляются только в сочетании с инфинитивом смыслового глагола без частицы **to**. Эти глаголы часто называются недостаточными, так как они:

1. Не имеют неличных форм – инфинитива, причастия, герундия.
2. Не изменяются ни по лицам, ни по числам (не имеют окончания в 3-ем лице ед. числа):

He **can** do it himself. Он может сделать это сам.

3. Выполняют функцию вспомогательного глагола, т.е. образуют вопросительную форму путем постановки модальных глаголов перед подлежащим, а отрицательную - путем добавления отрицания **not** после модального глагола:

Can you play tennis? Вы умеете играть в теннис?

May I use your dictionary to translate this article? Можно я воспользуюсь твоим словарем, чтобы перевести эту статью?

You **mustn't** light fires here. Нельзя (вам запрещено) разжигать здесь огни.

Shall I translate these sentences? - No, you needn't. Нужно ли мне переводить эти предложения? - Нет, не нужно.

Значения модальных глаголов

I. Выражение физической, умственной способности

1. выражение физической, умственной способности в настоящем/ будущем; в данном значении can используется чаще, чем be able to

I (he, she, we, they, you) can ... – я (он, она, мы, они, ты) могу (смогу)/ умею что-то (с)делать; такая конструкция используется часто

I (he, she, we, they, you) will be able to ... – я (он, она, мы, они, ты) смогу/ буду уметь что-то (с)делать; такая конструкция используется редко

Ann can run fast. – Аня умеет быстро бегать.

He can pay me next week. – Он сможет заплатить мне на следующей неделе.

I will (I'll) be able to pay you next week. – Я смогу заплатить тебе на следующей неделе.

2. выражение физической, умственной способности в прошедшем времени в утвердительных предложениях

I (he, she, we, they, you) could ... – я (он, она, мы, они, ты) мог/ умел что-то (с)делать; используется для выражения способности в отношении повторяющихся действий, а также в сочетании с глаголами чувственного восприятия (*see* – видеть, *hear* – слышать, *smell* – чувствовать неприятный запах, *understand* – понимать, etc.)

She could play the violin when she was 6. – Она умела играть на скрипке, когда ей было 6 (в шестилетнем возрасте). – **повторяющееся действие**

I could smell something burning. – Я смог почувствовать (почувствовал) запах горелого. – **действие с глаголом чувственного восприятия**

I (he, she) was able to/ you (we, they) were able to ... – я (он, она, мы, они, ты) мог/ умел что-то (с)делать; используется для выражения способности как в отношении повторяющихся, так и единичных действий

She was able to play the violin when she was 6. – Она умела играть на скрипке, когда ей было 6 (в шестилетнем возрасте). – **повторяющееся действие**

She was able to pass her driving test last week. – Она смогла сдать тест на получение водительского удостоверения. – **единичное действие**

3. выражение физической, умственной способности в прошедшем времени в отрицательных и вопросительных предложениях

I (he, she) couldn't/ wasn't able to ... – я (он, она) не смогла/ не умела что-то (с)делать; используются как в отношении повторяющихся, так и единичных действий

You (we, they) couldn't/ weren't able to ... – ты (мы, они) не смогли/ не умели что-то (с)делать; используются как в отношении повторяющихся, так и единичных действий

Was he (she) able to/ could he (she) ...? – смог/ умел ли он (она) что-то (с)делать ...? используются как в отношении повторяющихся, так и единичных действий

Were you (they) able to/ could you (they) ...? – смог/ умел ли ты (они) что-то (с)делать ...? используются как в отношении повторяющихся, так и единичных действий

She couldn't play the violin when she was 6. – Она не умела играть на скрипке, когда ей было 6 (в шестилетнем возрасте). – **повторяющееся действие**

She couldn't pass/ wasn't able to pass her driving test. – Она не смогла сдать тест на получение водительского удостоверения. – **единичное действие**

Were you able to/ Could you play football when you were 7? – Умел ли ты играть в футбол, когда тебе было 7? – **повторяющееся действие**

Were you able to/ Could you get to work yesterday? – Смог ли ты добраться до работы вчера? – **единичное действие**

II. Выражение разрешения

1. выражение просьбы о разрешении;

Can I... – можно я... - неформальная просьба о разрешении

Could I... – можно я... - вежливая просьба о разрешении

May I... – можно я... - формальная просьба о разрешении

Might I... – можно я... - более формальная просьба о разрешении по сравнению с may

Can/ Could I interrupt you for a second? – Можно я прерву тебя на секунду?

May/ Might I speak to the bank manager, please? – Можно мне, пожалуйста, поговорить с менеджером?

2. выражение разрешения или запрета/ отказа в разрешении

Can – можно; неформальное разрешение

May – можно; формальное разрешение

Mustn't/ can't – нельзя; неформальный запрет/ отказ в разрешении

May not – нельзя; формальный запрет/ отказ в разрешении

Can I use your phone? – Of course you can. – Можно воспользоваться твоим телефоном (можно взять твой телефон)? – Да, конечно (да, можно/ да, возьми).

Could I use your phone? – Of course you can. – Можно воспользоваться твоим телефоном (можно взять твой телефон)? – Да, конечно (да, можно/ да, возьми).

May I use your phone? – Certainly you may. – Можно воспользоваться вашим телефоном (можно взять ваш телефон)? – Да, конечно (да, можно/ да, возьми).

Luggage may be left there. – Багаж можно оставить здесь.

I'm afraid you mustn't/ can't enter the room. – Боюсь, тебе нельзя входить в комнату.

Rubbish may not be left there. – Здесь нельзя мусорить (мусорить здесь запрещено).

3. выражение разрешения или запрета/ отказа в разрешении в письменной речи

Can/ be allowed to – можно; разрешение в настоящем или будущем;

Could – можно было; разрешение в прошлом в отношении повторяющихся действий;

Was/ were allowed to – можно было/ было разрешено/ позволили; разрешение в прошлом в отношении повторяющихся и единичных действий;

Couldn't/ wasn't (weren't) allowed to – было запрещено/ нельзя было/ не разрешили; запрет/ отказ в разрешении в прошлом в отношении повторяющихся и единичных действий;

People are allowed to (can) use the school swimming pool free of charge. – Ученики могут посещать школьный бассейн бесплатно.

She was always allowed to (could always) play with her friends after school. – Ей всегда можно было играть с друзьями после школы. – **повторяющееся действие**

The reporter was allowed to take a photo of the pop singer. – Репортеру позволили (разрешили) сфотографировать поп-звезду. – **единичное действие**

The foreigner wasn't allowed to (couldn't) enter the country without a visa. – Иностранцу было запрещено (не разрешили) въехать в страну без визы – **единичное действие**

III. Выражение просьб, предложений

1. выражение просьб о помощи (в русском языке просьба о помощи не всегда оформляется в виде вопроса, см. примеры)

Can you...? – используется в неформальном общении

Could you...? – используется в качестве вежливой просьбы о помощи

Will you...? – используется в общении с близкими людьми

Can you help me, please? – Помоги мне, пожалуйста.

Could you make me some tea? – Не могли вы приготовить мне чай?

Will you get me my glasses, please? – Не принесешь мне очки, пожалуйста? =
Принеси мне очки, пожалуйста.

2. выражение предложения своей помощи кому-л.

I'll... - используется в неформальном общении

Shall I / we...? = Can I / we...? - используется в неформальном общении

Would you like me to...? - используется в качестве вежливой просьбы предложения помощи

I'll do the shopping if you like. – Я могу сходить за покупками, если ты хочешь.

Shall I help you with your luggage? – Мне помочь тебе с багажом?

Would you like some tea? – Не хотите чая? = Может быть выпьете чай?

3. выражение предложения совместных действий

Shall we...? – используется в неформальном общении

We can / we could... - используется в неформальном общении

Let's... / Why don't we... + глагол без частицы to - используется в неформальном общении

How about... = What about...+ глагол с суф. -ing - используется в неформальном общении

Shall we go to the theatre? – Может быть сходим в театр?

We can / could go to the café if you like. – Мы можем сходить в кафе, если ты хочешь. = Можно сходить в кафе, если ты хочешь.

Let's go to the park. = How about going to the park? – Давай сходим в парк (как насчет того, чтобы сходить в парк?).

IV. Выражение обязанности, необходимости

1. must – выражение обязательства, которое говорящий дал сам себе; используется в ситуациях настоящего и будущего

I must lose some weight. – Я должен немного похудеть.

2. have to – выражение обязательств, которые возникли в связи с ситуацией (какие-л. обстоятельства вынуждают говорящего поступить определенным образом), используется в ситуациях настоящего и будущего

I have to lose some weight. The doctor says so. – Я должен (мне придется) немного похудеть. Так говорит мой доктор.

Must не имеет формы прошедшего времени, поэтому в ситуациях прошедшего времени следует использовать had to как его эквивалент; **обратите внимание на перевод had to и его форму в вопросе:**

I had to stay late at work yesterday. - Why did you have to stay late? – I had to type some urgent letters.

Мне пришлось задержаться на работе вчера. – Почему тебе пришлось задержаться? – Мне пришлось напечатать несколько срочных писем.

3. ought to – выражение морального обязательства, которому люди не всегда следуют; используется, как правило, в ситуациях настоящего времени

We ought to respect the environment. – Мы должны уважительно относиться к окружающей среде.

4. need – выражение необходимости с пассивным значением; за глаголом need в таком случае следует использовать пассивный инфинитив в форме to be + V3 или глагол в форме V+ing; используется в ситуациях настоящего времени; если используется подлежащее he, she, it, к глаголу need необходимо добавлять –s.

Your hair needs to be cut. = Your hair needs cutting. – Тебе нужно подстричься.

V. Отсутствие необходимости или запрет

1. mustn't = can't (нельзя, запрещено) – выражение запрета в настоящем или будущем

You mustn't enter the room. – Тебе нельзя входить в комнату.

2. needn't + инфинитив = don't have to = don't need to – выражение отсутствия необходимости в настоящем или будущем

You needn't take a jacket. It's rather warm. – Тебе не нужно брать кофту, на улице довольно тепло.

didn't need to = didn't have to – отсутствие необходимости в прошлом

He didn't have to buy any milk. – Ему не нужно было покупать молоко.

needn't + перфектный инфинитив (он всегда состоит из have + V3) – было совершено действие, в котором не было необходимости

He needn't have bought any milk. There was a lot in the fridge. – Ему не нужно было покупать молоко. В холодильнике было много молока.

VII. Выражение возможности, логических предположений

A. выражение возможности

1. may / might / could + present infinitive (это начальная форма глагола или инфинитив без частицы to) – выражение возможности события в настоящем или будущем

Sam may / might / could pass his test this time. – Возможно (может быть) Сэм сдаст тест на этот раз / Сэм, возможно (может быть), сдаст тест на этот раз. (Обратите внимание на перевод, оба варианта перевода верны).

Where's Kate? – She could be at school. – Где Кейт? – Возможно (может быть), она в школе.

2. may / might / could + perfect infinitive (это инфинитив, состоящий из have и глагола в III-ей форме: have+V3; например: have done, have phoned) – выражение возможности события в прошлом: возможно / может быть что-то произошло

She looks miserable. She may / might / could have lost her job. – Она выглядит несчастной. Возможно (может быть), она потеряла работу / Она, возможно, потеряла работу.

В. выражение логических предположений

1. can't / couldn't + present infinitive (это начальная форма глагола или инфинитив без частицы to) – выражение того, что событие логически невозможно в настоящем или будущем: не может быть, чтобы...

She can't be rich. Her house is too small. – Не может быть, чтобы она была богатой. Ее дом слишком маленький.

2. can't / couldn't + perfect infinitive (это инфинитив, состоящий из have и глагола в III-ей форме: have+V3; например: have done, have phoned) – выражение того, что событие было логически невозможно в прошлом: не может быть, чтобы что-то произошло

She can't / couldn't have lost her way. She knew her route very well. – Не может быть, чтобы она заблудилась. Она знала свой маршрут очень хорошо.

3. must + present infinitive (это начальная форма глагола или инфинитив без частицы to) – выражение того, что событие логически возможно в настоящем или будущем: должно быть...

His face is very red. He must be very angry. – У него красное лицо. Должно быть, он очень сердит / Он, должно быть, очень сердит.

4. must + perfect infinitive (это инфинитив, состоящий из have и глагола в III-ей форме: have+V3; например: have done, have phoned) – выражение того, что событие было логически возможно в прошлом: должно быть что-то произошло

We must have missed the train. There were no people on the platform. – Мы, должно быть, опоздали на поезд. На платформе не было людей.

Exercise 1. Переведите следующие предложения.

1. You *can't* afford to pay the bill. 2. You *shouldn't* come after six. 3. You *mustn't* tell them about it. 4. They *mightn't* be married. 5. *Couldn't* we stay just a little bit longer? 6. Last century, women *weren't allowed to* vote. 7. You *needn't* speak so loudly. 8. You *don't have to* drink alcohol when you go into a pub.

Exercise 2. Выберите верный перевод подчеркнутых глаголов.

1. He's got a lung problem and he has to go to hospital every two weeks.

a) вынужден был b) вынужден c) ему придется

2. That's really good news. I must tell my friend, Steve.

a) должен буду b) должен был c) должен

3. I always sleep through the alarm clock. My Dad has to wake me every morning.

a) вынужден b) вынужден был c) вынужден будет

4. He could see her yesterday (he was not far)

a) может b) сможет c) мог

5. He wasn't able (was unable) to ask me this question.

a) не смог b) не сможет c) не может

6. She will be able to ask you tomorrow.

a) сможет b) смогла c) может

7. May I ask her about it?

a) можно мне b) мог бы я c) смогу ли я

8. He may not know about it.

a) может быть b) могло быть так c) не сможет

9. He must still be waiting for you.

a) должен был b) должно быть c) должен будет

10. They should be at home at that time.

a) должны быть b) должны были c) должны будут

11. You ought not to ask him about it. He may feel hurt.

a) не следует b) не следовало c) не должны будете

12. He had to come back.

a) приходится / вынужден b) пришлось / был вынужден c) придется / будет
вынужден

13. You need to do the work this week.

a) необходимо выполнить b) необходимо было выполнить c) необходимо будет выполнить

14. Here are my keys. But will you be able to drive my car?

a) сможете b) смогли бы c) можете

15. Can you speak English fluently?

a) можете b) могли c) сможете

Exercise 3. Заполните пропуски нужной формой глаголов **“will be able”/ “won’t be able to”** и переведите следующие предложения.

1. When her arm is better, she ... play the piano again. 2. I’m sorry, but I ... come to your birthday party next week. 3. He ... eat everything when the doctor allows him. 4. My sister ... go out to dances until she is seventeen. 5. Why do you sit at the back of the class if you can’t hear well? You hear better if you sit in the front. 6. I’m too busy to have a holiday this year, but I hope I ... have a long holiday next year. 7. The train leaves at five o’clock tomorrow morning. We ... catch it if we don’t get up very early. 8. He was working very hard before he fell ill. He ... work so hard when he comes out of hospital. 9. Perhaps one day we ... travel to the Moon. 10. She ... wear her new dress when it is ready.

Exercise 4. Заполните пропуски нужной формой глаголов **“could”** и **“was/were able to”** переведите следующие предложения.

1. It was a fine day yesterday, so we ... have a picnic, and we enjoyed it very much. 2. He suddenly felt ill, but he ... finish his speech, although at the end he could hardly stand. 3. He spoke very little French when he left school, but he ... understand the language. 5. He always been good at Math’s. But even he ... solve this difficult problem. 6. The town was full of visitors, and we didn’t know where we would spend the night, but at last we find two vacant rooms in a small hotel. 7. He was very strong; he ...ski all day and dance all night. 8. We ... borrow umbrellas, so we didn’t get wet. 9. When the garage had repaired our car we ... continue our journey. 10. When I arrived everyone was asleep. Fortunately, I ... wake my sister and she let me in.

Exercise 5. Заполните пропуски нужной формой глаголов “*must*” и “*have / had to*” переведите следующие предложения.

1. I ...go and lay the table myself. 2. We... to walk all the way to the station. 3. She ... change her shoes after walking in the garden. 4. She pretended she didn't understand anything, Mother ... tell her plainly what she thought of it. 5. The shoes are a size too small, I'll ... go to the shop and have them changed. 6. We'll ... speak to him about it. 7. I ... do shopping today. 8. The teacher ... explain it all to you. 9. He ... sit up late with this work. 10. He ... be at home at this hour.

Exercise 6. Переведите слова в скобках.

1. He (пришлось) to read the letter twice before he understood it.
2. You (должны) try to find the mistake and correct it.
3. Of course I (могу) translate this article.
4. The swimmer was very tired but he (смог) reach the shore.
5. (Могу ли я сделать) as I like or (я должна) as you like?
6. You (нельзя) discuss the subject with your friends.
7. He (мог бы) you but he didn't want to bother.
8. If you want to become a good football player you (должны) be an all round athlete.
9. You (должны будете) think of others.
10. That book was one of those that one (должен был бы прочитать).

Exercise 7. Выберите правильный модальный глагол.

1. I ... understand what he was saying because he was speaking Spanish.
a) couldn't b) can't c) can
2. Steven ...walk when he was one year old.
a) can't b) can c) could
3. The door was locked so I ... go inside.
a) will be able to b) wasn't able to c) can
4. We ...go out for a meal since we sold the car.
a) has been able to b) have been able to c) can
5. When I am older, I ... live by myself.

- a) can't b) have been able to c) will be able to
6. I ... run faster than my brother now.
a) will be able to b) could c) can
7. I ... hear you very well. Please speak louder.
a) am able to b) can c) can't
8. I ... be at the office at nine o'clock.
a) have to b) had to c) should
9. You ... park here. (It's against the rules)
a) needn't b) mustn't c) can't
10. ... I borrow your umbrella, please?
a) may b) might c) should
11. His doctor ... him ... take any exercises in the year before he died.
a) hasn't allowed to b) hadn't allowed to c) will be allowed to
12. You ... whisper. Nobody can hear us.
a) needn't b) don't have to c) mustn't
13. Although he didn't have a ticket, Ken ... come in.
a) could b) might c) was allowed to
14. The car broke down and we ... a taxi.
a) had to get b) must have got c) must get
15. You ... mad if you think I'm going to lend you any more money.
a) ought to be b) must be c) should be

Exercise 8. Составьте предложения из двух подходящих по смыслу частей.

- | | |
|--|---------------------------------------|
| 1. You must know Tokyo is expensive | a. after your hard work. |
| 2. You can't be tired | b. because she wasn't feeling tired |
| 3. You must be exhausted | c. if you've lived here. |
| 4. You may find it difficult
to settle down | d. when you've just had a holiday. |
| 5. She should be working | e. after touring the world for years. |
| 6. He shouldn't stay in bed all day | f. but she's too tired. |
| 7. She didn't need to rest | g. you can't have been concentrating |

- | | |
|--|--|
| | h. unless she's ill. |
| 8. As soon as she opened the door | i. I guess it can't be easy to get tickets to see it. |
| 9. You should reserve a seat on the train | j. winning so many prizes. |
| 10. The film has been a big success | k. but I was able to get a discount because of this little mark in the corner. |
| 11. You must be very proud of your son | l. when you travel on bank holiday. |
| 12. You'll have to check these figures again. They're not accurate | m. I could see from her face that something terrible had happened. |

Exercise 9. *Найдите ошибки и исправьте их, если это необходимо.*

A.

1. Fred doesn't go to school so he have not to get up so early.
2. It's very unlikely, but he might be prepared to help you.
3. Can you light a fire yourself when you were seven?
4. You shouldn't eat all food at once.
5. You can to buy only second-hand books in that shop.
6. You needn't to wait for me.
7. You shouldn't to try to crack nuts with your teeth.
8. You can't earn a lot of money by sitting at home.
9. You must to take regular exercise instead of sitting in front of the television all day.
10. It might be James phoning at this hour. He said he'd phone if he passed his exam.

B. Прочитайте письмо, которое Джейсон отправил своей сестре, путешествуя по Восточной Африке. Найдите в тексте и исправьте 11 ошибок, связанных с употреблением модальных глаголов и их эквивалентов.

May 15

Dear Emily,

I know should write (have written), but I just won't be able to find the time. This package deal that Steve and I got was so cheap, and we've been so many places! We've been having some amazing adventures. We climbed Mount Kilimanjaro! Yes,

really! It took five days. We went to a hotel in Arusha, Tanzania, and hired a group of Tanzanian men to take us to the top and down again. That's the only way anyone is allowed climb the mountain these days. You can't just go up on your own. It takes three days to climb up and two to come back down.

We stayed in a little cabin each night. On the third night, we were at 15,000 feet, and it was really cold. We went to bed at sunset so that we can get up at 2 a.m. to attempt the summit. I was so cold I must put on all my clothes in my sleeping bag. I was glad to get up I could have gotten warm.

It took three hours to climb to the top, and both Steve and I had our own guide. I could make it to the top, but Steve wasn't able to because he had altitude sickness. Too bad. But what an experience it was to be at the top! I felt like I was the king of the world. Anyway, we couldn't meet any nicer guys than the ones who carried our stuff. I heard that you're suppose to tip them if you feel they've given you good service, so of course we were glad to do that.

After Kilimanjaro we rode a Land Rover down into the crater to see the animals. We were able see lions, rhinos, giraffes, and hundreds of zebras. Fantastic. You and Jennifer ought to have come next summer if you can save up the money. May be you can get a special deal like we did.

Well, enough for now. We're flying to Nairobi tonight, and then it's on to Cairo and then Turkey. I'll write again when I have time. Love to Mom and Dad.

Love,

Jason

Прочитайте следующий текст и ответьте на вопрос: "Why should you learn foreign languages?", используя как можно больше модальных глаголов и их эквивалентов.

LEARNING FOREIGN LANGUAGES

The problem of learning foreign languages is very important today. Students should learn foreign languages. They became important especially at the present time. Foreign languages are needed as the main and most efficient means of information exchange between the people of our planet.

Today English is the language of the world. Over 350 million people speak it as a mother tongue. The native speakers of English live in Great Britain, in the United States of America, Australia and New Zealand. English is one of the official languages in the Irish republic, Canada and South African Republic. As a second language it is used in the former British and US colonies.

It is the major international language for communication in such areas as science, technology, business and mass media. English ought to be used as one of the official languages of the United Nations Organization and other political organizations. It is the language of computer software, literature, education, modern music and international tourism.

Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and patience. But every educated person, every good specialist has to know English because it is absolutely necessary nowadays.

It is well known that reading books in the original, talking with the English speaking people will help a lot. When learning a foreign language you are to learn the culture and the history of the native speakers. They are all important.

Exercise 10. Прочитайте статью, укажите и переведите предложения, в которых употребляются модальные глаголы и их эквиваленты.

What we should and shouldn't have done

Six month ago my company sent me to work at our branch office in Japan. My Japanese coworkers have been friendly and gracious, and last week one of them invited my wife and me to his house for dinner. We were honored to be invited, and the food was delicious. But even though Masayuki and Yukiko, his wife, were most polite and friendly and never gave an indication that anything was wrong, we felt a bit uncomfortable about the evening. I decided to ask my friend Junichi about it. He's lived both in Japan and Canada, so he knows the differences between the two cultures. He gave me a lot of pointers. Now we know what we should and shouldn't have done.

The first tip was about taking off our shoes. We knew that you're supposed to take off your shoes when you enter a Japanese home, so we did. We didn't know we

supposed to arrange them so they'd be pointing toward the door when we left so that we'd be able to put them on without having to turn around. But this wasn't a big mistake, Junichi said.

The second pointer was about gifts. Helen and I knew you're supposed to take a gift to Japanese home. Masayuki and Yukiko seemed a little shocked, though, when we pulled the present out of plastic bag and said, "We thought you'd like this Canadian CD. It's rock and roll". Junichi chuckled and said, "Well, you should have wrapped the CD. It's OK to bring it in a plastic bag, but the gift itself has to be wrapped. And you mustn't say anything about it. Just give it to your hosts. The main problem, though, was gift itself."

Exercise 11. *Найдите в следующих предложениях модальный глагол или его эквивалент и переведите предложения на русский язык.*

1. The boy is able to stand up for himself in fights and to suffer pain without crying.
2. I have to everything for myself, like cooking, washing and ironing.
3. Could you help me with my project some time this week?
4. You can't force me to go there.
5. She has to do her homework again.
6. I think we should collect some money for a present.
7. Are men and women allowed to wear shorts to work in office in summer?
8. You must write and thank Aunt Julie for her help.
9. Do we really have to go to the wedding?
10. When I was young I could dance quite well.

Exercise 12. *Не согласитесь с утверждением.*

1. I should phone a taxi for you.
2. This may be his last major speech before the election.
3. After only six month, Suzanne could play the violin quite well.
4. He has now recovered from his injury and is able to drive again.
5. Jenny was able to leave the hospital only six hours after the baby was born.
6. Perhaps we can meet next week.
7. Statistics are able to prove anything you want them to.

8. The school is to close next year.
9. We were allowed to open presents until Christmas.
10. Ken was allowed to come in.
11. I have to sign the contract.
12. I shall be able to leave Moscow until we finish our calculations.

Exercise 13. *Переведите следующие предложения на английский язык.*

1. Он сможет говорить по-французски свободно, когда вернется из Парижа. 2. Я умел плавать, когда мне было пять лет. 3. Он не может закончить эту работу сегодня. 4. Может быть, он еще ждет. 5. Я могу пользоваться словарем. 6. Мне пришлось идти туда самому. 7. Тебе придется взять пальто. 8. Она, должно быть, не дала ему возможности возразить. 9. Вам следовало бы найти специалиста, который мог бы дать вам хороший совет. 10. Нам не нужно идти в библиотеку.

Функции глагола *to be*

1. Перед обстоятельством, обычно выраженным наречием или существительным с предшествующим предлогом, выступает в роли **смыслового глагола** со значением **быть, находиться**:

His books **were** in the bag. Его книги были в портфеле.

2. В сочетании с **Participle II (Ved, V3)** смыслового глагола употребляется для образования всех времен страдательного залога (**Passive Voice**) и выступает в роли **вспомогательного глагола**:

The work **was finished** in time. Работу закончили вовремя.

3. В сочетании с **Participle I (Ving)** употребляется для образования глагольных времен **Continuous** и **Perfect Continuous** и выступает в роли **вспомогательного глагола**:

They **are still waiting** for him. Они все еще ждут его.

They **have been waiting** for him since breakfast. Они ждут его с завтрака.

4. В сочетании с **инфинитивом другого глагола с частицей to** имеет **модальное значение долженствования** и указывает, что действие должно иметь место в соответствии с намеченным планом:

The teacher **is to come** at five. Преподаватель должен прийти в пять часов.

Exercise 1. Выберите правильную форму глагола.

1. Students ... a meeting just now.
a) are holding b) hold
2. We ... annual conferences at our University.
a) are organizing b) organize
3. I ... English at present.
a) learn b) am learning
4. He ... walking so fast, because he's cold.
a) is walking b) walks
5. The old man never went out when it ... raining.
a) rained b) was raining

Глагол to be в страдательном залоге (Passive Voice)

Изменяется глагол to be по лицам, числам и временам. Глагол to be не переводится.

Verb forms in Passive Voice

TENSE	PASSIVE	EXAMPLE
Present Simple	(+) I am asked	He is asked ...
	(-) I am not asked	
	(?) Am I asked...?	
	(+) He (she, it) is asked	Его спрашивают (например, каждый день)...
	(-) He (she, it) is not asked	
	(?) Is he (she, it) asked...?	
	(+) We (you, they) are asked	
	(-) We (you, they) are not asked	
	(?) Are we (you, they) asked...?	
Past Simple	(+) I (he, she, it) was asked	
	(-) I (he, she, it) was not asked	
	Was I (he, she, it) asked?	
	(+) We (you, they) were asked	
	(-) We (you, they) were not asked	
	Were we (you, they) asked...?	

Future Simple	<p>(+) I (he, she, it, you, we, they) will be asked</p> <p>(-) I (he, she, it, you, we, they) will not (won't) be asked</p> <p>Will I (he, she, it, you, we, they) be asked...?</p>	
Present Continuous	<p>(+) I am being asked</p> <p>(-) I am not being asked</p> <p>(?) Am I being asked...?</p> <p>(+) He (she, it) is being asked</p> <p>(-) He (she, it) is not being asked</p> <p>(?) Is he (she, it) being asked...?</p> <p>(+) We (you, they) are being asked</p> <p>(-) We (you, they) are not being asked</p> <p>(?) Are we (you, they) being asked...?</p>	<p>He is being asked...</p> <p><i>Его</i> сейчас спрашивают...</p>
Past Continuous	<p>(+) I (he, she, it) was being asked</p> <p>(-) I (he, she, it) was not being asked</p> <p>(?) Was I (he, she, it) being asked...?</p> <p>(+) We (you, they) were being asked</p> <p>(-) We (you, they) were not being asked</p> <p>(?) Were we (you, they) being asked...?</p>	
Future Continuous	-----	
Present Perfect	<p>(+) I (you, we, they) have been asked</p> <p>(-) I (you, we, they) have not been asked</p> <p>(?) Have I (you, we, they) been asked...?</p> <p>(+) He (she, it) has been asked</p> <p>(-) He (she, it) has not been asked</p> <p>(?) Has he (she, it) been asked...?</p>	<p>He has been asked...</p> <p><i>Его</i> уже спросили...</p>
Past Perfect	<p>(+) I (he, she, it, you, we, they) had been asked</p> <p>(-) I (he, she, it, you, we, they) had not been asked</p> <p>(?) Had I (he, she, it, you, we, they)</p>	

	been asked...?	
Future Perfect	(+) I (he, she, it, you, we, they) will have been asked (-) I (he, she, it, you, we, they) will not (won't) have been asked (?) Will I (he, she, it, you, we, they) have been asked...?	

Глагол в страдательном залоге означает, что действие направлено на предмет или лицо, выраженное подлежащим:

Ann is often asked questions.

Страдательный залог употребляется в следующих случаях:

1. когда действующее лицо неизвестно, не упоминается по какой-либо причине или не представляет интереса для говорящего:

My article **was published** yesterday.

Rome **wasn't built** in a day.

2. в конструкциях с формальным подлежащим **it**:

It is said she refused the invitation.

3. с глаголами, которые могут иметь два дополнения – прямое и косвенное: **to tell, to give, to offer, to show, to leave, to promise, to send**. Эти глаголы могут иметь две пассивные конструкции:

Ann **wasn't offered** a job.

The job **wasn't offered** to Ann.

Трансформация глагола из активной формы в пассивную

При изменении формы глагола с активной на пассивную происходит следующее:

I. дополнение предложения (стоит после сказуемого, в примерах сказуемое выделено жирным шрифтом) переходит на место подлежащего; при этом:

1) если в роли дополнения используется существительное (в примере подчеркнуто), его необходимо просто переместить на место подлежащего; как правило, это первое слово предложения (в примере подчеркнуто);

2) если в роли дополнения используется местоимение, его необходимо поставить в форму именительного падежа (**например, было her станет she, him – he, me – I, you – you, them – they, us – we, it – it**), а затем также переместить на место подлежащего:

*Ex 1. Somebody **will clean** the office tomorrow (Кто наведет порядок в офисе завтра). – The office **will be cleaned** (by somebody, данное слово можно не брать в предложение с пассивным залогом, поэтому оно дано в скобках) tomorrow (В офисе будет завтра наведен порядок).*

*Ex. 2. They **invited** her to the party last Saturday (Они пригласили ее на вечеринку в прошлую субботу). – She **was invited** to the party (by them) last Saturday (Она была приглашена на вечеринку в прошлую субботу).*

Если предложение является вопросительным, тогда подлежащее будет стоять не на первом месте, а на втором (в случае в общем вопросом) или на третьем (в случае со специальным вопросом):

*Ex. 1: **Did** he **publish** his new book last year? – **Was** his new book **published** (by him) last year?*

*Ex. 2: When **did** he **publish** his new book? – When **was** his new book **published** (by him)?*

II. изменяется форма глагола-сказуемого (в примерах выделен жирным шрифтом) с активной на пассивную:

*Ex: Somebody **will clean** the office tomorrow (Кто наведет порядок в офисе завтра). – The office **will be cleaned** (by somebody) tomorrow (В офисе будет завтра наведен порядок).*

III. 1) если в предложение с пассивным залогом нужно ввести деятеля (того, кто выполняет действие), необходимо использовать предлог **by**; 2) если в предложение с пассивным залогом нужно добавить инструмент, с помощью которого выполняется действие, необходимо использовать предлог **with**:

*Ex. 1: I was rescued **by** my friend. – Я был спасен своим другом.*

*Ex. 2: A kite was made **with** paper, paint and string. – Воздушный змей был сделан из бумаги с использованием краски и веревки.*

Exercise 2. Выберите форму глагола в страдательном залоге.

1. a) is spending b) was spent c) has spent
2. a) to start b) were starting c) has been started
3. a) to sell b) to have sold c) to be sold
4. a) will meet b) will be met c) will be
5. a) give b) is giving c) is given

Exercise 3. Вставьте соответствующую форму вспомогательного глагола *to be*.

1. The city ...closed to foreigners (Present Indefinite Passive).
2. The interests of the population ... restricted (Past Indefinite Passive).
3. Those provinces ... still ... controlled by the government (Present Continuous Passive).
4. Cars ... sold to organizations and individuals (Future Indefinite Passive).
5. I ... recently ... informed about plans to publish (Present Perfect Passive).

Exercise 4. Вставьте вместо пропуска правильную форму смыслового глагола.

1. The letter was ... by our leader.
2. My friend was ... a letter when I came.
a) write b) written c) writing
3. They were ... an experiment all day yesterday.
4. The experiments were ... twice.
a) make b) made c) making
5. The organizers were ...the tickets before the show began.
6. All the tickets were ...out.
a) sell b) sold c) selling
7. The factory was ...its products.
8. All products were ... to different countries.
a) exported b) export c) exporting
9. A housing construction combine was
10. The team was ... the bridge when the contractor arrived.
a) build b) built c) building

Exercise 5. Выберите правильный перевод.

1. I was sent a) Я посылал
2. I was sending b) Меня послали
3. Students are organizing ... a) Студентов организуют
4. Students are organized ... b) Студенты организуют
5. Experts will be informed... a) Эксперты информируют
6. Experts will be informing ... b) Экспертов информируют
7. I was written ... a) Я писала
8. I was writing ... b) Мне написали
9. Our group is joining... a) К нашей группе присоединяются
10. Our group is joined b) Наша группа присоединяется

Exercise 6. Укажите, в каких предложениях глагол употребляется в страдательном залоге.

1. a) Teaching is conducted in English.
b) She is a professional actress.
c) There are problems with publications.
2. a) The speakers were mainly young people.
b) These books were saved during the blockade of Leningrad.
c) We were making progress.
3. a) These machines were produced in Japan.
b) They were discussing the problem of their joint venture.
c) There has been a press-conference there.
4. a) The date of the meeting has been fixed.
b) This student is making a good progress.
c) His family has been to America lately.
5. a) The plan hasn't been real.
b) The team is getting ready for the experiment.
c) City transport will be developed.

Глагол **to be** с последующим инфинитивом с частицей **to** приобретает **модальное значение**, например: He *is to* make a report at the meeting. Он *должен* сделать доклад на собрании.

Но, если подлежащее в предложении выражено словами типа: job, aim, purpose, plan, task, target, intention и т.п., то сочетание *to be* + глагол в форме инфинитива с частицей *to* переводится: *состоит в том, что* или не переводится. His aim is to make a report at the meeting. Его цель - сделать сообщение на собрании.

Exercise 7. В каких предложениях глагол с последующим инфинитивом имеет модальное значение:

1. a) Economics is to make society healthy.
b) Our nearest objective is to make our economy healthy.
2. a) My job was to answer these questions.
b) I was to answer these questions.
3. a) The work of the Council was to be improved
b) Their efforts were to improve the work of the Council.
4. a) After graduation they were to work in the Far East.
b) After graduation our plans were to work in the Far East.
5. a) We are to come nearer to the truth.
b) The aim of our research is to come nearer to the truth.

Exercise 8. Выберите правильный перевод подчеркнутого сказуемого.

1. Students were to write a test.
a) должны были написать
b) заключалось в том, чтобы написать
2. I was to fly to Moscow the other day
a) должен был полететь
b) заключалось в том, чтобы полететь
3. Our plan is to come back on Friday,
a) должен вернуться
b) заключается в том, чтобы вернуться

4. The competition is to go on for 3 days.

a) должно продолжаться

b) заключается в том, чтобы продолжать

5. The object was to develop a new method.

a) должен был разработать

b) заключалась в том, чтобы разработать

Exercise 9. *Переведите следующие предложения на русский язык. Определите функции глагола to be.*

1. There are difficulties with publications.

2. After the congress the guests are to visit our museum.

3. The problems were described in detail by our president of the country.

4. There were many discussions on this topic.

5. She was trying to solve the problem.

6. Priority was given to politics.

7. The meeting was to begin at 6.

8. Decisions are taken by local authorities.

9. The engineers were to design a new machine.

10. There are regular exchanges of views on the working level.

11. The market is to decide how much to produce.

12. The aim of this book is to form a theory of the role of the government in economic life.

13. Governments are to regulate or plan production and consumption.

14. The intention of economists was to prepare future economic analyses.

15. The problem was to be solved by the end of the year.

16. The aim was to maintain inflation on a low level.

17. The experts are to predict the results correctly.

18. There is a large, well-stocked library from which our students can borrow any books they need.

19. This book was often referred to.

20. This student will be paid attention in future.

Функции глагола *to have*

1. **Перед существительным** выступает в роли **смыслового глагола** со значением иметь, обладать (часто с **got**)

They **have (got)** a house in the country. У них дом (они имеют дом) за городом.

2. В сочетании с **Participle II (Ved, V3)** смыслового глагола употребляется для образования глагольных времен группы **Perfect** и выступает в роли **вспомогательного глагола:**

We **have introduced** a new system of work. Мы ввели новую систему работы.

3. В сочетании с **инфинитивом другого глагола с частицей to** имеет **модальное значение долженствования** (часто переводится как «приходится, пришлось и т.п.»):

I **have to buy** another newspaper. Я должен (мне придется) купить еще одну газету).

*Exercise 1. Укажите предложения, в которых **have (has)** - смысловой глагол и переводится, как имеет, есть.*

1. The budget has a deficit of 33.000 million roubles. 2. Moscow has again called on Washington. 3. Never before the press has been so active. 4. Students do not have enough time to do proper research. 5. Everyone can have his own opinion.

*Exercise 2. Укажите предложения, в которых **have (has)** - вспомогательный глагол и не переводится.*

1. These documents have attracted so much attention from the public. 2. They did not have enough time to do proper research. 3. Nothing of the kind has really happened. 4. The sector of producing consumer goods has lagged so far behind. 5. People still have to apply giant efforts plan to come to power.

*Exercise 3. Укажите предложения, в которых **have (has)** имеет модальное значение и переводится «должен».*

1. The students have spoken to the dean. 2. New laws have to be adopted. 3. A government must have a real power. 5. He has to develop the skills of abstract thinking.

Exercise 4. Вставьте правильную форму смыслового глагола.

1. The movement has been ... by young man.

a) to head b) head c) headed

2. New constructive steps have

a) to make b) to be made c) made

3. Our country has ... recognized.

a) to be b) was c) been

4. We had to ... our research projects into practice.

a) to translate b) translate c) translated

5. There haven't ever ... such dramatic changes.

a) to be b) was c) been

Exercise 5. Выберите правильный перевод подчеркнутых глаголов.

1. Ministry has to publish figures on Russian defense spending.

2. Ministry has published figures on Russian defense spending.

a) опубликовало b) должно опубликовать

3. Congress has approved the budget.

4. Congress has to approve the budget.

a) одобрил b) должен одобрить

5. Chairman had to personally manage a great deal of affairs.

6. Chairman had personally managed a great deal of affairs.

a) справился b) должен справиться

7. New staff has to be hired.

8. New staff has been hired.

a) был нанят b) нужно было нанять

9. The rights of customers have to be expanded.

10. The rights of customers have been expanded.

a) были расширены b) должны быть расширены

Exercise 6. Вставьте вместо пропусков a) have b) has c) have been d) has been.

1. State quality control ... ensured high quality.

2. State quality control ... ensured in recent years.

3. 16 per cent of directors ... supported the current practice of restructuring.

4. 16 per cent of directors ... supported during the election campaign.
5. The armed opposition ... stopped combat operations.
6. The armed opposition ... stopped at last.
7. The partner ... found among the state enterprises.
8. The partner ... found somewhere else to sell his commodity.
9. Our monthly trade turnover ... reached 700 000 roubles.
10. Our monthly trade turnover ... reached through great efforts of their managers.

Exercise 7. Проанализируйте значения глагола “to have”.

1. King Lear had three daughters.
2. Have a look at the picture. I think it is Magritte.
3. I have to answer many letters.
4. I have some information to pass on to you.
5. During our trip we had an accident which I had my leg badly hurt.
6. He has just come from abroad.
7. You will have to leave at six to catch the train.
8. I have never made a speech in my life.

Exercise 8. Проанализируйте значения глагола “to be”.

1. The weather was good when we were on holiday.
2. There are some books and a dictionary on the table.
3. My brother and I are good tennis players.
4. They will be in Moscow next week.
5. What are you writing?
6. At 8 o'clock he was collecting his car from the garage.
9. What he will be doing at this time the day after tomorrow?
10. The article was translated yesterday.

Exercise 9. Определите функции глаголов *to be* и *to have*:

a) смысловой глагол b) модальный глагол c) вспомогательный глагол

1. Much more complicated problems *are to be* solved.
2. They *will have to* complete the experiment next month.
3. The material collected *is to be* sent to the laboratory for examinations.
4. Helen *was to* make a report at the conference.
5. A machine can often do work which a man *is unable* of doing.
6. The monument *was restored* in spite of many difficulties.
7. *Have* you ever *seen* a bullfight?
8. He said he *had no* wish to read detective stories.
9. She *was sitting* there doing nothing.

10. She *will be* in London next year.
11. She *will have* an interesting and well-paid job in future.
12. You look as if you *were having* toothache.
13. It was inevitable that she should marry. Life was hard for a girl who *had to* earn her own living.
14. I *have paid* George the whole sum.
15. She *had* nobody to talk to.
16. Somebody *has* just *handed* me this message.
17. The name *was written* in block letters.
18. They *are* at the lecture.
19. The expedition *was* in Africa last year.
20. These students *have* five examinations.

Exercise 10. *Переведите следующие предложения.*

1. Everyone has the right to work.
2. We have plenty of ideas.
3. It has to be done.
4. Have you done any sightseeing?
5. Have you any idea where John is?
6. He had decided to leave his job.
7. They realized they had left the tickets at home.
8. Has he got a good time at the party?
9. You've got to telephone him.
10. They will have something to tell you.
11. Ann has been very ill.
12. We have to choose which lectures to go and plan our own time-table.
13. We have a letter from home every week.
14. He will have finished his work by 5 o'clock tomorrow.
15. Do you have to write to your parents?

TEST YOURSELF

(ИТОГОВЫЙ КОНТРОЛЬ ЗНАНИЙ СТУДЕНТОВ)

Зачет

CARD 1

1. Translate into Russian and name the underlined phenomena.

1. The ozone layer is known to have recently become the subject of much concern.
2. An international treaty signed in 1987 has restricted the production of some the substances that have been eroding the ozone layer.
3. Ozone is considered to be a minor constituent of the earth atmosphere.
4. The light waves are absorbed by the earth.

2. Give English equivalents for the following words.

Служебная записка; возможные последствия; равновесие; уничтожение лесов; среда обитания; прикрывать землю; катастрофические последствия для земли; вредный; причина заболеваний; кондиционирование воздуха; нанести вред ресурсам; нехватка воды; вред дикой природе; возникать вследствие чего-либо.

3. Give Russian equivalents for the following words.

Ultra-violet radiation; ozone shield; evidence of biological damage; large increase; to be used as coolants in; man-made; connection between the ozone layer and the greenhouse effect; to reduce pollutants coming from chimneys; the disappearance of forests; plant species; serious, potentially catastrophic consequences for; to be caused by fuel wood.

4. Answer the questions.

1. What can we do in case of destruction of the ozone layer?
2. What are the consequences of greenhouse effect?
3. What environmental problems suffer the territories of the former Soviet Union?
4. What could happen if we don't learn to use the environmental carefully?

5. Give the definition to the following terms.

Biota; ecology; environment; ecosystem; evolution.

6. Give a notion to the definition.

1. A group of actually or potentially interbreeding populations that is reproductively isolated from all other kinds of organisms. 2. A state of balance between opposing forces. 3. The percentage of newborns dying during a specified interval. 4. Study of the age structure and growth rate of populations. 5. Drainage area of a stream or river.

CARD 2

1. Translate into Russian and name the underlined phenomena.

1. The USA scientists believed CFCs to destroy ozone.
2. “The hole” over Halley Bay appeared to show a 30 per cent reduction in ozone.
3. A small amount of CFSs proved to have a massive effect.
4. The problem to be discussed is connected with the discovery of the Antarctic Zone.
5. Most of the atmosphere’s ozone is found in its two lowest layers.

2. Give English equivalents for the following words.

Накопление в атмосфере вредных веществ (газов, загрязнителей); поверхность земли; присутствовать в небольшом количестве; атмосфера; очень трудно предсказать результат; вызвать кислотный дождь; осторожно использовать окружающую среду; быть под угрозой; обратный адрес; индекс; адресат-получатель.

3. Give Russian equivalents for the following words.

To become aware of the pollution problems; human activities; to affect the climate; the man’s impact upon the environment; to be a matter of great concern; environmental protection; studying hazardous chemicals; to contain sulfur; to be aimed at; unrestricted burning; to change combustion processes.

4. Answer the questions.

1. What leads to the destruction of the ozone layer?
2. How can we stop the greenhouse effect?
3. What are the consequences of damaging the environment?
4. What have many economists thought of the environment?

5. Give the definition to the following terms.

Species; habitat; extinction; condition; equilibrium.

6. Give a notion to the definition.

1. Fauna and flora together. 2. Occurrence of two or more species in the same habitat; usually applied to potentially competing species. 3. An association of interacting populations, usually defined by the nature of their interaction or the place in which they live. 4. Physical or chemical attributes of the environment that, while not being consumed, influence biological processes and population growth; for example, temperature, salinity, acidity. 5. Change in heritable traits of organisms through the replacement of genotypes within a population.

2 семестр

CARD 1

Translate into Russian and name the underlined phenomena.

1. Before he leaves the laboratory, he will have to switch off the light.
2. These results will be referred to in the next chapter.
3. The engineer had completed one part of his experiment by the end of the last week.
4. Tomorrow morning they will be continuing to discuss the results of his experiment.
5. Being a very active element oxygen will combine with all but a few other elements.
6. The Earth is believed to be hit from time to time by streams of electrically charged particles poured out by the sun.
7. He went on asking questions.
8. They will be allowed to redesign power station and make better use of energy in factories, homes and on the roads.
9. Please let me know your decision as soon as possible.
10. I felt the house shake with explosion.

Translate into English.

1. Некоторые специалисты полагают, что причиной возникновения «озоновых дыр» являются как природные, так и антропогенные факторы.
2. Я не могу не упомянуть о кислотных дождях.
3. Вы когда-нибудь были в местном природном заповеднике?
4. Я наблюдал, как он проводил этот эксперимент.

5. Хлорфторуглеродные, разрушающие озоновый щит, также играют роль в парниковом эффекте.

CARD 2

Translate into Russian and name the underlined phenomena.

1. The more people know about the nature, the better they control it.
2. I am to come here tomorrow.
3. Their achievements were not referred to in his report.
4. When heated water changes into an invisible gas.
5. The energy of the sun's rays is known to have been used from ancient times.
6. Having been repaired the device began working much better.
7. After having been subjected to severe testing the material was recommended for use.
8. The question of wind power is worth discussing.
9. Nothing could make the scientists change the decision.
10. Yuri Gagarin was the first to start the era of cosmic flights.

Translate into English.

1. Известно, что хозяйственная деятельность человека оказывает влияние на состав атмосферы.
2. Он заставил меня повторить этот эксперимент.
3. Выбросы отходов наносят вред земле, почве и дикой природе.
4. Мы вынуждены научиться бережно использовать окружающую среду.
5. Невероятно, что атмосфера способна поглощать все отходы, которые экономика выбрасывает.

CARD 3

Translate into Russian and name the underlined phenomena.

1. Russian scientists are investigating a number of problems concerned with the seas and oceans.
2. The ancient Greeks are known to have used water clocks for timing the speech of their orators.
3. The problem of obtaining power was solved.

4. A vast array of toxic substances have been developed and manufactured since 1940.
5. The more I speak to you, the more I like you.
6. To help the environment many countries began the production of phosphate free washing powder and cleaners.
7. The Volga region is to become one of the main centers of the chemical industry.
8. The transmission of energy by wave motion is considered to be one of the most important groups of materials.
9. He made me repeat the message.
10. He was unable to move his head.

Translate into English.

1. Предпринимаются попытки оградить здоровье людей от вредного воздействия химикатов.
2. Сообщили, что неумеренное применение пестицидов негативно повлияло на качество почвы.
3. Попав в организм человека, ядовитое вещество спровоцировало серьезное заболевание.
4. Действия, предпринимаемые сегодня на международном уровне, могут стабилизировать будущее потепление.
5. Ученые полагают, что топливная промышленность, транспорт, электростанции, промышленные предприятия являются существенным антропогенным источником загрязнения атмосферы.

CARD 4

Translate into Russian and name the underlined phenomena.

1. Glass is considered to be a good insulator.
2. This scientists proved this substance to be an element.
3. The research having been completed, the results were published in the magazine.
4. Having been used for a long time, the instrument lost its former quality.
5. Natural energy will become more and more important.

6. The measures discussed are to be used for determining the faults in the conducting wires.
7. Hundreds of millions of tons of untreated toxic waste and pollution are dumped into the world's seas every year.
8. It's no use of talking about it.
9. The water seems to be boiling.
10. He was the first to carry out the experiment.

Translate into English.

1. Полагают, что в нижних слоях атмосферы озон действует также, как и «парниковый газ».
2. Ученые утверждают, что источником радиоактивных отходов являются ядерные реакторы и атомные электростанции.
3. Мы вынуждены строить и реконструировать объекты энергетики по проектам, предусматривающим защиту окружающей среды.
4. Путем использования новых методов было изучено большое разнообразие токсических веществ.
5. Около поверхности Земли озон и другие окислители неблагоприятно влияют на здоровье человека, наносят ущерб природе и уменьшают урожаи сельскохозяйственных культур.

CARD 5

Translate into Russian and name the underlined phenomena.

1. The figures mentioned in his report were published in the latest scientific journal.
2. Nobody being on the highway, he was driving his car very fast.
3. To save the child he rushed into the burning house.
4. Being busy he had to refuse our invitation.
5. She wanted him to find a new Job.
6. Having calculated the program he paid attention to possible changes.
7. I have nothing to wear.
8. Tom seems to be writing a new poem.
9. Traveling by train you will see much.

10. The captain was the last man to leave the ship.

Translate into English.

1. Окно грязное, его нужно вымыть.
2. Человек, читающий газету, мой отец.
3. Будучи в Лондоне, он посетил Тауэр.
4. Прочитав книгу, студент вернул ее в библиотеку.
5. Кажется, погода улучшается.

CARD 6

Translate into Russian and name the underlined phenomena.

1. I don't enjoy going to the doctors.
2. This picture proved to be the best at the exhibition.
3. They want me to enter the university.
4. The car parked in front of the house is mine.
5. Being very poor she offered him a room.
6. The experiment having been made, everybody was interested in the results.
7. There are different ways of solving this problem.
8. To read English is a great pleasure.
9. Children playing in the yard are mine.
10. The bridge being built across the river is very beautiful.

Translate into English.

1. Все, что мы можем сделать – это попытаться и быстро убрать квартиру.
2. Я считаю, что она лучший человек для этой работы.
3. Видеть – значит верить.
4. Написав письмо, он пошел спать.
5. Собака первой почувствовала опасность.

CARD 7

Translate into Russian and name the underlined phenomena.

1. Using new methods we shall continue to increase accuracy and speed of analysis.
2. The invaluable treasures of Baikal are protected by the state.

3. We believe most toxic and hazardous waste to come from industries that produce plastics, soap, synthetic rubber, fertilizers, medicines, pesticides and chemicals.
4. The problem to be discussed is connected with chemical pollution.
5. One of the Egyptian statues was said to produce sounds every morning to greet the rising sun.
6. We didn't know of their having been given new materials.
7. He is still performing an experiment.
8. This machinery is supposed to be installed here next month.
9. The sooner they decide the problem of global warming, the better.
10. The results having been obtained, they stopped their experimental work.

Translate into English.

1. Основная причина вымирания видов – разрушение природных местообитаний.
2. На Западе мусор уже давно подвергается селективному отбору.
3. Полагают, что главным участником парникового эффекта является углекислый газ, получаемый при сжигании ископаемого топлива.
4. Процесс уничтожения защитного озонового слоя планеты благодаря ограничению воздействия на него остановлен.
5. Мы верим, что проблема гибели лесов будет решена на международном уровне.

CARD 8

Translate into Russian and name the underlined phenomena.

1. The Moon is known to be a natural satellite of the Earth.
2. Oxygen is an element of greatest importance to the Earth as all living things would die without it.
3. Programming is the process of preparing, testing and correcting instructions for a computer.
4. Numerous changes are taking place in the uses of atomic energy.
5. The reflected signal having been received, the distance to the object was counted.

6. Oil, natural gas and nuclear power have to play important roles in the energy industry.
7. The stations are to be linked up into a single network.
8. They gave up smoking.
9. He made them test the new equipment.
10. Drinking water of this area is poisoned because of salination.

Translate into English

1. Существует несколько версий возникновения «озоновых дыр».
2. Полагают, что тропический лес функционирует как генетическая лаборатория.
3. При пользовании бытовыми химикатами следует соблюдать меры предосторожности.
4. Наша окружающая среда и дикая природа нуждаются в защите.
5. Технологии переработки мусора, вероятно, являются чрезвычайно экономичными.

CARD 9

Translate into Russian and name the underlined phenomena.

1. I heard of his being sent to Moscow.
2. Having read the book the boy returned it to the library.
3. He was to come yesterday.
4. He seems to know everything.
5. The conference being over, the delegates made a tour round the town.
6. John has lived in London since 1985.
7. The duties about the house are distributed between the children.
8. Sure, I'll help you to catch up with the group.
10. He was the first to answer the question.

Translate into English.

- 2.1. Чтение – мое хобби.
2. Говорят, что она пропускает обязательные и факультативные предметы.
3. Отсутствие практики не улучшает навыки устной коммуникации.

4. В результате им удалось успешно сдать экзамены.

5. Я не могу не сказать о моей старшей сестре.

CARD 10

Translate into Russian and name the underlined phenomena.

1. Having been given the toy, the child stopped crying.

2. We know him to have graduated from the University two years ago.

3. The film is worth seeing.

4. I'll have written the letter to my sister before you come.

5. She is to help you in your work.

6. To learn English well you have to begin with rules of reading and spelling.

7. The government is usually formed by the political party.

8. Being in Great Britain, we visited some museums.

9. The more time you spend in the open air the sooner you will recover after your illness.

10. He was allowed to use the dictionary.

Translate into English:

1. Вы когда-нибудь были в Лондоне?

2. Новое оборудование испытывают сейчас в лаборатории.

3. Контракт был подписан вчера.

4. Эксперимент будет закончен к концу следующей недели.

5. При написании телеграммы мы должны использовать как можно меньше слов.

Контрольные работы **Variant I**

I. Make up 5 questions to the following sentences.

1. They have to study the problems of acid rain.

2. The law punishes people who throw garbage on the streets.

3. Environmental groups can draw attention to current local and global environmental problems.

II. Translate into Russian and explain the underlined grammar phenomena.

1. This problem is thought to have been solved by Russian scientists.
2. We know all bodies to consist of atoms.
3. This is the subject to be discussed at the next meeting.
4. He made me repeat the experiment.
5. She was the first to make a decision.
6. To understand the phenomenon is to understand the structure of atoms.
7. Many environmental problems have been caused by economic activities.
8. We'll be able to learn to use the environment carefully and protect it from damage caused by man's activity.
9. No one has yet developed the solution to the greenhouse effect.
10. Have you ever heard this student sing?
11. Being an international event, the Earth Day is dedicated to the environmental health of our planet.
12. My friend seems to be having a good time at the seaside.
13. What is the use of constructing the channel?
14. Do you mind our being present?
15. Wood was perhaps the first material to be used by man for building purposes.

III. Translate into English.

1. Загрязнение окружающей среды вызывает кислотный дождь.
2. Выбросы отходов в воздух разрушают озоновый слой.
3. Главный участник парникового эффекта - углекислый газ, получаемый в основном при сжигании ископаемого топлива.

IV. State the Gerund in Passive Voice.

- a) by describing the buildup
- b) having been increased
- c) his having written
- d) likes being spoken to

V. Define whether it is Participle or Gerund.

1. Being produced in a nuclear reactor, nuclear power creates nuclear waste.
2. Either we stop killing the Earth or we will kill ourselves.
3. CO₂ works in the same way as glass in greenhouse, allowing solar radiation to pass through it.

4. Nothing could prevent him from taking part in practically every day.
5. He was given a reward for having saved the life of the little children.
6. The experiments having been carried out, the students left the laboratory.
7. The buildup of pollutant gases in the atmosphere block heating coming from the earth.
8. The temperature of the ocean will increase, leading to some melting of ice.
9. Our wild nature is protecting.

VI. Put the verb “to write” into Active and Passive Voices in Indefinite, Continuous, Perfect Tenses

Variant II

I. Translate into Russian and explain the underlined grammar phenomena.

1. I am glad to have invited them.
2. I am glad to have been invited.
3. We expect you to meet us.
4. I am glad to be working with you.
5. The first thing to do let them know.
6. She proved to be patient.
7. He was the next to come.
8. Have you ever watched them play golf?
9. He made me repeat the story.
10. She considers herself to be a good specialist.
11. She is known to speak three languages.
12. They noticed him press the button of the cassette recorder.
13. Everybody heard him say it.
14. He left without saying goodbye.
15. The car needs repairing.
16. We were against Mr. Smith’s going to Russia.
17. The teacher insisted on making a report on Monday.
18. Howard was surprised at not having been asked anything.
19. I enjoy talking with Mr. Main.

20. Go on reading.
21. Do you mind my interrupting in your talk?
22. Having been asked, he couldn't answer anything.
23. Being on business I couldn't help them.
24. The conference being over, the delegates made a tour of the city.
25. In London there are a lot of museums, the largest being the British Museum.
26. Hearing the news, I called him up at once.
27. When/While working on making a report, I read a number of interesting articles.
29. We were informed about the results obtained at the laboratory.
30. Their laboratory is said to be twice as large as ours.

II. Make up questions to the following sentences.

1. A large part of urban air pollution is probably caused by emission from internal combustion engines.
2. In order to obtain enormous amounts of energy we have to build powerful atomic electric stations.
3. The problem of deforestation attracted our attention.

III. State the Participle in Passive Voice.

a) sending b) having sent c) being sent d) having been sent

IV. Define the Tense and Voice of the following sentences.

1. Nitrates in water cause adverse environmental effect, and may also damage human health.
2. The report was published before it had been discussed.
3. The results of the experiment will have been written by the end of the week.

Variant III

I. Make up 5 questions to the following sentences.

1. They have to become aware of the pollution problems.
2. Some of the larger mammals are being literally hunted to death because of high prices.
3. Yellow stone became the first national park in 1872.

II. Translate into Russian and explain the underlined grammar phenomena.

1. Smoke is simply particles of unburned fuel and soot, called particulates, mixed with air.
2. Industry was forced to change combustion process and add controls to reduce pollutants coming from their chimneys.
3. The establishment of an animal reserve is known to depend on an adequate standard of living among the humans who surround the reserve.
4. The process of building the roads and towns itself changes the environment, making it inhabitable for certain species.
5. He is believed to have carried out a number of tests.
6. The problem to be solved is connected with air and water pollution.
7. To understand this phenomenon is to understand the structure of atoms.
8. The aim of Green Peace is to protect the Earth.
9. The engineers consider plastics to be the most important group of materials.
10. This machinery has to be installed in the laboratory.
11. Nobody knew of their having been invited to that research Centre.
12. We can't get used to increasing in global temperature.
13. They will be able to introduce new methods of work next week.
14. The question of nature reserve is worth discussing.
15. The experiment having been carried out, they published the report.

III. Translate into English.

1. Всегда существовала проблема загрязнения воздуха при сжигании топлива.
2. Путем использования новых методов была изучена большая масса (большое количество) побочных продуктов.
3. Кто ответственен за сохранение окружающей среды?

IV. Put the verb "to bring" into Active and Passive Voices in Indefinite, Continuous, Perfect Tenses.

V. Define Participle in Passive Voice.

- a) learning b) being increased c) having appeared d) having been required

VI. State three forms of the following verbs.

To understand, to study, to be aware of, to take into account, to break, to meet, to come across, to carry out.

The Infinitive and the Infinitive Construction

Read the following sentences and translate them into Russian. Identify the Infinitive construction.

1. A nucleus that spontaneously decomposes is said to be radioactive.
2. When a nuclide decomposes through a series of steps before reaching stability, the nuclide is said to have gone through a decay series.
3. The time required for half of an original sample of radioactive nuclide to decay is referred to as the half-life.
4. The ability to achieve a critical mass is essential to sustaining a nuclear reaction.
5. At present many technical problems remain to be solved, and it is not clear whether the method will prove useful.
6. High-level pollutions in parts of Eastern Europe are known to be caused serious health problems.
7. British Government has a substantial program of action in hand to ensure an improvement in acidity in lochs in Southern Scotland.
8. In order to be safer, we may have to be more willing to acknowledge how unsafe life really is.
9. China's demand for oil is expected to double in 20 years.
10. There are many major scientific and engineering burdens to overcome before the technology becomes commercially viable.
11. We have a moral duty to look after our planet and to hand it on in good order to future generations.
12. Pollution is a worldwide problem which does not respect national boundaries is likely to intensify as the spread of industrial developments continues.
13. Any model is known to be as accurate as data which goes into it.
14. They use several scenarios to try to explain the oceanic observations.
15. Climate change is considered by majority of scientists to be one of the biggest problems facing humanity.

16. Scientists believe the oceans to have become slightly more acid over the last century.
17. The scientists say their research shows present day warming to be exceptional.
18. Rising exports of beef and soya in Brazil are said to encourage farmers to clear the forests for agriculture.
19. The Inter (International Thermonuclear Experimental Reactor), the biggest nuclear fusion is estimated to cost \$10 billion and will run for 20 years.
20. Most of the direct drivers of biodiversity loss are projected to either remain constant or increase in the future.
21. In order to reduce hunger and poverty and increase access to clean water and sanitation, we need to have a strong base of environmental sustainability which is providing these services on which people rely for their well-being.
22. It will take time for these sensitive waters to recover from devastating effects of acid rain.
23. The government announced new proposals to tackle deforestation.
24. The scientists believe the sun to be the most important source of energy for the earth.
25. Carbon dioxide is known to be emitted into atmosphere by burning wood and fossil fuels.
26. They consider the greenhouse effect to be largely the product of industrialized nations.
27. The ozone layer has recently become the subject of much concern because it appears to be becoming thinner.
28. The process of acid rain happened to be complex and to occur on a vast scale.
29. Acid rain pollution is reported to kill forests on an enormous scale.
30. Certain birds are known to be affected by acid changes in the environment, where their food supply is disrupted.
31. The solutions to desertification appear to be well established, and a program for tackling the problem was agreed in 1977.

Participle I and Participle II

1. About 13 per cent of the gas emitted from coal-burning power stations is CO₂.
2. The sun is the most important source of energy for the earth, sending a spectrum of radiation to the planet, as X-rays, ultraviolet and visible light, infra-red radiation, microwaves and radio waves.
3. Ozone occurring in that part of the earth's atmosphere nearest the ground (the troposphere) is frequently industrially-caused, and can damage human and planet health.
4. An international treaty signed in 1987 has restricted the production of some substances that have been eroding the ozone layer.
5. Oxygen and ozone in the stratosphere absorb ultraviolet radiation from the sun, prevent it from reaching the earth.
6. CFCs constitute another problem being the main cause of creating a hole in the ozone layer.
7. Having looked through all the documents and letters received that day he called his secretary.
8. The combined effect of acid pollution and industrially created ozone near the surface of the earth is believed to be a central factor contributing to the decline and dearth of forests across the Central Europe.
9. Associated with sunlight, ozone levels hit their maximum during summer.
10. The international community has not responded as urgently to the problem as the situation demanded, governments in the developed and developing worlds prefer short-term, instant schemes to the long-term plans necessary to stabilize rained croplands.
11. Another disease causing substance is asbestos, whose hazards are now well recognized.
12. This system significantly reduces the amount of glass thrown away as refuse - and the amount of broken glass turning up in the countryside and on beach.
13. The greater the demand for recycled paper, the lower the production and wastage of new paper.

Find the sentences with the Gerund and translate them.

1. Production of “new” paper causes the cutting of trees as well as chemical pollution with toxic waste products in the course of the production process.
2. We can cut down on paper production and waste by using recycling paper instead.
3. The use of rubbish as fuel is a good idea of turning rubbish into energy.

Modal Verbs

1. Aluminum cans are not allowed to be sold, nor are non-standard bottles.
2. Any shop which sells bottled drinks has to accept returned bottles.

Tests

Variant I

Задание 1.

Тема: Учебная лексика

At the end of program of instruction the teacher must _____ its results before moving to the next cycle of teaching events.

- a) assess b) acquire c) develop d) apply

Задание 2.

Тема: Деловая лексика

Bids had to be in by 6.00 and we put ours in ten minutes before the ...

- a) deadline b) time c) stock market d) fringe benefit

Задание 3.

Тема: Профессиональная лексика

Nanomaterials are excellent filters for _____ heavy metals and other pollutants from industrial wastewater.

- a) trapping b) selecting c) detecting d) splitting

Задание 4.

Тема: Термины (дефиниции)

A material with electrical conductivity between that of a conductor and an insulator is a ...

- a) semiconductor b) solution c) solid d) metal

Задание 5.

Тема: Словообразование

How many means of _____ do you use on a regular basis?

- a) communication b) communicator c) communicable d) communicate

Задание 6.

Тема: Местоимения

Do you want to spread _____ honey on your slice of bread?

- a) a little b) little c) few d) a few

Задание 7.

Тема: Степени сравнения прилагательных и наречий

Out of all the students in my music school, I practice ...

- a) most often b) more often c) the most often d) often

Задание 8.

Тема: Существительное

There are special schools for _____ in our country.

- a) the blind b) the blinds c) blinds d) a blind

Задание 9.

Тема: Артикли

Show me _____ on this map, please.

- a) the Canary Islands b) a Canary Islands c) an Canary Islands d) Canary Islands

Задание 10.

Тема: Предлоги

It was very stupid _____ him to make such a silly mistake.

- a) of b) about c) with d) to

Задание 11.

Тема: Союзы

Can you turn off the light _____ you go out, please?

- a) as b) before c) until d) providing

Задание 12.

Тема: Глагол и его формы

Mr. Harrison said that he _____ again.

- a) would call b) will have called c) called d) will call

Задание 13.

Тема: Страдательный залог

This story is worth reading. Who wrote it? – It _____ by Jack London.

- a) was written b) is written c) was being written d) wrote

Задание 14.

Тема: Неличные формы глагола

The train _____ in a minute later, the two brothers parted.

- a) coming b) to be coming c) have come d) having come

Задание 15.

Тема: Фразовые глаголы

The customs officer went through their bags looking _____ drugs.

- a) for b) out c) in d) after

Задание 16.

Тема: Модальные глаголы

Aren't you afraid we have too little petrol? – So what? It's so close from here that we _____ use the car.

- a) needn't b) mustn't c) can't d) shouldn't

Задание 17.

Тема: Бытовая сфера

Выберите реплику, наиболее соответствующую ситуации общения.

Guest: "It was a lovely party"

Hostess: " _____ "

- a) I'm glad you enjoyed it. You are welcome!
b) Thank you for seeing me.
c) Don't mention it.
d) How kind of you.

Задание 18.

Тема: Профессионально-деловая сфера

Выберите реплику, наиболее соответствующую ситуации общения.

A: "The table on page four and the one on page seven completely contradict each other."

B: "_____"

- a) I'm sorry. I will correct this mistake right now.
- b) It's not my fault!
- c) Is this our problem?
- d) I don't understand this situation.

Задание 19.

Тема: Учебно-социальная сфера

Выберите реплику, наиболее соответствующую ситуации общения.

Student: "I wonder if you could give me some information"

Librarian: "_____"

- a) I'd be happy to. What can I do for you?
- b) Here they are.
- c) You can borrow three books at one time.
- d) I'm glad to see you again.

Задание 20.

Тема: Социально-деловая сфера

Выберите реплику, наиболее соответствующую ситуации общения.

Agent: "British Railways. Can I help you?"

Customer: "_____"

- a) Good afternoon. Can you give me the times of fast trains to Edinburgh, please?
- b) Look! I want to know the times of fast trains to Edinburgh.
- c) Hi, I need some info about the times of fast trains to Edinburgh.
- d) Hi. Can I buy two tickets to this performance?

Задание 21.

Тема: Великобритания

The Palace which has never been the official London residence of the English Sovereigns is ...

- a) the Palace of Holyroodhouse
- b) the Palace of Whitehall
- c) St. James's Palace

d) Buckingham Palace

Задание 22.

Тема: США

As the Americans are made up from nearly all races and nations the USA is often called the ...

a) "melting pot" b) "cosmopolitan race" c) "multinational place" d) "mixture point"

Задание 23.

Тема: Канада

Lady of the Snows is another name for ...

a) Vancouver b) Montreal c) Toronto d) Ottawa

Задание 24.

Тема: Выдающиеся личности англоговорящих стран

A famous American writer of wit short stories with clever twist endings is ...

a) O. Henry b) Graham Green c) Ernest Hemingway d) F. Scott Fitzgerald

Задание 25.

Тема: Поисковое чтение с целью определения наличия в тексте запрашиваемой информации

Прочитайте текст и выполните задания

Electricity

1. Electricity is a flow of negative charges called electrons. These electric charges are measured in units called coulombs. Electricity is a very versatile form of energy that can be converted into many other forms of energy, including light and heat, direct current (DC), which flows in one direction only, and alternating current (AC), which changes direction 60 times per second.

2. An electric circuit is an unbroken conducting path from, and back to, a power supply. It has three main parts: the power supply, the conductor, and the load. The power is provided by a generator or battery, the conductor carries the current, and the load is an electric device such as a lamp.

3. Unlike current electricity, static electricity does not flow. It is created when an electrically neutral substance loses or gains electrons, making it, respectively, posi-

tively or negatively charged. You can create static electricity by rubbing a balloon on your clothing. Electrons will move from the clothing to the balloon, making the balloon negatively charged and the clothing positively charged. The resulting static electricity on each will attract small, light objects such as pieces of paper.

Задание 26.

Определите, какое утверждение соответствует содержанию текста.

- a) Electricity can be changed into various energy forms.
- b) There exist two different types of electricity.
- c) An electric circuit exists in every type of electricity.
- d) People are able to create static and resulting electricity themselves.

Задание 27.

Завершите утверждение согласно содержанию текста

The kind of electricity which can be created at friction is called...

- a) static electricity
- b) alternative current
- c) direct current
- d) resulting electricity

Задание 28.

Ответьте на вопрос:

What device is designed for the continuous flow of electric current?

- a) Electrical circuit allows electrons to flow through continuously without beginning or end.
- b) In an electric circuit the load can be an electric device such as a lamp.
- c) One can create static electricity by rubbing a balloon on one's clothing.
- d) The power in an electric circuit is provided by a generator or battery.

Задание 29.

Определите основную идею текста

- a) Electricity is a very changeable energy form being presented by different kinds.
- b) It is a scientifically proved fact that electricity is a flow of negative charges called electrons.
- c) There exist different kinds of electricity, electrical properties of which being quite alike.

d) Electricity is a versatile form of energy that can be converted into many other energy forms.

Задание 30.

Тема: Оформление делового письма

Расположите части делового письма в правильном порядке

- Attention: World Travel Reservations
- Mrs J.H. Harris
Rockford Arms Hotel
Rockford, CO 33322
- Mrs J.H. Harris
- September 15, 2005
- Enjoy Travel, Inc
Fifth Avenue
Greenburg, VT 11111
- Yours truly,
- Please reserve one seat on your Around-the-World tour leaving Greenburg on March 30, returning May 30. I am enclosing a down payment of \$500.00 (five hundred dollars) by personal check.

Задание 31.

Тема: Оформление конверта

Перед вами конверт

Соотнесите информацию под определенным номером на конверте с тем, что она обозначает

- (1) Simon & Schuster Co
- (2) Upper Saddle River, NJ 07458
- (3) USA

- Tata Steel Rail
- (4) 1, Skinninggrove
- (5) York YO1 6YH
- (6) United Kingdom

- a) the addressee's house number
- b) the sender
- c) the country the letter come from
- d) the country in the mailing address
- e) the town the letter comes from
- f) the town in the mailing address

Задание 32.

Тема: Оформление резюме, письма-заявления, письма-уведомления, письма-запроса, контракта, служебной записки

Определите, к какому виду делового документа относится представленный ниже отрывок

We are interested in buying your equipment for producing pet food. Would you kindly send us more information about this equipment such as price, dates of delivery, terms of payment, guarantees?

- a) Inquiry Letter
- b) Cover Letter
- c) Offer Letter
- d) Advertising Letter

Variant II

Задание 1.

Тема: Учебная лексика

If you need to _____ teacher's attention, just put your hand up.

- a) attract b) affect c) achieve d) divert

Задание 2.

Тема: Деловая лексика

On looking through the report I see that your _____ are way over your budget.

- a) expenses b) prices c) advertisements d) services

Задание 3.

Тема: Профессиональная лексика

The International decimal system of _____ and measures is based on the metre and kilogram.

a) weights b) mass c) gravity d) sizes

Задание 4.

Тема: Термины (дефиниции)

A form of energy that transfers from one object or body to another if there is a difference in temperature between the two is...

a) heat b) kinetic energy c) radiation d) evaporation

Задание 5.

Тема: Словообразование

In all the countryside there was no garden so _____ as his.

a) lovely b) loving c) love d) loveliness

Задание 6.

Тема: Местоимения

There aren't _____ easy ways of learning languages.

a) any b) some c) no d) few

Задание 7.

Тема: Степени сравнения прилагательных и наречий

I'm sorry I'm late. I got here as _____ as I could.

a) fast b) the fastest c) fastly d) faster

Задание 8.

Тема: Существительное

The money _____ to him.

a) belongs b) belong c) do not belong d) is not belonging

Задание 9.

Тема: Артикли

They used to spend their summer holidays in

a) the Crimea b) a Crimea c) an Crimea d) Crimea

Задание 10.

Тема: Предлоги

Mary hasn't seen her distant relatives _____ three years.

a) for b) since c) from d) before

Задание 11.

Тема: Союзы

Few people like him _____ of his bad manners.

- a) because b) since c) though d) in case

Задание 12.

Тема: Глагол и его формы

My youngest brother _____ a new job a week ago.

- a) got b) has got c) gets d) had got

Задание 13.

Тема: Страдательный залог

Their car is at the garage. It _____ now.

- a) is being repaired b) is repairing c) is repaired d) has repaired

Задание 14.

Тема: Неличные формы глагола

He is clever enough _____ the crossword.

- a) to do b) to have done c) doing d) do

Задание 15.

Тема: Фразовые глаголы

Without my glasses I can hardly make _____ the words on this page.

- a) out b) up c) for d) over

Задание 16.

Тема: Модальные глаголы

I bought everything we need yesterday so I _____ go shopping today.

- a) don't have to b) mustn't c) shouldn't d) ought not to

Задание 17.

Тема: Бытовая сфера

Выберите реплику, наиболее соответствующую ситуации общения.

A: "Excuse me, could you tell me the way to the National Museum?"

B: " _____ "

a) Sorry, I don't know. b) It's over there. c) I don't know. d) Glad to meet you.

How do you like London?

Задание 18.

Тема: Профессионально-деловая сфера

Выберите реплику, наиболее соответствующую ситуации общения.

A: "Excuse me. Can I talk to Mr Nolan?"

B: "_____"

a) I'm afraid, Mr Nolan is out. b) We don't have such a person. c) Who's asking?
d) What?

Задание 19.

Тема: Учебно-социальная сфера

Выберите реплику, наиболее соответствующую ситуации общения.

Teacher (subordinate): "I hope I didn't keep you waiting".

Dean: "_____"

a) You are in time. b) Better late than never. c) Oh, you are here at last! d) I haven't seen you for ages!

Задание 20.

Тема: Социально-деловая сфера

Выберите реплику, наиболее соответствующую ситуации общения.

Hostess: "Your bag is 3 kilos overweight. You have to pay excess luggage charge".

Passenger: "_____"

a) Oh? It's only three kilos. All right then. b) What? It's only three kilos! c) You have no right to charge me! d) No, I can't lift this bag.

Задание 21.

Тема: Великобритания

Stonehenge is a (an) _____ which is located in Britain.

a) prehistoric monument b) old castle c) unique palace d) ancient church

Задание 22.

Тема: США

The two major parties in the USA are the ...

a) Republicans and the Democrats b) Republicans and the Socialists c) Democrats and the Socialists d) Democrats and the Conservatives

Задание 23.

Тема: Канада

Canada gained its independence from Britain in

a) 1931 b) 1763 c) 1982 d) 1867

Задание 24.

Тема: Выдающиеся личности англоговорящих стран

A Scottish moral philosopher and a pioneer of political economics is ...

a) Adam Smith b) Jonathan Swift c) Michael Faraday d) Charles Darwin

Задание 25.

Тема: Поисковое чтение с целью определения наличия в тексте запрашиваемой информации

Прочитайте текст и выполните задания

Technology

1. Technology is the usage and knowledge of tools, techniques, crafts, systems or methods of organization in order to solve a problem or create an artistic perspective. Technologies significantly affect human as well as other animal species' ability to control and adapt to their natural environments. The human species' use of technology began with the conversion of natural resources into simple tools.

2. The prehistorical discovery of the ability to control fire increased the available sources of food and the invention of the wheel helped humans in travelling in and controlling their environment. Recent technological developments, including the printing press, the telephone, and the Internet, have lessened physical barriers to communication and allowed humans to interact freely on a global scale. However, not all technology has been used for peaceful purposes; the development of weapons of ever-increasing destructive power has progressed throughout history, from clubs to nuclear weapons.

3. Technology has affected society and its surroundings in a number of ways. In many societies, technology has helped develop more advanced economies (including

today's global economy) and has allowed the rise of a leisure class. Many technological processes produce unwanted by-products, known as pollution, and deplete natural resources, to the detriment of the Earth and its environment. Various implementations of technology influence the values of a society and new technology often raises new ethical questions.

Задание 26.

Определите, какое утверждение соответствует содержанию текста.

- a) Some technological products can be dangerous for people.
- b) Few technological products were designed by people.
- c) People use the knowledge of technology to diversify their lives.
- d) Technology is quite a new term connected with the Internet.

Задание 27.

Завершите утверждение согласно содержанию текста

People treat technologies differently ...

- a) because they can be created for various purposes
- b) as all people use them in their own way
- c) as they help develop more advanced economies
- d) to solve many problems or create an artistic perspective

Задание 28.

Ответьте на вопрос:

Why is the development of technology vitally important for people?

- a) Technology provides people with the ability to control and adapt to their natural environments.
- b) Technology provides people with necessary food sources, communication, and home appliances.
- c) Technology promotes people's globalization due to new technological developments.
- d) Technology is irreplaceable for solving contemporary environmental problems.

Задание 29.

Определите основную идею текста

- a) Technology promotes people's development in different spheres but its possible outcomes should be carefully examined before its wide application.
- b) Technology enables people to communicate using recent technological developments, to travel all over the world and to control environment.
- c) People should strive to develop progressive technologies as to give them the opportunity to control and adapt to their natural environments.
- d) Technology is the usage and knowledge of tools, techniques, crafts, systems or methods of organization in order to solve a problem or create an artistic perspective.

Задание 30.

Тема: Оформление делового письма

Расположите части делового письма в правильном порядке

- Dear Ms. Stravinski:
- October 24, 2002
- Ms. Iva Stravisnki
Attomey-at-Law
200 Center Street
Freeport, VT 66622
- Yours truly,
- NORP
Freeport High School
Freeport, VT 66622
- Thank you for the wonderful lecture on "Proposed Changes in the Financing of Medicare". The membership and I appreciate your contribution to our club.
- Henry Purcell
President

Задание 31.

Тема: Оформление конверта

Перед вами конверт

Соотнесите информацию под определенным номером на конверте с тем, что она обозначает

(1) Mr. Walter C. Brown
(2) 49 Featherstone Street
London (3) EC1Y 8 SY
Great Britain

(4) Dr. Claire Samson
Carleton University
1125 (5) Colonel Drive
Ottawa, (6) Ontario K1S 5B6
Canada

- a) the house number in the return address
- b) the sender
- c) the addressee
- d) the street name in the mailing address
- e) the ZIP code in the return address
- f) the state name in the mailing address

Задание 32.

Тема: Оформление резюме, письма-заявления, письма-уведомления, письма-запроса, контракта, служебной записки

Определите, к какому виду делового документа относится представленный ниже отрывок

We are honored to invite you to participate in our forthcoming conference on old Gaelic philology to be held October 7-1- in New York City College's School of Linguistics?

- a) Invitation Letter
- b) Cover Letter
- c) Letter of Complaint
- d) Contract

CONCLUSION

В глубине души экология беспокоит каждого из нас. Она является ключом к решению многих проблем, возникающих при взаимодействии человека с природными системами. Наука экология может помочь нам разработать систему мер, спланировать действия, управлять ими и защищать окружающую нас природную среду, гарантируя, что мы сможем наслаждаться здоровой жизнью, а также сможем передать здоровые экосистемы нашим внукам. Наука экология должна стать фактором, влияющим на принятие политических решений. Если мы не будем учитывать экологический фактор, мы рискуем в будущем получить множество проблем - от увеличения масштабов деградации земель до гибели растений и животных и до усугубления глобальных изменений климата. Наше будущее здоровье зависит от тонкого баланса между качеством воздуха, почвы, между организмами, растениями, животными. Экология дает нам возможность понять, как работает этот баланс, что нарушает его, и как загрязнители удерживаются и высвобождаются природными системами. Загрязнение угрожает пищевым цепям, убивает жизнь в реках и морях и может разрушать репродуктивную систему рыб, животных и людей. Наука экология показывает, куда идут загрязнители, как они влияют на различные формы жизни, где они вырабатываются и что можно сделать для предотвращения их вредного влияния. Наука экология поможет найти нам способ уменьшить использование удобрений, избежать побочных эффектов от пестицидов и использовать естественные способы контроля за заболеваниями и паразитами, влияющими на урожай и продукцию животноводства.

Глобальные климатические изменения вызываются парниковым эффектом, который в свою очередь является результатом деятельности человека. Экология определяет ключевые процессы, которые позволяют природным системам уменьшить количество углекислого газа, выделяемого в атмосферу, и тем самым замедлить глобальное потепление.

Экологи призывают все человечество работать над предотвращением дальнейшего ухудшения экологической ситуации на Земле. Это требует разви-

тия и усиления законов в области экологии и регулирования, а также международного сотрудничества. Необходимо широкое взаимодействие между гражданским обществом, правительствами, учеными в применении требований экологии к современной жизни.

Данное пособие представляет собой начальный этап в изучении перечисленных выше вопросов, которые могут будут изучены в дальнейшем в рамках дисциплины «Профессиональный иностранный язык».

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